



Dwight D. Eisenhower Elementary School  
2016-2017  
Grade Span KG-03

23-4660-070  
MIDDLESEX  
SAYREVILLE BORO  
601 ERNSTON ROAD  
PARLIN, NJ 08859-2126

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
KG	108	137	126
1	146	112	142
2	138	158	106
3	125	139	160
Ungraded	27	0	0
Total	544	546	534

**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	50%	52%	54%
Male	50%	48%	46%
Economically Disadvantaged Students	34%	35%	35%
Students with Disabilities	13%	15%	14%
English Learners	2%	6%	5%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	% of Students
White	33.0%
Hispanic	24.7%
Asian	22.5%
Black or African American	13.1%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	6.6%

**PreK and K - Full Day and Half Day**

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	104	137	126

**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	65.2%
Spanish	8.4%
Telugu	3.7%
Urdu	2.1%
Portuguese	1.9%
Other	18.9%



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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	153	98.7	56.20	53.70	54.90	56.2	61.5	Met Target†
White	51	98.1	66.60	52.90	63.90	66.6	68.8	Met Target†
Hispanic	35	97.2	51.40	43.90	39.80	51.4	49.6	Met Target
Black or African American	19	100.0	31.60	43.30	35.20	31.6	N	N
Asian, Native Hawaiian, or Pacific Islander	40	100.0	60.00	74.40	80.70	60	80	Not Met
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	91	97.9	59.30	61.50	62.20	59.3		
Male	62	100.0	51.60	46.20	48.10	51.6		
Economically Disadvantaged Students	53	98.2	47.10	43.00	36.20	47.1	44	Met Target
Non-Economically Disadvantaged Students	100	99.0	61.00	59.40	65.80	61		
Students with Disabilities	20	100.0	50.00	*	20.50	50	N	N
Students without Disabilities	133	98.6	57.10	*	61.90	57.1		
English Learners	11	100.0	27.30	30.30	25.20	27.3	**	**
Non-English Learners	142	98.6	58.40	54.40	57.40	58.4		
Homeless Students	N	N	N	69.20	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	157	752	751	749	9%	13%	23%	48%	8%	55%	50%
White	51	758	751	759	*	*	*	59%	*	67%	61%
Hispanic	35	749	743	734	*	*	31%	51%	0%	51%	35%
Black or African American	21	747	744	731	*	*	*	*	*	33%	32%
Asian, Native Hawaiian, or Pacific Islander	42	751	763	775	*	*	*	43%	*	57%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	93	756	755	754	*	*	19%	52%	*	59%	55%
Male	64	747	747	745	*	*	28%	42%	*	50%	46%
Economically Disadvantaged Students	56	750	744	731	*	*	29%	39%	*	46%	31%
Non-Economically Disadvantaged Students	101	753	755	762	*	*	20%	53%	*	60%	63%
Students with Disabilities	20	732	725	720	*	*	*	50%	*	50%	24%
Students without Disabilities	137	755	756	755	*	*	*	47%	*	56%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

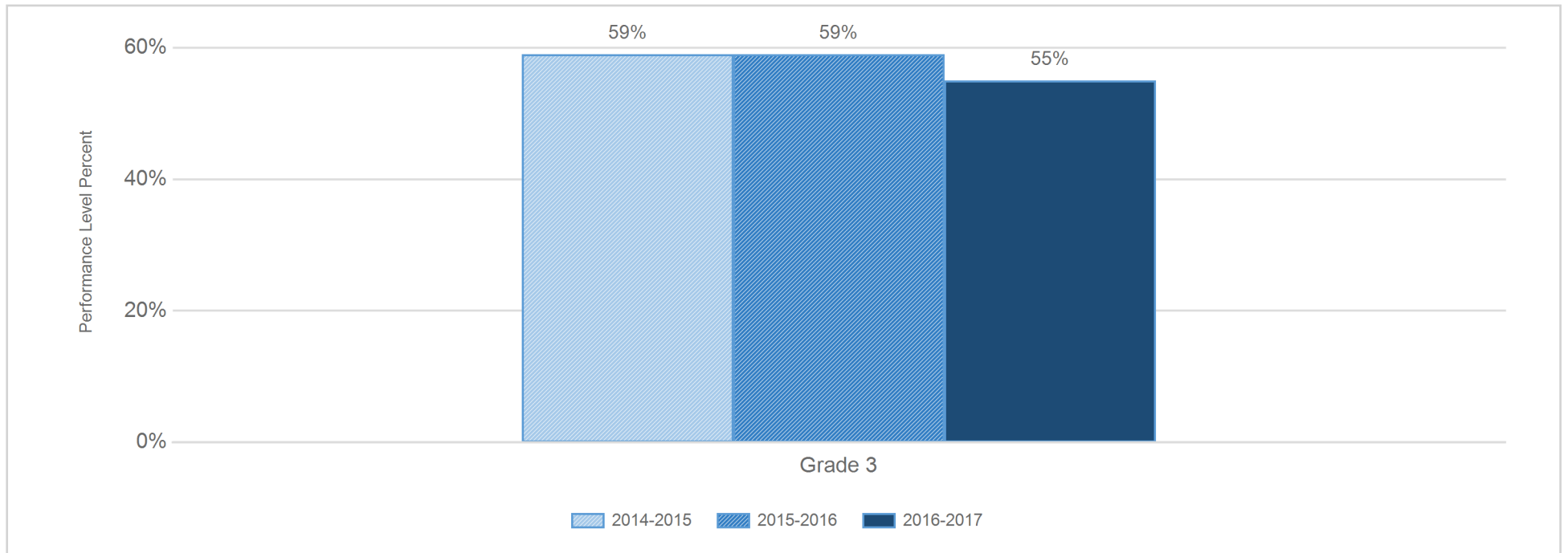


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	155	98.8	54.20	41.10	43.50	54.2	58.4	Met Target†
White	51	98.1	53.00	39.60	52.40	53	62.3	Met Target†
Hispanic	37	97.4	45.90	28.50	27.60	45.9	38.2	Met Target
Black or African American	19	100.0	42.10	27.10	21.70	42.1	N	N
Asian, Native Hawaiian, or Pacific Islander	40	100.0	72.50	70.50	75.60	72.5	80	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	93	97.9	51.60	41.70	44.10	51.6		
Male	62	100.0	58.00	40.60	42.90	58		
Economically Disadvantaged Students	54	98.3	38.90	29.50	25.10	38.9	36.5	Met Target
Non-Economically Disadvantaged Students	101	99.0	62.40	47.40	54.30	62.4		
Students with Disabilities	20	100.0	50.00	*	16.50	50	N	N
Students without Disabilities	135	98.6	54.80	*	48.80	54.8		
English Learners	13	100.0	38.50	29.60	23.30	38.5	**	**
Non-English Learners	142	98.6	55.70	41.50	45.20	55.7		
Homeless Students	N	N	N	58.40	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	159	752	753	751	*	14%	28%	42%	*	54%	53%
White	51	754	752	759	*	*	31%	41%	*	53%	63%
Hispanic	37	744	741	738	*	*	27%	41%	*	46%	37%
Black or African American	21	747	743	733	*	*	*	*	*	43%	32%
Asian, Native Hawaiian, or Pacific Islander	42	761	772	779	*	*	*	48%	*	69%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	95	751	753	751	*	*	33%	43%	*	52%	52%
Male	64	754	753	751	*	*	22%	39%	*	56%	53%
Economically Disadvantaged Students	57	744	744	736	*	*	35%	30%	*	39%	34%
Non-Economically Disadvantaged Students	102	757	758	761	*	*	25%	48%	*	62%	65%
Students with Disabilities	20	740	732	729	*	*	*	*	*	50%	29%
Students without Disabilities	139	754	757	755	*	*	*	*	*	54%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

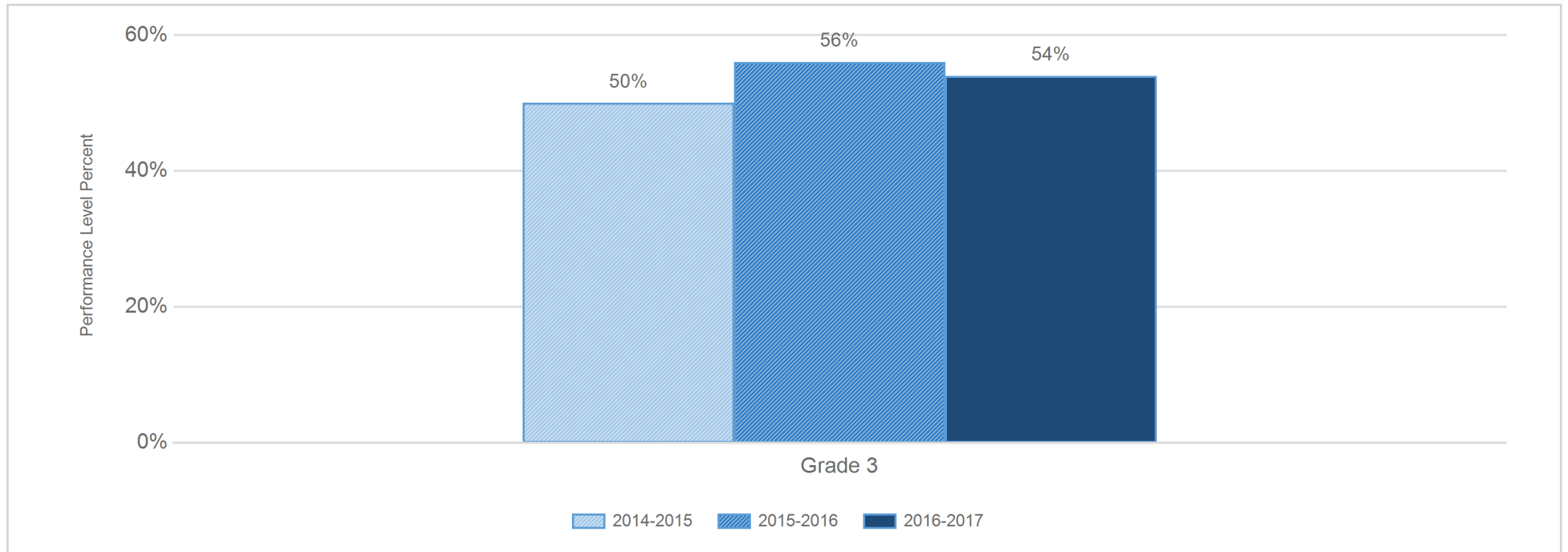


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N

**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	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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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**

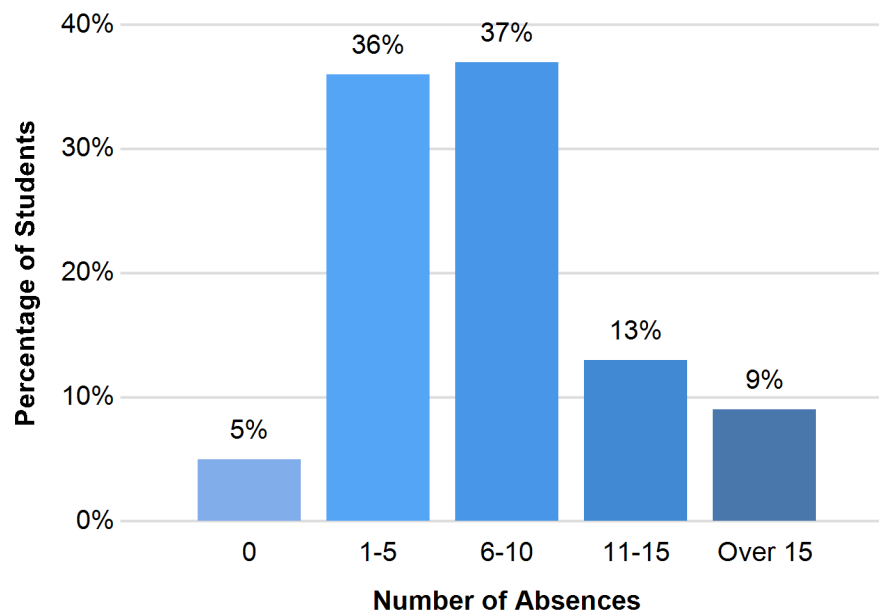
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.70	9.10	Met Target
White	3.90	9.10	Met Target
Hispanic	6.90	9.10	Met Target
Black or African American	5.60	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.60	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	5.70	9.10	Met Target
Economically Disadvantaged Students	9.00	9.10	Met Target
Students with Disabilities	7.40	9.10	Met Target
English Learners	9.50	9.10	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.



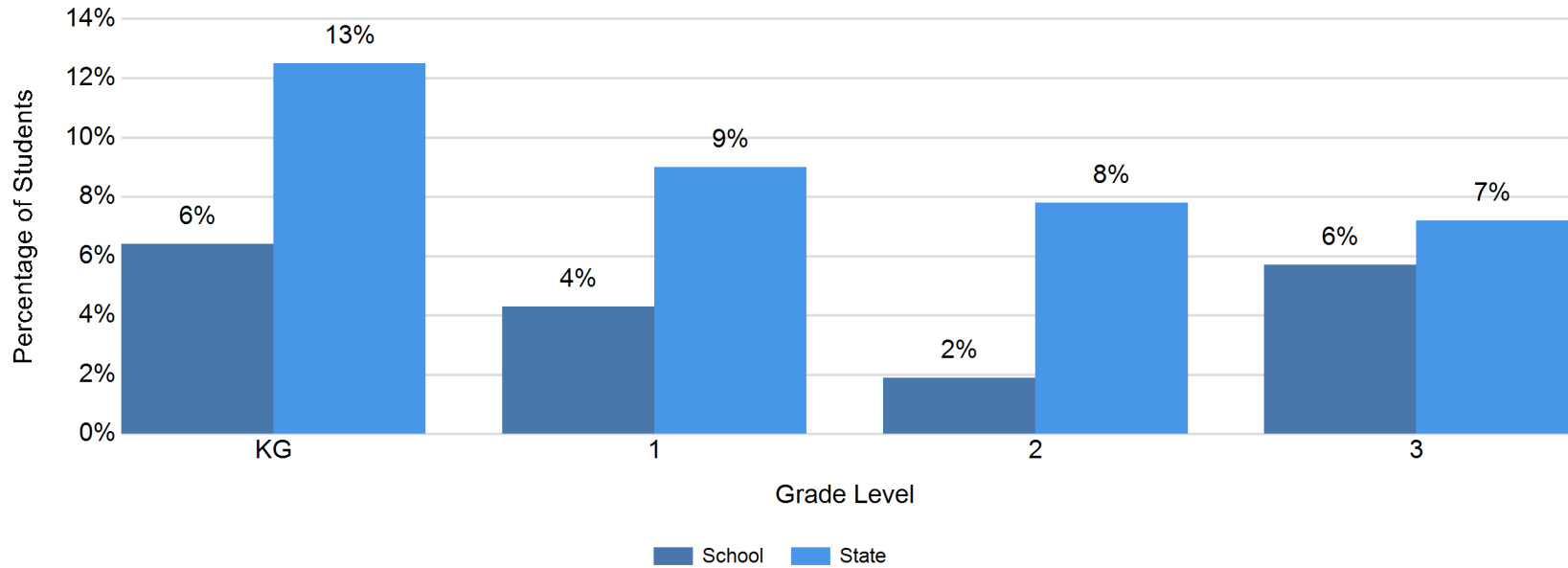


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Chronic Absenteeism by Grade

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	9:05AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs. 15 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	0
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.19

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.2%
Any Suspension	0.2%

**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	1.0:1	493.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$390	\$11,363	\$11,753



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	38	120,724
Average years experience in public schools	12.5	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	68%	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	27	9,506
Average years experience in public schools	11.1	15.9
Average years experience in district	7.6	11.6
Administrators in district for 4 or more years	44%	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	14:1	13:1
Administrators	534:1	225:1
Librarian/Media Specialists		1014:1
Nurses		676:1
Counselors		435:1
Child Study Team		358:1



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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 and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	79%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	98%



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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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	N	N
<b>Summative Rating:</b> Percentile rank of Summative Score	N	N
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile	N	N

\*\* 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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

\*\* 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. Aguiles	<b>Email Address:</b>	<a href="mailto:edward.aguiles@sayrevillek12.net">edward.aguiles@sayrevillek12.net</a>
<b>Address:</b>	601 ERNSTON ROAD PARLIN, NJ 08859-2126	<b>Website:</b>	<a href="http://sayreville-dee.ss8.sharpschool.com/">http://sayreville-dee.ss8.sharpschool.com/</a>
<b>Phone:</b>	(732)525-5230	<b>Facebook:</b>	<a href="http://www.facebook.com/Dwight-D-Eisenhower-Elementary-School-588380017940089">www.facebook.com/Dwight-D-Eisenhower-Elementary-School-588380017940089</a>
		<b>Twitter:</b>	<a href="http://www.twitter.com/deisenprincipal">www.twitter.com/deisenprincipal</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>• Kindergarten Literacy Program focuses on at risk students</li> <li>• Increase of technology hardware in all classes.</li> <li>• Stars Program - after school programs funded by PTO and run by teachers.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Dwight D. Eisenhower Elementary School is working in conjunction with the district to meet the district Vision 2030 which is committed to the holistic development of all our students in order to provide them with specific skill sets, character traits, and values that they will need to become successful in a competitive global workforce now and up to year 2030.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our school received The Clean Communities Grant. Our third grade class helped clean up our field and around the school. We organized the materials picked up into trash and recyclables. The grant money was used to purchase Chromebooks for students in the third grade class.</p>






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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our students use a number of programs including but not limited to RAZKids, enVision Math, and STMath. We offer a talented and gifted (TAG) program. We also offer Literacy and Math Academies and focus on improving our students' performance through the use of NJTSS for our at risk students.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Throughout the year, we offer our students after school programs that they can attend sponsored by the Parent Teacher Organization (PTO) and run by our faculty. The programs vary and may include options such as art, coding, basketball, and cooking. Each year the programs change although some favorites, such as basketball and coding, are available each year.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Our school and district has a partnership with Springboard Education which runs before and after school programs. Springboard provides homework help, academic support, character building programs and socialization skills. The program is supported by Springboard's unique curricula.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>Currently, our teachers are developing their skills and receiving training on our new reading system through Fountas and Pinnell. Our teachers also worked, through a partnership with Rutgers University, with a reading expert to coach our kindergarten through third grade teachers on best practices and strategies for improving our students' literacy skills.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Our students are provided with the following services, if needed: ELL instruction, pull out replacement instruction, and/or in-class support instruction for our special education population. NJTSS is provided for all of our struggling students. Our students also have a weekly visit from the school counselor, who spends 30 minutes a week with each class. The counselor also provides more individualized or specific sessions for our students needing socialization or coping skills.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Eisenhower Elementary School offers breakfast in the classroom. Since providing breakfast in the classroom we have seen an increase in the number of students eating breakfast. We also provide lunch for our students and 20 minutes daily of recess, as well as physical education class once a week for kindergarten and twice a week for grades one through three.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our Parent Teacher Organization is central to our extra-curricular activities. Last year the PTO helped to purchase 36 Chromebooks for the school. They also provided a number of educational programs for the students during the school day, including one on bullying prevention. The PTO also sponsors a monthly family activity to bring the students and their families out to enjoy a family friendly night. These include nights such as the Halloween Bash and the Mid-Year Carnival.</p>




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**School Narrative**

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

 <p>Facilities:</p>	<p>Our building houses a gymnasium/auditorium, an art lab complete with a kiln, a music room complete with sound proofing, a fully function library media center which includes a 36 computer laboratory, as well as a number of Chromebook carts. All the kindergarten and first grade classrooms have a bathroom in each room.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

**Navigating through the reports:**

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

**Other Resources:**

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



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### Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	105	115	111
1	116	117	116
2	105	112	115
3	110	102	118
Ungraded	62	63	47
Total	498	509	507

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	48%
Male	52%	53%	52%
Economically Disadvantaged Students	36%	36%	38%
Students with Disabilities	22%	24%	23%
English Learners	2%	5%	3%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	45.8%
Hispanic	20.7%
Black or African American	15.8%
Asian	15.0%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	107	115	111

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	68.0%
Spanish	7.3%
Arabic	5.1%
Polish	3.4%
Gujarati	2.4%
Other	14.0%



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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	119	96.7	55.50	53.70	54.90	55.5	49.1	Met Target
White	58	95.1	53.40	52.90	63.90	53.4	51.4	Met Target
Hispanic	21	95.5	47.60	43.90	39.80	47.6	37.3	Met Target
Black or African American	20	100.0	45.00	43.30	35.20	45	45.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	19	100.0	78.90	74.40	80.70	78.9	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	57	96.6	54.40	61.50	62.20	54.4		
Male	62	96.9	56.40	46.20	48.10	56.4		
Economically Disadvantaged Students	47	97.9	44.70	43.00	36.20	44.7	46.1	Met Target†
Non-Economically Disadvantaged Students	72	96.0	62.50	59.40	65.80	62.5		
Students with Disabilities	18	90.0	16.70	*	20.50	15.8	N	N
Students without Disabilities	101	98.1	62.40	*	61.90	62.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	114	752	751	749	*	13%	23%	54%	*	58%	50%
White	56	748	751	759	*	*	21%	55%	0%	55%	61%
Hispanic	19	752	743	734	0%	*	*	53%	0%	53%	35%
Black or African American	19	746	744	731	*	*	*	*	*	47%	32%
Asian, Native Hawaiian, or Pacific Islander	19	768	763	775	0%	*	*	68%	*	79%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	54	751	755	754	*	*	20%	54%	*	57%	55%
Male	60	753	747	745	*	*	25%	55%	*	58%	46%
Economically Disadvantaged Students	42	743	744	731	*	*	24%	48%	*	50%	31%
Non-Economically Disadvantaged Students	72	757	755	762	*	*	22%	58%	*	63%	63%
Students with Disabilities	13	726	725	720	*	*	*	*	*	23%	24%
Students without Disabilities	101	755	756	755	*	*	*	*	*	62%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

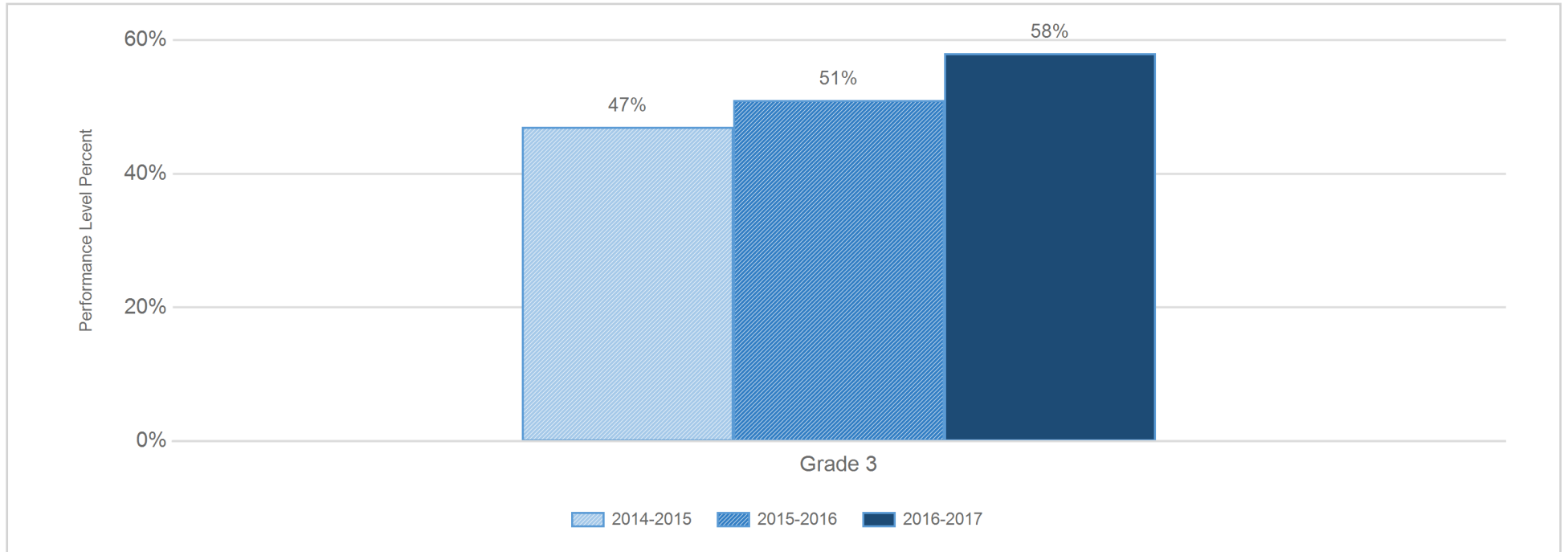


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	119	96.7	59.70	41.10	43.50	59.7	56.1	Met Target
White	58	95.1	60.40	39.60	52.40	60.4	64.3	Met Target†
Hispanic	21	95.5	38.10	28.50	27.60	38.1	41.5	Met Target†
Black or African American	20	100.0	50.00	27.10	21.70	50	49.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	19	100.0	94.70	70.50	75.60	94.7	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	57	96.6	57.90	41.70	44.10	57.9		
Male	62	96.9	61.20	40.60	42.90	61.2		
Economically Disadvantaged Students	47	97.9	49.00	29.50	25.10	49	47.6	Met Target
Non-Economically Disadvantaged Students	72	96.0	66.70	47.40	54.30	66.7		
Students with Disabilities	18	90.0	22.30	*	16.50	21.1	N	N
Students without Disabilities	101	98.1	66.40	*	48.80	66.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 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>	114	755	753	751	*	13%	21%	50%	*	62%	53%
White	56	757	752	759	*	*	25%	50%	*	63%	63%
Hispanic	19	744	741	738	0%	*	*	*	*	42%	37%
Black or African American	19	746	743	733	*	*	*	*	*	53%	32%
Asian, Native Hawaiian, or Pacific Islander	19	772	772	779	0%	0%	*	68%	*	95%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	54	753	753	751	*	*	26%	56%	*	61%	52%
Male	60	757	753	751	*	*	17%	45%	*	63%	53%
Economically Disadvantaged Students	42	746	744	736	*	*	*	48%	*	55%	34%
Non-Economically Disadvantaged Students	72	760	758	761	*	*	*	51%	*	67%	65%
Students with Disabilities	13	734	732	729	*	*	*	*	*	31%	29%
Students without Disabilities	101	758	757	755	*	*	*	*	*	66%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

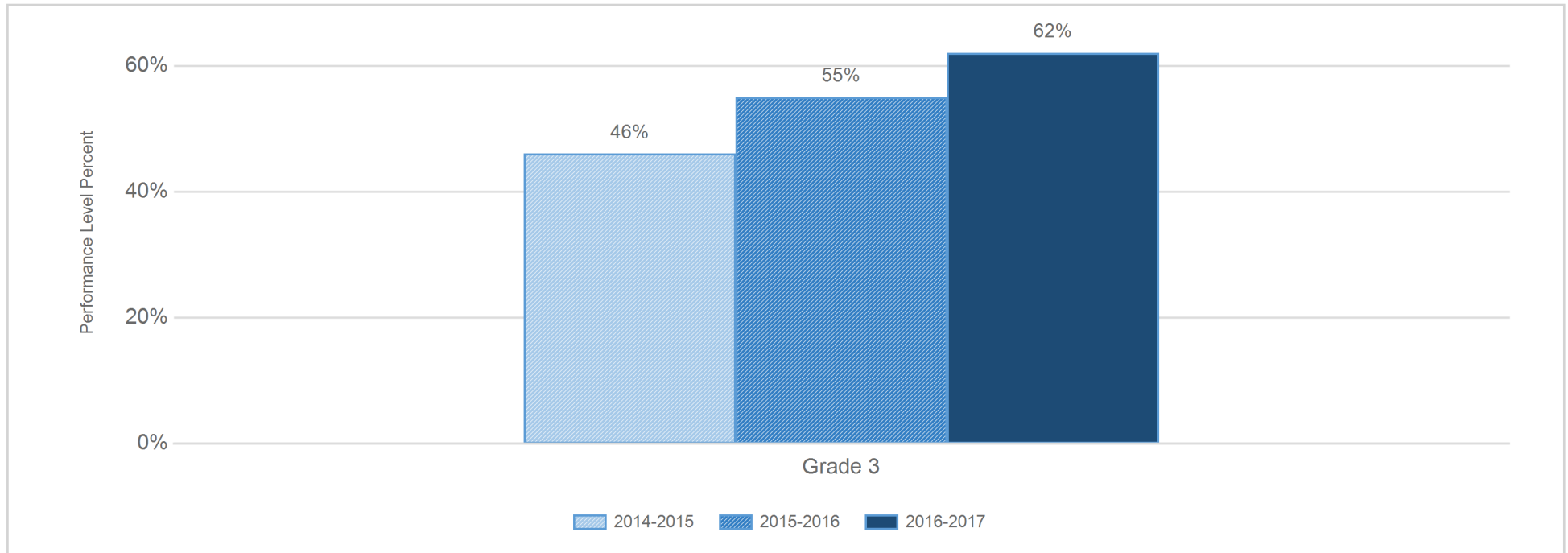


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

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

**English Language Proficiency Test - Participation and Performance**

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

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



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This section shows 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.

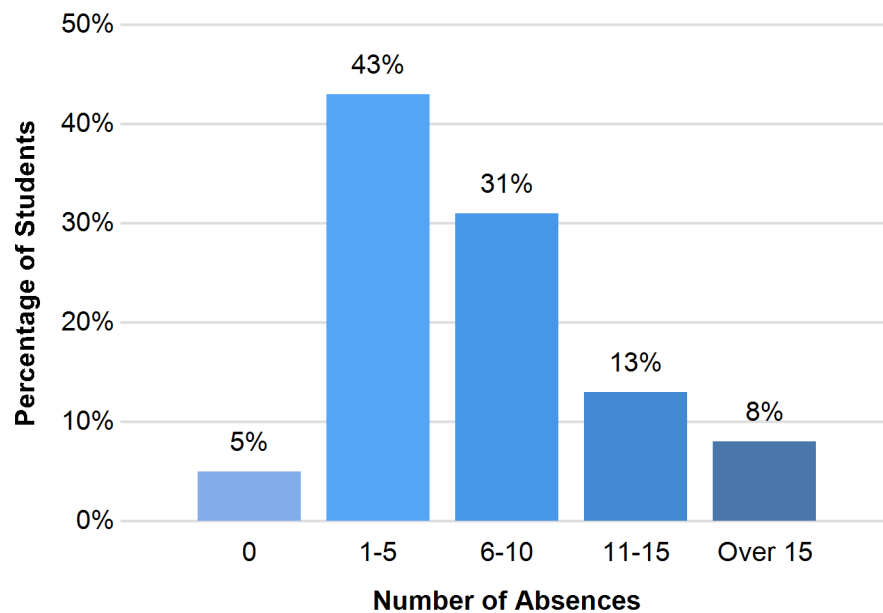
Chronic Absenteeism

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	4.40	9.10	Met Target
White	4.30	9.10	Met Target
Hispanic	8.70	9.10	Met Target
Black or African American	0	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.90	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.30	9.10	Met Target
Students with Disabilities	7.10	9.10	Met Target
English Learners	N	**	**

Days Absent

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



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

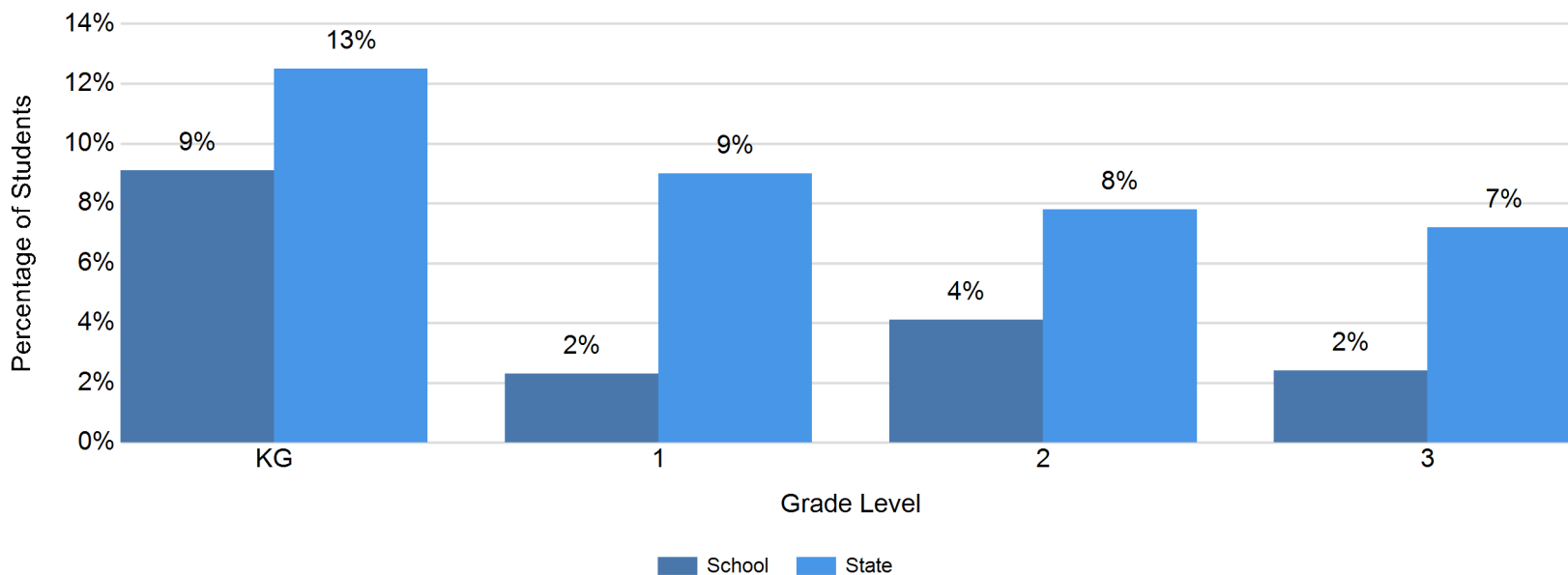


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Chronic Absenteeism by Grade

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





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**School Day**

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

Category	School
Typical Start Time	9:05AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs. 15 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	3
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.79

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.8%
Any Suspension	0.8%

**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	1.0:1	493.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$390	\$11,363	\$11,753



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	37	120,724
Average years experience in public schools	11.5	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	73%	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	27	9,506
Average years experience in public schools	11.1	15.9
Average years experience in district	7.6	11.6
Administrators in district for 4 or more years	44%	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	14:1	13:1
Administrators	507:1	225:1
Librarian/Media Specialists		1014:1
Nurses		676:1
Counselors		435:1
Child Study Team		358:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	79%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	N	N
<b>Summative Rating:</b> Percentile rank of Summative Score	N	N
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile	N	N

\*\* 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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

\*\* 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. Preston	<b>Email Address:</b>	<a href="mailto:robert.preston@sayrevillek12.net">robert.preston@sayrevillek12.net</a>
<b>Address:</b>	3198 WASHINGTON ROAD PARLIN, NJ 08859-1558	<b>Website:</b>	<a href="http://sayreville-eae.ss8.sharpschool.com/">http://sayreville-eae.ss8.sharpschool.com/</a>
<b>Phone:</b>	(732)525-5245	<b>Facebook:</b>	<a href="https://www.facebook.com/Arleth-Elementary-School-528518943980697/">https://www.facebook.com/Arleth-Elementary-School-528518943980697/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/ArlethPrincipal">https://twitter.com/ArlethPrincipal</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>• Arleth Elementary School created a school garden, greenhouse, and outdoor classroom for the children.</li> <li>• Technology is used on a daily basis including SMART Boards, iPads, Chromebooks, and Document Cameras.</li> <li>• Teachers use Responsive Classroom techniques to integrate academic, social and emotional learning.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Our mission at the Emma L. Arleth School has three main goals: 1. Prepare students academically, socially, and emotionally by providing them with a safe, caring, and stimulating learning environment.</p>





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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>All students are exposed to a balanced literacy program which includes guided reading, a hands-on approach to mathematics that follows the Envision program, social studies, and a science program aligned with the Next Generation Science Standards, as well as related arts including music, art, media technology, and physical education. Our kindergarten students learn about 21st century skills. The students use on-line programs including: Raz-Kids, Reading A-Z, ST Math, and Math IXL.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Arleth students have the opportunity to participate in a wide variety of afterschool and before-school activities; these include Arleth Spirit Squad, Chorus and Math and Literacy Academies. The Arleth PTO sponsors programs including: Fun and Fitness, Super Science, and Arts and Crafts. Unified Sports programs are also offered which include soccer, basketball and track</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>All Arleth staff members have a variety of opportunities to engage in development opportunities including: attending out of district workshops of their choice, six PLC days throughout the year, a district wide staff development day and in-house classes taught by Sayreville University.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Student supports and services include: speech, occupational therapy, physical therapy, classes for English Language Learners, Math and Literacy Academies, Academic Support Instruction and the uses of Response to Intervention (RTI) methodology.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Arleth Elementary School offers many programs to promote the health and wellness of students including: Breakfast in the Classroom, structured recess, Healthy Kids Day activities, Dental Hygiene Day and physical education classes.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Arleth is very fortunate to have a number of Parent/Community involvement groups and activities. These include: a school-based PTO, a districtwide special education parents group called PROUD, a community- wide Autism Awareness Fair. Our school chorus performs spring and winter concerts at the Sayreville Senior Citizens Center and partners with Sayreville Brain Injured Children (BIC)</p>



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School Narrative

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Facilities:

The original structure of Arleth School was built in 1957; additions to the building occurred in 1959 and 2000. The building has a large cafeteria and multipurpose room and a separate gymnasium/auditorium. There is also a large library with a separate computer lab. Recently, there have been recent upgrades to the heating units in some parts of the building.



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School Narrative

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Arleth School offers its students a comprehensive elementary curriculum. As a grade K-3 school of over 500 students, we are dedicated to providing our children with developmentally appropriate early childhood practices in language arts, mathematics, science, social studies, art, music, physical education, health, Spanish, library-media skills and computer literacy. There is an emphasis on the use of technology. Every classroom is equipped with a SMART Board, Document Camera and computer. Classrooms in grades 1, 2, and 3 utilize Chromebooks on a daily basis while the kindergarten classes use iPads to complement their instructional activities.



Other Information:




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
KG	137	118	122
1	160	138	129
2	123	142	135
3	108	127	136
Ungraded	30	11	0
Total	558	536	522

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	49%
Male	53%	52%	51%
Economically Disadvantaged Students	34%	35%	36%
Students with Disabilities	13%	15%	14%
English Learners	1%	2%	2%
Homeless Students			0%
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	32.6%
Asian	26.4%
Hispanic	22.8%
Black or African American	11.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.5%

**PreK and K - Full Day and Half Day**

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	130	118	122

**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	73.6%
Gujarati	4.2%
Spanish	4.0%
Telugu	3.1%
Hindi	2.1%
Other	13.3%



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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	133	97.1	57.10	53.70	54.90	57.1	49.1	Met Target
White	43	100.0	62.80	52.90	63.90	62.8	53.7	Met Target
Hispanic	34	92.3	44.10	43.90	39.80	42.6	24.8	Met Target
Black or African American	17	94.4	35.30	43.30	35.20	35	**	**
Asian, Native Hawaiian, or Pacific Islander	36	100.0	77.70	74.40	80.70	77.7	70.5	Met Target
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	61	96.9	63.90	61.50	62.20	63.9		
Male	72	97.3	51.40	46.20	48.10	51.4		
Economically Disadvantaged Students	46	98.0	45.70	43.00	36.20	45.7	33.7	Met Target
Non-Economically Disadvantaged Students	87	96.7	63.20	59.40	65.80	63.2		
Students with Disabilities	23	96.2	30.40	*	20.50	30.4	N	N
Students without Disabilities	110	97.4	62.80	*	61.90	62.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	69.20	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	135	754	751	749	*	9%	29%	50%	*	56%	50%
White	43	757	751	759	*	*	*	56%	*	63%	61%
Hispanic	36	740	743	734	*	*	36%	39%	*	42%	35%
Black or African American	16	744	744	731	*	0%	*	*	*	38%	32%
Asian, Native Hawaiian, or Pacific Islander	36	771	763	775	0%	*	*	69%	*	78%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	63	761	755	754	*	*	29%	52%	*	62%	55%
Male	72	747	747	745	*	*	29%	49%	*	51%	46%
Economically Disadvantaged Students	47	741	744	731	*	*	36%	45%	*	45%	31%
Non-Economically Disadvantaged Students	88	760	755	762	*	*	25%	53%	*	63%	63%
Students with Disabilities	24	726	725	720	*	*	*	*	*	29%	24%
Students without Disabilities	111	760	756	755	*	*	*	*	*	62%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	135	754	752	752	*	9%	29%	50%	*	56%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

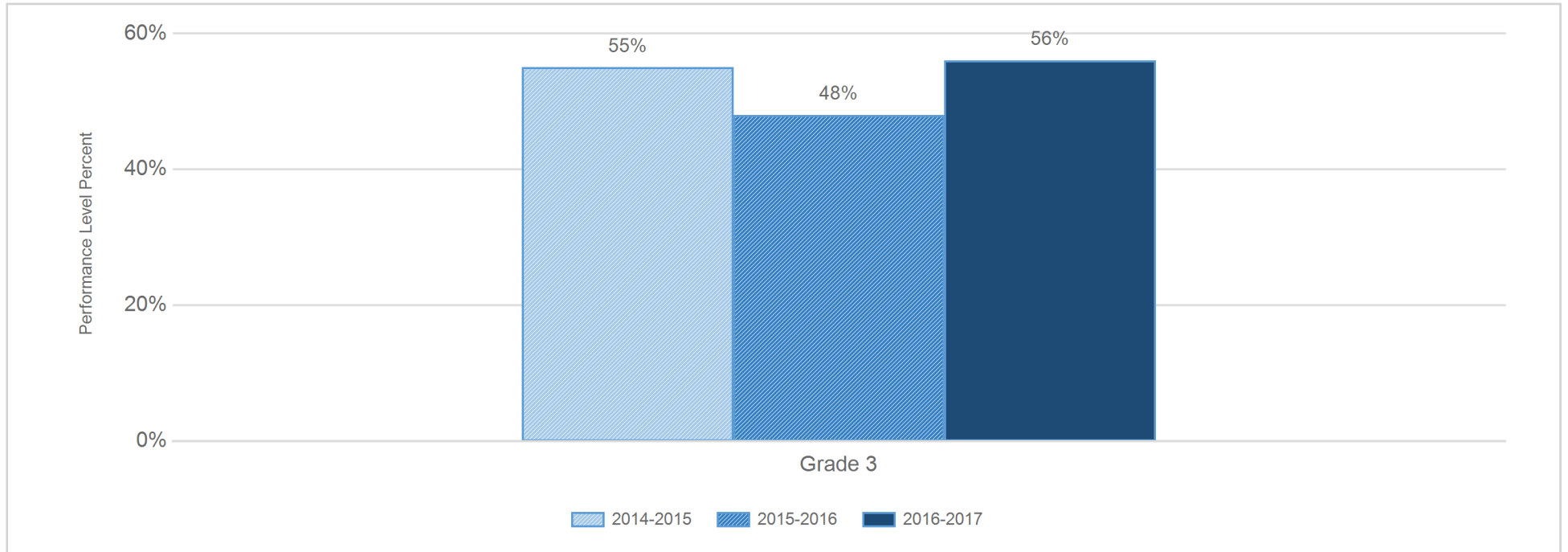


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	133	96.5	60.90	41.10	43.50	60.9	50	Met Target
White	43	100.0	55.90	39.60	52.40	55.9	47.2	Met Target
Hispanic	35	92.5	40.00	28.50	27.60	38.7	27.8	Met Target
Black or African American	16	88.9	62.50	27.10	21.70	58.5	**	**
Asian, Native Hawaiian, or Pacific Islander	36	100.0	88.90	70.50	75.60	88.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	61	96.9	63.90	41.70	44.10	63.9		
Male	72	96.1	58.30	40.60	42.90	58.3		
Economically Disadvantaged Students	45	95.9	42.30	29.50	25.10	42.3	31.7	Met Target
Non-Economically Disadvantaged Students	88	96.7	70.40	47.40	54.30	70.4		
Students with Disabilities	23	96.2	30.40	*	16.50	30.4	N	N
Students without Disabilities	110	96.5	67.20	*	48.80	67.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	58.40	16.40	N		
Students In Foster Care	N	N	N	37.50	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 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>	135	756	753	751	*	*	26%	48%	13%	61%	53%
White	43	750	752	759	0%	*	33%	51%	*	56%	63%
Hispanic	37	742	741	738	*	*	38%	35%	*	41%	37%
Black or African American	15	752	743	733	0%	*	*	67%	0%	67%	32%
Asian, Native Hawaiian, or Pacific Islander	36	782	772	779	0%	*	*	53%	36%	89%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	63	758	753	751	*	*	27%	51%	*	64%	52%
Male	72	754	753	751	*	*	25%	46%	*	58%	53%
Economically Disadvantaged Students	46	748	744	736	*	*	39%	35%	*	41%	34%
Non-Economically Disadvantaged Students	89	760	758	761	*	*	19%	55%	*	71%	65%
Students with Disabilities	24	732	732	729	*	*	*	*	*	29%	29%
Students without Disabilities	111	761	757	755	*	*	*	*	*	68%	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	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

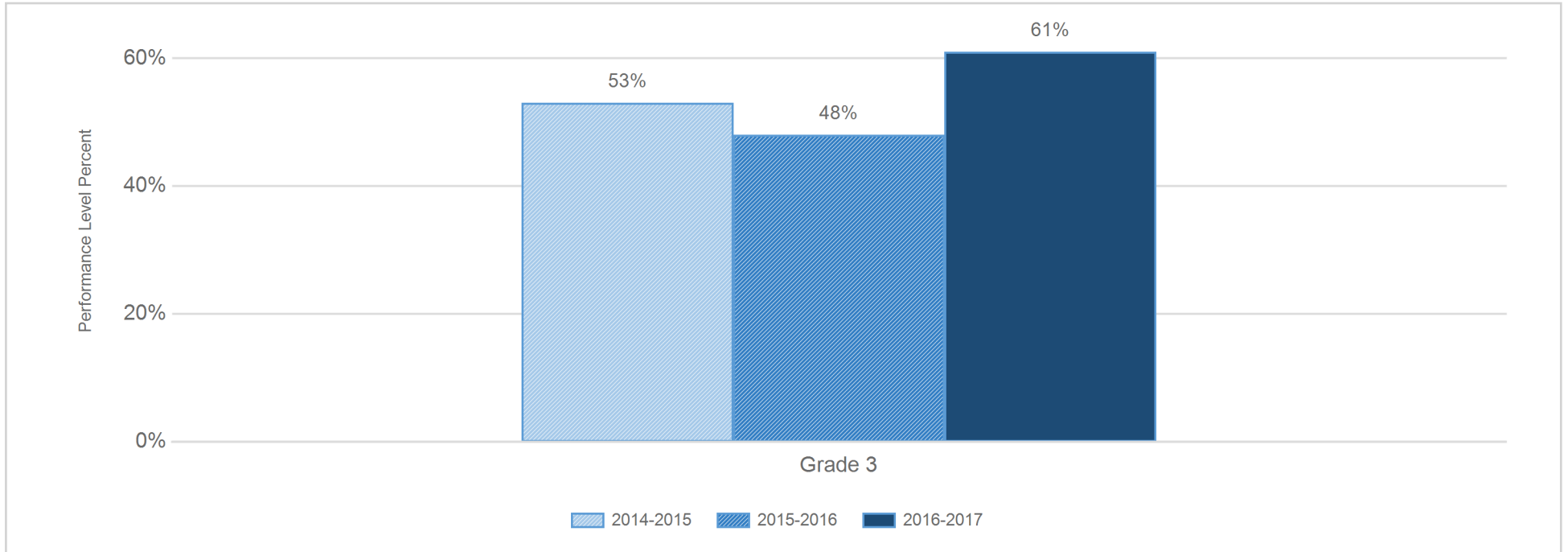


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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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**

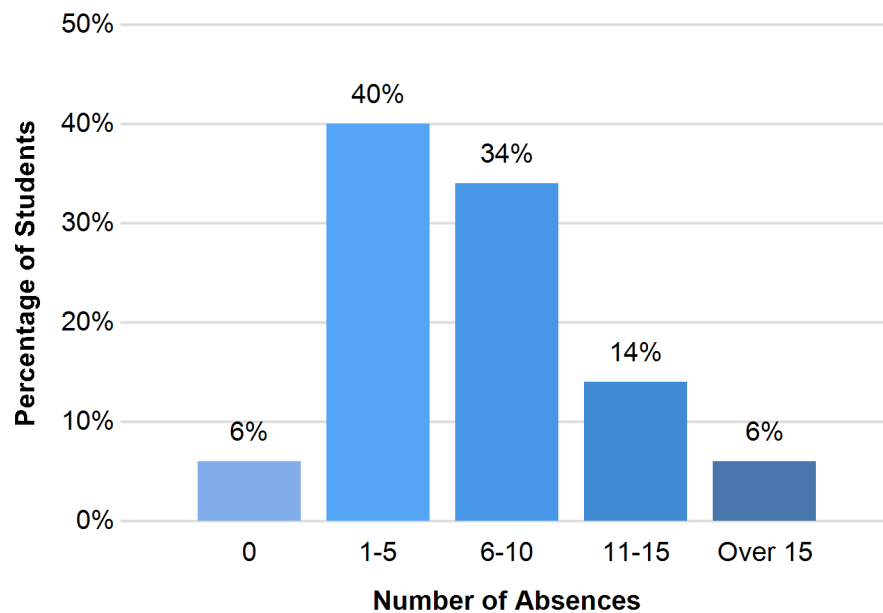
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.60	9.10	Met Target
White	3.50	9.10	Met Target
Hispanic	5.00	9.10	Met Target
Black or African American	3.30	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.90	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	2.90	9.10	Met Target
Economically Disadvantaged Students	4.30	9.10	Met Target
Students with Disabilities	9.60	9.10	Not Met
English Learners	N	**	**

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

**Days Absent**

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



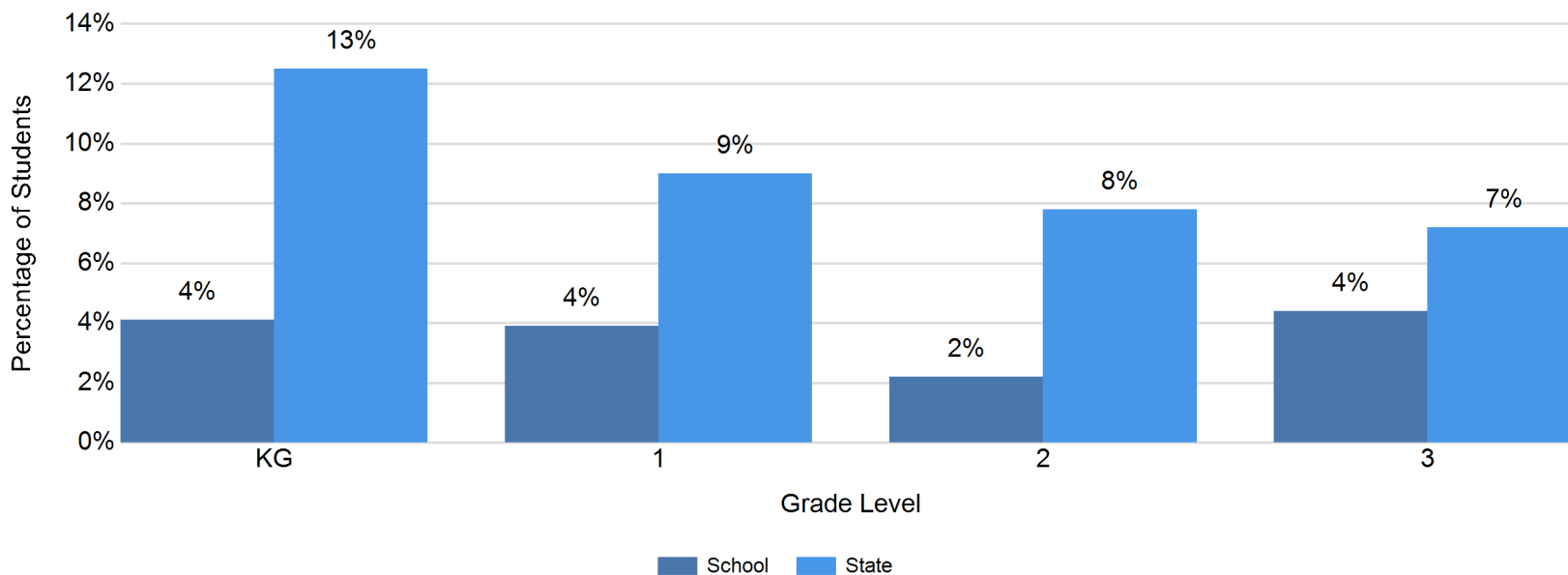


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**Chronic Absenteeism by Grade**

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





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**School Day**

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

Category	School
Typical Start Time	9:05AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs. 15 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	0
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.57

**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	0.0%
Out-of-School Suspensions	0.8%
Any Suspension	0.8%

**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	1.2:1	493.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$390	\$11,363	\$11,753



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	38	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	11.9	10.5
Teachers in district for 4 or more years	74%	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	27	9,506
Average years experience in public schools	11.1	15.9
Average years experience in district	7.6	11.6
Administrators in district for 4 or more years	44%	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	14:1	13:1
Administrators	522:1	225:1
Librarian/Media Specialists		1014:1
Nurses		676:1
Counselors		435:1
Child Study Team		358:1



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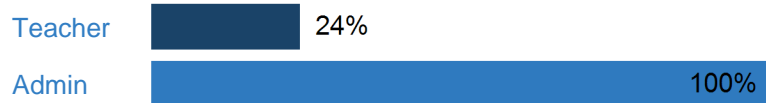
**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	79%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	98%



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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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	N	N
<b>Summative Rating:</b> Percentile rank of Summative Score	N	N
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile	N	N

\*\* 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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

\*\* 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. Byrne	<b>Email Address:</b>	<a href="mailto:timothy.byrne@sayrevillek12.net">timothy.byrne@sayrevillek12.net</a>
<b>Address:</b>	ONE TAFT PLACE PARLIN, NJ 08859-1672	<b>Website:</b>	<a href="http://sayreville-hte.ss8.sharpschool.com/">http://sayreville-hte.ss8.sharpschool.com/</a>
<b>Phone:</b>	(732)525-5215	<b>Facebook:</b>	<a href="https://www.facebook.com/Truman-ElementarySchool-976943902365871/">https://www.facebook.com/Truman-ElementarySchool-976943902365871/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/trumandolphins">https://twitter.com/trumandolphins</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>• We instill in our students the values and abilities to learn and to work with and respect others and their differences.</li> <li>• We teach our students to possess a sense of responsibility for our community, the world and the environment.</li> <li>• Truman is an award winning school that enables our students to become life-long learners.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Harry S, Truman School is a kindergarten through third grade elementary school with over 500 students representing many different ethnic cultures. The culture of our school reflects our belief that strong academic expectations are maintained within a nurturing and supportive environment. Truman School has a compassionate staff that helps each child develop his or her potential academically, socially and emotionally.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>In May 2016, Truman School was one of 16 schools in the US to receive funding for a STEM grant. During the past year, we conducted a STEM night with our students presenting their project ideas which included a walk-in greenhouse composed of recycled plastic bottles, a bicycle powered water pump and a solar powered greenhouse. We are also developing a school garden utilizing these inventions.</p>







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School Narrative

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>We have a balanced literacy approach to ELA instruction with problem solving activities enhancing our mathematics and science programs. The teaching of science is an active process that involves experimentation, imagination and critical thinking. The teaching of informational and opinion writing is integrated into social studies and science instruction. Computer technology is integrated across all areas of the curriculum. Art and music are fully implemented as well.</p>
 <p><b>Sports and Athletics:</b></p>	<p>We have a very active physical education presence in our school through our PE classes, recess and after school programs. For 16 years, we have been participating in Jump Rope for Heart and we raised nearly \$10,000 for this worthy cause last year.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Truman School has a Garden Club which is furthering our work in the development of STEM and environmental activities.</p>
 <p><b>Before and After School Programs:</b></p>	<p>There is a PTO sponsored After School Program in which our teachers hold classes in music, art, language arts, math, science and physical education areas. We also have morning Literacy and Math Academy classes for our students.</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Our teachers receive professional development from Rutgers University in the area of literacy. Our teachers are also actively involved in Professional Learning Communities through PLC days our district has scheduled, a district wide Professional Development Day and Professional Days they take throughout the school year.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Truman School is very committed to the needs of our students. We have classes and programs for students with disabilities and English Language Learners on every grade level. There is a morning program for students who need extra help. Our RTI program is conducted in all of our classes throughout the school. We have a full time guidance counselor as well.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Truman School offers a breakfast and lunch program for all of our students. Our students receive physical education classes and have daily recess.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our PTO is very involved in supporting our mission as a school. We have monthly PTO meetings and an annual Field Day. They also conduct an annual Tricky Tray which is supporting our goal of building a playground. We hold annual Veterans Day and Flag Day programs for the community.</p>




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 <p>Facilities:</p>	<p>Truman School was built in the 1970's and is equipped with central air conditioning. Some of our classrooms were built on an open space concept. During the summer of 2017, the Board of Education began erecting walls in two clusters of rooms. They will complete the building of walls for the entire school during the summer of 2018.</p>
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School Narrative

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

Through a close partnership with parents and community, our students are challenged to become lifelong readers, successful writers, mathematical thinkers, scientific investigators, effective communicators, advanced users of technology, and civic minded community members. Our child centered school encourages students to be active learners and affords them many opportunities for success. The hallmark of Truman School is a dedicated group of educators who work tirelessly to provide the best education for all of our students. The faculty analyzes and uses data from various assessments to inform instruction and increase student achievement and performance. We are proud of the continued academic achievement of our students which is a result of the expectation level set by our program and school. Since learning is a community enterprise, we build a partnership among our parents and teachers to foster a favorable learning atmosphere. We encourage the involvement of our parents in every area - homework, discipline and other educational activities. We rely on them to become active participants in their children's education.



Other Information:




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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	418	432	476
5	433	411	454
Ungraded	151	174	137
<b>Total</b>	<b>1002</b>	<b>1017</b>	<b>1067</b>

**Enrollment Trends by Student Group**

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

Student Group	2014-15	2015-16	2016-17
Female	46%	48%	47%
Male	54%	52%	53%
Economically Disadvantaged Students	36%	34%	35%
Students with Disabilities	27%	28%	27%
English Learners	1%	2%	3%
Homeless Students			0%
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	36.5%
Hispanic	25.4%
Asian	18.8%
Black or African American	16.1%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.1%
<i>Two or More Races</i>	2.7%

**PreK and K - Full Day and Half Day**

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

**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	69.3%
Spanish	7.4%
Gujarati	3.0%
Arabic	2.3%
Hindi	2.2%
<i>Other</i>	16.1%



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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	904	97.3	59.10	53.70	54.90	59.1	59.7	Met Target†
White	331	96.0	57.70	52.90	63.90	57.7	53.9	Met Target
Hispanic	238	98.4	48.40	43.90	39.80	48.4	54.3	Not Met
Black or African American	134	97.2	55.90	43.30	35.20	55.9	59.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	178	98.4	76.40	74.40	80.70	76.4	73.8	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	53.70	54.90	77.2	55.8	N
Female	433	97.4	66.00	61.50	62.20	66		
Male	471	97.2	52.90	46.20	48.10	52.9		
Economically Disadvantaged Students	322	98.2	46.90	43.00	36.20	46.9	50.6	Met Target†
Non-Economically Disadvantaged Students	582	96.7	65.90	59.40	65.80	65.9		
Students with Disabilities	176	93.7	25.50	*	20.50	25.2	21.4	Met Target
Students without Disabilities	728	98.2	67.30	*	61.90	67.3		
English Learners	41	97.7	41.40	30.30	25.20	41.4	37.1	Met Target
Non-English Learners	863	97.2	60.10	54.40	57.40	60.1		
Homeless Students	N	N	N	69.20	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	749	N	N	N	N	N	N	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	N	N	N	734	N	N	N	N	N	N	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	N	N	N	754	N	N	N	N	N	N	55%
Male	N	N	N	745	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	N	N	N	762	N	N	N	N	N	N	63%
Students with Disabilities	N	N	N	720	N	N	N	N	N	N	24%
Students without Disabilities	N	N	N	755	N	N	N	N	N	N	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	N	N	N	752	N	N	N	N	N	N	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	465	753	753	753	6%	11%	26%	46%	11%	57%	56%
White	179	753	753	762	*	11%	26%	50%	*	60%	67%
Hispanic	112	744	744	740	*	17%	34%	39%	*	44%	40%
Black or African American	72	746	746	737	*	*	24%	43%	*	53%	36%
Asian, Native Hawaiian, or Pacific Islander	88	767	767	777	*	*	17%	49%	24%	73%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	225	756	756	758	5%	10%	21%	51%	13%	64%	61%
Male	240	750	750	749	7%	12%	30%	42%	9%	51%	51%
Economically Disadvantaged Students	156	743	743	737	11%	16%	28%	39%	6%	45%	36%
Non-Economically Disadvantaged Students	309	758	758	764	3%	9%	24%	50%	14%	64%	69%
Students with Disabilities	84	724	724	725	*	*	30%	*	*	21%	25%
Students without Disabilities	381	759	759	759	*	*	25%	*	*	65%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	446	758	758	756	4%	7%	28%	53%	9%	62%	59%
White	152	754	754	763	*	8%	30%	49%	*	57%	69%
Hispanic	131	754	754	743	*	8%	33%	48%	*	55%	44%
Black or African American	66	753	753	740	*	*	35%	56%	0%	56%	39%
Asian, Native Hawaiian, or Pacific Islander	88	776	776	779	*	*	13%	61%	22%	83%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	220	765	765	761	*	*	23%	56%	14%	70%	66%
Male	226	752	752	750	*	*	32%	50%	4%	54%	53%
Economically Disadvantaged Students	160	750	750	740	*	*	36%	46%	*	51%	40%
Non-Economically Disadvantaged Students	286	763	763	765	*	*	23%	57%	*	69%	71%
Students with Disabilities	80	731	731	725	*	*	38%	25%	*	26%	22%
Students without Disabilities	366	764	764	762	*	*	25%	59%	*	70%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

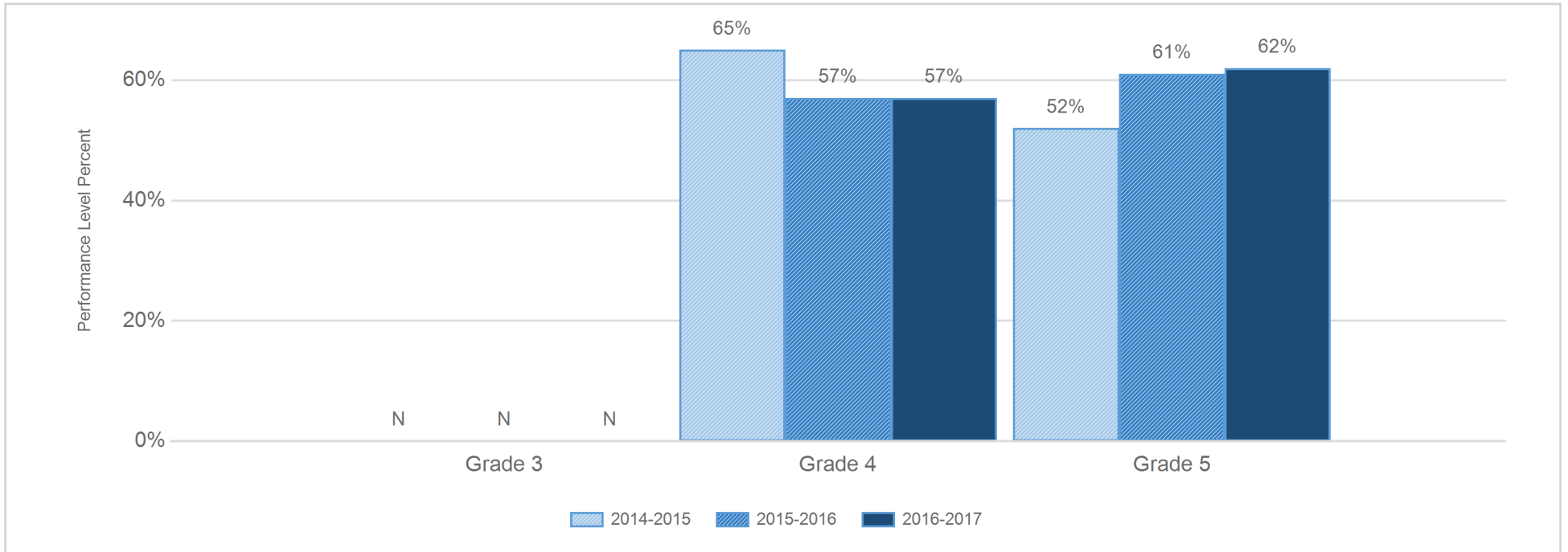


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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Mathematics Assessment - Participation and Performance

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	918	97.5	48.10	41.10	43.50	48.1	54.9	Not Met
White	334	96.0	44.90	39.60	52.40	44.9	51	Not Met
Hispanic	239	98.8	34.80	28.50	27.60	34.8	43.7	Not Met
Black or African American	140	98.0	39.30	27.10	21.70	39.3	44.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	181	97.9	78.50	70.50	75.60	78.5	79.3	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	37.10	44.90	52.1	47.2	N
Female	441	97.2	46.90	41.70	44.10	46.9		
Male	477	97.8	49.30	40.60	42.90	49.3		
Economically Disadvantaged Students	325	98.5	36.00	29.50	25.10	36	41	Not Met
Non-Economically Disadvantaged Students	593	97.0	54.80	47.40	54.30	54.8		
Students with Disabilities	176	93.2	20.40	*	16.50	20	21.4	Met Target†
Students without Disabilities	742	98.6	54.70	*	48.80	54.7		
English Learners	49	98.0	36.70	29.60	23.30	36.7	32.9	Met Target
Non-English Learners	869	97.5	48.80	41.50	45.20	48.8		
Homeless Students	N	N	N	58.40	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 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
Schoolwide	N	N	N	751	N	N	N	N	N	N	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	N	N	N	738	N	N	N	N	N	N	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	N	N	N	751	N	N	N	N	N	N	52%
Male	N	N	N	751	N	N	N	N	N	N	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	729	N	N	N	N	N	N	29%
Students without Disabilities	N	N	N	755	N	N	N	N	N	N	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	N	N	N	753	N	N	N	N	N	N	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	473	745	745	747	8%	18%	29%	41%	5%	46%	47%
White	180	745	745	755	*	17%	31%	42%	*	44%	59%
Hispanic	113	733	733	734	*	25%	35%	27%	*	28%	30%
Black or African American	75	736	736	729	*	20%	29%	36%	*	37%	25%
Asian, Native Hawaiian, or Pacific Islander	90	767	767	774	*	*	14%	62%	17%	79%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	228	744	744	747	*	17%	31%	40%	*	43%	47%
Male	245	746	746	747	*	19%	26%	42%	*	48%	48%
Economically Disadvantaged Students	158	736	736	732	*	22%	29%	34%	*	36%	27%
Non-Economically Disadvantaged Students	315	749	749	757	*	16%	28%	45%	*	51%	61%
Students with Disabilities	84	722	722	724	27%	32%	20%	*	*	20%	22%
Students without Disabilities	389	750	750	751	3%	15%	30%	*	*	51%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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>	452	752	752	747	3%	14%	32%	41%	10%	51%	46%
White	154	747	747	754	*	17%	34%	38%	*	46%	57%
Hispanic	131	745	745	735	*	17%	39%	40%	*	42%	30%
Black or African American	69	743	743	729	*	20%	39%	35%	*	36%	22%
Asian, Native Hawaiian, or Pacific Islander	89	775	775	774	*	*	15%	49%	33%	82%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	225	753	753	747	*	12%	33%	41%	*	52%	47%
Male	227	750	750	746	*	16%	32%	40%	*	49%	46%
Economically Disadvantaged Students	161	743	743	732	*	*	43%	32%	*	36%	27%
Non-Economically Disadvantaged Students	291	756	756	756	*	*	27%	45%	*	59%	59%
Students with Disabilities	80	729	729	725	*	*	35%	18%	*	19%	19%
Students without Disabilities	372	757	757	751	*	*	32%	45%	*	58%	52%
English Learners	10	737	737	717	*	*	*	*	0%	30%	12%
Non-English Learners	442	752	752	748	*	*	*	*	10%	51%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

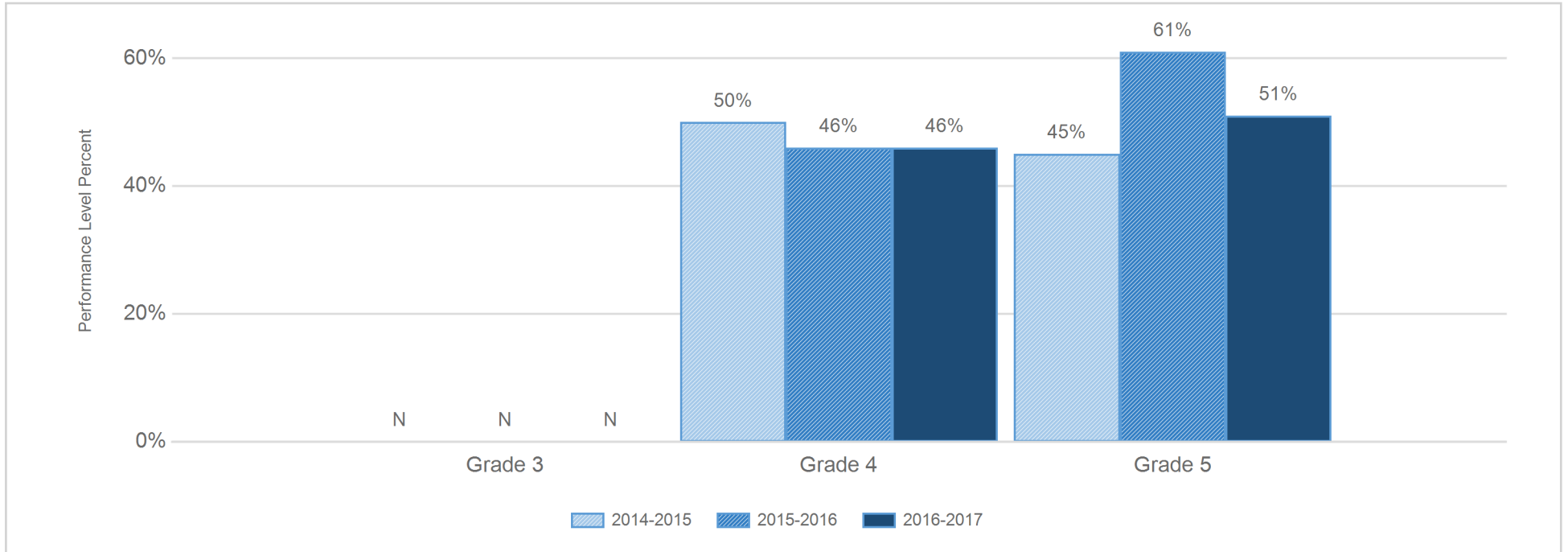


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
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	13	76.9%	23.1%
2	*	*	*
3	*	*	*
4	N	N	N
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.

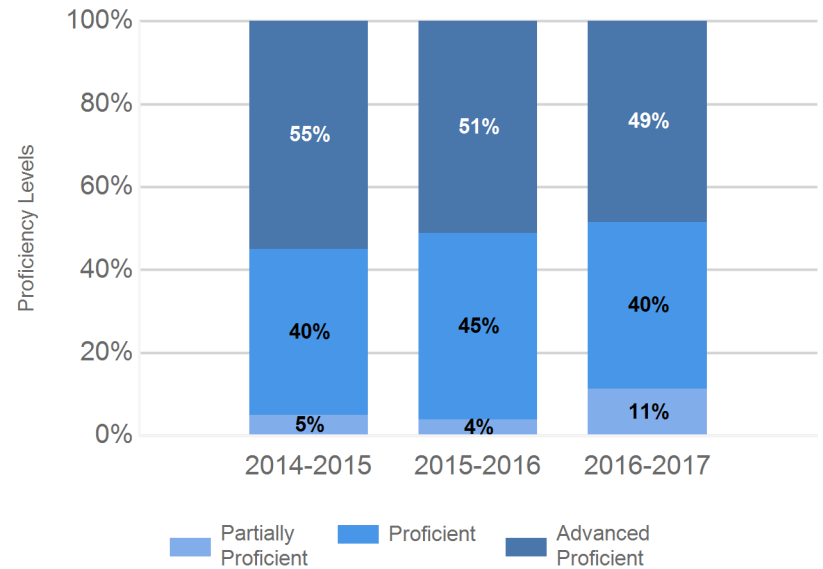
**NJASK Science Assessment Performance: Grade 4**

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%	40%	11%
White	60%	34%	6%
Hispanic	32%	53%	15%
Black or African American	35%	43%	22%
Asian, Native Hawaiian, or Pacific Islander	59%	33%	8%
American Indian or Alaska Native	N	*	N
Two or More Races	43%	*	21%
Economically Disadvantaged Students	35%	45%	20%
Students with Disabilities	39%	44%	17%
English Learners	N	30%	70%

**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	46	47	50	Met Target	56	49	50	Met Target
White	46	46	50	Met Target	54	47	52	Met Target
Hispanic	42	42	49	Met Target	53	47	47	Met Target
Black or African American	39.5	43	45	Not Met	48	43	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	53	55	60	Met Target	65	58	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	44.5	43.5	47	Met Target	52	45	46	Met Target
Students with Disabilities	32	37	41	Not Met	49	42	43	Met Target
English Learners	58.5	51.5	53	Met Target	66	59	51	Exceeds Target

\*\* 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:

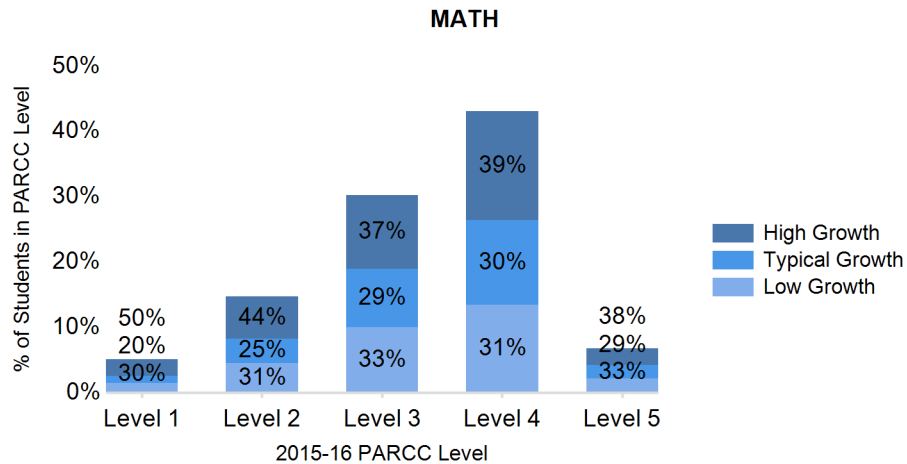
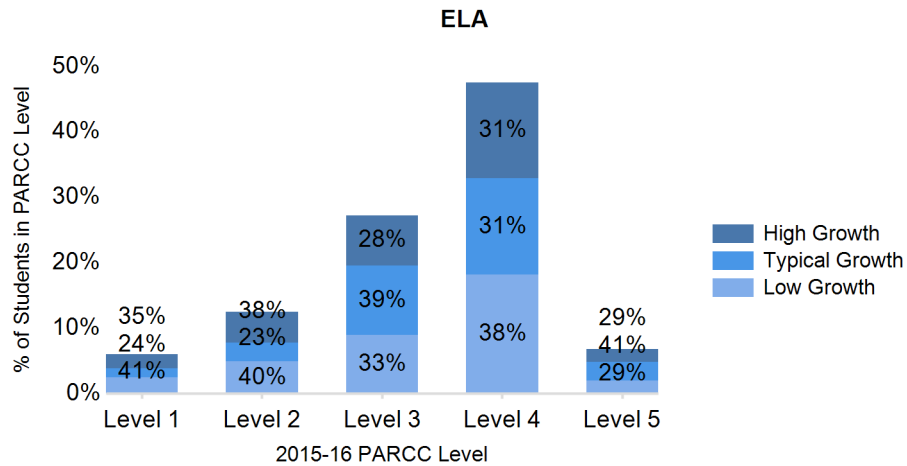
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

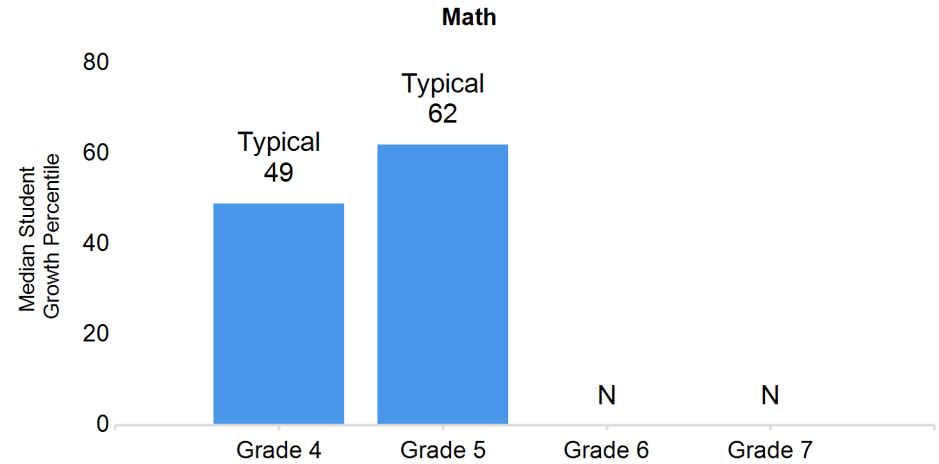
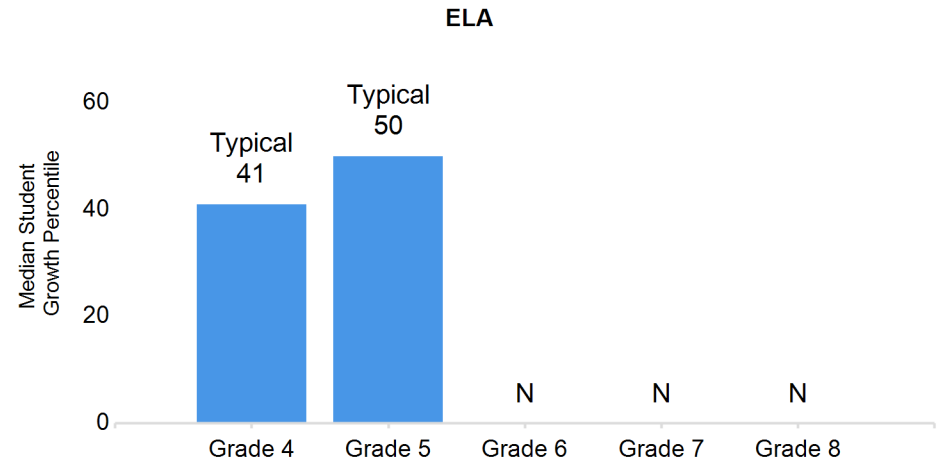
Student Growth by Performance Level

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.





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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**

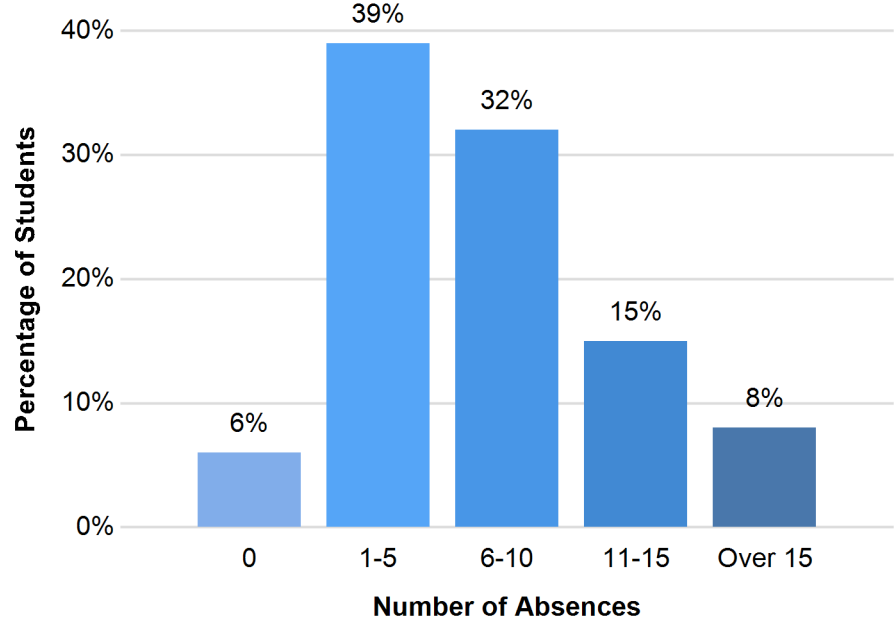
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.20	7.00	Met Target
White	6.00	7.00	Met Target
Hispanic	4.50	7.00	Met Target
Black or African American	0.70	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.20	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	4.30	7.00	Met Target
Economically Disadvantaged Students	4.90	7.00	Met Target
Students with Disabilities	9.00	7.00	Not Met
English Learners	8.00	7.00	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.



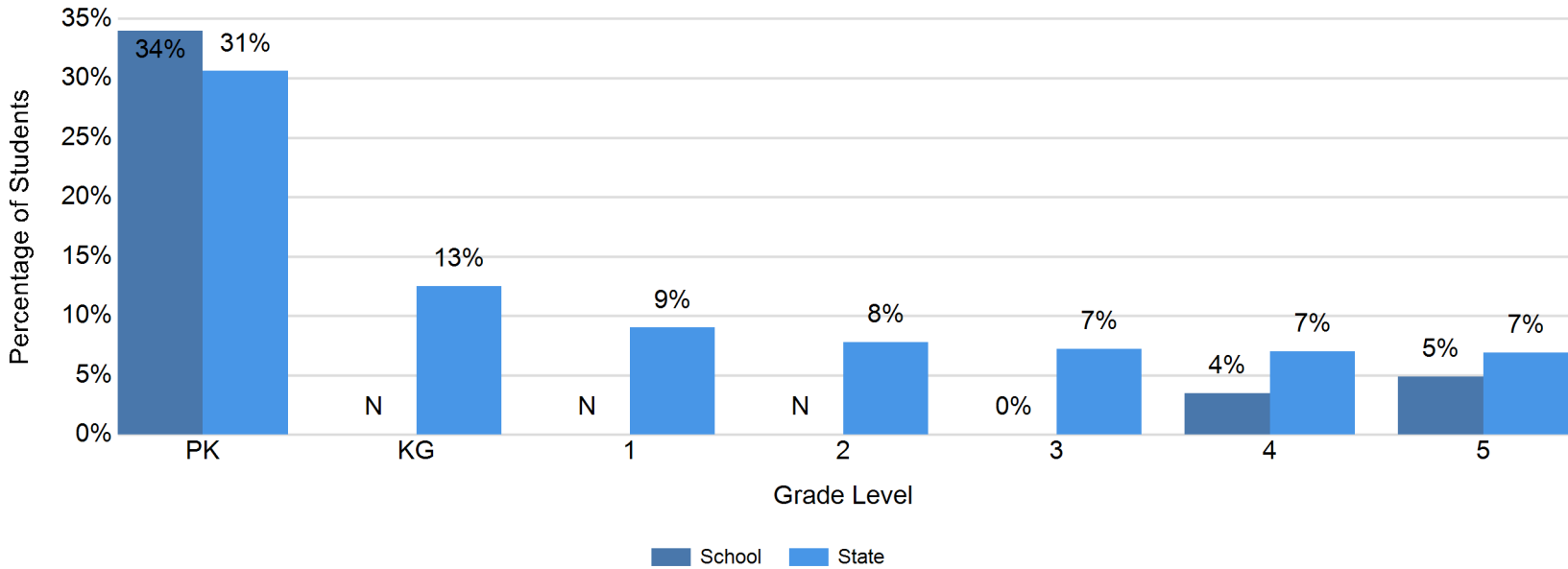


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Chronic Absenteeism by Grade

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	9:05AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs. 15 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	4
Vandalism	0
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.66

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	1.9%
Out-of-School Suspensions	1.8%
Any Suspension	3.4%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	493.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$390	\$11,363	\$11,753



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	82	120,724
Average years experience in public schools	11.2	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	71%	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	27	9,506
Average years experience in public schools	11.1	15.9
Average years experience in district	7.6	11.6
Administrators in district for 4 or more years	44%	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	13:1	13:1
Administrators	534:1	225:1
Librarian/Media Specialists		1014:1
Nurses		676:1
Counselors		435:1
Child Study Team		358:1



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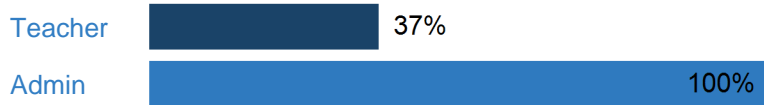
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	79%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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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	55.1	17.5%
Mathematics Proficiency	52.3	17.5%
English Language Arts Growth	31.1	25.0%
Mathematics Growth	69.6	25.0%
Chronic Absenteeism	75.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		55.2
<b>Summative Rating:</b> Percentile rank of Summative Score		57.7
<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	55.2	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
White	38.3	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Hispanic	56.9	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
Black or African American	71.1	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	43.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	66.4	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	52.7	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
English Learners	73.0	11.9	No	Met Target	Met Target	Not Met	Met 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>	Mrs. Coglianese	<b>Email Address:</b>	<a href="mailto:stacey.coglianese@sayrevillek12.net">stacey.coglianese@sayrevillek12.net</a>
<b>Address:</b>	298 ERNSTON ROAD PARLIN, NJ 08859	<b>Website:</b>	<a href="http://sayreville-sue.ss8.sharpschool.com/">http://sayreville-sue.ss8.sharpschool.com/</a>
<b>Phone:</b>	(732)525-5200	<b>Facebook:</b>	<a href="https://www.facebook.com/Samsel-Upper-Elementary-School-1450345478590300/">https://www.facebook.com/Samsel-Upper-Elementary-School-1450345478590300/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/samselues">https://twitter.com/samselues</a>

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Samsel was awarded a NJ Agricultural Society Learning Through Gardening grant.</li> <li>• Our 4th and 5th graders take part in Unified Sports. Sports include: soccer, basketball and track and field.</li> <li>• Kids' Reading Café is a group of students who volunteer their time during recess to help struggling readers.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The Samsel Upper Elementary School is dedicated to providing an enriched education experience where we prepare students to become lifelong learners by developing their academic, social and emotional skills. The school's theme of "Let's Connect: Engage, Learn and Think" fosters engagement with one another while learning through academic and social activities. In reflecting on these new experiences, students are able to broaden their knowledge and understanding of others.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Samsel was awarded a NJ Agricultural Society Learning Through Gardening grant. The agricultural society was very impressed with our plans for a school garden and our enthusiasm for integrating agriculture into our curriculum. "Most Improved Students" are recognized on the field of the Somerset Patriots each spring. Monthly Character Education Programs recognize students who have exhibited positive behavior. Names of "Bucket-Fillers" are announced for their actions of good character.</p>







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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Students' classes are grouped in teams of two which alternate between the major subject teachers for Language Arts - Literacy/Social Studies and Math/Science. Additionally, students attend "Specials" :Physical Education, World Language, Art, Music &amp; Technology. Media Arts, Talented and Gifted, Academic Support and English Language Learner classes are also offered to students.</p>
 <p><b>Sports and Athletics:</b></p>	<p>In collaboration with the borough recreation department, the SUES offers afterschool physical education programs such as flag football, soccer, basketball, badminton and bowling in blocks of 3-4-5 days for 1 hour per day after school.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Our Student Ambassadors are an integral part of the community and take part in activities such as food drives, school newsletters, parent-teacher conferences and 4th grade orientation. Our Willabees promote healthy drug free-living while learning how to make positive choices. Kids' Reading Café meet weekly to help one another improve reading strategies during their recess. PTO Sponsored programs such as Minecraft, 3-D Design, Digital Photography, Creative Writing and Watercolor Painting.</p>
 <p><b>Before and After School Programs:</b></p>	<p>SpringBoard Before and After Care program within the school building. Preschool children, Samsel children and some Middle School children attend this program.</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Staff are given the opportunity to attend professional development throughout the year. Opportunities include: professional development workshops outside of the district, Sayreville University (professional development within the district), Professional Development Day in November, faculty and department meetings. The professional development opportunities within the district support our school or district initiatives.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Students needing support have the opportunity to attend a variety of classes. They include: English Language Learners, after school tutoring by HS students, morning Language Arts and Math Academy tutoring sessions, pull-out Academic Support Instruction, and special education classes (ICS, POR, MD &amp; BD) and related services (OT, PT &amp; Speech). Our school counselors also meet with students for "Lunch Bunch" to foster social interactions and friendship.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Breakfast is also provided for students who qualify and it is offered also to students for purchase. Students are enrolled in Physical Education classes, which meet every other day. Afterschool athletic programs are available for students who wish to participate in games and sports such as kickball, volleyball, badminton, bowling and floor hockey. In the past, Samsel has taken part in A.C.E.S. and Play 60. Students are engaged in recess daily.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The PTO is very active and involved here at Samsel, sponsoring a school store, educational assemblies, holiday parties, book fairs, plant sale and Field Day. All parents are encouraged to join the PTO and volunteer at some of the many activities which are organized for the benefit of the children. A parent portal is available to all parents and guardians, and it is easily accessible by using the portal website, or the mobile app.</p>




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

 <p>Facilities:</p>	<p>Samsel was a small elementary school for years before being rented out to the county. With an increase in district enrollment, the school was renovated and opened as an upper elementary school for all of Sayreville's 4th and 5th grade students in September 2004. The facility includes: a large gymnasium with A/C, stage &amp; bleachers, cafeteria (A/C), media center/library (A/C), 3 computer labs (A/C), two science labs, Tandberg room and classrooms with dividers to accommodate various settings.</p>
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Sayreville Middle School

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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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## Footnotes

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

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



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## Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	427	463	431
7	421	445	467
8	457	439	454
Ungraded	65	35	36
<b>Total</b>	<b>1370</b>	<b>1382</b>	<b>1388</b>

## Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	50%	48%
Male	52%	50%	52%
Economically Disadvantaged Students	37%	36%	37%
Students with Disabilities	20%	20%	17%
English Learners	1%	2%	2%
Homeless Students			0%
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	39.4%
Hispanic	22.7%
Asian	19.6%
Black or African American	15.6%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	2.7%

## 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	69.2%
Spanish	8.1%
Gujarati	3.5%
Polish	3.2%
Urdu	2.6%
<i>Other</i>	13.7%



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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	1325	97.4	55.30	53.70	54.90	55.3	51.7	Met Target
White	521	96.1	54.70	52.90	63.90	54.7	50.5	Met Target
Hispanic	297	98.4	46.10	43.90	39.80	46.1	42.1	Met Target
Black or African American	208	96.8	42.30	43.30	35.20	42.3	39	Met Target
Asian, Native Hawaiian, or Pacific Islander	267	99.3	78.30	74.40	80.70	78.3	75.8	Met Target
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	32	97.1	43.80	53.70	54.90	43.8	53.4	Met Target†
Female	632	97.4	66.10	61.50	62.20	66.1		
Male	693	97.4	45.50	46.20	48.10	45.5		
Economically Disadvantaged Students	477	97.8	44.00	43.00	36.20	44	41.3	Met Target
Non-Economically Disadvantaged Students	848	97.2	61.70	59.40	65.80	61.7		
Students with Disabilities	235	94.4	15.70	*	20.50	15.6	16.4	Met Target†
Students without Disabilities	1090	98.1	63.80	*	61.90	63.8		
English Learners	30	100.0	20.00	30.30	25.20	20	46.8	Not Met
Non-English Learners	1295	97.3	56.20	54.40	57.40	56.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	419	753	753	752	5%	12%	28%	42%	12%	54%	54%
White	162	753	753	758	*	*	30%	46%	9%	56%	63%
Hispanic	94	747	747	740	*	22%	29%	36%	*	44%	38%
Black or African American	56	740	740	736	*	20%	38%	30%	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	93	770	770	776	*	*	19%	50%	26%	75%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	205	761	761	758	*	*	23%	50%	17%	67%	61%
Male	214	745	745	746	*	*	33%	35%	8%	42%	46%
Economically Disadvantaged Students	153	745	745	737	*	15%	37%	35%	*	41%	34%
Non-Economically Disadvantaged Students	266	758	758	761	*	11%	23%	46%	*	62%	65%
Students with Disabilities	66	720	720	722	*	*	20%	*	*	17%	17%
Students without Disabilities	353	759	759	758	*	*	30%	*	*	61%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	455	751	751	756	6%	16%	28%	35%	15%	50%	59%
White	168	746	746	764	8%	17%	30%	36%	10%	45%	69%
Hispanic	95	743	743	742	*	21%	26%	37%	*	45%	44%
Black or African American	84	742	742	737	*	21%	36%	26%	*	37%	38%
Asian, Native Hawaiian, or Pacific Islander	94	775	775	784	*	*	18%	39%	37%	77%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	227	759	759	764	*	*	27%	39%	20%	60%	68%
Male	228	743	743	749	*	*	28%	32%	10%	41%	51%
Economically Disadvantaged Students	167	743	743	739	9%	20%	29%	31%	10%	41%	40%
Non-Economically Disadvantaged Students	288	755	755	766	5%	13%	27%	38%	18%	56%	70%
Students with Disabilities	76	722	722	719	20%	38%	28%	*	*	15%	19%
Students without Disabilities	379	757	757	763	4%	11%	28%	*	*	58%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	454	762	762	757	6%	9%	23%	42%	20%	63%	59%
White	185	762	762	764	6%	7%	23%	44%	20%	64%	68%
Hispanic	115	748	748	742	*	14%	29%	42%	*	50%	44%
Black or African American	65	750	750	738	*	*	29%	49%	*	55%	39%
Asian, Native Hawaiian, or Pacific Islander	83	789	789	786	0%	*	*	36%	49%	86%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	209	769	769	766	*	*	20%	48%	25%	73%	68%
Male	245	755	755	749	*	*	26%	38%	16%	54%	50%
Economically Disadvantaged Students	152	752	752	739	7%	13%	26%	42%	11%	53%	40%
Non-Economically Disadvantaged Students	302	767	767	766	5%	7%	22%	42%	25%	67%	69%
Students with Disabilities	75	725	725	718	20%	25%	39%	*	*	16%	18%
Students without Disabilities	379	769	769	764	3%	6%	20%	*	*	72%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

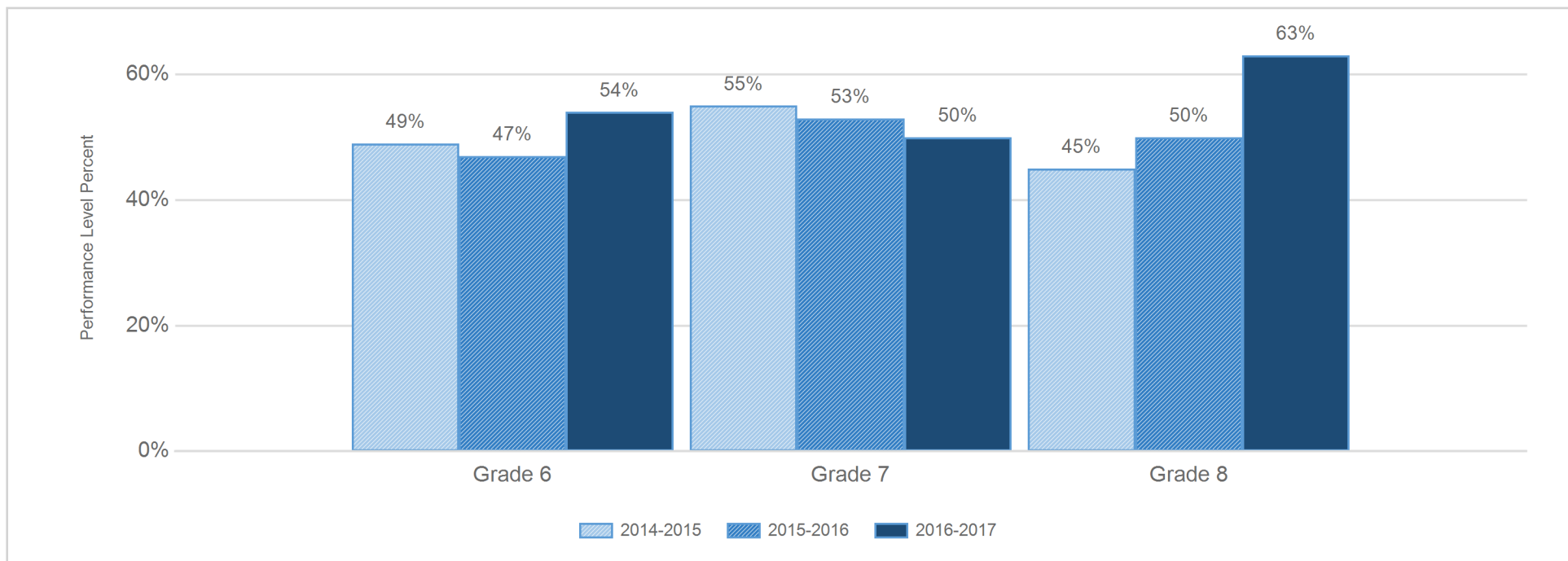


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1330	97.2	41.40	41.10	43.50	41.4	39.6	Met Target
White	523	96.0	42.10	39.60	52.40	42.1	37.3	Met Target
Hispanic	297	97.8	26.30	28.50	27.60	26.3	28.3	Met Target†
Black or African American	209	97.2	23.40	27.10	21.70	23.4	26.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	268	98.9	72.80	70.50	75.60	72.8	69	Met Target
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	33	97.2	27.30	37.10	44.90	27.3	30.9	Met Target†
Female	636	97.3	44.70	41.70	44.10	44.7		
Male	694	97.1	38.50	40.60	42.90	38.5		
Economically Disadvantaged Students	472	97.4	28.80	29.50	25.10	28.8	29.5	Met Target†
Non-Economically Disadvantaged Students	858	97.1	48.40	47.40	54.30	48.4		
Students with Disabilities	231	94.0	11.70	*	16.50	11.6	11.6	Met Target
Students without Disabilities	1099	97.9	47.60	*	48.80	47.6		
English Learners	40	97.8	15.00	29.60	23.30	15	40.4	Not Met
Non-English Learners	1290	97.2	42.20	41.50	45.20	42.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	37.50	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	421	745	745	743	6%	19%	32%	34%	9%	43%	44%
White	163	745	745	751	*	16%	34%	39%	*	44%	54%
Hispanic	94	733	733	731	*	31%	33%	23%	*	26%	27%
Black or African American	56	729	729	724	*	30%	45%	*	0%	16%	20%
Asian, Native Hawaiian, or Pacific Islander	94	767	767	771	*	*	20%	45%	29%	73%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	14	742	742	745	0%	*	*	*	*	36%	46%
Female	206	748	748	745	*	16%	31%	40%	*	49%	45%
Male	215	741	741	742	*	21%	34%	27%	*	36%	43%
Economically Disadvantaged Students	153	736	736	728	*	24%	41%	25%	*	28%	24%
Non-Economically Disadvantaged Students	268	750	750	752	*	16%	27%	38%	*	51%	56%
Students with Disabilities	65	714	714	717	*	40%	19%	*	*	12%	13%
Students without Disabilities	356	750	750	748	*	15%	35%	*	*	48%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	438	738	738	741	6%	24%	38%	29%	3%	32%	40%
White	163	736	736	748	*	23%	41%	28%	*	29%	49%
Hispanic	92	732	732	730	*	28%	41%	21%	*	21%	23%
Black or African American	84	729	729	726	*	36%	39%	18%	*	18%	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	14	738	738	740	0%	*	*	*	0%	21%	39%
Female	225	741	741	743	*	19%	42%	32%	*	36%	41%
Male	213	735	735	740	*	30%	34%	26%	*	28%	38%
Economically Disadvantaged Students	164	732	732	729	8%	29%	42%	21%	0%	21%	22%
Non-Economically Disadvantaged Students	274	741	741	749	5%	21%	36%	34%	4%	39%	50%
Students with Disabilities	76	715	715	716	*	*	*	*	*	*	11%
Students without Disabilities	362	743	743	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	104	706	706	728	*	*	*	*	*	*	28%
White	38	709	709	736	*	*	*	*	*	*	35%
Hispanic	39	704	704	721	*	*	*	*	*	*	21%
Black or African American	20	700	700	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	38	711	711	730	*	*	*	*	*	*	30%
Male	66	703	703	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	51	704	704	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	53	707	707	734	*	*	*	*	*	*	34%
Students with Disabilities	57	696	696	705	*	*	*	*	*	*	*
Students without Disabilities	47	717	717	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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## Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	374	759	745	743	3%	11%	26%	53%	7%	60%	42%
White	154	757	745	751	*	9%	27%	58%	*	61%	52%
Hispanic	80	746	733	728	*	16%	35%	44%	*	45%	24%
Black or African American	47	748	732	724	*	*	38%	45%	0%	45%	19%
Asian, Native Hawaiian, or Pacific Islander	87	782	773	774	*	*	12%	61%	24%	85%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	177	757	745	744	*	*	29%	57%	*	59%	43%
Male	197	760	744	741	*	*	24%	50%	*	61%	40%
Economically Disadvantaged Students	103	751	735	727	*	12%	36%	47%	*	50%	23%
Non-Economically Disadvantaged Students	271	762	749	751	*	10%	23%	56%	*	65%	52%
Students with Disabilities	19	728	710	714	*	*	*	*	*	16%	10%
Students without Disabilities	355	761	754	747	*	*	*	*	*	63%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

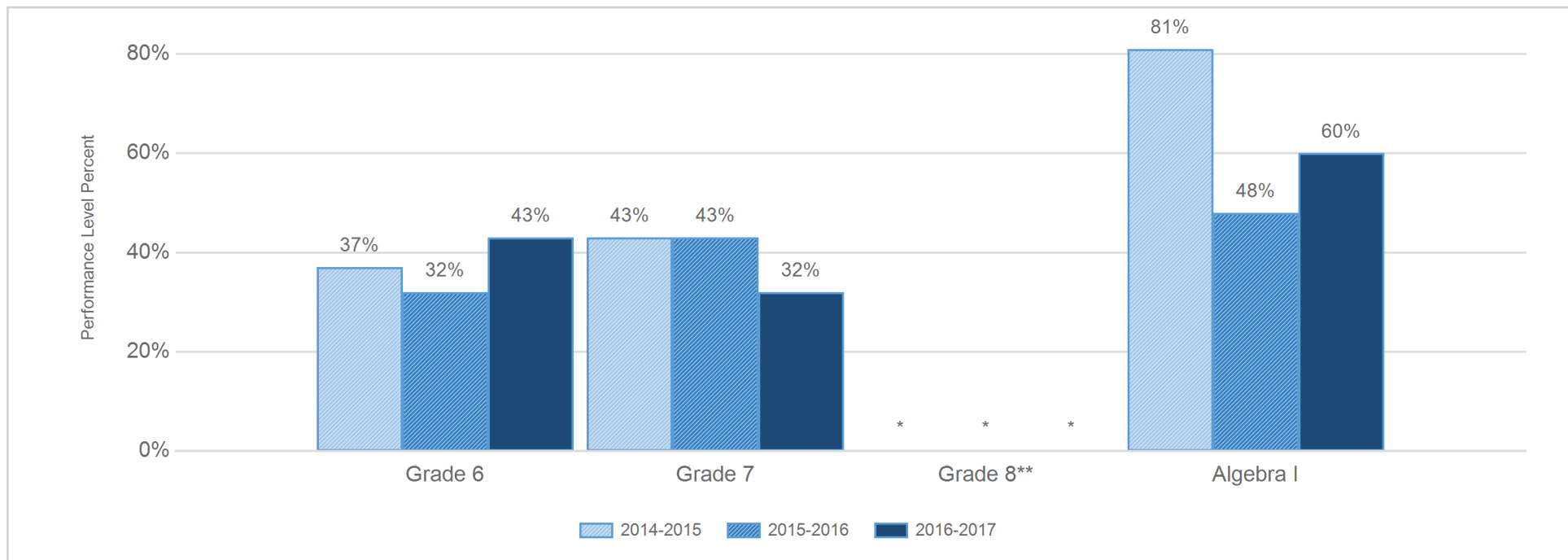


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**Mathematics Assessment – Performance Trends**

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



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



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## Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	11	*
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	11	*	*
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.

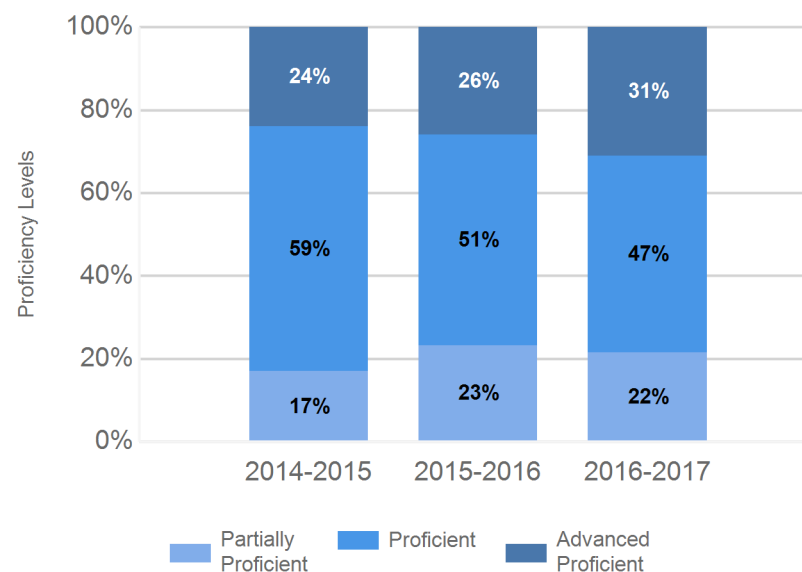
## NJASK Science Assessment Performance: Grade 8

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	31%	47%	22%
White	34%	50%	16%
Hispanic	15%	56%	29%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	61%	28%	11%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	23%	47%	30%
Students with Disabilities	5%	42%	53%
English Learners	N	*	*

## 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	48	47	50	Met Target	42	49	50	Met Target
White	45.5	46	50	Met Target	41	47	52	Met Target
Hispanic	42	42	49	Met Target	37	47	47	Not Met
Black or African American	43	43	45	Met Target	41	43	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	57	55	60	Met Target	51.5	58	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	34	*	51	Not Met	60	*	52	Exceeds Target
Economically Disadvantaged	43	43.5	47	Met Target	38	45	46	Not Met
Students with Disabilities	43	37	41	Met Target	38	42	43	Not Met
English Learners	40.5	51.5	53	Met Target	43	59	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:

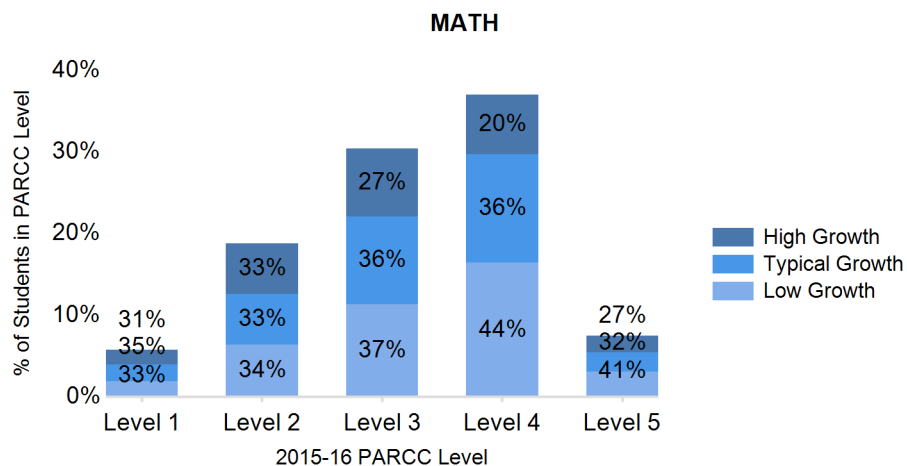
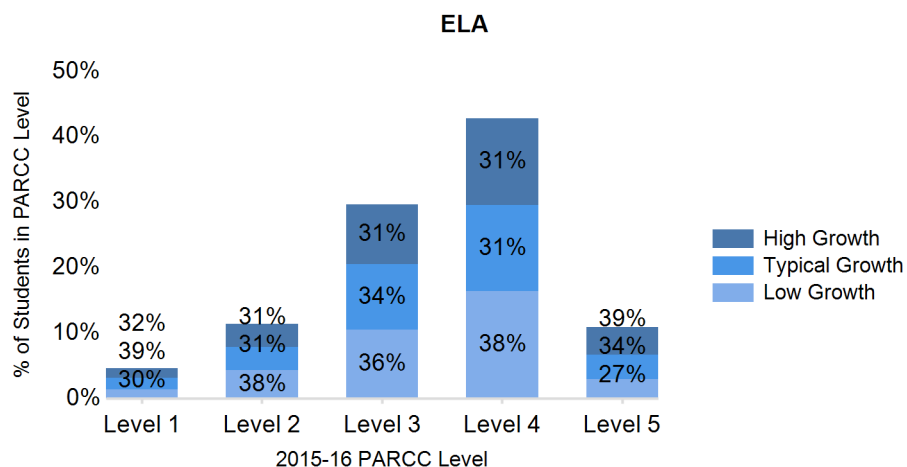
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

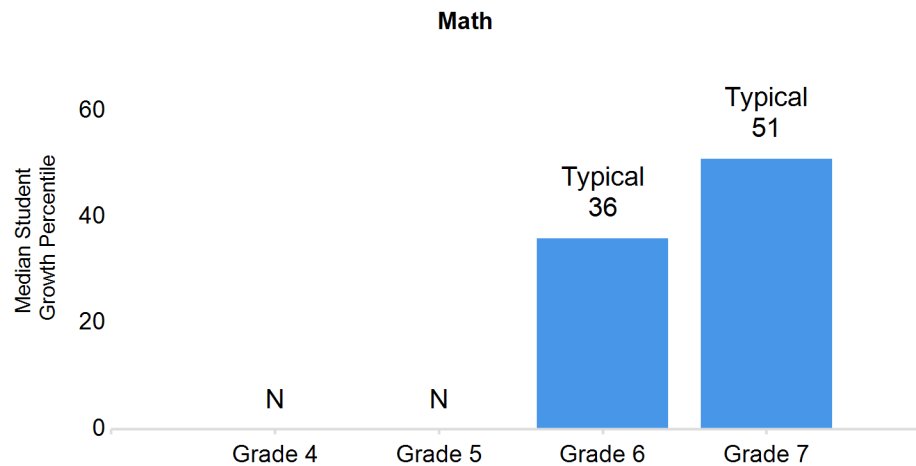
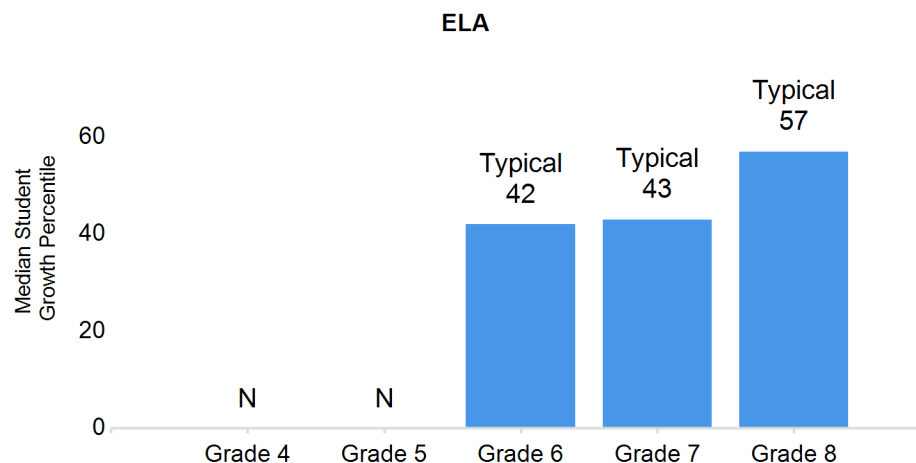
**Student Growth by Performance Level**

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.





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

## Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	434
7	0	0	479
8	136	0	331
Schoolwide	136	0	1244

## 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	427	0	0	0	0	0	0
7	467	0	0	0	0	0	0
8	438	0	0	0	0	0	0
Schoolwide	1332	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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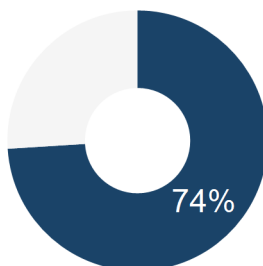
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### Visual and Performing Arts – Course Participation

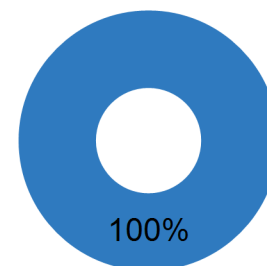
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 6-8:

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

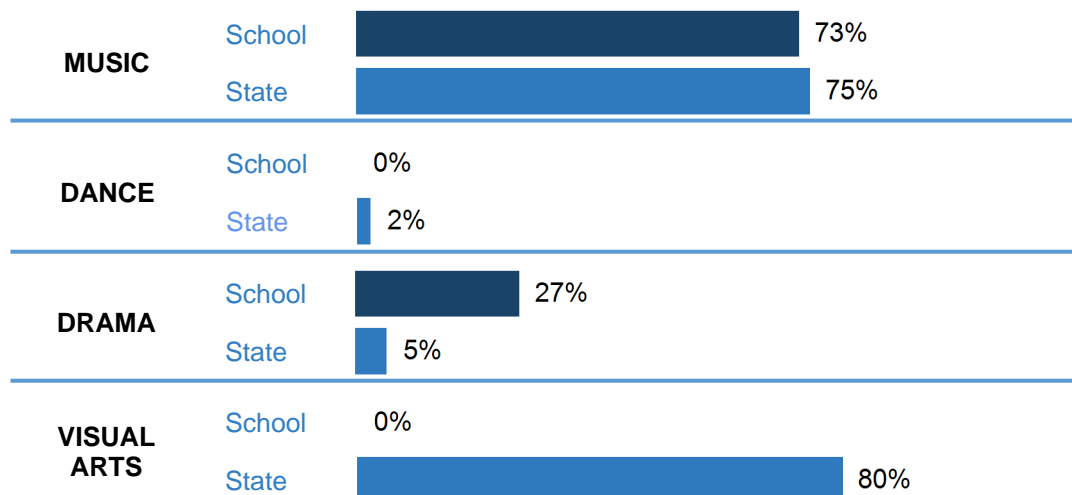


School



State

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.

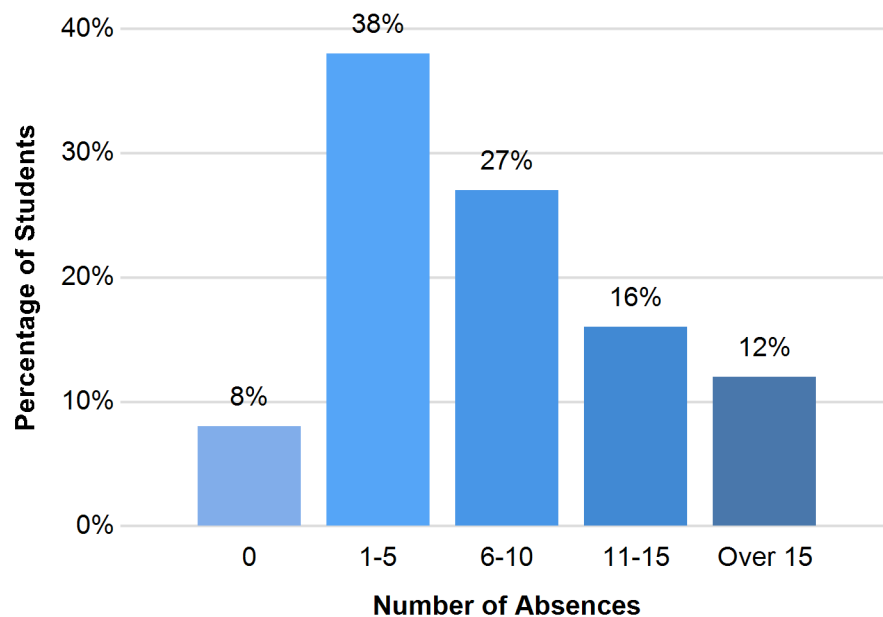
**Chronic Absenteeism**

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	7.40	8.70	Met Target
White	10.60	8.70	Not Met
Hispanic	8.60	8.70	Met Target
Black or African American	4.60	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.50	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	11.10	8.70	Not Met
Economically Disadvantaged Students	11.00	8.70	Not Met
Students with Disabilities	11.60	8.70	Not Met
English Learners	10.00	8.70	Not Met

**Days Absent**

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



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

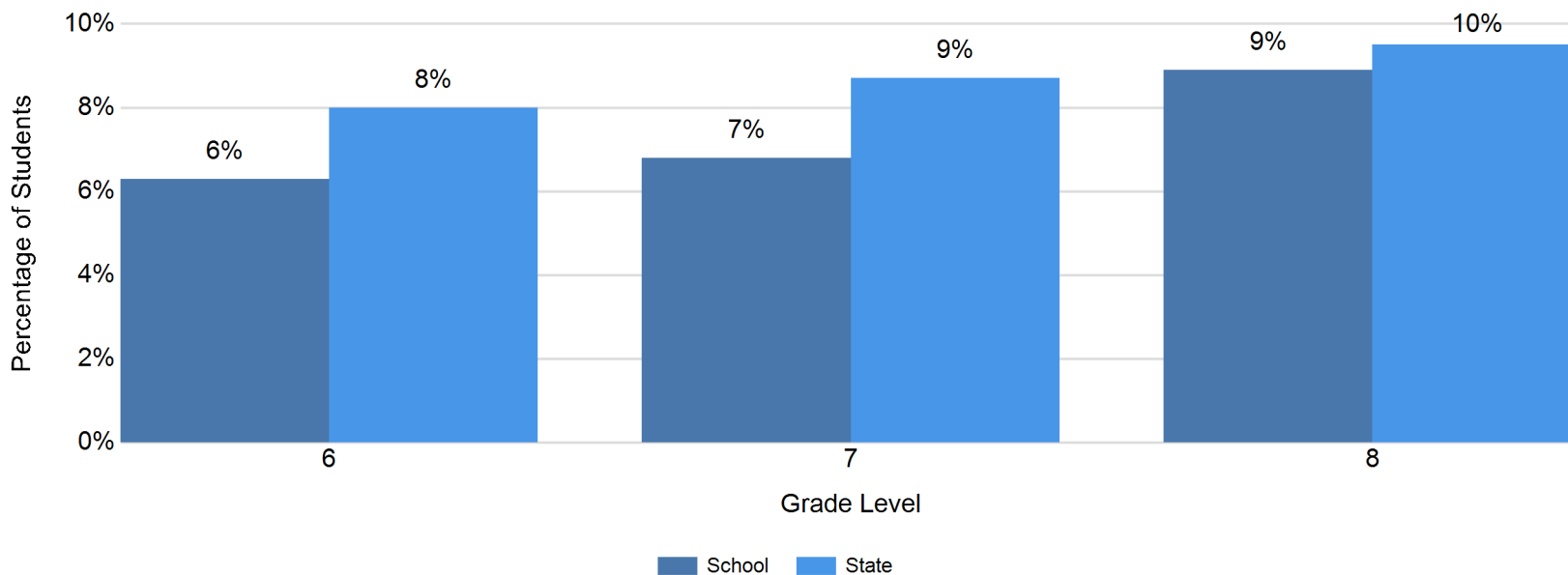


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Chronic Absenteeism by Grade

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





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**School Day**

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

Category	School
Typical Start Time	8:15AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 34 Mins.
Shared Time - Instructional Time	4 Hrs. 10 Mins.

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

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

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.43

**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	7.1%
Out-of-School Suspensions	7.3%
Any Suspension	11.9%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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## Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	493.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

## Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$390	\$11,363	\$11,753



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

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

**Teachers:** All classroom teachers

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

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

## Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	119	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	80%	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	27	9,506
Average years experience in public schools	11.1	15.9
Average years experience in district	7.6	11.6
Administrators in district for 4 or more years	44%	74%

## Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	13:1
Administrators	463:1	225:1
Librarian/Media Specialists		1014:1
Nurses		676:1
Counselors		435:1
Child Study Team		358:1



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

**Teachers and Administrators - Level of Education**

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

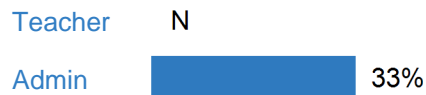
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	79%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	98%



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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	42.1	17.5%
Mathematics Proficiency	33.9	17.5%
English Language Arts Growth	32.7	25.0%
Mathematics Growth	25.2	25.0%
Chronic Absenteeism	42.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		34.1
<b>Summative Rating:</b> Percentile rank of Summative Score		24.5
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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## Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	34.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	21.1	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	34.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	55.1	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	38.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	35.6	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Exceeds Target	No
Economically Disadvantaged Students	43.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	42.9	11.9	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No
English Learners	26.9	11.9	No	Not Met	Not Met	Not Met	Met 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>	Ms. Jakubik	<b>Email Address:</b>	<a href="mailto:donna.jakubik@sayrevillek12.net">donna.jakubik@sayrevillek12.net</a>
<b>Address:</b>	800 WASHINGTON ROAD PARLIN, NJ 08859-1050	<b>Website:</b>	<a href="http://sayreville-sms.ss8.sharpschool.com/">http://sayreville-sms.ss8.sharpschool.com/</a>
<b>Phone:</b>	(732)525-5290	<b>Facebook:</b>	<a href="https://whhttps://www.facebook.com/sayevillemiddleschool">https://whhttps://www.facebook.com/sayevillemiddleschool</a>
		<b>Twitter:</b>	<a href="https://twitter.com/sayreville_ms">https://twitter.com/sayreville_ms</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"> <li>• Unified Sports Program - Basketball, Soccer, and Track for grades 6 to 8</li> <li>• School Spirit Pennant Program to recognize positive behaviors, school involvement and academic achievement</li> <li>• Opportunity Room - Intervention/Prevention Initiatives</li> </ul>
Mission, Vision, Theme:	Sayreville Middle School is committed to providing a learning community that allows all students to feel confident to take risks necessary for their social, emotional, and educational growth. Our goal is to provide students with the opportunity to develop critical thinking and problem solving skills enabling them to grow into adults who are contributing, independent, empathetic, and informed citizens within the local and global community.
Awards, Recognition, Accomplishments:	Sayreville Middle School was selected by the NJDOE to participate in the New Jersey School Climate Transformation Project.







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**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>All students in grades 6 to 8 take the following courses: Language Arts Literacy and Mathematics in blocks of 80 minutes each every day as well Social Studies, Science, Physical Education each a 40 minute period every day. In addition all students take a specials class each day which include Art, Music, STEM, Spanish, Instrumental Music, 21st Century Skills, and Technology</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Co-ed), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Co-ed)</p> <p>Sayreville Middle School offers a comprehensive competitive sports program for boys and girls. In addition to the competitive school sports listed above the middle school collaborates with the borough recreation program and provides recreational sports such as floor hockey, basketball, flag football, etc. afterschool and in the evening.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Sayreville Middle School offers the following clubs and activities: Student Council, Peer Leadership, Community Service, Chorus, Concert Band, Marching Band (with SWMHS), Odyssey of the Mind, Yearbook, Newspaper, Literacy Magazine, etc.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Sayreville Middle School offers Mathematics and Literacy Academies before school to address the needs of struggling learners. In addition, English Language Learners have the opportunity to receive supplemental English instruction.</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Faculty and staff have a variety of professional development opportunities available throughout the year. In addition to outside workshops that teachers are encouraged to attend, the district has implemented Sayreville University which offers a diversified menu of workshop offerings that are provided in district.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Sayreville Middle School is committed to recognizing and addressing the diverse learning needs of our students. SMS has an extremely active I&amp;RS team to identify the learning needs and strengths of students and strives to provide appropriate programming, interventions and support to assist students to achieve in the mainstream school environment. For example, before school LAL and math academies provide supplemental support to regular education, special education and ELL students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>SMS has a successful sit down or grab and go breakfast program. Students who qualify for free or reduced lunch are provided with free breakfast daily, students who do not qualify for may buy breakfast for a small fee. During lunch periods a variety of fruits and vegetables are available to all students free of charge. SMS is committed to encouraging students to engage in physical activity. All students receive 200 minutes per week of physical education and daily outdoor recess.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Sayreville Middle School has an active PTO who work collaboratively with teachers and administrators to provide social and academic programs to enhance our students' educational experience. In addition to sponsoring dances, assembly programs and bbq's, the PTO sponsors several afterschool clubs such as the History Club, Drama Club, Tennis Club etc.</p>



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

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

**Navigating through the reports:**

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

**Other Resources:**

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

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**Footnotes**

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

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



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## Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	412	441	425
10	408	406	437
11	425	406	399
12	421	410	396
Ungraded	4	2	7
Total	1670	1665	1664

## Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	50%
Male	52%	52%	50%
Economically Disadvantaged Students	38%	34%	34%
Students with Disabilities	14%	13%	14%
English Learners	1%	2%	1%
Homeless Students			0%
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	45.9%
Hispanic	19.2%
Asian	15.8%
Black or African American	15.8%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	2.9%

## Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1664
Shared Time Students	0
Full Time Equivalent	1664

## 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	71.8%
Spanish	8.0%
Gujarati	2.9%
Arabic	2.6%
Polish	2.4%
Other	12.7%



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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	828	97.9	44.60	53.70	54.90	44.6	51.8	Not Met
White	368	96.6	44.30	52.90	63.90	44.3	51.9	Not Met
Hispanic	160	98.8	33.10	43.90	39.80	33.1	39.2	Met Target†
Black or African American	140	99.3	35.70	43.30	35.20	35.7	42.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	133	99.3	67.70	74.40	80.70	67.7	73.6	Met Target†
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	27	96.4	48.10	53.70	54.90	48.1	N	N
Female	405	97.9	52.10	61.50	62.20	52.1		
Male	423	98.0	37.40	46.20	48.10	37.4		
Economically Disadvantaged Students	272	98.3	34.90	43.00	36.20	34.9	38.6	Met Target†
Non-Economically Disadvantaged Students	556	97.7	49.30	59.40	65.80	49.3		
Students with Disabilities	131	97.8	*	*	20.50	*	14.5	Not Met
Students without Disabilities	697	97.9	*	*	61.90	*		
English Learners	24	96.2	20.80	30.30	25.20	20.8	31.5	Met Target†
Non-English Learners	804	98.0	45.30	54.40	57.40	45.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	423	748	748	749	10%	13%	28%	39%	11%	50%	52%
White	180	750	750	757	7%	14%	28%	41%	11%	51%	62%
Hispanic	80	740	740	733	*	*	25%	40%	*	45%	35%
Black or African American	82	733	733	730	21%	*	38%	27%	*	31%	30%
Asian, Native Hawaiian, or Pacific Islander	70	766	766	777	*	*	19%	51%	21%	73%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	11	760	760	746	0%	*	*	*	*	55%	48%
Female	226	755	755	756	7%	9%	27%	44%	14%	58%	60%
Male	197	740	740	741	14%	17%	28%	34%	7%	41%	43%
Economically Disadvantaged Students	156	739	739	731	16%	12%	33%	32%	7%	39%	32%
Non-Economically Disadvantaged Students	267	753	753	758	7%	13%	24%	43%	13%	56%	62%
Students with Disabilities	76	710	710	714	*	*	*	*	*	*	13%
Students without Disabilities	347	756	756	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	416	733	733	743	23%	17%	22%	34%	5%	39%	46%
White	188	735	735	749	23%	15%	23%	31%	7%	38%	52%
Hispanic	82	719	719	728	28%	*	27%	*	*	23%	34%
Black or African American	65	734	734	725	22%	22%	*	37%	*	40%	31%
Asian, Native Hawaiian, or Pacific Islander	65	746	746	774	*	*	*	54%	*	60%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	16	738	738	737	*	0%	*	*	*	44%	42%
Female	184	741	741	752	15%	*	23%	39%	*	46%	54%
Male	232	727	727	734	28%	*	21%	31%	*	34%	39%
Economically Disadvantaged Students	121	723	723	726	28%	*	22%	29%	*	30%	32%
Non-Economically Disadvantaged Students	295	738	738	751	20%	*	21%	36%	*	43%	54%
Students with Disabilities	55	695	695	704	*	*	*	*	*	*	12%
Students without Disabilities	361	739	739	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	298	718	718	736	41%	19%	17%	17%	6%	23%	38%
White	136	716	716	738	41%	22%	*	17%	*	22%	40%
Hispanic	57	703	703	731	*	*	*	*	*	*	34%
Black or African American	47	713	713	728	43%	*	26%	*	0%	15%	30%
Asian, Native Hawaiian, or Pacific Islander	48	747	747	756	*	*	*	29%	21%	50%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	10	712	712	731	*	*	0%	*	0%	30%	36%
Female	154	725	725	744	35%	18%	18%	*	*	30%	46%
Male	144	711	711	729	47%	20%	17%	*	*	16%	31%
Economically Disadvantaged Students	103	711	711	729	46%	20%	18%	*	*	16%	32%
Non-Economically Disadvantaged Students	195	722	722	740	39%	18%	16%	*	*	27%	42%
Students with Disabilities	39	702	702	709	56%	*	*	*	0%	13%	12%
Students without Disabilities	259	720	720	741	39%	*	*	*	7%	25%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

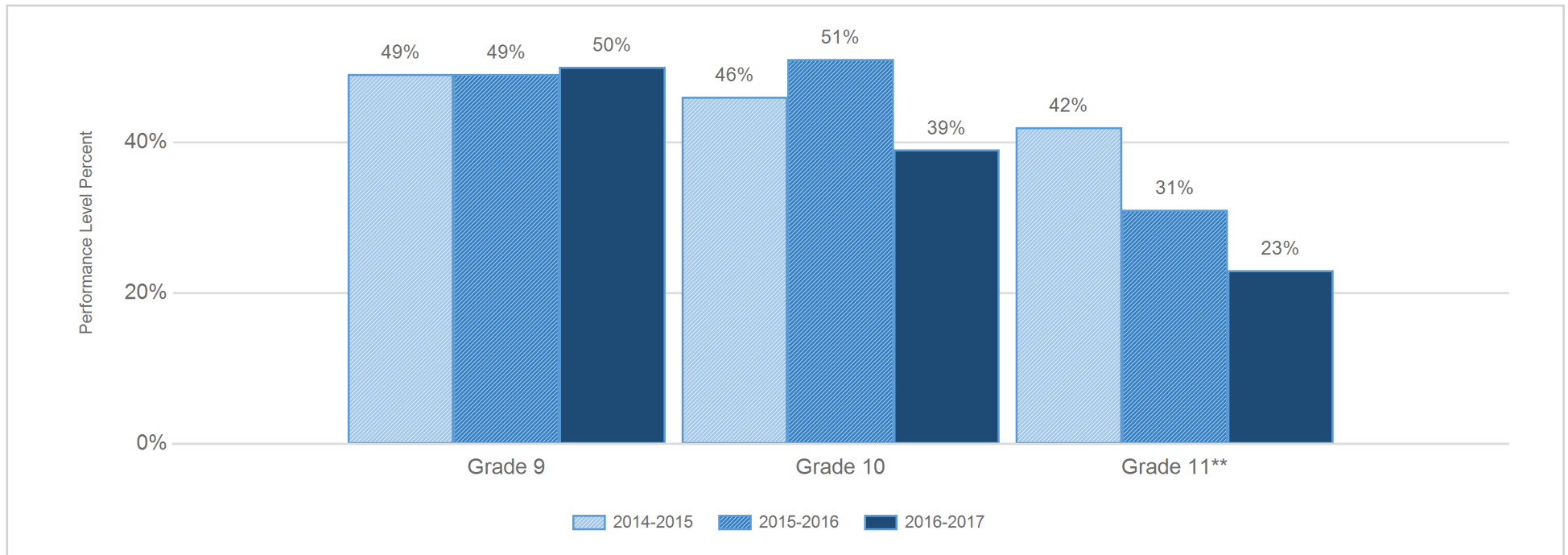


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**English Language Arts/Literacy Assessment - Performance Trends**

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



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



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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	840	97.7	24.60	41.10	43.50	24.6	25.8	Met Target†
White	370	95.9	25.10	39.60	52.40	25.1	25.6	Met Target†
Hispanic	164	99.4	16.50	28.50	27.60	16.5	15.4	Met Target
Black or African American	146	100.0	12.30	27.10	21.70	12.3	15.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	133	99.3	45.10	70.50	75.60	45.1	46.7	Met Target†
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	27	93.1	33.30	37.10	44.90	32.6	N	N
Female	407	97.6	23.10	41.70	44.10	23.1		
Male	433	97.8	26.10	40.60	42.90	26.1		
Economically Disadvantaged Students	282	98.3	15.90	29.50	25.10	15.9	12.9	Met Target
Non-Economically Disadvantaged Students	558	97.4	29.00	47.40	54.30	29		
Students with Disabilities	132	97.1	*	*	16.50	*	7.6	Met Target†
Students without Disabilities	708	97.8	*	*	48.80	*		
English Learners	26	100.0	15.40	29.60	23.30	15.4	16.6	Met Target†
Non-English Learners	814	97.6	25.00	41.50	45.20	25		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	175	714	745	743	*	*	*	*	*	*	42%
White	61	716	745	751	21%	54%	*	*	0%	12%	52%
Hispanic	49	711	733	728	*	*	*	*	*	*	24%
Black or African American	44	714	732	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	14	716	773	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	74	715	745	744	*	*	*	*	*	*	43%
Male	101	713	744	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	81	715	735	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	94	713	749	751	*	*	*	*	*	*	52%
Students with Disabilities	101	707	710	714	*	*	*	*	*	*	10%
Students without Disabilities	74	724	754	747	*	*	*	*	*	*	47%
English Learners	13	712	*	708	*	*	*	*	*	*	*
Non-English Learners	162	714	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	613	734	734	734	*	27%	43%	23%	*	25%	30%
White	279	735	735	740	*	23%	49%	22%	*	24%	38%
Hispanic	119	729	729	722	*	37%	36%	19%	*	19%	14%
Black or African American	105	725	725	719	11%	37%	41%	11%	0%	11%	*
Asian, Native Hawaiian, or Pacific Islander	91	745	745	758	*	12%	40%	43%	*	45%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	19	735	735	733	*	*	*	*	0%	37%	32%
Female	308	734	734	735	*	27%	45%	23%	*	24%	31%
Male	305	733	733	733	*	26%	42%	24%	*	25%	30%
Economically Disadvantaged Students	216	730	730	721	*	32%	43%	17%	*	18%	13%
Non-Economically Disadvantaged Students	397	736	736	740	*	24%	43%	27%	*	28%	39%
Students with Disabilities	51	716	716	711	*	*	*	*	*	*	*
Students without Disabilities	562	735	735	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	297	721	721	725	29%	23%	28%	*	*	19%	28%
White	145	721	721	731	29%	24%	30%	*	*	17%	33%
Hispanic	52	708	708	710	*	*	*	*	*	*	14%
Black or African American	46	706	706	703	44%	28%	*	*	0%	11%	*
Asian, Native Hawaiian, or Pacific Islander	45	748	748	761	*	*	40%	38%	*	42%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	148	720	720	725	26%	*	31%	16%	*	16%	27%
Male	149	721	721	725	32%	*	26%	20%	*	23%	29%
Economically Disadvantaged Students	85	709	709	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	212	725	725	733	*	*	*	*	*	*	35%
Students with Disabilities	20	697	697	692	*	*	*	*	*	*	*
Students without Disabilities	277	723	723	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



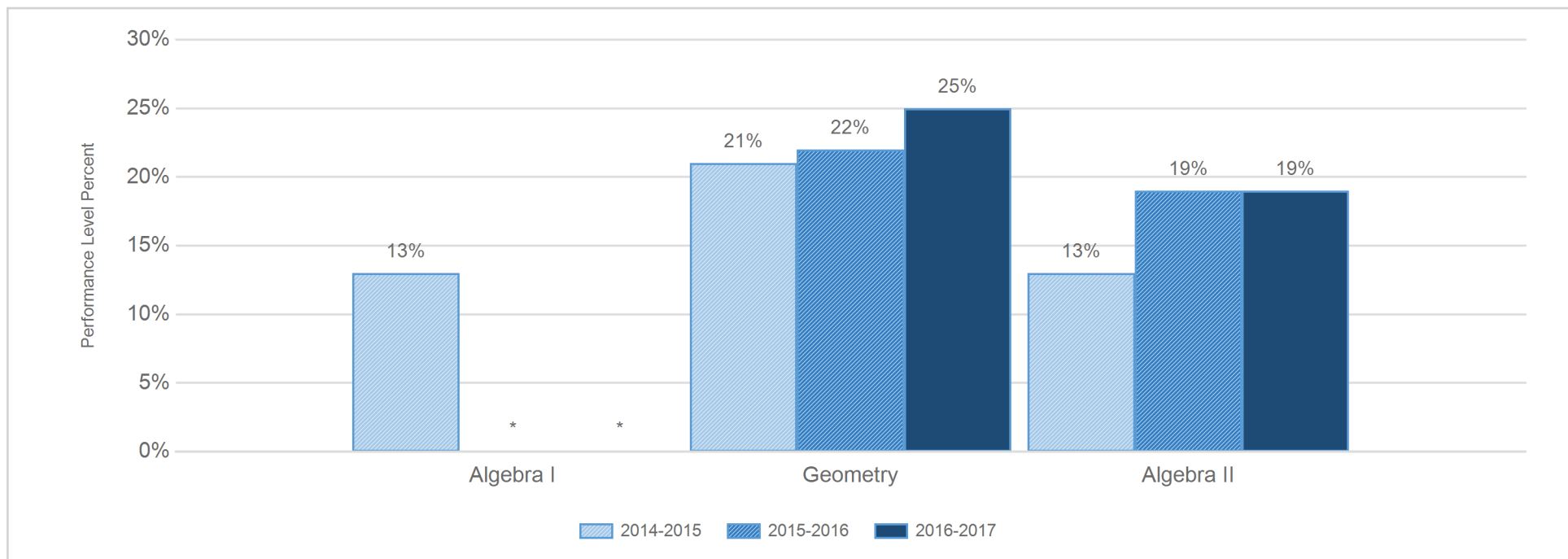
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### Mathematics Assessment – Performance Trends

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





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### Alternate Assessments - Participation

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

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

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	12	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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

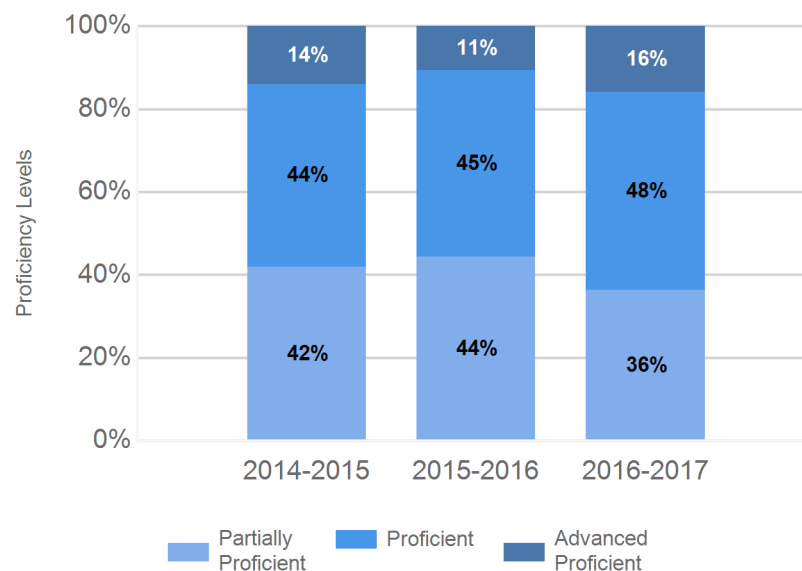
**Biology Assessment - Performance**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	16%	48%	36%
White	14%	55%	31%
Hispanic	8%	36%	56%
Black or African American	9%	47%	44%
Asian, Native Hawaiian, or Pacific Islander	35%	48%	17%
American Indian or Alaska Native	N	N	N
Two or More Races	27%	20%	53%
Economically Disadvantaged Students	12%	41%	47%
Students with Disabilities	2%	23%	75%
English Learners	N	N	*

**Biology Assessment - Proficiency Trends**

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	60.4%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	15.7%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	493	481	Varies By Grade	71%	67%
PSAT - Math	490	483	Varies By Grade	51%	49%
SAT - Reading and Writing	542	551	480	79%	77%
SAT - Math	550	552	530	55%	58%
ACT - Reading	24	24	22	55%	65%
ACT - English	23	24	18	76%	79%
ACT - Math	24	24	22	66%	65%
ACT - Science	23	23	23	55%	54%



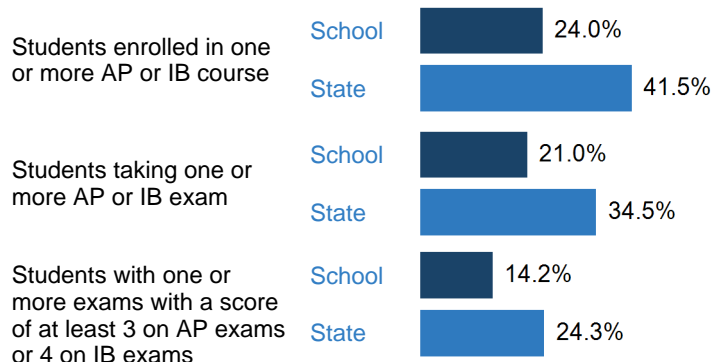
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

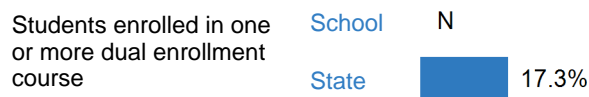
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	16	15
AP Biology	38	38
AP Calculus AB	25	25
AP Calculus BC	0	19
AP Chemistry	24	24
AP English Language and Composition	51	51
AP English Literature and Composition	17	17
AP Environmental Science	0	30
AP Government	5	0
AP Macroeconomics	7	7
AP Microeconomics	4	4
AP Physics 1	0	1
AP Physics 2	0	1
AP Psychology	23	23
AP Spanish Language	19	19
AP Statistics	19	19
AP U.S. Government and Politics	0	6
AP U.S. History	94	53
Total Exams Taken		352
Exams with scores of at least 3 on AP exams or 4 on IB exams		216



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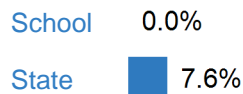
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

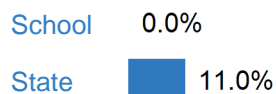
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

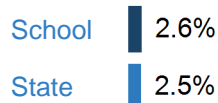
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

**Structured Learning Experiences**



Industry-Valued Credentials Earned

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

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

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



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	83	300	0	0	0	0	106
10	52	277	90	1	0	0	71
11	2	39	224	98	2	0	36
12	0	6	28	76	93	19	128
Schoolwide	137	622	342	175	95	19	341
Enrolled in AP/IB Course					25	19	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	109	0	0	0	318	0
10	321	93	0	7	15	18
11	28	236	32	71	53	70
12	21	8	42	67	50	131
Schoolwide	479	337	74	145	436	219
Enrolled in AP/IB Course	38	24		0	0	0



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

**Social Studies and History - Course Participation**

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	420	3	1	0	0	55
10	11	416	146	0	0	33
11	0	390	182	15	0	60
12	0	65	124	60	4	178
Schoolwide	431	874	453	75	4	326
Enrolled in AP/IB Course	0	94	11	23	0	5

**World Languages - Course Participation**

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	275	56	0	0	0	0	0
10	338	44	0	0	0	0	0
11	181	28	0	0	0	0	0
12	58	6	0	0	3	2	0
Schoolwide	852	134	0	0	3	2	0
Enrolled in AP/IB Course	19	0	0	0	0	0	0
Enrolled in Level 3 or Higher	250	25	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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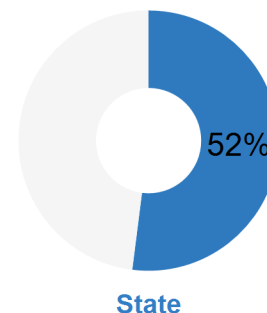
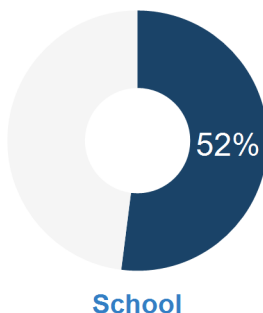
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Visual and Performing Arts – Course Participation

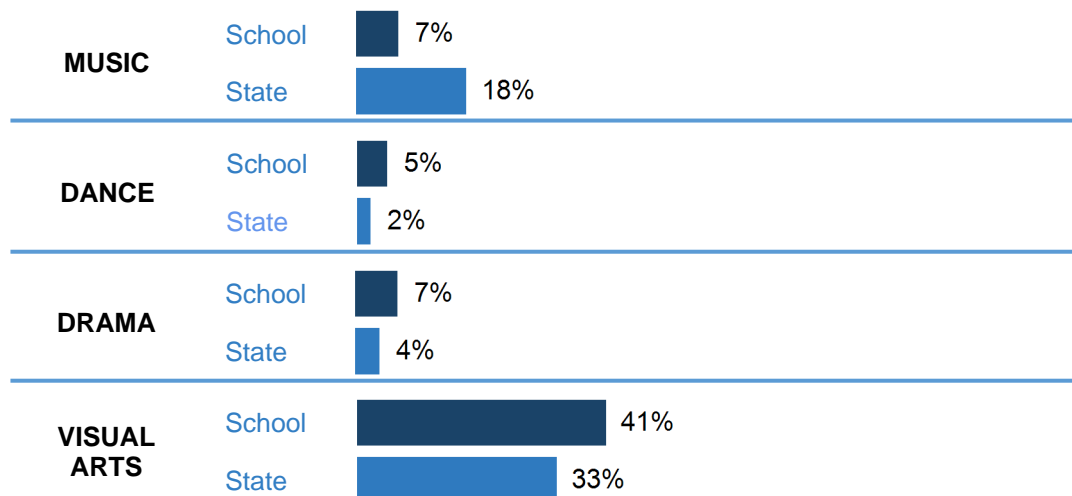
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

### Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	90.0%	90.5%	93.4%	91.8%	90.7%	90.2%	Met Target	93.1%	93.0%	Met Target
White	94.2%	94.5%	93.7%	95.1%	91.8%	91.1%	Met Target	94.2%	91.3%	Met Target
Hispanic	*	84.3%	*	86.3%	*	87.0%	Not Met	91.6%	89.3%	Met Target
Black or African American	89.7%	83.4%	94.3%	85.3%	92.0%	89.5%	Met Target	90.4%	95.2%	Not Met
Asian, Native Hawaiian or Pacific Islander	94.2%	96.6%	96.9%	97.5%	95.4%	N	Met Goal	96.7%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	83.2%	83.9%	91.2%	85.6%	86.6%	88.5%	Not Met	92.0%	91.9%	Met Target
Students with Disabilities	75.0%	78.8%	86.8%	82.1%	83.3%	75.4%	Met Target	79.8%	79.8%	Met Target
English Learners	54.6%	76.1%	62.5%	79.7%	43.8%	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	N		

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

### Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	90.0%	-
2016	90.7%	93.4%
2015	89.9%	93.1%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0.2%	1.1%



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

**Postsecondary Enrollment Rates: Fall**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	73.8%	36.3%	63.7%
White	75.7%	39.2%	60.8%
Hispanic	58.8%	47.5%	52.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87.7%	24.6%	75.4%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	66.1%	44.9%	55.1%
Students with Disabilities	48%	62.5%	37.5%
English Learners	*	*	0%

**Postsecondary Enrollment Rates: 16 month**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	81.9%	43.3%	56.7%	79.8%	20.3%	82.2%	17.8%
White	78.8%	44.8%	55.2%	75.2%	24.8%	82.1%	17.9%
Hispanic	83.3%	56.4%	43.6%	87.3%	12.7%	89.1%	10.9%
Black or African American	80.5%	46.8%	53.2%	79%	21%	77.4%	22.6%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	80.5%	56.6%	43.4%	85.9%	14.1%	90.9%	9.1%
Students with Disabilities	56.8%	95.2%	4.8%	100%	0%	95.2%	4.8%
English Learners	*	*	*	*	*	*	*

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



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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

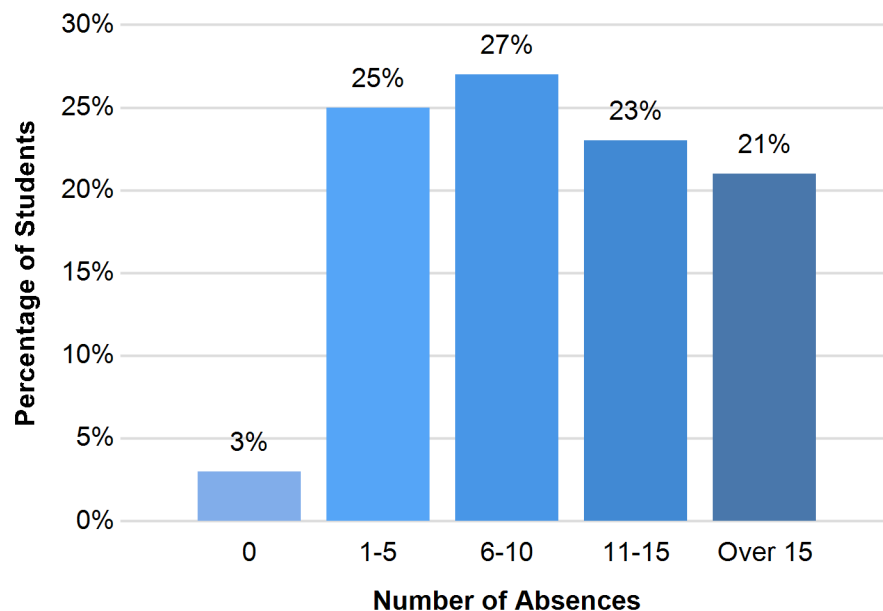
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	16.20	14.30	Not Met
White	20.10	14.30	Not Met
Hispanic	18.80	14.30	Not Met
Black or African American	9.60	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	8.70	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	14.00	14.30	Met Target
Economically Disadvantaged Students	21.80	14.30	Not Met
Students with Disabilities	20.90	14.30	Not Met
English Learners	16.00	14.30	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.



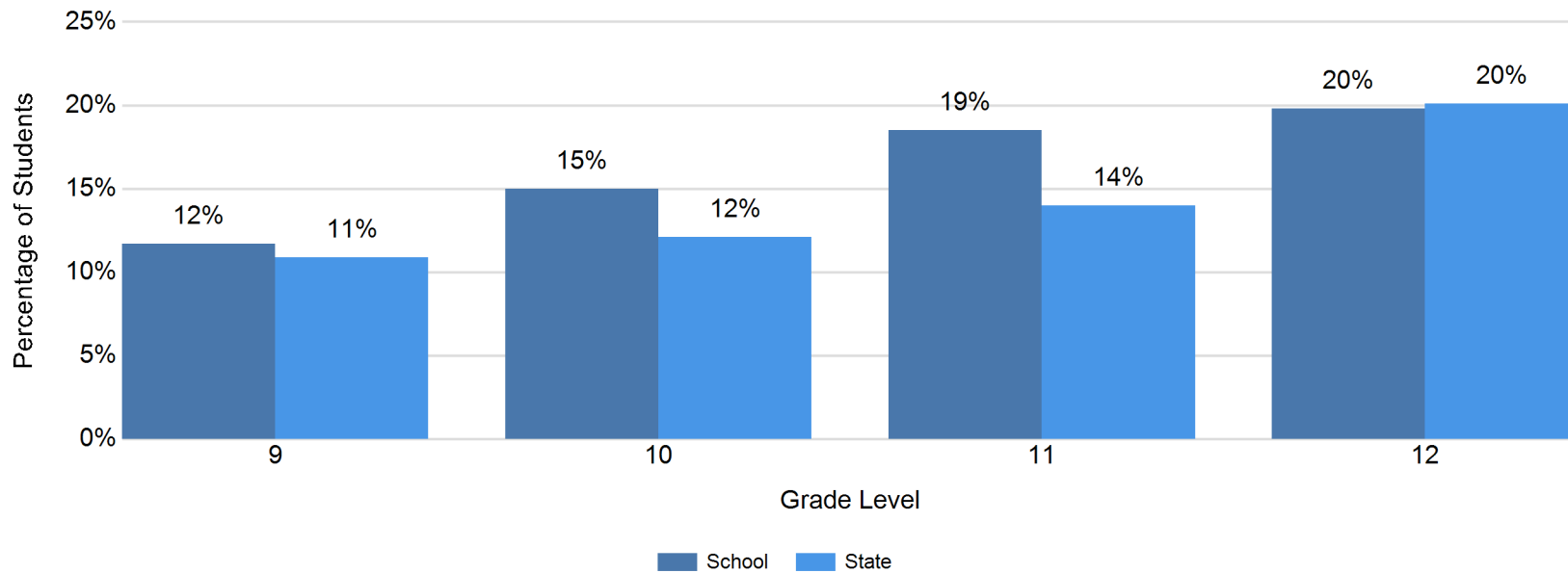


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**Chronic Absenteeism by Grade**

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	7:30AM
Typical End Time	2:15PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 40 Mins.
Shared Time - Instructional Time	4 Hrs. 10 Mins.

## Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	16
Vandalism	3
Weapons	2
Substances	8
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	31
Incidents Per 100 Students Enrolled	1.86

## 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	10.2%
Out-of-School Suspensions	6.8%
Any Suspension	12.9%

## Student Expulsions

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	493.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$390	\$11,363	\$11,753



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	130	120,724
Average years experience in public schools	10.1	11.8
Average years experience in district	8.4	10.5
Teachers in district for 4 or more years	72%	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	27	9,506
Average years experience in public schools	11.1	15.9
Average years experience in district	7.6	11.6
Administrators in district for 4 or more years	44%	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	13:1	13:1
Administrators	277:1	225:1
Librarian/Media Specialists		1014:1
Nurses		676:1
Counselors		435:1
Child Study Team		358:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	79%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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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	45.3	17.5%
Mathematics Proficiency	43.9	17.5%
Graduation - 4-Year	34.9	25.0%
Graduation - 5-Year	38.7	25.0%
Chronic Absenteeism	33.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		39.1
<b>Summative Rating:</b> Percentile rank of Summative Score		34.4
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	39.1	6.2	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No
White	25.8	6.2	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	42.3	6.2	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Black or African American	62.4	6.2	No	Not Met	Met Target†	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	24.7	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	55.5	6.2	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	42.2	6.2	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	Met Target†	Met Target†	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

<b>Principal:</b>	Mr. Brown	<b>Email Address:</b>	<a href="mailto:james.brown@sayrevillek12.net">james.brown@sayrevillek12.net</a>
<b>Address:</b>	820 WASHINGTON ROAD PARLIN, NJ 08859-1050	<b>Website:</b>	<a href="http://sayreville-swm.ss8.sharpschool.com/">http://sayreville-swm.ss8.sharpschool.com/</a>
<b>Phone:</b>	(732)525-5252	<b>Twitter:</b>	<a href="https://twitter.com/SWMHSbombers">https://twitter.com/SWMHSbombers</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>• SWMHS offers many Advanced Placement (AP) courses as well as an online learning environment</li> <li>• Award-winning marching band and sports programs</li> <li>• Technology is current and infused into each classroom</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The mission of Sayreville War Memorial High School is to ensure that students are able to meet the challenges of a diverse and technologically evolving society by: offering a comprehensive educational experience, providing a safe, supportive learning environment, empowering students to set personal, academic and professional goals, encouraging the participation of parents and other community members in the educational process.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>SWMHS has been designated a Student Council Blue Ribbon School. We have an award-winning Marching Band program, DECA and FBLA programs, Odyssey of the Mind team, as well as numerous championship sports programs.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>SWMHS offers many challenging courses including Advanced Placement (AP) courses in various disciplines, as well as dual-enrollment, honors courses and college prep courses. Distance learning courses are also offered. SWMHS is also very proud to participate in the Air Force Junior Reserve Officer Training Corp (AFJROTC) program. SWMHS offers Auto Technology and Robotics. Students have been transitioning to electronic textbooks which are accessed via over 800 Chromebooks throughout the school</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Boys)</p> <p>The mission of the SWMHS Athletics Department is to ensure that student-athletes are able to meet the challenges of an evolving athletic society by: Offering a comprehensive athletic experience which enables student-athletes to maximize their team and individual potential. Providing a safe, supportive athletic environment. Empowering student-athletes to set personal, team and lifelong goals. Encouraging the participation of parents and other community members in the athletic process.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Sayreville War Memorial High School offers a wide variety of afterschool activities. Clubs and activities include: Student Council, National Honor Society, History Club, Science Rules, Chemistry Club, Odyssey of the Mind, Step Team, S.A.D.D., Peer Leadership, Theater Society, Marching Band, Chorus, Chess Club, Do the Right Thing Club, Engineering Club, Physics Club, Spanish Club, Cooperative Business Education, D.E.C.A., FBLA, Academic Competition Team, and the Literary Magazine.</p>








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 <p><b>Staff and Professional Learning:</b></p>	<p>The Sayreville War Memorial High School staff utilizes Sayreville University as a means of professional development. Sayreville University is a Sayreville Public Schools entity which targets professional development opportunities for all staff members in their content areas as well as grade level needs. The staff also uses collaborative opportunities in the form of Professional Learning Communities (PLC) which focus on the classroom practices to ensure student achievement.</p>
 <p><b>Postsecondary Information:</b></p>	<p>SWMHS has a partnership with Family Connection from Naviance. Naviance allows students to research colleges and universities, examine possible career choices, and maintain a comprehensive resume to help build their academic and professional opportunities after SWMHS. Our High School has partnerships with Rider University and Middlesex County College.</p>
 <p><b>Student Supports and Services:</b></p>	<p>SWMHS recognizes the needs of all our learners. Our staff works to promote individual student success through differentiated approaches to meet the students' academic, social and emotional needs. Students with disabilities are being educated in the LRE, utilizing a combination of in-class and pull-out services. We provide support to our English Language Learners in their English courses with a certified ESL teacher as well as an after school tutorial program for the students</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Several topics and activities which are offered as part of the curriculum include: nutrition, CPR and life-saving skills, disease prevention, suicide awareness, stress management, healthy and safe decision-making regarding positive peer relations, sexual activity, drugs, alcohol and other risky behaviors. Weight training and fitness activities are offered along with sports skills classes.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>SWMHS has many parent involvement groups through each individual club, activity, or sports team. The community is involved in many of our school events which range from Theatre performances to team or activity fundraisers. Parents do have the opportunity to access student grades through a student information system via the internet.</p>



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School Narrative

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Facilities:

SWMHS is home to over 1700 students and 140 staff members. The school building was renovated approximately 10 years ago updating many of its classrooms as well increasing the number of classrooms. SWMHS boasts more than 12 Science labs, 3 gymnasiums, a vast number of playing fields, and multiple computer labs as well as Chromebook carts.



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School Narrative

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SWMHS has a traditional 8 period school day as well as 4 security guards and a Student Resource Officer. Technology has been updated recently to provide our students with state of the art technology to be used in each classroom. SWMHS communicates with their students through electronic means as well as Twitter and our electronic announcement board in front of the school. Educational and social experiences at SWMHS are intended to promote self-esteem, respect for individual differences, and develop an appreciation of the diversity which exists at SWMHS. To achieve these goals, students are challenged through numerous honors and Advanced Placement courses and a comprehensive curriculum, which offers a wide variety of college preparatory subjects as well as business and vocational components. Academic achievement at SWMHS is always recognized and celebrated.



Other Information:




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

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

**Navigating through the reports:**

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

**Other Resources:**

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

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**Footnotes**

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

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



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**Enrollment Trends by Grade**

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

Grade	2014-15	2015-16	2016-17
KG	98	99	94
1	92	100	107
2	97	97	100
3	84	100	98
Ungraded	11	5	4
Total	382	401	403

**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	52%	49%	49%
Male	48%	51%	51%
Economically Disadvantaged Students	36%	34%	35%
Students with Disabilities	16%	21%	16%
English Learners	1%	2%	4%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			1%

**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	38.0%
Asian	23.6%
Hispanic	22.1%
Black or African American	12.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.2%

**PreK and K - Full Day and Half Day**

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	102	99	94

**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	73.4%
Spanish	5.2%
Gujarati	2.7%
Hindi	2.7%
Urdu	2.2%
Other	12.7%



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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	92	97.0	44.50	53.70	54.90	44.5	50.3	Met Target†
White	29	96.8	34.50	52.90	63.90	34.5	41.1	Met Target†
Hispanic	19	95.2	26.40	43.90	39.80	26.4	N	N
Black or African American	15	100.0	33.30	43.30	35.20	33.3	**	**
Asian, Native Hawaiian, or Pacific Islander	27	96.6	70.40	74.40	80.70	70.4	N	N
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	49	96.2	49.00	61.50	62.20	49		
Male	43	97.9	39.60	46.20	48.10	39.6		
Economically Disadvantaged Students	32	100.0	43.80	43.00	36.20	43.8	29	Met Target
Non-Economically Disadvantaged Students	60	95.5	45.00	59.40	65.80	45		
Students with Disabilities	20	91.7	15.00	*	20.50	14.4	26.7	Met Target†
Students without Disabilities	72	98.7	52.80	*	61.90	52.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	69.20	26.40	N		
Students In Foster Care	N	N	N	25.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	95	744	751	749	*	19%	26%	39%	*	43%	50%
White	30	736	751	759	*	*	33%	33%	0%	33%	61%
Hispanic	20	729	743	734	*	*	*	*	*	25%	35%
Black or African American	16	737	744	731	*	*	*	*	0%	31%	32%
Asian, Native Hawaiian, or Pacific Islander	27	767	763	775	0%	*	*	59%	*	70%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	50	749	755	754	*	*	30%	44%	*	48%	55%
Male	45	738	747	745	*	*	22%	33%	*	38%	46%
Economically Disadvantaged Students	32	738	744	731	*	*	*	44%	*	44%	31%
Non-Economically Disadvantaged Students	63	747	755	762	*	*	*	37%	*	43%	63%
Students with Disabilities	21	717	725	720	*	*	*	*	*	14%	24%
Students without Disabilities	74	752	756	755	*	*	*	*	*	51%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	*	*	*	734	*	*	*	*	*	*	29%

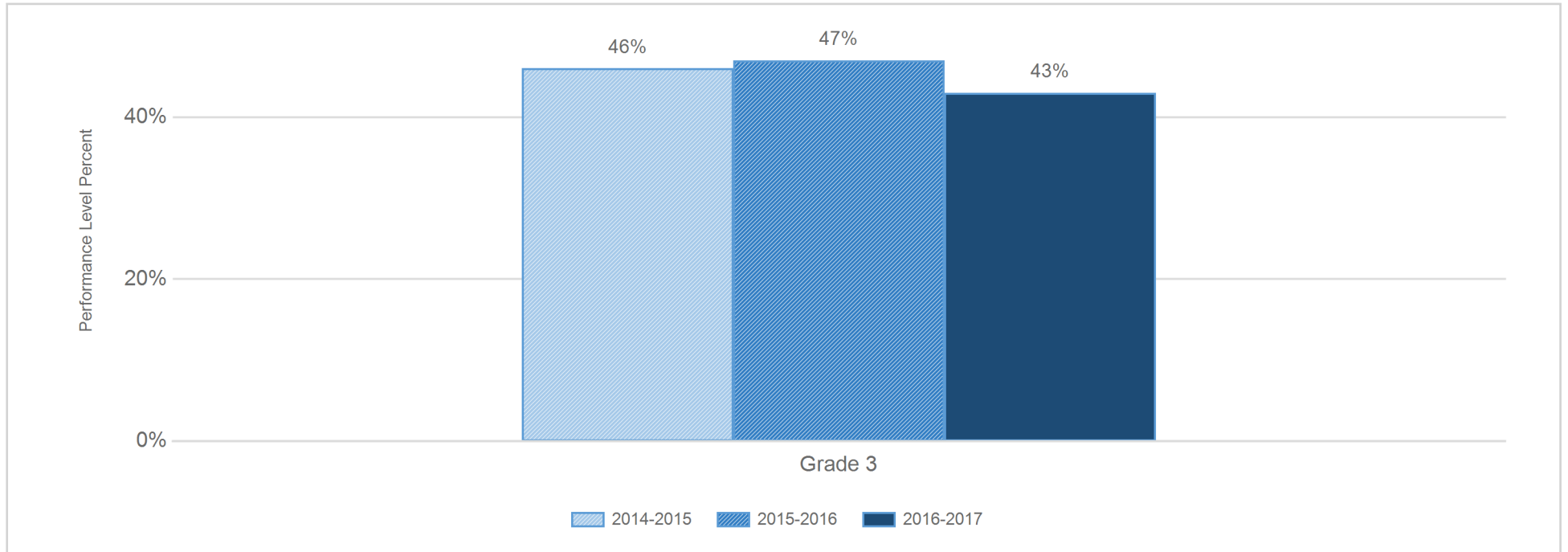


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	92	97.0	41.30	41.10	43.50	41.3	54.5	Not Met
White	29	96.8	27.50	39.60	52.40	27.5	52.5	Not Met
Hispanic	19	95.2	26.40	28.50	27.60	26.4	N	N
Black or African American	15	100.0	20.00	27.10	21.70	20	**	**
Asian, Native Hawaiian, or Pacific Islander	27	96.6	74.00	70.50	75.60	74	N	N
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	49	96.2	44.90	41.70	44.10	44.9		
Male	43	97.9	37.20	40.60	42.90	37.2		
Economically Disadvantaged Students	32	100.0	31.30	29.50	25.10	31.3	39.7	Met Target†
Non-Economically Disadvantaged Students	60	95.5	46.70	47.40	54.30	46.7		
Students with Disabilities	20	91.7	15.00	*	16.50	14.4	35.8	Not Met
Students without Disabilities	72	98.7	48.60	*	48.80	48.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	58.40	16.40	N		
Students In Foster Care	N	N	N	37.50	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 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>	95	747	753	751	*	20%	34%	31%	*	41%	53%
White	30	742	752	759	*	*	53%	*	*	27%	63%
Hispanic	20	731	741	738	*	*	*	*	*	25%	37%
Black or African American	16	725	743	733	*	*	*	*	0%	19%	32%
Asian, Native Hawaiian, or Pacific Islander	27	778	772	779	0%	*	*	48%	*	78%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	50	751	753	751	*	*	36%	30%	*	44%	52%
Male	45	743	753	751	*	*	31%	31%	*	38%	53%
Economically Disadvantaged Students	32	737	744	736	*	*	34%	31%	*	31%	34%
Non-Economically Disadvantaged Students	63	753	758	761	*	*	33%	30%	*	46%	65%
Students with Disabilities	21	724	732	729	*	*	*	*	*	19%	29%
Students without Disabilities	74	754	757	755	*	*	*	*	*	47%	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	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	*	*	*	726	*	*	*	*	*	*	35%

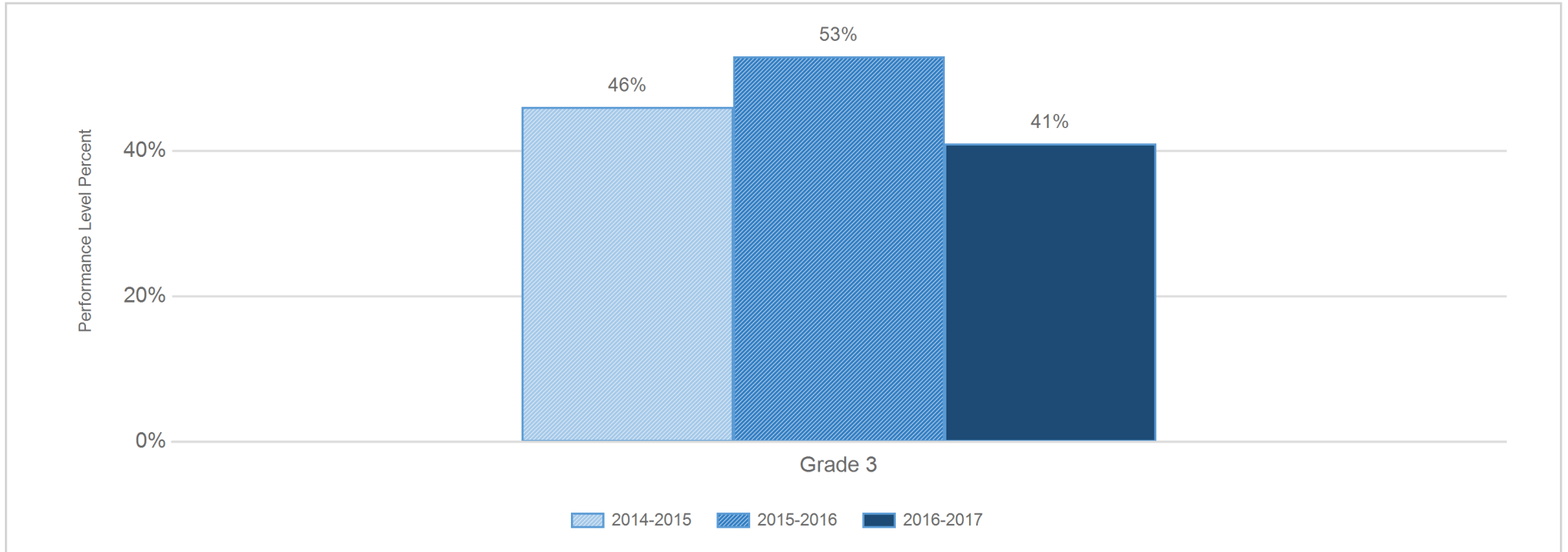


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

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

**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	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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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**

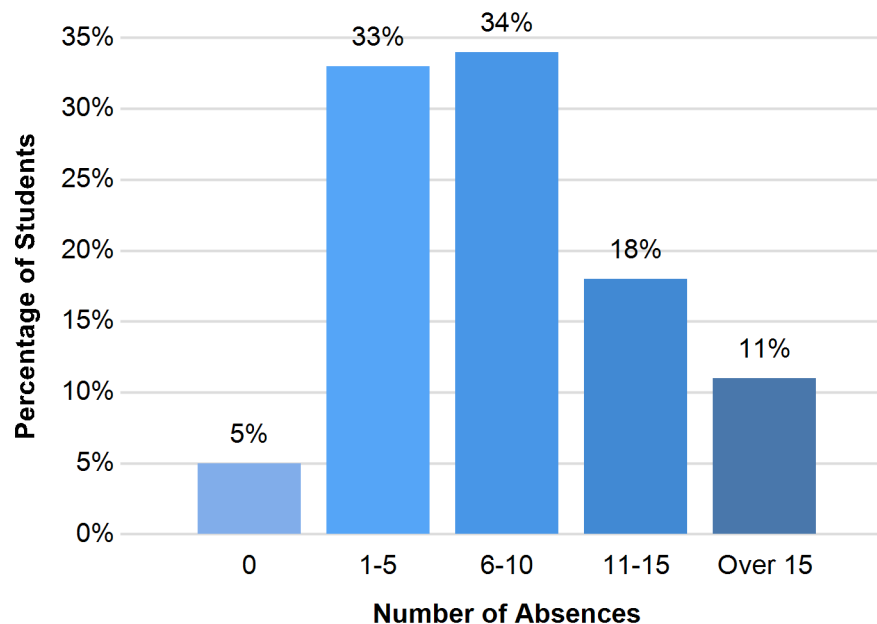
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.50	9.10	Met Target
White	10.40	9.10	Not Met
Hispanic	5.60	9.10	Met Target
Black or African American	6.30	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.10	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.50	9.10	Not Met
Students with Disabilities	15.40	9.10	Not Met
English Learners	N	**	**

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

**Days Absent**

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



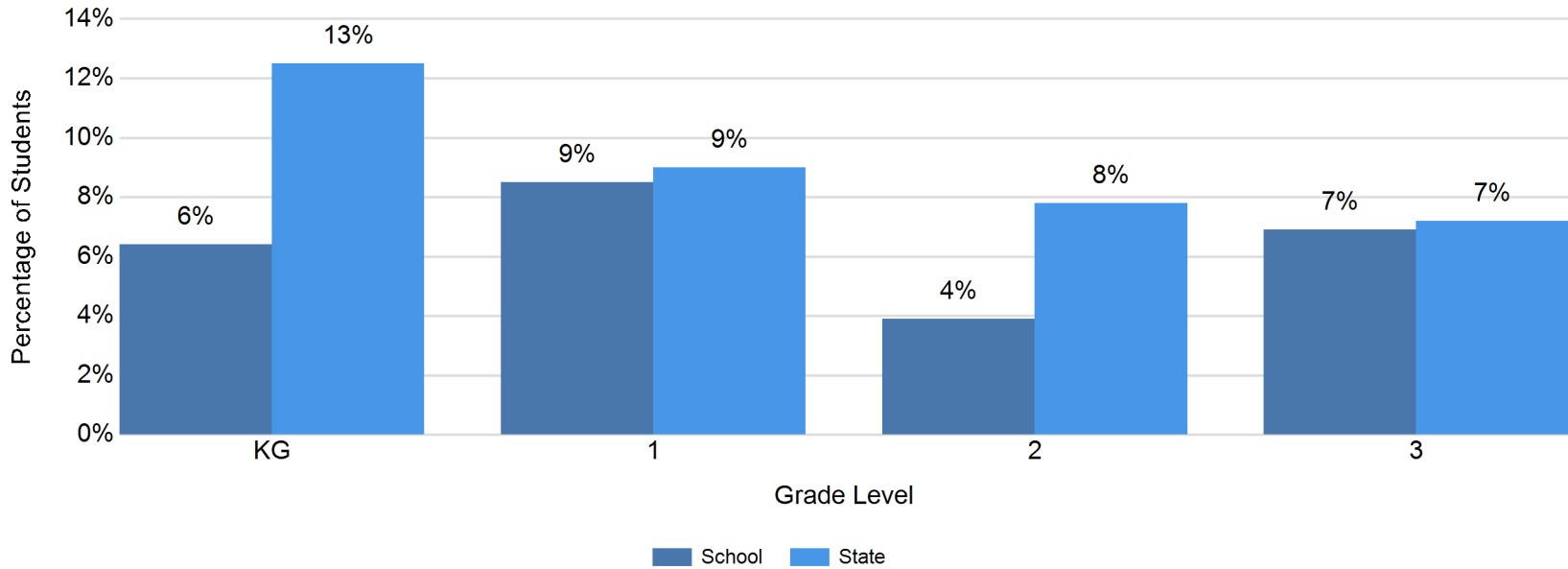


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**Chronic Absenteeism by Grade**

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





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**School Day**

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

Category	School
Typical Start Time	9:05AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs. 15 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	2
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.74

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	3.5%
Any Suspension	3.5%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	493.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$390	\$11,363	\$11,753



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	28	120,724
Average years experience in public schools	12.4	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	68%	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	27	9,506
Average years experience in public schools	11.1	15.9
Average years experience in district	7.6	11.6
Administrators in district for 4 or more years	44%	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	14:1	13:1
Administrators	403:1	225:1
Librarian/Media Specialists		1014:1
Nurses		676:1
Counselors		435:1
Child Study Team		358:1



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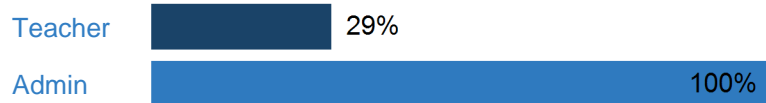
**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	79%	88%

**Faculty Attendance**

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

School Year	% Days Present
2016-17	98%



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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	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	N	N
<b>Summative Rating:</b> Percentile rank of Summative Score	N	N
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile	N	N

\*\* 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	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

\*\* 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>	Mrs. Davis	<b>Email Address:</b>	<a href="mailto:carmen.davis@sayrevillek12.net">carmen.davis@sayrevillek12.net</a>
<b>Address:</b>	65 DANE STREET SAYREVILLE, NJ 08872	<b>Website:</b>	<a href="http://sayreville-ww.e.ss8.sharpschool.com/">http://sayreville-ww.e.ss8.sharpschool.com/</a>
<b>Phone:</b>	(732)525-5240	<b>Facebook:</b>	<a href="https://www.facebook.com/Wilson-School-166727150357455/">https://www.facebook.com/Wilson-School-166727150357455/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/WilsonBees">https://twitter.com/WilsonBees</a>

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Wilson Elementary is a Responsive Classroom School that focuses on the academic, social-emotional skills.</li> <li>• Wilson School supports the arts via concerts, programs and clubs.</li> <li>• Wilson School provides a plethora of technology to assist student learning</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Wilson Elementary School is a vibrant K-3 community of learners with an enrollment of approximately 400 students. We promote the development of a safe, secure and nurturing learning environment, in order that students become economically independent and contributing members of society. We also believe that strong instructional leadership cultivates a high performing learning environment.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>At Wilson School, children have many opportunities to develop as 21st Century citizens. We observe the Six Pillars of Character and align ourselves as a Responsive Classroom School. Students focus on the meaning of respect for self, others and the world around them. We support the idea that the greatest cognitive growth occurs through social interaction, speaking and listening skills.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>We provide a plethora of coursework for our students. Fountas and Pinnell Literacy resource materials, Math and Language Arts Academies, Standardized Report Card, LinkIt, Guided Reading, Writing Workshop, Envision Math, ST Math (technology), RAZ Kids/A-Z, K-5 Social Studies materials, a variety of leveled reading books, K-1 Looping, TAG, etc.</p>
 <p><b>Clubs and Activities:</b></p>	<p>We provide co-curricular, extra-curricular, and after school clubs for students. Students enjoy music concerts, Kindergarten Rocks, cooking, technology, and science clubs. Student council, peer mediation, and Holiday Spectacular are a few of the organizations our K-3 students enjoy.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Students are provided a strong cultural arts program. Music and art departments showcase a yearly program. Our Physical Education department celebrates Field Day yearly. After school clubs and programs such as Willabees are provided, as well as Family Math and Reading Night, Bingo (PTO sponsored), Book fairs, etc. We continue to pursue new programs and assemblies that support learning.</p>







**Woodrow Wilson Elementary School**  
**2016-2017**  
**Grade Span KG-03**

23-4660-120  
 MIDDLESEX  
 SAYREVILLE BORO  
 65 DANE STREET  
 SAYREVILLE, NJ 08872

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>Professional development is secured through the district's Sayreville University. Teachers are able to choose from a plethora of various content areas such as literacy, math and technology. Outside workshops and conferences are also available to teachers. Teachers pilot, research and plan through professional learning communities, grade team meetings and committees.</p>
 <p><b>Student Supports and Services:</b></p>	<p>At Wilson School teachers utilize RTI. This is a multi-tiered approach to the early identification and support of students with learning and behavior needs. It is a data driven tool which allows us to monitor and assess student progress in the general and special education population. Teachers are readily available to teach and provide support to ELL, I&amp;RS, and TAG students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>At Wilson School health and nutrition is a priority. Students have breakfast and lunch readily available to them. There is a district committee that supports continual monitoring of these programs so that students learn and grow. We are currently exploring play that is safe, fun, and fair. We continue to engage students during the day with Responsive Classroom (social emotional health) activities, brain breaks, and interactive learning structures that make learning engaging.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Wilson School is supported by a committed group of parents, guardians, and community members that care about our children. They are actively involved in our PTO which has served our students well in technology and provided our teachers with extra resource materials. Parents greatly appreciate our Parent Portal, district-wide Education Summit meetings, committees, Back to School Night, parent-teacher conferences, etc.</p>



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Facilities:

Wilson School, better known as the Castle on the Hill, is nestled within our Sayreville community. There are four classrooms per grade level (K-3), along with a variety of (leveled and general) book room, a fully equipped media center, art room, music department, gymnasium, auditorium, assisted support (ASI/POR), ELL, TAG, and Spanish departments.



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At Wilson School we communicate and model the social behaviors we expect from our students. Staff and students participate in our Friendship Friday, Spirit Week, Week of Respect, School Violence Awareness and Red Ribbon Week. Students are provided a plethora of activities, lessons, assemblies, and programs that cultivate rich conversations within our school community. These activities promote civility and support connected relationships, both in and out of school. A spirit of cooperation, respect and acceptance of individual differences guide our yearly school themes each year. As per the goals of our district, students understand their role as contributors to a global society and make strides to contribute to the betterment of their world. Students also learn the importance of school safety both within and outside of the building. We acknowledge the importance of safety and security drills, monitor visitation via our campus security monitor, and place a special focus on technology. The utilization of laptops, Chromebooks, Smart Boards, and document cameras support the success and preparation of our students as 21st Century learners.



Other Information: