NJ SCHOOL PERFORMANCE REPORT

SAMSEL UPPER ELEMENTARY SCHOOL
(23-4660-085)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	SAYREVILLE BORO
Principal Name	MRS. COGLIANESE
Address	298 ERNSTON ROAD PARLIN, NJ 08859
Phone Number	(732)525-5200
Email Address	STACEY.COGLIANESE@SAYREVILLEK12.NET
Website	http://sayreville-sue.ss8.sharpschool.com/
Facebook	https://www.facebook.com/Samsel-Upper-Elementary-School-1450345478590300/
Twitter	https://twitter.com/samselues

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	112	106	132
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	3	0
4	467	486	525
5	438	472	496
Total	1,017	1,067	1,153

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.9%	47.0%	47.1%
Male	52.1%	53.0%	52.9%
Economically Disadvantaged Students	33.9%	34.9%	35.2%
Students with Disabilities	27.8%	26.9%	27.1%
English Learners	1.8%	2.5%	1.4%
Homeless Students		0.0%	0.4%
Students in Foster Care		0.4%	0.1%
Military-Connected Students		0.0%	0.4%
Migrant Students		0.0%	0.1%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	37.6%	36.5%	36.2%
Hispanic	22.8%	25.4%	24.5%
Black or African American	14.7%	16.1%	14.7%
Asian	21.7%	18.8%	20.3%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.3%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	2.8%	2.7%	4.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	1	0	0
PK - Full Day	111	106	132
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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	71.1%
Spanish	6.2%
Urdu	2.5%
Arabic	2.3%
Gujarati	2.2%
Other Languages	15.8%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	55	46	50	Met Standard	49	45	50	Met Standard
White	54	44	50	Met Standard	49	43	51	Met Standard
Hispanic	51	42	49	Met Standard	43	43	48	Met Standard
Black or African American	44.5	37	44	Met Standard	39	40	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	63	59	61	Exceeds Standard	56.5	53	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	36	39	49	Not Met	48.5	45	51	Met Standard
Economically Disadvantaged	47	42	48	Met Standard	38.5	40	47	Not Met
Students with Disabilities	38.5	36	41	Not Met	37	36	43	Not Met
English Learners	54	58	54	Met Standard	55	60	51	Met Standard

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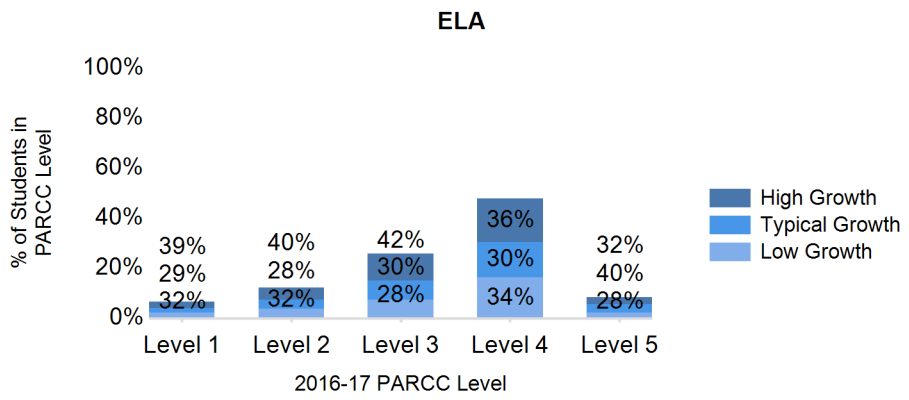
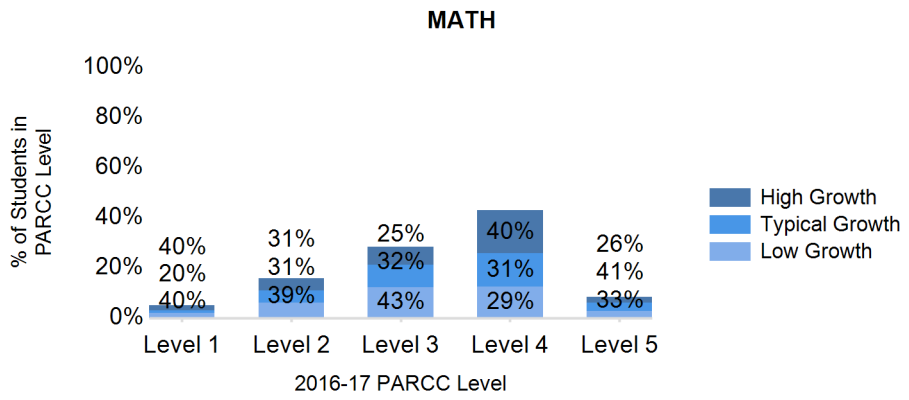
Student Growth by Performance Level

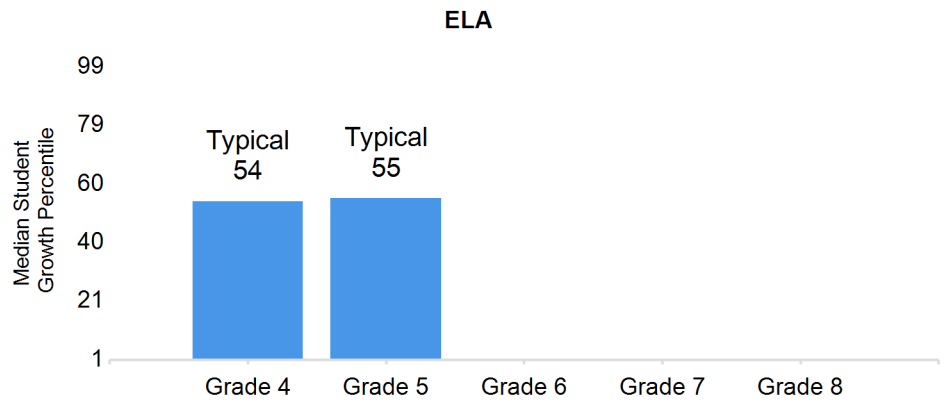
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

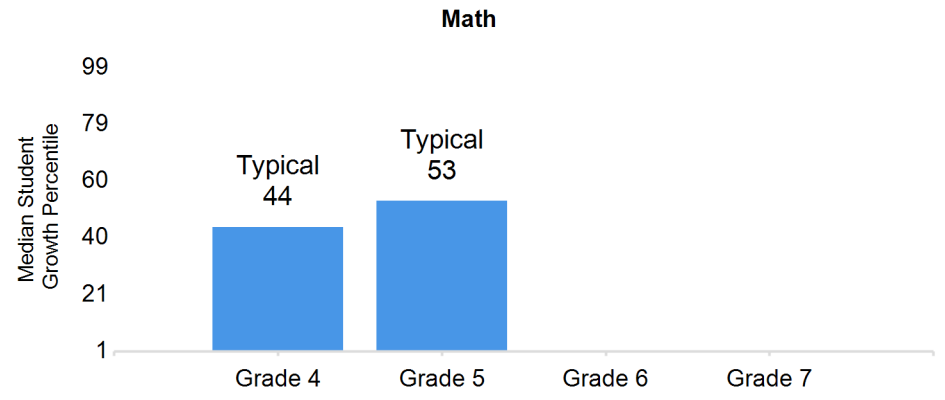




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	967	96.9	63.5	56.0	56.7	63.5	60.7	Met Target
White	355	96.0	63.1	54.8	65.6	63.1	55.3	Met Target
Hispanic	232	95.9	56.5	47.4	42.5	56.5	55.7	Met Target
Black or African American	142	97.3	57.0	42.1	37.3	57.0	60.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	207	99.1	78.8	*	82.3	78.8	74.2	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	57.1	Met Target†
Female	479	96.3	71.4	65.3	64.5	71.4		
Male	488	97.6	55.7	46.7	49.4	55.7		
Economically Disadvantaged Students	346	97.5	51.7	45.4	38.5	51.7	52.2	Met Target†
Non-Economically Disadvantaged Students	621	96.6	70.1	61.8	67.5	70.1		
Students with Disabilities	167	91.8	25.8	*	21.6	24.9	24.5	Met Target
Students without Disabilities	800	98.1	71.4	*	63.9	71.4		
English Learners	39	97.5	38.5	30.7	27.3	38.5	39.3	Met Target†
Non-English Learners	928	96.9	64.5	57.0	59.4	64.5		
Homeless Students	*	*	*	30.8	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	29.4	57.4	*		
Migrant Students	*	*	*	*	30.1	*		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	499	759	759	756	5%	10%	20%	47%	18%	64%	58%
White	171	758	758	764	*	*	23%	48%	15%	63%	68%
Hispanic	116	750	750	744	*	16%	20%	*	*	57%	44%
Black or African American	71	753	753	739	*	*	21%	*	*	62%	39%
Asian, Native Hawaiian, or Pacific Islander	123	776	776	782	*	*	15%	44%	35%	79%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	18	744	744	763	*	*	*	*	*	39%	63%
Female	257	763	763	762	4%	9%	14%	51%	21%	72%	63%
Male	242	755	755	751	5%	12%	27%	42%	14%	56%	53%
Economically Disadvantaged Students	182	750	750	740	8%	13%	25%	47%	8%	55%	40%
Non-Economically Disadvantaged Students	317	765	765	767	3%	9%	18%	47%	23%	70%	70%
Students with Disabilities	79	729	729	726	*	*	28%	*	*	27%	25%
Students without Disabilities	420	765	765	762	*	*	19%	*	*	71%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	*	*	*	732	*	*	*	*	*	*	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	471	758	758	755	3%	9%	25%	55%	7%	62%	58%
White	183	758	758	763	*	9%	25%	*	*	64%	68%
Hispanic	118	751	751	743	*	13%	29%	*	*	57%	43%
Black or African American	70	746	746	738	*	*	27%	*	*	50%	38%
Asian, Native Hawaiian, or Pacific Islander	84	775	775	780	*	*	17%	57%	21%	79%	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	228	763	763	762	*	*	19%	60%	10%	70%	66%
Male	243	753	753	749	*	*	30%	50%	5%	55%	51%
Economically Disadvantaged Students	165	748	748	739	*	*	33%	*	*	48%	39%
Non-Economically Disadvantaged Students	306	763	763	766	*	*	21%	*	*	70%	71%
Students with Disabilities	76	727	727	724	*	*	37%	*	*	21%	22%
Students without Disabilities	395	763	763	762	*	*	23%	*	*	70%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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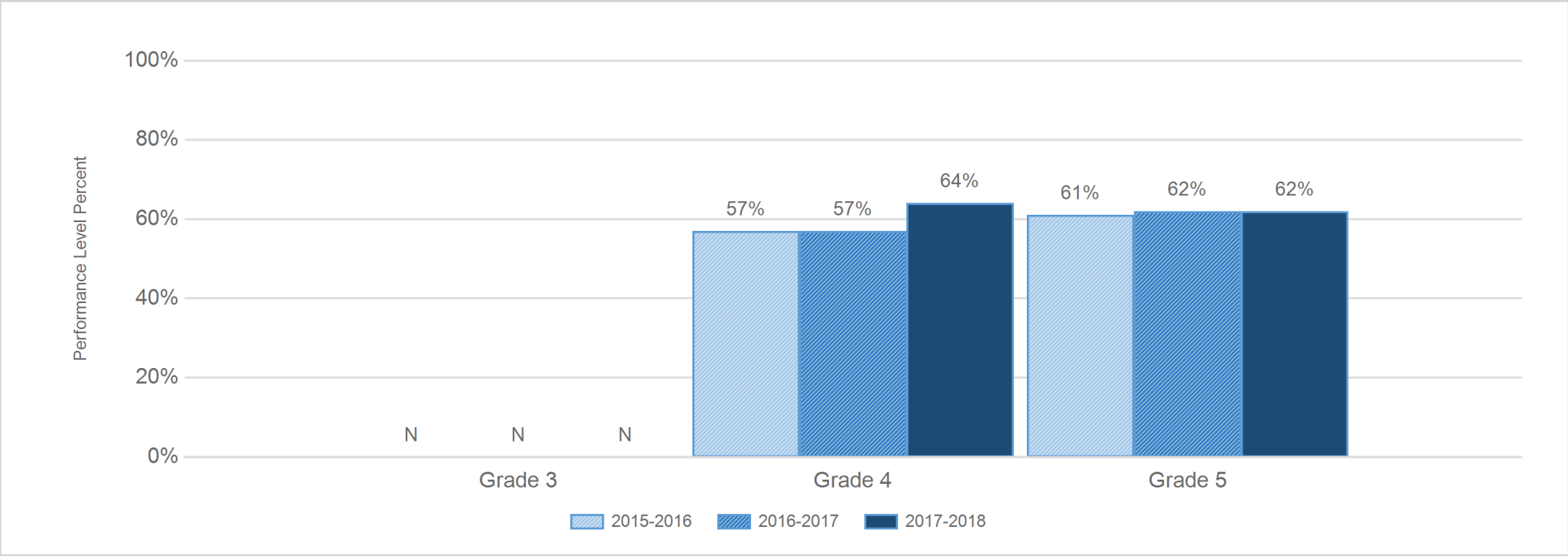
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	968	96.9	48.4	40.7	45.0	48.4	56.2	Not Met
White	354	95.8	47.5	39.3	54.1	47.5	52.5	Not Met
Hispanic	233	96.0	32.7	27.7	29.2	32.7	45.6	Not Met
Black or African American	142	97.3	42.2	25.7	23.4	42.2	46.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	208	99.1	74.0	*	77.0	74.0	79.4	Not Met
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	49	Not Met
Female	479	96.1	48.4	42.3	46.0	48.4		
Male	489	97.6	48.2	39.2	43.9	48.2		
Economically Disadvantaged Students	347	97.5	32.6	28.1	26.6	32.6	43	Not Met
Non-Economically Disadvantaged Students	621	96.5	57.2	47.5	55.9	57.2		
Students with Disabilities	167	91.8	18.0	*	17.1	17.3	24.5	Not Met
Students without Disabilities	801	98.0	54.7	*	50.5	54.7		
English Learners	41	97.7	31.8	24.0	24.6	31.8	35.4	Met Target†
Non-English Learners	927	96.8	49.1	41.4	46.9	49.1		
Homeless Students	*	*	*	28.6	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	17.7	45.8	*		
Migrant Students	*	*	*	*	23.7	*		

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	500	748	748	748	6%	18%	29%	40%	7%	47%	49%
White	171	747	747	755	*	19%	28%	*	*	49%	60%
Hispanic	116	735	735	737	10%	23%	38%	*	*	28%	34%
Black or African American	71	739	739	730	*	17%	30%	*	*	41%	27%
Asian, Native Hawaiian, or Pacific Islander	124	767	767	774	0%	9%	21%	52%	18%	70%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	18	736	736	752	*	*	*	*	*	28%	55%
Female	258	747	747	748	7%	16%	30%	40%	7%	47%	50%
Male	242	749	749	748	5%	20%	28%	40%	7%	48%	49%
Economically Disadvantaged Students	182	737	737	733	10%	23%	35%	*	*	32%	30%
Non-Economically Disadvantaged Students	318	754	754	758	4%	15%	25%	*	*	56%	62%
Students with Disabilities	79	728	728	725	18%	30%	32%	20%	0%	20%	22%
Students without Disabilities	421	751	751	753	4%	15%	29%	44%	8%	52%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	*	*	*	731	*	*	*	*	*	*	32%

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(23-4660-085)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	473	748	748	748	6%	17%	29%	38%	10%	48%	49%
White	183	747	747	756	*	19%	31%	*	*	45%	60%
Hispanic	120	739	739	736	8%	23%	33%	*	*	37%	32%
Black or African American	70	738	738	730	*	23%	23%	*	*	41%	26%
Asian, Native Hawaiian, or Pacific Islander	84	774	774	777	0%	*	*	45%	35%	80%	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	228	749	749	749	5%	18%	28%	39%	10%	49%	50%
Male	245	748	748	747	7%	16%	29%	37%	11%	48%	48%
Economically Disadvantaged Students	167	736	736	733	8%	29%	31%	*	*	32%	29%
Non-Economically Disadvantaged Students	306	755	755	758	5%	11%	27%	*	*	57%	62%
Students with Disabilities	76	720	720	726	21%	37%	32%	*	*	11%	20%
Students without Disabilities	397	754	754	752	3%	13%	28%	*	*	55%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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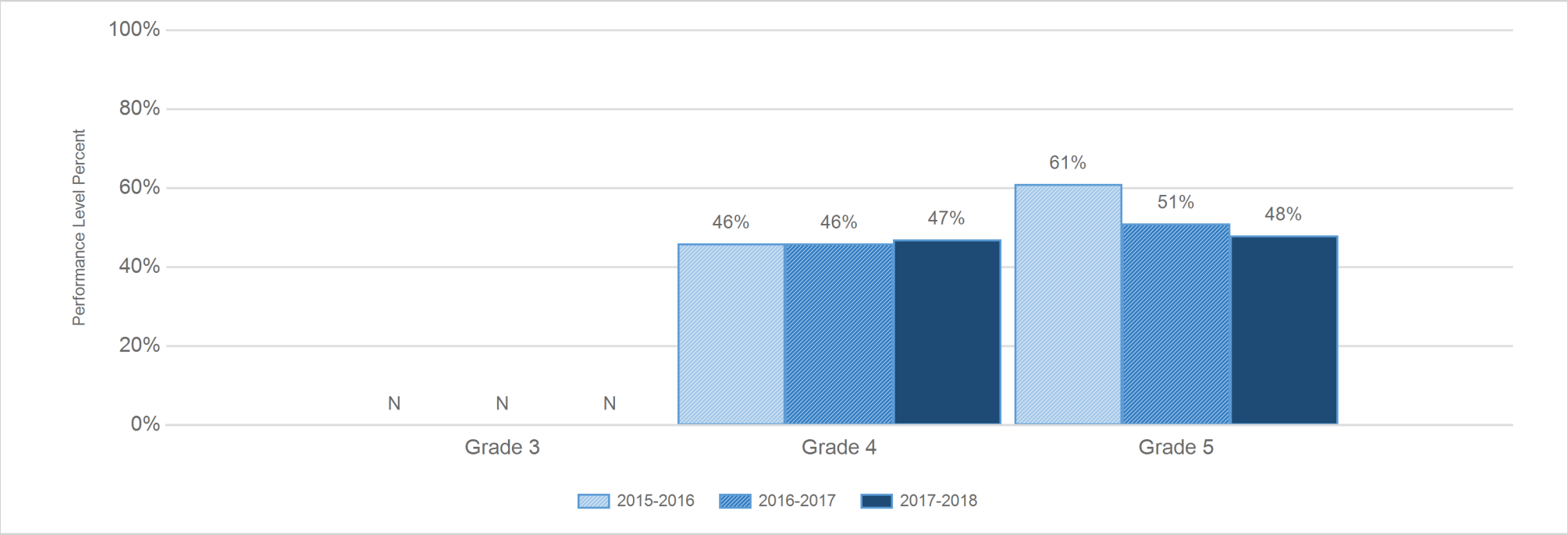
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	11	*	*
3-4	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

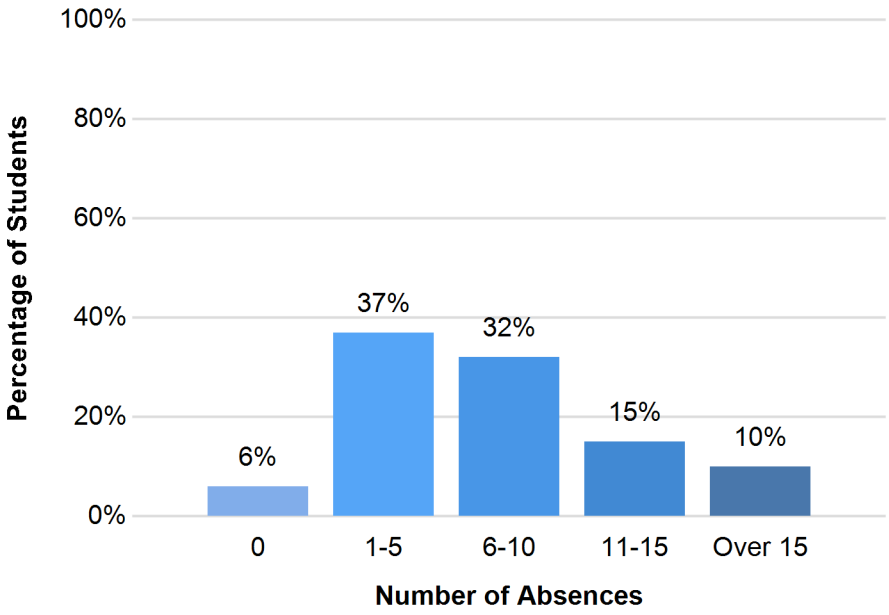
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	65	6.4	7.6	Met
White	26	7.0	7.6	Met
Hispanic	22	8.9	7.6	Not Met
Black or African American	8	5.4	7.6	Met
Asian, Native Hawaiian, or Pacific Islander	5	2.4	7.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	7.6	Not Met
Economically Disadvantaged Students	34	9.1	7.6	Not Met
Students with Disabilities	18	9.7	7.6	Not Met
English Learners	3	18.8	**	**

Days Absent

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



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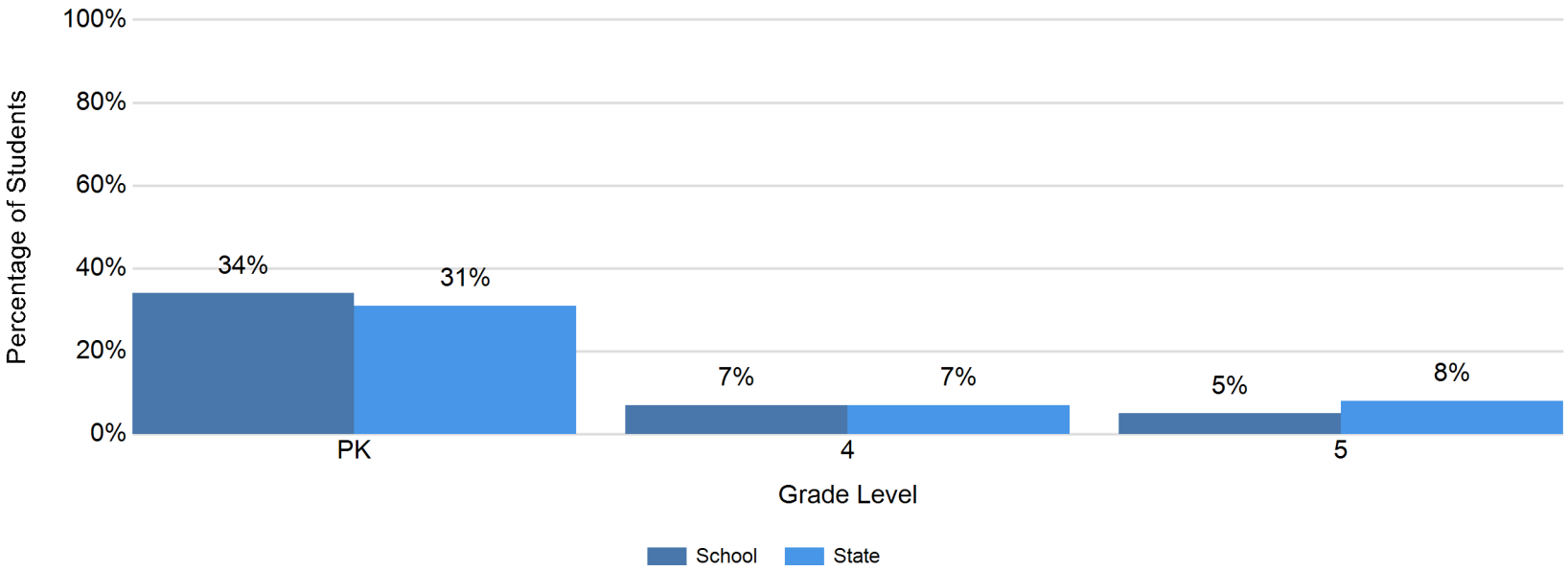
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	11
Weapons	0
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	2.17

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	1	1	2
Gender	0	0	0
Sexual Orientation	0	2	2
Disability	1	1	2
Other	1	7	8
No Identified Nature	15		15

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	32	2.8%
Out-of-School Suspensions	33	2.9%
Any Suspension	57	4.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
84

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School Day

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

Category	School
Typical Start Time	9:05 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.3:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$419	$11,715	$12,134

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	89	117,464
Average years experience in public schools	11.1	12.0
Average years experience in district	10.5	10.7
Teachers in district for 4 or more years	71.9%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	28	9,374
Average years experience in public schools	16.4	16.0
Average years experience in district	12.9	12.0
Administrators in district for 4 or more years	75.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	577:1	221:1
Teachers to Administrators	45:1	17:1
Students to Librarians/Media Specialists		1030:1
Students to Nurses		772:1
Students to Counselors		441:1
Students to Child Study Team		343:1

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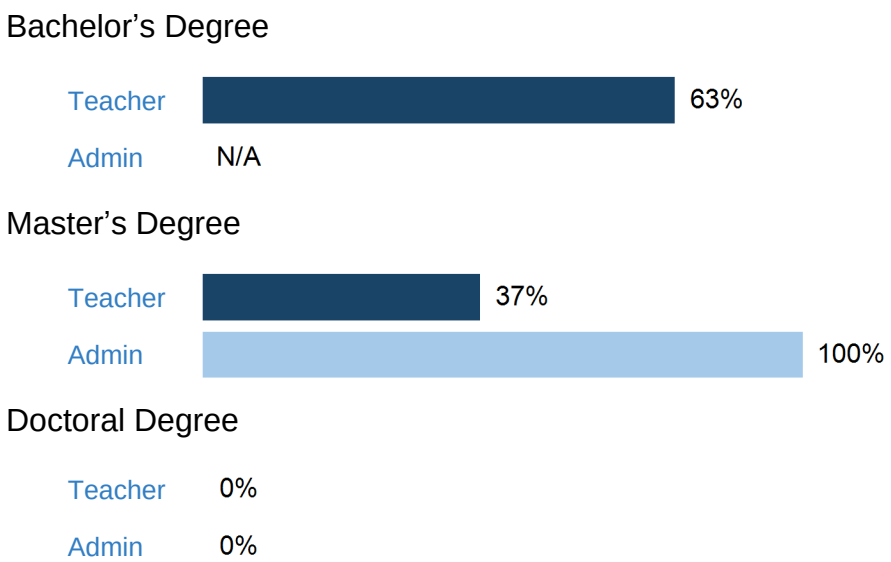
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	89.5%	90.2%
2016-17 Administrators: Same district 2017-18	92.6%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.6%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	93.3%	50.0%
Male	6.7%	50.0%
White	95.5%	100.0%
Hispanic	1.1%	0.0%
Black or African American	0.0%	0.0%
Asian	3.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	56.22	17.5%
Mathematics Proficiency	44.31	17.5%
English Language Arts Growth	55.98	25.0%
Mathematics Growth	37.15	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	57.37	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	49.48	n/a
Summative Rating: Percentile Rank of Summative Score	48.58	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Standard	Met Standard	**	Met	No
White	44.35	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	51.08	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	64.63	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	43.44	14.08	No	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	23.43	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Economically Disadvantaged Students	52.82	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	46.43	14.08	No	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	63.55	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	Met Standard	**	No

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

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School Narrative

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

Highlights:	• Samsel was awarded a NJ Agricultural Society Learning Through Gardening grant. • Our 4th and 5th graders take part in Unified Sports. Sports include: soccer, basketball and track and field. • Kids' Reading Café is a group of students who volunteer their time during recess to help struggling readers.
Mission, Vision, Theme:	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.
Awards, Recognition, Accomplishments:	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.

NJ SCHOOL PERFORMANCE REPORT

SAMSEL UPPER ELEMENTARY SCHOOL
(23-4660-085)
Grades Offered: PK-05
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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Courses, Curriculum, Instruction:	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 & Technology. Media Arts, Talented and Gifted, Academic Support and English Language Learner classes are also offered to students.
Sports and Athletics:	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.
Clubs and Activities:	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.

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Before and After School Programs:	SpringBoard Before and After Care program within the school building. Preschool children, Samsel children and some Middle School children attend this program.
Staff and Professional Learning:	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.

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Student Supports and Services:	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 & BD) and related services (OT, PT & Speech). Our school counselors also meet with students for "Lunch Bunch" to foster social interactions and friendship.
Student Health and Wellness:	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.
Parent and Community Involvement:	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.

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Facilities:	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 & 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.