



Dwight D. Eisenhower Elementary School
(23-4660-070)
Grades Offered: KG-03
2018-2019

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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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 at 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

Notes from the New Jersey Department of Education:

**Dwight D. Eisenhower Elementary School**

(23-4660-070)

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School Contact Information

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 School District
Principal Name	Mr. Scott Nurnberger
Address	601 ERNSTON ROAD PARLIN, NJ 08859-2126
Phone Number	732-525-5230
Email Address	Scott.Nurnberger@sayrevillek12.net
Website	https://eisenhower.sayrevillek12.net/
Facebook	http://www.facebook.com/Dwight-D-Eisenhower-Elementary-School-588380017940089
Twitter	http://www.twitter.com/deisenprincipal



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	126	149	127
1	142	125	131
2	106	129	119
3	160	108	124
Total	534	511	501

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	54.3%	51.3%	48.1%
Male	45.7%	48.7%	51.9%
Economically Disadvantaged Students	35.2%	36.2%	35.1%
Students with Disabilities	14.4%	15.1%	13.2%
English Learners	4.5%	4.5%	4.6%
Homeless Students	0.2%	0.0%	0.2%
Students in Foster Care	0.6%	0.0%	0.2%
Military-Connected Students	0.0%	0.8%	0.6%
Migrant Students	0.0%	0.0%	0.0%

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	2016-17	2017-18	2018-19
White	33.0%	29.4%	32.3%
Hispanic	24.7%	27.4%	23.8%
Black or African American	13.1%	12.9%	14.6%
Asian	22.5%	23.5%	22.8%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	6.6%	6.7%	6.4%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	126	149	127

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	70.5%
Spanish	6.6%
Gujarati	2.4%
Arabic	2.2%
Tamil	2.2%
Other Languages	16.2%

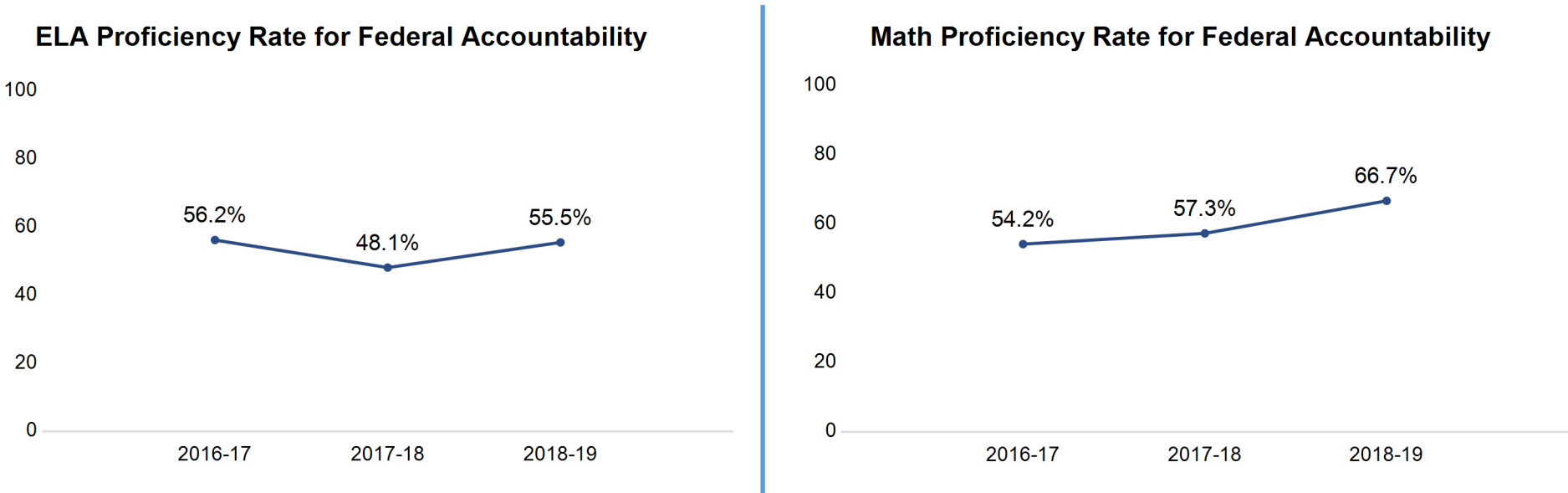


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	99.1%	99.2%	98.8%	99.1%	99.2%
Proficiency Rate for Federal Accountability	56.2%	48.1%	55.5%	54.2%	57.3%	66.7%
Annual Target	61.5%	62.5%	63.4%	58.4%	59.6%	60.7%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	119	99.2	55.5	57.0	57.9	55.5	63.4	Not Met
White	42	100.0	50.0	57.0	66.9	50.0	70	Not Met
Hispanic	33	100.0	36.4	48.7	43.9	36.4	52.8	Not Met
Black or African American	*	*	*	43.7	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	90.5	78.8	82.9	90.5	80	Met Goal
American Indian or Alaska Native	N	N	N	45.5	56.0	N	**	**
Two or More Races	*	*	*	58.0	64.4	*	**	**
Female	59	100.0	61.0	65.3	64.8	61.0		
Male	60	98.4	50.0	48.9	51.3	50.0		
Economically Disadvantaged Students	39	97.6	61.5	45.6	40.0	61.5	47.8	Met Target
Non-Economically Disadvantaged Students	80	100.0	52.5	62.8	67.9	52.5		
Students with Disabilities	23	100.0	52.2	*	22.7	52.2	53	Met Target†
Students without Disabilities	96	99.0	56.3	*	65.1	56.3		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	119	99.2	55.5	*	60.6	55.5		
Homeless Students	*	*	*	50.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



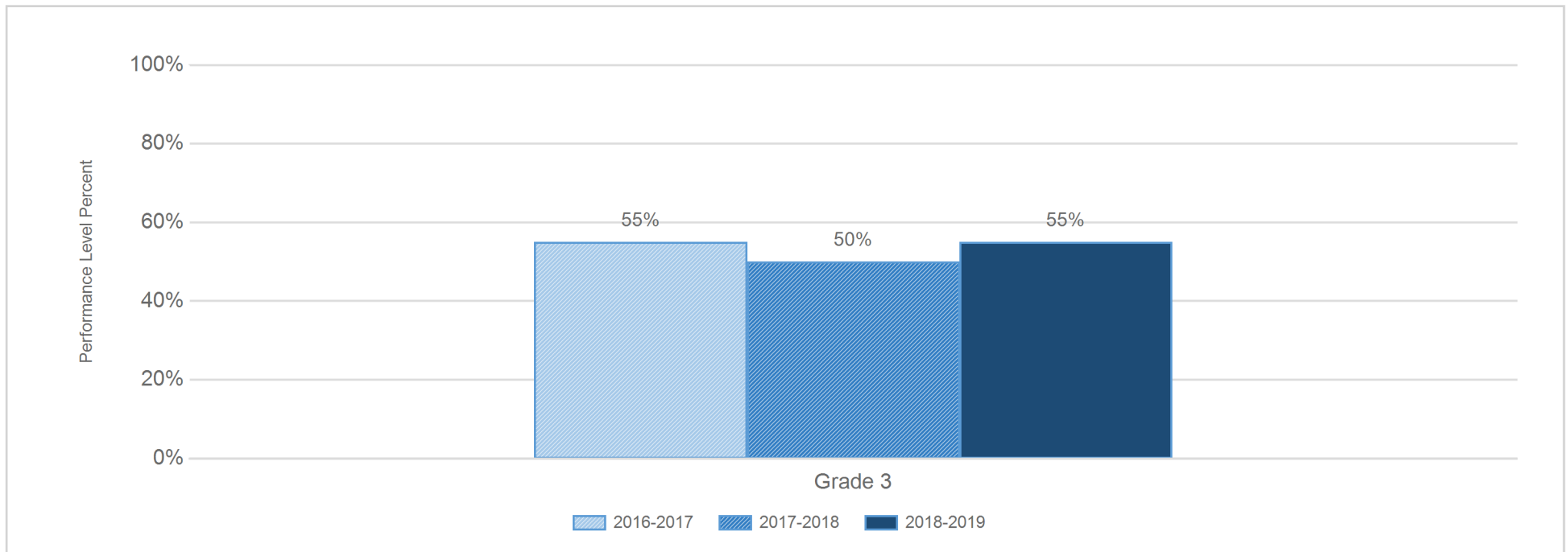
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	121	754	756	748	*	16%	25%	*	*	55%	50%
White	42	750	753	757	*	*	26%	*	*	50%	60%
Hispanic	33	740	745	734	*	*	33%	36%	0%	36%	36%
Black or African American	14	761	758	731	*	*	*	*	*	57%	33%
Asian, Native Hawaiian, or Pacific Islander	22	772	772	773	*	0%	*	*	*	86%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	10	770	*	756	0%	0%	*	*	*	70%	58%
Female	59	757	760	753	*	*	22%	*	*	61%	55%
Male	62	752	751	743	*	*	27%	*	*	50%	46%
Economically Disadvantaged Students	41	755	753	731	*	*	*	*	*	61%	33%
Non-Economically Disadvantaged Students	80	754	757	759	*	*	*	*	*	53%	61%
Students with Disabilities	23	752	730	719	*	*	*	*	*	52%	24%
Students without Disabilities	98	755	761	754	*	*	*	*	*	56%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	123	99.2	66.7	42.7	44.5	66.7	60.7	Met Target
White	43	100.0	60.5	42.6	54.1	60.5	64.2	Met Target†
Hispanic	35	100.0	57.1	*	28.8	57.1	42.6	Met Target
Black or African American	*	*	*	26.9	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	95.5	71.0	76.5	95.5	80	Met Goal
American Indian or Alaska Native	N	N	N	36.4	42.7	N	**	**
Two or More Races	*	*	*	44.4	53.3	*	**	**
Female	60	100.0	58.3	43.1	44.9	58.3		
Male	63	98.5	74.6	42.2	44.2	74.6		
Economically Disadvantaged Students	43	97.8	58.1	31.3	26.3	58.1	41.1	Met Target
Non-Economically Disadvantaged Students	80	100.0	71.3	48.5	54.9	71.3		
Students with Disabilities	23	100.0	78.3	18.4	17.4	78.3	53	Met Target
Students without Disabilities	100	99.0	64.0	47.7	50.0	64.0		
English Learners	*	*	*	14.1	25.0	*	**	**
Non-English Learners	*	*	*	43.4	46.5	*		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

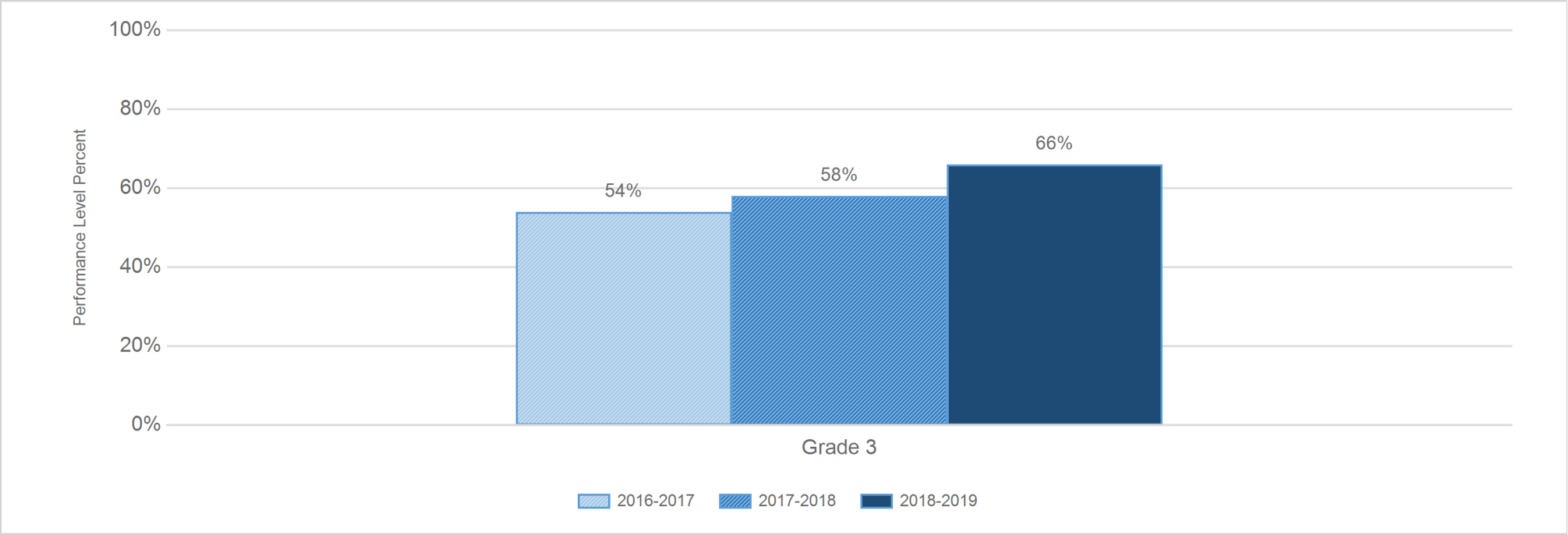


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	125	761	762	752	*	*	20%	53%	14%	66%	55%
White	43	759	761	760	*	*	23%	*	*	60%	66%
Hispanic	35	748	752	739	*	*	*	*	*	57%	40%
Black or African American	14	761	758	735	0%	*	*	*	*	64%	35%
Asian, Native Hawaiian, or Pacific Islander	23	785	782	778	0%	0%	*	*	*	91%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	10	766	*	758	0%	*	*	*	*	70%	62%
Female	60	757	761	751	*	*	22%	*	*	58%	54%
Male	65	766	764	752	*	*	18%	*	*	74%	56%
Economically Disadvantaged Students	45	754	756	737	*	*	24%	*	*	58%	37%
Non-Economically Disadvantaged Students	80	766	766	761	*	*	18%	*	*	71%	67%
Students with Disabilities	23	766	748	731	*	*	*	*	*	78%	31%
Students without Disabilities	102	760	765	756	*	*	*	*	*	64%	60%
English Learners	*	*	729	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	763	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	21	*	*
3-4	N	N	N
5 or more	N	N	N



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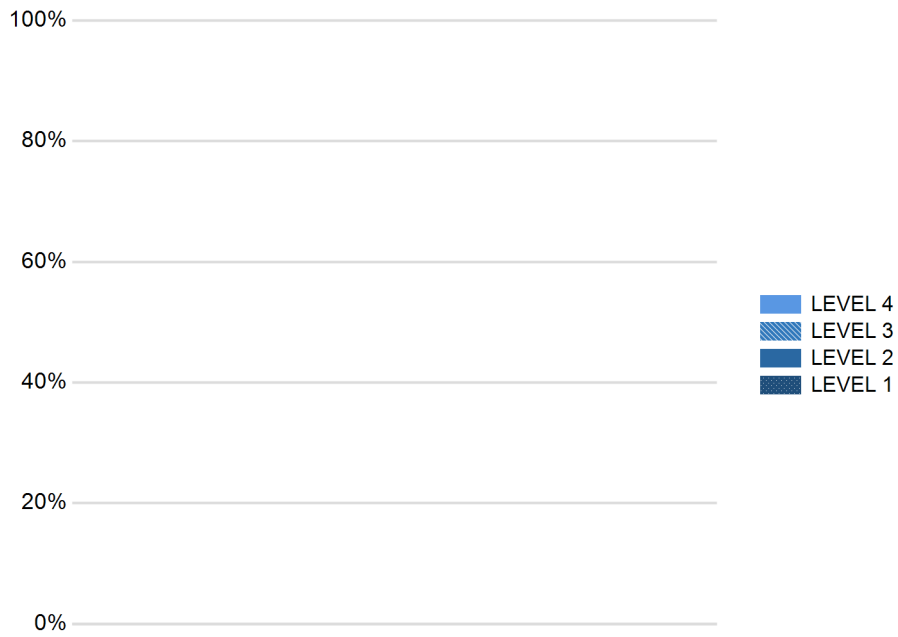
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

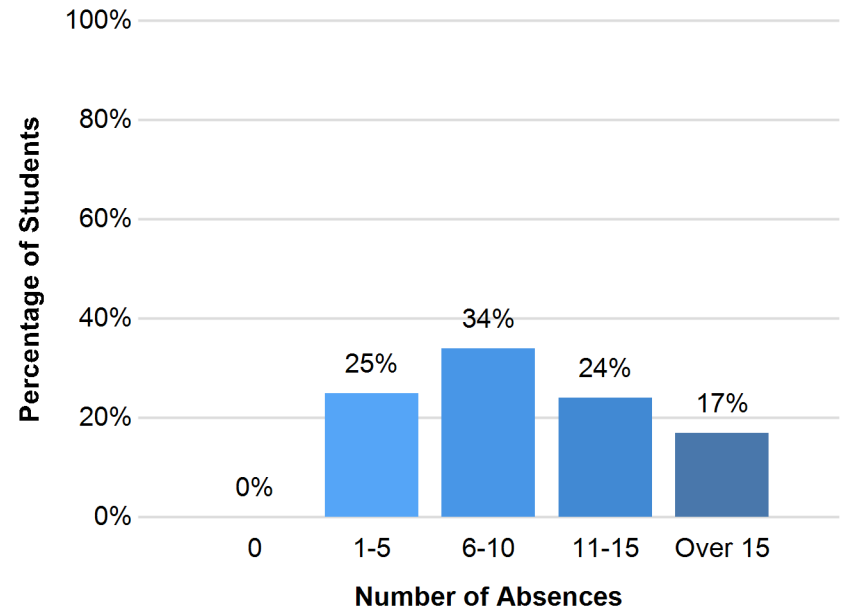
Chronic Absenteeism

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	62	12.2	9.6	Not Met
White	17	10.6	9.6	Not Met
Hispanic	20	16.0	9.6	Not Met
Black or African American	4	5.3	9.6	Met
Asian, Native Hawaiian, or Pacific	14	12.3	9.6	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.6	Not Met
Female	24	9.9		
Male	38	14.3		
Economically Disadvantaged Students	31	17.3	9.6	Not Met
Students with Disabilities	15	20.0	9.6	Not Met
English Learners	5	19.2	9.6	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





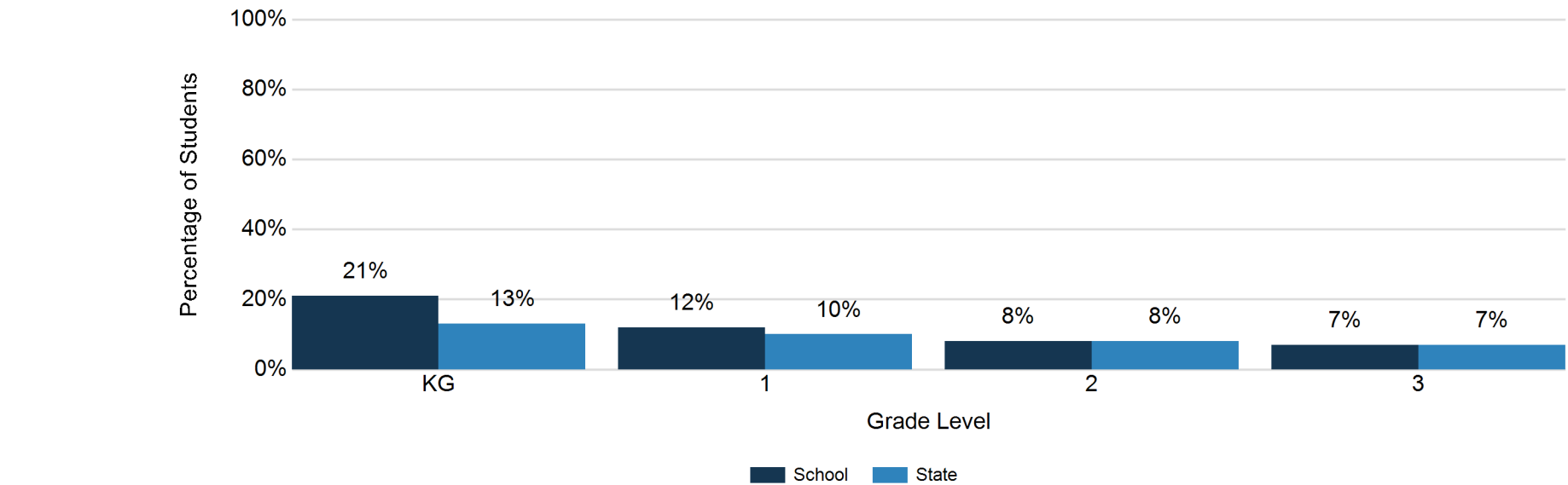
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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





Dwight D. Eisenhower Elementary School

(23-4660-070)

Grades Offered: KG-03

2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.80

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	2
No Identified Nature	2		2

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
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

*



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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	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	71.4%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	15.6	16.0
Average years experience in district	12.7	12.0
Percentage of Administrators with 4 or more years experience in the district	74.2%	76.9%

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	12:1	12:1
Students to Administrators	501:1	198:1
Teachers to Administrators	42:1	16:1
Students to Librarians/Media Specialists		1228:1
Students to Nurses		768:1
Students to Counselors		439:1
Students to Child Study Team Members		323:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.1%	95.2%	0.0%	48.4%	77.1%	54.9%
Male	51.9%	4.8%	100.0%	51.6%	22.9%	45.1%
White	32.3%	92.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	23.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.6%	4.8%	0.0%	15.0%	6.6%	13.9%
Asian	22.8%	2.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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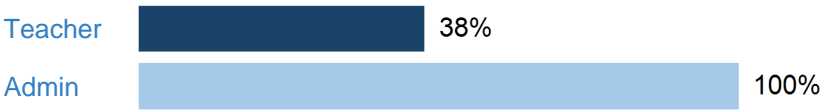
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

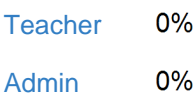
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.4%	90.5%
2017-18 Administrators: Same district 2018-19	92.9%	87.9%

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
2018-19	95.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.2%	48.1%	55.5%
Math Proficiency	54.2%	57.3%	66.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	4.7%	7.8%	12.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Met Target	**	**	**	Not Met	No
White	Not Met	Met Target†	**	**	n/a	Not Met	No
Hispanic	Not Met	Met Target	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	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 the school or district directly.

 <div>Highlights:</div>	<ul style="list-style-type: none"> Fountas & Pinnell and Response to Intervention programs to improve literacy. Celebrating schools 50th anniversary with family barbecue and a community event. Stars Program - after school programs funded by PTO and run by teachers.
 <div>Mission, Vision, Theme:</div>	<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>





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 <div>Courses, Curriculum, Instruction:</div>	<p>Our students use a number of programs including but not limited to Fountas & Pinnell Literacy Program, 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. Students in need of more intensive interventions receive one to one Project Read instruction.</p>
 <div>Clubs and Activities:</div>	<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. We also offer chorus to student who then perform various themed concerts throughout the year. TNT Sports provides after school programs such as tennis and soccer.</p>





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 <div>Before and After School Programs:</div>	<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>
 <div>Staff and Professional Learning:</div>	<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 Teacher 2 Teacher, with a reading expert to coach our kindergarten through third grade teachers on best practices and strategies for improving our students' literacy skills. Staff is also receiving ongoing training on the implementation of Responsive Classroom.</p>






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 <div>Student Supports and Services:</div>	<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>
 <div>Student Health and Wellness:</div>	<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>
 <div>Parent and Community Involvement:</div>	<p>Our Parent Teacher Organization is central to our extra-curricular activities. 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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 <div>Facilities:</div>	<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>
 <div>School Safety:</div>	<p>A campus monitor admits visitors into the building and checks identification. All visitors must pass the a metal detector and have all bags scanned. Sayreville PD is present during the school day as well. School administrator and campus monitor are able to communicate directly with Sayreville PD in case of an emergency.</p>



Emma Arleth Elementary School
(23-4660-060)
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2018-2019

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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 at 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

Notes from the New Jersey Department of Education:

**Emma Arleth Elementary School**

(23-4660-060)

Grades Offered: KG-03

2018-2019

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N No Data is available to display

† This indicates a table specific note, see note below table

School Contact Information

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 School District
Principal Name	Mr. Robert Preston
Address	3198 WASHINGTON ROAD PARLIN, NJ 08859-1558
Phone Number	732-525-5245
Email Address	robert.preston@sayrevillek12.net
Website	https://arleth.sayrevillek12.net/
Facebook	https://www.facebook.com/Arleth-Elementary-School-528518943980697/
Twitter	https://twitter.com/ArlethPrincipal



Emma Arleth Elementary School
(23-4660-060)
Grades Offered: KG-03
2018-2019

Report Key:

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	122	117	123
1	133	118	119
2	125	146	126
3	127	126	139
Total	507	507	507

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.9%	47.3%	44.6%
Male	52.1%	52.7%	55.4%
Economically Disadvantaged Students	38.1%	38.1%	36.7%
Students with Disabilities	22.7%	20.9%	20.5%
English Learners	3.4%	4.5%	4.7%
Homeless Students	0.6%	0.4%	0.0%
Students in Foster Care	0.8%	0.2%	0.0%
Military-Connected Students	0.0%	0.8%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	2016-17	2017-18	2018-19
White	45.8%	42.6%	42.6%
Hispanic	20.7%	22.9%	24.7%
Black or African American	15.8%	15.4%	14.2%
Asian	15.0%	13.8%	13.6%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.4%
American Indian or Alaska Native	0.2%	0.2%	0.6%
Two or More Races	2.4%	4.7%	3.9%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	122	117	123

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	74.0%
Spanish	6.7%
Arabic	2.8%
Polish	2.6%
Gujarati	2.0%
Other Languages	12.0%

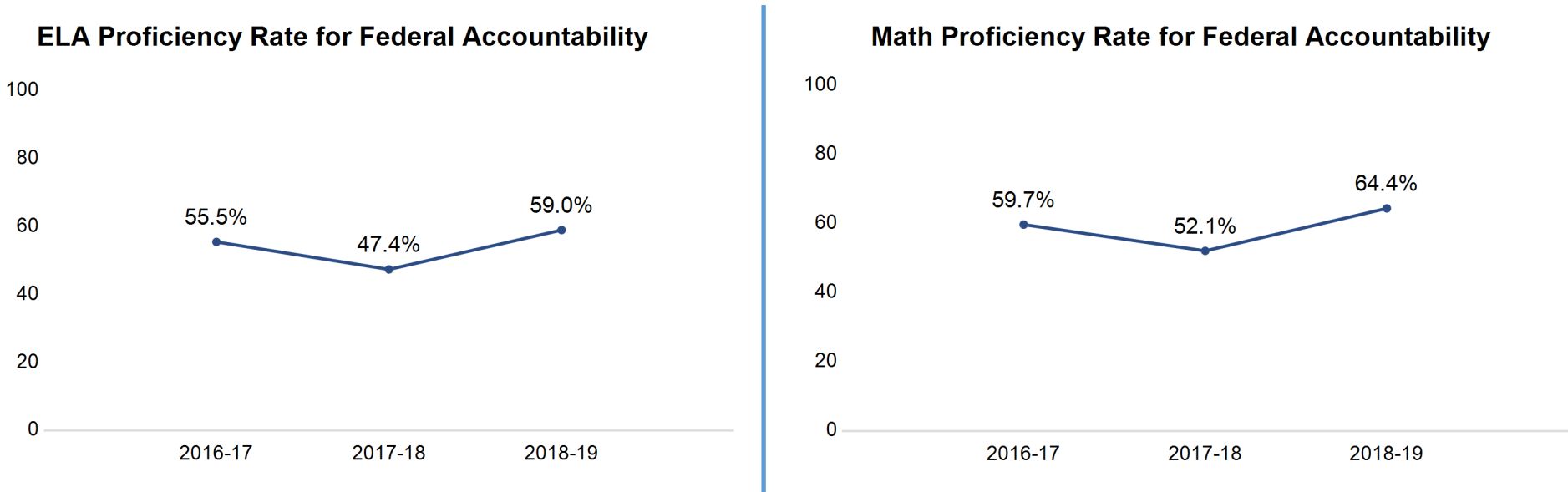


Emma Arleth Elementary School
(23-4660-060)
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2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.7%	98.3%	95.8%	96.7%	98.3%	96.5%
Proficiency Rate for Federal Accountability	55.5%	47.4%	59.0%	59.7%	52.1%	64.4%
Annual Target	49.1%	50.7%	52.4%	56.1%	57.3%	58.6%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	134	95.8	59.0	57.0	57.9	59.0	52.4	Met Target
White	63	94.1	61.9	57.0	66.9	61.2	54.4	Met Target
Hispanic	34	100.0	58.8	48.7	43.9	58.8	41.8	Met Target
Black or African American	14	93.7	50.0	43.7	38.5	49.0	**	**
Asian, Native Hawaiian, or Pacific Islander	18	94.7	50.0	78.8	82.9	49.7	**	**
American Indian or Alaska Native	*	*	*	45.5	56.0	*	**	**
Two or More Races	*	*	*	58.0	64.4	*	**	**
Female	69	95.9	63.8	65.3	64.8	63.8		
Male	65	95.7	53.8	48.9	51.3	53.8		
Economically Disadvantaged Students	52	96.3	53.8	45.6	40.0	53.8	49.7	Met Target
Non-Economically Disadvantaged Students	82	95.5	62.2	62.8	67.9	62.2		
Students with Disabilities	30	90.9	33.3	*	22.7	31.8	39.1	Met Target†
Students without Disabilities	104	97.2	66.3	*	65.1	66.3		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	50.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



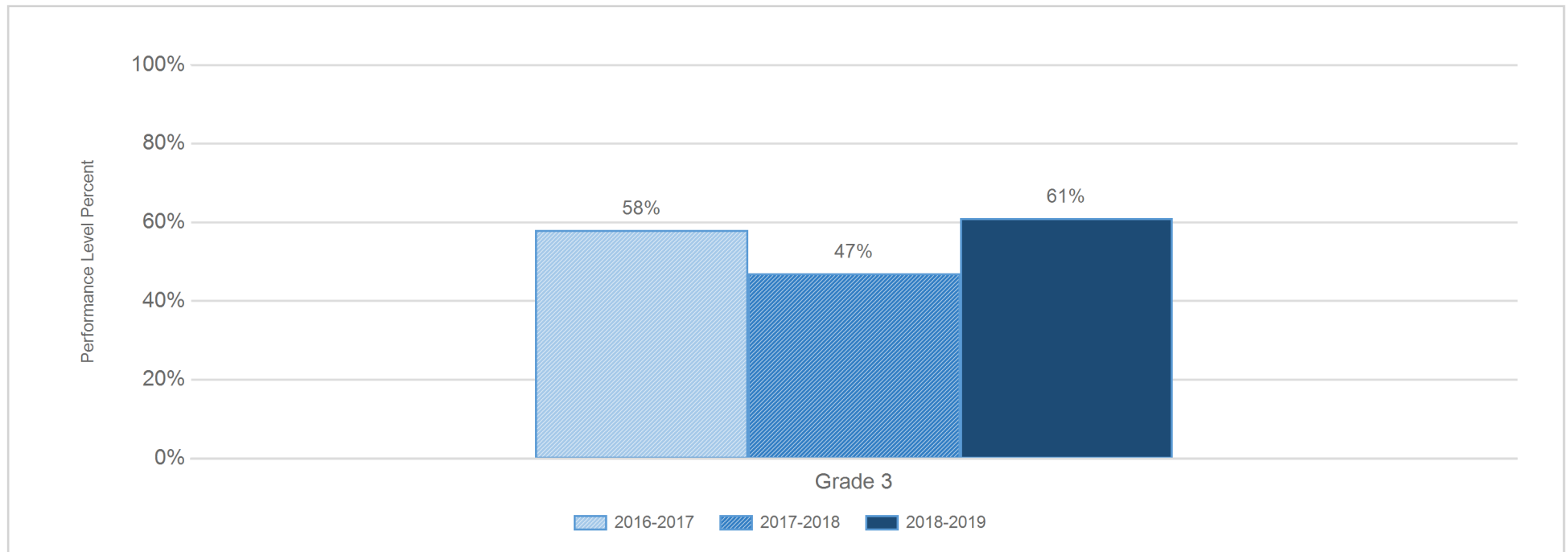
Emma Arleth Elementary School
(23-4660-060)
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2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	127	753	756	748	13%	9%	17%	*	*	61%	50%
White	61	754	753	757	*	*	*	*	*	64%	60%
Hispanic	32	751	745	734	*	*	*	*	*	63%	36%
Black or African American	14	759	758	731	*	*	*	*	*	50%	33%
Asian, Native Hawaiian, or Pacific Islander	15	749	772	773	*	*	*	*	*	53%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	68	758	760	753	*	*	*	*	*	63%	55%
Male	59	748	751	743	*	*	*	*	*	59%	46%
Economically Disadvantaged Students	43	759	753	731	*	*	*	*	*	60%	33%
Non-Economically Disadvantaged Students	84	751	757	759	*	*	*	*	*	62%	61%
Students with Disabilities	21	725	730	719	*	*	*	*	*	38%	24%
Students without Disabilities	106	759	761	754	*	*	*	*	*	66%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	135	96.5	64.4	42.7	44.5	64.4	58.6	Met Target
White	63	94.1	69.8	42.6	54.1	69.1	66	Met Target
Hispanic	34	100.0	58.8	*	28.8	58.8	45.6	Met Target
Black or African American	14	93.7	50.0	26.9	23.0	49.0	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	63.2	71.0	76.5	63.2	**	**
American Indian or Alaska Native	*	*	*	36.4	42.7	*	**	**
Two or More Races	*	*	*	44.4	53.3	*	**	**
Female	70	97.3	64.3	43.1	44.9	64.3		
Male	65	95.7	64.6	42.2	44.2	64.6		
Economically Disadvantaged Students	52	96.3	59.6	31.3	26.3	59.6	51	Met Target
Non-Economically Disadvantaged Students	83	96.6	67.5	48.5	54.9	67.5		
Students with Disabilities	30	90.9	36.7	18.4	17.4	35.1	41.8	Met Target†
Students without Disabilities	105	98.2	72.4	47.7	50.0	72.4		
English Learners	*	*	*	14.1	25.0	*	**	**
Non-English Learners	*	*	*	43.4	46.5	*		
Homeless Students	N	N	N	25.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

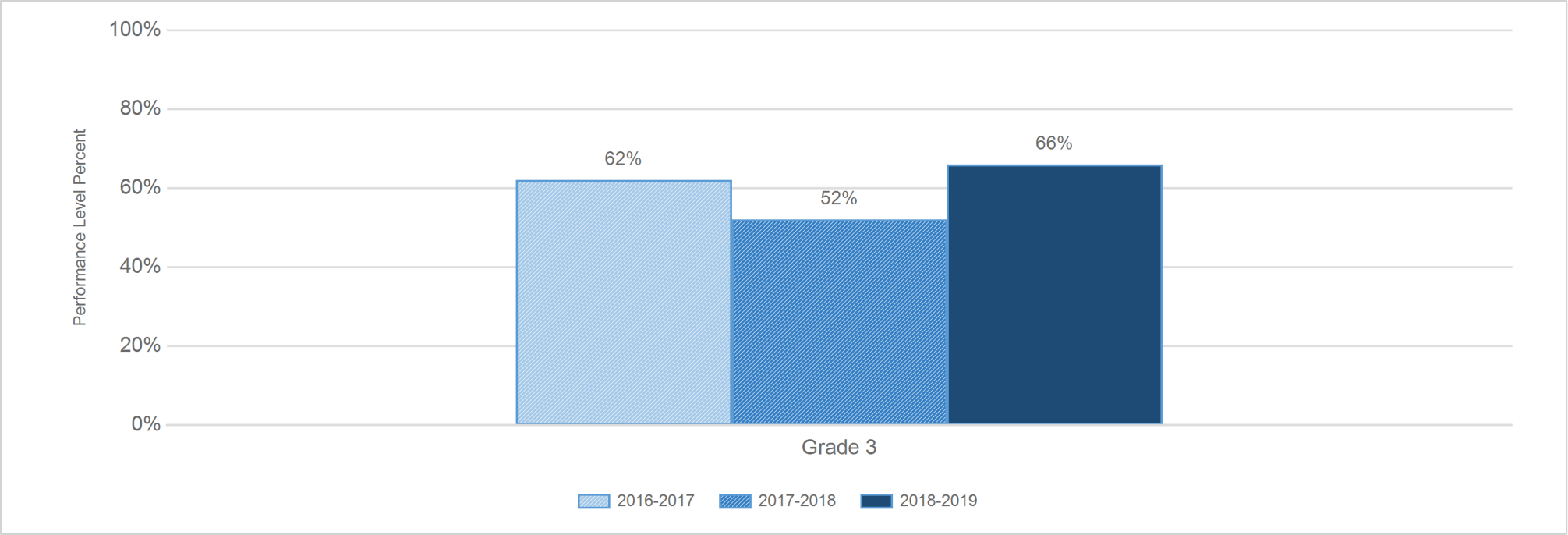


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2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	128	760	762	752	*	*	18%	49%	16%	66%	55%
White	61	762	761	760	*	*	*	52%	18%	70%	66%
Hispanic	32	753	752	739	*	*	*	*	*	63%	40%
Black or African American	14	753	758	735	*	*	*	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	16	770	782	778	0%	*	*	*	*	63%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	69	758	761	751	*	*	19%	48%	16%	64%	54%
Male	59	762	764	752	*	*	17%	51%	17%	68%	56%
Economically Disadvantaged Students	43	761	756	737	*	*	*	*	*	65%	37%
Non-Economically Disadvantaged Students	85	759	766	761	*	*	*	*	*	66%	67%
Students with Disabilities	21	738	748	731	*	*	*	*	*	38%	31%
Students without Disabilities	107	764	765	756	*	*	*	*	*	71%	60%
English Learners	*	*	729	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	763	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.0%	**	**

† 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	16	*	*
3-4	*	*	*
5 or more	N	N	N



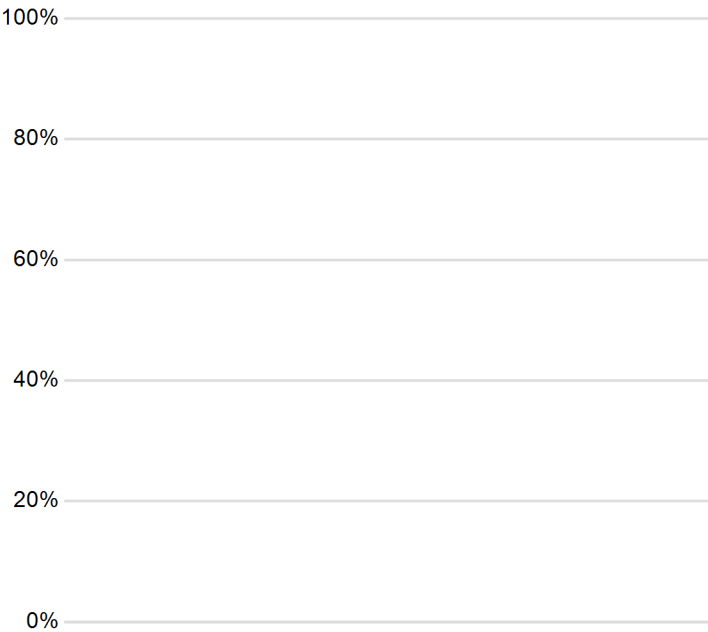
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

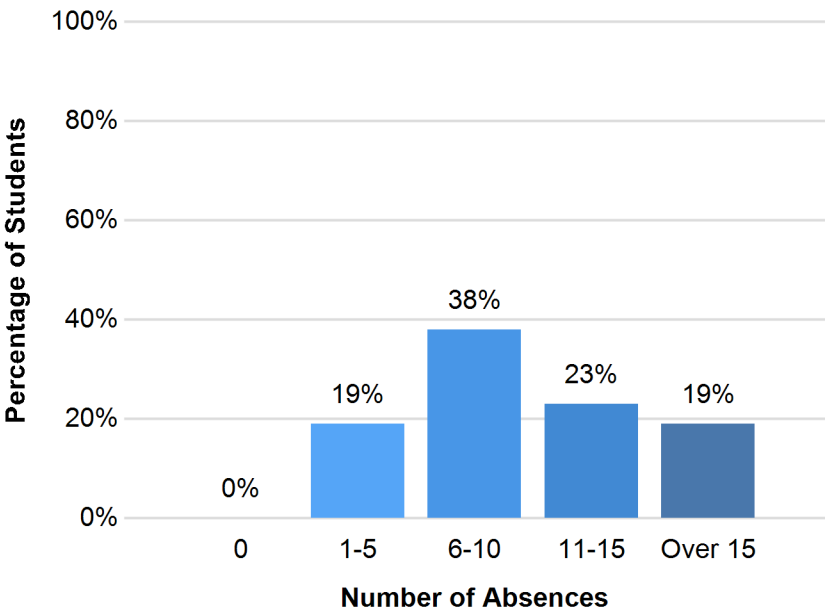
Chronic Absenteeism

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	57	11.9	9.6	Not Met
White	32	15.4	9.6	Not Met
Hispanic	11	9.5	9.6	Met
Black or African American	6	9.2	9.6	Met
Asian, Native Hawaiian, or Pacific	6	9.1	9.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.6	Not Met
Female	31	14.1		
Male	26	10.1		
Economically Disadvantaged Students	24	13.6	9.6	Not Met
Students with Disabilities	18	21.7	9.6	Not Met
English Learners	1	5.0	9.6	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





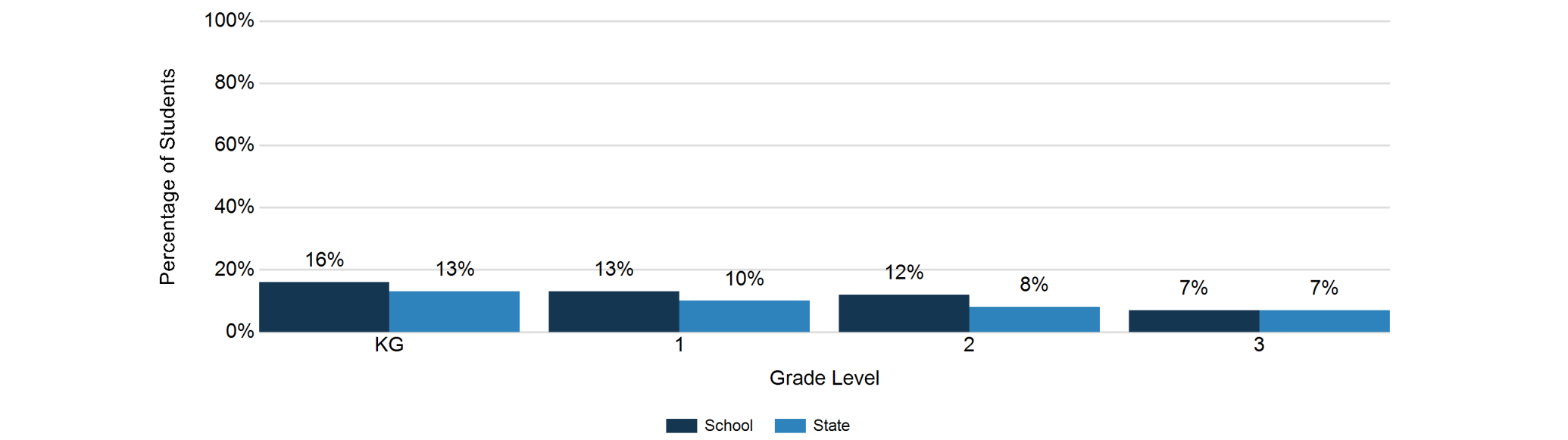
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.59

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	2		2

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
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
*



Emma Arleth Elementary School

(23-4660-060)

Grades Offered: KG-03

2018-2019

Report Key:

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N No Data is available to display

† This indicates a table specific note, see note below table

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	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	41	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	12.5	10.8
Percentage of Teachers with 4 or more years experience in the district	73.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	15.6	16.0
Average years experience in district	12.7	12.0
Percentage of Administrators with 4 or more years experience in the district	74.2%	76.9%

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	12:1	12:1
Students to Administrators	507:1	198:1
Teachers to Administrators	41:1	16:1
Students to Librarians/Media Specialists		1228:1
Students to Nurses		768:1
Students to Counselors		439:1
Students to Child Study Team Members		323:1



Emma Arleth Elementary School
(23-4660-060)
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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.6%	92.7%	0.0%	48.4%	77.1%	54.9%
Male	55.4%	7.3%	100.0%	51.6%	22.9%	45.1%
White	42.6%	97.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	24.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.2%	2.4%	0.0%	15.0%	6.6%	13.9%
Asian	13.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.9%	0.0%	0.0%	2.1%	0.2%	0.2%



Emma Arleth Elementary School
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Teachers: All classroom teachers

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

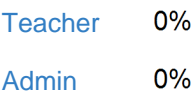
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.4%	90.5%
2017-18 Administrators: Same district 2018-19	92.9%	87.9%

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
2018-19	95.0%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.5%	47.4%	59.0%
Math Proficiency	59.7%	52.1%	64.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	50.0%
Chronic Absenteeism	4.4%	6.0%	11.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).




The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	**	**	**	Not Met	No
White	Met Target	Met Target	**	**	n/a	Not Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Met	No

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

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 the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Arleth Elementary School supports a positive learning environment utilizing Responsive Classroom techniques to integrate academic, social and emotional learning. Technology is used on a daily basis including SMART Boards, iPads, Chromebooks, and Document Cameras. The ratio of devices to students is 1:1. Arleth offers a variety of after school programs including Chorus, STEM, and a Unified Sports program.
<div>  <div>Mission, Vision, Theme:</div> </div>	<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. 2. Encourage a healthy and active lifestyle. 3. Promote creativity, a sense of community, and a love for learning.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Arleth was recognized as a Special Olympics Unified Champion School.</p>




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<div><div>Courses, Curriculum, Instruction:</div></div>	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.
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<div>  <div>Before and After School Programs:</div> </div>	<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>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>All Arleth staff members have a variety of opportunities to engage in development opportunities including: attending out of district workshops of their choice, PLC days throughout the year, a district wide staff development day and in-house classes taught by Sayreville University.</p>






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 <div>Student Supports and Services:</div>	<p>Student supports and services include: Speech, Occupational Therapy, Physical Therapy, Classes for English Language Learners, Math and Literacy Academies, and Academic Support Instruction. Arleth uses a Response to Intervention (RTI) methodology.</p>
 <div>Student Health and Wellness:</div>	<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>
 <div>Parent and Community Involvement:</div>	<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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 <div>Facilities:</div>	<p>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. New energy efficient windows have also been installed in a majority of the building.</p>
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 <div>Other Information</div>	<p>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.</p>
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Harry S. Truman Elementary School
(23-4660-075)
Grades Offered: KG-03
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Harry S. Truman Elementary School
(23-4660-075)
Grades Offered: KG-03
2018-2019

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School Contact Information

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 School District
Principal Name	Mrs. Amy Stueber
Address	ONE TAFT PLACE PARLIN, NJ 08859-1672
Phone Number	732-525-5215
Email Address	amy.stueber@sayrevillek12.net
Website	https://truman.sayrevillek12.net/
Facebook	https://www.facebook.com/Truman-ElementarySchool-976943902365871/
Twitter	https://twitter.com/trumandolphins



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	122	127	119
1	129	116	125
2	135	129	109
3	136	123	123
Total	522	495	476

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.4%	50.9%	50.0%
Male	50.6%	49.1%	50.0%
Economically Disadvantaged Students	35.6%	33.1%	35.7%
Students with Disabilities	13.8%	13.7%	10.9%
English Learners	1.9%	2.0%	1.7%
Homeless Students	0.0%	0.2%	0.4%
Students in Foster Care	0.4%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.4%
Migrant Students	0.0%	0.0%	3.4%

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	2016-17	2017-18	2018-19
White	32.6%	33.3%	35.3%
Hispanic	22.8%	21.6%	21.6%
Black or African American	11.5%	12.3%	15.5%
Asian	26.4%	26.7%	21.8%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	6.5%	5.9%	5.5%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	122	127	119

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	73.7%
Gujarati	5.0%
Spanish	4.8%
Polish	2.5%
Telugu	2.3%
Other Languages	11.6%



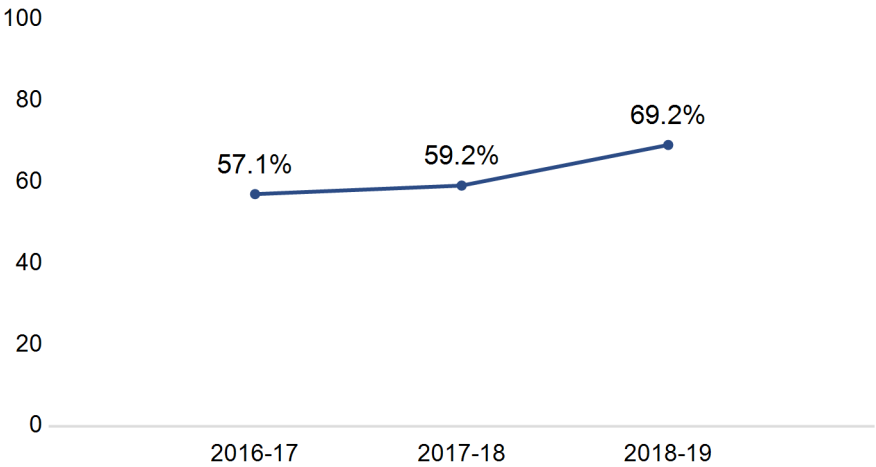
Harry S. Truman Elementary School
(23-4660-075)
Grades Offered: KG-03
2018-2019

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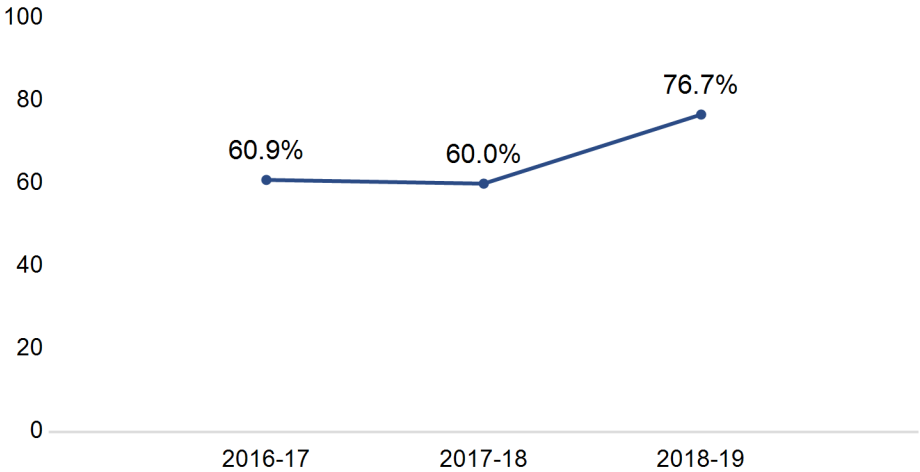
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.1%	99.2%	99.2%	96.5%	99.2%	99.2%
Proficiency Rate for Federal Accountability	57.1%	59.2%	69.2%	60.9%	60.0%	76.7%
Annual Target	49.1%	50.7%	52.4%	50.0%	51.6%	53.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	120	99.2	69.2	57.0	57.9	69.2	52.4	Met Target
White	44	100.0	59.1	57.0	66.9	59.1	56.5	Met Target
Hispanic	27	96.4	66.7	48.7	43.9	66.7	30.6	Met Target
Black or African American	*	*	*	43.7	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	28	100.0	89.3	78.8	82.9	89.3	71.5	Met Goal
American Indian or Alaska Native	N	N	N	45.5	56.0	N	**	**
Two or More Races	*	*	*	58.0	64.4	*	**	**
Female	65	98.5	73.8	65.3	64.8	73.8		
Male	55	100.0	63.6	48.9	51.3	63.6		
Economically Disadvantaged Students	35	100.0	62.9	45.6	40.0	62.9	38.6	Met Target
Non-Economically Disadvantaged Students	85	98.9	71.8	62.8	67.9	71.8		
Students with Disabilities	18	100.0	16.7	*	22.7	16.7	**	**
Students without Disabilities	102	99.1	78.4	*	65.1	78.4		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	120	99.2	69.2	*	60.6	69.2		
Homeless Students	N	N	N	50.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.



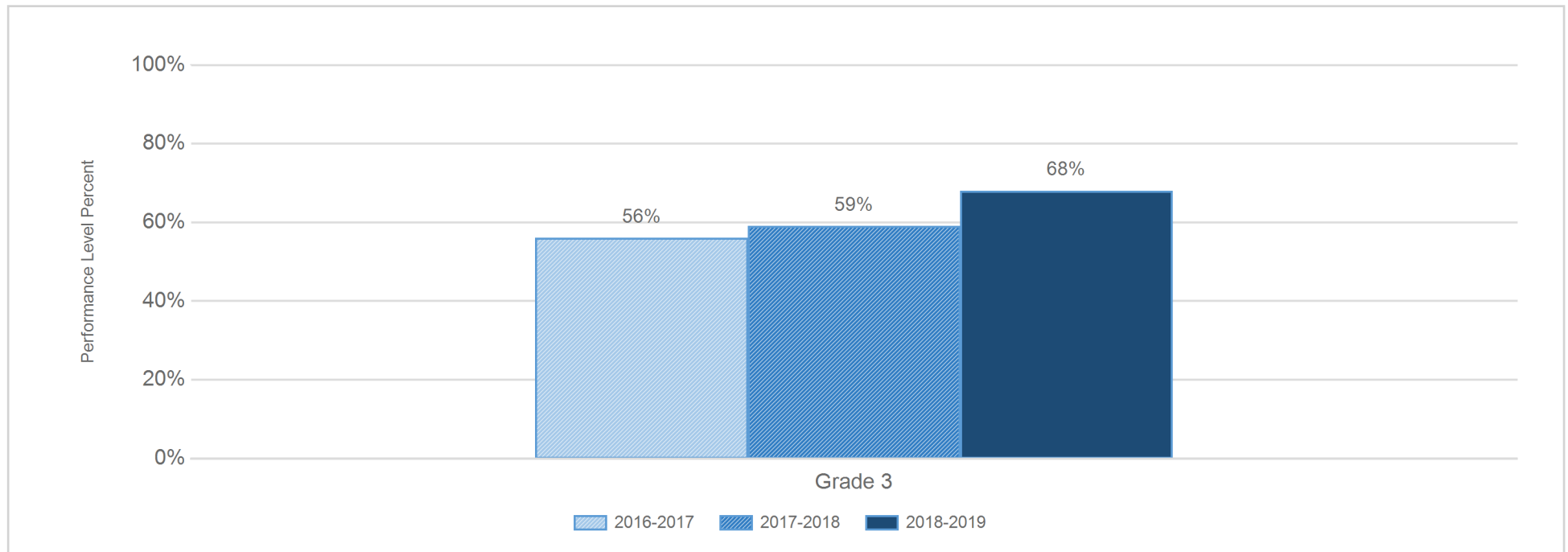
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	123	763	756	748	*	*	18%	59%	10%	68%	50%
White	44	758	753	757	*	*	27%	*	*	59%	60%
Hispanic	27	755	745	734	*	*	*	*	*	67%	36%
Black or African American	*	*	758	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	28	778	772	773	*	*	*	*	*	89%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	67	767	760	753	*	*	18%	*	*	73%	55%
Male	56	759	751	743	*	*	18%	*	*	63%	46%
Economically Disadvantaged Students	37	753	753	731	*	*	*	*	*	62%	33%
Non-Economically Disadvantaged Students	86	767	757	759	*	*	*	*	*	71%	61%
Students with Disabilities	18	724	730	719	*	*	*	*	*	17%	24%
Students without Disabilities	105	770	761	754	*	*	*	*	*	77%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	123	763	*	751	*	*	18%	59%	10%	68%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	727	*	*	*	*	*	*	24%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	120	99.2	76.7	42.7	44.5	76.7	53.1	Met Target
White	44	100.0	77.3	42.6	54.1	77.3	50.7	Met Target
Hispanic	27	96.4	59.3	*	28.8	59.3	33.2	Met Target
Black or African American	*	*	*	26.9	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	28	100.0	89.3	71.0	76.5	89.3	80	Met Goal
American Indian or Alaska Native	N	N	N	36.4	42.7	N	**	**
Two or More Races	*	*	*	44.4	53.3	*	**	**
Female	65	98.5	70.8	43.1	44.9	70.8		
Male	55	100.0	83.6	42.2	44.2	83.6		
Economically Disadvantaged Students	35	100.0	65.7	31.3	26.3	65.7	36.8	Met Target
Non-Economically Disadvantaged Students	85	98.9	81.2	48.5	54.9	81.2		
Students with Disabilities	18	100.0	55.6	18.4	17.4	55.6	**	**
Students without Disabilities	102	99.1	80.4	47.7	50.0	80.4		
English Learners	N	N	N	14.1	25.0	N	**	**
Non-English Learners	120	99.2	76.7	43.4	46.5	76.7		
Homeless Students	N	N	N	25.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

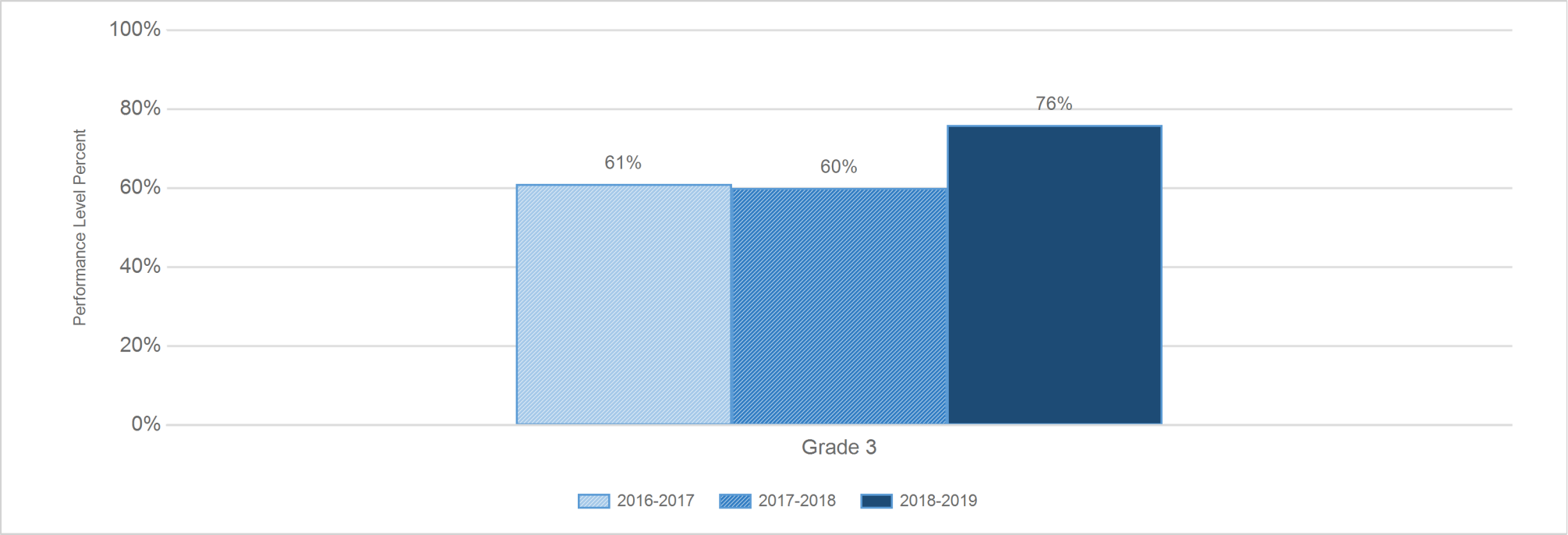


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	123	767	762	752	*	*	15%	51%	24%	76%	55%
White	44	766	761	760	*	*	*	55%	23%	77%	66%
Hispanic	27	756	752	739	*	*	*	*	*	59%	40%
Black or African American	*	*	758	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	28	779	782	778	0%	*	*	54%	36%	89%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	67	764	761	751	*	*	*	45%	25%	70%	54%
Male	56	771	764	752	*	*	*	59%	23%	82%	56%
Economically Disadvantaged Students	37	759	756	737	*	*	*	*	*	65%	37%
Non-Economically Disadvantaged Students	86	770	766	761	*	*	*	*	*	80%	67%
Students with Disabilities	18	754	748	731	*	*	*	*	*	56%	31%
Students without Disabilities	105	769	765	756	*	*	*	*	*	79%	60%
English Learners	N	N	729	728	N	N	N	N	N	N	26%
Non-English Learners	123	767	763	754	*	*	15%	51%	24%	76%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	28%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	*	*	*
3-4	N	N	N
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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

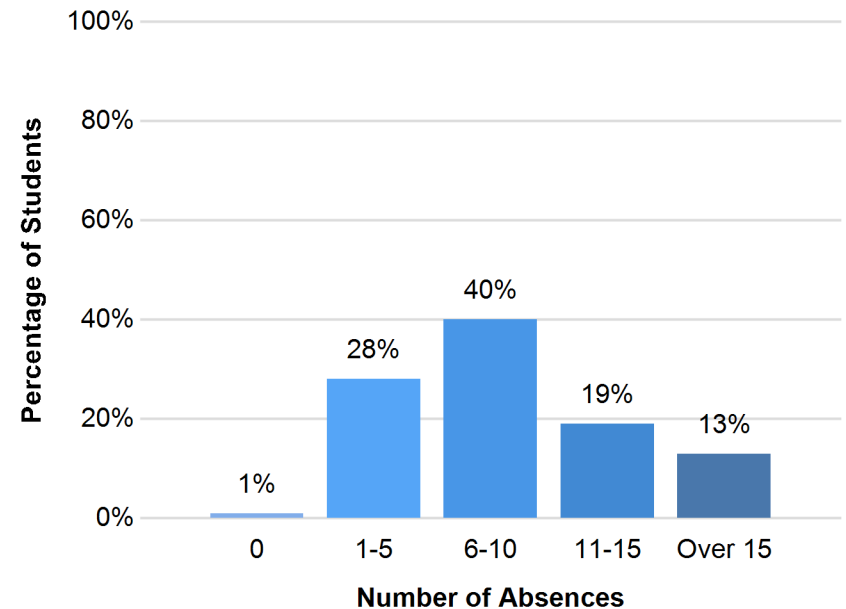
Chronic Absenteeism

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	44	9.2	9.6	Met
White	14	8.3	9.6	Met
Hispanic	16	15.5	9.6	Not Met
Black or African American	10	13.3	9.6	Not Met
Asian, Native Hawaiian, or Pacific	4	3.7	9.6	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	9.6	Met
Female	17	7.1		
Male	27	11.2		
Economically Disadvantaged Students	22	12.9	9.6	Not Met
Students with Disabilities	12	20.3	9.6	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	2	12.5		

Days Absent

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





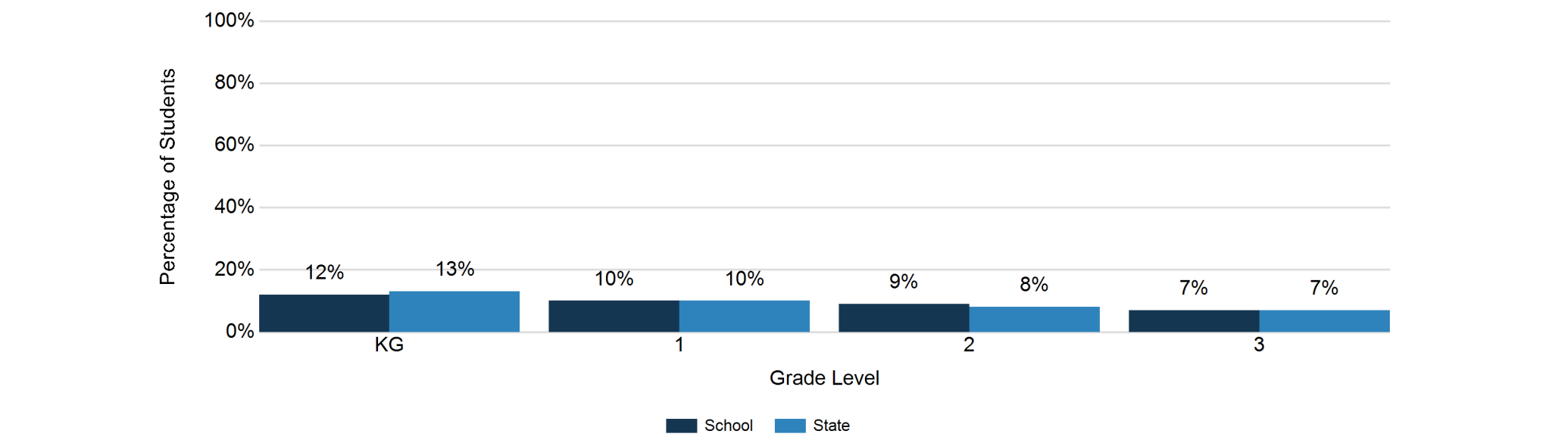
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	5
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.26

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	2		2

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	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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

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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	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



Harry S. Truman Elementary School
(23-4660-075)
Grades Offered: KG-03
2018-2019

Report Key:

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	12.7	10.8
Percentage of Teachers with 4 or more years experience in the district	76.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	15.6	16.0
Average years experience in district	12.7	12.0
Percentage of Administrators with 4 or more years experience in the district	74.2%	76.9%

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	12:1	12:1
Students to Administrators	476:1	198:1
Teachers to Administrators	39:1	16:1
Students to Librarians/Media Specialists		1228:1
Students to Nurses		768:1
Students to Counselors		439:1
Students to Child Study Team Members		323:1



Harry S. Truman Elementary School
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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.0%	94.9%	0.0%	48.4%	77.1%	54.9%
Male	50.0%	5.1%	100.0%	51.6%	22.9%	45.1%
White	35.3%	92.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	21.6%	5.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	15.5%	2.6%	0.0%	15.0%	6.6%	13.9%
Asian	21.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.5%	0.0%	0.0%	2.1%	0.2%	0.2%



Harry S. Truman Elementary School
(23-4660-075)
Grades Offered: KG-03
2018-2019

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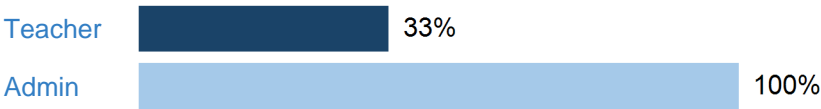
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

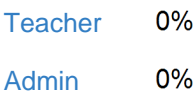
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.4%	90.5%
2017-18 Administrators: Same district 2018-19	92.9%	87.9%

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
2018-19	94.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Harry S. Truman Elementary School

(23-4660-075)

Grades Offered: KG-03

2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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 2018-2019

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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	57.1%	59.2%	69.2%
Math Proficiency	60.9%	60.0%	76.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.6%	7.1%	9.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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 Annually, NJDOE will identify schools in the following federal category:
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 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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.
 This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Harry S. Truman Elementary School

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	**	**	**	Met	No
White	Met Target	Met Target	**	**	n/a	Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.

 <div>Highlights:</div>	<ul style="list-style-type: none"> Technology is infused in the curriculum through the use of Smart Boards, document cameras, Chromebooks, and iPads. Teachers use Responsive Classroom techniques to integrate academic, social and emotional learning. The Cultural Arts Committee at Truman School provides programs that teach students about different cultures.
 <div>Mission, Vision, Theme:</div>	<p>Truman School provides a nurturing environment that is committed to achieving excellence. We prepare and motivate students for a rapidly changing world in which they will be responsible and productive citizens. We inspire a passion for learning in order promote lifelong learners. The core values of honesty, integrity, perseverance, compassion, and loyalty are promoted in order to develop well rounded learners. Truman School believes in a positive school climate promoting this perseverance in academic and social/emotional skills development. A professional and highly motivated staff, in partnership with parents, encourage children to reach their highest potential. Together we create and support a school environment in which all children, families, and staff feel welcomed and respected as contributing members of our Truman School Community.</p>





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 <div>Courses, Curriculum, Instruction:</div>	<p>Truman School has a rigorous curriculum and instructional program. Teachers utilize Fountas & Pinnell's balanced literacy program. Guided reading, Interactive Read Alouds, Mini Lessons, and Phonics are part of this research based program. Math instruction is comprised of Envision Math, a problem based system which encourages critical thinking. The science program is aligned to Next Generation Science Standards. Technology is incorporated through the use of ST Math, RAZ Kids, Achieve 3000,and IXL Math.</p>
 <div>Clubs and Activities:</div>	<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. Many students participate in our Chorus and Theater Week.</p>





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 <div>Before and After School Programs:</div>	<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. In addition, students can participate in Math and Reading Academies which provide support for struggling learners. The Rising Stars program provides students with additional support in reading and math.</p>
 <div>Staff and Professional Learning:</div>	<p>Our teachers receive professional development from Teacher 2 Teacher 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. In addition, teachers are offered professional development through Sayreville University.</p>






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 <div>Student Supports and Services:</div>	<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. In addition, we offer speech classes, occupational therapy, and physical therapy. We have a full time guidance counselor as well.</p>
 <div>Student Health and Wellness:</div>	<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>
 <div>Parent and Community Involvement:</div>	<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 helps support programs for our students. We hold annual Veterans Day and Flag Day programs, as well as cultural arts programs for the community. Our school chorus performs spring and winter concerts for Senior Citizens. Parents greatly appreciate our Parent Portal, Back to School Night, and parent-teacher conferences.</p>





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 <div>Facilities:</div>	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. The project was completed during the summer of 2019. All open space classrooms now have walls. The building has a library media center, gymnasium, book room, music room, and art room.
 <div>School Safety:</div>	Safety is a priority at Truman School. We have a full time security guard and a police officer in our building. The building is equipped with cameras. Swipe cards are used to enter the building. Truman School has a safety committee that explores ways to make the building even safer. In addition, a metal detector is located at our front door. Monthly drills are conducted in order to ensure the safety of the students.




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<div><div>Technology and STEM:</div></div>	<p>All classrooms in Truman School have a Smart Board. We are one to one device school. The students use Chromebooks and iPads. Document cameras are used for instructional purposes. The students engage in the following computer programs: ST Math, Achieve 3000, RAZ Kids, Reading A to Z, and IXL Math. STEM lessons are taught by the Gifted and Talented teacher. She visits classroom throughout the month. In addition, a STEM lab is located in the Gifted and Talented room.</p>
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2018-2019

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School Narrative

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 <div>Other Information</div>	<p>Truman School students are challenged to become lifelong readers, successful writers, mathematical thinkers, scientific investigators, effective communicators, advanced users of technology. We prepare and motivate students for a rapidly changing world in which they will be responsible and productive citizens. We inspire a passion for learning in order promote lifelong learners. 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. Parental involvement is encouraged and partnerships developed. Staff and students participate in Spirit Week, Week of Respect, School Violence Awareness and Red Ribbon Week. Truman School provides a nurturing environment that is committed to achieving excellence.</p>
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Samsel Upper Elementary School
(23-4660-085)
Grades Offered: PK-05
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Samsel Upper Elementary School
(23-4660-085)
Grades Offered: PK-05
2018-2019

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School Contact Information

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 School District
Principal Name	Mrs. Stacey Coglianese
Address	298 ERNSTON ROAD PARLIN, NJ 08859
Phone Number	732-525-5200
Email Address	stacey.coglianese@sayrevillek12.net
Website	https://samsel.sayrevillek12.net/
Facebook	https://www.facebook.com/Samsel-Upper-Elementary-School-1450345478590300/
Twitter	https://twitter.com/samselues



Samsel Upper Elementary School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	106	132	124
KG	0	0	0
1	0	0	0
2	0	0	0
3	3	0	0
4	486	525	465
5	472	496	516
Total	1,067	1,153	1,105

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.0%	47.1%	46.7%
Male	53.0%	52.9%	53.3%
Economically Disadvantaged Students	34.9%	35.2%	36.2%
Students with Disabilities	26.9%	27.1%	27.8%
English Learners	2.5%	1.4%	3.3%
Homeless Students	0.0%	0.4%	0.4%
Students in Foster Care	0.4%	0.1%	0.0%
Military-Connected Students	0.0%	0.4%	0.3%
Migrant Students	0.0%	0.1%	0.2%

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	2016-17	2017-18	2018-19
White	36.5%	36.2%	38.7%
Hispanic	25.4%	24.5%	22.1%
Black or African American	16.1%	14.7%	15.7%
Asian	18.8%	20.3%	18.7%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.7%
Two or More Races	2.7%	4.1%	3.9%

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	2016-17	2017-18	2018-19
PK - Half Day	0	0	54
PK - Full Day	106	132	70
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	72.6%
Spanish	6.5%
Gujarati	2.5%
Urdu	2.5%
Polish	1.9%
Other Languages	13.9%



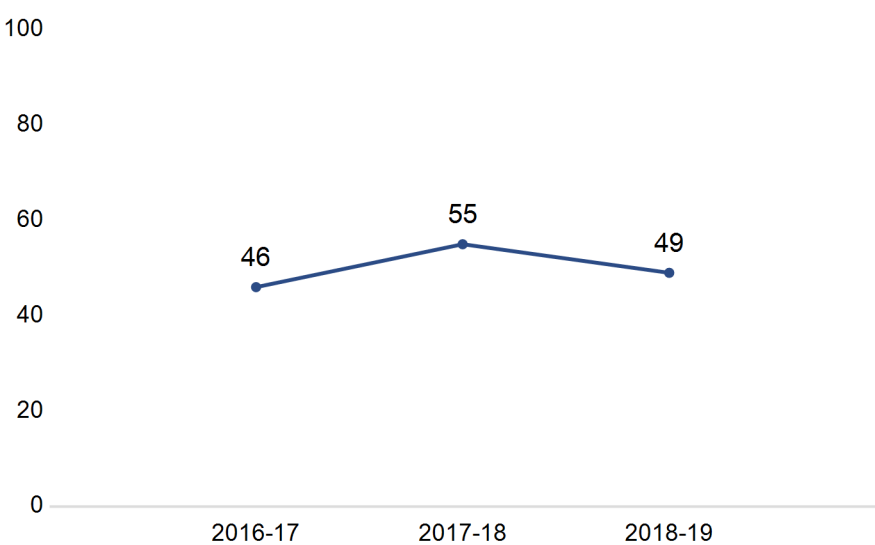
Samsel Upper Elementary School
(23-4660-085)
Grades Offered: PK-05
2018-2019

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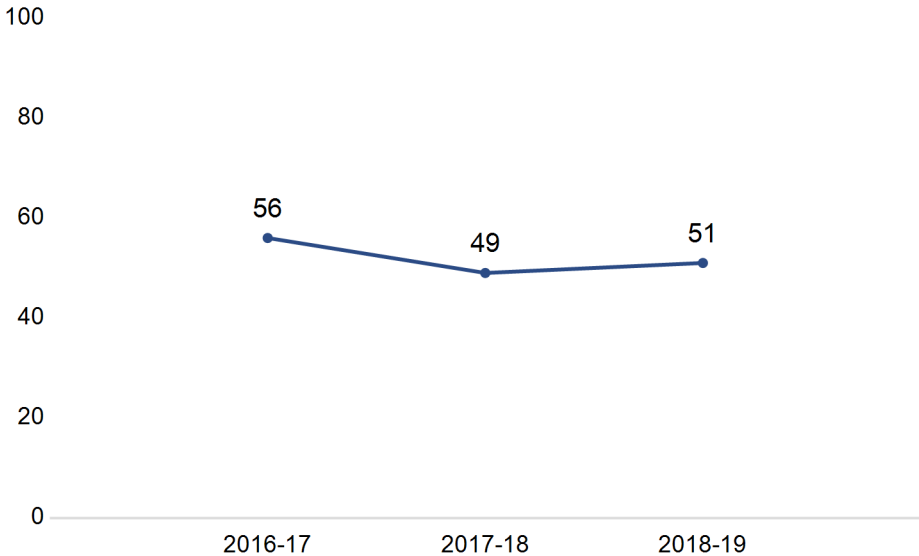
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	55	49	56	49	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	49	47	50	Met Standard	51	49.5	50	Met Standard
White	47	44	50	Met Standard	50	48	52	Met Standard
Hispanic	46	44	49	Met Standard	54	51	47	Met Standard
Black or African American	41.5	41.5	45	Met Standard	46	46	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	57	57	59	Met Standard	57	54.5	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	41	48	49	Met Standard	49.5	53.5	52	Met Standard
Female	52	50	53	N	51	48	50	N
Male	45	44	47	N	53.5	50	51	N
Economically Disadvantaged Students	40	40	48	Met Standard	49	47	46	Met Standard
Students with Disabilities	46	42	43	Met Standard	41.5	45.5	45	Met Standard
English Learners	64	54	52	**	59.5	58	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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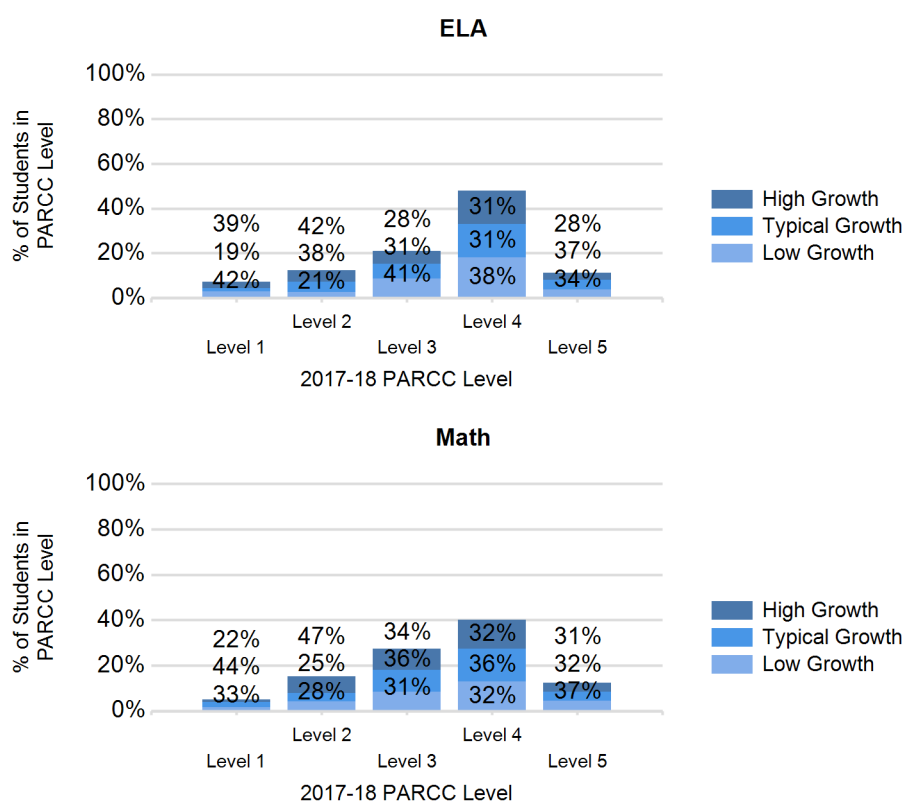
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

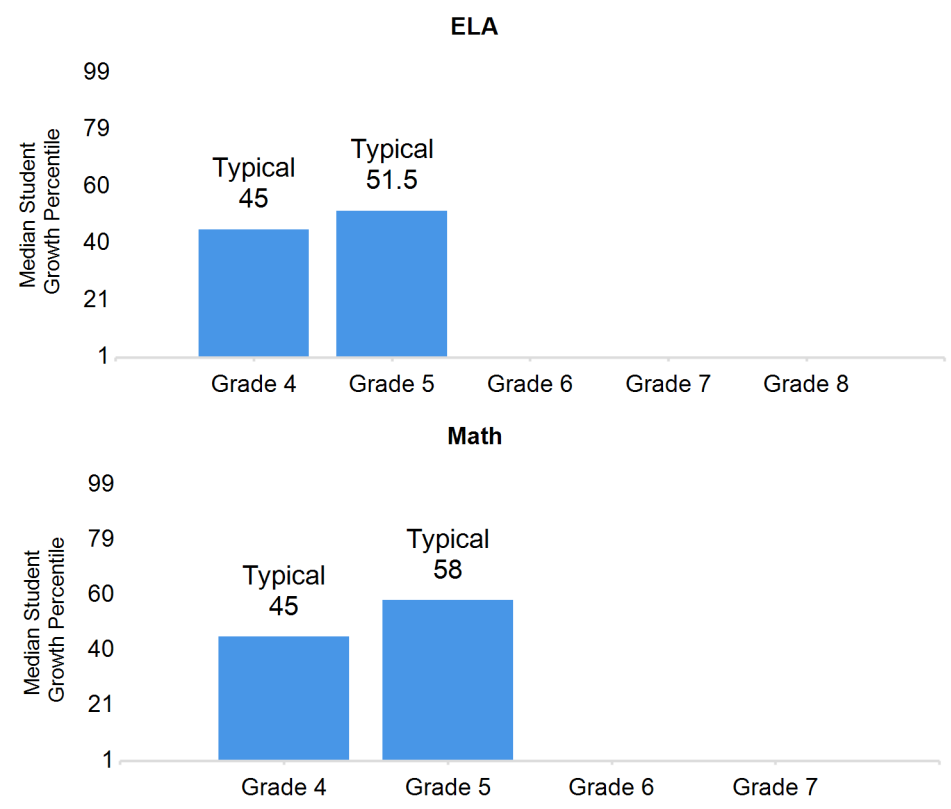
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



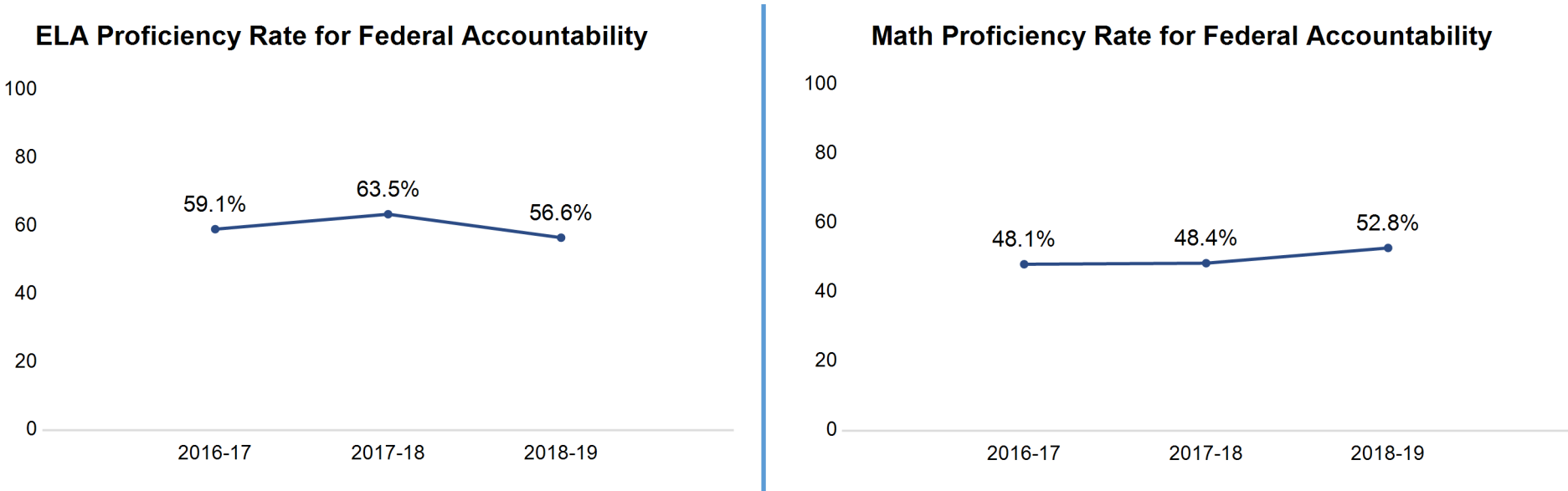


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.3%	96.9%	98.3%	97.5%	96.9%	98.3%
Proficiency Rate for Federal Accountability	59.1%	63.5%	56.6%	48.1%	48.4%	52.8%
Annual Target	59.7%	60.7%	61.8%	54.9%	56.2%	57.6%
Met Annual Target?	Met Target†	Met Target	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	947	98.3	56.6	57.0	57.9	56.6	61.8	Not Met
White	352	97.3	57.4	57.0	66.9	57.4	56.6	Met Target
Hispanic	222	98.3	48.6	48.7	43.9	48.6	57	Not Met
Black or African American	141	99.3	39.7	43.7	38.5	39.7	61.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	187	98.9	77.5	78.8	82.9	77.5	74.5	Met Target
American Indian or Alaska Native	*	*	*	45.5	56.0	*	**	**
Two or More Races	*	*	*	58.0	64.4	*	58.3	Met Target
Female	466	97.7	63.7	65.3	64.8	63.7		
Male	481	98.8	49.7	48.9	51.3	49.7		
Economically Disadvantaged Students	343	98.6	44.9	45.6	40.0	44.9	53.7	Not Met
Non-Economically Disadvantaged Students	604	98.1	63.2	62.8	67.9	63.2		
Students with Disabilities	176	94.3	21.6	*	22.7	21.5	27.6	Not Met
Students without Disabilities	771	99.2	64.6	*	65.1	64.6		
English Learners	25	100.0	20.0	*	29.3	20.0	41.6	Not Met
Non-English Learners	922	98.2	57.6	*	60.6	57.6		
Homeless Students	*	*	*	50.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

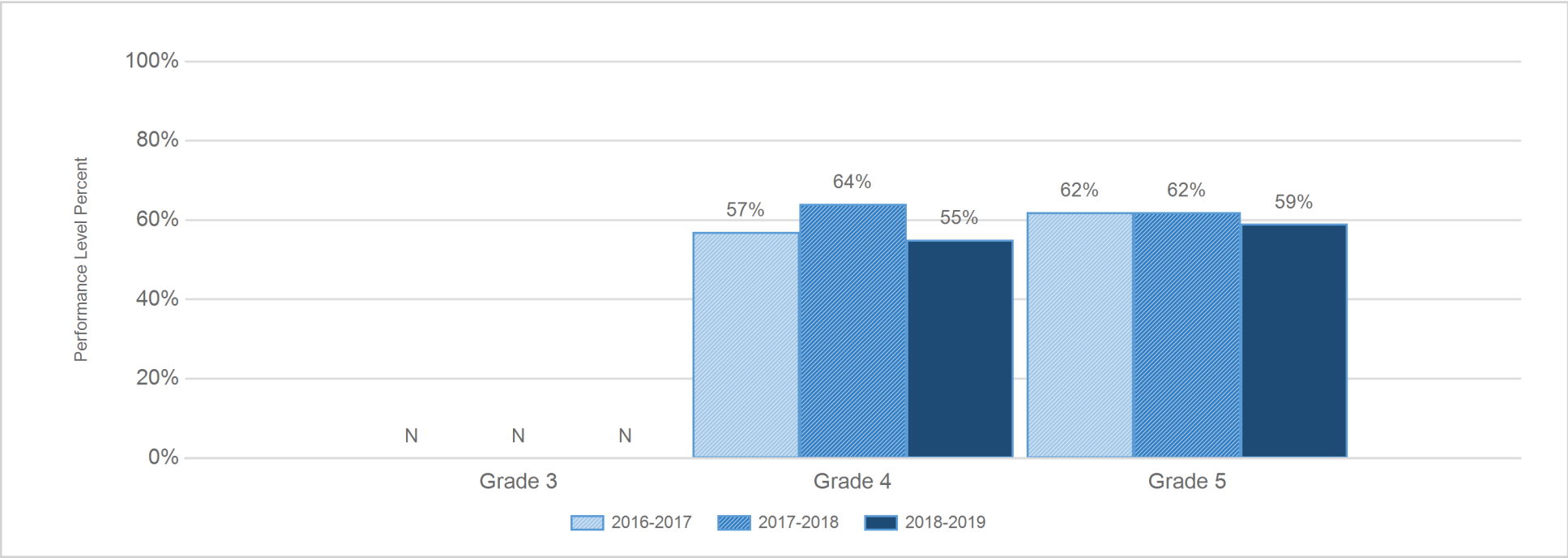


Samsel Upper Elementary School
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	451	755	755	755	8%	12%	25%	40%	15%	55%	57%
White	180	755	755	763	7%	11%	25%	42%	16%	57%	67%
Hispanic	106	748	748	743	9%	20%	24%	37%	10%	47%	44%
Black or African American	63	739	739	739	*	*	38%	*	*	35%	39%
Asian, Native Hawaiian, or Pacific Islander	76	773	773	779	*	*	*	47%	30%	78%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	219	761	761	760	5%	11%	19%	44%	21%	65%	62%
Male	232	748	748	750	11%	13%	30%	36%	10%	46%	53%
Economically Disadvantaged Students	158	746	746	740	10%	16%	28%	36%	9%	46%	40%
Non-Economically Disadvantaged Students	293	759	759	765	7%	10%	23%	42%	18%	60%	69%
Students with Disabilities	82	724	724	725	30%	21%	30%	*	*	18%	25%
Students without Disabilities	369	761	761	761	3%	10%	24%	*	*	63%	64%
English Learners	15	718	718	720	*	*	*	*	*	20%	17%
Non-English Learners	436	756	756	758	*	*	*	*	*	56%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	495	757	757	756	4%	11%	26%	51%	8%	59%	58%
White	173	756	756	764	*	12%	28%	*	*	59%	68%
Hispanic	117	750	750	743	*	12%	31%	*	*	51%	44%
Black or African American	78	746	746	739	*	*	33%	*	*	45%	38%
Asian, Native Hawaiian, or Pacific Islander	108	773	773	781	*	*	14%	58%	20%	79%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	250	761	761	761	*	*	26%	54%	10%	64%	64%
Male	245	752	752	750	*	*	27%	47%	7%	54%	52%
Economically Disadvantaged Students	177	745	745	740	*	*	29%	*	*	47%	39%
Non-Economically Disadvantaged Students	318	763	763	766	*	*	25%	*	*	66%	69%
Students with Disabilities	84	731	731	724	*	*	36%	25%	0%	25%	23%
Students without Disabilities	411	762	762	762	*	*	25%	56%	10%	66%	65%
English Learners	11	718	718	713	*	*	0%	*	*	27%	11%
Non-English Learners	484	758	758	758	*	*	27%	*	*	60%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	952	98.3	52.8	42.7	44.5	52.8	57.6	Not Met
White	356	97.3	54.5	42.6	54.1	54.5	54.1	Met Target
Hispanic	222	98.3	41.4	*	28.8	41.4	47.5	Not Met
Black or African American	142	99.3	35.9	26.9	23.0	35.9	48.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	187	99.0	78.6	71.0	76.5	78.6	79.4	Met Target†
American Indian or Alaska Native	*	*	*	36.4	42.7	*	**	**
Two or More Races	*	*	*	44.4	53.3	*	50.7	Met Target†
Female	469	97.8	51.8	43.1	44.9	51.8		
Male	483	98.8	53.8	42.2	44.2	53.8		
Economically Disadvantaged Students	347	98.6	40.3	31.3	26.3	40.3	45.1	Not Met
Non-Economically Disadvantaged Students	605	98.1	60.0	48.5	54.9	60.0		
Students with Disabilities	176	94.3	27.8	18.4	17.4	27.8	27.6	Met Target
Students without Disabilities	776	99.2	58.5	47.7	50.0	58.5		
English Learners	30	100.0	23.3	14.1	25.0	23.3	37.8	Not Met
Non-English Learners	922	98.2	53.8	43.4	46.5	53.8		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

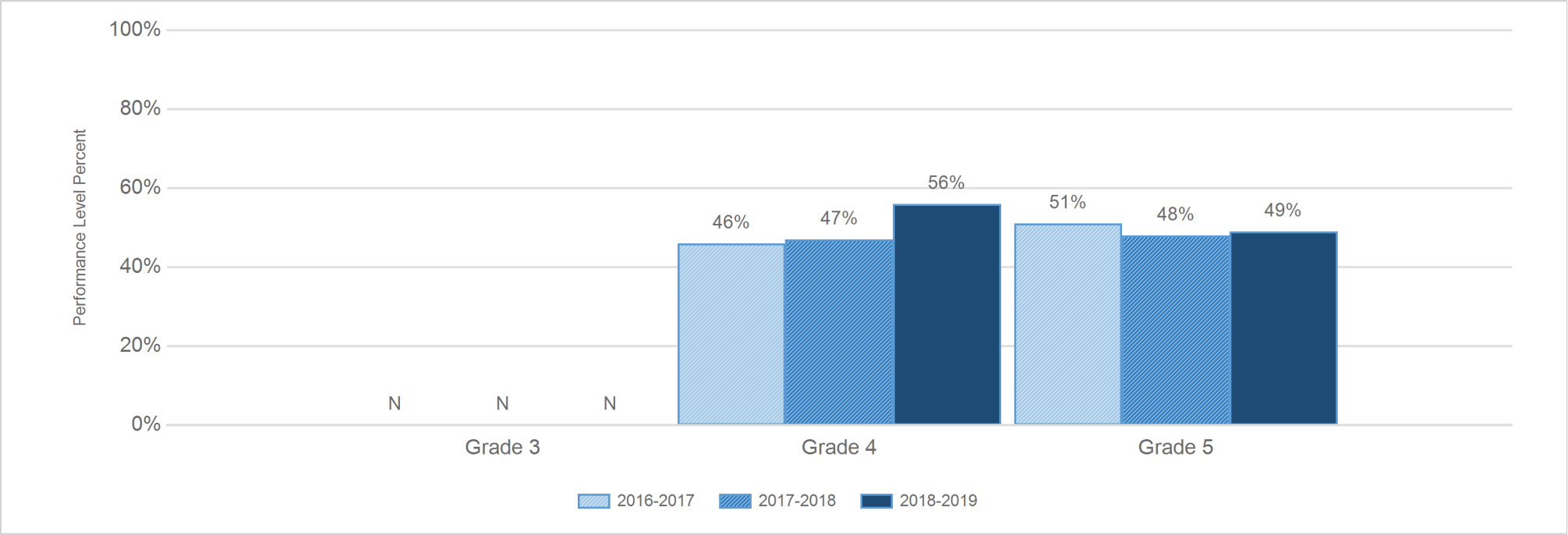


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	452	752	752	749	5%	13%	26%	50%	6%	56%	51%
White	181	753	753	757	*	10%	30%	*	*	55%	62%
Hispanic	106	745	745	737	*	17%	25%	*	*	51%	36%
Black or African American	63	740	740	731	*	*	32%	40%	0%	40%	29%
Asian, Native Hawaiian, or Pacific Islander	76	774	774	776	*	*	*	59%	22%	82%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	220	752	752	749	5%	13%	25%	50%	6%	56%	50%
Male	232	752	752	749	5%	13%	26%	50%	6%	56%	52%
Economically Disadvantaged Students	158	744	744	734	*	15%	33%	*	*	43%	32%
Non-Economically Disadvantaged Students	294	757	757	759	*	12%	22%	*	*	63%	63%
Students with Disabilities	82	732	732	726	*	24%	28%	*	*	30%	25%
Students without Disabilities	370	757	757	754	*	11%	25%	*	*	62%	56%
English Learners	16	727	727	722	*	*	*	*	*	31%	18%
Non-English Learners	436	753	753	751	*	*	*	*	*	57%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	504	748	748	747	6%	16%	29%	39%	9%	49%	47%
White	177	749	749	755	6%	12%	29%	45%	7%	52%	58%
Hispanic	118	738	738	735	10%	20%	38%	*	*	31%	30%
Black or African American	79	736	736	729	*	24%	37%	*	*	32%	23%
Asian, Native Hawaiian, or Pacific Islander	111	769	769	775	*	*	14%	53%	23%	76%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	254	747	747	747	6%	15%	33%	39%	7%	46%	47%
Male	250	749	749	747	7%	17%	25%	40%	11%	51%	47%
Economically Disadvantaged Students	182	738	738	732	8%	26%	29%	*	*	37%	27%
Non-Economically Disadvantaged Students	322	754	754	757	5%	10%	30%	*	*	55%	59%
Students with Disabilities	84	723	723	725	26%	29%	25%	*	*	20%	19%
Students without Disabilities	420	753	753	752	2%	13%	30%	*	*	54%	52%
English Learners	18	719	719	718	*	*	*	*	*	17%	12%
Non-English Learners	486	749	749	749	*	*	*	*	*	50%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Samsel Upper Elementary School

(23-4660-085)

Grades Offered: PK-05

2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	47.4%	**	**

† 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	19	89.5%	10.5%
3-4	*	*	*
5 or more	*	*	*



Samsel Upper Elementary School

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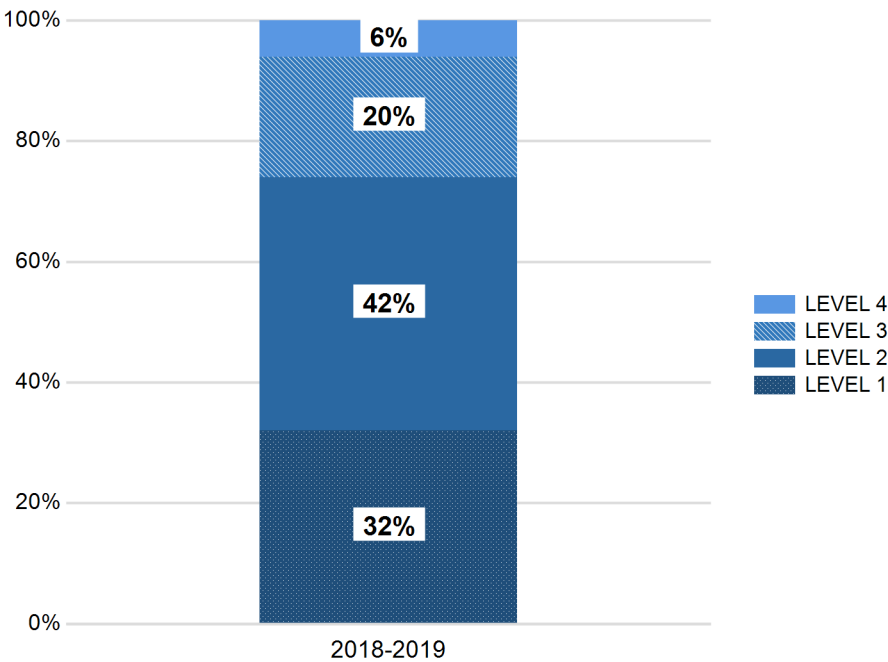
2018-2019

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	32	42	20	6
White	31	43	18	8
Hispanic	33	45	16	5
Black or African American	42	36	18	4
Asian, Native Hawaiian, or Pacific Islander	23	43	29	5
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	32	42	21	5
Male	31	42	19	7
Economically Disadvantaged Students	33	42	20	5
Non-Economically Disadvantaged Students	31	42	20	7
Students with Disabilities	53	33	12	2
Students without Disabilities	25	45	23	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

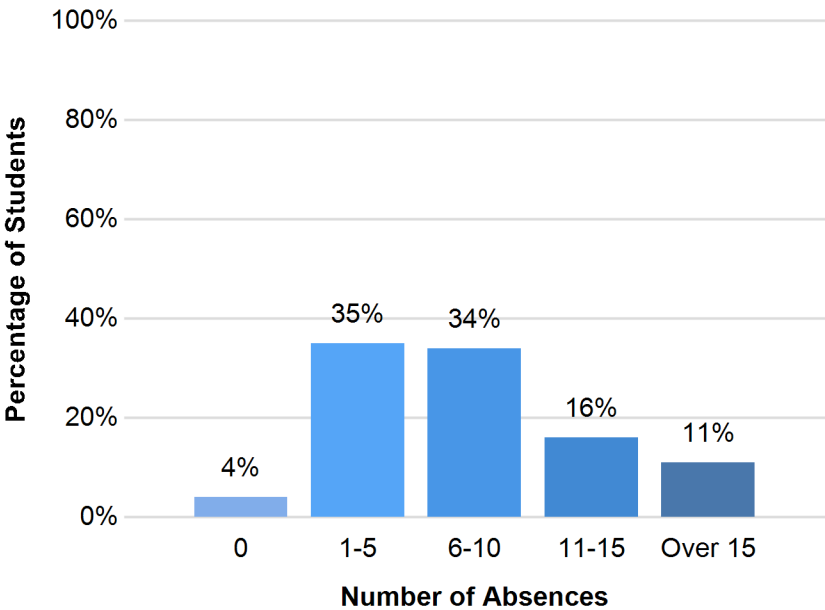
Chronic Absenteeism

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	69	7.1	7.5	Met
White	36	9.7	7.5	Not Met
Hispanic	14	6.1	7.5	Met
Black or African American	8	5.5	7.5	Met
Asian, Native Hawaiian, or Pacific	7	3.7	7.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	7.5	Not Met
Female	30	6.2		
Male	39	7.9		
Economically Disadvantaged Students	37	9.9	7.5	Not Met
Students with Disabilities	34	18.2	7.5	Not Met
English Learners	2	5.7	7.5	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





Samsel Upper Elementary School

(23-4660-085)

Grades Offered: PK-05

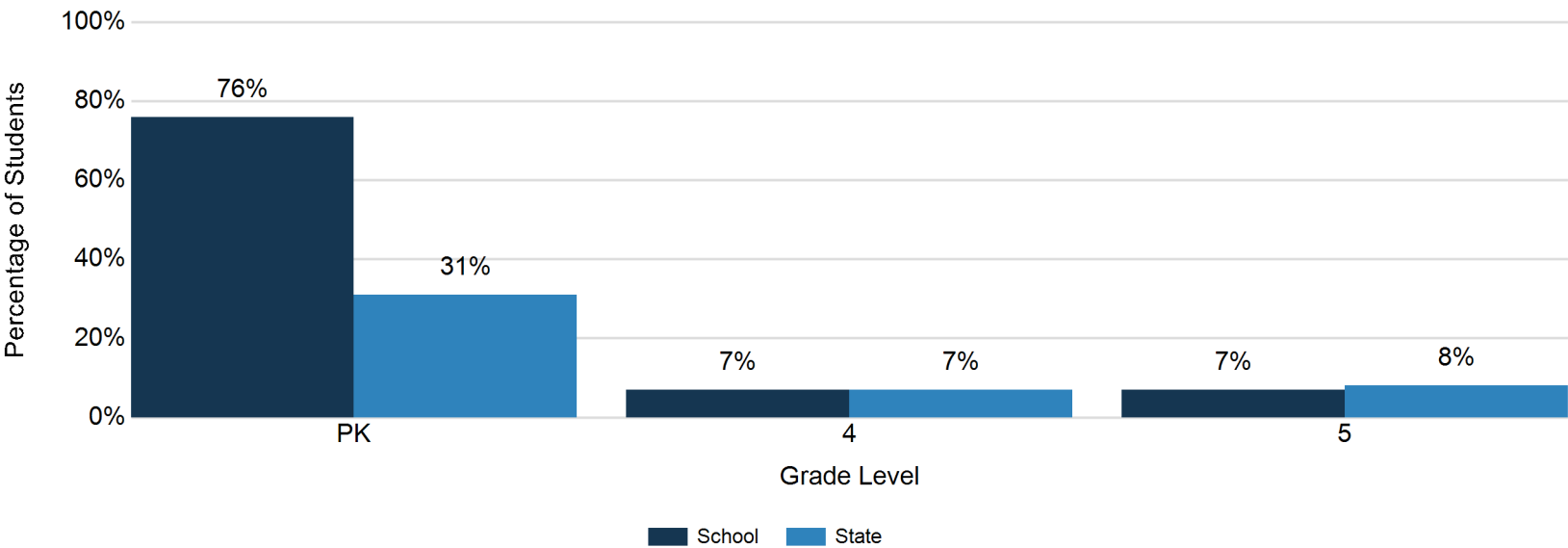
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	12
Weapons	4
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.44

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Ancestry	1	0	1
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	1	4	5
No Identified Nature	6		6

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	3
Weapons	4
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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	31	2.8%
Out-of-School Suspensions	40	3.6%
Any Suspension	61	5.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
87



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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	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	97	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	10.9	10.8
Percentage of Teachers with 4 or more years experience in the district	74.2%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	15.6	16.0
Average years experience in district	12.7	12.0
Percentage of Administrators with 4 or more years experience in the district	74.2%	76.9%

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	11:1	12:1
Students to Administrators	553:1	198:1
Teachers to Administrators	49:1	16:1
Students to Librarians/Media Specialists		1228:1
Students to Nurses		768:1
Students to Counselors		439:1
Students to Child Study Team Members		323:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.7%	92.8%	50.0%	48.4%	77.1%	54.9%
Male	53.3%	7.2%	50.0%	51.6%	22.9%	45.1%
White	38.7%	94.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	22.1%	1.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	15.7%	1.0%	0.0%	15.0%	6.6%	13.9%
Asian	18.7%	3.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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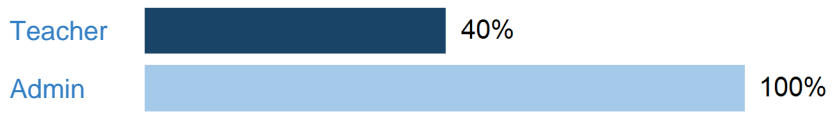
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.4%	90.5%
2017-18 Administrators: Same district 2018-19	92.9%	87.9%

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
2018-19	95.1%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.1%	63.5%	56.6%
Math Proficiency	48.1%	48.4%	52.8%
ELA Growth	46	55	49
Math Growth	56	49	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	47.4%
Chronic Absenteeism	4.2%	6.4%	7.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Met Standard	Met Standard	**	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Not Met	Not Met	**	Met Standard	Met Standard	Met	No

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






Samsel Upper Elementary School
(23-4660-085)
Grades Offered: PK-05
2018-2019

Report Key:
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N No Data is available to display
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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 the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Many of our 4th and 5th grade students participate in the Special Olympics Unified Sports Program. Students take part in altruistic events during the year, such as Change for Charity, Kindness Campaign, Student Ambassadors, Character Education Movie Night. Guest speakers share their personal experiences of the Holocaust each spring with our fifth grade students, connecting real-life experiences with the curriculum.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>At Samsel Upper Elementary School, our mission is to create a safe community of academic excellence by preparing and motivating students to learn through challenging and differentiated instruction, which utilizes critical thinking skills and real world learning. Through parent involvement and a dedicated staff, our students will learn a set of social and emotional competencies, as well as academic competencies, which will allow them to be successful in and out of school.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Samsel Upper Elementary School was declared a Special Olympics National Banner Unified Champion School. We are so fortunate to part of such an outstanding program.</p>





Samsel Upper Elementary School
(23-4660-085)
Grades Offered: PK-05
2018-2019

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<div>  <div>Courses, Curriculum, Instruction:</div> </div>	<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 & Technology. Media Arts, Talented and Gifted, Academic Support and English Language Learner classes are also offered to students.</p>
<div>  <div>Clubs and Activities:</div> </div>	<p>Our Student Ambassadors are an integral part of the community and take part in activities such as food drives, parent-teacher conferences and 4th grade orientation. Our Willabees promote healthy drug free-living while learning how to make positive choices. Kids' Reading Café meets weekly to help one another improve reading strategies during their recess. The PTO sponsors programs such as Minecraft, STEM, Robotics, and School Newspaper.</p>





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 <div>Before and After School Programs:</div>	SpringBoard is offered before and after school.
 <div>Staff and Professional Learning:</div>	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, PLCs, faculty and department meetings. The professional development opportunities within the district support our school or district initiatives.






Samsel Upper Elementary School
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 <div>Student Supports and Services:</div>	<p>Students needing support have the opportunity to attend a variety of classes. They include: English Language Learners, 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.</p>
 <div>Student Health and Wellness:</div>	<p>Breakfast is 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. Students are engaged in recess daily and use the Playworks program to help build valuable social and emotional life skills through the power of play.</p>
 <div>Parent and Community Involvement:</div>	<p>The PTO is very active and involved 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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 <div>Facilities:</div>	<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 & bleachers, cafeteria (A/C), media center/library (A/C), 3 computer labs (A/C), two science labs, auxiliary gym and classrooms with dividers to accommodate various settings.</p>
 <div>School Safety:</div>	<p>Students participate in monthly drills. All visitors must first meet with the Campus Monitor before entering the building through the security vestibule. A Code of Conduct serves as a guideline for students.</p>




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 <div>Technology and STEM:</div>	Technology is incorporated on a daily basis through the use of Smartboards, Touch TVs, Chromebooks and/or I-Pads. Programs such as Achieve 3000, RAZ kids, IXL and STMath help to supplement the curriculum.
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Sayreville Middle School
(23-4660-055)
Grades Offered: 06-08
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Sayreville Middle School
(23-4660-055)
Grades Offered: 06-08
2018-2019

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School Contact Information

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 School District
Principal Name	Mr. Richard Gluchowski
Address	800 WASHINGTON ROAD PARLIN, NJ 08859-1050
Phone Number	732-525-5290
Email Address	Richard.Gluchowski@sayrevillek12.net
Website	http://www.sayrevillemiddle.net/
Twitter	https://twitter.com/sayreville_ms



Sayreville Middle School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	441	479	467
7	479	454	478
8	468	473	459
Total	1,388	1,406	1,404

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.3%	49.8%	49.8%
Male	51.7%	50.2%	50.2%
Economically Disadvantaged Students	36.8%	36.9%	37.5%
Students with Disabilities	17.3%	17.1%	18.0%
English Learners	1.6%	2.0%	2.5%
Homeless Students	0.4%	0.4%	0.3%
Students in Foster Care	0.0%	0.3%	0.2%
Military-Connected Students	0.0%	0.4%	0.1%
Migrant Students	0.0%	0.0%	0.0%

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	2016-17	2017-18	2018-19
White	39.4%	37.4%	38.4%
Hispanic	22.7%	24.6%	25.7%
Black or African American	15.6%	15.4%	14.9%
Asian	19.6%	18.8%	17.4%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.1%	0.3%
Two or More Races	2.7%	3.4%	3.1%

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	70.4%
Spanish	7.8%
Gujarati	3.5%
Urdu	2.3%
Polish	2.2%
Other Languages	13.8%



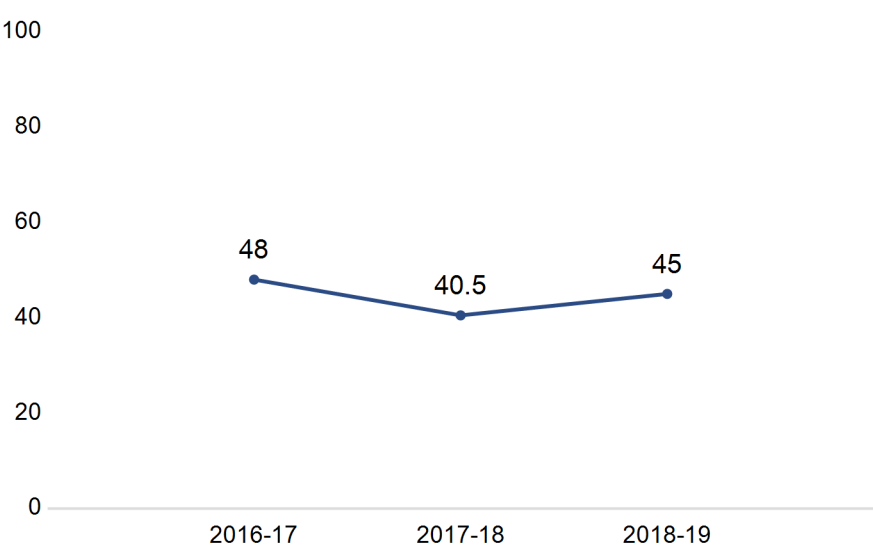
Sayreville Middle School
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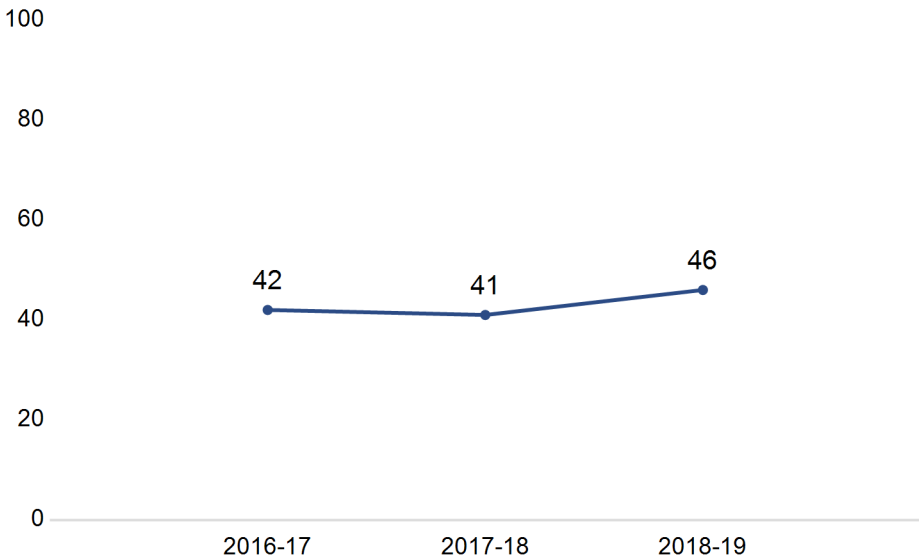
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	40.5	45	42	41	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	45	47	50	Met Standard	46	49.5	50	Met Standard
White	43	44	50	Met Standard	44	48	52	Met Standard
Hispanic	41.5	44	49	Met Standard	47	51	47	Met Standard
Black or African American	41.5	41.5	45	Met Standard	46	46	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	57	57	59	Met Standard	53	54.5	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	54.5	48	49	Met Standard	57.5	53.5	52	Met Standard
Female	49	50	53	N	47	48	50	N
Male	42	44	47	N	46	50	51	N
Economically Disadvantaged Students	41	40	48	Met Standard	45	47	46	Met Standard
Students with Disabilities	40.5	42	43	Met Standard	49	45.5	45	Met Standard
English Learners	41	54	52	**	48	58	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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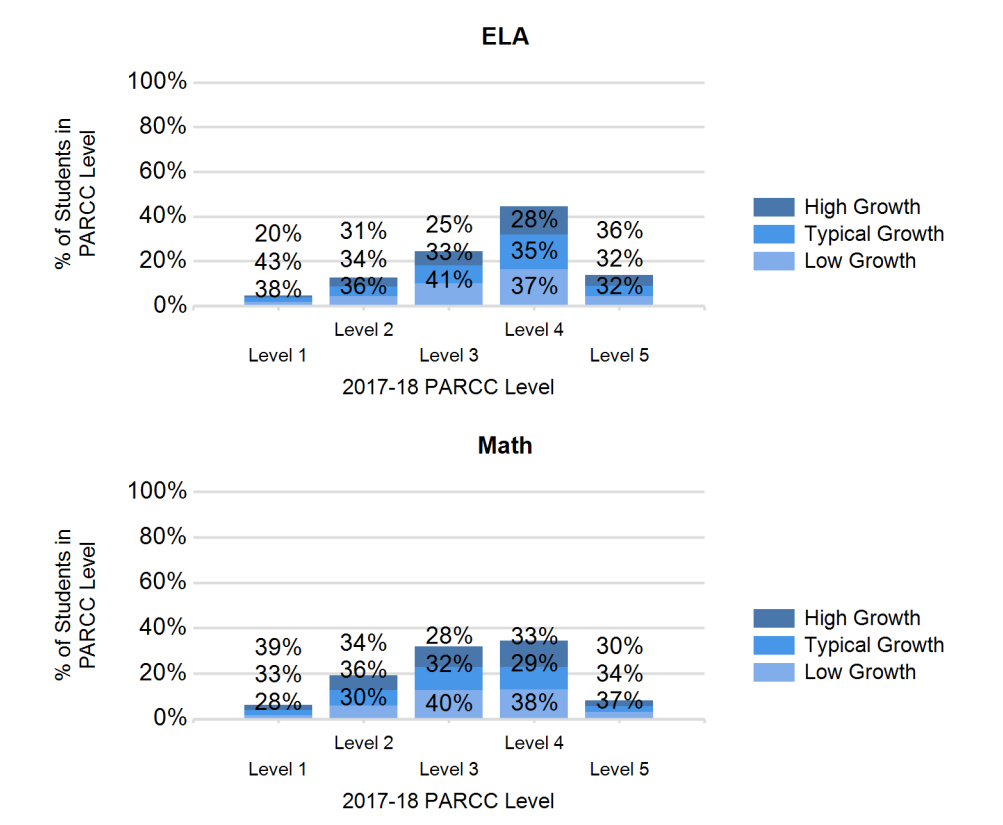
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

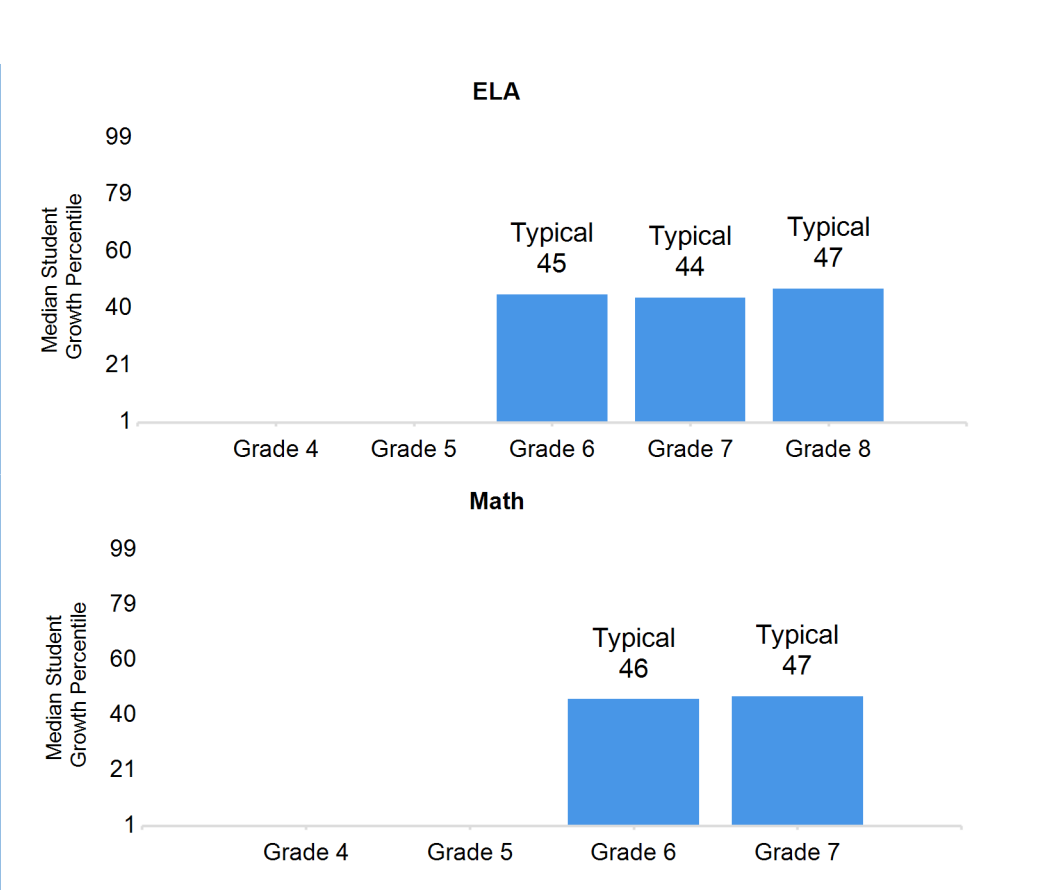
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



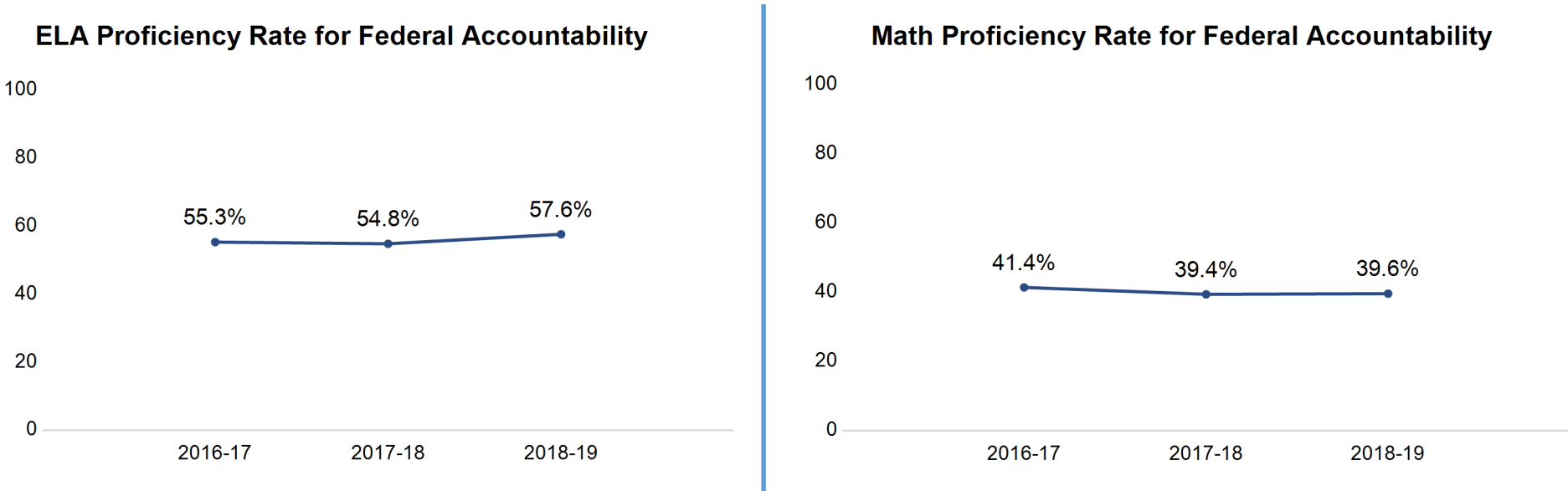


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.4%	97.1%	98.3%	97.2%	96.9%	98.3%
Proficiency Rate for Federal Accountability	55.3%	54.8%	57.6%	41.4%	39.4%	39.6%
Annual Target	51.7%	53.2%	54.7%	39.6%	41.7%	43.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1369	98.3	57.6	57.0	57.9	57.6	54.7	Met Target
White	523	97.6	56.4	57.0	66.9	56.4	53.6	Met Target
Hispanic	358	98.9	50.0	48.7	43.9	50.0	46.1	Met Target
Black or African American	200	98.1	48.0	43.7	38.5	48.0	43.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	241	99.2	78.8	78.8	82.9	78.8	76.3	Met Target
American Indian or Alaska Native	*	*	*	45.5	56.0	*	**	**
Two or More Races	*	*	*	58.0	64.4	*	56.2	Met Target
Female	678	98.3	68.3	65.3	64.8	68.3		
Male	691	98.3	47.2	48.9	51.3	47.2		
Economically Disadvantaged Students	478	98.6	46.0	45.6	40.0	46.0	45.4	Met Target
Non-Economically Disadvantaged Students	891	98.1	63.9	62.8	67.9	63.9		
Students with Disabilities	245	94.4	17.6	*	22.7	17.5	23.1	Not Met
Students without Disabilities	1124	99.2	66.4	*	65.1	66.4		
English Learners	23	100.0	*	*	29.3	*	50.2	Not Met
Non-English Learners	1346	98.3	*	*	60.6	*		
Homeless Students	*	*	*	50.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

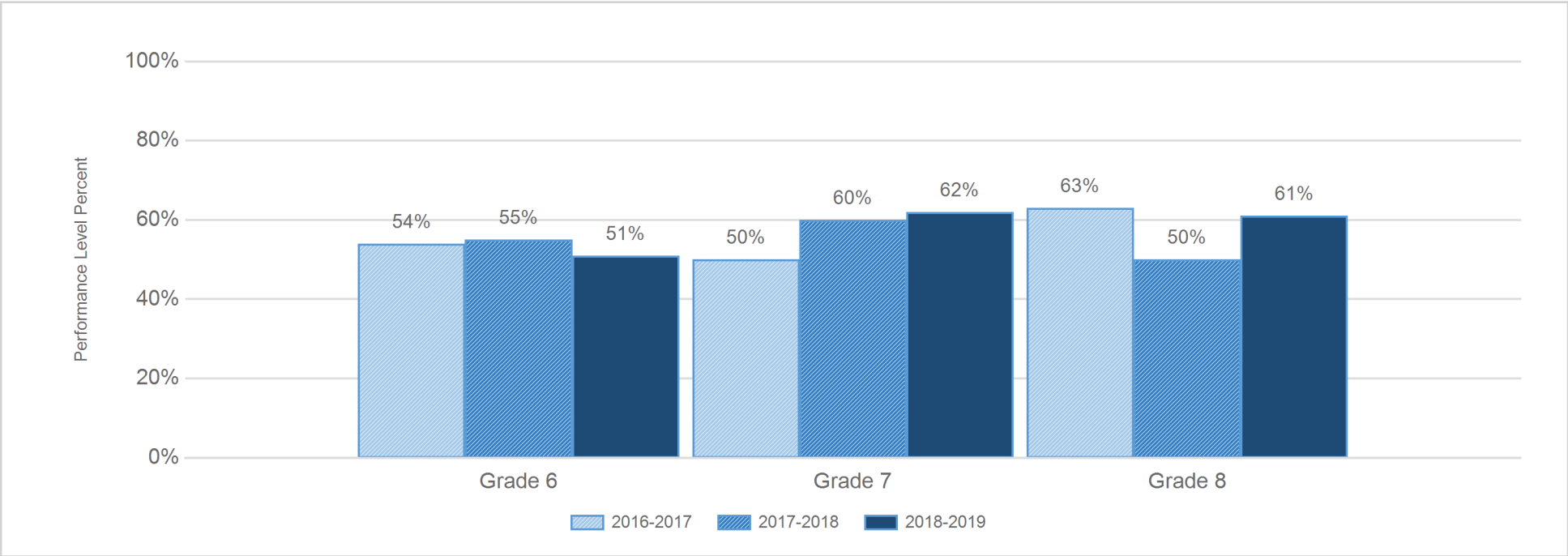


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	453	752	752	754	5%	15%	28%	39%	12%	51%	56%
White	180	753	753	762	*	14%	27%	*	*	56%	65%
Hispanic	118	744	744	743	*	19%	34%	*	*	41%	43%
Black or African American	69	742	742	738	*	19%	29%	*	*	41%	36%
Asian, Native Hawaiian, or Pacific Islander	68	772	772	780	*	*	19%	35%	35%	71%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	224	757	757	762	4%	12%	23%	45%	16%	60%	64%
Male	229	746	746	748	6%	18%	33%	34%	9%	42%	48%
Economically Disadvantaged Students	156	742	742	740	9%	21%	30%	33%	7%	40%	39%
Non-Economically Disadvantaged Students	297	757	757	763	3%	12%	27%	42%	15%	57%	67%
Students with Disabilities	82	722	722	722	*	*	28%	*	*	16%	19%
Students without Disabilities	371	758	758	761	*	*	28%	*	*	59%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Sayreville Middle School
(23-4660-055)
Grades Offered: 06-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	465	758	758	761	9%	9%	21%	36%	25%	62%	63%
White	167	751	751	769	10%	14%	21%	39%	17%	56%	72%
Hispanic	138	753	753	747	*	*	27%	36%	20%	56%	50%
Black or African American	66	753	753	741	*	*	24%	42%	15%	58%	43%
Asian, Native Hawaiian, or Pacific Islander	81	785	785	790	*	*	*	28%	56%	84%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	236	767	767	769	5%	6%	17%	40%	32%	72%	71%
Male	229	749	749	753	13%	12%	24%	32%	18%	51%	55%
Economically Disadvantaged Students	162	748	748	743	14%	9%	23%	40%	14%	54%	45%
Non-Economically Disadvantaged Students	303	764	764	771	6%	9%	20%	35%	31%	66%	73%
Students with Disabilities	85	720	720	720	32%	26%	24%	*	*	19%	22%
Students without Disabilities	380	767	767	769	4%	5%	20%	*	*	71%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Sayreville Middle School
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	447	760	760	762	9%	10%	19%	39%	22%	61%	63%
White	173	758	758	770	8%	11%	21%	42%	18%	60%	72%
Hispanic	103	751	751	747	12%	14%	22%	39%	14%	52%	49%
Black or African American	66	740	740	741	17%	*	26%	*	*	47%	43%
Asian, Native Hawaiian, or Pacific Islander	89	787	787	794	*	*	*	36%	46%	82%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	219	772	772	771	*	*	18%	42%	32%	73%	71%
Male	228	748	748	753	*	*	21%	37%	12%	49%	55%
Economically Disadvantaged Students	151	745	745	743	13%	13%	28%	37%	9%	46%	45%
Non-Economically Disadvantaged Students	296	767	767	772	7%	9%	15%	40%	28%	68%	72%
Students with Disabilities	65	718	718	721	32%	26%	25%	*	*	17%	22%
Students without Disabilities	382	767	767	770	5%	8%	19%	*	*	68%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1375	98.3	39.6	42.7	44.5	39.6	43.9	Not Met
White	523	97.4	39.0	42.6	54.1	39.0	41.8	Met Target†
Hispanic	359	99.2	28.7	*	28.8	28.7	33.8	Not Met
Black or African American	202	98.1	24.8	26.9	23.0	24.8	32.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	243	99.2	69.5	71.0	76.5	69.5	70.1	Met Target†
American Indian or Alaska Native	*	*	*	36.4	42.7	*	**	**
Two or More Races	*	*	*	44.4	53.3	*	36.1	Met Target
Female	681	98.3	42.6	43.1	44.9	42.6		
Male	694	98.3	36.7	42.2	44.2	36.7		
Economically Disadvantaged Students	481	98.6	25.8	31.3	26.3	25.8	34.8	Not Met
Non-Economically Disadvantaged Students	894	98.2	47.1	48.5	54.9	47.1		
Students with Disabilities	246	94.8	*	18.4	17.4	*	18.8	Not Met
Students without Disabilities	1129	99.1	*	47.7	50.0	*		
English Learners	27	96.7	*	14.1	25.0	*	44.6	Not Met
Non-English Learners	1348	98.3	*	43.4	46.5	*		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

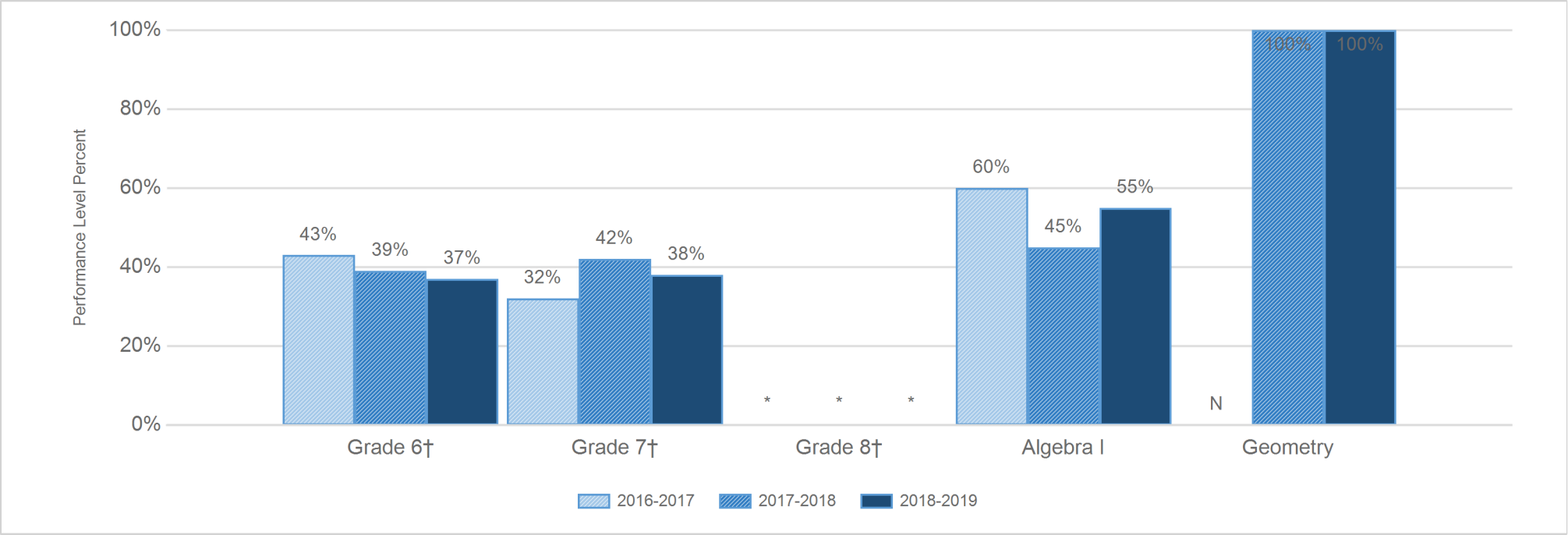


Sayreville Middle School
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	456	739	739	741	7%	27%	29%	32%	4%	37%	41%
White	180	738	738	749	7%	32%	24%	*	*	37%	51%
Hispanic	118	733	733	729	*	31%	34%	*	*	28%	24%
Black or African American	70	730	730	722	*	30%	33%	*	*	24%	19%
Asian, Native Hawaiian, or Pacific Islander	70	763	763	769	*	*	23%	49%	17%	66%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	226	738	738	742	8%	28%	27%	*	*	38%	42%
Male	230	740	740	740	7%	27%	30%	*	*	36%	40%
Economically Disadvantaged Students	157	730	730	726	8%	37%	32%	*	*	22%	21%
Non-Economically Disadvantaged Students	299	744	744	750	7%	22%	27%	*	*	44%	53%
Students with Disabilities	82	715	715	716	*	*	*	*	*	*	12%
Students without Disabilities	374	745	745	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	447	742	742	744	4%	23%	35%	33%	5%	38%	42%
White	163	739	739	751	*	26%	34%	*	*	35%	53%
Hispanic	136	739	739	733	*	22%	44%	*	*	30%	26%
Black or African American	67	737	737	727	*	33%	39%	*	*	27%	21%
Asian, Native Hawaiian, or Pacific Islander	67	757	757	768	*	*	16%	52%	16%	69%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	228	744	744	744	*	23%	34%	*	*	40%	42%
Male	219	739	739	743	*	23%	36%	*	*	36%	42%
Economically Disadvantaged Students	163	735	735	731	*	29%	35%	*	*	29%	24%
Non-Economically Disadvantaged Students	284	745	745	751	*	20%	35%	*	*	43%	53%
Students with Disabilities	86	719	719	718	*	*	*	*	*	*	13%
Students without Disabilities	361	747	747	749	*	*	*	*	*	*	48%
English Learners	10	716	716	716	*	*	*	*	*	10%	10%
Non-English Learners	437	742	742	745	*	*	*	*	*	38%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	115	703	703	728	*	*	*	*	*	*	29%
White	34	699	699	737	*	*	*	*	*	*	38%
Hispanic	43	708	708	722	*	*	*	*	*	*	22%
Black or African American	23	699	699	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	10	708	708	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	43	708	708	731	*	*	*	*	*	*	31%
Male	72	700	700	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	53	707	707	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	62	700	700	735	*	*	*	*	*	*	36%
Students with Disabilities	53	695	695	707	*	*	*	*	*	*	10%
Students without Disabilities	62	711	711	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	339	757	742	744	*	17%	26%	*	*	55%	42%
White	137	754	743	752	*	18%	28%	*	*	53%	53%
Hispanic	62	749	731	728	*	23%	29%	*	*	44%	24%
Black or African American	45	739	727	725	*	*	42%	31%	0%	31%	20%
Asian, Native Hawaiian, or Pacific Islander	84	779	769	775	0%	*	*	49%	29%	77%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	181	757	745	745	*	17%	22%	*	*	58%	44%
Male	158	757	739	743	*	18%	32%	*	*	51%	41%
Economically Disadvantaged Students	100	743	728	727	*	25%	34%	*	*	36%	23%
Non-Economically Disadvantaged Students	239	763	750	752	*	14%	23%	*	*	62%	52%
Students with Disabilities	12	735	711	717	*	*	*	*	*	42%	12%
Students without Disabilities	327	758	747	748	*	*	*	*	*	55%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	19	787	727	737	0%	0%	0%	*	*	100%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	716	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	12	791	747	762	0%	0%	0%	*	*	100%	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	708	712	N	N	N	N	N	N	*
Students without Disabilities	19	787	730	741	0%	0%	0%	*	*	100%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	19	787	*	738	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
8	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	27.8%	**	**

† 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	23	*	*
3-4	*	*	*
5 or more	*	*	*



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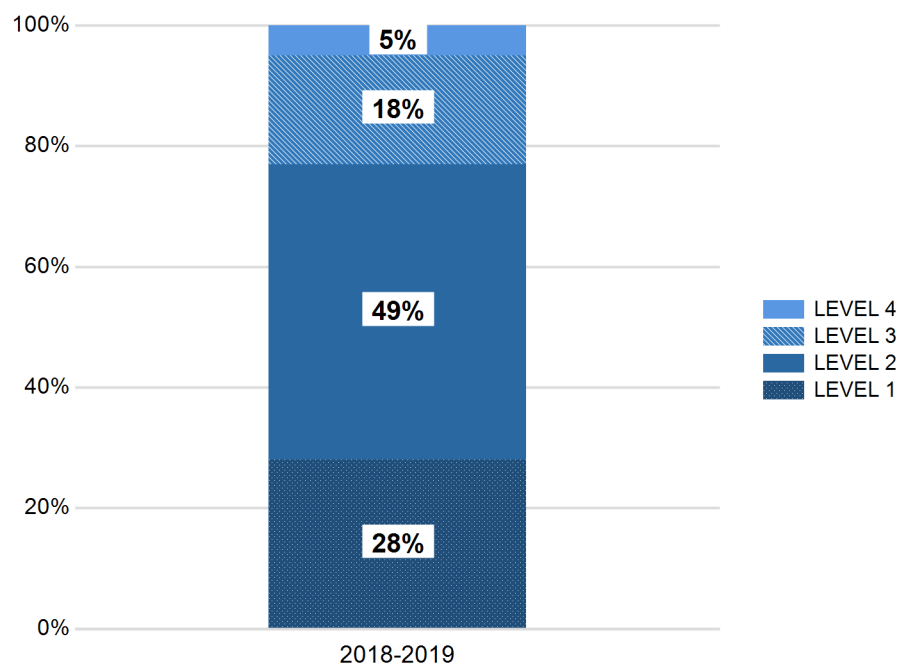
Report Key:

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	28	49	18	5
White	21	57	18	4
Hispanic	37	49	13	1
Black or African American	46	49	4	0
Asian, Native Hawaiian, or Pacific Islander	17	32	33	18
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	23	51	20	5
Male	33	46	15	6
Economically Disadvantaged Students	44	45	8	3
Non-Economically Disadvantaged Students	20	51	23	7
Students with Disabilities	68	31	2	0
Students without Disabilities	22	52	20	6
English Learners	N	N	N	N
Non-English Learners	28	49	18	5
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	486
7	0	0	492
8	324	20	118
Total	324	20	1096

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	467	0	0	0	0	0	0
7	481	0	0	0	0	0	0
8	443	0	0	0	0	0	0
Total	1391	0	0	0	0	0	0



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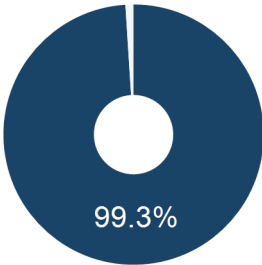
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Visual and Performing Arts – Course Participation

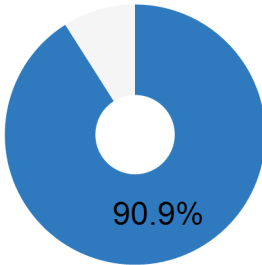
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

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

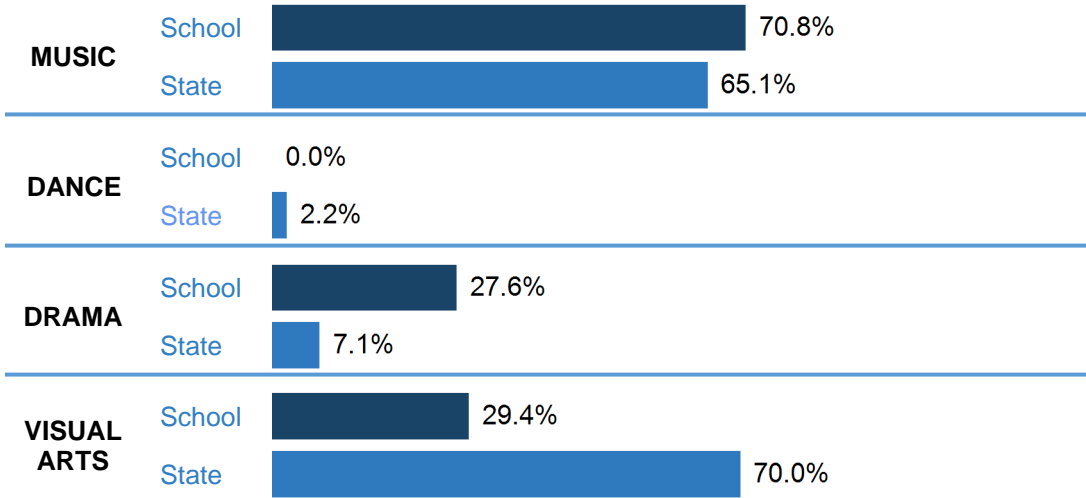


School



State

Students enrolled in one or more classes by discipline:





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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

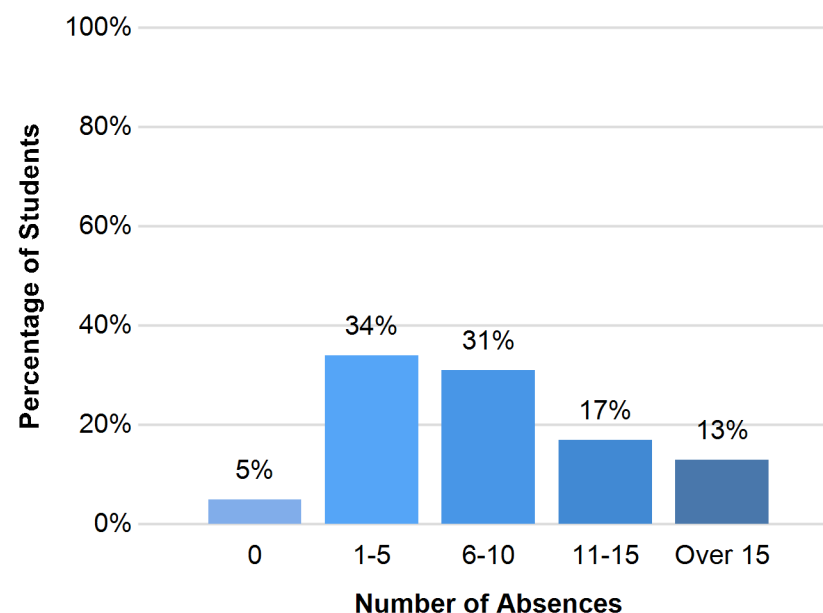
Chronic Absenteeism

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	107	7.6	9.1	Met
White	57	10.6	9.1	Not Met
Hispanic	20	5.5	9.1	Met
Black or African American	13	6.2	9.1	Met
Asian, Native Hawaiian, or Pacific	14	5.6	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Met
Female	58	8.3		
Male	49	6.9		
Economically Disadvantaged Students	58	10.9	9.1	Not Met
Students with Disabilities	30	11.5	9.1	Not Met
English Learners	2	5.9	9.1	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





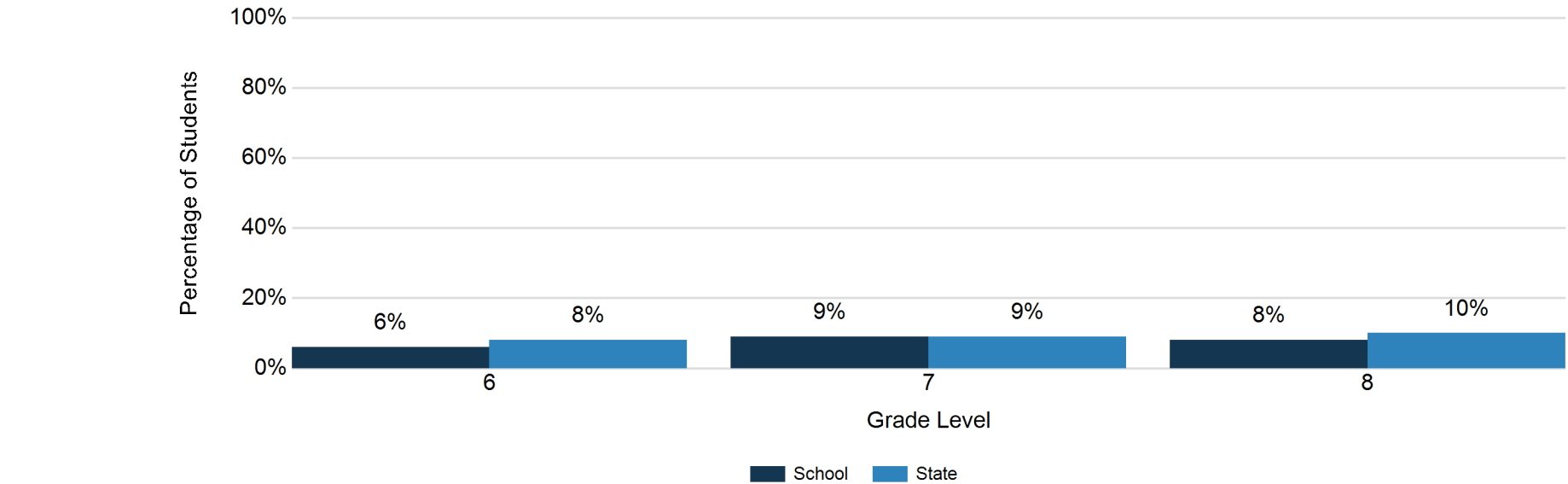
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	27
Weapons	2
Vandalism	5
Substances	2
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	42
Incidents Per 100 Students Enrolled	2.99

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Religion	0	0	0
Ancestry	1	1	2
Gender	1	0	1
Sexual Orientation	1	0	1
Disability	2	0	2
Other	4	7	11
No Identified Nature	2		2

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	6
Weapons	2
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	1

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	72	5.1%
Out-of-School Suspensions	102	7.3%
Any Suspension	135	9.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
252



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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	122	118,214
Average years experience in public schools	12.9	12.1
Average years experience in district	12.1	10.8
Percentage of Teachers with 4 or more years experience in the district	84.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	15.6	16.0
Average years experience in district	12.7	12.0
Percentage of Administrators with 4 or more years experience in the district	74.2%	76.9%

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	12:1	12:1
Students to Administrators	468:1	198:1
Teachers to Administrators	41:1	16:1
Students to Librarians/Media Specialists		1228:1
Students to Nurses		768:1
Students to Counselors		439:1
Students to Child Study Team Members		323:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.8%	69.7%	33.3%	48.4%	77.1%	54.9%
Male	50.2%	30.3%	66.7%	51.6%	22.9%	45.1%
White	38.4%	92.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	25.7%	5.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.9%	0.8%	0.0%	15.0%	6.6%	13.9%
Asian	17.4%	0.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

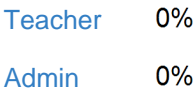
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.4%	90.5%
2017-18 Administrators: Same district 2018-19	92.9%	87.9%

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
2018-19	94.7%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.3%	54.8%	57.6%
Math Proficiency	41.4%	39.4%	39.6%
ELA Growth	48	40	45
Math Growth	42	41	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		23.1%	27.8%
Chronic Absenteeism	7.4%	9.2%	7.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Met Standard	Met Standard	**	Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Not Met	Not Met	**	**	**	Met	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 the school or district directly.



Highlights:

- Sayreville Middle School includes grades 6 - 8 with an enrollment of 1406 students. The school was recognized by Special Olympics as a Unified Champion School.
- Sayreville Middle School's Character Education Pennant Program/Medal of Honor Program recognizes students for positive behaviors, school involvement and academic achievement.
- Sayreville Middle School was granted a school charter to establish a chapter of the National Junior Honor Society during the 2019 - 2020 school year.



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 recognized by Special Olympics as a Unified Champion School. SMS was selected by the NJDOE to participate in the New Jersey School Climate Transformation Project and was chosen to be a National Junior Honor Society Chapter.



Sayreville Middle School

(23-4660-055)

Grades Offered: 06-08

2018-2019

Report Key:

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School Narrative

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Courses, Curriculum, Instruction:

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 elective classes each day which include Art, Music, STEM, Spanish, Instrumental Music, 21st Century Skills, and Technology. Student choice electives include Computer Science, Forensics, Music and Technology, Histories Mysteries, and Art - Explore! Imagine! Discover!



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Coed), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Coed), Wrestling (Boys & Girls)

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.



Clubs and Activities:

Sayreville Middle School offers the following clubs and activities: Student Council, Peer Leadership, School Climate Team, Community Service, Concert Band, Marching Band (with SWMHS), Odyssey of the Mind, Yearbook, Newspaper. Literacy Magazine, etc.





Sayreville Middle School
 (23-4660-055)
 Grades Offered: 06-08
 2018-2019

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School Narrative

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 <p>Before and After School Programs:</p>	<p>Sayreville Middle School offers Mathematics and Literacy Academies before and after school to address the needs of struggling learners. In addition, English Language Learners have the opportunity to receive supplemental English instruction.</p>
 <p>Staff and Professional Learning:</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>



Sayreville Middle School
(23-4660-055)
Grades Offered: 06-08
2018-2019

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Student Supports and Services:

Sayreville Middle School is committed to recognizing and addressing the diverse learning needs of our students. SMS has an extremely active RTI 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/after school LAL and Math academies provide supplemental support to regular education, special education and ELL students. The school also offers Lunch & Learn sessions where students build their language arts skills during the school.



Student Health and Wellness:

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.



Parent and Community Involvement:

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, Baking Club, etc. The school also invites parents and community members into the school to participate in various activities. The school has a parent portal (OnCourse Connect) where parents can monitor student progress. It is found on the sayrevillek12.net website.






Sayreville Middle School
 (23-4660-055)
 Grades Offered: 06-08
 2018-2019

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 <p>Climate Surveys:</p>	<p>The climate survey is administered once per school year through the Rutgers Climate Transformation Project which reviewed the following areas; physical environment, teaching and learning, morale, relationships, parental support and engagement, safety, emotional environment, administration support, and inclusion and diversity.</p>
 <p>Facilities:</p>	<p>The Sayreville Middle School is 51 years old and is consistently updating it's infrastructure as well as the buildings envelope. The school has a number of traditional classrooms as well as a few science labs. The media center is a very large space where students can research via the internet or by traditional resources. There are a number of lab areas within this space where whole classes can visit for educational needs. The building is partially air-conditioned.</p>
 <p>School Safety:</p>	<p>The Sayreville Middle School has a number of campus security monitors with plans to construct a retention vestibule where visitors sign in daily. The school also has a School Resource Officer who supports the student body.</p>




Sayreville Middle School
(23-4660-055)
Grades Offered: 06-08
2018-2019

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<div>Other Information</div>	School structure: 9 - 40 minute periods; Blocked time for LAL and Math.
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Sayreville War Memorial High School
 (23-4660-050)
 Grades Offered: 09-12
 2018-2019

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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

Notes from the New Jersey Department of Education:



Sayreville War Memorial High School
 (23-4660-050)
 Grades Offered: 09-12
 2018-2019

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School Contact Information

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 School District
Principal Name	Mr. Dale Rubino
Address	820 WASHINGTON ROAD PARLIN, NJ 08859-1050
Phone Number	732-525-5252
Email Address	dale.rubino@sayrevillek12.net
Website	http://www.sayrevillehigh.net/
Twitter	https://twitter.com/SWMHSbombers



Sayreville War Memorial High School
 (23-4660-050)
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 2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	428	463	468
10	439	429	465
11	399	444	424
12	398	390	437
Total	1,664	1,726	1,794

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.9%	49.1%	49.0%
Male	50.1%	50.9%	51.0%
Economically Disadvantaged Students	34.4%	32.5%	31.8%
Students with Disabilities	14.3%	14.6%	15.3%
English Learners	1.4%	1.3%	2.6%
Homeless Students	0.3%	0.6%	0.5%
Students in Foster Care	0.1%	0.2%	0.2%
Military-Connected Students	0.0%	0.6%	0.1%
Migrant Students	0.1%	0.0%	0.0%

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	2016-17	2017-18	2018-19
White	45.9%	43.6%	41.4%
Hispanic	19.2%	20.9%	21.2%
Black or African American	15.8%	16.2%	17.7%
Asian	15.8%	15.6%	16.5%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	2.9%	3.3%	2.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,664	1,725	1,792
Shared Time Students	0	1	2
Full Time Equivalent	1,664	1,726	1,793

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	73.6%
Spanish	7.8%
Gujarati	3.0%
Polish	2.3%
Urdu	2.2%
Other Languages	11.2%



Sayreville War Memorial High School

(23-4660-050)

Grades Offered: 09-12

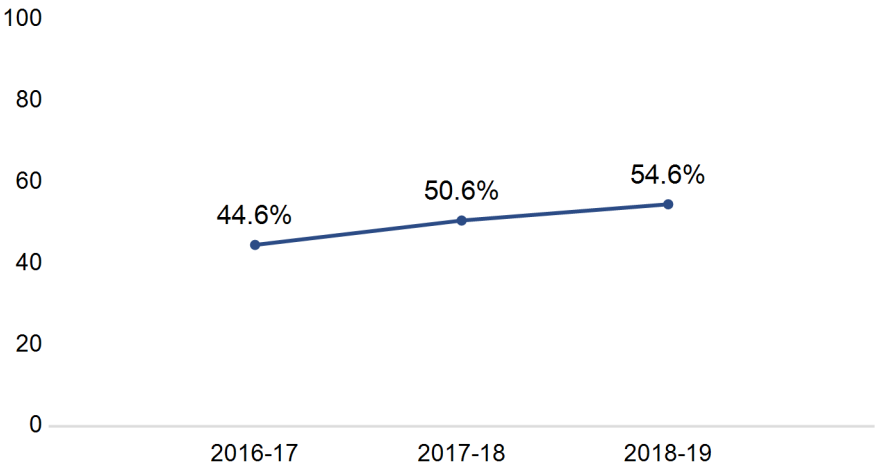
2018-2019

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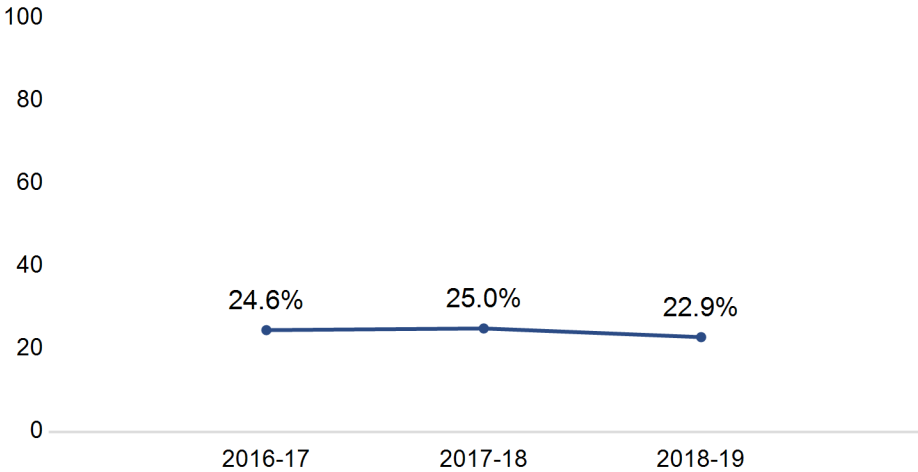
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.9%	99.4%	98.1%	97.7%	99.4%	98.5%
Proficiency Rate for Federal Accountability	44.6%	50.6%	54.6%	24.6%	25.0%	22.9%
Annual Target	51.8%	53.3%	54.8%	25.8%	28.6%	31.5%
Met Annual Target?	Not Met	Met Target†	Met Target†	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	875	98.1	54.6	57.0	57.9	54.6	54.8	Met Target†
White	338	97.7	58.0	57.0	66.9	58.0	54.8	Met Target
Hispanic	204	97.2	45.1	48.7	43.9	45.1	43.5	Met Target
Black or African American	149	98.7	37.6	43.7	38.5	37.6	46.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	162	99.4	78.4	78.8	82.9	78.4	74.3	Met Target
American Indian or Alaska Native	*	*	*	45.5	56.0	*	**	**
Two or More Races	*	*	*	58.0	64.4	*	51.3	Not Met
Female	435	98.0	61.8	65.3	64.8	61.8		
Male	440	98.3	47.5	48.9	51.3	47.5		
Economically Disadvantaged Students	253	97.4	38.7	45.6	40.0	38.7	42.9	Met Target†
Non-Economically Disadvantaged Students	622	98.4	61.1	62.8	67.9	61.1		
Students with Disabilities	127	94.3	15.0	*	22.7	14.8	21.4	Not Met
Students without Disabilities	748	98.8	61.4	*	65.1	61.4		
English Learners	26	100.0	*	*	29.3	*	36.6	Not Met
Non-English Learners	849	98.1	*	*	60.6	*		
Homeless Students	*	*	*	50.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

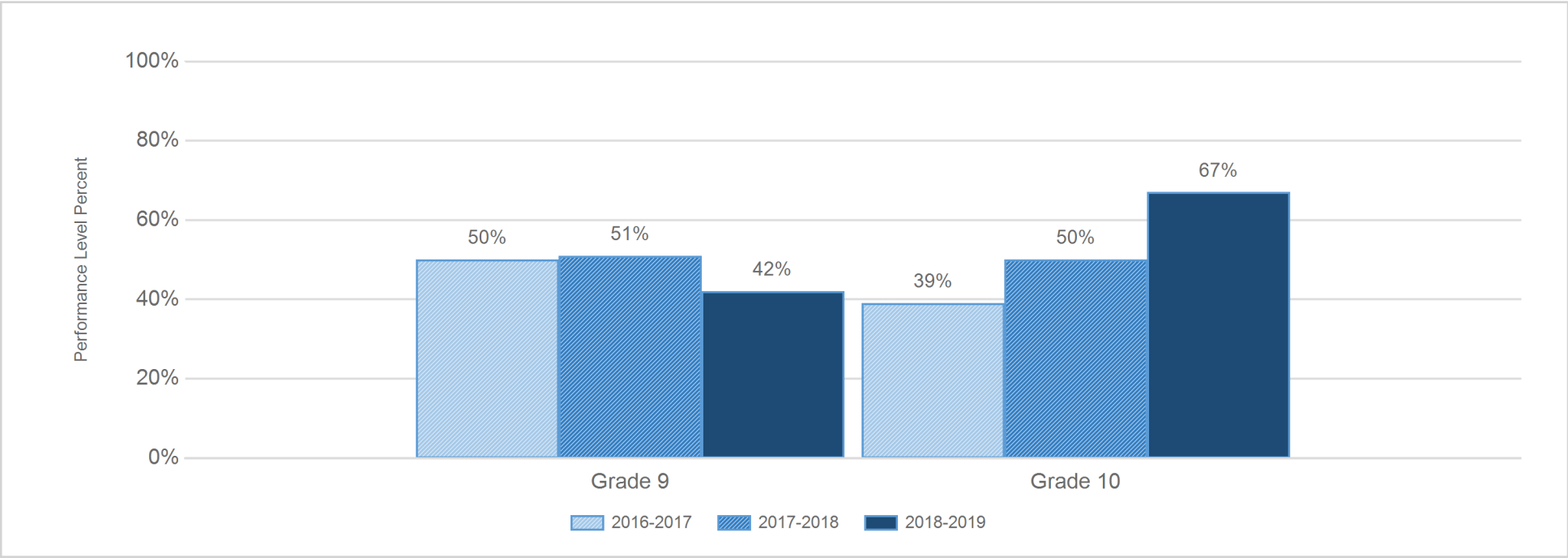


Sayreville War Memorial High School
(23-4660-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	451	743	743	753	11%	19%	27%	32%	10%	42%	56%
White	166	744	744	762	9%	20%	23%	40%	7%	47%	65%
Hispanic	98	733	733	737	13%	26%	34%	*	*	28%	40%
Black or African American	89	729	729	732	18%	25%	33%	*	*	25%	33%
Asian, Native Hawaiian, or Pacific Islander	83	769	769	783	*	*	23%	39%	31%	70%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	228	751	751	760	8%	11%	30%	37%	14%	51%	63%
Male	223	735	735	746	15%	27%	25%	26%	6%	33%	49%
Economically Disadvantaged Students	137	732	732	734	15%	26%	33%	*	*	26%	36%
Non-Economically Disadvantaged Students	314	748	748	762	10%	16%	25%	*	*	49%	65%
Students with Disabilities	69	714	714	717	32%	32%	25%	*	*	12%	17%
Students without Disabilities	382	748	748	760	8%	17%	28%	*	*	48%	63%
English Learners	15	710	710	693	*	*	*	*	*	*	*
Non-English Learners	436	744	744	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Sayreville War Memorial High School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	437	766	766	757	10%	8%	15%	36%	31%	67%	58%
White	174	767	767	767	6%	10%	16%	37%	32%	68%	67%
Hispanic	110	753	753	738	16%	*	16%	*	*	61%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	82	794	794	792	*	*	*	23%	62%	85%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	213	773	773	766	7%	6%	15%	37%	34%	71%	66%
Male	224	760	760	749	12%	11%	14%	35%	28%	63%	51%
Economically Disadvantaged Students	117	749	749	735	16%	12%	19%	35%	18%	53%	40%
Non-Economically Disadvantaged Students	320	773	773	767	7%	7%	13%	37%	36%	72%	67%
Students with Disabilities	57	715	715	711	30%	28%	21%	*	*	21%	19%
Students without Disabilities	380	774	774	765	7%	6%	14%	*	*	74%	65%
English Learners	11	674	674	687	*	*	*	*	*	*	*
Non-English Learners	426	769	769	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	886	98.5	22.9	42.7	44.5	22.9	31.5	Not Met
White	338	98.0	21.9	42.6	54.1	21.9	31.3	Not Met
Hispanic	207	98.2	*	*	28.8	*	22.2	Not Met
Black or African American	155	98.1	*	26.9	23.0	*	21.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	163	100.0	55.2	71.0	76.5	55.2	50.2	Met Target
American Indian or Alaska Native	*	*	*	36.4	42.7	*	**	**
Two or More Races	*	*	23.8	44.4	53.3	23.8	37.3	Met Target†
Female	440	98.2	22.5	43.1	44.9	22.5		
Male	446	98.7	23.3	42.2	44.2	23.3		
Economically Disadvantaged Students	261	98.2	13.0	31.3	26.3	13.0	20	Not Met
Non-Economically Disadvantaged Students	625	98.6	27.0	48.5	54.9	27.0		
Students with Disabilities	130	95.1	*	18.4	17.4	*	15.2	Not Met
Students without Disabilities	756	99.1	*	47.7	50.0	*		
English Learners	25	100.0	12.0	14.1	25.0	12.0	23.3	Not Met
Non-English Learners	861	98.4	23.2	43.4	46.5	23.2		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

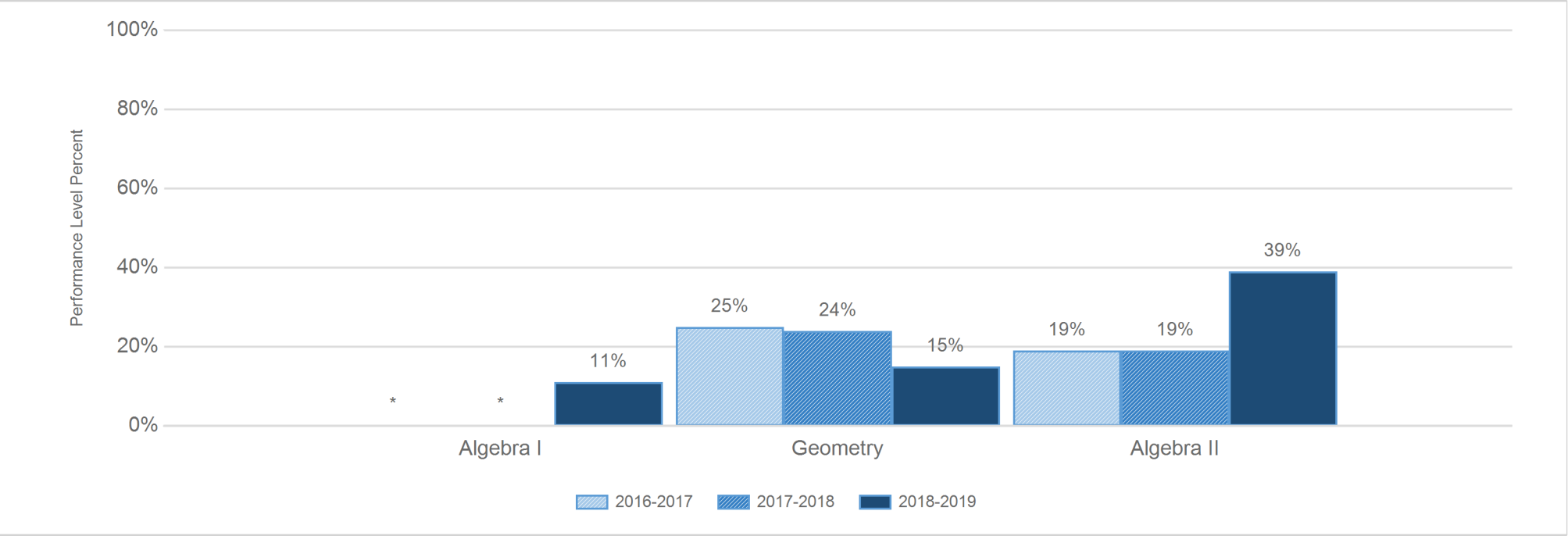


Sayreville War Memorial High School
(23-4660-050)
Grades Offered: 09-12
2018-2019

Report Key:
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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Sayreville War Memorial High School
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 2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	197	717	742	744	20%	53%	16%	*	*	11%	42%
White	68	721	743	752	16%	51%	16%	16%	0%	16%	53%
Hispanic	52	709	731	728	*	*	*	*	*	*	24%
Black or African American	45	715	727	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	22	727	769	775	*	*	*	*	*	23%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	10	708	*	752	*	*	*	*	*	10%	51%
Female	85	720	745	745	*	*	*	*	*	*	44%
Male	112	714	739	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	82	709	728	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	115	722	750	752	*	*	*	*	*	*	52%
Students with Disabilities	62	707	711	717	*	*	*	*	*	*	12%
Students without Disabilities	135	721	747	748	*	*	*	*	*	*	47%
English Learners	18	720	*	710	*	*	*	*	*	17%	*
Non-English Learners	179	716	*	745	*	*	*	*	*	10%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	397	724	727	737	13%	36%	36%	*	*	15%	35%
White	143	723	*	743	13%	36%	39%	11%	0%	11%	43%
Hispanic	93	721	*	724	*	*	*	*	*	*	17%
Black or African American	78	716	716	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	73	739	747	762	*	*	34%	42%	0%	42%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	205	727	*	738	9%	32%	43%	*	*	16%	36%
Male	192	721	*	736	16%	41%	28%	*	*	15%	34%
Economically Disadvantaged Students	113	718	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	284	727	*	743	*	*	*	*	*	*	43%
Students with Disabilities	57	708	708	712	*	*	*	*	*	*	*
Students without Disabilities	340	727	730	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Sayreville War Memorial High School
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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	307	738	738	755	17%	20%	24%	*	*	39%	58%
White	129	737	737	758	17%	19%	28%	*	*	36%	62%
Hispanic	68	714	714	731	31%	38%	16%	15%	0%	15%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	71	764	764	777	*	*	14%	*	*	76%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	157	734	734	752	17%	24%	24%	*	*	34%	55%
Male	150	741	741	758	17%	15%	23%	*	*	45%	62%
Economically Disadvantaged Students	68	729	729	729	19%	31%	21%	*	*	29%	32%
Non-Economically Disadvantaged Students	239	740	740	761	17%	16%	25%	*	*	42%	65%
Students with Disabilities	12	717	717	715	*	*	*	*	*	17%	25%
Students without Disabilities	295	738	738	756	*	*	*	*	*	40%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	307	738	738	755	17%	20%	24%	*	*	39%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Sayreville War Memorial High School
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	42.9%	40.9%	Met Target

† 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	31	77.4%	22.6%
3-4	11	*	*
5 or more	*	*	*



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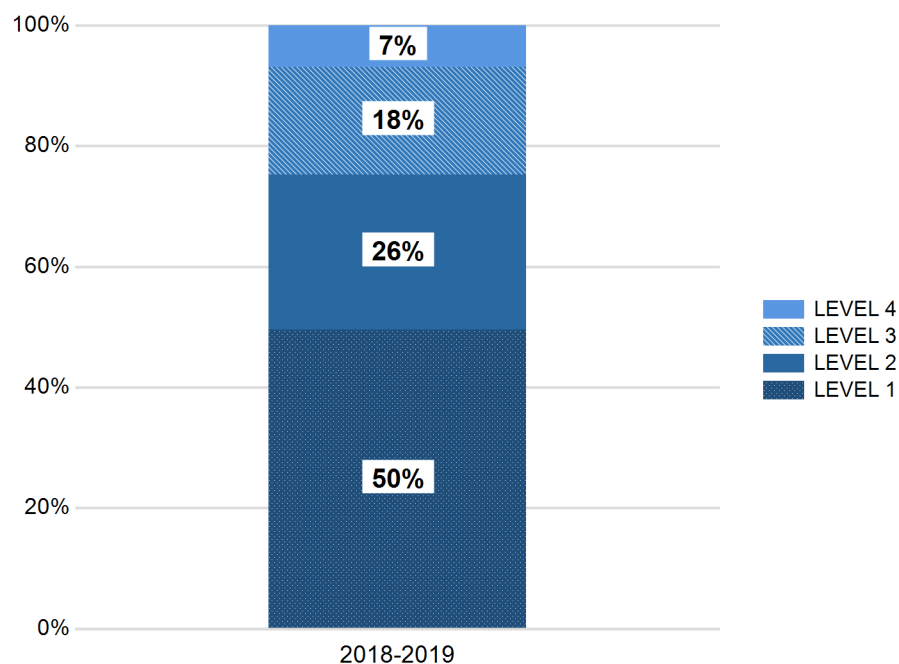
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	50	26	18	7
White	46	31	14	8
Hispanic	56	23	15	6
Black or African American	68	21	11	0
Asian, Native Hawaiian, or Pacific Islander	31	22	34	13
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	51	27	17	6
Male	49	25	18	8
Economically Disadvantaged Students	56	27	11	6
Non-Economically Disadvantaged Students	48	26	20	7
Students with Disabilities	79	15	4	1
Students without Disabilities	44	28	20	8
English Learners	N	N	N	N
Non-English Learners	50	26	18	7
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	34.1%	84.5%
12th graders taking SAT in 2018-19 or prior years	78.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	15.3%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	517	476	Grade 10: 430 Grade 11: 460	76%	61%
PSAT 10/NMSQT - Math	515	477	Grade 10: 480 Grade 11: 510	57%	43%
SAT - Reading and Writing	534	539	480	73%	70%
SAT - Math	544	541	530	52%	53%
ACT - Reading	23	25	22	57%	66%
ACT - English	22	24	18	79%	81%
ACT - Math	22	24	22	46%	65%
ACT - Science	21	24	23	39%	57%



Sayreville War Memorial High School
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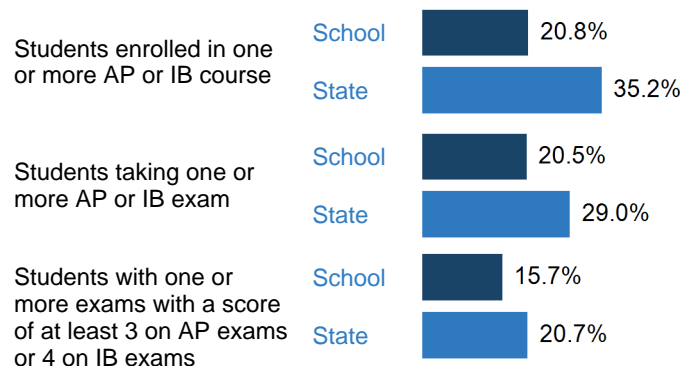
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. 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 list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. 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 AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	13	12
AP Biology	29	30
AP Calculus AB	35	34
AP Calculus BC	19	19
AP Chemistry	21	21
AP English Language and Composition	51	51
AP English Literature and Composition	33	33
AP Environmental Science	1	15
AP Government	9	0
AP Macroeconomics	3	3
AP Microeconomics	1	1
AP Music Theory	0	1
AP Psychology	13	12
AP Spanish Language	29	29
AP Statistics	44	42
AP U.S. Government and Politics	0	9



Sayreville War Memorial High School

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2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	92	49
Total Exams taken		361
Exams with scores of at least 3 on AP exams or 4 on IB exams		272



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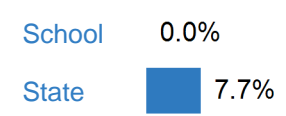
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

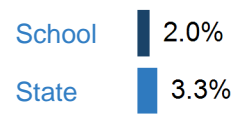
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





Sayreville War Memorial High School
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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	*	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Manufacturing	*		
Total (All Clusters)	*	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	169	294	13	0	0	0	68
10	202	130	137	0	0	0	44
11	3	50	106	196	0	3	84
12	0	22	34	104	88	41	159
Total	374	496	290	300	88	44	355
Enrolled in AP/IB Course					54	44	0
Enrolled in Dual Enrollment Course	0	0	0	300	35	0	102

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	117	0	3	213	157	0
10	320	152	3	13	4	5
11	21	252	75	44	70	34
12	14	14	42	111	57	118
Total	472	418	123	381	288	157
Enrolled in AP/IB Course	29	21		1	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	476	1	2	0	0	71
10	16	456	152	0	0	43
11	5	429	198	8	0	63
12	2	77	97	48	6	222
Total	499	963	449	56	6	399
Enrolled in AP/IB Course	0	92	3	13		9
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	386	44	0	0	0	0	0
10	357	50	0	0	0	0	0
11	234	24	0	0	0	0	0
12	80	21	0	3	1	2	0
Total	1057	139	0	3	1	2	0
Enrolled in AP/IB Course	29	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	290	43	0	0	0	0	0



Sayreville War Memorial High School
 (23-4660-050)
 Grades Offered: 09-12
 2018-2019

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	2	0	0	1	0	0
11	7	0	0	3	0	0
12	41	0	1	17	0	0
Total	50	0	1	21	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Polish	*
Spanish	*
Total	*



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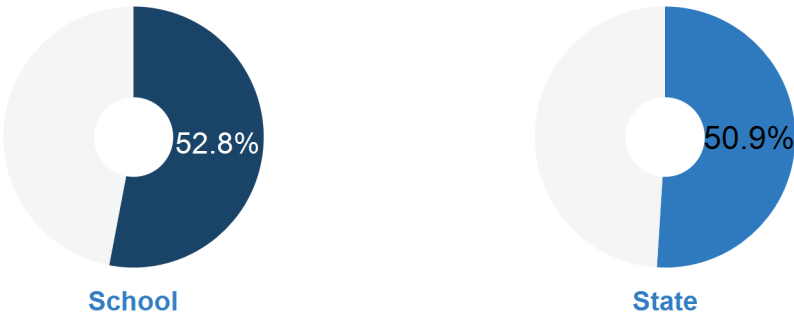
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Visual and Performing Arts – Course Participation

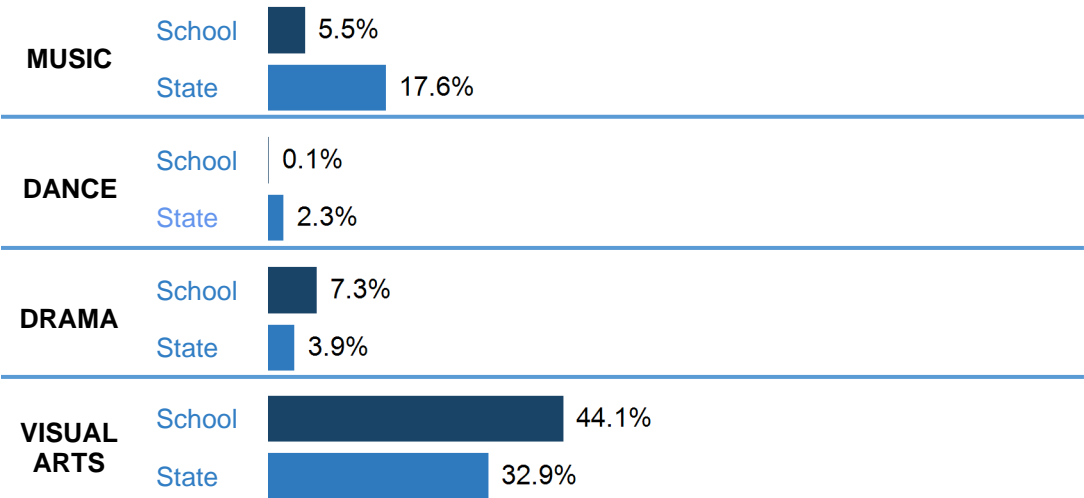
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





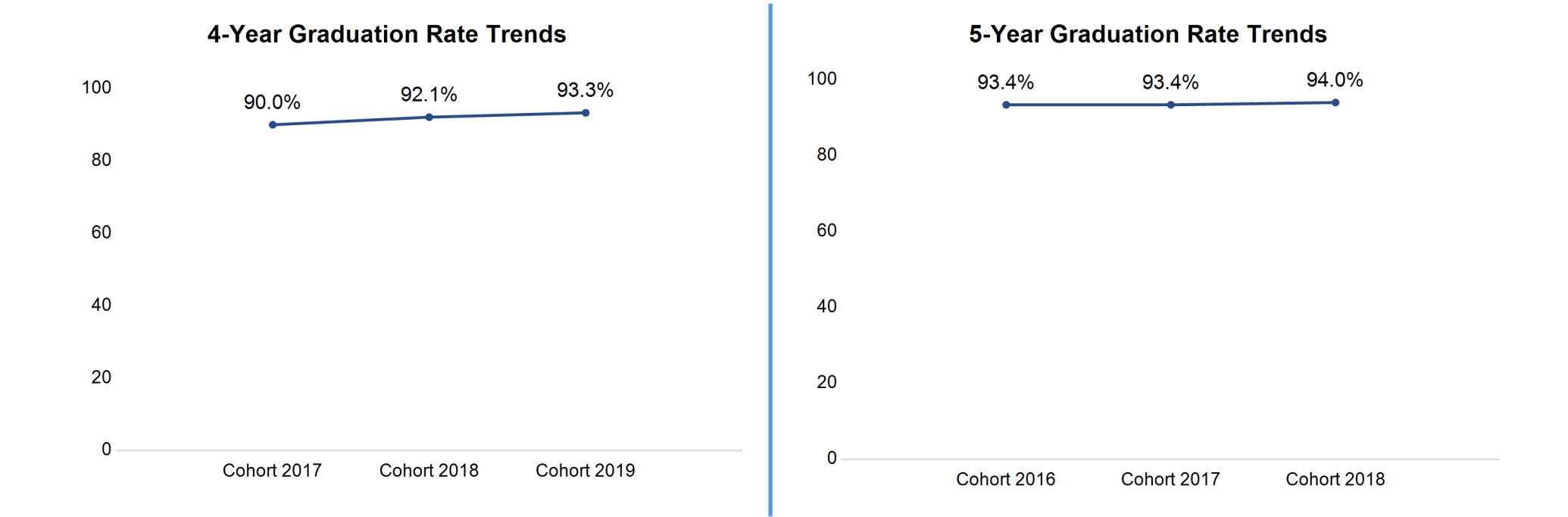
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	90.0%	92.1%	93.3%	93.4%	93.4%	94.0%
Annual Target	90.4%	90.7%		93.1%	93.3%	
Met Annual Target?	Not Met	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	93.3%	90.6%	94.0%	92.5%	92.1%	90.7%	Met Target	93.4%	93.3%	Met Target
White	94.9%	94.9%	94.7%	95.9%	93.2%	91.5%	Met Target	95.7%	N	Met Goal
Hispanic	88.4%	84.5%	88.2%	87.3%	84.2%	87.9%	Not Met	85.9%	90.0%	Not Met
Black or African American	92.3%	83.3%	93.8%	87.1%	90.8%	90.1%	Met Target	*	95.3%	Not Met
Asian, Native Hawaiian or Pacific Islander	94.2%	96.9%	*	97.8%	*	N	Met Goal	97.1%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	100.0%	91.4%	*	94.2%	*	**	**	*	**	**
Female	96.6%	92.8%	95.3%	94.4%	93.1%			95.6%		
Male	90.7%	88.5%	92.5%	90.8%	91.0%			91.4%		
Economically Disadvantaged Students	86.6%	84.0%	89.9%	87.3%	87.8%	89.2%	Not Met	90.1%	92.3%	Not Met
Students with Disabilities	80.3%	79.2%	86.0%	83.8%	80.7%	77.5%	Met Target	81.7%	81.5%	Met Target
English Learners	*	75.4%	90.0%	80.1%	90.0%	**	**	72.7%	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			*		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	55.7%	63.6%
Substitute Competency Test	33.6%	25.8%
Portfolio Appeals Process	0.2%	0.7%
Alternate Requirements specified in IEP	10.4%	10.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.3%	1.2%
2017-2018	0.1%	1.2%
2016-2017	0.2%	1.1%



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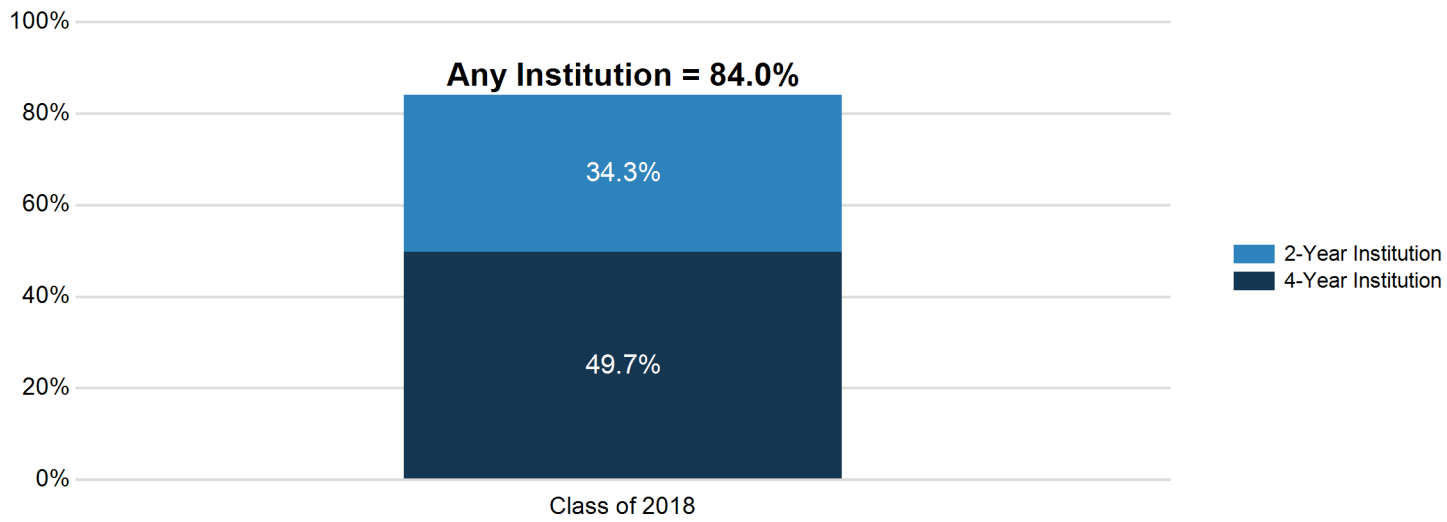
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	34.3%
% Enrolled in 4-Year Institution	49.7%
% Enrolled in Any Postsecondary Institution	84.0%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	75.7%	33.2%	66.8%
White	75.2%	33.5%	66.5%
Hispanic	67.5%	48.1%	51.9%
Black or African American	73.9%	29.4%	70.6%
Asian, Native Hawaiian, or Pacific Islander	93.9%	22.6%	77.4%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	73.7%	38.1%	61.9%
Students with Disabilities	38.6%	63.6%	36.4%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	84%	40.8%	59.2%	82.2%	17.8%	85.5%	14.5%
White	80.6%	41.6%	58.4%	76%	24%	88.3%	11.7%
Hispanic	82.9%	56.9%	43.1%	87.9%	12.1%	84.5%	15.5%
Black or African American	85.7%	41.7%	58.3%	93.8%	6.3%	81.3%	18.8%
Asian, Native Hawaiian, or Pacific Islander	92.2%	25.4%	74.6%	86.4%	13.6%	91.5%	8.5%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	92.3%	25%	75%	66.7%	33.3%	41.7%	58.3%
Economically Disadvantaged Students	75.6%	49.5%	50.5%	86%	14%	88.2%	11.8%
Students with Disabilities	61.2%	63.3%	36.7%	83.3%	16.7%	93.3%	6.7%
English Learners	*	*	*	*	*	*	*



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

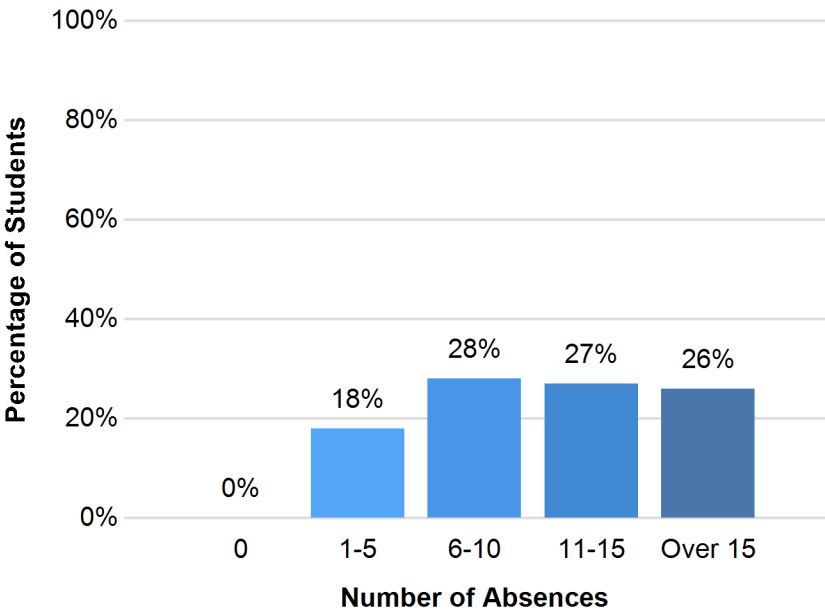
Chronic Absenteeism

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	318	17.4	14.2	Not Met
White	157	20.7	14.2	Not Met
Hispanic	82	21.2	14.2	Not Met
Black or African American	40	12.4	14.2	Met
Asian, Native Hawaiian, or Pacific	29	9.4	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	150	16.9		
Male	168	17.9		
Economically Disadvantaged Students	145	24.2	14.2	Not Met
Students with Disabilities	73	24.1	14.2	Not Met
English Learners	5	10.9	14.2	Met
Homeless Students	7	70.0		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

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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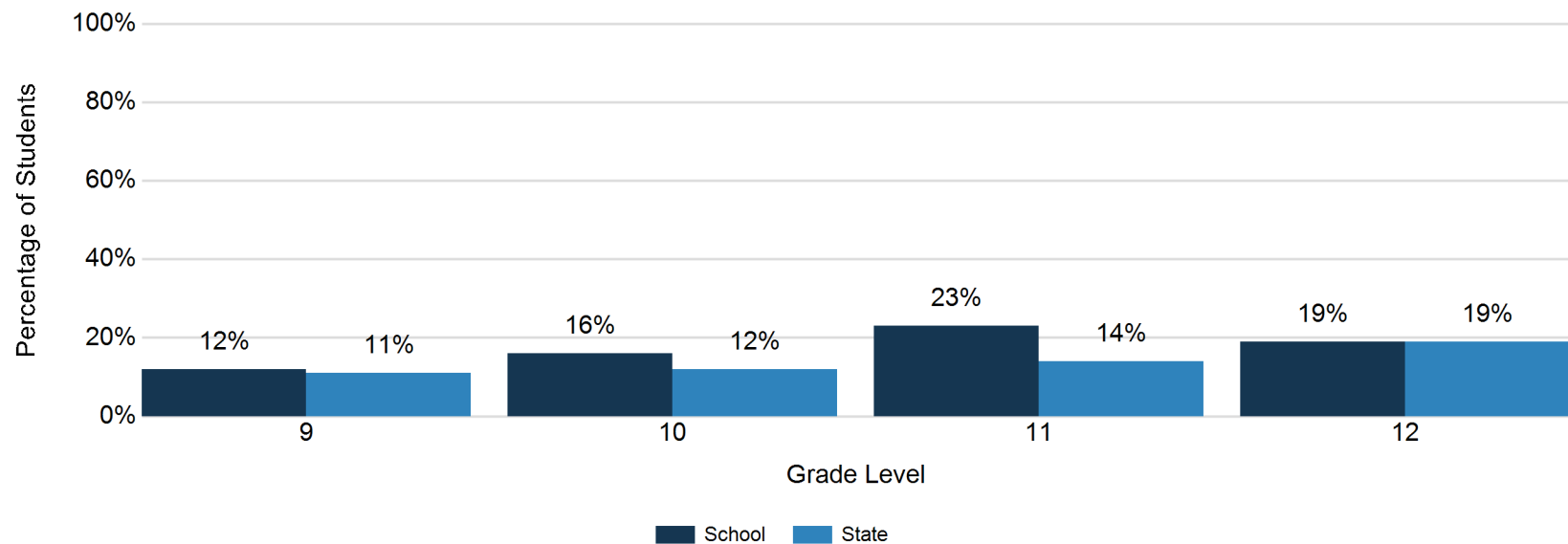
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	68
Weapons	8
Vandalism	8
Substances	28
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	127
Incidents Per 100 Students Enrolled	7.08

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	5	0	5
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	2	2
Disability	1	2	3
Other	26	10	36
No Identified Nature	0		0

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	24
Weapons	7
Vandalism	5
Substances	11
Harassment, Intimidation, Bullying (HIB)	6
Other Incidents Leading to Removal	2

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	189	10.5%
Out-of-School Suspensions	174	9.7%
Any Suspension	264	14.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
898



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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	140	118,214
Average years experience in public schools	10.2	12.1
Average years experience in district	8.7	10.8
Percentage of Teachers with 4 or more years experience in the district	72.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	15.6	16.0
Average years experience in district	12.7	12.0
Percentage of Administrators with 4 or more years experience in the district	74.2%	76.9%

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	12:1
Students to Administrators	359:1	198:1
Teachers to Administrators	28:1	16:1
Students to Librarians/Media Specialists		1228:1
Students to Nurses		768:1
Students to Counselors		439:1
Students to Child Study Team Members		323:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.0%	63.6%	40.0%	48.4%	77.1%	54.9%
Male	51.0%	36.4%	60.0%	51.6%	22.9%	45.1%
White	41.4%	82.9%	80.0%	42.4%	83.6%	77.4%
Hispanic	21.2%	8.6%	20.0%	29.9%	7.3%	7.2%
Black or African American	17.7%	3.6%	0.0%	15.0%	6.6%	13.9%
Asian	16.5%	4.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.7%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.4%	90.5%
2017-18 Administrators: Same district 2018-19	92.9%	87.9%

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
2018-19	94.7%



Sayreville War Memorial High School
(23-4660-050)
Grades Offered: 09-12
2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.6%	50.6%	54.6%
Math Proficiency	24.6%	25.0%	22.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	90.0%	92.1%	93.3%
5-Year Graduation Rate†	93.4%	93.4%	94.0%
Progress toward English Language Proficiency		86.4%	42.9%
Chronic Absenteeism	16.2%	16.9%	17.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Met Target	Met Target	Met Target	Not Met	No
White	Met Target	Not Met	Met Target	Met Goal	n/a	Not Met	No
Hispanic	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Target	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Not Met	Met Target†	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	Not Met	Not Met	**	**	**	Met	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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> Sayreville War Memorial High School includes grades 9-12. It has a 2019-2020 enrollment of 1795. The class of 2019 graduated 435 students. Sayreville War Memorial High School has an extensive array o
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Sayreville War Memorial High School is to ensure that students are able to meet the challenges of a diverse and technologically evolving society by a) Offering a comprehensive educational experience which enables students to maximize their unique intellectual potential, b) Providing a safe, supportive learning environment, c) Empowering students to set personal, academic and professional goals, d) Encouraging the participation of parents and other community members in the educational process.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Sayreville War Memorial High School is accredited by the Middle States Association of Colleges and Secondary Schools and the New Jersey Department of Education. Sayreville War Memorial High School was recognized as one of 2015 Newsweek "America's Top High Schools" Beating the Odds 2015: Top High Schools. Newsweek's "Beating the Odds" list seeks to identify schools that do an excellent job of preparing their students for college while also overcoming the obstacles posed by students at an economic disadvantage. Sayreville has been recognized and named a school that meets Newsweek's equity measure by helping low-income students score at or above average on state assessments. Special Olympics New Jersey and Special Olympics International declared Sayreville War Memorial School an official Special Olympics national banner Unified Champion School.</p>






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 <p>Courses, Curriculum, Instruction:</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 on our 1:1 student Chromebooks throughout the school.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Coed), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Coed)</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 that enables student-athletes to maximize their team and individual potential. Providing a safe, social, emotional, and supportive athletic environment. Empowering student-athletes to set personal, team and lifelong goals. Encouraging the sportsmanship and participation of parents and other community members in the athletic process.</p>
 <p>Clubs and Activities:</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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 <div>Staff and Professional Learning:</div>	<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>
 <div>Postsecondary Information:</div>	<p>POST-GRADUATES – CLASS OF 2019 include • 54% four-year colleges • 29% two-year colleges • 4% armed forces • 13% trade schools, apprenticeships, employed or seeking employment. Sayreville War Memorial High School is proud of the students of the Class of 2019 for their acceptances to some highly competitive colleges and universities.</p>






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 <p>Student Supports and Services:</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. In addition to these services, Response to Intervention (RTI) is Sayreville War Memorial High School's approach to support and aid members of our school community in the resolution of school-based problems and or difficulties.</p>
 <p>Student Health and Wellness:</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>Parent and Community Involvement:</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. SWMHS also has it's own APP that can be downloaded from a Smart Phone for all school community members.</p>





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 <p>Facilities:</p>	<p>SWMHS is home to over 1700 students and 140 staff members. The school building was renovated approximately 12 years ago updating many of its classrooms as well increasing the number of classrooms. In the summer of 2019 SWMHS SWMHS boasts more than 12 Science labs, 3 gymnasiums, a vast number of playing fields, and multiple computer labs as well as Chromebook carts.</p>
 <p>School Safety:</p>	<p>At Sayreville War Memorial High School, our top priority is to ensure the safety and security of our students. The administration at SWMHS works closely with the Sayreville Police Department in coordination with our full time student resource officer and Director of Security. Our Director of Security works closely with the High School administration to coordinate school security training and drills. In addition, SWMHS has security guards, cafeteria monitors, and hallway monitors on staff. In 2019 SWMHS installed a vestibule at the main entrance and the use of metal detectors at both of our main entrances.</p>




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 <div>Other Information</div>	<p>SWMHS has a traditional 8 period school day as well as 6 security guards and a Student Resource Officer and a director of security. 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.</p>
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Woodrow Wilson Elementary School
(23-4660-120)
Grades Offered: KG-03
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:

**Woodrow Wilson Elementary School**

(23-4660-120)

Grades Offered: KG-03

2018-2019

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School Contact Information

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 School District
Principal Name	Mr. Timothy Byrne
Address	65 DANE STREET SAYREVILLE, NJ 08872
Phone Number	732-525-5240
Email Address	timothy.byrne@sayrevillek12.net
Website	http://wilson.sayrevillek12.net/
Facebook	https://m.facebook.com/WoodrowWilson65/
Twitter	https://twitter.com/WilsonBees



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	94	93	89
1	107	90	92
2	103	101	85
3	99	97	90
Total	403	381	356

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.9%	44.9%	47.2%
Male	51.1%	55.1%	52.8%
Economically Disadvantaged Students	34.5%	33.6%	30.1%
Students with Disabilities	15.6%	14.7%	10.4%
English Learners	3.5%	3.7%	2.2%
Homeless Students	0.0%	0.5%	0.8%
Students in Foster Care	0.5%	0.3%	0.0%
Military-Connected Students	0.0%	0.8%	0.3%
Migrant Students	1.0%	0.5%	0.3%

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	2016-17	2017-18	2018-19
White	38.0%	38.6%	37.6%
Hispanic	22.1%	23.1%	20.2%
Black or African American	12.2%	9.7%	10.1%
Asian	23.6%	22.0%	25.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.8%
Two or More Races	4.2%	6.6%	6.2%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	94	93	89

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	78.4%
Spanish	4.5%
Gujarati	3.1%
Telugu	2.0%
Hindi	1.4%
Other Languages	10.7%



Woodrow Wilson Elementary School

(23-4660-120)

Grades Offered: KG-03

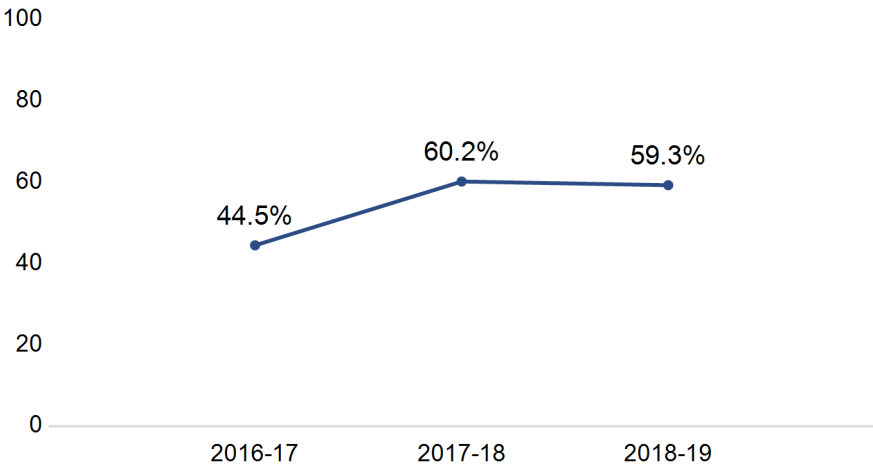
2018-2019

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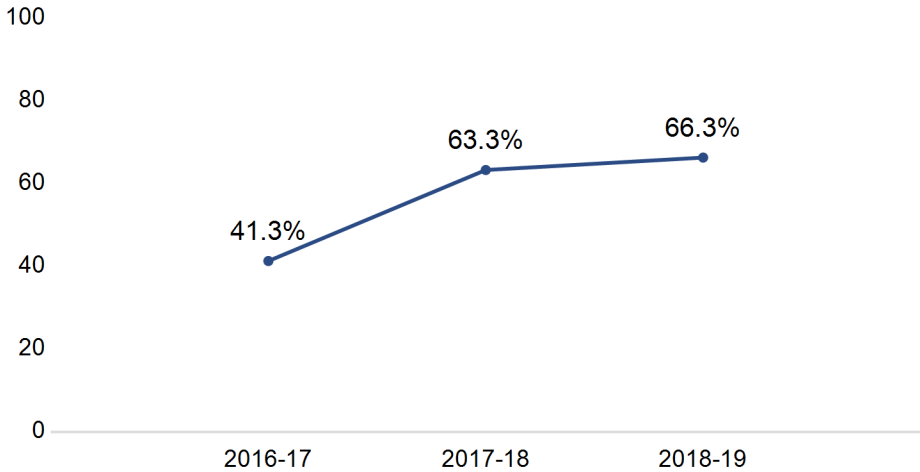
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.0%	99.0%	100.0%	97.0%	99.0%	100.0%
Proficiency Rate for Federal Accountability	44.5%	60.2%	59.3%	41.3%	63.3%	66.3%
Annual Target	50.3%	51.8%	53.4%	54.5%	55.9%	57.2%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	86	100.0	59.3	57.0	57.9	59.3	53.4	Met Target
White	30	100.0	50.0	57.0	66.9	50.0	45.2	Met Target
Hispanic	18	100.0	38.9	48.7	43.9	38.9	**	**
Black or African American	*	*	*	43.7	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	90.5	78.8	82.9	90.5	71.4	Met Goal
American Indian or Alaska Native	N	N	N	45.5	56.0	N	**	**
Two or More Races	*	*	*	58.0	64.4	*	**	**
Female	45	100.0	64.4	65.3	64.8	64.4		
Male	41	100.0	53.7	48.9	51.3	53.7		
Economically Disadvantaged Students	27	100.0	51.9	45.6	40.0	51.9	34.4	Met Target
Non-Economically Disadvantaged Students	59	100.0	62.7	62.8	67.9	62.7		
Students with Disabilities	13	100.0	*	*	22.7	*	**	**
Students without Disabilities	73	100.0	*	*	65.1	*		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	50.0	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



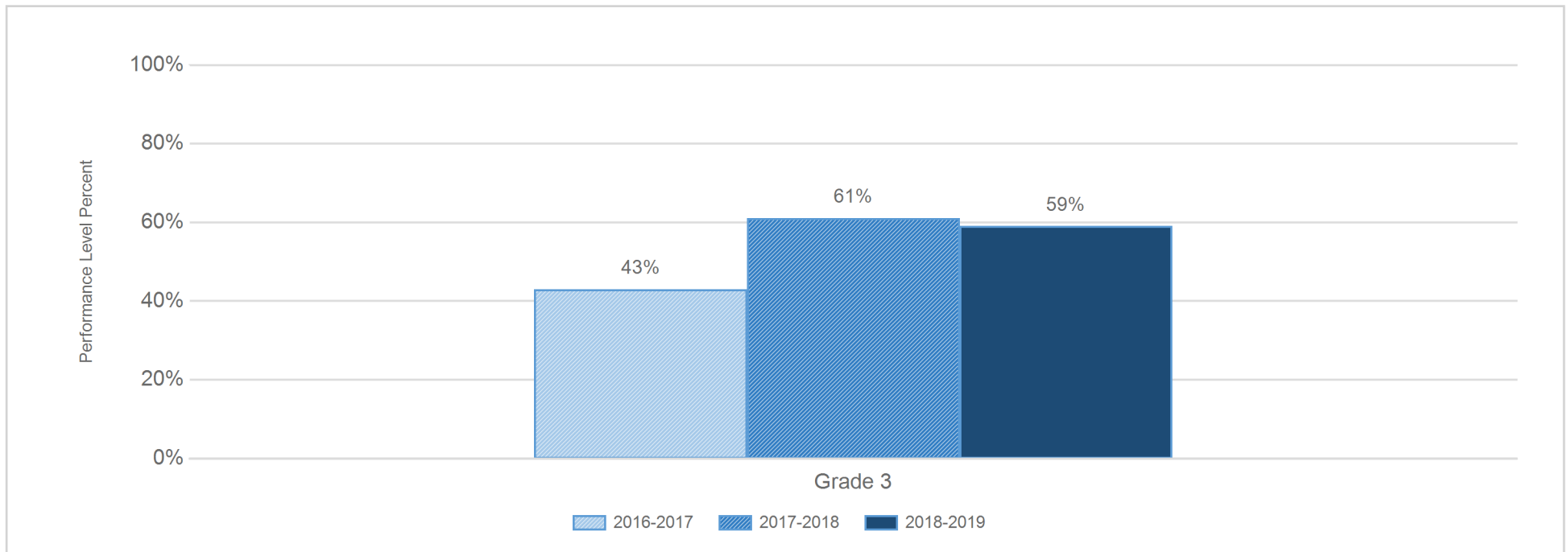
Woodrow Wilson Elementary School
(23-4660-120)
Grades Offered: KG-03
2018-2019

Report Key:

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	90	751	756	748	16%	*	17%	*	*	59%	50%
White	33	745	753	757	*	*	*	*	*	48%	60%
Hispanic	18	727	745	734	*	*	*	*	*	39%	36%
Black or African American	*	*	758	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	21	780	772	773	0%	0%	*	*	*	90%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	46	759	760	753	*	*	*	*	*	65%	55%
Male	44	742	751	743	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	28	740	753	731	*	*	*	*	*	50%	33%
Non-Economically Disadvantaged Students	62	756	757	759	*	*	*	*	*	63%	61%
Students with Disabilities	13	706	730	719	*	*	*	*	*	*	24%
Students without Disabilities	77	758	761	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	86	100.0	66.3	42.7	44.5	66.3	57.2	Met Target
White	30	100.0	63.3	42.6	54.1	63.3	55.4	Met Target
Hispanic	18	100.0	50.0	*	28.8	50.0	**	**
Black or African American	*	*	*	26.9	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	100.0	71.0	76.5	100.0	74.6	Met Goal
American Indian or Alaska Native	N	N	N	36.4	42.7	N	**	**
Two or More Races	*	*	*	44.4	53.3	*	**	**
Female	45	100.0	68.9	43.1	44.9	68.9		
Male	41	100.0	63.4	42.2	44.2	63.4		
Economically Disadvantaged Students	27	100.0	48.1	31.3	26.3	48.1	44	Met Target
Non-Economically Disadvantaged Students	59	100.0	74.6	48.5	54.9	74.6		
Students with Disabilities	13	100.0	30.8	18.4	17.4	30.8	**	**
Students without Disabilities	73	100.0	72.6	47.7	50.0	72.6		
English Learners	*	*	*	14.1	25.0	*	**	**
Non-English Learners	*	*	*	43.4	46.5	*		
Homeless Students	N	N	N	25.0	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

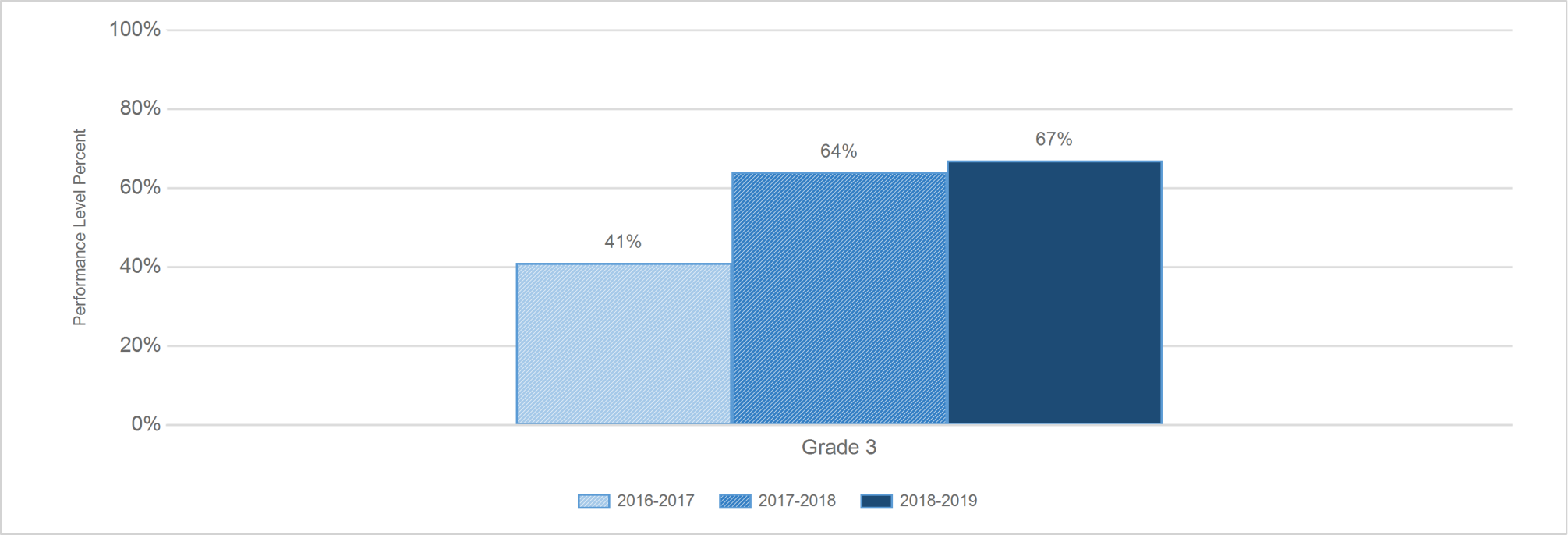


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2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	90	761	762	752	*	*	16%	43%	23%	67%	55%
White	33	754	761	760	*	*	*	*	*	64%	66%
Hispanic	18	749	752	739	*	*	*	*	*	50%	40%
Black or African American	*	*	758	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	21	792	782	778	0%	0%	0%	48%	52%	100%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	46	764	761	751	*	*	*	*	*	70%	54%
Male	44	758	764	752	*	*	*	*	*	64%	56%
Economically Disadvantaged Students	28	745	756	737	*	*	*	*	*	46%	37%
Non-Economically Disadvantaged Students	62	768	766	761	*	*	*	*	*	76%	67%
Students with Disabilities	13	721	748	731	*	*	*	*	*	31%	31%
Students without Disabilities	77	768	765	756	*	*	*	*	*	73%	60%
English Learners	*	*	729	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	763	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	*	*	*
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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

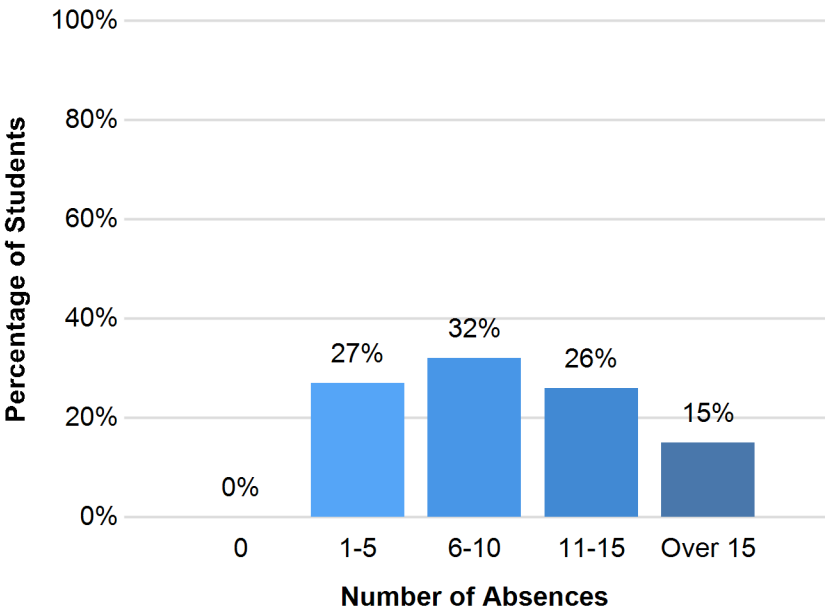
Chronic Absenteeism

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	33	9.2	9.6	Met
White	8	6.0	9.6	Met
Hispanic	11	15.1	9.6	Not Met
Black or African American	5	14.3	9.6	Not Met
Asian, Native Hawaiian, or Pacific	8	8.8	9.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.6	Met
Female	15	9.0		
Male	18	9.4		
Economically Disadvantaged Students	15	14.0	9.6	Not Met
Students with Disabilities	3	7.3	9.6	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	*	*		

Days Absent

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





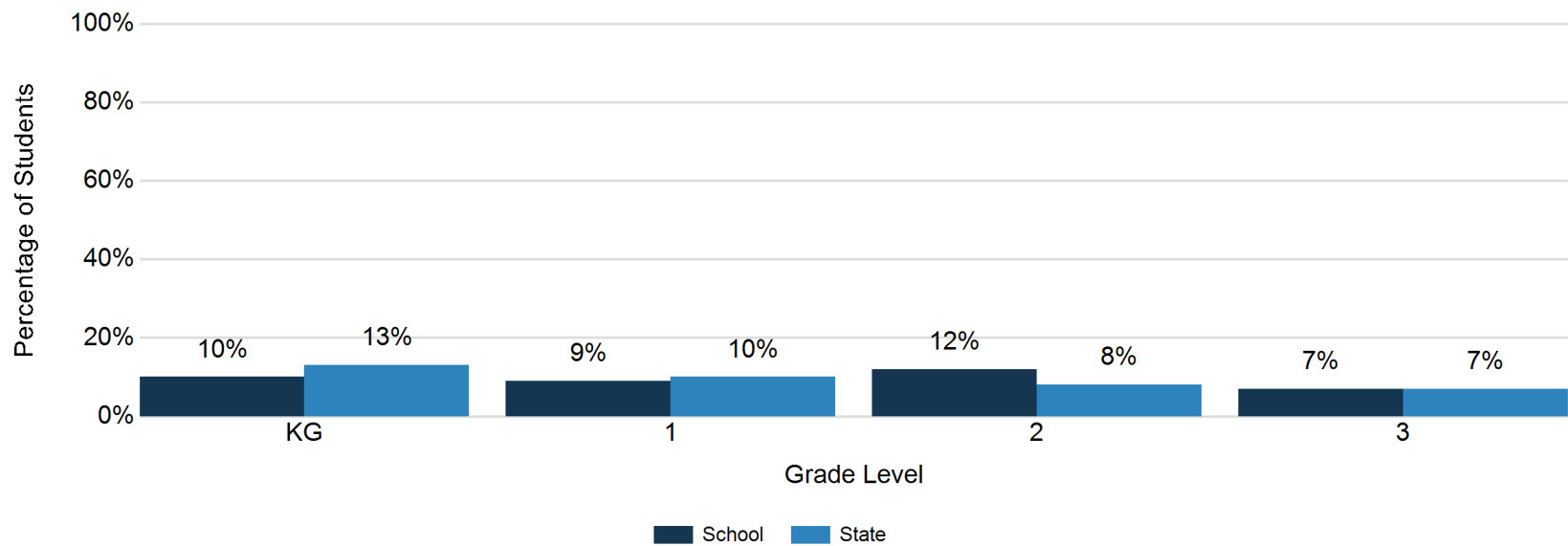
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.28

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	1		1

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
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
*

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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	6 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	10.2	12.1
Average years experience in district	9.3	10.8
Percentage of Teachers with 4 or more years experience in the district	67.9%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	15.6	16.0
Average years experience in district	12.7	12.0
Percentage of Administrators with 4 or more years experience in the district	74.2%	76.9%

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	12:1
Students to Administrators	356:1	198:1
Teachers to Administrators	28:1	16:1
Students to Librarians/Media Specialists		1228:1
Students to Nurses		768:1
Students to Counselors		439:1
Students to Child Study Team Members		323:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.2%	89.3%	100.0%	48.4%	77.1%	54.9%
Male	52.8%	10.7%	0.0%	51.6%	22.9%	45.1%
White	37.6%	100.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	20.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.1%	0.0%	100.0%	15.0%	6.6%	13.9%
Asian	25.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.8%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.2%	0.0%	0.0%	2.1%	0.2%	0.2%



Woodrow Wilson Elementary School
(23-4660-120)
Grades Offered: KG-03
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

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

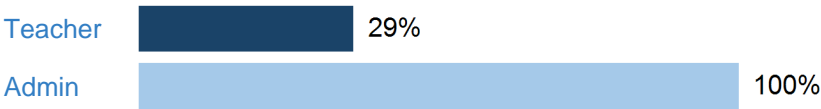
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.4%	90.5%
2017-18 Administrators: Same district 2018-19	92.9%	87.9%

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
2018-19	95.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.5%	60.2%	59.3%
Math Proficiency	41.3%	63.3%	66.3%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.5%	8.7%	9.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	**	**	**	Met	No
White	Met Target	Met Target	**	**	n/a	Met	No
Hispanic	**	**	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.

 <div>Highlights:</div>	<ul style="list-style-type: none"> Wilson Elementary is a Responsive Classroom School that focuses on the academic social-emotional skills. Wilson School supports the arts via concerts, programs and clubs. Wilson School provides a plethora of technology to assist student learning.
 <div>Mission, Vision, Theme:</div>	<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 as contributing members of society. We also believe that strong instructional leadership cultivates a high performing learning environment.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<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>