



State of New Jersey  
2014-15

23-4660-050

OVERVIEW

MIDDLESEX

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GRADE SPAN 09-12

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

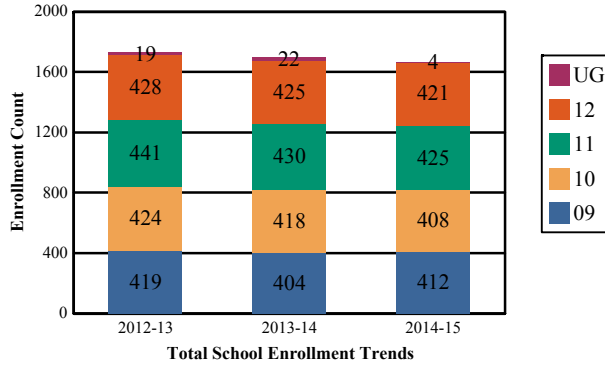
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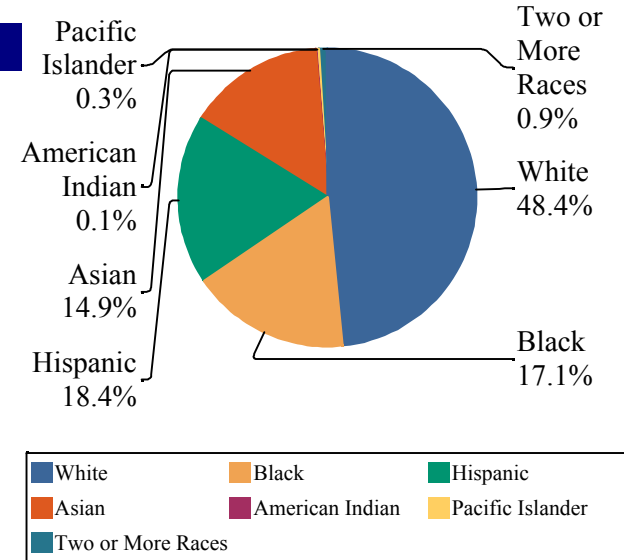
**Enrollment by Grade**

This graph presents the count of students who were 'on roll' by grade in October of each school year.



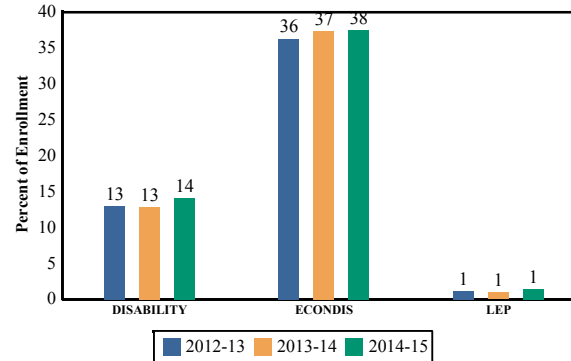
**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	235	14%
Economically Disadvantaged Students	627	37.6%
English Language Learners	23	1.4%

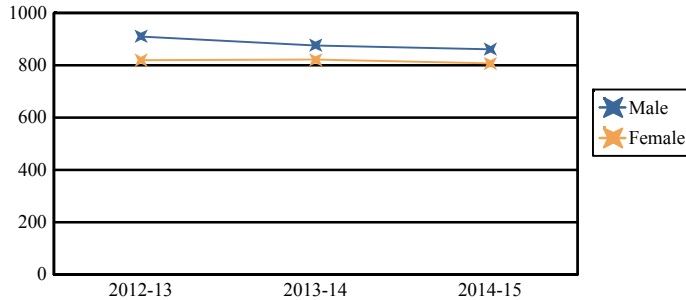
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Total School Enrollment**

2012-13	1,731
2013-14	1,699
2014-15	1,670

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	911	820
2013-14	877	822
2014-15	862	808

**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	73.8%
Spanish	7.8%
Gujarati	2.7%
Polish	2.3%
Urdu	2.3%
Arabic	2.1%
Other	9.1%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

<b>Academic Achievement</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
HS English Language Arts/Literacy Met or Exceeded Expectation	<b>48%</b>	<b>90</b>	<b>69</b>
Math Met or Exceeded Expectation	<b>21%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	746	47.5%	95%	94.7%	YES
White	363	46.6%	95%	92.9%	YES*
African American	105	36.2%	95%	94.6%	YES
Hispanic	137	30.7%	95%	95.9%	YES
American Indian	-	-	--	--	--
Asian	129	75.2%	95%	98.5%	YES
Two or More Races	-	-	--	--	--
Students with Disability	107	13.1%	95%	89.9%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	259	37%	95%	94.6%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	733	20.6%	95%	95%	YES
White	352	19.3%	95%	93.9%	YES*
African American	108	11.1%	95%	94.8%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	128	44.6%	95%	98.5%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	251	12%	95%	94.8%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**Proficiency Outcomes - Biology**

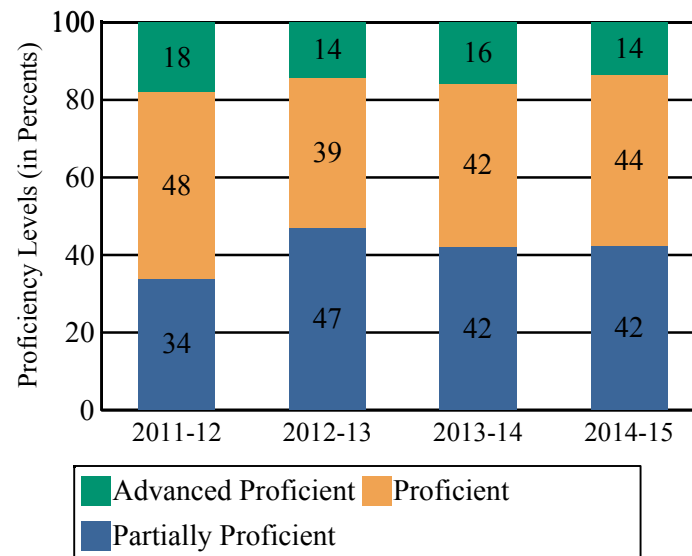
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	14%	44%	42%
White	10%	46%	44%
African American	6%	46%	48%
Hispanic	8%	40%	52%
American Indian	-	-	-
Asian	32%	40%	28%
Two or More Races	-	-	-
Students with Disability	0%	18%	82%
English Language Learners	-	-	-
Economically Disadvantaged Students	7%	40%	52%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**Proficiency Trends - Biology**

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

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**PARCC ELA Performance Distribution - Grade - 09**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	375	750	739	7%	15%	30%	38%	11%	49%	41%
White	181	747	746	8%	12%	34%	38%	8%	45%	47%
African American	54	744	723	6%	19%	31%	39%	6%	44%	23%
Hispanic	67	739	725	6%	24%	39%	30%	1%	31%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	65	773	765	5%	8%	8%	46%	34%	80%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	55	716	706	29%	25%	33%	13%	0%	13%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	123	736	724	15%	19%	33%	28%	6%	33%	24%

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**PARCC ELA Performance Distribution - Grade - 10**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	371	744	735	15%	17%	23%	34%	12%	46%	38%
White	182	746	741	12%	16%	24%	37%	11%	48%	43%
African American	51	731	717	20%	29%	24%	22%	6%	27%	22%
Hispanic	70	729	720	26%	20%	24%	23%	7%	30%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	64	767	763	6%	8%	16%	47%	23%	70%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	52	710	698	35%	38%	13%	13%	0%	13%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	136	735	718	21%	17%	21%	32%	8%	40%	23%

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**PARCC ELA Performance Distribution - Grade - 11**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	358	744	741	12%	19%	27%	33%	9%	42%	42%
White	169	741	745	16%	17%	27%	34%	7%	41%	46%
African American	73	739	727	11%	21%	36%	27%	5%	33%	27%
Hispanic	61	739	731	8%	25%	28%	33%	7%	39%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	54	762	765	4%	20%	15%	35%	26%	61%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	43	719	712	23%	37%	23%	16%	0%	16%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	114	734	730	15%	25%	31%	25%	4%	29%	30%

**Advanced Placement/International Baccalaureate English Performance Distribution**

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	38	79.0%	3.32	3.36

- Data is suppressed to protect the confidentiality of the students.

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**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	312	724	740	13%	37%	38%	13%	0%	13%	40%
White	153	726	746	9%	39%	39%	13%	0%	13%	47%
African American	54	719	722	22%	35%	31%	11%	0%	11%	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	31	733	769	13%	19%	39%	29%	0%	29%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

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**PARCC GEOMETRY - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	354	729	728	10%	35%	34%	20%	1%	21%	21%
White	169	729	731	9%	36%	37%	18%	0%	18%	24%
African American	58	720	716	14%	52%	24%	9%	2%	10%	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	65	748	751	0%	20%	32%	45%	3%	48%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	124	722	718	13%	44%	34%	10%	0%	10%	8%

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**PARCC ALGEBRA II - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	325	711	721	38%	27%	22%	13%	0%	13%	24%
White	149	711	725	40%	22%	24%	13%	0%	13%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	54	732	751	15%	30%	24%	31%	0%	31%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

**COLLEGE AND CAREER READINESS**

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	71%	52	25	80%	<b>NO</b>
Percent of Students Participating in PSAT or PLAN	93%	74	61	60%	<b>YES</b>
Percent of Students Scoring Above 1550 on SAT	38%	84	49	40%	<b>NO</b>
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	13%	26	25	35%	<b>NO</b>
Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science	72%	77	60	75%	<b>NO</b>
<b>Summary</b>		<b>63</b>	<b>44</b>		<b>20%</b>

**College Readiness Test Participation**

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	70.1%	70.6%	79.1%
Participating in ACT	10.9%		25.2%
Participating in PSAT or PLAN	93.1%	69.4%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

**AP/IB Participation - 'Unique' Students**

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	22.9%	28.6%	36.3%
One or More Test	13.1%	23.0%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	12.5%	19.0%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

**COLLEGE AND CAREER READINESS**

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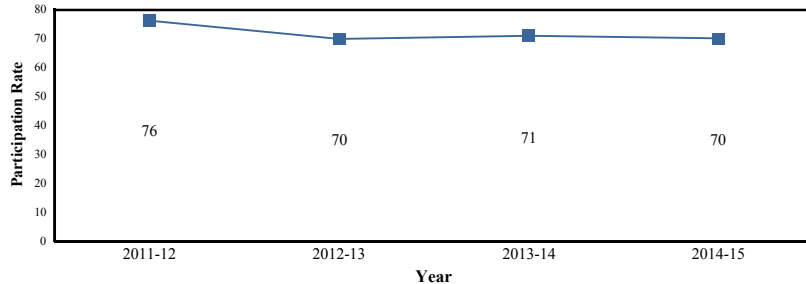
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

This graph presents the participation rate in the SAT over the last four years.



**AP /IB Test Results**

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP  $\geq 3$  and scored IB  $\geq 4$ .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	73.9%	60.6%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	71.7%	56.5%	69.7%

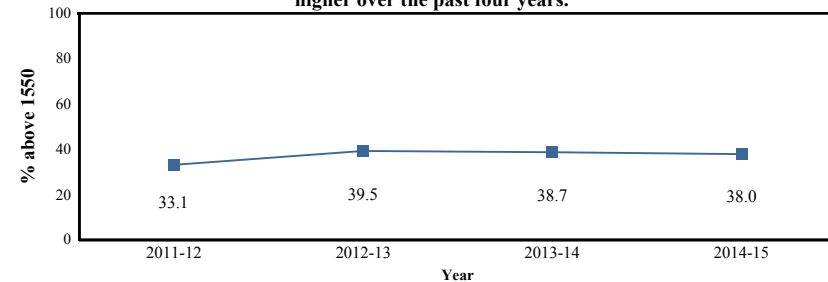
**Scholastic Assessment Test (SAT) Results**

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	38.0%	30.7%	43.8%

**SAT Benchmark Trends**

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



**Composite SAT Score**

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,454	1,426	1,508
Critical Reading	474	470	496
Mathematics	510	490	518
Writing	470	467	494

**Composite SAT Score**

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	540	580	530
50th Percentile	470	500	460
25th Percentile	400	440	400

**COLLEGE AND CAREER READINESS**

MIDDLESEX  
SAYREVILLE BORO

GRADE SPAN 09-12

SAYREVILLE WAR MEMORIAL HIGH SCHOOL  
820 WASHINGTON ROAD  
PARLIN, NJ 08859-1050

**AP/IB Courses Offered**

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP U.S. History	82	40
AP English Literature and Composition	49	28
AP English Language and Composition	44	38
AP Calculus AB	29	16
AP Spanish Language	28	8
AP Biology	25	21
AP Statistics	22	9
AP Chemistry	20	10
AP Art/History of Art	16	
AP Psychology	9	1
AP Microeconomics	5	1
AP Macroeconomics	3	1
AP Calculus BC		13
AP Physics 1		3

**COLLEGE AND CAREER READINESS**

MIDDLESEX  
SAYREVILLE BORO

GRADE SPAN 09-12

SAYREVILLE WAR MEMORIAL HIGH SCHOOL  
820 WASHINGTON ROAD  
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**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	5.2%	2.1%
Drama/Theater	7.4%	3.8%
Music	7.3%	17.8%
Visual Arts	39.0%	31.7%
<b>Total: All Visual and Performing Arts</b>	<b>52.3%</b>	<b>49.9%</b>

N/R - Data Not Reported

**Participation in Career Readiness**

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.1%	18.3%
Structured Learning Experience	4.0%	7.0%

N/R - Data Not Reported

**GRADUATION AND POSTSECONDARY**

MIDDLESEX

SAYREVILLE BORO

GRADE SPAN 09-12

SAYREVILLE WAR MEMORIAL HIGH SCHOOL  
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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	90%	65	32	78%	YES
Dropout Rate	0.2%	94	72	2%	YES
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>80</b>	<b>52</b>		<b>100%</b>

**Graduation Rate by Subgroup**

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
<b>Schoolwide</b>	90%	78%
White	91%	
African American	89%	
Hispanic	87%	
American Indian	-	
Asian	97%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	74%	
English Language Learners	-	
Economically Disadvantaged Students	88%	

**Dropout Rate by Subgroup**

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
<b>Schoolwide</b>	.2%	2%
White	.2%	
African American	.3%	
Hispanic	0%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	0%	
English Language Learners	-	
Economically Disadvantaged Students	.3%	

**GRADUATION AND POSTSECONDARY**

MIDDLESEX

SAYREVILLE BORO

SAYREVILLE WAR MEMORIAL HIGH SCHOOL

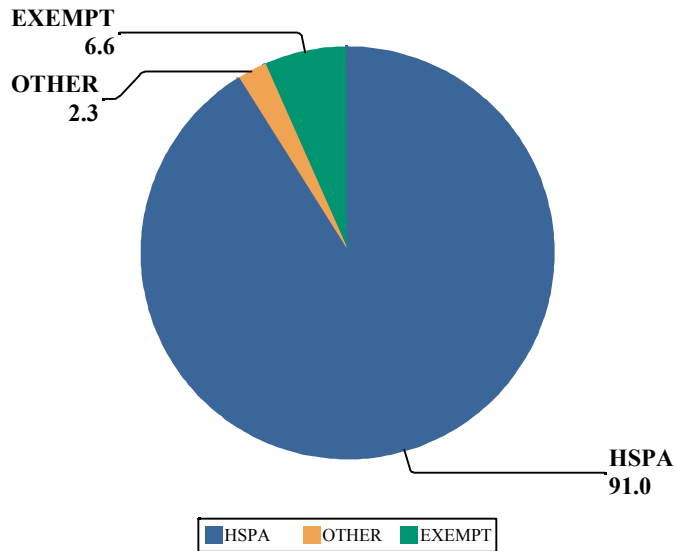
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GRADE SPAN 09-12

**Graduation Pathway Rates**

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



**Extended Year Graduation Rate**

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	91%	94%
2013	91%	94%
2014	90%	93%
2015	90%	

**Postsecondary Enrollment Rates**

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	78%	46.7%	53.3%
White	77.2%	52%	48%
African American	78.2%	44.2%	55.8%
Hispanic	70.8%	56.5%	43.5%
Asian	90.6%	25.9%	74.1%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	38.6%	82.4%	17.6%
English Language Learners	-	-	-
Economically Disadvantaged Students	73%	51.2%	48.8%

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
SAYREVILLE BORO

SAYREVILLE WAR MEMORIAL HIGH SCHOOL  
820 WASHINGTON ROAD  
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GRADE SPAN 09-12

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

**Grade Level - 09**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	773	766
50th	749	739
25th	728	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	56

**PARCC ALG-1 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	770	821
75th	738	762
50th	725	735
25th	710	711
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX

SAYREVILLE BORO

**Grade Level - 10**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	772	766
50th	745	733
25th	718	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	766	768
50th	744	740
25th	719	711
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	57

SAYREVILLE WAR MEMORIAL HIGH SCHOOL  
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GRADE SPAN 09-12

**PARCC GEO 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	781	793
75th	747	747
50th	727	726
25th	711	710
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	37

**PARCC ALG-2 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	783	813
75th	734	748
50th	713	718
25th	688	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	56

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 40 Mins.

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	14.8%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 40 Mins.
Shared Time	2 Hrs. 41 Mins.

### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	417

**SCHOOL PEER GROUP**

MIDDLESEX

SAYREVILLE BORO

GRADE SPAN 09-12

SAYREVILLE WAR MEMORIAL HIGH SCHOOL  
820 WASHINGTON ROAD  
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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	GREATER EGG HARBOR REG	OAKCREST HIGH SCHOOL	01-1790-050	09-12	51.1%	3.5%	18.6%
BERGEN	BERGENFIELD BORO	BERGENFIELD HIGH SCHOOL	03-0300-020	09-12	33.8%	1.5%	11.8%
BERGEN	BOGOTA BORO	BOGOTA JR./SR. HIGH SCHOOL	03-0440-020	07-12	48.5%	4.2%	15.9%
BERGEN	ELMWOOD PARK	MEMORIAL SENIOR HIGH SCHOOL	03-1345-050	09-12	46.2%	2.8%	13.4%
BURLINGTON	MAPLE SHADE TWP	MAPLE SHADE HIGH SCHOOL	05-3010-030	07-12	43.8%	2.6%	20.9%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE HIGH SCHOOL	05-4450-050	09-12	47%	2.8%	20.2%
CAMDEN	COLLINGSWOOD BORO	COLLINGSWOOD HIGH SCHOOL	07-0940-030	09-12	46.8%	2.9%	16.6%
CAMDEN	STERLING HIGH SCHOOL DIST	STERLING HIGH SCHOOL	07-5035-050	09-12	31.4%	0.3%	17.9%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP HIGH SCHOOL	09-3130-050	09-12	37.2%	0.4%	19.2%
ESSEX	BLOOMFIELD TWP	BLOOMFIELD HIGH SCHOOL	13-0410-020	09-12	49.5%	2.7%	16.8%
ESSEX	WEST ORANGE TOWN	WEST ORANGE HIGH SCHOOL	13-5680-050	09-12	48%	4.6%	18.4%
GLOUCESTER	GATEWAY REGIONAL	GATEWAY REGIONAL HIGH SCHOOL	15-1715-050	07-12	34.3%	0.4%	17.1%
GLOUCESTER	GLASSBORO	GLASSBORO HIGH SCHOOL	15-1730-050	09-12	37.1%	0.7%	21%
GLOUCESTER	MONROE TWP	WILLIAMSTOWN HIGH SCHOOL	15-3280-050	09-12	30.5%	0.5%	16%
HUDSON	WEEHAWKEN TWP	WEEHAWKEN HIGH SCHOOL	17-5580-050	07-12	59.4%	6.2%	12.9%
MERCER	HAMILTON TWP	HAMILTON WEST-WATSON	21-1950-060	09-12	41.8%	2.7%	14.4%
MIDDLESEX	DUNELLEN BORO	DUNELLEN HIGH SCHOOL	23-1140-040	09-12	44.3%	2.7%	8.7%
MIDDLESEX	EDISON TWP	EDISON HIGH SCHOOL	23-1290-050	09-12	34.6%	1.8%	13%
MIDDLESEX	NORTH BRUNSWICK TWP	NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL	23-3620-040	09-12	39.5%	2.6%	12%
MIDDLESEX	SAYREVILLE BORO	SAYREVILLE WAR MEMORIAL HIGH SCHOOL	23-4660-050	09-12	37.6%	1.4%	13.6%
MIDDLESEX	SOUTH AMBOY CITY	SOUTH AMBOY MIDDLE/HIGH SCHOOL	23-4830-030	06-12	42.2%	1.6%	13.7%
MIDDLESEX	WOODBRIIDGE TWP	WOODBRIIDGE HIGH SCHOOL	23-5850-050	09-12	42%	2.1%	12.1%
OCEAN	BARNEGAT TWP	BARNEGAT HIGH SCHOOL	29-0185-030	09-12	33.1%	0.9%	13.3%
OCEAN	CENTRAL REGIONAL	CENTRAL REGIONAL HIGH SCHOOL	29-0770-030	09-12	35.4%	0.5%	17.3%



State of New Jersey  
2014-15

23-4660-050

**SCHOOL PEER GROUP**

MIDDLESEX

SAYREVILLE BORO

SAYREVILLE WAR MEMORIAL HIGH SCHOOL  
820 WASHINGTON ROAD  
PARLIN, NJ 08859-1050

GRADE SPAN 09-12

County	Peer Group	School	Phone	Grade Span	Math %	Reading %	Writing %
OCEAN	PINELANDS REGIONAL	PINELANDS REGIONAL HIGH SCHOOL	29-4105-050	10-12	36%	1.1%	13.6%
PASSAIC	CLIFTON CITY	CLIFTON HIGH SCHOOL	31-0900-030	09-12	55.8%	4.9%	12%
SALEM	PITTSBORO TWP	ARTHUR P SCHALICK HIGH SCHOOL	33-4150-040	09-12	32.9%	0%	10.9%
SOMERSET	BOUND BROOK BORO	BOUND BROOK HIGH SCHOOL	35-0490-020	09-12	63.3%	7.1%	13.1%
SOMERSET	MANVILLE BORO	MANVILLE HIGH SCHOOL	35-3000-050	09-12	46%	3.7%	17.7%
UNION	UNION TWP	UNION SENIOR HIGH	39-5290-050	09-12	39.7%	2.6%	13.4%
WARREN	PHILLIPSBURG TOWN	PHILLIPSBURG HIGH SCHOOL	41-4100-050	09-12	31.4%	0.5%	13.4%

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

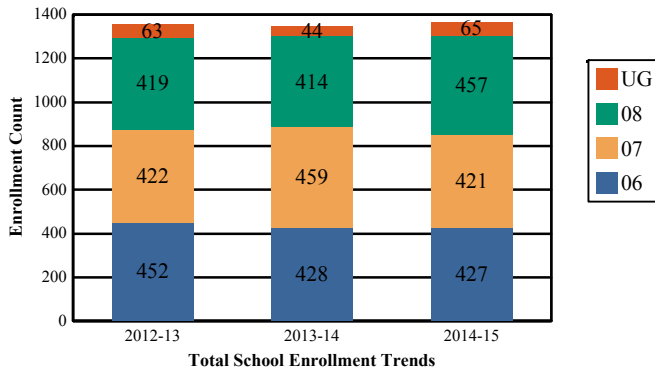
**DEMOGRAPHIC INFORMATION**

MIDDLESEX  
SAYREVILLE BORO

GRADE SPAN 06-08

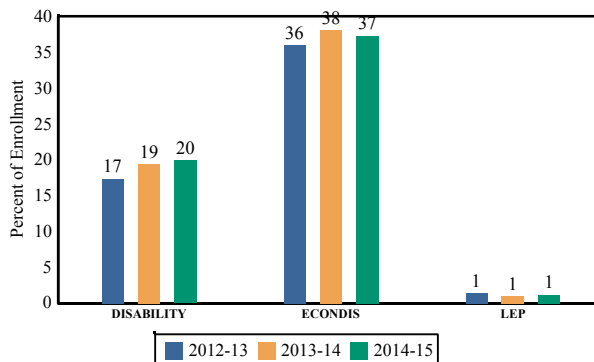
**Enrollment by Grade**

This graph presents the count of students who were 'on roll' by grade in October of each school year.



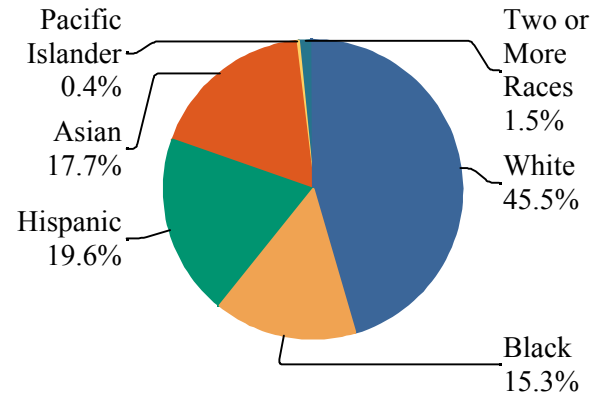
**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

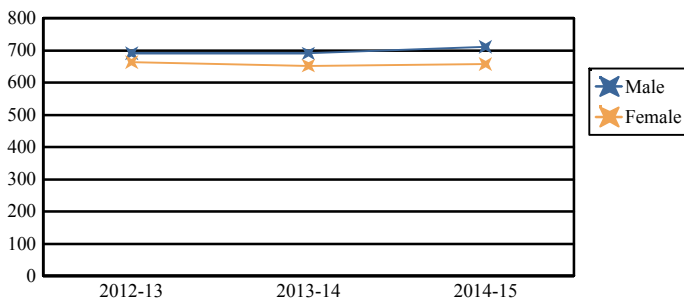


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,356
2013-14	1,345
2014-15	1,370

**Enrollment by Gender**

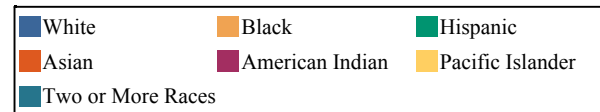
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	692	664
2013-14	692	653
2014-15	712	658

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	273	20%
Economically Disadvantaged Students	511	37.3%
English Language Learners	16	1.2%



**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	72.1%
Spanish	7.4%
Gujarati	3.4%
Polish	2.6%
Arabic	2.4%
Urdu	2.3%
Other	9.8%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
SAYREVILLE BORO**

**GRADE SPAN 06-08**

**SAYREVILLE MIDDLE SCHOOL  
800 WASHINGTON ROAD  
PARLIN, NJ 08859-1050**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>50%</b>	<b>65</b>	<b>52</b>
Math Met or Exceeded Expectation	<b>39%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	1281	49.6%	95%	93.8%	<b>YES*</b>
White	565	48.5%	95%	90.7%	<b>YES*</b>
African American	200	40%	95%	96.7%	<b>YES</b>
Hispanic	254	39.7%	95%	97%	<b>YES</b>
American Indian	-	-	--	--	--
Asian	243	70%	95%	96%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	295	22.3%	95%	94.2%	<b>YES*</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	433	40.9%	95%	94.6%	<b>YES</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

GRADE SPAN 06-08

SAYREVILLE MIDDLE SCHOOL  
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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	1280	39.2%	95%	93.8%	YES*
White	565	38.2%	95%	90.7%	YES*
African American	201	28.4%	95%	96.7%	YES
Hispanic	254	25.6%	95%	97%	YES
American Indian	-	-	--	--	--
Asian	241	65.2%	95%	95.6%	YES
Two or More Races	-	-	--	--	--
Students with Disability	293	16.7%	95%	93.9%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	432	28.5%	95%	94.6%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

GRADE SPAN 06-08

SAYREVILLE MIDDLE SCHOOL  
800 WASHINGTON ROAD  
PARLIN, NJ 08859-1050

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

GRADE SPAN 06-08

SAYREVILLE MIDDLE SCHOOL  
800 WASHINGTON ROAD  
PARLIN, NJ 08859-1050

**PARCC ELA Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	422	747	749	6%	15%	29%	41%	8%	49%	50%
White	170	746	755	8%	15%	29%	41%	8%	48%	59%
African American	62	736	732	8%	24%	34%	34%	0%	34%	29%
Hispanic	99	737	736	9%	19%	37%	32%	2%	34%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	86	768	770	0%	6%	16%	56%	22%	78%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	95	719	718	24%	33%	27%	14%	2%	16%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	154	741	733	8%	19%	32%	38%	3%	41%	30%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

SAYREVILLE MIDDLE SCHOOL  
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GRADE SPAN 06-08

**PARCC ELA Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	418	752	750	7%	14%	24%	39%	16%	55%	53%
White	179	753	757	7%	13%	23%	37%	20%	56%	61%
African American	69	749	730	7%	13%	30%	36%	13%	49%	31%
Hispanic	83	744	736	11%	16%	29%	39%	6%	45%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	80	761	777	5%	13%	18%	46%	19%	65%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	116	735	713	14%	28%	22%	29%	7%	36%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	143	749	733	8%	16%	22%	38%	15%	53%	33%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

SAYREVILLE MIDDLE SCHOOL  
800 WASHINGTON ROAD  
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GRADE SPAN 06-08

**PARCC ELA Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	441	744	750	8%	21%	26%	40%	5%	45%	53%
White	216	745	757	8%	20%	30%	36%	6%	42%	61%
African American	69	737	730	10%	25%	29%	35%	1%	36%	31%
Hispanic	72	737	735	13%	24%	22%	40%	1%	42%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	77	757	778	4%	14%	16%	56%	10%	66%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	84	715	713	25%	45%	19%	10%	1%	11%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	136	732	732	12%	27%	33%	27%	1%	28%	34%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

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GRADE SPAN 06-08

**PARCC MATH - Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	422	741	743	7%	23%	33%	32%	5%	37%	42%
White	170	739	749	7%	23%	35%	32%	2%	35%	50%
African American	62	730	726	8%	34%	29%	29%	0%	29%	19%
Hispanic	99	730	731	12%	29%	40%	16%	2%	18%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	86	765	768	1%	6%	21%	55%	17%	72%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	95	718	718	21%	44%	23%	11%	1%	12%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	154	735	729	10%	28%	33%	27%	2%	29%	23%

**ACADEMIC ACHIEVEMENT**

**MIDDLESEX  
SAYREVILLE BORO**

**GRADE SPAN 06-08**

**SAYREVILLE MIDDLE SCHOOL  
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**PARCC MATH - Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	418	742	740	8%	20%	30%	38%	5%	43%	38%
White	179	744	745	6%	18%	31%	39%	6%	45%	46%
African American	70	737	725	14%	21%	29%	34%	1%	36%	17%
Hispanic	83	735	730	8%	23%	36%	31%	1%	33%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	79	752	760	4%	16%	23%	47%	10%	57%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	115	727	715	20%	28%	27%	22%	3%	25%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	143	739	728	10%	20%	33%	33%	5%	38%	21%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

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GRADE SPAN 06-08

**PARCC MATH - Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	322	726	726	19%	29%	31%	21%	0%	21%	24%
White	158	727	732	19%	22%	39%	20%	0%	20%	29%
African American	62	719	715	23%	44%	19%	15%	0%	15%	14%
Hispanic	61	720	721	21%	33%	26%	20%	0%	20%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	37	742	744	8%	22%	30%	41%	0%	41%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	122	719	719	24%	34%	32%	11%	0%	11%	17%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

GRADE SPAN 06-08

SAYREVILLE MIDDLE SCHOOL  
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**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	771	740	0%	2%	17%	74%	8%	81%	40%
White	58	771	746	0%	3%	19%	67%	10%	78%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	11	761	725	0%	0%	27%	73%	0%	73%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	39	776	769	0%	0%	10%	82%	8%	90%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	13	763	725	0%	8%	8%	85%	0%	85%	21%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

GRADE SPAN 06-08

SAYREVILLE MIDDLE SCHOOL  
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**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation’s Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
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GRADE SPAN 06-08

SAYREVILLE MIDDLE SCHOOL  
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**NJASK Results - Science Grade Level - 08**

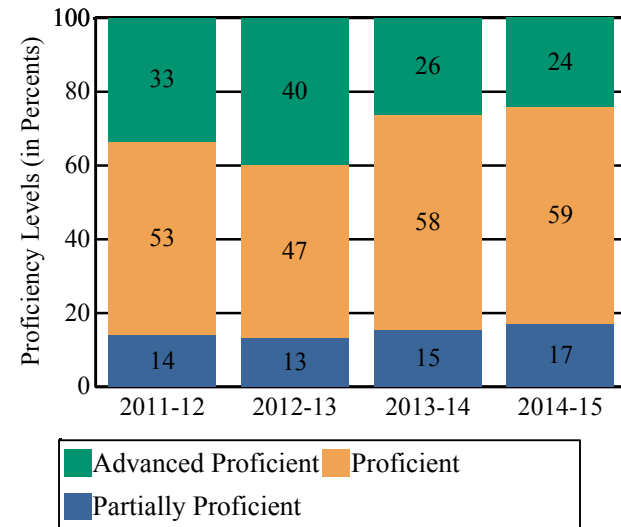
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	24%	59%	17%
White	28%	59%	14%
African American	9%	64%	27%
Hispanic	10%	67%	23%
American Indian	-	-	-
Asian	41%	47%	12%
Two or More Races	-	-	-
Students with Disability	5%	38%	58%
English Language Learners	-	-	-
Economically Disadvantaged Students	10%	66%	24%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 08**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

MIDDLESEX  
SAYREVILLE BORO

GRADE SPAN 06-08

SAYREVILLE MIDDLE SCHOOL  
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

**Algebra I Course Enrollment**

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
124	118

**Algebra I Test Taking**

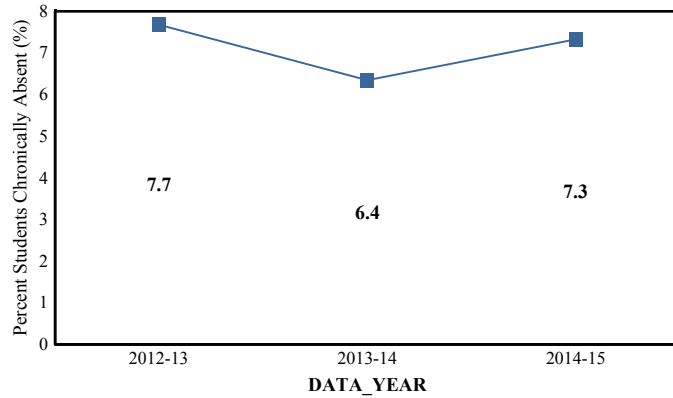
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
96.8%	81.4%

- Data Suppressed to protect the confidentiality of students

### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

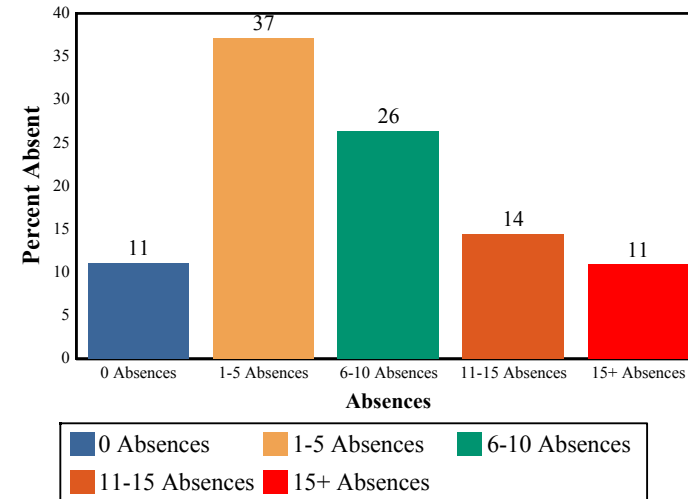


**Chronic Absenteeism for 2014-15**

**7.33%**

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	30.5%	3.9%
Music	71.0%	66.0%
Visual Arts	N/R	71.1%
<b>Total: All Visual and Performing Arts</b>	75.9%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

MIDDLESEX

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GRADE SPAN 06-08

SAYREVILLE MIDDLE SCHOOL

800 WASHINGTON ROAD

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	46	42	40	35	YES
Student Growth on Math	50	59	56	35	YES
		51	48		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	9%	5%	2%
Approached	11%	11%	4%
Met	11%	16%	14%
Exceeded	1%	3%	6%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	2%	0%
Partially Met	11%	7%	4%
Approached	9%	15%	8%
Met	5%	8%	19%
Exceeded	0%	1%	3%

**Low Growth** is defined as an Student Growth Percentile score less than 35.  
**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.  
**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
SAYREVILLE BORO

GRADE SPAN 06-08

SAYREVILLE MIDDLE SCHOOL  
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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 06**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	811	850
75th	766	770
50th	749	749
25th	727	726
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	44

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	761	763
50th	740	742
25th	721	721
0th	669	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN 06-08

**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	839	850
75th	774	776
50th	754	751
25th	732	724
0th	653	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	52

**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	768	777
50th	743	751
25th	719	723
0th	655	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	54

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	762	759
50th	743	740
25th	723	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	39

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	780	850
75th	747	748
50th	729	726
25th	706	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	44

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 34 Mins.

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	8.3%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	4 Hrs. 10 Mins.

### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	457

**SCHOOL PEER GROUP**

**MIDDLESEX  
SAYREVILLE BORO**

**GRADE SPAN 06-08**

**SAYREVILLE MIDDLE SCHOOL  
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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR TWP	ALDER AVENUE MIDDLE SCHOOL	01-1310-038	06-08	52.6%	1.2%	12.5%
ATLANTIC	FOLSOM BORO	FOLSOM ELEMENTARY SCHOOL	01-1540-050	PK-08	36.5%	0.2%	16.9%
BERGEN	ELMWOOD PARK	MEMORIAL MIDDLE SCHOOL	03-1345-060	06-08	49.2%	3.1%	19.4%
BERGEN	RIDGEFIELD BORO	SLOCUM SKEWES SCHOOL	03-4370-100	01-08	30.4%	2.4%	25%
BERGEN	TEANECK TWP	THOMAS JEFFERSON MIDDLE SCHOOL	03-5150-070	05-08	31.8%	1.6%	21.9%
BURLINGTON	DELANCO TWP	WALNUT STREET SCHOOL	05-1030-060	06-08	38.7%	0%	16.8%
CAMDEN	BELLMAWR BORO	BELL OAKS UPPER ELEMENTARY SCHOOL	07-0260-015	05-08	56.4%	2.7%	14.4%
CAMDEN	GLOUCESTER TWP	GLEN LANDING MIDDLE SCHOOL	07-1780-055	06-08	33%	0%	18.8%
CAMDEN	RUNNEMEDE BORO	MARY E. VOLZ ELEMENTARY SCHOOL	07-4590-040	PK-08	37.8%	0.6%	15.7%
CHARTERS	GRAY CS	THE GRAY CHARTER SCHOOL	80-6665-930	KG-08	64.7%	0%	4%
CUMBERLANI	LAWRENCE TWP	MYRON L. POWELL ELEMENTARY SCHOOL	11-2570-030	PK-08	58.5%	2.4%	12%
ESSEX	BELLEVILLE TOWN	BELLEVILLE MIDDLE SCHOOL	13-0250-025	06-08	58.7%	2.8%	14.8%
ESSEX	WEST ORANGE TOWN	LIBERTY MIDDLE SCHOOL	13-5680-135	07-08	47.7%	3.1%	18%
ESSEX	WEST ORANGE TOWN	ROOSEVELT MIDDLE SCHOOL	13-5680-090	07-08	43.2%	2.3%	20%
GLOUCESTER	DEPTFORD TWP	MONONGAHELA MIDDLE SCHOOL	15-1100-045	07-08	43.2%	0.6%	15.4%
GLOUCESTER	GREENWICH TWP	NEHAUNSEY MIDDLE SCHOOL	15-1830-060	05-08	36.6%	0%	16.9%
GLOUCESTER	MONROE TWP	WILLIAMSTOWN MIDDLE SCHOOL	15-3280-110	05-08	33.6%	0.3%	18.1%
HUDSON	KEARNY TOWN	LINCOLN MIDDLE SCHOOL	17-2410-090	07-08	58.3%	3.8%	15.4%
HUDSON	NORTH BERGEN TWP	HORACE MANN ELEMENTARY SCHOOL	17-3610-070	01-08	65.1%	2.6%	11.3%
MERCER	HAMILTON TWP	RICHARD C CROCKETT MIDDLE SCHOOL	21-1950-083	06-08	49.3%	2.9%	16.6%
MIDDLESEX	SAYREVILLE BORO	SAYREVILLE MIDDLE SCHOOL	23-4660-055	06-08	37.3%	1.2%	19.4%
MIDDLESEX	WOODBRIIDGE TWP	AVENEL MIDDLE SCHOOL	23-5850-045	06-08	50.7%	0.5%	9.8%

**SCHOOL PEER GROUP**

MIDDLESEX

SAYREVILLE BORO

GRADE SPAN 06-08

SAYREVILLE MIDDLE SCHOOL  
800 WASHINGTON ROAD  
PARLIN, NJ 08859-1050

MIDDLESEX	WOODBIDGE TWP	WOODBIDGE MIDDLE SCHOOL	23-5850-090	06-08	48%	0.4%	12.8%
MONMOUTH	FARMINGDALE BORO	FARMINGDALE ELEMENTARY	25-1490-050	PK-08	32.7%	0%	17.4%
OCEAN	BARNEGAT TWP	RUSSELL O. BRACKMAN MIDDLE SCHOOL	29-0185-050	06-08	36.5%	0.9%	17.3%
OCEAN	BRICK TWP	LAKE RIVIERA MIDDLE SCHOOL	29-0530-043	06-08	34.2%	1.2%	19.4%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER INTERMEDIATE SCHOOL SOUTH	29-5190-061	06-08	35.8%	0%	17.7%
SOMERSET	MANVILLE BORO	ALEXANDER BATCHO INTERMEDIATE SCHOOL	35-3000-065	06-08	48.2%	3%	20.1%
SUSSEX	FRANKLIN BORO	FRANKLIN ELEMENTARY SCHOOL	37-1570-060	PK-08	37.8%	0.9%	17.7%
SUSSEX	NEWTON TOWN	HALSTED MIDDLE SCHOOL	37-3590-060	05-08	47.5%	1%	15%
UNION	LINDEN CITY	MYLES J. MCMANUS MIDDLE SCHOOL	39-2660-060	06-08	50.1%	1.5%	13.7%



State of New Jersey  
2014-15

23-4660-060

OVERVIEW

MIDDLESEX  
SAYREVILLE BORO

GRADE SPAN KG-03

EMMA ARLETH ELEMENTARY SCHOOL  
3198 WASHINGTON ROAD  
PARLIN, NJ 08859-1558

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

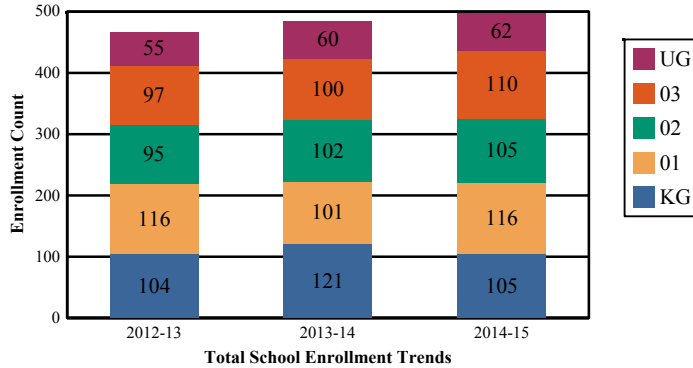
MIDDLESEX  
SAYREVILLE BORO

23-4660-060  
EMMA ARLETH ELEMENTARY SCHOOL  
3198 WASHINGTON ROAD  
PARLIN, NJ 08859-1558

GRADE SPAN KG-03

**Enrollment by Grade**

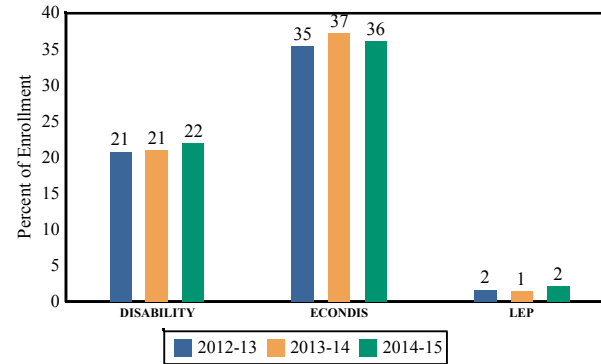
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

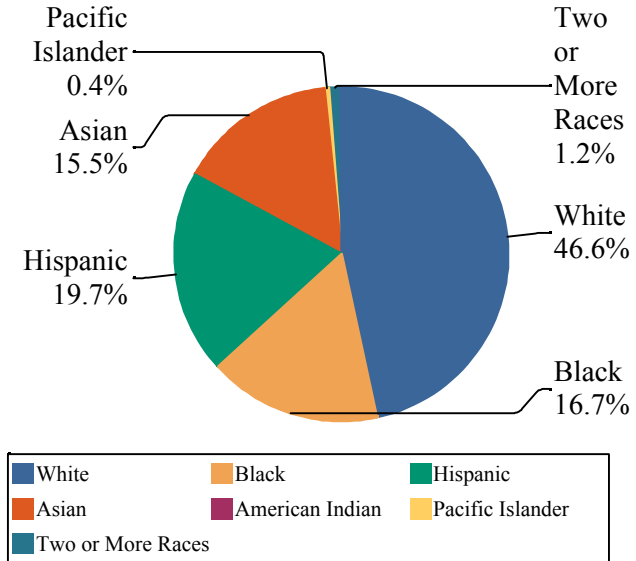


**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	109	22%
Economically Disadvantaged Students	180	36.1%
English Language Learners	11	2.2%

**Enrollment by Ethnic/Racial Subgroup**

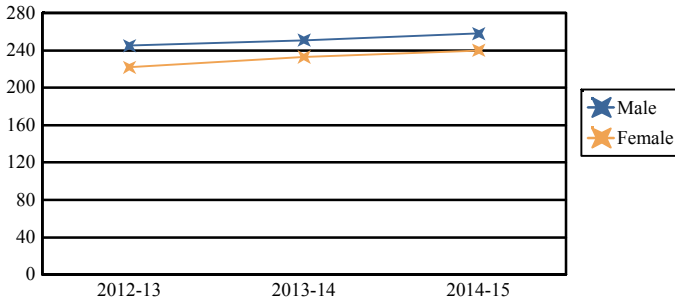
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	467
2013-14	484
2014-15	498

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	245	222
2013-14	251	233
2014-15	258	240

**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	67.9%
Spanish	6.7%
Arabic	4.5%
Gujarati	3.7%
Polish	3.1%
Urdu	2.2%
Other	12.0%

**ACADEMIC ACHIEVEMENT**  
MIDDLESEX  
SAYREVILLE BORO

EMMA ARLETH ELEMENTARY SCHOOL  
3198 WASHINGTON ROAD  
PARLIN, NJ 08859-1558

GRADE SPAN KG-03

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	47%	59	38
Math Met or Exceeded Expectation	46%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	105	46.7%	95%	86.2%	YES*
White	42	47.7%	95%	76.4%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	32	43.8%	95%	82.1%	-

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

GRADE SPAN KG-03

EMMA ARLETH ELEMENTARY SCHOOL  
3198 WASHINGTON ROAD  
PARLIN, NJ 08859-1558

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	108	46.3%	95%	87.2%	YES*
White	44	38.6%	95%	78.6%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	34	32.4%	95%	85%	YES*

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

GRADE SPAN KG-03

EMMA ARLETH ELEMENTARY SCHOOL  
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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

GRADE SPAN KG-03

EMMA ARLETH ELEMENTARY SCHOOL  
3198 WASHINGTON ROAD  
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**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	748	744	7%	22%	25%	42%	5%	47%	44%
White	42	748	753	5%	21%	26%	43%	5%	48%	55%
African American	21	748	725	10%	5%	33%	52%	0%	52%	26%
Hispanic	22	734	727	14%	41%	14%	32%	0%	32%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	20	766	769	0%	20%	25%	40%	15%	55%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	27	747	718	4%	30%	22%	33%	11%	44%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	32	740	724	13%	22%	22%	38%	6%	44%	24%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
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GRADE SPAN KG-03

EMMA ARLETH ELEMENTARY SCHOOL  
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**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	108	747	746	2%	19%	32%	43%	4%	46%	46%
White	44	742	752	2%	20%	39%	39%	0%	39%	56%
African American	21	746	728	0%	14%	33%	52%	0%	52%	25%
Hispanic	22	737	733	5%	32%	23%	41%	0%	41%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	21	769	772	0%	10%	29%	43%	19%	62%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	27	736	727	7%	37%	22%	26%	7%	33%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	34	737	730	3%	29%	35%	32%	0%	32%	26%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**COLLEGE AND CAREER READINESS**

MIDDLESEX  
SAYREVILLE BORO

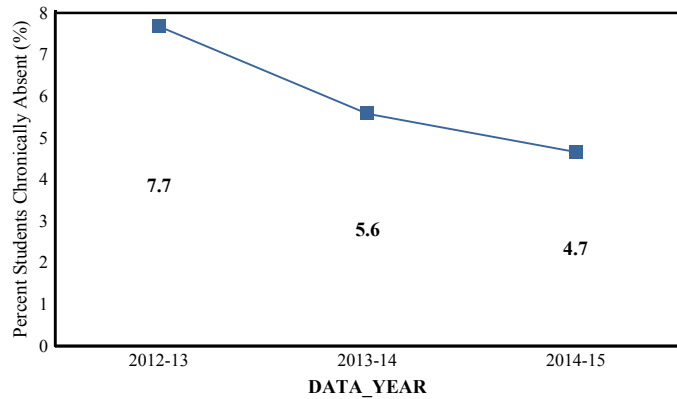
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3198 WASHINGTON ROAD  
PARLIN, NJ 08859-1558

GRADE SPAN KG-03

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

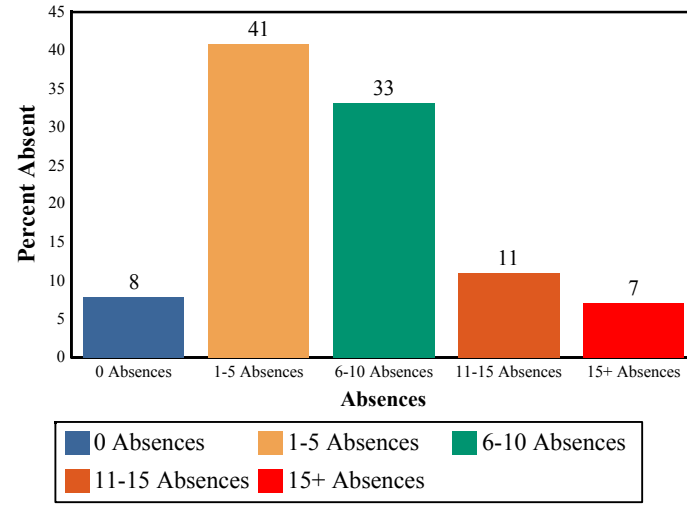
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>4.67%</b>
----------------------------------------	--------------

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
SAYREVILLE BORO

EMMA ARLETH ELEMENTARY SCHOOL  
3198 WASHINGTON ROAD  
PARLIN, NJ 08859-1558

GRADE SPAN KG-03

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 03**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	843	850
75th	772	770
50th	746	743
25th	722	715
0th	686	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	55

**Grade Level - 03**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	810	850
75th	765	767
50th	747	745
25th	727	722
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

**SCHOOL CLIMATE**

MIDDLESEX

SAYREVILLE BORO

GRADE SPAN KG-03

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.6%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	498

**SCHOOL PEER GROUP**

**MIDDLESEX  
SAYREVILLE BORO**

**GRADE SPAN KG-03**

**EMMA ARLETH ELEMENTARY SCHOOL  
3198 WASHINGTON ROAD  
PARLIN, NJ 08859-1558**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	BERGENFIELD BORO	FRANKLIN ELEMENTARY SCHOOL	03-0300-040	KG-05	35%	4.6%	12.7%
BERGEN	WALLINGTON BORO	FRANK W. GAVLAK ELEMENTARY SCHOOL	03-5430-055	KG-06	34.9%	3.1%	14.3%
BURLINGTON	NORTH HANOVER TWP	NORTH HANOVER TOWNSHIP UPPER ELEMENTARY SCHOOL	05-3650-036	05-06	34.6%	0.4%	19.5%
CAMDEN	CHERRY HILL TWP	CLARA BARTON ELEMENTARY SCHOOL	07-0800-069	KG-05	34.6%	5.8%	9.2%
CAMDEN	GLOUCESTER TWP	LORING-FLEMMING ELEMENTARY SCHOOL	07-1780-090	KG-05	40.5%	7.7%	14.5%
CAMDEN	LAUREL SPRINGS BORO	LAUREL SPRINGS SCHOOL	07-2540-050	PK-06	36.5%	1.4%	18.7%
CAMDEN	MOUNT EPHRAIM BORO	MARY BRAY ELEMENTARY SCHOOL	07-3420-030	PK-04	32.4%	0.8%	17.2%
CAMDEN	WATERFORD TWP	THOMAS RICHARDS ELEMENTARY SCHOOL	07-5560-060	PK-04	31.4%	0%	13.8%
CAMDEN	WATERFORD TWP	WATERFORD ELEMENTARY SCHOOL	07-5560-100	04-06	33.2%	0.3%	16.2%
CAPE MAY	OCEAN CITY	OCEAN CITY PRIMARY SCHOOL	09-3780-070	KG-03	36.2%	8.1%	9.1%
CUMBERLANI	MILLVILLE CITY	RIECK AVENUE ELEMENTARY SCHOOL	11-3230-085	KG-05	58.2%	10.9%	27.6%
CUMBERLANI	UPPER DEERFIELD TWP	ELIZABETH F. MOORE SCHOOL	11-5300-060	04-05	54.9%	8.2%	27.2%
ESSEX	WEST ORANGE TOWN	PLEASANTDALE ELEMENTARY SCHOOL	13-5680-150	PK-05	43.4%	4.5%	18.9%
GLOUCESTER	MONROE TWP	OAK KNOLL ELEMENTARY SCHOOL	15-3280-090	KG-04	30.4%	0%	15.4%
MERCER	EWING TWP	FRANCIS LORE ELEMENTARY SCHOOL	21-1430-105	PK-05	32.8%	2.4%	14.5%
MIDDLESEX	CARTERET BORO	PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL	23-0750-057	PK-05	54.2%	20.6%	7.2%
MIDDLESEX	NORTH BRUNSWICK TWP	ARTHUR M. JUDD	23-3620-055	PK-05	32.3%	3.1%	10.5%
MIDDLESEX	OLD BRIDGE TWP	CHEESEQUAKE ELEMENTARY SCHOOL	23-3845-105	KG-05	34%	6.9%	8%
MIDDLESEX	PISCATAWAY TWP	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	23-4130-065	KG-03	40.2%	10.8%	7.3%
MIDDLESEX	PISCATAWAY TWP	GRANDVIEW ELEMENTARY SCHOOL	23-4130-080	PK-03	32.6%	7.7%	5.9%
MIDDLESEX	SAYREVILLE BORO	EMMA ARLETH ELEMENTARY SCHOOL	23-4660-060	KG-03	36.1%	2.2%	17.5%

**SCHOOL PEER GROUP**

MIDDLESEX  
SAYREVILLE BORO

EMMA ARLETH ELEMENTARY SCHOOL  
3198 WASHINGTON ROAD  
PARLIN, NJ 08859-1558

GRADE SPAN KG-03

MIDDLESEX	SAYREVILLE BORO	SAMSEL UPPER ELEMENTARY SCHOOL	23-4660-085	PK-05	35.6%	1.4%	18.9%	
MIDDLESEX	WOODBIDGE TWP	WOODBINE AVENUE ELEMENTARY SCHOOL	23-5850-320	KG-05	37%	12.6%	4.7%	
MONMOUTH	EATONTOWN BORO	MEADOWBROOK	25-1260-080	PK-06	34.9%	0.7%	19.2%	
OCEAN	LACEY TWP	LANOKA HARBOR ELEMENTARY SCHOOL	29-2480-060	KG-04	34.9%	1.1%	17.3%	
OCEAN	OCEAN TWP	WARETOWN ELEMENTARY SCHOOL	29-3820-050	PK-03	31.9%	0%	16.7%	
OCEAN	TOMS RIVER REGIONAL	JOSEPH A. CITTA ELEMENTARY SCHOOL	29-5190-067	KG-05	31.8%	4.7%	9.1%	
SOMERSET	FRANKLIN TWP	MACAFEE ROAD SCHOOL	35-1610-115	PK-04	38.3%	1.4%	19%	
SOMERSET	SOMERVILLE BORO	VAN DERVEER ELEMENTARY SCHOOL	35-4820-090	PK-05	37.8%	3.9%	17.8%	
UNION	UNION TWP	CONNECTICUT FARMS	39-5290-090	PK-04	36.2%	7.2%	9.8%	
WARREN	MANSFIELD TWP	MANSFIELD TOWNSHIP ELEMENTARY	41-2970-050	PK-06	30.3%	2.6%	13%	



State of New Jersey  
2014-15

23-4660-070

OVERVIEW

MIDDLESEX  
SAYREVILLE BORO

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
601 ERNSTON ROAD  
PARLIN, NJ 08859-2126

GRADE SPAN KG-03

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

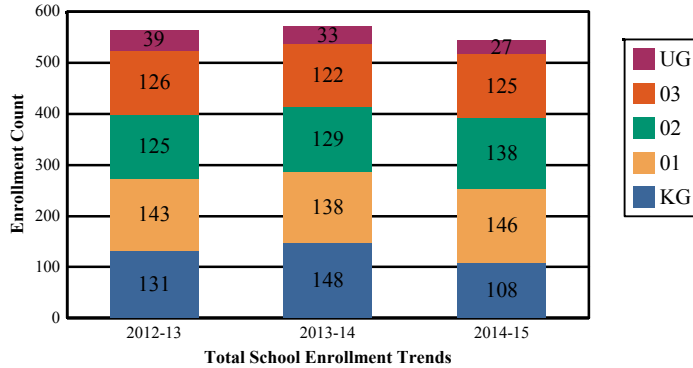
**DEMOGRAPHIC INFORMATION**

MIDDLESEX  
SAYREVILLE BORO

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
601 ERNSTON ROAD  
PARLIN, NJ 08859-2126

**Enrollment by Grade**

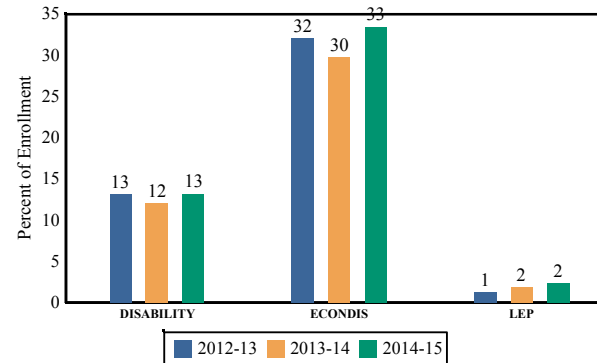
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

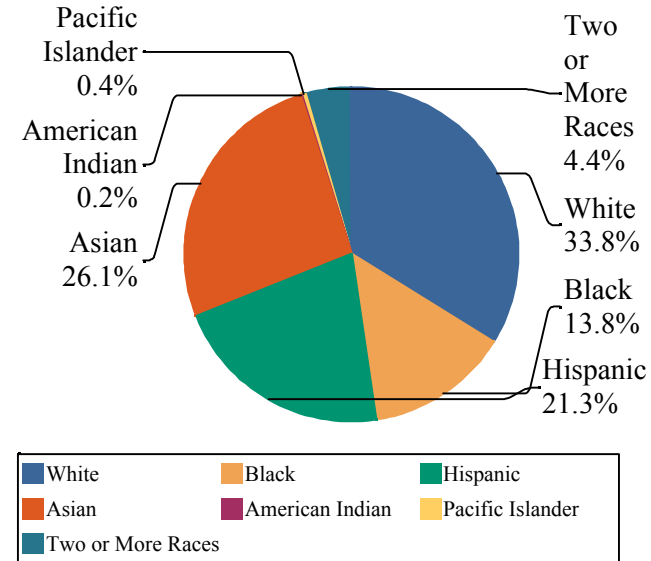
**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



**Enrollment by Ethnic/Racial Subgroup**

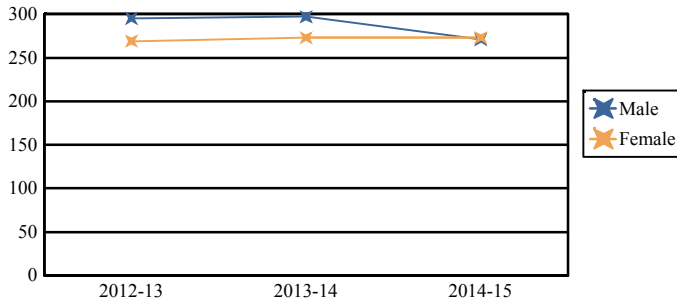
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	564
2013-14	570
2014-15	544

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	295	269
2013-14	297	273
2014-15	271	273

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	72	13%
Economically Disadvantaged Students	182	33.5%
English Language Learners	13	2.4%

**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	65.8%
Spanish	7.3%
Hindi	3.2%
Telugu	2.6%
Polish	2.0%
Urdu	1.9%
Other	17.3%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
601 ERNSTON ROAD  
PARLIN, NJ 08859-2126

GRADE SPAN KG-03

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	59%	97	62
Math Met or Exceeded Expectation	50%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	123	59.4%	95%	94.7%	YES
White	39	48.8%	95%	95.2%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	36	69.5%	95%	97.3%	-
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	40	50%	95%	93.2%	YES*

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
601 ERNSTON ROAD  
PARLIN, NJ 08859-2126

GRADE SPAN KG-03

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	123	50.4%	95%	94.7%	YES
White	39	43.6%	95%	95.2%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	36	66.7%	95%	97.3%	-
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	40	32.5%	95%	93.2%	YES*

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
601 ERNSTON ROAD  
PARLIN, NJ 08859-2126

GRADE SPAN KG-03

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
601 ERNSTON ROAD  
PARLIN, NJ 08859-2126

GRADE SPAN KG-03

**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	123	754	744	6%	14%	21%	55%	4%	59%	44%
White	39	747	753	8%	18%	26%	46%	3%	49%	55%
African American	18	757	725	6%	11%	0%	83%	0%	83%	26%
Hispanic	26	746	727	8%	12%	38%	35%	8%	42%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	36	764	769	3%	11%	17%	64%	6%	69%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	22	731	718	23%	27%	18%	27%	5%	32%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	40	745	724	10%	18%	23%	48%	3%	50%	24%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
601 ERNSTON ROAD  
PARLIN, NJ 08859-2126

GRADE SPAN KG-03

**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	123	750	746	2%	15%	33%	43%	7%	50%	46%
White	39	746	752	3%	23%	31%	36%	8%	44%	56%
African American	18	751	728	0%	17%	22%	61%	0%	61%	25%
Hispanic	26	739	733	4%	23%	42%	27%	4%	31%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	36	763	772	0%	3%	31%	53%	14%	67%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	22	737	727	9%	32%	27%	23%	9%	32%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	40	740	730	3%	25%	40%	30%	3%	33%	26%

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**COLLEGE AND CAREER READINESS**

MIDDLESEX  
SAYREVILLE BORO

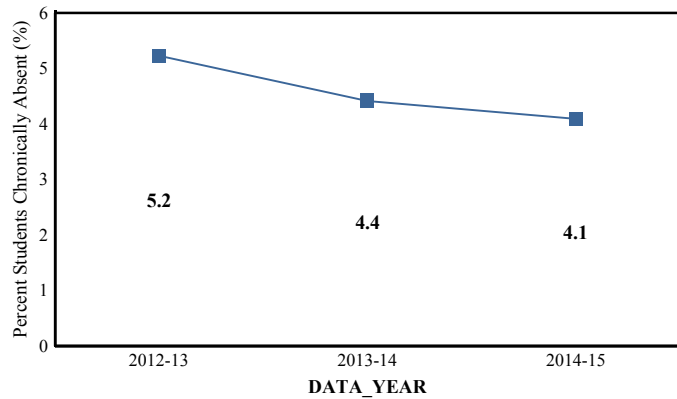
DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
601 ERNSTON ROAD  
PARLIN, NJ 08859-2126

GRADE SPAN KG-03

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

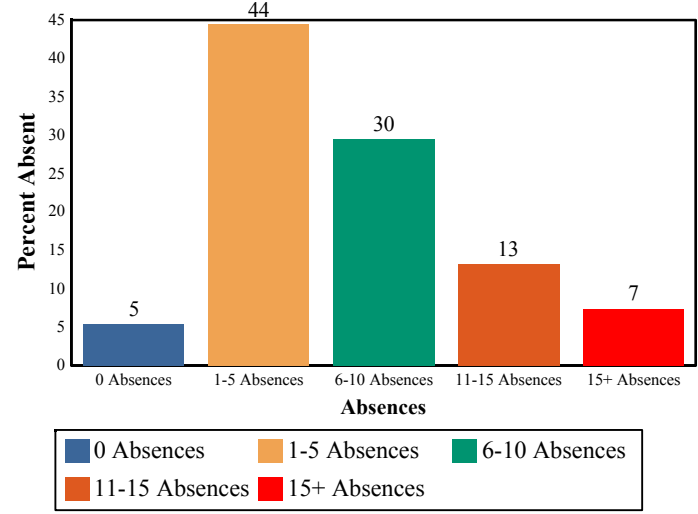
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>4.09%</b>
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**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
SAYREVILLE BORO

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
601 ERNSTON ROAD  
PARLIN, NJ 08859-2126

GRADE SPAN KG-03

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 03**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	843	850
75th	775	770
50th	755	743
25th	729	715
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	55

**Grade Level - 03**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	810	850
75th	767	767
50th	749	745
25th	731	722
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45

**SCHOOL CLIMATE**

MIDDLESEX  
SAYREVILLE BORO

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
601 ERNSTON ROAD  
PARLIN, NJ 08859-2126

GRADE SPAN KG-03

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.9%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	14
Administrators	544

**SCHOOL PEER GROUP**

**MIDDLESEX  
SAYREVILLE BORO**

**DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
601 ERNSTON ROAD  
PARLIN, NJ 08859-2126**

**GRADE SPAN KG-03**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR TWP	<b>E. H. SLAYBAUGH ELEMENTARY SCHOOL</b>	01-1310-035	PK-03	31.8%	1.8%	9.7%
BERGEN	TEANECK TWP	<b>JAMES RUSSELL LOWELL ELEMENTARY SCHOOL</b>	03-5150-130	KG-04	38.1%	3%	14.9%
BERGEN	WALLINGTON BORO	<b>FRANK W. GAVLAK ELEMENTARY SCHOOL</b>	03-5430-055	KG-06	34.9%	3.1%	14.3%
BURLINGTON	MAPLE SHADE TWP	<b>RALPH J. STEINHAUER ELEMENTARY SCHOOL</b>	05-3010-100	05-06	44.3%	2%	22.3%
CAMDEN	CHERRY HILL TWP	<b>CLARA BARTON ELEMENTARY SCHOOL</b>	07-0800-069	KG-05	34.6%	5.8%	9.2%
CAMDEN	COLLINGSWOOD BORO	<b>MARK NEWBIE ELEMENTARY SCHOOL</b>	07-0940-060	KG-05	37.3%	0%	18.2%
CAMDEN	WATERFORD TWP	<b>THOMAS RICHARDS ELEMENTARY SCHOOL</b>	07-5560-060	PK-04	31.4%	0%	13.8%
CAMDEN	WATERFORD TWP	<b>WATERFORD ELEMENTARY SCHOOL</b>	07-5560-100	04-06	33.2%	0.3%	16.2%
CAPE MAY	MIDDLE TWP	<b>MIDDLE TOWNSHIP ELEMENTARY #2</b>	09-3130-085	03-05	44%	2.3%	21.7%
ESSEX	WEST ORANGE TOWN	<b>PLEASANTDALE ELEMENTARY SCHOOL</b>	13-5680-150	PK-05	43.4%	4.5%	18.9%
GLOUCESTER	DEPTFORD TWP	<b>GOOD INTENT ELEMENTARY SCHOOL</b>	15-1100-090	02-06	44.6%	6%	16.5%
GLOUCESTER	GREENWICH TWP	<b>BROAD STREET ELEMENTARY SCHOOL</b>	15-1830-050	KG-04	35.6%	0%	17.8%
GLOUCESTER	MONROE TWP	<b>WHITEHALL ELEMENTARY SCHOOL</b>	15-3280-100	KG-04	33.7%	0%	15.5%
MERCER	EAST WINDSOR REGIONAL	<b>GRACE N. ROGERS ELEMENTARY SCHOOL</b>	21-1245-060	PK-05	47.4%	14.9%	7%
MIDDLESEX	CARTERET BORO	<b>PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL</b>	23-0750-057	PK-05	54.2%	20.6%	7.2%
MIDDLESEX	NORTH BRUNSWICK TWP	<b>ARTHUR M. JUDD</b>	23-3620-055	PK-05	32.3%	3.1%	10.5%
MIDDLESEX	PISCATAWAY TWP	<b>DWIGHT D. EISENHOWER ELEMENTARY SCHOOL</b>	23-4130-065	KG-03	40.2%	10.8%	7.3%
MIDDLESEX	SAYREVILLE BORO	<b>DWIGHT D. EISENHOWER ELEMENTARY SCHOOL</b>	23-4660-070	KG-03	33.5%	2.4%	11.4%
OCEAN	BARNEGAT TWP	<b>ROBERT L. HORBELT ELEMENTARY SCHOOL</b>	29-0185-070	KG-05	36.7%	2%	14.2%

**SCHOOL PEER GROUP**

MIDDLESEX  
SAYREVILLE BORO

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL  
601 ERNSTON ROAD  
PARLIN, NJ 08859-2126

GRADE SPAN KG-03

OCEAN	BERKELEY TWP	H & M POTTER SCHOOL	29-0320-040	PK-04	36.4%	0.4%	16.4%
OCEAN	BRICK TWP	EMMA HAVENS YOUNG ELEMENTARY SCHOOL	29-0530-035	KG-05	41.1%	5.8%	13.3%
OCEAN	LACEY TWP	LANOKA HARBOR ELEMENTARY SCHOOL	29-2480-060	KG-04	34.9%	1.1%	17.3%
OCEAN	OCEAN TWP	FREDERIC A. PRIFF ELEMENTARY SCHOOL	29-3820-030	04-06	38.3%	0%	20%
OCEAN	TOMS RIVER REGIONAL	PINE BEACH ELEMENTARY SCHOOL	29-5190-090	KG-05	36.2%	4.1%	10.5%
OCEAN	TUCKERTON BORO	TUCKERTON ELEMENTARY SCHOOL	29-5220-050	PK-06	38.4%	1.2%	17.5%
SALEM	PENNSVILLE	CENTRAL PARK ELEMENTARY SCHOOL	33-4075-060	02-03	36.4%	0.8%	16.2%
SALEM	PITTSBORO TWP	OLIVET ELEMENTARY SCHOOL	33-4150-060	03-05	35.2%	0%	16%
SOMERSET	FRANKLIN TWP	MACAFEE ROAD SCHOOL	35-1610-115	PK-04	38.3%	1.4%	19%
SUSSEX	MONTAGUE TWP	MONTAGUE TOWNSHIP SCHOOL DISTRICT	37-3300-050	PK-06	42.2%	0%	23%
UNION	LINDEN CITY	NUMBER 1	39-2660-080	PK-05	58.6%	6.8%	29.3%
UNION	LINDEN CITY	NUMBER 8	39-2660-150	PK-05	56.6%	21.9%	5.5%



State of New Jersey  
2014-15

23-4660-075

OVERVIEW

MIDDLESEX  
SAYREVILLE BORO

HARRY S. TRUMAN ELEMENTARY SCHOOL  
ONE TAFT PLACE  
PARLIN, NJ 08859-1672

GRADE SPAN KG-03

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

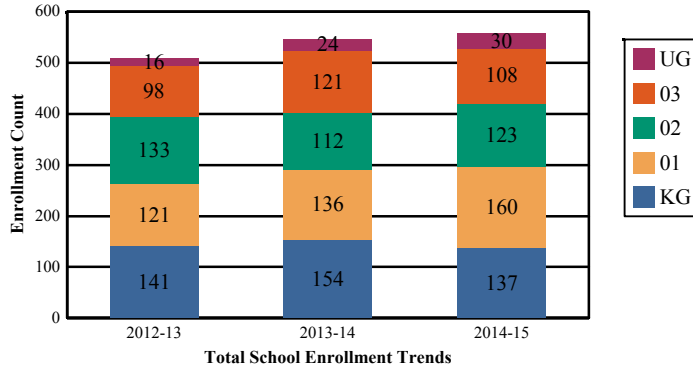
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

MIDDLESEX  
SAYREVILLE BORO

**Enrollment by Grade**

This graph presents the count of students who were 'on roll' by grade in October of each school year.

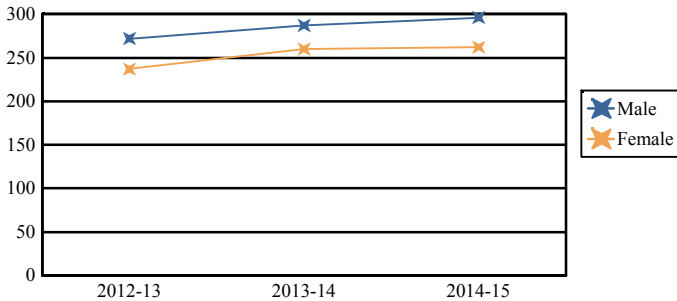


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	509
2013-14	547
2014-15	558

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.

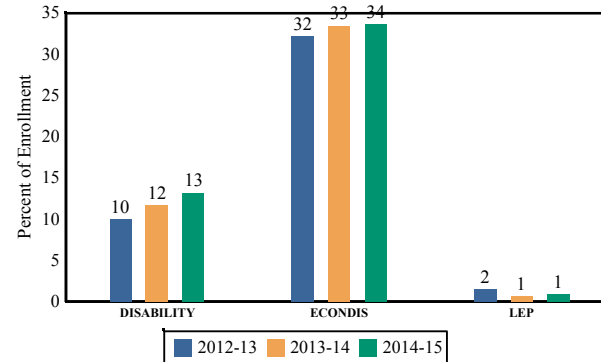


	Male	Female
2012-13	272	237
2013-14	287	260
2014-15	296	262

GRADE SPAN KG-03

**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

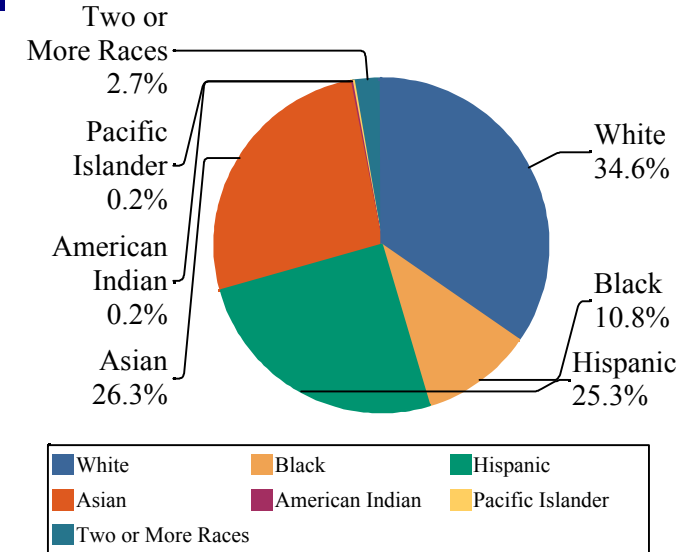


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	74	13%
Economically Disadvantaged Students	188	33.7%
English Language Learners	5	0.9%

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**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	74.8%
Spanish	5.3%
Gujarati	3.7%
Hindi	2.6%
Telugu	2.4%
Urdu	2.2%
Other	9.1%

**ACADEMIC ACHIEVEMENT**

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SAYREVILLE BORO

GRADE SPAN KG-03

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	55%	88	53
Math Met or Exceeded Expectation	53%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	107	55.2%	95%	91.6%	YES*
White	37	45.9%	95%	82.2%	NO
African American	-	-	--	--	--
Hispanic	31	41.9%	95%	93.9%	-
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	35	40%	95%	92.1%	-

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	108	52.8%	95%	91.7%	YES*
White	37	51.4%	95%	82.2%	NO
African American	-	-	--	--	--
Hispanic	32	31.3%	95%	94.1%	-
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	36	30.6%	95%	92.3%	-

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN KG-03

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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN KG-03

**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	107	752	744	7%	13%	24%	53%	2%	55%	44%
White	37	745	753	8%	22%	24%	46%	0%	46%	55%
African American	12	747	725	0%	17%	42%	42%	0%	42%	26%
Hispanic	31	739	727	16%	10%	32%	42%	0%	42%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	23	783	769	0%	4%	0%	87%	9%	96%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	20	720	718	35%	20%	25%	20%	0%	20%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	35	742	724	11%	9%	40%	40%	0%	40%	24%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN KG-03

**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	108	750	746	4%	17%	27%	46%	6%	53%	46%
White	37	747	752	3%	16%	30%	51%	0%	51%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	32	735	733	9%	31%	28%	31%	0%	31%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	23	781	772	0%	0%	0%	70%	30%	100%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	20	727	727	20%	25%	35%	20%	0%	20%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	36	737	730	8%	25%	36%	28%	3%	31%	26%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN KG-03

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**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**COLLEGE AND CAREER READINESS**

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SAYREVILLE BORO

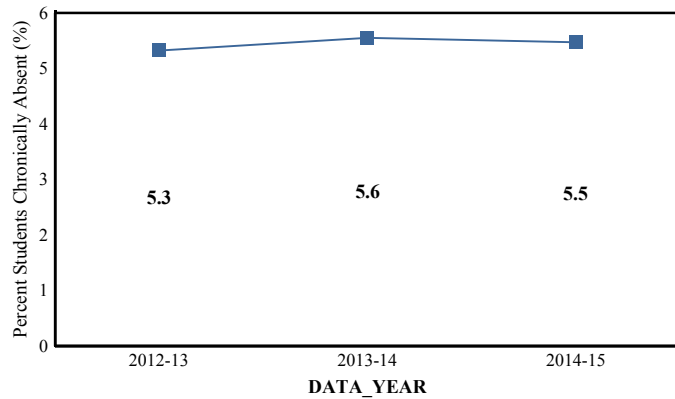
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GRADE SPAN KG-03

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

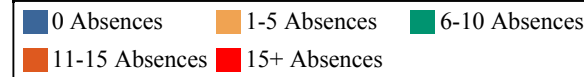
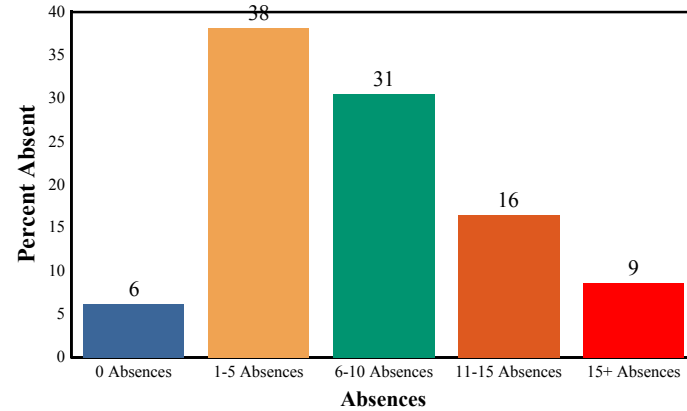


**Chronic Absenteeism for 2014-15**

**5.48%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**WITHIN SCHOOL ACHIEVEMENT GAP**

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GRADE SPAN KG-03

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 03**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	778	770
50th	756	743
25th	730	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	55

**Grade Level - 03**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	771	767
50th	752	745
25th	731	722
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.4%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	16
Administrators	558

**SCHOOL PEER GROUP**

MIDDLESEX  
SAYREVILLE BORO

GRADE SPAN KG-03

HARRY S. TRUMAN ELEMENTARY SCHOOL  
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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	JOHN C. MILANESI ELEMENTARY SCHOOL	01-0590-055	PK-03	56.7%	7.9%	24.6%
ATLANTIC	EGG HARBOR TWP	E. H. SLAYBAUGH ELEMENTARY SCHOOL	01-1310-035	PK-03	31.8%	1.8%	9.7%
ATLANTIC	HAMILTON TWP	GEORGE L. HESS EDUCATIONAL COMPLEX	01-1940-055	PK-05	38.2%	2.5%	13.8%
ATLANTIC	HAMMONTON TOWN	WARREN E. SOOY JR. ELEMENTARY SCHOOL	01-1960-055	PK-05	49.2%	9.5%	14.5%
BERGEN	BERGENFIELD BORO	WASHINGTON ELEMENTARY SCHOOL	03-0300-080	KG-05	38.9%	6.2%	8.8%
BERGEN	ELMWOOD PARK	GANTNER AVENUE SCHOOL	03-1345-070	KG-05	41.5%	0%	20.2%
BERGEN	RIDGEFIELD PARK TWP	LINCOLN ELEMENTARY SCHOOL	03-4380-070	PK-06	44.7%	7.9%	11%
BERGEN	RIDGEFIELD PARK TWP	ROOSEVELT ELEMENTARY SCHOOL	03-4380-080	KG-06	35.4%	4.8%	8.3%
BURLINGTON	EDGEWATER PARK TWP	MAGOWAN ELEMENTARY SCHOOL	05-1280-050	PK-04	46.9%	8%	13.3%
CAMDEN	GLOUCESTER TWP	GLENDORA ELEMENTARY SCHOOL	07-1780-060	KG-05	35.8%	0%	16.1%
ESSEX	BLOOMFIELD TWP	FRANKLIN ELEMENTARY	13-0410-130	PK-06	37.7%	5.6%	8.9%
ESSEX	WEST ORANGE TOWN	EDISON MIDDLE SCHOOL	13-5680-070	06	42.6%	1.8%	18.5%
GLOUCESTER	FRANKLIN TWP	CAROLINE L. REUTTER SCHOOL	15-1590-070	05-06	38.2%	0.5%	16.5%
GLOUCESTER	FRANKLIN TWP	MAIN ROAD SCHOOL	15-1590-095	03-04	37.3%	1.2%	14.4%
GLOUCESTER	MONROE TWP	HOLLY GLEN ELEMENTARY SCHOOL	15-3280-075	KG-04	50.9%	8.7%	17.7%
MIDDLESEX	HIGHLAND PARK BORO	BARTLE ELEMENTARY SCHOOL	23-2150-085	02-05	41.9%	5.7%	12%
MIDDLESEX	OLD BRIDGE TWP	LEROY GORDON COOPER ELEMENTARY SCHOOL	23-3845-113	KG-05	40.6%	3.4%	13.4%
MIDDLESEX	PISCATAWAY TWP	ARBOR ELEMENTARY SCHOOL	23-4130-060	04-05	40.7%	4.8%	12.2%
MIDDLESEX	SAYREVILLE BORO	HARRY S. TRUMAN ELEMENTARY SCHOOL	23-4660-075	KG-03	33.7%	0.9%	11.6%
MIDDLESEX	SAYREVILLE BORO	WOODROW WILSON ELEMENTARY SCHOOL	23-4660-120	KG-03	36.1%	1.3%	14.4%
MIDDLESEX	WOODBRIIDGE TWP	LAFAYETTE ESTATES ELEMENTARY SCHOOL	23-5850-200	KG-05	38.9%	8.3%	3.8%

**SCHOOL PEER GROUP**

**MIDDLESEX  
SAYREVILLE BORO**

**HARRY S. TRUMAN ELEMENTARY SCHOOL  
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**GRADE SPAN KG-03**

MONMOUTH	MATAWAN-ABERDEEN REGIONAL	<b>CLIFFWOOD ELEMENTARY SCHOOL</b>	25-3040-060	KG-03	43.1%	5.5%	15.4%	
OCEAN	BARNEGAT TWP	<b>ROBERT L. HORBELT ELEMENTARY SCHOOL</b>	29-0185-070	KG-05	36.7%	2%	14.2%	
OCEAN	BERKELEY TWP	<b>H &amp; M POTTER SCHOOL</b>	29-0320-040	PK-04	36.4%	0.4%	16.4%	
OCEAN	BRICK TWP	<b>VETERANS MEMORIAL ELEMENTARY SCHOOL</b>	29-0530-080	KG-05	41.5%	0%	19.1%	
OCEAN	LACEY TWP	<b>FORKED RIVER ELEMENTARY SCHOOL</b>	29-2480-050	KG-04	37.4%	3.2%	12.2%	
OCEAN	MANCHESTER TWP	<b>MANCHESTER TOWNSHIP ELEMENTARY SCHOOL</b>	29-2940-043	KG-05	33%	0.2%	12.3%	
OCEAN	TOMS RIVER REGIONAL	<b>EAST DOVER ELEMENTARY SCHOOL</b>	29-5190-070	KG-05	36.6%	0.2%	14.4%	
OCEAN	TOMS RIVER REGIONAL	<b>PINE BEACH ELEMENTARY SCHOOL</b>	29-5190-090	KG-05	36.2%	4.1%	10.5%	
PASSAIC	CLIFTON CITY	<b>SCHOOL #5</b>	31-0900-120	KG-05	42.4%	0.5%	22.1%	
SOMERSET	FRANKLIN TWP	<b>SAMPSON G. SMITH SCHOOL</b>	35-1610-150	05-06	48.8%	5.5%	18%	



# State of New Jersey 2014-15

23-4660-085

## OVERVIEW

MIDDLESEX  
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GRADE SPAN PK-05

SAMSEL UPPER ELEMENTARY SCHOOL  
298 ERNSTON ROAD  
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The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

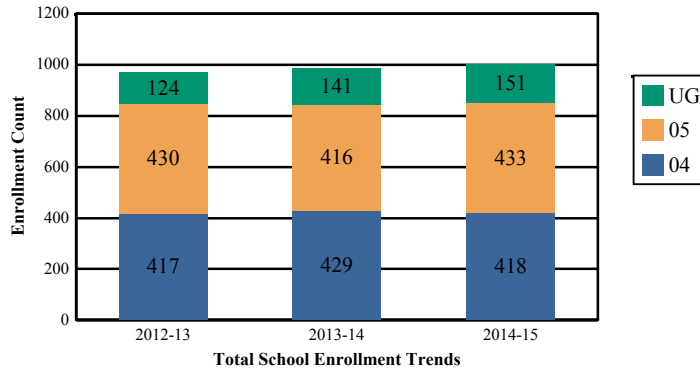
MIDDLESEX  
SAYREVILLE BORO

23-4660-085  
SAMSEL UPPER ELEMENTARY SCHOOL  
298 ERNSTON ROAD  
PARLIN, NJ 08859

GRADE SPAN PK-05

**Enrollment by Grade**

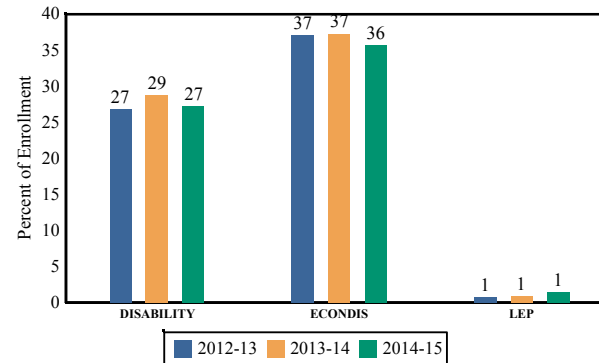
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Enrollment Trends by Program Participation**

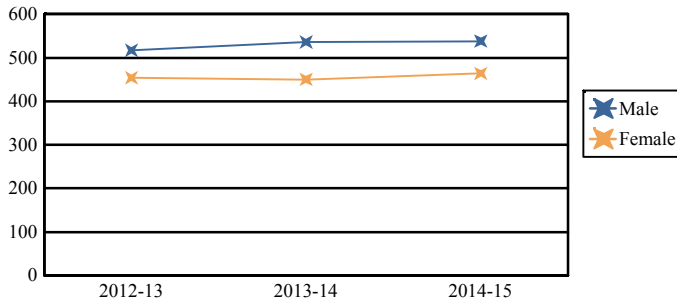
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	971
2013-14	986
2014-15	1,002

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



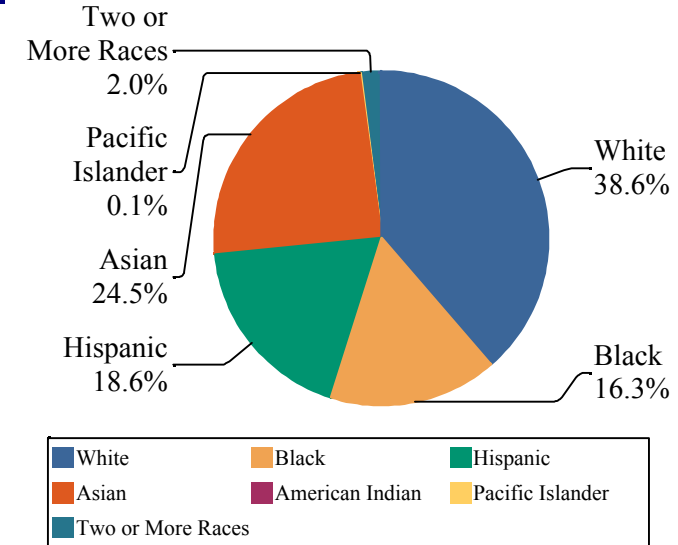
	Male	Female
2012-13	517	454
2013-14	536	450
2014-15	538	464

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	273	27%
Economically Disadvantaged Students	357	35.6%
English Language Learners	14	1.4%

**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	69.9%
Spanish	6.7%
Gujarati	3.7%
Polish	2.8%
Urdu	2.7%
Hindi	2.4%
Other	11.9%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	58%	91	59
Math Met or Exceeded Expectation	48%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	819	58.1%	95%	93.5%	YES*
White	313	54.9%	95%	89.5%	YES*
African American	137	45.2%	95%	97.3%	YES
Hispanic	146	52.8%	95%	92.7%	YES*
American Indian	-	-	--	--	--
Asian	206	74.7%	95%	98.6%	YES
Two or More Races	-	-	--	--	--
Students with Disability	163	22.7%	95%	89.8%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	274	46%	95%	95%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	826	47.7%	95%	93.5%	YES*
White	315	41.9%	95%	89.3%	YES*
African American	138	31.8%	95%	97.3%	YES
Hispanic	149	36.9%	95%	93.4%	YES*
American Indian	-	-	--	--	--
Asian	207	74.9%	95%	98.1%	YES
Two or More Races	-	-	--	--	--
Students with Disability	165	18.7%	95%	89.9%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	280	33.2%	95%	95.5%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-05

**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	399	760	751	4%	8%	23%	48%	17%	65%	52%
White	156	756	758	5%	8%	26%	49%	13%	62%	63%
African American	57	754	733	4%	11%	32%	47%	7%	54%	30%
Hispanic	70	751	737	9%	11%	17%	54%	9%	63%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	106	775	773	1%	4%	20%	44%	31%	75%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	72	723	725	21%	26%	36%	14%	3%	17%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	122	750	734	7%	9%	29%	49%	7%	56%	31%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-05

**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	420	751	751	4%	12%	32%	45%	7%	52%	53%
White	157	746	757	8%	10%	34%	45%	4%	48%	62%
African American	80	743	734	3%	18%	41%	38%	1%	39%	31%
Hispanic	76	746	737	5%	13%	38%	41%	3%	43%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	100	769	771	0%	9%	17%	55%	19%	74%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	91	726	723	16%	27%	29%	21%	7%	27%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	152	742	734	6%	15%	41%	36%	3%	38%	31%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-05

**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	402	751	744	3%	14%	33%	44%	7%	50%	42%
White	156	750	749	3%	13%	37%	42%	4%	47%	50%
African American	58	739	727	3%	22%	43%	31%	0%	31%	20%
Hispanic	71	738	732	8%	21%	35%	32%	3%	35%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	107	769	769	1%	3%	21%	59%	17%	76%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	72	720	724	17%	40%	28%	14%	1%	15%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	124	741	730	6%	18%	39%	38%	0%	38%	23%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-05

**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	424	746	744	3%	16%	36%	40%	5%	45%	42%
White	159	740	749	6%	19%	38%	34%	3%	37%	49%
African American	80	740	728	4%	16%	48%	30%	3%	33%	21%
Hispanic	78	741	733	1%	24%	36%	36%	3%	38%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	100	764	768	0%	6%	20%	61%	13%	74%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	93	724	724	11%	38%	30%	15%	6%	22%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	156	738	731	3%	21%	47%	28%	2%	29%	23%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-05

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**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation’s Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN PK-05

**NJASK Results - Science Grade Level - 04**

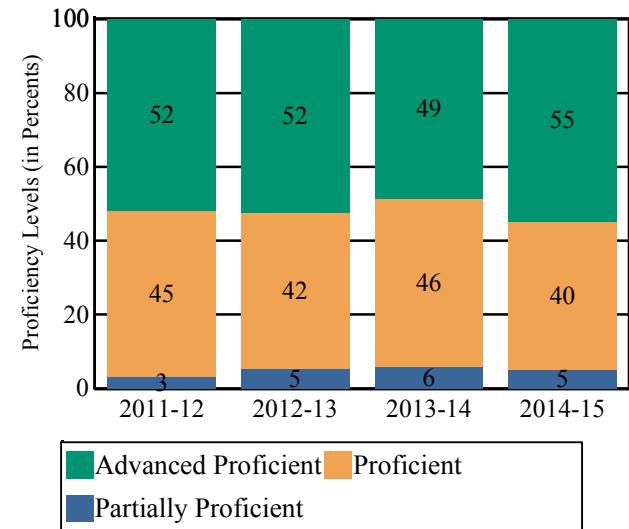
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	55%	40%	5%
White	59%	37%	4%
African American	33%	58%	9%
Hispanic	54%	38%	8%
American Indian	-	-	-
Asian	62%	36%	2%
Two or More Races	-	-	-
Students with Disability	32%	50%	18%
English Language Learners	-	-	-
Economically Disadvantaged Students	39%	54%	6%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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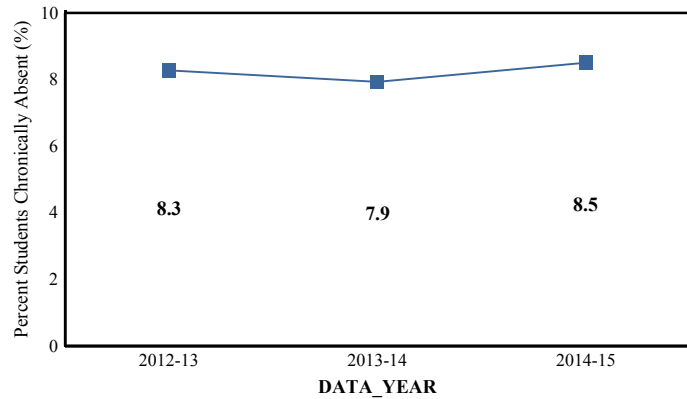
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GRADE SPAN PK-05

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

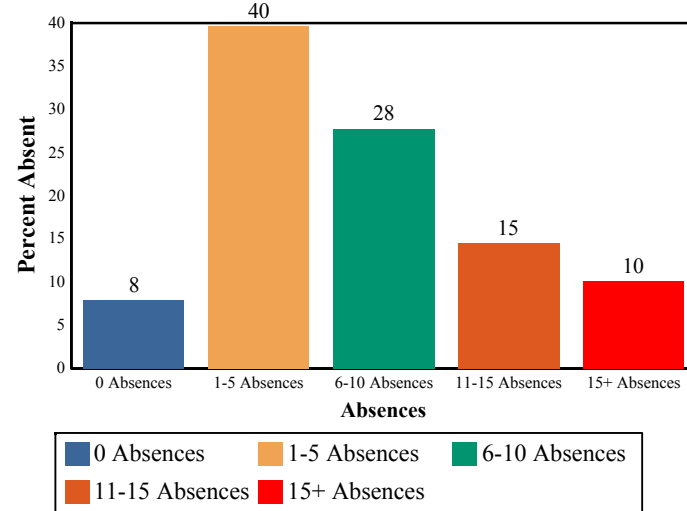
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>8.51%</b>
----------------------------------------	--------------

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**STUDENT GROWTH**

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	52	55	53	35	YES
Student Growth on Math	63	84	80	35	YES
		70	67		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	6%	4%	1%
Approached	12%	10%	6%
Met	10%	17%	20%
Exceeded	0%	2%	9%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	9%	5%	1%
Approached	8%	13%	13%
Met	4%	11%	27%
Exceeded	0%	0%	5%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 04**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	779	773
50th	760	750
25th	738	728
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

**Grade Level - 04**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	823	850
75th	768	764
50th	750	742
25th	732	721
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	43

**WITHIN SCHOOL ACHIEVEMENT GAP**

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**Grade Level - 05**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	770	773
50th	750	751
25th	733	728
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

**Grade Level - 05**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	763	763
50th	745	743
25th	728	723
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	40

**SCHOOL CLIMATE**

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**GRADE SPAN PK-05**

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	4.7%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	501

**SCHOOL PEER GROUP**

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**GRADE SPAN PK-05**

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PARLIN, NJ 08859**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR TWP	<b>H. RUSSEL SWIFT ELEMENTARY SCHOOL</b>	01-1310-050	PK-03	32.3%	6.6%	9.5%
BERGEN	BERGENFIELD BORO	<b>FRANKLIN ELEMENTARY SCHOOL</b>	03-0300-040	KG-05	35%	4.6%	12.7%
BERGEN	WALLINGTON BORO	<b>FRANK W. GAVLAK ELEMENTARY SCHOOL</b>	03-5430-055	KG-06	34.9%	3.1%	14.3%
BURLINGTON	NORTH HANOVER TWP	<b>NORTH HANOVER TOWNSHIP UPPER ELEMENTARY SCHOOL</b>	05-3650-036	05-06	34.6%	0.4%	19.5%
CAMDEN	BERLIN TWP	<b>JOHN F KENNEDY ELEMENTARY SCHOOL</b>	07-0340-050	PK-03	33.4%	5.3%	13.2%
CAMDEN	COLLINGSWOOD BORO	<b>JAMES A. GARFIELD ELEMENTARY SCHOOL</b>	07-0940-050	KG-05	39.2%	15.4%	3.8%
CAMDEN	GLOUCESTER TWP	<b>LORING-FLEMMING ELEMENTARY SCHOOL</b>	07-1780-090	KG-05	40.5%	7.7%	14.5%
CAMDEN	LAUREL SPRINGS BORO	<b>LAUREL SPRINGS SCHOOL</b>	07-2540-050	PK-06	36.5%	1.4%	18.7%
CAMDEN	MOUNT EPHRAIM BORO	<b>MARY BRAY ELEMENTARY SCHOOL</b>	07-3420-030	PK-04	32.4%	0.8%	17.2%
CAMDEN	RUNNEMEDE BORO	<b>ALINE BINGHAM ELEMENTARY SCHOOL</b>	07-4590-020	PK-03	34.3%	2.9%	17.5%
CAPE MAY	OCEAN CITY	<b>OCEAN CITY PRIMARY SCHOOL</b>	09-3780-070	KG-03	36.2%	8.1%	9.1%
CUMBERLANI	MILLVILLE CITY	<b>RIECK AVENUE ELEMENTARY SCHOOL</b>	11-3230-085	KG-05	58.2%	10.9%	27.6%
CUMBERLANI	UPPER DEERFIELD TWP	<b>ELIZABETH F. MOORE SCHOOL</b>	11-5300-060	04-05	54.9%	8.2%	27.2%
GLOUCESTER	MONROE TWP	<b>OAK KNOLL ELEMENTARY SCHOOL</b>	15-3280-090	KG-04	30.4%	0%	15.4%
MERCER	EWING TWP	<b>FRANCIS LORE ELEMENTARY SCHOOL</b>	21-1430-105	PK-05	32.8%	2.4%	14.5%
MIDDLESEX	OLD BRIDGE TWP	<b>CHEESEQUAKE ELEMENTARY SCHOOL</b>	23-3845-105	KG-05	34%	6.9%	8%
MIDDLESEX	PISCATAWAY TWP	<b>GRANDVIEW ELEMENTARY SCHOOL</b>	23-4130-080	PK-03	32.6%	7.7%	5.9%
MIDDLESEX	SAYREVILLE BORO	<b>EMMA ARLETH ELEMENTARY SCHOOL</b>	23-4660-060	KG-03	36.1%	2.2%	17.5%
MIDDLESEX	SAYREVILLE BORO	<b>SAMSEL UPPER ELEMENTARY SCHOOL</b>	23-4660-085	PK-05	35.6%	1.4%	18.9%
MIDDLESEX	WOODBRIE TWP	<b>WOODBINE AVENUE ELEMENTARY SCHOOL</b>	23-5850-320	KG-05	37%	12.6%	4.7%

**SCHOOL PEER GROUP**

MIDDLESEX  
SAYREVILLE BORO

SAMSEL UPPER ELEMENTARY SCHOOL  
298 ERNSTON ROAD  
PARLIN, NJ 08859

GRADE SPAN PK-05

MONMOUTH	EATONTOWN BORO	MEADOWBROOK	25-1260-080	PK-06	34.9%	0.7%	19.2%
MORRIS	MORRIS SCHOOL DISTRICT	SUSSEX AVENUE SCHOOL	27-3385-105	03-05	35.6%	2.5%	18.9%
OCEAN	BERKELEY TWP	BERKELEY TOWNSHIP ELEMENTARY SCHOOL	29-0320-025	05-06	34.6%	0%	21.6%
OCEAN	BRICK TWP	DRUM POINT ROAD ELEMENTARY SCHOOL	29-0530-030	KG-05	31.7%	0%	18.5%
OCEAN	BRICK TWP	LANES MILL ELEMENTARY SCHOOL	29-0530-045	KG-05	33.8%	0%	21.1%
OCEAN	LACEY TWP	LANOKA HARBOR ELEMENTARY SCHOOL	29-2480-060	KG-04	34.9%	1.1%	17.3%
OCEAN	OCEAN TWP	WARETOWN ELEMENTARY SCHOOL	29-3820-050	PK-03	31.9%	0%	16.7%
OCEAN	TOMS RIVER REGIONAL	JOSEPH A. CITTA ELEMENTARY SCHOOL	29-5190-067	KG-05	31.8%	4.7%	9.1%
SOMERSET	SOMERVILLE BORO	VAN DERVEER ELEMENTARY SCHOOL	35-4820-090	PK-05	37.8%	3.9%	17.8%
UNION	UNION TWP	CONNECTICUT FARMS	39-5290-090	PK-04	36.2%	7.2%	9.8%
WARREN	MANSFIELD TWP	MANSFIELD TOWNSHIP ELEMENTARY	41-2970-050	PK-06	30.3%	2.6%	13%



State of New Jersey  
2014-15

23-4660-120

OVERVIEW

MIDDLESEX  
SAYREVILLE BORO

WOODROW WILSON ELEMENTARY SCHOOL  
65 DANE STREET  
SAYREVILLE, NJ 08872

GRADE SPAN KG-03

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

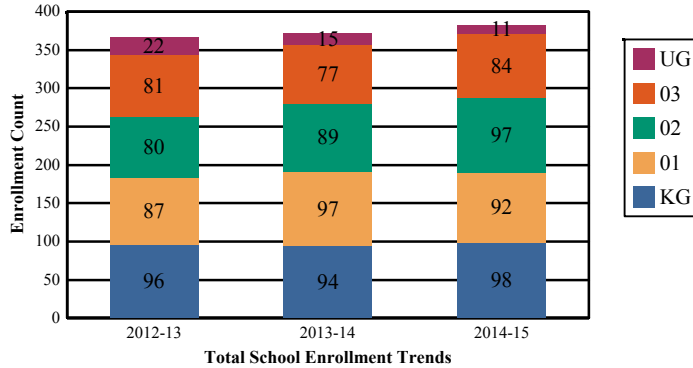
MIDDLESEX  
SAYREVILLE BORO

23-4660-120  
WOODROW WILSON ELEMENTARY SCHOOL  
65 DANE STREET  
SAYREVILLE, NJ 08872

GRADE SPAN KG-03

**Enrollment by Grade**

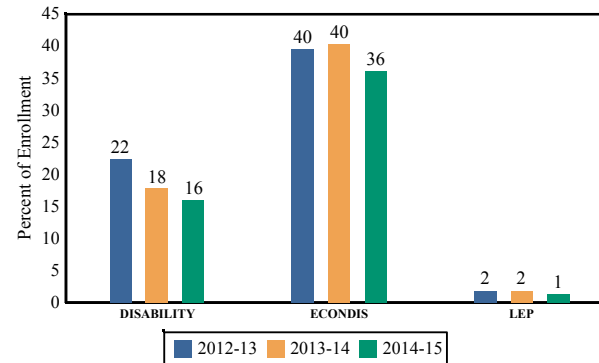
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

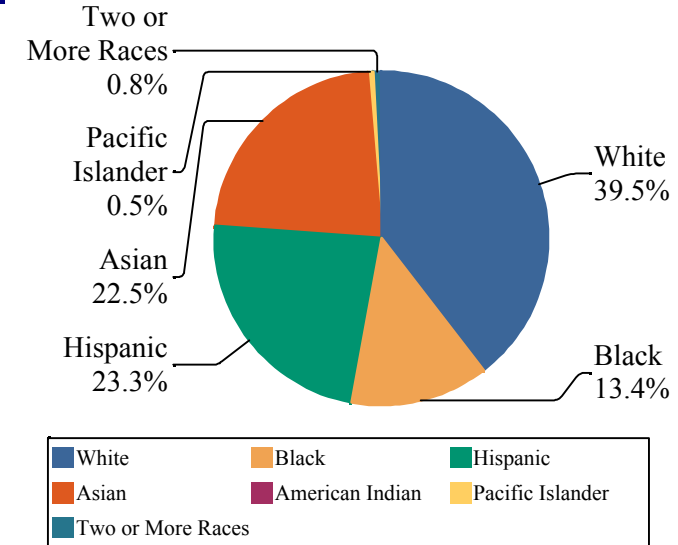
**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



**Enrollment by Ethnic/Racial Subgroup**

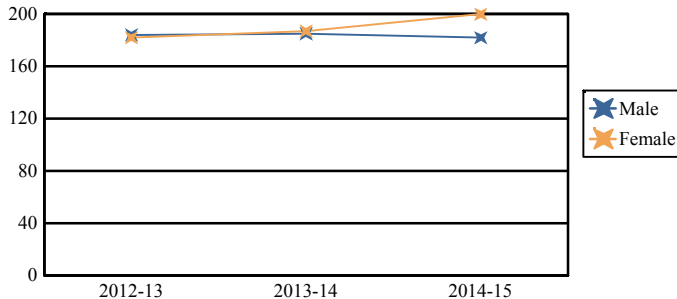
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	366
2013-14	372
2014-15	382

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	184	182
2013-14	185	187
2014-15	182	200

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	61	16%
Economically Disadvantaged Students	138	36.1%
English Language Learners	5	1.3%

**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	72.1%
Spanish	6.7%
Hindi	3.9%
Gujarati	3.6%
Chinese	2.6%
Urdu	1.3%
Other	10.0%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

WOODROW WILSON ELEMENTARY SCHOOL  
65 DANE STREET  
SAYREVILLE, NJ 08872

GRADE SPAN KG-03

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	46%	62	36
Math Met or Exceeded Expectation	46%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	83	45.8%	95%	97.8%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

WOODROW WILSON ELEMENTARY SCHOOL  
65 DANE STREET  
SAYREVILLE, NJ 08872

GRADE SPAN KG-03

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	83	45.8%	95%	97.8%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

WOODROW WILSON ELEMENTARY SCHOOL  
65 DANE STREET  
SAYREVILLE, NJ 08872

GRADE SPAN KG-03

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

WOODROW WILSON ELEMENTARY SCHOOL  
65 DANE STREET  
SAYREVILLE, NJ 08872

GRADE SPAN KG-03

**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	748	744	8%	12%	34%	41%	5%	46%	44%
White	25	736	753	16%	16%	32%	36%	0%	36%	55%
African American	11	740	725	9%	27%	18%	45%	0%	45%	26%
Hispanic	28	745	727	4%	4%	54%	39%	0%	39%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	19	774	769	5%	11%	16%	47%	21%	68%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	18	724	718	33%	6%	33%	28%	0%	28%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	27	742	724	7%	15%	41%	37%	0%	37%	24%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

WOODROW WILSON ELEMENTARY SCHOOL  
65 DANE STREET  
SAYREVILLE, NJ 08872

GRADE SPAN KG-03

**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	745	746	4%	23%	28%	40%	6%	46%	46%
White	25	735	752	8%	28%	28%	36%	0%	36%	56%
African American	11	738	728	0%	36%	36%	27%	0%	27%	25%
Hispanic	28	740	733	4%	18%	39%	39%	0%	39%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	19	770	772	0%	16%	5%	53%	26%	79%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	18	727	727	17%	33%	17%	33%	0%	33%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	27	740	730	4%	26%	30%	41%	0%	41%	26%

**ACADEMIC ACHIEVEMENT**

MIDDLESEX  
SAYREVILLE BORO

GRADE SPAN KG-03

WOODROW WILSON ELEMENTARY SCHOOL  
65 DANE STREET  
SAYREVILLE, NJ 08872

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

**Proficiency Percentages**

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

**COLLEGE AND CAREER READINESS**

MIDDLESEX  
SAYREVILLE BORO

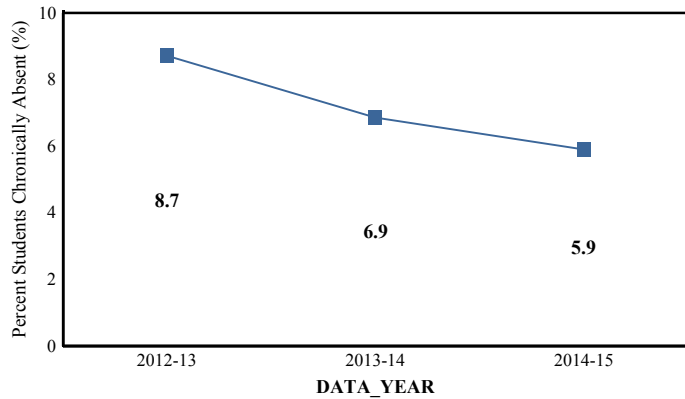
WOODROW WILSON ELEMENTARY SCHOOL  
65 DANE STREET  
SAYREVILLE, NJ 08872

GRADE SPAN KG-03

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

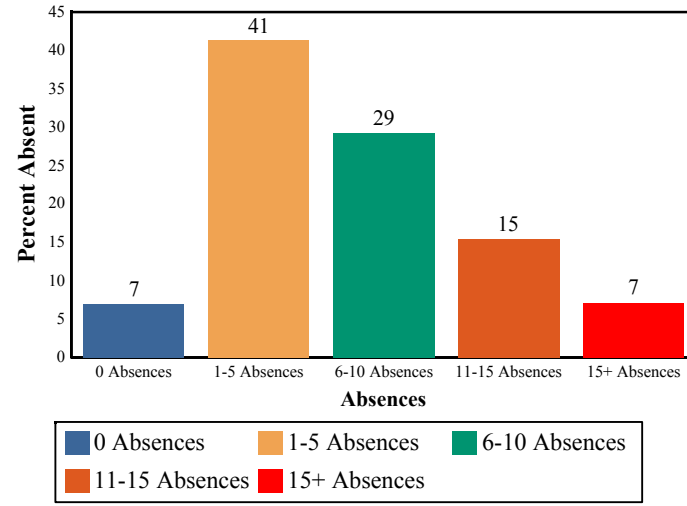
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>5.90%</b>
----------------------------------------	--------------

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**WITHIN SCHOOL ACHIEVEMENT GAP**

MIDDLESEX  
SAYREVILLE BORO

WOODROW WILSON ELEMENTARY SCHOOL  
65 DANE STREET  
SAYREVILLE, NJ 08872

GRADE SPAN KG-03

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 03**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	842	850
75th	769	770
50th	746	743
25th	726	715
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	55

**Grade Level - 03**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	811	850
75th	765	767
50th	748	745
25th	724	722
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

**SCHOOL CLIMATE**

**MIDDLESEX**

**SAYREVILLE BORO**

**GRADE SPAN KG-03**

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	1.6%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	15
Administrators	382

**SCHOOL PEER GROUP**

**MIDDLESEX  
SAYREVILLE BORO**

**WOODROW WILSON ELEMENTARY SCHOOL  
65 DANE STREET  
SAYREVILLE, NJ 08872**

**GRADE SPAN KG-03**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	JOHN C. MILANESI ELEMENTARY SCHOOL	01-0590-055	PK-03	56.7%	7.9%	24.6%
ATLANTIC	EGG HARBOR TWP	E. H. SLAYBAUGH ELEMENTARY SCHOOL	01-1310-035	PK-03	31.8%	1.8%	9.7%
ATLANTIC	HAMILTON TWP	GEORGE L. HESS EDUCATIONAL COMPLEX	01-1940-055	PK-05	38.2%	2.5%	13.8%
ATLANTIC	HAMMONTON TOWN	WARREN E. SOOY JR. ELEMENTARY SCHOOL	01-1960-055	PK-05	49.2%	9.5%	14.5%
BERGEN	BERGENFIELD BORO	WASHINGTON ELEMENTARY SCHOOL	03-0300-080	KG-05	38.9%	6.2%	8.8%
BERGEN	ELMWOOD PARK	GANTNER AVENUE SCHOOL	03-1345-070	KG-05	41.5%	0%	20.2%
BERGEN	RIDGEFIELD PARK TWP	ROOSEVELT ELEMENTARY SCHOOL	03-4380-080	KG-06	35.4%	4.8%	8.3%
CAMDEN	COLLINGSWOOD BORO	MARK NEWBIE ELEMENTARY SCHOOL	07-0940-060	KG-05	37.3%	0%	18.2%
CAMDEN	GLOUCESTER TWP	GLENDORA ELEMENTARY SCHOOL	07-1780-060	KG-05	35.8%	0%	16.1%
ESSEX	BLOOMFIELD TWP	FRANKLIN ELEMENTARY	13-0410-130	PK-06	37.7%	5.6%	8.9%
ESSEX	WEST ORANGE TOWN	EDISON MIDDLE SCHOOL	13-5680-070	06	42.6%	1.8%	18.5%
GLOUCESTER	DEPTFORD TWP	GOOD INTENT ELEMENTARY SCHOOL	15-1100-090	02-06	44.6%	6%	16.5%
GLOUCESTER	FRANKLIN TWP	CAROLINE L. REUTTER SCHOOL	15-1590-070	05-06	38.2%	0.5%	16.5%
GLOUCESTER	FRANKLIN TWP	MAIN ROAD SCHOOL	15-1590-095	03-04	37.3%	1.2%	14.4%
GLOUCESTER	MONROE TWP	HOLLY GLEN ELEMENTARY SCHOOL	15-3280-075	KG-04	50.9%	8.7%	17.7%
MIDDLESEX	HIGHLAND PARK BORO	BARTLE ELEMENTARY SCHOOL	23-2150-085	02-05	41.9%	5.7%	12%
MIDDLESEX	SAYREVILLE BORO	HARRY S. TRUMAN ELEMENTARY SCHOOL	23-4660-075	KG-03	33.7%	0.9%	11.6%
MIDDLESEX	SAYREVILLE BORO	WOODROW WILSON ELEMENTARY SCHOOL	23-4660-120	KG-03	36.1%	1.3%	14.4%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	CLIFFWOOD ELEMENTARY SCHOOL	25-3040-060	KG-03	43.1%	5.5%	15.4%
OCEAN	BARNEGAT TWP	ROBERT L. HORBELT ELEMENTARY SCHOOL	29-0185-070	KG-05	36.7%	2%	14.2%

**SCHOOL PEER GROUP**

MIDDLESEX  
SAYREVILLE BORO

WOODROW WILSON ELEMENTARY SCHOOL  
65 DANE STREET  
SAYREVILLE, NJ 08872

GRADE SPAN KG-03

OCEAN	BERKELEY TWP	H & M POTTER SCHOOL	29-0320-040	PK-04	36.4%	0.4%	16.4%
OCEAN	BRICK TWP	EMMA HAVENS YOUNG ELEMENTARY SCHOOL	29-0530-035	KG-05	41.1%	5.8%	13.3%
OCEAN	LACEY TWP	FORKED RIVER ELEMENTARY SCHOOL	29-2480-050	KG-04	37.4%	3.2%	12.2%
OCEAN	MANCHESTER TWP	MANCHESTER TOWNSHIP ELEMENTARY SCHOOL	29-2940-043	KG-05	33%	0.2%	12.3%
OCEAN	TOMS RIVER REGIONAL	PINE BEACH ELEMENTARY SCHOOL	29-5190-090	KG-05	36.2%	4.1%	10.5%
OCEAN	TUCKERTON BORO	TUCKERTON ELEMENTARY SCHOOL	29-5220-050	PK-06	38.4%	1.2%	17.5%
PASSAIC	CLIFTON CITY	SCHOOL #5	31-0900-120	KG-05	42.4%	0.5%	22.1%
SALEM	PENNSVILLE	CENTRAL PARK ELEMENTARY SCHOOL	33-4075-060	02-03	36.4%	0.8%	16.2%
SALEM	PITTSBORO TWP	OLIVET ELEMENTARY SCHOOL	33-4150-060	03-05	35.2%	0%	16%
SUSSEX	MONTAGUE TWP	MONTAGUE TOWNSHIP SCHOOL DISTRICT	37-3300-050	PK-06	42.2%	0%	23%
UNION	LINDEN CITY	NUMBER 1	39-2660-080	PK-05	58.6%	6.8%	29.3%