




Emma Arleth Elementary School
2016-2017
Grade Span KF-03

23-4660-060
MIDDLESEX
SAYREVILLE BORO
3198 WASHINGTON ROAD
PARLIN, NJ 08859-1558

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

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

Enrollment Trends by Student Group

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

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

Enrollment by Racial and Ethnic Group

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

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

PreK and K - Full Day and Half Day

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

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

Enrollment by Home Language

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

Home Language	% of Students
English	68.0%
Spanish	7.3%
Arabic	5.1%
Polish	3.4%
Gujarati	2.4%
Other	14.0%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	119	96.7	55.50	53.70	54.90	55.5	49.1	Met Target
White	58	95.1	53.40	52.90	63.90	53.4	51.4	Met Target
Hispanic	21	95.5	47.60	43.90	39.80	47.6	37.3	Met Target
Black or African American	20	100.0	45.00	43.30	35.20	45	45.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	19	100.0	78.90	74.40	80.70	78.9	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	*	**	**
Two or More Races	*	*	*	53.70	54.90	*	**	**
Female	57	96.6	54.40	61.50	62.20	54.4		
Male	62	96.9	56.40	46.20	48.10	56.4		
Economically Disadvantaged Students	47	97.9	44.70	43.00	36.20	44.7	46.1	Met Target†
Non-Economically Disadvantaged Students	72	96.0	62.50	59.40	65.80	62.5		
Students with Disabilities	18	90.0	16.70	*	20.50	15.8	N	N
Students without Disabilities	101	98.1	62.40	*	61.90	62.4		
English Learners	*	*	*	30.30	25.20	*	**	**
Non-English Learners	*	*	*	54.40	57.40	*		
Homeless Students	*	*	*	69.20	26.40	*		
Students In Foster Care	*	*	*	25.00	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	752	750	749	*	13%	23%	54%	*	58%	50%
White	56	748	750	759	*	*	21%	55%	0%	55%	61%
Hispanic	19	751	742	734	0%	*	*	53%	0%	53%	35%
Black or African American	19	746	743	731	*	*	*	*	*	47%	32%
Asian, Native Hawaiian, or Pacific Islander	19	768	763	775	0%	*	*	68%	*	79%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	54	750	754	753	*	*	20%	54%	*	57%	55%
Male	60	752	746	744	*	*	25%	55%	*	58%	46%
Economically Disadvantaged Students	42	743	744	730	*	*	24%	48%	*	50%	31%
Non-Economically Disadvantaged Students	72	757	754	761	*	*	22%	58%	*	63%	63%
Students with Disabilities	13	725	724	720	*	*	*	*	*	23%	24%
Students without Disabilities	101	755	755	754	*	*	*	*	*	62%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%

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

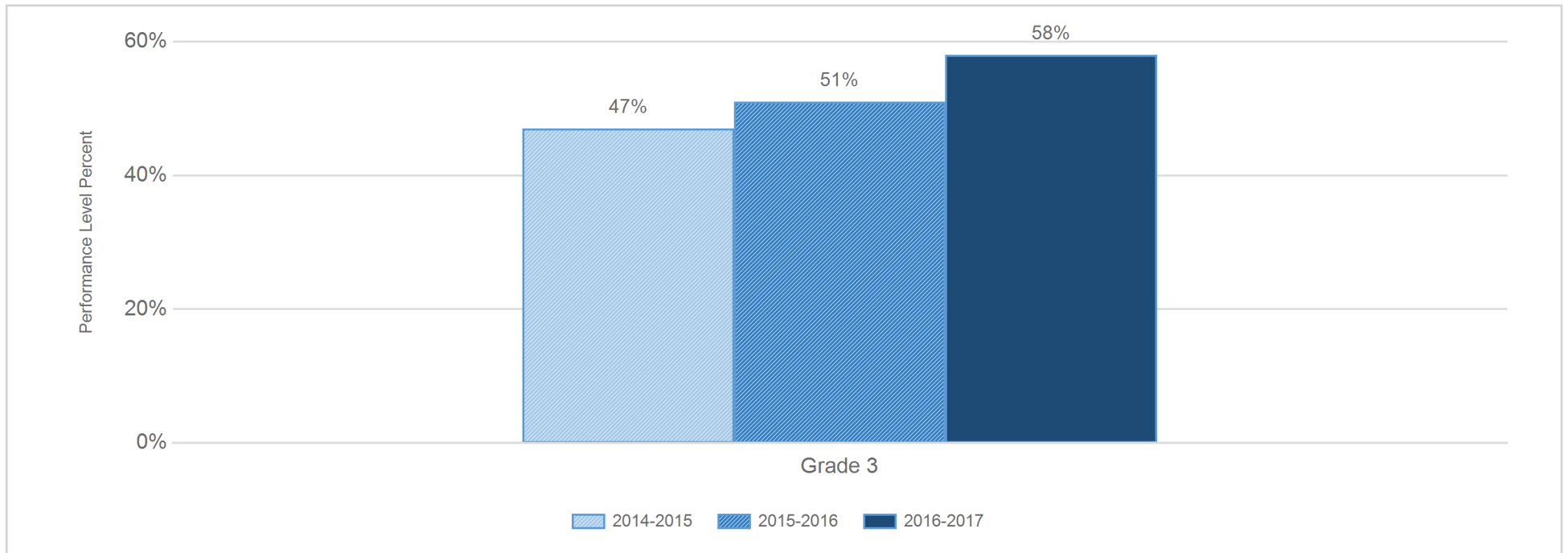


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	119	96.7	59.70	41.10	43.50	59.7	56.1	Met Target
White	58	95.1	60.40	39.60	52.40	60.4	64.3	Met Target†
Hispanic	21	95.5	38.10	28.50	27.60	38.1	41.5	Met Target†
Black or African American	20	100.0	50.00	27.10	21.70	50	49.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	19	100.0	94.70	70.50	75.60	94.7	**	**
American Indian or Alaska Native	*	*	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	37.10	44.90	*	**	**
Female	57	96.6	57.90	41.70	44.10	57.9		
Male	62	96.9	61.20	40.60	42.90	61.2		
Economically Disadvantaged Students	47	97.9	49.00	29.50	25.10	49	47.6	Met Target
Non-Economically Disadvantaged Students	72	96.0	66.70	47.40	54.30	66.7		
Students with Disabilities	18	90.0	22.30	*	16.50	21.1	N	N
Students without Disabilities	101	98.1	66.40	*	48.80	66.4		
English Learners	*	*	*	29.60	23.30	*	**	**
Non-English Learners	*	*	*	41.50	45.20	*		
Homeless Students	*	*	*	58.40	16.40	*		
Students In Foster Care	*	*	*	37.50	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	755	753	750	*	13%	21%	50%	*	62%	53%
White	56	757	752	758	*	*	25%	50%	*	63%	63%
Hispanic	19	743	740	738	0%	*	*	*	*	42%	37%
Black or African American	19	745	742	733	*	*	*	*	*	53%	32%
Asian, Native Hawaiian, or Pacific Islander	19	771	772	778	0%	0%	*	68%	*	95%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	54	753	753	751	*	*	26%	56%	*	61%	52%
Male	60	756	752	750	*	*	17%	45%	*	63%	53%
Economically Disadvantaged Students	42	746	744	735	*	*	*	48%	*	55%	34%
Non-Economically Disadvantaged Students	72	760	757	761	*	*	*	51%	*	67%	65%
Students with Disabilities	13	734	732	728	*	*	*	*	*	31%	29%
Students without Disabilities	101	758	756	754	*	*	*	*	*	66%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%

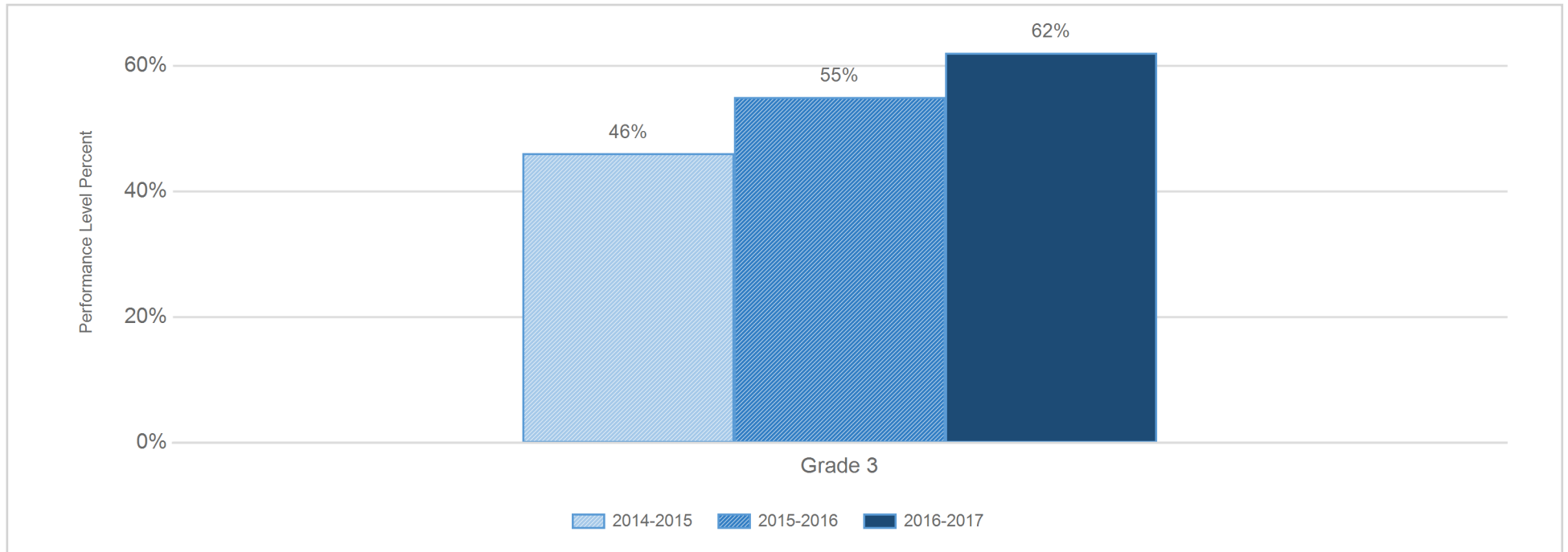


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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Grade Span KF-03

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

Chronic Absenteeism

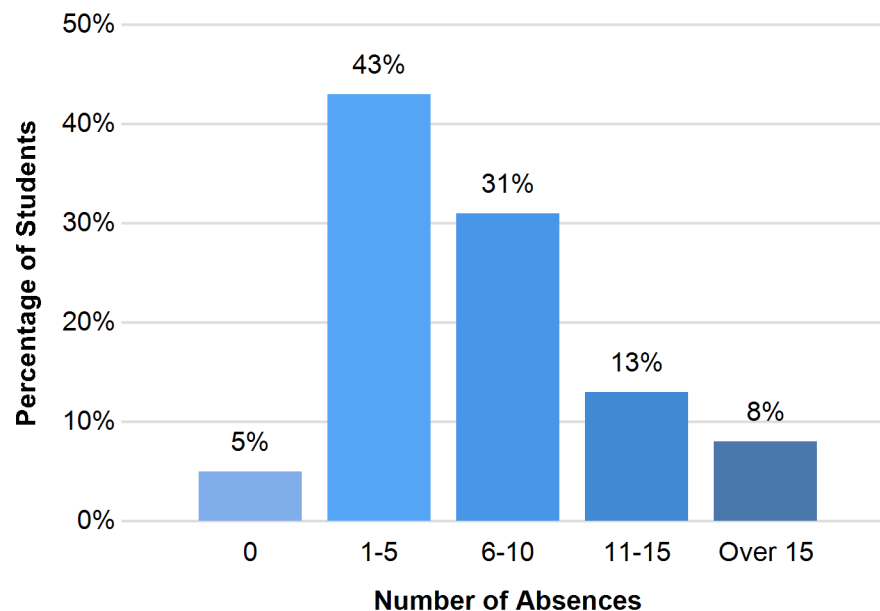
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.40	9.10	Met Target
White	4.30	9.10	Met Target
Hispanic	8.70	9.10	Met Target
Black or African American	0.00	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.90	9.10	Met Target
American Indian or Alaska Native	0	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	7.30	9.10	Met Target
Students with Disabilities	7.10	9.10	Met Target
English Learners	0	**	**

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

Days Absent

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





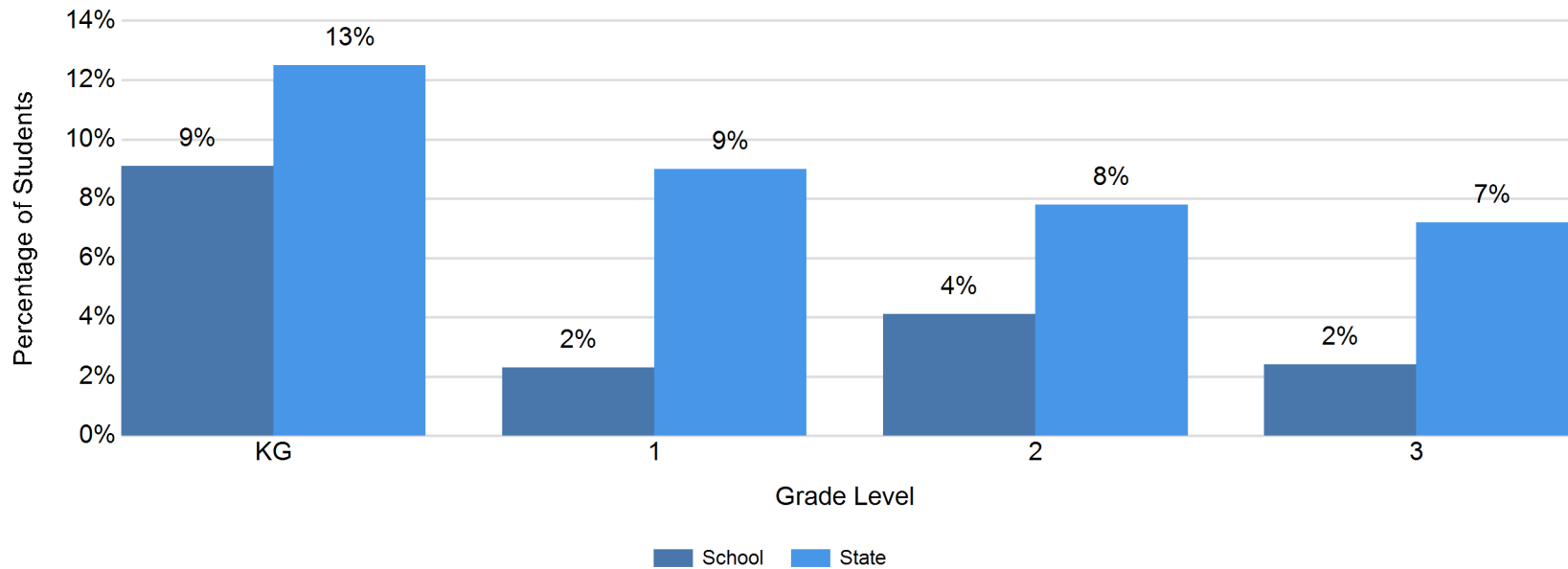
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Grade Span KF-03

Chronic Absenteeism by Grade

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





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School Day

Violence, Vandalism, HIB, and Substance Offenses

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

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

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

Incident Type	Number of Incidents
Violence	3
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.79

Student Suspension Rate

Student Expulsions

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

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

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.0	493.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

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



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	38	121,048
Average years experience in public schools	11.5	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,533
Average years experience in public schools	11.1	15.9
Average years experience in district	7.6	11.6
Administrators in district for 4 or more years	44%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	507:1	225:1
Librarian/Media Specialists		1014:1
Nurses		676:1
Counselors		435:1
Child Study Team		358:1



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

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



Emma Arleth Elementary School
2016-2017
Grade Span KF-03

23-4660-060
MIDDLESEX
SAYREVILLE BORO
3198 WASHINGTON ROAD
PARLIN, NJ 08859-1558

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

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

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

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



Emma Arleth Elementary School
2016-2017
Grade Span KF-03

23-4660-060
 MIDDLESEX
 SAYREVILLE BORO
 3198 WASHINGTON ROAD
 PARLIN, NJ 08859-1558

Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	N/A	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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† Target was met within a confidence interval.



Emma Arleth Elementary School
2016-2017
Grade Span KF-03



23-4660-060
 MIDDLESEX
 SAYREVILLE BORO
 3198 WASHINGTON ROAD
 PARLIN, NJ 08859-1558

School General Info

Principal:	Mr. Preston	Email Address:	robert.preston@sayrevillek12.net
Address:	3198 WASHINGTON ROAD PARLIN, NJ 08859-1558	Website:	http://sayreville-eae.ss8.sharpschool.com/
Phone:	(732)525-5245	Facebook:	https://www.facebook.com/Arleth-Elementary-School-528518943980697/
		Twitter:	https://twitter.com/ArlethPrincipal

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Arleth Elementary School created a school garden, greenhouse, and outdoor classroom for the children. • Technology is used on a daily basis including SMART Boards, iPads, Chromebooks, and Document Cameras. • Teachers use Responsive Classroom techniques to integrate academic, social and emotional learning.
 <p>Mission, Vision, Theme:</p>	<p>Our mission at the Emma L. Arleth School has three main goals: 1. Prepare students academically, socially, and emotionally by providing them with a safe, caring, and stimulating learning environment.</p>





**Emma Arleth Elementary School
2016-2017**

**23-4660-060
MIDDLESEX
SAYREVILLE BORO
3198 WASHINGTON ROAD
PARLIN, NJ 08859-1558**

Grade Span KF-03

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







Emma Arleth Elementary School
2016-2017
Grade Span KF-03

23-4660-060
 MIDDLESEX
 SAYREVILLE BORO
 3198 WASHINGTON ROAD
 PARLIN, NJ 08859-1558

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



Emma Arleth Elementary School
2016-2017

Grade Span KF-03

23-4660-060
MIDDLESEX
SAYREVILLE BORO
3198 WASHINGTON ROAD
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Facilities:

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



Emma Arleth Elementary School
2016-2017

Grade Span KF-03

23-4660-060
MIDDLESEX
SAYREVILLE BORO
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Arleth School offers its students a comprehensive elementary curriculum. As a grade K-3 school of over 500 students, we are dedicated to providing our children with developmentally appropriate early childhood practices in language arts, mathematics, science, social studies, art, music, physical education, health, Spanish, library-media skills and computer literacy. There is an emphasis on the use of technology. Every classroom is equipped with a SMART Board, Document Camera and computer. Classrooms in grades 1, 2, and 3 utilize Chromebooks on a daily basis while the kindergarten classes use iPads to complement their instructional activities.



Other Information: