



Sayreville War Memorial High School
2016-2017


Grade Span 09-12

23-4660-050
MIDDLESEX
SAYREVILLE BORO
820 WASHINGTON ROAD
PARLIN, NJ 08859-1050

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
9	412	441	425
10	408	406	437
11	425	406	399
12	421	410	396
Ungraded	4	2	7
Total	1670	1665	1664

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	50%
Male	52%	52%	50%
Economically Disadvantaged Students	38%	34%	34%
Students with Disabilities	14%	13%	14%
English Learners	1%	2%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	45.9%
Hispanic	19.2%
Asian	15.8%
Black or African American	15.8%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	2.9%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2014-15	2015-16	2016-17
Full Time Students	0	1665	1664
Shared Time Students	0	0	0
Full Time Equivalent	0	1665	1664

Enrollment by Home Language

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

Home Language	% of Students
English	71.8%
Spanish	8.0%
Gujarati	2.9%
Arabic	2.6%
Polish	2.4%
<i>Other</i>	12.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	828	97.9	44.60	53.70	54.90	44.6	51.8	Not Met
White	368	96.6	44.30	52.90	63.90	44.3	51.9	Not Met
Hispanic	160	98.8	33.10	43.90	39.80	33.1	39.2	Met Target†
Black or African American	140	99.3	35.70	43.30	35.20	35.7	42.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	133	99.3	67.70	74.40	80.70	67.7	73.6	Met Target†
American Indian or Alaska Native	N	N	*	100.00	53.70	*	**	**
Two or More Races	27	96.4	48.10	53.70	54.90	48.1	N	N
Female	405	97.9	52.10	61.50	62.20	52.1		
Male	423	98.0	37.40	46.20	48.10	37.4		
Economically Disadvantaged Students	272	98.3	34.90	43.00	36.20	34.9	38.6	Met Target†
Non-Economically Disadvantaged Students	556	97.7	49.30	59.40	65.80	49.3		
Students with Disabilities	131	97.8	*	*	20.50	*	14.5	Not Met
Students without Disabilities	697	97.9	*	*	61.90	*		
English Learners	24	96.2	20.80	30.30	25.20	20.8	31.5	Met Target†
Non-English Learners	804	98.0	45.30	54.40	57.40	45.3		
Homeless Students	*	*	*	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	*		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	423	747	747	748	10%	13%	28%	39%	11%	50%	52%
White	180	750	750	757	7%	14%	28%	41%	11%	51%	62%
Hispanic	80	739	739	732	*	*	25%	40%	*	45%	35%
Black or African American	82	733	733	730	21%	*	38%	27%	*	31%	30%
Asian, Native Hawaiian, or Pacific Islander	70	766	766	776	*	*	19%	51%	21%	73%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	11	759	759	745	0%	*	*	*	*	55%	48%
Female	226	754	754	756	7%	9%	27%	44%	14%	58%	60%
Male	197	740	740	741	14%	17%	28%	34%	7%	41%	43%
Economically Disadvantaged Students	156	739	739	730	16%	12%	33%	32%	7%	39%	32%
Non-Economically Disadvantaged Students	267	752	752	757	7%	13%	24%	43%	13%	56%	62%
Students with Disabilities	76	709	709	714	*	*	*	*	*	*	13%
Students without Disabilities	347	756	756	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	751	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	416	733	733	742	23%	17%	22%	34%	5%	39%	46%
White	188	734	734	749	23%	15%	23%	31%	7%	38%	52%
Hispanic	82	718	718	727	28%	*	27%	*	*	23%	34%
Black or African American	65	734	734	725	22%	22%	*	37%	*	40%	31%
Asian, Native Hawaiian, or Pacific Islander	65	746	746	774	*	*	*	54%	*	60%	74%
American Indian or Alaska Native	N	N	N	739	N	N	N	N	N	N	42%
Two or More Races	16	737	737	737	*	0%	*	*	*	44%	42%
Female	184	740	740	751	15%	*	23%	39%	*	46%	54%
Male	232	727	727	733	28%	*	21%	31%	*	34%	39%
Economically Disadvantaged Students	121	723	723	726	28%	*	22%	29%	*	30%	32%
Non-Economically Disadvantaged Students	295	737	737	750	20%	*	21%	36%	*	43%	54%
Students with Disabilities	55	695	695	704	*	*	*	*	*	*	12%
Students without Disabilities	361	739	739	749	*	*	*	*	*	*	52%
English Learners	*	*	*	680	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	714	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	732	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	298	717	717	735	41%	19%	17%	17%	6%	23%	38%
White	136	715	715	738	41%	22%	*	17%	*	22%	40%
Hispanic	57	703	703	731	*	*	*	*	*	*	34%
Black or African American	47	713	713	727	43%	*	26%	*	0%	15%	30%
Asian, Native Hawaiian, or Pacific Islander	48	747	747	755	*	*	*	29%	21%	50%	58%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	30%
Two or More Races	10	711	711	731	*	*	0%	*	0%	30%	36%
Female	154	724	724	743	35%	18%	18%	*	*	30%	46%
Male	144	710	710	728	47%	20%	17%	*	*	16%	31%
Economically Disadvantaged Students	103	710	710	729	46%	20%	18%	*	*	16%	32%
Non-Economically Disadvantaged Students	195	721	721	739	39%	18%	16%	*	*	27%	42%
Students with Disabilities	39	702	702	709	56%	*	*	*	0%	13%	12%
Students without Disabilities	259	720	720	741	39%	*	*	*	7%	25%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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



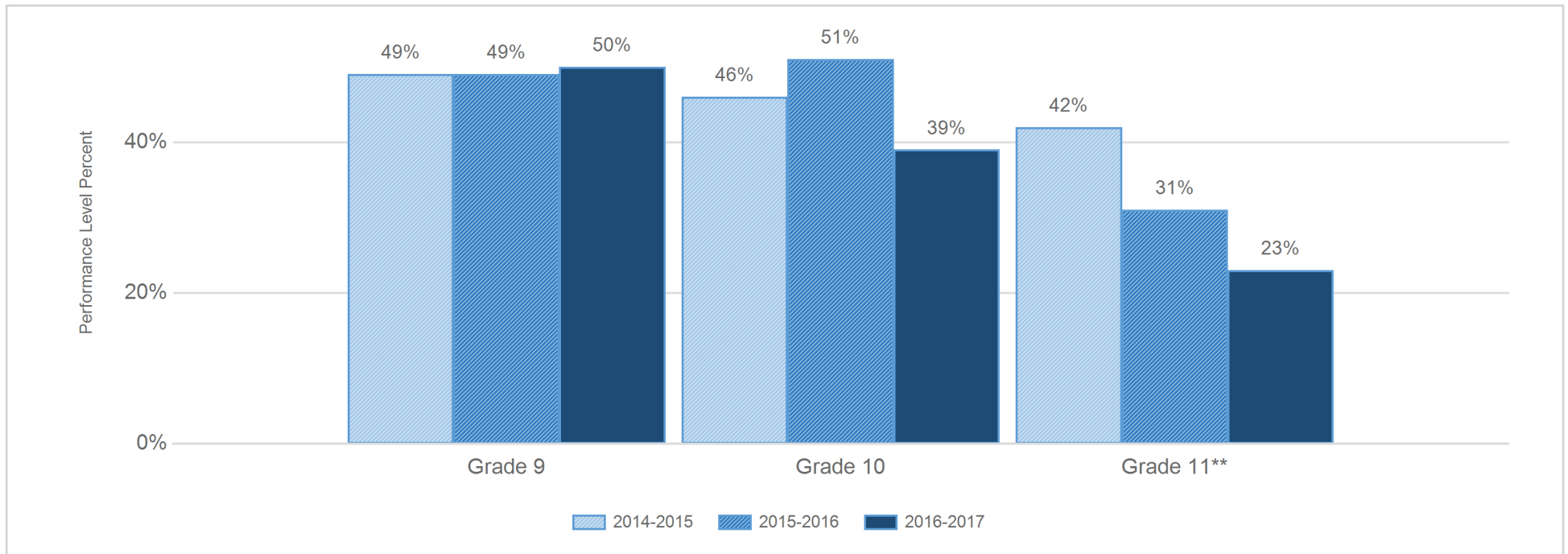
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English Language Arts/Literacy Assessment - Performance Trends

This graph 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	840	97.7	24.60	41.10	43.50	24.6	25.8	Met Target†
White	370	95.9	25.10	39.60	52.40	25.1	25.6	Met Target†
Hispanic	164	99.4	16.50	28.50	27.60	16.5	15.4	Met Target
Black or African American	146	100.0	12.30	27.10	21.70	12.3	15.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	133	99.3	45.10	70.50	75.60	45.1	46.7	Met Target†
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	27	93.1	33.30	37.10	44.90	32.6	N	N
Female	407	97.6	23.10	41.70	44.10	23.1		
Male	433	97.8	26.10	40.60	42.90	26.1		
Economically Disadvantaged Students	282	98.3	15.90	29.50	25.10	15.9	12.9	Met Target
Non-Economically Disadvantaged Students	558	97.4	29.00	47.40	54.30	29		
Students with Disabilities	132	97.1	*	*	16.50	*	7.6	Met Target†
Students without Disabilities	708	97.8	*	*	48.80	*		
English Learners	26	100.0	15.40	29.60	23.30	15.4	16.6	Met Target†
Non-English Learners	814	97.6	25.00	41.50	45.20	25		
Homeless Students	*	*	*	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 Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	175	713	744	742	*	*	*	*	*	*	42%
White	61	715	745	750	21%	54%	*	*	0%	12%	52%
Hispanic	49	710	732	727	*	*	*	*	*	*	24%
Black or African American	44	714	731	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	14	715	773	773	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	74	715	744	743	*	*	*	*	*	*	43%
Male	101	712	744	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	81	715	735	726	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	94	712	749	751	*	*	*	*	*	*	52%
Students with Disabilities	101	706	710	714	*	*	*	*	*	*	10%
Students without Disabilities	74	723	754	747	*	*	*	*	*	*	47%
English Learners	13	712	*	707	*	*	*	*	*	*	*
Non-English Learners	162	714	*	744	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	613	733	733	733	*	27%	43%	23%	*	25%	30%
White	279	735	735	739	*	23%	49%	22%	*	24%	38%
Hispanic	119	728	728	722	*	37%	36%	19%	*	19%	14%
Black or African American	105	725	725	718	11%	37%	41%	11%	0%	11%	*
Asian, Native Hawaiian, or Pacific Islander	91	744	744	757	*	12%	40%	43%	*	45%	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	19	734	734	733	*	*	*	*	0%	37%	32%
Female	308	733	733	734	*	27%	45%	23%	*	24%	31%
Male	305	733	733	733	*	26%	42%	24%	*	25%	30%
Economically Disadvantaged Students	216	729	729	721	*	32%	43%	17%	*	18%	13%
Non-Economically Disadvantaged Students	397	735	735	740	*	24%	43%	27%	*	28%	39%
Students with Disabilities	51	716	716	711	*	*	*	*	*	*	*
Students without Disabilities	562	735	735	737	*	*	*	*	*	*	*
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	734	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	297	720	720	724	29%	23%	28%	*	*	19%	28%
White	145	720	720	731	29%	24%	30%	*	*	17%	33%
Hispanic	52	707	707	709	*	*	*	*	*	*	14%
Black or African American	46	706	706	702	44%	28%	*	*	0%	11%	*
Asian, Native Hawaiian, or Pacific Islander	45	748	748	760	*	*	40%	38%	*	42%	62%
American Indian or Alaska Native	N	N	N	714	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	148	720	720	724	26%	*	31%	16%	*	16%	27%
Male	149	721	721	724	32%	*	26%	20%	*	23%	29%
Economically Disadvantaged Students	85	709	709	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	212	725	725	732	*	*	*	*	*	*	35%
Students with Disabilities	20	696	696	692	*	*	*	*	*	*	*
Students without Disabilities	277	722	722	728	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	725	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	709	N	N	N	N	N	N	14%
Migrant Students	N	N	N	701	N	N	N	N	N	N	14%



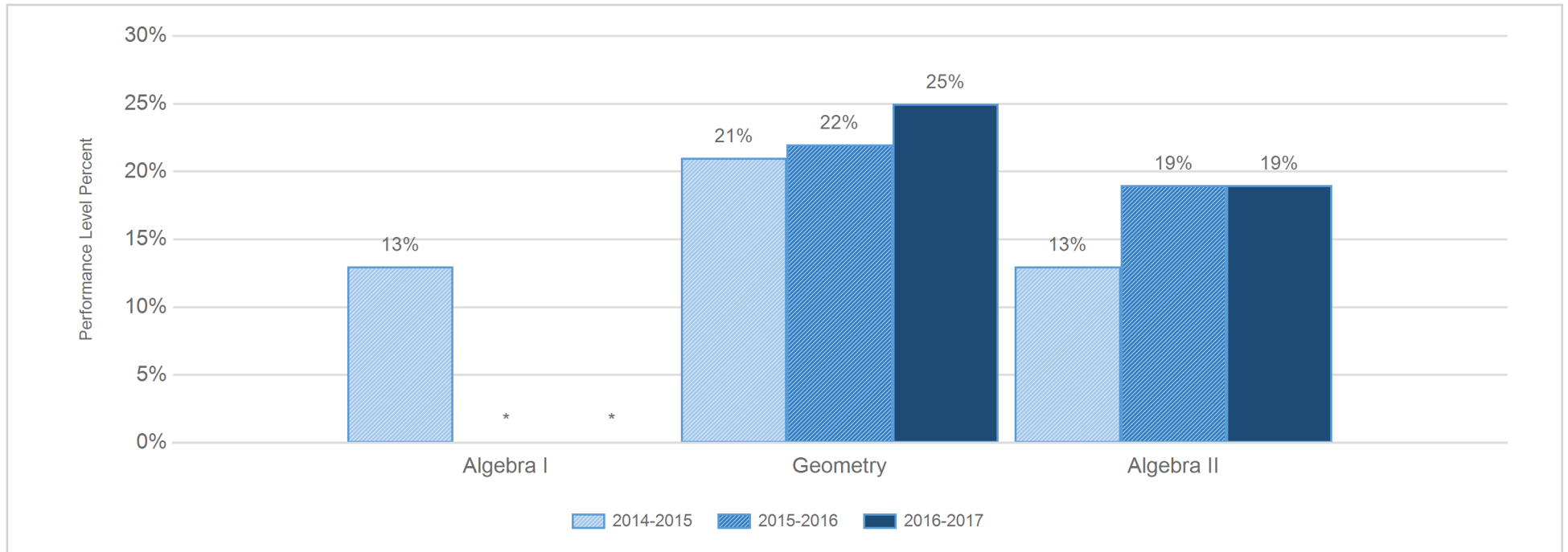
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Mathematics Assessment – Performance Trends

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
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

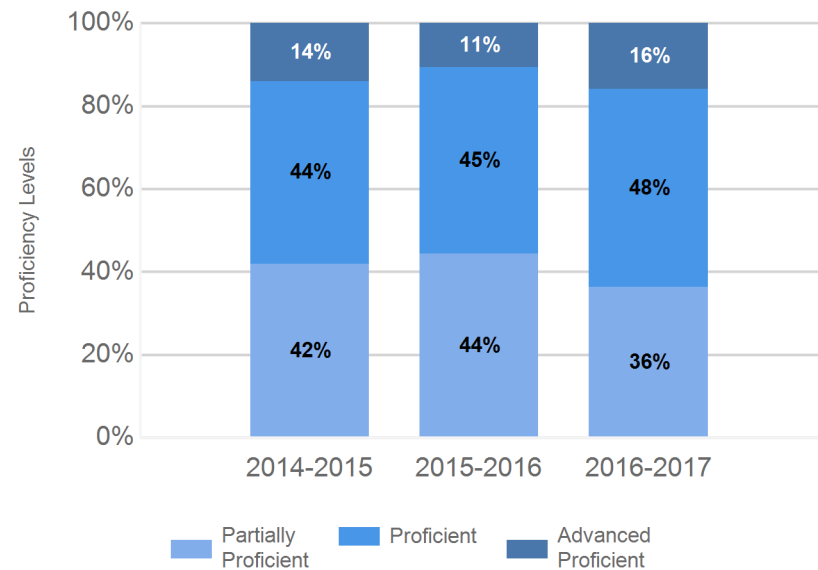
Biology Assessment - Performance

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

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

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	60.4%	89.4%
Percentage of students taking the SAT	100.0%	94.7%
Percentage of students taking the ACT	15.7%	28.3%

PSAT/SAT/ACT - Performance

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

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



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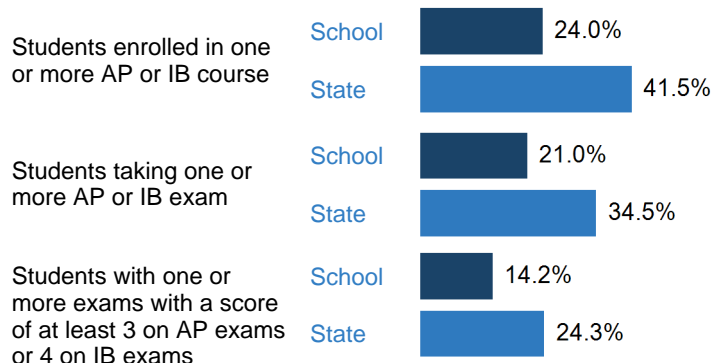
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

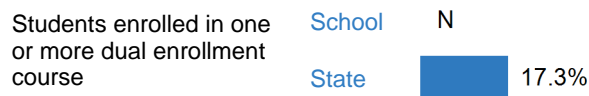
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

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



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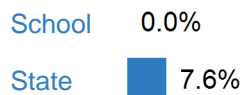
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

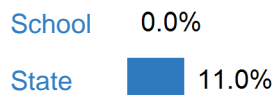
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

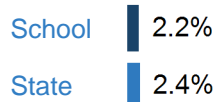
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

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

Science - Course Participation

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

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



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

Social Studies and History - Course Participation

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

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

World Languages - Course Participation

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

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



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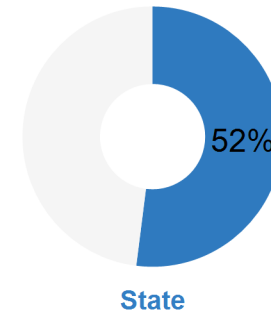
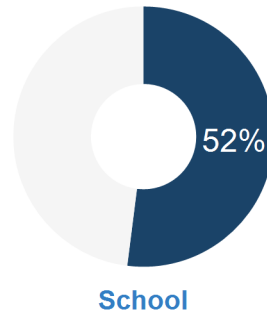
Grade Span 09-12

Visual and Performing Arts – Course Participation

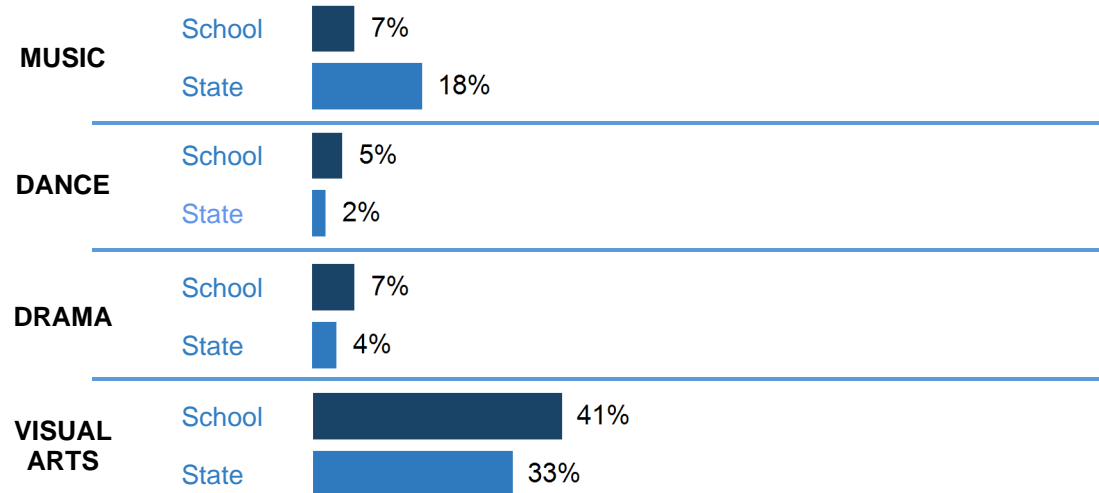
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	90%	90.5%	93.4%	91.8%	90.7%	90.2%	Met Target	93.1%	93.0%	Met Target
White	94.2%	94.5%	93.7%	95.1%	91.8%	91.1%	Met Target	94.2%	91.3%	Met Target
Hispanic	*	84.3%	*	86.3%	*	87.0%	Not Met	91.6%	89.3%	Met Target
Black or African American	89.7%	83.4%	94.3%	85.3%	92%	89.5%	Met Target	90.4%	95.2%	Not Met
Asian, Native Hawaiian or Pacific Islander	94.2%	96.6%	96.9%	97.5%	95.4%	N	Met Goal	96.7%	N	Met Goal
American Indian or Alaska Native	*	92.3%	*	86.6%	*	*	*	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	83.2%	83.9%	91.2%	85.6%	86.6%	88.5%	Not Met	92%	91.9%	Met Target
Students with Disabilities	75%	78.8%	86.8%	82.1%	83.3%	75.4%	Met Target	79.8%	79.8%	Met Target
English Learners	54.6%	76.1%	62.5%	79.7%	43.8%	**	**	*	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	*	*		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	90%	-
2016	91%	93.4%
2015	90%	93%

Dropout Rate Trends

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

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

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



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

Postsecondary Enrollment Rates: Fall

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

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

Postsecondary Enrollment Rates: 16 month

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

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



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

Chronic Absenteeism

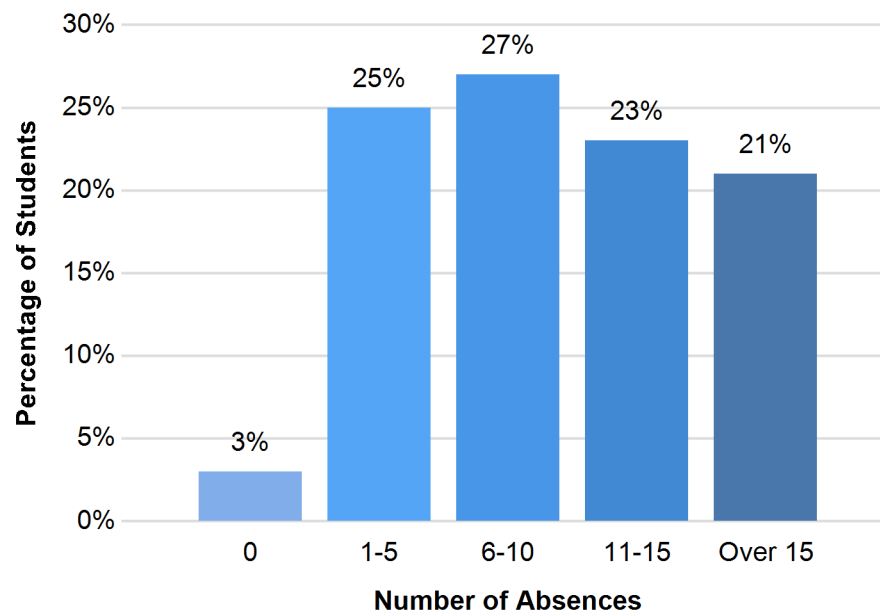
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

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

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

Days Absent

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





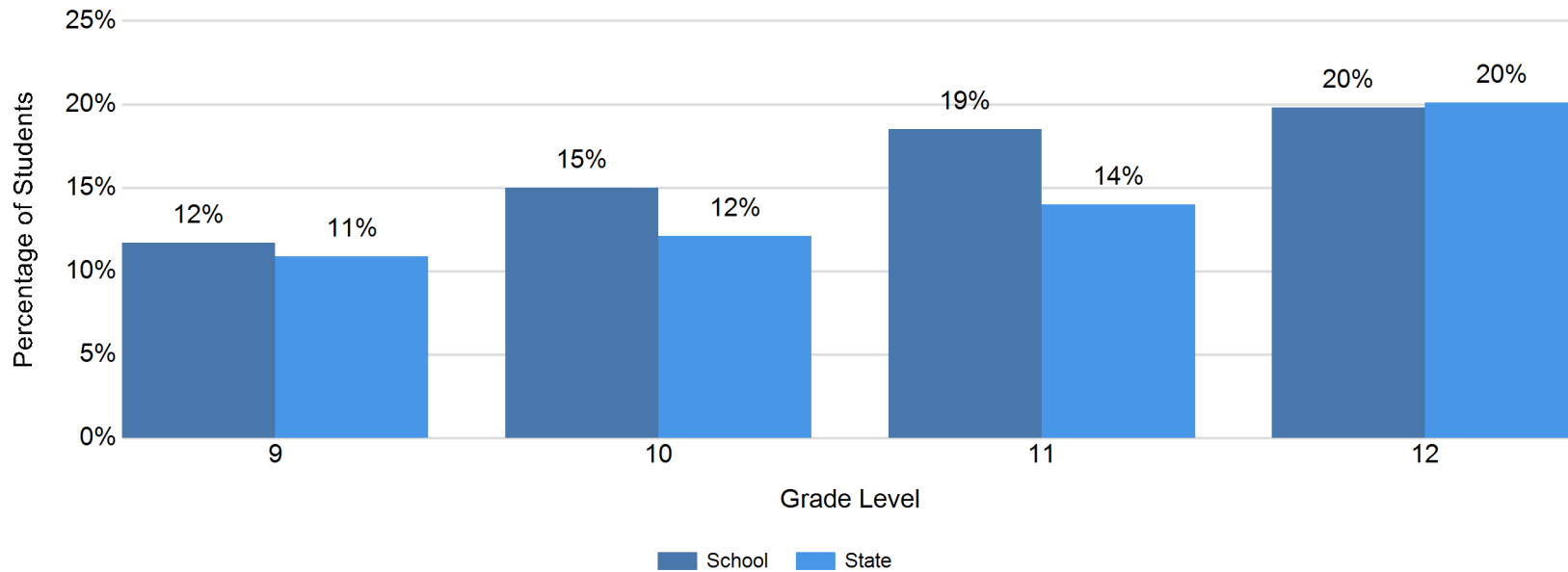
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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	10.2%
Out-of-School Suspensions	6.8%
Any Suspension	12.9%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.1	493.1 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$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	132	121,048
Average years experience in public schools	10.2	11.8
Average years experience in district	8.5	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,533
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	277:1	225:1
Librarian/Media Specialists		1014:1
Nurses		676:1
Counselors		435:1
Child Study Team		358:1



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Teachers and Administrators - Level of Education

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

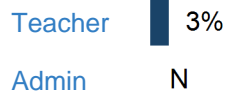
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	45	17.5%
Mathematics Proficiency	44	17.5%
Graduation - 4-Year	35	25%
Graduation - 5-Year	39	25%
Chronic Absenteeism	34	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		39.1
Summative Rating: Percentile rank of Summative Score		34 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	N/A	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No
White	26	7	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	42	7	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Black or African American	62	7	No	Not Met	Met Target†	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	25	7	No	Met Target†	Met Target†	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	56	7	No	Met Target†	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	42	7	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	Met Target†	Met Target†	Not Met	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Brown	Email Address:	james.brown@sayrevillek12.net
Address:	820 WASHINGTON ROAD PARLIN, NJ 08859-1050	Website:	http://sayreville-swm.ss8.sharpschool.com/
Phone:	(732)525-5252	Facebook:	N/A
		Twitter:	https://twitter.com/SWMHSbombers

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • SWMHS offers many Advanced Placement (AP) courses as well as an online learning environment • Award-winning marching band and sports programs • Technology is current and infused into each classroom
Mission, Vision, Theme:	The mission of Sayreville War Memorial High School is to ensure that students are able to meet the challenges of a diverse and technologically evolving society by: offering a comprehensive educational experience, providing a safe, supportive learning environment, empowering students to set personal, academic and professional goals, encouraging the participation of parents and other community members in the educational process.
Awards, Recognition, Accomplishments:	SWMHS has been designated a Student Council Blue Ribbon School. We have an award-winning Marching Band program, DECA and FBLA programs, Odyssey of the Mind team, as well as numerous championship sports programs.






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








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



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Facilities:

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



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



Other Information: