




Harry S. Truman Elementary School  
2016-2017  
Grade Span KF-03

23-4660-075  
MIDDLESEX  
SAYREVILLE BORO  
ONE TAFT PLACE  
PARLIN, NJ 08859-1672

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](mailto:reportcard@doe.state.nj.us)



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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.

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.

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| KG       | 137     | 118     | 122     |
| 1        | 160     | 138     | 129     |
| 2        | 123     | 142     | 135     |
| 3        | 108     | 127     | 136     |
| Ungraded | 30      | 11      | 0       |
| Total    | 558     | 536     | 522     |

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 47%     | 48%     | 49%     |
| Male                                | 53%     | 52%     | 51%     |
| Economically Disadvantaged Students | 34%     | 35%     | 36%     |
| Students with Disabilities          | 13%     | 15%     | 14%     |
| English Learners                    | 1%      | 2%      | 2%      |
| Homeless Students                   |         |         | 0%      |
| Students in Foster Care             |         |         | 0%      |
| Military-Connected Students         |         |         | 0%      |
| Migrant Students                    |         |         | 0%      |

| Racial and Ethnic Group             | % of Students |
|-------------------------------------|---------------|
| White                               | 32.6%         |
| Asian                               | 26.4%         |
| Hispanic                            | 22.8%         |
| Black or African American           | 11.5%         |
| American Indian or Alaska Native    | 0.2%          |
| Native Hawaiian or Pacific Islander | 0.0%          |
| Two or More Races                   | 6.5%          |

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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.

| Grade         | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| KG - Half Day | 0       | 0       | 0       |
| KG - Full Day | 130     | 118     | 122     |

| Home Language | % of Students |
|---------------|---------------|
| English       | 73.6%         |
| Gujarati      | 4.2%          |
| Spanish       | 4.0%          |
| Telugu        | 3.1%          |
| Hindi         | 2.1%          |
| Other         | 13.3%         |



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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                                  | 133          | 97.1                      | 57.10  | 53.70  | 54.90   | 57.1  | 49.1                  | Met Target                |
| White                                       | 43           | 100.0                     | 62.80  | 52.90  | 63.90   | 62.8  | 53.7                  | Met Target                |
| Hispanic                                    | 34           | 92.3                      | 44.10  | 43.90  | 39.80   | 42.6  | 24.8                  | Met Target                |
| Black or African American                   | 17           | 94.4                      | 35.30  | 43.30  | 35.20   | 35  | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | 36           | 100.0                     | 77.70  | 74.40  | 80.70   | 77.7  | 70.5                  | Met Target                |
| American Indian or Alaska Native            | *            | *                         | *  | 100.00   | 53.70   | *   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | 53.70  | 54.90   | *   | **                    | **                        |
| Female                                      | 61           | 96.9                      | 63.90  | 61.50  | 62.20   | 63.9  |                       |                           |
| Male  | 72           | 97.3                      | 51.40  | 46.20  | 48.10   | 51.4  |                       |                           |
| Economically Disadvantaged Students         | 46           | 98.0                      | 45.70  | 43.00  | 36.20   | 45.7  | 33.7                  | Met Target                |
| Non-Economically Disadvantaged Students     | 87           | 96.7                      | 63.20  | 59.40  | 65.80   | 63.2  |                       |                           |
| Students with Disabilities                  | 23           | 96.2                      | 30.40  | *  | 20.50   | 30.4  | N                     | N                         |
| Students without Disabilities               | 110          | 97.4                      | 62.80  | *  | 61.90   | 62.8  |                       |                           |
| English Learners                            | *            | *                         | *  | 30.30  | 25.20   | *   | **                    | **                        |
| Non-English Learners                        | *            | *                         | *  | 54.40  | 57.40   | *   |                       |                           |
| Homeless Students                           | N            | N                         | *  | 69.20  | 26.40   | *   |                       |                           |
| Students In Foster Care                     | N            | N                         | *  | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 135          | 753              | 750                       | 749                    | *  | 9%                                    | 29%                                | 50%                         | *                                | 56%                                     | 50%   |
| White                                       | 43           | 756              | 750                       | 759                    | *  | *                                     | *                                  | 56%                         | *                                | 63%                                     | 61%   |
| Hispanic                                    | 36           | 739              | 742                       | 734                    | *  | *                                     | 36%                                | 39%                         | *                                | 42%                                     | 35%   |
| Black or African American                   | 16           | 744              | 743                       | 731                    | *  | 0%                                    | *                                  | *                           | *                                | 38%                                     | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 36           | 771              | 763                       | 775                    | 0%                                       | *                                     | *                                  | 69%                         | *                                | 78%                                     | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 747                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 46%   |
| Two or More Races                           | *            | *                | *                         | 750                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Female                                      | 63           | 760              | 754                       | 753                    | *  | *                                     | 29%                                | 52%                         | *                                | 62%                                     | 55%   |
| Male  | 72           | 747              | 746                       | 744                    | *  | *                                     | 29%                                | 49%                         | *                                | 51%                                     | 46%   |
| Economically Disadvantaged Students         | 47           | 741              | 744                       | 730                    | *  | *                                     | 36%                                | 45%                         | *                                | 45%                                     | 31%   |
| Non-Economically Disadvantaged Students     | 88           | 760              | 754                       | 761                    | *  | *                                     | 25%                                | 53%                         | *                                | 63%                                     | 63%   |
| Students with Disabilities                  | 24           | 725              | 724                       | 720                    | *  | *                                     | *                                  | *                           | *                                | 29%                                     | 24%   |
| Students without Disabilities               | 111          | 759              | 755                       | 754                    | *  | *                                     | *                                  | *                           | *                                | 62%                                     | 55%   |
| English Learners                            | N            | N                | N                         | 709                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 11%   |
| Non-English Learners                        | 135          | 753              | 751                       | 752                    | *  | 9%                                    | 29%                                | 50%                         | *                                | 56%                                     | 53%   |
| Homeless Students                           | N            | N                | N                         | 720                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 21%   |
| Students in Foster Care                     | N            | N                | N                         | 721                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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%   |



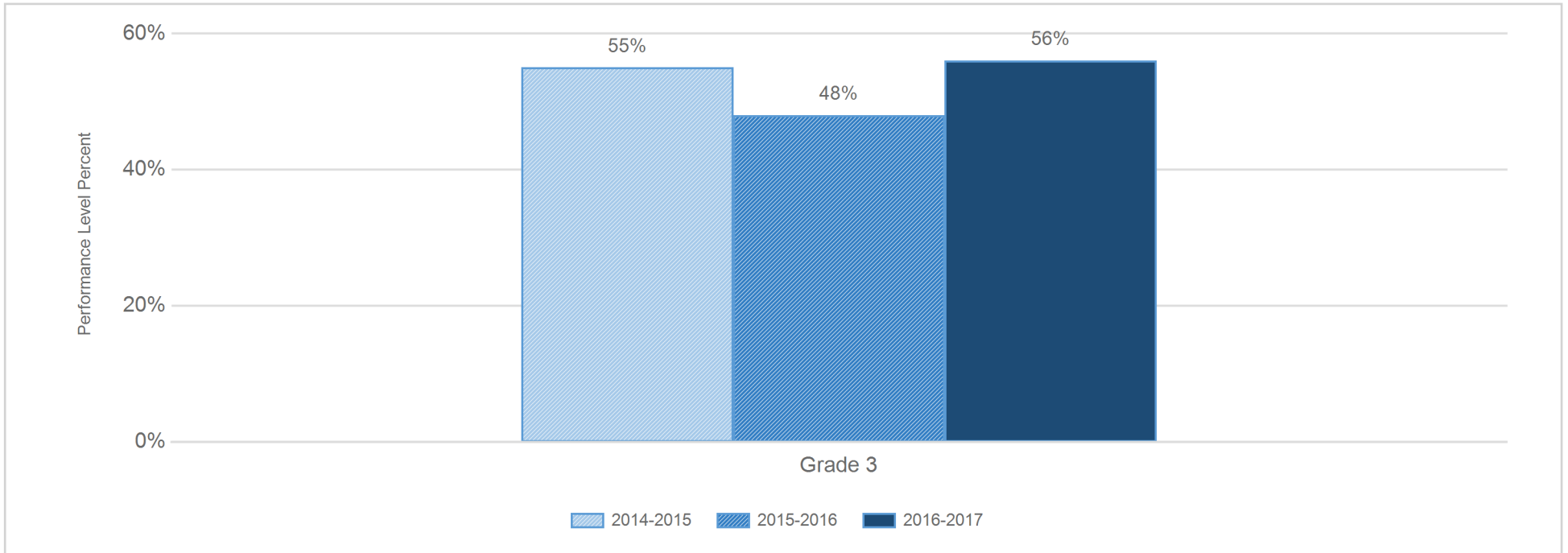
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English Language Arts/Literacy Assessment - Performance Trends

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                                  | 133          | 96.5                      | 60.90  | 41.10  | 43.50   | 60.9  | 50                    | Met Target                |
| White                                       | 43           | 100.0                     | 55.90  | 39.60  | 52.40   | 55.9  | 47.2                  | Met Target                |
| Hispanic                                    | 35           | 92.5                      | 40.00  | 28.50  | 27.60   | 38.7  | 27.8                  | Met Target                |
| Black or African American                   | 16           | 88.9                      | 62.50  | 27.10  | 21.70   | 58.5  | **                    | **                        |
| Asian, Native Hawaiian, or Pacific Islander | 36           | 100.0                     | 88.90  | 70.50  | 75.60   | 88.9  | 80                    | Met Goal                  |
| American Indian or Alaska Native            | *            | *                         | *  | 0.00   | 42.50   | *   | **                    | **                        |
| Two or More Races                           | *            | *                         | *  | 37.10  | 44.90   | *   | **                    | **                        |
| Female                                      | 61           | 96.9                      | 63.90  | 41.70  | 44.10   | 63.9  |                       |                           |
| Male  | 72           | 96.1                      | 58.30  | 40.60  | 42.90   | 58.3  |                       |                           |
| Economically Disadvantaged Students         | 45           | 95.9                      | 42.30  | 29.50  | 25.10   | 42.3  | 31.7                  | Met Target                |
| Non-Economically Disadvantaged Students     | 88           | 96.7                      | 70.40  | 47.40  | 54.30   | 70.4  |                       |                           |
| Students with Disabilities                  | 23           | 96.2                      | 30.40  | *  | 16.50   | 30.4  | N                     | N                         |
| Students without Disabilities               | 110          | 96.5                      | 67.20  | *  | 48.80   | 67.2  |                       |                           |
| English Learners                            | *            | *                         | *  | 29.60  | 23.30   | *   | **                    | **                        |
| Non-English Learners                        | *            | *                         | *  | 41.50  | 45.20   | *   |                       |                           |
| Homeless Students                           | N            | N                         | *  | 58.40  | 16.40   | *   |                       |                           |
| Students In Foster Care                     | N            | N                         | *  | 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 |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 135          | 756              | 753                       | 750                    | *  | *                                     | 26%                                | 48%                         | 13%                              | 61%                                     | 53%   |
| White                                       | 43           | 750              | 752                       | 758                    | 0%                                       | *                                     | 33%                                | 51%                         | *                                | 56%                                     | 63%   |
| Hispanic                                    | 37           | 741              | 740                       | 738                    | *  | *                                     | 38%                                | 35%                         | *                                | 41%                                     | 37%   |
| Black or African American                   | 15           | 752              | 742                       | 733                    | 0%                                       | *                                     | *                                  | 67%                         | 0%                               | 67%                                     | 32%   |
| Asian, Native Hawaiian, or Pacific Islander | 36           | 782              | 772                       | 778                    | 0%                                       | *                                     | *                                  | 53%                         | 36%                              | 89%                                     | 82%   |
| American Indian or Alaska Native            | N            | N                | N                         | 749                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 51%   |
| Two or More Races                           | *            | *                | *                         | 750                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 53%   |
| Female                                      | 63           | 758              | 753                       | 751                    | *  | *                                     | 27%                                | 51%                         | *                                | 64%                                     | 52%   |
| Male  | 72           | 754              | 752                       | 750                    | *  | *                                     | 25%                                | 46%                         | *                                | 58%                                     | 53%   |
| Economically Disadvantaged Students         | 46           | 747              | 744                       | 735                    | *  | *                                     | 39%                                | 35%                         | *                                | 41%                                     | 34%   |
| Non-Economically Disadvantaged Students     | 89           | 760              | 757                       | 761                    | *  | *                                     | 19%                                | 55%                         | *                                | 71%                                     | 65%   |
| Students with Disabilities                  | 24           | 731              | 732                       | 728                    | *  | *                                     | *                                  | *                           | *                                | 29%                                     | 29%   |
| Students without Disabilities               | 111          | 761              | 756                       | 754                    | *  | *                                     | *                                  | *                           | *                                | 68%                                     | 57%   |
| English Learners                            | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Non-English Learners                        | *            | *                | *                         | 753                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 55%   |
| Homeless Students                           | N            | N                | N                         | 724                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 22%   |
| Students in Foster Care                     | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 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%   |



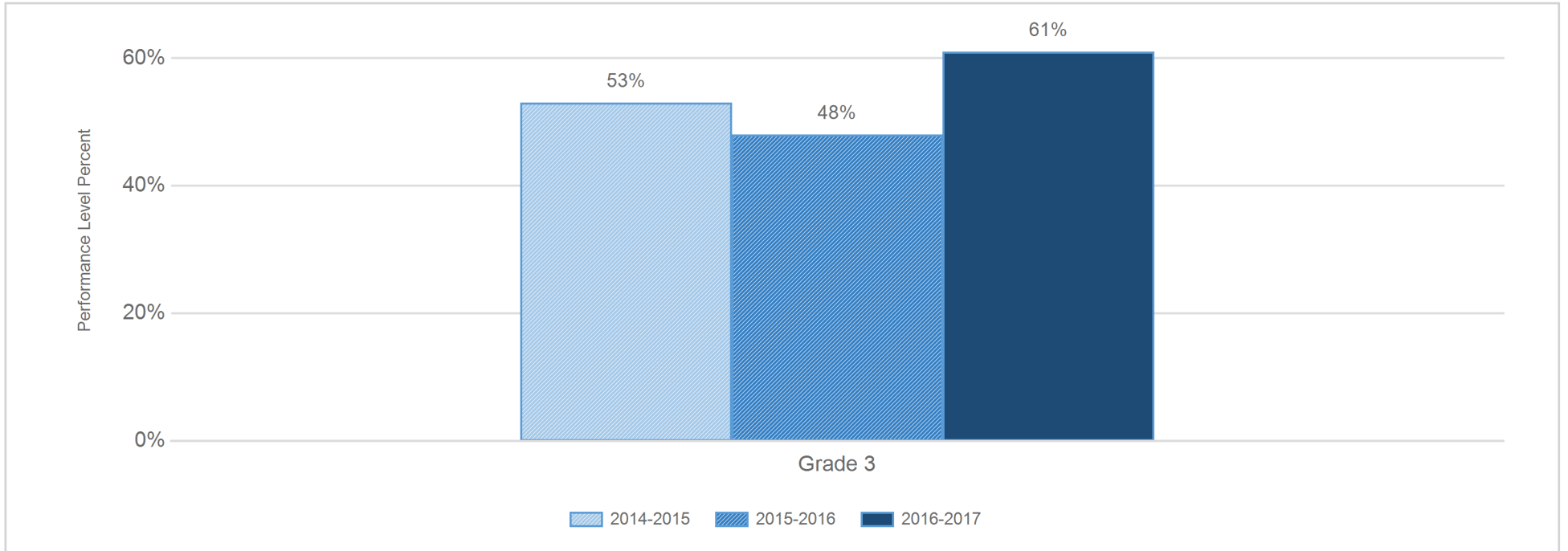
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Mathematics Assessment – Performance Trends

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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:<br># Students Tested | Math:<br># 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                 | N                 | N                                       | N  |
| 4                 | N                 | N                                       | N  |
| 5+                | N                 | N                                       | N  |



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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**

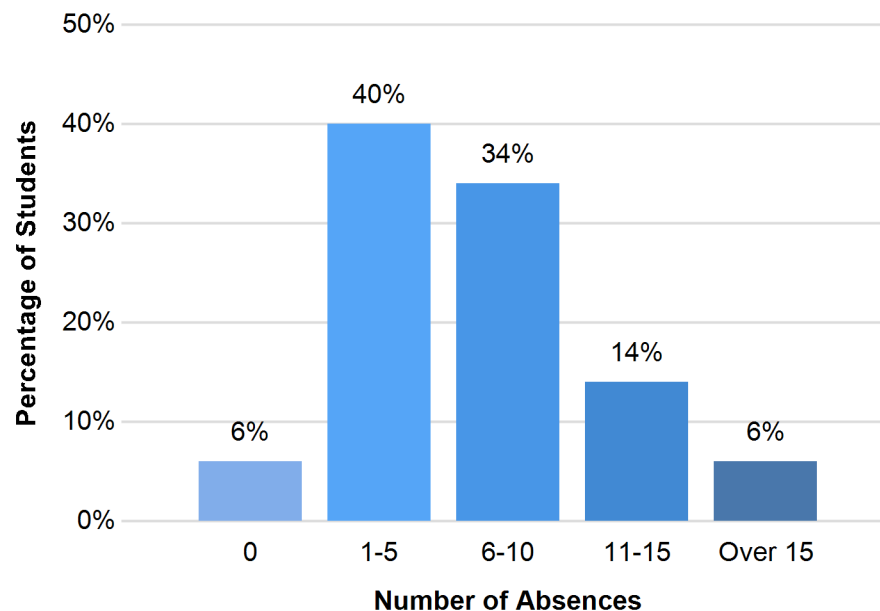
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 3.60                 | 9.10           | Met Target         |
| White                                       | 3.50                 | 9.10           | Met Target         |
| Hispanic                                    | 5.00                 | 9.10           | Met Target         |
| Black or African American                   | 3.30                 | 9.10           | Met Target         |
| Asian, Native Hawaiian, or Pacific Islander | 2.90                 | 9.10           | Met Target         |
| American Indian or Alaska Native            | 0                    | **             | **                 |
| Two or More Races                           | 2.90                 | 9.10           | Met Target         |
| Economically Disadvantaged Students         | 4.30                 | 9.10           | Met Target         |
| Students with Disabilities                  | 9.60                 | 9.10           | Not Met            |
| 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.



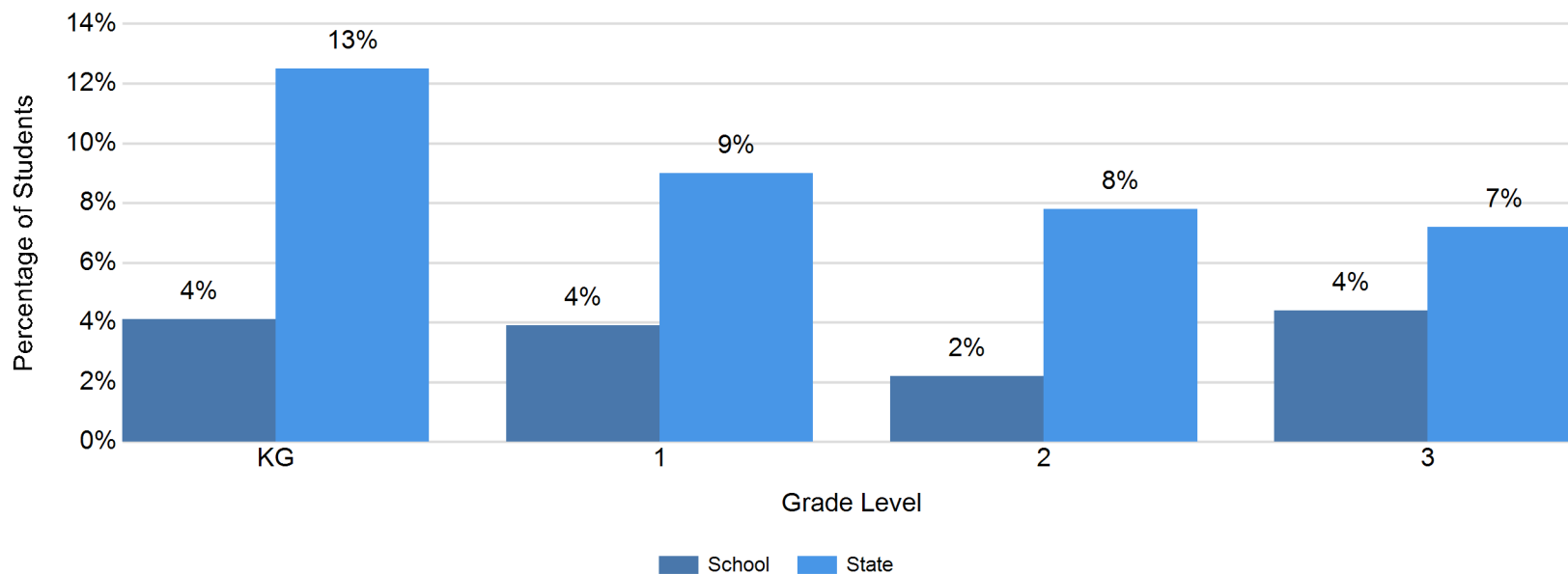


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**Chronic Absenteeism by Grade**

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               | 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 | *               |

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                                 | 0                   |
| Vandalism                                | 1                   |
| Weapons                                  | 0                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 2                   |
| Total Unique Incidents                   | 3                   |
| Incidents Per 100 Students Enrolled      | 0.57                |

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     | 0.0%          |
| Out-of-School Suspensions | 0.8%          |
| Any Suspension            | 0.8%          |

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     | 1:0.9                   | 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                   | 39                  | 121,048           |
| Average years experience in public schools | 12.1                | 11.8              |
| Average years experience in district       | 11.8                | 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              | 522:1                  | 225:1                    |
| Librarian/Media Specialists |                        | 1014:1                   |
| Nurses                      |                        | 676:1                    |
| Counselors                  |                        | 435:1                    |
| Child Study Team            |                        | 358:1                    |



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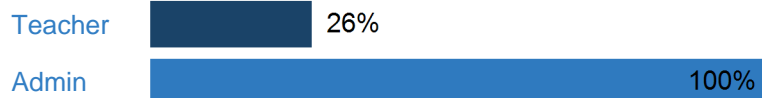
**Teachers and Administrators - Level of Education**

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   | 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              |
| <b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights             | N               | N                |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     | N               | N                |
| <b>Requires Comprehensive Support:</b> 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.



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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 | 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  |

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

† Target was met within a confidence interval.



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School General Info

|                   |   |                       |   |
|-------------------|---|-----------------------|---|
| <b>Principal:</b> | Mr. Byrne                               | <b>Email Address:</b> | <a href="mailto:timothy.byrne@sayrevillek12.net">timothy.byrne@sayrevillek12.net</a>  |
| <b>Address:</b>   | ONE TAFT PLACE<br>PARLIN, NJ 08859-1672 | <b>Website:</b>       | <a href="http://sayreville-hte.ss8.sharpschool.com/">http://sayreville-hte.ss8.sharpschool.com/</a>   |
| <b>Phone:</b>     | (732)525-5215                           | <b>Facebook:</b>      | <a href="https://www.facebook.com/Truman-ElementarySchool-976943902365871/">https://www.facebook.com/Truman-ElementarySchool-976943902365871/</a> |
|                   |   | <b>Twitter:</b>       | <a href="https://twitter.com/trumandolphins">https://twitter.com/trumandolphins</a>   |

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><b>Highlights:</b></p>                            | <ul style="list-style-type: none"> <li>• We instill in our students the values and abilities to learn and to work with and respect others and their differences.</li> <li>• We teach our students to possess a sense of responsibility for our community, the world and the environment.</li> <li>• Truman is an award winning school that enables our students to become life-long learners.</li> </ul>                                   |
|  <p><b>Mission, Vision, Theme:</b></p>               | <p>Harry S, Truman School is a kindergarten through third grade elementary school with over 500 students representing many different ethnic cultures. The culture of our school reflects our belief that strong academic expectations are maintained within a nurturing and supportive environment. Truman School has a compassionate staff that helps each child develop his or her potential academically, socially and emotionally.</p> |
|  <p><b>Awards, Recognition, Accomplishments:</b></p> | <p>In May 2016, Truman School was one of 16 schools in the US to receive funding for a STEM grant. During the past year, we conducted a STEM night with our students presenting their project ideas which included a walk-in greenhouse composed of recycled plastic bottles, a bicycle powered water pump and a solar powered greenhouse. We are also developing a school garden utilizing these inventions.</p>                          |







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|  |   |
|--|---|
|  <p><b>Courses, Curriculum, Instruction:</b></p>   | <p>We have a balanced literacy approach to ELA instruction with problem solving activities enhancing our mathematics and science programs. The teaching of science is an active process that involves experimentation, imagination and critical thinking. The teaching of informational and opinion writing is integrated into social studies and science instruction. Computer technology is integrated across all areas of the curriculum. Art and music are fully implemented as well.</p> |
|  <p><b>Sports and Athletics:</b></p>               | <p>Sports Offered:</p> <p>We have a very active physical education presence in our school through our PE classes, recess and after school programs. For 16 years, we have been participating in Jump Rope for Heart and we raised nearly \$10,000 for this worthy cause last year.</p>  |
|  <p><b>Clubs and Activities:</b></p>             | <p>Truman School has a Garden Club which is furthering our work in the development of STEM and environmental activities.</p>  |
|  <p><b>Before and After School Programs:</b></p> | <p>There is a PTO sponsored After School Program in which our teachers hold classes in music, art, language arts, math, science and physical education areas. We also have morning Literacy and Math Academy classes for our students.</p>  |







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|  |   |
|--|---|
|  <p><b>Staff and Professional Learning:</b></p>    | <p>Our teachers receive professional development from Rutgers University in the area of literacy. Our teachers are also actively involved in Professional Learning Communities through PLC days our district has scheduled, a district wide Professional Development Day and Professional Days they take throughout the school year.</p>                                    |
|  <p><b>Student Supports and Services:</b></p>      | <p>Truman School is very committed to the needs of our students. We have classes and programs for students with disabilities and English Language Learners on every grade level. There is a morning program for students who need extra help. Our RTI program is conducted in all of our classes throughout the school. We have a full time guidance counselor as well.</p> |
|  <p><b>Student Health and Wellness:</b></p>        | <p>Truman School offers a breakfast and lunch program for all of our students. Our students receive physical education classes and have daily recess.</p>   |
|  <p><b>Parent and Community Involvement:</b></p> | <p>Our PTO is very involved in supporting our mission as a school. We have monthly PTO meetings and an annual Field Day. They also conduct an annual Tricky Tray which is supporting our goal of building a playground. We hold annual Veterans Day and Flag Day programs for the community.</p>  |



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Facilities:

Truman School was built in the 1970's and is equipped with central air conditioning. Some of our classrooms were built on an open space concept. During the summer of 2017, the Board of Education began erecting walls in two clusters of rooms. They will complete the building of walls for the entire school during the summer of 2018.



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Through a close partnership with parents and community, our students are challenged to become lifelong readers, successful writers, mathematical thinkers, scientific investigators, effective communicators, advanced users of technology, and civic minded community members. Our child centered school encourages students to be active learners and affords them many opportunities for success. The hallmark of Truman School is a dedicated group of educators who work tirelessly to provide the best education for all of our students. The faculty analyzes and uses data from various assessments to inform instruction and increase student achievement and performance. We are proud of the continued academic achievement of our students which is a result of the expectation level set by our program and school. Since learning is a community enterprise, we build a partnership among our parents and teachers to foster a favorable learning atmosphere. We encourage the involvement of our parents in every area - homework, discipline and other educational activities. We rely on them to become active participants in their children's education.



Other Information: