NJ SCHOOL PERFORMANCE REPORT

Sayreville Middle School
2016-2017

Grade Span 06-08

23-4660-055
MIDDLESEX
SAYREVILLE BORO
800 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] 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
6	427	463	431
7	421	445	467
8	457	439	454
Ungraded	65	35	36
Total	1370	1382	1388

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%	50%	48%
Male	52%	50%	52%
Economically Disadvantaged Students	37%	36%	37%
Students with Disabilities	20%	20%	17%
English Learners	1%	2%	2%
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	39.4%
Hispanic	22.7%
Asian	19.6%
Black or African American	15.6%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	2.7%

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	69.2%
Spanish	8.1%
Gujarati	3.5%
Polish	3.2%
Urdu	2.6%
Other	13.7%

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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	1325	97.4	55.30	53.70	54.90	55.3	51.7	Met Target
White	521	96.1	54.70	52.90	63.90	54.7	50.5	Met Target
Hispanic	297	98.4	46.10	43.90	39.80	46.1	42.1	Met Target
Black or African American	208	96.8	42.30	43.30	35.20	42.3	39	Met Target
Asian, Native Hawaiian, or Pacific Islander	267	99.3	78.30	74.40	80.70	78.3	75.8	Met Target
American Indian or Alaska Native	N	N	*	100.00	53.70	*	**	**
Two or More Races	32	97.1	43.80	53.70	54.90	43.8	53.4	Met Target†
Female	632	97.4	66.10	61.50	62.20	66.1		
Male	693	97.4	45.50	46.20	48.10	45.5		
Economically Disadvantaged Students	477	97.8	44.00	43.00	36.20	44	41.3	Met Target
Non-Economically Disadvanatged Students	848	97.2	61.70	59.40	65.80	61.7		
Students with Disabilities	235	94.4	15.70	*	20.50	15.6	16.4	Met Target†
Students without Disabilities	1090	98.1	63.80	*	61.90	63.8		
English Learners	30	100.0	20.00	30.30	25.20	20	46.8	Not Met
Non-English Learners	1295	97.3	56.20	54.40	57.40	56.2		
Homeless Students	*	*	*	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	*		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	419	753	753	751	5%	12%	28%	42%	12%	54%	54%
White	162	752	752	758	*	*	30%	46%	9%	56%	63%
Hispanic	94	746	746	740	*	22%	29%	36%	*	44%	38%
Black or African American	56	740	740	735	*	20%	38%	30%	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	93	769	769	775	*	*	19%	50%	26%	75%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	205	761	761	758	*	*	23%	50%	17%	67%	61%
Male	214	745	745	745	*	*	33%	35%	8%	42%	46%
Economically Disadvantaged Students	153	744	744	737	*	15%	37%	35%	*	41%	34%
Non-Economically Disadvantaged Students	266	758	758	760	*	11%	23%	46%	*	62%	65%
Students with Disabilities	66	719	719	722	*	*	20%	*	*	17%	17%
Students without Disabilities	353	759	759	757	*	*	30%	*	*	61%	61%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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	455	750	750	756	6%	16%	28%	35%	15%	50%	59%
White	168	746	746	763	8%	17%	30%	36%	10%	45%	69%
Hispanic	95	743	743	741	*	21%	26%	37%	*	45%	44%
Black or African American	84	742	742	737	*	21%	36%	26%	*	37%	38%
Asian, Native Hawaiian, or Pacific Islander	94	774	774	783	*	*	18%	39%	37%	77%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	756	*	*	*	*	*	*	59%
Female	227	758	758	764	*	*	27%	39%	20%	60%	68%
Male	228	743	743	748	*	*	28%	32%	10%	41%	51%
Economically Disadvantaged Students	167	743	743	738	9%	20%	29%	31%	10%	41%	40%
Non-Economically Disadvantaged Students	288	755	755	765	5%	13%	27%	38%	18%	56%	70%
Students with Disabilities	76	721	721	719	20%	38%	28%	*	*	15%	19%
Students without Disabilities	379	756	756	763	4%	11%	28%	*	*	58%	67%
English Learners	*	*	*	700	*	*	*	*	*	*	*
Non-English Learners	*	*	*	757	*	*	*	*	*	*	*
Homeless Students	*	*	*	730	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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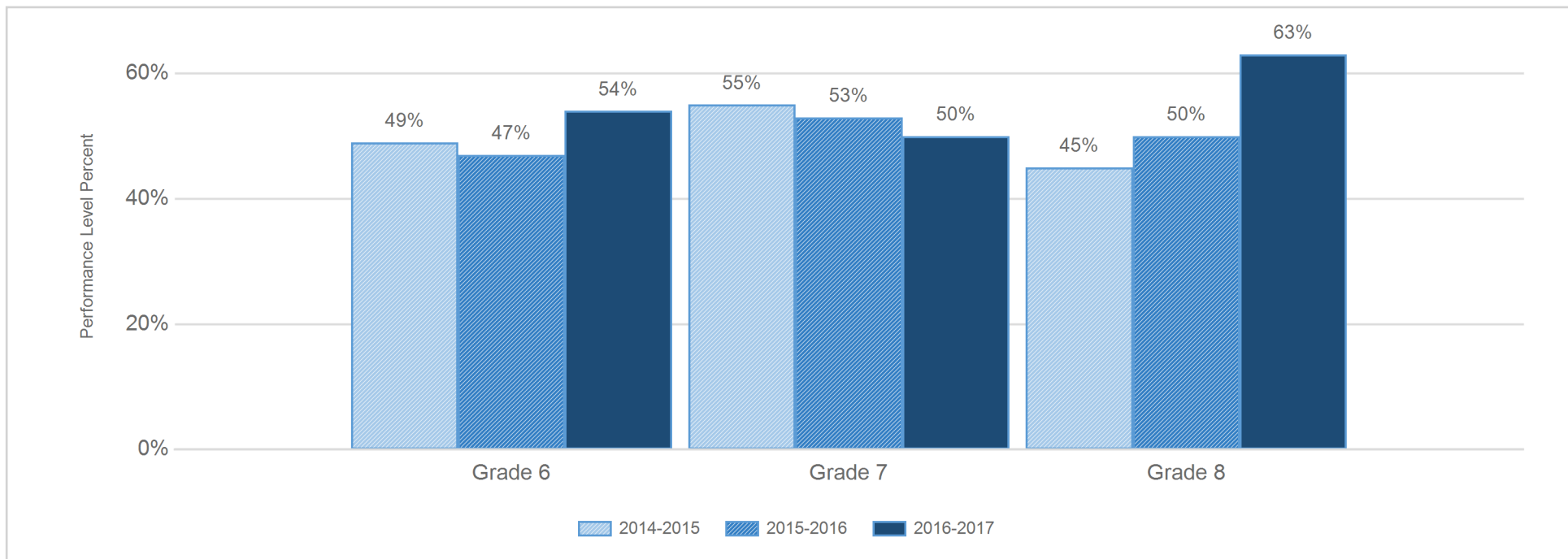
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	454	761	761	757	6%	9%	23%	42%	20%	63%	59%
White	185	762	762	764	6%	7%	23%	44%	20%	64%	68%
Hispanic	115	748	748	742	*	14%	29%	42%	*	50%	44%
Black or African American	65	750	750	737	*	*	29%	49%	*	55%	39%
Asian, Native Hawaiian, or Pacific Islander	83	788	788	785	0%	*	*	36%	49%	86%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	209	769	769	765	*	*	20%	48%	25%	73%	68%
Male	245	754	754	748	*	*	26%	38%	16%	54%	50%
Economically Disadvantaged Students	152	751	751	739	7%	13%	26%	42%	11%	53%	40%
Non-Economically Disadvantaged Students	302	766	766	766	5%	7%	22%	42%	25%	67%	69%
Students with Disabilities	75	724	724	717	20%	25%	39%	*	*	16%	18%
Students without Disabilities	379	768	768	764	3%	6%	20%	*	*	72%	67%
English Learners	*	*	*	700	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	720	N	N	N	N	N	N	21%

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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

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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	1330	97.2	41.40	41.10	43.50	41.4	39.6	Met Target
White	523	96.0	42.10	39.60	52.40	42.1	37.3	Met Target
Hispanic	297	97.8	26.30	28.50	27.60	26.3	28.3	Met Target†
Black or African American	209	97.2	23.40	27.10	21.70	23.4	26.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	268	98.9	72.80	70.50	75.60	72.8	69	Met Target
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	33	97.2	27.30	37.10	44.90	27.3	30.9	Met Target†
Female	636	97.3	44.70	41.70	44.10	44.7		
Male	694	97.1	38.50	40.60	42.90	38.5		
Economically Disadvantaged Students	472	97.4	28.80	29.50	25.10	28.8	29.5	Met Target†
Non-Economically Disadvanatged Students	858	97.1	48.40	47.40	54.30	48.4		
Students with Disabilities	231	94.0	11.70	*	16.50	11.6	11.6	Met Target
Students without Disabilities	1099	97.9	47.60	*	48.80	47.6		
English Learners	40	97.8	15.00	29.60	23.30	15	40.4	Not Met
Non-English Learners	1290	97.2	42.20	41.50	45.20	42.2		
Homeless Students	*	*	*	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 6**

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Schoolwide	421	744	744	743	6%	19%	32%	34%	9%	43%	44%
White	163	744	744	750	*	16%	34%	39%	*	44%	54%
Hispanic	94	732	732	730	*	31%	33%	23%	*	26%	27%
Black or African American	56	728	728	724	*	30%	45%	*	0%	16%	20%
Asian, Native Hawaiian, or Pacific Islander	94	767	767	770	*	*	20%	45%	29%	73%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	14	742	742	744	0%	*	*	*	*	36%	46%
Female	206	748	748	744	*	16%	31%	40%	*	49%	45%
Male	215	741	741	742	*	21%	34%	27%	*	36%	43%
Economically Disadvantaged Students	153	735	735	728	*	24%	41%	25%	*	28%	24%
Non-Economically Disadvantaged Students	268	749	749	752	*	16%	27%	38%	*	51%	56%
Students with Disabilities	65	714	714	716	*	40%	19%	*	*	12%	13%
Students without Disabilities	356	750	750	748	*	15%	35%	*	*	48%	50%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	744	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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Mathematics Assessment - Performance by Grade: Grade 7**

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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	438	737	737	741	6%	24%	38%	29%	3%	32%	40%
White	163	735	735	748	*	23%	41%	28%	*	29%	49%
Hispanic	92	731	731	729	*	28%	41%	21%	*	21%	23%
Black or African American	84	729	729	726	*	36%	39%	18%	*	18%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	14	737	737	740	0%	*	*	*	0%	21%	39%
Female	225	740	740	742	*	19%	42%	32%	*	36%	41%
Male	213	734	734	739	*	30%	34%	26%	*	28%	38%
Economically Disadvantaged Students	164	731	731	728	8%	29%	42%	21%	0%	21%	22%
Non-Economically Disadvantaged Students	274	741	741	748	5%	21%	36%	34%	4%	39%	50%
Students with Disabilities	76	715	715	716	*	*	*	*	*	*	11%
Students without Disabilities	362	742	742	746	*	*	*	*	*	*	45%
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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Mathematics Assessment - Performance by Grade: Grade 8**

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	104	705	705	727	*	*	*	*	*	*	28%
White	38	709	709	735	*	*	*	*	*	*	35%
Hispanic	39	704	704	721	*	*	*	*	*	*	21%
Black or African American	20	700	700	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	746	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	727	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	38	710	710	730	*	*	*	*	*	*	30%
Male	66	702	702	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	51	704	704	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	53	706	706	734	*	*	*	*	*	*	34%
Students with Disabilities	57	696	696	705	*	*	*	*	*	*	*
Students without Disabilities	47	717	717	734	*	*	*	*	*	*	*
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	709	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	712	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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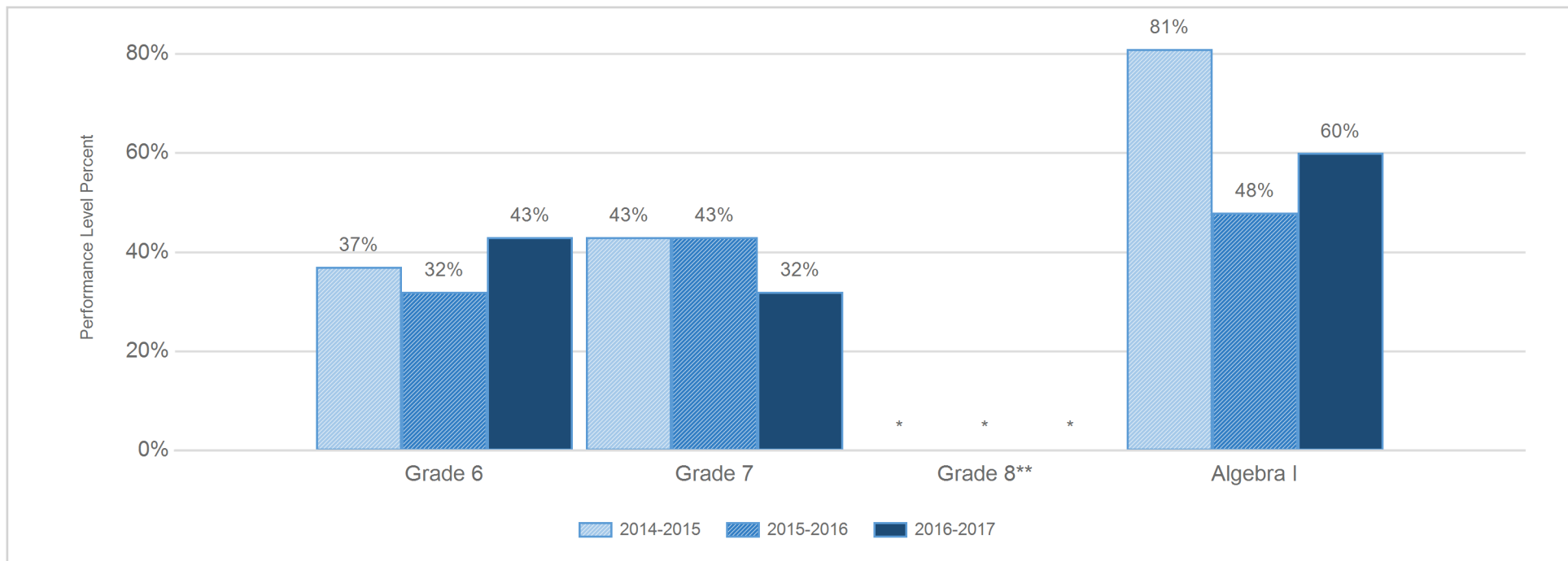
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Mathematics Assessment - Performance by Test: Algebra I

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	374	758	744	742	3%	11%	26%	53%	7%	60%	42%
White	154	756	745	750	*	9%	27%	58%	*	61%	52%
Hispanic	80	745	732	727	*	16%	35%	44%	*	45%	24%
Black or African American	47	748	731	724	*	*	38%	45%	0%	45%	19%
Asian, Native Hawaiian, or Pacific Islander	87	782	773	773	*	*	12%	61%	24%	85%	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	177	757	744	743	*	*	29%	57%	*	59%	43%
Male	197	760	744	741	*	*	24%	50%	*	61%	40%
Economically Disadvantaged Students	103	751	735	726	*	12%	36%	47%	*	50%	23%
Non-Economically Disadvantaged Students	271	761	749	751	*	10%	23%	56%	*	65%	52%
Students with Disabilities	19	728	710	714	*	*	*	*	*	16%	10%
Students without Disabilities	355	760	754	747	*	*	*	*	*	63%	47%
English Learners	*	*	*	707	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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 Trends

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

Grade 6: 2014-2015: 37%, 2015-2016: 32%, 2016-2017: 43%
Grade 7: 2014-2015: 43%, 2015-2016: 43%, 2016-2017: 32%
Grade 8:** 2014-2015: *, 2015-2016: *, 2016-2017: *
Algebra I: 2014-2015: 81%, 2015-2016: 48%, 2016-2017: 60%

Legend: 2014-2015, 2015-2016, 2016-2017

**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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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
6	*	*
7	11	*
8	*	*

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	11	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	31%	47%	22%
White	34%	50%	16%
Hispanic	15%	56%	29%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	61%	28%	11%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	23%	47%	30%
Students with Disabilities	5%	42%	53%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.
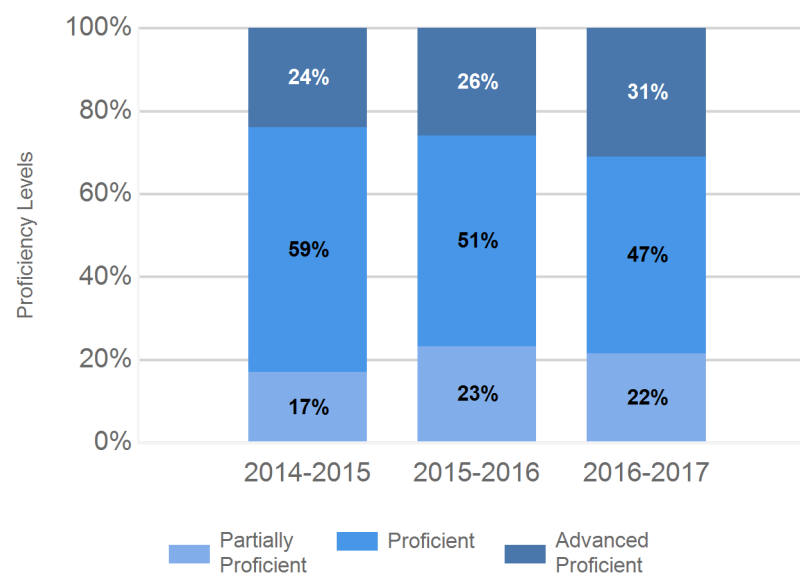
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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: | **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile** (**mSGP**) is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile** (**mSGP**) is calculated here:
http://www.state.nj.us/education/njsmart/performance/

Student Growth

This table shows the **median Student Growth Percentile** (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48	47	50	Met Target	42	49	50	Met Target
White	45.5	46	50	Met Target	41	47	52	Met Target
Hispanic	42	42	49	Met Target	37	47	47	Not Met
Black or African American	43	43	45	Met Target	41	43	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	57	55	60	Met Target	51.5	58	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	34	*	51	Not Met	60	*	52	Exceeds Target
Economically Disadvantaged	43	43.5	47	Met Target	38	45	46	Not Met
Students with Disabilities	43	37	41	Met Target	38	42	43	Not Met
English Learners	40.5	51.5	53	Met Target	43	59	51	**

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

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Each student receives a **Student Growth Percentile** (**SGP**) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA

MATH
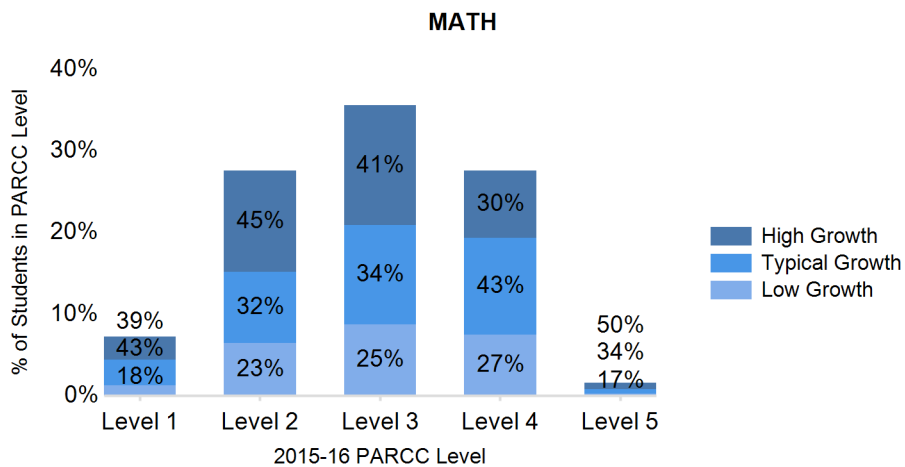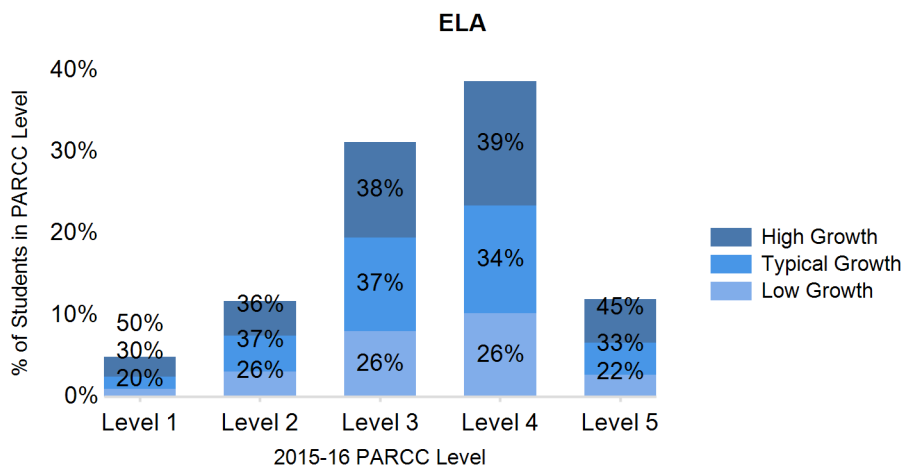
Student Growth by Grade

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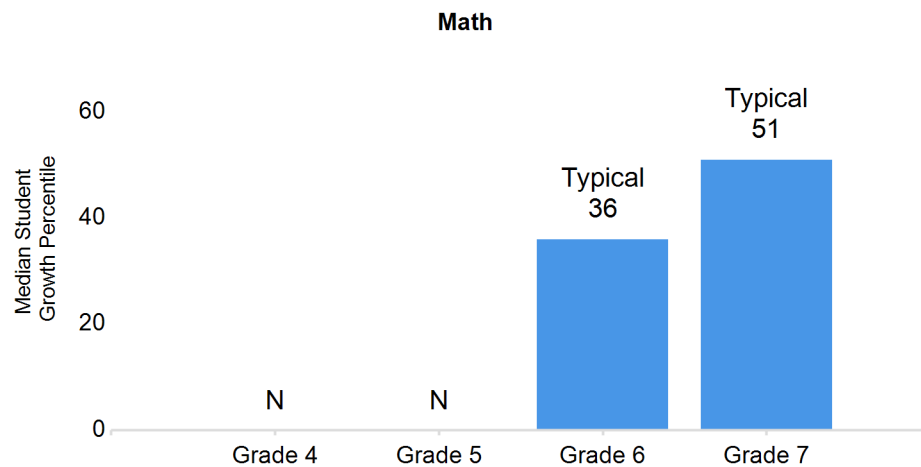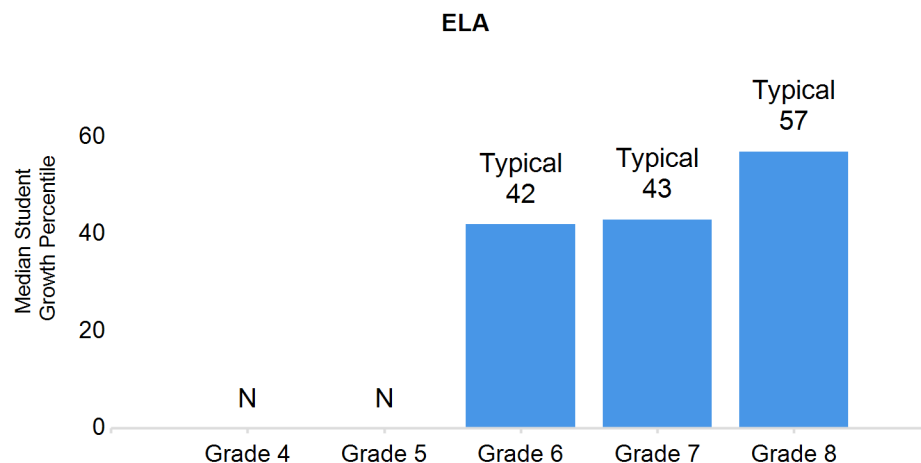
ELA

Math

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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.

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. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	434
7	0	0	479
8	136	0	331
Schoolwide	136	0	1244

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 row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	427	0	0	0	0	0	0
7	467	0	0	0	0	0	0
8	438	0	0	0	0	0	0
Schoolwide	1332	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

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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 6-8:

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

School — 74%

State — 100%
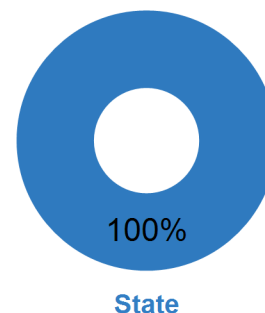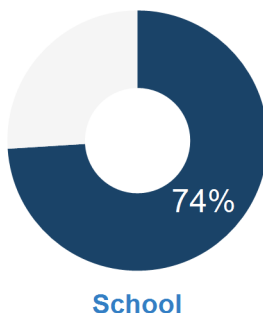
Students enrolled in one or more classes by discipline:
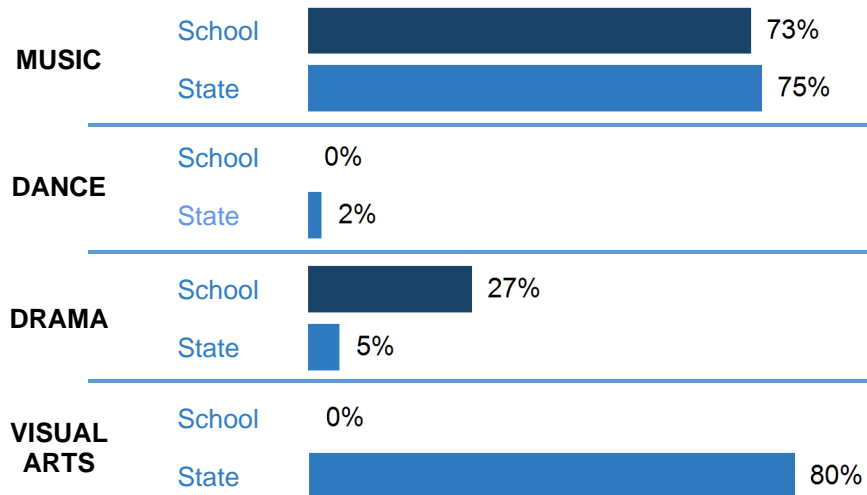
MUSIC
- School: 73%
- State: 75%

DANCE
- School: 0%
- State: 2%

DRAMA
- School: 27%
- State: 5%

VISUAL ARTS
- School: 0%
- State: 80%

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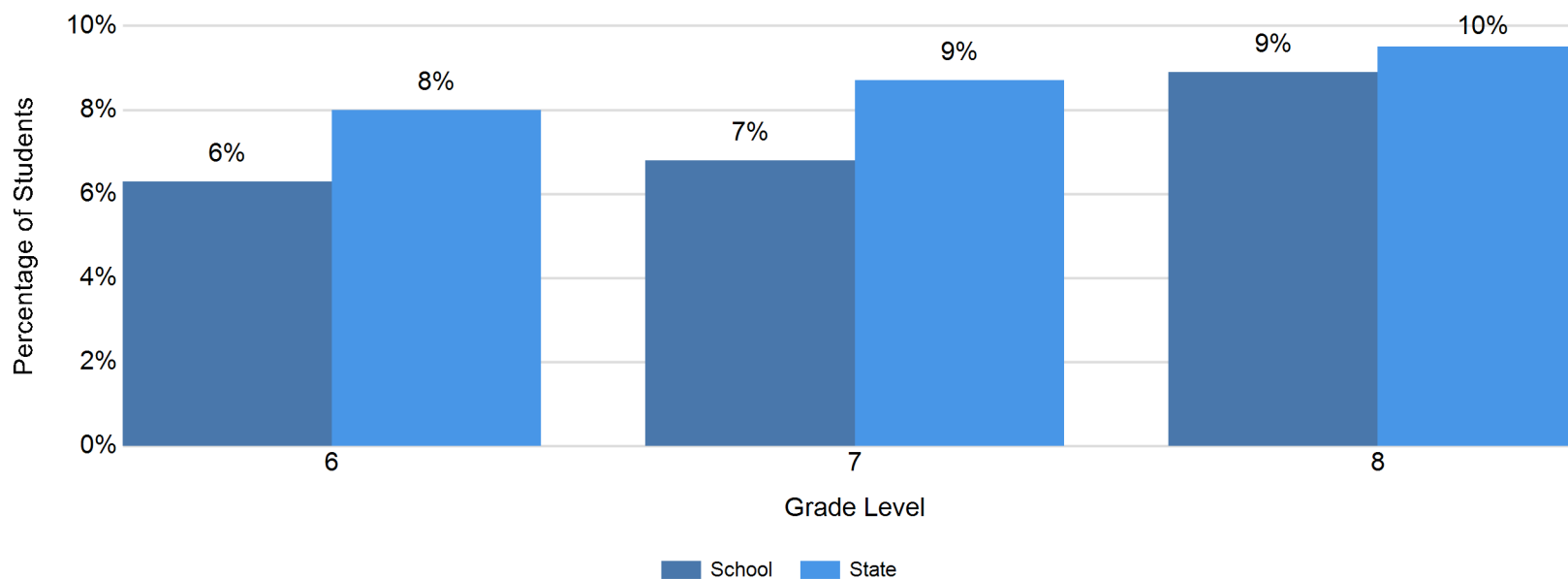**NJ SCHOOL PERFORMANCE REPORT**

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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	7.40	8.70	Met Target
White	10.60	8.70	Not Met
Hispanic	8.60	8.70	Met Target
Black or African American	4.60	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.50	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	11.10	8.70	Not Met
Economically Disadvantaged Students	11.00	8.70	Not Met
Students with Disabilities	11.60	8.70	Not Met
English Learners	10.00	8.70	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.
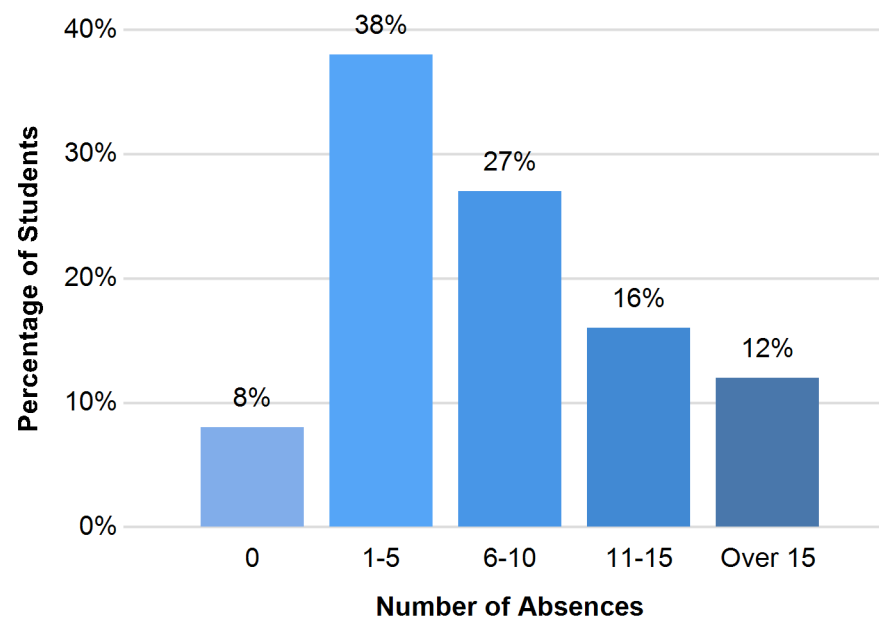
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Chronic Absenteeism by Grade

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	8:15AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs. 34 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	3
Vandalism	0
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.43

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	7.1%
Out-of-School Suspensions	7.3%
Any Suspension	11.9%

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	119	121,048
Average years experience in public schools	11.7	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	80%	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	12:1	13:1
Administrators	463:1	225:1
Librarian/Media Specialists		1014:1
Nurses		676:1
Counselors		435:1
Child Study Team		358:1

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

| Teacher | 53% |
| Admin | N/A |

Master's Degree

| Teacher | 47% |
| Admin | 67% |

Doctoral Degree
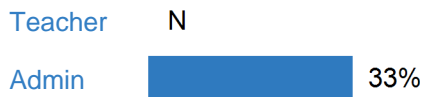
| Teacher | N |
| Admin | 33% |

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%

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

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PARLIN, NJ 08859-1050

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	42	17.5%
Mathematics Proficiency	34	17.5%
English Language Arts Growth	33	25%
Mathematics Growth	25	25%
Chronic Absenteeism	42	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		34.1
Summative Rating: Percentile rank of Summative Score		25th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		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	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	N/A	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	21	12	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	34	12	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	55	12	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	38	12	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	36	12	No	Met Target†	Met Target†	Not Met	Not Met	Exceeds Target	No
Economically Disadvantaged Students	43	12	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	43	12	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No
English Learners	27	12	No	Not Met	Not Met	Not Met	Met Target	**	No

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

† Target was met witin a confidence interval.

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School General Info

Principal:	Ms. Jakubik	**Email Address:**	donna.jakubik@sayrevillek12.net
Address:	800 WASHINGTON ROAD PARLIN, NJ 08859-1050	**Website:**	http://sayreville-sms.ss8.sharpschool.com/
		Facebook:	https://whttps://www.facebook.com/sayevillemiddleschool
Phone:	(732)525-5290	**Twitter:**	https://twitter.com/sayreville_ms

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:**	• Unified Sports Program - Basketball, Soccer, and Track for grades 6 to 8 • School Spirit Pennant Program to recognize positive behaviors, school involvement and academic achievement • Opportunity Room - Intervention/Prevention Initiatives
💡	**Mission, Vision, Theme:**	Sayreville Middle School is committed to providing a learning community that allows all students to feel confident to take risks necessary for their social, emotional, and educational growth. Our goal is to provide students with the opportunity to develop critical thinking and problem solving skills enabling them to grow into adults who are contributing, independent, empathetic, and informed citizens within the local and global community.
🎗️	**Awards, Recognition, Accomplishments:**	Sayreville Middle School was selected by the NJDOE to participate in the New Jersey School Climate Transformation Project.

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Courses, Curriculum, Instruction:	All students in grades 6 to 8 take the following courses: Language Arts Literacy and Mathematics in blocks of 80 minutes each every day as well Social Studies, Science, Physical Education each a 40 minute period every day. In addition all students take a specials class each day which include Art, Music, STEM, Spanish, Instrumental Music, 21st Century Skills, and Technology
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Cross-Country (Co-ed), Field Hockey (Girls), Soccer (Boys and Girls), Softball (Girls), Track and Field - Spring (Co-ed), Sayreville Middle School offers a comprehensive competitive sports program for boys and girls In addition to the competitive school sports listed above the middle school collaborates with the borough recreation program and provides recreational sports such as floor hockey, basketball, flag football, etc. afterschool and in the evening.
Clubs and Activities:	Sayreville Middle School offers the following clubs and activities: Student Council, Peer Leadership, Community Service, Chorus, Concert Band, Marching Band (with SWMHS), Odyssey of the Mind, Yearbook, Newspaper. Literacy Magazine, etc.
Before and After School Programs:	Sayreville Middle School offers Mathematics and Literacy Academies before school to address the needs of struggling learners. In addition, English Language Learners have the opportunity to receive supplemental English instruction.

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	Staff and Professional Learning:	Faculty and staff have a variety of professional development opportunities available throughout the year. In addition to outside workshops that teachers are encouraged to attend, the district has implemented Sayreville University which offers a diversified menu of workshop offerings that are provided in district.
	Student Supports and Services:	Sayreville Middle School is committed to recognizing and addressing the diverse learning needs of our students. SMS has an extremely active I&RS team to identify the learning needs and strengths of students and strives to provide appropriate programming, interventions and support to assist students to achieve in the mainstream school environment. For example, before school LAL and math academies provide supplemental support to regular education. special education and ELL students.
	Student Health and Wellness:	SMS has a successful sit down or grab and go breakfast program. Students who qualify for free or reduced lunch are provided with free breakfast daily, students who do not qualify for may buy breakfast for a small fee. During lunch periods a variety of fruits and vegetables are available to all students free of charge. SMS is committed to encouraging students to engage in physical activity. All students receive 200 minutes per week of physical education and daily outdoor recess.
	Parent and Community Involvement:	Sayreville Middle School has an active PTO who work collaboratively with teachers and administrators to provide social and academic programs to enhance our students' educational experience. In addition to sponsoring dances, assembly programs and bbq's, the PTO sponsors several afterschool clubs such as the History Club, Drama Club, Tennis Club etc.