

**Samsel Upper Elementary School**

(23-4660-085)

Grades Offered: PK-05

2018-2019

**Report Key:**

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- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
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**How to use this report:**

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

**Other Resources:**

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

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## School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Middlesex
District	Sayreville School District
Principal Name	Mrs. Stacey Coglianese
Address	298 ERNSTON ROAD PARLIN, NJ 08859
Phone Number	732-525-5200
Email Address	<a href="mailto:stacey.coglianese@sayrevillek12.net">stacey.coglianese@sayrevillek12.net</a>
Website	<a href="https://samsel.sayrevillek12.net/">https://samsel.sayrevillek12.net/</a>
Facebook	<a href="https://www.facebook.com/Samsel-Upper-Elementary-School-1450345478590300/">https://www.facebook.com/Samsel-Upper-Elementary-School-1450345478590300/</a>
Twitter	<a href="https://twitter.com/samselues">https://twitter.com/samselues</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

#### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	106	132	124
KG	0	0	0
1	0	0	0
2	0	0	0
3	3	0	0
4	486	525	465
5	472	496	516
Total	1,067	1,153	1,105

#### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.0%	47.1%	46.7%
Male	53.0%	52.9%	53.3%
Economically Disadvantaged Students	34.9%	35.2%	36.2%
Students with Disabilities	26.9%	27.1%	27.8%
English Learners	2.5%	1.4%	3.3%
Homeless Students	N	0.4%	0.4%
Students in Foster Care	0.4%	0.1%	N
Military-Connected Students	N	0.4%	0.3%
Migrant Students	N	0.1%	0.2%

#### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	36.5%	36.2%	38.7%
Hispanic	25.4%	24.5%	22.1%
Black or African American	16.1%	14.7%	15.7%
Asian	18.8%	20.3%	18.7%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.7%
Two or More Races	2.7%	4.1%	3.9%

#### Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	N	N	54
PK - Full Day	106	132	70
KG - Half Day	N	N	N
KG - Full Day	N	N	N

#### 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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	72.6%
Spanish	6.5%
Gujarati	2.5%
Urdu	2.5%
Polish	1.9%
Other Languages	13.9%



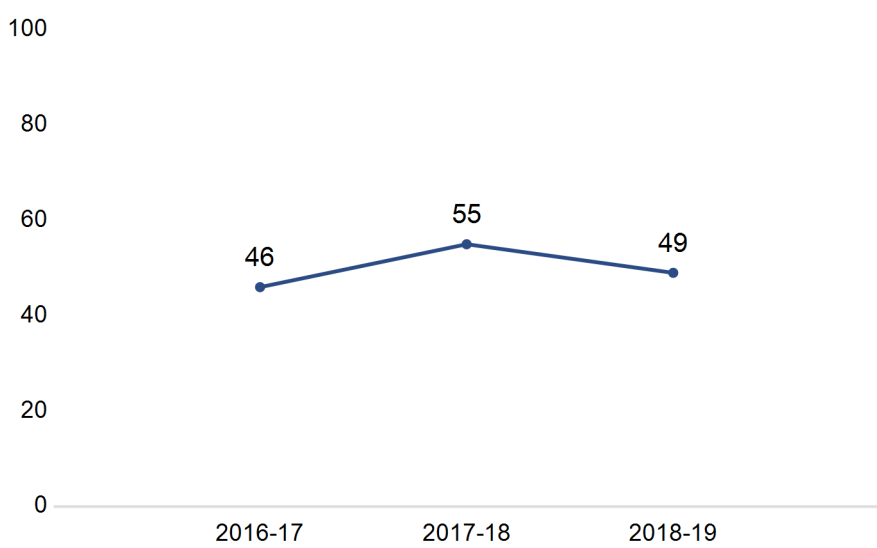
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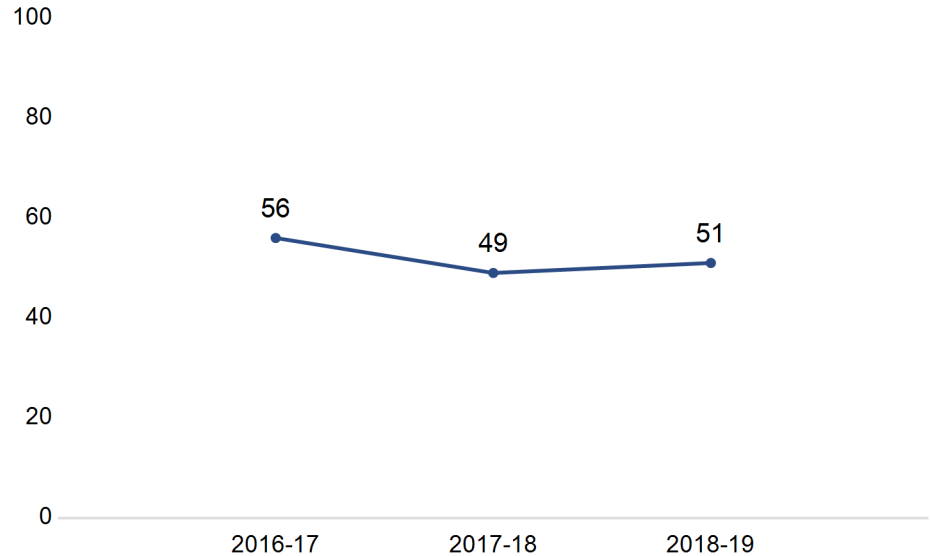
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	55	49	56	49	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (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 previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

### Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	49	47	50	Met Standard	51	49.5	50	Met Standard
White	47	44	50	Met Standard	50	48	52	Met Standard
Hispanic	46	44	49	Met Standard	54	51	47	Met Standard
Black or African American	41.5	41.5	45	Met Standard	46	46	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	57	57	59	Met Standard	57	54.5	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	41	48	49	Met Standard	49.5	53.5	52	Met Standard
Female	52	50	53	N	51	48	50	N
Male	45	44	47	N	53.5	50	51	N
Economically Disadvantaged Students	40	40	48	Met Standard	49	47	46	Met Standard
Students with Disabilities	46	42	43	Met Standard	41.5	45.5	45	Met Standard
English Learners	64	54	52	**	59.5	58	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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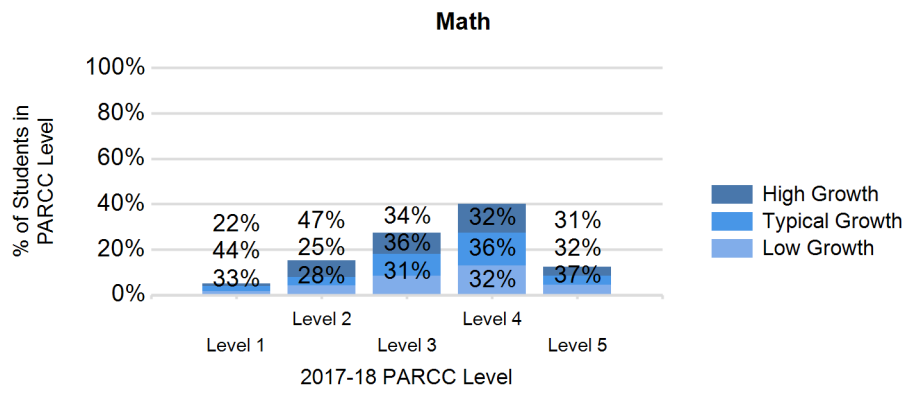
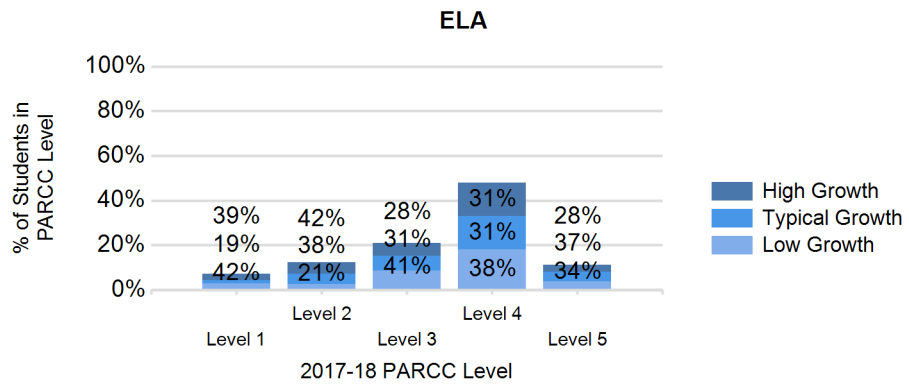
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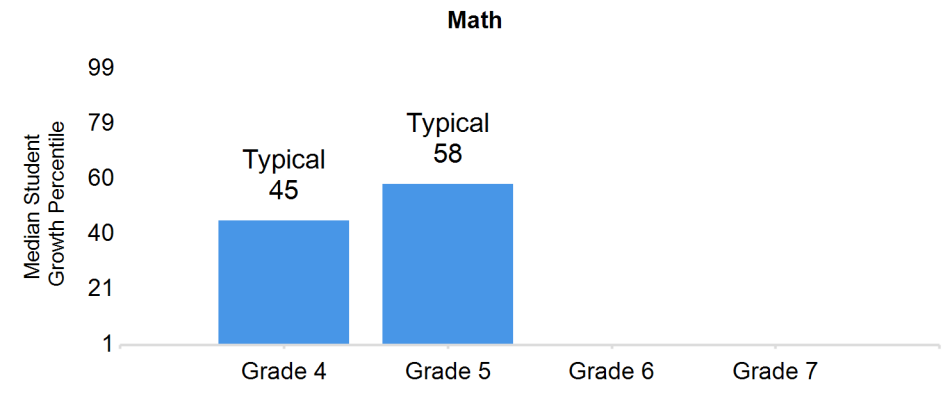
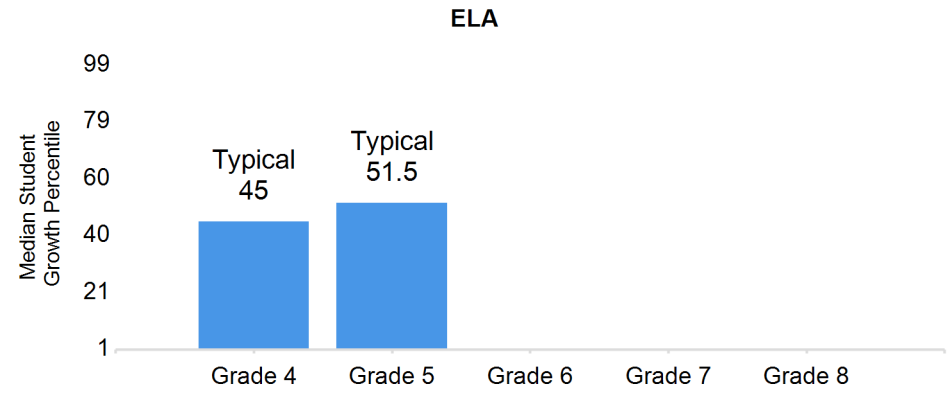
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



**Student Growth by Grade**

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





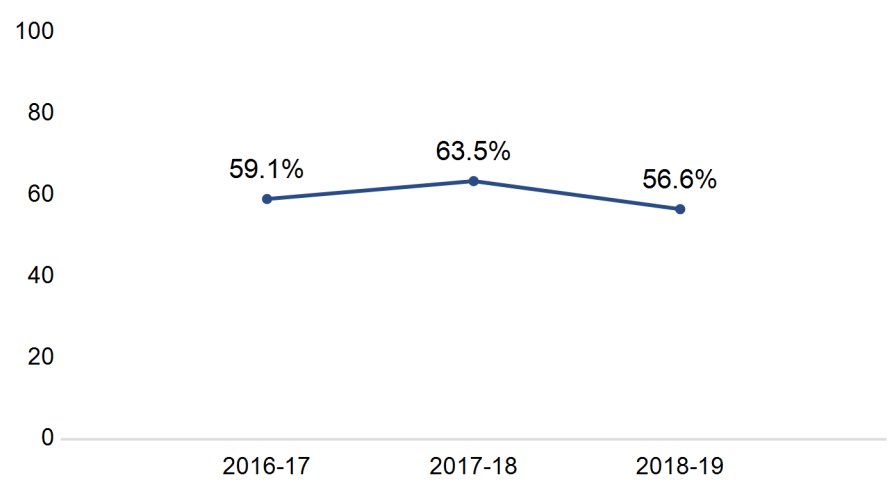
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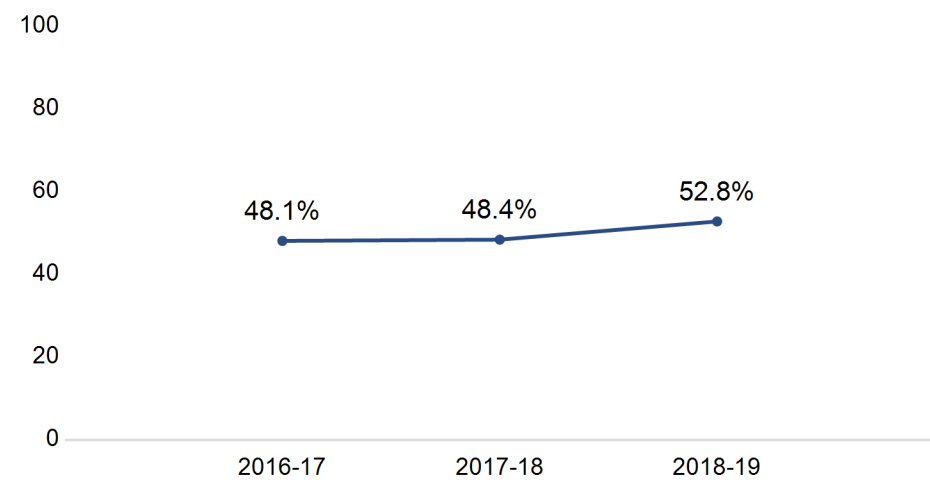
**English Language Arts and Mathematics Performance Trends**

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.3%	96.9%	98.3%	97.5%	96.9%	98.3%
Proficiency Rate for Federal Accountability	59.1%	63.5%	56.6%	48.1%	48.4%	52.8%
Annual Target	59.7%	60.7%	61.8%	54.9%	56.2%	57.6%
Met Annual Target?	Met Target†	Met Target	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	947	98.3	56.6	57.0	57.9	56.6	61.8	Not Met
White	352	97.3	57.4	57.0	66.9	57.4	56.6	Met Target
Hispanic	222	98.3	48.6	48.7	43.9	48.6	57	Not Met
Black or African American	141	99.3	39.7	43.7	38.5	39.7	61.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	187	98.9	77.5	78.8	82.9	77.5	74.5	Met Target
American Indian or Alaska Native	*	*	*	45.5	56.0	*	**	**
Two or More Races	*	*	*	58.0	64.4	*	58.3	Met Target
Female	466	97.7	63.7	65.3	64.8	63.7		
Male	481	98.8	49.7	48.9	51.3	49.7		
Economically Disadvantaged Students	343	98.6	44.9	45.6	40.0	44.9	53.7	Not Met
Non-Economically Disadvantaged Students	604	98.1	63.2	62.8	67.9	63.2		
Students with Disabilities	176	94.3	21.6	*	22.7	21.5	27.6	Not Met
Students without Disabilities	771	99.2	64.6	*	65.1	64.6		
English Learners	25	100.0	20.0	*	29.3	20.0	41.6	Not Met
Non-English Learners	922	98.2	57.6	*	60.6	57.6		
Homeless Students	*	*	*	50.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.





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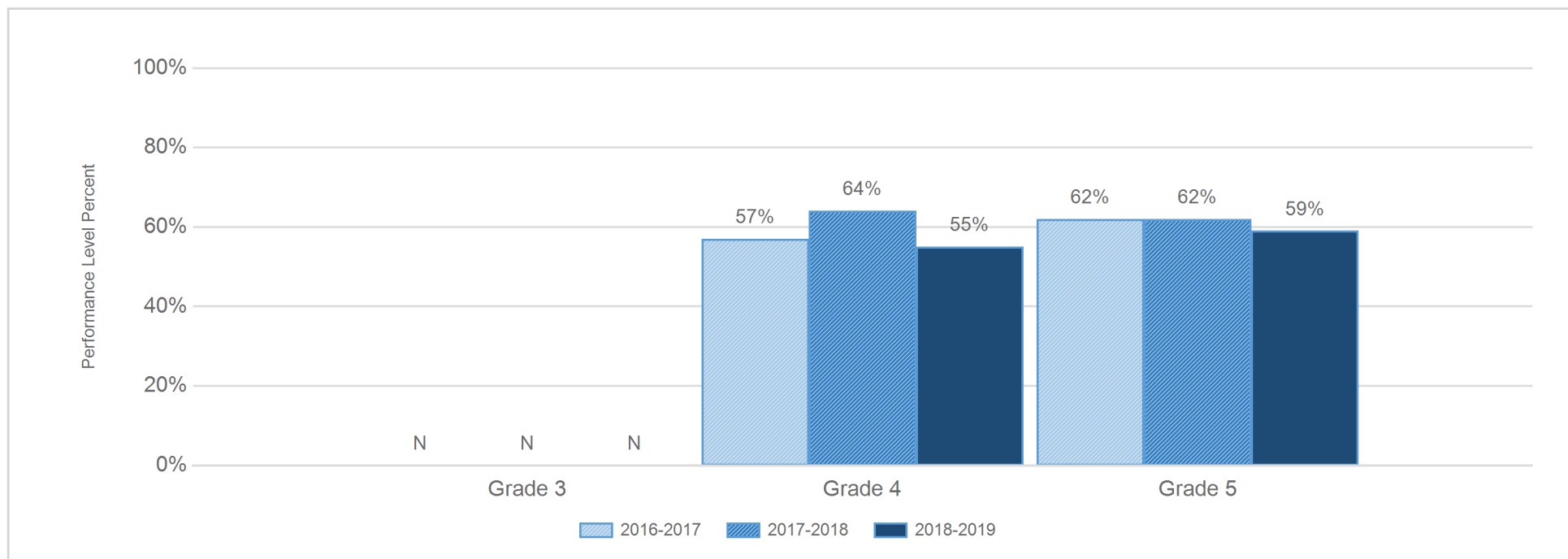
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## English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	451	755	755	755	8%	12%	25%	40%	15%	55%	57%
White	180	755	755	763	7%	11%	25%	42%	16%	57%	67%
Hispanic	106	748	748	743	9%	20%	24%	37%	10%	47%	44%
Black or African American	63	739	739	739	*	*	38%	*	*	35%	39%
Asian, Native Hawaiian, or Pacific Islander	76	773	773	779	*	*	*	47%	30%	78%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	219	761	761	760	5%	11%	19%	44%	21%	65%	62%
Male	232	748	748	750	11%	13%	30%	36%	10%	46%	53%
Economically Disadvantaged Students	158	746	746	740	10%	16%	28%	36%	9%	46%	40%
Non-Economically Disadvantaged Students	293	759	759	765	7%	10%	23%	42%	18%	60%	69%
Students with Disabilities	82	724	724	725	30%	21%	30%	*	*	18%	25%
Students without Disabilities	369	761	761	761	3%	10%	24%	*	*	63%	64%
English Learners	15	718	718	720	*	*	*	*	*	20%	17%
Non-English Learners	436	756	756	758	*	*	*	*	*	56%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	495	757	757	756	4%	11%	26%	51%	8%	59%	58%
White	173	756	756	764	*	12%	28%	*	*	59%	68%
Hispanic	117	750	750	743	*	12%	31%	*	*	51%	44%
Black or African American	78	746	746	739	*	*	33%	*	*	45%	38%
Asian, Native Hawaiian, or Pacific Islander	108	773	773	781	*	*	14%	58%	20%	79%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	250	761	761	761	*	*	26%	54%	10%	64%	64%
Male	245	752	752	750	*	*	27%	47%	7%	54%	52%
Economically Disadvantaged Students	177	745	745	740	*	*	29%	*	*	47%	39%
Non-Economically Disadvantaged Students	318	763	763	766	*	*	25%	*	*	66%	69%
Students with Disabilities	84	731	731	724	*	*	36%	25%	0%	25%	23%
Students without Disabilities	411	762	762	762	*	*	25%	56%	10%	66%	65%
English Learners	11	718	718	713	*	*	0%	*	*	27%	11%
Non-English Learners	484	758	758	758	*	*	27%	*	*	60%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

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Schoolwide	952	98.3	52.8	42.7	44.5	52.8	57.6	Not Met
White	356	97.3	54.5	42.6	54.1	54.5	54.1	Met Target
Hispanic	222	98.3	41.4	*	28.8	41.4	47.5	Not Met
Black or African American	142	99.3	35.9	26.9	23.0	35.9	48.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	187	99.0	78.6	71.0	76.5	78.6	79.4	Met Target†
American Indian or Alaska Native	*	*	*	36.4	42.7	*	**	**
Two or More Races	*	*	*	44.4	53.3	*	50.7	Met Target†
Female	469	97.8	51.8	43.1	44.9	51.8		
Male	483	98.8	53.8	42.2	44.2	53.8		
Economically Disadvantaged Students	347	98.6	40.3	31.3	26.3	40.3	45.1	Not Met
Non-Economically Disadvantaged Students	605	98.1	60.0	48.5	54.9	60.0		
Students with Disabilities	176	94.3	27.8	18.4	17.4	27.8	27.6	Met Target
Students without Disabilities	776	99.2	58.5	47.7	50.0	58.5		
English Learners	30	100.0	23.3	14.1	25.0	23.3	37.8	Not Met
Non-English Learners	922	98.2	53.8	43.4	46.5	53.8		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



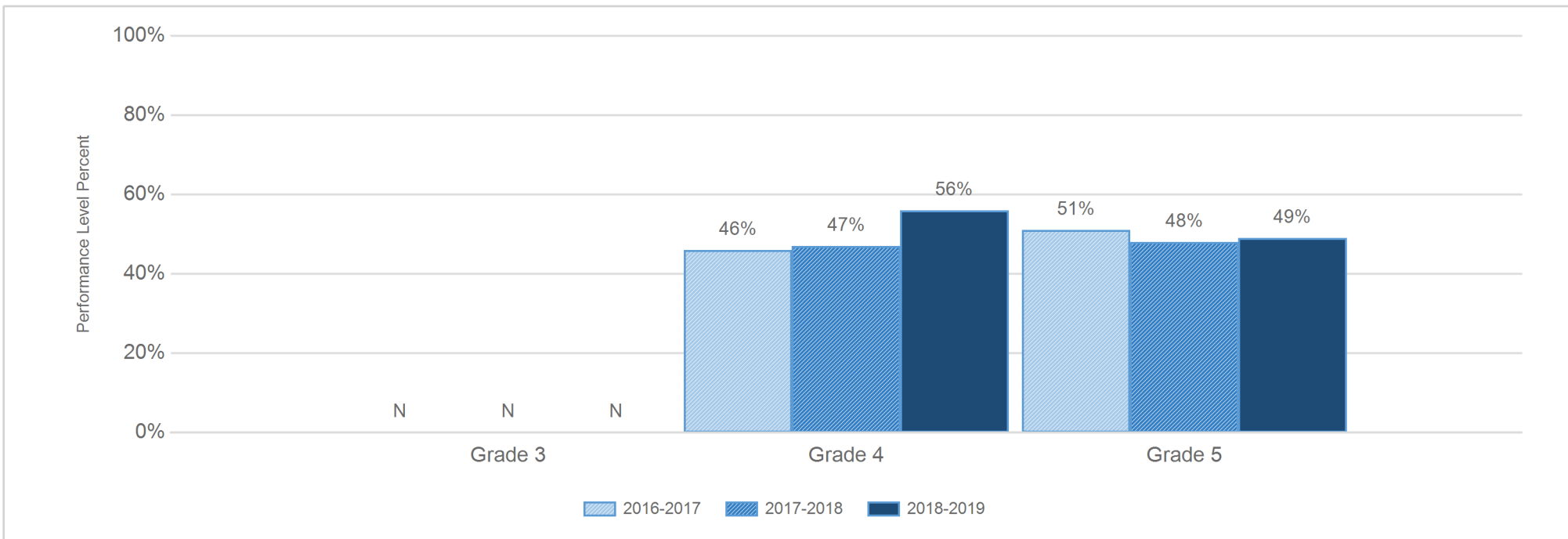
**Samsel Upper Elementary School**  
 (23-4660-085)  
 Grades Offered: PK-05  
 2018-2019

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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	452	752	752	749	5%	13%	26%	50%	6%	56%	51%
White	181	753	753	757	*	10%	30%	*	*	55%	62%
Hispanic	106	745	745	737	*	17%	25%	*	*	51%	36%
Black or African American	63	740	740	731	*	*	32%	40%	0%	40%	29%
Asian, Native Hawaiian, or Pacific Islander	76	774	774	776	*	*	*	59%	22%	82%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	220	752	752	749	5%	13%	25%	50%	6%	56%	50%
Male	232	752	752	749	5%	13%	26%	50%	6%	56%	52%
Economically Disadvantaged Students	158	744	744	734	*	15%	33%	*	*	43%	32%
Non-Economically Disadvantaged Students	294	757	757	759	*	12%	22%	*	*	63%	63%
Students with Disabilities	82	732	732	726	*	24%	28%	*	*	30%	25%
Students without Disabilities	370	757	757	754	*	11%	25%	*	*	62%	56%
English Learners	16	727	727	722	*	*	*	*	*	31%	18%
Non-English Learners	436	753	753	751	*	*	*	*	*	57%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	504	748	748	747	6%	16%	29%	39%	9%	49%	47%
White	177	749	749	755	6%	12%	29%	45%	7%	52%	58%
Hispanic	118	738	738	735	10%	20%	38%	*	*	31%	30%
Black or African American	79	736	736	729	*	24%	37%	*	*	32%	23%
Asian, Native Hawaiian, or Pacific Islander	111	769	769	775	*	*	14%	53%	23%	76%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	254	747	747	747	6%	15%	33%	39%	7%	46%	47%
Male	250	749	749	747	7%	17%	25%	40%	11%	51%	47%
Economically Disadvantaged Students	182	738	738	732	8%	26%	29%	*	*	37%	27%
Non-Economically Disadvantaged Students	322	754	754	757	5%	10%	30%	*	*	55%	59%
Students with Disabilities	84	723	723	725	26%	29%	25%	*	*	20%	19%
Students without Disabilities	420	753	753	752	2%	13%	30%	*	*	54%	52%
English Learners	18	719	719	718	*	*	*	*	*	17%	12%
Non-English Learners	486	749	749	749	*	*	*	*	*	50%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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#### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
4	*	*
5	*	*

#### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	47.4%	**	**

† Target was met within one standard deviation

#### 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 and 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
0-2	19	89.5%	10.5%
3-4	*	*	*
5 or more	*	*	*





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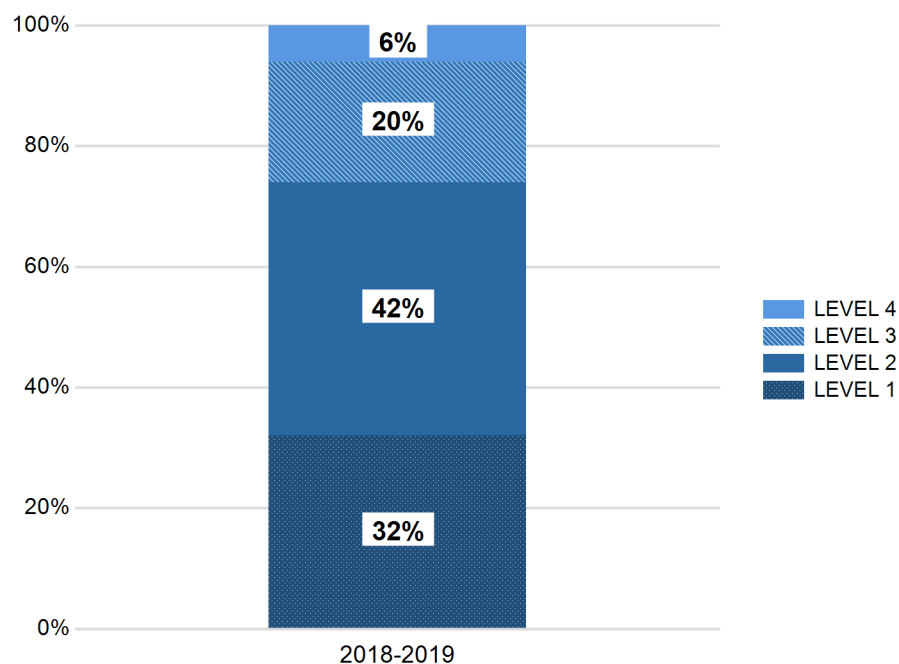
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	32	42	20	6
White	31	43	18	8
Hispanic	33	45	16	5
Black or African American	42	36	18	4
Asian, Native Hawaiian, or Pacific Islander	23	43	29	5
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	32	42	21	5
Male	31	42	19	7
Economically Disadvantaged Students	33	42	20	5
Non-Economically Disadvantaged Students	31	42	20	7
Students with Disabilities	53	33	12	2
Students without Disabilities	25	45	23	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

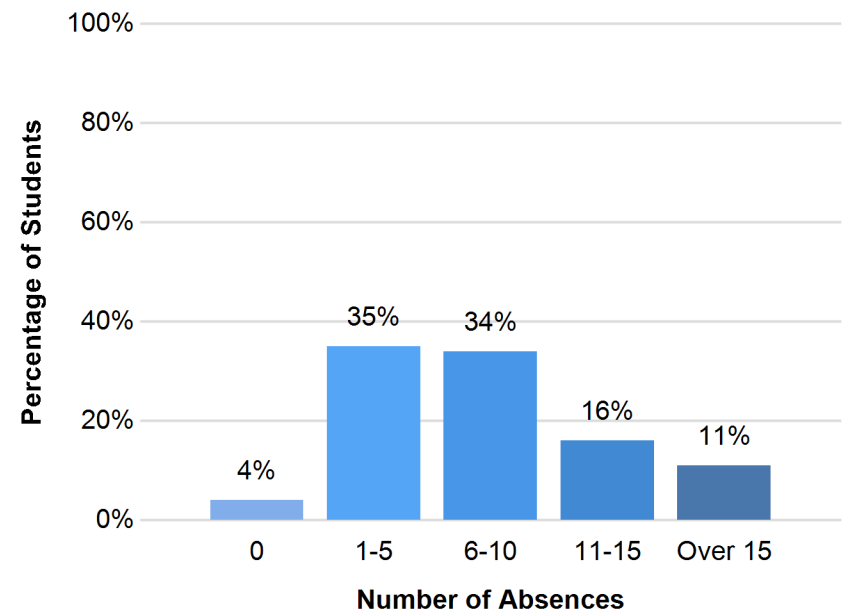
#### Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	69	7.1	7.5	Met
White	36	9.7	7.5	Not Met
Hispanic	14	6.1	7.5	Met
Black or African American	8	5.5	7.5	Met
Asian, Native Hawaiian, or Pacific	7	3.7	7.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	7.5	Not Met
Female	30	6.2		
Male	39	7.9		
Economically Disadvantaged Students	37	9.9	7.5	Not Met
Students with Disabilities	34	18.2	7.5	Not Met
English Learners	2	5.7	7.5	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

#### Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





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2018-2019

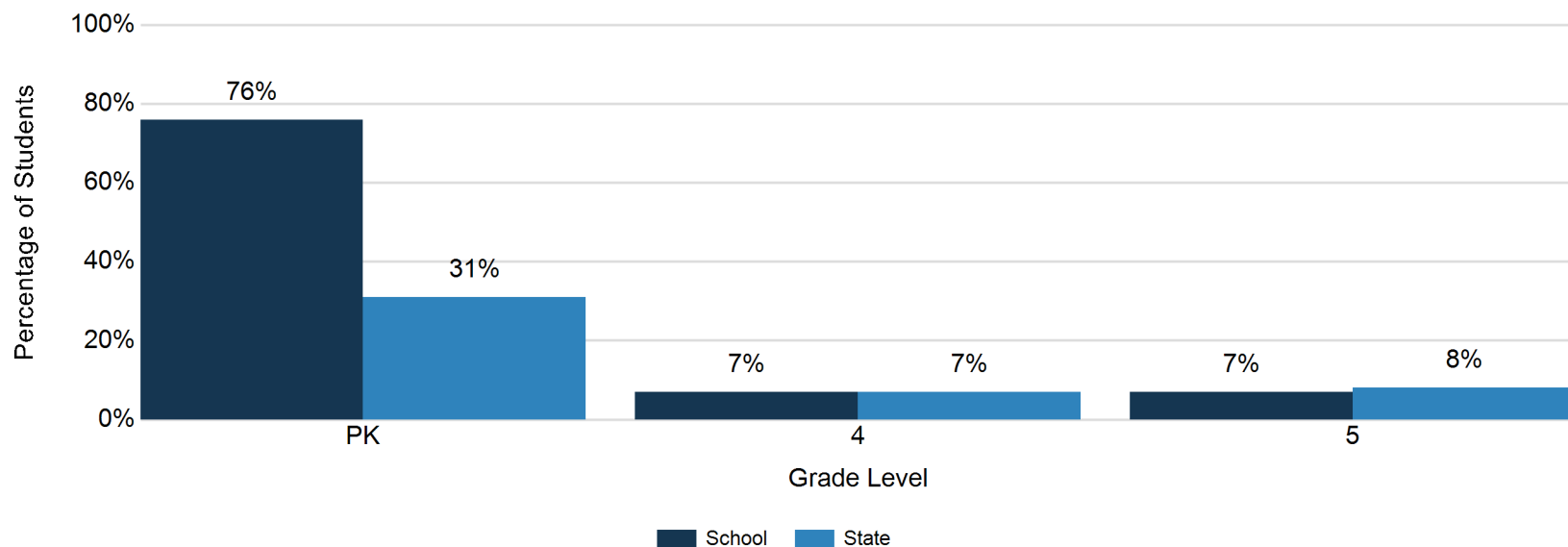
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### Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

#### 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 row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	12
Weapons	4
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.44

#### Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	3
Weapons	4
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0



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### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	1	1
Ancestry	1	0	1
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	1	4	5
No Identified Nature	6		6

### Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	31	2.8%
Out-of-School Suspensions	40	3.6%
Any Suspension	61	5.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed  
due to Out-of-School  
Suspensions

87



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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. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

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

#### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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### Key terms for staff data:

**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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	97	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	10.9	10.8
Percentage of Teachers with 4 or more years experience in the district	74.2%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	15.6	16.0
Average years experience in district	12.7	12.0
Percentage of Administrators with 4 or more years experience in the district	74.2%	76.9%

### Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	553:1	198:1
Teachers to Administrators	49:1	16:1
Students to Librarians/Media Specialists		1228:1
Students to Nurses		768:1
Students to Counselors		439:1
Students to Child Study Team Members		323:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.7%	92.8%	50.0%	48.4%	77.1%	54.9%
Male	53.3%	7.2%	50.0%	51.6%	22.9%	45.1%
White	38.7%	94.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	22.1%	1.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	15.7%	1.0%	0.0%	15.0%	6.6%	13.9%
Asian	18.7%	3.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.9%	0.0%	0.0%	2.1%	0.2%	0.2%





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### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.4%	90.5%
2017-18 Administrators: Same district 2018-19	92.9%	87.9%

### Faculty Attendance

This table shows the percentage of days that 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
2018-19	95.1%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



### Samsel Upper Elementary School

(23-4660-085)

Grades Offered: PK-05

2018-2019

#### Report Key:

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\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

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## ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.1%	63.5%	56.6%
Math Proficiency	48.1%	48.4%	52.8%
ELA Growth	46	55	49
Math Growth	56	49	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	47.4%
Chronic Absenteeism	4.2%	6.4%	7.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	**	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Not Met	Not Met	**	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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## 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 the school or district directly.



### Highlights:

- Many of our 4th and 5th grade students participate in the Special Olympics Unified Sports Program.
- Students take part in altruistic events during the year, such as Change for Charity, Kindness Campaign, Student Ambassadors, Character Education Movie Night.
- Guest speakers share their personal experiences of the Holocaust each spring with our fifth grade students, connecting real-life experiences with the curriculum.



### Mission, Vision, Theme:

At Samsel Upper Elementary School, our mission is to create a safe community of academic excellence by preparing and motivating students to learn through challenging and differentiated instruction, which utilizes critical thinking skills and real world learning. Through parent involvement and a dedicated staff, our students will learn a set of social and emotional competencies, as well as academic competencies, which will allow them to be successful in and out of school.



### Awards, Recognition, Accomplishments:

Samsel Upper Elementary School was declared a Special Olympics National Banner Unified Champion School. We are so fortunate to part of such an outstanding program.



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Students' classes are grouped in teams of two which alternate between the major subject teachers for Language Arts - Literacy/Social Studies and Math/Science. Additionally, students attend "Specials" :Physical Education, World Language, Art, Music &amp; Technology. Media Arts, Talented and Gifted, Academic Support and English Language Learner classes are also offered to students.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Our Student Ambassadors are an integral part of the community and take part in activities such as food drives, parent-teacher conferences and 4th grade orientation. Our Willabees promote healthy drug free-living while learning how to make positive choices. Kids' Reading Café meets weekly to help one another improve reading strategies during their recess. The PTO sponsors programs such as Minecraft, STEM, Robotics, and School Newspaper.</p>





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 <p><b>Before and After School Programs:</b></p>	<p>SpringBoard is offered before and after school.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Staff are given the opportunity to attend professional development throughout the year. Opportunities include: professional development workshops outside of the district, Sayreville University (professional development within the district), Professional Development Day in November, PLCs, faculty and department meetings. The professional development opportunities within the district support our school or district initiatives.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>Students needing support have the opportunity to attend a variety of classes. They include: English Language Learners, Language Arts and Math Academy tutoring sessions, pull-out Academic Support Instruction, and special education classes (ICS, POR, MD &amp; BD) and related services (OT, PT &amp; Speech). Our school counselors also meet with students for "Lunch Bunch" to foster social interactions and friendship.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Breakfast is provided for students who qualify and it is offered also to students for purchase. Students are enrolled in Physical Education classes, which meet every other day. Afterschool athletic programs are available for students who wish to participate in games and sports such as kickball, volleyball, badminton, bowling and floor hockey. Students are engaged in recess daily and use the Playworks program to help build valuable social and emotional life skills through the power of play.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The PTO is very active and involved at Samsel, sponsoring a school store, educational assemblies, holiday parties, book fairs, plant sale and Field Day. All parents are encouraged to join the PTO and volunteer at some of the many activities which are organized for the benefit of the children. A parent portal is available to all parents and guardians, and it is easily accessible by using the portal website, or the mobile app.</p>



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### Facilities:

Samsel was a small elementary school for years before being rented out to the county. With an increase in district enrollment, the school was renovated and opened as an upper elementary school for all of Sayreville's 4th and 5th grade students in September 2004. The facility includes: a large gymnasium with A/C, stage & bleachers, cafeteria (A/C), media center/library (A/C), 3 computer labs (A/C), two science labs, auxiliary gym and classrooms with dividers to accommodate various settings.



### School Safety:

Students participate in monthly drills. All visitors must first meet with the Campus Monitor before entering the building through the security vestibule. A Code of Conduct serves as a guideline for students.



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#### Technology and STEM:

Technology is incorporated on a daily basis through the use of Smartboards, Touch TVs, Chromebooks and/or I-Pads. Programs such as Achieve 3000, RAZ kids, IXL and STMath help to supplement the curriculum.