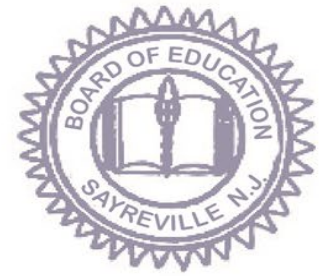




Sayreville Public Schools
Vision 2030

P.O. Box 997
Sayreville, New Jersey 08871
Phone: 732-525-5200
Fax: 732-727-5769



Dr. Richard R. Labbe, Superintendent of Schools
Dr. Marilyn J. Shediack, Assistant Superintendent

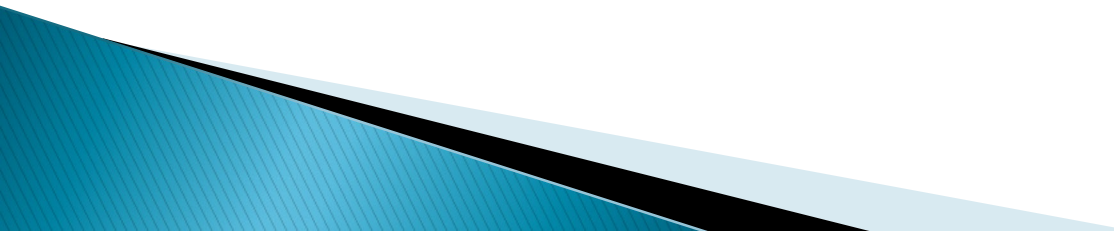
Mr. Eric Glock-Molloy, Assistant Superintendent
Ms. Erin Hill, Business Administrator/Board Secretary

2022 Sayreville Public Schools State of the Schools Address

**Presented by: Dr. Labbe, Dr. Shediack, Ms. Hill,
& Mr. Glock-Molloy**

Tuesday, October 18, 2022

2022 State of the Schools Address

- ▶ Overview & Accomplishments – Dr. Labbe
 - ▶ 2021–22 Goal Achievement Review & 2022–23 Goals – Dr. Labbe
 - ▶ 2021–22 Student Standardized Assessment Results – Dr. Shediack
 - ▶ 2023–24 Budget Development Calendar – Ms. Hill
 - ▶ 2021–22 Final HIB Ratings – Mr. Glock–Molloy
- 

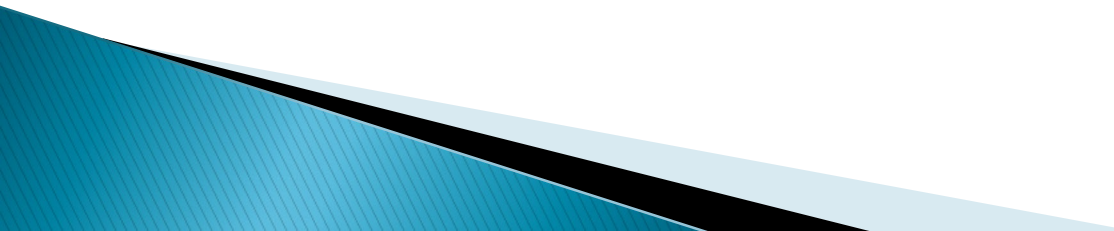
OVERVIEW

- ▶ Purpose – To provide the school community with the current level of thoroughness and efficiency of our educational programs, services, and business operation.

Major Accomplishments

- ▶ Passed Referendum!
- ▶ Win/Win with SEA Collective Bargaining Agreement.
- ▶ ESIP projects nearly completed.
- ▶ SPPA started and will end in spring.
- ▶ HVAC in all large spaces by the end of this school year.
- ▶ Truman windows.
- ▶ Location for Transportation Complex, which will be constructed this year.
- ▶ Bombers Beyond 18–21–Year–Old Program opening.
 - Café on 132 MainStreet to open by December
- ▶ Project Before at Selover opening.
- ▶ Central Office at Samsel and new BOE Room.
- ▶ Grades 6–12 1:1 Device Initiative.
- ▶ Increased AP assessment scores.
- ▶ Promising NJSLA scores.
- ▶ Promising NJGPA scores.
- ▶ Busing

2021–2026 Final Vision 2030 Strategic Action Plan

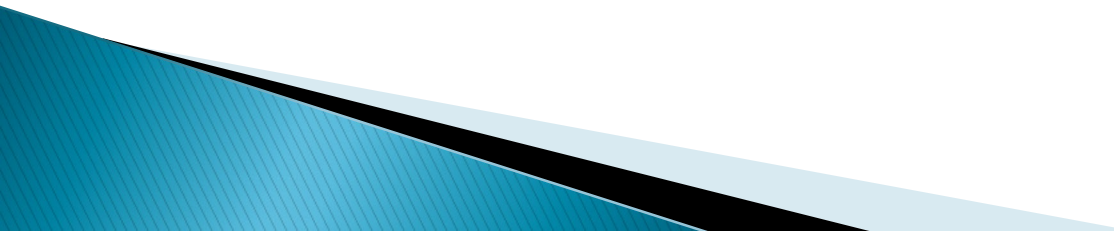
- ▶ Vision 2030 was developed and adopted by the Sayreville BOE in the spring of 2014 for the purpose of ensuring that the then kindergarten students would be equipped with the hard and soft skills to be happy, productive, and contributing members of society once they graduate from college in 2030.
 - ▶ Kindergartners are now 9th graders!
 - ▶ We only have 4 years to finish our promise.
 - ▶ Pandemic prohibited us from holding another summit.
 - ▶ BOE Retreats in July, August, and September of 2021 to brainstorm goals.
- 

2021–22 Goals

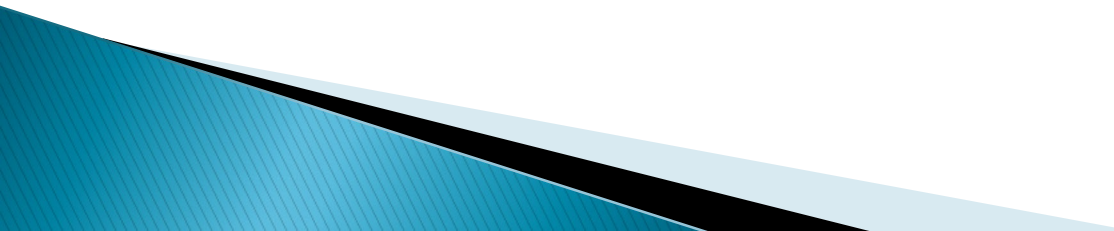
FINANCE:

- ▶ Revise, obtain NJDOE approval, and adopt a new facilities improvement referendum for a potential vote in September, November or December of 2022. **Achieved**
- ▶ Secure funding for the remaining renovation and refurbishment of the Selover School for the purpose of opening it as a preschool in September 2022. **Achieved**
- ▶ Secure funding for and enter into a property lease agreement for the new 18–21–Year–Old Program. **Achieved**
- ▶ Secure funding, included but not limited to a 5–year lease purchase agreement, to pay for the construction of a new Transportation Complex. **Achieved**
- ▶ Secure funding to renovate of the current bus garage for the purpose of transforming it into a Buildings and Grounds Complex. **In progress**

FACILITIES:

- ▶ Replace current HV and HVAC systems in all large spaces across the district with highly efficient HVAC units. **In progress**
 - ▶ Renovate and refurbish the Selover School for the purpose of opening it as a preschool in September 2022. **Achieved**
 - ▶ Renovate a newly leased property for the new 18–21–Year–Old Program so it is ready to be open for students by September of 2022. **In progress**
- 

INFORMATION, TECHNOLOGY & OPERATIONS:

- ▶ Install permanent exterior Wi-Fi at each school building in the district. **Achieved?**
 - ▶ Develop and implement a district ransomware response plan, which includes appropriate liability insurance coverage. **Achieved**
 - ▶ Budget the transition of all current part-time Technicians to full-time employees. **Achieved**
 - ▶ Budget for an additional Technology Integration Facilitator to meet expanding demand so that there will be at least one facilitator dedicated to preschool, grades K-5, grades 6-12 instruction. **In progress**
- 

STUDENT ACHIEVEMENT:

ELA

- In grades 3–5 the number of students meeting or exceeding grade level standards, as measured by the Language Arts LinkIt!. NJSLS Assessments will increase by 20%. **Did not achieve but 12% increase**
- In grades 6–8 the number of students meeting or exceeding grade level standards, as measured by the Language Arts LinkIt!. NJSLS Assessments will increase by 20%. **Not achieved but 4% increase**
- In grades 9–10 the number of students meeting or exceeding grade level standards, as measure by the Language Arts LinkIt!. NJSLS Assessments will increase by 20%. **N/A**

STUDENT ACHIEVEMENT:

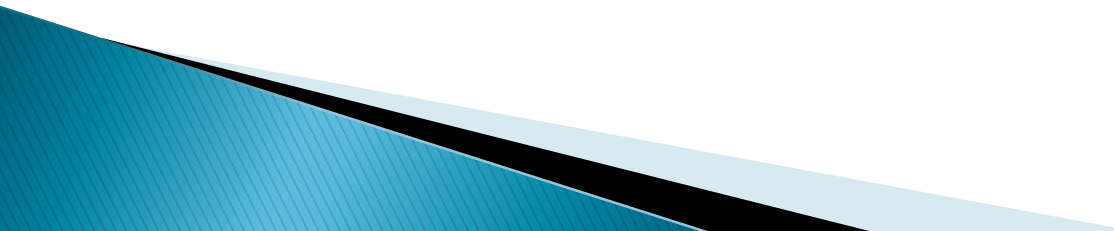
MATH

- In grades 3–5 the number of students meeting or exceeding grade level standards, as measured by the Mathematics LinkIt!. NJSLS Assessments will increase by 20%. **Achieved 52.6 increase**
- In grades 6–7 the number of students meeting or exceeding grade level standards, as measured by the Mathematics LinkIt! NJSLS Assessments will increase by 20%. **Did not achieve but 18.5 increase**
- The number of Middle School Algebra I students meeting or exceeding grade level standards, as measured by the Algebra I LinkIt! NJSLS Assessments will increase by 20%. **Did not achieve 28.9 decrease**

STUDENT ACHIEVEMENT:

- ▶ Increase Tier 3 academic interventions in grades 9–12, including but not limited to one to one and small group supplemental tutoring. **Achieved**
- ▶ Enhance the functional academic, vocational, independent living, social and emotional, and self-advocacy and determination skills and competencies of students with intellectual, developmental, and other disabilities eligible to be educated from 18 until 21 years of age through the creation and implementation of an appropriate 18–21 year old program and curriculum, as well as the renovation of an appropriate facility and partnership with applicable community organizations and agencies, by September 2022. **Achieved**
- ▶ Improve special education alternative literacy instruction through consultation by a recognized expert, which includes a comprehensive program evaluation, and the implementation of recommendations via individualized, small group, and large group consultative professional development and training. **Achieved**
- ▶ Improve the social, emotional, psychiatric, and behavioral development of students with and without disabilities through partnerships with Effective School Solutions and NJCARE. **Achieved**
- ▶ Create and implement a Visual and Performing Arts Academy. **Partially Achieved**

CULTURE AND CLIMATE:

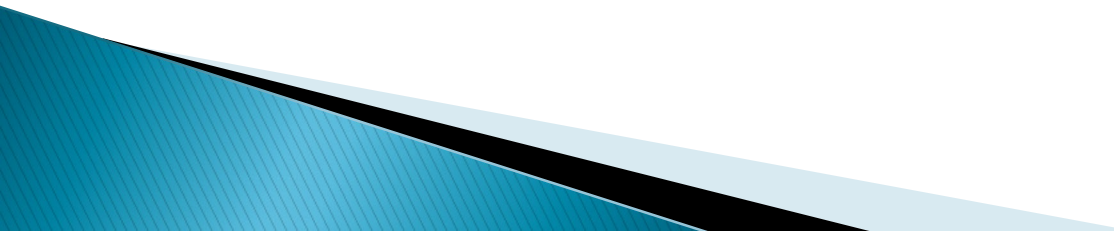
- ▶ Implement a research proven effective program for increasing demographic subgroup representation in advanced placement, honors, talented and gifted (TAG), and other higher-level courses. **In progress**
 - ▶ Implement proven effective staff recruiting and retention strategies for incrementally increasing staff demographic subgroup representation district-wide, particularly for faculty. **In progress**
 - ▶ Implement strategies for expanding parental involvement and engagement in the education of their child(ren), as well as in school and district-wide programs, particularly for those who speak other languages. **In progress**
- 

2022-23 Goals

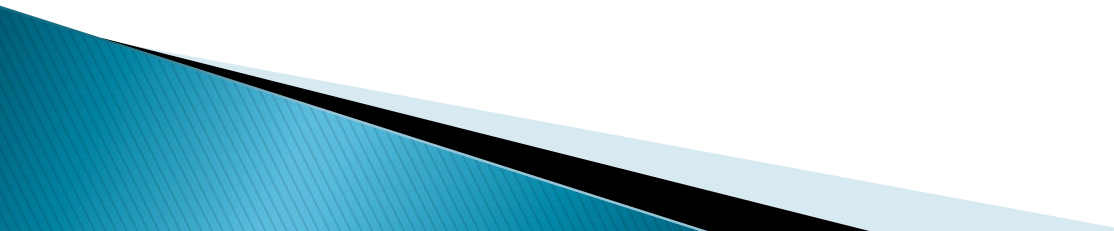
FINANCE:

- ▶ Secure funding for the recently passed Facility Improvement Referendum.
- ▶ Secure funding for a new parking area at Samsel Upper Elementary School.
- ▶ Secure funding for refurbishments to the Stadium area at the Sayreville War Memorial High School.
- ▶ Secure funding for the lease purchase of more 54 passenger buses to continue the goal of the district handling all in district routes.
- ▶ Secure funding to renovate of the current bus garage for the purpose of transforming it into a Buildings and Grounds Complex.
- ▶ Work with the District's Financial Advisors on refunding of Series 2013 Bond.

FACILITIES:

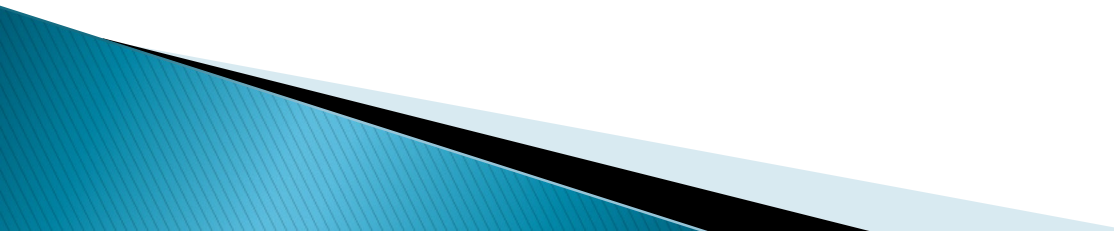
- ▶ Prioritize projects from the recently approved Facility Improvement Referendum.
 - ▶ Add a new parking area at Samsel Upper Elementary School.
 - ▶ Refurbish the Stadium area at the Sayreville War Memorial High School.
 - ▶ Complete the addition of a new transportation complex on Cheesequake Road.
 - ▶ Renovate the current bus garage for the purpose of converting it to a Buildings and Grounds complex when the bus garage relocates.
- 

INFORMATION, TECHNOLOGY & OPERATIONS:

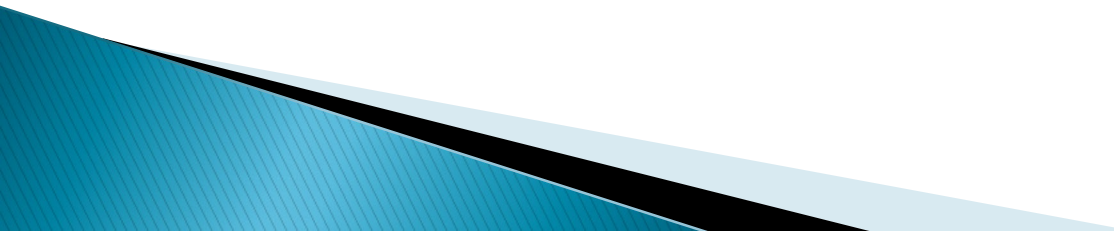
- ▶ Develop and implement a multiyear updated district cybersecurity response plan and increase physical and digital network security.
 - ▶ Budget for and upgrade of virtual server and network infrastructure.
 - ▶ Continue expansion and upgrade of district and interagency communication (two-way radio and public announcement) systems.
 - ▶ Budget for an additional Technology Integration Facilitator to meet expanding demand so that there is at least one facilitator dedicated to grades 6–12 instruction._
- 

STUDENT ACHIEVEMENT:

- ▶ Students in Pre-K – 12th Grade will show improvement in their overall literacy skills as evidenced by:
 - 55% of the students in grade 8 meeting or exceeding expectations as measured on the New Jersey Student Learning Assessment – ELA (2021–2022 baseline is 49.8%).
 - 59% of the students in grade 5 meeting or exceeding expectations as measured on the New Jersey Student Learning Assessment – ELA (2021–2022 baseline is 53.7%).
- ▶ Students in Pre-K– 12th Grade will show improvement in their overall mathematic skills as evidenced by:
 - 54% of the students enrolled in Middle School Algebra I meeting or exceeding expectations as measured on the New Jersey Student Learning Assessment – Algebra I. (2021–2022 baseline is 48.3%).
 - 55% of the students enrolled in grade 4 meeting or exceeding expectations as measured on the New Jersey Student Learning Assessment–Math (2021–2022 baseline is 49.3%).

- ▶ Prepare a plan for increasing the possibility of a school being nominated for Blue Ribbon status.
 - ▶ Explore the implementation of virtual and/or augmented reality instruction across the curriculum.
 - ▶ Explore the addition of another world language, including but not limited to American Sign Language.
 - ▶ Increase the percentage of students with disabilities being appropriately educated in the least restrictive environment (general education setting) 80% of the day to over 45%.
 - ▶ Decrease the percentage of students with disabilities being educated in the least restrictive environment (general education setting) 40% of the day to less than 15% or less.
- 

CULTURE AND CLIMATE:

- ▶ Decrease student behaviors that result in suspensions, particularly long-term suspensions as compared to the 2021–22 school year.
 - ▶ Increase student attendance and decrease the number of students who are chronically absent from school as compared to the 2021–22 school year.
 - ▶ Increase minority student representation in Advanced Placement and Honors courses for the 2023–24 school year as compared to the 2022–23 school year.
 - ▶ Increase staff minority representation for the 2023–24 school year as compared to the 2022–23 school year.
 - ▶ Increase the retention of faculty and staff during the 2022–23 school year.
- 

Student Assessment Results 2021–2022

Presented by Dr. Marilyn Shediack



New Jersey Student Learning Assessment (NJSLA)

Administered Spring 2022

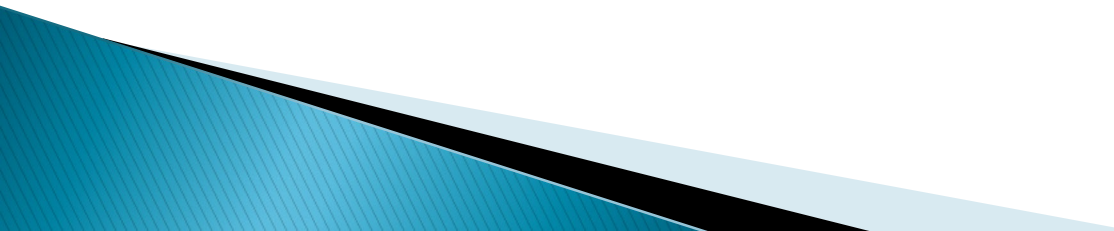
ELA: Grades 3 - 9

Math: Grades 3 – 8, Algebra I, Algebra II, and Geometry

Science: Grades 5, 8, 11

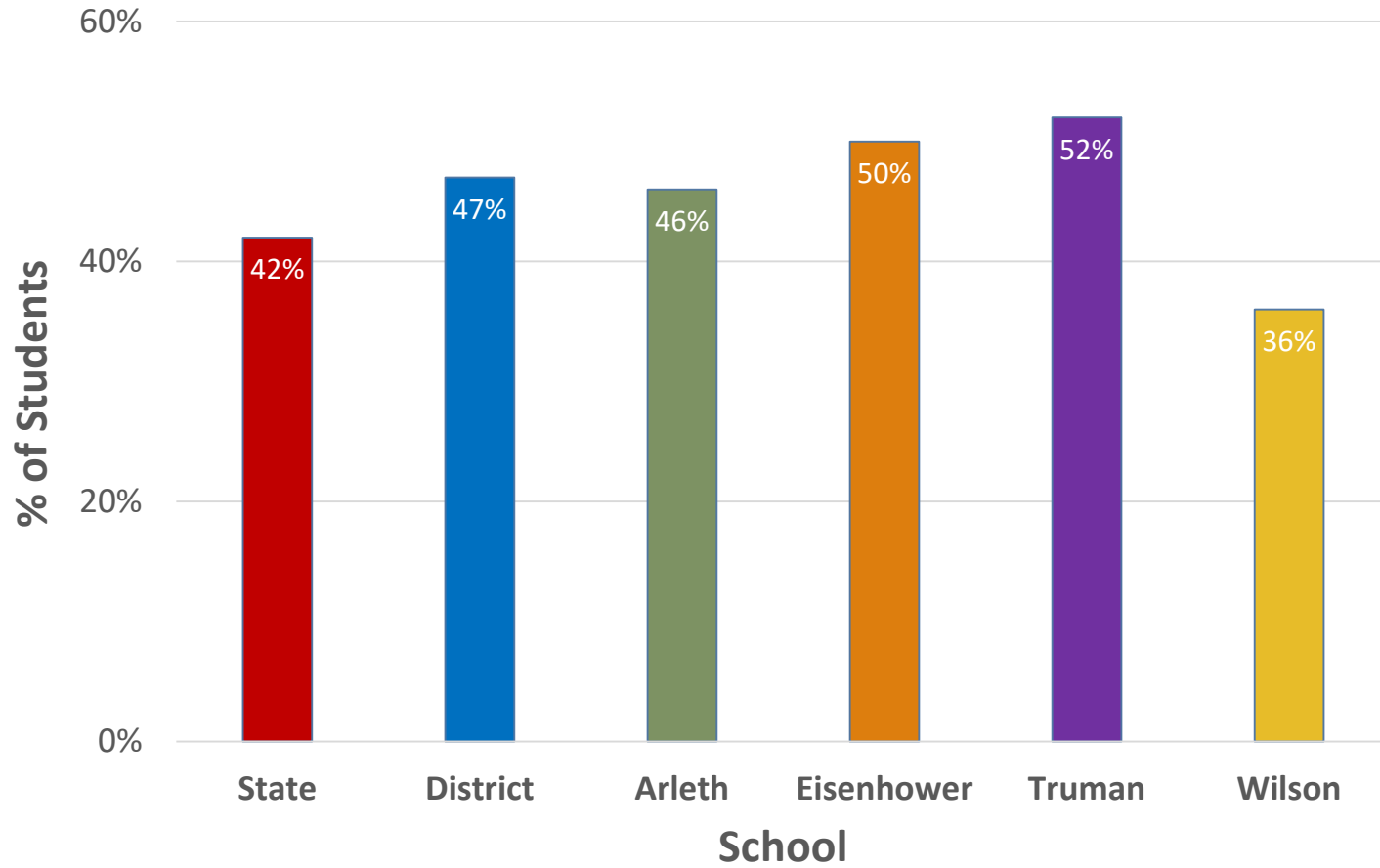
Aligned to the New Jersey Student Learning Standards (NJSLS)

Five Performance Levels:

- Level 1: Did not meet expectations
 - Level 2: Partially met expectations
 - Level 3: Approaching expectations
 - Level 4: Met expectations
 - Level 5: Exceeded expectations
- 

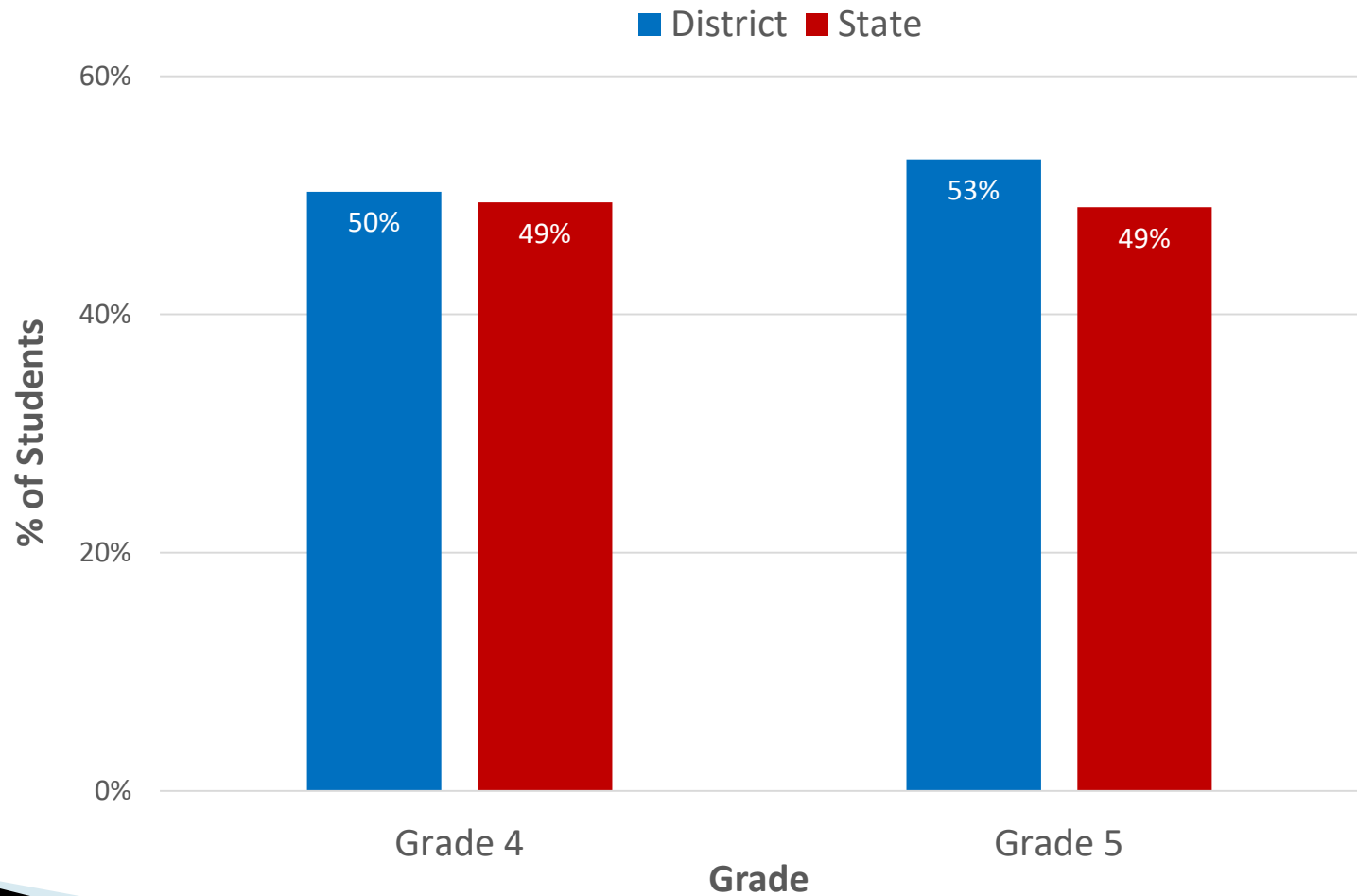
Grade 3 ELA

Met or Exceeded Expectations



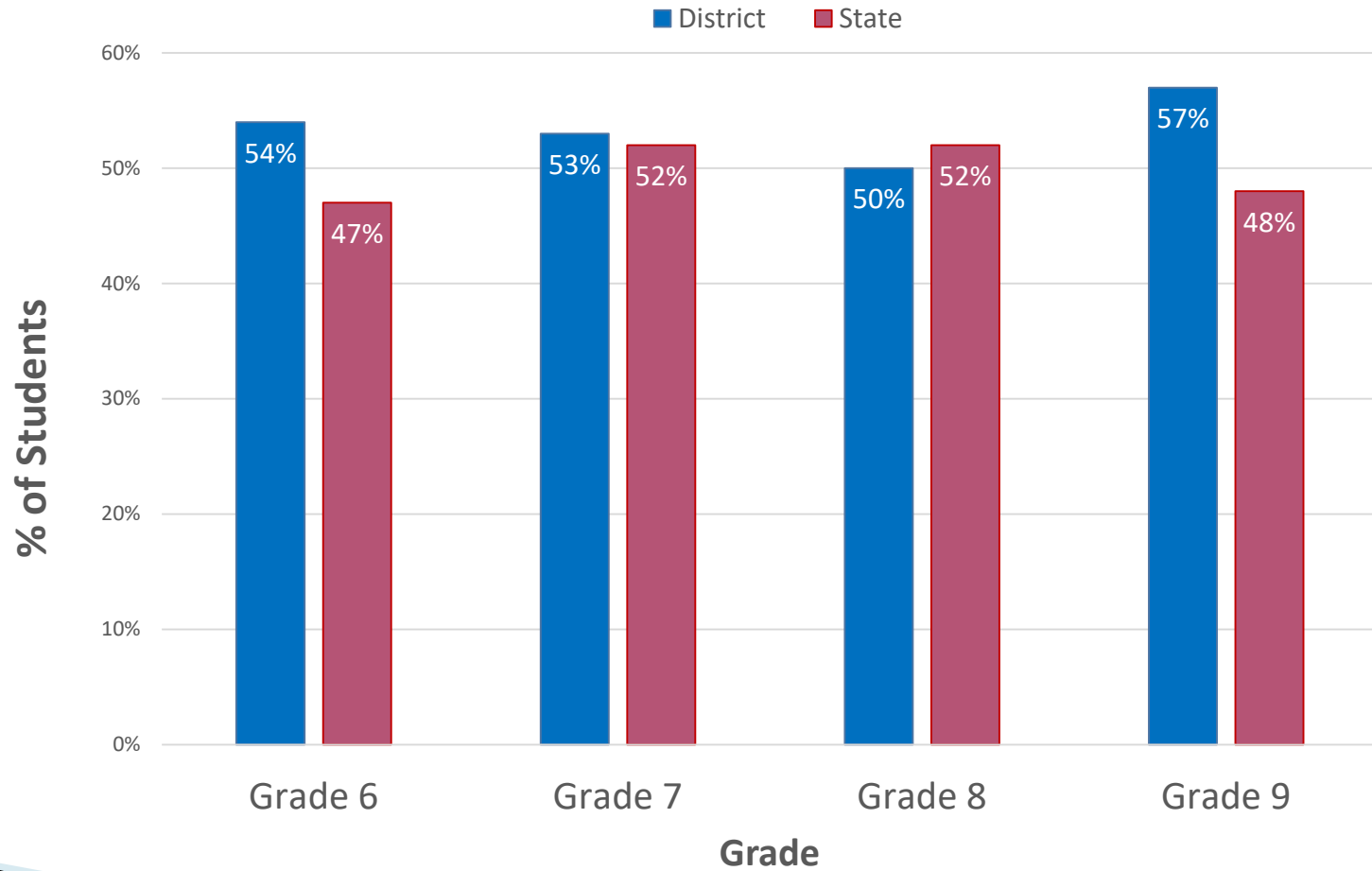
Upper Elementary ELA

Met or Exceeded Expectations



Secondary ELA

Met or Exceeded Expectations

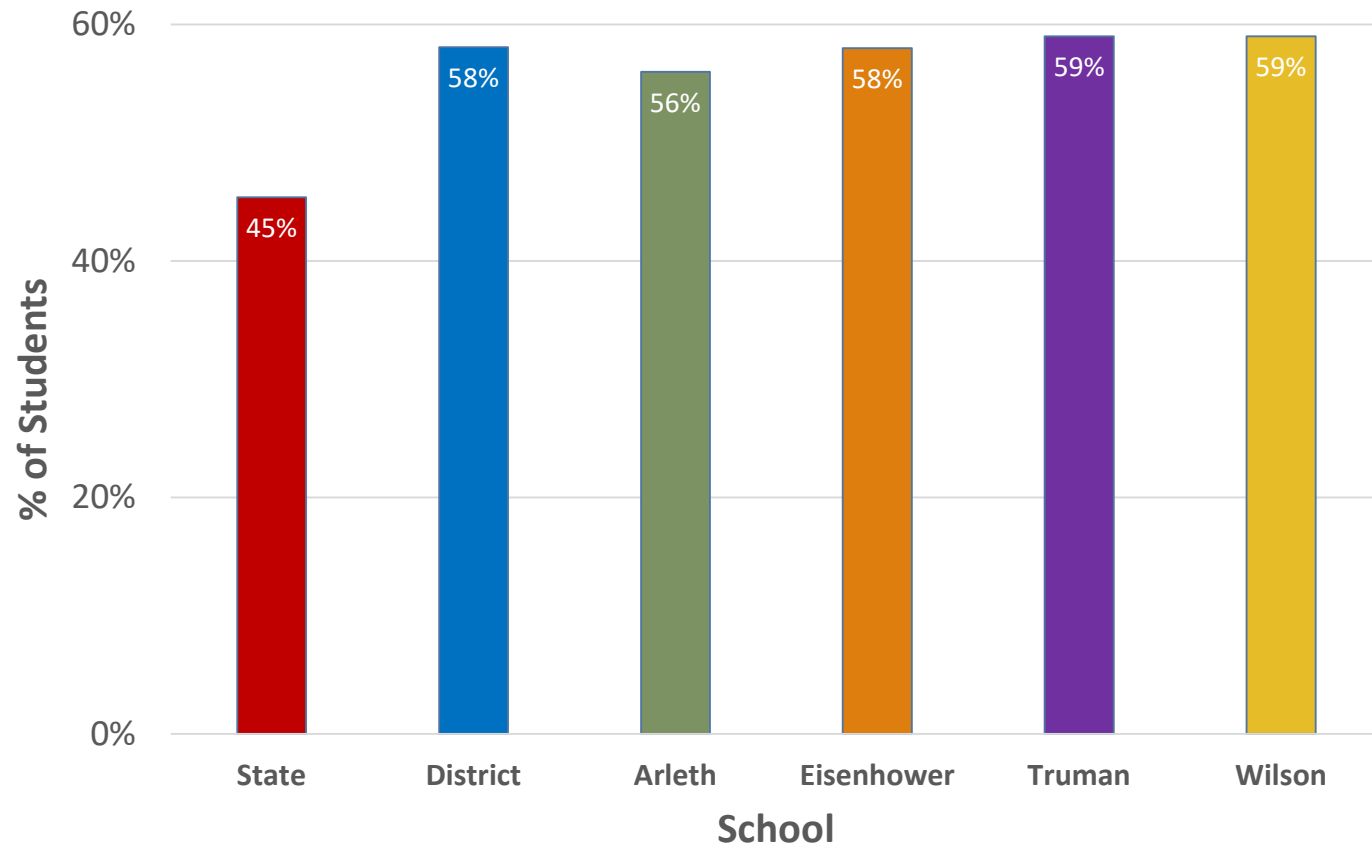


ELA Subgroup Performance

ELA Percentage of Students who Met or Exceeded Expectations							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
Gender							
Female	53.9%	54.4%	59.7%	59.7%	58.7%	53.2%	58.6%
Male	41.0%	46.8%	47.8%	50.2%	47.7%	46.1%	54.3%
Ethnicity/Race							
Hispanic	35.6%	42.0%	41.2%	51.5%	43.3%	37.4%	45.3%
Asian	68.9%	69.5%	70.6%	74.7%	82.0%	76.4%	76.1%
Black	44.6%	57.6%	50.0%	47.2%	40.0%	48.9%	52.1%
White	48.4%	46.0%	55.1%	52.5%	54.0%	47.5%	57.6%
Two or More	26.1%	36.7%	50.0%	54.5%	44.4%	31.3%	55.6%
Economically Disadvantaged							
Yes	28.2%	32.4%	46.4%	41.5%	40.9%	35.0%	44.4%
No	54.1%	56.8%	56.4%	60.8%	58.2%	55.9%	61.8%
Students with Disabilities							
IEP-Yes	17.4%	19.7%	15.5%	23.3%	20.6%	13.0%	21.1%
IEP-No	52.7%	56.8%	61.6%	61.2%	62.6%	56.8%	63.4%
504	14.3%	18.8%	27.3%	57.9%	77.8%	20.0%	57.9%
English Language Learner							
Yes	11.1%	21.4%	0.0%	13.3%	0.0%	4.5%	0.0%
No	51.3%	51.3%	55.0%	56.4%	54.3%	52.0%	58.3%

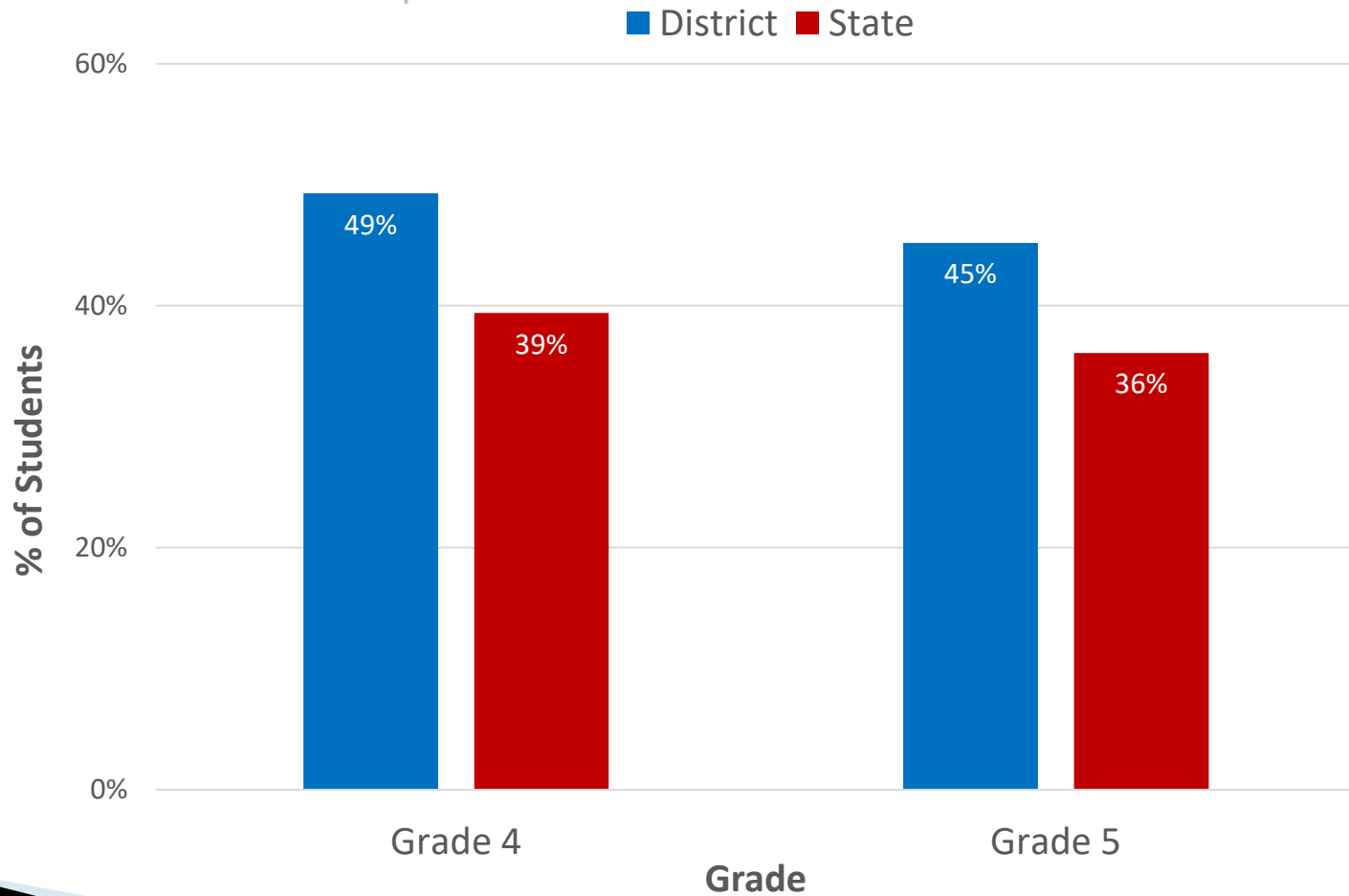
Grade 3 Math

Met or Exceeded Expectations



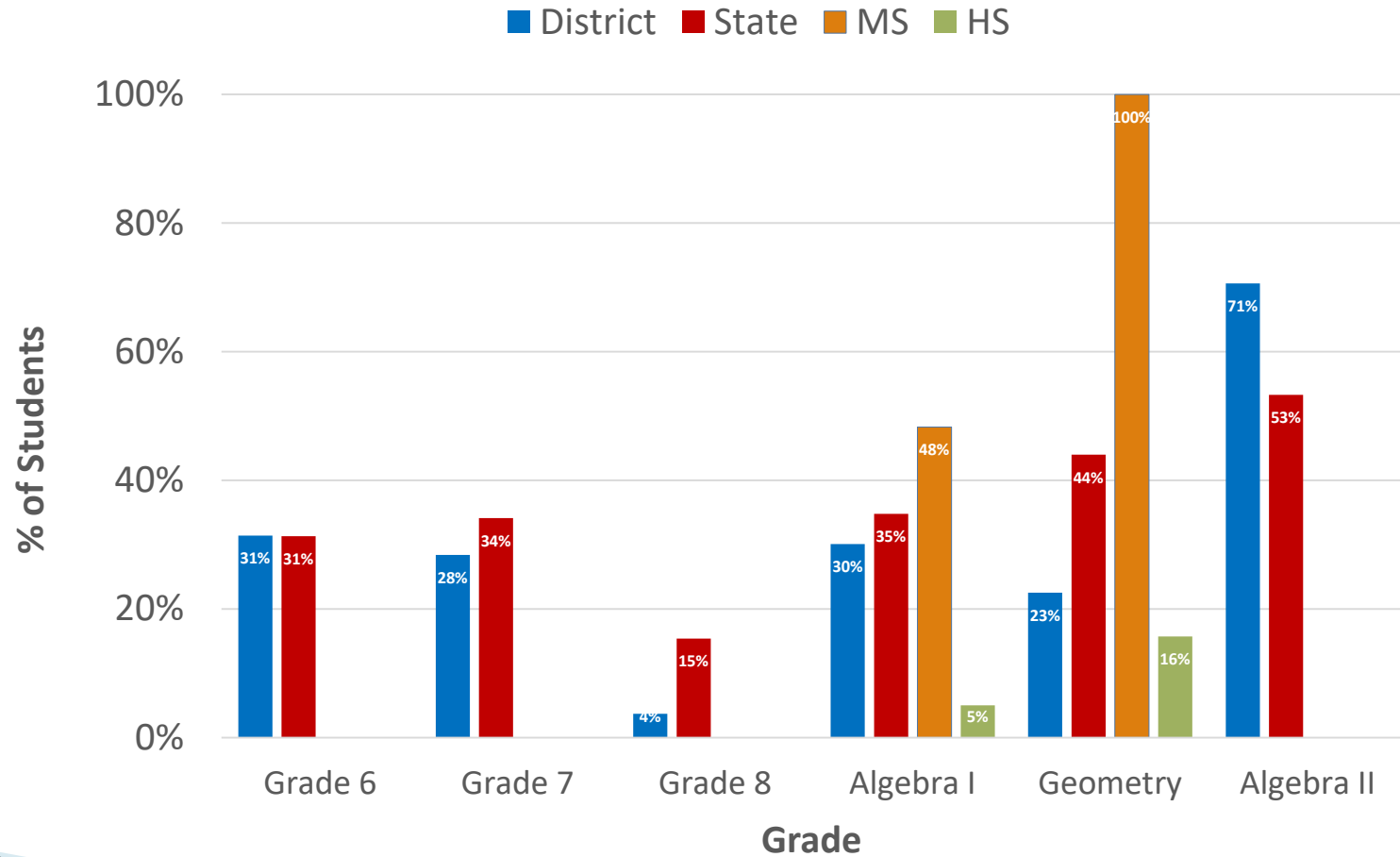
Upper Elementary Math

Met or Exceeded Expectations



Secondary Math

Met or Exceeded Expectations



Math Subgroup Performance

Math Percentage of Students who Met or Exceeded Expectations									
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I	Geometry	Algebra II
Gender									
Female	53.6%	47.3%	41.3%	29.4%	25.7%	0.9%	27.8%	15.4%	-
Male	61.9%	50.9%	49.5%	33.5%	31.0%	6.7%	32.7%	28.8%	-
49.5									
Hispanic	43.0%	42.2%	24.7%	20.8%	17.4%	4.1%	17.1%	16.7%	-
Asian	86.7%	74.7%	69.1%	60.0%	59.2%	5.0%	64.4%	50.9%	-
Black	44.6%	35.0%	39.2%	26.4%	17.9%	0.0%	14.1%	5.6%	-
White	62.6%	47.5%	48.5%	30.0%	29.3%	5.0%	30.7%	17.3%	-
2 of More	45.8%	40.0%	52.4%	21.2%	27.8%	11.1%	13.3%	12.5%	-
Economically Disadvantaged									
Yes	40.7%	37.6%	40.7%	20.6%	18.5%	2.3%	18.0%	8.3%	-
No	64.7%	53.6%	46.9%	36.1%	33.0%	4.7%	34.9%	27.0%	-
Students with Disabilities									
IEP-Yes	31.4%	21.1%	15.5%	9.6%	6.3%	5.6%	7.4%	-	-
IEP-No	63.3%	55.3%	51.3%	35.6%	35.0%	2.8%	34.1%	23.4%	-
504	57.1%	31.3%	50.0%	42.1%	25.0%	0.0%	7.1%	-	-
English Language Learner									
Yes	6.7%	11.1%	7.7%	14.3%	11.8%	0.0%	6.3%	-	-
No	60.0%	51.0%	46.4%	32.2%	29.1%	4.1%	31.0%	22.5%	-

Science Grades 5, 8, 11

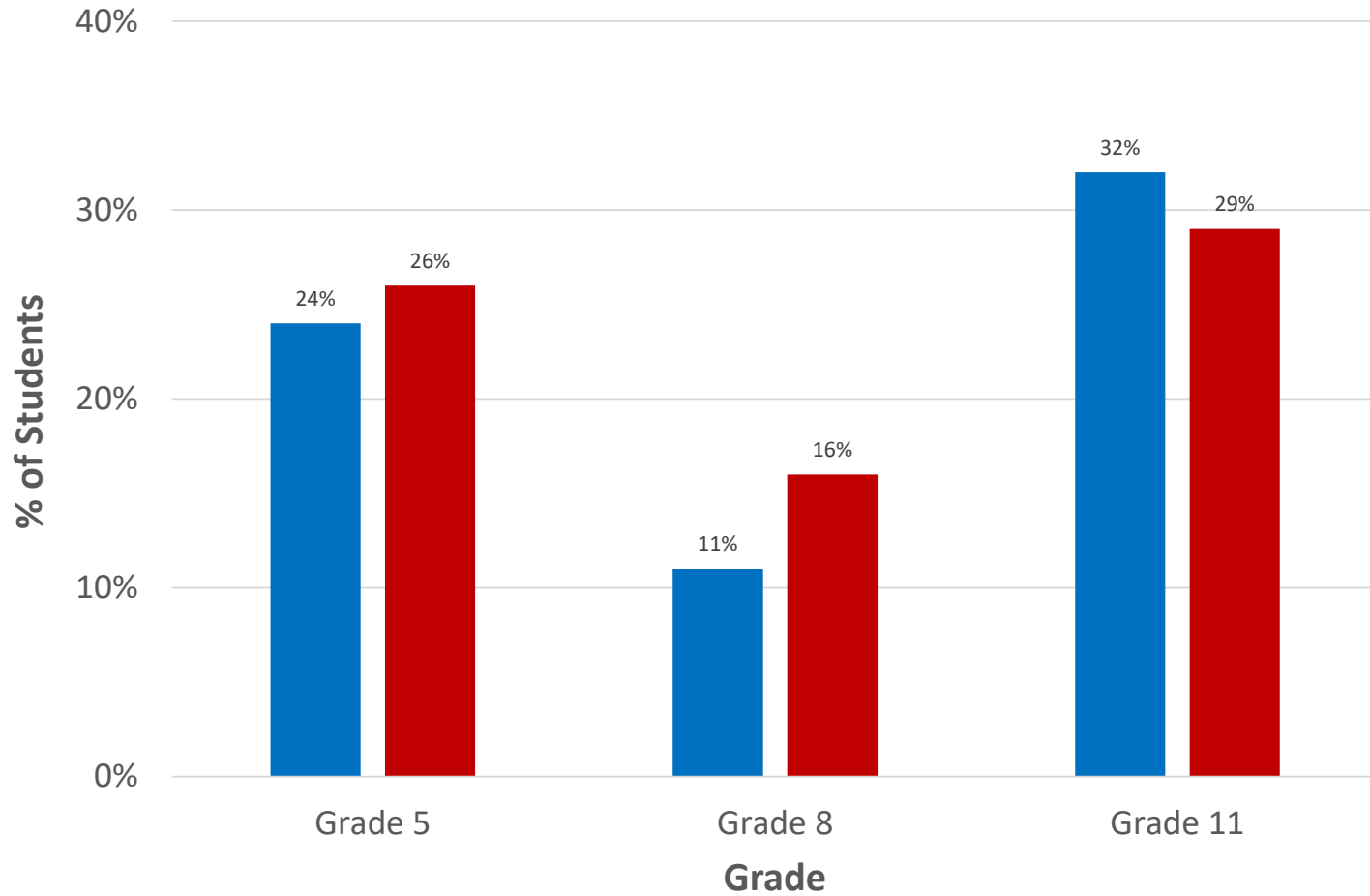
Met or Exceeded Expectations



District



State



Graduation Proficiency Assessment (GPA)

Administered Spring 2022 to Grade 11 students

Includes English Language Arts and Mathematics

Two Proficiency Levels :

- Not Yet Graduation Ready
- Graduation Ready

The New Jersey Graduation Proficiency Assessment (NJGPA) was a field test for the class of 2023. There is no graduation assessment requirement for any student who is expected to graduate with the class of 2023. Students in the class of 2023 must still meet all the other State and local graduation requirements, including but not limited to credit, curriculum, and attendance requirements. The graduation assessment requirements for the classes of 2024 and 2025 are listed below:

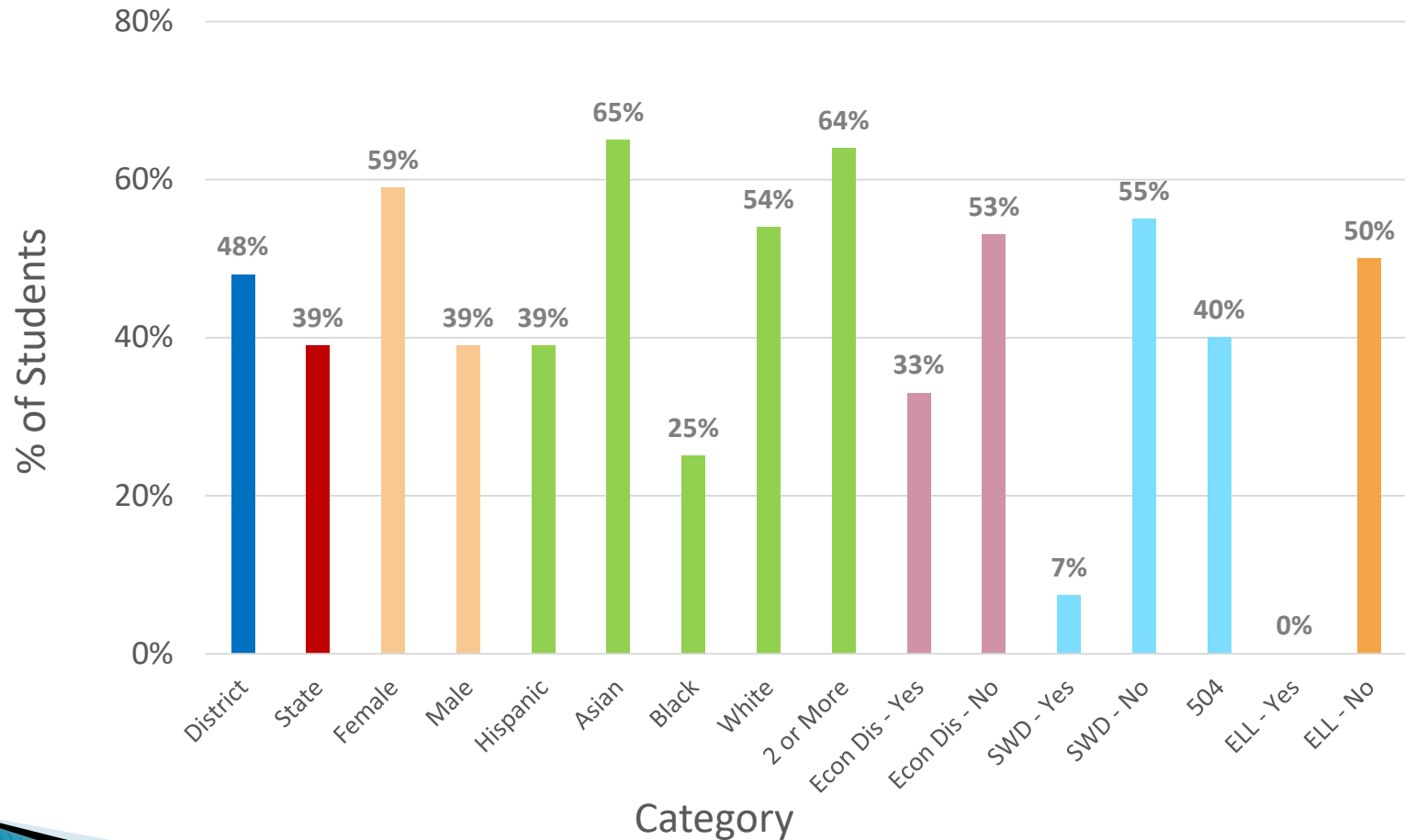
English Language Arts and Literacy (ELA) and Mathematics

Students must complete the New Jersey Graduation Proficiency Assessment in grade 11; if students did not demonstrate proficiency by passing the either the ELA or mathematics component, these students may access the following pathways:

- **Second Pathway:** By meeting the designated cut score on a substitute competency test such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER; or
- **Third Pathway:** By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

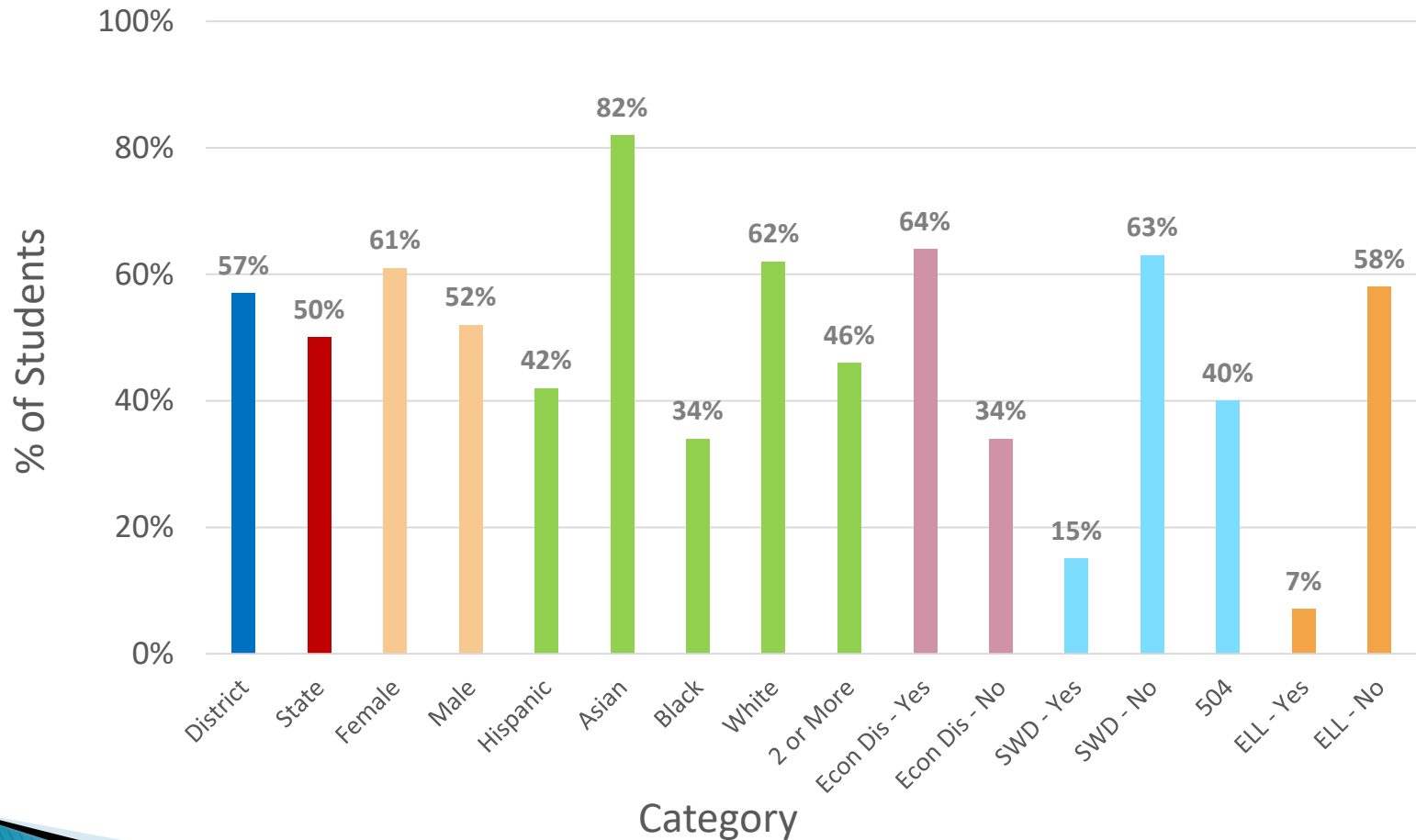
ELA Graduation Proficiency Assessment

Graduation Ready



Math Graduation Proficiency Assessment

Graduation Ready



ACCESS for ELLs

Administered February – April 2022

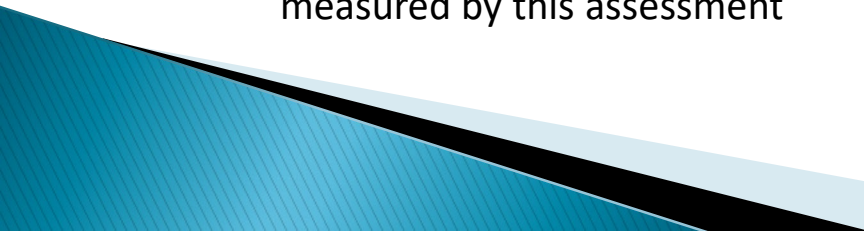
Grades K - 12

Includes 4 assessments: Listening, Speaking, Reading and Writing

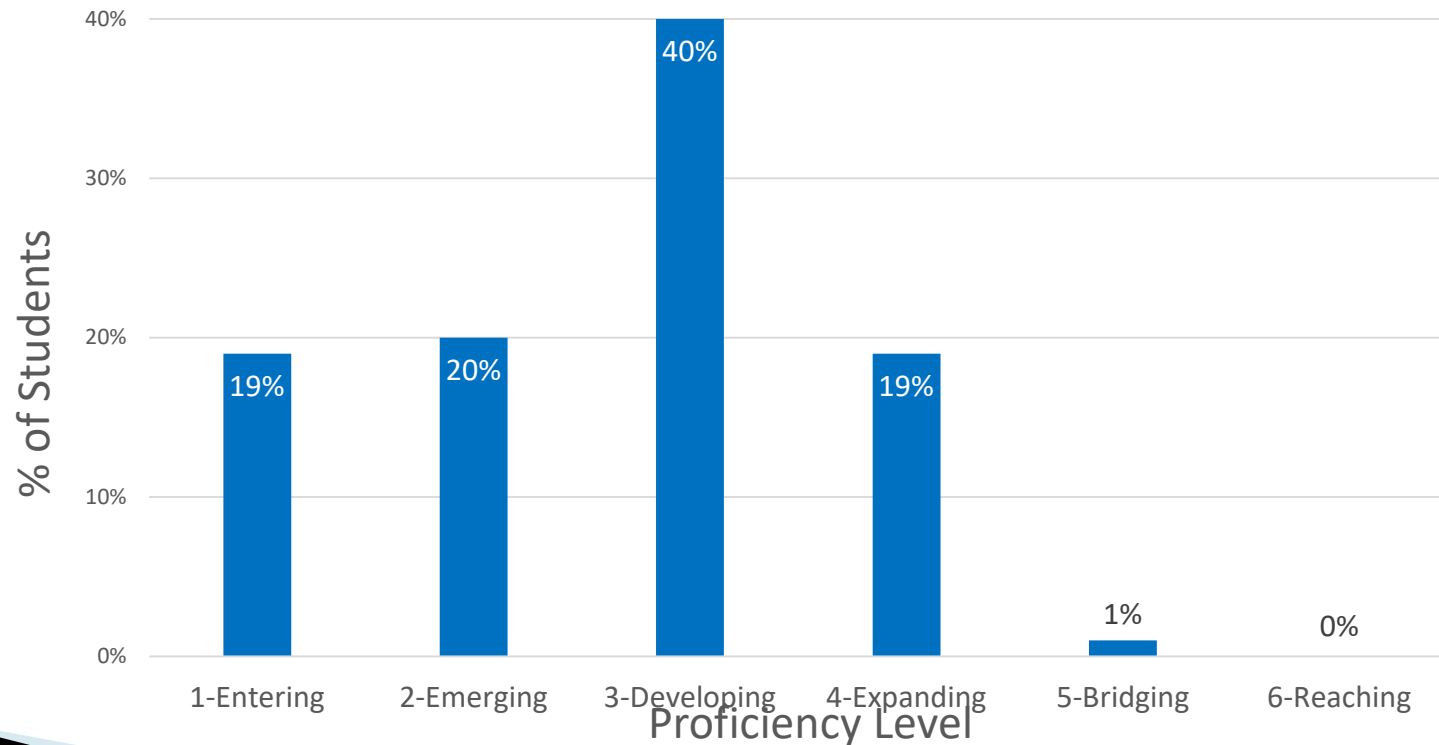
Measures oral language, literacy and comprehension

Aligned to the WIDA standards

Six Proficiency Levels:

- 1 Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support
 - 2 Emerging: Knows and uses some social English and general academic language with visual and graphic support
 - 3 Developing: Knows and uses social English and some specific academic language with visual and graphic support
 - 4 Expanding: Knows and uses social English and some technical academic language
 - 5 Bridging: Knows and uses social and academic language working with grade level material
 - 6 Reaching: Knows and uses social and academic language at the highest level measured by this assessment
- 

ACCESS for ELLs Proficiency Levels



Dynamic Learning Maps (DLM) 2021 -2022

Administered Spring 2022

Alternate assessment for students with the most significant intellectual disabilities in ELA, mathematics and science

Four Proficiency Levels:

- Emerging
- Approaching Target
- At Target
- Advanced

	Number of Students	Emerging	Approaching Target	At Target	Advanced
English Language Arts	36	9	15	10	2
Mathematics	36	6	5	14	11
Science	19	13	5	1	0

Mean SAT Scores

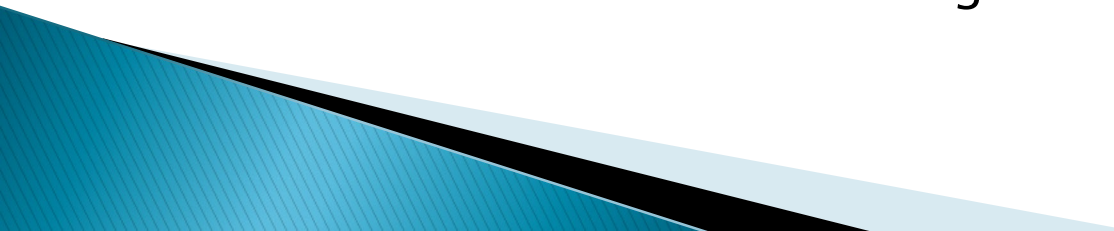
Class of 2022

	Class of 2018		Class of 2019		Class of 2020		Class of 2021		Class of 2022	
	EBRW (Verbal)	Math	EBRW (Verbal)	Math	EBRW (Verbal)	Math	EBRW (Verbal)	Math	EBRW (Verbal)	Math
Total Students	543	552	541	557	540	550	551	572	534	533
State	547	547	544	545	540	541	541	540	543	537

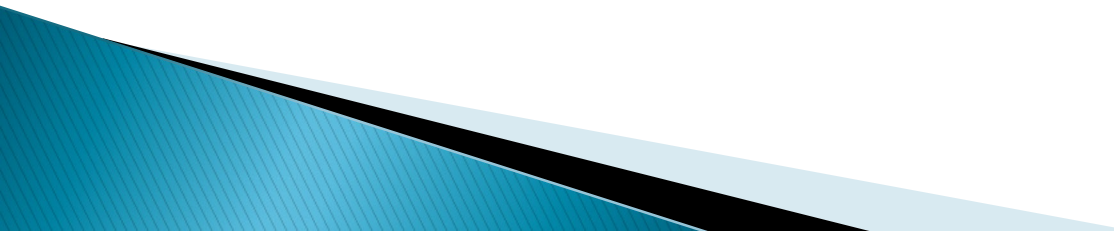
AP Comparisons 2015 – 2022

	2015	2016	2017	2018	2019	2020	2021	2022
Total Enrollment	322	387	359	393	400	446	477	429
Total # of Exams	189	336	356	358	362	394	453	409
# of Scores 3+	140	207	218	246	273	321	248	262
% of Scores 3+	74%	62%	61%	69%	75%	81%	55%	64%

Looking Back: 2021 -2022 Initiatives

- ▶ Fountas & Pinnell Classroom Grade 5
 - ▶ Shared Reading materials K- 3
 - ▶ New Science texts for grades 6 – 8
 - ▶ Summer Accelerated Learning at Camp XL
 - ▶ Expanded credit recovery opportunities at Middle and High School
 - ▶ AP Boot Camp
 - ▶ Expanded Math and Literacy Academies
 - ▶ Tier 3 Interventions K – 12
 - ▶ High School Visual Arts Academy – September 2022
 - ▶ Grade 8 AFJROTC program
 - ▶ Unified Electives at Middle School
 - ▶ New and revised curriculum guides
- 

Looking Forward: 2022 -2023 Next Steps

- Emphasis on data analysis
 - Review Evidence Statement Reports
 - LinkIt! Fingertip Reports
 - Benchmark assessment results
 - Provide Tiered Supports to students
 - Expanded Literacy and Math Academies
 - Tier 3 Tutoring grades K – 12
 - ELL Tutoring
 - Summer Learning Acceleration
 - New & revised curriculum guides
 - New materials
 - Professional development opportunities
 - PLCs focused on student achievement
- 

2023–24 Budget Development Calendar

- October 18, 2022 – State of the Schools Address
- December 9, 2022 – All Budget Data Due in CSI
- December 20, 2022 – Food Services Presentation
- January 3, 2023 – BOE Reorganization
- January 13, 2023 – Balanced Preliminary Budget Submitted to BOE
- January 17, 2023 – Schools, Curriculum & Instruction, and Athletics Presentations
- February 7, 2023 – Special Education, Technology, and Transportation
- February 21, 2023 – Buildings & Grounds, Capital Projects, and Personnel Presentations
- March 7, 2023 – BOE Approval of Preliminary Budget
- **March 28, 2023 – Let the Children Lead**
- May 2, 2023– Public Hearing and BOE Adoption of Final Budget

Dates subject to change based on Board Meeting
Schedule Approved at January 3rd Reorganization
Meeting

Sayreville Public Schools

HIB Self-Assessment 2021–2022

HIB–Anti Bullying Self–Assessment

- ▶ The Commissioner of Education is required to develop a program to grade each public school and school district's efforts to implement the *Anti–Bullying Bill of Rights Act* (ABR) (*N.J.S.A. 18A:17–46*).
- ▶ The ABR grade for each school will be determined primarily through a self–assessment of the school's implementation of the ABR using a tool titled *School Self–Assessment for Determining Grades under the ABR* (Self–Assessment).

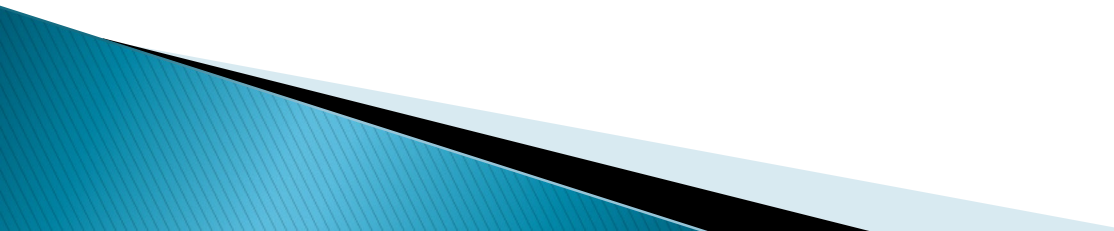
HIB–Anti Bullying Self–Assessment

- ▶ The Self–Assessment must be made available for public comment and approved by the district board of education (BOE). The chief school administrator (CSA) will be required to certify the electronic submission of each school's Self–Assessment and *Statement of Assurances*. The school district's grade will be the average of the grades of each school in the district.
- ▶ The NJDOE will create *District and School Grade Reports* of the district–reported ratings for each core element for each school and for the school and district grades.

HIB–Anti Bullying Self–Assessment

- ▶ Districts and schools are required to post the grades as follows:
 - Each school must post the grade received by the school and the school district on the homepage of the school's website within 10 days of the NJDOE notification that the grades are available and must use the state *District and School Grade Reports* for posting on the appropriate websites.
- ▶ School district officials are required to review the school and school district grades with the BOE at a public meeting.

HIB–Anti Bullying Self–Assessment

- ▶ The Self–Assessment includes eight core elements (identified immediately below) which address all of the ABR requirements for schools.
 - ▶ #1: HIB Programs, Approaches or Other Initiatives
 - ▶ #2: Training on the BOE–approved HIB Policy
 - ▶ #3: Other Staff Instruction and Training Programs
 - ▶ #4: Curriculum and Instruction on HIB and Related Information and Skills
 - ▶ #5: HIB Personnel
 - ▶ #6: School–Level HIB Incident Reporting Procedure
 - ▶ #7: HIB Investigation Procedure
 - ▶ #8: HIB Reporting
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HIB–Anti Bullying Self–Assessment

▶ *Assigning the School Grade*

- A point value will be assigned to each indicator based on the selected rating category as follows:
 - Does not meet the requirements – 0 points
 - Partially meets the requirements – 1 point
 - Meets all requirements – 2 points
 - Exceeds the requirements – 3 points
- Each core element will receive a score based on the sum of the ratings for all indicators within a core element. The overall grade for each school will be reported as the sum of the subtotals of the eight core elements compared to the sum of the maximum score of 78. (For example, school X achieved a total score of 55 of 78 points.)

HIB–Anti Bullying Self–Assessment

- ▶ Grading for school districts will include two scores:
 - The overall score to be provided by the DOE at a later date; and
 - The average of the total scores on the Self–Assessment from all schools in a school district.

2021-22 ABS/HIB SELF ASSESSMENT

SCHOOL	#1 out of 15	#2 out of 9	#3 out of 15	#4 out of 6	#5 out of 9	#6 out of 6	#7 out of 12	#8 out of 6	SCORE out of 78
SWMHS	13	9	13	5	9	6	12	6	73
SMS	11	8	13	6	8	6	12	6	70
SUES	13	8	14	6	7	6	12	6	72
Eisenhower	14	9	13	6	8	5	12	6	73
Arleth	13	9	13	6	9	5	12	6	73
Truman	15	8	15	6	9	6	12	6	77
Wilson	14	9	14	6	8	6	12	6	75
Project Before @ Cheesequake	13	9	14	6	8	6	12	6	74
Project Before @ Selover	13	9	14	6	8	6	12	6	74
District Average	13	9	14	6	8	6	12	6	74

#1: HIB Programs, Approaches or Other Initiatives

#2: Training on the BOE-approved HIB Policy

#3: Other Staff Instruction and Training Programs

#4: Curriculum and Instruction on HIB and Related Information and Skills

#5: HIB Personnel

#6: School-Level HIB Incident Reporting Procedure

#7: HIB Investigation Procedure

#8: HIB Reporting

School's HIB Self-Assessment Comparison

School	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
Arleth	64	67	69	69	71	70	72	72	73
Eisenhower	54	62	50	51	51	63	62	73	73
High School	68	70	77	75	76	73	72	72	73
Middle School	55	71	70	61	67	68	71	68	70
SUES	56	59	64	65	64	66	65	71	72
Truman	63	64	66	73	66	70	76	75	77
Wilson	64	68	54	75	75	75	75	75	75
Project Before @ Selover	N/A	N/A	N/A	N/A	N/A	N/A	74	N/A	74
Project Before @ Cheesequake	N/A	N/A	N/A	N/A	N/A	N/A	N/A	74	74

Maximum Possible Score 78