



Cheesequake School (23-4660-301)

2021-2022

County: Middlesex
District: Sayreville School District
111 Highway 34
Matawan, NJ 07747

Principal: Mrs. April Magistro
[School Website](#)
732-316-4050



238
Total Students



PK-PK
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn** more about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2021-22 Reports: The 2021-22 School Performance Reports include nearly all data that was previously reported prior to the COVID-19 pandemic, such as assessment results and accountability data. However, the 2021-22 reports will not include student growth as measured by median student growth percentiles (MSGPs) because individual student growth percentiles (SGPs) were not calculated for the 2021-22 school year due to lack of prior test results for the 2019-20 and 2020-21 school years. The student growth section of the reports will include a link to an alternate measure of academic progress that will be used for accountability determinations for the 2021-22 school year. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see *s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact reportcard@doe.nj.gov with any questions about the reports

Overview & Resources

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. April Magistro
Address	111 Highway 34, Matawan, NJ 07747
Phone Number	732-316-4050
Email Address	april.magistro@sayrevillek12.net
Website	http://sayreville-pbp.ss8.sharpschool.com/
Twitter	https://twitter.com/PB_Cheesequake

Demographics

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	2019-20	2020-21	2021-22
PK	0	285	238
Total	0	285	238

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Student Group	2019-20	2020-21	2021-22
Female	N	35-40%	40-45%
Male	N	55-60%	55-60%
Non-Binary/Undesignated Gender	N	≤5%	≤5%
Economically Disadvantaged Students	N	23.9%	25.7%
Students with Disabilities	N	36.8%	46.6%
English Learners	N	0.0%	5.6%
Homeless Students	N	0.0%	1.2%
Students in Foster Care	N	0.4%	0.4%
Military-Connected Students	N	0.4%	0.8%
Migrant Students	N	0.0%	0.4%

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	2019-20	2020-21	2021-22
White	N	44.6%	38.2%
Hispanic	N	2.1%	2.8%
Black or African American	N	14.7%	20.1%
Asian	N	22.1%	18.5%
Native Hawaiian or Pacific Islander	N	6.7%	6.8%
American Indian or Alaska Native	N	3.9%	6.4%
Two Or More Races	N	6.0%	7.2%

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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.

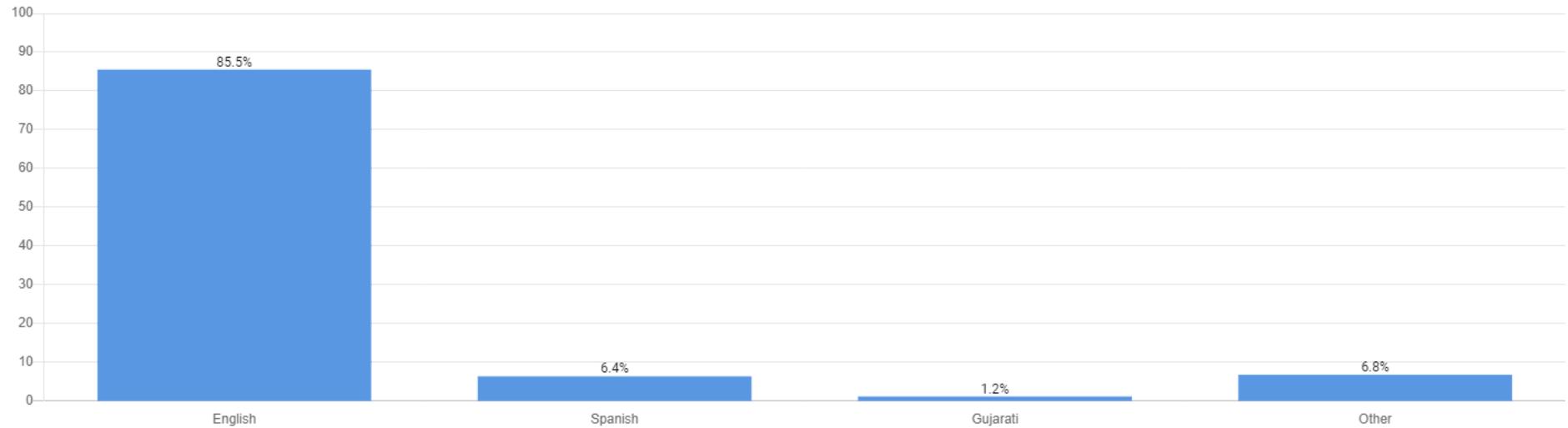
Grade	2019-20	2020-21	2021-22
PK - Half Day	N	0	0
PK - Full Day	N	285	238

Demographics

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 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. To see this data in a table, click the Table View option below the chart.



Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Report Key:

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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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N	N	N

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	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	0	0.0%	N
Out-of-School Suspensions	0	0.0%	
Any Suspension	0	0.0%	
Removal to other education program	0	0.0%	
Expulsion	0	0.0%	
Arrest	0	0.0%	

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Climate and Environment

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	9:15 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs. 15 Mins.
Full Time - Instructional Time	4 Hrs. 55 Mins.
Shared Time - Instructional Time	N

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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.

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

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 by the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,773
Average years experience in public schools	3.0	12.5
Average years experience in district	3.0	11.3
Percentage of Teachers with 4 or more years experience in the district	26.7%	76.0%
Number of out-of-field teachers	1	2,937

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	35	9,578
Average years experience in public schools	14.6	16.5
Average years experience in district	14.6	12.6
Percentage of Administrators with 4 or more years experience in the district	91.4%	78.8%

Staff Counts

This table shows the number of staff members assigned to the school, district, and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school.

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	30	552	118,773
Administrators	1	35	9,578
Librarians/Media Specialists	N	7	1,212
Nurses	N	7	2,911
School Counselors	N	17	4,324
Child Study Team Members	4	34	9,115
School Psychologists	N	6	2,159
School Social Workers	N	6	2,487
Student Assistance Coordinators	N	2	372
School Safety Specialists	N	N	34

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Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE).

Ratio	School Ratio	District Ratio
Students to Teachers	8:1	11:1
Students to Administrators	249:1	180:1
Teachers to Administrators	30:1	16:1
Students to Librarians/Media Specialists †	N	898:1
Students to Nurses †	N	898:1
Students to Counselors †	N	370:1
Students to Child Study Team Members †,††	29:1	32:1
Students to School Psychologists †	N	1048:1
Students to School Social Workers †	N	1048:1
Students to Student Assistance Coordinators †	N	3143:1
Students to School Safety Specialists †	N	N

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants also note that for the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, the data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	40-45%	>90%	*	48.0%	77.0%	56.0%
Male	55-60%	≤10%	*	52.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤5%	≤10%	*	≤1%	≤1%	≤1%
White	38.2%	83.3%	100.0%	40.1%	82.6%	76.3%
Hispanic	2.8%	6.7%	0.0%	32.1%	8.1%	8.1%
Black or African American	20.1%	3.3%	0.0%	14.6%	6.5%	13.9%
Asian	18.5%	6.7%	0.0%	10.1%	2.3%	1.3%
American Indian or Alaska Native	6.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	6.8%	0.0%	0.0%	0.2%	0.2%	0.1%
Two or More Races	7.2%	0.0%	0.0%	2.7%	0.2%	0.3%

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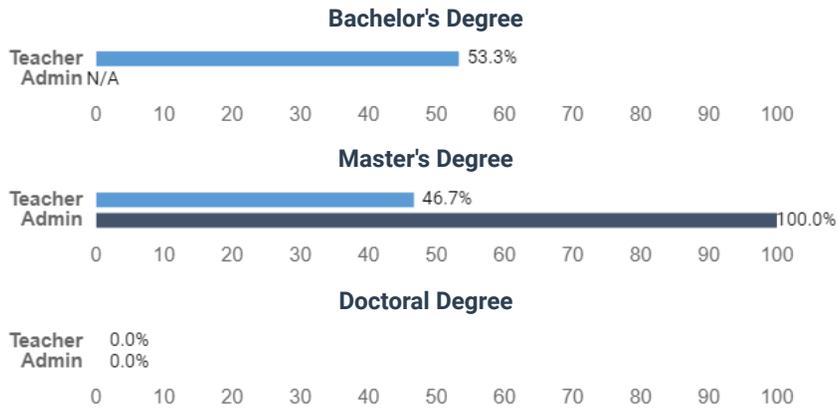
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Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2020-21 that were still assigned to this district in 2021-22. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2020-21 Teachers: Same district 2021-22	92.9%	90.7%
2020-21 Administrators: Same district 2021-22	100.0%	87.4%

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Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2021-22 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage [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 2021-22 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.

Sayreville Boro	Federal	State & Local	Total	ADE**
School Level Expenditures Not Assigned to a School	\$102	\$4,254	\$4,356	6,058.7
District Level Central Expenditures		\$2,035	\$2,035	6,058.7
Sayreville War Memorial High School	\$518	\$9,008	\$9,526	1,685.8
Sayreville Middle School	\$819	\$8,816	\$9,635	1,383.4
Emma Arleth Elementary School	\$1,873	\$9,879	\$11,752	478.6
Dwight D. Eisenhower Elementary School	\$1,922	\$8,122	\$10,044	468.6
Harry S. Truman Elementary School	\$2,037	\$8,351	\$10,388	443.7
Samsel Upper Elementary School	\$1,027	\$9,106	\$10,133	1,010.5
Woodrow Wilson Elementary School	\$2,757	\$9,437	\$12,194	310.7
Project Before At Selover School		\$7,606	\$7,606	52.5
Cheesequake School	\$4	\$9,934	\$9,938	225.0

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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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- Project Before's Preschool Expansion Aid increased from 5.0 million to 9.0 million.



Awards, Recognition, Accomplishments:

Project Before Preschool is the recipient of the PEA- Preschool Expansion Aid - grant.



Courses, Curriculum, Instruction:

Project Before Preschool's curricula combines Tools of the Mind, Fountas and Pinnell Classroom (FPC), and ST Math.

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Clubs and Activities:

Project Before at Cheesequake offers a Unified Sports (fall and spring) program.



Before and After School Programs:

Project Before at Cheesequake offers Leading Edge before and after care, as well as a Unified Sports (fall and spring) program.



Staff and Professional Learning:

Professional Development opportunities are provided by the District through Pyramid Model Training, Staff Development Day, GCN Training, and Professional Learning Communities.

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Student Health and Wellness:

Project Before at Cheesequake employs a full time nurse, and our students participate in daily gross motor play.



Parent and Community Involvement:

Project Before Preschool has a Parent Teacher Organization.



School Safety:

Project Before at Cheesequake employs a Full time Campus Monitor and full time Class III Officer, in addition to having a metal detector, identification card scanner, and classroom door locks up to code.

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Technology and STEM:

Project Before at Cheesequake supports a School technician, iPad for 50% of students, and Daily classroom STEM lessons.



Early Childhood Education:

Social Emotional Learning addressed through Pyramid Model training for each staff member, as well as targeted lessons delivered by preschool guidance counselor.



Addressing the Impact of COVID-19:

Project Before at Cheesequake addressed the impact of COVID-19 through several avenues, including Camp XL, Learning Acceleration at Camp XL, and a Full time School Counselor.