



Sayreville School District (23-4660)

2019-2020

County: Middlesex

Superintendent: Dr. Richard Labbe

District: Sayreville School District

[District Website](#)

 150 Lincoln St.

 732-525-5203

South Amboy, NJ 08879



6,260
Total Students



PK-12
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 2019-2020: The ongoing COVID-19 pandemic has had a significant impact on the way the NJDOE was able to measure school performance and student achievement for the 2019-2020 School Performance Reports. Some data is not available at all and other data, while available, may not look the same as it did in prior years. The NJDOE also recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during this difficult year. This past year has been unlike any other, and the NJDOE believes that it is critical to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

The 2019-2020 School Performance Reports will not include the following data elements:

- Statewide assessment participation and performance (NJSLA, DLM, ACCESS for ELLs)
- Student growth Data
- Chronic absenteeism rates
- Progress toward English language proficiency
- ESSA Summative ratings or indicator scores
- Status in meeting annual targets or standards for ESSA indicators

A new "[Impact of COVID-19 on Data Availability](#)" resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout the School Performance Reports and the Reference Guide to explain where data is missing or impacted by COVID-19. Look for "Important Note for 2019-2020" sections.

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:

- New [Impact of COVID-19 on Data Availability](#)
- 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.

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Middlesex
District	Sayreville School District
Superintendent Name	Dr. Richard Labbe
Address	150 Lincoln St., South Amboy, NJ 08879
Phone Number	732-525-5203
Email Address	richard.labbe@sayrevillek12.net
Website	www.sayrevillek12.net
Facebook	https://www.facebook.com/sayrevillepublicschools
Twitter	https://twitter.com/Sayrevillek12



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Overview & Resources

Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Offered
Dwight D. Eisenhower Elementary School	KG-03
Emma Arleth Elementary School	KG-03
Harry S. Truman Elementary School	KG-03
Project Before at Selover School	PK-PK
Samsel Upper Elementary School	PK-05
Sayreville Middle School	06-08
Sayreville War Memorial High School	09-12
Woodrow Wilson Elementary School	KG-03

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Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs 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	2017-18	2018-19	2019-20
PK	132	124	345
KG	486	458	454
1	449	467	454
2	505	439	441
3	454	476	431
4	525	465	475
5	496	516	454
6	479	467	495
7	454	478	455
8	473	459	485
9	463	468	431
10	429	465	464
11	444	424	444
12	390	437	432
Total	6,179	6,143	6,260

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 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.

Student Group	2017-18	2018-19	2019-20
Female	48.8%	48.3%	49.0%
Male	51.2%	51.7%	51.0%
Non-Binary/Undesignated Gender			<1%
Economically Disadvantaged Students	34.9%	34.8%	34.5%
Students with Disabilities	18.0%	17.8%	18.1%
English Learners	2.2%	3.0%	3.1%
Homeless Students	0.4%	0.4%	0.2%
Students in Foster Care	0.2%	0.1%	0.0%
Military-Connected Students	0.5%	0.2%	0.5%
Migrant Students	0.0%	0.3%	0.0%

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	2017-18	2018-19	2019-20
White	38.4%	38.9%	39.3%
Hispanic	23.3%	22.9%	21.0%
Black or African American	14.7%	15.5%	16.3%
Asian	19.0%	18.3%	17.9%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.4%
American Indian or Alaska Native	0.1%	0.4%	0.6%
Two Or More Races	4.3%	3.8%	4.4%

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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	2017-18	2018-19	2019-20
PK - Half Day	0	54	96
PK - Full Day	132	70	249
KG - Half Day	0	0	0
KG - Full Day	486	458	454

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2017-18	2018-19	2019-20
Full Time Students	6,175	6,139	6,256
Shared Time Students	7	6	6
Full Time Equivalent	6,179	6,142	6,259

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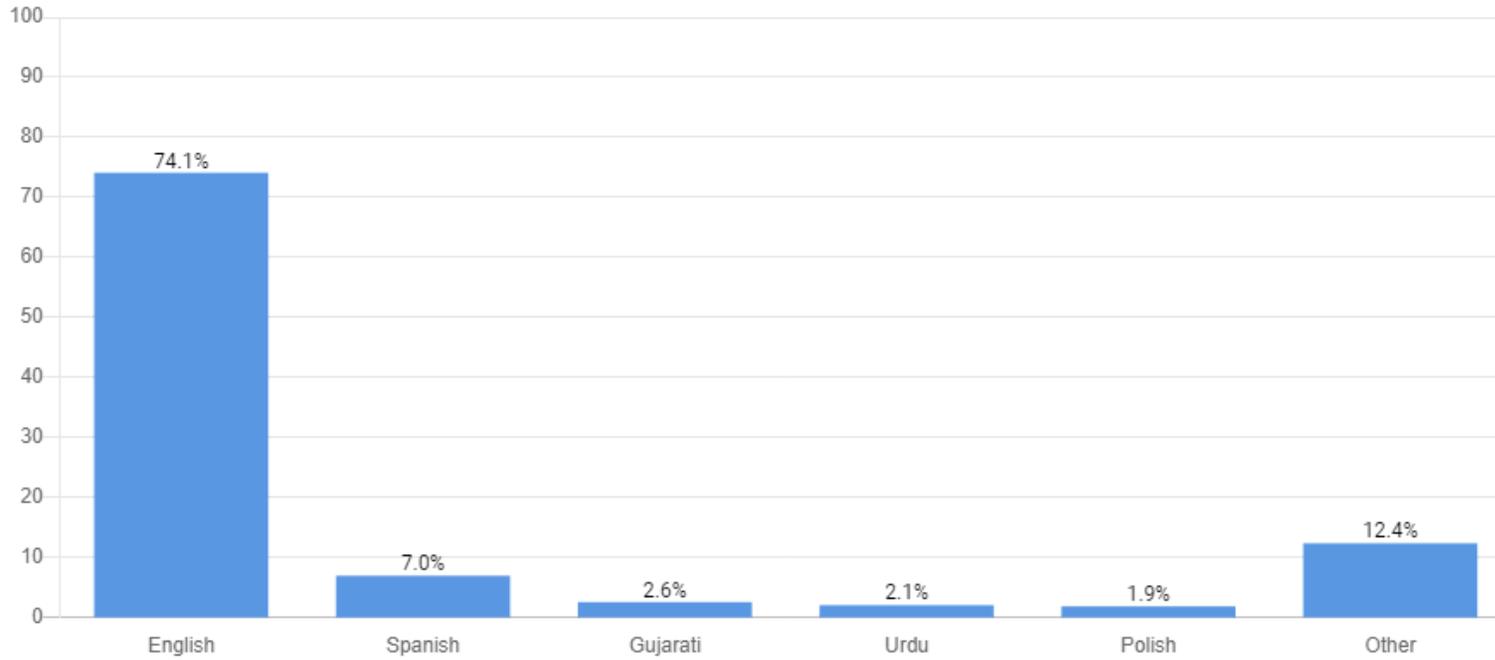
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Enrollment by Home Language

This chart 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.





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Student Growth

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.

Important note for 2019-20: Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic, student growth percentiles were not calculated and will not be reported for the 2019-20 school year. Tables showing 2019-20 median student growth percentiles and other measures of student growth will not be included in this report.

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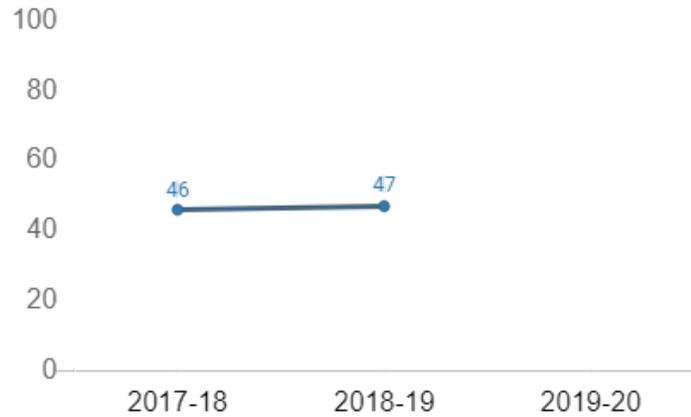
Student Growth

Student Growth Trends and Progress

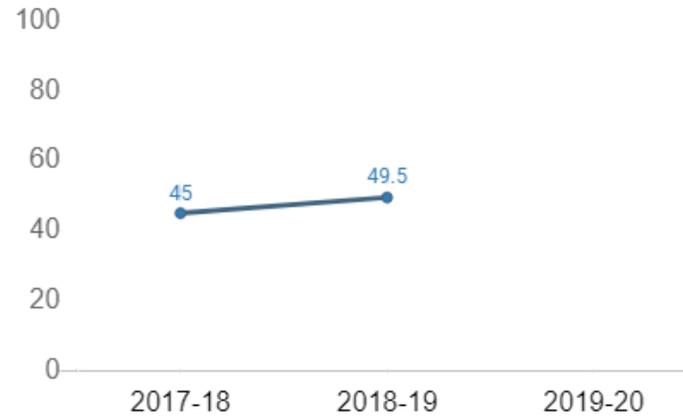
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

Important note for 2019-20: Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic, student growth percentile were not calculated and will not be reported for the 2019-20 school year.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2017-18 ELA	2018-19 ELA	2019-20 ELA	2017-18 Math	2018-19 Math	2019-20 Math
Median Student Growth Percentile	46	47		45	49.5	
Met Standard (40-59.5)?	Met Standard	Met Standard		Met Standard	Met Standard	
Statewide: Median Student Growth Percentile	50	50		50	50	

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Academic Achievement

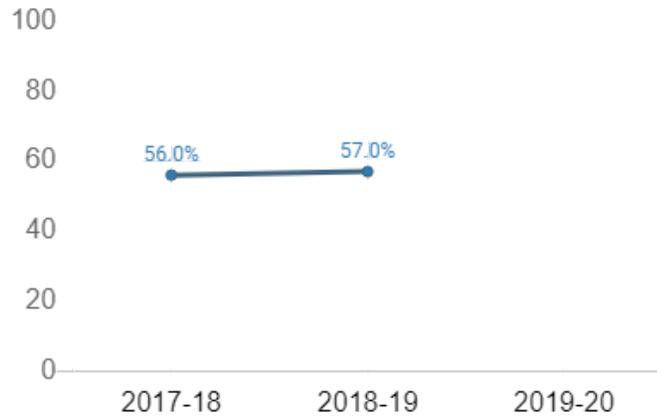
Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA), Dynamic Learning Maps (DLM), and ACCESS for ELLs assessments and related accountability measures are not available and will not be reported for the 2019-20 school year. Tables showing 2019-20 statewide assessment results and related accountability measures will not be included in this report.

English Language Arts and Mathematics Performance Trends

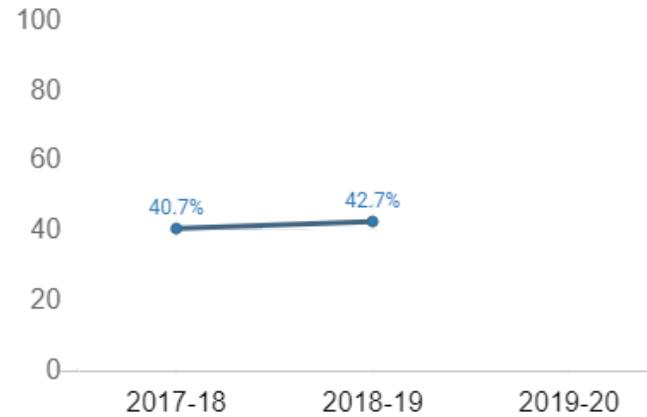
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability 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.

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2017-18 ELA	2018-19 ELA	2019-20 ELA	2017-18 Math	2018-19 Math	2019-20 Math
Participation Rate	97.8%	98.3%		97.7%	98.4%	
Proficiency Rate for Federal Accountability	56.0%	57.0%		40.7%	42.7%	
Annual Target	55.3%	56.7%		44.4%	46.3%	
Met Annual Target?	Met Target	Met Target		Not Met	Not Met	
Statewide Proficiency Rate for Federal Accountability	56.7%	57.9%		45.0%	44.5%	

† Target was met within a confidence interval.

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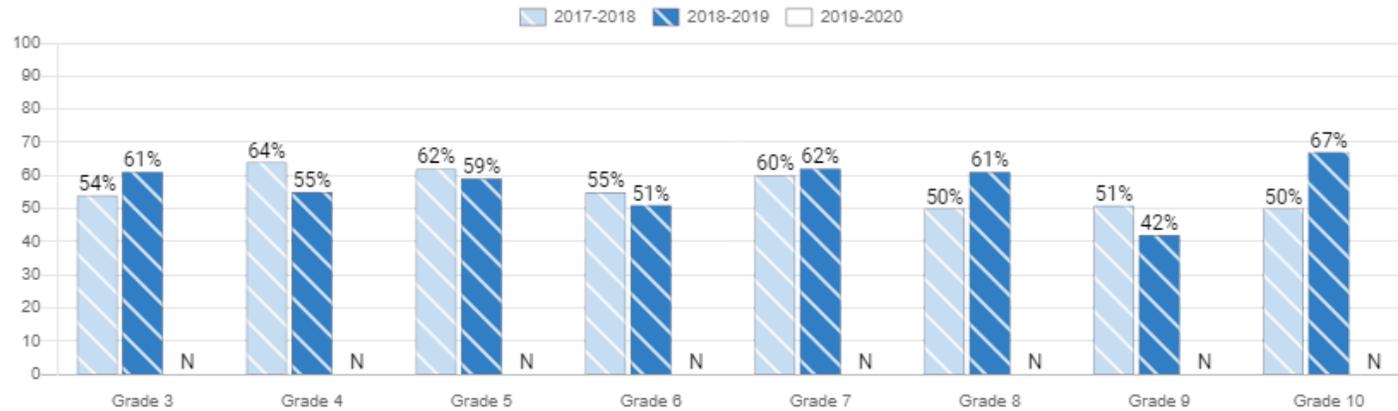
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English Language Arts Assessment - Performance Trends

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 2017-18 data is from the PARCC assessment.

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

Percentage of Students Meeting/Exceeding Expectations



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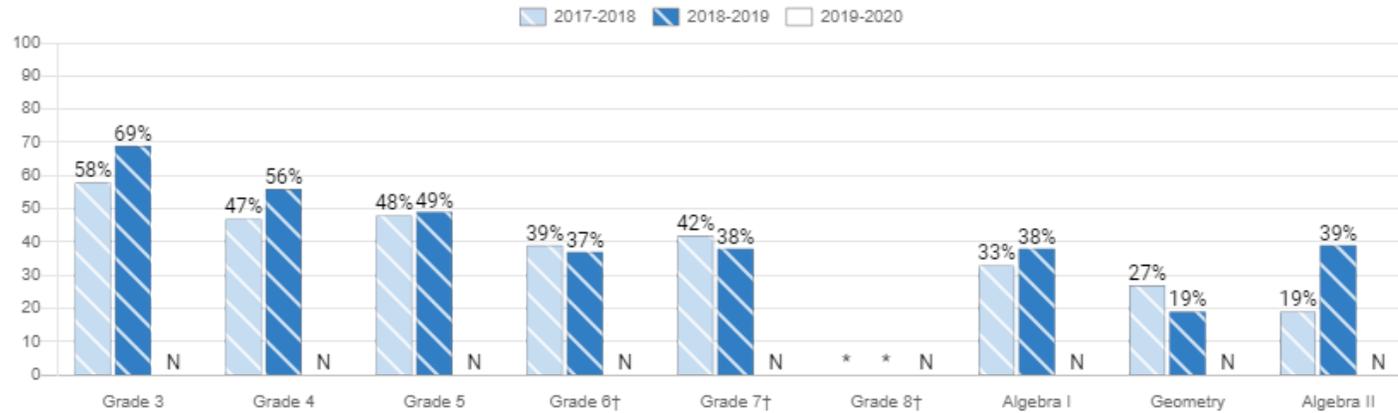
Mathematics Assessment – Performance Trends

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 2017-18 data is from the PARCC assessment.

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

Percentage of Students Meeting/Exceeding Expectations



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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Academic Achievement

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.

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, DLM participation is not available for 2019-20.

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.

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, English Language Progress to Proficiency is not available for 2019-20.

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.

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, ACCESS for ELLs 2.0 assessment participation and performance are not available for 2019-20.

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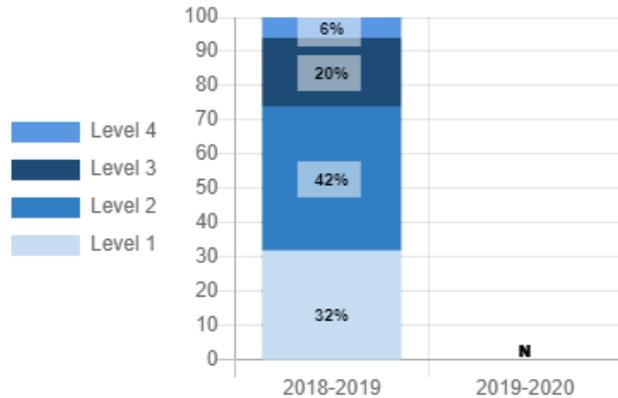
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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.

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available for 2019-20. Tables showing 2019-20 NJSLA Science assessment results will not be included in this report.

NJSLA Science Assessment: Grade 5 Summary

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

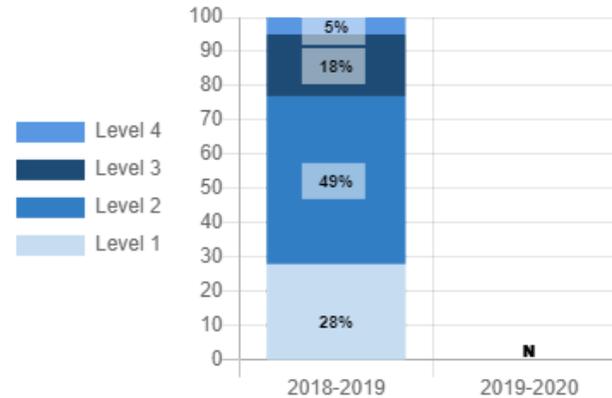
Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for 2019-20.



NJSLA Science Assessment: Grade 8 Summary

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for 2019-20.



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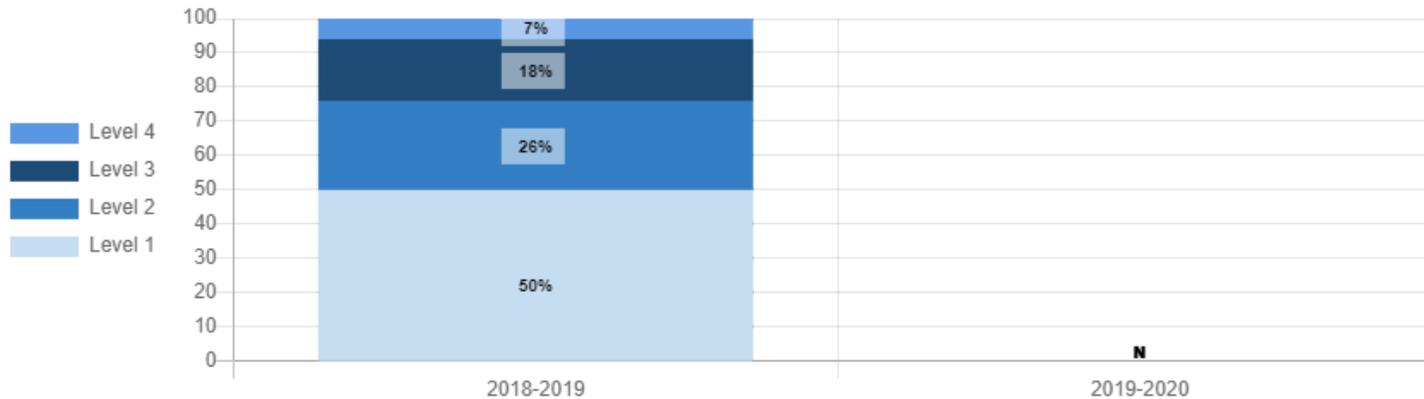
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Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available for 2019-20. Tables showing 2019-20 NJSLA Science assessment results will not be included in this report.

NJSLA Science Assessment: Grade 11 Summary

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for 2019-20.



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College and Career Readiness

Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

Important note for 2019-20: Due to the COVID-19 pandemic, national administrations of the SAT, PSAT and ACT were cancelled in the spring and summer of 2020. As a result, 2019-20 participation and performance results may have been affected and NJDOE recommends using caution in comparing results for 2019-20 to prior or future years.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2019-20. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2019-2020	31.6%	82.8%
12th graders taking SAT in 2019-2020 or prior years	70.4%	71.1%
12th graders taking ACT in 2019-2020 or prior years	14.1%	17.2%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	513	476	Grade 10: 430 Grade 11: 460	78.0%	61.0%
PSAT 10/NMSQT - Math	508	473	Grade 10: 480 Grade 11: 510	53.0%	39.0%
SAT - Reading and Writing	537	536	480	68.0%	69.0%
SAT - Math	540	536	530	54.0%	52.0%
ACT - Reading	21	25	22	34.0%	66.0%
ACT - English	21	24	18	59.0%	81.0%
ACT - Math	21	24	22	38.0%	65.0%
ACT - Science	21	24	23	43.0%	58.0%

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College and Career Readiness

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

Important note for 2019-20: Due to the COVID-19 pandemic, College Board administered AP tests online in spring 2020 and students were able to take assessments from home. Additionally, the written components of the IB assessments were not able to be administered in the 2019-2020 school year, however the IB program developed a reliable and valid score based upon the required assessed work during the two years of the courses to determine a final grade.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



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AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	22	19
AP Biology	22	22
AP Calculus AB	44	41
AP Calculus BC	21	21
AP Chemistry	12	12
AP Computer Science A	22	22
AP English Language and Composition	64	64
AP English Literature and Composition	45	45
AP Environmental Science	0	11
AP Government	3	0
AP Japanese Language and Culture	0	1
AP Macroeconomics	6	3
AP Microeconomics	5	3
AP Physics 1	0	7
AP Psychology	13	16
AP Spanish Language	29	26
AP Statistics	46	46
AP U.S. Government and Politics	0	3
AP U.S. History	80	42
Total Exams taken		404
Exams with scores of at least 3 on AP exams or 4 on IB exams		328

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College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Report Key:

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- N No Data is available to display
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College and Career Readiness

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	0.1%	0.2%	7.6%	10.7%
White	0.0%	0.3%	5.9%	10.2%
Hispanic	0.0%	0.0%	10.5%	11.4%
Black or African American	0.0%	0.0%	9.1%	11.0%
Asian, Native Hawaiian, or Pacific Islander	0.6%	0.6%	5.7%	10.0%
American Indian or Alaska Native	*	*	8.8%	13.8%
Two or More Races	1.2%	0.0%	6.6%	11.5%
Female	0.3%	0.1%	7.3%	10.9%
Male	0.0%	0.3%	7.9%	10.4%
Non-Binary/Undesignated Gender	*	*	0.0%	5.9%
Economically Disadvantaged Students	0.1%	0.5%	10.6%	11.8%
Students with Disabilities	0.2%	0.4%	6.4%	9.4%
English Learners	0.0%	0.0%	8.5%	3.2%
Homeless Students	*	*	6.7%	7.4%
Students In Foster Care	*	*	5.7%	5.5%
Military-Connected Students	*	*	8.9%	11.1%
Migrant Students	*	*	3.0%	7.4%

Report Key:

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College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Important note for 2019-20: Due to school closures related to COVID-19, many high school students were not able to take the Technical Skills Assessment (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2020. This may have impacted the number of industry-valued credentials earned during the 2019-2020 school year.

Students Earning Industry-Valued Credentials

District 0.0%
State ■ 0.7%

Report Key:

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College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Important note for 2019-20: Due to school closures related to COVID-19, many high school students were not able to take the Technical Skills Assessment (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2020. This may have impacted the number of industry-valued credentials earned during the 2019-2020 school year.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Finance	*	*	*
Hospitality & Tourism	*	*	*
Total	*	*	*

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College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre_Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	518
7	0	0	0	0	0	0	475
8	290	22	0	0	0	0	192
9	136	283	17	1	0	0	52
10	31	151	276	13	0	3	53
11	3	74	90	211	0	21	93
12	0	14	36	21	135	65	155
Total	460	544	419	246	135	89	1,538
Enrolled in AP/IB Course					65	46	0
Enrolled in Dual Enrollment Course	0	0	0	246	71	43	118

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	114	0	0	4	78	249
10	342	122	0	3	5	29
11	27	234	39	37	77	132
12	4	11	47	88	33	140
Total	487	367	86	132	193	550
Enrolled in AP/IB Course	22	12		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

Social Studies and History - Course Participation This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	431	5	4	0	0	76
10	17	456	156	0	0	40
11	3	452	190	5	0	77
12	1	84	95	54	6	203
Total	452	997	445	59	6	396
Enrolled in AP/IB Course	0	80	9	13		3
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	488	0	0	0	0	0	0
7	454	0	0	0	0	0	0
8	484	0	0	0	0	0	0
9	333	51	0	0	0	0	0
10	389	36	0	0	0	0	0
11	244	28	0	0	0	0	0
12	84	17	0	1	0	0	0
Total	2,476	132	0	1	0	0	0
Enrolled in AP/IB Course	29	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	177	0	0	0	0	0	0
Enrolled in Level 3 or Higher	289	38	0	0	0	0	0

Report Key:

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College and Career Readiness

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N
7	N	N	N	N	N	N
8	254	0	0	0	0	0
9	1	0	0	0	0	0
10	4	0	0	1	0	0
11	5	0	0	0	0	0
12	36	0	1	23	0	0
Total	300	0	1	24	0	0
Enrolled in AP/IB Course	22		0			0
Enrolled in Dual Enrollment Course	10	0	0	0	0	0

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College and Career Readiness

Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Important Note for 2019-20: Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. As a result, the Seal of Biliteracy requirement to demonstrate English language proficiency by meeting the graduation assessment requirements was also waived for any students who had not yet met the requirement by March 18, 2020.

Language	Students Earning a Seal of Biliteracy
Russian	*
Spanish	*
Total	*

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N No Data is available to display

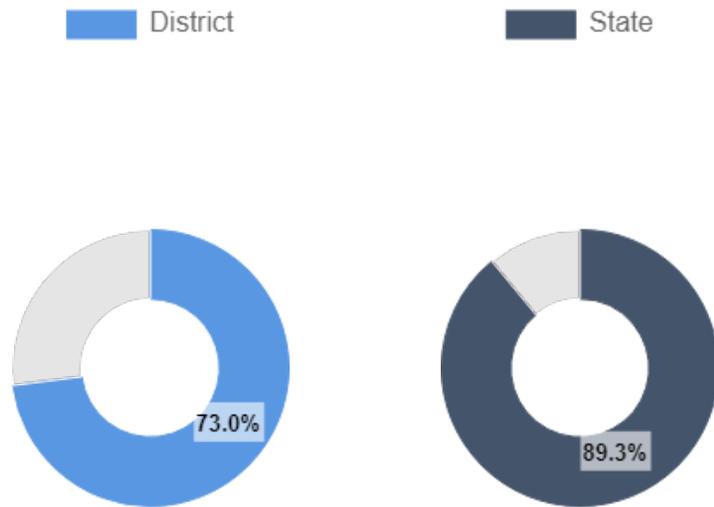
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College and Career Readiness

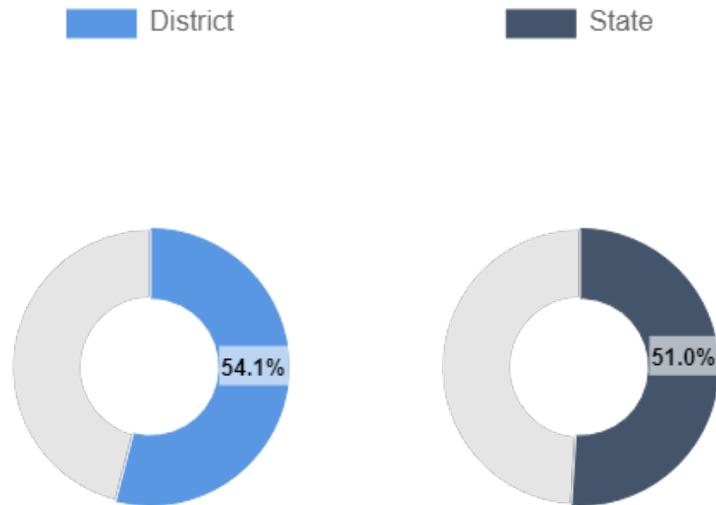
Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8: Students enrolled in one or more **visual and performing arts** classes



Grades 9-12: Students enrolled in one or more **visual and performing arts** classes



Report Key:

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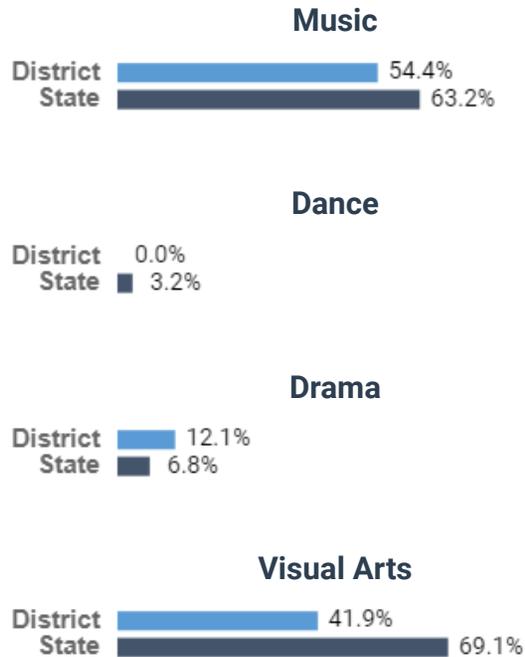
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College and Career Readiness

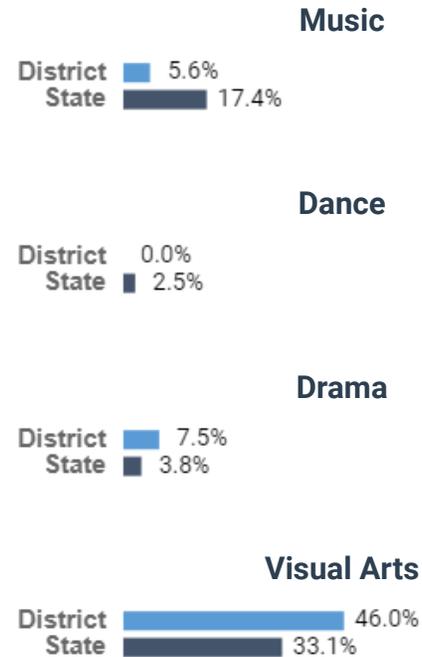
Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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Graduation/ Postsecondary

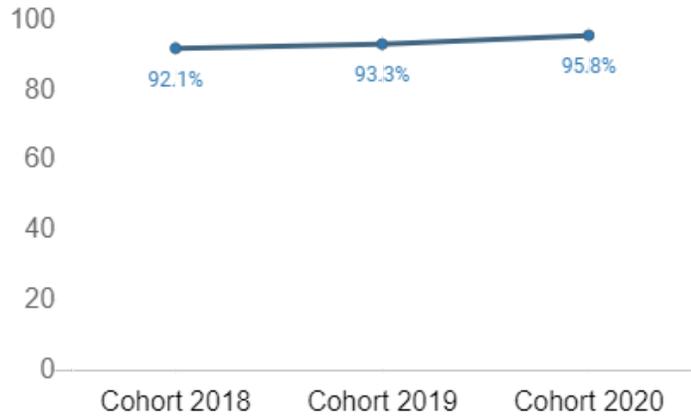
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Important note for 2019-20: Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

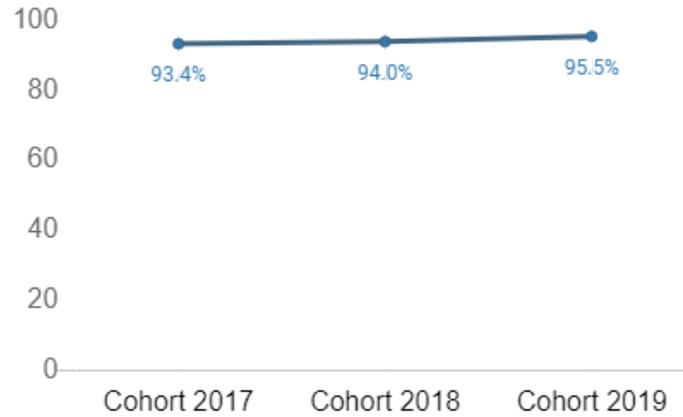
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. For accountability and annual targets, graduation data from the prior year is used, so annual target status for the most recent cohorts are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2020 4-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate	Cohort 2019 5-Year Rate
Graduation Rate	92.1%	93.3%	95.8%	93.4%	94.0%	95.5%
Annual Target	90.7%			93.3%		
Met Annual Target?	Met Target			Met Target		
Statewide Graduation Rate	90.9%	90.6%	91.0%	92.4%	92.5%	92.2%

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Graduation/ Postsecondary

 Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Important note for 2019-20: Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

Cohort 2020 4-Year Graduation Cohort Profile

This table shows the percentage of students in the 2020 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within four years of entering high school, both overall and by student group.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	95.8%	2.2%	2.0%	91.0%	4.1%	4.9%
White	94.7%	2.1%	3.2%	95.0%	2.7%	2.3%
Hispanic	97.8%	1.1%	1.1%	84.8%	5.9%	9.3%
Black or African American	95.5%	2.2%	2.2%	85.7%	6.6%	7.8%
Asian, Native Hawaiian, or Pacific Islander	95.7%	4.3%	0.0%	96.8%	2.0%	1.2%
American Indian or Alaska Native	N	N	N	89.4%	3.5%	7.1%
Two or More Races	*	*	*	92.0%	3.2%	4.8%
Female	96.1%	1.3%	2.6%	93.1%	2.9%	3.9%
Male	95.4%	3.2%	1.4%	88.9%	5.2%	5.9%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	94.8%	2.3%	2.9%	85.0%	6.0%	9.1%
Students with Disabilities	85.9%	10.6%	3.5%	80.4%	13.4%	6.1%
English Learners	*	*	*	73.1%	9.6%	17.3%
Homeless Students	*	*	*	73.6%	9.3%	17.2%
Students in Foster Care	*	*	*	55.0%	20.8%	24.3%
Military-Connected Students	N	N	N	95.0%	2.5%	2.5%
Migrant Students	N	N	N	77.1%	8.6%	14.3%

Report Key:

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Graduation/ Postsecondary

 Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Important note for 2019-20: Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

Cohort 2019 5-Year Graduation Cohort Profile

This table shows the percentage of students in the 2019 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within five years of entering high school, both overall and by student group.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	95.5%	2.2%	2.4%	92.2%	1.8%	6.0%
White	96.3%	1.4%	2.3%	95.8%	1.5%	2.6%
Hispanic	91.9%	2.3%	5.8%	86.9%	2.0%	11.2%
Black or African American	96.2%	3.8%	0.0%	86.2%	3.0%	10.7%
Asian, Native Hawaiian, or Pacific Islander	95.7%	2.9%	1.4%	97.7%	1.0%	1.3%
American Indian or Alaska Native	N	N	N	93.1%	0.0%	6.9%
Two or More Races	100.0%	0.0%	0.0%	93.1%	1.0%	5.9%
Female	97.5%	0.0%	2.5%	94.0%	1.1%	4.9%
Male	93.8%	3.9%	2.3%	90.5%	2.5%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	91.2%	3.4%	5.4%	86.6%	2.2%	11.2%
Students with Disabilities	83.6%	10.4%	6.0%	83.2%	9.0%	7.8%
English Learners	*	*	*	79.5%	1.7%	18.7%
Homeless Students	*	*	*	80.9%	1.7%	17.4%
Students in Foster Care	*	*	*	69.0%	10.8%	20.3%
Military-Connected Students	*	*	*	95.6%	2.7%	1.6%
Migrant Students	N	N	N	85.7%	0.0%	14.3%

Report Key:

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Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Important note for 2019-20: Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

Accountability Graduation Rates

This table shows Cohort 2019 4-year and Cohort 2018 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. For more details on New Jersey's accountability system, see these [accountability resources](#).

Important note for 2019-20: NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates.

Student Group	Cohort 2019: 4-Year Graduation Rate	Cohort 2019: Annual Target	Cohort 2019: Met Target	Cohort 2018: 5-Year Graduation Rate	Cohort 2018: Annual Target	Cohort 2018: Met Target
Districtwide	93.3%			94.0%		
White	94.9%			94.7%		
Hispanic	88.4%			88.2%		
Black or African American	92.3%			93.8%		
Asian, Native Hawaiian, or Pacific Islander	94.2%			*		
American Indian or Alaska Native	N			N		
Two or More Races	100.0%			*		
Economically Disadvantaged Students	86.6%			89.9%		
Students with Disabilities	80.3%			86.0%		
English Learners	*			90.0%		

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Graduation/ Postsecondary

Graduation Pathways

This table shows the percentage of Cohort 2020 graduates who met the [high school graduation assessment requirements](#) through each type of graduation pathway for both English Language Arts (ELA) and Math.

Important note for 2019-20: Governor Phil Murphy signed Executive Order 117 on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. As a result, the pathway option of "Requirements waived under Executive Order 117" has been added to this table for 2019-20 to count these students.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	60.8%	60.6%
Substitute Competency Test	24.7%	24.7%
Portfolio Appeals Process	0.5%	0.2%
Alternate Requirements specified in IEP	14.0%	14.5%
Requirements waived under Executive Order 117	0.0%	0.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 who dropped out during each of the past three school years.

School Year	District Rate	State Rate
2019-2020	0.3%	1.0%
2018-2019	0.3%	1.2%
2017-2018	0.1%	1.2%

Report Key:

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Graduation/ Postsecondary

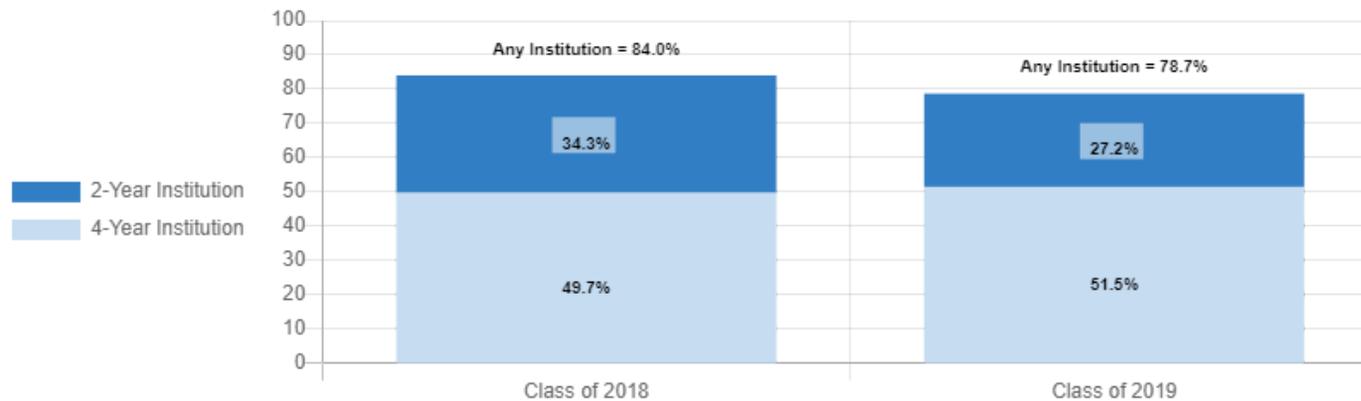
Information about students enrolling in colleges and universities after graduation is collected from the [National Student Clearinghouse](#), which collects data from at least 95% of higher education institutions nationwide.

Important note for 2019-20: The National Student Clearinghouse has reported that undergraduate enrollment is down nationwide compared to the same time last year. As a result, caution should be used in comparing this year's results to prior or future years.

Postsecondary Enrollment Rate Summary

The graph and table below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school for the last two years.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018	Class of 2019
% Enrolled in 2-Year Institution	34.3%	27.2%
% Enrolled in 4-Year Institution	49.7%	51.5%
% Enrolled in Any Postsecondary Institution	84.0%	78.7%

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Graduation/ Postsecondary

Information about students enrolling in colleges and universities after graduation is collected from the [National Student Clearinghouse](#), which collects data from at least 95% of higher education institutions nationwide.

Important note for 2019-20: The National Student Clearinghouse has reported that undergraduate enrollment is down nationwide compared to the same time last year. As a result, caution should be used in comparing this year's results to prior or future years.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2020 high school graduates enrolled in postsecondary institutions by the fall of 2020. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students who were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution
Statewide	67.3%	27.9%	72.1%
Districtwide	68.0%	35.8%	64.2%
White	71.0%	36.9%	63.1%
Hispanic	58.7%	50.0%	50.0%
Black or African American	60.0%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	88.2%	23.3%	76.7%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	62.5%	37.9%	62.1%
Students with Disabilities	38.4%	78.6%	21.4%
English Learners	*	*	*



Sayreville School District

(23-4660)

2019-2020

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Climate and Environment

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.

Important Note for 2019-20: Due to the COVID-19 pandemic, NJDOE received a federal waiver which removed the requirement to report on chronic absenteeism and related accountability measures for the 2019-20 school year. As a result, NJDOE will not report on chronic absenteeism and other attendance data for 2019-20. Tables showing 2019-20 attendance data will be hidden in this report.

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Climate and Environment

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. In addition to the 2018-19 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 2019-20: Due to school closures as a result of [Executive Order 107](#), discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

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	81
Weapons	6
Vandalism	4
Substances	42
Harassment, Intimidation, Bullying (HIB)	32
Total Unique Incidents	163
Incidents Per 100 Students Enrolled	2.60

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	35
Weapons	5
Vandalism	1
Substances	30
Harassment, Intimidation, Bullying (HIB)	5
Other Incidents Leading to Removal	9

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Important note for 2019-20: Due to school closures as a result of [Executive Order 107](#), discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

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	5	3	8
Religion	0	1	1
Ancestry	1	1	2
Gender	1	4	5
Sexual Orientation	1	5	6
Disability	3	5	8
Other	7	19	26
No Identified Nature	15		15

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	269	4.3%	
Out-of-School Suspensions	242	3.9%	1,093
Any Suspension	392	6.3%	
Removal to other education program	15	0.2%	
Expulsion	0	0.0%	
Arrest	*	*	

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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 district and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined 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 District	Teachers in State
Total Number of teachers	517	119,170
Average years experience in public schools	10.6	12.3
Average years experience in district	10.6	11.0
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.8%
Number of out-of-field teachers	11	2,276

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	9,574
Average years experience in public schools	13.4	16.2
Average years experience in district	13.4	12.3
Percentage of Administrators with 4 or more years experience in the district	74.2%	77.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the district.

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	202:1
Teachers to Administrators	17:1
Students to Librarians/Media Specialists	1252:1
Students to Nurses	782:1
Students to Counselors	391:1
Students to Child Study Team Members	348:1

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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. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 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.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.0%	79.5%	58.0%	48.5%	77.0%	55.5%
Male	51.0%	20.5%	42.0%	51.5%	23.0%	44.5%
Non-Binary/Undesignated Gender	<1%	<1%	<1%	<1%	<1%	<1%
White	39.3%	94.4%	96.8%	41.4%	83.2%	77.0%
Hispanic	21.0%	1.4%	0.0%	30.5%	7.6%	7.4%
Black or African American	16.3%	2.1%	0.0%	15.1%	6.6%	14.1%
Asian	17.9%	1.9%	3.2%	10.2%	2.1%	1.2%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.4%	0.0%	0.0%	2.4%	0.2%	0.2%

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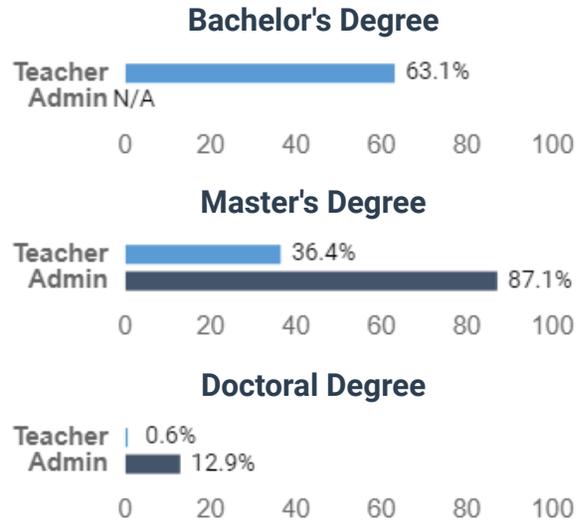
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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's 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 2018-19 that were still assigned to this district in 2019-20. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2018-19 Teachers: Same district 2019-20	89.4%	90.7%
2018-19 Administrators: Same district 2019-20	90.3%	87.8%

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Per-Pupil Expenditures

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 2019-20 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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Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System

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). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
 - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
 - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
 - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
 - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
 - The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

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

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

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

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

Important Note for 2019-2020: Due to the COVID-19 pandemic, New Jersey received a [waiver from the United States Department of Education \(USED\)](#) in March 2020 to waive statewide assessment, accountability, and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year. This removes the requirement to:

- Calculate indicator scores and summative scores for the 2019-2020 school year;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 school year; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 school year (based on 2019-2020 data).

As a result of the March 2020 waiver, any school that was identified for comprehensive or targeted support and improvement during the 2019-2020 school year for support during the 2020-2021 school year will retain the same status for the 2021-2022 school year and continue to receive support and interventions from the NJDOE.

For the categories that are identified every three years, the last identification occurred in the 2018-2019 school year (based on 2017-2018 data) and the next identification was scheduled for the 2021-2022 school year (based on 2020-2021 data). Due to the COVID-19 pandemic and associated federal waivers, New Jersey has submitted a proposed addendum to New Jersey's consolidated state plan to delay the next identification until the 2022-2023 school year (based on 2021-2022 data) and also delay the exit of all currently identified schools to align with the next identification.

For the annual identification of schools for Targeted Support and Improvement: Consistently Underperforming Student Group, no schools will be identified during the 2020-2021 school year as a result of the March 2020 waiver. New Jersey has submitted a request to USED to waive the next identification in the 2021-2022 school year due to the lack of two consecutive years of data.

Because these requests to adjust exit dates are dependent on approval by USED, exit dates are not included in the 2019-2020 reports. Updated exit dates will be shared directly with districts when they are finalized. Check the [accountability resources](#) page for current information.

The 2019-2020 Accountability Indicator Scores and Summative Ratings and Accountability Summary by Student Group tables will not be included in the report for 2019-2020 as these tables include indicator scores, summative scores, and progress toward long-term goals and those measures were waived under the March 2020 waiver.

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Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2021-22 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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support and improvement](#) with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2021-22 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2021-22 School Year
23	Middlesex	4660	Sayreville School District	055	Sayreville Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	Pending USED Approval	White

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Accountability

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	2017-18	2018-19	2019-20
ELA Proficiency	56.0%	57.0%	
Math Proficiency	40.7%	42.7%	
ELA Growth	46	47	
Math Growth	45	50	
4-Year Graduation Rate†	92.1%	93.3%	95.8%
5-Year Graduation Rate†	93.4%	94.0%	95.5%
Progress toward English Language Proficiency	56.9%	44.3%	
Chronic Absenteeism	10.4%	11.4%	

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

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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. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- Despite the pandemic, we are so proud of the progress that our students made during the 2019-20 school year, as evidenced by our portfolio of assessment results.
- During the 2019-20 school year, the district made numerous enhancements and upgrades to its facilities including secure retention vestibules, flooring, bathrooms, and window replacements.



Mission, Vision, Theme:

The Sayreville Public Schools serves students in preschool through twelfth grade. Our mission is to educate today's learners to be tomorrow's leaders by providing all students with a high quality, challenging education that instills character and enables our students to compete successfully in the 21st century. Our vision, called Vision 2030, focuses on preparing our graduates for what they will need when they enter the workforce and society in the year 2030 or sooner.

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Courses, Curriculum, Instruction:

Sayreville Public Schools implements a well-balanced, coherent, research-based curriculum beginning with Tools of the Mind in preschool through our Advanced Placement courses at Sayreville War Memorial High School. Teachers and supervisors work to continually update and align our curriculum to the needs of today's learners. The most current curriculum standards which include technology and 21st century learning skills are incorporated into the curriculum and instructional design at all levels.



Sports and Athletics:

Sports Offered: Baseball (Coed), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Gymnastics (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Coed)

In Sayreville, we take pride in the fact that the majority of our students in the middle school and high school participate in extra-curricular activities. In fact, about half of our students participate in one or more of the 16 athletic programs that we offer, including Boys and Girls Lacrosse, which we added in the 2019-20 school year. We take great pride in the teamwork, sportsmanship, and leadership, as well as the dedication and hard work, that our students demonstrate in the classroom and on the fields and courts.

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In Sayreville we recognize the correlation between student engagement in the total school program and academic success. Thus, we provide a number of opportunities for students to participate in clubs and other activities. In fact, along with our Air Force Junior ROTC and Peer Leadership programs, and our Health Occupations Students of America, Odyssey of the Mind, Future Business Leaders of America, and Distributive Education Club of America teams, we offer an array of other student clubs in which the students in our middle and high school participate.



Before and After School Programs:

Along with athletics and clubs at the secondary level, in Sayreville we provide before and after school activities. Springboard Before and After School offers before and after care for our elementary and middle school students. Likewise, we provide tutoring in math and language arts for students at risk of failing. In addition, our schools and PTOs offer a variety of enrichment activities for our students before and after school. Finally, our students participate in Special Olympics Unified Clubs and Sports.

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Staff and Professional Learning:

In Sayreville we embrace the empirically accepted fact that the number one factor in student learning is the effectiveness of the teacher. Therefore, we provide an abundance of professional development opportunities for our instructional staff, including three full day in-services. In fact we created a program several years ago called Sayreville University, which is dedicated to training and professionally developing our new and seasoned certificated and non-certificated staff. In addition, to increase leadership capacity, we provide our aspiring administrators the opportunity to develop their leadership skills in our Leadership Academy. Likewise, our teachers who want to develop their leadership capacity but not leave instruction, are given the opportunity to participate as teacher leaders in our Teacher Leader Network.



Postsecondary Information:

Each year approximately 85% of Sayreville War Memorial High School graduates participate in a post-secondary education program. In addition, about, 50% attend a 4 year college, while about 35% attend a 2 year school. Of the students that attend 4 year colleges, many of them remain in New Jersey, particularly at Rutgers University. However, several have attended Ivy League schools, such as Princeton, Columbia and Cornell. Of those who attend 2 year colleges, many go to Middlesex County College, while some attend Brookdale CC.

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Student Supports and Services:

In Sayreville we take tremendous pride in the educational services we provide to all our students, particularly those with disabilities. We provide 504 services, which include related services, for our students who have diagnosed disabilities that result in a substantial limitation of a life skill. In addition, we provide a free and appropriate education consisting of a full continuum of programs and related services for students identified as preschool or school aged children with disabilities.



Student Health and Wellness:

In Sayreville our nurses and other health and wellness practitioners take pride in the manner in which they care for both students and staff. Along with our nurses meeting all NJ Department of Education and Department of Health regulations and guidelines, our district food services also comply with all state and federal child nutrition regulations and guidelines. To oversee both vital district services, several years ago the district created a Nutrition, Health and Wellness Committee.

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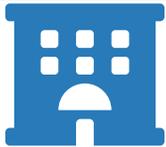
Narrative

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. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Parent and Community Involvement:

In Sayreville we value the partnerships that we have cultivated with our parents and the greater community. In fact, we believe that we can greatly enhance student performance by increasing the amount of time our parents involve themselves in the education of their children. Thus, each of our schools have very active parent teacher organizations and/or extra-curricular booster clubs. In addition, Sayreville PROUD, provides support and advocacy to the parents of our students with disabilities. Lastly, parent leaders from PTOs, booster clubs, PROUD, and from the community are invited to serve on the Superintendent's Parent Advisory Council.



Facilities:

There are seven schools and one central office building in the Sayreville Public Schools. Although one of our buildings is less than 20 years old, the rest of our buildings are more than 40 years of age. Nevertheless, our dedicated and hard-working custodians, maintenance, grounds, and stockroom staff that make up our buildings and grounds Department work tirelessly to repair, refurbish, and clean our buildings. In fact, despite their age, our buildings are very safe, sanitary, and charming.

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

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The safety and security of our students and staff is our highest priority in Sayreville. Thus, over the past several years we have made many changes to increase the security of our schools, most notably the installation of full interior and exterior video surveillance cameras in all our schools; the construction of secure retention vestibules in all our schools; and the installation of metal detectors and implementation of a student identification card system in our high school and middle school. The district also hired 16 full time and 2 part time campus security monitors, and shares the funding to staff armed Sayreville Police Officer in each of our schools when students are present with the Borough of Sayreville.



In the district's 2017-2021 Strategic Action Plan, a heavy emphasis was placed on technology and STEM education. In fact, the district recently received a grant from the NJDOE to create and implement advanced placement computer programming classes. Similarly, the district has been developing a STEM Career Academy at our high school for the past two years and implemented it this school year. To assist in the development of it, the district has received several grants from companies such as Dupont, Ashland, and BASF. Likewise, the district also received a grant from Bristol-Myers to create a Robotics Program in our elementary schools.

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Early Childhood Education:

We are proud to announce that since we began receiving Preschool Expansion Aid in 2019-20 for the purposes of providing free full-day preschool for all 3 and 4 year old children in Sayreville, we increased the number of preschool students we are educating from 300 to 633. By the year 2021-22, the district anticipates educating for free its projected preschool universe of about 850 children in our acclaimed Project Before preschool program. In fact, to accommodate our substantial growth, we entered a 10 year lease agreement with the Old Bridge Township Public Schools for the Cheesequake Elementary School.