Harry S. Truman Elementary School (23-4660-075)

2019-2020

County: Middlesex
District: Sayreville School District
One Taft Place
Parlin, NJ 08859-1672

Principal: Mrs. Amy Stueber
School Website
732-525-5215

465
Total Students

KG-03
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

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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. Amy Stueber
Address	One Taft Place, Parlin, NJ 08859-1672
Phone Number	732-525-5215
Email Address	amy.stueber@sayrevillek12.net
Website	sayreville-hte.ss8.sharpschool.com/
Facebook	https://www.facebook.com/Truman-ElementarySchool-976943902365871/
Twitter	https://twitter.com/trumandolphins

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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 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	2017-18	2018-19	2019-20
KG	127	119	117
1	116	125	120
2	129	109	119
3	123	123	109
Total	495	476	465

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	50.9%	50.0%	51.0%
Male	49.1%	50.0%	49.0%
Non-Binary/Undesignated Gender			<1%
Economically Disadvantaged Students	33.1%	35.7%	37.2%
Students with Disabilities	13.7%	10.9%	12.7%
English Learners	2.0%	1.7%	3.9%
Homeless Students	0.2%	0.4%	0.6%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.4%	0.9%
Migrant Students	0.0%	3.4%	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	33.3%	35.3%	36.8%
Hispanic	21.6%	21.6%	16.1%
Black or African American	12.3%	15.5%	17.6%
Asian	26.7%	21.8%	20.4%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.6%
American Indian or Alaska Native	0.0%	0.0%	2.4%
Two Or More Races	5.9%	5.5%	6.0%

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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
KG - Half Day	0	0	0
KG - Full Day	127	119	117

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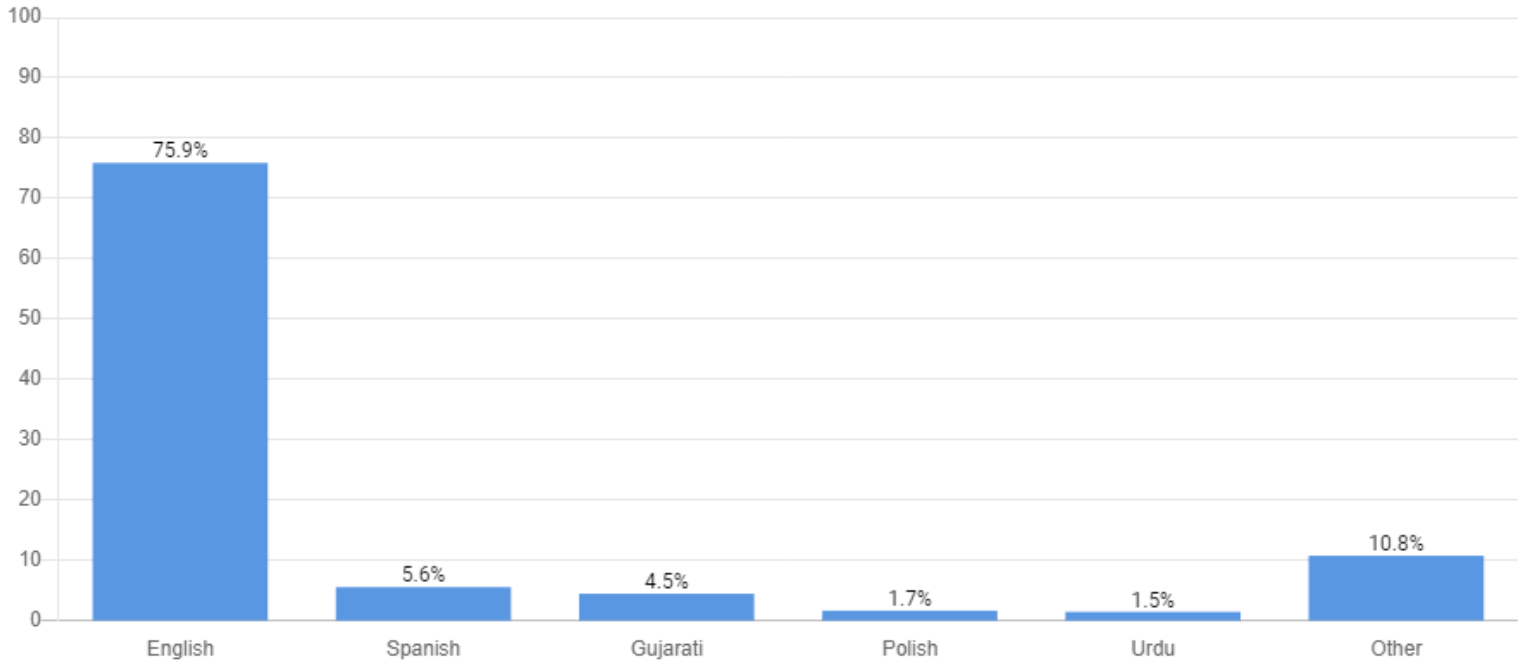
Enrollment by Home Language

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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Academic Achievement

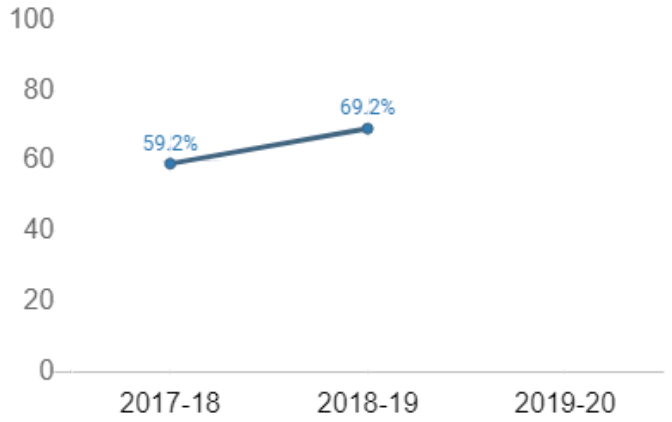
Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA), Dynamic Learning Maps (DLM), and ACCESS for ELLs assessments and related accountability 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

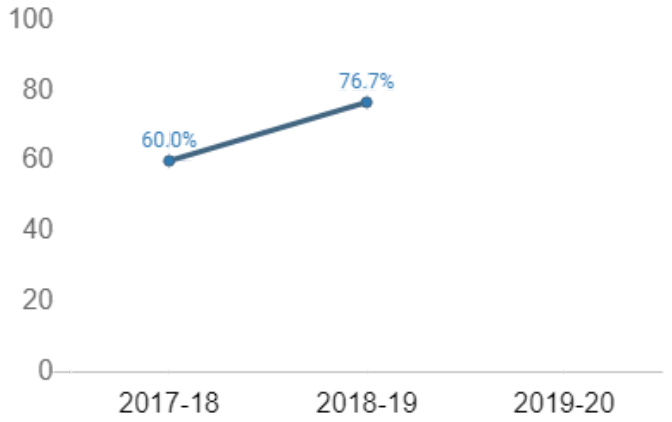
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability 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	99.2%	99.2%		99.2%	99.2%	
Proficiency Rate for Federal Accountability	59.2%	69.2%		60.0%	76.7%	
Annual Target	50.7%	52.4%		51.6%	53.1%	
Met Annual Target?	Met Target	Met Target		Met Target	Met Target	
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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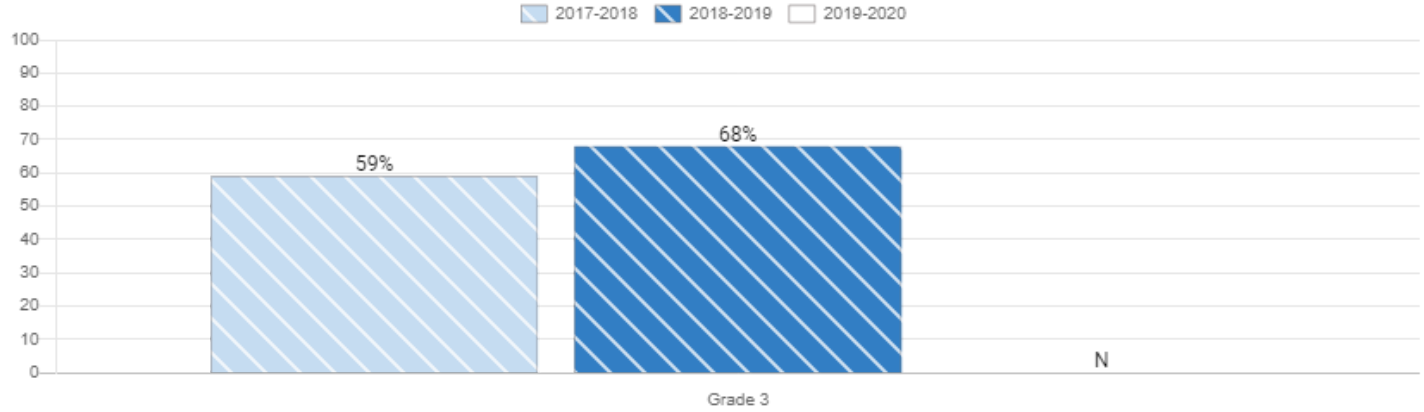
English Language Arts Assessment - Performance Trends

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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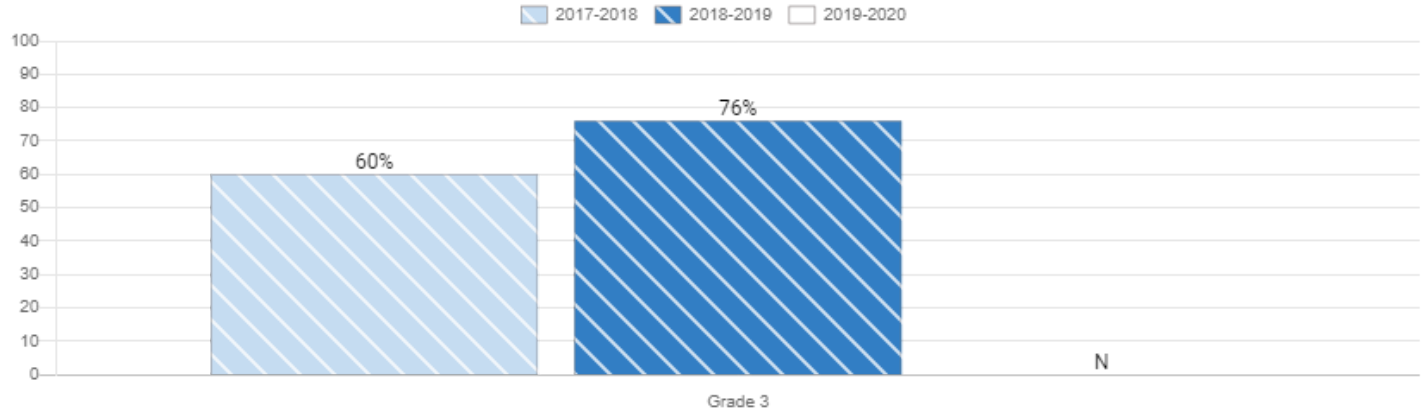
Mathematics Assessment – Performance Trends

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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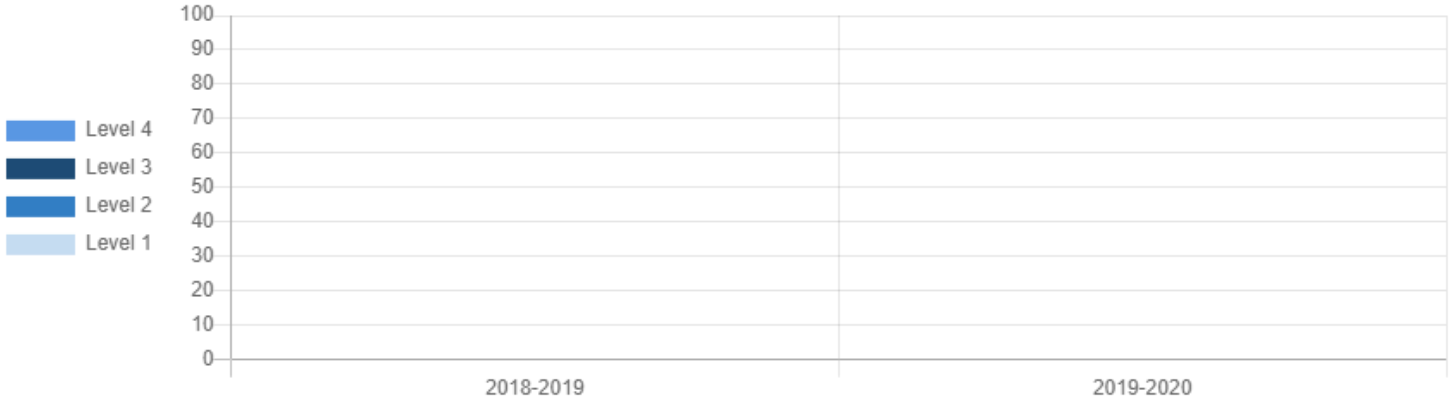
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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: 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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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 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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
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%

School Days Missed due to Out-of-School Suspensions
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.

Important note for 2019-20: The start and end times in this table may reflect standard hours for in-person instruction. These hours may have been adjusted due to remote or hybrid instruction schedules.

Category	School
Typical Start Time	9:05 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs. 15 Mins.
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	N

Device Ratios

This table typically includes information collected from the NJTRAx database. The NJDOE established the NJTRAx Digital Learning Readiness database to gauge the technology readiness of New Jersey schools and districts for online testing as well as to provide a tool to assist schools in determining readiness for digital learning. For more information about NJTRAx, visit the New Jersey Digital Learning and Assessment Portal.

Important Note for 2019-2020: Executive Order 107 required all schools to close and cease in-person instruction, and schools switched to remote instruction. As a result, the number of devices available in each school was not consistent throughout the 2019-2020 school year as districts worked to meet the technological needs of their students. Therefore, the device ratio is not included in the 2019-2020 School Performance Reports because a single device ratio would not give a full picture of the availability of devices and the changing nature of this information during the 2019-2020 school year. Instead, the NJDOE is sharing links to other school and district technology information collected during the 2020-2021 school year:

School and District Technology Information: data collected through NJ SMART in November 2020, which includes student device type and student device owner

The NJDOE Digital Divide page: includes weekly updated state summaries on student device and connectivity needs

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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 outsdie 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, of 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 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	37	119,170
Average years experience in public schools	13.7	12.3
Average years experience in district	13.7	11.0
Percentage of Teachers with 4 or more years experience in the district	83.8%	75.8%
Number of out-of-field teachers	0	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 school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	233:1	202:1
Teachers to Administrators	19:1	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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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 outsdie 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, of if the teacher has an expired certificate.

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 School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.0%	92.0%	50.0%	48.5%	77.0%	55.5%
Male	49.0%	8.0%	50.0%	51.5%	23.0%	44.5%
Non-Binary/Undesignated Gender	<1%	<1%	<1%	<1%	<1%	<1%
White	36.8%	94.6%	100.0%	41.4%	83.2%	77.0%
Hispanic	16.1%	2.7%	0.0%	30.5%	7.6%	7.4%
Black or African American	17.6%	2.7%	0.0%	15.1%	6.6%	14.1%
Asian	20.4%	0.0%	0.0%	10.2%	2.1%	1.2%
American Indian or Alaska Native	2.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.0%	0.0%	0.0%	2.4%	0.2%	0.2%

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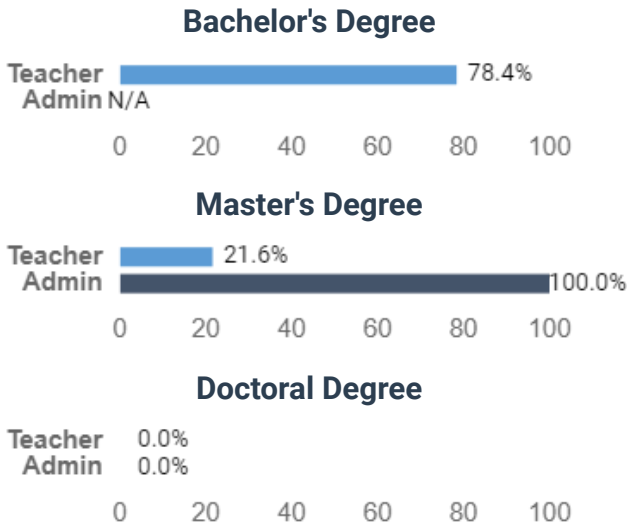
Staff

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 outsdie 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, of if the teacher has an expired certificate.

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

ESSA Accountability Status

The table below provides the school's federal school status 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.

Status for 2021-22 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Pacific Islander, Native Hawaiian	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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

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 Acountability Indicator	2017-18	2018-19	2019-20
ELA Proficiency	59.2%	69.2%	
Math Proficiency	60.0%	76.7%	
ELA Growth	N	N	
Math Growth	N	N	
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency	*	*	
Chronic Absenteeism	7.1%	9.2%	

† 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:

- Technology is infused in the curriculum through the use of Smart Boards, document cameras, Chromebooks, and iPads. The ratio of devices to students is 1:1.
- Teachers use Responsive Classroom techniques to integrate academic, social and emotional learning.
- The Cultural Arts Committee at Truman School provides programs that teach students about different cultures.

Mission, Vision, Theme:

Truman School provides a nurturing environment that is committed to achieving excellence. We prepare and motivate students for a rapidly changing world in which they will be responsible and productive citizens. We inspire a passion for learning in order promote lifelong learners. The core values of honesty, integrity, perseverance, compassion, and loyalty are promoted in order to develop well rounded learners. Truman School believes in a positive school climate promoting this perseverance in academic and social/emotional skills development. A professional and highly motivated staff, in partnership with parents, encourage children to reach their highest potential. Together we create and support a school environment in which all children, families, and staff feel welcomed and respected as contributing members of our Truman School Community.

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Courses, Curriculum, Instruction:

Truman School has a rigorous curriculum and instructional program. Teachers utilize Fountas & Pinnell's balanced literacy program. Guided reading, Interactive Read Alouds, Mini Lessons, and Phonics are part of this research based program. Math instruction is comprised of Envision Math, a problem based system which encourages critical thinking. The science program is aligned to Next Generation Science Standards. Technology is incorporated through the use of ST Math, RAZ Kids, Achieve 3000,and IXL Math.

Clubs and Activities:

There is a PTO sponsored After School Program in which our teachers hold classes in music, art, language arts, math, science and physical education areas. Many students participate in our Chorus and Theater Week.

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Before and After School Programs:

Our school and district has a partnership with Leading Edge which runs before and after school programs. Leading Edge provides homework help, academic support, character building programs and socialization skills. In addition, students can participate in Math and Reading Academies which provide support for struggling learners. The Rising Stars program provides students with additional support in reading and math.

Staff and Professional Learning:

Our teachers receive professional development from Teacher 2 Teacher in the area of literacy. Our teachers are also actively involved in Professional Learning Communities through PLC days our district has scheduled, a district wide Professional Development Day and Professional Days they take throughout the school year. In addition, teachers are offered professional development through Sayreville University.

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Student Supports and Services:

Truman School is very committed to the needs of our students. We have classes and programs for students with disabilities and English Language Learners on every grade level. There is a morning program for students who need extra help. Our RTI program is conducted in all of our classes throughout the school. In addition, we offer speech classes, occupational therapy, and physical therapy. We have a full time guidance counselor as well.

Student Health and Wellness:

Truman School offers a breakfast and lunch program for all of our students. Our students receive physical education classes and have daily recess.

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Parent and Community Involvement:

Our PTO is very involved in supporting our mission as a school. We have monthly PTO meetings and an annual Field Day. They also conduct an annual Tricky Tray which helps support programs for our students. We hold annual Veterans Day and Flag Day programs, as well as cultural arts programs for the community. Our school chorus performs spring and winter concerts for Senior Citizens. Parents greatly appreciate our Parent Portal, Back to School Night, and parent-teacher conferences.

Facilities:

Truman School was built in the 1970's and is equipped with central air conditioning. Some of our classrooms were built on an open space concept. During the summer of 2017, the Board of Education began erecting walls in two clusters of rooms. The project was completed during the summer of 2019. All open space classrooms now have walls. The building has a library media center, gymnasium, book room, music room, and art room.

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School Safety:

Safety is a priority at Truman School. We have a full time security guard and a police officer in our building. The building is equipped with cameras. Swipe cards are used to enter the building. Truman School has a safety committee that explores ways to make the building even safer. In addition, a metal detector is located at our front door. Monthly drills are conducted in order to ensure the safety of the students.

Technology and STEM:

All classrooms in Truman School have a Smart Board. We are one to one device school. The students use Chromebooks and iPads. Document cameras are used for instructional purposes. The students engage in the following computer programs: ST Math, Achieve 3000, RAZ Kids, Reading A to Z, and IXL Math. STEM lessons are taught by the Gifted and Talented teacher who visits classroom throughout the month. In addition, a STEM lab is located in the Gifted and Talented room.

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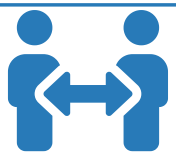

Learning During COVID-19:

Truman School students continue to excel despite the challenges of these unprecedented times. Our teachers engage their students in both fully remote and hybrid lessons. Our skilled teachers are able to teach synchronously through the use of Google meets. The students are involved in meaningful and rigorous lessons. Google Classrooms are used to communicate with students, post assignments, and submit work.

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Other Information:

The hallmark of Truman School is a dedicated group of educators who work tirelessly to provide the best education for all of our students. The faculty analyzes and uses data from various assessments to inform instruction and increase student achievement and performance. Parental involvement is encouraged and partnerships developed. Staff and students participate in Spirit Week, Week of Respect, School Violence Awareness and Red Ribbon Week. Truman School provides a nurturing environment that is committed to achieving excellence.