NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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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	http://www.sayrevillek12.net
Facebook	https://www.facebook.com/sayrevillepublicschools
Twitter	https://twitter.com/Sayrevillek12

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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
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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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	2016-17	2017-18	2018-19
PK	106	132	124
KG	464	486	458
1	511	449	467
2	469	505	439
3	525	454	476
4	486	525	465
5	472	496	516
6	441	479	467
7	479	454	478
8	468	473	459
9	428	463	468
10	439	429	465
11	399	444	424
12	398	390	437
Total	6,085	6,179	6,143

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.1%	48.8%	48.3%
Male	50.9%	51.2%	51.7%
Economically Disadvantaged Students	35.5%	34.9%	34.8%
Students with Disabilities	18.0%	18.0%	17.8%
English Learners	2.3%	2.2%	3.0%
Homeless Students	0.2%	0.4%	0.4%
Students in Foster Care	0.3%	0.2%	0.1%
Military-Connected Students	0.0%	0.5%	0.2%
Migrant Students	0.1%	0.0%	0.3%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	39.9%	38.4%	38.9%
Hispanic	22.2%	23.3%	22.9%
Black or African American	15.0%	14.7%	15.5%
Asian	19.1%	19.0%	18.3%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.1%	0.4%
Two or More Races	3.5%	4.3%	3.8%

Enrollment Trends by Full/ Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	54
PK - Full Day	106	132	70
KG - Half Day	0	0	0
KG - Full Day	464	486	458

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	2016-17	2017-18	2018-19
Full Time Students	6,081	6,175	6,139
Shared Time Students	7	7	6
Full Time Equivalent	6,085	6,179	6,142

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	72.7%
Spanish	6.9%
Gujarati	3.1%
Urdu	2.1%
Polish	2.1%
Other Languages	13.0%

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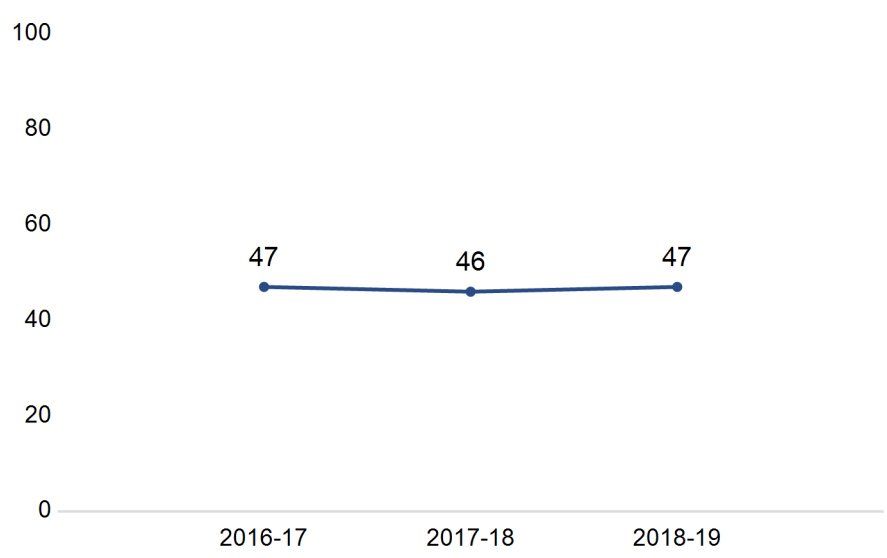
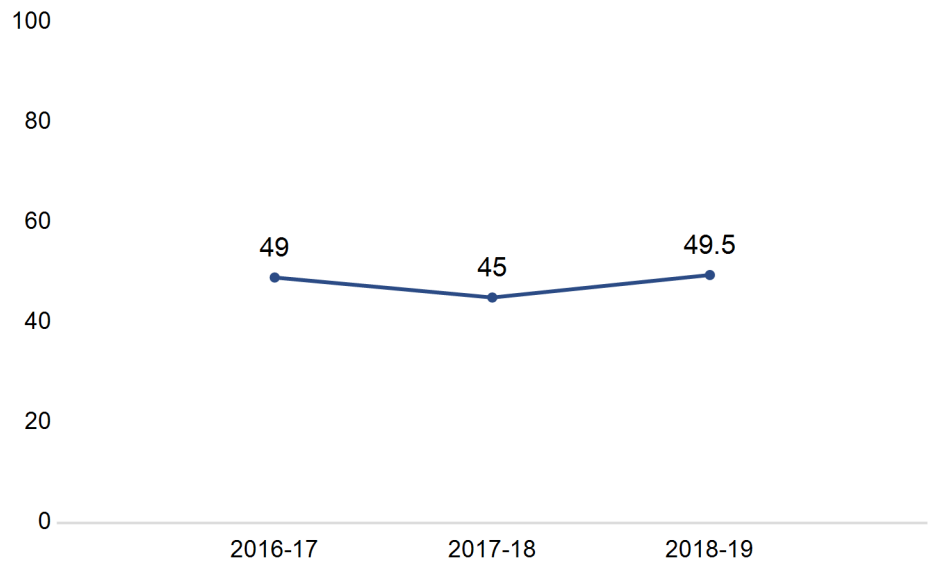
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	46	47	49	45	49.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district 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. More information and additional data can be found on the NJDOE Student Growth page.

Student Growth

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

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

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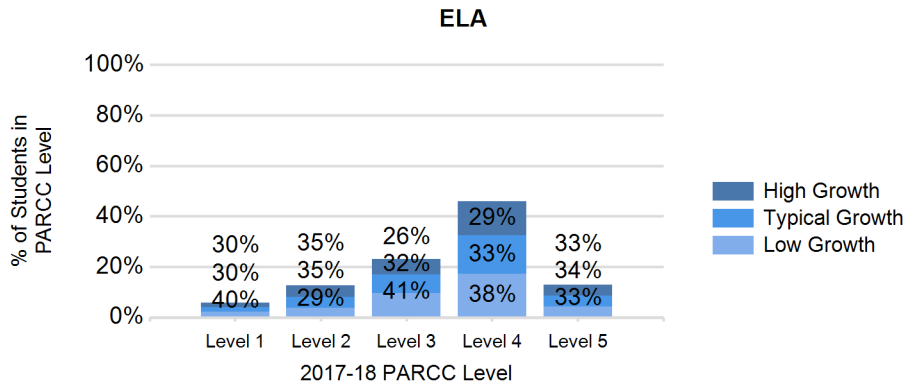
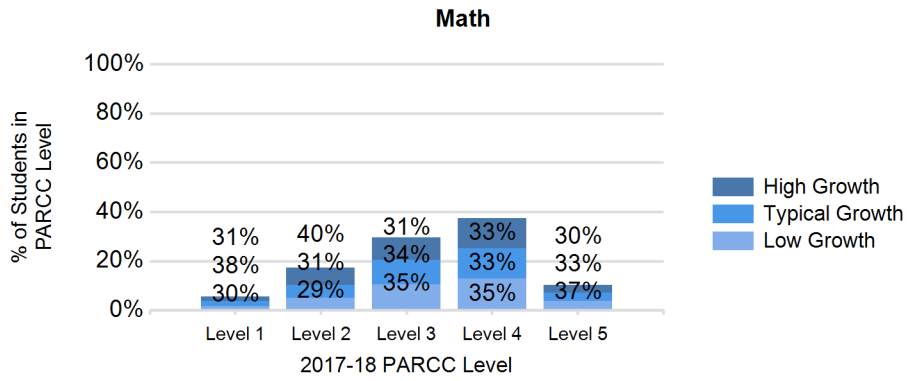
Student Growth by Performance Level

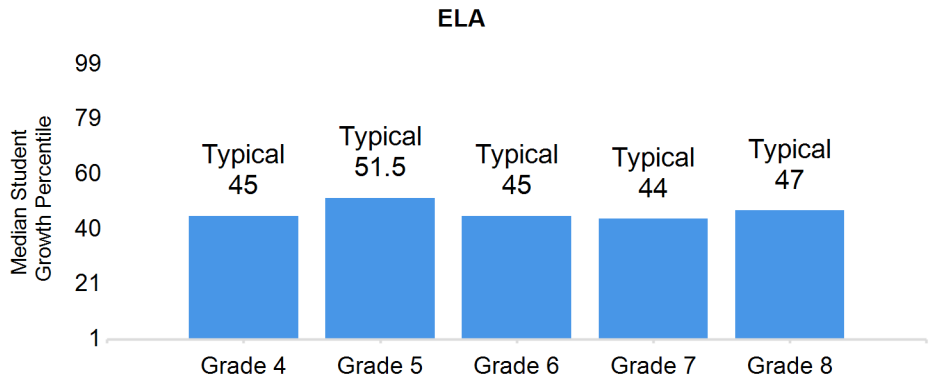
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

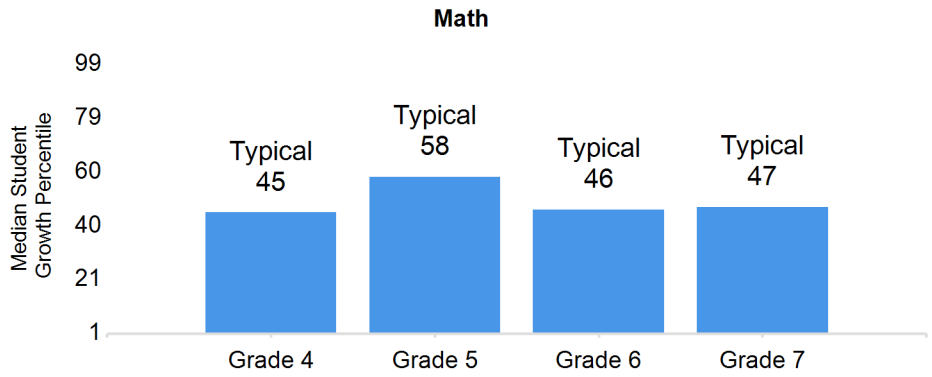




Student Growth by Grade

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





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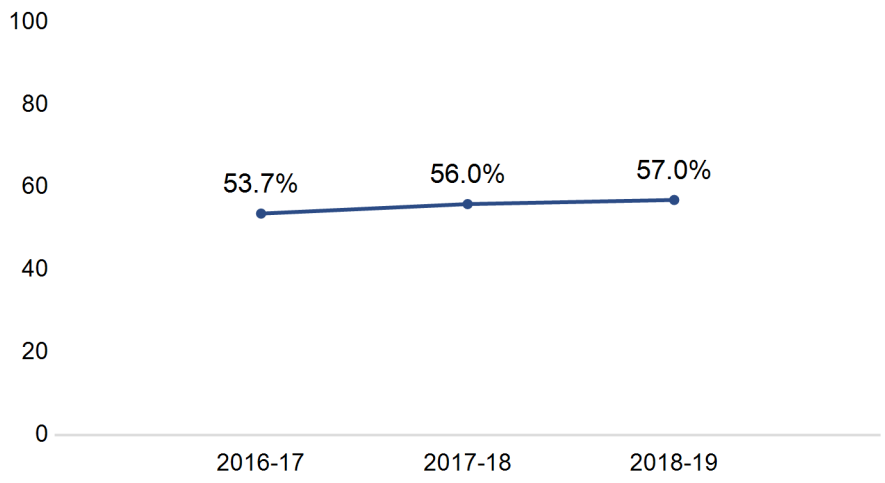
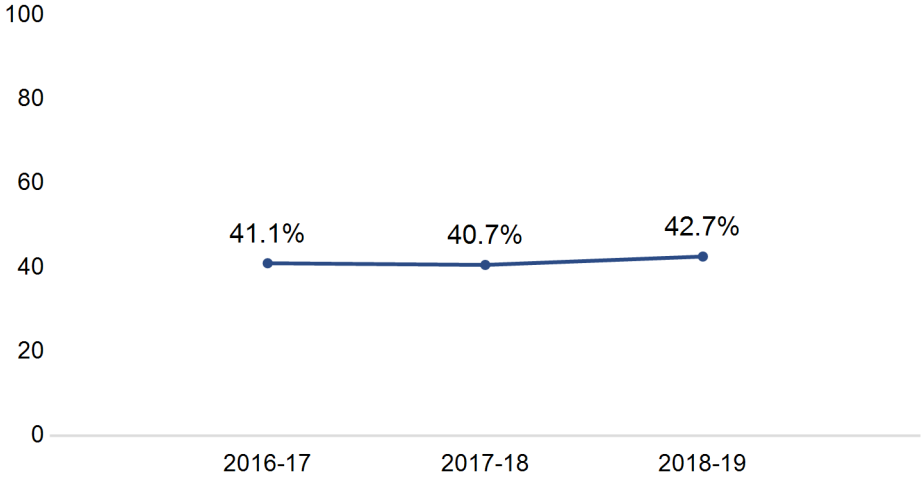
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	97.8%	98.3%	97.4%	97.7%	98.4%
Proficiency Rate for Federal Accountability	53.7%	56.0%	57.0%	41.1%	40.7%	42.7%
Annual Target	54.0%	55.3%	56.7%	42.4%	44.4%	46.3%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Districtwide	3650	98.3	57.0	57.9	57.0	56.7	Met Target
White	1392	97.6	57.0	66.9	57.0	55.3	Met Target
Hispanic	896	98.4	48.7	43.9	48.7	48.2	Met Target
Black or African American	542	98.4	43.7	38.5	43.7	48.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	678	99.1	78.8	82.9	78.8	75	Met Target
American Indian or Alaska Native	11	100.0	45.5	56.0	45.5	**	**
Two or More Races	131	99.2	58.0	64.4	58.0	58.2	Met Target†
Female	1817	98.1	65.3	64.8	65.3		
Male	1833	98.4	48.9	51.3	48.9		
Economically Disadvantaged Students	1227	98.3	45.6	40.0	45.6	46.8	Met Target†
Non-Economically Disadvantaged Students	2423	98.2	62.8	67.9	62.8		
Students with Disabilities	632	94.6	*	22.7	19.9	25.4	Not Met
Students without Disabilities	3018	99.1	*	65.1	64.8		
English Learners	81	100.0	*	29.3	*	44.4	Not Met
Non-English Learners	3569	98.2	*	60.6	*		
Homeless Students	12	93.3	50.0	29.1	50.0		
Students In Foster Care	*	*	*	27.6	*		
Military-Connected Students	*	*	*	57.8	*		
Migrant Students	*	*	*	30.4	*		

† Target was met within a confidence interval.

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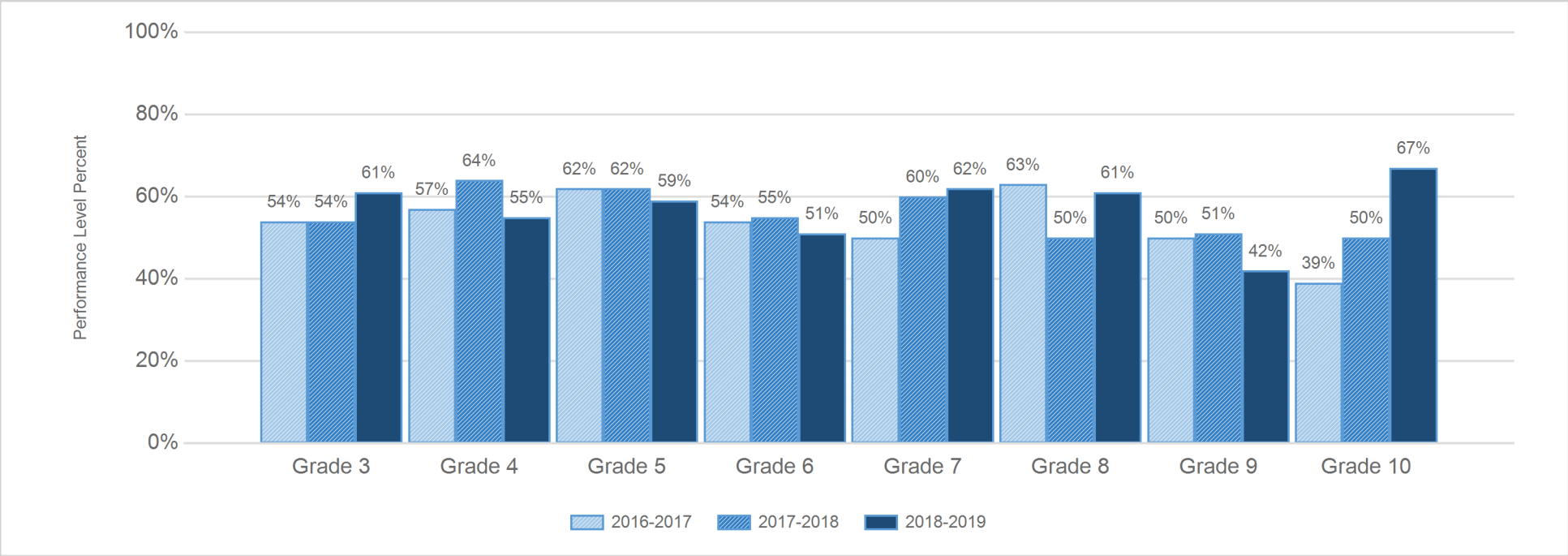
English Language Arts Assessment - Performance Trends

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 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	461	756	748	9%	11%	19%	55%	6%	61%	50%
White	180	753	757	10%	11%	22%	*	*	57%	60%
Hispanic	110	745	734	11%	16%	21%	*	*	52%	36%
Black or African American	56	758	731	*	*	23%	*	*	55%	33%
Asian, Native Hawaiian, or Pacific Islander	86	772	773	*	*	*	*	*	83%	75%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	756	*	*	*	*	*	*	58%
Female	240	760	753	7%	10%	18%	*	*	66%	55%
Male	221	751	743	11%	12%	21%	*	*	56%	46%
Economically Disadvantaged Students	149	753	731	10%	15%	15%	*	*	59%	33%
Non-Economically Disadvantaged Students	312	757	759	9%	8%	21%	*	*	62%	61%
Students with Disabilities	75	730	719	24%	24%	20%	*	*	32%	24%
Students without Disabilities	386	761	754	6%	8%	19%	*	*	67%	56%
English Learners	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	727	*	*	*	*	*	*	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	451	755	755	8%	12%	25%	40%	15%	55%	57%
White	180	755	763	7%	11%	25%	42%	16%	57%	67%
Hispanic	106	748	743	9%	20%	24%	37%	10%	47%	44%
Black or African American	63	739	739	*	*	38%	*	*	35%	39%
Asian, Native Hawaiian, or Pacific Islander	76	773	779	*	*	*	47%	30%	78%	82%
American Indian or Alaska Native	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	762	*	*	*	*	*	*	64%
Female	219	761	760	5%	11%	19%	44%	21%	65%	62%
Male	232	748	750	11%	13%	30%	36%	10%	46%	53%
Economically Disadvantaged Students	158	746	740	10%	16%	28%	36%	9%	46%	40%
Non-Economically Disadvantaged Students	293	759	765	7%	10%	23%	42%	18%	60%	69%
Students with Disabilities	82	724	725	30%	21%	30%	*	*	18%	25%
Students without Disabilities	369	761	761	3%	10%	24%	*	*	63%	64%
English Learners	15	718	720	*	*	*	*	*	20%	17%
Non-English Learners	436	756	758	*	*	*	*	*	56%	60%
Homeless Students	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	495	757	756	4%	11%	26%	51%	8%	59%	58%
White	173	756	764	*	12%	28%	*	*	59%	68%
Hispanic	117	750	743	*	12%	31%	*	*	51%	44%
Black or African American	78	746	739	*	*	33%	*	*	45%	38%
Asian, Native Hawaiian, or Pacific Islander	108	773	781	*	*	14%	58%	20%	79%	83%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	762	*	*	*	*	*	*	65%
Female	250	761	761	*	*	26%	54%	10%	64%	64%
Male	245	752	750	*	*	27%	47%	7%	54%	52%
Economically Disadvantaged Students	177	745	740	*	*	29%	*	*	47%	39%
Non-Economically Disadvantaged Students	318	763	766	*	*	25%	*	*	66%	69%
Students with Disabilities	84	731	724	*	*	36%	25%	0%	25%	23%
Students without Disabilities	411	762	762	*	*	25%	56%	10%	66%	65%
English Learners	11	718	713	*	*	0%	*	*	27%	11%
Non-English Learners	484	758	758	*	*	27%	*	*	60%	60%
Homeless Students	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	453	752	754	5%	15%	28%	39%	12%	51%	56%
White	180	753	762	*	14%	27%	*	*	56%	65%
Hispanic	118	744	743	*	19%	34%	*	*	41%	43%
Black or African American	69	742	738	*	19%	29%	*	*	41%	36%
Asian, Native Hawaiian, or Pacific Islander	68	772	780	*	*	19%	35%	35%	71%	83%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	760	*	*	*	*	*	*	64%
Female	224	757	762	4%	12%	23%	45%	16%	60%	64%
Male	229	746	748	6%	18%	33%	34%	9%	42%	48%
Economically Disadvantaged Students	156	742	740	9%	21%	30%	33%	7%	40%	39%
Non-Economically Disadvantaged Students	297	757	763	3%	12%	27%	42%	15%	57%	67%
Students with Disabilities	82	722	722	*	*	28%	*	*	16%	19%
Students without Disabilities	371	758	761	*	*	28%	*	*	59%	64%
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	465	758	761	9%	9%	21%	36%	25%	62%	63%
White	167	751	769	10%	14%	21%	39%	17%	56%	72%
Hispanic	138	753	747	*	*	27%	36%	20%	56%	50%
Black or African American	66	753	741	*	*	24%	42%	15%	58%	43%
Asian, Native Hawaiian, or Pacific Islander	81	785	790	*	*	*	28%	56%	84%	87%
American Indian or Alaska Native	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	768	*	*	*	*	*	*	68%
Female	236	767	769	5%	6%	17%	40%	32%	72%	71%
Male	229	749	753	13%	12%	24%	32%	18%	51%	55%
Economically Disadvantaged Students	162	748	743	14%	9%	23%	40%	14%	54%	45%
Non-Economically Disadvantaged Students	303	764	771	6%	9%	20%	35%	31%	66%	73%
Students with Disabilities	85	720	720	32%	26%	24%	*	*	19%	22%
Students without Disabilities	380	767	769	4%	5%	20%	*	*	71%	71%
English Learners	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	447	760	762	9%	10%	19%	39%	22%	61%	63%
White	173	758	770	8%	11%	21%	42%	18%	60%	72%
Hispanic	103	751	747	12%	14%	22%	39%	14%	52%	49%
Black or African American	66	740	741	17%	*	26%	*	*	47%	43%
Asian, Native Hawaiian, or Pacific Islander	89	787	794	*	*	*	36%	46%	82%	88%
American Indian or Alaska Native	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	769	*	*	*	*	*	*	69%
Female	219	772	771	*	*	18%	42%	32%	73%	71%
Male	228	748	753	*	*	21%	37%	12%	49%	55%
Economically Disadvantaged Students	151	745	743	13%	13%	28%	37%	9%	46%	45%
Non-Economically Disadvantaged Students	296	767	772	7%	9%	15%	40%	28%	68%	72%
Students with Disabilities	65	718	721	32%	26%	25%	*	*	17%	22%
Students without Disabilities	382	767	770	5%	8%	19%	*	*	68%	71%
English Learners	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	451	743	753	11%	19%	27%	32%	10%	42%	56%
White	166	744	762	9%	20%	23%	40%	7%	47%	65%
Hispanic	98	733	737	13%	26%	34%	*	*	28%	40%
Black or African American	89	729	732	18%	25%	33%	*	*	25%	33%
Asian, Native Hawaiian, or Pacific Islander	83	769	783	*	*	23%	39%	31%	70%	84%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	761	*	*	*	*	*	*	63%
Female	228	751	760	8%	11%	30%	37%	14%	51%	63%
Male	223	735	746	15%	27%	25%	26%	6%	33%	49%
Economically Disadvantaged Students	137	732	734	15%	26%	33%	*	*	26%	36%
Non-Economically Disadvantaged Students	314	748	762	10%	16%	25%	*	*	49%	65%
Students with Disabilities	69	714	717	32%	32%	25%	*	*	12%	17%
Students without Disabilities	382	748	760	8%	17%	28%	*	*	48%	63%
English Learners	15	710	693	*	*	*	*	*	*	*
Non-English Learners	436	744	755	*	*	*	*	*	*	*
Homeless Students	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	437	766	757	10%	8%	15%	36%	31%	67%	58%
White	174	767	767	6%	10%	16%	37%	32%	68%	67%
Hispanic	110	753	738	16%	*	16%	*	*	61%	43%
Black or African American	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	82	794	792	*	*	*	23%	62%	85%	84%
American Indian or Alaska Native	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	766	*	*	*	*	*	*	65%
Female	213	773	766	7%	6%	15%	37%	34%	71%	66%
Male	224	760	749	12%	11%	14%	35%	28%	63%	51%
Economically Disadvantaged Students	117	749	735	16%	12%	19%	35%	18%	53%	40%
Non-Economically Disadvantaged Students	320	773	767	7%	7%	13%	37%	36%	72%	67%
Students with Disabilities	57	715	711	30%	28%	21%	*	*	21%	19%
Students without Disabilities	380	774	765	7%	6%	14%	*	*	74%	65%
English Learners	11	674	687	*	*	*	*	*	*	*
Non-English Learners	426	769	760	*	*	*	*	*	*	*
Homeless Students	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	710	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Districtwide	3677	98.4	42.7	44.5	42.7	46.3	Not Met
White	1397	97.6	42.6	54.1	42.6	44.1	Met Target†
Hispanic	902	98.7	*	28.8	30.8	36.7	Not Met
Black or African American	551	98.3	26.9	23.0	26.9	35.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	683	99.4	71.0	76.5	71.0	70	Met Target
American Indian or Alaska Native	11	100.0	36.4	42.7	36.4	**	**
Two or More Races	133	99.3	44.4	53.3	44.4	45.1	Met Target†
Female	1830	98.2	43.1	44.9	43.1		
Male	1847	98.5	42.2	44.2	42.2		
Economically Disadvantaged Students	1246	98.5	31.3	26.3	31.3	35.2	Not Met
Non-Economically Disadvantaged Students	2431	98.3	48.5	54.9	48.5		
Students with Disabilities	636	94.9	18.4	17.4	18.4	23.4	Not Met
Students without Disabilities	3041	99.1	47.7	50.0	47.7		
English Learners	92	99.0	14.1	25.0	14.1	37	Not Met
Non-English Learners	3585	98.4	43.4	46.5	43.4		
Homeless Students	12	93.3	25.0	17.1	24.2		
Students In Foster Care	*	*	*	17.1	*		
Military-Connected Students	*	*	*	46.4	*		
Migrant Students	*	*	*	23.3	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

Report Key:
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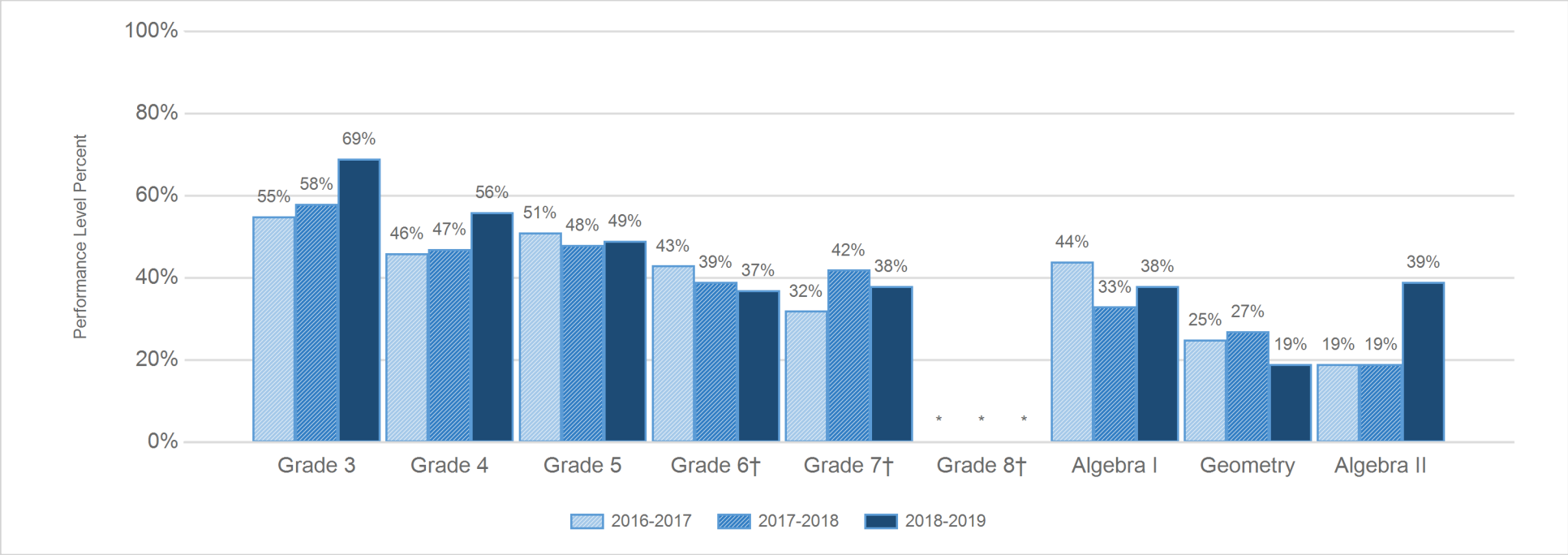
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	466	762	752	4%	10%	17%	50%	19%	69%	55%
White	181	761	760	*	*	15%	51%	17%	69%	66%
Hispanic	112	752	739	*	14%	21%	*	*	58%	40%
Black or African American	56	758	735	*	*	21%	39%	21%	61%	35%
Asian, Native Hawaiian, or Pacific Islander	88	782	778	0%	*	*	50%	38%	88%	83%
American Indian or Alaska Native	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	758	*	*	*	*	*	*	62%
Female	242	761	751	*	*	18%	46%	19%	65%	54%
Male	224	764	752	*	*	17%	54%	19%	72%	56%
Economically Disadvantaged Students	153	756	737	*	*	24%	46%	13%	59%	37%
Non-Economically Disadvantaged Students	313	766	761	*	*	14%	51%	22%	73%	67%
Students with Disabilities	75	748	731	*	15%	23%	*	*	53%	31%
Students without Disabilities	391	765	756	*	9%	16%	*	*	72%	60%
English Learners	11	729	728	*	*	*	*	*	18%	26%
Non-English Learners	455	763	754	*	*	*	*	*	70%	58%
Homeless Students	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	728	*	*	*	*	*	*	28%

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	452	752	749	5%	13%	26%	50%	6%	56%	51%
White	181	753	757	*	10%	30%	*	*	55%	62%
Hispanic	106	745	737	*	17%	25%	*	*	51%	36%
Black or African American	63	740	731	*	*	32%	40%	0%	40%	29%
Asian, Native Hawaiian, or Pacific Islander	76	774	776	*	*	*	59%	22%	82%	82%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	754	*	*	*	*	*	*	58%
Female	220	752	749	5%	13%	25%	50%	6%	56%	50%
Male	232	752	749	5%	13%	26%	50%	6%	56%	52%
Economically Disadvantaged Students	158	744	734	*	15%	33%	*	*	43%	32%
Non-Economically Disadvantaged Students	294	757	759	*	12%	22%	*	*	63%	63%
Students with Disabilities	82	732	726	*	24%	28%	*	*	30%	25%
Students without Disabilities	370	757	754	*	11%	25%	*	*	62%	56%
English Learners	16	727	722	*	*	*	*	*	31%	18%
Non-English Learners	436	753	751	*	*	*	*	*	57%	54%
Homeless Students	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	504	748	747	6%	16%	29%	39%	9%	49%	47%
White	177	749	755	6%	12%	29%	45%	7%	52%	58%
Hispanic	118	738	735	10%	20%	38%	*	*	31%	30%
Black or African American	79	736	729	*	24%	37%	*	*	32%	23%
Asian, Native Hawaiian, or Pacific Islander	111	769	775	*	*	14%	53%	23%	76%	80%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	753	*	*	*	*	*	*	55%
Female	254	747	747	6%	15%	33%	39%	7%	46%	47%
Male	250	749	747	7%	17%	25%	40%	11%	51%	47%
Economically Disadvantaged Students	182	738	732	8%	26%	29%	*	*	37%	27%
Non-Economically Disadvantaged Students	322	754	757	5%	10%	30%	*	*	55%	59%
Students with Disabilities	84	723	725	26%	29%	25%	*	*	20%	19%
Students without Disabilities	420	753	752	2%	13%	30%	*	*	54%	52%
English Learners	18	719	718	*	*	*	*	*	17%	12%
Non-English Learners	486	749	749	*	*	*	*	*	50%	49%
Homeless Students	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	456	739	741	7%	27%	29%	32%	4%	37%	41%
White	180	738	749	7%	32%	24%	*	*	37%	51%
Hispanic	118	733	729	*	31%	34%	*	*	28%	24%
Black or African American	70	730	722	*	30%	33%	*	*	24%	19%
Asian, Native Hawaiian, or Pacific Islander	70	763	769	*	*	23%	49%	17%	66%	76%
American Indian or Alaska Native	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	747	*	*	*	*	*	*	48%
Female	226	738	742	8%	28%	27%	*	*	38%	42%
Male	230	740	740	7%	27%	30%	*	*	36%	40%
Economically Disadvantaged Students	157	730	726	8%	37%	32%	*	*	22%	21%
Non-Economically Disadvantaged Students	299	744	750	7%	22%	27%	*	*	44%	53%
Students with Disabilities	82	715	716	*	*	*	*	*	*	12%
Students without Disabilities	374	745	746	*	*	*	*	*	*	46%
English Learners	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	447	742	744	4%	23%	35%	33%	5%	38%	42%
White	163	739	751	*	26%	34%	*	*	35%	53%
Hispanic	136	739	733	*	22%	44%	*	*	30%	26%
Black or African American	67	737	727	*	33%	39%	*	*	27%	21%
Asian, Native Hawaiian, or Pacific Islander	67	757	768	*	*	16%	52%	16%	69%	75%
American Indian or Alaska Native	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	749	*	*	*	*	*	*	51%
Female	228	744	744	*	23%	34%	*	*	40%	42%
Male	219	739	743	*	23%	36%	*	*	36%	42%
Economically Disadvantaged Students	163	735	731	*	29%	35%	*	*	29%	24%
Non-Economically Disadvantaged Students	284	745	751	*	20%	35%	*	*	43%	53%
Students with Disabilities	86	719	718	*	*	*	*	*	*	13%
Students without Disabilities	361	747	749	*	*	*	*	*	*	48%
English Learners	10	716	716	*	*	*	*	*	10%	10%
Non-English Learners	437	742	745	*	*	*	*	*	38%	44%
Homeless Students	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	115	703	728	*	*	*	*	*	*	29%
White	34	699	737	*	*	*	*	*	*	38%
Hispanic	43	708	722	*	*	*	*	*	*	22%
Black or African American	23	699	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	10	708	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	730	*	*	*	*	*	*	31%
Female	43	708	731	*	*	*	*	*	*	31%
Male	72	700	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	53	707	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	62	700	735	*	*	*	*	*	*	36%
Students with Disabilities	53	695	707	*	*	*	*	*	*	10%
Students without Disabilities	62	711	734	*	*	*	*	*	*	35%
English Learners	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	536	742	744	9%	30%	23%	33%	6%	38%	42%
White	205	743	752	6%	29%	24%	*	*	41%	53%
Hispanic	114	731	728	12%	41%	21%	*	*	25%	24%
Black or African American	90	727	725	11%	40%	31%	18%	0%	18%	20%
Asian, Native Hawaiian, or Pacific Islander	106	769	775	*	*	17%	42%	24%	66%	76%
American Indian or Alaska Native	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	752	*	*	*	*	*	*	51%
Female	266	745	745	9%	25%	21%	38%	6%	44%	44%
Male	270	739	743	8%	36%	24%	27%	6%	33%	41%
Economically Disadvantaged Students	182	728	727	15%	38%	24%	*	*	22%	23%
Non-Economically Disadvantaged Students	354	750	752	5%	26%	22%	*	*	47%	52%
Students with Disabilities	74	711	717	*	*	*	*	*	*	12%
Students without Disabilities	462	747	748	*	*	*	*	*	*	47%
English Learners	*	*	710	*	*	*	*	*	16%	*
Non-English Learners	*	*	745	*	*	*	*	*	39%	*
Homeless Students	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	416	727	737	12%	35%	34%	16%	3%	19%	35%
White	*	*	743	13%	35%	38%	*	*	15%	43%
Hispanic	*	*	724	*	*	*	*	*	*	17%
Black or African American	78	716	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	85	747	762	*	15%	29%	*	*	51%	70%
American Indian or Alaska Native	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	745	*	*	*	*	*	*	46%
Female	*	*	738	9%	31%	42%	*	*	18%	36%
Male	*	*	736	15%	38%	26%	*	*	20%	34%
Economically Disadvantaged Students	*	*	722	20%	33%	37%	*	*	10%	16%
Non-Economically Disadvantaged Students	*	*	743	9%	35%	33%	*	*	23%	43%
Students with Disabilities	57	708	712	*	*	*	*	*	*	*
Students without Disabilities	359	730	741	*	*	*	*	*	*	*
English Learners	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	307	738	755	17%	20%	24%	*	*	39%	58%
White	129	737	758	17%	19%	28%	*	*	36%	62%
Hispanic	68	714	731	31%	38%	16%	15%	0%	15%	34%
Black or African American	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	71	764	777	*	*	14%	*	*	76%	80%
American Indian or Alaska Native	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	761	*	*	*	*	*	*	65%
Female	157	734	752	17%	24%	24%	*	*	34%	55%
Male	150	741	758	17%	15%	23%	*	*	45%	62%
Economically Disadvantaged Students	68	729	729	19%	31%	21%	*	*	29%	32%
Non-Economically Disadvantaged Students	239	740	761	17%	16%	25%	*	*	42%	65%
Students with Disabilities	12	717	715	*	*	*	*	*	17%	25%
Students without Disabilities	295	738	756	*	*	*	*	*	40%	60%
English Learners	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	307	738	755	17%	20%	24%	*	*	39%	59%
Homeless Students	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	*	N	N	N	N	N	N	*

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Districtwide/English Learners	44.3%	51.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	120	*	*
3-4	36	88.9%	11.1%
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
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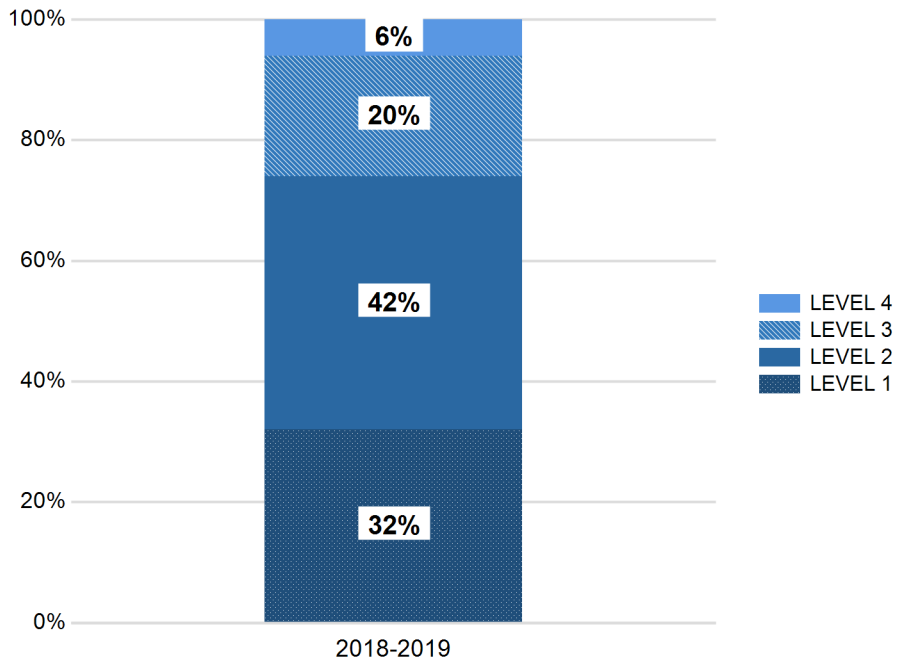
NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

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

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
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2018-2019

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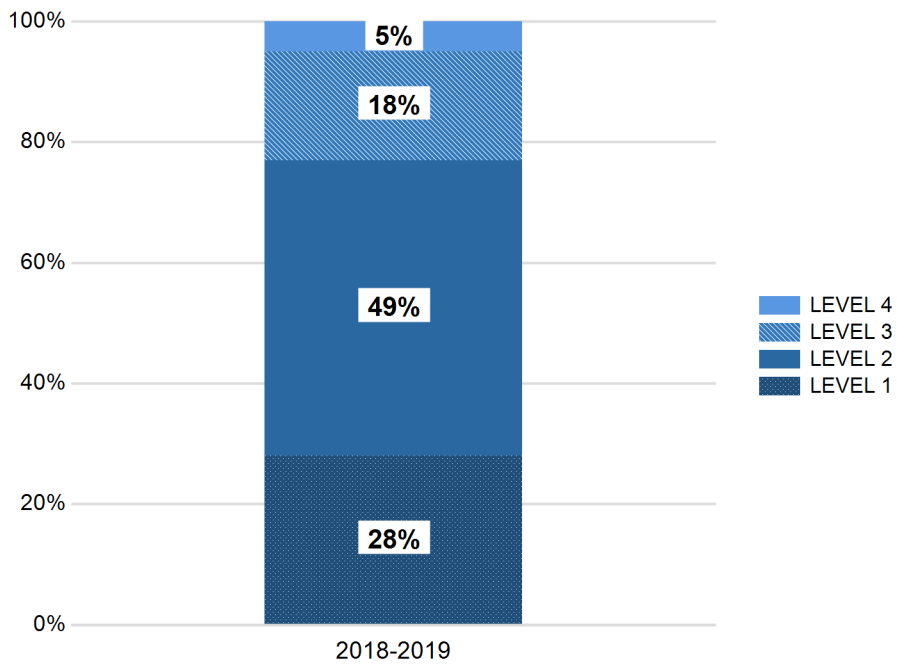
NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	28	49	18	5
White	21	57	18	4
Hispanic	37	49	13	1
Black or African American	46	49	4	0
Asian, Native Hawaiian, or Pacific Islander	17	32	33	18
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	23	51	20	5
Male	33	46	15	6
Economically Disadvantaged Students	44	45	8	3
Non-Economically Disadvantaged Students	20	51	23	7
Students with Disabilities	68	31	2	0
Students without Disabilities	22	52	20	6
English Learners	N	N	N	N
Non-English Learners	28	49	18	5
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
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Grades Offered: PK-12
2018-2019

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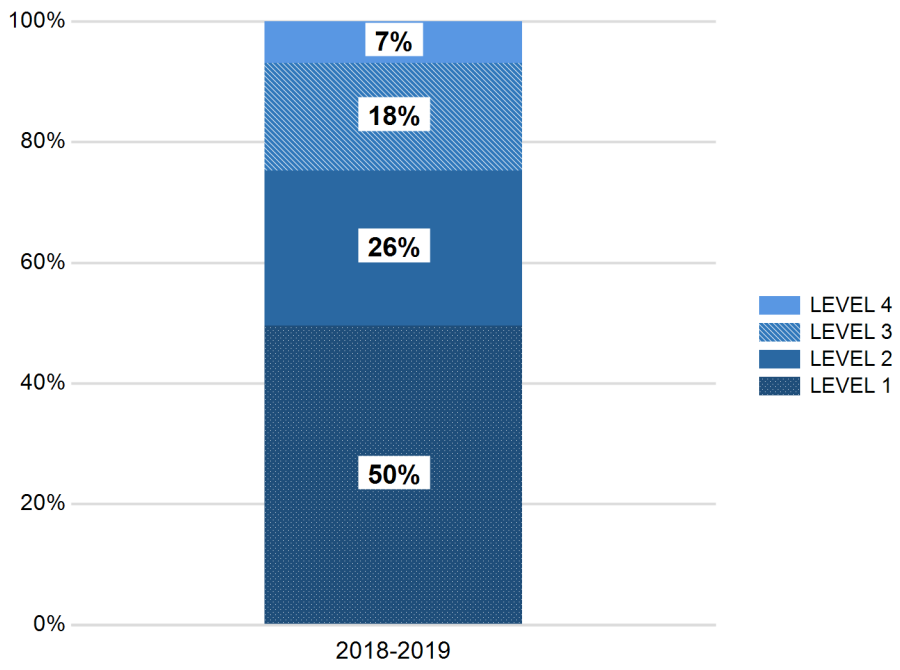
NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	50	26	18	7
White	46	31	14	8
Hispanic	56	23	15	6
Black or African American	68	21	11	0
Asian, Native Hawaiian, or Pacific Islander	31	22	34	13
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	51	27	17	6
Male	49	25	18	8
Economically Disadvantaged Students	56	27	11	6
Non-Economically Disadvantaged Students	48	26	20	7
Students with Disabilities	79	15	4	1
Students without Disabilities	44	28	20	8
English Learners	N	N	N	N
Non-English Learners	50	26	18	7
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

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

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 2018-19. 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 2018-19	34.1%	84.5%
12th graders taking SAT in 2018-19 or prior years	78.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	15.3%	19.6%

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	517	476	Grade 10: 430 Grade 11: 460	76%	61%
PSAT 10/NMSQT - Math	515	477	Grade 10: 480 Grade 11: 510	57%	43%
SAT - Reading and Writing	534	539	480	73%	70%
SAT - Math	544	541	530	52%	53%
ACT - Reading	23	25	22	57%	66%
ACT - English	22	24	18	79%	81%
ACT - Math	22	24	22	46%	65%
ACT - Science	21	24	23	39%	57%

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
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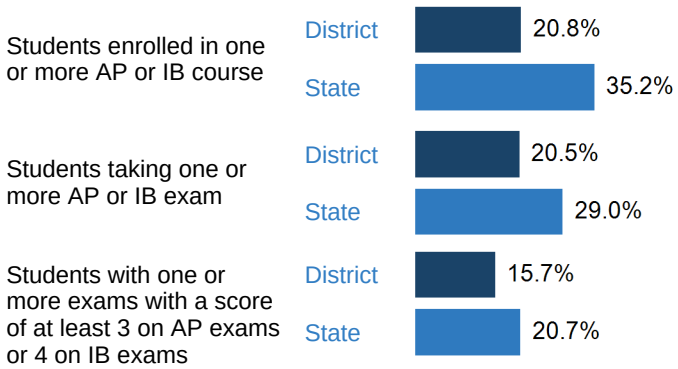
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

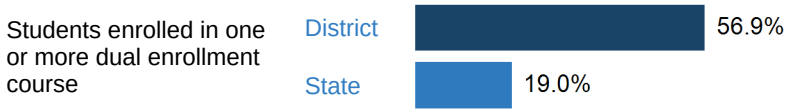
AP/IB Coursework – Participation and Performance

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.



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.



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	13	12
AP Biology	29	30
AP Calculus AB	35	34
AP Calculus BC	19	19
AP Chemistry	21	21
AP English Language and Composition	51	51
AP English Literature and Composition	33	33
AP Environmental Science	1	15
AP Government	9	0
AP Macroeconomics	3	3
AP Microeconomics	1	1
AP Music Theory	0	1
AP Psychology	13	12
AP Spanish Language	29	29
AP Statistics	44	42
AP U.S. Government and Politics	0	9

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	92	49
Total Exams taken		361
Exams with scores of at least 3 on AP exams or 4 on IB exams		272

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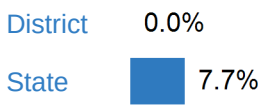
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

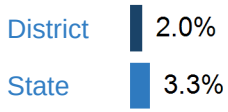


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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



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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	0.0%	*	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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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.

Students Earning Industry-Valued Credentials

District	0.0%
State	0.9%

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.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total Credentials earned
Manufacturing	*		
Total (All Clusters)	*	0	0

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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	486
7	0	0	0	0	0	0	492
8	324	20	0	0	0	0	118
9	169	294	13	0	0	0	68
10	202	130	137	0	0	0	44
11	3	50	106	196	0	3	84
12	0	22	34	104	88	41	159
Total	698	516	290	300	88	44	1451
Enrolled in AP/IB Course					54	44	0
Enrolled in Dual Enrollment Course	0	0	0	300	35	0	0

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	117	0	3	213	157	0
10	320	152	3	13	4	5
11	21	252	75	44	70	34
12	14	14	42	111	57	118
Total	472	418	123	381	288	157
Enrolled in AP/IB Course	29	21		1	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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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	476	1	2	0	0	71
10	16	456	152	0	0	43
11	5	429	198	8	0	63
12	2	77	97	48	6	222
Total	499	963	449	56	6	399
Enrolled in AP/IB Course	0	92	3	13		9
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	467	0	0	0	0	0	0
7	481	0	0	0	0	0	0
8	443	0	0	0	0	0	0
9	386	44	0	0	0	0	0
10	357	50	0	0	0	0	0
11	234	24	0	0	0	0	0
12	80	21	0	3	1	2	0
Total	2448	139	0	3	1	2	0
Enrolled in AP/IB Course	29	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	290	43	0	0	0	0	0

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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	N	N	N	N	N	N
9	N	N	N	N	N	N
10	2	0	0	1	0	0
11	7	0	0	3	0	0
12	41	0	1	17	0	0
Total	50	0	1	21	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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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.

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

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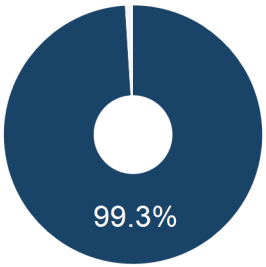
Visual and Performing Arts – Course Participation

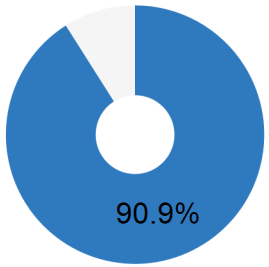
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

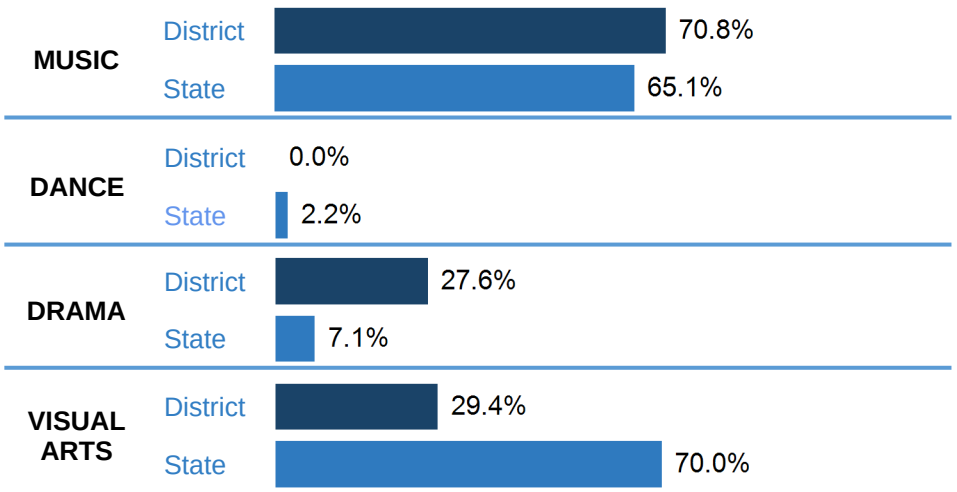


District



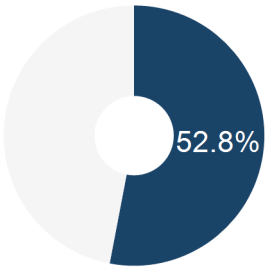
State

Students enrolled in one or more classes by discipline:

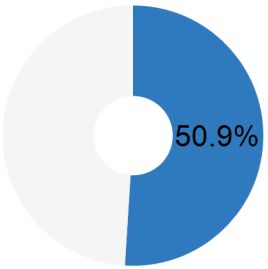


Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

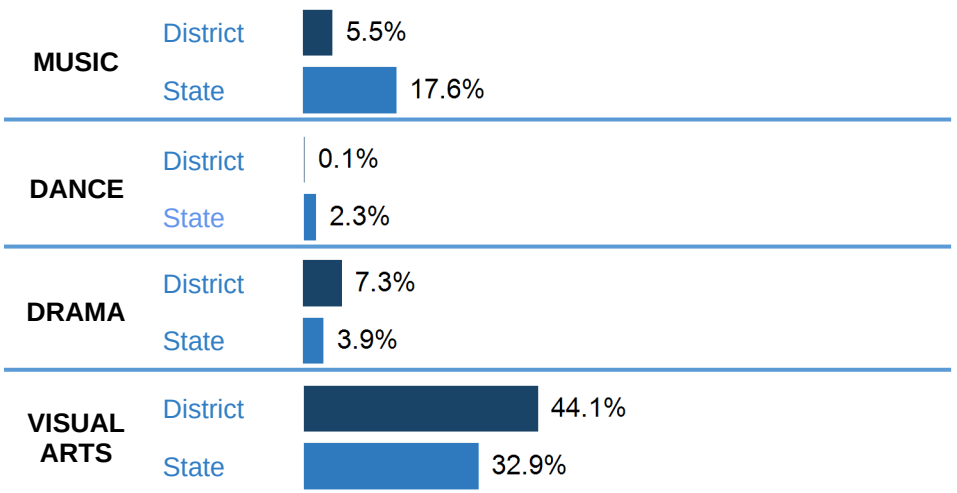


District



State

Students enrolled in one or more classes by discipline:



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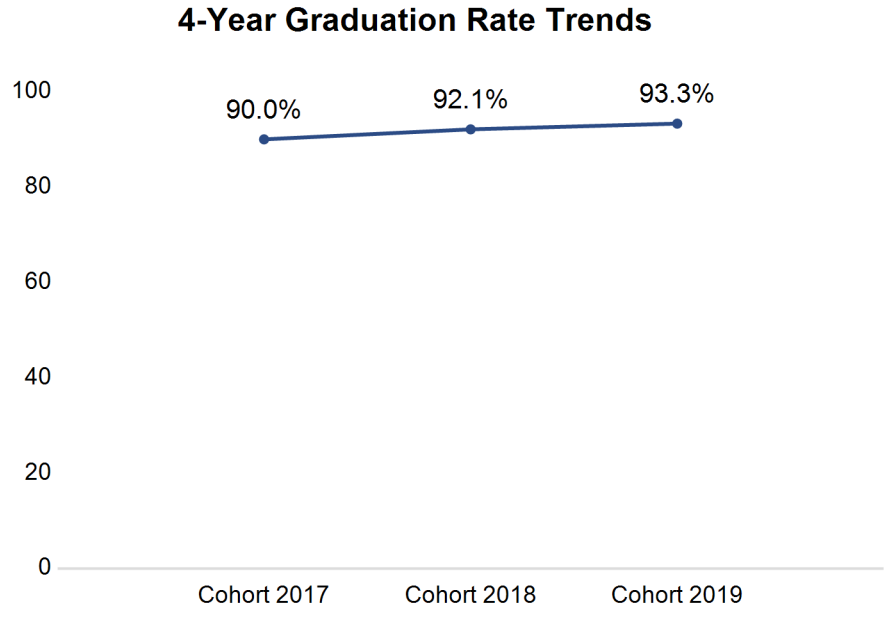
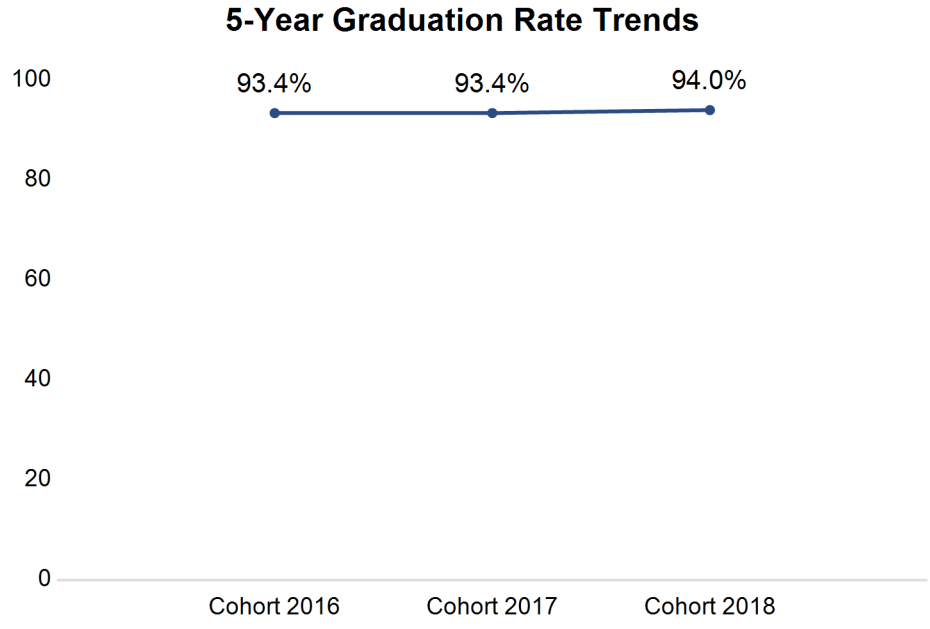
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information and additional data can be found on the NJDOE Graduation Rate page.

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. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.





Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	90.0%	92.1%	93.3%	93.4%	93.4%	94.0%
Annual Target	90.4%	90.7%		93.1%	93.3%	
Target Met?	Not Met	Met Target		Met Target	Met Target	
Statewide: Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	District - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	District - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Districtwide	93.3%	90.6%	94.0%	92.5%	92.1%	90.7%	Met Target	93.4%	93.3%	Met Target
White	94.9%	94.9%	94.7%	95.9%	93.2%	91.5%	Met Target	95.7%	N	Met Goal
Hispanic	88.4%	84.5%	88.2%	87.3%	84.2%	87.9%	Not Met	85.9%	90.0%	Not Met
Black or African American	92.3%	83.3%	93.8%	87.1%	90.8%	90.1%	Met Target	*	95.3%	Not Met
Asian, Native Hawaiian or Pacific Islander	94.2%	96.9%	*	97.8%	*	N	Met Goal	97.1%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	100.0%	91.4%	*	94.2%	*	**	**	*	**	**
Female	96.6%	92.8%	95.3%	94.4%	93.1%			95.6%		
Male	90.7%	88.5%	92.5%	90.8%	91.0%			91.4%		
Economically Disadvantaged Students	86.6%	84.0%	89.9%	87.3%	87.8%	89.2%	Not Met	90.1%	92.3%	Not Met
Students with Disabilities	80.3%	79.2%	86.0%	83.8%	80.7%	77.5%	Met Target	81.7%	81.5%	Met Target
English Learners	*	75.4%	90.0%	80.1%	90.0%	**	**	72.7%	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			*		

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

Report Key:
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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	55.7%	63.6%
Substitute Competency Test	33.6%	25.8%
Portfolio Appeals Process	0.2%	0.7%
Alternate Requirements specified in IEP	10.4%	10.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2018-2019	0.3%	1.2%
2017-2018	0.1%	1.2%
2016-2017	0.2%	1.1%

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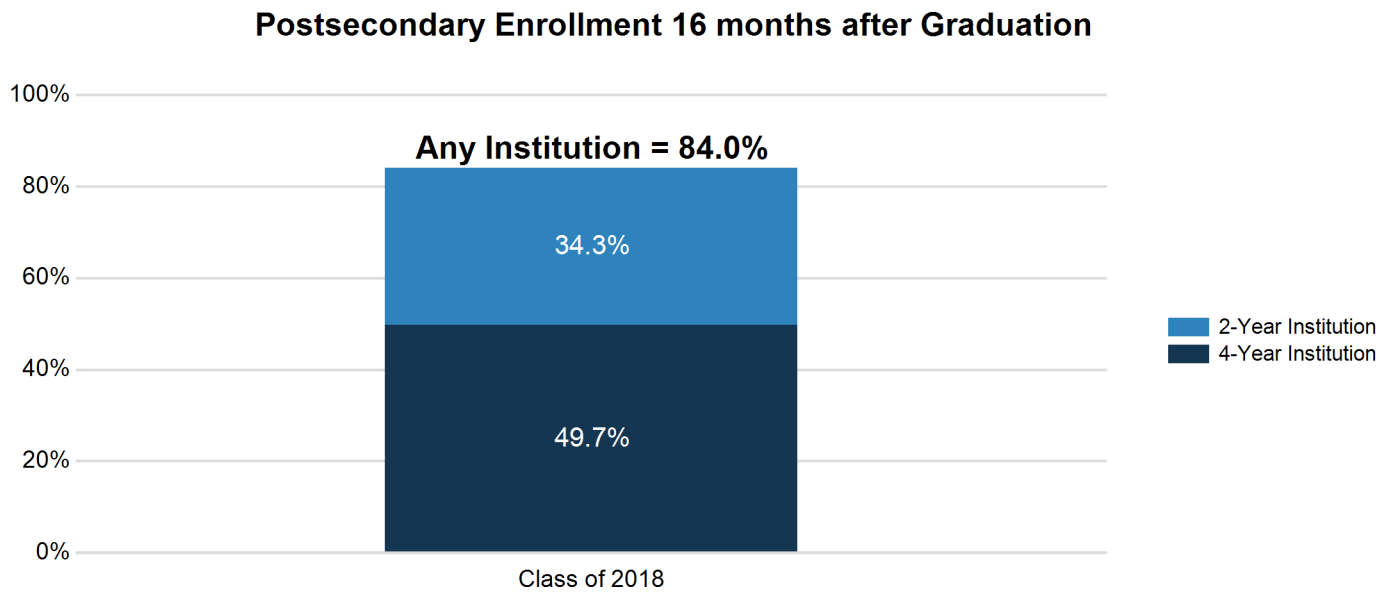
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



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

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Districtwide	75.7%	33.2%	66.8%
White	75.2%	33.5%	66.5%
Hispanic	67.5%	48.1%	51.9%
Black or African American	73.9%	29.4%	70.6%
Asian, Native Hawaiian, or Pacific Islander	93.9%	22.6%	77.4%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	73.7%	38.1%	61.9%
Students with Disabilities	38.6%	63.6%	36.4%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Districtwide	84%	40.8%	59.2%	82.2%	17.8%	85.5%	14.5%
White	80.6%	41.6%	58.4%	76%	24%	88.3%	11.7%
Hispanic	82.9%	56.9%	43.1%	87.9%	12.1%	84.5%	15.5%
Black or African American	85.7%	41.7%	58.3%	93.8%	6.3%	81.3%	18.8%
Asian, Native Hawaiian, or Pacific Islander	92.2%	25.4%	74.6%	86.4%	13.6%	91.5%	8.5%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	92.3%	25%	75%	66.7%	33.3%	41.7%	58.3%
Economically Disadvantaged Students	75.6%	49.5%	50.5%	86%	14%	88.2%	11.8%
Students with Disabilities	61.2%	63.3%	36.7%	83.3%	16.7%	93.3%	6.7%
English Learners	*	*	*	*	*	*	*

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

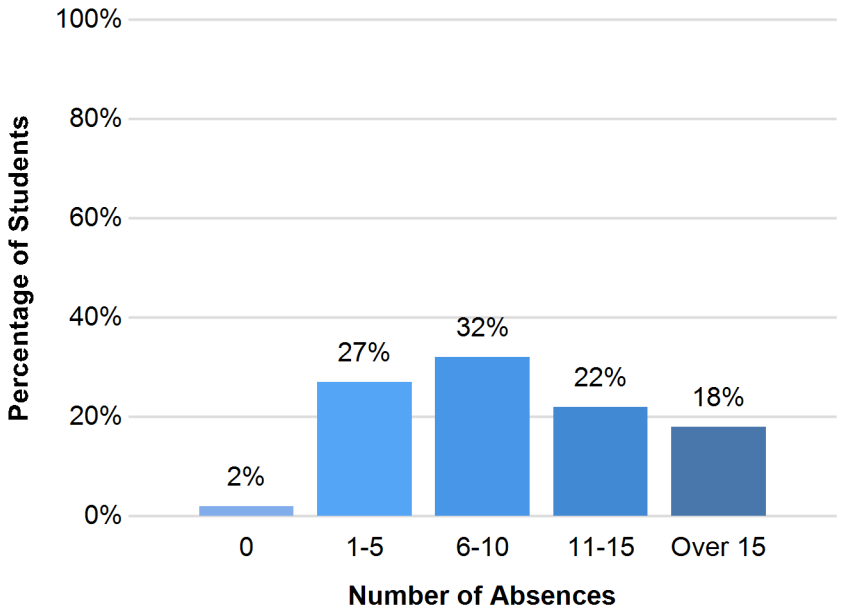
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Districtwide	690	11.4	10.6	Not Met
White	321	13.7	10.6	Not Met
Hispanic	174	12.5	10.6	Not Met
Black or African American	86	9.3	10.6	Met
Asian, Native Hawaiian, or Pacific	82	7.3	10.6	Met
American Indian or Alaska Native	0	0	**	**
Two or More Races	27	11.6	10.6	Not Met
Female	325	11.1		
Male	365	11.8		
Economically Disadvantaged Students	332	15.5	10.6	Not Met
Students with Disabilities	185	18.3	10.6	Not Met
English Learners	15	8.5	10.6	Met
Homeless Students	10	41.7		
Students in Foster Care	*	*		
Military-Connected Students	1	9.1		
Migrant Students	2	10.5		

Days Absent

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



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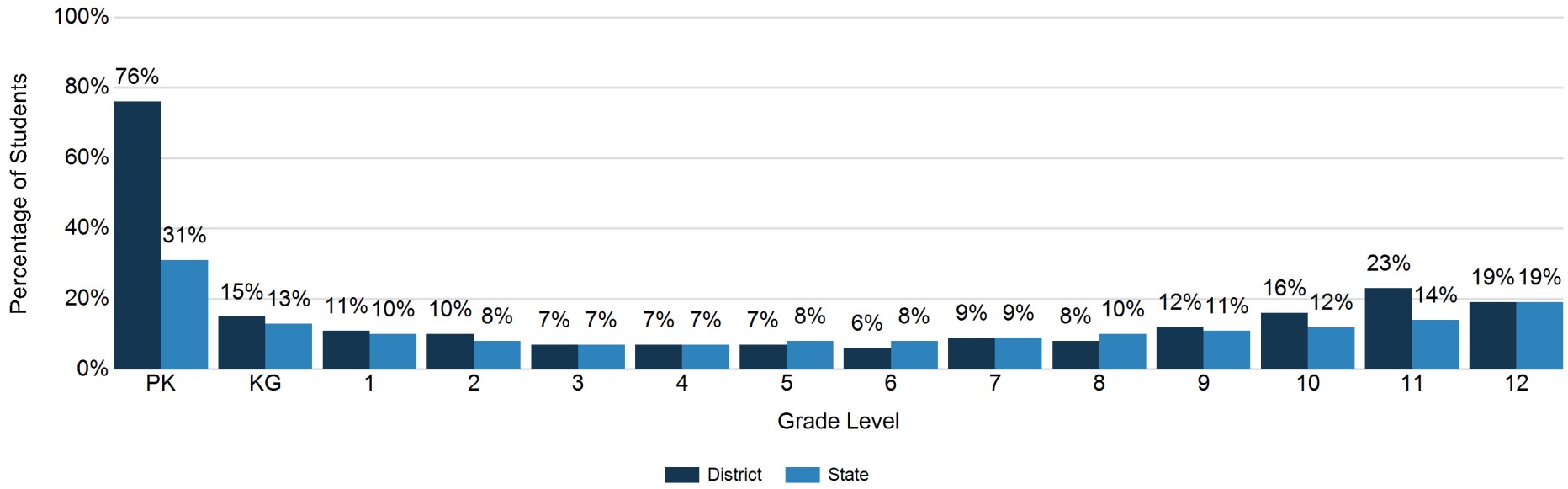
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available 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.

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	118
Weapons	14
Vandalism	17
Substances	30
Harassment, Intimidation, Bullying (HIB)	33
Total Unique Incidents	210
Incidents Per 100 Students Enrolled	3.42

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	36
Weapons	13
Vandalism	6
Substances	12
Harassment, Intimidation, Bullying (HIB)	10
Other Incidents Leading to Removal	3

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 (Proteced Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	5	4	9
Religion	0	2	2
Ancestry	2	2	4
Gender	1	1	2
Sexual Orientation	1	2	3
Disability	3	3	6
Other	32	24	56
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
In-School Suspensions	293	4.8%
Out-of-School Suspensions	326	5.3%
Any Suspension	470	7.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
1260

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in District	Teachers in State
Total Number of teachers	511	118,214
Average years experience in public schools	11.5	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	75.7%	75.3%

Administrators – Experience (District Level)

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

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

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	198:1
Teachers to Administators	16:1
Students to Librarian/Media Specialists	1228:1
Students to Nurses	768:1
Students to Counselors	439:1
Students to Child Study Team Members	323:1

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Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.3%	79.5%	58.1%	48.4%	77.1%	54.9%
Male	51.7%	20.5%	41.9%	51.6%	22.9%	45.1%
White	38.9%	91.2%	87.1%	42.4%	83.6%	77.4%
Hispanic	22.9%	4.3%	6.5%	29.9%	7.3%	7.2%
Black or African American	15.5%	2.2%	3.2%	15.0%	6.6%	13.9%
Asian	18.3%	2.2%	3.2%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.8%	0.0%	0.0%	2.1%	0.2%	0.2%

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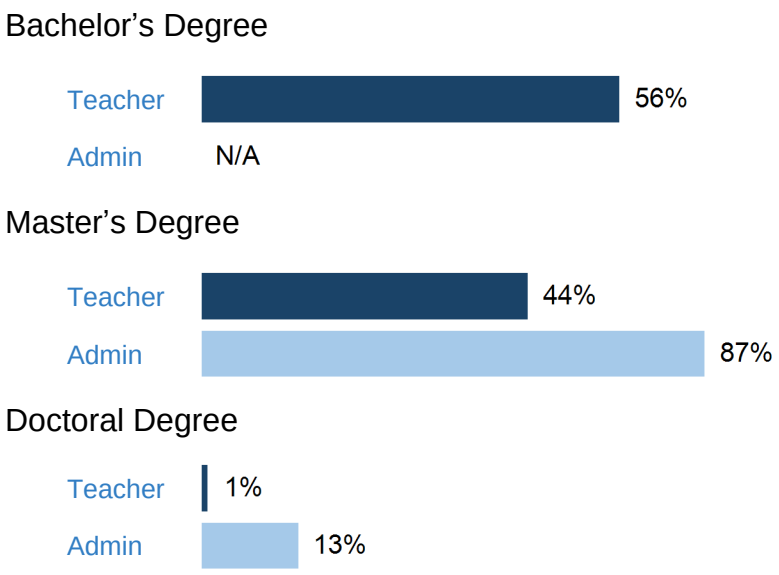
Teachers and Administrators - Level of Education

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



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

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

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

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.0%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and Statewide Progress toward Long-Term goals, see these accountability resources.

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 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. 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 2020-21 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2020-21 School Year
23	Middlesex	4660	Sayreville School District	055	Sayreville Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	White;

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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.

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	2016-17	2017-18	2018-19
ELA Proficiency	53.7%	56.0%	57.0%
Math Proficiency	41.1%	40.7%	42.7%
ELA Growth	47	46	47
Math Growth	49	45	50
4-Year Graduation Rate†	90.0%	92.1%	93.3%
5-Year Graduation Rate†	93.4%	93.4%	94.0%
Progress toward English Language Proficiency		56.9%	44.3%
Chronic Absenteeism	8.5%	10.4%	11.4%

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

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in the district met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a district or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the district. 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.

Student Group	ELA Proficiency: Met Target?	Math Proficiency: Met Target?	4-Year Graduation Rate: Met Target?	5-Year Graduation Rate: Met Target?	ELA Student Growth: Met Standard?	Math Student Growth: Met Standard?	Progress Towards English Language Proficiency: Met Annual Target?	Chronic Absenteeism: Met State Average?
Districtwide	Met Target	Not Met	Met Target	Met Target	Met Standard	Met Standard	Met Target†	Not Met
White	Met Target	Met Target†	Met Target	Met Goal	Met Standard	Met Standard	n/a	Not Met
Hispanic	Met Target	Not Met	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met
Black or African American	Not Met	Not Met	Met Target	Not Met	Met Standard	Met Standard	n/a	Met
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**
Two or More Races	Met Target†	Met Target†	**	**	Met Standard	Met Standard	n/a	Not Met
Economically Disadvantaged Students	Met Target†	Not Met	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met
Students with Disabilities	Not Met	Not Met	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met
English Learners	Not Met	Not Met	**	**	Met Standard	Met Standard	Met Target†	Met

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

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District 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:	• The district was awarded preschool expansion aid and a total of $92,800 in grants from the state of New Jersey as well as local and national corporations to enhance teaching and improve learning. • We are so proud of the progress that our students made during the 2018-19 school year, as evidenced by our portfolio of assessment results. • During the 2018-19 school year the district made numerous enhancements and upgrades to its facilities including parking lots, locker rooms, flooring, bathrooms, sports fields and security vestibules.
Mission, Vision, Theme:	he 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.
Awards, Recognition, Accomplishments:	During the 2018-19 school year Sayreville was identified as the first Unified Champion School District in New Jersey by Special Olympics. Sayreville War Memorial High School (SWMHS), Sayreville Middle School (SMS), Samsel Upper Elementary School and Arleth Elementary School were recognized as Champion Schools. ESPN also recognized the district and each school as Honor Roll Unified Schools. Additional 2018-19 district accomplishments that we are equally proud of include GMC White Division Championships in Girls' Tennis, Boys' Cross Country, Girls' Bowling, Girls' and Boys' Winter Track, and Wrestling; State Championships for both SWMHS and SMS in Competition Cheerleading; NJ State Interscholastic Athletic Association (NJSIAA) Group Championships in Football and Boys' Bowling. The Future Business Leaders of America (FBLA) were Regional Champions placing 10th at the National Leadership Competition; Distributive Education Clubs of America (DECA) were named Regional Champions.

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
Grades Offered: PK-12
2018-2019

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District Narrative

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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), 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 will add 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.
Clubs and Activities:	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 growing Air Force Junior ROTC program, and Odyssey of the Mind, Future Business Leaders of America, and Distributive Education Club of America teams, we offer an array of other student clubs for the students in our middle and high school to participate in.

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Before and After School Programs:	Along with athletics and clubs at the secondary level, in Sayreville we provide before and after school activities. Springboard Education 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.
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, are 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.
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.

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Climate Surveys:	In the past 4 years, the Sayreville Public Schools has surveyed the school community on their satisfaction with the culture and climate we provide for our students and staff. While there is still more that we can do to provide the optimum educational environment conducive for student learning and professional development, our constituents demonstrated satisfaction with security, the safety and sanitation of our facilities, student behavior, and the overall morale of students and staff.
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.
School Safety:	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 installing full interior and exterior video surveillance in all our schools; constructing secure retention vestibules in our high school, middle school, and upper elementary schools; installing metal detectors and student identification card systems in our high school and middle school; staffing 16 full time and 2 part time campus security monitors, and funding the staffing of an armed Sayreville Police Officer in each of our schools when students are present.

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Technology and STEM:	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 will be implementing it during the 2020-21 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.
Early Childhood Education:	We are proud to announce that beginning in the 2019-20 school year the Sayreville Public Schools will receive Preschool Expansion Aid for the purposes of providing free full-day preschool for all 3 and 4 year old children in Sayreville. Thus, by the year 2021-22, the district anticipates educating for free its projected preschool universe of about 850 children in its acclaimed Project Before preschool program.