



Dwight D. Eisenhower Elementary School
(23-4660-070)
Grades Offered: KG-03
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
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How to use this report:

- **Learn more** about this school 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 at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- 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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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Sayreville School District
Principal Name	Mr. Scott Nurnberger
Address	601 ERNSTON ROAD PARLIN, NJ 08859-2126
Phone Number	732-525-5230
Email Address	Scott.Nurnberger@sayrevillek12.net
Website	https://eisenhower.sayrevillek12.net/
Facebook	http://www.facebook.com/Dwight-D-Eisenhower-Elementary-School-588380017940089
Twitter	http://www.twitter.com/deisenprincipal



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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 at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	126	149	127
1	142	125	131
2	106	129	119
3	160	108	124
Total	534	511	501

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	54.3%	51.3%	48.1%
Male	45.7%	48.7%	51.9%
Economically Disadvantaged Students	35.2%	36.2%	35.1%
Students with Disabilities	14.4%	15.1%	13.2%
English Learners	4.5%	4.5%	4.6%
Homeless Students	0.2%	0.0%	0.2%
Students in Foster Care	0.6%	0.0%	0.2%
Military-Connected Students	0.0%	0.8%	0.6%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	33.0%	29.4%	32.3%
Hispanic	24.7%	27.4%	23.8%
Black or African American	13.1%	12.9%	14.6%
Asian	22.5%	23.5%	22.8%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	6.6%	6.7%	6.4%

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
KG - Half Day	0	0	0
KG - Full Day	126	149	127

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	70.5%
Spanish	6.6%
Gujarati	2.4%
Arabic	2.2%
Tamil	2.2%
Other Languages	16.2%

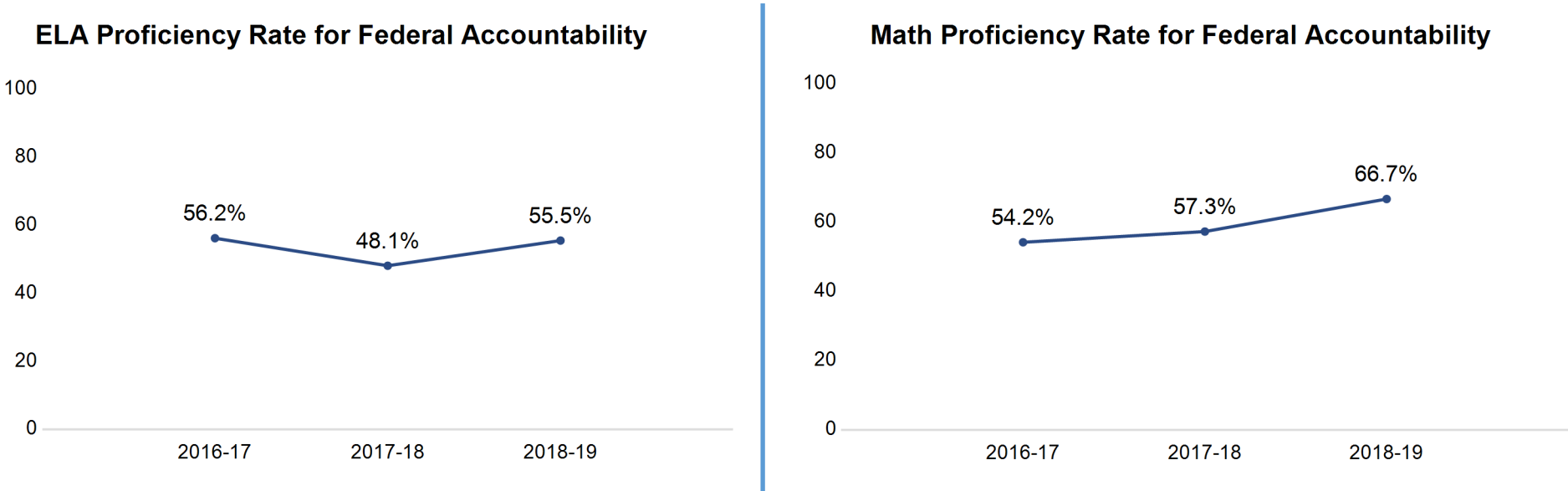


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English Language Arts and Mathematics Performance Trends

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	99.1%	99.2%	98.8%	99.1%	99.2%
Proficiency Rate for Federal Accountability	56.2%	48.1%	55.5%	54.2%	57.3%	66.7%
Annual Target	61.5%	62.5%	63.4%	58.4%	59.6%	60.7%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Met Target†	Met Target
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	School: % of Testers Met/Exceeded Expectations	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
Schoolwide	119	99.2	55.5	57.0	57.9	55.5	63.4	Not Met
White	42	100.0	50.0	57.0	66.9	50.0	70	Not Met
Hispanic	33	100.0	36.4	48.7	43.9	36.4	52.8	Not Met
Black or African American	*	*	*	43.7	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	90.5	78.8	82.9	90.5	80	Met Goal
American Indian or Alaska Native	N	N	N	45.5	56.0	N	**	**
Two or More Races	*	*	*	58.0	64.4	*	**	**
Female	59	100.0	61.0	65.3	64.8	61.0		
Male	60	98.4	50.0	48.9	51.3	50.0		
Economically Disadvantaged Students	39	97.6	61.5	45.6	40.0	61.5	47.8	Met Target
Non-Economically Disadvantaged Students	80	100.0	52.5	62.8	67.9	52.5		
Students with Disabilities	23	100.0	52.2	*	22.7	52.2	53	Met Target†
Students without Disabilities	96	99.0	56.3	*	65.1	56.3		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	119	99.2	55.5	*	60.6	55.5		
Homeless Students	*	*	*	50.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



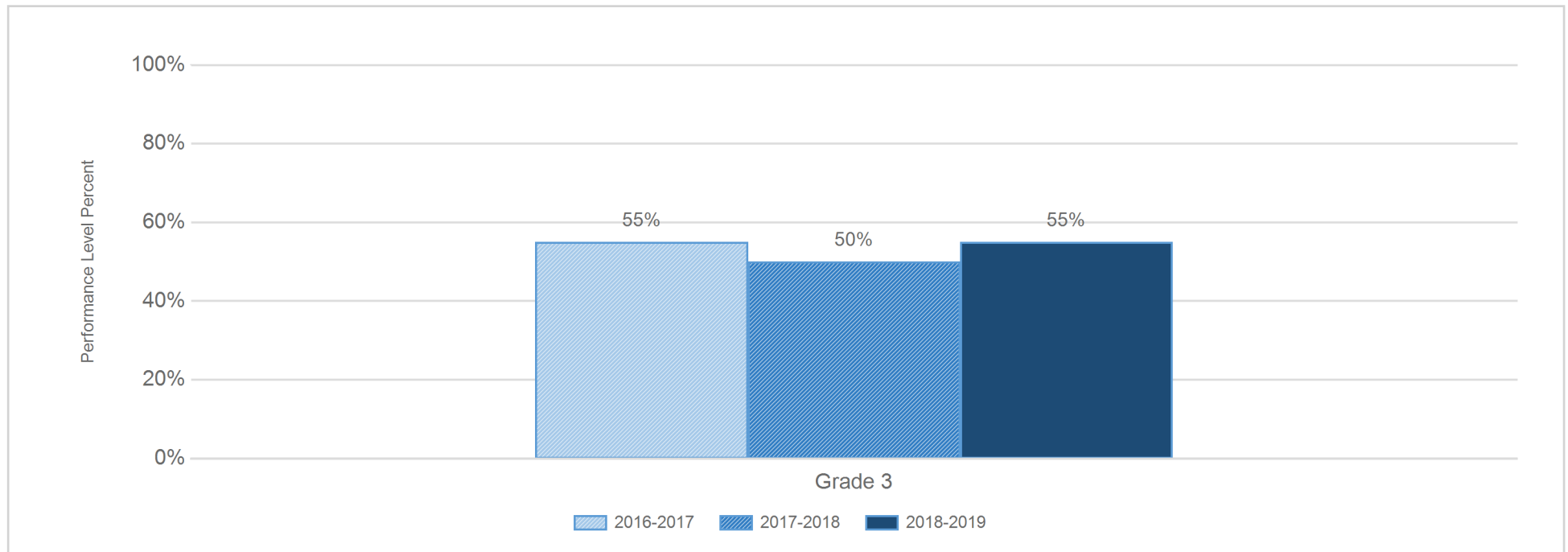
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English Language Arts Assessment - Performance Trends

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	District 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
Schoolwide	121	754	756	748	*	16%	25%	*	*	55%	50%
White	42	750	753	757	*	*	26%	*	*	50%	60%
Hispanic	33	740	745	734	*	*	33%	36%	0%	36%	36%
Black or African American	14	761	758	731	*	*	*	*	*	57%	33%
Asian, Native Hawaiian, or Pacific Islander	22	772	772	773	*	0%	*	*	*	86%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	10	770	*	756	0%	0%	*	*	*	70%	58%
Female	59	757	760	753	*	*	22%	*	*	61%	55%
Male	62	752	751	743	*	*	27%	*	*	50%	46%
Economically Disadvantaged Students	41	755	753	731	*	*	*	*	*	61%	33%
Non-Economically Disadvantaged Students	80	754	757	759	*	*	*	*	*	53%	61%
Students with Disabilities	23	752	730	719	*	*	*	*	*	52%	24%
Students without Disabilities	98	755	761	754	*	*	*	*	*	56%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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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	School: % of Testers Met/Exceeded Expectations	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
Schoolwide	123	99.2	66.7	42.7	44.5	66.7	60.7	Met Target
White	43	100.0	60.5	42.6	54.1	60.5	64.2	Met Target†
Hispanic	35	100.0	57.1	*	28.8	57.1	42.6	Met Target
Black or African American	*	*	*	26.9	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	95.5	71.0	76.5	95.5	80	Met Goal
American Indian or Alaska Native	N	N	N	36.4	42.7	N	**	**
Two or More Races	*	*	*	44.4	53.3	*	**	**
Female	60	100.0	58.3	43.1	44.9	58.3		
Male	63	98.5	74.6	42.2	44.2	74.6		
Economically Disadvantaged Students	43	97.8	58.1	31.3	26.3	58.1	41.1	Met Target
Non-Economically Disadvantaged Students	80	100.0	71.3	48.5	54.9	71.3		
Students with Disabilities	23	100.0	78.3	18.4	17.4	78.3	53	Met Target
Students without Disabilities	100	99.0	64.0	47.7	50.0	64.0		
English Learners	*	*	*	14.1	25.0	*	**	**
Non-English Learners	*	*	*	43.4	46.5	*		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

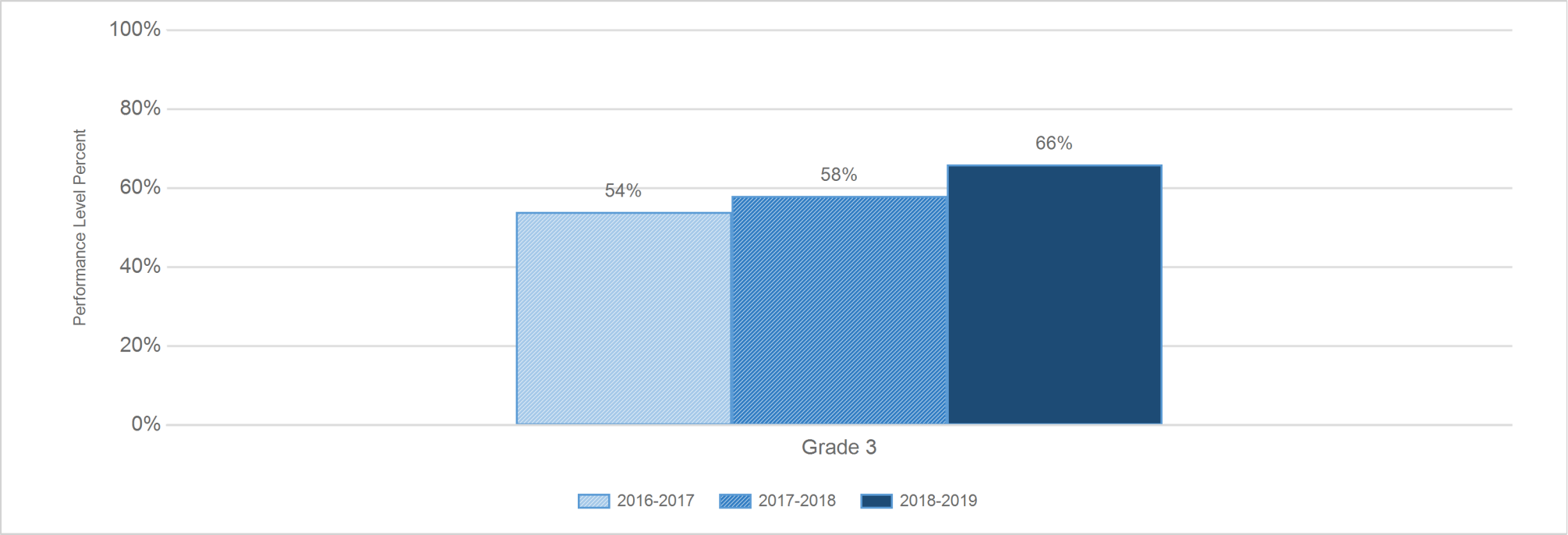


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Mathematics Assessment – Performance Trends

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



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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	District 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
Schoolwide	125	761	762	752	*	*	20%	53%	14%	66%	55%
White	43	759	761	760	*	*	23%	*	*	60%	66%
Hispanic	35	748	752	739	*	*	*	*	*	57%	40%
Black or African American	14	761	758	735	0%	*	*	*	*	64%	35%
Asian, Native Hawaiian, or Pacific Islander	23	785	782	778	0%	0%	*	*	*	91%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	10	766	*	758	0%	*	*	*	*	70%	62%
Female	60	757	761	751	*	*	22%	*	*	58%	54%
Male	65	766	764	752	*	*	18%	*	*	74%	56%
Economically Disadvantaged Students	45	754	756	737	*	*	24%	*	*	58%	37%
Non-Economically Disadvantaged Students	80	766	766	761	*	*	18%	*	*	71%	67%
Students with Disabilities	23	766	748	731	*	*	*	*	*	78%	31%
Students without Disabilities	102	760	765	756	*	*	*	*	*	64%	60%
English Learners	*	*	729	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	763	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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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	N	N

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?
Schoolwide/English Learners	*	*	*

† 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	21	*	*
3-4	N	N	N
5 or more	N	N	N



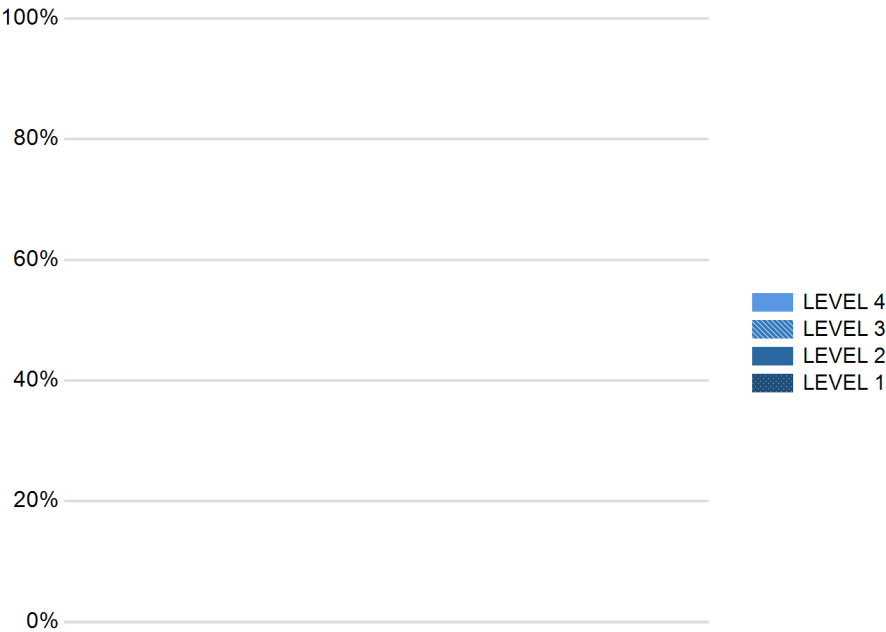
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 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

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
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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.

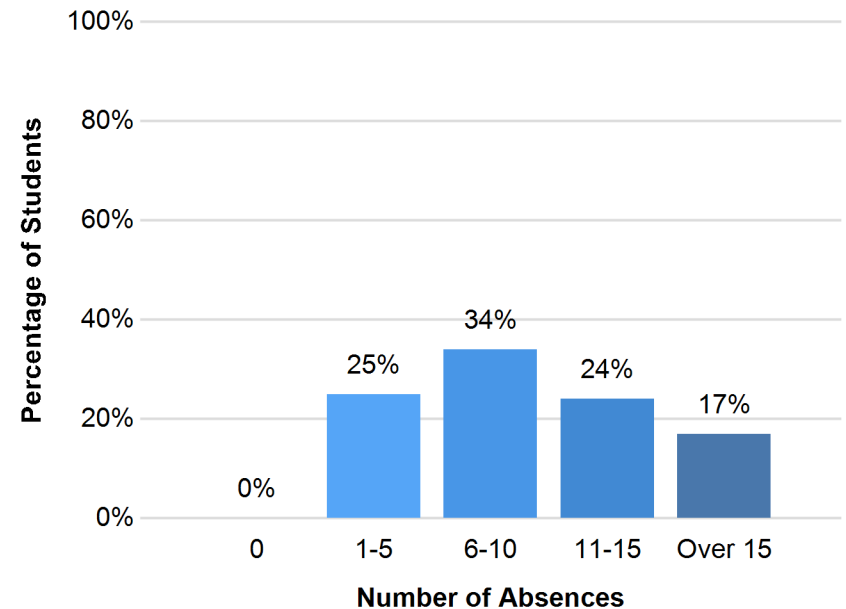
Chronic Absenteeism

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?
Schoolwide	62	12.2	9.6	Not Met
White	17	10.6	9.6	Not Met
Hispanic	20	16.0	9.6	Not Met
Black or African American	4	5.3	9.6	Met
Asian, Native Hawaiian, or Pacific	14	12.3	9.6	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.6	Not Met
Female	24	9.9		
Male	38	14.3		
Economically Disadvantaged Students	31	17.3	9.6	Not Met
Students with Disabilities	15	20.0	9.6	Not Met
English Learners	5	19.2	9.6	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





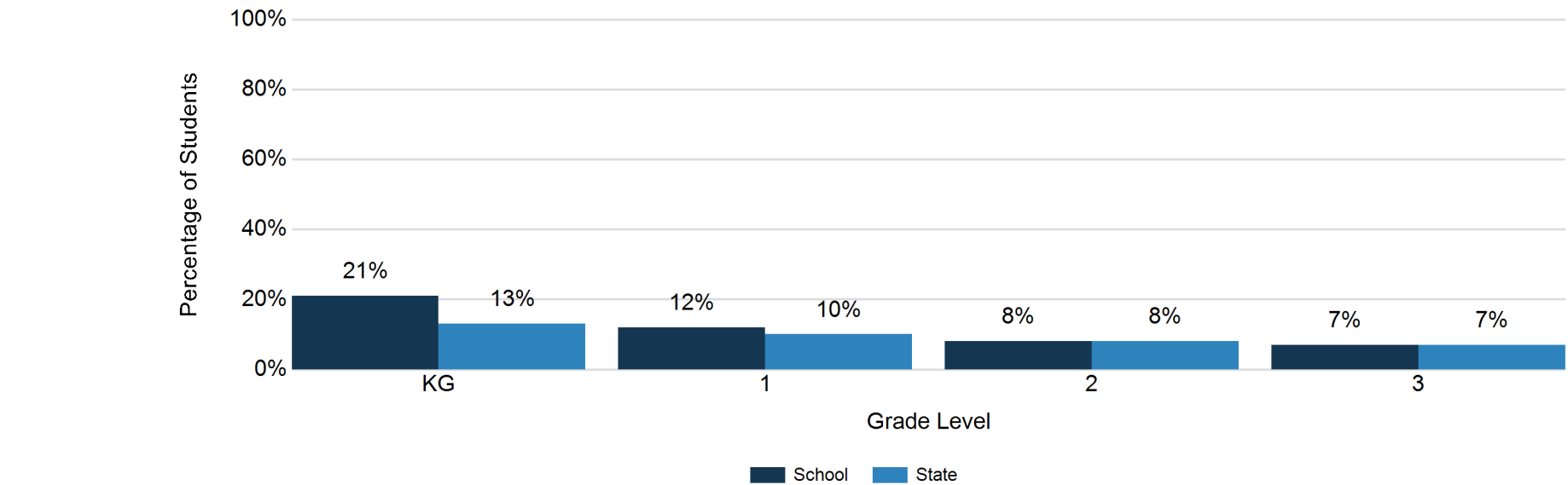
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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 by Grade

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





Dwight D. Eisenhower Elementary School

(23-4660-070)

Grades Offered: KG-03

2018-2019

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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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.80

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	2
No Identified Nature	2		2

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

*



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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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 school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in 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 School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	71.4%	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 school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	501:1	198:1
Teachers to Administrators	42:1	16:1
Students to Librarians/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 School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.1%	95.2%	0.0%	48.4%	77.1%	54.9%
Male	51.9%	4.8%	100.0%	51.6%	22.9%	45.1%
White	32.3%	92.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	23.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.6%	4.8%	0.0%	15.0%	6.6%	13.9%
Asian	22.8%	2.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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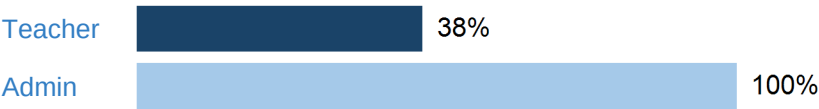
Teachers and Administrators - Level of Education

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.

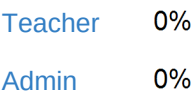
Bachelor's Degree



Master's Degree



Doctoral Degree



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	95.5%



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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](#).

ESSA Accountability Status

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

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

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



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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.2%	48.1%	55.5%
Math Proficiency	54.2%	57.3%	66.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	4.7%	7.8%	12.2%

† 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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 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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school 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 school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Met Target	**	**	**	Not Met	No
White	Not Met	Met Target†	**	**	n/a	Not Met	No
Hispanic	Not Met	Met Target	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Met Target	**	**	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	No

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



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School 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:	- Fountas & Pinnell and Response to Intervention programs to improve literacy. - Celebrating schools 50th anniversary with family barbecue and a community event. - Stars Program - after school programs funded by PTO and run by teachers.
 Mission, Vision, Theme:	Dwight D. Eisenhower Elementary School is working in conjunction with the district to meet the district Vision 2030 which is committed to the holistic development of all our students in order to provide them with specific skill sets, character traits, and values that they will need to become successful in a competitive global workforce now and up to year 2030.



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 Courses, Curriculum, Instruction:	Our students use a number of programs including but not limited to Fountas & Pinnell Literacy Program, RAZKids, EnVision Math, and STMath. We offer a talented and gifted (TAG) program. We also offer Literacy and Math Academies and focus on improving our students' performance through the use of NJTSS for our at risk students. Students in need of more intensive interventions receive one to one Project Read instruction.
 Clubs and Activities:	Throughout the year, we offer our students after school programs that they can attend sponsored by the Parent Teacher Organization (PTO) and run by our faculty. The programs vary and may include options such as art, coding, basketball, and cooking. Each year the programs change although some favorites, such as basketball and coding, are available each year. We also offer chorus to student who then perform various themed concerts throughout the year. TNT Sports provides after school programs such as tennis and soccer.



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 Before and After School Programs:	Our school and district has a partnership with Springboard Education which runs before and after school programs. Springboard provides homework help, academic support, character building programs and socialization skills. The program is supported by Springboard's unique curricula.
 Staff and Professional Learning:	Currently, our teachers are developing their skills and receiving training on our new reading system through Fountas and Pinnell. Our teachers also worked, through a partnership with Teacher 2 Teacher, with a reading expert to coach our kindergarten through third grade teachers on best practices and strategies for improving our students' literacy skills. Staff is also receiving ongoing training on the implementation of Responsive Classroom.



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Student Supports and Services:

Our students are provided with the following services, if needed: ELL instruction, pull out replacement instruction, and/or in-class support instruction for our special education population. NJTSS is provided for all of our struggling students. Our students also have a weekly visit from the school counselor, who spends 30 minutes a week with each class. The counselor also provides more individualized or specific sessions for our students needing socialization or coping skills.



Student Health and Wellness:

Eisenhower Elementary School offers breakfast in the classroom. Since providing breakfast in the classroom we have seen an increase in the number of students eating breakfast. We also provide lunch for our students and 20 minutes daily of recess, as well as physical education class once a week for kindergarten and twice a week for grades one through three.



Parent and Community Involvement:

Our Parent Teacher Organization is central to our extra-curricular activities. The PTO helped to purchase 36 Chromebooks for the school. They also provided a number of educational programs for the students during the school day, including one on bullying prevention. The PTO also sponsors a monthly family activity to bring the students and their families out to enjoy a family friendly night. These include nights such as the Halloween Bash and the Mid-Year Carnival.

School 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.

 Facilities:	Our building houses a gymnasium/auditorium, an art lab complete with a kiln, a music room complete with sound proofing, a fully function library media center which includes a 36 computer laboratory, as well as a number of Chromebook carts. All the kindergarten and first grade classrooms have a bathroom in each room.
 School Safety:	A campus monitor admits visitors into the building and checks identification. All visitors must pass the a metal detector and have all bags scanned. Sayreville PD is present during the school day as well. School administrator and campus monitor are able to communicate directly with Sayreville PD in case of an emergency.