NJ SCHOOL PERFORMANCE REPORT

**Harry S. Truman Elementary School**
(23-4660-075)
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
**†** This indicates a table specific note,see note below table

## 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 as 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 | Mrs. Amy Stueber |
| Address | ONE TAFT PLACE PARLIN, NJ 08859-1672 |
| Phone Number | 732-525-5215 |
| Email Address | amy.stueber@sayrevillek12.net |
| Website | https://truman.sayrevillek12.net/ |
| Facebook | https://www.facebook.com/Truman-ElementarySchool-976943902365871/ |
| Twitter | https://twitter.com/trumandolphins |

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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 | 122 | 127 | 119 |
| 1 | 129 | 116 | 125 |
| 2 | 135 | 129 | 109 |
| 3 | 136 | 123 | 123 |
| Total | 522 | 495 | 476 |

## 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 | 49.4% | 50.9% | 50.0% |
| Male | 50.6% | 49.1% | 50.0% |
| Economically Disadvantaged Students | 35.6% | 33.1% | 35.7% |
| Students with Disabilities | 13.8% | 13.7% | 10.9% |
| English Learners | 1.9% | 2.0% | 1.7% |
| Homeless Students | 0.0% | 0.2% | 0.4% |
| Students in Foster Care | 0.4% | 0.0% | 0.0% |
| Military-Connected Students | 0.0% | 0.0% | 0.4% |
| Migrant Students | 0.0% | 0.0% | 3.4% |

## Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| White | 32.6% | 33.3% | 35.3% |
| Hispanic | 22.8% | 21.6% | 21.6% |
| Black or African American | 11.5% | 12.3% | 15.5% |
| Asian | 26.4% | 26.7% | 21.8% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.2% | 0.2% |
| American Indian or Alaska Native | 0.2% | 0.0% | 0.0% |
| Two or More Races | 6.5% | 5.9% | 5.5% |

## 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 | 122 | 127 | 119 |

## 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 | 73.7% |
| Gujarati | 5.0% |
| Spanish | 4.8% |
| Polish | 2.5% |
| Telugu | 2.3% |
| Other Languages | 11.6% |

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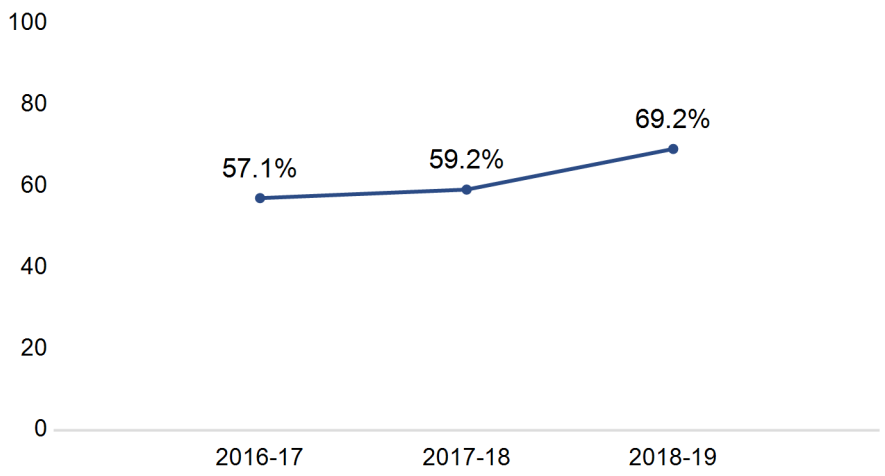
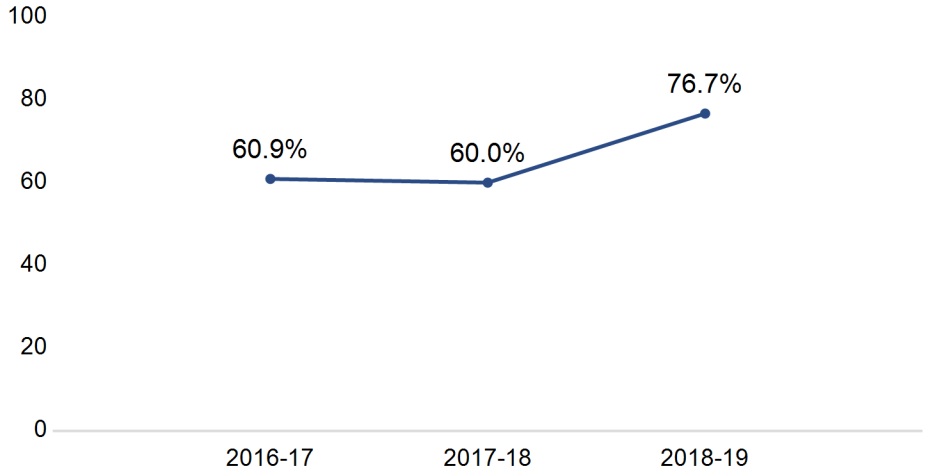
## English Language Arts and Mathematics Performance Trends

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 | 97.1% | 99.2% | 99.2% | 96.5% | 99.2% | 99.2% |
| Proficiency Rate for Federal Accountability | 57.1% | 59.2% | 69.2% | 60.9% | 60.0% | 76.7% |
| Annual Target | 49.1% | 50.7% | 52.4% | 50.0% | 51.6% | 53.1% |
| Met Annual Target? | Met Target | Met Target | Met Target | 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 | 120 | 99.2 | 69.2 | 57.0 | 57.9 | 69.2 | 52.4 | Met Target |
| White | 44 | 100.0 | 59.1 | 57.0 | 66.9 | 59.1 | 56.5 | Met Target |
| Hispanic | 27 | 96.4 | 66.7 | 48.7 | 43.9 | 66.7 | 30.6 | Met Target |
| Black or African American | * | * | * | 43.7 | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 28 | 100.0 | 89.3 | 78.8 | 82.9 | 89.3 | 71.5 | Met Goal |
| American Indian or Alaska Native | N | N | N | 45.5 | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | 58.0 | 64.4 | * | ** | ** |
| Female | 65 | 98.5 | 73.8 | 65.3 | 64.8 | 73.8 | | |
| Male | 55 | 100.0 | 63.6 | 48.9 | 51.3 | 63.6 | | |
| Economically Disadvantaged Students | 35 | 100.0 | 62.9 | 45.6 | 40.0 | 62.9 | 38.6 | Met Target |
| Non-Economically Disadvantaged Students | 85 | 98.9 | 71.8 | 62.8 | 67.9 | 71.8 | | |
| Students with Disabilities | 18 | 100.0 | 16.7 | * | 22.7 | 16.7 | ** | ** |
| Students without Disabilities | 102 | 99.1 | 78.4 | * | 65.1 | 78.4 | | |
| English Learners | N | N | N | * | 29.3 | N | ** | ** |
| Non-English Learners | 120 | 99.2 | 69.2 | * | 60.6 | 69.2 | | |
| Homeless Students | N | N | N | 50.0 | 29.1 | N | | |
| Students In Foster Care | N | N | N | * | 27.6 | N | | |
| Military-Connected Students | N | N | N | * | 57.8 | N | | |
| Migrant Students | * | * | * | * | 30.4 | * | | |

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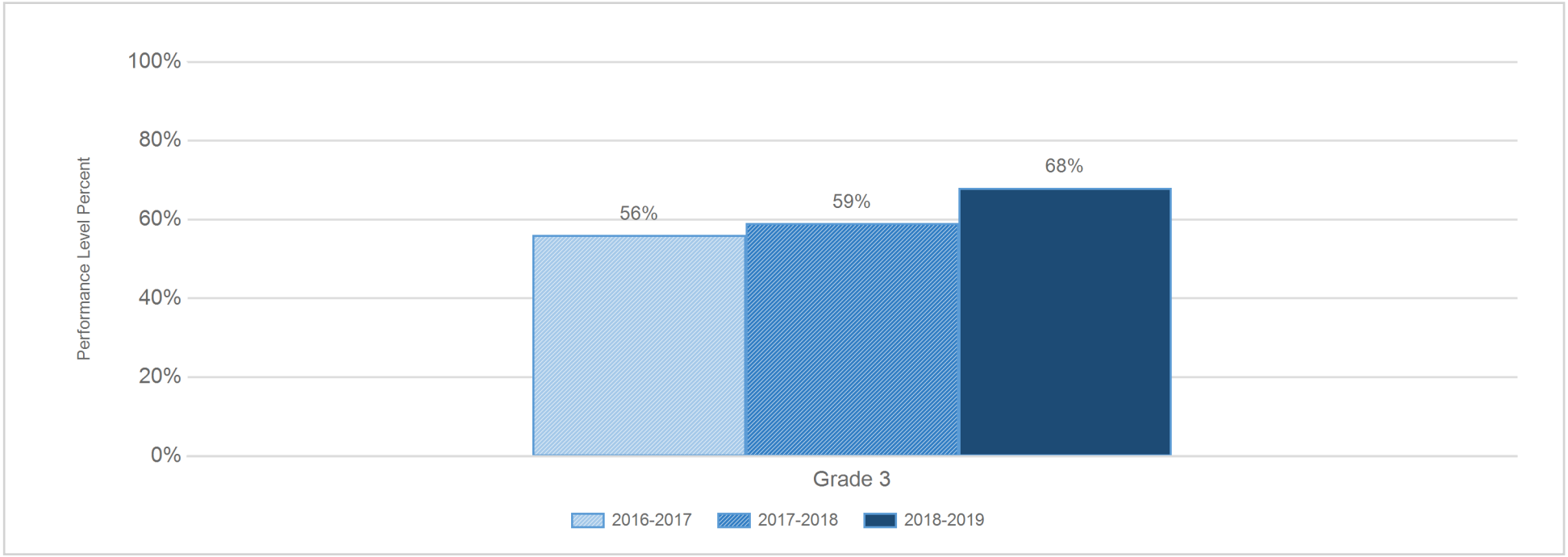
## English Language Arts Assessment - Performance Trends

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** | 123 | 763 | 756 | 748 | * | * | 18% | 59% | 10% | 68% | 50% |
| White | 44 | 758 | 753 | 757 | * | * | 27% | * | * | 59% | 60% |
| Hispanic | 27 | 755 | 745 | 734 | * | * | * | * | * | 67% | 36% |
| Black or African American | * | * | 758 | 731 | * | * | * | * | * | * | 33% |
| Asian, Native Hawaiian, or Pacific Islander | 28 | 778 | 772 | 773 | * | * | * | * | * | 89% | 75% |
| American Indian or Alaska Native | N | N | * | 746 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 756 | * | * | * | * | * | * | 58% |
| Female | 67 | 767 | 760 | 753 | * | * | 18% | * | * | 73% | 55% |
| Male | 56 | 759 | 751 | 743 | * | * | 18% | * | * | 63% | 46% |
| Economically Disadvantaged Students | 37 | 753 | 753 | 731 | * | * | * | * | * | 62% | 33% |
| Non-Economically Disadvantaged Students | 86 | 767 | 757 | 759 | * | * | * | * | * | 71% | 61% |
| Students with Disabilities | 18 | 724 | 730 | 719 | * | * | * | * | * | 17% | 24% |
| Students without Disabilities | 105 | 770 | 761 | 754 | * | * | * | * | * | 77% | 56% |
| English Learners | N | N | * | 713 | N | N | N | N | N | N | 17% |
| Non-English Learners | 123 | 763 | * | 751 | * | * | 18% | 59% | 10% | 68% | 54% |
| Homeless Students | N | N | * | 720 | N | N | N | N | N | N | 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 | * | * | * | 727 | * | * | * | * | * | * | 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 | 120 | 99.2 | 76.7 | 42.7 | 44.5 | 76.7 | 53.1 | Met Target |
| White | 44 | 100.0 | 77.3 | 42.6 | 54.1 | 77.3 | 50.7 | Met Target |
| Hispanic | 27 | 96.4 | 59.3 | * | 28.8 | 59.3 | 33.2 | Met Target |
| Black or African American | * | * | * | 26.9 | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 28 | 100.0 | 89.3 | 71.0 | 76.5 | 89.3 | 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 | 65 | 98.5 | 70.8 | 43.1 | 44.9 | 70.8 | | |
| Male | 55 | 100.0 | 83.6 | 42.2 | 44.2 | 83.6 | | |
| Economically Disadvantaged Students | 35 | 100.0 | 65.7 | 31.3 | 26.3 | 65.7 | 36.8 | Met Target |
| Non-Economically Disadvantaged Students | 85 | 98.9 | 81.2 | 48.5 | 54.9 | 81.2 | | |
| Students with Disabilities | 18 | 100.0 | 55.6 | 18.4 | 17.4 | 55.6 | ** | ** |
| Students without Disabilities | 102 | 99.1 | 80.4 | 47.7 | 50.0 | 80.4 | | |
| English Learners | N | N | N | 14.1 | 25.0 | N | ** | ** |
| Non-English Learners | 120 | 99.2 | 76.7 | 43.4 | 46.5 | 76.7 | | |
| Homeless Students | N | N | N | 25.0 | 17.1 | N | | |
| Students In Foster Care | N | N | N | * | 17.1 | N | | |
| Military-Connected Students | N | N | N | * | 46.4 | N | | |
| Migrant Students | * | * | * | * | 23.3 | * | | |

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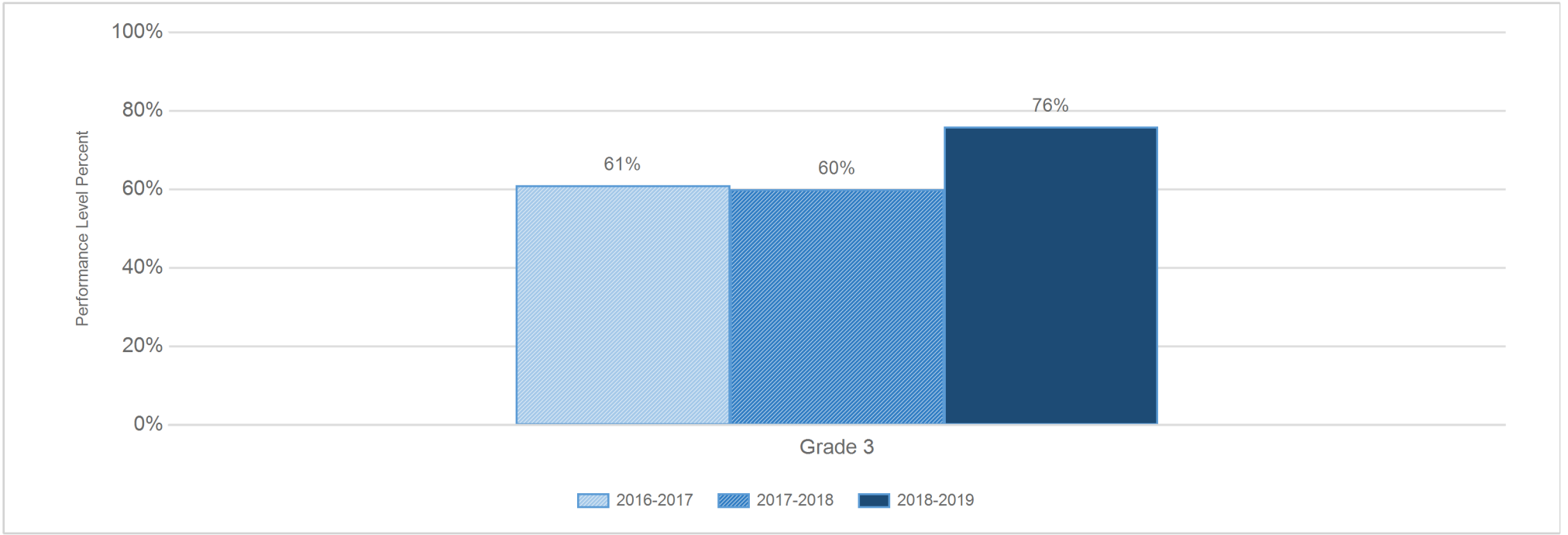
## Mathematics Assessment – Performance Trends

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** | 123 | 767 | 762 | 752 | * | * | 15% | 51% | 24% | 76% | 55% |
| White | 44 | 766 | 761 | 760 | * | * | * | 55% | 23% | 77% | 66% |
| Hispanic | 27 | 756 | 752 | 739 | * | * | * | * | * | 59% | 40% |
| Black or African American | * | * | 758 | 735 | * | * | * | * | * | * | 35% |
| Asian, Native Hawaiian, or Pacific Islander | 28 | 779 | 782 | 778 | 0% | * | * | 54% | 36% | 89% | 83% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 62% |
| Female | 67 | 764 | 761 | 751 | * | * | * | 45% | 25% | 70% | 54% |
| Male | 56 | 771 | 764 | 752 | * | * | * | 59% | 23% | 82% | 56% |
| Economically Disadvantaged Students | 37 | 759 | 756 | 737 | * | * | * | * | * | 65% | 37% |
| Non-Economically Disadvantaged Students | 86 | 770 | 766 | 761 | * | * | * | * | * | 80% | 67% |
| Students with Disabilities | 18 | 754 | 748 | 731 | * | * | * | * | * | 56% | 31% |
| Students without Disabilities | 105 | 769 | 765 | 756 | * | * | * | * | * | 79% | 60% |
| English Learners | N | N | 729 | 728 | N | N | N | N | N | N | 26% |
| Non-English Learners | 123 | 767 | 763 | 754 | * | * | 15% | 51% | 24% | 76% | 58% |
| Homeless Students | N | N | * | 724 | N | N | N | N | N | N | 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 | * | * | * | 728 | * | * | * | * | * | * | 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 | * | * | * |
| 3-4 | N | N | N |
| 5 or more | N | N | N |

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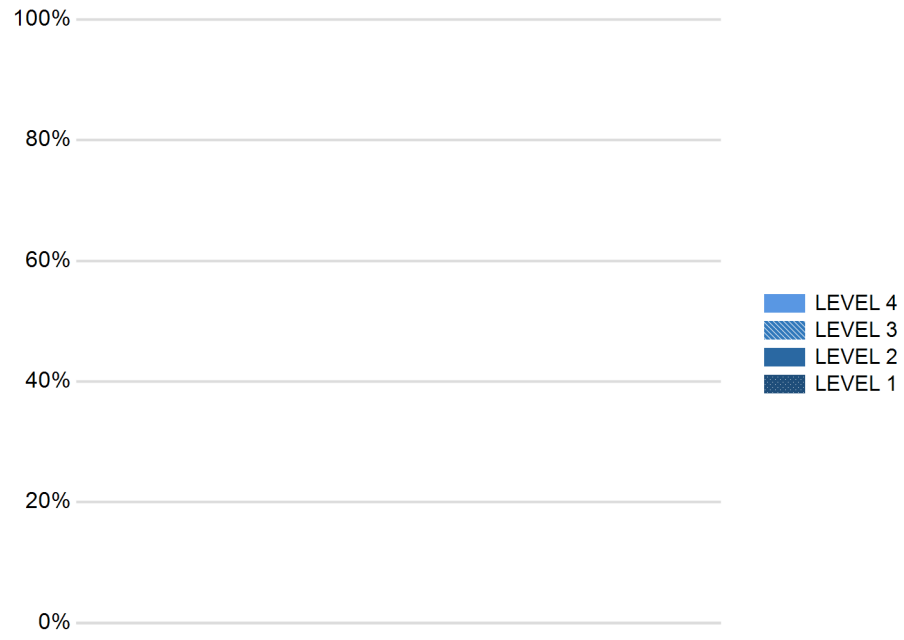
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJ SCHOOL PERFORMANCE REPORT

**Harry S. Truman Elementary School**
(23-4660-075)
Grades Offered: KG-03
2018-2019

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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.

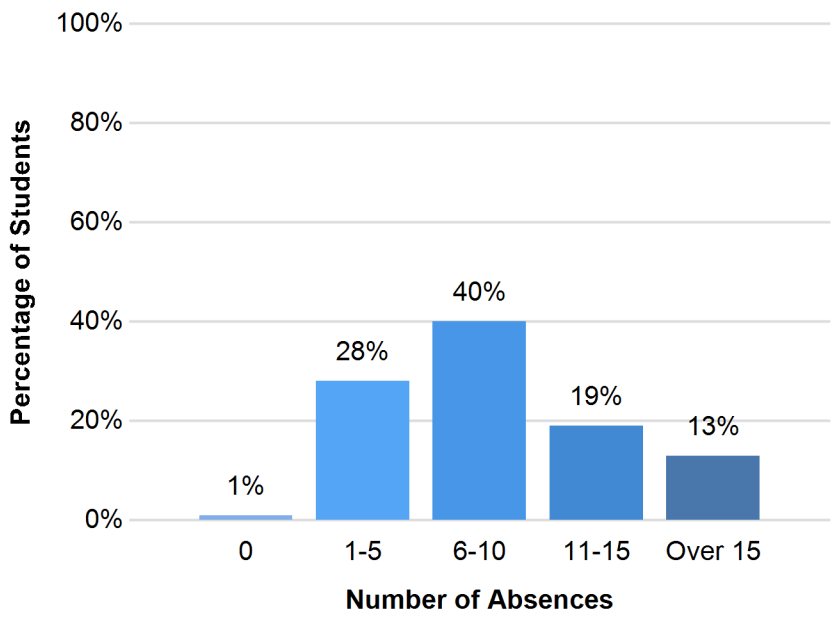
## Chronic Absenteeism

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 | 44 | 9.2 | 9.6 | Met |
| White | 14 | 8.3 | 9.6 | Met |
| Hispanic | 16 | 15.5 | 9.6 | Not Met |
| Black or African American | 10 | 13.3 | 9.6 | Not Met |
| Asian, Native Hawaiian, or Pacific | 4 | 3.7 | 9.6 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 0 | 0 | 9.6 | Met |
| Female | 17 | 7.1 | | |
| Male | 27 | 11.2 | | |
| Economically Disadvantaged Students | 22 | 12.9 | 9.6 | Not Met |
| Students with Disabilities | 12 | 20.3 | 9.6 | Not Met |
| English Learners | * | * | ** | ** |
| Homeless Students | * | * | | |
| Students in Foster Care | N | N | | |
| Military-Connected Students | * | * | | |
| Migrant Students | 2 | 12.5 | | |

## 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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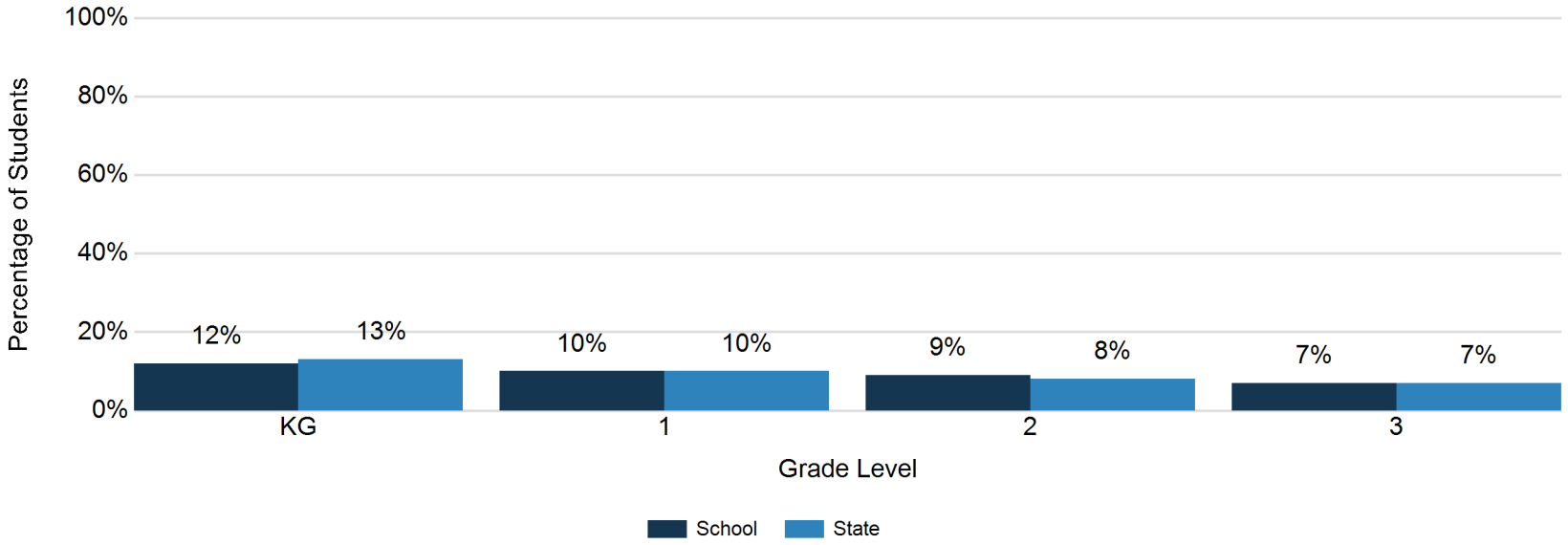
## Chronic Absenteeism by Grade

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 | 5 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 6 |
| Incidents Per 100 Students Enrolled | 1.26 |

## Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

| Incident Type | Incidents Reported to Police |
|---|---|
| Violence | 0 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Other Incidents Leading to Removal | 0 |

## Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

## Student Disciplinary Removals

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

| Removal Type | Number of Students | Percent of Students |
|---|---|---|
| In-School Suspensions | 0 | 0.0% |
| Out-of-School Suspensions | * | * |
| Any Suspension | * | * |
| Removal to other education program | * | * |
| 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 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 | 39 | 118,214 |
| Average years experience in public schools | 13.0 | 12.1 |
| Average years experience in district | 12.7 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 76.9% | 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 | 476:1 | 198:1 |
| Teachers to Administrators | 39:1 | 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 | 50.0% | 94.9% | 0.0% | 48.4% | 77.1% | 54.9% |
| Male | 50.0% | 5.1% | 100.0% | 51.6% | 22.9% | 45.1% |
| White | 35.3% | 92.3% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 21.6% | 5.1% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 15.5% | 2.6% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 21.8% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.2% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 5.5% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |

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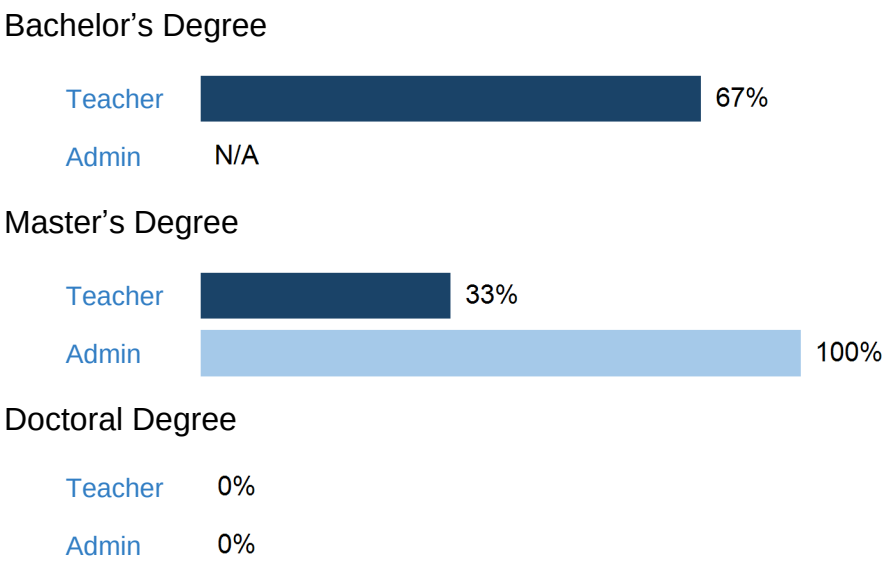
## Teachers and Administrators - Level of Education

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 | 94.9% |

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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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## 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 | 57.1% | 59.2% | 69.2% |
| Math Proficiency | 60.9% | 60.0% | 76.7% |
| 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 | 3.6% | 7.1% | 9.2% |

† 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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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 | Met Target | Met Target | ** | ** | ** | Met | No |
| White | Met Target | Met Target | ** | ** | n/a | Met | No |
| Hispanic | Met Target | Met Target | ** | ** | n/a | Not Met | No |
| Black or African American | ** | ** | ** | ** | n/a | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | Met Goal | Met Goal | ** | ** | n/a | Met | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | ** | ** | n/a | Met | No |
| Economically Disadvantaged Students | Met Target | Met Target | ** | ** | n/a | Not Met | No |
| Students with Disabilities | ** | ** | ** | ** | n/a | Not Met | No |
| English Learners | ** | ** | ** | ** | ** | ** | 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: | • Technology is infused in the curriculum through the use of Smart Boards, document cameras, Chromebooks, and iPads.<br>• Teachers use Responsive Classroom techniques to integrate academic, social and emotional learning.<br>• The Cultural Arts Committee at Truman School provides programs that teach students about different cultures. |
| Mission, Vision, Theme: | Truman School provides a nurturing environment that is committed to achieving excellence. We prepare and motivate students for a rapidly changing world in which they will be responsible and productive citizens. We inspire a passion for learning in order promote lifelong learners. The core values of honesty, integrity, perseverance, compassion, and loyalty are promoted in order to develop well rounded learners. Truman School believes in a positive school climate promoting this perseverance in academic and social/emotional skills development. A professional and highly motivated staff, in partnership with parents, encourage children to reach their highest potential. Together we create and support a school environment in which all children, families, and staff feel welcomed and respected as contributing members of our Truman School Community. |

NJ SCHOOL PERFORMANCE REPORT

**Harry S. Truman Elementary School**
(23-4660-075)
Grades Offered: KG-03
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

## 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.

| | |
|---|---|
| Courses, Curriculum, Instruction: | Truman School has a rigorous curriculum and instructional program. Teachers utilize Fountas & Pinnell's balanced literacy program. Guided reading, Interactive Read Alouds, Mini Lessons, and Phonics are part of this research based program. Math instruction is comprised of Envision Math, a problem based system which encourages critical thinking. The science program is aligned to Next Generation Science Standards. Technology is incorporated through the use of ST Math, RAZ Kids, Achieve 3000,and IXL Math. |
| Clubs and Activities: | There is a PTO sponsored After School Program in which our teachers hold classes in music, art, language arts, math, science and physical education areas. Many students participate in our Chorus and Theater Week. |

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|---|---|
| Before and After School Programs: | Our school and district has a partnership with 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. In addition, students can participate in Math and Reading Academies which provide support for struggling learners. The Rising Stars program provides students with additional support in reading and math. |
| Staff and Professional Learning: | Our teachers receive professional development from Teacher 2 Teacher in the area of literacy. Our teachers are also actively involved in Professional Learning Communities through PLC days our district has scheduled, a district wide Professional Development Day and Professional Days they take throughout the school year. In addition, teachers are offered professional development through Sayreville University. |

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| | |
|---|---|
| Student Supports and Services: | Truman School is very committed to the needs of our students. We have classes and programs for students with disabilities and English Language Learners on every grade level. There is a morning program for students who need extra help. Our RTI program is conducted in all of our classes throughout the school. In addition, we offer speech classes, occupational therapy, and physical therapy. We have a full time guidance counselor as well. |
| Student Health and Wellness: | Truman School offers a breakfast and lunch program for all of our students. Our students receive physical education classes and have daily recess. |
| Parent and Community Involvement: | Our PTO is very involved in supporting our mission as a school. We have monthly PTO meetings and an annual Field Day. They also conduct an annual Tricky Tray which helps support programs for our students. We hold annual Veterans Day and Flag Day programs, as well as cultural arts programs for the community. Our school chorus performs spring and winter concerts for Senior Citizens. Parents greatly appreciate our Parent Portal, Back to School Night, and parent-teacher conferences. |

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|---|---|
| Facilities: | Truman School was built in the 1970's and is equipped with central air conditioning. Some of our classrooms were built on an open space concept. During the summer of 2017, the Board of Education began erecting walls in two clusters of rooms. The project was completed during the summer of 2019. All open space classrooms now have walls. The building has a library media center, gymnasium, book room, music room, and art room. |
| School Safety: | Safety is a priority at Truman School. We have a full time security guard and a police officer in our building. The building is equipped with cameras. Swipe cards are used to enter the building. Truman School has a safety committee that explores ways to make the building even safer. In addition, a metal detector is located at our front door. Monthly drills are conducted in order to ensure the safety of the students. |

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

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| | |
|---|---|
| Other Information | Truman School students are challenged to become lifelong readers, successful writers, mathematical thinkers, scientific investigators, effective communicators, advanced users of technology. We prepare and motivate students for a rapidly changing world in which they will be responsible and productive citizens. We inspire a passion for learning in order promote lifelong learners. The hallmark of Truman School is a dedicated group of educators who work tirelessly to provide the best education for all of our students. The faculty analyzes and uses data from various assessments to inform instruction and increase student achievement and performance. Parental involvement is encouraged and partnerships developed. Staff and students participate in Spirit Week, Week of Respect, School Violence Awareness and Red Ribbon Week. Truman School provides a nurturing environment that is committed to achieving excellence. |