NJ SCHOOL PERFORMANCE REPORT

Sayreville Middle School
(23-4660-055)
Grades Offered: 06-08
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 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	Mr. Richard Gluchowski
Address	800 WASHINGTON ROAD PARLIN, NJ 08859-1050
Phone Number	732-525-5290
Email Address	Richard.Gluchowski@sayrevillek12.net
Website	http://www.sayrevillemiddle.net/
Twitter	https://twitter.com/sayreville_ms

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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
6	441	479	467
7	479	454	478
8	468	473	459
Total	1,388	1,406	1,404

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	48.3%	49.8%	49.8%
Male	51.7%	50.2%	50.2%
Economically Disadvantaged Students	36.8%	36.9%	37.5%
Students with Disabilities	17.3%	17.1%	18.0%
English Learners	1.6%	2.0%	2.5%
Homeless Students	0.4%	0.4%	0.3%
Students in Foster Care	0.0%	0.3%	0.2%
Military-Connected Students	0.0%	0.4%	0.1%
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	39.4%	37.4%	38.4%
Hispanic	22.7%	24.6%	25.7%
Black or African American	15.6%	15.4%	14.9%
Asian	19.6%	18.8%	17.4%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.1%	0.3%
Two or More Races	2.7%	3.4%	3.1%

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	70.4%
Spanish	7.8%
Gujarati	3.5%
Urdu	2.3%
Polish	2.2%
Other Languages	13.8%

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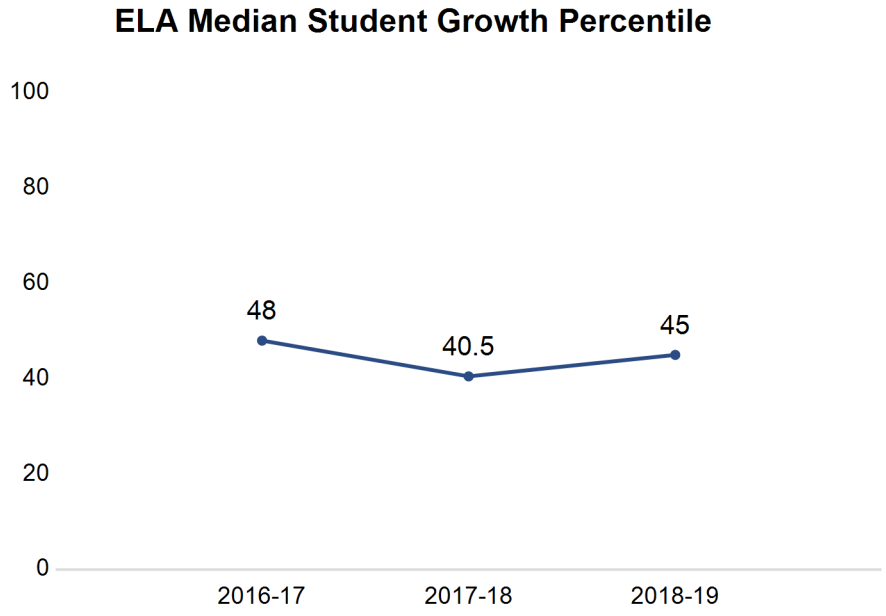
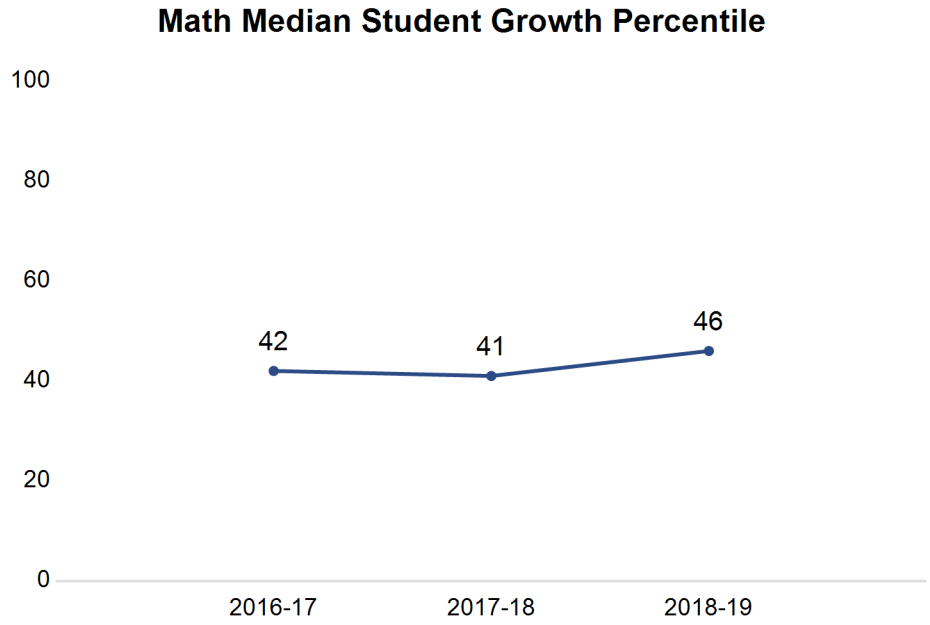
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	40.5	45	42	41	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students. More information and additional data can be found on the NJDOE Student Growth page.

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45	47	50	Met Standard	46	49.5	50	Met Standard
White	43	44	50	Met Standard	44	48	52	Met Standard
Hispanic	41.5	44	49	Met Standard	47	51	47	Met Standard
Black or African American	41.5	41.5	45	Met Standard	46	46	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	57	57	59	Met Standard	53	54.5	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	54.5	48	49	Met Standard	57.5	53.5	52	Met Standard
Female	49	50	53	N	47	48	50	N
Male	42	44	47	N	46	50	51	N
Economically Disadvantaged Students	41	40	48	Met Standard	45	47	46	Met Standard
Students with Disabilities	40.5	42	43	Met Standard	49	45.5	45	Met Standard
English Learners	41	54	52	**	48	58	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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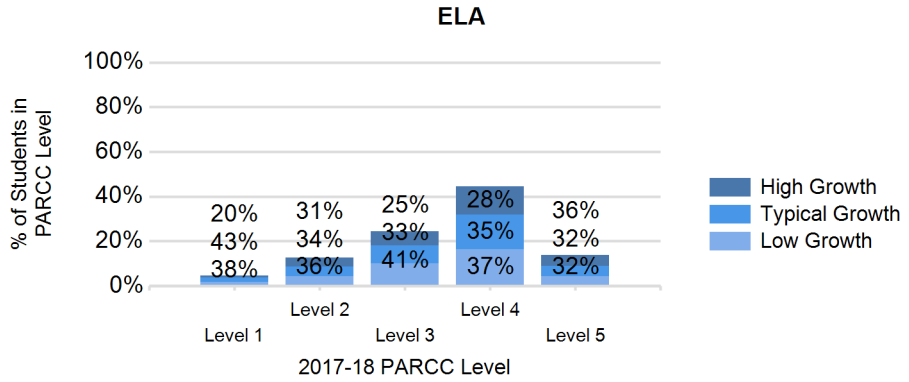
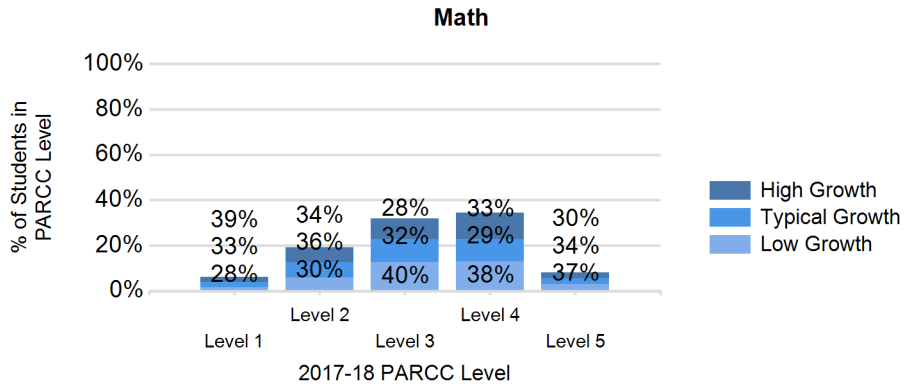
Student Growth by Performance Level

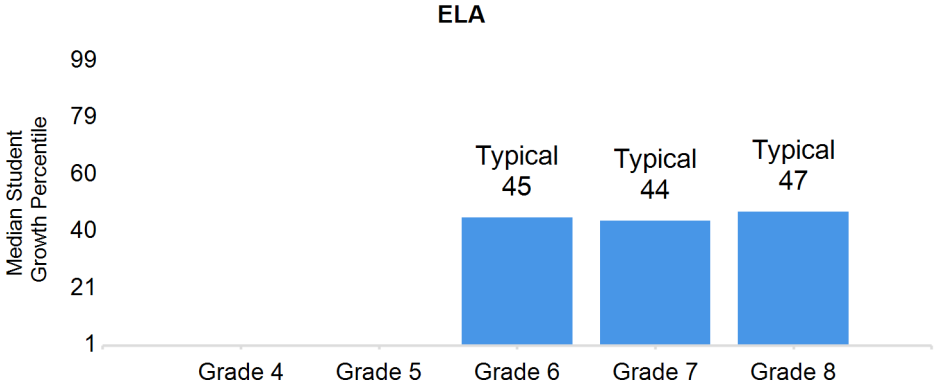
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

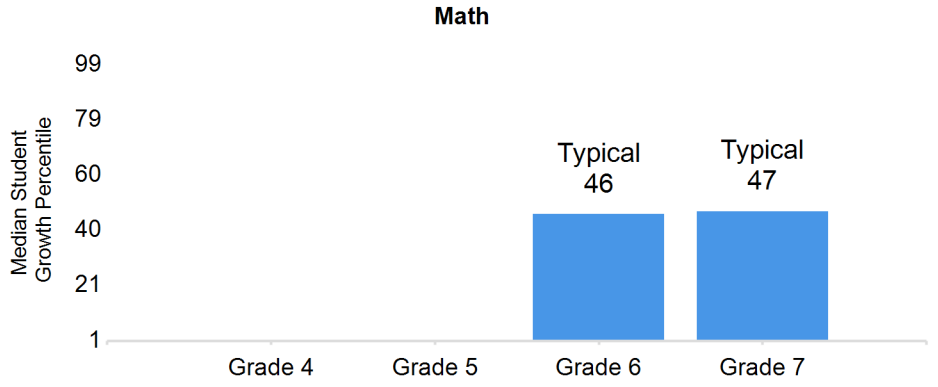




Student Growth by Grade

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





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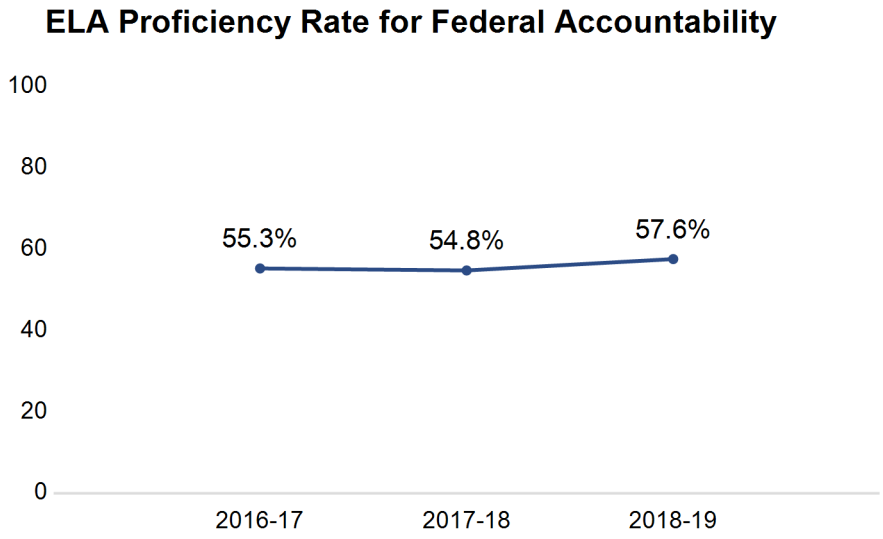
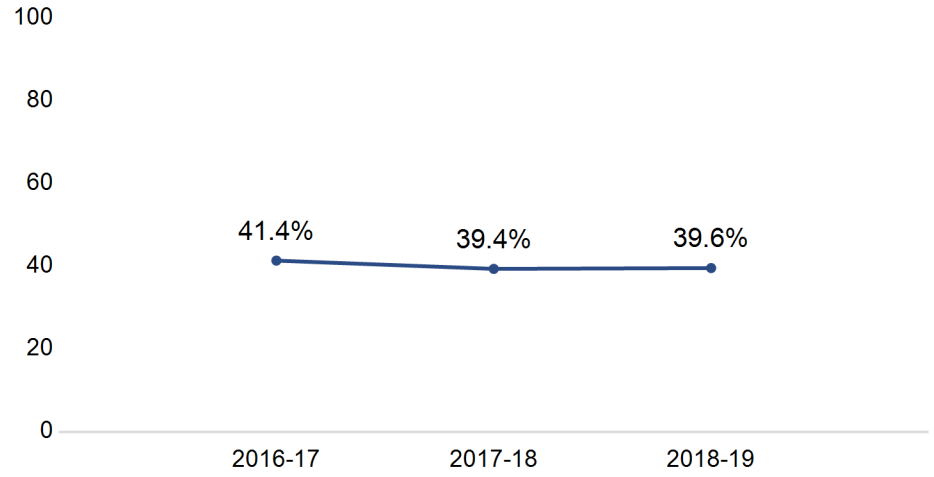
English Language Arts and Mathematics Performance Trends

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.4%	97.1%	98.3%	97.2%	96.9%	98.3%
Proficiency Rate for Federal Accountability	55.3%	54.8%	57.6%	41.4%	39.4%	39.6%
Annual Target	51.7%	53.2%	54.7%	39.6%	41.7%	43.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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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	1369	98.3	57.6	57.0	57.9	57.6	54.7	Met Target
White	523	97.6	56.4	57.0	66.9	56.4	53.6	Met Target
Hispanic	358	98.9	50.0	48.7	43.9	50.0	46.1	Met Target
Black or African American	200	98.1	48.0	43.7	38.5	48.0	43.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	241	99.2	78.8	78.8	82.9	78.8	76.3	Met Target
American Indian or Alaska Native	*	*	*	45.5	56.0	*	**	**
Two or More Races	*	*	*	58.0	64.4	*	56.2	Met Target
Female	678	98.3	68.3	65.3	64.8	68.3		
Male	691	98.3	47.2	48.9	51.3	47.2		
Economically Disadvantaged Students	478	98.6	46.0	45.6	40.0	46.0	45.4	Met Target
Non-Economically Disadvantaged Students	891	98.1	63.9	62.8	67.9	63.9		
Students with Disabilities	245	94.4	17.6	*	22.7	17.5	23.1	Not Met
Students without Disabilities	1124	99.2	66.4	*	65.1	66.4		
English Learners	23	100.0	*	*	29.3	*	50.2	Not Met
Non-English Learners	1346	98.3	*	*	60.6	*		
Homeless Students	*	*	*	50.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

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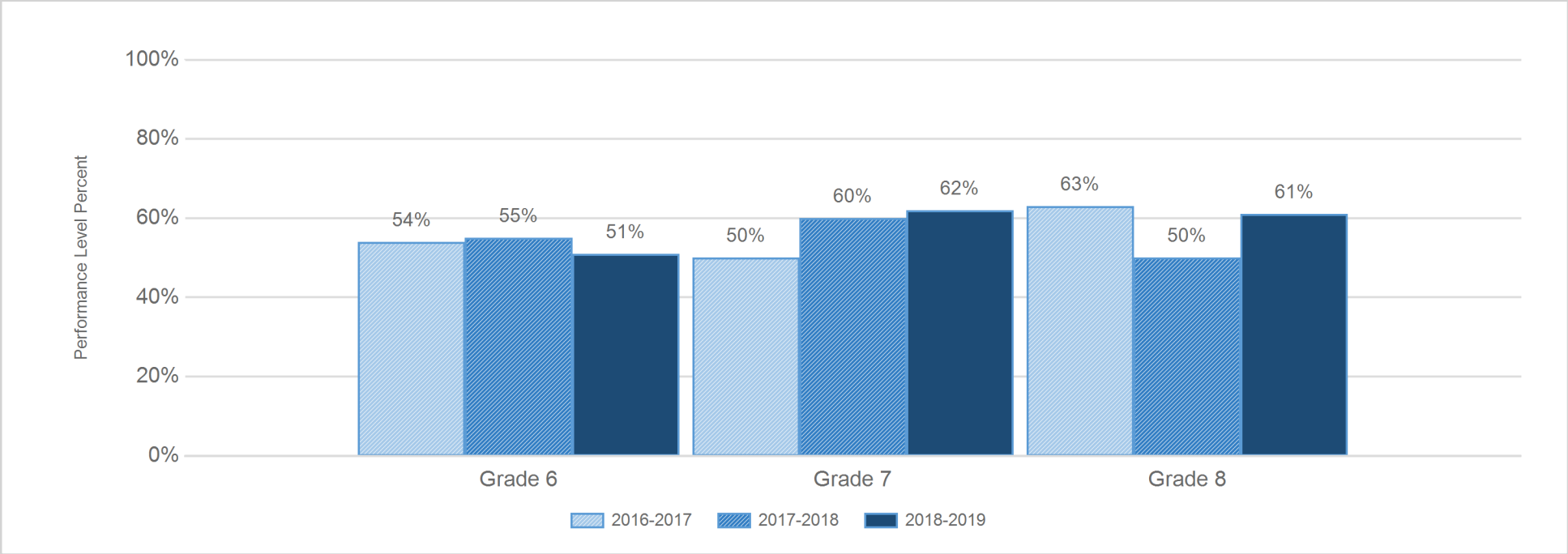
English Language Arts Assessment - Performance Trends

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 6

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

Student Group	Valid Scores	Mean Scale Score	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	453	752	752	754	5%	15%	28%	39%	12%	51%	56%
White	180	753	753	762	*	14%	27%	*	*	56%	65%
Hispanic	118	744	744	743	*	19%	34%	*	*	41%	43%
Black or African American	69	742	742	738	*	19%	29%	*	*	41%	36%
Asian, Native Hawaiian, or Pacific Islander	68	772	772	780	*	*	19%	35%	35%	71%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	224	757	757	762	4%	12%	23%	45%	16%	60%	64%
Male	229	746	746	748	6%	18%	33%	34%	9%	42%	48%
Economically Disadvantaged Students	156	742	742	740	9%	21%	30%	33%	7%	40%	39%
Non-Economically Disadvantaged Students	297	757	757	763	3%	12%	27%	42%	15%	57%	67%
Students with Disabilities	82	722	722	722	*	*	28%	*	*	16%	19%
Students without Disabilities	371	758	758	761	*	*	28%	*	*	59%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	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	465	758	758	761	9%	9%	21%	36%	25%	62%	63%
White	167	751	751	769	10%	14%	21%	39%	17%	56%	72%
Hispanic	138	753	753	747	*	*	27%	36%	20%	56%	50%
Black or African American	66	753	753	741	*	*	24%	42%	15%	58%	43%
Asian, Native Hawaiian, or Pacific Islander	81	785	785	790	*	*	*	28%	56%	84%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	236	767	767	769	5%	6%	17%	40%	32%	72%	71%
Male	229	749	749	753	13%	12%	24%	32%	18%	51%	55%
Economically Disadvantaged Students	162	748	748	743	14%	9%	23%	40%	14%	54%	45%
Non-Economically Disadvantaged Students	303	764	764	771	6%	9%	20%	35%	31%	66%	73%
Students with Disabilities	85	720	720	720	32%	26%	24%	*	*	19%	22%
Students without Disabilities	380	767	767	769	4%	5%	20%	*	*	71%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	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	447	760	760	762	9%	10%	19%	39%	22%	61%	63%
White	173	758	758	770	8%	11%	21%	42%	18%	60%	72%
Hispanic	103	751	751	747	12%	14%	22%	39%	14%	52%	49%
Black or African American	66	740	740	741	17%	*	26%	*	*	47%	43%
Asian, Native Hawaiian, or Pacific Islander	89	787	787	794	*	*	*	36%	46%	82%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	219	772	772	771	*	*	18%	42%	32%	73%	71%
Male	228	748	748	753	*	*	21%	37%	12%	49%	55%
Economically Disadvantaged Students	151	745	745	743	13%	13%	28%	37%	9%	46%	45%
Non-Economically Disadvantaged Students	296	767	767	772	7%	9%	15%	40%	28%	68%	72%
Students with Disabilities	65	718	718	721	32%	26%	25%	*	*	17%	22%
Students without Disabilities	382	767	767	770	5%	8%	19%	*	*	68%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Sayreville Middle School
(23-4660-055)
Grades Offered: 06-08
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

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	1375	98.3	39.6	42.7	44.5	39.6	43.9	Not Met
White	523	97.4	39.0	42.6	54.1	39.0	41.8	Met Target†
Hispanic	359	99.2	28.7	*	28.8	28.7	33.8	Not Met
Black or African American	202	98.1	24.8	26.9	23.0	24.8	32.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	243	99.2	69.5	71.0	76.5	69.5	70.1	Met Target†
American Indian or Alaska Native	*	*	*	36.4	42.7	*	**	**
Two or More Races	*	*	*	44.4	53.3	*	36.1	Met Target
Female	681	98.3	42.6	43.1	44.9	42.6		
Male	694	98.3	36.7	42.2	44.2	36.7		
Economically Disadvantaged Students	481	98.6	25.8	31.3	26.3	25.8	34.8	Not Met
Non-Economically Disadvantaged Students	894	98.2	47.1	48.5	54.9	47.1		
Students with Disabilities	246	94.8	*	18.4	17.4	*	18.8	Not Met
Students without Disabilities	1129	99.1	*	47.7	50.0	*		
English Learners	27	96.7	*	14.1	25.0	*	44.6	Not Met
Non-English Learners	1348	98.3	*	43.4	46.5	*		
Homeless Students	*	*	*	25.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Sayreville Middle School
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2018-2019

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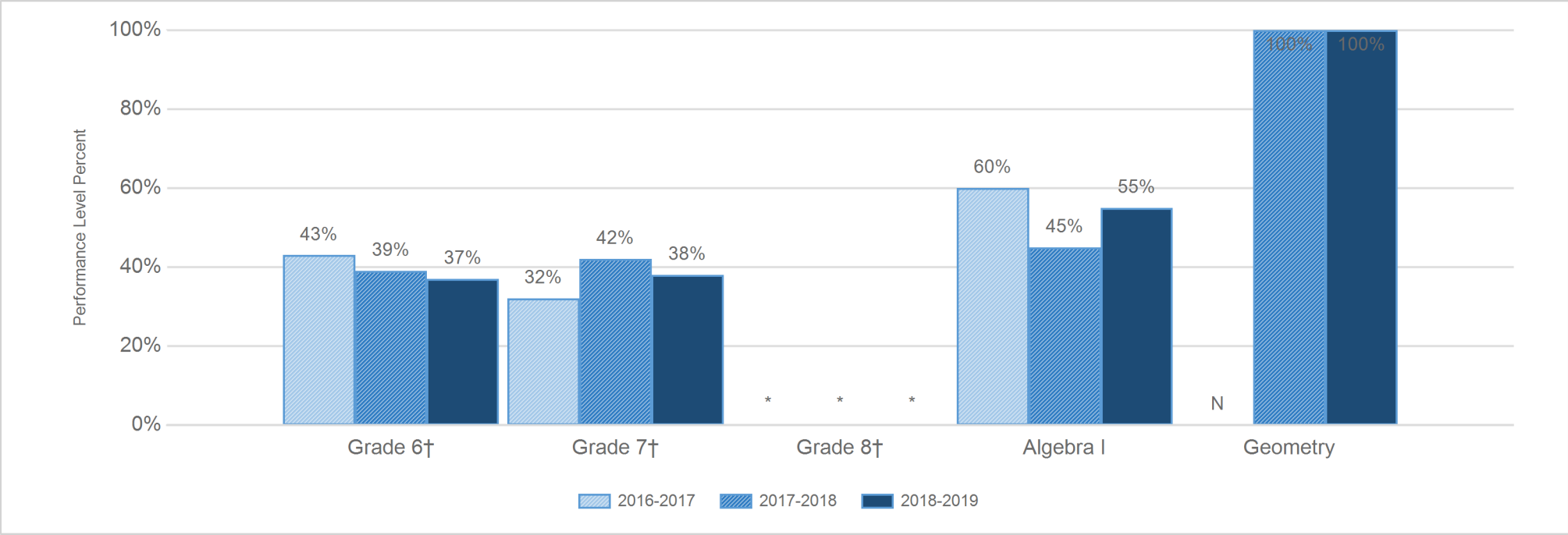
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

Sayreville Middle School
(23-4660-055)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	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	456	739	739	741	7%	27%	29%	32%	4%	37%	41%
White	180	738	738	749	7%	32%	24%	*	*	37%	51%
Hispanic	118	733	733	729	*	31%	34%	*	*	28%	24%
Black or African American	70	730	730	722	*	30%	33%	*	*	24%	19%
Asian, Native Hawaiian, or Pacific Islander	70	763	763	769	*	*	23%	49%	17%	66%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	226	738	738	742	8%	28%	27%	*	*	38%	42%
Male	230	740	740	740	7%	27%	30%	*	*	36%	40%
Economically Disadvantaged Students	157	730	730	726	8%	37%	32%	*	*	22%	21%
Non-Economically Disadvantaged Students	299	744	744	750	7%	22%	27%	*	*	44%	53%
Students with Disabilities	82	715	715	716	*	*	*	*	*	*	12%
Students without Disabilities	374	745	745	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Sayreville Middle School
(23-4660-055)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	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	447	742	742	744	4%	23%	35%	33%	5%	38%	42%
White	163	739	739	751	*	26%	34%	*	*	35%	53%
Hispanic	136	739	739	733	*	22%	44%	*	*	30%	26%
Black or African American	67	737	737	727	*	33%	39%	*	*	27%	21%
Asian, Native Hawaiian, or Pacific Islander	67	757	757	768	*	*	16%	52%	16%	69%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	228	744	744	744	*	23%	34%	*	*	40%	42%
Male	219	739	739	743	*	23%	36%	*	*	36%	42%
Economically Disadvantaged Students	163	735	735	731	*	29%	35%	*	*	29%	24%
Non-Economically Disadvantaged Students	284	745	745	751	*	20%	35%	*	*	43%	53%
Students with Disabilities	86	719	719	718	*	*	*	*	*	*	13%
Students without Disabilities	361	747	747	749	*	*	*	*	*	*	48%
English Learners	10	716	716	716	*	*	*	*	*	10%	10%
Non-English Learners	437	742	742	745	*	*	*	*	*	38%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Sayreville Middle School
(23-4660-055)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	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	115	703	703	728	*	*	*	*	*	*	29%
White	34	699	699	737	*	*	*	*	*	*	38%
Hispanic	43	708	708	722	*	*	*	*	*	*	22%
Black or African American	23	699	699	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	10	708	708	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	43	708	708	731	*	*	*	*	*	*	31%
Male	72	700	700	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	53	707	707	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	62	700	700	735	*	*	*	*	*	*	36%
Students with Disabilities	53	695	695	707	*	*	*	*	*	*	10%
Students without Disabilities	62	711	711	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Sayreville Middle School
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	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	339	757	742	744	*	17%	26%	*	*	55%	42%
White	137	754	743	752	*	18%	28%	*	*	53%	53%
Hispanic	62	749	731	728	*	23%	29%	*	*	44%	24%
Black or African American	45	739	727	725	*	*	42%	31%	0%	31%	20%
Asian, Native Hawaiian, or Pacific Islander	84	779	769	775	0%	*	*	49%	29%	77%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	181	757	745	745	*	17%	22%	*	*	58%	44%
Male	158	757	739	743	*	18%	32%	*	*	51%	41%
Economically Disadvantaged Students	100	743	728	727	*	25%	34%	*	*	36%	23%
Non-Economically Disadvantaged Students	239	763	750	752	*	14%	23%	*	*	62%	52%
Students with Disabilities	12	735	711	717	*	*	*	*	*	42%	12%
Students without Disabilities	327	758	747	748	*	*	*	*	*	55%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	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	19	787	727	737	0%	0%	0%	*	*	100%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	716	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	12	791	747	762	0%	0%	0%	*	*	100%	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	708	712	N	N	N	N	N	N	*
Students without Disabilities	19	787	730	741	0%	0%	0%	*	*	100%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	19	787	*	738	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

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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
6	*	*
7	*	*
8	*	*

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	27.8%	**	**

† 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	23	*	*
3-4	*	*	*
5 or more	*	*	*

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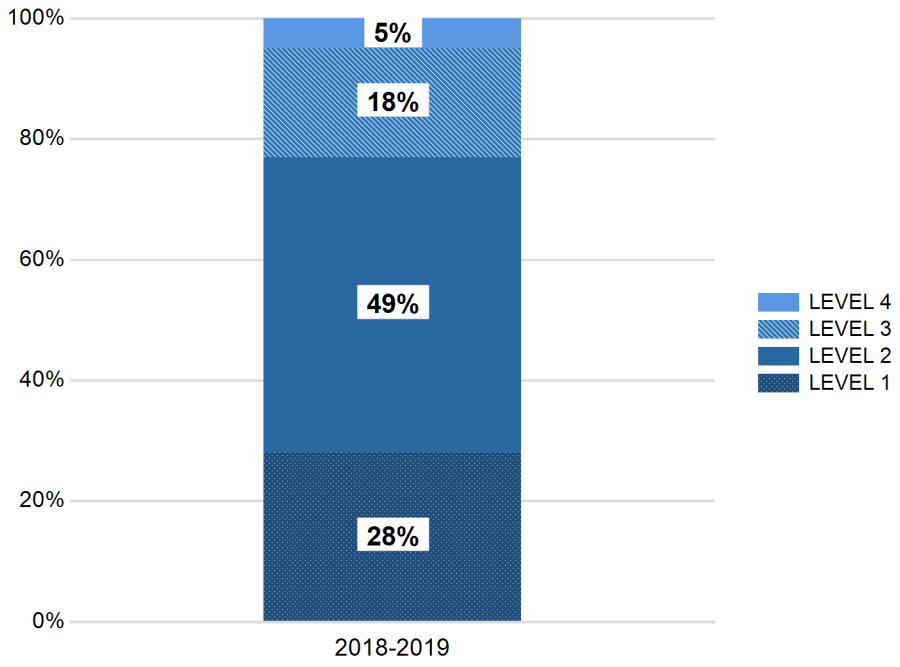
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

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



NJSLA Science Assessment: Grade 8

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

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	486
7	0	0	492
8	324	20	118
Total	324	20	1096

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	467	0	0	0	0	0	0
7	481	0	0	0	0	0	0
8	443	0	0	0	0	0	0
Total	1391	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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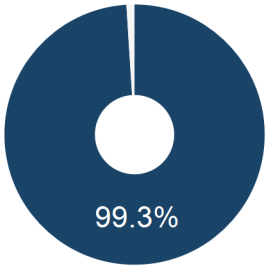
Visual and Performing Arts – Course Participation

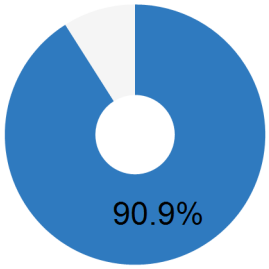
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

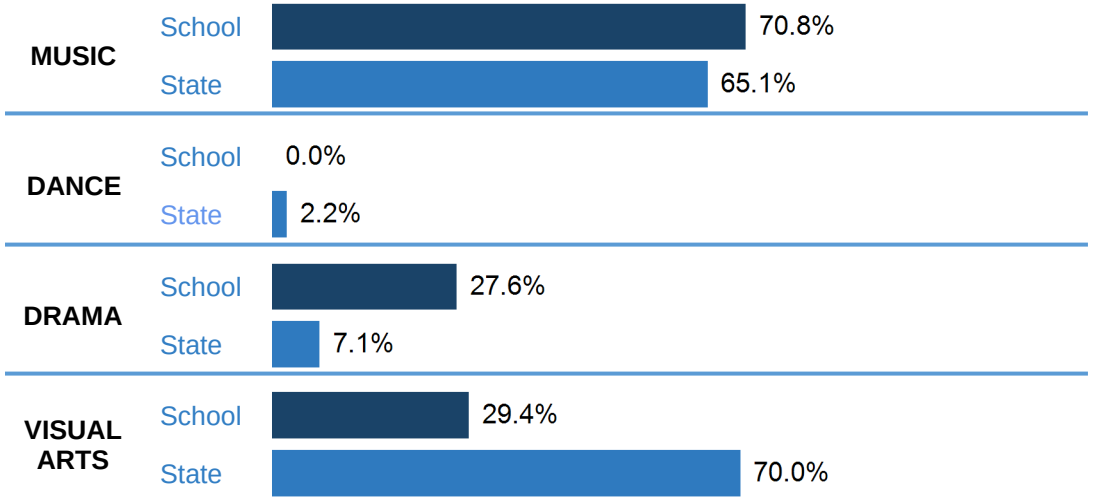


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

Sayreville Middle School
(23-4660-055)
Grades Offered: 06-08
2018-2019

Report Key:
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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.

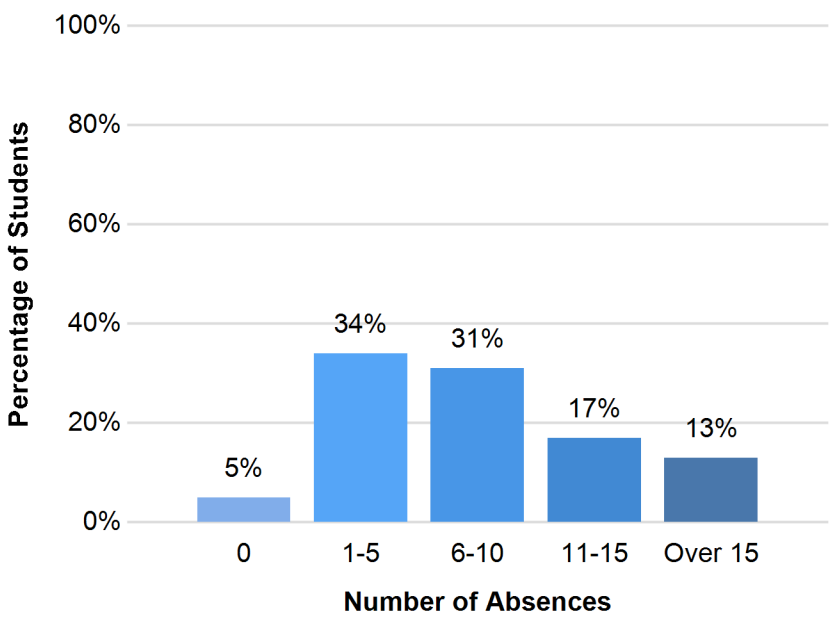
Chronic Absenteeism

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	107	7.6	9.1	Met
White	57	10.6	9.1	Not Met
Hispanic	20	5.5	9.1	Met
Black or African American	13	6.2	9.1	Met
Asian, Native Hawaiian, or Pacific	14	5.6	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Met
Female	58	8.3		
Male	49	6.9		
Economically Disadvantaged Students	58	10.9	9.1	Not Met
Students with Disabilities	30	11.5	9.1	Not Met
English Learners	2	5.9	9.1	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
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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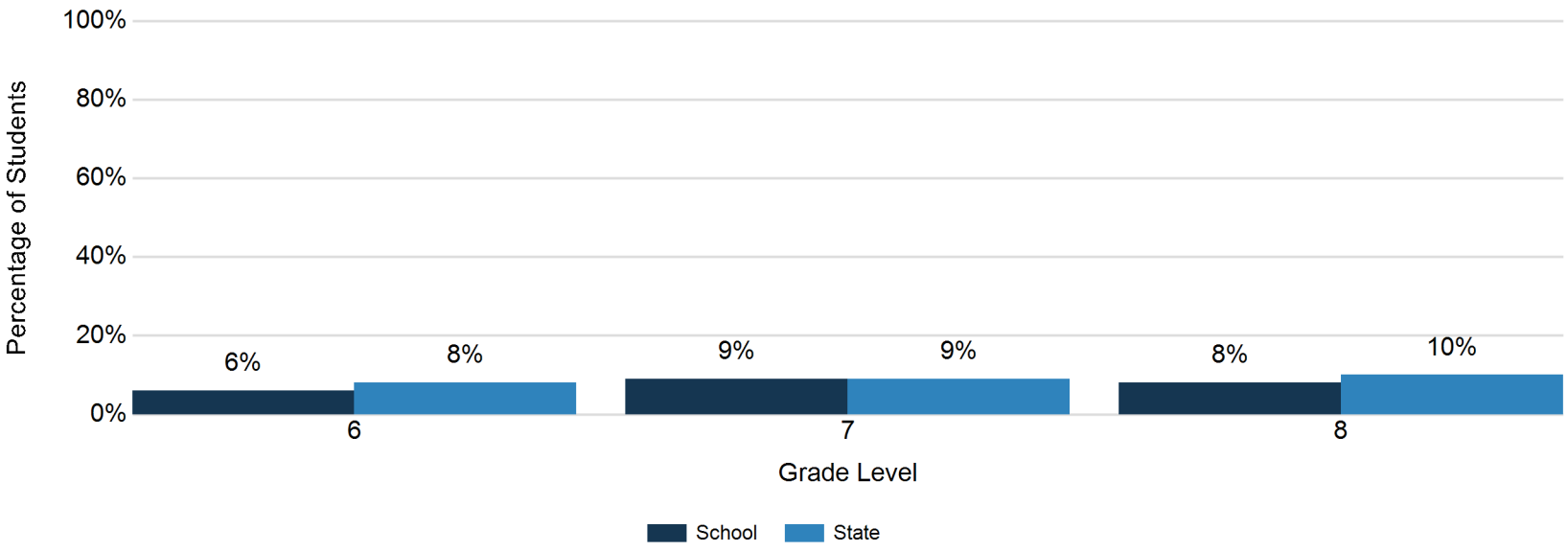
Chronic Absenteeism by Grade

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	27
Weapons	2
Vandalism	5
Substances	2
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	42
Incidents Per 100 Students Enrolled	2.99

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	6
Weapons	2
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	1

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	1	1	2
Gender	1	0	1
Sexual Orientation	1	0	1
Disability	2	0	2
Other	4	7	11
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	72	5.1%
Out-of-School Suspensions	102	7.3%
Any Suspension	135	9.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
252

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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	8:15 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 34 Mins
Shared Time - Instructional Time	6 Hrs. 34 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	122	118,214
Average years experience in public schools	12.9	12.1
Average years experience in district	12.1	10.8
Percentage of Teachers with 4 or more years experience in the district	84.3%	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	468:1	198:1
Teachers to Administrators	41:1	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	49.8%	69.7%	33.3%	48.4%	77.1%	54.9%
Male	50.2%	30.3%	66.7%	51.6%	22.9%	45.1%
White	38.4%	92.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	25.7%	5.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.9%	0.8%	0.0%	15.0%	6.6%	13.9%
Asian	17.4%	0.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	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	3.1%	0.0%	0.0%	2.1%	0.2%	0.2%

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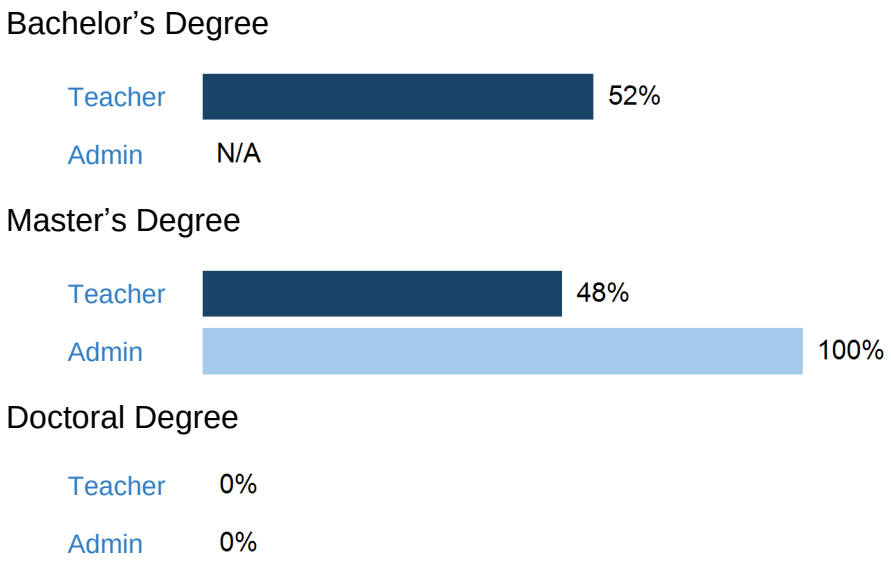
Teachers and Administrators - Level of Education

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	94.7%

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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	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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

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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	55.3%	54.8%	57.6%
Math Proficiency	41.4%	39.4%	39.6%
ELA Growth	48	40	45
Math Growth	42	41	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		23.1%	27.8%
Chronic Absenteeism	7.4%	9.2%	7.6%

† 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	Not Met	Met Standard	Met Standard	**	Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Not Met	Not Met	**	**	**	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:	• Sayreville Middle School includes grades 6 - 8 with an enrollment of 1406 students. The school was recognized by Special Olympics as a Unified Champion School. • Sayreville Middle School's Character Education Pennant Program/Medal of Honor Program recognizes students for positive behaviors, school involvement and academic achievement. • Sayreville Middle School was granted a school charter to establish a chapter of the National Junior Honor Society during the 2019 - 2020 school year.
Mission, Vision, Theme:	Sayreville Middle School is committed to providing a learning community that allows all students to feel confident to take risks necessary for their social, emotional, and educational growth. Our goal is to provide students with the opportunity to develop critical thinking and problem solving skills enabling them to grow into adults who are contributing, independent, empathetic, and informed citizens within the local and global community.
Awards, Recognition, Accomplishments:	Sayreville Middle School was recognized by Special Olympics as a Unified Champion School. SMS was selected by the NJDOE to participate in the New Jersey School Climate Transformation Project and was chosen to be a National Junior Honor Society Chapter.

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Courses, Curriculum, Instruction:	All students in grades 6 to 8 take the following courses: Language Arts Literacy and Mathematics in blocks of 80 minutes each every day as well Social Studies, Science, Physical Education each a 40 minute period every day. In addition, all students take a elective classes each day which include Art, Music, STEM, Spanish, Instrumental Music, 21st Century Skills, and Technology. Student choice electives include Computer Science, Forensics, Music and Technology, Histories Mysteries, and Art - Explore! Imagine! Discover!
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Coed), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Coed), Wrestling (Boys & Girls) Sayreville Middle School offers a comprehensive competitive sports program for boys and girls. In addition to the competitive school sports listed above, the middle school collaborates with the borough recreation program and provides recreational sports such as floor hockey, basketball, flag football, etc. afterschool and in the evening.
Clubs and Activities:	Sayreville Middle School offers the following clubs and activities: Student Council, Peer Leadership, School Climate Team, Community Service, Concert Band, Marching Band (with SWMHS), Odyssey of the Mind, Yearbook, Newspaper. Literacy Magazine, etc.

NJ SCHOOL PERFORMANCE REPORT

Sayreville Middle School
(23-4660-055)
Grades Offered: 06-08
2018-2019

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

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.

Before and After School Programs:	Sayreville Middle School offers Mathematics and Literacy Academies before and after school to address the needs of struggling learners. In addition, English Language Learners have the opportunity to receive supplemental English instruction.
Staff and Professional Learning:	Faculty and staff have a variety of professional development opportunities available throughout the year. In addition to outside workshops that teachers are encouraged to attend, the district has implemented Sayreville University which offers a diversified menu of workshop offerings that are provided in district.

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Student Supports and Services:	Sayreville Middle School is committed to recognizing and addressing the diverse learning needs of our students. SMS has an extremely active RTI team to identify the learning needs and strengths of students and strives to provide appropriate programming, interventions and support to assist students to achieve in the mainstream school environment. For example, before/after school LAL and Math academies provide supplemental support to regular education, special education and ELL students. The school also offers Lunch & Learn sessions where students build their language arts skills during the school.
Student Health and Wellness:	SMS has a successful sit down or grab and go breakfast program. Students who qualify for free or reduced lunch are provided with free breakfast daily, students who do not qualify for may buy breakfast for a small fee. During lunch periods a variety of fruits and vegetables are available to all students free of charge. SMS is committed to encouraging students to engage in physical activity. All students receive 200 minutes per week of physical education and daily outdoor recess.
Parent and Community Involvement:	Sayreville Middle School has an active PTO who work collaboratively with teachers and administrators to provide social and academic programs to enhance our students' educational experience. In addition to sponsoring dances, assembly programs and bbq's, the PTO sponsors several afterschool clubs such as the History Club, Drama Club, Baking Club, etc. The school also invites parents and community members into the school to participate in various activities. The school has a parent portal (OnCourse Connect) where parents can monitor student progress. It is found on the sayrevillek12.net website.

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Climate Surveys:	The climate survey is administered once per school year through the Rutgers Climate Transformation Project which reviewed the following areas; physical environment, teaching and learning, morale, relationships, parental support and engagement, safety, emotional environment, administration support, and inclusion and diversity.
Facilities:	The Sayreville Middle School is 51 years old and is consistently updating it's infrastructure as well as the buildings envelope. The school has a number of traditional classrooms as well as a few science labs. The media center is a very large space where students can research via the internet or by traditional resources. There are a number of lab areas within this space where whole classes can visit for educational needs. The building is partially air-conditioned.
School Safety:	The Sayreville Middle School has a number of campus security monitors with plans to construct a retention vestibule where visitors sign in daily. The school also has a School Resource Officer who supports the student body.

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Other Information	School structure: 9 - 40 minute periods; Blocked time for LAL and Math.