

OVERVIEW

MIDDLESEX

SAYREVILLE BORO

GRADE SPAN KG-03

EMMA ARLETH ELEMENTARY SCHOOL

3198 WASHINGTON ROAD

PARLIN, NJ 08859-1558

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is about average when compared** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	57	45	50%
College and Career Readiness	65	55	100%
Student Growth	--	--	N/A

Improvement Status

N/A

Rationale

N/A

- Very High Performance** is defined as being equal to or above the 80th percentile.
- High Performance** is defined as being between the 60th and 79.9th percentiles.
- Average Performance** is defined as being between the 40th and 59.9th percentiles.
- Lagging Performance** is defined as being between the 20th and 39.9th percentiles.
- Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **45%** of schools statewide as noted by its statewide percentile and **57%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **50%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **55%** of schools statewide as noted by its statewide percentile and **65%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

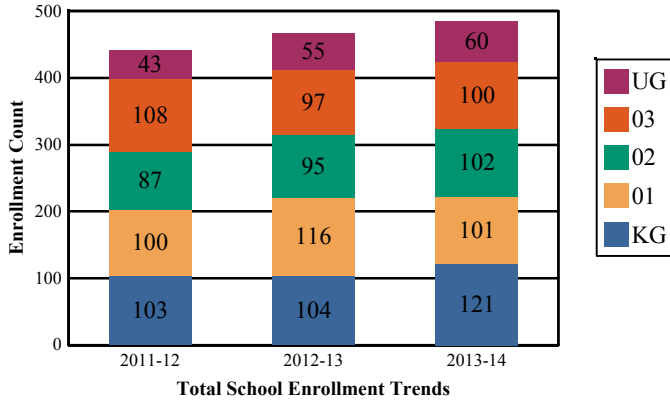
DEMOGRAPHIC INFORMATION

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GRADE SPAN KG-03

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



Language Diversity

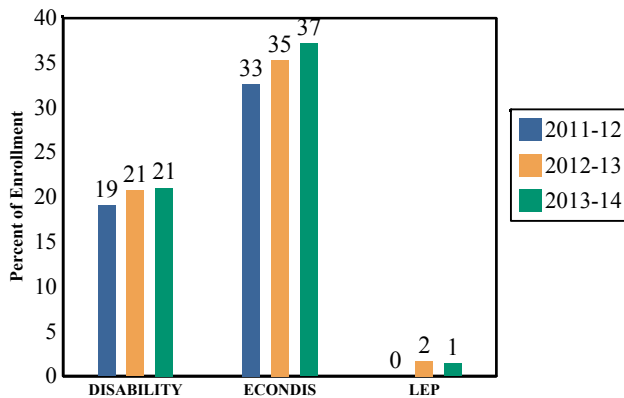
This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	67.9%
Spanish	6.8%
Arabic	3.9%
Gujarati	3.7%
Polish	3.3%
Urdu	1.9%
Other	12.4%

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

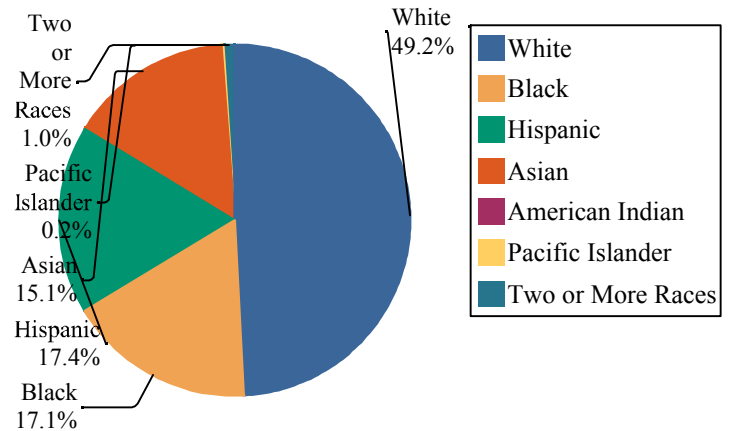
Total School Enrollment	
2011-12	441
2012-13	467
2013-14	484

Enrollment Trends by Program Participation



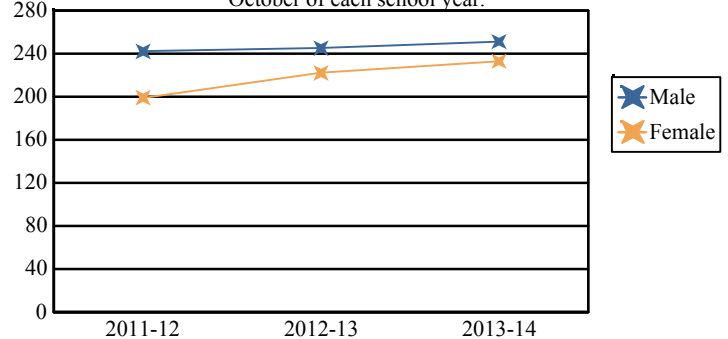
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	102	21%
Economically Disadvantaged Students	180	37.2%
Limited English Proficient Students	7	1.5%

	Male	Female
2011-12	242	199
2012-13	245	222
2013-14	251	233

ACADEMIC ACHIEVEMENT

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EMMA ARLETH ELEMENTARY SCHOOL

3198 WASHINGTON ROAD

PARLIN, NJ 08859-1558

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	72%	81	54	100%
NJASK Math Proficiency and above	78%	33	35	0%
SUMMARY - Academic Achievement		57	45	50%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

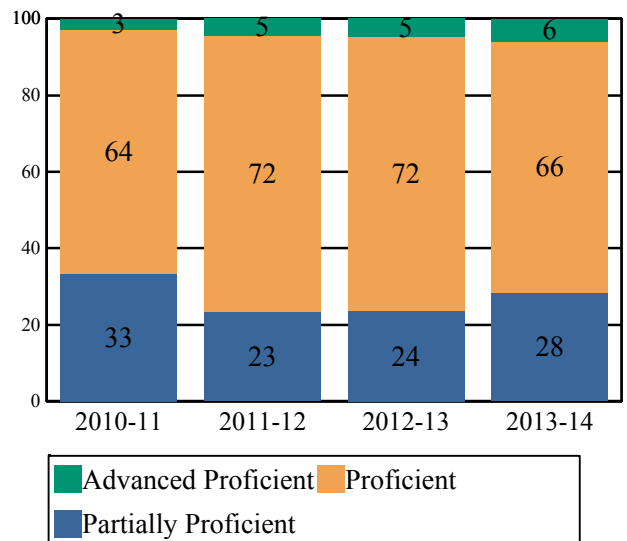
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	102	71.6	75.1	YES*
White	48	72.9	79.3	YES*
Black	-	-	-	--
Hispanic	-	-	-	--
American Indian	-	-	-	--
Asian	-	-	-	--
Two or More Races	-	-	-	--
Students with Disability	-	-	-	--
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	38	63.1	64.8	YES*

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

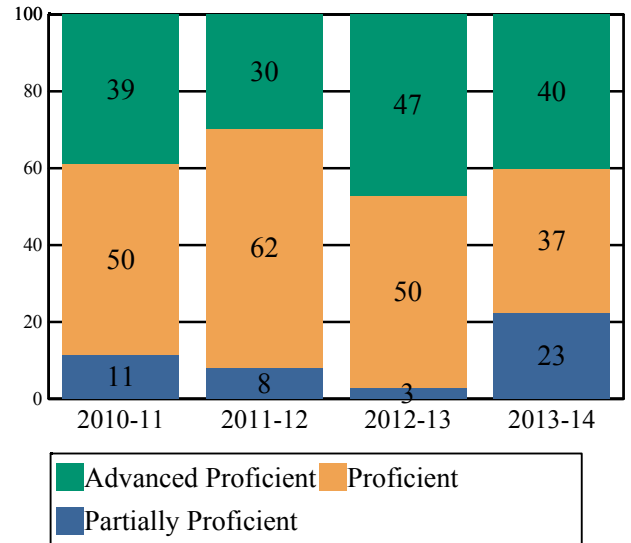
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	102	77.5	90	NO
White	48	72.9	90	NO
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	38	71	86.1	NO

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

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NJASK Results - Language Arts Literacy Grade Level - 03

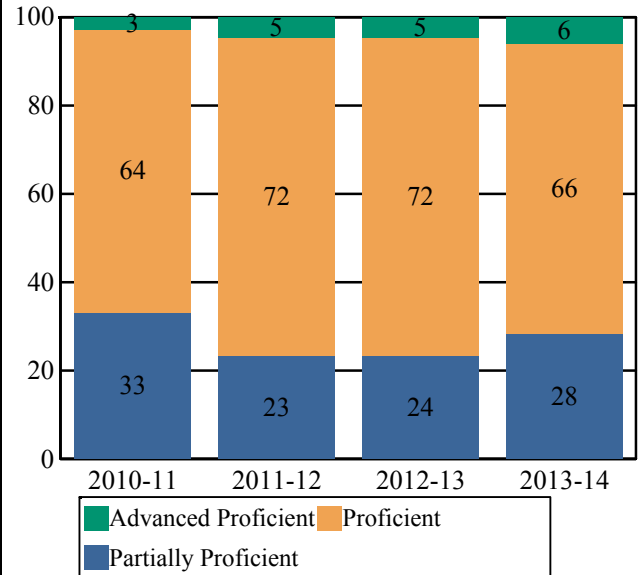
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	66%	28%
White	2%	71%	27%
Black	10%	50%	40%
Hispanic	0%	67%	33%
American Indian	-	-	-
Asian	14%	67%	19%
Two or More Races	-	-	-
Students with Disability	0%	46%	54%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	3%	61%	37%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

ACADEMIC ACHIEVEMENT

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NJASK Results - MATH Grade Level - 03

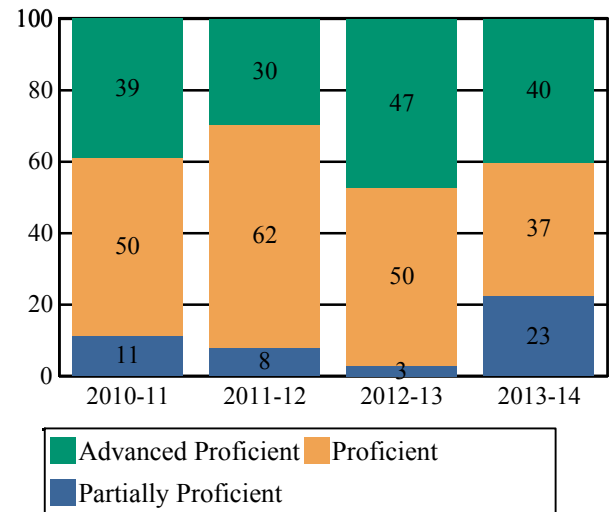
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	40%	37%	23%
White	33%	40%	27%
Black	25%	55%	20%
Hispanic	25%	42%	33%
American Indian	-	-	-
Asian	76%	14%	10%
Two or More Races	-	-	-
Students with Disability	21%	38%	42%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	26%	45%	29%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

COLLEGE AND CAREER READINESS

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EMMA ARLETH ELEMENTARY SCHOOL

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

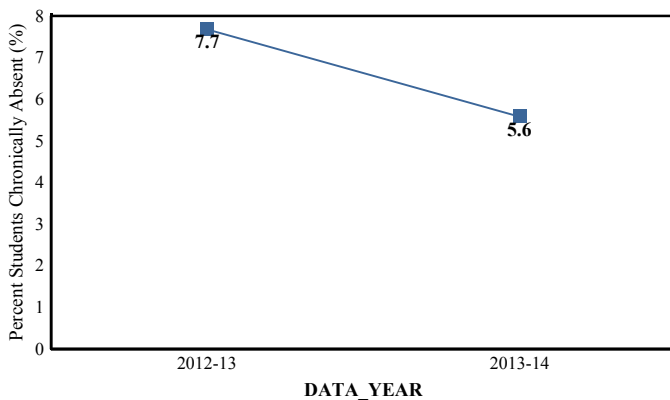
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	6%	65	55	6%	YES
Summary					100%

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

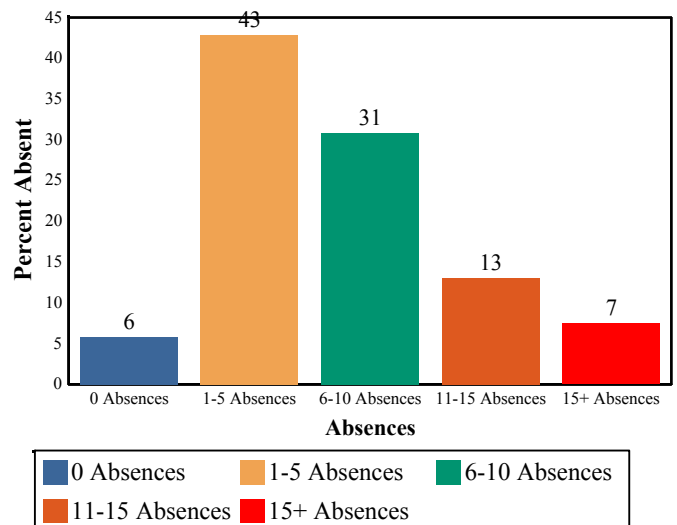
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1-5 absences, 6-10 absences, 11-15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	259	300
75th	225	221
50th	211	207
25th	194	188
0th	152	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	33

Grade Level - 03

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	262	268
50th	229	229
25th	208	200
0th	100	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	68

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	2.1%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	13
Administrators	484

SCHOOL PEER GROUP**EMMA ARLETH ELEMENTARY SCHOOL****23-4660-060**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
BERGEN	ELMWOOD PARK	GANTNER AVENUE SCHOOL	03-1345-070	KG-05	43.8%	0.8%	23.4%
BERGEN	RIDGEFIELD PARK TWP	ROOSEVELT ELEMENTARY SCHOOL	03-4380-080	KG-06	32.9%	5.3%	7.2%
CAMDEN	CHERRY HILL TWP	CLARA BARTON ELEMENTARY SCHOOL	07-0800-069	KG-05	32.8%	5.0%	7.7%
CAMDEN	COLLINGSWOOD BORO	MARK NEWBIE ELEMENTARY SCHOOL	07-0940-060	KG-05	37.6%	0.0%	19.2%
CAMDEN	GLOUCESTER TWP	GLENDORA ELEMENTARY SCHOOL	07-1780-060	KG-05	34.6%	0.0%	16.0%
CAMDEN	GLOUCESTER TWP	LORING-FLEMMING ELEMENTARY SCHOOL	07-1780-090	PK-05	37.6%	5.7%	14.2%
CAMDEN	LAUREL SPRINGS BORO	LAUREL SPRINGS SCHOOL	07-2540-050	PK-06	32.6%	1.1%	15.3%
CAMDEN	PENNSAUKEN TWP	GH CARSON ELEMENTARY SCHOOL	07-4060-130	PK-04	57.8%	17.6%	15.8%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP ELEMENTARY #2	09-3130-085	03-05	44.4%	2.5%	24.3%
CAPE MAY	OCEAN CITY	OCEAN CITY PRIMARY SCHOOL	09-3780-070	KG-03	34.0%	3.7%	11.6%
ESSEX	WEST ORANGE TOWN	EDISON MIDDLE SCHOOL	13-5680-070	06	35.9%	1.3%	17.8%
ESSEX	WEST ORANGE TOWN	PLEASANTDALE ELEMENTARY SCHOOL	13-5680-150	PK-05	41.9%	5.5%	16.6%
GLOUCESTER	FRANKLIN TWP	CAROLINE L. REUTTER SCHOOL	15-1590-070	05-06	32.7%	0.3%	15.8%
GLOUCESTER	GREENWICH TWP	BROAD STREET ELEMENTARY SCHOOL	15-1830-050	KG-04	36.9%	0.0%	21.5%
GLOUCESTER	MONROE TWP	HOLLY GLEN ELEMENTARY SCHOOL	15-3280-075	PK-04	43.3%	6.1%	16.0%
GLOUCESTER	MONROE TWP	WHITEHALL ELEMENTARY SCHOOL	15-3280-100	KG-04	33.8%	0.0%	15.8%
MERCER	EWING TWP	FRANCIS LORE ELEMENTARY SCHOOL	21-1430-105	PK-05	31.5%	2.4%	12.1%
MERCER	HAMILTON TWP	MCGALLIARD ELEMENTARY SCHOOL	21-1950-200	KG-05	35.9%	9.5%	7.3%
MIDDLESEX	HIGHLAND PARK BORO	BARTLE ELEMENTARY SCHOOL	23-2150-085	02-05	39.7%	5.8%	15.0%
MIDDLESEX	NORTH BRUNSWICK TWP	ARTHUR M. JUDD	23-3620-055	PK-05	31.6%	3.5%	10.8%
MIDDLESEX	PISCATAWAY TWP	ARBOR ELEMENTARY SCHOOL	23-4130-060	04-05	32.7%	4.8%	10.0%
MIDDLESEX	SAYREVILLE BORO	EMMA ARLETH ELEMENTARY SCHOOL	23-4660-060	KG-03	37.2%	1.5%	18.4%
MONMOUTH	EATONTOWN BORO	MEADOWBROOK	25-1260-080	PK-06	32.9%	0.4%	14.2%
OCEAN	LACEY TWP	LANOKA HARBOR ELEMENTARY SCHOOL	29-2480-060	KG-06	32.7%	0.0%	15.6%
OCEAN	OCEAN TWP	FREDERIC A. PRIFF ELEMENTARY SCHOOL	29-3820-030	04-06	41.4%	1.0%	23.6%
OCEAN	TOMS RIVER REGIONAL	PINE BEACH ELEMENTARY SCHOOL	29-5190-090	KG-05	34.3%	4.7%	10.9%
PASSAIC	CLIFTON CITY	SCHOOL #13	31-0900-180	KG-05	47.3%	18.6%	5.5%
PASSAIC	HAWTHORNE BORO	WASHINGTON ELEMENTARY SCHOOL	31-2100-100	KG-05	36.7%	5.6%	13.7%
SALEM	PITTSBORO TWP	OLIVET ELEMENTARY SCHOOL	33-4150-060	03-05	37.7%	0.0%	22.1%
SUSSEX	MONTAGUE TWP	MONTAGUE TOWNSHIP SCHOOL DISTRICT	37-3300-050	PK-06	38.0%	0.0%	21.9%
WARREN	WASHINGTON BORO	WASHINGTON MEMORIAL ELEMENTARY SCHOOL	41-5480-055	03-06	37.0%	0.0%	20.8%

OVERVIEW

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SAYREVILLE BORO

GRADE SPAN KG-03

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL

601 ERNSTON ROAD

PARLIN, NJ 08859-2126

This school's academic performance is **about average when compared** to schools across the state. Additionally, its academic performance is **about average when compared** to its peers. This school's college and career readiness is **high when compared** to schools across the state. Additionally, its college and career readiness is **very high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	57	41	63%
College and Career Readiness	81	67	100%
Student Growth	--	--	N/A

Improvement Status

N/A

Rationale

N/A

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- Lagging Performance** is defined as being between the 20th and 39.9th percentiles.
- Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **41%** of schools statewide as noted by its statewide percentile and **57%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **63%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **67%** of schools statewide as noted by its statewide percentile and **81%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

DEMOGRAPHIC INFORMATION

MIDDLESEX

SAYREVILLE BORO

GRADE SPAN KG-03

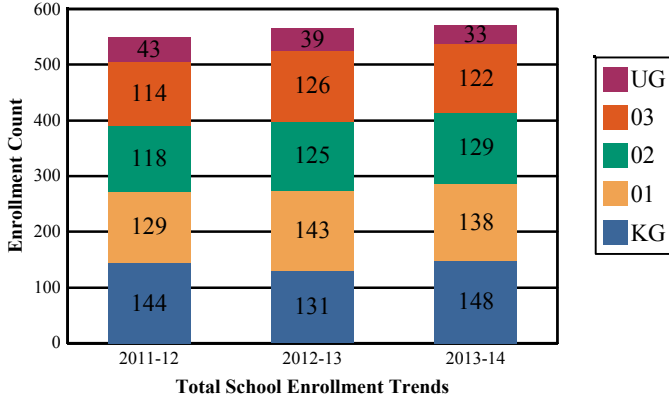
DWIGHT D. EISENHOWER ELEMENTARY SCHOOL

601 ERNSTON ROAD

PARLIN, NJ 08859-2126

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

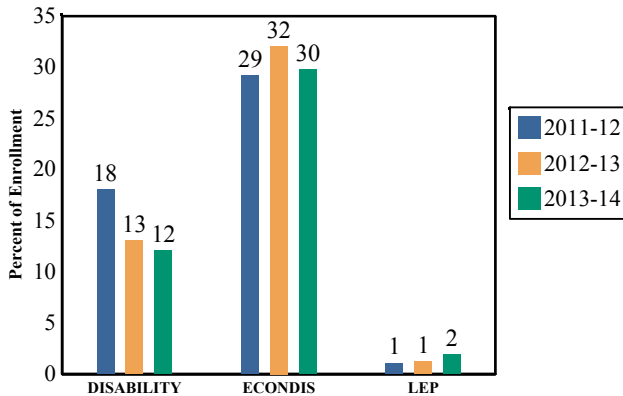
2013-14	Percent
English	61.1%
Spanish	6.7%
Hindi	3.9%
Telugu	3.4%
Gujarati	3.2%
Polish	2.8%
Other	18.9%

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

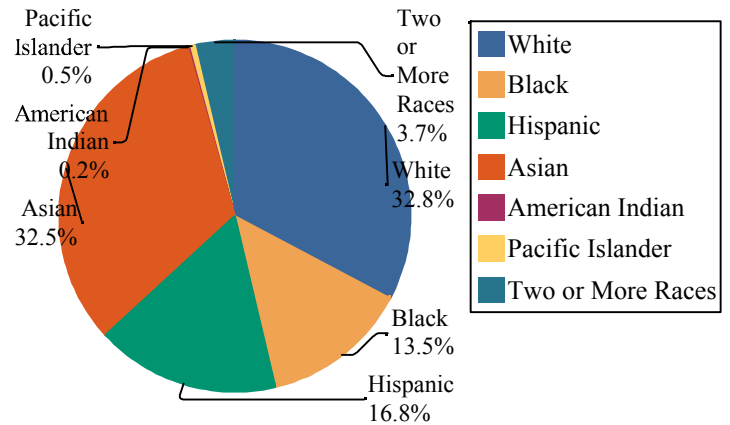
2011-12	548
2012-13	564
2013-14	570

Enrollment Trends by Program Participation



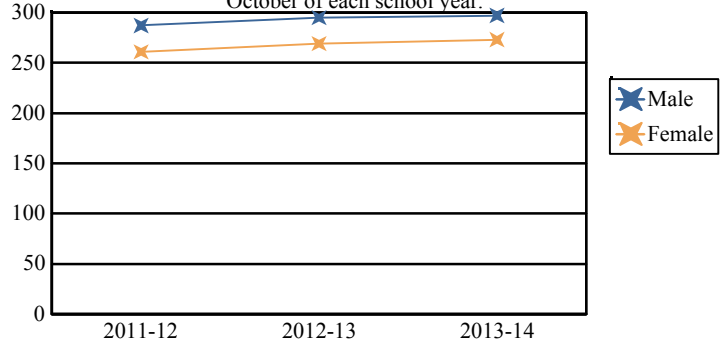
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	69	12%
Economically Disadvantaged Students	170	29.8%
Limited English Proficient Students	11	1.9%

	Male	Female
2011-12	287	261
2012-13	295	269
2013-14	297	273

ACADEMIC ACHIEVEMENT

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL

MIDDLESEX

601 ERNSTON ROAD

SAYREVILLE BORO

GRADE SPAN KG-03

PARLIN, NJ 08859-2126

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	74%	97	59	100%
NJASK Math Proficiency and above	71%	17	22	25%
SUMMARY - Academic Achievement		57	41	63%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

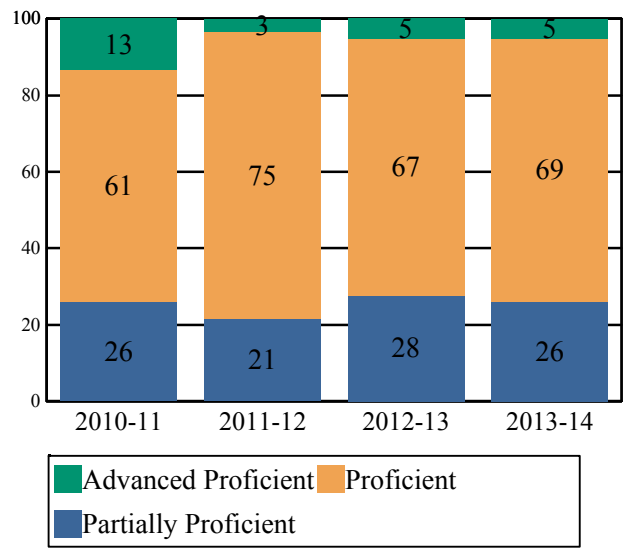
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	116	74.2	80.5	YES*
White	42	71.4	80.6	YES*
Black	-	-	-	--
Hispanic	-	-	-	--
American Indian	-	-	-	--
Asian	39	84.6	88	YES*
Two or More Races	-	-	-	--
Students with Disability	-	-	-	--
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	30	63.3	76.2	YES*

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

MIDDLESEX

SAYREVILLE BORO

GRADE SPAN KG-03

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

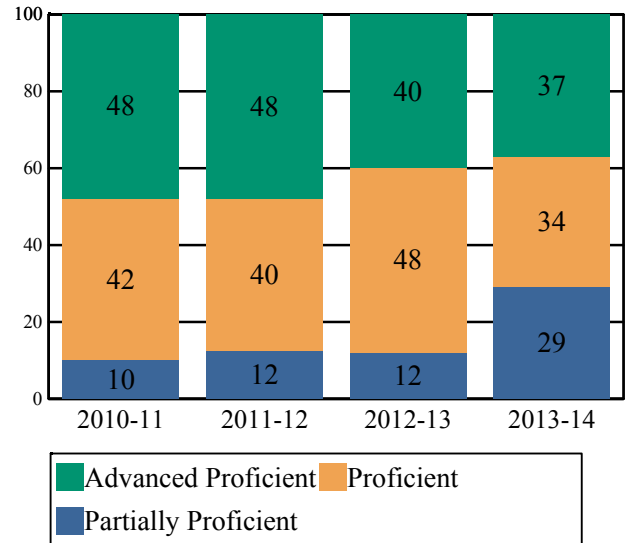
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	116	70.7	90	NO
White	42	76.2	90	NO
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	39	84.6	90	YES*
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	30	63.3	88.1	NO

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN KG-03

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL
601 ERNSTON ROAD
PARLIN, NJ 08859-2126

NJASK Results - Language Arts Literacy Grade Level - 03

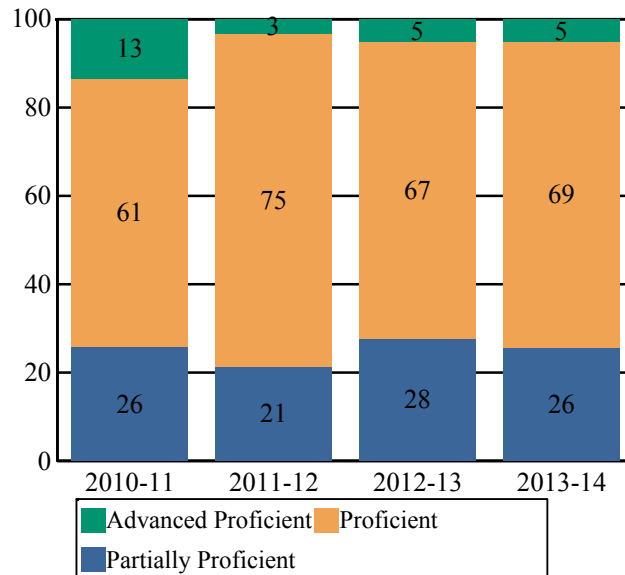
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	5%	69%	26%
White	7%	64%	29%
Black	0%	73%	27%
Hispanic	0%	73%	27%
American Indian	-	-	-
Asian	8%	77%	15%
Two or More Races	-	-	-
Students with Disability	0%	33%	67%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	3%	60%	37%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

ACADEMIC ACHIEVEMENT

MIDDLESEX

SAYREVILLE BORO

GRADE SPAN KG-03

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL

601 ERNSTON ROAD

PARLIN, NJ 08859-2126

NJASK Results - MATH Grade Level - 03

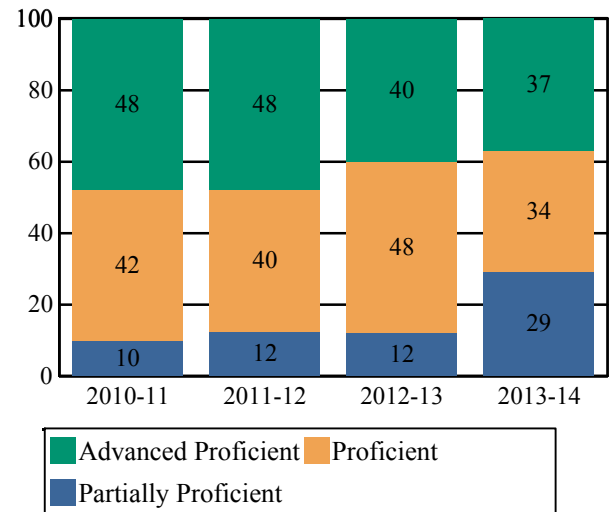
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	37%	34%	29%
White	38%	38%	24%
Black	7%	33%	60%
Hispanic	27%	47%	27%
American Indian	-	-	-
Asian	56%	28%	15%
Two or More Races	-	-	-
Students with Disability	33%	17%	50%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	10%	53%	37%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

COLLEGE AND CAREER READINESS

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL

MIDDLESEX

601 ERNSTON ROAD

SAYREVILLE BORO

GRADE SPAN KG-03

PARLIN, NJ 08859-2126

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

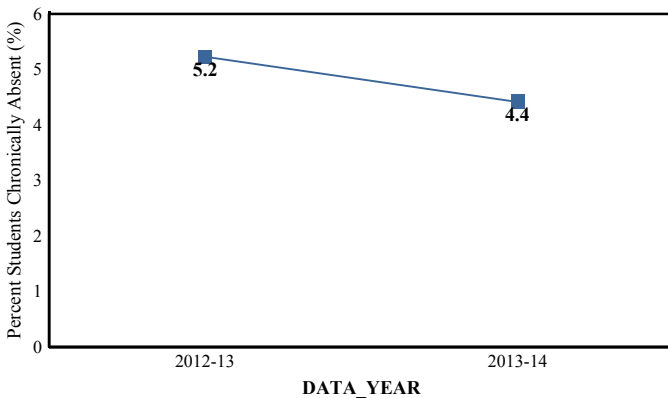
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	4%	81	67	6%	YES
Summary					100%

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

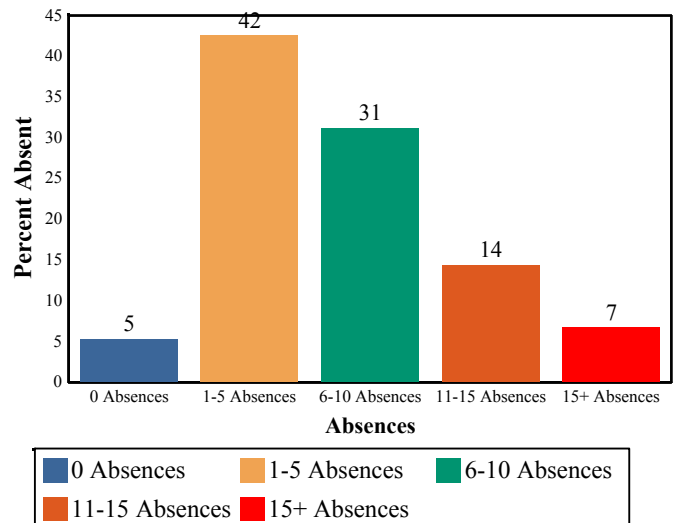
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1-5 absences, 6-10 absences, 11-15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



WITHIN SCHOOL ACHIEVEMENT GAP

DWIGHT D. EISENHOWER ELEMENTARY SCHOOL

**MIDDLESEX
SAYREVILLE BORO**

GRADE SPAN KG-03

**601 ERNSTON ROAD
PARLIN, NJ 08859-2126**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	254	300
75th	225	221
50th	211	207
25th	197	188
0th	162	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	256	268
50th	225	229
25th	193	200
0th	134	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	33

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	63	68

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	0.7%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	5 Hrs. 30 Mins.
Shared Time	4 Hrs. 5 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	16
Administrators	0

SCHOOL PEER GROUP**DWIGHT D. EISENHOWER ELEMENTARY SCHOOL 23-4660-070**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	EGG HARBOR TWP	E. H. SLAYBAUGH ELEMENTARY SCHOOL	01-1310-035 PK-03		29.9%	2.0%	8.9%
BERGEN	LYNDHURST TWP	COLUMBUS SCHOOL	03-2860-060 PK-03		29.5%	4.2%	12.1%
BURLINGTON	FLORENCE TWP	ROEBLING ELEMENTARY SCHOOL	05-1520-070 PK-03		28.3%	3.6%	7.8%
CAMDEN	BARRINGTON BORO	AVON ELEMENTARY SCHOOL	07-0190-010 PK-04		27.1%	0.0%	9.0%
CAMDEN	COLLINGSWOOD BORO	WILLIAM P TATEM ELEMENTARY SCHOOL	07-0940-080 KG-05		22.6%	0.0%	2.8%
CAMDEN	STRATFORD BORO	PARKVIEW ELEMENTARY SCHOOL	07-5080-045 PK-03		28.2%	0.0%	6.1%
CAMDEN	WATERFORD TWP	WATERFORD ELEMENTARY SCHOOL	07-5560-100 PK-06		29.1%	0.2%	16.1%
ESSEX	BLOOMFIELD TWP	DEMAREST ELEMENTARY	13-0410-100 KG-06		29.7%	3.2%	8.8%
ESSEX	MONTCLAIR TOWN	CHARLES H. BULLOCK SCHOOL	13-3310-060 KG-05		28.2%	0.0%	17.9%
ESSEX	MONTCLAIR TOWN	EDGEMONT ELEMENTARY SCHOOL	13-3310-110 KG-05		24.8%	0.0%	9.2%
GLOUCESTER	MONROE TWP	OAK KNOLL ELEMENTARY SCHOOL	15-3280-090 KG-04		29.6%	0.0%	13.9%
HUDSON	SECAUCUS TOWN	HUBER ST NO 3	17-4730-070 PK-06		27.4%	0.0%	8.4%
MERCER	EAST WINDSOR REGIONAL	WALTER C. BLACK ELEMENTARY SCHOOL	21-1245-080 KG-05		26.3%	2.1%	6.6%
MERCER	HAMILTON TWP	SUNNYBRAE ELEMENTARY SCHOOL	21-1950-245 PK-05		29.0%	3.8%	11.1%
MIDDLESEX	NORTH BRUNSWICK TWP	JOHN ADAMS	23-3620-060 PK-05		28.7%	3.8%	6.6%
MIDDLESEX	SAYREVILLE BORO	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	23-4660-070 KG-03		29.8%	1.9%	10.7%
MIDDLESEX	SOUTH PLAINFIELD BORO	GRANT ELEMENTARY SCHOOL	23-4910-070 05-07		26.4%	0.4%	14.6%
MIDDLESEX	WOODBRIIDGE TWP	FORD AVENUE ELEMENTARY SCHOOL	23-5850-140 KG-05		26.7%	0.0%	3.6%
OCEAN	BERKELEY TWP	CLARA B. WORTH ELEMENTARY SCHOOL	29-0320-030 PK-04		27.8%	0.0%	13.5%
OCEAN	BRICK TWP	LANES MILL ELEMENTARY SCHOOL	29-0530-045 KG-06		29.8%	0.0%	19.5%
OCEAN	JACKSON TWP	LUCY N. HOLMAN ELEMENTARY SCHOOL	29-2360-046 KG-05		26.3%	0.0%	13.1%
OCEAN	MANCHESTER TWP	WHITING ELEMENTARY SCHOOL	29-2940-060 PK-05		26.7%	0.0%	16.5%
OCEAN	OCEAN TWP	WARETOWN ELEMENTARY SCHOOL	29-3820-050 PK-03		29.6%	0.0%	15.0%
OCEAN	TOMS RIVER REGIONAL	BEACHWOOD ELEMENTARY SCHOOL	29-5190-064 KG-05		27.0%	0.0%	15.3%
OCEAN	TOMS RIVER REGIONAL	SILVER BAY ELEMENTARY SCHOOL	29-5190-095 KG-05		27.0%	0.0%	13.5%
OCEAN	TOMS RIVER REGIONAL	WEST DOVER ELEMENTARY SCHOOL	29-5190-120 KG-05		29.7%	0.3%	11.0%
PASSAIC	CLIFTON CITY	SCHOOL #2	31-0900-090 KG-05		28.4%	0.0%	18.3%
PASSAIC	CLIFTON CITY	SCHOOL #9	31-0900-150 KG-05		29.5%	0.0%	24.9%
SALEM	PENNSVILLE	PENN BEACH ELEMENTARY SCHOOL	33-4075-078 04-05		28.4%	0.0%	17.1%
SOMERSET	FRANKLIN TWP	CONERLY ROAD SCHOOL	35-1610-055 PK-04		29.9%	0.0%	12.4%
UNION	KENILWORTH BORO	WARREN G. HARDING ELEMENTARY SCHOOL	39-2420-050 PK-06		29.1%	4.1%	11.2%

OVERVIEW

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN 09-12

SAYREVILLE WAR MEMORIAL HIGH SCHOOL
820 WASHINGTON ROAD
PARLIN, NJ 08859-1050

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **lags in comparison** to schools across the state. Additionally, its college and career readiness **is about average when compared** to its peers. This school's graduation and post-secondary performance **is about average when compared** to schools across the state. Additionally, its graduation and post-secondary readiness **is high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	65	41	93%
College & Career Readiness	54	39	20%
Graduation and Post-Secondary	78	52	100%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile.**

High Performance is defined as being **between the 60th and 79.9th percentiles.**

Average Performance is defined as being **between the 40th and 59.9th percentiles.**

Lagging Performance is defined as being **between the 20th and 39.9th percentiles.**

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile.**

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **41%** of schools statewide as noted by its statewide percentile and **65%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **93%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For high schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey High School Proficiency Assessment (HSPA). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **39%** of schools statewide as noted by its statewide percentile and **54%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **20%** of its performance targets in the area of College and Career Readiness.



College and Career Readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For high schools, this includes measures of participation in college readiness tests such as the SAT, ACT or PSAT and in rigorous coursework as defined by participation in AP or IB courses in English, math, social studies and science.

Graduation and Post-Secondary

This school outperforms **52%** of schools statewide as noted by its statewide percentile and **78%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Graduation and Post-Secondary. Additionally, this school is meeting **100%** of its performance targets in the area of Graduation and Post-Secondary.



Graduation and Postsecondary measures the rate at which students who begin high school four years earlier graduate within four years. Also included is a measure of the rate at which students in a particular school drop out of school.

DEMOGRAPHIC INFORMATION

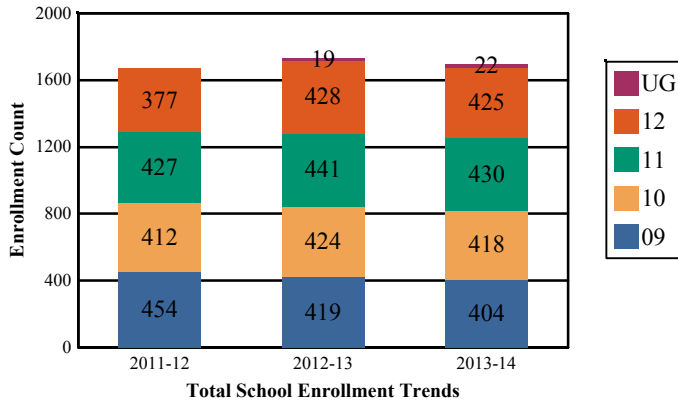
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SAYREVILLE BORO

GRADE SPAN 09-12

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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



Language Diversity

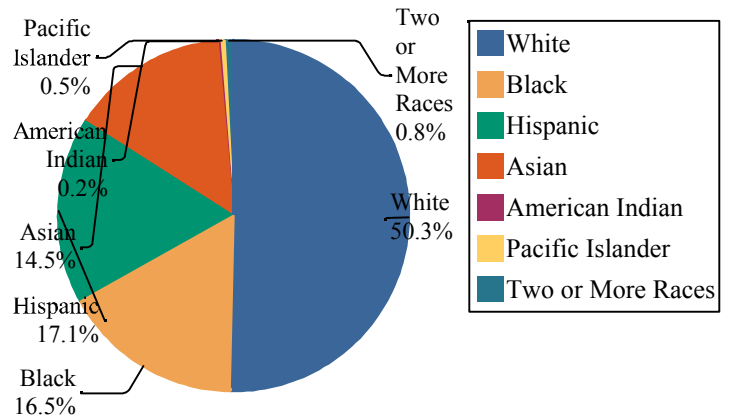
This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	73.5%
Spanish	8.0%
Gujarati	3.3%
Polish	2.6%
Arabic	2.2%
Urdu	1.8%
Other	8.6%

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment by Ethnic/Racial Subgroup

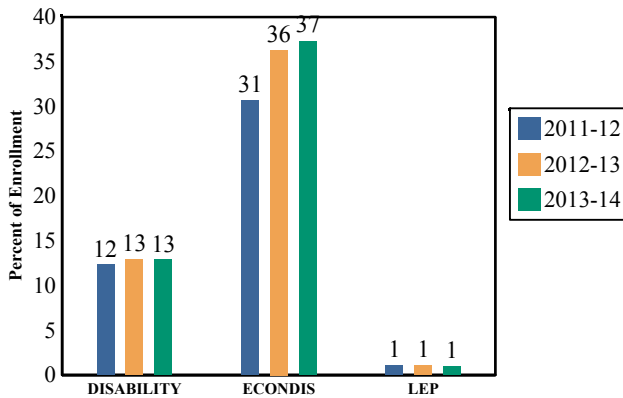
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Total School Enrollment

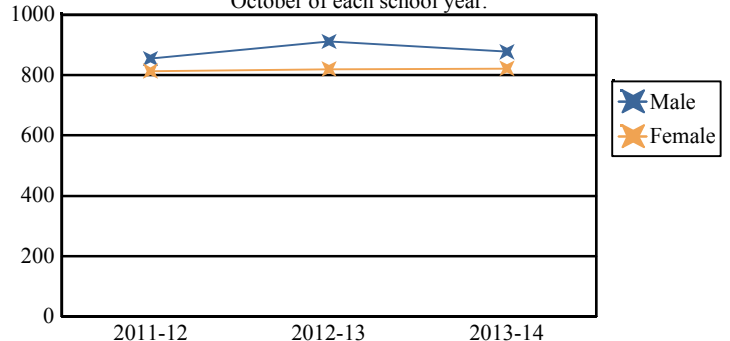
2011-12	1,669
2012-13	1,731
2013-14	1,699

Enrollment Trends by Program Participation



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	219	13%
Economically Disadvantaged Students	635	37.4%
Limited English Proficient Students	16	0.9%

	Male	Female
2011-12	855	814
2012-13	911	820
2013-14	877	822

ACADEMIC ACHIEVEMENT

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Academic Achievement measures the content knowledge students have in Language Arts Literacy and Math. In high schools, this includes the outcomes of the New Jersey High School Proficiency Assessment (HSPA). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both Language Arts Literacy and Math across multiple administrations of the assessment. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
HSPA Language Arts Proficiency and above	94%	58	39	100%
HSPA Math Proficiency and above	86%	71	43	86%
SUMMARY - Academic Achievement		65	41	93%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

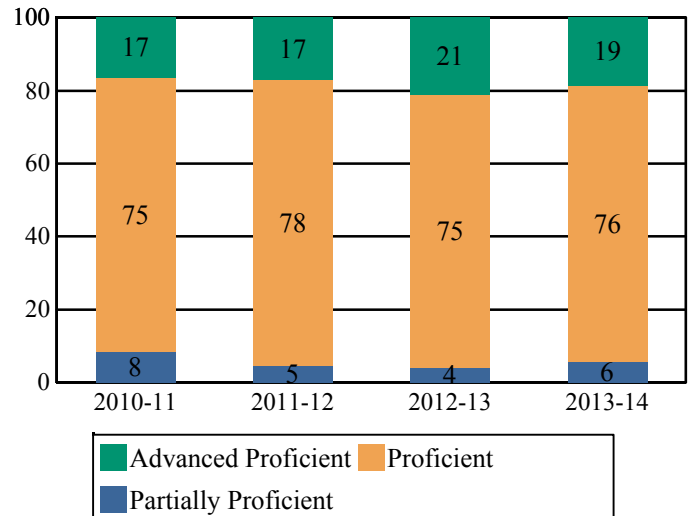
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	423	94.4	90	YES
White	230	93.5	90	YES
Black	57	91.3	90	YES
Hispanic	67	95.5	90	YES
American Indian	-	-		--
Asian	66	100	90	YES
Two or More Races	-	-		--
Students with Disability	54	57.4	53.4	YES
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	134	96.3	90	YES

YES* = Met Progress Target (Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

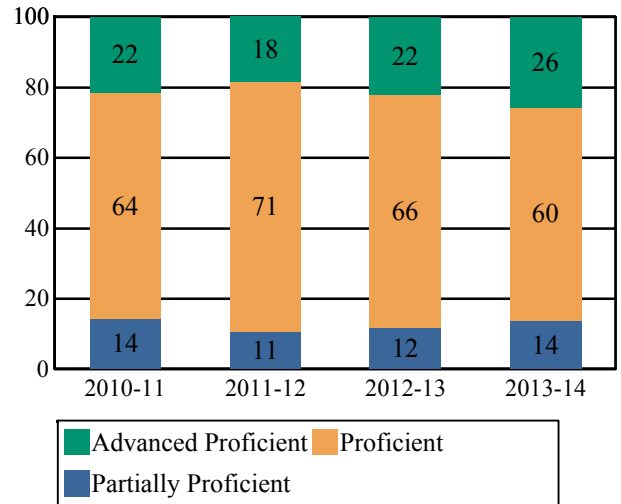
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	425	86.1	89.2	YES*
White	231	85.2	89.2	YES*
Black	57	79	82.6	YES*
Hispanic	68	83.8	89.9	YES*
American Indian	-	-	-	--
Asian	66	96.9	90	YES
Two or More Races	-	-	-	--
Students with Disability	56	28.6	46.6	NO
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	135	85.2	84.3	YES

YES* = Met Progress Target (Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



Proficiency Outcomes - Biology

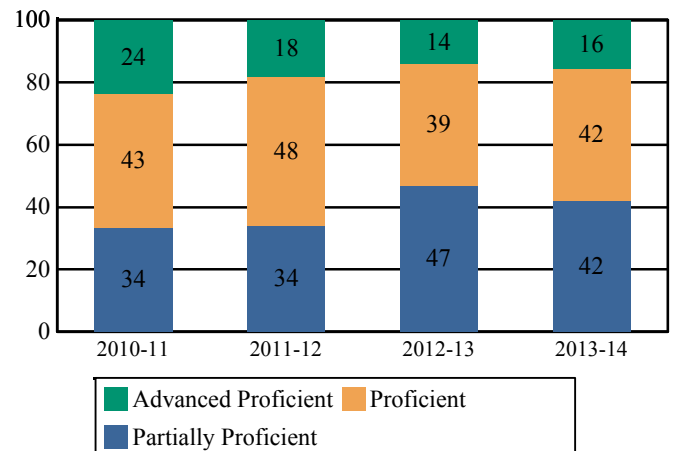
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	16%	42%	42%
White	17%	43%	40%
Black	6%	37%	56%
Hispanic	8%	39%	53%
American Indian	-	-	-
Asian	32%	48%	19%
Two or More Races	-	-	-
Students with Disability	2%	17%	80%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	6%	40%	54%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last two years.



COLLEGE AND CAREER READINESS

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in SAT participation has a higher SAT Participation than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	71%	55	31	80%	NO
Percent of Students Participating in PSAT or PLAN	26%	13	10	60%	NO
Percent of Students Scoring Above 1550 on SAT	39%	84	51	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	13%	29	30	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	81%	90	73	75%	YES
Summary		54	39		20%

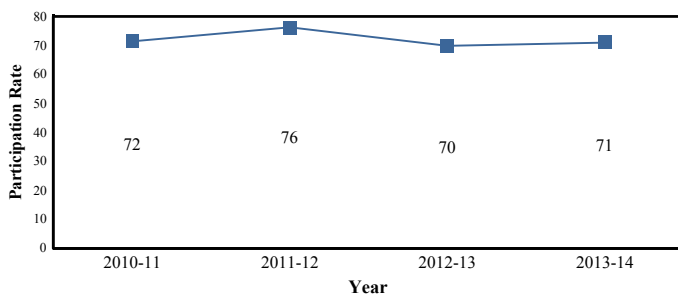
College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2013-14 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	71.1%	72.0%	76.2%
Participating in ACT	7.1%		22.5%
Participating in PSAT or PLAN	25.9%	67.8%	75.0%

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e, each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2013-14 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	24.1%	25.1%	34.2%
One or More Test	13.1%	21.1%	28.4%
At least one AP or IB Test in English, Math, Social Studies or Science	12.7%	18.4%	18.9%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2013-14	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	80.4%	65.5%	74.1%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	80.7%	58.6%	72.4%

COLLEGE AND CAREER READINESS

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SAYREVILLE BORO

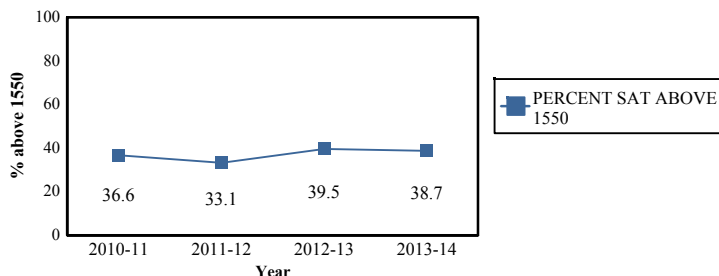
Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2013-14	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	38.7%	30.9%	44.6%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2013-14	School	Peer Avg.	State Avg.
Composite SAT Score	1,475	1,416	1,514
Critical Reading	477	466	496
Mathematics	518	485	521
Writing	480	465	497

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2013-14	Critical Reading	Mathematics	Writing
75th Percentile	530	590	550
50th Percentile	480	515	470
25th Percentile	410	443	420

AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP U.S. History	77	36
AP Chemistry	52	18
AP English Literature and Composition	50	32
AP English Language and Composition	47	49
AP Art-History of Art	35	5
AP Calculus AB	27	21
AP Spanish Language	24	6
AP Biology	20	14
AP Psychology	12	5
AP Statistics	5	1
AP Microeconomics	3	1
AP Macroeconomics	2	1

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	4.2%	2.1%
Drama/Theater	6.3%	3.9%
Music	6.0%	17.5%
Visual Arts	38.5%	31.1%
Total: All Visual and Performing Arts	49.6%	49.3%

N/R - Data Not Reported

Career in Technical Education Programs

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled 2013-14	School	State
Participating in CTE	0.2%	19.2%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

SAYREVILLE WAR MEMORIAL HIGH SCHOOL

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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the NCLB Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer percentile is 65 in Graduation Rate has a higher Graduation Rate than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's NCLB Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	90%	68	37	78%	YES
Dropout Rate	0.1%	87	66	2%	YES
SUMMARY - Graduation & Post-Secondary		78	52		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	90%	78%
White	90%	
Black	90%	
Hispanic	85%	
American Indian	-	
Asian	96%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	74%	
Limited English Proficient Students	-	
Economically Disadvantaged Students	88%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	.1%	2%
White	0%	
Black	0%	
Hispanic	.3%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	.5%	
Economically Disadvantaged Students	.3%	
Limited English Proficiency	-	

GRADUATION AND POSTSECONDARY

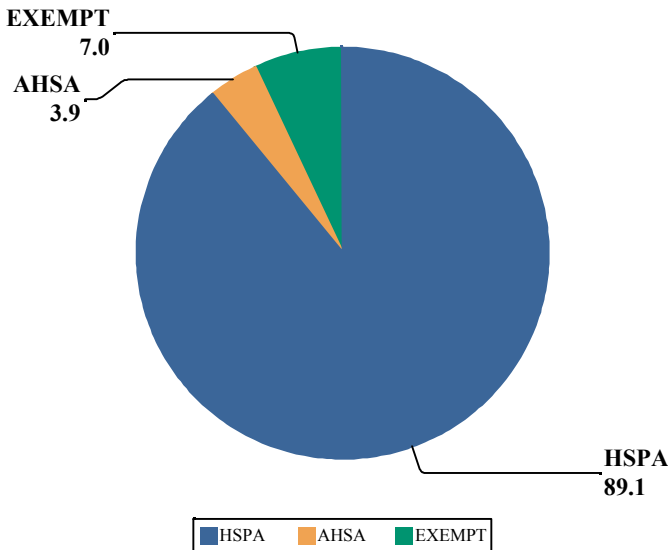
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Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	91%	94%
2013	91%	94%
2014	90%	

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Schoolwide	82%	46.5%	53.5%
White	81.6%	49%	51%
Black	85.5%	44.1%	55.9%
Hispanic	80.6%	63%	37%
Asian	85%	21.6%	78.4%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	51.2%	77.3%	22.7%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	76.4%	55.9%	44.1%

WITHIN SCHOOL ACHIEVEMENT GAP

SAYREVILLE WAR MEMORIAL HIGH SCHOOL

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

High School

HSPA Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scaled Score	State Scaled Score
99th	266	287
75th	246	250
50th	236	240
25th	224	224
0th	126	100

	Scaled Score Gap - School	Scaled Score Gap - State
25th vs 75th Gap	22	26

High School

HSPA Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scaled Score	State Scaled Score
99th	270	300
75th	250	253
50th	234	232
25th	211	208
0th	146	132

	Scaled Score Gap - School	Scaled Score Gap - State
25th vs 75th Gap	39	45

SCHOOL CLIMATE

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GRADE SPAN 09-12

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 40 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	13.3%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	5 Hrs. 40 Mins.
Shared Time	2 Hrs. 41 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	12
Administrators	340

SCHOOL PEER GROUP**SAYREVILLE WAR MEMORIAL HIGH SCHOOL****23-4660-050**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	HAMMONTON TOWN	HAMMONTON HIGH SCHOOL	01-1960-050	09-12	33.8%	1.9%	17.7%
BERGEN	BOGOTA BORO	BOGOTA JR./SR. HIGH SCHOOL	03-0440-020	07-12	46.6%	3.0%	15.3%
BERGEN	CLIFFSIDE PARK BORO	CLIFFSIDE PARK HIGH SCHOOL	03-0890-030	09-12	68.3%	8.6%	16.2%
BERGEN	ELMWOOD PARK	MEMORIAL SENIOR HIGH SCHOOL	03-1345-050	09-12	47.5%	3.5%	13.7%
BURLINGTON	RIVERSIDE TWP	RIVERSIDE HIGH SCHOOL	05-4450-050	09-12	43.9%	3.3%	22.7%
CAMDEN	BLACK HORSE PIKE REGIONAL	HIGHLAND REGIONAL HIGH SCHOOL	07-0390-020	09-12	32.0%	0.0%	14.1%
CAMDEN	BLACK HORSE PIKE REGIONAL	TIMBER CREEK REGIONAL HIGH SCHOOL	07-0390-030	09-12	31.4%	0.0%	12.6%
CAMDEN	BLACK HORSE PIKE REGIONAL	TRITON REGIONAL HIGH SCHOOL	07-0390-050	09-12	34.3%	1.6%	17.6%
CAMDEN	COLLINGSWOOD BORO	COLLINGSWOOD HIGH SCHOOL	07-0940-030	09-12	45.2%	3.5%	17.8%
CAMDEN	PINE HILL BORO	OVERBROOK SENIOR HIGH SCHOOL	07-4110-010	09-12	41.9%	2.1%	19.1%
CHARTERS	CENTRAL JERSEY COLLEGE PREP CS	CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL	80-6018-900	06-12	42.5%	0.0%	6.9%
CHARTERS	HOBOKEN CS	HOBOKEN CHARTER SCHOOL	80-6720-930	KG-12	30.4%	0.0%	15.0%
ESSEX	BLOOMFIELD TWP	BLOOMFIELD HIGH SCHOOL	13-0410-020	09-12	48.1%	2.7%	16.5%
ESSEX	WEST ORANGE TOWN	WEST ORANGE HIGH SCHOOL	13-5680-050	09-12	38.2%	3.4%	19.1%
GLOUCESTER	GATEWAY REGIONAL	GATEWAY REGIONAL HIGH SCHOOL	15-1715-050	07-12	34.7%	0.0%	17.0%
HUDSON	JERSEY CITY	DR RONALD MCNAIR HIGH SCHOOL	17-2390-075	09-12	47.0%	0.0%	0.1%
HUDSON	KEARNY TOWN	KEARNY HIGH SCHOOL	17-2410-050	09-12	50.8%	4.3%	13.8%
HUDSON	NORTH BERGEN TWP	NORTH BERGEN HIGH SCHOOL	17-3610-050	09-12	61.3%	6.8%	14.6%
HUDSON	WEEHAWKEN TWP	WEEHAWKEN HIGH SCHOOL	17-5580-050	07-12	57.9%	4.6%	11.0%
MERCER	EWING TWP	EWING HIGH SCHOOL	21-1430-050	09-12	40.6%	1.5%	14.7%
MIDDLESEX	SAYREVILLE BORO	SAYREVILLE WAR MEMORIAL HIGH SCHOOL	23-4660-050	09-12	37.4%	0.9%	12.9%
MIDDLESEX	SOUTH AMBOY CITY	SOUTH AMBOY MIDDLE/HIGH SCHOOL	23-4830-030	07-12	44.1%	1.9%	15.5%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER HIGH SCHOOL	23-4920-050	09-12	42.2%	2.4%	12.4%
MIDDLESEX	WOODBRIIDGE TWP	WOODBRIIDGE HIGH SCHOOL	23-5850-050	09-12	44.5%	1.3%	13.4%
MORRIS	DOVER TOWN	DOVER HIGH SCHOOL	27-1110-040	09-12	65.7%	6.9%	9.4%
OCEAN	BARNEGAT TWP	BARNEGAT HIGH SCHOOL	29-0185-030	09-12	32.0%	0.3%	12.7%
OCEAN	BRICK TWP	BRICK TOWNSHIP HIGH SCHOOL	29-0530-020	09-12	33.9%	2.0%	18.8%
OCEAN	CENTRAL REGIONAL	CENTRAL REGIONAL HIGH SCHOOL	29-0770-030	09-12	32.5%	1.0%	17.2%
PASSAIC	CLIFTON CITY	CLIFTON HIGH SCHOOL	31-0900-030	09-12	53.6%	4.4%	12.1%
SALEM	PITTSBGROVE TWP	ARTHUR P SCHALICK HIGH SCHOOL	33-4150-040	09-12	34.5%	0.0%	10.5%
UNION	ROSELLE PARK BORO	ROSELLE PARK HIGH SCHOOL	39-4550-050	09-12	43.2%	3.4%	14.6%

OVERVIEW

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN 06-08

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is very high when compared** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is about average when compared** to its peers. This school's student growth performance **is high when compared** to schools across the state. Additionally, its student growth performance **is about average when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	83	57	43%
College and Career Readiness	51	41	50%
Student Growth	59	65	100%

Improvement Status

N/A

Rationale

N/A

- Very High Performance** is defined as being equal to or above the 80th percentile.
- High Performance** is defined as being between the 60th and 79.9th percentiles.
- Average Performance** is defined as being between the 40th and 59.9th percentiles.
- Lagging Performance** is defined as being between the 20th and 39.9th percentiles.
- Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms 57% of schools statewide as noted by its statewide percentile and 83% of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting 43% of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms 41% of schools statewide as noted by its statewide percentile and 51% of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting 50% of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms 65% of schools statewide as noted by its statewide percentile and 59% of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting 100% percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

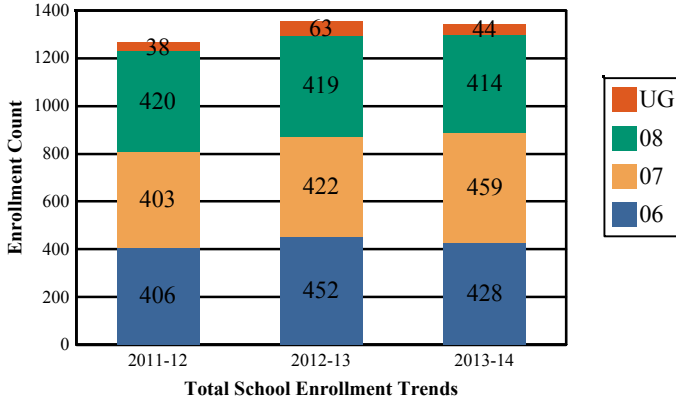
DEMOGRAPHIC INFORMATION

MIDDLESEX
 SAYREVILLE BORO

GRADE SPAN 06-08

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



Language Diversity

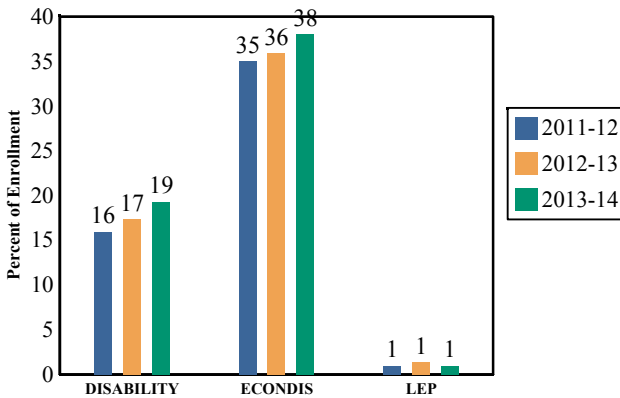
This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	71.9%
Spanish	7.2%
Gujarati	3.2%
Polish	2.5%
Arabic	2.4%
Urdu	2.1%
Other	10.8%

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

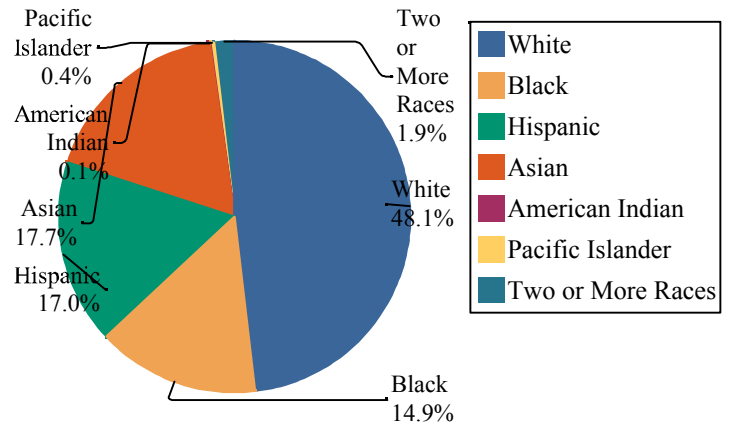
Total School Enrollment	
2011-12	1,266
2012-13	1,356
2013-14	1,345

Enrollment Trends by Program Participation



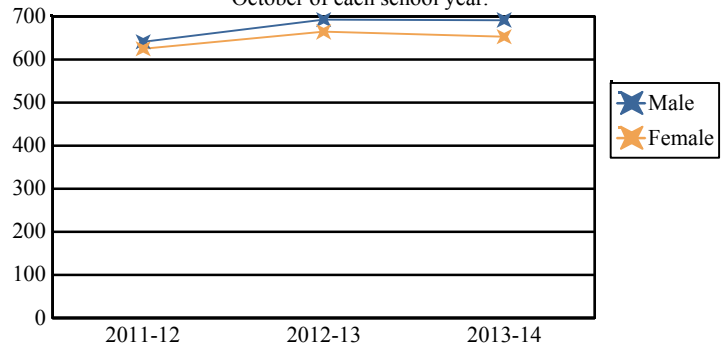
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	261	19%
Economically Disadvantaged Students	512	38.1%
Limited English Proficient Students	14	1.0%

	Male	Female
2011-12	641	625
2012-13	692	664
2013-14	692	653

ACADEMIC ACHIEVEMENT

MIDDLESEX

SAYREVILLE BORO

GRADE SPAN 06-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	73%	78	56	14%
NJASK Math Proficiency and above	78%	88	58	71%
SUMMARY - Academic Achievement		83	57	43%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

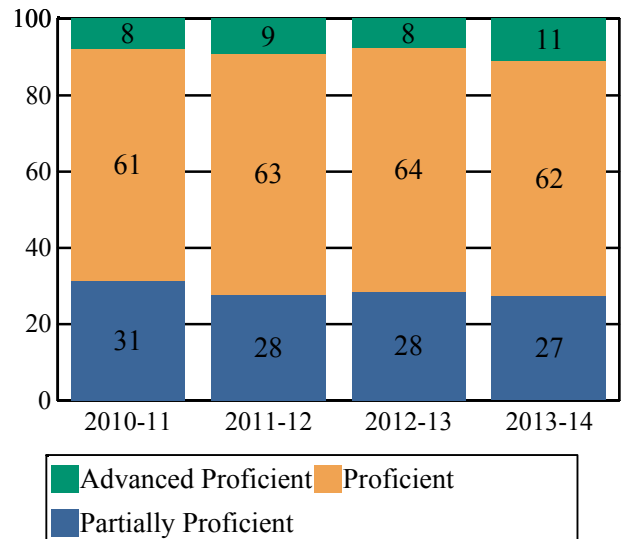
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	1277	72.6	76.5	NO
White	626	73.2	77.2	NO
Black	189	61.4	75.2	NO
Hispanic	215	63.2	72.3	NO
American Indian	-	-	-	--
Asian	222	88.3	82.4	YES
Two or More Races	-	-	-	--
Students with Disability	265	35.9	48.5	NO
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	440	62.8	70.9	NO

YES* = Met Progress Target (Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN 06-08

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

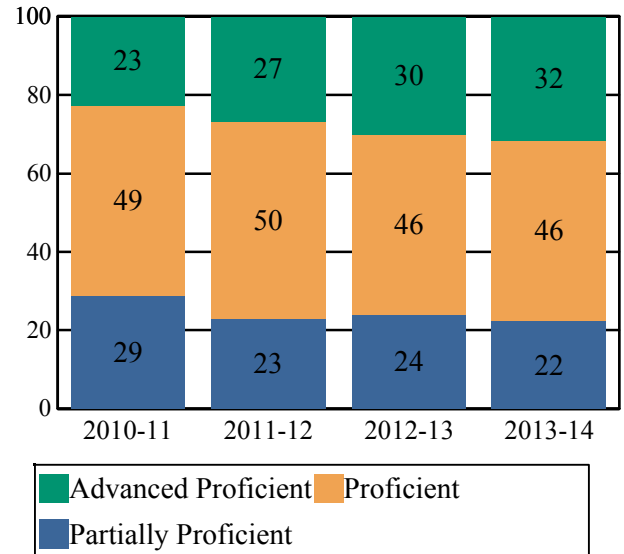
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	1277	77.7	78.4	YES*
White	626	78.5	81.3	YES*
Black	189	61.3	70.6	NO
Hispanic	215	72.5	72.7	YES*
American Indian	-	-		--
Asian	222	92.8	88	YES
Two or More Races	-	-		--
Students with Disability	266	43.3	52.3	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	440	69.1	70.7	YES*

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN 06-08

NJASK Results - Language Arts Literacy Grade Level - 06

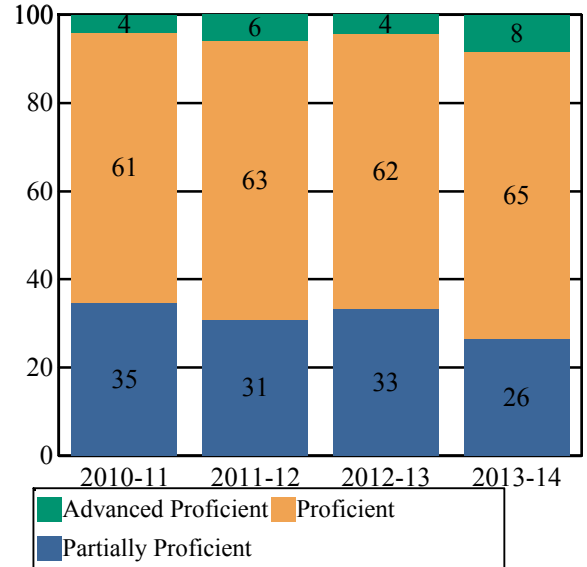
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	8%	65%	26%
White	7%	66%	27%
Black	4%	54%	42%
Hispanic	7%	62%	32%
American Indian	-	-	-
Asian	14%	75%	11%
Two or More Races	-	-	-
Students with Disability	0%	35%	65%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	4%	60%	36%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Results - Language Arts Literacy Grade Level - 07

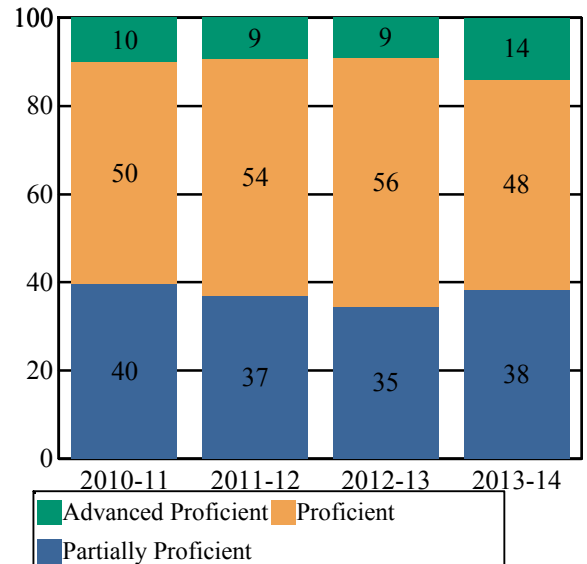
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	14%	48%	38%
White	15%	50%	36%
Black	1%	48%	51%
Hispanic	8%	35%	57%
American Indian	-	-	-
Asian	32%	51%	17%
Two or More Races	-	-	-
Students with Disability	5%	18%	77%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	4%	43%	52%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

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GRADE SPAN 06-08

NJASK Results - Language Arts Literacy Grade Level - 08

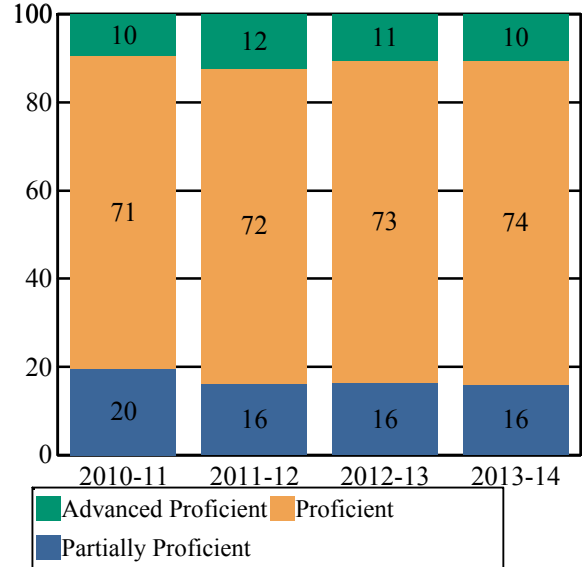
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	10%	74%	16%
White	7%	76%	17%
Black	7%	73%	20%
Hispanic	5%	75%	20%
American Indian	-	-	-
Asian	30%	64%	6%
Two or More Races	-	-	-
Students with Disability	1%	52%	46%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	3%	73%	23%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

ACADEMIC ACHIEVEMENT

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN 06-08

NJASK Results - MATH Grade Level - 06

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	34%	48%	19%
White	27%	54%	19%
Black	21%	42%	37%
Hispanic	25%	58%	17%
American Indian	-	-	-
Asian	64%	28%	8%
Two or More Races	-	-	-
Students with Disability	9%	35%	56%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	22%	52%	26%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 07

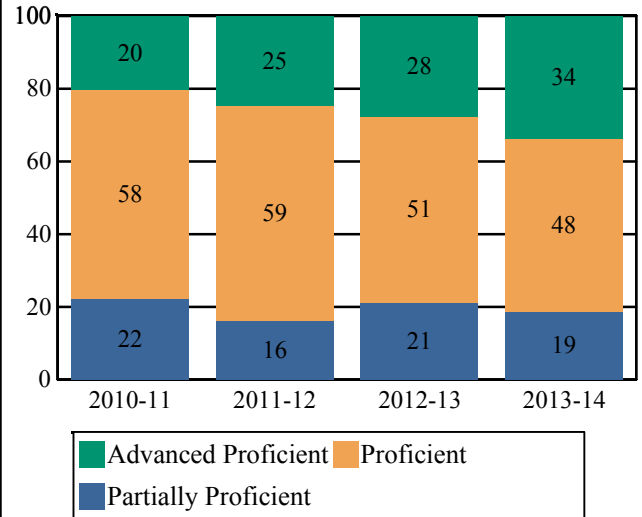
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	24%	49%	28%
White	23%	54%	23%
Black	10%	44%	47%
Hispanic	11%	47%	42%
American Indian	-	-	-
Asian	51%	39%	11%
Two or More Races	-	-	-
Students with Disability	11%	26%	63%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	11%	50%	38%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

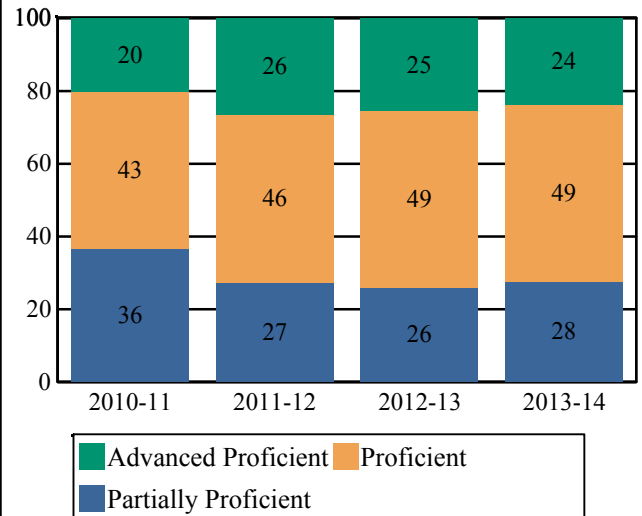
NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN 06-08

NJASK Results - MATH Grade Level - 08

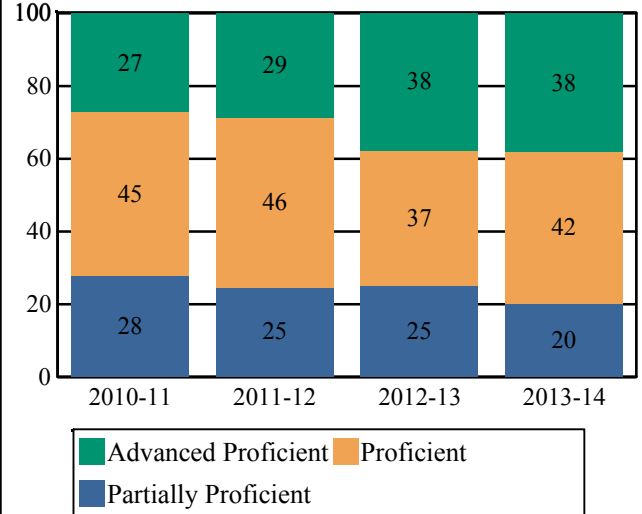
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	38%	42%	20%
White	32%	45%	23%
Black	29%	41%	31%
Hispanic	28%	49%	23%
American Indian	-	-	-
Asian	78%	20%	2%
Two or More Races	-	-	-
Students with Disability	15%	35%	50%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	26%	46%	29%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

ACADEMIC ACHIEVEMENT
MIDDLESEX
SAYREVILLE BORO

GRADE SPAN 06-08

NJASK Results - Science Grade Level - 08

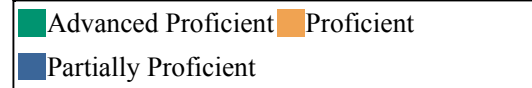
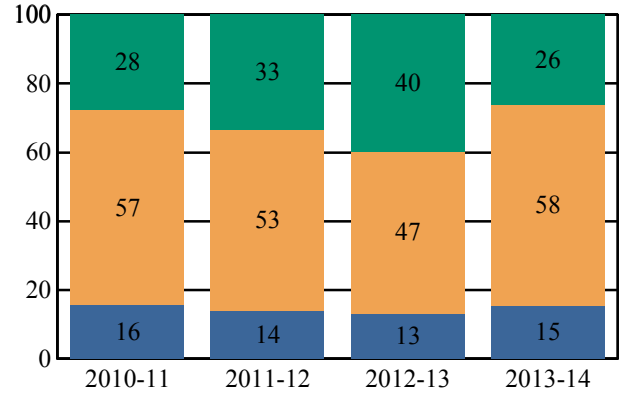
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	26%	58%	15%
White	20%	64%	17%
Black	19%	66%	15%
Hispanic	15%	63%	22%
American Indian	-	-	-
Asian	64%	30%	6%
Two or More Races	-	-	-
Students with Disability	7%	52%	41%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	12%	66%	21%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	10%	20	26	20%	NO
Chronic Absenteeism (%)	6%	81	55	6%	YES
Summary		51	41		50%

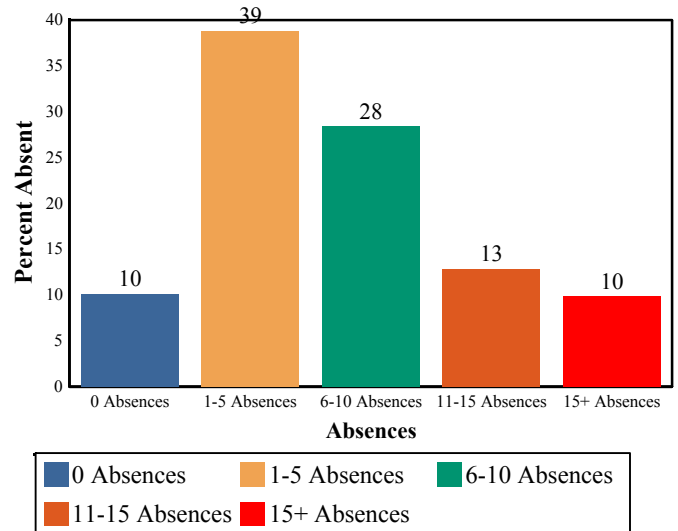
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2013-14	School
Students taking Algebra I	10%
Algebra grade (C or better)	100%

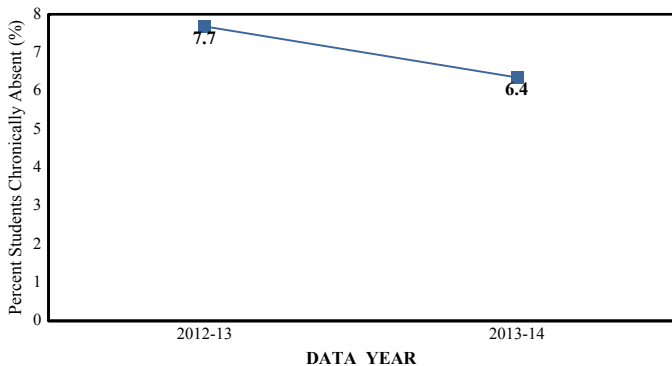
Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



STUDENT GROWTH
MIDDLESEX
SAYREVILLE BORO

GRADE SPAN 06-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	48	46	49	35	YES
Student Growth on Math	58	71	80	35	YES
		59	65		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	16%	7%	3%
Proficient	18%	22%	21%
Advanced Proficient	1%	3%	7%

	GROWTH		
	Low	Typical	High
Partially Proficient	12%	6%	4%
Proficient	11%	16%	18%
Advanced Proficient	4%	8%	20%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN 06-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 06

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	280	300
75th	230	230
50th	213	211
25th	197	192
0th	131	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	254	259
50th	228	228
25th	206	201
0th	132	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	38

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	58

Grade Level - 07

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	294	300
75th	232	234
50th	208	211
25th	188	188
0th	128	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	243	250
50th	218	214
25th	191	184
0th	123	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	46

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	66

WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN 06-08

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	270	300
75th	233	238
50th	220	221
25th	206	204
0th	150	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	34

Grade Level - 08

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	264	259
50th	230	227
25th	202	192
0th	100	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	62	67

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 34 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	7.9%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	5 Hrs. 30 Mins.
Shared Time	4 Hrs. 10 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	10
Administrators	448

SCHOOL PEER GROUP**SAYREVILLE MIDDLE SCHOOL****23-4660-055**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	ABSECON CITY	EMMA C ATTALES	01-0010-050	05-08	44.6%	0.9%	10.5%
ATLANTIC	EGG HARBOR TWP	ALDER AVENUE MIDDLE SCHOOL	01-1310-038	06-08	47.2%	1.7%	11.3%
ATLANTIC	FOLSOM BORO	FOLSOM ELEMENTARY SCHOOL	01-1540-050	PK-08	38.3%	0.0%	17.1%
ATLANTIC	HAMILTON TWP	WILLIAM DAVIES MIDDLE SCHOOL	01-1940-120	06-08	46.5%	1.5%	17.9%
ATLANTIC	HAMMONTON TOWN	HAMMONTON MIDDLE SCHOOL	01-1960-060	06-08	41.2%	1.4%	16.4%
ATLANTIC	SOMERS POINT CITY	JORDAN ROAD ELEMENTARY SCHOOL	01-4800-055	KG-08	68.2%	5.0%	15.1%
BERGEN	EAST RUTHERFORD BORO	ALFRED S. FAUST	03-1230-040	05-08	43.5%	1.3%	13.7%
BERGEN	LYNDHURST TWP	JEFFERSON SCHOOL	03-2860-080	04-08	32.6%	1.8%	27.1%
BERGEN	TEANECK TWP	THOMAS JEFFERSON MIDDLE SCHOOL	03-5150-070	05-08	36.8%	1.2%	21.2%
BURLINGTON	EDGEWATER PARK TWP	SAMUEL M RIDGWAY MIDDLE SCHOOL	05-1280-070	05-08	52.7%	2.5%	14.8%
CAMDEN	BELLMAWR BORO	BELL OAKS UPPER ELEMENTARY SCHOOL	07-0260-015	05-08	53.2%	2.6%	13.4%
CAMDEN	BERLIN TWP	DWIGHT D EISENHOWER MIDDLE SCHOOL	07-0340-030	04-08	43.5%	2.5%	20.0%
CAMDEN	COLLINGSWOOD BORO	COLLINGSWOOD MIDDLE SCHOOL	07-0940-040	06-08	39.2%	1.1%	16.6%
CHARTERS	GREATER BRUNSWICK CS	GREATER BRUNSWICK CHARTER SCHOOL	80-6635-930	KG-08	63.4%	4.2%	13.6%
CHARTERS	SOARING HEIGHTS CS	SOARING HEIGHTS	80-7830-980	KG-08	51.6%	0.0%	6.2%
CUMBERLAND	MAURICE RIVER TWP	MAURICE RIVER TOWNSHIP ELEMENTARY SCHOOL	11-3050-065	PK-08	41.0%	0.0%	16.4%
GLOUCESTER	GLASSBORO	GLASSBORO INTERMEDIATE SCHOOL	15-1730-078	07-08	49.5%	3.7%	20.2%
GLOUCESTER	MONROE TWP	WILLIAMSTOWN MIDDLE SCHOOL	15-3280-110	05-08	32.2%	0.1%	17.0%
HUDSON	NORTH BERGEN TWP	FRANKLIN ELEMENTARY SCHOOL	17-3610-060	01-08	58.6%	4.3%	16.7%
HUNTERDON	HAMPTON BORO	HAMPTON BOROUGH PUBLIC SCHOOL	19-1970-050	PK-08	40.2%	0.0%	16.4%
MERCER	EWING TWP	GILMORE J FISHER MIDDLE	21-1430-060	06-08	43.0%	1.3%	20.0%
MIDDLESEX	SAYREVILLE BORO	SAYREVILLE MIDDLE SCHOOL	23-4660-055	06-08	38.1%	1.0%	19.2%
MORRIS	WHARTON BORO	ALFRED C. MACKINNON MIDDLE SCHOOL	27-5770-030	06-08	44.6%	1.4%	16.1%
OCEAN	CENTRAL REGIONAL	CENTRAL REGIONAL MIDDLE SCHOOL	29-0770-050	07-08	36.7%	0.5%	20.1%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER INTERMEDIATE SCHOOL SOUTH	29-5190-061	06-08	35.6%	0.0%	16.5%
PASSAIC	WOODLAND PARK	MEMORIAL MIDDLE SCHOOL	31-5690-070	05-08	48.1%	2.2%	16.9%
SALEM	PENNSVILLE	PENNSVILLE MIDDLE SCHOOL	33-4075-055	06-08	31.3%	0.0%	17.9%
SALEM	PITTSGROVE TWP	PITTSGROVE TOWNSHIP MIDDLE SCHOOL	33-4150-070	06-08	32.4%	0.0%	17.0%
SALEM	QUINTON TWP	QUINTON TOWNSHIP SCHOOL DISTRICT	33-4280-050	PK-08	42.4%	0.0%	11.3%
SOMERSET	FRANKLIN TWP	FRANKLIN MIDDLE SCHOOL	35-1610-160	07-08	52.8%	3.6%	16.5%
SUSSEX	NEWTON TOWN	HALSTED MIDDLE SCHOOL	37-3590-060	06-08	39.6%	1.4%	18.2%

OVERVIEW

MIDDLESEX

SAYREVILLE BORO

GRADE SPAN PK-05

This school's academic performance **lags in comparison** to schools across the state. Additionally, its academic performance **is about average when compared** to its peers. This school's college and career readiness **lags in comparison** to schools across the state. Additionally, its college and career readiness **lags in comparison** to its peers. This school's student growth performance **lags in comparison** to schools across the state. Additionally, its student growth performance **is about average when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	51	39	21%
College and Career Readiness	35	34	0%
Student Growth	47	39	100%

Improvement Status

N/A

Rationale

N/A

- Very High Performance** is defined as being equal to or above the 80th percentile.
- High Performance** is defined as being between the 60th and 79.9th percentiles.
- Average Performance** is defined as being between the 40th and 59.9th percentiles.
- Lagging Performance** is defined as being between the 20th and 39.9th percentiles.
- Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **39%** of schools statewide as noted by its statewide percentile and **51%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **21%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **34%** of schools statewide as noted by its statewide percentile and **35%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **0%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **39%** of schools statewide as noted by its statewide percentile and **47%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

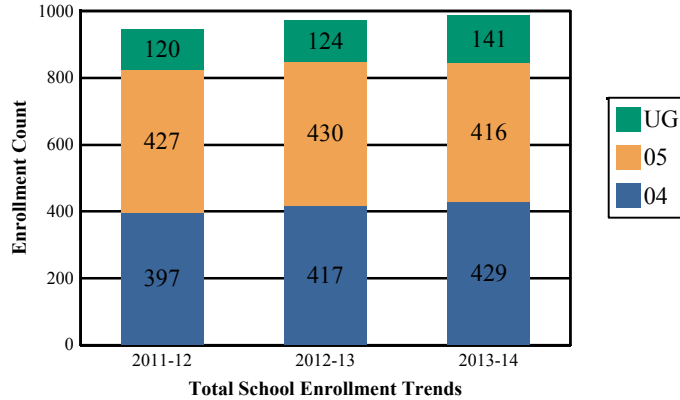
DEMOGRAPHIC INFORMATION

MIDDLESEX
 SAYREVILLE BORO

GRADE SPAN PK-05

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



Language Diversity

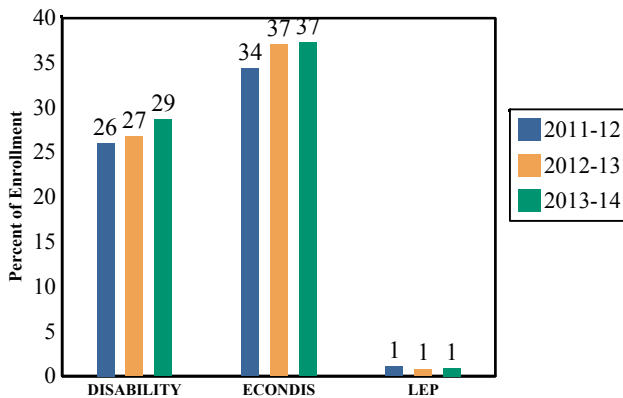
This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	72.7%
Spanish	6.2%
Gujarati	3.0%
Polish	2.7%
Urdu	2.3%
Arabic	2.1%
Other	10.9%

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

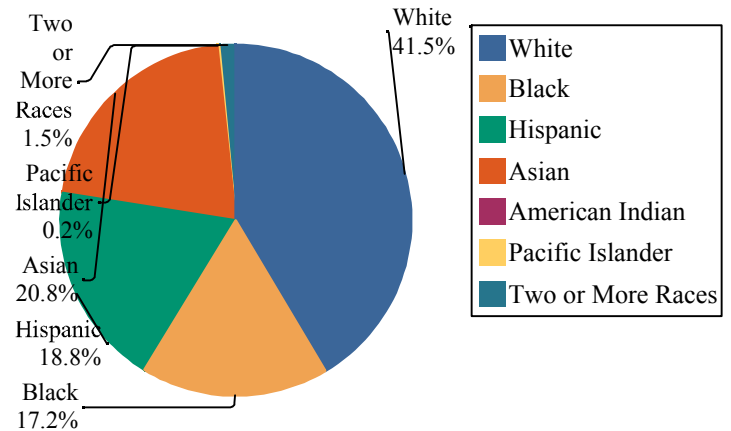
Total School Enrollment	
2011-12	944
2012-13	971
2013-14	986

Enrollment Trends by Program Participation



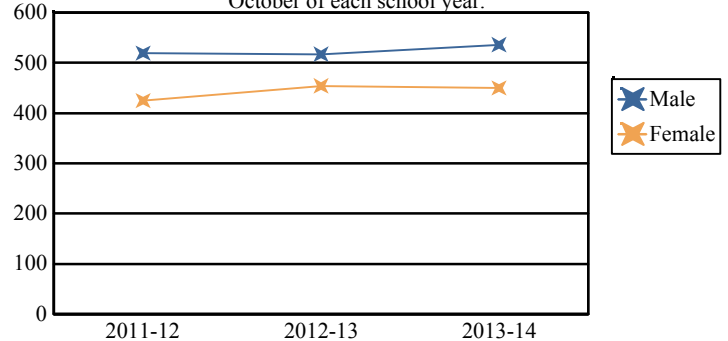
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	283	29%
Economically Disadvantaged Students	368	37.3%
Limited English Proficient Students	9	0.9%

	Male	Female
2011-12	519	425
2012-13	517	454
2013-14	536	450

ACADEMIC ACHIEVEMENT

SAMSEL UPPER ELEMENTARY SCHOOL
298 ERNSTON ROAD
PARLIN, NJ 08859

MIDDLESEX

GRADE SPAN PK-05

SAYREVILLE BORO

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	66%	52	42	29%
NJASK Math Proficiency and above	78%	49	36	14%
SUMMARY - Academic Achievement		51	39	21%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

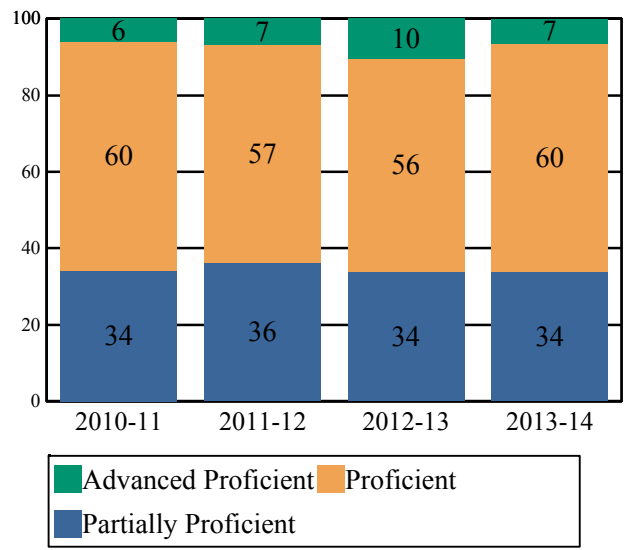
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	829	66.1	74.3	NO
White	345	65	72.6	NO
Black	136	50.8	72.4	NO
Hispanic	154	58.4	65.7	YES*
American Indian	-	-		--
Asian	181	86.8	88.1	YES*
Two or More Races	-	-		--
Students with Disability	183	33.4	52.1	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	283	54.4	63.7	NO

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

MIDDLESEX

SAYREVILLE BORO

GRADE SPAN PK-05

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

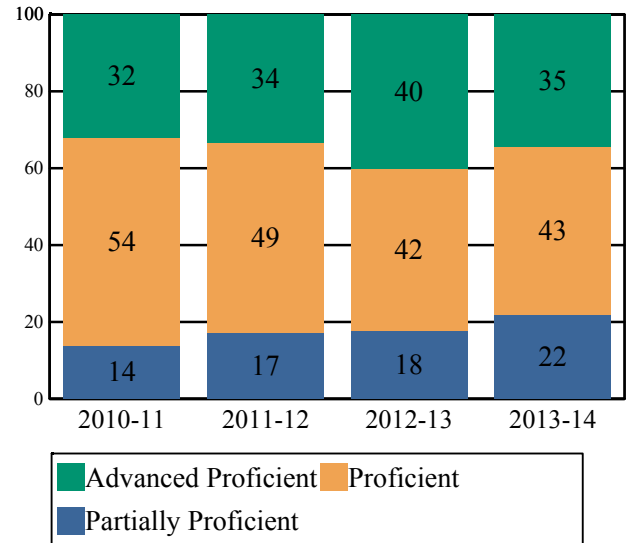
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	828	78	89.6	NO
White	344	75.6	90	NO
Black	136	70.6	83.3	NO
Hispanic	154	73.4	83.2	NO
American Indian	-	-		--
Asian	181	91.7	90	YES
Two or More Races	-	-		--
Students with Disability	182	52.2	74.9	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	283	69.6	82.6	NO

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN PK-05

NJASK Results - Language Arts Literacy Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	60%	35%
White	4%	61%	35%
Black	4%	46%	49%
Hispanic	0%	56%	44%
American Indian	-	-	-
Asian	13%	70%	17%
Two or More Races	-	-	-
Students with Disability	3%	28%	68%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	2%	52%	46%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 05

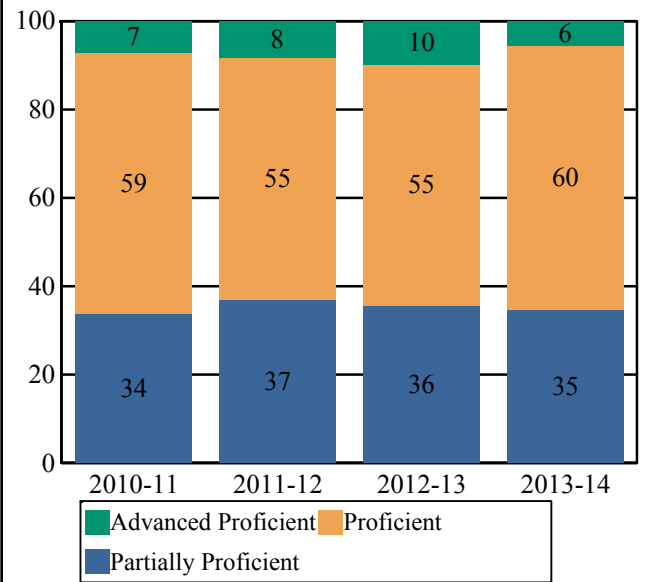
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	7%	59%	33%
White	4%	61%	35%
Black	3%	48%	49%
Hispanic	5%	56%	39%
American Indian	-	-	-
Asian	21%	70%	9%
Two or More Races	-	-	-
Students with Disability	3%	32%	65%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	2%	53%	45%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

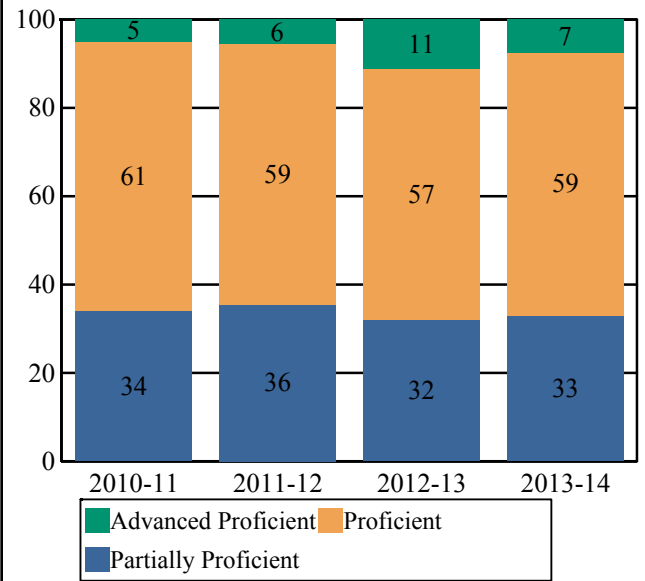
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





ACADEMIC ACHIEVEMENT

SAMSEL UPPER ELEMENTARY SCHOOL

MIDDLESEX

298 ERNSTON ROAD

SAYREVILLE BORO

GRADE SPAN PK-05

PARLIN, NJ 08859

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

ACADEMIC ACHIEVEMENT

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN PK-05

NJASK Results - MATH Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	28%	45%	28%
White	20%	47%	33%
Black	19%	46%	35%
Hispanic	17%	54%	29%
American Indian	-	-	-
Asian	53%	33%	14%
Two or More Races	-	-	-
Students with Disability	11%	39%	49%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	15%	50%	36%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 05

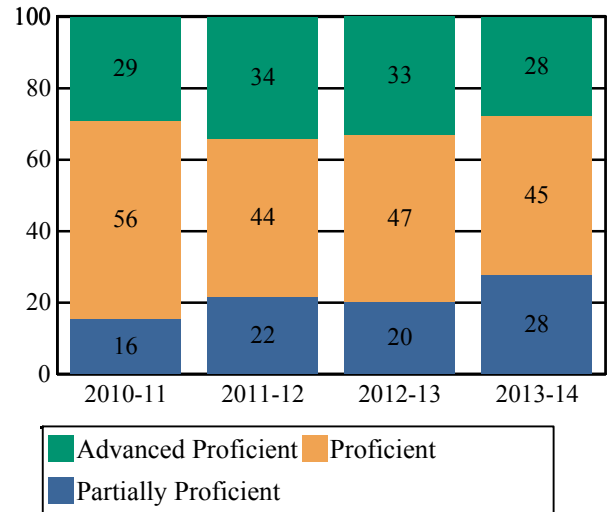
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	41%	42%	16%
White	36%	47%	17%
Black	31%	45%	24%
Hispanic	26%	49%	25%
American Indian	-	-	-
Asian	78%	21%	1%
Two or More Races	-	-	-
Students with Disability	16%	38%	46%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	32%	43%	26%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

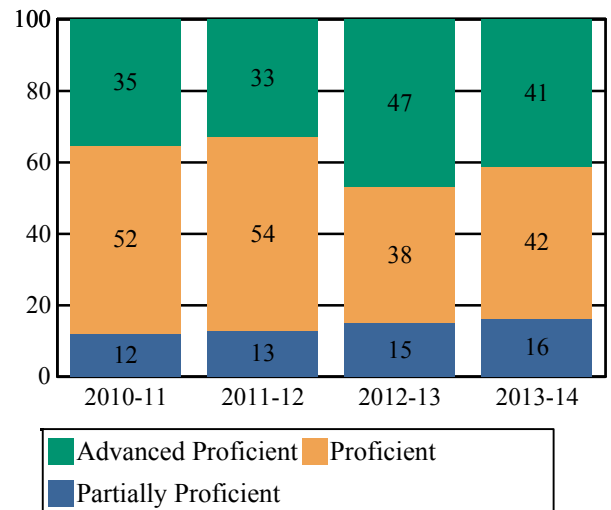
NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

SAMSEL UPPER ELEMENTARY SCHOOL

MIDDLESEX

298 ERNSTON ROAD

SAYREVILLE BORO

GRADE SPAN PK-05

PARLIN, NJ 08859

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

ACADEMIC ACHIEVEMENT

SAMSEL UPPER ELEMENTARY SCHOOL

MIDDLESEX

298 ERNSTON ROAD

SAYREVILLE BORO

GRADE SPAN PK-05

PARLIN, NJ 08859

NJASK Results - Science Grade Level - 04

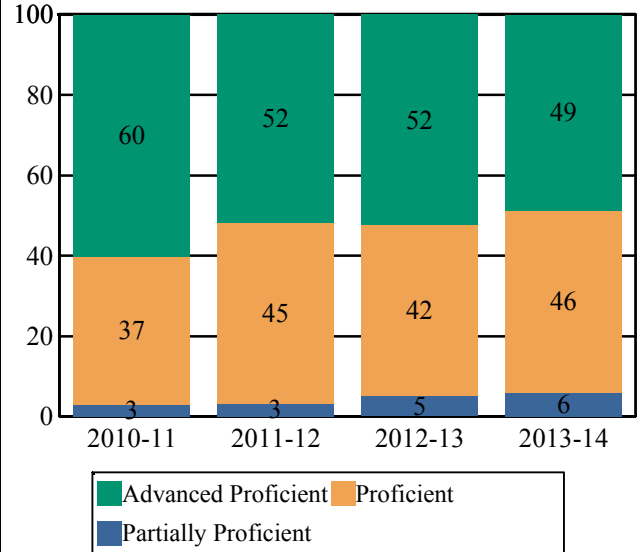
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	49%	45%	6%
White	48%	48%	4%
Black	38%	52%	10%
Hispanic	36%	56%	9%
American Indian	-	-	-
Asian	64%	31%	5%
Two or More Races	-	-	-
Students with Disability	25%	67%	8%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	33%	60%	7%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN PK-05

SAMSEL UPPER ELEMENTARY SCHOOL
298 ERNSTON ROAD
PARLIN, NJ 08859

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

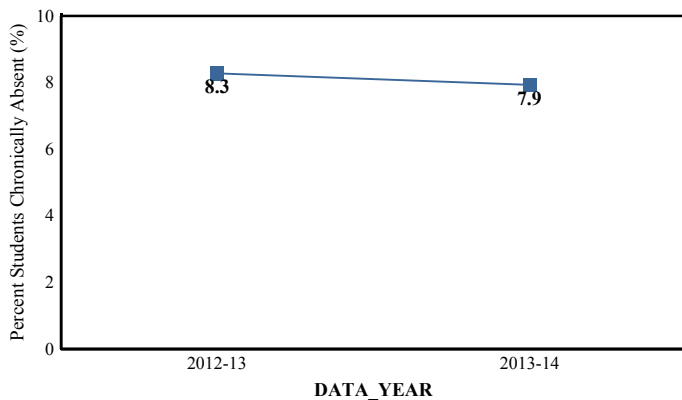
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	8%	35	34	6%	NO
Summary					0%

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

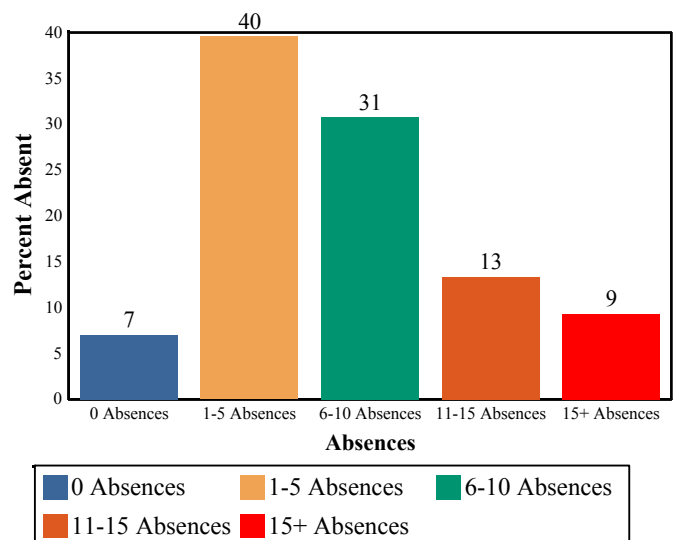
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1-5 absences, 6-10 absences, 11-15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

SAMSEL UPPER ELEMENTARY SCHOOL
298 ERNSTON ROAD
PARLIN, NJ 08859

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN PK-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	50	59	48	35	YES
Student Growth on Math	44	35	30	35	YES
		47	39		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	21%	10%	3%
Proficient	15%	22%	23%
Advanced Proficient	0%	1%	5%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	18%	3%	1%
Proficient	18%	14%	11%
Advanced Proficient	5%	9%	20%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

**SAMSEL UPPER ELEMENTARY SCHOOL
298 ERNSTON ROAD
PARLIN, NJ 08859**

MIDDLESEX

GRADE SPAN PK-05

SAYREVILLE BORO

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 04

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	256	300
75th	219	219
50th	205	202
25th	189	186
0th	135	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	250	264
50th	215	228
25th	191	195
0th	135	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	33

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	69

Grade Level - 05

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	265	300
75th	224	224
50th	206	206
25th	192	186
0th	143	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	262	262
50th	239	235
25th	212	206
0th	129	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	38

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	56

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	2.7%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	11
Administrators	493

SCHOOL PEER GROUP**SAMSEL UPPER ELEMENTARY SCHOOL****23-4660-085**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	BUENA REGIONAL	JOHN C. MILANESI ELEMENTARY SCHOOL	01-0590-055 PK-03		38.2%	4.0%	19.9%
BERGEN	BERGENFIELD BORO	FRANKLIN ELEMENTARY SCHOOL	03-0300-040 KG-05		33.8%	5.2%	13.7%
BERGEN	PALISADES PARK	LINDBERGH ELEMENTARY SCHOOL	03-3910-070 02-07		38.9%	11.1%	9.5%
BERGEN	TEANECK TWP	JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL	03-5150-150 KG-04		38.6%	7.5%	16.0%
BERGEN	WALLINGTON BORO	FRANK W. GAVLAK ELEMENTARY SCHOOL	03-5430-055 KG-06		35.8%	5.1%	14.2%
BURLINGTON	NORTH HANOVER TWP	CLARENCE B. LAMB ELEMENTARY SCHOOL	05-3650-040 01-04		34.1%	1.0%	19.8%
CAMDEN	GLOUCESTER TWP	CHEWS ELEMENTARY SCHOOL	07-1780-040 KG-05		31.5%	0.0%	16.6%
CAMDEN	GLOUCESTER TWP	LORING-FLEMMING ELEMENTARY SCHOOL	07-1780-090 PK-05		37.6%	5.7%	14.2%
CAMDEN	LAUREL SPRINGS BORO	LAUREL SPRINGS SCHOOL	07-2540-050 PK-06		32.6%	1.1%	15.3%
CAMDEN	PENNSAUKEN TWP	GEORGE B. FINE ELEMENTARY SCHOOL	07-4060-140 PK-04		57.1%	16.4%	21.2%
ESSEX	WEST ORANGE TOWN	EDISON MIDDLE SCHOOL	13-5680-070 06		35.9%	1.3%	17.8%
GLOUCESTER	FRANKLIN TWP	CAROLINE L. REUTTER SCHOOL	15-1590-070 05-06		32.7%	0.3%	15.8%
GLOUCESTER	GREENWICH TWP	BROAD STREET ELEMENTARY SCHOOL	15-1830-050 KG-04		36.9%	0.0%	21.5%
GLOUCESTER	WASHINGTON TWP	THOMAS HEFFERSON ELEMENTARY SCHOOL	15-5500-028 01-05		37.3%	0.0%	23.1%
MERCER	EWING TWP	FRANCIS LORE ELEMENTARY SCHOOL	21-1430-105 PK-05		31.5%	2.4%	12.1%
MERCER	HAMILTON TWP	LANGTREE ELEMENTARY SCHOOL	21-1950-185 PK-05		30.8%	6.6%	8.7%
MERCER	HAMILTON TWP	MCGALLIARD ELEMENTARY SCHOOL	21-1950-200 KG-05		35.9%	9.5%	7.3%
MIDDLESEX	NORTH BRUNSWICK TWP	ARTHUR M. JUDD	23-3620-055 PK-05		31.6%	3.5%	10.8%
MIDDLESEX	PISCATAWAY TWP	ARBOR ELEMENTARY SCHOOL	23-4130-060 04-05		32.7%	4.8%	10.0%
MIDDLESEX	SAYREVILLE BORO	SAMSEL UPPER ELEMENTARY SCHOOL	23-4660-085 PK-05		37.3%	0.9%	21.2%
MONMOUTH	EATONTOWN BORO	WOODMERE	25-1260-110 KG-06		40.0%	0.0%	25.5%
OCEAN	BERKELEY TWP	BAYVILLE ELEMENTARY SCHOOL	29-0320-020 PK-04		35.3%	5.8%	14.8%
OCEAN	BERKELEY TWP	BERKELEY TOWNSHIP ELEMENTARY SCHOOL	29-0320-025 05-06		34.6%	0.2%	21.2%
OCEAN	LONG BEACH ISLAND	LONG BEACH ISLAND GRADE SCHOOL	29-2760-050 03-06		34.7%	3.2%	17.7%
OCEAN	OCEAN TWP	FREDERIC A. PRIFF ELEMENTARY SCHOOL	29-3820-030 04-06		41.4%	1.0%	23.6%
PASSAIC	HAWTHORNE BORO	WASHINGTON ELEMENTARY SCHOOL	31-2100-100 KG-05		36.7%	5.6%	13.7%
SALEM	PENNSVILLE	CENTRAL PARK ELEMENTARY SCHOOL	33-4075-060 02-03		34.5%	0.4%	19.8%
SALEM	PITTSBORO TWP	OLIVET ELEMENTARY SCHOOL	33-4150-060 03-05		37.7%	0.0%	22.1%
SALEM	WOODSTOWN-PILESBORO REG	MARY S. SHOEMAKER SCHOOL	33-5910-060 01-05		32.5%	1.5%	17.0%
SUSSEX	MONTAGUE TWP	MONTAGUE TOWNSHIP SCHOOL DISTRICT	37-3300-050 PK-06		38.0%	0.0%	21.9%
WARREN	WASHINGTON BORO	WASHINGTON MEMORIAL ELEMENTARY SCHOOL	41-5480-055 03-06		37.0%	0.0%	20.8%

OVERVIEW

MIDDLESEX

SAYREVILLE BORO

GRADE SPAN KG-03

HARRY S. TRUMAN ELEMENTARY SCHOOL

ONE TAFT PLACE

PARLIN, NJ 08859-1672

This school's academic performance is **very high when compared** to schools across the state. Additionally, its academic performance is **very high when compared** to its peers. This school's college and career readiness is **about average when compared** to schools across the state. Additionally, its college and career readiness is **very high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	100	84	100%
College and Career Readiness	90	56	100%
Student Growth	--	--	N/A

Improvement Status

N/A

Rationale

N/A

- Very High Performance** is defined as being equal to or above the 80th percentile.
- High Performance** is defined as being between the 60th and 79.9th percentiles.
- Average Performance** is defined as being between the 40th and 59.9th percentiles.
- Lagging Performance** is defined as being between the 20th and 39.9th percentiles.
- Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **84%** of schools statewide as noted by its statewide percentile and **100%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **56%** of schools statewide as noted by its statewide percentile and **90%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

DEMOGRAPHIC INFORMATION

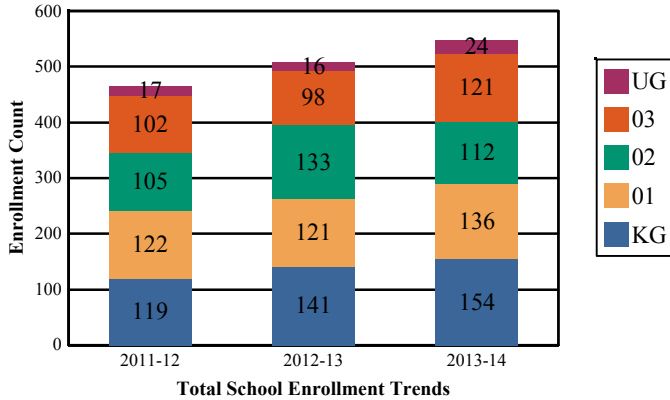
MIDDLESEX
SAYREVILLE BORO

GRADE SPAN KG-03

HARRY S. TRUMAN ELEMENTARY SCHOOL
ONE TAFT PLACE
PARLIN, NJ 08859-1672

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

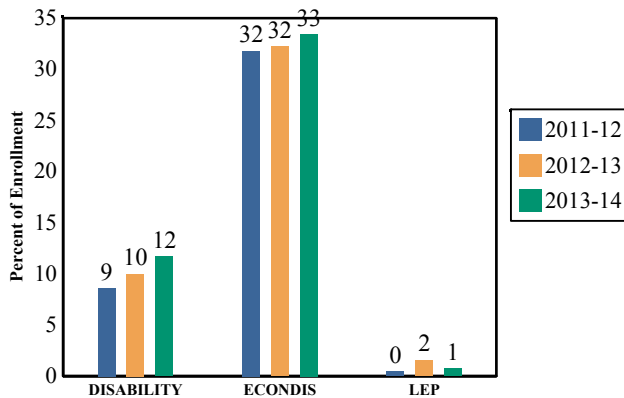
2013-14	Percent
English	72.9%
Spanish	5.4%
Gujarati	3.2%
Polish	2.7%
Telugu	2.3%
Urdu	2.3%
Other	11.1%

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

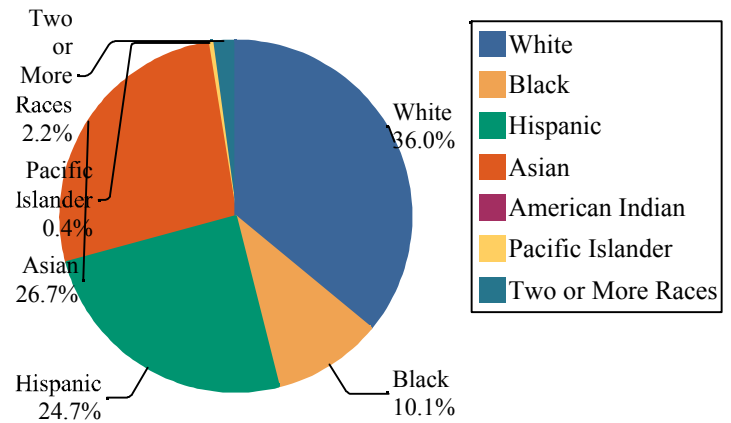
2011-12	465
2012-13	509
2013-14	547

Enrollment Trends by Program Participation



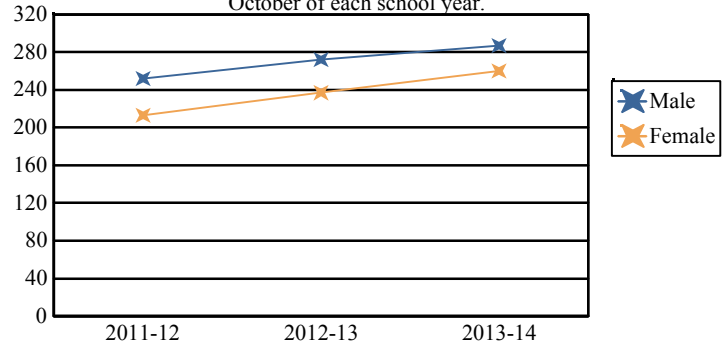
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	64	12%
Economically Disadvantaged Students	183	33.5%
Limited English Proficient Students	4	0.7%

	Male	Female
2011-12	252	213
2012-13	272	237
2013-14	287	260

ACADEMIC ACHIEVEMENT

HARRY S. TRUMAN ELEMENTARY SCHOOL
ONE TAFT PLACE
PARLIN, NJ 08859-1672

MIDDLESEX

GRADE SPAN KG-03

SAYREVILLE BORO

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	80%	100	74	100%
NJASK Math Proficiency and above	94%	100	93	100%
SUMMARY - Academic Achievement		100	84	100%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

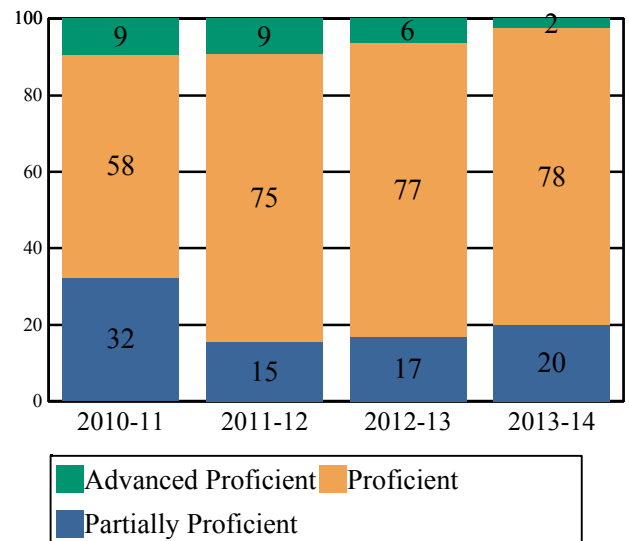
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	125	80	75.6	YES
White	43	81.4	76.3	YES
Black	-	-	-	--
Hispanic	-	-	-	--
American Indian	-	-	-	--
Asian	41	95.1	85.4	YES
Two or More Races	-	-	-	--
Students with Disability	-	-	-	--
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	37	67.6	63.7	YES

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

HARRY S. TRUMAN ELEMENTARY SCHOOL
ONE TAFT PLACE
PARLIN, NJ 08859-1672

MIDDLESEX

GRADE SPAN KG-03

SAYREVILLE BORO

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

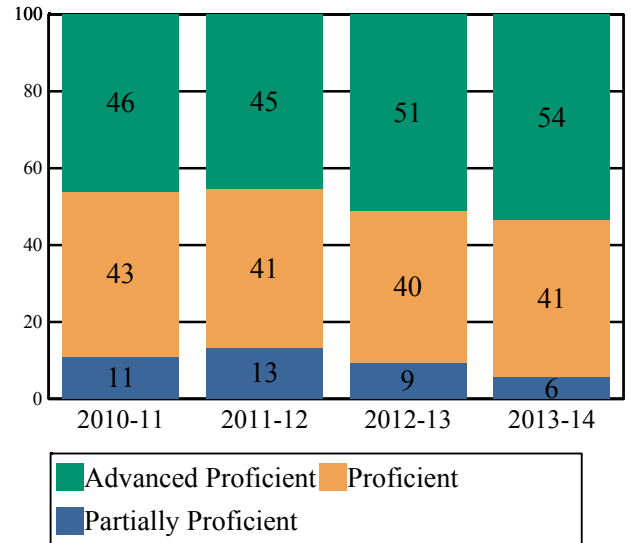
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	125	94.4	90	YES
White	43	97.7	90	YES
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	41	97.6	90	YES
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	37	91.9	85.1	YES

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

**HARRY S. TRUMAN ELEMENTARY SCHOOL
ONE TAFT PLACE
PARLIN, NJ 08859-1672**

**MIDDLESEX
SAYREVILLE BORO**

GRADE SPAN KG-03

NJASK Results - Language Arts Literacy Grade Level - 03

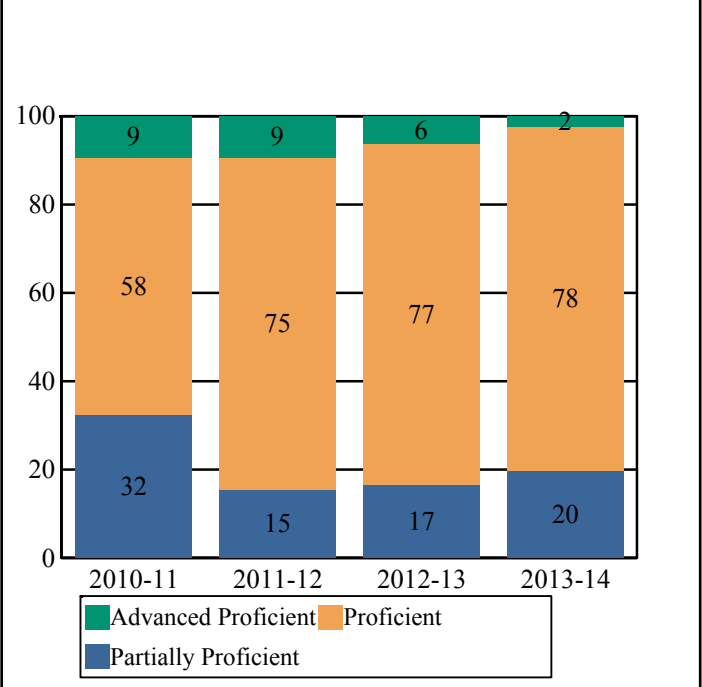
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	2%	78%	20%
White	0%	81%	19%
Black	0%	85%	15%
Hispanic	0%	56%	44%
American Indian	-	-	-
Asian	7%	88%	5%
Two or More Races	-	-	-
Students with Disability	4%	67%	29%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	68%	32%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

ACADEMIC ACHIEVEMENT

MIDDLESEX

SAYREVILLE BORO

GRADE SPAN KG-03

HARRY S. TRUMAN ELEMENTARY SCHOOL

ONE TAFT PLACE

PARLIN, NJ 08859-1672

NJASK Results - MATH Grade Level - 03

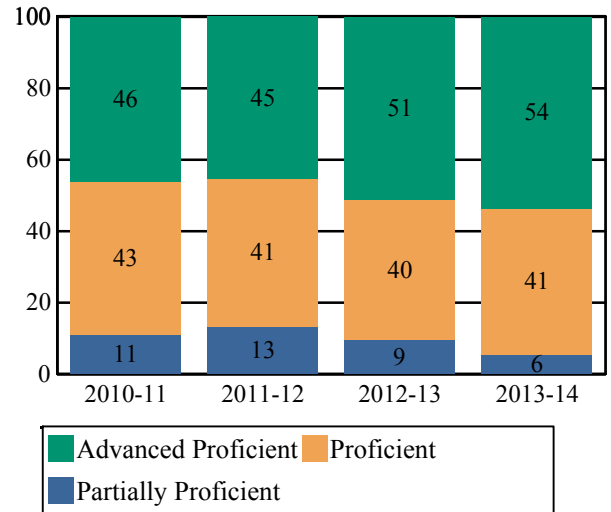
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	54%	41%	6%
White	51%	47%	2%
Black	54%	38%	8%
Hispanic	32%	56%	12%
American Indian	-	-	-
Asian	73%	24%	2%
Two or More Races	-	-	-
Students with Disability	25%	63%	13%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	51%	41%	8%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

COLLEGE AND CAREER READINESS

MIDDLESEX

SAYREVILLE BORO

GRADE SPAN KG-03

HARRY S. TRUMAN ELEMENTARY SCHOOL

ONE TAFT PLACE

PARLIN, NJ 08859-1672

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

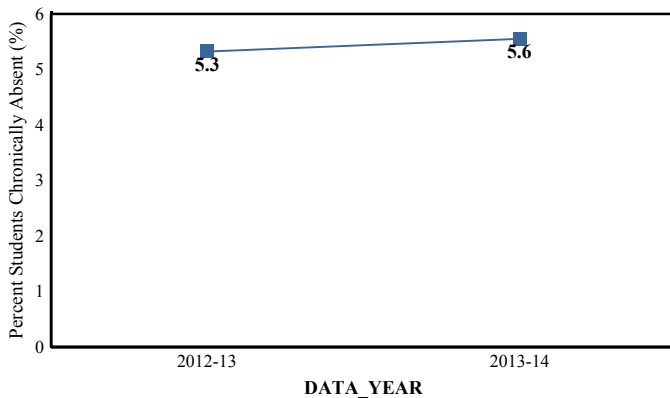
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	6%	90	56	6%	YES
Summary					100%

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

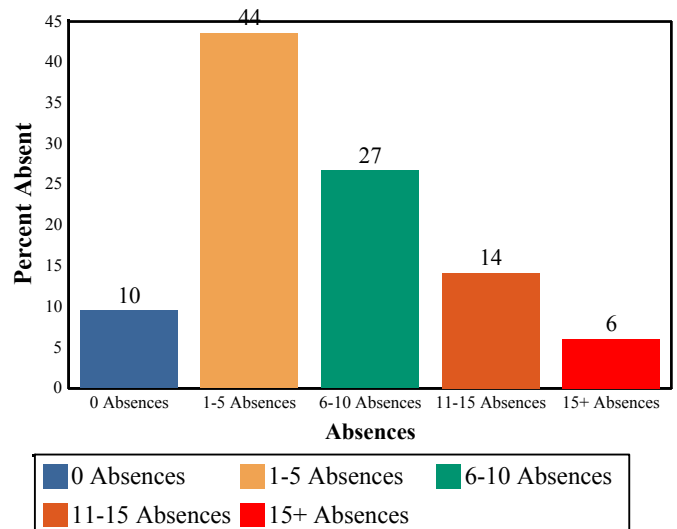
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1-5 absences, 6-10 absences, 11-15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



WITHIN SCHOOL ACHIEVEMENT GAP

**HARRY S. TRUMAN ELEMENTARY SCHOOL
ONE TAFT PLACE
PARLIN, NJ 08859-1672**

**MIDDLESEX
SAYREVILLE BORO**

GRADE SPAN KG-03

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	262	300
75th	225	221
50th	214	207
25th	201	188
0th	173	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	268	268
50th	250	229
25th	225	200
0th	134	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	24	33

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	68

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	0.0%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	16
Administrators	547

SCHOOL PEER GROUP**HARRY S. TRUMAN ELEMENTARY SCHOOL****23-4660-075**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	HAMMONTON TOWN	WARREN E. SOOY JR. ELEMENTARY SCHOOL	01-1960-055 PK-05		47.3%	7.6%	13.0%
BERGEN	ELMWOOD PARK	SIXTEENTH AVENUE SCHOOL	03-1345-090 PK-05		43.6%	6.5%	12.4%
BERGEN	ENGLEWOOD CITY	DR. JOHN GRIECO ELEMENTARY SCHOOL	03-1370-086 01-03		56.8%	16.6%	12.5%
BERGEN	RIDGEFIELD PARK TWP	LINCOLN ELEMENTARY SCHOOL	03-4380-070 KG-06		38.2%	5.3%	8.6%
CAMDEN	WATERFORD TWP	THOMAS RICHARDS ELEMENTARY	07-5560-060 01-04		37.1%	0.0%	13.5%
CHARTERS	THE ETHICAL COMMUNITY CHARTER SCHOO	THE ETHICAL COMMUNITY CHARTER SCHOO	80-6030-912 KG-05		32.3%	0.0%	8.7%
CUMBERLANI	MILLVILLE CITY	RIECK AVENUE ELEMENTARY SCHOOL	11-3230-085 KG-05		58.9%	9.3%	23.6%
CUMBERLANI	UPPER DEERFIELD TWP	ELIZABETH F. MOORE SCHOOL	11-5300-060 04-05		53.6%	6.7%	21.7%
ESSEX	BLOOMFIELD TWP	FRANKLIN ELEMENTARY	13-0410-130 KG-06		39.5%	4.9%	10.7%
GLOUCESTER	DEPTFORD TWP	GOOD INTENT ELEMENTARY SCHOOL	15-1100-090 02-06		44.9%	4.9%	16.7%
GLOUCESTER	ELK TWP	AURA ELEMENTARY SCHOOL	15-1330-010 PK-06		38.4%	0.0%	15.5%
GLOUCESTER	FRANKLIN TWP	MAIN ROAD SCHOOL	15-1590-095 03-04		38.4%	0.9%	15.8%
MERCER	EWING TWP	WL ANTHEIL ELEMENTARY SCHOOL	21-1430-140 PK-05		39.5%	3.4%	13.8%
MIDDLESEX	CARTERET BORO	PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL	23-0750-057 PK-05		53.1%	18.5%	7.6%
MIDDLESEX	DUNELLEN BORO	JOHN P. FABER ELEMENTARY SCHOOL	23-1140-050 PK-05		42.2%	8.0%	10.5%
MIDDLESEX	OLD BRIDGE TWP	LEROY GORDON COOPER ELEMENTARY SCHOOL	23-3845-113 KG-05		42.6%	7.6%	10.0%
MIDDLESEX	SAYREVILLE BORO	HARRY S. TRUMAN ELEMENTARY SCHOOL	23-4660-075 KG-03		33.5%	0.7%	10.6%
MIDDLESEX	SAYREVILLE BORO	WOODROW WILSON ELEMENTARY SCHOOL	23-4660-120 KG-03		40.3%	1.9%	16.1%
MIDDLESEX	SOUTH AMBOY CITY	SOUTH AMBOY ELEMENTARY	23-4830-060 PK-06		45.2%	1.9%	19.9%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER ELEMENTARY SCHOOL	23-4920-065 PK-05		45.1%	3.6%	17.8%
MIDDLESEX	WOODBRIIDGE TWP	PORT READING SCHOOL	23-5850-275 KG-05		32.9%	0.0%	12.1%
MIDDLESEX	WOODBRIIDGE TWP	WOODBINE AVENUE ELEMENTARY SCHOOL	23-5850-320 KG-05		37.0%	11.1%	1.5%
MONMOUTH	MIDDLETOWN TWP	PORT MONMOUTH ELEMENTARY SCHOOL	25-3160-150 KG-05		32.6%	0.4%	9.4%
OCEAN	BERKELEY TWP	H & M POTTER SCHOOL	29-0320-040 KG-04		40.3%	0.8%	19.0%
OCEAN	BRICK TWP	EMMA HAVENS YOUNG ELEMENTARY SCHOOL	29-0530-035 KG-06		41.3%	5.4%	13.5%
OCEAN	MANCHESTER TWP	MANCHESTER TOWNSHIP ELEMENTARY SCHOOL	29-2940-043 KG-05		33.7%	0.2%	11.6%
OCEAN	TOMS RIVER REGIONAL	EAST DOVER ELEMENTARY SCHOOL	29-5190-070 KG-05		35.7%	0.0%	14.9%
OCEAN	TOMS RIVER REGIONAL	WASHINGTON STREET ELEMENTARY SCHOOL	29-5190-110 KG-05		34.7%	0.0%	11.1%
PASSAIC	CLIFTON CITY	SCHOOL #5	31-0900-120 KG-05		40.3%	0.3%	18.7%
SOMERSET	FRANKLIN TWP	HILLCREST SCHOOL	35-1610-100 PK-04		49.1%	15.2%	7.9%
UNION	LINDEN CITY	NUMBER 6	39-2660-130 PK-05		57.3%	19.4%	7.7%

OVERVIEW

MIDDLESEX

SAYREVILLE BORO

GRADE SPAN KG-03

WOODROW WILSON ELEMENTARY SCHOOL

DANE STREET

SAYREVILLE, NJ 08872

This school's academic performance is **high when compared** to schools across the state. Additionally, its academic performance is **very high when compared** to its peers. This school's college and career readiness is **about average when compared** to schools across the state. Additionally, its college and career readiness is **high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	97	66	100%
College and Career Readiness	71	42	0%
Student Growth	--	--	N/A

Improvement Status

N/A

Rationale

N/A

- Very High Performance** is defined as being equal to or above the 80th percentile.
- High Performance** is defined as being between the 60th and 79.9th percentiles.
- Average Performance** is defined as being between the 40th and 59.9th percentiles.
- Lagging Performance** is defined as being between the 20th and 39.9th percentiles.
- Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **66%** of schools statewide as noted by its statewide percentile and **97%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **42%** of schools statewide as noted by its statewide percentile and **71%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **0%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

DEMOGRAPHIC INFORMATION

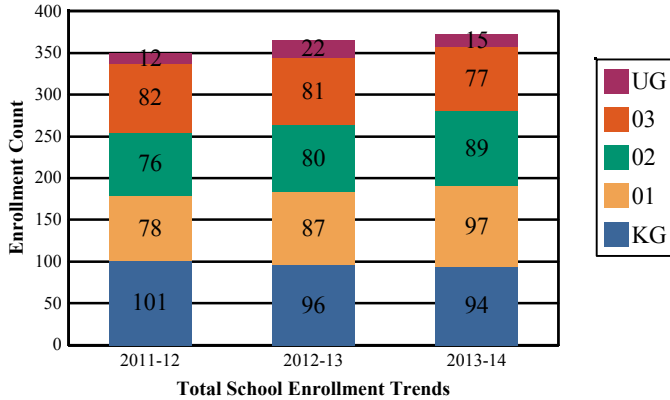
MIDDLESEX
SAYREVILLE BORO

GRADE SPAN KG-03

WOODROW WILSON ELEMENTARY SCHOOL
DANE STREET
SAYREVILLE, NJ 08872

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

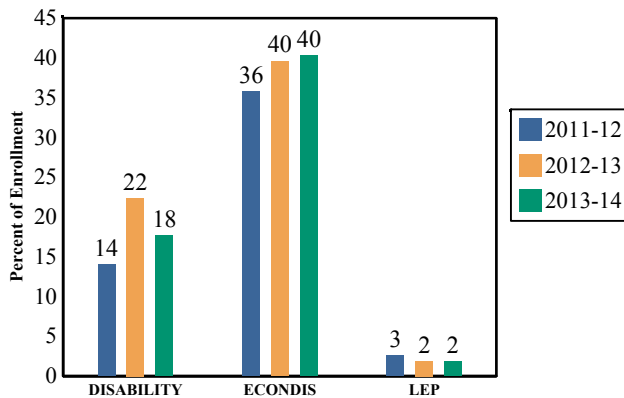
2013-14	Percent
English	71.7%
Spanish	6.0%
Gujarati	4.1%
Hindi	3.9%
Chinese	3.0%
Portuguese	1.7%
Other	9.6%

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

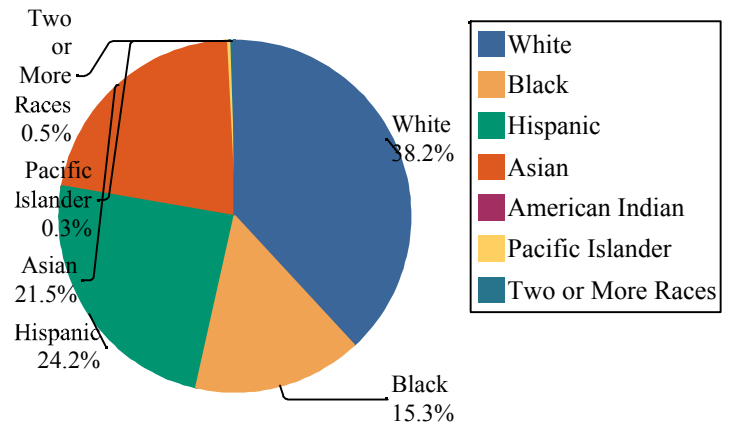
2011-12	349
2012-13	366
2013-14	372

Enrollment Trends by Program Participation



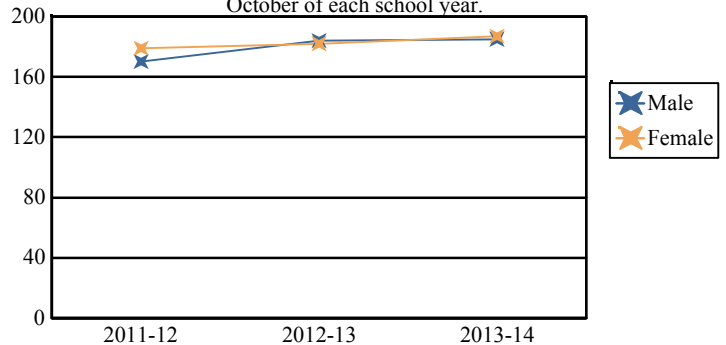
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	66	18%
Economically Disadvantaged Students	150	40.3%
Limited English Proficient Students	7	1.9%

	Male	Female
2011-12	170	179
2012-13	184	182
2013-14	185	187

ACADEMIC ACHIEVEMENT

WOODROW WILSON ELEMENTARY SCHOOL

MIDDLESEX

DANE STREET

SAYREVILLE BORO

GRADE SPAN KG-03

SAYREVILLE, NJ 08872

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	79%	97	72	100%
NJASK Math Proficiency and above	86%	97	60	100%
SUMMARY - Academic Achievement		97	66	100%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

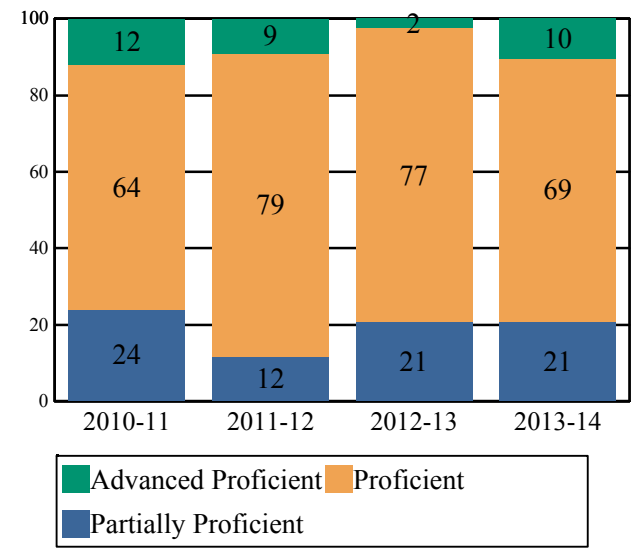
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	77	79.2	82	YES*
White	35	74.3	74.5	YES*
Black	-	-	-	--
Hispanic	-	-	-	--
American Indian	-	-	-	--
Asian	-	-	-	--
Two or More Races	-	-	-	--
Students with Disability	-	-	-	--
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	-	-	-	--

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

MIDDLESEX

SAYREVILLE BORO

GRADE SPAN KG-03

WOODROW WILSON ELEMENTARY SCHOOL

DANE STREET

SAYREVILLE, NJ 08872

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

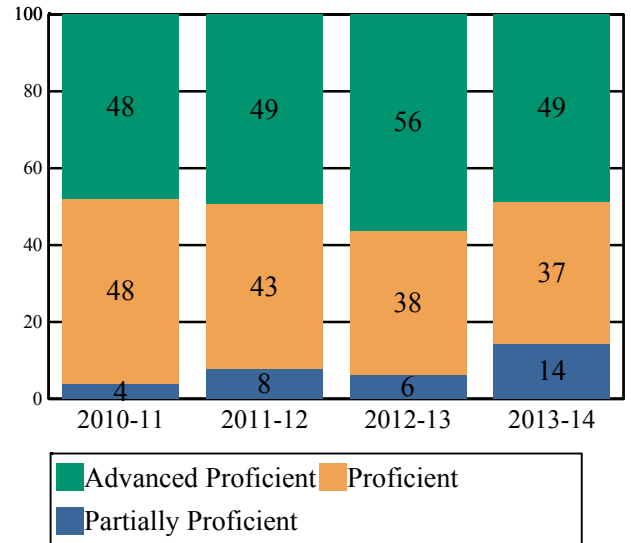
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	76	85.5	90	YES*
White	34	82.3	90	YES*
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	-	-		--

YES* = Met Progress Target (Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN KG-03

WOODROW WILSON ELEMENTARY SCHOOL
DANE STREET
SAYREVILLE, NJ 08872

NJASK Results - Language Arts Literacy Grade Level - 03

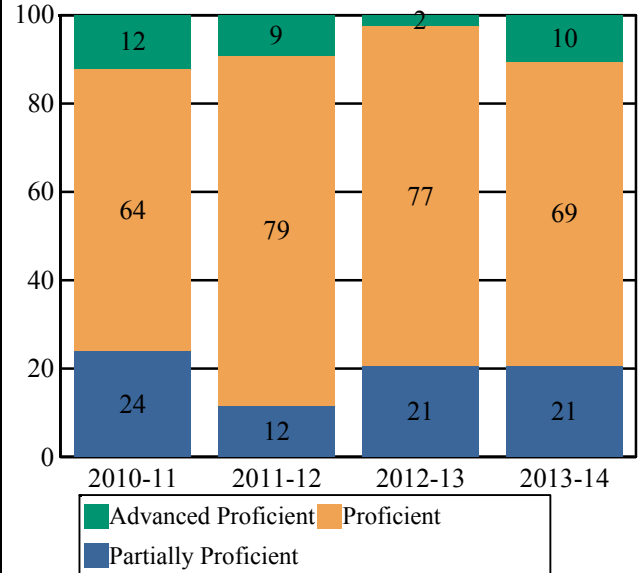
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	10%	69%	21%
White	9%	66%	26%
Black	-	-	-
Hispanic	0%	81%	19%
American Indian	-	-	-
Asian	31%	56%	13%
Two or More Races	-	-	-
Students with Disability	0%	57%	43%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	78%	22%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

ACADEMIC ACHIEVEMENT

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN KG-03

WOODROW WILSON ELEMENTARY SCHOOL
DANE STREET
SAYREVILLE, NJ 08872

NJASK Results - MATH Grade Level - 03

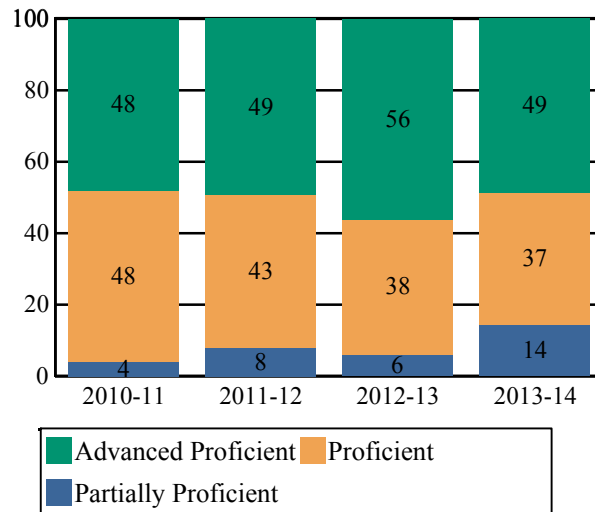
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	49%	37%	14%
White	44%	38%	18%
Black	-	-	-
Hispanic	19%	63%	19%
American Indian	-	-	-
Asian	88%	6%	6%
Two or More Races	-	-	-
Students with Disability	48%	38%	14%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	35%	54%	12%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

COLLEGE AND CAREER READINESS

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN KG-03

WOODROW WILSON ELEMENTARY SCHOOL
DANE STREET
SAYREVILLE, NJ 08872

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

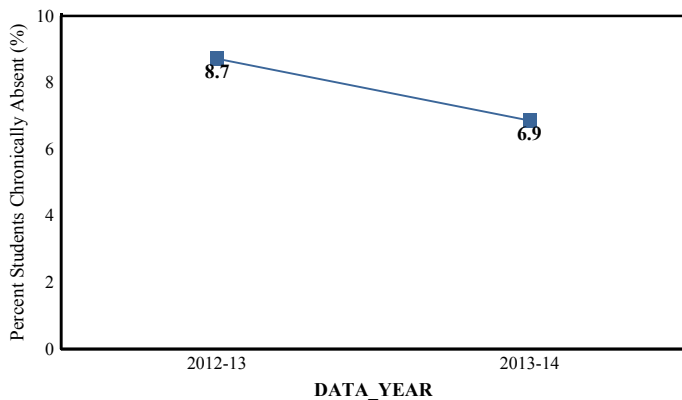
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	7%	71	42	6%	NO
Summary					0%

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

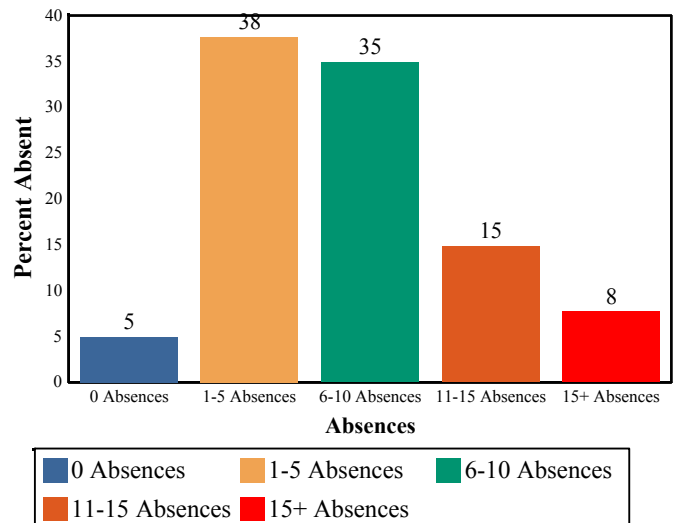
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6- 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX
SAYREVILLE BORO

GRADE SPAN KG-03

WOODROW WILSON ELEMENTARY SCHOOL
DANE STREET
SAYREVILLE, NJ 08872

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	266	300
75th	230	221
50th	218	207
25th	201	188
0th	155	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	33

Grade Level - 03

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	274	268
50th	250	229
25th	218	200
0th	144	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	56	68

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	0.3%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	14
Administrators	372

SCHOOL PEER GROUP**WOODROW WILSON ELEMENTARY SCHOOL****23-4660-120**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
BERGEN	ELMWOOD PARK	SIXTEENTH AVENUE SCHOOL	03-1345-090 PK-05		43.6%	6.5%	12.4%
BERGEN	ENGLEWOOD CITY	DR. JOHN GRIECO ELEMENTARY SCHOOL	03-1370-086 01-03		56.8%	16.6%	12.5%
BERGEN	RIDGEFIELD PARK TWP	LINCOLN ELEMENTARY SCHOOL	03-4380-070 KG-06		38.2%	5.3%	8.6%
CAMDEN	RUNNEMEDE BORO	GRADE DOWNING ELEMENTARY SCHOOL	07-4590-030 KG-03		33.9%	0.6%	13.1%
CAMDEN	WATERFORD TWP	THOMAS RICHARDS ELEMENTARY	07-5560-060 01-04		37.1%	0.0%	13.5%
CUMBERLANI	MILLVILLE CITY	RIECK AVENUE ELEMENTARY SCHOOL	11-3230-085 KG-05		58.9%	9.3%	23.6%
CUMBERLANI	UPPER DEERFIELD TWP	ELIZABETH F. MOORE SCHOOL	11-5300-060 04-05		53.6%	6.7%	21.7%
ESSEX	BLOOMFIELD TWP	FRANKLIN ELEMENTARY	13-0410-130 KG-06		39.5%	4.9%	10.7%
GLOUCESTER	DEPTFORD TWP	GOOD INTENT ELEMENTARY SCHOOL	15-1100-090 02-06		44.9%	4.9%	16.7%
GLOUCESTER	ELK TWP	AURA ELEMENTARY SCHOOL	15-1330-010 PK-06		38.4%	0.0%	15.5%
GLOUCESTER	FRANKLIN TWP	MAIN ROAD SCHOOL	15-1590-095 03-04		38.4%	0.9%	15.8%
MERCER	EWING TWP	WL ANTHEIL ELEMENTARY SCHOOL	21-1430-140 PK-05		39.5%	3.4%	13.8%
MIDDLESEX	CARTERET BORO	PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL	23-0750-057 PK-05		53.1%	18.5%	7.6%
MIDDLESEX	DUNELLEN BORO	JOHN P. FABER ELEMENTARY SCHOOL	23-1140-050 PK-05		42.2%	8.0%	10.5%
MIDDLESEX	OLD BRIDGE TWP	LEROY GORDON COOPER ELEMENTARY SCHOOL	23-3845-113 KG-05		42.6%	7.6%	10.0%
MIDDLESEX	SAYREVILLE BORO	HARRY S. TRUMAN ELEMENTARY SCHOOL	23-4660-075 KG-03		33.5%	0.7%	10.6%
MIDDLESEX	SAYREVILLE BORO	WOODROW WILSON ELEMENTARY SCHOOL	23-4660-120 KG-03		40.3%	1.9%	16.1%
MIDDLESEX	SOUTH AMBOY CITY	SOUTH AMBOY ELEMENTARY	23-4830-060 PK-06		45.2%	1.9%	19.9%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER ELEMENTARY SCHOOL	23-4920-065 PK-05		45.1%	3.6%	17.8%
MIDDLESEX	WOODBIDGE TWP	PORT READING SCHOOL	23-5850-275 KG-05		32.9%	0.0%	12.1%
MIDDLESEX	WOODBIDGE TWP	WOODBINE AVENUE ELEMENTARY SCHOOL	23-5850-320 KG-05		37.0%	11.1%	1.5%
MONMOUTH	MIDDLETOWN TWP	PORT MONMOUTH ELEMENTARY SCHOOL	25-3160-150 KG-05		32.6%	0.4%	9.4%
OCEAN	BERKELEY TWP	H & M POTTER SCHOOL	29-0320-040 KG-04		40.3%	0.8%	19.0%
OCEAN	BRICK TWP	EMMA HAVENS YOUNG ELEMENTARY SCHOOL	29-0530-035 KG-06		41.3%	5.4%	13.5%
OCEAN	MANCHESTER TWP	MANCHESTER TOWNSHIP ELEMENTARY SCHOOL	29-2940-043 KG-05		33.7%	0.2%	11.6%
OCEAN	TOMS RIVER REGIONAL	EAST DOVER ELEMENTARY SCHOOL	29-5190-070 KG-05		35.7%	0.0%	14.9%
PASSAIC	CLIFTON CITY	SCHOOL #5	31-0900-120 KG-05		40.3%	0.3%	18.7%
SOMERSET	FRANKLIN TWP	HILLCREST SCHOOL	35-1610-100 PK-04		49.1%	15.2%	7.9%
SOMERSET	FRANKLIN TWP	MACAFEE ROAD SCHOOL	35-1610-115 PK-04		38.3%	0.2%	17.8%
UNION	LINDEN CITY	NUMBER 6	39-2660-130 PK-05		57.3%	19.4%	7.7%
UNION	RAHWAY CITY	ROOSEVELT ELEMENTARY SCHOOL	39-4290-120 PK-06		54.6%	10.6%	20.3%