NJ SCHOOL PERFORMANCE REPORT

Sayreville School District (23-4660)

2023-2024

County: Middlesex

District: Sayreville School District

📍 298 Ernston Road
Parlin, NJ 08859

Superintendent: Dr. Richard Labbe

District Website

📞 732-525-5203

6,408
Total Students

🏫

PK-12
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Note for 2023-24 Reports: The NJDOE recommends caution in comparing data from year to year over the last several years.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for school board members, administrators, educators, elementary, and middle and high school families
- Reference Guide with details on all the data in these reports
- Frequently Asked Questions
- Understanding Adjusted Cohort Graduation Rates
- Understanding Student Growth Percentiles
- Data Privacy Rules (why you see *'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our feedback survey. Contact reportcard@doe.nj.gov with any questions about the reports

Overview & Resources

District Contact Information

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

Type	Contact Information
County	Middlesex
District	Sayreville School District
Superintendent Name	Dr. Richard Labbe
Address	298 Ernston Road, Parlin, NJ 08859
Phone Number	732-525-5203
Email Address	richard.labbe@sayrevillek12.net
Website	www.sayrevillek12.net
Facebook	https://www.facebook.com/sayrevillepublicschools
Twitter	https://twitter.com/Sayrevillek12

Overview & Resources

Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Offered
Cheesequake School	PK-PK
Dwight D. Eisenhower Elementary School	KG-03
Emma Arleth Elementary School	KG-03
Harry S. Truman Elementary School	KG-03
Project Before at Selover School	PK-PK
Samsel Upper Elementary School	04-05
Sayreville Middle School	06-08
Sayreville War Memorial High School	09-12
Woodrow Wilson Elementary School	PK-03

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students who attend programs outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

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

Grade	2021-22	2022-23	2023-24
PK	667	692	691
KG	435	452	419
1	414	434	462
2	425	431	442
3	436	433	428
4	409	446	440
5	424	402	441
6	457	443	416
7	443	467	450
8	491	452	469
9	449	473	429
10	432	445	477
11	388	414	424
12	404	399	420
Total	6,274	6,383	6,408

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Student Group	2021-22	2022-23	2023-24
Female	48.0%	48.0%	48.0%
Male	52.0%	52.0%	52.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	28.7%	35.7%	39.3%
Students with Disabilities	17.5%	17.8%	18.0%
Multilingual Learners	4.5%	6.5%	5.9%
Students Experiencing Homelessness	0.1%	0.3%	0.4%
Students in Foster Care	0.1%	0.1%	0.1%
Military-Connected Students	0.5%	0.4%	0.4%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	39.3%	38.8%	38.6%
Hispanic	18.4%	19.0%	20.1%
Black or African American	16.7%	16.6%	16.9%
Asian	17.5%	16.4%	15.9%
Native Hawaiian or Pacific Islander	1.2%	1.3%	1.0%
American Indian or Alaska Native	1.7%	2.0%	1.9%
Two Or More Races	5.2%	5.8%	5.6%

Demographics

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Enrollment Trends by Full / Half Day PK and KG

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

Grade	2021-22	2022-23	2023-24
PK - Half Day	0	0	0
PK - Full Day	667	692	691
KG - Half Day	0	0	0
KG - Full Day	435	452	419

Enrollment Trends by Full and Shared Time Status

This table shows the number of full- and shared-time students for the last three years. The full-time equivalent is the number of full-time students plus half the number of shared-time students.
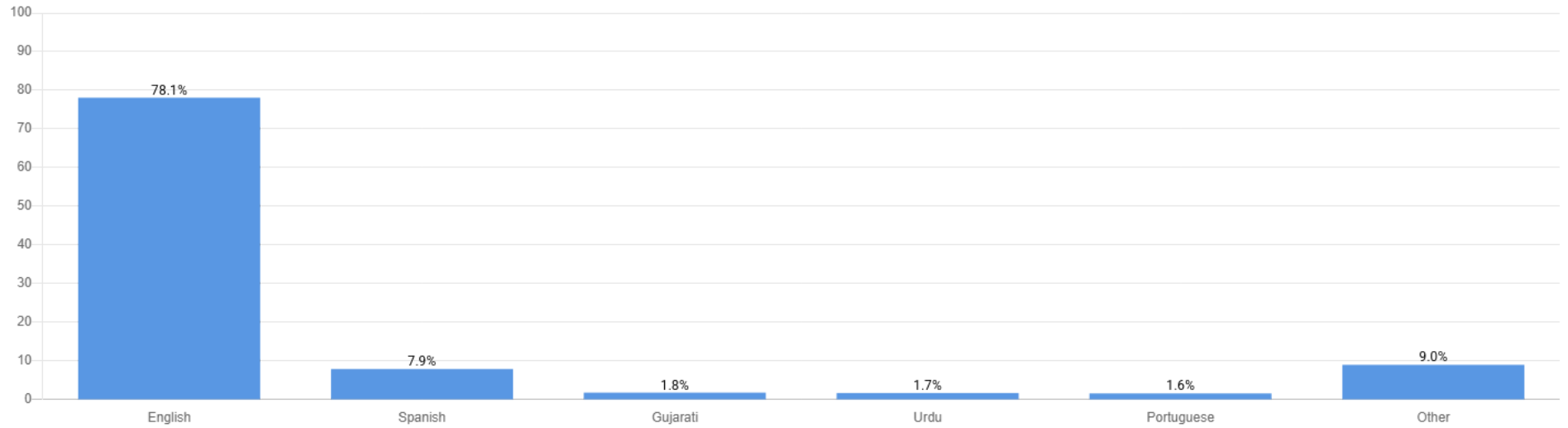
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	6,282	6,383	6,407
Shared Time Students	6	0	1
Full Time Equivalent	6,285	6,383	6,408

NJ SCHOOL PERFORMANCE REPORT

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Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total. To see this data in a table, click the Table View option below the chart.

Language	Percentage
English	78.1%
Spanish	7.9%
Gujarati	1.8%
Urdu	1.7%
Portuguese	1.6%
Other	9.0%

Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

The NJDOE Student Growth page has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

Student Growth Trends and Progress

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

Important Note for 2023-24: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations.

ELA Median Student Growth Percentile
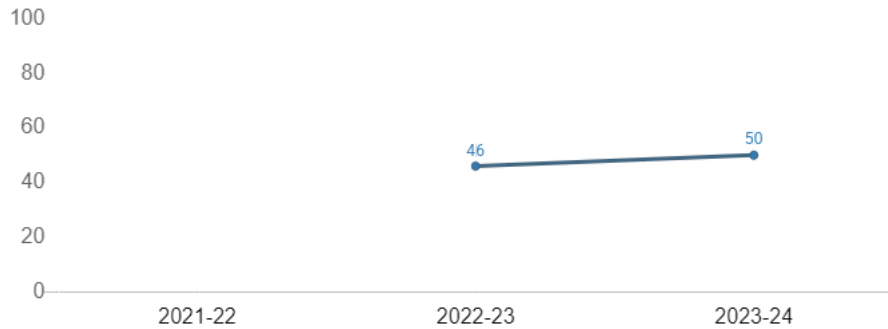
Math Median Student Growth Percentile
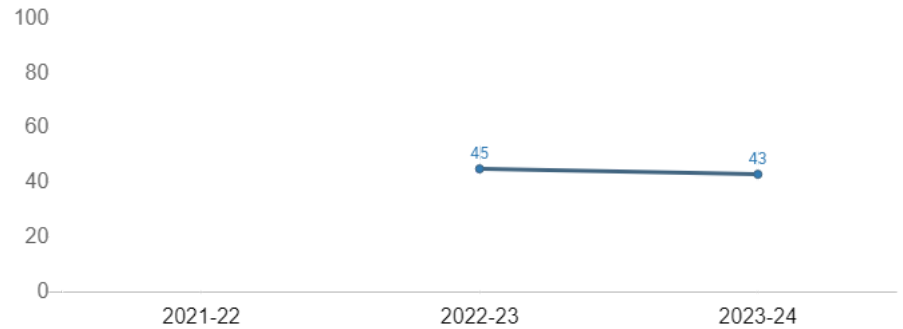
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		46	50		45	43
Met Standard (40-59.5)?		Met Standard	Met Standard		Met Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	50	50	Met Standard	43	50	Met Standard
White	47	50	Met Standard	41	51	Met Standard
Hispanic	49	49	Met Standard	39.5	48	Not Met
Black or African American	49	47	Met Standard	38	46	Not Met
Asian, Native Hawaiian, or Pacific Islander	60	59	Exceeds Standard	52	60	Met Standard
American Indian or Alaska Native	48	50	Met Standard	44	50	Met Standard
Two or More Races	45.5	50	Met Standard	47	51	Met Standard
Female	53	52		43	50	
Male	46.5	48		42	50	
Non-Binary/Undesignated Gender	*	44		*	45.5	
Economically Disadvantaged Students	49	48	Met Standard	41	48	Met Standard
Students with Disabilities	40	43	Met Standard	40	44	Met Standard
Multilingual Learners	57	50	Met Standard	45	50	Met Standard
Students Experiencing Homelessness	*	43		*	45	
Students in Foster Care	N	40		N	47	
Military-Connected Students	*	47.5		*	51	
Migrant Students	N	53		N	44	

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(23-4660)

2023-2024

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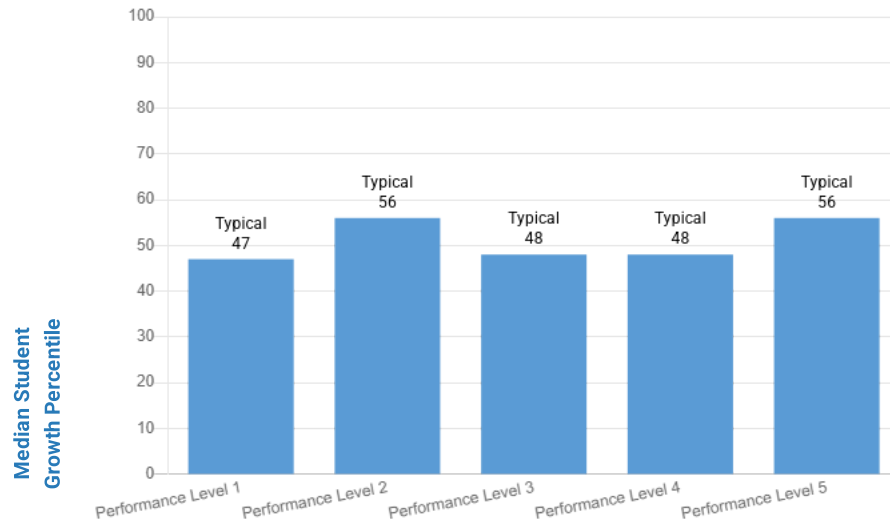
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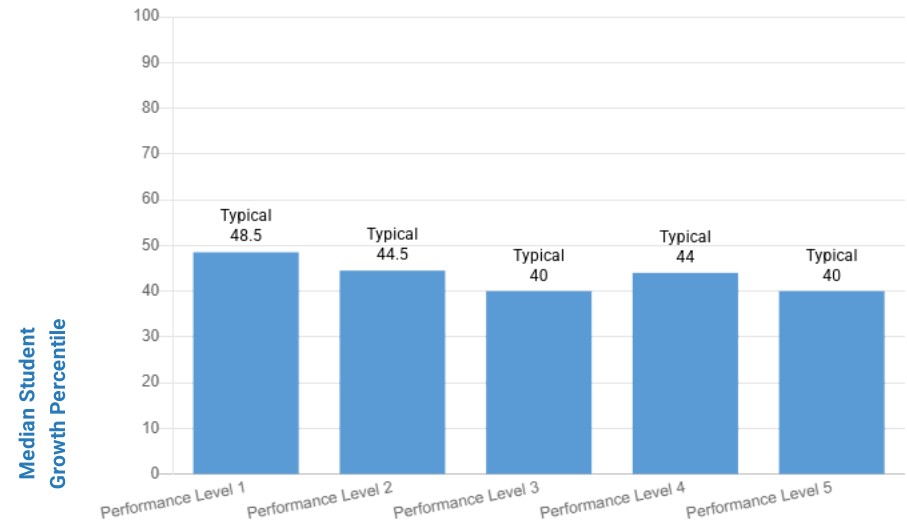
Student Growth by Performance Level

These graphs show the median Student Growth Percentiles (mSGPs) for students based on a student's prior year performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.

ELA — Median Student Growth Percentile by Performance Level:
- Performance Level 1: Typical 47
- Performance Level 2: Typical 56
- Performance Level 3: Typical 48
- Performance Level 4: Typical 48
- Performance Level 5: Typical 56

Math — Median Student Growth Percentile by Performance Level:
- Performance Level 1: Typical 48.5
- Performance Level 2: Typical 44.5
- Performance Level 3: Typical 40
- Performance Level 4: Typical 44
- Performance Level 5: Typical 40

Student Growth

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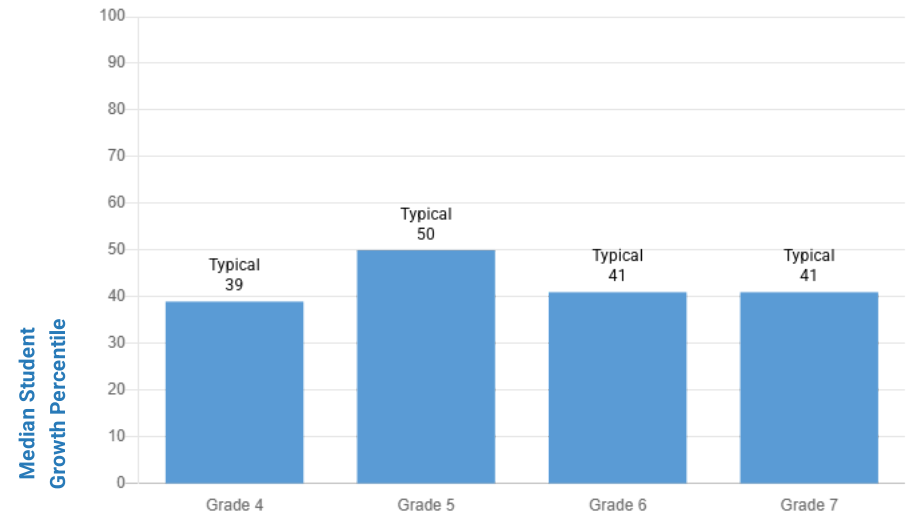
Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade for English Language Arts (ELA) and mathematics.
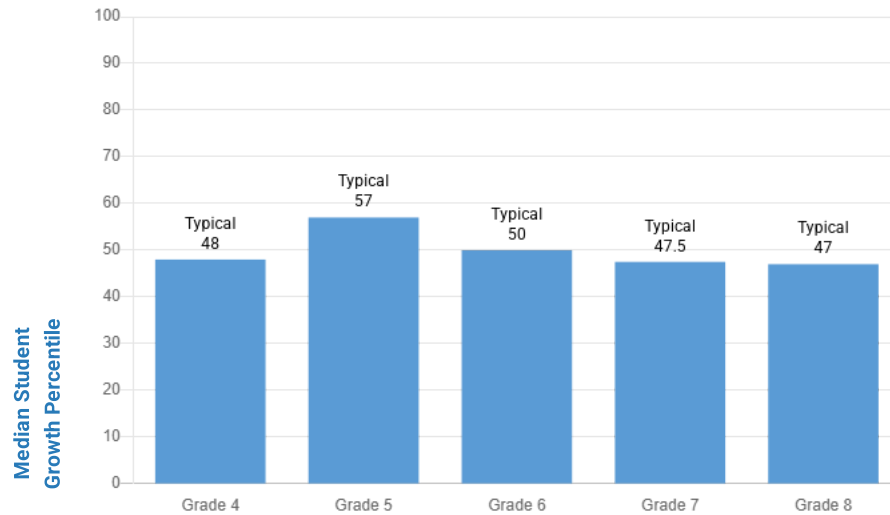
Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students who met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students who were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability
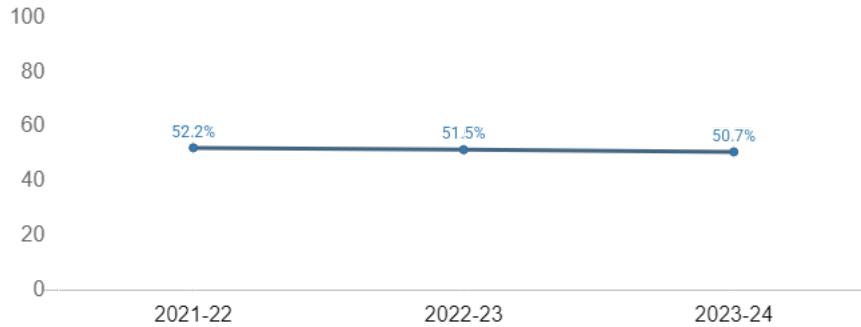
Math Proficiency Rate for Federal Accountability
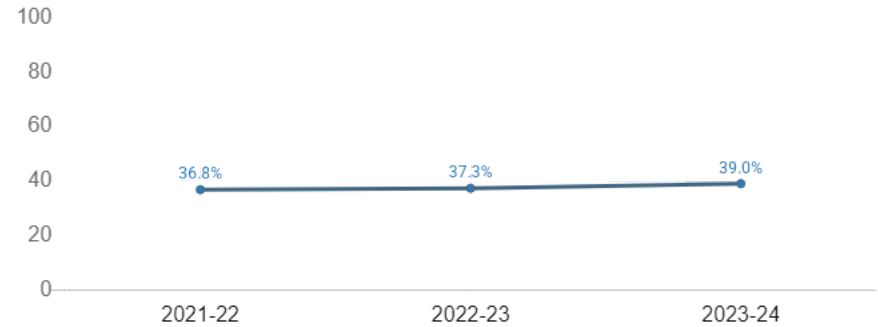
Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.9%	99.2%	99.1%	98.8%	98.9%	99.2%
Proficiency Rate for Federal Accountability	52.2%	51.5%	50.7%	36.8%	37.3%	39.0%
Annual Target	58.1%	59.5%	53.1%	48.3%	50.3%	39.4%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results for ELA include only students in grades 3 through 9. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,964	99.1%	50.7%	52.2%	50.7%	53.1%	Not Met
White	1,168	99.2%	49.7%	61.8%	49.7%	54.3%	Not Met
Hispanic	584	98.1%	42.1%	38%	42.1%	43%	Met Target†
Black or African American	478	99.2%	50.4%	35.9%	50.4%	49.3%	Met Target
Asian, Native Hawaiian, or Pacific Islander	490	100%	66.5%	79.9%	66.5%	69.2%	Met Target†
American Indian or Alaska Native	49	98%	36.7%	51.2%	36.7%	41.6%	Met Target†
Two or More Races	195	100%	47.2%	59.4%	47.2%	49.3%	Met Target†
Female	*	99.2%	56.9%	57.7%	56.9%		
Male	*	99.1%	45%	47%	45%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	1,102	98.6%	39.9%	34.6%	39.9%	40.5%	Met Target†
Non-Economically Disadvantaged Students	1,862	99.5%	57.1%	62.8%	57.1%		
Students with Disabilities	570	98%	18.8%	19.8%	18.8%	21.4%	Met Target†
Students without Disabilities	2,394	99.4%	58.3%	59.4%	58.3%		
Multilingual Learners	212	99.1%	18.4%	23.1%	18.4%	12.8%	Met Target
Non-Multilingual Learners	2,752	99.2%	53.2%	56.2%	53.2%		
Students Experiencing Homelessness	11	93.3%	27.3%	21.9%	26.3%		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	48.2%	*		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

Legend: 2021-2022, 2022-2023, 2023-2024

Y-axis: Percentage of Students Meeting/Exceeding Expectations

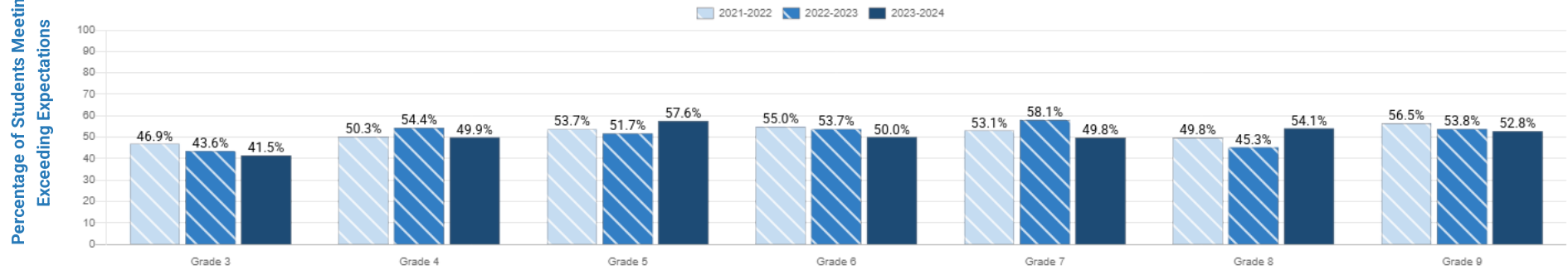| Grade	2021-2022	2022-2023	2023-2024
Grade 3	46.9%	43.6%	41.5%
Grade 4	50.3%	54.4%	49.9%
Grade 5	53.7%	51.7%	57.6%
Grade 6	55.0%	53.7%	50.0%
Grade 7	53.1%	58.1%	49.8%
Grade 8	49.8%	45.3%	54.1%
Grade 9	56.5%	53.8%	52.8%

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English Language Arts Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	412	740	741	17%	16%	26%	39%	2%	42%	44%
White	174	736	751	21%	18%	27%	32%	2%	34%	53%
Hispanic	52	734	724	23%	19%	17%	38%	2%	40%	29%
Black or African American	77	749	725	8%	14%	25%	51%	3%	53%	29%
Asian, Native Hawaiian, or Pacific Islander	71	748	770	13%	8%	27%	51%	1%	52%	70%
American Indian or Alaska Native	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	737	751	20%	13%	30%	33%	3%	37%	52%
Female	*	746	746	15%	13%	22%	48%	2%	50%	48%
Male	*	734	736	20%	18%	29%	31%	2%	33%	39%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	173	732	722	20%	20%	26%	33%	1%	34%	26%
Non-Economically Disadvantaged Students	239	746	753	15%	13%	26%	44%	3%	47%	55%
Students with Disabilities	88	711	710	43%	20%	22%	14%	1%	15%	18%
Students without Disabilities	324	748	747	10%	14%	27%	46%	2%	49%	49%
Multilingual Learners	31	698	704	*	*	*	*	*	*	13%
Non-Multilingual Learners	381	743	746	14%	14%	27%	42%	2%	45%	48%
Students Experiencing Homelessness	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	711	*	*	*	*	*	*	18%
Military-Connected Students	*	*	739	*	*	*	*	*	*	41%
Migrant Students	*	*	688	*	*	*	*	*	*	*

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For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

English Language Arts Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	425	746	749	12%	14%	24%	38%	12%	50%	51%
White	179	749	758	10%	11%	28%	39%	12%	51%	61%
Hispanic	57	728	734	32%	18%	18%	26%	7%	33%	35%
Black or African American	67	743	733	7%	25%	21%	39%	7%	46%	34%
Asian, Native Hawaiian, or Pacific Islander	83	757	776	7%	11%	20%	41%	20%	61%	78%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	51%
Two or More Races	*	744	757	7%	10%	37%	43%	3%	47%	60%
Female	*	752	752	11%	9%	23%	42%	15%	57%	54%
Male	*	741	745	13%	19%	26%	34%	8%	43%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	151	736	731	19%	19%	25%	32%	5%	37%	32%
Non-Economically Disadvantaged Students	274	753	760	8%	11%	24%	42%	15%	57%	63%
Students with Disabilities	91	722	720	29%	30%	18%	20%	4%	24%	21%
Students without Disabilities	334	753	755	7%	10%	26%	43%	14%	57%	57%
Multilingual Learners	19	692	711	*	*	*	*	*	*	13%
Non-Multilingual Learners	406	749	753	9%	13%	26%	40%	12%	52%	55%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	20%
Students in Foster Care	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	747	*	*	*	*	*	*	49%
Migrant Students	*	*	713	*	*	*	*	*	*	23%

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

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English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	425	756	750	8%	11%	23%	44%	13%	58%	52%
White	148	758	760	7%	7%	25%	49%	11%	60%	63%
Hispanic	98	748	736	11%	12%	23%	46%	7%	53%	37%
Black or African American	73	752	734	8%	18%	16%	49%	8%	58%	35%
Asian, Native Hawaiian, or Pacific Islander	70	773	778	9%	7%	14%	34%	36%	70%	80%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	53%
Two or More Races	*	750	757	0%	13%	45%	35%	6%	42%	60%
Female	*	764	755	4%	7%	26%	44%	19%	63%	57%
Male	*	749	745	12%	15%	21%	45%	8%	53%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	167	744	732	13%	13%	28%	40%	6%	46%	33%
Non-Economically Disadvantaged Students	258	763	761	5%	10%	20%	47%	18%	65%	64%
Students with Disabilities	72	714	719	35%	26%	22%	15%	1%	17%	20%
Students without Disabilities	353	764	756	3%	8%	23%	50%	16%	66%	59%
Multilingual Learners	14	711	705	50%	21%	14%	14%	0%	14%	*
Non-Multilingual Learners	411	757	754	7%	11%	23%	45%	14%	59%	57%
Students Experiencing Homelessness	*	*	718	*	*	*	*	*	*	22%
Students in Foster Care	*	*	721	*	*	*	*	*	*	20%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	721	*	*	*	*	*	*	20%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 6

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	408	750	751	9%	14%	27%	37%	13%	50%	53%
White	142	749	760	11%	12%	28%	37%	12%	49%	63%
Hispanic	83	746	738	12%	18%	24%	34%	12%	46%	39%
Black or African American	55	747	735	5%	13%	40%	33%	9%	42%	35%
Asian, Native Hawaiian, or Pacific Islander	81	767	778	4%	9%	17%	47%	23%	70%	82%
American Indian or Alaska Native	12	740	748	0%	33%	33%	33%	0%	33%	49%
Two or More Races	35	736	758	14%	17%	34%	26%	9%	34%	60%
Female	*	754	756	7%	12%	27%	37%	16%	54%	59%
Male	*	747	746	10%	15%	28%	36%	10%	47%	48%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	150	743	735	10%	19%	31%	33%	7%	40%	35%
Non-Economically Disadvantaged Students	258	754	761	8%	11%	25%	39%	17%	56%	65%
Students with Disabilities	81	716	719	37%	23%	23%	12%	4%	16%	17%
Students without Disabilities	327	758	758	2%	11%	28%	43%	16%	58%	60%
Multilingual Learners	14	728	707	7%	43%	36%	7%	7%	14%	*
Non-Multilingual Learners	394	751	754	9%	13%	27%	38%	13%	51%	57%
Students Experiencing Homelessness	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	712	*	*	*	*	*	*	29%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	428	751	752	12%	12%	27%	30%	20%	50%	54%
White	172	754	761	8%	9%	30%	34%	20%	53%	64%
Hispanic	93	733	737	19%	17%	29%	28%	6%	34%	39%
Black or African American	73	743	734	15%	18%	23%	27%	16%	44%	37%
Asian, Native Hawaiian, or Pacific Islander	63	779	785	5%	3%	22%	25%	44%	70%	84%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	51%
Two or More Races	*	755	759	10%	15%	20%	30%	25%	55%	60%
Female	*	757	758	8%	12%	24%	32%	23%	56%	60%
Male	*	745	746	15%	12%	29%	27%	17%	44%	48%
Non-binary/undesignated gender	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	161	736	734	17%	18%	30%	22%	12%	34%	36%
Non-Economically Disadvantaged Students	267	759	762	8%	8%	24%	34%	25%	59%	64%
Students with Disabilities	64	722	715	30%	22%	25%	17%	6%	23%	18%
Students without Disabilities	364	756	759	9%	10%	27%	32%	23%	54%	61%
Multilingual Learners	15	695	700	*	*	*	*	*	*	*
Non-Multilingual Learners	413	753	756	10%	12%	27%	31%	21%	52%	58%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Sayreville School District
(23-4660)
2023-2024

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

NJ SCHOOL PERFORMANCE REPORT

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

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English Language Arts Assessment - Performance By Grade: Grade 8

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	460	751	751	11%	13%	22%	40%	15%	54%	53%
White	178	746	760	15%	11%	26%	36%	12%	48%	62%
Hispanic	109	741	736	15%	20%	18%	38%	9%	47%	39%
Black or African American	59	751	735	5%	14%	27%	49%	5%	54%	37%
Asian, Native Hawaiian, or Pacific Islander	75	772	783	5%	8%	12%	44%	31%	75%	82%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	52%
Two or More Races	*	762	757	6%	6%	24%	38%	26%	65%	59%
Female	*	757	759	7%	14%	19%	41%	19%	60%	60%
Male	*	745	743	15%	12%	24%	38%	10%	48%	46%
Non-binary/undesignated gender	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	151	743	734	14%	17%	23%	37%	10%	47%	36%
Non-Economically Disadvantaged Students	309	755	761	10%	11%	22%	41%	17%	58%	63%
Students with Disabilities	67	706	713	*	*	*	*	*	*	16%
Students without Disabilities	393	759	758	5%	11%	22%	45%	17%	62%	60%
Multilingual Learners	22	699	701	*	*	*	*	*	*	*
Non-Multilingual Learners	438	754	755	9%	11%	23%	41%	15%	56%	56%
Students Experiencing Homelessness	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 9

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	413	749	755	13%	16%	19%	36%	17%	53%	58%
White	162	750	764	10%	18%	17%	40%	16%	56%	67%
Hispanic	103	734	741	19%	21%	26%	24%	9%	33%	45%
Black or African American	71	746	737	18%	8%	15%	46%	11%	58%	40%
Asian, Native Hawaiian, or Pacific Islander	55	777	789	5%	9%	9%	35%	42%	76%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	758	761	0%	16%	32%	42%	11%	53%	64%
Female	*	754	762	12%	10%	20%	42%	17%	59%	64%
Male	*	746	747	13%	21%	18%	31%	16%	47%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	158	734	738	20%	19%	23%	30%	7%	37%	41%
Non-Economically Disadvantaged Students	255	759	764	8%	14%	16%	40%	23%	62%	67%
Students with Disabilities	70	713	717	31%	33%	19%	17%	0%	17%	19%
Students without Disabilities	343	757	761	9%	12%	19%	40%	20%	60%	64%
Multilingual Learners	21	704	701	57%	19%	5%	19%	0%	19%	*
Non-Multilingual Learners	392	752	758	10%	16%	20%	37%	18%	55%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

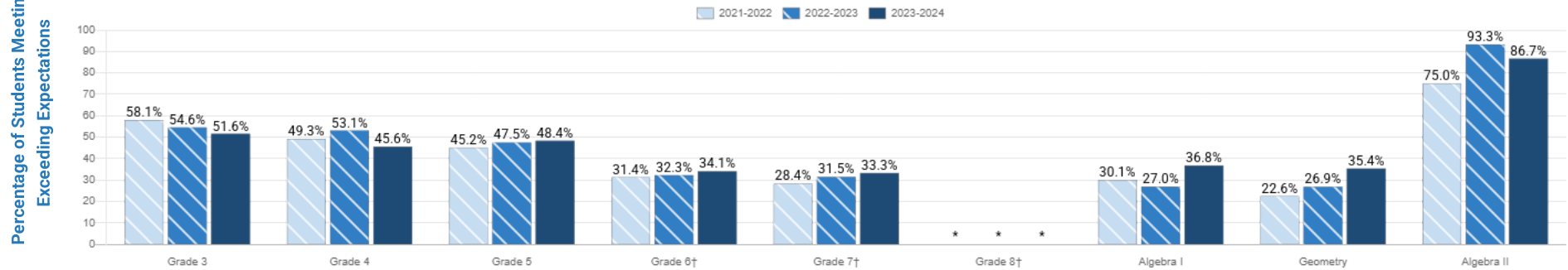| Student Group	Valid Scores	% of students taking test	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Districtwide	2,980	99.2%	39%	40.2%	39%	39.4%	Met Target†
White	1,175	99.3%	39.7%	51.1%	39.7%	40.4%	Met Target†
Hispanic	591	97.9%	25.5%	24.2%	25.5%	26.6%	Met Target†
Black or African American	482	99.2%	32.6%	20.1%	32.6%	33.2%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	489	100%	60.5%	74.4%	60.5%	61.3%	Met Target†
American Indian or Alaska Native	48	98%	33.3%	42%	33.3%	25%	Met Target
Two or More Races	195	100%	37.9%	48.9%	37.9%	36.3%	Met Target
Female	*	99.3%	36.6%	38.4%	36.6%		
Male	*	99.1%	41.3%	42%	41.3%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	1,106	98.6%	27.3%	21.7%	27.3%	28.4%	Met Target†
Non-Economically Disadvantaged Students	1,874	99.5%	45.8%	51.5%	45.8%		
Students with Disabilities	570	98.2%	18.6%	16.6%	18.6%	19.6%	Met Target†
Students without Disabilities	2,410	99.4%	43.8%	45.4%	43.8%		
Multilingual Learners	236	99.6%	15.7%	18.7%	15.7%	15.1%	Met Target
Non-Multilingual Learners	2,744	99.1%	41%	43.5%	41%		
Students Experiencing Homelessness	11	93.3%	27.3%	12.9%	26.3%		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	38.8%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

Academic Achievement

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Mathematics Assessment - Performance Trends

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

Legend: 2021-2022, 2022-2023, 2023-2024

	2021-2022	2022-2023	2023-2024
Grade 3	58.1%	54.6%	51.6%
Grade 4	49.3%	53.1%	45.6%
Grade 5	45.2%	47.5%	48.4%
Grade 6†	31.4%	32.3%	34.1%
Grade 7†	28.4%	31.5%	33.3%
Grade 8†	*	*	*
Algebra I	30.1%	27.0%	36.8%
Geometry	22.6%	26.9%	35.4%
Algebra II	75.0%	93.3%	86.7%

Y-axis: Percentage of Students Meeting/Exceeding Expectations

† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	411	751	747	7%	9%	32%	40%	11%	52%	48%
White	174	749	757	7%	11%	34%	40%	8%	48%	60%
Hispanic	52	739	732	15%	8%	33%	40%	4%	44%	31%
Black or African American	76	754	728	4%	9%	34%	41%	12%	53%	27%
Asian, Native Hawaiian, or Pacific Islander	71	766	776	6%	1%	21%	45%	27%	72%	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	51%
Two or More Races	*	744	755	10%	20%	27%	37%	7%	43%	56%
Female	*	749	744	7%	12%	35%	39%	8%	47%	45%
Male	*	753	749	8%	7%	29%	42%	15%	56%	50%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	173	743	729	9%	13%	35%	37%	6%	43%	28%
Non-Economically Disadvantaged Students	238	756	758	6%	7%	29%	43%	15%	58%	60%
Students with Disabilities	88	729	725	25%	16%	31%	25%	3%	28%	25%
Students without Disabilities	323	757	751	2%	8%	32%	45%	13%	58%	52%
Multilingual Learners	31	719	722	*	*	*	*	*	*	20%
Non-Multilingual Learners	380	753	751	6%	8%	30%	43%	12%	55%	52%
Students Experiencing Homelessness	*	*	717	*	*	*	*	*	*	17%
Students in Foster Care	*	*	719	*	*	*	*	*	*	18%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	727	*	*	*	*	*	*	12%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 4

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	432	746	744	8%	16%	30%	40%	6%	46%	45%
White	181	749	754	5%	14%	32%	41%	7%	49%	57%
Hispanic	60	726	730	22%	23%	33%	20%	2%	22%	28%
Black or African American	68	740	726	7%	28%	25%	35%	4%	40%	24%
Asian, Native Hawaiian, or Pacific Islander	84	756	773	6%	5%	27%	54%	8%	62%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	50%
Two or More Races	*	744	752	10%	20%	30%	37%	3%	40%	54%
Female	*	744	743	8%	18%	32%	36%	5%	41%	43%
Male	*	747	746	8%	15%	27%	44%	6%	50%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	156	735	727	14%	21%	35%	26%	3%	29%	25%
Non-Economically Disadvantaged Students	276	752	755	5%	14%	26%	47%	7%	55%	58%
Students with Disabilities	91	733	722	20%	22%	29%	23%	7%	30%	21%
Students without Disabilities	341	749	749	5%	15%	30%	44%	6%	50%	50%
Multilingual Learners	26	713	718	*	*	*	*	*	*	14%
Non-Multilingual Learners	406	748	748	7%	16%	30%	42%	6%	48%	49%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	15%
Students in Foster Care	*	*	716	*	*	*	*	*	*	15%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	721	*	*	*	*	*	*	17%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	428	746	741	7%	20%	25%	39%	9%	48%	40%
White	148	750	751	5%	15%	28%	41%	11%	52%	53%
Hispanic	99	736	726	7%	35%	21%	35%	1%	36%	23%
Black or African American	74	739	722	9%	26%	27%	34%	4%	38%	19%
Asian, Native Hawaiian, or Pacific Islander	70	764	772	10%	6%	13%	46%	26%	71%	76%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	743	748	3%	19%	34%	44%	0%	44%	49%
Female	*	748	739	3%	22%	27%	41%	7%	48%	38%
Male	*	745	742	10%	19%	22%	38%	11%	48%	42%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	167	737	724	10%	25%	28%	35%	3%	38%	20%
Non-Economically Disadvantaged Students	261	752	752	5%	18%	22%	43%	13%	55%	53%
Students with Disabilities	72	718	717	31%	32%	21%	15%	1%	17%	16%
Students without Disabilities	356	752	746	2%	18%	25%	44%	10%	55%	45%
Multilingual Learners	17	722	711	12%	47%	18%	24%	0%	24%	*
Non-Multilingual Learners	411	747	744	7%	19%	25%	40%	9%	49%	44%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	12%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	40%
Migrant Students	*	*	724	*	*	*	*	*	*	27%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

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

Students in sixth grade who were enrolled in an Algebra I or Geometry course were required to take both the corresponding end-of-course assessment (Algebra I or Geometry) and the Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data. The Algebra I or Geometry results will be used when the student is in grade 9.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	408	736	737	14%	25%	27%	28%	6%	34%	36%
White	142	736	746	13%	24%	30%	30%	3%	33%	47%
Hispanic	83	731	723	18%	24%	27%	27%	5%	31%	20%
Black or African American	55	728	718	16%	35%	24%	24%	2%	25%	15%
Asian, Native Hawaiian, or Pacific Islander	81	754	768	6%	19%	20%	38%	17%	56%	73%
American Indian or Alaska Native	12	727	735	*	*	*	*	*	*	33%
Two or More Races	35	722	743	23%	29%	31%	17%	0%	17%	45%
Female	*	735	736	12%	29%	26%	29%	5%	34%	34%
Male	*	737	738	15%	21%	29%	28%	7%	34%	38%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	148	726	721	19%	33%	24%	21%	3%	24%	17%
Non-Economically Disadvantaged Students	260	742	747	11%	20%	29%	33%	7%	40%	48%
Students with Disabilities	80	711	714	*	*	*	*	*	*	12%
Students without Disabilities	328	742	741	7%	22%	30%	33%	7%	40%	41%
Multilingual Learners	16	713	707	*	*	*	*	*	*	*
Non-Multilingual Learners	392	737	740	13%	24%	28%	29%	6%	35%	39%
Students Experiencing Homelessness	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	704	*	*	*	*	*	*	13%

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

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

These results only include students taking the grade level assessment, they do not include the results of students who took the Algebra I, Geometry, or Algebra II end-of-course assessments.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	420	736	739	10%	24%	33%	30%	3%	33%	37%
White	172	741	748	6%	19%	36%	35%	5%	40%	50%
Hispanic	96	723	728	18%	35%	30%	17%	0%	17%	23%
Black or African American	72	729	724	15%	29%	33%	22%	0%	22%	18%
Asian, Native Hawaiian, or Pacific Islander	54	751	764	4%	11%	30%	48%	7%	56%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	33%
Two or More Races	*	737	743	5%	21%	32%	37%	5%	42%	44%
Female	*	735	738	8%	27%	32%	31%	2%	32%	36%
Male	*	737	739	11%	20%	34%	30%	4%	34%	39%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	161	727	726	16%	30%	36%	17%	1%	18%	20%
Non-Economically Disadvantaged Students	259	741	747	6%	20%	31%	39%	4%	43%	48%
Students with Disabilities	64	720	716	25%	36%	22%	16%	2%	17%	12%
Students without Disabilities	356	739	743	7%	22%	35%	33%	3%	36%	43%
Multilingual Learners	25	710	714	*	*	*	*	*	*	*
Non-Multilingual Learners	395	738	741	8%	23%	33%	32%	3%	35%	40%
Students Experiencing Homelessness	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	708	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 8

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

These results only include students taking the grade level assessment, they do not include the results of students who took the Algebra I, Geometry, or Algebra II end-of-course assessments.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	255	716	719	*	*	*	*	*	*	19%
White	98	713	729	*	*	*	*	*	*	27%
Hispanic	79	715	713	*	*	*	*	*	*	13%
Black or African American	35	718	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	23	728	740	9%	43%	26%	22%	0%	22%	40%
American Indian or Alaska Native	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	713	722	29%	35%	24%	12%	0%	12%	22%
Female	*	716	719	*	*	*	*	*	*	19%
Male	*	715	719	30%	35%	25%	10%	0%	10%	20%
Non-binary/undesignated gender	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	105	715	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	150	716	725	*	*	*	*	*	*	25%
Students with Disabilities	61	703	702	*	*	*	*	*	*	*
Students without Disabilities	194	719	724	20%	39%	31%	10%	0%	10%	23%
Multilingual Learners	24	708	701	*	*	*	*	*	*	*
Non-Multilingual Learners	231	716	721	*	*	*	*	*	*	21%
Students Experiencing Homelessness	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

This table shows performance on the NJSLA Algebra I end-of-course assessment. The performance results in this table include all students who took the NJSLA, it does not exclude students who were enrolled less than half a year.

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student in in grade 9.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	473	736	738	16%	21%	26%	34%	2%	37%	40%
White	174	738	748	11%	21%	27%	39%	2%	41%	51%
Hispanic	119	722	723	27%	25%	26%	22%	0%	22%	23%
Black or African American	75	727	719	21%	25%	28%	25%	0%	25%	19%
Asian, Native Hawaiian, or Pacific Islander	73	762	773	5%	11%	23%	51%	10%	60%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	740	746	10%	28%	24%	34%	3%	38%	49%
Female	*	735	737	18%	20%	29%	30%	3%	33%	39%
Male	*	738	739	14%	22%	23%	38%	2%	40%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	167	725	722	23%	29%	26%	22%	1%	22%	22%
Non-Economically Disadvantaged Students	306	743	747	12%	17%	26%	42%	3%	45%	50%
Students with Disabilities	*	709	710	40%	34%	15%	11%	0%	11%	11%
Students without Disabilities	*	742	743	12%	19%	28%	39%	3%	42%	45%
Multilingual Learners	*	709	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	739	741	14%	19%	27%	37%	3%	39%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Geometry

This table shows performance on the NJSLA Geometry end-of-course assessment. The performance results in this table include all students who took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry assessment are not included in these results but will be reported when the student in in grade 9.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	158	742	750	2%	22%	41%	29%	6%	35%	53%
White	*	738	752	1%	25%	45%	27%	1%	29%	57%
Hispanic	*	730	735	6%	33%	50%	11%	0%	11%	29%
Black or African American	*	739	733	0%	30%	39%	22%	9%	30%	26%
Asian, Native Hawaiian, or Pacific Islander	*	751	765	3%	9%	37%	37%	14%	51%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	756	*	*	*	*	*	*	63%
Female	*	741	748	3%	23%	43%	28%	5%	33%	50%
Male	*	744	752	1%	21%	40%	31%	8%	38%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	734	734	5%	36%	40%	10%	10%	19%	28%
Non-Economically Disadvantaged Students	*	745	754	1%	16%	41%	36%	5%	41%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	742	751	2%	22%	40%	29%	6%	36%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	742	751	2%	22%	41%	29%	6%	36%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra II

This table shows performance on the NJSLA Algebra II end-of-course assessment. The performance results in this table include all students who took the NJSLA, it does not exclude students who were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	15	782	770	0%	0%	13%	80%	7%	87%	73%
White	*	*	771	*	*	*	*	*	*	75%
Hispanic	*	*	736	*	*	*	*	*	*	37%
Black or African American	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	10	781	785	0%	0%	10%	80%	10%	90%	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	*	765	*	*	*	*	*	*	68%
Male	*	*	776	*	*	*	*	*	*	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	785	777	0%	0%	7%	86%	7%	93%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	782	771	0%	0%	13%	80%	7%	87%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	782	772	0%	0%	13%	80%	7%	87%	75%
Students Experiencing Homelessness	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	744	*	*	*	*	*	*	59%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

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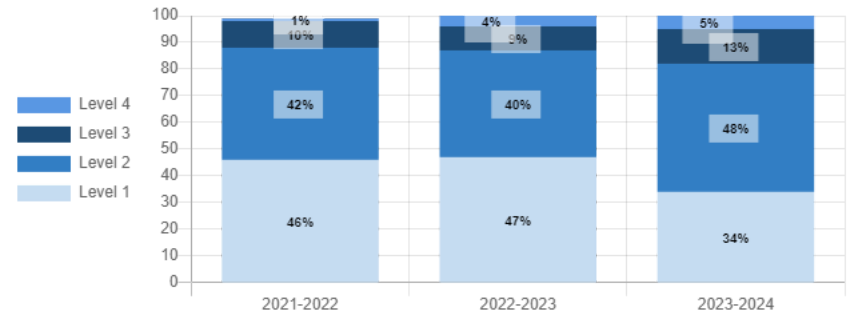
DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
3	*	*	*	*
4	11	100.0%	11	100.0%
5	*	*	*	*
6	*	*	*	*
7	*	*	*	*
8	*	*	*	*
11	14	100.0%	14	100.0%

Academic Achievement

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	# Students with Overall Score Below 4.5	% Students with Overall Score Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	218	*	>90%	*	<10%
3-4	80	*	>90%	*	<10%
5 or more	31	*	>90%	*	<10%

English Language Progress to Proficiency

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

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	41.4%	22.7%	Met Goal

† Target was met within a confidence interval.

Sayreville School District

(23-4660)

2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

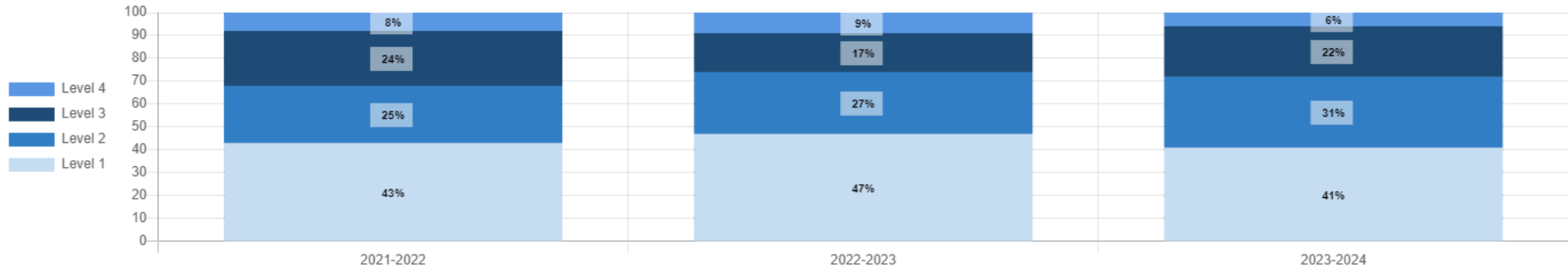**†** This indicates a table specific note,see note below table

NJ SCHOOL PERFORMANCE REPORT

Academic Achievement

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

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
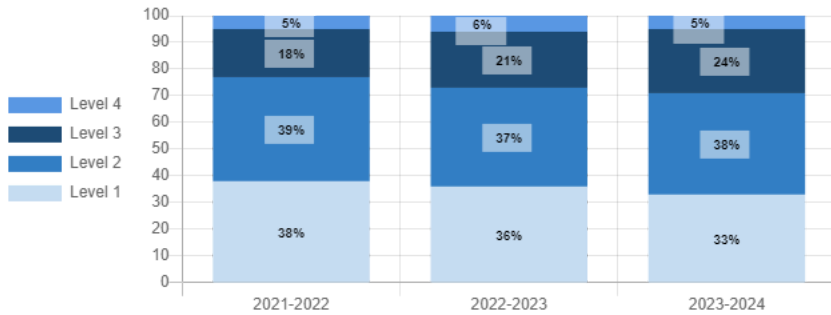
NJSLA Science Assessment: Grade 8 Summary

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

Academic Achievement

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

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 11 Summary

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

Academic Achievement

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

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 5

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	33%	38%	24%	5%	35%	37%	21%	6%
White	26%	43%	26%	6%	22%	42%	28%	8%
Hispanic	41%	44%	13%	1%	51%	36%	12%	2%
Black or African American	41%	39%	20%	0%	54%	34%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	24%	17%	43%	16%	12%	30%	38%	20%
American Indian or Alaska Native	*	*	*	*	36%	31%	23%	10%
Two or More Races	34%	44%	19%	3%	27%	36%	27%	10%
Female	33%	40%	25%	3%	35%	39%	20%	6%
Male	33%	36%	23%	7%	35%	35%	22%	7%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	46%	37%	17%	1%	54%	35%	10%	1%
Non-Economically Disadvantaged Students	25%	39%	28%	8%	24%	39%	28%	10%
Students with Disabilities	75%	18%	7%	0%	64%	27%	8%	2%
Students without Disabilities	24%	42%	27%	6%	30%	39%	24%	7%
Multilingual Learners	82%	12%	6%	0%	78%	20%	2%	0%
Non-Multilingual Learners	31%	39%	25%	5%	30%	39%	23%	7%
Students Experiencing Homelessness	*	*	*	*	68%	25%	6%	1%
Students in Foster Care	*	*	*	*	67%	28%	3%	1%
Military-Connected Students	*	*	*	*	30%	42%	23%	5%
Migrant Students	*	*	*	*	73%	27%	0%	0%

Academic Achievement

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

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NJSLA Science Assessment: Grade 8

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	34%	48%	13%	5%	36%	45%	14%	5%
White	39%	42%	13%	6%	23%	52%	19%	6%
Hispanic	43%	51%	6%	1%	51%	42%	6%	1%
Black or African American	37%	49%	12%	2%	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	11%	51%	28%	11%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	26%	53%	9%	12%	27%	46%	19%	8%
Female	36%	47%	11%	6%	35%	47%	13%	4%
Male	33%	47%	15%	5%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	43%	44%	11%	2%	53%	40%	5%	1%
Non-Economically Disadvantaged Students	29%	49%	14%	7%	26%	48%	19%	7%
Students with Disabilities	77%	23%	0%	0%	67%	29%	3%	1%
Students without Disabilities	27%	52%	15%	6%	30%	48%	16%	6%
Multilingual Learners	71%	29%	0%	0%	75%	24%	1%	0%
Non-Multilingual Learners	32%	49%	14%	6%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

Sayreville School District

(23-4660)

2023-2024

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note,see note below table

Academic Achievement

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

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our NJDOE Accountability webpage under 2024 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 11

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

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	41%	31%	22%	6%	45%	27%	19%	9%
White	31%	39%	25%	4%	34%	30%	26%	11%
Hispanic	57%	26%	14%	3%	61%	25%	11%	3%
Black or African American	54%	25%	20%	1%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	21%	28%	30%	21%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	53%	20%	20%	7%	38%	26%	25%	11%
Female	43%	33%	19%	5%	43%	29%	20%	7%
Male	39%	28%	25%	7%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	59%	23%	12%	6%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	31%	35%	27%	6%	37%	28%	24%	12%
Students with Disabilities	69%	20%	8%	2%	77%	16%	5%	1%
Students without Disabilities	36%	32%	24%	7%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	38%	32%	23%	6%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	*	*	*	*	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These results only include the performance of 11th graders taking the assessment in the given year.

Important Note for 2023-24: The NJGPA was administered as a field test in 2021-2022, so the results were not reported.

ELA Graduation Ready Rate
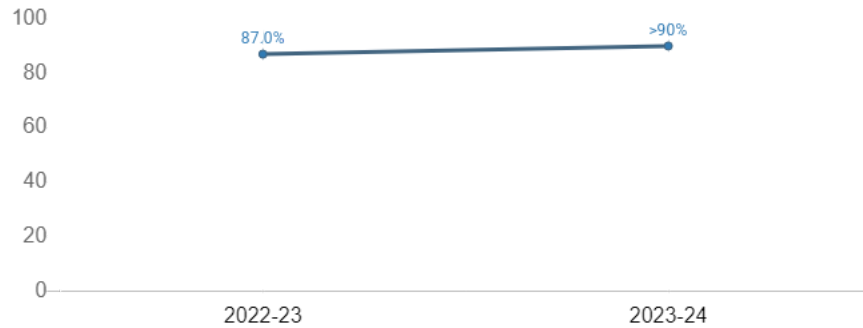
Math Graduation Ready Rate
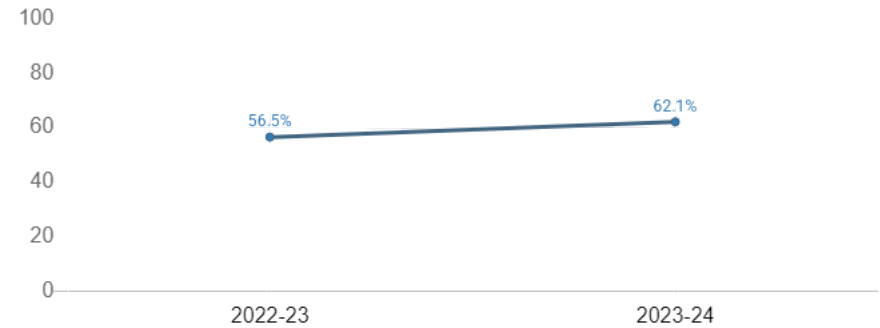
Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	87.0%	>90%	56.5%	62.1%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

Sayreville School District
(23-4660)
2023-2024

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

This table shows how grade 11 students performed on the New Jersey Graduation Proficiency Assessment (NJGPA), both overall and by student group. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment.

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	427	>90%	82.5%	427	62.1%	55.6%
White	154	>90%	90%	153	68%	69.1%
Hispanic	104	86.5%	72.3%	104	47.1%	38%
Black or African American	80	86.3%	73.6%	81	53.1%	33.1%
Asian, Native Hawaiian, or Pacific Islander	68	>90%	>90%	68	83.8%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	>90%	87.5%	*	62.5%	62%
Female	*	>90%	86.9%	*	61.1%	56.6%
Male	*	88.9%	78.3%	*	63.1%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	155	85.2%	71.7%	156	50%	36%
Non-Economically Disadvantaged Students	272	>90%	87.6%	271	69%	65.1%
Students with Disabilities	69	69.6%	53.6%	69	24.6%	18.2%
Students without Disabilities	358	>90%	87.4%	358	69.3%	62%
Multilingual Learners	17	41.2%	24.4%	17	11.8%	12.5%
Non-Multilingual Learners	410	>90%	86.5%	410	64.1%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	*	*	82%	*	*	48.1%
Migrant Students	*	*	50%	*	*	25.5%

College and Career Readiness

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

PSAT, SAT, & ACT - Participation

This table shows information about participation in the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam during the reported school year. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2023-2024	29.5%	80.7%
12th graders taking SAT in 2023-2024 or prior years	53.6%	62.7%
12th graders taking ACT in 2023-2024 or prior years	2.6%	7.8%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students who scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	470	459	Grade 10: 430 Grade 11: 460	59%	54%
PSAT 10/NMSQT - Math	470	454	Grade 10: 480 Grade 11: 510	34%	32%
SAT - Reading and Writing	544	530	480	76%	65%
SAT - Math	547	519	530	55%	46%
ACT - Reading	25	24	22	82%	63%
ACT - English	23	24	18	73%	76%
ACT - Math	23	23	22	55%	58%
ACT - Science	22	23	23	55%	55%

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.

Students enrolled in one or more AP or IB course

District 19.3%
State 35.9%

Students taking one or more AP or IB exam

District 19.3%
State 30.8%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam

District 14.5%
State 23.0%

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

District 64.7%
State 26.9%

College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

This table shows the percentage of 11th and 12th graders who were enrolled in one or more AP or IB and dual enrollment courses, with a comparison to the state.

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	19.3%	64.7%	35.9%	26.9%
White	14.6%	60.5%	41.8%	33.0%
Hispanic	14.5%	65.9%	23.2%	20.9%
Black or African American	7.3%	56.7%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	53.3%	81.0%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	10.0%	56.7%	41.0%	29.0%
Female	23.0%	67.4%	41.4%	30.2%
Male	15.7%	61.3%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	11.5%	57.4%	22.8%	20.2%
Students with Disabilities	0.7%	19.9%	4.8%	10.9%
Multilingual Learners	0.0%	25.8%	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	*	*	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

AP/IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art History	29	29
AP Biology	27	27
AP Calculus AB	20	19
AP Calculus BC	21	21
AP Chemistry	17	16
AP Computer Science A	26	25
AP Computer Science Principles	40	40
AP English Language and Composition	57	57
AP English Literature and Composition	27	27
AP Environmental Science	28	29
AP French Language and Culture	0	1
AP Macroeconomics	11	11
AP Microeconomics	14	14
AP Physics C: Mechanics	0	1
AP Precalculus	13	13
AP Psychology	10	13
AP Spanish Language and Culture	14	14
AP Statistics	17	17
AP U.S. Government and Politics	0	7
AP U.S. History	47	14
Total Exams taken		395
Exams with scores of at least 3 on AP exams or 4 on IB exams		294

College and Career Readiness

Seal of Biliteracy

The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. This table shows the number of Seals of Biliteracy earned by language and the percentage of grade 12 students earning a seal in each language. Students may be counted more than once if they earned Seals across more than one language. The table provides the overall number of seals earned and the total unique number of students earning seals. This table also shows the number and percentage of current and former multiligual learners who earned a Seal. Visit the **NJDOE Seal of Biliteracy website** for more information.

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
French	*	*
Portuguese	*	*
Spanish	*	*
Ukrainian	*	*
Total Seals Earned	11	
Total Unique Students Earning Seals	10	2.4%
Current and Former Multilingual Learners Earning Seals	*	*†

†This represents the percentage of 12th grade current and former multilingual learners who have earned a seal.

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the NJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)

District   1.4%
State   7.6%

CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)
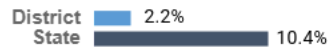
District   2.2%
State   10.4%

College and Career Readiness

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	1.4%	2.2%	7.6%	10.4%
White	1.0%	1.4%	6.1%	10.0%
Hispanic	0.4%	1.1%	9.3%	10.8%
Black or African American	0.7%	0.3%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	4.6%	8.1%	5.5%	10.5%
American Indian or Alaska Native	0.0%	0.0%	8.3%	8.8%
Two or More Races	1.6%	1.6%	7.5%	10.1%
Female	1.6%	1.9%	7.5%	10.9%
Male	1.1%	2.6%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	0.9%	1.2%	9.8%	10.7%
Students with Disabilities	0.4%	1.1%	6.0%	7.9%
Multilingual Learners	0.0%	0.0%	8.0%	3.5%
Students experiencing homelessness	*	*	7.7%	6.2%
Students in Foster Care	*	*	5.9%	6.7%
Military-Connected Students	*	*	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the NJDOE's Career and Technical Education website.

Work-Based Learning Participation by Career Cluster

This table shows the number and percentage of students in an approved CTE program/program of study in grades 9 through 12 who participated in a work-based learning experience during the school year by career cluster. Work-based learning can include career exploration (e.g., community service, job shadowing, school-based enterprise, service learning, or volunteering), career preparation (e.g., cooperative education experience or paid/unpaid internships), or career training (e.g., pre-apprenticeship/apprenticeship registered with the USDOL-OA). This table only includes students enrolled in an approved CTE program/program of study. See the Structured Learning Experiences table for information on all high school students (both CTE and non-CTE).

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Architecture & Construction	*	*
Arts, A/V Technology & Communications	*	*
Finance	15	100.0%
Information Technology	40	100.0%
Marketing	*	*
Total	63	100.0%

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the **NJDOE's Career and Technical Education website**.

Industry-Valued Credentials

The graph below shows the percentage of all students in grades 9 through 12 who were enrolled in a approved CTE program and earned one or more Industry-Valued Credentials during the school year.

Students Earning Industry-Valued Credentials

District	0.1%
State	2.2%

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the NJDOE's Career and Technical Education website.

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students who earned one or more industry-valued credentials, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Arts, A/V Technology & Communications	*	*	*
Finance	15	*	*
Information Technology	40	*	*
Marketing	*	*	*
Total	63	*	*

College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Grade Level and Other Math
6	0	0	0	0	0	0	444
7	19	0	0	0	0	0	457
8	200	19	0	0	0	0	266
9	279	150	17	0	0	0	49
10	42	214	224	14	0	0	54
11	5	59	139	130	13	4	100
12	0	5	38	33	104	58	208
Total	545	447	418	177	117	62	1,578
Enrolled in AP/IB Course					41	17	0
Enrolled in Dual Enrollment Course	0	0	0	164	76	45	124

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

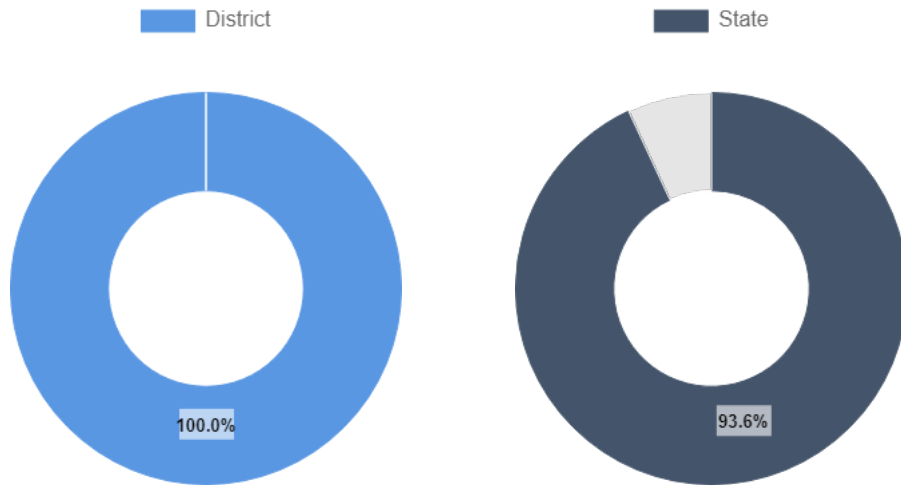| Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	86	0	0	1	25	347
10	367	104	0	10	0	36
11	34	243	25	102	36	51
12	6	39	30	54	34	127
Total	493	386	55	167	95	561
Enrolled in AP/IB Course	27	17		28	0	0
Enrolled in Dual Enrollment Course	0	0	35	0	0	0

College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.
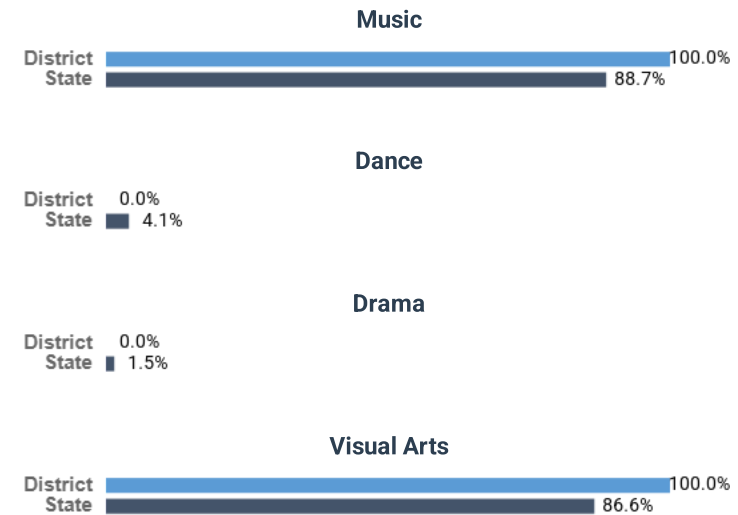
Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	436	19	56	0	0	43
10	21	474	173	1	0	30
11	8	418	140	31	0	65
12	3	90	125	55	1	160
Total	468	1,001	494	87	1	298
Enrolled in AP/IB Course	0	47	15	10		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	416	0	0	0	0	0	0
7	448	0	0	0	0	0	0
8	469	0	0	0	0	0	0
9	308	33	0	0	0	0	8
10	395	31	0	0	0	0	3
11	200	15	0	0	0	0	6
12	34	14	0	0	0	0	8
Total	2,270	93	0	0	0	0	25
Enrolled in AP/IB Course	14	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	216	0	0	0	0	0	0
Enrolled in Level 3 or Higher	217	26	0	0	0	0	0

College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.
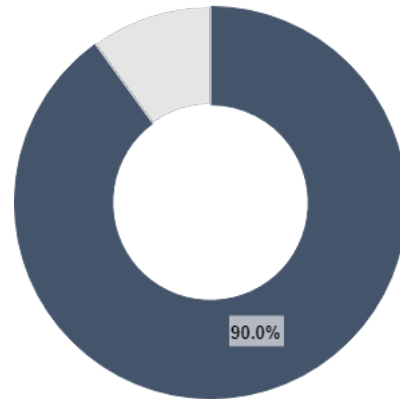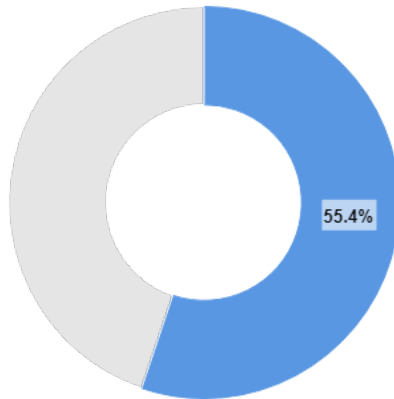
Computer Science – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

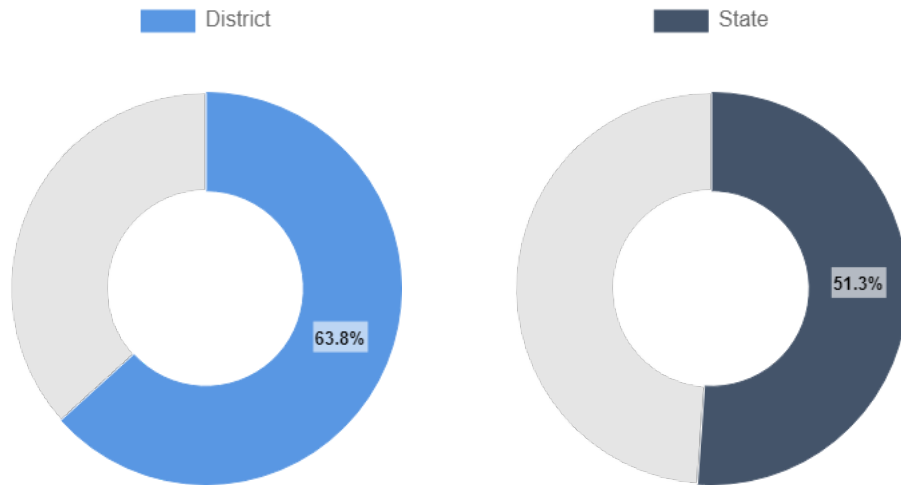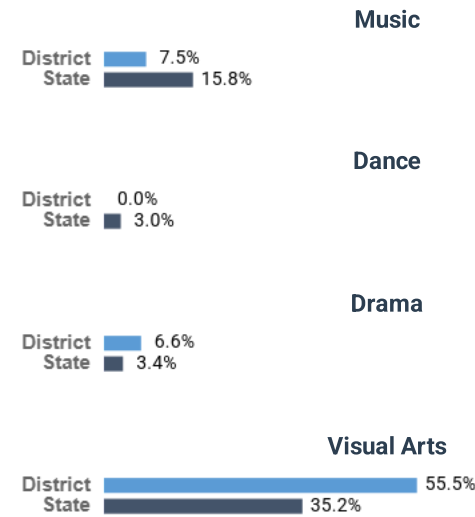| Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	N	N	N	N	N	N	N
1	N	N	N	N	N	N	N
2	N	N	N	N	N	N	N
3	N	N	N	N	N	N	N
4	N	N	N	N	N	N	N
5	N	N	N	N	N	N	N
6	0	14	0	0	0	0	0
7	0	453	0	0	0	0	0
8	0	139	0	0	0	0	0
9	15	31	0	0	0	0	0
10	21	19	0	0	7	0	0
11	26	26	0	0	10	0	0
12	48	35	0	0	23	0	0
Total	110	717	0	0	40	0	0
Enrolled in AP/IB Course	26	40		0			0
Enrolled in Dual Enrollment Course	26	111	0	0	0	0	0

College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Visual and Performing Arts – Course Participation

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

Grades K-5: Students enrolled in one or more **visual and performing arts** classes

District

State

District 100.0%

State 93.6%

Students enrolled in one or more classes by discipline:

Music
District 100.0%
State 88.7%

Dance
District 0.0%
State 4.1%

Drama
District 0.0%
State 1.5%

Visual Arts
District 100.0%
State 86.6%

College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Visual and Performing Arts – Course Participation

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

Grades 6-8: Students enrolled in one or more **visual and performing arts** classes

District — 55.4%

State — 90.0%

Students enrolled in one or more classes by discipline:

Music
District 41.0%
State 64.3%

Dance
District 0.0%
State 4.3%

Drama
District 18.7%
State 7.7%

Visual Arts
District 34.8%
State 68.9%

College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Visual and Performing Arts – Course Participation

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

Grades 9-12: Students enrolled in one or more **visual and performing arts** classes

District

State

District: 63.8%

State: 51.3%

Students enrolled in one or more classes by discipline:

Music
District 7.5%
State 15.8%

Dance
District 0.0%
State 3.0%

Drama
District 6.6%
State 3.4%

Visual Arts
District 55.5%
State 35.2%

College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Structured Learning Experiences Participation

The graph below shows the percentage of all (CTE and non-CTE) students in grades 11 and 12 who participated in Structured Learning Experiences (SLEs) during the school year. SLEs include work-based learning (WBL) programs. Examples of WBL experiences include job shadowing, school-based enterprise, community service, service learning, volunteering, internships, cooperative education experiences, and apprenticeships. Depending on the type of WBL experience, these may be paid or unpaid.

Important Note for 2023-24: The calculation of this measure for the 2023-24 has been changed to be based on 11th and 12th graders to better reflect the population of students participating in SLEs. In prior years, the calculation was based on all students in grades 9-12, so the 2023-24 percentages should not be compared to prior years.

Structured Learning Experiences

District	3.0%
State	4.6%

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District

(23-4660)

2023-2024

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note,see note below table

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.
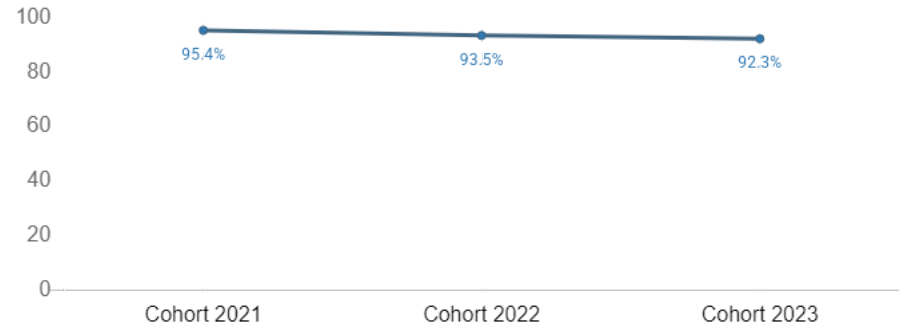
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. These charts and tables are based on the state graduation rate, which reflects all students who receive a state-endorsed diploma.

4-Year Graduation Rate Trends

90.3% 89.9% 90.7%
Cohort 2022   Cohort 2023   Cohort 2024

5-Year Graduation Rate Trends
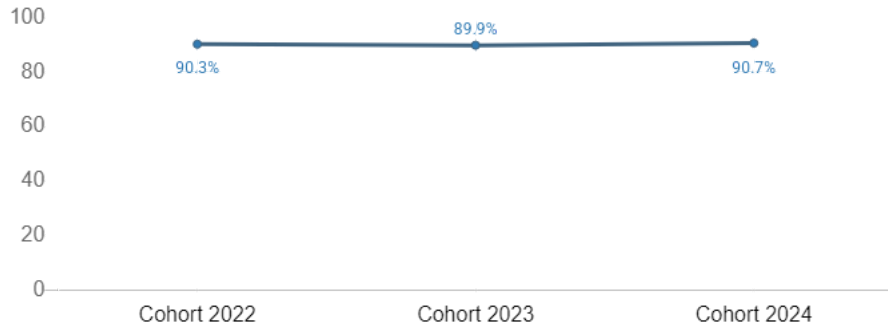
95.4% 93.5% 92.3%
Cohort 2021   Cohort 2022   Cohort 2023

Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	90.3%	89.9%	90.7%	95.4%	93.5%	92.3%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Sayreville School District

(23-4660)

2023-2024

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As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the **NJDOE Graduation Rate page.**

Cohort 2024 4-Year Graduation Cohort Profile

This table shows the percentage of students in the 2024 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within four years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	90.7%	5.8%	3.6%	91.3%	3.8%	4.9%
White	88.2%	7.5%	4.3%	95.0%	2.6%	2.5%
Hispanic	88.1%	6.7%	5.2%	86.9%	4.9%	8.3%
Black or African American	97.1%	2.9%	0.0%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	97.1%	2.9%	0.0%	96.7%	2.3%	1.0%
American Indian or Alaska Native	N	N	N	91.7%	3.8%	4.5%
Two or More Races	78.6%	7.1%	14.3%	92.3%	3.5%	4.3%
Female	93.9%	3.3%	2.8%	93.1%	2.8%	4.1%
Male	87.7%	8.1%	4.2%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	87.6%	7.6%	4.9%	87.1%	5.3%	7.7%
Students with Disabilities	72.2%	17.7%	10.1%	80.7%	12.5%	6.8%
Multilingual Learners	87.5%	12.5%	0.0%	78.9%	7.5%	13.6%
Students experiencing homelessness	*	*	*	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	*	*	*	94.5%	2.3%	3.1%
Migrant Students	*	*	*	88.2%	3.9%	7.9%

Graduation/ Postsecondary

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As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

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Cohort 2023 5-Year Graduation Cohort Profile

This table shows the percentage of students in the 2023 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within five years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	92.3%	3.3%	4.5%	92.6%	1.7%	5.6%
White	95.2%	3.0%	1.8%	95.9%	1.5%	2.6%
Hispanic	88.8%	2.8%	8.4%	88.2%	1.9%	9.9%
Black or African American	86.0%	5.3%	8.8%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	95.2%	3.6%	1.2%	97.5%	1.3%	1.2%
American Indian or Alaska Native	*	*	*	92.5%	0.0%	7.5%
Two or More Races	90.9%	0.0%	9.1%	94.7%	1.0%	4.3%
Female	92.3%	3.6%	4.1%	94.4%	1.2%	4.4%
Male	92.2%	3.0%	4.8%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	88.0%	4.0%	8.0%	88.8%	2.0%	9.2%
Students with Disabilities	74.3%	16.2%	9.5%	84.1%	8.2%	7.7%
Multilingual Learners	82.4%	5.9%	11.8%	78.0%	2.0%	20.0%
Students experiencing homelessness	*	*	*	78.0%	3.9%	18.1%
Students in Foster Care	N	N	N	67.0%	7.5%	25.5%
Military-Connected Students	N	N	N	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

![NJ School Performance Report]

Sayreville School District

(23-4660)

2023-2024

Report Key:

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Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Cohort 2022 6-Year Graduation Cohort Profile

This table shows the percentage of students in the 2022 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within six years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

This table also shows a new measure called High School Persistence. This measure represents the percentage of students who have either graduated or remained enrolled after six years of entering high school.

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	95.0%	1.4%	3.6%	96.4%	93.2%	1.0%	5.8%	94.2%
White	95.2%	1.2%	3.6%	96.4%	96.4%	0.9%	2.7%	97.3%
Hispanic	92.8%	1.0%	6.2%	93.8%	88.2%	1.0%	10.8%	89.2%
Black or African American	93.9%	2.4%	3.7%	96.3%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	98.8%	1.2%	0.0%	100.0%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	*	*	*	*	93.6%	0.8%	5.6%	94.4%
Two or More Races	92.3%	0.0%	7.7%	92.3%	92.9%	1.3%	5.9%	94.1%
Female	97.7%	0.0%	2.3%	97.7%	95.0%	0.6%	4.4%	95.6%
Male	92.5%	2.6%	4.8%	95.2%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	N	N	N	N	*	*	*	*
Economically Disadvantaged Students	94.8%	1.4%	3.8%	96.2%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	88.6%	7.6%	3.8%	96.2%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	88.5%	0.0%	11.5%	88.5%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	N	N	N	N	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	*	*	*	*	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have meet state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Federal Graduation Rates

This table shows the federal version of the Cohort 2024 4-year, Cohort 2023 5-year, and Cohort 2022 6-year graduation rates. To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they graduated, regardless of their graduation cohort. Any students with disabilities who did not meet requirements because of a modification or exemption in their IEP were not included in the graduates count (the numerator) but were included in the adjusted cohort (the denominator). For accountability purposes, graduation data from the prior school year is used, so these graduation rates will be used when the NJDOE runs the accountability system for the 2024-25 school year (along with 2024-25 assessment, growth, and chronic absenteeism data) and will be included in the accountability profiles in fall 2025.

Student Group	2024 4-Year Federal Graduation Rate	2023 5-Year Federal Graduation Rate	2022 6-Year Federal Graduation Rate	State: 2024 4-Year Federal Graduation Rate	State: 2023 5-Year Federal Graduation Rate	State: 2022 6-Year Federal Graduation Rate
Districtwide	90.7%	91.3%	83.5%	87.7%	91.8%	87.0%
White	88.2%	94.5%	79.4%	91.5%	95.0%	90.0%
Hispanic	88.1%	88.8%	80.4%	83.3%	87.4%	82.1%
Black or African American	97.1%	82.5%	79.3%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	97.1%	94.0%	98.8%	96.1%	97.3%	96.6%
American Indian or Alaska Native	N	*	*	84.1%	92.5%	86.4%
Two or More Races	78.6%	90.9%	84.6%	89.0%	93.0%	86.2%
Female	93.9%	92.3%	89.8%	90.5%	93.7%	90.6%
Male	87.7%	90.5%	77.6%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	N	N	83.3%	*	*
Economically Disadvantaged Students	87.6%	86.0%	83.8%	82.6%	87.8%	81.4%
Students with Disabilities	72.2%	68.9%	24.1%	60.2%	79.2%	51.8%
Multilingual Learners	87.5%	82.4%	84.6%	77.6%	77.6%	75.7%
Students experiencing homelessness	*	*	N	67.0%	76.2%	64.6%
Students in Foster Care	*	N	*	50.4%	61.9%	47.1%
Military-Connected Students	*	N	*	91.4%	94.9%	88.4%
Migrant Students	*	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

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Accountability Graduation Rates

This table shows Cohort 2023 4-year and Cohort 2022 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. These graduation rates are the "federal version" of the graduation rate, which means that students with disabilities who did not meet either the state course, local attendance, and/or state graduation assessment requirements are not included as graduates (the numerator), but they are included in the adjusted cohort (the denominator).

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	89.4%	81.5%	Met Target	83.5%	N	N
White	93.9%	79.5%	Met Target	79.4%	N	N
Hispanic	86.0%	77.1%	Met Target	80.4%	N	N
Black or African American	78.9%	74.4%	Met Target	79.3%	N	N
Asian, Native Hawaiian, or Pacific Islander	92.9%	95.0%	Not Met	98.8%	N	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	81.8%	**	**	84.6%	**	**
Economically Disadvantaged Students	82.5%	82.3%	Met Target	83.8%	N	N
Students with Disabilities	64.9%	27.1%	Met Target	24.1%	N	N
Multilingual Learners	82.4%	**	**	84.6%	N	N

Graduation/ Postsecondary

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Graduation Pathways

This table shows the percentage of Cohort 2024 graduates who met the high school graduation assessment requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	87.3%	58.1%
Substitute Competency Test	12.3%	41.7%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements Specified in IEP	0.0%	0.0%
Unknown/Other	0.5%	0.2%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.6%	1.0%
2022-2023	0.7%	1.2%
2021-2022	1.0%	1.2%

Graduation/ Postsecondary

Information about students enrolling in colleges and universities after graduation is collected from the **National Student Clearinghouse (NSC)**, which collects data from at least 97% of higher education institutions nationwide. New Jersey graduates are matched to postsecondary enrollment data by NSC each year. While most students who enroll in a postsecondary institution each year are able to be matched by NSC, there are some students each year who cannot be matched. Some reasons that students may not be matched are: 1. Postsecondary enrollment cannot be shared with the NJDOE if students request a FERPA block on their postsecondary enrollment records; 2. Students who attend a college or university outside of the United States are not included in NSC data; 3. Certain colleges or universities may not participate in sharing data with NSC or may fail to report data for a certain semester or a certain group of students; and 4. NSC may not be able to match a student's name or date of birth in NJ SMART to the information provided by the postsecondary institution(s) with a high level of confidence.

In 2023, NSC implemented an additional manual review process to reduce the number of students who do not match due to #4 above, which may result in NSC matching additional students to postsecondary records moving forward. As a result, the NJDOE is not including trend data from prior to 2022-2023 in the reports.

Note for 2023-2024: Postsecondary enrollment data for the 2023-2024 school year is not yet available. The NJDOE expects to release the data in the coming months. Please refer to the 2022-2023 reports for the most recently available postsecondary enrollment rates.

Apprenticeship

This table shows, by year of graduation, the number of graduates who were enrolled into United States Department of Labor (USDOL) registered apprenticeship programs as of June 2024. This only includes students who enrolled in an apprenticeship program in New Jersey after high school graduation.

Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	*
2020	*
2019	*
2018	*
2017	*
2016	14

Climate and Environment

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

Chronic Absenteeism Trends

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year.The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").
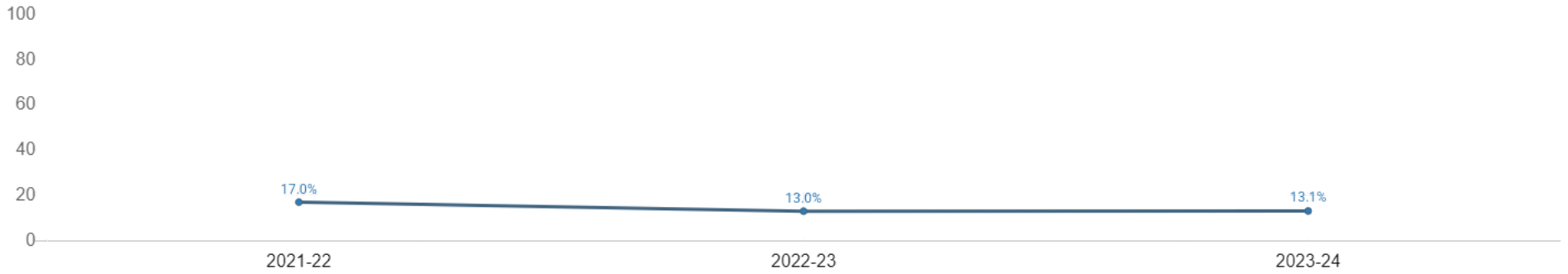
Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	17.0%	13.0%	13.1%
ESSA Target (State Average for Grades Served)	18.1%	16.6%	14.9%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year.The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").
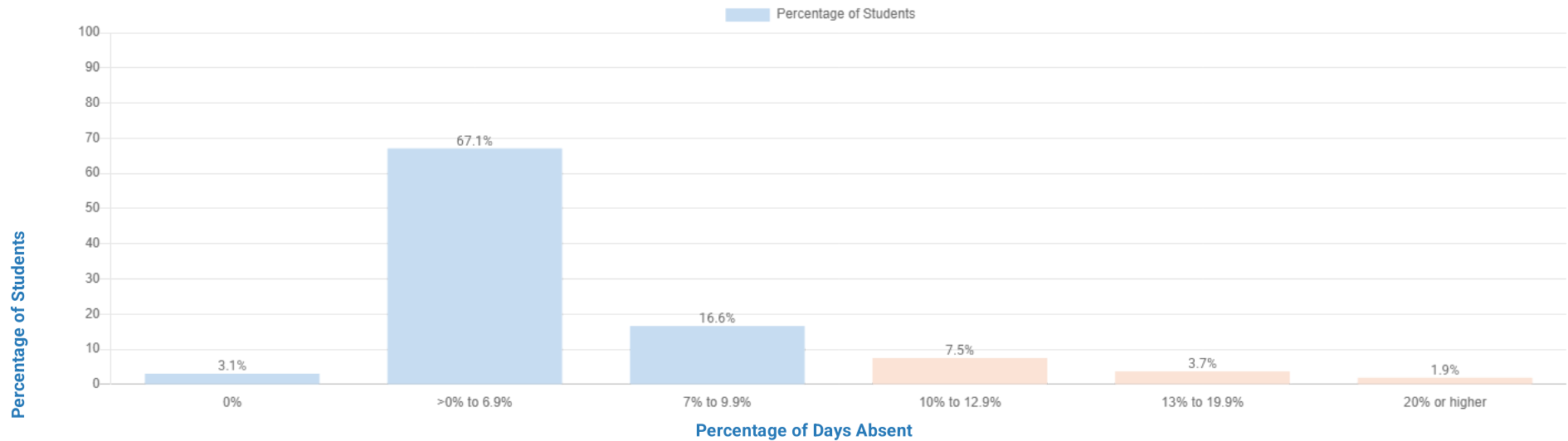
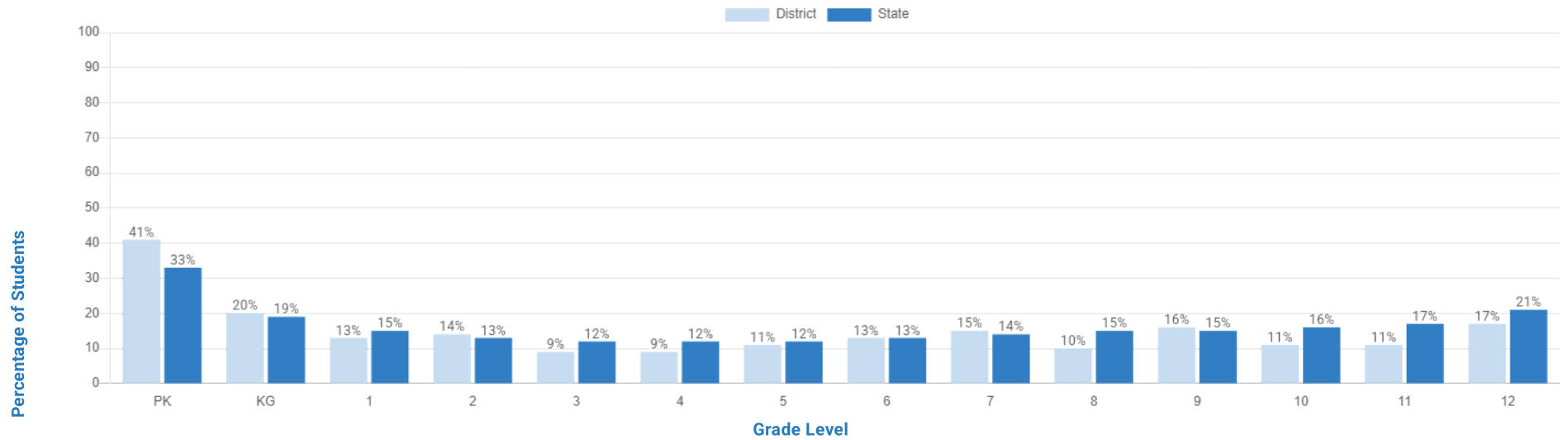| Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	754	13.1%	14.9%	Met
White	308	13.8%	14.9%	Met
Hispanic	202	17.2%	14.9%	Not Met
Black or African American	110	11.5%	14.9%	Met
Asian, Native Hawaiian, or Pacific Islander	77	7.9%	14.9%	Met
American Indian or Alaska Native	13	13.8%	14.9%	Met
Two or More Races	44	13.5%	14.9%	Met
Female	*	12.7%		
Male	*	13.4%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	418	18.1%	14.9%	Not Met
Students with Disabilities	215	19.9%	14.9%	Not Met
Multilingual Learners	47	12.8%	14.9%	Met
Students Experiencing Homelessness	12	50.0%		
Students in Foster Care	*	*		
Military-Connected Students	5	12.2%		
Migrant Students	*	*		

Climate and Environment

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Percentage of Days Absent

This graph shows the percentage of K-12 students by the percentage of days enrolled that the students were absent during the school year. The last three bars, 10% to 12.9%, 13% to 19.9%, and 20% or higher represent students who were chronically absent.

Percentage of Days Absent	Percentage of Students
0%	3.1%
>0% to 6.9%	67.1%
7% to 9.9%	16.6%
10% to 12.9%	7.5%
13% to 19.9%	3.7%
20% or higher	1.9%

Climate and Environment

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Chronic Absenteeism by Grade

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

NJ SCHOOL PERFORMANCE REPORT

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	167
Weapons	10
Vandalism	4
Substances	60
Harassment, Intimidation, Bullying (HIB)	37
Total Unique Incidents	277
Incidents Per 100 Students Enrolled	4.32

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	66
Weapons	8
Vandalism	1
Substances	48
Harassment, Intimidation, Bullying (HIB)	15
Other Incidents Leading to Removal	60

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	7	11	18
Religion	0	1	1
Ancestry	0	0	0
Gender	3	5	8
Sexual Orientation	7	8	15
Disability	5	1	6
Other	10	18	28
No Identified Nature	43		43

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Student Disciplinary Removals: By Student Group

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by student group. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the disciplined student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide received a type of disciplinary action to protect student privacy.

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	173	7%	117	5%	222	9%	3	0%	0	0%
Hispanic	131	10%	112	8%	176	13%	4	0%	0	0%
Black or African American	106	9%	109	10%	151	13%	10	1%	0	0%
Asian	39	4%	27	3%	49	5%	1	0%	0	0%
Native Hawaiian or Pacific Islander	2	3%	2	3%	3	5%	0	0%	0	0%
American Indian or Alaska Native	13	10%	9	7%	15	12%	0	0%	0	0%
Two or more races	30	9%	22	6%	36	10%	0	0%	0	0%
Female	*	4%	*	3%	*	6%	*	0%	*	0%
Male	*	11%	*	9%	*	14%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	306	11%	261	9%	404	14%	11	0%	0	0%
Students with disabilities	136	11%	125	10%	184	15%	9	1%	0	0%

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Student Disciplinary Removals: By Grade Level

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the disciplined student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide received a type of disciplinary action to protect student privacy.

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	499	8%	405	6%	662	10%	18	0%	0	0%
PK	0	0%	0	0%	0	0%	0	0%	0	0%
KG	0	0%	2	0%	2	0%	1	0%	0	0%
1	0	0%	0	0%	0	0%	0	0%	0	0%
2	3	1%	1	0%	4	1%	0	0%	0	0%
3	2	0%	4	1%	5	1%	0	0%	0	0%
4	3	1%	6	1%	9	2%	0	0%	0	0%
5	10	2%	8	2%	15	3%	0	0%	0	0%
6	61	14%	48	11%	79	18%	0	0%	0	0%
7	79	16%	65	14%	103	22%	0	0%	0	0%
8	55	11%	34	7%	68	14%	0	0%	0	0%
9	82	18%	82	18%	115	25%	5	1%	0	0%
10	86	17%	69	14%	106	21%	5	1%	0	0%
11	60	13%	43	10%	79	18%	5	1%	0	0%
12	53	12%	36	8%	67	16%	2	0%	0	0%

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Students Involved in Police Notifications: By Student Group

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by student group. Information on police notifications is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the counts of students involved in incidents leading to police notification. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	181	3%	75	1%	1	0%	43	1%	8	0%	20	0%	54	1%
White	56	2%	12	0%	<5	<5.00%	18	1%	2	0%	10	0%	20	1%
Hispanic	43	3%	19	1%	<5	<5.00%	6	0%	2	0%	3	0%	16	1%
Black or African American	53	5%	33	3%	<5	<5.00%	15	1%	3	0%	1	0%	8	1%
Asian	12	1%	3	0%	<5	<5.00%	3	0%	0	0%	2	0%	5	0%
Native Hawaiian or Pacific Islander	3	5%	1	2%	<5	<5.00%	0	0%	0	0%	1	2%	1	2%
American Indian or Alaska Native	6	5%	4	3%	<5	<5.00%	0	0%	0	0%	2	2%	1	1%
Two or more races	7	2%	3	1%	<5	<5.00%	1	0%	1	0%	0	0%	3	1%
Female	*	2%	*	1%	*	<5.00%	*	0%	*	0%	*	0%	*	0%
Male	*	4%	*	2%	*	<5.00%	*	1%	*	0%	*	0%	*	1%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	118	4%	54	2%	<5	<5.00%	26	1%	5	0%	13	0%	32	1%
Students with disabilities	67	5%	28	2%	<5	<5.00%	17	1%	3	0%	7	1%	24	2%

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Students Involved in Police Notifications: By Grade Level

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the counts of students involved in incidents leading to police notification. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Districtwide	181	3%	75	1%	1	0%	43	1%	8	0%	20	0%	54	1%
PK	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
KG	2	0%	2	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
1	0	0%	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
2	1	0%	1	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%
3	8	2%	4	1%	<5	<5.00%	0	0%	2	0%	3	1%	0	0%
4	3	1%	2	0%	<5	<5.00%	0	0%	0	0%	1	0%	0	0%
5	7	2%	3	1%	<5	<5.00%	0	0%	1	0%	3	1%	0	0%
6	22	5%	6	1%	<5	<5.00%	0	0%	0	0%	4	1%	15	3%
7	18	4%	4	1%	<5	<5.00%	0	0%	1	0%	3	1%	9	2%
8	15	3%	2	0%	<5	<5.00%	1	0%	1	0%	1	0%	10	2%
9	27	6%	20	4%	<5	<5.00%	7	2%	0	0%	1	0%	5	1%
10	37	7%	15	3%	<5	<5.00%	14	3%	2	0%	1	0%	11	2%
11	24	5%	12	3%	<5	<5.00%	9	2%	0	0%	1	0%	2	0%
12	16	4%	4	1%	<5	<5.00%	12	3%	1	0%	1	0%	2	0%

NJ SCHOOL PERFORMANCE REPORT

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Students Arrested by Type of Incident Leading to Arrest: By Student Group

This table shows the number and percentage of students in select student groups who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the arrested student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Student Group	# of Students Arrested	% of Students Arrested	# of students involved in at least one violent incident that led to arrest	% of students involved in a violent incident that led to arrest	# of students involved in at least one vandalism incident that led to arrest	% of students involved in a vandalism incident that led to arrest	# of students involved in at least one substance related incident that led to arrest	% of students involved in a substance related incident that led to arrest	# of students involved in at least one weapons related incident that led to arrest	% of students involved in a weapons related incident that led to arrest	# of students involved in at least one HIB incident that led to arrest	% of students involved in an HIB incident that led to arrest	# of students involved in at least one other type of incident that led to arrest	% of students involved in an other type of incident that led to arrest
Districtwide	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%
White	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Hispanic	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Black or African American	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Asian	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Native Hawaiian or Pacific Islander	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
American Indian or Alaska Native	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Two or more races	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Female	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%	*	<5.00%
Male	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%	*	<5.00%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
Students with disabilities	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note,see note below table

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Students Arrested by Type of Incident Leading to Arrest: By Grade Level

This table shows the number and percentage of students in each grade level who were involved in at least one incident that led to their arrest. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the arrested student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Grade	# of Students Arrested	% of Students Arrested	# of Students involved in at least one violent incident that led to arrest	% involved in a violent incident that led to arrest	# of Students involved in at least one vandalism incident that led to arrest	% involved in a vandalism incident that led to arrest	# of Students involved in at least one substance related incident that led to arrest	% involved in a substance related incident that led to arrest	# of Students involved in at least one weapons related incident that led to arrest	% involved in a weapons related incident that led to arrest	# of Students involved in at least one HIB incident that led to arrest	% involved in an HIB incident that led to arrest	# of Students involved in at least one other type incident that led to arrest	% involved in an other type incident that led to arrest
Districtwide	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%
PK	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
KG	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
1	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
2	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
3	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
4	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
5	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
6	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
7	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
8	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
9	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
10	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
11	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%
12	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

School Days Missed due to Out-of-School Suspensions

This table shows the total number of days missed due to out-of-school suspension for all students during the school year.

School Days Missed due to Out-of-School Suspensions
2,572

Climate and Environment

Student Access to Technology and Internet

The NJDOE collects information on student device types, device owners, and internet connectivity. Reports about student access to technology and internet connectivity can be found on the NJDOE website.

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers – Experience

This table shows information about the experience and professional qualifications of teachers. Out-of-field teachers are teachers who are potentially teaching outside of their area of certification. Teachers with provisional certifications are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. The New Jersey Department of Education does not issue emergency instructional certificates for teachers. Additional data on the professional qualifications of teachers and administrators, broken down by schools with high or low economically disadvantaged populations, is available on the School Performance Staff page.

Category	Teachers in District	Teachers in State
Total Number of teachers	547	119,239
Average years experience in public schools	10.8	12.6
Average years experience in district	10.8	11.3
Number of Teachers with 4 or more years experience in the district	399	87,243
Percentage of Teachers with 4 or more years experience in the district	72.9%	73.6%
Number of out-of-field teachers	2	2,931
Percentage of out-of-field teachers	0.4%	2.5%
Number of Teachers with Provisional Credentials	19	9,065
Percentage of Teachers with Provisional Credentials	3.5%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	36	10,170
Average years experience in public schools	14.6	16.2
Average years experience in district	14.6	12.5
Number of Administrators with 4 or more years experience in the district	33	7,734
Percentage of Administrators with 4 or more years experience in the district	91.7%	76.8%

Staff Counts

This table shows the number of staff members assigned to the district and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	547	119,239
Administrators	36	10,170
Librarians/Media Specialists	5	1,160
Nurses	10	3,025
School Counselors	21	4,673
Child Study Team Members	36	9,654
School Psychologists	6	2,185
School Social Workers	7	2,750
Student Assistance Coordinators	2	400
School Safety Specialists	3	681

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Student and Staff Ratios

This table shows ratios of students and staff members in the district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE). The School Safety Specialists data is based on data submitted by districts in the CDS system.

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	178:1
Teachers to Administrators	15:1
Students to Librarians/Media Specialists †	1282:1
Students to Nurses †	641:1
Students to Counselors †	305:1
Students to Child Study Team Members †,††	32:1
Students to School Psychologists †	1068:1
Students to School Social Workers †	915:1
Students to Student Assistance Coordinators †	3204:1
Students to School Safety Specialists †	2136:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants, also note that the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.0%	81.0%	60-70%	48.0%	77.0%	57.0%
Male	52.0%	19.0%	30-40%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	38.6%	91.8%	88.9%	38.2%	81.8%	74.5%
Hispanic	20.1%	3.1%	8.3%	34.0%	8.6%	8.6%
Black or African American	16.9%	2.2%	0.0%	14.2%	6.4%	14.4%
Asian	15.9%	2.2%	2.8%	10.1%	2.5%	1.6%
American Indian or Alaska Native	1.9%	0.2%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	1.0%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	5.6%	0.5%	0.0%	3.1%	0.3%	0.4%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher: 56.5%
Admin: N/A

Master's Degree

Teacher: 43.0%
Admin: 91.7%

Doctoral Degree
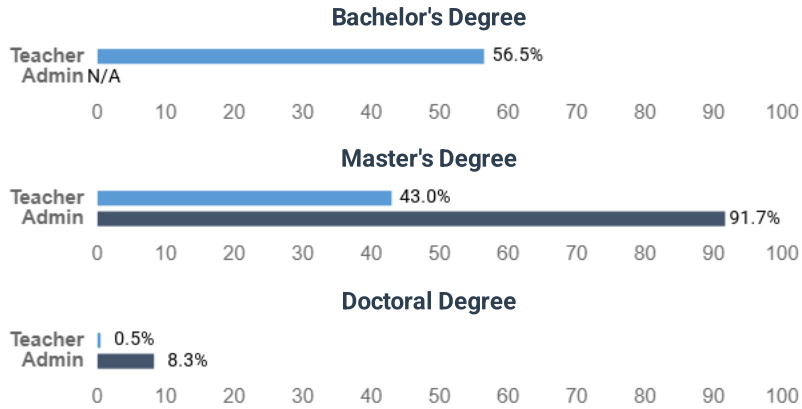
Teacher: 0.5%
Admin: 8.3%

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

This table shows the percentage of teachers and administrators assigned to this district in 2022-23 that were still assigned to this district in 2023-24. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2022-23 Teachers: Same district 2023-24	90.3%	89.5%
2022-23 Administrators: Same district 2023-24	91.4%	87.9%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table, or they may only be counted in their primary subject area. Additionally, in many elementary schools, teachers are not assigned to specific subject areas, so they will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	194	>95%	≤5%	≤5%	92.3%	3.6%	2.1%	1.5%	0.0%	0.0%	0.5%	58.8%	63.4%	36.6%	0.0%
English/Language Arts/Literacy	74	75-80%	20-25%	≤5%	97.3%	0.0%	1.4%	0.0%	0.0%	0.0%	1.4%	91.9%	47.3%	50.0%	2.7%
English to Speakers of Other Languages	7	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	85.7%	14.3%	85.7%	0.0%
Mathematics	59	70-80%	20-30%	≤10%	91.5%	1.7%	1.7%	3.4%	0.0%	0.0%	1.7%	78.0%	37.3%	62.7%	0.0%
Science	32	70-80%	20-30%	≤10%	75.0%	0.0%	12.5%	12.5%	0.0%	0.0%	0.0%	78.1%	43.8%	56.3%	0.0%
Social Studies/History	29	40-60%	40-60%	≤20%	96.6%	0.0%	0.0%	0.0%	0.0%	3.4%	0.0%	82.8%	58.6%	41.4%	0.0%
World Language	10	*	*	*	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	90.0%	60.0%	40.0%	0.0%
Visual and Performing Arts	26	60-80%	20-40%	≤20%	96.2%	3.8%	0.0%	0.0%	0.0%	0.0%	0.0%	76.9%	69.2%	26.9%	3.8%
Health/Physical Education	34	40-50%	40-50%	≤10%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	88.2%	61.8%	38.2%	0.0%
Family & Consumer Sciences	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	3	*	*	*	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	33.3%	0.0%
Computer Science/IT	1	*	*	*	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Industrial Arts	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Career and Technical Education	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Special Education	124	90-95%	5-10%	≤5%	92.7%	1.6%	1.6%	4.0%	0.0%	0.0%	0.0%	77.4%	52.4%	47.6%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System New Jersey's school accountability system identifies schools in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Based on New Jersey's approved ESSA state plan, NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - All schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e., ATSI schools that do not meet exit criteria.

Annually, NJDOE will identify schools in the following federal category:

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
  - All schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

The NJDOE identified schools for CSI and ATSI status in fall 2023 based on data from the 2022-2023 school year, so the NJDOE did not identify schools for CSI or ATSI status based on 2023-2024 school year data. The NJDOE only identified schools for TSI status based on data from the 2023-2024 school year.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the NJDOE accountability page.

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2025-26 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

There are currently no schools identified as requiring comprehensive or targeted support during the 2025-26 school year.

Accountability

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. **ELA and Math Proficiency:** Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth:** For 2022-23 and 2023-24, this data reflects median student growth percentiles (mSGPs). For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The federal adjusted cohort graduation rate. Prior year graduation rates are used for ESSA Accountability, so the graduation rates shown for 2023-2024 represent the Cohort 2023 4-year and Cohort 2022 5-year rates. **Progress toward English Language Proficiency:** The percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English language proficiency. **Chronic absenteeism:** The percentage of K-12 students who were absent for 10% or more of the days enrolled during the school year.

Important Note for 2023-24: The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE resumed using mSGPs in 2022-2023, so 2021-22 growth data should not be compared to other years.

ESSA Acountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	52.2%	51.5%	50.7%
Math Proficiency	36.8%	37.3%	39.0%
ELA Growth†	65	46	50
Math Growth†	73	45	43
4-Year Graduation Rate (Prior Year)††	93.4%	80.9%	89.4%
5-Year Graduation Rate (Prior Year)††	96.0%	94.3%	83.5%
Progress toward English Language Proficiency	33.8%	45.7%	41.4%
Chronic Absenteeism	17.0%	13.0%	13.1%

†An alternate measure of growth was used for the 2021-2022 school year because median student growth percentiles were not available.

††The graduation rates in this table reflect the rates used for the accountability process for the given year, which are the rates from the prior school year.

NJ SCHOOL PERFORMANCE REPORT

Sayreville School District
(23-4660)
2023-2024

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

Accountability

Accountability Summary by Student Group - 2023-24 School Year

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator.

For more information about accountability determinations, indicators, and annual targets, see the NJDOE Accountability page.

Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism
Districtwide	Not Met	Met Target†	Met Standard	Met Standard	Met Target	N	Met Goal	Met
White	Not Met	Met Target†	Met Standard	Met Standard	Met Target	N		Met
Hispanic	Met Target†	Met Target†	Met Standard	Not Met	Met Target	N		Not Met
Black or African American	Met Target	Met Target†	Met Standard	Not Met	Met Target	N		Met
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Exceeds Standard	Met Standard	Not Met	Met Goal		Met
American Indian or Alaska Native	Met Target†	Met Target	Met Standard	Met Standard	**	**		Met
Two or More Races	Met Target†	Met Target	Met Standard	Met Standard	**	**		Met
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Met Standard	Met Target	N		Not Met
Students with Disabilities	Met Target†	Met Target†	Met Standard	Met Standard	Met Target	N		Not Met
Multilingual Learners	Met Target	Met Target	Met Standard	Met Standard	**	N	Met Goal	Met

†Target was met within a confidence interval.

Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:

- Sayreville celebrates the progress of its students as evidenced by our NJGPA, NJSLA and other assessments. Our district goals are to continue to meet our students' needs in striving for excellence.
- The district made significant upgrades to its facilities through ESIP/SPPA, federal grant and local funds, particularly to the HVAC upgrade to all of our schools through use of referendum funding.
- Recognizing the needs of our students with disabilities, we launched Bombers Beyond, where students receive instruction in career readiness skills while successfully running a fully functional cafe.

Mission, Vision, Theme:

The Sayreville Public School District serves students in preschool through twelfth grade and beyond. Our mission is to educate today's learners to be tomorrow's leaders by providing all students with a high quality, challenging education that instills character and enables our students to compete successfully in the 21st century. Our vision, Vision 2030, focuses on preparing our graduates for what they will need when they enter the workforce and society in the year 2030 or sooner.

Courses, Curriculum, Instruction:

Sayreville Public Schools implements a well-balanced, coherent, research-based curriculum beginning with Tools of the Mind in preschool through our Advanced Placement courses at Sayreville War Memorial High School. Teachers and supervisors work to continually update and align our curriculum to the needs of today's learners. The most current curriculum standards and mandates, which include computer design thinking and career ready life literacies, are incorporated into the curriculum and instructional design at all levels.

Sayreville School District
(23-4660)
2023-2024

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Narrative

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Sports and Athletics:

Sports Offered: Baseball (Coed), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Gymnastics (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed)

In Sayreville, we take pride in the fact that the majority of our students in the middle school and high school participate in extra-curricular activities. In fact, about half of our students participate in one or more of the 16 athletic programs that we offer. We take great pride in the teamwork, sportsmanship, and leadership, as well as the dedication and hard work that our students demonstrate in the classroom and on the fields and courts that foster life skills that will have lifelong benefit for our student athletes.

Clubs and Activities:

In Sayreville, we recognize the correlation between student engagement in the total school program and academic success. Thus, we provide a number of opportunities for students to participate in clubs and other activities. In fact, along with our Middle School and High School Air Force Junior ROTC and Peer Leadership programs, as well as our Health Occupations Students of America, Odyssey of the Mind, Future Business Leaders of America, and Distributive Education Club of America teams, we offer an array of other student clubs for students in our middle and high school to participate in.

Before and After School Programs:

Along with athletics and clubs at the secondary level, in Sayreville we provide before and after school activities. Leading Edge Before and After School offers before and after care for our elementary and middle school students. Likewise, we provide tutoring in math, science and language arts for students at risk of failing. In addition, our schools and PTOs offer a variety of enrichment activities for our students before and after school. Finally, our students participate in Special Olympics Unified Clubs and Sports.

Narrative

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Staff and Professional Learning:

In Sayreville, we embrace the empirically accepted fact that the number one factor in student learning is the effectiveness of the teacher. Therefore, we provide an abundance of professional development opportunities for our instructional staff, including four full day in-services. Moreso, we continue to offer staff the opportunity to grow through our Sayreville University, which is dedicated to training and professionally developing our new and seasoned certificated and non-certificated staff through extended day offerings and a summer institute. Sayreville offers a generous tuition reimbursement program as well as compensation for out of district seminars as well.

Postsecondary Information:

Each year approximately 85% of Sayreville War Memorial High School graduates plan for post-secondary education program or military enrollment. In addition, about, 47% attend a 4-year college, while about 21% attend a 2-year school. Of the students that attend 4-year colleges, many of them remain in New Jersey, particularly at Rutgers University. However, several have attended Ivy League schools, such as Princeton, Columbia, Cornell, and Harvard. Of those who attend 2-year colleges, many go to Middlesex County College, which Sayreville offers extensive dual enrollment programming with at the high school level.

Student Supports and Services:

In Sayreville, we take tremendous pride in the educational services we provide to all our students, particularly those with disabilities. We provide 504 services, which include related services, for our students who have diagnosed disabilities that result in a substantial limitation of a life skill. In addition, we provide a free and appropriate education consisting of a full continuum of programs and related services for students identified as preschool or school aged children with disabilities.

Narrative

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Student Health and Wellness:

In Sayreville, our nurses and other health and wellness practitioners take pride in the manner in which they care for both students and staff. Along with our nurses meeting all NJ Department of Education and Department of Health regulations and guidelines, our district food services also comply with all state and federal child nutrition regulations and guidelines. To oversee both vital district services, several years ago the district created a Nutrition, Health and Wellness Committee.

Parent and Community Involvement:

In Sayreville, we value the partnerships that we have cultivated with our parents and the greater community. In fact, we believe that we can greatly enhance student performance by increasing the amount of time our parents involve themselves in the education of their children. Thus, each of our schools have very active parent teacher organizations and/or extra-curricular booster clubs. In addition, Sayreville PROUD, provides support and advocacy to the parents of our students with disabilities. Lastly, parent leaders from PTOs, booster clubs, SEPAG/PROUD, and from the community are invited to serve on the Superintendent's Parent Advisory Council.

Facilities:

There are nine schools and one central office building in the Sayreville Public Schools. Although one of our buildings is less than 20 years old, the rest of our buildings are more than 40 years of age. Nevertheless, our dedicated and hard-working custodians, maintenance, grounds, and stockroom staff that make up our Buildings and Grounds Department work tirelessly to repair, refurbish, and clean our buildings. In fact, despite their age, our buildings are very safe, sanitary, and charming.

Narrative

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School Safety:

The safety and security of our students and staff is our highest priority in Sayreville. Thus, over the past several years we have made many changes to increase the security of our schools, most notably the installation of full interior and exterior video surveillance cameras in all our schools; the construction of secure retention vestibules in all our schools; and the installation of metal detectors and implementation of a student identification card system in our high school and middle school. The district also employs a large staff of full time day and evening campus security monitors, and shares the funding to staff an armed Sayreville Police Officer in each of our schools, when students are present, with the Borough of Sayreville.

Technology and STEM:

In the district's 2017-2021 Strategic Action Plan, as well as the 2022-2024 addendum to it, a heavy emphasis was placed on technology and STEM education. The district offers multiple advanced placement computer programming classes. Similarly, the district has since implemented a STEM Career Academy at our high school. To assist in the development of it, the district has received Perkins Grant funding, along with several grants from private companies such as DuPont, Ashland, and BASF. Likewise, the district also received a grant from Bristol-Myers to create a Robotics Program in our elementary schools.

Early Childhood Education:

Since we began receiving Preschool Expansion Aid in 2019-20 for the purposes of providing free full-day preschool for all 3- and 4-year-old children in Sayreville, we have increased the number of preschool students that we are educating from 300 to 671. Thus, the district is currently educating, for free, all known 3- and 4-year-old children in our acclaimed Project Before preschool program. In fact, to accommodate our substantial growth, the district opened the newly renovated and refurbished Selover School as its second school dedicated to educating only preschool children in 2022.

Sayreville School District

(23-4660)

2023-2024

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Narrative

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Attendance:

Recognizing that student achievement is dependent on consistent student attendance, Sayreville's district goal to decrease chronic absenteeism for all schools was met as evident in the NJDOE annual report.