NJ SCHOOL PERFORMANCE REPORT

WOODS ROAD ELEMENTARY SCHOOL
(35-2170-085)
Grades Offered: PK-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

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

Type	Contact Information
County	SOMERSET
District	HILLSBOROUGH TWP
Principal Name	MS. HOWE
Address	120 SOUTH WOODS ROAD HILLSBOROUGH, NJ 08844
Phone Number	(908)431-6600
Email Address	JHOWE@HTPS.US
Website	https://htps.us/
Facebook	https://www.facebook.com/hillsboroughtownshippublicschools
Twitter	https://twitter.com/HillsboroughBOE

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	110	107	108
KG	70	80	79
1	71	72	80
2	73	73	76
3	84	75	78
4	81	88	76
Total	489	495	497

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	47.2%	45.9%	45.3%
Male	52.8%	54.1%	54.7%
Economically Disadvantaged Students	2.5%	2.8%	3.0%
Students with Disabilities	28.8%	28.1%	30.0%
English Learners	1.8%	2.4%	1.2%
Homeless Students		0.2%	0.0%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		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	2015-16	2016-17	2017-18
White	61.6%	59.0%	54.7%
Hispanic	5.5%	4.8%	5.8%
Black or African American	2.9%	2.8%	4.8%
Asian	27.8%	31.1%	32.4%
Native Hawaiian or Pacific Islander	1.2%	1.4%	1.6%
American Indian or Alaska Native	0.8%	0.6%	0.4%
Two or More Races	0.2%	0.2%	0.2%

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	2015-16	2016-17	2017-18
PK - Half Day	92	86	87
PK - Full Day	18	21	21
KG - Half Day	57	72	52
KG - Full Day	13	8	27

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	80.1%
Hindi	3.0%
Spanish	2.8%
Telugu	2.4%
Polish	1.6%
Other Languages	10.1%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	59	49	50	Met Standard	75	56	50	Exceeds Standard
White	51	45	50	Met Standard	65	53.5	51	Exceeds Standard
Hispanic	*	46	49	**	*	51	48	**
Black or African American	*	45	44	**	*	52	44	**
Asian, Native Hawaiian, or Pacific Islander	62	57	61	Exceeds Standard	82	65	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	*	42	48	**	*	45	47	**
Students with Disabilities	43	40	41	**	59	50	43	**
English Learners	*	50	54	**	*	54	51	**

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

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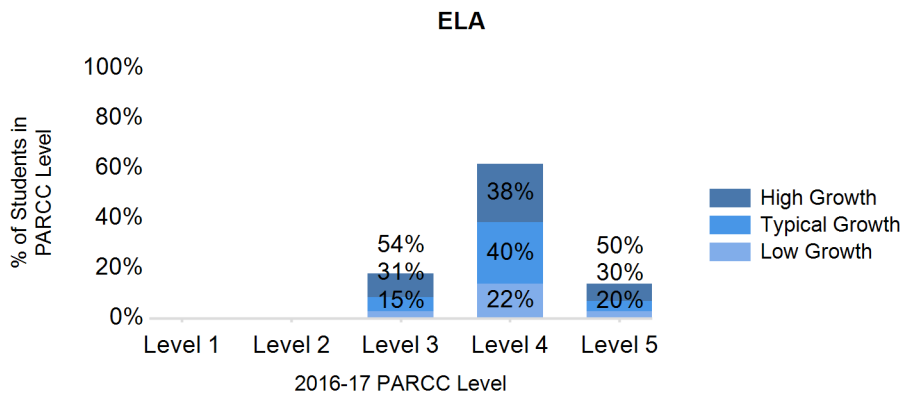
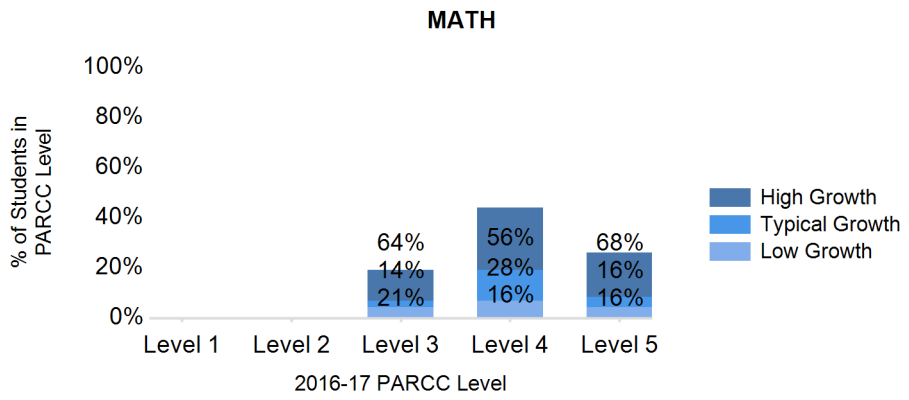
Student Growth by Performance Level

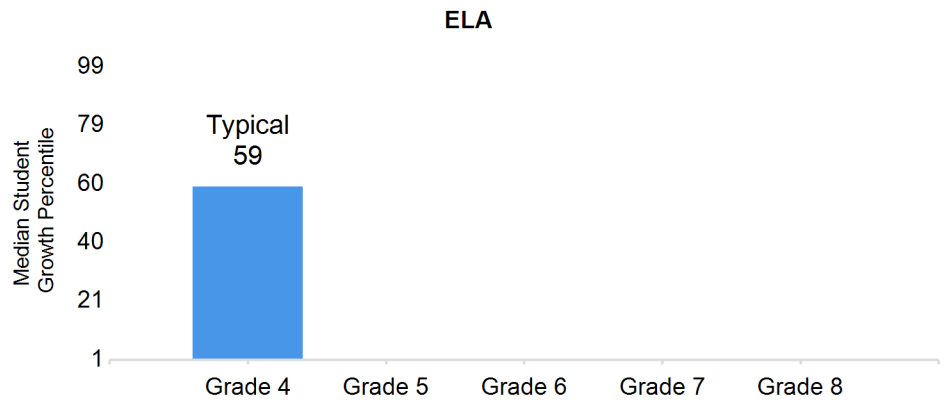
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

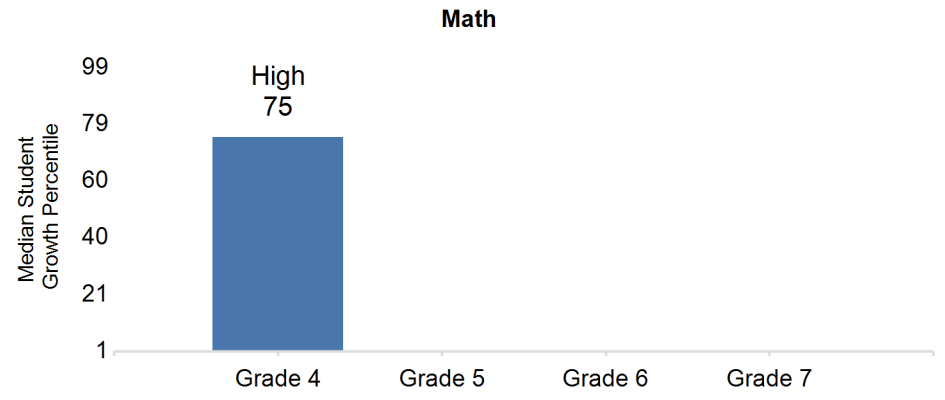




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows 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 these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	159	97.5	74.8	71.7	56.7	74.8	80	Met Target†
White	85	96.6	70.5	68.0	65.6	70.5	79	Not Met
Hispanic	*	*	*	54.7	42.5	*	**	**
Black or African American	10	100.0	80.0	55.2	37.3	80.0	**	**
Asian, Native Hawaiian, or Pacific Islander	54	98.2	81.5	87.5	82.3	81.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	81	95.3	80.3	78.6	64.5	80.3		
Male	78	100.0	69.2	64.9	49.4	69.2		
Economically Disadvantaged Students	*	*	*	46.9	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	73.7	67.5	*		
Students with Disabilities	37	94.9	51.3	35.2	21.6	51.2	61.6	Met Target†
Students without Disabilities	122	98.4	82.0	79.4	63.9	82.0		
English Learners	13	100.0	92.3	59.8	27.3	92.3	**	**
Non-English Learners	146	97.3	73.3	72.1	59.4	73.3		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	773	770	750	*	*	19%	58%	17%	74%	52%
White	44	767	767	759	*	*	*	*	*	70%	61%
Hispanic	*	*	752	736	*	*	*	*	*	*	38%
Black or African American	*	*	752	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	24	786	785	777	0%	0%	*	*	*	79%	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	39	781	777	756	*	*	*	*	*	82%	57%
Male	39	764	763	744	*	*	*	*	*	67%	46%
Economically Disadvantaged Students	*	*	747	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	773	762	*	*	*	*	*	*	64%
Students with Disabilities	15	751	740	719	*	*	*	*	*	53%	24%
Students without Disabilities	63	778	777	756	*	*	*	*	*	79%	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	78	773	*	753	*	*	19%	58%	17%	74%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	774	776	756	*	*	19%	45%	32%	77%	58%
White	37	766	771	764	*	*	*	*	*	73%	68%
Hispanic	*	*	763	744	*	*	*	*	*	*	44%
Black or African American	*	*	771	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	30	787	790	782	0%	0%	*	*	*	83%	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	41	777	781	762	*	*	*	*	*	80%	63%
Male	34	771	771	751	*	*	*	*	*	74%	53%
Economically Disadvantaged Students	*	*	762	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	777	767	*	*	*	*	*	*	70%
Students with Disabilities	16	746	751	726	*	*	*	*	*	50%	25%
Students without Disabilities	59	782	783	762	*	*	*	*	*	85%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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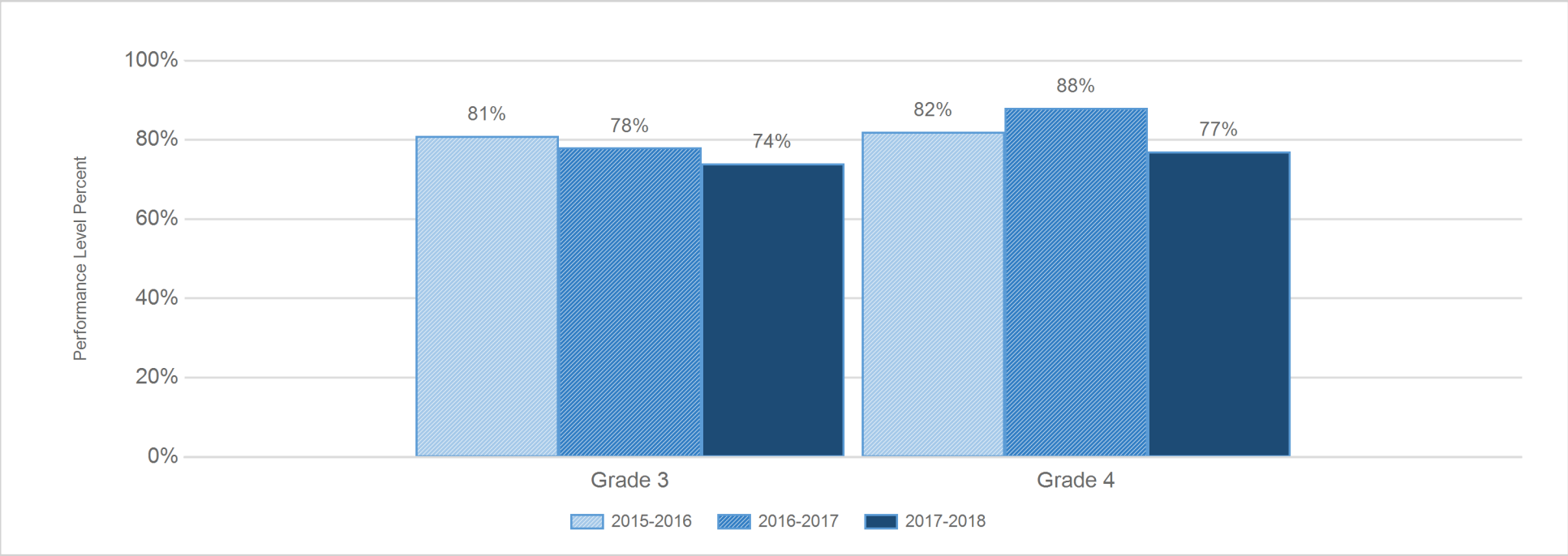
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows 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 these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	159	97.6	72.9	69.2	45.0	72.9	79.2	Not Met
White	85	96.6	67.0	65.2	54.1	67.0	75.2	Met Target†
Hispanic	*	*	*	48.6	29.2	*	**	**
Black or African American	10	100.0	40.0	45.4	23.4	40.0	**	**
Asian, Native Hawaiian, or Pacific Islander	54	98.2	90.8	89.0	77.0	90.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	81	95.3	71.6	70.3	46.0	71.6		
Male	78	100.0	74.4	68.2	43.9	74.4		
Economically Disadvantaged Students	*	*	*	43.0	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	71.4	55.9	*		
Students with Disabilities	37	94.9	48.6	33.1	17.1	48.5	59.1	Met Target†
Students without Disabilities	122	98.4	80.4	76.9	50.5	80.4		
English Learners	13	100.0	92.4	62.1	24.6	92.4	**	**
Non-English Learners	146	97.3	71.2	69.5	46.9	71.2		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	769	770	752	*	*	20%	42%	28%	70%	53%
White	44	766	766	760	*	*	*	39%	27%	66%	64%
Hispanic	*	*	749	739	*	*	*	*	*	*	38%
Black or African American	*	*	745	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	24	784	787	780	0%	0%	*	*	*	88%	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	39	770	771	752	*	*	*	*	*	74%	53%
Male	40	769	768	751	*	*	*	*	*	65%	53%
Economically Disadvantaged Students	*	*	745	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	772	762	*	*	*	*	*	*	66%
Students with Disabilities	15	751	743	730	*	*	*	*	*	53%	29%
Students without Disabilities	64	774	776	756	*	*	*	*	*	73%	57%
English Learners	*	*	764	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	770	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	771	770	748	*	*	13%	53%	24%	77%	49%
White	37	760	764	755	*	*	*	*	*	70%	60%
Hispanic	*	*	758	737	*	*	*	*	*	*	34%
Black or African American	*	*	758	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	30	789	787	774	0%	0%	*	*	*	93%	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	41	765	770	748	*	*	*	*	*	71%	50%
Male	34	777	770	748	*	*	*	*	*	85%	49%
Economically Disadvantaged Students	*	*	751	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	772	758	*	*	*	*	*	*	62%
Students with Disabilities	16	740	746	725	*	*	*	*	*	44%	22%
Students without Disabilities	59	779	777	753	*	*	*	*	*	86%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

WOODS ROAD ELEMENTARY SCHOOL
(35-2170-085)
Grades Offered: PK-04
2017-2018

Report Key:
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N No Data is available to display
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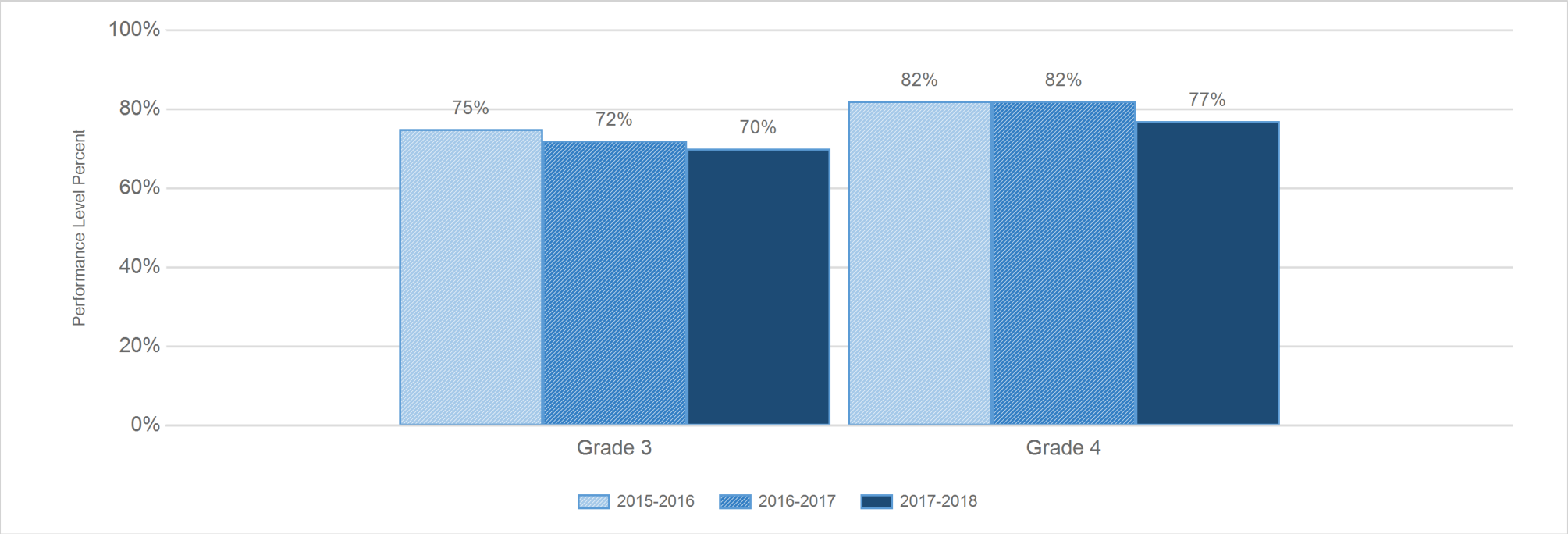
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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

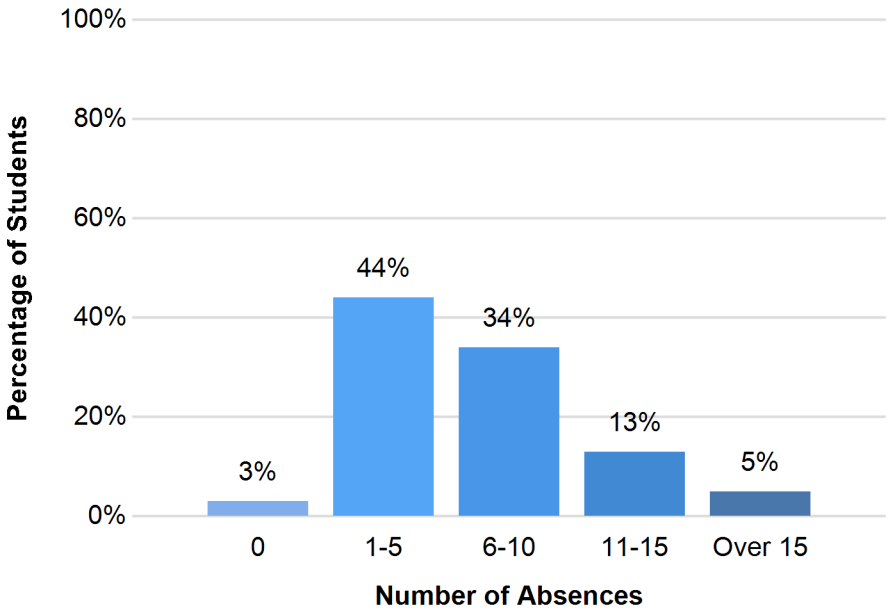
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	15	3.9	9.1	Met
White	7	3.2	9.1	Met
Hispanic	3	13.6	9.1	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	5	4.0	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	2	16.7	**	**
Students with Disabilities	7	9.3	9.1	Not Met
English Learners	*	*	**	**

Days Absent

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



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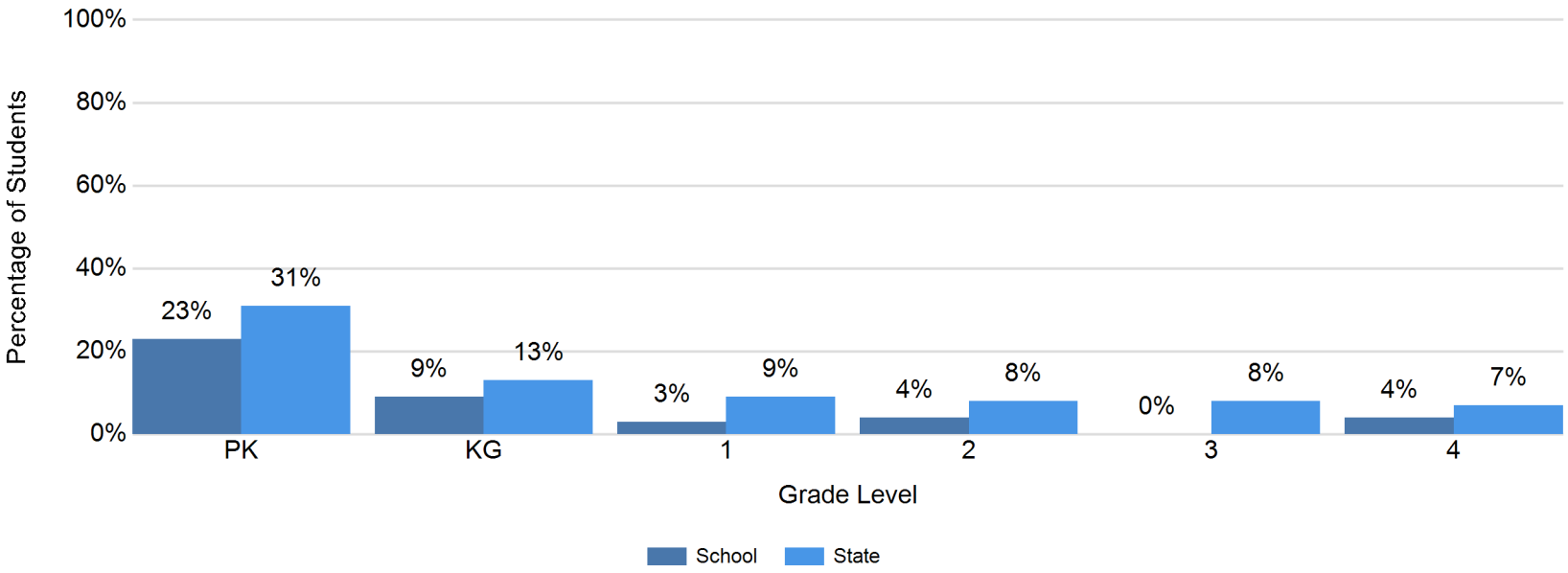
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.20

Police Notifications

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

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

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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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	3		3

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$275	$14,398	$14,673

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	45	117,464
Average years experience in public schools	12.4	12.0
Average years experience in district	10.8	10.7
Teachers in district for 4 or more years	62.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,374
Average years experience in public schools	20.0	16.0
Average years experience in district	11.9	12.0
Administrators in district for 4 or more years	85.7%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	497:1	211:1
Teachers to Administrators	45:1	19:1
Students to Librarians/Media Specialists		821:1
Students to Nurses		616:1
Students to Counselors		321:1
Students to Child Study Team		274:1

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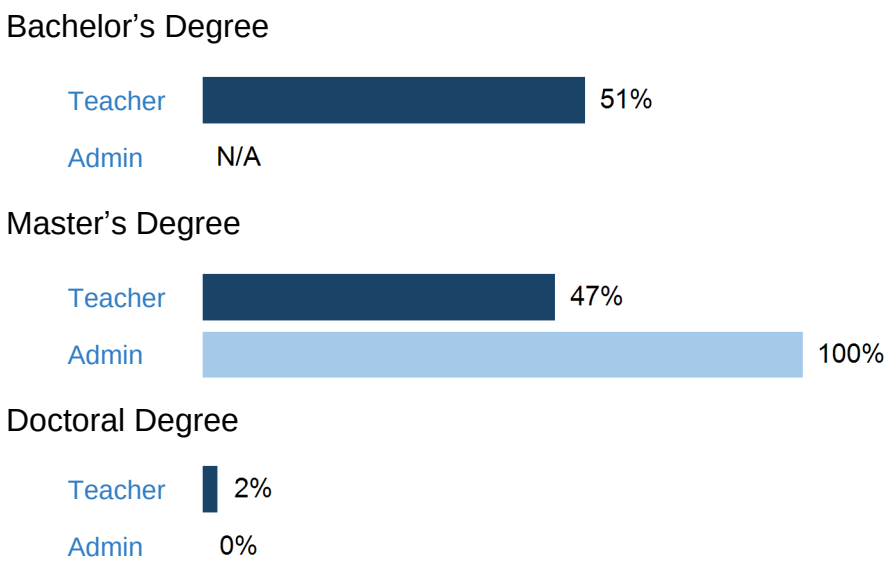
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.6%	90.2%
2016-17 Administrators: Same district 2017-18	91.7%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	96.9%

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

Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	93.3%	100.0%
Male	6.7%	0.0%
White	91.1%	100.0%
Hispanic	6.7%	0.0%
Black or African American	2.2%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	76.42	17.5%
Mathematics Proficiency	88.09	17.5%
English Language Arts Growth	67.06	25.0%
Mathematics Growth	97.39	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	67.57	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	80.04	n/a
Summative Rating: Percentile Rank of Summative Score	91.23	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Met Standard	Exceeds Standard	**	Met	No
White	70.99	14.08	No	Not Met	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	64.32	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	**	**	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Partnerships with local colleges and universities including Princeton, Rutgers and TCNJ including expanded opportunities for concurrent enrollment for students for transcripted college credit. • Robust elective, co-curricular and extra-curricular options provide opportunities for all students to seek new endeavors. Increased focus and awareness on equity for every learner. • Collaboration with our local municipality offers opportunities for our students to enjoy vital job coaching and dynamic internship opportunities.
Mission, Vision, Theme:	At Woods Road School, we will nurture students to develop the skills necessary to be effective communicators, critical thinkers and lifelong learners. Through a partnership of parents, teachers, students, and the community, we model positive character, and provide a safe environment for development. Students are challenged to reach their academic and social potential in school and at home to ultimately become productive and responsible members of a diverse and global society.
Awards, Recognition, Accomplishments:	Woods Road was the recipient of the International Reading Association's Exemplary Reading Award and the New Jersey Reading Award in 2008; Our school was also designated as a Reward School by the New Jersey Department of Education in 2012-2013 for outstanding student achievement or growth over the past three years, Additionally, in 2016 and 2017, Woods Road was ranked in the top 100 for Best Elementary Schools in the State by Niche.

NJ SCHOOL PERFORMANCE REPORT

WOODS ROAD ELEMENTARY SCHOOL
(35-2170-085)
Grades Offered: PK-04
2017-2018

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

School Narrative

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Courses, Curriculum, Instruction:	Within our school, we have a comprehensive special education program that provides a continuum of services to young children with disabilities including autism. In addition, this is the sixth year of our integrated preschool experience for residents of the community between the ages of three and five years old. The program seeks to provide a safe and nurturing learning experience in which children can play and learn. Special needs and typically developing children will be placed together in an integrated learning environment that utilizes a developmental approach. Children will be immersed in a variety of planned activities that promote readiness skills, language and social/emotional growth. Research has shown that all students benefit from being in this type of program.

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Staff and Professional Learning:	Woods Road staff participates in professional learning communities, turn-key technology training sessions, and other in-district professional development opportunities that focus on our district and school goals. Additionally, staff members also have the opportunity to attend out-of-district workshops and conferences. Staff have pursued or are currently pursuing a Master's degree.

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Student Health and Wellness:	Our school has a full-time School Nurse, as well as a part-time nurse, who assist in the general well-being of our students. They play an integral part in the daily life of our students in keeping them healthy, safe and ready to learn. Our School Counselor also plays a vital role in the social and emotional well being of our students. Our counselor uses the curriculum called Second Step while working in collaboration with classroom teachers and staff.
Parent and Community Involvement:	Parent and community involvement play an integral part in the school. Woods Road boasts an active and involved Home School Association. We are fortunate to have many dedicated parent volunteers who help with programs such as Family Math, Family Science, Art Appreciation, Dr. Seuss Day, Young Author's Day, Field Day, Life Skills, and our Talent Show. We have twenty committees that are in place to enhance curriculum. Our Home and School Association provides curriculum-related assemblies, field trips, grants for our teachers, and many more things to enrich the instructional programs. Our website keeps the school community informed and provides a detailed overview of activities and areas in which parents can become involved. I welcome your questions and comments by telephone or you may email me at jhowe@htps.us. Woods Road School is cool!

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Facilities:	Woods Road School is one of six district K-4 schools in Hillsborough Township. We are home to 495 children, and over 50 highly-qualified teachers and over 25 aides/support staff. Our motto is "Show Character Each Day-It's the Wildcat Way!" Our faculty is dedicated to creating an engaging learning environment which promotes students' academic and social development.

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Other Information:	As a whole, our school uses a variety of innovative, inclusive and specialized programs. From an instructional standpoint, our curriculum is aligned with the NJ Core Curriculum Content Standards and the NJ Student Learning Standards as the basis for curriculum development and revision. The subjects taught and the associated curricula are designed to be challenging, yet provide students with opportunities for success. The teaching staff takes great pride in meeting students' academic needs through the use of differentiated instruction, enhancing their social skills and interactions, and providing each with the skills necessary to be successful and contributing members of our community. Technology plays an important role in the daily life of our students. Woods Road students have access to SMARTboards, iPads, and mobile computer Chromebook carts. This access to technology ensures that our children are well prepared for the future. Our Elementary Guidance Program is a comprehensive, developmental approach designed to assist all students in reaching their maximum potential. This program is dedicated to helping students acquire the skills and knowledge which are essential for responsible behavior, academic achievement, personal satisfaction, and successful integration into society. The goal of the Elementary Guidance Program is for all students to acquire the skills and knowledge which are essential for responsible behavior, academic achievement, personal satisfaction, and successful integration into society.