NJ SCHOOL PERFORMANCE REPORT

WOODLAND ELEMENTARY SCHOOL
(39-4160-190)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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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	UNION
District	PLAINFIELD CITY
Principal Name	
Address	730 CENTRAL STREET PLAINFIELD, NJ 07062
Phone Number	(908)731-4290
Email Address	
Website	http://www.plainfieldnjk12.org
Facebook	https://www.facebook.com/Plainfield-Public-Schools-99774832658/
Twitter	https://twitter.com/PlainfieldBOE

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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
KG	43	43	47
1	48	47	37
2	37	50	40
3	36	34	42
4	44	33	28
5	54	41	28
Total	262	248	222

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	44.3%	41.9%	46.8%
Male	55.7%	58.1%	53.2%
Economically Disadvantaged Students	85.9%	77.0%	75.2%
Students with Disabilities	9.9%	7.7%	11.3%
English Learners	32.4%	35.1%	30.2%
Homeless Students		0.0%	0.5%
Students in Foster Care		0.0%	0.0%
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	0.4%	0.4%	0.5%
Hispanic	53.1%	60.5%	59.9%
Black or African American	42.4%	34.7%	34.7%
Asian	1.9%	2.0%	1.4%
Native Hawaiian or Pacific Islander	1.5%	1.2%	2.3%
American Indian or Alaska Native	0.4%	0.4%	0.0%
Two or More Races	0.4%	0.8%	1.4%

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
KG - Half Day	0	0	0
KG - Full Day	43	43	47

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
Spanish	53.2%
English	45.5%
Other Languages	1.4%

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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	43	42	50	Met Standard	42	40	50	Met Standard
White	N	46	50	**	N	57	51	**
Hispanic	52	42	49	**	44	40	48	**
Black or African American	36	42	44	Not Met	43	37	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	44.5	61	**	*	*	61	**
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	41.5	41	48	Met Standard	40.5	40	47	Met Standard
Students with Disabilities	*	40.5	41	**	*	41	43	**
English Learners	49	41	54	**	53	40	51	**

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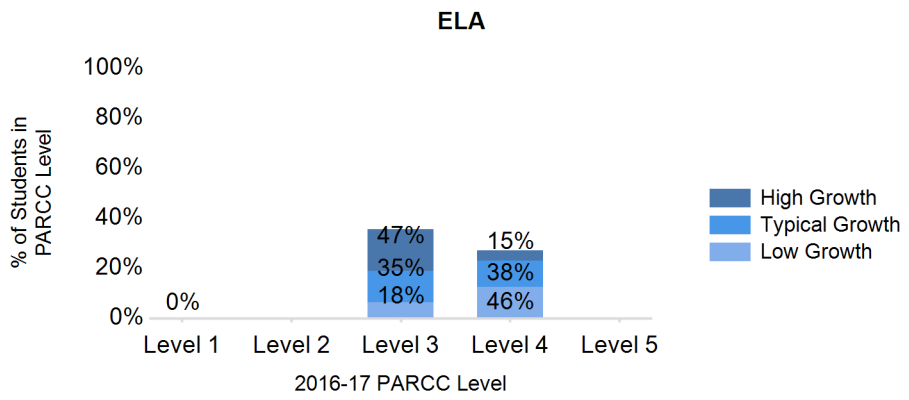
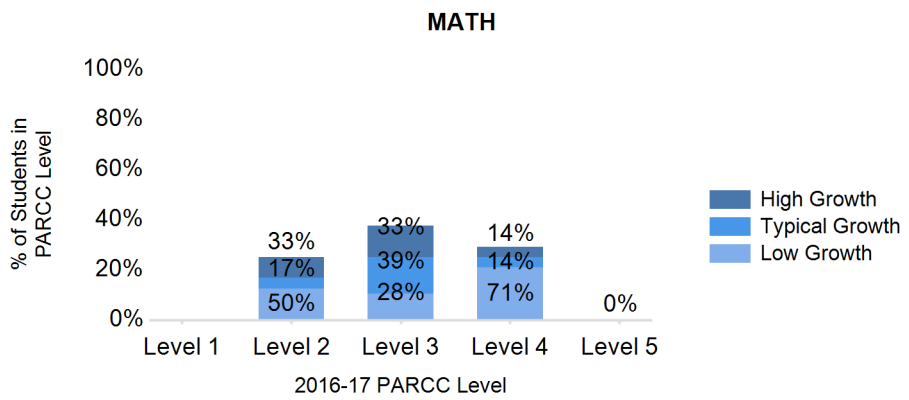
Student Growth by Performance Level

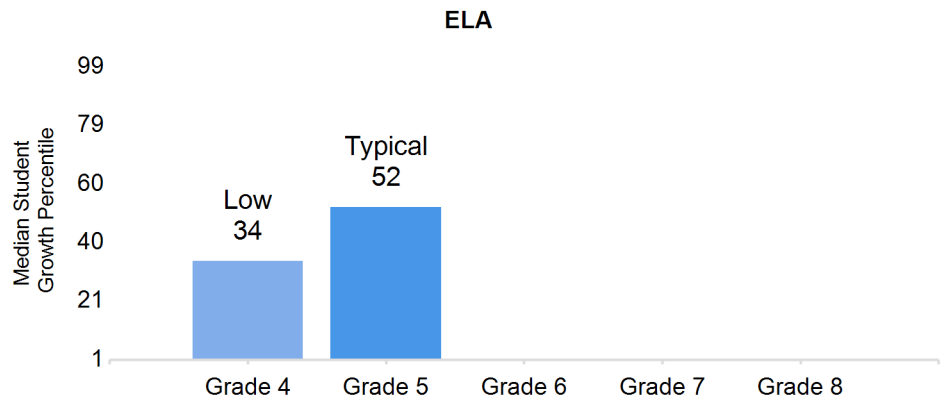
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

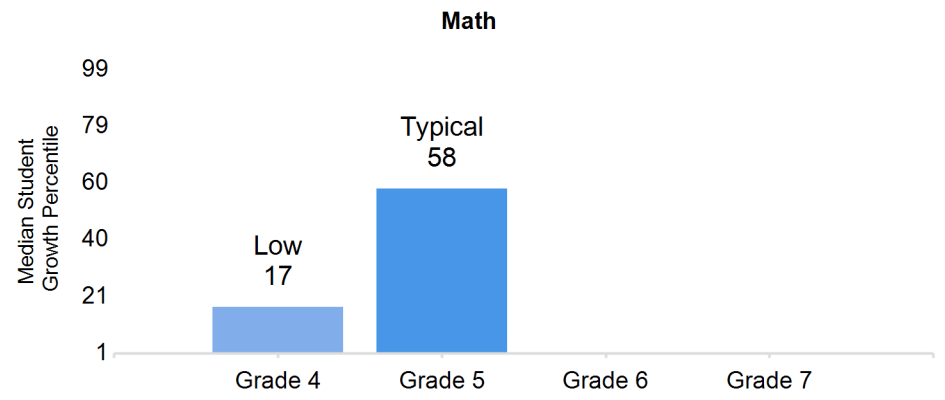




Student Growth by Grade

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	90	98.0	41.1	*	56.7	41.1	46.8	Met Target†
White	N	N	N	43.8	65.6	N	**	**
Hispanic	*	*	*	22.5	42.5	*	45.5	Met Target†
Black or African American	47	100.0	40.4	28.5	37.3	40.4	47.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.1	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	37	97.6	51.3	30.5	64.5	51.3		
Male	53	98.3	34.0	19.5	49.4	34.0		
Economically Disadvantaged Students	71	97.3	38.0	23.7	38.5	38.0	46.4	Met Target†
Non-Economically Disadvantaged Students	19	100.0	52.7	30.0	67.5	52.7		
Students with Disabilities	12	93.7	41.6	*	21.6	40.4	**	**
Students without Disabilities	78	98.8	41.0	*	63.9	41.0		
English Learners	24	96.2	29.2	16.5	27.3	29.2	31.7	Met Target†
Non-English Learners	66	98.6	45.4	32.3	59.4	45.4		
Homeless Students	*	*	*	16.3	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

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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	41	732	723	750	*	*	*	29%	0%	29%	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	*	*	718	736	*	*	*	*	*	*	38%
Black or African American	21	735	734	733	*	*	*	*	*	33%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	14	740	*	756	*	*	*	*	*	43%	57%
Male	27	728	*	744	*	*	*	*	*	22%	46%
Economically Disadvantaged Students	*	*	720	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	742	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	694	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	728	756	*	*	*	*	*	*	57%
English Learners	10	715	*	712	*	*	*	*	*	10%	15%
Non-English Learners	31	738	*	753	*	*	*	*	*	35%	55%
Homeless Students	N	N	711	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	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	23	735	729	756	*	*	*	*	*	35%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	727	744	*	*	*	*	*	*	44%
Black or African American	14	733	731	739	*	*	*	*	*	36%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	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	*	*	*	762	*	*	*	*	*	*	63%
Male	*	*	*	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	727	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	741	767	*	*	*	*	*	*	70%
Students with Disabilities	*	*	703	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	734	762	*	*	*	*	*	*	64%
English Learners	*	*	712	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	739	759	*	*	*	*	*	*	61%
Homeless Students	N	N	716	729	N	N	N	N	N	N	28%
Students in Foster Care	N	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 by Grade: Grade 5

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	27	747	730	755	*	*	*	*	*	48%	58%
White	N	N	*	763	N	N	N	N	N	N	68%
Hispanic	*	*	728	743	*	*	*	*	*	*	43%
Black or African American	15	743	733	738	*	*	*	*	*	40%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	10	758	735	762	*	*	*	*	*	60%	66%
Male	17	740	725	749	*	*	*	*	*	41%	51%
Economically Disadvantaged Students	*	*	728	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	739	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	711	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	735	762	*	*	*	*	*	*	65%
English Learners	*	*	707	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	737	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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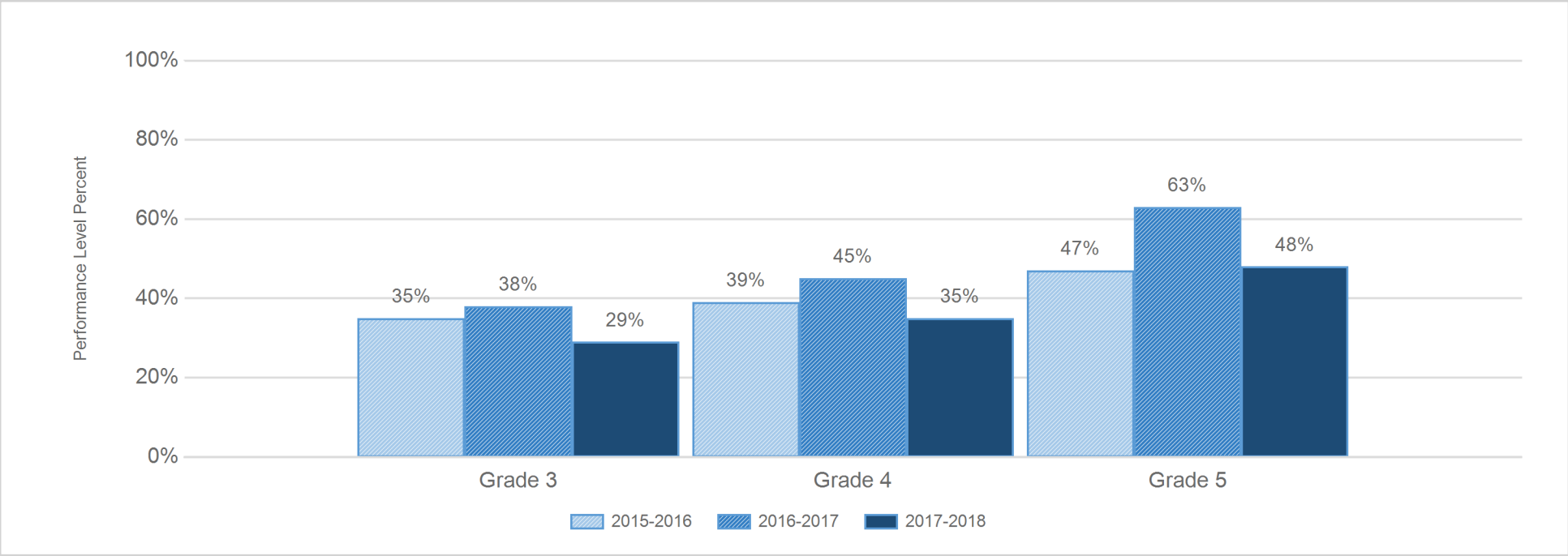
English Language Arts/Literacy Assessment - Performance Trends

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	90	97.0	22.2	17.8	45.0	22.2	30.1	Not Met
White	N	N	N	33.3	54.1	N	**	**
Hispanic	*	*	*	18.4	29.2	*	34.3	Met Target†
Black or African American	47	100.0	10.6	15.5	23.4	10.6	22.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	52.7	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	37	97.6	10.8	18.8	46.0	10.8		
Male	53	96.6	30.2	17.1	43.9	30.2		
Economically Disadvantaged Students	71	97.3	22.5	18.2	26.6	22.5	29.9	Met Target†
Non-Economically Disadvantaged Students	19	96.0	21.1	16.5	55.9	21.1		
Students with Disabilities	12	93.7	25.0	*	17.1	24.2	**	**
Students without Disabilities	78	97.6	21.8	*	50.5	21.8		
English Learners	24	92.6	16.7	15.1	24.6	16.7	29.3	Met Target†
Non-English Learners	66	98.6	24.2	20.6	46.9	24.2		
Homeless Students	*	*	*	14.0	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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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	41	727	726	752	*	24%	34%	*	*	22%	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	*	*	725	739	*	*	*	*	*	*	38%
Black or African American	21	720	728	734	*	*	*	*	*	19%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	14	720	*	752	*	*	*	*	*	14%	53%
Male	27	732	*	751	*	*	*	*	*	26%	53%
Economically Disadvantaged Students	*	*	725	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	734	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	707	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	730	756	*	*	*	*	*	*	57%
English Learners	10	723	*	726	*	*	*	*	*	*	23%
Non-English Learners	31	729	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	720	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	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%

NJ SCHOOL PERFORMANCE REPORT

WOODLAND ELEMENTARY SCHOOL
(39-4160-190)
Grades Offered: KG-05
2017-2018

Report Key:
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N No Data is available to display
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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	23	718	727	748	*	*	*	*	*	*	49%
White	N	N	*	755	N	N	N	N	N	N	60%
Hispanic	*	*	729	737	*	*	*	*	*	*	34%
Black or African American	14	709	721	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	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	*	*	*	748	*	*	*	*	*	*	50%
Male	*	*	*	748	*	*	*	*	*	*	49%
Economically Disadvantaged Students	*	*	727	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	728	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	732	753	*	*	*	*	*	*	55%
English Learners	*	*	720	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	732	750	*	*	*	*	*	*	52%
Homeless Students	N	N	726	722	N	N	N	N	N	N	18%
Students in Foster Care	N	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%

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Mathematics Assessment - Performance by Grade: Grade 5

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	27	738	727	748	*	*	44%	*	*	30%	49%
White	N	N	*	756	N	N	N	N	N	N	60%
Hispanic	*	*	726	736	*	*	*	*	*	*	32%
Black or African American	15	732	727	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	10	734	726	749	*	*	*	*	*	20%	50%
Male	17	740	727	747	*	*	*	*	*	35%	48%
Economically Disadvantaged Students	*	*	726	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	729	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	717	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	729	752	*	*	*	*	*	*	55%
English Learners	*	*	712	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	731	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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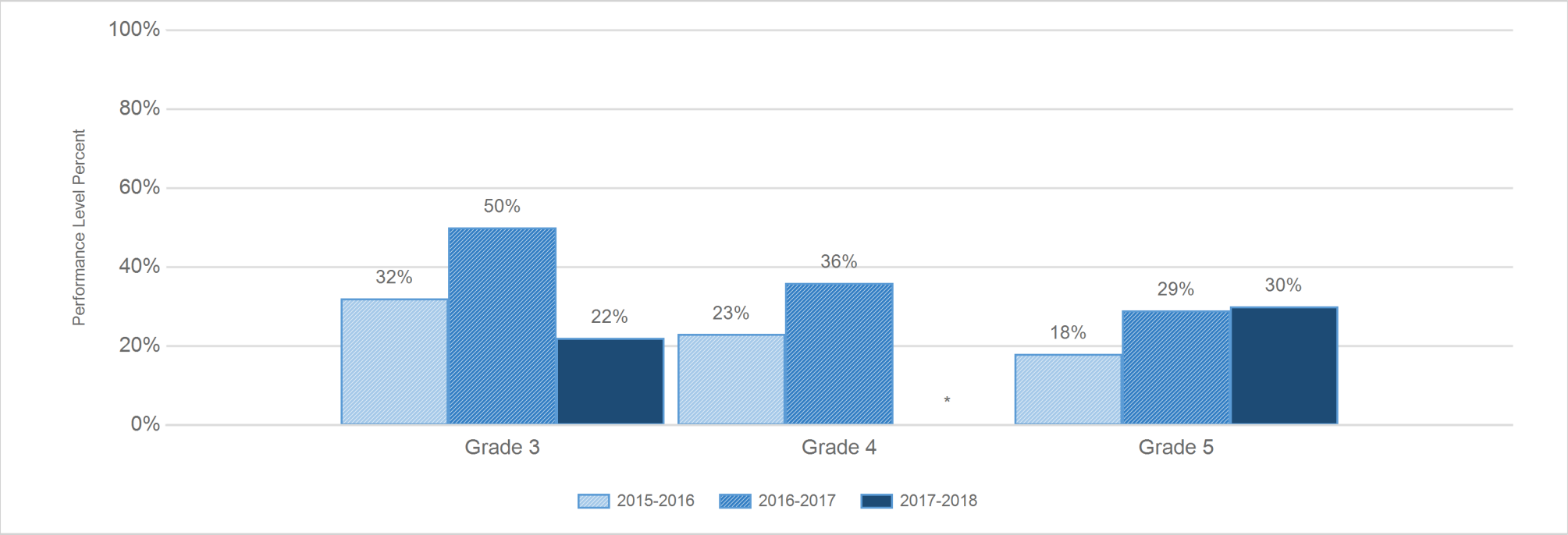
Mathematics Assessment – Performance Trends

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	N	N
4	*	*
5	*	*

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	57.5%	60.7%	Met Target†

† 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	17	82.4%	17.6%
3-4	21	*	*
5 or more	19	68.4%	31.6%

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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.

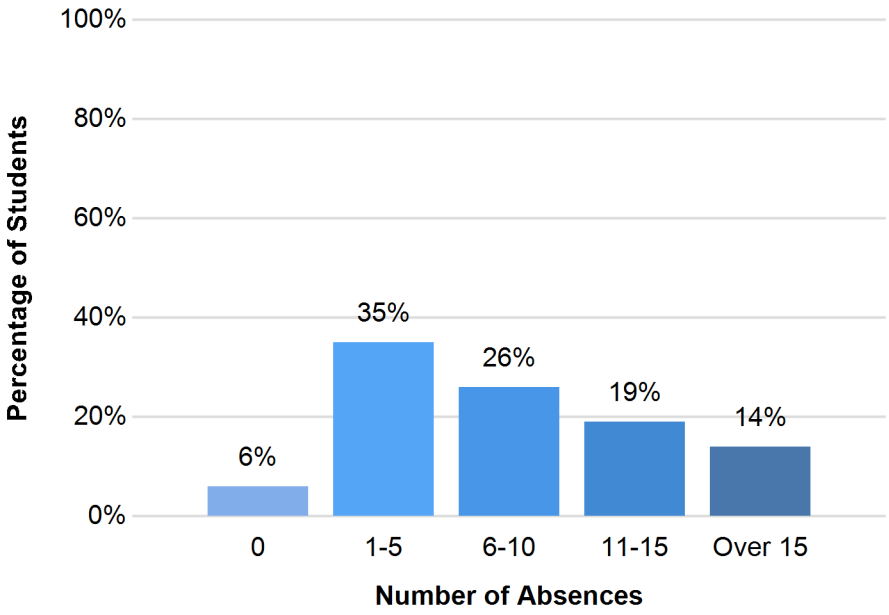
Chronic Absenteeism

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	26	11.6	8.9	Not Met
White	*	*	**	**
Hispanic	18	13.5	8.9	Not Met
Black or African American	5	6.3	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	23	13.8	8.9	Not Met
Students with Disabilities	5	18.5	8.9	Not Met
English Learners	10	14.9	8.9	Not Met

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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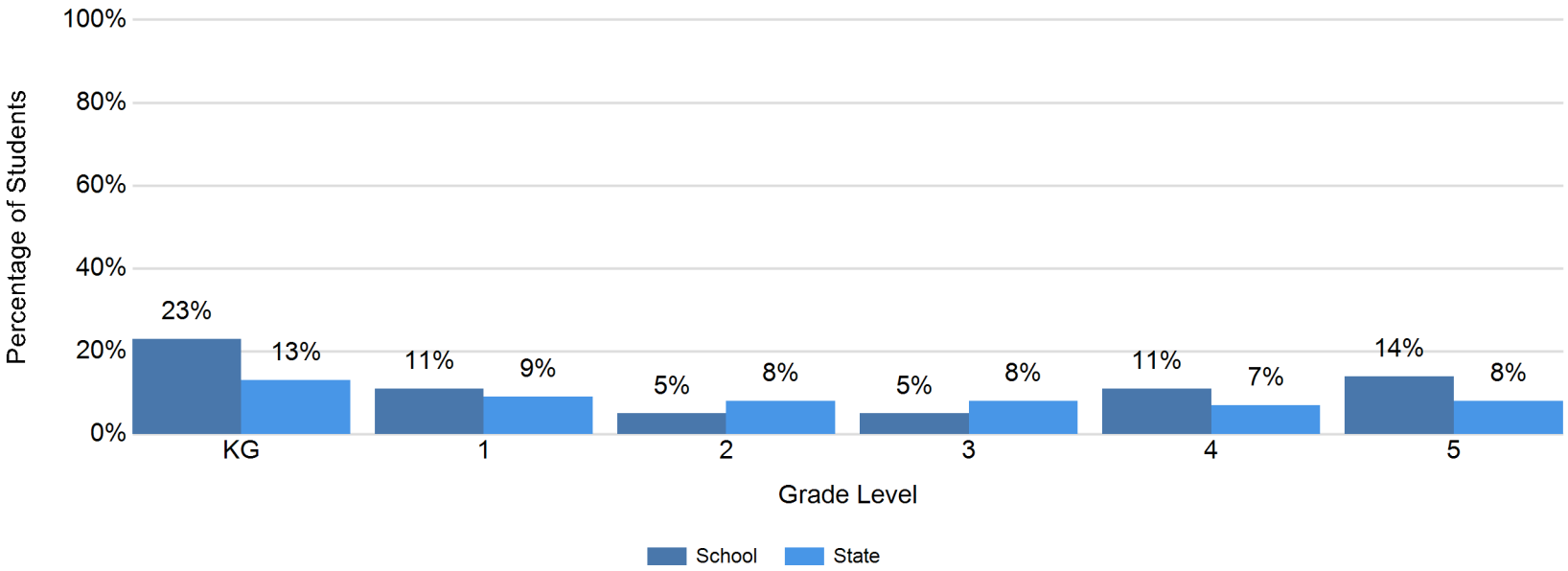
Chronic Absenteeism by Grade

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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.35

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	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	0		0

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:35 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	N

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)	$863	$14,777	$15,640

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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	19	117,464
Average years experience in public schools	11.3	12.0
Average years experience in district	9.6	10.7
Teachers in district for 4 or more years	84.2%	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	41	9,374
Average years experience in public schools	23.0	16.0
Average years experience in district	14.6	12.0
Administrators in district for 4 or more years	87.8%	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	12:1	15:1
Students to Administrators	222:1	225:1
Teachers to Administrators	19:1	15:1
Students to Librarians/Media Specialists		1843:1
Students to Nurses		512:1
Students to Counselors		576:1
Students to Child Study Team		242:1

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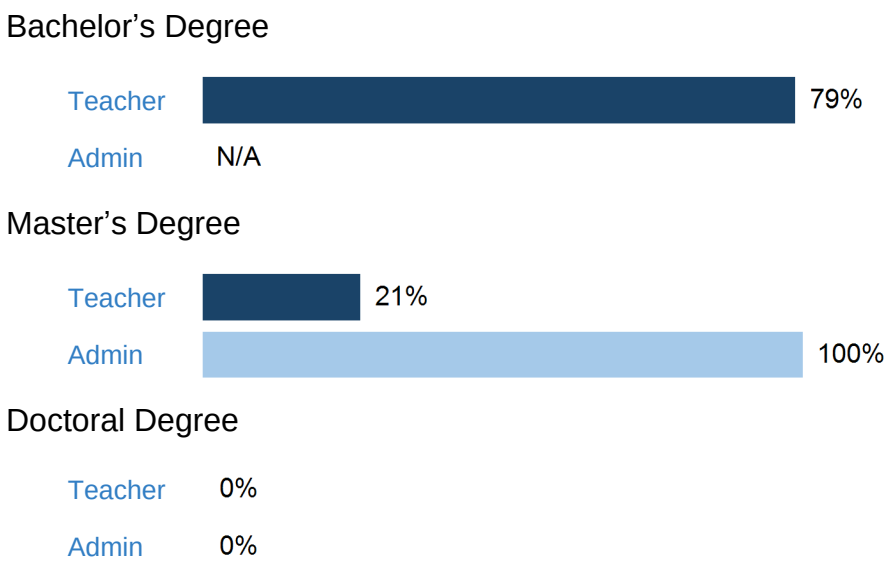
Teachers and Administrators - Level of Education

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	88.3%	90.2%
2016-17 Administrators: Same district 2017-18	87.0%	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	95.9%

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Key terms for staff data:
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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	84.2%	100.0%
Male	15.8%	0.0%
White	42.1%	0.0%
Hispanic	36.8%	0.0%
Black or African American	21.1%	100.0%
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
N	N	N

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	N	N	N
White	N		
Hispanic	N		
Black or African American	N		
Asian, Native Hawaiian, or Pacific Islander	N		
American Indian or Alaska Native	N		
Two or More Races	N		
Economically Disadvantaged Students	N		
Students with Disabilities	N		
English Learners	N		

NJ SCHOOL PERFORMANCE REPORT

WOODLAND ELEMENTARY SCHOOL
(39-4160-190)
Grades Offered: KG-05
2017-2018

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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	N	N
Mathematics Proficiency	N	N
Progress Towards English Language Proficiency	N	N
Chronic Absenteeism	N	N
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	n/a
Summative Rating: Percentile Rank of Summative Score	N	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	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	Met Standard	Met Target†	Not Met	No
White	N	N	No	**	**	**	**	n/a	**	No
Hispanic	N	N	No	Met Target†	Met Target†	**	**	n/a	Not Met	No
Black or African American	N	N	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	N	N	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	N	N	No	**	**	**	**	n/a	**	No
Two or More Races	N	N	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	N	N	No	**	**	**	**	n/a	Not Met	No
English Learners	N	N	No	Met Target†	Met Target†	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• In addition to the district mandated curriculum Woodland School uses Istation and Compass learning to support literacy and mathematics instruction. • Woodland students are exposed to a broad culture of art and art appreciation. The physical education curriculum is based on the premise that “Everyone Can Achieve”. • Woodland School’s co-curriculum program includes: After School Academic Enrichment Intramurals, Art Club, Safety Patrol Club, Year Book Club, and Extended Day.
Awards, Recognition, Accomplishments:	Woodland School had the honor of being chosen out of over 900 elementary from the Tri-State area to participate in "NBC Weather for Kids." In addition Woodland was a Gold Level Recipient for NJ Safe Routes to School. Our students also placed in District Level Spelling Bee and the District Level Science Fair. Students are recognized quarterly for academic performance. Teacher of the Year and Support Staff Person of the Year are chosen annually.

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Courses, Curriculum, Instruction:	The resources used to support literacy instruction include McGraw Hill Reading Wonders, Orton Gillingham, Writers Workshop, Lucy Caulkins, and Istation which is an online resource. For mathematics instruction we are currently using My Math and Compass Learning to support math instruction. Woodland's Science Curricula transitioned to the state adopted Next Generation Science Standards, promoting interactive learning, inquiry and exploration. Instructional Technology at Woodland will include the use of Chromebooks and exposing students to Google Suite options including Drive, Docs and Classrooms.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Soccer (Boys & Girls)
Clubs and Activities:	Clubs and Activities include: Band, Chorus, Dance Club, Drama Club, Etiquette Club, Positive Traits Club. We also provide enrichment activities in the arts through our collaboration with the Plainfield Shut-in Council, NJ Print Making Council, and Watchung Hills Regional High School: Community Impact Project.

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Before and After School Programs:	Woodland School offers after school tutoring to provide students additional instruction as needed throughout the school year through our Extended Day and ESL Tutoring Programs. We also host the YMCA After School Program. Our Title I program also provides additional resources for student and family engagement.
Staff and Professional Learning:	The staff at Woodland School are lifelong learners who seek professional development opportunities. Weekly professional learning sessions allow collaboration between staff members in order to review student progress, teaching strategies, lesson plans, and assessments in order to enhance the delivery of instructional content. Staff also participate in continuing education courses. Several staff members are in post-secondary programs.

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Student Supports and Services:	Students in need of support are serviced by the school counselor and referred to the I&RS Team, if additional strategies and interventions are needed to support behavioral and/or academic concerns. Our school offers an after school program to support general education and ELL students. The school has purchased a literacy and math program that students can use at home to provide additional support. Supplemental teachers provided instruction to at risk students.
Student Health and Wellness:	Woodland works to improve student health and wellness practices. The goal is to make the environment supportive of positive healthy behaviors. A healthy breakfast is available every school day. Additionally, cafeteria offerings meet the appropriate dietary guidelines. Woodland participates in the Fresh Fruit and Vegetables Program. The school nurse conducts health/vision screenings annually.
Parent and Community Involvement:	The Mission of the Parent Teacher Organization is to work in collaboration with school leadership to facilitate parent and community involvement in the school to support student success. The PTO also provides parent volunteer services to the teachers, students, and staff. Our PTO meets monthly and participates in activities such as Parent Information Sessions, Family Fun Nights, and Annual Family Art Night to name a few.

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School Safety:	Woodland Elementary School conducts School safety drills monthly; fire drill and lock down/secure in place. Woodland Elementary School has one (1) security officers on site who monitor the building throughout the entire day. Teachers and staff are required to complete Safe Schools training modules recommended by the Human Resource department on an annual basis.

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Technology and STEM:	Woodland Elementary School has interactive technology in every classroom. Chromebooks for each student in Grades 3-5. Students in grades K-2 share a Chromebook cart between classrooms as well as have access to the desktop computer.
Early Childhood Education:	Woodland Elementary School Kindergarten students participated in the Month of the Young Child in February. The Kindergarten classes follow the Teaching Strategies Gold model for instruction.