NJ SCHOOL PERFORMANCE REPORT

WOODBRIDGE MIDDLE SCHOOL
(23-5850-090)
Grades Offered: 06-08
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	MIDDLESEX
District	WOODBRIDGE TWP
Principal Name	DR. CROWE
Address	525 BARRON AVENUE WOODBRIDGE, NJ 07095
Phone Number	(732)602-8690
Email Address	JOHN.CROWE@WOODBRIDGE.K12.NJ.US
Website	https://www.woodbridge.k12.nj.us//site/default.aspx?pageid=51
Facebook	https://www.facebook.com/pages/category/middle-school/woodbridge-middle-school-521062678239217/
Twitter	https://twitter.com/warriors_wms

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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
6	177	177	158
7	170	176	182
8	123	169	178
Total	470	522	518

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	43.8%	47.1%	48.4%
Male	56.2%	52.9%	51.6%
Economically Disadvantaged Students	46.2%	43.5%	40.4%
Students with Disabilities	14.0%	13.8%	12.9%
English Learners	0.0%	0.2%	0.0%
Homeless Students		0.6%	1.0%
Students in Foster Care		0.0%	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	39.6%	42.0%	39.7%
Hispanic	34.9%	32.8%	35.9%
Black or African American	13.4%	13.4%	13.3%
Asian	11.3%	10.5%	9.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	1.3%	1.5%

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	75.5%
Spanish	14.4%
Polish	1.7%
Urdu	1.2%
Chinese	1.0%
Other Languages	6.3%

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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	37	45	50	Not Met	46	53	50	Met Standard
White	34	43	50	Not Met	45	46	51	Met Standard
Hispanic	39.5	40	49	Not Met	42	47	48	Met Standard
Black or African American	32.5	39	44	Not Met	33	46	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	51	55	61	Met Standard	67.5	64.5	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	34.5	49	**	*	50	51	**
Economically Disadvantaged	36	42	48	Not Met	42.5	46	47	Met Standard
Students with Disabilities	41	33	41	Met Standard	40	40	43	Met Standard
English Learners	*	52	54	**	*	60	51	**

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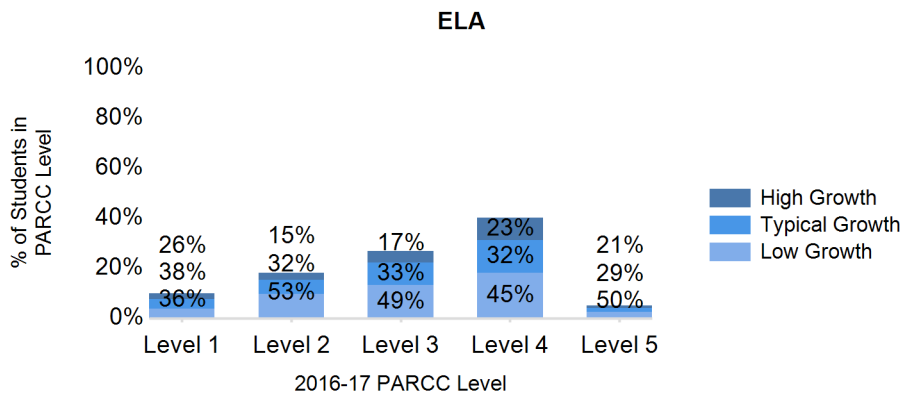
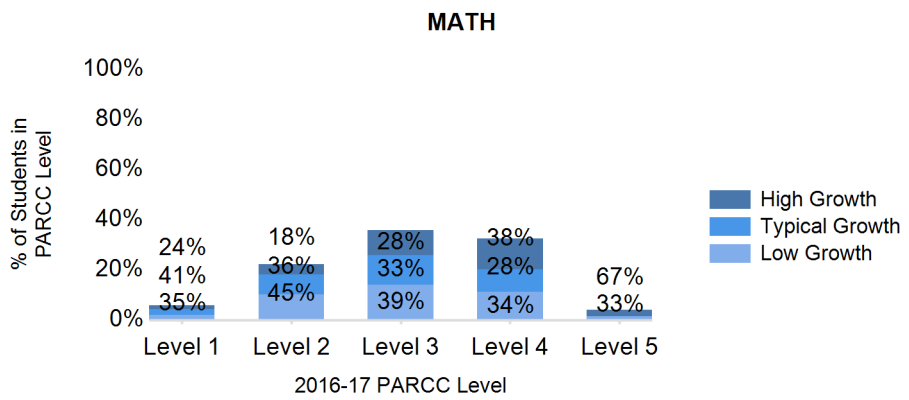
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for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

Student Growth by Performance Level

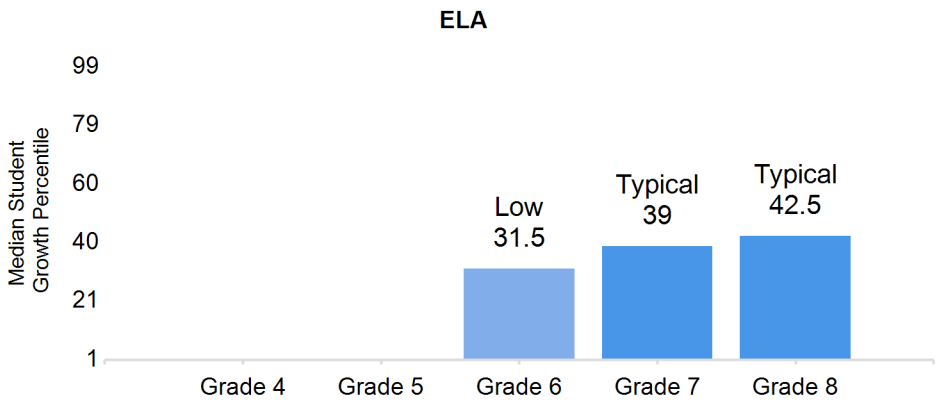
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

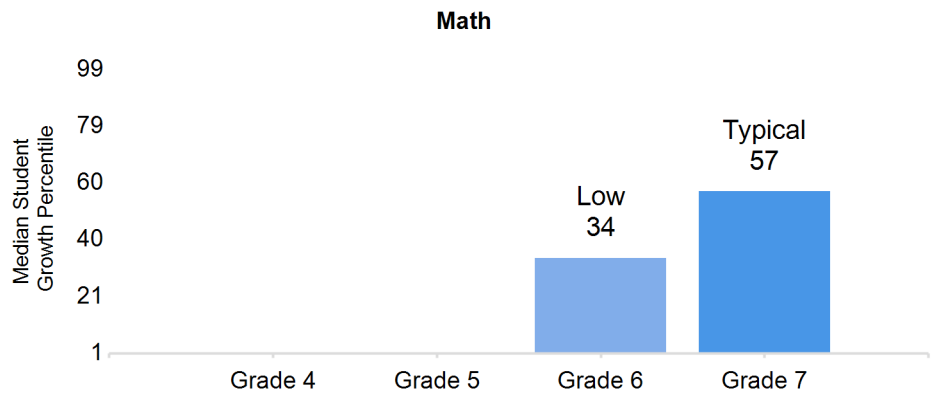




Student Growth by Grade

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	497	94.9	42.9	48.6	56.7	42.9	38.1	Met Target
White	200	94.4	45.5	46.0	65.6	45.1	39.9	Met Target
Hispanic	180	96.8	40.0	*	42.5	40.0	33.7	Met Target
Black or African American	62	89.0	20.9	34.9	37.3	20.1	26.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	69.7	82.3	*	56.6	Met Target
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	42.4	63.4	*	**	**
Female	238	94.2	52.5	57.8	64.5	52.0		
Male	259	95.6	33.9	40.0	49.4	33.9		
Economically Disadvantaged Students	189	92.8	27.0	32.1	38.5	26.4	26.2	Met Target
Non-Economically Disadvantaged Students	308	96.3	52.6	56.4	67.5	52.6		
Students with Disabilities	69	89.7	*	12.2	21.6	*	10.9	Met Target†
Students without Disabilities	428	95.8	*	53.7	63.9	*		
English Learners	*	*	*	33.1	27.3	*	**	**
Non-English Learners	*	*	*	49.7	59.4	*		
Homeless Students	*	*	*	15.4	27.7	*		
Students In Foster Care	*	*	*	45.5	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 6

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	150	739	747	754	8%	25%	27%	*	*	41%	56%
White	62	746	745	761	0%	18%	34%	*	*	48%	66%
Hispanic	56	728	736	742	*	32%	25%	*	*	27%	42%
Black or African American	18	730	739	737	*	*	*	*	*	28%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	748	761	*	*	*	*	*	*	64%
Female	69	747	755	761	*	17%	35%	*	*	46%	64%
Male	81	732	740	748	*	31%	20%	*	*	36%	48%
Economically Disadvantaged Students	57	725	734	739	*	40%	23%	*	*	21%	37%
Non-Economically Disadvantaged Students	93	748	753	764	*	15%	29%	*	*	53%	68%
Students with Disabilities	14	708	713	723	*	*	*	*	*	*	18%
Students without Disabilities	136	742	751	760	*	*	*	*	*	*	63%
English Learners	N	N	713	712	N	N	N	N	N	N	*
Non-English Learners	150	739	748	755	8%	25%	27%	*	*	41%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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	176	749	746	760	11%	14%	23%	35%	17%	52%	63%
White	66	755	744	768	*	*	29%	38%	20%	58%	72%
Hispanic	65	747	733	746	*	*	*	*	*	54%	49%
Black or African American	23	724	*	740	*	*	*	*	*	17%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	97	757	756	769	*	*	22%	*	*	62%	72%
Male	79	738	736	752	*	*	25%	*	*	39%	54%
Economically Disadvantaged Students	69	736	733	742	*	*	20%	*	*	38%	44%
Non-Economically Disadvantaged Students	107	757	753	771	*	*	25%	*	*	61%	73%
Students with Disabilities	19	709	703	721	53%	*	*	*	*	11%	22%
Students without Disabilities	157	753	752	768	6%	*	*	*	*	57%	71%
English Learners	N	N	709	705	N	N	N	N	N	N	11%
Non-English Learners	176	749	747	762	11%	14%	23%	35%	17%	52%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	177	736	750	759	20%	18%	25%	29%	7%	36%	60%
White	72	734	747	767	19%	25%	22%	*	*	33%	70%
Hispanic	62	737	738	744	19%	18%	26%	*	*	37%	45%
Black or African American	23	719	741	739	*	*	*	*	*	17%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	749	766	*	*	*	*	*	*	66%
Female	77	748	763	768	*	18%	27%	*	*	47%	69%
Male	100	727	738	751	*	18%	24%	*	*	28%	52%
Economically Disadvantaged Students	66	724	733	740	27%	23%	29%	*	*	21%	42%
Non-Economically Disadvantaged Students	111	743	758	769	16%	15%	23%	*	*	45%	71%
Students with Disabilities	35	700	704	719	*	*	*	*	*	*	19%
Students without Disabilities	142	745	756	766	*	*	*	*	*	*	68%
English Learners	N	N	*	703	N	N	N	N	N	N	*
Non-English Learners	177	736	*	761	20%	18%	25%	29%	7%	36%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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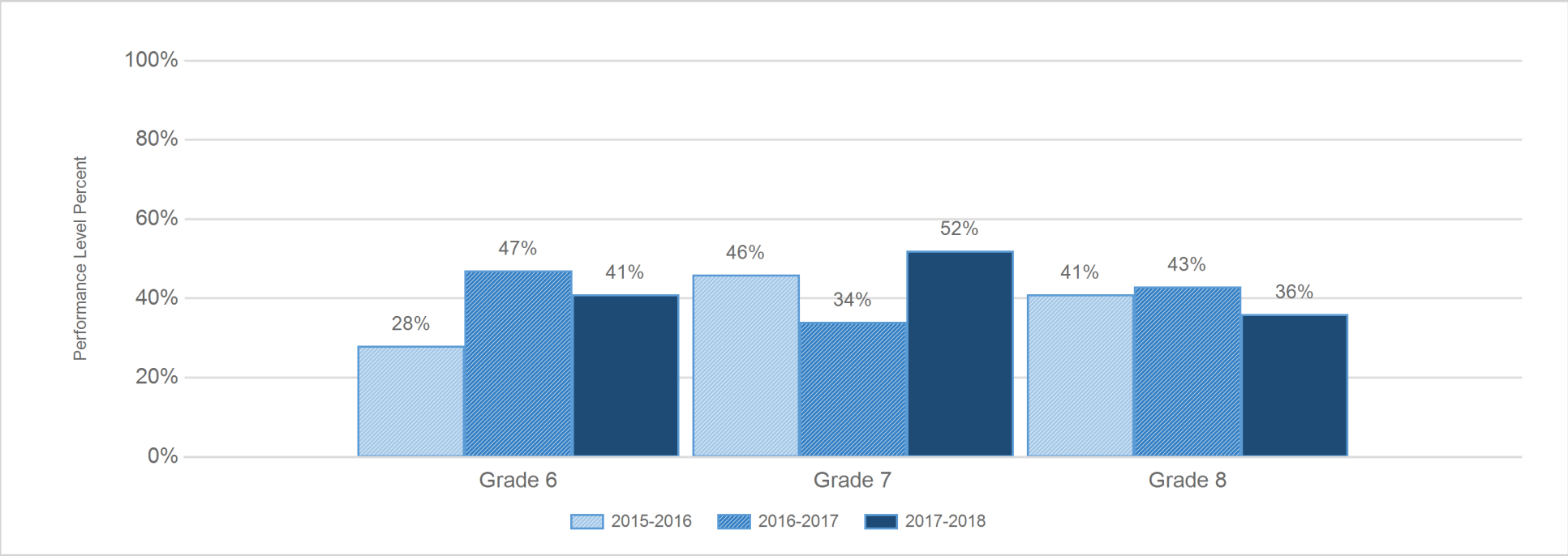
English Language Arts/Literacy Assessment - Performance Trends

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	497	94.7	33.0	42.8	45.0	33.0	37.1	Not Met
White	200	94.4	37.0	39.6	54.1	36.8	42.6	Not Met
Hispanic	180	96.8	25.0	26.0	29.2	25.0	28.1	Met Target†
Black or African American	62	87.8	21.0	23.0	23.4	19.8	20.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.7	77.0	*	63.8	Met Target†
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	35.4	53.0	*	**	**
Female	238	94.2	34.9	45.1	46.0	34.5		
Male	259	95.3	31.3	40.6	43.9	31.3		
Economically Disadvantaged Students	189	92.3	21.2	26.6	26.6	20.6	26.2	Not Met
Non-Economically Disadvantaged Students	308	96.3	40.2	50.5	55.9	40.2		
Students with Disabilities	69	89.7	*	10.6	17.1	*	11	Not Met
Students without Disabilities	428	95.6	*	47.1	50.5	*		
English Learners	*	*	*	35.9	24.6	*	**	**
Non-English Learners	*	*	*	43.3	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	27.3	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 6

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).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	734	743	744	12%	25%	34%	*	*	29%	44%
White	62	739	739	751	*	18%	44%	*	*	31%	54%
Hispanic	56	724	730	731	*	38%	32%	*	*	16%	27%
Black or African American	18	724	730	726	*	*	*	*	*	33%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	746	749	*	*	*	*	*	*	52%
Female	69	737	745	745	*	22%	42%	*	*	28%	45%
Male	81	731	741	742	*	28%	27%	*	*	30%	42%
Economically Disadvantaged Students	57	722	730	729	*	39%	28%	*	*	16%	24%
Non-Economically Disadvantaged Students	93	741	748	753	*	17%	38%	*	*	37%	56%
Students with Disabilities	14	702	710	717	*	*	*	*	*	*	13%
Students without Disabilities	136	737	746	748	*	*	*	*	*	*	49%
English Learners	N	N	717	713	N	N	N	N	N	N	11%
Non-English Learners	150	734	743	745	12%	25%	34%	*	*	29%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

WOODBRIDGE MIDDLE SCHOOL
(23-5850-090)
Grades Offered: 06-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

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).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	176	743	744	743	6%	26%	28%	31%	9%	40%	43%
White	66	751	742	750	*	21%	23%	*	*	55%	54%
Hispanic	65	739	733	732	*	31%	35%	*	*	29%	27%
Black or African American	23	721	*	727	*	*	*	*	*	17%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	97	746	746	745	*	21%	33%	*	*	40%	45%
Male	79	740	742	741	*	32%	23%	*	*	41%	42%
Economically Disadvantaged Students	69	731	733	730	*	32%	32%	*	*	25%	24%
Non-Economically Disadvantaged Students	107	751	750	751	*	21%	26%	*	*	50%	55%
Students with Disabilities	19	714	712	717	*	58%	*	*	*	11%	12%
Students without Disabilities	157	747	749	748	*	22%	*	*	*	44%	50%
English Learners	N	N	715	716	N	N	N	N	N	N	10%
Non-English Learners	176	743	745	744	6%	26%	28%	31%	9%	40%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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WOODBRIDGE MIDDLE SCHOOL
(23-5850-090)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	709	727	728	*	*	*	*	*	*	28%
White	54	711	726	736	*	*	*	*	*	*	36%
Hispanic	45	705	715	722	*	*	*	*	*	*	22%
Black or African American	18	705	719	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	730	729	*	*	*	*	*	*	28%
Female	48	712	732	731	*	*	*	*	*	*	31%
Male	79	708	723	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	54	706	719	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	73	712	732	735	*	*	*	*	*	*	35%
Students with Disabilities	33	687	697	705	*	*	*	*	*	*	*
Students without Disabilities	94	717	732	735	*	*	*	*	*	*	*
English Learners	N	N	*	705	N	N	N	N	N	N	10%
Non-English Learners	127	709	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course 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	50	777	741	746	0%	0%	*	*	*	82%	46%
White	18	773	*	755	0%	0%	*	*	*	83%	57%
Hispanic	17	776	729	730	0%	0%	*	*	*	76%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	29	774	746	748	0%	0%	*	*	*	79%	48%
Male	21	781	738	745	0%	0%	*	*	*	86%	44%
Economically Disadvantaged Students	12	775	726	729	0%	0%	*	*	*	83%	25%
Non-Economically Disadvantaged Students	38	778	750	756	0%	0%	*	*	*	82%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	50	777	*	749	0%	0%	*	*	*	82%	*
Homeless Students	N	N	715	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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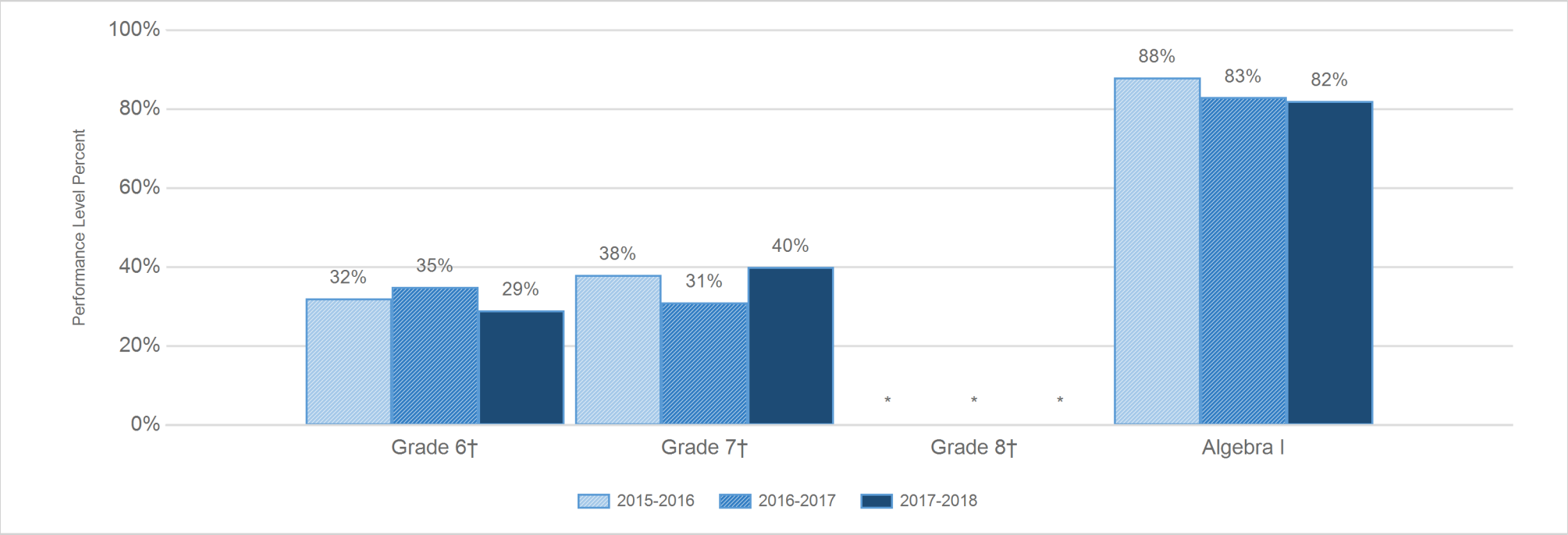
Mathematics Assessment – Performance Trends

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
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	N	N	N

† 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	N	N	N
3-4	N	N	N
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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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	166
7	0	0	188
8	52	0	138
Total	52	0	492

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	165
7	127	46	0	0	0	16	0
8	138	47	0	0	0	8	0
Total	265	93	0	0	0	24	165

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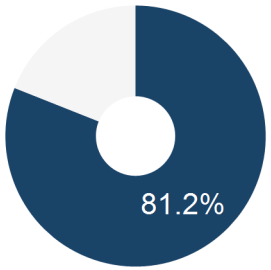
Visual and Performing Arts – Course Participation

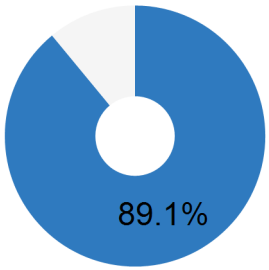
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

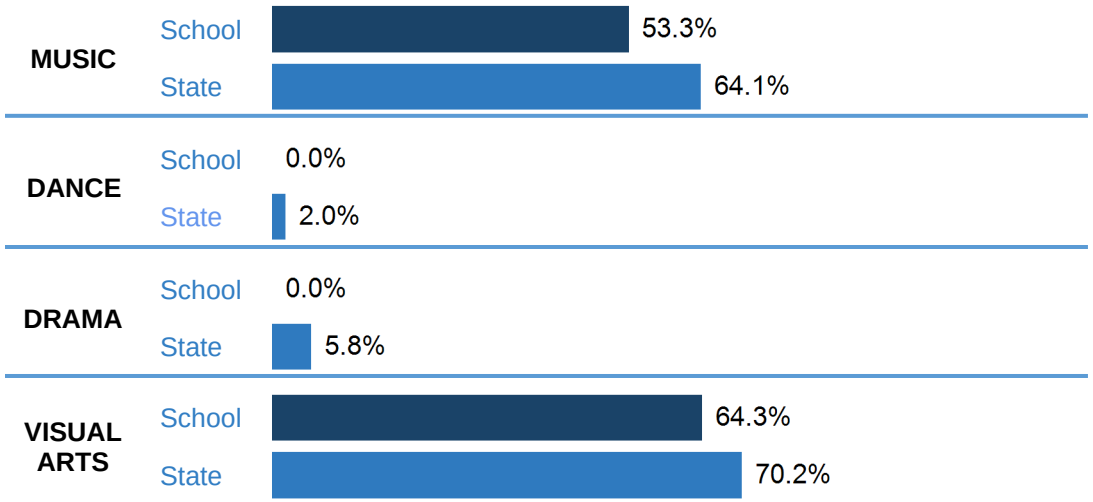


School



State

Students enrolled in one or more classes by discipline:



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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.

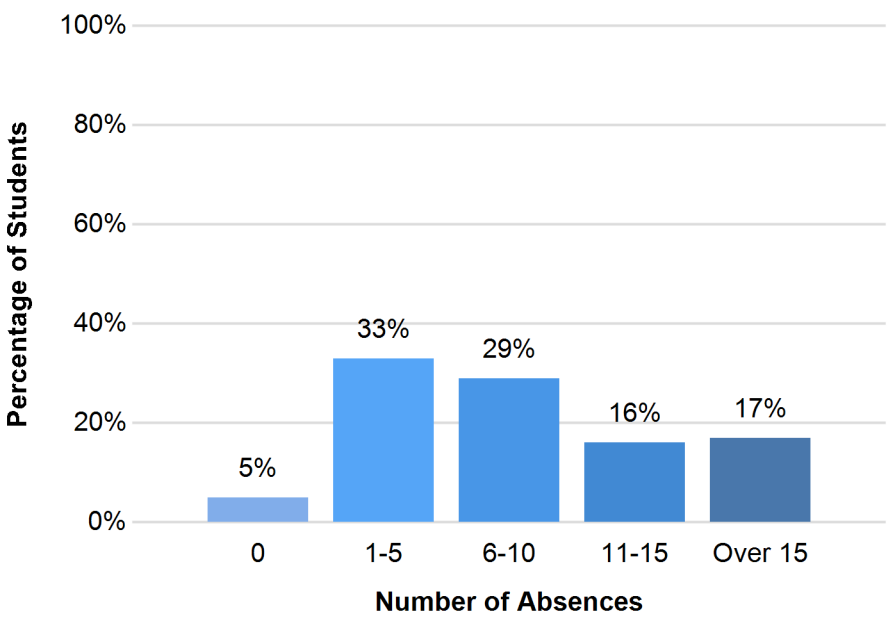
Chronic Absenteeism

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	68	13.1	9.5	Not Met
White	24	11.5	9.5	Not Met
Hispanic	29	15.7	9.5	Not Met
Black or African American	12	17.6	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	46	22.1	9.5	Not Met
Students with Disabilities	16	22.9	9.5	Not Met
English Learners	N	N	N	N

Days Absent

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



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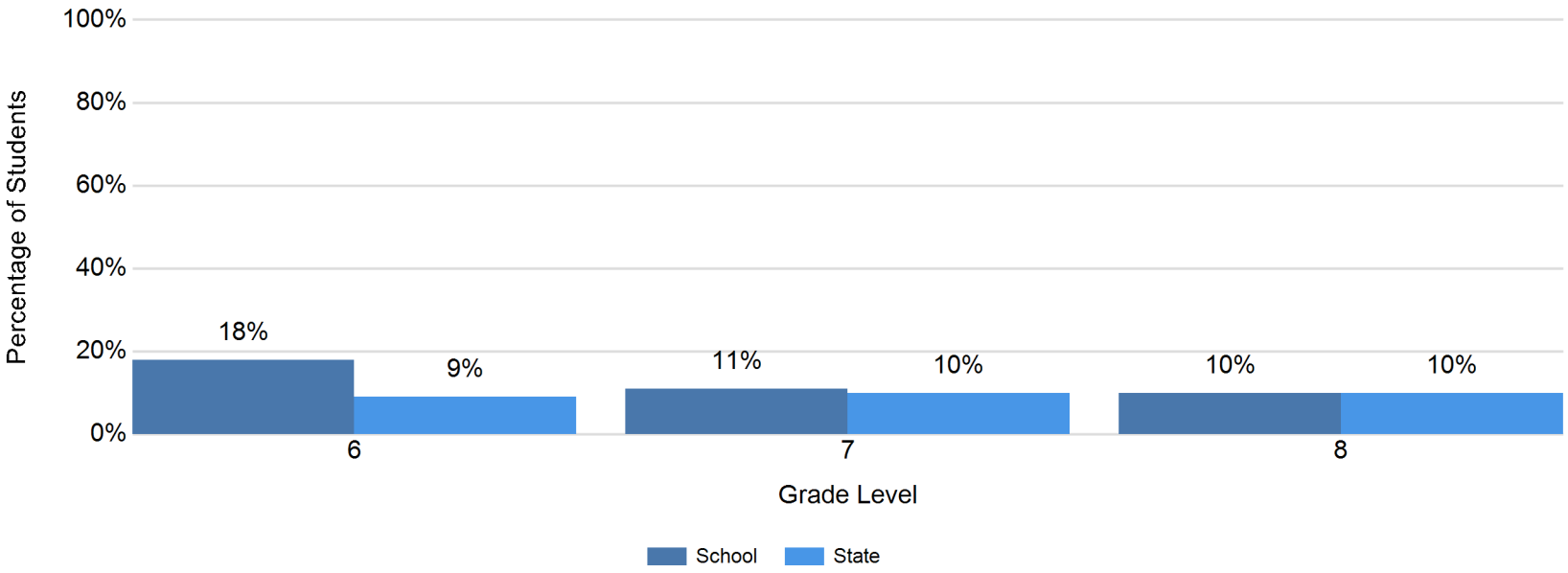
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), 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)	10
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.93

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)	1
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	1	1
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	3	8	11
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	67	12.9%
Out-of-School Suspensions	36	7.0%
Any Suspension	77	14.9%
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
146

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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 46 Mins
Shared Time - Instructional Time	2 Hrs. 53 Mins.

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	1.4:1

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)	$420	$12,528	$12,948

NJ SCHOOL PERFORMANCE REPORT

WOODBRIDGE MIDDLE SCHOOL
(23-5850-090)
Grades Offered: 06-08
2017-2018

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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	54	117,464
Average years experience in public schools	11.8	12.0
Average years experience in district	11.2	10.7
Teachers in district for 4 or more years	87.0%	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	63	9,374
Average years experience in public schools	21.5	16.0
Average years experience in district	20.3	12.0
Administrators in district for 4 or more years	100.0%	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	10:1	12:1
Students to Administrators	259:1	216:1
Teachers to Administrators	27:1	17:1
Students to Librarians/Media Specialists		13598:1
Students to Nurses		544:1
Students to Counselors		425:1
Students to Child Study Team		349:1

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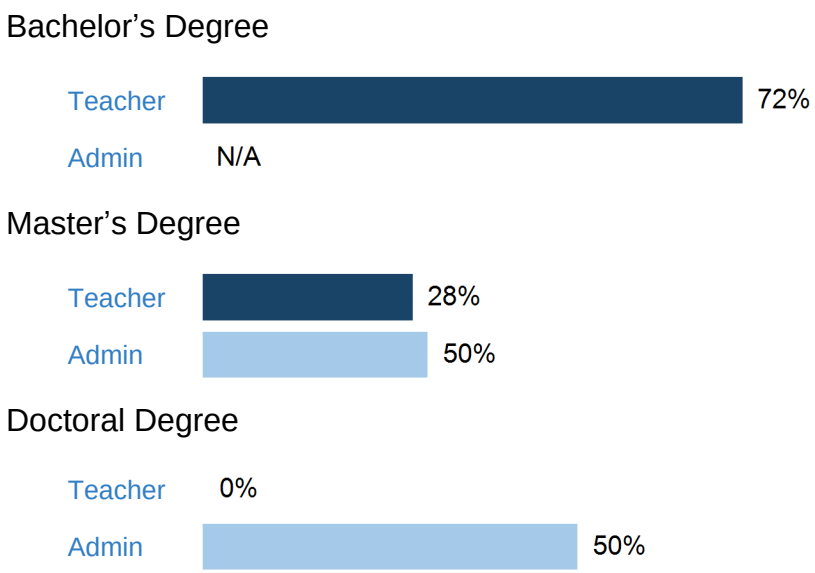
Teachers and Administrators - Level of Education

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	95.5%	90.2%
2016-17 Administrators: Same district 2017-18	95.2%	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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	63.0%	0.0%
Male	37.0%	100.0%
White	88.9%	50.0%
Hispanic	5.6%	0.0%
Black or African American	1.9%	50.0%
Asian	3.7%	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	Yes	No	Yes
White	Yes		
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	17.42	17.5%
Mathematics Proficiency	17.00	17.5%
English Language Arts Growth	11.20	25.0%
Mathematics Growth	32.23	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	15.05	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	19.14	n/a
Summative Rating: Percentile Rank of Summative Score	7.52	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	Yes	Met Target	Not Met	Not Met	Met Standard	N	Not Met	No
White	13.30	14.08	Yes	Met Target	Not Met	Not Met	Met Standard	n/a	Not Met	No
Hispanic	25.48	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Black or African American	21.04	14.08	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	33.67	14.08	No	Met Target	Met Target†	Met 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	20.75	14.08	No	Met Target	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	28.79	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	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:	• School-wide PBSIS initiative that promotes positive social behavior and applies function based problem solving. • Offers 10 electives including Journalism, Digital Literacy, and STEM. • Broke ground on construction and renovation project.
Mission, Vision, Theme:	The Woodbridge Township School District seeks to engage the entire community in instructing and inspiring our students to be successful and significant beyond our classrooms. WMS's mission is to develop, through a technology infused curriculum, life-long learners who are responsible citizens prepared to make positive contributions to the global society
Awards, Recognition, Accomplishments:	WMS has been recognized as a member of the National Junior Honor Society and the Continental Math League. WMS's band was rated Excellent and Superior and was given the Espirited Corps recognition at a Middle School Band state-wide competition. Several students have been part of the CJMEA for Clarinet Symphonic Band and Honors Band- flute.

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Courses, Curriculum, Instruction:	Notwithstanding the district approved curriculum and online textbooks, students at WMS use IXL, Aleks, First in Math, and Prodigy to reinforce their learning. Students have the opportunity to take journalism, video production, coding, visual and performing arts, and STEM, to name just a few electives. WMS utilizes Google Classroom, Swift Coding through iPads, and even has the Warrior Messenger, our journalism website. These classroom technologies will help prepare our students for life-long learning.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Softball (Girls), Volleyball (Boys & Girls) All sports at WMS are on intermural basis and are not sanctioned under NJSIAA rules and regulations. All coaches are CPR/AED certified and have passed all necessary training for concussion protocol. Sports are for boys and girls, grades 7-8. Our teams have earned district championships in softball, baseball, boys' basketball, girls' basketball, boys' and girls' XC, and boys', bowling. All teams compete within district against the other 4 middle schools.
Clubs and Activities:	At WMS, more than 13 clubs are offered including PWOW, Drama, Sidekicks, Chess, Rubiks Cube, Book, and Tech Clubs. WMS Bands and Choruses compete at competitions and have been given Excellent and Superior ratings. Clubs are open to all students and are mostly organized by teacher volunteers.

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Before and After School Programs:	WMS offers AM computer lab usage for students, on a voluntary basis, to work on assignments. The Peer Writers of Woodbridge connect the middle school with the elementary school offering Language Arts and team building activities. This program is organized and facilitated by middle school students. Faculty members volunteer once a week to have an after school homework club enabling students to do their homework before going home. Moreover, the Junior Achievement Center is available to all WMS students.

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Student Supports and Services:	All faculty adhere to student IEPs and 504 Plans. WMS's 2 full time counselors and the I&RS committee assist students who are struggling academically. In addition to I&RS, the guidance department offers Peer Support Groups and organizes volunteer peer academic tutoring. Zeros Aren't Permissible (ZAP) lunch program offers extra time for students to catch up on missing work during the school day.
Parent and Community Involvement:	The WMS PTO sponsors student activities including holiday dances, field day, and clothing drives, to name just a few. Local businesses provide fundraising nights which donate a portion of a night's profit to WMS. Parents can access their child's grades and engage in virtual activities through the Genesis Gradebook, on the district's Schoolwires homework webpage, through email, and Google Classroom.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers The faculty, staff, and students were surveyed for PBSIS. The Google Forms survey was given once to the staff, and a separate survey was given to the students. Subjects included: What is liked/disliked about the school, general behavior of students,what can make a better learning environment, and suggestions for improving student behavior and school climate. The results are the foundation of the PBSIS program.
Facilities:	WMS is a 116 year old historical building of Woodbridge Township. The building is 98% air conditioned and includes 2 computer labs and more than 30 classrooms. WMS also has a theater, which is considered one of the state's best. The Theater at WMS has superior acoustics, state of the art lighting system, and historical themed hand painted murals dated from 1934. WMS has broken ground on a building renovation and addition project.
School Safety:	Utilizing technology and trained personnel. school district coordinator of security works assiduously with WMS to ensure the safety and well-being of students and staff alike.

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Technology and STEM:	All students are required to take mathematics and science in 6th, 7th, and 8th grades. WMS offers STEM in 7th and 8th grade as well as digital literacy, coding, and video production. All 8th grade students are provided iPads for the entire year. Moreover, technology is infused into all classes.

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Other Information:	WMS is structured into a 4 Block (85 minute), A/B daily schedule with 2 administrators and 2 guidance counselors. WMS has 2 part time SAC's, 2 part time Speech Therapists, 1 Social Worker , 2 Technology Liaisons and a full time nurse. Principals Advisory, Safety, ScIP, and I&RS are just a few of the volunteer faculty committees that facilitate the smooth functioning of WMS. The school includes several class sets of Chromebooks and iPads. Moreover, each room has an Apple TV/Google Chromecast to facilitate technology infused classrooms.