



Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PIESGROVE REG
MARY S. SHOEMAKER SCHOOL
201 E. MILLBROOKE AVE
WOODSTOWN, NJ 08098

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E. MILLBROOKE AVE
WOODSTOWN, NJ 08098

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E MILLBROOKE AVE
WOODSTOWN, NJ 08098

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
1	89	76	93
2	66	88	81
3	80	74	93
4	85	82	79
5	87	90	78
Ungraded	8	3	1
Total	415	413	425

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	2014-15	2015-16	2016-17
Female	46%	49%	49%
Male	54%	51%	51%
Economically Disadvantaged Students	31%	31%	30%
Students with Disabilities	20%	22%	20%
English Learners	1%	1%	1%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	72.0%
Black or African American	10.4%
Hispanic	10.4%
Asian	0.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	6.8%

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. All other students are included in Other Languages.

Home Language	% of Students
English	97.2%
Spanish	2.4%
Other	0.5%



Mary S. Shoemaker School
2016-2017

Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E MILLBROOKE AVE
WOODSTOWN, NJ 08098

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	238	96.4	61.30	61.40	54.90	61.3	63.8	Met Target†
White	172	96.6	66.30	64.90	63.90	66.3	67.5	Met Target†
Hispanic	24	92.3	70.80	61.60	39.80	68.8	71.8	Met Target†
Black or African American	28	100.0	28.50	39.60	35.20	28.5	37.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	11	91.7	45.50	52.50	54.90	43.9	**	**
Female	117	96.7	64.10	70.10	62.20	64.1		
Male	121	96.0	58.70	53.20	48.10	58.7		
Economically Disadvantaged Students	74	93.7	40.60	48.90	36.20	40	44.3	Met Target†
Non-Economically Disadvantaged Students	164	97.6	70.70	65.50	65.80	70.7		
Students with Disabilities	63	96.9	23.80	23.80	20.50	23.8	22.6	Met Target
Students without Disabilities	175	96.2	74.90	70.30	61.90	74.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	50.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Mary S. Shoemaker School
2016-2017

Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E. MILLBROOKE AVE
WOODSTOWN, NJ 08098

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	89	753	753	749	15%	*	15%	48%	*	58%	50%
White	67	759	759	759	*	*	15%	52%	*	64%	61%
Hispanic	11	757	757	734	*	*	*	*	*	64%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	39	758	758	754	*	*	*	54%	*	64%	55%
Male	50	749	749	745	*	*	*	44%	*	54%	46%
Economically Disadvantaged Students	27	735	735	731	*	*	*	41%	*	44%	31%
Non-Economically Disadvantaged Students	62	761	761	762	*	*	*	52%	*	65%	63%
Students with Disabilities	30	725	725	720	*	*	*	*	*	27%	24%
Students without Disabilities	59	767	767	755	*	*	*	*	*	75%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	89	753	753	752	15%	*	15%	48%	*	58%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Mary S. Shoemaker School
2016-2017

Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E. MILLBROOKE AVE
WOODSTOWN, NJ 08098

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	76	756	756	753	*	*	20%	42%	20%	62%	56%
White	52	761	761	762	*	*	21%	48%	19%	67%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	16	738	738	737	*	*	*	*	*	38%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	39	759	759	758	*	*	*	33%	*	62%	61%
Male	37	754	754	749	*	*	*	51%	*	62%	51%
Economically Disadvantaged Students	26	738	738	737	*	*	*	*	*	42%	36%
Non-Economically Disadvantaged Students	50	766	766	764	*	*	*	*	*	72%	69%
Students with Disabilities	19	724	724	725	*	*	*	*	0%	26%	25%
Students without Disabilities	57	767	767	759	*	*	*	*	26%	74%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	76	756	756	755	*	*	20%	42%	20%	62%	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Mary S. Shoemaker School
2016-2017

Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E MILLBROOKE AVE
WOODSTOWN, NJ 08098

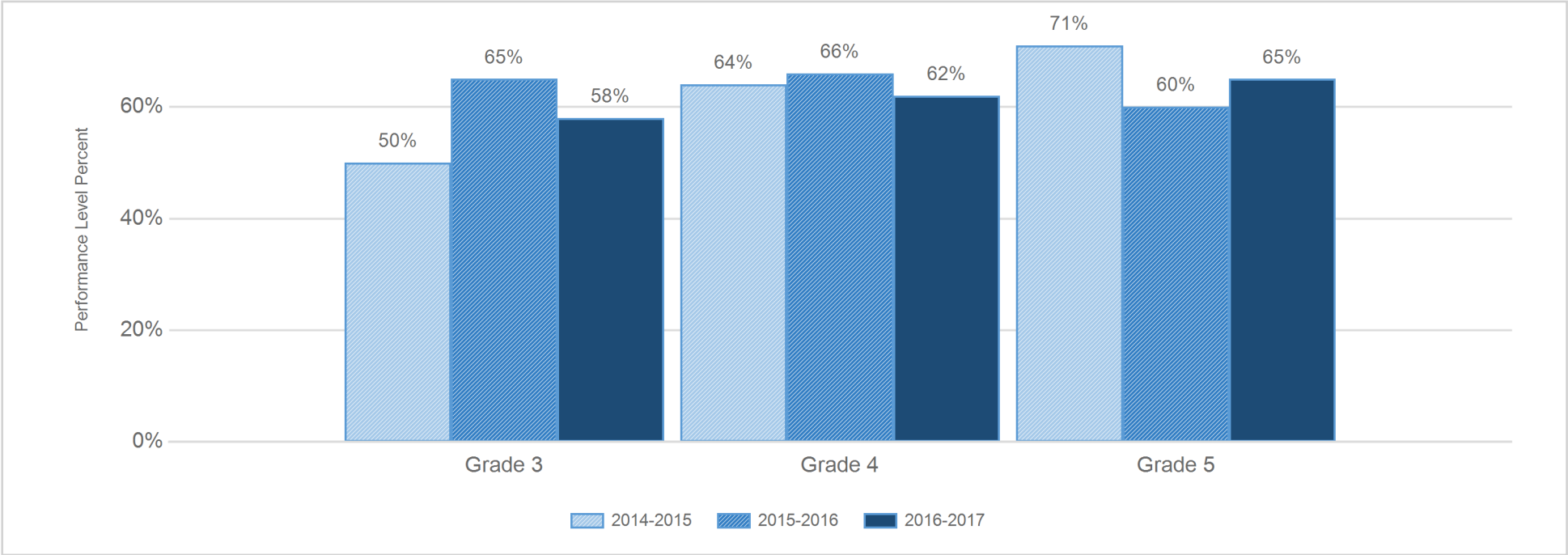
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	71	763	763	756	*	*	25%	58%	*	65%	59%
White	51	764	764	763	*	*	20%	59%	*	69%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	39	768	768	761	*	*	*	54%	*	67%	66%
Male	32	756	756	750	*	*	*	63%	*	63%	53%
Economically Disadvantaged Students	19	742	742	740	*	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	52	770	770	765	*	*	*	*	*	77%	71%
Students with Disabilities	12	729	729	725	*	*	*	*	*	*	22%
Students without Disabilities	59	769	769	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	71	763	763	757	*	*	25%	58%	*	65%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	*	*	*	731	*	*	*	*	*	*	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PIESGROVE REG
MARY S. SHOEMAKER SCHOOL
201 E MILLBROOKE AVE
WOODSTOWN, NJ 08098

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	239	96.4	57.70	40.10	43.50	57.7	54	Met Target
White	172	96.6	64.00	44.90	52.40	64	58.2	Met Target
Hispanic	25	92.6	56.00	37.20	27.60	54.5	44.8	Met Target
Black or African American	28	100.0	25.00	*	21.70	25	35.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	11	91.7	36.40	*	44.90	35.1	**	**
Female	118	96.7	56.80	41.80	44.10	56.8		
Male	121	96.0	58.70	38.40	42.90	58.7		
Economically Disadvantaged Students	75	93.7	34.60	22.90	25.10	34.2	38.1	Met Target†
Non-Economically Disadvantaged Students	164	97.6	68.30	45.60	54.30	68.3		
Students with Disabilities	63	96.9	28.60	*	16.50	28.6	24.3	Met Target
Students without Disabilities	176	96.2	68.20	*	48.80	68.2		
English Learners	10	100.0	70.00	43.80	23.30	70	**	**
Non-English Learners	229	96.2	57.20	39.90	45.20	57.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Mary S. Shoemaker School
2016-2017

Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E. MILLBROOKE AVE
WOODSTOWN, NJ 08098

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	90	755	755	751	*	*	16%	47%	14%	61%	53%
White	67	762	762	759	*	*	*	52%	18%	70%	63%
Hispanic	12	749	749	738	*	*	*	*	*	50%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	40	755	755	751	*	*	*	48%	*	63%	52%
Male	50	755	755	751	*	*	*	46%	*	60%	53%
Economically Disadvantaged Students	28	736	736	736	*	*	*	*	*	32%	34%
Non-Economically Disadvantaged Students	62	763	763	761	*	*	*	*	*	74%	65%
Students with Disabilities	30	733	733	729	*	*	*	*	*	30%	29%
Students without Disabilities	60	765	765	755	*	*	*	*	*	77%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E. MILLBROOKE AVE
WOODSTOWN, NJ 08098

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	76	747	747	747	*	*	22%	51%	*	57%	47%
White	52	752	752	755	*	*	21%	54%	*	62%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	16	732	732	729	*	*	*	*	0%	38%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	39	744	744	747	*	*	*	49%	*	51%	47%
Male	37	751	751	747	*	*	*	54%	*	62%	48%
Economically Disadvantaged Students	26	730	730	732	*	*	*	39%	*	39%	27%
Non-Economically Disadvantaged Students	50	756	756	757	*	*	*	58%	*	66%	61%
Students with Disabilities	19	712	712	724	*	*	0%	*	*	21%	22%
Students without Disabilities	57	759	759	751	*	*	30%	*	*	68%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	76	747	747	749	*	*	22%	51%	*	57%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E. MILLBROOKE AVE
WOODSTOWN, NJ 08098

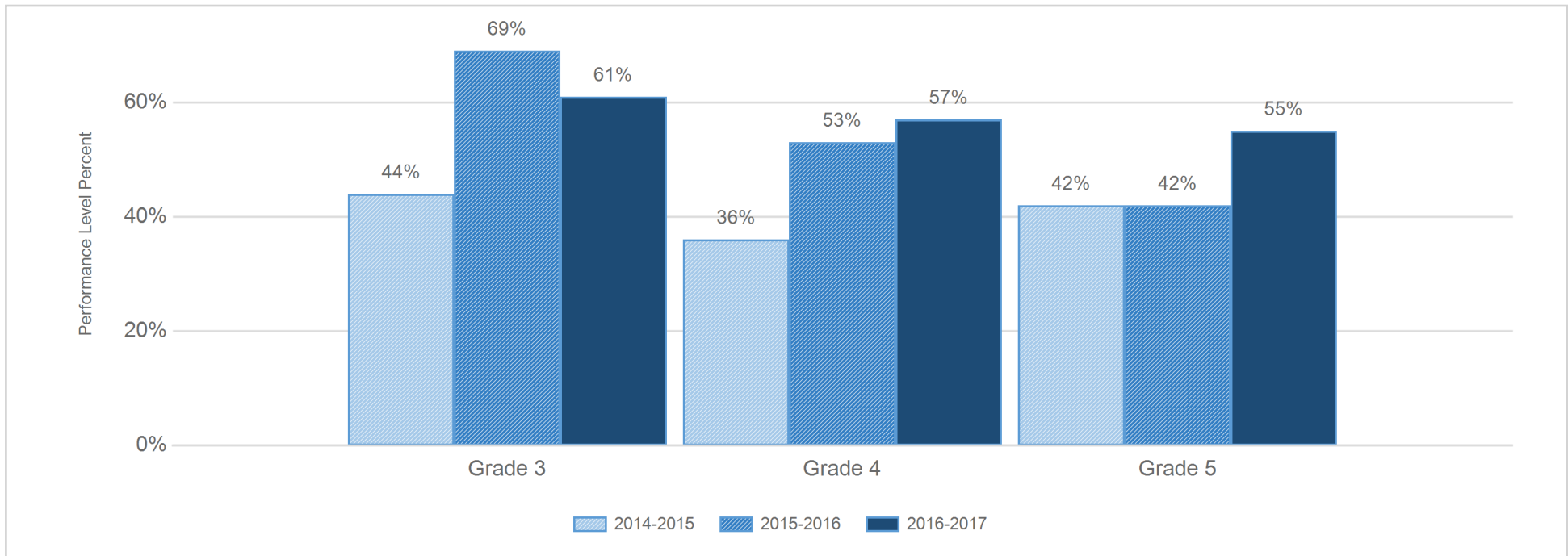
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	71	753	753	747	0%	*	37%	47%	*	55%	46%
White	51	756	756	754	0%	*	35%	47%	*	59%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	39	755	755	747	0%	*	36%	49%	*	56%	47%
Male	32	752	752	746	0%	*	38%	44%	*	53%	46%
Economically Disadvantaged Students	19	735	735	732	0%	*	*	*	*	32%	27%
Non-Economically Disadvantaged Students	52	760	760	756	0%	*	*	*	*	64%	59%
Students with Disabilities	12	737	737	725	0%	*	*	*	*	33%	19%
Students without Disabilities	59	757	757	751	0%	*	*	*	*	59%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	71	753	753	748	0%	*	37%	47%	*	55%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	*	*	*	716	*	*	*	*	*	*	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E MILLBROOKE AVE
WOODSTOWN, NJ 08098

Alternate Assessments - 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	N	N
5	*	*

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



Mary S. Shoemaker School
2016-2017

Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E. MILLBROOKE AVE
WOODSTOWN, NJ 08098

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

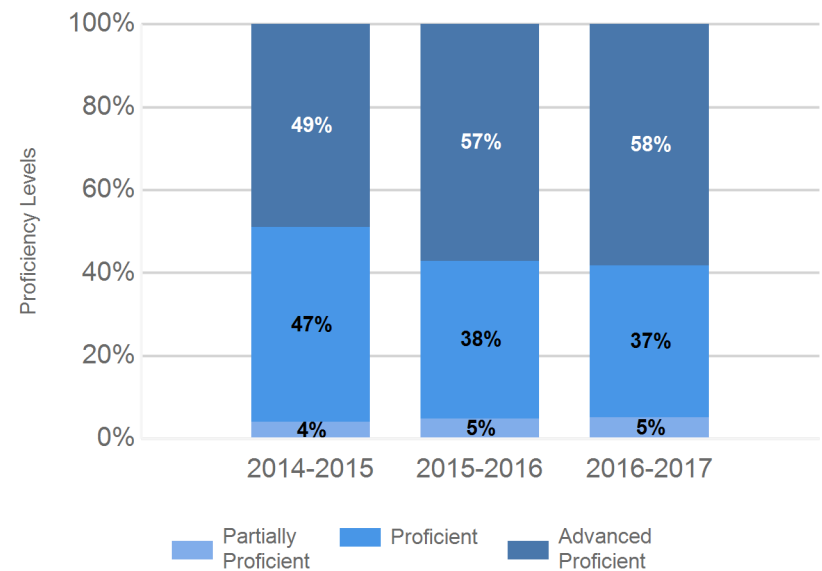
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	58%	37%	5%
White	66%	35%	N
Hispanic	*	*	*
Black or African American	35%	*	12%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	37%	48%	15%
Students with Disabilities	35%	45%	20%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E. MILLBROOKE AVE
WOODSTOWN, NJ 08098

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	38	49	50	Not Met	43	44	50	Met Target
White	38	52	50	Not Met	43	44	52	Met Target
Hispanic	48.5	49	49	**	61.5	58	47	**
Black or African American	33	39	45	Not Met	31	50	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	35	51	**	*	32	52	**
Economically Disadvantaged	38	49	47	Not Met	40	45	46	Met Target
Students with Disabilities	41.5	55	41	Met Target	38	42	43	Not Met
English Learners	*	*	53	**	*	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



Mary S. Shoemaker School
2016-2017

Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E. MILLBROOKE AVE
WOODSTOWN, NJ 08098

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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

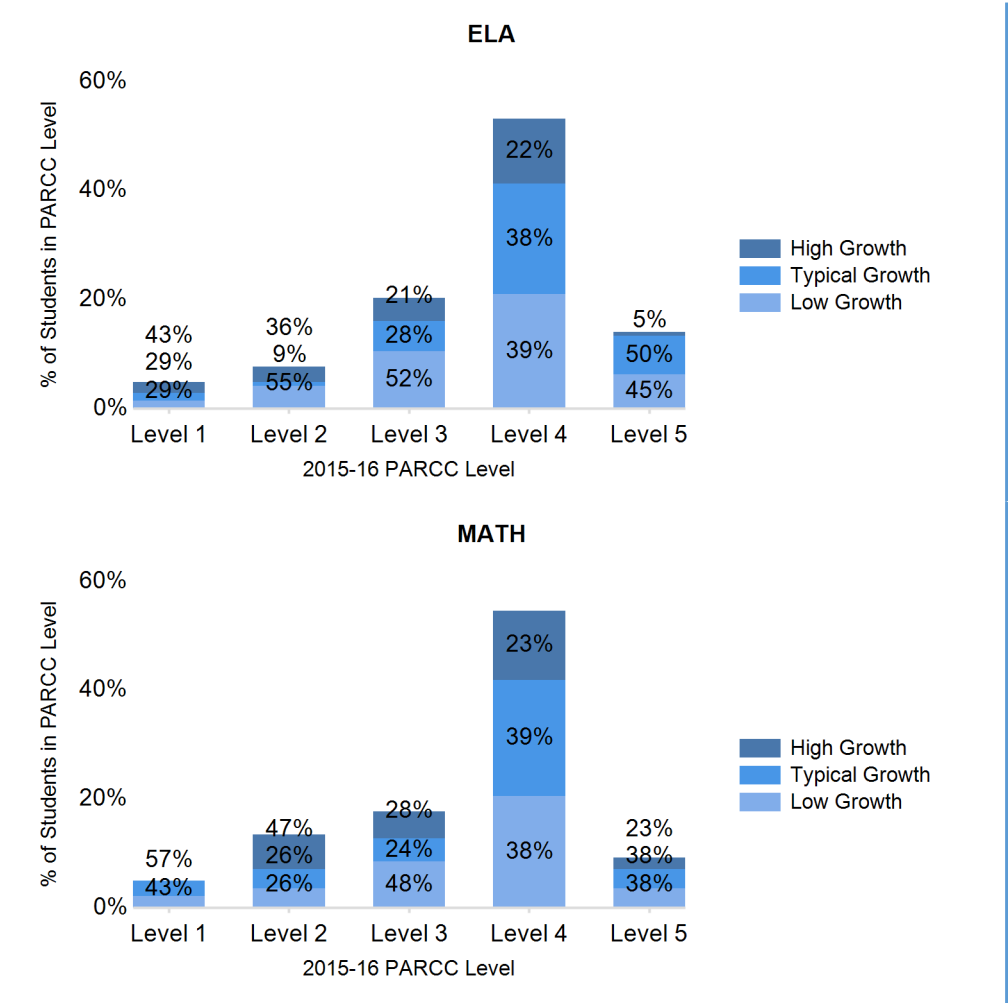
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

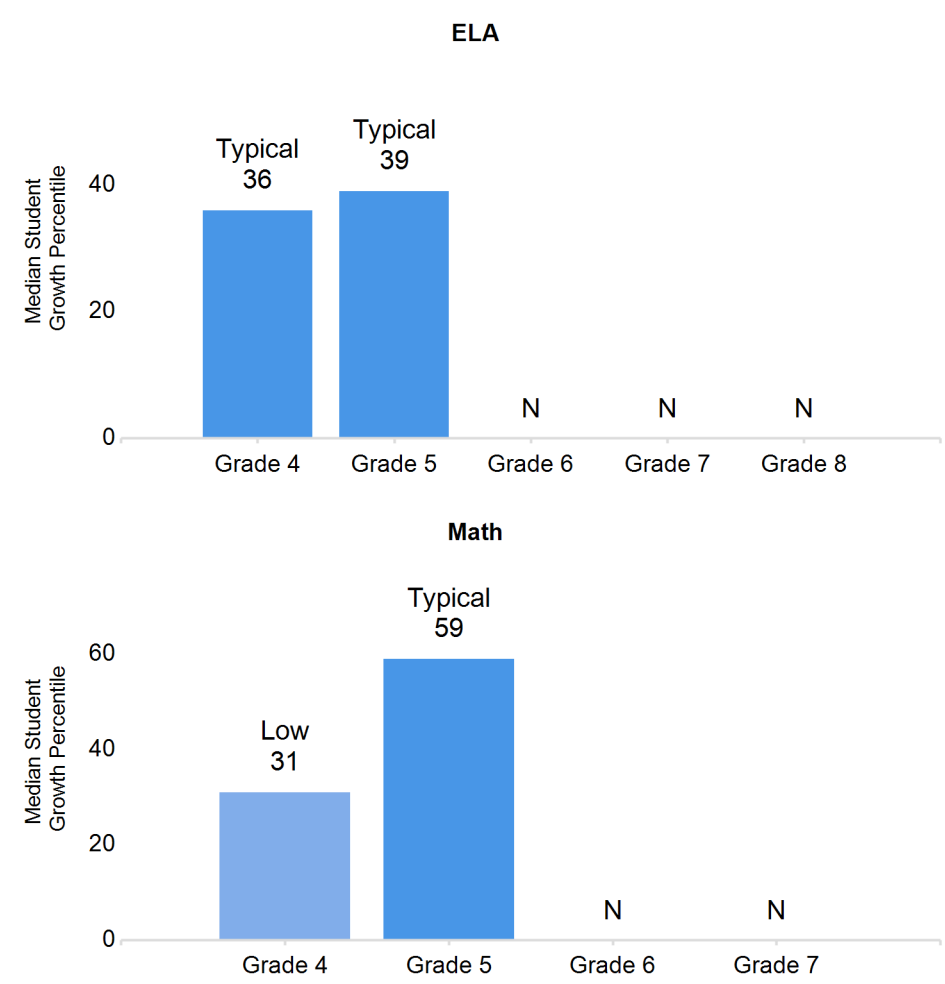
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E. MILLBROOKE AVE
WOODSTOWN, NJ 08098

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

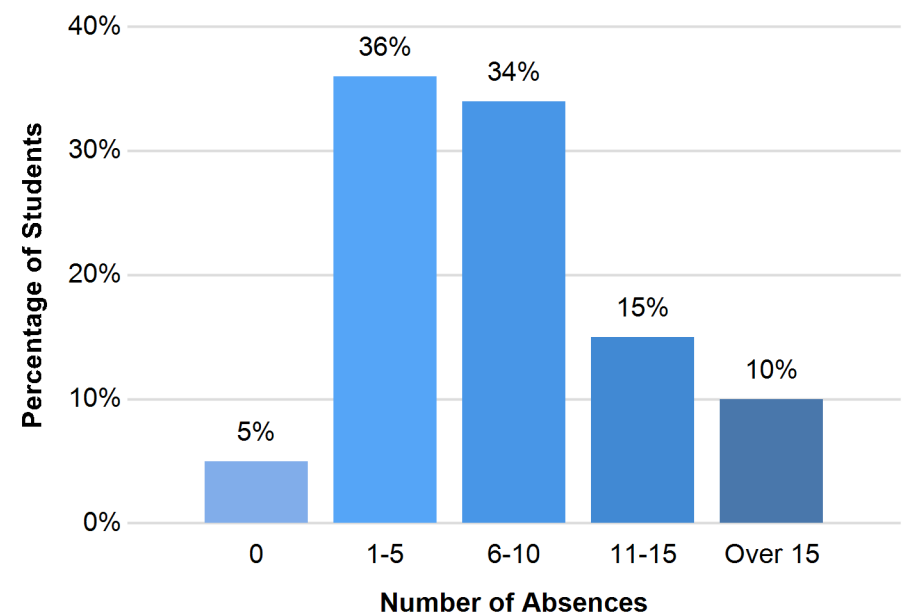
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.10	7.60	Met Target
White	6.20	7.60	Met Target
Hispanic	9.30	7.60	Not Met
Black or African American	14.00	7.60	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	3.40	7.60	Met Target
Economically Disadvantaged Students	11.10	7.60	Not Met
Students with Disabilities	9.20	7.60	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

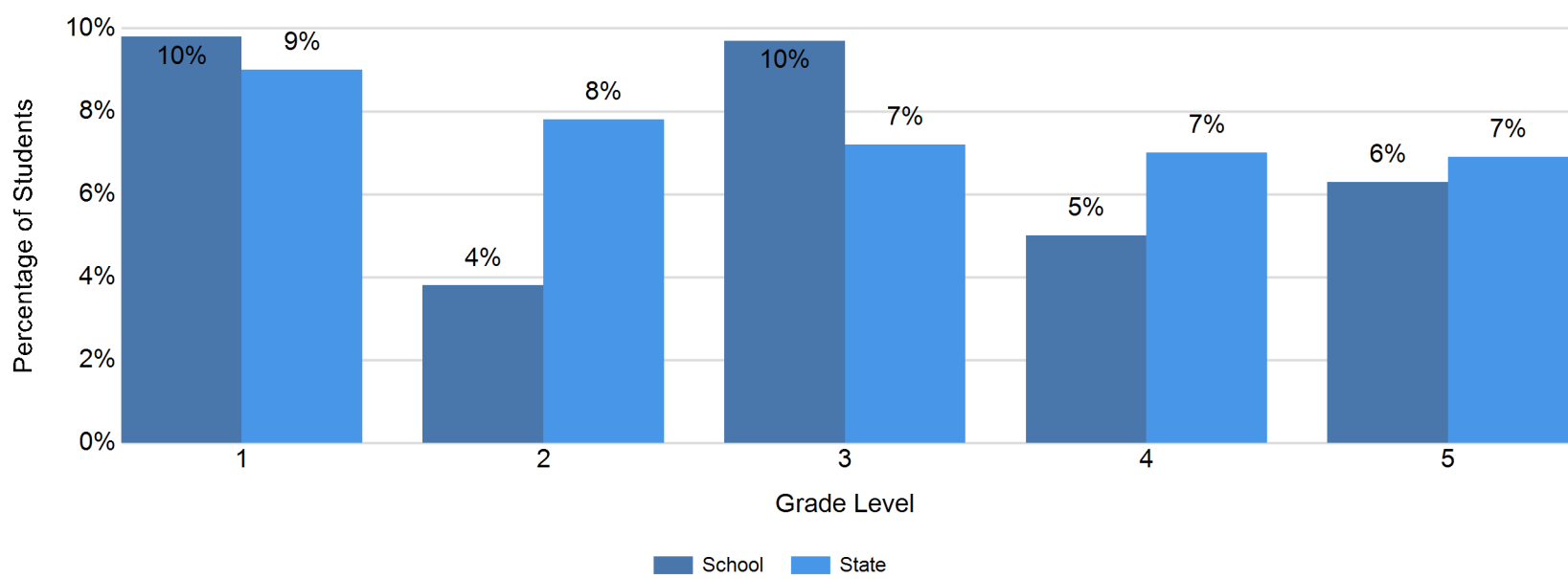
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PIESGROVE REG
MARY S. SHOEMAKER SCHOOL
201 E MILLBROOKE AVE
WOODSTOWN, NJ 08098

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.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:35PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs. 25 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.47

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.2%
Any Suspension	1.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
 SALEM
 WOODSTOWN-PIESGROVE REG
 MARY S. SHOEMAKER SCHOOL
 201 E MILLBROOKE AVE
 WOODSTOWN, NJ 08098

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	4.9:1	273.0 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$388	\$12,964	\$13,352



Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E. MILLBROOKE AVE
WOODSTOWN, NJ 08098

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	48	120,724
Average years experience in public schools	13.7	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	75%	74%

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	13	9,506
Average years experience in public schools	20.5	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	92%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	11:1
Administrators	213:1	113:1
Librarian/Media Specialists		1465:1
Nurses		488:1
Counselors		293:1
Child Study Team		366:1



Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PIESGROVE REG
MARY S. SHOEMAKER SCHOOL
201 E MILLBROOKE AVE
WOODSTOWN, NJ 08098

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	94%



Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E. MILLBROOKE AVE
WOODSTOWN, NJ 08098

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	54.7	17.5%
Mathematics Proficiency	67.2	17.5%
English Language Arts Growth	13.1	25.0%
Mathematics Growth	21.8	25.0%
Chronic Absenteeism	47.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		37.2
Summative Rating: Percentile rank of Summative Score		29.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Mary S. Shoemaker School
2016-2017

Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E. MILLBROOKE AVE
WOODSTOWN, NJ 08098

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	37.2	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
White	35.5	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
Hispanic	**	**	No	Met Target†	Met Target	Not Met	**	**	No
Black or African American	29.2	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	41.2	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	53.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Mary S. Shoemaker School
2016-2017
Grade Span 01-05




33-5910-060
SALEM
WOODSTOWN-PIESGROVE REG
MARY S SHOEMAKER SCHOOL
201 E MILLBROOKE AVE
WOODSTOWN, NJ 08098

School General Info

Principal:	Ms. Cioffi	Email Address:	cioffi.d@woodstown.org
Address:	MARY S SHOEMAKER SCHOOL 201 E MILLBROOKE AVE WOODSTOWN, NJ 08098	Website:	https://www.woodstown.org/Domain/4
Phone:	(856)769-0144	Facebook:	https://www.facebook.com/WoodstownWolverines/
		Twitter:	https://twitter.com/MSSElementary

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:	<ul style="list-style-type: none"> • All curriculum is aligned to the New Jersey Student Learning Standards. Examples are ReadyGen, and enVision 2.0. • We offer a variety of intervention services including Foundations, Wilson, ACHIEVE and Extended Learning Summer Camp. • Community organizations work hand-in-hand with us to educate our students and model good citizenship.
 Mission, Vision, Theme:	Mission Statement: The Woodstown-Piles Grove Regional Board of Education is focused on fostering the full potential of each student. Mary S. Shoemaker includes a "theme" each year in addition to the Mission Statement. The theme for 2017-2018 is "It's a Pirates Life for Us".
 Awards, Recognition, Accomplishments:	Every month teachers select Young Wolverines of the Month who are recognized at our Board of Education meetings. During each trimester, STARS (Shoemaker's Terrific and Remarkable Students) is used to recognize students who have performed kind acts and/or good deeds.






Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E. MILLBROOKE AVE
WOODSTOWN, NJ 08098

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.

 Courses, Curriculum, Instruction:	Technology is a critical part of the school day with our school utilizing nearly 100 iPads and 50 chromebooks. Our curriculum provides the student with the skills to be lifelong learners. Students are involved in higher-order thinking activities and collaborative group problem solving on a daily basis. One of our goals is to motivate students to become successful readers and writers. We use a variety of methods to meet the needs of our children (Reading Specialist, Interventions, Programs).
 Clubs and Activities:	Shoemaker offers students opportunities to participate in many different activities including Big Brothers and Big Sisters, percussion ensemble, choir, band, safety patrol, Odyssey of the Mind, Gifted and Talented activities, ShAPE, Art Quest and a host of other after school clubs.
 Before and After School Programs:	Shoemaker has a Before and After School program that is run independently of the school by SAC. Students may sign up and attend from preschool through age 13.







Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
 SALEM
 WOODSTOWN-PIESGROVE REG
 MARY S. SHOEMAKER SCHOOL
 201 E. MILLBROOKE AVE
 WOODSTOWN, NJ 08098

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.

 Staff and Professional Learning:	<p>Teachers utilize the EdConnect system, standardized data, benchmark assessments and other instruments to determine the needs of the individual student. Book clubs and in-service days are held for the teachers to work collaboratively, exchange ideas and enhance instruction for students who may be at risk.</p>
 Student Supports and Services:	<p>Our students are heterogeneously grouped in all grades with special education students needs met through in-class resource support. Individual student conferences are used to provide the students with feedback, guidance and encouragement in literacy and mathematics.</p>
 Student Health and Wellness:	<p>A nutritionally balanced breakfast and lunch is served at Shoemaker. All students have physical education and recess to promote health and wellness. This year we have partnered with the Birds Eye Family Success Center to engage our community.</p>
 Parent and Community Involvement:	<p>We have strong support with the Rotary Club, Junior Woman's Club, Salem County Prosecutor's Office, Salem Historical Society, 4-H Association of Salem County, Family Success Center, and our active PTO.</p>




Mary S. Shoemaker School
2016-2017
Grade Span 01-05

33-5910-060
SALEM
WOODSTOWN-PILES GROVE REG
MARY S. SHOEMAKER SCHOOL
201 E. MILLBROOKE AVE
WOODSTOWN, NJ 08098

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.

<div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</div> <div>Climate surveys will be given in the spring of 2018.</div>
---	--



William Roper Early Childhood Learning Center
2016-2017


Grade Span PK-KG

33-5910-300
SALEM
WOODSTOWN-PIESGROVE REG
211 EAST LAKE ROAD
PIESGROVE, NJ 08098

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



**William Roper Early Childhood Learning Center
2016-2017**

Grade Span PK-KG

**33-5910-300
SALEM
WOODSTOWN-PILES GROVE REG
211 EAST LAKE ROAD
PILES GROVE, NJ 08098**

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



**William Roper Early Childhood Learning Center
2016-2017**

Grade Span PK-KG

33-5910-300
SALEM
WOODSTOWN-PILES GROVE REG
211 EAST LAKE ROAD
PILES GROVE, NJ 08098

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	70	45	32
KG	66	103	107
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	6	8	12
Total	142	156	151

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	50	45	32
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	87	103	107

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	2014-15	2015-16	2016-17
Female	52%	47%	47%
Male	48%	53%	53%
Economically Disadvantaged Students	30%	20%	20%
Students with Disabilities	10%	17%	19%
English Learners	3%	4%	2%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	66.2%
Black or African American	14.6%
Hispanic	13.9%
Asian	0.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.6%

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. All other students are included in Other Languages.

Home Language	% of Students
English	96.7%
Spanish	3.3%



William Roper Early Childhood Learning Center
2016-2017

Grade Span PK-KG

33-5910-300
 SALEM
 WOODSTOWN-PIESGROVE REG
 211 EAST LAKE ROAD
 PILES GROVE, NJ 08098

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

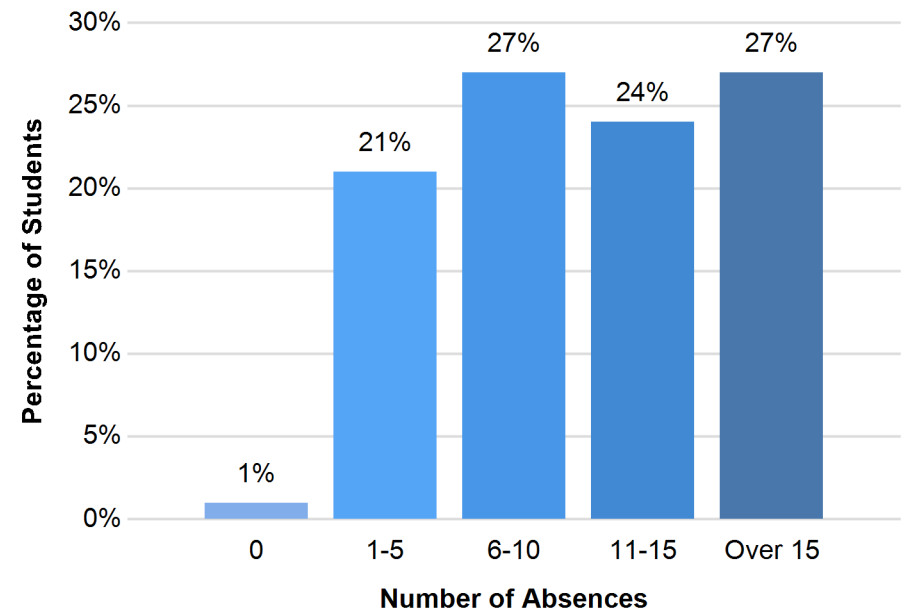
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	24.50	12.50	Not Met
White	21.90	12.50	Not Met
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	38.70	12.50	Not Met
Students with Disabilities	N	**	**
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





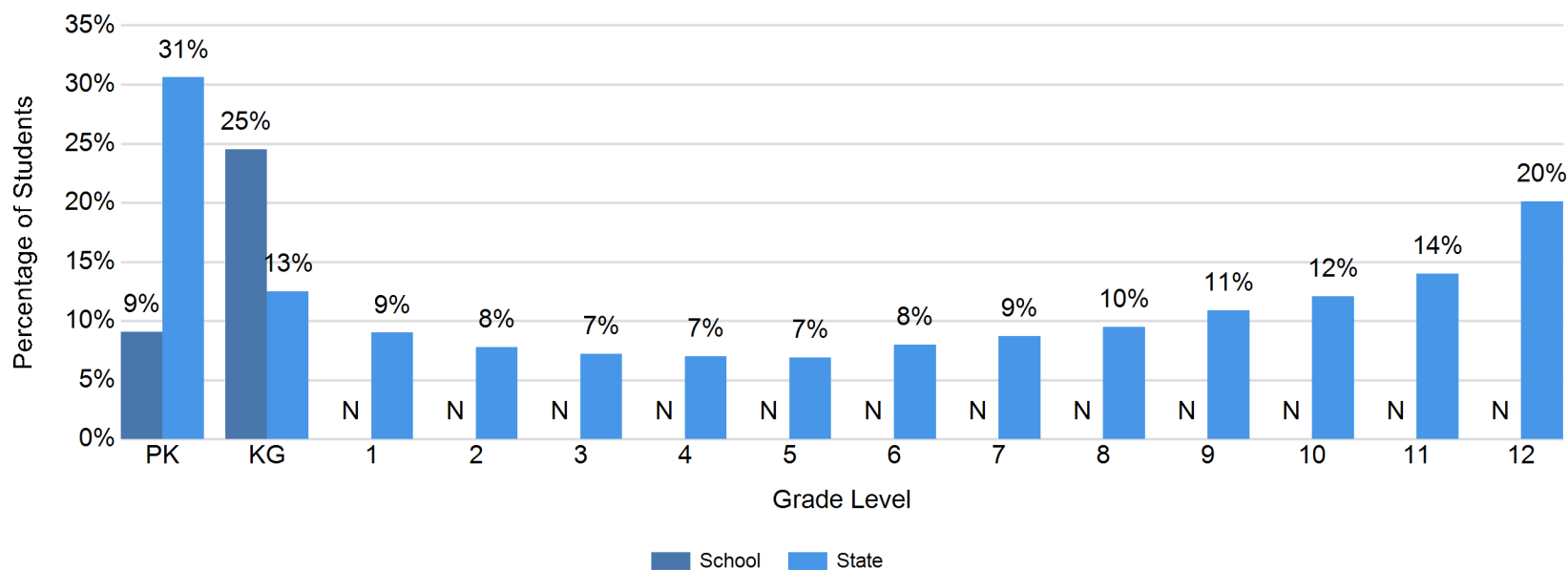
**William Roper Early Childhood Learning Center
2016-2017**

Grade Span PK-KG

**33-5910-300
SALEM
WOODSTOWN-PIESGROVE REG
211 EAST LAKE ROAD
PIESGROVE, NJ 08098**

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





William Roper Early Childhood Learning Center
2016-2017

Grade Span PK-KG

33-5910-300
SALEM
WOODSTOWN-PIESGROVE REG
211 EAST LAKE ROAD
PIESGROVE, NJ 08098

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.

Category	School
Typical Start Time	7:40AM
Typical End Time	2:45PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs. 30 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.7%
Any Suspension	0.7%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



William Roper Early Childhood Learning Center
2016-2017

Grade Span PK-KG

33-5910-300
SALEM
WOODSTOWN-PIESGROVE REG
211 EAST LAKE ROAD
PIESGROVE, NJ 08098

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$388	\$12,964	\$13,352



William Roper Early Childhood Learning Center
2016-2017

Grade Span PK-KG

33-5910-300
 SALEM
 WOODSTOWN-PILES GROVE REG
 211 EAST LAKE ROAD
 PILESGROVE, NJ 08098

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	13	120,724
Average years experience in public schools	13.9	11.8
Average years experience in district	12.5	10.5
Teachers in district for 4 or more years	77%	74%

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	13	9,506
Average years experience in public schools	20.5	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	92%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	76:1	113:1
Librarian/Media Specialists		1465:1
Nurses		488:1
Counselors		293:1
Child Study Team		366:1

William Roper Early Childhood Learning Center
2016-2017

Grade Span PK-KG

33-5910-300
SALEM
WOODSTOWN-PIESGROVE REG
211 EAST LAKE ROAD
PIESGROVE, NJ 08098

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	95%



William Roper Early Childhood Learning Center
2016-2017

Grade Span PK-KG




33-5910-300
 SALEM
 WOODSTOWN-PILES GROVE REG
 211 EAST LAKE ROAD
 PILESGROVE, NJ 08098

School General Info

Principal:	Ms. Cioffi	Email Address:	cioffi.d@woodstown.org
Address:	211 EAST LAKE ROAD PILES GROVE, NJ 08098	Website:	https://www.woodstown.org/Domain/533
Phone:	(856)769-0144	Twitter:	https://twitter.com/ECLCWolverines

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:	<ul style="list-style-type: none"> • The William Roper Early Childhood Learning Center houses pre-kindergarten and kindergarten students. • Technology is part of our school day with our school utilizing nearly 55 iPads. • Our students are provided the skills and knowledge to become productive citizens in our democratic society.
 Mission, Vision, Theme:	<p>Mission Statement: The Woodstown-Pilesgrove Regional Board of Education is focused on fostering the full potential of each student. The William Roper ECLC includes a "theme" each year in addition to the Mission Statement. The theme for 2017-2018 is "It's a Pirates Life for Us".</p>
 Awards, Recognition, Accomplishments:	<p>Positive behavior is encouraged through the STARS program. Each month a class organizes and performs a service project for the community and the students are recognized at our STARS assembly.</p>



William Roper Early Childhood Learning Center
2016-2017

Grade Span PK-KG

33-5910-300
SALEM
WOODSTOWN-PIESGROVE REG
211 EAST LAKE ROAD
PIESGROVE, NJ 08098

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.



Courses, Curriculum, Instruction:

Literacy and language development is integrated into all activities with our focus on creating successful and independent readers and writers. Students use the Learning Center model to analyze a situation in order to know how to approach and manage it. Students learn how to work in cooperative groups and share findings.



Before and After School Programs:

William Roper ECLC students can participate in the Before and After School program that is run by SAC at the Shoemaker School. Students are transported from the William Roper ECLC to the Shoemaker School for the program.







**William Roper Early Childhood Learning Center
2016-2017**

Grade Span PK-KG

**33-5910-300
SALEM
WOODSTOWN-PILES GROVE REG
211 EAST LAKE ROAD
PILES GROVE, NJ 08098**

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.

 <p>Staff and Professional Learning:</p>	<p>Faculty participate in ongoing professional development in order to provide students with up-to-date, researched-based teaching practices. The EdConnect system is used to best determine the needs of the individual student.</p>
 <p>Student Supports and Services:</p>	<p>We have a highly qualified staff who address the needs of all students. An Advisory Council consisting of parents, teachers and administrators has been established to provide opportunities for input for our school.</p>
 <p>Student Health and Wellness:</p>	<p>A nutritionally balanced breakfast and lunch is served at the William Roper ECLC for students. All students have physical education to promote health and wellness as well as recess time. This year we have partnered with the Birds Eye Family Success Center and implemented the Parents as Partner Program.</p>
 <p>Parent and Community Involvement:</p>	<p>Community support is provided through the Rotary Club, Junior Woman's Club, Salem County Prosecutor's Office, 4-H Association and local businesses to name a few. Our PTO meets monthly to plan and discuss students events.</p>



**William Roper Early Childhood Learning Center
2016-2017**

Grade Span PK-KG

**33-5910-300
SALEM
WOODSTOWN-PIESGROVE REG
211 EAST LAKE ROAD
PIESGROVE, NJ 08098**

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.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

A climate survey will be completed in the spring of 2018.



Facilities:

The William Roper ECLC was erected four years ago as part of a district bond referendum. Our school is a reflection of the latest trends in early childhood education and what are considered, "Best Practices."




Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
 SALEM
 WOODSTOWN-PIESGROVE REG
 WOODSTOWN HIGH SCHOOL
 140 EAST AVENUE
 WOODSTOWN, NJ 08098-1392

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILESGROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	148	157	158
10	167	134	152
11	180	165	135
12	172	174	177
Ungraded	3	2	3
Total	669	632	625

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	2014-15	2015-16	2016-17
Female	49%	49%	46%
Male	51%	51%	54%
Economically Disadvantaged Students	22%	20%	21%
Students with Disabilities	14%	12%	15%
English Learners	1%	1%	1%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	78.4%
Black or African American	9.8%
Hispanic	6.3%
Asian	1.9%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	3.2%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	614
Shared Time Students	20
Full Time Equivalent	624

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. All other students are included in Other Languages.

Home Language	% of Students
English	97.8%
Spanish	2.0%
Other	0.2%



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	364	99.7	49.50	61.40	54.90	49.5	51	Met Target†
White	283	99.6	53.00	64.90	63.90	53	52.7	Met Target
Hispanic	27	100.0	44.40	61.60	39.80	44.4	58.2	Met Target†
Black or African American	33	100.0	27.30	39.60	35.20	27.3	26.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	13	100.0	30.80	52.50	54.90	30.8	**	**
Female	173	100.0	63.00	70.10	62.20	63		
Male	191	99.5	37.20	53.20	48.10	37.2		
Economically Disadvantaged Students	69	100.0	42.00	48.90	36.20	42	39.8	Met Target
Non-Economically Disadvantaged Students	295	99.7	51.20	65.50	65.80	51.2		
Students with Disabilities	56	100.0	10.70	23.80	20.50	10.7	12	Met Target†
Students without Disabilities	308	99.7	56.50	70.30	61.90	56.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	50.00	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PIESGROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	182	752	752	749	7%	12%	26%	47%	8%	56%	52%
White	136	756	756	757	*	*	26%	51%	10%	61%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	19	734	734	730	*	*	*	*	0%	32%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	93	760	760	756	*	*	20%	56%	*	69%	60%
Male	89	743	743	741	*	*	33%	38%	*	42%	43%
Economically Disadvantaged Students	37	739	739	731	*	*	*	41%	*	43%	32%
Non-Economically Disadvantaged Students	145	755	755	758	*	*	*	49%	*	59%	62%
Students with Disabilities	29	710	710	714	*	*	*	*	*	*	13%
Students without Disabilities	153	760	760	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	179	739	739	743	23%	13%	21%	31%	12%	43%	46%
White	144	740	740	749	24%	10%	21%	32%	13%	45%	52%
Hispanic	15	750	750	728	*	*	*	*	*	47%	34%
Black or African American	14	718	718	725	*	*	*	*	0%	21%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	80	758	758	752	*	*	20%	34%	*	56%	54%
Male	99	724	724	734	*	*	22%	29%	*	32%	39%
Economically Disadvantaged Students	29	730	730	726	*	*	*	38%	0%	38%	32%
Non-Economically Disadvantaged Students	150	741	741	751	*	*	*	30%	14%	44%	54%
Students with Disabilities	24	698	698	704	63%	*	*	*	0%	13%	12%
Students without Disabilities	155	746	746	749	17%	*	*	*	14%	48%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	179	739	739	745	23%	13%	21%	31%	12%	43%	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	157	745	745	736	14%	13%	26%	37%	10%	47%	38%
White	132	747	747	738	14%	12%	24%	39%	11%	50%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	11	725	725	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	756	N	N	N	N	N	N	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	83	760	760	744	*	*	22%	49%	*	65%	46%
Male	74	728	728	729	*	*	30%	23%	*	27%	31%
Economically Disadvantaged Students	23	737	737	729	*	*	*	*	*	30%	32%
Non-Economically Disadvantaged Students	134	746	746	740	*	*	*	*	*	50%	42%
Students with Disabilities	20	699	699	709	*	*	*	*	*	*	12%
Students without Disabilities	137	752	752	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

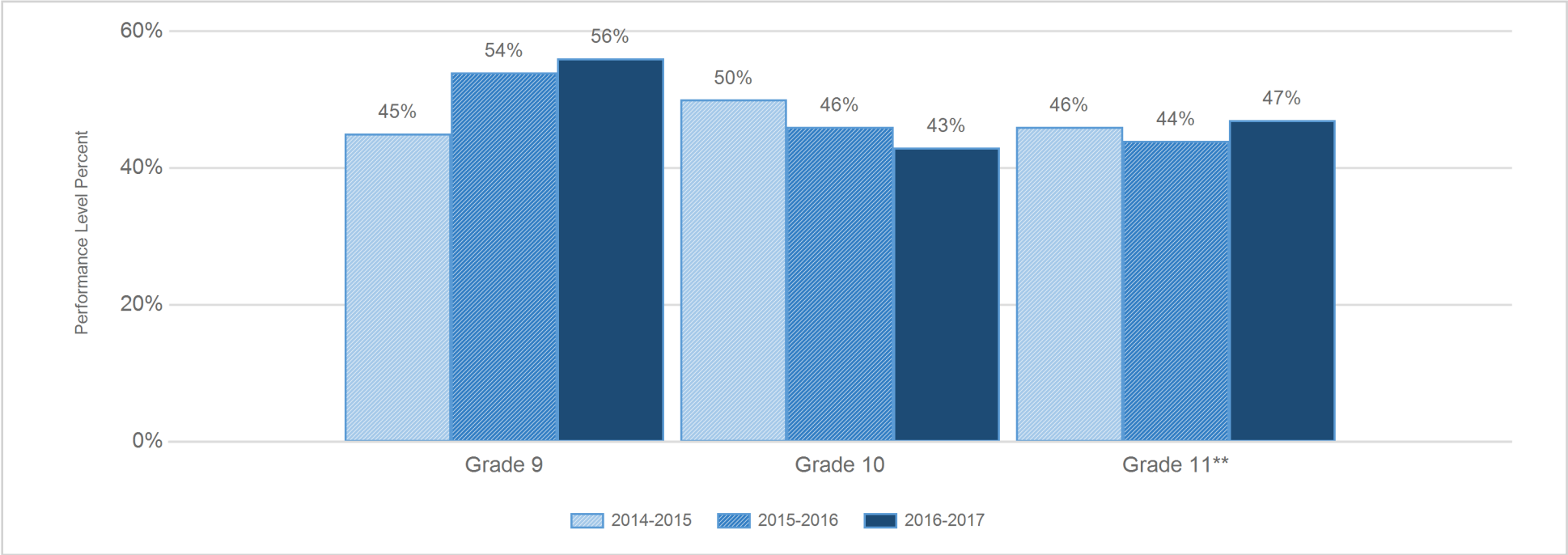


Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILESGROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/ELS exam and their performance may not be reflected in the results.



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PIESGROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	358	99.7	30.40	40.10	43.50	30.4	38.7	Not Met
White	279	99.6	33.30	44.90	52.40	33.3	42.3	Not Met
Hispanic	26	100.0	30.80	37.20	27.60	30.8	35.6	Met Target†
Black or African American	32	100.0	*	*	21.70	*	14.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	13	100.0	*	*	44.90	*	**	**
Female	169	100.0	34.30	41.80	44.10	34.3		
Male	189	99.5	27.00	38.40	42.90	27		
Economically Disadvantaged Students	67	100.0	17.90	22.90	25.10	17.9	26.1	Not Met
Non-Economically Disadvantaged Students	291	99.7	33.30	45.60	54.30	33.3		
Students with Disabilities	51	100.0	*	*	16.50	*	N	N
Students without Disabilities	307	99.7	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	107	728	737	743	14%	28%	39%	19%	0%	19%	42%
White	77	728	739	751	14%	27%	39%	20%	0%	20%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	15	729	*	724	*	*	*	*	0%	13%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	49	729	740	744	*	25%	43%	20%	*	20%	43%
Male	58	727	734	741	*	31%	36%	17%	*	17%	40%
Economically Disadvantaged Students	25	728	*	727	*	*	40%	*	0%	20%	23%
Non-Economically Disadvantaged Students	82	728	*	751	*	*	39%	*	0%	18%	52%
Students with Disabilities	27	708	*	714	*	*	*	*	*	*	10%
Students without Disabilities	80	735	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILESGROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

Mathematics Assessment - Performance by Test: Geometry

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	180	736	736	734	*	26%	39%	28%	*	29%	30%
White	138	738	738	740	*	22%	40%	33%	*	33%	38%
Hispanic	17	732	732	722	0%	*	*	*	0%	24%	14%
Black or African American	15	719	719	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	81	738	738	735	*	20%	41%	35%	*	36%	31%
Male	99	734	734	733	*	31%	38%	23%	*	24%	30%
Economically Disadvantaged Students	36	729	729	721	*	36%	44%	*	*	14%	13%
Non-Economically Disadvantaged Students	144	738	738	740	*	24%	38%	*	*	33%	39%
Students with Disabilities	24	707	707	711	*	*	*	*	*	*	*
Students without Disabilities	156	740	740	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILESGROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

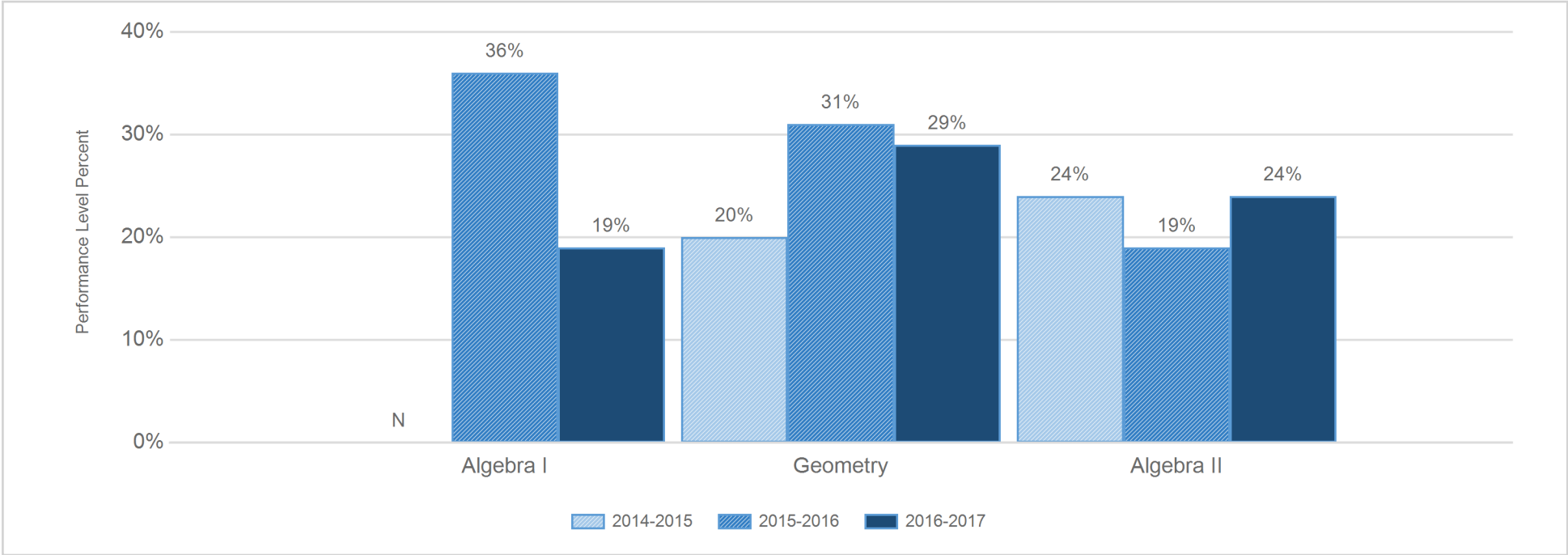
Mathematics Assessment - Performance by Test: Algebra II

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	157	724	724	725	25%	*	28%	24%	*	24%	28%
White	129	727	727	731	22%	*	32%	25%	*	26%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	13	693	693	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	82	727	727	725	*	23%	32%	23%	*	24%	27%
Male	75	721	721	725	*	23%	24%	24%	*	24%	29%
Economically Disadvantaged Students	23	705	705	708	*	*	*	*	*	13%	13%
Non-Economically Disadvantaged Students	134	727	727	733	*	*	*	*	*	26%	35%
Students with Disabilities	17	684	684	692	*	*	*	*	*	*	*
Students without Disabilities	140	729	729	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	157	724	724	726	25%	*	28%	24%	*	24%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILESGROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

Alternate Assessments - 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
9	N	N
10	N	N
11	*	*

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. The table also shows 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
1	*	*	*
2	N	N	N
3	N	N	N
4	*	*	*
5+	N	N	N



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PIESGROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

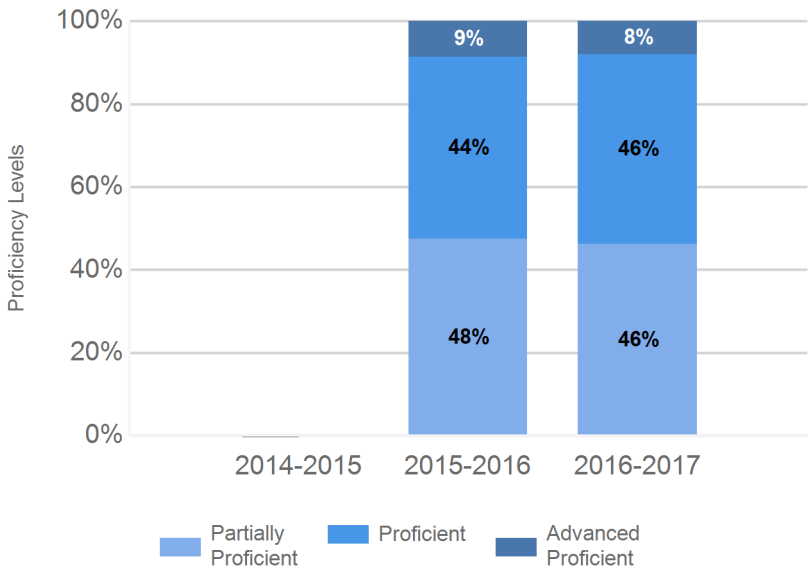
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	8%	46%	46%
White	*	46%	44%
Hispanic	N	*	*
Black or African American	N	35%	65%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	N	42%	59%
Students with Disabilities	N	*	*
English Learners	N	N	N

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





Woodstown High School
2016-2017

Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILESGROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	88.3%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	18.6%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	495	481	Varies By Grade	77%	67%
PSAT - Math	488	483	Varies By Grade	52%	49%
SAT - Reading and Writing	566	551	480	90%	77%
SAT - Math	558	552	530	63%	58%
ACT - Reading	24	24	22	64%	65%
ACT - English	24	24	18	94%	79%
ACT - Math	24	24	22	67%	65%
ACT - Science	23	23	23	58%	54%



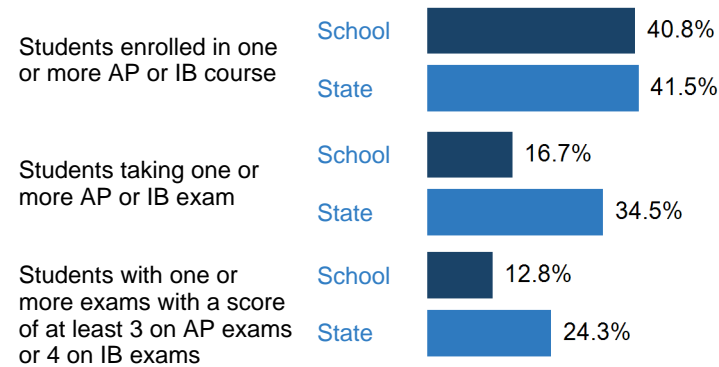
Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

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

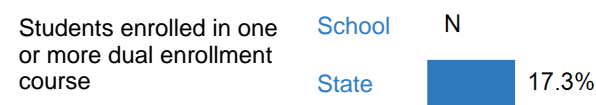
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	29	12
AP Calculus AB	21	8
AP Chemistry	13	5
AP English Literature and Composition	87	26
AP Physics 1	0	4
AP Physics B	23	0
AP Spanish Language	7	0
AP Statistics	14	6
AP U.S. Government and Politics	47	15
Total Exams Taken		76
Exams with scores of at least 3 on AP exams or 4 on IB exams		59



Woodstown High School
2016-2017
Grade Span 09-12

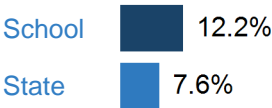
33-5910-050
SALEM
WOODSTOWN-PILESGROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

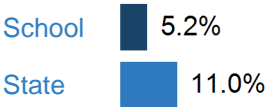
Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

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



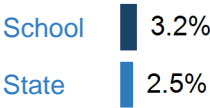
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Human Services	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

**Students may earn credentials in more than one Career Cluster



Woodstown High School
2016-2017

Grade Span 09-12

33-5910-050

SALEM

WOODSTOWN-PILES GROVE REG

WOODSTOWN HIGH SCHOOL

140 EAST AVENUE

WOODSTOWN, NJ 08098-1392

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	90	64	1	0	0	0	6
10	3	103	56	1	0	0	16
11	1	6	73	42	4	8	13
12	0	2	4	21	46	37	48
Schoolwide	94	175	134	64	50	45	83
Enrolled in AP/IB Course					21	14	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	145	0	0	0	0	7
10	7	110	3	8	0	21
11	5	20	3	23	54	35
12	26	9	29	44	29	33
Schoolwide	183	139	35	75	83	96
Enrolled in AP/IB Course	29	13		0	23	0



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	154	3	0	0	0	0
10	6	149	0	0	0	0
11	0	130	0	0	7	14
12	0	21	0	0	58	30
Schoolwide	160	303	0	0	65	44
Enrolled in AP/IB Course	0	0	0	0	0	47

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	88	36	0	0	0	0	0
10	90	48	0	0	0	0	0
11	30	27	0	0	0	0	0
12	25	22	0	0	0	0	0
Schoolwide	233	133	0	0	0	0	0
Enrolled in AP/IB Course	7	0	0	0	0	0	0
Enrolled in Level 3 or Higher	47	41	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



Woodstown High School
2016-2017
Grade Span 09-12

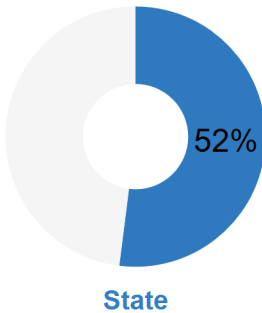
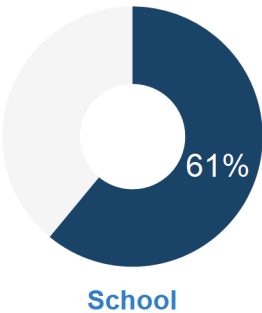
33-5910-050
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

Visual and Performing Arts – Course Participation

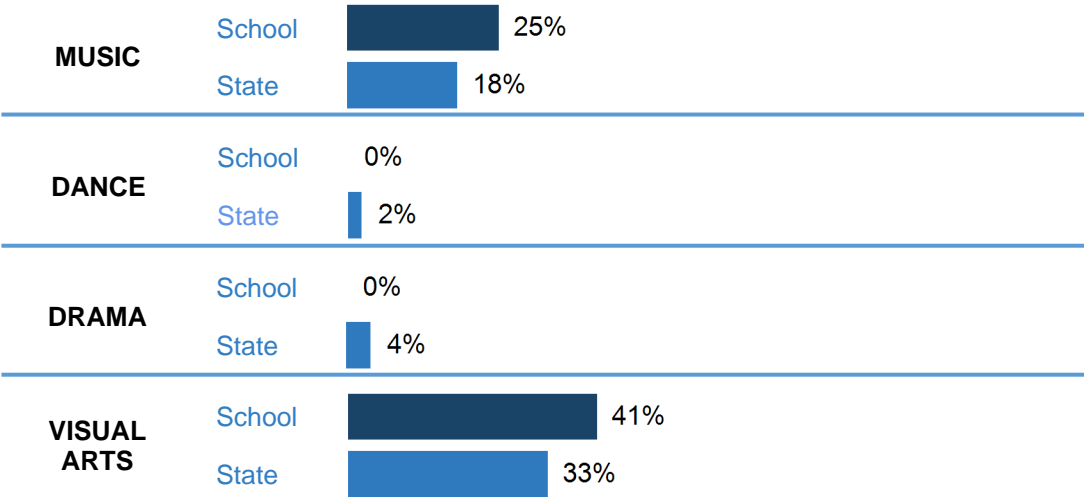
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	95.2%	90.5%	96.3%	91.8%	95.2%	N	Met Goal	97.7%	N	Met Goal
White	95.3%	94.5%	96.4%	95.1%	95.1%	N	Met Goal	97.9%	N	Met Goal
Hispanic	*	84.3%	*	86.3%	*	**	**	*	**	**
Black or African American	94.7%	83.4%	100.0%	85.3%	100.0%	**	**	94.1%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	88.6%	83.9%	92.3%	85.6%	92.3%	95.0%	Not Met	95.0%	N	Met Goal
Students with Disabilities	85.2%	78.8%	86.2%	82.1%	79.3%	91.4%	Not Met	91.2%	87.9%	Met Target
English Learners	*	76.1%	N	79.7%	N	**	**	N	N	N
Homeless Students	N	73.2%	*	74.4%	*	*	N	*		

** ESSA accountability targets are only included if data is available for at least 20 students

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	95.2%	-
2016	95.2%	96.3%
2015	97.7%	97.7%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0%	1.1%
2015-2016	0.8%	1.1%
2014-2015	0.3%	1.1%



Woodstown High School
2016-2017

Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	64.5%	30.6%	69.4%
White	65.9%	30.8%	69.2%
Hispanic	*	*	0%
Black or African American	55.6%	20%	80%
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	54.8%	47.1%	52.9%
Students with Disabilities	27.8%	60%	40%
English Learners	N	N	N

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	64.4%	36.6%	63.4%	79.5%	20.5%	59.8%	40.2%
White	63.8%	35.1%	65%	82.5%	17.5%	59.8%	40.2%
Hispanic	*	*	*	*	*	*	*
Black or African American	80%	41.7%	58.3%	50%	50%	58.3%	41.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	62.9%	45.5%	54.6%	77.3%	22.7%	63.6%	36.4%
Students with Disabilities	31.6%	66.7%	33.3%	83.3%	16.7%	66.7%	33.3%
English Learners	N	N	N	N	N	N	N



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

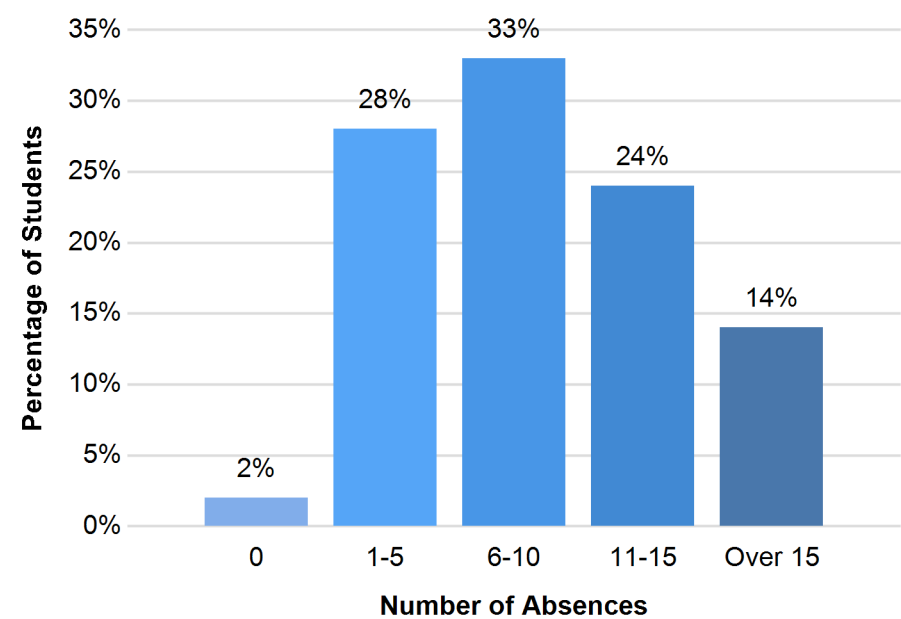
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.10	14.30	Met Target
White	9.10	14.30	Met Target
Hispanic	17.10	14.30	Not Met
Black or African American	6.30	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	9.10	14.30	Met Target
Economically Disadvantaged Students	11.30	14.30	Met Target
Students with Disabilities	9.30	14.30	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



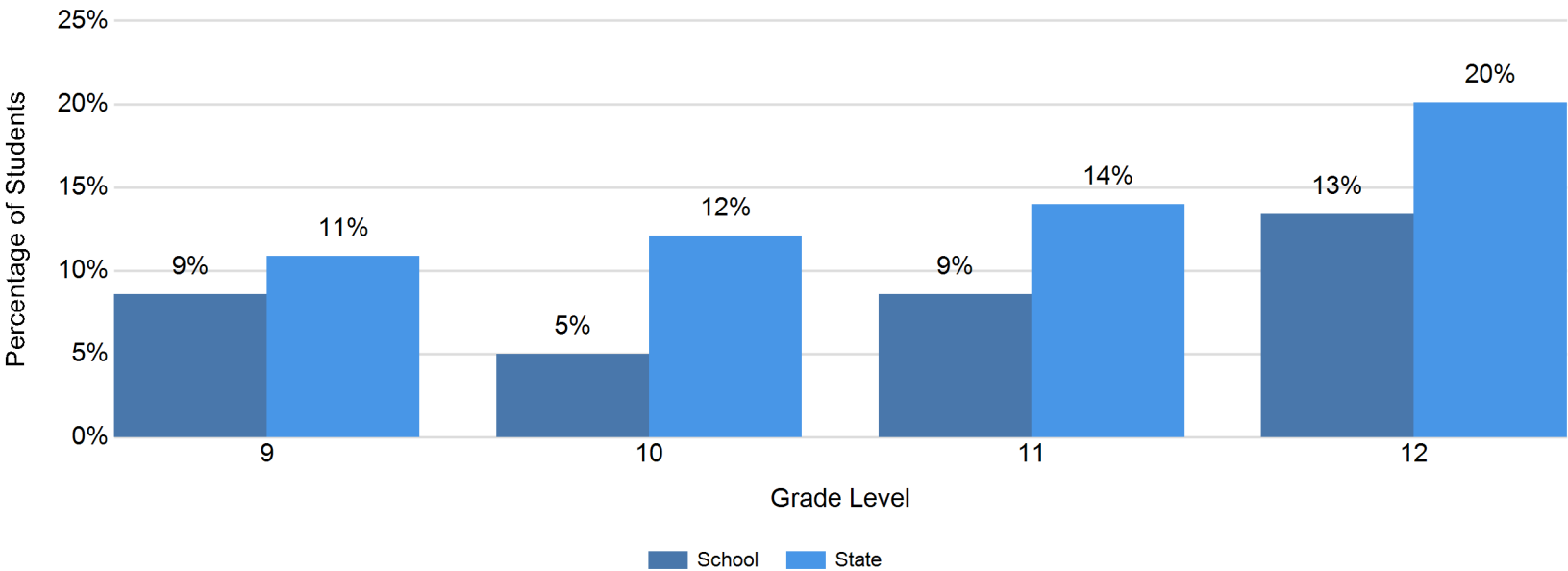


Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

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.

Category	School
Typical Start Time	7:35AM
Typical End Time	2:35PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 44 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	13
Vandalism	4
Weapons	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	3.21

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	9.3%
Out-of-School Suspensions	5.9%
Any Suspension	15.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	5.3:1	273.0 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$388	\$12,964	\$13,352



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
 SALEM
 WOODSTOWN-PILESGROVE REG
 WOODSTOWN HIGH SCHOOL
 140 EAST AVENUE
 WOODSTOWN, NJ 08098-1392

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	58	120,724
Average years experience in public schools	14.0	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	83%	74%

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	13	9,506
Average years experience in public schools	20.5	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	92%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	312:1	113:1
Librarian/Media Specialists		1465:1
Nurses		488:1
Counselors		293:1
Child Study Team		366:1



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PIESGROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	93%



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PIESGROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	57.5	17.5%
Mathematics Proficiency	50.4	17.5%
Graduation - 4-Year	55.2	25.0%
Graduation - 5-Year	81.4	25.0%
Chronic Absenteeism	68.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		63.3
Summative Rating: Percentile rank of Summative Score		66.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	63.3	6.2	No	Met Target†	Not Met	Met Target	Met Goal	Met Goal	No
White	56.6	6.2	No	Met Target	Not Met	Met Target	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
Black or African American	**	**	No	Met Target	Not Met	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	76.5	6.2	No	Met Target	Not Met	Met Target	Not Met	Met Goal	No
Students with Disabilities	54.3	6.2	No	Met Target†	N	Met Target	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	N	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Woodstown High School
2016-2017
Grade Span 09-12




33-5910-050
 SALEM
 WOODSTOWN-PILES GROVE REG
 WOODSTOWN HIGH SCHOOL
 140 EAST AVENUE
 WOODSTOWN, NJ 08098-1392

School General Info

Principal:	Dr. Hoopes	Email Address:	hoopes.s@woodstown.org
Address:	WOODSTOWN HIGH SCHOOL 140 EAST AVENUE WOODSTOWN, NJ 08098-1392	Website:	https://www.woodstown.org/Domain/8
Phone:	(856)769-0144	Facebook:	https://www.facebook.com/WoodstownWolverines/
		Twitter:	https://twitter.com/WoodstownHigh

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:	<ul style="list-style-type: none"> • Woodstown High School offers dual credit courses in partnership with Salem Community College and Rutgers University. • Participation in the Renaissance Program for 14 years. • Students can participate in over 36 activities outside of the classroom.
 Mission, Vision, Theme:	<p>Mission Statement: The Woodstown-Pilesgrove Regional Board of Education is focused on fostering the full potential of each student. The High School theme for 2017-2018 is "I Am the Link that Binds Us & Together We are Woodstown Strong"</p>
 Awards, Recognition, Accomplishments:	<p>The Class of 2016 initiated "Buy A Brick Campaign" to create the WHS Centennial Walkway. The walkway represents not only Woodstown graduates but all who have helped shape student lives. The funds will be used for the Renaissance program and the School Foundation to support students.</p>






Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PIESGROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

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.

 Courses, Curriculum, Instruction:	<p>A dual credit agreement is in effective between the Salem County Community College and Woodstown High School. Students can receive college credit for some of their high school classes. Our Ag Science class works with Rutgers University for college credit.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys), Bowling (Co-ed), Cross-Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Co-ed), Wrestling (Boys)</p> <p>Girls tennis team are Diamond Conference Co-Champions, girls swimming achieved Diamond Conference Champion, winter track is South Jersey Group I Champion with 2 team members as State Champs in their events. Boys tennis are Diamond Conference Champs. Wrestlers placed 3rd, 4th and 5th in the state.</p>
 Clubs and Activities:	<p>Woodstown High School offers a vast amount of extra curricular activities including National Honor Society, Drama Club, Environmental Club, Odyssey of the Minda, SADD, Key Club, FFA, FBLA, Yearbook and the DuPont Academic League.</p>








Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
 SALEM
 WOODSTOWN-PIESGROVE REG
 WOODSTOWN HIGH SCHOOL
 140 EAST AVENUE
 WOODSTOWN, NJ 08098-1392

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.

 Staff and Professional Learning:	<p>Staff engage in professional growth and training in the areas of learning theory, differentiated instruction, brain-based learning, technology integration and the art of inclusion. During in-service programs, staff share information with their colleagues at Professional Learning Community meetings and faculty meetings.</p>
 Postsecondary Information:	<p>Students receive information in their English Class on filling out the FAFSA and workshops are held for parents. 48% of students attend a 4 year college; 28% attend a 2 year college; 5% go into the military.</p>
 Student Supports and Services:	<p>After school tutoring is available for Math, Science and English to provide targeted assistance for students. Staff volunteer as mentors to assist at-risk students on a regular basis to help their behavior and improve academic performance.</p>
 Student Health and Wellness:	<p>A nutritionally balanced breakfast and lunch is served at the High School. All students have physical education and health class to promote healthy living.</p>
 Parent and Community Involvement:	<p>Woodstown High School has strong parent and community support through the FFA Alumni, Odyssey of the Mind, Band and Choir Boosters, Project Graduation and the Principal's Parent Alliance committee.</p>





Woodstown High School
2016-2017
Grade Span 09-12

33-5910-050
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN HIGH SCHOOL
140 EAST AVENUE
WOODSTOWN, NJ 08098-1392

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.

<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>A climate survey will be completed in the spring of 2018.</p>
<div>Facilities:</div>	<p>Our Middle and High School have been part of a referendum project to update the facilities. The reconstruction is almost complete.</p>




Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	88	91	85
7	109	91	91
8	87	104	88
Ungraded	10	4	1
Total	294	290	265

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	2014-15	2015-16	2016-17
Female	52%	52%	50%
Male	48%	48%	50%
Economically Disadvantaged Students	37%	32%	30%
Students with Disabilities	21%	20%	18%
English Learners	1%	0%	0%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	69.4%
Black or African American	12.1%
Hispanic	10.9%
Asian	0.8%
Native Hawaiian or Pacific Islander	0.8%
American Indian or Alaska Native	0.0%
Two or More Races	6.0%

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. All other students are included in Other Languages.

Home Language	% of Students
English	98.1%
Spanish	1.9%



Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	255	94.8	78.40	61.40	54.90	78.2	71.7	Met Target
White	178	94.7	82.60	64.90	63.90	82.3	75.8	Met Goal
Hispanic	27	90.0	70.30	61.60	39.80	66.7	73.4	Met Target†
Black or African American	30	96.8	63.30	39.60	35.20	63.3	57.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	16	100.0	75.10	52.50	54.90	75.1	**	**
Female	122	92.4	86.10	70.10	62.20	83.8		
Male	133	97.1	71.40	53.20	48.10	71.4		
Economically Disadvantaged Students	68	90.7	64.70	48.90	36.20	61.7	48.8	Met Target
Non-Economically Disadvantaged Students	187	96.4	83.50	65.50	65.80	83.5		
Students with Disabilities	45	90.0	40.00	23.80	20.50	37.9	25	Met Target
Students without Disabilities	210	95.9	86.60	70.30	61.90	86.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	81	758	758	752	*	*	25%	59%	*	68%	54%
White	61	762	762	758	0%	*	20%	67%	*	77%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	36	762	762	758	*	*	*	56%	*	69%	61%
Male	45	754	754	746	*	*	*	62%	*	67%	46%
Economically Disadvantaged Students	18	748	748	737	*	*	*	61%	*	61%	34%
Non-Economically Disadvantaged Students	63	761	761	761	*	*	*	59%	*	70%	65%
Students with Disabilities	13	735	735	722	*	*	*	*	*	23%	17%
Students without Disabilities	68	762	762	758	*	*	*	*	*	77%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	81	758	758	753	*	*	25%	59%	*	68%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	88	776	776	756	*	*	*	42%	42%	84%	59%
White	58	782	782	764	*	*	*	35%	52%	86%	69%
Hispanic	14	771	771	742	*	0%	*	*	*	79%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	44	782	782	764	*	*	*	43%	50%	93%	68%
Male	44	770	770	749	*	*	*	41%	34%	75%	51%
Economically Disadvantaged Students	28	756	756	739	*	*	*	46%	*	68%	40%
Non-Economically Disadvantaged Students	60	785	785	766	*	*	*	40%	*	92%	70%
Students with Disabilities	17	744	744	719	*	*	*	*	*	47%	19%
Students without Disabilities	71	784	784	763	*	*	*	*	*	93%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	*	*	*	708	*	*	*	*	*	*	15%



Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	85	780	780	757	*	*	13%	44%	40%	84%	59%
White	58	785	785	764	*	0%	*	40%	47%	86%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	14	768	768	738	0%	0%	*	*	*	71%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	42	789	789	766	*	*	*	41%	52%	93%	68%
Male	43	772	772	749	*	*	*	47%	28%	74%	50%
Economically Disadvantaged Students	21	764	764	739	*	*	*	48%	*	67%	40%
Non-Economically Disadvantaged Students	64	786	786	766	*	*	*	42%	*	89%	69%
Students with Disabilities	14	754	754	718	*	*	*	*	*	50%	18%
Students without Disabilities	71	786	786	764	*	*	*	*	*	90%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	85	780	780	759	*	*	13%	44%	40%	84%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

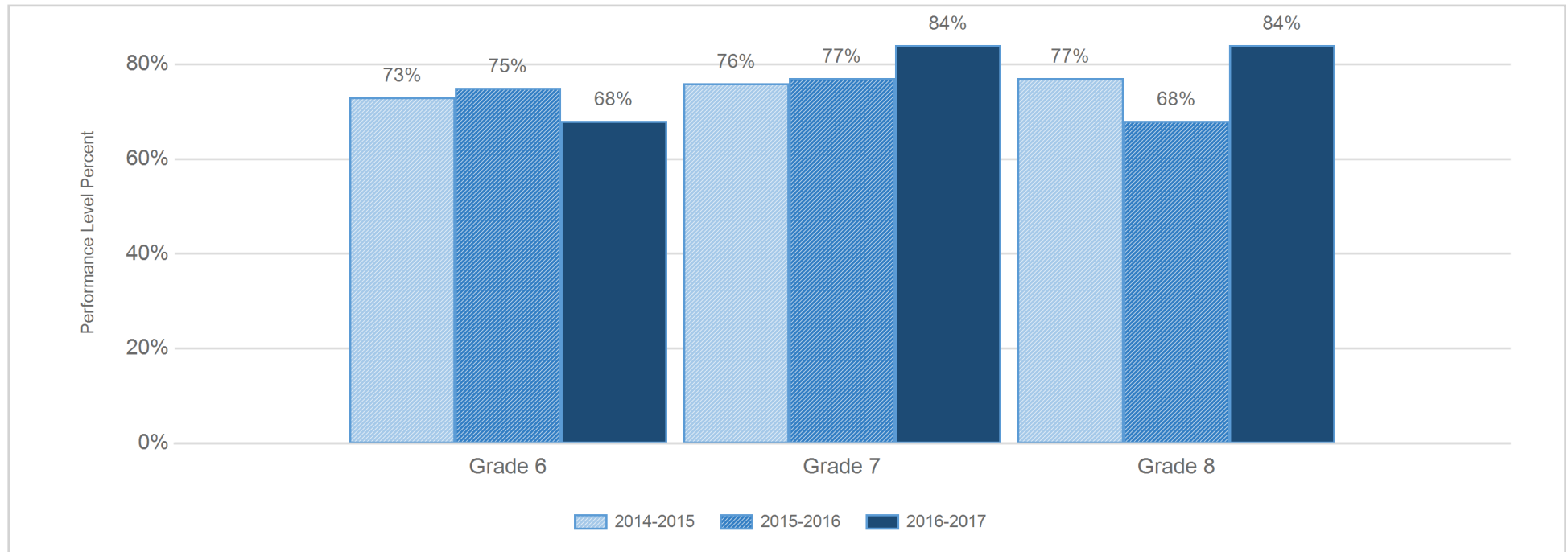


Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PIESGROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	255	94.8	36.90	40.10	43.50	36.7	43	Not Met
White	178	94.7	44.40	44.90	52.40	44.2	50	Met Target†
Hispanic	27	90.0	25.90	37.20	27.60	24.6	33.6	Met Target†
Black or African American	30	96.8	13.30	*	21.70	13.3	19.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	16	100.0	12.50	*	44.90	12.5	**	**
Female	122	92.4	37.70	41.80	44.10	36.7		
Male	133	97.1	36.10	38.40	42.90	36.1		
Economically Disadvantaged Students	68	90.7	14.70	22.90	25.10	14	24.4	Not Met
Non-Economically Disadvantaged Students	187	96.4	44.90	45.60	54.30	44.9		
Students with Disabilities	45	90.0	11.10	*	16.50	10.5	15.1	Met Target†
Students without Disabilities	210	95.9	42.40	*	48.80	42.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	81	736	736	743	*	27%	42%	24%	*	25%	44%
White	61	740	740	751	*	23%	44%	28%	*	30%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	36	737	737	745	*	*	39%	*	*	22%	45%
Male	45	736	736	742	*	*	44%	*	*	27%	43%
Economically Disadvantaged Students	18	725	725	728	*	*	*	*	*	11%	24%
Non-Economically Disadvantaged Students	63	739	739	752	*	*	*	*	*	29%	56%
Students with Disabilities	13	713	713	717	*	*	*	*	*	*	13%
Students without Disabilities	68	741	741	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	81	736	736	745	*	27%	42%	24%	*	25%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Woodstown Middle School
2016-2017

Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	88	746	746	741	*	15%	33%	46%	*	49%	40%
White	58	751	751	748	*	*	29%	52%	*	57%	49%
Hispanic	14	737	737	730	0%	*	*	*	0%	36%	23%
Black or African American	10	734	734	726	*	*	*	*	0%	30%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	44	746	746	743	*	*	39%	48%	*	48%	41%
Male	44	746	746	740	*	*	27%	43%	*	50%	38%
Economically Disadvantaged Students	28	733	733	729	*	*	39%	*	*	25%	22%
Non-Economically Disadvantaged Students	60	752	752	749	*	*	30%	*	*	60%	50%
Students with Disabilities	17	728	728	716	*	*	*	*	*	18%	11%
Students without Disabilities	71	750	750	746	*	*	*	*	*	56%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	*	*	*	708	*	*	*	*	*	*	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Woodstown Middle School
2016-2017

Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILESGROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	725	725	728	*	32%	44%	*	0%	12%	28%
White	29	733	733	736	*	*	55%	*	0%	17%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	12	711	711	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	18	717	717	730	*	*	*	*	*	*	30%
Male	32	730	730	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	17	709	709	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	33	734	734	734	*	*	*	*	*	*	34%
Students with Disabilities	12	718	718	705	*	*	*	*	*	*	*
Students without Disabilities	38	728	728	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	50	725	725	729	*	32%	44%	*	0%	12%	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Woodstown Middle School
2016-2017

Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

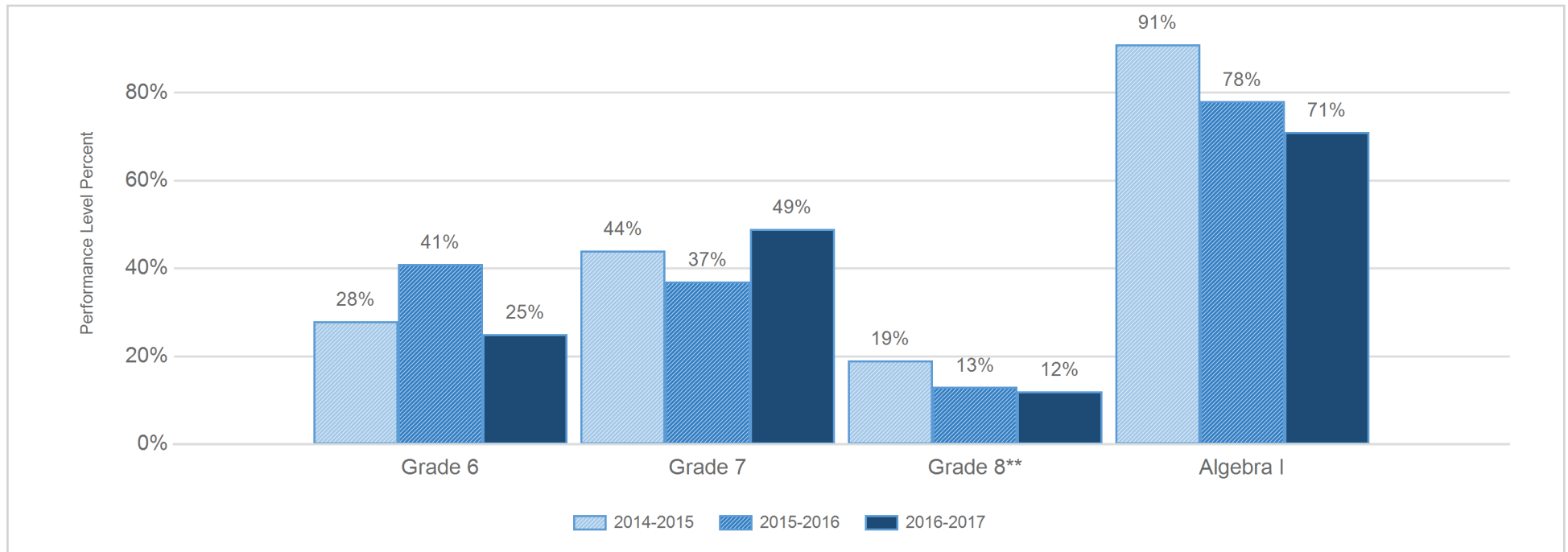
Mathematics Assessment - Performance by Test: Algebra I

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	35	765	737	743	0%	*	*	66%	*	71%	42%
White	29	767	739	751	0%	0%	*	76%	*	79%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	24	763	740	744	0%	*	*	*	*	67%	43%
Male	11	768	734	741	0%	*	*	*	*	82%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	35	765	*	745	0%	*	*	66%	*	71%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILESGROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

Alternate Assessments - 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	N	N
8	*	*

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. The table also shows 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
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

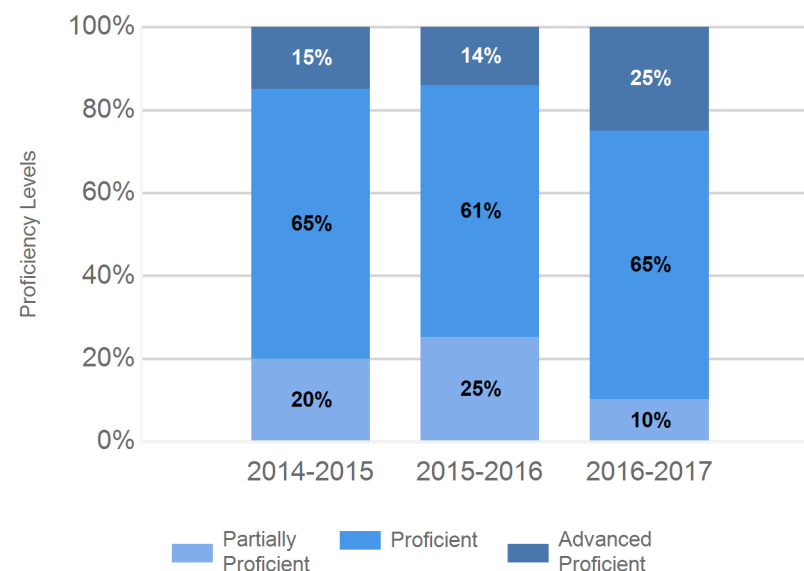
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	25%	65%	10%
White	33%	62%	5%
Hispanic	*	*	*
Black or African American	*	80%	13%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	5%	77%	18%
Students with Disabilities	8%	75%	17%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	56	49	50	Met Target	45	44	50	Met Target
White	60	52	50	Exceeds Target	45	44	52	Met Target
Hispanic	54	49	49	Met Target	48	58	47	Met Target
Black or African American	50.5	39	45	Met Target	53.5	50	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	35	51	**	*	32	52	**
Economically Disadvantaged	58.5	49	47	Met Target	46	45	46	Met Target
Students with Disabilities	66	55	41	Exceeds Target	55.5	42	43	Met Target
English Learners	*	*	53	**	*	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



Woodstown Middle School
2016-2017

Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

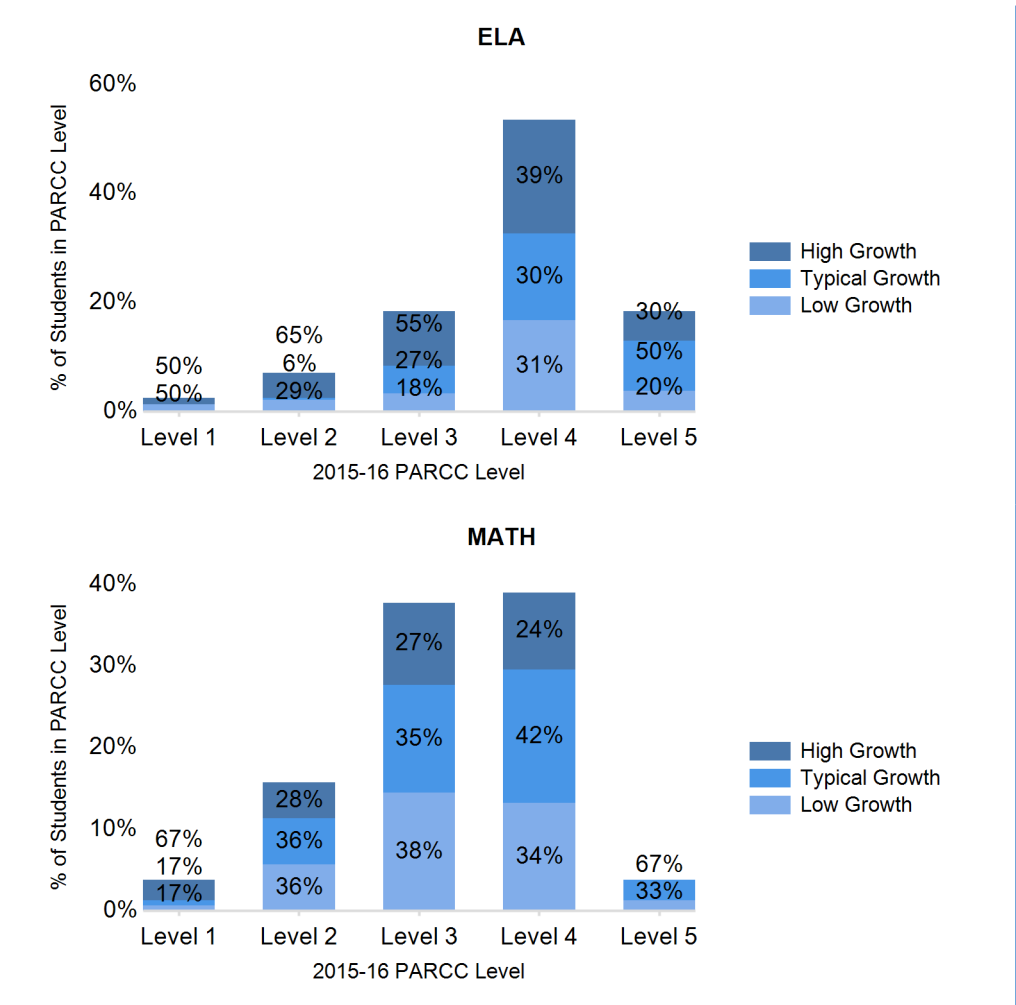
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

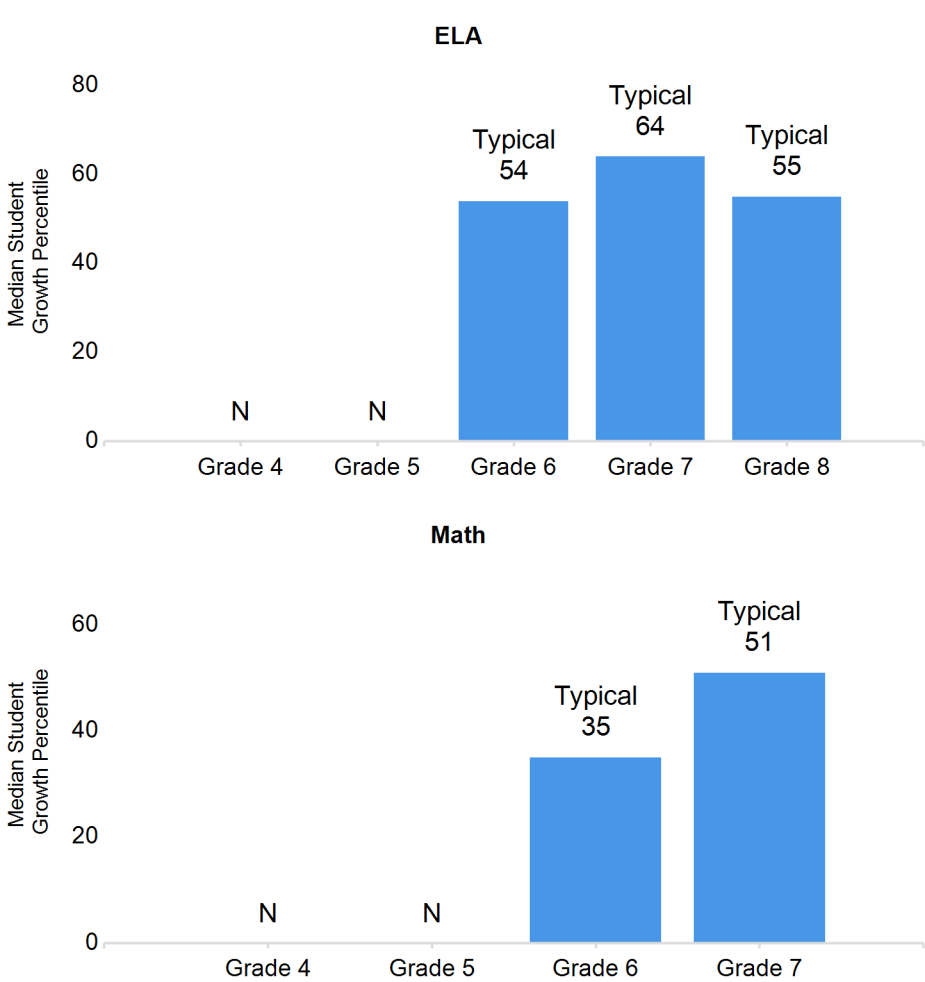
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	85
7	0	0	90
8	38	0	51
Schoolwide	38	0	226

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	84	0	0	0	0	0	0
7	88	0	0	0	0	0	0
8	89	0	0	0	0	0	0
Schoolwide	261	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



Woodstown Middle School
2016-2017
Grade Span 06-08

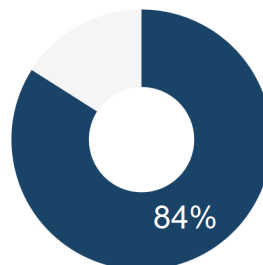
33-5910-070
SALEM
WOODSTOWN-PIESGROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

Visual and Performing Arts – Course Participation

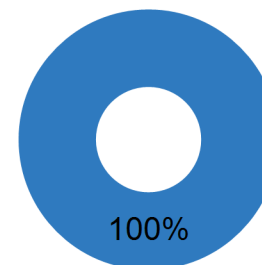
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

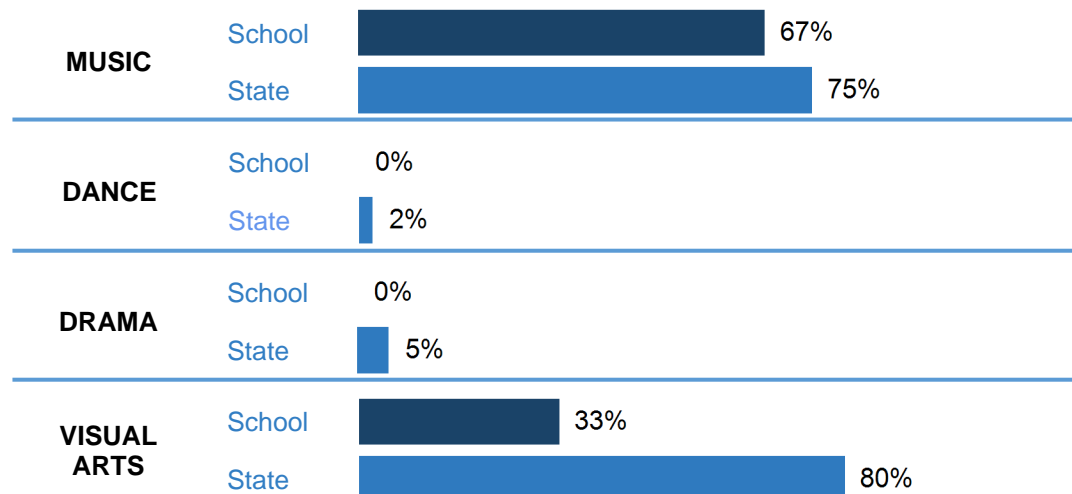


School



State

Students enrolled in one or more classes by discipline:





Woodstown Middle School
2016-2017

Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

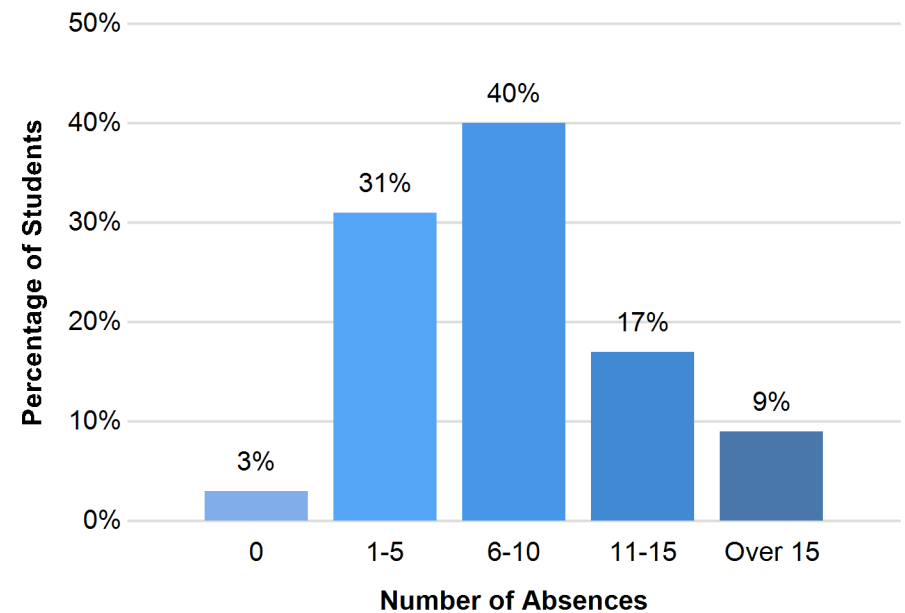
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.50	8.70	Met Target
White	3.70	8.70	Met Target
Hispanic	10.30	8.70	Not Met
Black or African American	3.20	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.30	8.70	Met Target
Students with Disabilities	8.00	8.70	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



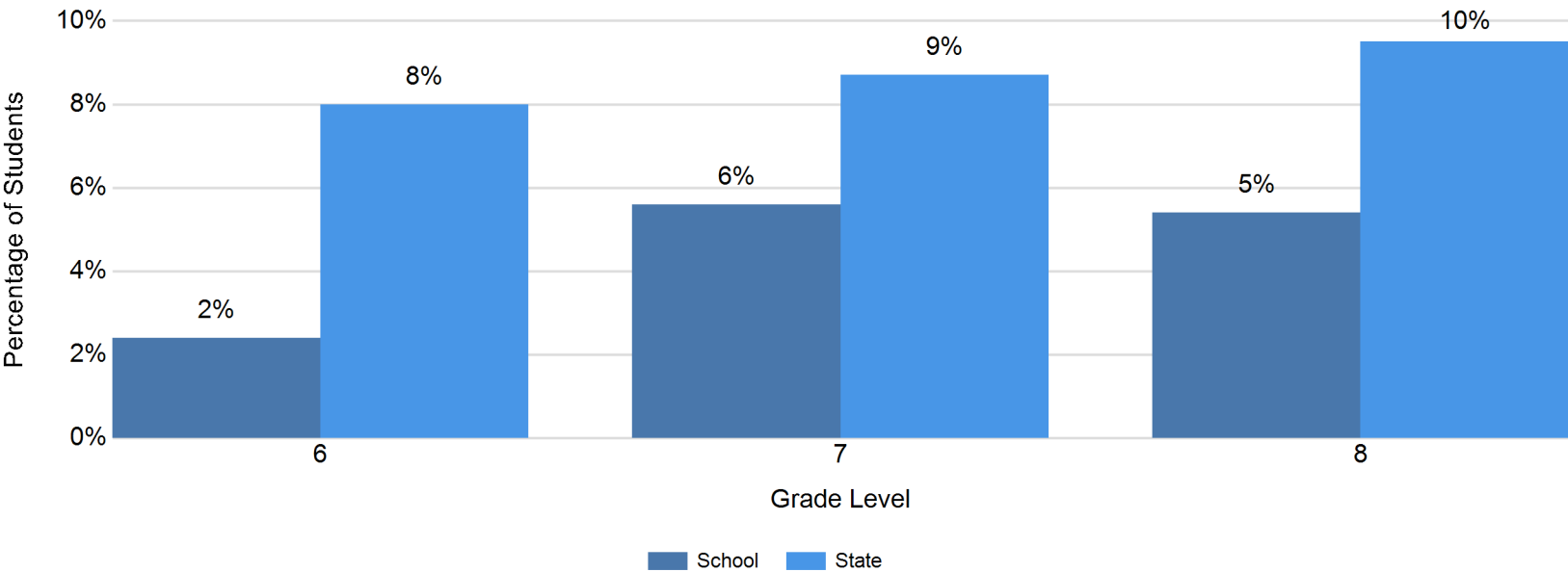


Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
 SALEM
 WOODSTOWN-PILES GROVE REG
 WOODSTOWN MIDDLE SCHOOL
 15 LINCOLN AVENUE
 WOODSTOWN, NJ 08098-1391

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.

Category	School
Typical Start Time	7:35AM
Typical End Time	2:35PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 54 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	10
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	4.15

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	8.3%
Out-of-School Suspensions	4.2%
Any Suspension	12.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PIESGROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.4:1	273.0 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$388	\$12,964	\$13,352



Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	25	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	9.8	10.5
Teachers in district for 4 or more years	64%	74%

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	13	9,506
Average years experience in public schools	20.5	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	92%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	265:1	113:1
Librarian/Media Specialists		1465:1
Nurses		488:1
Counselors		293:1
Child Study Team		366:1



Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PIESGROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

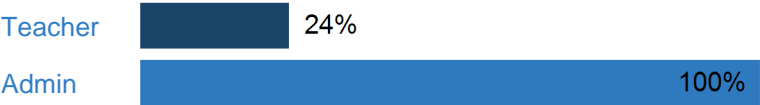
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	94%



Woodstown Middle School

2016-2017

Grade Span 06-08

33-5910-070

SALEM

WOODSTOWN-PILES GROVE REG

WOODSTOWN MIDDLE SCHOOL

15 LINCOLN AVENUE

WOODSTOWN, NJ 08098-1391

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	89.8	17.5%
Mathematics Proficiency	23.2	17.5%
English Language Arts Growth	79.2	25.0%
Mathematics Growth	42.0	25.0%
Chronic Absenteeism	74.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		61.3
Summative Rating: Percentile rank of Summative Score		68.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
 SALEM
 WOODSTOWN-PILES GROVE REG
 WOODSTOWN MIDDLE SCHOOL
 15 LINCOLN AVENUE
 WOODSTOWN, NJ 08098-1391

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	61.3	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	57.8	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Met Target	No
Hispanic	56.4	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	67.8	11.9	No	Met Target	Met Target†	Met Target	Met Target	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	64.3	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	76.5	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Woodstown Middle School
2016-2017
Grade Span 06-08




33-5910-070
 SALEM
 WOODSTOWN-PILES GROVE REG
 WOODSTOWN MIDDLE SCHOOL
 15 LINCOLN AVENUE
 WOODSTOWN, NJ 08098-1391

School General Info

Principal:	Mrs. Pessolano	Email Address:	pessolano.a@woodstown.org
Address:	WOODSTOWN MIDDLE SCHOOL 15 LINCOLN AVENUE WOODSTOWN, NJ 08098-1391	Website:	https://www.woodstown.org/Domain/9
Phone:	(856)769-0144	Facebook:	www.facebook.com/wmswolverines
		Twitter:	https://twitter.com/WMS_Wolverines

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:	<ul style="list-style-type: none"> • We encourage students and staff to "Bring Your Own Device" to enhance the use of technology. • Our Independent Reading (IR) program excites students about reading and has received accolades from across the state. • Our school is focused on shaping the "whole student" into a positive and productive citizen of our community.
 Mission, Vision, Theme:	<p>Mission Statement: The Woodstown-Pilesgrove Regional Board of Education is focused on fostering the full potential of each student.</p>
 Awards, Recognition, Accomplishments:	<p>Woodstown Middle School teachers have received grants for their innovative methods, some who have been recognized at the national level. Staff have been featured on the NJEA's "Classroom Close Up."</p>





Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

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.

 Courses, Curriculum, Instruction:	Teachers implement cross-curricular lessons in multiple classes which assist students in developing the skills and habits to succeed in the 21st century. Students have an Enrichment, Extended Time and Elective period which offer assistance, support and enrichment.
 Clubs and Activities:	Students can participate in National Junior Honor Society, Chess Club, Student Council, Junior Future Educators of America, Environmental Club, Yearbook and many more. We also have field hockey, cross country and intramural sports.







Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
 SALEM
 WOODSTOWN-PILES GROVE REG
 WOODSTOWN MIDDLE SCHOOL
 15 LINCOLN AVENUE
 WOODSTOWN, NJ 08098-1391

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.

 Staff and Professional Learning:	<p>In the core content areas of Math, ELA, Science and Social Studies, staff members work within a Professional Learning Community. Grade level PLC's work collaboratively to analyze data using EdConnect to develop targeted interventions for student learning.</p>
 Student Supports and Services:	<p>Staff has developed standards-aligned benchmark assessments to identify areas students are in need of more focus and provide assistance and enrichment support. Expanded support and targeted assistance for identified students is provided through our STAND (Students Taking A New Direction) summer and after school programs.</p>
 Student Health and Wellness:	<p>A nutritionally balanced breakfast and lunch is served at the Middle School. All students have physical education and health class to promote healthy living.</p>
 Parent and Community Involvement:	<p>Parents can log onto PowerSchool through a link on our website. Community groups such as PTO, Parent Alliance, Renaissance, 8th grade parent and other volunteers are vital school stakeholders.</p>





Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

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.

<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Climate surveys will be given in the spring of 2018.</p>
<div>Facilities:</div>	<p>Our Middle and High School have been part of a referendum project to update the facilities. Re-construction is almost complete.</p>




Woodstown Middle School
2016-2017
Grade Span 06-08

33-5910-070
SALEM
WOODSTOWN-PILES GROVE REG
WOODSTOWN MIDDLE SCHOOL
15 LINCOLN AVENUE
WOODSTOWN, NJ 08098-1391

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.

<div>Other Information:</div>	<p>We recognize students for academics, good attendance, and positive behavior through our Renaissance Program. We also promote positive behavior and kindness through our PAW print rewards and monthly recognition lunches for students who have gone the extra mile.</p>
---	---