NJ SCHOOL PERFORMANCE REPORT

WOODLAND SCHOOL
(35-5470-050)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	SOMERSET
District	WARREN TWP
Principal Name	MR. HEANEY
Address	114 STIRLING ROAD WARREN, NJ 07059
Phone Number	(908)753-5300
Email Address	JHEANEY@WARRENTBOE.ORG
Website	https://www.warrentboe.org/schools/woodland/

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	29	40	44
1	42	29	42
2	43	47	32
3	51	44	45
4	36	54	46
5	60	37	57
Total	261	251	266

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	45.6%	44.6%	42.9%
Male	54.4%	55.4%	57.1%
Economically Disadvantaged Students	1.5%	0.0%	0.0%
Students with Disabilities	17.6%	17.1%	15.8%
English Learners	4.6%	2.8%	4.1%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	68.2%	65.3%	59.8%
Hispanic	10.7%	8.8%	12.8%
Black or African American	0.4%	0.8%	0.8%
Asian	14.9%	18.7%	18.0%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.4%	6.0%	8.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	29	40	44

Enrollment by Home Language

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

Home Language	% of Students
English	82.0%
Portuguese	4.5%
Chinese	4.1%
Spanish	2.3%
Russian	1.1%
Other Languages	6.0%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	74	57	50	Exceeds Standard	62	58	50	Exceeds Standard
White	75	54	50	Exceeds Standard	54.5	56	51	Met Standard
Hispanic	66	48	49	**	54	42	48	**
Black or African American	*	71	44	**	*	45.5	44	**
Asian, Native Hawaiian, or Pacific Islander	74	73	61	Exceeds Standard	73	69	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	67.5	49	**	*	61	51	**
Economically Disadvantaged	N	*	48	**	N	*	47	**
Students with Disabilities	39	43	41	**	51.5	50	43	**
English Learners	68.5	63	54	**	75.5	64	51	**

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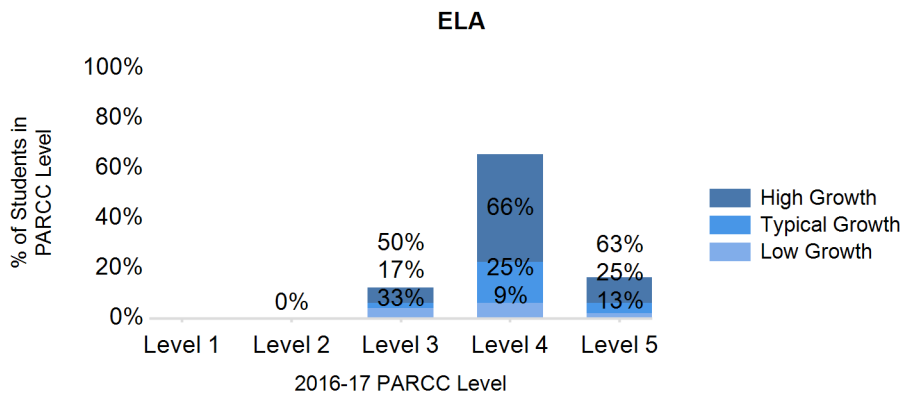
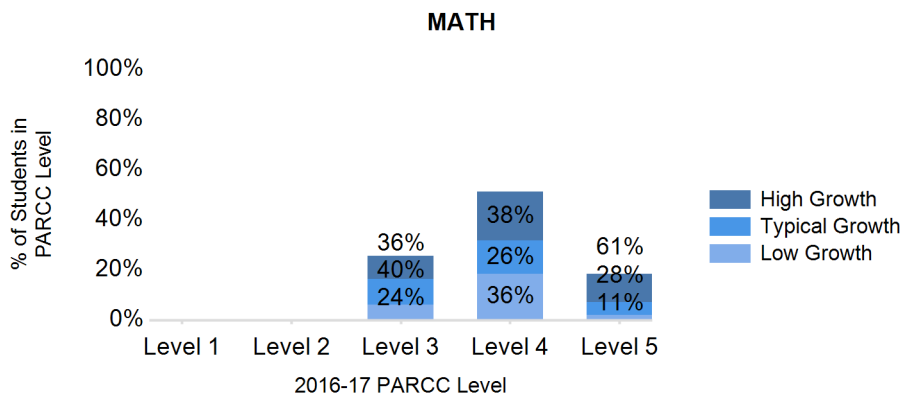
Student Growth by Performance Level

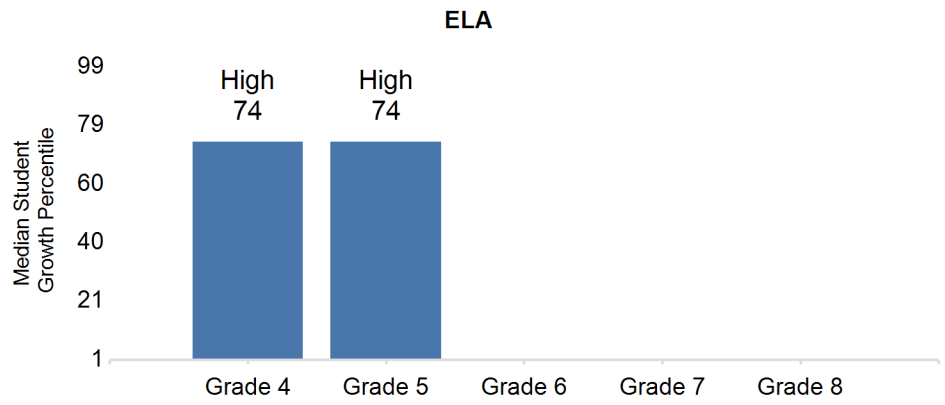
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

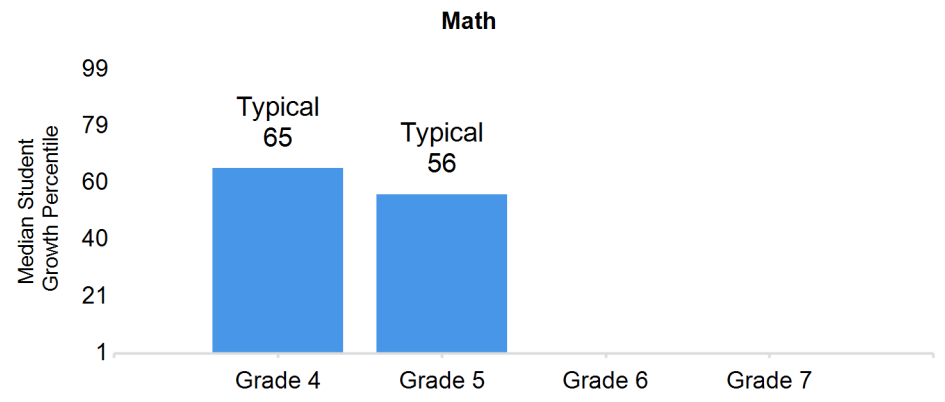




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	146	98.7	88.4	79.9	56.7	88.4	80	Met Goal
White	95	99.0	83.1	77.1	65.6	83.1	79.8	Met Goal
Hispanic	14	93.3	100.0	66.0	42.5	97.9	**	**
Black or African American	*	*	*	63.1	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	96.3	92.4	82.3	96.3	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	89.1	63.4	*	**	**
Female	64	98.5	92.2	86.5	64.5	92.2		
Male	82	98.8	85.3	74.4	49.4	85.3		
Economically Disadvantaged Students	N	N	N	*	38.5	N	**	**
Non-Economically Disadvantaged Students	146	98.7	88.4	*	67.5	88.4		
Students with Disabilities	23	95.8	47.8	*	21.6	47.8	45.1	Met Target
Students without Disabilities	123	99.2	95.9	*	63.9	95.9		
English Learners	16	100.0	87.5	72.6	27.3	87.5	**	**
Non-English Learners	130	98.5	88.4	80.5	59.4	88.4		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	785	772	750	*	0%	*	*	*	91%	52%
White	33	784	771	759	*	0%	*	*	*	91%	61%
Hispanic	*	*	755	736	*	*	*	*	*	*	38%
Black or African American	N	N	*	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	18	785	776	756	*	0%	*	*	*	89%	57%
Male	26	785	768	744	*	0%	*	*	*	92%	46%
Economically Disadvantaged Students	N	N	*	733	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	44	785	*	762	*	0%	*	*	*	91%	64%
Students with Disabilities	*	*	744	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	776	756	*	*	*	*	*	*	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	44	785	*	753	*	0%	*	*	*	91%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	792	786	756	0%	*	*	41%	48%	89%	58%
White	24	783	779	764	0%	*	*	*	*	79%	68%
Hispanic	*	*	776	744	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	808	*	782	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	22	797	795	762	0%	*	*	*	*	95%	63%
Male	24	786	779	751	0%	*	*	*	*	83%	53%
Economically Disadvantaged Students	N	N	*	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	46	792	*	767	0%	*	*	41%	48%	89%	70%
Students with Disabilities	*	*	751	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	794	762	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	46	792	*	759	0%	*	*	41%	48%	89%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	779	775	755	*	*	*	54%	32%	86%	58%
White	38	774	768	763	*	*	*	50%	29%	79%	68%
Hispanic	*	*	769	743	*	*	*	*	*	*	43%
Black or African American	N	N	*	738	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	10	795	*	780	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	24	784	783	762	*	*	*	*	*	92%	66%
Male	32	775	767	749	*	*	*	*	*	81%	51%
Economically Disadvantaged Students	N	N	*	739	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	56	779	*	766	*	*	*	54%	32%	86%	71%
Students with Disabilities	11	737	741	724	*	*	*	*	*	45%	22%
Students without Disabilities	45	789	782	762	*	*	*	*	*	96%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	56	779	*	757	*	*	*	54%	32%	86%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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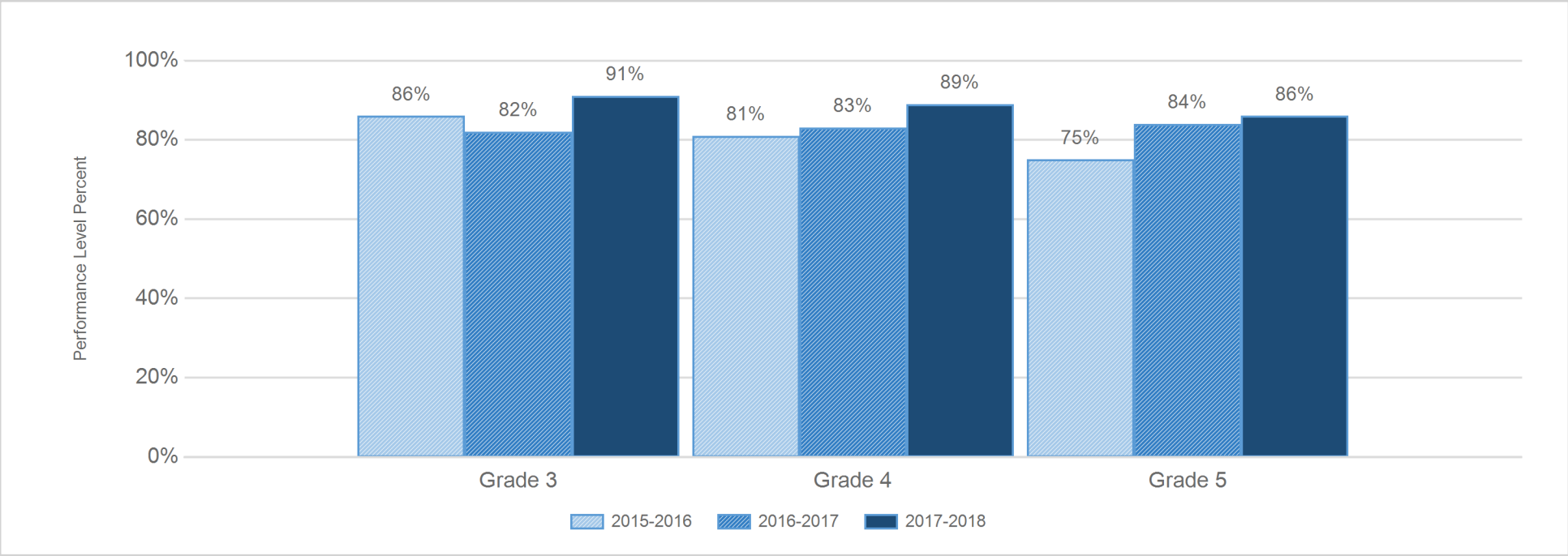
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	145	98.0	75.1	73.5	45.0	75.1	80	Met Target†
White	94	97.9	68.0	69.4	54.1	68.0	79	Not Met
Hispanic	14	93.3	64.2	53.4	29.2	62.9	**	**
Black or African American	*	*	*	42.1	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	100.0	92.4	77.0	100.0	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	85.4	53.0	*	**	**
Female	63	96.9	77.7	75.6	46.0	77.7		
Male	82	98.8	73.1	71.7	43.9	73.1		
Economically Disadvantaged Students	N	N	N	*	26.6	N	**	**
Non-Economically Disadvantaged Students	145	98.0	75.1	*	55.9	75.1		
Students with Disabilities	23	95.8	34.8	*	17.1	34.8	50.4	Met Target†
Students without Disabilities	122	98.4	82.8	*	50.5	82.8		
English Learners	16	100.0	87.6	70.3	24.6	87.6	**	**
Non-English Learners	129	97.7	73.7	73.7	46.9	73.7		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	774	769	752	0%	*	*	57%	25%	82%	53%
White	33	771	767	760	0%	*	*	*	*	79%	64%
Hispanic	*	*	761	739	*	*	*	*	*	*	38%
Black or African American	N	N	*	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	18	773	770	752	0%	*	*	*	*	78%	53%
Male	26	774	768	751	0%	*	*	*	*	85%	53%
Economically Disadvantaged Students	N	N	*	736	N	N	N	N	N	N	35%
Non-Economically Disadvantaged Students	44	774	*	762	0%	*	*	57%	25%	82%	66%
Students with Disabilities	*	*	748	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	772	756	*	*	*	*	*	*	57%
English Learners	N	N	*	726	N	N	N	N	N	N	23%
Non-English Learners	44	774	*	754	0%	*	*	57%	25%	82%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

WOODLAND SCHOOL
(35-5470-050)
Grades Offered: KG-05
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	770	768	748	0%	*	22%	*	*	72%	49%
White	24	767	762	755	0%	*	*	*	*	63%	60%
Hispanic	*	*	749	737	*	*	*	*	*	*	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	11	788	*	774	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	22	765	769	748	0%	*	*	*	*	68%	50%
Male	24	774	768	748	0%	*	*	*	*	75%	49%
Economically Disadvantaged Students	N	N	*	733	N	N	N	N	N	N	30%
Non-Economically Disadvantaged Students	46	770	*	758	0%	*	22%	*	*	72%	62%
Students with Disabilities	*	*	740	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	774	753	*	*	*	*	*	*	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	46	770	*	750	0%	*	22%	*	*	72%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

WOODLAND SCHOOL
(35-5470-050)
Grades Offered: KG-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	767	764	748	0%	*	*	47%	25%	73%	49%
White	37	760	757	756	0%	*	*	*	*	62%	60%
Hispanic	*	*	744	736	*	*	*	*	*	*	32%
Black or African American	N	N	*	730	N	N	N	N	N	N	26%
Asian, Native Hawaiian, or Pacific Islander	10	790	*	777	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	23	770	765	749	0%	*	*	*	*	87%	50%
Male	32	764	762	747	0%	*	*	*	*	63%	48%
Economically Disadvantaged Students	N	N	*	733	N	N	N	N	N	N	29%
Non-Economically Disadvantaged Students	55	767	*	758	0%	*	*	47%	25%	73%	62%
Students with Disabilities	11	739	734	726	0%	*	*	*	*	36%	20%
Students without Disabilities	44	773	770	752	0%	*	*	*	*	82%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	55	767	*	750	0%	*	*	47%	25%	73%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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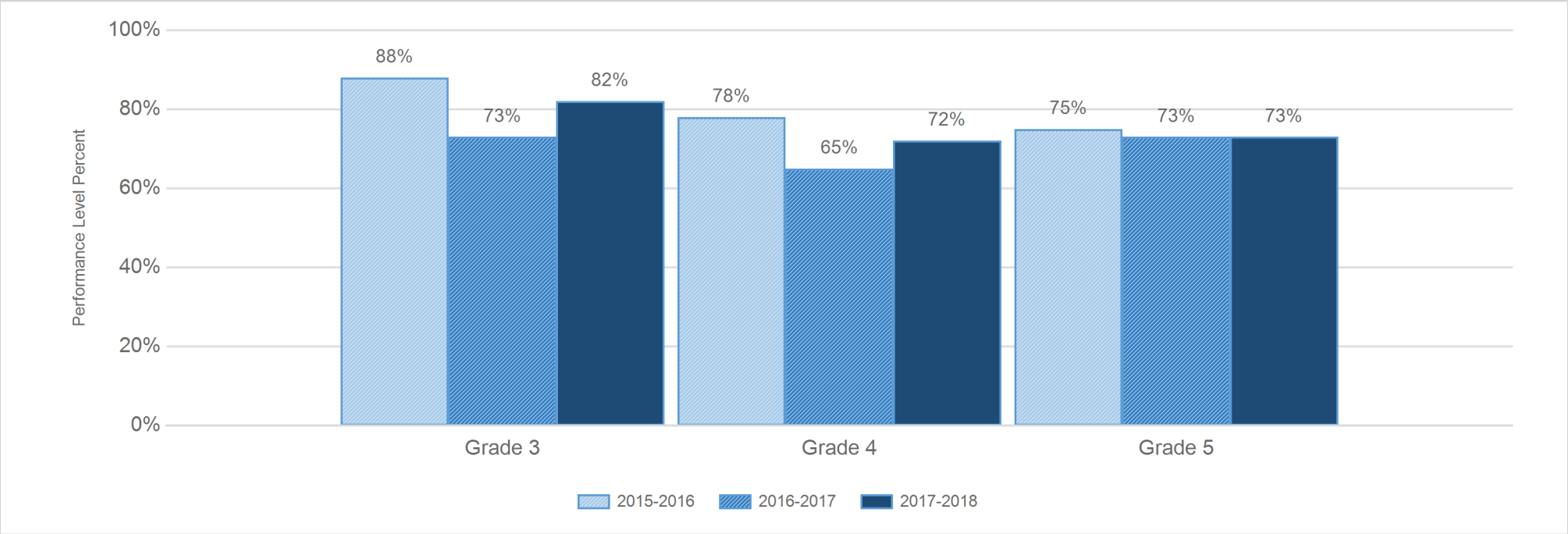
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

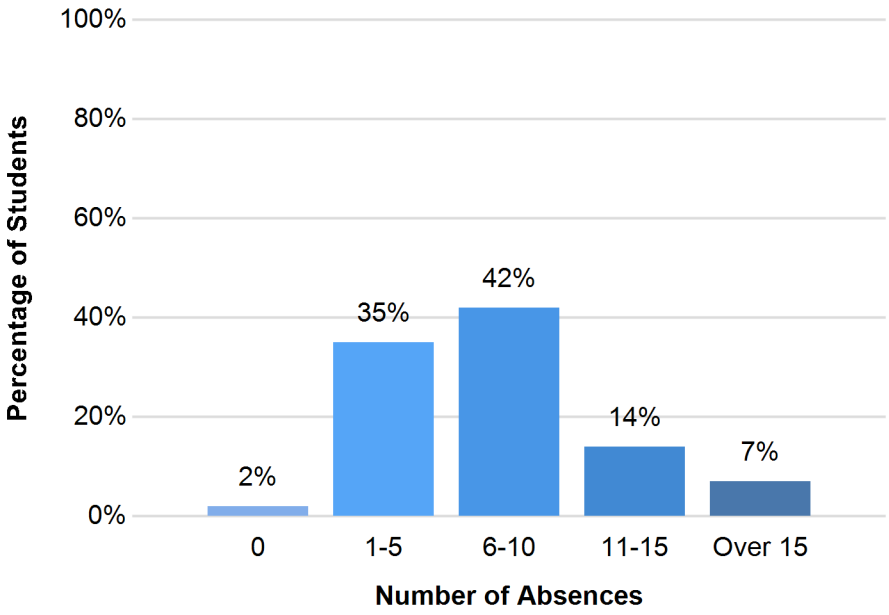
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	12	4.5	8.9	Met
White	8	5.0	8.9	Met
Hispanic	2	5.9	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	2.0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	8.9	Met
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	1	2.3	8.9	Met
English Learners	1	9.1	**	**

Days Absent

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



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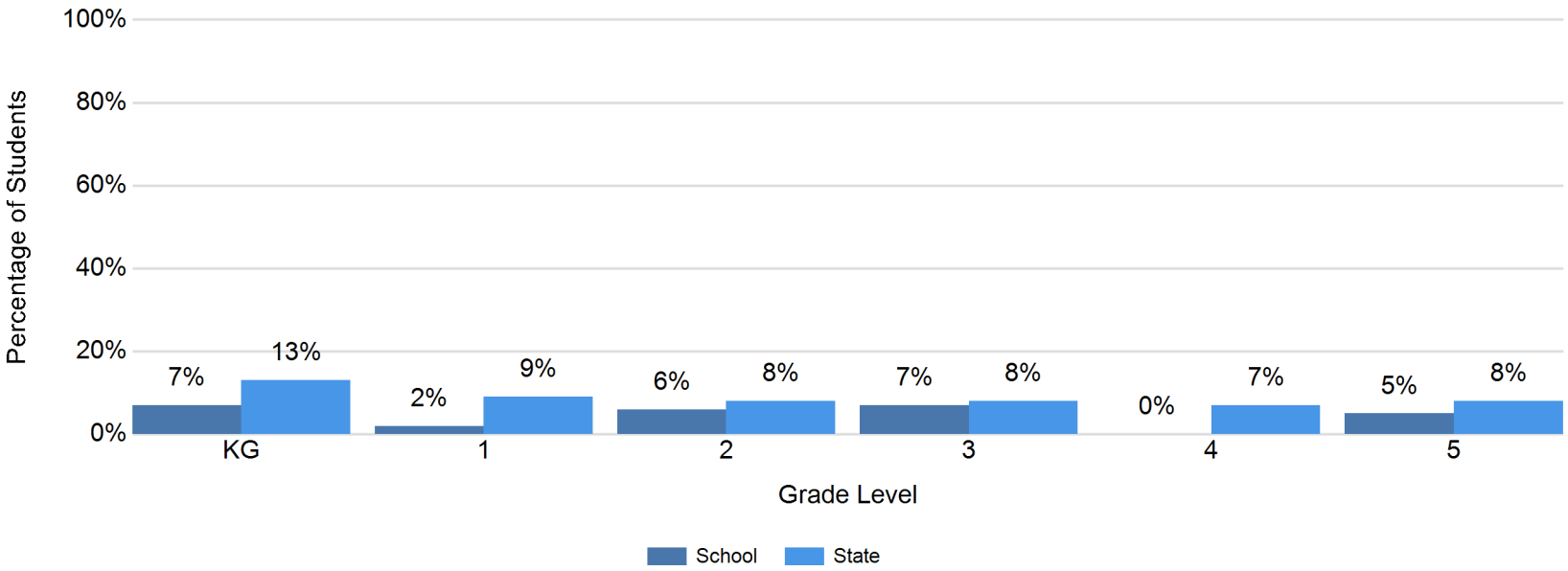
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.13

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	5		5

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$291	$20,236	$20,527

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	35	117,464
Average years experience in public schools	16.9	12.0
Average years experience in district	15.2	10.7
Teachers in district for 4 or more years	82.9%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,374
Average years experience in public schools	10.8	16.0
Average years experience in district	7.0	12.0
Administrators in district for 4 or more years	58.3%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	8:1	9:1
Students to Administrators	266:1	145:1
Teachers to Administrators	35:1	17:1
Students to Librarians/Media Specialists		434:1
Students to Nurses		347:1
Students to Counselors		217:1
Students to Child Study Team		145:1

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Teachers: All classroom teachers
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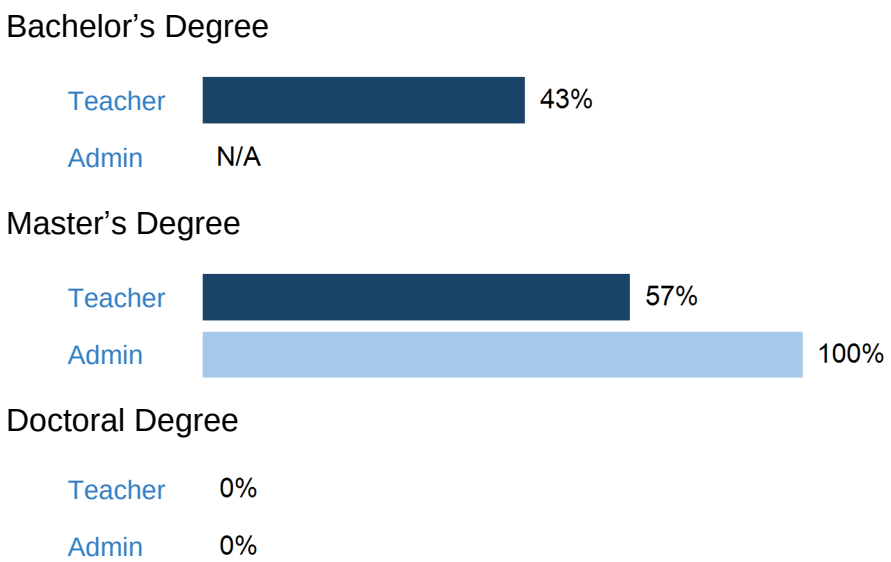
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	87.3%	90.2%
2016-17 Administrators: Same district 2017-18	92.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.0%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	82.9%	0.0%
Male	17.1%	100.0%
White	97.1%	100.0%
Hispanic	2.9%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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(35-5470-050)
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2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	94.96	17.5%
Mathematics Proficiency	88.45	17.5%
English Language Arts Growth	97.69	25.0%
Mathematics Growth	81.84	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	79.44	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	88.89	n/a
Summative Rating: Percentile Rank of Summative Score	97.27	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Target†	Exceeds Standard	Exceeds Standard	**	Met	No
White	78.29	14.08	No	Met Goal	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	88.35	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	**	**	No	Met Target	Met Target†	**	**	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Woodland is a 2017 Blue Ribbon School, 1 of only 5 schools in Somerset County to receive this award in 35 year history. • Students in grades 3-5 have 1:1 access to Chromebooks and students in K-2 have daily access to iPads (2:1 ratio). Smartboards or smarttvs are in all classrooms. Grade 5 produces Live News. • The Woodland staff continues to focus on the tenents of the Whole Child and the belief that students need to be supported socially and emotionally in order to grow academically.
Mission, Vision, Theme:	The mission of the Warren Township School District is to provide, through a safe, nurturing yet challenging environment, all students with an outstanding education that engages students and fosters academic excellence, healthy social and emotional development, and a lifelong passion for learning.
Awards, Recognition, Accomplishments:	Woodland School is extremely proud of its designation as a 2017 Blue Ribbon School. While our students consistently demonstrate excellence on state assessments, we are most proud of how they contribute to the positive climate and culture of Woodland School. Each year we recognize a staff member with the Excellence in Education award. The winner is selected by their peers who note their commitment to Woodland students.

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Courses, Curriculum, Instruction:	All four elementary schools within the Warren Township School District share a standards based curriculum that is supported with common resources and scheduling strategies. School administrators work closely together to ensure that K-5 schedules support the consistent delivery of all programs offered within the schools to provide all students with similar opportunities to be supported, challenged and enriched as they move through their elementary years.
Clubs and Activities:	The Warren Township Board of Education supports a series of Board approved clubs at each school. Each principal coordinates with certified staff members to develop a unique menu of club opportunities and offerings. Clubs in each building are intended to provide enriching experiences for varied grade levels and interests. In addition, principals coordinate with the PTO and outside organizations to provide additional enrichment experience to the students as needed.

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Before and After School Programs:	The Warren Township School District contracts with AlphaBest to provide before and after care services for all K-5 families. Before care begins as early as 6:30 AM and after care extends to 6:30 PM. The service is offered at each individual school. AlphaBest works closely with district and school representatives to plan and provide services that best meet the needs of the Warren Township students and families.
Staff and Professional Learning:	All K-5 staff participate in a comprehensive professional learning program that provides core and differentiated experiences to ensure a deep understanding of state and national standards and refines the delivery of best instructional practices. Staff hone their individual skills with the support of administration, instructional specialists, and highly effective colleagues who serve as staff development providers while reflecting on their practice through the Danielson Framework.

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Student Supports and Services:	K-5 students are provided a comprehensive system of academic support services to meet the needs of a broad spectrum of learners. Supports are determined through a district identification process that uses multiple indicators including local benchmark assessments. Such supports include programs provided by a math basic skills teacher, certificated reading specialist and/or a gifted and talented teacher. The building's I&RS Committee also convenes regularly to identify and address student needs.
Student Health and Wellness:	The physical, social and emotional well being of all students are paramount in our school as the Whole Child philosophy is embraced throughout the district. A full time nurse ensures the physical well being of each student. A comprehensive physical education program addresses student health and wellness. Daily recess provides an opportunity for students to exercise and practice social skills. A full time guidance counselor promotes mindfulness and character education lessons.
Parent and Community Involvement:	A supportive PTO and SEPAG sponsors school events such as Young Author's Day, International Day, Parent and Teacher Basketball Game, Woodland Olympics and cultural arts assemblies. The PTO's Dream it, Fund It program provides teachers the opportunity to innovate programs and events directly tied to a unit of study that supports students' social, emotional and academic well-being. Bi-monthly PTO meetings allow the greater community to take an active role in and be a part of the Woodland family.

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Climate Surveys:	Who is surveyed: Students, Parents, Administrators, Teachers The District administers the ASCD School Improvement Tool with staff each spring to gather feedback regarding the whole child approach to education. Students in grades 3-8 took the Olweus Survey about school climate. Together with other data sources, these survey results help establish priority areas for continuous improvement.
Facilities:	The Warren Township School District has embraced the importance of student centered learning. All staff coordinate to ensure that schools are maintained to the highest standards in order to ensure a safe and and orderly environment in which all students may thrive. Woodland has dedicated spaces for PE, library, technology, music and art instruction as well as an Innovation Station classroom to promote 21st Century Learning Goals including creativity, collaboration, and critical thinking.
School Safety:	The Warren Township School District is committed to ensuring that all schools are as safe as possible, while, at the same time, maintaining school environments that support learning climates that are developmentally appropriate. The district has installed a first of its kind license scanner that is located outside the school doors. Any visitor to the district must scan their license and be logged into the visitor information system before being permitted access the building. The system maintains visitor logs and produces visitor passes that indicate the purpose for the visit.

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Technology and STEM:	The K-5 curriculum programs are supported by a comprehensive and ubiquitous technology infrastructure. All schools have full wifi coverage in all locations. Each classroom includes a wifi hotspot that can support up to 25 wireless devices. Almost all classrooms are outfitted with a digital interactive white board display, a document camera and a universal docking station. All staff are issued a district laptop computer to use as a resource to address all professional responsibilities. In addition to the password protected staff and student network, the technology infrastructure provides a guest network that can be accessed by visitors to the district

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Other Information:	"It's Always a Great Day at Woodland" is more than Woodland School's motto; it is the way of life. Woodland School, which serves kindergarten through fifth grade, is part of the high achieving and academically rigorous Warren Township School District. The Woodland family consists of over 45 highly qualified, motivated and nurturing staff, over 260 amazing students, and supportive parents. We believe that every child has the ability to succeed and the right to a quality education. The uniqueness of each child is respected within a safe, nurturing environment that instills a lifelong love of learning. It is our mission to give children the skills to be great students and, more importantly, outstanding human beings. Woodland School, is one of four elementary schools in Warren Township, to offer an engaging, technology infused age-appropriate academic program. Students are challenged in all academic areas and experience a robust related arts program. Our strong character education program supports students' emotional and social development. Traditions at Woodland School focus on the development of the whole child. Families and the community collaborate with staff to ensure students receive the tools they need to be successful. At Woodland School we believe everything that counts cannot always be measured. We are extremely proud that our daily work inspires our students to become lifelong learners and, more importantly, productive and kind members of a broader community.