NJ SCHOOL PERFORMANCE REPORT

WOODROW WILSON ELEMENTARY SCHOOL
(23-3530-140)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	NEW BRUNSWICK CITY
Principal Name	MS. SMITH
Address	133 TUNISON RD NEW BRUNSWICK, NJ 08901-1652
Phone Number	(732)745-5300
Email Address	WILLIAM_SMITH@NBPSNJ.NET
Website	http://ww.nbpschools.net/
Facebook	https://www.facebook.com/nbpschools.ww
Twitter	https://twitter.com/WoodrowNBPS

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	26	26	23
KG	39	43	30
1	52	43	41
2	43	46	45
3	43	42	48
4	46	51	46
5	50	39	45
6	61	58	36
7	55	56	58
8	50	54	56
Total	465	458	428

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	46.9%	47.9%	48.0%
Male	53.1%	52.1%	52.0%
Economically Disadvantaged Students	32.0%	67.9%	53.7%
Students with Disabilities	19.8%	18.8%	21.4%
English Learners	3.9%	5.0%	8.7%
Homeless Students		0.7%	0.7%
Students in Foster Care		0.0%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	8.6%	8.3%	8.4%
Hispanic	70.1%	69.9%	73.6%
Black or African American	18.5%	19.9%	15.4%
Asian	2.4%	1.5%	1.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.4%	0.4%	0.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	26	26	23
KG - Half Day	0	0	0
KG - Full Day	39	43	30

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	59.4%
Spanish	37.5%
Other Languages	3.0%

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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	60.5	55	50	Exceeds Standard	50.5	48	50	Met Standard
White	52	50	50	**	51.5	41.5	51	**
Hispanic	64	55	49	Exceeds Standard	48.5	48	48	Met Standard
Black or African American	57	49.5	44	Met Standard	58.5	51	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	55	61	**	*	29	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	61	55	48	Exceeds Standard	54	48	47	Met Standard
Students with Disabilities	57.5	41	41	Met Standard	40	40	43	**
English Learners	71	59	54	**	51.5	49	51	**

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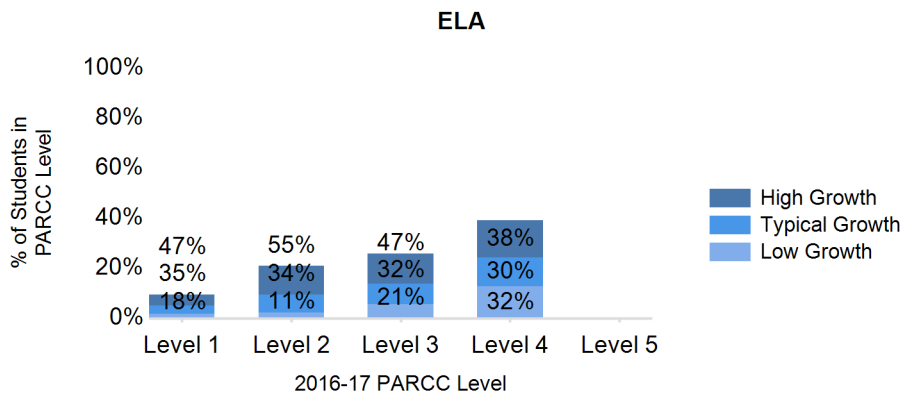
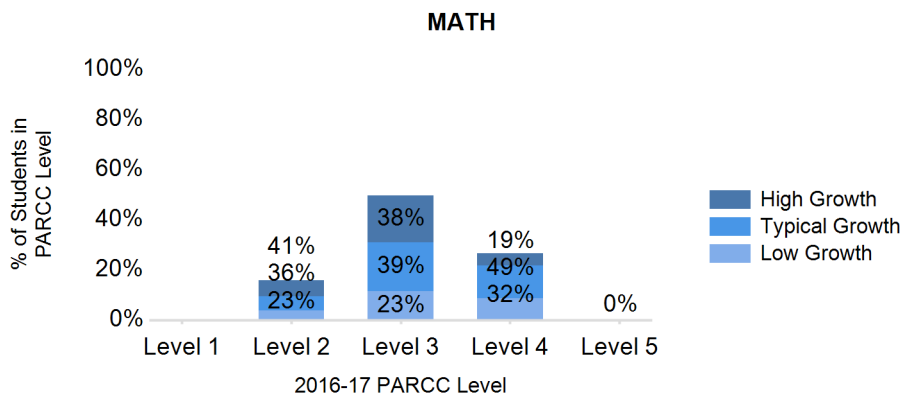
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

Student Growth by Performance Level

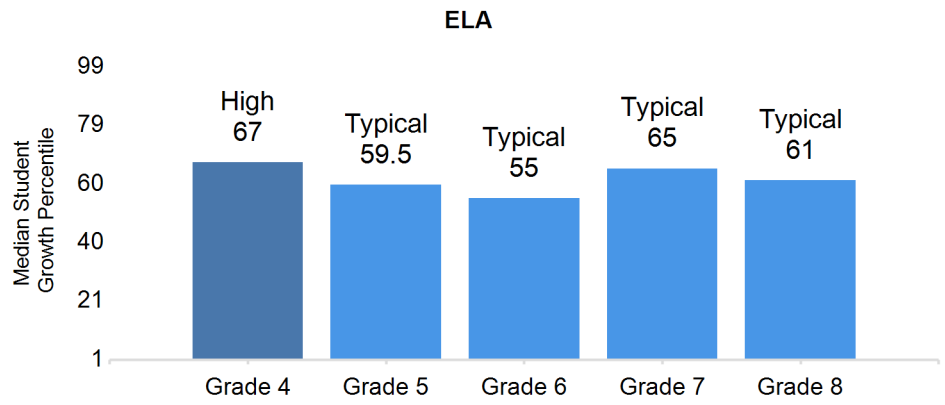
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

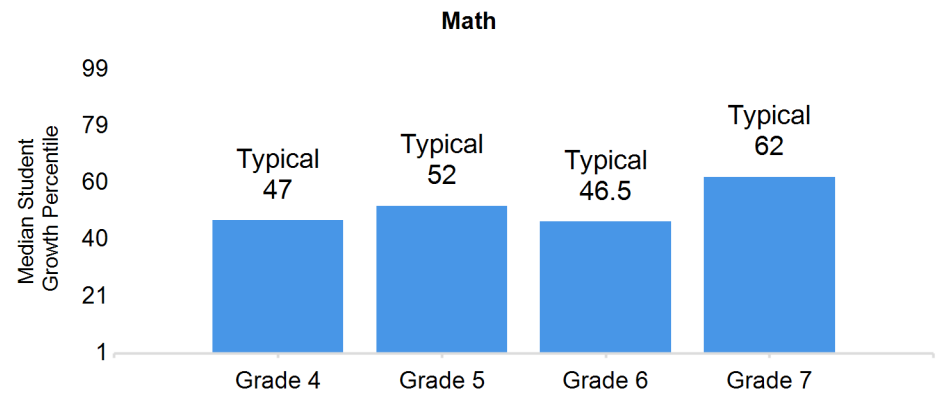




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	251	99.3	53.0	31.1	56.7	53.0	42.6	Met Target
White	*	*	*	48.6	65.6	*	48	Met Target
Hispanic	187	100.0	51.4	30.6	42.5	51.4	40.6	Met Target
Black or African American	41	100.0	58.5	33.0	37.3	58.5	44.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.3	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	115	99.2	63.5	37.2	64.5	63.5		
Male	136	99.3	44.1	25.4	49.4	44.1		
Economically Disadvantaged Students	127	100.0	47.2	*	38.5	47.2	30.5	Met Target
Non-Economically Disadvantaged Students	124	98.5	58.9	*	67.5	58.9		
Students with Disabilities	65	100.0	20.0	*	21.6	20.0	22.6	Met Target†
Students without Disabilities	186	99.0	64.6	*	63.9	64.6		
English Learners	20	100.0	35.0	15.4	27.3	35.0	N	N
Non-English Learners	231	99.2	54.5	36.7	59.4	54.5		
Homeless Students	*	*	*	16.9	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	740	721	750	*	*	*	*	*	45%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	29	741	*	736	*	*	*	52%	0%	52%	38%
Black or African American	12	736	733	733	*	*	*	*	*	33%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	16	767	727	756	*	*	*	*	*	69%	57%
Male	28	725	715	744	*	*	*	*	*	32%	46%
Economically Disadvantaged Students	22	723	719	733	*	*	*	*	*	32%	34%
Non-Economically Disadvantaged Students	22	757	732	762	*	*	*	*	*	59%	64%
Students with Disabilities	*	*	693	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	726	756	*	*	*	*	*	*	57%
English Learners	*	*	699	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	729	753	*	*	*	*	*	*	55%
Homeless Students	N	N	711	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	754	735	756	0%	*	28%	*	*	58%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	29	752	735	744	0%	*	*	*	*	55%	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	18	760	738	762	0%	*	*	*	*	72%	63%
Male	18	748	*	751	0%	*	*	*	*	44%	53%
Economically Disadvantaged Students	15	752	735	740	0%	*	*	*	*	60%	40%
Non-Economically Disadvantaged Students	21	755	738	767	0%	*	*	*	*	57%	70%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	740	759	*	*	*	*	*	*	61%
Homeless Students	N	N	722	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	*	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	34	759	733	755	0%	*	*	*	*	65%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	27	758	733	743	0%	*	*	*	*	67%	43%
Black or African American	*	*	735	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	20	766	739	762	0%	*	*	*	*	70%	66%
Male	14	748	727	749	0%	*	*	*	*	57%	51%
Economically Disadvantaged Students	19	758	731	739	0%	*	*	*	*	63%	39%
Non-Economically Disadvantaged Students	15	759	742	766	0%	*	*	*	*	67%	71%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	738	762	*	*	*	*	*	*	65%
English Learners	N	N	705	712	N	N	N	N	N	N	11%
Non-English Learners	34	759	736	757	0%	*	*	*	*	65%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	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 by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	32	747	736	754	*	*	*	*	*	59%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	24	744	*	742	*	*	*	54%	0%	54%	42%
Black or African American	*	*	738	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	14	755	744	761	*	*	*	*	*	64%	64%
Male	18	741	730	748	*	*	*	*	*	56%	48%
Economically Disadvantaged Students	18	747	*	739	*	*	*	*	*	61%	37%
Non-Economically Disadvantaged Students	14	748	*	764	*	*	*	*	*	57%	68%
Students with Disabilities	*	*	710	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	742	760	*	*	*	*	*	*	63%
English Learners	*	*	717	712	*	*	*	*	*	*	*
Non-English Learners	*	*	738	755	*	*	*	*	*	*	*
Homeless Students	*	*	723	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	756	740	760	*	*	*	*	*	64%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	30	755	*	746	*	*	*	*	*	60%	49%
Black or African American	*	*	734	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	21	755	747	769	*	*	*	*	*	62%	72%
Male	23	757	733	752	*	*	*	*	*	65%	54%
Economically Disadvantaged Students	20	752	739	742	*	*	*	*	*	50%	44%
Non-Economically Disadvantaged Students	24	760	742	771	*	*	*	*	*	75%	73%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	768	*	*	*	*	*	*	71%
English Learners	N	N	713	705	N	N	N	N	N	N	11%
Non-English Learners	44	756	742	762	*	*	*	*	*	64%	64%
Homeless Students	*	*	748	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

WOODROW WILSON ELEMENTARY SCHOOL
(23-3530-140)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	737	734	759	*	22%	29%	*	*	38%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	35	736	735	744	*	29%	29%	*	*	31%	45%
Black or African American	*	*	730	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	23	745	740	768	*	*	*	*	*	43%	69%
Male	22	729	728	751	*	*	*	*	*	32%	52%
Economically Disadvantaged Students	23	730	734	740	*	*	*	*	*	26%	42%
Non-Economically Disadvantaged Students	22	745	735	769	*	*	*	*	*	50%	71%
Students with Disabilities	11	710	706	719	*	*	*	*	*	*	19%
Students without Disabilities	34	746	741	766	*	*	*	*	*	*	68%
English Learners	*	*	698	703	*	*	*	*	*	*	*
Non-English Learners	*	*	738	761	*	*	*	*	*	*	*
Homeless Students	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

WOODROW WILSON ELEMENTARY SCHOOL
(23-3530-140)
Grades Offered: PK-08
2017-2018

Report Key:
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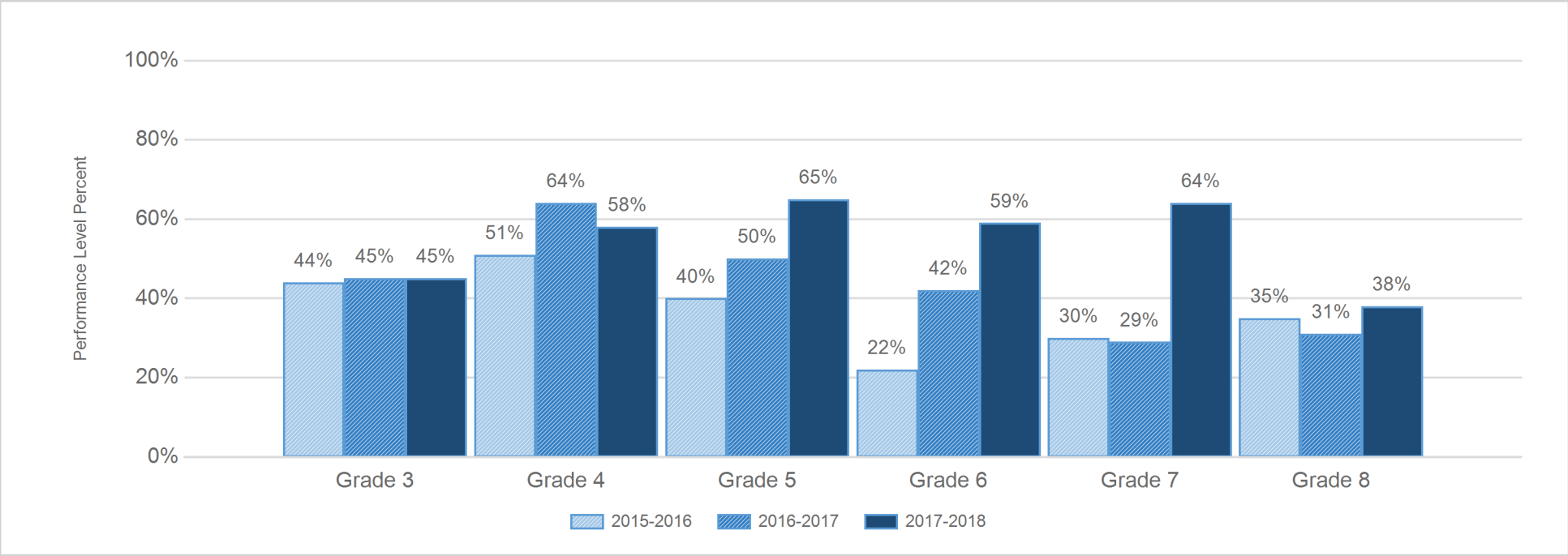
English Language Arts/Literacy Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

WOODROW WILSON ELEMENTARY SCHOOL
(23-3530-140)
Grades Offered: PK-08
2017-2018

Report Key:
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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	254	99.6	35.4	23.0	45.0	35.4	36.3	Met Target†
White	*	*	*	41.5	54.1	*	48	Met Target
Hispanic	186	99.5	32.3	22.8	29.2	32.3	34.2	Met Target†
Black or African American	43	100.0	34.9	21.8	23.4	34.9	34.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.2	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	116	99.2	41.4	23.9	46.0	41.4		
Male	138	100.0	30.5	22.2	43.9	30.5		
Economically Disadvantaged Students	129	100.0	30.2	*	26.6	30.2	24.9	Met Target
Non-Economically Disadvantaged Students	125	99.3	40.8	*	55.9	40.8		
Students with Disabilities	65	100.0	18.5	*	17.1	18.5	12.5	Met Target
Students without Disabilities	189	99.5	41.3	*	50.5	41.3		
English Learners	22	100.0	27.2	15.5	24.6	27.2	37.5	Met Target†
Non-English Learners	232	99.6	36.2	25.8	46.9	36.2		
Homeless Students	*	*	*	10.6	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

WOODROW WILSON ELEMENTARY SCHOOL
(23-3530-140)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	748	734	752	*	23%	27%	*	*	45%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	29	751	*	739	*	*	*	*	*	48%	38%
Black or African American	12	734	737	734	*	*	*	*	*	25%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	16	760	735	752	*	*	*	*	*	75%	53%
Male	28	741	733	751	*	*	*	*	*	29%	53%
Economically Disadvantaged Students	22	734	733	736	*	*	*	*	*	27%	35%
Non-Economically Disadvantaged Students	22	762	742	762	*	*	*	*	*	64%	66%
Students with Disabilities	*	*	716	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	737	756	*	*	*	*	*	*	57%
English Learners	*	*	722	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	739	754	*	*	*	*	*	*	56%
Homeless Students	N	N	723	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

WOODROW WILSON ELEMENTARY SCHOOL
(23-3530-140)
Grades Offered: PK-08
2017-2018

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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	37	739	735	748	*	*	35%	38%	0%	38%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	29	736	735	737	*	*	38%	*	*	31%	34%
Black or African American	*	*	726	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	19	744	733	748	*	*	*	*	*	42%	50%
Male	18	733	*	748	*	*	*	*	*	33%	49%
Economically Disadvantaged Students	16	739	735	733	*	*	*	*	*	31%	30%
Non-Economically Disadvantaged Students	21	739	734	758	*	*	*	*	*	43%	62%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	739	753	*	*	*	*	*	*	55%
English Learners	*	*	725	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	737	750	*	*	*	*	*	*	52%
Homeless Students	N	N	721	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	*	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

WOODROW WILSON ELEMENTARY SCHOOL
(23-3530-140)
Grades Offered: PK-08
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	34	740	736	748	*	*	41%	32%	0%	32%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	26	738	736	736	*	*	42%	*	*	27%	32%
Black or African American	*	*	733	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	19	738	737	749	*	*	*	*	*	32%	50%
Male	15	743	734	747	*	*	*	*	*	33%	48%
Economically Disadvantaged Students	20	737	735	733	*	*	*	*	*	30%	29%
Non-Economically Disadvantaged Students	14	745	743	758	*	*	*	*	*	36%	62%
Students with Disabilities	*	*	721	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	739	752	*	*	*	*	*	*	55%
English Learners	*	*	730	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	737	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

WOODROW WILSON ELEMENTARY SCHOOL
(23-3530-140)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	32	731	725	744	*	34%	44%	*	*	16%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	24	730	*	731	*	*	50%	*	*	13%	27%
Black or African American	*	*	727	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	14	735	728	745	*	*	*	*	*	21%	45%
Male	18	727	722	742	*	*	*	*	*	11%	42%
Economically Disadvantaged Students	18	731	*	729	*	*	*	*	*	11%	24%
Non-Economically Disadvantaged Students	14	730	*	753	*	*	*	*	*	21%	56%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	729	748	*	*	*	*	*	*	49%
English Learners	*	*	706	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	727	745	*	*	*	*	*	*	45%
Homeless Students	*	*	722	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

WOODROW WILSON ELEMENTARY SCHOOL
(23-3530-140)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	743	728	743	*	*	43%	*	*	36%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	30	740	*	732	*	*	43%	*	*	33%	27%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	21	737	728	745	*	*	*	*	*	33%	45%
Male	23	748	728	741	*	*	*	*	*	39%	42%
Economically Disadvantaged Students	20	740	728	730	*	*	*	*	*	30%	24%
Non-Economically Disadvantaged Students	24	745	729	751	*	*	*	*	*	42%	55%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	714	716	N	N	N	N	N	N	10%
Non-English Learners	44	743	730	744	*	*	43%	*	*	36%	45%
Homeless Students	*	*	732	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

WOODROW WILSON ELEMENTARY SCHOOL
(23-3530-140)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	718	715	728	36%	*	28%	*	*	21%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	30	714	716	722	43%	*	*	*	*	17%	22%
Black or African American	*	*	706	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	*	729	N	N	N	N	N	N	28%
Female	20	726	716	731	*	*	*	*	*	25%	31%
Male	19	711	714	725	*	*	*	*	*	16%	26%
Economically Disadvantaged Students	20	719	716	719	*	*	*	*	*	20%	20%
Non-Economically Disadvantaged Students	19	717	711	735	*	*	*	*	*	21%	35%
Students with Disabilities	11	696	693	705	*	*	*	*	*	*	*
Students without Disabilities	28	727	721	735	*	*	*	*	*	*	*
English Learners	*	*	714	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	715	729	*	*	*	*	*	*	29%
Homeless Students	N	N	*	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

WOODROW WILSON ELEMENTARY SCHOOL
(23-3530-140)
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	726	746	*	*	*	*	*	*	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	*	*	725	730	*	*	*	*	*	*	27%
Black or African American	N	N	724	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	*	*	728	748	*	*	*	*	*	*	48%
Male	*	*	723	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	727	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	722	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	*	*	729	752	*	*	*	*	*	*	52%
English Learners	N	N	707	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	719	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

WOODROW WILSON ELEMENTARY SCHOOL
(23-3530-140)
Grades Offered: PK-08
2017-2018

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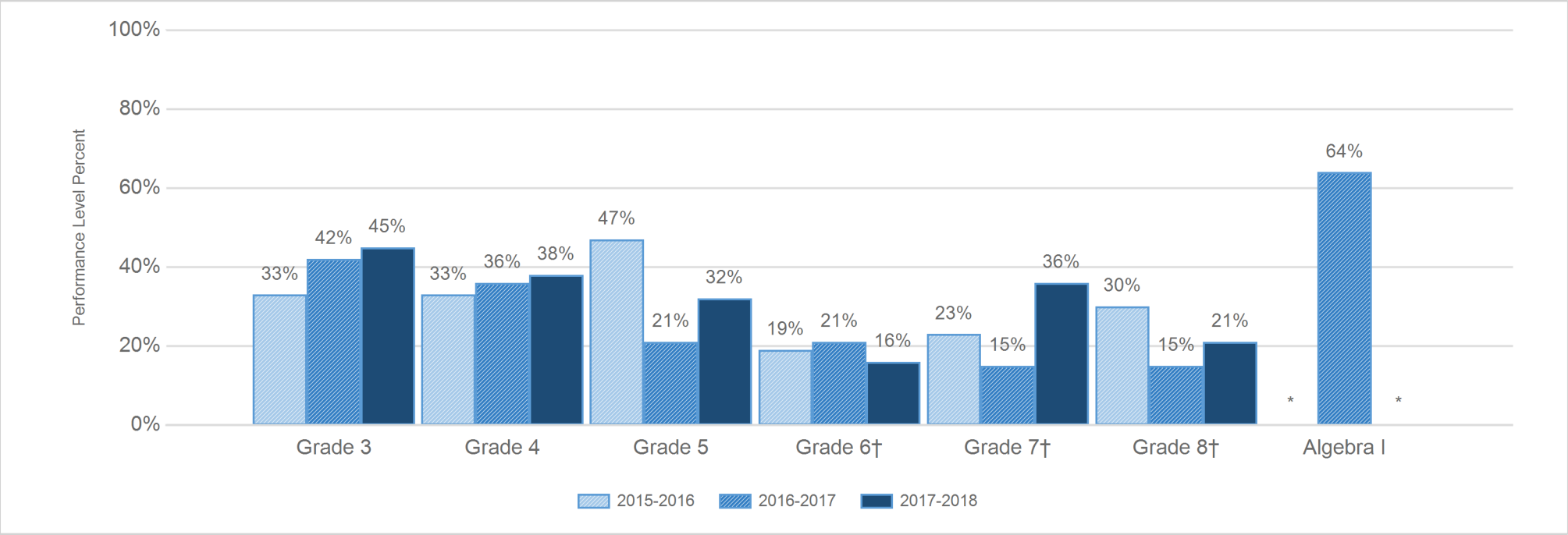
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	56.3%	**	**

† 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	11	72.7%	27.3%
3-4	13	61.5%	38.5%
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	41
7	0	0	62
8	10	0	47
Total	10	0	150

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	30	0	0	0	0	0	0
7	39	0	0	0	0	0	0
8	47	0	0	0	0	0	0
Total	116	0	0	0	0	0	0

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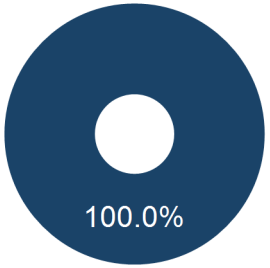
Visual and Performing Arts – Course Participation

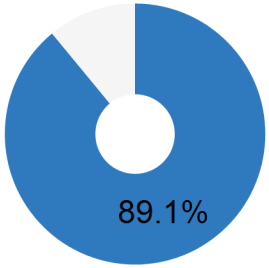
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

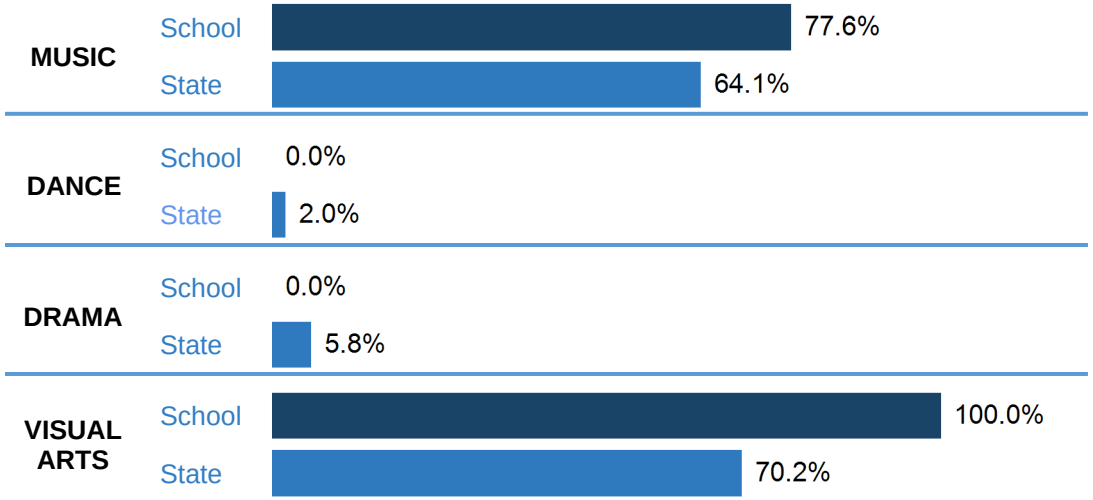


School



State

Students enrolled in one or more classes by discipline:



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

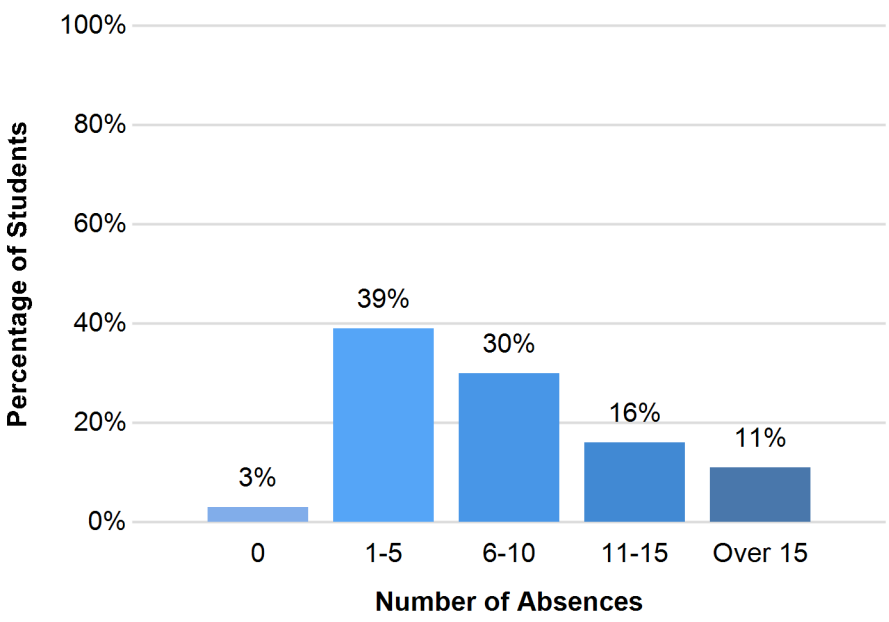
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	36	8.7	9.1	Met
White	2	6.3	9.1	Met
Hispanic	25	8.3	9.1	Met
Black or African American	6	8.8	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	26	11.3	9.1	Not Met
Students with Disabilities	21	21.0	9.1	Not Met
English Learners	3	10.3	9.1	Not Met

Days Absent

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



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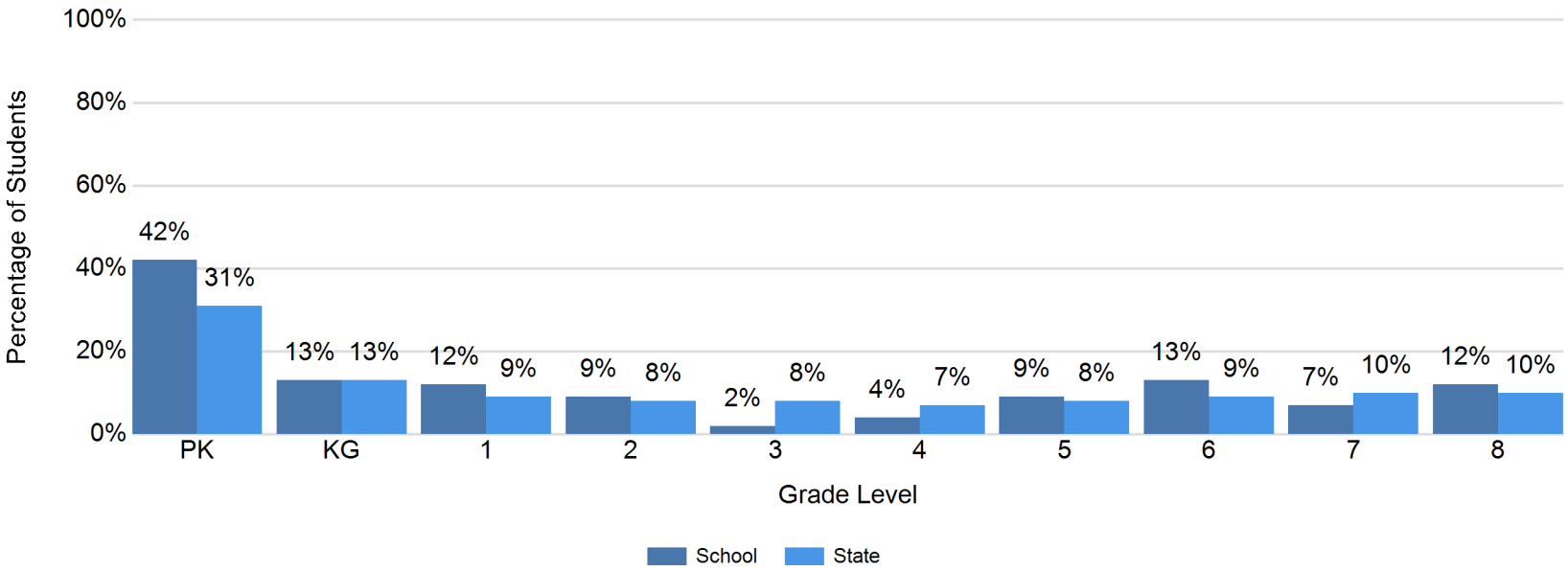
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	3.27

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	1
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	2	2
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	3	5	8
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	14	3.3%
Out-of-School Suspensions	*	*
Any Suspension	19	4.4%
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
27

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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	8:40 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	2 Hrs. 53 Mins.

Device Ratios

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

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

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)	$919	$15,490	$16,409

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	45	117,464
Average years experience in public schools	10.1	12.0
Average years experience in district	8.1	10.7
Teachers in district for 4 or more years	65.1%	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	56	9,374
Average years experience in public schools	13.6	16.0
Average years experience in district	8.8	12.0
Administrators in district for 4 or more years	67.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	13:1
Students to Administrators	214:1	182:1
Teachers to Administrators	23:1	14:1
Students to Librarians/Media Specialists		1130:1
Students to Nurses		509:1
Students to Counselors		565:1
Students to Child Study Team		221:1

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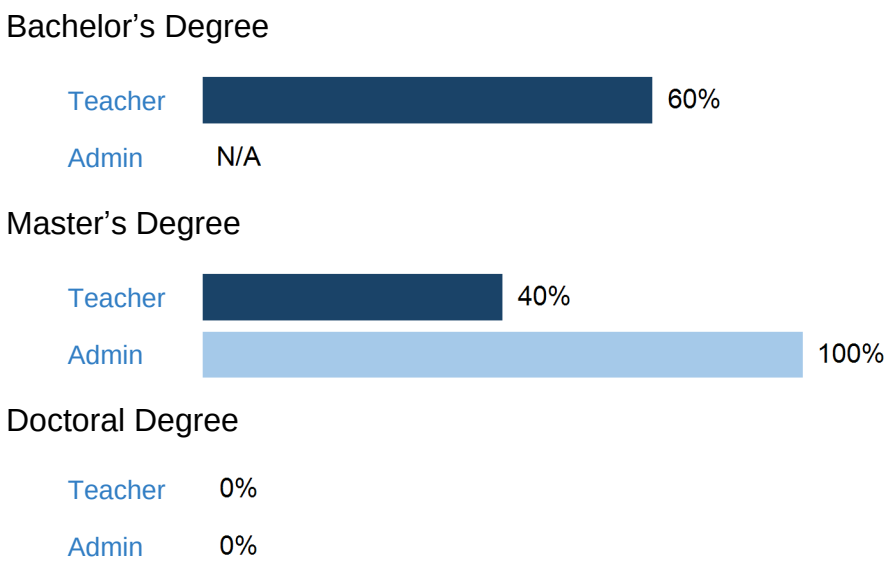
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.5%	90.2%
2016-17 Administrators: Same district 2017-18	85.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.0%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	86.7%	50.0%
Male	13.3%	50.0%
White	73.3%	0.0%
Hispanic	8.9%	0.0%
Black or African American	15.6%	100.0%
Asian	2.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	44.49	17.5%
Mathematics Proficiency	35.25	17.5%
English Language Arts Growth	87.68	25.0%
Mathematics Growth	61.54	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	38.55	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	57.04	n/a
Summative Rating: Percentile Rank of Summative Score	61.02	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Exceeds Standard	Met Standard	**	Met	No
White	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Hispanic	62.61	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	83.32	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	71.06	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	60.54	14.08	No	Met Target†	Met Target	Met Standard	**	n/a	Not Met	No
English Learners	**	**	No	N	Met Target†	**	**	**	Not Met	No

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

NJ SCHOOL PERFORMANCE REPORT

WOODROW WILSON ELEMENTARY SCHOOL
(23-3530-140)
Grades Offered: PK-08
2017-2018

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

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:	• Woodrow Wilson is a multicultural Pre-kindergarten through eighth grade elementary school. • We have a dedicated staff of highly proficient educators, many of whom possess advanced degrees and/or administrative leadership certification. • Woodrow Wilson benefits from community partnerships such as New Brunswick Public Library, Zimmerli Museum, Barnes and Noble, Rutgers University, and Johnson and Johnson.
Mission, Vision, Theme:	The vision of New Brunswick Schools is to “Prepare, Empower, and Inspire Life-Long Learners and Leaders.” Our mission is to prepare, empower and inspire students to become engaged in their own learning, their environment, and the world. Our district has designated Woodrow Wilson as a S.T.E.M. and S.T.E.A.M. themed school.
Awards, Recognition, Accomplishments:	Woodrow Wilson was recently recognized as a Future Ready School (FRS) because of our effort to maximize digital learning opportunities and prepare students for success in college, a career, and citizenship. We are designated as a National School of Character for pioneering a Social Emotional Learning school-wide initiative. Woodrow Wilson has a fully-engaged Project Unified program which brings our youth with and without intellectual disabilities (ID) together through sports and other school-based activities to engage in a variety of activities that build positive through the understanding of differences.

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Courses, Curriculum, Instruction:	Woodrow offers Advancement Via Individual Determination (AVID) courses for sixth, seventh, and eighth grades, and an Advanced Algebra course for grade eight students. We celebrate academic success during the Honor Roll assembly after each marking period. The 21st century skills of critical thinking, communication, collaboration, and creativity are embedded in our curriculum. Teachers receive professional development to stay current on new educational technologies. As a “one-to-one” school, each student is given daily access to their own chromebook in their classroom. We maintain open communication with parents and families through Oncourse, a web-based tool that provides parents and students access to student progress notes, grades, and other school information.
Sports and Athletics:	Team athletic programs are open to girls and boys in grades four through eight. Team sports include Baseball, Football, Lacrosse, Soccer, Softball, Tennis, Track and Field, and Volleyball. Teams play at Woodrow Wilson and travel to other schools to compete.
Clubs and Activities:	Woodrow Wilson offers students a variety of artistic, academic, mentoring, and leadership programs including: Annual Spelling Bee, 5th grader Art Club,Battle of the Books,Black History Month, Chat & Chew Book Club,Earth Day, Exceptional Eagles, Field Day,Firefighters Day, Hispanic Heritage Month, Ladies of Vision, Leadership Academy, Learning Garden, Multiplication March Madness, Music Concerts-Choir, Band, Orchestra, National Society of Black Engineers (NSBE), New Brunswick City Holiday Tree-Lighting Celebration, Nurture Through Nature, Play Unified Yearbook Committee,Play Unified Cafe, Project Unified, Raritan's Introduction of Minorities to Engineering (RIME), Read Across America, Rutgers Future Scholars, Sister Cities Student Exchange Program with Debrecen, Hungary, Step-Up Kindergarten, Step-Up Grade 7, Student Council, UnTagged Gents, and Upward Bound

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Before and After School Programs:	An Extended Day Foundational Skills Literacy Program is offered from October 30, 2018-April 2019 to students in kindergarten, first, second, and third grade. An Extended Day Math Program is offered from October 30-December 20, 2018 to students in fifth, sixth, seventh, and eighth grade. Academic Parent-Teacher Team (APPT) workshops are offered in the fall and spring for both ELA and Math for parents of first through fifth graders. Our students also benefit from the New Brunswick Community Youth Support Services (YSS) program after school which provides additional academic support, physical fitness, social activities, and healthy snacks.
Staff and Professional Learning:	Institute For Learning (IFL) provides Math and Language Arts professional development sessions are offered throughout the school year. District employees have monthly professional development opportunities. Professional development opportunities, are lead by experts in the field. District leaders conduct learning walks which focus on providing teachers with helpful feedback to for further teacher development and increase student academic growth. Also, teachers volunteer their personal time to provide staff with professional developments throughout the school year to improve teacher and student learning. Additional professional development trainings cover Danielson, PARCC, school safety, and health and well-being. Another PD goal includes having 80 % of the staff to become Google Certified.

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Student Supports and Services:	ESL is offered for limited English speaking students. A Child Study Team committee designs IEP plans. The 504 coordinator designs and revises 504s as needed. An I&RS (Intervention and Referral Services) team meets bi-monthly. A Positive Behavioral Support team meets bi-monthly.The school counselor and school social worker provide additional support for the school and for individual students who are in need of social/emotional assistance. Speech, Occupational Therapy, and Physical Therapy are provided to needed students. The Title 1 Program for Basic Skills is provided to students who need academic support. Reading Recovery is provided to first grade students. Orton Gillingham is provided to second and third grade students. Special Education services are provided to students who have IEP's.
Student Health and Wellness:	Students receive a free breakfast and lunch program with an online menu listing the ingredients, calories, carbohydrates and other nutritional information alerting students with potential food allergies. Each morning, students hear the 'Words of Wisdom' (Project Wisdom) to set a positive tone for the day and nurture a positive school climate. The school nurse also provides students with regular yearly screenings. The screenings include vision and hearing, scoliosis screening, and blood pressure monitoring. Other yearly screenings will include dental, measurement of height and weight, monitoring student chronic diseases, administration of medication.
Parent and Community Involvement:	Fully staffed Parent Teacher Organization with monthly meetings. Community links include the Civic League of Greater New Brunswick, Sister Cities Exchange Program, Play Unified, and LINKS Raritan Valley Chapter. Barnes & Noble hosted a "S.T.E.M. Family Night" for 3rd to 5th graders where students were engaged in STEM activities. "PARCC and OnCourse Parent Night" offered in the fall of 2018 to fourth through eighth grade parents, PARCC scores were explained and parents were trained on the new OnCourse parent portal. Academic Parent-Teacher Teams (APTT) is a family engagement model, that strengthens teacher-family relationships by focusing on student academic growth and achievement.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers A School Climate Survey is given to students, parents, teachers, and staff at the beginning and the end of the school year. Climate data is used by the school School Community Improvement Plan (SCIP) team to analyze and identify trends from the survey data and provide areas of improvement.
Facilities:	School was built in 1954; 65 years old. Renovations included an wing addition which currently houses the sixth-eighth students. Eight portable classrooms have been added to the rear of the school. An early-childhood playground was added to the facilities approximately 10 years ago. Students have access to a Library/Media center, Art room, Music room, and a multi purpose room which houses our gymnasium and cafeteria. We do not have an auditorium, all school events are held in the multi purpose room.

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Other Information:	We conduct two security drills each month, one fire drill and a lock down drill. We have a bus safety evacuation drill which is held twice a year for all students who ride the bus. School classes consist of nine 40-minute periods. Regularly scheduled in-service days allow for ongoing professional development opportunities on content areas, technology, social-emotional learning, school climate, and more. Current activities and events are updated daily on our school website. We maintain an active social media presence as well. We have a mandatory student uniform policy to deter bullying and ensure student safety. Students have the option to wear gym clothing for physical education classes. To address chronic absenteeism, we monitor student attendance closely and take appropriate action to reduce it. Students are acknowledged for perfect attendance during the quarterly awards ceremony.