NJ SCHOOL PERFORMANCE REPORT

WOODSTOWN MIDDLE SCHOOL
(33-5910-070)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	SALEM
District	WOODSTOWN-PILESGROVE REG
Principal Name	MRS. PESSOLANO
Address	WOODSTOWN MIDDLE SCHOOL WOODSTOWN, NJ 08098-1391
Phone Number	(856)769-0144
Email Address	PESSOLANO.A@WOODSTOWN.ORG
Website	http://www.woodstown.org
Facebook	http://www.facebook.com/WoodstownWolverines
Twitter	http://twitter.com/wmswolverines

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	91	85	82
7	92	91	94
8	107	89	98
Total	290	265	274

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	51.7%	49.8%	48.5%
Male	48.3%	50.2%	51.5%
Economically Disadvantaged Students	32.1%	29.8%	27.0%
Students with Disabilities	20.3%	17.7%	17.9%
English Learners	0.3%	0.0%	0.0%
Homeless Students		1.5%	0.7%
Students in Foster Care		0.4%	0.7%
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	67.6%	69.4%	70.4%
Hispanic	10.0%	10.9%	12.4%
Black or African American	13.1%	12.1%	10.6%
Asian	2.4%	0.8%	1.1%
Native Hawaiian or Pacific Islander	0.3%	0.8%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	6.6%	6.0%	5.1%

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	97.4%
Spanish	2.6%

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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	54	45.5	50	Met Standard	50.5	51.5	50	Met Standard
White	52	46	50	Met Standard	51	54	51	Met Standard
Hispanic	58	37	49	Met Standard	27	41.5	48	**
Black or African American	63	51.5	44	Exceeds Standard	32	42	44	**
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	16	29	49	**	*	56.5	51	**
Economically Disadvantaged	51	38	48	Met Standard	32	48	47	Not Met
Students with Disabilities	42.5	36	41	Met Standard	33	39.5	43	Not Met
English Learners	*	29	54	**	*	37	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**

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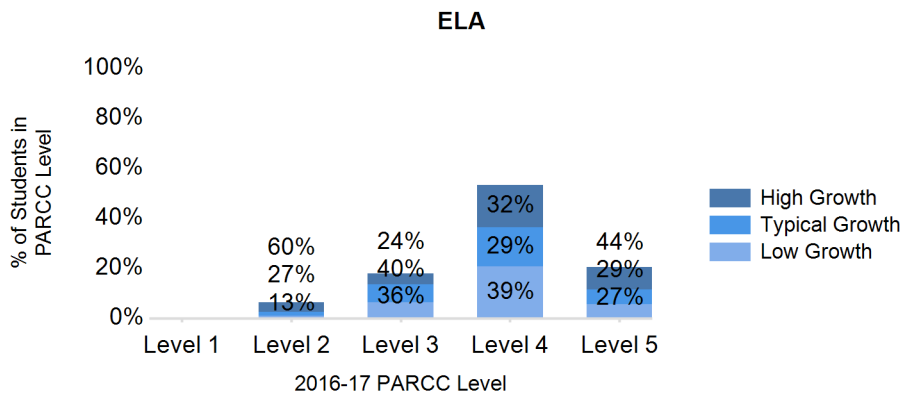
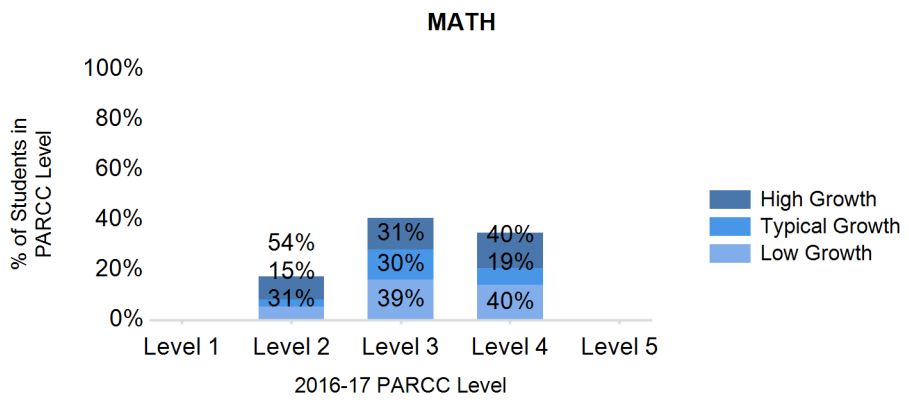
Student Growth by Performance Level

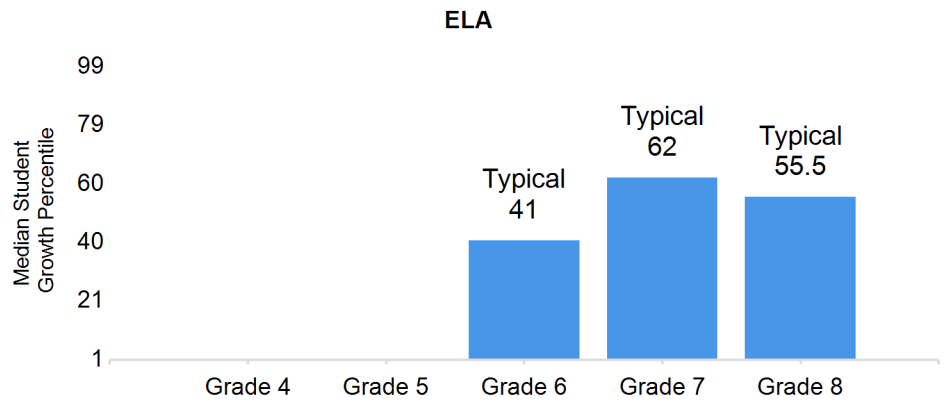
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

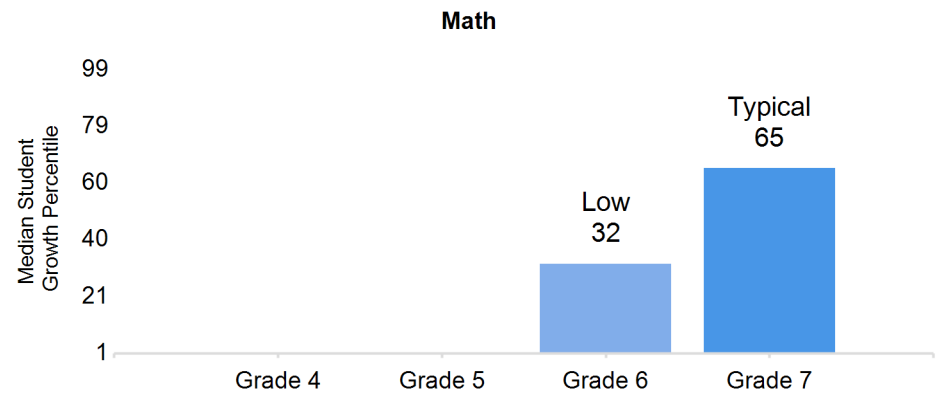




Student Growth by Grade

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	261	97.1	69.3	62.8	56.7	69.3	72.2	Met Target†
White	182	95.9	74.2	68.4	65.6	74.2	76	Met Target†
Hispanic	35	100.0	68.6	55.1	42.5	68.6	73.8	Met Target†
Black or African American	26	100.0	50.0	35.2	37.3	50.0	59	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	85.7	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	47.5	63.4	*	**	**
Female	126	96.3	78.6	70.1	64.5	78.6		
Male	135	97.9	60.8	55.3	49.4	60.8		
Economically Disadvantaged Students	68	95.9	48.6	41.0	38.5	48.6	50.5	Met Target†
Non-Economically Disadvantaged Students	193	97.5	76.6	69.9	67.5	76.6		
Students with Disabilities	49	92.7	32.6	*	21.6	31.8	27.9	Met Target
Students without Disabilities	212	98.2	77.9	*	63.9	77.9		
English Learners	*	*	*	38.5	27.3	*	**	**
Non-English Learners	*	*	*	63.2	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
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 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	82	755	755	754	*	*	33%	*	*	54%	56%
White	56	760	760	761	0%	*	34%	*	*	57%	66%
Hispanic	12	753	753	742	*	0%	*	*	*	67%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	40	765	765	761	*	*	25%	*	*	68%	64%
Male	42	746	746	748	*	*	40%	*	*	40%	48%
Economically Disadvantaged Students	21	738	738	739	*	*	48%	*	*	33%	37%
Non-Economically Disadvantaged Students	61	761	761	764	*	*	28%	*	*	61%	68%
Students with Disabilities	14	720	720	723	*	*	*	*	*	*	18%
Students without Disabilities	68	762	762	760	*	*	*	*	*	*	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	82	755	755	755	*	*	33%	*	*	54%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	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	92	769	769	760	*	*	23%	41%	30%	72%	63%
White	70	773	773	768	0%	*	*	44%	33%	77%	72%
Hispanic	10	752	752	746	0%	*	*	*	*	50%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	41	778	778	769	*	*	*	*	*	80%	72%
Male	51	761	761	752	*	*	*	*	*	65%	54%
Economically Disadvantaged Students	23	746	746	742	*	*	*	*	*	48%	44%
Non-Economically Disadvantaged Students	69	776	776	771	*	*	*	*	*	80%	73%
Students with Disabilities	16	748	748	721	*	*	*	*	*	50%	22%
Students without Disabilities	76	773	773	768	*	*	*	*	*	76%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	92	769	769	762	*	*	23%	41%	30%	72%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	777	777	759	*	*	*	41%	36%	78%	60%
White	61	785	785	767	*	*	*	41%	43%	84%	70%
Hispanic	14	775	775	744	*	*	0%	*	*	79%	45%
Black or African American	13	754	754	739	*	*	*	*	*	62%	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	*	*	*	766	*	*	*	*	*	*	66%
Female	48	784	784	768	*	*	*	46%	40%	85%	69%
Male	46	770	770	751	*	*	*	37%	33%	70%	52%
Economically Disadvantaged Students	27	757	757	740	*	*	*	*	*	56%	42%
Non-Economically Disadvantaged Students	67	785	785	769	*	*	*	*	*	87%	71%
Students with Disabilities	19	737	737	719	*	*	*	*	*	37%	19%
Students without Disabilities	75	787	787	766	*	*	*	*	*	88%	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	94	777	777	761	*	*	*	41%	36%	78%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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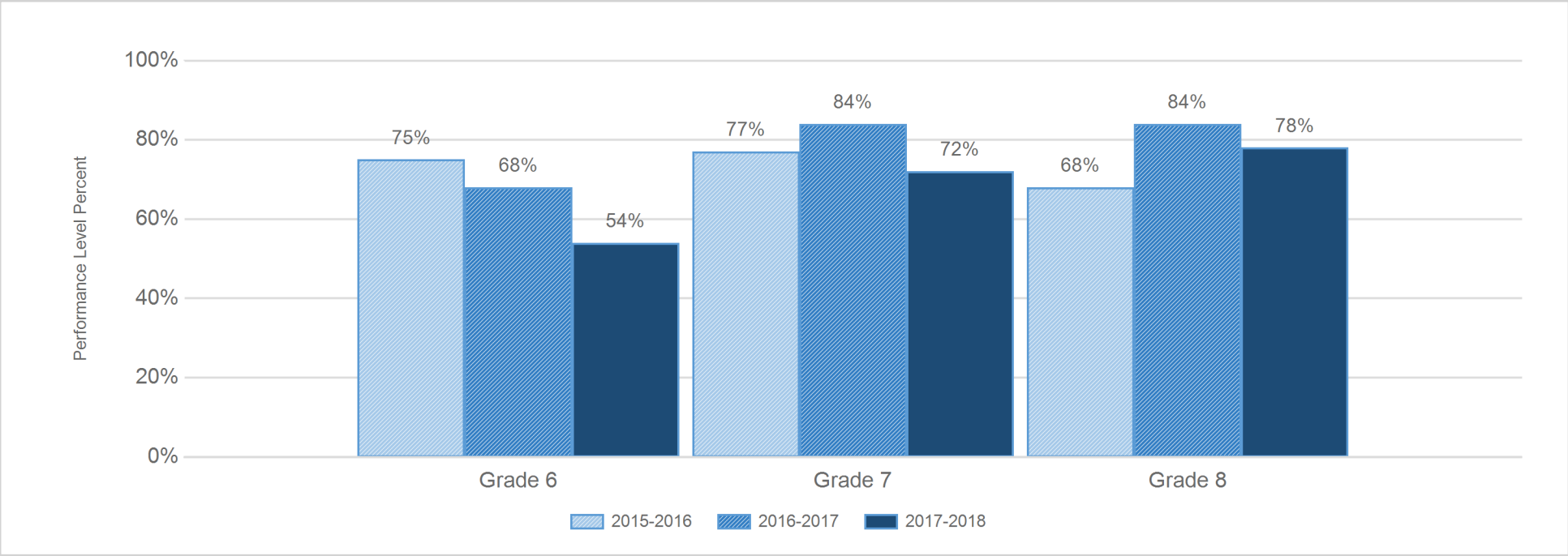
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	261	97.1	43.2	44.4	45.0	43.2	45	Met Target†
White	182	95.9	48.3	50.5	54.1	48.3	51.6	Met Target†
Hispanic	35	100.0	40.0	37.6	29.2	40.0	36.1	Met Target
Black or African American	26	100.0	15.4	*	23.4	15.4	22.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	53.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	30.0	53.0	*	**	**
Female	126	96.3	42.9	44.0	46.0	42.9		
Male	135	97.9	43.7	44.7	43.9	43.7		
Economically Disadvantaged Students	68	95.9	29.4	24.0	26.6	29.4	27.3	Met Target
Non-Economically Disadvantaged Students	193	97.5	48.2	51.0	55.9	48.2		
Students with Disabilities	49	92.7	18.3	*	17.1	17.9	18.5	Met Target†
Students without Disabilities	212	98.2	49.1	*	50.5	49.1		
English Learners	*	*	*	53.8	24.6	*	**	**
Non-English Learners	*	*	*	44.3	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
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 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	82	742	742	744	*	24%	32%	*	*	40%	44%
White	56	748	748	751	0%	20%	34%	*	*	46%	54%
Hispanic	12	732	732	731	*	*	*	*	*	42%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	40	743	743	745	*	*	38%	*	*	40%	45%
Male	42	741	741	742	*	*	26%	*	*	40%	42%
Economically Disadvantaged Students	21	726	726	729	*	*	*	*	*	19%	24%
Non-Economically Disadvantaged Students	61	747	747	753	*	*	*	*	*	48%	56%
Students with Disabilities	14	718	718	717	*	*	*	*	*	21%	13%
Students without Disabilities	68	746	746	748	*	*	*	*	*	44%	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	82	742	742	745	*	24%	32%	*	*	40%	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	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

WOODSTOWN MIDDLE SCHOOL
(33-5910-070)
Grades Offered: 06-08
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	743	743	743	*	12%	50%	*	*	34%	43%
White	70	747	747	750	0%	*	51%	*	*	36%	54%
Hispanic	10	727	727	732	*	*	*	*	*	20%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	41	742	742	745	*	*	49%	*	*	34%	45%
Male	51	744	744	741	*	*	51%	*	*	33%	42%
Economically Disadvantaged Students	23	731	731	730	*	*	48%	*	*	22%	24%
Non-Economically Disadvantaged Students	69	747	747	751	*	*	51%	*	*	38%	55%
Students with Disabilities	16	726	726	717	*	*	*	*	*	19%	12%
Students without Disabilities	76	747	747	748	*	*	*	*	*	37%	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	92	743	743	744	*	12%	50%	*	*	34%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	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

WOODSTOWN MIDDLE SCHOOL
(33-5910-070)
Grades Offered: 06-08
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	65	737	737	728	*	*	35%	38%	0%	38%	28%
White	38	743	743	736	*	*	37%	45%	0%	45%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	12	727	727	715	*	*	*	*	*	17%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	36	740	740	731	*	*	31%	*	*	44%	31%
Male	29	733	733	725	*	*	41%	*	*	31%	26%
Economically Disadvantaged Students	24	732	732	719	*	*	*	*	*	38%	20%
Non-Economically Disadvantaged Students	41	740	740	735	*	*	*	*	*	39%	35%
Students with Disabilities	18	722	722	705	*	*	*	*	*	17%	*
Students without Disabilities	47	743	743	735	*	*	*	*	*	47%	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	65	737	737	729	*	*	35%	38%	0%	38%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	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

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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	29	772	742	746	0%	0%	*	*	*	83%	46%
White	23	773	746	755	0%	0%	*	*	*	87%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	12	768	739	748	0%	0%	*	*	*	67%	48%
Male	17	774	745	745	0%	0%	*	*	*	94%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	29	772	742	749	0%	0%	*	*	*	83%	*
Homeless Students	N	N	N	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	N	720	N	N	N	N	N	N	11%

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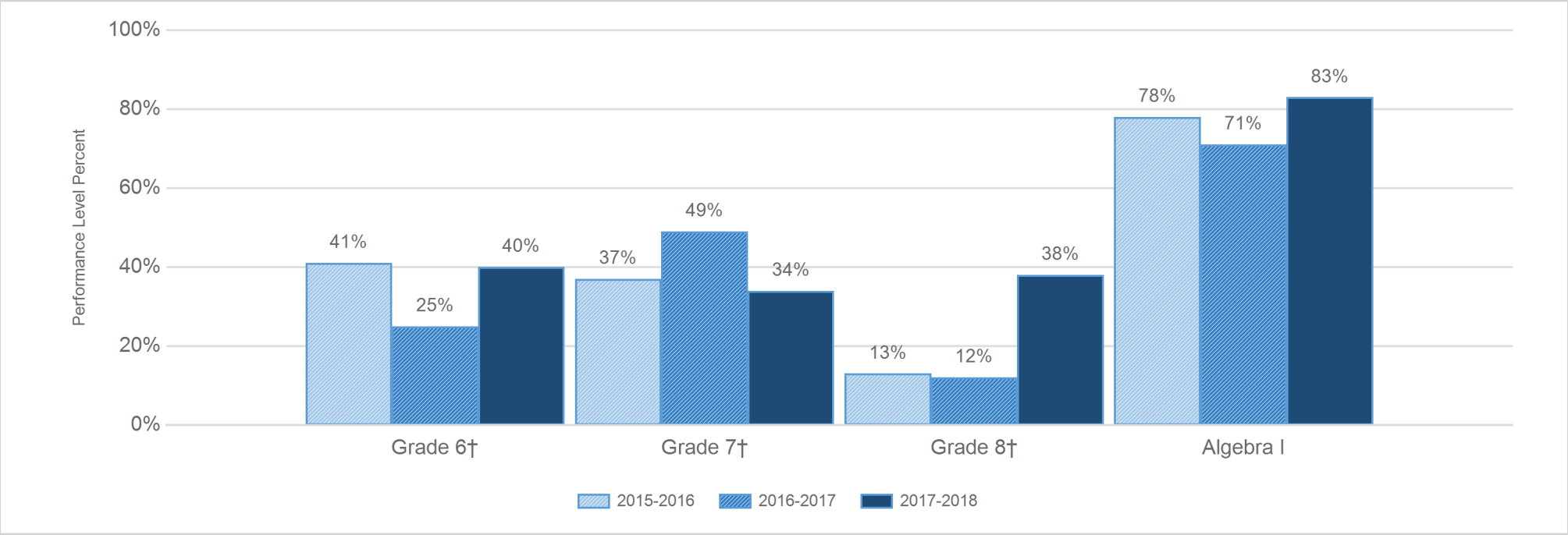
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	82
7	0	0	93
8	30	0	67
Total	30	0	242

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	82	0	0	0	0	0	0
7	90	0	0	0	0	0	0
8	98	0	0	0	0	0	0
Total	270	0	0	0	0	0	0

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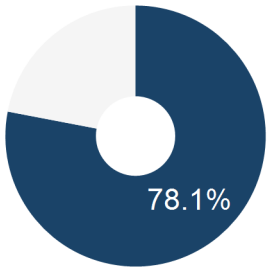
Visual and Performing Arts – Course Participation

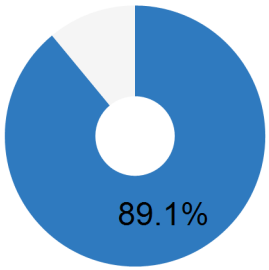
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

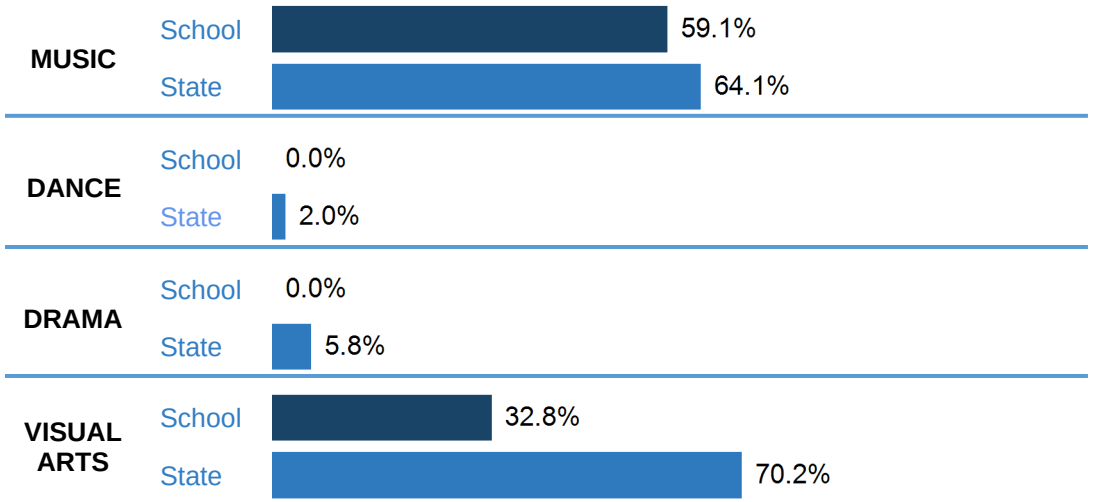


School



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.

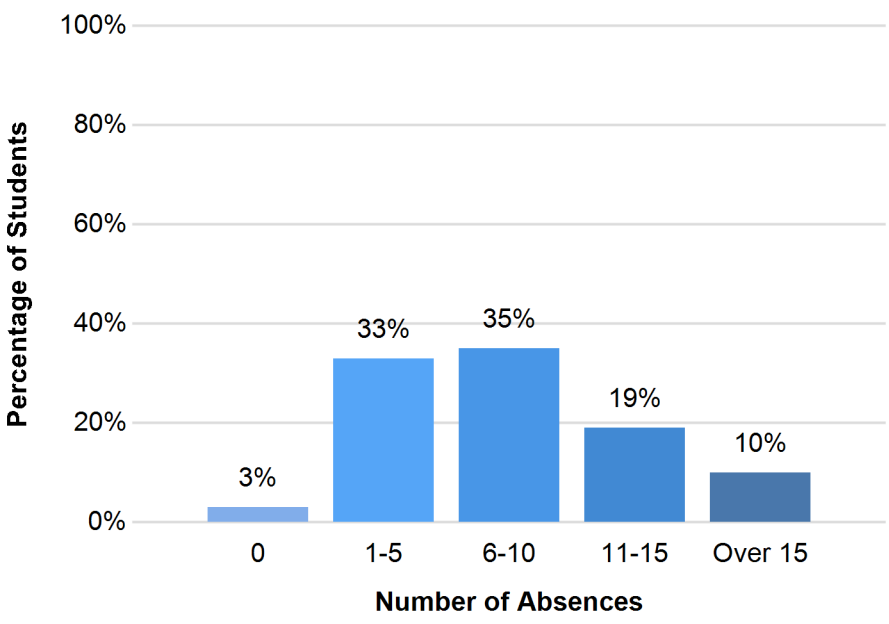
Chronic Absenteeism

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	24	8.7	9.5	Met
White	20	10.2	9.5	Not Met
Hispanic	1	2.9	9.5	Met
Black or African American	1	3.7	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	10	13.5	9.5	Not Met
Students with Disabilities	6	11.5	9.5	Not Met
English Learners	N	N	N	N

Days Absent

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



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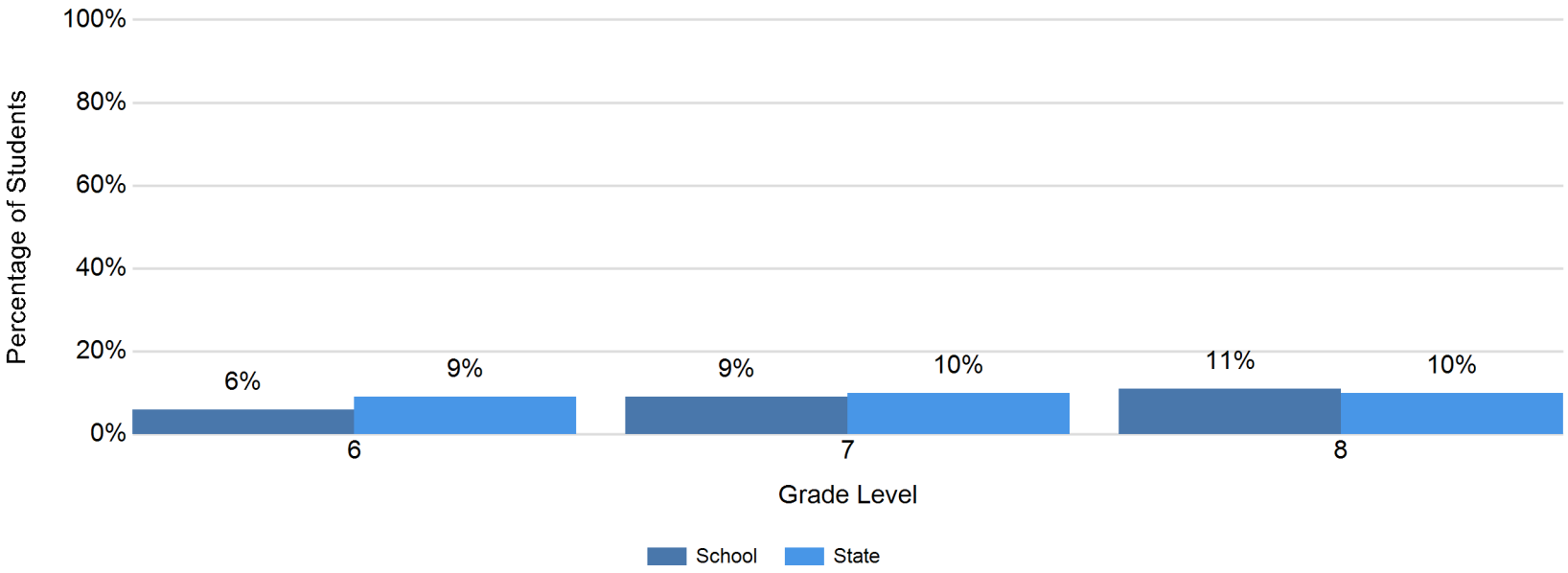
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	4.38

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	1

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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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	2	3
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	2	3
No Identified Nature	1		1

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	16	5.8%
Out-of-School Suspensions	*	*
Any Suspension	17	6.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
19

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

Device Ratios

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

School Year	Student to Device Ratio
2017-18	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$376	$13,292	$13,668

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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	27	117,464
Average years experience in public schools	14.0	12.0
Average years experience in district	10.4	10.7
Teachers in district for 4 or more years	77.8%	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	11	9,374
Average years experience in public schools	20.2	16.0
Average years experience in district	12.1	12.0
Administrators in district for 4 or more years	81.8%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	274:1	134:1
Teachers to Administrators	27:1	13:1
Students to Librarians/Media Specialists		1475:1
Students to Nurses		492:1
Students to Counselors		295:1
Students to Child Study Team		369:1

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(33-5910-070)
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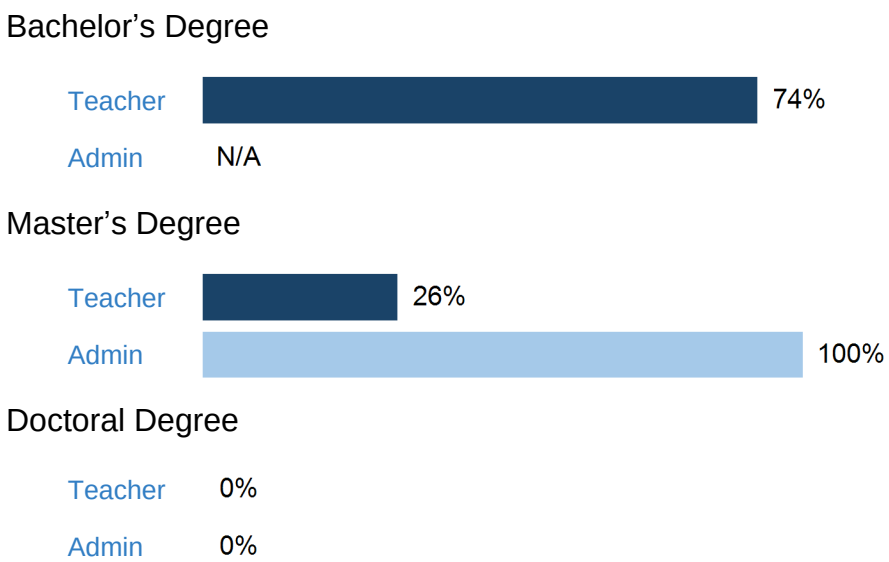
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - 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	94.0%	90.2%
2016-17 Administrators: Same district 2017-18	69.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.2%

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Teachers: All classroom teachers
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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	55.6%	100.0%
Male	44.4%	0.0%
White	96.3%	100.0%
Hispanic	3.7%	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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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	71.03	17.5%
Mathematics Proficiency	37.38	17.5%
English Language Arts Growth	68.36	25.0%
Mathematics Growth	32.76	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	46.88	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	51.29	n/a
Summative Rating: Percentile Rank of Summative Score	51.42	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†	Met Standard	Met Standard	N	Met	No
White	46.60	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	80.67	14.08	No	Met Target†	Met Target	Met Standard	**	n/a	Met	No
Black or African American	72.53	14.08	No	Met Target†	Met Target†	Exceeds 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	46.50	14.08	No	Met Target†	Met Target	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	48.99	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Woodstown Middle School is a “bring your own device” school that fosters the social, emotional and academic growth of our students through a comprehensive and diverse curriculum. • Woodstown Middle School’s Independent Reading program allows students to select books of their choice from our vastly diverse classroom libraries, or to bring their own books for their daily reading. • Woodstown Middle School incorporates an activity period during which students can participate in different clubs during the school day such as brain games, GEO robotics and more.
Mission, Vision, Theme:	The mission of Woodstown Middle School is to foster and educational community that inspires and empowers its students to become 21st century learners and leaders by instilling core values of confidence, perseverance and collaboration. These traits will guide our students toward excellence in academics as well as prepare them for success in a globally diverse society
Awards, Recognition, Accomplishments:	Teacher have been recognized as State Teachers of the Year, Princeton Secondary Educator of the Year, and programs have been featured on Classroom Close Up NJ.

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Courses, Curriculum, Instruction:	Woodstown Middle School implements a rigorous, standards-aligned curriculum that challenges students as they build the skills needed for future success. Teachers implement cross-curricular lessons in multiple classes which assist student in developing the skills and habits needed for success in the 21st century. Each grade level incorporates a civil or human rights unit that is taught collaboratively between language arts and social studies. Co-taught classes provide additional supports to students as needed and allow teachers to address individual student strengths and weaknesses in order to target instruction accordingly. Students regularly use devices to enhance their learning and as a tool to demonstrate what they have learned. Assessments are frequently given using an online platform that analyzes the assessment data in order to allow teachers to target specific areas in need of improvement for individual students.
Clubs and Activities:	Students can participate in a variety of clubs including: Yearbook, Student Council, National Junior Honor Society, Jr. Future Educators of America, Builder's Club, LEGO Robotics, and many more.

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Before and After School Programs:	After school labs are offered twice a week to provide students an opportunity to seek extra help or a quiet place to complete homework before heading home for the day. The STAND (Students Taking ANother Direction) program supports students from diverse background in achieving their educational and social goals. Frequent after school tournaments and other social activities are held throughout the year for all students.
Staff and Professional Learning:	Grade level content area teachers and special education teachers receive a daily one hour common planning time during with they work collaboratively within their Professional Learning Community to review assessments and data, address student needs and develop lessons and activities aimed at student academic success. Teachers also participate in monthly vertical articulation meetings during which multi-grade level content area teachers meet to ensure the vertical articulation of their content through the grade levels. Monthly faculty meetings and district professional development days provide additional professional learning opportunities for all staff members.

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Student Supports and Services:	Woodstown Middle School provides co-taught classes for all academic periods to provide additional support to students with specific learning needs. Teachers are able to meet whole group or to break out into smaller student groups depending upon the needs of the students. This allows teachers to address specific learning needs and areas of strength and those in needs of additional focus.
Student Health and Wellness:	Guidance lessons focus on health and wellness and the daily Mindfulness Minute helps students learn to focus throughout the day. Health classes contain units focused on helping students identify and manage stress
Parent and Community Involvement:	Woodstown Middle School invites parents to be involved in the school. We offer opportunities for parents to meet with school administration to discuss school-related topics. Parents are invited to attend and assist with events and are encouraged to join us for Field Day and after school tournaments. Parent feedback is solicited frequently through surveys in an effort to continuously improve our school.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Woodstown Middle School has been selected to be part of the School Climate Transformation Project, a partnership between the NJ Department of Education and Rutgers University that uses data from the School Climate Survey to assist schools in transforming their climate to create the safest and most supportive learning environment for all students. Woodstown Middle School is part of cohort 3 and will be a part of the project through the end of the 2020-2021 school year.
School Safety:	School safety remains a priority at Woodstown Middle School. Safety drills occur monthly and at varying times of the day in order to prepare students should there be an emergency. School security guards are present in the building and strict protocols are followed for visitors to ensure the safety of all of our students.

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Technology and STEM:	Woodstown Middle School is a bring your Own Device school. We also have a large number of Chromebooks and iPads available for student use and technology is incorporated into lessons across the curriculum. Students in 7thand 8th Grades take a Concepts in Multimedia which is part of their specials rotation. In addition, we recently purchased 3-D printers for use throughout the school. STEM topics are woven throughout our science curriculum, which is a hands-on, inquiry-based curriculum at all grade levels.