NJ SCHOOL PERFORMANCE REPORT

County: Middlesex

District: Sayreville School District

65 Dane Street
Sayreville, NJ 08872

Principal: Mr. Timothy Byrne

School Website

732-525-5240

315
Total Students

KG-03
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn** more about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2021-22 Reports: The 2021-22 School Performance Reports include nearly all data that was previously reported prior to the COVID-19 pandemic, such assessment results and accountability data. However, the 2021-22 reports will not include student growth as measured by median student growth percentiles (mSGPs) because individual student growth percentiles (SGPs) were not calculated for the 2021-22 school year due to lack of prior test results for the 2019-20 and 2020-21 school years. The student growth section of the reports will include a link to an alternate measure of academic progress that will be used for accountability determinations for the 2021-22 school year. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for administrators, educators, elementary, and middle and high school families
- Reference Guide with details on all the data in these reports
- Frequently Asked Questions
- Understanding Adjusted Cohort Graduation Rates
- Understanding Student Growth Percentiles
- Data Privacy Rules (why you see *'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our feedback survey. Contact reportcard@doe.nj.gov with any questions about the reports

Overview & Resources

School Contact Information

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	Sayreville School District
Principal Name	Mr. Timothy Byrne
Address	65 Dane Street, Sayreville, NJ 08872
Phone Number	732-525-5240
Email Address	timothy.byrne@sayrevillek12.net
Website	sayreville-wwe.ss8.sharpschool.com/
Facebook	https://www.facebook.com/WoodrowWilson65/
Twitter	https://twitter.com/WilsonBees

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2019-20	2020-21	2021-22
KG	84	67	84
1	87	74	76
2	88	76	77
3	78	87	78
Total	337	304	315

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Student Group	2019-20	2020-21	2021-22
Female	46.5%	47.0%	48.0%
Male	53.5%	53.0%	52.0%
Non-Binary/Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	32.9%	29.3%	26.0%
Students with Disabilities	14.5%	15.1%	16.2%
English Learners	3.0%	3.3%	7.6%
Homeless Students	0.6%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.9%	0.7%	0.3%
Migrant Students	0.0%	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	2019-20	2020-21	2021-22
White	41.2%	39.1%	44.4%
Hispanic	18.1%	19.7%	17.5%
Black or African American	11.9%	10.9%	13.7%
Asian	23.1%	21.4%	21.0%
Native Hawaiian or Pacific Islander	0.0%	3.6%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	5.6%	5.3%	3.2%

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

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	2019-20	2020-21	2021-22
KG - Half Day	0	0	0
KG - Full Day	84	67	84

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

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. To see this data in a table, click the Table View option below the chart.

Language	Percentage
English	83.8%
Spanish	6.7%
Gujarati	2.5%
Chinese	1.3%
Portuguese	1.3%
Other	4.4%

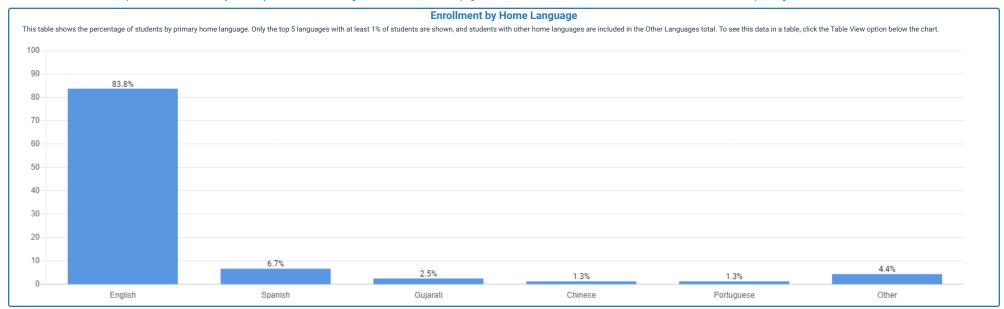**Report Key:**
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
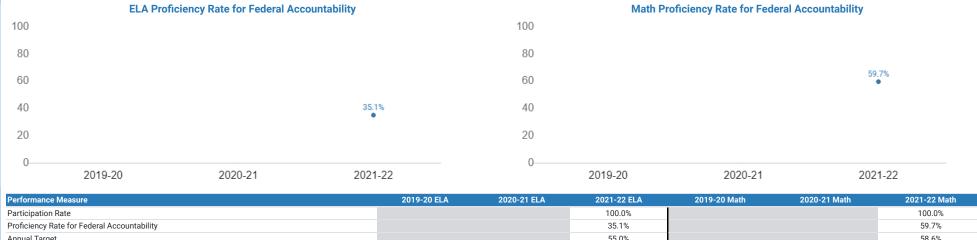† This indicates a table specific note, see note below table

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2021-22: NJSLA data is not available for 2019-20 or 2020-21 due to federal waivers and assessment cancellations and DLM and ACCESS for ELLs data is not available for 2019-20. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability

Performance Measure	2019-20 ELA	2020-21 ELA	2021-22 ELA	2019-20 Math	2020-21 Math	2021-22 Math
Participation Rate			100.0%			100.0%
Proficiency Rate for Federal Accountability			35.1%			59.7%
Annual Target			55.0%			58.6%
Met Annual Target?			Not Met			Met Target
Statewide Proficiency Rate for Federal Accountability			49.0%			36.0%

† Target was met within a confidence interval.

Report Key:
* Data is not displayed in order to protect student privacy
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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts(ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 9. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

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	Annual Target	Met Annual Target
Schoolwide	77	100%	35.1%	52.2%	49%	35.1%	55%	Not Met
White	32	100%	34.4%	52%	58.2%	34.4%	47.3%	Met Target†
Hispanic	13	100%	<10%	42.6%	35%	<10%	**	**
Black or African American	*	*	*	48.5%	30.9%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100%	65%	73.1%	78%	65%	71.8%	Met Target†
American Indian or Alaska Native	*	*	*	25.8%	48.7%	*	**	**
Two or More Races	*	*	*	43%	55.4%	*	**	**
Female	*	100%	40.6%	56.7%	55.1%	40.6%		
Male	*	100%	31.1%	48%	43.2%	31.1%		
Non-binary/undesignated gender	*	*	*	*	63.8%	*		
Economically Disadvantaged Students	16	100%	12.5%	38%	30.9%	12.5%	**	**
Non-Economically Disadvantaged Students	61	100%	41%	58.1%	57.8%	41%		
Students with Disabilities	16	100%	25%	19.6%	17.9%	25%	**	**
Students without Disabilities	61	100%	37.7%	59.8%	55.7%	37.7%		
English Learners	*	*	*	19.5%	21.9%	*	**	**
Non-English Learners	*	100%	35.5%	53.7%	52%	35.5%		
Homeless Students	77	100%	35.1%	52.6%	49.3%	35.1%		
Students in Foster Care	*	*	*	*	17.9%	*		
Military-Connected Students	*	*	*	46.7%	46%	*		
Migrant Students	*	*	*	*	<10%	*		

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

Academic Achievement

English Language Arts Assessment - Performance By Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	81	740	744	740	12%	22%	30%	31%	5%	36%	42%
White	32	737	746	750	16%	16%	34%	31%	3%	34%	52%
Hispanic	15	725	737	724	13%	33%	40%	13%	0%	13%	28%
Black or African American	10	724	737	722	20%	40%	20%	10%	10%	20%	26%
Asian, Native Hawaiian, or Pacific Islander	21	764	762	771	5%	14%	14%	57%	10%	67%	71%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	45%
Two or More Races	*	*	737	748	*	*	*	*	*	*	50%
Female	*	751	753	745	3%	24%	32%	32%	9%	41%	47%
Male	*	732	737	735	19%	21%	28%	30%	2%	32%	38%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	18	722	730	720	22%	22%	39%	17%	0%	17%	24%
Non-Economically Disadvantaged Students	63	745	750	751	10%	22%	27%	35%	6%	41%	52%
Students with Disabilities	17	714	711	709	41%	29%	6%	18%	6%	24%	17%
Students without Disabilities	64	747	751	746	5%	20%	36%	34%	5%	39%	47%
English Learners	*	*	*	704	*	*	*	*	*	*	13%
Non-English Learners	*	741	745	744	11%	23%	30%	31%	5%	36%	46%
Homeless Students	*	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	737	*	*	*	*	*	*	40%
Migrant Students	*	*	*	691	*	*	*	*	*	*	24%

Academic Achievement

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

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	Annual Target	Met Annual Target
Schoolwide	77	100%	59.7%	36.8%	36%	59.7%	58.6%	Met Target
White	32	100%	56.3%	37%	46.2%	56.3%	56.9%	Met Target†
Hispanic	13	100%	46.2%	25%	19.9%	46.2%	**	**
Black or African American	*	*	*	25.7%	15.7%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100%	90%	64.6%	71.3%	90%	74.9%	Met Goal
American Indian or Alaska Native	*	*	*	22.6%	37.3%	*	**	**
Two or More Races	*	*	*	32.7%	44.1%	*	**	**
Female	*	100%	53.1%	33%	34.5%	53.1%		
Male	*	100%	64.4%	40.5%	37.4%	64.4%		
Non-binary/undesignated gender	*	*	*	*	35%	*		
Economically Disadvantaged Students	16	100%	50%	24.9%	17.3%	50%	**	**
Non-Economically Disadvantaged Students	61	100%	62.3%	41.8%	45.2%	62.3%		
Students with Disabilities	16	100%	37.5%	15.6%	14.7%	37.5%	**	**
Students without Disabilities	61	100%	65.6%	41.7%	40.5%	65.6%		
English Learners	*	*	*	16.3%	16%	*	**	**
Non-English Learners	*	100%	60.5%	37.9%	38.4%	60.5%		
Homeless Students	77	100%	59.7%	36.9%	36.2%	59.7%		
Students in Foster Care	*	*	*	*	10%	*		
Military-Connected Students	*	*	*	33.3%	34.5%	*		
Migrant Students	*	*	*	*	<10%	*		

Report Key:
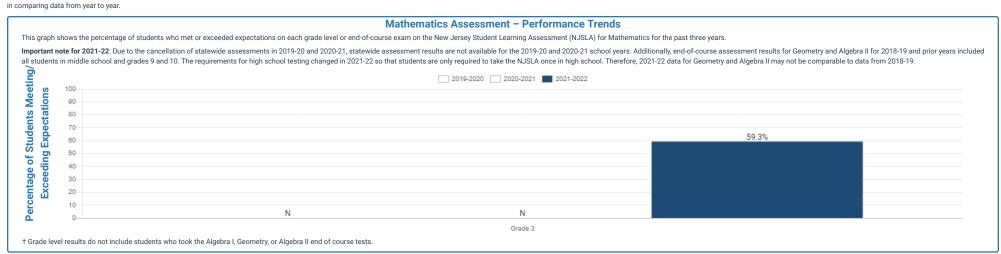***** Data is not displayed in order to protect student privacy
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Academic Achievement

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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 New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 data for Geometry and Algebra II may not be comparable to data from 2018-19.

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

Woodrow Wilson Elementary School

(23-4660-120)

2021-2022

Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	81	761	755	745	6%	6%	28%	37%	22%	59%	45%
White	32	762	762	756	0%	13%	31%	31%	25%	56%	59%
Hispanic	15	749	742	729	13%	0%	40%	33%	13%	47%	27%
Black or African American	10	728	741	723	20%	10%	50%	20%	0%	20%	23%
Asian, Native Hawaiian, or Pacific Islander	21	782	776	777	5%	0%	5%	52%	38%	90%	79%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	745	752	*	*	*	*	*	*	53%
Female	*	759	755	743	6%	6%	35%	35%	18%	53%	43%
Male	*	762	756	747	6%	6%	23%	38%	26%	64%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	18	748	740	725	6%	6%	39%	44%	6%	50%	24%
Non-Economically Disadvantaged Students	63	764	761	755	6%	6%	25%	35%	27%	62%	57%
Students with Disabilities	17	735	725	724	24%	18%	24%	29%	6%	35%	24%
Students without Disabilities	64	767	761	749	2%	3%	30%	39%	27%	66%	49%
English Learners	*	*	717	719	*	*	*	*	*	*	17%
Non-English Learners	*	761	757	748	6%	6%	28%	38%	23%	60%	49%
Homeless Students	*	*	*	714	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	*	714	*	*	*	*	*	*	24%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with the most significant intellectual disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N

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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 4.5 or Above
0-2	16	*	*
3-4	*	*	*
5 or more	N	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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation.

Academic Achievement

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 grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

NJSLA Science Assessment: Summary

This table shows how students performed on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

Important note for 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.

Climate and Environment

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. Students with fewer than 45 days in membership are excluded from attendance calculations.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

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	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Schoolwide	65	19.9%	19.3%	Not Met
White	32	22.2%	19.3%	Not Met
Hispanic	13	24.1%	19.3%	Not Met
Black or African American	8	17.4%	19.3%	Met
Asian, Native Hawaiian, or Pacific Islander	6	8.6%	19.3%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	45.5%	**	**
Female	*	16.6%		
Male	*	22.9%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	26	31.7%	19.3%	Not Met
Students with Disabilities	24	36.4%	19.3%	Not Met
English Learners	5	21.7%	19.3%	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

Climate and Environment

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Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.
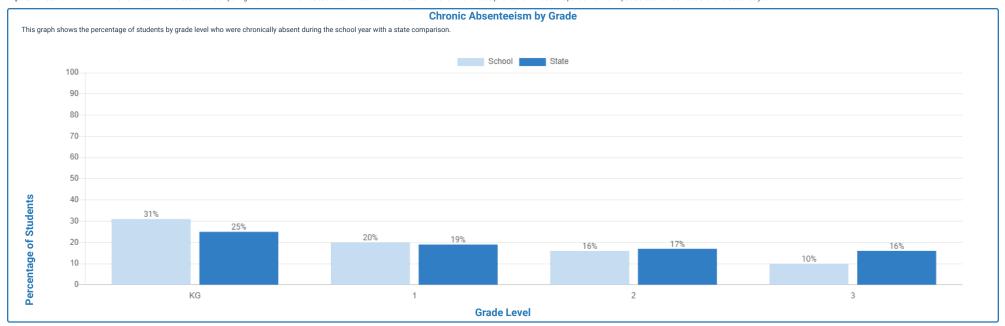
Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Climate and Environment

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Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

Chronic Absenteeism by Grade

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

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage.. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.59

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

Report Key:

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N No Data is available to display

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Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage.. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

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	4	3	7
Religion	0	0	0
Ancestry	3	3	6
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
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	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	0	0.0%	
Out-of-School Suspensions	*	*	*
Any Suspension	*	*	
Removal to other education program	0	0.0%	
Expulsion	0	0.0%	
Arrest	0	0.0%	

Climate and Environment

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	9:05 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs. 15 Mins.
Full Time - Instructional Time	5 Hrs. 35 Mins.
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAx survey and reflects data submitted as of October 2022, 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
2021-2022	1:1

Student Access to Technology and Internet

In response to the COVID-19 pandemic, the NJDOE began collecting information on student device types, device owners, and internet connectivity during the 2020-2021 school year. Additional reports about student access to technology and internet connectivity as of the end of the 2021-2022 school year can be found on the NJDOE website.

NJ SCHOOL PERFORMANCE REPORT

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

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
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.
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,773
Average years experience in public schools	9.7	12.5
Average years experience in district	9.7	11.3
Percentage of Teachers with 4 or more years experience in the district	69.0%	76.0%
Number of out-of-field teachers	0	2,937

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	35	9,578
Average years experience in public schools	14.6	16.5
Average years experience in district	14.6	12.6
Percentage of Administrators with 4 or more years experience in the district	91.4%	78.8%

Staff Counts

This table shows the number of staff members assigned to the school, district, and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school.

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	29	552	118,773
Administrators	1	35	9,578
Librarians/Media Specialists	1	7	1,212
Nurses	1	7	2,911
School Counselors	N	17	4,324
Child Study Team Members	2	34	9,115
School Psychologists	N	6	2,159
School Social Workers	1	6	2,487
Student Assistance Coordinators	N	2	372
School Safety Specialists	N	N	34

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

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Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE).

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	315:1	180:1
Teachers to Administrators	29:1	16:1
Students to Librarians/Media Specialists †	315:1	898:1
Students to Nurses †	315:1	898:1
Students to Counselors †	N	370:1
Students to Child Study Team Members †,††	26:1	32:1
Students to School Psychologists †	N	1048:1
Students to School Social Workers †	315:1	1048:1
Students to Student Assistance Coordinators †	N	3143:1
Students to School Safety Specialists †	N	N

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants also note that for the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, the data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.0%	>80%	*	48.0%	77.0%	56.0%
Male	52.0%	≤20%	*	52.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤1%	≤20%	*	≤1%	≤1%	≤1%
White	44.4%	93.1%	100.0%	40.1%	82.6%	76.3%
Hispanic	17.5%	6.9%	0.0%	32.1%	8.1%	8.1%
Black or African American	13.7%	0.0%	0.0%	14.6%	6.5%	13.9%
Asian	21.0%	0.0%	0.0%	10.1%	2.3%	1.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.2%	0.1%
Two or More Races	3.2%	0.0%	0.0%	2.7%	0.2%	0.3%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.
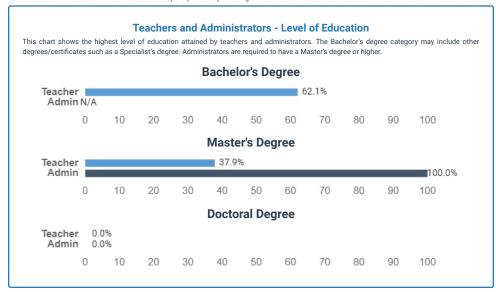
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Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 62.1%
Admin N/A

Master's Degree

Teacher 37.9%
Admin 100.0%

Doctoral Degree

Teacher 0.0%
Admin 0.0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2020-21 that were still assigned to this district in 2021-22. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2020-21 Teachers: Same district 2021-22	92.9%	90.7%
2020-21 Administrators: Same district 2021-22	100.0%	87.4%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

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Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table or they may only be counted in their primary subject area. Additionally, in many elementary schools teachers are not assigned to specific subject areas, so teachers will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary Not Subject Specific	19	>80%	≤20%	≤20%	89.5%	10.5%	0.0%	0.0%	0.0%	0.0%	0.0%	63.2%	57.9%	42.1%	0.0%
English/Language Arts/Literacy	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
English Speakers or Other Languages	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Mathematics	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Science	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Social Studies/History	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
World Language	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Visual and Performing Arts	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%	0.0%	0.0%
Health/Physical Education	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	66.7%	33.3%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2021-22 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2021-22 School-Level Per Pupil Expenditures by Source

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Sayreville Boro	Federal	State & Local	Total	ADE**
School Level Expenditures Not Assigned to a School	$102	$4,254	$4,356	6,058.7
District Level Central Expenditures		$2,035	$2,035	6,058.7
Sayreville War Memorial High School	$518	$9,008	$9,526	1,685.8
Sayreville Middle School	$819	$8,816	$9,635	1,383.4
Emma Arleth Elementary School	$1,873	$9,879	$11,752	478.6
Dwight D. Eisenhower Elementary School	$1,922	$8,122	$10,044	468.6
Harry S. Truman Elementary School	$2,037	$8,351	$10,388	443.7
Samsel Upper Elementary School	$1,027	$9,106	$10,133	1,010.5
Woodrow Wilson Elementary School	$2,757	$9,437	$12,194	310.7
Project Before At Selover School		$7,606	$7,606	52.5
Cheesequake School	$4	$9,934	$9,938	225.0
-				

Report Key:
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Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System 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). Based on New Jersey's approved ESSA state plan, NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
  - The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

Annually, NJDOE will identify schools in the following federal category:

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
  - Schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and statewide progress toward long-term goals, see these accountability resources.

Important Note for 2021-2022: Due to the COVID-19 pandemic, New Jersey received waivers from the United States Department of Education (USED) in both March 2020 and March 2021 that waived accountability-related requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years. These waivers removed the requirements to:

- Calculate indicator scores and summative scores for the 2019-2020 and 2020-2021 school years;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 and 2020-2021 school years; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 and 2021-2022 school years (based on 2019-2020 and 2020-2021 data, respectively).

As a result of these waivers, any school that was identified for comprehensive or targeted support and improvement during the 2019-20 school year will retain the same status for the 2021-22 and 2022-23 school years.

The NJDOE identified schools across four categories during the 2022-23 school year (based on 2021-22 data):

- CSI: Overall Low Performing;
- CSI: Low Graduation Rate;
- ATSI; and
- TSI.

For the TSI identification that occurred during the 2022-23 school year, status in meeting annual targets for the 2018-19 and 2021-22 school years were used since data was not available for two consecutive years.

Additionally, all schools that were previously identified were eligible to exit status at the end of the 2022-23 school year if the NJDOE's Exit Criteria were met.

The NJDOE received approval to make a one-time change to the identification timeline under the COVID-19 State Plan Addendum. Under the approved Addendum, the NJDOE will identify schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools identified for CSI or ATSI status in fall 2022 will be eligible to exit status in fall 2023 if all exit criteria are met. Schools identified for TSI status will be eligible to exit annually if exit criteriea are met.

![NJ School Performance Report logo]

Woodrow Wilson Elementary School
(23-4660-120)
2021-2022

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

Accountability

ESSA Accountability Status

The table below provides the school's federal school status for the 2023-24 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2023-24 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Pacific Islander, Native Hawaiian	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years.

ELA and Math Proficiency: Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM)

ELA and Math Growth: For 2021-22 only, this data shows the Relative School Improvement Measure (RSIM), which is based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. Schools are assigned a percentile rank based on their improvement as compared to schools with similar prior year performance. This is only measured for grades 3-8. The NJDOE plans to resume measuring growth by mSGP in 2022-23.

Four- and five-year graduation rates: The adjusted cohort graduation rate

Progress toward English Language Proficiency: The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency.

Chronic absenteeism: The percentage of students that were absent for 10% or more of the days enrolled during the school year.

Important Note for 2021-22: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2019-20 or 2020-21 and chronic absenteeism data is not available for 2019-20. The growth measure used for 2021-22 is an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE plans to resume reporting median student growth percentiles in 2022-23. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

ESSA Acountability Indicator	2019-20	2020-21	2021-22
ELA Proficiency			35.1%
Math Proficiency			59.7%
ELA Growth			22
Math Growth			90
4-Year Graduation Rate†			
5-Year Graduation Rate†			
Progress toward English Language Proficiency			*
Chronic Absenteeism		11.3%	19.9%

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

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Accountability

Accountability Summary by Student Group - 2021-22 School Year

The NJDOE is required under ESSA to identify schools for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). Both TSI and ATSI identifications are based on how student groups within schools perform. Schools are identified for ATSI if they have at least one student group that has a summative score that would be in the bottom 5% of Title I schools if it was its own school. Schools are identified for TSI if they have at least one student group that missed annual targets or standards for all indicators for two years in a row. Only student groups that have data for at least 20 students are included in the accountability determinations.

In the table below, the first three columns show information on the identification for ATSI. It shows the summative score for each student group, the cut-off score that was used to identify schools for comprehensive support and improvement (CSI), and whether the school (and student groups) have been identified as requiring ATSI. The remaining columns in the table show whether the student group met annual targets or standards for all indicators for the 2021-22 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2018-19 school year, then the school will be identified as requiring TSI.

For more information about accountability determinations, indicators, and annual targets, see the NJDOE Accountability page..

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide			No	Not Met	Met Target	Met Standard	Exceeds Standard	N	N	**	Not Met	No
White	48.07	13.90	No	Met Target†	Met Target†	Not Met	Exceeds Standard	N	N		Not Met	No
Hispanic	**	**	No	**	**	**	**	N	N		Not Met	No
Black or African American	**	**	No	**	**	**	**	N	N		Met	No
Asian, Native Hawaiian, or Pacific Islander	53.38	13.90	No	Met Target†	Met Goal	Met Standard	Met Standard	N	N		Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	N		**	No
Two or More Races	**	**	No	**	**	**	**	N	N		**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	N	N		Not Met	No
Students with Disabilities	**	**	No	**	**	**	**	N	N		Not Met	No
English Learners	**	**	No	**	**	**	**	N	N	**	Not Met	No

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

Woodrow Wilson Elementary School

(23-4660-120)

2021-2022

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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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:

- Wilson Elementary School focuses on student learning. We employ Positive Behavior Supports as well as Responsive Classroom techniques to support the development of our students.
- Wilson Elementary School is very welcoming to all our students and their families. We support the various ethnic and cultural identities of our school community.
- Wilson School values and supports the arts and the unique dimensions of its various expressions of creativity.

Mission, Vision, Theme:

Wilson is a dynamic K-3 community of students, teachers and parents. We promote the development of a safe, secure and nurturing learning environment in order for our students to love learning and to become lifelong learners who contribute to the well being of society.

Awards, Recognition, Accomplishments:

Wilson School was awarded a grant from the NJ Department of Education and the Rutgers Robert Wood Johnson Medical School to implement Positive Behavior Support in Schools. PBSIS provides comprehensive professional development to support the implementation of tiered interventions that provide culturally responsive and equitable access to a range of school intervention needs including conduct,behavior and social and emotional wellness.

Narrative

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Courses, Curriculum, Instruction:

Using the research based Fountas and Pinell Language Arts program, our teachers develop our students' skills in guided and shared reading as they employ interactive read alouds, mini lessons, and phonics. We use Envision Math to develop our stduents' problem based and visual learning.

Clubs and Activities:

Before school Literacy and Math Academies are available at Wilson School. Our PTO offers after school clubs for our students to explore a variety of programs.

Before and After School Programs:

Leading Edge operates a before and after school program at Wilson School.

Narrative

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Staff and Professional Learning:

Sayreville University provides an extensive offering of programs for our staff's professional development.

Student Supports and Services:

Wilson School has a full time guidance counselor and a very dynamic Response to Intervention (RTI) program.

Student Health and Wellness:

Our physical education program provides our students with various pathways for physical fitness including two climbing walls in the gym.

Narrative

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Parent and Community Involvement:

The Wilson School PTO is most supportive of our students. They host many programs such as our Turkey Trot and our International Night. We have monthly PTO meetings.

Facilities:

Wilson School is continually being upgraded to imporove our building's ability to support student learning.

School Safety:

Wilson School has a full time campus monitor and a Sayreville police officer in our school everyday.

Narrative

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Technology and STEM:

All our students utilize various technologies to provide multi-modal experiences for our students.