NJ SCHOOL PERFORMANCE REPORT

WASHINGTON COMMUNITY SCHOOL #9
(17-0220-120)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	HUDSON
District	BAYONNE CITY
Principal Name	MR. BECKER
Address	191 AVENUE B BAYONNE, NJ 07002
Phone Number	(201)858-5990
Email Address	GBECKER@BBOED.ORG
Website	https://www.bboed.org/domain/20
Facebook	https://www.facebook.com/bboed/
Twitter	https://twitter.com/WCSPatriots9

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	39	36	48
KG	66	76	78
1	82	71	67
2	80	82	76
3	71	79	87
4	50	71	79
5	80	64	64
6	63	79	67
7	76	62	77
8	79	71	65
Total	686	691	708

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	47.4%	45.2%	48.0%
Male	52.6%	54.8%	52.0%
Economically Disadvantaged Students	62.1%	59.2%	58.1%
Students with Disabilities	25.2%	24.0%	25.6%
English Learners	0.1%	0.6%	2.0%
Homeless Students		0.3%	0.4%
Students in Foster Care		0.6%	0.0%
Military-Connected Students		0.1%	1.1%
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	44.3%	42.7%	39.8%
Hispanic	33.5%	35.9%	39.0%
Black or African American	9.9%	9.3%	8.1%
Asian	8.7%	8.4%	8.9%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.4%
American Indian or Alaska Native	0.3%	0.3%	0.1%
Two or More Races	2.9%	3.2%	3.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	39	36	48
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	66	76	78

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	75.0%
Spanish	11.4%
Arabic	8.1%
Other Languages	5.5%

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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	52	54	50	Met Standard	44	46	50	Met Standard
White	52	56	50	Met Standard	40	48	51	Met Standard
Hispanic	51.5	53	49	Met Standard	46	42	48	Met Standard
Black or African American	52	47.5	44	Met Standard	38	40.5	44	**
Asian, Native Hawaiian, or Pacific Islander	73	60.5	61	Exceeds Standard	62	55	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	49.5	49	**	*	50	51	**
Economically Disadvantaged	58	54	48	Met Standard	44	44	47	Met Standard
Students with Disabilities	48	43	41	Met Standard	39	40	43	Not Met
English Learners	*	52	54	**	*	53	51	**

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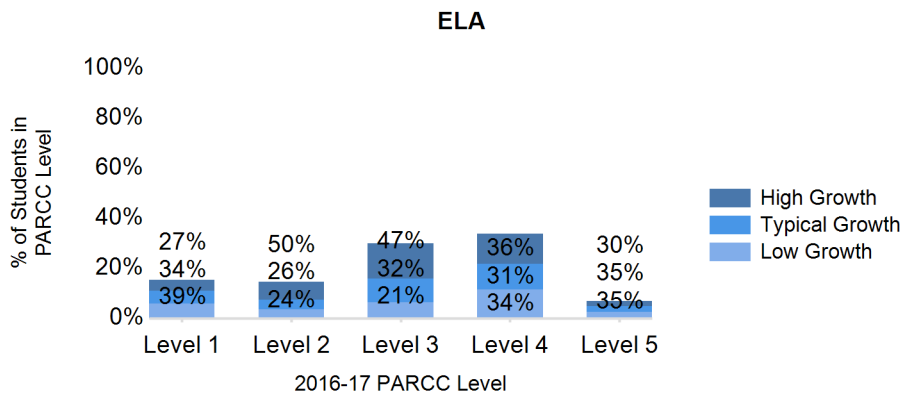
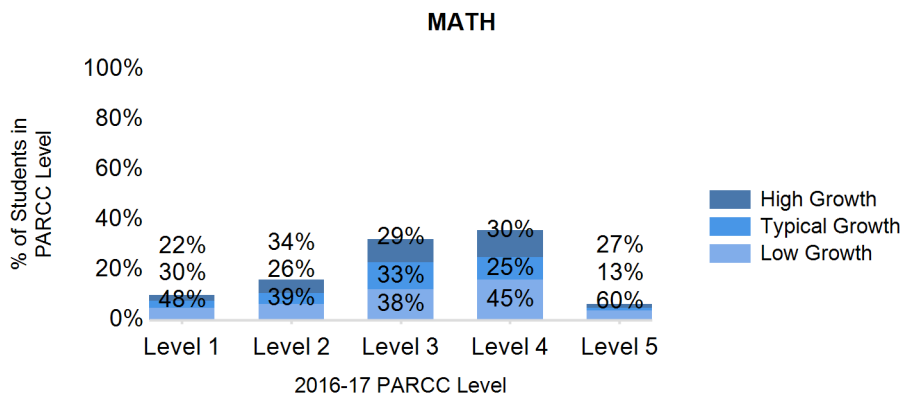
Student Growth by Performance Level

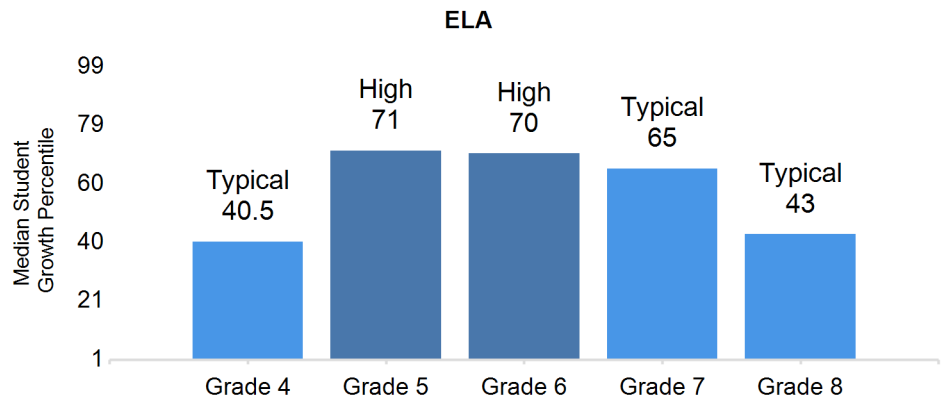
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

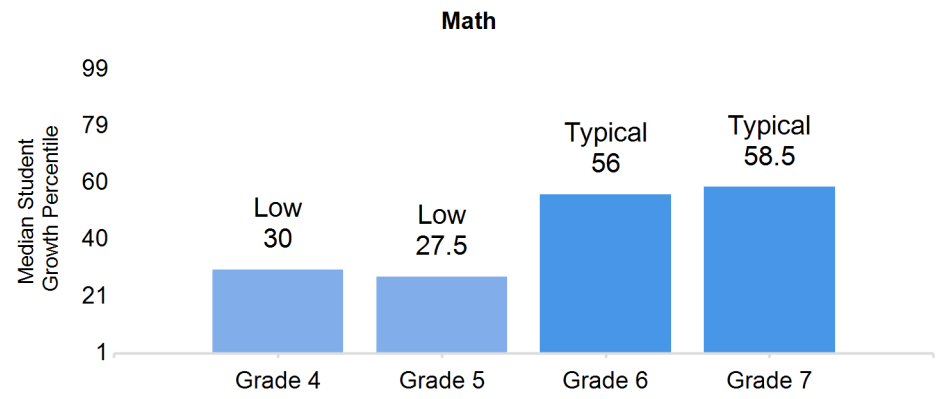




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	381	95.2	51.9	56.2	56.7	51.9	41.7	Met Target
White	153	91.8	59.4	60.5	65.6	57.4	41.1	Met Target
Hispanic	147	97.5	43.6	48.9	42.5	43.6	35.1	Met Target
Black or African American	33	97.1	39.4	*	37.3	39.4	30.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	33	100.0	75.7	81.0	82.3	75.7	74.2	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	190	95.2	58.9	65.2	64.5	58.9		
Male	191	95.2	45.1	47.3	49.4	45.1		
Economically Disadvantaged Students	193	94.8	47.2	50.1	38.5	47.0	38.2	Met Target
Non-Economically Disadvantaged Students	188	95.6	56.9	63.2	67.5	56.9		
Students with Disabilities	85	87.4	*	11.1	21.6	*	15.5	Not Met
Students without Disabilities	296	97.8	*	64.4	63.9	*		
English Learners	12	100.0	33.3	26.7	27.3	33.3	**	**
Non-English Learners	369	95.0	52.6	58.7	59.4	52.6		
Homeless Students	*	*	*	12.5	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	37.9	57.4	*		
Migrant Students	*	*	*	*	30.1	*		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	737	743	750	27%	12%	21%	*	*	40%	52%
White	33	747	*	759	*	*	*	*	*	48%	61%
Hispanic	30	722	737	736	37%	*	*	*	*	23%	38%
Black or African American	*	*	739	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	35	750	749	756	*	*	*	*	*	49%	57%
Male	50	728	738	744	*	*	*	*	*	34%	46%
Economically Disadvantaged Students	45	734	*	733	27%	*	*	*	*	38%	34%
Non-Economically Disadvantaged Students	40	741	*	762	28%	*	*	*	*	43%	64%
Students with Disabilities	20	676	694	719	*	*	*	*	*	*	24%
Students without Disabilities	65	756	752	756	*	*	*	*	*	*	57%
English Learners	*	*	700	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	746	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	*	*	*	741	*	*	*	*	*	*	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	741	750	756	16%	14%	25%	*	*	44%	58%
White	29	747	751	764	*	*	*	*	*	55%	68%
Hispanic	34	737	*	744	*	*	29%	41%	0%	41%	44%
Black or African American	*	*	741	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	46	746	*	762	*	*	22%	*	*	52%	63%
Male	33	734	*	751	*	*	30%	*	*	33%	53%
Economically Disadvantaged Students	29	740	*	740	*	*	*	*	*	41%	40%
Non-Economically Disadvantaged Students	50	742	*	767	*	*	*	*	*	46%	70%
Students with Disabilities	16	693	708	726	*	*	*	*	*	*	25%
Students without Disabilities	63	753	758	762	*	*	*	*	*	*	64%
English Learners	*	*	716	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	746	747	755	*	20%	29%	*	*	48%	58%
White	23	743	755	763	*	*	*	52%	0%	52%	68%
Hispanic	19	741	737	743	*	*	*	*	*	37%	43%
Black or African American	*	*	738	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	754	763	*	*	*	*	*	*	65%
Female	29	748	752	762	*	*	*	*	*	48%	66%
Male	27	744	743	749	*	*	*	*	*	48%	51%
Economically Disadvantaged Students	34	743	740	739	*	*	*	*	*	41%	39%
Non-Economically Disadvantaged Students	22	751	756	766	*	*	*	*	*	59%	71%
Students with Disabilities	11	713	709	724	*	*	*	*	*	*	22%
Students without Disabilities	45	754	754	762	*	*	*	*	*	*	65%
English Learners	N	N	713	712	N	N	N	N	N	N	11%
Non-English Learners	56	746	748	757	*	20%	29%	*	*	48%	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	742	756	754	*	*	22%	*	*	49%	56%
White	20	743	761	761	*	*	*	*	*	45%	66%
Hispanic	22	741	*	742	*	*	*	*	*	50%	42%
Black or African American	*	*	737	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	752	761	*	*	*	*	*	*	64%
Female	29	748	764	761	*	*	*	*	*	59%	64%
Male	26	736	747	748	*	*	*	*	*	38%	48%
Economically Disadvantaged Students	28	734	749	739	*	*	*	*	*	36%	37%
Non-Economically Disadvantaged Students	27	750	763	764	*	*	*	*	*	63%	68%
Students with Disabilities	16	697	709	723	*	*	*	*	*	*	18%
Students without Disabilities	39	761	765	760	*	*	*	*	*	*	63%
English Learners	*	*	714	712	*	*	*	*	*	*	*
Non-English Learners	*	*	757	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	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	62	754	759	760	*	*	16%	*	*	68%	63%
White	30	763	*	768	*	*	*	*	*	77%	72%
Hispanic	25	738	750	746	*	*	*	*	*	56%	49%
Black or African American	*	*	753	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	765	767	*	*	*	*	*	*	68%
Female	28	764	768	769	*	*	*	*	*	75%	72%
Male	34	745	750	752	*	*	*	*	*	62%	54%
Economically Disadvantaged Students	34	747	752	742	*	*	*	*	*	65%	44%
Non-Economically Disadvantaged Students	28	761	768	771	*	*	*	*	*	71%	73%
Students with Disabilities	11	698	709	721	*	*	0%	*	*	18%	22%
Students without Disabilities	51	765	767	768	*	*	20%	*	*	78%	71%
English Learners	*	*	706	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	762	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	*	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON COMMUNITY SCHOOL #9
(17-0220-120)
Grades Offered: PK-08
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	747	757	759	17%	*	*	*	*	62%	60%
White	21	759	765	767	*	0%	*	*	*	76%	70%
Hispanic	23	738	746	744	*	*	*	*	*	52%	45%
Black or African American	*	*	737	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	750	766	*	*	*	*	*	*	66%
Female	28	751	767	768	*	*	*	*	*	71%	69%
Male	30	744	746	751	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	28	744	751	740	*	*	*	*	*	57%	42%
Non-Economically Disadvantaged Students	30	750	762	769	*	*	*	*	*	67%	71%
Students with Disabilities	14	687	713	719	*	*	*	*	*	*	19%
Students without Disabilities	44	767	765	766	*	*	*	*	*	*	68%
English Learners	N	N	688	703	N	N	N	N	N	N	*
Non-English Learners	58	747	759	761	17%	*	*	*	*	62%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON COMMUNITY SCHOOL #9
(17-0220-120)
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2017-2018

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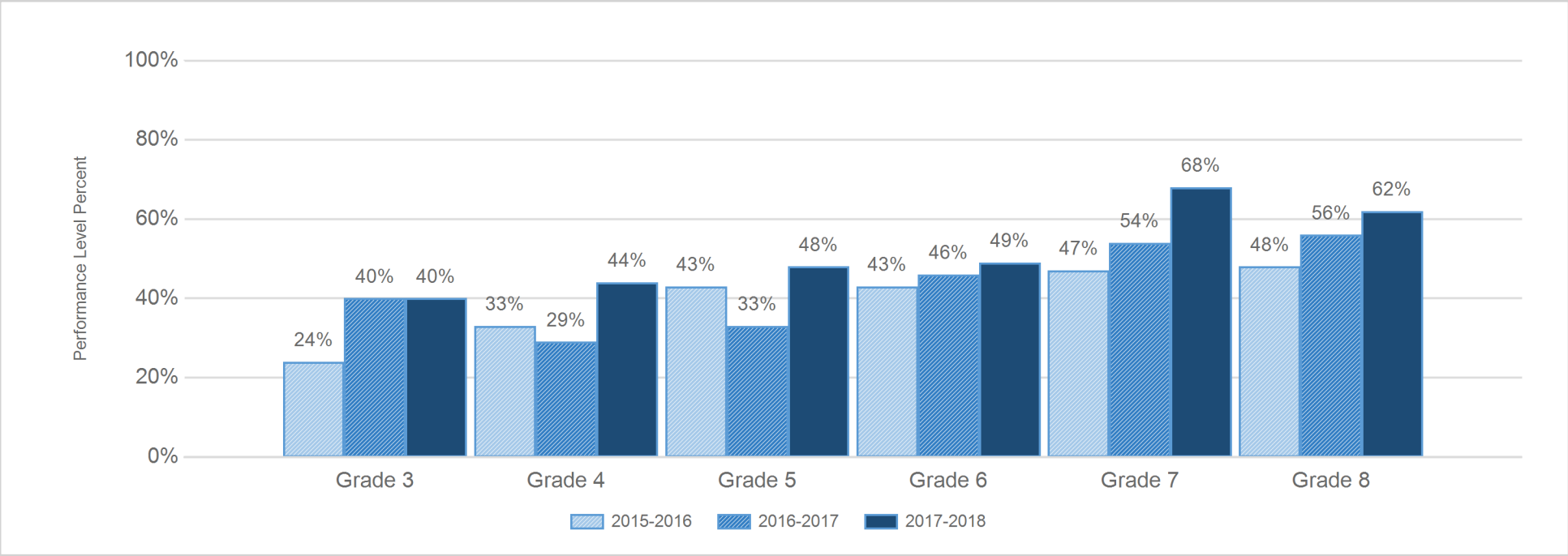
English Language Arts/Literacy Assessment - Performance Trends

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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WASHINGTON COMMUNITY SCHOOL #9
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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	383	95.2	45.2	38.8	45.0	45.2	40.5	Met Target
White	153	91.8	50.3	46.4	54.1	48.6	37.5	Met Target
Hispanic	149	97.5	35.5	27.9	29.2	35.5	39.1	Met Target†
Black or African American	33	97.1	24.2	23.4	23.4	24.2	30.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	33	100.0	81.8	68.6	77.0	81.8	68.8	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	191	95.2	43.5	41.1	46.0	43.5		
Male	192	95.3	46.9	36.6	43.9	46.9		
Economically Disadvantaged Students	194	94.8	40.7	33.7	26.6	40.5	38.7	Met Target
Non-Economically Disadvantaged Students	189	95.7	49.7	44.9	55.9	49.7		
Students with Disabilities	86	87.5	*	*	17.1	*	16.3	Not Met
Students without Disabilities	297	97.8	*	*	50.5	*		
English Learners	13	100.0	38.5	29.3	24.6	38.5	**	**
Non-English Learners	370	95.1	45.4	39.8	46.9	45.4		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	16.2	45.8	*		
Migrant Students	*	*	*	*	23.7	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	756	748	752	*	*	*	38%	27%	65%	53%
White	33	770	*	760	*	0%	*	36%	39%	76%	64%
Hispanic	30	742	740	739	*	*	*	*	*	50%	38%
Black or African American	*	*	739	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	35	761	748	752	*	*	*	*	*	69%	53%
Male	50	753	747	751	*	*	*	*	*	62%	53%
Economically Disadvantaged Students	45	753	*	736	*	*	*	42%	22%	64%	35%
Non-Economically Disadvantaged Students	40	761	*	762	*	*	*	33%	33%	65%	66%
Students with Disabilities	20	699	715	730	*	*	*	*	*	20%	29%
Students without Disabilities	65	774	754	756	*	*	*	*	*	78%	57%
English Learners	*	*	726	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	749	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	*	*	*	737	*	*	*	*	*	*	46%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	741	743	748	*	19%	25%	*	*	44%	49%
White	29	751	747	755	*	*	*	*	*	55%	60%
Hispanic	34	733	*	737	*	*	32%	32%	0%	32%	34%
Black or African American	*	*	735	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	46	743	*	748	*	*	*	*	*	48%	50%
Male	33	739	*	748	*	*	*	*	*	39%	49%
Economically Disadvantaged Students	29	742	*	733	*	*	*	*	*	41%	30%
Non-Economically Disadvantaged Students	50	741	*	758	*	*	*	*	*	46%	62%
Students with Disabilities	16	697	710	725	*	*	*	*	*	*	22%
Students without Disabilities	63	753	749	753	*	*	*	*	*	*	55%
English Learners	*	*	726	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	744	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	738	742	748	*	30%	23%	*	*	39%	49%
White	23	738	749	756	*	*	*	*	*	35%	60%
Hispanic	19	735	732	736	*	*	*	*	*	32%	32%
Black or African American	*	*	730	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	749	754	*	*	*	*	*	*	55%
Female	29	739	742	749	*	*	*	*	*	31%	50%
Male	27	738	741	747	*	*	*	*	*	48%	48%
Economically Disadvantaged Students	34	739	738	733	*	*	*	*	*	38%	29%
Non-Economically Disadvantaged Students	22	738	747	758	*	*	*	*	*	41%	62%
Students with Disabilities	11	707	715	726	*	*	*	*	*	*	20%
Students without Disabilities	45	746	746	752	*	*	*	*	*	*	55%
English Learners	N	N	731	718	N	N	N	N	N	N	13%
Non-English Learners	56	738	742	750	*	30%	23%	*	*	39%	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	738	740	744	*	*	35%	*	*	33%	44%
White	20	736	746	751	*	*	*	*	*	35%	54%
Hispanic	22	736	*	731	*	*	*	*	*	32%	27%
Black or African American	*	*	723	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	741	749	*	*	*	*	*	*	52%
Female	29	738	744	745	*	*	*	*	*	34%	45%
Male	26	738	736	742	*	*	*	*	*	31%	42%
Economically Disadvantaged Students	28	732	735	729	*	*	*	*	*	25%	24%
Non-Economically Disadvantaged Students	27	744	746	753	*	*	*	*	*	41%	56%
Students with Disabilities	16	705	709	717	*	*	*	*	*	*	13%
Students without Disabilities	39	751	746	748	*	*	*	*	*	*	49%
English Learners	*	*	714	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	741	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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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	62	739	740	743	*	*	47%	*	*	31%	43%
White	30	743	*	750	*	*	40%	*	*	40%	54%
Hispanic	25	731	731	732	*	*	56%	*	*	16%	27%
Black or African American	*	*	730	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	745	748	*	*	*	*	*	*	51%
Female	28	741	743	745	*	*	43%	*	*	32%	45%
Male	34	737	737	741	*	*	50%	*	*	29%	42%
Economically Disadvantaged Students	34	733	735	730	*	*	47%	*	*	24%	24%
Non-Economically Disadvantaged Students	28	746	746	751	*	*	46%	*	*	39%	55%
Students with Disabilities	11	705	707	717	*	*	*	*	*	*	12%
Students without Disabilities	51	746	745	748	*	*	*	*	*	*	50%
English Learners	*	*	714	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	742	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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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	49	727	731	728	*	*	37%	31%	0%	31%	28%
White	16	730	736	736	*	*	*	*	*	25%	36%
Hispanic	21	723	725	722	*	0%	*	*	*	33%	22%
Black or African American	*	*	719	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	735	729	*	*	*	*	*	*	28%
Female	27	730	736	731	*	*	*	*	*	26%	31%
Male	22	722	727	725	*	*	*	*	*	36%	26%
Economically Disadvantaged Students	27	725	727	719	*	*	*	*	*	30%	20%
Non-Economically Disadvantaged Students	22	729	736	735	*	*	*	*	*	32%	35%
Students with Disabilities	14	676	696	705	*	*	*	*	*	*	*
Students without Disabilities	35	747	739	735	*	*	*	*	*	*	*
English Learners	*	*	708	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	733	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	*	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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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	10	798	738	746	0%	0%	0%	*	*	100%	46%
White	*	*	747	755	*	*	*	*	*	*	57%
Hispanic	*	*	728	730	*	*	*	*	*	*	27%
Black or African American	*	*	726	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	*	*	741	748	*	*	*	*	*	*	48%
Male	*	*	736	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	733	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	745	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	708	716	N	N	N	N	N	N	13%
Students without Disabilities	10	798	743	752	0%	0%	0%	*	*	100%	52%
English Learners	N	N	721	710	N	N	N	N	N	N	*
Non-English Learners	10	798	740	749	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON COMMUNITY SCHOOL #9
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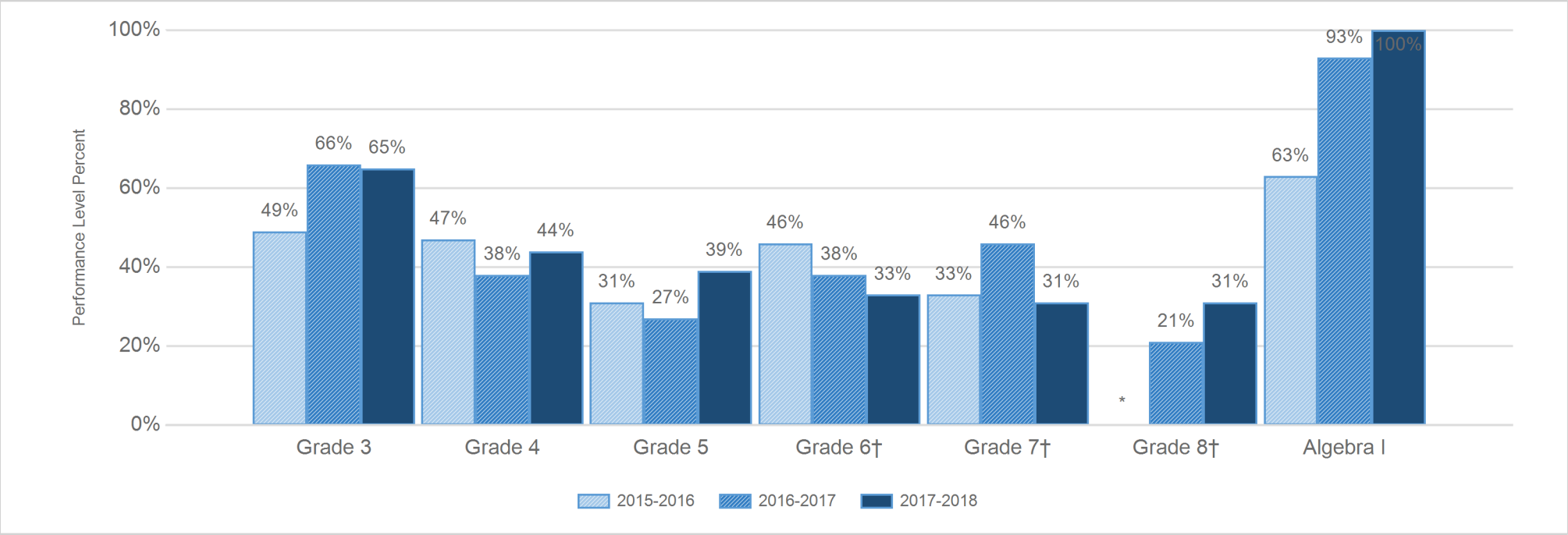
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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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	59
7	0	0	71
8	10	0	50
Total	10	0	180

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	59	0	0	0	0	0	0
7	71	0	0	0	0	0	0
8	60	0	0	0	0	0	0
Total	190	0	0	0	0	0	0

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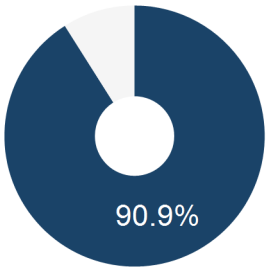
Visual and Performing Arts – Course Participation

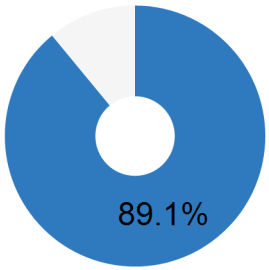
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

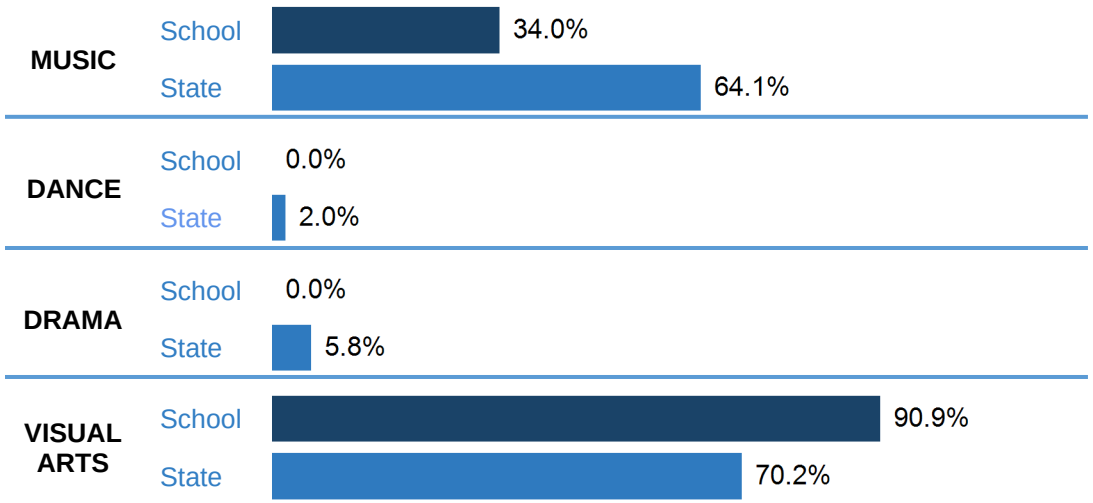


School



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.

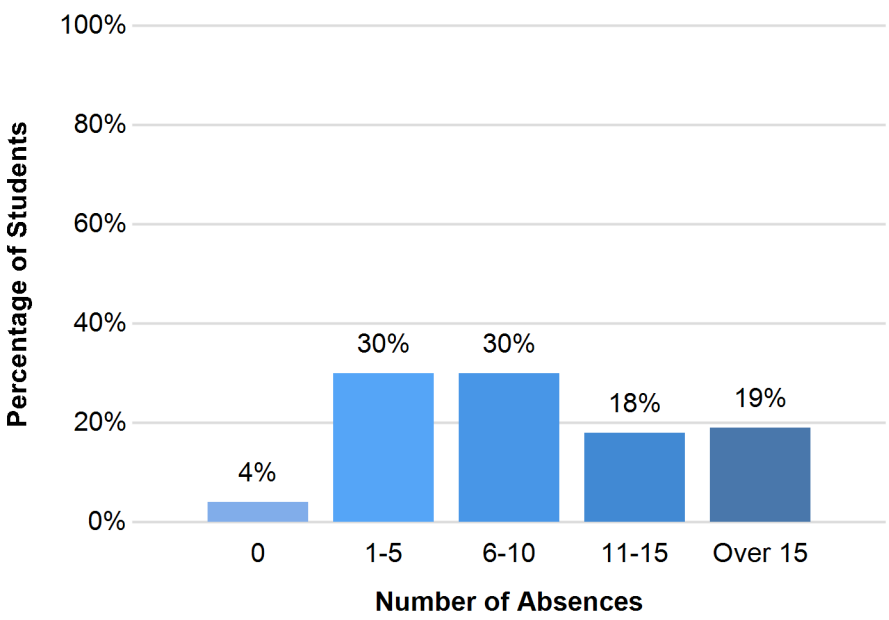
Chronic Absenteeism

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	108	16.5	9.1	Not Met
White	29	10.9	9.1	Not Met
Hispanic	51	20.2	9.1	Not Met
Black or African American	8	14.8	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	13	22.4	9.1	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Not Met
Economically Disadvantaged Students	82	21.1	9.1	Not Met
Students with Disabilities	45	25.4	9.1	Not Met
English Learners	2	15.4	**	**

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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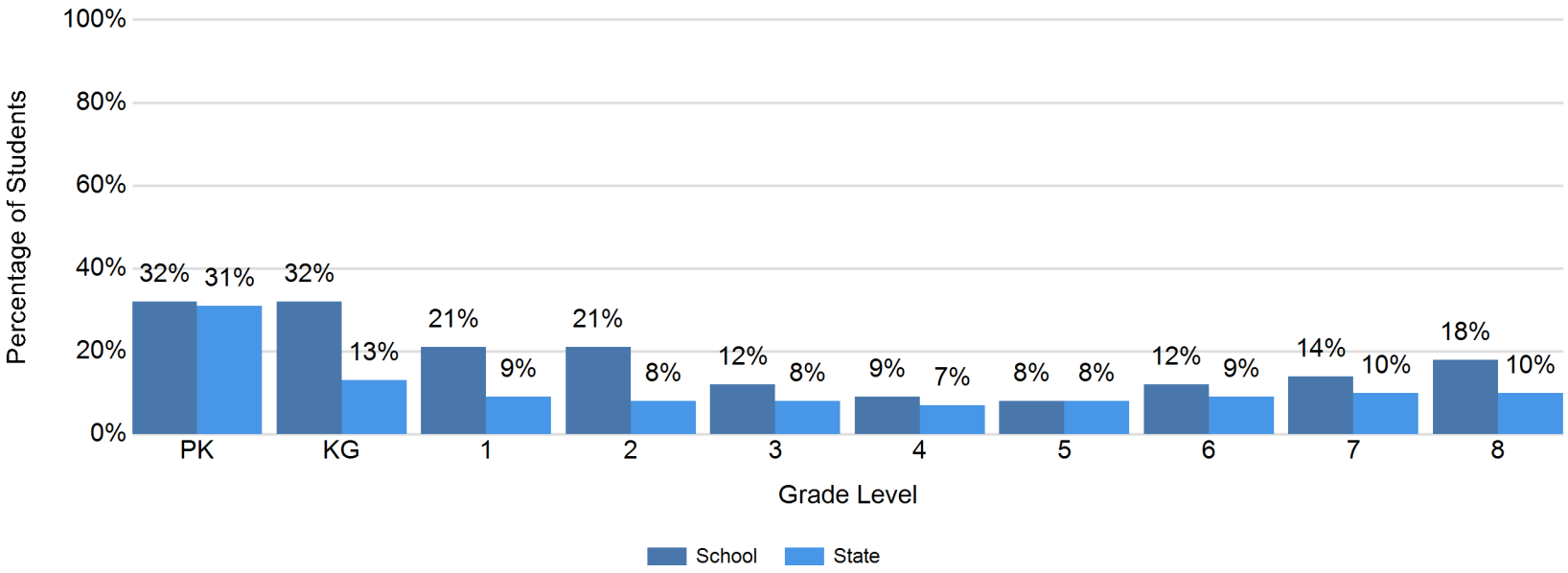
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.14

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	4		4

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	2:55 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 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	4.9:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$705	$12,470	$13,175

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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	53	117,464
Average years experience in public schools	14.5	12.0
Average years experience in district	12.7	10.7
Teachers in district for 4 or more years	73.6%	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	42	9,374
Average years experience in public schools	24.1	16.0
Average years experience in district	20.1	12.0
Administrators in district for 4 or more years	95.2%	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	13:1	14:1
Students to Administrators	708:1	227:1
Teachers to Administrators	53:1	16:1
Students to Librarians/Media Specialists		3182:1
Students to Nurses		530:1
Students to Counselors		382:1
Students to Child Study Team		502:1

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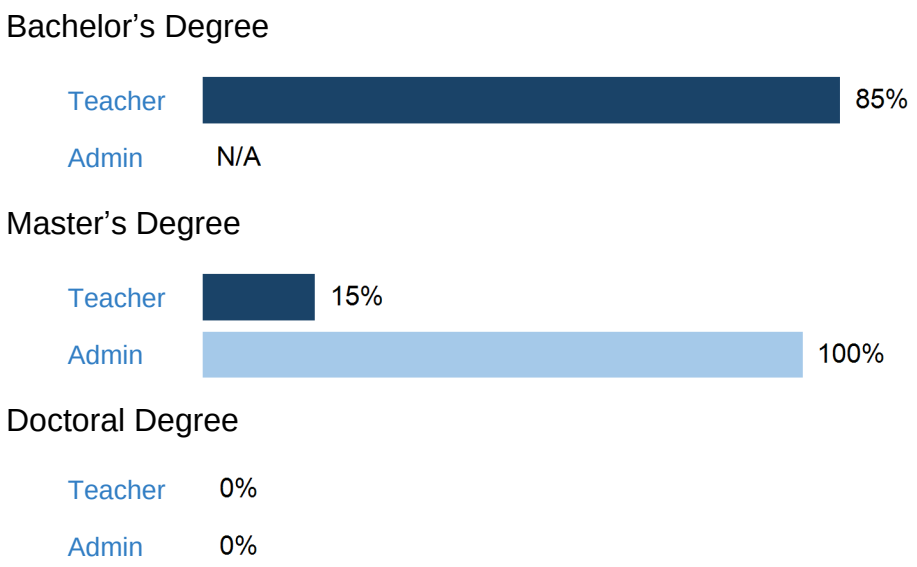
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	88.9%	90.2%
2016-17 Administrators: Same district 2017-18	78.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.6%

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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	75.5%	0.0%
Male	24.5%	100.0%
White	98.1%	100.0%
Hispanic	1.9%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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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	33.23	17.5%
Mathematics Proficiency	41.41	17.5%
English Language Arts Growth	64.99	25.0%
Mathematics Growth	26.41	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	6.77	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	36.93	n/a
Summative Rating: Percentile Rank of Summative Score	28.91	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	**	Not Met	No
White	30.10	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	44.09	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	59.07	14.08	No	Met Target	Met Target†	Met Standard	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	49.83	14.08	No	Met Target	Met Goal	Exceeds Standard	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	59.54	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	32.01	14.08	No	Not Met	Not Met	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).

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON COMMUNITY SCHOOL #9
(17-0220-120)
Grades Offered: PK-08
2017-2018

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

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:	• PTO sponsored events include the Fall Ball, Trunk or Treat, Pictures with Santa, Holiday Bazaar, Valentines Dance, Spring Fling, Field Day, and more. • Art & Music events include the Winter Concert, Spring Concert, Fire Poster Contest, Coloring Contests, Holiday Karaoke, Pumpkin Decorating Contest, and more. • Extracurricular activities for students include Student Council, PEER, Basketball, Cheerleading, Academic Challenge, Fire Bowl, Spelling Bee, Geography Bee, National History Day, Chess Club, and more.
Mission, Vision, Theme:	The Mission of Washington Community School is to provide our students with the best possible educational experience in a safe, positive, and inclusive learning environment. At WCS, we strive to foster personal and interpersonal growth and deliver instruction effectively and efficiently while maintaining a strong sense of community. Our mission is best accomplished when all members of our school community (administrators, faculty, staff, students, and parents) work as a team to meet the needs of each and every student to the best of our ability.
Awards, Recognition, Accomplishments:	WCS students have received awards and recognition for participation in the following: National History Day, Spelling Bee, Geography Bee, Academic Challenge, Math Olympiad, Fire Bowl, Peer Leadership, Student Council, and athletics.

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Courses, Curriculum, Instruction:	Teachers utilize appropriate district curriculum for the grade(s)/subject(s) they teach. NJSLS and NGSS standards and assessment data drive instruction. Small group and individualized instruction are provided when possible. Students in K-2 are assessed using the iReady program. A diagnostic, mid-year and end of year assessment are administered to track individual student growth. Instruction is differentiated based upon the data collected. Title I services are available for eligible K-4 students. Special education services in an inclusive setting are provided in grades 1-8. Related services include speech, OT, & PT. Our school counselor/anti-bullying specialist is on site to assist students and staff. Enrichment programs are offered to students in all grade levels.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed) Boys BasketballGirls BasketballCheerleadingFlag FootballGrade 8 Track Meet
Clubs and Activities:	Various clubs & activities are coordinated through the Department of Community Education.

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Before and After School Programs:	The before-care and after-care programs are available on a daily basis. Supplemental academic courses are availalble in English Language Arts and Mathematics for eligible students both before and after school.
Staff and Professional Learning:	Staff Training and Development sessions are held throughout the year.Professional development workshops are attended on a regular basis.Teachers meet in Professional Learning Communities on a monthly basis.Common prep periods allow teachers to meet on a daily basis as needed.

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Student Supports and Services:	ARMS - ELA & Math100 Book ChallengeTitle 1 Services for identified studentsMorning math tutorial for struggling students
Student Health and Wellness:	Wellness checks are held throughout the year by the School Nurse. Breakfast and lunch are offered daily. Students are provided 20 minutes of recess each day and two 40 minute physical education periods per week. Teachers engage students in mindfulness and incorporate physical activity into their classrooms regularly.
Parent and Community Involvement:	The WCS PTO is heavily involved in providing programs and celebrations for students in all grade levels.WCS is always striving to increase community involvement in our school.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	WCS was built in 1917. In addition to over 50 classrooms, WCS also contains an auditorium, a multi-purpose room, a gymnasium, a library, a life skills room, two therapy rooms, two computer labs, and several cafeterias.
School Safety:	The WCS School Safety/Climate Team meets monthly. Fire drills, evacuation drills, and lockdown drills are held monthly. Facility issues are addressed throughout the year as required.

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Technology and STEM:	Technology/STEM classes meet weekly in all grades. STEM programs include Project Innovate, Drone Club,, Robotics Club, and Girls Who Code Club. Chromebooks, Chromebook Flips, Samsung Tablets, and iPads are utilized by students on a daily basis.
Early Childhood Education:	The following tools and programs help support our early childhood students: iPads in the classrooms, Chromebook Flips in Grades K-2, Week of the Younge Child Celebrations, Fire Safety visits from the Fire Department, AAA's visit with Otto the Auto, Hudon Bergen Light Rail Safety Visit, Big and Little Buddies, Read Aloud Days, and Dr. Seuss' Birthday Celebration.