NJ SCHOOL PERFORMANCE REPORT

WASHINGTON ELEMENTARY SCHOOL
(03-3600-080)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	NORTH ARLINGTON BORO
Principal Name	MS. JAUME
Address	175 ALBERT STREET NORTH ARLINGTON, NJ 07031
Phone Number	(201)991-6800
Email Address	EJAUME@NAVIKINGS.ORG
Website	https://www.navikings.org

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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	18	19	24
KG	99	85	47
1	47	73	53
2	51	49	76
3	50	47	52
4	29	52	48
5	32	30	54
Total	326	355	354

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	46.9%	45.1%	46.3%
Male	53.1%	54.9%	53.7%
Economically Disadvantaged Students	29.1%	30.7%	25.4%
Students with Disabilities	20.2%	19.7%	22.6%
English Learners	6.4%	9.3%	7.1%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.3%	0.6%
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	60.4%	57.5%	58.2%
Hispanic	32.5%	35.5%	35.6%
Black or African American	0.9%	0.6%	0.8%
Asian	4.3%	6.2%	4.5%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.3%
Two or More Races	1.5%	0.0%	0.0%

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	18	19	24
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	99	85	47

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	79.9%
Spanish	10.2%
Arabic	2.8%
Polish	1.4%
Portuguese	1.4%
Other Languages	4.2%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	54	52	50	Met Standard	43	50	50	Met Standard
White	55	54	50	Met Standard	37.5	50	51	Not Met
Hispanic	48	49	49	Met Standard	44	51	48	Met Standard
Black or African American	*	57.5	44	**	*	49	44	**
Asian, Native Hawaiian, or Pacific Islander	*	62	61	**	*	60	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	58	54	48	Met Standard	23	44	47	Not Met
Students with Disabilities	44	46	41	Met Standard	44.5	32	43	Met Standard
English Learners	77	55.5	54	**	60.5	53	51	**

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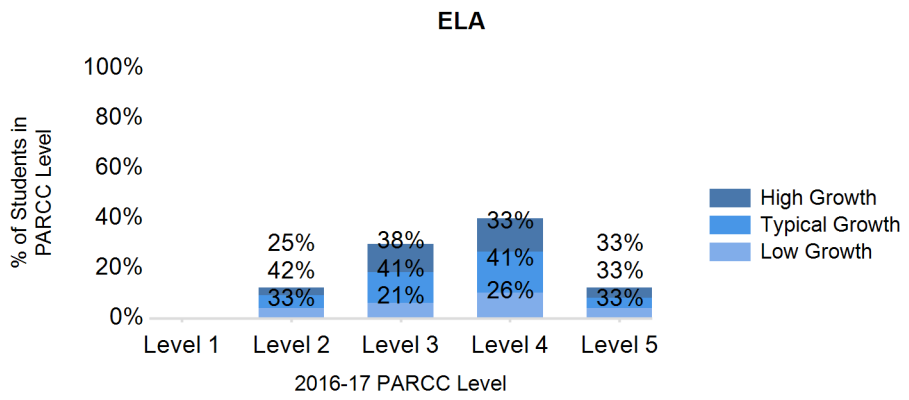
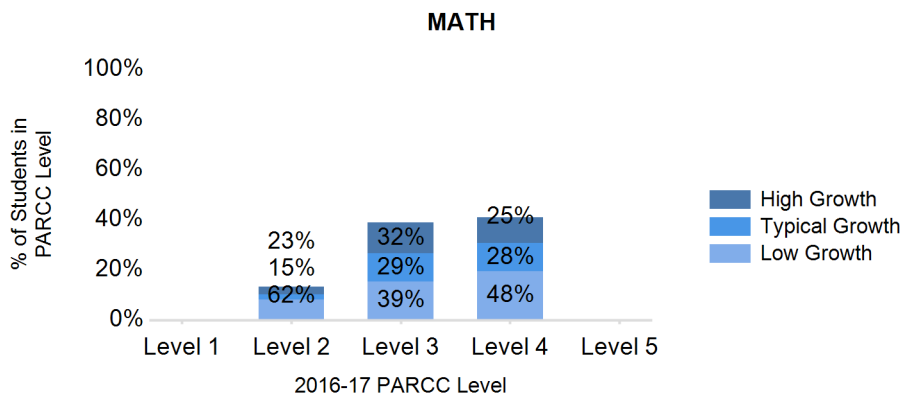
Student Growth by Performance Level

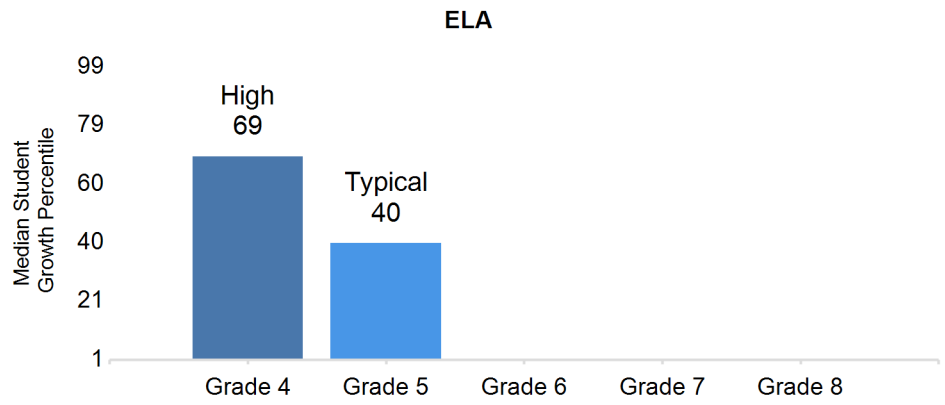
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

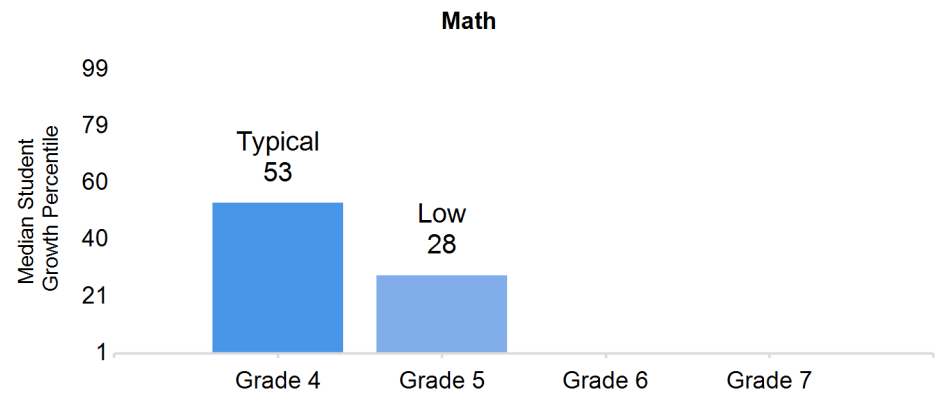




Student Growth by Grade

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	149	98.7	61.7	62.1	56.7	61.7	62.3	Met Target†
White	96	98.0	67.7	64.8	65.6	67.7	61.6	Met Target
Hispanic	45	100.0	46.6	54.7	42.5	46.6	59.9	Not Met
Black or African American	*	*	*	53.4	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	83.0	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	65	98.5	69.2	70.5	64.5	69.2		
Male	84	98.8	56.0	54.6	49.4	56.0		
Economically Disadvantaged Students	45	100.0	55.5	59.5	38.5	55.5	53.9	Met Target
Non-Economically Disadvantaged Students	104	98.1	64.4	62.9	67.5	64.4		
Students with Disabilities	30	96.8	26.6	18.3	21.6	26.6	23.7	Met Target
Students without Disabilities	119	99.2	70.6	68.3	63.9	70.6		
English Learners	13	100.0	69.2	55.4	27.3	69.2	**	**
Non-English Learners	136	98.6	61.1	62.9	59.4	61.1		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	762	761	750	*	*	24%	*	*	63%	52%
White	34	762	764	759	*	*	*	*	*	68%	61%
Hispanic	*	*	753	736	*	*	*	*	*	*	38%
Black or African American	N	N	*	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	16	765	*	756	*	*	*	*	*	69%	57%
Male	33	760	*	744	*	*	*	*	*	61%	46%
Economically Disadvantaged Students	12	758	*	733	*	*	*	*	*	58%	34%
Non-Economically Disadvantaged Students	37	763	*	762	*	*	*	*	*	65%	64%
Students with Disabilities	*	*	727	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	764	756	*	*	*	*	*	*	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	762	772	756	*	*	28%	40%	21%	62%	58%
White	28	765	*	764	*	*	*	*	*	68%	68%
Hispanic	14	752	768	744	*	0%	*	*	*	43%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	23	771	775	762	*	*	*	*	*	70%	63%
Male	24	754	769	751	*	*	*	*	*	54%	53%
Economically Disadvantaged Students	17	758	768	740	*	*	*	*	*	59%	40%
Non-Economically Disadvantaged Students	30	764	773	767	*	*	*	*	*	63%	70%
Students with Disabilities	12	730	728	726	*	*	*	*	*	25%	25%
Students without Disabilities	35	773	779	762	*	*	*	*	*	74%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	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	51	759	764	755	*	*	24%	*	*	63%	58%
White	34	762	767	763	*	*	*	*	*	71%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	26	769	771	762	*	*	*	*	*	73%	66%
Male	25	748	758	749	*	*	*	*	*	52%	51%
Economically Disadvantaged Students	16	758	*	739	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	35	759	*	766	*	*	*	*	*	69%	71%
Students with Disabilities	*	*	726	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	768	762	*	*	*	*	*	*	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	51	759	*	757	*	*	24%	*	*	63%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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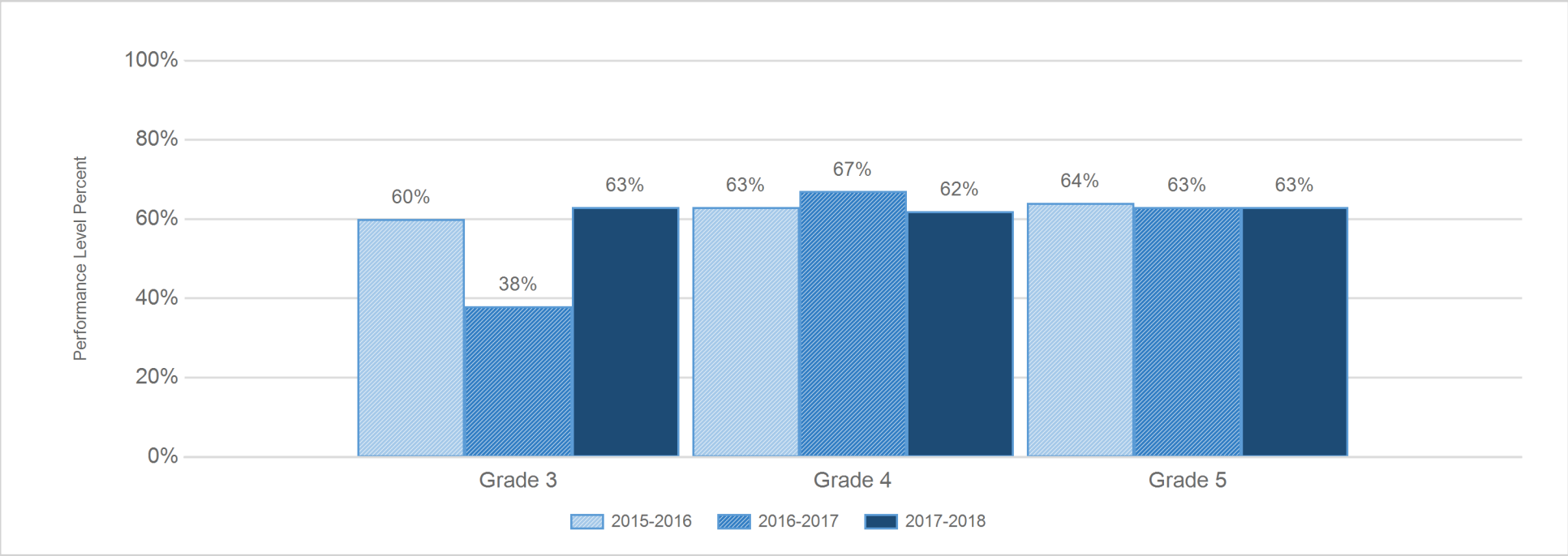
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	149	98.7	51.1	44.4	45.0	51.1	61.4	Not Met
White	96	98.0	55.2	47.5	54.1	55.2	61.6	Met Target†
Hispanic	45	100.0	37.8	34.4	29.2	37.8	56.9	Not Met
Black or African American	*	*	*	53.3	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	78.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	65	98.5	44.7	44.4	46.0	44.7		
Male	84	98.9	55.9	44.6	43.9	55.9		
Economically Disadvantaged Students	45	100.0	44.4	39.2	26.6	44.4	59.7	Not Met
Non-Economically Disadvantaged Students	104	98.2	53.9	46.2	55.9	53.9		
Students with Disabilities	30	96.8	26.6	10.3	17.1	26.6	39.6	Met Target†
Students without Disabilities	119	99.2	57.1	49.4	50.5	57.1		
English Learners	13	100.0	53.9	39.1	24.6	53.9	**	**
Non-English Learners	136	98.6	50.7	45.2	46.9	50.7		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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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	49	757	754	752	*	*	31%	*	*	61%	53%
White	34	755	757	760	*	*	*	*	*	65%	64%
Hispanic	*	*	743	739	*	*	*	*	*	*	38%
Black or African American	N	N	*	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	16	747	*	752	*	*	*	*	*	38%	53%
Male	33	762	*	751	*	*	*	*	*	73%	53%
Economically Disadvantaged Students	12	747	*	736	*	*	*	*	*	58%	35%
Non-Economically Disadvantaged Students	37	760	*	762	*	*	*	*	*	62%	66%
Students with Disabilities	*	*	727	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	756	756	*	*	*	*	*	*	57%
English Learners	*	*	738	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	755	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON ELEMENTARY SCHOOL
(03-3600-080)
Grades Offered: PK-05
2017-2018

Report Key:
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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	48	746	757	748	*	*	38%	*	*	44%	49%
White	28	748	*	755	*	*	*	*	*	46%	60%
Hispanic	15	739	754	737	0%	*	*	*	*	27%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	23	746	756	748	*	*	*	*	*	48%	50%
Male	25	746	757	748	*	*	*	*	*	40%	49%
Economically Disadvantaged Students	17	738	747	733	*	*	*	*	*	41%	30%
Non-Economically Disadvantaged Students	31	751	761	758	*	*	*	*	*	45%	62%
Students with Disabilities	12	731	725	725	*	*	*	*	*	25%	22%
Students without Disabilities	36	751	762	753	*	*	*	*	*	50%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	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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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	51	744	752	748	*	*	29%	*	*	49%	49%
White	34	748	755	756	0%	*	*	*	*	56%	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	26	742	751	749	*	*	*	*	*	46%	50%
Male	25	746	753	747	*	*	*	*	*	52%	48%
Economically Disadvantaged Students	16	737	*	733	*	*	*	*	*	38%	29%
Non-Economically Disadvantaged Students	35	747	*	758	*	*	*	*	*	54%	62%
Students with Disabilities	*	*	723	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	755	752	*	*	*	*	*	*	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	51	744	*	750	*	*	29%	*	*	49%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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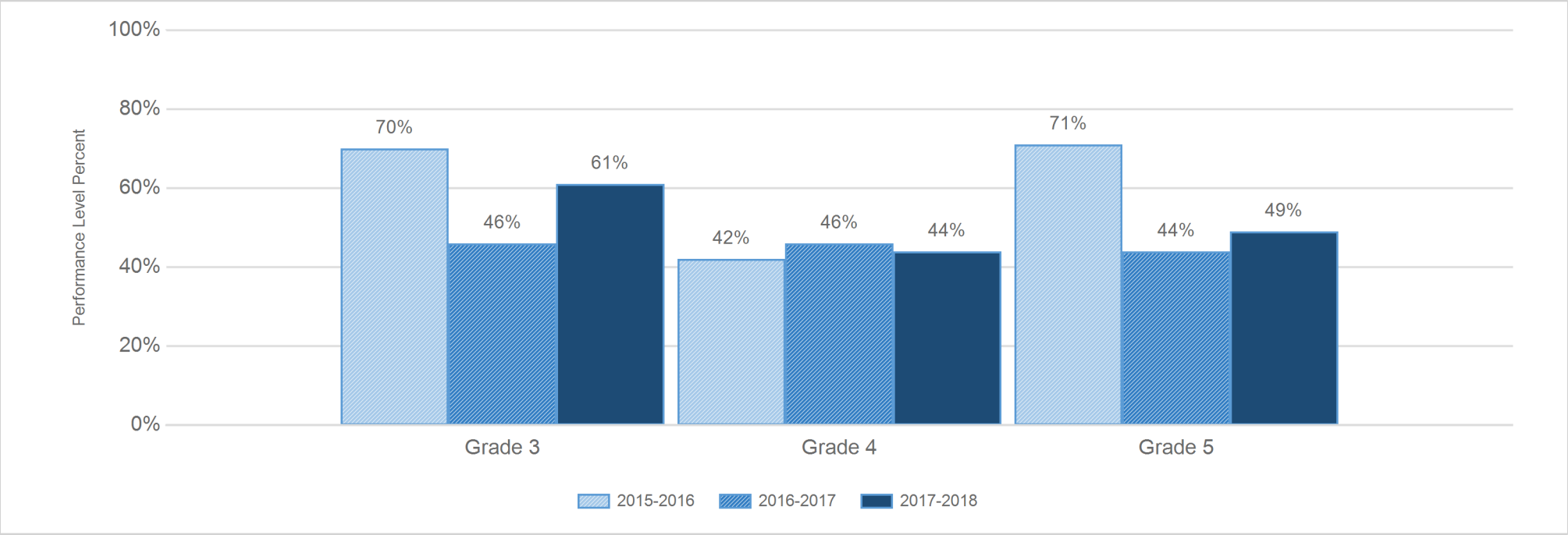
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

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	65.0%	60.7%	Met Target

† 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	16	81.3%	18.8%
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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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.

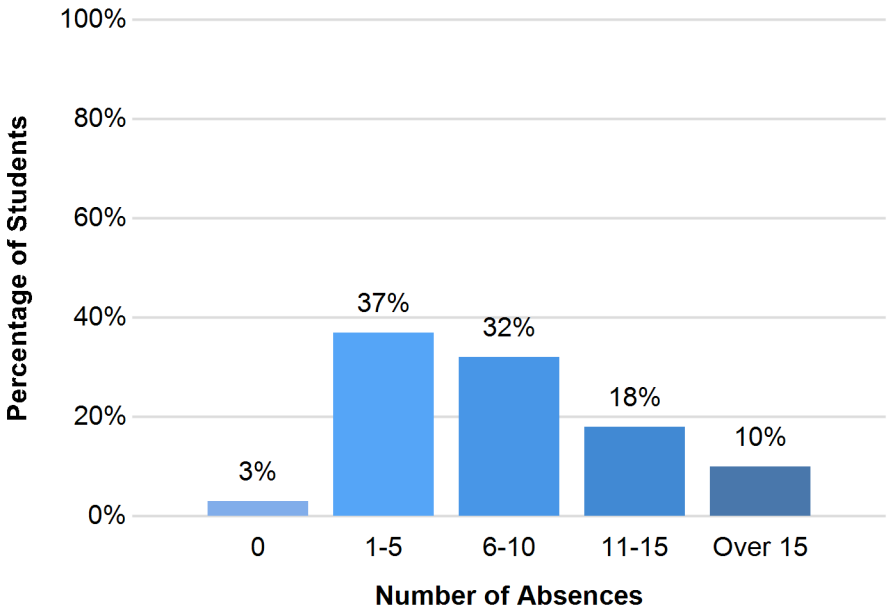
Chronic Absenteeism

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	23	6.9	8.9	Met
White	12	6.0	8.9	Met
Hispanic	10	8.8	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	5.6	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	7	7.8	8.9	Met
Students with Disabilities	10	16.1	8.9	Not Met
English Learners	1	4.3	8.9	Met

Days Absent

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



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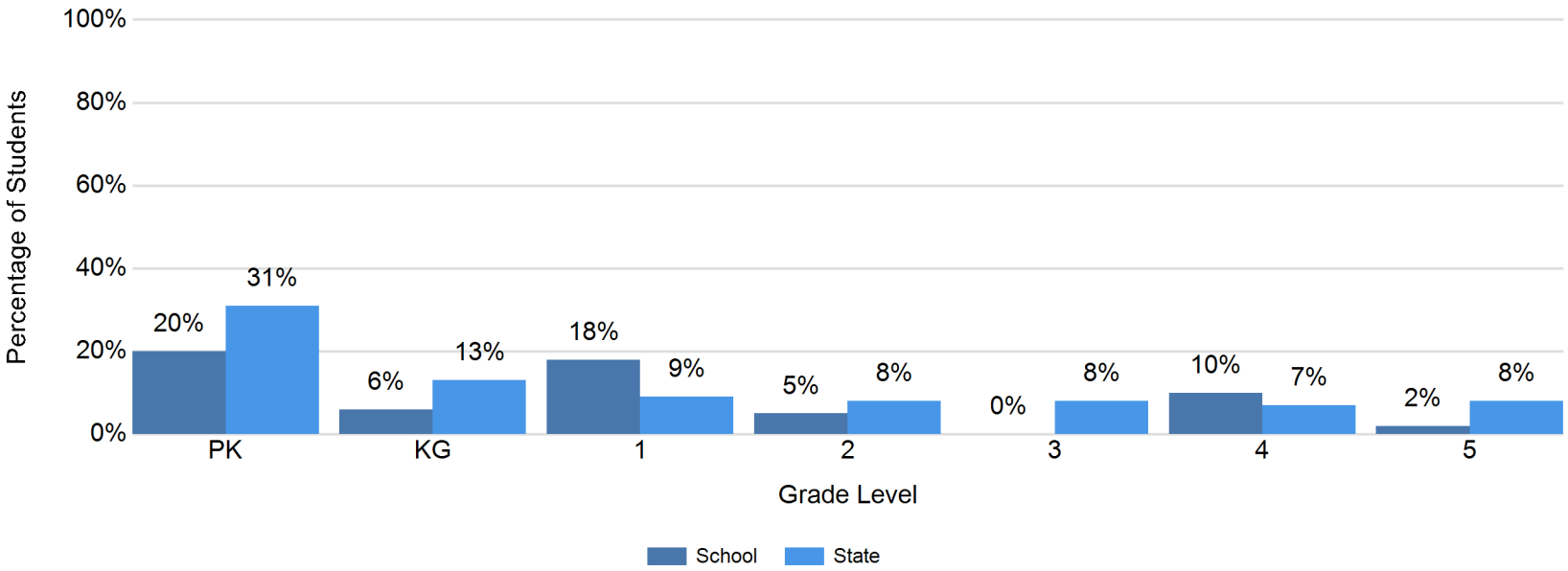
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.85

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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	4	2	6
No Identified Nature	3		3

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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.2:1

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)	$382	$12,072	$12,454

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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	26	117,464
Average years experience in public schools	11.3	12.0
Average years experience in district	10.0	10.7
Teachers in district for 4 or more years	76.9%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,374
Average years experience in public schools	16.9	16.0
Average years experience in district	8.3	12.0
Administrators in district for 4 or more years	60.0%	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	14:1	13:1
Students to Administrators	354:1	118:1
Teachers to Administrators	26:1	9:1
Students to Librarians/Media Specialists		1775:1
Students to Nurses		887:1
Students to Counselors		444:1
Students to Child Study Team		296:1

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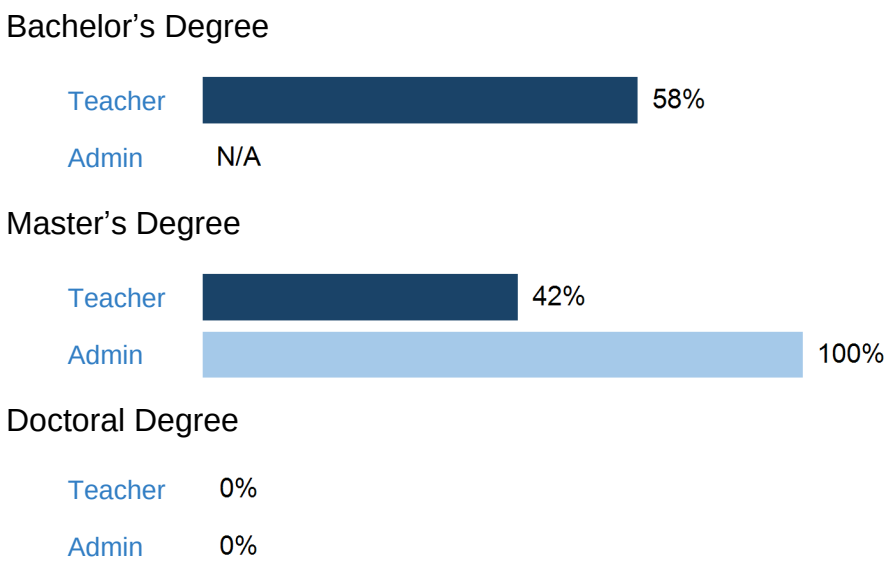
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	87.3%	90.2%
2016-17 Administrators: Same district 2017-18	73.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.4%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	88.5%	100.0%
Male	11.5%	0.0%
White	96.2%	100.0%
Hispanic	3.8%	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		

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON ELEMENTARY SCHOOL
(03-3600-080)
Grades Offered: PK-05
2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	57.41	15.0%
Mathematics Proficiency	55.63	15.0%
English Language Arts Growth	63.80	20.0%
Mathematics Growth	17.63	20.0%
Progress Towards English Language Proficiency	74.89	20.0%
Chronic Absenteeism	55.52	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	53.77	n/a
Summative Rating: Percentile Rank of Summative Score	55.39	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†	Not Met	Met Standard	Met Standard	Met Target	Met	No
White	44.18	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Met	No
Hispanic	48.76	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	63.48	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	57.57	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	Met	No

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

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School Narrative

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

Highlights:	• Mrs. Tracy Dillon (Teacher of the Year) • The Specialized Preschool Program offers a variety of services to students with special needs. • Technology includes Smart Boards, mobile laptop carts, iPads and a Media Center.
Mission, Vision, Theme:	Dedicated to excellence in education, the North Arlington Elementary Schools, in cooperation with the home and community, will provide students with opportunities to develop their potential academically, socially and emotionally, in alignment with the NJSLS. In order to meet the challenges of the 21st Century, we will seek to maintain a supportive environment that strengthens self-esteem and motivates critical and independent thinking in an increasingly technological world.
Awards, Recognition, Accomplishments:	Mrs. Tracy Dillon was named Teacher of the Year as she has distinguished herself as a valued veteran teacher. As a primary grade teacher for almost 20 years, her passion for education, kind nature, and effortless patience resonates with her students long after they leave her classroom. Her love of books and exploring new ideas provides each student an opportunity to blossom and reach their academic and social potential. Mrs. Dillon makes a difference in the lives of her young students.

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Courses, Curriculum, Instruction:	Balanced Literacy remained the focus as the teachers received ongoing professional development. Reader's and Writer's Workshop emphasized the importance of modeling instruction, providing opportunities for both individual and group work, and then sharing their work product. Data was also utilized to delve into the math curriculum to further build upon our strengths and brainstorm for strategies to address areas requiring attention. All subjects are aligned to the NJSLS.
Clubs and Activities:	Student Council and Safety Patrols both provide opportunities for students to be role models for their peers and those in the younger grades. Student Council coordinated a plethora of good will activities. The highlight once again was the “Souper Bowl of Caring,” which is aligned to the Super Bowl. Spirits are high and all the food collected is donated to a local food pantry. Safety Patrols form a strong bond with those classes of which they assist at lunch on a daily basis.

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Before and After School Programs:	North Arlington's School Age Child Care Program (SACC) is a before school and after school child care program for students in grades K-5. This state licensed, tuition-based program offers a wide variety of fun activities for children. The program is year-round and is managed by the North Arlington Education Foundation. Additionally, Mad Science and Theatre Enrichment for Children is offered at certain points throughout the school year.
Staff and Professional Learning:	Faculty meetings are a prime opportunity for teachers to share best practices. Cross-curricular instruction is explored during these times to promote a sense of unity amongst the various subject matters. Horizontal grade level meetings across the district allow teachers to strategize, analyze, and dissect instruction to address the diverse needs of their students. Vertical alignment meetings support instruction to make certain key areas are being addressed and enhanced.

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Student Supports and Services:	As students enter school, they are evaluated to determine if they are in need of ELL services. If they qualify, state mandates are followed to support their needs. Struggling students are offered assistance through Basic Skills Instruction and/or pull-out for small group. Students with special needs receive appropriate services while focusing on the least restrictive environments.
Student Health and Wellness:	Free and Reduced school meals are offered, where applicabable, in the morning and in the afternoon. Health and Phys. Ed. classes are grade level appropriate. Following the warm up, students engage in activities to strengthen their eye hand coordination, stamina, and sport skill set. Weather permitting; students engage in outdoor lunch recess. They enjoy kickball, hopscotch, and playground time. HUMC presents a trauma program addressing playground and bicycle safety.
Parent and Community Involvement:	Back to School Night welcomes parents to meet administration, including the superintendent, and the classroom teachers. The PTO is actively involved throughout the year. They kickoff each year with a book fair in the evening so parents can shop with their children to reinforce a love of reading. Kindergarten Orientation is an opportunity to meet with the future stakeholders of their child's academic career. Our PARCC Information Night explored various aspects of the assessment.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students Yes, a climate survey was conducted of a random population of students. The survey came from the NJDOE website. It is utilized to determine the students' feelings about their school, including but not limited to, their teachers, classwork, peer relationships, and the building itself.
Facilities:	Washington School was erected in 1924. Recent renovations include new walls for the gymnasium. Additionally, new interior and exterior doors have been installed. Air conditioning has been added to all classrooms. Technology includes Smartboards in all classrooms and the use of both netbooks and iPads. Our Media Center has enough laptops to accommodate a full class of students at one time.

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Other Information:	The PTO had a major impact as they teamed with the NABOE and SACC to fundraise so each classroom would be air conditioned. They were creative and persevered to achieve the intended goal. They also provided numerous opportunities for parents to meet and form a Washington School bond. Such events included a very successful Tricky Tray and Sip & Paint. Quality field trips were also sponsored by the PTO. Another alliance is with the Elks. Each year the Elks host a Friendship Festival at Turtleback Zoo for special education students. Students of all ages thoroughly enjoyed this fascinating field trip. Other experiences that students relish are the instrumental performances. Upper grade students have the option of studying an instrument. They are the opening act at the holiday concert, perform at the Town Hall for the lighting of the Christmas tree, celebrate “Music in March” with a Parent Instrumental Night, perform at the high school for their Spring Concert, and march in the Memorial Day Parade. Character education is at the forefront as numerous themes are celebrated throughout the school year to promote a positive climate. Respect Week, School Violence Awareness Week, Random Acts of Kindness, and Respect Week are notable activities. Read Across America Week celebrates the joy of reading. Special events, including a visit from The Cat in the Hat, make a special impact on the students. Multi-Cultural Day recognized the diversity of Washington School. The Washington School families relished the opportunity to showcase our uniqueness. Families are also invited to watch their children perform in such activities as The Living Book Report and the Literacy Fair. On a bi-yearly basis, the faculty and staff participate in the GI Go Fund and contribute the veterans by wearing red, white, and blue reinforces our support.