



**Taylor Street Elementary School**  
2016-2017


**Grade Span PK-02**

41-5480-060  
WARREN  
WASHINGTON BORO  
16 24 TAYLOR STREET  
WASHINGTON, NJ 07882-1494

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- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
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**Footnotes**

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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	15	17	20
KG	84	60	51
1	70	72	52
2	69	75	69
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	14	8	9
Total	252	232	201

### 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	2014-15	2015-16	2016-17
Female	51%	50%	47%
Male	49%	50%	53%
Economically Disadvantaged Students	45%	32%	35%
Students with Disabilities	14%	20%	21%
English Learners	4%	5%	5%
Homeless Students			4%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	71.6%
Hispanic	15.9%
Black or African American	9.0%
Asian	3.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	19	17	17
PK - Full Day	0	0	3
KG - Half Day	0	0	0
KG - Full Day	87	60	51

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	95.0%
Spanish	2.5%
Arabic	1.5%
Other	1.0%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

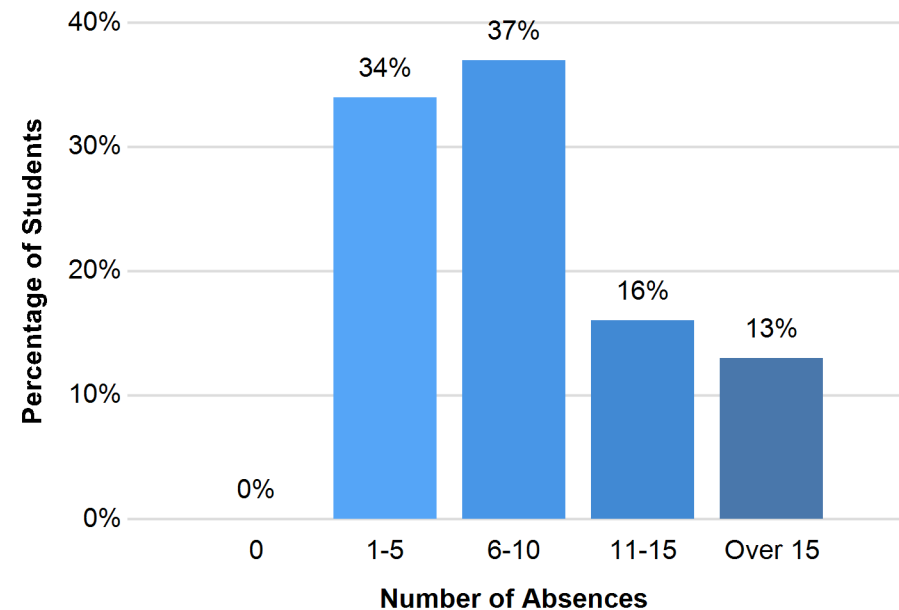
### Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.90	9.80	Not Met
White	10.90	9.80	Not Met
Hispanic	9.70	9.80	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.90	9.80	Not Met
Students with Disabilities	18.20	9.80	Not Met
English Learners	N	**	**

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



\*\* ESSA accountability targets are only included if data is available for at least 20 students.



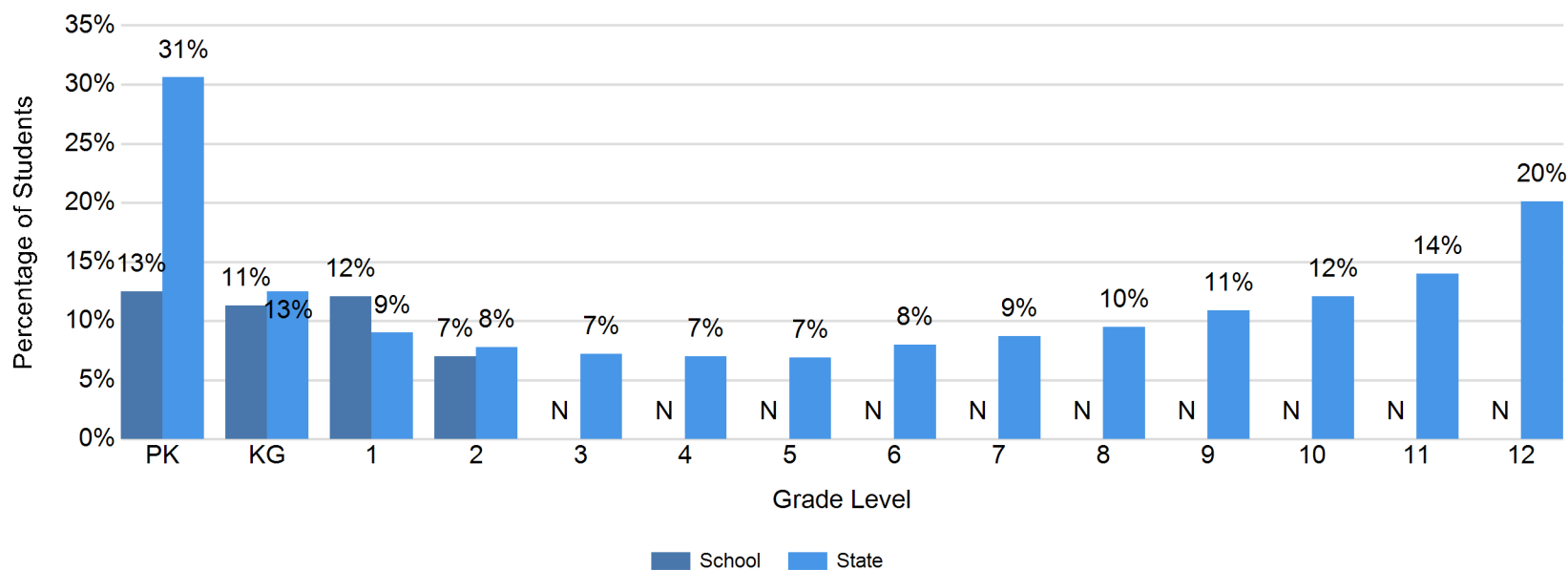
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### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:35AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### 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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$543	\$12,405	\$12,948



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### 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	24	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	63%	74%

### 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	4	9,506
Average years experience in public schools	24.5	15.9
Average years experience in district	13.3	11.6
Administrators in district for 4 or more years	100%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	10:1
Administrators	201:1	126:1
Librarian/Media Specialists		502:1
Nurses		251:1
Counselors		502:1
Child Study Team		167:1



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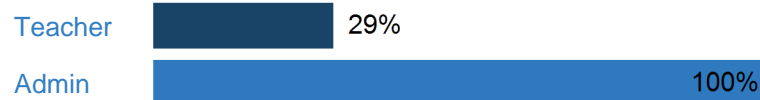
### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

### Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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### School General Info

<b>Principal:</b>	Mrs. Nassry	<b>Email Address:</b>	<a href="mailto:nassryj@washboroschools.org">nassryj@washboroschools.org</a>
<b>Address:</b>	16 24 TAYLOR STREET WASHINGTON, NJ 07882-1494	<b>Website:</b>	<a href="http://www.washboroschools.org">www.washboroschools.org</a>
<b>Phone:</b>	(908)689-0091		

### 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.

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Aligned Cluster Curriculum</li> <li>• Fully Certified Staff</li> <li>• Extensive Club Activities</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The Washington Borough Public Schools, together in a partnership with our families, will build a community of lifelong learners and provide a balanced curriculum with expectations to meet the Core Curriculum Standards, as well as meeting the fundamental, academic, social, emotional and physical needs of all of our students.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our school programs support the building blocks of early literacy skills essential for future success. Supplemental instruction in the areas of reading and math provide additional support for students. Planning for the academic, social, and emotional growth of the individual learner combined with an expectation of active learner participation places children at the heart of our curriculum.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students at the Taylor Street School are welcome to participate in the following clubs and activities: Healthy Food Club, TV Duo, Mini-Marathon, Hot Cocoa and Storytime, Storytelling Festival, Art Show, Zumba, Tutoring Club, and the school's Holiday Concert.</p>
 <p><b>Before and After School Programs:</b></p>	<p>All students enrolled at the Taylor Street School are welcome to attend the district's before school Breakfast Club. Students are also welcome to attend the district's After 3 program.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>The district provides required mandatory training to staff through the Safe Schools program. All certificated staff have been provided Crisis Prevention Intervention training. Professional learning communities are established by grade level and specialty areas. Grade level, building level, and faculty meetings all occur one time per month.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The district's English as a Second Language program is a language assistance program that supports students whose native language is one other than English. The district is staffed with a full time Child Study Team that includes a child psychologist, LDTC, school social worker, and counselor. The school also offers tutoring services and intervention and referral services for struggling students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>All students enrolled at the Taylor Street School are welcome to attend the district's Breakfast Club program. Students in first grade participate in a Child Assault Prevention program. Students in grades one and two participate in a fluoride rinse swish program. Many staff are CPR and AED trained and the district supports a flu shot clinic for all staff members.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Members of the district's Parent Teacher Organization provide unlimited volunteer time and expertise through a variety of programs and fundraisers to supplement instruction by providing generous donations to support non-budgeted items to afford students a multitude of experiences beyond the classroom. Parents are invited and present at evening performances and activities throughout the school year.</p>



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Facilities:

The Taylor Street School library is fully staffed with volunteers and a Library/Media Specialist. Students utilize the computer room throughout the school day to support instruction. Additional specialized rooms, including art and music, are fully utilized by students on a daily basis. The building also hosts a fully functional gymnasium.



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The Taylor Street School also hosts a preschool inclusion class made up of three and four year old children. The district also provides a full day kindergarten program for students. The district's School Resource Officer provides students with a positive role model while ensuring the safety of our staff and students. Technological upgrades provide students and staff with Wi-Fi access and all classrooms are equipped with Smart Board technology. Communication to parents is provided through the Blackboard Connect system.



Other Information:




Washington Memorial Elementary School  
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Grade	2014-15	2015-16	2016-17
3	63	73	72
4	75	66	69
5	77	81	61
6	76	76	79
Ungraded	20	17	20
Total	311	313	301

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	2014-15	2015-16	2016-17
Female	50%	47%	53%
Male	50%	53%	48%
Economically Disadvantaged Students	33%	34%	36%
Students with Disabilities	22%	23%	24%
English Learners	0%	1%	2%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	63.1%
Hispanic	17.6%
Black or African American	13.3%
Asian	4.7%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.0%

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. All other students are included in Other Languages.

Home Language	% of Students
English	94.4%
Spanish	3.3%
Other	2.3%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	260	94.1	38.40	38.40	54.90	38.4	34.1	Met Target
White	158	93.3	38.60	38.60	63.90	37.8	29.9	Met Target
Hispanic	44	90.6	36.40	36.40	39.80	36.4	42	Met Target†
Black or African American	41	100.0	26.80	26.80	35.20	26.8	30.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	14	100.0	78.60	78.60	80.70	78.6	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	133	93.1	38.40	38.40	62.20	37.8		
Male	127	95.2	38.60	38.60	48.10	38.6		
Economically Disadvantaged Students	88	96.4	20.50	20.50	36.20	*	24.1	Met Target†
Non-Economically Disadvantaged Students	172	92.9	47.70	47.70	65.80	*		
Students with Disabilities	56	93.0	16.10	16.10	20.50	15.5	16.9	Met Target†
Students without Disabilities	204	94.5	44.70	44.70	61.90	44.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	73	743	743	749	*	22%	25%	43%	*	44%	50%
White	48	750	750	759	*	*	25%	50%	*	52%	61%
Hispanic	13	734	734	734	*	*	*	*	0%	23%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	42	746	746	754	*	*	*	43%	*	45%	55%
Male	31	738	738	745	*	*	*	42%	*	42%	46%
Economically Disadvantaged Students	30	730	730	731	*	*	*	*	*	30%	31%
Non-Economically Disadvantaged Students	43	751	751	762	*	*	*	*	*	54%	63%
Students with Disabilities	17	722	722	720	*	*	*	*	*	24%	24%
Students without Disabilities	56	749	749	755	*	*	*	*	*	50%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	71	746	746	753	*	20%	31%	42%	*	47%	56%
White	44	747	747	762	*	23%	25%	43%	*	50%	67%
Hispanic	15	747	747	740	0%	*	*	*	0%	40%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	34	749	749	758	*	*	*	35%	*	44%	61%
Male	37	743	743	749	*	*	*	49%	*	49%	51%
Economically Disadvantaged Students	28	731	731	737	*	*	*	*	*	21%	36%
Non-Economically Disadvantaged Students	43	755	755	764	*	*	*	*	*	63%	69%
Students with Disabilities	16	731	731	725	*	*	*	*	*	19%	25%
Students without Disabilities	55	750	750	759	*	*	*	*	*	55%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	71	746	746	755	*	20%	31%	42%	*	47%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	64	739	739	756	*	30%	25%	39%	*	39%	59%
White	38	739	739	763	*	26%	*	42%	0%	42%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	12	736	736	740	0%	*	*	*	0%	25%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	30	742	742	761	*	*	*	40%	0%	40%	66%
Male	34	736	736	750	*	*	*	38%	0%	38%	53%
Economically Disadvantaged Students	19	723	723	740	*	*	*	*	0%	16%	40%
Non-Economically Disadvantaged Students	45	745	745	765	*	*	*	*	0%	49%	71%
Students with Disabilities	13	716	716	725	*	*	*	*	*	*	22%
Students without Disabilities	51	744	744	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	79	733	733	752	*	32%	35%	23%	*	25%	54%
White	51	730	730	758	*	35%	43%	*	*	16%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	42	736	736	758	*	31%	38%	*	*	26%	61%
Male	37	730	730	746	*	32%	32%	*	*	24%	46%
Economically Disadvantaged Students	27	725	725	737	*	*	37%	*	*	15%	34%
Non-Economically Disadvantaged Students	52	738	738	761	*	*	35%	*	*	31%	65%
Students with Disabilities	18	717	717	722	*	*	*	*	*	*	17%
Students without Disabilities	61	738	738	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	79	733	733	753	*	32%	35%	23%	*	25%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

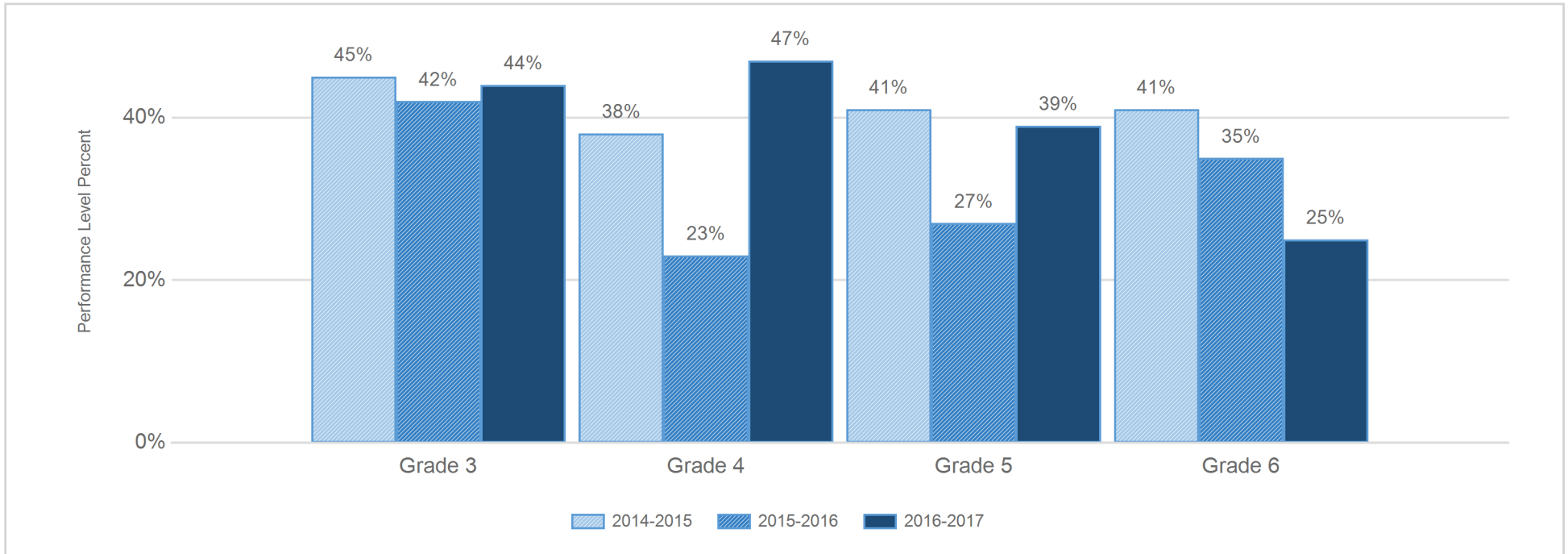


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**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	261	93.9	26.00	26.00	43.50	26	28.1	Met Target†
White	158	93.3	27.90	27.90	52.40	27.2	25.6	Met Target
Hispanic	45	89.1	15.60	15.60	27.60	15.6	30.6	Not Met
Black or African American	41	100.0	17.10	17.10	21.70	17.1	18.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	14	100.0	71.40	71.40	75.60	71.4	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	133	92.5	24.80	24.80	44.10	24.5		
Male	128	95.3	27.30	27.30	42.90	27.3		
Economically Disadvantaged Students	88	95.5	*	*	25.10	*	16	Not Met
Non-Economically Disadvantaged Students	173	92.9	*	*	54.30	*		
Students with Disabilities	56	93.0	*	*	16.50	*	12.1	Not Met
Students without Disabilities	205	94.1	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	73	737	737	751	*	25%	38%	29%	*	30%	53%
White	48	743	743	759	*	*	33%	42%	*	44%	63%
Hispanic	13	726	726	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	42	738	738	751	*	*	41%	*	*	29%	52%
Male	31	736	736	751	*	*	36%	*	*	32%	53%
Economically Disadvantaged Students	30	729	729	736	*	*	*	*	*	27%	34%
Non-Economically Disadvantaged Students	43	743	743	761	*	*	*	*	*	33%	65%
Students with Disabilities	17	725	725	729	*	*	*	*	*	*	29%
Students without Disabilities	56	741	741	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	72	725	725	747	*	28%	32%	21%	*	22%	47%
White	44	725	725	755	*	32%	34%	*	0%	21%	59%
Hispanic	16	724	724	734	*	*	*	*	0%	19%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	34	727	727	747	*	*	*	*	*	27%	47%
Male	38	724	724	747	*	*	*	*	*	18%	48%
Economically Disadvantaged Students	28	709	709	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	44	735	735	757	*	*	*	*	*	*	61%
Students with Disabilities	16	707	707	724	*	*	*	*	*	*	22%
Students without Disabilities	56	730	730	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	64	732	732	747	*	33%	22%	33%	*	33%	46%
White	38	732	732	754	*	26%	*	37%	0%	37%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	12	720	720	729	*	*	*	*	0%	17%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	30	732	732	747	*	*	*	33%	0%	33%	47%
Male	34	732	732	746	*	*	*	32%	0%	32%	46%
Economically Disadvantaged Students	19	713	713	732	*	53%	*	*	*	11%	27%
Non-Economically Disadvantaged Students	45	740	740	756	*	24%	*	*	*	42%	59%
Students with Disabilities	13	702	702	725	*	*	*	*	*	*	19%
Students without Disabilities	51	739	739	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	79	730	730	743	*	32%	32%	18%	*	22%	44%
White	51	727	727	751	*	37%	35%	*	*	16%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	42	729	729	745	*	33%	36%	*	*	17%	45%
Male	37	731	731	742	*	30%	27%	*	*	27%	43%
Economically Disadvantaged Students	27	716	716	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	52	737	737	752	*	*	*	*	*	*	56%
Students with Disabilities	18	708	708	717	*	*	*	*	*	*	13%
Students without Disabilities	61	736	736	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	79	730	730	745	*	32%	32%	18%	*	22%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

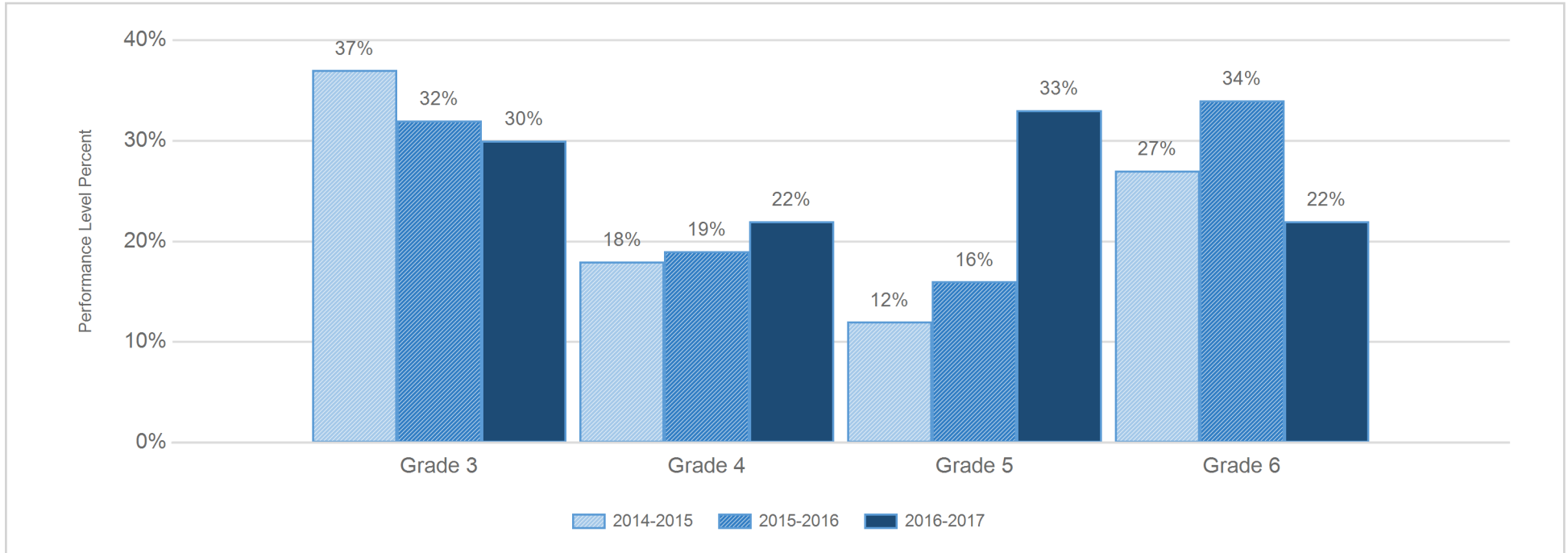


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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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**Alternate Assessments - 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	*	*

**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. The table also shows 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
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

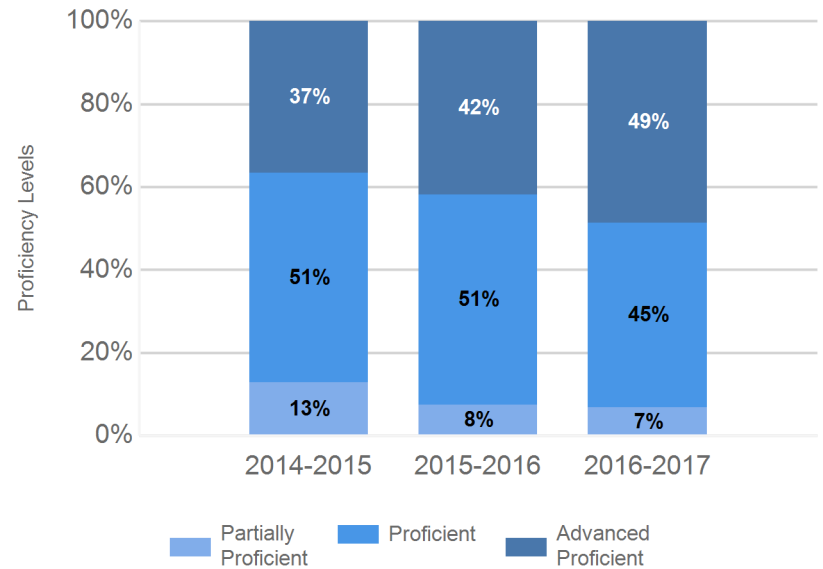
**NJASK Science Assessment Performance: Grade 4**

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	49%	45%	7%
White	50%	46%	5%
Hispanic	41%	47%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	19%	67%	15%
Students with Disabilities	29%	59%	12%
English Learners	N	*	N

**NJASK Science Assessment Performance Trends: Grade 4**

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	39	39	50	Not Met	48	48	50	Met Target
White	38	38	50	Not Met	48	48	52	Met Target
Hispanic	34	34	49	Not Met	41	41	47	Met Target
Black or African American	40.5	40.5	45	Met Target	44	44	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	35	35	47	Not Met	35	35	46	Not Met
Students with Disabilities	41.5	41.5	41	Met Target	47.5	47.5	43	Met Target
English Learners	N	N	N	N	N	N	N	N

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

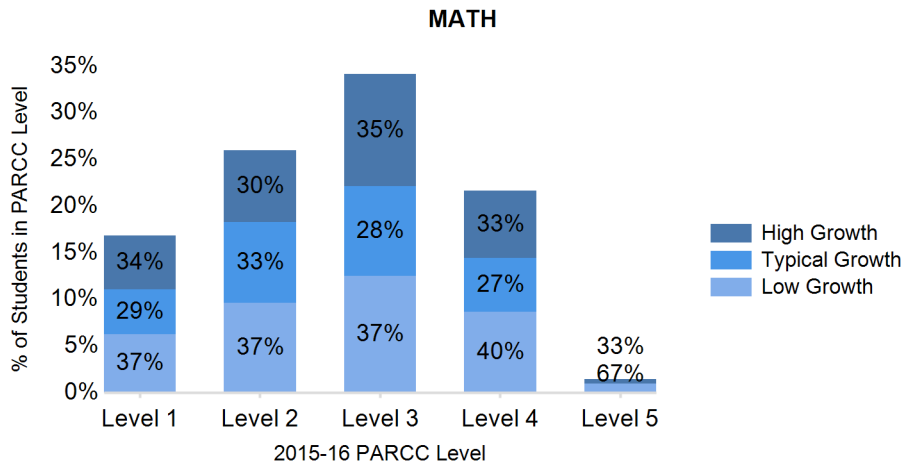
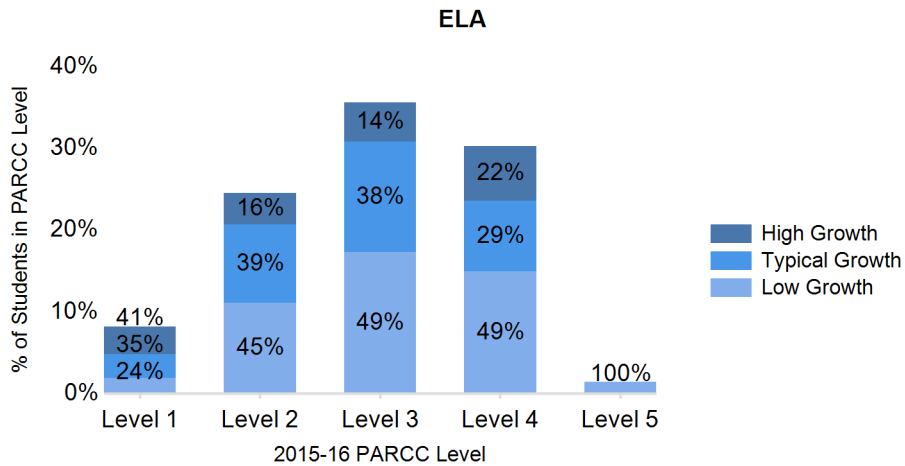
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

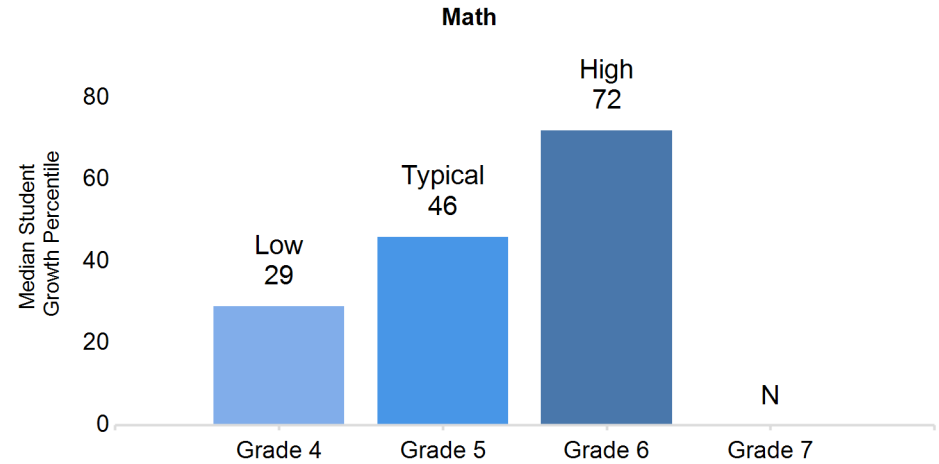
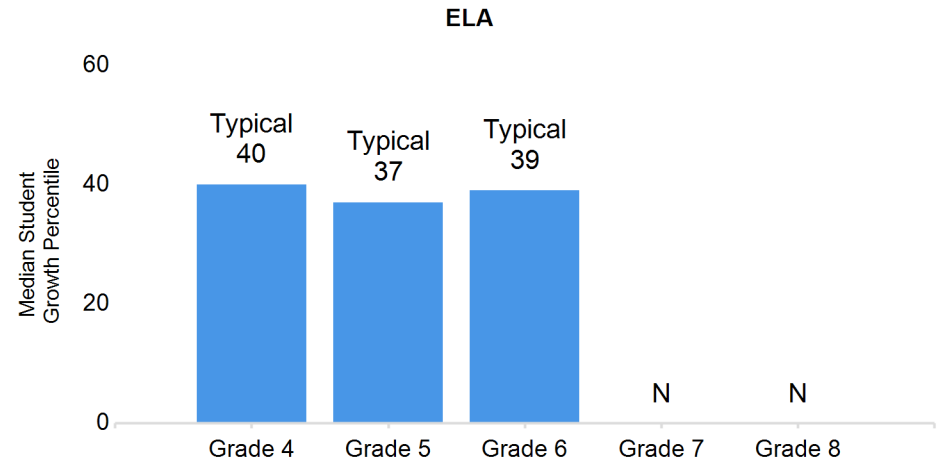
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

**Chronic Absenteeism**

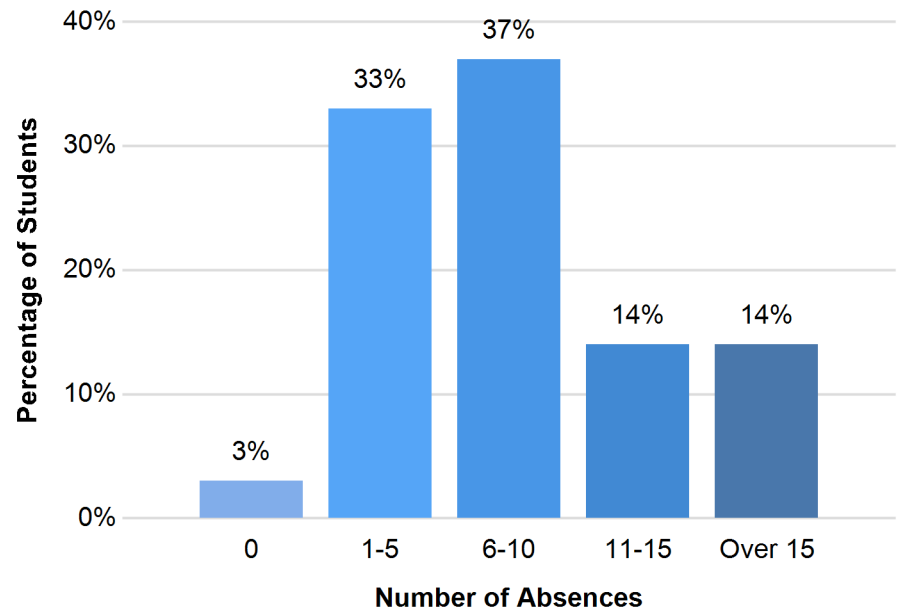
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.30	7.30	Not Met
White	13.70	7.30	Not Met
Hispanic	1.90	7.30	Met Target
Black or African American	9.80	7.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.80	7.30	Not Met
Students with Disabilities	17.80	7.30	Not Met
English Learners	N	**	**

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

**Days Absent**

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



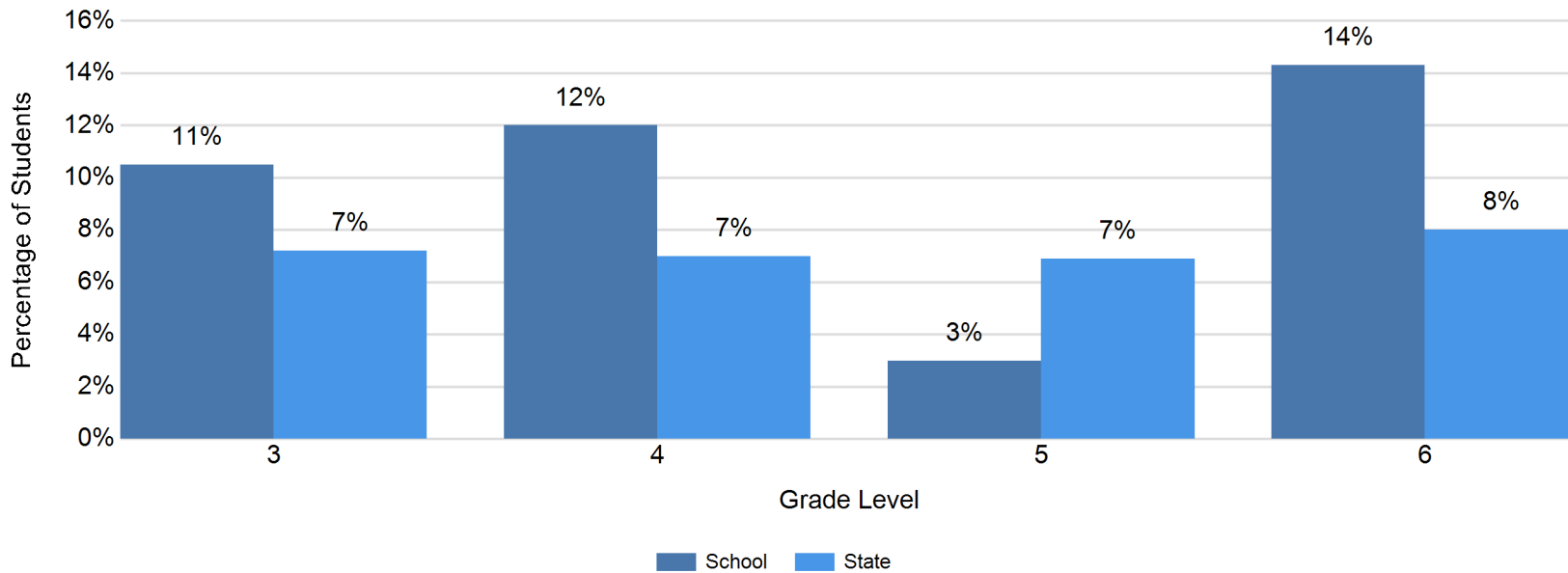


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:20AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	2.0%
Out-of-School Suspensions	1.0%
Any Suspension	2.7%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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**Technology Readiness**

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	63.7 kbps	100 kbps	No	Wireless	Fiber	No

**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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$543	\$12,405	\$12,948



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	32	120,724
Average years experience in public schools	12.3	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	72%	74%

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	4	9,506
Average years experience in public schools	24.5	15.9
Average years experience in district	13.3	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	10:1
Administrators	N	126:1
Librarian/Media Specialists		502:1
Nurses		251:1
Counselors		502:1
Child Study Team		167:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	87%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	99%



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**Accountability Indicator Scores and Summative Rating**

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	15.5	17.5%
Mathematics Proficiency	10.8	17.5%
English Language Arts Growth	13.7	25.0%
Mathematics Growth	38.7	25.0%
Chronic Absenteeism	25.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		21.5
<b>Summative Rating:</b> Percentile rank of Summative Score		11.1
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	21.5	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
White	13.4	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Hispanic	31.5	11.9	No	Met Target†	Not Met	Met Target	Not Met	Met Target	No
Black or African American	42.5	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	13.3	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	40.8	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Rozsa	<b>Email Address:</b>	<a href="mailto:rozsal@washboroschools.org">rozsal@washboroschools.org</a>
<b>Address:</b>	300 WEST STEWART STREET WASHINGTON, NJ 07882	<b>Website:</b>	<a href="http://www.washboroschools.org">www.washboroschools.org</a>
<b>Phone:</b>	(908)689-0241		

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.

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Aligned Cluster Curriculum</li> <li>• Fully Certified Staff</li> <li>• Extensive Club Activities</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The Washington Borough Public Schools, together in a partnership with our families, will build a community of lifelong learners and provide a balanced curriculum with expectations to meet the Core Curriculum Standards, as well as meeting the fundamental, academic, social, emotional and physical needs of all our students.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Academic support throughout grade levels addresses the ability of all students including our special needs population. Special education, enrichment, and BSI instruction allows every student to experience academic success. Supplemental programming in the areas of math and reading provide additional support for students throughout the academic day.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students are offered co-curricular activities that provide a balanced curriculum in meeting academic, social, emotional and physical needs. Pride, respect, and responsibility extend across the curriculum and beyond the classroom and provides students with the opportunity to develop collaborative skills. Some of the activities students choose to participate in are piano lessons, Healthy Cooking Club, Lunch Bunch, Garden Club, bird watching, chorus, and band.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Students enrolled in the Memorial School are welcome to attend the district's before school Breakfast Club. Students are also welcome to attend the district's After 3 program. Early Morning Math and Reading clubs are also available to students.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>The district provides required mandatory training to staff through the Safe Schools program. All certificated staff have been provided Crisis Prevention Intervention training. Professional learning communities are established by grade level and specialty areas. Grade level, building level, and faculty meetings all occur one time per month.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The district's English as a Second Language program is a language assistance program that supports students whose native language is one other than English. The district is staffed with a full time Child Study Team that includes a child psychologist, LDTC, school social worker, and counselor. The school also offers tutoring services and intervention and referral services for struggling students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>All students enrolled at the Memorial School are welcome to attend the Breakfast Club program. Students in third and fifth grade participate in a Child Assault Prevention program and all students participate in a fluoride rinse swish program. Many staff are CPR and AED trained and the district supports a flu shot clinic for all staff members.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Members of the district's Parent Teacher Organization provide unlimited volunteer time and expertise through a variety of programs and fundraisers to supplement instruction by providing generous donations to support non-budgeted items to afford students a multitude of experiences beyond the classroom. Parents are invited and present at evening performances and activities throughout the school year.</p>




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**School Narrative**

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 <p>Facilities:</p>	<p>The Memorial School is fully staffed with volunteers and a Library/Media Specialist. Students utilize the computer lab and access laptop carts throughout the school day to support instruction. Additional specialized classrooms include art and music rooms, are fully utilized by students on a daily basis. The facility also houses a fully functional, air conditioned gymnasium.</p>
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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.

The Memorial School hosts third through sixth grade. The district's School Resource Officer provides students with a positive role model while ensuring the safety of our staff and students. Technological upgrades provide students and staff with Wi-Fi access and all classrooms are equipped with Smart Board technology. Communication to parents is provided through the Blackboard Connect system. Our cluster developed curriculum supports a successful transition of students to the regional school district.



Other Information: