NJ SCHOOL PERFORMANCE REPORT

BRASS CASTLE SCHOOL
(41-5530-040)
Grades Offered: PK-06
2017-2018

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

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	WARREN
District	WASHINGTON TWP
Principal Name	MRS. GARCIA
Address	16 CASTLE STREET WASHINGTON, NJ 07882-9804
Phone Number	(908)689-1188
Email Address	JGARCIA@WASHTWPSD.ORG
Website	http://www.washtwpsd.org
Facebook	https://www.facebook.com/washtwpsd.wc/

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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	21	23	24
KG	52	54	47
1	0	0	0
2	0	0	0
3	0	0	0
4	73	66	73
5	72	73	70
6	90	76	74
Total	308	292	288

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	42.5%	46.2%	49.5%
Male	57.5%	53.8%	50.5%
Economically Disadvantaged Students	16.2%	13.7%	18.0%
Students with Disabilities	24.7%	23.3%	21.8%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.7%	0.7%
Students in Foster Care		0.7%	0.7%
Military-Connected Students		0.0%	0.3%
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	81.2%	80.1%	80.3%
Hispanic	8.8%	10.6%	9.3%
Black or African American	5.5%	4.8%	4.2%
Asian	2.9%	2.4%	3.5%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.6%	1.7%	2.4%

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	20	23	21
PK - Full Day	1	0	3
KG - Half Day	0	0	0
KG - Full Day	52	54	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	99.3%
Other Languages	0.7%

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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	42	42	50	Met Standard	58	58	50	Met Standard
White	41	41	50	Met Standard	59	59	51	Met Standard
Hispanic	42	42	49	Met Standard	52	52	48	Met Standard
Black or African American	*	*	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	51	51	48	Met Standard	51	51	47	Met Standard
Students with Disabilities	35	35	41	Not Met	36.5	36.5	43	Not Met
English Learners	N	N	54	**	N	N	51	**

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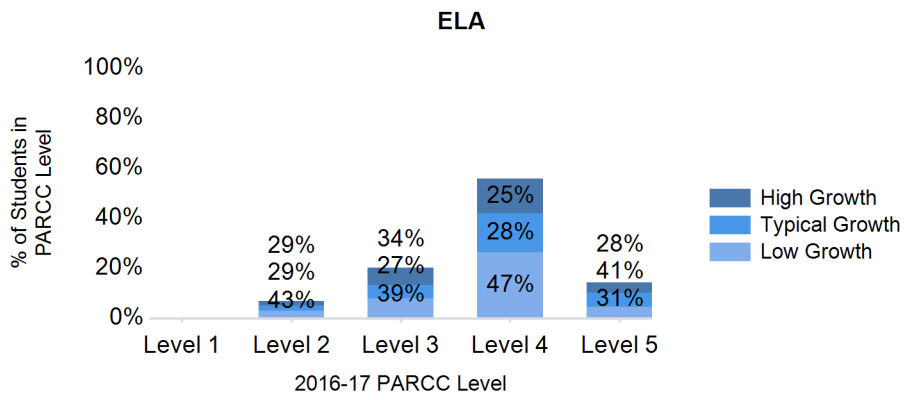
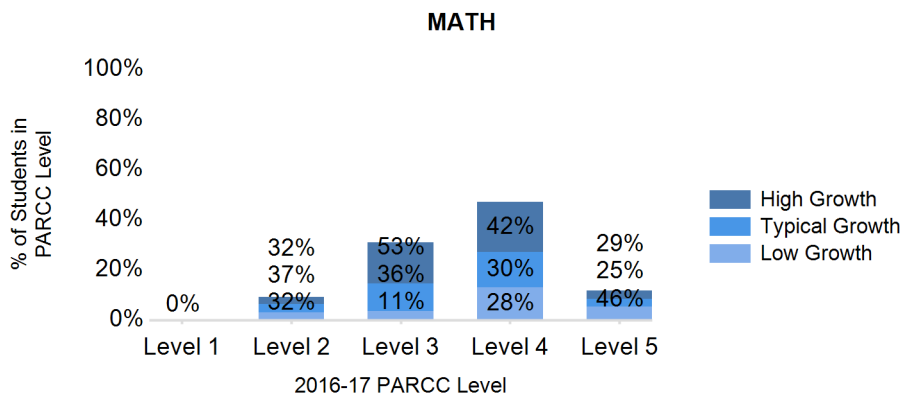
Student Growth by Performance Level

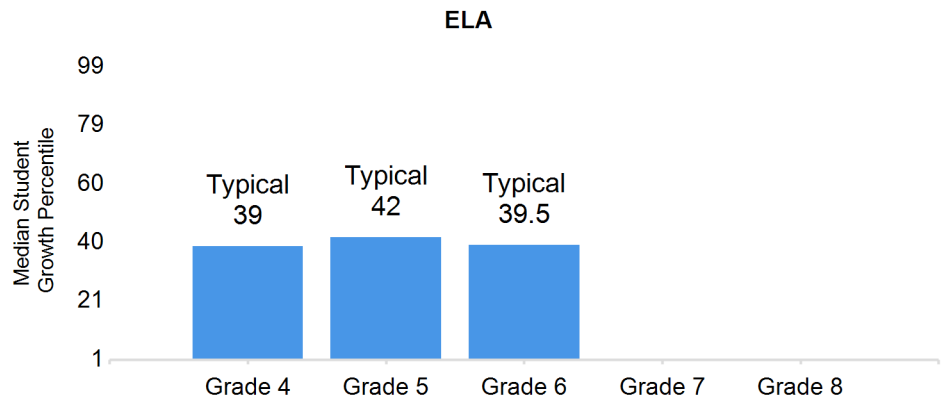
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

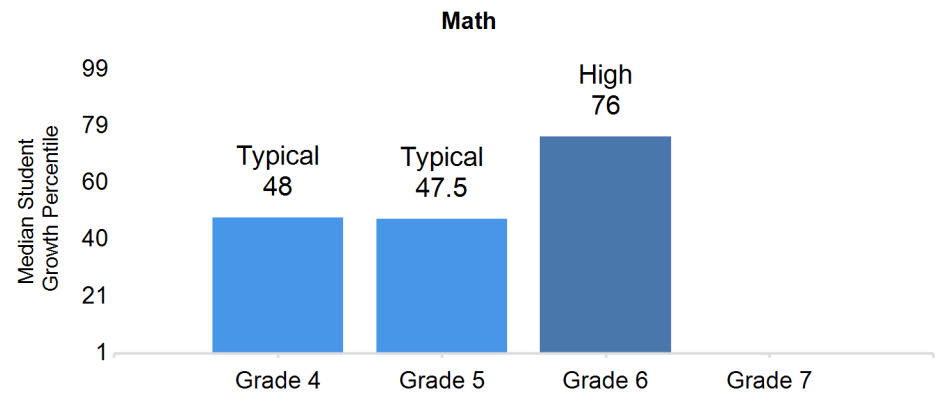




Student Growth by Grade

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	210	97.7	69.1	68.6	56.7	69.1	63.4	Met Target
White	171	97.2	71.3	71.1	65.6	71.3	65.1	Met Target
Hispanic	23	100.0	69.5	*	42.5	69.5	49.6	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	101	98.1	78.3	76.3	64.5	78.3		
Male	109	97.3	60.6	61.2	49.4	60.6		
Economically Disadvantaged Students	30	97.0	56.6	60.9	38.5	56.6	51.6	Met Target
Non-Economically Disadvantaged Students	180	97.8	71.1	70.0	67.5	71.1		
Students with Disabilities	36	92.3	22.2	28.5	21.6	21.6	24.7	Met Target†
Students without Disabilities	174	98.9	78.7	77.8	63.9	78.7		
English Learners	N	N	N	N	27.3	N	**	**
Non-English Learners	210	97.7	69.1	68.6	59.4	69.1		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	67	767	767	756	*	*	21%	51%	22%	73%	58%
White	56	769	769	764	0%	*	*	52%	25%	77%	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	30	778	778	762	*	*	*	*	*	87%	63%
Male	37	757	757	751	*	*	*	*	*	62%	53%
Economically Disadvantaged Students	12	745	745	740	*	*	*	*	*	58%	40%
Non-Economically Disadvantaged Students	55	771	771	767	*	*	*	*	*	76%	70%
Students with Disabilities	12	748	748	726	*	*	*	*	*	42%	25%
Students without Disabilities	55	771	771	762	*	*	*	*	*	80%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	67	767	767	759	*	*	21%	51%	22%	73%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	69	761	761	755	*	*	14%	*	*	72%	58%
White	53	762	762	763	*	*	*	*	*	74%	68%
Hispanic	11	758	758	743	0%	*	*	*	*	73%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	33	770	770	762	*	*	*	*	*	82%	66%
Male	36	753	753	749	*	*	*	*	*	64%	51%
Economically Disadvantaged Students	12	747	747	739	*	*	*	*	*	58%	39%
Non-Economically Disadvantaged Students	57	764	764	766	*	*	*	*	*	75%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	69	761	761	757	*	*	14%	*	*	72%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	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 by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	760	760	754	*	*	24%	46%	18%	64%	56%
White	63	762	762	761	0%	*	24%	*	*	65%	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	39	766	766	761	*	*	*	*	*	67%	64%
Male	35	754	754	748	*	*	*	*	*	60%	48%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	14	724	724	723	*	*	*	*	*	14%	18%
Students without Disabilities	60	769	769	760	*	*	*	*	*	75%	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	74	760	760	755	*	*	24%	46%	18%	64%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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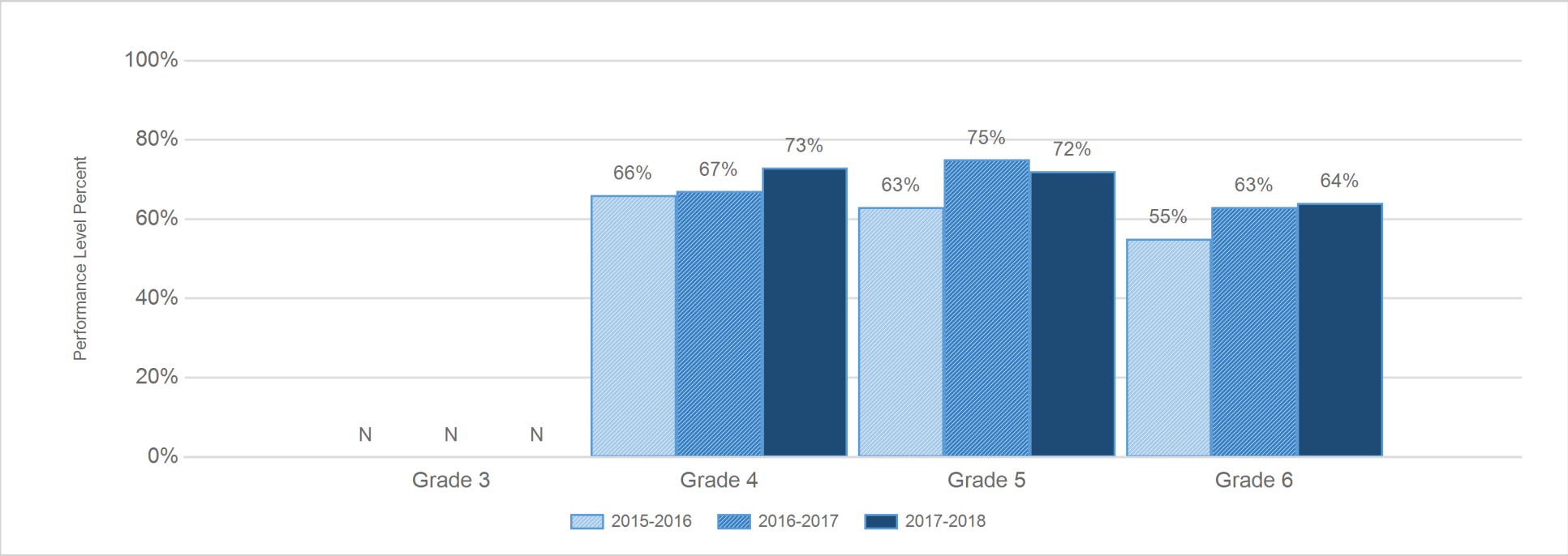
English Language Arts/Literacy Assessment - Performance Trends

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	211	98.2	62.6	64.5	45.0	62.6	48.4	Met Target
White	172	97.8	64.5	67.0	54.1	64.5	50.3	Met Target
Hispanic	23	100.0	60.9	*	29.2	60.9	38.2	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	101	98.1	65.4	66.1	46.0	65.4		
Male	110	98.2	60.0	63.0	43.9	60.0		
Economically Disadvantaged Students	31	100.0	41.9	47.6	26.6	41.9	39.9	Met Target
Non-Economically Disadvantaged Students	180	97.8	66.1	67.7	55.9	66.1		
Students with Disabilities	37	94.9	18.9	34.0	17.1	18.9	18	Met Target
Students without Disabilities	174	98.9	71.8	71.7	50.5	71.8		
English Learners	N	N	N	N	24.6	N	**	**
Non-English Learners	211	98.2	62.6	64.5	46.9	62.6		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 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	68	761	761	748	0%	*	31%	*	*	65%	49%
White	57	761	761	755	0%	*	30%	*	*	67%	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	N	N	N	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	30	764	764	748	0%	*	*	*	*	73%	50%
Male	38	758	758	748	0%	*	*	*	*	58%	49%
Economically Disadvantaged Students	13	748	748	733	0%	*	*	*	*	46%	30%
Non-Economically Disadvantaged Students	55	763	763	758	0%	*	*	*	*	69%	62%
Students with Disabilities	13	745	745	725	0%	*	77%	*	*	23%	22%
Students without Disabilities	55	764	764	753	0%	*	20%	*	*	75%	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	68	761	761	750	0%	*	31%	*	*	65%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

BRASS CASTLE SCHOOL
(41-5530-040)
Grades Offered: PK-06
2017-2018

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

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	69	751	751	748	*	*	30%	*	*	58%	49%
White	53	754	754	756	*	*	32%	*	*	58%	60%
Hispanic	11	740	740	736	*	*	*	*	*	55%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	33	753	753	749	*	*	30%	*	*	61%	50%
Male	36	750	750	747	*	*	31%	*	*	56%	48%
Economically Disadvantaged Students	12	735	735	733	*	*	*	*	*	25%	29%
Non-Economically Disadvantaged Students	57	755	755	758	*	*	*	*	*	65%	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	55%
English Learners	N	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	69	751	751	750	*	*	30%	*	*	58%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

BRASS CASTLE SCHOOL
(41-5530-040)
Grades Offered: PK-06
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	755	755	744	*	*	23%	*	*	64%	44%
White	63	756	756	751	0%	*	22%	*	*	65%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	39	755	755	745	*	*	*	*	*	62%	45%
Male	35	754	754	742	*	*	*	*	*	66%	42%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	14	726	726	717	*	*	*	*	*	14%	13%
Students without Disabilities	60	761	761	748	*	*	*	*	*	75%	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	74	755	755	745	*	*	23%	*	*	64%	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

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(41-5530-040)
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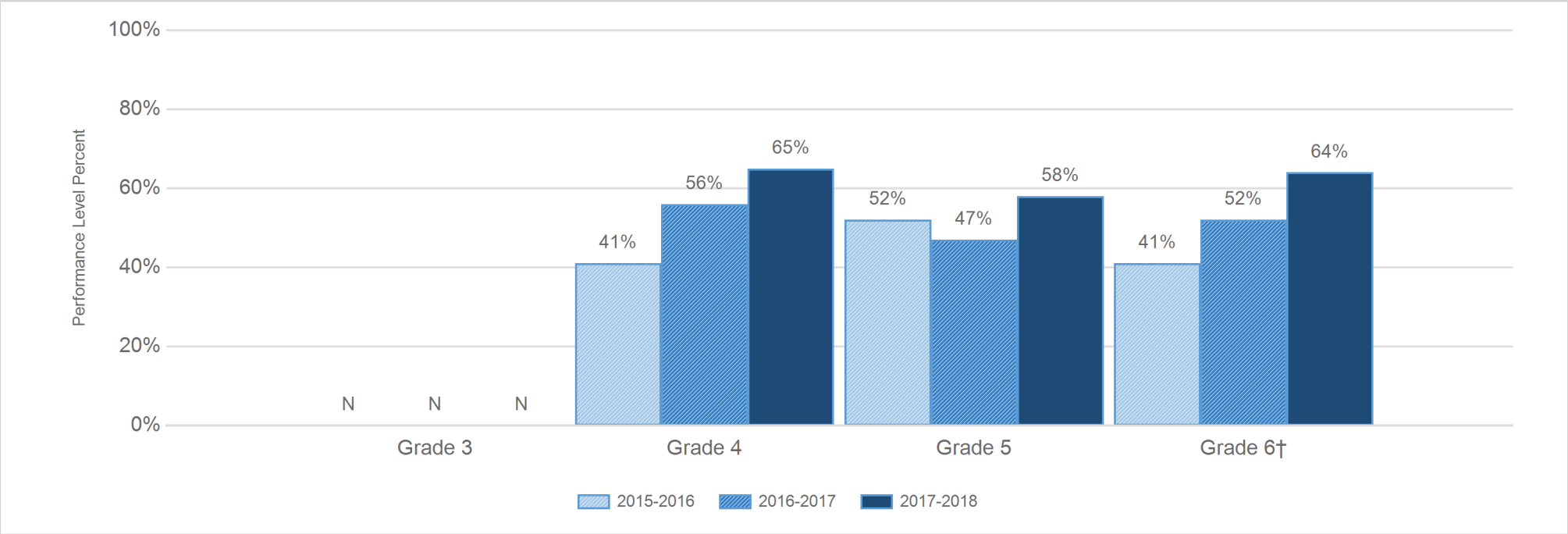
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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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
4	*	*
5	N	N
6	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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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.

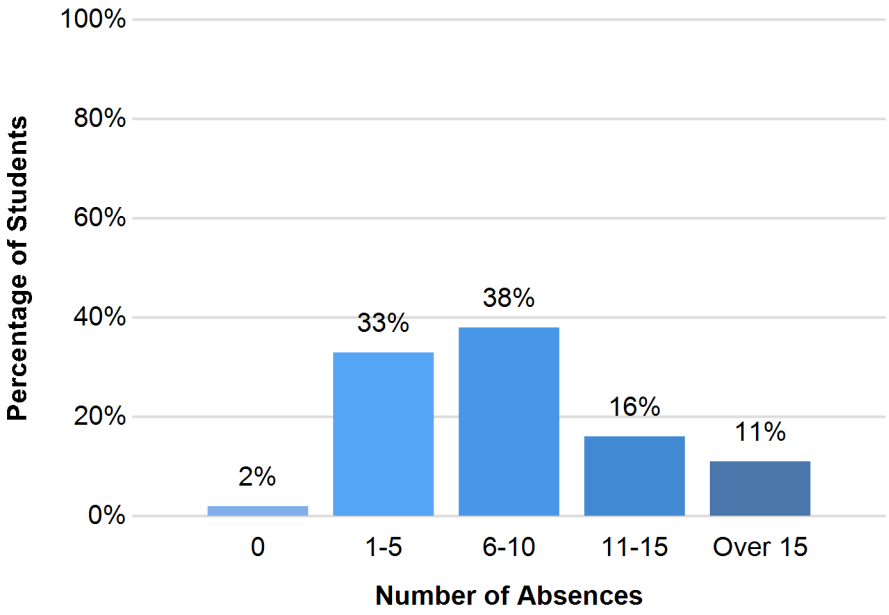
Chronic Absenteeism

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	20	7.6	9.2	Met
White	13	6.0	9.2	Met
Hispanic	3	11.5	9.2	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	4	9.1	9.2	Met
Students with Disabilities	4	8.7	9.2	Met
English Learners	N	N	N	N

Days Absent

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



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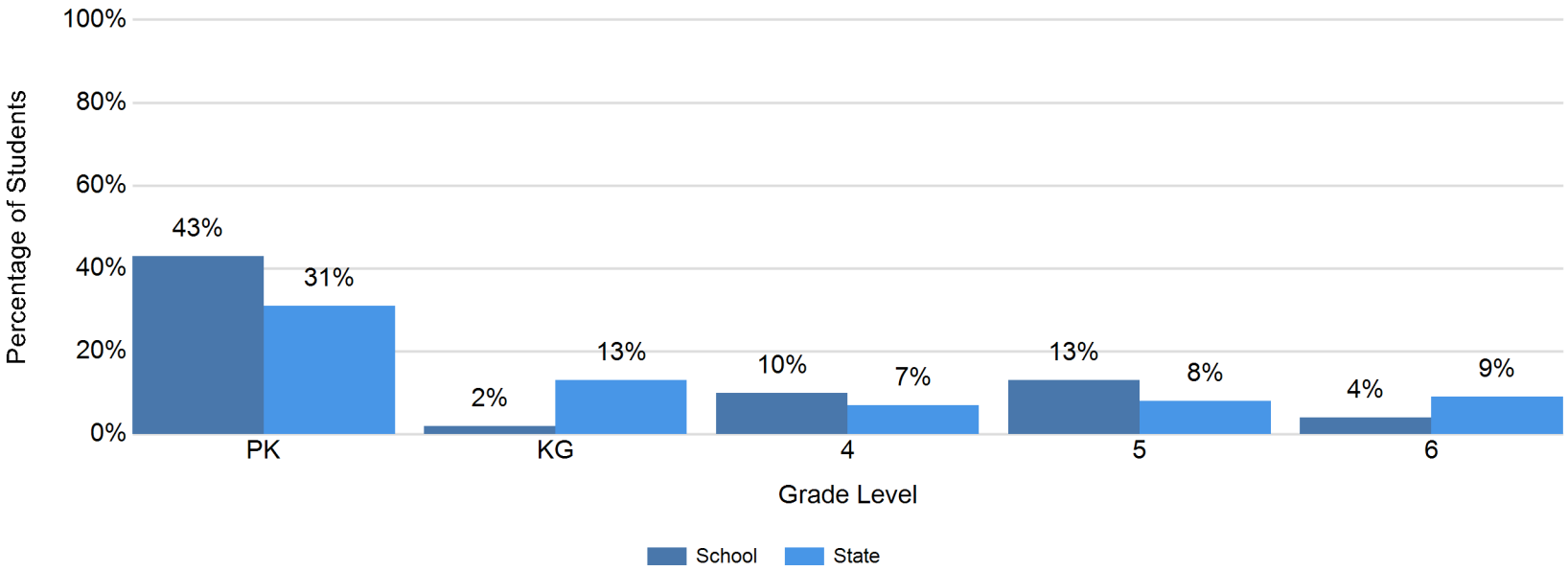
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.04

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	*	*
Any Suspension	*	*
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
11

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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	8:45 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

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)	$460	$15,993	$16,453

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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	29	117,464
Average years experience in public schools	10.7	12.0
Average years experience in district	10.1	10.7
Teachers in district for 4 or more years	65.5%	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	4	9,374
Average years experience in public schools	5.3	16.0
Average years experience in district	4.3	12.0
Administrators in district for 4 or more years	25.0%	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	10:1	10:1
Students to Administrators	289:1	114:1
Teachers to Administrators	29:1	12:1
Students to Librarians/Media Specialists		454:1
Students to Nurses		227:1
Students to Counselors		454:1
Students to Child Study Team		227:1

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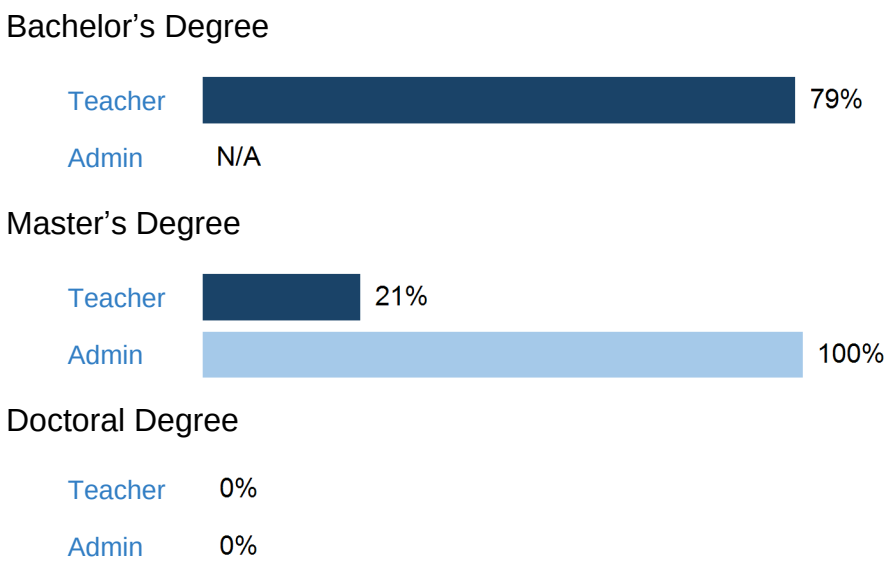
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	88.0%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	95.1%

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	86.2%	100.0%
Male	13.8%	0.0%
White	100.0%	0.0%
Hispanic	0.0%	100.0%
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

BRASS CASTLE SCHOOL
(41-5530-040)
Grades Offered: PK-06
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	69.91	17.5%
Mathematics Proficiency	72.69	17.5%
English Language Arts Growth	24.76	25.0%
Mathematics Growth	66.47	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	51.14	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	55.43	n/a
Summative Rating: Percentile Rank of Summative Score	57.82	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	N	Met	No
White	53.80	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	60.85	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not 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	73.10	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	43.17	14.08	No	Met Target†	Met Target	Not Met	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Implementation of a new Math series to better support NJSLS - Math - Go Math. • Increased use of instructional technology, including Microsoft 365 & 1:1 iPad initiative in all grades. • Implementation of Mindfulness, Growth Mindset, & Responsive Classroom into daily learning.
Mission, Vision, Theme:	It is the mission of the Washington Township Public School District that each student will be provided with a stimulating environment and opportunities for learning experiences designed to provide the best possible educational environment. It is the expectation of the Washington Township School District that all pupils achieve the New Jersey Student Learning Standards at all grade levels.
Awards, Recognition, Accomplishments:	Washington Township School District was one of seven districts named as a Lighthouse District for demonstrating student achievement by setting high academic standards, using data to identify individual student needs, and consistently providing supports to ensure student success in English language arts and mathematics. The district achieved this accolade through the collaboration and dedication of educators, administrators, board members and parents.

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Courses, Curriculum, Instruction:	Programs revolve around the NJSLS. They are student-centered, enabling students to develop and enhance critical-thinking and collaboration skills. In PS, PK, and kindergarten classrooms, students are introduced to the art of learning using centers, movement, and hands-on learning experiences. Grades 4-6 continue to enhance their learning with an increased focus on decision-making, cooperative learning, and more. We offer a range of programs, including Gifted & Talented and Enrichment classes.
Clubs and Activities:	Brass Castle School offers various after-school clubs and activities. Clubs offered to students include Reading Rockets, Archery, 4th Grade Sports, Craft & Games, Golf, Helping Hands, Chess, Talent Show, 3-2-1 Code, Senior Program, Running, Yearbook & Photography, and Eco-Kids. Archery Club students participated in local events, which lead to several club members advancing to the National Archery Competition. 6th Grade students have opportunities to assist in the Kindergarten Clubs.

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Before and After School Programs:	Members of the Chorus Program attend before school rehearsals, at least one time monthly, lead by the Choral Teacher. Members of the Band Program attend before and after school rehearsals, lead by the Band Director, at least one time weekly. This is in addition to the rehearsals and practices held during school hours. Additionally, the Gifted & Talented/Enrichment Teacher hosts after-school sessions for students participating in Debate, Robotics, and Chess Competitions.
Staff and Professional Learning:	Staff participates in various professional development, including the integration of Mindfulness & Growth Mindset and Responsive Classroom approaches in the classroom. Teacher leaders receive training, that they later turnkey to their peers during in-services, faculty meetings, and weekly grade-level meetings. Staff participated in weekly PLCs, which were geared toward improving student achievement. PLCs included Designing Makerspace Activities, Cultivating Teacher Resilience, and more.

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Student Supports and Services:	English Language Learners are provided with enhanced support, including increased support in the classroom, intensified BSI support, etc. Programs for students with disabilities offered are Out of Class Resource, In-Class Support, 4th - 6th Grade Inclusion Classes, LLD, Preschool Disabled, and Prekindergarten. Our Response to Intervention (RTI) Team meets at least three times monthly to support students and teachers.
Student Health and Wellness:	Brass Castle School holds a yearly Cafeteria Advisory Committee, which is comprised of our Cafeteria Services Manager, BA, student representatives, and a parent representative. Also, 5th grade students participate in a Weller Program and LEAD, 4th Grade students participate in Nutritionist's Presentations and the CAP program, Kindergarten students view a presentation from a Dental Hygienist. Additionally, students have Gym, Recess, and Health classes throughout the week, for the full year.
Parent and Community Involvement:	The district's PTA meets formally 7-10 a year. They have formed several committee meetings to support our schools. SEPAG meetings are coordinated and held within district. The district hosts Parent Visitation Day, Senior Programs, and many grade-level activities held throughout the year. Parents are invited to attend many after school programs, including musical performances, spelling bees, etc. 6th Grade Parents also have constant access to the Parent Portal for grades. Our veterans are honored with two events each year to acknowledge their service to our country.

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School Safety:	Brass Castle School updated its school security technology system and a School Resource Officer is on staff.

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Technology and STEM:	STEM class emphasizes solving real-world problems through collaboration, research and creative thinking, often drawing on the engineering design process. The district strives to instill critical thinking and problem-based learning skills needed to succeed in today's scientific and technological world. Technology is integrated into each day as all students utilize 1:1 iPads in K-6.
Early Childhood Education:	Brass Castle School offers a three year old Preschool Disabled half day morning program and a four year old Prekindergarten Disabled afternoon program. These programs include 7-10 students and are funded by both district and IDEA monies. Programs are designed to support needs of students with communication impairments, autism, development disabilities, and more. Students also receive services, as appropriate, which may include Speech, Occupational, Physical, and Applied Behavioral Analysis Therapy.

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Other Information:	Brass Castle School is located in Washington Township, Warren County originally settled in 1769 as a mill town for local farmers. According to legend, Jacob Brass erected his "castle" near this community, hence, the name "Brass Castle". Brass Castle is home to our preschool, prekindergarten, kindergarten, 4th, 5th and 6th grades. Programs are student centered, enabling students to develop and enhance critical-thinking and collaboration skills. In PS-K classrooms, students are introduced to the art of learning through centers, movement, and hands-on learning. 4th graders learn about New Jersey, begin to develop skills to foster decision-making strategies and participate in a JA Biztown program to develop financial literacy skills. 5th grade students participate in the LEAD program, as they continue to strengthen their decision-making skills. Grade 6 begins with an environmental trip in September; students are challenged with a variety of cooperative learning experiences encouraging responsibility and independent thinking. Emphasis is placed on preparation for middle school through an introduction to departmentalized courses, with individualized student schedules. Art, music and world language teachers provide students with a rich, interdisciplinary approach. Our Focused Enrichment program allows students to expand their experience and knowledge. Students are able to explore subject areas that both challenge and stimulate their thinking beyond the classroom. School-wide enrichment provides opportunities for all students that bring learning to life. Extracurricular programs provide students with a variety of after/before school clubs.The success of Brass Castle School is the result of quality and thoughtful effort from our team of teachers, staff, parents, students and school community. We are dedicated to providing the best curricular and instructional opportunities for our students to achieve their goals within a safe, caring and motivating educational environment.