NJ SCHOOL PERFORMANCE REPORT

WASHINGTON SCHOOL
(03-2860-120)
Grades Offered: PK-02
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	LYNDHURST TWP
Principal Name	MS. BERNARDO
Address	709 RIDGE RD LYNDHURST, NJ 07071-3215
Phone Number	(201)896-2072
Email Address	CHRISTINA_BERNARDO@LYNDHURST.K12.NJ.US
Website	http://www.lyndhurstschools.net/7/home
Twitter	https://twitter.com/07071Washington

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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	13	32	31
KG	75	48	63
1	40	72	47
2	67	45	71
Total	195	197	212

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	39.0%	40.6%	42.0%
Male	61.0%	59.4%	58.0%
Economically Disadvantaged Students	27.7%	31.5%	24.5%
Students with Disabilities	30.3%	30.5%	25.9%
English Learners	1.5%	5.6%	1.9%
Homeless Students		0.0%	0.0%
Students in Foster Care		1.5%	0.0%
Military-Connected Students		0.0%	0.0%
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	53.3%	56.3%	58.0%
Hispanic	35.4%	30.5%	29.2%
Black or African American	5.6%	5.1%	5.7%
Asian	3.6%	4.6%	1.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.1%	3.6%	5.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	13	15	16
PK - Full Day	0	17	15
KG - Half Day	0	0	0
KG - Full Day	75	48	63

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	91.5%
Spanish	3.3%
Turkish	1.9%
Arabic	1.4%
Other Languages	1.9%

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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	*	*	*

English Language Proficiency Test - Participation and Performance

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

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

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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.

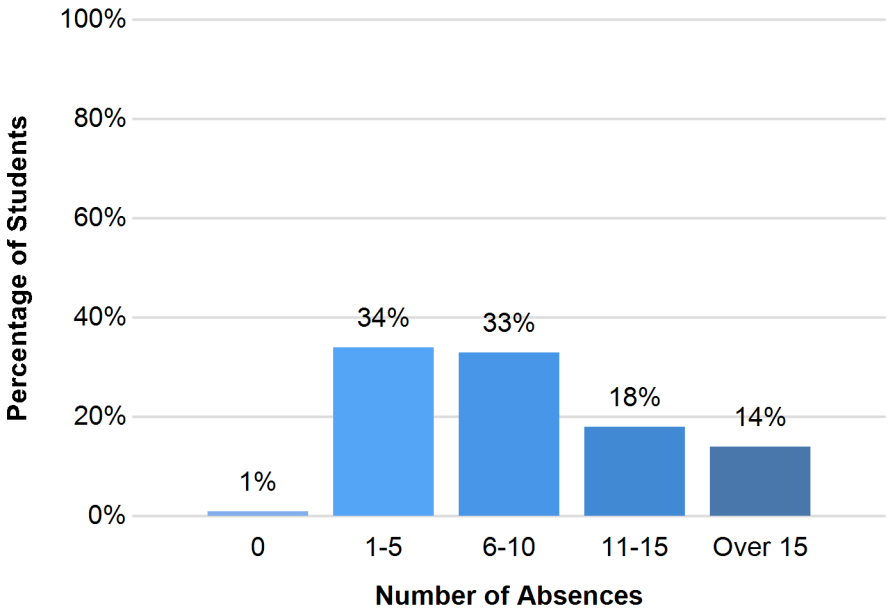
Chronic Absenteeism

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	22	12.2	10.2	Not Met
White	13	12.1	10.2	Not Met
Hispanic	6	12.5	10.2	Not Met
Black or African American	2	16.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	12	24.0	10.2	Not Met
Students with Disabilities	12	26.7	10.2	Not Met
English Learners	*	*	**	**

Days Absent

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



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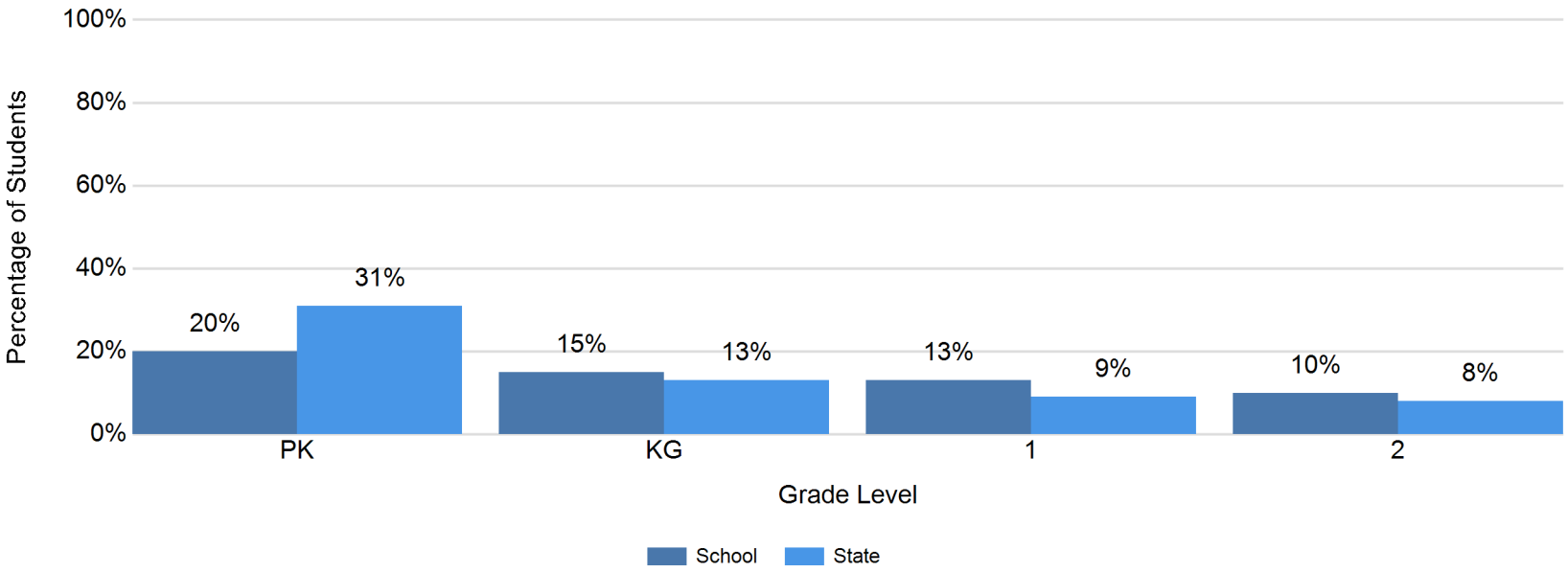
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	3		3

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	1 Hrs. 15 Mins.

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)	$446	$14,248	$14,694

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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	17	117,464
Average years experience in public schools	8.1	12.0
Average years experience in district	8.0	10.7
Teachers in district for 4 or more years	43.8%	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	22	9,374
Average years experience in public schools	10.3	16.0
Average years experience in district	6.8	12.0
Administrators in district for 4 or more years	63.6%	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	12:1	12:1
Students to Administrators	212:1	114:1
Teachers to Administrators	17:1	9:1
Students to Librarians/Media Specialists		N
Students to Nurses		359:1
Students to Counselors		252:1
Students to Child Study Team		252:1

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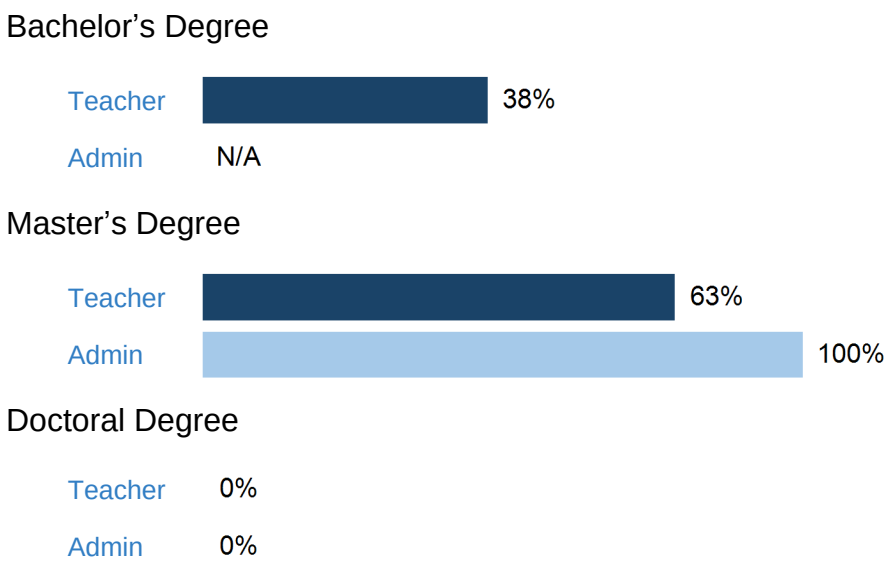
Teachers and Administrators - Level of Education

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	94.5%	90.2%
2016-17 Administrators: Same district 2017-18	76.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.2%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	100.0%	100.0%
Male	0.0%	0.0%
White	94.1%	100.0%
Hispanic	5.9%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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:	• Washington School believes every student and teacher can maximize their potential when they fell supported and part of a positive school community. • Fundations, a multisensory structured language program based on the Wilson Reading System, was implemented in all K-2 classrooms.
Mission, Vision, Theme:	It is the mission of the Washington School community to develop successful individuals who will possess the knowledge, skills, and values necessary to become independent and self-fulfilled learners. Together, parents and educators will develop a strong partnership to shape the character and meet the educational needs of each of our students. Washington School educators raise the level of expectations for all students by using the New Jersey Core Curriculum Content Standards and the Common Core State Standards as baselines of instruction along with their establishment of best practices. Through a “unity of purpose and a commitment to excellence” we believe this approach to be in the “best interest of children.”
Awards, Recognition, Accomplishments:	Student achievement was motivated and recognized through a number of incentive programs. “Give Us Five”, “Student of the Month”, “Lunch with the Principal”, and the “Caught with Character” program were all designed to promote student recognition and self-esteem. It is the school’s purpose to illustrate that good behavior and social skills are integral components of academic success, and for this reason, signals of kindness and displays of good character were rewarded through the “Random Acts of Kindness” school program, a school-wide program that was supported by faculty and administration.

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Courses, Curriculum, Instruction:	Washington School curriculum crated opportunities for students to engage in authentic, independent learning that promoted self-esteem. These opportunities covered a vast array of content areas and integrated interdisciplinary skills whenever possible. Social Studies instruction was directly connected to the current teaching in the language arts classroom while science instruction was designed in alignment to the mathematics curriculum. Periods of instruction were dedicated to “Learning Centers” supported cooperative learning and further developed the objectives of math and literacy lessons. Theme-instructional days, such as “Dr. Seuss Day” and “Reading with the Devil” coupled with the school’s curriculum-based programs, such as Pearson’s Reading Street and Write Steps, also supported cross-curricular instructional practices by integrating studies in science, social studies, and language arts.

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Before and After School Programs:	The Township of Lyndhurst offers an extensive, affordable before and after school program in our school facilities for all students in grades PK-8. It is run by teachers and supported by certified caretakers in order to provide balanced programming that supports the academic, social and emotional growth of our students.

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Student Supports and Services:	Based on the needs of our students, the Lyndhurst Public School District has developed a program based on the principals of ABA. In addition, we house multiple self-contained classes grades Kindergarten through second grade. These programs stress a small student-teacher ratio, small class sizes, and the use of intensive, individualized, evidence-based teaching strategies. Students are offered related services through the district as well. These include: paraprofessionals, speech-language pathologists, occupational therapists, physical therapists, and a district behaviorist.
Parent and Community Involvement:	Parents, caregivers, and community members are reminded of upcoming monthly events via Twitter and Instagram, as well as the distribution of a school calendar and postings on the Washington School page of the district website. Teachers are required to maintain an individual page, which could be accessed by students, their families, and the town community to keep in touch with classroom events, learning activities, and recent assignments. The school's page keeps the community apprised of upcoming school-wide events and information that is pertinent to the safety, well-being, and academic growth of its students. The PTA directly supports the education provided by Washington School by using money earned through fundraisers to purchase subscriptions to educational programs.

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School Safety:	The safety and security of our students is first and foremost in the decision making of our district and our school. Once the safety of our students is in place, the focus of our building may then be placed upon student achievement, development and growth. With this in mind, we request that parents are supportive and cooperative and are always informed of the procedures of our building. Every policy is designed with the health, safety, and well-being of all students. Every month our building performs two safety procedures including fire, tornado, lockdown, evacuation, and shut in drills. All visits to the school must be announced to and approved by the main office. For the safety of our school community it is imperative that everyone abide by traffic rules for dropping off and picking up.

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Technology and STEM:	Washington School is fortunate to have two sets of 30 IPads to use within the classrooms. Teachers propose Apps to the building principal and each IPad is updated monthly. We currently have a Technology Team that maintains the IPads as well as encourages staff to participate in monthly “Lunch and Learn” activities focused around technology. Each month staff is introduced to a new technology feature either for the IPads or classroom Promethium board. The first-grade students are engineering using Legos. They will be using “The Pigeon Book Series” to incorporate literacy into engineering. The second-grade students are learning about CS-STEM through a variety of hands on labs.