NJ SCHOOL PERFORMANCE REPORT

WASHINGTON ELEMENTARY SCHOOL
(03-2710-050)
Grades Offered: PK-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	LITTLE FERRY BORO
Principal Name	MRS. PERAGALLO
Address	130 LIBERTY ST LITTLE FERRY, NJ 07643-1710
Phone Number	(201)641-6760
Email Address	TPERAGALLO@LITTLEFERRY.K12.NJ.US
Website	https://www.littleferry.k12.nj.us/
Facebook	https://www.facebook.com/LittleFerryPS

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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	0	0	47
KG	98	75	97
1	103	91	77
2	0	0	91
3	0	0	94
4	0	0	106
Total	201	166	512

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	49.3%	40.4%	45.9%
Male	50.7%	59.6%	54.1%
Economically Disadvantaged Students	37.8%	42.2%	41.8%
Students with Disabilities	7.0%	4.8%	12.5%
English Learners	19.4%	9.0%	9.1%
Homeless Students		0.0%	0.8%
Students in Foster Care		0.0%	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	25.9%	31.3%	26.7%
Hispanic	41.8%	41.0%	45.5%
Black or African American	6.0%	3.6%	3.7%
Asian	22.9%	23.5%	20.8%
Native Hawaiian or Pacific Islander	3.5%	0.6%	1.8%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.0%	1.4%

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	0	0	47
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	98	75	97

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	65.0%
Spanish	16.0%
Korean	5.1%
Arabic	4.1%
Chinese	1.6%
Other Languages	8.4%

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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	50.5	48	50	Met Standard	62.5	54	50	Exceeds Standard
White	49	46	50	Met Standard	64	52.5	51	Exceeds Standard
Hispanic	51	44.5	49	Met Standard	60.5	50.5	48	Exceeds Standard
Black or African American	*	40	44	**	*	59	44	**
Asian, Native Hawaiian, or Pacific Islander	44	51	61	Met Standard	84.5	62	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	41	48	48	Met Standard	62.5	50	47	Exceeds Standard
Students with Disabilities	38	44.5	41	**	43.5	44	43	**
English Learners	*	45	54	**	*	63	51	**

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

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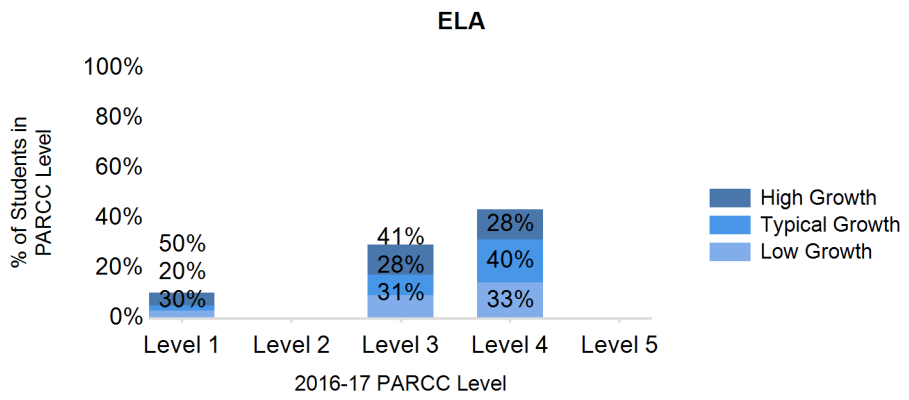
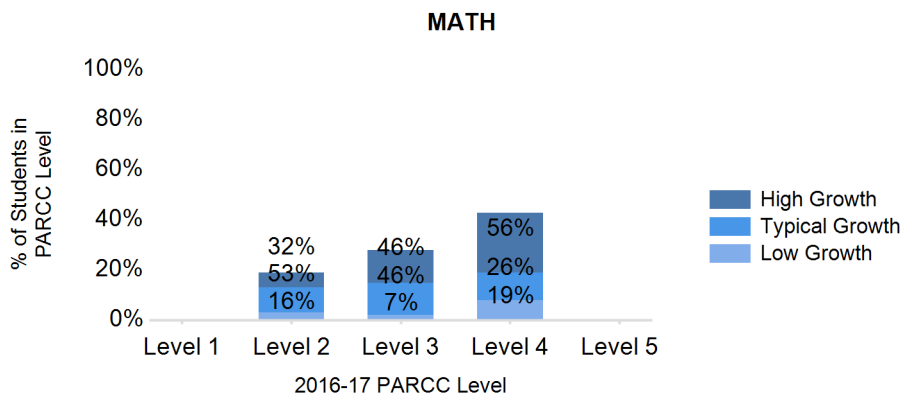
Student Growth by Performance Level

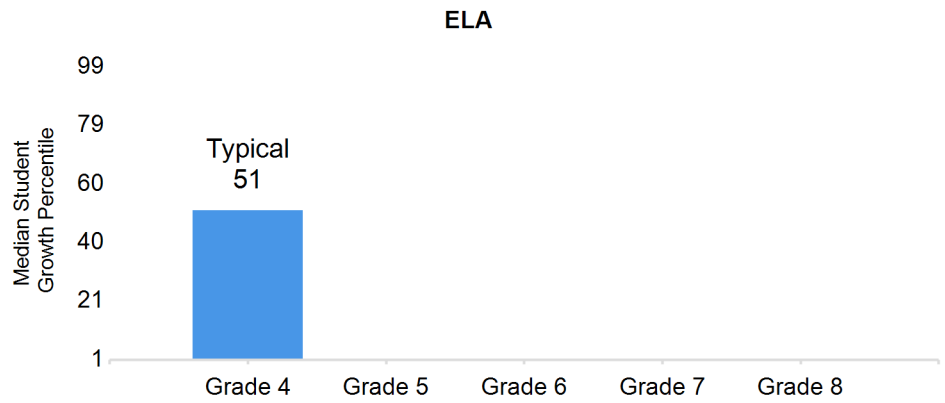
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

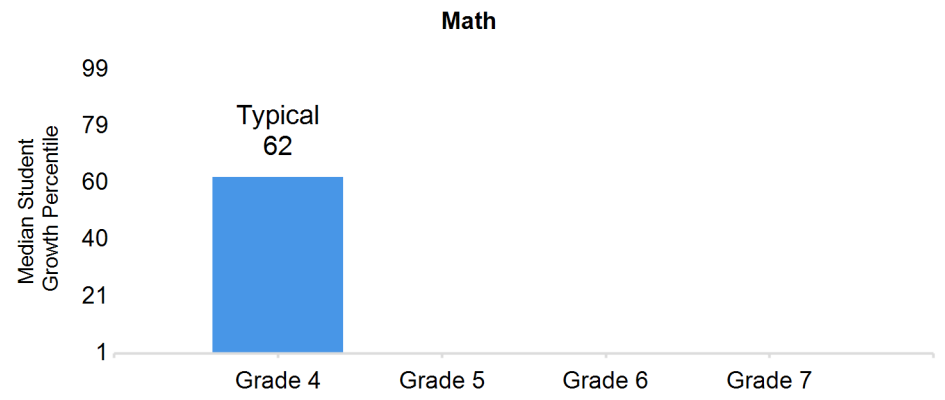




Student Growth by Grade

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	193	97.5	60.1	57.1	56.7	60.1	N	N
White	48	98.0	54.2	54.6	65.6	54.2	N	N
Hispanic	88	96.7	56.8	52.2	42.5	56.8	N	N
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	43	97.7	69.8	72.8	82.3	69.8	N	N
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	95	96.9	68.4	64.0	64.5	68.4		
Male	98	98.1	52.0	49.4	49.4	52.0		
Economically Disadvantaged Students	83	96.6	51.8	51.0	38.5	51.8	N	N
Non-Economically Disadvantaged Students	110	98.2	66.4	61.6	67.5	66.4		
Students with Disabilities	23	88.9	13.0	14.5	21.6	12.6	N	N
Students without Disabilities	170	98.9	66.5	62.1	63.9	66.5		
English Learners	*	*	*	16.7	27.3	*	**	**
Non-English Learners	*	*	*	58.8	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	*	*	*	*	30.1	*		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	763	763	750	*	*	23%	42%	15%	58%	52%
White	19	754	754	759	*	*	*	*	*	47%	61%
Hispanic	44	758	758	736	*	*	23%	*	*	52%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	19	772	772	777	*	*	*	*	*	74%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	41	764	764	756	*	*	*	*	*	56%	57%
Male	51	762	762	744	*	*	*	*	*	59%	46%
Economically Disadvantaged Students	43	766	766	733	*	*	26%	*	*	58%	34%
Non-Economically Disadvantaged Students	49	760	760	762	*	*	20%	*	*	57%	64%
Students with Disabilities	13	719	719	719	*	*	*	*	*	15%	24%
Students without Disabilities	79	770	770	756	*	*	*	*	*	65%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	*	*	*	741	*	*	*	*	*	*	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	760	760	756	*	*	27%	43%	18%	62%	58%
White	31	757	757	764	0%	*	32%	*	*	58%	68%
Hispanic	45	758	758	744	*	*	27%	*	*	60%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	24	765	765	782	*	*	*	*	*	67%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	54	766	766	762	*	*	*	*	*	78%	63%
Male	50	754	754	751	*	*	*	*	*	44%	53%
Economically Disadvantaged Students	41	751	751	740	*	*	39%	*	*	44%	40%
Non-Economically Disadvantaged Students	63	766	766	767	*	*	19%	*	*	73%	70%
Students with Disabilities	11	719	719	726	*	*	*	*	*	*	25%
Students without Disabilities	93	765	765	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	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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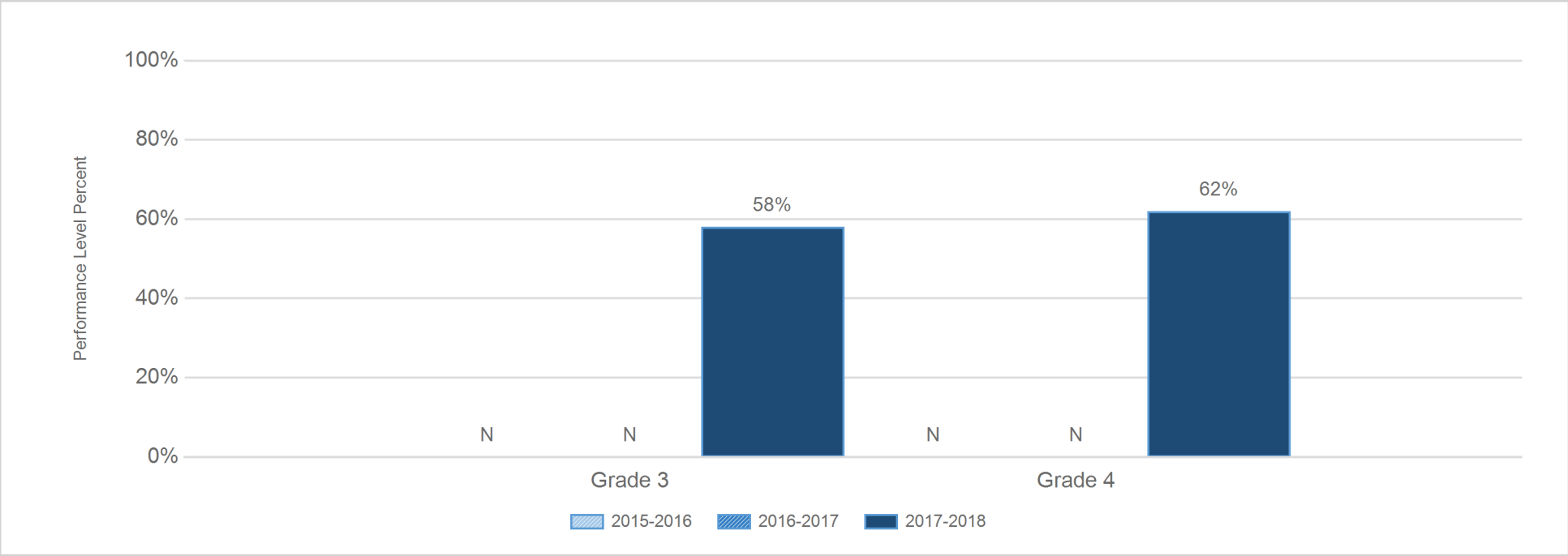
English Language Arts/Literacy Assessment - Performance Trends

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.

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Schoolwide	193	99.0	53.9	45.1	45.0	53.9	N	N
White	48	98.0	54.2	40.9	54.1	54.2	N	N
Hispanic	88	98.9	40.9	35.9	29.2	40.9	N	N
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	43	100.0	76.8	72.1	77.0	76.8	N	N
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	94	97.9	52.1	44.7	46.0	52.1		
Male	99	100.0	55.6	45.5	43.9	55.6		
Economically Disadvantaged Students	84	98.9	40.5	35.4	26.6	40.5	N	N
Non-Economically Disadvantaged Students	109	99.1	64.2	52.4	55.9	64.2		
Students with Disabilities	23	92.6	17.3	*	17.1	16.8	N	N
Students without Disabilities	170	100.0	58.9	*	50.5	58.9		
English Learners	10	100.0	60.0	*	24.6	60.0	**	**
Non-English Learners	183	98.9	53.6	*	46.9	53.6		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	*	*	*	*	23.7	*		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	756	756	752	*	*	25%	39%	17%	57%	53%
White	19	755	755	760	0%	*	*	*	*	53%	64%
Hispanic	44	747	747	739	*	*	32%	*	*	45%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	19	772	772	780	0%	*	*	*	*	79%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	41	747	747	752	*	*	29%	*	*	49%	53%
Male	51	763	763	751	*	*	22%	*	*	63%	53%
Economically Disadvantaged Students	44	749	749	736	*	*	*	*	*	48%	35%
Non-Economically Disadvantaged Students	48	762	762	762	*	*	*	*	*	65%	66%
Students with Disabilities	14	731	731	730	*	*	*	*	*	21%	29%
Students without Disabilities	78	760	760	756	*	*	*	*	*	63%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	*	*	*	737	*	*	*	*	*	*	46%

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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	106	752	752	748	*	18%	31%	*	*	50%	49%
White	31	751	751	755	0%	*	*	*	*	55%	60%
Hispanic	46	744	744	737	*	*	43%	*	*	35%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	25	765	765	774	0%	*	*	*	*	72%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	54	753	753	748	*	*	31%	*	*	54%	50%
Male	52	750	750	748	*	*	31%	*	*	46%	49%
Economically Disadvantaged Students	42	740	740	733	*	*	33%	*	*	31%	30%
Non-Economically Disadvantaged Students	64	759	759	758	*	*	30%	*	*	63%	62%
Students with Disabilities	11	717	717	725	*	*	*	*	*	*	22%
Students without Disabilities	95	756	756	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	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

WASHINGTON ELEMENTARY SCHOOL
(03-2710-050)
Grades Offered: PK-04
2017-2018

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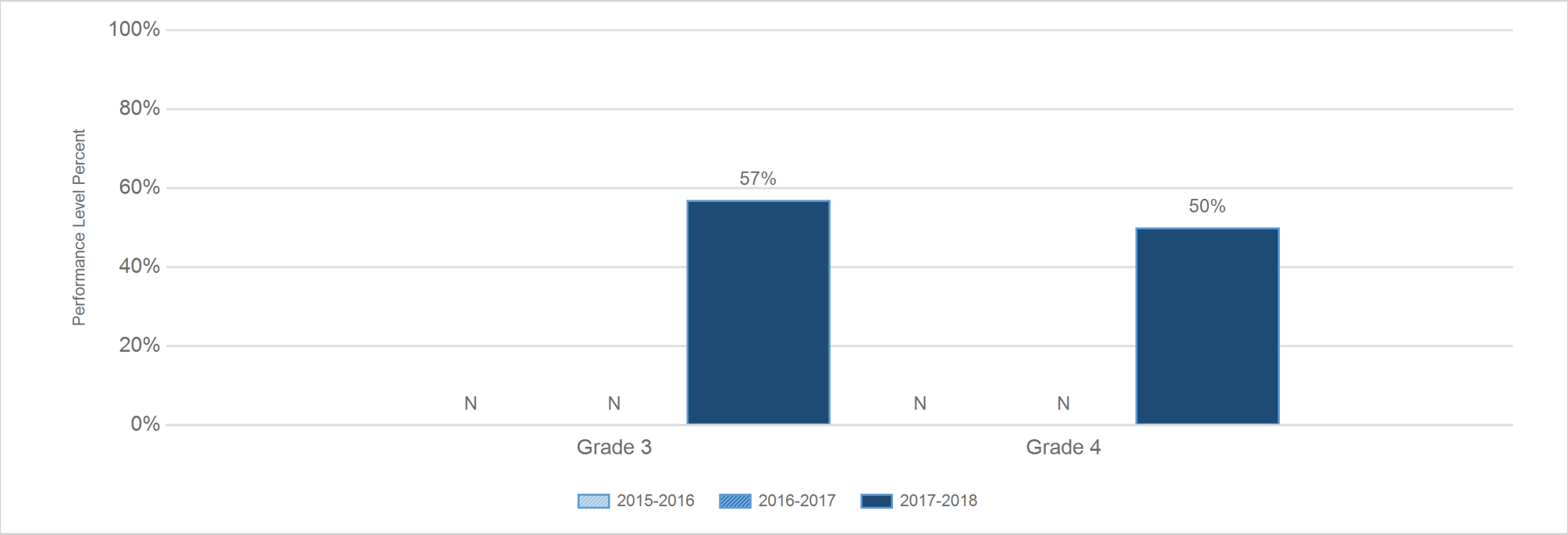
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	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	79.2%	60.7%	Exceeds

† 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	28	85.7%	14.3%
3-4	13	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

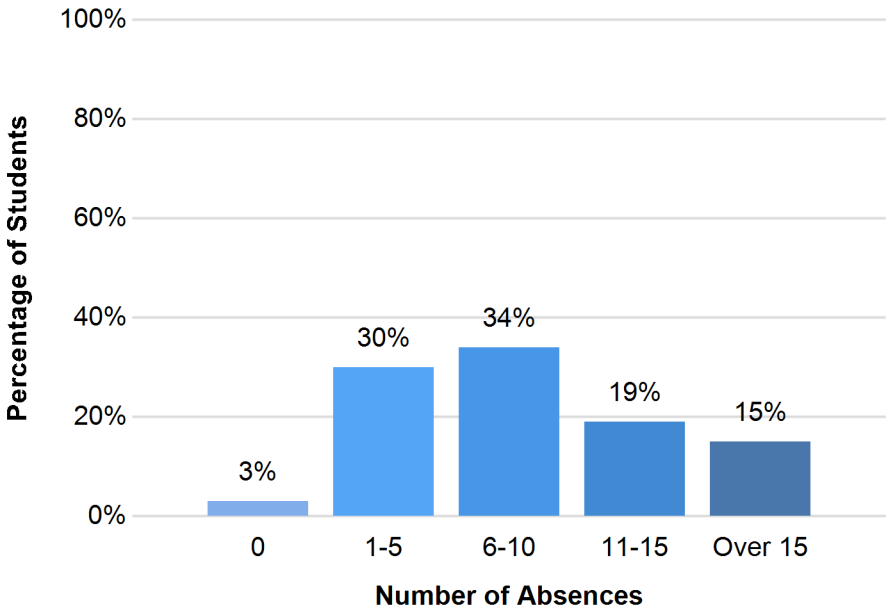
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	54	11.3	9.1	Not Met
White	15	11.8	9.1	Not Met
Hispanic	28	12.9	9.1	Not Met
Black or African American	5	26.3	**	**
Asian, Native Hawaiian, or Pacific Islander	6	5.6	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	29	14.1	9.1	Not Met
Students with Disabilities	13	20.6	9.1	Not Met
English Learners	2	4.5	9.1	Met

Days Absent

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



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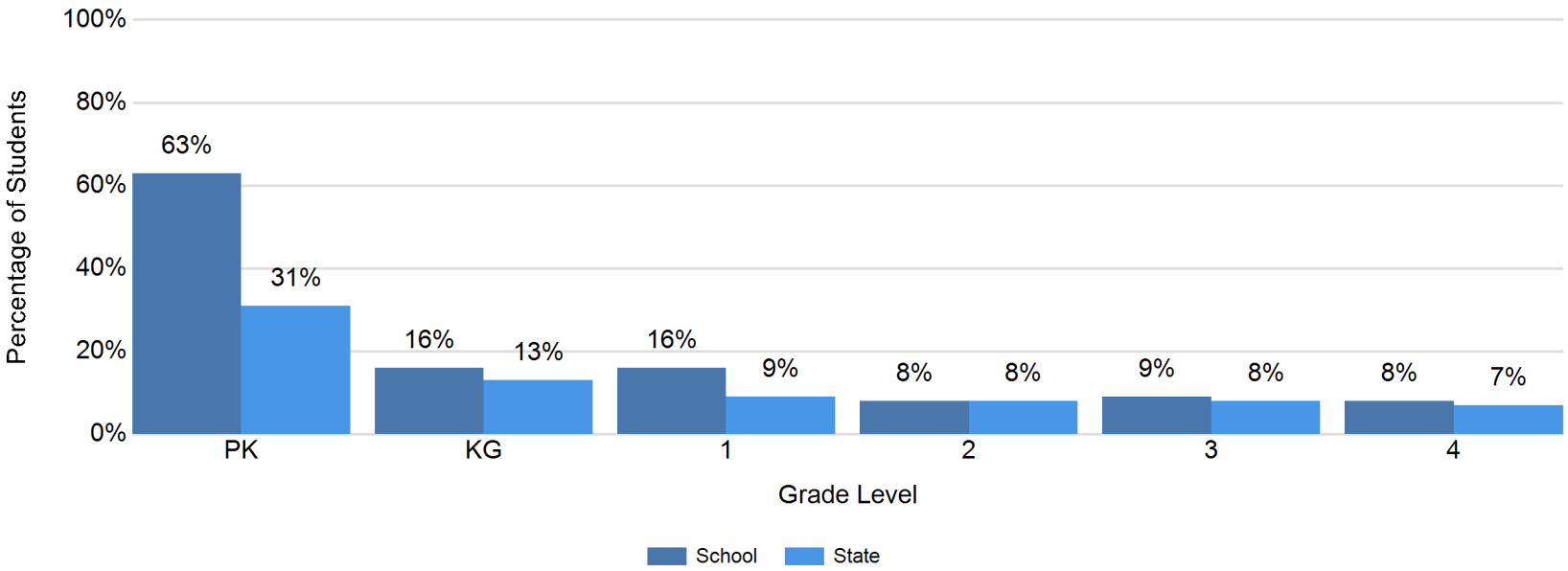
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.59

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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	1	0	1
Other	0	1	1
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	*	*
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
*

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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	8:15 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 30 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	2.0:1

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)	$577	$13,664	$14,241

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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	19	117,464
Average years experience in public schools	12.4	12.0
Average years experience in district	11.9	10.7
Teachers in district for 4 or more years	57.9%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,374
Average years experience in public schools	16.2	16.0
Average years experience in district	10.7	12.0
Administrators in district for 4 or more years	50.0%	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	27:1	12:1
Students to Administrators	257:1	153:1
Teachers to Administrators	10:1	13:1
Students to Librarians/Media Specialists		N
Students to Nurses		458:1
Students to Counselors		N
Students to Child Study Team		183:1

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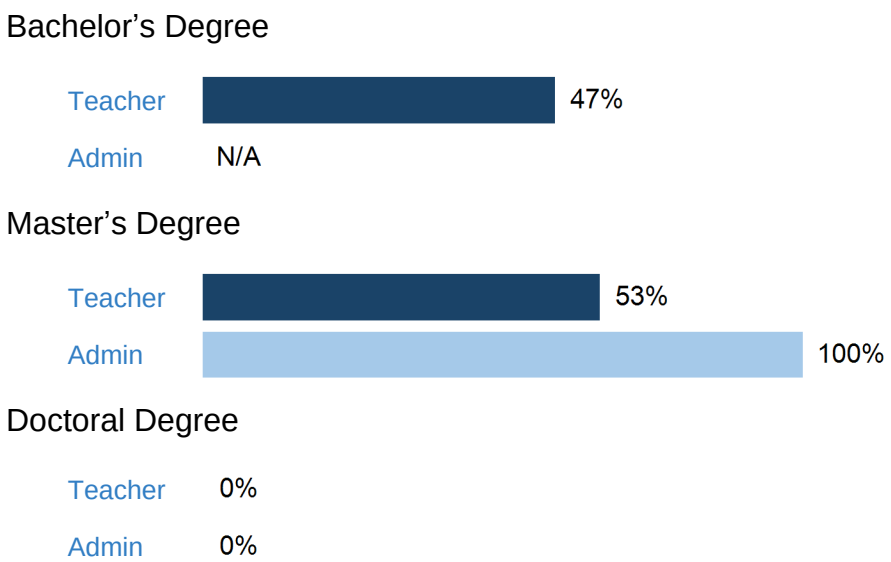
Teachers and Administrators - Level of Education

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	92.3%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	95.0%

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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	89.5%	100.0%
Hispanic	5.3%	0.0%
Black or African American	5.3%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	44.55	15.0%
Mathematics Proficiency	53.32	15.0%
English Language Arts Growth	37.38	20.0%
Mathematics Growth	90.68	20.0%
Progress Towards English Language Proficiency	93.62	20.0%
Chronic Absenteeism	23.50	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	61.37	n/a
Summative Rating: Percentile Rank of Summative Score	69.02	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	N	N	Met Standard	Exceeds Standard	Exceeds Target	Not Met	No
White	45.25	14.08	No	N	N	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	65.11	14.08	No	N	N	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	38.85	14.08	No	N	N	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	63.34	14.08	No	N	N	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	N	N	**	**	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	Met	No

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

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School Narrative

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

Highlights:	• Technology is part of school each day, with students utilizing a 2:1 initiative. • Curriculum includes EnVision 2.0, Balanced Literacy, and Knowing Science which correlates with NGSS. • Our chorus performed at the America Young Voices Concert at the Prudential Center.
Mission, Vision, Theme:	The staff of the Little Ferry's Pre-K to 4 school is dedicated and committed to serving a diverse community by challenging each student and providing the tools and skills to realize their unique potential.
Awards, Recognition, Accomplishments:	Participated in Scripps Spelling Bee , American Legion Coloring Contest winners , VFW Educator of the Year

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON ELEMENTARY SCHOOL
(03-2710-050)
Grades Offered: PK-04
2017-2018

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

School Narrative

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Courses, Curriculum, Instruction:	During the 2016-2017 school year, we continued to embark on a balanced literacy approach utilizing Readers/Writers workshop. Our teachers continued to have extensive training monthly by our literacy coach and great progress was shown through the results of our in –house assessments. We also extended math program EnVision 2.0 to all students in K-4. It was evident by teacher observation and PARCC scores in a particular class that this program proved successful.
Clubs and Activities:	Our fourth grade students participated weekly in our Chorus club. On June 6, 2018, our students performed at the Prudential Center at the American Young Voices concert. This is an all-inclusive school music program designed to provide or supplement participating schools' music education curriculum based on the National Core Music Standards.

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Before and After School Programs:	The Little Ferry After School Learners Academy is a program designed to tutor students in academic areas such as math and literacy. This after school program gives teacher recommended students based on a specific criterion an opportunity to receive intensive small group instruction from certified teachers. The After School Learners Academy runs in eight week cycles where teachers focus on student needed skills and strategies for each grade level.
Staff and Professional Learning:	The elementary teachers participated in monthly balanced literacy training with a literacy coach. Monthly they review strategies, and analyze assessments, and observe instruction. Each week, they collaborate as a grade level team to discuss strategies and analyze assessments to drive instruction. The elementary staff also presented during faculty meetings to promote best practices.

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Student Supports and Services:	I&RS assists staff members experiencing difficulty addressing specific needs. The ESL program supports learners with an inclusion and pull out model. We have a social worker who strives to help the students develop cognitive skills, emotional maturity, and social awareness.We provide a least restrictive environment mainstreaming our classified students into most core subjects.
Student Health and Wellness:	Dental Screening Scoliosis Screening Blood Pressure, Vision, and Hearing Screening Growth and Development Presentation by P.E. teachers for 4th graders. Our school lunch program provides nutritional breakfast and lunch following all guidelines. Our students engaged in physical education twice a week and recess daily.
Parent and Community Involvement:	We have a Parent/Teacher Association who is very involved in our school. They collaborate with teachers and administrators to ensure our students are provided with meaningful programs and events. Scholastic Book Fair ,PTA Class Mother Tea, Holiday Tree Lighting, PTA Holiday Workshop, PTA Plant Sale, Family Fun Day, Read Across America Night, PTA Monthly meetings highlighting specific topics, Harlem Wizards game

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Facilities:	My one building is 104 years old. Renovations on the bottom floor were completed in 2012 due to damage from SuperStorm Sandy. My annex wing is 24 years old and no renovations aside from new heating / cooling units have been made. We have a brand new technology lab with 30 touch screen computers for our students to utilize. Both of my buildings have air conditioning.

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Other Information:	The staff and administration of Washington School is dedicated and committed to serving a diverse community by challenging each student and providing the tools and skills to realize their unique potential. We understand that it is our responsibility to give our students a quality start as they take their first steps in the life-long process. This preparation incorporates 21st century skills through our strong innovative and creative curriculum. Washington School has five sections of full-day Curriculum Content Standards and PARCC preparation are actively addressed through grade-level meetings. We provide a full range of educational services to our students at Washington School. Monthly, students and staff participate in one fire drill and one emergency drill. Elementary students have three laptop carts as well as an IPAD cart designated for them to use in conjunction with our robust curriculum. We also have a inclusive tuition based preschool program. The Washington School administration and teaching staff work cooperatively to lay the foundation for our students' future learning. We embed in our students' minds that they can be anything they want to be with hard work and the help of their parents and teachers.