NJ SCHOOL PERFORMANCE REPORT

WASHINGTON PARK SCHOOL
(31-5200-060)
Grades Offered: 03-08
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	PASSAIC
District	TOTOWA BORO
Principal Name	DAVID BOWER
Address	10 CREWS STREET TOTOWA, NJ 07512-2022
Phone Number	(973)956-0010
Email Address	DAVID.BOWER@TOTOWA.K12.NJ.US
Website	http://totowa.k12.nj.us/

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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
3	127	118	89
4	108	128	118
5	87	105	122
6	133	84	107
7	123	127	86
8	113	122	125
Total	691	684	647

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	46.9%	49.9%	48.4%
Male	53.1%	50.1%	51.6%
Economically Disadvantaged Students	22.0%	24.7%	26.6%
Students with Disabilities	13.2%	13.0%	13.1%
English Learners	1.4%	1.2%	0.8%
Homeless Students		0.4%	0.0%
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	63.4%	61.8%	58.4%
Hispanic	23.6%	24.9%	27.5%
Black or African American	2.6%	2.5%	3.1%
Asian	9.8%	10.2%	10.5%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.2%
Two or More Races	0.0%	0.0%	0.0%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	81.8%
Spanish	9.4%
Bengali	2.3%
Arabic	2.0%
Other Languages	4.5%

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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	45	45	50	Met Standard	45	45	50	Met Standard
White	46	46	50	Met Standard	49	49	51	Met Standard
Hispanic	44	44	49	Met Standard	42	42	48	Met Standard
Black or African American	36	36	44	**	47	47	44	**
Asian, Native Hawaiian, or Pacific Islander	44.5	44.5	61	Met Standard	46	46	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	39	39	48	Not Met	39	39	47	Not Met
Students with Disabilities	35	35	41	Not Met	42	42	43	Met Standard
English Learners	50	50	54	**	42	42	51	**

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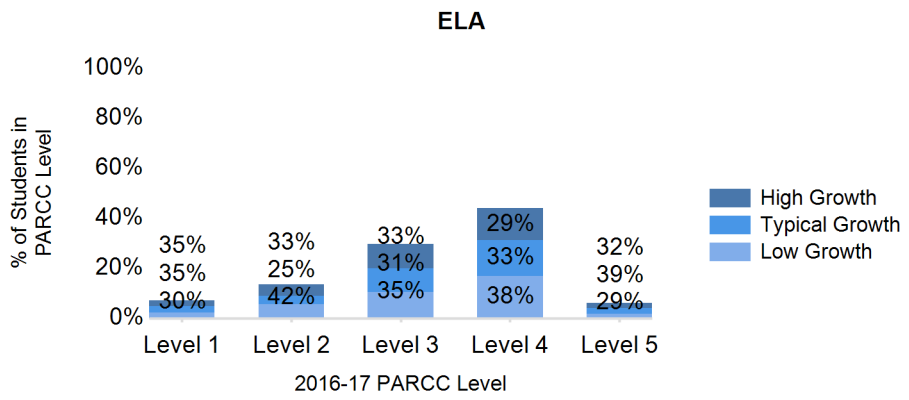
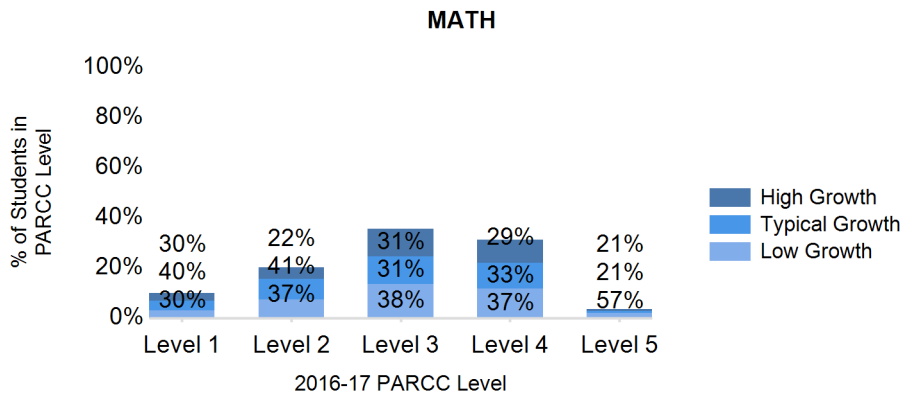
Student Growth by Performance Level

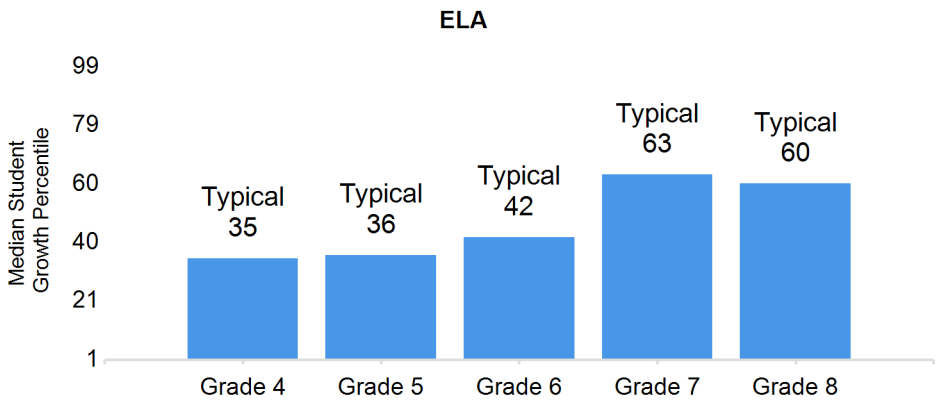
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

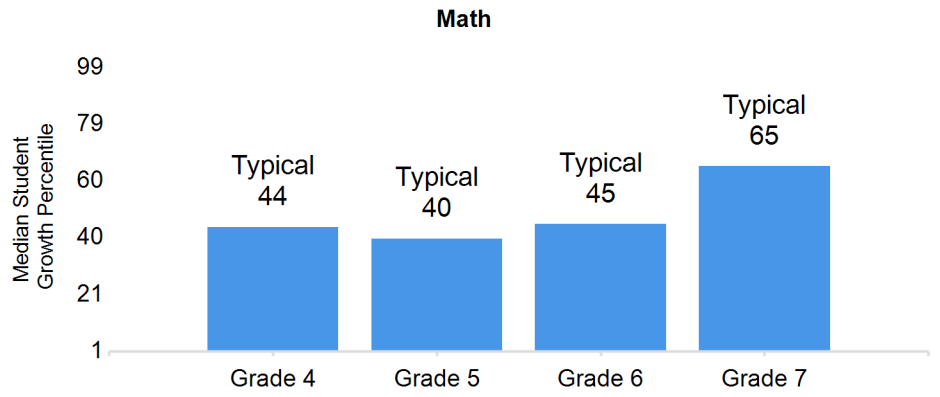




Student Growth by Grade

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	625	96.8	54.0	54.0	56.7	54.0	53.2	Met Target
White	363	95.5	54.9	54.9	65.6	54.9	54	Met Target
Hispanic	175	98.3	47.4	47.4	42.5	47.4	48.3	Met Target†
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	68	98.6	67.7	67.7	82.3	67.7	62.8	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	303	97.1	62.3	62.3	64.5	62.3		
Male	322	96.5	46.0	46.0	49.4	46.0		
Economically Disadvantaged Students	159	97.0	41.5	41.5	38.5	41.5	42.2	Met Target†
Non-Economically Disadvantaged Students	466	96.7	58.2	58.2	67.5	58.2		
Students with Disabilities	94	96.9	21.3	21.3	21.6	21.3	26.8	Met Target†
Students without Disabilities	531	96.8	59.7	59.7	63.9	59.7		
English Learners	23	100.0	26.1	26.1	27.3	26.1	25.6	Met Target
Non-English Learners	602	96.7	54.9	54.9	59.4	54.9		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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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	86	749	749	750	12%	*	24%	*	*	53%	52%
White	47	741	741	759	*	*	28%	47%	0%	47%	61%
Hispanic	22	746	746	736	*	*	*	*	*	45%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	42	751	751	756	*	*	26%	*	*	50%	57%
Male	44	747	747	744	*	*	23%	*	*	57%	46%
Economically Disadvantaged Students	22	747	747	733	*	*	*	*	*	50%	34%
Non-Economically Disadvantaged Students	64	749	749	762	*	*	*	*	*	55%	64%
Students with Disabilities	11	696	696	719	*	*	*	*	*	18%	24%
Students without Disabilities	75	757	757	756	*	*	*	*	*	59%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	752	752	756	*	11%	30%	*	*	58%	58%
White	69	751	751	764	0%	14%	32%	*	*	54%	68%
Hispanic	31	747	747	744	*	*	*	*	*	58%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	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	N	N	N	763	N	N	N	N	N	N	63%
Female	69	755	755	762	*	*	22%	*	*	65%	63%
Male	44	746	746	751	*	*	43%	*	*	45%	53%
Economically Disadvantaged Students	28	745	745	740	*	*	46%	*	*	43%	40%
Non-Economically Disadvantaged Students	85	754	754	767	*	*	25%	*	*	62%	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	113	752	752	759	*	11%	30%	*	*	58%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	742	742	755	11%	13%	33%	*	*	43%	58%
White	61	744	744	763	*	*	33%	*	*	44%	68%
Hispanic	30	733	733	743	*	*	*	37%	0%	37%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	16	749	749	780	0%	*	*	*	*	50%	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	51	751	751	762	*	*	29%	*	*	57%	66%
Male	62	735	735	749	*	*	35%	*	*	32%	51%
Economically Disadvantaged Students	32	736	736	739	*	*	31%	*	*	38%	39%
Non-Economically Disadvantaged Students	81	745	745	766	*	*	33%	*	*	46%	71%
Students with Disabilities	18	716	716	724	*	*	*	*	*	17%	22%
Students without Disabilities	95	747	747	762	*	*	*	*	*	48%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance 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	103	741	741	754	11%	17%	31%	*	*	41%	56%
White	57	744	744	761	*	*	32%	*	*	46%	66%
Hispanic	32	734	734	742	*	*	31%	*	*	34%	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	N	N	N	761	N	N	N	N	N	N	64%
Female	45	753	753	761	*	*	31%	*	*	56%	64%
Male	58	731	731	748	*	*	31%	*	*	29%	48%
Economically Disadvantaged Students	26	724	724	739	*	*	*	*	*	23%	37%
Non-Economically Disadvantaged Students	77	746	746	764	*	*	*	*	*	47%	68%
Students with Disabilities	18	717	717	723	*	*	*	*	*	11%	18%
Students without Disabilities	85	746	746	760	*	*	*	*	*	47%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	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 by Grade: Grade 7

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	86	752	752	760	*	*	19%	*	*	60%	63%
White	56	760	760	768	*	*	21%	*	*	68%	72%
Hispanic	23	731	731	746	*	*	*	*	*	39%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	37	766	766	769	*	*	*	*	*	73%	72%
Male	49	741	741	752	*	*	*	*	*	51%	54%
Economically Disadvantaged Students	23	742	742	742	*	*	*	*	*	48%	44%
Non-Economically Disadvantaged Students	63	756	756	771	*	*	*	*	*	65%	73%
Students with Disabilities	14	717	717	721	*	*	*	*	*	29%	22%
Students without Disabilities	72	759	759	768	*	*	*	*	*	67%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	86	752	752	762	*	*	19%	*	*	60%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON PARK SCHOOL
(31-5200-060)
Grades Offered: 03-08
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

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	120	766	766	759	*	*	17%	54%	17%	71%	60%
White	70	768	768	767	*	*	16%	51%	20%	71%	70%
Hispanic	35	764	764	744	0%	*	*	*	*	69%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	59	768	768	768	*	*	*	*	*	75%	69%
Male	61	763	763	751	*	*	*	*	*	67%	52%
Economically Disadvantaged Students	30	748	748	740	*	*	*	*	*	50%	42%
Non-Economically Disadvantaged Students	90	772	772	769	*	*	*	*	*	78%	71%
Students with Disabilities	14	733	733	719	*	*	*	*	*	29%	19%
Students without Disabilities	106	770	770	766	*	*	*	*	*	76%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON PARK SCHOOL
(31-5200-060)
Grades Offered: 03-08
2017-2018

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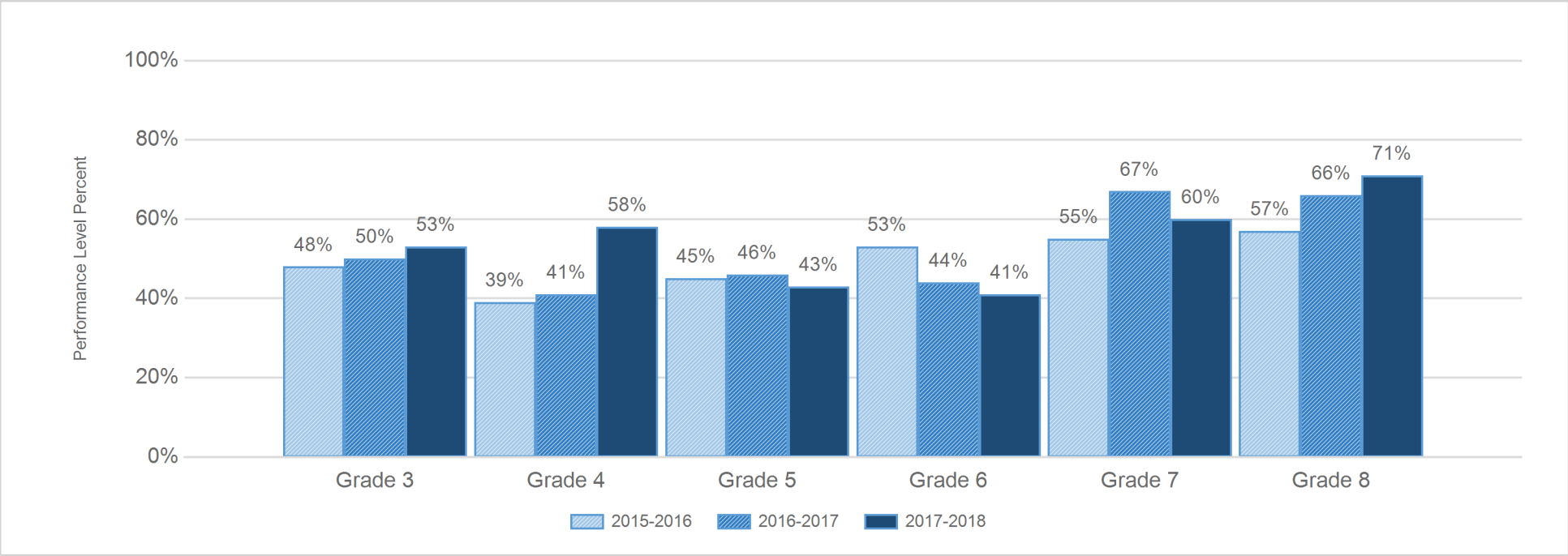
English Language Arts/Literacy Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

WASHINGTON PARK SCHOOL
(31-5200-060)
Grades Offered: 03-08
2017-2018

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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	625	96.8	40.2	40.2	45.0	40.2	48.2	Not Met
White	363	95.5	40.5	40.5	54.1	40.5	50.5	Not Met
Hispanic	175	98.3	34.3	34.3	29.2	34.3	41.5	Not Met
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	68	98.6	57.4	57.4	77.0	57.4	53.6	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	303	97.1	42.6	42.6	46.0	42.6		
Male	322	96.5	37.9	37.9	43.9	37.9		
Economically Disadvantaged Students	159	97.0	30.9	30.9	26.6	30.9	37.2	Not Met
Non-Economically Disadvantaged Students	466	96.7	43.4	43.4	55.9	43.4		
Students with Disabilities	94	96.9	20.2	20.2	17.1	20.2	25.8	Met Target†
Students without Disabilities	531	96.8	43.7	43.7	50.5	43.7		
English Learners	23	100.0	17.4	17.4	24.6	17.4	21.2	Met Target†
Non-English Learners	602	96.7	41.0	41.0	46.9	41.0		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON PARK SCHOOL
(31-5200-060)
Grades Offered: 03-08
2017-2018

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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	86	753	753	752	*	16%	28%	*	*	52%	53%
White	47	745	745	760	*	*	36%	*	*	40%	64%
Hispanic	22	750	750	739	*	*	*	*	*	50%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	42	751	751	752	*	*	33%	*	*	48%	53%
Male	44	756	756	751	*	*	23%	*	*	57%	53%
Economically Disadvantaged Students	22	749	749	736	*	*	*	*	*	50%	35%
Non-Economically Disadvantaged Students	64	755	755	762	*	*	*	*	*	53%	66%
Students with Disabilities	11	729	729	730	*	*	*	*	*	36%	29%
Students without Disabilities	75	757	757	756	*	*	*	*	*	55%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON PARK SCHOOL
(31-5200-060)
Grades Offered: 03-08
2017-2018

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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	113	741	741	748	*	22%	42%	*	*	35%	49%
White	69	740	740	755	*	*	38%	35%	0%	35%	60%
Hispanic	31	737	737	737	0%	*	48%	*	*	26%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	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	N	N	N	752	N	N	N	N	N	N	55%
Female	69	740	740	748	*	*	36%	*	*	33%	50%
Male	44	744	744	748	*	*	50%	*	*	36%	49%
Economically Disadvantaged Students	28	730	730	733	*	50%	*	*	*	29%	30%
Non-Economically Disadvantaged Students	85	745	745	758	*	13%	*	*	*	36%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	113	741	741	750	*	22%	42%	*	*	35%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON PARK SCHOOL
(31-5200-060)
Grades Offered: 03-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	734	734	748	12%	25%	36%	*	*	27%	49%
White	61	735	735	756	*	26%	31%	*	*	33%	60%
Hispanic	30	727	727	736	*	*	40%	*	*	13%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	16	741	741	777	*	*	*	*	*	38%	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	51	739	739	749	*	22%	31%	*	*	39%	50%
Male	62	730	730	747	*	27%	40%	*	*	18%	48%
Economically Disadvantaged Students	32	725	725	733	*	*	38%	*	*	19%	29%
Non-Economically Disadvantaged Students	81	738	738	758	*	*	36%	*	*	31%	62%
Students with Disabilities	18	711	711	726	*	*	*	*	*	11%	20%
Students without Disabilities	95	739	739	752	*	*	*	*	*	31%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON PARK SCHOOL
(31-5200-060)
Grades Offered: 03-08
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	103	728	728	744	17%	31%	30%	*	*	22%	44%
White	57	732	732	751	*	35%	32%	*	*	25%	54%
Hispanic	32	720	720	731	34%	*	*	*	*	19%	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	N	N	N	749	N	N	N	N	N	N	52%
Female	45	732	732	745	*	*	31%	*	*	29%	45%
Male	58	725	725	742	*	*	29%	*	*	17%	42%
Economically Disadvantaged Students	26	716	716	729	*	*	*	*	*	15%	24%
Non-Economically Disadvantaged Students	77	733	733	753	*	*	*	*	*	25%	56%
Students with Disabilities	18	711	711	717	*	*	*	*	*	11%	13%
Students without Disabilities	85	732	732	748	*	*	*	*	*	25%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	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

WASHINGTON PARK SCHOOL
(31-5200-060)
Grades Offered: 03-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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	86	742	742	743	13%	21%	22%	*	*	44%	43%
White	56	748	748	750	*	*	25%	*	*	52%	54%
Hispanic	23	726	726	732	*	*	*	*	*	30%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	37	747	747	745	*	*	*	*	*	46%	45%
Male	49	738	738	741	*	*	*	*	*	43%	42%
Economically Disadvantaged Students	23	726	726	730	*	*	*	*	*	22%	24%
Non-Economically Disadvantaged Students	63	748	748	751	*	*	*	*	*	52%	55%
Students with Disabilities	14	716	716	717	*	*	*	*	*	21%	12%
Students without Disabilities	72	747	747	748	*	*	*	*	*	49%	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	86	742	742	744	13%	21%	22%	*	*	44%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON PARK SCHOOL
(31-5200-060)
Grades Offered: 03-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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	89	744	744	728	12%	11%	27%	49%	0%	49%	28%
White	50	743	743	736	*	*	28%	44%	0%	44%	36%
Hispanic	27	748	748	722	*	*	*	52%	0%	52%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	47	744	744	731	*	*	26%	51%	0%	51%	31%
Male	42	743	743	725	*	*	29%	48%	0%	48%	26%
Economically Disadvantaged Students	28	736	736	719	*	*	*	46%	0%	46%	20%
Non-Economically Disadvantaged Students	61	748	748	735	*	*	*	51%	0%	51%	35%
Students with Disabilities	12	716	716	705	*	*	*	*	*	17%	*
Students without Disabilities	77	748	748	735	*	*	*	*	*	55%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON PARK SCHOOL
(31-5200-060)
Grades Offered: 03-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	31	793	793	746	0%	0%	0%	*	*	100%	46%
White	20	796	796	755	0%	0%	0%	*	*	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	N	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	12	789	789	748	0%	0%	0%	*	*	100%	48%
Male	19	796	796	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	31	793	793	749	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON PARK SCHOOL
(31-5200-060)
Grades Offered: 03-08
2017-2018

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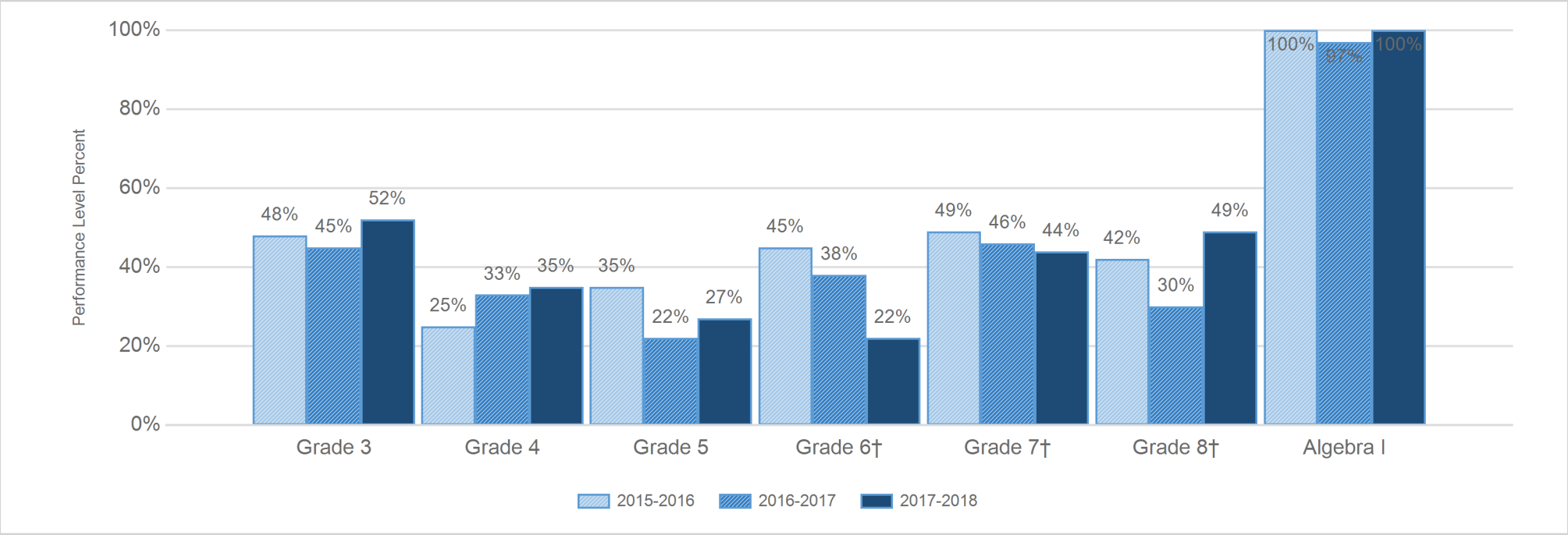
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

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	*	*	*

† 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	*	*	*
3-4	*	*	*
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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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	104
7	0	0	86
8	32	0	93
Total	32	0	283

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	106
7	0	0	0	0	0	0	87
8	0	0	0	0	0	0	125
Total	0	0	0	0	0	0	318

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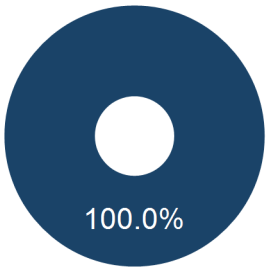
Visual and Performing Arts – Course Participation

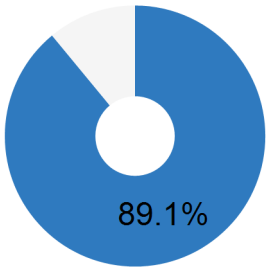
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

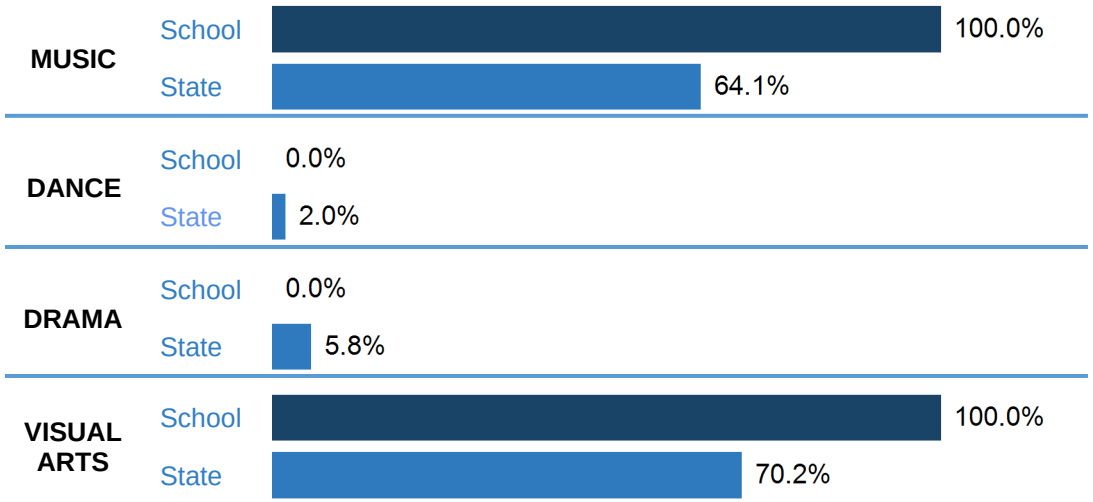


School



State

Students enrolled in one or more classes by discipline:



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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.

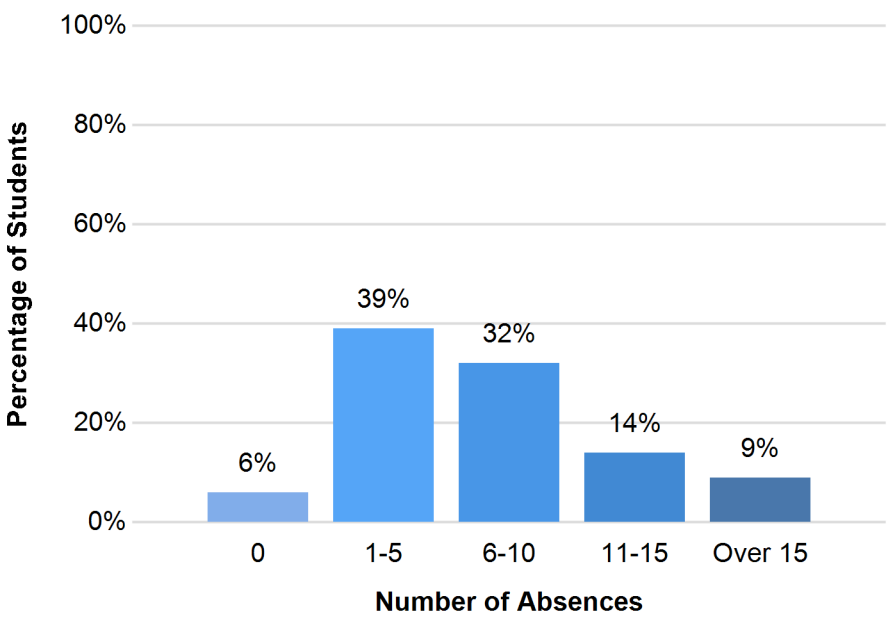
Chronic Absenteeism

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	31	4.8	8.5	Met
White	16	4.2	8.5	Met
Hispanic	11	6.1	8.5	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	4	5.7	8.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	14	8.1	8.5	Met
Students with Disabilities	10	11.5	8.5	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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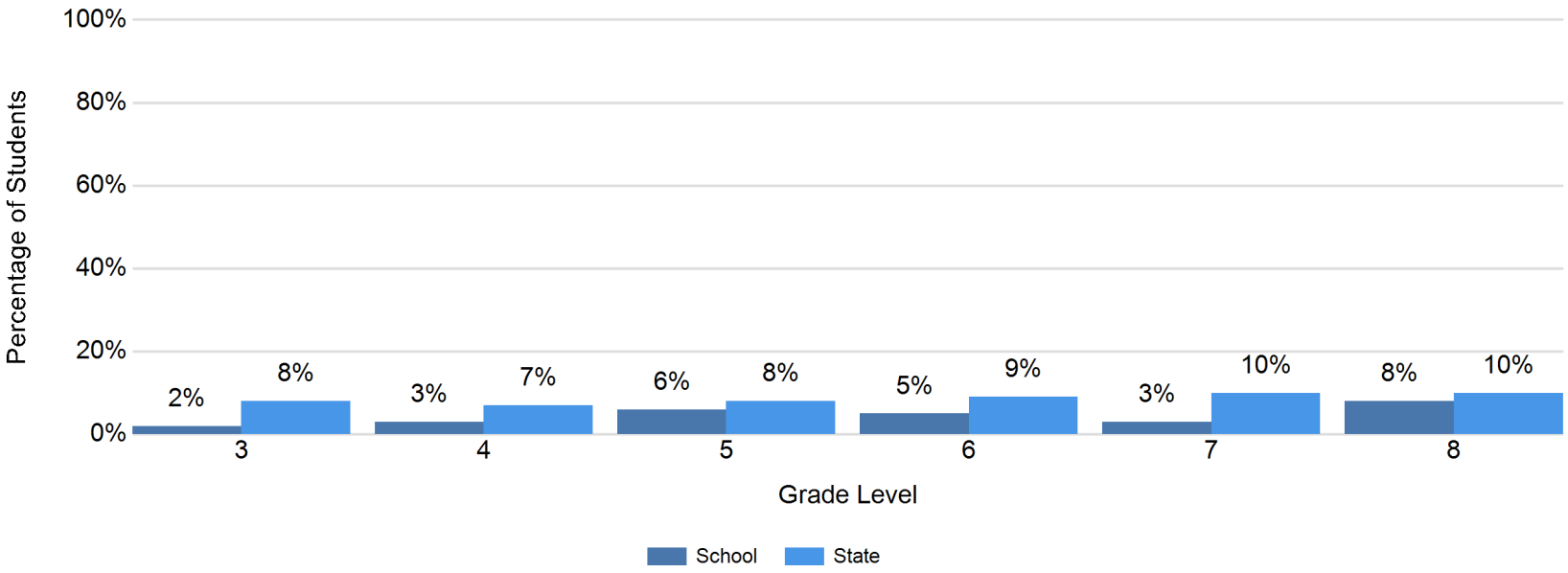
Chronic Absenteeism by Grade

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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.15

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	1	1
No Identified Nature	5		5

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	9:00 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	4 Hrs 54 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	1.0:1

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)	$400	$13,130	$13,530

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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	48	117,464
Average years experience in public schools	11.8	12.0
Average years experience in district	11.8	10.7
Teachers in district for 4 or more years	79.2%	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	7	9,374
Average years experience in public schools	6.7	16.0
Average years experience in district	6.7	12.0
Administrators in district for 4 or more years	42.9%	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	13:1	13:1
Students to Administrators	162:1	148:1
Teachers to Administrators	12:1	11:1
Students to Librarians/Media Specialists		1034:1
Students to Nurses		517:1
Students to Counselors		1034:1
Students to Child Study Team		259:1

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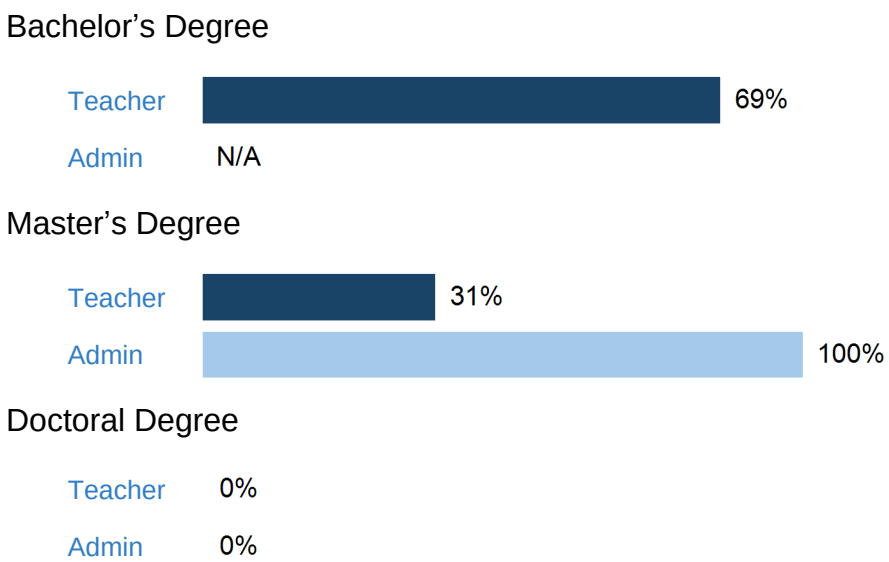
Teachers and Administrators - Level of Education

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	97.2%	90.2%
2016-17 Administrators: Same district 2017-18	87.5%	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	93.2%

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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	83.3%	50.0%
Male	16.7%	50.0%
White	95.8%	100.0%
Hispanic	4.2%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	No	Yes
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	Yes		
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	35.07	17.5%
Mathematics Proficiency	28.44	17.5%
English Language Arts Growth	24.41	25.0%
Mathematics Growth	26.23	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	66.67	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	33.77	n/a
Summative Rating: Percentile Rank of Summative Score	24.05	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	Yes	Met Target	Not Met	Met Standard	Met Standard	**	Met	No
White	35.73	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	44.97	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	10.91	14.08	Yes	Met Target	Met Target	Met Standard	Met 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	42.05	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
Students with Disabilities	46.00	14.08	No	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	Met Target	Met Target†	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON PARK SCHOOL
(31-5200-060)
Grades Offered: 03-08
2017-2018

Report Key:
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****** 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

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 Park School is a Future Ready School. • Project Unify Club: Empowers youth and educators to be leaders of change. • Extensive Performing Arts Programs that include live performances and a musical.
Mission, Vision, Theme:	The Totowa Board of Education and its' staff is dedicated to providing a comprehensive education, relative to the New Jersey Core Curriculum Content Standards, in the areas of academics, the visual and performing arts, athletics, social/emotional growth, and workplace readiness for success in life.
Awards, Recognition, Accomplishments:	Student award winners in the Passaic County Poster Contest. Knights of Columbus St. James Spelling Bee winner..

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Courses, Curriculum, Instruction:	Washington Park School provides advanced level classes in math/language arts (grades five through eight) and offers a gifted and talented program (grades three through eight). Students experience and create machines/ structures in our industrial arts program that incorporates science, technology, engineering, art, and math (STEAM). Washington Park School is in its second year of a partnership with the Totowa Public Library. The partnership aims to increase student?s interests in literary.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Volleyball (Girls) The Totowa Education Foundation is responsible for the total funding of the sports and athletics programs. This includes traveling, interscholastic boys and girls basketball teams, intramural and interscholastic volleyball, and bowling. These programs are available for students in grades five through eight.
Clubs and Activities:	Student Council activities: student/faculty volleyball fund raiser, Senior Citizen Specialty Concerts, Back-to-School Night, food drives for the needy, annual ?Walk for a Cure? that raises money donated to the American Cancer Society, and the Titan School Store. Washington Park School also offers the following: Project Unify, Yearbook, Totowa Broadcast News, STARS (art program), Band, Glee Club, Chorus, A Capella, Song Writing, School Musical, School News Paper.

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Before and After School Programs:	Kops 4 Kids is a child care program at Washington School and operated by the Totowa Education Foundation. This before and after school child care program is tuition based. The morning session begins at 7:30 A.M. and continues to 8:40 A.M. The after school session begins at 3:23 P.M. and continues until 6:00 P.M.
Staff and Professional Learning:	15 Minute Friday's - Fifteen-minute professional development presentations each week. These presentations meet the professional development needs of the staff and are led by both teachers and administrators. Professional Learning Communities - Teachers are members of grade level professional learning communities.

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Student Supports and Services:	Washington Park School offers support services for our diverse population of learners that include, but not limited to English Language Learners and students with disabilities. Additionally, Washington Park utilizes Intervention and Referral Services (I&RS) to assist students who need support. All students also have access to Study Hall once a week where they can complete class work, work collaboratively with other students, and seek extra support from a certified teacher.
Student Health and Wellness:	Washington Park School provides its students with breakfast and lunch that follows the National School Lunch Program.
Parent and Community Involvement:	The Totowa Municipal Alliance has been a committed partner of the district in promoting substance abuse awareness in the community. Funding from this alliance has enhanced an already extensive curriculum with numerous classroom presentations and integration of character education and guidance programs.

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Facilities:	Washington Park School has sixteen new classrooms and a new full-sized gym. Our was constructed where students can enjoy daily lunches. We also have lunch tables outside for eating during lunch weather permitting. The outdoor areas consist of a basketball courts and open blacktop area, spacious soccer field, and a softball field.
School Safety:	Washington Park in collaboration with the Totowa Police Department has two officers station at the main entrance.

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Technology and STEM:	Washington Park has implemented a one-to-one computing initiative. Grades 3 through 8 have been provided with a laptop computer. Our classrooms are equipped with Smart Boards and we have two established computer labs. Washington Park School has updated its network infrastructure and installed wireless routers in every classroom. Our Industrial Arts classes showcase a 3D printer for projects.

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Other Information:	Eighth Grade Trip to Washington, D.C. ? Eighth grade students attend an overnight trip to Washington D.C. Highlighted attractions include a trip to the Air and Space Museum, several monuments, the Lincoln Memorial, the Capitol building, the White House, and a cruise on the Potomac River. Seventh Grade Trip to Boston ? As a first experience for many, this overnight two-day trip allows students to experience and visit actual sites that were crucial to the American Revolutionary War. Youth Week ? This program provides eighth grade students with the opportunity to research and participate in the operation of municipal government and the Board of Education. The program involves community service activities that culminate in the trip to Washington, D.C. Eighth Grade Fashion Show ? An evening in February at the Brownstone House, provides an opportunity for our eighth grade students to model formal and casual clothing. Clothing is donated for the evening from various local businesses. Students model for parents, family members, and friends in a dinner setting with theme music. The eighth grade class raised about $5,000 from this event. The money raised helps offset the cost of the Washington, D.C. trip and related eighth grade expenses for students. Nation?s Night ? Students and parents gather for an evening of ethnic cuisine, music, and performances for this fourth grade event promoting ?ethnic diversity.?