NJ SCHOOL PERFORMANCE REPORT

WASHINGTON MIDDLE SCHOOL
(17-2060-070)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	HUDSON
District	HARRISON TOWN
Principal Name	MR. LANDY
Address	ONE NORTH FIFTH STREET HARRISON, NJ 07029-2515
Phone Number	(973)483-2285
Email Address	MICHAEL.LANDY@STAFF.HARRISONSCHOOLS.ORG
Website	http://wms.harrisonschools.org
Twitter	https://twitter.com/@WMS_patriots

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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
6	172	150	141
7	139	162	156
8	166	135	161
Total	477	447	458

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	50.9%	49.7%	50.7%
Male	49.1%	50.3%	49.3%
Economically Disadvantaged Students	85.7%	81.0%	82.1%
Students with Disabilities	20.1%	20.6%	18.8%
English Learners	9.6%	8.7%	6.6%
Homeless Students		0.2%	1.5%
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	20.3%	19.5%	19.9%
Hispanic	69.8%	69.6%	69.2%
Black or African American	2.1%	2.7%	2.8%
Asian	7.1%	7.4%	7.2%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.4%	0.7%	0.7%

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
Spanish	45.6%
English	41.0%
Portuguese	7.9%
Urdu	1.7%
Arabic	1.5%
Other Languages	2.2%

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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	53	58	50	Met Standard	57	56	50	Met Standard
White	51.5	55.5	50	Met Standard	65.5	52	51	Exceeds Standard
Hispanic	54	58	49	Met Standard	55	55	48	Met Standard
Black or African American	19	19	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	68	72	61	Exceeds Standard	78	75	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	50	56	48	Met Standard	60.5	57	47	Exceeds Standard
Students with Disabilities	47	52	41	Met Standard	47.5	62	43	Met Standard
English Learners	50	55	54	Met Standard	62.5	59	51	Exceeds Standard

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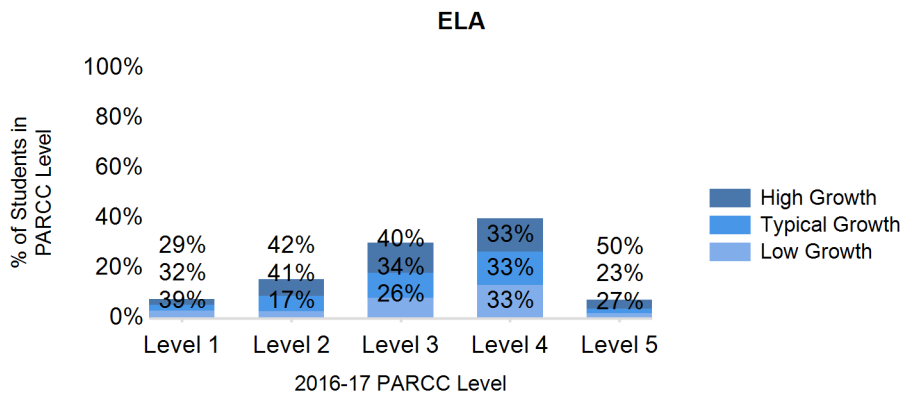
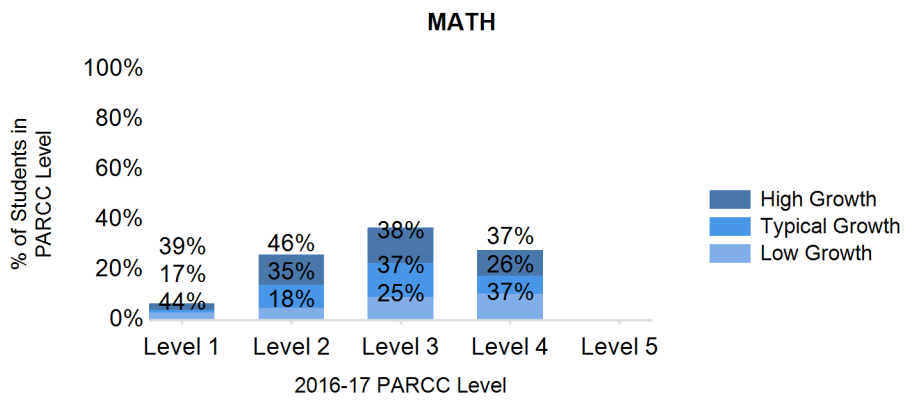
Student Growth by Performance Level

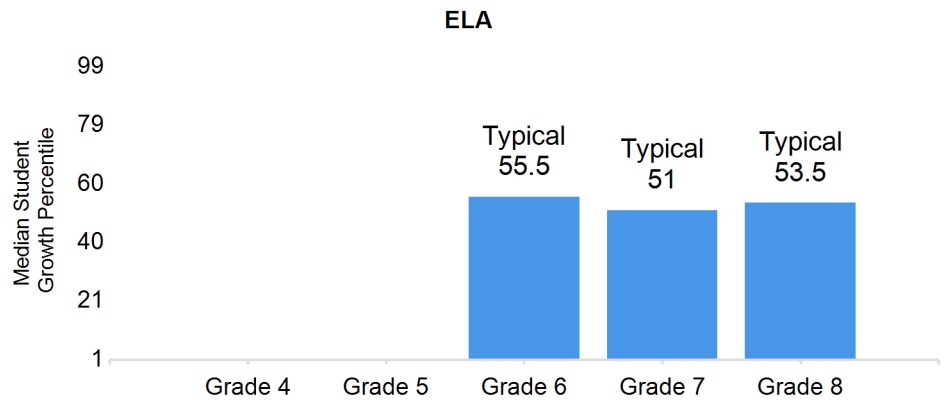
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

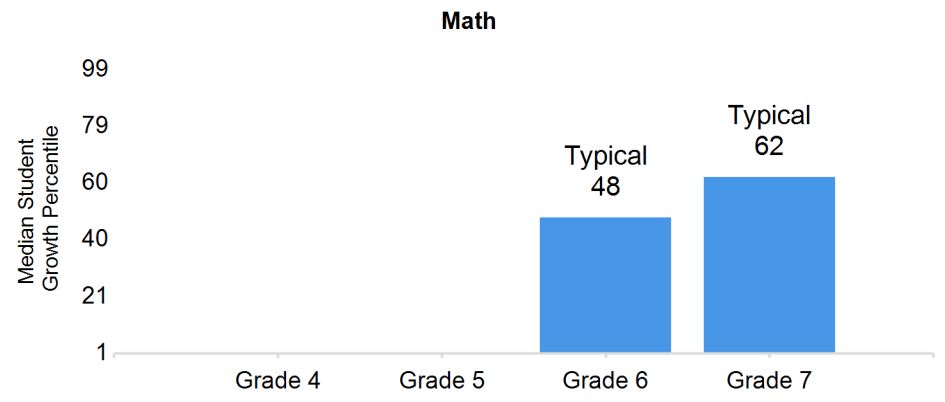




Student Growth by Grade

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	429	99.8	55.8	50.5	56.7	55.8	47.2	Met Target
White	90	100.0	67.8	58.7	65.6	67.8	49.3	Met Target
Hispanic	293	100.0	50.9	46.0	42.5	50.9	43.5	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	32	97.1	78.1	*	82.3	78.1	74.7	Met Target
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	221	100.0	63.8	56.9	64.5	63.8		
Male	208	99.5	47.1	44.3	49.4	47.1		
Economically Disadvantaged Students	342	100.0	52.6	46.9	38.5	52.6	45.6	Met Target
Non-Economically Disadvantaged Students	87	98.9	67.8	65.9	67.5	67.8		
Students with Disabilities	92	98.9	16.3	16.4	21.6	16.3	16.2	Met Target
Students without Disabilities	337	100.0	66.4	58.9	63.9	66.4		
English Learners	36	100.0	16.7	*	27.3	16.7	15.2	Met Target
Non-English Learners	393	99.8	59.2	*	59.4	59.2		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	140	749	749	754	9%	9%	26%	46%	9%	55%	56%
White	31	760	760	761	0%	*	*	*	*	65%	66%
Hispanic	92	745	745	742	*	12%	29%	*	*	49%	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	72	757	757	761	*	*	26%	*	*	63%	64%
Male	68	740	740	748	*	*	26%	*	*	47%	48%
Economically Disadvantaged Students	112	746	746	739	*	*	*	*	*	51%	37%
Non-Economically Disadvantaged Students	28	762	762	764	*	*	*	*	*	71%	68%
Students with Disabilities	28	723	723	723	*	*	*	*	*	18%	18%
Students without Disabilities	112	756	756	760	*	*	*	*	*	64%	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	151	756	756	760	*	*	28%	40%	15%	56%	63%
White	28	768	768	768	0%	*	*	*	*	71%	72%
Hispanic	108	752	752	746	*	13%	31%	*	*	51%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	11	774	774	790	0%	*	*	*	*	82%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	71	764	764	769	*	*	27%	*	*	66%	72%
Male	80	749	749	752	*	*	30%	*	*	46%	54%
Economically Disadvantaged Students	116	751	751	742	*	*	*	*	*	52%	44%
Non-Economically Disadvantaged Students	35	771	771	771	*	*	*	*	*	69%	73%
Students with Disabilities	32	734	734	721	*	*	53%	*	*	16%	22%
Students without Disabilities	119	762	762	768	*	*	22%	*	*	66%	71%
English Learners	12	720	720	705	*	*	*	*	*	*	11%
Non-English Learners	139	759	759	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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%

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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	154	751	751	759	12%	8%	25%	44%	12%	56%	60%
White	32	756	756	767	*	*	*	*	*	63%	70%
Hispanic	105	751	751	744	*	*	30%	43%	10%	53%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	10	733	733	789	*	0%	0%	*	*	60%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	84	757	757	768	*	*	19%	*	*	65%	69%
Male	70	743	743	751	*	*	31%	*	*	44%	52%
Economically Disadvantaged Students	133	749	749	740	*	*	*	*	*	53%	42%
Non-Economically Disadvantaged Students	21	764	764	769	*	*	*	*	*	76%	71%
Students with Disabilities	25	711	711	719	*	*	*	*	*	12%	19%
Students without Disabilities	129	758	758	766	*	*	*	*	*	64%	68%
English Learners	10	692	692	703	*	*	*	*	*	*	*
Non-English Learners	144	755	755	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%

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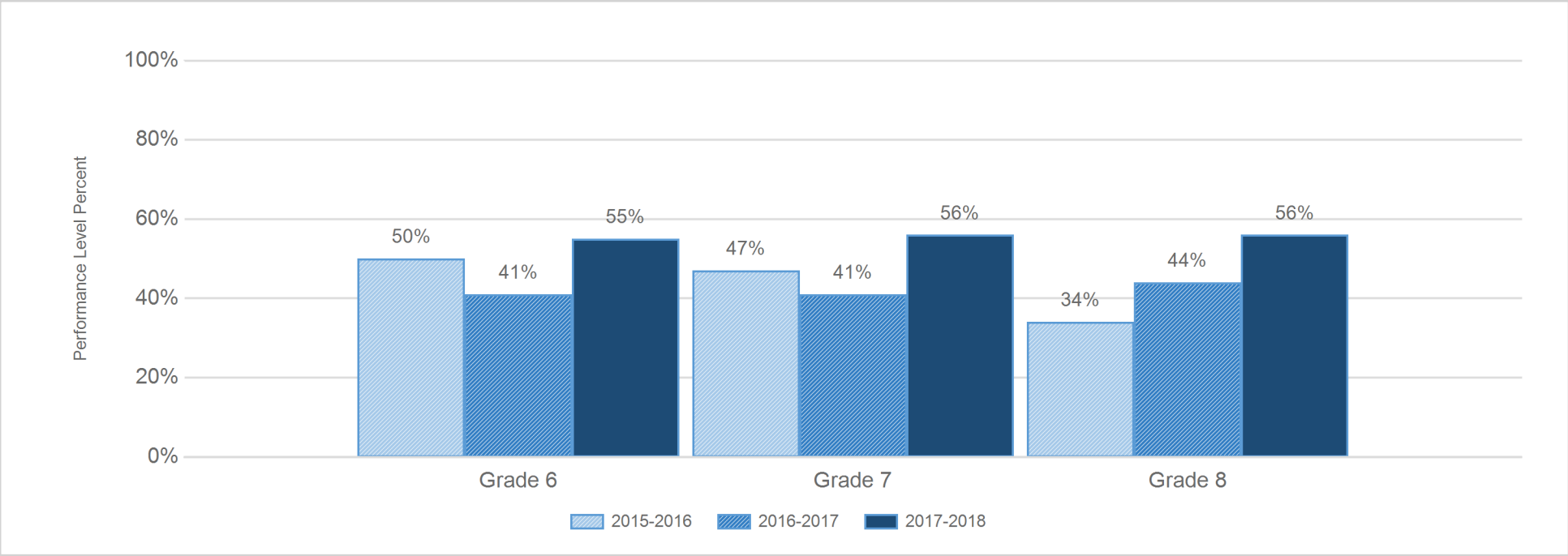
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	435	99.8	32.2	29.6	45.0	32.2	29.8	Met Target
White	90	100.0	43.4	*	54.1	43.4	35.5	Met Target
Hispanic	299	100.0	26.7	26.2	29.2	26.7	25.1	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	32	97.1	59.4	*	77.0	59.4	62	Met Target†
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	224	100.0	33.9	29.8	46.0	33.9		
Male	211	99.6	30.3	29.4	43.9	30.3		
Economically Disadvantaged Students	348	100.0	28.7	27.1	26.6	28.7	28.4	Met Target
Non-Economically Disadvantaged Students	87	98.9	46.0	40.6	55.9	46.0		
Students with Disabilities	92	98.9	12.0	*	17.1	12.0	18	Not Met
Students without Disabilities	343	100.0	37.6	*	50.5	37.6		
English Learners	42	100.0	16.7	*	24.6	16.7	18	Met Target†
Non-English Learners	393	99.8	33.8	*	46.9	33.8		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 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	141	734	734	744	*	31%	36%	*	*	26%	44%
White	31	740	740	751	0%	*	42%	*	*	29%	54%
Hispanic	92	729	729	731	*	36%	36%	*	*	20%	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	72	736	736	745	*	28%	36%	*	*	31%	45%
Male	69	731	731	742	*	35%	36%	*	*	22%	42%
Economically Disadvantaged Students	113	732	732	729	*	30%	*	*	*	22%	24%
Non-Economically Disadvantaged Students	28	741	741	753	*	36%	*	*	*	43%	56%
Students with Disabilities	28	716	716	717	*	*	*	*	*	*	13%
Students without Disabilities	113	738	738	748	*	*	*	*	*	*	49%
English Learners	10	720	720	713	*	*	*	*	*	20%	11%
Non-English Learners	131	735	735	745	*	*	*	*	*	27%	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 MIDDLE SCHOOL
(17-2060-070)
Grades Offered: 06-08
2017-2018

Report Key:
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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	155	743	743	743	*	21%	37%	*	*	37%	43%
White	28	751	751	750	*	*	*	*	*	57%	54%
Hispanic	112	739	739	732	*	25%	38%	*	*	30%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	11	761	761	767	0%	*	*	*	*	64%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	72	743	743	745	*	25%	31%	*	*	42%	45%
Male	83	742	742	741	*	17%	43%	*	*	33%	42%
Economically Disadvantaged Students	120	740	740	730	*	*	*	*	*	33%	24%
Non-Economically Disadvantaged Students	35	752	752	751	*	*	*	*	*	51%	55%
Students with Disabilities	32	730	730	717	*	*	44%	*	*	19%	12%
Students without Disabilities	123	746	746	748	*	*	36%	*	*	41%	50%
English Learners	16	727	727	716	*	*	*	*	*	*	10%
Non-English Learners	139	744	744	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	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 MIDDLE SCHOOL
(17-2060-070)
Grades Offered: 06-08
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	134	730	730	728	14%	25%	34%	26%	0%	26%	28%
White	25	727	727	736	*	*	*	*	*	24%	36%
Hispanic	96	730	730	722	11%	28%	34%	26%	0%	26%	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	*	*	*	729	*	*	*	*	*	*	28%
Female	71	731	731	731	*	*	35%	28%	0%	28%	31%
Male	63	728	728	725	*	*	33%	24%	0%	24%	26%
Economically Disadvantaged Students	119	730	730	719	*	*	*	*	*	25%	20%
Non-Economically Disadvantaged Students	15	730	730	735	*	*	*	*	*	33%	35%
Students with Disabilities	24	702	702	705	*	*	*	*	*	*	*
Students without Disabilities	110	736	736	735	*	*	*	*	*	*	*
English Learners	15	711	711	705	*	*	*	*	*	*	10%
Non-English Learners	119	732	732	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%

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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	25	770	729	746	0%	0%	*	*	*	76%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	14	765	727	730	0%	0%	*	*	*	64%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	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	15	762	730	748	0%	0%	*	*	*	67%	48%
Male	10	782	729	745	0%	0%	*	*	*	90%	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	715	710	N	N	N	N	N	N	*
Non-English Learners	25	770	733	749	0%	0%	*	*	*	76%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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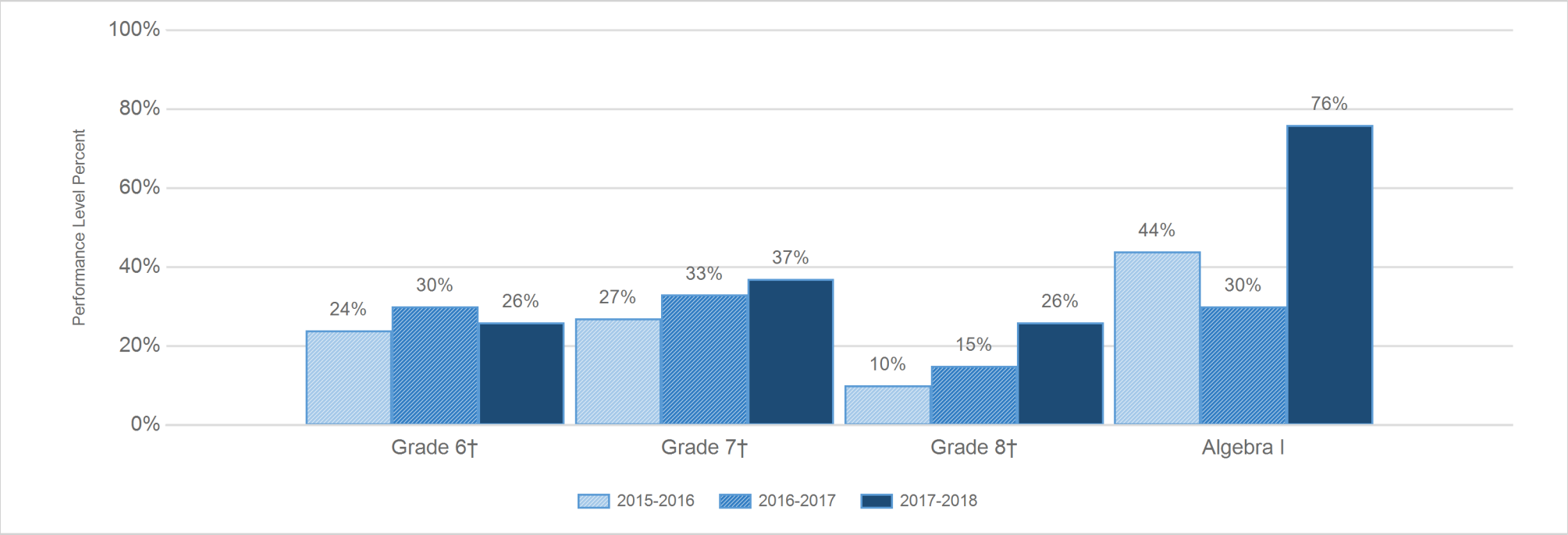
Mathematics Assessment – Performance Trends

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
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	26.9%	46.8%	Not Met

† 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	27	*	*
3-4	10	*	*
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	147
7	0	0	161
8	25	0	161
Total	25	0	469

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	125	0	0	0	0	0
7	0	124	0	0	0	0	0
8	0	118	0	0	0	0	0
Total	0	367	0	0	0	0	0

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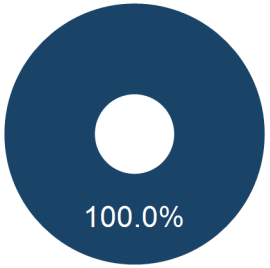
Visual and Performing Arts – Course Participation

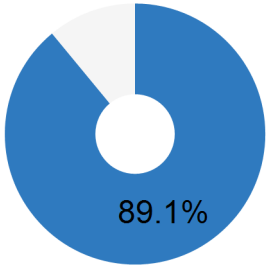
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

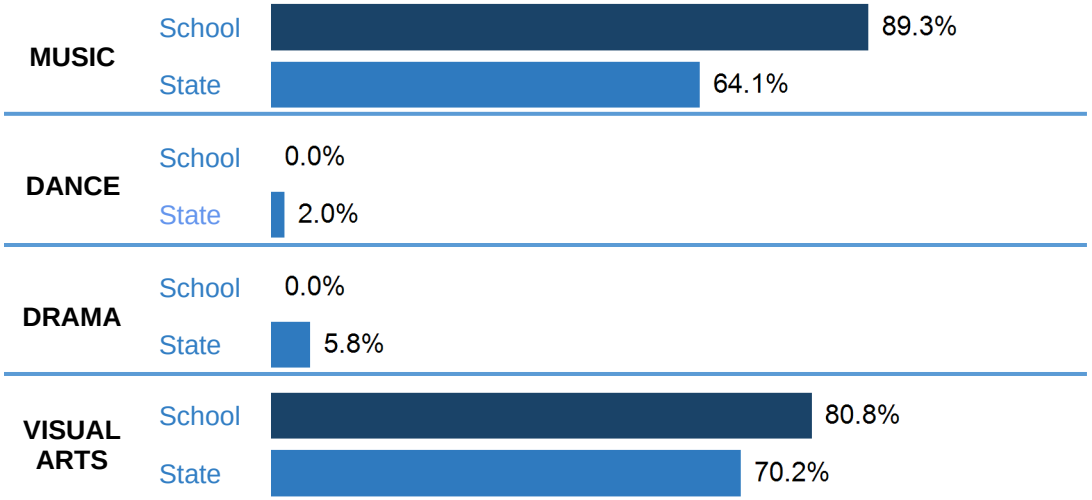


School



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.

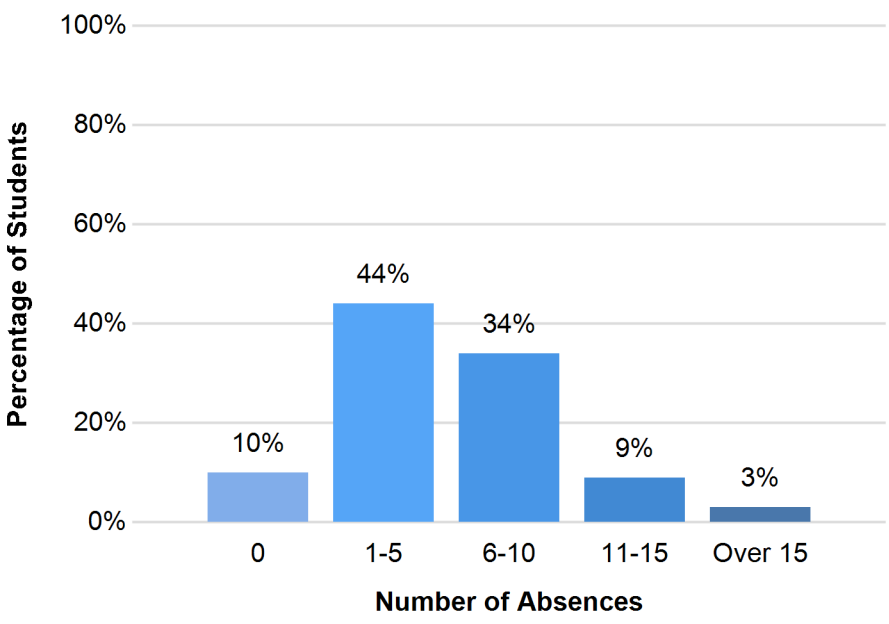
Chronic Absenteeism

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	8	1.7	9.5	Met
White	3	3.3	9.5	Met
Hispanic	5	1.6	9.5	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	8	2.1	9.5	Met
Students with Disabilities	3	3.4	9.5	Met
English Learners	0	0	9.5	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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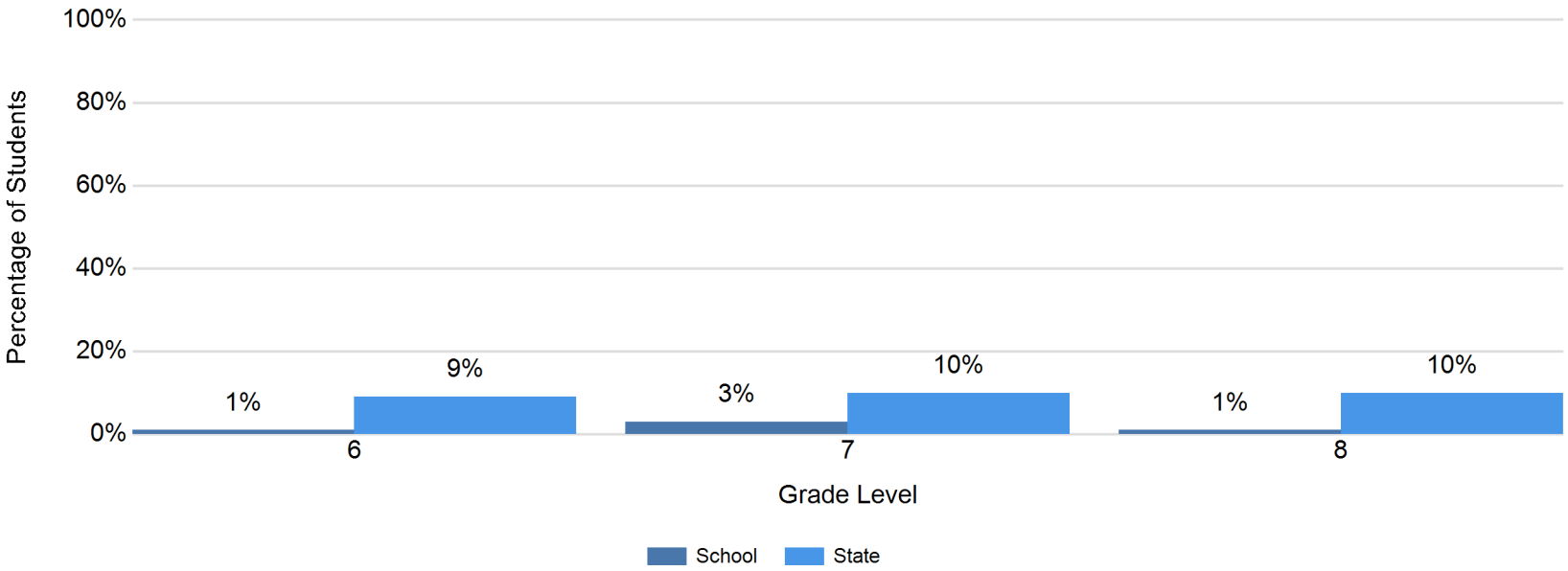
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.31

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)	2
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	1	2
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	3	3
Disability	0	0	0
Other	2	1	3
No Identified Nature	2		2

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	*	*
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	8:20 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

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	2.9:1

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)	$955	$15,606	$16,561

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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	38	117,464
Average years experience in public schools	11.2	12.0
Average years experience in district	9.9	10.7
Teachers in district for 4 or more years	76.3%	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	18	9,374
Average years experience in public schools	22.1	16.0
Average years experience in district	11.1	12.0
Administrators in district for 4 or more years	77.8%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	14:1
Students to Administrators	153:1	135:1
Teachers to Administrators	13:1	10:1
Students to Librarians/Media Specialists		N
Students to Nurses		486:1
Students to Counselors		810:1
Students to Child Study Team		187:1

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2017-2018

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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)
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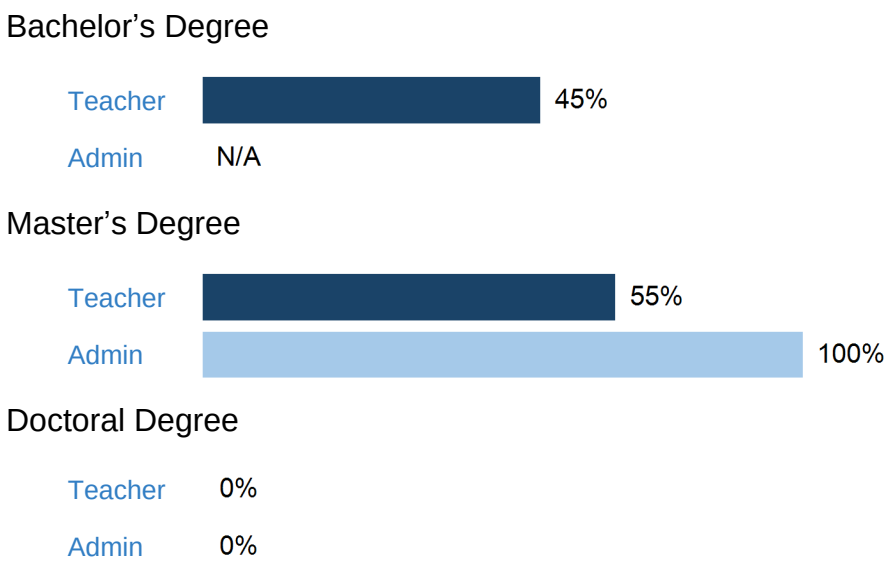
Teachers and Administrators - Level of Education

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	92.5%	90.2%
2016-17 Administrators: Same district 2017-18	85.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.1%

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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	65.8%	0.0%
Male	34.2%	100.0%
White	86.8%	66.7%
Hispanic	10.5%	33.3%
Black or African American	2.6%	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	43.48	15.0%
Mathematics Proficiency	18.19	15.0%
English Language Arts Growth	59.18	20.0%
Mathematics Growth	79.35	20.0%
Progress Towards English Language Proficiency	4.89	20.0%
Chronic Absenteeism	96.82	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	47.62	n/a
Summative Rating: Percentile Rank of Summative Score	45.38	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	Not Met	Met	No
White	60.47	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	65.95	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	63.93	14.08	No	Met Target	Met Target†	Exceeds 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	74.68	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	60.29	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
English Learners	43.61	14.08	No	Met Target	Met Target†	Met Standard	Exceeds Standard	Exceeds Standard	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:	• Curriculum includes advanced Math/English Language Arts, STEM, Next Generation Science, and Elective Choices. • Extensive after school Clubs, Sports, Activities, and Academic Support • Technology integrated into all classes with near 1:1 chrome book access. All subject areas utilze Google Classroom and strive toward 21st century Skills as well as College and Career Readiness goals.
Mission, Vision, Theme:	Washington School is a community of learners promoting a caring and supportive environment that meets the academic, emotional, and social needs of our students, develops creative minds, compassion for others and the courage to support beliefs.
Awards, Recognition, Accomplishments:	Washington Middle School students have received the 2016 911 Tribute Center Award Winner, County Spelling Bee Finalists 2014 and 2016, N.J. State GeoBee Finalists 2014 and 2015, Recipient of Facing History and Ourselves Grant 2017, Multiple Youth Art Month Student Winners, Pinwheels for Peace Participating school, Music at the Park Band and Chorus winners 2015 and 2017, Bergen County Basketball Boys Basketball Champions 2013, Shoes for a Cause participating school, Pink Ribbon campaign participants.

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Courses, Curriculum, Instruction:	Washington Middle School courses are aligned to NJSLS and they include Advanced Math, Advanced ELA, S.T.E.A.M., Algebra, and Science aligned to the Next Generation Science Standards. Science is an online curriculum in partnership with the New Jersey Center for Teaching and Learning. Other courses offered are; Band, Chorus, Art, Social Studies, French, World Cultures, PE, Health, Swimming, merit based electives include Art in Math, Geometry, Social Issues in Literature, Consumer Math, Diversity in Literature, Sports in Literature, and Personal Finance.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Volleyball (Boys & Girls) Washington Middle School sports are extensive and mirror most high school offerings. Our student athletes are provided an opportunity to experience a variety of sports, are introduced to the basics, learn the value of commitment and teamwork, while competing in league play.
Clubs and Activities:	Washington Middle School offers two academic and homework assistance programs, Family Friendly and Counseling, Homework, and Intervention Program. These programs run Monday to Thursday from 3pm to 5pm for the duration of the year. Other clubs include Environmental Club, Drama, Chorus, Band, Chess, Explorer's Club, Sportsblog, Student Council, Newspaper, Cooking Club, Young Entrepreneur Club, Art, Gifted and Talented for grades 6 - 8, and Dance. Washington Middle School hosts other monthly events such as an annual Talent Show, Incoming 6th Grade Parent Night, 8th Grade Parent Night, Holiday Movie Night, Open Swim Events, ESL-Bilingual Parent Event, and Holiday Student Dances.

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Before and After School Programs:	Washington Middle School has a Family Friendly Program which offers academic support and homework assistance to all students. This program runs Monday to Thursday for the duration of the school year from 3pm to 5pm and targets academically struggling students. The Counseling Homework Intervention Program is an after school program that provides academic support for special needs students by accredited staff. Both programs include a physical fitness component to keep students active and healthy and balanced.
Staff and Professional Learning:	Washington Middle School Led by the school Leadership team has received training in Newsela, Read 180, HIB, Google, Health and Safety, Data Analysis, and PARCC interventions. Teachers collaborate during regularly scheduled Professional Learning Communities and are stakeholders in the educational process. Professional development topics include Team Building/Collaboration, Ethics and School Law, Special Education Law, Suicide Prevention, Reflective Learning, and Philosophy. Daily Common Planning time is built into the schedule allowing teachers of common grade, students, and, subject areas to plan and discuss strategies for success.

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Student Supports and Services:	Washington Middle School has a fully staffed Guidance and Social Services Department, Our building houses the district Child Study Team, ESL program for English Language Learners, At Risk After School program, and our school works in conjunction with the Harrison Education Foundation to service all non instructional needs our students may have.
Student Health and Wellness:	Washington Middle School offers universal breakfast for all students during the first period of every day. Students begin each day with this healthy breakfast which provides essential nutrition for optimal academic performance. Our school cafeteria has a fully functioning and staffed kitchen that creates fresh and healthy lunch alternatives on a daily basis. Fresh vegetables and fruits are served daily at our school salad bar. The school nurse provides preventive and screening services for all students. The students have 60 minutes of Physical Education classes and participate in the NJ Torch Run for Special Olympics. Fitness sessions are provided in the Family Friendly and Counseling, Homework, and Intervention Programs. Our extensive after school sports program promotes the importance of health and fitness in our school.
Parent and Community Involvement:	Washington Middle School Parent Teacher Organization supports our students by raising funds to support a myriad of activities such as class trips and speakers. Our school partners with our local ELKs to send students to positive role model workshops. Our school dance team visits our local senior citizen center to perform for the holidays. We work in conjunction with our local day care centers for a butterfly release event and holiday shows. Our band and chorus perform at various town parade and special events.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers NJ School Climate Survey participant, Frequent student and parent surveys completed via district wide google docs program include test preferences, school climate, bullying and harassment surveys, as well as school wide polls and questionnaires. Parents and students have online grade access through Powerschool program.
Facilities:	Our fantastic building is the former district high school. Our building includes a 650 seat auditorium with a full stage, a five lane swimming pool, full size gymnasium with locker rooms and weight room/fitness center, three complete computer labs, 350 chromebooks and desktop computers, Art Room with ceramic kiln, STEAM laboratory, full service kitchen and 150 seat cafeteria, enclosed courtyard with outside seating and butterfly garden.

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Technology and STEM:	Washington Middle School has a STEAM program for all students in grades 7 & 8. The students are working on a variety of maker space activities, lego robotics, and SeaPerch Kits that were awarded from a grant from the U.S. Navy.

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Other Information:	Washington Middle School is a special place that strives to create a home away from home environment for all of its students. Our staff is made up of caring professionals who prioritize student needs above all. Our school operates on a hybrid 6 period daily schedule. Each period is 60 minutes long. During semester two these classes become single periods and students are placed in smaller intervention classes that focus on individualized student deficiencies. Students who demonstrate mastery of these concepts are eligible for creative and challenging math and language arts based electives. Technology use is interwoven throughout the student's day. Chromebook and desk top access is available for all academic subjects and we are currently housing over 350 combined devices for our student population of 450. Our school is a hive of activity before and after the bells with teacher help periods, instrumental lessons, drama, art, clubs, and sports.