NJ SCHOOL PERFORMANCE REPORT

WASHINGTON ELEMENTARY SCHOOL
(21-5210-300)
Grades Offered: KG-05
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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† 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	MERCER
District	TRENTON CITY
Principal Name	MS. PAGE
Address	331 EMORY AVENUE TRENTON, NJ 08611
Phone Number	(609)656-4960
Email Address	KPAGE@TRENTON.K12.NJ.US
Website	https://www.trenton.k12.org/washingtonelementary_home

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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
KG	63	64	67
1	61	65	72
2	62	63	62
3	54	56	68
4	34	57	55
5	41	33	51
Total	315	338	375

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	50.8%	52.7%	51.2%
Male	49.2%	47.3%	48.8%
Economically Disadvantaged Students	90.8%	91.7%	93.6%
Students with Disabilities	1.9%	1.2%	2.7%
English Learners	4.1%	3.3%	11.2%
Homeless Students		0.0%	0.3%
Students in Foster Care		0.3%	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	2.9%	2.4%	1.9%
Hispanic	64.1%	71.0%	73.1%
Black or African American	31.1%	25.1%	23.2%
Asian	1.0%	0.3%	0.3%
Native Hawaiian or Pacific Islander	0.6%	0.3%	0.5%
American Indian or Alaska Native	0.0%	0.3%	0.3%
Two or More Races	0.3%	0.6%	0.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	63	64	67

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	52.0%
Spanish	47.2%
Other Languages	0.8%

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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	51.5	42.5	50	Met Standard	47	42	50	Met Standard
White	*	34	50	**	*	32	51	**
Hispanic	48	44	49	Met Standard	41	45	48	Met Standard
Black or African American	53.5	41	44	Met Standard	53	40	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	58	61	**	*	67	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	44	49	**	*	52	51	**
Economically Disadvantaged	52	43	48	Met Standard	47.5	42.5	47	Met Standard
Students with Disabilities	25	36	41	**	23	41	43	**
English Learners	51.5	44	54	Met Standard	41	43	51	Met Standard

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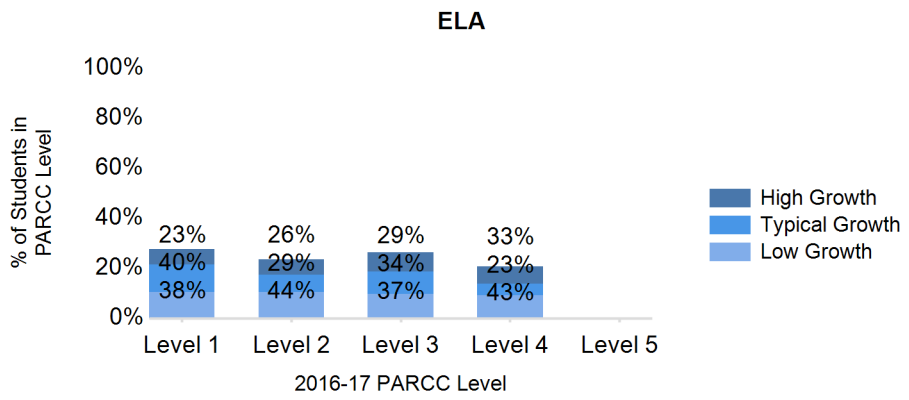
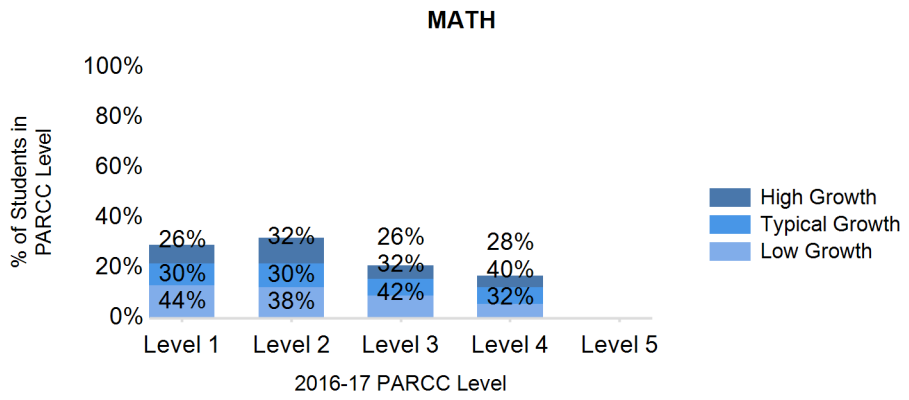
Student Growth by Performance Level

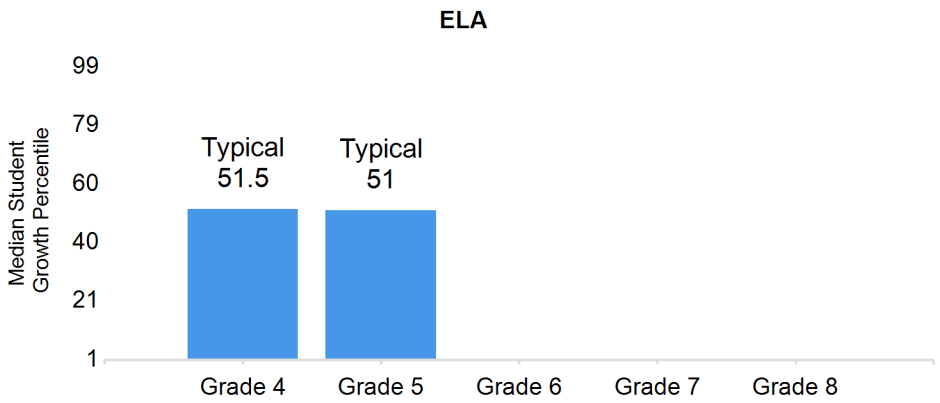
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

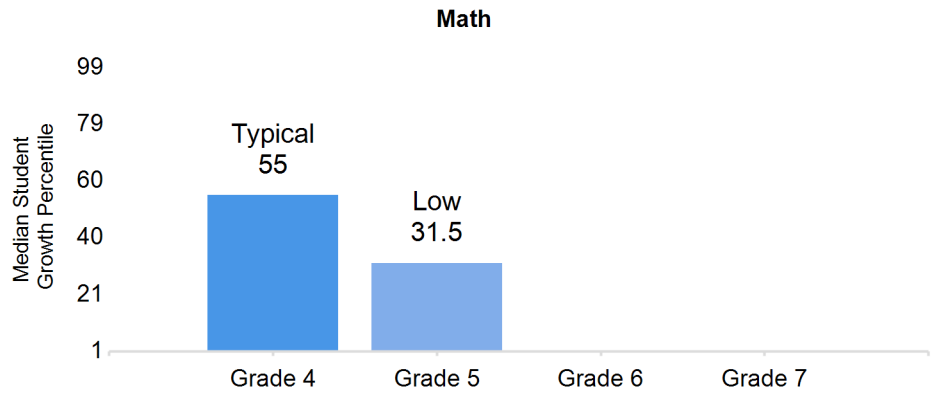




Student Growth by Grade

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	275	95.3	25.5	20.4	56.7	25.5	32.9	Not Met
White	*	*	*	19.5	65.6	*	**	**
Hispanic	207	94.3	22.2	22.7	42.5	22.2	34.2	Not Met
Black or African American	55	98.3	34.5	18.0	37.3	34.5	28.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	33.4	63.4	*	**	**
Female	132	95.8	30.3	26.4	64.5	30.3		
Male	143	95.0	21.0	15.0	49.4	21.0		
Economically Disadvantaged Students	259	95.7	25.5	20.2	38.5	*	34.5	Not Met
Non-Economically Disadvantaged Students	16	90.9	25.0	21.6	67.5	*		
Students with Disabilities	28	83.8	*	*	21.6	*	19.2	Not Met
Students without Disabilities	247	97.0	*	*	63.9	*		
English Learners	137	94.0	15.3	13.0	27.3	15.3	35.4	Not Met
Non-English Learners	138	96.7	35.5	23.1	59.4	35.5		
Homeless Students	*	*	*	14.0	27.7	*		
Students In Foster Care	*	*	*	15.0	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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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	120	723	713	750	31%	23%	24%	*	*	23%	52%
White	*	*	714	759	*	*	*	*	*	*	61%
Hispanic	101	722	718	736	31%	24%	24%	*	*	22%	38%
Black or African American	15	722	706	733	*	*	*	*	*	27%	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	*	*	*	758	*	*	*	*	*	*	58%
Female	63	725	719	756	30%	22%	21%	*	*	27%	57%
Male	57	720	708	744	32%	23%	28%	*	*	18%	46%
Economically Disadvantaged Students	109	723	713	733	*	*	27%	*	*	22%	34%
Non-Economically Disadvantaged Students	11	721	713	762	*	*	0%	*	*	27%	64%
Students with Disabilities	*	*	684	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	717	756	*	*	*	*	*	*	57%
English Learners	62	706	706	712	*	*	*	*	*	*	15%
Non-English Learners	58	741	716	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	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	88	724	725	756	25%	26%	24%	*	*	25%	58%
White	*	*	717	764	*	*	*	*	*	*	68%
Hispanic	63	718	727	744	30%	25%	25%	*	*	19%	44%
Black or African American	23	735	723	739	*	*	*	*	*	35%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	38	729	734	762	*	26%	26%	*	*	29%	63%
Male	50	720	718	751	*	26%	22%	*	*	22%	53%
Economically Disadvantaged Students	*	*	726	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	720	767	*	*	*	*	*	*	70%
Students with Disabilities	12	684	694	726	*	*	*	*	*	*	25%
Students without Disabilities	76	730	732	762	*	*	*	*	*	*	64%
English Learners	40	711	715	720	*	*	*	*	*	13%	17%
Non-English Learners	48	735	729	759	*	*	*	*	*	35%	61%
Homeless Students	N	N	710	729	N	N	N	N	N	N	28%
Students in Foster Care	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	72	732	724	755	18%	26%	29%	*	*	26%	58%
White	*	*	730	763	*	*	*	*	*	*	68%
Hispanic	51	729	728	743	20%	29%	29%	*	*	22%	43%
Black or African American	16	744	720	738	*	*	*	*	*	44%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	33	743	732	762	*	*	*	*	*	33%	66%
Male	39	722	717	749	*	*	*	*	*	21%	51%
Economically Disadvantaged Students	*	*	724	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	725	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	698	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	730	762	*	*	*	*	*	*	65%
English Learners	17	717	711	712	*	*	*	*	*	*	11%
Non-English Learners	55	736	727	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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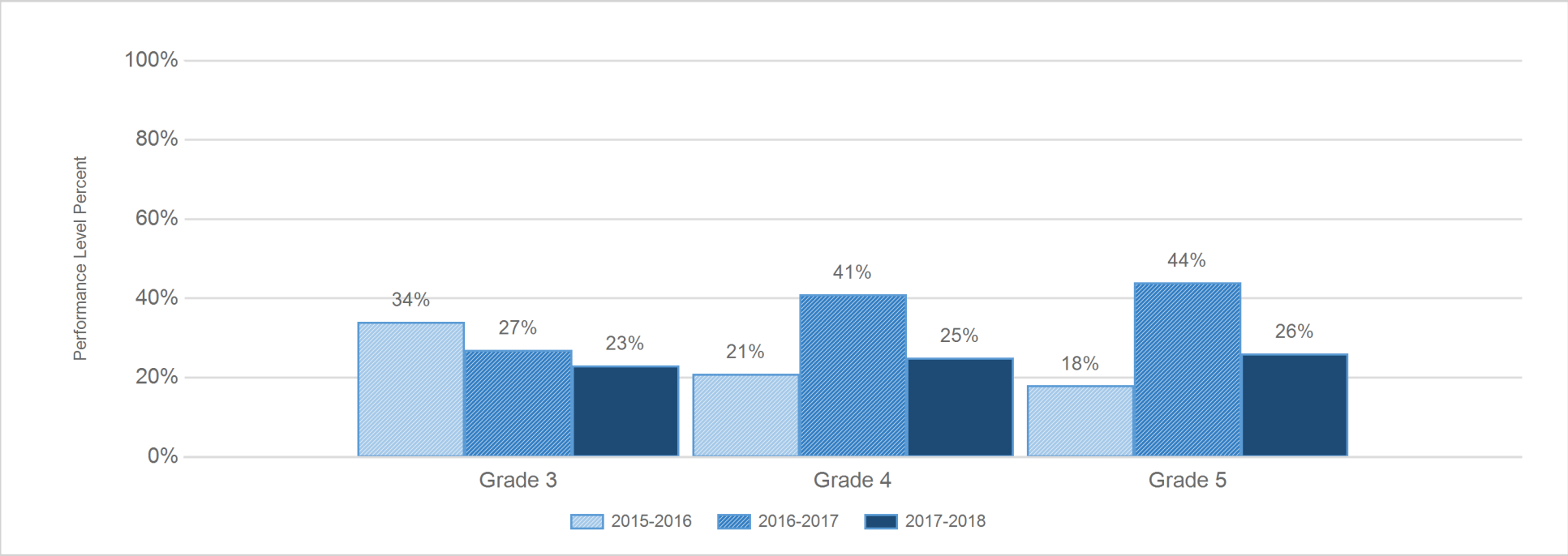
English Language Arts/Literacy Assessment - Performance Trends

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	278	94.8	16.2	10.9	45.0	16.2	26.3	Not Met
White	*	*	*	11.7	54.1	*	**	**
Hispanic	211	94.1	16.5	12.7	29.2	16.5	28.2	Not Met
Black or African American	55	98.3	14.5	*	23.4	14.5	19.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	25.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	19.4	53.0	*	**	**
Female	133	94.5	16.6	11.5	46.0	16.6		
Male	145	95.1	15.8	10.3	43.9	15.8		
Economically Disadvantaged Students	262	95.1	16.1	*	26.6	*	27.2	Not Met
Non-Economically Disadvantaged Students	16	91.3	18.8	*	55.9	*		
Students with Disabilities	28	83.8	*	*	17.1	*	26	Not Met
Students without Disabilities	250	96.3	*	*	50.5	*		
English Learners	142	94.3	*	*	24.6	*	27.5	Not Met
Non-English Learners	136	95.3	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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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	121	719	714	752	31%	29%	25%	*	*	16%	53%
White	*	*	712	760	*	*	*	*	*	*	64%
Hispanic	102	720	719	739	29%	30%	24%	*	*	17%	38%
Black or African American	15	713	707	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	*	*	*	757	*	*	*	*	*	*	59%
Female	63	718	715	752	33%	25%	25%	*	*	16%	53%
Male	58	720	713	751	28%	33%	24%	*	*	16%	53%
Economically Disadvantaged Students	110	720	715	736	*	*	*	*	*	15%	35%
Non-Economically Disadvantaged Students	11	716	709	762	*	*	*	*	*	18%	66%
Students with Disabilities	*	*	693	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	717	756	*	*	*	*	*	*	57%
English Learners	63	709	713	726	*	*	*	*	*	*	23%
Non-English Learners	58	730	715	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	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 ELEMENTARY SCHOOL
(21-5210-300)
Grades Offered: KG-05
2017-2018

Report Key:
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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	90	719	717	748	29%	30%	24%	*	*	17%	49%
White	*	*	708	755	*	*	*	*	*	*	60%
Hispanic	65	715	719	737	35%	31%	20%	*	*	14%	34%
Black or African American	23	730	714	730	*	*	*	*	*	22%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	39	724	721	748	*	36%	*	*	*	15%	50%
Male	51	715	713	748	*	25%	*	*	*	18%	49%
Economically Disadvantaged Students	*	*	717	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	713	758	*	*	*	*	*	*	62%
Students with Disabilities	12	685	692	725	*	*	*	*	*	*	22%
Students without Disabilities	78	725	721	753	*	*	*	*	*	*	55%
English Learners	42	706	709	722	*	*	*	*	*	*	16%
Non-English Learners	48	731	719	750	*	*	*	*	*	*	52%
Homeless Students	N	N	697	722	N	N	N	N	N	N	18%
Students in Foster Care	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	*	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

WASHINGTON ELEMENTARY SCHOOL
(21-5210-300)
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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	74	714	716	748	35%	30%	22%	*	*	14%	49%
White	*	*	704	756	*	*	*	*	*	*	60%
Hispanic	54	713	720	736	39%	26%	20%	*	*	15%	32%
Black or African American	16	720	712	730	*	*	*	*	*	13%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	34	716	717	749	38%	*	*	*	*	15%	50%
Male	40	712	715	747	33%	*	*	*	*	13%	48%
Economically Disadvantaged Students	*	*	715	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	719	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	702	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	719	752	*	*	*	*	*	*	55%
English Learners	21	704	708	718	*	*	*	*	*	*	13%
Non-English Learners	53	717	718	750	*	*	*	*	*	*	51%
Homeless Students	*	*	696	722	*	*	*	*	*	*	17%
Students in Foster Care	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%

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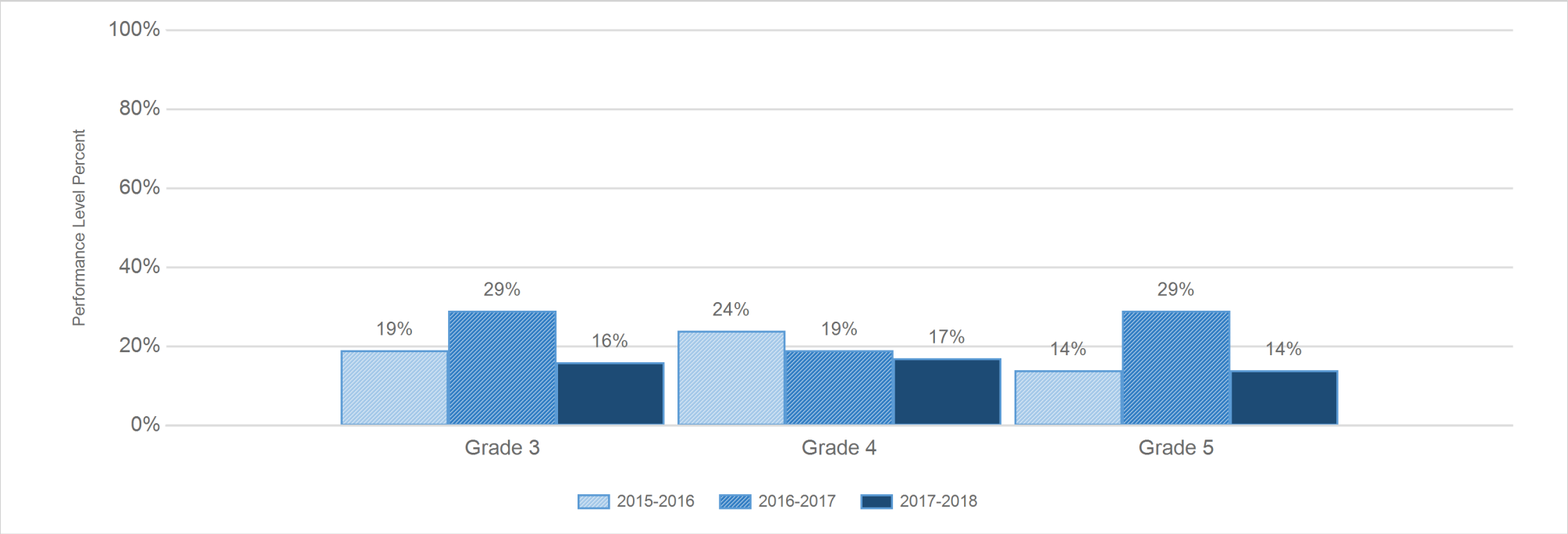
Mathematics Assessment – Performance Trends

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	*	*
4	*	*
5	*	*

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	57.9%	**	**

† 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	17	82.4%	17.6%
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

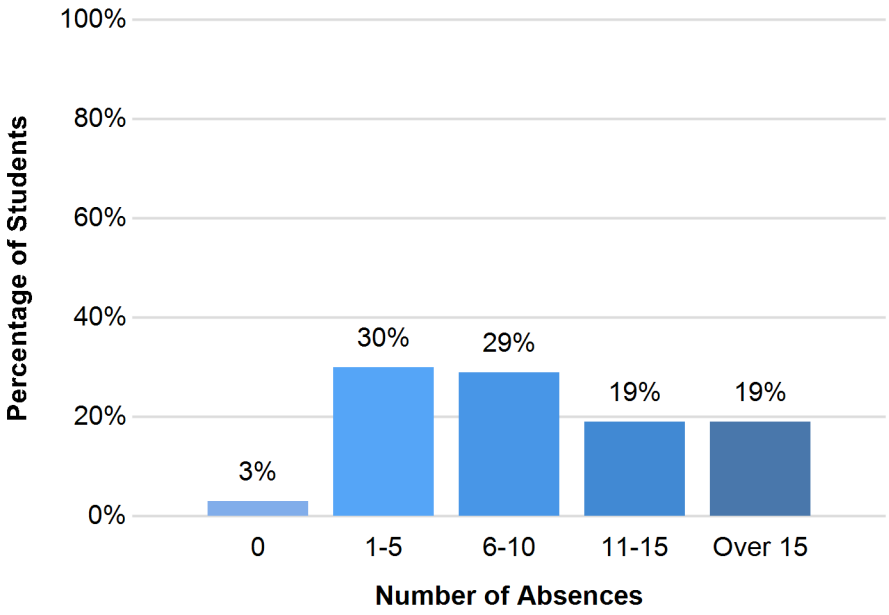
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	63	16.8	8.9	Not Met
White	5	45.5	**	**
Hispanic	39	14.1	8.9	Not Met
Black or African American	18	22.2	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	62	17.8	8.9	Not Met
Students with Disabilities	3	15.0	8.9	Not Met
English Learners	4	8.7	8.9	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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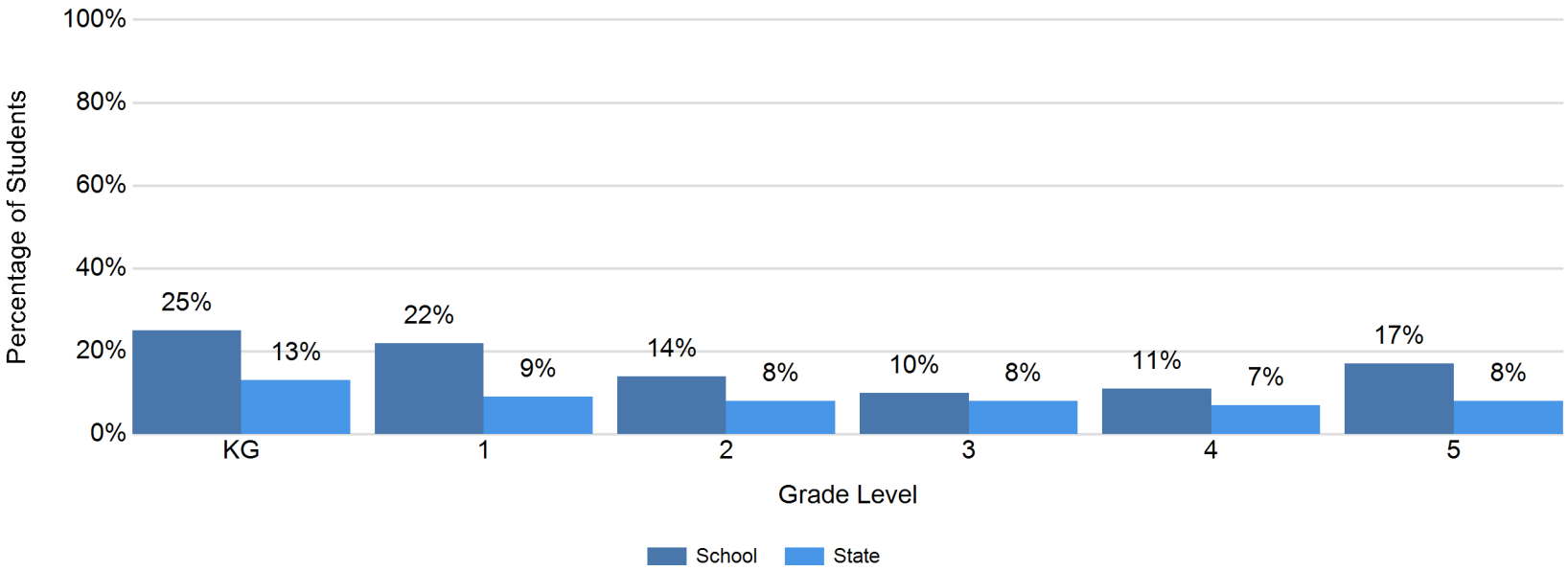
Chronic Absenteeism by Grade

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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	N
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	5.8:1

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)	$1,111	$15,263	$16,374

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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	24	117,464
Average years experience in public schools	12.4	12.0
Average years experience in district	10.5	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	55	9,374
Average years experience in public schools	14.6	16.0
Average years experience in district	10.3	12.0
Administrators in district for 4 or more years	71.7%	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	16:1	14:1
Students to Administrators	N	241:1
Teachers to Administrators	N	17:1
Students to Librarians/Media Specialists		946:1
Students to Nurses		552:1
Students to Counselors		414:1
Students to Child Study Team		358:1

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Teachers: All classroom teachers
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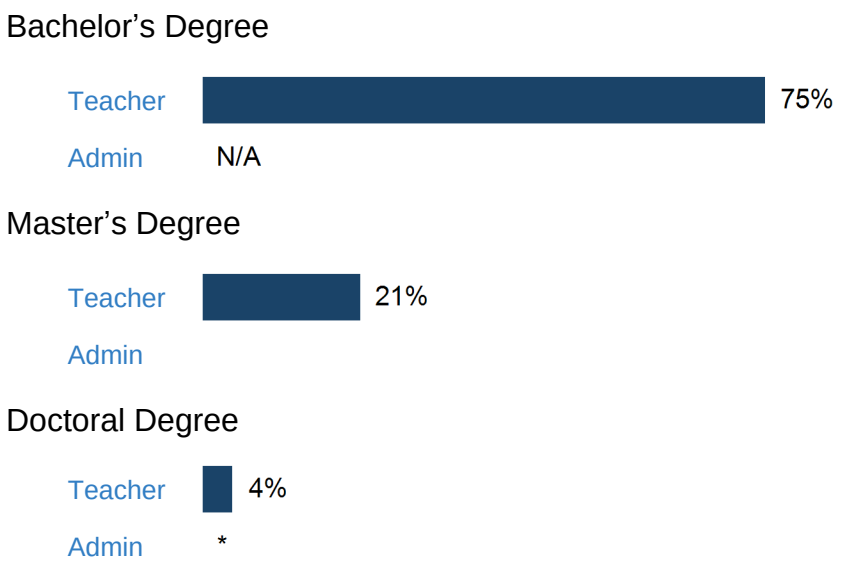
Teachers and Administrators - Level of Education

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	91.0%	90.2%
2016-17 Administrators: Same district 2017-18	87.0%	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	96.4%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	87.5%	N
Male	12.5%	N
White	50.0%	N
Hispanic	4.2%	N
Black or African American	37.5%	N
Asian	8.3%	N
American Indian or Alaska Native	0.0%	N
Native Hawaiian or Pacific Islander	0.0%	N
Two or More Races	0.0%	N

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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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WASHINGTON ELEMENTARY SCHOOL
(21-5210-300)
Grades Offered: KG-05
2017-2018

Report Key:
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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	8.12	17.5%
Mathematics Proficiency	6.75	17.5%
English Language Arts Growth	55.75	25.0%
Mathematics Growth	37.45	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	12.47	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	27.77	n/a
Summative Rating: Percentile Rank of Summative Score	15.82	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Met Standard	Met Standard	**	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	25.01	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	53.62	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	38.40	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	Not Met	Not Met	**	**	n/a	Not Met	No
English Learners	29.39	14.08	No	Not Met	Not Met	Met Standard	Met Standard	Met 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:	• Our school is designated as as part of the Trenton Arts Integration School Initiative. • Students in grades 2, 3, 4, and 5 are learning using one-to-one laptop computer program with Google Classroom . • National Junior Tennis, Mercer Street Friends, Young Audiences, Isles, Inc. and McCarter Theater are active partnerships.
Mission, Vision, Theme:	Our mission is to develop students who become independent life-long learners with the ability to solve problems, be creative and innovative, and new learning in real life situations. Our educational program is focused on enhancing innovation and creativity. Our school vision is to provide students a safe and caring learning environment where staff, parents, and community stakeholders work together to ensure the development of the whole child and their academic success.
Awards, Recognition, Accomplishments:	Our educational program is focused on enhancing innovation and creativity. Washington Elementary School is the receipt of grants and sponsorship to participate in the Trenton Arts Integration Initiative resulting in successful student activities through the McCarter Theater to Learn Partnership, Dodge Foundation Arts in Education, Young Audiences Arts for Learning of NJ, and the Princeton Museum Education Programs.

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Courses, Curriculum, Instruction:	The Washington Elementary School offers it students a comprehensive elementary curriculum in English language arts, mathematics, science, social studies, art, music, health and physical education, world language, and computer literacy, as well as, the Second Step School Counseling Program. Based on individual needs our student services include English as a second language, special education resource room, and before- and after school literacy and math intervention programs.
Clubs and Activities:	Student clubs and co-curricular activities are varied and include school band, student council, safety patrol, creative writing and book publication, book club and literature circle group, elementary honor society, Camp Invention STEM Program, the Isles Garden Learning Project, the National Junior Tennis and Learning of Trenton Program, and the Grant94ft After-school Program.

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Before and After School Programs:	Our first and second graders participate in an After School reading intervention program sponsored by the Trenton Literacy Initiative in partnership with the Trenton School District. We work closely with our assigned Literacy Initiative Member Partners to increase the number of students reading on grade level by the beginning of third grade. Our fourth and fifth grade girls participate in an After School Girls Circle in partnership with the One Circle Foundation. This evidence-based program focuses on improving self-esteem and building resiliency in young girls.
Staff and Professional Learning:	Professional development and ongoing training is a high priority and focuses on the needs of learners and promoting instructional improvement to close achievement gaps. Staff members engage in continuous professional learning with colleagues during whole staff study, job-embedded Professional Learning Communities and workshops based on data and designed to directly impact the learning and success of our students.

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Student Supports and Services:	Based on individual needs of our students services and their families we are provide supplemental instructional services including English as a second language, special education resource room, before- and after school literacy and math intervention programs and Second Step Skill Program for Academic and Social Success. Our Intervention and Referral Services Team convenes monthly to review and recommend additional interventions and services for student success.
Student Health and Wellness:	Our full time school nurse provides health services to care for student and family needs related to health and wellness. Our nurse provides classroom lessons to support safety, health and wellness topics, based on trends in office visits and services. Our health and physical education program integrates a focus on respect for tolerance of others and healthy nutrition to promote lifelong habits for wellness.
Parent and Community Involvement:	Parent engagement is spearheaded by the our school parent liaison who coordinates regular parent activities and workshops. Our Parent Teacher Organization supports our calendar of student, family, and community service projects. Parent communication, workshops, and family learning activities are routine throughout the school year. Our efforts are well received and result in high levels of parent participation including commitment to serve in school leadership and volunteer roles.

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Facilities:	"Washington Elementary School opened in the early 1900s and was rebuilt in 1937 as a two story building at its current location. Our school enrolls 375 students in grades kindergarten through five. Our facility is well maintained and meets health and safety standards. We ensure that all students have the opportunity to be world-class students prepared to graduate from high school and ready for college and careers in the 21st century."

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Technology and STEM:	Year two of our school wide technology integration plan has increased our Chrome book inventory from two hundred in 2017-2018 to 350+ in 2018-2019 allowing for a one-to-one environment in classrooms grades 1 to 5. Interactive whiteboard technology in our classrooms during 2018-19.

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Other Information:	Our students dress for success every day with over 95% of students adhering to our school uniform policy. As a school community, we are committed to the success of all of our students. We are proud to serve and partner with our parents and the community to provide excellent educational experiences for our students.