



WASHINGTON TWP
(41-5530)
Grades Offered: PK-06
2017-2018

Report Key:

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How to use this report:

- **Learn more** about this district 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](#) for this district.
- 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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District Contact Info

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

Type	Contact Information
County	WARREN
District	WASHINGTON TWP
Superintendent Name	MR. NEUHS
Address	1 EAST FRONT ST. WASHINGTON, NJ 07882
Phone Number	(908)689-1119
Email Address	KNEUHS@WASHTWPSD.ORG
Website	http://www.washtwpsd.org
Facebook	https://www.facebook.com/washtwpsd.wc/



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Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Served
BRASS CASTLE SCHOOL	PK-06
PORT COLDEN SCHOOL	01-03



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years.

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.

This table shows the percentage of students by racial and ethnic group for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	21	23	24
KG	52	54	47
1	50	56	53
2	66	50	60
3	64	68	52
4	73	66	73
5	72	73	70
6	90	76	74
Total	488	466	453

Student Group	2015-16	2016-17	2017-18
Female	44.3%	45.9%	47.4%
Male	55.7%	54.1%	52.6%
Economically Disadvantaged Students	17.8%	15.5%	18.7%
Students with Disabilities	24.6%	22.5%	21.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.4%	0.7%
Students in Foster Care		0.4%	1.1%
Military-Connected Students		0.0%	0.2%
Migrant Students		0.0%	0.0%

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	79.7%	81.3%	80.8%
Hispanic	10.7%	10.1%	9.5%
Black or African American	4.7%	3.6%	3.7%
Asian	2.9%	2.6%	3.1%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.6%	2.1%	2.6%

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.

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.

Grade	2015-16	2016-17	2017-18
PK - Half Day	20	23	21
PK - Full Day	1	0	3
KG - Half Day	0	0	0
KG - Full Day	52	54	47

Home Language	% of Students
English	99.3%
Other Languages	0.7%



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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 district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district 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 state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	42	50	Met Standard	58	50	Met Standard
White	41	50	Met Standard	59	51	Met Standard
Hispanic	42	49	Met Standard	52	48	Met Standard
Black or African American	*	44	**	*	44	**
Asian, Native Hawaiian, or Pacific Islander	*	61	**	*	61	**
American Indian or Alaska Native	N	52	**	N	53	**
Two or More Races	*	49	**	*	51	**
Economically Disadvantaged	51	48	Met Standard	51	47	Met Standard
Students with Disabilities	35	41	Not Met	36.5	43	Not Met
English Learners	N	54	**	N	51	**



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

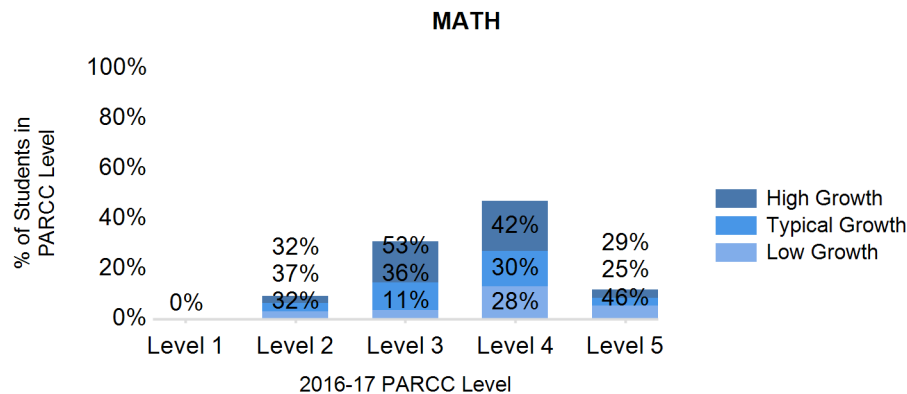
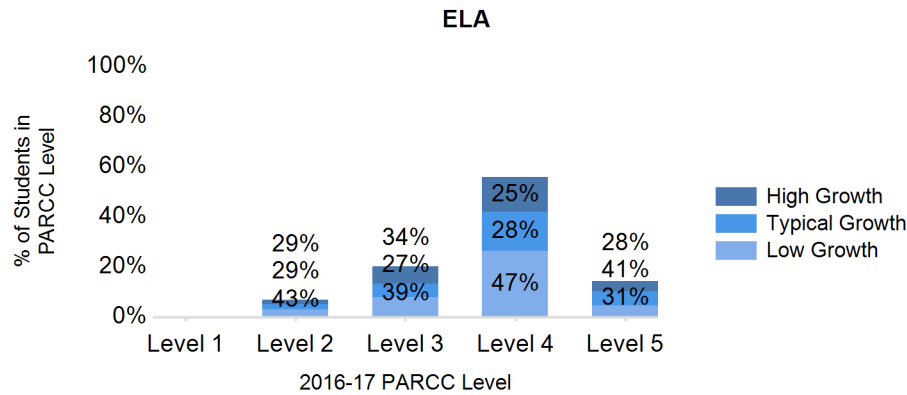
Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district 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.

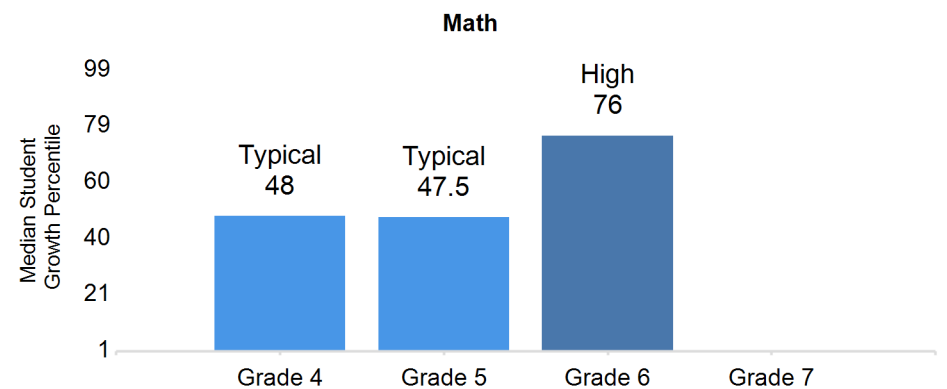
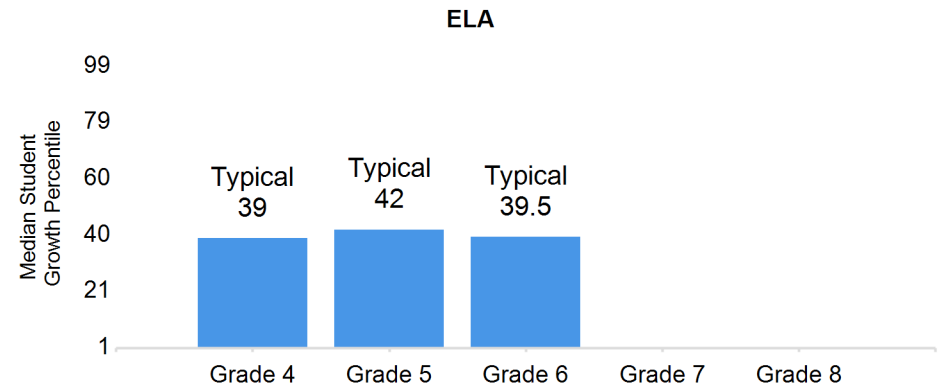
Student Growth by Performance Level

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



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 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	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
Districtwide	261	98.1	68.6	56.7	68.6	63.2	Met Target
White	208	97.7	71.1	65.6	71.1	64.6	Met Target
Hispanic	32	100.0	*	42.5	65.6	49.8	Met Target
Black or African American	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	63.4	*	**	**
Female	127	98.5	76.3	64.5	76.3		
Male	134	97.8	61.2	49.4	61.2		
Economically Disadvantaged Students	41	97.7	60.9	38.5	60.9	54.2	Met Target
Non-Economically Disadvantaged Students	220	98.2	70.0	67.5	70.0		
Students with Disabilities	49	94.2	28.5	21.6	28.3	28.6	Met Target†
Students without Disabilities	212	99.1	77.8	63.9	77.8		
English Learners	N	N	N	27.3	N	**	**
Non-English Learners	261	98.1	68.6	59.4	68.6		
Homeless Students	*	*	*	27.7	*		
Students In Foster Care	*	*	*	26.3	*		
Military-Connected Students	N	N	N	57.4	N		
Migrant Students	N	N	N	30.1	N		

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	51	771	750	*	*	25%	*	*	67%	52%
White	37	774	759	0%	*	*	*	*	70%	61%
Hispanic	*	*	736	*	*	*	*	*	*	38%
Black or African American	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	758	*	*	*	*	*	*	58%
Female	26	776	756	*	*	*	*	*	69%	57%
Male	25	766	744	*	*	*	*	*	64%	46%
Economically Disadvantaged Students	11	771	733	*	*	*	*	*	73%	34%
Non-Economically Disadvantaged Students	40	771	762	*	*	*	*	*	65%	64%
Students with Disabilities	13	752	719	*	*	*	*	*	46%	24%
Students without Disabilities	38	778	756	*	*	*	*	*	74%	57%
English Learners	N	N	712	N	N	N	N	N	N	15%
Non-English Learners	51	771	753	*	*	25%	*	*	67%	55%
Homeless Students	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	751	N	N	N	N	N	N	52%
Migrant Students	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	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
Districtwide	67	767	756	*	*	21%	51%	22%	73%	58%
White	56	769	764	0%	*	*	52%	25%	77%	68%
Hispanic	*	*	744	*	*	*	*	*	*	44%
Black or African American	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	763	*	*	*	*	*	*	63%
Female	30	778	762	*	*	*	*	*	87%	63%
Male	37	757	751	*	*	*	*	*	62%	53%
Economically Disadvantaged Students	12	745	740	*	*	*	*	*	58%	40%
Non-Economically Disadvantaged Students	55	771	767	*	*	*	*	*	76%	70%
Students with Disabilities	12	748	726	*	*	*	*	*	42%	25%
Students without Disabilities	55	771	762	*	*	*	*	*	80%	64%
English Learners	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	67	767	759	*	*	21%	51%	22%	73%	61%
Homeless Students	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	757	N	N	N	N	N	N	57%
Migrant Students	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	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
Districtwide	69	761	755	*	*	14%	*	*	72%	58%
White	53	762	763	*	*	*	*	*	74%	68%
Hispanic	11	758	743	0%	*	*	*	*	73%	43%
Black or African American	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	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	770	762	*	*	*	*	*	82%	66%
Male	36	753	749	*	*	*	*	*	64%	51%
Economically Disadvantaged Students	12	747	739	*	*	*	*	*	58%	39%
Non-Economically Disadvantaged Students	57	764	766	*	*	*	*	*	75%	71%
Students with Disabilities	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	69	761	757	*	*	14%	*	*	72%	60%
Homeless Students	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	732	N	N	N	N	N	N	33%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	74	760	754	*	*	24%	46%	18%	64%	56%
White	63	762	761	0%	*	24%	*	*	65%	66%
Hispanic	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	39	766	761	*	*	*	*	*	67%	64%
Male	35	754	748	*	*	*	*	*	60%	48%
Economically Disadvantaged Students	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	14	724	723	*	*	*	*	*	14%	18%
Students without Disabilities	60	769	760	*	*	*	*	*	75%	63%
English Learners	N	N	712	N	N	N	N	N	N	*
Non-English Learners	74	760	755	*	*	24%	46%	18%	64%	*
Homeless Students	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	732	N	N	N	N	N	N	36%

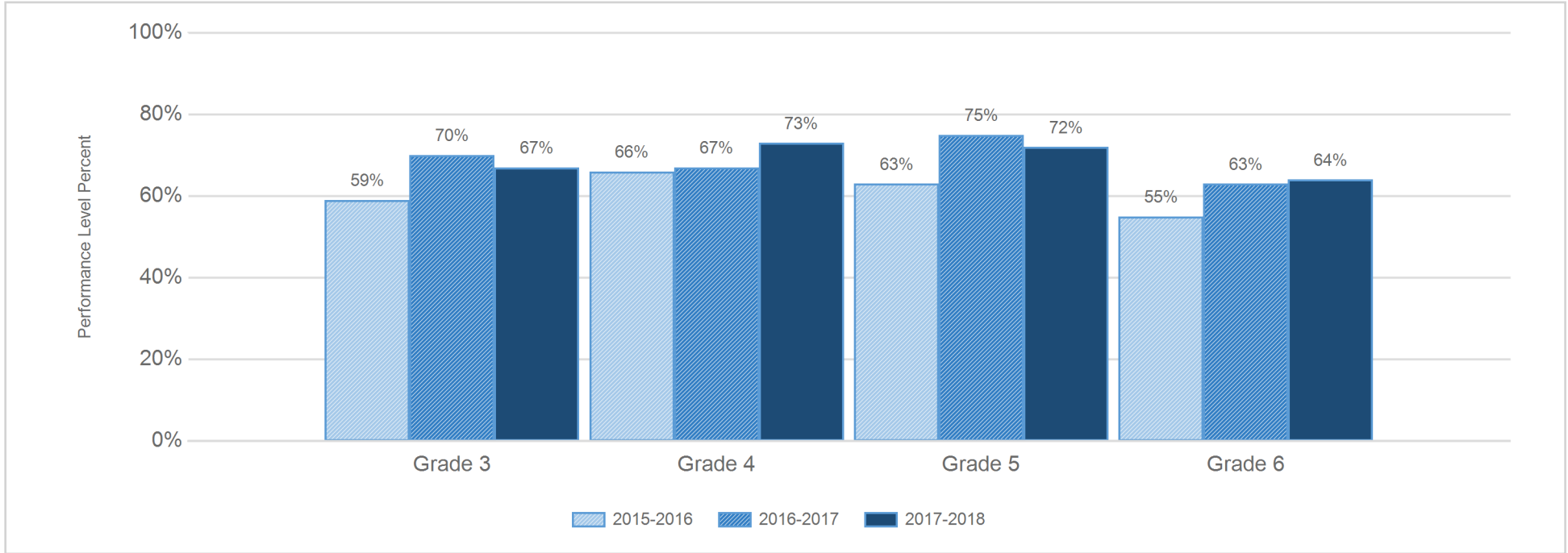


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English Language Arts/Literacy Assessment - Performance Trends

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 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	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
Districtwide	262	98.5	64.5	45.0	64.5	52.6	Met Target
White	209	98.1	67.0	54.1	67.0	53.5	Met Target
Hispanic	32	100.0	*	29.2	56.2	49.8	Met Target
Black or African American	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	53.0	*	**	**
Female	127	98.5	66.1	46.0	66.1		
Male	135	98.6	63.0	43.9	63.0		
Economically Disadvantaged Students	42	100.0	47.6	26.6	47.6	40.3	Met Target
Non-Economically Disadvantaged Students	220	98.2	67.7	55.9	67.7		
Students with Disabilities	50	96.2	34.0	17.1	34.0	26	Met Target
Students without Disabilities	212	99.1	71.7	50.5	71.7		
English Learners	N	N	N	24.6	N	**	**
Non-English Learners	262	98.5	64.5	46.9	64.5		
Homeless Students	*	*	*	17.3	*		
Students In Foster Care	*	*	*	16.2	*		
Military-Connected Students	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

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	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
Districtwide	51	764	752	0%	*	*	*	*	73%	53%
White	37	768	760	0%	*	*	*	*	78%	64%
Hispanic	*	*	739	*	*	*	*	*	*	38%
Black or African American	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	26	759	752	0%	*	*	*	*	69%	53%
Male	25	770	751	0%	*	*	*	*	76%	53%
Economically Disadvantaged Students	11	760	736	0%	*	*	*	*	64%	35%
Non-Economically Disadvantaged Students	40	766	762	0%	*	*	*	*	75%	66%
Students with Disabilities	13	764	730	0%	*	*	*	*	77%	29%
Students without Disabilities	38	765	756	0%	*	*	*	*	71%	57%
English Learners	N	N	726	N	N	N	N	N	N	23%
Non-English Learners	51	764	754	0%	*	*	*	*	73%	56%
Homeless Students	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	737	N	N	N	N	N	N	46%



WASHINGTON TWP
 (41-5530)
 Grades Offered: PK-06
 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	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
Districtwide	68	761	748	0%	*	31%	*	*	65%	49%
White	57	761	755	0%	*	30%	*	*	67%	60%
Hispanic	*	*	737	*	*	*	*	*	*	34%
Black or African American	N	N	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	752	*	*	*	*	*	*	55%
Female	30	764	748	0%	*	*	*	*	73%	50%
Male	38	758	748	0%	*	*	*	*	58%	49%
Economically Disadvantaged Students	13	748	733	0%	*	*	*	*	46%	30%
Non-Economically Disadvantaged Students	55	763	758	0%	*	*	*	*	69%	62%
Students with Disabilities	13	745	725	0%	*	77%	*	*	23%	22%
Students without Disabilities	55	764	753	0%	*	20%	*	*	75%	55%
English Learners	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	68	761	750	0%	*	31%	*	*	65%	52%
Homeless Students	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	731	N	N	N	N	N	N	32%



WASHINGTON TWP
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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	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
Districtwide	69	751	748	*	*	30%	*	*	58%	49%
White	53	754	756	*	*	32%	*	*	58%	60%
Hispanic	11	740	736	*	*	*	*	*	55%	32%
Black or African American	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	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	33	753	749	*	*	30%	*	*	61%	50%
Male	36	750	747	*	*	31%	*	*	56%	48%
Economically Disadvantaged Students	12	735	733	*	*	*	*	*	25%	29%
Non-Economically Disadvantaged Students	57	755	758	*	*	*	*	*	65%	62%
Students with Disabilities	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	752	*	*	*	*	*	*	55%
English Learners	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	69	751	750	*	*	30%	*	*	58%	51%
Homeless Students	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	728	N	N	N	N	N	N	29%



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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	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
Districtwide	74	755	744	*	*	23%	*	*	64%	44%
White	63	756	751	0%	*	22%	*	*	65%	54%
Hispanic	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	749	*	*	*	*	*	*	52%
Female	39	755	745	*	*	*	*	*	62%	45%
Male	35	754	742	*	*	*	*	*	66%	42%
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	14	726	717	*	*	*	*	*	14%	13%
Students without Disabilities	60	761	748	*	*	*	*	*	75%	49%
English Learners	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	74	755	745	*	*	23%	*	*	64%	45%
Homeless Students	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	717	N	N	N	N	N	N	18%

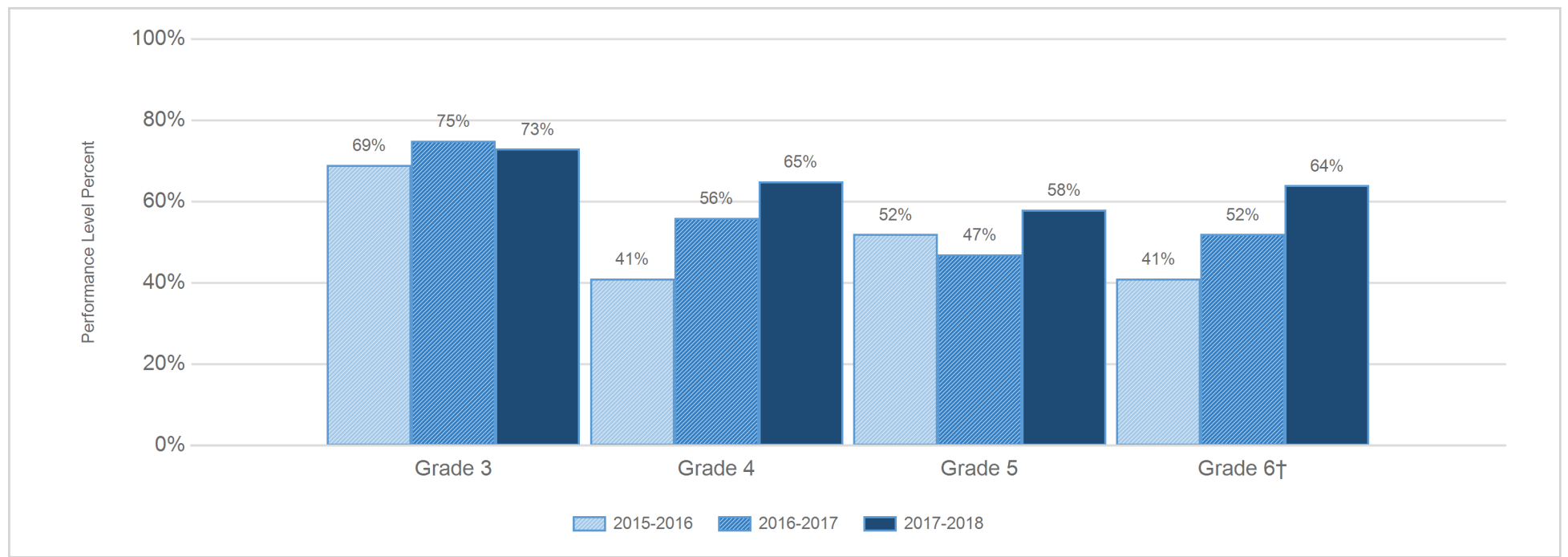


WASHINGTON TWP
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Mathematics Assessment – Performance Trends

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.





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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the district'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	N	N	N

† 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	N	N	N
3-4	N	N	N
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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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.

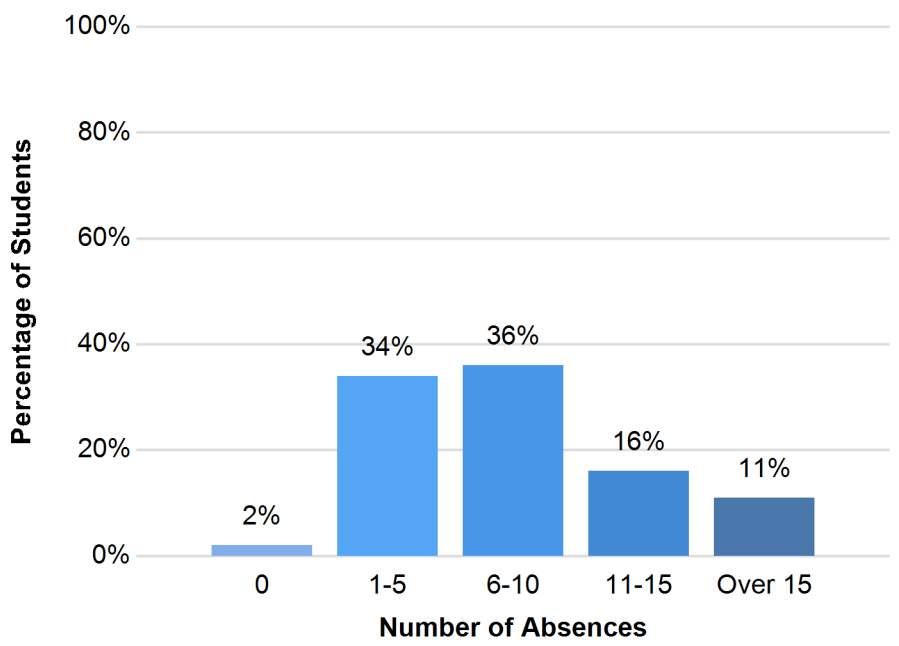
Chronic Absenteeism

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
Districtwide	31	7.2	8.9	Met
White	23	6.6	8.9	Met
Hispanic	4	9.5	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	6	7.8	8.9	Met
Students with Disabilities	5	6.3	8.9	Met
English Learners	N	N	N	N

Days Absent

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





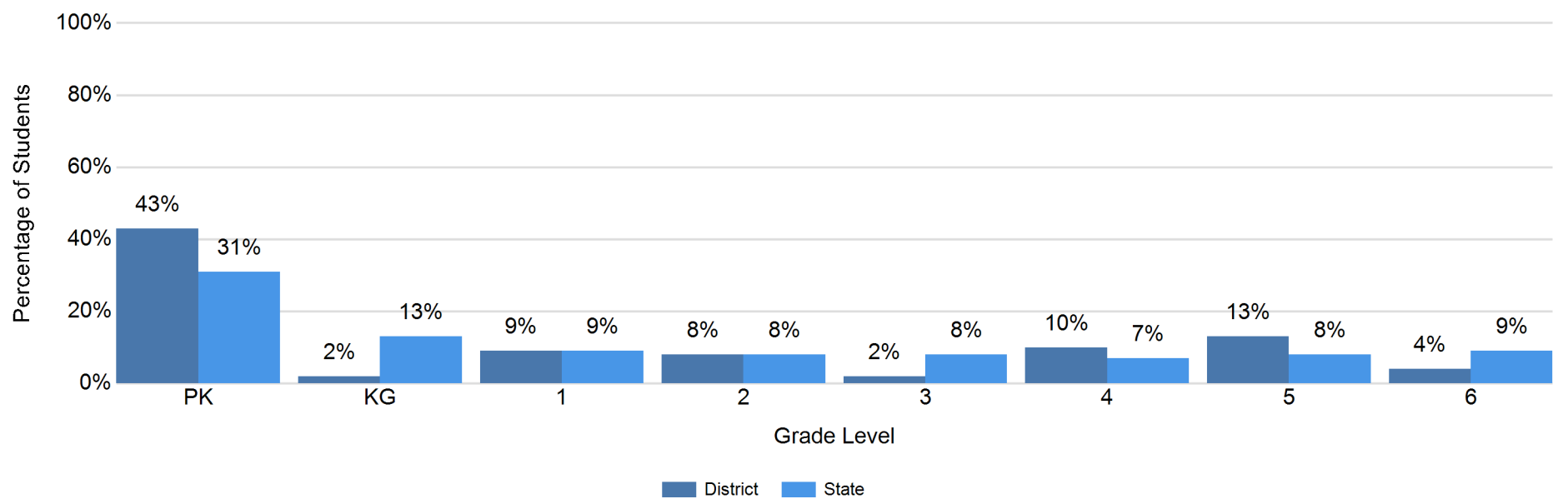
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Chronic Absenteeism by Grade

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





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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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.66

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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
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	*	*
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
11



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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)	\$460	\$15,993	\$16,453



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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 district and across the state.

Category	Teachers in District	Teachers in State
Total Number of teachers	47	117,464
Average years experience in public schools	10.9	12.0
Average years experience in district	10.4	10.7
Teachers in district for 4 or more years	66.0%	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	4	9,374
Average years experience in public schools	5.3	16.0
Average years experience in district	4.3	12.0
Administrators in district for 4 or more years	25.0%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the district.

Ratio	District Ratio
Students to Teachers	10:1
Students to Administrators	114:1
Teachers to Administrators	12:1
Students to Librarian/Media Specialists	454:1
Students to Nurses	227:1
Students to Counselors	454:1
Students to Child Study Team	227:1



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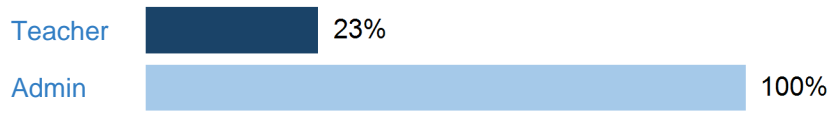
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

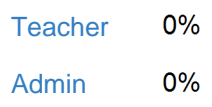
Bachelor's Degree



Master's Degree



Doctoral Degree



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	88.0%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	95.0%



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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	89.4%	50.0%
Male	10.6%	50.0%
White	100.0%	50.0%
Hispanic	0.0%	25.0%
Black or African American	0.0%	0.0%
Asian	0.0%	25.0%
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](#).

Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide

The table below shows the list of schools in the district that are identified as requiring Comprehensive or Targeted Support and Improvement during the 2019-20 school year. 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. Schools where any student group has a summative score that would be in the bottom 5% of schools or where any student group missed annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. If a school requires Targeted Support and Improvement, the last column of the table lists the student groups that were identified. The schools below may have been identified based on either data from the 2016-17 or 2017-18 school year. See school level performance reports for more details.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2019-20 school year.



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Accountability Summary by Student Group

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator. Annual targets for proficiency and graduation rate were set based on a district 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 district. For more details on accountability targets, see these [accountability resources](#).

Student Group	ELA Proficiency: Met Target?	Math Proficiency: Met Target?	4-Year Graduation Rate: Met Target?	ELA Student Growth: Met Standard?	Math Student Growth: Met Standard?	Progress Towards English Language Proficiency: Met Annual Target?	Chronic Absenteeism: Met State Average?
Districtwide	Met Target	Met Target	N	Met Standard	Met Standard	N	Met
White	Met Target	Met Target	N	Met Standard	Met Standard	n/a	Met
Hispanic	Met Target	Met Target	N	Met Standard	Met Standard	n/a	Not Met
Black or African American	**	**	N	**	**	n/a	**
Asian, Native Hawaiian, or Pacific Islander	**	**	N	**	**	n/a	**
American Indian or Alaska Native	**	**	N	**	**	n/a	**
Two or More Races	**	**	N	**	**	n/a	**
Economically Disadvantaged Students	Met Target	Met Target	N	Met Standard	Met Standard	n/a	Met
Students with Disabilities	Met Target†	Met Target	N	Not Met	Not Met	n/a	Met
English Learners	**	**	N	**	**	N	**

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





WASHINGTON TWP
 (41-5530)
 Grades Offered: PK-06
 2017-2018

Report Key:
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 ** Accountability calculations require 20 or more students
N No Data is available to display
 † This indicates a table specific note, see note below table

District 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.

 <p>Mission, Vision, Theme:</p>	<p>It is the mission of the Washington Township Public School that each student will be provided with a stimulating environment and opportunities for learning experiences designed to provide the best possible education opportunity. It is the expectation of the Washington Township School District that all pupils achieve the New Jersey Student Learning Standards at all grade levels.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Washington Township School District was one of seven districts named as a Lighthouse District for demonstrating student achievement by setting high academic standards, using data to identify individual student needs, and consistently providing supports to ensure student success in English language arts and mathematics. The district achieved this accolade through the collaboration and dedication of educators, administrators, board members and parents.</p>



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Courses, Curriculum, Instruction:

Washington Township's program of studies encompasses all levels of course work across a wide spectrum of offerings. In addition to our core subjects, we offer G&T, focused enrichment programs, STEM programs and one to one iPad programs for all students.





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 <p>Before and After School Programs:</p>	<p>Before and Aftercare Programs are offered for students in grades Kindergarten through 6th grade. Childcare programs are run by the Washington Township Board of Education.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional development is extensive with the focus on, but not limited to, process writing, math, science, reading and technology integration. Students participate in our district-wide character education program called Responsive Classroom. The Responsive Classroom approach is a systematic classroom technique used to help students build character and regard for others, their community, and themselves.</p>



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Parent and Community Involvement:

The PTA is a strong advocate for the children of the district and provides for many outstanding cultural events. Their continual involvement, support and hard work benefits our students. The District Board of Education is firm in its resolve to embrace the shared values of the community.





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 <p>Facilities:</p>	<p>The district continues to upgrade and maintain its facilities to support student programs. Over the past year the district has implemented new Makerspaces in each school building and has updated its Media Centers.</p>
 <p>School Safety:</p>	<p>The district has updated its school security technology system and there is a School Resource Officer on staff in each building.</p>



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Other Information:

Washington Township School District is a pre-kindergarten through grade six elementary school located in historic Washington Township in Warren County, New Jersey. Washington Township is a rural community (17.9 square miles) situated east of Phillipsburg and the Delaware River, west of Hackettstown. Washington Township operates two elementary schools: Brass Castle School hosts a preschool disabled class, multiply disabled class, LLD class, kindergarten and grades 4-6; and the Port Colden School houses a LLD class and students in grades 1-3. WTSD is a constituent district within the Warren Hills Regional School District. Our students, upon promotion from grade six, are enrolled in the WHRSD for grades 7-12.