



Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
PASSAIC
HAWTHORNE BORO
160 PARMELEE AVENUE
HAWTHORNE, NJ 07506

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	172	177	200
10	165	163	172
11	150	159	165
12	161	151	161
Ungraded	11	10	14
Total	659	660	712

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	2014-15	2015-16	2016-17
Female	46%	47%	48%
Male	54%	53%	52%
Economically Disadvantaged Students	24%	26%	25%
Students with Disabilities	19%	15%	14%
English Learners	2%	2%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	65.2%
Hispanic	28.4%
Black or African American	4.1%
Asian	2.2%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	712
Shared Time Students	0
Full Time Equivalent	712

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. All other students are included in Other Languages.

Home Language	% of Students
English	96.9%
Spanish	2.2%
Other	0.8%



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Grade Span 09-12

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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	327	98.1	41.00	52.90	54.90	41	43.8	Met Target†
White	212	98.3	44.80	56.80	63.90	44.8	48.3	Met Target†
Hispanic	91	97.4	28.60	43.60	39.80	28.6	31.7	Met Target†
Black or African American	16	100.0	43.80	53.00	35.20	43.8	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	50.00	54.90	N	**	**
Female	163	96.3	50.30	60.00	62.20	50.3		
Male	164	100.0	31.70	46.50	48.10	31.7		
Economically Disadvantaged Students	77	100.0	22.10	*	36.20	22.1	27.8	Met Target†
Non-Economically Disadvantaged Students	250	97.5	46.80	*	65.80	46.8		
Students with Disabilities	54	98.3	14.90	22.40	20.50	14.9	15.3	Met Target†
Students without Disabilities	273	98.1	46.20	60.40	61.90	46.2		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	196	745	745	749	8%	17%	34%	35%	7%	41%	52%
White	127	749	749	757	*	13%	37%	35%	*	44%	62%
Hispanic	53	733	733	733	*	25%	28%	28%	*	30%	35%
Black or African American	10	743	743	730	0%	*	*	*	0%	40%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	101	750	750	756	*	11%	35%	40%	*	48%	60%
Male	95	739	739	741	*	23%	33%	30%	*	35%	43%
Economically Disadvantaged Students	45	732	732	731	*	31%	29%	24%	*	27%	32%
Non-Economically Disadvantaged Students	151	748	748	758	*	13%	35%	38%	*	46%	62%
Students with Disabilities	25	713	713	714	*	*	*	*	*	*	13%
Students without Disabilities	171	749	749	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	168	730	730	743	27%	14%	20%	29%	9%	38%	46%
White	97	740	740	749	20%	14%	22%	32%	12%	44%	52%
Hispanic	57	708	708	728	46%	*	*	19%	*	23%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	81	740	740	752	19%	*	20%	40%	*	48%	54%
Male	87	721	721	734	36%	*	21%	20%	*	29%	39%
Economically Disadvantaged Students	46	707	707	726	48%	*	*	*	0%	20%	32%
Non-Economically Disadvantaged Students	122	739	739	751	20%	*	*	*	12%	45%	54%
Students with Disabilities	29	692	692	704	66%	*	0%	*	*	17%	12%
Students without Disabilities	139	738	738	749	19%	*	25%	*	*	42%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	131	733	733	736	*	24%	21%	31%	*	36%	38%
White	82	736	736	738	*	26%	18%	35%	*	42%	40%
Hispanic	44	727	727	731	27%	*	*	25%	*	27%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	61	745	745	744	*	20%	*	44%	*	48%	46%
Male	70	722	722	729	*	29%	*	20%	*	26%	31%
Economically Disadvantaged Students	41	723	723	729	*	*	*	*	*	24%	32%
Non-Economically Disadvantaged Students	90	737	737	740	*	*	*	*	*	41%	42%
Students with Disabilities	17	705	705	709	*	*	*	*	*	12%	12%
Students without Disabilities	114	737	737	741	*	*	*	*	*	40%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

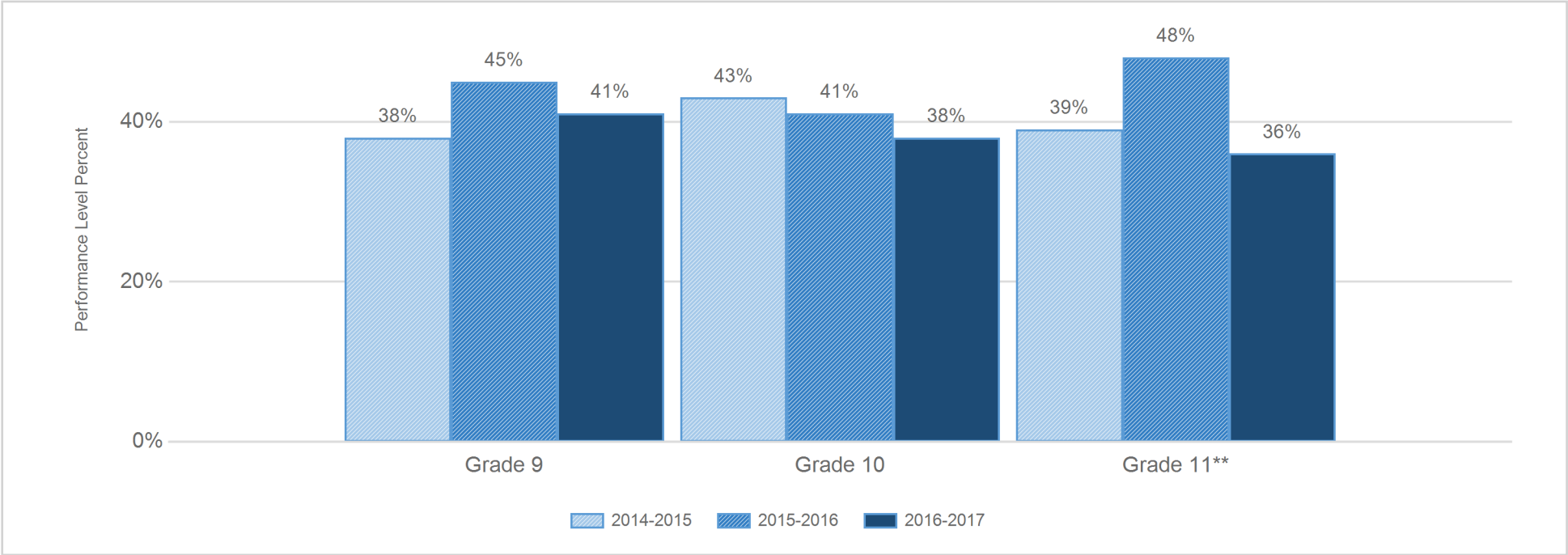


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/ELS exam and their performance may not be reflected in the results.



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Grade Span 09-12

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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	261	97.7	24.90	37.20	43.50	24.9	25.4	Met Target†
White	171	96.8	29.90	42.00	52.40	29.9	28.2	Met Target
Hispanic	69	98.8	15.90	27.00	27.60	15.9	16	Met Target†
Black or African American	13	100.0	15.40	19.60	21.70	15.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	50.00	44.90	N	**	**
Female	133	96.8	23.40	38.70	44.10	23.4		
Male	128	98.6	26.60	35.90	42.90	26.6		
Economically Disadvantaged Students	64	98.7	15.60	*	25.10	15.6	15.1	Met Target
Non-Economically Disadvantaged Students	197	97.3	27.90	*	54.30	27.9		
Students with Disabilities	29	93.7	*	*	16.50	*	10.9	Not Met
Students without Disabilities	232	98.1	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	129	731	737	743	12%	25%	41%	23%	0%	23%	42%
White	71	735	742	751	*	23%	42%	28%	*	28%	52%
Hispanic	43	727	*	728	*	26%	40%	*	0%	16%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	65	731	739	744	*	25%	45%	22%	*	22%	43%
Male	64	731	736	741	*	25%	38%	23%	*	23%	40%
Economically Disadvantaged Students	39	722	*	727	*	31%	33%	*	*	13%	23%
Non-Economically Disadvantaged Students	90	735	*	751	*	22%	44%	*	*	27%	52%
Students with Disabilities	19	706	706	714	*	*	*	*	*	*	10%
Students without Disabilities	110	735	741	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	153	727	727	734	*	37%	27%	21%	*	23%	30%
White	97	733	733	740	*	31%	32%	25%	*	28%	38%
Hispanic	45	718	718	722	*	51%	*	*	0%	13%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	80	731	731	735	*	35%	*	21%	*	23%	31%
Male	73	724	724	733	*	40%	*	21%	*	23%	30%
Economically Disadvantaged Students	44	718	718	721	*	46%	*	*	*	14%	13%
Non-Economically Disadvantaged Students	109	731	731	740	*	34%	*	*	*	27%	39%
Students with Disabilities	22	706	706	711	*	*	*	*	*	*	*
Students without Disabilities	131	731	731	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	716	716	725	*	*	*	*	*	*	28%
White	78	719	719	731	*	*	*	*	*	*	33%
Hispanic	36	709	709	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	57	712	712	725	*	*	*	*	*	*	27%
Male	64	720	720	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	31	713	713	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	90	717	717	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

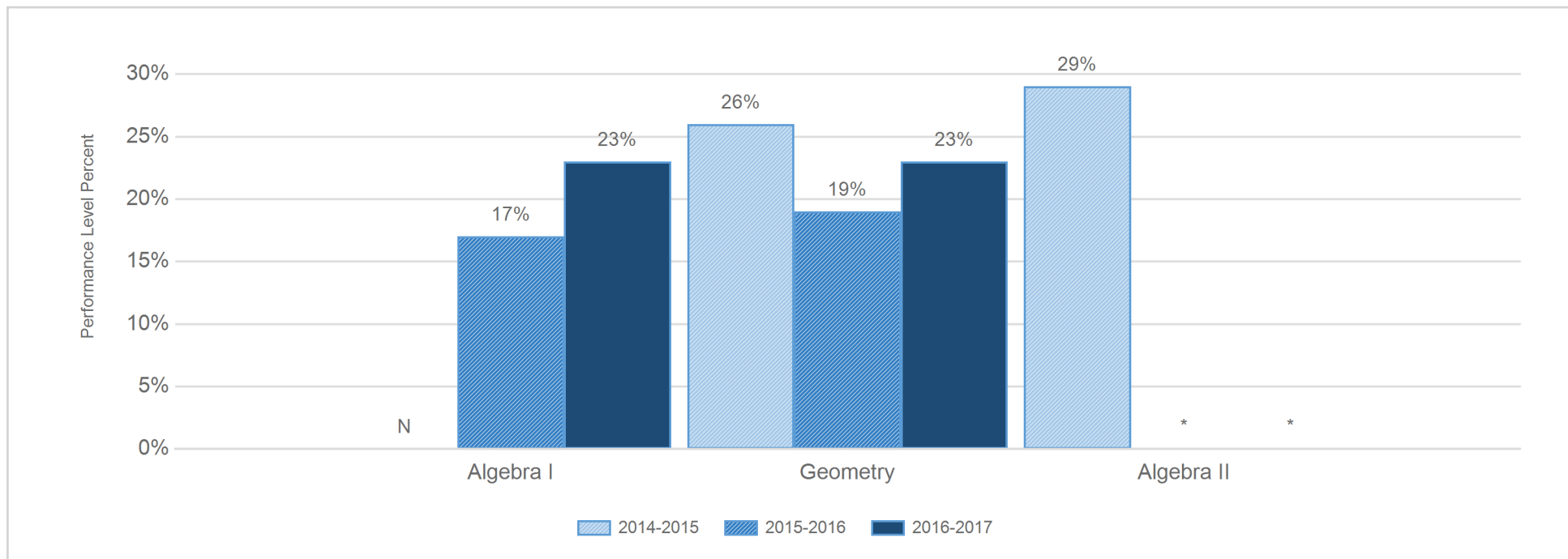


Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
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HAWTHORNE, NJ 07506

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
PASSAIC
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160 PARMELEE AVENUE
HAWTHORNE, NJ 07506

Alternate Assessments - 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
9	N	N
10	N	N
11	*	*

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. The table also shows 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
1	13	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
PASSAIC
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160 PARMELEE AVENUE
HAWTHORNE, NJ 07506

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

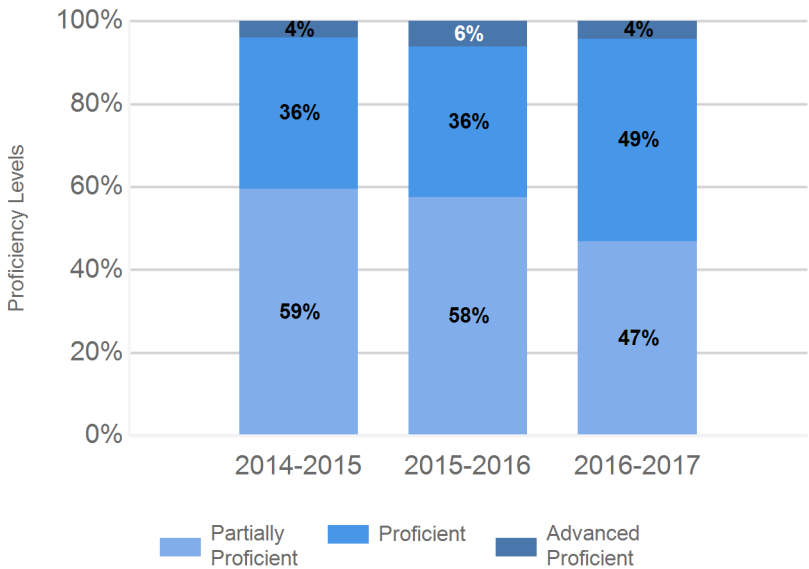
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	4%	49%	47%
White	4%	60%	36%
Hispanic	2%	38%	61%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	18%	73%
Economically Disadvantaged Students	2%	33%	66%
Students with Disabilities	N	22%	78%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





Hawthorne High School

2016-2017

Grade Span 09-12

31-2100-050
PASSAIC
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160 PARMELEE AVENUE
HAWTHORNE, NJ 07506

This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	95.3%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	20.5%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	476	481	Varies By Grade	68%	67%
PSAT - Math	453	483	Varies By Grade	36%	49%
SAT - Reading and Writing	526	551	480	74%	77%
SAT - Math	508	552	530	37%	58%
ACT - Reading	22	24	22	48%	65%
ACT - English	21	24	18	79%	79%
ACT - Math	20	24	22	33%	65%
ACT - Science	21	23	23	33%	54%



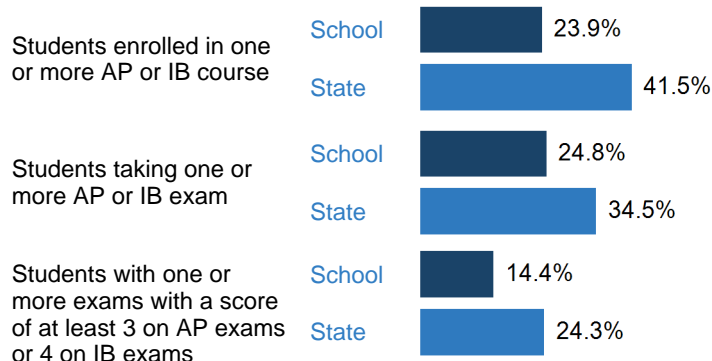
Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
PASSAIC
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160 PARMELEE AVENUE
HAWTHORNE, NJ 07506

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

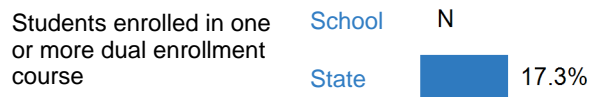
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	14	14
AP Calculus AB	11	11
AP Chemistry	3	3
AP English Language and Composition	16	16
AP English Literature and Composition	11	11
AP Environmental Science	0	11
AP Italian Language and Culture	8	0
AP Music Theory	6	6
AP Physics 1	0	40
AP Physics 2	0	6
AP Physics B	40	0
AP Physics C	6	0
AP Statistics	12	12
AP U.S. History	16	16
AP World History	7	7
Total Exams Taken		153
Exams with scores of at least 3 on AP exams or 4 on IB exams		79



Hawthorne High School
2016-2017
Grade Span 09-12

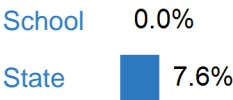
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HAWTHORNE, NJ 07506

This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

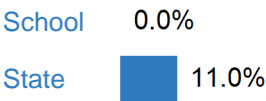
Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
PASSAIC
HAWTHORNE BORO
160 PARMELEE AVENUE
HAWTHORNE, NJ 07506

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	154	42	0	0	0	0	193
10	48	71	52	0	0	0	20
11	1	37	88	34	0	1	38
12	0	1	3	41	19	11	80
Schoolwide	203	151	143	75	19	12	331
Enrolled in AP/IB Course					11	12	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	197	4	0	1	0	0
10	30	158	0	0	0	0
11	20	12	0	59	88	28
12	50	2	0	19	22	28
Schoolwide	297	176	0	79	110	56
Enrolled in AP/IB Course	14	3		0	46	0



Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
PASSAIC
HAWTHORNE BORO
160 PARMELEE AVENUE
HAWTHORNE, NJ 07506

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	181	2	0	0	5	32
10	6	147	0	0	24	31
11	2	152	0	0	20	52
12	10	31	0	0	27	78
Schoolwide	199	332	0	0	76	193
Enrolled in AP/IB Course	7	16	0	0	0	0

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

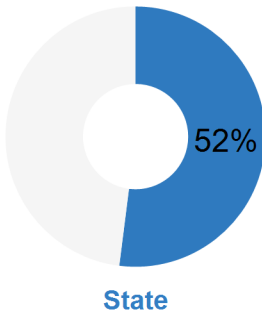
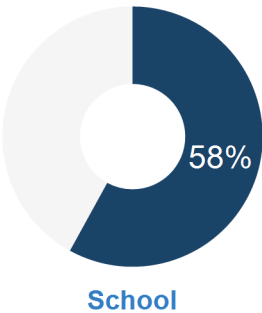
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	99	0	95	0	0	0	0
10	77	0	75	0	0	0	0
11	40	0	48	0	0	0	0
12	3	0	38	0	0	0	0
Schoolwide	219	0	256	0	0	0	0
Enrolled in AP/IB Course	0	0	8	0	0	0	0
Enrolled in Level 3 or Higher	45	0	80	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

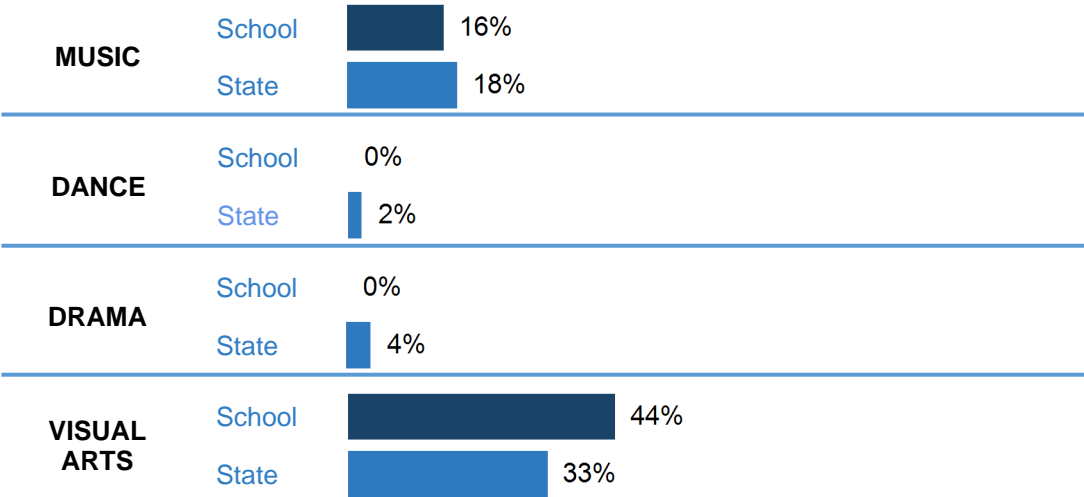
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
 PASSAIC
 HAWTHORNE BORO
 160 PARMELEE AVENUE
 HAWTHORNE, NJ 07506

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	92.7%	90.5%	93.2%	91.8%	91.9%	90.7%	Met Target	92.9%	89.0%	Met Target
White	94.5%	94.5%	95.7%	95.1%	94.0%	94.2%	Not Met	96.7%	N	Met Goal
Hispanic	88.1%	84.3%	84.2%	86.3%	84.2%	79.4%	Met Target	81.4%	87.2%	Not Met
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	**	**	N	N	N
Two or More Races	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	85.7%	83.9%	86.1%	85.6%	86.1%	84.3%	Met Target	83.7%	90.0%	Not Met
Students with Disabilities	91.2%	78.8%	92.0%	82.1%	88.0%	76.0%	Met Target	78.1%	85.0%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	92.7%	-
2016	91.9%	93.2%
2015	90.5%	92.9%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.1%	1.1%
2015-2016	0.2%	1.1%
2014-2015	0%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
PASSAIC
HAWTHORNE BORO
160 PARMELEE AVENUE
HAWTHORNE, NJ 07506

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	72%	20.3%	79.7%
White	73.7%	13.8%	86.2%
Hispanic	66.7%	45.8%	54.2%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	62.9%	27.3%	72.7%
Students with Disabilities	36%	55.6%	44.4%
English Learners	*	*	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	80.3%	24.6%	75.4%	71.2%	28.8%	74.6%	25.4%
White	82.9%	21.7%	78.3%	70.7%	29.4%	71.7%	28.3%
Hispanic	67.7%	38.1%	61.9%	81%	19.1%	90.5%	9.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	80.8%	33.3%	66.7%	81%	19.1%	85.7%	14.3%
Students with Disabilities	33.3%	83.3%	16.7%	100%	0%	100%	0%
English Learners	*	*	*	*	*	*	*



Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
PASSAIC
HAWTHORNE BORO
160 PARMELEE AVENUE
HAWTHORNE, NJ 07506

This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

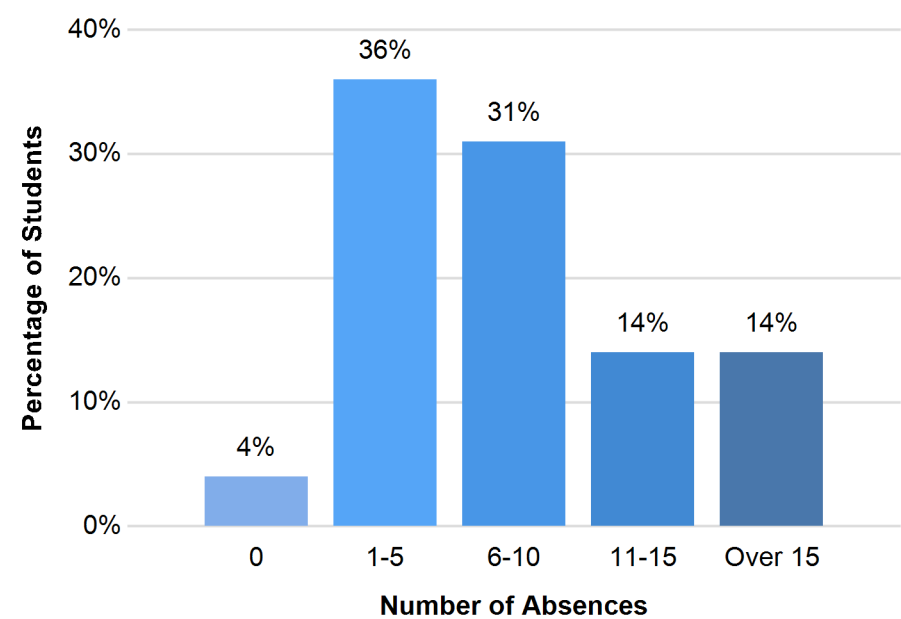
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.70	14.30	Met Target
White	11.70	14.30	Met Target
Hispanic	11.30	14.30	Met Target
Black or African American	13.80	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.40	14.30	Not Met
Students with Disabilities	26.50	14.30	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



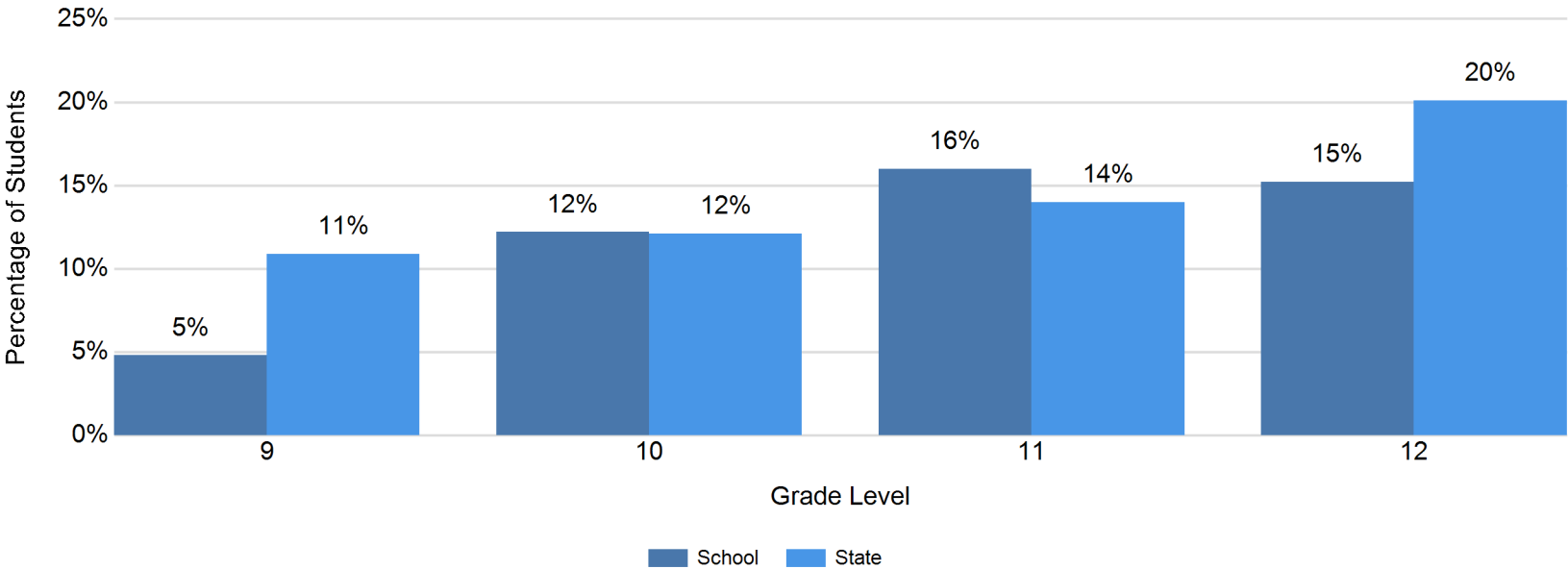


Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
PASSAIC
HAWTHORNE BORO
160 PARMELEE AVENUE
HAWTHORNE, NJ 07506

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
PASSAIC
HAWTHORNE BORO
160 PARMELEE AVENUE
HAWTHORNE, NJ 07506

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.

Category	School
Typical Start Time	7:55AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 37 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	9
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.40

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	4.6%
Any Suspension	4.6%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
PASSAIC
HAWTHORNE BORO
160 PARMELEE AVENUE
HAWTHORNE, NJ 07506

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.3:1	215.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$518	\$14,079	\$14,597



Hawthorne High School

2016-2017

Grade Span 09-12

31-2100-050

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160 PARMELEE AVENUE

HAWTHORNE, NJ 07506

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	58	120,724
Average years experience in public schools	10.7	11.8
Average years experience in district	9.4	10.5
Teachers in district for 4 or more years	69%	74%

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	15	9,506
Average years experience in public schools	13.9	15.9
Average years experience in district	9.1	11.6
Administrators in district for 4 or more years	53%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	142:1	159:1
Librarian/Media Specialists		598:1
Nurses		399:1
Counselors		598:1
Child Study Team		239:1



Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
PASSAIC
HAWTHORNE BORO
160 PARMELEE AVENUE
HAWTHORNE, NJ 07506

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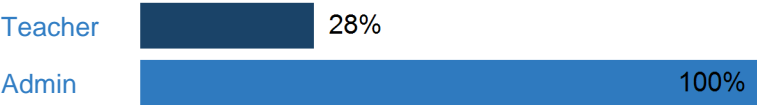
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
PASSAIC
HAWTHORNE BORO
160 PARMELEE AVENUE
HAWTHORNE, NJ 07506

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	35.4	17.5%
Mathematics Proficiency	36.6	17.5%
Graduation - 4-Year	42.5	25.0%
Graduation - 5-Year	30.2	25.0%
Chronic Absenteeism	49.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		38.3
Summative Rating: Percentile rank of Summative Score		33.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Hawthorne High School

2016-2017

Grade Span 09-12

31-2100-050

PASSAIC

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160 PARMELEE AVENUE

HAWTHORNE, NJ 07506

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	38.3	6.2	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	41.2	6.2	No	Met Target†	Met Target	Met Target	Not Met	Met Goal	No
Hispanic	36.2	6.2	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	42.1	6.2	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No
Students with Disabilities	40.4	6.2	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Hawthorne High School
2016-2017
Grade Span 09-12




31-2100-050
 PASSAIC
 HAWTHORNE BORO
 160 PARMELEE AVENUE
 HAWTHORNE, NJ 07506

School General Info

Principal:	Mr. LaGrone	Email Address:	dlagrone@hawthorne.k12.nj.us
Address:	160 PARMELEE AVENUE HAWTHORNE, NJ 07506	Website:	www.hawthorne.k12.nj.us/Domain/8
Phone:	(973)423-6415		

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:	<ul style="list-style-type: none"> • 57 Electives, 13 AP Course Offerings, 140 Total Course Options • 19 Varsity Sport Teams, 16 JV Teams, 4 Freshman Teams, 350 Student Athletes • HHS Offers 18 Club/Organizations
 Mission, Vision, Theme:	<p>Hawthorne High School is an outstanding comprehensive high school of 673 students (grades 9-12). Our curriculum designed to meet the needs and abilities of all students with a wide variety of new courses being offered. HHS continues to provide innovation in both our existing core courses and the 57 electives, which leads to the successful integration of 21st-century life and career skills across the curriculum.</p>
 Awards, Recognition, Accomplishments:	<p>2014-2017 Increased positive AP score trends in English literature, English language, Statistics, Calculus, US History, World History and Chemistry.</p>



Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
 PASSAIC
 HAWTHORNE BORO
 160 PARMELEE AVENUE
 HAWTHORNE, NJ 07506

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Courses, Curriculum, Instruction:

57 electives and 140 total course offerings. AP Biology extended Lab pilot program was a successful. Full implementation of this program for AP Biology, AP Environmental Science, AP Chemistry and AP Physics II for the 2016-2017 school year. 57 electives and 140 total course offerings.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Football (Co-ed), Golf (Co-ed), Lacrosse (Co-ed), Soccer (Boys & Girls), Softball (Girls), Tennis (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Co-ed)

HHS participates in the NJIC Conference Passaic County, Coaches' Association and the NJSIAA.



Clubs and Activities:

Clubs: ART , BROADCASTING ,MATH, CLARION (NEWSPAPER), CREATIVE WRITING, ROBOTICS, G.S.A, JAZZ BAND, DRAMA, ITALIAN, SPANISH, DIGITAL MEDIA, CHORUS, S.H.A.R.E, ECOLOGY, PEER LEADERS, CULTURAL DIVERSITY,STUDENT COUNCIL







Hawthorne High School
2016-2017
Grade Span 09-12

31-2100-050
 PASSAIC
 HAWTHORNE BORO
 160 PARMELEE AVENUE
 HAWTHORNE, NJ 07506

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.

 Staff and Professional Learning:	HHS has ongoing commitment to staff development and program involvement. Each year staff members participate in school sponsored workshops that help staff in the performance of their duties.
 Postsecondary Information:	4 year college= 63%, 2 year college=20%, PSAT mandated grade 10&11, SAT Math course, SAT English course
 Student Health and Wellness:	HHS has a Guidance Department with 3 full time guidance counselors and a full time Director of Guidance. This department supports the health and wellness of the student body at HHS. Assembly programs focus on building self confidence and anti-bullying. HHS actively participates in the Week of Respect and School Violence Awareness Week.
 Parent and Community Involvement:	HHS PTO, SEPAC, HEF, Project Graduation, Band Parent Organization, Athletic Boosters




Lincoln Middle School
2016-2017
Grade Span 06-08

31-2100-070
PASSAIC
HAWTHORNE BORO
230 HAWTHORNE AVENUE
HAWTHORNE, NJ 07506

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Lincoln Middle School
2016-2017
Grade Span 06-08

31-2100-070
PASSAIC
HAWTHORNE BORO
230 HAWTHORNE AVENUE
HAWTHORNE, NJ 07506

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Lincoln Middle School

2016-2017

Grade Span 06-08

31-2100-070

PASSAIC

HAWTHORNE BORO

230 HAWTHORNE AVENUE

HAWTHORNE, NJ 07506

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	152	196	158
7	178	163	205
8	171	195	168
Ungraded	41	34	31
Total	542	588	562

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	2014-15	2015-16	2016-17
Female	47%	50%	49%
Male	53%	50%	51%
Economically Disadvantaged Students	32%	27%	28%
Students with Disabilities	25%	18%	19%
English Learners	2%	2%	2%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	61.2%
Hispanic	31.9%
Black or African American	3.7%
Asian	3.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.2%

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. All other students are included in Other Languages.

Home Language	% of Students
English	97.5%
Spanish	2.0%
Other	0.6%



Lincoln Middle School

2016-2017

Grade Span 06-08

31-2100-070

PASSAIC

HAWTHORNE BORO

230 HAWTHORNE AVENUE

HAWTHORNE, NJ 07506

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	514	97.5	47.00	52.90	54.90	47	53.2	Not Met
White	325	97.1	52.30	56.80	63.90	52.3	57	Not Met
Hispanic	153	97.7	34.70	43.60	39.80	34.7	42.7	Not Met
Black or African American	20	100.0	50.00	53.00	35.20	50	51.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	100.0	60.00	65.70	80.70	60	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	250	97.4	56.40	60.00	62.20	56.4		
Male	264	97.6	38.30	46.50	48.10	38.3		
Economically Disadvantaged Students	145	96.3	35.90	*	36.20	35.9	39.8	Met Target†
Non-Economically Disadvantaged Students	369	98.0	51.50	*	65.80	51.5		
Students with Disabilities	103	95.5	16.50	22.40	20.50	16.5	21.9	Met Target†
Students without Disabilities	411	98.0	54.80	60.40	61.90	54.8		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Lincoln Middle School

2016-2017

Grade Span 06-08

31-2100-070

PASSAIC

HAWTHORNE BORO

230 HAWTHORNE AVENUE

HAWTHORNE, NJ 07506

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	163	742	742	752	*	19%	35%	34%	*	38%	54%
White	98	747	747	758	*	13%	33%	42%	*	47%	63%
Hispanic	56	733	733	740	*	29%	39%	18%	*	21%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	69	750	750	758	*	19%	29%	39%	*	49%	61%
Male	94	736	736	746	*	19%	39%	30%	*	30%	46%
Economically Disadvantaged Students	43	731	731	737	*	35%	30%	26%	*	26%	34%
Non-Economically Disadvantaged Students	120	746	746	761	*	13%	37%	37%	*	43%	65%
Students with Disabilities	36	715	715	722	*	*	*	*	*	*	17%
Students without Disabilities	127	749	749	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



Lincoln Middle School
2016-2017
Grade Span 06-08

31-2100-070
PASSAIC
HAWTHORNE BORO
230 HAWTHORNE AVENUE
HAWTHORNE, NJ 07506

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	200	748	748	756	7%	15%	29%	40%	10%	50%	59%
White	122	750	750	764	*	*	29%	39%	*	52%	69%
Hispanic	64	742	742	742	*	20%	28%	39%	*	44%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	109	752	752	764	*	*	27%	39%	*	53%	68%
Male	91	744	744	749	*	*	31%	40%	*	45%	51%
Economically Disadvantaged Students	58	744	744	739	*	24%	26%	35%	*	43%	40%
Non-Economically Disadvantaged Students	142	750	750	766	*	11%	30%	42%	*	52%	70%
Students with Disabilities	31	723	723	719	*	*	32%	*	0%	13%	19%
Students without Disabilities	169	753	753	763	*	*	28%	*	12%	56%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Lincoln Middle School

2016-2017

Grade Span 06-08

31-2100-070

PASSAIC

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230 HAWTHORNE AVENUE

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	168	748	748	757	8%	17%	26%	39%	10%	49%	59%
White	107	753	753	764	*	17%	23%	42%	*	55%	68%
Hispanic	48	735	735	742	*	*	29%	33%	*	35%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	82	759	759	766	*	17%	*	46%	*	63%	68%
Male	86	738	738	749	*	17%	*	33%	*	36%	50%
Economically Disadvantaged Students	43	731	731	739	*	26%	30%	23%	*	28%	40%
Non-Economically Disadvantaged Students	125	754	754	766	*	14%	24%	45%	*	57%	69%
Students with Disabilities	24	719	719	718	*	*	*	*	*	*	18%
Students without Disabilities	144	753	753	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

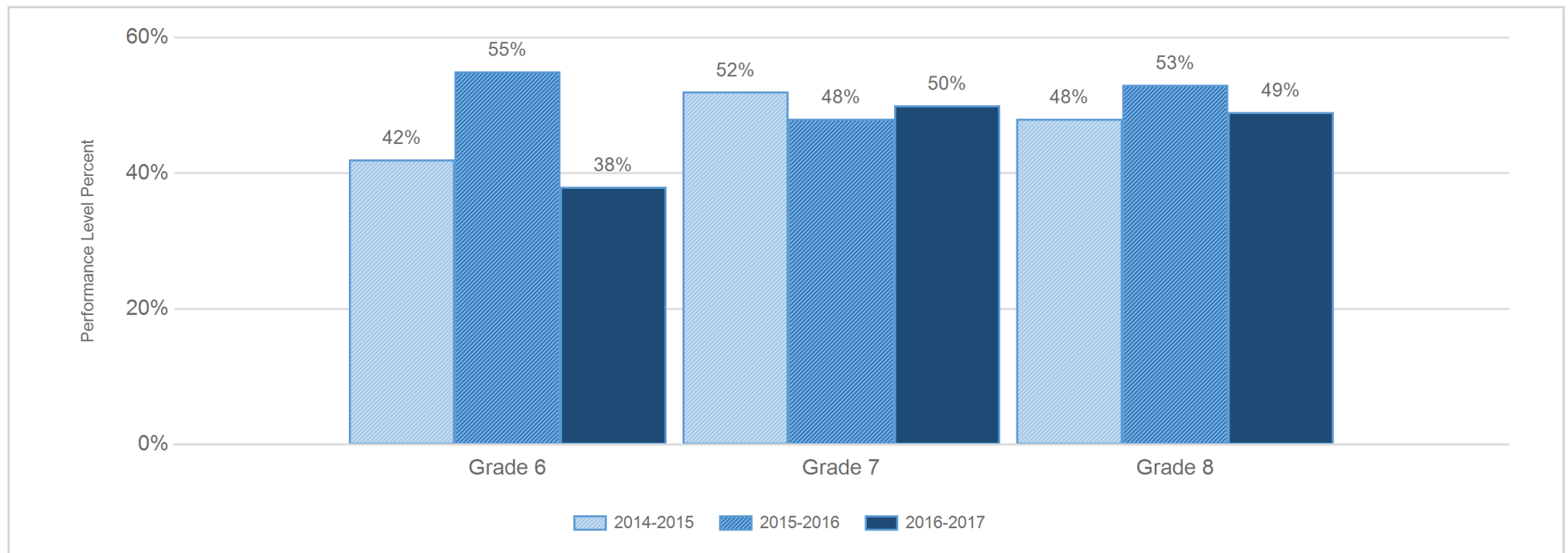


Lincoln Middle School
2016-2017
Grade Span 06-08

31-2100-070
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HAWTHORNE BORO
230 HAWTHORNE AVENUE
HAWTHORNE, NJ 07506

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Lincoln Middle School

2016-2017

Grade Span 06-08

31-2100-070

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HAWTHORNE, NJ 07506

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	515	97.5	35.30	37.20	43.50	35.3	33.8	Met Target
White	324	97.1	41.00	42.00	52.40	41	38.3	Met Target
Hispanic	155	97.8	20.60	27.00	27.60	20.6	21.4	Met Target†
Black or African American	20	100.0	30.00	19.60	21.70	30	32.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	100.0	73.30	60.00	75.60	73.3	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	249	97.4	38.50	38.70	44.10	38.5		
Male	266	97.6	32.30	35.90	42.90	32.3		
Economically Disadvantaged Students	144	96.3	21.50	*	25.10	21.5	21.6	Met Target†
Non-Economically Disadvantaged Students	371	98.0	40.70	*	54.30	40.7		
Students with Disabilities	102	95.4	12.80	*	16.50	12.8	12.1	Met Target
Students without Disabilities	413	98.0	40.90	*	48.80	40.9		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Lincoln Middle School
2016-2017
Grade Span 06-08

31-2100-070
PASSAIC
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230 HAWTHORNE AVENUE
HAWTHORNE, NJ 07506

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	164	739	739	743	*	21%	35%	31%	*	35%	44%
White	98	744	744	751	*	13%	36%	38%	*	44%	54%
Hispanic	57	730	730	731	*	33%	37%	19%	*	21%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	70	739	739	745	*	17%	33%	36%	*	40%	45%
Male	94	738	738	742	*	25%	37%	28%	*	32%	43%
Economically Disadvantaged Students	43	725	725	728	*	40%	33%	*	*	16%	24%
Non-Economically Disadvantaged Students	121	743	743	752	*	15%	36%	*	*	42%	56%
Students with Disabilities	36	715	715	717	*	*	*	*	*	*	13%
Students without Disabilities	128	745	745	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Lincoln Middle School
2016-2017
Grade Span 06-08

31-2100-070
PASSAIC
HAWTHORNE BORO
230 HAWTHORNE AVENUE
HAWTHORNE, NJ 07506

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	201	740	740	741	*	16%	46%	28%	*	32%	40%
White	123	743	743	748	*	14%	47%	32%	*	36%	49%
Hispanic	64	733	733	730	*	25%	47%	20%	*	20%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	109	740	740	743	*	17%	43%	28%	*	33%	41%
Male	92	741	741	740	*	15%	50%	28%	*	30%	38%
Economically Disadvantaged Students	58	732	732	729	*	24%	45%	21%	*	21%	22%
Non-Economically Disadvantaged Students	143	744	744	749	*	13%	47%	32%	*	36%	50%
Students with Disabilities	32	714	714	716	*	*	*	*	*	*	11%
Students without Disabilities	169	745	745	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Lincoln Middle School

2016-2017

Grade Span 06-08

31-2100-070

PASSAIC

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230 HAWTHORNE AVENUE

HAWTHORNE, NJ 07506

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	132	732	732	728	*	25%	32%	27%	*	28%	28%
White	76	734	734	736	*	22%	29%	32%	*	33%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	55	734	734	730	*	27%	33%	27%	*	29%	30%
Male	77	732	732	725	*	23%	31%	27%	*	27%	26%
Economically Disadvantaged Students	42	724	724	719	*	33%	31%	*	*	17%	19%
Non-Economically Disadvantaged Students	90	736	736	734	*	21%	32%	*	*	33%	34%
Students with Disabilities	24	716	716	705	*	*	*	*	*	17%	*
Students without Disabilities	108	736	736	734	*	*	*	*	*	31%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Lincoln Middle School
2016-2017
Grade Span 06-08

31-2100-070
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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	39	758	737	743	0%	*	*	72%	0%	72%	42%
White	32	757	742	751	0%	*	*	69%	0%	69%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	27	756	739	744	0%	*	*	*	0%	70%	43%
Male	12	762	736	741	0%	*	*	*	0%	75%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	39	758	741	747	0%	*	*	72%	0%	72%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	39	758	*	745	0%	*	*	72%	0%	72%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

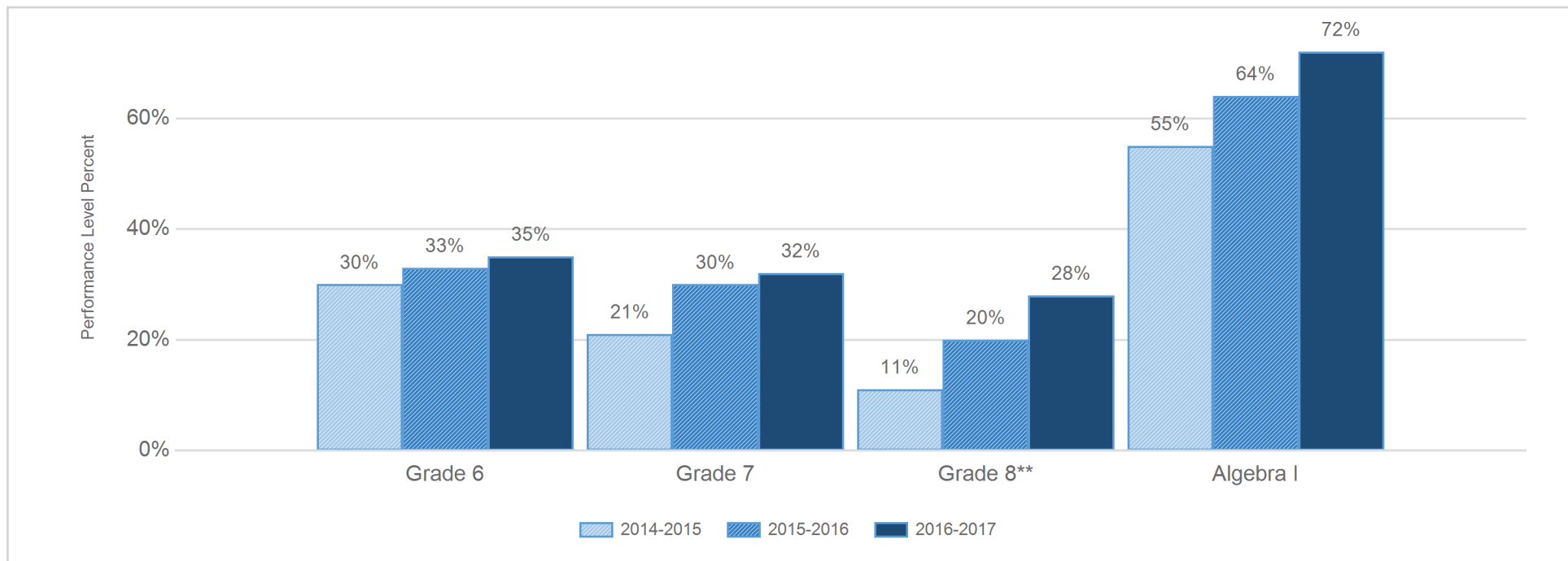


Lincoln Middle School
2016-2017
Grade Span 06-08

31-2100-070
PASSAIC
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Lincoln Middle School
2016-2017
Grade Span 06-08

31-2100-070
PASSAIC
HAWTHORNE BORO
230 HAWTHORNE AVENUE
HAWTHORNE, NJ 07506

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language 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. The table also shows 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
1	*	*	*
2	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N



Lincoln Middle School

2016-2017

Grade Span 06-08

31-2100-070

PASSAIC

HAWTHORNE BORO

230 HAWTHORNE AVENUE

HAWTHORNE, NJ 07506

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

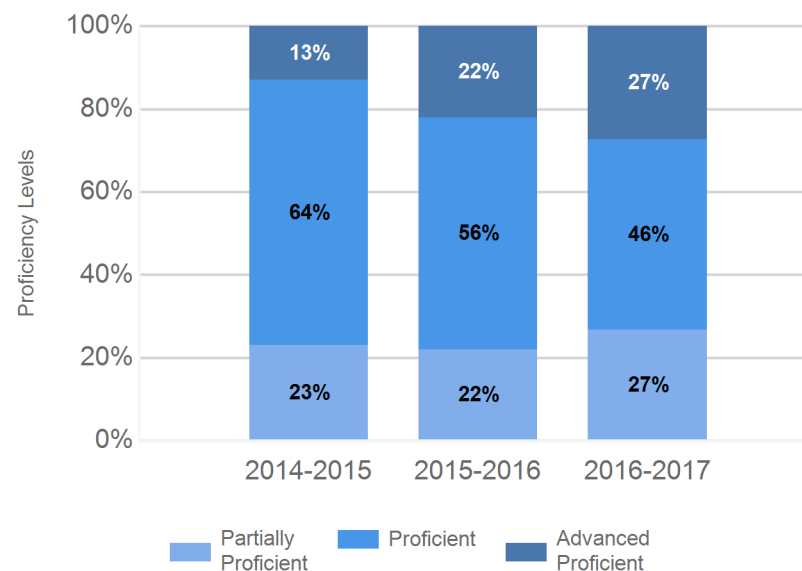
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	27%	46%	27%
White	31%	46%	23%
Hispanic	12%	48%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	9%	50%	41%
Students with Disabilities	7%	32%	61%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





Lincoln Middle School

2016-2017

Grade Span 06-08

31-2100-070

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230 HAWTHORNE AVENUE

HAWTHORNE, NJ 07506

This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	30	36	50	Not Met	50	52	50	Met Target
White	31	39.5	50	Not Met	54	55	52	Met Target
Hispanic	21	*	49	Not Met	40	*	47	Met Target
Black or African American	43	37	45	**	47	45.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	26	34	47	Not Met	40.5	47	46	Met Target
Students with Disabilities	34.5	*	41	Not Met	33	*	43	Not Met
English Learners	*	*	53	**	*	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



Lincoln Middle School
2016-2017
Grade Span 06-08

31-2100-070
PASSAIC
HAWTHORNE BORO
230 HAWTHORNE AVENUE
HAWTHORNE, NJ 07506

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 the prior year.

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

Low Growth: Less than 35

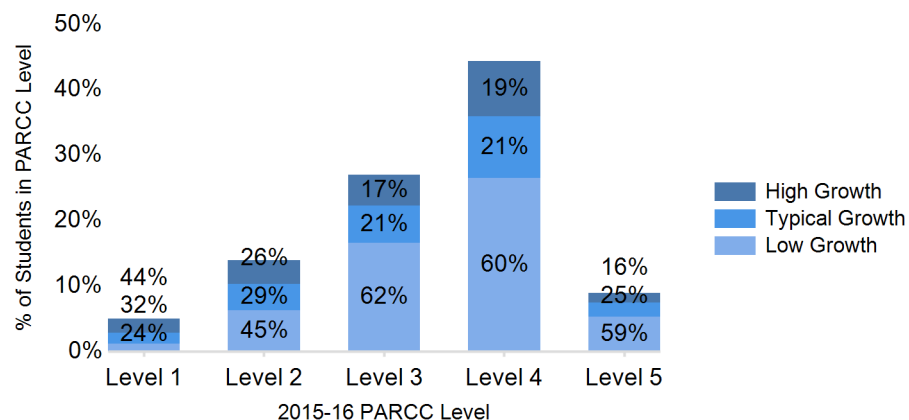
Typical Growth: Between 35 and 65

High Growth: Greater than 65

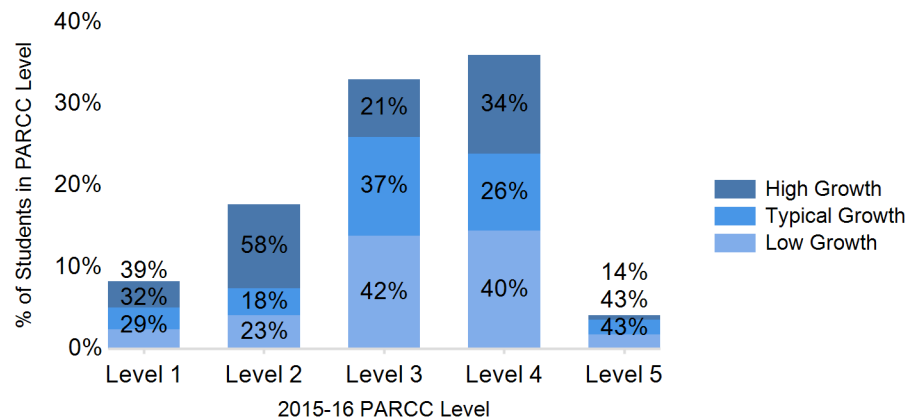
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA



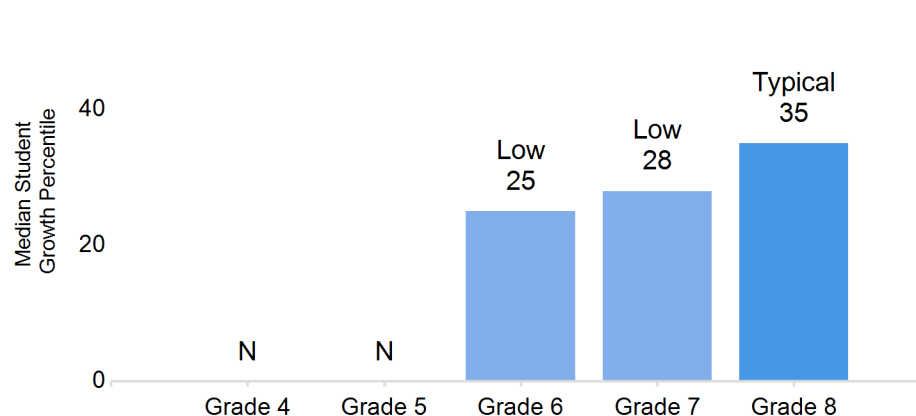
MATH



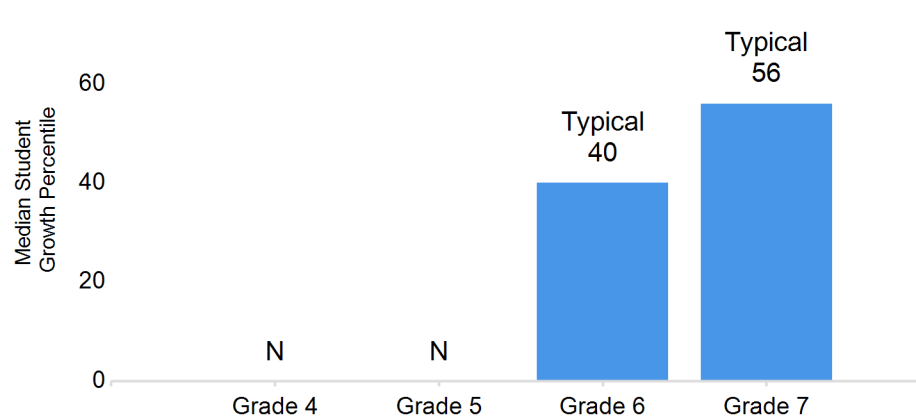
Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.

ELA



Math





Lincoln Middle School

2016-2017

Grade Span 06-08

31-2100-070

PASSAIC

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230 HAWTHORNE AVENUE

HAWTHORNE, NJ 07506

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	171
7	0	0	215
8	0	0	137
Schoolwide	0	0	523

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

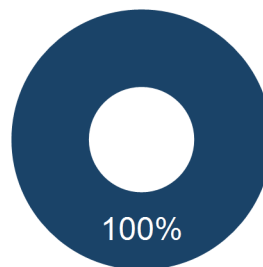
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	167	0	0	0	0
7	0	0	206	0	0	0	0
8	73	0	95	0	0	0	0
Schoolwide	73	0	468	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

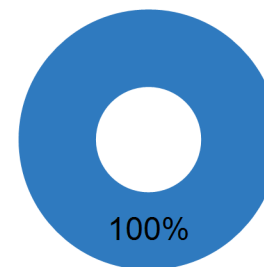
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

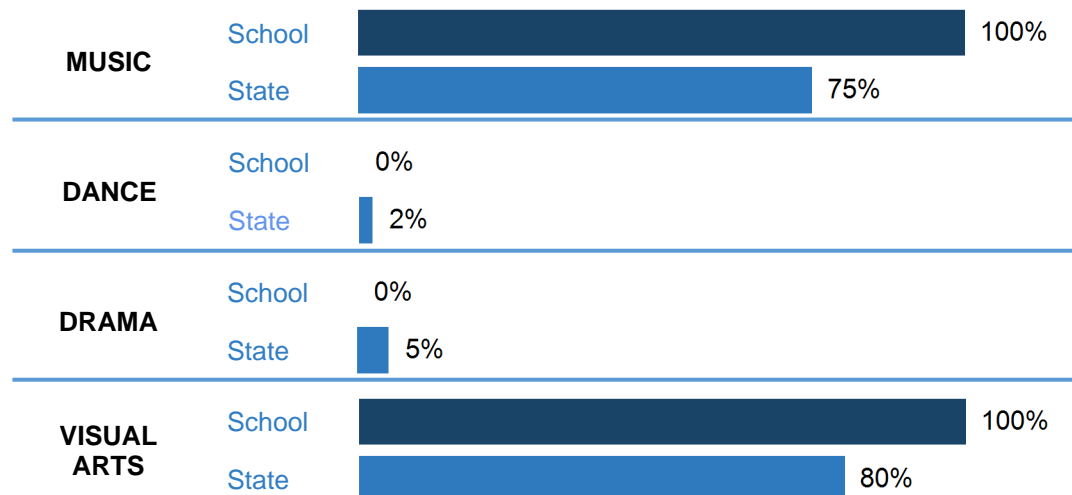


School



State

Students enrolled in one or more classes by discipline:





Lincoln Middle School
2016-2017
Grade Span 06-08

31-2100-070
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

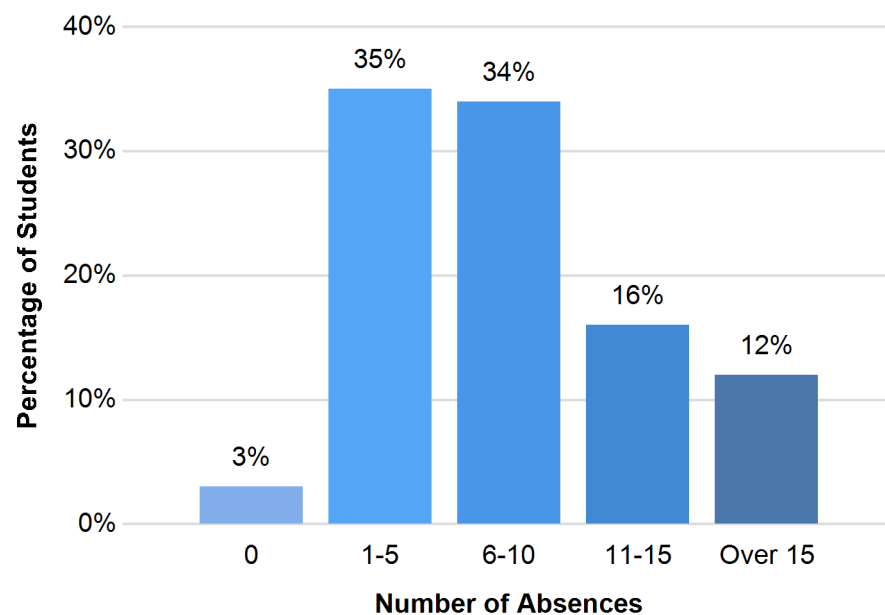
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.30	8.70	Met Target
White	8.90	8.70	Not Met
Hispanic	7.90	8.70	Met Target
Black or African American	4.80	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.80	8.70	Not Met
Students with Disabilities	15.80	8.70	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

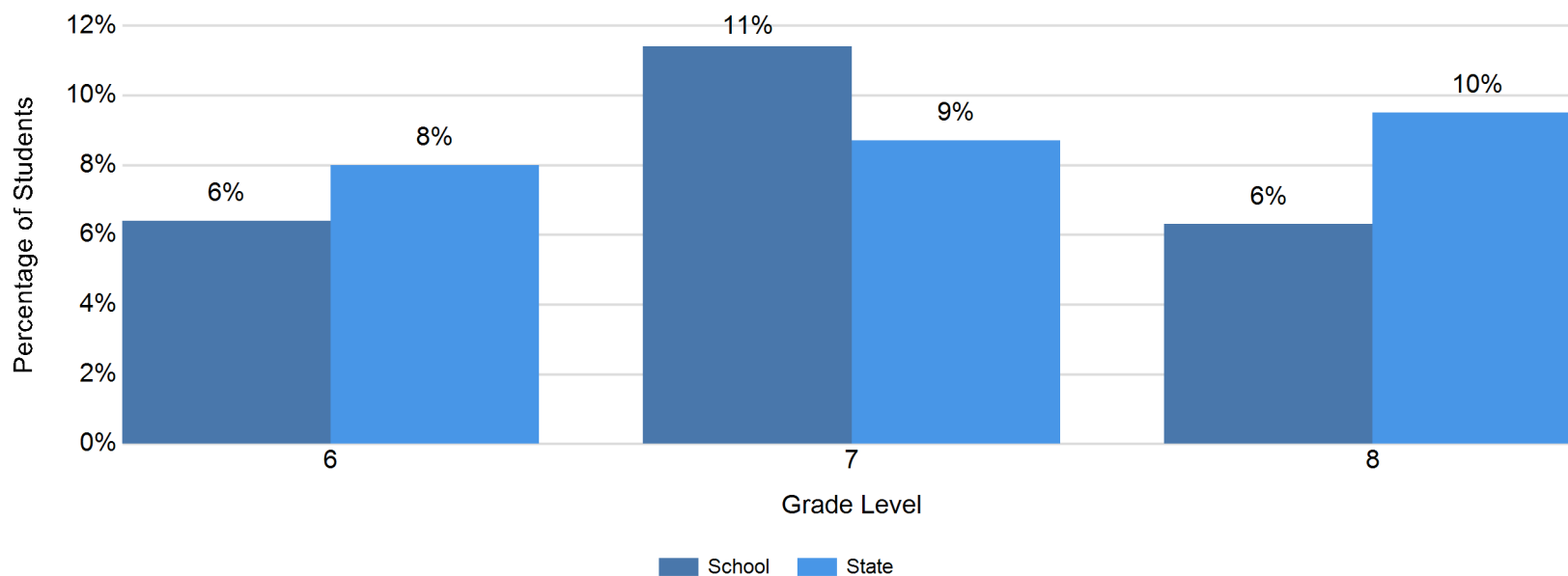
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Lincoln Middle School

2016-2017

Grade Span 06-08

31-2100-070

PASSAIC

HAWTHORNE BORO

230 HAWTHORNE AVENUE

HAWTHORNE, NJ 07506

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.

Category	School
Typical Start Time	8:00AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 15 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	6.9%
Any Suspension	6.9%

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	10
Vandalism	0
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	3.91

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Lincoln Middle School

2016-2017

Grade Span 06-08

31-2100-070

PASSAIC

HAWTHORNE BORO

230 HAWTHORNE AVENUE

HAWTHORNE, NJ 07506

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	215.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$518	\$14,079	\$14,597



Lincoln Middle School
2016-2017
Grade Span 06-08

31-2100-070
 PASSAIC
 HAWTHORNE BORO
 230 HAWTHORNE AVENUE
 HAWTHORNE, NJ 07506

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	54	120,724
Average years experience in public schools	7.4	11.8
Average years experience in district	7.0	10.5
Teachers in district for 4 or more years	50%	74%

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	15	9,506
Average years experience in public schools	13.9	15.9
Average years experience in district	9.1	11.6
Administrators in district for 4 or more years	53%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	281:1	159:1
Librarian/Media Specialists		598:1
Nurses		399:1
Counselors		598:1
Child Study Team		239:1



Lincoln Middle School

2016-2017

Grade Span 06-08

31-2100-070

PASSAIC

HAWTHORNE BORO

230 HAWTHORNE AVENUE

HAWTHORNE, NJ 07506

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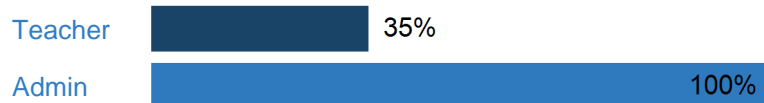
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



Lincoln Middle School

2016-2017

Grade Span 06-08

31-2100-070

PASSAIC

HAWTHORNE BORO

230 HAWTHORNE AVENUE

HAWTHORNE, NJ 07506

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	33.0	17.5%
Mathematics Proficiency	27.6	17.5%
English Language Arts Growth	2.2	25.0%
Mathematics Growth	39.0	25.0%
Chronic Absenteeism	39.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		26.8
Summative Rating: Percentile rank of Summative Score		16.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Lincoln Middle School

2016-2017

Grade Span 06-08

31-2100-070

PASSAIC

HAWTHORNE BORO

230 HAWTHORNE AVENUE

HAWTHORNE, NJ 07506

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	26.8	11.9	No	Not Met	Met Target	Met Target	Not Met	Met Target	No
White	24.0	11.9	No	Not Met	Met Target	Not Met	Not Met	Met Target	No
Hispanic	23.4	11.9	No	Not Met	Met Target†	Met Target	Not Met	Met Target	No
Black or African American	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	28.0	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	30.4	11.9	No	Met Target†	Met Target	Not Met	Not Met	Not Met	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Lincoln Middle School
2016-2017
Grade Span 06-08




31-2100-070
 PASSAIC
 HAWTHORNE BORO
 230 HAWTHORNE AVENUE
 HAWTHORNE, NJ 07506

School General Info

Principal:	Mrs. Devor	Email Address:	edevor@hawthorne.k12.nj.us
Address:	230 HAWTHORNE AVENUE HAWTHORNE, NJ 07506	Website:	https://www.hawthorne.k12.nj.us/Domain/9
Phone:	(973)423-6460	Twitter:	https://twitter.com/HPS_Lincoln

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:	<ul style="list-style-type: none"> • LMS launched a STEM course in the 2016-2017 school year. • The LMS Drama club put on a successful production of The Big Bad Musical. • LMS honors positive student behavior with its Random Acts of Kindness Everywhere program.
 Mission, Vision, Theme:	<p>School Vision: "Preparing the leaders of tomorrow by empowering them today." The mission of Lincoln Middle School is to provide a safe and challenging environment that fosters a love of learning. The middle school child is someone that is in the midst of transition, developing an identity and purpose. During this important stage of life, we provide students with meaningful learning opportunities that allow them to explore their developing needs and interests.</p>
 Awards, Recognition, Accomplishments:	<p>LMS has great success in the Math League Contest and received awards at both the school and individual level for the Passaic County Region. Students also participated and placed in the Patriot's Pen contest.</p>







Lincoln Middle School
2016-2017
Grade Span 06-08

31-2100-070
 PASSAIC
 HAWTHORNE BORO
 230 HAWTHORNE AVENUE
 HAWTHORNE, NJ 07506

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 Courses, Curriculum, Instruction:	<p>LMS has adopted Envisions2.0 curricular series for math. In ELA, students took part in Literacy Circles. Students receive differentiated instruction enhanced by technology through web-based programs such as Acheieve3000 and IXL Math. On average students spend between 75-100 minutes completing homework nightly. Students access school Gmail accounts, Real Time Parent Portal, and Google Classroom to communicate with teachers, check grades, and submit assignments electronically.</p>
 Sports and Athletics:	<p>Sports Offered: Basketball (Boys & Girls), Soccer (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Co-ed)</p> <p>Lincoln Middle School offers intramural sports for sixth grade students.</p>
 Clubs and Activities:	<p>Lincoln Middle School offers a variety of clubs which include: Robotics Club, Science Club, Yearbook, Club, Drama Club, and Jazz Band Club. In addition, we have a volunteer opportunity for students to be a member of the LMS Ambassadors. These students volunteer during our Back to School Night to help parents navigate the hallways and 5th Grade Fun Night to welcome incoming sixth graders. LMS has an active Student Council that runs many philanthropic events throughout the school year.</p>
 Before and After School Programs:	<p>Lincoln Middle School offers a breakfast program beginning at 7:40 each morning. The Boys and Girls Club of Hawthorne runs an after school program at Lincoln Middle School serving grades 6-8.</p>







Lincoln Middle School
2016-2017
Grade Span 06-08

31-2100-070
 PASSAIC
 HAWTHORNE BORO
 230 HAWTHORNE AVENUE
 HAWTHORNE, NJ 07506

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 Staff and Professional Learning:	<p>LMS has an ongoing commitment to staff development and program improvement. Each year all staff members participate in district and individual school-sponsored workshops that help the staff in the performance of their duties. Teachers meet by department each month to ensure vertical articulation of curriculum and analyze data. All staff members participate in a Professional Learning Communities, where they explore and investigate topics relevant to the needs of their students.</p>
 Student Supports and Services:	<p>Lincoln Middle School provides students with an English Language Learner Program. Students receive up to two periods of ELL instruction. Some LMS staff recieved Sheltered Instruction Observational Protocol training to enhance learning during core content areas. Lincoln Middle School offers a multitude of setting for classified students which include inclusion, resource, LLD and Life skills programs. The LMS I&RS team meets weekly to develop and monitor plans for struggling learners.</p>
 Student Health and Wellness:	<p>LMS has one guidance counselor to support the health and wellness of the Lincoln Middle School student body. Assembly programs focus on building student confidence and anti-bullying. LMS actively participates in the Week of Respect and Violence Awareness Week. LMS students have physical education twice a week and enjoy recess after eating lunch. Our Physical Education department collects individual student data using the Fitnessgram to promote physicality.</p>
 Parent and Community Involvement:	<p>Lincoln Middle School has an active and enthusiastic PTO. They support our students by making generous donations of materials and programs for LMS. The PTO also hosts dances and other events such as Laps For Lincoln that involve the students, parents and school community. Lincoln Middle School greatly appreciates the support and generosity of the Special Education Parent Advisory Council and the Hawthorne Education Foundation.</p>



Lincoln Middle School
2016-2017
Grade Span 06-08

31-2100-070
PASSAIC
HAWTHORNE BORO
230 HAWTHORNE AVENUE
HAWTHORNE, NJ 07506

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	LMS classrooms include a Media Center, Science Lab, two computer labs, two art rooms, a gymnasium and a STEM room with two 3-D printers.
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Lincoln Middle School
2016-2017
Grade Span 06-08

31-2100-070
PASSAIC
HAWTHORNE BORO
230 HAWTHORNE AVENUE
HAWTHORNE, NJ 07506

School Narrative

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Other Information:

LMS is currently home to 570 students in grades 6-8 with over 85 full and part-time staff. The day consists of 7, 51 minute classes. Students take Language Arts, Math, Science, Social Studies, Health, and Physical Education. Students have a choice of instrumental, vocal or general music. Student electives include: World Language, Art, Computers, Media Arts, STEM, Life and Career Skills for 21st Century, and Library Skills. These courses provide the students with the breadth of educational experiences needed for intellectual growth and for participation in our democratic society. The 6th and 7th grades are organized into two academic teams per grade level which foster collaboration and communication between team members. LMS is a Title I Targeted Assistance School and provides a basic skills program which supports both a push-in and pull-out support models. Students identified with special academic abilities are eligible to participate in our Network Program. Students are provided with educational enrichment experiences, which nurture their special strengths. These activities are in addition to their regular program of instruction. Technology integration is an ongoing point of emphasis at our school. Students and staff have regular access to class sets of Chromebook laptops and computer labs. Additionally, many classes utilize Google Classroom to enhance learning and promote collaboration. Each classroom at LMS




Roosevelt Elementary School
2016-2017
Grade Span KG-05

31-2100-080
PASSAIC
HAWTHORNE BORO
50 ROOSEVELT AVENUE
HAWTHORNE, NJ 07506

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Roosevelt Elementary School
2016-2017
Grade Span KG-05

31-2100-080
PASSAIC
HAWTHORNE BORO
50 ROOSEVELT AVENUE
HAWTHORNE, NJ 07506

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Roosevelt Elementary School
2016-2017
Grade Span KG-05

31-2100-080
PASSAIC
HAWTHORNE BORO
50 ROOSEVELT AVENUE
HAWTHORNE, NJ 07506

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	87	90	85
1	90	85	77
2	84	90	88
3	85	91	97
4	80	96	88
5	96	78	97
Ungraded	35	32	37
Total	557	562	569

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	2014-15	2015-16	2016-17
Female	50%	48%	48%
Male	50%	52%	52%
Economically Disadvantaged Students	23%	28%	30%
Students with Disabilities	18%	18%	18%
English Learners	2%	4%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	59.6%
Hispanic	33.7%
Black or African American	2.8%
Asian	1.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.1%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	90	90	85

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. All other students are included in Other Languages.

Home Language	% of Students
English	92.6%
Spanish	5.3%
Other	2.3%



Roosevelt Elementary School
2016-2017

Grade Span KG-05

31-2100-080
PASSAIC
HAWTHORNE BORO
50 ROOSEVELT AVENUE
HAWTHORNE, NJ 07506

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	281	99.0	60.50	52.90	54.90	60.5	62	Met Target†
White	180	98.4	63.90	56.80	63.90	63.9	64	Met Target†
Hispanic	86	100.0	53.40	43.60	39.80	53.4	55.5	Met Target†
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	122	98.5	62.30	60.00	62.20	62.3		
Male	159	99.4	59.10	46.50	48.10	59.1		
Economically Disadvantaged Students	87	100.0	47.10	*	36.20	47.1	45.1	Met Target
Non-Economically Disadvantaged Students	194	98.5	66.50	*	65.80	66.5		
Students with Disabilities	69	98.6	26.10	22.40	20.50	26.1	28.9	Met Target†
Students without Disabilities	212	99.1	71.70	60.40	61.90	71.7		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Roosevelt Elementary School
2016-2017

Grade Span KG-05

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	101	750	758	749	11%	*	28%	49%	*	52%	50%
White	64	752	760	759	*	*	31%	50%	0%	50%	61%
Hispanic	34	748	*	734	*	*	*	47%	*	56%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	52	751	761	754	*	*	29%	46%	*	50%	55%
Male	49	750	755	745	*	*	27%	51%	*	53%	46%
Economically Disadvantaged Students	33	740	*	731	*	*	33%	42%	*	42%	31%
Non-Economically Disadvantaged Students	68	755	*	762	*	*	25%	52%	*	56%	63%
Students with Disabilities	19	721	734	720	*	*	*	*	*	21%	24%
Students without Disabilities	82	757	764	755	*	*	*	*	*	59%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Roosevelt Elementary School
2016-2017

Grade Span KG-05

31-2100-080
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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	763	762	753	*	*	15%	54%	19%	73%	56%
White	56	769	766	762	0%	*	*	59%	23%	82%	67%
Hispanic	30	751	*	740	*	*	*	43%	*	53%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	40	767	767	758	*	*	*	60%	*	78%	61%
Male	52	760	757	749	*	*	*	50%	*	69%	51%
Economically Disadvantaged Students	32	750	752	737	*	*	*	44%	*	56%	36%
Non-Economically Disadvantaged Students	60	769	766	764	*	*	*	60%	*	82%	69%
Students with Disabilities	24	741	736	725	*	*	*	*	*	38%	25%
Students without Disabilities	68	770	769	759	*	*	*	*	*	85%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Roosevelt Elementary School
2016-2017

Grade Span KG-05

31-2100-080
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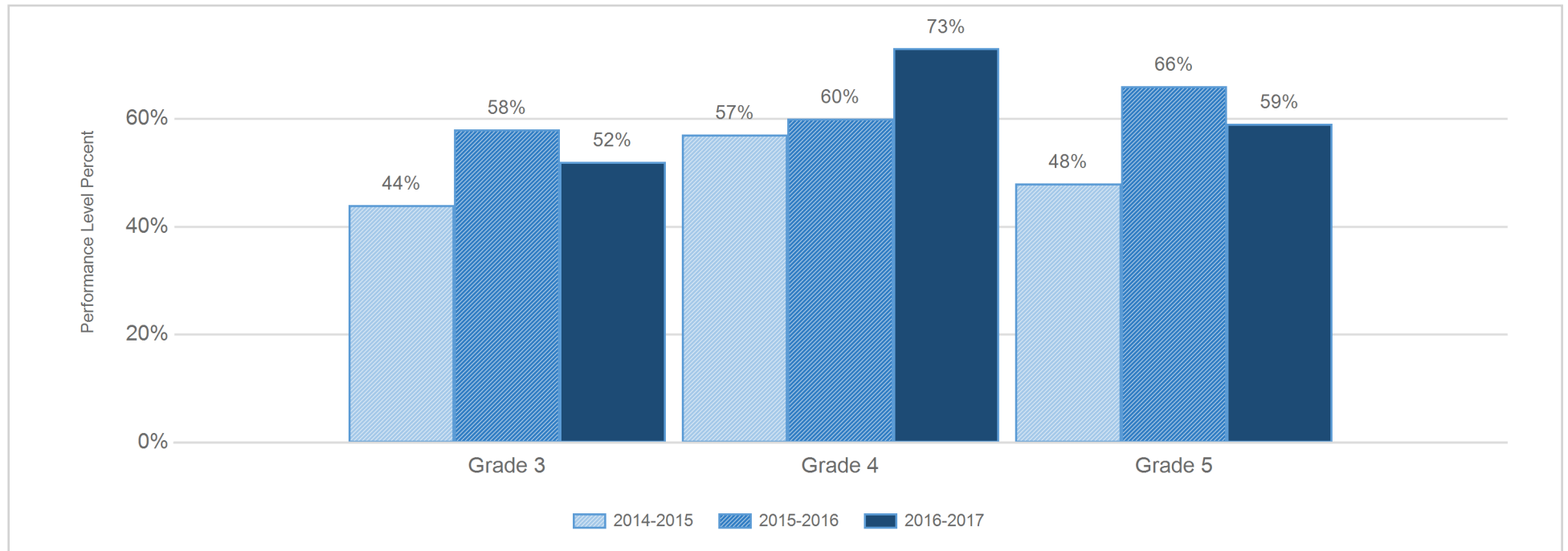
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	756	760	756	*	20%	19%	50%	*	59%	59%
White	66	758	763	763	*	18%	21%	50%	*	61%	69%
Hispanic	33	750	*	743	0%	*	*	49%	*	55%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	42	763	768	761	*	*	*	48%	*	62%	66%
Male	61	751	755	750	*	*	*	51%	*	57%	53%
Economically Disadvantaged Students	29	746	*	740	*	35%	*	41%	*	48%	40%
Non-Economically Disadvantaged Students	74	760	*	765	*	15%	*	53%	*	64%	71%
Students with Disabilities	24	728	734	725	*	*	*	*	0%	13%	22%
Students without Disabilities	79	764	766	762	*	*	*	*	13%	73%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Roosevelt Elementary School
2016-2017

Grade Span KG-05

31-2100-080
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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	281	99.0	39.80	37.20	43.50	39.8	47	Not Met
White	180	98.4	41.70	42.00	52.40	41.7	50.1	Not Met
Hispanic	86	100.0	36.10	27.00	27.60	36.1	39.4	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	122	98.6	39.40	38.70	44.10	39.4		
Male	159	99.4	40.30	35.90	42.90	40.3		
Economically Disadvantaged Students	87	100.0	31.00	*	25.10	31	33.7	Met Target†
Non-Economically Disadvantaged Students	194	98.6	43.80	*	54.30	43.8		
Students with Disabilities	69	98.6	23.20	*	16.50	23.2	25.9	Met Target†
Students without Disabilities	212	99.1	45.20	*	48.80	45.2		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Roosevelt Elementary School
2016-2017

Grade Span KG-05

31-2100-080
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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	102	736	745	751	*	21%	37%	29%	*	31%	53%
White	64	739	748	759	*	20%	38%	33%	*	34%	63%
Hispanic	35	732	*	738	*	*	34%	*	*	29%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	52	737	746	751	*	*	27%	33%	*	37%	52%
Male	50	735	744	751	*	*	48%	26%	*	26%	53%
Economically Disadvantaged Students	34	724	*	736	*	*	41%	*	*	15%	34%
Non-Economically Disadvantaged Students	68	742	*	761	*	*	35%	*	*	40%	65%
Students with Disabilities	19	713	728	729	*	*	*	*	*	21%	29%
Students without Disabilities	83	741	749	755	*	*	*	*	*	34%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Roosevelt Elementary School
2016-2017
Grade Span KG-05

31-2100-080
PASSAIC
HAWTHORNE BORO
50 ROOSEVELT AVENUE
HAWTHORNE, NJ 07506

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	93	743	744	747	*	16%	36%	41%	*	42%	47%
White	56	746	747	755	*	18%	38%	41%	*	43%	59%
Hispanic	31	737	*	734	*	*	36%	36%	0%	36%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	41	743	745	747	*	*	39%	32%	*	34%	47%
Male	52	744	744	747	*	*	33%	48%	*	48%	48%
Economically Disadvantaged Students	32	740	736	732	*	*	31%	38%	*	38%	27%
Non-Economically Disadvantaged Students	61	745	748	757	*	*	38%	43%	*	44%	61%
Students with Disabilities	24	726	724	724	*	*	*	*	*	25%	22%
Students without Disabilities	69	749	750	751	*	*	*	*	*	48%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Roosevelt Elementary School
2016-2017
Grade Span KG-05

31-2100-080
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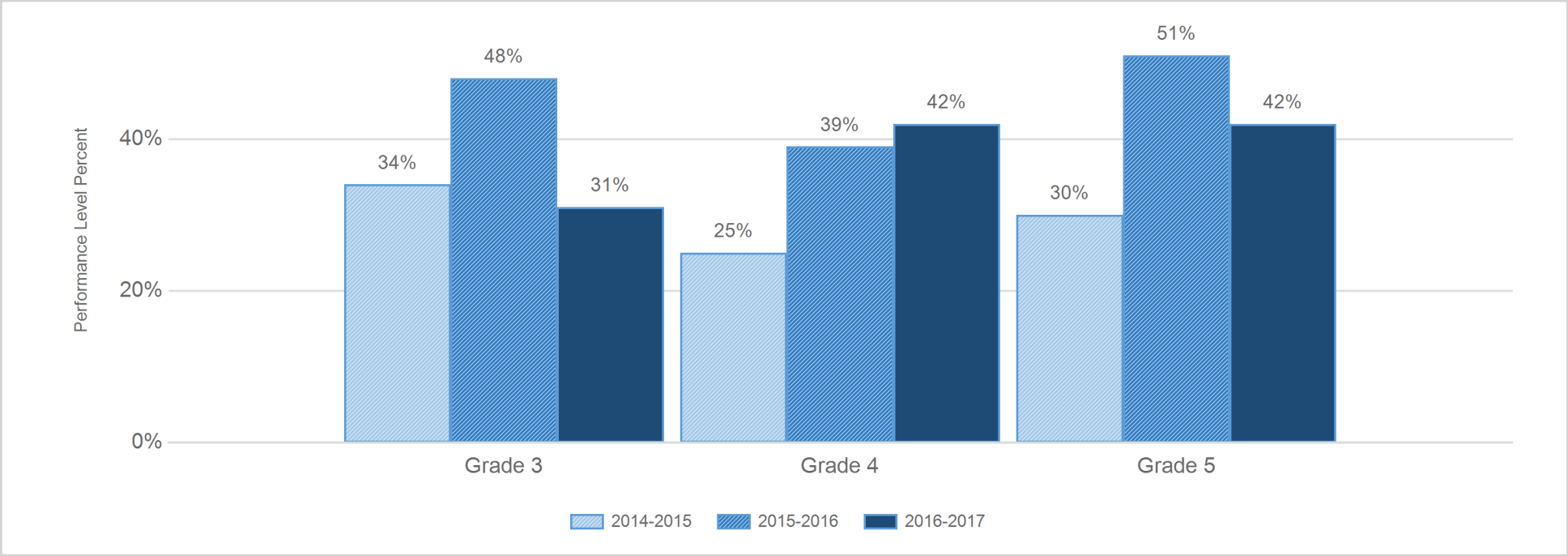
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	105	745	748	747	*	19%	35%	34%	*	42%	46%
White	66	747	752	754	*	18%	33%	38%	*	46%	57%
Hispanic	34	741	*	735	*	*	41%	29%	*	35%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	43	748	749	747	*	*	44%	40%	*	44%	47%
Male	62	744	748	746	*	*	29%	31%	*	40%	46%
Economically Disadvantaged Students	30	736	*	732	*	*	33%	*	*	33%	27%
Non-Economically Disadvantaged Students	75	749	*	756	*	*	36%	*	*	45%	59%
Students with Disabilities	24	726	727	725	*	*	*	*	*	13%	19%
Students without Disabilities	81	751	753	751	*	*	*	*	*	51%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Roosevelt Elementary School
2016-2017
Grade Span KG-05

31-2100-080
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Alternate Assessments - 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 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. The table also shows 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
1	13	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



Roosevelt Elementary School
2016-2017
Grade Span KG-05

31-2100-080
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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

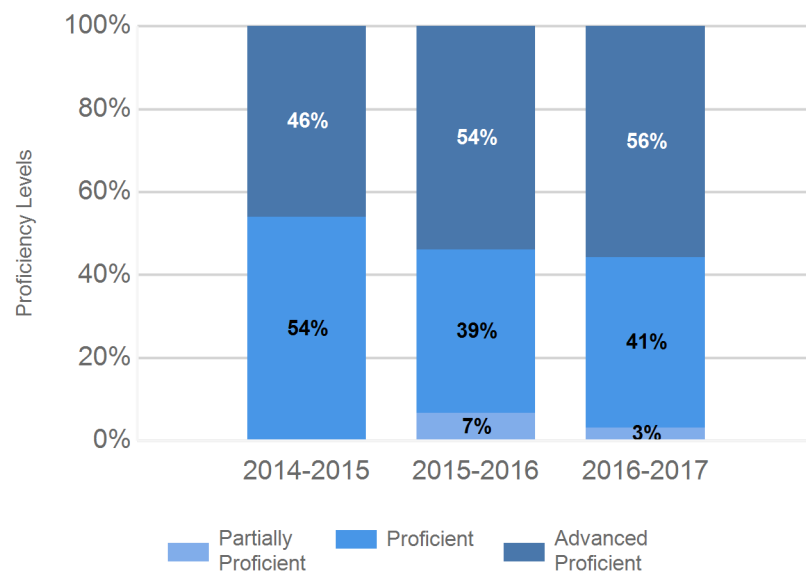
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	56%	41%	3%
White	61%	38%	2%
Hispanic	45%	52%	*
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	50%	50%	N
Students with Disabilities	46%	46%	8%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Roosevelt Elementary School
2016-2017

Grade Span KG-05

31-2100-080
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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	36	50	Met Target	54.5	52	50	Met Target
White	48.5	39.5	50	Met Target	54.5	55	52	Met Target
Hispanic	47	*	49	Met Target	53.5	*	47	Met Target
Black or African American	*	37	45	**	*	45.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	48	34	47	Met Target	54	47	46	Met Target
Students with Disabilities	48.5	*	41	Met Target	49	*	43	Met Target
English Learners	*	*	53	**	*	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



Roosevelt Elementary School
2016-2017

Grade Span KG-05

31-2100-080
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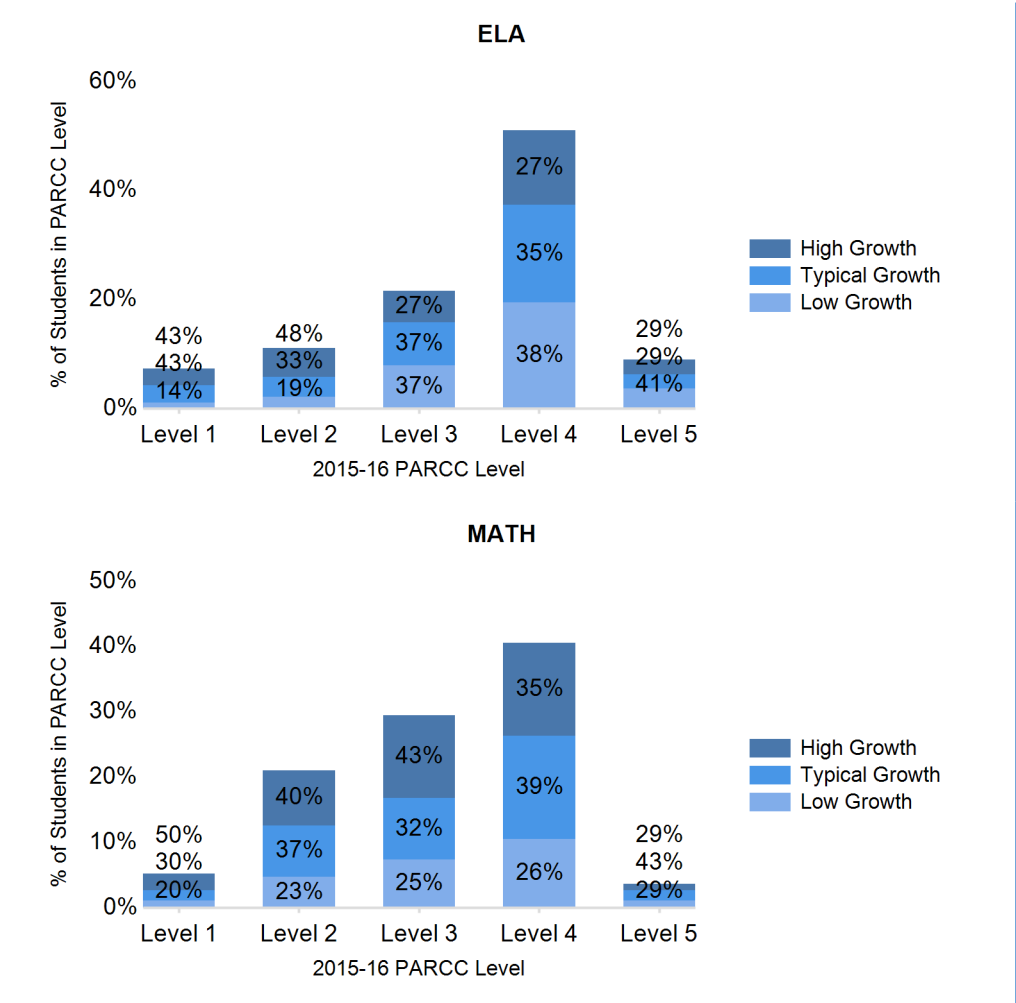
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

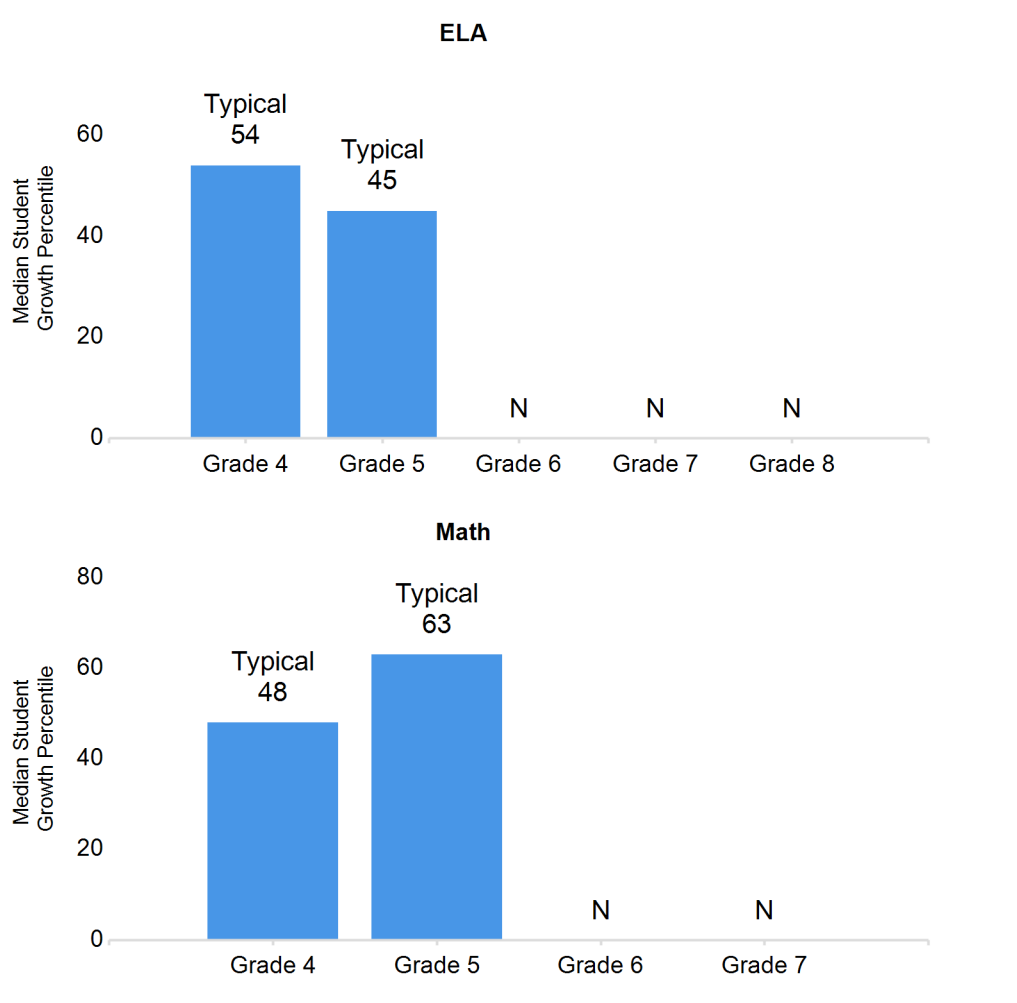
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





Roosevelt Elementary School
2016-2017

Grade Span KG-05

31-2100-080
PASSAIC
HAWTHORNE BORO
50 ROOSEVELT AVENUE
HAWTHORNE, NJ 07506

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

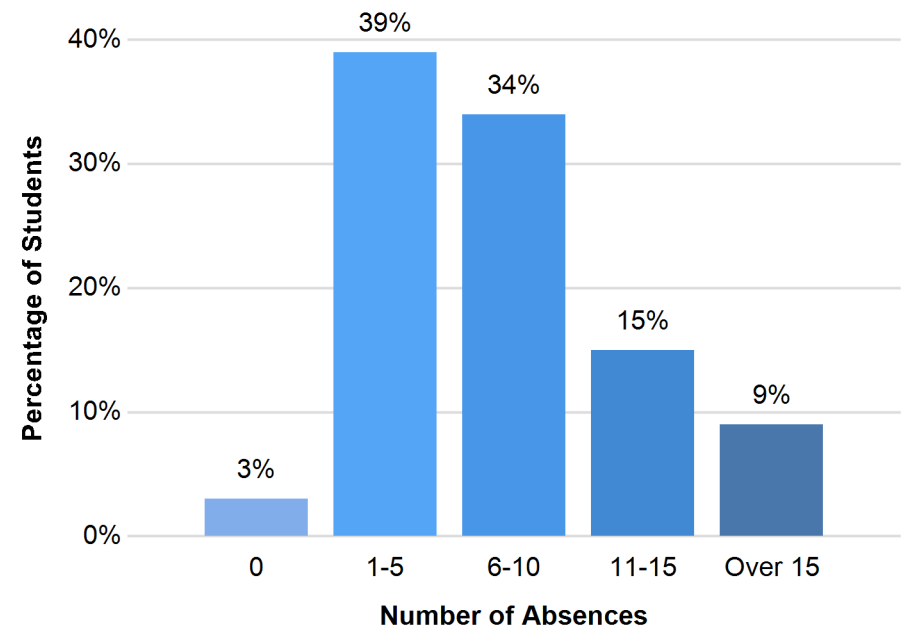
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.20	8.40	Met Target
White	7.10	8.40	Met Target
Hispanic	6.80	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.60	8.40	Not Met
Students with Disabilities	13.50	8.40	Not Met
English Learners	3.70	8.40	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

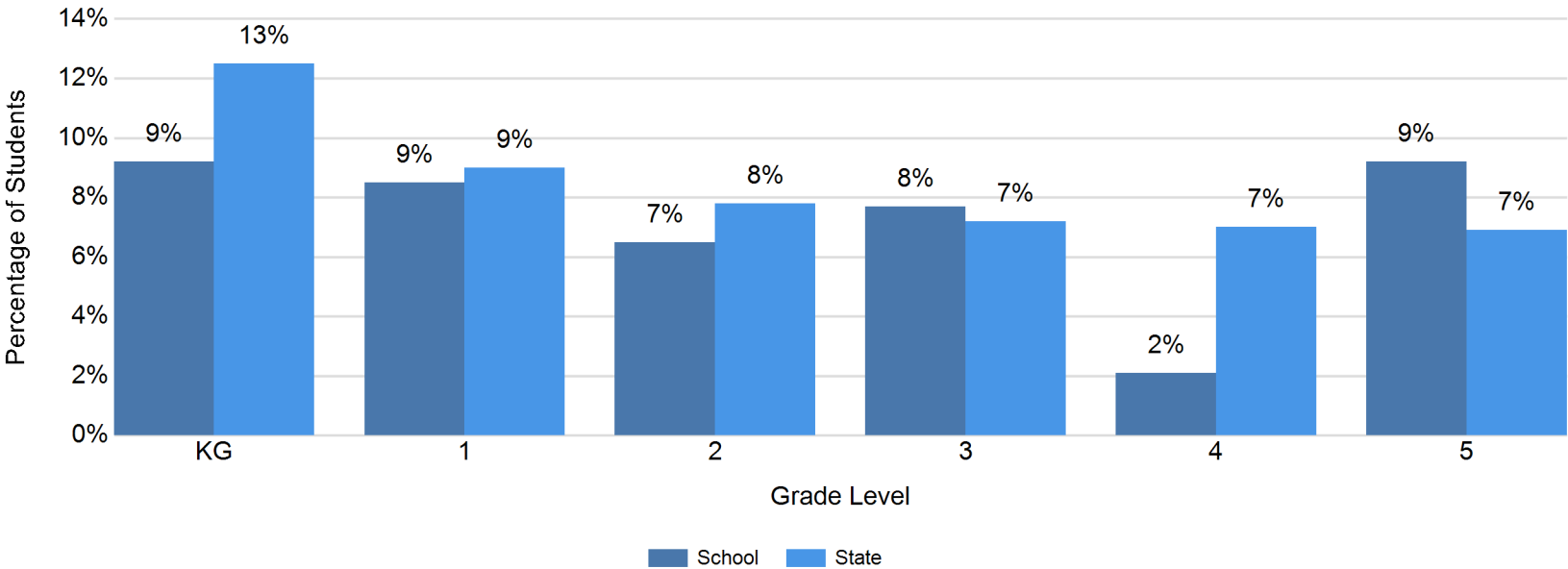
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Roosevelt Elementary School
2016-2017
Grade Span KG-05

31-2100-080
PASSAIC
HAWTHORNE BORO
50 ROOSEVELT AVENUE
HAWTHORNE, NJ 07506

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.

Category	School
Typical Start Time	8:40AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.2%
Any Suspension	0.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Roosevelt Elementary School
2016-2017
Grade Span KG-05

31-2100-080
 PASSAIC
 HAWTHORNE BORO
 50 ROOSEVELT AVENUE
 HAWTHORNE, NJ 07506

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	4.1:1	215.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$518	\$14,079	\$14,597



Roosevelt Elementary School
2016-2017
Grade Span KG-05

31-2100-080
PASSAIC
HAWTHORNE BORO
50 ROOSEVELT AVENUE
HAWTHORNE, NJ 07506

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	45	120,724
Average years experience in public schools	11.8	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	76%	74%

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	15	9,506
Average years experience in public schools	13.9	15.9
Average years experience in district	9.1	11.6
Administrators in district for 4 or more years	53%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	569:1	159:1
Librarian/Media Specialists		598:1
Nurses		399:1
Counselors		598:1
Child Study Team		239:1



Roosevelt Elementary School
2016-2017
Grade Span KG-05

31-2100-080
PASSAIC
HAWTHORNE BORO
50 ROOSEVELT AVENUE
HAWTHORNE, NJ 07506

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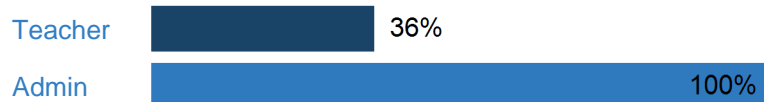
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



Roosevelt Elementary School
2016-2017
Grade Span KG-05

31-2100-080
PASSAIC
HAWTHORNE BORO
50 ROOSEVELT AVENUE
HAWTHORNE, NJ 07506

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	55.7	17.5%
Mathematics Proficiency	39.3	17.5%
English Language Arts Growth	47.5	25.0%
Mathematics Growth	65.7	25.0%
Chronic Absenteeism	48.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		52.2
Summative Rating: Percentile rank of Summative Score		53.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Roosevelt Elementary School
2016-2017

Grade Span KG-05

31-2100-080
PASSAIC
HAWTHORNE BORO
50 ROOSEVELT AVENUE
HAWTHORNE, NJ 07506

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	52.2	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
White	41.0	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Hispanic	61.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	62.6	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	63.6	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Roosevelt Elementary School
2016-2017
Grade Span KG-05

31-2100-080
 PASSAIC
 HAWTHORNE BORO
 50 ROOSEVELT AVENUE
 HAWTHORNE, NJ 07506

School General Info

Principal:	Mr. Pisacane	Email Address:	jpisacane@hawthorne.k12.nj.us
Address:	50 ROOSEVELT AVENUE HAWTHORNE, NJ 07506	Website:	https://www.hawthorne.k12.nj.us/Domain/11
Phone:	(973)423-6485	Twitter:	https://twitter.com/HPS_Roosevelt




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:	<ul style="list-style-type: none"> • Curriculum includes Reading and Writing Workshop Leveled Literacy, Multi-Sensory Phonics and the Envisions Math Program. • Technology is infused on a daily basis. • The Roosevelt School PTO funds 100% of our field trips, assemblies and teacher wish lists.
Mission, Vision, Theme:	<p>The mission of the Hawthorne Public School District is to provide a safe and challenging learning environment that fosters a love of learning.</p>




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.

 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>Roosevelt School is a comprehensive elementary school with self-contained classes for each grade level K-5 with Small Group and Inclusion classes in grades K,1, 3, 4 and 5. The school-wide curriculum includes the following subjects: Language Arts Literacy (Reading, Writing and Literature), Mathematics, Science, Social Studies, Physical Education, Health, English as a Second Language, Library, Spanish, Speech and Computers.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>Roosevelt School offers an Enrichment program for the academically gifted as well as a variety of student clubs where children can learn about art, photography, ecology, government and character education.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>To help meet the needs of our parent community, Roosevelt School has a School Age Child Care Program (SACC). State and County certified teachers provide supervised homework, fun activities, snack and recreational activities from the close of school until 6:00 pm. daily. The program is flexible to meet the individual needs of the families. For a fee, the parents can choose a program from one to five days per week.</p>

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 <div> <div>Staff and Professional Learning:</div> </div>	<p>Through the district's curriculum review and development committees, a district curriculum coordinator, in-service workshops, speakers at our regular faculty meetings, review of teaching material and budget development, our staff strives to meet the educational challenges of today, while at all times keeping the students first.</p>
 <div> <div>Student Supports and Services:</div> </div>	<p>Roosevelt School offers remedial instruction, which is provided to those students whose specific learning needs have been identified. These programs include: English Language Learner Support, Speech/Language Therapy, Occupational Therapy, Physical Therapy, Math/Reading/Language Basic Skills, Resource Room, collaborative teaching, supplementary instruction and the shared services of a Child Study Team.</p>
 <div> <div>Parent and Community Involvement:</div> </div>	<p>Parental involvement in all aspects of school life is encouraged. Roosevelt has a very active PTO (Parent Teacher Organization). Through a variety of fundraisers, the PTO actively supports and implements a wide range of activities and experiences. The PTO also sponsors all of our educational assemblies and class trips.</p>




Roosevelt Elementary School
2016-2017
Grade Span KG-05

31-2100-080
PASSAIC
HAWTHORNE BORO
50 ROOSEVELT AVENUE
HAWTHORNE, NJ 07506

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.

<div>Other Information:</div>	<p>We look forward to meeting new educational challenges facing all students under the leadership of our Superintendent of Schools. We have a dedicated and caring staff which utilizes their resources to help students prepare to meet our technologically sophisticated world by giving each student an opportunity to become informed, interested, involved and well-rounded.</p>
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Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
PASSAIC
HAWTHORNE BORO
233 GOFFLE HILL ROAD
HAWTHORNE, NJ 07507

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
PASSAIC
HAWTHORNE BORO
233 GOFFLE HILL ROAD
HAWTHORNE, NJ 07507

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
PASSAIC
HAWTHORNE BORO
233 GOFFLE HILL ROAD
HAWTHORNE, NJ 07507

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	5	14
KG	34	31	37
1	46	34	26
2	28	47	32
3	40	31	45
4	32	38	28
5	40	33	36
Ungraded	40	73	67
Total	260	292	285

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	2014-15	2015-16	2016-17
Female	45%	40%	44%
Male	55%	60%	56%
Economically Disadvantaged Students	10%	15%	15%
Students with Disabilities	31%	43%	38%
English Learners	1%	2%	2%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	69.8%
Hispanic	22.8%
Asian	4.2%
Black or African American	2.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.1%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	27	3	14
PK - Full Day	24	2	0
KG - Half Day	0	0	0
KG - Full Day	36	31	37

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. All other students are included in Other Languages.

Home Language	% of Students
English	96.1%
Spanish	2.5%
Other	1.5%



Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
PASSAIC
HAWTHORNE BORO
233 GOFFLE HILL ROAD
HAWTHORNE, NJ 07507

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	108	95.7	75.90	52.90	54.90	75.9	48.2	Met Target
White	88	95.7	77.30	56.80	63.90	77.3	53.4	Met Target
Hispanic	11	92.3	72.70	43.60	39.80	70.2	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	50.00	54.90	N	**	**
Female	49	98.0	81.70	60.00	62.20	81.7		
Male	59	93.8	71.20	46.50	48.10	70.1		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	20	91.3	40.00	22.40	20.50	38.3	25.9	Met Target
Students without Disabilities	88	96.8	84.10	60.40	61.90	84.1		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
PASSAIC
HAWTHORNE BORO
233 GOFFLE HILL ROAD
HAWTHORNE, NJ 07507

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	46	766	758	749	*	*	*	72%	*	78%	50%
White	41	767	760	759	*	*	*	71%	*	78%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	22	778	761	754	*	*	*	77%	*	91%	55%
Male	24	756	755	745	*	*	*	67%	*	67%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	46	766	758	752	*	*	*	72%	*	78%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Thomas Jefferson Elementary School
2016-2017

Grade Span PK-05

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	27	756	762	753	*	*	*	56%	*	67%	56%
White	19	754	766	762	*	*	*	68%	*	74%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	15	762	767	758	*	*	*	*	*	67%	61%
Male	12	749	757	749	*	*	*	*	*	67%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	27	756	766	764	*	*	*	56%	*	67%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	27	756	*	755	*	*	*	56%	*	67%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
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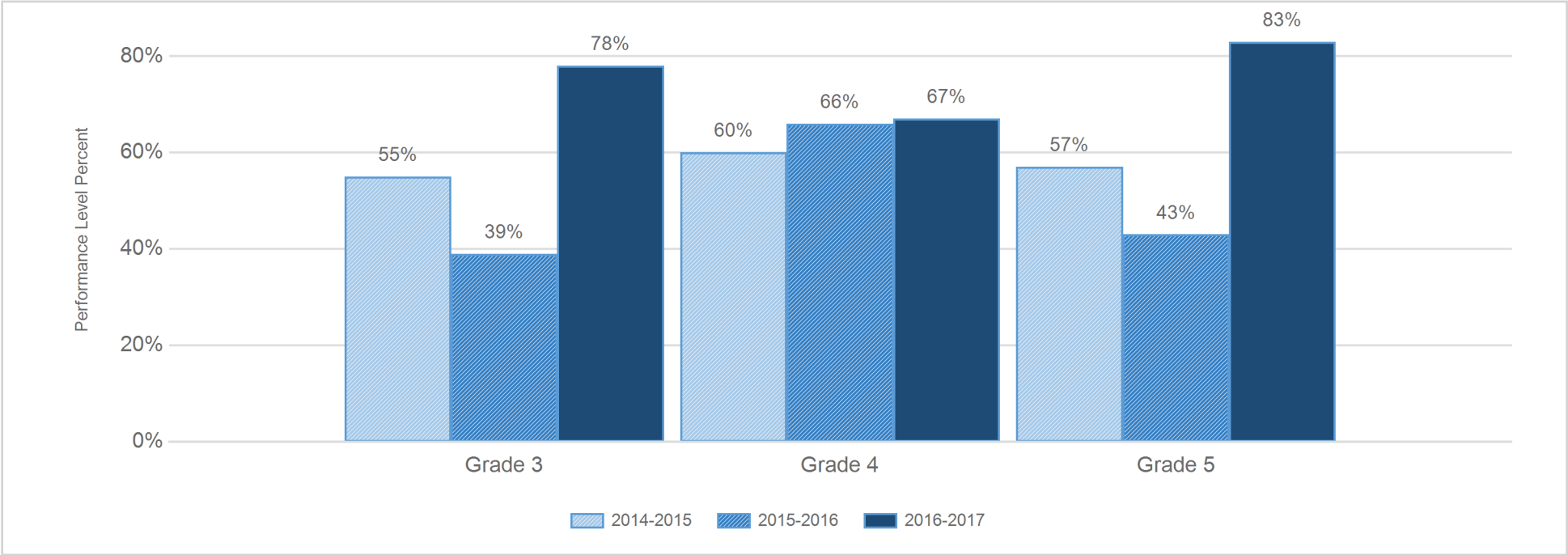
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	36	769	760	756	0%	0%	*	69%	*	83%	59%
White	29	769	763	763	0%	0%	*	69%	*	83%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	12	774	768	761	0%	0%	*	*	*	83%	66%
Male	24	767	755	750	0%	0%	*	*	*	83%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Thomas Jefferson Elementary School
2016-2017

Grade Span PK-05

31-2100-090
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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	107	94.0	61.70	37.20	43.50	60.9	52.4	Met Target
White	87	93.7	63.20	42.00	52.40	62.2	57	Met Target
Hispanic	11	92.3	45.50	27.00	27.60	43.9	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	50.00	44.90	N	**	**
Female	49	98.0	77.50	38.70	44.10	77.5		
Male	58	90.9	48.20	35.90	42.90	46.1		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	20	87.5	25.00	*	16.50	22.9	25.9	Met Target†
Students without Disabilities	87	95.7	70.10	*	48.80	70.1		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Thomas Jefferson Elementary School
2016-2017

Grade Span PK-05

31-2100-090
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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	46	757	745	751	*	*	30%	48%	*	61%	53%
White	41	759	748	759	*	*	27%	49%	*	63%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	22	769	746	751	*	*	*	55%	*	77%	52%
Male	24	747	744	751	*	*	*	42%	*	46%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	46	757	746	753	*	*	30%	48%	*	61%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	27	750	744	747	0%	*	*	48%	*	52%	47%
White	19	748	747	755	0%	*	*	*	*	47%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	15	760	745	747	0%	*	*	*	*	73%	47%
Male	12	738	744	747	0%	*	*	*	*	25%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	27	750	748	757	0%	*	*	48%	*	52%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	27	750	746	749	0%	*	*	48%	*	52%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Thomas Jefferson Elementary School
2016-2017

Grade Span PK-05

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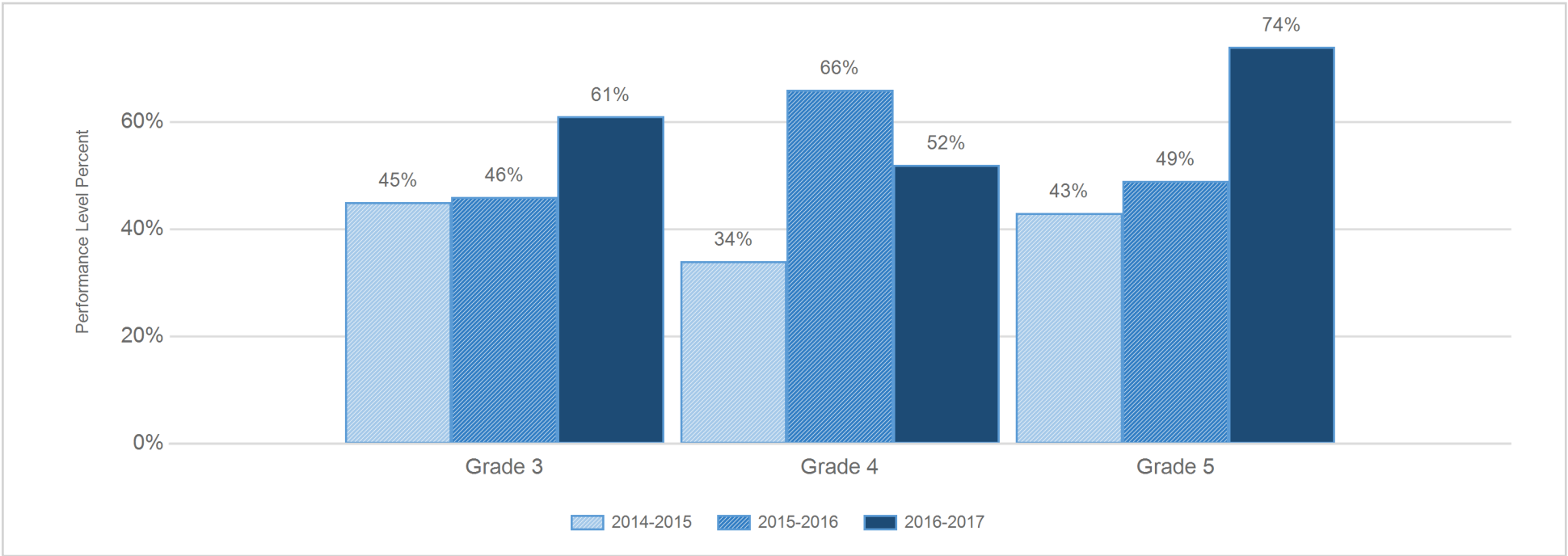
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	35	767	748	747	*	0%	*	54%	*	74%	46%
White	28	767	752	754	*	0%	*	61%	*	79%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	12	766	749	747	*	0%	*	*	*	83%	47%
Male	23	768	748	746	*	0%	*	*	*	70%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Thomas Jefferson Elementary School
2016-2017

Grade Span PK-05

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Alternate Assessments - 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	N	N

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. The table also shows 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
1	*	*	*
2	N	N	N
3	*	*	*
4	N	N	N
5+	N	N	N



Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

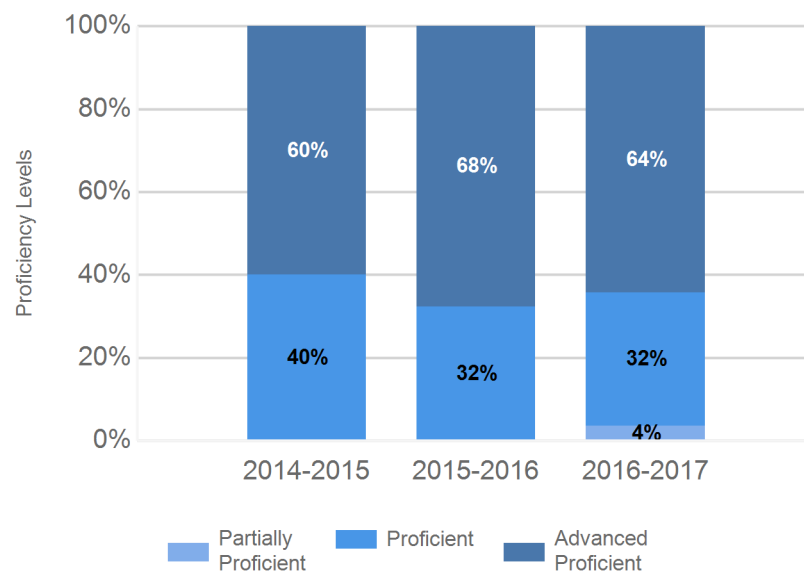
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	64%	32%	4%
White	60%	*	5%
Hispanic	*	*	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	*	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	57	36	50	Met Target	67	52	50	Exceeds Target
White	58	39.5	50	Met Target	67	55	52	Exceeds Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	*	37	45	**	*	45.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	44	*	41	**	31	*	43	**
English Learners	*	*	53	**	*	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



Thomas Jefferson Elementary School
2016-2017

Grade Span PK-05

31-2100-090
PASSAIC
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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 the prior year.

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

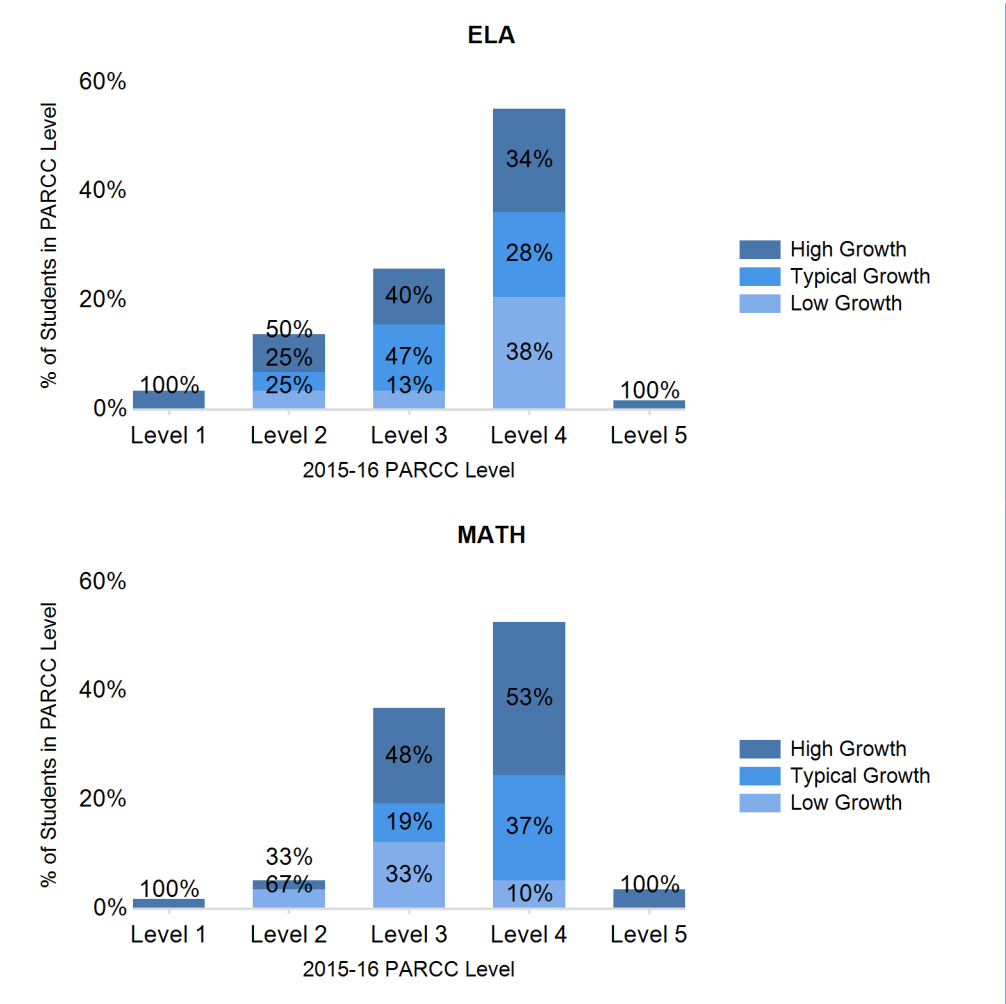
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

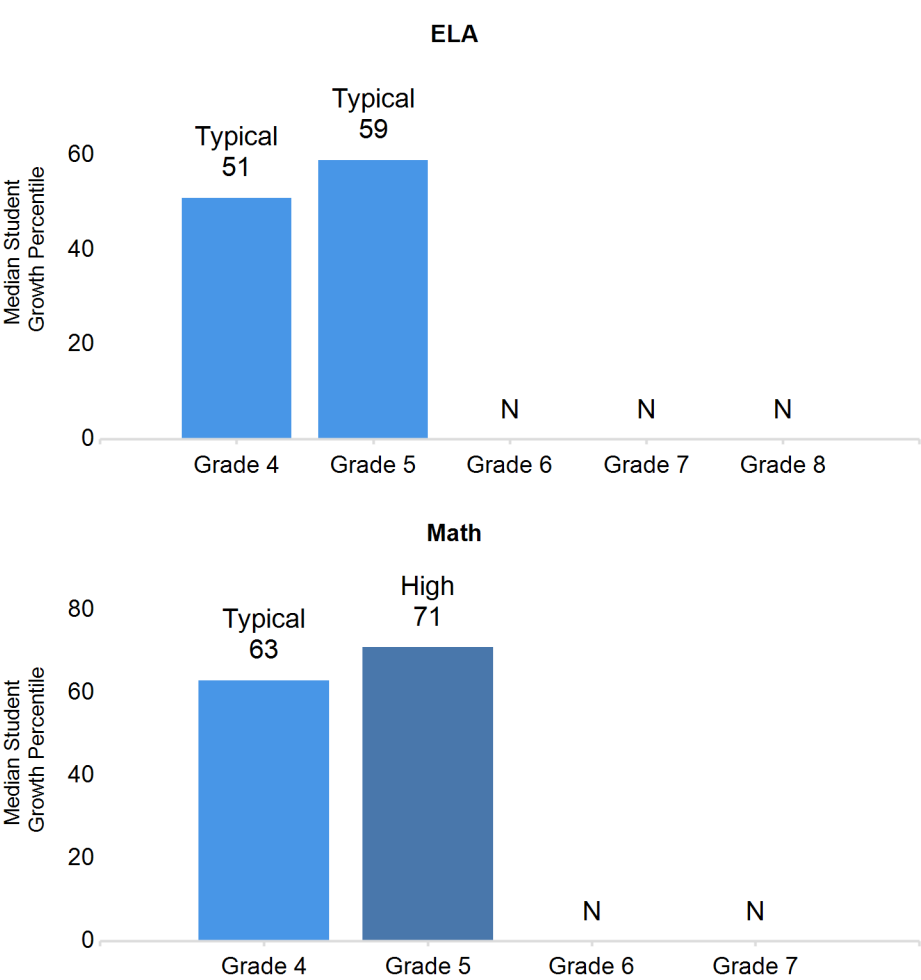
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

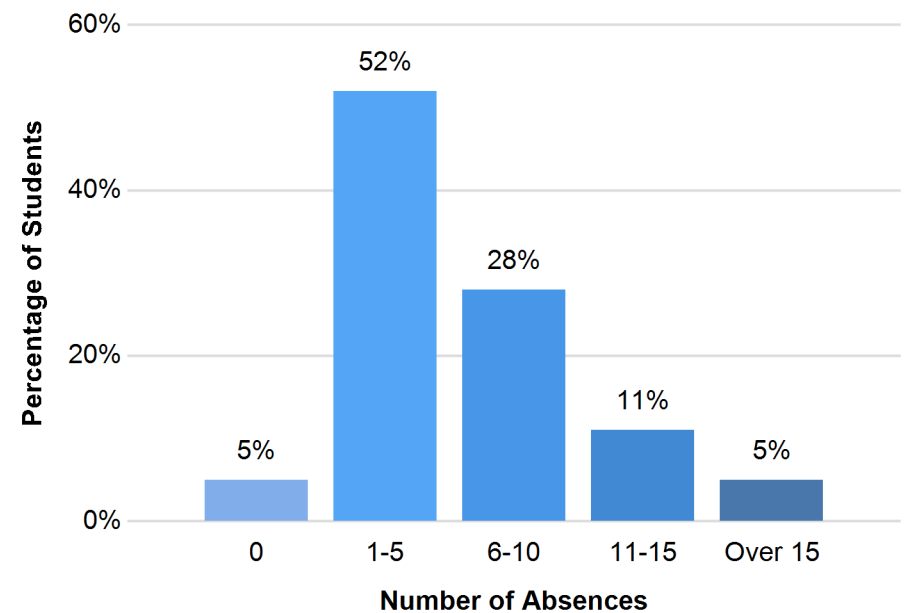
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.70	8.40	Met Target
White	3.60	8.40	Met Target
Hispanic	5.60	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	9.60	8.40	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

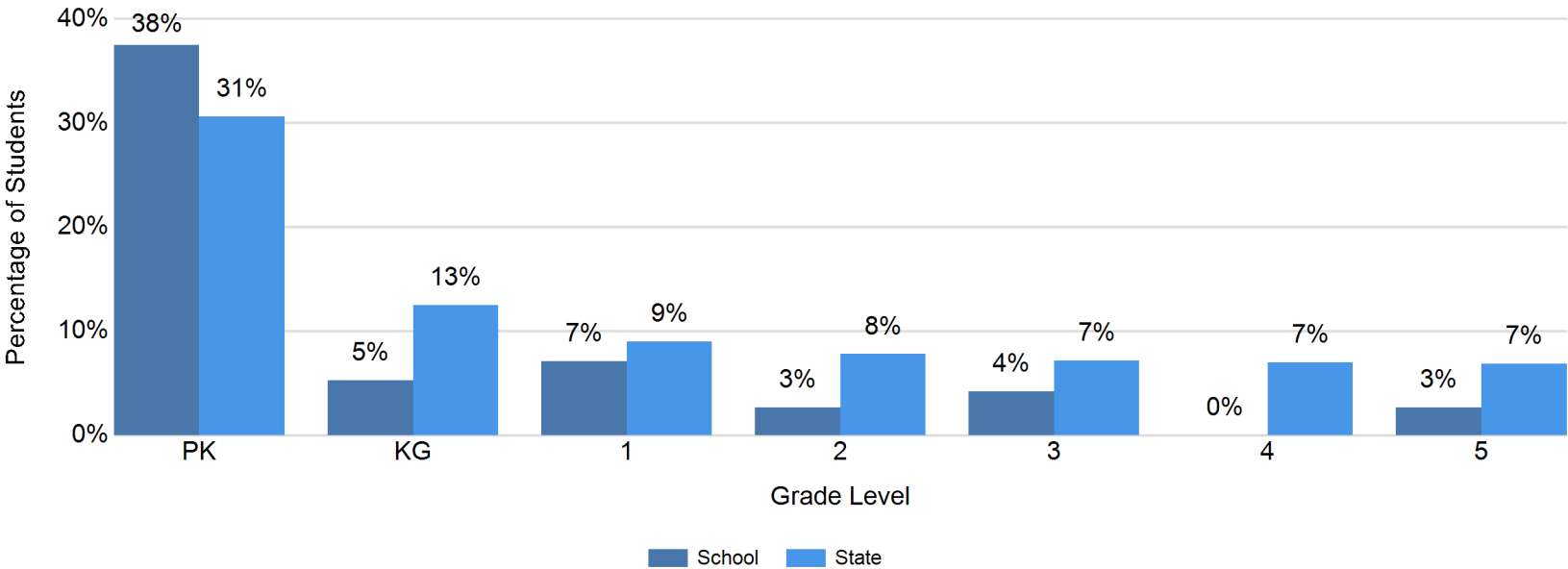
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
PASSAIC
HAWTHORNE BORO
233 GOFFLE HILL ROAD
HAWTHORNE, NJ 07507

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.

Category	School
Typical Start Time	8:45AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
 PASSAIC
 HAWTHORNE BORO
 233 GOFFLE HILL ROAD
 HAWTHORNE, NJ 07507

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.1:1	215.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$518	\$14,079	\$14,597



Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
PASSAIC
HAWTHORNE BORO
233 GOFFLE HILL ROAD
HAWTHORNE, NJ 07507

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	30	120,724
Average years experience in public schools	13.0	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	73%	74%

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	15	9,506
Average years experience in public schools	13.9	15.9
Average years experience in district	9.1	11.6
Administrators in district for 4 or more years	53%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	285:1	159:1
Librarian/Media Specialists		598:1
Nurses		399:1
Counselors		598:1
Child Study Team		239:1



Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
PASSAIC
HAWTHORNE BORO
233 GOFFLE HILL ROAD
HAWTHORNE, NJ 07507

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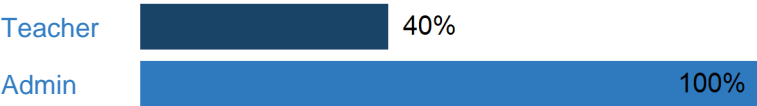
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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

Teacher	N
Admin	N

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
PASSAIC
HAWTHORNE BORO
233 GOFFLE HILL ROAD
HAWTHORNE, NJ 07507

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	83.3	17.5%
Mathematics Proficiency	65.9	17.5%
English Language Arts Growth	74.5	25.0%
Mathematics Growth	92.0	25.0%
Chronic Absenteeism	78.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		79.5
Summative Rating: Percentile rank of Summative Score		90.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
PASSAIC
HAWTHORNE BORO
233 GOFFLE HILL ROAD
HAWTHORNE, NJ 07507

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	79.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	77.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target†	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
 PASSAIC
 HAWTHORNE BORO
 233 GOFFLE HILL ROAD
 HAWTHORNE, NJ 07507

School General Info

Principal:	Mr. Droske	Email Address:	sdroske@hawthorne.k12.nj.us
Address:	233 GOFFLE HILL ROAD HAWTHORNE, NJ 07507	Website:	https://www.hawthorne.k12.nj.us/Domain/10
Phone:	(973)423-6480	Twitter:	https://twitter.com/hps_jefferson




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:	<ul style="list-style-type: none"> • Curriculum includes Reading and Writing Workshop Leveled Literacy, Multi-Sensory Phonics and the Envisions Math Program. • Technology is infused on a daily basis through the use of Chromebooks, iPads, Interactive Boards and other devices. • Student-driven clubs include student council, art studio, and Autism Avengers.
Mission, Vision, Theme:	The mission of the Hawthorne Public School District is to provide a safe and challenging learning environment that fosters a love of learning.
Awards, Recognition, Accomplishments:	Thomas Jefferson School was recognized as a National Blue Ribbon School of Excellence in 2011.

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.

 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<div> <div>Jefferson School is a comprehensive elementary school with self-contained classes for each grade level K-5 with in-class resource classes in grades 2 and 5. There are two classes for students with multiple disabilities spanning grades 1 to 5. The school-wide curriculum includes the following subjects: Language Arts Literacy (Reading, Writing and Literature), Mathematics, Science, Social Studies, Physical Education, Health, English as a Second Language, Library, Spanish, Speech and Computers.</div> </div>
 <div> <div>Clubs and Activities:</div> </div>	<div> <div>Jefferson School offers an Enrichment program for the academically gifted as well as a variety of student clubs, including student council, art studio, and Autism Avengers.</div> </div>
 <div> <div>Before and After School Programs:</div> </div>	<div> <div>To help meet the needs of our parent community, Jefferson School has a School Age Child Care Program (SACC). State and County certified teachers provide supervised homework, fun activities, snack and recreational activities from the close of school until 6:00 pm. daily. The program is flexible to meet the individual needs of the families. For a fee, the parents can choose a program from one to five days per week.</div> </div>






Thomas Jefferson Elementary School
2016-2017
Grade Span PK-05

31-2100-090
PASSAIC
HAWTHORNE BORO
233 GOFFLE HILL ROAD
HAWTHORNE, NJ 07507

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.

 Staff and Professional Learning:	Through the district's curriculum review and development committees, a district curriculum coordinator, in-service workshops, speakers at our regular faculty meetings, review of teaching material and budget development, our staff strives to meet the educational challenges of today, while at all times keeping the students first.
 Student Supports and Services:	Jefferson School offers a comprehensive program of support for our students. In addition to counseling for emotional, social and behavioral guidance, we also offer programs such as: English Language Learner Support, Speech/Language Therapy, Occupational Therapy, Physical Therapy, Math/Reading/Language Basic Skills, collaborative teaching, supplementary instruction and the shared services of a Child Study Team.
 Parent and Community Involvement:	Parental involvement in all aspects of school life is encouraged. Jefferson has a very active PTO (Parent Teacher Organization). Through a variety of fundraisers, the PTO actively supports and implements a wide range of activities and experiences. The PTO also helps sponsor all of our educational assemblies and class trips.




Washington Elementary School
2016-2017
Grade Span KG-05

31-2100-100
PASSAIC
HAWTHORNE BORO
176 MOHAWK AVENUE
HAWTHORNE, NJ 07506

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Washington Elementary School
2016-2017
Grade Span KG-05

31-2100-100
PASSAIC
HAWTHORNE BORO
176 MOHAWK AVENUE
HAWTHORNE, NJ 07506

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Washington Elementary School
2016-2017
Grade Span KG-05

31-2100-100
PASSAIC
HAWTHORNE BORO
176 MOHAWK AVENUE
HAWTHORNE, NJ 07506

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	42	34	39
1	43	51	43
2	41	35	48
3	40	36	34
4	30	41	40
5	53	33	45
Ungraded	12	15	15
Total	261	245	264

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	2014-15	2015-16	2016-17
Female	51%	53%	54%
Male	49%	47%	46%
Economically Disadvantaged Students	45%	49%	47%
Students with Disabilities	15%	19%	20%
English Learners	5%	3%	6%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	53.8%
White	37.5%
Black or African American	4.9%
Asian	1.9%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	1.5%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	43	34	39

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. All other students are included in Other Languages.

Home Language	% of Students
English	90.5%
Spanish	8.0%
Other	1.6%



Washington Elementary School
2016-2017
Grade Span KG-05

31-2100-100
PASSAIC
HAWTHORNE BORO
176 MOHAWK AVENUE
HAWTHORNE, NJ 07506

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	105	95.0	74.30	52.90	54.90	74.3	64.6	Met Target
White	40	95.5	80.00	56.80	63.90	80	77.3	Met Goal
Hispanic	59	95.7	69.50	43.60	39.80	69.5	53.5	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	50.00	54.90	N	**	**
Female	55	95.2	80.00	60.00	62.20	80		
Male	50	94.8	68.00	46.50	48.10	67.4		
Economically Disadvantaged Students	53	96.6	62.20	*	36.20	*	54.3	Met Target
Non-Economically Disadvantaged Students	52	93.5	86.60	*	65.80	*		
Students with Disabilities	17	85.0	47.10	22.40	20.50	42.1	N	N
Students without Disabilities	88	97.0	79.50	60.40	61.90	79.5		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	*	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Washington Elementary School
2016-2017

Grade Span KG-05

31-2100-100
PASSAIC
HAWTHORNE BORO
176 MOHAWK AVENUE
HAWTHORNE, NJ 07506

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	35	770	758	749	0%	*	*	66%	*	74%	50%
White	12	777	760	759	0%	*	*	*	*	75%	61%
Hispanic	20	766	*	734	0%	0%	*	70%	*	75%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	17	773	761	754	0%	*	*	77%	*	82%	55%
Male	18	768	755	745	0%	*	*	56%	*	67%	46%
Economically Disadvantaged Students	21	767	*	731	0%	*	*	57%	*	67%	31%
Non-Economically Disadvantaged Students	14	775	*	762	0%	*	*	79%	*	86%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Washington Elementary School
2016-2017

Grade Span KG-05

31-2100-100
PASSAIC
HAWTHORNE BORO
176 MOHAWK AVENUE
HAWTHORNE, NJ 07506

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	35	763	762	753	*	*	*	51%	*	69%	56%
White	13	770	766	762	0%	0%	*	*	*	77%	67%
Hispanic	21	758	*	740	*	*	*	*	*	62%	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	21	770	767	758	*	*	*	*	*	76%	61%
Male	14	752	757	749	*	*	*	*	*	57%	51%
Economically Disadvantaged Students	16	756	752	737	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	19	769	766	764	*	*	*	*	*	84%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	35	763	*	755	*	*	*	51%	*	69%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Washington Elementary School
2016-2017

Grade Span KG-05

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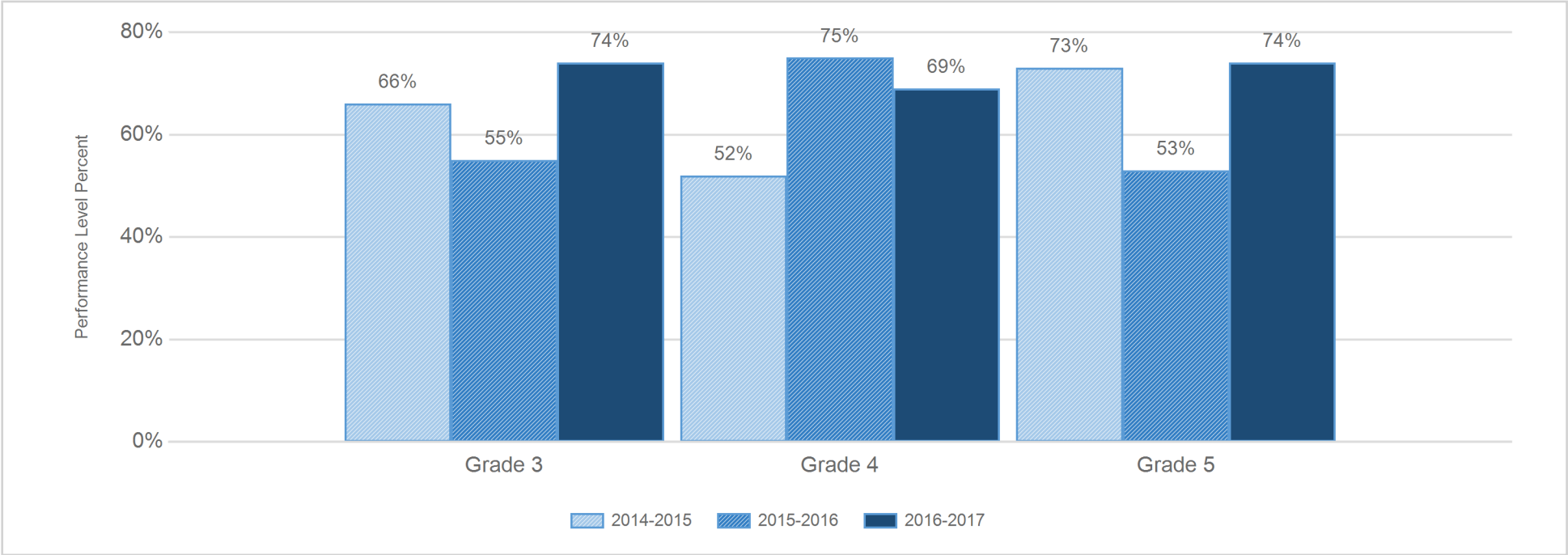
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	43	764	760	756	0%	*	*	67%	*	74%	59%
White	17	769	763	763	0%	*	*	65%	*	77%	69%
Hispanic	24	761	*	743	0%	*	*	67%	*	71%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	22	773	768	761	0%	*	*	73%	*	82%	66%
Male	21	756	755	750	0%	*	*	62%	*	67%	53%
Economically Disadvantaged Students	18	761	*	740	0%	*	*	61%	*	67%	40%
Non-Economically Disadvantaged Students	25	767	*	765	0%	*	*	72%	*	80%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	43	764	761	757	0%	*	*	67%	*	74%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Washington Elementary School
2016-2017

Grade Span KG-05

31-2100-100
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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	106	95.2	45.30	37.20	43.50	45.3	46.3	Met Target†
White	40	95.6	57.50	42.00	52.40	57.5	55.1	Met Target
Hispanic	60	95.8	40.00	27.00	27.60	40	41.6	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	50.00	44.90	N	**	**
Female	55	95.4	40.00	38.70	44.10	40		
Male	51	94.9	50.90	35.90	42.90	50.7		
Economically Disadvantaged Students	53	96.7	35.90	*	25.10	*	37.5	Met Target†
Non-Economically Disadvantaged Students	53	93.7	54.80	*	54.30	*		
Students with Disabilities	18	85.7	38.90	*	16.50	35	18.3	Met Target
Students without Disabilities	88	97.1	46.60	*	48.80	46.6		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Washington Elementary School
2016-2017

Grade Span KG-05

31-2100-100
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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	35	756	745	751	0%	*	43%	43%	*	51%	53%
White	12	760	748	759	0%	*	*	*	*	58%	63%
Hispanic	20	753	*	738	0%	*	*	*	*	50%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	17	747	746	751	0%	*	*	*	*	35%	52%
Male	18	764	744	751	0%	*	*	*	*	67%	53%
Economically Disadvantaged Students	21	753	*	736	0%	*	*	*	*	43%	34%
Non-Economically Disadvantaged Students	14	759	*	761	0%	*	*	*	*	64%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Washington Elementary School
2016-2017
Grade Span KG-05

31-2100-100
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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	37	742	744	747	*	*	27%	43%	*	46%	47%
White	14	750	747	755	*	*	*	*	0%	64%	59%
Hispanic	22	736	*	734	*	*	*	*	*	36%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	23	738	745	747	*	*	*	*	*	44%	47%
Male	14	748	744	747	*	*	*	*	*	50%	48%
Economically Disadvantaged Students	18	731	736	732	*	*	*	*	*	28%	27%
Non-Economically Disadvantaged Students	19	752	748	757	*	*	*	*	*	63%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Washington Elementary School
2016-2017
Grade Span KG-05

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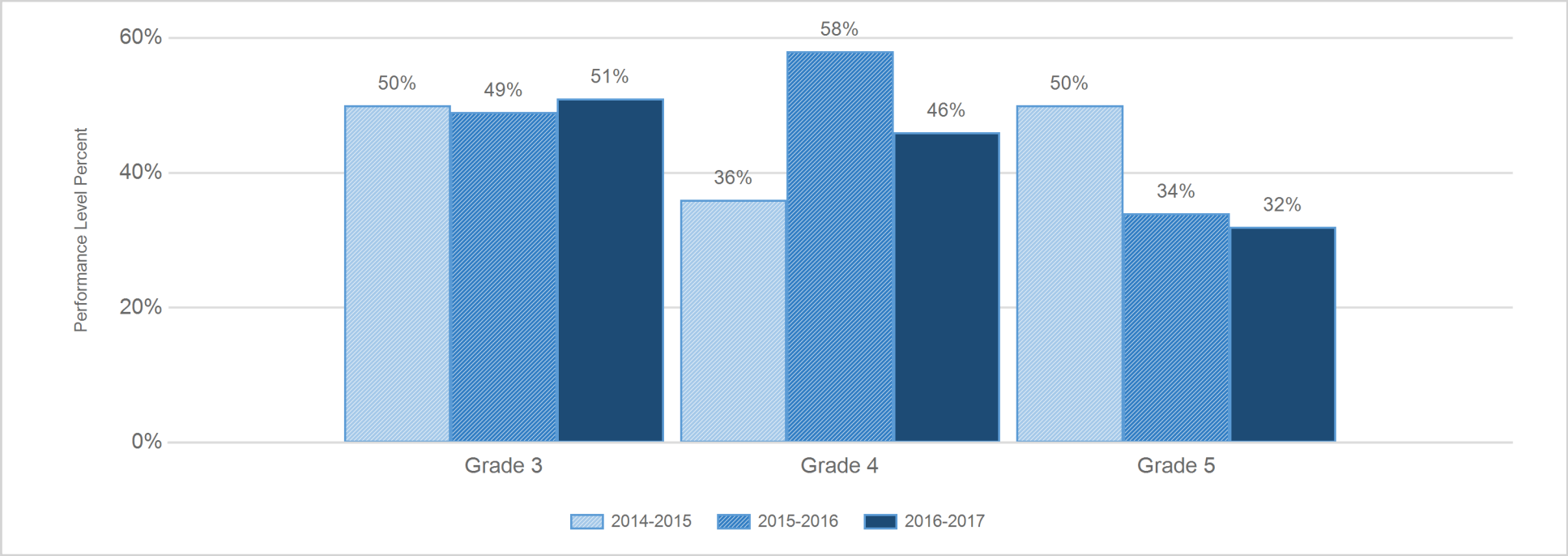
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	44	740	748	747	*	*	52%	32%	0%	32%	46%
White	17	745	752	754	0%	*	*	*	0%	41%	57%
Hispanic	25	736	*	735	*	*	52%	*	0%	28%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	22	743	749	747	*	*	50%	*	0%	36%	47%
Male	22	737	748	746	*	*	55%	*	0%	27%	46%
Economically Disadvantaged Students	18	743	*	732	*	*	67%	*	0%	28%	27%
Non-Economically Disadvantaged Students	26	738	*	756	*	*	42%	*	0%	35%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Washington Elementary School
2016-2017

Grade Span KG-05

31-2100-100
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Alternate Assessments - 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	*	*

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



Washington Elementary School
2016-2017
Grade Span KG-05

31-2100-100
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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

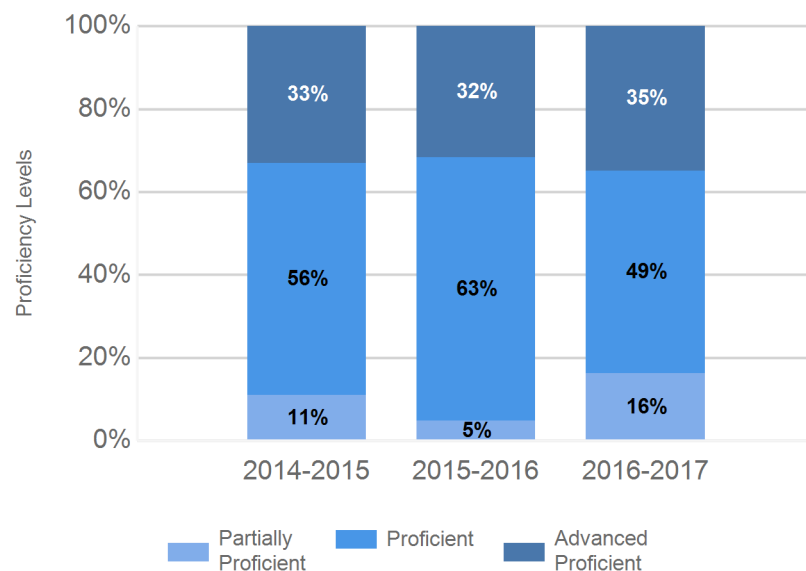
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	35%	49%	16%
White	*	*	*
Hispanic	29%	54%	17%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	17%	61%	22%
Students with Disabilities	N	*	*
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Washington Elementary School
2016-2017

Grade Span KG-05

31-2100-100
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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	36	50	Met Target	38	52	50	Not Met
White	56	39.5	50	Met Target	46	55	52	Met Target
Hispanic	43.5	*	49	Met Target	36	*	47	Not Met
Black or African American	*	37	45	**	*	45.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	47	34	47	Met Target	42	47	46	Met Target
Students with Disabilities	*	*	41	**	*	*	43	**
English Learners	N	N	N	N	N	N	N	N

** ESSA accountability targets are only included if data is available for at least 20 students.



Washington Elementary School
2016-2017

Grade Span KG-05

31-2100-100
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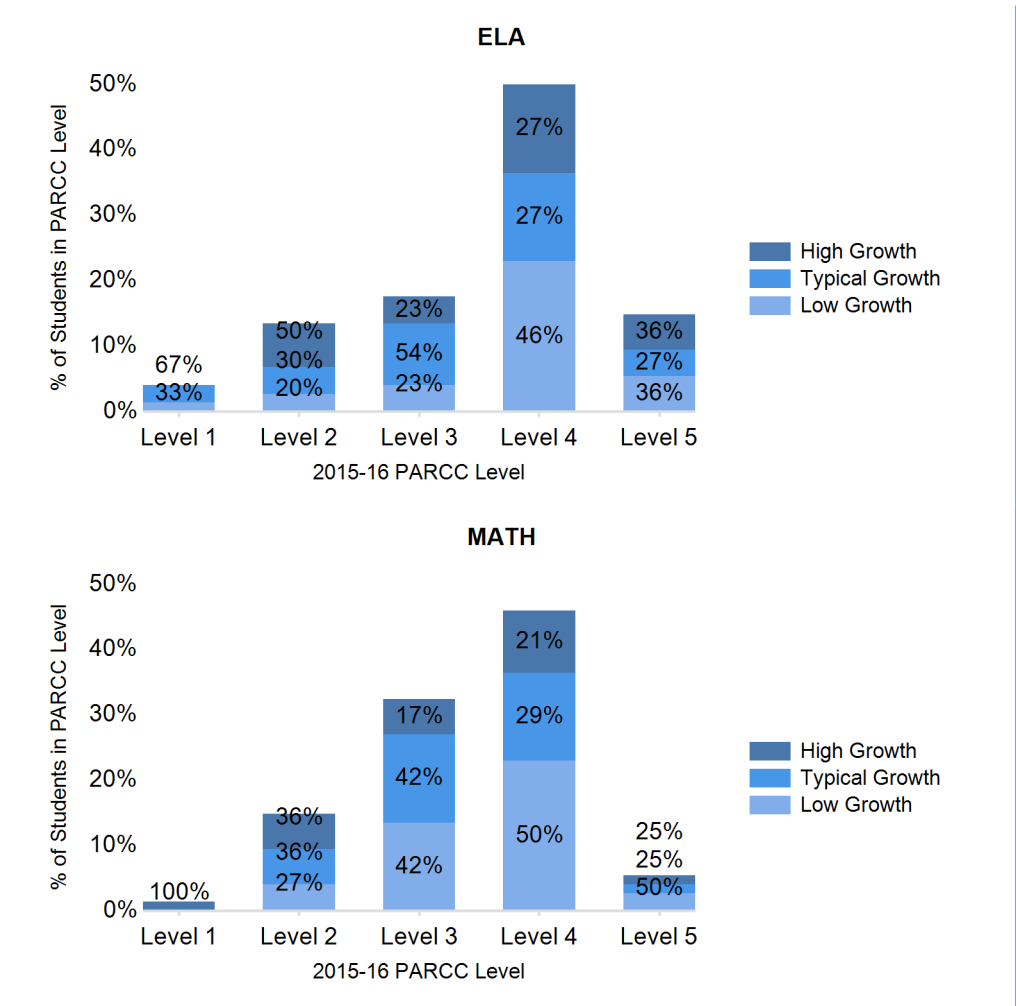
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

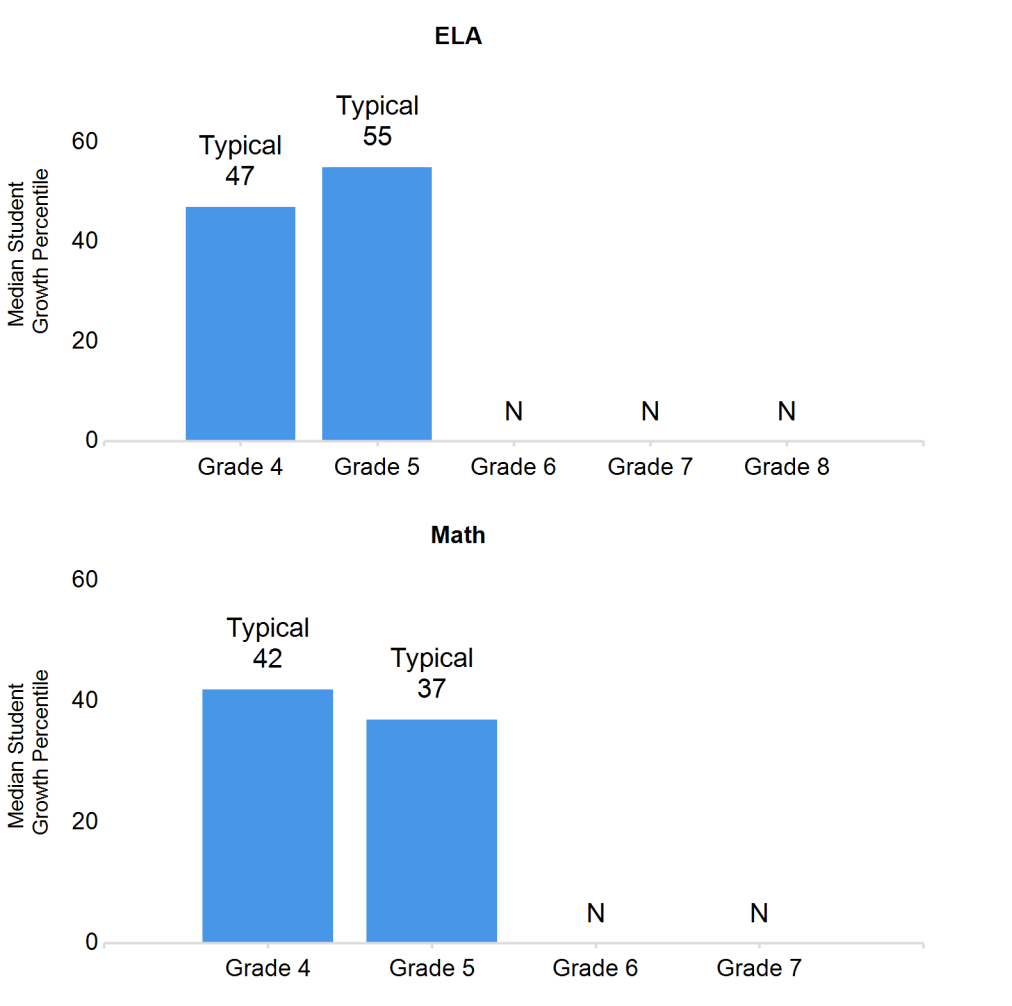
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





Washington Elementary School
2016-2017

Grade Span KG-05

31-2100-100
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

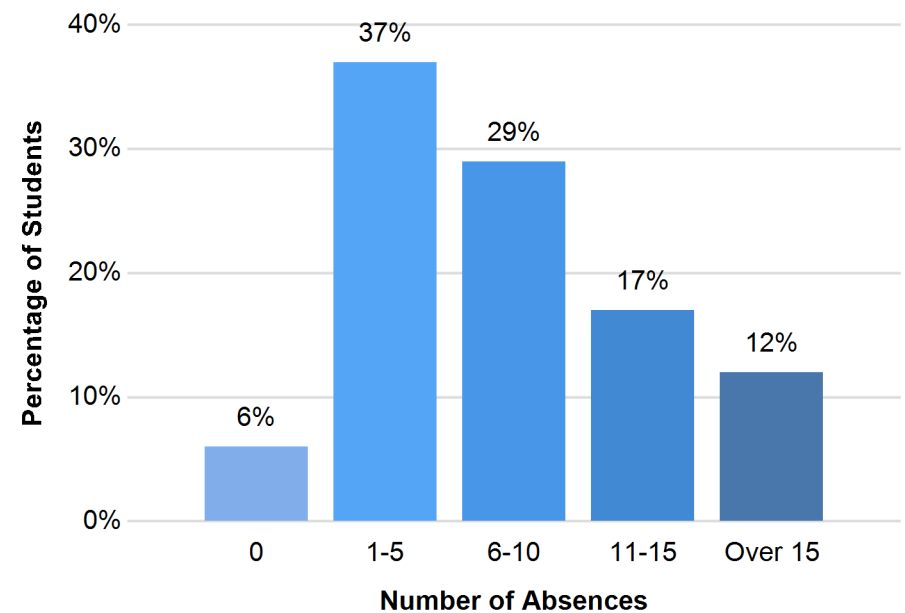
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.10	8.40	Not Met
White	5.00	8.40	Met Target
Hispanic	10.60	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.60	8.40	Not Met
Students with Disabilities	13.50	8.40	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

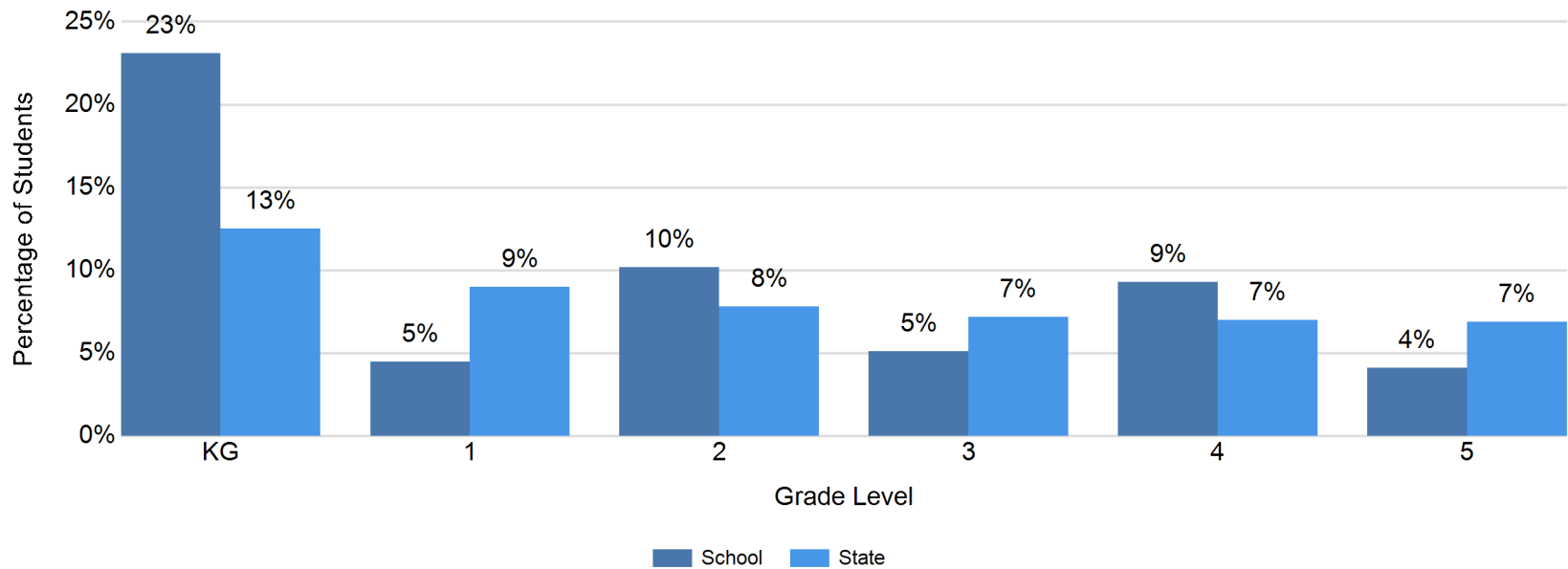
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Washington Elementary School
2016-2017

Grade Span KG-05

31-2100-100
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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.

Category	School
Typical Start Time	8:40AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Washington Elementary School
2016-2017
Grade Span KG-05

31-2100-100
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HAWTHORNE, NJ 07506

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.0:1	215.3 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$518	\$14,079	\$14,597



Washington Elementary School
2016-2017
Grade Span KG-05

31-2100-100
PASSAIC
HAWTHORNE BORO
176 MOHAWK AVENUE
HAWTHORNE, NJ 07506

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	27	120,724
Average years experience in public schools	12.5	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	67%	74%

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	15	9,506
Average years experience in public schools	13.9	15.9
Average years experience in district	9.1	11.6
Administrators in district for 4 or more years	53%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	264:1	159:1
Librarian/Media Specialists		598:1
Nurses		399:1
Counselors		598:1
Child Study Team		239:1



Washington Elementary School
2016-2017
Grade Span KG-05

31-2100-100
PASSAIC
HAWTHORNE BORO
176 MOHAWK AVENUE
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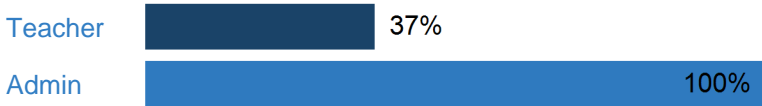
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	84%	89%
2015-16 Administrators: Same district 2016-17	87%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



Washington Elementary School

2016-2017

Grade Span KG-05

31-2100-100

PASSAIC

HAWTHORNE BORO

176 MOHAWK AVENUE

HAWTHORNE, NJ 07506

Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	87.2	17.5%
Mathematics Proficiency	54.9	17.5%
English Language Arts Growth	46.3	25.0%
Mathematics Growth	17.2	25.0%
Chronic Absenteeism	35.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		46.1
Summative Rating: Percentile rank of Summative Score		43.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Washington Elementary School
2016-2017

Grade Span KG-05

31-2100-100
PASSAIC
HAWTHORNE BORO
176 MOHAWK AVENUE
HAWTHORNE, NJ 07506

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	46.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
White	57.3	11.9	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
Hispanic	45.8	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	58.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	N	Met Target	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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† Target was met within a confidence interval.



Washington Elementary School
2016-2017
Grade Span KG-05



31-2100-100
 PASSAIC
 HAWTHORNE BORO
 176 MOHAWK AVENUE
 HAWTHORNE, NJ 07506

School General Info

Principal:	Mrs. Spinelli	Email Address:	sspinelli@hawthorne.k12.nj.us
Address:	176 MOHAWK AVENUE HAWTHORNE, NJ 07506	Website:	https://www.hawthorne.k12.nj.us/Domain/12
Phone:	(973)423-6495	Twitter:	https://twitter.com/hps_washington




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:	<ul style="list-style-type: none"> • Curriculum includes Reader's and Writer's Workshop, enVisions Math, Discovery Education, and Phonics First. • Technology consists of iPads, Chromebooks, Promethean Boards, Epson Projectors, and web-based programs. • Transitional First Grade is offered to remediate skill gaps and give students an "extra year to grow".
 Mission, Vision, Theme:	<p>The Washington Elementary School seeks to provide an equal education that encourages all children to reach their highest potential. The Washington Elementary School provides a safe and positive environment that celebrates diversity and provides opportunities for children to mature emotionally, socially and academically.</p>

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<p>The Washington Elementary School provides a comprehensive curriculum in English Language Arts, writing, mathematics, science, social studies, health, art, physical education, music, technology, world language (Spanish and Italian), and STEM program. Enrichment activities are offered via the PATH program. Supplementary instruction includes speech improvement, ESL, and basic skills classes for K-5.</p>
 <div> <div>Clubs and Activities:</div> </div>	<p>Fifth grade students are given the opportunity to participate in the Washington School Kindness Club. Its mission is to have students work together to promote kindness at school, at home, and in the community, as well as, creating a place where being in school is about fostering compassion through kindness.</p>
 <div> <div>Before and After School Programs:</div> </div>	<p>The Boys & Girls Club of Hawthorne Before School Program is available on site at Washington Elementary School beginning at 7:30 am. The School-Age Child Care (SACC) program is available after school from 3:00 - 6:00 pm. This program consists of certified staff who supervise homework help, provide outdoor games, crafts, snacks, and playtime.</p>







Washington Elementary School
2016-2017
Grade Span KG-05

31-2100-100
 PASSAIC
 HAWTHORNE BORO
 176 MOHAWK AVENUE
 HAWTHORNE, NJ 07506

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 Staff and Professional Learning:	<p>Ongoing professional development opportunities has enabled the staff to attend workshops focused on technology, PARCC, bullying, suicide prevention, differentiated instruction, multisensory phonics, grade level articulation, Reader's and Writer's Workshop, ELL instruction, and New Generations Science Standards (NGSS). A professor in residence from William Paterson University visits the school weekly to coach teachers on implementing Reader's and Writer's Workshop in the classroom.</p>
 Student Supports and Services:	<p>Washington Elementary School services the district's elementary Life Skills - ARCH (Academics/Real Life/Community/Hands-on) program for students with developmental and cognitive disabilities. In addition, Adaptive Physical Education, Adaptive Art, and Adaptive Computer classes are offered. English As A Second Language instruction is provided for students whose native language is other than English. A before school Reading Support program is offered to K-1 students struggling in reading.</p>
 Student Health and Wellness:	<p>The Washington Elementary School offers a breakfast program to all students. During the day, students in grades K-5 engage in physical education classes, as well as, recess for K-2. Fifth grade students participate in the R.O.A.R. program (Respect, Opportunity, and Responsibility) designated to educate students on peer pressure, general wellness and social and emotional health.</p>
 Parent and Community Involvement:	<p>The Washington Elementary School has a supportive Parent Teacher Organization (PTO) that organizes assemblies, book fairs, family-fun nights and other activities. Washington Elementary School has a parent portal that can be accessed through the school's website. "Let's Celebrate Reading" month is a school-wide event highlighting reading across the curriculum. Parents and community members visit the school to read to classes of students.</p>




Washington Elementary School
2016-2017
Grade Span KG-05

31-2100-100
PASSAIC
HAWTHORNE BORO
176 MOHAWK AVENUE
HAWTHORNE, NJ 07506

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<div>Other Information:</div>	<p>Character development and community service are areas of consideration for staff, parents and students. "Kindness Counts at Washington School" is our character education program. A specific pillar of character education is focused each month and supported through "Buddy Day" activities, school-wide assemblies, and a Kindness Counts raffle. Community service projects include Caps for Kids, Pennies for Patients, and Jump Rope for Heart Health. In addition, Washington Elementary School utilizes the Project Wisdom program for daily broadcast messages and teacher resources and lessons.</p>
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