NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Contact Info

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

Type	Contact Information
County	HUDSON
District	BAYONNE CITY
Principal Name	MR. MCCORMICK
Address	75 WEST 10TH STREET BAYONNE, NJ 07002
Phone Number	(201)858-5824
Email Address	AMCCORMICK@BBOED.ORG
Website	https://www.bboed.org/domain/27
Facebook	https://www.facebook.com/bboed/
Twitter	https://twitter.com/JMBCS_Eagles12

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	38	25	36
KG	73	75	55
1	76	72	76
2	83	77	75
3	79	81	87
4	64	74	80
5	56	60	69
6	66	55	59
7	68	72	49
8	77	74	71
Total	680	665	657

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	46.0%	46.2%	45.4%
Male	54.0%	53.8%	54.6%
Economically Disadvantaged Students	63.4%	57.9%	58.4%
Students with Disabilities	14.1%	15.3%	17.4%
English Learners	0.4%	0.0%	1.1%
Homeless Students		0.6%	0.3%
Students in Foster Care		1.4%	0.8%
Military-Connected Students		0.3%	1.7%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	41.8%	38.6%	38.1%
Hispanic	40.7%	44.1%	43.8%
Black or African American	9.1%	9.3%	8.8%
Asian	4.4%	4.7%	4.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	4.0%	3.3%	4.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	38	25	36
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	73	75	55

Enrollment by Home Language

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

Home Language	% of Students
English	81.7%
Spanish	8.7%
Arabic	7.3%
Other Languages	2.3%

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48	54	50	Met Standard	41	46	50	Met Standard
White	52	56	50	Met Standard	49.5	48	51	Met Standard
Hispanic	41.5	53	49	Met Standard	35.5	42	48	Not Met
Black or African American	35.5	47.5	44	Not Met	36	40.5	44	**
Asian, Native Hawaiian, or Pacific Islander	*	60.5	61	**	*	55	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	54	49.5	49	**	*	50	51	**
Economically Disadvantaged	52	54	48	Met Standard	43	44	47	Met Standard
Students with Disabilities	34	43	41	Not Met	22	40	43	Not Met
English Learners	*	52	54	**	*	53	51	**

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

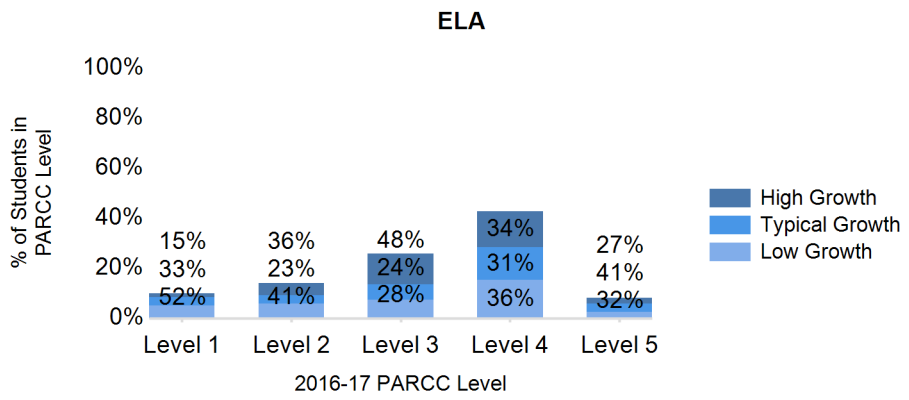
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

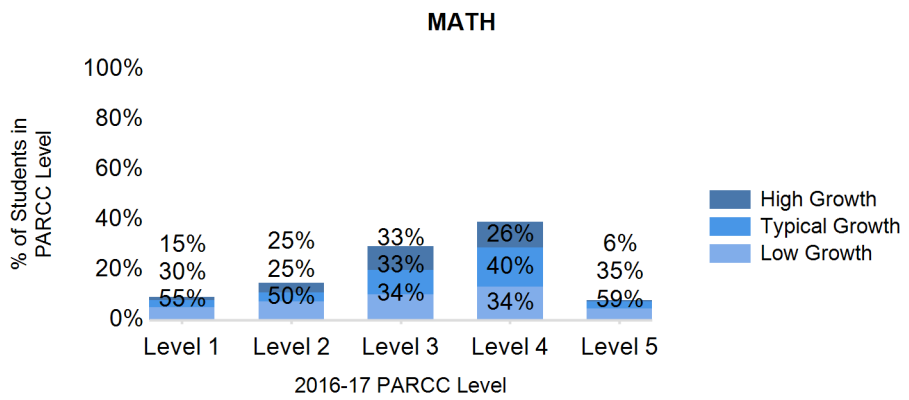
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

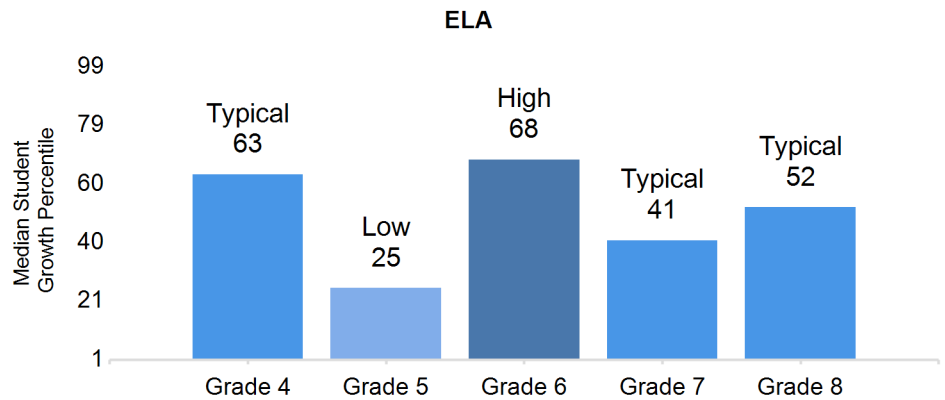
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

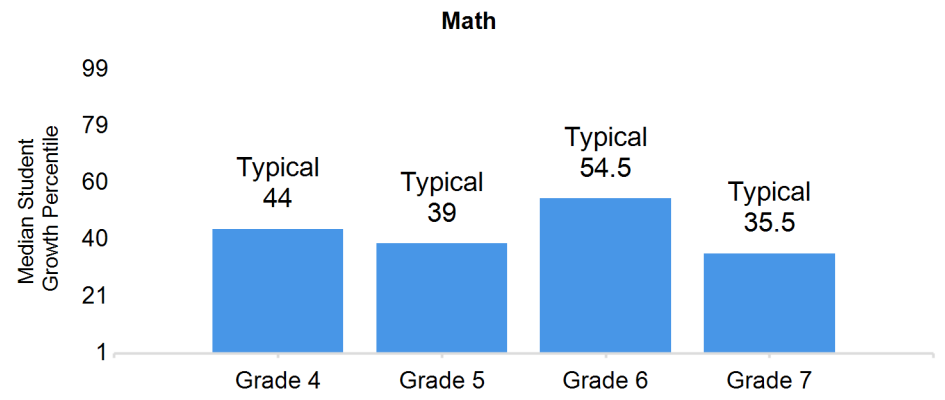




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	379	93.2	51.7	56.2	56.7	51.2	41.4	Met Target
White	143	92.5	60.2	60.5	65.6	59.9	46.9	Met Target
Hispanic	168	93.2	45.2	48.9	42.5	44.4	37.8	Met Target
Black or African American	36	93.0	36.1	*	37.3	35.0	23.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	14	100.0	78.6	81.0	82.3	78.6	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	18	94.7	55.5	*	63.4	55.2	**	**
Female	175	91.8	65.1	65.2	64.5	64.2		
Male	204	94.3	40.2	47.3	49.4	40.0		
Economically Disadvantaged Students	214	93.7	50.5	50.1	38.5	*	38.4	Met Target
Non-Economically Disadvantaged Students	165	92.5	53.3	63.2	67.5	*		
Students with Disabilities	78	87.6	*	11.1	21.6	*	10.5	Not Met
Students without Disabilities	301	94.8	*	64.4	63.9	*		
English Learners	*	*	*	26.7	27.3	*	**	**
Non-English Learners	*	*	*	58.7	59.4	*		
Homeless Students	*	*	*	12.5	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	37.9	57.4	*		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	738	743	750	28%	14%	16%	*	*	42%	52%
White	32	729	*	759	38%	*	*	*	*	34%	61%
Hispanic	32	733	737	736	*	*	*	*	*	41%	38%
Black or African American	10	767	739	733	*	*	*	*	*	60%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	32	749	749	756	*	*	*	*	*	53%	57%
Male	49	731	738	744	*	*	*	*	*	35%	46%
Economically Disadvantaged Students	47	738	*	733	*	*	*	*	*	47%	34%
Non-Economically Disadvantaged Students	34	739	*	762	*	*	*	*	*	35%	64%
Students with Disabilities	15	688	694	719	*	*	*	*	*	*	24%
Students without Disabilities	66	750	752	756	*	*	*	*	*	*	57%
English Learners	*	*	700	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	746	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	52%
Migrant Students	N	N	*	741	N	N	N	N	N	N	48%

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	766	750	756	*	*	16%	46%	26%	72%	58%
White	28	765	751	764	*	*	*	*	*	68%	68%
Hispanic	35	763	*	744	*	*	*	*	*	69%	44%
Black or African American	*	*	741	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	37	765	*	762	*	*	*	*	*	70%	63%
Male	37	768	*	751	*	*	*	*	*	73%	53%
Economically Disadvantaged Students	47	762	*	740	*	*	*	*	*	72%	40%
Non-Economically Disadvantaged Students	27	773	*	767	*	*	*	*	*	70%	70%
Students with Disabilities	10	713	708	726	*	*	*	*	*	20%	25%
Students without Disabilities	64	775	758	762	*	*	*	*	*	80%	64%
English Learners	N	N	716	720	N	N	N	N	N	N	17%
Non-English Learners	74	766	752	759	*	*	16%	46%	26%	72%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	738	747	755	*	14%	36%	*	*	37%	58%
White	18	750	755	763	*	*	*	61%	0%	61%	68%
Hispanic	39	733	737	743	*	*	44%	*	*	26%	43%
Black or African American	*	*	738	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	754	763	*	*	*	*	*	*	65%
Female	35	747	752	762	*	*	40%	*	*	43%	66%
Male	35	728	743	749	*	*	31%	*	*	31%	51%
Economically Disadvantaged Students	38	735	740	739	*	*	39%	*	*	32%	39%
Non-Economically Disadvantaged Students	32	740	756	766	*	*	31%	*	*	44%	71%
Students with Disabilities	*	*	709	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	754	762	*	*	*	*	*	*	65%
English Learners	N	N	713	712	N	N	N	N	N	N	11%
Non-English Learners	70	738	748	757	*	14%	36%	*	*	37%	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	750	756	754	*	*	25%	*	*	55%	56%
White	23	765	761	761	*	*	*	*	*	78%	66%
Hispanic	20	739	*	742	*	*	*	*	*	35%	42%
Black or African American	*	*	737	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	752	761	*	*	*	*	*	*	64%
Female	23	771	764	761	*	*	*	*	*	78%	64%
Male	28	733	747	748	*	*	*	*	*	36%	48%
Economically Disadvantaged Students	31	747	749	739	*	*	*	*	*	58%	37%
Non-Economically Disadvantaged Students	20	755	763	764	*	*	*	*	*	50%	68%
Students with Disabilities	12	701	709	723	*	*	*	*	*	*	18%
Students without Disabilities	39	765	765	760	*	*	*	*	*	*	63%
English Learners	*	*	714	712	*	*	*	*	*	*	*
Non-English Learners	*	*	757	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	754	759	760	*	*	*	*	*	63%	63%
White	19	760	*	768	*	*	*	*	*	68%	72%
Hispanic	20	755	750	746	*	0%	*	*	*	60%	49%
Black or African American	*	*	753	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	765	767	*	*	*	*	*	*	68%
Female	23	766	768	769	*	*	*	*	*	78%	72%
Male	25	742	750	752	*	*	*	*	*	48%	54%
Economically Disadvantaged Students	25	748	752	742	*	*	*	*	*	56%	44%
Non-Economically Disadvantaged Students	23	759	768	771	*	*	*	*	*	70%	73%
Students with Disabilities	*	*	709	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	767	768	*	*	*	*	*	*	71%
English Learners	N	N	706	705	N	N	N	N	N	N	11%
Non-English Learners	48	754	762	762	*	*	*	*	*	63%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	*	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	744	757	759	15%	*	23%	*	*	48%	60%
White	25	763	765	767	0%	*	*	*	*	64%	70%
Hispanic	29	732	746	744	*	*	*	*	*	45%	45%
Black or African American	*	*	737	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	750	766	*	*	*	*	*	*	66%
Female	29	771	767	768	*	*	*	*	*	76%	69%
Male	37	723	746	751	*	*	*	*	*	27%	52%
Economically Disadvantaged Students	32	732	751	740	*	*	*	*	*	34%	42%
Non-Economically Disadvantaged Students	34	755	762	769	*	*	*	*	*	62%	71%
Students with Disabilities	25	707	713	719	*	*	*	*	*	*	19%
Students without Disabilities	41	767	765	766	*	*	*	*	*	*	68%
English Learners	*	*	688	703	*	*	*	*	*	*	*
Non-English Learners	*	*	759	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

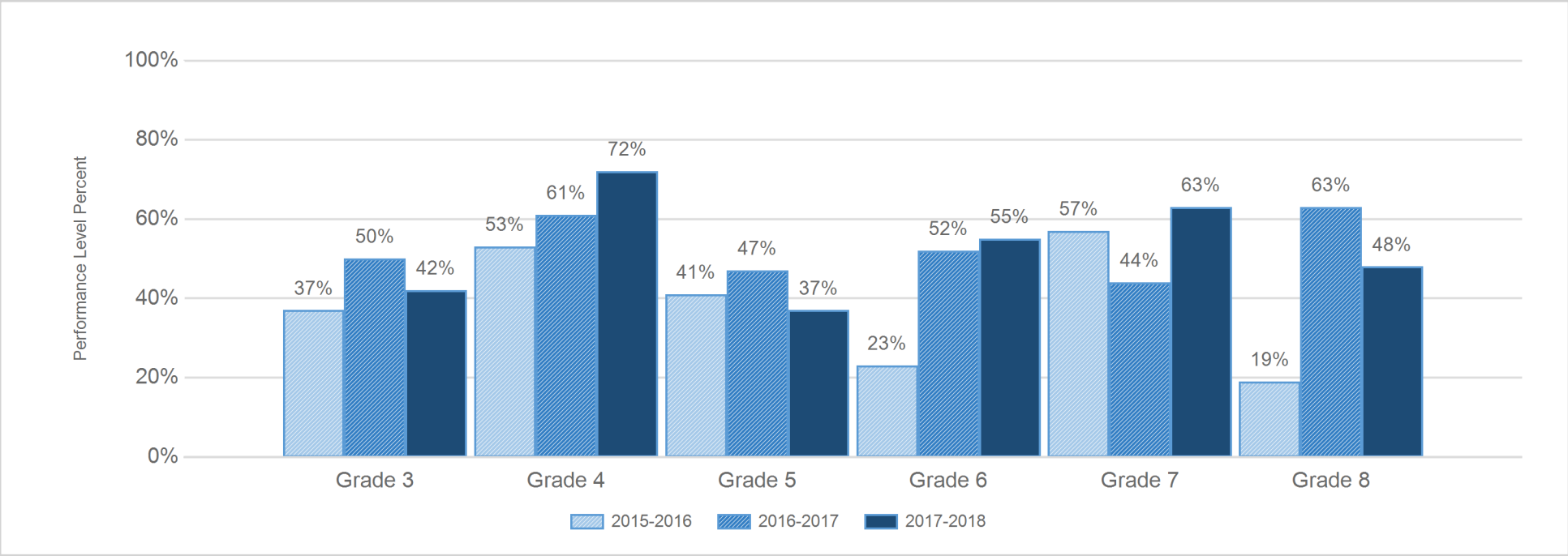
NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts/Literacy Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	380	93.9	39.2	38.8	45.0	38.9	43.4	Not Met
White	144	94.3	45.2	46.4	54.1	45.2	56	Not Met
Hispanic	168	93.2	32.7	27.9	29.2	32.2	33.6	Met Target†
Black or African American	36	93.0	25.0	23.4	23.4	24.3	23.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	14	100.0	78.6	68.6	77.0	78.6	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	18	94.7	50.0	*	53.0	49.7	**	**
Female	176	92.9	46.6	41.1	46.0	46.1		
Male	204	94.8	32.8	36.6	43.9	32.7		
Economically Disadvantaged Students	214	94.6	38.3	33.7	26.6	*	40.5	Met Target†
Non-Economically Disadvantaged Students	166	93.0	40.3	44.9	55.9	*		
Students with Disabilities	78	87.6	*	*	17.1	*	14.3	Not Met
Students without Disabilities	302	95.7	*	*	50.5	*		
English Learners	*	*	*	29.3	24.6	*	**	**
Non-English Learners	*	*	*	39.8	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	16.2	45.8	*		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	740	748	752	12%	19%	31%	*	*	38%	53%
White	32	734	*	760	*	*	41%	*	*	28%	64%
Hispanic	32	734	740	739	*	*	*	*	*	34%	38%
Black or African American	10	757	739	734	*	0%	*	*	*	60%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	32	742	748	752	*	*	41%	*	*	38%	53%
Male	49	738	747	751	*	*	24%	*	*	39%	53%
Economically Disadvantaged Students	47	737	*	736	*	*	21%	*	*	43%	35%
Non-Economically Disadvantaged Students	34	744	*	762	*	*	44%	*	*	32%	66%
Students with Disabilities	15	704	715	730	*	*	*	*	*	*	29%
Students without Disabilities	66	748	754	756	*	*	*	*	*	*	57%
English Learners	*	*	726	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	749	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	748	743	748	*	*	31%	*	*	51%	49%
White	28	751	747	755	*	*	*	57%	0%	57%	60%
Hispanic	35	740	*	737	*	*	43%	40%	0%	40%	34%
Black or African American	*	*	735	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	37	747	*	748	*	*	*	*	*	46%	50%
Male	37	749	*	748	*	*	*	*	*	57%	49%
Economically Disadvantaged Students	47	743	*	733	*	*	*	*	*	47%	30%
Non-Economically Disadvantaged Students	27	756	*	758	*	*	*	*	*	59%	62%
Students with Disabilities	10	708	710	725	*	*	*	*	*	*	22%
Students without Disabilities	64	754	749	753	*	*	*	*	*	*	55%
English Learners	N	N	726	722	N	N	N	N	N	N	16%
Non-English Learners	74	748	744	750	*	*	31%	*	*	51%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	739	742	748	*	*	37%	39%	0%	39%	49%
White	18	750	749	756	0%	*	*	61%	0%	61%	60%
Hispanic	39	736	732	736	*	*	38%	31%	0%	31%	32%
Black or African American	*	*	730	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	749	754	*	*	*	*	*	*	55%
Female	35	744	742	749	*	*	*	*	*	40%	50%
Male	35	734	741	747	*	*	*	*	*	37%	48%
Economically Disadvantaged Students	38	738	738	733	*	*	34%	37%	0%	37%	29%
Non-Economically Disadvantaged Students	32	741	747	758	*	*	41%	41%	0%	41%	62%
Students with Disabilities	*	*	715	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	746	752	*	*	*	*	*	*	55%
English Learners	N	N	731	718	N	N	N	N	N	N	13%
Non-English Learners	70	739	742	750	*	*	37%	39%	0%	39%	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	737	740	744	19%	*	*	*	*	48%	44%
White	24	751	746	751	*	*	*	*	*	67%	54%
Hispanic	20	728	*	731	*	*	*	*	*	30%	27%
Black or African American	*	*	723	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	741	749	*	*	*	*	*	*	52%
Female	24	748	744	745	0%	*	*	*	*	63%	45%
Male	28	728	736	742	36%	*	*	*	*	36%	42%
Economically Disadvantaged Students	32	736	735	729	*	*	*	*	*	47%	24%
Non-Economically Disadvantaged Students	20	739	746	753	*	*	*	*	*	50%	56%
Students with Disabilities	12	692	709	717	*	*	*	*	*	*	13%
Students without Disabilities	40	751	746	748	*	*	*	*	*	*	49%
English Learners	*	*	714	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	741	745	*	*	*	*	*	*	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	*	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	736	740	743	*	24%	35%	*	*	33%	43%
White	20	742	*	750	0%	*	55%	*	*	30%	54%
Hispanic	20	733	731	732	*	*	*	*	*	35%	27%
Black or African American	*	*	730	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	745	748	*	*	*	*	*	*	51%
Female	23	745	743	745	*	*	*	*	*	52%	45%
Male	26	728	737	741	*	*	*	*	*	15%	42%
Economically Disadvantaged Students	26	736	735	730	*	*	*	*	*	31%	24%
Non-Economically Disadvantaged Students	23	736	746	751	*	*	*	*	*	35%	55%
Students with Disabilities	*	*	707	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	745	748	*	*	*	*	*	*	50%
English Learners	*	*	714	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	742	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	*	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	722	731	728	28%	16%	34%	*	*	21%	28%
White	22	731	736	736	*	*	*	*	*	27%	36%
Hispanic	27	714	725	722	*	*	*	*	*	19%	22%
Black or African American	*	*	719	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	735	729	*	*	*	*	*	*	28%
Female	27	739	736	731	*	*	*	*	*	*	31%
Male	34	708	727	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	29	712	727	719	*	*	*	*	*	14%	20%
Non-Economically Disadvantaged Students	32	730	736	735	*	*	*	*	*	28%	35%
Students with Disabilities	25	700	696	705	*	*	*	*	*	*	*
Students without Disabilities	36	737	739	735	*	*	*	*	*	*	*
English Learners	*	*	708	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	733	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	738	746	*	*	*	*	*	*	46%
White	*	*	747	755	*	*	*	*	*	*	57%
Hispanic	*	*	728	730	*	*	*	*	*	*	27%
Black or African American	N	N	726	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	*	*	741	748	*	*	*	*	*	*	48%
Male	*	*	736	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	733	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	745	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	708	716	N	N	N	N	N	N	13%
Students without Disabilities	*	*	743	752	*	*	*	*	*	*	52%
English Learners	N	N	721	710	N	N	N	N	N	N	*
Non-English Learners	*	*	740	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

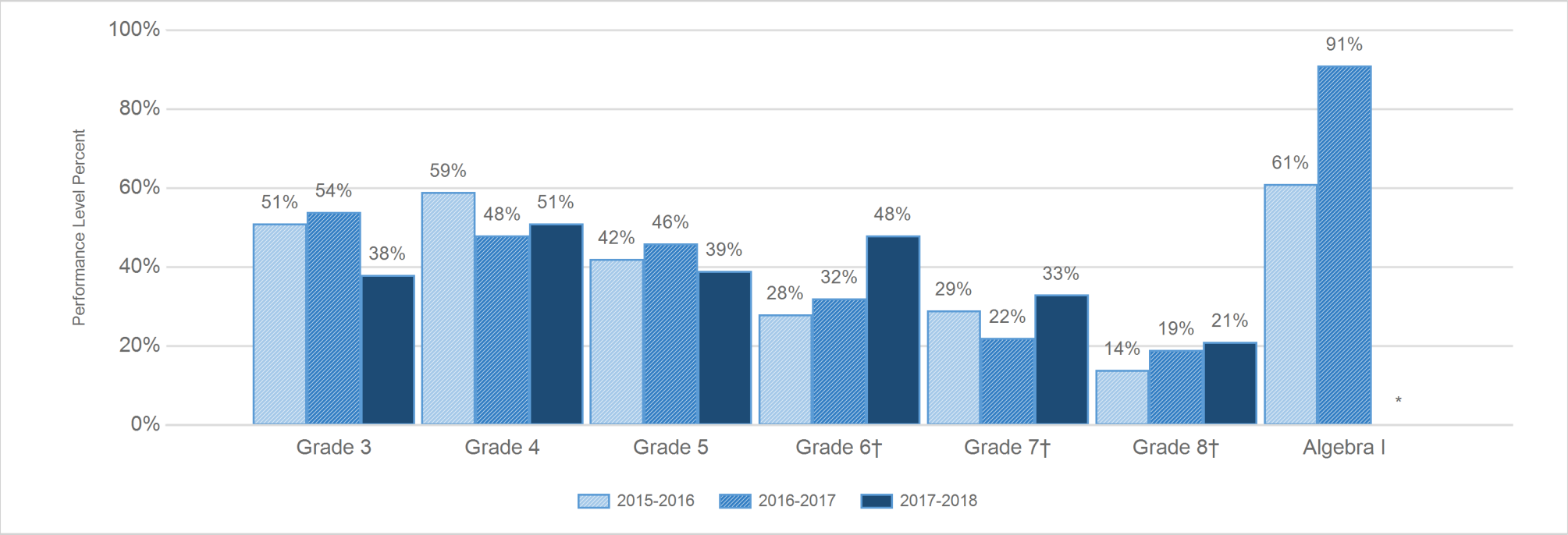
NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

NJASK Science Assessment Information

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

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	59
7	0	0	52
8	6	0	65
Total	6	0	176

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	59	0	0	0	0	0	0
7	52	0	0	0	0	0	0
8	71	0	0	0	0	0	0
Total	182	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

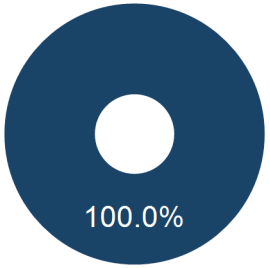
Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

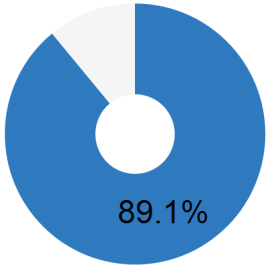
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

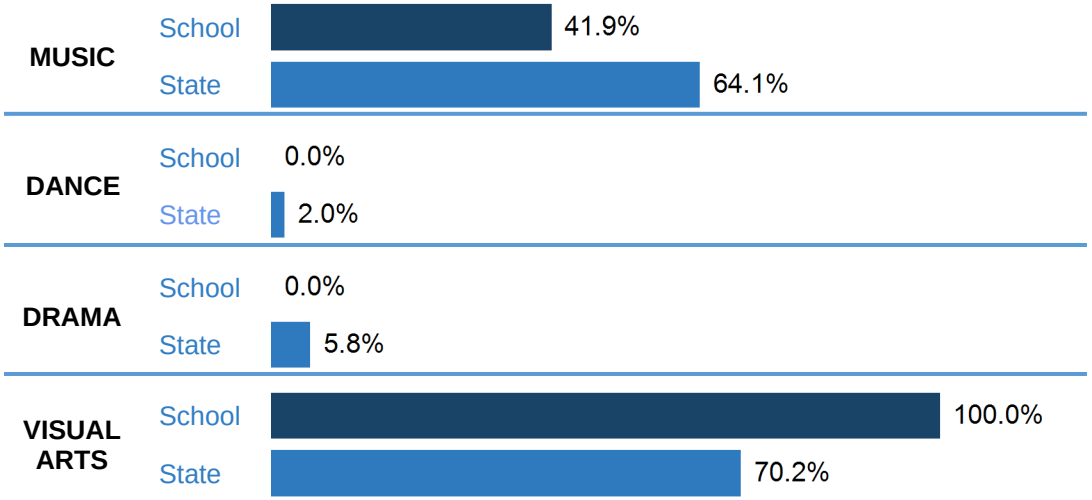


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

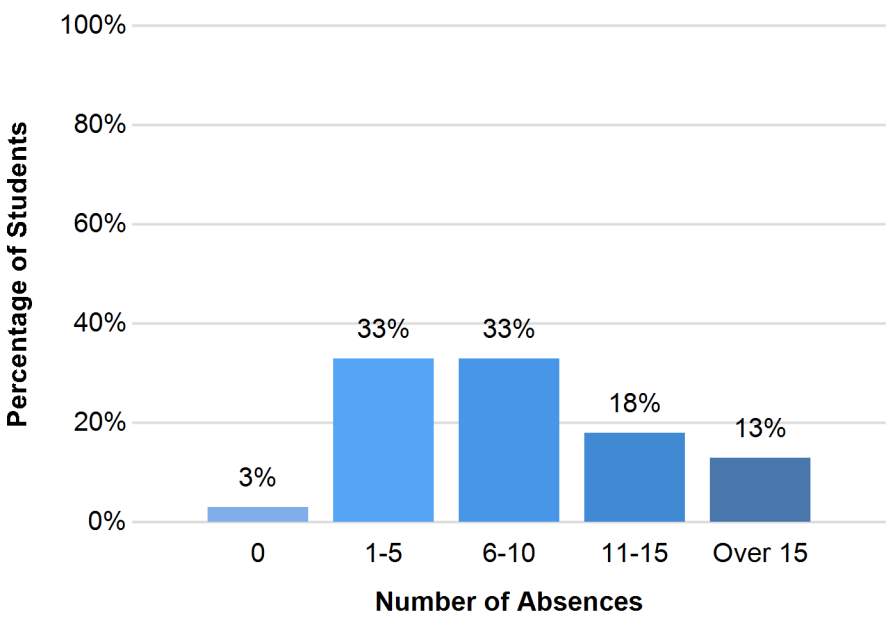
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	66	10.7	9.1	Not Met
White	17	7.2	9.1	Met
Hispanic	44	16.1	9.1	Not Met
Black or African American	4	7.3	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Met
Economically Disadvantaged Students	50	13.6	9.1	Not Met
Students with Disabilities	29	25.4	9.1	Not Met
English Learners	*	*	**	**

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

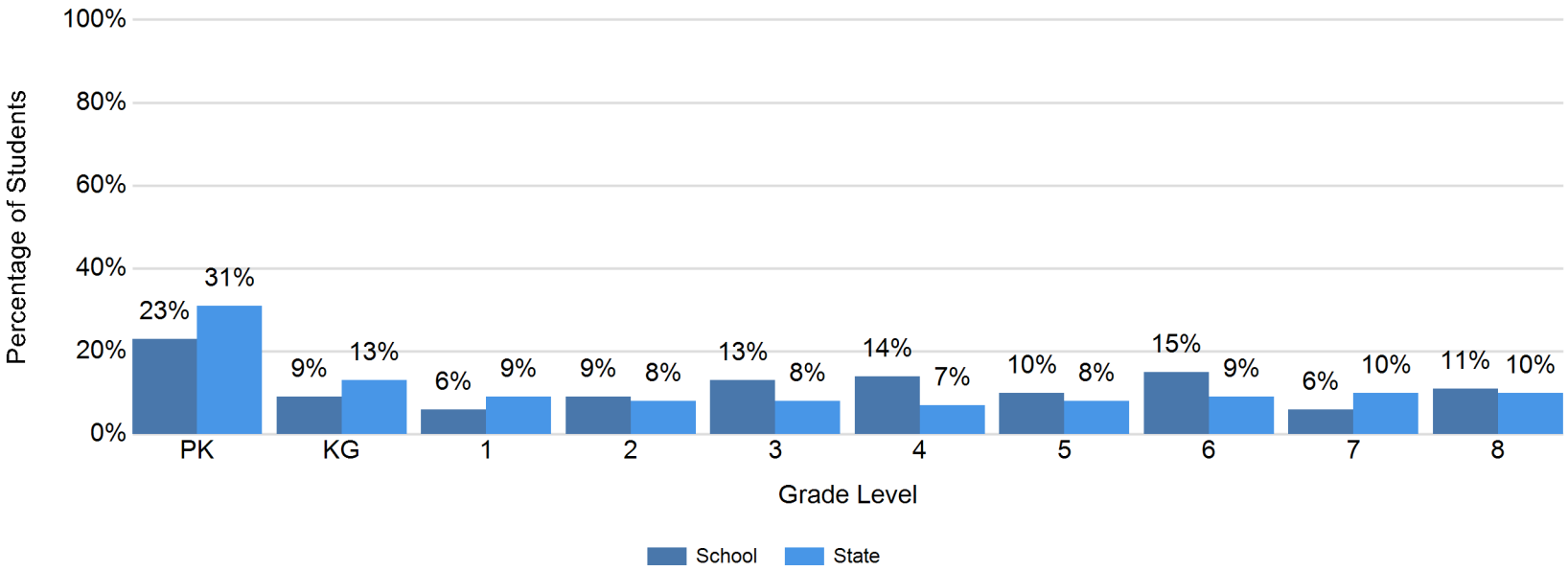
JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	4
Weapons	2
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.07

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	2
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	3	0	3
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	12	1.8%
Any Suspension	12	1.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
69

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	6.9:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$705	$12,470	$13,175

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	44	117,464
Average years experience in public schools	13.5	12.0
Average years experience in district	11.4	10.7
Teachers in district for 4 or more years	75.0%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	42	9,374
Average years experience in public schools	24.1	16.0
Average years experience in district	20.1	12.0
Administrators in district for 4 or more years	95.2%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	14:1
Students to Administrators	657:1	227:1
Teachers to Administrators	44:1	16:1
Students to Librarians/Media Specialists		3182:1
Students to Nurses		530:1
Students to Counselors		382:1
Students to Child Study Team		502:1

NJ SCHOOL PERFORMANCE REPORT

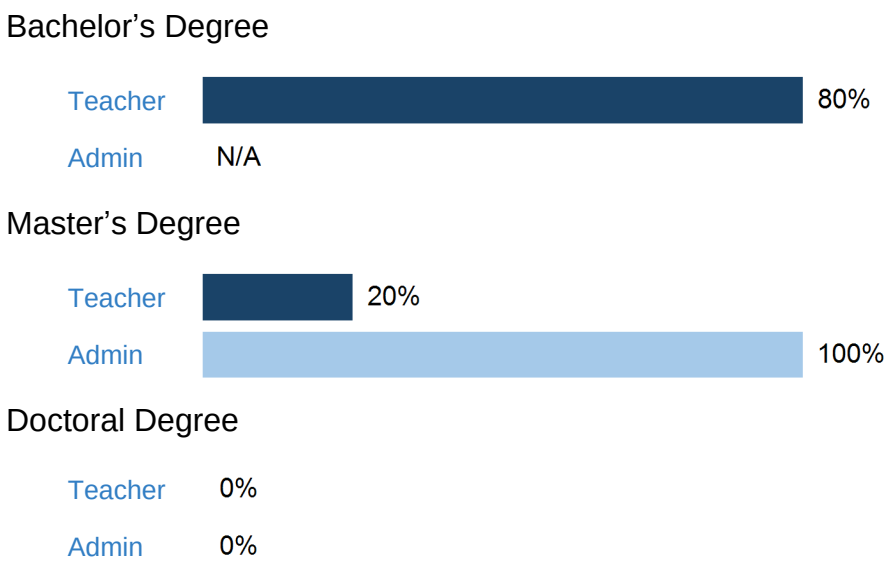
JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	88.9%	90.2%
2016-17 Administrators: Same district 2017-18	78.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.6%

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	77.3%	0.0%
Male	22.7%	100.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

Comprehensive Status

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

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

Targeted Status

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

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	Yes	No	Yes
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	Yes		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	33.89	17.5%
Mathematics Proficiency	31.28	17.5%
English Language Arts Growth	36.37	25.0%
Mathematics Growth	16.68	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	31.12	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	29.33	n/a
Summative Rating: Percentile Rank of Summative Score	17.77	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	Yes	Met Target	Not Met	Met Standard	Met Standard	**	Not Met	No
White	40.01	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	28.14	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Black or African American	42.90	14.08	No	Met Target	Met Target	Not Met	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	59.71	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	10.97	14.08	Yes	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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:	• Teachers at John M. Bailey Community School have been awarded mini-grants in the amount of 500 dollars each by the Bayonne Education Foundation (BEF) for curriculum projects. • JMBCS takes Breast Cancer Awareness very seriously. In October 2018, our school raised over 2,000 dollars which was donated to foundations supporting the fight against this disease. • Our school receives an annual grant of 500s dollar from the Rockwell Institute for promoting a healthier generation. Grant money is used to purchase physical education equipment for our students.
Mission, Vision, Theme:	The mission of John M. Bailey Community School, in partnership with the parents and the community, is to provide a quality experience that encourages a love of learning and promotes responsible citizenship. We believe that education is the foundation necessary to achieve success. Our goal is to instill the desire to be tolerant, caring, trustworthy, responsible and respectful. Therefore, we encourage, guide and support all students to reach their highest potential and become lifelong learners and contribute to our demanding society. In their pursuit of wisdom, the students of John M. Bailey Community School will discover something of value in themselves and return it to society. Our school will provide a safe, functional environment conducive to learning and development of self-esteem. Faculty and staff will strive to achieve their maximum potential, model lifelong learning and positive values, and display understanding, empathy and respect for all members of the school community.
Awards, Recognition, Accomplishments:	Successful representation and placement in Spelling Bee, Geography Bee, Math Olympiad, Forensics Competition, Academic Challenge and Fire Bowl.

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Courses, Curriculum, Instruction:	At John M. Bailey Community School the following platforms and curriculum courses are incorporated: Algebra I, REACH, electronic textbooks, Classroom Dojo, Google Classroom, Khan Academy, Newsela, IXL; I-Ready and Fundations; New Jersey Student Learning Standards (NJSLS) and Next Generation Science Standards (NGSS) standards and assessment. In addition, Realtime is used for student management and OnCourse is used for teacher lesson planning.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls) Basketball ; Cheerleading; Flag Football; District-Wide Cross-Country Track Meet
Clubs and Activities:	Chess Club; Art Club; Choir ; Instrumental Band; Spelling Bee; Geography Bee; Math Olympiad; Forensics Competition; Academic Challenge; Fire Bowl; Robotics Club; Project Innovate; Community Education Afterschool Enrichment Courses; Annual Talent Show (Bailey's Got Talent)

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Before and After School Programs:	At John M. Bailey Community School, several students are enrolled in the Community Education Before/After School Child Care Program. Student may also be eligible for our ARMS tutoring program held before and after school. ARMS pertains to students in grades 3-8. This program offers extra enrichment in the areas of English/Language Arts and Mathematics to students who fit the criteria. Additionally, the 100 Book Challenge program is offered after school to students in grades K-3. This is an outstanding literacy based program for at risk students. Finally, students are offered a variety of extra-curricular classes to choose from held after school under the Community Education umbrella, Classes run for six weeks at a time over three separate sessions throughout the year.
Staff and Professional Learning:	The professional staff of John M. Bailey Community School addresses professional development requirements by attending required staff inservice trainings as well as workshops out-of-district. They also address mandatory training offered by way of Safe Schools.. Grade level teams meet during common planning periods several times weekly as well as once a month after school. During the monthly PLC, teachers either meet as grade level teams or by content area at the discretion of the building principal.

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Student Supports and Services:	John M. Bailey Community School students in grades K-4 receive Title I services as deemed eligible . We have two Title I teachers on staff. As for our special needs staff, one teacher is assigned to pull-out resource for students in grades 1 - 3 while one inclusion teacher is assigned to grade 4. Additionally, JMBCS is home to seven self-contained special education classes (K-8) housing students with emotional disorders. An eighth class is expected to be added. Students academic, social and emotional needs are addressed daily. A special services counselor is assigned specifically for our behavioral intervention program. A program coordinator (teacher in charge) monitors the students and staff. Students receive related services as outlined in their IEPs which include speech, occupational therapy, physical therapy and counseling. Child Study Team members are available as well to students, parents and staff as needed.
Student Health and Wellness:	The school nurse of John M. Bailey Community School prides herself on the physical well-being of all students. She is certain to monitor their health by way of routine wellness checks as the year progresses. All district, county and state regulations are followed. Additionally, the school principal as well as many staff members are trained and certified accordingly to administer CPR/First Aid. Students in Kindergarten through Grade 5 report to the gymnasium upon entry each morning and are involved in a healthy movement to music played by our Physical Education teacher. Further, all students Pre-K through Grade 8 receive Physical Education two times each week.
Parent and Community Involvement:	Our Parent Teacher Association (PTA) conducts public meetings once a month. Through their selfless contributions, the members are dedicated to supporting our entire school community. The executive board members work tirelessly to provide activities for our students and staff to benefit from. They continuously search for ways to bring profits into the school to provide for nearly 700 students.

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers
Facilities:	John M. Bailey Community School opened in 1910 as Number 12 School. Years later it was named after a long-time beloved principal who served as its educational leader for many years. More recently, the school took on the community concept which altered the name of the school once more. Today, the school houses nearly 700 students and approximately 95 staff members. It is one of the oldest facilities in the City of Bayonne. It is equipped with thirty-eight classrooms which includes space for music, art and technology. Also, a large gymnasium serves as the space for physical education classes as well as all school functions such as concerts, plays, graduations, etc. A library is utilized on a regular basis as well as two cafeterias. Although the building is 109 years old and has some logistical challenges, it continues to serve a real purpose.
School Safety:	A retired, armed police officer serves as our security guard. Metal detectors (2) are stationed in the main entrance. All students, staff and visitors are screened on a daily basis. Personal belongings are checked as well. Identification must be shown by visitors in order to be admitted into the building. Identification must be displayed by students, staff and visitors on a daily basis. New communication devices were recently granted to our school. Two fire drills are conducted each month. We also conduct an additional safety drill each month in the form of either a Lockdown, Active Shooter Drill, Shelter-in-Place, Bomb Threat or Non-Fire Evacuation. Students and staff always respond accordingly. We are always looking for ways to keep our building secure and all of its occupants as well.

NJ SCHOOL PERFORMANCE REPORT

JOHN M. BAILEY COMMUNITY SCHOOL
(17-0220-040)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Technology and STEM:	John M. Bailey Community School integrates technology throughout all grades. At the classroom level, Pre-K students use iPads, Kindergarten through Grade 2 students use Asus Chromebook Flips, and Grades 3 through 8 students use HP Chromebooks. When instruction takes place in the technology lab, Pre-K students use Samsung Galaxy Tablets and Grades Kindergarten through Grade 8 students use HP Chromebooks. Technology/STEM classes meet weekly for students in PreK through Grade 6 and twice a week for students in Grades 7 and 8. Several classrooms are equipped with Smartboards. Additional related activities include: Science Fair, Project Innovate, STEM Showcase, Robotics Club, Girls Who Code Club, the Tello Drone Program, Lego club and have access to Lego Robotics and Google Virtual Reality Goggles.
Early Childhood Education:	Our early childhood realm encompasses students in Pre-K through Grade 3. Students in Pre-K through Grade 3 are afforded a free, appropriate education where students are challenged accordingly. Classroom lessons are structured to meet the needs of all learners so they meet grade level expectations while mastering critical skills across the content.. We have an abbreviated Pre-K program Our Pre-K students are given the opportunity to use iPads while students in Kindergarten through Grade 2 are exposed to Asus Chromebook Flips. Students in Grade 3 use HP Chromebooks. Pre-K students visit the technology lab and use Samsung Galaxy Tablets and students in Kindergarten through Grade 3 use HP Chromebooks Chromebooks. Science, Technology, Engineering and Mathematics (STEM) skills are infused on a daily basis.