NJ SCHOOL PERFORMANCE REPORT

BAYONNE HIGH SCHOOL
(17-0220-020)
Grades Offered: 09-12
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
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	HUDSON
District	BAYONNE CITY
Principal Name	MR. BACCARELLA
Address	669 AVENUE A BAYONNE, NJ 07002
Phone Number	(201)858-5900
Email Address	RBACCARELLA@BBOED.ORG
Website	https://www.bboed.org
Facebook	https://www.facebook.com/bboed/
Twitter	https://twitter.com/BayonneHigh

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	663	638	627
10	625	616	620
11	562	568	575
12	527	541	537
Total	2,377	2,363	2,359

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	51.6%	51.6%	51.5%
Male	48.4%	48.4%	48.5%
Economically Disadvantaged Students	60.8%	55.7%	53.5%
Students with Disabilities	13.6%	12.7%	13.3%
English Learners	3.7%	4.6%	6.5%
Homeless Students		0.3%	0.2%
Students in Foster Care		0.4%	0.1%
Military-Connected Students		0.0%	0.5%
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	43.1%	42.1%	41.8%
Hispanic	36.6%	37.4%	37.7%
Black or African American	10.4%	9.7%	9.8%
Asian	8.2%	8.9%	8.8%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.5%	1.6%	1.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	2,246	2,205	2,159
Shared Time Students	260	319	398
Full Time Equivalent	2,376	2,365	2,358

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	63.8%
Spanish	15.8%
Arabic	13.5%
Urdu	1.2%
Filipino	1.0%
Other Languages	4.7%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1225	97.1	59.5	56.2	56.7	59.5	53.5	Met Target
White	478	97.2	62.4	60.5	65.6	62.4	59.8	Met Target
Hispanic	489	97.4	52.3	48.9	42.5	52.3	45.4	Met Target
Black or African American	122	94.9	49.2	*	37.3	49.2	44.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	111	98.3	85.6	81.0	82.3	85.6	66.3	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	56.1	Met Target
Female	633	97.8	70.5	65.2	64.5	70.5		
Male	592	96.4	47.7	47.3	49.4	47.7		
Economically Disadvantaged Students	663	96.7	52.8	50.1	38.5	52.8	48.1	Met Target
Non-Economically Disadvantaged Students	562	97.7	67.2	63.2	67.5	67.2		
Students with Disabilities	167	93.2	15.0	11.1	21.6	15.0	16.6	Met Target†
Students without Disabilities	1058	97.8	66.4	64.4	63.9	66.4		
English Learners	129	96.6	22.5	26.7	27.3	22.5	21.8	Met Target
Non-English Learners	1096	97.2	63.8	58.7	59.4	63.8		
Homeless Students	*	*	*	12.5	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	37.9	57.4	*		
Migrant Students	N	N	N	*	30.1	N		

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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 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	651	751	751	752	13%	10%	21%	42%	15%	57%	55%
White	240	757	757	760	10%	9%	21%	43%	17%	60%	64%
Hispanic	279	744	744	735	17%	11%	23%	37%	12%	49%	38%
Black or African American	64	741	741	734	19%	*	23%	*	*	48%	34%
Asian, Native Hawaiian, or Pacific Islander	51	777	777	782	0%	*	*	55%	33%	88%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	343	760	760	759	7%	8%	19%	46%	19%	66%	63%
Male	308	742	742	744	19%	11%	23%	36%	10%	46%	46%
Economically Disadvantaged Students	358	745	745	733	15%	13%	23%	37%	11%	48%	34%
Non-Economically Disadvantaged Students	293	759	759	761	10%	5%	18%	47%	19%	67%	65%
Students with Disabilities	87	710	710	716	47%	15%	25%	*	*	13%	15%
Students without Disabilities	564	758	758	758	8%	9%	20%	*	*	63%	62%
English Learners	50	698	698	691	*	*	*	*	*	*	*
Non-English Learners	601	756	756	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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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 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	619	755	755	749	14%	10%	17%	36%	23%	59%	51%
White	246	764	764	756	9%	9%	18%	37%	26%	64%	58%
Hispanic	237	745	745	733	20%	13%	16%	33%	19%	52%	38%
Black or African American	63	742	742	728	19%	*	24%	*	*	46%	32%
Asian, Native Hawaiian, or Pacific Islander	63	776	776	782	*	*	*	48%	32%	79%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	10	760	760	753	*	0%	*	*	*	70%	55%
Female	316	768	768	759	7%	7%	14%	43%	29%	72%	60%
Male	303	742	742	739	21%	14%	19%	29%	17%	46%	42%
Economically Disadvantaged Students	329	750	750	730	16%	11%	19%	34%	20%	54%	34%
Non-Economically Disadvantaged Students	290	761	761	758	11%	10%	14%	39%	26%	65%	59%
Students with Disabilities	77	705	705	707	43%	21%	22%	14%	0%	14%	15%
Students without Disabilities	542	762	762	756	10%	9%	16%	39%	26%	65%	57%
English Learners	44	681	681	684	*	*	*	*	*	*	*
Non-English Learners	575	761	761	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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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 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: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	585	758	758	736	9%	9%	19%	43%	20%	63%	39%
White	250	763	763	737	8%	7%	18%	40%	27%	67%	41%
Hispanic	218	750	750	731	13%	12%	17%	47%	11%	58%	35%
Black or African American	58	754	754	729	*	*	33%	*	*	52%	31%
Asian, Native Hawaiian, or Pacific Islander	48	772	772	759	*	*	*	46%	31%	77%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	297	767	767	745	4%	7%	17%	45%	26%	72%	48%
Male	288	748	748	728	15%	11%	20%	40%	14%	54%	31%
Economically Disadvantaged Students	305	753	753	730	12%	10%	20%	42%	16%	58%	33%
Non-Economically Disadvantaged Students	280	764	764	739	6%	8%	18%	44%	25%	69%	42%
Students with Disabilities	53	710	710	708	45%	*	26%	*	*	11%	13%
Students without Disabilities	532	763	763	742	5%	*	18%	*	*	68%	44%
English Learners	31	713	713	702	32%	32%	*	*	*	13%	*
Non-English Learners	554	761	761	738	8%	8%	*	*	*	66%	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	729	*	*	*	*	*	*	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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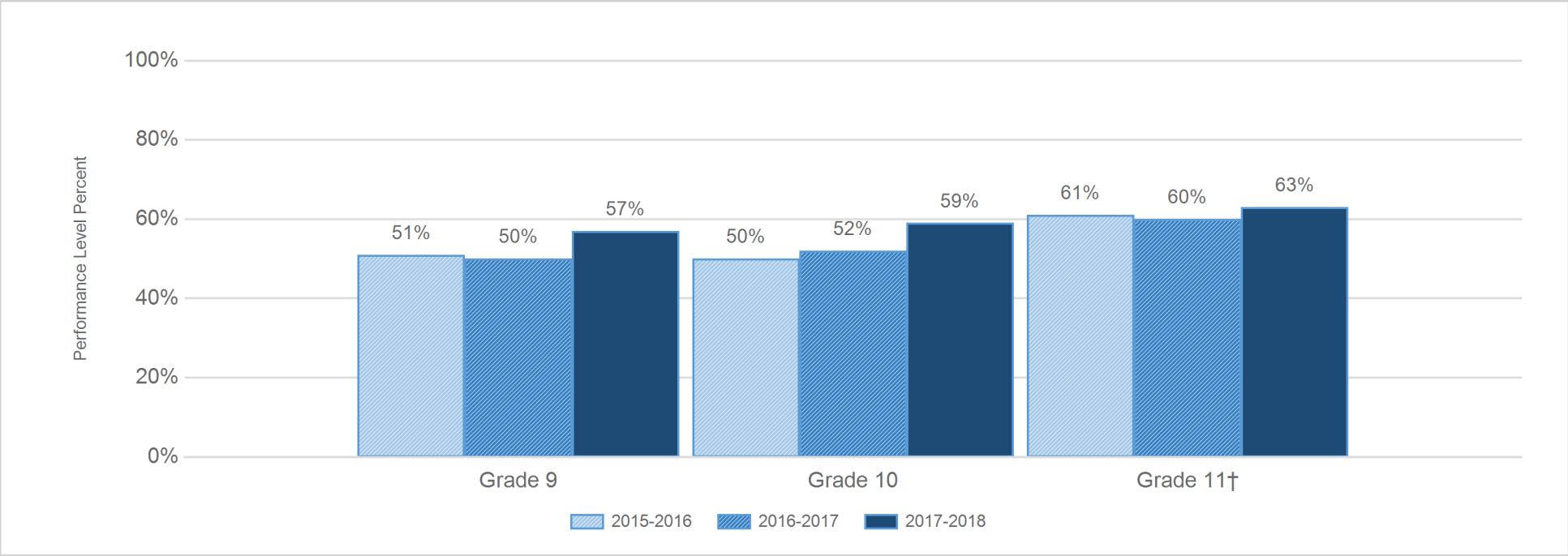
English Language Arts/Literacy Assessment - Performance Trends

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



† 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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Mathematics Assessment - Participation and Performance

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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	1276	96.8	28.5	38.8	45.0	28.5	27.6	Met Target
White	494	96.8	33.2	46.4	54.1	33.2	32.2	Met Target
Hispanic	514	96.6	20.4	27.9	29.2	20.4	21.8	Met Target†
Black or African American	128	95.9	18.0	23.4	23.4	18.0	16.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	114	99.2	57.0	68.6	77.0	57.0	44	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	17.6	Met Target
Female	654	97.7	30.0	41.1	46.0	30.0		
Male	622	95.9	26.9	36.6	43.9	26.9		
Economically Disadvantaged Students	698	96.7	23.6	33.7	26.6	23.6	24.6	Met Target†
Non-Economically Disadvantaged Students	578	97.0	34.3	44.9	55.9	34.3		
Students with Disabilities	182	93.3	*	*	17.1	*	6.5	Not Met
Students without Disabilities	1094	97.5	*	*	50.5	*		
English Learners	125	97.2	20.0	29.3	24.6	20.0	29	Not Met
Non-English Learners	1151	96.8	29.3	39.8	46.9	29.3		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	16.2	45.8	*		
Migrant Students	N	N	N	*	23.7	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 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	561	729	738	746	15%	29%	35%	*	*	21%	46%
White	186	733	747	755	10%	28%	35%	26%	0%	26%	57%
Hispanic	264	724	728	730	20%	30%	36%	*	*	15%	27%
Black or African American	63	724	726	727	19%	35%	30%	16%	0%	16%	23%
Asian, Native Hawaiian, or Pacific Islander	33	756	769	779	*	*	33%	*	*	48%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	287	733	741	748	10%	29%	37%	*	*	24%	48%
Male	274	726	736	745	20%	28%	33%	*	*	19%	44%
Economically Disadvantaged Students	330	727	733	729	16%	32%	35%	*	*	17%	25%
Non-Economically Disadvantaged Students	231	733	745	756	13%	24%	34%	*	*	28%	57%
Students with Disabilities	93	708	708	716	*	*	*	*	*	*	13%
Students without Disabilities	468	734	743	752	*	*	*	*	*	*	52%
English Learners	58	721	721	710	22%	43%	24%	*	*	10%	*
Non-English Learners	503	730	740	749	14%	27%	36%	*	*	23%	*
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	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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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 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	612	733	733	735	9%	33%	33%	23%	2%	25%	30%
White	239	737	737	740	8%	23%	40%	*	*	29%	37%
Hispanic	237	728	728	723	11%	40%	28%	*	*	21%	14%
Black or African American	73	724	724	719	*	47%	32%	*	*	12%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	303	734	734	736	7%	32%	35%	*	*	26%	30%
Male	309	731	731	734	11%	33%	31%	*	*	25%	29%
Economically Disadvantaged Students	325	731	731	722	9%	35%	32%	*	*	24%	13%
Non-Economically Disadvantaged Students	287	734	734	741	8%	30%	34%	*	*	28%	38%
Students with Disabilities	88	707	707	713	*	*	*	*	*	*	*
Students without Disabilities	524	737	737	738	*	*	*	*	*	*	*
English Learners	37	718	718	711	*	*	*	*	*	*	*
Non-English Learners	575	733	733	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

BAYONNE HIGH SCHOOL
(17-0220-020)
Grades Offered: 09-12
2017-2018

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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 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	574	726	726	727	25%	27%	25%	21%	2%	23%	30%
White	246	732	732	733	22%	22%	26%	*	*	30%	35%
Hispanic	208	716	716	710	27%	35%	27%	*	*	11%	14%
Black or African American	52	713	713	705	40%	27%	21%	*	*	12%	11%
Asian, Native Hawaiian, or Pacific Islander	56	747	747	766	*	*	21%	*	*	52%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	306	726	726	728	21%	27%	29%	*	*	23%	30%
Male	268	725	725	727	29%	26%	21%	*	*	24%	30%
Economically Disadvantaged Students	298	723	723	709	27%	28%	26%	*	*	20%	13%
Non-Economically Disadvantaged Students	276	729	729	736	22%	26%	25%	*	*	27%	37%
Students with Disabilities	53	683	683	693	*	*	*	*	*	*	*
Students without Disabilities	521	730	730	732	*	*	*	*	*	*	*
English Learners	23	705	705	691	*	*	*	*	*	*	*
Non-English Learners	551	726	726	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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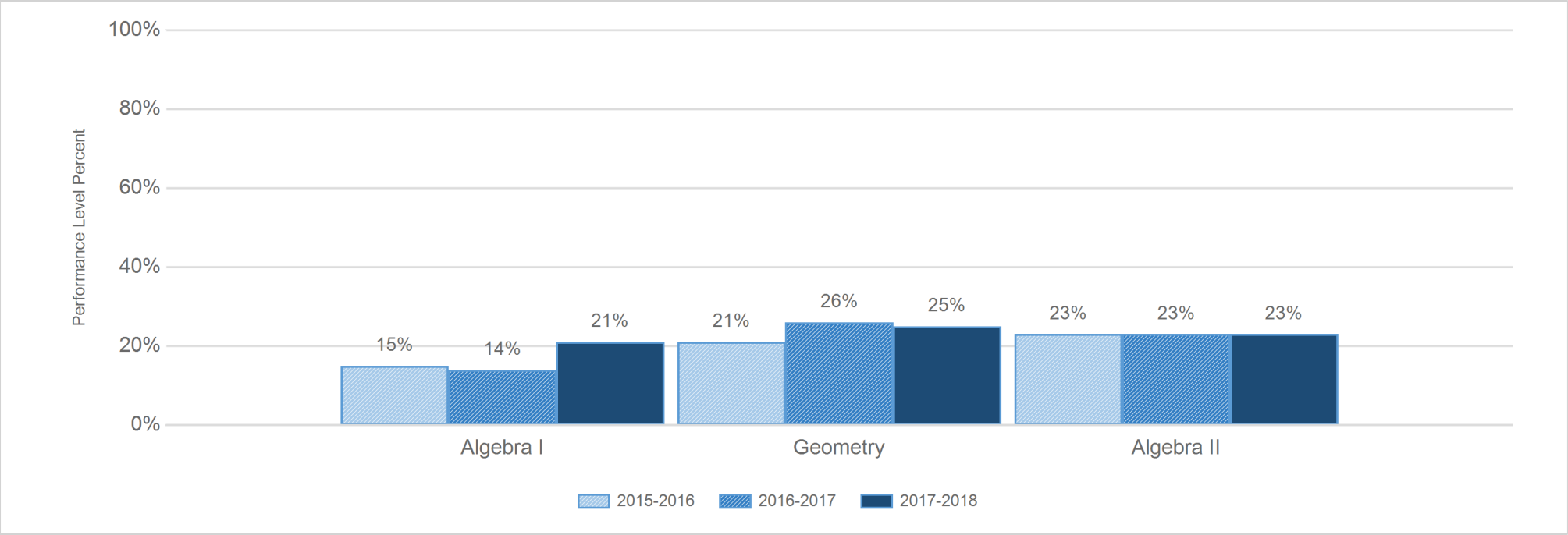
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	13	13

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	39.8%	46.8%	Met Target†

† 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	73	*	*
3-4	33	*	*
5 or more	12	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	95.5%	85.0%
12th graders taking SAT in 2017-18 or prior years	88.6%	72.2%
12th graders taking ACT in 2017-18 or prior years	8.2%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	447	478	Grade 10: 430 Grade 11: 460	49%	62%
PSAT 10/NMSQT - Math	444	478	Grade 10: 480 Grade 11: 510	25%	42%
SAT - Reading and Writing	510	542	480	62%	72%
SAT - Math	509	543	530	40%	54%
ACT - Reading	22	24	22	55%	62%
ACT - English	22	24	18	73%	78%
ACT - Math	21	24	22	45%	62%
ACT - Science	20	23	23	34%	53%

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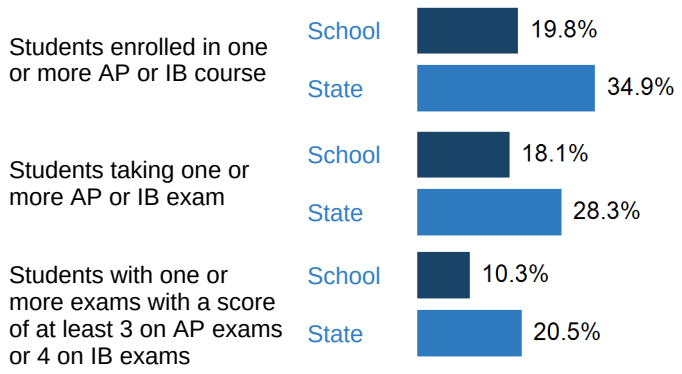
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

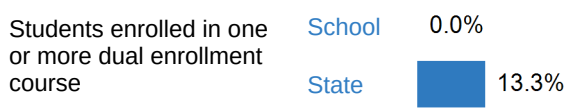
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. 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 list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. 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 AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	26	25
AP Calculus AB	52	51
AP Calculus BC	24	24
AP Chemistry	24	21
AP Computer Science A	32	20
AP Computer Science Principles	0	15
AP English Language and Composition	44	43
AP English Literature and Composition	82	21
AP European History	28	11
AP French Language and Culture	0	6
AP Human Geography	27	27
AP Macroeconomics	0	19
AP Microeconomics	0	18
AP Music Theory	7	7
AP Physics 1	0	34
AP Physics 2	0	10

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	3
AP Psychology	19	19
AP Statistics	22	20
AP Studio Art—Drawing Portfolio	5	3
AP U.S. Government and Politics	9	9
AP U.S. History	107	46
Total Exams taken		452
Exams with scores of at least 3 on AP exams or 4 on IB exams		218

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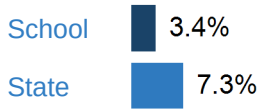
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

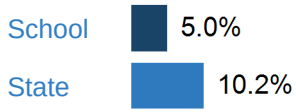
Career and Technical Education Participation

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

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



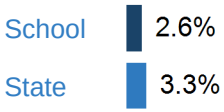
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	237		
Human Services	160		
Total (All Clusters)	397	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	473	209	2	0	0	0	7
10	36	417	194	1	0	0	35
11	8	65	373	131	18	0	46
12	0	7	80	87	58	73	147
Total	517	698	649	219	76	73	235
Enrolled in AP/IB Course					76	22	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	680	17	0	8	0	7
10	62	585	0	13	11	17
11	34	209	0	184	200	52
12	36	58	0	72	50	94
Total	812	869	0	277	261	170
Enrolled in AP/IB Course	26	24		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	661	42	0	0	0	22
10	26	638	1	0	2	15
11	28	597	7	37	22	38
12	11	134	34	114	89	205
Total	726	1411	42	151	113	280
Enrolled in AP/IB Course	0	107	0	19		58
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	390	78	129	28	0	0	0
10	433	71	71	37	0	0	0
11	262	33	12	30	0	0	0
12	132	17	12	37	0	0	0
Total	1217	199	224	132	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	228	29	0	65	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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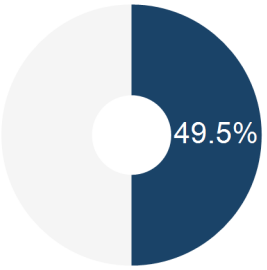
Visual and Performing Arts – Course Participation

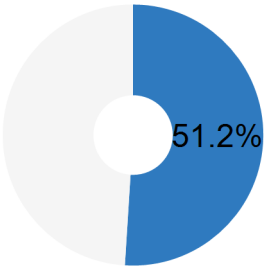
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

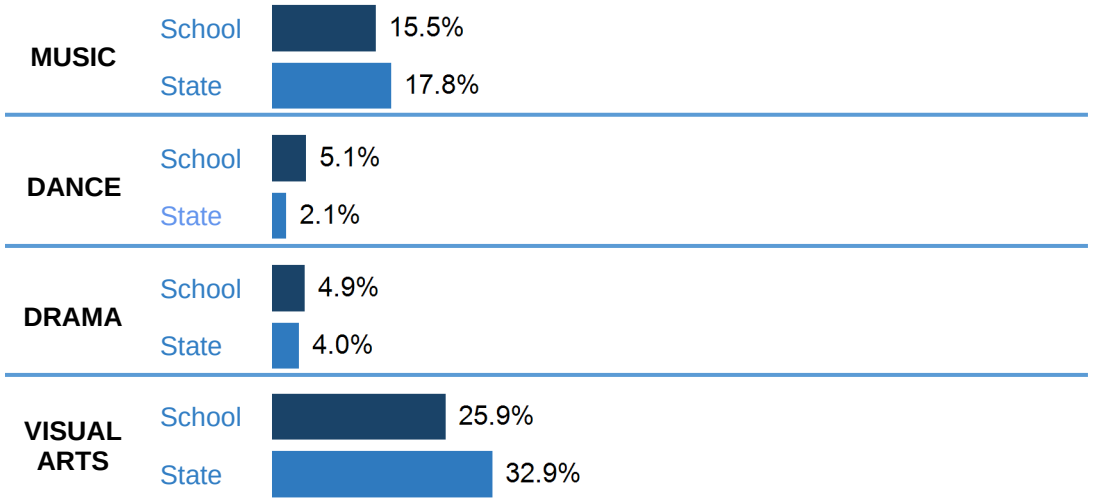


School



State

Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	91.9%	90.9%	93.7%	92.4%	89.9%	82.8%	Met Target	94.2%	87.5%	Met Target
White	94.7%	95.0%	93.9%	95.7%	89.6%	86.2%	Met Target	95.8%	N	Met Goal
Hispanic	88.9%	84.8%	94.1%	87.3%	90.3%	78.4%	Met Target	93.0%	83.7%	Met Target
Black or African American	83.3%	84.2%	89.0%	86.8%	85.3%	77.5%	Met Target	90.1%	86.7%	Met Target
Asian, Native Hawaiian or Pacific Islander	98.2%	97.0%	100.0%	97.7%	96.4%	N	Met Goal	*	N	Met Goal
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	90.2%	84.6%	94.3%	87.0%	89.9%	81.0%	Met Target	94.5%	86.6%	Met Target
Students with Disabilities	76.7%	80.1%	81.9%	83.5%	76.2%	59.5%	Met Target	74.0%	65.2%	Met Target
English Learners	82.6%	75.8%	97.7%	81.8%	86.7%	74.9%	Met Target	98.0%	N	Met Goal
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	*	62.6%	N	64.9%						

NJ SCHOOL PERFORMANCE REPORT

BAYONNE HIGH SCHOOL
(17-0220-020)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	70.3%	58.2%
Substitute Competency Test	11.1%	19.6%
Portfolio Appeals Process	6.6%	10.4%
Alternate Requirements specified in IEP	10.9%	10.8%
Unknown	1.0%	1.0%

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
2018	91.9%	-
2017	89.9%	93.7%
2016	85.8%	94.2%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.6%	1.2%
2016-2017	0.5%	1.1%
2015-2016	0.4%	1.2%

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Information about students enrolling in colleges and universities after graduation 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 information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	79.7%	29.1%	70.9%
White	85.4%	24.9%	75.1%
Hispanic	70.1%	35.4%	64.6%
Black or African American	75.8%	40%	60%
Asian, Native Hawaiian, or Pacific Islander	86.3%	25%	75%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	77.3%	30.6%	69.4%
Students with Disabilities	48.6%	88.2%	11.8%
English Learners	92.9%	53.8%	46.2%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

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	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	82.8%	25.1%	74.9%	79.2%	20.8%	87.3%	12.7%
White	85.6%	16.8%	83.2%	81.9%	18.1%	86.5%	13.5%
Hispanic	83.2%	32.1%	67.9%	77.6%	22.4%	90.3%	9.7%
Black or African American	63.8%	36.7%	63.3%	73.3%	26.7%	86.7%	13.3%
Asian, Native Hawaiian, or Pacific Islander	91.7%	22.7%	77.3%	77.3%	22.7%	81.8%	18.2%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	84.2%	26.6%	73.4%	81.8%	18.2%	92.1%	7.9%
Students with Disabilities	46.4%	46.2%	53.8%	84.6%	15.4%	84.6%	15.4%
English Learners	75%	22.2%	77.8%	88.9%	11.1%	100%	0%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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

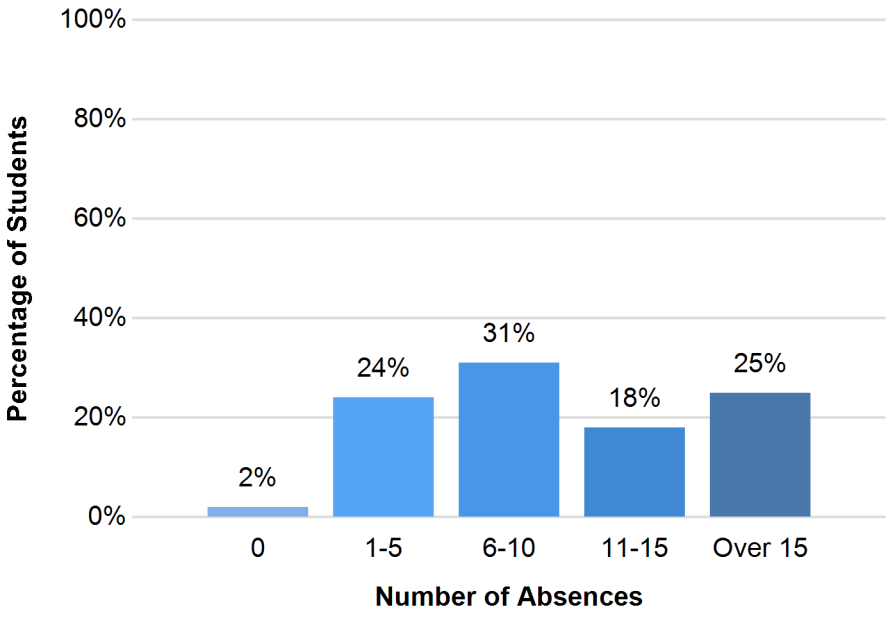
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	660	24.9	14.9	Not Met
White	257	23.6	14.9	Not Met
Hispanic	283	27.6	14.9	Not Met
Black or African American	76	28.6	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	30	13.3	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Not Met
Economically Disadvantaged Students	377	26.6	14.9	Not Met
Students with Disabilities	136	34.2	14.9	Not Met
English Learners	36	22.0	14.9	Not Met

Days Absent

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



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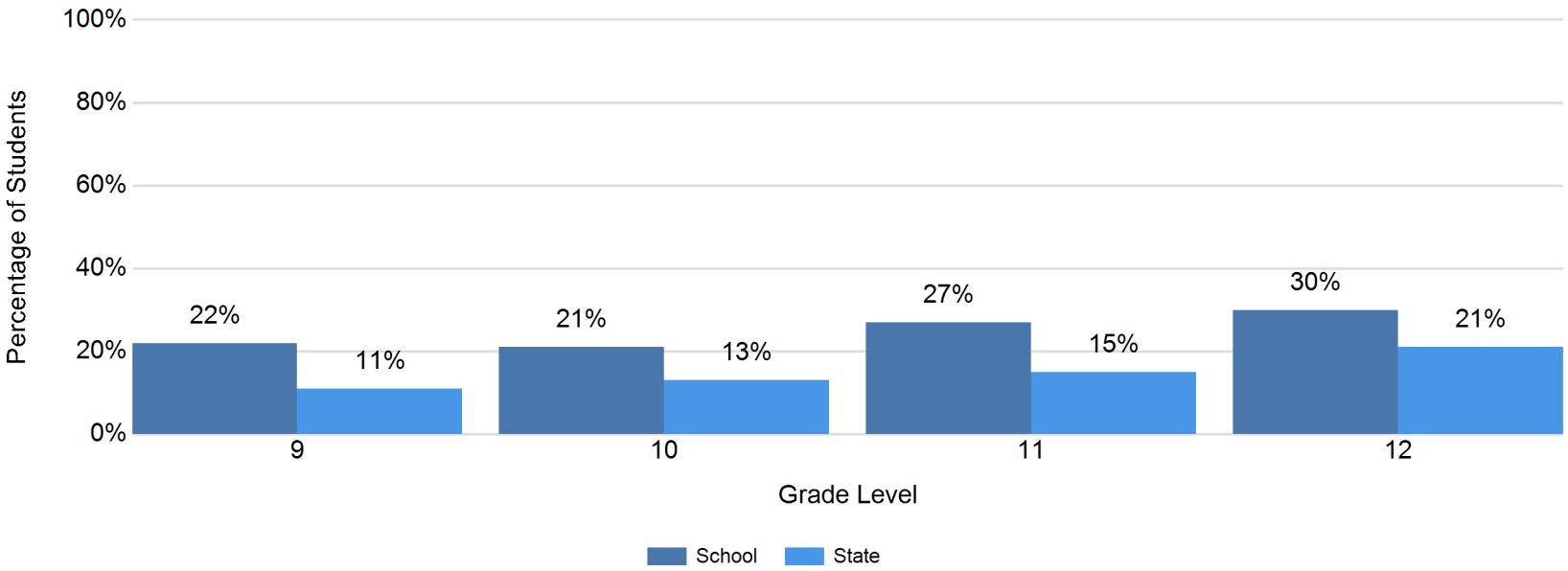
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	11
Weapons	4
Vandalism	1
Substances	10
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	1.10

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	10
Weapons	4
Vandalism	1
Substances	7
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
No Identified Nature	6		6

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	31	1.3%
Any Suspension	32	1.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	10	0.4%

School Days Missed due to Out-of-School Suspensions
285

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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.1:1

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	184	117,464
Average years experience in public schools	14.7	12.0
Average years experience in district	12.6	10.7
Teachers in district for 4 or more years	81.0%	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	13:1	14:1
Students to Administrators	262:1	227:1
Teachers to Administrators	20:1	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

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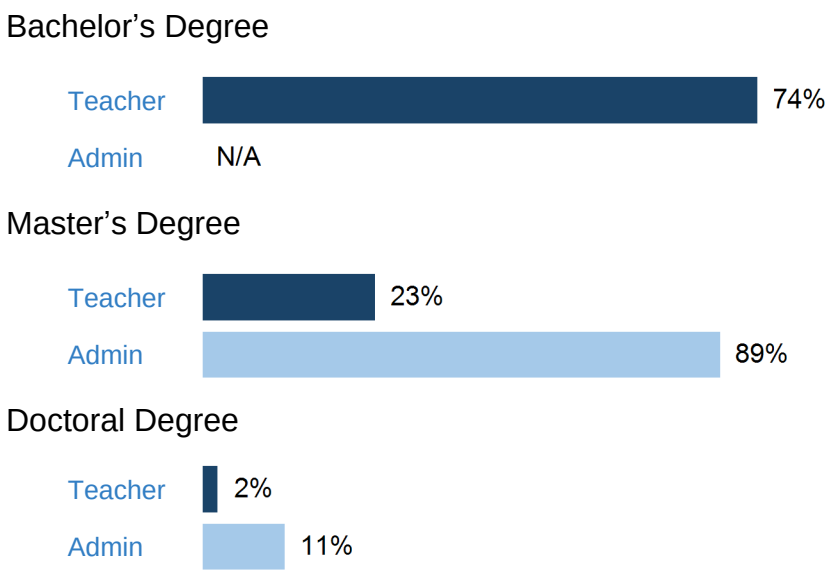
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	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	97.2%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	59.2%	22.2%
Male	40.8%	77.8%
White	85.9%	88.9%
Hispanic	5.4%	0.0%
Black or African American	4.9%	11.1%
Asian	3.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	69.05	15.0%
Mathematics Proficiency	44.41	15.0%
Graduation Rate - 4-Year	32.09	20.0%
Graduation Rate - 5-Year	48.28	20.0%
Progress Towards English Language Proficiency	44.55	20.0%
Chronic Absenteeism	12.64	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	43.27	n/a
Summative Rating: Percentile Rank of Summative Score	38.68	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Target	Met Target	Met Target†	Not Met	No
White	33.36	8.94	No	Met Target	Met Target	Met Target	Met Goal	n/a	Not Met	No
Hispanic	55.25	8.94	No	Met Target	Met Target†	Met Target	Met Target	n/a	Not Met	No
Black or African American	52.02	8.94	No	Met Target	Met Target	Met Target	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	35.20	8.94	No	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
Economically Disadvantaged Students	67.09	8.94	No	Met Target	Met Target†	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	29.38	8.94	No	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	76.61	8.94	No	Met Target	Not Met	Met Target	Met Goal	**	Not Met	No

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

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• 102 clubs/sports • One on one Chromebook for al students • Our Robotics Team won 2 tournaments this year
Mission, Vision, Theme:	Our mission is to provide a preeminent safe and inclusive educational environment to ensure that every student reaches their full potential. The Bayonne Public School District is a large and diverse community which prepares all students to develop their intellectual, emotional, aesthetic, social, and physical abilities in a safe and welcoming environment.
Awards, Recognition, Accomplishments:	Samsun Solve for Tomorrow Award - Student Arsh BanarjeeBayonne High School Teacher of the Year - Tina Casais

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Courses, Curriculum, Instruction:	The Bayonne High School Mathematics Department is proud to off 5 Advance Placement Courses: AP Calculus AB, AP Calculus BC, AP Statistics, AP Computer Science Principles, AP Computer Science AIn addition to AP Mathematics classes, we offer our students other opportunities to engage with high quality mathematics classes after they successfully complete Algebra 1, Geometry, and Algebra II
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Diving (Boys & Girls), Fencing (Coed), Football (Boys), Ice Hockey (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) Bayonne High School has the only regulation NHL Hockey League Rink on campus in the State of New Jersey.
Clubs and Activities:	Bayonne High School has over 100 clubs and activities including The Beacon newspaper, Marching Band, Academic Challenge, Art Club, Guitar Ensemble, Karate League, Junior Chamber of Commerce and National Honor Society. Some newly formed clubs include The Metropolitan Discovery Club as well as the STEM Advancement Cub

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BAYONNE HIGH SCHOOL
(17-0220-020)
Grades Offered: 09-12
2017-2018

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****** Accountability calculations require 20 or more students
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Before and After School Programs:	SAT Prep, Boost Math, Algebra Enrichment
Staff and Professional Learning:	Bayonne High School has three full days of Professional Development built into our calendar, along with five delayed student entry days for Professional Development.
Postsecondary Information:	The Bayonne High School Guidance Department offers the following College Planning Series: Financial Aid Night, The Bayonne High School College and Career Fair, Admission Impossible: Navigating the College Process

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Student Supports and Services:	The School Based Youth Services Program is a comprehensive youth service program for high school students and their families. The Student Center offers one stop shopping for teens. Services include: Mental Health, Health Services, Substance Abuse, Educational Assistance, Recreation Activities, and Crisis Intervention
Student Health and Wellness:	Bayonne High School offers a variety of opportunities for students to attain maximum fitness/wellness results. Beginning in the 9th grade, students participate n Health/Physical Education Programs which include archery, flag football, soccer, spike ball, frisbee games, tennis, wiffleball, softball, and Fitness Fridays.
Parent and Community Involvement:	The Bayonne High School complex hosts a variety of community centered activities. The Physical Education Community Center is the focal point of our relationship with the community. Our building is used on a continual basis. Our regulation ice hockey rink is utilized for free skate, skate lessons, and junior hockey teams. A countless number of community groups also use these facilities after the school day ends and on weekends.

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Climate Surveys:	On a continual basis, all parents, teachers, and students n grades 9-12 take the school culture survey. The survey helps student leaders understand what key members of the school community say abut the learning environment in the school. The survey presented is aligned to the Department of Education's framework for great schools and collects important data about a student's ability to improve school achievement. Bayonne High School was extremely pleased with its latest school survey.
Facilities:	Bayonne High School has always made its facilities available to the public. Bayonne High School is comprised of four buildings on a thirteen acre campus set adjacent to the waterfront.The Bayonne High School Physical Education Center contains an NHL regulation ice rink, indoor track, and dance studio. Four regulation tennis courts are adjacent to the building. The school also houses the district cable statin, BEN-TV, where students can take courses in TV production.
School Safety:	Bayonne High School boasts a superior security system. We currently have a Supervisor of Security along with eight security guards. We are equipped with metal detectors at all student entrances, 62 walkie talkies, instant communication, and 169 surveillance cameras.

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Technology and STEM:	Bayonne High School offers students a variety of STEM based opportunities. Students can select to enroll in one of our many STE based electives in the areas of Engineering, Scientific Research, and Computer Science. Additionally, students have many options after school. BHS hosts a variety of clubs that encourage participation in STEM based competitions such as RWJ/Barnabus STEM Showcase, Rutgers Junior Science and Humanities Symposium, NJ Science League, and the Physics Olympics. Additionally, students can compete in First Tech Challenge Robotics as a member of one of two BHS Teams.

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Other Information:	Bayonne High School is a comprehensive institution steeped in over 100 years of tradition. We aggressively strive for excellence to meet the challenges of the future while espousing the value of a good work ethic, good citizenship, and a sense of morality. The word collaboration is the heart and soul of the school's decision making process. Our Shared Decision Making Team meets regularly to plan strategies and to help our school grow academically while enhancing school culture. Some of the many areas that the tea concentrates on are: study achievement, learning climate, high teacher expectations, home school relations, academic mastery, and team functioning and planning. Bayonne High School is proud of its academic reputation. Each year, the administration and faculty strives to meet the needs of our diverse population. This past school year was a banner year for academic success. ur students won countless academic awards while earning over 14 million dollars in scholarships. In the area of technology, Bayonne High School has moved forward to a one-on-one Chromebook program. Each one of our students has been issued a state of the art Chromebook for their personal use during instruction and homework. This equips the student to be successful during standardized test taking and to be competitive in the global world.