



Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
 HUDSON
 BAYONNE CITY
 669 AVENUE A
 BAYONNE, NJ 07002

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

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

Navigating through the reports:

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

Other Resources:

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



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Grade Span 09-12

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Footnotes

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

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



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2016-2017
Grade Span 09-12

17-0220-020
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 BAYONNE, NJ 07002

Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 9 | 646 | 592 | 608 |
| 10 | 609 | 551 | 599 |
| 11 | 507 | 516 | 540 |
| 12 | 587 | 438 | 513 |
| Ungraded | 181 | 149 | 105 |
| Total | 2528 | 2246 | 2365 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 49% | 52% | 52% |
| Male | 51% | 48% | 48% |
| Economically Disadvantaged Students | 67% | 61% | 56% |
| Students with Disabilities | 16% | 13% | 13% |
| English Learners | 5% | 4% | 5% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 42.1% |
| Hispanic | 37.4% |
| Black or African American | 9.8% |
| Asian | 8.9% |
| American Indian or Alaska Native | 0.1% |
| Native Hawaiian or Pacific Islander | 0.1% |
| Two or More Races | 1.6% |

Enrollment Trends by Full and Shared Time

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

| Enrollment Status | 2016-17 |
|----------------------|---------|
| Full Time Students | 2203 |
| Shared Time Students | 319 |
| Full Time Equivalent | 2363 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 66.8% |
| Spanish | 14.2% |
| Arabic | 12.1% |
| Urdu | 1.2% |
| Filipino | 1.2% |
| Other | 4.5% |



Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
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669 AVENUE A
BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 1179 | 95.6 | 51.80 | 52.10 | 54.90 | 51.8 | 52 | Met Target† |
| White | 491 | 96.8 | 57.90 | 57.10 | 63.90 | 57.9 | 58.7 | Met Target† |
| Hispanic | 459 | 93.6 | 44.00 | 43.70 | 39.80 | 43.8 | 43.5 | Met Target |
| Black or African American | 117 | 97.1 | 36.80 | 38.60 | 35.20 | 36.8 | 42.3 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 92 | 100.0 | 76.10 | * | 80.70 | 76.1 | 65.6 | Met Target |
| American Indian or Alaska Native | N | N | N | 33.30 | 53.70 | N | ** | ** |
| Two or More Races | 20 | 88.5 | 60.00 | 61.60 | 54.90 | 54.8 | N | N |
| Female | 587 | 95.4 | 62.20 | 59.80 | 62.20 | 62.2 | | |
| Male | 592 | 95.8 | 41.60 | 44.70 | 48.10 | 41.6 | | |
| Economically Disadvantaged Students | 663 | 95.4 | 45.70 | 44.80 | 36.20 | 45.7 | 46.4 | Met Target† |
| Non-Economically Disadvantaged Students | 516 | 95.9 | 59.70 | 61.40 | 65.80 | 59.7 | | |
| Students with Disabilities | 170 | 90.4 | * | * | 20.50 | * | 13.1 | Not Met |
| Students without Disabilities | 1009 | 96.5 | * | * | 61.90 | * | | |
| English Learners | 106 | 98.5 | 20.80 | 25.80 | 25.20 | 20.8 | 18.5 | Met Target |
| Non-English Learners | 1073 | 95.3 | 54.90 | 54.20 | 57.40 | 54.9 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | * | * | * | * | 53.50 | * | | |
| Migrant Students | N | N | N | * | 23.00 | N | | |

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

† Target was met within a confidence interval.



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2016-2017
Grade Span 09-12

17-0220-020
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669 AVENUE A
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 666 | 748 | 748 | 749 | 14% | 12% | 25% | 36% | 14% | 50% | 52% |
| White | 259 | 754 | 754 | 757 | 10% | 9% | 27% | 36% | 18% | 54% | 62% |
| Hispanic | 263 | 741 | 741 | 733 | 18% | 14% | 25% | 33% | 10% | 43% | 35% |
| Black or African American | 75 | 735 | 735 | 730 | 23% | * | * | 29% | * | 37% | 30% |
| Asian, Native Hawaiian, or Pacific Islander | 58 | 765 | 765 | 777 | * | * | 21% | 55% | 19% | 74% | 80% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 49% |
| Two or More Races | 11 | 752 | 752 | 746 | * | * | * | * | * | 73% | 48% |
| Female | 330 | 759 | 759 | 756 | 6% | 9% | 22% | 45% | 18% | 63% | 60% |
| Male | 336 | 736 | 736 | 741 | 22% | 14% | 28% | 27% | 9% | 36% | 43% |
| Economically Disadvantaged Students | 388 | 742 | 742 | 731 | 17% | 13% | 28% | 31% | 11% | 43% | 32% |
| Non-Economically Disadvantaged Students | 278 | 755 | 755 | 758 | 11% | 9% | 21% | 43% | 17% | 60% | 62% |
| Students with Disabilities | 102 | 709 | 709 | 714 | * | * | * | * | * | * | 13% |
| Students without Disabilities | 564 | 754 | 754 | 754 | * | * | * | * | * | * | 58% |
| English Learners | 41 | 690 | 690 | 690 | * | * | * | * | * | * | * |
| Non-English Learners | 625 | 751 | 751 | 752 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 719 | * | * | * | * | * | * | 21% |
| Students in Foster Care | * | * | * | 718 | * | * | * | * | * | * | 21% |
| Military-Connected Students | * | * | * | 746 | * | * | * | * | * | * | 45% |
| Migrant Students | N | N | N | 705 | N | N | N | N | N | N | * |



Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
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BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 606 | 750 | 750 | 743 | 14% | 12% | 22% | 35% | 17% | 52% | 46% |
| White | 253 | 757 | 757 | 749 | 12% | 11% | 17% | 37% | 23% | 60% | 52% |
| Hispanic | 238 | 742 | 742 | 728 | 19% | 12% | 27% | 32% | 11% | 43% | 34% |
| Black or African American | 59 | 739 | 739 | 725 | * | * | 29% | 29% | * | 37% | 31% |
| Asian, Native Hawaiian, or Pacific Islander | 43 | 770 | 770 | 774 | * | * | * | 49% | 28% | 77% | 74% |
| American Indian or Alaska Native | * | * | * | 740 | * | * | * | * | * | * | 42% |
| Two or More Races | 12 | 754 | 754 | 737 | * | * | * | * | * | 50% | 42% |
| Female | 309 | 759 | 759 | 752 | 9% | 10% | 20% | 39% | 22% | 61% | 54% |
| Male | 297 | 741 | 741 | 734 | 20% | 14% | 23% | 31% | 13% | 44% | 39% |
| Economically Disadvantaged Students | 322 | 744 | 744 | 726 | 18% | 13% | 22% | 34% | 13% | 48% | 32% |
| Non-Economically Disadvantaged Students | 284 | 757 | 757 | 751 | 10% | 11% | 21% | 36% | 22% | 58% | 54% |
| Students with Disabilities | 61 | 705 | 705 | 704 | * | * | * | * | * | * | 12% |
| Students without Disabilities | 545 | 755 | 755 | 749 | * | * | * | * | * | * | 52% |
| English Learners | 32 | 686 | 686 | 681 | * | * | * | * | * | * | * |
| Non-English Learners | 574 | 754 | 754 | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 715 | N | N | N | N | N | N | 21% |
| Students in Foster Care | * | * | * | 710 | * | * | * | * | * | * | 20% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 694 | N | N | N | N | N | N | * |



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2016-2017

Grade Span 09-12

17-0220-020
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 548 | 758 | 758 | 736 | 9% | 10% | 21% | 38% | 23% | 60% | 38% |
| White | 250 | 761 | 761 | 738 | 7% | 9% | 22% | 35% | 26% | 62% | 40% |
| Hispanic | 188 | 754 | 754 | 731 | 11% | 12% | 18% | 42% | 18% | 60% | 34% |
| Black or African American | 44 | 749 | 749 | 728 | * | * | 30% | 32% | * | 48% | 30% |
| Asian, Native Hawaiian, or Pacific Islander | 55 | 770 | 770 | 756 | * | * | * | 44% | 31% | 75% | 58% |
| American Indian or Alaska Native | * | * | * | 731 | * | * | * | * | * | * | 30% |
| Two or More Races | 10 | 723 | 723 | 731 | * | * | * | * | * | 20% | 36% |
| Female | 282 | 764 | 764 | 744 | 6% | 9% | 17% | 42% | 26% | 68% | 46% |
| Male | 266 | 751 | 751 | 729 | 12% | 11% | 25% | 33% | 19% | 52% | 31% |
| Economically Disadvantaged Students | 276 | 751 | 751 | 729 | 11% | 14% | 21% | 39% | 16% | 55% | 32% |
| Non-Economically Disadvantaged Students | 272 | 764 | 764 | 740 | 8% | 6% | 21% | 36% | 29% | 66% | 42% |
| Students with Disabilities | 63 | 708 | 708 | 709 | * | * | * | * | * | * | 12% |
| Students without Disabilities | 485 | 764 | 764 | 741 | * | * | * | * | * | * | 43% |
| English Learners | 23 | 707 | 707 | 699 | * | * | * | * | * | * | * |
| Non-English Learners | 525 | 760 | 760 | 737 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 722 | * | * | * | * | * | * | 24% |
| Students in Foster Care | * | * | * | 713 | * | * | * | * | * | * | 19% |
| Military-Connected Students | N | N | N | 723 | N | N | N | N | N | N | 24% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 26% |

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

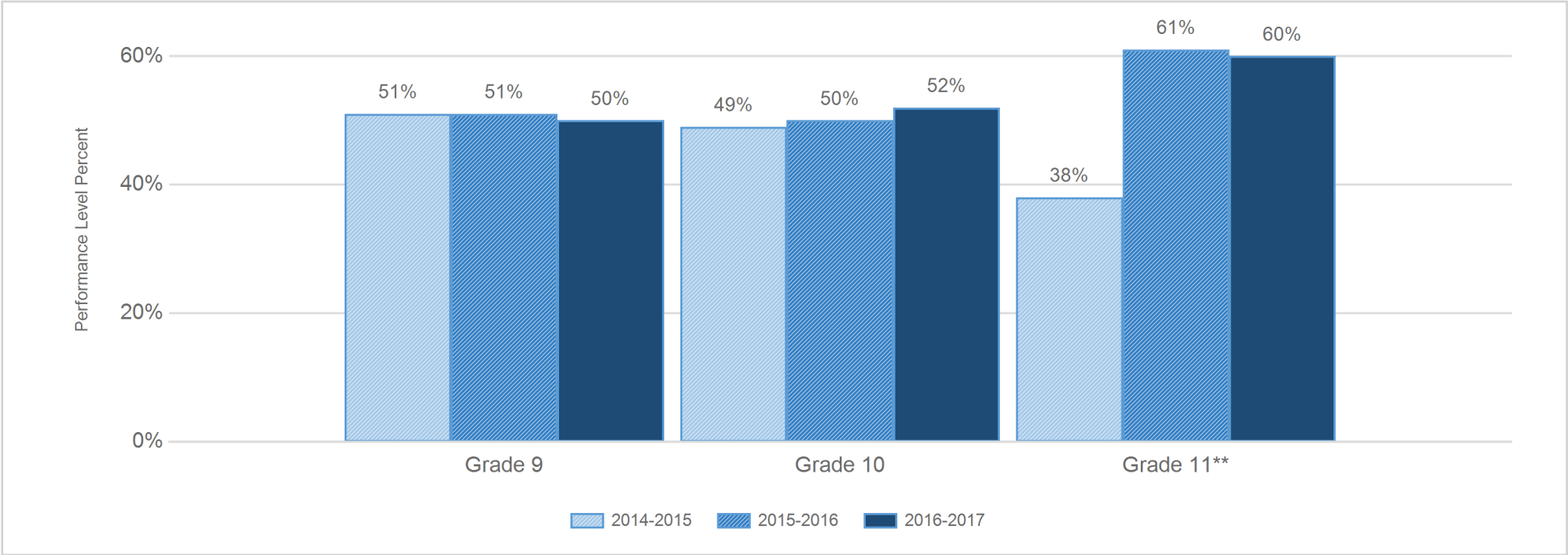


Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
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BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance Trends

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



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



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2016-2017
Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 1215 | 92.8 | 24.40 | 36.80 | 43.50 | 23.9 | 24.7 | Met Target† |
| White | 503 | 94.8 | 30.60 | 43.40 | 52.40 | 30.5 | 29.6 | Met Target |
| Hispanic | 480 | 90.3 | 17.10 | 27.00 | 27.60 | 16.4 | 18.5 | Met Target† |
| Black or African American | 117 | 91.2 | 12.00 | 20.90 | 21.70 | 11.5 | 13.1 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 94 | 98.1 | 45.70 | * | 75.60 | 45.7 | 42 | Met Target |
| American Indian or Alaska Native | N | N | N | 33.30 | 42.50 | N | ** | ** |
| Two or More Races | 21 | 96.0 | 14.30 | 38.40 | 44.90 | 14.3 | N | N |
| Female | 602 | 93.5 | 24.60 | 37.80 | 44.10 | 24.4 | | |
| Male | 613 | 92.2 | 24.10 | 35.90 | 42.90 | 23.5 | | |
| Economically Disadvantaged Students | 682 | 92.3 | 22.50 | 31.80 | 25.10 | * | 21.5 | Met Target |
| Non-Economically Disadvantaged Students | 533 | 93.5 | 26.90 | 43.20 | 54.30 | * | | |
| Students with Disabilities | 176 | 86.4 | * | * | 16.50 | * | N | N |
| Students without Disabilities | 1039 | 94.0 | * | * | 48.80 | * | | |
| English Learners | 105 | 97.0 | 18.10 | 24.90 | 23.30 | 18.1 | 26.1 | Not Met |
| Non-English Learners | 1110 | 92.4 | 25.00 | 37.90 | 45.20 | 24.4 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | * | * | * | * | 39.90 | * | | |
| Migrant Students | N | N | N | 33.30 | 18.20 | N | | |

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Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 510 | 722 | 739 | 743 | 20% | 39% | 27% | * | * | 14% | 42% |
| White | 182 | 728 | 745 | 751 | * | 37% | 31% | 18% | * | 19% | 52% |
| Hispanic | 228 | 717 | 729 | 728 | 26% | 41% | 23% | 11% | 0% | 11% | 24% |
| Black or African American | 63 | 716 | 724 | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 30 | 736 | 766 | 774 | * | * | * | * | * | 30% | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | 241 | 725 | 740 | 744 | * | 42% | 30% | * | * | 15% | 43% |
| Male | 269 | 719 | 737 | 741 | * | 37% | 24% | * | * | 13% | 40% |
| Economically Disadvantaged Students | 314 | 721 | 734 | 727 | 20% | 40% | 28% | * | * | 12% | 23% |
| Non-Economically Disadvantaged Students | 196 | 723 | 745 | 751 | 20% | 39% | 25% | * | * | 16% | 52% |
| Students with Disabilities | 103 | 703 | 703 | 714 | * | * | * | * | * | * | 10% |
| Students without Disabilities | 407 | 727 | 744 | 747 | * | * | * | * | * | * | 47% |
| English Learners | 44 | 713 | 713 | 708 | * | * | * | * | * | * | * |
| Non-English Learners | 466 | 723 | 740 | 745 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 718 | * | * | * | * | * | * | 13% |
| Students in Foster Care | * | * | * | 711 | * | * | * | * | * | * | * |
| Military-Connected Students | * | * | * | 742 | * | * | * | * | * | * | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |



Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
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Mathematics Assessment - Performance by Test: Geometry

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 656 | 733 | 733 | 734 | 8% | 30% | 36% | 23% | 2% | 26% | 30% |
| White | 267 | 739 | 739 | 740 | 7% | 22% | 37% | 30% | 4% | 35% | 38% |
| Hispanic | 254 | 727 | 727 | 722 | * | 37% | 37% | 16% | * | 16% | 14% |
| Black or African American | 63 | 725 | 725 | 719 | * | 43% | 33% | * | 0% | 13% | * |
| Asian, Native Hawaiian, or Pacific Islander | 54 | 746 | 746 | 758 | * | 20% | 28% | 43% | * | 50% | 65% |
| American Indian or Alaska Native | * | * | * | 730 | * | * | * | * | * | * | 29% |
| Two or More Races | 17 | 719 | 719 | 733 | * | * | * | * | * | * | 32% |
| Female | 348 | 734 | 734 | 735 | * | 31% | 36% | 26% | * | 28% | 31% |
| Male | 308 | 731 | 731 | 733 | * | 29% | 36% | 20% | * | 23% | 30% |
| Economically Disadvantaged Students | 358 | 732 | 732 | 721 | * | 31% | 36% | 23% | * | 25% | 13% |
| Non-Economically Disadvantaged Students | 298 | 734 | 734 | 740 | * | 28% | 36% | 24% | * | 27% | 39% |
| Students with Disabilities | 77 | 701 | 701 | 711 | * | * | * | * | * | * | * |
| Students without Disabilities | 579 | 737 | 737 | 738 | * | * | * | * | * | * | * |
| English Learners | 31 | 722 | 722 | 710 | * | 48% | * | * | 0% | 16% | * |
| Non-English Learners | 625 | 734 | 734 | 735 | * | 29% | * | * | 3% | 26% | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | * |
| Students in Foster Care | * | * | * | 713 | * | * | * | * | * | * | * |
| Military-Connected Students | N | N | N | 727 | N | N | N | N | N | N | 15% |
| Migrant Students | N | N | N | 704 | N | N | N | N | N | N | * |



Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

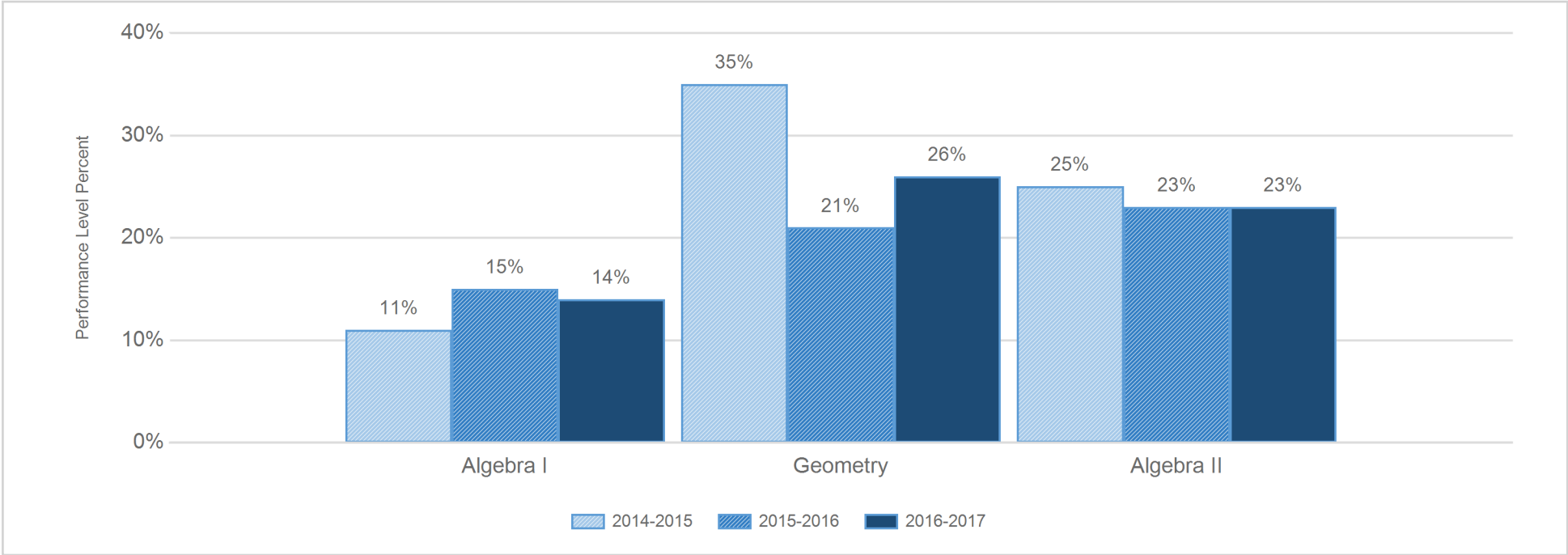
Mathematics Assessment - Performance by Test: Algebra II

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 488 | 726 | 726 | 725 | 25% | 26% | 26% | 21% | 2% | 23% | 28% |
| White | 227 | 730 | 730 | 731 | * | 23% | 30% | 24% | * | 26% | 33% |
| Hispanic | 159 | 719 | 719 | 710 | 30% | 28% | 25% | * | * | 18% | 14% |
| Black or African American | 41 | 715 | 715 | 703 | 37% | 32% | * | * | 0% | 20% | * |
| Asian, Native Hawaiian, or Pacific Islander | 51 | 736 | 736 | 761 | * | 24% | 28% | 24% | * | 31% | 62% |
| American Indian or Alaska Native | N | N | N | 715 | N | N | N | N | N | N | 20% |
| Two or More Races | * | * | * | 718 | * | * | * | * | * | * | 25% |
| Female | 239 | 724 | 724 | 725 | 22% | * | 26% | * | * | 21% | 27% |
| Male | 249 | 727 | 727 | 725 | 27% | * | 27% | * | * | 26% | 29% |
| Economically Disadvantaged Students | 250 | 724 | 724 | 708 | * | 25% | 27% | * | * | 22% | 13% |
| Non-Economically Disadvantaged Students | 238 | 727 | 727 | 733 | * | 27% | 26% | * | * | 25% | 35% |
| Students with Disabilities | 53 | 685 | 685 | 692 | * | * | * | * | * | * | * |
| Students without Disabilities | 435 | 730 | 730 | 729 | * | * | * | * | * | * | * |
| English Learners | 11 | 694 | 694 | 692 | * | * | * | * | * | * | * |
| Non-English Learners | 477 | 726 | 726 | 726 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 702 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | * | 692 | * | * | * | * | * | * | * |
| Military-Connected Students | N | N | N | 710 | N | N | N | N | N | N | 14% |
| Migrant Students | N | N | N | 702 | N | N | N | N | N | N | 14% |

Mathematics Assessment – Performance Trends

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





Bayonne High School
2016-2017

Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

Alternate Assessments - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 9 | N | N |
| 10 | N | N |
| 11 | 16 | 16 |

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | 44 | * | * |
| 2 | 22 | * | * |
| 3 | 16 | * | * |
| 4 | * | * | * |
| 5+ | * | * | * |



Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

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

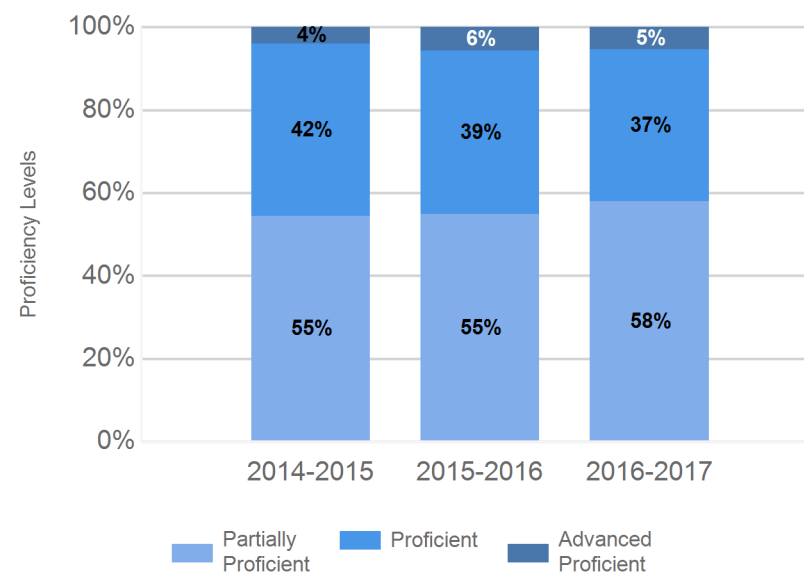
Biology Assessment - Performance

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 16% | 42% | 42% |
| Schoolwide | 5% | 37% | 58% |
| White | 7% | 42% | 51% |
| Hispanic | 3% | 30% | 67% |
| Black or African American | 1% | 29% | 69% |
| Asian, Native Hawaiian, or Pacific Islander | 15% | 50% | 35% |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | 67% | 33% |
| Economically Disadvantaged Students | 5% | 37% | 58% |
| Students with Disabilities | N | * | * |
| English Learners | * | * | * |

Biology Assessment - Proficiency Trends

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





Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

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

PSAT/SAT/ACT - Participation

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

| Test | % of Students in School | % of Students in State |
|--|-------------------------|------------------------|
| Percentage of students taking the PSAT | 100.0% | 89.4% |
| Percentage of students taking the SAT | 100.0% | 70.0% |
| Percentage of students taking the ACT | 8.6% | 28.3% |

PSAT/SAT/ACT - Performance

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

| Test | School Average Score | State Average Score | College Readiness Benchmarks | School - % of Students scoring at or above Benchmark | State - % of Students scoring at or above Benchmark |
|----------------------------|----------------------|---------------------|------------------------------|--|---|
| PSAT - Reading and Writing | 451 | 481 | Varies By Grade | 54% | 67% |
| PSAT - Math | 449 | 483 | Varies By Grade | 28% | 49% |
| SAT - Reading and Writing | 526 | 551 | 480 | 72% | 77% |
| SAT - Math | 518 | 552 | 530 | 45% | 58% |
| ACT - Reading | 22 | 24 | 22 | 52% | 65% |
| ACT - English | 21 | 24 | 18 | 75% | 79% |
| ACT - Math | 22 | 24 | 22 | 50% | 65% |
| ACT - Science | 20 | 23 | 23 | 27% | 54% |



Bayonne High School
2016-2017

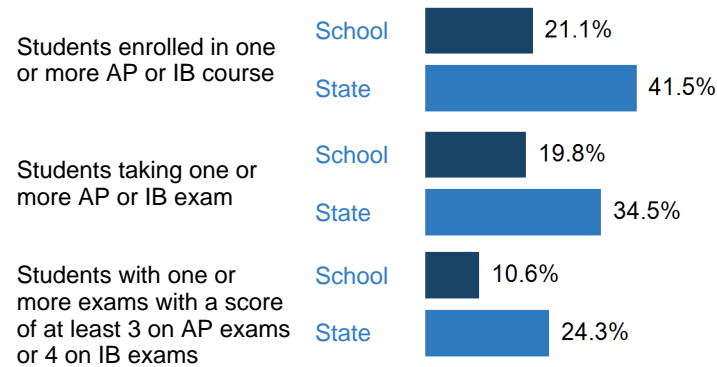
Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

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

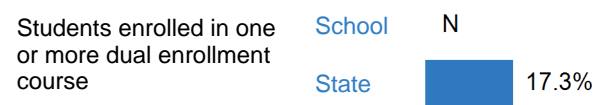
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

| AP/IB Course | Students Enrolled | Students Tested |
|---------------------------------------|-------------------|-----------------|
| AP Biology | 26 | 26 |
| AP Calculus AB | 28 | 28 |
| AP Calculus BC | 17 | 17 |
| AP Chemistry | 14 | 14 |
| AP Computer Science A | 23 | 8 |
| AP Computer Science Principles | 0 | 16 |
| AP English Language and Composition | 37 | 37 |
| AP English Literature and Composition | 22 | 22 |
| AP European History | 31 | 22 |
| AP French Language and Culture | 0 | 6 |
| AP Human Geography | 8 | 9 |
| AP Italian Language and Culture | 0 | 1 |
| AP Macroeconomics | 0 | 15 |
| AP Microeconomics | 15 | 15 |
| AP Music Theory | 4 | 4 |
| AP Physics 1 | 0 | 53 |
| AP Physics 2 | 3 | 3 |
| AP Psychology | 28 | 28 |
| AP Statistics | 8 | 8 |
| AP Studio Art—Drawing Portfolio | 5 | 4 |



Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

| AP/IB Course | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Studio Art—Two-Dimensional | 0 | 2 |
| AP U.S. Government and Politics | 23 | 23 |
| AP U.S. History | 82 | 38 |
| Total Exams Taken | | 399 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | 189 |



Bayonne High School
2016-2017
Grade Span 09-12

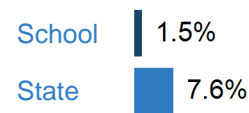
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HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

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

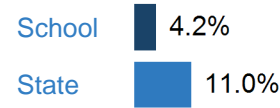
Career and Technical Education Participation

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

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



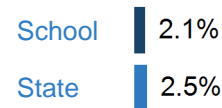
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
 HUDSON
 BAYONNE CITY
 669 AVENUE A
 BAYONNE, NJ 07002

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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|--------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9 | 495 | 229 | 2 | 0 | 0 | 0 | 14 |
| 10 | 47 | 411 | 177 | 0 | 0 | 0 | 32 |
| 11 | 3 | 65 | 320 | 180 | 16 | 0 | 34 |
| 12 | 0 | 21 | 84 | 170 | 29 | 34 | 152 |
| Schoolwide | 545 | 726 | 583 | 350 | 45 | 34 | 232 |
| Enrolled in AP/IB Course | | | | | 45 | 8 | 0 |

Science - Course Participation

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

| Grade | Biology | Chemistry | Earth and Space Science | Environmental Science | Physics | Other Science |
|--------------------------|---------|-----------|-------------------------|-----------------------|---------|---------------|
| 9 | 677 | 7 | 0 | 10 | 38 | 13 |
| 10 | 54 | 409 | 0 | 23 | 171 | 13 |
| 11 | 15 | 120 | 0 | 260 | 217 | 26 |
| 12 | 24 | 40 | 0 | 109 | 66 | 103 |
| Schoolwide | 770 | 576 | 0 | 402 | 492 | 155 |
| Enrolled in AP/IB Course | 26 | 14 | | 0 | 3 | 0 |



Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

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

Social Studies and History - Course Participation

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

| Grade | World History | US History I & II | Economics | Psychology | Sociology | Other Social Studies or History |
|--------------------------|---------------|-------------------|-----------|------------|-----------|---------------------------------|
| 9 | 651 | 72 | 0 | 0 | 1 | 22 |
| 10 | 29 | 626 | 0 | 1 | 18 | 19 |
| 11 | 21 | 578 | 1 | 70 | 17 | 29 |
| 12 | 8 | 122 | 31 | 163 | 103 | 175 |
| Schoolwide | 709 | 1398 | 32 | 234 | 139 | 245 |
| Enrolled in AP/IB Course | 0 | 82 | 15 | 28 | 0 | 57 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 9 | 411 | 75 | 92 | 43 | 0 | 0 | 0 |
| 10 | 441 | 58 | 69 | 23 | 0 | 0 | 0 |
| 11 | 269 | 19 | 40 | 24 | 0 | 0 | 0 |
| 12 | 125 | 8 | 37 | 7 | 0 | 0 | 0 |
| Schoolwide | 1246 | 160 | 238 | 97 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | N | N | N | N | N | N | N |
| Enrolled in Level 3 or Higher | 219 | 23 | 48 | 25 | 0 | 0 | 0 |
| Earned Seal of Biliteracy | N | N | N | N | N | N | N |



Bayonne High School
2016-2017

Grade Span 09-12

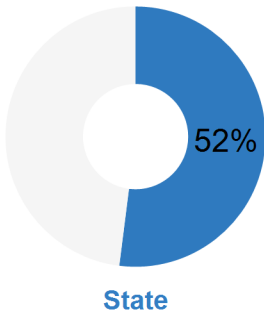
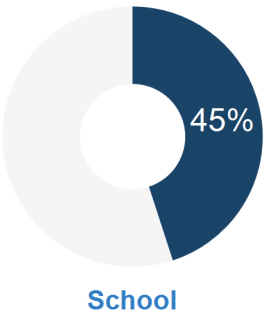
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BAYONNE, NJ 07002

Visual and Performing Arts – Course Participation

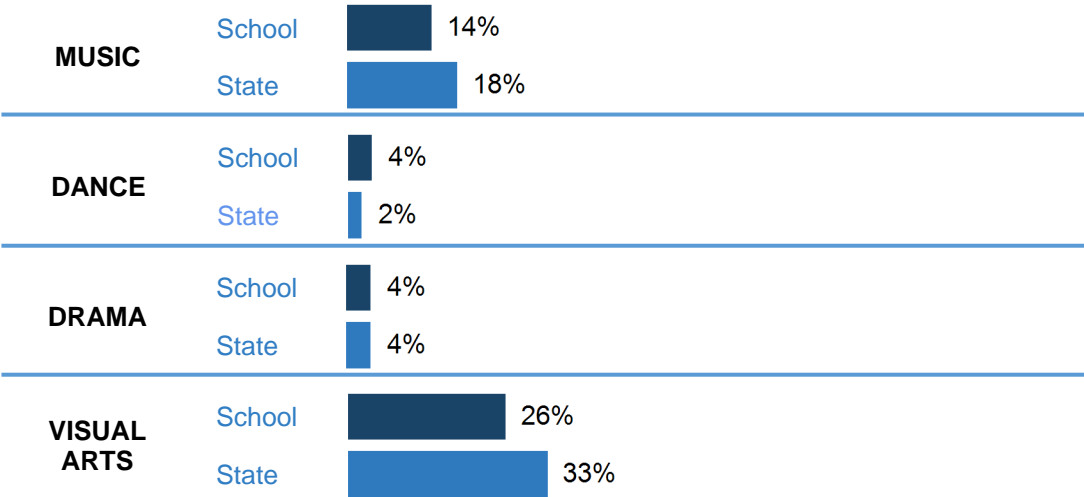
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

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

Graduation Rates

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

| Student Group | School - Class of 2017: 4 Year Rate | State - Class of 2017: 4 Year Rate | School - Class of 2016: 5 Year Rate | State - Class of 2016: 5 Year Rate | Class of 2016: 4 Year Rate | Class of 2016: 4 Year Target | Met Target? | Class of 2015: 5 Year Rate | Class of 2015: 5 Year Target | Met Target? |
|--|---|--|---|--|-------------------------------------|---------------------------------------|----------------|-------------------------------------|---------------------------------------|----------------|
| Schoolwide | 89.9% | 90.5% | 94.2% | 91.8% | 85.8% | 82.2% | Met Target | 84.4% | 87.1% | Not Met |
| White | 89.6% | 94.5% | 95.8% | 95.1% | 90.1% | 85.7% | Met Target | 88.1% | 91.2% | Not Met |
| Hispanic | 90.3% | 84.3% | 93.1% | 86.3% | 79.1% | 77.5% | Met Target | 79.9% | 83.0% | Not Met |
| Black or African American | 85.3% | 83.4% | 90.1% | 85.3% | 82.9% | 76.6% | Met Target | * | 86.2% | Not Met |
| Asian, Native Hawaiian or Pacific Islander | 96.4% | 96.6% | 97.6% | 97.5% | 97.6% | N | Met Goal | 92.7% | 86.9% | Met Target |
| American Indian or Alaska Native | * | 92.3% | * | 86.6% | * | ** | ** | N | N | N |
| Two or More Races | * | 91.9% | * | 93.7% | * | ** | ** | * | ** | ** |
| Economically Disadvantaged Students | 89.9% | 83.9% | 94.5% | 85.6% | 83.8% | 80.2% | Met Target | 82.2% | 86.0% | Not Met |
| Students with Disabilities | 76.2% | 78.8% | 74.0% | 82.1% | 60.8% | 57.6% | Met Target | 60.9% | 63.5% | Not Met |
| English Learners | 86.7% | 76.1% | 98.0% | 79.7% | 85.5% | 73.8% | Met Target | 75.9% | 89.4% | Not Met |
| Homeless Students | N | 73.2% | N | 74.4% | * | * | N | * | | |

Graduation Rate Trends

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

| Class of | 4-Year Rate | 5-Year Rate |
|----------|-------------|-------------|
| 2017 | 89.9% | - |
| 2016 | 85.8% | 94.2% |
| 2015 | 81.5% | 84.4% |

Dropout Rate Trends

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

| School Year | School Rate | State Rate |
|-------------|-------------|------------|
| 2016-2017 | 0.5% | 1.1% |
| 2015-2016 | 0.4% | 1.1% |
| 2014-2015 | 0.1% | 1.1% |

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



Bayonne High School
2016-2017

Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

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

Postsecondary Enrollment Rates: Fall

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

Postsecondary Enrollment Rates: 16 month

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

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution |
|---|-------------------------------|----------------------------------|----------------------------------|
| Statewide | 71.1% | 29.5% | 70.5% |
| Schoolwide | 79% | 23.8% | 76.2% |
| White | 84.5% | 17% | 83% |
| Hispanic | 77% | 29.8% | 70.2% |
| Black or African American | 59.6% | 32.1% | 67.9% |
| Asian, Native Hawaiian, or Pacific Islander | 85.4% | 22% | 78.1% |
| American Indian or Alaska Native | * | * | 0% |
| Two or More Races | * | * | * |
| Economically Disadvantaged Students | 78.8% | 25.3% | 74.7% |
| Students with Disabilities | 39.3% | 45.5% | 54.6% |
| English Learners | * | * | * |

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution | % Enrolled in Public Institution | % Enrolled in Private Institution | % Enrolled in In-State Institution | % Enrolled in Out-of-State Institution |
|---|-------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|------------------------------------|--|
| Statewide | 76.1% | 33.6% | 66.5% | 73.6% | 26.4% | 65.5% | 34.6% |
| Schoolwide | 82.1% | 31.4% | 68.6% | 81.4% | 18.6% | 88.7% | 11.3% |
| White | 83.1% | 14.8% | 85.2% | 80.9% | 19.1% | 85.2% | 14.8% |
| Hispanic | 76.5% | 50% | 50% | 84.6% | 15.4% | 94.2% | 5.8% |
| Black or African American | 84.3% | 44.2% | 55.8% | 76.7% | 23.3% | 88.4% | 11.6% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | * | * | * |
| American Indian or Alaska Native | N | N | N | N | N | N | N |
| Two or More Races | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 83.5% | 35.6% | 64.4% | 85.6% | 14.4% | 91.8% | 8.2% |
| Students with Disabilities | 60% | 83.3% | 16.7% | 88.9% | 11.1% | 100% | 0% |
| English Learners | 70% | 71.4% | 28.6% | 100% | 0% | 100% | 0% |



Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

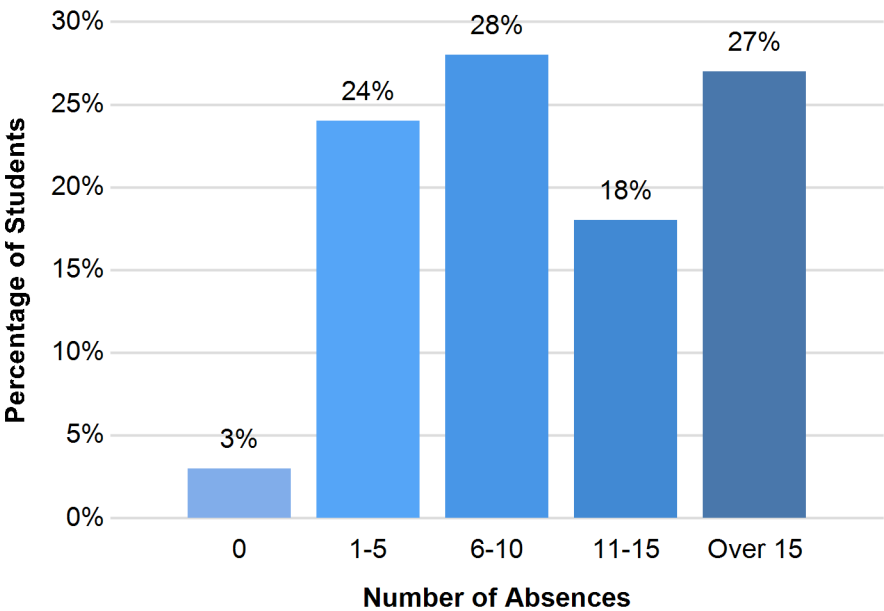
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 23.60 | 14.30 | Not Met |
| White | 22.80 | 14.30 | Not Met |
| Hispanic | 26.30 | 14.30 | Not Met |
| Black or African American | 30.50 | 14.30 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 8.20 | 14.30 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 16.70 | 14.30 | Not Met |
| Economically Disadvantaged Students | 25.60 | 14.30 | Not Met |
| Students with Disabilities | 40.30 | 14.30 | Not Met |
| English Learners | 16.70 | 14.30 | Not Met |

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

Days Absent

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



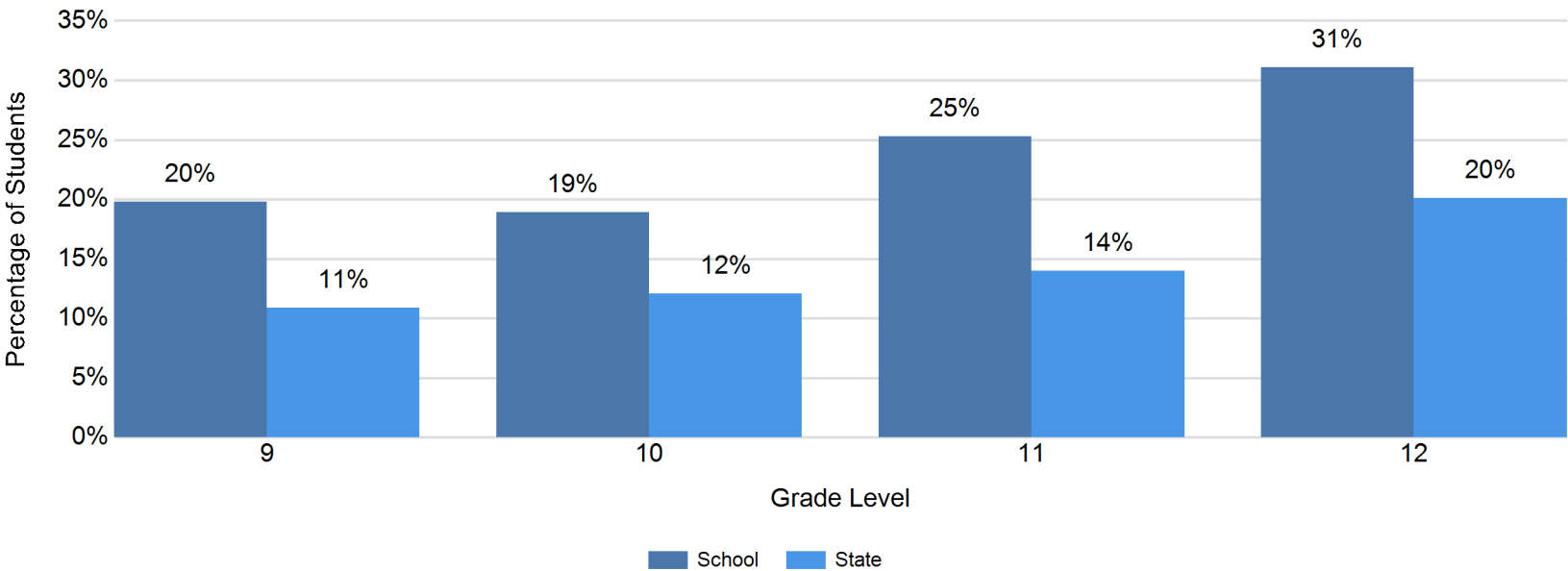


Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:40AM |
| Typical End Time | 2:40PM |
| Length of School Day | 6 Hrs 0 Mins |
| Full Time - Instructional Time | 6 Hrs. 41 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 22 |
| Vandalism | 1 |
| Weapons | 5 |
| Substances | 12 |
| Harassment, Intimidation, Bullying (HIB) | 2 |
| Total Unique Incidents | 40 |
| Incidents Per 100 Students Enrolled | 1.69 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 31.7% |
| Any Suspension | 31.7% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1:1 | 104.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$670 | \$12,339 | \$13,009 |



Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
 HUDSON
 BAYONNE CITY
 669 AVENUE A
 BAYONNE, NJ 07002

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 214 | 120,724 |
| Average years experience in public schools | 12.5 | 11.8 |
| Average years experience in district | 10.8 | 10.5 |
| Teachers in district for 4 or more years | 74% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 50 | 9,506 |
| Average years experience in public schools | 22.1 | 15.9 |
| Average years experience in district | 19.9 | 11.6 |
| Administrators in district for 4 or more years | 98% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 11:1 | 13:1 |
| Administrators | 263:1 | 192:1 |
| Librarian/Media Specialists | | 3192:1 |
| Nurses | | 563:1 |
| Counselors | | 368:1 |
| Child Study Team | | 504:1 |



Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

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Teachers: All classroom teachers

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

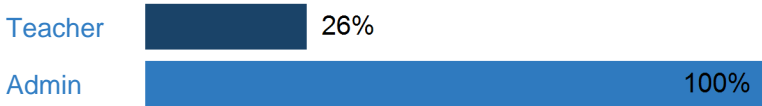
Teachers and Administrators - Level of Education

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

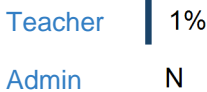
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 90% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 98% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 93% |



Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|--|-----------------|------------------|
| English Language Arts Proficiency | 61.5 | 17.5% |
| Mathematics Proficiency | 40.8 | 17.5% |
| Graduation - 4-Year | 20.9 | 25.0% |
| Graduation - 5-Year | 11.3 | 25.0% |
| Chronic Absenteeism | 14.7 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 28.2 |
| Summative Rating: Percentile rank of Summative Score | | 20.8 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |
| Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67% | | No |

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

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



Bayonne High School

2016-2017

Grade Span 09-12

17-0220-020

HUDSON

BAYONNE CITY

669 AVENUE A

BAYONNE, NJ 07002

Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | Graduation Rate - 4-Year | Graduation Rate - 5-Year | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------|--------------------------|--|
| Schoolwide | 28.2 | 6.2 | No | Met Target† | Met Target† | Not Met | Met Target | Not Met | No |
| White | 25.4 | 6.2 | No | Met Target† | Met Target | Not Met | Met Target | Not Met | No |
| Hispanic | 30.5 | 6.2 | No | Met Target | Met Target† | Not Met | Met Target | Not Met | No |
| Black or African American | 37.2 | 6.2 | No | Met Target† | Met Target† | Not Met | Met Target | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | 28.3 | 6.2 | No | Met Target | Met Target | Met Target | Met Goal | Met Target | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | N | No |
| Two or More Races | ** | ** | No | N | N | Not Met | ** | ** | No |
| Economically Disadvantaged Students | 47.0 | 6.2 | No | Met Target† | Met Target | Not Met | Met Target | Not Met | No |
| Students with Disabilities | 15.9 | 6.2 | No | Not Met | N | Not Met | Met Target | Not Met | No |
| English Learners | 64.1 | 6.2 | No | Met Target | Not Met | Not Met | Met Target | Not Met | No |

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

† Target was met within a confidence interval.



Bayonne High School
2016-2017
Grade Span 09-12




17-0220-020
 HUDSON
 BAYONNE CITY
 669 AVENUE A
 BAYONNE, NJ 07002

School General Info

| | | | |
|-------------------|-----------------------------------|-----------------------|---|
| Principal: | Mr. Baccarella | Email Address: | rbaccarella@bboed.org |
| Address: | 669 AVENUE A BAYONNE, NJ 07002 | Website: | www.bboed.org |
| Phone: | (201)858-5900 | Facebook: | https://www.facebook.com/bboed/ |
| | | Twitter: | https://twitter.com/@BayonneBOE |

School Narrative

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

| | |
|---|--|
|  Highlights: | <ul style="list-style-type: none"> • 102 clubs/sports. • One or one Chromebook for all students. • Our Robotics Team won (2) tournaments this year. |
|  Mission, Vision, Theme: | <p>Our mission is to provide a preeminent safe and inclusive educational environment to ensure that every student reaches their fullest 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.</p> |
|  Awards, Recognition, Accomplishments: | <p>Intel (ISEL) Award - 4th in the Country - "Arsh Banerjee" Hudson County Teacher of the Year - "Alex Kuziola".</p> |



Bayonne High School

2016-2017

Grade Span 09-12

17-0220-020

HUDSON

BAYONNE CITY

669 AVENUE A

BAYONNE, NJ 07002

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Courses, Curriculum, Instruction:

The Bayonne High School Mathematics Department is proud to offer (5) Advance Placement Courses. They are as follows: AP Calculus AB, AP Calculus BC, AP Statistics, AP Computer Science Principles and AP Computer Science A. In addition to AP mathematics classes we offer our students other opportunities to engage with high quality mathematics classes after they successfully complete Algebra I, Geometry and Algebra II.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Diving (Boys & Girls), Fencing (Boys & Girls), 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 (Boys)

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/activities. To include: Our publication - "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, Anime Club as well as Stem Advancement Club.



Before and After School Programs:

SAT Prep, Boost Math, Algebra Enrichment.








Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
 HUDSON
 BAYONNE CITY
 669 AVENUE A
 BAYONNE, NJ 07002

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| | |
|---|--|
|  Staff and Professional Learning: | <p>Bayonne High School has (3) full days of Professional Development built into our calendar along with (5) delayed student entry days for Professional Development.</p> |
|  Postsecondary Information: | <p>The Bayonne High School Guidance Department offers the following College Planning Series: Financial Aid Night, The Bayonne High School College & Career Fair, Admission Impossible: Navigating the College Process</p> |
|  Student Supports and Services: | <p>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.</p> |
|  Student Health and Wellness: | <p>Bayonne High School offers a variety of options for students to attain maximum fitness/wellness results. Beginning in the 9th Grade students participate in Health/Physical Education Programs which include archery, flag football, soccer, spike ball, frisbee games, tennis, wiffle/softball and fitness Fridays. During the winter 9th Graders utilize our renovated Wellness Room, indoor track and dance room while also taking a marking period of Health Education.</p> |
|  Parent and Community Involvement: | <p>The Bayonne High School complex hosts a variety of community centered activities. Our Physical Education Community Education 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 weekend.</p> |





Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

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| | |
|--|---|
|  <div>Climate Surveys:</div> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>On a continual basis all parents, teachers and students in grades 9-12 take the school culture survey. The survey helps school leaders understand what key members of the school community say about 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.</p> |
|  <div>Facilities:</div> | <p>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 this building. The school also houses the district cable station (BEN TV) where students can take courses in TV production.</p> |



Bayonne High School
2016-2017
Grade Span 09-12

17-0220-020
HUDSON
BAYONNE CITY
669 AVENUE A
BAYONNE, NJ 07002

School Narrative

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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 to help our school grow academically and enhance school culture. Some of the many areas that the team 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. Our 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.




HENRY E HARRIS COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-050
 HUDSON
 BAYONNE CITY
 135 AVENUE C
 BAYONNE, NJ 07002

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

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

Navigating through the reports:

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

Other Resources:

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



HENRY E HARRIS COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

Footnotes

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

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



HENRY E HARRIS COMMUNITY SCHOOL 2016-2017

Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 38 | 38 | 36 |
| KG | 68 | 50 | 62 |
| 1 | 82 | 73 | 66 |
| 2 | 65 | 79 | 71 |
| 3 | 84 | 64 | 76 |
| 4 | 57 | 76 | 65 |
| 5 | 65 | 63 | 73 |
| 6 | 47 | 64 | 64 |
| 7 | 65 | 48 | 66 |
| 8 | 78 | 67 | 49 |
| Ungraded | 46 | 55 | 54 |
| Total | 695 | 677 | 682 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 49% | 49% | 50% |
| Male | 51% | 51% | 50% |
| Economically Disadvantaged Students | 59% | 56% | 51% |
| Students with Disabilities | 18% | 21% | 21% |
| English Learners | 0% | 0% | 0% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 49.3% |
| Hispanic | 37.5% |
| Black or African American | 8.1% |
| Asian | 2.5% |
| Native Hawaiian or Pacific Islander | 0.1% |
| American Indian or Alaska Native | 0.0% |
| Two or More Races | 2.5% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 38 | 38 | 36 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 70 | 50 | 62 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 81.1% |
| Spanish | 8.9% |
| Arabic | 6.9% |
| Other | 2.6% |



HENRY E HARRIS COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-050

HUDSON

BAYONNE CITY

135 AVENUE C

BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 413 | 94.6 | 41.60 | 52.10 | 54.90 | 41.4 | 38 | Met Target |
| White | 199 | 92.3 | 45.70 | 57.10 | 63.90 | 44.4 | 43.3 | Met Target |
| Hispanic | 153 | 96.3 | 37.90 | 43.70 | 39.80 | 37.9 | 28.2 | Met Target |
| Black or African American | 41 | 97.6 | 26.80 | 38.60 | 35.20 | 26.8 | 29 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 100.0 | 63.70 | * | 80.70 | 63.7 | ** | ** |
| American Indian or Alaska Native | * | * | * | 33.30 | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 215 | 94.0 | 48.40 | 59.80 | 62.20 | 47.8 | | |
| Male | 198 | 95.3 | 34.30 | 44.70 | 48.10 | 34.3 | | |
| Economically Disadvantaged Students | 203 | 96.3 | 31.10 | 44.80 | 36.20 | * | 30.2 | Met Target |
| Non-Economically Disadvantaged Students | 210 | 93.0 | 51.90 | 61.40 | 65.80 | * | | |
| Students with Disabilities | 88 | 93.7 | * | * | 20.50 | * | 8.6 | Met Target† |
| Students without Disabilities | 325 | 94.9 | * | * | 61.90 | * | | |
| English Learners | * | * | * | * | 25.20 | * | ** | ** |
| Non-English Learners | * | * | * | * | 57.40 | * | | |
| Homeless Students | N | N | N | 55.00 | 26.40 | N | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | N | N | N | 50.00 | 53.50 | N | | |
| Migrant Students | N | N | N | * | 23.00 | N | | |

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

† Target was met within a confidence interval.



HENRY E HARRIS COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-050
 HUDSON
 BAYONNE CITY
 135 AVENUE C
 BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 82 | 732 | 744 | 749 | 29% | * | 24% | 33% | * | 38% | 50% |
| White | 40 | 732 | 746 | 759 | 25% | * | 25% | 35% | * | 40% | 61% |
| Hispanic | 30 | 732 | * | 734 | * | * | * | 33% | * | 37% | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 39 | 742 | 748 | 754 | * | * | * | 41% | * | 46% | 55% |
| Male | 43 | 722 | 740 | 745 | * | * | * | 26% | * | 30% | 46% |
| Economically Disadvantaged Students | 46 | 720 | 737 | 731 | * | * | * | 24% | * | 26% | 31% |
| Non-Economically Disadvantaged Students | 36 | 747 | 754 | 762 | * | * | * | 44% | * | 53% | 63% |
| Students with Disabilities | 22 | 687 | 701 | 720 | * | * | * | * | * | * | 24% |
| Students without Disabilities | 60 | 748 | 750 | 755 | * | * | * | * | * | * | 55% |
| English Learners | N | N | N | 709 | N | N | N | N | N | N | 11% |
| Non-English Learners | 82 | 732 | 745 | 752 | 29% | * | 24% | 33% | * | 38% | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



HENRY E HARRIS COMMUNITY SCHOOL 2016-2017

Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 75 | 741 | 744 | 753 | * | 15% | 29% | 37% | * | 43% | 56% |
| White | 37 | 752 | 750 | 762 | * | * | 30% | 43% | * | 51% | 67% |
| Hispanic | 25 | 736 | * | 740 | * | * | * | * | * | 40% | 40% |
| Black or African American | 11 | 717 | 735 | 737 | * | * | * | * | 0% | 18% | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 30 | 735 | * | 758 | * | * | 33% | * | * | 33% | 61% |
| Male | 45 | 745 | * | 749 | * | * | 27% | * | * | 49% | 51% |
| Economically Disadvantaged Students | 35 | 728 | 738 | 737 | * | * | * | 29% | * | 29% | 36% |
| Non-Economically Disadvantaged Students | 40 | 752 | 752 | 764 | * | * | * | 45% | * | 55% | 69% |
| Students with Disabilities | 17 | 700 | 701 | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | 58 | 753 | 751 | 759 | * | * | * | * | * | * | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 75 | 741 | 745 | 755 | * | 15% | 29% | 37% | * | 43% | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | * | * | * | 728 | * | * | * | * | * | * | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



HENRY E HARRIS COMMUNITY SCHOOL 2016-2017

Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 74 | 744 | 752 | 756 | * | 15% | 27% | 41% | * | 45% | 59% |
| White | 35 | 749 | 756 | 763 | * | * | 29% | 40% | * | 46% | 69% |
| Hispanic | 27 | 740 | 744 | 743 | * | * | * | * | * | 37% | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 39 | 754 | 758 | 761 | * | * | * | 46% | * | 54% | 66% |
| Male | 35 | 733 | 745 | 750 | * | * | * | 34% | * | 34% | 53% |
| Economically Disadvantaged Students | 36 | 735 | 745 | 740 | * | * | * | 36% | * | 42% | 40% |
| Non-Economically Disadvantaged Students | 38 | 752 | 761 | 765 | * | * | * | 45% | * | 47% | 71% |
| Students with Disabilities | 14 | 698 | 708 | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | 60 | 755 | 759 | 762 | * | * | * | * | * | * | 66% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 12% |
| Non-English Learners | 74 | 744 | 753 | 757 | * | 15% | 27% | 41% | * | 45% | 60% |
| Homeless Students | N | N | N | 733 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |



HENRY E HARRIS COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-050

HUDSON

BAYONNE CITY

135 AVENUE C

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 69 | 736 | 750 | 752 | * | 20% | 29% | 38% | * | 39% | 54% |
| White | 31 | 737 | * | 758 | * | * | * | 42% | 0% | 42% | 63% |
| Hispanic | 29 | 734 | 744 | 740 | * | * | * | * | * | 35% | 38% |
| Black or African American | * | * | * | 736 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 81% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 56% |
| Female | 40 | 743 | * | 758 | * | * | * | * | * | 53% | 61% |
| Male | 29 | 726 | * | 746 | * | * | * | * | * | 21% | 46% |
| Economically Disadvantaged Students | 34 | 728 | 744 | 737 | * | * | * | * | * | 24% | 34% |
| Non-Economically Disadvantaged Students | 35 | 744 | 757 | 761 | * | * | * | * | * | 54% | 65% |
| Students with Disabilities | 19 | 704 | 708 | 722 | * | * | * | * | * | * | 17% |
| Students without Disabilities | 50 | 748 | 757 | 758 | * | * | * | * | * | * | 61% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |



HENRY E HARRIS COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-050
 HUDSON
 BAYONNE CITY
 135 AVENUE C
 BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 69 | 737 | 757 | 756 | * | 20% | 36% | 26% | * | 33% | 59% |
| White | 36 | 737 | 764 | 764 | * | 28% | 31% | 28% | * | 33% | 69% |
| Hispanic | 29 | 736 | 748 | 742 | * | * | 41% | * | * | 31% | 44% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 784 | * | * | * | * | * | * | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Female | 40 | 747 | 767 | 764 | * | * | * | * | * | 45% | 68% |
| Male | 29 | 725 | 748 | 749 | * | * | * | * | * | 17% | 51% |
| Economically Disadvantaged Students | 28 | 734 | 752 | 739 | * | * | 39% | * | * | 29% | 40% |
| Non-Economically Disadvantaged Students | 41 | 740 | 762 | 766 | * | * | 34% | * | * | 37% | 70% |
| Students with Disabilities | 14 | 712 | 708 | 719 | * | * | * | * | * | 14% | 19% |
| Students without Disabilities | 55 | 744 | 767 | 763 | * | * | * | * | * | 38% | 67% |
| English Learners | N | N | N | 701 | N | N | N | N | N | N | * |
| Non-English Learners | 69 | 737 | 758 | 758 | * | 20% | 36% | 26% | * | 33% | * |
| Homeless Students | N | N | N | 731 | N | N | N | N | N | N | 31% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



HENRY E HARRIS COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-050

HUDSON

BAYONNE CITY

135 AVENUE C

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 52 | 751 | 758 | 757 | * | * | 31% | 48% | * | 54% | 59% |
| White | 25 | 759 | * | 764 | 0% | * | * | 56% | * | 64% | 68% |
| Hispanic | 16 | 743 | 751 | 742 | * | * | * | * | 0% | 56% | 44% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 786 | * | * | * | * | * | * | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Female | 32 | 754 | 763 | 766 | * | * | * | * | * | 56% | 68% |
| Male | 20 | 747 | 751 | 749 | * | * | * | * | * | 50% | 50% |
| Economically Disadvantaged Students | 28 | 743 | 749 | 739 | * | * | * | 36% | * | 39% | 40% |
| Non-Economically Disadvantaged Students | 24 | 762 | 767 | 766 | * | * | * | 63% | * | 71% | 69% |
| Students with Disabilities | * | * | * | 718 | * | * | * | * | * | * | 18% |
| Students without Disabilities | * | * | * | 764 | * | * | * | * | * | * | 67% |
| English Learners | * | * | * | 701 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 759 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 727 | N | N | N | N | N | N | 28% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |



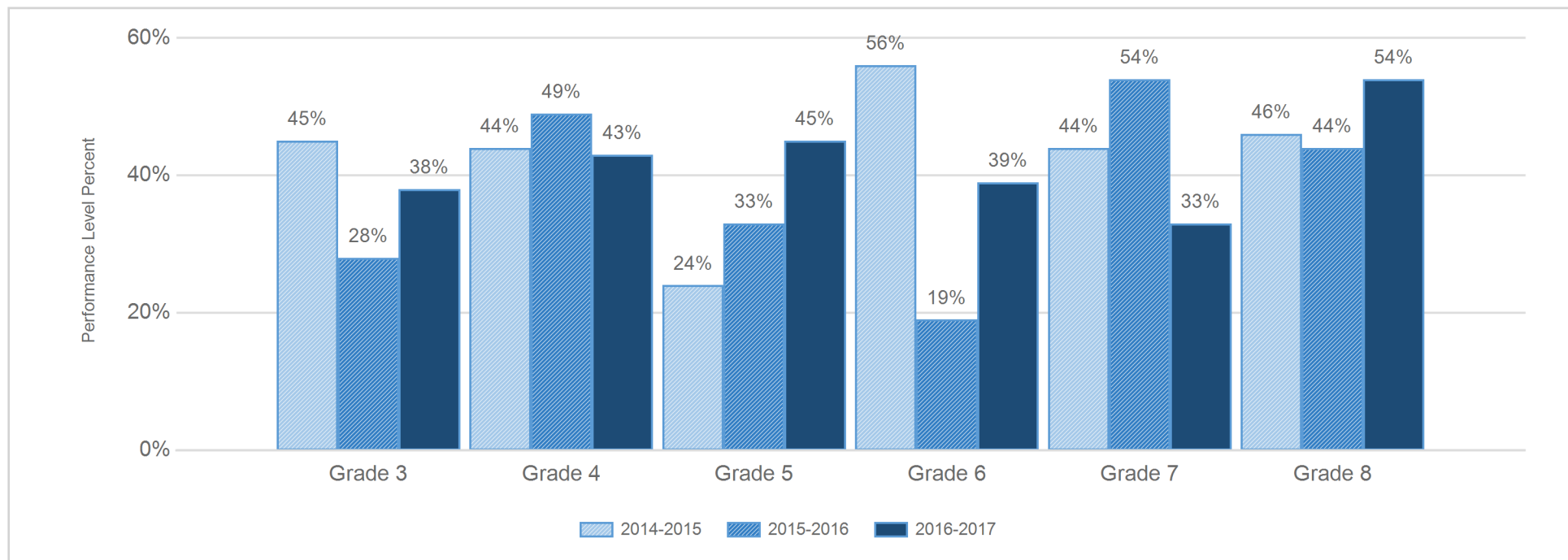
HENRY E HARRIS COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance Trends

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





HENRY E HARRIS COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-050

HUDSON

BAYONNE CITY

135 AVENUE C

BAYONNE, NJ 07002

Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 414 | 94.8 | 33.30 | 36.80 | 43.50 | 33.2 | 32 | Met Target |
| White | 200 | 92.8 | 38.00 | 43.40 | 52.40 | 37 | 35.7 | Met Target |
| Hispanic | 153 | 96.3 | 26.80 | 27.00 | 27.60 | 26.8 | 25.1 | Met Target |
| Black or African American | 41 | 97.6 | 24.40 | 20.90 | 21.70 | 24.4 | 29 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 100.0 | 63.60 | * | 75.60 | 63.6 | ** | ** |
| American Indian or Alaska Native | * | * | * | 33.30 | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 216 | 94.4 | 35.20 | 37.80 | 44.10 | 34.9 | | |
| Male | 198 | 95.3 | 31.30 | 35.90 | 42.90 | 31.3 | | |
| Economically Disadvantaged Students | 203 | 96.3 | 24.70 | 31.80 | 25.10 | * | 25.8 | Met Target† |
| Non-Economically Disadvantaged Students | 211 | 93.5 | 41.70 | 43.20 | 54.30 | * | | |
| Students with Disabilities | 89 | 94.7 | * | * | 16.50 | * | 7.4 | Met Target† |
| Students without Disabilities | 325 | 94.9 | * | * | 48.80 | * | | |
| English Learners | * | * | * | * | 23.30 | * | ** | ** |
| Non-English Learners | * | * | * | * | 45.20 | * | | |
| Homeless Students | N | N | N | 18.20 | 16.40 | N | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | N | N | N | * | 39.90 | N | | |
| Migrant Students | N | N | N | 33.30 | 18.20 | N | | |

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

† Target was met within a confidence interval.



HENRY E HARRIS COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-050

HUDSON

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135 AVENUE C

BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 82 | 730 | 751 | 751 | * | 31% | 33% | 16% | * | 23% | 53% |
| White | 40 | 729 | 754 | 759 | * | 30% | 38% | * | * | 23% | 63% |
| Hispanic | 30 | 730 | 743 | 738 | * | 37% | * | * | * | 20% | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 39 | 739 | 752 | 751 | * | * | * | * | * | 28% | 52% |
| Male | 43 | 721 | 751 | 751 | * | * | * | * | * | 19% | 53% |
| Economically Disadvantaged Students | 46 | 722 | 746 | 736 | * | 33% | * | * | * | 11% | 34% |
| Non-Economically Disadvantaged Students | 36 | 739 | 759 | 761 | * | 28% | * | * | * | 39% | 65% |
| Students with Disabilities | 22 | 703 | 718 | 729 | * | * | * | * | * | * | 29% |
| Students without Disabilities | 60 | 739 | 756 | 755 | * | * | * | * | * | * | 57% |
| English Learners | N | N | N | 724 | N | N | N | N | N | N | 21% |
| Non-English Learners | 82 | 730 | 752 | 753 | * | 31% | 33% | 16% | * | 23% | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



HENRY E HARRIS COMMUNITY SCHOOL 2016-2017

Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 75 | 743 | 740 | 747 | * | 23% | 25% | 43% | * | 45% | 47% |
| White | 37 | 750 | 747 | 755 | * | * | 27% | 51% | * | 54% | 59% |
| Hispanic | 25 | 740 | * | 734 | 0% | * | * | 40% | 0% | 40% | 30% |
| Black or African American | 11 | 728 | 727 | 729 | * | * | * | * | * | 27% | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 30 | 733 | * | 747 | * | * | * | 37% | * | 37% | 47% |
| Male | 45 | 750 | * | 747 | * | * | * | 47% | * | 51% | 48% |
| Economically Disadvantaged Students | 35 | 732 | 735 | 732 | * | * | * | 29% | * | 29% | 27% |
| Non-Economically Disadvantaged Students | 40 | 753 | 746 | 757 | * | * | * | 55% | * | 60% | 61% |
| Students with Disabilities | 17 | 712 | 707 | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | 58 | 752 | 745 | 751 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 716 | N | N | N | N | N | N | 12% |
| Non-English Learners | 75 | 743 | 740 | 749 | * | 23% | 25% | 43% | * | 45% | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 18% |
| Students in Foster Care | * | * | * | 722 | * | * | * | * | * | * | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



HENRY E HARRIS COMMUNITY SCHOOL 2016-2017

Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 76 | 738 | 744 | 747 | * | 15% | 49% | 26% | * | 28% | 46% |
| White | 37 | 741 | 748 | 754 | * | * | 51% | * | * | 27% | 57% |
| Hispanic | 27 | 734 | * | 735 | * | * | 48% | * | 0% | 26% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 40 | 744 | 747 | 747 | * | * | 50% | * | * | 33% | 47% |
| Male | 36 | 731 | 741 | 746 | * | * | 47% | * | * | 22% | 46% |
| Economically Disadvantaged Students | 36 | 733 | 740 | 732 | * | * | 33% | 28% | * | 31% | 27% |
| Non-Economically Disadvantaged Students | 40 | 742 | 749 | 756 | * | * | 63% | 25% | * | 25% | 59% |
| Students with Disabilities | 15 | 714 | 715 | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | 61 | 744 | 749 | 751 | * | * | * | * | * | * | 52% |
| English Learners | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |



HENRY E HARRIS COMMUNITY SCHOOL 2016-2017

Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 6**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 69 | 729 | 739 | 743 | 17% | 25% | 30% | 28% | 0% | 28% | 44% |
| White | 31 | 734 | * | 751 | * | * | 32% | 32% | 0% | 32% | 54% |
| Hispanic | 29 | 724 | 732 | 731 | * | * | 35% | * | 0% | 21% | 27% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 771 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46% |
| Female | 40 | 735 | * | 745 | * | * | 28% | * | * | 38% | 45% |
| Male | 29 | 721 | * | 742 | * | * | 35% | * | * | 14% | 43% |
| Economically Disadvantaged Students | 34 | 725 | 735 | 728 | * | * | * | * | 0% | 24% | 24% |
| Non-Economically Disadvantaged Students | 35 | 733 | 744 | 752 | * | * | * | * | 0% | 31% | 56% |
| Students with Disabilities | 19 | 697 | 697 | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | 50 | 741 | 745 | 748 | * | * | * | * | * | * | 50% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

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



HENRY E HARRIS COMMUNITY SCHOOL 2016-2017

Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 7**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 69 | 738 | 739 | 741 | * | 32% | 28% | 35% | * | 36% | 40% |
| White | 36 | 743 | * | 748 | 0% | 28% | 31% | 42% | 0% | 42% | 49% |
| Hispanic | 29 | 731 | * | 730 | * | 41% | * | * | * | 28% | 23% |
| Black or African American | * | * | * | 726 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 764 | * | * | * | * | * | * | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Female | 40 | 740 | 742 | 743 | * | * | * | 33% | * | 35% | 41% |
| Male | 29 | 736 | 736 | 740 | * | * | * | 38% | * | 38% | 38% |
| Economically Disadvantaged Students | 28 | 733 | 736 | 729 | * | 39% | * | 36% | * | 36% | 22% |
| Non-Economically Disadvantaged Students | 41 | 742 | 743 | 749 | * | 27% | * | 34% | * | 37% | 50% |
| Students with Disabilities | 14 | 716 | 705 | 716 | * | * | 0% | * | * | 14% | 11% |
| Students without Disabilities | 55 | 744 | 746 | 746 | * | * | 35% | * | * | 42% | 45% |
| English Learners | N | N | N | 712 | N | N | N | N | N | N | * |
| Non-English Learners | 69 | 738 | 741 | 742 | * | 32% | 28% | 35% | * | 36% | * |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 15% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 15% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | * |

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



HENRY E HARRIS COMMUNITY SCHOOL 2016-2017

Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 8**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 36 | 733 | 724 | 728 | * | * | 44% | * | 0% | 25% | 28% |
| White | 15 | 744 | 728 | 736 | * | * | * | * | 0% | 40% | 35% |
| Hispanic | * | * | * | 721 | * | * | * | * | * | * | 21% |
| Black or African American | * | * | * | 715 | * | * | * | * | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 728 | N | N | N | N | N | N | 28% |
| Two or More Races | * | * | * | 726 | * | * | * | * | * | * | 28% |
| Female | 24 | 737 | * | 730 | * | * | * | * | 0% | 29% | 30% |
| Male | 12 | 727 | * | 725 | * | * | * | * | 0% | 17% | 26% |
| Economically Disadvantaged Students | 25 | 733 | * | 719 | * | * | * | * | 0% | 24% | 19% |
| Non-Economically Disadvantaged Students | 11 | 733 | * | 734 | * | * | * | * | 0% | 27% | 34% |
| Students with Disabilities | * | * | * | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | * | * | * | 734 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 703 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 729 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 710 | N | N | N | N | N | N | 11% |
| Students in Foster Care | N | N | N | 705 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

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



HENRY E HARRIS COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-050

HUDSON

BAYONNE CITY

135 AVENUE C

BAYONNE, NJ 07002

Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 16 | 774 | 739 | 743 | * | * | * | 94% | * | 94% | 42% |
| White | 10 | 767 | 745 | 751 | 0% | 0% | * | * | 0% | 90% | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | N | N | N | 724 | N | N | N | N | N | N | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | N | N | N | 741 | N | N | N | N | N | N | 41% |
| Female | * | * | * | 744 | * | * | * | * | * | * | 43% |
| Male | * | * | * | 741 | * | * | * | * | * | * | 40% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | N | N | N | 714 | N | N | N | N | N | N | 10% |
| Students without Disabilities | 16 | 774 | 744 | 747 | * | * | * | 94% | * | 94% | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 16 | 774 | 740 | 745 | * | * | * | 94% | * | 94% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |



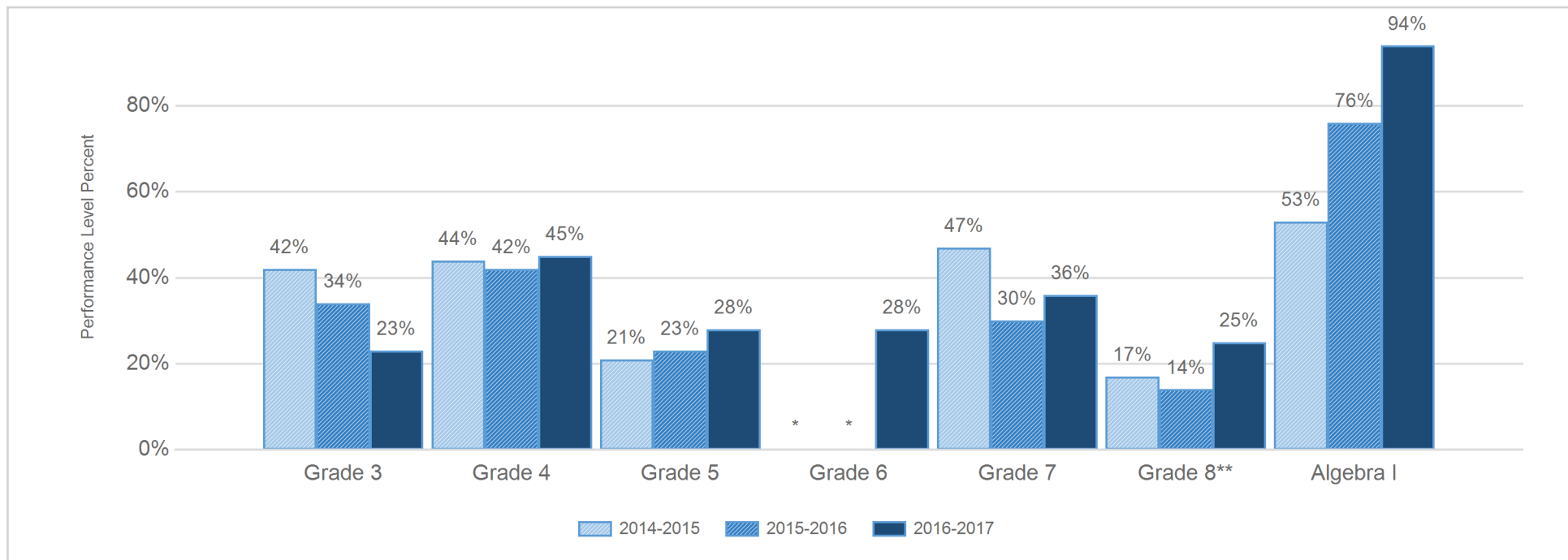
HENRY E HARRIS COMMUNITY SCHOOL
2016-2017

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

Grade Span PK-08

Mathematics Assessment – Performance Trends

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



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



HENRY E HARRIS COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | * | * | * |
| 2 | * | * | * |
| 3 | N | N | N |
| 4 | * | * | * |
| 5+ | N | N | N |



HENRY E HARRIS COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-050

HUDSON

BAYONNE CITY

135 AVENUE C

BAYONNE, NJ 07002

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

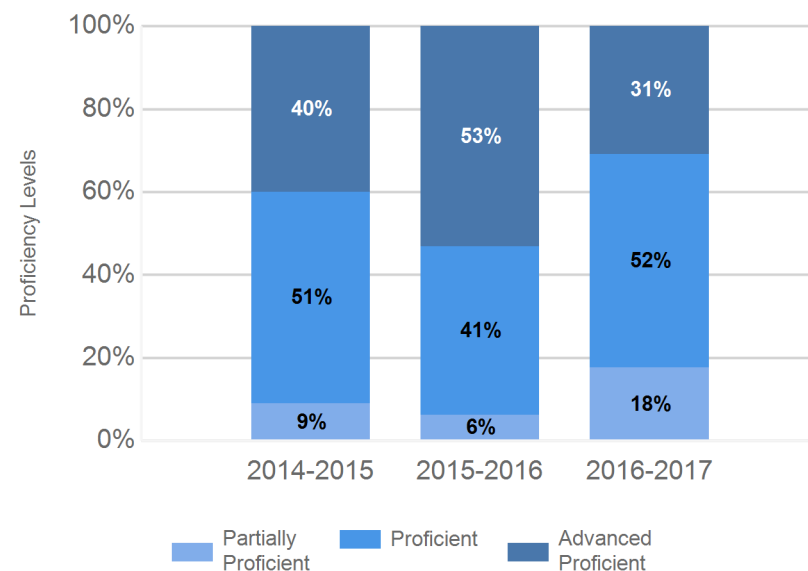
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 31% | 52% | 18% |
| White | 37% | 60% | 3% |
| Hispanic | 29% | 52% | 19% |
| Black or African American | * | * | 70% |
| Asian, Native Hawaiian, or Pacific Islander | * | N | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | * | N |
| Economically Disadvantaged Students | 16% | 56% | 28% |
| Students with Disabilities | N | * | * |
| English Learners | N | N | N |

NJASK Science Assessment Performance Trends: Grade 4

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





HENRY E HARRIS COMMUNITY SCHOOL 2016-2017

Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

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

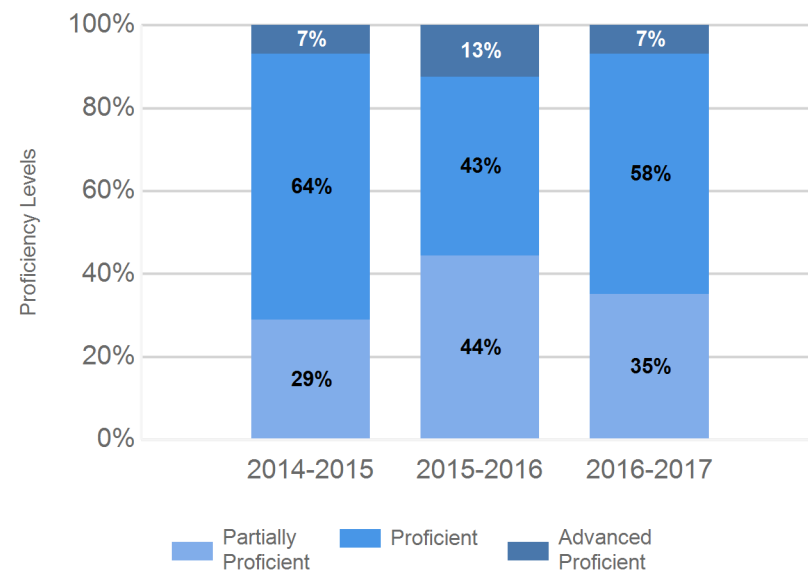
NJASK Science Assessment Performance: Grade 8

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 27% | 47% | 27% |
| Schoolwide | 7% | 58% | 35% |
| White | * | 63% | 26% |
| Hispanic | N | 58% | 42% |
| Black or African American | N | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | * |
| Economically Disadvantaged Students | 7% | 45% | 48% |
| Students with Disabilities | N | * | * |
| English Learners | N | N | * |

NJASK Science Assessment Performance Trends: Grade 8

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





HENRY E HARRIS COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-050

HUDSON

BAYONNE CITY

135 AVENUE C

BAYONNE, NJ 07002

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 47 | 58 | 50 | Met Target | 53 | 48 | 50 | Met Target |
| White | 49 | 60 | 50 | Met Target | 57 | 50 | 52 | Met Target |
| Hispanic | 50 | 55 | 49 | Met Target | 53 | 46 | 47 | Met Target |
| Black or African American | 29 | 48 | 45 | Not Met | 37 | 40 | 43 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | * | 67 | 60 | ** | * | 56.5 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | 50.5 | 52 | ** |
| Economically Disadvantaged | 48 | 57 | 47 | Met Target | 53 | 48 | 46 | Met Target |
| Students with Disabilities | 39 | 40.5 | 41 | Not Met | 45 | 36 | 43 | Met Target |
| English Learners | * | 70 | 53 | ** | * | 56.5 | 51 | ** |

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



HENRY E HARRIS COMMUNITY SCHOOL
2016-2017

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

Grade Span PK-08

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

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

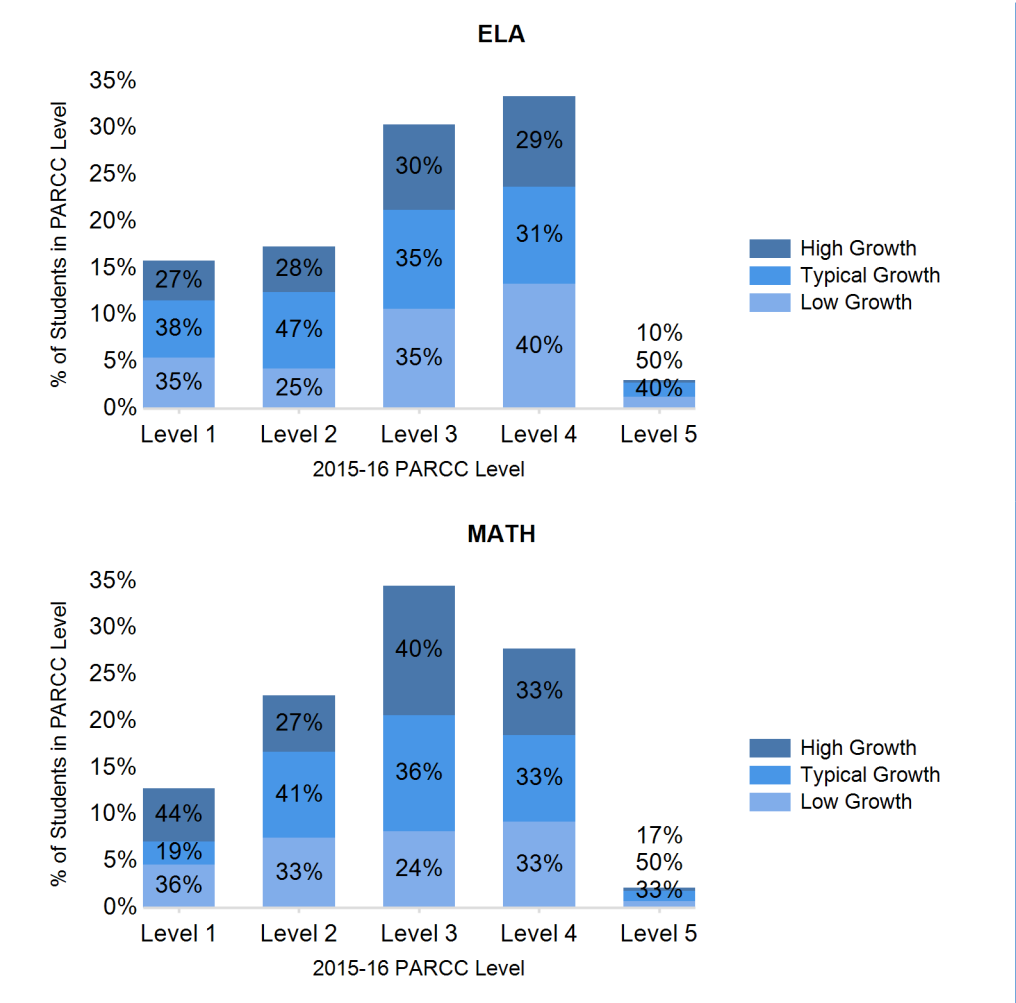
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

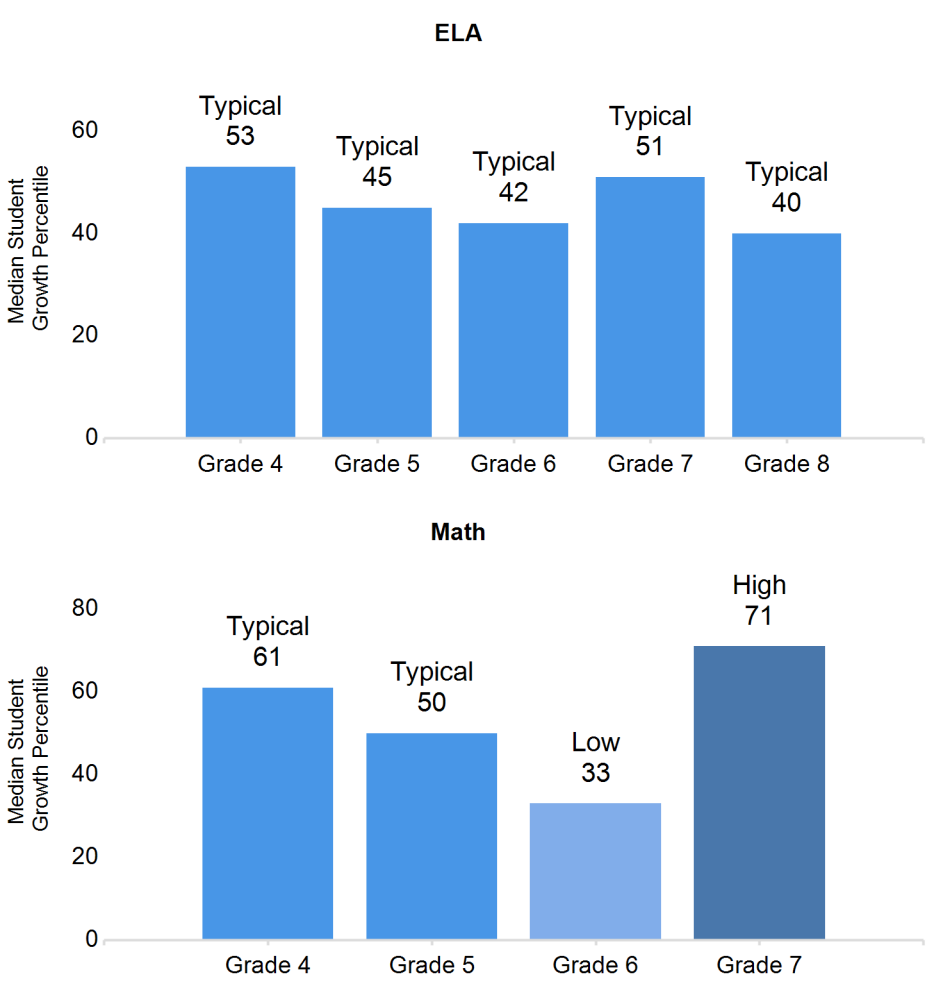
Student Growth by Performance Level

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



Student Growth by Grade

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





HENRY E HARRIS COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 72 |
| 7 | 0 | 0 | 73 |
| 8 | 16 | 0 | 52 |
| Schoolwide | 16 | 0 | 197 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |
| Schoolwide | 0 | 0 | 0 | 0 | 0 | 0 | 197 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



HENRY E HARRIS COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

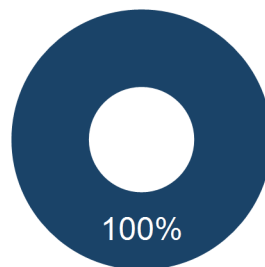
17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

Visual and Performing Arts – Course Participation

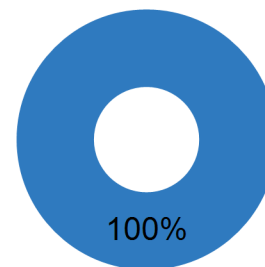
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

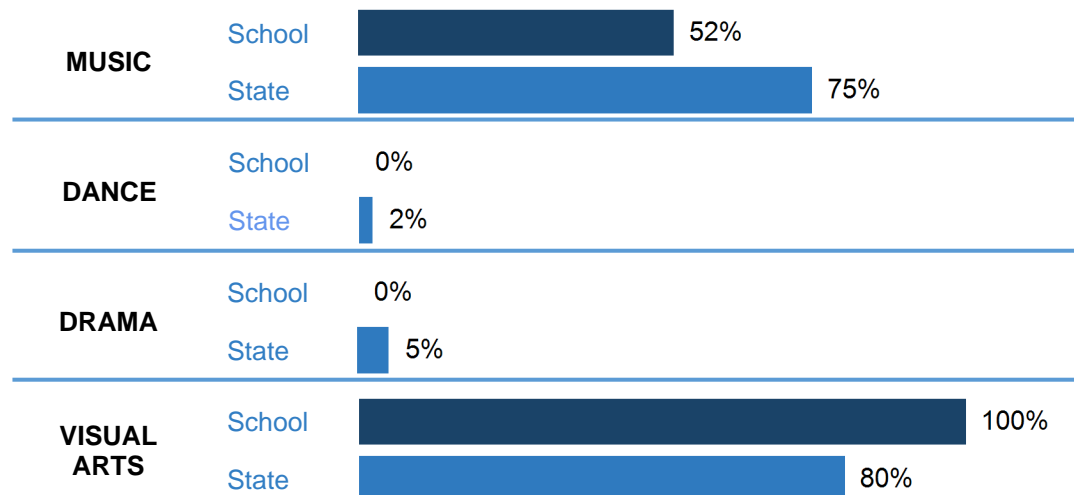


School



State

Students enrolled in one or more classes by discipline:





HENRY E HARRIS COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-050

HUDSON

BAYONNE CITY

135 AVENUE C

BAYONNE, NJ 07002

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

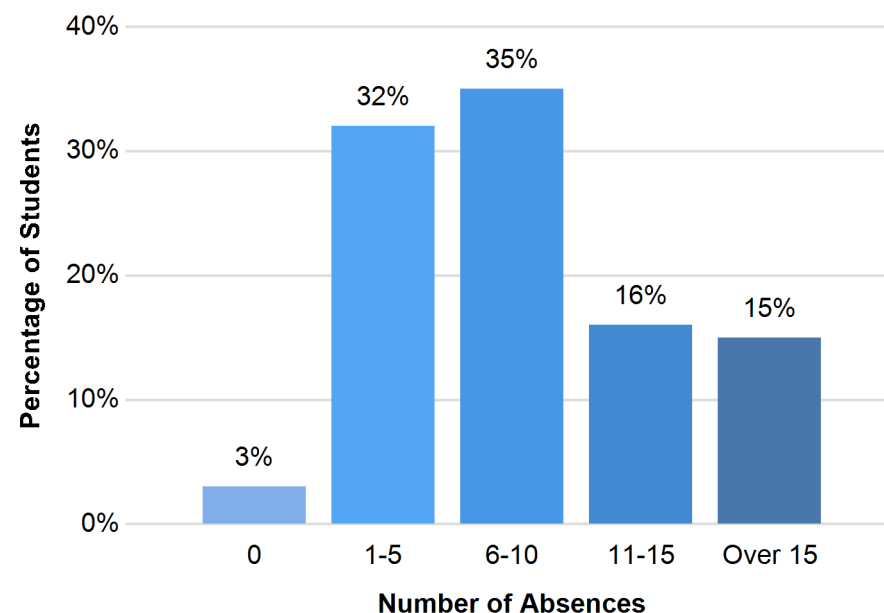
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 11.40 | 8.50 | Not Met |
| White | 12.20 | 8.50 | Not Met |
| Hispanic | 11.00 | 8.50 | Not Met |
| Black or African American | 11.10 | 8.50 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | N | ** | ** |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 12.80 | 8.50 | Not Met |
| Students with Disabilities | 17.10 | 8.50 | Not Met |
| English Learners | N | ** | ** |

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

Days Absent

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



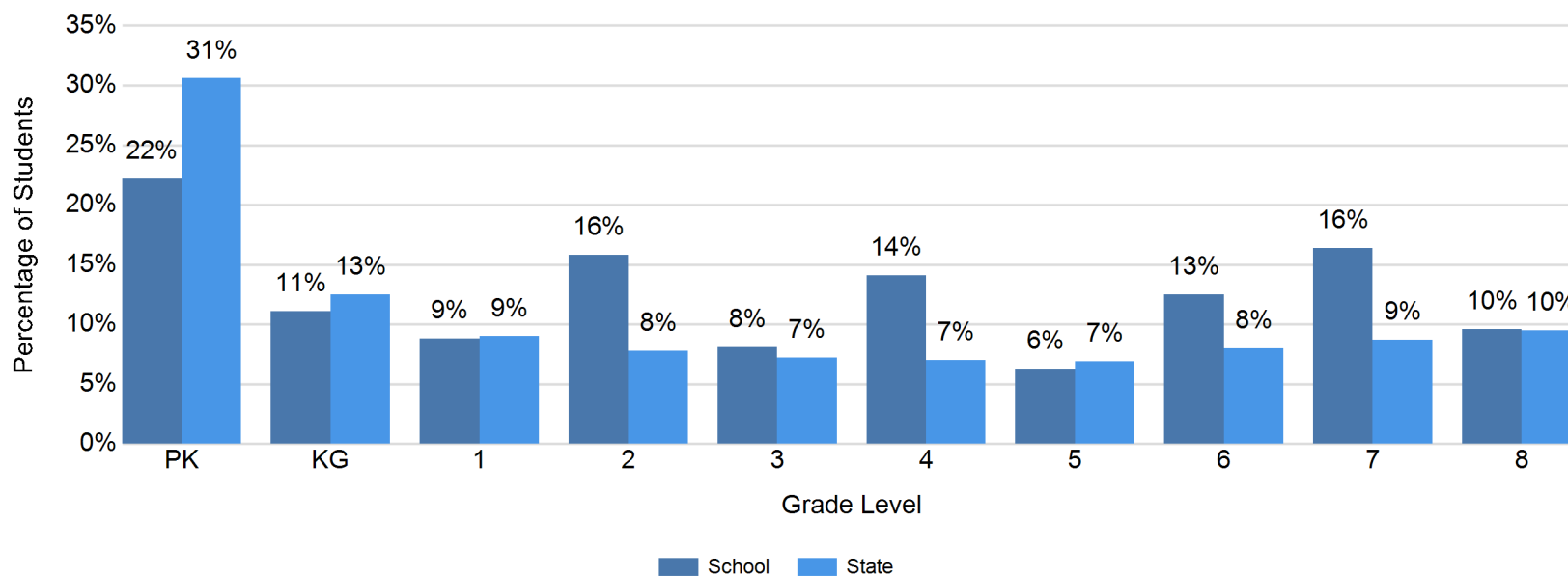


HENRY E HARRIS COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





HENRY E HARRIS COMMUNITY SCHOOL 2016-2017

Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 0 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 2 |
| Total Unique Incidents | 2 |
| Incidents Per 100 Students Enrolled | 0.29 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.1% |
| Out-of-School Suspensions | 3.7% |
| Any Suspension | 3.8% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



HENRY E HARRIS COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-050

HUDSON

BAYONNE CITY

135 AVENUE C

BAYONNE, NJ 07002

Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.2:1 | 104.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$670 | \$12,339 | \$13,009 |



HENRY E HARRIS COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-050

HUDSON

BAYONNE CITY

135 AVENUE C

BAYONNE, NJ 07002

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 51 | 120,724 |
| Average years experience in public schools | 11.0 | 11.8 |
| Average years experience in district | 9.5 | 10.5 |
| Teachers in district for 4 or more years | 61% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 50 | 9,506 |
| Average years experience in public schools | 22.1 | 15.9 |
| Average years experience in district | 19.9 | 11.6 |
| Administrators in district for 4 or more years | 98% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 13:1 | 13:1 |
| Administrators | 341:1 | 192:1 |
| Librarian/Media Specialists | | 3192:1 |
| Nurses | | 563:1 |
| Counselors | | 368:1 |
| Child Study Team | | 504:1 |



HENRY E HARRIS COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-050

HUDSON

BAYONNE CITY

135 AVENUE C

BAYONNE, NJ 07002

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

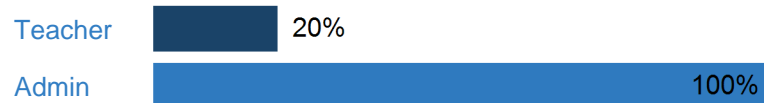
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 90% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 98% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 96% |



HENRY E HARRIS COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-050

HUDSON

BAYONNE CITY

135 AVENUE C

BAYONNE, NJ 07002

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 18.9 | 17.5% |
| Mathematics Proficiency | 23.3 | 17.5% |
| English Language Arts Growth | 34.7 | 25.0% |
| Mathematics Growth | 58.2 | 25.0% |
| Chronic Absenteeism | 20.9 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 33.8 |
| Summative Rating: Percentile rank of Summative Score | | 24.0 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



HENRY E HARRIS COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-050

HUDSON

BAYONNE CITY

135 AVENUE C

BAYONNE, NJ 07002

Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 33.8 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| White | 32.0 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| Hispanic | 48.7 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| Black or African American | 32.0 | 11.9 | No | Met Target† | Met Target† | Not Met | Not Met | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | ** | ** | ** | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 48.7 | 11.9 | No | Met Target | Met Target† | Not Met | Met Target | Met Target | No |
| Students with Disabilities | 32.3 | 11.9 | No | Met Target† | Met Target† | Not Met | Not Met | Met Target | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



HENRY E HARRIS COMMUNITY SCHOOL
2016-2017
Grade Span PK-08




17-0220-050
 HUDSON
 BAYONNE CITY
 135 AVENUE C
 BAYONNE, NJ 07002

School General Info

| | | | |
|-------------------|-----------------------------------|-----------------------|---|
| Principal: | Mrs. Kazimir | Email Address: | mkazimir@bboed.org |
| Address: | 135 AVENUE C BAYONNE, NJ 07002 | Website: | http://www.bboed.org/ |
| Phone: | (201)858-5945 | Twitter: | https://twitter.com/HEHHawks1 |

School Narrative

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

| | |
|---|--|
|  Highlights: | <ul style="list-style-type: none"> • Henry E. Harris is a proud Bronze Award Winner of Healthier Generation • Students in Grades 2 - 8 are equipped with Chromebooks • 30 extra curricular activities and community education programs |
|  Mission, Vision, Theme: | <p>The mission and vision of the Henry E. Harris Community School is to provide a flexible, educational environment that fosters personal and interpersonal growth, lifelong learning and a strong sense of community. The Henry E. Harris Community School theme is "Pride, Tradition, and Spirit".</p> |
|  Awards, Recognition, Accomplishments: | <p>Bronze Award recipient of National Alliance for a Healthier Generation, Student Council - Nationally recognized with Excellence Award from NAESP, Forensics - 4 First Place winners, Captured First Place in District Spelling Bee</p> |







HENRY E HARRIS COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-050
 HUDSON
 BAYONNE CITY
 135 AVENUE C
 BAYONNE, NJ 07002

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| | |
|---|---|
|  Courses, Curriculum, Instruction: | Algebra I, REACH, Electronic textbooks, Realtime, Oncourse, Classroom Dojo, Google Classroom, Khan Academy, Newsela, IXL |
|  Sports and Athletics: | Sports Offered: Basketball (Boys & Girls) Grade 8 Track, Flag Football, Cheerleading, Volleyball Clinics |
|  Clubs and Activities: | Academic Challenge, Math Olympiad, Art Club, Forensics, STUCO, National Jr. Honor Society, Band, Jazz Ensemble, Orchestra, Choir, Peer, Chess, Robotics, Project Innovate |
|  Before and After School Programs: | HUD, 100 Book Challenge, Before Care, After Care, ARMS, Community Education Classes |







HENRY E HARRIS COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-050
 HUDSON
 BAYONNE CITY
 135 AVENUE C
 BAYONNE, NJ 07002

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| | |
|---|--|
|  Staff and Professional Learning: | Mandatory Staff Training and Development Days provided by district, webinars and online training, data workshops for PARCC, PLC's, monthly faculty and departmental meetings, Honeywell Educators at Space Academy with NASA, NASTAR Aviation Professional Development, Reader's Writer's Workshop |
|  Student Supports and Services: | Inclusion at every grade level, Self-contained Grade 3 - 8 classes, LAL & Math Resource Room, Speech Therapy, Occupational Therapy, Physical Therapy, Counseling through Guidance, Title I teachers, ARMS classes, 100 Book challenge, differentiated Instruction, I & RS, Child Study Team |
|  Student Health and Wellness: | Hoops for Heart, Healthy Generation Bronze Award, Jump Rope for Heart, Golden Sneaker Award from Hudson County TMA, Breakfast in Classroom Program, GoNoodle, physical education classes twice a week, daily outdoor recess |
|  Parent and Community Involvement: | PTA, Back to School Night, Open House, Mid Year Conferences, Community Tree Lighting Ceremony, Winter & Spring Concert, Trunk or Treat, Dr. Seuss Family Night, TMA Walk to School Event, Hawk Talk newsletter, Reader's Writer's Red Carpet Event, Ice Skating Family Night |



HENRY E HARRIS COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

School Narrative

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| | |
|--|---|
| <div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div> | Media Center, Computer Lab, Gr. 7 & 8 Science Lab, Art Room, Gym, Multi-Purpose Room, OT/PT Room, Speech Therapy Room, Reading Garden |
|--|---|




HENRY E HARRIS COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-050
HUDSON
BAYONNE CITY
135 AVENUE C
BAYONNE, NJ 07002

School Narrative

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

| | |
|---|---|
| <div>Other Information:</div> | <p>Block scheduling, School Safety Team meets on a monthly basis and conducts evacuation drills twice a month as well as monthly lockdown drills, Several committees are in place to address the needs of our building - Strategic Planning Committee, Data Analysis Team, Attendance Committee, I & RS Committee, Technology 1:1 from Grades K - 8, Smartboards in Grades 5 - 8, Communication through Global/District Connect, Early Intervention Pre-K Program</p> |
|---|---|




HORACE MANN COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-060
 HUDSON
 BAYONNE CITY
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 BAYONNE, NJ 07002

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

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

Navigating through the reports:

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

Other Resources:

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



HORACE MANN COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-060
HUDSON
BAYONNE CITY
25 WEST 38TH STREET
BAYONNE, NJ 07002

Footnotes

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

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



HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 38 | 39 | 36 |
| KG | 64 | 60 | 58 |
| 1 | 56 | 61 | 68 |
| 2 | 56 | 57 | 64 |
| 3 | 56 | 66 | 52 |
| 4 | 55 | 58 | 68 |
| 5 | 63 | 53 | 50 |
| 6 | 54 | 63 | 51 |
| 7 | 65 | 56 | 60 |
| 8 | 60 | 63 | 61 |
| Ungraded | 47 | 47 | 35 |
| Total | 614 | 623 | 603 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 52% | 52% | 54% |
| Male | 48% | 48% | 46% |
| Economically Disadvantaged Students | 52% | 46% | 46% |
| Students with Disabilities | 14% | 15% | 12% |
| English Learners | 0% | 1% | 1% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 44.8% |
| Hispanic | 33.2% |
| Asian | 11.8% |
| Black or African American | 7.1% |
| American Indian or Alaska Native | 0.2% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 3.0% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 38 | 39 | 36 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 63 | 60 | 58 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 79.9% |
| Spanish | 8.6% |
| Arabic | 6.3% |
| Chinese | 1.3% |
| Other | 4.0% |



HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|-----------------------|---------------------------|
| Schoolwide | 355 | 98.9 | 51.50 | 52.10 | 54.90 | 51.5 | 44.8 | Met Target |
| White | 167 | 100.0 | 55.70 | 57.10 | 63.90 | 55.7 | 45.8 | Met Target |
| Hispanic | 114 | 98.4 | 39.50 | 43.70 | 39.80 | 39.5 | 39.3 | Met Target |
| Black or African American | 30 | 100.0 | 40.00 | 38.60 | 35.20 | 40 | 32.1 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 32 | 97.1 | 75.00 | * | 80.70 | 75 | 59.9 | Met Target |
| American Indian or Alaska Native | N | N | N | 33.30 | 53.70 | N | ** | ** |
| Two or More Races | 12 | 92.3 | 75.00 | 61.60 | 54.90 | 72.6 | ** | ** |
| Female | 183 | 99.0 | 59.00 | 59.80 | 62.20 | 59 | | |
| Male | 172 | 98.9 | 43.60 | 44.70 | 48.10 | 43.6 | | |
| Economically Disadvantaged Students | 153 | 98.8 | 40.60 | 44.80 | 36.20 | 40.6 | 28 | Met Target |
| Non-Economically Disadvantaged Students | 202 | 99.1 | 59.90 | 61.40 | 65.80 | 59.9 | | |
| Students with Disabilities | 51 | 98.2 | * | * | 20.50 | * | 8.8 | Not Met |
| Students without Disabilities | 304 | 99.1 | * | * | 61.90 | * | | |
| English Learners | 21 | 95.5 | 28.60 | 25.80 | 25.20 | 28.6 | N | N |
| Non-English Learners | 334 | 99.2 | 53.00 | 54.20 | 57.40 | 53 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | N | N | N | 19.00 | 24.80 | N | | |
| Military-Connected Students | N | N | N | 50.00 | 53.50 | N | | |
| Migrant Students | N | N | N | * | 23.00 | N | | |

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

† Target was met within a confidence interval.



HORACE MANN COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-060
HUDSON
BAYONNE CITY
25 WEST 38TH STREET
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 52 | 745 | 744 | 749 | * | * | 31% | 40% | * | 42% | 50% |
| White | 25 | 745 | 746 | 759 | * | * | * | 44% | 0% | 44% | 61% |
| Hispanic | 13 | 730 | * | 734 | * | * | * | * | * | 23% | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 26 | 749 | 748 | 754 | * | * | * | * | * | 50% | 55% |
| Male | 26 | 740 | 740 | 745 | * | * | * | * | * | 35% | 46% |
| Economically Disadvantaged Students | 22 | 741 | 737 | 731 | * | * | * | * | * | 36% | 31% |
| Non-Economically Disadvantaged Students | 30 | 747 | 754 | 762 | * | * | * | * | * | 47% | 63% |
| Students with Disabilities | * | * | * | 720 | * | * | * | * | * | * | 24% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 55% |
| English Learners | N | N | N | 709 | N | N | N | N | N | N | 11% |
| Non-English Learners | 52 | 745 | 745 | 752 | * | * | 31% | 40% | * | 42% | 53% |
| Homeless Students | * | * | * | 720 | * | * | * | * | * | * | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 72 | 738 | 744 | 753 | * | 22% | 29% | 31% | * | 36% | 56% |
| White | 38 | 747 | 750 | 762 | * | * | 32% | 40% | * | 45% | 67% |
| Hispanic | 20 | 717 | * | 740 | * | * | * | * | 0% | 15% | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 37 | 739 | * | 758 | * | * | * | * | * | 32% | 61% |
| Male | 35 | 738 | * | 749 | * | * | * | * | * | 40% | 51% |
| Economically Disadvantaged Students | 28 | 723 | 738 | 737 | * | * | * | * | * | 21% | 36% |
| Non-Economically Disadvantaged Students | 44 | 748 | 752 | 764 | * | * | * | * | * | 46% | 69% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 759 | * | * | * | * | * | * | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 72 | 738 | 745 | 755 | * | 22% | 29% | 31% | * | 36% | 58% |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 52 | 754 | 752 | 756 | * | * | 19% | 56% | * | 64% | 59% |
| White | 22 | 760 | 756 | 763 | * | * | * | 55% | * | 68% | 69% |
| Hispanic | 17 | 742 | 744 | 743 | * | * | * | * | 0% | 47% | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 29 | 760 | 758 | 761 | * | * | * | 66% | * | 69% | 66% |
| Male | 23 | 746 | 745 | 750 | * | * | * | 44% | * | 57% | 53% |
| Economically Disadvantaged Students | 23 | 742 | 745 | 740 | * | * | * | 44% | * | 44% | 40% |
| Non-Economically Disadvantaged Students | 29 | 763 | 761 | 765 | * | * | * | 66% | * | 79% | 71% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 762 | * | * | * | * | * | * | 66% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 12% |
| Non-English Learners | 52 | 754 | 753 | 757 | * | * | 19% | 56% | * | 64% | 60% |
| Homeless Students | * | * | * | 733 | * | * | * | * | * | * | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |

An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 62 | 739 | 750 | 752 | * | * | 34% | 37% | * | 40% | 54% |
| White | 23 | 740 | * | 758 | * | * | * | * | * | 39% | 63% |
| Hispanic | 26 | 740 | 744 | 740 | * | * | * | 39% | * | 42% | 38% |
| Black or African American | * | * | * | 736 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 81% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 56% |
| Female | 28 | 750 | * | 758 | * | * | * | * | * | 61% | 61% |
| Male | 34 | 730 | * | 746 | * | * | * | * | * | 24% | 46% |
| Economically Disadvantaged Students | 29 | 733 | 744 | 737 | * | * | 38% | * | * | 31% | 34% |
| Non-Economically Disadvantaged Students | 33 | 744 | 757 | 761 | * | * | 30% | * | * | 49% | 65% |
| Students with Disabilities | 16 | 707 | 708 | 722 | * | * | * | * | * | * | 17% |
| Students without Disabilities | 46 | 750 | 757 | 758 | * | * | * | * | * | * | 61% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |



HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 67 | 758 | 757 | 756 | * | * | 21% | 40% | 25% | 66% | 59% |
| White | 31 | 764 | 764 | 764 | * | * | * | 39% | * | 68% | 69% |
| Hispanic | 23 | 749 | 748 | 742 | * | * | * | * | * | 57% | 44% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 784 | * | * | * | * | * | * | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Female | 32 | 768 | 767 | 764 | * | * | * | 41% | * | 72% | 68% |
| Male | 35 | 749 | 748 | 749 | * | * | * | 40% | * | 60% | 51% |
| Economically Disadvantaged Students | 31 | 750 | 752 | 739 | * | * | * | 52% | * | 61% | 40% |
| Non-Economically Disadvantaged Students | 36 | 765 | 762 | 766 | * | * | * | 31% | * | 69% | 70% |
| Students with Disabilities | 13 | 712 | 708 | 719 | * | * | * | * | * | * | 19% |
| Students without Disabilities | 54 | 770 | 767 | 763 | * | * | * | * | * | * | 67% |
| English Learners | * | * | * | 701 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 731 | N | N | N | N | N | N | 31% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



HORACE MANN COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-060
HUDSON
BAYONNE CITY
25 WEST 38TH STREET
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 68 | 758 | 758 | 757 | * | * | 24% | 49% | 15% | 63% | 59% |
| White | 32 | 765 | * | 764 | * | 0% | * | 50% | * | 72% | 68% |
| Hispanic | 24 | 747 | 751 | 742 | * | * | * | * | * | 50% | 44% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 786 | * | * | * | * | * | * | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Female | 41 | 767 | 763 | 766 | * | * | * | 51% | * | 68% | 68% |
| Male | 27 | 746 | 751 | 749 | * | * | * | 44% | * | 56% | 50% |
| Economically Disadvantaged Students | 27 | 746 | 749 | 739 | * | * | * | 44% | * | 52% | 40% |
| Non-Economically Disadvantaged Students | 41 | 767 | 767 | 766 | * | * | * | 51% | * | 71% | 69% |
| Students with Disabilities | 10 | 709 | 711 | 718 | * | * | * | * | * | * | 18% |
| Students without Disabilities | 58 | 767 | 764 | 764 | * | * | * | * | * | * | 67% |
| English Learners | * | * | * | 701 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 759 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 727 | N | N | N | N | N | N | 28% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

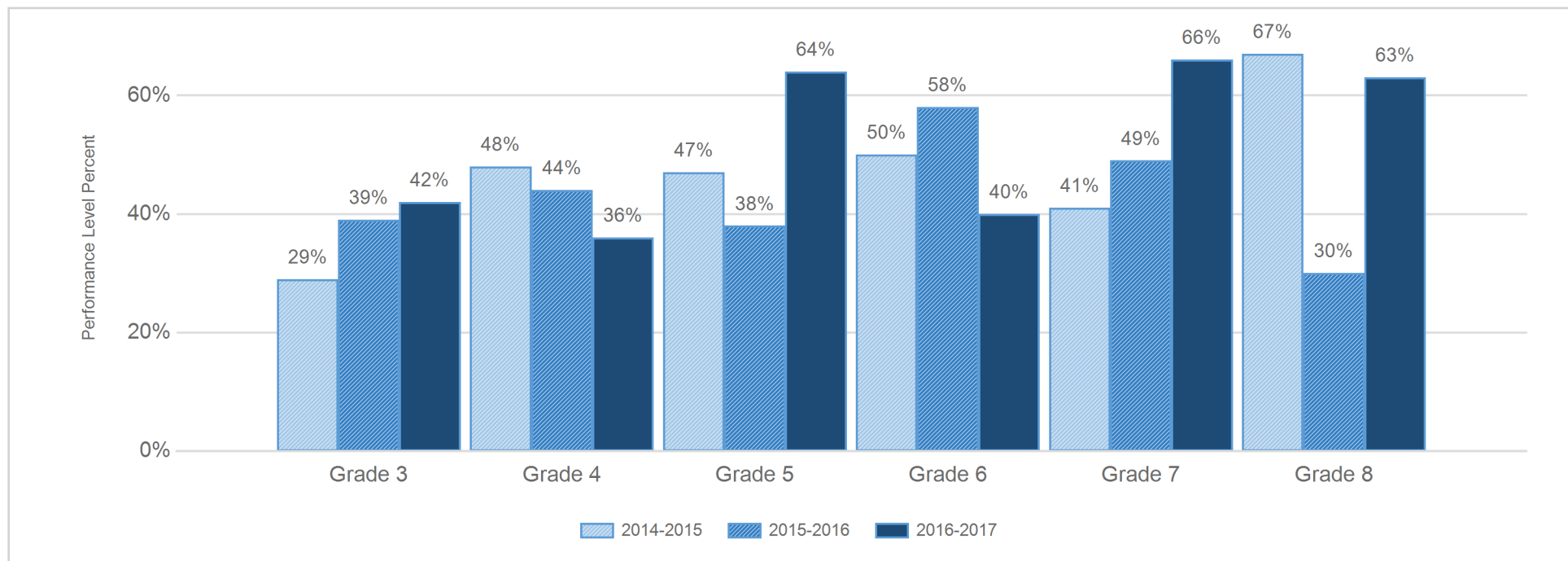


HORACE MANN COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-060
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25 WEST 38TH STREET
BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance Trends

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





HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

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25 WEST 38TH STREET

BAYONNE, NJ 07002

Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|-----------------------|---------------------------|
| Schoolwide | 356 | 99.2 | 35.40 | 36.80 | 43.50 | 35.4 | 37.8 | Met Target† |
| White | 167 | 100.0 | 40.10 | 43.40 | 52.40 | 40.1 | 42.2 | Met Target† |
| Hispanic | 115 | 99.2 | 24.30 | 27.00 | 27.60 | 24.3 | 26.8 | Met Target† |
| Black or African American | 30 | 100.0 | 20.00 | 20.90 | 21.70 | 20 | 18.1 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 32 | 97.1 | 65.70 | * | 75.60 | 65.7 | 68.2 | Met Target† |
| American Indian or Alaska Native | N | N | N | 33.30 | 42.50 | N | ** | ** |
| Two or More Races | 12 | 92.3 | 33.30 | 38.40 | 44.90 | 32.3 | ** | ** |
| Female | 183 | 99.0 | 39.30 | 37.80 | 44.10 | 39.3 | | |
| Male | 173 | 99.5 | 31.20 | 35.90 | 42.90 | 31.2 | | |
| Economically Disadvantaged Students | 154 | 99.4 | 26.60 | 31.80 | 25.10 | 26.6 | 25.3 | Met Target |
| Non-Economically Disadvantaged Students | 202 | 99.1 | 42.10 | 43.20 | 54.30 | 42.1 | | |
| Students with Disabilities | 52 | 100.0 | * | * | 16.50 | * | 6.5 | Not Met |
| Students without Disabilities | 304 | 99.1 | * | * | 48.80 | * | | |
| English Learners | 22 | 100.0 | 22.70 | 24.90 | 23.30 | 22.7 | N | N |
| Non-English Learners | 334 | 99.2 | 36.20 | 37.90 | 45.20 | 36.2 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | N | N | N | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | * | 39.90 | N | | |
| Migrant Students | N | N | N | 33.30 | 18.20 | N | | |

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

† Target was met within a confidence interval.



HORACE MANN COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-060
HUDSON
BAYONNE CITY
25 WEST 38TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 52 | 754 | 751 | 751 | 0% | * | 35% | 48% | * | 56% | 53% |
| White | 25 | 754 | 754 | 759 | 0% | * | * | 56% | * | 60% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 26 | 753 | 752 | 751 | 0% | * | * | 50% | * | 54% | 52% |
| Male | 26 | 755 | 751 | 751 | 0% | * | * | 46% | * | 58% | 53% |
| Economically Disadvantaged Students | 22 | 751 | 746 | 736 | 0% | * | * | * | * | 50% | 34% |
| Non-Economically Disadvantaged Students | 30 | 756 | 759 | 761 | 0% | * | * | * | * | 60% | 65% |
| Students with Disabilities | * | * | * | 729 | * | * | * | * | * | * | 29% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 57% |
| English Learners | N | N | N | 724 | N | N | N | N | N | N | 21% |
| Non-English Learners | 52 | 754 | 752 | 753 | 0% | * | 35% | 48% | * | 56% | 55% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 73 | 727 | 740 | 747 | * | 30% | 33% | * | * | 19% | 47% |
| White | 38 | 734 | 747 | 755 | * | * | 40% | * | * | 24% | 59% |
| Hispanic | 21 | 714 | * | 734 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 37 | 726 | * | 747 | * | 30% | 30% | * | * | 22% | 47% |
| Male | 36 | 728 | * | 747 | * | 31% | 36% | * | * | 17% | 48% |
| Economically Disadvantaged Students | 29 | 716 | 735 | 732 | * | 35% | * | * | * | 10% | 27% |
| Non-Economically Disadvantaged Students | 44 | 734 | 746 | 757 | * | 27% | * | * | * | 25% | 61% |
| Students with Disabilities | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | * | * | * | 723 | * | * | * | * | * | * | 18% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 52 | 739 | 744 | 747 | * | * | 46% | 31% | 0% | 31% | 46% |
| White | 22 | 743 | 748 | 754 | * | * | 55% | * | 0% | 32% | 57% |
| Hispanic | 17 | 733 | * | 735 | * | * | * | * | 0% | 29% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 29 | 740 | 747 | 747 | * | * | 48% | * | 0% | 31% | 47% |
| Male | 23 | 738 | 741 | 746 | * | * | 44% | * | 0% | 30% | 46% |
| Economically Disadvantaged Students | 23 | 732 | 740 | 732 | * | * | 52% | * | 0% | 13% | 27% |
| Non-Economically Disadvantaged Students | 29 | 746 | 749 | 756 | * | * | 41% | * | 0% | 45% | 59% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Non-English Learners | 52 | 739 | 744 | 748 | * | * | 46% | 31% | 0% | 31% | 48% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |



HORACE MANN COMMUNITY SCHOOL 2016-2017

Grade Span PK-08

17-0220-060
HUDSON
BAYONNE CITY
25 WEST 38TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 6**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 62 | 728 | 739 | 743 | 19% | 21% | 37% | 23% | 0% | 23% | 44% |
| White | 23 | 730 | * | 751 | * | * | 44% | * | 0% | 26% | 54% |
| Hispanic | 26 | 729 | 732 | 731 | * | * | * | * | 0% | 23% | 27% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 771 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46% |
| Female | 28 | 735 | * | 745 | * | * | 43% | * | 0% | 29% | 45% |
| Male | 34 | 722 | * | 742 | * | * | 32% | * | 0% | 18% | 43% |
| Economically Disadvantaged Students | 29 | 723 | 735 | 728 | * | * | * | * | 0% | 24% | 24% |
| Non-Economically Disadvantaged Students | 33 | 732 | 744 | 752 | * | * | * | * | 0% | 21% | 56% |
| Students with Disabilities | 16 | 695 | 697 | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | 46 | 740 | 745 | 748 | * | * | * | * | * | * | 50% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

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



HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 7**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 68 | 735 | 739 | 741 | * | 24% | 19% | 38% | * | 41% | 40% |
| White | 31 | 739 | * | 748 | * | * | * | 45% | * | 48% | 49% |
| Hispanic | 24 | 728 | * | 730 | * | * | * | * | 0% | 33% | 23% |
| Black or African American | * | * | * | 726 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 764 | * | * | * | * | * | * | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Female | 32 | 741 | 742 | 743 | * | * | * | 44% | * | 47% | 41% |
| Male | 36 | 729 | 736 | 740 | * | * | * | 33% | * | 36% | 38% |
| Economically Disadvantaged Students | 32 | 729 | 736 | 729 | * | * | * | 31% | * | 34% | 22% |
| Non-Economically Disadvantaged Students | 36 | 740 | 743 | 749 | * | * | * | 44% | * | 47% | 50% |
| Students with Disabilities | 14 | 701 | 705 | 716 | * | * | * | * | * | * | 11% |
| Students without Disabilities | 54 | 744 | 746 | 746 | * | * | * | * | * | * | 45% |
| English Learners | * | * | * | 712 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 742 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 15% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 15% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | * |

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



HORACE MANN COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-060
 HUDSON
 BAYONNE CITY
 25 WEST 38TH STREET
 BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 8**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 42 | 718 | 724 | 728 | 29% | 24% | 31% | * | * | 17% | 28% |
| White | 17 | 713 | 728 | 736 | * | * | * | * | * | * | 35% |
| Hispanic | 18 | 714 | 719 | 721 | * | * | * | * | 0% | 17% | 21% |
| Black or African American | * | * | * | 715 | * | * | * | * | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 747 | N | N | N | N | N | N | 51% |
| American Indian or Alaska Native | N | N | N | 728 | N | N | N | N | N | N | 28% |
| Two or More Races | * | * | * | 726 | * | * | * | * | * | * | 28% |
| Female | 25 | 725 | * | 730 | * | * | * | * | 0% | 20% | 30% |
| Male | 17 | 708 | * | 725 | * | * | * | * | 0% | 12% | 26% |
| Economically Disadvantaged Students | 18 | 710 | * | 719 | * | * | * | * | * | * | 19% |
| Non-Economically Disadvantaged Students | 24 | 724 | * | 734 | * | * | * | * | * | * | 34% |
| Students with Disabilities | 10 | 690 | 701 | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | 32 | 727 | 729 | 734 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 703 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 729 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 710 | N | N | N | N | N | N | 11% |
| Students in Foster Care | N | N | N | 705 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

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



HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 26 | 790 | 739 | 743 | 0% | 0% | * | 69% | * | 96% | 42% |
| White | 15 | 789 | 745 | 751 | * | * | * | 80% | * | 100% | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | 16 | 781 | 740 | 744 | * | * | * | * | * | 100% | 43% |
| Male | 10 | 804 | 737 | 741 | * | * | * | * | * | 90% | 40% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | N | N | N | 714 | N | N | N | N | N | N | 10% |
| Students without Disabilities | 26 | 790 | 744 | 747 | 0% | 0% | * | 69% | * | 96% | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 26 | 790 | 740 | 745 | 0% | 0% | * | 69% | * | 96% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |

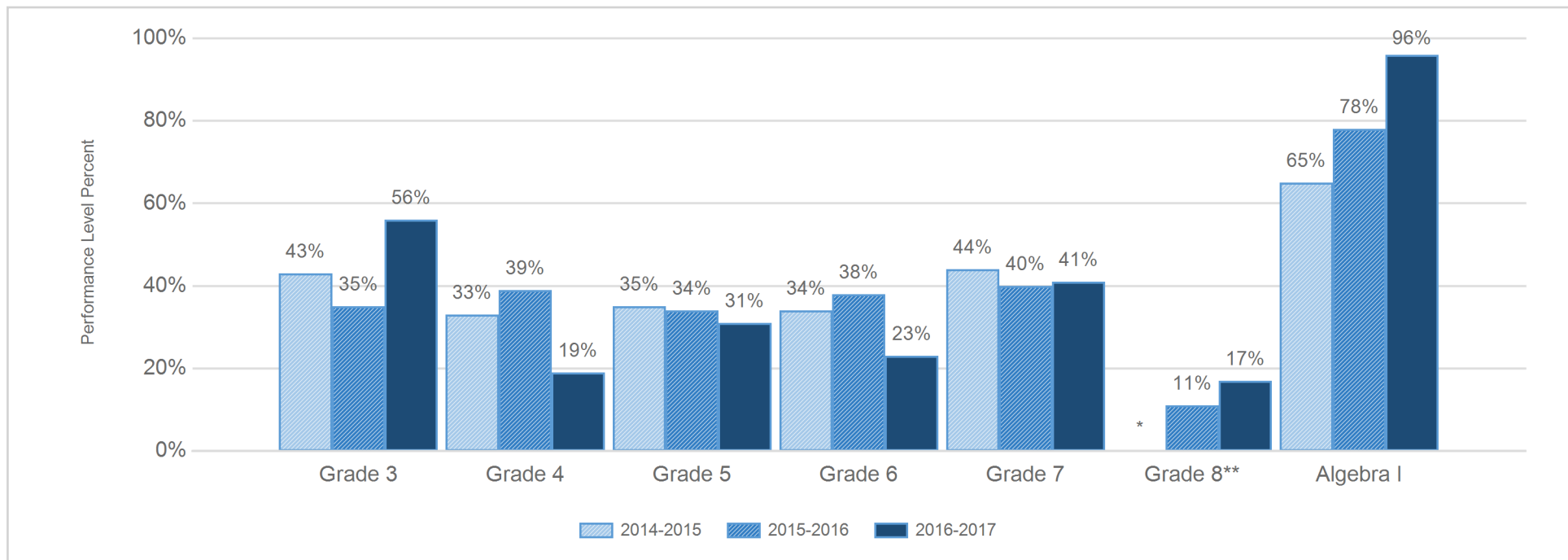


HORACE MANN COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-060
HUDSON
BAYONNE CITY
25 WEST 38TH STREET
BAYONNE, NJ 07002

Mathematics Assessment – Performance Trends

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



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



HORACE MANN COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-060
HUDSON
BAYONNE CITY
25 WEST 38TH STREET
BAYONNE, NJ 07002

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | * | * | * |
| 2 | * | * | * |
| 3 | * | * | * |
| 4 | N | N | N |
| 5+ | * | * | * |



HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

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

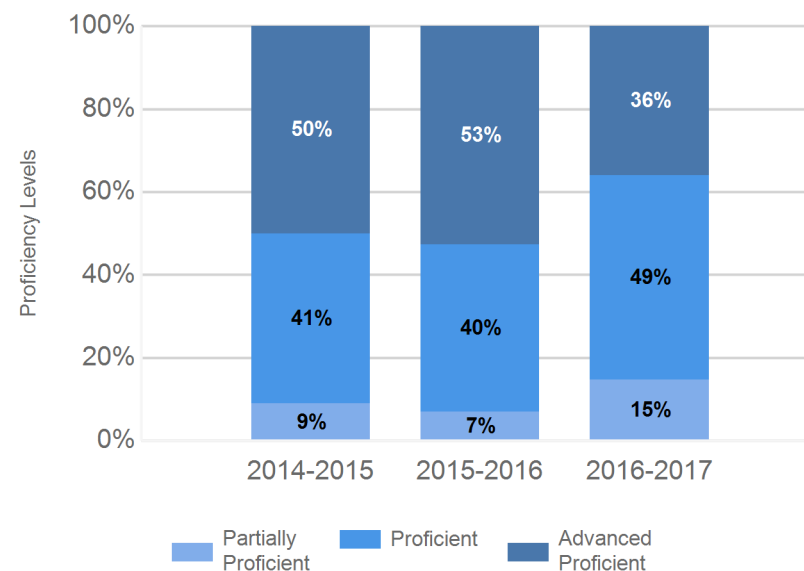
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 36% | 49% | 15% |
| White | 46% | 46% | 7% |
| Hispanic | 19% | 57% | * |
| Black or African American | N | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | N | N |
| Economically Disadvantaged Students | 22% | 56% | 22% |
| Students with Disabilities | N | * | * |
| English Learners | N | * | * |

NJASK Science Assessment Performance Trends: Grade 4

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





HORACE MANN COMMUNITY SCHOOL **2016-2017**

Grade Span PK-08

17-0220-060
HUDSON
BAYONNE CITY
25 WEST 38TH STREET
BAYONNE, NJ 07002

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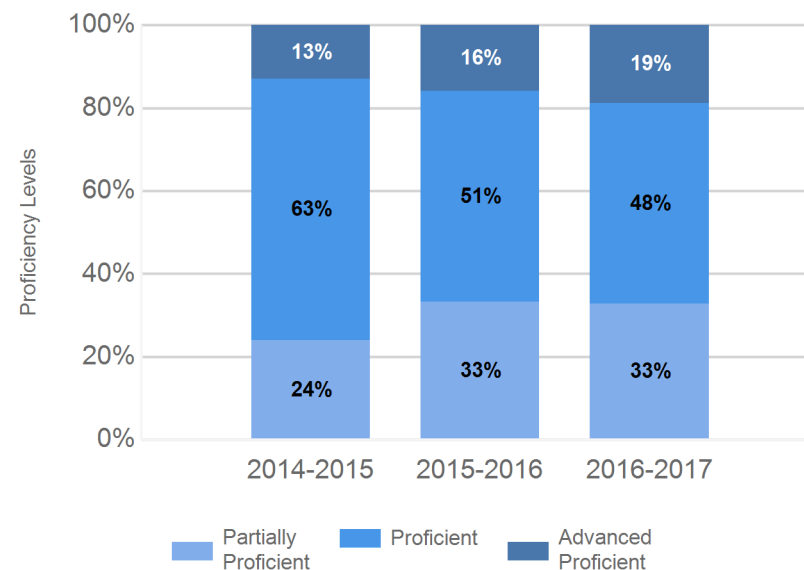
NJASK Science Assessment Performance: Grade 8

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 27% | 47% | 27% |
| Schoolwide | 19% | 48% | 33% |
| White | 21% | 55% | 24% |
| Hispanic | 14% | 46% | 41% |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | * | * |
| Economically Disadvantaged Students | 17% | 52% | 30% |
| Students with Disabilities | N | * | * |
| English Learners | N | N | * |

NJASK Science Assessment Performance Trends: Grade 8

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





HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 56 | 58 | 50 | Met Target | 38 | 48 | 50 | Not Met |
| White | 57 | 60 | 50 | Met Target | 37.5 | 50 | 52 | Not Met |
| Hispanic | 56 | 55 | 49 | Met Target | 38.5 | 46 | 47 | Not Met |
| Black or African American | * | 48 | 45 | Met Target | * | 40 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 53 | 67 | 60 | Met Target | 54.5 | 56.5 | 59 | Met Target |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | 50.5 | 52 | ** |
| Economically Disadvantaged | 50 | 57 | 47 | Met Target | 38 | 48 | 46 | Not Met |
| Students with Disabilities | 58.5 | 40.5 | 41 | Met Target | 26 | 36 | 43 | Not Met |
| English Learners | 59 | 70 | 53 | ** | 34 | 56.5 | 51 | ** |

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



HORACE MANN COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-060
HUDSON
BAYONNE CITY
25 WEST 38TH STREET
BAYONNE, NJ 07002

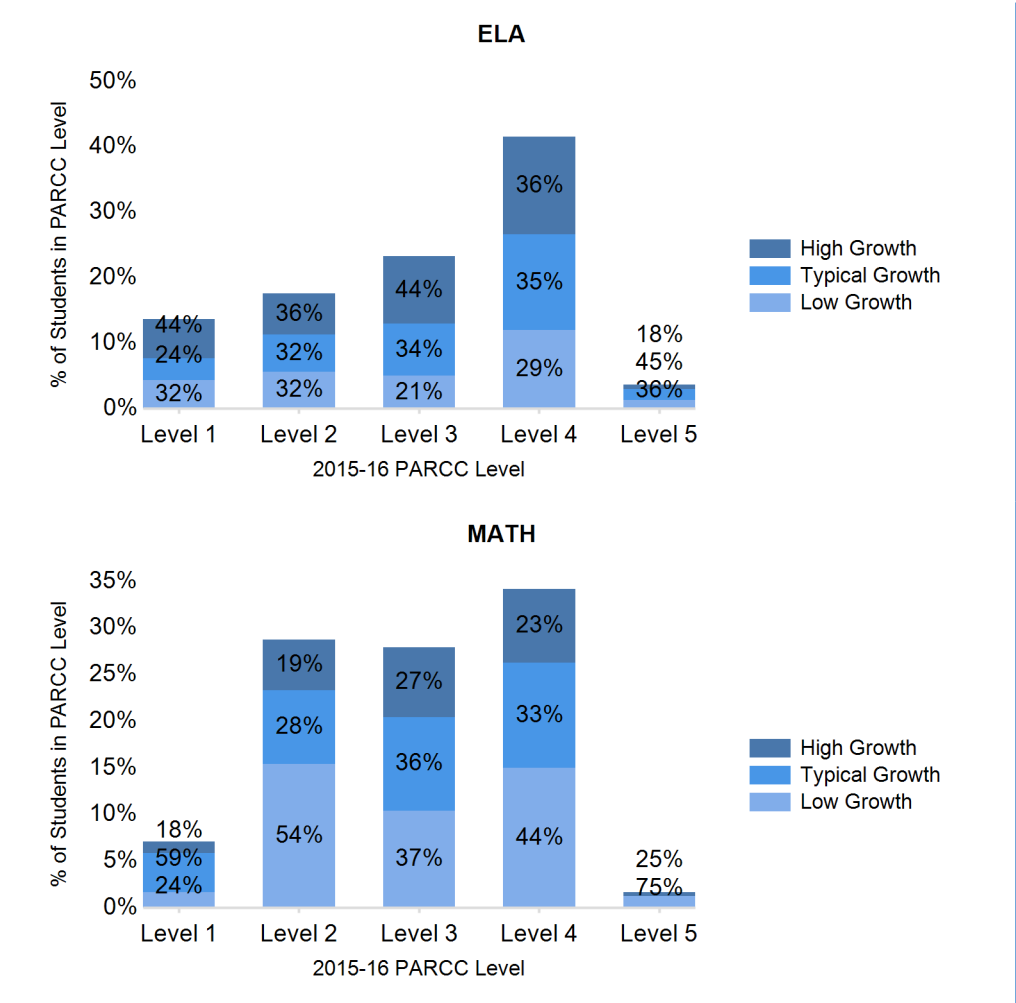
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

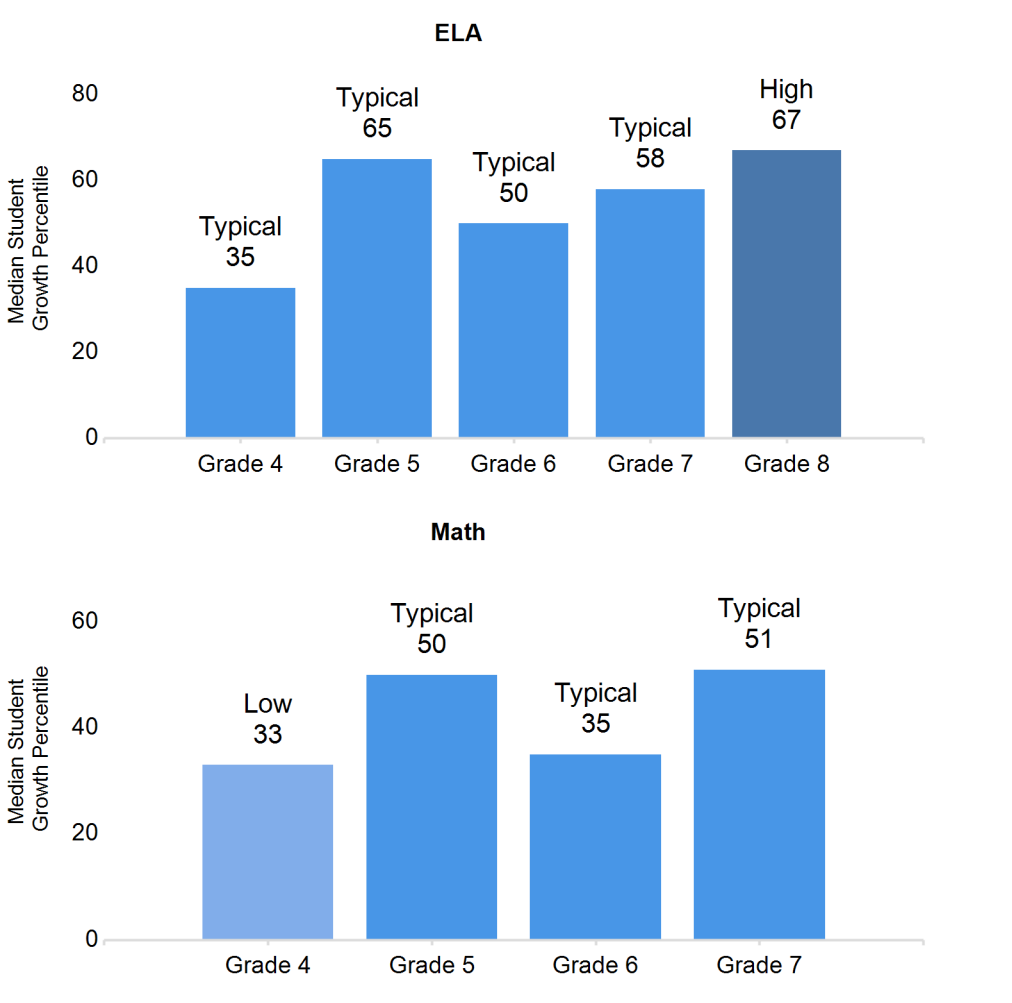
Student Growth by Performance Level

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



Student Growth by Grade

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





HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 63 |
| 7 | 0 | 0 | 69 |
| 8 | 26 | 0 | 67 |
| Schoolwide | 26 | 0 | 199 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 63 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 69 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 67 |
| Schoolwide | 0 | 0 | 0 | 0 | 0 | 0 | 199 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



HORACE MANN COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

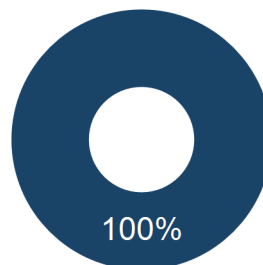
17-0220-060
HUDSON
BAYONNE CITY
25 WEST 38TH STREET
BAYONNE, NJ 07002

Visual and Performing Arts – Course Participation

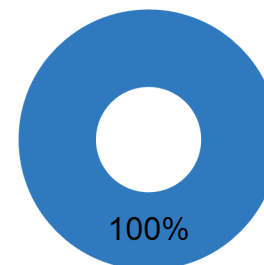
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

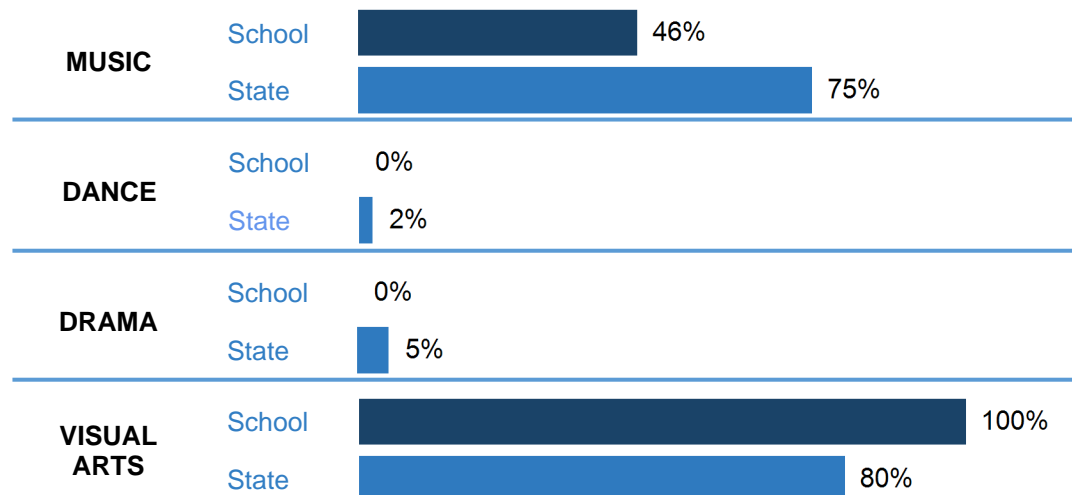


School



State

Students enrolled in one or more classes by discipline:





HORACE MANN COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-060
HUDSON
BAYONNE CITY
25 WEST 38TH STREET
BAYONNE, NJ 07002

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

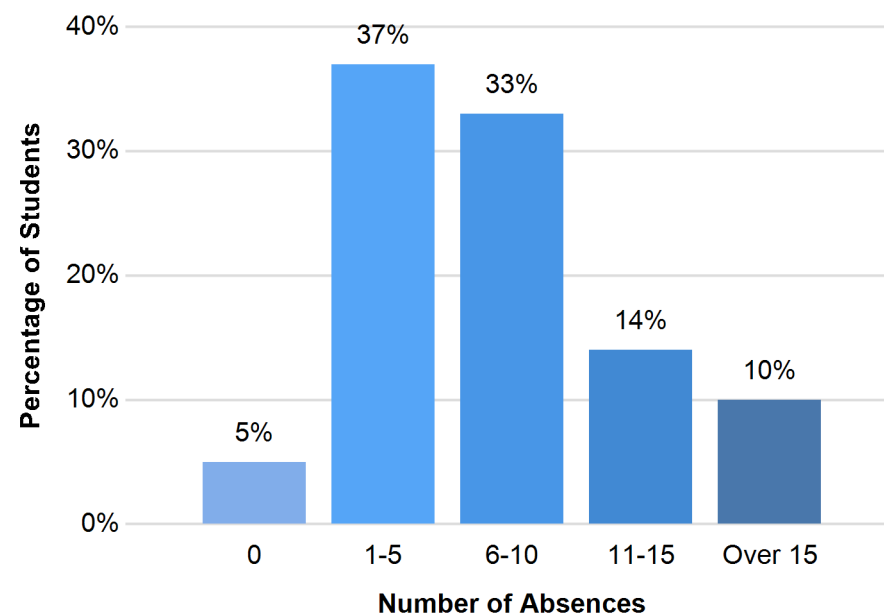
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 6.90 | 8.50 | Met Target |
| White | 5.90 | 8.50 | Met Target |
| Hispanic | 7.90 | 8.50 | Met Target |
| Black or African American | 7.10 | 8.50 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 3.40 | 8.50 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 8.50 | 8.50 | Met Target |
| Students with Disabilities | 16.90 | 8.50 | Not Met |
| English Learners | N | ** | ** |

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

Days Absent

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





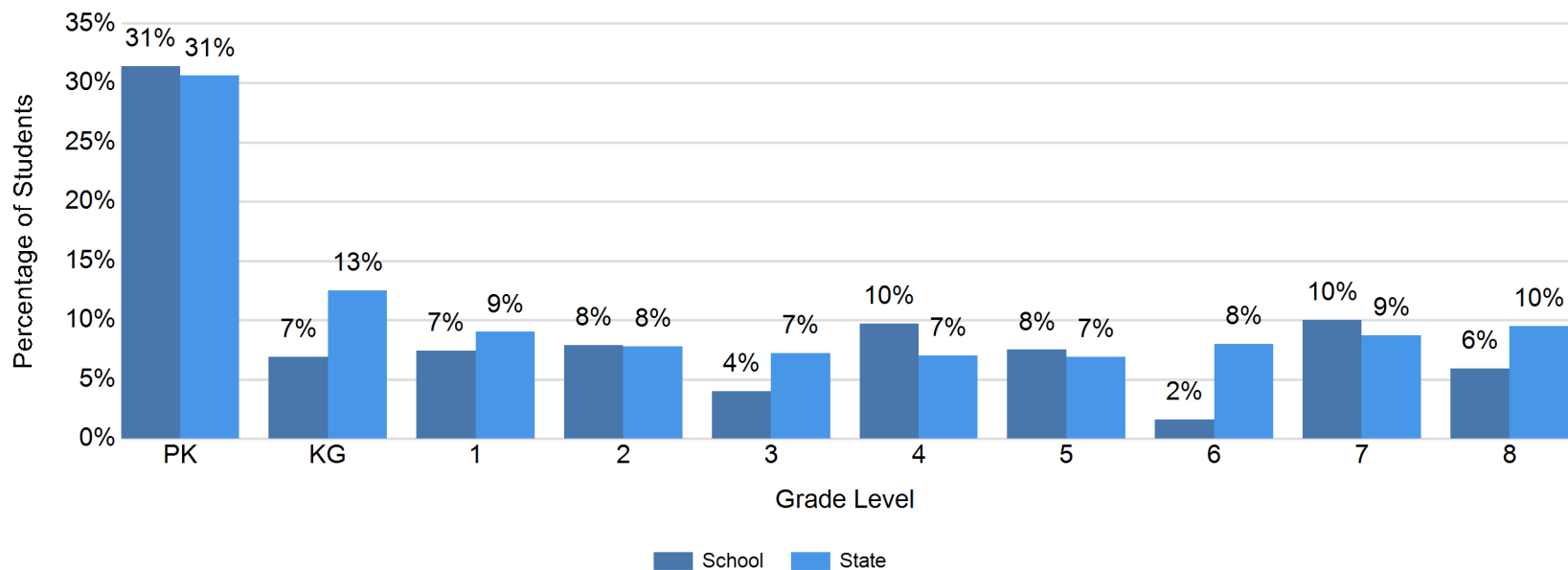
HORACE MANN COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-060
HUDSON
BAYONNE CITY
25 WEST 38TH STREET
BAYONNE, NJ 07002

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





HORACE MANN COMMUNITY SCHOOL 2016-2017

Grade Span PK-08

17-0220-060
HUDSON
BAYONNE CITY
25 WEST 38TH STREET
BAYONNE, NJ 07002

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 4.0% |
| Any Suspension | 4.0% |

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 8 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 1 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 10 |
| Incidents Per 100 Students Enrolled | 1.66 |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.0:1 | 104.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$670 | \$12,339 | \$13,009 |



HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 46 | 120,724 |
| Average years experience in public schools | 13.5 | 11.8 |
| Average years experience in district | 10.8 | 10.5 |
| Teachers in district for 4 or more years | 78% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 50 | 9,506 |
| Average years experience in public schools | 22.1 | 15.9 |
| Average years experience in district | 19.9 | 11.6 |
| Administrators in district for 4 or more years | 98% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 13:1 | 13:1 |
| Administrators | 302:1 | 192:1 |
| Librarian/Media Specialists | | 3192:1 |
| Nurses | | 563:1 |
| Counselors | | 368:1 |
| Child Study Team | | 504:1 |



HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 90% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 98% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 96% |



HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 35.8 | 17.5% |
| Mathematics Proficiency | 24.5 | 17.5% |
| English Language Arts Growth | 72.0 | 25.0% |
| Mathematics Growth | 13.5 | 25.0% |
| Chronic Absenteeism | 49.8 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 39.4 |
| Summative Rating: Percentile rank of Summative Score | | 33.1 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



HORACE MANN COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-060

HUDSON

BAYONNE CITY

25 WEST 38TH STREET

BAYONNE, NJ 07002

Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 39.4 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Not Met | No |
| White | 34.4 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Not Met | No |
| Hispanic | 45.0 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Not Met | No |
| Black or African American | 68.7 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | 28.4 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Met Target | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 49.0 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Not Met | No |
| Students with Disabilities | 30.1 | 11.9 | No | Not Met | Not Met | Not Met | Met Target | Not Met | No |
| English Learners | ** | ** | No | N | N | ** | ** | ** | No |

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

† Target was met within a confidence interval.



HORACE MANN COMMUNITY SCHOOL
2016-2017
Grade Span PK-08




17-0220-060
 HUDSON
 BAYONNE CITY
 25 WEST 38TH STREET
 BAYONNE, NJ 07002

School General Info

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Dr. Quinn | Email Address: | cquinn@bboed.org |
| Address: | 25 WEST 38TH STREET BAYONNE, NJ 07002 | Website: | https://www.bboed.org/domain/24 |
| Phone: | (201)858-5979 | Twitter: | https://twitter.com/HMSTigers6 |

School Narrative

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

| | |
|--|--|
|  | Highlights: <ul style="list-style-type: none"> • Horace Mann Community School is the best school in the city. • Our students and staff are second to none. • Horace Mann Community School's R.E.A.C.H. Program offers many interesting and exciting enrichment courses. |
|  | Mission, Vision, Theme: <p>The goal of our school is to promote and foster kindness and respect. Teachers will be models as they treat all students with respect. Students will show respect for teachers by addressing teachers properly, following instruction, and speaking in a manner and tone that is appropriate. Students will show respect and kindness for fellow students by engaging in appropriate language and behavior. Students will show respect for self by working to the best of their abilities.</p> |
|  | Awards, Recognition, Accomplishments: <p>The students of HMCS have historically achieved first and second place in district wide academic contests such as the Geography Bee, Math Olympiad, and the Academic Challenge and also in the athletic area of Girls Track and Field Competitions.</p> |







HORACE MANN COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-060
 HUDSON
 BAYONNE CITY
 25 WEST 38TH STREET
 BAYONNE, NJ 07002

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: | <p>Horace Mann Community School follows the district curriculum guidelines in all content areas using the New Jersey Student Learning Standards. All students are serviced as differentiation is the strategy employed in every class. Our doors are open after school hours not only for clubs and athletics, but also to accommodate Community Education courses that are interesting and fun.</p> |
|  Sports and Athletics: | <p>Sports Offered: Basketball (Boys & Girls), Football (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls)</p> <p>Horace Mann has the following sports: Boys and Girls Basketball Teams, Boys Flag Football Team, Boys and Girls Track & Field and Boys and Girls Volleyball Teams.</p> |
|  Clubs and Activities: | <p>Horace Mann has the following clubs and/or activities: Cheerleading, Chess, Academic Challenge, Art Club, Cleaner and Greener Club, Choir, Band, Peer Leadership, National Junior Honor Society, Student Council, Spelling Bee, and a STEM Club - Project Innovate.</p> |
|  Before and After School Programs: | <p>Our school runs a Before Care and After Care Program for parents who need child care due to work schedules. We also offer two academic programs - After School Reading and Math Support (ARMS) for students in Grades 3-8 to help them prepare for the PARCC; and the 100 Book Challenge for students in Grades K-3 to assist in helping them build comprehension and fluency in reading.</p> |







HORACE MANN COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-060
 HUDSON
 BAYONNE CITY
 25 WEST 38TH STREET
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| | |
|---|---|
|  Staff and Professional Learning: | <p>Staff Training and Development Days are scheduled on the school calendar so that teachers can engage in Professional Studies. Directors in all content areas provide leadership for many of the activities - i.e. Focused instruction on the Next Generation Science Standards, Math PLC - Standard Based Question Analysis, the development of assessments for novels read incorporating PARCC-like questions, and deconstructing Diagnostic Assessments in Social Studies.</p> |
|  Student Supports and Services: | <p>Our I&RS Committee meets every week. Action Plans are set up for students who are referred and follow-up sessions are held to determine the success of interventions used. Through this process, sometimes severe learning difficulties are uncovered and recommendations for Child Study Team Evaluations take place. Our school also has a Guidance Counselor who is responsible for meeting with several children with IEPs and conducting classes for all students on character education.</p> |
|  Student Health and Wellness: | <p>Horace Mann Community School has a free Breakfast Program for all children who want to participate. Applications for school lunch can be completed by all children and a determination of free, reduced, or full pay is made. All students in Grades K-8 have 80 minutes of physical education every week.</p> |
|  Parent and Community Involvement: | <p>Horace Mann Community School has a very active PTA. They sponsor many activities for our students such as Movie Night, Valentine's Dance, Holiday Bazaar, Trunk or Treat, a Card Party, the Brain Show, and Better Than Broadway. Our Peer Leadership Club organizes a Senior Social inviting all Seniors from the Senior Centers in town. In conjunction with the Grace Lutheran Church, a breakfast is offered and many of our students perform for the Seniors and play organized games.</p> |



HORACE MANN COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-060
 HUDSON
 BAYONNE CITY
 25 WEST 38TH STREET
 BAYONNE, NJ 07002

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

A school climate survey was given by our district two years ago. Results were analyzed at our School Safety Committee Meeting. The results indicated that Horace Mann School is a quality place where teachers and students grow in an atmosphere of respect.



Facilities:

Horace Mann School built in 1913 is 104 years old. Over the years, an elevator and ramp was installed, and the auditorium was converted to an air-conditioned multipurpose room. Some classrooms - Home Economics and Vocational - were dismantled and certain features repurposed in the Teachers' Room. A Science Lab was created with lab tables and running water. Smart Boards have been added to rooms housing students in grades 5-8. New windows were installed throughout the building last year.



HORACE MANN COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-060
HUDSON
BAYONNE CITY
25 WEST 38TH STREET
BAYONNE, NJ 07002

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Other Information:

Each and every day at Horace Mann Community School quality instruction takes place at every grade level. We have nine forty minute periods - one is devoted to lunch. The bulk of our instruction is done in the morning. We advocate differentiated instruction with a hands-on, minds-on approach to learning. Students engage in learning activities in large and small groups. English/Language Arts, Mathematics, Science, and Social Studies are our core academic courses and Art, Music, Physical Education and Technology are offered once or twice a week depending on the grade level. Progress Reports and Report Cards are issued four times a year, however, parents can keep up to date with their children's grades using the parent portal. Our motto, "Be Kind and Respectful" goes along with our goal and we emphasize these character traits every day in all we do. We operate a safe school and perform two fire drills and one lockdown drill per month. Our safety team meets once a month and we discuss any issues that arise that pose a problem and take remedial action. We have a Security Person who screens every visitor. Using a computer-based program, each visitor is photographed and a hall pass is issued to be worn by that person throughout their time in school. All students in Grades 3-8 have been issued chrome books which are used in the instructional program. Many teachers utilize Google Classroom since the sharing aspect is invaluable. Students can opt to take this device home, however, we prefer that it remain in school since it diminishes the possibility for damages and it is guaranteed to be charged overnight and ready for use in the morning. A school calendar is developed monthly and the calendar along with pertinent information, can be found on the school website Digital Backpack. A mandated uniform policy is in effect at Horace Mann as students are required to wear navy, white, and khaki shirts and pants with the Bayonne Board of Education logo.




JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

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

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

Navigating through the reports:

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

Other Resources:

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



JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

Footnotes

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

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



JOHN M. BAILEY COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-040

HUDSON

BAYONNE CITY

75 WEST 10TH STREET

BAYONNE, NJ 07002

Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 37 | 38 | 25 |
| KG | 54 | 73 | 75 |
| 1 | 84 | 76 | 72 |
| 2 | 76 | 78 | 75 |
| 3 | 57 | 73 | 76 |
| 4 | 55 | 52 | 66 |
| 5 | 52 | 51 | 47 |
| 6 | 61 | 56 | 47 |
| 7 | 70 | 62 | 59 |
| 8 | 55 | 67 | 66 |
| Ungraded | 51 | 54 | 57 |
| Total | 652 | 680 | 665 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 49% | 46% | 46% |
| Male | 51% | 54% | 54% |
| Economically Disadvantaged Students | 66% | 63% | 58% |
| Students with Disabilities | 14% | 14% | 15% |
| English Learners | 0% | 0% | 0% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 1% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| Hispanic | 44.1% |
| White | 38.6% |
| Black or African American | 9.3% |
| Asian | 4.7% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 3.3% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 33 | 38 | 25 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 54 | 73 | 75 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 82.0% |
| Spanish | 8.3% |
| Arabic | 7.5% |
| Other | 2.7% |



JOHN M. BAILEY COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-040

HUDSON

BAYONNE CITY

75 WEST 10TH STREET

BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|-----------------------|---------------------------|
| Schoolwide | 375 | 92.2 | 53.30 | 52.10 | 54.90 | 51.7 | 39.2 | Met Target |
| White | 152 | 93.8 | 63.80 | 57.10 | 63.90 | 63.4 | 45 | Met Target |
| Hispanic | 157 | 91.4 | 45.90 | 43.70 | 39.80 | 43.8 | 35.4 | Met Target |
| Black or African American | 39 | 89.6 | 33.30 | 38.60 | 35.20 | 31.1 | 20.2 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 16 | 100.0 | 87.50 | * | 80.70 | 87.5 | ** | ** |
| American Indian or Alaska Native | N | N | N | 33.30 | 53.70 | N | ** | ** |
| Two or More Races | 11 | 84.6 | 36.40 | 61.60 | 54.90 | 32.3 | ** | ** |
| Female | 188 | 92.5 | 63.80 | 59.80 | 62.20 | 61.9 | | |
| Male | 187 | 92.0 | 42.80 | 44.70 | 48.10 | 41.4 | | |
| Economically Disadvantaged Students | 213 | 90.2 | 43.20 | 44.80 | 36.20 | 41.1 | 36.1 | Met Target |
| Non-Economically Disadvantaged Students | 162 | 95.0 | 66.60 | 61.40 | 65.80 | 66.6 | | |
| Students with Disabilities | 72 | 85.4 | * | * | 20.50 | * | 6.7 | Met Target |
| Students without Disabilities | 303 | 94.0 | * | * | 61.90 | * | | |
| English Learners | 12 | 100.0 | 66.60 | 25.80 | 25.20 | 66.6 | ** | ** |
| Non-English Learners | 363 | 92.0 | 52.90 | 54.20 | 57.40 | 51.2 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | N | N | N | 50.00 | 53.50 | N | | |
| Migrant Students | N | N | N | * | 23.00 | N | | |

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

† Target was met within a confidence interval.



JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 80 | 751 | 744 | 749 | * | 15% | 21% | 39% | * | 50% | 50% |
| White | 33 | 756 | 746 | 759 | * | * | * | 49% | * | 58% | 61% |
| Hispanic | 36 | 743 | * | 734 | * | * | * | 33% | * | 42% | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 42 | 742 | 748 | 754 | * | * | * | 38% | * | 43% | 55% |
| Male | 38 | 761 | 740 | 745 | * | * | * | 40% | * | 58% | 46% |
| Economically Disadvantaged Students | 43 | 743 | 737 | 731 | * | * | * | 40% | * | 42% | 31% |
| Non-Economically Disadvantaged Students | 37 | 761 | 754 | 762 | * | * | * | 38% | * | 60% | 63% |
| Students with Disabilities | 14 | 710 | 701 | 720 | * | * | * | * | * | 21% | 24% |
| Students without Disabilities | 66 | 760 | 750 | 755 | * | * | * | * | * | 56% | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | * | * | * | 720 | * | * | * | * | * | * | 21% |
| Students in Foster Care | * | * | * | 721 | * | * | * | * | * | * | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



JOHN M. BAILEY COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-040

HUDSON

BAYONNE CITY

75 WEST 10TH STREET

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 71 | 757 | 744 | 753 | * | * | 28% | 49% | * | 61% | 56% |
| White | 27 | 768 | 750 | 762 | 0% | * | * | 52% | * | 70% | 67% |
| Hispanic | 31 | 750 | * | 740 | * | * | 32% | 52% | * | 55% | 40% |
| Black or African American | 10 | 742 | 735 | 737 | * | * | * | * | * | 40% | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 42 | 761 | * | 758 | * | * | * | 57% | * | 69% | 61% |
| Male | 29 | 750 | * | 749 | * | * | * | 38% | * | 48% | 51% |
| Economically Disadvantaged Students | 41 | 749 | 738 | 737 | * | * | * | 42% | * | 51% | 36% |
| Non-Economically Disadvantaged Students | 30 | 767 | 752 | 764 | * | * | * | 60% | * | 73% | 69% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 759 | * | * | * | * | * | * | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 71 | 757 | 745 | 755 | * | * | 28% | 49% | * | 61% | 58% |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 30% |
| Students in Foster Care | * | * | * | 728 | * | * | * | * | * | * | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 51 | 743 | 752 | 756 | * | * | 26% | 47% | 0% | 47% | 59% |
| White | 24 | 757 | 756 | 763 | * | 0% | * | 63% | 0% | 63% | 69% |
| Hispanic | 19 | 730 | 744 | 743 | * | * | * | * | 0% | 32% | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 757 | N | N | N | N | N | N | 60% |
| Female | 24 | 752 | 758 | 761 | * | * | * | 58% | 0% | 58% | 66% |
| Male | 27 | 735 | 745 | 750 | * | * | * | 37% | 0% | 37% | 53% |
| Economically Disadvantaged Students | 33 | 740 | 745 | 740 | * | * | * | 42% | 0% | 42% | 40% |
| Non-Economically Disadvantaged Students | 18 | 750 | 761 | 765 | * | * | * | 56% | 0% | 56% | 71% |
| Students with Disabilities | 14 | 705 | 708 | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | 37 | 758 | 759 | 762 | * | * | * | * | * | * | 66% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Homeless Students | N | N | N | 733 | N | N | N | N | N | N | 30% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |



JOHN M. BAILEY COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-040

HUDSON

BAYONNE CITY

75 WEST 10TH STREET

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 54 | 745 | 750 | 752 | * | 19% | 22% | 46% | * | 52% | 54% |
| White | 17 | 754 | * | 758 | * | * | * | 59% | * | 71% | 63% |
| Hispanic | 26 | 743 | 744 | 740 | * | * | * | 39% | * | 42% | 38% |
| Black or African American | * | * | * | 736 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 81% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 56% |
| Female | 25 | 756 | * | 758 | * | * | * | 60% | * | 68% | 61% |
| Male | 29 | 735 | * | 746 | * | * | * | 35% | * | 38% | 46% |
| Economically Disadvantaged Students | 32 | 737 | 744 | 737 | * | * | * | 31% | * | 41% | 34% |
| Non-Economically Disadvantaged Students | 22 | 757 | 757 | 761 | * | * | * | 68% | * | 68% | 65% |
| Students with Disabilities | 11 | 706 | 708 | 722 | * | * | * | * | * | 18% | 17% |
| Students without Disabilities | 43 | 755 | 757 | 758 | * | * | * | * | * | 61% | 61% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 54 | 745 | 751 | 753 | * | 19% | 22% | 46% | * | 52% | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |



JOHN M. BAILEY COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-040

HUDSON

BAYONNE CITY

75 WEST 10TH STREET

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 63 | 742 | 757 | 756 | * | 18% | 22% | 32% | * | 44% | 59% |
| White | 25 | 759 | 764 | 764 | * | * | * | * | * | 56% | 69% |
| Hispanic | 26 | 734 | 748 | 742 | * | * | * | * | * | 42% | 44% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 784 | N | N | N | N | N | N | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Female | 29 | 763 | 767 | 764 | * | * | * | * | * | 66% | 68% |
| Male | 34 | 723 | 748 | 749 | * | * | * | * | * | 27% | 51% |
| Economically Disadvantaged Students | 35 | 731 | 752 | 739 | * | * | * | * | * | 34% | 40% |
| Non-Economically Disadvantaged Students | 28 | 755 | 762 | 766 | * | * | * | * | * | 57% | 70% |
| Students with Disabilities | 18 | 701 | 708 | 719 | * | * | * | * | * | * | 19% |
| Students without Disabilities | 45 | 758 | 767 | 763 | * | * | * | * | * | * | 67% |
| English Learners | N | N | N | 701 | N | N | N | N | N | N | * |
| Non-English Learners | 63 | 742 | 758 | 758 | * | 18% | 22% | 32% | * | 44% | * |
| Homeless Students | N | N | N | 731 | N | N | N | N | N | N | 31% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 27% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



JOHN M. BAILEY COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-040

HUDSON

BAYONNE CITY

75 WEST 10TH STREET

BAYONNE, NJ 07002

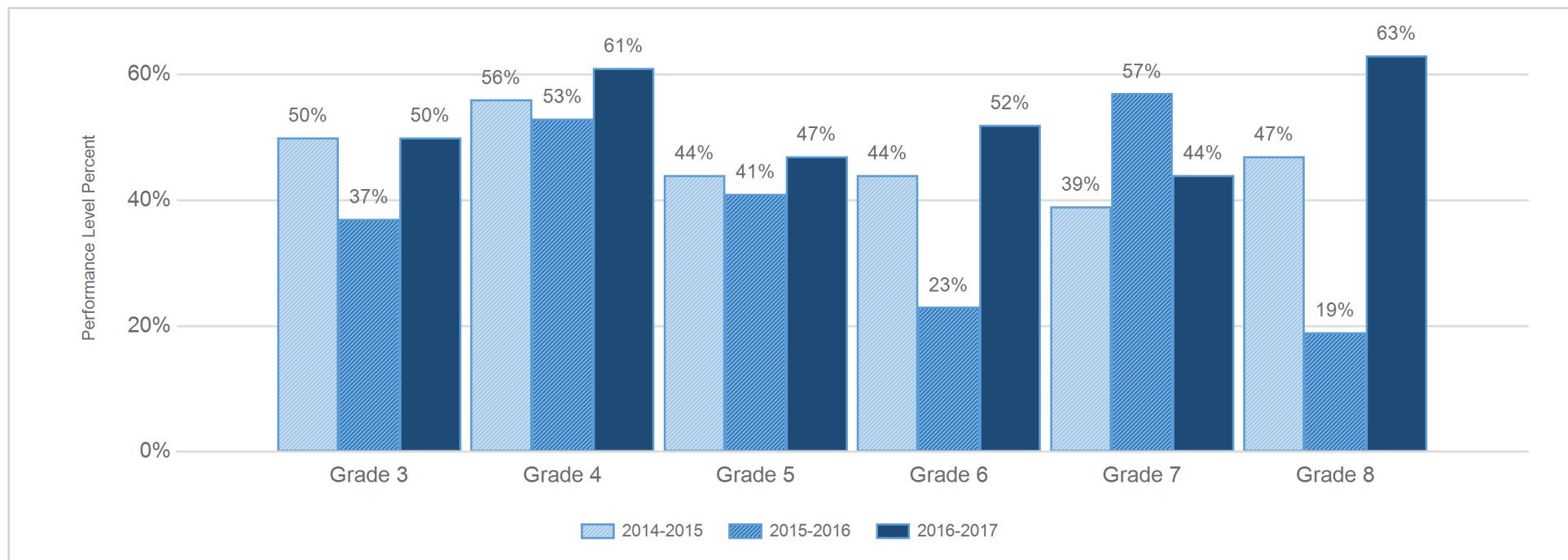
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 71 | 752 | 758 | 757 | * | * | 18% | 58% | * | 63% | 59% |
| White | 25 | 760 | * | 764 | 0% | * | * | 72% | 0% | 72% | 68% |
| Hispanic | 31 | 749 | 751 | 742 | * | * | * | 48% | * | 58% | 44% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 786 | * | * | * | * | * | * | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | N | N | N | 758 | N | N | N | N | N | N | 60% |
| Female | 34 | 768 | 763 | 766 | * | * | * | 77% | * | 85% | 68% |
| Male | 37 | 738 | 751 | 749 | * | * | * | 41% | * | 43% | 50% |
| Economically Disadvantaged Students | 36 | 741 | 749 | 739 | * | * | * | 42% | * | 44% | 40% |
| Non-Economically Disadvantaged Students | 35 | 764 | 767 | 766 | * | * | * | 74% | * | 83% | 69% |
| Students with Disabilities | 12 | 704 | 711 | 718 | * | * | * | * | * | * | 18% |
| Students without Disabilities | 59 | 762 | 764 | 764 | * | * | * | * | * | * | 67% |
| English Learners | N | N | N | 701 | N | N | N | N | N | N | * |
| Non-English Learners | 71 | 752 | 760 | 759 | * | * | 18% | 58% | * | 63% | * |
| Homeless Students | N | N | N | 727 | N | N | N | N | N | N | 28% |
| Students in Foster Care | * | * | * | 722 | * | * | * | * | * | * | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

English Language Arts/Literacy Assessment - Performance Trends

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





JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-040
 HUDSON
 BAYONNE CITY
 75 WEST 10TH STREET
 BAYONNE, NJ 07002

Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 374 | 92.2 | 41.70 | 36.80 | 43.50 | 40.4 | 41.3 | Met Target† |
| White | 153 | 94.4 | 49.70 | 43.40 | 52.40 | 49.7 | 54.6 | Met Target† |
| Hispanic | 156 | 91.3 | 35.30 | 27.00 | 27.60 | 33.7 | 31.1 | Met Target |
| Black or African American | 39 | 89.6 | 17.90 | 20.90 | 21.70 | 16.7 | 20.7 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 16 | 100.0 | 87.50 | * | 75.60 | 87.5 | ** | ** |
| American Indian or Alaska Native | N | N | N | 33.30 | 42.50 | N | ** | ** |
| Two or More Races | 10 | 76.9 | 40.00 | 38.40 | 44.90 | 32.3 | ** | ** |
| Female | 187 | 92.0 | 44.90 | 37.80 | 44.10 | 43.3 | | |
| Male | 187 | 92.4 | 38.50 | 35.90 | 42.90 | 37.5 | | |
| Economically Disadvantaged Students | 211 | 89.4 | 36.00 | 31.80 | 25.10 | 33.9 | 38.3 | Met Target† |
| Non-Economically Disadvantaged Students | 163 | 96.1 | 49.10 | 43.20 | 54.30 | 49.1 | | |
| Students with Disabilities | 70 | 83.1 | * | * | 16.50 | * | 10.6 | Not Met |
| Students without Disabilities | 304 | 94.6 | * | * | 48.80 | * | | |
| English Learners | 12 | 100.0 | 66.60 | 24.90 | 23.30 | 66.6 | ** | ** |
| Non-English Learners | 362 | 92.0 | 40.90 | 37.90 | 45.20 | 39.5 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | N | N | N | * | 39.90 | N | | |
| Migrant Students | N | N | N | 33.30 | 18.20 | N | | |

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

† Target was met within a confidence interval.



JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 80 | 754 | 751 | 751 | * | 20% | 23% | 38% | * | 54% | 53% |
| White | 33 | 758 | 754 | 759 | 0% | * | * | 30% | * | 49% | 63% |
| Hispanic | 36 | 744 | 743 | 738 | * | * | * | 44% | * | 53% | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 42 | 746 | 752 | 751 | * | * | * | 31% | * | 43% | 52% |
| Male | 38 | 763 | 751 | 751 | * | * | * | 45% | * | 66% | 53% |
| Economically Disadvantaged Students | 43 | 746 | 746 | 736 | * | * | * | 42% | * | 49% | 34% |
| Non-Economically Disadvantaged Students | 37 | 764 | 759 | 761 | * | * | * | 32% | * | 60% | 65% |
| Students with Disabilities | 14 | 724 | 718 | 729 | * | * | * | * | 0% | 14% | 29% |
| Students without Disabilities | 66 | 761 | 756 | 755 | * | * | * | * | 20% | 62% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 71 | 748 | 740 | 747 | * | * | 35% | 47% | * | 48% | 47% |
| White | 27 | 760 | 747 | 755 | 0% | * | * | 63% | * | 67% | 59% |
| Hispanic | 31 | 741 | * | 734 | * | * | 48% | 36% | 0% | 36% | 30% |
| Black or African American | 10 | 729 | 727 | 729 | * | * | * | * | 0% | 30% | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 42 | 749 | * | 747 | * | * | * | 43% | * | 43% | 47% |
| Male | 29 | 746 | * | 747 | * | * | * | 52% | * | 55% | 48% |
| Economically Disadvantaged Students | 41 | 739 | 735 | 732 | * | * | * | 34% | * | 34% | 27% |
| Non-Economically Disadvantaged Students | 30 | 759 | 746 | 757 | * | * | * | 63% | * | 67% | 61% |
| Students with Disabilities | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 716 | N | N | N | N | N | N | 12% |
| Non-English Learners | 71 | 748 | 740 | 749 | * | * | 35% | 47% | * | 48% | 49% |
| Homeless Students | * | * | * | 723 | * | * | * | * | * | * | 18% |
| Students in Foster Care | * | * | * | 722 | * | * | * | * | * | * | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 52 | 738 | 744 | 747 | * | 21% | 21% | 44% | * | 46% | 46% |
| White | 25 | 750 | 748 | 754 | * | * | * | 72% | * | 76% | 57% |
| Hispanic | * | * | * | 735 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 47% |
| Female | 24 | 747 | 747 | 747 | * | * | * | 54% | * | 54% | 47% |
| Male | 28 | 730 | 741 | 746 | * | * | * | 36% | * | 39% | 46% |
| Economically Disadvantaged Students | 33 | 736 | 740 | 732 | * | * | * | 39% | * | 42% | 27% |
| Non-Economically Disadvantaged Students | 19 | 740 | 749 | 756 | * | * | * | 53% | * | 53% | 59% |
| Students with Disabilities | 14 | 702 | 715 | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | 38 | 751 | 749 | 751 | * | * | * | * | * | * | 52% |
| English Learners | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 18% |
| Students in Foster Care | * | * | * | 721 | * | * | * | * | * | * | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |



JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 6**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 53 | 733 | 739 | 743 | * | 23% | 26% | 25% | * | 32% | 44% |
| White | 17 | 739 | * | 751 | * | * | * | * | * | 24% | 54% |
| Hispanic | 26 | 732 | 732 | 731 | * | * | * | * | * | 35% | 27% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 771 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46% |
| Female | 25 | 742 | * | 745 | * | * | * | * | * | 48% | 45% |
| Male | 28 | 725 | * | 742 | * | * | * | * | * | 18% | 43% |
| Economically Disadvantaged Students | 31 | 729 | 735 | 728 | * | * | * | * | * | 26% | 24% |
| Non-Economically Disadvantaged Students | 22 | 738 | 744 | 752 | * | * | * | * | * | 41% | 56% |
| Students with Disabilities | 10 | 690 | 697 | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | 43 | 743 | 745 | 748 | * | * | * | * | * | * | 50% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 53 | 733 | 740 | 745 | * | 23% | 26% | 25% | * | 32% | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

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



JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 7**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 63 | 724 | 739 | 741 | 24% | 25% | 29% | 22% | 0% | 22% | 40% |
| White | 25 | 733 | * | 748 | * | * | * | * | 0% | 28% | 49% |
| Hispanic | 26 | 722 | * | 730 | * | * | * | * | 0% | 23% | 23% |
| Black or African American | * | * | * | 726 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 764 | N | N | N | N | N | N | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Female | 29 | 737 | 742 | 743 | * | * | * | * | * | * | 41% |
| Male | 34 | 713 | 736 | 740 | * | * | * | * | * | * | 38% |
| Economically Disadvantaged Students | 35 | 721 | 736 | 729 | * | * | * | * | 0% | 20% | 22% |
| Non-Economically Disadvantaged Students | 28 | 728 | 743 | 749 | * | * | * | * | 0% | 25% | 50% |
| Students with Disabilities | 18 | 700 | 705 | 716 | * | * | * | * | * | * | 11% |
| Students without Disabilities | 45 | 734 | 746 | 746 | * | * | * | * | * | * | 45% |
| English Learners | N | N | N | 712 | N | N | N | N | N | N | * |
| Non-English Learners | 63 | 724 | 741 | 742 | 24% | 25% | 29% | 22% | 0% | 22% | * |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 15% |
| Students in Foster Care | * | * | * | 718 | * | * | * | * | * | * | 15% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | * |

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



JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 8**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 48 | 720 | 724 | 728 | 27% | 25% | 29% | * | * | 19% | 28% |
| White | 15 | 728 | 728 | 736 | * | * | * | * | 0% | 13% | 35% |
| Hispanic | 21 | 711 | 719 | 721 | * | * | * | * | 0% | 14% | 21% |
| Black or African American | * | * | * | 715 | * | * | * | * | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 728 | N | N | N | N | N | N | 28% |
| Two or More Races | N | N | N | 726 | N | N | N | N | N | N | 28% |
| Female | 22 | 732 | * | 730 | * | * | * | * | 0% | 27% | 30% |
| Male | 26 | 710 | * | 725 | * | * | * | * | 0% | 12% | 26% |
| Economically Disadvantaged Students | 23 | 708 | * | 719 | * | * | * | * | * | * | 19% |
| Non-Economically Disadvantaged Students | 25 | 732 | * | 734 | * | * | * | * | * | * | 34% |
| Students with Disabilities | 11 | 700 | 701 | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | 37 | 726 | 729 | 734 | * | * | * | * | * | * | * |
| English Learners | N | N | N | 703 | N | N | N | N | N | N | * |
| Non-English Learners | 48 | 720 | 726 | 729 | 27% | 25% | 29% | * | * | 19% | * |
| Homeless Students | N | N | N | 710 | N | N | N | N | N | N | 11% |
| Students in Foster Care | * | * | * | 705 | * | * | * | * | * | * | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

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



JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 22 | 780 | 739 | 743 | 0% | 0% | * | 82% | * | 91% | 42% |
| White | 10 | 790 | 745 | 751 | 0% | 0% | 0% | * | * | 100% | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | N | N | N | 741 | N | N | N | N | N | N | 41% |
| Female | 11 | 771 | 740 | 744 | 0% | 0% | * | * | * | 82% | 43% |
| Male | 11 | 789 | 737 | 741 | 0% | 0% | * | * | * | 100% | 40% |
| Economically Disadvantaged Students | 12 | 779 | 734 | 727 | 0% | 0% | * | * | * | 92% | 23% |
| Non-Economically Disadvantaged Students | 10 | 780 | 745 | 751 | 0% | 0% | * | * | * | 90% | 52% |
| Students with Disabilities | N | N | N | 714 | N | N | N | N | N | N | 10% |
| Students without Disabilities | 22 | 780 | 744 | 747 | 0% | 0% | * | 82% | * | 91% | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 22 | 780 | 740 | 745 | 0% | 0% | * | 82% | * | 91% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |

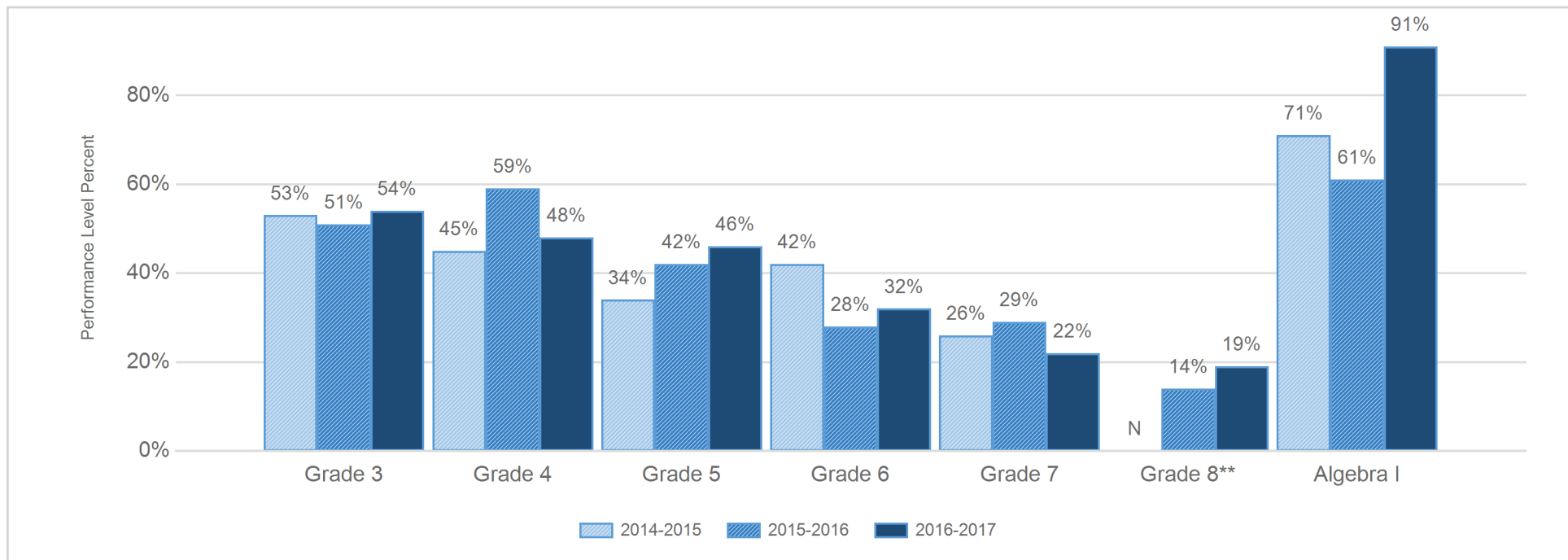


JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

Mathematics Assessment – Performance Trends

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



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



JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | N | N | N |
| 2 | * | * | * |
| 3 | * | * | * |
| 4 | * | * | * |
| 5+ | N | N | N |



JOHN M. BAILEY COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-040

HUDSON

BAYONNE CITY

75 WEST 10TH STREET

BAYONNE, NJ 07002

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

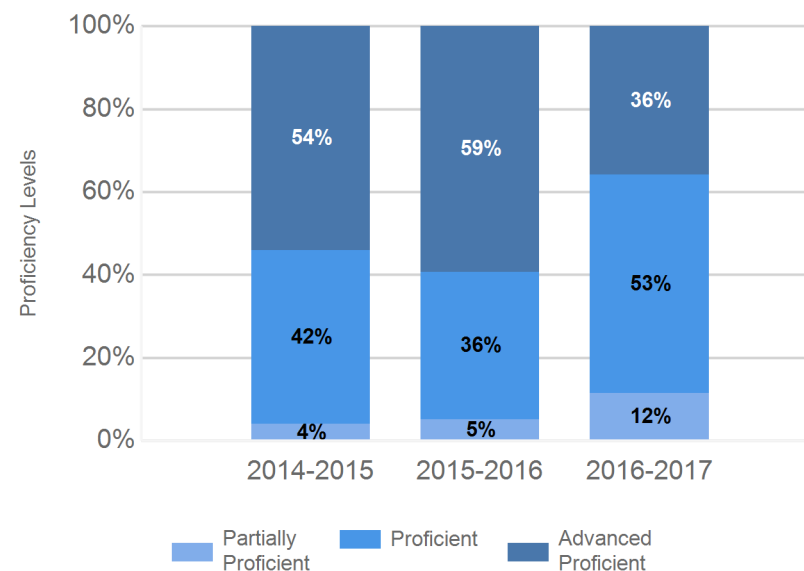
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 36% | 53% | 12% |
| White | 56% | 41% | * |
| Hispanic | 21% | 67% | 13% |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | * | N |
| Economically Disadvantaged Students | 27% | 61% | 11% |
| Students with Disabilities | 27% | 46% | 27% |
| English Learners | N | * | * |

NJASK Science Assessment Performance Trends: Grade 4

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





JOHN M. BAILEY COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-040

HUDSON

BAYONNE CITY

75 WEST 10TH STREET

BAYONNE, NJ 07002

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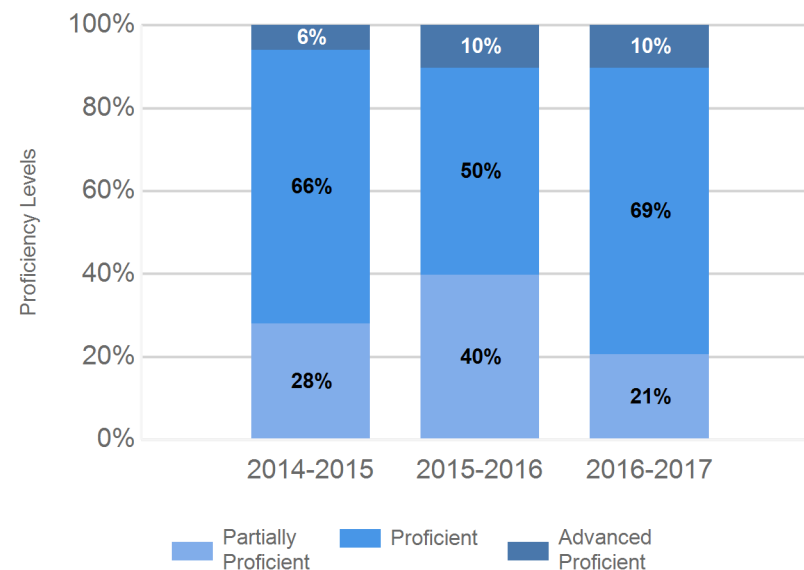
NJASK Science Assessment Performance: Grade 8

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 27% | 47% | 27% |
| Schoolwide | 10% | 69% | 21% |
| White | * | 80% | 12% |
| Hispanic | 14% | 59% | 28% |
| Black or African American | N | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | * | N |
| Economically Disadvantaged Students | 7% | 68% | 26% |
| Students with Disabilities | N | * | * |
| English Learners | N | N | * |

NJASK Science Assessment Performance Trends: Grade 8

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





JOHN M. BAILEY COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-040

HUDSON

BAYONNE CITY

75 WEST 10TH STREET

BAYONNE, NJ 07002

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 59 | 58 | 50 | Met Target | 41 | 48 | 50 | Met Target |
| White | 64 | 60 | 50 | Exceeds Target | 39 | 50 | 52 | Not Met |
| Hispanic | 59 | 55 | 49 | Met Target | 44 | 46 | 47 | Met Target |
| Black or African American | 36 | 48 | 45 | Not Met | 16 | 40 | 43 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | * | 67 | 60 | ** | * | 56.5 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | 50.5 | 52 | ** |
| Economically Disadvantaged | 53.5 | 57 | 47 | Met Target | 41 | 48 | 46 | Met Target |
| Students with Disabilities | 38 | 40.5 | 41 | Not Met | 21 | 36 | 43 | Not Met |
| English Learners | 82.5 | 70 | 53 | ** | * | 56.5 | 51 | ** |

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



JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

Grade Span PK-08

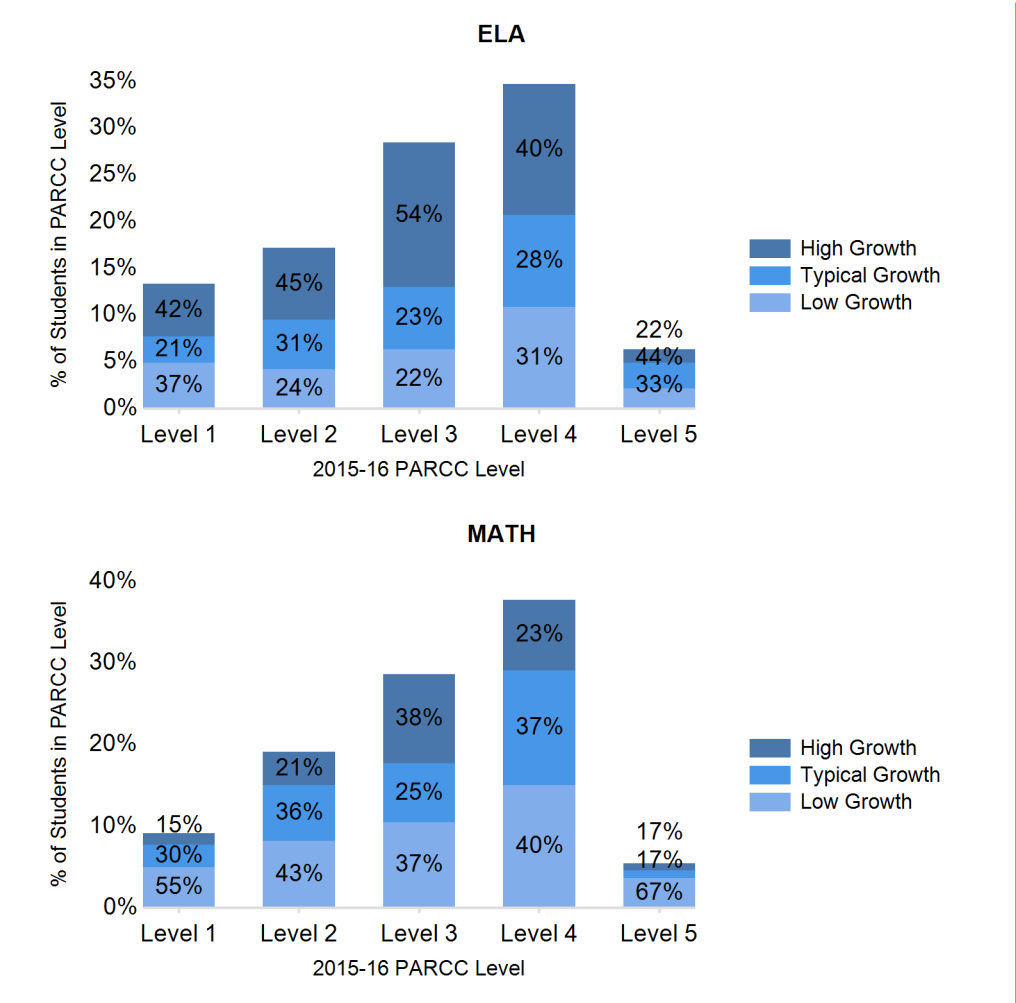
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- Low Growth: Less than 35
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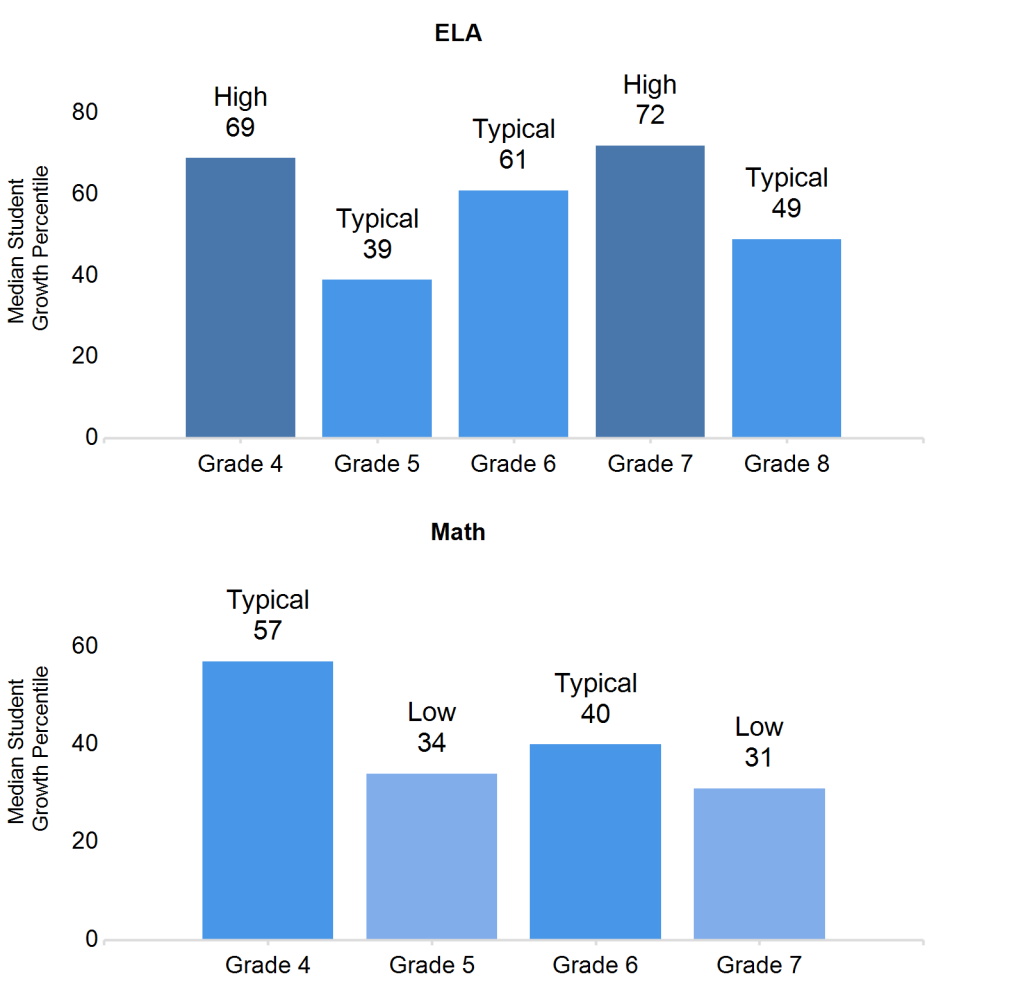
Student Growth by Performance Level

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



Student Growth by Grade

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





JOHN M. BAILEY COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-040

HUDSON

BAYONNE CITY

75 WEST 10TH STREET

BAYONNE, NJ 07002

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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 57 |
| 7 | 0 | 0 | 74 |
| 8 | 22 | 0 | 74 |
| Schoolwide | 22 | 0 | 205 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| Schoolwide | 0 | 0 | 0 | 0 | 0 | 0 | 205 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

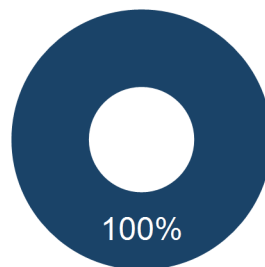
17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

Visual and Performing Arts – Course Participation

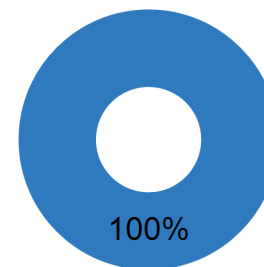
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

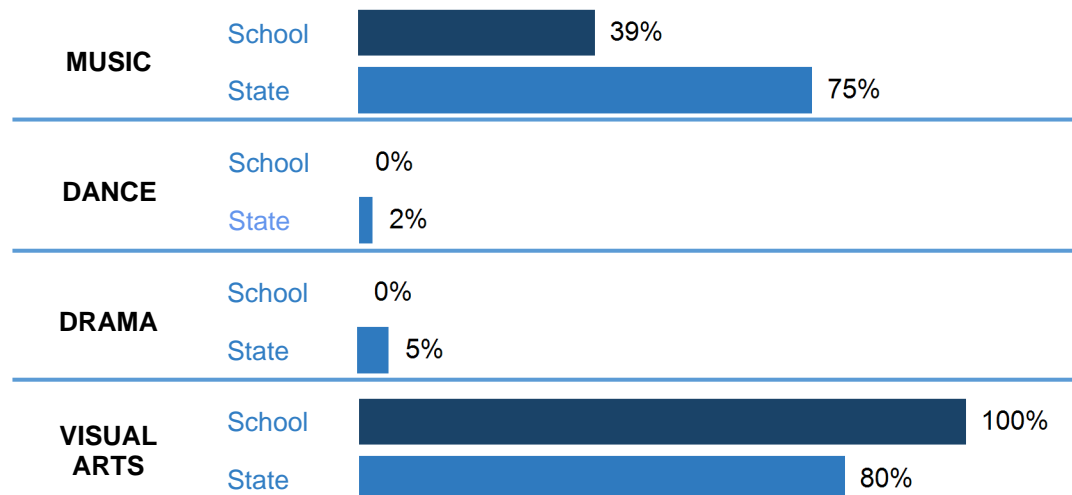


School



State

Students enrolled in one or more classes by discipline:





JOHN M. BAILEY COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-040

HUDSON

BAYONNE CITY

75 WEST 10TH STREET

BAYONNE, NJ 07002

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

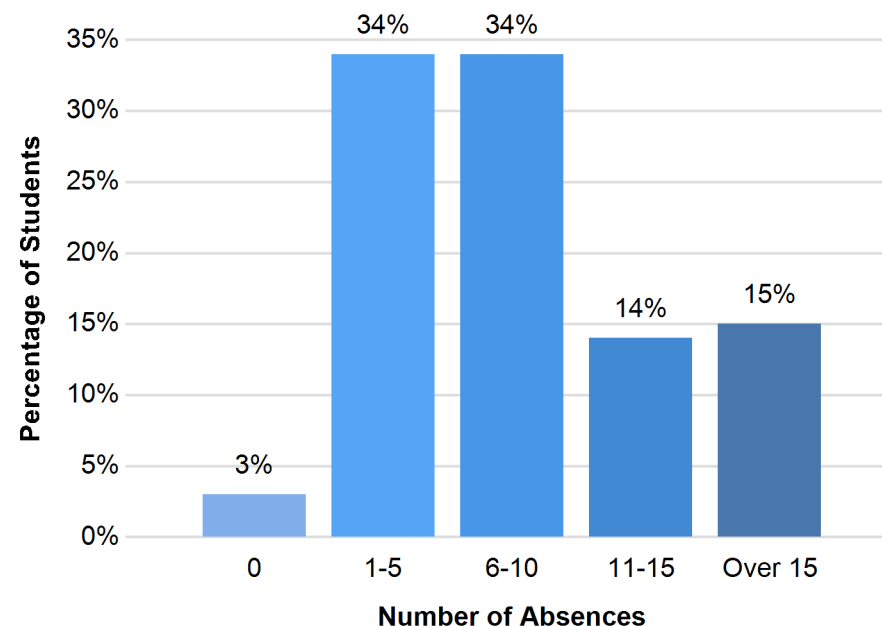
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 11.30 | 8.50 | Not Met |
| White | 11.60 | 8.50 | Not Met |
| Hispanic | 11.50 | 8.50 | Not Met |
| Black or African American | 8.20 | 8.50 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 3.80 | 8.50 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 25.00 | 8.50 | Not Met |
| Economically Disadvantaged Students | 13.50 | 8.50 | Not Met |
| Students with Disabilities | 22.20 | 8.50 | Not Met |
| English Learners | N | ** | ** |

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

Days Absent

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



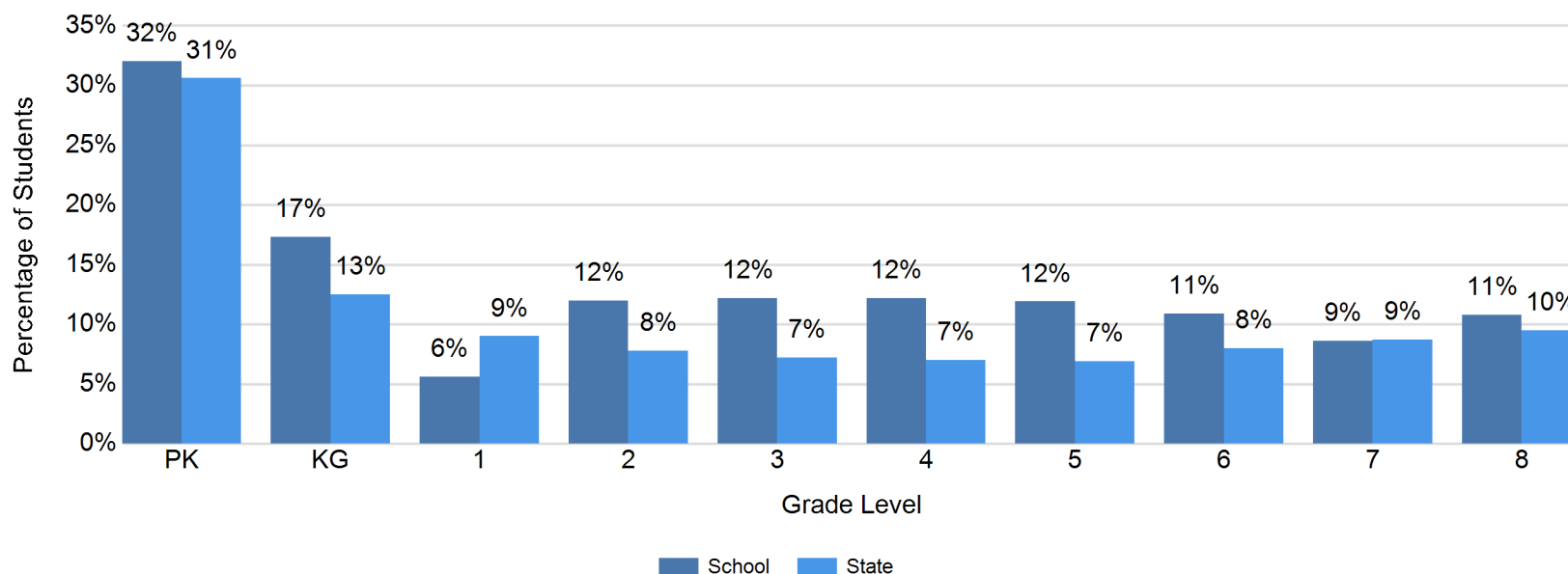


JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





JOHN M. BAILEY COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-040

HUDSON

BAYONNE CITY

75 WEST 10TH STREET

BAYONNE, NJ 07002

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 19 |
| Vandalism | 0 |
| Weapons | 1 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 20 |
| Incidents Per 100 Students Enrolled | 3.01 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 8.4% |
| Any Suspension | 8.4% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-040
 HUDSON
 BAYONNE CITY
 75 WEST 10TH STREET
 BAYONNE, NJ 07002

Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.0:1 | 104.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$670 | \$12,339 | \$13,009 |



JOHN M. BAILEY COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-040

HUDSON

BAYONNE CITY

75 WEST 10TH STREET

BAYONNE, NJ 07002

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 49 | 120,724 |
| Average years experience in public schools | 11.7 | 11.8 |
| Average years experience in district | 10.2 | 10.5 |
| Teachers in district for 4 or more years | 69% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 50 | 9,506 |
| Average years experience in public schools | 22.1 | 15.9 |
| Average years experience in district | 19.9 | 11.6 |
| Administrators in district for 4 or more years | 98% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 14:1 | 13:1 |
| Administrators | 333:1 | 192:1 |
| Librarian/Media Specialists | | 3192:1 |
| Nurses | | 563:1 |
| Counselors | | 368:1 |
| Child Study Team | | 504:1 |



JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 90% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 98% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 95% |



JOHN M. BAILEY COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-040

HUDSON

BAYONNE CITY

75 WEST 10TH STREET

BAYONNE, NJ 07002

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 37.4 | 17.5% |
| Mathematics Proficiency | 35.3 | 17.5% |
| English Language Arts Growth | 72.1 | 25.0% |
| Mathematics Growth | 13.2 | 25.0% |
| Chronic Absenteeism | 18.5 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 36.8 |
| Summative Rating: Percentile rank of Summative Score | | 28.7 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



JOHN M. BAILEY COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-040

HUDSON

BAYONNE CITY

75 WEST 10TH STREET

BAYONNE, NJ 07002

Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 36.8 | 11.9 | No | Met Target | Met Target† | Not Met | Met Target | Met Target | No |
| White | 40.0 | 11.9 | No | Met Target | Met Target† | Not Met | Exceeds Target | Not Met | No |
| Hispanic | 53.7 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| Black or African American | 28.2 | 11.9 | No | Met Target | Met Target† | Met Target | Not Met | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | Not Met | ** | ** | No |
| Economically Disadvantaged Students | 53.6 | 11.9 | No | Met Target | Met Target† | Not Met | Met Target | Met Target | No |
| Students with Disabilities | 17.2 | 11.9 | No | Met Target | Not Met | Not Met | Not Met | Not Met | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08




17-0220-040
 HUDSON
 BAYONNE CITY
 75 WEST 10TH STREET
 BAYONNE, NJ 07002

School General Info

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Mr. McCormick | Email Address: | amccormick@bboed.org |
| Address: | 75 WEST 10TH STREET BAYONNE, NJ 07002 | Website: | https://www.bboed.org/domain/27 |
| Phone: | (201)858-5824 | Twitter: | https://twitter.com/JMBCS_Eagles12 |

School Narrative

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

| | |
|--|---|
|  | Highlights: <ul style="list-style-type: none"> • We have an array of extra-curricular activities for both educational as well as enrichment purposes. • Technology is a part of each school day, with all students utilizing 1:1 personal Chromebooks • Our robotics team placed 2nd in the district wide competition. |
|  | Mission, Vision, Theme: <p>The mission of John M. Bailey Community School is to provide a quality experience that encourages a love of learning and promotes responsible citizenship. Our theme, "At John M. Bailey Community School We Soar to Achieve" promotes student achievement in both academic and extracurricular activities. Our school is unique because we are home to a program for students with behavioral distillates. We have a large population of economically disadvantaged students.</p> |
|  | Awards, Recognition, Accomplishments: <p>John M. Bailey Community School was well-represented at many district-wide academic and athletic events. Students were successful in the Geography Bee, Academic Challenge, Forensics and Robotics Competitions. Our student accomplishments include but are not limited to 2nd place geography bee, 1st place academic challenge and 1st-3rd in respective categories of the Forensic Completion. Staff members have applied for BEF mini-grants in order to carry out respective content area projects.</p> |







JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-040
 HUDSON
 BAYONNE CITY
 75 WEST 10TH STREET
 BAYONNE, NJ 07002

School Narrative

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| | |
|---|--|
|  Courses, Curriculum, Instruction: | <p>The curriculum of John M. Bailey Community School includes a quality instructional and cultural program which utilizes a variety of methods, materials and technology in order to meet the needs, interests and abilities of the students. John M. Bailey Community School encourages a strong sense of civic awareness and commitment beyond the school. Individuality is respected and family involvement is encouraged. A concerned administration and caring staff provide equity and fairness.</p> |
|  Sports and Athletics: | <p>Sports Offered: Basketball (Boys & Girls)</p> <p>Our cheerleading team placed third in the district level competition. Our basketball teams have competed in postseason competition.</p> |
|  Clubs and Activities: | <p>John M. Bailey Community School has the following clubs: Geography Bee, Academic Challenge, Forensics, Robotics, Newspaper, Yearbook, Art Club, Choir, Fire Bowl, Band, and Peer. Co-Curricular / Extra-curricular programs include: Community Education afterschool enrichment courses at various level include but not limited to coding, sketching, drawing, and yoga. We also offer after school reading and math enrichment courses as well a reading fluency program for at-risk learners.</p> |
|  Before and After School Programs: | <p>John M. Bailey Community School has a before and after school program run by our Community Education Department.</p> |







JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-040
 HUDSON
 BAYONNE CITY
 75 WEST 10TH STREET
 BAYONNE, NJ 07002

School Narrative

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

| | |
|---|---|
|  Staff and Professional Learning: | <p>Staff members are engaged with various professional learning opportunities. Technology initiatives are provided in order to encourage incorporation within instruction. On-going training is provided to expand knowledge and skills as deemed necessary. Various professional development opportunities are available according to respective assignments. Staff members meet both weekly and monthly in order to discuss pertinent items within Professional Learning Communities.</p> |
|  Student Supports and Services: | <p>John M. Bailey Community School houses over 100 students with disabilities. Our school contains the following tiers of special education: a behavioral intervention program, pull-out resource, and for the least restrictive environment in-class resource. Other related services that we provide are occupational therapy, physical therapy, and an in house special needs counselor. For struggling students we offer reading and math enrichment courses (ARMS) and a reading fluency program (100-book).</p> |
|  Student Health and Wellness: | <p>John M. Bailey Community School offers a morning physical education program, "Wake Up and Move". This daily program is a physical activity that encourages a healthy lifestyle and starts the day with physical activity and promotes student to remain on task. Two 40 minute periods of physical education as well as outdoor recess.</p> |
|  Parent and Community Involvement: | <p>John M. Bailey Community School has a PTA that is very involved within our school community. These members organize various activities and events for both staff as well as students. Our district has SEPAG that holds monthly informational meetings.</p> |





JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-040
 HUDSON
 BAYONNE CITY
 75 WEST 10TH STREET
 BAYONNE, NJ 07002

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.

| | |
|--|---|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>We provide a school climate survey. Feedback is welcomed in areas including but not limited to school safety, staff morale, student achievement, etc. The survey is offered annually. The data is analyzed and we communicate the results to staff and parents. We determine what actions to take based on feedback or responses.</p> |
|  <p>Facilities:</p> | <p>John M. Bailey Community School is 107 years old. Recent renovations include but are not limited to, painting various areas of the complex, upgrade to boys bathroom, and new energy efficient lighting was installed in the gymnasium. The building is only equipped with air-conditioning in select areas.</p> |




JOHN M. BAILEY COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-040
HUDSON
BAYONNE CITY
75 WEST 10TH STREET
BAYONNE, NJ 07002

School Narrative

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

| | |
|---|--|
| <div>Other Information:</div> | <p>John M. Bailey Community School has a school safety committee that is comprised of various members. Our day consists of nine forty minute periods. Our school is unique due to the fact that we require two lunch periods to accommodate all students. Technology is incorporated on a daily basis. Each student is provided with an individual student Chromebook. Several classrooms have SMARTboards as well as Ipads for student use. Our main form of communication with staff and parents is the use of Global Connect. Pre-recorded phone calls as well as e-mails can be mass distributed to the entire district. Within this Pre-K through grade eight elementary school, there are two half day sessions of pre-kindergarten as well three classes per grade level from kindergarten through grade 3. Students are required to wear a uniform on a daily basis.</p> |
|---|--|




Lincoln Community School #5
2016-2017
Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

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

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

Navigating through the reports:

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

Other Resources:

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



Lincoln Community School #5
2016-2017
Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

Footnotes

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

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



Lincoln Community School #5
2016-2017

Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 41 | 39 | 33 |
| KG | 45 | 61 | 52 |
| 1 | 43 | 52 | 52 |
| 2 | 47 | 44 | 53 |
| 3 | 47 | 47 | 44 |
| 4 | 31 | 44 | 49 |
| 5 | 45 | 26 | 44 |
| 6 | 34 | 47 | 26 |
| 7 | 31 | 31 | 50 |
| 8 | 47 | 30 | 33 |
| Ungraded | 51 | 36 | 38 |
| Total | 462 | 457 | 474 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 46% | 47% | 46% |
| Male | 55% | 53% | 54% |
| Economically Disadvantaged Students | 62% | 61% | 55% |
| Students with Disabilities | 25% | 26% | 25% |
| English Learners | 0% | 0% | 0% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| Hispanic | 41.4% |
| White | 36.3% |
| Black or African American | 10.3% |
| Asian | 8.9% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 3.2% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 47 | 39 | 33 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 50 | 61 | 52 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 77.8% |
| Spanish | 10.8% |
| Arabic | 7.0% |
| Other | 4.2% |



Lincoln Community School #5

2016-2017

Grade Span PK-08

17-0220-070

HUDSON

BAYONNE CITY

208 PROSPECT AVENUE

BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|-----------------------|---------------------------|
| Schoolwide | 232 | 98.8 | 56.50 | 52.10 | 54.90 | 56.5 | 55.1 | Met Target |
| White | 96 | 98.0 | 58.30 | 57.10 | 63.90 | 58.3 | 64.1 | Met Target† |
| Hispanic | 89 | 99.0 | 52.80 | 43.70 | 39.80 | 52.8 | 48.9 | Met Target |
| Black or African American | 24 | 100.0 | 54.20 | 38.60 | 35.20 | 54.2 | 43.8 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 18 | 100.0 | 72.20 | * | 80.70 | 72.2 | N | N |
| American Indian or Alaska Native | * | * | * | 33.30 | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 109 | 100.0 | 61.50 | 59.80 | 62.20 | 61.5 | | |
| Male | 123 | 97.7 | 52.00 | 44.70 | 48.10 | 52 | | |
| Economically Disadvantaged Students | 123 | 98.5 | 49.60 | 44.80 | 36.20 | 49.6 | 49.9 | Met Target† |
| Non-Economically Disadvantaged Students | 109 | 99.1 | 64.20 | 61.40 | 65.80 | 64.2 | | |
| Students with Disabilities | 40 | 97.6 | 22.50 | * | 20.50 | 22.5 | 32.9 | Met Target† |
| Students without Disabilities | 192 | 99.1 | 63.50 | * | 61.90 | 63.5 | | |
| English Learners | * | * | * | * | 25.20 | * | ** | ** |
| Non-English Learners | * | * | * | * | 57.40 | * | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | N | N | N | 19.00 | 24.80 | N | | |
| Military-Connected Students | N | N | N | 50.00 | 53.50 | N | | |
| Migrant Students | N | N | N | * | 23.00 | N | | |

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

† Target was met within a confidence interval.



Lincoln Community School #5
2016-2017

Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 43 | 759 | 744 | 749 | * | * | 30% | 42% | * | 54% | 50% |
| White | 21 | 750 | 746 | 759 | * | * | * | * | * | 43% | 61% |
| Hispanic | 12 | 768 | * | 734 | 0% | 0% | * | * | * | 67% | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 24 | 759 | 748 | 754 | * | * | * | * | * | 54% | 55% |
| Male | 19 | 760 | 740 | 745 | * | * | * | * | * | 53% | 46% |
| Economically Disadvantaged Students | 25 | 757 | 737 | 731 | * | * | * | * | * | 48% | 31% |
| Non-Economically Disadvantaged Students | 18 | 762 | 754 | 762 | * | * | * | * | * | 61% | 63% |
| Students with Disabilities | * | * | * | 720 | * | * | * | * | * | * | 24% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 55% |
| English Learners | N | N | N | 709 | N | N | N | N | N | N | 11% |
| Non-English Learners | 43 | 759 | 745 | 752 | * | * | 30% | 42% | * | 54% | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



Lincoln Community School #5

2016-2017

Grade Span PK-08

17-0220-070

HUDSON

BAYONNE CITY

208 PROSPECT AVENUE

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 47 | 749 | 744 | 753 | * | * | 30% | 36% | * | 49% | 56% |
| White | 17 | 754 | 750 | 762 | 0% | * | * | * | * | 53% | 67% |
| Hispanic | 20 | 738 | * | 740 | * | * | * | * | * | 30% | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 17 | 748 | * | 758 | * | * | * | * | * | 41% | 61% |
| Male | 30 | 750 | * | 749 | * | * | * | * | * | 53% | 51% |
| Economically Disadvantaged Students | 21 | 745 | 738 | 737 | * | * | * | * | * | 38% | 36% |
| Non-Economically Disadvantaged Students | 26 | 753 | 752 | 764 | * | * | * | * | * | 58% | 69% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 759 | * | * | * | * | * | * | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 47 | 749 | 745 | 755 | * | * | 30% | 36% | * | 49% | 58% |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



Lincoln Community School #5
2016-2017
Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 46 | 752 | 752 | 756 | * | * | 46% | 39% | * | 44% | 59% |
| White | 20 | 760 | 756 | 763 | 0% | * | * | 50% | * | 55% | 69% |
| Hispanic | 21 | 744 | 744 | 743 | * | * | 48% | * | 0% | 38% | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 757 | N | N | N | N | N | N | 60% |
| Female | 18 | 755 | 758 | 761 | * | * | * | * | * | 44% | 66% |
| Male | 28 | 750 | 745 | 750 | * | * | * | * | * | 43% | 53% |
| Economically Disadvantaged Students | 29 | 744 | 745 | 740 | * | * | * | * | * | 31% | 40% |
| Non-Economically Disadvantaged Students | 17 | 765 | 761 | 765 | * | * | * | * | * | 65% | 71% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 762 | * | * | * | * | * | * | 66% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 12% |
| Non-English Learners | 46 | 752 | 753 | 757 | * | * | 46% | 39% | * | 44% | 60% |
| Homeless Students | * | * | * | 733 | * | * | * | * | * | * | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |



Lincoln Community School #5
2016-2017
Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 26 | 750 | 750 | 752 | * | * | * | 50% | 0% | 50% | 54% |
| White | * | * | * | 758 | * | * | * | * | * | * | 63% |
| Hispanic | 12 | 746 | 744 | 740 | * | * | * | * | 0% | 50% | 38% |
| Black or African American | * | * | * | 736 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 81% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 56% |
| Female | * | * | * | 758 | * | * | * | * | * | * | 61% |
| Male | * | * | * | 746 | * | * | * | * | * | * | 46% |
| Economically Disadvantaged Students | 15 | 753 | 744 | 737 | * | * | * | * | 0% | 53% | 34% |
| Non-Economically Disadvantaged Students | 11 | 745 | 757 | 761 | * | * | * | * | 0% | 46% | 65% |
| Students with Disabilities | * | * | * | 722 | * | * | * | * | * | * | 17% |
| Students without Disabilities | * | * | * | 758 | * | * | * | * | * | * | 61% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 26 | 750 | 751 | 753 | * | * | * | 50% | 0% | 50% | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |



Lincoln Community School #5

2016-2017

Grade Span PK-08

17-0220-070

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208 PROSPECT AVENUE

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 50 | 764 | 757 | 756 | * | * | 22% | 48% | 22% | 70% | 59% |
| White | 16 | 771 | 764 | 764 | 0% | 0% | * | * | * | 75% | 69% |
| Hispanic | 20 | 763 | 748 | 742 | 0% | * | * | 60% | * | 75% | 44% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 784 | * | * | * | * | * | * | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | N | N | N | 757 | N | N | N | N | N | N | 59% |
| Female | 18 | 777 | 767 | 764 | 0% | * | * | * | * | 89% | 68% |
| Male | 32 | 756 | 748 | 749 | 0% | * | * | * | * | 59% | 51% |
| Economically Disadvantaged Students | 24 | 771 | 752 | 739 | 0% | * | * | 46% | * | 79% | 40% |
| Non-Economically Disadvantaged Students | 26 | 757 | 762 | 766 | 0% | * | * | 50% | * | 62% | 70% |
| Students with Disabilities | * | * | * | 719 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | * | 763 | * | * | * | * | * | * | 67% |
| English Learners | N | N | N | 701 | N | N | N | N | N | N | * |
| Non-English Learners | 50 | 764 | 758 | 758 | * | * | 22% | 48% | 22% | 70% | * |
| Homeless Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



Lincoln Community School #5
2016-2017
Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

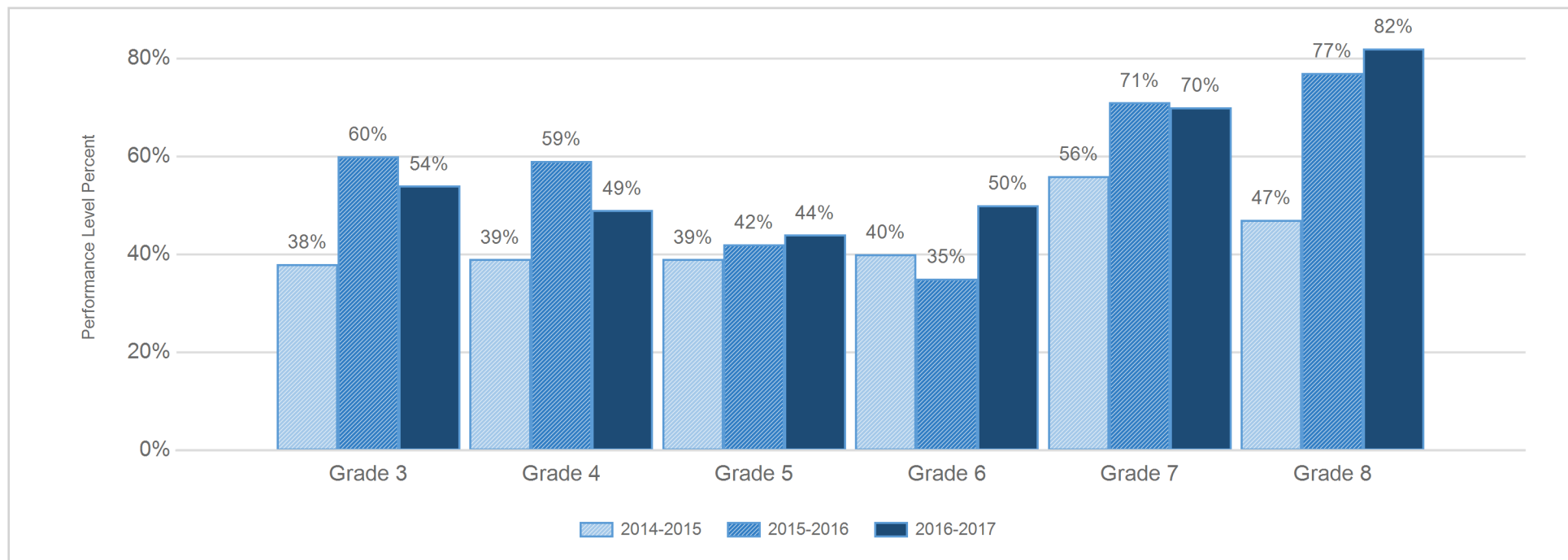
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 33 | 770 | 758 | 757 | 0% | * | * | 61% | * | 82% | 59% |
| White | * | * | * | 764 | * | * | * | * | * | * | 68% |
| Hispanic | 13 | 765 | 751 | 742 | 0% | * | * | * | * | 77% | 44% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 786 | * | * | * | * | * | * | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Female | 23 | 772 | 763 | 766 | 0% | * | * | * | * | 83% | 68% |
| Male | 10 | 763 | 751 | 749 | 0% | * | * | * | * | 80% | 50% |
| Economically Disadvantaged Students | 15 | 767 | 749 | 739 | 0% | * | * | * | * | 73% | 40% |
| Non-Economically Disadvantaged Students | 18 | 772 | 767 | 766 | 0% | * | * | * | * | 89% | 69% |
| Students with Disabilities | * | * | * | 718 | * | * | * | * | * | * | 18% |
| Students without Disabilities | * | * | * | 764 | * | * | * | * | * | * | 67% |
| English Learners | N | N | N | 701 | N | N | N | N | N | N | * |
| Non-English Learners | 33 | 770 | 760 | 759 | 0% | * | * | 61% | * | 82% | * |
| Homeless Students | * | * | * | 727 | * | * | * | * | * | * | 28% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

English Language Arts/Literacy Assessment - Performance Trends

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





Lincoln Community School #5
2016-2017
Grade Span PK-08

17-0220-070
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BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 232 | 99.2 | 25.00 | 36.80 | 43.50 | 25 | 34.2 | Not Met |
| White | 96 | 99.0 | 30.30 | 43.40 | 52.40 | 30.3 | 43.7 | Not Met |
| Hispanic | 89 | 99.0 | 18.00 | 27.00 | 27.60 | 18 | 23.9 | Met Target† |
| Black or African American | 24 | 100.0 | 16.70 | 20.90 | 21.70 | 16.7 | 26.1 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 18 | 100.0 | 50.00 | * | 75.60 | 50 | N | N |
| American Indian or Alaska Native | * | * | * | 33.30 | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 108 | 100.0 | 25.90 | 37.80 | 44.10 | 25.9 | | |
| Male | 124 | 98.5 | 24.10 | 35.90 | 42.90 | 24.1 | | |
| Economically Disadvantaged Students | 123 | 99.3 | 22.80 | 31.80 | 25.10 | 22.8 | 31.5 | Not Met |
| Non-Economically Disadvantaged Students | 109 | 99.1 | 27.60 | 43.20 | 54.30 | 27.6 | | |
| Students with Disabilities | 39 | 97.6 | * | * | 16.50 | * | 12.5 | Met Target† |
| Students without Disabilities | 193 | 99.5 | * | * | 48.80 | * | | |
| English Learners | * | * | * | * | 23.30 | * | ** | ** |
| Non-English Learners | * | * | * | * | 45.20 | * | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | N | N | N | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | * | 39.90 | N | | |
| Migrant Students | N | N | N | 33.30 | 18.20 | N | | |

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

† Target was met within a confidence interval.



Lincoln Community School #5
2016-2017
Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 43 | 761 | 751 | 751 | * | * | 26% | 44% | 23% | 67% | 53% |
| White | 21 | 760 | 754 | 759 | * | * | * | * | * | 71% | 63% |
| Hispanic | 12 | 762 | 743 | 738 | 0% | 0% | * | * | * | 75% | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 24 | 757 | 752 | 751 | * | * | * | * | * | 71% | 52% |
| Male | 19 | 766 | 751 | 751 | * | * | * | * | * | 63% | 53% |
| Economically Disadvantaged Students | 25 | 758 | 746 | 736 | * | * | * | * | * | 60% | 34% |
| Non-Economically Disadvantaged Students | 18 | 766 | 759 | 761 | * | * | * | * | * | 78% | 65% |
| Students with Disabilities | * | * | * | 729 | * | * | * | * | * | * | 29% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 57% |
| English Learners | N | N | N | 724 | N | N | N | N | N | N | 21% |
| Non-English Learners | 43 | 761 | 752 | 753 | * | * | 26% | 44% | 23% | 67% | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



Lincoln Community School #5
2016-2017

Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 48 | 735 | 740 | 747 | * | 25% | 50% | * | * | 19% | 47% |
| White | 18 | 737 | 747 | 755 | 0% | * | 61% | * | 0% | 17% | 59% |
| Hispanic | 20 | 727 | * | 734 | * | * | * | * | * | 15% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 17 | 728 | * | 747 | * | * | * | * | * | 18% | 47% |
| Male | 31 | 739 | * | 747 | * | * | * | * | * | 19% | 48% |
| Economically Disadvantaged Students | 22 | 737 | 735 | 732 | * | * | 55% | * | * | 18% | 27% |
| Non-Economically Disadvantaged Students | 26 | 733 | 746 | 757 | * | * | 46% | * | * | 19% | 61% |
| Students with Disabilities | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | * | * | * | 723 | * | * | * | * | * | * | 18% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



Lincoln Community School #5

2016-2017

Grade Span PK-08

17-0220-070

HUDSON

BAYONNE CITY

208 PROSPECT AVENUE

BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 46 | 729 | 744 | 747 | * | 37% | 46% | * | 0% | 13% | 46% |
| White | 20 | 730 | 748 | 754 | * | * | * | * | 0% | 20% | 57% |
| Hispanic | 21 | 729 | * | 735 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 47% |
| Female | 18 | 725 | 747 | 747 | * | * | * | * | 0% | 11% | 47% |
| Male | 28 | 731 | 741 | 746 | * | * | * | * | 0% | 14% | 46% |
| Economically Disadvantaged Students | 29 | 724 | 740 | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | 17 | 738 | 749 | 756 | * | * | * | * | * | * | 59% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Non-English Learners | 46 | 729 | 744 | 748 | * | 37% | 46% | * | 0% | 13% | 48% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |



Lincoln Community School #5
2016-2017
Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 6**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 26 | 728 | 739 | 743 | * | * | 46% | * | 0% | 23% | 44% |
| White | * | * | * | 751 | * | * | * | * | * | * | 54% |
| Hispanic | 12 | 724 | 732 | 731 | * | * | * | * | 0% | 17% | 27% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 771 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46% |
| Female | * | * | * | 745 | * | * | * | * | * | * | 45% |
| Male | * | * | * | 742 | * | * | * | * | * | * | 43% |
| Economically Disadvantaged Students | 15 | 732 | 735 | 728 | * | * | * | * | 0% | 27% | 24% |
| Non-Economically Disadvantaged Students | 11 | 723 | 744 | 752 | * | * | * | * | 0% | 18% | 56% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | * | * | * | 748 | * | * | * | * | * | * | 50% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 26 | 728 | 740 | 745 | * | * | 46% | * | 0% | 23% | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

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



Lincoln Community School #5

2016-2017

Grade Span PK-08

17-0220-070

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208 PROSPECT AVENUE

BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 7**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 50 | 731 | 739 | 741 | * | * | 52% | * | 0% | 18% | 40% |
| White | 16 | 732 | * | 748 | * | * | * | * | 0% | 13% | 49% |
| Hispanic | 20 | 733 | * | 730 | * | 0% | 75% | * | 0% | 15% | 23% |
| Black or African American | * | * | * | 726 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 764 | * | * | * | * | * | * | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | N | N | N | 740 | N | N | N | N | N | N | 39% |
| Female | 18 | 731 | 742 | 743 | * | * | * | * | * | * | 41% |
| Male | 32 | 730 | 736 | 740 | * | * | * | * | * | * | 38% |
| Economically Disadvantaged Students | 24 | 733 | 736 | 729 | * | * | 58% | * | 0% | 17% | 22% |
| Non-Economically Disadvantaged Students | 26 | 729 | 743 | 749 | * | * | 46% | * | 0% | 19% | 50% |
| Students with Disabilities | * | * | * | 716 | * | * | * | * | * | * | 11% |
| Students without Disabilities | * | * | * | 746 | * | * | * | * | * | * | 45% |
| English Learners | N | N | N | 712 | N | N | N | N | N | N | * |
| Non-English Learners | 50 | 731 | 741 | 742 | * | * | 52% | * | 0% | 18% | * |
| Homeless Students | * | * | * | 722 | * | * | * | * | * | * | 15% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 15% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | * |

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



Lincoln Community School #5
2016-2017
Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 8**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 17 | 717 | 724 | 728 | * | * | * | * | * | * | 28% |
| White | * | * | * | 736 | * | * | * | * | * | * | 35% |
| Hispanic | * | * | * | 721 | * | * | * | * | * | * | 21% |
| Black or African American | * | * | * | 715 | * | * | * | * | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 747 | N | N | N | N | N | N | 51% |
| American Indian or Alaska Native | N | N | N | 728 | N | N | N | N | N | N | 28% |
| Two or More Races | N | N | N | 726 | N | N | N | N | N | N | 28% |
| Female | * | * | * | 730 | * | * | * | * | * | * | 30% |
| Male | * | * | * | 725 | * | * | * | * | * | * | 26% |
| Economically Disadvantaged Students | * | * | * | 719 | * | * | * | * | * | * | 19% |
| Non-Economically Disadvantaged Students | * | * | * | 734 | * | * | * | * | * | * | 34% |
| Students with Disabilities | * | * | * | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | * | * | * | 734 | * | * | * | * | * | * | * |
| English Learners | N | N | N | 703 | N | N | N | N | N | N | * |
| Non-English Learners | 17 | 717 | 726 | 729 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 710 | N | N | N | N | N | N | 11% |
| Students in Foster Care | N | N | N | 705 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

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



Lincoln Community School #5

2016-2017

Grade Span PK-08

17-0220-070

HUDSON

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208 PROSPECT AVENUE

BAYONNE, NJ 07002

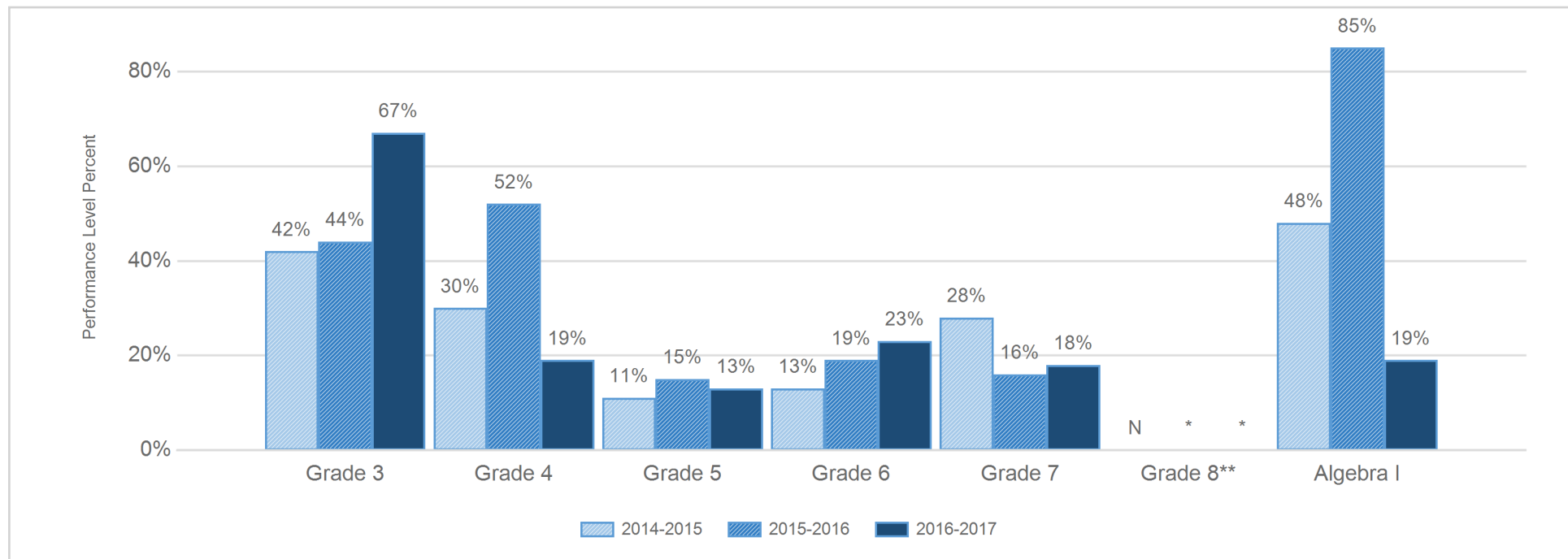
Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 16 | 736 | 739 | 743 | 0% | * | * | * | 0% | 19% | 42% |
| White | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | * | * | * | 744 | * | * | * | * | * | * | 43% |
| Male | * | * | * | 741 | * | * | * | * | * | * | 40% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | N | N | N | 714 | N | N | N | N | N | N | 10% |
| Students without Disabilities | 16 | 736 | 744 | 747 | 0% | * | * | * | 0% | 19% | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 16 | 736 | 740 | 745 | 0% | * | * | * | 0% | 19% | * |
| Homeless Students | * | * | * | 718 | * | * | * | * | * | * | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |

Mathematics Assessment – Performance Trends

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



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



Lincoln Community School #5
2016-2017
Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|----------------------|---|--|
| 1 | * | * | * |
| 2 | N | N | N |
| 3 | * | * | * |
| 4 | N | N | N |
| 5+ | N | N | N |



Lincoln Community School #5

2016-2017

Grade Span PK-08

17-0220-070

HUDSON

BAYONNE CITY

208 PROSPECT AVENUE

BAYONNE, NJ 07002

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

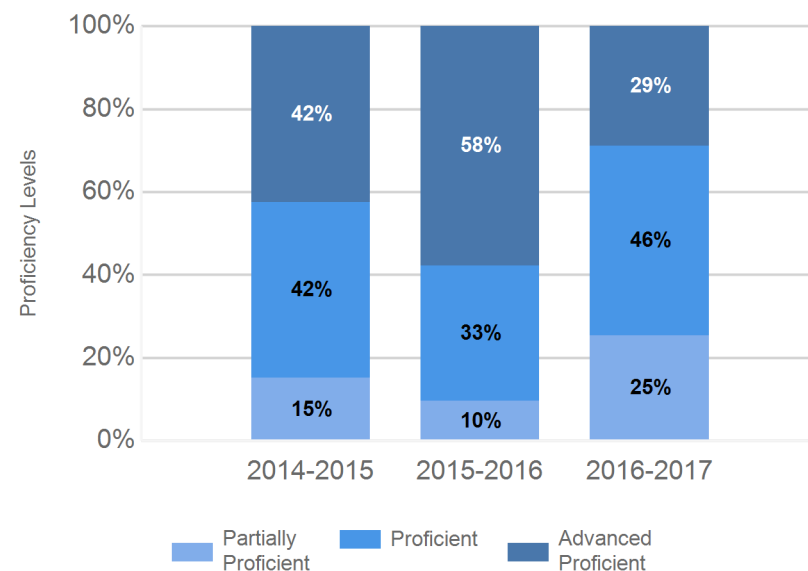
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 29% | 46% | 25% |
| White | 19% | * | * |
| Hispanic | 22% | 44% | 33% |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | N | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | N | N |
| Economically Disadvantaged Students | 24% | 48% | 28% |
| Students with Disabilities | N | 33% | 67% |
| English Learners | * | * | * |

NJASK Science Assessment Performance Trends: Grade 4

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





Lincoln Community School #5

2016-2017

Grade Span PK-08

17-0220-070

HUDSON

BAYONNE CITY

208 PROSPECT AVENUE

BAYONNE, NJ 07002

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

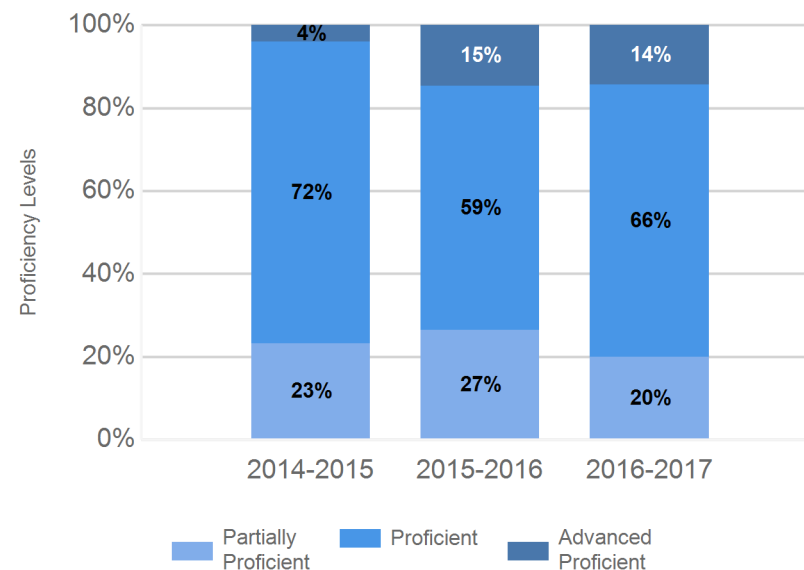
NJASK Science Assessment Performance: Grade 8

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 27% | 47% | 27% |
| Schoolwide | 14% | 66% | 20% |
| White | * | 79% | * |
| Hispanic | * | 64% | * |
| Black or African American | N | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | * | N |
| Economically Disadvantaged Students | 6% | 69% | 25% |
| Students with Disabilities | N | * | * |
| English Learners | N | N | N |

NJASK Science Assessment Performance Trends: Grade 8

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





Lincoln Community School #5

2016-2017

Grade Span PK-08

17-0220-070

HUDSON

BAYONNE CITY

208 PROSPECT AVENUE

BAYONNE, NJ 07002

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 58.5 | 58 | 50 | Met Target | 32 | 48 | 50 | Not Met |
| White | 62.5 | 60 | 50 | Exceeds Target | 27.5 | 50 | 52 | Not Met |
| Hispanic | 50 | 55 | 49 | Met Target | 35 | 46 | 47 | Not Met |
| Black or African American | 63 | 48 | 45 | Exceeds Target | 47 | 40 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 67 | 60 | ** | * | 56.5 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | 50.5 | 52 | ** |
| Economically Disadvantaged | 63 | 57 | 47 | Exceeds Target | 33 | 48 | 46 | Not Met |
| Students with Disabilities | 42 | 40.5 | 41 | Met Target | 23 | 36 | 43 | Not Met |
| English Learners | * | 70 | 53 | ** | * | 56.5 | 51 | ** |

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



Lincoln Community School #5
2016-2017

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

Grade Span PK-08

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

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

Low Growth: Less than 35

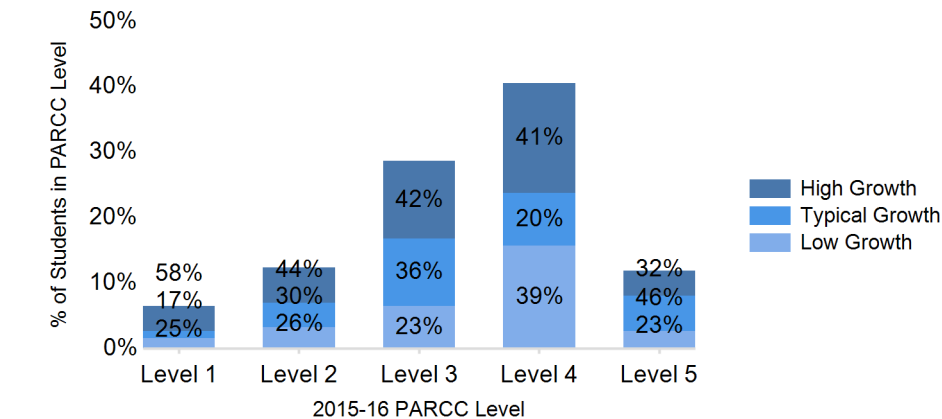
Typical Growth: Between 35 and 65

High Growth: Greater than 65

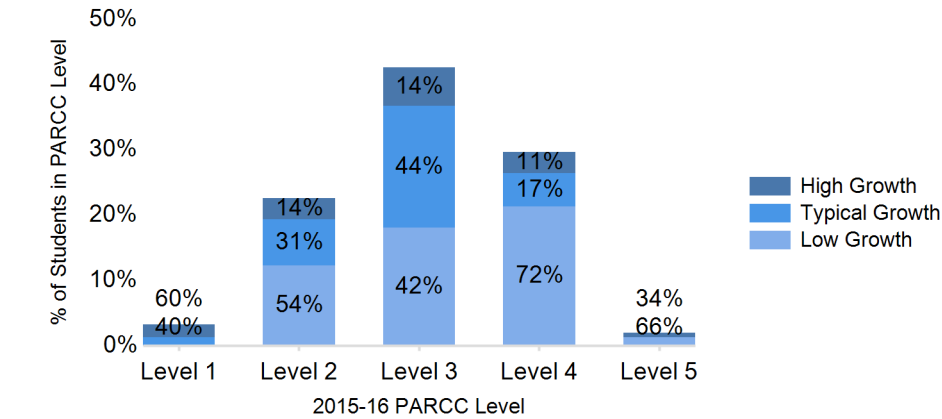
Student Growth by Performance Level

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

ELA



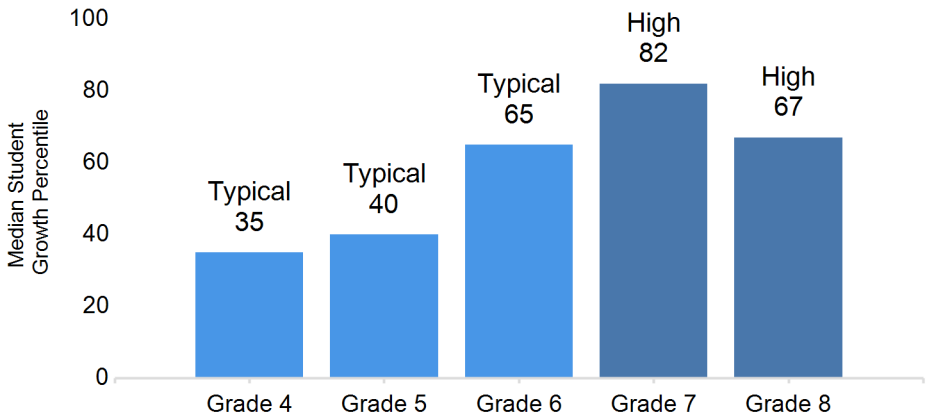
MATH



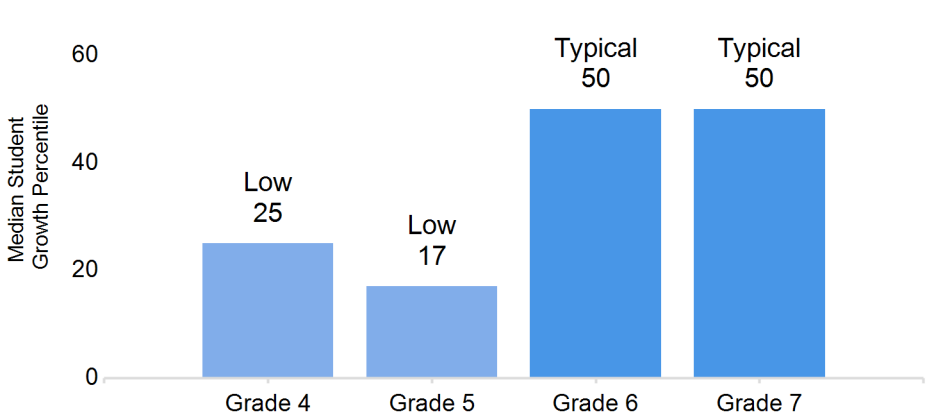
Student Growth by Grade

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

ELA



Math





Lincoln Community School #5

2016-2017

Grade Span PK-08

17-0220-070

HUDSON

BAYONNE CITY

208 PROSPECT AVENUE

BAYONNE, NJ 07002

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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 26 |
| 7 | 0 | 0 | 50 |
| 8 | 16 | 0 | 33 |
| Schoolwide | 16 | 0 | 109 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |
| Schoolwide | 0 | 0 | 0 | 0 | 0 | 0 | 109 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



Lincoln Community School #5
2016-2017
Grade Span PK-08

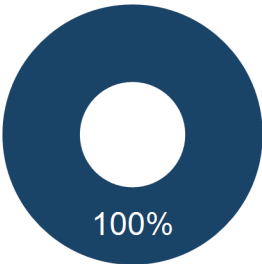
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Visual and Performing Arts – Course Participation

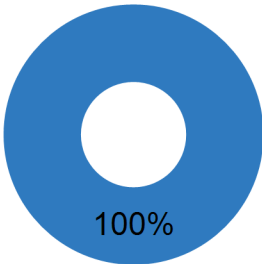
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

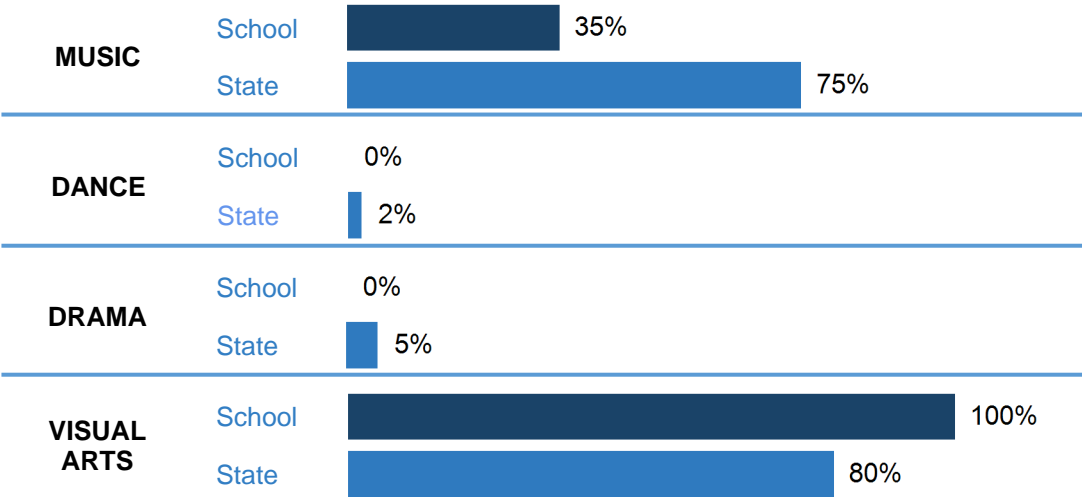


School



State

Students enrolled in one or more classes by discipline:





Lincoln Community School #5

2016-2017

Grade Span PK-08

17-0220-070

HUDSON

BAYONNE CITY

208 PROSPECT AVENUE

BAYONNE, NJ 07002

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

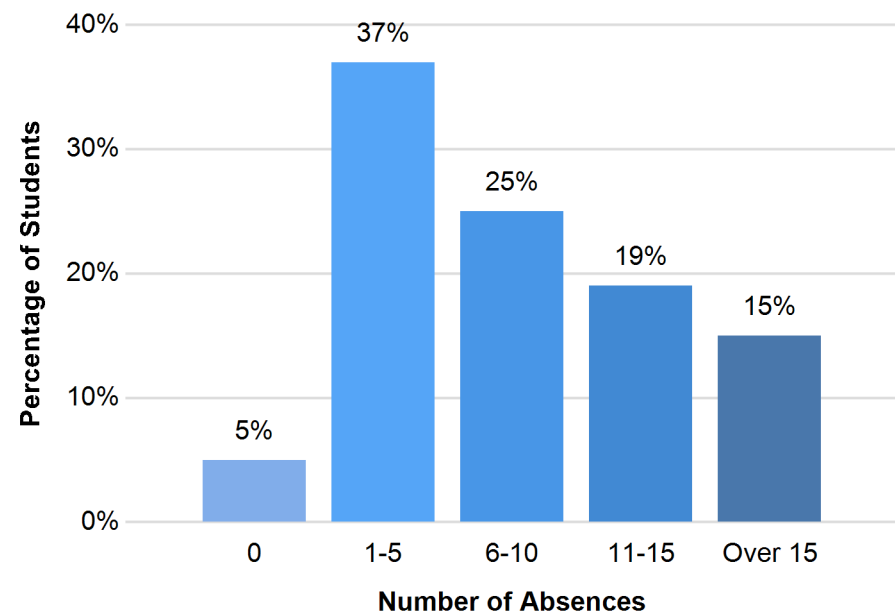
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 12.00 | 8.50 | Not Met |
| White | 10.30 | 8.50 | Not Met |
| Hispanic | 13.60 | 8.50 | Not Met |
| Black or African American | 22.00 | 8.50 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 0 | 8.50 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 14.50 | 8.50 | Not Met |
| Students with Disabilities | 22.60 | 8.50 | Not Met |
| English Learners | N | ** | ** |

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

Days Absent

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



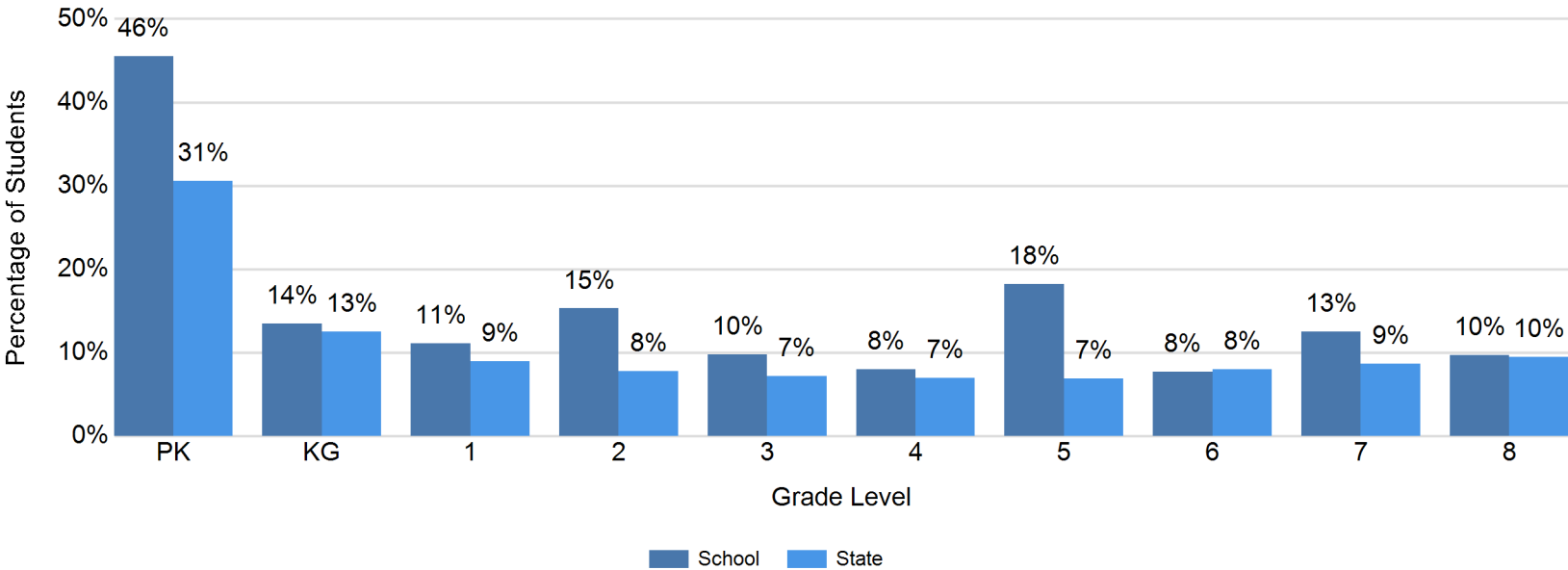


Lincoln Community School #5
2016-2017
Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Lincoln Community School #5
2016-2017

Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 5 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 1 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 6 |
| Incidents Per 100 Students Enrolled | 1.27 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 4.9% |
| Any Suspension | 4.9% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



Lincoln Community School #5
2016-2017
Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.1:1 | 104.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$670 | \$12,339 | \$13,009 |



Lincoln Community School #5
2016-2017

Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 40 | 120,724 |
| Average years experience in public schools | 11.9 | 11.8 |
| Average years experience in district | 11.0 | 10.5 |
| Teachers in district for 4 or more years | 73% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 50 | 9,506 |
| Average years experience in public schools | 22.1 | 15.9 |
| Average years experience in district | 19.9 | 11.6 |
| Administrators in district for 4 or more years | 98% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 12:1 | 13:1 |
| Administrators | 474:1 | 192:1 |
| Librarian/Media Specialists | | 3192:1 |
| Nurses | | 563:1 |
| Counselors | | 368:1 |
| Child Study Team | | 504:1 |



Lincoln Community School #5

2016-2017

Grade Span PK-08

17-0220-070

HUDSON

BAYONNE CITY

208 PROSPECT AVENUE

BAYONNE, NJ 07002

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Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers and Administrators - Level of Education

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

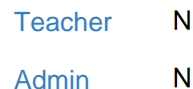
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 90% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 98% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 96% |



Lincoln Community School #5

2016-2017

Grade Span PK-08

17-0220-070

HUDSON

BAYONNE CITY

208 PROSPECT AVENUE

BAYONNE, NJ 07002

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 50.1 | 17.5% |
| Mathematics Proficiency | 11.7 | 17.5% |
| English Language Arts Growth | 80.5 | 25.0% |
| Mathematics Growth | 5.3 | 25.0% |
| Chronic Absenteeism | 18.8 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 35.0 |
| Summative Rating: Percentile rank of Summative Score | | 26.2 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



Lincoln Community School #5

2016-2017

Grade Span PK-08

17-0220-070

HUDSON

BAYONNE CITY

208 PROSPECT AVENUE

BAYONNE, NJ 07002

Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 35.0 | 11.9 | No | Met Target | Not Met | Not Met | Met Target | Not Met | No |
| White | 30.7 | 11.9 | No | Met Target† | Not Met | Not Met | Exceeds Target | Not Met | No |
| Hispanic | 35.5 | 11.9 | No | Met Target | Met Target† | Not Met | Met Target | Not Met | No |
| Black or African American | 65.3 | 11.9 | No | Met Target | Met Target† | Not Met | Exceeds Target | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | N | N | Met Target | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 50.5 | 11.9 | No | Met Target† | Not Met | Not Met | Exceeds Target | Not Met | No |
| Students with Disabilities | 29.8 | 11.9 | No | Met Target† | Met Target† | Not Met | Met Target | Not Met | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



Lincoln Community School #5
2016-2017
Grade Span PK-08




17-0220-070
 HUDSON
 BAYONNE CITY
 208 PROSPECT AVENUE
 BAYONNE, NJ 07002

School General Info

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Mr. Makowski | Email Address: | kmakowski@bboed.org |
| Address: | 208 PROSPECT AVENUE BAYONNE, NJ 07002 | Website: | https://www.bboed.org/domain/23 |
| Phone: | (201)858-5973 | Twitter: | https://twitter.com/LincolnLions5 |

School Narrative

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

| | |
|---|---|
|  Highlights: | <ul style="list-style-type: none"> • Students utilize technology on a daily basis. Chromebooks are used in Grades 2-8, tablets are used in K-1. • Lincoln Community School follows NJ Student Learning Standards and Next Generation Science Standards. • Lincoln Community School has a 99.2% participation rate in regards to PARCC testing. |
|  Mission, Vision, Theme: | <p>The Mission Statement of Lincoln Community School and the Bayonne Public School District is to provide optimum learning opportunities for all students in a safe, secure, inclusive learning environment that fosters personal and interpersonal growth, lifelong learning and a strong sense of community. We believe that the district's mission can be accomplished when administrators, teachers, parents and the community collaborate as a team to accomplish its goals.</p> |
|  Awards, Recognition, Accomplishments: | <p>Lincoln Community School placed 2nd overall in the district Academic Challenge during the 2015-2016 school year, while placing 1st in the Social Studies and Science categories. The Boys and Girls basketball teams won city championships during 2015-2016. The Forensics team placed 1st overall in 2016-2017 competition for Interpretive Writing skills.</p> |




Lincoln Community School #5
2016-2017
Grade Span PK-08

17-0220-070
 HUDSON
 BAYONNE CITY
 208 PROSPECT AVENUE
 BAYONNE, NJ 07002

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| | |
|---|--|
|  Courses, Curriculum, Instruction: | <p>Lincoln Community School operates in a fully-inclusive setting, with the exception of 6th grade. NJ Student Learning Standards and Next Generation Science Standards are followed on a daily basis, with Technology integrated at every grade level. LCS houses Special Needs and Multiple Disabled classrooms as well.</p> |
|  Sports and Athletics: | <p>Sports Offered: Basketball (Boys & Girls)</p> <p>Lincoln Community School offers Boys and Girls Basketball, Cheerleading, and Flag Football. The cheerleading team finished 5th overall in the district competition.</p> |
|  Clubs and Activities: | <p>Lincoln Community School offers: Chess Club, Forensics, Academic Challenge, Spelling Bee, Math Olympiad, Geography Bee, Fire Bowl, Science Fair, Robotics, Peer, Band, Choir, Yearbook, Student Council, and Art Club.</p> |
|  Before and After School Programs: | <p>Lincoln Community School offers Before and After Care for all students, A.R.M.S. tutoring, 100 Book Challenge, Community Education Robotics, Basketball clinics, and Swimming lessons.</p> |







Lincoln Community School #5
2016-2017
Grade Span PK-08

17-0220-070
 HUDSON
 BAYONNE CITY
 208 PROSPECT AVENUE
 BAYONNE, NJ 07002

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| | |
|---|---|
|  Staff and Professional Learning: | <p>Faculty meetings and PLC's are conducted on a monthly basis at Lincoln Community School. LCS is also part of the NJ RAISE program through Stevens Institute of Technology. All state mandated trainings are offered to staff through Safe Schools on-line program. District provides 20 hours of Professional Development yearly, while individual learning is also encouraged.</p> |
|  Student Supports and Services: | <p>Lincoln Community School has a full-time Guidance Counselor, along with an I & RS Team to identify at-risk students. Title I services are provided in grades K-4 and Special Education services are provided school-wide to eligible students.</p> |
|  Student Health and Wellness: | <p>Lincoln Community School is staffed with 1 full-time Physical Education teachers, and 2 PE teachers that are part-time at the school. The PE program is part of the Healthier Generation Alliance, while also participating in Jump Rope for Heart. Breakfast in School and lunch are offered every day for our student body.</p> |
|  Parent and Community Involvement: | <p>Lincoln Community School has an excellent PTO partnership. Recent events include: Cupcake Wars, Color Run, Comedy Night, Family Fun Nights, Halloween Trunk or Treat, Holiday Bazaar, Family Swim Night, Family Skate Night, Zumba, Diversity Night, along with many fundraising opportunities. The PTO meets on a monthly basis and is a vital part to the school community. The LCS PTO has an active Facebook page, and parents can access the Parent Portal through the school/district website.</p> |



Lincoln Community School #5
2016-2017
Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

Lincoln Community School conducted a School Climate Survey during the 2015-2016 school year. Students, Parents and Staff were asked to answer various questions regarding academics, atmosphere, and overall school performance. The survey was conducted electronically and the school was viewed in a very positive light.



Facilities:

Lincoln Community School was originally built in 1919, with an extension added in 1980. The extension included multiple classrooms, along with the gymnasium and olympic-size pool. LCS has a Library, Art Room, Computer Lab, Music Room, Life Skills Room, Child Study Team, OT/PT Room, and Multi-Purpose Room. Several classrooms have central air/heating, while others do have window units. However, most do not have air conditioning.




Lincoln Community School #5
2016-2017
Grade Span PK-08

17-0220-070
HUDSON
BAYONNE CITY
208 PROSPECT AVENUE
BAYONNE, NJ 07002

School Narrative

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

| | |
|---|---|
| <div>Other Information:</div> | <p>Lincoln Community School will soon house a Full-Day Pre-K classroom of 15 students. There is a School Safety Team, Shared Decision Making Team, Scip Team, Data Team, and various fundraising committees. The school enforces the district uniform policy and offers 5 hours and 35 minutes of instructional time per day. LCS conducts 2 fire drills and 1 additional safety drill per month. The school is located on the far east side of Bayonne near an industrial/commercial area.</p> |
|---|---|




MARY J DONOHOE COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-080
HUDSON
BAYONNE CITY
38 DODGE STREET
BAYONNE, NJ 07002

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

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

Navigating through the reports:

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

Other Resources:

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



MARY J DONOHOE COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-080
HUDSON
BAYONNE CITY
38 DODGE STREET
BAYONNE, NJ 07002

Footnotes

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

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



MARY J DONOHOE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON

BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 33 | 37 | 30 |
| KG | 54 | 45 | 52 |
| 1 | 52 | 52 | 40 |
| 2 | 52 | 56 | 47 |
| 3 | 55 | 54 | 58 |
| 4 | 62 | 61 | 46 |
| 5 | 49 | 51 | 52 |
| 6 | 50 | 47 | 48 |
| 7 | 42 | 54 | 50 |
| 8 | 50 | 43 | 51 |
| Ungraded | 1 | 0 | 0 |
| Total | 500 | 500 | 474 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 46% | 47% | 48% |
| Male | 54% | 53% | 53% |
| Economically Disadvantaged Students | 62% | 64% | 57% |
| Students with Disabilities | 8% | 11% | 8% |
| English Learners | 0% | 0% | 0% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 44.1% |
| Hispanic | 37.3% |
| Black or African American | 11.8% |
| Asian | 3.6% |
| American Indian or Alaska Native | 0.2% |
| Native Hawaiian or Pacific Islander | 0.2% |
| Two or More Races | 2.7% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 39 | 37 | 30 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 52 | 45 | 52 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 80.8% |
| Arabic | 7.4% |
| Spanish | 7.0% |
| Polish | 2.3% |
| Other | 2.4% |



MARY J DONOHOE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON

BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 298 | 96.8 | 56.40 | 52.10 | 54.90 | 56.4 | 50.8 | Met Target |
| White | 139 | 96.6 | 64.70 | 57.10 | 63.90 | 64.7 | 56.7 | Met Target |
| Hispanic | 102 | 98.1 | 48.00 | 43.70 | 39.80 | 48 | 43.1 | Met Target |
| Black or African American | 39 | 97.5 | 48.70 | 38.60 | 35.20 | 48.7 | 44 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 83.3 | 60.00 | * | 80.70 | 52.7 | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 53.70 | * | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 140 | 97.9 | 64.30 | 59.80 | 62.20 | 64.3 | | |
| Male | 158 | 95.8 | 49.40 | 44.70 | 48.10 | 49.4 | | |
| Economically Disadvantaged Students | 174 | 96.2 | 51.20 | 44.80 | 36.20 | 51.2 | 49.8 | Met Target |
| Non-Economically Disadvantaged Students | 124 | 97.7 | 63.70 | 61.40 | 65.80 | 63.7 | | |
| Students with Disabilities | 30 | 100.0 | * | * | 20.50 | * | 10.9 | Met Target† |
| Students without Disabilities | 268 | 96.4 | * | * | 61.90 | * | | |
| English Learners | * | * | * | * | 25.20 | * | ** | ** |
| Non-English Learners | * | * | * | * | 57.40 | * | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | N | N | N | 19.00 | 24.80 | N | | |
| Military-Connected Students | N | N | N | 50.00 | 53.50 | N | | |
| Migrant Students | N | N | N | * | 23.00 | N | | |

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

† Target was met within a confidence interval.



MARY J DONOHOE COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-080
HUDSON
BAYONNE CITY
38 DODGE STREET
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 57 | 752 | 744 | 749 | * | 19% | 21% | 33% | * | 49% | 50% |
| White | 26 | 766 | 746 | 759 | * | * | * | 46% | * | 65% | 61% |
| Hispanic | 20 | 743 | * | 734 | * | * | * | * | * | 40% | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 25 | 762 | 748 | 754 | * | * | * | * | * | 60% | 55% |
| Male | 32 | 745 | 740 | 745 | * | * | * | * | * | 41% | 46% |
| Economically Disadvantaged Students | 35 | 742 | 737 | 731 | * | * | * | * | * | 40% | 31% |
| Non-Economically Disadvantaged Students | 22 | 768 | 754 | 762 | * | * | * | * | * | 64% | 63% |
| Students with Disabilities | * | * | * | 720 | * | * | * | * | * | * | 24% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



MARY J DONOHOE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON

BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 44 | 760 | 744 | 753 | * | * | * | 55% | * | 68% | 56% |
| White | 21 | 767 | 750 | 762 | * | 0% | * | 76% | * | 86% | 67% |
| Hispanic | 14 | 745 | * | 740 | 0% | * | * | * | * | 43% | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 21 | 760 | * | 758 | * | * | * | 67% | * | 76% | 61% |
| Male | 23 | 760 | * | 749 | * | * | * | 44% | * | 61% | 51% |
| Economically Disadvantaged Students | 25 | 762 | 738 | 737 | * | * | * | * | * | 72% | 36% |
| Non-Economically Disadvantaged Students | 19 | 757 | 752 | 764 | * | * | * | * | * | 63% | 69% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 759 | * | * | * | * | * | * | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 44 | 760 | 745 | 755 | * | * | * | 55% | * | 68% | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



MARY J DONOHOE COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-080
HUDSON
BAYONNE CITY
38 DODGE STREET
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 52 | 749 | 752 | 756 | * | 19% | 29% | 44% | * | 50% | 59% |
| White | 26 | 753 | 756 | 763 | 0% | * | * | 46% | * | 54% | 69% |
| Hispanic | 19 | 750 | 744 | 743 | 0% | * | * | * | * | 47% | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 779 | N | N | N | N | N | N | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 24 | 760 | 758 | 761 | * | * | * | 50% | * | 63% | 66% |
| Male | 28 | 740 | 745 | 750 | * | * | * | 39% | * | 39% | 53% |
| Economically Disadvantaged Students | 33 | 749 | 745 | 740 | * | * | * | * | * | 52% | 40% |
| Non-Economically Disadvantaged Students | 19 | 749 | 761 | 765 | * | * | * | * | * | 47% | 71% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 762 | * | * | * | * | * | * | 66% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 12% |
| Non-English Learners | 52 | 749 | 753 | 757 | * | 19% | 29% | 44% | * | 50% | 60% |
| Homeless Students | N | N | N | 733 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |



MARY J DONOHOE COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-080
 HUDSON
 BAYONNE CITY
 38 DODGE STREET
 BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 46 | 752 | 750 | 752 | * | * | 26% | 50% | * | 59% | 54% |
| White | 24 | 756 | * | 758 | 0% | * | * | 58% | * | 63% | 63% |
| Hispanic | 14 | 740 | 744 | 740 | * | * | * | * | * | 43% | 38% |
| Black or African American | * | * | * | 736 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 81% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Two or More Races | N | N | N | 753 | N | N | N | N | N | N | 56% |
| Female | 21 | 759 | * | 758 | * | * | * | 62% | * | 71% | 61% |
| Male | 25 | 745 | * | 746 | * | * | * | 40% | * | 48% | 46% |
| Economically Disadvantaged Students | 25 | 757 | 744 | 737 | * | * | * | * | * | 68% | 34% |
| Non-Economically Disadvantaged Students | 21 | 745 | 757 | 761 | * | * | * | * | * | 48% | 65% |
| Students with Disabilities | * | * | * | 722 | * | * | * | * | * | * | 17% |
| Students without Disabilities | * | * | * | 758 | * | * | * | * | * | * | 61% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 46 | 752 | 751 | 753 | * | * | 26% | 50% | * | 59% | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |



MARY J DONOHOE COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-080
HUDSON
BAYONNE CITY
38 DODGE STREET
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 50 | 763 | 757 | 756 | * | * | * | 50% | 22% | 72% | 59% |
| White | 19 | 775 | 764 | 764 | 0% | 0% | * | 58% | * | 84% | 69% |
| Hispanic | 21 | 750 | 748 | 742 | * | * | * | * | * | 57% | 44% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 784 | * | * | * | * | * | * | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Female | 26 | 771 | 767 | 764 | * | * | * | 50% | * | 77% | 68% |
| Male | 24 | 755 | 748 | 749 | * | * | * | 50% | * | 67% | 51% |
| Economically Disadvantaged Students | 27 | 756 | 752 | 739 | * | * | * | 41% | * | 59% | 40% |
| Non-Economically Disadvantaged Students | 23 | 771 | 762 | 766 | * | * | * | 61% | * | 87% | 70% |
| Students with Disabilities | * | * | * | 719 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | * | 763 | * | * | * | * | * | * | 67% |
| English Learners | N | N | N | 701 | N | N | N | N | N | N | * |
| Non-English Learners | 50 | 763 | 758 | 758 | * | * | * | 50% | 22% | 72% | * |
| Homeless Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



MARY J DONOHOE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON

BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

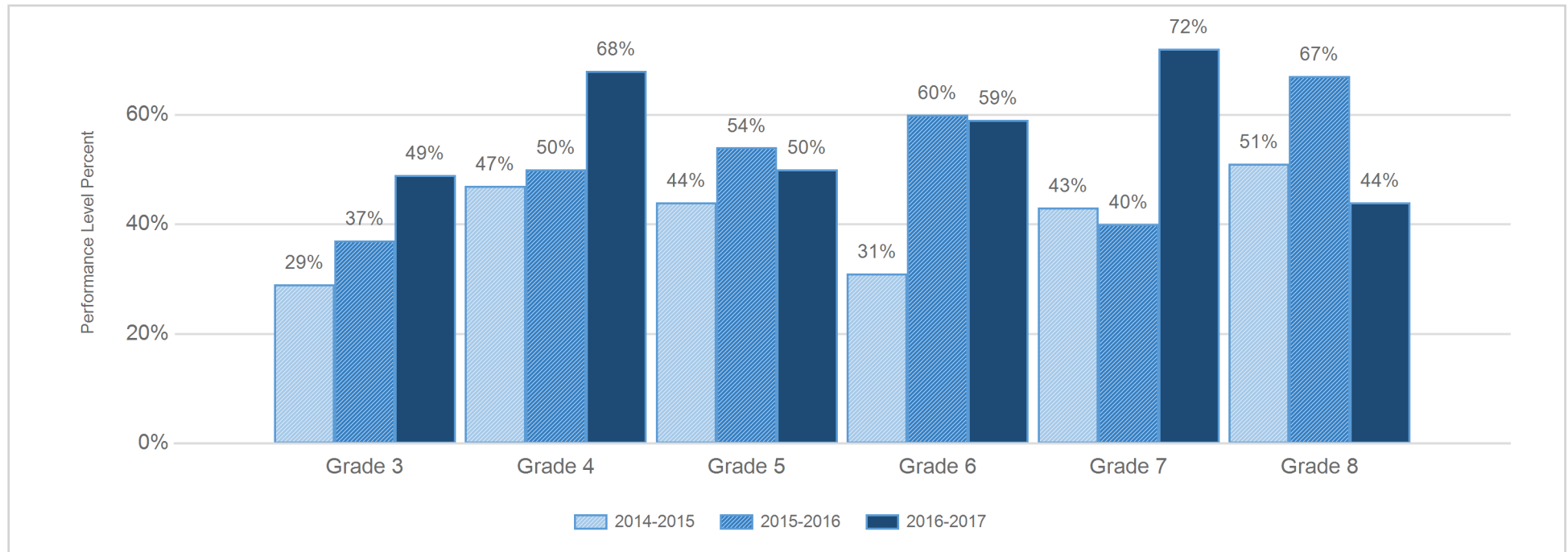
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 50 | 741 | 758 | 757 | * | 20% | 22% | 36% | * | 44% | 59% |
| White | 24 | 741 | * | 764 | * | * | * | * | * | 42% | 68% |
| Hispanic | 15 | 748 | 751 | 742 | * | * | * | * | * | 60% | 44% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 786 | * | * | * | * | * | * | 86% |
| American Indian or Alaska Native | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Two or More Races | N | N | N | 758 | N | N | N | N | N | N | 60% |
| Female | 24 | 741 | 763 | 766 | * | * | * | * | * | 42% | 68% |
| Male | 26 | 742 | 751 | 749 | * | * | * | * | * | 46% | 50% |
| Economically Disadvantaged Students | 29 | 732 | 749 | 739 | * | * | * | * | * | 28% | 40% |
| Non-Economically Disadvantaged Students | 21 | 755 | 767 | 766 | * | * | * | * | * | 67% | 69% |
| Students with Disabilities | * | * | * | 718 | * | * | * | * | * | * | 18% |
| Students without Disabilities | * | * | * | 764 | * | * | * | * | * | * | 67% |
| English Learners | N | N | N | 701 | N | N | N | N | N | N | * |
| Non-English Learners | 50 | 741 | 760 | 759 | * | 20% | 22% | 36% | * | 44% | * |
| Homeless Students | N | N | N | 727 | N | N | N | N | N | N | 28% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

English Language Arts/Literacy Assessment - Performance Trends

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





MARY J DONOHOE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON

BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 298 | 96.8 | 37.60 | 36.80 | 43.50 | 37.6 | 38.4 | Met Target† |
| White | 138 | 95.9 | 47.80 | 43.40 | 52.40 | 47.8 | 44.4 | Met Target |
| Hispanic | 102 | 98.1 | 29.40 | 27.00 | 27.60 | 29.4 | 33.4 | Met Target† |
| Black or African American | 39 | 97.5 | 25.60 | 20.90 | 21.70 | 25.6 | 26.5 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 91.7 | 45.50 | * | 75.60 | 43.9 | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 42.50 | * | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 141 | 98.6 | 36.10 | 37.80 | 44.10 | 36.1 | | |
| Male | 157 | 95.2 | 38.80 | 35.90 | 42.90 | 38.8 | | |
| Economically Disadvantaged Students | 175 | 96.7 | 36.50 | 31.80 | 25.10 | 36.5 | 36.9 | Met Target† |
| Non-Economically Disadvantaged Students | 123 | 96.9 | 39.00 | 43.20 | 54.30 | 39 | | |
| Students with Disabilities | 30 | 100.0 | * | * | 16.50 | * | 10.9 | Not Met |
| Students without Disabilities | 268 | 96.4 | * | * | 48.80 | * | | |
| English Learners | * | * | * | * | 23.30 | * | ** | ** |
| Non-English Learners | * | * | * | * | 45.20 | * | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | N | N | N | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | * | 39.90 | N | | |
| Migrant Students | N | N | N | 33.30 | 18.20 | N | | |

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

† Target was met within a confidence interval.



MARY J DONOHOE COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-080
HUDSON
BAYONNE CITY
38 DODGE STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 57 | 749 | 751 | 751 | * | 18% | 26% | 37% | * | 49% | 53% |
| White | 26 | 757 | 754 | 759 | * | * | * | 42% | * | 62% | 63% |
| Hispanic | 20 | 748 | 743 | 738 | 0% | * | * | * | * | 45% | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 25 | 751 | 752 | 751 | * | * | * | * | * | 48% | 52% |
| Male | 32 | 748 | 751 | 751 | * | * | * | * | * | 50% | 53% |
| Economically Disadvantaged Students | 35 | 741 | 746 | 736 | * | * | * | * | * | 43% | 34% |
| Non-Economically Disadvantaged Students | 22 | 761 | 759 | 761 | * | * | * | * | * | 59% | 65% |
| Students with Disabilities | * | * | * | 729 | * | * | * | * | * | * | 29% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



MARY J DONOHOE COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-080
HUDSON
BAYONNE CITY
38 DODGE STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 44 | 742 | 740 | 747 | * | 25% | 30% | 43% | * | 43% | 47% |
| White | 21 | 749 | 747 | 755 | 0% | * | * | 62% | 0% | 62% | 59% |
| Hispanic | 14 | 729 | * | 734 | * | * | * | * | 0% | 21% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 21 | 740 | * | 747 | * | * | * | * | 0% | 33% | 47% |
| Male | 23 | 743 | * | 747 | * | * | * | * | 0% | 52% | 48% |
| Economically Disadvantaged Students | 25 | 743 | 735 | 732 | * | * | * | * | 0% | 44% | 27% |
| Non-Economically Disadvantaged Students | 19 | 741 | 746 | 757 | * | * | * | * | 0% | 42% | 61% |
| Students with Disabilities | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 716 | N | N | N | N | N | N | 12% |
| Non-English Learners | 44 | 742 | 740 | 749 | * | 25% | 30% | 43% | * | 43% | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



MARY J DONOHOE COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-080
HUDSON
BAYONNE CITY
38 DODGE STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 52 | 745 | 744 | 747 | 0% | * | 42% | 39% | * | 40% | 46% |
| White | 26 | 747 | 748 | 754 | * | * | 39% | 46% | * | 46% | 57% |
| Hispanic | 19 | 745 | * | 735 | 0% | * | 63% | * | * | 32% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 774 | N | N | N | N | N | N | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 24 | 747 | 747 | 747 | * | * | 42% | * | * | 50% | 47% |
| Male | 28 | 743 | 741 | 746 | * | * | 43% | * | * | 32% | 46% |
| Economically Disadvantaged Students | 33 | 746 | 740 | 732 | * | * | * | * | * | 36% | 27% |
| Non-Economically Disadvantaged Students | 19 | 744 | 749 | 756 | * | * | * | * | * | 47% | 59% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Non-English Learners | 52 | 745 | 744 | 748 | 0% | * | 42% | 39% | * | 40% | 48% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |



MARY J DONOHOE COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-080
HUDSON
BAYONNE CITY
38 DODGE STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 6**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 46 | 736 | 739 | 743 | * | 22% | 33% | 35% | * | 37% | 44% |
| White | 24 | 742 | * | 751 | 0% | * | 46% | * | 0% | 38% | 54% |
| Hispanic | 14 | 720 | 732 | 731 | * | * | * | * | 0% | 21% | 27% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 771 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 745 | N | N | N | N | N | N | 46% |
| Female | 21 | 739 | * | 745 | * | * | * | * | * | 43% | 45% |
| Male | 25 | 734 | * | 742 | * | * | * | * | * | 32% | 43% |
| Economically Disadvantaged Students | 25 | 741 | 735 | 728 | * | * | * | * | * | 40% | 24% |
| Non-Economically Disadvantaged Students | 21 | 731 | 744 | 752 | * | * | * | * | * | 33% | 56% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | * | * | * | 748 | * | * | * | * | * | * | 50% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 46 | 736 | 740 | 745 | * | 22% | 33% | 35% | * | 37% | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

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



MARY J DONOHOE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON

BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 7**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 49 | 738 | 739 | 741 | * | 25% | 29% | 39% | * | 41% | 40% |
| White | * | * | * | 748 | * | * | * | * | * | * | 49% |
| Hispanic | 21 | 727 | * | 730 | * | * | * | * | 0% | 29% | 23% |
| Black or African American | * | * | * | 726 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 764 | * | * | * | * | * | * | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Female | 26 | 739 | 742 | 743 | * | * | * | * | * | 39% | 41% |
| Male | 23 | 737 | 736 | 740 | * | * | * | * | * | 44% | 38% |
| Economically Disadvantaged Students | 27 | 737 | 736 | 729 | * | * | * | * | * | 44% | 22% |
| Non-Economically Disadvantaged Students | 22 | 740 | 743 | 749 | * | * | * | * | * | 36% | 50% |
| Students with Disabilities | * | * | * | 716 | * | * | * | * | * | * | 11% |
| Students without Disabilities | * | * | * | 746 | * | * | * | * | * | * | 45% |
| English Learners | N | N | N | 712 | N | N | N | N | N | N | * |
| Non-English Learners | 49 | 738 | 741 | 742 | * | 25% | 29% | 39% | * | 41% | * |
| Homeless Students | * | * | * | 722 | * | * | * | * | * | * | 15% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 15% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | * |

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



MARY J DONOHOE COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-080
HUDSON
BAYONNE CITY
38 DODGE STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 8**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 32 | 704 | 724 | 728 | * | * | * | * | * | * | 28% |
| White | * | * | * | 736 | * | * | * | * | * | * | 35% |
| Hispanic | * | * | * | 721 | * | * | * | * | * | * | 21% |
| Black or African American | * | * | * | 715 | * | * | * | * | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 728 | N | N | N | N | N | N | 28% |
| Two or More Races | N | N | N | 726 | N | N | N | N | N | N | 28% |
| Female | 16 | 701 | * | 730 | * | * | * | * | * | * | 30% |
| Male | 16 | 708 | * | 725 | * | * | * | * | * | * | 26% |
| Economically Disadvantaged Students | 21 | 704 | * | 719 | * | * | * | * | * | * | 19% |
| Non-Economically Disadvantaged Students | 11 | 706 | * | 734 | * | * | * | * | * | * | 34% |
| Students with Disabilities | * | * | * | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | * | * | * | 734 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 703 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 729 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 710 | N | N | N | N | N | N | 11% |
| Students in Foster Care | N | N | N | 705 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

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



MARY J DONOHOE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON

BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

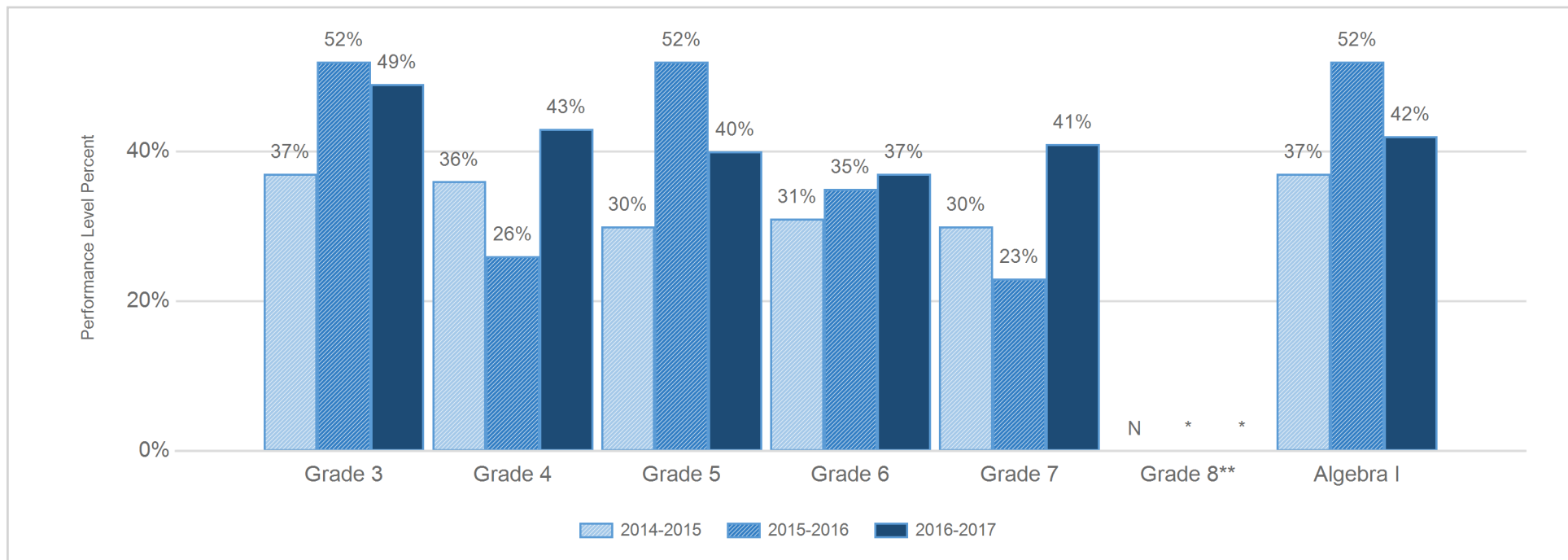
Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 19 | 754 | 739 | 743 | 0% | * | 53% | * | 0% | 42% | 42% |
| White | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | * | * | * | 736 | * | * | * | * | * | * | 30% |
| Two or More Races | N | N | N | 741 | N | N | N | N | N | N | 41% |
| Female | * | * | * | 744 | * | * | * | * | * | * | 43% |
| Male | * | * | * | 741 | * | * | * | * | * | * | 40% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | N | N | N | 714 | N | N | N | N | N | N | 10% |
| Students without Disabilities | 19 | 754 | 744 | 747 | 0% | * | 53% | * | 0% | 42% | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 19 | 754 | 740 | 745 | 0% | * | 53% | * | 0% | 42% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |

Mathematics Assessment – Performance Trends

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



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



MARY J DONOHOE COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-080
HUDSON
BAYONNE CITY
38 DODGE STREET
BAYONNE, NJ 07002

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | N | N | N |
| 2 | * | * | * |
| 3 | * | * | * |
| 4 | N | N | N |
| 5+ | N | N | N |



MARY J DONOHOE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON

BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

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

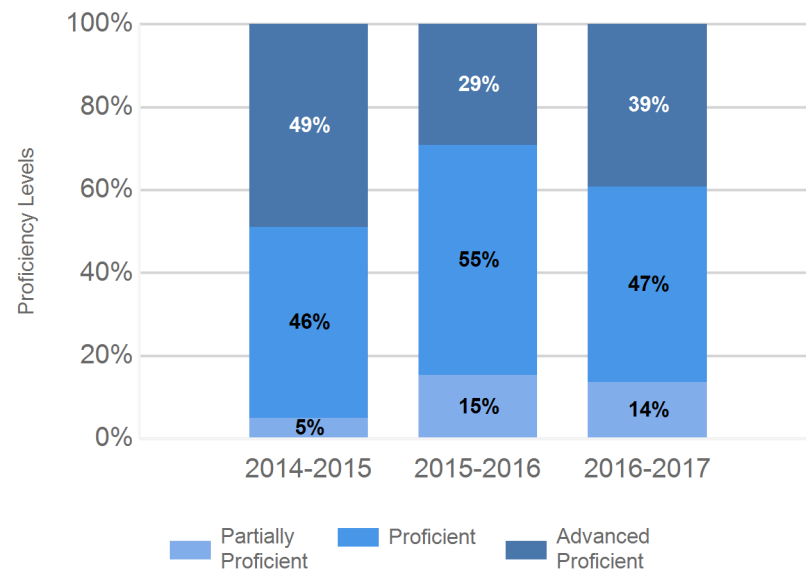
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 39% | 47% | 14% |
| White | 57% | 35% | 9% |
| Hispanic | 11% | 72% | * |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | N | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | N | N |
| Economically Disadvantaged Students | 38% | 55% | 7% |
| Students with Disabilities | * | * | * |
| English Learners | N | N | N |

NJASK Science Assessment Performance Trends: Grade 4

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





MARY J DONOHOE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON

BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

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

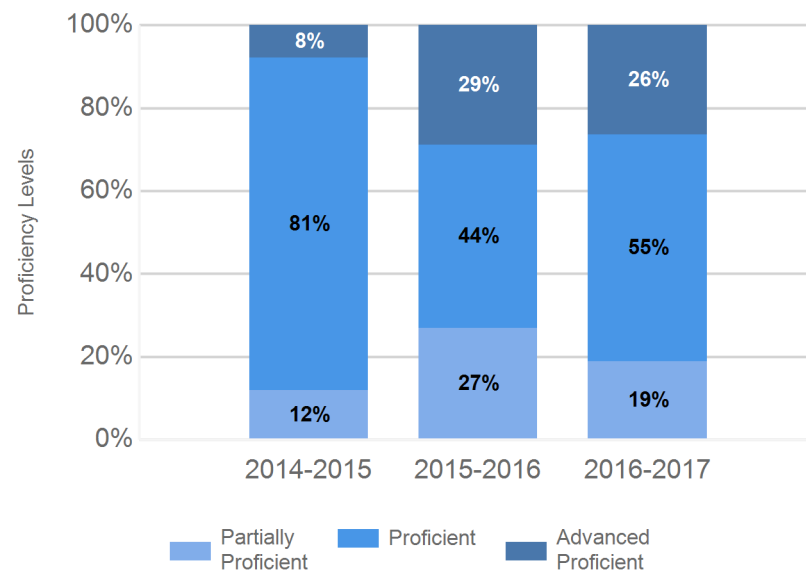
NJASK Science Assessment Performance: Grade 8

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 27% | 47% | 27% |
| Schoolwide | 26% | 55% | 19% |
| White | 32% | 44% | 24% |
| Hispanic | * | 61% | 11% |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | N | * | * |
| American Indian or Alaska Native | N | * | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | 18% | 61% | 21% |
| Students with Disabilities | * | * | * |
| English Learners | N | N | * |

NJASK Science Assessment Performance Trends: Grade 8

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





MARY J DONOHOE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON

BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 58 | 58 | 50 | Met Target | 46.5 | 48 | 50 | Met Target |
| White | 59 | 60 | 50 | Met Target | 51 | 50 | 52 | Met Target |
| Hispanic | 54 | 55 | 49 | Met Target | 45 | 46 | 47 | Met Target |
| Black or African American | 58 | 48 | 45 | Met Target | 49 | 40 | 43 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | * | 67 | 60 | ** | * | 56.5 | 59 | ** |
| American Indian or Alaska Native | * | * | 51 | ** | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | 50.5 | 52 | ** |
| Economically Disadvantaged | 56.5 | 57 | 47 | Met Target | 51 | 48 | 46 | Met Target |
| Students with Disabilities | 43 | 40.5 | 41 | Met Target | 36.5 | 36 | 43 | ** |
| English Learners | * | 70 | 53 | ** | * | 56.5 | 51 | ** |

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



MARY J DONOHOE COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-080
HUDSON
BAYONNE CITY
38 DODGE STREET
BAYONNE, NJ 07002

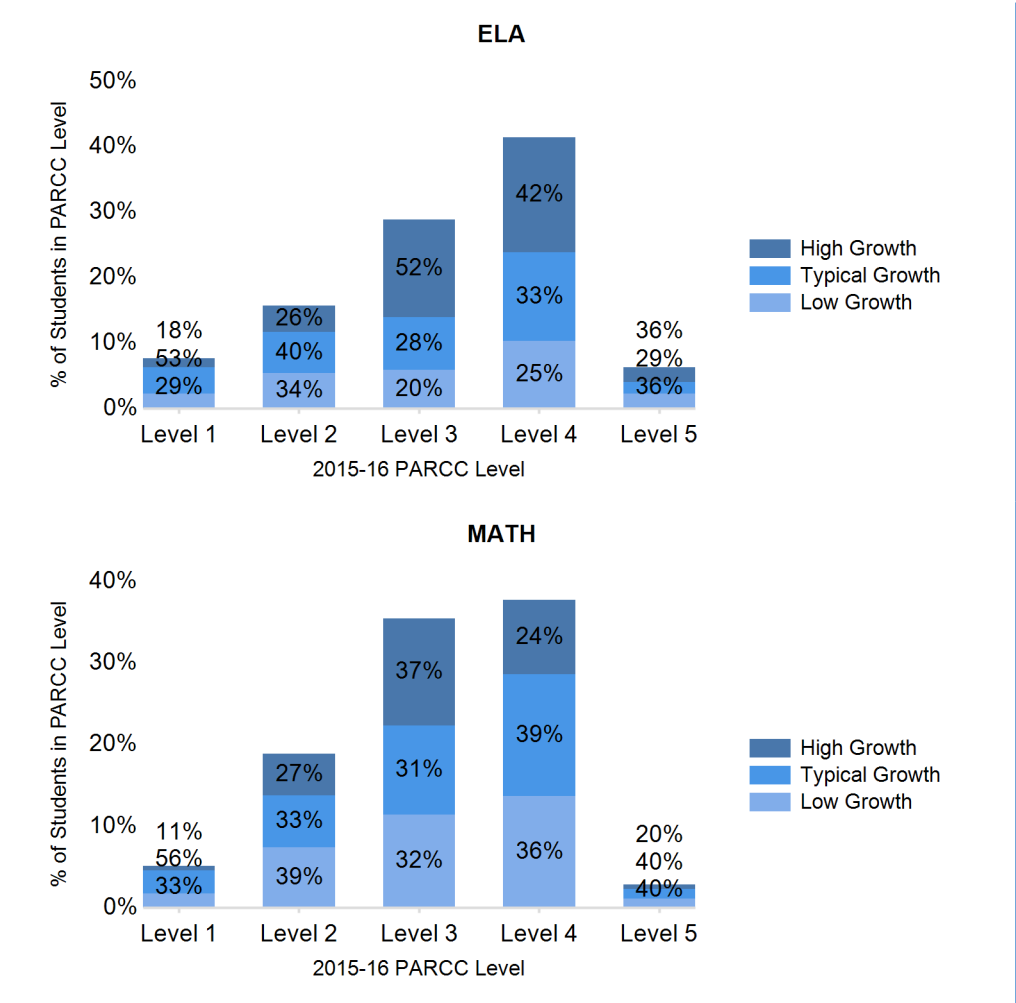
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

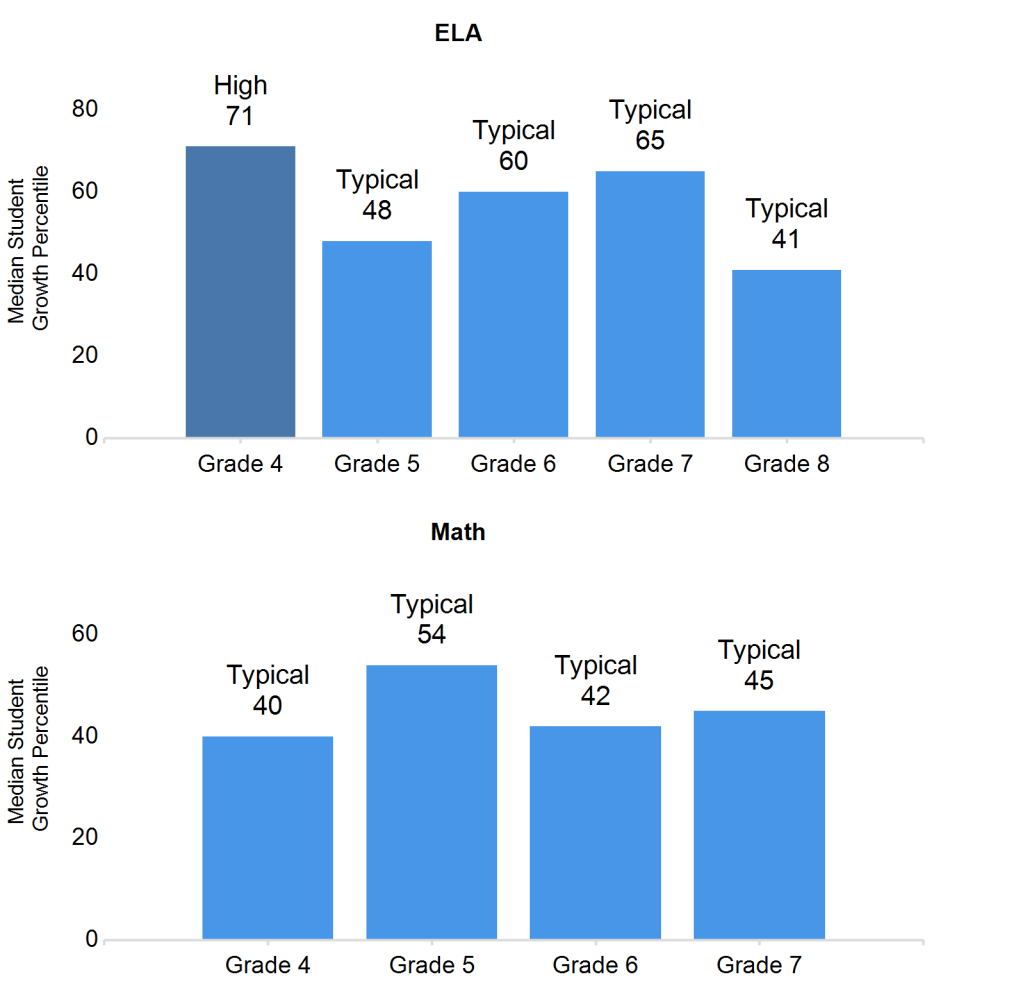
Student Growth by Performance Level

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



Student Growth by Grade

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





MARY J DONOHOE COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-080
HUDSON
BAYONNE CITY
38 DODGE STREET
BAYONNE, NJ 07002

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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 50 |
| 7 | 0 | 0 | 51 |
| 8 | 21 | 0 | 54 |
| Schoolwide | 21 | 0 | 155 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 54 |
| Schoolwide | 0 | 0 | 0 | 0 | 0 | 0 | 155 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



MARY J DONOHOE COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

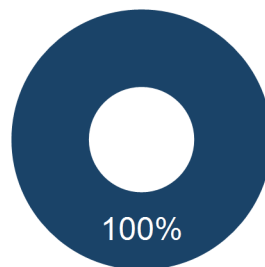
17-0220-080
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BAYONNE, NJ 07002

Visual and Performing Arts – Course Participation

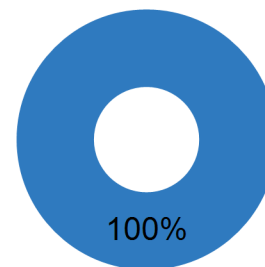
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

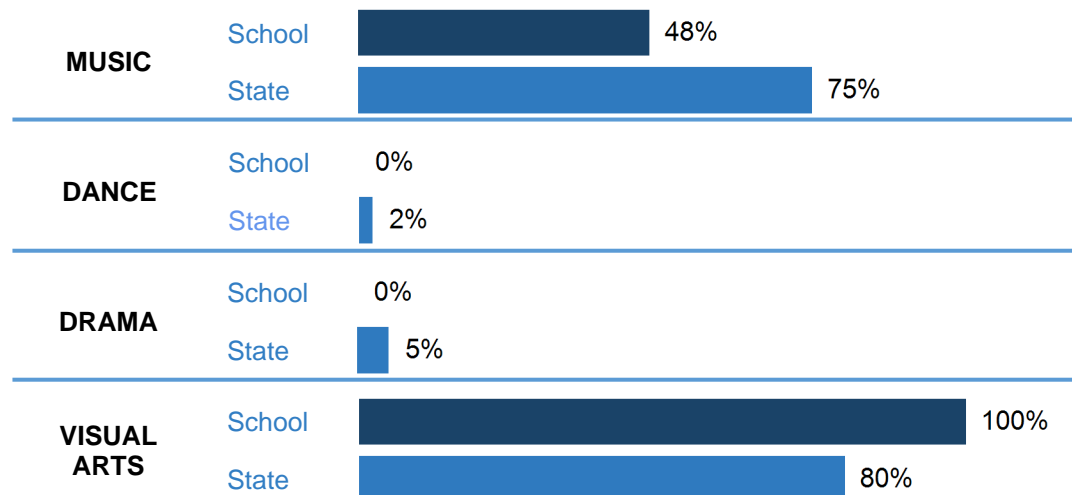


School



State

Students enrolled in one or more classes by discipline:





MARY J DONOHOE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON

BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

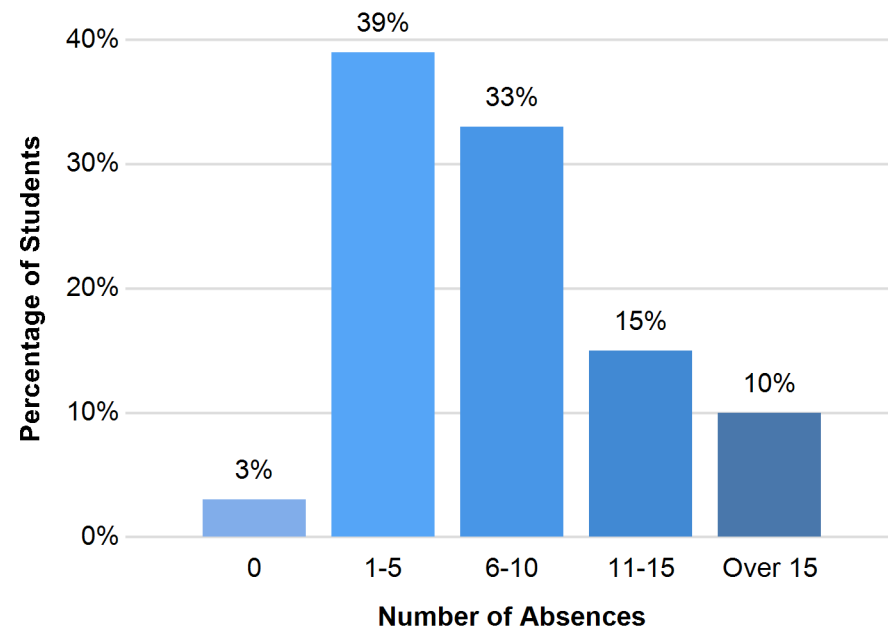
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 8.10 | 8.50 | Met Target |
| White | 6.70 | 8.50 | Met Target |
| Hispanic | 9.90 | 8.50 | Not Met |
| Black or African American | 8.80 | 8.50 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | N | ** | ** |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 9.00 | 8.50 | Not Met |
| Students with Disabilities | 12.80 | 8.50 | Not Met |
| English Learners | N | ** | ** |

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

Days Absent

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





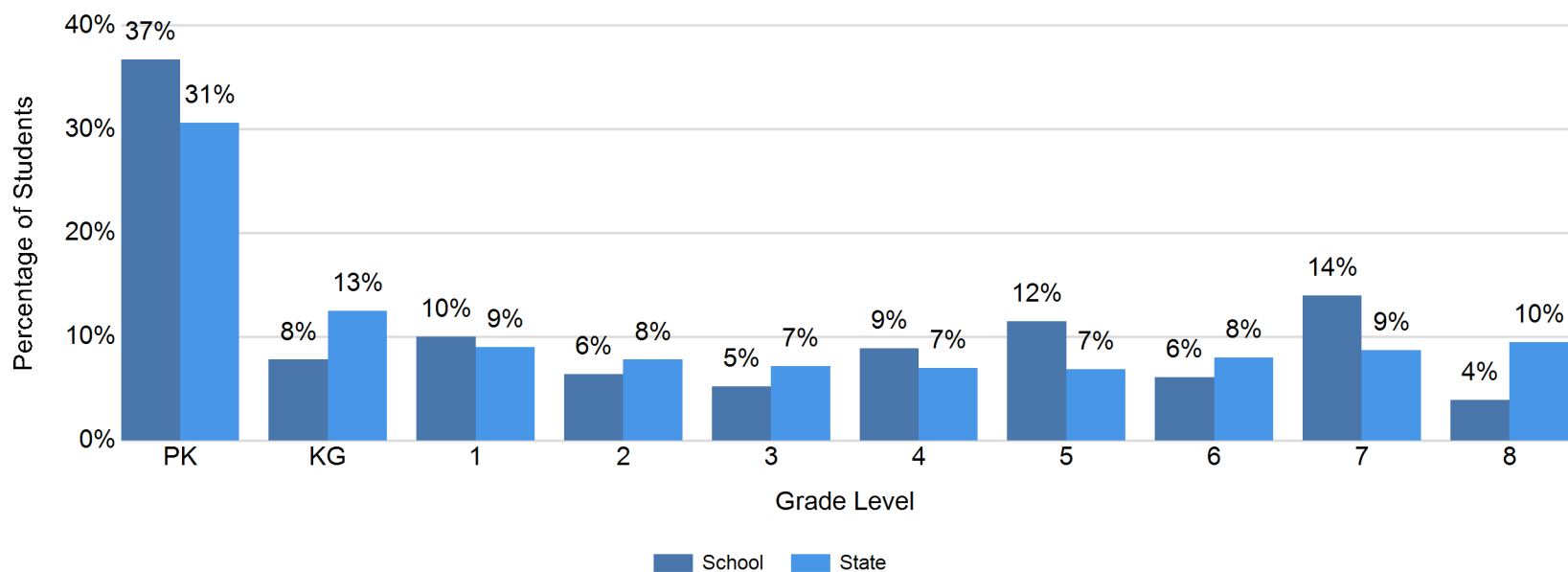
MARY J DONOHOE COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-080
HUDSON
BAYONNE CITY
38 DODGE STREET
BAYONNE, NJ 07002

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





MARY J DONOHOE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON

BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 3.2% |
| Any Suspension | 3.2% |

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 0 |
| Vandalism | 1 |
| Weapons | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 2 |
| Incidents Per 100 Students Enrolled | 0.42 |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



MARY J DONOHOE COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-080
HUDSON
BAYONNE CITY
38 DODGE STREET
BAYONNE, NJ 07002

Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.0:1 | 104.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$670 | \$12,339 | \$13,009 |



MARY J DONOHOE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON

BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 30 | 120,724 |
| Average years experience in public schools | 9.9 | 11.8 |
| Average years experience in district | 8.5 | 10.5 |
| Teachers in district for 4 or more years | 70% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 50 | 9,506 |
| Average years experience in public schools | 22.1 | 15.9 |
| Average years experience in district | 19.9 | 11.6 |
| Administrators in district for 4 or more years | 98% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 16:1 | 13:1 |
| Administrators | 474:1 | 192:1 |
| Librarian/Media Specialists | | 3192:1 |
| Nurses | | 563:1 |
| Counselors | | 368:1 |
| Child Study Team | | 504:1 |



MARY J DONOHOE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON

BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

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

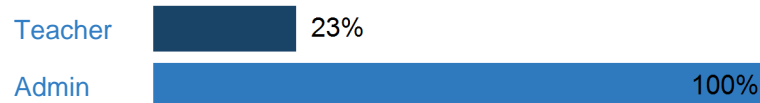
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 90% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 98% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 96% |



MARY J DONOHOE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON

BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 48.9 | 17.5% |
| Mathematics Proficiency | 33.3 | 17.5% |
| English Language Arts Growth | 76.7 | 25.0% |
| Mathematics Growth | 45.6 | 25.0% |
| Chronic Absenteeism | 42.1 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 51.3 |
| Summative Rating: Percentile rank of Summative Score | | 51.9 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



MARY J DONOHOE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON

BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 51.3 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Met Target | No |
| White | 50.3 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Met Target | No |
| Hispanic | 52.0 | 11.9 | No | Met Target | Met Target† | Not Met | Met Target | Met Target | No |
| Black or African American | 73.6 | 11.9 | No | Met Target | Met Target† | Not Met | Met Target | Met Target | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | ** | ** | ** | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 74.3 | 11.9 | No | Met Target | Met Target† | Not Met | Met Target | Met Target | No |
| Students with Disabilities | 29.6 | 11.9 | No | Met Target† | Not Met | Not Met | Met Target | ** | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



MARY J DONOHOE COMMUNITY SCHOOL
2016-2017
Grade Span PK-08




17-0220-080
 HUDSON
 BAYONNE CITY
 38 DODGE STREET
 BAYONNE, NJ 07002

School General Info

| | | | |
|-------------------|--------------------------------------|-----------------------|--|
| Principal: | Mr. Baccarella | Email Address: | pbaccarella@bboed.org |
| Address: | 38 DODGE STREET BAYONNE, NJ 07002 | Website: | www.bboed.org/site/default.aspx?DomainID=22 |
| Phone: | (201)858-5969 | Twitter: | https://twitter.com/DonohoeSchool |

School Narrative

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

| | |
|--|--|
|  | Highlights: <ul style="list-style-type: none"> • Mary J. Donohoe Community School provides rigorous instruction along with clubs, activities, sports, music and the arts • Technology is being utilized throughout the day by staff and students. Technology is used to enhance instruction |
|  | Mission, Vision, Theme: <p>At Mary J. Donohoe Community School we strive to provide a nurturing environment in which all children can flourish and grow and enhance their self worth. We continuously strive to meet the individual needs of all of our children and believe that every child can succeed.</p> |
|  | Awards, Recognition, Accomplishments: <p>Mary J. Donohoe Community School was recognized by the USA TODAY as being a "Healthier Generation School". In 2015-2016 we received a "Bronze" Medal and in 2016-2017 we received a "Silver" Medal, the only school in the district to receive this honor.</p> |







MARY J DONOHOE COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-080
 HUDSON
 BAYONNE CITY
 38 DODGE STREET
 BAYONNE, NJ 07002

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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: | <p>Students at Mary J. Donohoe School are offered a curriculum that is challenging yet attainable. Each teacher plans accordingly making sure that every child can and will succeed. Technology is being used on a daily basis in each classroom in order to enhance instruction.</p> |
|  Sports and Athletics: | <p>Sports Offered: Basketball (Boys & Girls)</p> <p>At Mary J. Donohoe Community School the following sports are offered: Boys and Girls Basketball, Cheerleading and Flag Football.</p> |
|  Clubs and Activities: | <p>At Mary J. Donohoe Community School the following clubs and activities are offered: Art Club, Yearbook, Spelling Bee, Band, Orchestra, Choir, Forensics, Chess Club, Fire Bowl, Academic Challenge and Student Council.</p> |
|  Before and After School Programs: | <p>At Mary J. Donohoe Community School the following Before/After School programs are offered: Before and After Care, ARMS tutoring and 100 Book Challenge</p> |







MARY J DONOHOE COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-080
 HUDSON
 BAYONNE CITY
 38 DODGE STREET
 BAYONNE, NJ 07002

School Narrative

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| | |
|---|---|
|  Staff and Professional Learning: | <p>Every week the teachers at Mary J. Donohoe Community School meet with their grade partners/content area teachers and discuss best practices with one another. This is a great way for teachers to share ideas and stay on top of new initiatives</p> |
|  Student Supports and Services: | <p>At Mary J. Donohoe Community School we have an I&RS team in place that meets weekly to discuss students that are having trouble in academics or with behavior. The team offers ideas and strategies to the teachers and parents in order for students to be successful.</p> |
|  Student Health and Wellness: | <p>The School Nurse at Mary J. Donohoe Community School does a wonderful job with our students and staff. She is kind, caring and respectful when dealing with our students. She is in constant contact with parents when needed.</p> |
|  Parent and Community Involvement: | <p>Mary J. Donohoe Community School has wonderful parent involvement. Our goal is to make every parent feel welcomed when they come to our School. Our PTA does a great job in helping with school fundraisers, field day, and other activities planned throughout the school year.</p> |



MARY J DONOHUE COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-080

HUDSON


BAYONNE CITY

38 DODGE STREET

BAYONNE, NJ 07002

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| | |
|--|--|
| <div></div> <div>Facilities:</div> | <p>Mary J. Donohue Community School was built in 1920. In the year 2000, an extension was added that houses our Kindergarten, technology lab, library, art and music classrooms. The extension is the only section of the building that has air conditioning. Our gym received a major face lift in 2015. New mats with our school logos were installed making the gym safer and much cleaner looking.</p> |
|--|--|




MARY J DONOHOE COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-080
HUDSON
BAYONNE CITY
38 DODGE STREET
BAYONNE, NJ 07002

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| | |
|--|--|
| <div><div>Other Information:</div></div> | <p>Our School day begins at 8:40 and runs to 2:55. Students have one special per day either in the morning or the afternoon. Lunch/recess begins at 12:10 and is over at 12:50. School safety is our top priority at MJD. Parents are not allowed into the building without making an appointment with the principal or teachers. Once an appointment is in place the teacher will meet the parent at the front door where they are entered into our school system and given a visitor's pass. Technology is being used by every teacher throughout the building. Every classroom is equipped with a smartboard and every student in grades 4-8 has a chromebook where as students in K-3 share flipbooks. Teachers are constantly incorporating technology into their lessons on a daily basis. Parent communication is a must! Our school website is a wonderful tool for parents to stay informed of what is going on in our building. A global phone call and global email goes out to staff and parents when needed. Our school district still has a mandatory uniform policy in place.</p> |
|--|--|




Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

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

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

Navigating through the reports:

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

Other Resources:

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



Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

Footnotes

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

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



Midtown Community School #8
2016-2017

Grade Span PK-08

17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 85 | 77 | 67 |
| KG | 151 | 115 | 110 |
| 1 | 128 | 129 | 102 |
| 2 | 132 | 114 | 123 |
| 3 | 110 | 119 | 103 |
| 4 | 115 | 103 | 113 |
| 5 | 93 | 119 | 98 |
| 6 | 96 | 91 | 114 |
| 7 | 113 | 89 | 87 |
| 8 | 105 | 114 | 90 |
| Ungraded | 26 | 29 | 46 |
| Total | 1154 | 1099 | 1053 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 47% | 48% | 48% |
| Male | 53% | 52% | 52% |
| Economically Disadvantaged Students | 75% | 70% | 73% |
| Students with Disabilities | 11% | 13% | 16% |
| English Learners | 1% | 0% | 0% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| Hispanic | 46.2% |
| White | 35.7% |
| Black or African American | 9.7% |
| Asian | 5.7% |
| Native Hawaiian or Pacific Islander | 0.3% |
| American Indian or Alaska Native | 0.0% |
| Two or More Races | 2.4% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 78 | 77 | 67 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 141 | 115 | 110 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 67.0% |
| Spanish | 16.6% |
| Arabic | 12.7% |
| Urdu | 1.0% |
| Other | 2.8% |



Midtown Community School #8

2016-2017

Grade Span PK-08

17-0220-085

HUDSON

BAYONNE CITY

550 AVENUE A

BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 609 | 96.1 | 42.20 | 52.10 | 54.90 | 42.2 | 39.1 | Met Target |
| White | 228 | 97.9 | 44.30 | 57.10 | 63.90 | 44.3 | 45.9 | Met Target† |
| Hispanic | 266 | 94.9 | 36.80 | 43.70 | 39.80 | 36.8 | 31.1 | Met Target |
| Black or African American | 63 | 93.2 | 31.80 | 38.60 | 35.20 | 31.4 | 27.6 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 41 | 97.7 | 78.00 | * | 80.70 | 78 | 74.7 | Met Target |
| American Indian or Alaska Native | N | N | N | 33.30 | 53.70 | N | ** | ** |
| Two or More Races | 11 | 100.0 | 54.50 | 61.60 | 54.90 | 54.5 | ** | ** |
| Female | 285 | 94.2 | 48.80 | 59.80 | 62.20 | 48.6 | | |
| Male | 324 | 97.7 | 36.50 | 44.70 | 48.10 | 36.5 | | |
| Economically Disadvantaged Students | 414 | 96.0 | 40.60 | 44.80 | 36.20 | 40.6 | 37 | Met Target |
| Non-Economically Disadvantaged Students | 195 | 96.1 | 45.60 | 61.40 | 65.80 | 45.6 | | |
| Students with Disabilities | 107 | 91.0 | * | * | 20.50 | * | 7.7 | Met Target† |
| Students without Disabilities | 502 | 97.2 | * | * | 61.90 | * | | |
| English Learners | 43 | 97.7 | 25.60 | 25.80 | 25.20 | 25.6 | 32.6 | Met Target† |
| Non-English Learners | 566 | 95.9 | 43.50 | 54.20 | 57.40 | 43.5 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | N | N | N | 50.00 | 53.50 | N | | |
| Migrant Students | N | N | N | * | 23.00 | N | | |

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

† Target was met within a confidence interval.



Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
 HUDSON
 BAYONNE CITY
 550 AVENUE A
 BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 106 | 732 | 744 | 749 | 23% | * | 29% | 32% | * | 33% | 50% |
| White | 36 | 734 | 746 | 759 | * | * | 31% | 33% | 0% | 33% | 61% |
| Hispanic | 41 | 729 | * | 734 | 24% | * | 37% | 27% | * | 29% | 35% |
| Black or African American | 15 | 712 | 735 | 731 | * | * | * | * | 0% | 13% | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 12 | 758 | 768 | 775 | * | * | * | * | 0% | 67% | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 41 | 740 | 748 | 754 | * | * | 24% | 44% | * | 46% | 55% |
| Male | 65 | 726 | 740 | 745 | * | * | 32% | 25% | * | 25% | 46% |
| Economically Disadvantaged Students | 72 | 729 | 737 | 731 | * | * | 24% | 31% | * | 32% | 31% |
| Non-Economically Disadvantaged Students | 34 | 737 | 754 | 762 | * | * | 41% | 35% | * | 35% | 63% |
| Students with Disabilities | 20 | 690 | 701 | 720 | * | * | * | * | * | * | 24% |
| Students without Disabilities | 86 | 741 | 750 | 755 | * | * | * | * | * | * | 55% |
| English Learners | N | N | N | 709 | N | N | N | N | N | N | 11% |
| Non-English Learners | 106 | 732 | 745 | 752 | 23% | * | 29% | 32% | * | 33% | 53% |
| Homeless Students | * | * | * | 720 | * | * | * | * | * | * | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 125 | 734 | 744 | 753 | * | 30% | 29% | 28% | * | 30% | 56% |
| White | 54 | 741 | 750 | 762 | * | 19% | 35% | 33% | * | 37% | 67% |
| Hispanic | 49 | 725 | * | 740 | * | 39% | 31% | * | 0% | 18% | 40% |
| Black or African American | 13 | 726 | 735 | 737 | * | * | * | * | 0% | 23% | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 47 | 739 | * | 758 | * | 21% | 45% | 28% | * | 30% | 61% |
| Male | 78 | 731 | * | 749 | * | 36% | 19% | 28% | * | 31% | 51% |
| Economically Disadvantaged Students | 90 | 731 | 738 | 737 | * | 29% | * | 23% | * | 26% | 36% |
| Non-Economically Disadvantaged Students | 35 | 741 | 752 | 764 | * | 34% | * | 40% | * | 43% | 69% |
| Students with Disabilities | 25 | 702 | 701 | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | 100 | 742 | 751 | 759 | * | * | * | * | * | * | 62% |
| English Learners | * | * | * | 711 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
 HUDSON
 BAYONNE CITY
 550 AVENUE A
 BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 104 | 740 | 752 | 756 | * | 23% | 31% | 37% | * | 39% | 59% |
| White | 33 | 738 | 756 | 763 | * | * | * | 36% | 0% | 36% | 69% |
| Hispanic | 48 | 740 | 744 | 743 | * | 23% | 33% | 33% | * | 38% | 44% |
| Black or African American | 13 | 732 | 741 | 740 | * | * | * | * | 0% | 39% | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 53 | 745 | 758 | 761 | * | 21% | 28% | 45% | * | 47% | 66% |
| Male | 51 | 734 | 745 | 750 | * | 26% | 33% | 28% | * | 29% | 53% |
| Economically Disadvantaged Students | 76 | 735 | 745 | 740 | * | * | * | 33% | * | 33% | 40% |
| Non-Economically Disadvantaged Students | 28 | 752 | 761 | 765 | * | * | * | 46% | * | 54% | 71% |
| Students with Disabilities | 21 | 715 | 708 | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | 83 | 746 | 759 | 762 | * | * | * | * | * | * | 66% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Homeless Students | N | N | N | 733 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |



Midtown Community School #8

2016-2017

Grade Span PK-08

17-0220-085

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550 AVENUE A

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 125 | 745 | 750 | 752 | * | 14% | 41% | 34% | * | 39% | 54% |
| White | 44 | 751 | * | 758 | * | * | 32% | 50% | * | 52% | 63% |
| Hispanic | 59 | 740 | 744 | 740 | * | 17% | 49% | 22% | * | 27% | 38% |
| Black or African American | 15 | 734 | 741 | 736 | * | * | * | * | 0% | 27% | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 81% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 56% |
| Female | 63 | 743 | * | 758 | * | * | 40% | 30% | * | 37% | 61% |
| Male | 62 | 748 | * | 746 | * | * | 42% | 39% | * | 42% | 46% |
| Economically Disadvantaged Students | 90 | 743 | 744 | 737 | * | 19% | 37% | 31% | * | 37% | 34% |
| Non-Economically Disadvantaged Students | 35 | 752 | 757 | 761 | * | 0% | 51% | 43% | * | 46% | 65% |
| Students with Disabilities | 18 | 708 | 708 | 722 | * | * | * | * | * | * | 17% |
| Students without Disabilities | 107 | 752 | 757 | 758 | * | * | * | * | * | * | 61% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |



Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 83 | 758 | 757 | 756 | * | * | 23% | 33% | 27% | 59% | 59% |
| White | 30 | 754 | 764 | 764 | * | * | * | * | * | 57% | 69% |
| Hispanic | 41 | 758 | 748 | 742 | * | * | 24% | 34% | 24% | 59% | 44% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 784 | * | * | * | * | * | * | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Female | 44 | 767 | 767 | 764 | * | * | * | 34% | * | 68% | 68% |
| Male | 39 | 747 | 748 | 749 | * | * | * | 31% | * | 49% | 51% |
| Economically Disadvantaged Students | 48 | 762 | 752 | 739 | * | * | * | * | * | 69% | 40% |
| Non-Economically Disadvantaged Students | 35 | 751 | 762 | 766 | * | * | * | * | * | 46% | 70% |
| Students with Disabilities | 18 | 708 | 708 | 719 | * | * | * | * | * | * | 19% |
| Students without Disabilities | 65 | 771 | 767 | 763 | * | * | * | * | * | * | 67% |
| English Learners | * | * | * | 701 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 731 | N | N | N | N | N | N | 31% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 90 | 756 | 758 | 757 | * | * | 27% | 40% | 16% | 56% | 59% |
| White | 34 | 762 | * | 764 | * | * | 32% | 29% | * | 53% | 68% |
| Hispanic | 41 | 751 | 751 | 742 | * | * | 24% | 46% | * | 54% | 44% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 786 | * | * | * | * | * | * | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Female | 46 | 758 | 763 | 766 | * | * | 24% | 46% | * | 61% | 68% |
| Male | 44 | 755 | 751 | 749 | * | * | 30% | 34% | * | 50% | 50% |
| Economically Disadvantaged Students | 58 | 756 | 749 | 739 | * | * | * | 45% | * | 57% | 40% |
| Non-Economically Disadvantaged Students | 32 | 756 | 767 | 766 | * | * | * | 31% | * | 53% | 69% |
| Students with Disabilities | * | * | * | 718 | * | * | * | * | * | * | 18% |
| Students without Disabilities | * | * | * | 764 | * | * | * | * | * | * | 67% |
| English Learners | * | * | * | 701 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 759 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 727 | N | N | N | N | N | N | 28% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

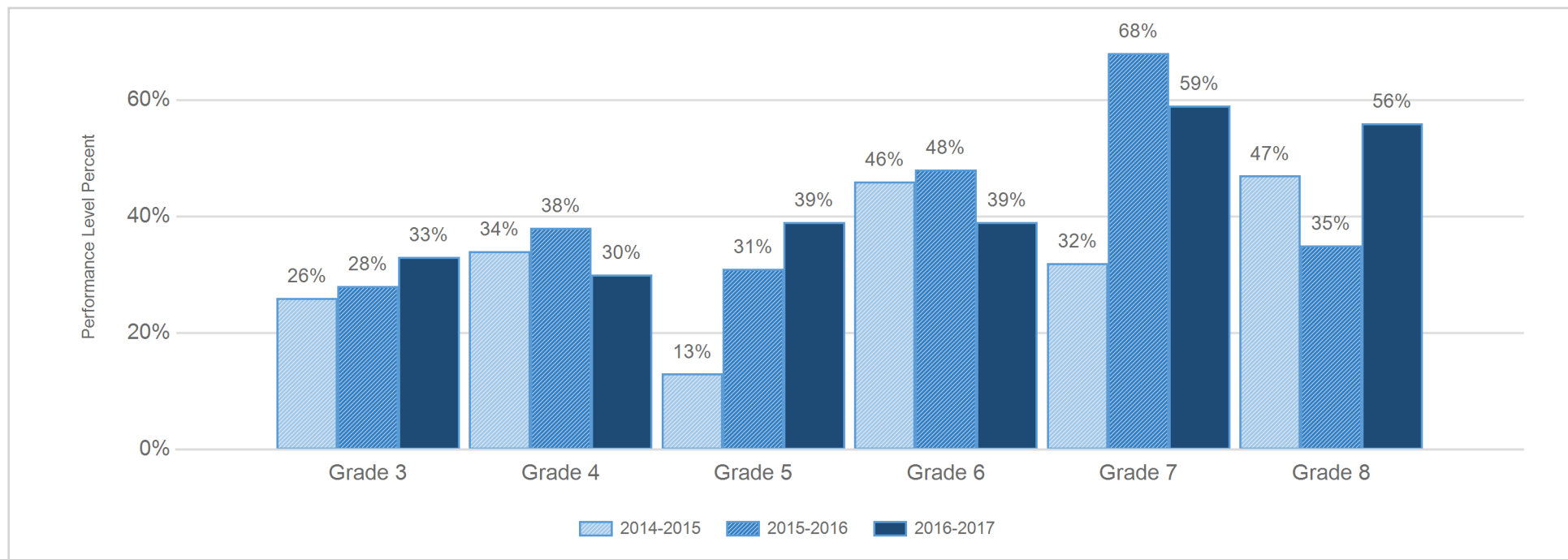


Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance Trends

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





Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
 HUDSON
 BAYONNE CITY
 550 AVENUE A
 BAYONNE, NJ 07002

Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 609 | 96.1 | 33.70 | 36.80 | 43.50 | 33.7 | 33.9 | Met Target† |
| White | 228 | 98.3 | 41.20 | 43.40 | 52.40 | 41.2 | 41.1 | Met Target |
| Hispanic | 266 | 94.9 | 25.20 | 27.00 | 27.60 | 25.2 | 28.7 | Met Target† |
| Black or African American | 63 | 91.9 | 17.50 | 20.90 | 21.70 | 17.3 | 17.1 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 41 | 97.7 | 70.80 | * | 75.60 | 70.8 | 62.4 | Met Target |
| American Indian or Alaska Native | N | N | N | 33.30 | 42.50 | N | ** | ** |
| Two or More Races | 11 | 100.0 | 36.40 | 38.40 | 44.90 | 36.4 | ** | ** |
| Female | 285 | 94.2 | 32.60 | 37.80 | 44.10 | 32.6 | | |
| Male | 324 | 97.7 | 34.60 | 35.90 | 42.90 | 34.6 | | |
| Economically Disadvantaged Students | 414 | 96.0 | 32.80 | 31.80 | 25.10 | 32.8 | 33.9 | Met Target† |
| Non-Economically Disadvantaged Students | 195 | 96.1 | 35.40 | 43.20 | 54.30 | 35.4 | | |
| Students with Disabilities | 107 | 91.0 | * | * | 16.50 | * | N | N |
| Students without Disabilities | 502 | 97.2 | * | * | 48.80 | * | | |
| English Learners | 43 | 97.7 | 34.90 | 24.90 | 23.30 | 34.9 | 46.8 | Met Target† |
| Non-English Learners | 566 | 95.9 | 33.60 | 37.90 | 45.20 | 33.6 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | N | N | N | * | 39.90 | N | | |
| Migrant Students | N | N | N | 33.30 | 18.20 | N | | |

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

† Target was met within a confidence interval.



Midtown Community School #8

2016-2017

Grade Span PK-08

17-0220-085

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550 AVENUE A

BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 106 | 740 | 751 | 751 | * | 21% | 41% | 27% | * | 32% | 53% |
| White | 36 | 744 | 754 | 759 | * | * | 33% | 33% | * | 39% | 63% |
| Hispanic | 41 | 735 | 743 | 738 | * | * | 49% | * | * | 24% | 37% |
| Black or African American | 15 | 730 | 740 | 733 | 0% | * | * | * | 0% | 13% | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 12 | 758 | 780 | 779 | * | 0% | * | * | * | 67% | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 41 | 742 | 752 | 751 | * | * | 32% | 32% | * | 37% | 52% |
| Male | 65 | 739 | 751 | 751 | * | * | 46% | 25% | * | 29% | 53% |
| Economically Disadvantaged Students | 72 | 738 | 746 | 736 | * | * | 42% | * | * | 32% | 34% |
| Non-Economically Disadvantaged Students | 34 | 744 | 759 | 761 | * | * | 38% | * | * | 32% | 65% |
| Students with Disabilities | 20 | 712 | 718 | 729 | * | * | * | * | * | * | 29% |
| Students without Disabilities | 86 | 746 | 756 | 755 | * | * | * | * | * | * | 57% |
| English Learners | N | N | N | 724 | N | N | N | N | N | N | 21% |
| Non-English Learners | 106 | 740 | 752 | 753 | * | 21% | 41% | 27% | * | 32% | 55% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 124 | 733 | 740 | 747 | * | 31% | 34% | 23% | * | 25% | 47% |
| White | 54 | 742 | 747 | 755 | * | 22% | 35% | 37% | * | 39% | 59% |
| Hispanic | 49 | 724 | * | 734 | * | 41% | 35% | * | 0% | 10% | 30% |
| Black or African American | 12 | 712 | 727 | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 46 | 734 | * | 747 | * | 30% | 46% | * | * | 20% | 47% |
| Male | 78 | 732 | * | 747 | * | 31% | 27% | * | * | 28% | 48% |
| Economically Disadvantaged Students | 89 | 730 | 735 | 732 | * | 32% | 36% | 19% | * | 20% | 27% |
| Non-Economically Disadvantaged Students | 35 | 739 | 746 | 757 | * | 29% | 29% | 34% | * | 37% | 61% |
| Students with Disabilities | 25 | 707 | 707 | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | 99 | 739 | 745 | 751 | * | * | * | * | * | * | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



Midtown Community School #8
2016-2017

Grade Span PK-08

17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 104 | 741 | 744 | 747 | * | 16% | 50% | 33% | * | 33% | 46% |
| White | 33 | 744 | 748 | 754 | * | * | 46% | 39% | 0% | 39% | 57% |
| Hispanic | 48 | 737 | * | 735 | 0% | * | 65% | * | 0% | 19% | 30% |
| Black or African American | 13 | 736 | 733 | 729 | 0% | * | * | * | 0% | 23% | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 53 | 743 | 747 | 747 | * | * | 47% | 36% | * | 36% | 47% |
| Male | 51 | 740 | 741 | 746 | * | * | 53% | 29% | * | 29% | 46% |
| Economically Disadvantaged Students | 76 | 740 | 740 | 732 | * | * | 53% | 30% | 0% | 30% | 27% |
| Non-Economically Disadvantaged Students | 28 | 745 | 749 | 756 | * | * | 43% | 39% | 0% | 39% | 59% |
| Students with Disabilities | 21 | 727 | 715 | 725 | * | * | * | * | * | 19% | 19% |
| Students without Disabilities | 83 | 745 | 749 | 751 | * | * | * | * | * | 36% | 52% |
| English Learners | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |



Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
HUDSON
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550 AVENUE A
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 6**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 125 | 741 | 739 | 743 | * | 16% | 38% | 34% | * | 38% | 44% |
| White | 44 | 745 | * | 751 | * | * | 32% | 43% | * | 46% | 54% |
| Hispanic | 59 | 735 | 732 | 731 | * | 17% | 42% | 31% | * | 32% | 27% |
| Black or African American | 15 | 727 | 728 | 724 | * | * | * | * | 0% | 20% | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 771 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46% |
| Female | 63 | 736 | * | 745 | * | * | 44% | 29% | * | 30% | 45% |
| Male | 62 | 746 | * | 742 | * | * | 31% | 40% | * | 47% | 43% |
| Economically Disadvantaged Students | 90 | 739 | 735 | 728 | * | * | 37% | 33% | * | 37% | 24% |
| Non-Economically Disadvantaged Students | 35 | 744 | 744 | 752 | * | * | 40% | 37% | * | 43% | 56% |
| Students with Disabilities | 18 | 700 | 697 | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | 107 | 747 | 745 | 748 | * | * | * | * | * | * | 50% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 14% |
| Students in Foster Care | * | * | * | 717 | * | * | * | * | * | * | 14% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

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



Midtown Community School #8

2016-2017

Grade Span PK-08

17-0220-085

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BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 7**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 83 | 735 | 739 | 741 | * | 19% | 41% | 27% | * | 28% | 40% |
| White | 30 | 732 | * | 748 | * | * | 37% | * | * | 27% | 49% |
| Hispanic | 41 | 737 | * | 730 | * | * | 46% | 29% | 0% | 29% | 23% |
| Black or African American | * | * | * | 726 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 764 | * | * | * | * | * | * | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Female | 44 | 739 | 742 | 743 | * | * | 46% | * | * | 32% | 41% |
| Male | 39 | 730 | 736 | 740 | * | * | 36% | * | * | 23% | 38% |
| Economically Disadvantaged Students | 48 | 737 | 736 | 729 | * | * | 42% | * | * | 31% | 22% |
| Non-Economically Disadvantaged Students | 35 | 732 | 743 | 749 | * | * | 40% | * | * | 23% | 50% |
| Students with Disabilities | 18 | 707 | 705 | 716 | * | * | * | * | * | * | 11% |
| Students without Disabilities | 65 | 743 | 746 | 746 | * | * | * | * | * | * | 45% |
| English Learners | * | * | * | 712 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 742 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 15% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 15% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | * |

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



Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
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BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 8**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 48 | 721 | 724 | 728 | * | 35% | 35% | * | 0% | 10% | 28% |
| White | 15 | 724 | 728 | 736 | * | * | * | * | 0% | 13% | 35% |
| Hispanic | 26 | 718 | 719 | 721 | * | * | * | * | * | * | 21% |
| Black or African American | * | * | * | 715 | * | * | * | * | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 728 | N | N | N | N | N | N | 28% |
| Two or More Races | * | * | * | 726 | * | * | * | * | * | * | 28% |
| Female | 26 | 724 | * | 730 | * | * | * | * | * | * | 30% |
| Male | 22 | 718 | * | 725 | * | * | * | * | * | * | 26% |
| Economically Disadvantaged Students | 32 | 729 | * | 719 | * | * | * | * | * | * | 19% |
| Non-Economically Disadvantaged Students | 16 | 705 | * | 734 | * | * | * | * | * | * | 34% |
| Students with Disabilities | * | * | * | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | * | * | * | 734 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 703 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 729 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 710 | N | N | N | N | N | N | 11% |
| Students in Foster Care | N | N | N | 705 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

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



Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
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550 AVENUE A
BAYONNE, NJ 07002

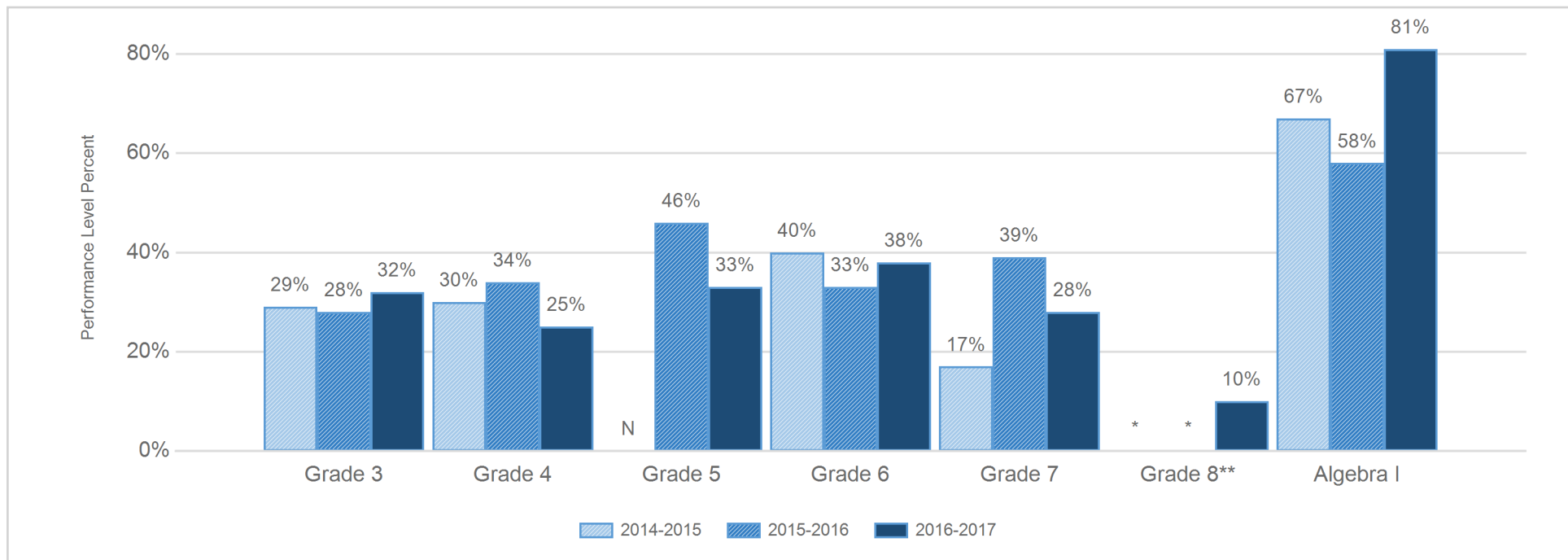
Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 43 | 763 | 739 | 743 | * | * | * | 77% | * | 81% | 42% |
| White | 19 | 765 | 745 | 751 | * | 0% | * | 84% | * | 90% | 52% |
| Hispanic | 15 | 761 | 729 | 728 | 0% | * | * | 80% | 0% | 80% | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | N | N | N | 741 | N | N | N | N | N | N | 41% |
| Female | 20 | 761 | 740 | 744 | * | * | * | 70% | * | 75% | 43% |
| Male | 23 | 765 | 737 | 741 | * | * | * | 83% | * | 87% | 40% |
| Economically Disadvantaged Students | 27 | 762 | 734 | 727 | * | * | * | 78% | * | 82% | 23% |
| Non-Economically Disadvantaged Students | 16 | 765 | 745 | 751 | * | * | * | 75% | * | 81% | 52% |
| Students with Disabilities | N | N | N | 714 | N | N | N | N | N | N | 10% |
| Students without Disabilities | 43 | 763 | 744 | 747 | * | * | * | 77% | * | 81% | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 43 | 763 | 740 | 745 | * | * | * | 77% | * | 81% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |

Mathematics Assessment – Performance Trends

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



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



Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
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BAYONNE, NJ 07002

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | * | * | * |
| 2 | * | * | * |
| 3 | * | * | * |
| 4 | * | * | * |
| 5+ | N | N | N |



Midtown Community School #8
2016-2017

Grade Span PK-08

17-0220-085
HUDSON
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550 AVENUE A
BAYONNE, NJ 07002

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

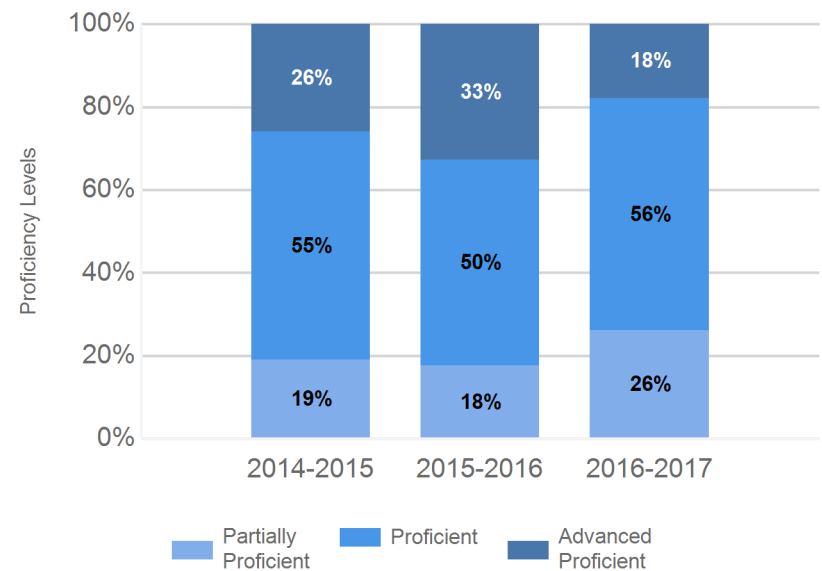
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 18% | 56% | 26% |
| White | 31% | 54% | 15% |
| Hispanic | * | 55% | 36% |
| Black or African American | N | 57% | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | * | * |
| Economically Disadvantaged Students | 17% | 56% | 28% |
| Students with Disabilities | * | * | * |
| English Learners | 9% | 18% | 73% |

NJASK Science Assessment Performance Trends: Grade 4

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





Midtown Community School #8

2016-2017

Grade Span PK-08

17-0220-085

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550 AVENUE A

BAYONNE, NJ 07002

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

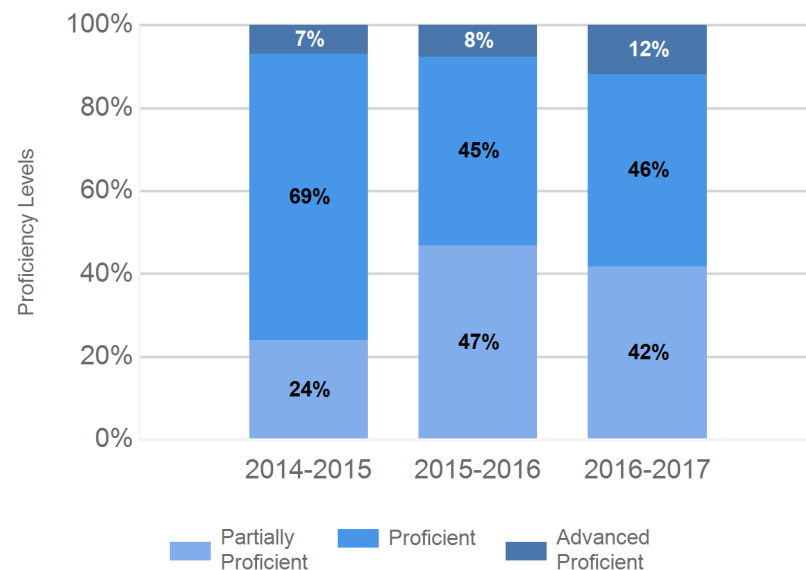
NJASK Science Assessment Performance: Grade 8

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 27% | 47% | 27% |
| Schoolwide | 12% | 46% | 42% |
| White | 13% | 44% | 44% |
| Hispanic | 9% | 48% | 43% |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | * | N |
| Economically Disadvantaged Students | 11% | 47% | 42% |
| Students with Disabilities | N | * | * |
| English Learners | N | N | * |

NJASK Science Assessment Performance Trends: Grade 8

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





Midtown Community School #8

2016-2017

Grade Span PK-08

17-0220-085

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BAYONNE, NJ 07002

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 55 | 58 | 50 | Met Target | 54 | 48 | 50 | Met Target |
| White | 56 | 60 | 50 | Met Target | 56 | 50 | 52 | Met Target |
| Hispanic | 52 | 55 | 49 | Met Target | 54 | 46 | 47 | Met Target |
| Black or African American | 46 | 48 | 45 | Met Target | 51 | 40 | 43 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | * | 67 | 60 | Exceeds Target | * | 56.5 | 59 | Exceeds Target |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | 50.5 | 52 | ** |
| Economically Disadvantaged | 54 | 57 | 47 | Met Target | 54 | 48 | 46 | Met Target |
| Students with Disabilities | 41.5 | 40.5 | 41 | Met Target | 43 | 36 | 43 | Met Target |
| English Learners | 59 | 70 | 53 | Met Target | 59.5 | 56.5 | 51 | Met Target |

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



Midtown Community School #8
2016-2017

17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

Grade Span PK-08

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

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

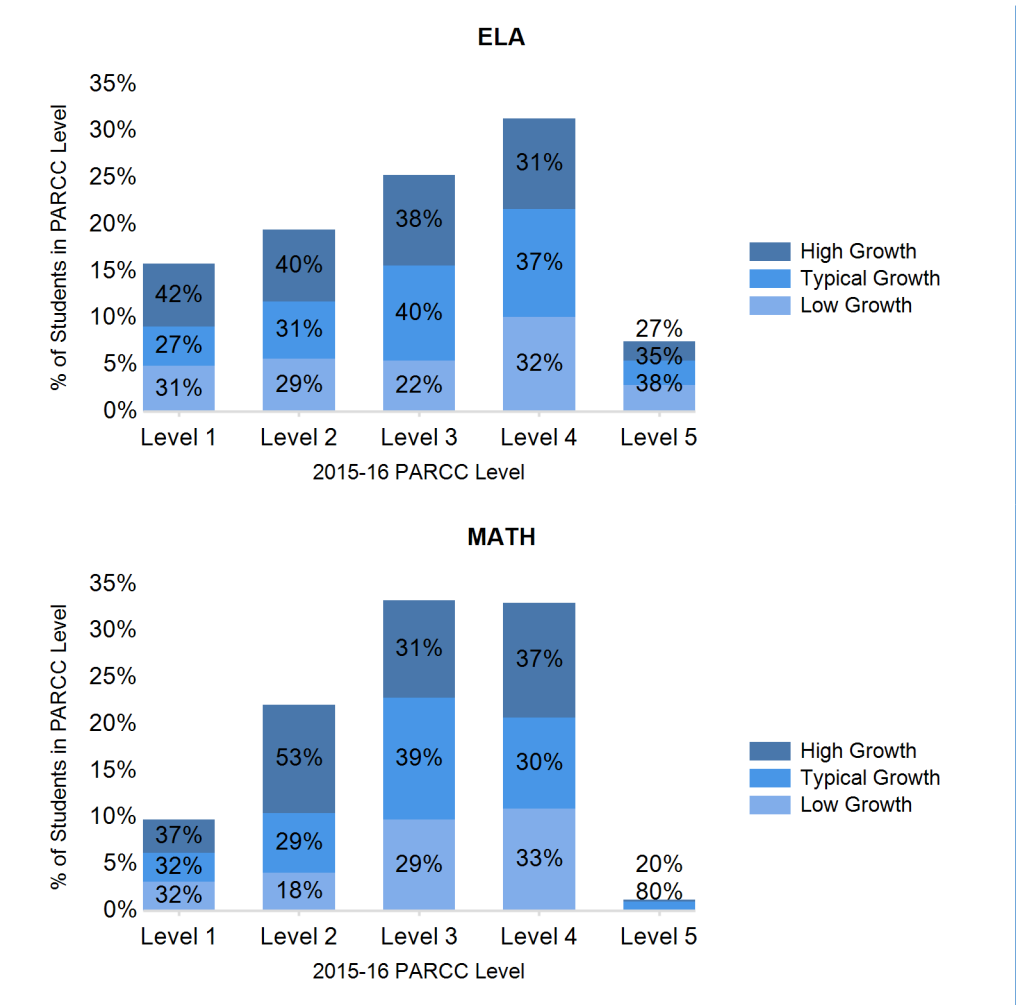
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

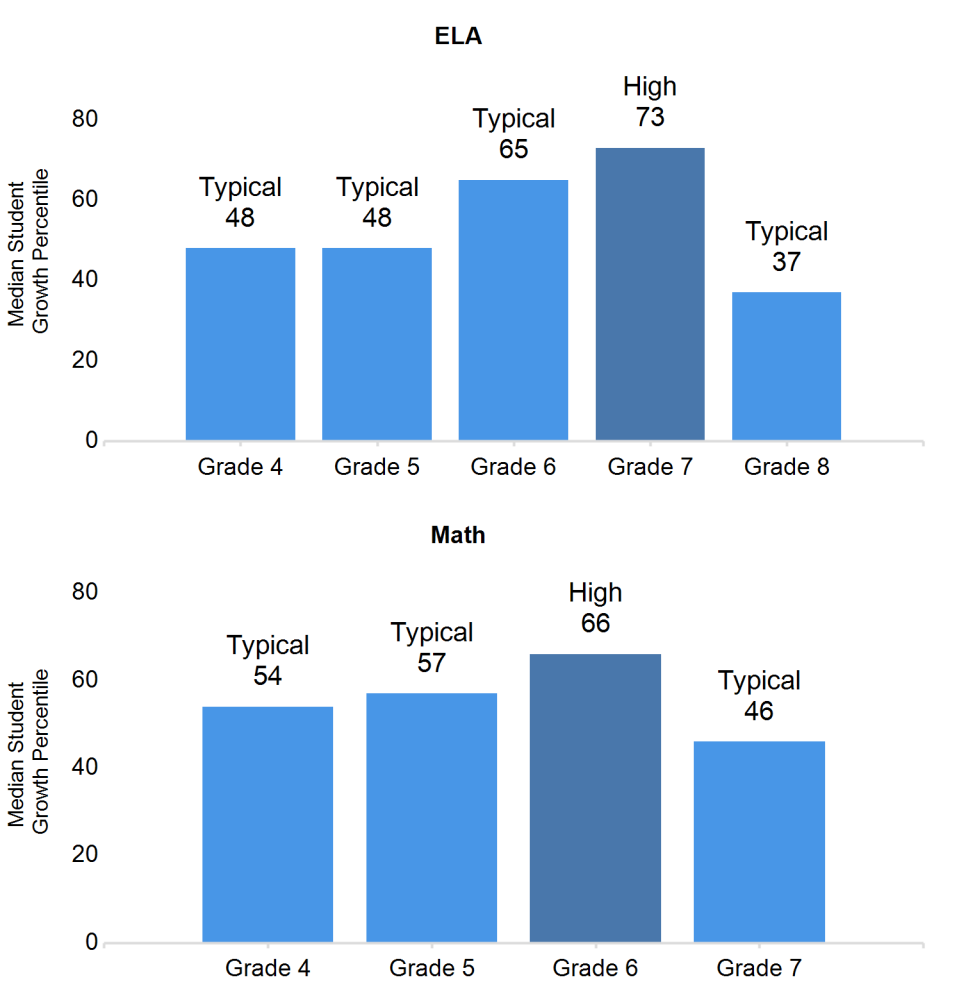
Student Growth by Performance Level

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



Student Growth by Grade

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





Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 126 |
| 7 | 0 | 0 | 97 |
| 8 | 42 | 0 | 98 |
| Schoolwide | 42 | 0 | 321 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 126 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 97 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |
| Schoolwide | 0 | 0 | 0 | 0 | 0 | 0 | 321 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



Midtown Community School #8
2016-2017
Grade Span PK-08

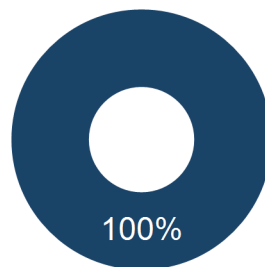
17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

Visual and Performing Arts – Course Participation

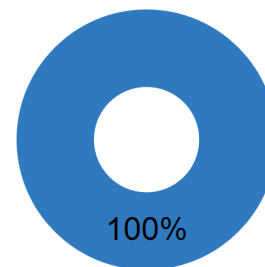
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

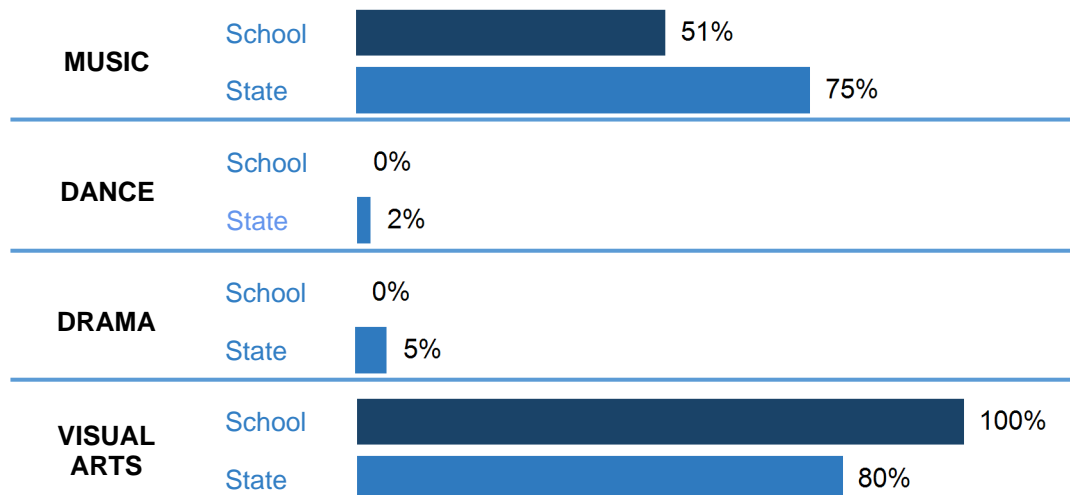


School



State

Students enrolled in one or more classes by discipline:





Midtown Community School #8

2016-2017

Grade Span PK-08

17-0220-085

HUDSON

BAYONNE CITY

550 AVENUE A

BAYONNE, NJ 07002

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

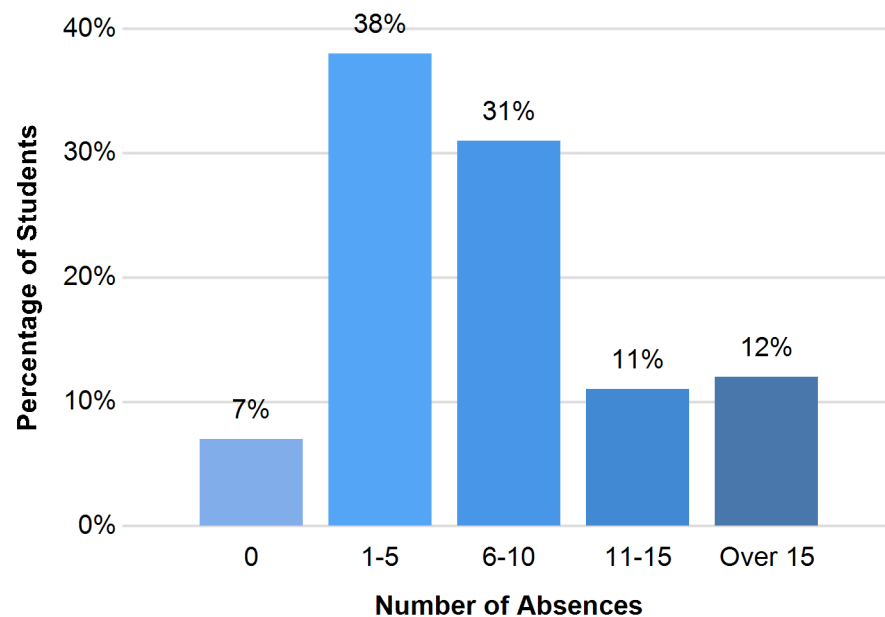
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 9.10 | 8.50 | Not Met |
| White | 6.40 | 8.50 | Met Target |
| Hispanic | 11.20 | 8.50 | Not Met |
| Black or African American | 13.30 | 8.50 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 1.90 | 8.50 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 7.70 | 8.50 | Met Target |
| Economically Disadvantaged Students | 10.30 | 8.50 | Not Met |
| Students with Disabilities | 15.80 | 8.50 | Not Met |
| English Learners | N | ** | ** |

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

Days Absent

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



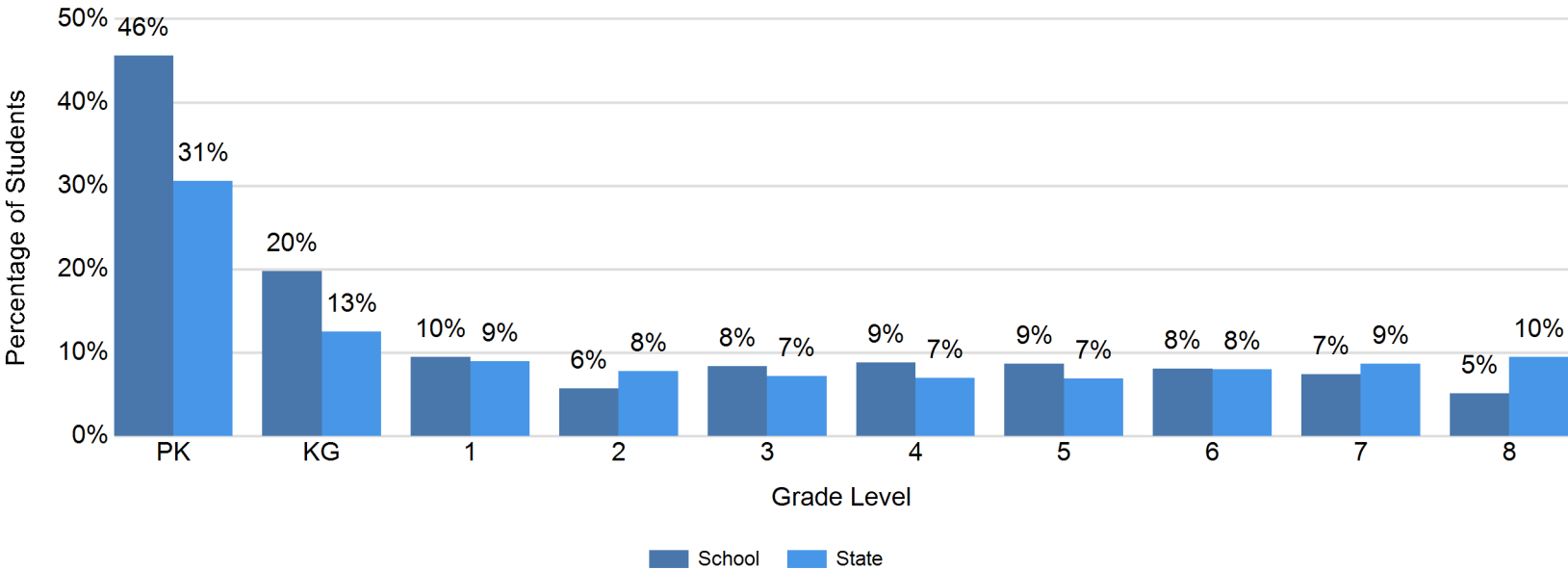


Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Midtown Community School #8
2016-2017

Grade Span PK-08

17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 1 |
| Vandalism | 1 |
| Weapons | 1 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 2 |
| Incidents Per 100 Students Enrolled | 0.19 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.4% |
| Out-of-School Suspensions | 0.6% |
| Any Suspension | 0.9% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



Midtown Community School #8

2016-2017

Grade Span PK-08

17-0220-085

HUDSON

BAYONNE CITY

550 AVENUE A

BAYONNE, NJ 07002

Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.1:1 | 104.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$670 | \$12,339 | \$13,009 |



Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 83 | 120,724 |
| Average years experience in public schools | 12.3 | 11.8 |
| Average years experience in district | 11.1 | 10.5 |
| Teachers in district for 4 or more years | 74% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 50 | 9,506 |
| Average years experience in public schools | 22.1 | 15.9 |
| Average years experience in district | 19.9 | 11.6 |
| Administrators in district for 4 or more years | 98% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 13:1 | 13:1 |
| Administrators | 527:1 | 192:1 |
| Librarian/Media Specialists | | 3192:1 |
| Nurses | | 563:1 |
| Counselors | | 368:1 |
| Child Study Team | | 504:1 |



Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 90% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 98% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 97% |



Midtown Community School #8

2016-2017

Grade Span PK-08

17-0220-085

HUDSON

BAYONNE CITY

550 AVENUE A

BAYONNE, NJ 07002

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 23.8 | 17.5% |
| Mathematics Proficiency | 27.5 | 17.5% |
| English Language Arts Growth | 64.5 | 25.0% |
| Mathematics Growth | 65.3 | 25.0% |
| Chronic Absenteeism | 34.1 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 46.5 |
| Summative Rating: Percentile rank of Summative Score | | 44.1 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



Midtown Community School #8

2016-2017

Grade Span PK-08

17-0220-085

HUDSON

BAYONNE CITY

550 AVENUE A

BAYONNE, NJ 07002

Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 46.5 | 11.9 | No | Met Target | Met Target† | Not Met | Met Target | Met Target | No |
| White | 43.3 | 11.9 | No | Met Target† | Met Target | Met Target | Met Target | Met Target | No |
| Hispanic | 49.5 | 11.9 | No | Met Target | Met Target† | Not Met | Met Target | Met Target | No |
| Black or African American | 51.6 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| Asian, Native Hawaiian, or Pacific Islander | 52.6 | 11.9 | No | Met Target | Met Target | Met Target | Exceeds Target | Exceeds Target | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Economically Disadvantaged Students | 67.0 | 11.9 | No | Met Target | Met Target† | Not Met | Met Target | Met Target | No |
| Students with Disabilities | 32.9 | 11.9 | No | Met Target† | N | Not Met | Met Target | Met Target | No |
| English Learners | 68.0 | 11.9 | No | Met Target† | Met Target† | ** | Met Target | Met Target | No |

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

† Target was met within a confidence interval.



Midtown Community School #8
2016-2017

Grade Span PK-08




17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

School General Info

| | | | |
|-------------------|-----------------------------------|-----------------------|---|
| Principal: | Mrs. Mercun | Email Address: | cmercun@bboed.org |
| Address: | 550 AVENUE A BAYONNE, NJ 07002 | Website: | https://www.bboed.org |
| Phone: | (201)858-5984 | Twitter: | twitter.com/MidtownSchool8 |

School Narrative

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

| | |
|---|---|
|  Highlights: | <ul style="list-style-type: none"> • Our National History Day Team won the State Finals and competed in the Nationals in Washington, DC. • Our Girls' Basketball Team and Varsity Cheerleaders won the City Championship. • We won the City Championship for both Robotics and the National Geography Bee. |
|  Mission, Vision, Theme: | <p>The mission of MCS is to provide a flexible educational environment that fosters personal and interpersonal growth, lifelong learning and a strong sense of community. Educational excellence will be achieved through a curriculum that will include a quality instructional and cultural program which utilizes a variety of research-based methods, materials and state of the art technologies in order to meet the needs, interests and abilities of the individual.</p> |
|  Awards, Recognition, Accomplishments: | <p>MCS has been selected as a Blue Ribbon School by the US Department of Education. This award distinguishes the school for its excellence in leadership, teaching, curriculum, student achievement, parent involvement, and community support. MCS has also been the recipient of the NJ Star School Award and the Redbook Award for Overall Excellence. MCS has been acknowledged by the state of New Jersey for NJ Best Practices in for innovative technology, and for health and physical education integration.</p> |







Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
 HUDSON
 BAYONNE CITY
 550 AVENUE A
 BAYONNE, NJ 07002

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| | |
|---|--|
|  Courses, Curriculum, Instruction: | <p>The curriculum at MCS includes a quality instructional and cultural program utilizing a variety of research based methods, materials, and state of the art technologies in order to meet the needs, interests and abilities of all individuals. Technology is a major component in restructuring traditional teaching methods, and vital in creating a school environment based on active student learning. Everyone is trained to utilize the power and potential of Computers, Smart Boards and Smart Tables.</p> |
|  Sports and Athletics: | <p>Sports Offered: Basketball (Boys & Girls), Football (Boys), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls)</p> <p>Midtown has a comprehensive basketball program for girls and boys. Flag football is offered for boys. Upper grade children compete with other elementary schools for Track and Field. The city runs a girls' softball league in the Spring.</p> |
|  Clubs and Activities: | <p>MCS has numerous clubs and activities including: Choir, Orchestra, Beginning Band, Yearbook, Spelling Bee, Geography Bee, Math Olympiad, Academic Challenge, Color Guard, Forensics, Chess, Robotics, Care Bears, Community Read Aloud, Garden Club, Gold Slips, Metropolitan Opera Guild, Peer Leadership, National Junior Honor Society, Student Council, Science and Environmental Club, Project Innovate, Fire Bowl, School Safety Patrol, Honor Guard, Captain McFinn and Friends Anti-Bullying Program.</p> |
|  Before and After School Programs: | <p>MCS has numerous after school opportunities for our students. Community Education classes run in 3 cycles. These classes are open to students in all grades. ARMS tutoring is provided to children in Grades 3-8. This tutoring helps to prepare our students for PARCC testing. The 100 Book Challenge is available to students who are in need of reinforcement in Grades K-2. Both Before and After Care opportunities are available for families that are in need of child care.</p> |



Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
HUDSON
BAYONNE CITY
550 AVENUE A
BAYONNE, NJ 07002

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.



Parent and Community Involvement:

MCS is dedicated to the concept of community education and lifelong learning. It is an urban educational institution restructured by the collective efforts of all stakeholders who adopted the community education concept, which encourages the use of the facility for people of all ages, as well as a building design that provides a flexible environment.





Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
 HUDSON
 BAYONNE CITY
 550 AVENUE A
 BAYONNE, NJ 07002

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.

| | |
|--|---|
|  <p>Climate Surveys:</p> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>Students at MCS are taught behaviors to insure their personal safety and that of others. The school theme, MIDTOWN MAGIC: Motivation And Guidance Instill Character, exemplifies the school's commitment to developing high self esteem and good character traits. Children are encouraged to "feel the magic within themselves," and to develop a sense of self confidence, while setting personal goals to follow their dreams for a bright and successful future.</p> |
|  <p>Facilities:</p> | <p>Midtown Community School is a state of the art facility that is celebrating its 25th Anniversary. MCS received numerous architectural awards when it opened in 1992. A whole city block, Midtown houses 1200 students and over 10 staff members.</p> |



Midtown Community School #8
2016-2017
Grade Span PK-08

17-0220-085
 HUDSON
 BAYONNE CITY
 550 AVENUE A
 BAYONNE, NJ 07002

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.



Other Information:

The MCS student council plays a very important role in the MCS family. Individually each student council representative is a role model for excellence. Collectively the Student Council continues to be the foundation of the school. Each year, the Student Council leaders represent the Midtown family and reach out to our great community, the city of Bayonne. Under the strong leadership of their moderator, they have been awarded the National Honor Council Excellence Award for the past 19 years! A comprehensive "Code of Conduct" and Anti-Bullying campaign establishes a climate of high expectations and successful personal and interpersonal relationships. At M.C.S., children are all S.T.A.R.S. (Striving To Achieve Remarkable Success). The school's RESPECT campaign is embraced by the entire school community, and is an integral part of the school culture. Students at MCS are taught behaviors designed to insure their personal safety. The elementary school management plan, which was developed by the staff, reflects high student expectations, student responsibilities and positive reinforcement rewards. The Shared Decision Making Team (SDMT) is a vital component in the management of the school. Encouraged by the administrative structure, the team concept fosters empowerment by all the stakeholders, while building a collegiality among staff, students and parents. The foundation of the school is based upon the cooperative efforts of the entire school community working together toward success.




NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
 HUDSON
 BAYONNE CITY
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 BAYONNE, NJ 07002

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

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

Navigating through the reports:

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

Other Resources:

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



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

Footnotes

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

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



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 18 | 44 | 46 |
| KG | 33 | 24 | 25 |
| 1 | 38 | 25 | 25 |
| 2 | 27 | 26 | 26 |
| 3 | 23 | 24 | 25 |
| 4 | 28 | 18 | 25 |
| 5 | 76 | 76 | 65 |
| 6 | 67 | 73 | 75 |
| 7 | 68 | 69 | 73 |
| 8 | 66 | 67 | 68 |
| Ungraded | 0 | 0 | 0 |
| Total | 444 | 446 | 453 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 54% | 54% | 54% |
| Male | 46% | 46% | 46% |
| Economically Disadvantaged Students | 45% | 45% | 43% |
| Students with Disabilities | 0% | 1% | 4% |
| English Learners | 0% | 0% | 0% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 48.6% |
| Hispanic | 28.9% |
| Asian | 15.5% |
| Black or African American | 3.3% |
| Native Hawaiian or Pacific Islander | 0.7% |
| American Indian or Alaska Native | 0.0% |
| Two or More Races | 3.1% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 0 | 0 | 0 |
| PK - Full Day | 18 | 44 | 46 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 32 | 24 | 25 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 68.2% |
| Arabic | 11.7% |
| Spanish | 8.4% |
| Russian | 2.0% |
| Polish | 1.3% |
| Other | 8.2% |



NICHOLAS ORESKO COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-140

HUDSON

BAYONNE CITY

33 EAST 24TH STREET

BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 324 | 99.4 | 85.80 | 52.10 | 54.90 | 85.8 | 80 | Met Goal |
| White | 172 | 100.0 | 87.20 | 57.10 | 63.90 | 87.2 | 80 | Met Goal |
| Hispanic | 78 | 98.7 | 74.40 | 43.70 | 39.80 | 74.4 | 67.4 | Met Target |
| Black or African American | 11 | 91.7 | 72.80 | 38.60 | 35.20 | 70.2 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 54 | 100.0 | 100.00 | * | 80.70 | 100 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | 33.30 | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 177 | 99.5 | 89.90 | 59.80 | 62.20 | 89.9 | | |
| Male | 147 | 99.3 | 81.00 | 44.70 | 48.10 | 81 | | |
| Economically Disadvantaged Students | 126 | 98.4 | 76.20 | 44.80 | 36.20 | 76.2 | 66.6 | Met Target |
| Non-Economically Disadvantaged Students | 198 | 100.0 | 91.90 | 61.40 | 65.80 | 91.9 | | |
| Students with Disabilities | * | * | * | * | 20.50 | * | ** | ** |
| Students without Disabilities | * | * | * | * | 61.90 | * | | |
| English Learners | * | * | * | * | 25.20 | * | ** | ** |
| Non-English Learners | * | * | * | * | 57.40 | * | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students in Foster Care | N | N | N | 19.00 | 24.80 | N | | |
| Military-Connected Students | N | N | N | 50.00 | 53.50 | N | | |
| Migrant Students | * | * | * | * | 23.00 | * | | |

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

† Target was met within a confidence interval.



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 26 | 753 | 744 | 749 | * | * | * | 62% | 0% | 62% | 50% |
| White | 14 | 751 | 746 | 759 | * | * | * | * | 0% | 57% | 61% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 35% |
| Black or African American | N | N | N | 731 | N | N | N | N | N | N | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 13 | 747 | 748 | 754 | * | * | * | * | 0% | 62% | 55% |
| Male | 13 | 759 | 740 | 745 | * | * | * | * | 0% | 62% | 46% |
| Economically Disadvantaged Students | 15 | 745 | 737 | 731 | * | * | * | * | 0% | 53% | 31% |
| Non-Economically Disadvantaged Students | 11 | 764 | 754 | 762 | * | * | * | * | 0% | 73% | 63% |
| Students with Disabilities | * | * | * | 720 | * | * | * | * | * | * | 24% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 55% |
| English Learners | N | N | N | 709 | N | N | N | N | N | N | 11% |
| Non-English Learners | 26 | 753 | 745 | 752 | * | * | * | 62% | 0% | 62% | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 25 | 756 | 744 | 753 | * | * | * | 52% | * | 60% | 56% |
| White | 13 | 751 | 750 | 762 | * | * | * | * | 0% | 54% | 67% |
| Hispanic | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 755 | N | N | N | N | N | N | 56% |
| Female | * | * | * | 758 | * | * | * | * | * | * | 61% |
| Male | * | * | * | 749 | * | * | * | * | * | * | 51% |
| Economically Disadvantaged Students | 15 | 751 | 738 | 737 | * | * | * | * | * | 53% | 36% |
| Non-Economically Disadvantaged Students | 10 | 763 | 752 | 764 | * | * | * | * | * | 70% | 69% |
| Students with Disabilities | N | N | N | 725 | N | N | N | N | N | N | 25% |
| Students without Disabilities | 25 | 756 | 751 | 759 | * | * | * | 52% | * | 60% | 62% |
| English Learners | * | * | * | 711 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | * | * | * | 726 | * | * | * | * | * | * | 36% |



NICHOLAS ORESKO COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-140

HUDSON

BAYONNE CITY

33 EAST 24TH STREET

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 64 | 793 | 752 | 756 | * | * | * | 50% | 47% | 97% | 59% |
| White | 37 | 791 | 756 | 763 | * | * | * | 57% | 41% | 97% | 69% |
| Hispanic | 12 | 787 | 744 | 743 | 0% | 0% | * | * | * | 92% | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 806 | 777 | 779 | 0% | 0% | 0% | * | * | 100% | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 42 | 793 | 758 | 761 | * | * | * | 48% | * | 98% | 66% |
| Male | 22 | 792 | 745 | 750 | * | * | * | 55% | * | 96% | 53% |
| Economically Disadvantaged Students | 21 | 782 | 745 | 740 | 0% | 0% | * | 57% | * | 91% | 40% |
| Non-Economically Disadvantaged Students | 43 | 798 | 761 | 765 | 0% | 0% | * | 47% | * | 100% | 71% |
| Students with Disabilities | N | N | N | 725 | N | N | N | N | N | N | 22% |
| Students without Disabilities | 64 | 793 | 759 | 762 | * | * | * | 50% | 47% | 97% | 66% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 12% |
| Non-English Learners | 64 | 793 | 753 | 757 | * | * | * | 50% | 47% | 97% | 60% |
| Homeless Students | * | * | * | 733 | * | * | * | * | * | * | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
 HUDSON
 BAYONNE CITY
 33 EAST 24TH STREET
 BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 74 | 776 | 750 | 752 | * | * | * | 55% | 31% | 87% | 54% |
| White | 38 | 779 | * | 758 | * | * | * | 50% | 37% | 87% | 63% |
| Hispanic | 15 | 771 | 744 | 740 | 0% | * | * | * | * | 80% | 38% |
| Black or African American | * | * | * | 736 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 780 | 768 | 776 | * | * | * | 79% | * | 100% | 81% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 56% |
| Female | 43 | 781 | * | 758 | * | * | * | 47% | * | 86% | 61% |
| Male | 31 | 768 | * | 746 | * | * | * | 68% | * | 87% | 46% |
| Economically Disadvantaged Students | 24 | 765 | 744 | 737 | * | * | * | 58% | * | 71% | 34% |
| Non-Economically Disadvantaged Students | 50 | 781 | 757 | 761 | * | * | * | 54% | * | 94% | 65% |
| Students with Disabilities | N | N | N | 722 | N | N | N | N | N | N | 17% |
| Students without Disabilities | 74 | 776 | 757 | 758 | * | * | * | 55% | 31% | 87% | 61% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 74 | 776 | 751 | 753 | * | * | * | 55% | 31% | 87% | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 73 | 799 | 757 | 756 | * | * | * | 27% | 67% | 95% | 59% |
| White | 40 | 802 | 764 | 764 | 0% | 0% | * | * | 73% | 95% | 69% |
| Hispanic | 13 | 779 | 748 | 742 | 0% | 0% | * | * | * | 85% | 44% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | 16 | 813 | 781 | 784 | * | * | * | * | 88% | 100% | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Female | 42 | 803 | 767 | 764 | * | * | * | * | 69% | 95% | 68% |
| Male | 31 | 793 | 748 | 749 | * | * | * | * | 65% | 94% | 51% |
| Economically Disadvantaged Students | 30 | 792 | 752 | 739 | * | * | * | 33% | 57% | 90% | 40% |
| Non-Economically Disadvantaged Students | 43 | 803 | 762 | 766 | * | * | * | 23% | 74% | 98% | 70% |
| Students with Disabilities | N | N | N | 719 | N | N | N | N | N | N | 19% |
| Students without Disabilities | 73 | 799 | 767 | 763 | * | * | * | 27% | 67% | 95% | 67% |
| English Learners | N | N | N | 701 | N | N | N | N | N | N | * |
| Non-English Learners | 73 | 799 | 758 | 758 | * | * | * | 27% | 67% | 95% | * |
| Homeless Students | N | N | N | 731 | N | N | N | N | N | N | 31% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



NICHOLAS ORESKO COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-140

HUDSON

BAYONNE CITY

33 EAST 24TH STREET

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 68 | 791 | 758 | 757 | * | * | * | 38% | 47% | 85% | 59% |
| White | 34 | 793 | * | 764 | 0% | * | * | 56% | 38% | 94% | 68% |
| Hispanic | 22 | 774 | 751 | 742 | * | * | * | * | * | 64% | 44% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 823 | 783 | 786 | 0% | 0% | 0% | 0% | 100% | 100% | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | N | N | N | 758 | N | N | N | N | N | N | 60% |
| Female | 33 | 797 | 763 | 766 | * | * | * | 49% | 49% | 97% | 68% |
| Male | 35 | 786 | 751 | 749 | * | * | * | 29% | 46% | 74% | 50% |
| Economically Disadvantaged Students | 21 | 779 | 749 | 739 | * | * | * | * | * | 81% | 40% |
| Non-Economically Disadvantaged Students | 47 | 797 | 767 | 766 | * | * | * | * | * | 87% | 69% |
| Students with Disabilities | N | N | N | 718 | N | N | N | N | N | N | 18% |
| Students without Disabilities | 68 | 791 | 764 | 764 | * | * | * | 38% | 47% | 85% | 67% |
| English Learners | N | N | N | 701 | N | N | N | N | N | N | * |
| Non-English Learners | 68 | 791 | 760 | 759 | * | * | * | 38% | 47% | 85% | * |
| Homeless Students | N | N | N | 727 | N | N | N | N | N | N | 28% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

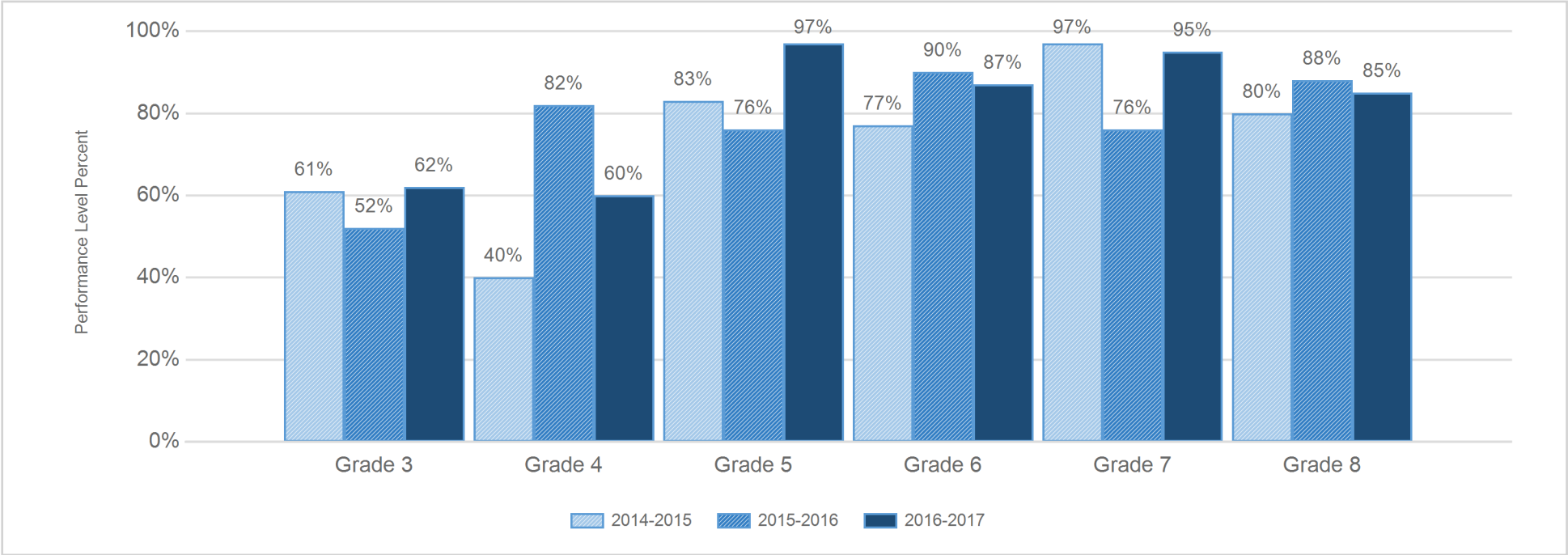


NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance Trends

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





NICHOLAS ORESKO COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-140

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BAYONNE CITY

33 EAST 24TH STREET

BAYONNE, NJ 07002

Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|-----------------------|---------------------------|
| Schoolwide | 324 | 99.4 | 72.90 | 36.80 | 43.50 | 72.9 | 79.4 | Not Met |
| White | 172 | 100.0 | 77.90 | 43.40 | 52.40 | 77.9 | 80 | Met Target† |
| Hispanic | 78 | 98.7 | 53.90 | 27.00 | 27.60 | 53.9 | 64.4 | Not Met |
| Black or African American | 11 | 91.7 | 36.40 | 20.90 | 21.70 | 35.1 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 54 | 100.0 | 90.70 | * | 75.60 | 90.7 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | 33.30 | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 177 | 99.5 | 73.50 | 37.80 | 44.10 | 73.5 | | |
| Male | 147 | 99.3 | 72.10 | 35.90 | 42.90 | 72.1 | | |
| Economically Disadvantaged Students | 126 | 98.4 | 56.30 | 31.80 | 25.10 | 56.3 | 71 | Not Met |
| Non-Economically Disadvantaged Students | 198 | 100.0 | 83.40 | 43.20 | 54.30 | 83.4 | | |
| Students with Disabilities | * | * | * | * | 16.50 | * | ** | ** |
| Students without Disabilities | * | * | * | * | 48.80 | * | | |
| English Learners | * | * | * | * | 23.30 | * | ** | ** |
| Non-English Learners | * | * | * | * | 45.20 | * | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | N | N | N | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | * | 39.90 | N | | |
| Migrant Students | * | * | * | * | 18.20 | * | | |

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

† Target was met within a confidence interval.



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 26 | 750 | 751 | 751 | * | * | * | * | * | 46% | 53% |
| White | 14 | 753 | 754 | 759 | 0% | * | * | * | * | 43% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Black or African American | N | N | N | 733 | N | N | N | N | N | N | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 13 | 744 | 752 | 751 | * | * | * | * | * | 46% | 52% |
| Male | 13 | 757 | 751 | 751 | * | * | * | * | * | 46% | 53% |
| Economically Disadvantaged Students | 15 | 744 | 746 | 736 | * | * | * | * | * | 33% | 34% |
| Non-Economically Disadvantaged Students | 11 | 759 | 759 | 761 | * | * | * | * | * | 64% | 65% |
| Students with Disabilities | * | * | * | 729 | * | * | * | * | * | * | 29% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 57% |
| English Learners | N | N | N | 724 | N | N | N | N | N | N | 21% |
| Non-English Learners | 26 | 750 | 752 | 753 | * | * | * | * | * | 46% | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 25 | 752 | 740 | 747 | 0% | * | * | 48% | * | 52% | 47% |
| White | 13 | 753 | 747 | 755 | 0% | * | * | * | * | 62% | 59% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 48% |
| Female | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Male | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Economically Disadvantaged Students | 15 | 743 | 735 | 732 | 0% | * | * | * | * | 40% | 27% |
| Non-Economically Disadvantaged Students | 10 | 766 | 746 | 757 | 0% | * | * | * | * | 70% | 61% |
| Students with Disabilities | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students without Disabilities | 25 | 752 | 745 | 751 | 0% | * | * | 48% | * | 52% | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | * | * | * | 713 | * | * | * | * | * | * | 22% |



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 64 | 778 | 744 | 747 | 0% | * | * | 58% | 28% | 86% | 46% |
| White | 37 | 775 | 748 | 754 | 0% | 0% | * | 65% | * | 84% | 57% |
| Hispanic | 12 | 779 | * | 735 | 0% | * | 0% | * | * | 92% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 795 | 766 | 774 | 0% | 0% | * | * | * | 91% | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 42 | 777 | 747 | 747 | 0% | * | * | 55% | * | 83% | 47% |
| Male | 22 | 780 | 741 | 746 | 0% | * | * | 64% | * | 91% | 46% |
| Economically Disadvantaged Students | 21 | 769 | 740 | 732 | * | * | * | 52% | * | 76% | 27% |
| Non-Economically Disadvantaged Students | 43 | 783 | 749 | 756 | * | * | * | 61% | * | 91% | 59% |
| Students with Disabilities | N | N | N | 725 | N | N | N | N | N | N | 19% |
| Students without Disabilities | 64 | 778 | 749 | 751 | 0% | * | * | 58% | 28% | 86% | 52% |
| English Learners | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Non-English Learners | 64 | 778 | 744 | 748 | 0% | * | * | 58% | 28% | 86% | 48% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
 HUDSON
 BAYONNE CITY
 33 EAST 24TH STREET
 BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 6**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 74 | 769 | 739 | 743 | * | * | 20% | 42% | 30% | 72% | 44% |
| White | 38 | 774 | * | 751 | * | * | * | 45% | 34% | 79% | 54% |
| Hispanic | 15 | 754 | 732 | 731 | 0% | * | * | * | * | 53% | 27% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 778 | 762 | 771 | 0% | 0% | * | * | * | 79% | 77% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46% |
| Female | 43 | 776 | * | 745 | * | * | * | 33% | * | 77% | 45% |
| Male | 31 | 759 | * | 742 | * | * | * | 55% | * | 65% | 43% |
| Economically Disadvantaged Students | 24 | 758 | 735 | 728 | * | * | * | * | * | 54% | 24% |
| Non-Economically Disadvantaged Students | 50 | 774 | 744 | 752 | * | * | * | * | * | 80% | 56% |
| Students with Disabilities | N | N | N | 717 | N | N | N | N | N | N | 13% |
| Students without Disabilities | 74 | 769 | 745 | 748 | * | * | 20% | 42% | 30% | 72% | 50% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 74 | 769 | 740 | 745 | * | * | 20% | 42% | 30% | 72% | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

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



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 7**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 73 | 767 | 739 | 741 | * | * | 21% | 55% | 21% | 75% | 40% |
| White | 40 | 771 | * | 748 | 0% | * | * | 60% | 25% | 85% | 49% |
| Hispanic | 13 | 745 | * | 730 | 0% | * | * | * | 0% | 31% | 23% |
| Black or African American | * | * | * | 726 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 16 | 779 | 760 | 764 | 0% | 0% | * | 63% | * | 94% | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Female | 42 | 767 | 742 | 743 | * | * | * | 55% | * | 74% | 41% |
| Male | 31 | 767 | 736 | 740 | * | * | * | 55% | * | 77% | 38% |
| Economically Disadvantaged Students | 30 | 761 | 736 | 729 | 0% | * | * | 47% | * | 60% | 22% |
| Non-Economically Disadvantaged Students | 43 | 772 | 743 | 749 | 0% | * | * | 61% | * | 86% | 50% |
| Students with Disabilities | N | N | N | 716 | N | N | N | N | N | N | 11% |
| Students without Disabilities | 73 | 767 | 746 | 746 | * | * | 21% | 55% | 21% | 75% | 45% |
| English Learners | N | N | N | 712 | N | N | N | N | N | N | * |
| Non-English Learners | 73 | 767 | 741 | 742 | * | * | 21% | 55% | 21% | 75% | * |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 15% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 15% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | * |

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



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 8**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 37 | 752 | 724 | 728 | * | * | 27% | 62% | 0% | 62% | 28% |
| White | 21 | 759 | 728 | 736 | * | 0% | * | 76% | 0% | 76% | 35% |
| Hispanic | 15 | 741 | 719 | 721 | * | * | * | * | 0% | 40% | 21% |
| Black or African American | N | N | N | 715 | N | N | N | N | N | N | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 728 | N | N | N | N | N | N | 28% |
| Two or More Races | N | N | N | 726 | N | N | N | N | N | N | 28% |
| Female | 17 | 755 | * | 730 | * | * | * | 65% | 0% | 65% | 30% |
| Male | 20 | 750 | * | 725 | * | * | * | 60% | 0% | 60% | 26% |
| Economically Disadvantaged Students | 13 | 740 | * | 719 | * | * | * | * | 0% | 39% | 19% |
| Non-Economically Disadvantaged Students | 24 | 759 | * | 734 | * | * | * | * | 0% | 75% | 34% |
| Students with Disabilities | N | N | N | 705 | N | N | N | N | N | N | * |
| Students without Disabilities | 37 | 752 | 729 | 734 | * | * | 27% | 62% | 0% | 62% | * |
| English Learners | N | N | N | 703 | N | N | N | N | N | N | * |
| Non-English Learners | 37 | 752 | 726 | 729 | * | * | 27% | 62% | 0% | 62% | * |
| Homeless Students | N | N | N | 710 | N | N | N | N | N | N | 11% |
| Students in Foster Care | N | N | N | 705 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

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



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 31 | 788 | 739 | 743 | * | * | * | 77% | * | 100% | 42% |
| White | 13 | 787 | 745 | 751 | * | * | * | 85% | * | 100% | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 802 | 766 | 774 | 0% | 0% | 0% | * | * | 100% | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | N | N | N | 741 | N | N | N | N | N | N | 41% |
| Female | 16 | 782 | 740 | 744 | * | * | * | 81% | * | 100% | 43% |
| Male | 15 | 794 | 737 | 741 | * | * | * | 73% | * | 100% | 40% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | N | N | N | 714 | N | N | N | N | N | N | 10% |
| Students without Disabilities | 31 | 788 | 744 | 747 | * | * | * | 77% | * | 100% | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 31 | 788 | 740 | 745 | * | * | * | 77% | * | 100% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |

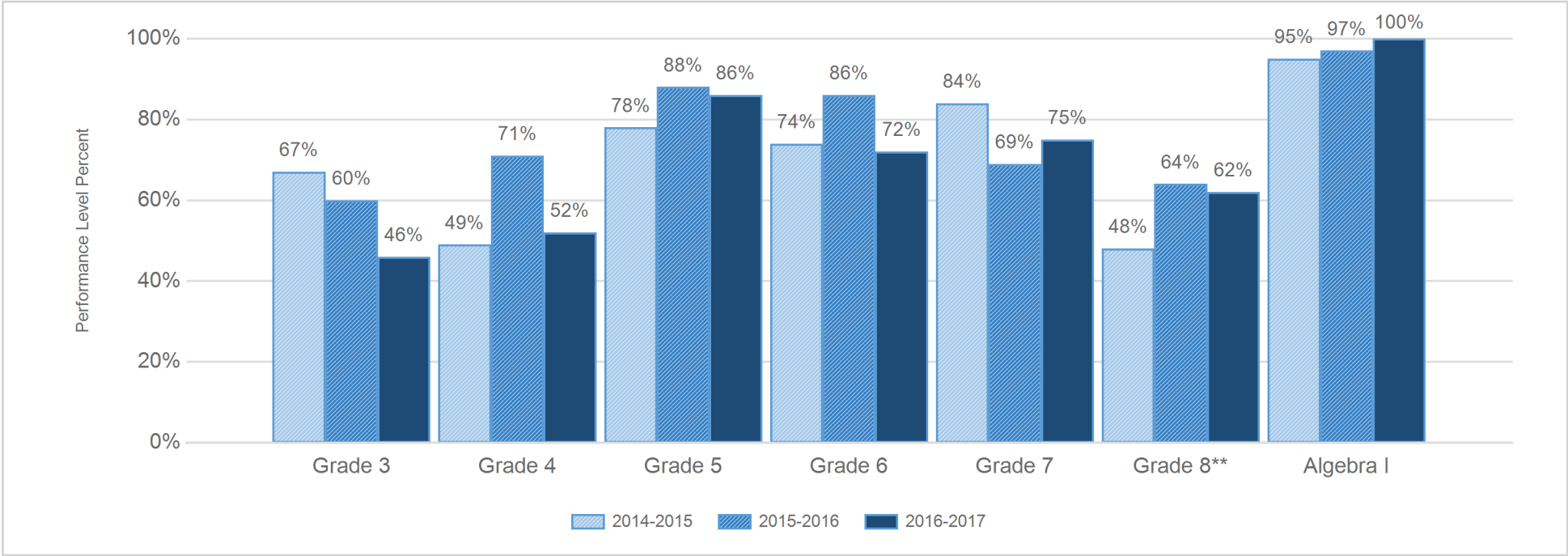


NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

Mathematics Assessment – Performance Trends

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



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



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | N | N | N |
| 2 | N | N | N |
| 3 | N | N | N |
| 4 | * | * | * |
| 5+ | N | N | N |



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

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

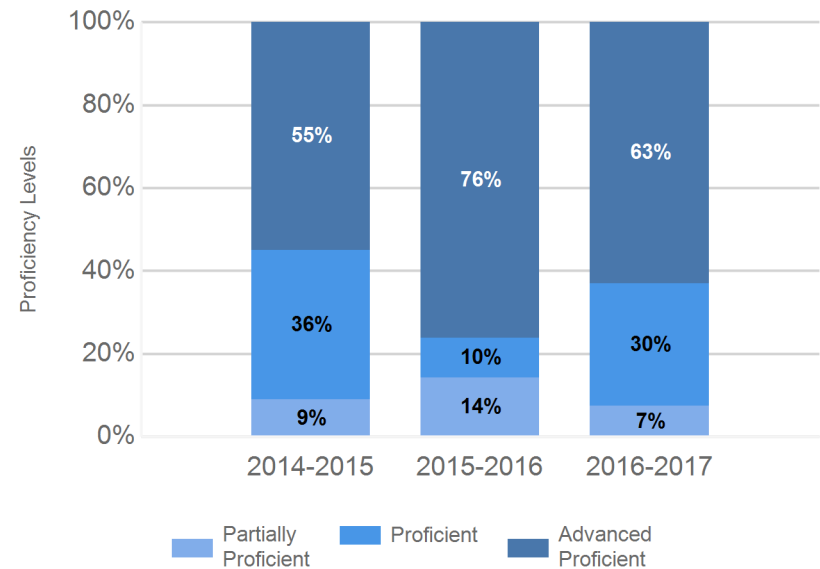
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 63% | 30% | 7% |
| White | 67% | 25% | * |
| Hispanic | * | * | * |
| Black or African American | * | * | N |
| Asian, Native Hawaiian, or Pacific Islander | * | N | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | 44% | 44% | 13% |
| Students with Disabilities | * | N | N |
| English Learners | N | * | N |

NJASK Science Assessment Performance Trends: Grade 4

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





NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

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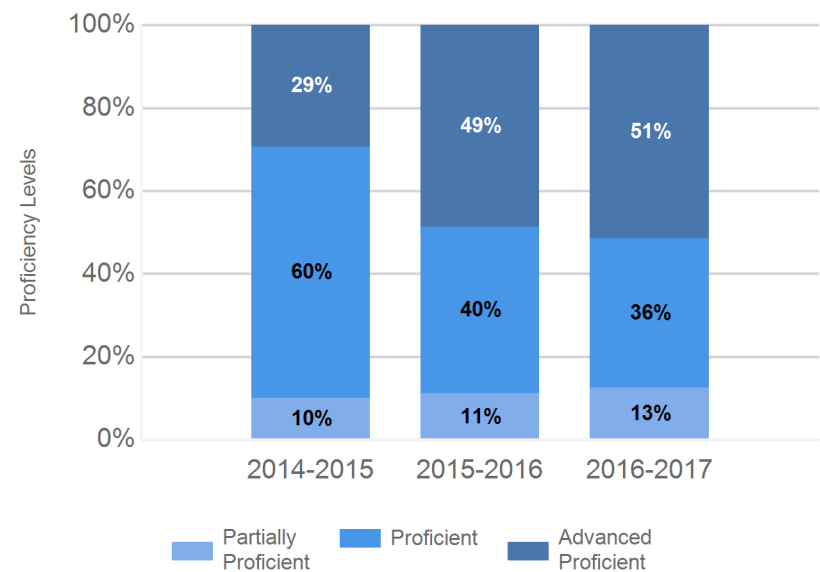
NJASK Science Assessment Performance: Grade 8

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 27% | 47% | 27% |
| Schoolwide | 51% | 36% | 13% |
| White | 46% | 49% | 6% |
| Hispanic | 44% | 30% | * |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | 42% | 33% | 25% |
| Students with Disabilities | N | * | * |
| English Learners | N | N | N |

NJASK Science Assessment Performance Trends: Grade 8

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





NICHOLAS ORESKO COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-140

HUDSON

BAYONNE CITY

33 EAST 24TH STREET

BAYONNE, NJ 07002

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 71 | 58 | 50 | Exceeds Target | 48 | 48 | 50 | Met Target |
| White | 73 | 60 | 50 | Exceeds Target | 49 | 50 | 52 | Met Target |
| Hispanic | 63.5 | 55 | 49 | Exceeds Target | 34.5 | 46 | 47 | Not Met |
| Black or African American | * | 48 | 45 | ** | * | 40 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 77.5 | 67 | 60 | Exceeds Target | 48 | 56.5 | 59 | Met Target |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | 50.5 | 52 | ** |
| Economically Disadvantaged | 67.5 | 57 | 47 | Exceeds Target | 43 | 48 | 46 | Met Target |
| Students with Disabilities | N | N | N | N | N | N | N | N |
| English Learners | * | 70 | 53 | ** | * | 56.5 | 51 | ** |

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



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

Grade Span PK-08

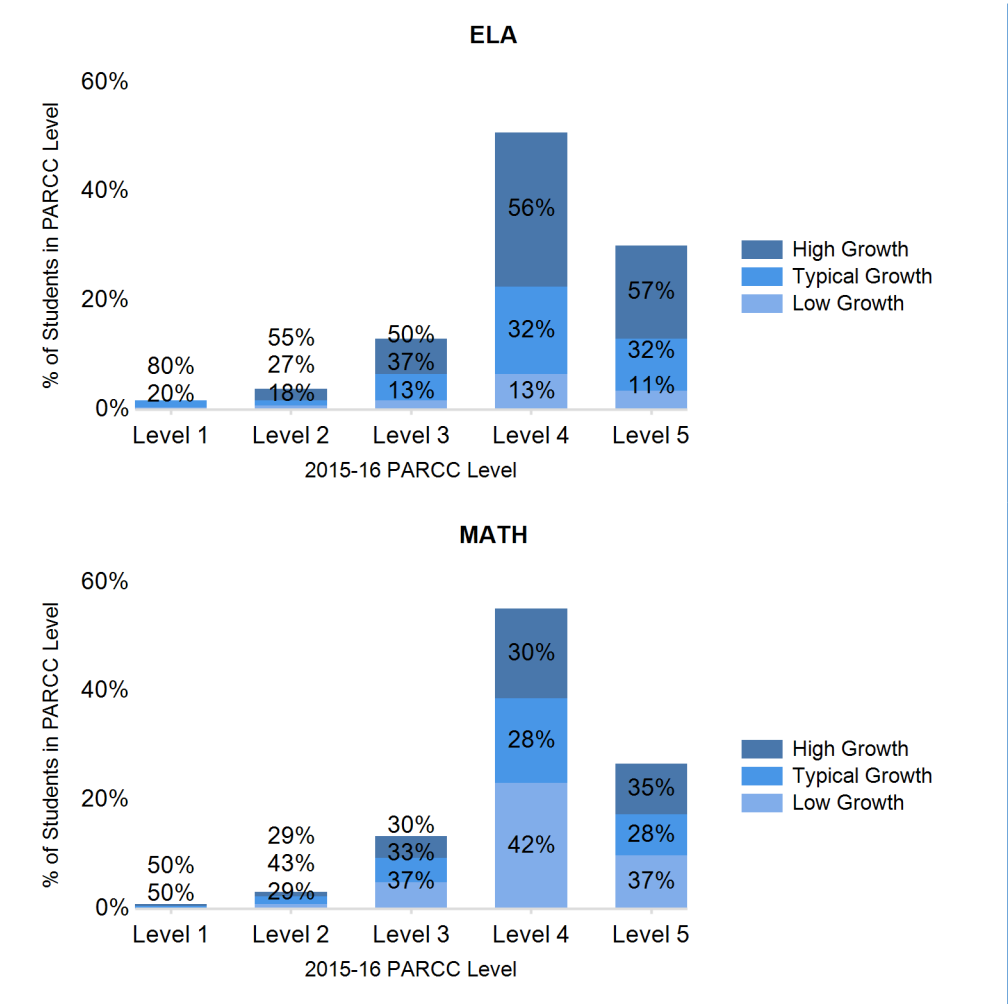
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- High Growth: Greater than 65

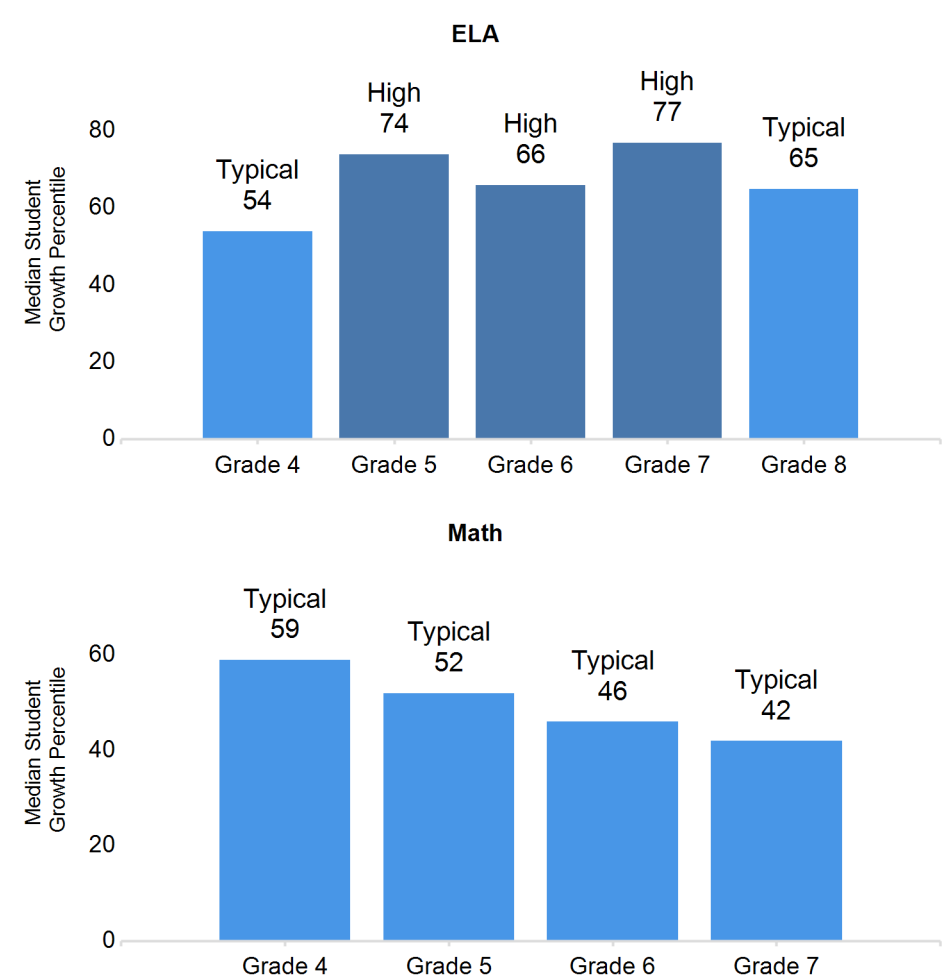
Student Growth by Performance Level

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



Student Growth by Grade

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





NICHOLAS ORESKO COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-140

HUDSON

BAYONNE CITY

33 EAST 24TH STREET

BAYONNE, NJ 07002

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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 75 |
| 7 | 0 | 0 | 73 |
| 8 | 31 | 0 | 44 |
| Schoolwide | 31 | 0 | 192 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 75 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 68 |
| Schoolwide | 0 | 0 | 0 | 0 | 0 | 0 | 216 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

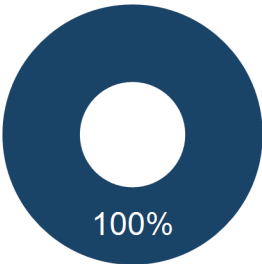
17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

Visual and Performing Arts – Course Participation

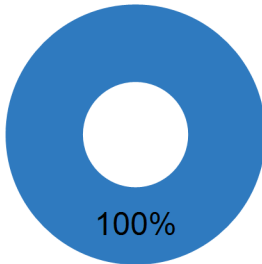
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

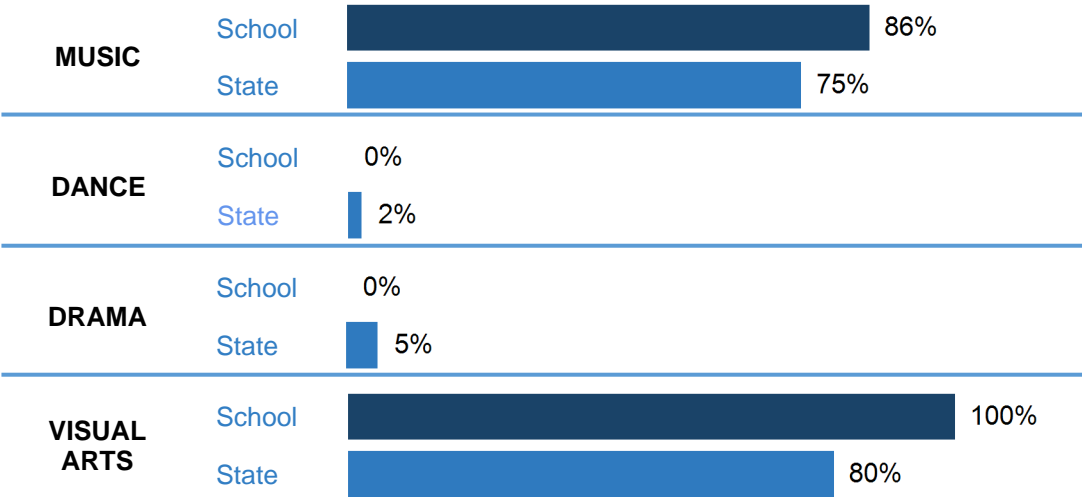


School



State

Students enrolled in one or more classes by discipline:





NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

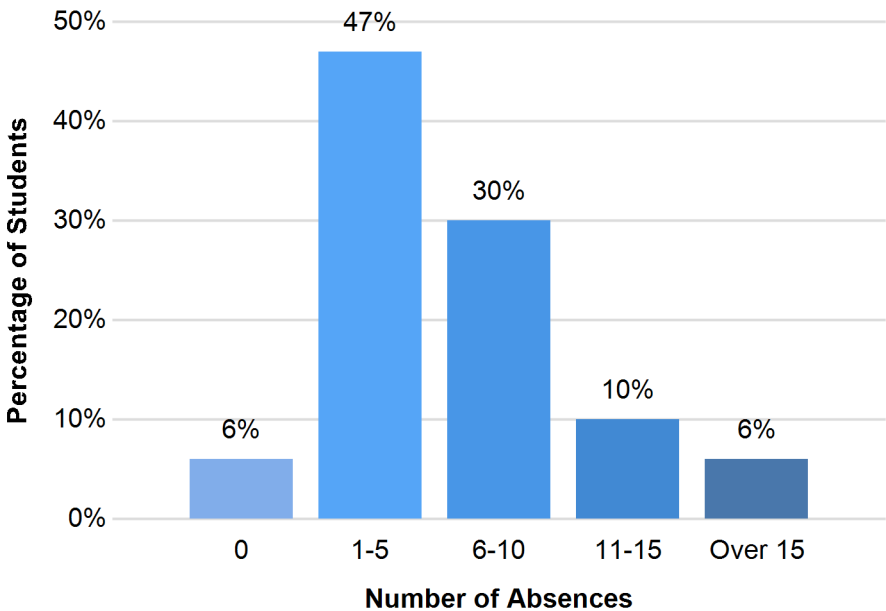
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 3.90 | 8.50 | Met Target |
| White | 3.90 | 8.50 | Met Target |
| Hispanic | 4.50 | 8.50 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 0 | 8.50 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 4.50 | 8.50 | Met Target |
| Students with Disabilities | N | ** | ** |
| English Learners | N | ** | ** |

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

Days Absent

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



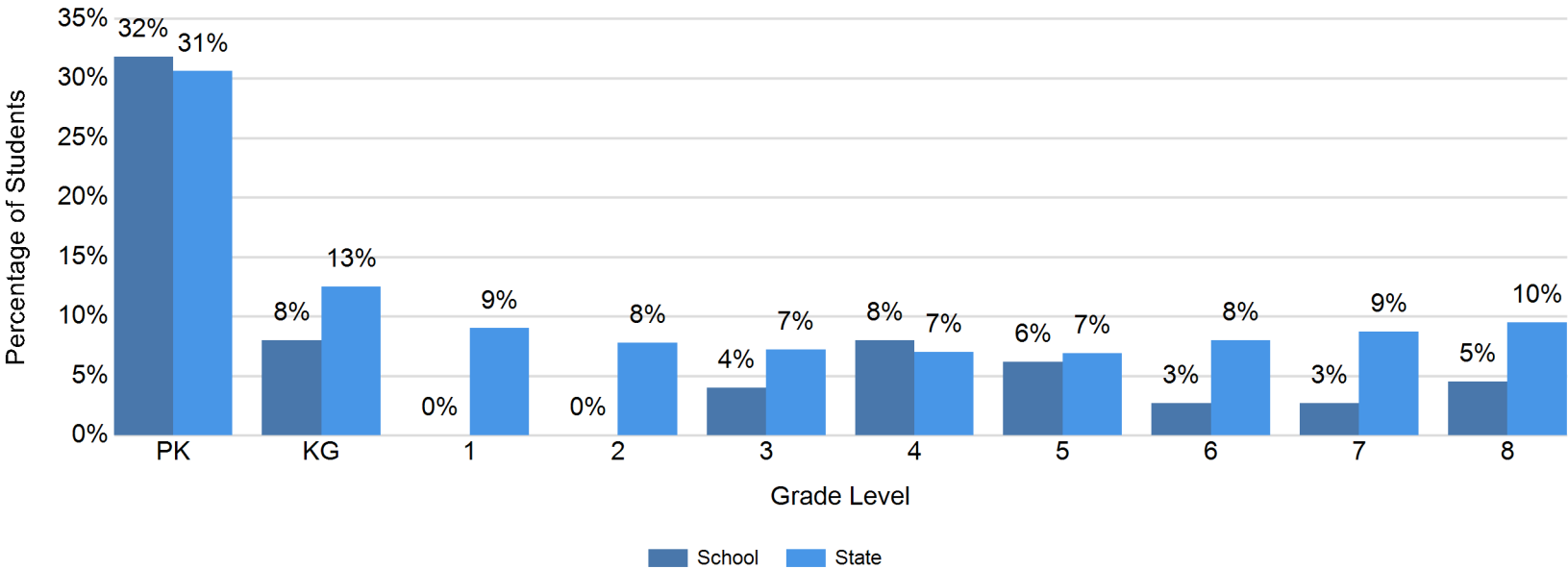


NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 1.5% |
| Any Suspension | 1.5% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.0:1 | 104.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$670 | \$12,339 | \$13,009 |



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 26 | 120,724 |
| Average years experience in public schools | 8.8 | 11.8 |
| Average years experience in district | 8.5 | 10.5 |
| Teachers in district for 4 or more years | 69% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 50 | 9,506 |
| Average years experience in public schools | 22.1 | 15.9 |
| Average years experience in district | 19.9 | 11.6 |
| Administrators in district for 4 or more years | 98% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 17:1 | 13:1 |
| Administrators | 453:1 | 192:1 |
| Librarian/Media Specialists | | 3192:1 |
| Nurses | | 563:1 |
| Counselors | | 368:1 |
| Child Study Team | | 504:1 |



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 90% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 98% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 96% |



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|--|-----------------|------------------|
| English Language Arts Proficiency | 97.8 | 17.5% |
| Mathematics Proficiency | 92.2 | 17.5% |
| English Language Arts Growth | 97.0 | 25.0% |
| Mathematics Growth | 30.7 | 25.0% |
| Chronic Absenteeism | 86.7 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 78.2 |
| Summative Rating: Percentile rank of Summative Score | | 88.3 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



NICHOLAS ORESKO COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-140

HUDSON

BAYONNE CITY

33 EAST 24TH STREET

BAYONNE, NJ 07002

Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 78.2 | 11.9 | No | Met Goal | Not Met | Met Target | Exceeds Target | Met Target | No |
| White | 78.6 | 11.9 | No | Met Goal | Met Target† | Met Target | Exceeds Target | Met Target | No |
| Hispanic | 71.0 | 11.9 | No | Met Target | Not Met | Met Target | Exceeds Target | Not Met | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | 73.6 | 11.9 | No | Met Goal | Met Goal | Met Target | Exceeds Target | Met Target | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 81.5 | 11.9 | No | Met Target | Not Met | Met Target | Exceeds Target | Met Target | No |
| Students with Disabilities | ** | ** | No | ** | ** | ** | ** | ** | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08




17-0220-140
 HUDSON
 BAYONNE CITY
 33 EAST 24TH STREET
 BAYONNE, NJ 07002

School General Info

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Mr. Costello | Email Address: | ccostello@bboed.org |
| Address: | 33 EAST 24TH STREET BAYONNE, NJ 07002 | Website: | www.bboed.org |
| Phone: | (201)858-6281 | Twitter: | https://twitter.com/OreskoSchool14 |

School Narrative

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

| | |
|--|--|
|  | Highlights: <ul style="list-style-type: none"> • Fire Bowl Team won the State Championship in Spring 2017. • Academic Team placed First in the District competition in Spring 2017. • Chess Team placed First in the District competition in Spring 2017. |
|  | Mission, Vision, Theme: <p>Nicholas Oresko Community School's mission is to provide a safe and inclusive learning environment, to meet the needs of our diverse multicultural population, continue to improve student achievement at all grade levels, to decrease achievement gaps, to promote school-parent relations and to make today's learners tomorrow's leaders. Nicholas Oresko Community School encourages individual and interpersonal growth, a love of learning, and a commitment to improving and caring for our community.</p> |
|  | Awards, Recognition, Accomplishments: <p>The United States Department of Education recognized Nicholas Oresko Community School as a Blue-Ribbon School. The New Jersey Department of Education recognized Nicholas Oresko Community School as a Star School. Seven time Fire Bowl State Champion.</p> |







NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
 HUDSON
 BAYONNE CITY
 33 EAST 24TH STREET
 BAYONNE, NJ 07002

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: | <p>The curriculum of the Bayonne Public Schools is approved by the Office of Curriculum and Instruction, aligned to the New Jersey Student Learning Standards and the Next Generation Science Standards, and is adopted by the Bayonne Board of Education. The following programs are utilized: Think Central, Newsela, Storyline, ABCya, Star Fall, Seussville, Novels, Lit2Go, Scholastic Magazines, Khan Academy, IXL, Brain Pop. GAP and REACH courses address the needs of the gifted and talented student.</p> |
|  Sports and Athletics: | <p>Sports Offered: Basketball (Boys & Girls)</p> <p>Boys and Girls basketball teams. Cheerleading. The boys basketball team won the city championship. Cheerleading competitions.</p> |
|  Clubs and Activities: | <p>Academic Challenge Team, Art Club, Chess Club, Fire Bowl Team, Forensic Club, Lego Club, Peer Leadership, Safety Patrol, STEM Club. Programs and Activities that students participate in: Spelling Bee, Geography Bee, Academic Challenge, Math Olympiad, Chess Tournament, Project Innovate, Fire Bowl Competition.</p> |
|  Before and After School Programs: | <p>Before Care and After Care Programs, Community Education Programs: Basketball Clinics, Calligraphy, Duplos Program, Engineering Program, Volleyball Clinics. Programs are run by teachers and serve students from eight years old to twelve years old.</p> |







NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
 HUDSON
 BAYONNE CITY
 33 EAST 24TH STREET
 BAYONNE, NJ 07002

School Narrative

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| | |
|---|--|
|  Staff and Professional Learning: | <p>Teachers attended three all day Staff Training and Development Days and five half-day Staff Training and Development Days. Administrator and teachers attended Harassment, Intimidation and Bullying workshops. Teachers participated in cross grade level Language Arts PLCs and Mathematics PLCs; and grade level PLCs. Science teachers participated in NJ RAISE PLC. Teachers participate in online workshops and webinars.</p> |
|  Student Supports and Services: | <p>Speech Services, Occupational Therapy Services, ARMs Tutoring Program, 100 Book Challenge</p> |
|  Student Health and Wellness: | <p>Physicals are provided for members of athletic teams. Eye sight screenings take place. Nurse conducts height and weight screenings. Nurse conducts lice screenings. Breakfast Program and Lunch Program are offered. Physical Education Classes and Recess provide students with physical activity during the day.</p> |
|  Parent and Community Involvement: | <p>Parent Teacher Organization of Nicholas Oresko Community School hosts two Book Fairs during the course of the year. PTO hosts the Holiday Bazaar, provides support for Halloween Activities, Holiday Programs, Pre-K and Kindergarten Celebrations, Eighth Grade Graduation Celebration and Field Day PTO sponsors spirit wear sales. Title I Workshops. Parents have access to the Parent Portal, located on District website, log on information is provide by Guidance Counselors.</p> |




NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

School Narrative

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| | |
|---|---|
| <div><div>Facilities:</div></div> | <p>Nicholas Oresko Community is Bayonne's newest elementary school built in 2007. There are nineteen classrooms, two music rooms, one computer lab, one science lab, one art room, one gymnasium, and one library. All classrooms are equipped with smart boards, including the music rooms, art room, science lab, library. The building has air conditioning.</p> |
|---|---|



NICHOLAS ORESKO COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-140
HUDSON
BAYONNE CITY
33 EAST 24TH STREET
BAYONNE, NJ 07002

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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.



Other Information:

Nicholas Oresko Community School houses the District's Gifted and Talented Program. The Gifted and Talented Program consists of students being accepted into one of four programs. The Intellectually Gifted Program administers to the needs of students who show a potential for consistently excelling in the academic areas. The Art Program provides for strengths in individual expression. It inspires creative and cooperative learning experiences and engages the students in studio art, art history and gifted area art courses using Internet sites, slides and reproductions. The Music Program develops and showcases vocal/instrumental talent. It offers students the opportunity to perform in the choir, jazz band and string ensemble. The goal of the instrumental program is to teach students the fundamentals of music and how to effectively perform in an ensemble. The music program seeks to develop the musical skills and theoretical knowledge of its students. The Psychomotor Program is geared toward developing the talents of the kinesthetically gifted child. Using this venue to enhance learning in other areas, students use probability and statistics to organize offensive and defensive strategies. They also use geometry to understand correct use of angles and physics to move effectively. This connects mathematical principles to psychomotor activities and gives students tools to refine skills and improve performance. Technology is infused throughout all grade levels. Pre-K students work on iPads, students in grades kindergarten through three utilize Asus Flips (Chromebook/Tablet) in their classes and students in grades four through eight utilize Chromebooks in their studies. To insure the proper use of chromebooks both at home and in school the District has adopted an Acceptable Use Policy. All students in pre-k through eight are required to arrive at school each day dressed in the mandatory school uniform.




PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

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

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

Navigating through the reports:

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

Other Resources:

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

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



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

Footnotes

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

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



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 32 | 29 | 26 |
| KG | 53 | 37 | 52 |
| 1 | 48 | 50 | 33 |
| 2 | 47 | 49 | 46 |
| 3 | 38 | 39 | 50 |
| 4 | 57 | 35 | 40 |
| 5 | 40 | 55 | 37 |
| 6 | 51 | 36 | 49 |
| 7 | 50 | 50 | 36 |
| 8 | 45 | 48 | 50 |
| Ungraded | 30 | 37 | 46 |
| Total | 491 | 465 | 465 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 51% | 51% | 51% |
| Male | 49% | 50% | 50% |
| Economically Disadvantaged Students | 72% | 75% | 65% |
| Students with Disabilities | 15% | 16% | 17% |
| English Learners | 1% | 1% | 0% |
| Homeless Students | | | 1% |
| Students in Foster Care | | | 1% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| Hispanic | 39.8% |
| White | 39.1% |
| Black or African American | 9.2% |
| Asian | 5.4% |
| American Indian or Alaska Native | 0.2% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 6.2% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 28 | 29 | 26 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 49 | 37 | 52 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 78.3% |
| Arabic | 9.7% |
| Spanish | 9.2% |
| Other | 2.6% |



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 272 | 99.7 | 52.60 | 52.10 | 54.90 | 52.6 | 45.8 | Met Target |
| White | 115 | 100.0 | 56.50 | 57.10 | 63.90 | 56.5 | 46.8 | Met Target |
| Hispanic | 109 | 99.1 | 47.70 | 43.70 | 39.80 | 47.7 | 46.4 | Met Target |
| Black or African American | 25 | 100.0 | 44.00 | 38.60 | 35.20 | 44 | 36.8 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 80.70 | 72.8 | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 53.70 | * | ** | ** |
| Two or More Races | * | * | * | 61.60 | 54.90 | 63.7 | ** | ** |
| Female | 141 | 99.3 | 63.10 | 59.80 | 62.20 | 63.1 | | |
| Male | 131 | 100.0 | 41.20 | 44.70 | 48.10 | 41.2 | | |
| Economically Disadvantaged Students | 170 | 100.0 | 47.10 | 44.80 | 36.20 | 47.1 | 38.7 | Met Target |
| Non-Economically Disadvantaged Students | 102 | 99.1 | 61.70 | 61.40 | 65.80 | 61.7 | | |
| Students with Disabilities | 50 | 100.0 | 12.00 | * | 20.50 | 12 | 16.2 | Met Target† |
| Students without Disabilities | 222 | 99.6 | 61.70 | * | 61.90 | 61.7 | | |
| English Learners | 13 | 100.0 | 23.10 | 25.80 | 25.20 | 23.1 | ** | ** |
| Non-English Learners | 259 | 99.6 | 54.00 | 54.20 | 57.40 | 54 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | N | N | N | 50.00 | 53.50 | N | | |
| Migrant Students | N | N | N | * | 23.00 | N | | |

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

† Target was met within a confidence interval.



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 50 | 740 | 744 | 749 | 20% | * | 24% | 48% | * | 50% | 50% |
| White | 22 | 744 | 746 | 759 | * | * | * | 46% | * | 50% | 61% |
| Hispanic | 22 | 734 | * | 734 | * | * | * | 46% | 0% | 46% | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 24 | 745 | 748 | 754 | * | * | * | 50% | * | 54% | 55% |
| Male | 26 | 735 | 740 | 745 | * | * | * | 46% | * | 46% | 46% |
| Economically Disadvantaged Students | 32 | 736 | 737 | 731 | * | * | * | 38% | * | 41% | 31% |
| Non-Economically Disadvantaged Students | 18 | 748 | 754 | 762 | * | * | * | 67% | * | 67% | 63% |
| Students with Disabilities | * | * | * | 720 | * | * | * | * | * | * | 24% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 55% |
| English Learners | N | N | N | 709 | N | N | N | N | N | N | 11% |
| Non-English Learners | 50 | 740 | 745 | 752 | 20% | * | 24% | 48% | * | 50% | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 40 | 737 | 744 | 753 | * | 30% | 28% | * | * | 30% | 56% |
| White | 17 | 749 | 750 | 762 | * | * | * | * | * | 35% | 67% |
| Hispanic | 13 | 724 | * | 740 | * | * | * | * | 0% | 23% | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 17 | 745 | * | 758 | * | * | * | * | * | 41% | 61% |
| Male | 23 | 732 | * | 749 | * | * | * | * | * | 22% | 51% |
| Economically Disadvantaged Students | 24 | 728 | 738 | 737 | * | * | * | * | * | 21% | 36% |
| Non-Economically Disadvantaged Students | 16 | 752 | 752 | 764 | * | * | * | * | * | 44% | 69% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 759 | * | * | * | * | * | * | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 40 | 737 | 745 | 755 | * | 30% | 28% | * | * | 30% | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 45 | 745 | 752 | 756 | * | * | * | 51% | * | 58% | 59% |
| White | 18 | 732 | 756 | 763 | * | 0% | * | * | * | 44% | 69% |
| Hispanic | 20 | 751 | 744 | 743 | * | * | * | 55% | * | 60% | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 20 | 753 | 758 | 761 | * | * | * | 50% | * | 60% | 66% |
| Male | 25 | 739 | 745 | 750 | * | * | * | 52% | * | 56% | 53% |
| Economically Disadvantaged Students | 26 | 744 | 745 | 740 | * | * | * | * | * | 58% | 40% |
| Non-Economically Disadvantaged Students | 19 | 747 | 761 | 765 | * | * | * | * | * | 58% | 71% |
| Students with Disabilities | 10 | 696 | 708 | 725 | * | * | * | * | * | 10% | 22% |
| Students without Disabilities | 35 | 760 | 759 | 762 | * | * | * | * | * | 71% | 66% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 12% |
| Non-English Learners | 45 | 745 | 753 | 757 | * | * | * | 51% | * | 58% | 60% |
| Homeless Students | * | * | * | 733 | * | * | * | * | * | * | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |

An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
 HUDSON
 BAYONNE CITY
 18 WEST 26TH ST
 BAYONNE, NJ 07002-3803

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 55 | 764 | 750 | 752 | * | * | 26% | 40% | 24% | 64% | 54% |
| White | 26 | 768 | * | 758 | 0% | 0% | * | 46% | * | 69% | 63% |
| Hispanic | 24 | 758 | 744 | 740 | 0% | * | * | * | * | 54% | 38% |
| Black or African American | * | * | * | 736 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 81% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 56% |
| Female | 39 | 768 | * | 758 | 0% | * | * | * | * | 72% | 61% |
| Male | 16 | 753 | * | 746 | 0% | * | * | * | * | 44% | 46% |
| Economically Disadvantaged Students | 36 | 761 | 744 | 737 | 0% | * | * | * | * | 64% | 34% |
| Non-Economically Disadvantaged Students | 19 | 768 | 757 | 761 | 0% | * | * | * | * | 63% | 65% |
| Students with Disabilities | * | * | * | 722 | * | * | * | * | * | * | 17% |
| Students without Disabilities | * | * | * | 758 | * | * | * | * | * | * | 61% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
 HUDSON
 BAYONNE CITY
 18 WEST 26TH ST
 BAYONNE, NJ 07002-3803

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 45 | 749 | 757 | 756 | * | * | * | 33% | 22% | 56% | 59% |
| White | 15 | 762 | 764 | 764 | * | 0% | * | * | * | 73% | 69% |
| Hispanic | 17 | 741 | 748 | 742 | * | * | * | * | * | 41% | 44% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 784 | * | * | * | * | * | * | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Female | 20 | 764 | 767 | 764 | * | * | * | * | * | 75% | 68% |
| Male | 25 | 738 | 748 | 749 | * | * | * | * | * | 40% | 51% |
| Economically Disadvantaged Students | 30 | 745 | 752 | 739 | * | * | * | * | * | 53% | 40% |
| Non-Economically Disadvantaged Students | 15 | 757 | 762 | 766 | * | * | * | * | * | 60% | 70% |
| Students with Disabilities | 11 | 690 | 708 | 719 | * | * | * | * | * | * | 19% |
| Students without Disabilities | 34 | 768 | 767 | 763 | * | * | * | * | * | * | 67% |
| English Learners | N | N | N | 701 | N | N | N | N | N | N | * |
| Non-English Learners | 45 | 749 | 758 | 758 | * | * | * | 33% | 22% | 56% | * |
| Homeless Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 27% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



PHILIP G VROOM COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-090

HUDSON

BAYONNE CITY

18 WEST 26TH ST

BAYONNE, NJ 07002-3803

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 51 | 758 | 758 | 757 | * | * | 24% | 45% | * | 59% | 59% |
| White | 20 | 761 | * | 764 | 0% | * | * | 60% | * | 70% | 68% |
| Hispanic | 19 | 752 | 751 | 742 | * | * | * | * | * | 47% | 44% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 786 | * | * | * | * | * | * | 86% |
| American Indian or Alaska Native | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Female | 26 | 763 | 763 | 766 | * | * | * | 50% | * | 65% | 68% |
| Male | 25 | 752 | 751 | 749 | * | * | * | 40% | * | 52% | 50% |
| Economically Disadvantaged Students | 30 | 748 | 749 | 739 | * | * | * | 40% | * | 47% | 40% |
| Non-Economically Disadvantaged Students | 21 | 771 | 767 | 766 | * | * | * | 52% | * | 76% | 69% |
| Students with Disabilities | * | * | * | 718 | * | * | * | * | * | * | 18% |
| Students without Disabilities | * | * | * | 764 | * | * | * | * | * | * | 67% |
| English Learners | * | * | * | 701 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 759 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 727 | * | * | * | * | * | * | 28% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

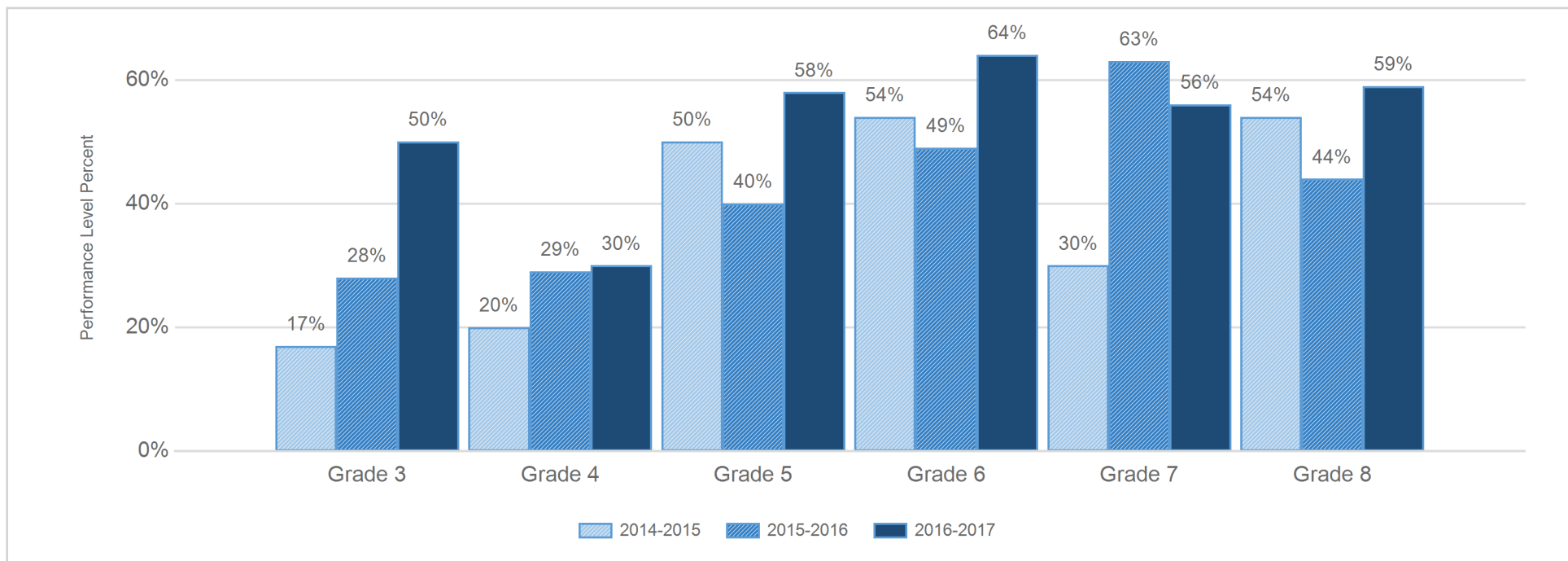


PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

English Language Arts/Literacy Assessment - Performance Trends

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





PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
 HUDSON
 BAYONNE CITY
 18 WEST 26TH ST
 BAYONNE, NJ 07002-3803

Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 271 | 99.3 | 39.80 | 36.80 | 43.50 | 39.8 | 38.9 | Met Target |
| White | 115 | 100.0 | 52.20 | 43.40 | 52.40 | 52.2 | 50.3 | Met Target |
| Hispanic | 108 | 98.3 | 32.50 | 27.00 | 27.60 | 32.5 | 32.9 | Met Target† |
| Black or African American | 25 | 100.0 | 20.00 | 20.90 | 21.70 | 20 | 17.1 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 75.60 | 54.6 | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 42.50 | * | ** | ** |
| Two or More Races | * | * | * | 38.40 | 44.90 | 18.2 | ** | ** |
| Female | 141 | 99.3 | 42.60 | 37.80 | 44.10 | 42.6 | | |
| Male | 130 | 99.3 | 36.90 | 35.90 | 42.90 | 36.9 | | |
| Economically Disadvantaged Students | 170 | 100.0 | 35.30 | 31.80 | 25.10 | 35.3 | 34.2 | Met Target |
| Non-Economically Disadvantaged Students | 101 | 98.2 | 47.50 | 43.20 | 54.30 | 47.5 | | |
| Students with Disabilities | 50 | 100.0 | * | * | 16.50 | * | 14.1 | Not Met |
| Students without Disabilities | 221 | 99.2 | * | * | 48.80 | * | | |
| English Learners | 13 | 100.0 | 23.10 | 24.90 | 23.30 | 23.1 | ** | ** |
| Non-English Learners | 258 | 99.3 | 40.70 | 37.90 | 45.20 | 40.7 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | N | N | N | * | 39.90 | N | | |
| Migrant Students | N | N | N | 33.30 | 18.20 | N | | |

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

† Target was met within a confidence interval.



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 50 | 749 | 751 | 751 | * | * | 38% | 32% | * | 42% | 53% |
| White | 22 | 758 | 754 | 759 | 0% | * | * | * | * | 50% | 63% |
| Hispanic | 22 | 741 | 743 | 738 | * | * | 50% | * | 0% | 32% | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 24 | 748 | 752 | 751 | * | * | * | * | * | 42% | 52% |
| Male | 26 | 750 | 751 | 751 | * | * | * | * | * | 42% | 53% |
| Economically Disadvantaged Students | 32 | 745 | 746 | 736 | * | * | * | * | * | 38% | 34% |
| Non-Economically Disadvantaged Students | 18 | 757 | 759 | 761 | * | * | * | * | * | 50% | 65% |
| Students with Disabilities | * | * | * | 729 | * | * | * | * | * | * | 29% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 57% |
| English Learners | N | N | N | 724 | N | N | N | N | N | N | 21% |
| Non-English Learners | 50 | 749 | 752 | 753 | * | * | 38% | 32% | * | 42% | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 40 | 740 | 740 | 747 | * | 35% | 28% | 30% | * | 35% | 47% |
| White | 17 | 747 | 747 | 755 | * | * | * | * | * | 53% | 59% |
| Hispanic | 13 | 729 | * | 734 | 0% | * | * | * | 0% | 15% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 17 | 743 | * | 747 | * | * | * | * | * | 35% | 47% |
| Male | 23 | 737 | * | 747 | * | * | * | * | * | 35% | 48% |
| Economically Disadvantaged Students | 24 | 731 | 735 | 732 | * | * | * | * | * | 21% | 27% |
| Non-Economically Disadvantaged Students | 16 | 753 | 746 | 757 | * | * | * | * | * | 56% | 61% |
| Students with Disabilities | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 716 | N | N | N | N | N | N | 12% |
| Non-English Learners | 40 | 740 | 740 | 749 | * | 35% | 28% | 30% | * | 35% | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 45 | 732 | 744 | 747 | * | * | 40% | 27% | * | 29% | 46% |
| White | 18 | 725 | 748 | 754 | * | * | * | * | * | 28% | 57% |
| Hispanic | 20 | 738 | * | 735 | * | * | * | * | 0% | 35% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 20 | 734 | 747 | 747 | * | * | * | * | * | 20% | 47% |
| Male | 25 | 731 | 741 | 746 | * | * | * | * | * | 36% | 46% |
| Economically Disadvantaged Students | 26 | 730 | 740 | 732 | * | * | * | * | * | 31% | 27% |
| Non-Economically Disadvantaged Students | 19 | 736 | 749 | 756 | * | * | * | * | * | 26% | 59% |
| Students with Disabilities | 10 | 691 | 715 | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | 35 | 744 | 749 | 751 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Non-English Learners | 45 | 732 | 744 | 748 | * | * | 40% | 27% | * | 29% | 48% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

Mathematics Assessment - Performance by Grade: Grade 6**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 55 | 734 | 739 | 743 | * | 22% | 35% | 20% | * | 27% | 44% |
| White | 26 | 747 | * | 751 | 0% | * | 42% | * | * | 39% | 54% |
| Hispanic | 24 | 721 | 732 | 731 | * | * | * | * | * | 21% | 27% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 771 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46% |
| Female | 39 | 733 | * | 745 | * | * | * | * | * | 26% | 45% |
| Male | 16 | 736 | * | 742 | * | * | * | * | * | 31% | 43% |
| Economically Disadvantaged Students | 36 | 733 | 735 | 728 | * | * | * | * | * | 28% | 24% |
| Non-Economically Disadvantaged Students | 19 | 735 | 744 | 752 | * | * | * | * | * | 26% | 56% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | * | * | * | 748 | * | * | * | * | * | * | 50% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 719 | * | * | * | * | * | * | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

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



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

Mathematics Assessment - Performance by Grade: Grade 7**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 44 | 745 | 739 | 741 | * | * | 32% | 39% | * | 46% | 40% |
| White | 15 | 757 | * | 748 | * | 0% | * | * | * | 67% | 49% |
| Hispanic | 16 | 736 | * | 730 | * | * | * | * | 0% | 31% | 23% |
| Black or African American | * | * | * | 726 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 764 | * | * | * | * | * | * | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Female | 20 | 753 | 742 | 743 | * | * | * | * | * | 65% | 41% |
| Male | 24 | 739 | 736 | 740 | * | * | * | * | * | 29% | 38% |
| Economically Disadvantaged Students | 30 | 746 | 736 | 729 | * | * | * | * | * | 50% | 22% |
| Non-Economically Disadvantaged Students | 14 | 744 | 743 | 749 | * | * | * | * | * | 36% | 50% |
| Students with Disabilities | 11 | 708 | 705 | 716 | * | * | * | * | * | * | 11% |
| Students without Disabilities | 33 | 758 | 746 | 746 | * | * | * | * | * | * | 45% |
| English Learners | N | N | N | 712 | N | N | N | N | N | N | * |
| Non-English Learners | 44 | 745 | 741 | 742 | * | * | 32% | 39% | * | 46% | * |
| Homeless Students | * | * | * | 722 | * | * | * | * | * | * | 15% |
| Students in Foster Care | * | * | * | 718 | * | * | * | * | * | * | 15% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | * |

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



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

Mathematics Assessment - Performance by Grade: Grade 8**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 30 | 741 | 724 | 728 | * | * | 37% | 40% | 0% | 40% | 28% |
| White | 10 | 758 | 728 | 736 | 0% | * | * | * | 0% | 70% | 35% |
| Hispanic | * | * | * | 721 | * | * | * | * | * | * | 21% |
| Black or African American | * | * | * | 715 | * | * | * | * | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | * | * | * | 728 | * | * | * | * | * | * | 28% |
| Two or More Races | * | * | * | 726 | * | * | * | * | * | * | 28% |
| Female | 15 | 746 | * | 730 | * | * | * | * | 0% | 40% | 30% |
| Male | 15 | 737 | * | 725 | * | * | * | * | 0% | 40% | 26% |
| Economically Disadvantaged Students | 18 | 733 | * | 719 | * | * | * | * | 0% | 22% | 19% |
| Non-Economically Disadvantaged Students | 12 | 754 | * | 734 | * | * | * | * | 0% | 67% | 34% |
| Students with Disabilities | * | * | * | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | * | * | * | 734 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 703 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 729 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 710 | N | N | N | N | N | N | 11% |
| Students in Foster Care | N | N | N | 705 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

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



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 21 | 777 | 739 | 743 | 0% | 0% | * | 86% | * | 95% | 42% |
| White | 10 | 769 | 745 | 751 | 0% | 0% | 0% | 100% | 0% | 100% | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | 11 | 772 | 740 | 744 | 0% | 0% | * | * | * | 100% | 43% |
| Male | 10 | 782 | 737 | 741 | 0% | 0% | * | * | * | 90% | 40% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | N | N | N | 714 | N | N | N | N | N | N | 10% |
| Students without Disabilities | 21 | 777 | 744 | 747 | 0% | 0% | * | 86% | * | 95% | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 21 | 777 | 740 | 745 | 0% | 0% | * | 86% | * | 95% | * |
| Homeless Students | * | * | * | 718 | * | * | * | * | * | * | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |

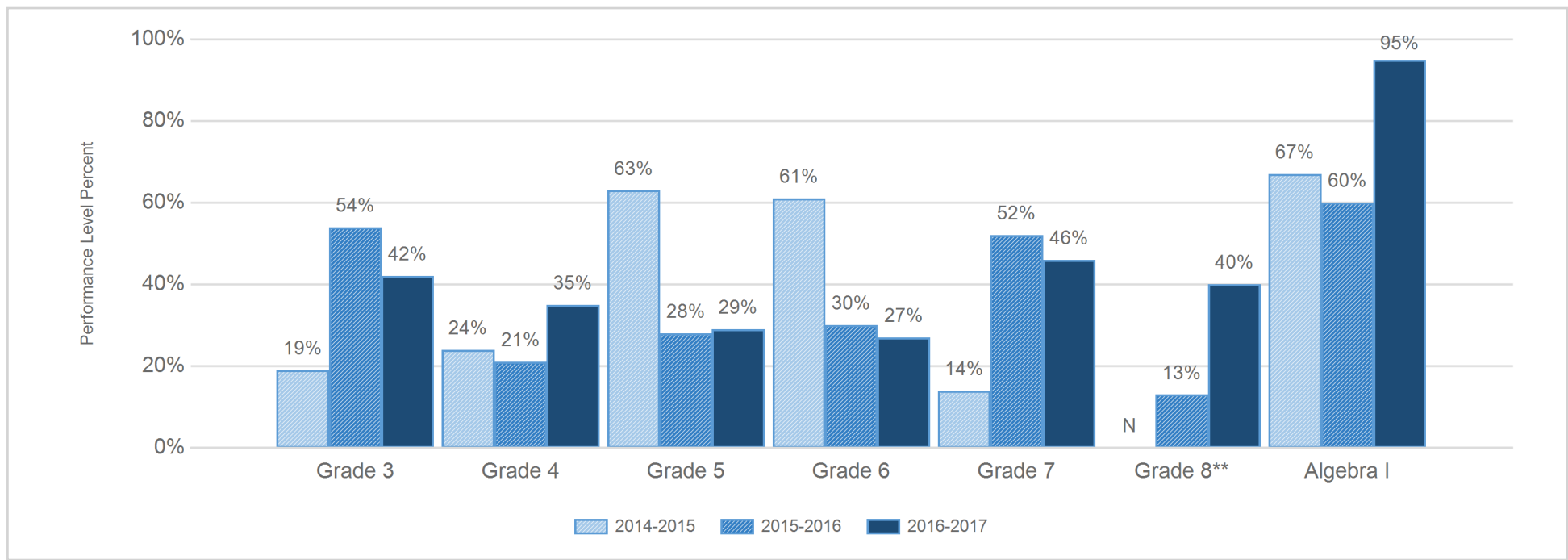


PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

Mathematics Assessment – Performance Trends

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



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



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | * | * | * |
| 2 | * | * | * |
| 3 | N | N | N |
| 4 | * | * | * |
| 5+ | * | * | * |



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

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

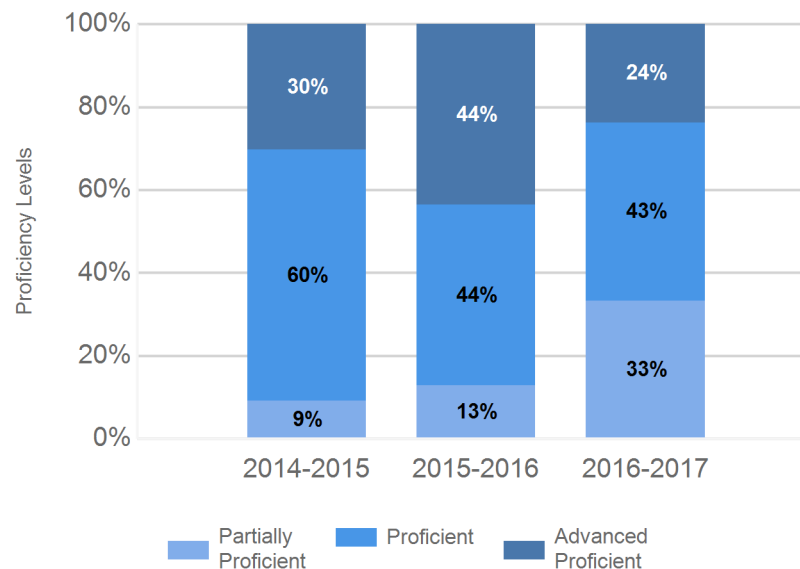
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 24% | 43% | 33% |
| White | 39% | 44% | 17% |
| Hispanic | N | * | 62% |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | N | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | N | * |
| Economically Disadvantaged Students | 15% | 41% | 44% |
| Students with Disabilities | N | * | * |
| English Learners | N | * | N |

NJASK Science Assessment Performance Trends: Grade 4

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





PHILIP G VROOM COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-090

HUDSON

BAYONNE CITY

18 WEST 26TH ST

BAYONNE, NJ 07002-3803

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

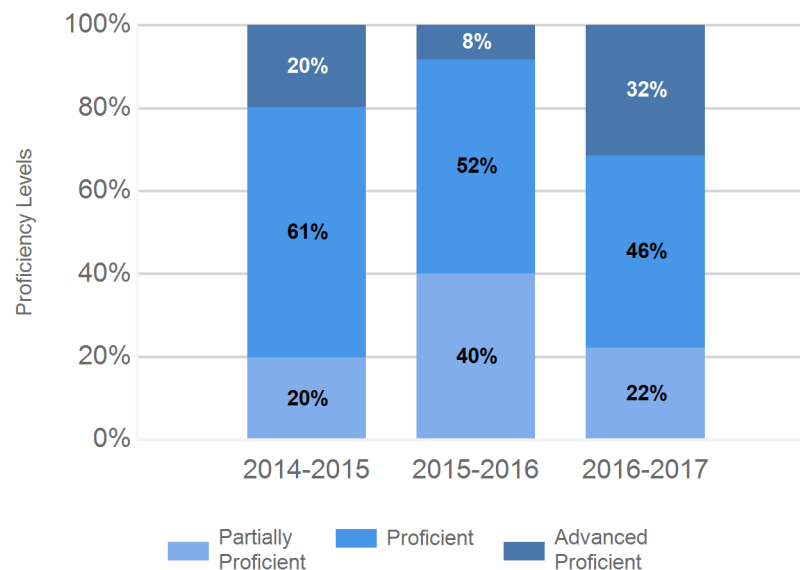
NJASK Science Assessment Performance: Grade 8

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 27% | 47% | 27% |
| Schoolwide | 32% | 46% | 22% |
| White | 26% | 48% | 26% |
| Hispanic | 33% | * | 11% |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | N | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | N | * |
| Economically Disadvantaged Students | 19% | 56% | 25% |
| Students with Disabilities | * | * | * |
| English Learners | N | * | * |

NJASK Science Assessment Performance Trends: Grade 8

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





PHILIP G VROOM COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-090

HUDSON

BAYONNE CITY

18 WEST 26TH ST

BAYONNE, NJ 07002-3803

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 58 | 58 | 50 | Met Target | 54 | 48 | 50 | Met Target |
| White | 59 | 60 | 50 | Met Target | 57 | 50 | 52 | Met Target |
| Hispanic | 60 | 55 | 49 | Exceeds Target | 49.5 | 46 | 47 | Met Target |
| Black or African American | 33.5 | 48 | 45 | Not Met | 43 | 40 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 67 | 60 | ** | * | 56.5 | 59 | ** |
| American Indian or Alaska Native | * | * | 51 | ** | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | 50.5 | 52 | ** |
| Economically Disadvantaged | 58 | 57 | 47 | Met Target | 52 | 48 | 46 | Met Target |
| Students with Disabilities | 35 | 40.5 | 41 | Not Met | 41.5 | 36 | 43 | Met Target |
| English Learners | * | 70 | 53 | ** | * | 56.5 | 51 | ** |

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



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

Grade Span PK-08

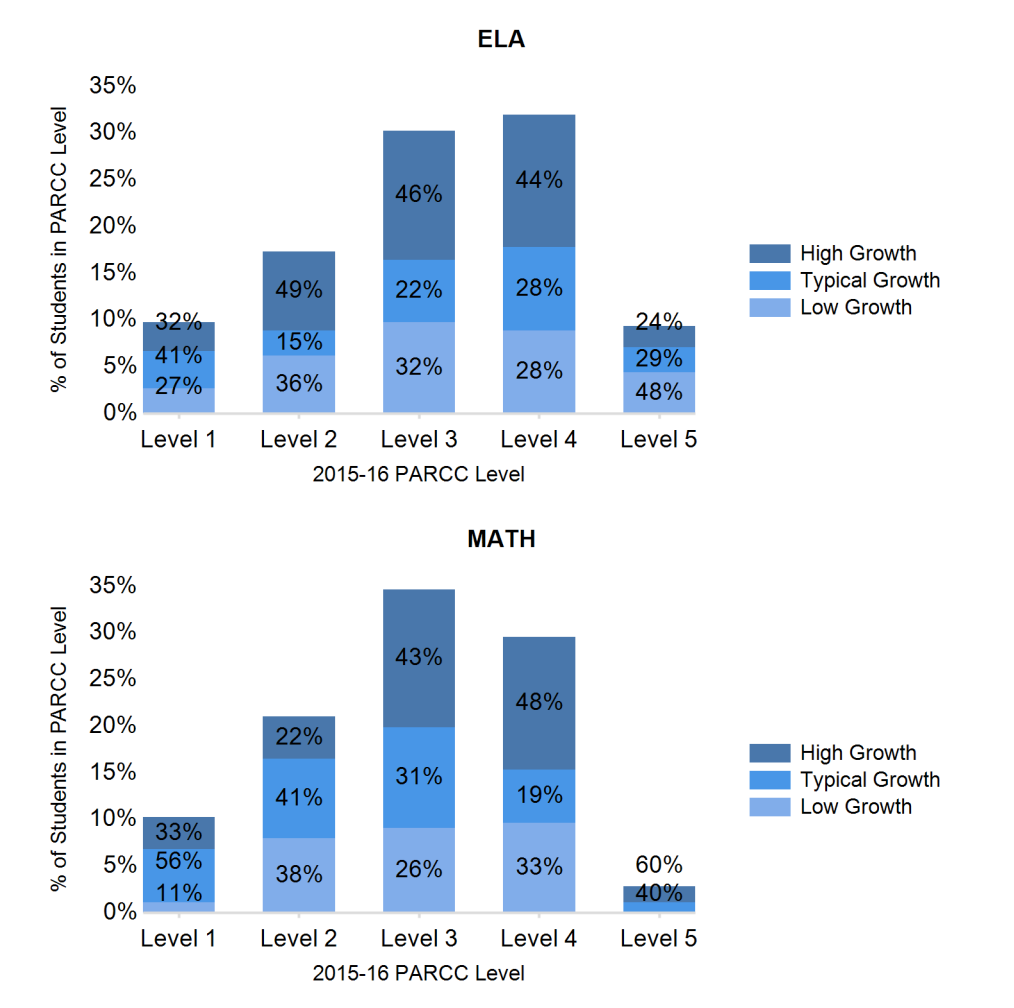
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

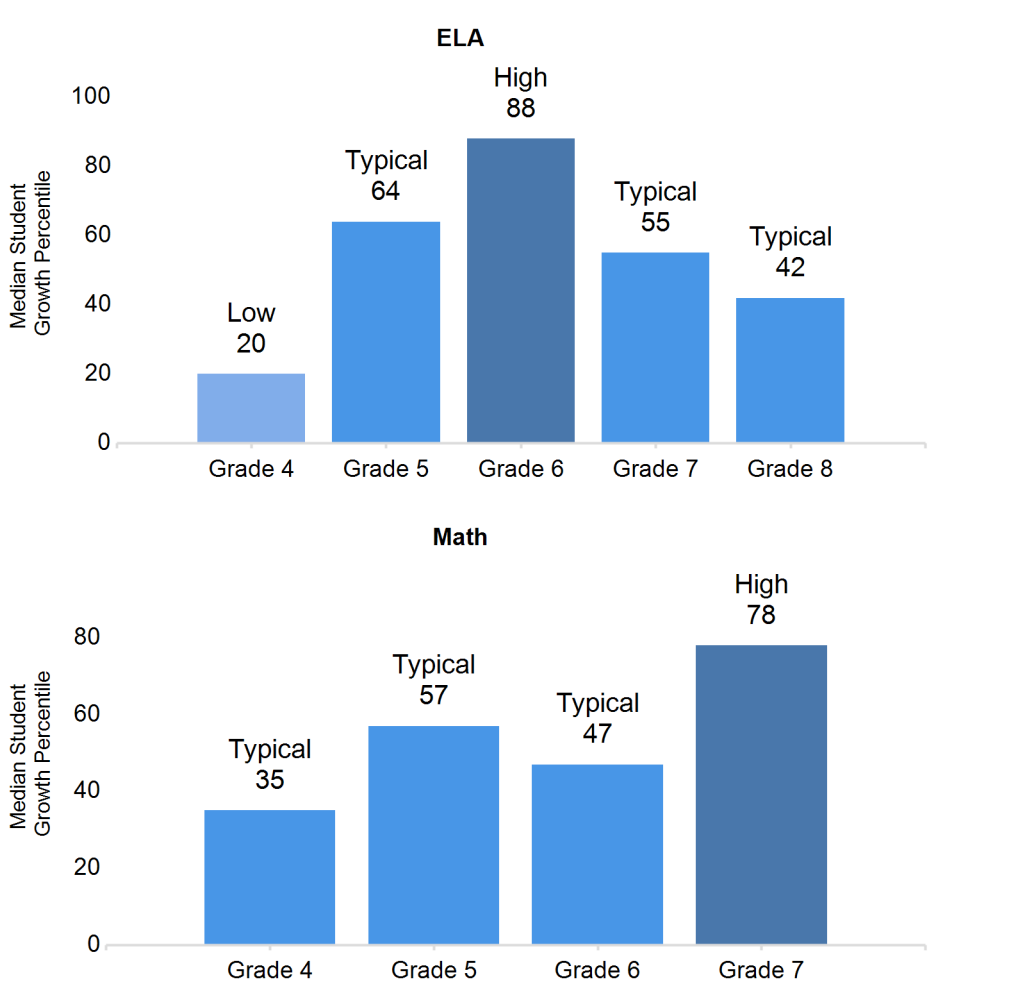
Student Growth by Performance Level

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



Student Growth by Grade

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





PHILIP G VROOM COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-090

HUDSON

BAYONNE CITY

18 WEST 26TH ST

BAYONNE, NJ 07002-3803

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

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 56 |
| 7 | 0 | 0 | 44 |
| 8 | 23 | 0 | 54 |
| Schoolwide | 23 | 0 | 154 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 54 |
| Schoolwide | 0 | 0 | 0 | 0 | 0 | 0 | 154 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

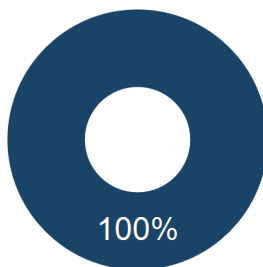
17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

Visual and Performing Arts – Course Participation

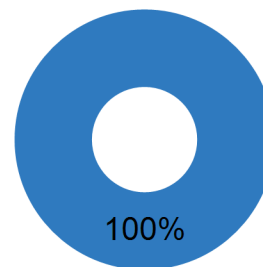
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

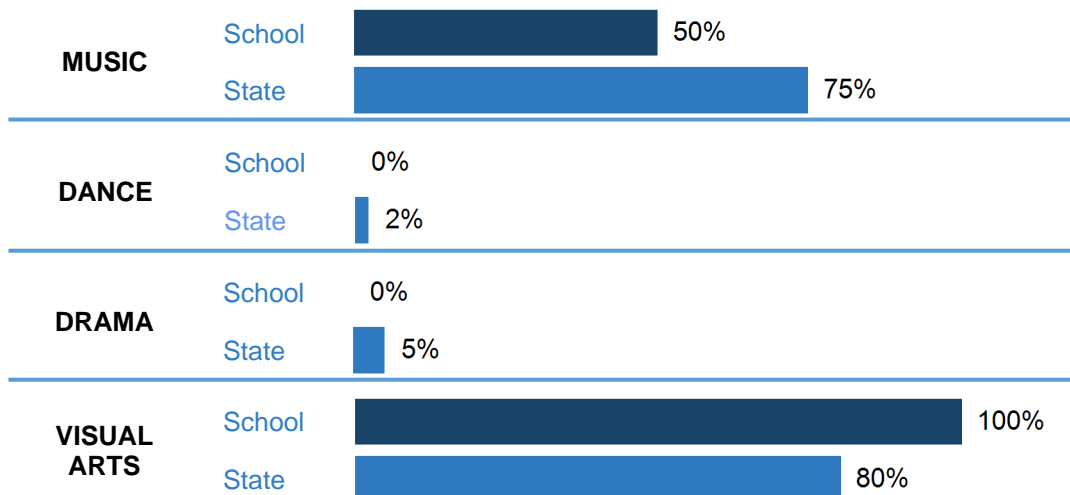


School



State

Students enrolled in one or more classes by discipline:





PHILIP G VROOM COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

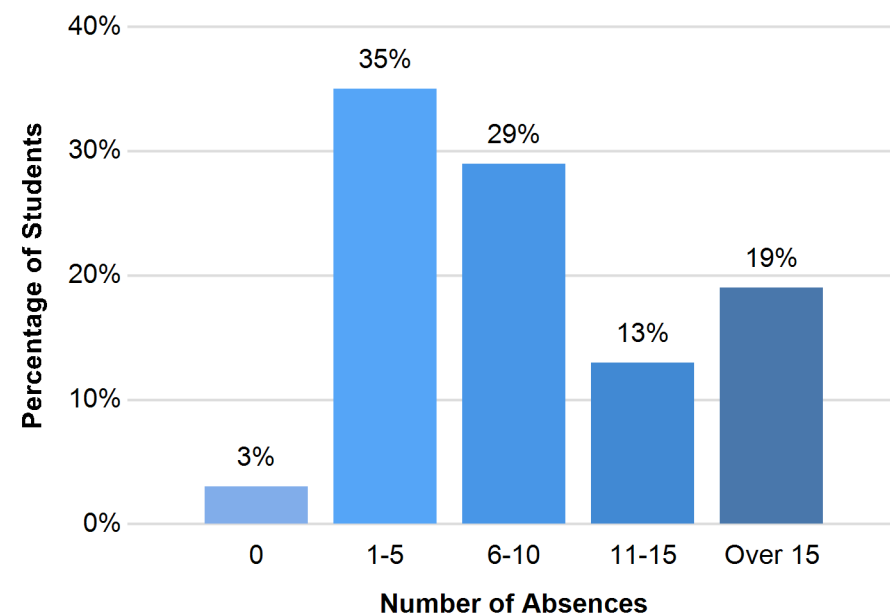
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 15.60 | 8.50 | Not Met |
| White | 13.80 | 8.50 | Not Met |
| Hispanic | 16.70 | 8.50 | Not Met |
| Black or African American | 16.70 | 8.50 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 14.30 | 8.50 | Not Met |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 17.40 | 8.50 | Not Met |
| Economically Disadvantaged Students | 19.00 | 8.50 | Not Met |
| Students with Disabilities | 28.40 | 8.50 | Not Met |
| English Learners | N | ** | ** |

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

Days Absent

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



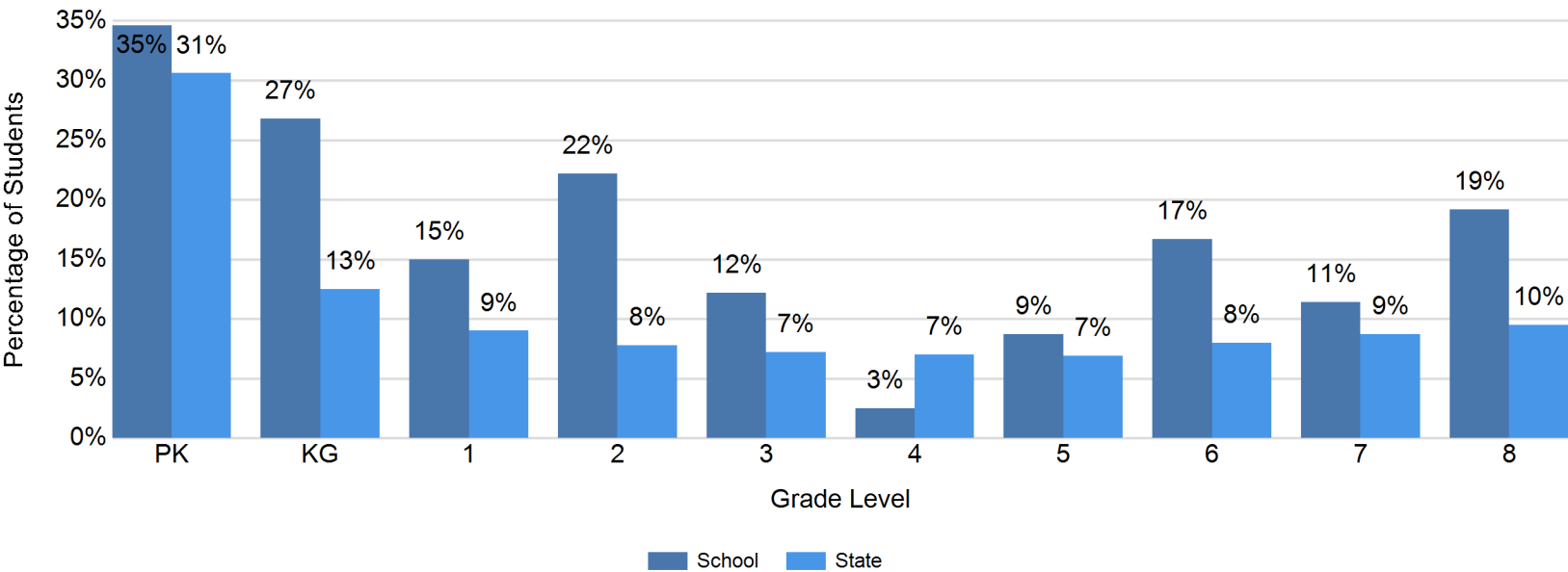


PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





PHILIP G VROOM COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 5 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 5 |
| Incidents Per 100 Students Enrolled | 1.08 |

Student Suspension Rate

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

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 5.8% |
| Any Suspension | 5.8% |

Student Expulsions

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

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.1:1 | 104.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$670 | \$12,339 | \$13,009 |



PHILIP G VROOM COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-090

HUDSON

BAYONNE CITY

18 WEST 26TH ST

BAYONNE, NJ 07002-3803

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 37 | 120,724 |
| Average years experience in public schools | 9.1 | 11.8 |
| Average years experience in district | 8.1 | 10.5 |
| Teachers in district for 4 or more years | 57% | 74% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 50 | 9,506 |
| Average years experience in public schools | 22.1 | 15.9 |
| Average years experience in district | 19.9 | 11.6 |
| Administrators in district for 4 or more years | 98% | 74% |

Student to Staff Ratios

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

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 13:1 | 13:1 |
| Administrators | 465:1 | 192:1 |
| Librarian/Media Specialists | | 3192:1 |
| Nurses | | 563:1 |
| Counselors | | 368:1 |
| Child Study Team | | 504:1 |



PHILIP G VROOM COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-090

HUDSON

BAYONNE CITY

18 WEST 26TH ST

BAYONNE, NJ 07002-3803

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

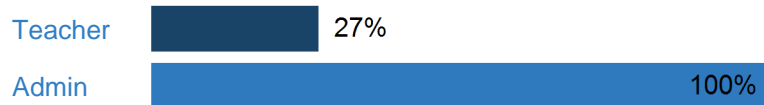
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 90% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 98% | 88% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 95% |



PHILIP G VROOM COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-090

HUDSON

BAYONNE CITY

18 WEST 26TH ST

BAYONNE, NJ 07002-3803

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency | 42.7 | 17.5% |
| Mathematics Proficiency | 36.8 | 17.5% |
| English Language Arts Growth | 68.3 | 25.0% |
| Mathematics Growth | 60.1 | 25.0% |
| Chronic Absenteeism | 7.7 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 47.2 |
| Summative Rating: Percentile rank of Summative Score | | 45.1 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

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

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



PHILIP G VROOM COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-090

HUDSON

BAYONNE CITY

18 WEST 26TH ST

BAYONNE, NJ 07002-3803

Accountability Summary by Student Group

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

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 47.2 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| White | 48.5 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| Hispanic | 57.2 | 11.9 | No | Met Target | Met Target† | Not Met | Exceeds Target | Met Target | No |
| Black or African American | 38.3 | 11.9 | No | Met Target | Met Target | Not Met | Not Met | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | ** | ** | Not Met | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | Not Met | ** | ** | No |
| Economically Disadvantaged Students | 66.6 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| Students with Disabilities | 26.9 | 11.9 | No | Met Target† | Not Met | Not Met | Not Met | Met Target | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

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

† Target was met within a confidence interval.



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017

Grade Span PK-08




17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mrs. Janeczko | Email Address: | sjaneczko@bboed.org |
| Address: | 18 WEST 26TH ST BAYONNE, NJ 07002-3803 | Website: | www.bboed.org/domain/19 |
| Phone: | (201)858-5956 | Twitter: | https://twitter.com/VroomSchool |

School Narrative

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

| | |
|---|---|
|  Highlights: | <ul style="list-style-type: none"> • Participated in the ISCI Program with Rutgers University that fosters comprehensive learning inside schools. • Won the Bronze Award for Healthier Generation Initiative. • Our 7th grade Science Teacher, Kim Simko, was selected and presented at the National Science Convention. |
|  Mission, Vision, Theme: | <p>The Mission is to provide our students with a diverse curriculum that will ensure educational success and develop character traits that instill respect for oneself and the members of the community. The vision of Philip G. Vroom is to provide comprehensive communications with all stakeholders while fostering a collaborative classroom community with high expectations. Vroom's theme is that we are all H.E.R.O.E.S. (Helping Everyone Respecting Others Encouraging Strength)</p> |
|  Awards, Recognition, Accomplishments: | <p>Mrs. Kim Simko was selected by Steven's Institute of Technology to present to hundreds of educators throughout the Country at the National Science Convention in Chicago. Ms. Gisselle Torres received a scholarship to attend Colonial Williamsburg and was also selected to NEH Teacher Seminar at the University of Kansas where she was enriched with Native American and African American Education in the 1800's.</p> |







PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
 HUDSON
 BAYONNE CITY
 18 WEST 26TH ST
 BAYONNE, NJ 07002-3803

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: | <p>Our curriculum is aligned in accordance with the New Jersey Core Curriculum Content and New Jersey Student Learning Standards. Active student learning and participation is incorporated into all subject areas. Students are encouraged to develop higher level thinking skills and problem solving techniques. In order for students to be college and career ready at graduation, teachers need to be learning at high levels.</p> |
|  Sports and Athletics: | <p>Sports Offered: Basketball (Boys & Girls), Football (Boys)</p> <p>The Boys Flag Football team continue to hold the title of District Champions for it's second year. Boys and Girls basketball continue making it to the championship games.</p> |
|  Clubs and Activities: | <p>Activities offered at P.G. Vroom School are Peer Leadership, Forensics, Student Council, Yearbook, Academic Challenge Team, Cheerleading, Basketball Teams, Chess, Geography Bee, Spelling Bee, Honor Guard, Cleaner & Greener, Junior Honor Society, Firebowl and Science Fair. The Chess Club students are the district champions and have won 4th place in the NJ Junior High Chess Championship.</p> |
|  Before and After School Programs: | <p>ARMS turtoring for students from Grades 3-8. 100 Book Challenge available for students in Grades 1-4 to encourage reading. Before care and after care is available for the entire school if need be. Community Ed programs such as basketball clinics, arts and crafts and cooking are conducted after school.</p> |







PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
 HUDSON
 BAYONNE CITY
 18 WEST 26TH ST
 BAYONNE, NJ 07002-3803

School Narrative

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| | |
|---|--|
|  Staff and Professional Learning: | <p>To continue to implement Professional Learning Communities (PLC's) in order to utilize data driven instruction. Our goal is to enhance the educational experiences of all students through consistent pedagogy. PLC's are conducted weekly according to Grade level throughout the year. The District will also provide appropriate PD based on the needs of the staff member.</p> |
|  Student Supports and Services: | <p>Student support services are provided in grade level inclusion class settings to meet the needs of students with IEP's and 504's. Title 1 services are provided in the primary grades as well as Title 1 Parent Workshops. Self contained classes are provided with Special Ed teachers and aids to suit the needs of the students. After school tutoring programs are available with children who struggle with Math/LAL. 100 Book challenge is offered to boost reading in the primary grade levels.</p> |
|  Student Health and Wellness: | <p>Vroom is part of the Healthier Generation Alliance, in which we are trying to make our school a healthier place. Each teacher uses Go Noodle which gives physical activity ideas that is done with each class. Students also receive 2 P/E periods per week. Vroom is also a part of the breakfast program which is provided to the entire student body. Reach periods in the Upper Grades along with Rutgers Nutrition SNAP lessons provide students with alternatives for making healthy eating habits.</p> |
|  Parent and Community Involvement: | <p>The PTA are involved throughout the year. Providing book fairs, an array of fundraisers and dances. These events are offered to involve parents and the school community. Parent Portal is available and accessed by the parents with their username and password that is emailed to them in August.</p> |



PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

The School Climate Profile has evolved through research addressing school climate and social emotional character development. Survey items have demonstrated high reliability and are considered valid measures of school climate. Statistical analyses conducted on survey data support generated factors reflective of the following constructs: interpersonal relationships, inclusion, student behaviors and attitudes, work environment, and parent-school relationships.



Facilities:

Vroom's building is over 100 years old and all classrooms have been recently painted. The schoolyard has repaved and teachers over the summer painted hopscotch boards. Basketball hoops were installed for lunchtime activities. The building has air conditioning in the Multipurpose room, first & second floor conference rooms. Security cameras have been places in the hallways and along the perimeter of the building. All students have access to state of the art technology in all classrooms.




PHILIP G VROOM COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-090
HUDSON
BAYONNE CITY
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

School Narrative

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

| | |
|---|--|
| <div>Other Information:</div> | <p>We are one of the 5 schools selected for full day Pre-K that is available to the community through a lottery. Vroom School has had the honor of being selected through Rutgers University along with the NJ Department of Education for the Inclusive School Climate Initiative on a focus with students with disabilities. The structured school environment is in accordance to the BBOED and NJDOE guidelines/mandates. Robocall communications, parent/student portal along with Digital Backpack keeps all stakeholders involved on daily activities. District uniform policy has been in effect for several years and successful.</p> |
|---|--|




WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
 HUDSON
 BAYONNE CITY
 95 WEST 31ST STREET
 BAYONNE, NJ 07002

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

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

Navigating through the reports:

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

Other Resources:

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



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

Footnotes

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

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



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

Enrollment Trends by Grade

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 32 | 27 | 35 |
| KG | 65 | 82 | 90 |
| 1 | 89 | 100 | 77 |
| 2 | 71 | 82 | 117 |
| 3 | 85 | 71 | 85 |
| 4 | 92 | 93 | 86 |
| 5 | 66 | 102 | 83 |
| 6 | 81 | 72 | 93 |
| 7 | 72 | 71 | 74 |
| 8 | 90 | 72 | 76 |
| Ungraded | 0 | 0 | 0 |
| Total | 743 | 772 | 816 |

Enrollment Trends by Student Group

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

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 50% | 49% | 49% |
| Male | 50% | 51% | 51% |
| Economically Disadvantaged Students | 71% | 71% | 66% |
| Students with Disabilities | 6% | 7% | 6% |
| English Learners | 28% | 31% | 34% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 1% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 46.1% |
| Hispanic | 39.5% |
| Asian | 6.4% |
| Black or African American | 6.0% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 2.1% |

PreK and K - Full Day and Half Day

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

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 33 | 27 | 35 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 75 | 82 | 90 |

Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English | 45.6% |
| Arabic | 25.6% |
| Spanish | 19.5% |
| Urdu | 1.3% |
| Russian | 1.1% |
| Other | 6.7% |



WALTER F. ROBINSON COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-030

HUDSON

BAYONNE CITY

95 WEST 31ST STREET

BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 381 | 88.1 | 51.90 | 52.10 | 54.90 | 47.9 | 44.6 | Met Target |
| White | 181 | 91.1 | 55.30 | 57.10 | 63.90 | 52.8 | 44.9 | Met Target |
| Hispanic | 141 | 83.4 | 43.30 | 43.70 | 39.80 | 37.5 | 36.6 | Met Target |
| Black or African American | 25 | 90.0 | 56.00 | 38.60 | 35.20 | 52.6 | 49.4 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 24 | 92.9 | 66.70 | * | 80.70 | 64.8 | 69.6 | Met Target† |
| American Indian or Alaska Native | N | N | N | 33.30 | 53.70 | N | ** | ** |
| Two or More Races | 10 | 90.9 | 70.00 | 61.60 | 54.90 | 66.6 | ** | ** |
| Female | 191 | 90.2 | 52.30 | 59.80 | 62.20 | 49.4 | | |
| Male | 190 | 86.0 | 51.60 | 44.70 | 48.10 | 46.5 | | |
| Economically Disadvantaged Students | 222 | 89.0 | 46.40 | 44.80 | 36.20 | * | 36.6 | Met Target |
| Non-Economically Disadvantaged Students | 159 | 86.9 | 59.80 | 61.40 | 65.80 | * | | |
| Students with Disabilities | 22 | 85.2 | * | * | 20.50 | * | 15.1 | Met Target† |
| Students without Disabilities | 359 | 88.3 | * | * | 61.90 | * | | |
| English Learners | 131 | 79.2 | 20.70 | 25.80 | 25.20 | 17.1 | 15.1 | Met Target |
| Non-English Learners | 250 | 93.3 | 68.40 | 54.20 | 57.40 | 66.8 | | |
| Homeless Students | N | N | N | 55.00 | 26.40 | N | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | N | N | N | 50.00 | 53.50 | N | | |
| Migrant Students | N | N | N | * | 23.00 | N | | |

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

† Target was met within a confidence interval.



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 72 | 752 | 744 | 749 | 19% | 18% | * | 39% | * | 53% | 50% |
| White | 31 | 749 | 746 | 759 | * | * | * | * | * | 48% | 61% |
| Hispanic | 26 | 743 | * | 734 | * | * | * | 39% | * | 42% | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 38 | 754 | 748 | 754 | * | * | * | 45% | * | 55% | 55% |
| Male | 34 | 750 | 740 | 745 | * | * | * | 32% | * | 50% | 46% |
| Economically Disadvantaged Students | 45 | 745 | 737 | 731 | * | * | * | * | * | 51% | 31% |
| Non-Economically Disadvantaged Students | 27 | 763 | 754 | 762 | * | * | * | * | * | 56% | 63% |
| Students with Disabilities | * | * | * | 720 | * | * | * | * | * | * | 24% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 55% |
| English Learners | 19 | 700 | 705 | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | 53 | 770 | 745 | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | * | * | * | 721 | * | * | * | * | * | * | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



WALTER F. ROBINSON COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-030

HUDSON

BAYONNE CITY

95 WEST 31ST STREET

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 64 | 751 | 744 | 753 | * | * | 22% | 39% | 17% | 56% | 56% |
| White | 34 | 755 | 750 | 762 | * | * | * | 35% | * | 62% | 67% |
| Hispanic | 21 | 738 | * | 740 | * | * | * | * | * | 33% | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 35 | 745 | * | 758 | * | * | * | 34% | * | 46% | 61% |
| Male | 29 | 759 | * | 749 | * | * | * | 45% | * | 69% | 51% |
| Economically Disadvantaged Students | 38 | 748 | 738 | 737 | * | * | * | 34% | * | 53% | 36% |
| Non-Economically Disadvantaged Students | 26 | 757 | 752 | 764 | * | * | * | 46% | * | 62% | 69% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 759 | * | * | * | * | * | * | 62% |
| English Learners | * | * | * | 711 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



WALTER F. ROBINSON COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-030

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BAYONNE CITY

95 WEST 31ST STREET

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 73 | 756 | 752 | 756 | * | * | 22% | 48% | * | 60% | 59% |
| White | 29 | 762 | 756 | 763 | * | * | * | 48% | * | 66% | 69% |
| Hispanic | 31 | 752 | 744 | 743 | * | * | * | 48% | * | 55% | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 34 | 758 | 758 | 761 | * | * | * | 50% | * | 65% | 66% |
| Male | 39 | 755 | 745 | 750 | * | * | * | 46% | * | 56% | 53% |
| Economically Disadvantaged Students | 43 | 756 | 745 | 740 | * | * | * | 54% | * | 65% | 40% |
| Non-Economically Disadvantaged Students | 30 | 756 | 761 | 765 | * | * | * | 40% | * | 53% | 71% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 762 | * | * | * | * | * | * | 66% |
| English Learners | 13 | 706 | 706 | 710 | * | * | * | * | * | 15% | 12% |
| Non-English Learners | 60 | 767 | 753 | 757 | * | * | * | * | * | 70% | 60% |
| Homeless Students | N | N | N | 733 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 80 | 750 | 750 | 752 | * | 14% | 23% | 53% | * | 59% | 54% |
| White | 40 | 753 | * | 758 | * | * | * | 63% | * | 68% | 63% |
| Hispanic | 28 | 746 | 744 | 740 | * | * | * | 46% | * | 54% | 38% |
| Black or African American | * | * | * | 736 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 81% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 56% |
| Female | 41 | 758 | * | 758 | * | * | * | 56% | * | 68% | 61% |
| Male | 39 | 743 | * | 746 | * | * | * | 49% | * | 49% | 46% |
| Economically Disadvantaged Students | 39 | 737 | 744 | 737 | * | * | * | 36% | * | 41% | 34% |
| Non-Economically Disadvantaged Students | 41 | 763 | 757 | 761 | * | * | * | 68% | * | 76% | 65% |
| Students with Disabilities | * | * | * | 722 | * | * | * | * | * | * | 17% |
| Students without Disabilities | * | * | * | 758 | * | * | * | * | * | * | 61% |
| English Learners | 17 | 712 | 713 | 710 | * | * | * | * | * | * | * |
| Non-English Learners | 63 | 761 | 751 | 753 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 47 | 746 | 757 | 756 | * | 21% | 23% | 34% | * | 49% | 59% |
| White | 23 | 751 | 764 | 764 | * | * | * | * | * | 57% | 69% |
| Hispanic | 19 | 743 | 748 | 742 | * | * | * | * | * | 47% | 44% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 784 | * | * | * | * | * | * | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Female | 23 | 747 | 767 | 764 | * | * | * | * | * | 52% | 68% |
| Male | 24 | 745 | 748 | 749 | * | * | * | * | * | 46% | 51% |
| Economically Disadvantaged Students | 26 | 731 | 752 | 739 | * | * | * | * | * | 35% | 40% |
| Non-Economically Disadvantaged Students | 21 | 764 | 762 | 766 | * | * | * | * | * | 67% | 70% |
| Students with Disabilities | * | * | * | 719 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | * | 763 | * | * | * | * | * | * | 67% |
| English Learners | 14 | 706 | 708 | 701 | * | * | * | * | * | * | * |
| Non-English Learners | 33 | 763 | 758 | 758 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 731 | N | N | N | N | N | N | 31% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



WALTER F. ROBINSON COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-030

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95 WEST 31ST STREET

BAYONNE, NJ 07002

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 63 | 734 | 758 | 757 | * | * | 35% | 32% | * | 33% | 59% |
| White | 28 | 728 | * | 764 | * | * | * | * | 0% | 29% | 68% |
| Hispanic | 26 | 734 | 751 | 742 | * | * | 46% | * | * | 27% | 44% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 786 | * | * | * | * | * | * | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Female | 32 | 730 | 763 | 766 | * | * | 34% | 31% | * | 31% | 68% |
| Male | 31 | 738 | 751 | 749 | * | * | 36% | 32% | * | 36% | 50% |
| Economically Disadvantaged Students | 36 | 727 | 749 | 739 | * | * | 33% | * | * | 25% | 40% |
| Non-Economically Disadvantaged Students | 27 | 743 | 767 | 766 | * | * | 37% | * | * | 44% | 69% |
| Students with Disabilities | * | * | * | 718 | * | * | * | * | * | * | 18% |
| Students without Disabilities | * | * | * | 764 | * | * | * | * | * | * | 67% |
| English Learners | 19 | 702 | 703 | 701 | * | * | * | * | * | * | * |
| Non-English Learners | 44 | 748 | 760 | 759 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 727 | N | N | N | N | N | N | 28% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

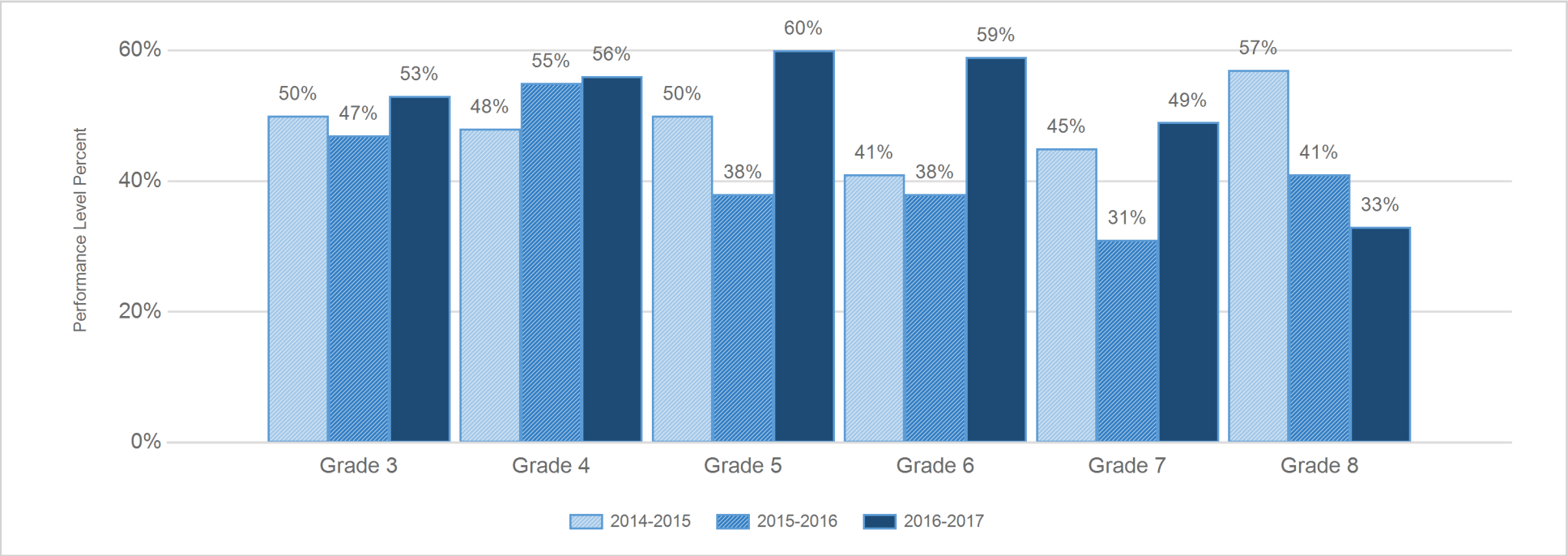


WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
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95 WEST 31ST STREET
BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance Trends

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





WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

Mathematics Assessment - Participation and Performance

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 415 | 95.4 | 44.80 | 36.80 | 43.50 | 44.8 | 49.8 | Not Met |
| White | 193 | 97.4 | 50.30 | 43.40 | 52.40 | 50.3 | 56 | Met Target† |
| Hispanic | 162 | 94.4 | 33.90 | 27.00 | 27.60 | 33.5 | 36 | Met Target† |
| Black or African American | 25 | 87.9 | 52.00 | 20.90 | 21.70 | 48.9 | 45.7 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 25 | 96.4 | 52.00 | * | 75.60 | 52 | 76.1 | Not Met |
| American Indian or Alaska Native | N | N | N | 33.30 | 42.50 | N | ** | ** |
| Two or More Races | 10 | 90.9 | 80.00 | 38.40 | 44.90 | 76.2 | ** | ** |
| Female | 203 | 94.7 | 43.40 | 37.80 | 44.10 | 43 | | |
| Male | 212 | 96.0 | 46.30 | 35.90 | 42.90 | 46.3 | | |
| Economically Disadvantaged Students | 240 | 95.6 | 41.20 | 31.80 | 25.10 | 41.2 | 44.7 | Met Target† |
| Non-Economically Disadvantaged Students | 175 | 95.1 | 49.70 | 43.20 | 54.30 | 49.7 | | |
| Students with Disabilities | 22 | 85.2 | * | * | 16.50 | * | 12.4 | Not Met |
| Students without Disabilities | 393 | 96.0 | * | * | 48.80 | * | | |
| English Learners | 165 | 98.1 | 21.80 | 24.90 | 23.30 | 21.8 | 34.4 | Not Met |
| Non-English Learners | 250 | 93.3 | 60.00 | 37.90 | 45.20 | 58.6 | | |
| Homeless Students | N | N | N | 18.20 | 16.40 | N | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | N | N | N | * | 39.90 | N | | |
| Migrant Students | * | * | * | * | 18.20 | * | | |

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

† Target was met within a confidence interval.



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 85 | 756 | 751 | 751 | * | * | 20% | 33% | 24% | 57% | 53% |
| White | 36 | 755 | 754 | 759 | * | * | * | * | 28% | 47% | 63% |
| Hispanic | 33 | 747 | 743 | 738 | * | * | * | 42% | * | 52% | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 43 | 754 | 752 | 751 | * | * | * | 37% | 23% | 61% | 52% |
| Male | 42 | 757 | 751 | 751 | * | * | * | 29% | 24% | 52% | 53% |
| Economically Disadvantaged Students | 55 | 750 | 746 | 736 | * | * | * | 33% | * | 49% | 34% |
| Non-Economically Disadvantaged Students | 30 | 766 | 759 | 761 | * | * | * | 33% | * | 70% | 65% |
| Students with Disabilities | * | * | * | 729 | * | * | * | * | * | * | 29% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 57% |
| English Learners | 32 | 728 | 731 | 724 | * | * | * | * | * | 28% | 21% |
| Non-English Learners | 53 | 773 | 752 | 753 | * | * | * | * | * | 74% | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



WALTER F. ROBINSON COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-030

HUDSON

BAYONNE CITY

95 WEST 31ST STREET

BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 85 | 748 | 740 | 747 | * | 18% | 19% | 52% | * | 54% | 47% |
| White | 44 | 759 | 747 | 755 | * | * | * | 64% | * | 68% | 59% |
| Hispanic | 31 | 728 | * | 734 | * | * | * | * | 0% | 26% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 44 | 743 | * | 747 | * | * | * | 43% | * | 43% | 47% |
| Male | 41 | 753 | * | 747 | * | * | * | 61% | * | 66% | 48% |
| Economically Disadvantaged Students | 55 | 746 | 735 | 732 | * | * | * | 53% | * | 55% | 27% |
| Non-Economically Disadvantaged Students | 30 | 751 | 746 | 757 | * | * | * | 50% | * | 53% | 61% |
| Students with Disabilities | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | 30 | 729 | 729 | 716 | * | * | * | * | * | 30% | 12% |
| Non-English Learners | 55 | 758 | 740 | 749 | * | * | * | * | * | 67% | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | * | * | * | 713 | * | * | * | * | * | * | 22% |



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 81 | 751 | 744 | 747 | * | 12% | 33% | 38% | * | 48% | 46% |
| White | 32 | 761 | 748 | 754 | 0% | * | * | 50% | * | 59% | 57% |
| Hispanic | 36 | 742 | * | 735 | * | * | 33% | 28% | * | 39% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 39 | 751 | 747 | 747 | * | * | 36% | 41% | * | 49% | 47% |
| Male | 42 | 751 | 741 | 746 | * | * | 31% | 36% | * | 48% | 46% |
| Economically Disadvantaged Students | 49 | 756 | 740 | 732 | * | * | 33% | * | * | 55% | 27% |
| Non-Economically Disadvantaged Students | 32 | 745 | 749 | 756 | * | * | 34% | * | * | 38% | 59% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | 21 | 725 | 727 | 717 | * | * | * | * | * | * | 12% |
| Non-English Learners | 60 | 761 | 744 | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Migrant Students | * | * | * | 716 | * | * | * | * | * | * | 18% |



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 6**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 92 | 741 | 739 | 743 | * | 25% | 36% | 33% | * | 36% | 44% |
| White | 47 | 745 | * | 751 | * | 23% | 32% | 38% | * | 43% | 54% |
| Hispanic | 32 | 737 | 732 | 731 | 0% | 31% | 38% | * | * | 31% | 27% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 771 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46% |
| Female | 43 | 750 | * | 745 | * | * | 35% | 44% | * | 49% | 45% |
| Male | 49 | 733 | * | 742 | * | * | 37% | 22% | * | 25% | 43% |
| Economically Disadvantaged Students | 48 | 731 | 735 | 728 | * | * | 35% | 23% | * | 23% | 24% |
| Non-Economically Disadvantaged Students | 44 | 752 | 744 | 752 | * | * | 36% | 43% | * | 50% | 56% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | * | * | * | 748 | * | * | * | * | * | * | 50% |
| English Learners | 29 | 720 | 717 | 710 | * | * | * | * | * | * | * |
| Non-English Learners | 63 | 750 | 740 | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | * | * | * | 743 | * | * | * | * | * | * | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

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



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 7**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 59 | 730 | 739 | 741 | * | 31% | 32% | 27% | * | 27% | 40% |
| White | 29 | 735 | * | 748 | * | * | * | 35% | 0% | 35% | 49% |
| Hispanic | * | * | * | 730 | * | * | * | * | * | * | 23% |
| Black or African American | * | * | * | 726 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 764 | * | * | * | * | * | * | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Female | 25 | 728 | 742 | 743 | * | * | * | * | 0% | 24% | 41% |
| Male | 34 | 731 | 736 | 740 | * | * | * | * | 0% | 29% | 38% |
| Economically Disadvantaged Students | 33 | 724 | 736 | 729 | * | * | * | * | 0% | 15% | 22% |
| Non-Economically Disadvantaged Students | 26 | 737 | 743 | 749 | * | * | * | * | 0% | 42% | 50% |
| Students with Disabilities | * | * | * | 716 | * | * | * | * | * | * | 11% |
| Students without Disabilities | * | * | * | 746 | * | * | * | * | * | * | 45% |
| English Learners | 26 | 711 | 711 | 712 | * | * | * | * | * | * | * |
| Non-English Learners | 33 | 745 | 741 | 742 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 15% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 15% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | * |

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



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 8**

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 58 | 719 | 724 | 728 | 24% | 35% | 29% | * | * | 12% | 28% |
| White | * | * | * | 736 | * | * | * | * | * | * | 35% |
| Hispanic | 27 | 717 | 719 | 721 | * | * | * | * | * | * | 21% |
| Black or African American | * | * | * | 715 | * | * | * | * | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 728 | N | N | N | N | N | N | 28% |
| Two or More Races | * | * | * | 726 | * | * | * | * | * | * | 28% |
| Female | 32 | 716 | * | 730 | * | * | * | * | * | * | 30% |
| Male | 26 | 722 | * | 725 | * | * | * | * | * | * | 26% |
| Economically Disadvantaged Students | 35 | 717 | * | 719 | * | * | * | * | * | 11% | 19% |
| Non-Economically Disadvantaged Students | 23 | 722 | * | 734 | * | * | * | * | * | 13% | 34% |
| Students with Disabilities | * | * | * | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | * | * | * | 734 | * | * | * | * | * | * | * |
| English Learners | 28 | 703 | 704 | 703 | * | * | * | * | * | * | * |
| Non-English Learners | 30 | 733 | 726 | 729 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 710 | N | N | N | N | N | N | 11% |
| Students in Foster Care | N | N | N | 705 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

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



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Test: Algebra I

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 14 | 773 | 739 | 743 | 0% | 0% | * | 86% | * | 93% | 42% |
| White | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | N | N | N | 724 | N | N | N | N | N | N | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | * | * | * | 744 | * | * | * | * | * | * | 43% |
| Male | * | * | * | 741 | * | * | * | * | * | * | 40% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | N | N | N | 714 | N | N | N | N | N | N | 10% |
| Students without Disabilities | 14 | 773 | 744 | 747 | 0% | 0% | * | 86% | * | 93% | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 14 | 773 | 740 | 745 | 0% | 0% | * | 86% | * | 93% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |

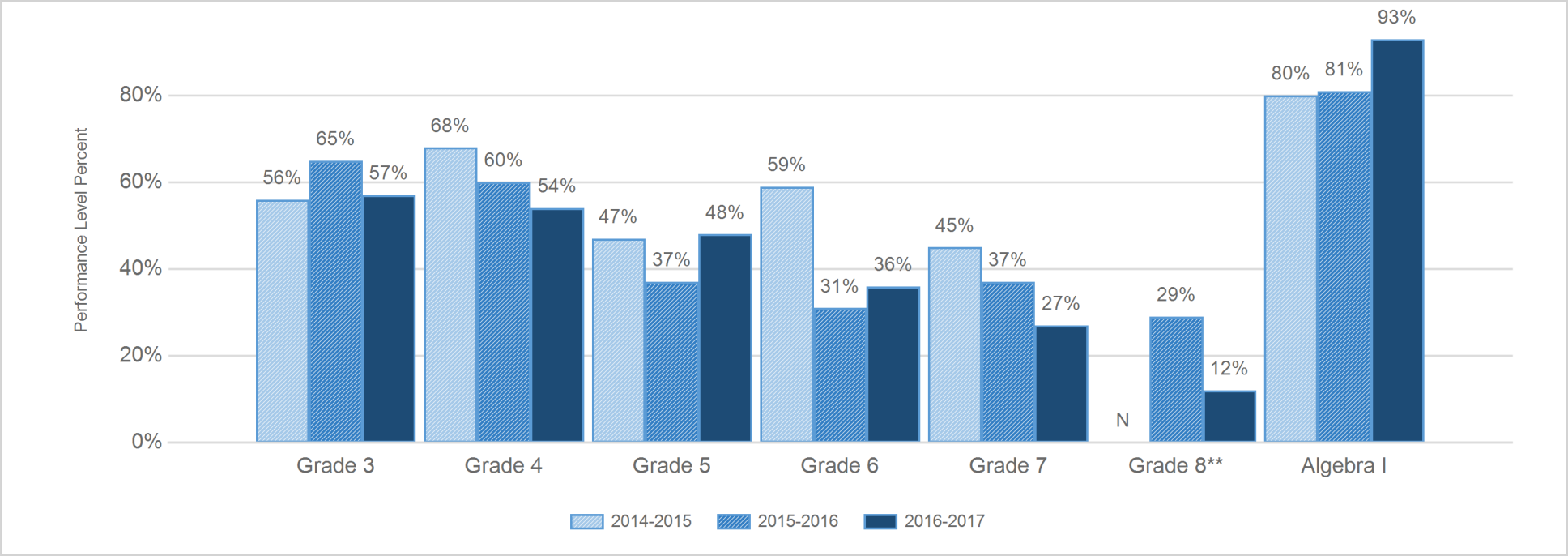


WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

Mathematics Assessment – Performance Trends

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



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



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | 139 | * | * |
| 2 | 78 | * | * |
| 3 | 23 | * | * |
| 4 | 16 | * | * |
| 5+ | * | * | * |

An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

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

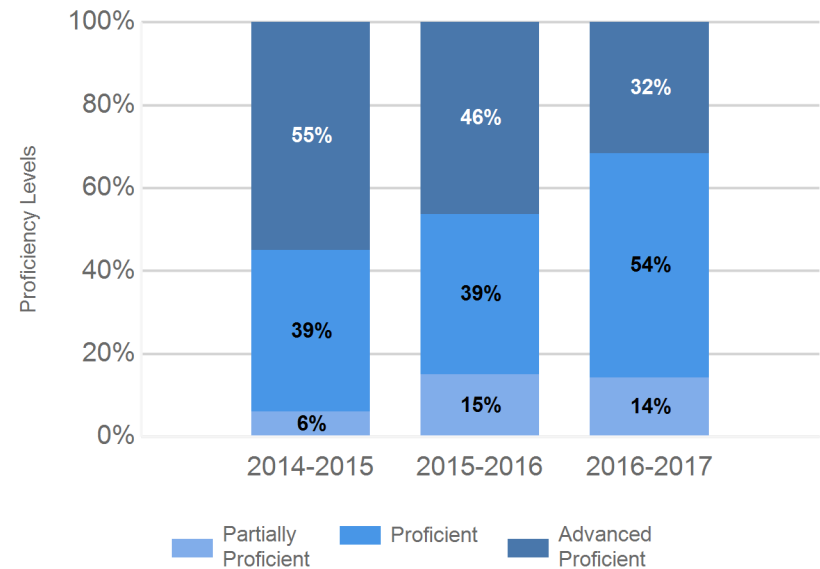
NJASK Science Assessment Performance: Grade 4

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 32% | 54% | 14% |
| White | 34% | 53% | 13% |
| Hispanic | 18% | 64% | * |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | N | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | N |
| Economically Disadvantaged Students | 25% | 64% | 11% |
| Students with Disabilities | N | * | * |
| English Learners | N | * | N |

NJASK Science Assessment Performance Trends: Grade 4

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





WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

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

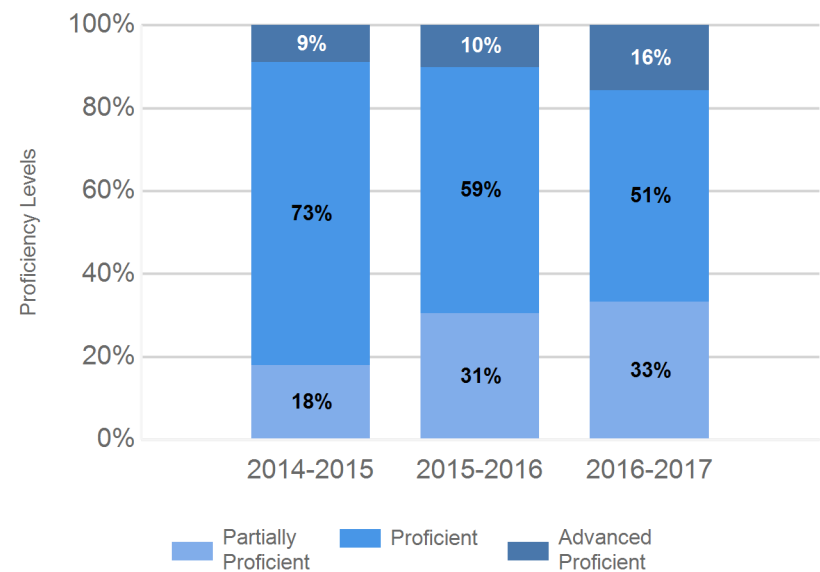
NJASK Science Assessment Performance: Grade 8

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

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 27% | 47% | 27% |
| Schoolwide | 16% | 51% | 33% |
| White | 8% | 50% | 42% |
| Hispanic | 18% | 50% | * |
| Black or African American | N | * | N |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | N |
| Economically Disadvantaged Students | 10% | 45% | 45% |
| Students with Disabilities | N | * | * |
| English Learners | N | 18% | 82% |

NJASK Science Assessment Performance Trends: Grade 8

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





WALTER F. ROBINSON COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-030

HUDSON

BAYONNE CITY

95 WEST 31ST STREET

BAYONNE, NJ 07002

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 68.5 | 58 | 50 | Exceeds Target | 53.5 | 48 | 50 | Met Target |
| White | 69.5 | 60 | 50 | Exceeds Target | 54 | 50 | 52 | Met Target |
| Hispanic | 69 | 55 | 49 | Exceeds Target | 58 | 46 | 47 | Met Target |
| Black or African American | 48 | 48 | 45 | ** | 27 | 40 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 67 | 60 | ** | * | 56.5 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | 50.5 | 52 | ** |
| Economically Disadvantaged | 66 | 57 | 47 | Exceeds Target | 57 | 48 | 46 | Met Target |
| Students with Disabilities | 62 | 40.5 | 41 | ** | 56.5 | 36 | 43 | ** |
| English Learners | 72 | 70 | 53 | Exceeds Target | 73 | 56.5 | 51 | Exceeds Target |

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



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

Grade Span PK-08

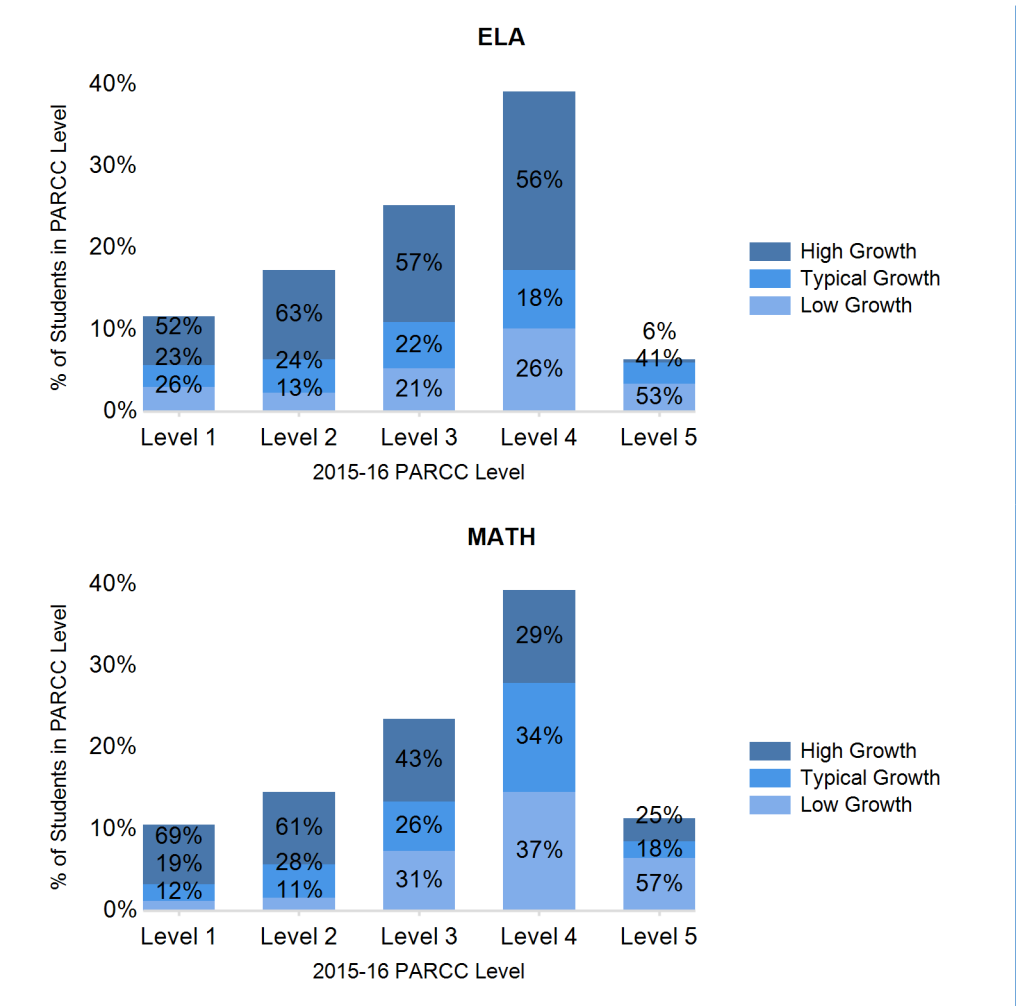
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

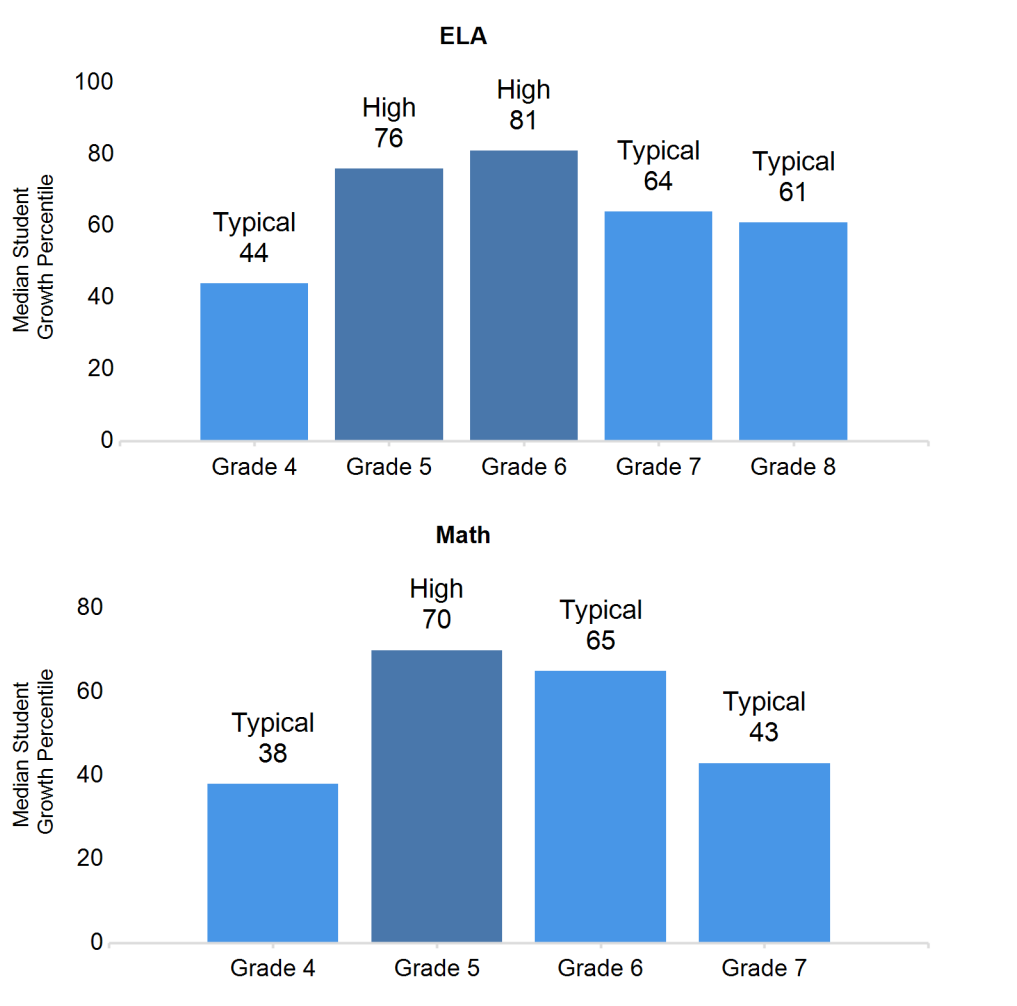
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 93 |
| 7 | 0 | 0 | 75 |
| 8 | 14 | 0 | 76 |
| Schoolwide | 14 | 0 | 244 |

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 92 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 75 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 76 |
| Schoolwide | 0 | 0 | 0 | 0 | 0 | 0 | 243 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

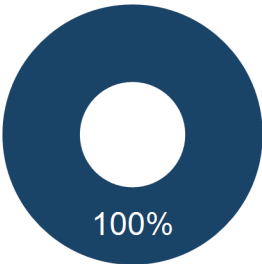
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Visual and Performing Arts – Course Participation

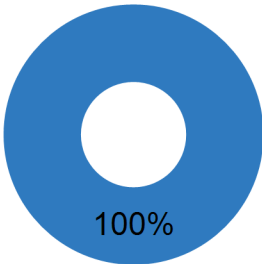
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

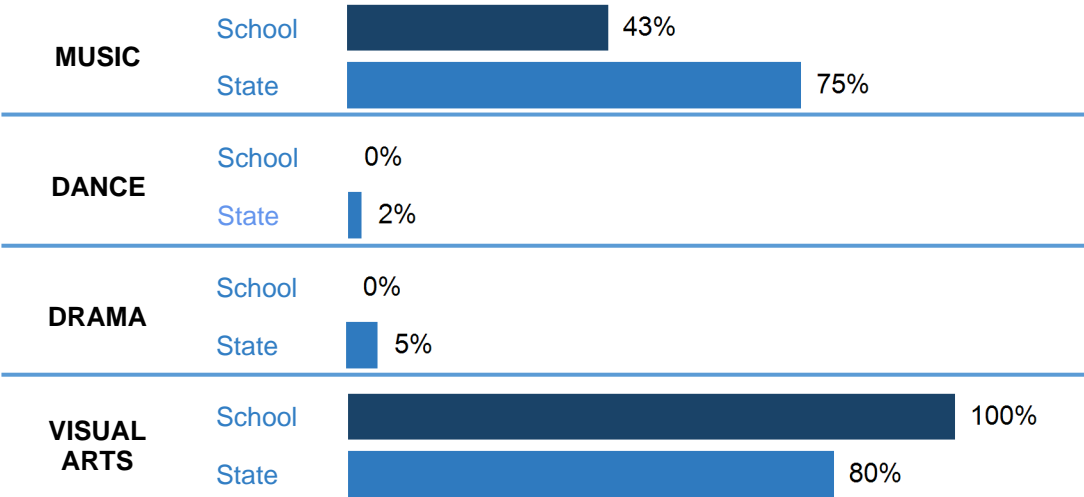


School



State

Students enrolled in one or more classes by discipline:





WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

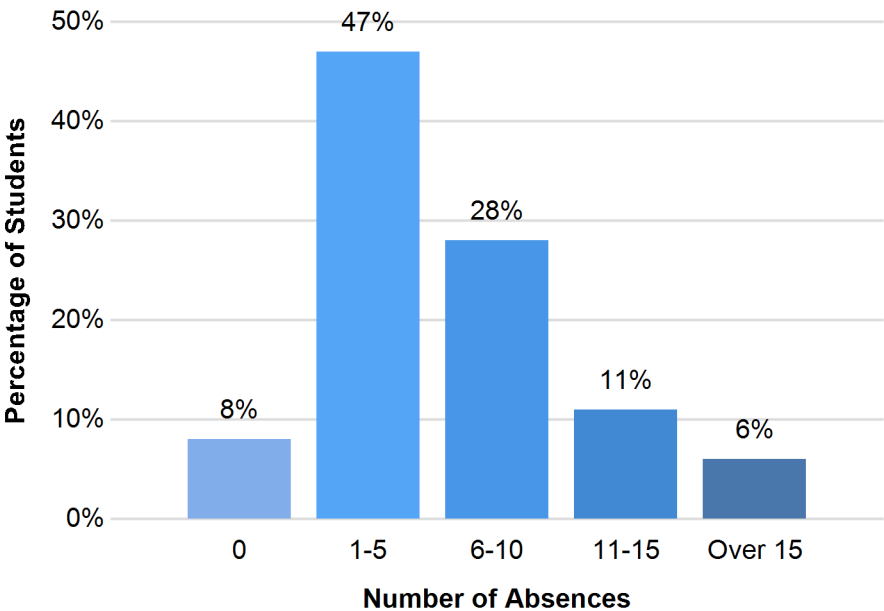
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 4.90 | 8.50 | Met Target |
| White | 2.00 | 8.50 | Met Target |
| Hispanic | 8.10 | 8.50 | Met Target |
| Black or African American | 8.70 | 8.50 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 2.10 | 8.50 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 5.40 | 8.50 | Met Target |
| Students with Disabilities | 21.70 | 8.50 | Not Met |
| English Learners | 5.10 | 8.50 | Met Target |

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



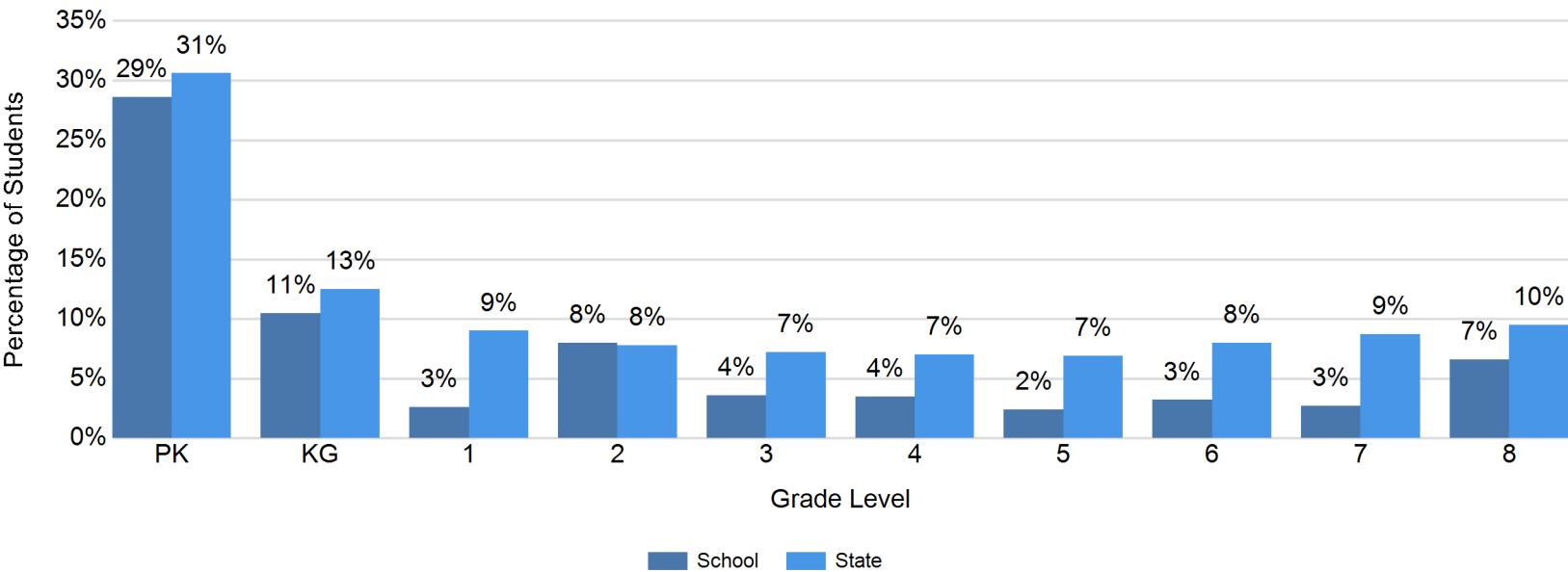


WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:40AM |
| Typical End Time | 2:55PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs. 35 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 2 |
| Vandalism | 0 |
| Weapons | 2 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 4 |
| Incidents Per 100 Students Enrolled | 0.49 |

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 5.8% |
| Any Suspension | 5.8% |

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.1:1 | 104.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$670 | \$12,339 | \$13,009 |



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 65 | 120,724 |
| Average years experience in public schools | 9.8 | 11.8 |
| Average years experience in district | 7.7 | 10.5 |
| Teachers in district for 4 or more years | 55% | 74% |

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 50 | 9,506 |
| Average years experience in public schools | 22.1 | 15.9 |
| Average years experience in district | 19.9 | 11.6 |
| Administrators in district for 4 or more years | 98% | 74% |

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 13:1 | 13:1 |
| Administrators | 272:1 | 192:1 |
| Librarian/Media Specialists | | 3192:1 |
| Nurses | | 563:1 |
| Counselors | | 368:1 |
| Child Study Team | | 504:1 |



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

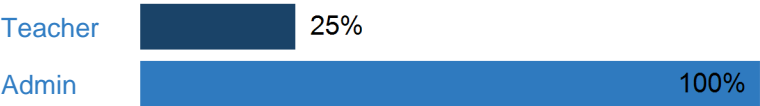
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 90% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 98% | 88% |

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 96% |



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|--|-----------------|------------------|
| English Language Arts Proficiency | 31.1 | 17.5% |
| Mathematics Proficiency | 43.0 | 17.5% |
| English Language Arts Growth | 96.3 | 25.0% |
| Mathematics Growth | 72.6 | 25.0% |
| Chronic Absenteeism | 65.7 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 65.1 |
| Summative Rating: Percentile rank of Summative Score | | 73.8 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



WALTER F. ROBINSON COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-030

HUDSON

BAYONNE CITY

95 WEST 31ST STREET

BAYONNE, NJ 07002

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 65.1 | 11.9 | No | Met Target | Not Met | Met Target | Exceeds Target | Met Target | No |
| White | 60.9 | 11.9 | No | Met Target | Met Target† | Met Target | Exceeds Target | Met Target | No |
| Hispanic | 68.6 | 11.9 | No | Met Target | Met Target† | Met Target | Exceeds Target | Met Target | No |
| Black or African American | ** | ** | No | Met Target | Met Target | Not Met | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | Met Target† | Not Met | Met Target | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 84.1 | 11.9 | No | Met Target | Met Target† | Met Target | Exceeds Target | Met Target | No |
| Students with Disabilities | ** | ** | No | Met Target† | Not Met | Not Met | ** | ** | No |
| English Learners | 71.8 | 11.9 | No | Met Target | Not Met | Met Target | Exceeds Target | Exceeds Target | No |

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
 HUDSON
 BAYONNE CITY
 95 WEST 31ST STREET
 BAYONNE, NJ 07002

School General Info

| | | | |
|-------------------|--|-----------------------|--|
| Principal: | Mrs. Connelly | Email Address: | mconnelly@bboed.org |
| Address: | 95 WEST 31ST STREET BAYONNE, NJ 07002 | Website: | www.bboed.org |
| Phone: | (201)858-5964 | | |

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

| | |
|--|--|
| | Highlights: <ul style="list-style-type: none"> • Project Innovate Team - Silver Medal at the Hudson County Science Fair • Cheerleading Team - 3rd Place in the Citywide Competition • Student generated Joan of Arc Trial at Municipal Courthouse |
| | Mission, Vision, Theme: <p>Dr. Walter F. Community School's mission is to provide equal educational opportunities for all students and commensurate with their needs, abilities, and diverse cultural backgrounds. We promote the philosophy that a cooperative partnership exist between home and school. This teamwork fosters a climate in which good human relations can flourish and intellectual growth can occur. Robinson School is the home of the Elementary ELL Program which is currently 35.8% of the school enrollment.</p> |
| | Awards, Recognition, Accomplishments: <p>3rd Place District Cheerleading Competition; Project Innovate Team - Silver Medal Hudson County Science Fair; 2nd Place District Winner Fire Prevention Poster Contest; First Place Winner Hudson County Safety Essay Contest;</p> |







WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
 HUDSON
 BAYONNE CITY
 95 WEST 31ST STREET
 BAYONNE, NJ 07002

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| | |
|---|---|
|  Courses, Curriculum, Instruction: | <p>The curriculum of the Bayonne public schools is approved by the Office of Curriculum and Instruction, aligned to the New Jersey Student Learning Standards and the Next Generation Science Standards, and is adopted by the Bayonne Board of Education. The following programs are utilized: ThinkCentral, NewsELA, Storyline, ABCya, Starfall, Seussville, novels, Lit2Go, Scholastic, Khan Academy, IXL, BrainPop. REACH courses address the needs of the gifted and talented student.</p> |
|  Sports and Athletics: | <p>Sports Offered: Basketball (Boys & Girls)</p> <p>Boys and Girls Basketball Team</p> |
|  Clubs and Activities: | <p>Upper and Lower Grade Choir; Art Club; Band; Public Speaking Club; Royal Tribune Newspaper; Chess Club; Fire Bowl Team; Project Innovate; Safety Patrol; Student Council; Grade 8 Track Team; District Spelling Bee 2nd Place Winner; Cheerleading; PEER; Math Olympiad; 4th Place District Academic Challenge; 5th Place District Geography Bee; National History Day Competition; Joan of Arc Mock Trial;</p> |
|  Before and After School Programs: | <p>Before School Child Care Program; After School Child Care Program - Available to all students in Grades PreK-8; Staffed by certified teachers; Community Education Programs; Futsal; Legos Club; ARMS tutorial; 100 Book Challenge; Homework Helpers (Spanish and Arabic); Flag Football; Robotics Club;</p> |







WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
 HUDSON
 BAYONNE CITY
 95 WEST 31ST STREET
 BAYONNE, NJ 07002

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| | |
|---|--|
|  Staff and Professional Learning: | <p>The district provides a mentorship program pairing veteran teachers with novice teachers. Our staff have been learning how to engage and empower ELL students. Arabic and Spanish Speaking family workshops are held to include parents as well as students into the Robinson family. Teachers received resources from HIB training, Safe School, Dyslexia, High Scope and Achieve N.J. workshops to enhance their instruction. Strategies learned help students become more successful writers and researchers.</p> |
|  Student Supports and Services: | <p>1. Full-Time Bilingual (Spanish & Arabic) in grade K-5 - self-contained for all major subjects and have one additional period of ESL support 2. Part-Time Bilingual (Spanish & Arabic) in grades 6-8- mainstreamed for Science and Social Studies and one period of ESL support 3. High Intensity ESL in grades K-8- receive two periods of daily ESL instruction 4. All LEP students are mainstreamed for Specials 5. Teachers assistants are used for additional support to LEP students.</p> |
|  Student Health and Wellness: | <p>Healthier Generation Initiative: Brain breaks, JAM (just a minute) session ideas are offered to teachers to use for their classes from the PHYSICAL EDUCATION/HEALTH teacher. Currently PRE K is taking part in a healthier generation course for the first half of the year using GONOODLE application to learn about health and fitness. The second half of the year fifth grade will receive the same class outside of their regular PE period.</p> |
|  Parent and Community Involvement: | <p>PTC: fundraising to support special school activities/events such as seasonal celebrations (bazaars, plant sales, Scholastic Book Fairs), Field Day, Pre K and K celebrations, Student Council Installation, 8th Grade Ring Ceremony, 8th Grade Graduation, staff appreciation breakfasts, school store; providing volunteers for all types of school functions. Parents have access to parent portal located on district website; log on information supplied by guidance counselors.</p> |



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

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| | |
|--|---|
| <div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div> | <p>The current Robinson Community School was once the home of Bayonne High School and was built in 1910. In the 1930's it became an elementary school. The most extensive renovation in recent years included the addition of 18 additional classrooms and a large multi purpose room. This East Wing is climate controlled. As of this date Robinson School is one of only a few schools in the district with a separate Auditorium which is air conditioned. Our outdoor Reading Garden is utilized by all classes.</p> |
|--|---|



WALTER F. ROBINSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-030
HUDSON
BAYONNE CITY
95 WEST 31ST STREET
BAYONNE, NJ 07002

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Other Information:

Dr. Walter F. Robinson Community School is an Elementary School which follows a nine period daily schedule for Kindergarten thru grade 8. Our Pre K 4 program has a ½ day program for a.m. and p.m. Technology starts at the main entrance with the installation of a security system for visitors. Visitors must have an appointment to enter the building unless someone at the school requests their presence. All doors remain locked at all times and a camera system is set up at various areas inside and outside the building. We have a school safety team which includes, administrators, teachers, support staff and parents. This team meets periodically to brainstorm emergency scenarios and strategies. Our building is equipped with a public address system that covers the entire complex. Designated employees also have radios to communicate with each other in case of emergency. The administrators have police radios which contact outside emergency personnel with a direct channel to 911 operators. Robinson and all other elementary schools in the district are public schools and house their neighborhood students. Unlike other schools in the district we also service the entire ESL/Bilingual program. Students come from all over the city to receive services in this program. Students are tested at the Board of education to be offered the option to enter this program. In the last few years the introduction of chromebooks for all students has increased the students’ technological abilities. Smart boards in the classrooms is another tool our district has provided many classrooms.




Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

Footnotes

- 1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
- 2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 37 | 39 | 36 |
| KG | 60 | 61 | 70 |
| 1 | 73 | 72 | 60 |
| 2 | 57 | 71 | 70 |
| 3 | 50 | 59 | 70 |
| 4 | 81 | 44 | 58 |
| 5 | 53 | 68 | 48 |
| 6 | 55 | 50 | 64 |
| 7 | 48 | 58 | 46 |
| 8 | 54 | 51 | 55 |
| Ungraded | 107 | 113 | 114 |
| Total | 675 | 686 | 691 |

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 50% | 47% | 45% |
| Male | 50% | 53% | 55% |
| Economically Disadvantaged Students | 62% | 62% | 59% |
| Students with Disabilities | 22% | 25% | 24% |
| English Learners | 0% | 0% | 1% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 1% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 42.7% |
| Hispanic | 35.9% |
| Black or African American | 9.3% |
| Asian | 8.4% |
| American Indian or Alaska Native | 0.3% |
| Native Hawaiian or Pacific Islander | 0.3% |
| Two or More Races | 3.2% |

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 32 | 39 | 36 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 69 | 61 | 70 |

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

| Home Language | % of Students |
|---------------|---------------|
| English | 76.7% |
| Spanish | 10.4% |
| Arabic | 7.7% |
| Polish | 1.0% |
| Other | 3.6% |



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 400 | 96.5 | 41.10 | 52.10 | 54.90 | 41.1 | 39.5 | Met Target |
| White | 175 | 93.7 | 46.90 | 57.10 | 63.90 | 46.2 | 39 | Met Target |
| Hispanic | 147 | 98.7 | 27.20 | 43.70 | 39.80 | 27.2 | 32.6 | Met Target† |
| Black or African American | 38 | 97.6 | 31.50 | 38.60 | 35.20 | 31.5 | 27.8 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 30 | 100.0 | 76.60 | * | 80.70 | 76.6 | 73.8 | Met Target |
| American Indian or Alaska Native | * | * | * | * | 53.70 | * | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 190 | 97.5 | 47.40 | 59.80 | 62.20 | 47.4 | | |
| Male | 210 | 95.6 | 35.20 | 44.70 | 48.10 | 35.2 | | |
| Economically Disadvantaged Students | 223 | 95.9 | 31.40 | 44.80 | 36.20 | 31.4 | 35.9 | Met Target† |
| Non-Economically Disadvantaged Students | 177 | 97.3 | 53.10 | 61.40 | 65.80 | 53.1 | | |
| Students with Disabilities | 101 | 92.1 | * | * | 20.50 | * | 11.9 | Not Met |
| Students without Disabilities | 299 | 98.1 | * | * | 61.90 | * | | |
| English Learners | 11 | 100.0 | * | 25.80 | 25.20 | * | ** | ** |
| Non-English Learners | 389 | 96.4 | * | 54.20 | 57.40 | * | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | * | * | * | * | 53.50 | * | | |
| Migrant Students | N | N | N | * | 23.00 | N | | |

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
 HUDSON
 BAYONNE CITY
 191 AVENUE B
 BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 73 | 739 | 744 | 749 | * | 22% | 21% | 34% | * | 40% | 50% |
| White | 35 | 741 | 746 | 759 | * | * | * | 37% | * | 46% | 61% |
| Hispanic | 24 | 729 | * | 734 | * | * | * | * | 0% | 25% | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | * | * | * | 747 | * | * | * | * | * | * | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 43 | 746 | 748 | 754 | * | * | * | * | * | 47% | 55% |
| Male | 30 | 728 | 740 | 745 | * | * | * | * | * | 30% | 46% |
| Economically Disadvantaged Students | 35 | 723 | 737 | 731 | * | * | * | * | * | 23% | 31% |
| Non-Economically Disadvantaged Students | 38 | 753 | 754 | 762 | * | * | * | * | * | 55% | 63% |
| Students with Disabilities | 10 | 696 | 701 | 720 | * | * | * | * | * | 10% | 24% |
| Students without Disabilities | 63 | 746 | 750 | 755 | * | * | * | * | * | 44% | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 69 | 730 | 744 | 753 | * | 19% | 35% | 28% | * | 29% | 56% |
| White | 28 | 731 | 750 | 762 | * | * | 39% | * | 0% | 29% | 67% |
| Hispanic | 27 | 724 | * | 740 | * | * | 37% | * | 0% | 22% | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 34 | 736 | * | 758 | * | * | 35% | * | * | 32% | 61% |
| Male | 35 | 723 | * | 749 | * | * | 34% | * | * | 26% | 51% |
| Economically Disadvantaged Students | 43 | 726 | 738 | 737 | * | * | * | * | * | 23% | 36% |
| Non-Economically Disadvantaged Students | 26 | 735 | 752 | 764 | * | * | * | * | * | 39% | 69% |
| Students with Disabilities | 17 | 689 | 701 | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | 52 | 743 | 751 | 759 | * | * | * | * | * | * | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 69 | 730 | 745 | 755 | * | 19% | 35% | 28% | * | 29% | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | * | * | * | 728 | * | * | * | * | * | * | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



Washington Community School #9
2016-2017

Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 52 | 737 | 752 | 756 | 19% | * | 39% | 27% | * | 33% | 59% |
| White | 20 | 737 | 756 | 763 | * | * | * | * | * | 40% | 69% |
| Hispanic | 21 | 729 | 744 | 743 | * | * | 48% | * | 0% | 19% | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 757 | N | N | N | N | N | N | 60% |
| Female | 27 | 740 | 758 | 761 | * | * | 37% | * | * | 37% | 66% |
| Male | 25 | 733 | 745 | 750 | * | * | 40% | * | * | 28% | 53% |
| Economically Disadvantaged Students | 30 | 729 | 745 | 740 | * | * | * | * | * | 23% | 40% |
| Non-Economically Disadvantaged Students | 22 | 747 | 761 | 765 | * | * | * | * | * | 46% | 71% |
| Students with Disabilities | 12 | 696 | 708 | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | 40 | 749 | 759 | 762 | * | * | * | * | * | * | 66% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Homeless Students | * | * | * | 733 | * | * | * | * | * | * | 30% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | * | * | * | 757 | * | * | * | * | * | * | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 72 | 743 | 750 | 752 | * | * | 36% | 43% | * | 46% | 54% |
| White | 40 | 744 | * | 758 | * | * | 35% | 43% | * | 48% | 63% |
| Hispanic | 22 | 739 | 744 | 740 | * | * | * | * | 0% | 36% | 38% |
| Black or African American | * | * | * | 736 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 81% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 56% |
| Female | 32 | 754 | * | 758 | * | * | 31% | 53% | * | 59% | 61% |
| Male | 40 | 735 | * | 746 | * | * | 40% | 35% | * | 35% | 46% |
| Economically Disadvantaged Students | 38 | 738 | 744 | 737 | * | * | 40% | 37% | * | 37% | 34% |
| Non-Economically Disadvantaged Students | 34 | 750 | 757 | 761 | * | * | 32% | 50% | * | 56% | 65% |
| Students with Disabilities | 11 | 698 | 708 | 722 | * | * | * | * | * | * | 17% |
| Students without Disabilities | 61 | 752 | 757 | 758 | * | * | * | * | * | * | 61% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 72 | 743 | 751 | 753 | * | * | 36% | 43% | * | 46% | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 57 | 744 | 757 | 756 | 19% | * | * | 35% | 19% | 54% | 59% |
| White | 21 | 759 | 764 | 764 | * | * | * | 48% | * | 71% | 69% |
| Hispanic | 22 | 729 | 748 | 742 | * | * | * | * | * | 36% | 44% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 784 | * | * | * | * | * | * | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Female | 25 | 750 | 767 | 764 | * | * | * | * | * | 64% | 68% |
| Male | 32 | 739 | 748 | 749 | * | * | * | * | * | 47% | 51% |
| Economically Disadvantaged Students | 28 | 744 | 752 | 739 | * | * | * | * | * | 57% | 40% |
| Non-Economically Disadvantaged Students | 29 | 745 | 762 | 766 | * | * | * | * | * | 52% | 70% |
| Students with Disabilities | 13 | 680 | 708 | 719 | * | * | * | * | * | * | 19% |
| Students without Disabilities | 44 | 763 | 767 | 763 | * | * | * | * | * | * | 67% |
| English Learners | N | N | N | 701 | N | N | N | N | N | N | * |
| Non-English Learners | 57 | 744 | 758 | 758 | 19% | * | * | 35% | 19% | 54% | * |
| Homeless Students | N | N | N | 731 | N | N | N | N | N | N | 31% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 61 | 755 | 758 | 757 | * | * | 21% | 36% | 20% | 56% | 59% |
| White | 26 | 764 | * | 764 | * | * | * | 42% | * | 65% | 68% |
| Hispanic | 22 | 735 | 751 | 742 | * | * | * | * | * | 32% | 44% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 786 | * | * | * | * | * | * | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Female | 27 | 770 | 763 | 766 | * | * | * | * | * | 63% | 68% |
| Male | 34 | 744 | 751 | 749 | * | * | * | * | * | 50% | 50% |
| Economically Disadvantaged Students | 32 | 745 | 749 | 739 | * | * | * | * | * | 44% | 40% |
| Non-Economically Disadvantaged Students | 29 | 767 | 767 | 766 | * | * | * | * | * | 69% | 69% |
| Students with Disabilities | 11 | 689 | 711 | 718 | * | * | * | * | * | * | 18% |
| Students without Disabilities | 50 | 770 | 764 | 764 | * | * | * | * | * | * | 67% |
| English Learners | N | N | N | 701 | N | N | N | N | N | N | * |
| Non-English Learners | 61 | 755 | 760 | 759 | * | * | 21% | 36% | 20% | 56% | * |
| Homeless Students | N | N | N | 727 | N | N | N | N | N | N | 28% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

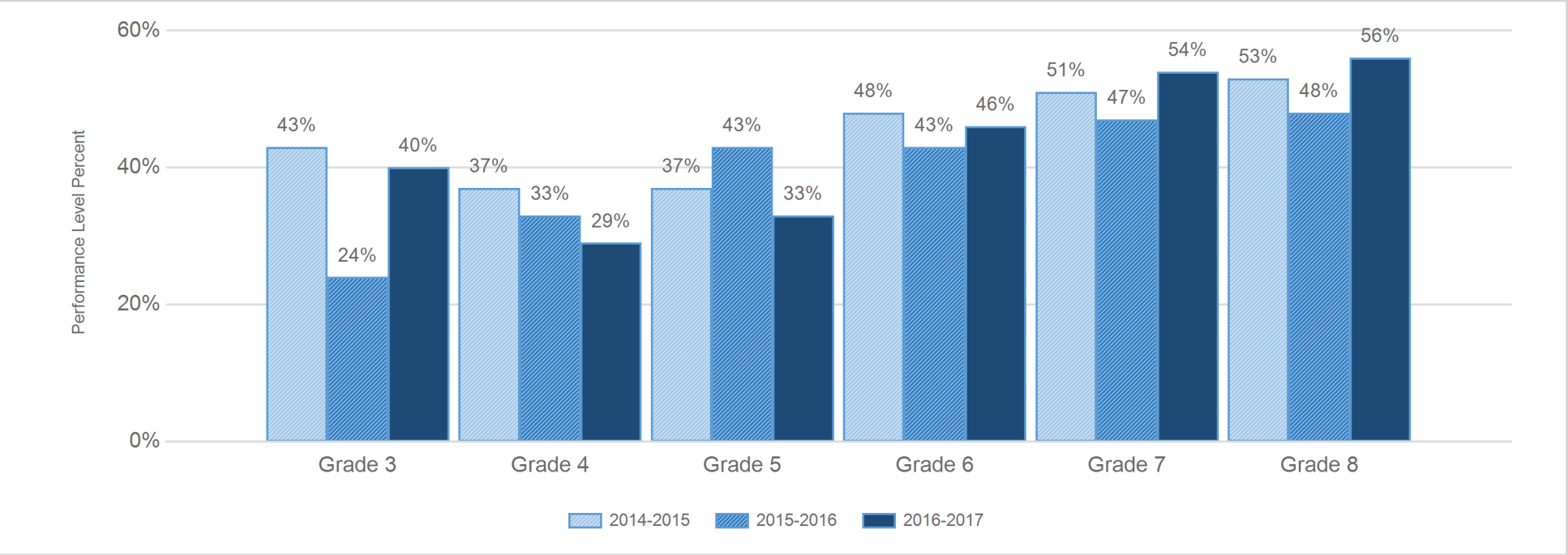


Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 399 | 96.5 | 43.10 | 36.80 | 43.50 | 43.1 | 38.3 | Met Target |
| White | 175 | 93.7 | 46.20 | 43.40 | 52.40 | 45.6 | 35.2 | Met Target |
| Hispanic | 146 | 98.7 | 34.30 | 27.00 | 27.60 | 34.3 | 36.9 | Met Target† |
| Black or African American | 38 | 97.6 | 28.90 | 20.90 | 21.70 | 28.9 | 27.8 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 30 | 100.0 | 80.00 | * | 75.60 | 80 | 68.2 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 42.50 | * | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 190 | 97.5 | 47.40 | 37.80 | 44.10 | 47.4 | | |
| Male | 209 | 95.6 | 39.20 | 35.90 | 42.90 | 39.2 | | |
| Economically Disadvantaged Students | 222 | 95.9 | 35.10 | 31.80 | 25.10 | 35.1 | 36.4 | Met Target† |
| Non-Economically Disadvantaged Students | 177 | 97.3 | 53.10 | 43.20 | 54.30 | 53.1 | | |
| Students with Disabilities | 100 | 92.0 | * | * | 16.50 | * | 12.7 | Not Met |
| Students without Disabilities | 299 | 98.1 | * | * | 48.80 | * | | |
| English Learners | 11 | 100.0 | 27.30 | 24.90 | 23.30 | 27.3 | ** | ** |
| Non-English Learners | 388 | 96.4 | 43.60 | 37.90 | 45.20 | 43.6 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | * | * | * | * | 39.90 | * | | |
| Migrant Students | N | N | N | 33.30 | 18.20 | N | | |

** ESSA accountability targets are only included if data is available for at least 20 students.
† Target was met within a confidence interval.



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 73 | 761 | 751 | 751 | * | * | 23% | 51% | 15% | 66% | 53% |
| White | 35 | 761 | 754 | 759 | * | * | * | 51% | * | 66% | 63% |
| Hispanic | 24 | 754 | 743 | 738 | * | * | * | 50% | * | 58% | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | * | * | * | 750 | * | * | * | * | * | * | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 43 | 765 | 752 | 751 | * | * | * | 58% | * | 74% | 52% |
| Male | 30 | 755 | 751 | 751 | * | * | * | 40% | * | 53% | 53% |
| Economically Disadvantaged Students | 35 | 749 | 746 | 736 | * | * | * | 51% | * | 57% | 34% |
| Non-Economically Disadvantaged Students | 38 | 772 | 759 | 761 | * | * | * | 50% | * | 74% | 65% |
| Students with Disabilities | 10 | 719 | 718 | 729 | * | * | * | * | 0% | 10% | 29% |
| Students without Disabilities | 63 | 768 | 756 | 755 | * | * | * | * | 18% | 75% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



Washington Community School #9
2016-2017

Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 69 | 737 | 740 | 747 | * | 17% | 29% | 36% | * | 38% | 47% |
| White | 28 | 743 | 747 | 755 | * | * | 39% | 39% | 0% | 39% | 59% |
| Hispanic | 27 | 730 | * | 734 | * | * | * | 37% | 0% | 37% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 34 | 740 | * | 747 | * | * | * | 32% | * | 32% | 47% |
| Male | 35 | 735 | * | 747 | * | * | * | 40% | * | 43% | 48% |
| Economically Disadvantaged Students | 43 | 736 | 735 | 732 | * | * | * | 35% | * | 37% | 27% |
| Non-Economically Disadvantaged Students | 26 | 740 | 746 | 757 | * | * | * | 39% | * | 39% | 61% |
| Students with Disabilities | 17 | 693 | 707 | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | 52 | 752 | 745 | 751 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 716 | N | N | N | N | N | N | 12% |
| Non-English Learners | 69 | 737 | 740 | 749 | * | 17% | 29% | 36% | * | 38% | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 18% |
| Students in Foster Care | * | * | * | 722 | * | * | * | * | * | * | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



Washington Community School #9
2016-2017

Grade Span PK-08

17-0220-120
HUDSON
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191 AVENUE B
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 52 | 739 | 744 | 747 | * | 19% | 44% | 19% | * | 27% | 46% |
| White | 20 | 740 | 748 | 754 | * | * | * | * | * | 35% | 57% |
| Hispanic | 21 | 735 | * | 735 | * | * | 62% | * | * | 14% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 47% |
| Female | 27 | 737 | 747 | 747 | * | * | 44% | * | * | 26% | 47% |
| Male | 25 | 741 | 741 | 746 | * | * | 44% | * | * | 28% | 46% |
| Economically Disadvantaged Students | 30 | 735 | 740 | 732 | * | * | 43% | * | * | 27% | 27% |
| Non-Economically Disadvantaged Students | 22 | 744 | 749 | 756 | * | * | 46% | * | * | 27% | 59% |
| Students with Disabilities | 12 | 708 | 715 | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | 40 | 748 | 749 | 751 | * | * | * | * | * | * | 52% |
| English Learners | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 18% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Military-Connected Students | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
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191 AVENUE B
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 72 | 735 | 739 | 743 | * | 17% | 35% | 38% | * | 38% | 44% |
| White | 40 | 734 | * | 751 | * | * | 35% | 35% | 0% | 35% | 54% |
| Hispanic | 22 | 736 | 732 | 731 | * | * | * | * | 0% | 36% | 27% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 771 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46% |
| Female | 32 | 742 | * | 745 | * | * | * | 50% | 0% | 50% | 45% |
| Male | 40 | 730 | * | 742 | * | * | * | 28% | 0% | 28% | 43% |
| Economically Disadvantaged Students | 38 | 730 | 735 | 728 | * | * | 40% | 26% | 0% | 26% | 24% |
| Non-Economically Disadvantaged Students | 34 | 742 | 744 | 752 | * | * | 29% | 50% | 0% | 50% | 56% |
| Students with Disabilities | 11 | 688 | 697 | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | 61 | 744 | 745 | 748 | * | * | * | * | * | * | 50% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 72 | 735 | 740 | 745 | * | 17% | 35% | 38% | * | 38% | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 14% |
| Students in Foster Care | * | * | * | 717 | * | * | * | * | * | * | 14% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
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BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 57 | 741 | 739 | 741 | 19% | * | 28% | 39% | * | 46% | 40% |
| White | 21 | 747 | * | 748 | * | * | * | * | * | 48% | 49% |
| Hispanic | 22 | 732 | * | 730 | * | * | * | * | * | 41% | 23% |
| Black or African American | * | * | * | 726 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 764 | * | * | * | * | * | * | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Female | 25 | 736 | 742 | 743 | * | * | * | 40% | * | 40% | 41% |
| Male | 32 | 744 | 736 | 740 | * | * | * | 38% | * | 50% | 38% |
| Economically Disadvantaged Students | 28 | 738 | 736 | 729 | * | * | * | 36% | * | 39% | 22% |
| Non-Economically Disadvantaged Students | 29 | 743 | 743 | 749 | * | * | * | 41% | * | 52% | 50% |
| Students with Disabilities | 13 | 698 | 705 | 716 | * | * | * | * | * | * | 11% |
| Students without Disabilities | 44 | 753 | 746 | 746 | * | * | * | * | * | * | 45% |
| English Learners | N | N | N | 712 | N | N | N | N | N | N | * |
| Non-English Learners | 57 | 741 | 741 | 742 | 19% | * | 28% | 39% | * | 46% | * |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 15% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 15% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | * |

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
 HUDSON
 BAYONNE CITY
 191 AVENUE B
 BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 33 | 719 | 724 | 728 | * | * | * | * | 0% | 21% | 28% |
| White | 11 | 720 | 728 | 736 | * | * | * | * | 0% | 18% | 35% |
| Hispanic | * | * | * | 721 | * | * | * | * | * | * | 21% |
| Black or African American | * | * | * | 715 | * | * | * | * | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 728 | N | N | N | N | N | N | 28% |
| Two or More Races | N | N | N | 726 | N | N | N | N | N | N | 28% |
| Female | 14 | 722 | * | 730 | * | * | * | * | 0% | 21% | 30% |
| Male | 19 | 717 | * | 725 | * | * | * | * | 0% | 21% | 26% |
| Economically Disadvantaged Students | 22 | 717 | * | 719 | * | * | * | * | 0% | 23% | 19% |
| Non-Economically Disadvantaged Students | 11 | 723 | * | 734 | * | * | * | * | 0% | 18% | 34% |
| Students with Disabilities | 11 | 693 | 701 | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | 22 | 732 | 729 | 734 | * | * | * | * | * | * | * |
| English Learners | N | N | N | 703 | N | N | N | N | N | N | * |
| Non-English Learners | 33 | 719 | 726 | 729 | * | * | * | * | 0% | 21% | * |
| Homeless Students | N | N | N | 710 | N | N | N | N | N | N | 11% |
| Students in Foster Care | N | N | N | 705 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Washington Community School #9
2016-2017

Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

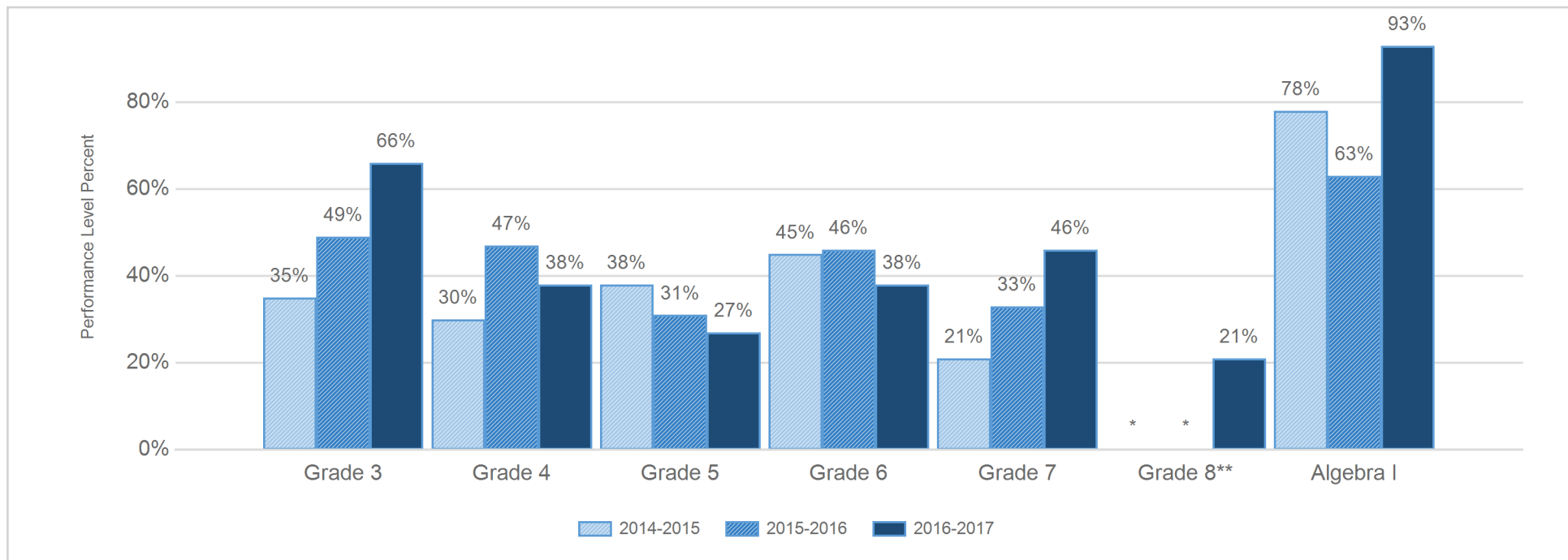
Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 28 | 782 | 739 | 743 | 0% | 0% | * | 79% | * | 93% | 42% |
| White | 15 | 784 | 745 | 751 | * | * | * | 93% | * | 100% | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | 13 | 788 | 740 | 744 | * | * | * | 77% | * | 100% | 43% |
| Male | 15 | 777 | 737 | 741 | * | * | * | 80% | * | 87% | 40% |
| Economically Disadvantaged Students | 10 | 790 | 734 | 727 | 0% | 0% | * | * | * | 90% | 23% |
| Non-Economically Disadvantaged Students | 18 | 778 | 745 | 751 | 0% | 0% | * | * | * | 94% | 52% |
| Students with Disabilities | N | N | N | 714 | N | N | N | N | N | N | 10% |
| Students without Disabilities | 28 | 782 | 744 | 747 | 0% | 0% | * | 79% | * | 93% | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 28 | 782 | 740 | 745 | 0% | 0% | * | 79% | * | 93% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
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BAYONNE, NJ 07002

Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | * | * |
| 4 | * | * |
| 5 | * | * |
| 6 | * | * |
| 7 | * | * |
| 8 | * | * |

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | N | N | N |
| 2 | * | * | * |
| 3 | * | * | * |
| 4 | N | N | N |
| 5+ | * | * | * |



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

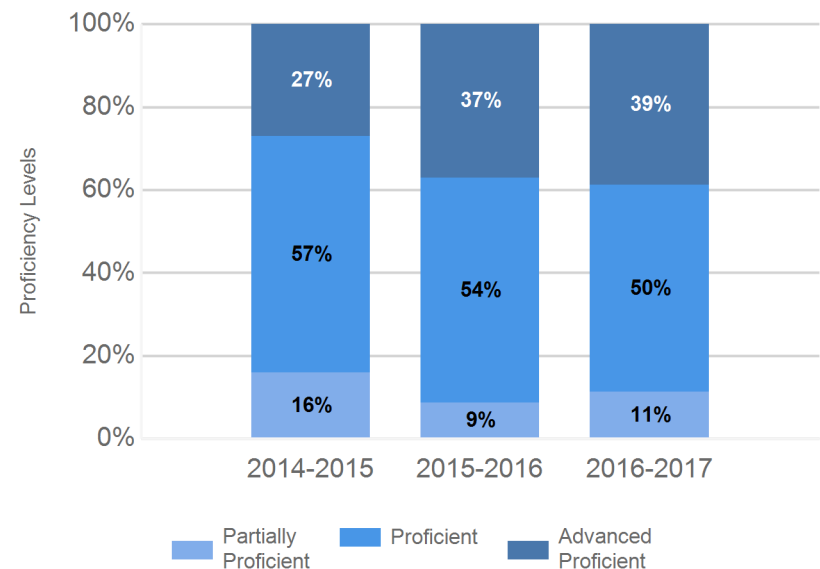
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 39% | 50% | 11% |
| White | 36% | 60% | 4% |
| Hispanic | 38% | 46% | * |
| Black or African American | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | N | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | N |
| Economically Disadvantaged Students | 28% | 56% | 15% |
| Students with Disabilities | * | * | * |
| English Learners | N | * | N |

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

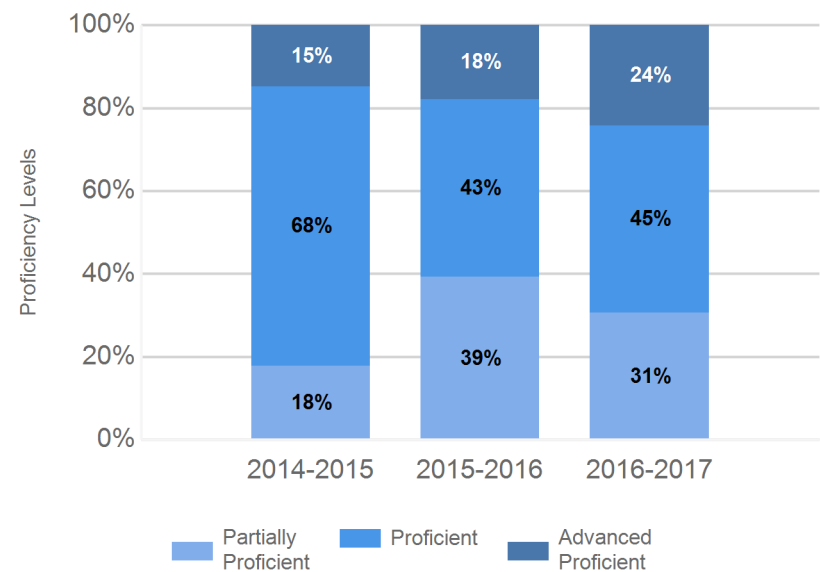
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 27% | 47% | 27% |
| Schoolwide | 24% | 45% | 31% |
| White | 35% | 50% | 15% |
| Hispanic | * | 39% | * |
| Black or African American | N | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | * | N |
| Economically Disadvantaged Students | 19% | 44% | 38% |
| Students with Disabilities | N | * | * |
| English Learners | N | N | * |

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student’s **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 54 | 58 | 50 | Met Target | 56 | 48 | 50 | Met Target |
| White | 58.5 | 60 | 50 | Met Target | 53 | 50 | 52 | Met Target |
| Hispanic | 44.5 | 55 | 49 | Met Target | 56 | 46 | 47 | Met Target |
| Black or African American | 56.5 | 48 | 45 | Met Target | 71 | 40 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 67 | 60 | Exceeds Target | * | 56.5 | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | 50.5 | 52 | ** |
| Economically Disadvantaged | 54 | 57 | 47 | Met Target | 56 | 48 | 46 | Met Target |
| Students with Disabilities | 26 | 40.5 | 41 | Not Met | 34 | 36 | 43 | Not Met |
| English Learners | * | 70 | 53 | ** | * | 56.5 | 51 | ** |

** ESSA accountability targets are only included if data is available for at least 20 students.



Washington Community School #9
2016-2017

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

Grade Span PK-08

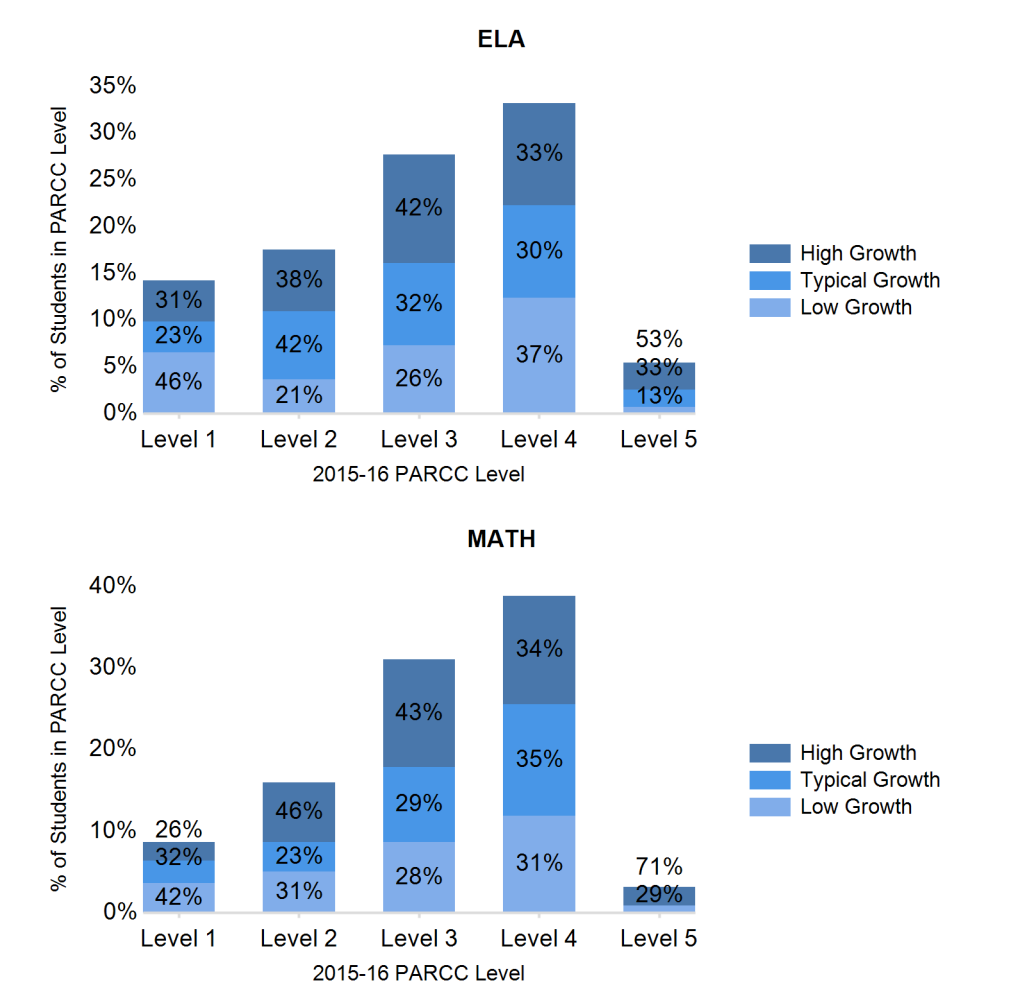
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

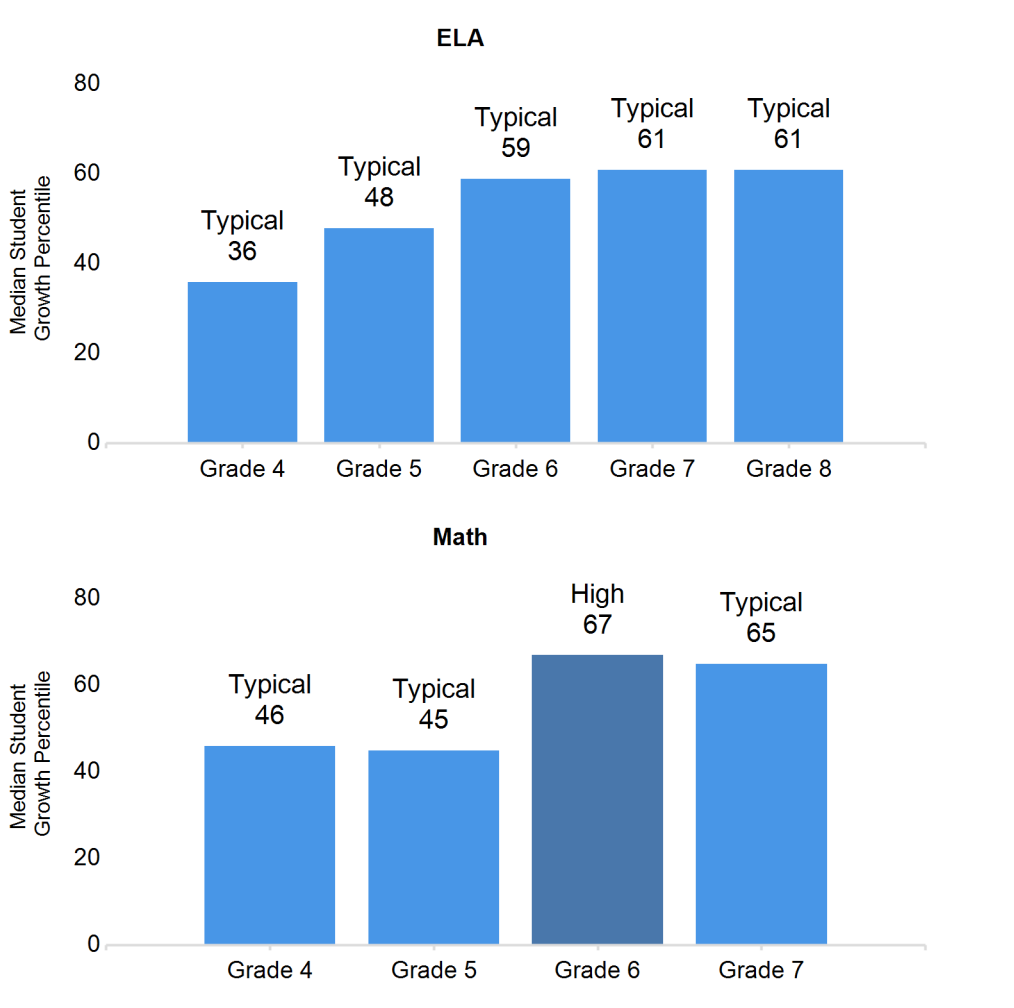
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 76 |
| 7 | 0 | 0 | 58 |
| 8 | 28 | 0 | 65 |
| Schoolwide | 28 | 0 | 199 |

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 76 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 65 |
| Schoolwide | 0 | 0 | 0 | 0 | 0 | 0 | 199 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



Washington Community School #9
2016-2017
Grade Span PK-08

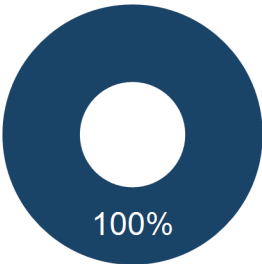
17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

Visual and Performing Arts – Course Participation

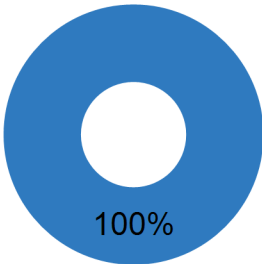
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

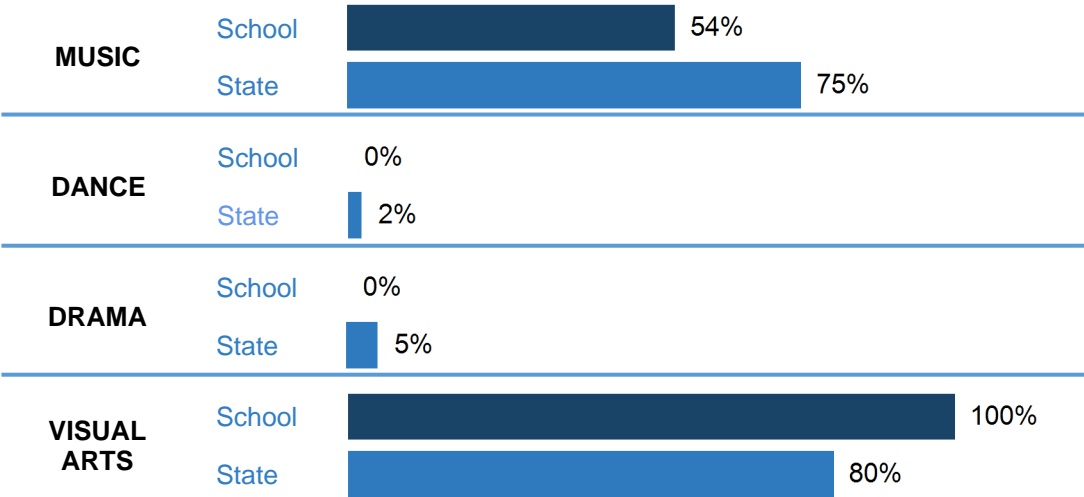


School



State

Students enrolled in one or more classes by discipline:





Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

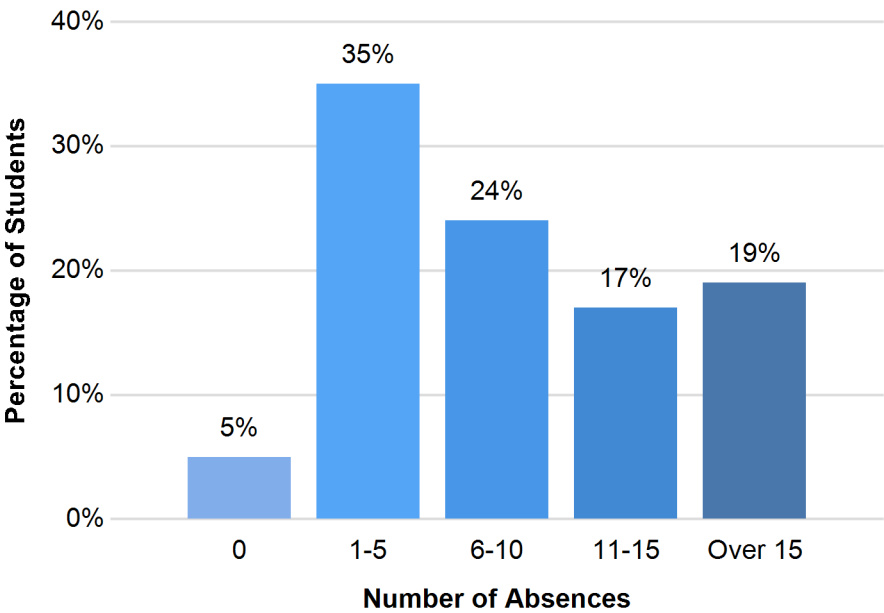
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 13.40 | 8.50 | Not Met |
| White | 7.40 | 8.50 | Met Target |
| Hispanic | 21.20 | 8.50 | Not Met |
| Black or African American | 13.10 | 8.50 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 9.30 | 8.50 | Not Met |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 19.00 | 8.50 | Not Met |
| Economically Disadvantaged Students | 18.30 | 8.50 | Not Met |
| Students with Disabilities | 23.20 | 8.50 | Not Met |
| English Learners | N | ** | ** |

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



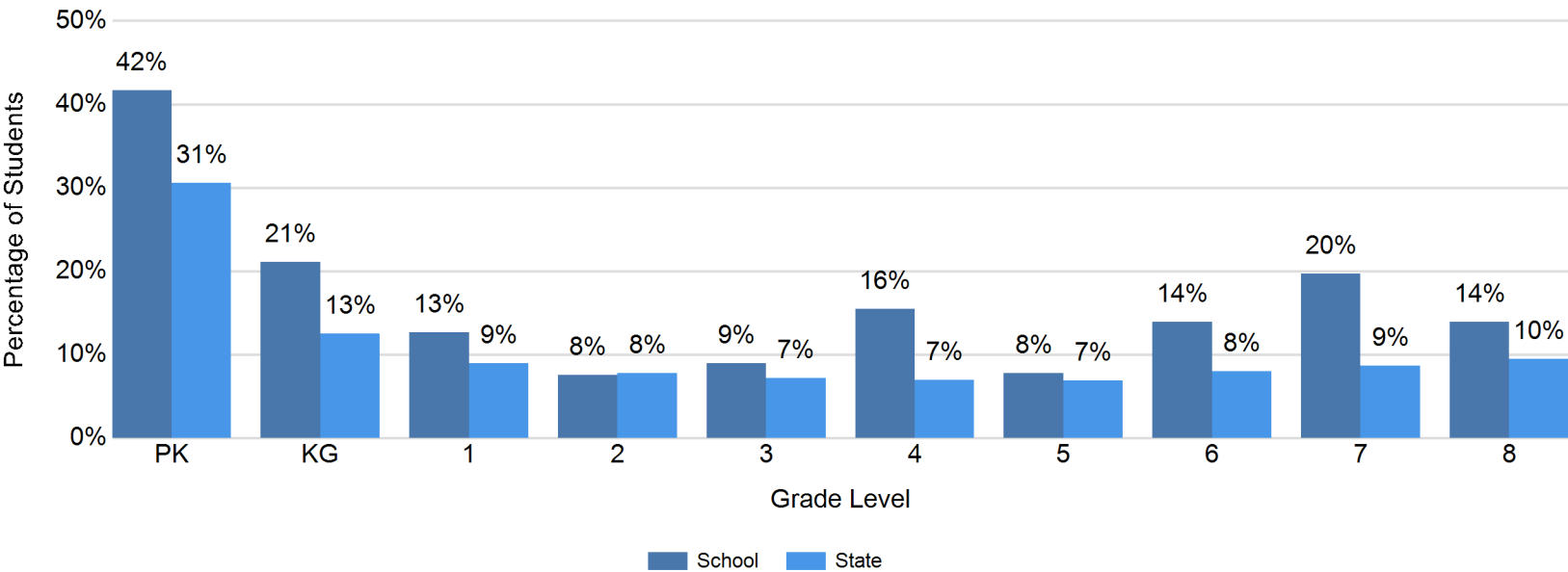


Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Washington Community School #9
2016-2017

Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:40AM |
| Typical End Time | 2:55PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs. 35 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 5 |
| Vandalism | 0 |
| Weapons | 1 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 7 |
| Incidents Per 100 Students Enrolled | 1.01 |

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 2.5% |
| Any Suspension | 2.5% |

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.0:1 | 104.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$670 | \$12,339 | \$13,009 |



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 53 | 120,724 |
| Average years experience in public schools | 12.8 | 11.8 |
| Average years experience in district | 11.1 | 10.5 |
| Teachers in district for 4 or more years | 66% | 74% |

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 50 | 9,506 |
| Average years experience in public schools | 22.1 | 15.9 |
| Average years experience in district | 19.9 | 11.6 |
| Administrators in district for 4 or more years | 98% | 74% |

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 13:1 | 13:1 |
| Administrators | 346:1 | 192:1 |
| Librarian/Media Specialists | | 3192:1 |
| Nurses | | 563:1 |
| Counselors | | 368:1 |
| Child Study Team | | 504:1 |



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

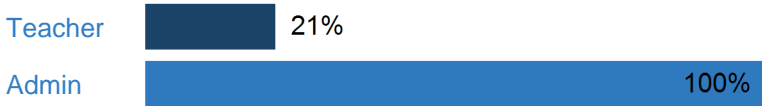
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 90% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 98% | 88% |

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 97% |



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|--|-----------------|------------------|
| English Language Arts Proficiency | 19.4 | 17.5% |
| Mathematics Proficiency | 42.0 | 17.5% |
| English Language Arts Growth | 59.3 | 25.0% |
| Mathematics Growth | 63.2 | 25.0% |
| Chronic Absenteeism | 11.7 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 43.1 |
| Summative Rating: Percentile rank of Summative Score | | 39.1 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 43.1 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | Met Target | No |
| White | 43.3 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Met Target | No |
| Hispanic | 41.9 | 11.9 | No | Met Target† | Met Target† | Not Met | Met Target | Met Target | No |
| Black or African American | 63.5 | 11.9 | No | Met Target | Met Target | Not Met | Met Target | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | 43.9 | 11.9 | No | Met Target | Met Goal | Not Met | Exceeds Target | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | Not Met | ** | ** | No |
| Economically Disadvantaged Students | 59.1 | 11.9 | No | Met Target† | Met Target† | Not Met | Met Target | Met Target | No |
| Students with Disabilities | 13.4 | 11.9 | No | Not Met | Not Met | Not Met | Not Met | Not Met | At Risk |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | No |

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Washington Community School #9
2016-2017
Grade Span PK-08




17-0220-120
 HUDSON
 BAYONNE CITY
 191 AVENUE B
 BAYONNE, NJ 07002

School General Info

| | | | |
|-------------------|-----------------------------------|-----------------------|---|
| Principal: | Mr. Becker | Email Address: | gbecker@bboed.org |
| Address: | 191 AVENUE B BAYONNE, NJ 07002 | Website: | https://www.bboed.org/Washington |
| Phone: | (201)858-5990 | Twitter: | https://twitter.com/WCSPPatriots9 |

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

| | |
|---|---|
|  Highlights: | <ul style="list-style-type: none"> • WCS offers more than 25 clubs, teams, and activities for students to participate in. • The WCS PTO & Student Council coordinated more than 25 supplemental programs for WCS students and families. • WCS students and staff are utilizing technology on a daily basis to improve teaching and learning. |
|  Mission, Vision, Theme: | <p>The mission of WCS is to provide our students with the best possible educational experience in a safe, positive, and inclusive learning environment. At WCS, we strive to foster personal and interpersonal growth and deliver instruction effectively and efficiently while maintaining a strong sense of community. Our mission is best accomplished when all members of our school community work as a team to meet the needs of each and every student to the best of our ability.</p> |
|  Awards, Recognition, Accomplishments: | <p>WCS students have received recognition and awards for the following competitions and programs; Boys Basketball, Girls Basketball, Cheerleading, Chess Club, Fire Bowl, Spelling Bee, Academic Challenge, National History Day Competition, Peer Leadership, Forensics, Science Fair, Geography Bee, and Student Council.</p> |







Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
 HUDSON
 BAYONNE CITY
 191 AVENUE B
 BAYONNE, NJ 07002

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| | |
|---|---|
|  Courses, Curriculum, Instruction: | <p>WCS offers a variety of enrichment opportunities for students through REACH programs; Raising Expectations Above Children's Horizons. The WCS curriculum is aligned to and in compliance with district and state requirements. Academic support programs are available to students both before and after school; ARMS, 100 Book Challenge, and Peer tutoring. WCS teachers and students are continuing to utilize new technology resources to improve teaching and learning.</p> |
|  Sports and Athletics: | <p>Sports Offered: Basketball (Boys & Girls)</p> <p>WCS is an elementary school, so we do not have the same sports and athletic teams that a high school would have. Our sports teams include boys basketball, girls basketball, and cheerleading. We also offer several recreational sports programs through the Community Education Department.</p> |
|  Clubs and Activities: | <p>Academic Challenge, Art Club, Book Fair, Boys Basketball, Cheerleading, Chess Club, Choir, Concert Band, Fall Ball, Field Day, Fire Bowl, Forensics, Girls Basketball, Geography Bee, Math Club, National History Day, Junior National Honor Society, Peer Leadership, Reach Band, Science Fair, Spelling Bee, Student Council, Student of the Month, Trunk or Treat, Yearbook, Cleaner and Greener</p> |
|  Before and After School Programs: | <p>Before Care Program, After Care Program, ARMS, 100 Book Challenge, Community Education Courses; Yoga, Indoor Soccer, Hands on Math, Lego Club, Cooking Club, and Technology Coding Course. WCS also hosts various community groups in the evening throughout the year, including Girl Scouts, Little League Awards Ceremony, BYSA Youth Soccer Awards Ceremony, Poll Worker Trainings for elections, etc.</p> |







Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
 HUDSON
 BAYONNE CITY
 191 AVENUE B
 BAYONNE, NJ 07002

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| | |
|---|---|
|  Staff and Professional Learning: | <p>WCS faculty and staff attend several Staff Training Sessions throughout the year. Monthly faculty meetings consist of teachers meeting in PLCs; Professional Learning Communities. These sessions give teachers an opportunity to share Best Practices and analyze test scores in order to identify areas of strength and weakness in order to better meet the needs of all students. WCS teachers also have common prep periods to provide them with additional opportunities to collaborate with colleagues.</p> |
|  Student Supports and Services: | <p>ARMS, 100 Book Challenge, Title I services, Inclusion in all grade levels, REACH enrichment programs, Peer tutoring, I&RS team meets weekly, Community Education supplemental courses after school, all students with IEPs are placed appropriately and all accommodations are provided throughout the school day and school year</p> |
|  Student Health and Wellness: | <p>All required health / wellness checks are performed in the nurse's office. Breakfast is provided to all students free of charge. All classes attend physical education two periods per week (80 minutes per week). All classes attend recess for 20 minutes per day. Sports activities and Community Education programs are held after school.</p> |
|  Parent and Community Involvement: | <p>PTO meets monthly and coordinates many school and community programs, as well as fundraisers to support our students. Parents are represented on our School Safety Team. All parents have access to the parent portal, the school website, and the school Digital Backpack, where they can access all necessary forms and information. Parents are always invited to attend special events and programs in our building.</p> |





Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

| | |
|---|---|
| <div>Climate Surveys:</div> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>The survey is given to students each year and covers various topics related to our school. Three years ago, we scored lower than expected in the area of Student Relations. In order to improve, we recruited new PTO members that were more ambitious and would help us initiate new programs to promote positive interactions among students. We also worked closely with our Student Council and Peer Leadership students to help make stronger connections between our upper and lower grade students.</p> |
| <div>Facilities:</div> | <p>Our building is 100 years old. There was an addition added to our school over 15 years ago. Our building has a library, a computer lab, a science lab, an art room, a gymnasium, an auditorium, a multi-purpose room used as a cafeteria / gymnasium, and a Life Skills room, which is utilized by our special needs students. Select rooms in our building have air conditioning, including our computer lab and some of our special education classrooms.</p> |



Washington Community School #9
2016-2017
Grade Span PK-08

17-0220-120
HUDSON
BAYONNE CITY
191 AVENUE B
BAYONNE, NJ 07002

School Narrative

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Other Information:

WCS students attend school daily from 8:40 am - 2:55 pm. The school day consists of nine 40 minute periods; 8 instructional periods and 1 lunch period. Our school has approx. 700 students and approx. 100 staff members. We have a school safety team that meets monthly consisting of the principal, a curriculum director, the school counselor, the school nurse, the school secretary, the school engineer, a parent representative, and two teachers. Over the past several years, we have implemented several technology upgrades, including Smartboards in our upper grade classrooms and personal chromebooks for most of our students. We have recently streamlined our communication process with students, parents, and staff with the implementation of our Digital Briefcase and Digital Backpack. These new tools make it easier for all members of our school community to access information and forms. WCS is a neighborhood school, meaning our students live within walking distance of our building, with the exception of some of our special needs students that are transported here by school bus. We do have an early childhood program in our school and the district's Master Teacher of Early Childhood has her office located in our building. Our uniform policy is the same as the rest of the district.




WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
 HUDSON
 BAYONNE CITY
 101 WEST 56TH STREET
 BAYONNE, NJ 07002

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

| Grade | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| PK | 32 | 38 | 30 |
| KG | 78 | 65 | 71 |
| 1 | 71 | 73 | 67 |
| 2 | 73 | 76 | 67 |
| 3 | 62 | 70 | 75 |
| 4 | 63 | 67 | 65 |
| 5 | 58 | 56 | 61 |
| 6 | 52 | 56 | 58 |
| 7 | 45 | 70 | 50 |
| 8 | 57 | 45 | 65 |
| Ungraded | 62 | 67 | 85 |
| Total | 653 | 683 | 694 |

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

| Student Group | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female | 46% | 44% | 43% |
| Male | 54% | 56% | 57% |
| Economically Disadvantaged Students | 67% | 65% | 60% |
| Students with Disabilities | 16% | 19% | 21% |
| English Learners | 0% | 1% | 0% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 0% |
| Military-Connected Students | | | 0% |
| Migrant Students | | | 0% |

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

| Racial and Ethnic Group | % of Students |
|-------------------------------------|---------------|
| White | 39.0% |
| Hispanic | 35.4% |
| Asian | 13.8% |
| Black or African American | 8.1% |
| Native Hawaiian or Pacific Islander | 0.7% |
| American Indian or Alaska Native | 0.1% |
| Two or More Races | 2.7% |

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

| Grade | 2014-15 | 2015-16 | 2016-17 |
|---------------|---------|---------|---------|
| PK - Half Day | 33 | 38 | 30 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 78 | 65 | 71 |

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

| Home Language | % of Students |
|---------------|---------------|
| English | 72.3% |
| Arabic | 13.0% |
| Spanish | 8.5% |
| Polish | 1.3% |
| Urdu | 1.3% |
| Other | 3.3% |



WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
 HUDSON
 BAYONNE CITY
 101 WEST 56TH STREET
 BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide | 389 | 99.5 | 56.30 | 52.10 | 54.90 | 56.3 | 49.4 | Met Target |
| White | 165 | 98.8 | 56.40 | 57.10 | 63.90 | 56.4 | 48.6 | Met Target |
| Hispanic | 127 | 100.0 | 52.00 | 43.70 | 39.80 | 52 | 43 | Met Target |
| Black or African American | 35 | 100.0 | 34.30 | 38.60 | 35.20 | 34.3 | 34.5 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 56 | 100.0 | 78.50 | * | 80.70 | 78.5 | 72.1 | Met Target |
| American Indian or Alaska Native | * | * | * | 33.30 | 53.70 | N | ** | ** |
| Two or More Races | * | * | * | * | 54.90 | * | ** | ** |
| Female | 170 | 98.9 | 63.50 | 59.80 | 62.20 | 63.5 | | |
| Male | 219 | 100.0 | 50.70 | 44.70 | 48.10 | 50.7 | | |
| Economically Disadvantaged Students | 233 | 99.2 | 50.20 | 44.80 | 36.20 | 50.2 | 45.6 | Met Target |
| Non-Economically Disadvantaged Students | 156 | 100.0 | 65.40 | 61.40 | 65.80 | 65.4 | | |
| Students with Disabilities | 51 | 100.0 | 15.70 | * | 20.50 | 15.7 | 19.1 | Met Target† |
| Students without Disabilities | 338 | 99.4 | 62.40 | * | 61.90 | 62.4 | | |
| English Learners | 22 | 100.0 | 50.00 | 25.80 | 25.20 | 50 | N | N |
| Non-English Learners | 367 | 99.5 | 56.60 | 54.20 | 57.40 | 56.6 | | |
| Homeless Students | * | * | * | * | 26.40 | * | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | N | N | N | 50.00 | 53.50 | N | | |
| Migrant Students | N | N | N | * | 23.00 | N | | |

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
 HUDSON
 BAYONNE CITY
 101 WEST 56TH STREET
 BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 73 | 747 | 744 | 749 | * | 21% | 25% | 43% | * | 47% | 50% |
| White | 32 | 747 | 746 | 759 | * | * | * | 47% | * | 53% | 61% |
| Hispanic | 21 | 734 | * | 734 | * | * | * | * | 0% | 29% | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 12 | 766 | 768 | 775 | 0% | * | * | * | 0% | 58% | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 34 | 746 | 748 | 754 | * | * | * | 47% | * | 47% | 55% |
| Male | 39 | 748 | 740 | 745 | * | * | * | 39% | * | 46% | 46% |
| Economically Disadvantaged Students | 49 | 741 | 737 | 731 | * | * | * | 35% | * | 39% | 31% |
| Non-Economically Disadvantaged Students | 24 | 759 | 754 | 762 | * | * | * | 58% | * | 63% | 63% |
| Students with Disabilities | * | * | * | 720 | * | * | * | * | * | * | 24% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Homeless Students | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Students in Foster Care | N | N | N | 721 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 49% |
| Migrant Students | N | N | N | 734 | N | N | N | N | N | N | 29% |



WOODROW WILSON COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 66 | 753 | 744 | 753 | * | * | 29% | 50% | * | 58% | 56% |
| White | 29 | 747 | 750 | 762 | * | * | * | 48% | * | 52% | 67% |
| Hispanic | 23 | 754 | * | 740 | 0% | * | * | 52% | * | 61% | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 777 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 755 | N | N | N | N | N | N | 56% |
| Female | 37 | 755 | * | 758 | * | * | * | 49% | * | 60% | 61% |
| Male | 29 | 750 | * | 749 | * | * | * | 52% | * | 55% | 51% |
| Economically Disadvantaged Students | 38 | 751 | 738 | 737 | * | * | * | 55% | * | 61% | 36% |
| Non-Economically Disadvantaged Students | 28 | 756 | 752 | 764 | * | * | * | 43% | * | 54% | 69% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 759 | * | * | * | * | * | * | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 66 | 753 | 745 | 755 | * | * | 29% | 50% | * | 58% | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | N | N | N | 728 | N | N | N | N | N | N | 31% |
| Military-Connected Students | N | N | N | 755 | N | N | N | N | N | N | 60% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 36% |



WOODROW WILSON COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-130

HUDSON

BAYONNE CITY

101 WEST 56TH STREET

BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 61 | 757 | 752 | 756 | * | * | 26% | 53% | * | 57% | 59% |
| White | 31 | 761 | 756 | 763 | * | * | * | 55% | * | 61% | 69% |
| Hispanic | 19 | 746 | 744 | 743 | * | * | * | * | 0% | 47% | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | N | N | N | 757 | N | N | N | N | N | N | 60% |
| Female | 23 | 762 | 758 | 761 | * | * | * | 57% | * | 65% | 66% |
| Male | 38 | 753 | 745 | 750 | * | * | * | 50% | * | 53% | 53% |
| Economically Disadvantaged Students | 34 | 755 | 745 | 740 | * | * | * | 44% | * | 50% | 40% |
| Non-Economically Disadvantaged Students | 27 | 759 | 761 | 765 | * | * | * | 63% | * | 67% | 71% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 762 | * | * | * | * | * | * | 66% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Homeless Students | * | * | * | 733 | * | * | * | * | * | * | 30% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 731 | N | N | N | N | N | N | 36% |



WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 58 | 755 | 750 | 752 | 0% | * | 31% | 52% | * | 59% | 54% |
| White | 25 | 754 | * | 758 | 0% | * | * | 48% | * | 56% | 63% |
| Hispanic | 17 | 744 | 744 | 740 | 0% | * | * | * | 0% | 47% | 38% |
| Black or African American | * | * | * | 736 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 81% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 56% |
| Female | 23 | 758 | * | 758 | 0% | * | * | 48% | * | 57% | 61% |
| Male | 35 | 754 | * | 746 | 0% | * | * | 54% | * | 60% | 46% |
| Economically Disadvantaged Students | 30 | 753 | 744 | 737 | 0% | * | * | 50% | * | 57% | 34% |
| Non-Economically Disadvantaged Students | 28 | 758 | 757 | 761 | 0% | * | * | 54% | * | 61% | 65% |
| Students with Disabilities | * | * | * | 722 | * | * | * | * | * | * | 17% |
| Students without Disabilities | * | * | * | 758 | * | * | * | * | * | * | 61% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 751 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 722 | N | N | N | N | N | N | 20% |



WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 50 | 762 | 757 | 756 | * | * | 26% | 40% | 24% | 64% | 59% |
| White | 22 | 763 | 764 | 764 | 0% | * | * | 46% | * | 68% | 69% |
| Hispanic | 13 | 764 | 748 | 742 | 0% | 0% | * | * | * | 62% | 44% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 774 | 781 | 784 | 0% | * | 0% | * | * | 80% | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 59% |
| Female | 19 | 769 | 767 | 764 | * | * | * | * | * | 79% | 68% |
| Male | 31 | 758 | 748 | 749 | * | * | * | * | * | 55% | 51% |
| Economically Disadvantaged Students | 30 | 754 | 752 | 739 | * | * | * | * | * | 57% | 40% |
| Non-Economically Disadvantaged Students | 20 | 774 | 762 | 766 | * | * | * | * | * | 75% | 70% |
| Students with Disabilities | * | * | * | 719 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | * | 763 | * | * | * | * | * | * | 67% |
| English Learners | * | * | * | 701 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 731 | N | N | N | N | N | N | 31% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 64% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |



WOODROW WILSON COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

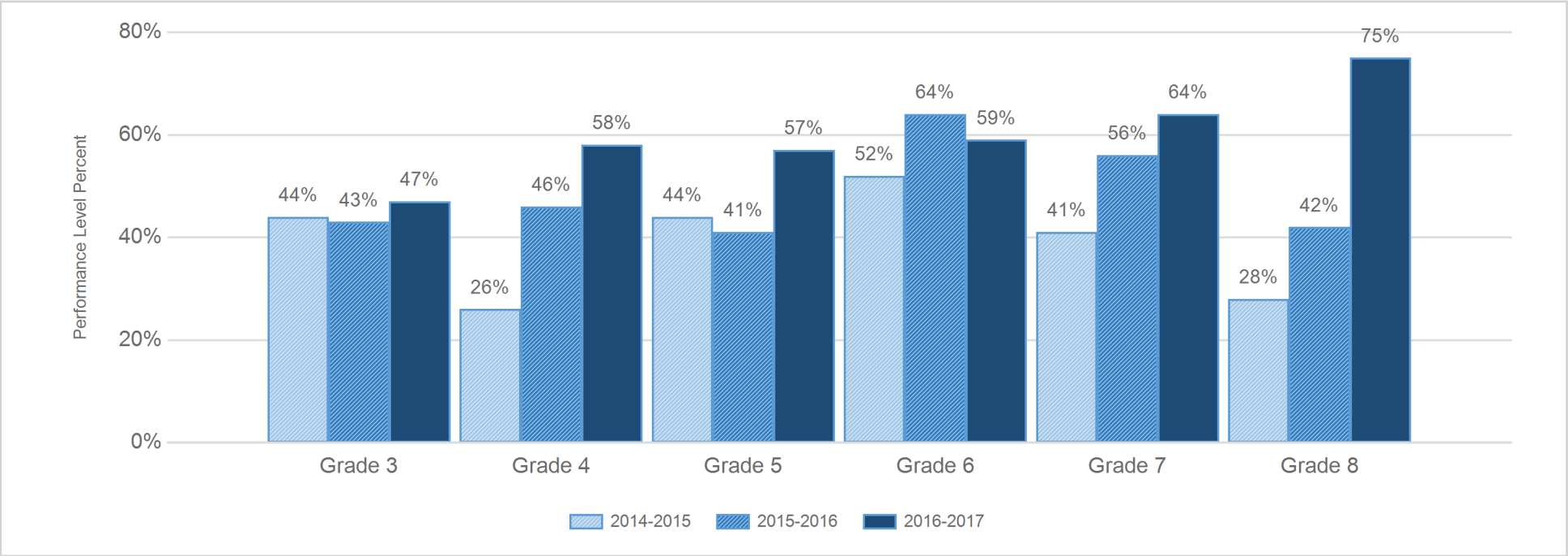
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 65 | 766 | 758 | 757 | * | * | 15% | 57% | 19% | 75% | 59% |
| White | 19 | 762 | * | 764 | 0% | 0% | * | 58% | * | 68% | 68% |
| Hispanic | 29 | 765 | 751 | 742 | 0% | * | * | 59% | * | 79% | 44% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 794 | 783 | 786 | 0% | 0% | 0% | * | * | 100% | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Female | 34 | 774 | 763 | 766 | 0% | * | * | 65% | * | 88% | 68% |
| Male | 31 | 757 | 751 | 749 | 0% | * | * | 48% | * | 61% | 50% |
| Economically Disadvantaged Students | 33 | 768 | 749 | 739 | 0% | * | * | 55% | * | 79% | 40% |
| Non-Economically Disadvantaged Students | 32 | 764 | 767 | 766 | 0% | * | * | 59% | * | 72% | 69% |
| Students with Disabilities | * | * | * | 718 | * | * | * | * | * | * | 18% |
| Students without Disabilities | * | * | * | 764 | * | * | * | * | * | * | 67% |
| English Learners | N | N | N | 701 | N | N | N | N | N | N | * |
| Non-English Learners | 65 | 766 | 760 | 759 | * | * | 15% | 57% | 19% | 75% | * |
| Homeless Students | * | * | * | 727 | * | * | * | * | * | * | 28% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 756 | N | N | N | N | N | N | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





WOODROW WILSON COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-130

HUDSON

BAYONNE CITY

101 WEST 56TH STREET

BAYONNE, NJ 07002

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 388 | 99.5 | 40.50 | 36.80 | 43.50 | 40.5 | 39.7 | Met Target |
| White | 165 | 98.8 | 40.60 | 43.40 | 52.40 | 40.6 | 40 | Met Target |
| Hispanic | 126 | 100.0 | 27.00 | 27.00 | 27.60 | 27 | 26.2 | Met Target |
| Black or African American | 35 | 100.0 | 20.00 | 20.90 | 21.70 | 20 | 24.3 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 56 | 100.0 | 80.40 | * | 75.60 | 80.4 | 77.5 | Met Goal |
| American Indian or Alaska Native | * | * | * | 33.30 | 42.50 | N | ** | ** |
| Two or More Races | * | * | * | * | 44.90 | * | ** | ** |
| Female | 170 | 98.9 | 37.10 | 37.80 | 44.10 | 37.1 | | |
| Male | 218 | 100.0 | 43.10 | 35.90 | 42.90 | 43.1 | | |
| Economically Disadvantaged Students | 232 | 99.2 | 35.30 | 31.80 | 25.10 | 35.3 | 35 | Met Target |
| Non-Economically Disadvantaged Students | 156 | 100.0 | 48.10 | 43.20 | 54.30 | 48.1 | | |
| Students with Disabilities | 50 | 100.0 | 18.00 | * | 16.50 | 18 | 25.6 | Met Target† |
| Students without Disabilities | 338 | 99.4 | 43.80 | * | 48.80 | 43.8 | | |
| English Learners | 22 | 100.0 | 31.80 | 24.90 | 23.30 | 31.8 | N | N |
| Non-English Learners | 366 | 99.5 | 41.00 | 37.90 | 45.20 | 41 | | |
| Homeless Students | * | * | * | * | 16.40 | * | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | N | N | N | * | 39.90 | N | | |
| Migrant Students | N | N | N | 33.30 | 18.20 | N | | |

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 73 | 767 | 751 | 751 | * | * | 18% | 49% | 23% | 73% | 53% |
| White | 32 | 773 | 754 | 759 | 0% | * | * | 41% | 31% | 72% | 63% |
| Hispanic | 21 | 751 | 743 | 738 | * | * | * | * | * | 52% | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 12 | 784 | 780 | 779 | 0% | 0% | 0% | * | * | 100% | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 34 | 764 | 752 | 751 | * | * | * | 44% | * | 62% | 52% |
| Male | 39 | 771 | 751 | 751 | * | * | * | 54% | * | 82% | 53% |
| Economically Disadvantaged Students | 49 | 766 | 746 | 736 | * | * | * | 49% | * | 69% | 34% |
| Non-Economically Disadvantaged Students | 24 | 771 | 759 | 761 | * | * | * | 50% | * | 79% | 65% |
| Students with Disabilities | * | * | * | 729 | * | * | * | * | * | * | 29% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Homeless Students | N | N | N | 724 | N | N | N | N | N | N | 22% |
| Students in Foster Care | N | N | N | 727 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Migrant Students | N | N | N | 726 | N | N | N | N | N | N | 35% |



WOODROW WILSON COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 66 | 742 | 740 | 747 | * | 20% | 46% | 32% | * | 32% | 47% |
| White | 29 | 741 | 747 | 755 | 0% | * | 48% | * | 0% | 28% | 59% |
| Hispanic | 23 | 738 | * | 734 | * | * | 44% | * | 0% | 26% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 48% |
| Female | 37 | 741 | * | 747 | * | * | 46% | 30% | * | 30% | 47% |
| Male | 29 | 743 | * | 747 | * | * | 45% | 35% | * | 35% | 48% |
| Economically Disadvantaged Students | 38 | 737 | 735 | 732 | * | * | * | * | 0% | 16% | 27% |
| Non-Economically Disadvantaged Students | 28 | 749 | 746 | 757 | * | * | * | * | 0% | 54% | 61% |
| Students with Disabilities | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 716 | N | N | N | N | N | N | 12% |
| Non-English Learners | 66 | 742 | 740 | 749 | * | 20% | 46% | 32% | * | 32% | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 18% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 18% |
| Military-Connected Students | N | N | N | 749 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | 22% |



WOODROW WILSON COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 61 | 740 | 744 | 747 | * | 21% | 38% | 39% | * | 39% | 46% |
| White | 31 | 749 | 748 | 754 | * | * | 36% | 52% | * | 52% | 57% |
| Hispanic | 19 | 727 | * | 735 | 0% | * | 53% | * | 0% | 11% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | N | 747 | N | N | N | N | N | N | 47% |
| Female | 23 | 745 | 747 | 747 | * | * | * | 48% | 0% | 48% | 47% |
| Male | 38 | 737 | 741 | 746 | * | * | * | 34% | 0% | 34% | 46% |
| Economically Disadvantaged Students | 34 | 736 | 740 | 732 | * | * | * | 29% | 0% | 29% | 27% |
| Non-Economically Disadvantaged Students | 27 | 746 | 749 | 756 | * | * | * | 52% | 0% | 52% | 59% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 748 | * | * | * | * | * | * | 48% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 18% |
| Students in Foster Care | * | * | * | 721 | * | * | * | * | * | * | 13% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 48% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 18% |



WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 58 | 742 | 739 | 743 | * | * | 50% | 31% | * | 33% | 44% |
| White | 25 | 744 | * | 751 | 0% | * | 48% | * | * | 40% | 54% |
| Hispanic | 17 | 729 | 732 | 731 | * | * | * | * | * | * | 27% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 771 | * | * | * | * | * | * | 77% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46% |
| Female | 23 | 740 | * | 745 | * | * | 65% | * | * | 17% | 45% |
| Male | 35 | 743 | * | 742 | * | * | 40% | * | * | 43% | 43% |
| Economically Disadvantaged Students | 30 | 742 | 735 | 728 | * | * | 50% | * | * | 37% | 24% |
| Non-Economically Disadvantaged Students | 28 | 742 | 744 | 752 | * | * | 50% | * | * | 29% | 56% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 13% |
| Students without Disabilities | * | * | * | 748 | * | * | * | * | * | * | 50% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 719 | N | N | N | N | N | N | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 40% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 13% |

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
 HUDSON
 BAYONNE CITY
 101 WEST 56TH STREET
 BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 50 | 746 | 739 | 741 | * | 24% | 36% | 32% | * | 40% | 40% |
| White | 22 | 744 | * | 748 | 0% | * | 46% | * | * | 32% | 49% |
| Hispanic | 13 | 744 | * | 730 | 0% | * | * | * | * | 39% | 23% |
| Black or African American | * | * | * | 726 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 760 | 760 | 764 | 0% | * | 0% | * | * | 70% | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Female | 19 | 742 | 742 | 743 | 0% | * | * | * | * | 37% | 41% |
| Male | 31 | 748 | 736 | 740 | 0% | * | * | * | * | 42% | 38% |
| Economically Disadvantaged Students | 30 | 740 | 736 | 729 | 0% | * | * | * | * | 27% | 22% |
| Non-Economically Disadvantaged Students | 20 | 755 | 743 | 749 | 0% | * | * | * | * | 60% | 50% |
| Students with Disabilities | * | * | * | 716 | * | * | * | * | * | * | 11% |
| Students without Disabilities | * | * | * | 746 | * | * | * | * | * | * | 45% |
| English Learners | * | * | * | 712 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 742 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 15% |
| Students in Foster Care | N | N | N | 718 | N | N | N | N | N | N | 15% |
| Military-Connected Students | N | N | N | 743 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | * |

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 40 | 722 | 724 | 728 | * | 25% | 40% | * | 0% | 13% | 28% |
| White | * | * | * | 736 | * | * | * | * | * | * | 35% |
| Hispanic | 19 | 721 | 719 | 721 | * | * | * | * | 0% | 21% | 21% |
| Black or African American | * | * | * | 715 | * | * | * | * | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 728 | N | N | N | N | N | N | 28% |
| Two or More Races | * | * | * | 726 | * | * | * | * | * | * | 28% |
| Female | 17 | 725 | * | 730 | * | * | * | * | 0% | 12% | 30% |
| Male | 23 | 720 | * | 725 | * | * | * | * | 0% | 13% | 26% |
| Economically Disadvantaged Students | 16 | 724 | * | 719 | * | * | * | * | 0% | 13% | 19% |
| Non-Economically Disadvantaged Students | 24 | 721 | * | 734 | * | * | * | * | 0% | 13% | 34% |
| Students with Disabilities | * | * | * | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | * | * | * | 734 | * | * | * | * | * | * | * |
| English Learners | N | N | N | 703 | N | N | N | N | N | N | * |
| Non-English Learners | 40 | 722 | 726 | 729 | * | 25% | 40% | * | 0% | 13% | * |
| Homeless Students | * | * | * | 710 | * | * | * | * | * | * | 11% |
| Students in Foster Care | N | N | N | 705 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 733 | N | N | N | N | N | N | 35% |
| Migrant Students | N | N | N | 713 | N | N | N | N | N | N | * |

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



WOODROW WILSON COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

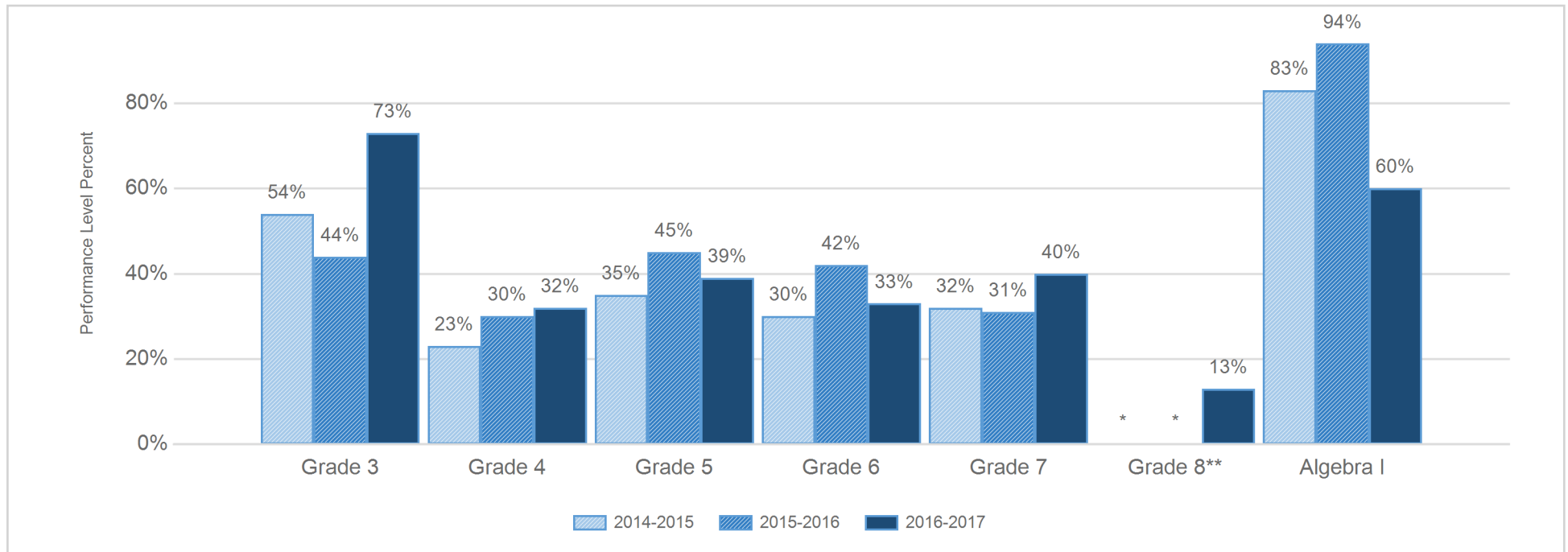
Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 25 | 759 | 739 | 743 | 0% | * | * | 52% | * | 60% | 42% |
| White | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Hispanic | 10 | 749 | 729 | 728 | 0% | * | * | * | 0% | 50% | 24% |
| Black or African American | N | N | N | 724 | N | N | N | N | N | N | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | N | N | N | 741 | N | N | N | N | N | N | 41% |
| Female | * | * | * | 744 | * | * | * | * | * | * | 43% |
| Male | * | * | * | 741 | * | * | * | * | * | * | 40% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | N | N | N | 714 | N | N | N | N | N | N | 10% |
| Students without Disabilities | 25 | 759 | 744 | 747 | 0% | * | * | 52% | * | 60% | 47% |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 25 | 759 | 740 | 745 | 0% | * | * | 52% | * | 60% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 711 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | * | * |
| 4 | * | * |
| 5 | * | * |
| 6 | * | * |
| 7 | * | N |
| 8 | * | * |

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1 | * | * | * |
| 2 | * | * | * |
| 3 | N | N | N |
| 4 | * | * | * |
| 5+ | N | N | N |



WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

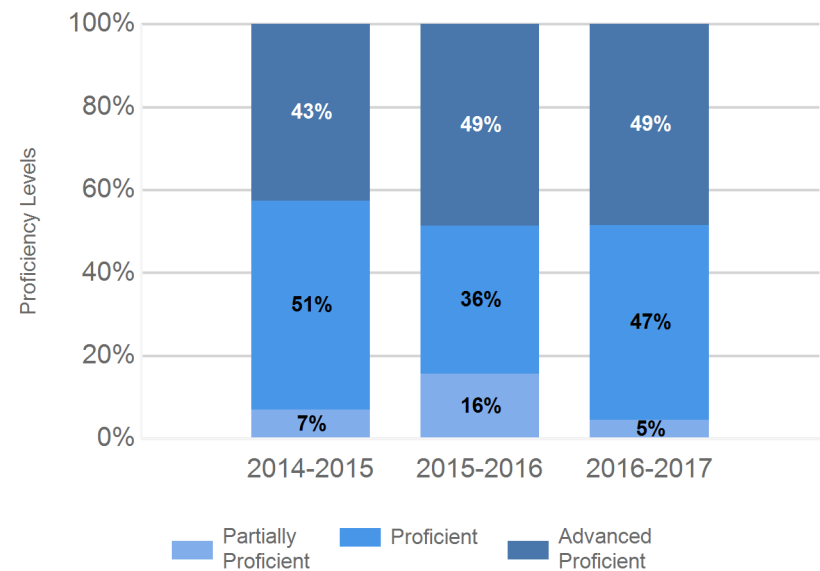
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 45% | 40% | 14% |
| Schoolwide | 49% | 47% | 5% |
| White | 43% | 54% | 4% |
| Hispanic | 39% | 52% | 9% |
| Black or African American | * | * | N |
| Asian, Native Hawaiian, or Pacific Islander | * | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | N |
| Economically Disadvantaged Students | 34% | 59% | 7% |
| Students with Disabilities | N | * | * |
| English Learners | N | * | N |

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

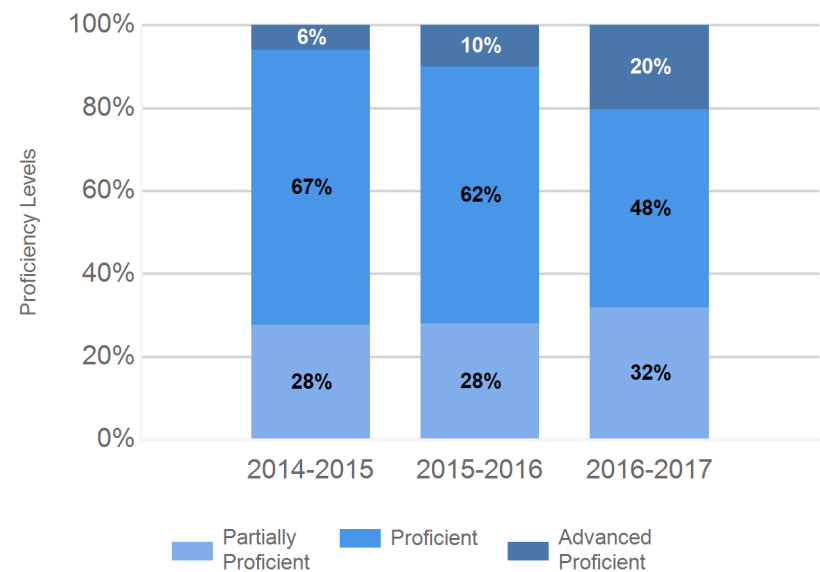
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

| Student Group | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide | 27% | 47% | 27% |
| Schoolwide | 20% | 48% | 32% |
| White | 16% | 53% | 32% |
| Hispanic | 9% | 55% | 36% |
| Black or African American | N | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 80% | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | N | N | * |
| Economically Disadvantaged Students | 19% | 51% | 30% |
| Students with Disabilities | N | N | * |
| English Learners | N | N | * |

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
 HUDSON
 BAYONNE CITY
 101 WEST 56TH STREET
 BAYONNE, NJ 07002

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide | 63 | 58 | 50 | Exceeds Target | 43 | 48 | 50 | Met Target |
| White | 67 | 60 | 50 | Exceeds Target | 49 | 50 | 52 | Met Target |
| Hispanic | 62 | 55 | 49 | Exceeds Target | 28.5 | 46 | 47 | Not Met |
| Black or African American | * | 48 | 45 | Met Target | * | 40 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 59 | 67 | 60 | Met Target | 49 | 56.5 | 59 | Met Target |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | * | 51 | ** | * | 50.5 | 52 | ** |
| Economically Disadvantaged | 61 | 57 | 47 | Exceeds Target | 38 | 48 | 46 | Not Met |
| Students with Disabilities | 67 | 40.5 | 41 | Exceeds Target | 27 | 36 | 43 | ** |
| English Learners | 80.5 | 70 | 53 | ** | 22 | 56.5 | 51 | ** |

** ESSA accountability targets are only included if data is available for at least 20 students.



WOODROW WILSON COMMUNITY SCHOOL
2016-2017

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

Grade Span PK-08

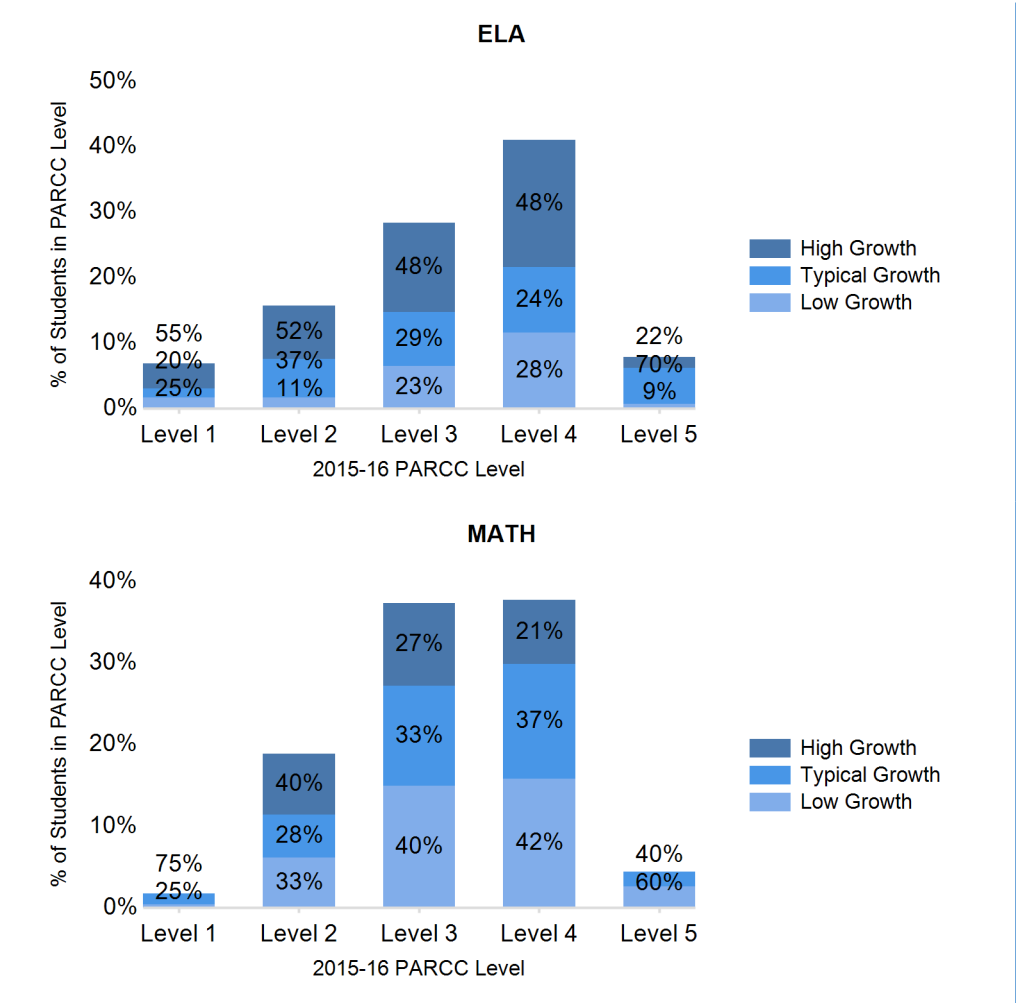
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

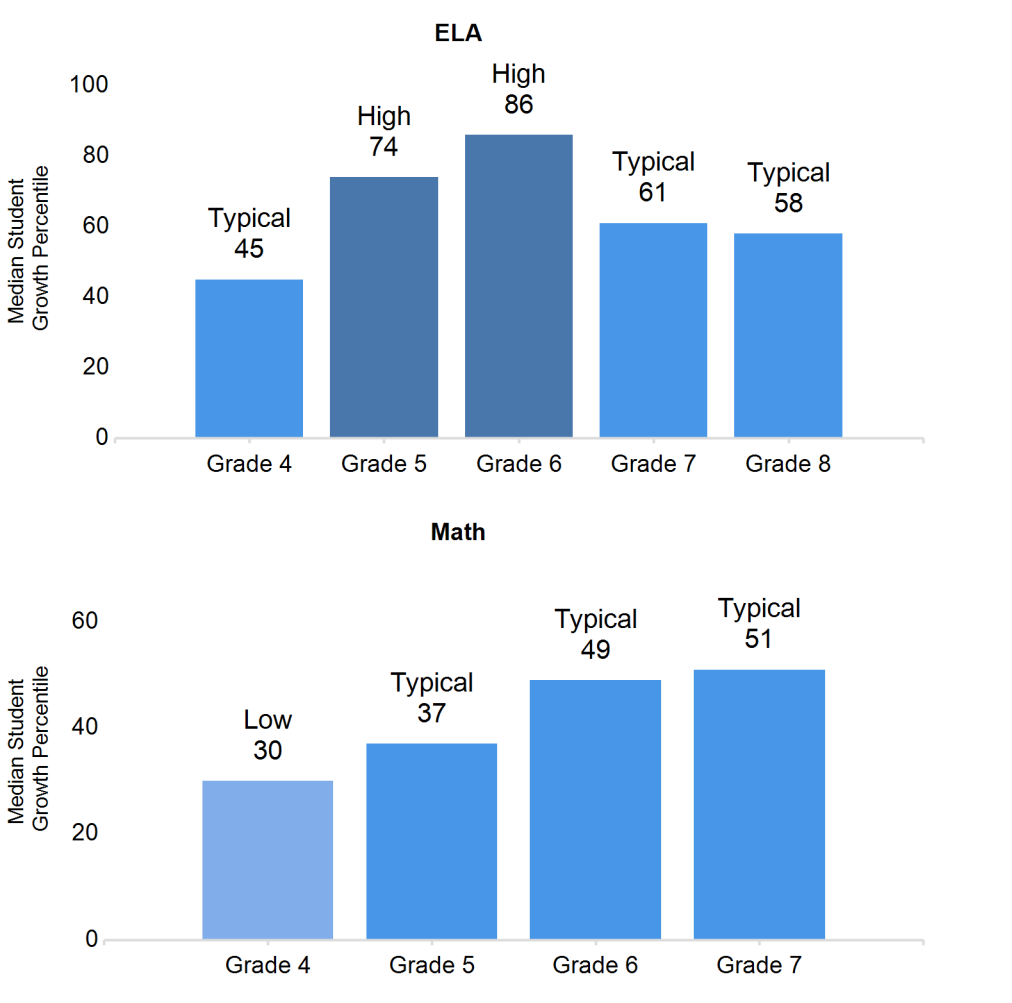
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 60 |
| 7 | 0 | 0 | 51 |
| 8 | 28 | 0 | 65 |
| Schoolwide | 28 | 0 | 176 |

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 60 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 65 |
| Schoolwide | 0 | 0 | 0 | 0 | 0 | 0 | 176 |
| Enrolled in Level 3 or Higher | N | N | N | N | N | N | N |



WOODROW WILSON COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

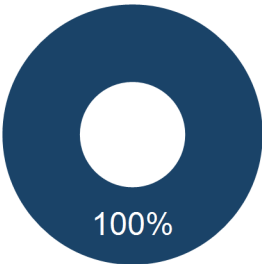
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HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

Visual and Performing Arts – Course Participation

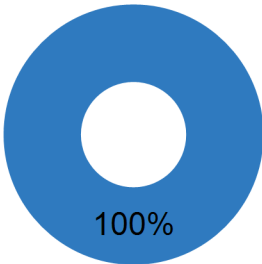
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

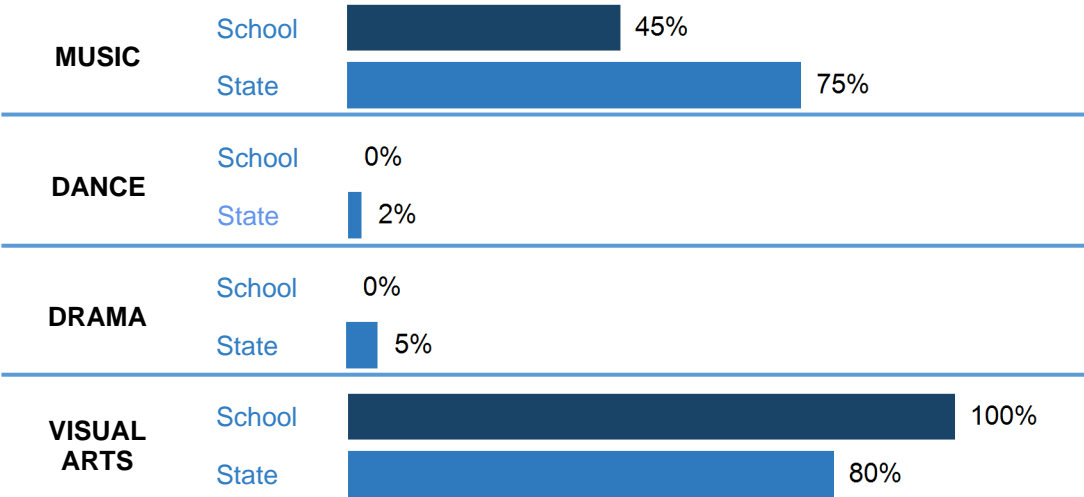


School



State

Students enrolled in one or more classes by discipline:





WOODROW WILSON COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-130

HUDSON

BAYONNE CITY

101 WEST 56TH STREET

BAYONNE, NJ 07002

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

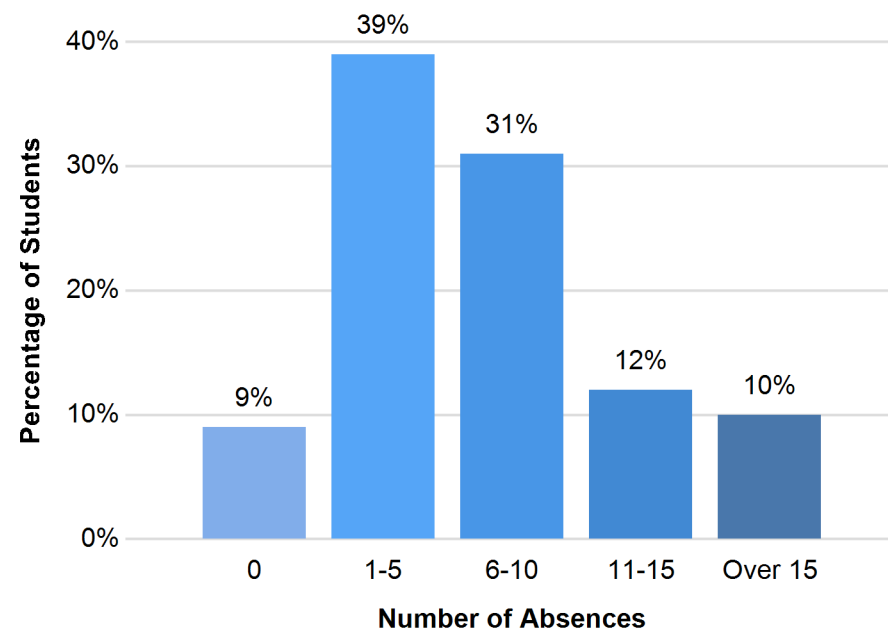
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 8.00 | 8.50 | Met Target |
| White | 7.30 | 8.50 | Met Target |
| Hispanic | 11.10 | 8.50 | Not Met |
| Black or African American | 3.90 | 8.50 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 5.70 | 8.50 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | N | ** | ** |
| Economically Disadvantaged Students | 7.50 | 8.50 | Met Target |
| Students with Disabilities | 20.20 | 8.50 | Not Met |
| English Learners | N | ** | ** |

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



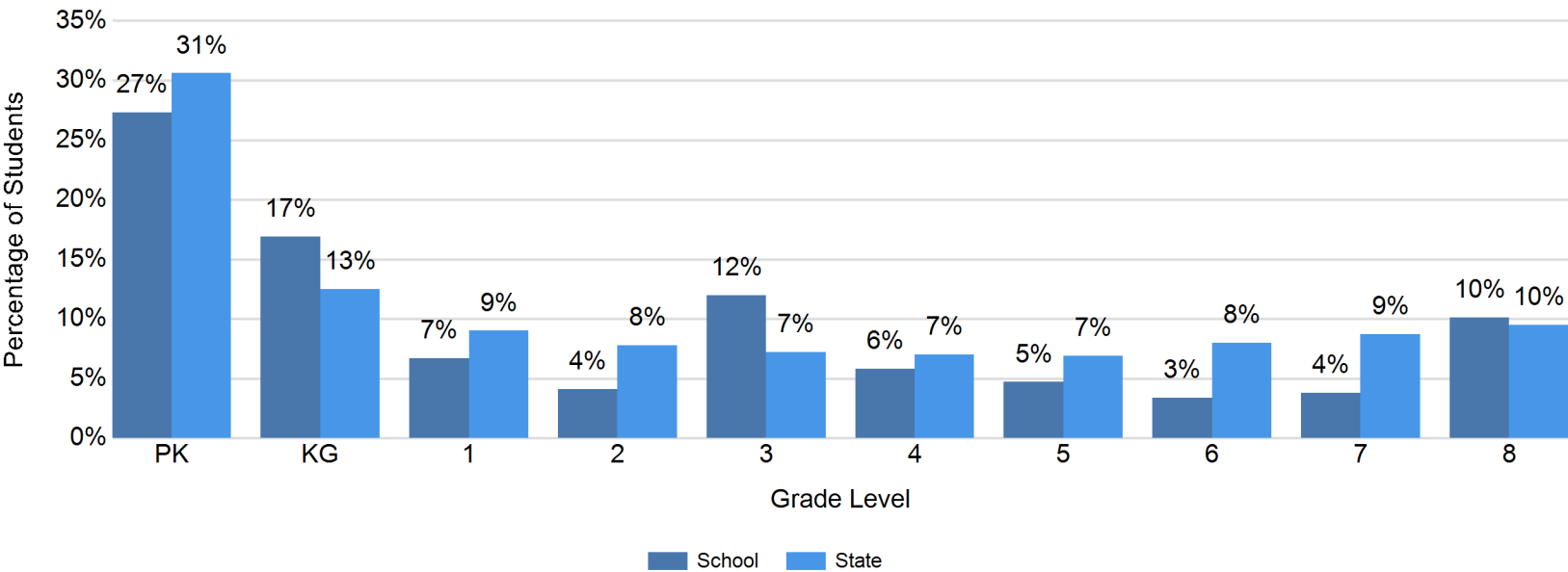


WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





WOODROW WILSON COMMUNITY SCHOOL
2016-2017

Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:40AM |
| Typical End Time | 2:55PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs. 35 Mins. |
| Shared Time - Instructional Time | * |

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 0 |
| Vandalism | 0 |
| Weapons | 1 |
| Substances | 1 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 2 |
| Incidents Per 100 Students Enrolled | 0.29 |

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

| Suspension Types | % of Students |
|---------------------------|---------------|
| In-School Suspensions | 0.0% |
| Out-of-School Suspensions | 1.3% |
| Any Suspension | 1.3% |

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

| Category | Number of Students |
|------------|--------------------|
| Expulsions | 0 |



WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17 | 1.0:1 | 104.4 kbps | 100 kbps | Yes | Fiber | Fiber | Yes |

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$670 | \$12,339 | \$13,009 |



WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 58 | 120,724 |
| Average years experience in public schools | 11.6 | 11.8 |
| Average years experience in district | 10.0 | 10.5 |
| Teachers in district for 4 or more years | 71% | 74% |

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 50 | 9,506 |
| Average years experience in public schools | 22.1 | 15.9 |
| Average years experience in district | 19.9 | 11.6 |
| Administrators in district for 4 or more years | 98% | 74% |

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

| Staff Type | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers | 12:1 | 13:1 |
| Administrators | 347:1 | 192:1 |
| Librarian/Media Specialists | | 3192:1 |
| Nurses | | 563:1 |
| Counselors | | 368:1 |
| Child Study Team | | 504:1 |



WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17 | 90% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 98% | 88% |

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

| School Year | % Days Present |
|-------------|----------------|
| 2016-17 | 95% |



WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

| Accountability Indicator | Indicator Score | Indicator Weight |
|--|-----------------|------------------|
| English Language Arts Proficiency | 48.5 | 17.5% |
| Mathematics Proficiency | 39.2 | 17.5% |
| English Language Arts Growth | 88.5 | 25.0% |
| Mathematics Growth | 19.5 | 25.0% |
| Chronic Absenteeism | 37.8 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 48.0 |
| Summative Rating: Percentile rank of Summative Score | | 46.5 |
| Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile | | No |

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



WOODROW WILSON COMMUNITY SCHOOL

2016-2017

Grade Span PK-08

17-0220-130

HUDSON

BAYONNE CITY

101 WEST 56TH STREET

BAYONNE, NJ 07002

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

| Student Group | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide | 48.0 | 11.9 | No | Met Target | Met Target | Met Target | Exceeds Target | Met Target | No |
| White | 45.3 | 11.9 | No | Met Target | Met Target | Met Target | Exceeds Target | Met Target | No |
| Hispanic | 46.5 | 11.9 | No | Met Target | Met Target | Not Met | Exceeds Target | Not Met | No |
| Black or African American | 55.3 | 11.9 | No | Met Target† | Met Target† | Met Target | Met Target | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | 34.1 | 11.9 | No | Met Target | Met Goal | Met Target | Met Target | Met Target | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | ** | ** | ** | No |
| Economically Disadvantaged Students | 66.5 | 11.9 | No | Met Target | Met Target | Met Target | Exceeds Target | Not Met | No |
| Students with Disabilities | 60.7 | 11.9 | No | Met Target† | Met Target† | Not Met | Exceeds Target | ** | No |
| English Learners | ** | ** | No | N | N | ** | ** | ** | No |

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



WOODROW WILSON COMMUNITY SCHOOL
2016-2017

Grade Span PK-08




17-0220-130
HUDSON
BAYONNE CITY
101 WEST 56TH STREET
BAYONNE, NJ 07002

School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mrs. Brown | Email Address: | mbrown@bboed.org |
| Address: | 101 WEST 56TH STREET BAYONNE, NJ 07002 | Website: | https://www.bboed.org/domain/26 |
| Phone: | (201)858-5996 | Facebook: | https://www.facebook.com/wwwwildcatpride |
| | | Twitter: | https://twitter.com/wwwwildcatpride |

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

| | |
|---|--|
|  Highlights: | <ul style="list-style-type: none"> • WWCS achieved Healthier Generation Silver Status. • One hundred percent of students in grades 3-8 participated in the PARCC Assessment. • Grade eight Science teacher and select students won the Panasonic Eco Citizenship Award. |
|  Mission, Vision, Theme: | <p>Woodrow Wilson Community School is committed to providing a rigorous and well rounded education in a safe and positive environment. Through small group and individualized instruction and careful consideration of the whole child, we aim to meet the needs of every student socially, emotionally and academically. It is our mission to ensure that our students receive what they need to be successful in school and in life.</p> |
|  Awards, Recognition, Accomplishments: | <p>WWCS is proud of its Healthier Generation Silver status. The students and teachers worked hard incorporating extra physical activity into their days. It certainly paid off, as many reported feeling more energized and productive. Students were also encouraged to make healthy food choices. Other credits to WWCS were its 100% participation in the PARCC assessment and winning the Panasonic Eco Citizenship Award.</p> |







WOODROW WILSON COMMUNITY SCHOOL
2016-2017
Grade Span PK-08

17-0220-130
 HUDSON
 BAYONNE CITY
 101 WEST 56TH STREET
 BAYONNE, NJ 07002

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: | <p>Teachers utilize a district adopted curriculum for the grade(s) and subject(s) they teach. NJSLs and NGSS standards are adhere to. Students in grade 8 have the opportunity, if eligible, to enroll in an Algebra I course offered at Bayonne High School every morning before the regular school day. Transportation is provided. REACH, gifted and talented enrichment courses, are offered at every grade level. Tablets and/or Chrome books are available to students in grades PreK-8.</p> |
|  Sports and Athletics: | <p>Sports Offered: Basketball (Boys & Girls)</p> <p>WWCS offers cheerleading to students in grades 5-8. Additionally, through our community education program, we offer "Biddy" cheerleading for our younger students.</p> |
|  Clubs and Activities: | <p>Chess, Student Council, Peer Leadership, Academic Challenge, Spelling and Geography Bees, Math Olympiad, Fire Bowl, Community Education Courses, Robotics, Art Club, Choir and Instrumental Music are offered. Students have opportunities to volunteer in the lunch program, before/after care programs, 100 Book Challenge and peer tutoring program.</p> |
|  Before and After School Programs: | <p>Parents have the option to enroll their children of all grades in the before and/or aftercare programs, in which they are provided with activities, homework assistance, snacks and more. WWCS offers remedial English Language Arts and Math classes before and after school for students in grades 3-8. Additionally, WWCS offers the 100 Book Challenge, a reading strengthening program, for students in grades K-3. All programs are run by certified teachers.</p> |







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2016-2017
Grade Span PK-08

17-0220-130
 HUDSON
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 BAYONNE, NJ 07002

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.

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|  Staff and Professional Learning: | <p>Teachers participate in district provided professional development, as well as out of district workshops and trainings. They also participate montly in Professional Learning Communities.</p> |
|  Student Supports and Services: | <p>WWCS houses the district's program for students with autism. The program features small classes for students in grades PreK-8. On staff are a guidance counselor, school psychologist, behaviorist, speech therapists and occupational and physical therapists. Additionally, special education services are offered in an inclusive setting for students in grades PreK-8. WWCS has an Intervention and Referral Services Team and offers tutoring and remedial classes for struggling students.</p> |
|  Student Health and Wellness: | <p>WWCS is a Healthier Generation School. To achieve this status, the school promoted the health and wellness of students by getting them to be more physically active during the day. A morning exercise program is available through our Community Education Program, and teachers utilize GoNoodle.com in their classrooms. Our Phys. Ed. teachers facilitate Family Fitness Nights and Field Days. Local doctors and dentists visit for screenings. Healthy breakfast and lunch programs are offered.</p> |
|  Parent and Community Involvement: | <p>WWCS has an active PTO, with an elected executive board of officers who work together with school personnel to maximize the students' overall experience. Some examples of PTO sponsored events are: Trunk or Treak, Family Movie Night, Holiday Bazaar, contributions to Field Days, and more. The PTO meets monthly. Parents can obtain information through the Parent Portal, which they access via web site with login credentials.</p> |





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| <div>Climate Surveys:</div> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>Teachers and students in grades 3-8 were surveyed with regard to school climate. The last survey took place in the 2014-2015 school year. Results were used to improve overall climate. Administrators focused on specific areas of weakness when setting annual school goals and objectives.</p> |
| <div>Facilities:</div> | <p>WWCS is roughly 90 years old. Just over 10 years ago, an addition was built, providing 18 new classrooms, new bathrooms, and a large multi-purpose room. Most classrooms have air conditioning. WWCS features a Life Skills Room, courtyard playground and an OT/PT center. The building is equipped with science and Smart Board labs and a Literacy Lounge. A Reading Garden was recently added to the grounds.</p> |



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Other Information:

WWCS prides itself on providing students with a safe and positive learning environment. The school motto, created by the principal and adopted by all students and staff, is: The sun is always shining at Woodrow Wilson School. This idea sets the tone and sends a positive message to all that no matter what is going on outside, we are all safe and accepted at WWCS. Additionally, at WWCS students are encouraged to "choose kind" and are rewarded when they do. Our school counselor/anti-bullying specialist facilitates a character education program, which includes an anti-bullying curriculum. WWCS has a safety and security team that is comprised of stakeholders who meet at least monthly to evaluate safety procedures, ensure that we are prepared to handle crises, address facility issues related to safety and security, and discuss ways in which to continue to improve school climate. Technology is readily available to students and staff. All teachers are equipped with laptops and projectors. Some have Smart Boards and document cameras. Students in grades PreK-1 have access to tablets, and students in grades 2-8 each have their own Chrome book. Home-school communication is important and ongoing at WWCS. In addition to the our school web site and the Parent Portal, we use paper based correspondence, telephone, mail, e-mail and in person meetings to speak with parents/guardians. WWCS also utilizes an application to text parents, who choose to participate, important school reminders. WWCS recognizes the importance of good attendance and punctuality and provides incentives for students come to school on time daily.