



State of New Jersey

2013-14

17-0220-020

BAYONNE HIGH SCHOOL

669 AVENUE A

BAYONNE, NJ 07002

OVERVIEW

HUDSON

BAYONNE CITY

GRADE SPAN 09-12

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is very high when compared** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's graduation and post-secondary performance **lags in comparison** to schools across the state. Additionally, its graduation and post-secondary readiness **is high when compared** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|-------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 86 | 40 | 86% |
| College & Career Readiness | 69 | 47 | 40% |
| Graduation and Post-Secondary | 63 | 36 | 100% |

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **40%** of schools statewide as noted by its statewide percentile and **86%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **86%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For high schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey High School Proficiency Assessment (HSPA). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **47%** of schools statewide as noted by its statewide percentile and **69%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **40%** of its performance targets in the area of College and Career Readiness.



College and Career Readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For high schools, this includes measures of participation in college readiness tests such as the SAT, ACT or PSAT and in rigorous coursework as defined by participation in AP or IB courses in English, math, social studies and science.

Graduation and Post-Secondary

This school outperforms **36%** of schools statewide as noted by its statewide percentile and **63%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Graduation and Post-Secondary. Additionally, this school is meeting **100%** of its performance targets in the area of Graduation and Post-Secondary.



Graduation and Postsecondary measures the rate at which students who begin high school four years earlier graduate within four years. Also included is a measure of the rate at which students in a particular school drop out of school.

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DEMOGRAPHIC INFORMATION

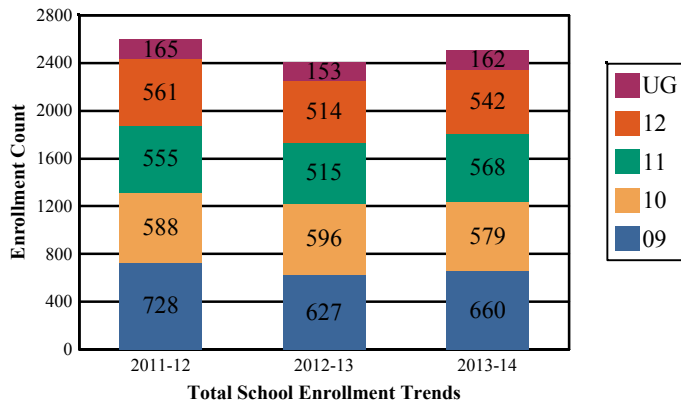
HUDSON

BAYONNE CITY

GRADE SPAN 09-12

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



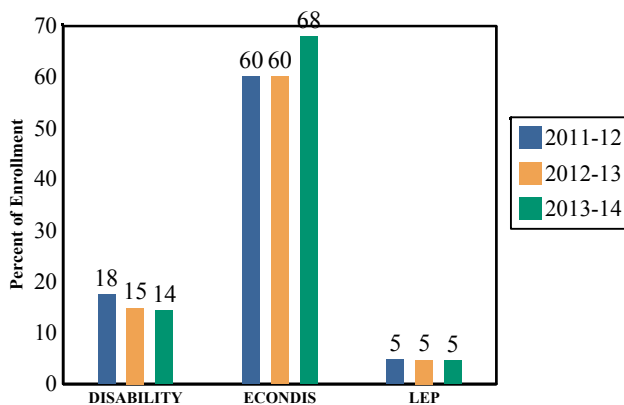
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

| Year | Enrollment |
|---------|------------|
| 2011-12 | 2,597 |
| 2012-13 | 2,404 |
| 2013-14 | 2,510 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 361 | 14% |
| Economically Disadvantaged Students | 1,706 | 68.0% |
| Limited English Proficient Students | 117 | 4.7% |

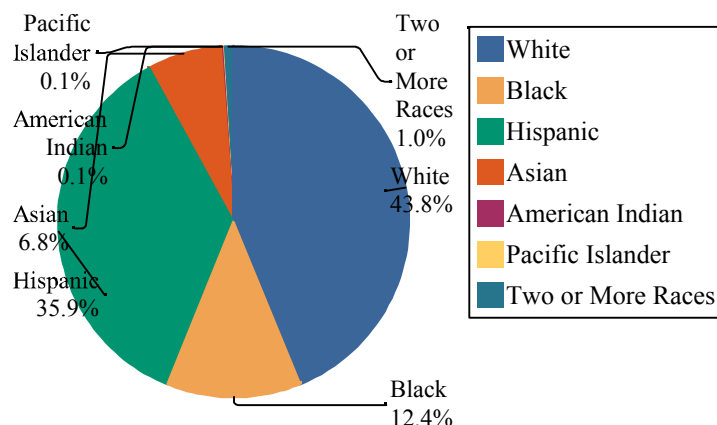
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2013-14 | Percent |
|----------|---------|
| English | 67.3% |
| Spanish | 13.3% |
| Arabic | 12.5% |
| Pilipino | 1.4% |
| Polish | 1.2% |
| Urdu | 1.1% |
| Other | 3.3% |

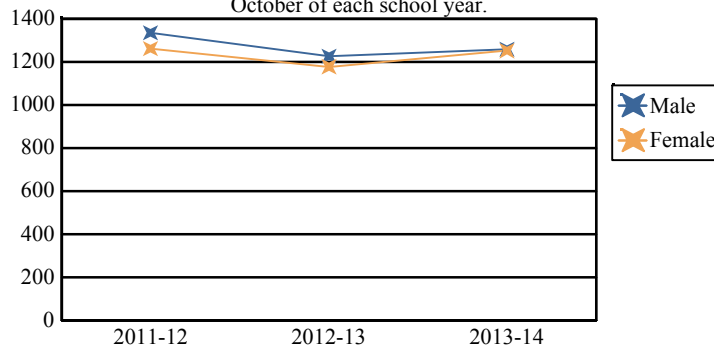
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|-------|--------|
| 2011-12 | 1,335 | 1,262 |
| 2012-13 | 1,227 | 1,178 |
| 2013-14 | 1,259 | 1,252 |



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ACADEMIC ACHIEVEMENT

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Academic Achievement measures the content knowledge students have in Language Arts Literacy and Math. In high schools, this includes the outcomes of the New Jersey High School Proficiency Assessment (HSPA). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both Language Arts Literacy and Math across multiple administrations of the assessment. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile | Percent of Targets Met |
|--|------------------------|-----------------|------------------|------------------------|
| HSPA Language Arts Proficiency and above | 94% | 77 | 34 | 86% |
| HSPA Math Proficiency and above | 87% | 94 | 46 | 86% |
| SUMMARY - Academic Achievement | | 86 | 40 | 86% |

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

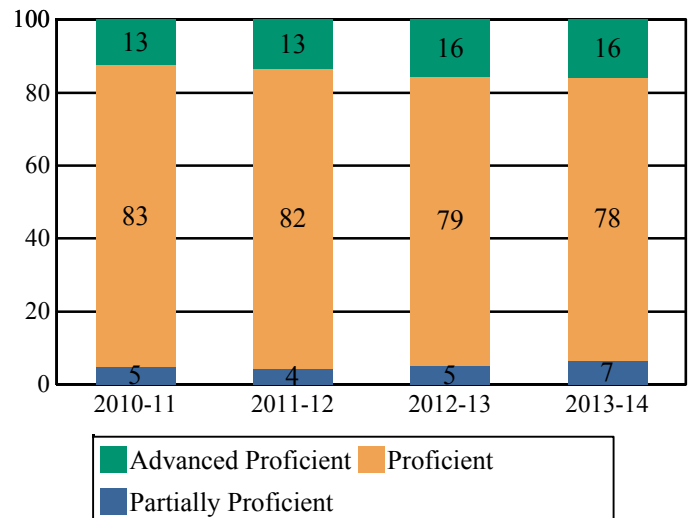
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 520 | 93.5 | 90 | YES |
| White | 261 | 94.2 | 90 | YES |
| Black | 50 | 90 | 90 | YES |
| Hispanic | 176 | 92.6 | 90 | YES |
| American Indian | - | - | | -- |
| Asian | 32 | 96.9 | 90 | YES |
| Two or More Races | - | - | | -- |
| Students with Disability | 60 | 66.7 | 79.2 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 293 | 89.7 | 90 | YES* |

YES* = Met Progress Target (Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.





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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 520 | 87.1 | 89.1 | YES* |
| White | 261 | 90.8 | 90 | YES |
| Black | 50 | 78 | 80.6 | YES* |
| Hispanic | 176 | 84.1 | 84.2 | YES* |
| American Indian | - | - | | -- |
| Asian | 32 | 87.6 | 90 | YES* |
| Two or More Races | - | - | | -- |
| Students with Disability | 60 | 41.6 | 49.4 | YES* |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 293 | 83.2 | 87.9 | NO |

YES* = Met Progress Target (Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Outcomes - Biology

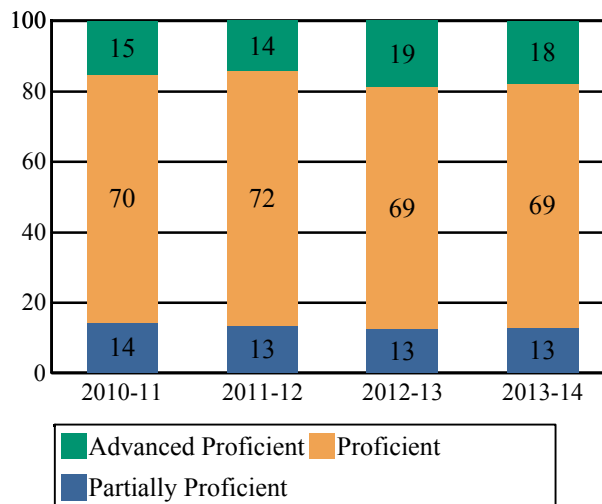
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

| Subgroups | Advanced | Proficient | Partially Proficient |
|-------------------------------------|----------|------------|----------------------|
| Schoolwide | 3% | 45% | 51% |
| White | 5% | 47% | 47% |
| Black | 1% | 28% | 71% |
| Hispanic | 3% | 46% | 51% |
| American Indian | - | - | - |
| Asian | 2% | 58% | 40% |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 11% | 89% |
| Limited English Proficient Students | 0% | 19% | 81% |
| Economically Disadvantaged Students | 3% | 42% | 55% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

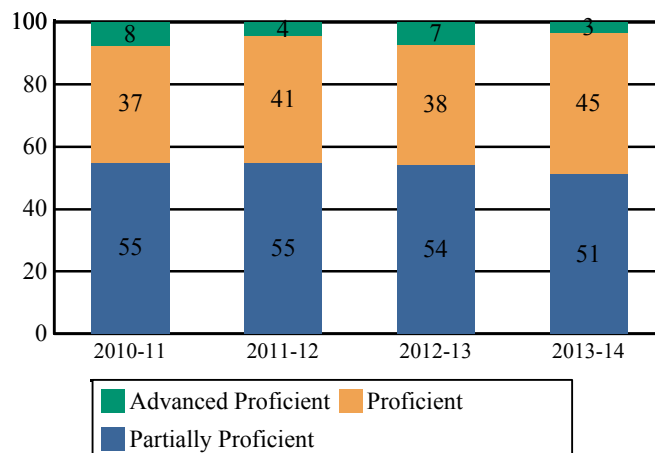
Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last two years.



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COLLEGE AND CAREER READINESS

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in SAT participation has a higher SAT Participation than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|--|------------------------|-----------------|----------------------|------------------|-------------|
| Percent of Students Participating in SAT or ACT | 88% | 87 | 63 | 80% | YES |
| Percent of Students Participating in PSAT or PLAN | 99% | 82 | 79 | 60% | YES |
| Percent of Students Scoring Above 1550 on SAT | 19% | 65 | 27 | 40% | NO |
| Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science | 10% | 26 | 22 | 35% | NO |
| Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science | 64% | 86 | 46 | 75% | NO |
| Summary | | 69 | 47 | | 40% |

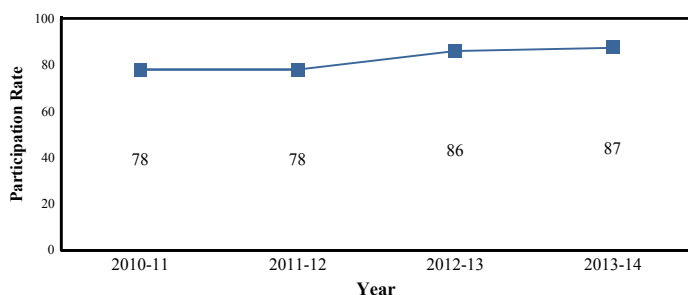
College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

| 2013-14 Percent of Students | School | Peer Avg. | State Avg. |
|-------------------------------|--------|-----------|------------|
| Participating in SAT | 87.5% | 67.7% | 76.2% |
| Participating in ACT | 6.3% | | 22.5% |
| Participating in PSAT or PLAN | 98.6% | 58.0% | 75.0% |

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

| 2013-14 Percent of Students Taking | School | Peer Avg. | State Avg. |
|--|--------|-----------|------------|
| One or More Course | 15.0% | 20.5% | 34.2% |
| One or More Test | 11.6% | 15.3% | 28.4% |
| At least one AP or IB Test in English, Math, Social Studies or Science | 9.6% | 13.6% | 18.9% |

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

| 2013-14 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of AP Tests ≥ 3 or IB Test ≥ 4 | 60.5% | 38.2% | 74.1% |
| Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science | 64.5% | 32.7% | 72.4% |

COLLEGE AND CAREER READINESS

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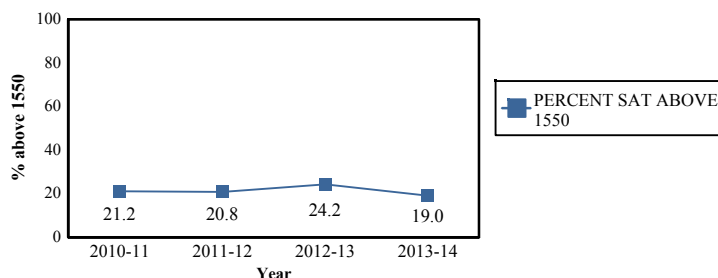
Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

| 2013-14 | School | Peer Avg. | State Avg. |
|---|--------|-----------|------------|
| Percent of Students Scoring Above 1550 on SAT | 19.0% | 18.1% | 44.6% |

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

| 2013-14 | School | Peer Avg. | State Avg. |
|---------------------|--------|-----------|------------|
| Composite SAT Score | 1,336 | 1,341 | 1,514 |
| Critical Reading | 433 | 442 | 496 |
| Mathematics | 464 | 459 | 521 |
| Writing | 439 | 440 | 497 |

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

| 2013-14 | Critical Reading | Mathematics | Writing |
|-----------------|------------------|-------------|---------|
| 75th Percentile | 490 | 520 | 500 |
| 50th Percentile | 430 | 460 | 430 |
| 25th Percentile | 380 | 400 | 380 |

AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

| AP/IB Course Name | Students Enrolled | Students Tested |
|---------------------------------------|-------------------|-----------------|
| AP U.S. History | 83 | 44 |
| AP English Language and Composition | 44 | 44 |
| AP English Literature and Composition | 36 | 36 |
| AP European History | 36 | 36 |
| AP Calculus AB | 22 | 22 |
| AP U.S. Government and Politics | 16 | 16 |
| AP Psychology | 15 | 15 |
| AP Chemistry | 14 | 14 |
| AP Economics | 9 | |
| AP Statistics | 8 | 8 |
| AP Biology | 8 | 8 |
| AP Music Theory | 8 | 8 |
| AP Microeconomics | | 13 |
| AP Macroeconomics | | 13 |



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COLLEGE AND CAREER READINESS

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Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

| Percent of Students Enrolled | School | State |
|---------------------------------------|--------|-------|
| Dance | 2.3% | 2.1% |
| Drama/Theater | 3.0% | 3.9% |
| Music | 13.5% | 17.5% |
| Visual Arts | 29.2% | 31.1% |
| Total: All Visual and Performing Arts | 45.9% | 49.3% |

N/R - Data Not Reported

Career in Technical Education Programs

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

| Percent of Students Enrolled | School | State |
|------------------------------|--------|-------|
| Participating in CTE | 5.1% | 19.2% |

N/R - Data Not Reported



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GRADUATION AND POSTSECONDARY

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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the NCLB Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer percentile is 65 in Graduation Rate has a higher Graduation Rate than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's NCLB Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

| Graduation & Post Secondary Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Targets | Met Target |
|--|------------------------|-----------------|----------------------|-------------------|------------|
| Overall Graduation Rate | 82% | 39 | 15 | 78% | YES |
| Dropout Rate | 0.2% | 87 | 57 | 2% | YES |
| SUMMARY - Graduation & Post-Secondary | | 63 | 36 | | 100% |

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

| | School | State Target |
|-------------------------------------|--------|--------------|
| Schoolwide | 82% | 78% |
| White | 87% | |
| Black | 75% | |
| Hispanic | 77% | |
| American Indian | - | |
| Asian | 82% | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | 56% | |
| Limited English Proficient Students | 78% | |
| Economically Disadvantaged Students | 80% | |

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

| | School | State Target |
|-------------------------------------|--------|--------------|
| Schoolwide | .2% | 2% |
| White | 0% | |
| Black | .6% | |
| Hispanic | .1% | |
| American Indian | - | |
| Asian | .6% | |
| Native Hawaiian | - | |
| Two or More Races | - | |
| Students with Disability | .3% | |
| Limited English Proficient Students | - | |
| Economically Disadvantaged Students | .2% | |



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GRADUATION AND POSTSECONDARY

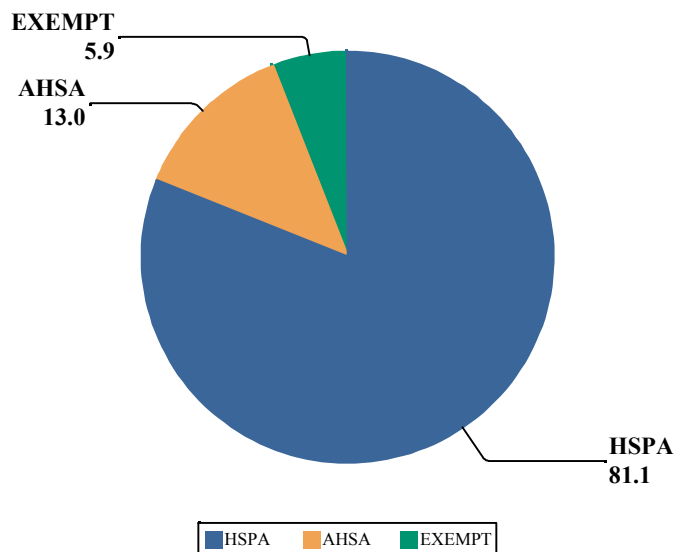
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GRADE SPAN 09-12

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

| Class of | 4-year Rate | 5-year Rate |
|----------|-------------|-------------|
| 2012 | 79% | 85% |
| 2013 | 82% | 87% |
| 2014 | 82% | |

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

| | Percent Enrolled | Percent in 2 Year | Percent in 4 Year |
|-------------------------------------|------------------|-------------------|-------------------|
| Schoolwide | 78% | 34.9% | 64% |
| White | 79.2% | 27.6% | 71.4% |
| Black | 79.1% | 49.1% | 49.1% |
| Hispanic | 74.7% | 38.6% | 60% |
| Asian | 84.4% | 42.1% | 57.9% |
| American Indian | - | - | - |
| Native Hawaiian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 64.2% | 75% | 23.1% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 78.2% | 38.7% | 59.4% |



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WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

High School

HSPA Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scaled Score | State Scaled Score |
|------------|---------------------|--------------------|
| 99th | 263 | 287 |
| 75th | 245 | 250 |
| 50th | 234 | 240 |
| 25th | 222 | 224 |
| 0th | 148 | 100 |

| | Scaled Score Gap - School | Scaled Score Gap - State |
|------------------|------------------------------|-----------------------------|
| 25th vs 75th Gap | 23 | 26 |

High School

HSPA Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scaled Score | State Scaled Score |
|------------|---------------------|--------------------|
| 99th | 267 | 300 |
| 75th | 245 | 253 |
| 50th | 227 | 232 |
| 25th | 208 | 208 |
| 0th | 141 | 132 |

| | Scaled Score Gap - School | Scaled Score Gap - State |
|------------------|------------------------------|-----------------------------|
| 25th vs 75th Gap | 37 | 45 |



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SCHOOL CLIMATE

HUDSON

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2013-14 | 6 Hrs. 41 Mins. |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2013-14 | 21.6% |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

| 2013-14 | School |
|-------------|----------------|
| Full Time | 6 Hrs. 9 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

| | School |
|---------|--------|
| 2013-14 | 0 |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2013-14 | School |
|----------------|--------|
| Faculty | 13 |
| Administrators | 222 |

SCHOOL PEER GROUP

BAYONNE HIGH SCHOOL

17-0220-020

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

| <u>COUNTY NAME</u> | <u>DISTRICT NAME</u> | <u>SCHOOL NAME</u> | <u>CDS CODE</u> | <u>GRAD ESPAN</u> | <u>FRPL</u> | <u>LEP</u> | <u>SpED</u> |
|--------------------|---------------------------------|--|---------------------|-----------------------|-------------|------------|-------------|
| ATLANTIC | GREATER EGG HARBOR REG | ABSEGAMI HIGH SCHOOL | 01-1790-040 09-12 | | 45.6% | 1.8% | 17.8% |
| ATLANTIC | GREATER EGG HARBOR REG | CEDAR CREEK HIGH SCHOOL | 01-1790-060 09-12 | | 42.2% | 0.9% | 18.6% |
| ATLANTIC | GREATER EGG HARBOR REG | OAKCREST HIGH SCHOOL | 01-1790-050 09-12 | | 51.6% | 2.6% | 19.1% |
| BERGEN | LODI BOROUGH | LODI HIGH SCHOOL | 03-2740-050 09-12 | | 62.3% | 3.7% | 10.9% |
| BURLINGTON | BURLINGTON CITY | BURLINGTON CITY HIGH SCHOOL | 05-0600-020 07-12 | | 61.3% | 3.2% | 21.0% |
| BURLINGTON | PALMYRA BORO | PALMYRA HIGH SCHOOL | 05-3920-050 07-12 | | 42.5% | 0.2% | 21.5% |
| BURLINGTON | PEMBERTON TWP | PEMBERTON TOWNSHIP HIGH SCHOOL | 05-4050-055 09-12 | | 44.0% | 0.4% | 19.7% |
| CAMDEN | LINDENWOLD BORO | LINDENWOLD HIGH SCHOOL | 07-2670-005 PK-12 | | 69.1% | 5.8% | 15.8% |
| CAMDEN | PENNSAUKEN TWP | PENNSAUKEN HIGH SCHOOL | 07-4060-050 09-12 | | 63.1% | 2.8% | 20.9% |
| CAMDEN | WINSLOW TWP | WINSLOW TOWNSHIP HIGH SCHOOL | 07-5820-010 09-12 | | 50.6% | 0.4% | 13.5% |
| CAPE MAY | LOWER CAPE MAY REGIONAL | LOWER CAPE MAY REGIONAL HIGH SCHOOL | 09-2820-050 09-12 | | 40.4% | 0.5% | 28.3% |
| CHARTERS | ACADEMY FOR URBAN LEADERSHIP CS | ACADEMY FOR URBAN LEADERSHIP CHARTER SCHOOL | 80-6032-901 09-12 | | 58.0% | 0.0% | 1.3% |
| CHARTERS | CHARTER~TECH HIGH SCHOOL | CHARTER~TECH HIGH SCHOOL FOR THE PERFORMING ARTS | 80-7410-940 09-12 | | 44.6% | 0.0% | 16.0% |
| CHARTERS | UNION COUNTY TEAMS CS | UNION COUNTY TEAMS CHARTER SCHOOL | 80-8010-980 KG-12 | | 57.5% | 0.0% | 7.5% |
| CUMBERLANI | CUMBERLAND REGIONAL | CUMBERLAND REGIONAL HIGH SCHOOL | 11-0997-030 09-12 | | 45.0% | 0.3% | 15.4% |
| CUMBERLANI | VINELAND CITY | VINELAND SENIOR HIGH SCHOOL | 11-5390-050 09-12 | | 61.5% | 3.1% | 17.4% |
| GLOUCESTER | CLAYTON BORO | CLAYTON HIGH SCHOOL | 15-0860-030 09-12 | | 51.4% | 0.6% | 19.5% |
| GLOUCESTER | GLASSBORO | GLASSBORO HIGH SCHOOL | 15-1730-050 09-12 | | 43.7% | 0.3% | 23.3% |
| HUDSON | BAYONNE CITY | BAYONNE HIGH SCHOOL | 17-0220-020 09-12 | | 68.0% | 4.7% | 13.0% |
| HUDSON | HOBOKEN CITY | HOBOKEN JUNIOR SENIOR HIGH SCHOOL | 17-2210-005 07-12 | | 57.9% | 1.1% | 12.0% |
| HUDSON | JERSEY CITY | LIBERTY HIGH SCHOOL | 17-2390-082 09-12 | | 62.2% | 0.5% | 15.0% |
| MERCER | TRENTON CITY | DAYLIGHT/TWILIGHT HIGH SCHOOL | 21-5210-030 09-12 | | 67.3% | 7.1% | 21.8% |
| MIDDLESEX | CARTERET BORO | CARTERET HIGH SCHOOL | 23-0750-030 09-12 | | 63.0% | 4.0% | 10.0% |
| MONMOUTH | KEYPORT BORO | KEYPORT HIGH SCHOOL | 25-2430-050 09-12 | | 53.6% | 1.0% | 16.9% |
| MONMOUTH | NEPTUNE TWP | NEPTUNE HIGH SCHOOL | 25-3510-050 09-12 | | 48.2% | 1.8% | 17.5% |
| SALEM | PENNS GRV-CARNEY'S PT REG | PENNS GROVE HIGH SCHOOL | 33-4070-050 09-12 | | 60.3% | 2.9% | 22.6% |
| SOMERSET | BOUND BROOK BORO | BOUND BROOK HIGH SCHOOL | 35-0490-020 09-12 | | 65.9% | 5.3% | 14.0% |
| UNION | HILLSIDE TWP | HILLSIDE HIGH SCHOOL | 39-2190-050 09-12 | | 63.3% | 3.0% | 12.0% |
| UNION | LINDEN CITY | LINDEN HIGH SCHOOL | 39-2660-050 09-12 | | 58.3% | 3.1% | 14.8% |
| UNION | RAHWAY CITY | RAHWAY HIGH SCHOOL | 39-4290-050 09-12 | | 53.4% | 2.6% | 16.1% |
| UNION | ROSELLE BORO | ABRAHAM CLARK HIGH SCHOOL | 39-4540-010 09-12 | | 67.3% | 6.7% | 19.2% |



State of New Jersey

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DR. WALTER F. ROBINSON #3

95 WEST 31ST STREET

BAYONNE, NJ 07002

OVERVIEW

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **is high when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **is high when compared** to schools across the state. Additionally, its student growth performance **is very high when compared** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 72 | 54 | 50% |
| College and Career Readiness | 70 | 63 | 100% |
| Student Growth | 88 | 77 | 100% |

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **54%** of schools statewide as noted by its statewide percentile and **72%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **50%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **63%** of schools statewide as noted by its statewide percentile and **70%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **77%** of schools statewide as noted by its statewide percentile and **88%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.



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DEMOGRAPHIC INFORMATION

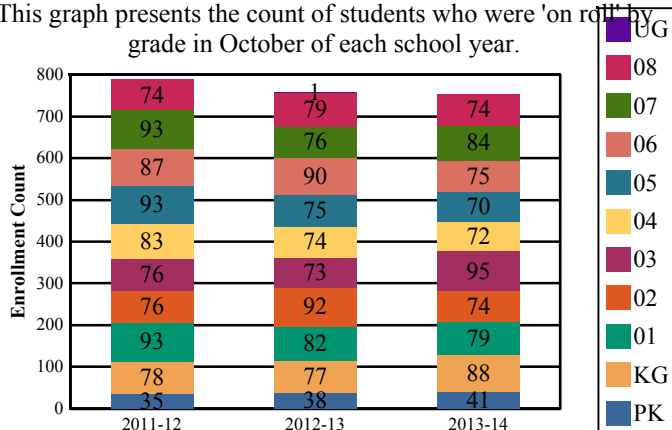
HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

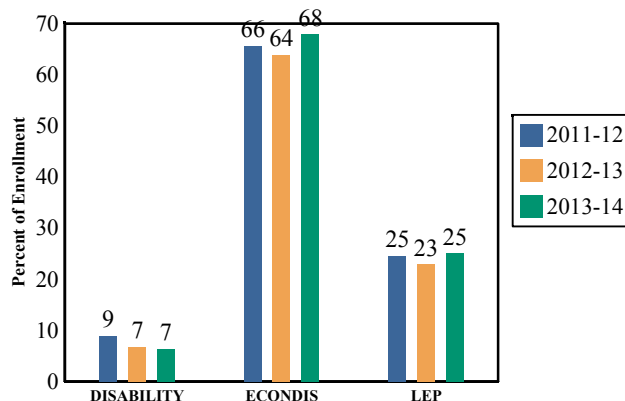


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

| Total School Enrollment | |
|-------------------------|-----|
| 2011-12 | 788 |
| 2012-13 | 757 |
| 2013-14 | 752 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 49 | 7% |
| Economically Disadvantaged Students | 511 | 68.0% |
| Limited English Proficient Students | 189 | 25.1% |

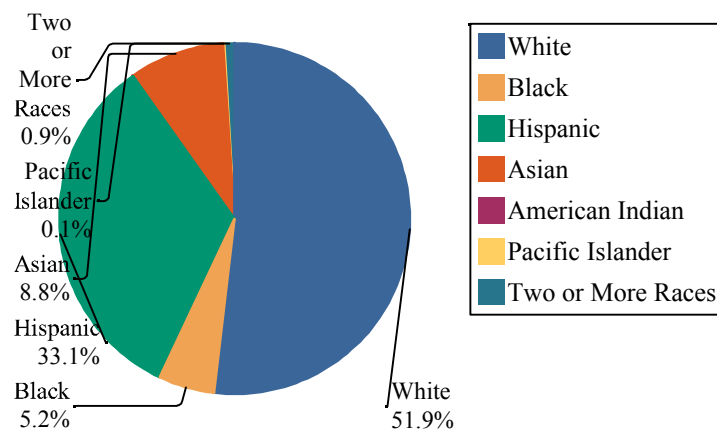
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2013-14 | Percent |
|----------|---------|
| English | 50.8% |
| Arabic | 23.7% |
| Spanish | 16.8% |
| Urdu | 2.3% |
| Polish | 2.2% |
| Pilipino | 0.5% |
| Other | 3.7% |

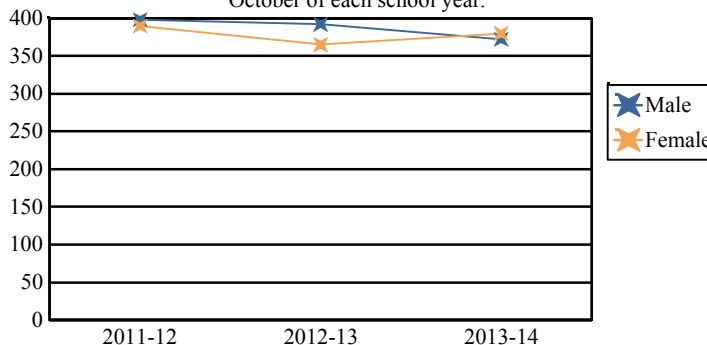
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|------|--------|
| 2011-12 | 398 | 390 |
| 2012-13 | 392 | 365 |
| 2013-14 | 372 | 380 |



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ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile | Percent of Targets Met |
|---|------------------------|-----------------|------------------|------------------------|
| NJASK Language Arts Proficiency and above | 67% | 52 | 44 | 60% |
| NJASK Math Proficiency and above | 81% | 91 | 64 | 40% |
| SUMMARY - Academic Achievement | | 72 | 54 | 50% |

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

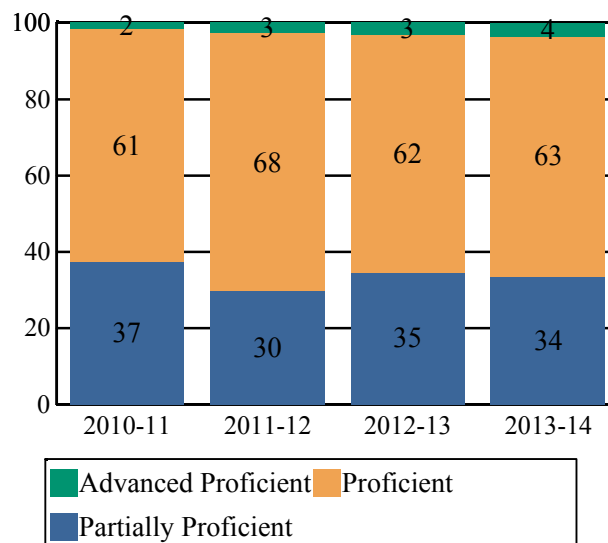
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 334 | 66.5 | 71.9 | NO |
| White | 170 | 67 | 71.6 | YES* |
| Black | - | - | | -- |
| Hispanic | 110 | 61.8 | 69 | YES* |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 50 | 36 | 50.1 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 211 | 61.6 | 66.4 | YES* |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.





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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

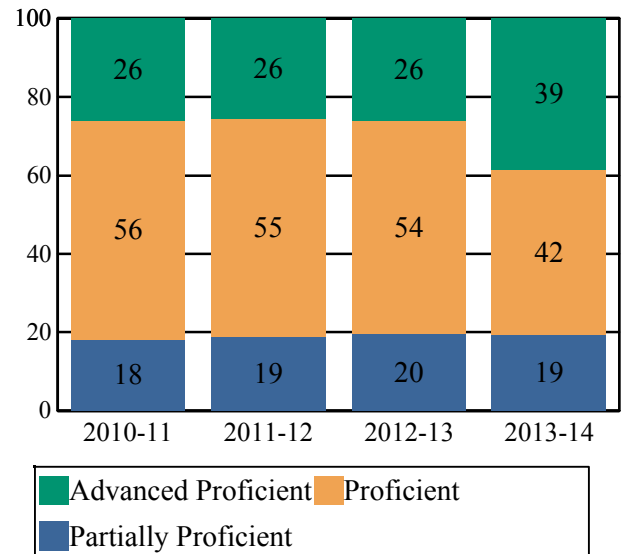
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 334 | 80.5 | 86.4 | NO |
| White | 170 | 83 | 86.7 | YES* |
| Black | - | - | | -- |
| Hispanic | 110 | 74.6 | 84.3 | NO |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 50 | 50 | 66.4 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 211 | 81.5 | 83.6 | YES* |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.





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GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 3% | 69% | 28% |
| White | 3% | 77% | 21% |
| Black | - | - | - |
| Hispanic | 0% | 63% | 37% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 3% | 50% | 47% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

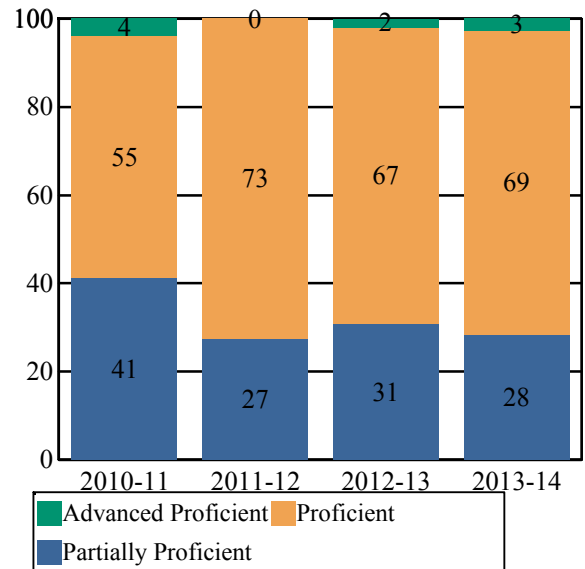
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 51% | 49% |
| White | 0% | 54% | 46% |
| Black | - | - | - |
| Hispanic | 0% | 43% | 57% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 45% | 55% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

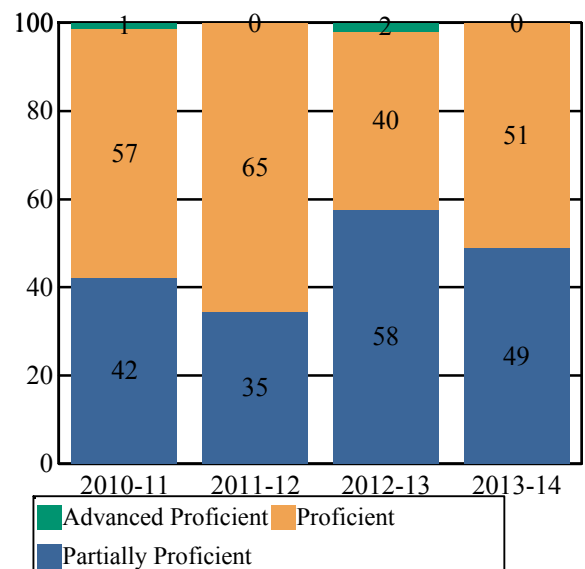
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 62% | 38% |
| White | 0% | 44% | 56% |
| Black | - | - | - |
| Hispanic | 0% | 74% | 26% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 56% | 44% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 06

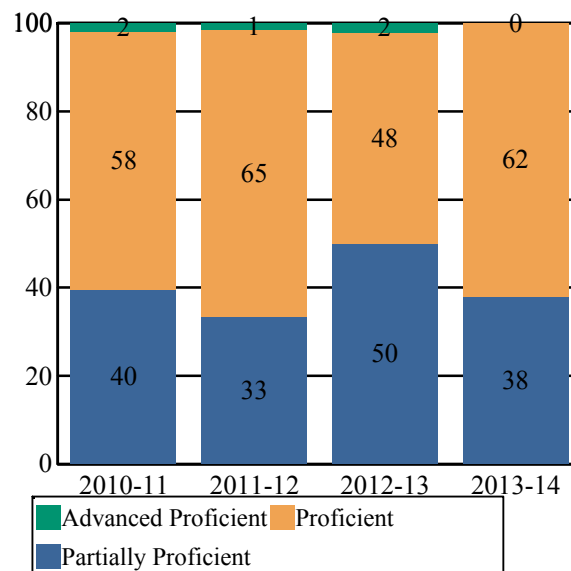
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 60% | 40% |
| White | 0% | 65% | 35% |
| Black | - | - | - |
| Hispanic | 0% | 50% | 50% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 42% | 58% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 58% | 42% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

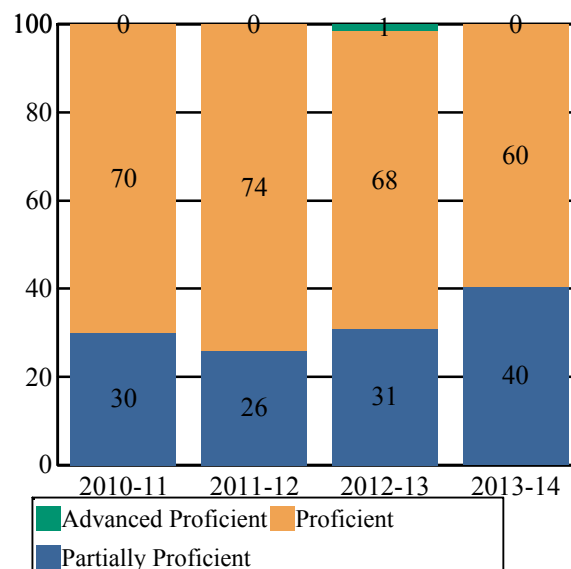
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 6% | 63% | 31% |
| White | 8% | 62% | 30% |
| Black | - | - | - |
| Hispanic | 5% | 52% | 43% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 6% | 67% | 27% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 08

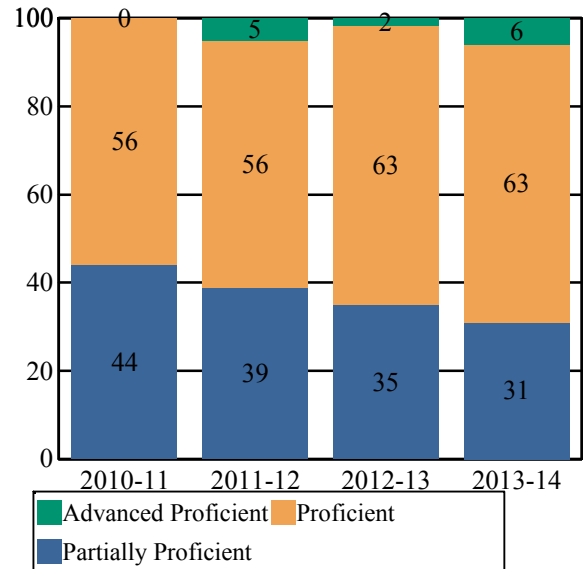
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 11% | 69% | 20% |
| White | 8% | 68% | 24% |
| Black | - | - | - |
| Hispanic | 14% | 62% | 24% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 6% | 71% | 24% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

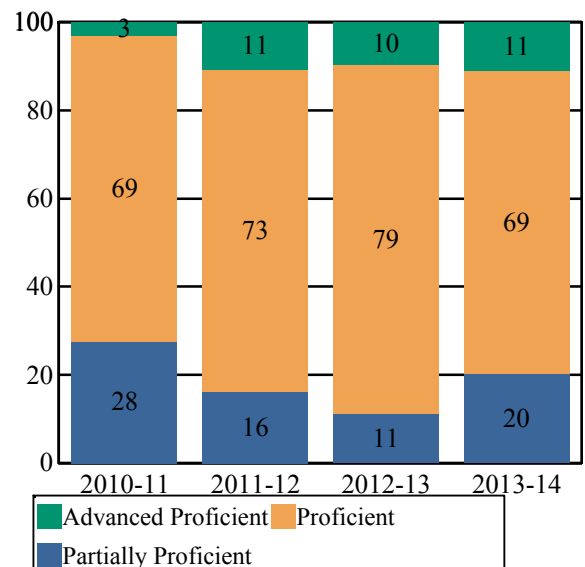
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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ACADEMIC ACHIEVEMENT

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BAYONNE CITY

GRADE SPAN PK-08

DR. WALTER F. ROBINSON #3
95 WEST 31ST STREET
BAYONNE, NJ 07002

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |



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ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 45% | 41% | 15% |
| White | 56% | 38% | 5% |
| Black | - | - | - |
| Hispanic | 26% | 42% | 32% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 22% | 58% | 19% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

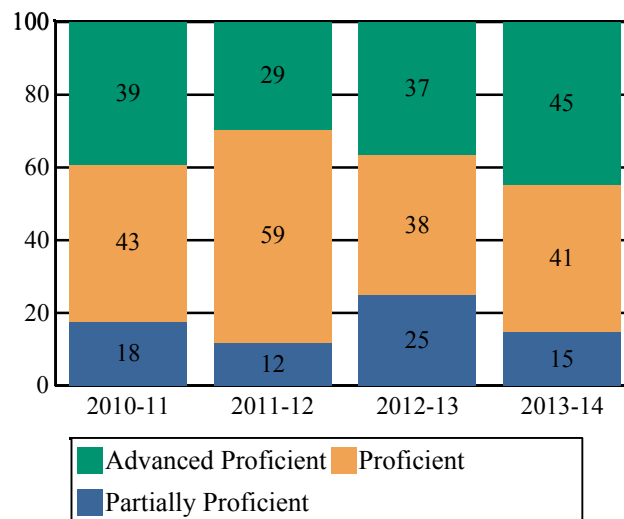
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 41% | 33% | 27% |
| White | 46% | 29% | 25% |
| Black | - | - | - |
| Hispanic | 21% | 50% | 29% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 28% | 38% | 34% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

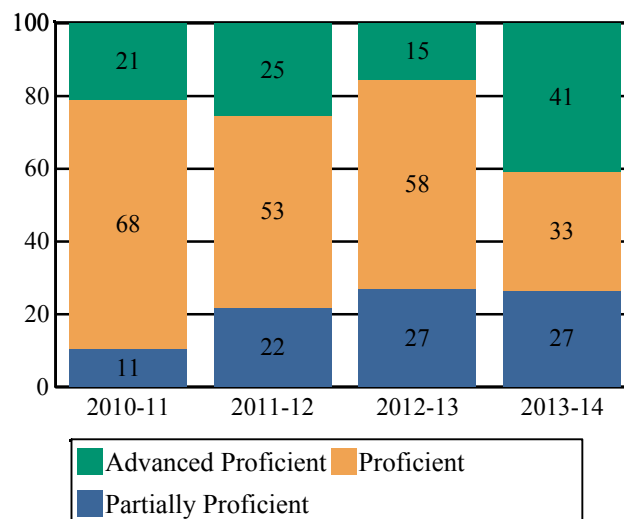
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 50% | 43% | 7% |
| White | 56% | 39% | 6% |
| Black | - | - | - |
| Hispanic | 37% | 53% | 11% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 44% | 56% | 0% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 06

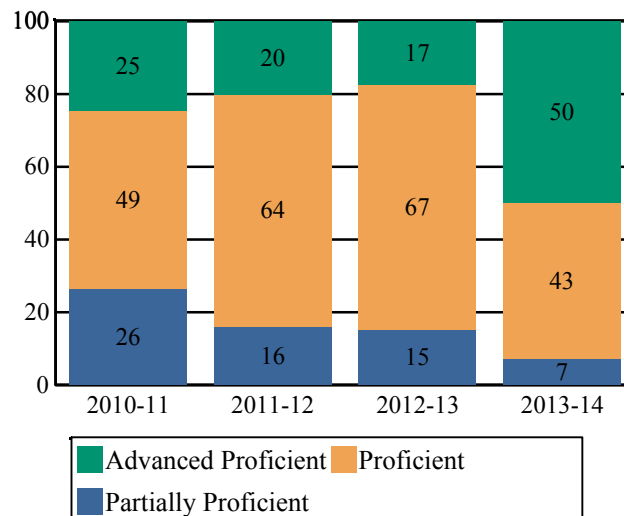
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 36% | 49% | 15% |
| White | 39% | 43% | 17% |
| Black | - | - | - |
| Hispanic | 25% | 63% | 13% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 8% | 58% | 33% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 39% | 53% | 8% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

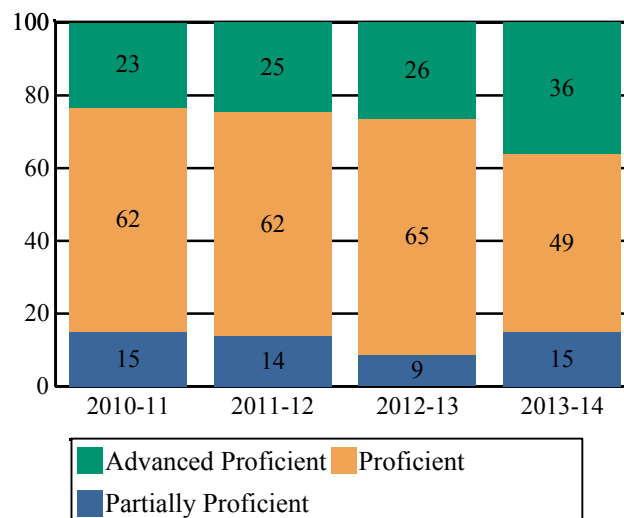
NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 18% | 50% | 32% |
| White | 19% | 54% | 27% |
| Black | - | - | - |
| Hispanic | 5% | 48% | 48% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 24% | 51% | 24% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 08

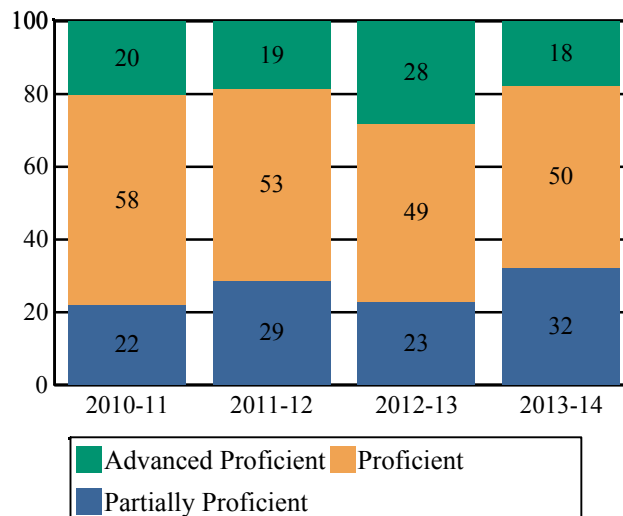
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 48% | 35% | 17% |
| White | 44% | 36% | 20% |
| Black | - | - | - |
| Hispanic | 48% | 33% | 19% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 50% | 29% | 21% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

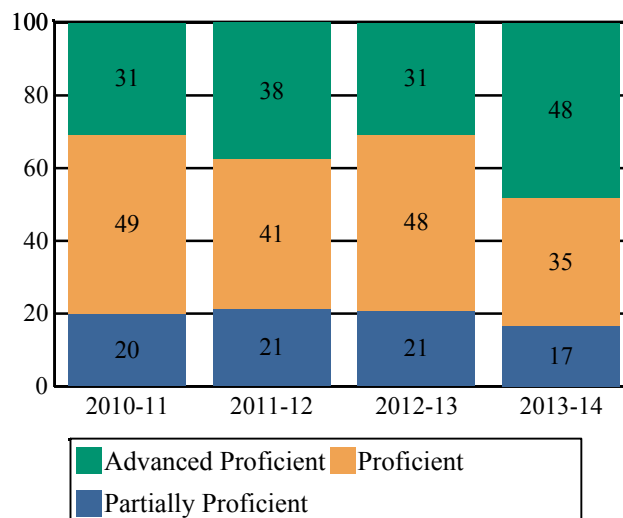
NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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GRADE SPAN PK-08

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2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |



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NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 35% | 45% | 20% |
| White | 43% | 39% | 18% |
| Black | - | - | - |
| Hispanic | 14% | 64% | 21% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 28% | 48% | 24% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Science Grade Level - 08

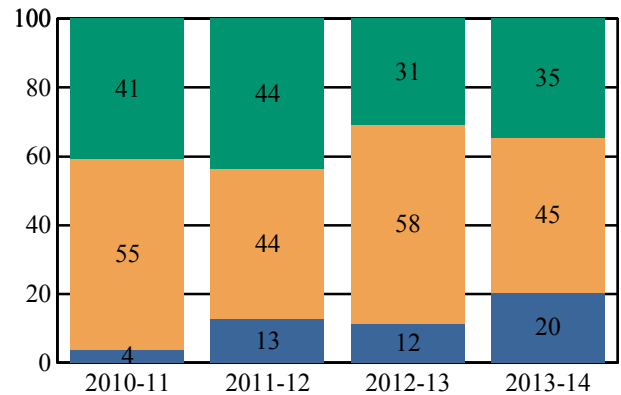
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 17% | 69% | 15% |
| White | 20% | 68% | 12% |
| Black | - | - | - |
| Hispanic | 14% | 62% | 24% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 12% | 71% | 18% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

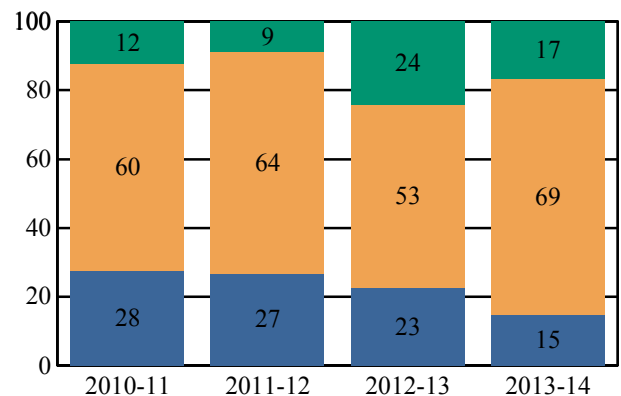
This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient



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COLLEGE AND CAREER READINESS

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GRADE SPAN PK-08

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---|--------------------|-----------------|----------------------|------------------|-------------|
| Students taking Algebra (%) | 38% | 71 | 61 | 20% | YES |
| Chronic Absenteeism (%) | 5% | 68 | 65 | 6% | YES |
| Summary | | 70 | 63 | | 100% |

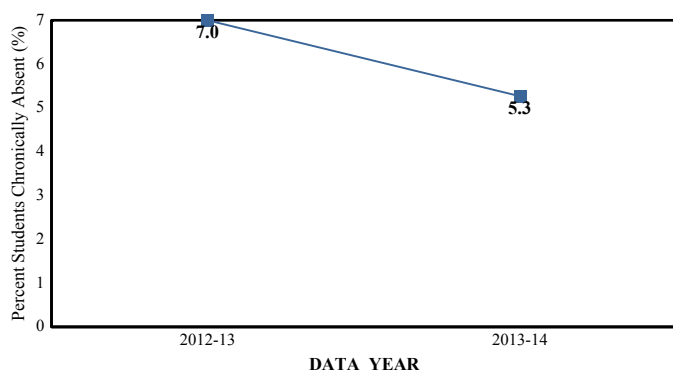
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
|-----------------------------|--------|
| Students taking Algebra I | 38% |
| Algebra grade (C or better) | 100% |

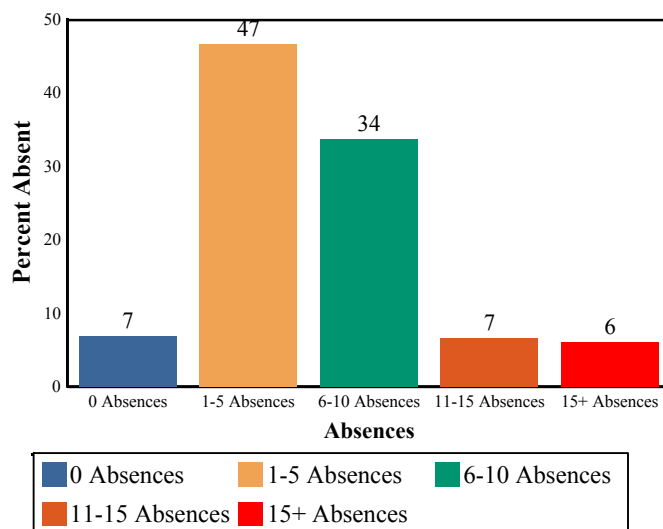
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.





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STUDENT GROWTH

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

| Student Growth Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---------------------------------|------------------------|-----------------|----------------------|------------------|-------------|
| Student Growth on Language Arts | 50 | 75 | 57 | 35 | YES |
| Student Growth on Math | 68 | 100 | 97 | 35 | YES |
| | | 88 | 77 | | 100% |

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 19% | 10% | 5% |
| Proficient | 13% | 24% | 25% |
| Advanced Proficient | 0% | 0% | 4% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 11% | 7% | 3% |
| Proficient | 8% | 15% | 20% |
| Advanced Proficient | 1% | 7% | 29% |

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.



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WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN PK-08

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 255 | 300 |
| 75th | 221 | 221 |
| 50th | 211 | 207 |
| 25th | 194 | 188 |
| 0th | 157 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 27 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 268 | 268 |
| 50th | 233 | 229 |
| 25th | 207 | 200 |
| 0th | 122 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 61 | 68 |

Grade Level - 04

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 237 | 300 |
| 75th | 212 | 219 |
| 50th | 200 | 202 |
| 25th | 180 | 186 |
| 0th | 139 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 32 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 260 | 264 |
| 50th | 238 | 228 |
| 25th | 199 | 195 |
| 0th | 141 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 61 | 69 |



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WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Grade Level - 05**Grade Level - 05****NJ ASK Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 239 | 300 |
| 75th | 213 | 224 |
| 50th | 201 | 206 |
| 25th | 189 | 186 |
| 0th | 137 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 24 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 262 | 262 |
| 50th | 244 | 235 |
| 25th | 225 | 206 |
| 0th | 129 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 37 | 56 |

Grade Level - 06**Grade Level - 06****NJ ASK Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 246 | 300 |
| 75th | 215 | 230 |
| 50th | 205 | 211 |
| 25th | 189 | 192 |
| 0th | 123 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 26 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 295 | 300 |
| 75th | 254 | 259 |
| 50th | 238 | 228 |
| 25th | 220 | 201 |
| 0th | 144 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 34 | 58 |



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GRADE SPAN PK-08

Grade Level - 07**Grade Level - 07****NJ ASK Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 264 | 300 |
| 75th | 227 | 234 |
| 50th | 208 | 211 |
| 25th | 189 | 188 |
| 0th | 153 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 38 | 46 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 277 | 300 |
| 75th | 236 | 250 |
| 50th | 201 | 214 |
| 25th | 183 | 184 |
| 0th | 141 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 53 | 66 |

Grade Level - 08**Grade Level - 08****NJ ASK Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 264 | 300 |
| 75th | 235 | 238 |
| 50th | 218 | 221 |
| 25th | 208 | 204 |
| 0th | 167 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 27 | 34 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 287 | 259 |
| 50th | 234 | 227 |
| 25th | 213 | 192 |
| 0th | 165 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 74 | 67 |



State of New Jersey

2013-14

17-0220-030

SCHOOL CLIMATE

HUDSON
BAYONNE CITY

GRADE SPAN PK-08

DR. WALTER F. ROBINSON #3
95 WEST 31ST STREET
BAYONNE, NJ 07002

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2013-14 | 6 Hrs. 40 Mins. |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2013-14 | 5.6% |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

| 2013-14 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 35 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

| | School |
|---------|--------|
| 2013-14 | 0 |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2013-14 | School |
|----------------|--------|
| Faculty | 13 |
| Administrators | 376 |

SCHOOL PEER GROUP**DR. WALTER F. ROBINSON #3****17-0220-030**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

| COUNTY NAME | DISTRICT NAME | SCHOOL NAME | CDS CODE | GRAD ESPAN | FRPL | LEP | SpED |
|-------------|------------------------|-----------------------------------|-------------------|---------------|-------|-------|------|
| BERGEN | CARLSTADT BORO | CARLSTADT PUBLIC SCHOOL | 03-0740-050 PK-08 | 32.7% | 5.9% | 11.8% | |
| BERGEN | CLIFFSIDE PARK BORO | SCHOOL #6 | 03-0890-080 KG-08 | 54.8% | 5.7% | 13.9% | |
| BERGEN | ENGLEWOOD CITY | JANIS E. DISMUS MIDDLE SCHOOL | 03-1370-076 07-08 | 50.1% | 6.2% | 12.0% | |
| BERGEN | SOUTH HACKENSACK TWP | MEMORIAL | 03-4870-050 PK-08 | 31.2% | 7.5% | 10.9% | |
| BURLINGTON | NEW HANOVER TWP | NEW HANOVER TOWNSHIP SCHOOL | 05-3540-050 PK-08 | 38.1% | 6.7% | 14.2% | |
| CAMDEN | OAKLYN BORO | OAKLYN PUBLIC SCHOOL | 07-3770-050 PK-09 | 40.9% | 4.1% | 16.9% | |
| CAMDEN | SOMERDALE BORO | SOMERDALE PARK SCHOOL | 07-4790-020 PK-08 | 40.6% | 6.1% | 13.3% | |
| CHARTERS | THE RED BANK CS | RED BANK CHARTER SCHOOL | 80-7720-915 PK-08 | 39.2% | 4.1% | 9.5% | |
| ESSEX | IRVINGTON TOWNSHIP | UNION AVENUE MIDDLE SCHOOL | 13-2330-140 06-08 | 69.1% | 10.5% | 13.5% | |
| HUDSON | BAYONNE CITY | DR. WALTER F. ROBINSON #3 | 17-0220-030 PK-08 | 68.0% | 25.1% | 6.9% | |
| HUDSON | JERSEY CITY | DR. MICHAEL CONTI SCHOOL | 17-2390-110 PK-08 | 63.0% | 10.5% | 16.3% | |
| HUDSON | JERSEY CITY | RAFAEL DE J. CORDERO SCHOOL | 17-2390-300 PK-08 | 44.3% | 10.4% | 14.5% | |
| HUDSON | KEARNY TOWN | LINCOLN ELEMENTARY SCHOOL | 17-2410-090 PK-08 | 56.9% | 6.5% | 15.9% | |
| HUDSON | NORTH BERGEN TWP | ROBERT FULTON ELEMENTARY SCHOOL | 17-3610-110 KG-08 | 62.0% | 15.9% | 8.4% | |
| HUDSON | SECAUCUS TOWN | SECAUCUS MIDDLE SCHOOL | 17-4730-080 07-08 | 30.9% | 1.8% | 14.0% | |
| MERCER | EAST WINDSOR REGIONAL | MELVIN H. KREPS MIDDLE SCHOOL | 21-1245-070 06-08 | 34.9% | 2.7% | 12.9% | |
| MERCER | HAMILTON TWP | ALBERT E GRICE MIDDLE SCHOOL | 21-1950-070 06-08 | 46.2% | 6.4% | 16.9% | |
| MERCER | HAMILTON TWP | RICHARD C CROCKETT MIDDLE SCHOOL | 21-1950-083 06-08 | 47.1% | 8.2% | 15.5% | |
| MIDDLESEX | DUNELLEN BORO | LINCOLN MIDDLE SCHOOL | 23-1140-060 06-08 | 33.8% | 3.7% | 9.2% | |
| MIDDLESEX | HIGHLAND PARK BORO | HIGHLAND PARK MIDDLE SCHOOL | 23-2150-060 06-08 | 33.6% | 2.9% | 14.1% | |
| MIDDLESEX | JAMESBURG BORO | GRACE M. BRECKWEDEL MIDDLE SCHOOL | 23-2370-075 06-08 | 43.1% | 3.9% | 12.7% | |
| MIDDLESEX | OLD BRIDGE TWP | CARL SANDBURG MIDDLE SCHOOL | 23-3845-103 06-08 | 32.8% | 2.5% | 14.0% | |
| MIDDLESEX | PISCATAWAY TWP | QUIBBLETOWN MIDDLE SCHOOL | 23-4130-055 06-08 | 34.0% | 2.4% | 10.9% | |
| MIDDLESEX | WOODBRIIDGE TWP | ISELIN MIDDLE SCHOOL | 23-5850-080 06-08 | 32.9% | 6.9% | 9.2% | |
| MONMOUTH | BELMAR BORO | BELMAR ELEMENTARY | 25-0270-020 PK-08 | 59.0% | 11.8% | 15.0% | |
| MONMOUTH | KEYPORT BORO | KEYPORT CENTRAL SCHOOL | 25-2430-060 PK-08 | 53.4% | 7.9% | 15.7% | |
| MORRIS | BOONTON TOWN | JOHN HILL SCHOOL | 27-0450-030 01-08 | 32.7% | 5.5% | 21.4% | |
| MORRIS | MORRIS SCHOOL DISTRICT | FRELINGHUYSEN MIDDLE SCHOOL | 27-3385-075 06-08 | 31.4% | 3.0% | 14.8% | |
| MORRIS | NETCONG BORO | NETCONG ELEMENTARY SCHOOL | 27-3520-060 PK-08 | 37.6% | 4.3% | 18.3% | |
| SOMERSET | SOUTH BOUND BROOK | ROBERT MORRIS SCHOOL | 35-4850-060 PK-08 | 46.9% | 4.4% | 11.2% | |
| UNION | ROSELLE PARK BORO | ROSELLE PARK MIDDLE SCHOOL | 39-4550-085 06-08 | 40.7% | 5.7% | 16.0% | |



State of New Jersey

2013-14

17-0220-050

HENRY E. HARRIS #1

135 AVENUE C

BAYONNE, NJ 07002

OVERVIEW

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **lags in comparison** to schools across the state. Additionally, its college and career readiness **is about average when compared** to its peers. This school's student growth performance **is about average when compared** to schools across the state. Additionally, its student growth performance **is about average when compared** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 62 | 41 | 25% |
| College and Career Readiness | 48 | 28 | 0% |
| Student Growth | 57 | 48 | 100% |

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **41%** of schools statewide as noted by its statewide percentile and **62%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **25%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **28%** of schools statewide as noted by its statewide percentile and **48%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **0%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **48%** of schools statewide as noted by its statewide percentile and **57%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

State of New Jersey

2013-14

DEMOGRAPHIC INFORMATION

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-050

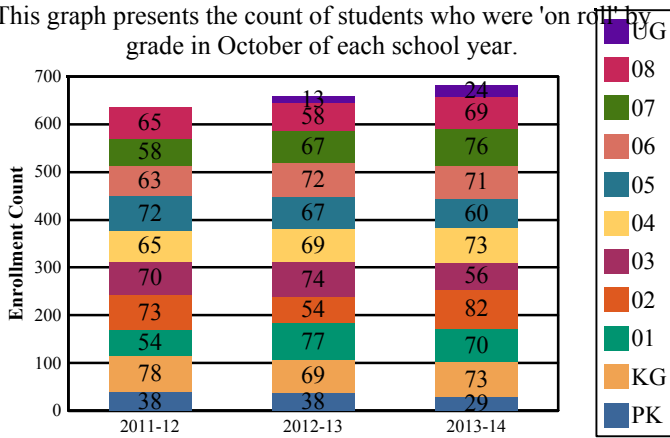
HENRY E. HARRIS #1

135 AVENUE C

BAYONNE, NJ 07002

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



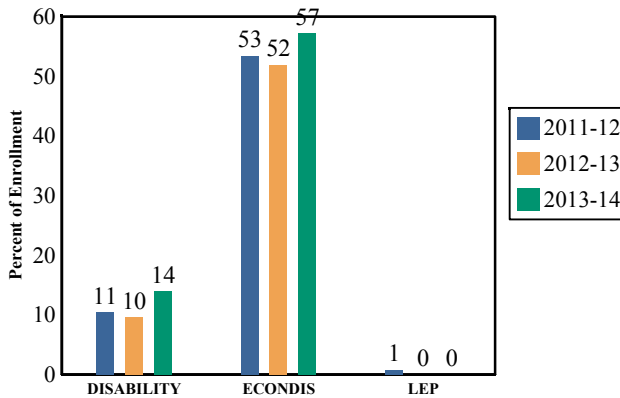
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

| | |
|---------|-----|
| 2011-12 | 636 |
| 2012-13 | 658 |
| 2013-14 | 683 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 95 | 14% |
| Economically Disadvantaged Students | 391 | 57.3% |
| Limited English Proficient Students | 0 | 0.0% |

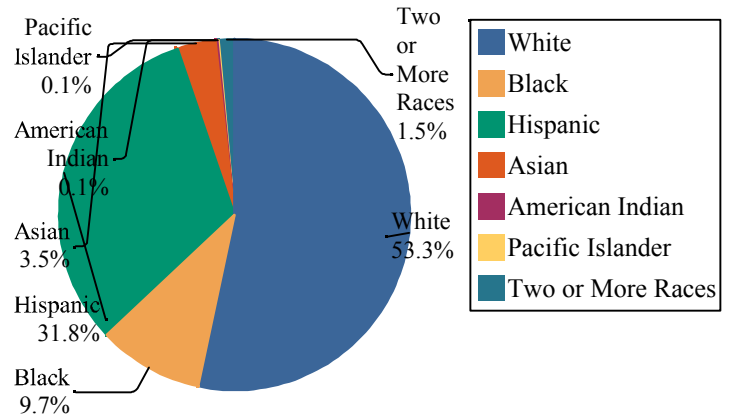
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2013-14 | Percent |
|---------|---------|
| English | 78.2% |
| Spanish | 11.0% |
| Arabic | 7.4% |
| Chinese | 0.4% |
| Italian | 0.4% |
| Polish | 0.4% |
| Other | 2.2% |

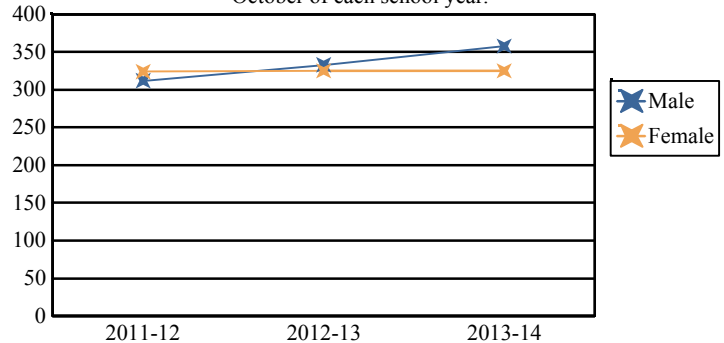
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|------|--------|
| 2011-12 | 312 | 324 |
| 2012-13 | 333 | 325 |
| 2013-14 | 358 | 325 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile | Percent of Targets Met |
|---|------------------------|-----------------|------------------|------------------------|
| NJASK Language Arts Proficiency and above | 61% | 42 | 34 | 17% |
| NJASK Math Proficiency and above | 74% | 81 | 48 | 33% |
| SUMMARY - Academic Achievement | | 62 | 41 | 25% |

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

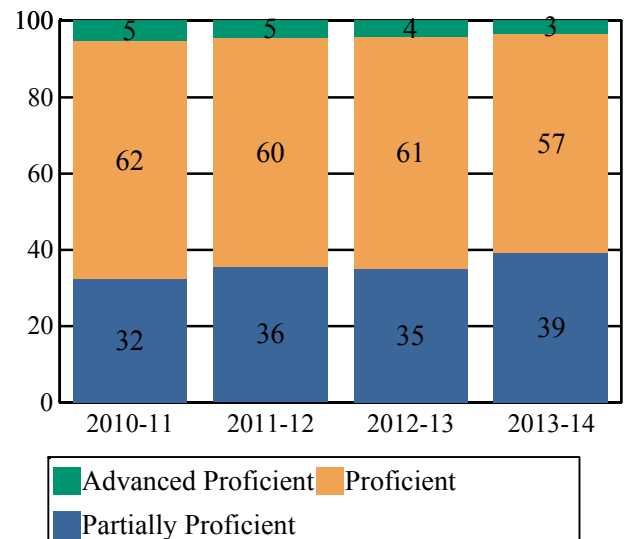
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 401 | 60.9 | 75.9 | NO |
| White | 217 | 68.7 | 83 | NO |
| Black | 37 | 40.5 | 63.3 | NO |
| Hispanic | 123 | 52 | 69 | NO |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 73 | 28.8 | 36.7 | YES* |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 215 | 53.9 | 68.7 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-050

HENRY E. HARRIS #1

135 AVENUE C

BAYONNE, NJ 07002

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

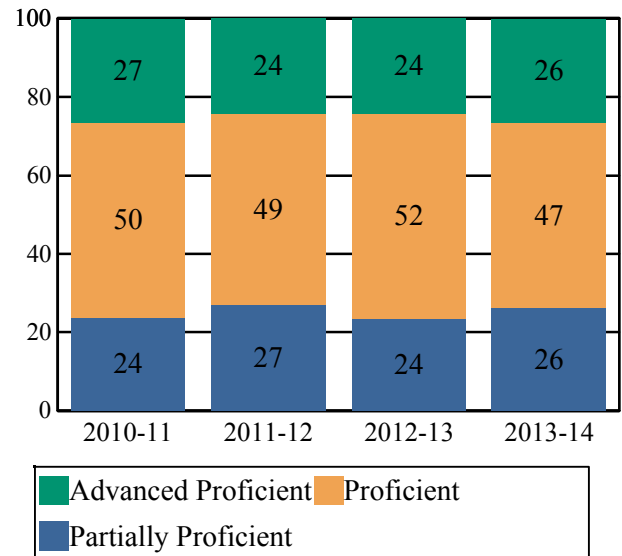
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 401 | 73.8 | 82.2 | NO |
| White | 217 | 80.7 | 87.9 | NO |
| Black | 37 | 67.5 | 64.7 | YES |
| Hispanic | 123 | 63.4 | 79.5 | NO |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 73 | 41.1 | 44.1 | YES* |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 215 | 65.6 | 78.5 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 4% | 64% | 33% |
| White | 0% | 71% | 29% |
| Black | - | - | - |
| Hispanic | 0% | 55% | 45% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 45% | 55% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 58% | 42% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

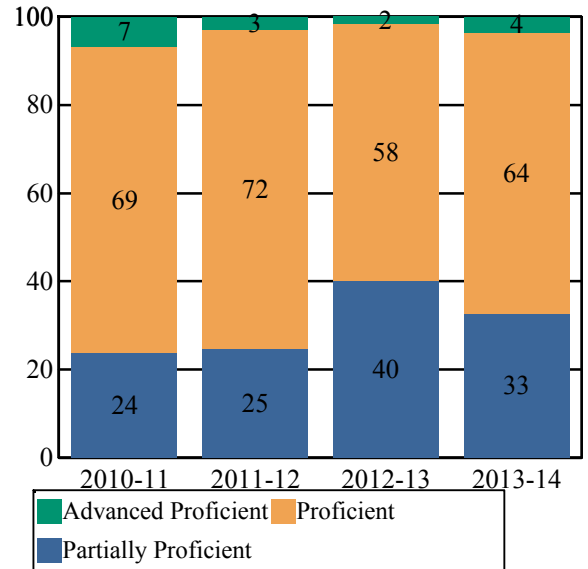
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 1% | 46% | 52% |
| White | 2% | 55% | 43% |
| Black | - | - | - |
| Hispanic | 0% | 33% | 67% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 31% | 69% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 3% | 33% | 64% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

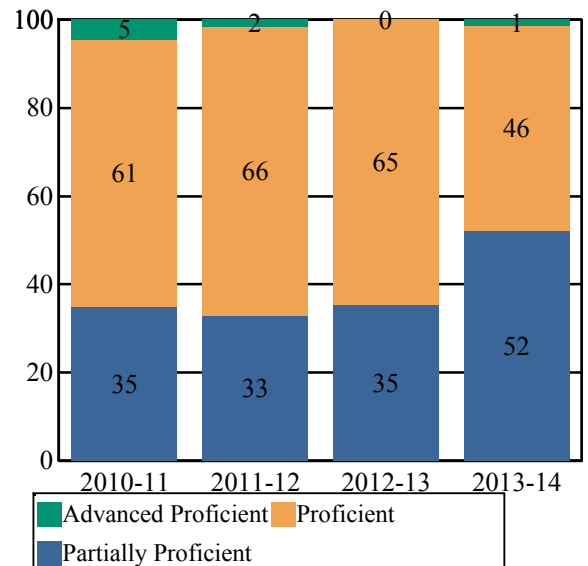
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 2% | 49% | 49% |
| White | 3% | 58% | 39% |
| Black | - | - | - |
| Hispanic | 0% | 38% | 63% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 17% | 83% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 49% | 51% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 06

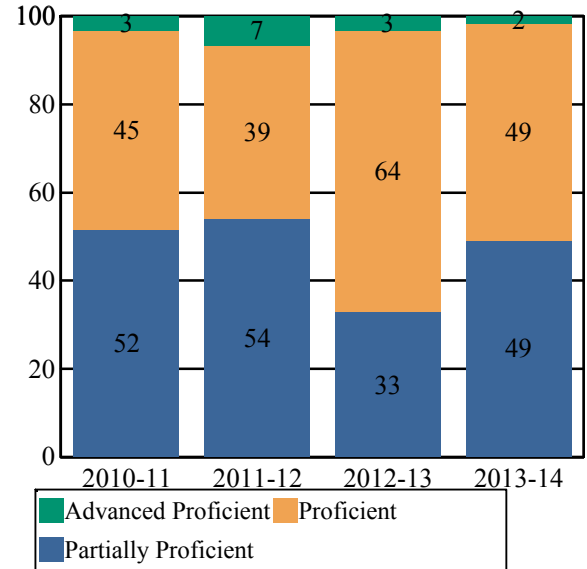
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 67% | 33% |
| White | 0% | 73% | 27% |
| Black | - | - | - |
| Hispanic | 0% | 53% | 47% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 42% | 58% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 57% | 43% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

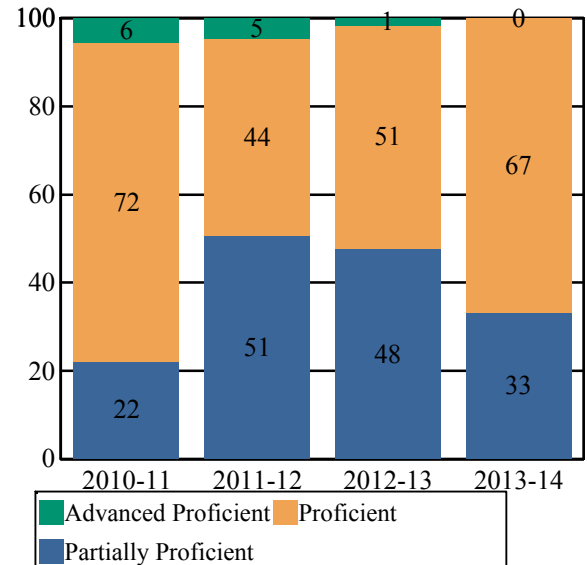
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 8% | 51% | 41% |
| White | 14% | 61% | 25% |
| Black | - | - | - |
| Hispanic | 4% | 54% | 42% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 4% | 44% | 51% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 08

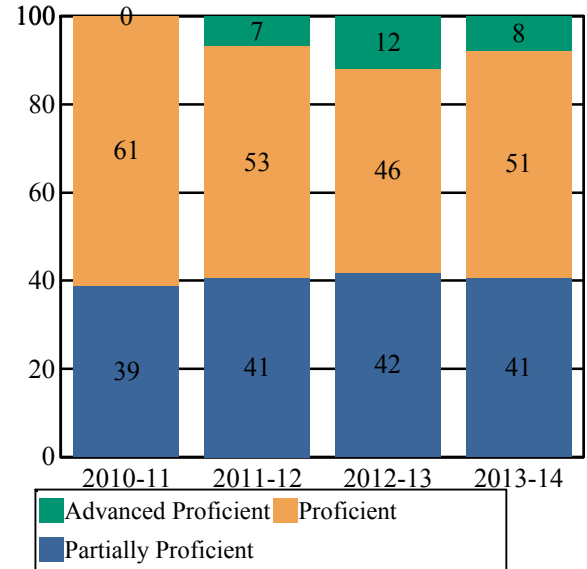
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 6% | 68% | 27% |
| White | 9% | 69% | 23% |
| Black | - | - | - |
| Hispanic | 0% | 73% | 27% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 20% | 80% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 5% | 69% | 26% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

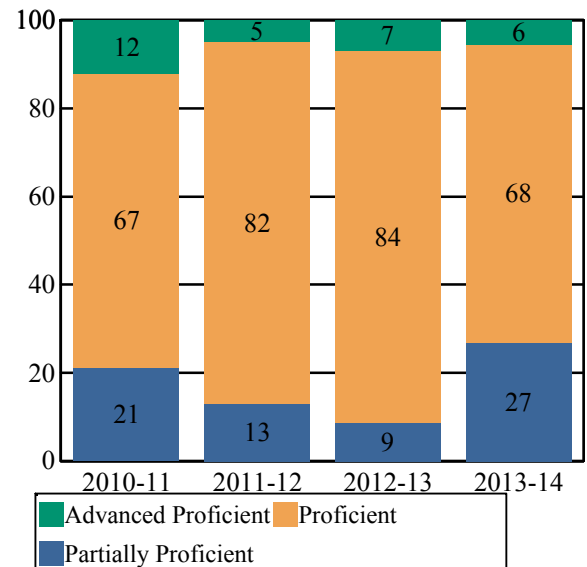
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



State of New Jersey

2013-14

17-0220-050

HENRY E. HARRIS #1

135 AVENUE C

BAYONNE, NJ 07002

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 53% | 29% | 18% |
| White | 54% | 29% | 18% |
| Black | - | - | - |
| Hispanic | 35% | 40% | 25% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 9% | 36% | 55% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 42% | 27% | 31% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

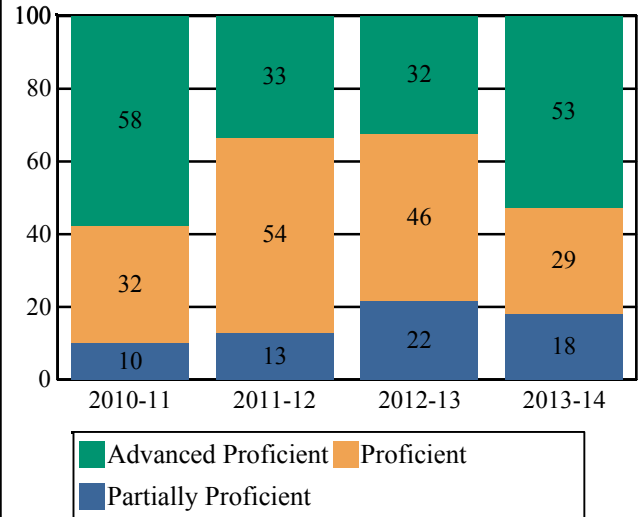
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 20% | 48% | 32% |
| White | 30% | 43% | 27% |
| Black | - | - | - |
| Hispanic | 4% | 54% | 42% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 23% | 23% | 54% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 21% | 36% | 42% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

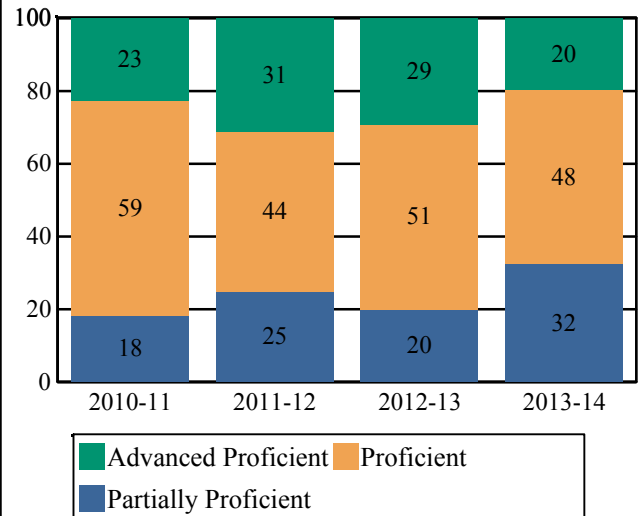
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 24% | 59% | 17% |
| White | 30% | 48% | 21% |
| Black | - | - | - |
| Hispanic | 13% | 75% | 13% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 8% | 33% | 58% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 21% | 54% | 26% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 06

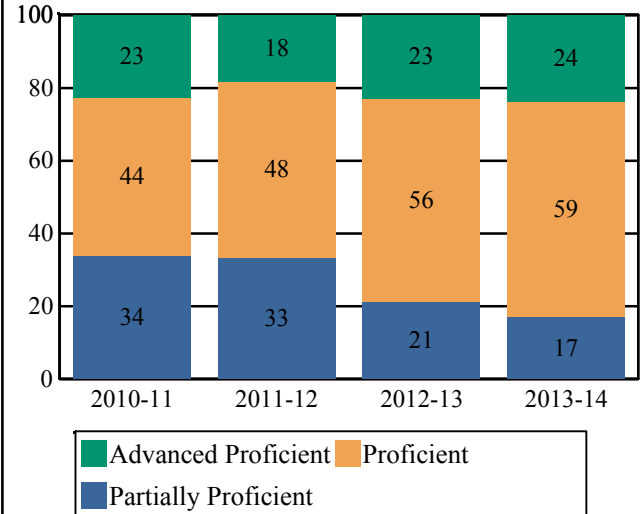
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 23% | 54% | 23% |
| White | 27% | 59% | 15% |
| Black | - | - | - |
| Hispanic | 7% | 47% | 47% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 42% | 58% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 20% | 47% | 33% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

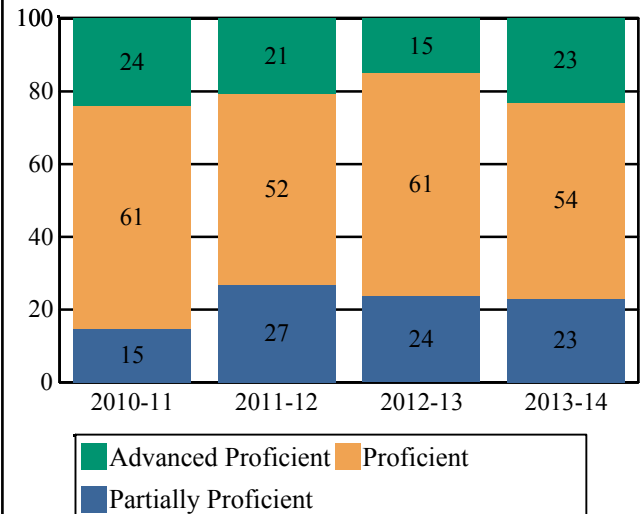
NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 21% | 51% | 28% |
| White | 31% | 56% | 14% |
| Black | - | - | - |
| Hispanic | 8% | 54% | 38% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 11% | 56% | 33% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 08

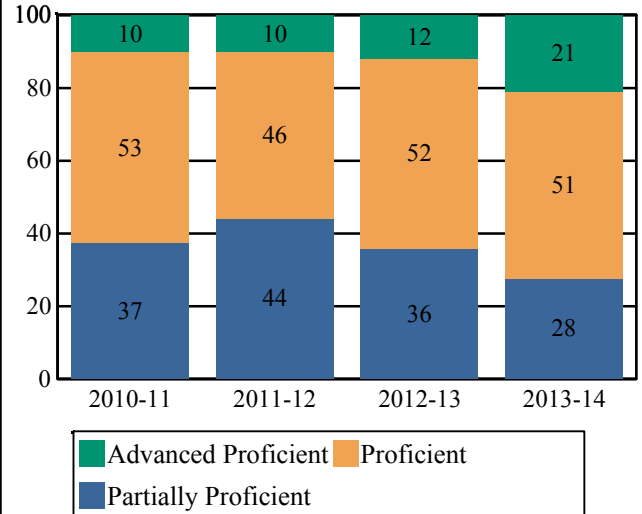
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 24% | 41% | 35% |
| White | 34% | 46% | 20% |
| Black | - | - | - |
| Hispanic | 18% | 32% | 50% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 7% | 33% | 60% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 17% | 43% | 40% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

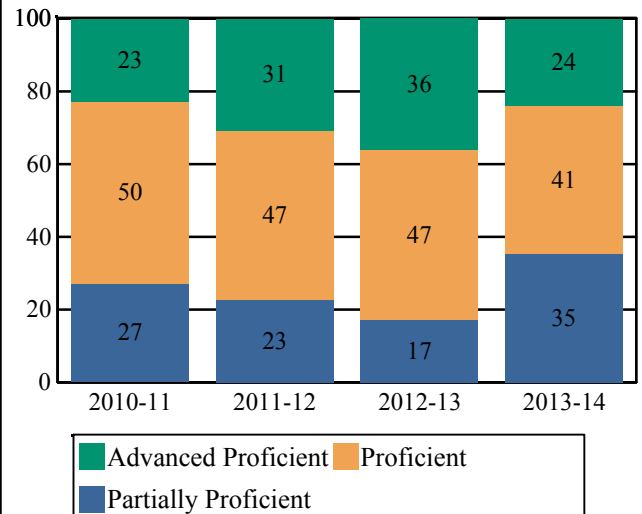
NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



State of New Jersey

2013-14

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-050

HENRY E. HARRIS #1

135 AVENUE C

BAYONNE, NJ 07002

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-050

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NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 24% | 59% | 17% |
| White | 27% | 59% | 14% |
| Black | - | - | - |
| Hispanic | 17% | 58% | 25% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 38% | 23% | 38% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 21% | 61% | 18% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Science Grade Level - 08

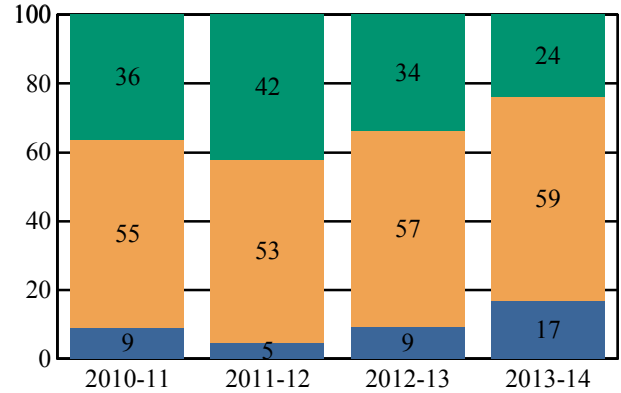
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 3% | 66% | 31% |
| White | 6% | 71% | 23% |
| Black | - | - | - |
| Hispanic | 0% | 59% | 41% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 40% | 60% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 2% | 62% | 36% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

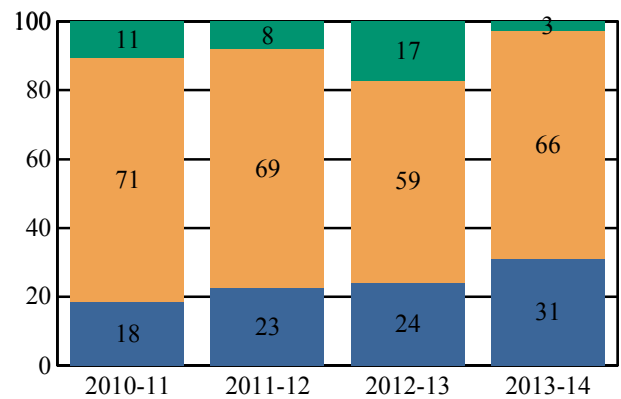
This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

COLLEGE AND CAREER READINESS

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-050

HENRY E. HARRIS #1

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---|--------------------|-----------------|----------------------|------------------|-------------|
| Students taking Algebra (%) | 7% | 39 | 24 | 20% | NO |
| Chronic Absenteeism (%) | 9% | 57 | 32 | 6% | NO |
| Summary | | 48 | 28 | | 0% |

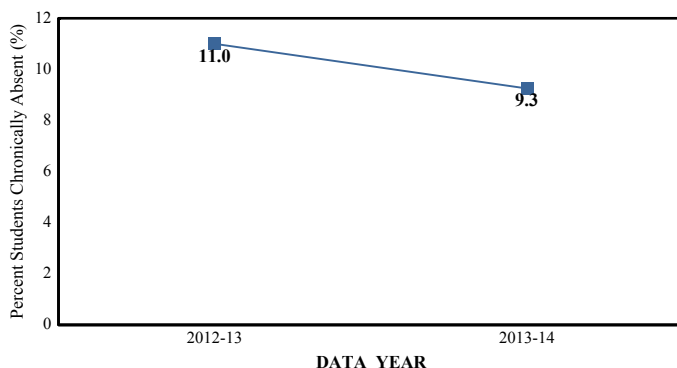
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
|-----------------------------|--------|
| Students taking Algebra I | 7% |
| Algebra grade (C or better) | 100% |

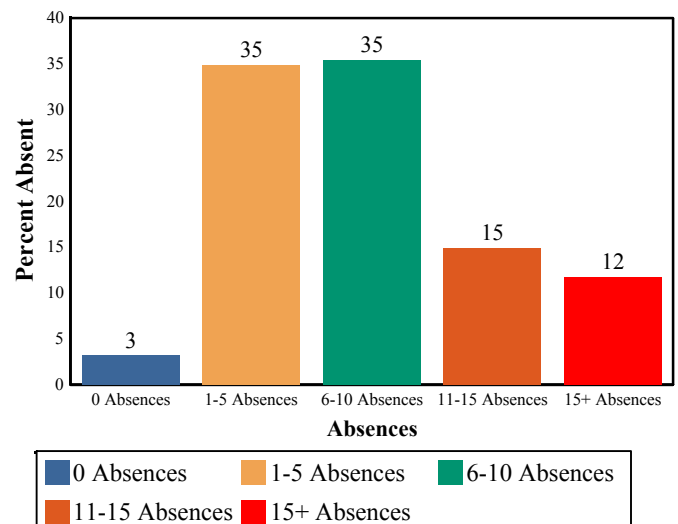
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



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STUDENT GROWTH

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

| Student Growth Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---------------------------------|------------------------|-----------------|----------------------|------------------|-------------|
| Student Growth on Language Arts | 44 | 42 | 30 | 35 | YES |
| Student Growth on Math | 53 | 71 | 65 | 35 | YES |
| | | 57 | 48 | | 100% |

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 25% | 10% | 5% |
| Proficient | 16% | 17% | 23% |
| Advanced Proficient | 0% | 1% | 3% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 17% | 8% | 3% |
| Proficient | 13% | 16% | 20% |
| Advanced Proficient | 3% | 6% | 14% |

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

State of New Jersey

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WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 252 | 300 |
| 75th | 218 | 221 |
| 50th | 209 | 207 |
| 25th | 191 | 188 |
| 0th | 121 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 27 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 274 | 268 |
| 50th | 242 | 229 |
| 25th | 207 | 200 |
| 0th | 144 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 67 | 68 |

Grade Level - 04

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 241 | 300 |
| 75th | 205 | 219 |
| 50th | 192 | 202 |
| 25th | 183 | 186 |
| 0th | 148 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 22 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 242 | 264 |
| 50th | 224 | 228 |
| 25th | 195 | 195 |
| 0th | 146 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 47 | 69 |

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-050

HENRY E. HARRIS #1

135 AVENUE C

BAYONNE, NJ 07002

Grade Level - 05

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 243 | 300 |
| 75th | 215 | 224 |
| 50th | 198 | 206 |
| 25th | 181 | 186 |
| 0th | 134 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 34 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 298 | 300 |
| 75th | 242 | 262 |
| 50th | 227 | 235 |
| 25th | 206 | 206 |
| 0th | 129 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 36 | 56 |

Grade Level - 06

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 248 | 300 |
| 75th | 221 | 230 |
| 50th | 207 | 211 |
| 25th | 189 | 192 |
| 0th | 147 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 32 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 294 | 300 |
| 75th | 238 | 259 |
| 50th | 217 | 228 |
| 25th | 191 | 201 |
| 0th | 138 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 47 | 58 |

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-050

HENRY E. HARRIS #1

135 AVENUE C

BAYONNE, NJ 07002

Grade Level - 07

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 269 | 300 |
| 75th | 226 | 234 |
| 50th | 206 | 211 |
| 25th | 188 | 188 |
| 0th | 128 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 38 | 46 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 296 | 300 |
| 75th | 240 | 250 |
| 50th | 218 | 214 |
| 25th | 191 | 184 |
| 0th | 141 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 49 | 66 |

Grade Level - 08

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 270 | 300 |
| 75th | 233 | 238 |
| 50th | 218 | 221 |
| 25th | 204 | 204 |
| 0th | 159 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 29 | 34 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 242 | 259 |
| 50th | 216 | 227 |
| 25th | 188 | 192 |
| 0th | 122 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 54 | 67 |

State of New Jersey

2013-14

SCHOOL CLIMATE

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-050

HENRY E. HARRIS #1

135 AVENUE C

BAYONNE, NJ 07002

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2013-14 | 6 Hrs. 40 Mins. |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2013-14 | 6.6% |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

| 2013-14 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 35 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

| | School |
|---------|--------|
| 2013-14 | 0 |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2013-14 | School |
|----------------|--------|
| Faculty | 16 |
| Administrators | 683 |

| SCHOOL PEER GROUP | | HENRY E. HARRIS #1 | 17-0220-050 | | | | |
|---|---------------------------|-------------------------------------|-------------|---------------|-------|------|-------|
| This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs. | | | | | | | |
| COUNTY NAME | DISTRICT NAME | SCHOOL NAME | CDS CODE | GRAD ESPAN | FRPL | LEP | SpED |
| ATLANTIC | BRIGANTINE CITY | BRIGANTINE NORTH MIDDLE SCHOOL | 01-0570-030 | 05-08 | 51.2% | 1.1% | 19.9% |
| ATLANTIC | BUENA REGIONAL | BUENA REGIONAL MIDDLE SCHOOL | 01-0590-030 | 06-08 | 49.2% | 0.0% | 20.7% |
| ATLANTIC | GALLOWAY TWP | GALLOWAY TOWNSHIP MIDDLE SCHOOL | 01-1690-016 | 07-08 | 50.3% | 0.9% | 19.7% |
| ATLANTIC | VENTNOR CITY | VENTNOR MIDDLE SCHOOL | 01-5350-040 | 05-08 | 67.0% | 2.5% | 12.2% |
| ATLANTIC | WEYMOUTH TWP | WEYMOUTH TOWNSHIP ELEMENTARY SCHOOL | 01-5760-020 | PK-08 | 47.4% | 0.0% | 18.8% |
| BURLINGTON | MOUNT HOLLY TWP | F. W. HOLBEIN MIDDLE SCHOOL | 05-3430-060 | 06-08 | 59.9% | 1.9% | 23.3% |
| BURLINGTON | WILLINGBORO TWP | WILLINGBORO MEMORIAL MIDDLE SCHOOL | 05-5805-057 | 06-08 | 63.7% | 0.9% | 21.3% |
| CAMDEN | BROOKLAWN BORO | ALICE COSTELLO ELEMENTARY SCHOOL | 07-0580-010 | PK-08 | 55.6% | 0.0% | 14.3% |
| CAMDEN | CLEMENTON BORO | CLEMENTON ELEMENTARY SCHOOL | 07-0880-010 | PK-08 | 64.3% | 2.2% | 16.2% |
| CAMDEN | PENNSAUKEN TWP | HOWARD M PHIFER MIDDLE SCHOOL | 07-4060-055 | 07-08 | 68.8% | 1.8% | 21.8% |
| CAMDEN | PINE HILL BORO | PINE HILL MIDDLE SCHOOL | 07-4110-100 | 06-08 | 51.6% | 0.3% | 22.2% |
| CAMDEN | WINSLOW TWP | WINSLOW TOWNSHIP MIDDLE SCHOOL | 07-5820-020 | 07-08 | 59.0% | 0.4% | 17.6% |
| CAPE MAY | LOWER CAPE MAY REGIONAL | RICHARD M. TEITELMAN MIDDLE SCHOOL | 09-2820-060 | 07-08 | 46.0% | 0.2% | 23.2% |
| CAPE MAY | WOODBINE BORO | WOODBINE ELEMENTARY SCHOOL | 09-5840-050 | PK-08 | 69.7% | 3.2% | 26.2% |
| CHARTERS | CENTRAL JERSEY ARTS CS | CENTRAL JERSEY ARTS CHARTER SCHOOL | 80-6217-910 | KG-08 | 59.4% | 0.0% | 6.7% |
| CHARTERS | GRAY CS | THE GRAY CHARTER SCHOOL | 80-6665-930 | KG-08 | 68.6% | 0.0% | 0.0% |
| CHARTERS | GREAT OAKS CHARTER SCHOOL | GREAT OAKS CHARTER SCHOOL | 80-6053-917 | 06-09 | 67.2% | 0.0% | 13.0% |
| CUMBERLANI | DOWNE TWP | DOWNE TOWNSHIP ELEMENTARY SCHOOL | 11-1120-045 | PK-08 | 51.0% | 0.0% | 14.3% |
| CUMBERLANI | VINELAND CITY | ANTHONY ROSSI MIDDLE SCHOOL | 11-5390-065 | 06-08 | 56.4% | 0.9% | 19.1% |
| HUDSON | BAYONNE CITY | HENRY E. HARRIS #1 | 17-0220-050 | PK-08 | 57.3% | 0.0% | 13.5% |
| HUDSON | BAYONNE CITY | JOHN M. BAILEY #12 | 17-0220-040 | PK-08 | 62.6% | 0.3% | 16.2% |
| HUDSON | BAYONNE CITY | LINCOLN COMMUNITY SCHOOL #5 | 17-0220-070 | PK-08 | 65.7% | 0.0% | 13.8% |
| HUDSON | BAYONNE CITY | WASHINGTON COMMUNITY SCHOOL #9 | 17-0220-120 | PK-08 | 60.9% | 0.0% | 26.5% |
| HUDSON | JERSEY CITY | ACADEMY I | 17-2390-095 | 06-08 | 69.9% | 1.5% | 6.9% |
| HUDSON | NORTH BERGEN TWP | MCKINLEY ELEMENTARY SCHOOL | 17-3610-100 | KG-08 | 60.1% | 0.9% | 14.8% |
| MIDDLESEX | NEW BRUNSWICK CITY | WOODROW WILSON ELEMENTARY SCHOOL | 23-3530-140 | PK-08 | 69.4% | 3.2% | 16.3% |
| MONMOUTH | EATONTOWN BORO | MEMORIAL MIDDLE SCHOOL | 25-1260-070 | 07-08 | 47.7% | 0.0% | 22.8% |
| MONMOUTH | NEPTUNE TWP | NEPTUNE MIDDLE SCHOOL | 25-3510-055 | 06-08 | 59.1% | 1.2% | 19.7% |
| OCEAN | LAKEHURST BORO | LAKEHURST ELEMENTARY SCHOOL | 29-2500-050 | PK-08 | 54.6% | 1.2% | 21.6% |
| SALEM | PENNS GRV-CARNEY'S PT REG | PENNS GROVE MIDDLE SCHOOL | 33-4070-105 | 06-08 | 67.4% | 2.2% | 25.3% |
| WARREN | PHILLIPSBURG TOWN | PHILLIPSBURG MIDDLE SCHOOL | 41-4100-110 | 06-08 | 69.9% | 0.9% | 24.0% |



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HORACE MANN #6

25 WEST 38TH STREET

BAYONNE, NJ 07002

OVERVIEW

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **is high when compared** to schools across the state. Additionally, its student growth performance **is high when compared** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 78 | 46 | 33% |
| College and Career Readiness | 76 | 58 | 100% |
| Student Growth | 72 | 68 | 100% |

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **46%** of schools statewide as noted by its statewide percentile and **78%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **33%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **58%** of schools statewide as noted by its statewide percentile and **76%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **68%** of schools statewide as noted by its statewide percentile and **72%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

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DEMOGRAPHIC INFORMATION

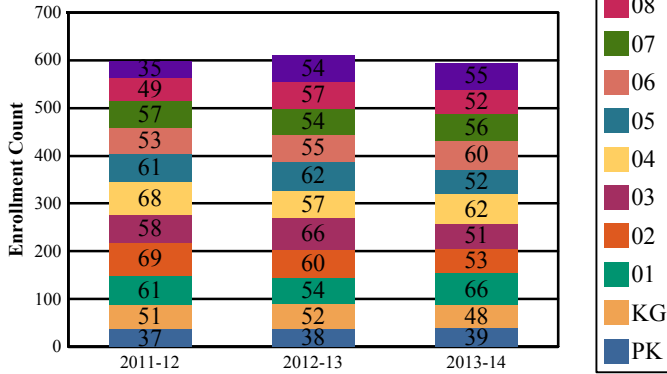
HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



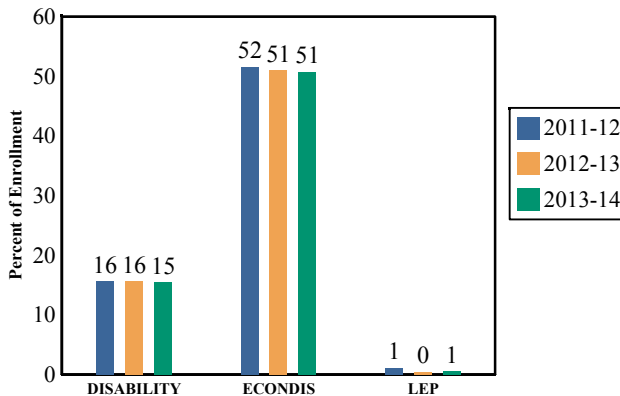
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

| | |
|---------|-----|
| 2011-12 | 599 |
| 2012-13 | 609 |
| 2013-14 | 594 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 92 | 15% |
| Economically Disadvantaged Students | 302 | 50.8% |
| Limited English Proficient Students | 3 | 0.5% |

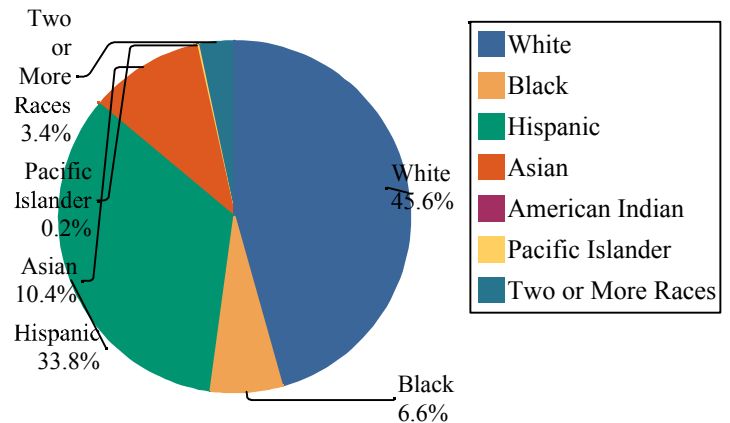
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2013-14 | Percent |
|---------|---------|
| English | 77.4% |
| Spanish | 11.2% |
| Arabic | 4.5% |
| Chinese | 1.5% |
| Urdu | 1.0% |
| Hindi | 0.7% |
| Other | 3.7% |

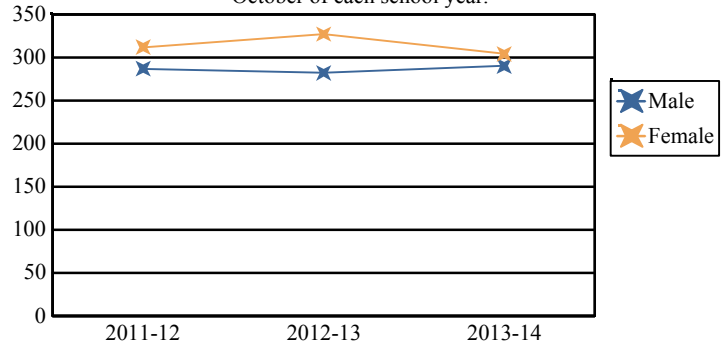
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|------|--------|
| 2011-12 | 287 | 312 |
| 2012-13 | 282 | 327 |
| 2013-14 | 290 | 304 |

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ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile | Percent of Targets Met |
|---|------------------------|-----------------|------------------|------------------------|
| NJASK Language Arts Proficiency and above | 68% | 78 | 47 | 17% |
| NJASK Math Proficiency and above | 72% | 78 | 44 | 50% |
| SUMMARY - Academic Achievement | | 78 | 46 | 33% |

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

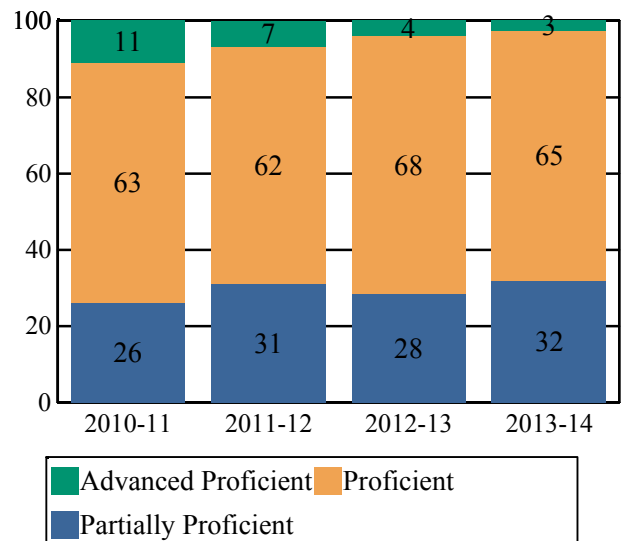
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 339 | 68.2 | 80.5 | NO |
| White | 170 | 71.8 | 84.5 | NO |
| Black | - | - | | -- |
| Hispanic | 109 | 63.3 | 77.1 | NO |
| American Indian | - | - | | -- |
| Asian | 30 | 90 | 82.8 | YES |
| Two or More Races | - | - | | -- |
| Students with Disability | 56 | 28.6 | 58.9 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 154 | 56.4 | 74.8 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

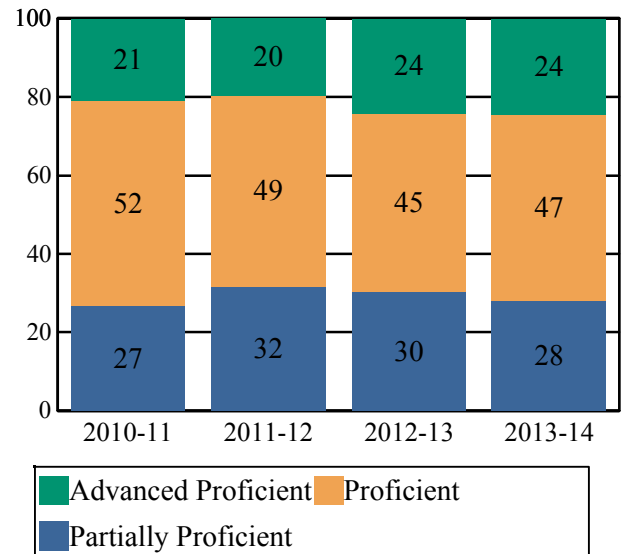
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 339 | 72 | 79.8 | NO |
| White | 171 | 76.6 | 85.2 | NO |
| Black | - | - | | -- |
| Hispanic | 108 | 67.6 | 66.8 | YES |
| American Indian | - | - | | -- |
| Asian | 30 | 90 | 80.4 | YES |
| Two or More Races | - | - | | -- |
| Students with Disability | 57 | 43.9 | 67.6 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 153 | 63.4 | 71 | YES* |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 2% | 53% | 45% |
| White | 0% | 64% | 36% |
| Black | - | - | - |
| Hispanic | 5% | 48% | 48% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 4% | 39% | 57% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

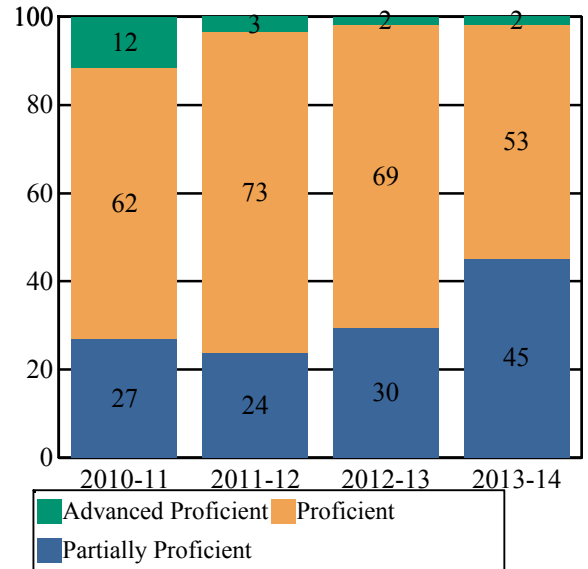
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 2% | 61% | 38% |
| White | 3% | 73% | 23% |
| Black | - | - | - |
| Hispanic | 0% | 37% | 63% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 46% | 54% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

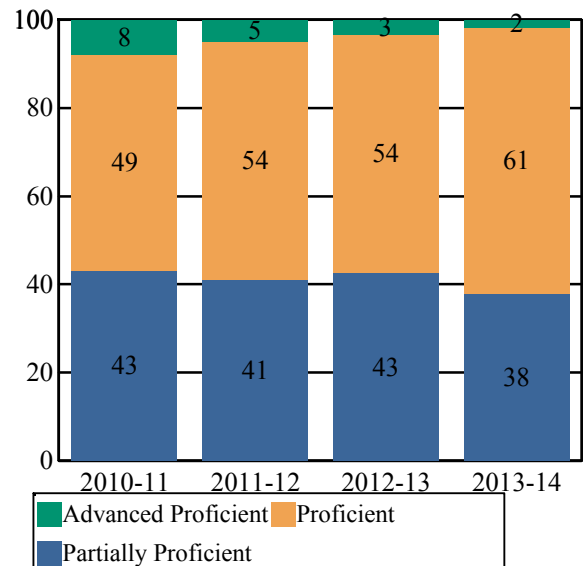
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 4% | 64% | 32% |
| White | 7% | 64% | 29% |
| Black | - | - | - |
| Hispanic | 0% | 65% | 35% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 66% | 34% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 06

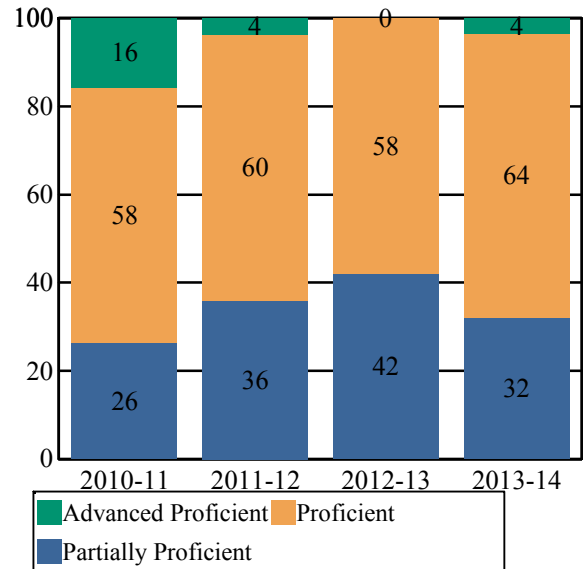
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 70% | 30% |
| White | 0% | 66% | 34% |
| Black | - | - | - |
| Hispanic | 0% | 75% | 25% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 61% | 39% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

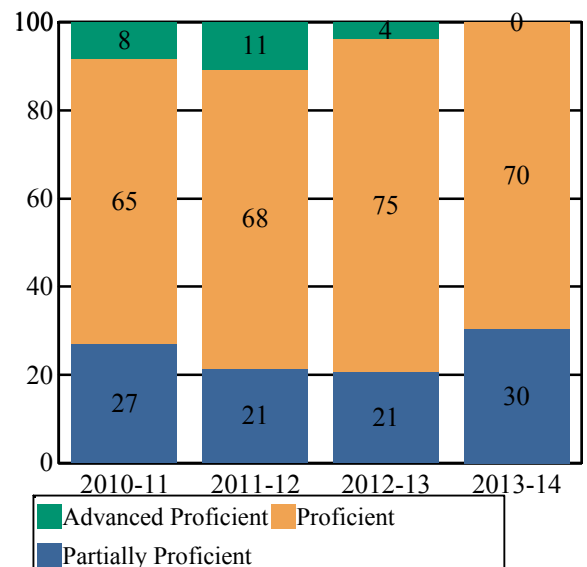
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 5% | 65% | 29% |
| White | 0% | 63% | 38% |
| Black | - | - | - |
| Hispanic | 14% | 59% | 27% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 4% | 54% | 42% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 08

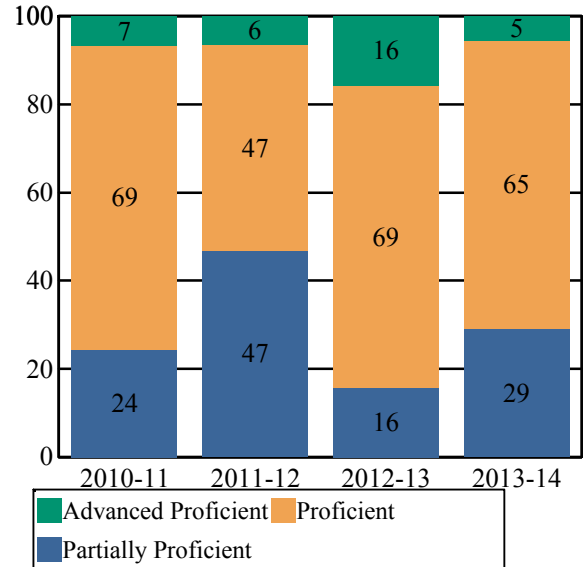
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 3% | 79% | 17% |
| White | 3% | 84% | 13% |
| Black | - | - | - |
| Hispanic | 7% | 79% | 14% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 36% | 64% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 4% | 63% | 33% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

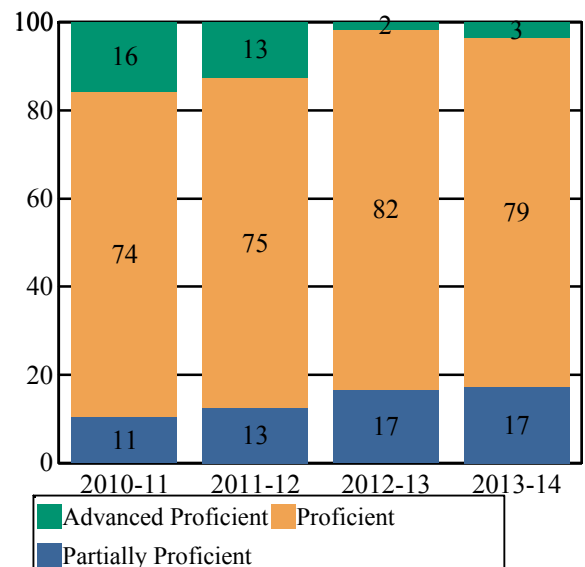
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





State of New Jersey

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ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-060

HORACE MANN #6

25 WEST 38TH STREET

BAYONNE, NJ 07002

NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 17% | 36% | 47% |
| White | 20% | 36% | 44% |
| Black | - | - | - |
| Hispanic | 14% | 48% | 38% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 14% | 36% | 50% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

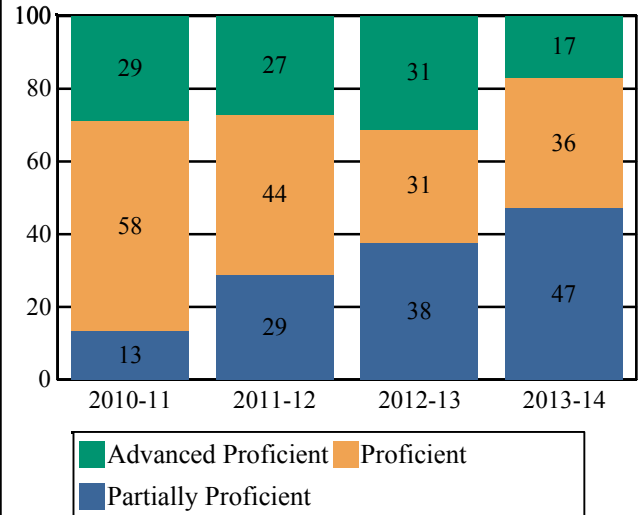
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 30% | 39% | 31% |
| White | 37% | 47% | 17% |
| Black | - | - | - |
| Hispanic | 21% | 32% | 47% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 11% | 43% | 46% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

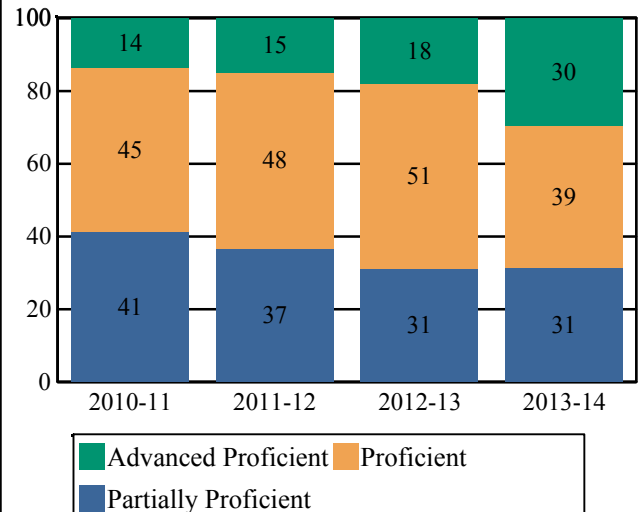
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 20% | 61% | 20% |
| White | 29% | 57% | 14% |
| Black | - | - | - |
| Hispanic | 12% | 65% | 24% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 19% | 59% | 22% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 06

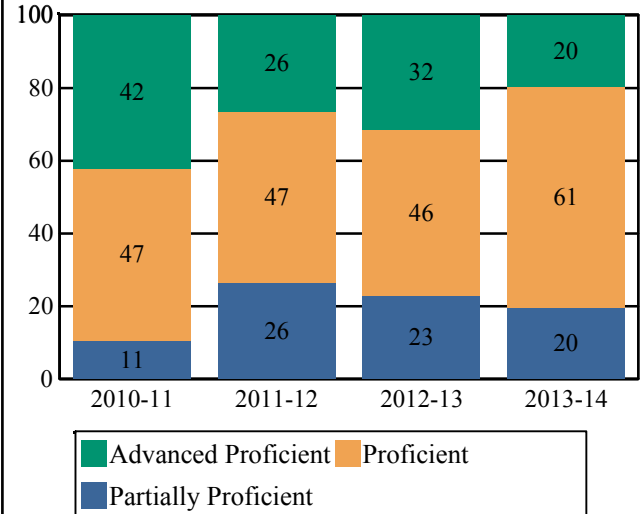
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 27% | 60% | 13% |
| White | 34% | 50% | 16% |
| Black | - | - | - |
| Hispanic | 13% | 73% | 13% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 12% | 65% | 24% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

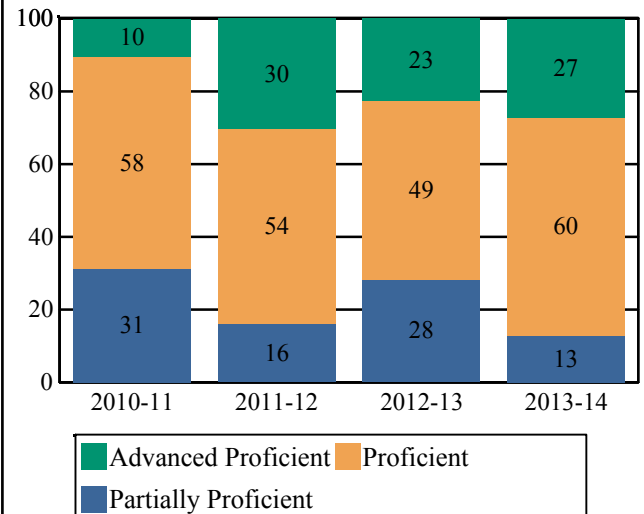
NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 16% | 46% | 38% |
| White | 20% | 40% | 40% |
| Black | - | - | - |
| Hispanic | 18% | 41% | 41% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 8% | 54% | 38% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 08

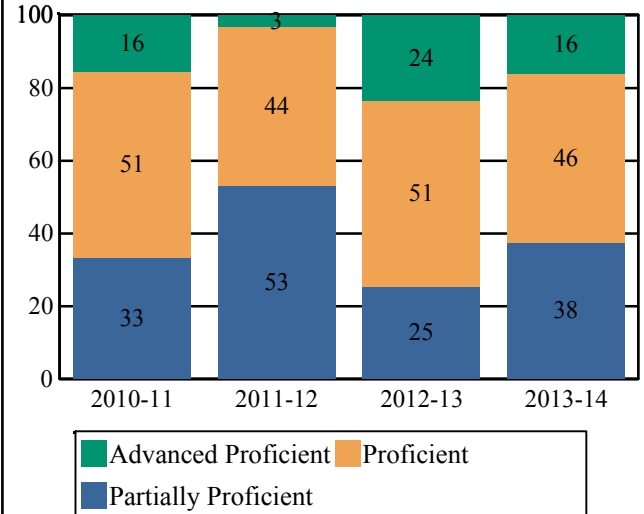
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 36% | 43% | 21% |
| White | 42% | 42% | 16% |
| Black | - | - | - |
| Hispanic | 36% | 43% | 21% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 43% | 57% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 29% | 33% | 38% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

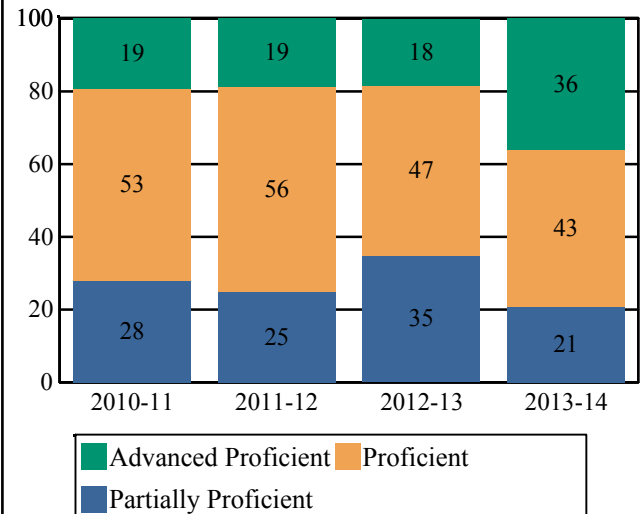
NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



State of New Jersey

2013-14

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-060

HORACE MANN #6

25 WEST 38TH STREET

BAYONNE, NJ 07002

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 52% | 38% | 10% |
| White | 60% | 33% | 7% |
| Black | - | - | - |
| Hispanic | 37% | 42% | 21% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 36% | 57% | 7% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Science Grade Level - 08

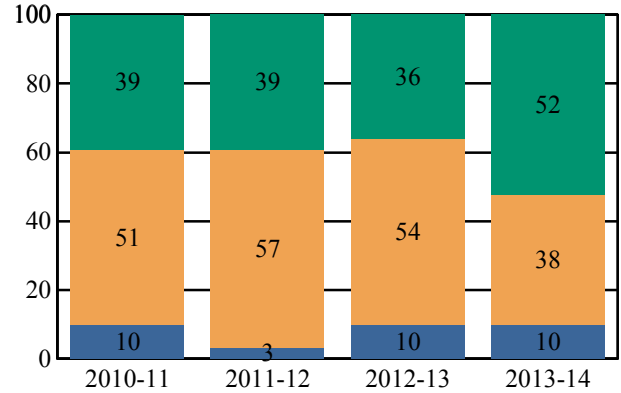
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 24% | 57% | 19% |
| White | 29% | 52% | 19% |
| Black | - | - | - |
| Hispanic | 14% | 79% | 7% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 43% | 57% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 8% | 58% | 33% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

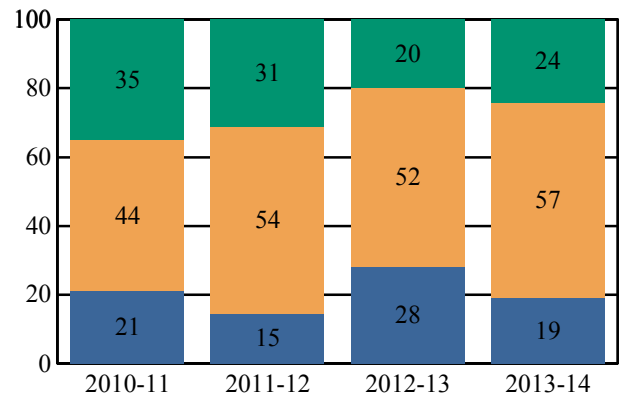
This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

COLLEGE AND CAREER READINESS

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-060

HORACE MANN #6

25 WEST 38TH STREET

BAYONNE, NJ 07002

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---|--------------------|-----------------|----------------------|------------------|-------------|
| Students taking Algebra (%) | 38% | 78 | 62 | 20% | YES |
| Chronic Absenteeism (%) | 6% | 73 | 54 | 6% | YES |
| Summary | | 76 | 58 | | 100% |

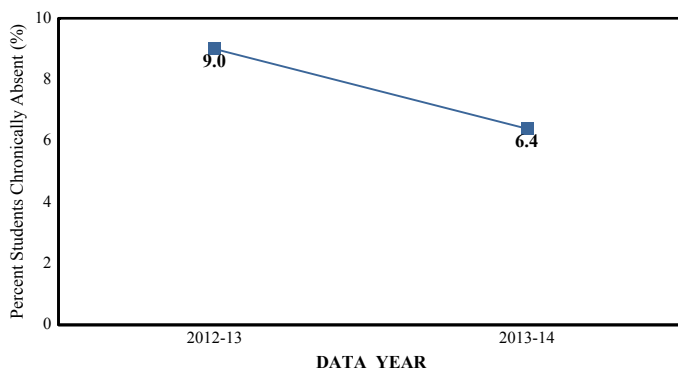
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
|-----------------------------|--------|
| Students taking Algebra I | 38% |
| Algebra grade (C or better) | 100% |

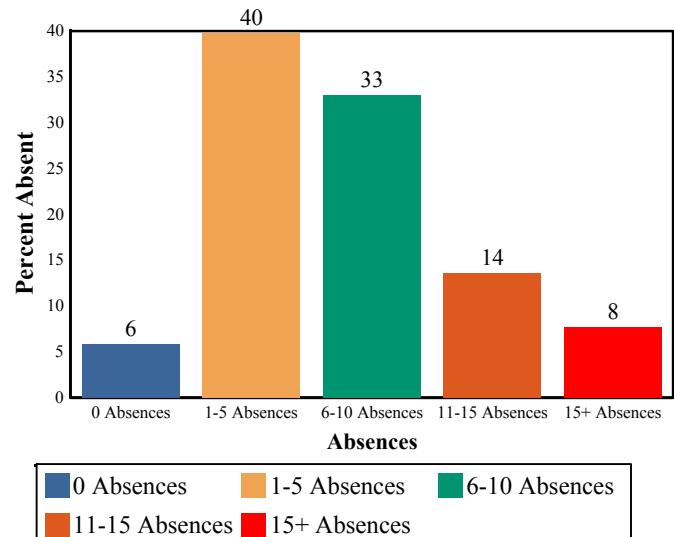
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



State of New Jersey

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BAYONNE, NJ 07002

STUDENT GROWTH

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

| Student Growth Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---------------------------------|------------------------|-----------------|----------------------|------------------|-------------|
| Student Growth on Language Arts | 48 | 49 | 49 | 35 | YES |
| Student Growth on Math | 60 | 94 | 87 | 35 | YES |
| | | 72 | 68 | | 100% |

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 14% | 11% | 3% |
| Proficient | 17% | 24% | 28% |
| Advanced Proficient | 1% | 0% | 2% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 11% | 11% | 4% |
| Proficient | 10% | 13% | 24% |
| Advanced Proficient | 2% | 5% | 20% |

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 247 | 300 |
| 75th | 214 | 221 |
| 50th | 201 | 207 |
| 25th | 180 | 188 |
| 0th | 155 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 34 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 282 | 300 |
| 75th | 229 | 268 |
| 50th | 203 | 229 |
| 25th | 171 | 200 |
| 0th | 134 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 58 | 68 |

Grade Level - 04

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 244 | 300 |
| 75th | 218 | 219 |
| 50th | 204 | 202 |
| 25th | 189 | 186 |
| 0th | 161 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 29 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 258 | 264 |
| 50th | 209 | 228 |
| 25th | 189 | 195 |
| 0th | 135 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 69 | 69 |

State of New Jersey

2013-14

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-060

HORACE MANN #6

25 WEST 38TH STREET

BAYONNE, NJ 07002

Grade Level - 05

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 254 | 300 |
| 75th | 228 | 224 |
| 50th | 206 | 206 |
| 25th | 187 | 186 |
| 0th | 131 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 41 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 285 | 300 |
| 75th | 239 | 262 |
| 50th | 219 | 235 |
| 25th | 200 | 206 |
| 0th | 151 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 39 | 56 |

Grade Level - 06

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 247 | 300 |
| 75th | 227 | 230 |
| 50th | 210 | 211 |
| 25th | 197 | 192 |
| 0th | 171 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 30 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 250 | 259 |
| 50th | 228 | 228 |
| 25th | 208 | 201 |
| 0th | 158 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 42 | 58 |

State of New Jersey

2013-14

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-060

HORACE MANN #6

25 WEST 38TH STREET

BAYONNE, NJ 07002

Grade Level - 07

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 275 | 300 |
| 75th | 225 | 234 |
| 50th | 206 | 211 |
| 25th | 192 | 188 |
| 0th | 147 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 33 | 46 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 286 | 300 |
| 75th | 232 | 250 |
| 50th | 211 | 214 |
| 25th | 180 | 184 |
| 0th | 115 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 52 | 66 |

Grade Level - 08

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 255 | 300 |
| 75th | 236 | 238 |
| 50th | 223 | 221 |
| 25th | 208 | 204 |
| 0th | 151 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 28 | 34 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 259 | 259 |
| 50th | 227 | 227 |
| 25th | 200 | 192 |
| 0th | 129 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 59 | 67 |

State of New Jersey

2013-14

SCHOOL CLIMATE

HUDSON
BAYONNE CITY

GRADE SPAN PK-08

17-0220-060
HORACE MANN #6
25 WEST 38TH STREET
BAYONNE, NJ 07002

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2013-14 | 6 Hrs. 40 Mins. |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2013-14 | 3.5% |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

| 2013-14 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 35 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

| | School |
|---------|--------|
| 2013-14 | 0 |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2013-14 | School |
|----------------|--------|
| Faculty | 14 |
| Administrators | 594 |

| SCHOOL PEER GROUP | | | HORACE MANN #6 | | 17-0220-060 | | | |
|---|--------------------------|--|----------------|---------------|-------------|------|-------|--|
| This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs. | | | | | | | | |
| COUNTY NAME | DISTRICT NAME | SCHOOL NAME | CDS CODE | GRAD ESPAN | FRPL | LEP | SpED | |
| ATLANTIC | BRIGANTINE CITY | BRIGANTINE NORTH MIDDLE SCHOOL | 01-0570-030 | 05-08 | 51.2% | 1.1% | 19.9% | |
| ATLANTIC | GALLOWAY TWP | GALLOWAY TOWNSHIP MIDDLE SCHOOL | 01-1690-016 | 07-08 | 50.3% | 0.9% | 19.7% | |
| ATLANTIC | VENTNOR CITY | VENTNOR MIDDLE SCHOOL | 01-5350-040 | 05-08 | 67.0% | 2.5% | 12.2% | |
| ATLANTIC | WEYMOUTH TWP | WEYMOUTH TOWNSHIP ELEMENTARY SCHOOL | 01-5760-020 | PK-08 | 47.4% | 0.0% | 18.8% | |
| BURLINGTON | BEVERLY CITY | BEVERLY CITY SCHOOL | 05-0380-025 | PK-08 | 69.5% | 5.1% | 21.6% | |
| BURLINGTON | PEMBERTON TWP | HELEN A. FORT/MARCUS NEWCOMB MIDDLE SCHOOL | 05-4050-050 | 06-08 | 50.2% | 0.3% | 16.4% | |
| BURLINGTON | RIVERSIDE TWP | RIVERSIDE MIDDLE SCHOOL | 05-4450-070 | 06-08 | 52.8% | 1.9% | 19.7% | |
| CAMDEN | BROOKLAWN BORO | ALICE COSTELLO ELEMENTARY SCHOOL | 07-0580-010 | PK-08 | 55.6% | 0.0% | 14.3% | |
| CAMDEN | CLEMENTON BORO | CLEMENTON ELEMENTARY SCHOOL | 07-0880-010 | PK-08 | 64.3% | 2.2% | 16.2% | |
| CAMDEN | GLOUCESTER TWP | CHARLES W. LEWIS MIDDLE SCHOOL | 07-1780-035 | 06-08 | 53.9% | 2.6% | 22.2% | |
| CAMDEN | MOUNT EPHRAIM BORO | RAYWOOD W. KERSHAW SCHOOL | 07-3420-020 | 05-08 | 38.4% | 0.0% | 24.3% | |
| CAPE MAY | LOWER CAPE MAY REGIONAL | RICHARD M. TEITELMAN MIDDLE SCHOOL | 09-2820-060 | 07-08 | 46.0% | 0.2% | 23.2% | |
| CAPE MAY | MIDDLE TWP | MIDDLE TOWNSHIP ELEMENTARY #4 | 09-3130-091 | 06-08 | 42.8% | 0.2% | 22.2% | |
| CAPE MAY | NORTH WILDWOOD CITY | MARGARET MACE ELEMENTARY SCHOOL | 09-3680-060 | PK-08 | 49.7% | 1.9% | 22.3% | |
| CHARTERS | CENTRAL JERSEY ARTS CS | CENTRAL JERSEY ARTS CHARTER SCHOOL | 80-6217-910 | KG-08 | 59.4% | 0.0% | 6.7% | |
| CHARTERS | GRAY CS | THE GRAY CHARTER SCHOOL | 80-6665-930 | KG-08 | 68.6% | 0.0% | 0.0% | |
| CHARTERS | JERSEY CITY GOLDEN DOOR | JERSEY CITY GOLDEN DOOR CHARTER SCHOOL | 80-6915-950 | KG-08 | 65.5% | 2.5% | 11.3% | |
| CUMBERLANI | DOWNE TWP | DOWNE TOWNSHIP ELEMENTARY SCHOOL | 11-1120-045 | PK-08 | 51.0% | 0.0% | 14.3% | |
| CUMBERLANI | LAWRENCE TWP | MYRON L. POWELL ELEMENTARY SCHOOL | 11-2570-030 | PK-08 | 62.6% | 2.4% | 12.0% | |
| ESSEX | BELLEVILLE TOWN | BELLEVILLE MIDDLE SCHOOL | 13-0250-025 | 06-08 | 59.6% | 2.4% | 16.2% | |
| GLOUCESTER | CLAYTON BORO | CLAYTON MIDDLE SCHOOL | 15-0860-045 | 06-08 | 55.5% | 1.9% | 18.1% | |
| HUDSON | BAYONNE CITY | HORACE MANN #6 | 17-0220-060 | PK-08 | 50.8% | 0.5% | 16.4% | |
| HUDSON | BAYONNE CITY | MARY J. DONOHOE #4 | 17-0220-080 | PK-08 | 60.4% | 0.0% | 4.0% | |
| HUDSON | HUDSON COUNTY VOCATIONAL | EXPLORE 2000 MIDDLE SCHOOL | 17-2295-090 | 06-08 | 57.1% | 0.0% | 8.2% | |
| HUDSON | JERSEY CITY | ACADEMY I | 17-2390-095 | 06-08 | 69.9% | 1.5% | 6.9% | |
| HUDSON | NORTH BERGEN TWP | HORACE MANN ELEMENTARY SCHOOL | 17-3610-070 | 01-08 | 54.3% | 0.6% | 10.5% | |
| HUDSON | NORTH BERGEN TWP | MCKINLEY ELEMENTARY SCHOOL | 17-3610-100 | KG-08 | 60.1% | 0.9% | 14.8% | |
| MIDDLESEX | NEW BRUNSWICK CITY | WOODROW WILSON ELEMENTARY SCHOOL | 23-3530-140 | PK-08 | 69.4% | 3.2% | 16.3% | |
| MONMOUTH | BRADLEY BEACH BORO | BRADLEY BEACH ELEMENTARY SCHOOL | 25-0500-020 | PK-08 | 50.2% | 0.0% | 13.0% | |
| OCEAN | PINELANDS REGIONAL | PINELANDS REGIONAL JUNIOR HIGH SCHOOL | 29-4105-060 | 07-09 | 46.7% | 0.4% | 18.8% | |
| UNION | RAHWAY CITY | RAHWAY 7TH & 8TH GRADE ACADEMY | 39-4290-060 | 07-08 | 58.6% | 2.8% | 18.1% | |



State of New Jersey

2013-14

17-0220-040

JOHN M. BAILEY #12

75 WEST 10TH STREET

BAYONNE, NJ 07002

OVERVIEW

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **lags in comparison** to schools across the state. Additionally, its student growth performance **is about average when compared** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 64 | 40 | 0% |
| College and Career Readiness | 64 | 48 | 50% |
| Student Growth | 47 | 32 | 100% |

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **40%** of schools statewide as noted by its statewide percentile and **64%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **0%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **48%** of schools statewide as noted by its statewide percentile and **64%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **50%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **32%** of schools statewide as noted by its statewide percentile and **47%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

State of New Jersey

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JOHN M. BAILEY #12

75 WEST 10TH STREET

BAYONNE, NJ 07002

DEMOGRAPHIC INFORMATION

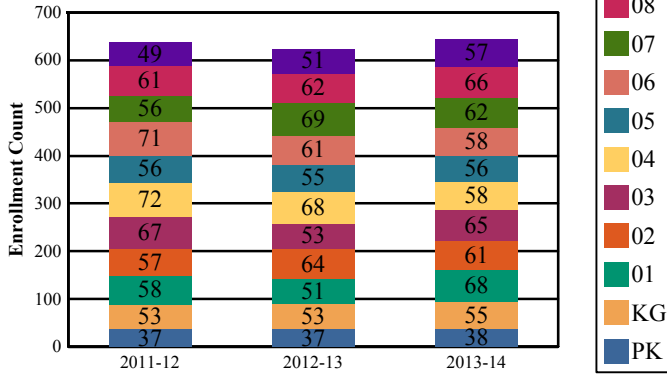
HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



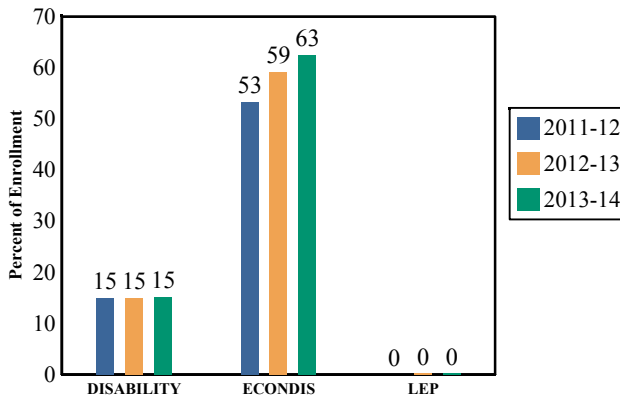
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

| | |
|---------|-----|
| 2011-12 | 637 |
| 2012-13 | 624 |
| 2013-14 | 644 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 98 | 15% |
| Economically Disadvantaged Students | 403 | 62.6% |
| Limited English Proficient Students | 2 | 0.3% |

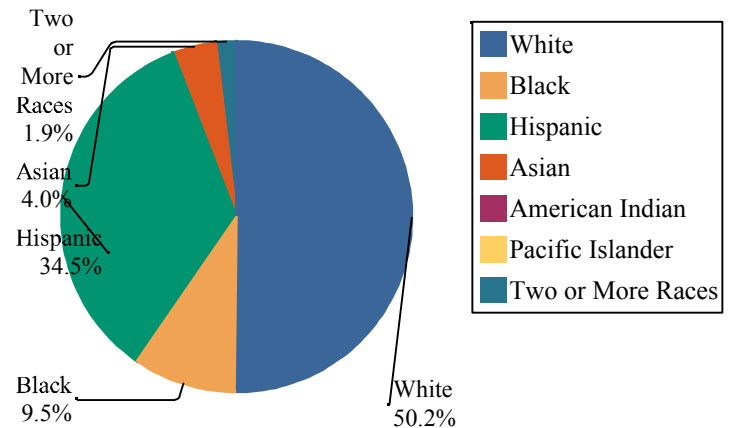
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2013-14 | Percent |
|---------|---------|
| English | 77.0% |
| Arabic | 9.4% |
| Spanish | 9.2% |
| Urdu | 0.8% |
| Italian | 0.6% |
| Polish | 0.5% |
| Other | 2.7% |

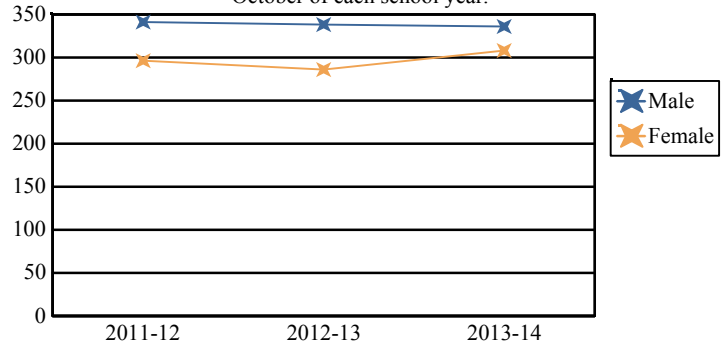
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|------|--------|
| 2011-12 | 341 | 296 |
| 2012-13 | 338 | 286 |
| 2013-14 | 336 | 308 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile | Percent of Targets Met |
|---|------------------------|-----------------|------------------|------------------------|
| NJASK Language Arts Proficiency and above | 62% | 62 | 36 | 0% |
| NJASK Math Proficiency and above | 72% | 65 | 43 | 0% |
| SUMMARY - Academic Achievement | | 64 | 40 | 0% |

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

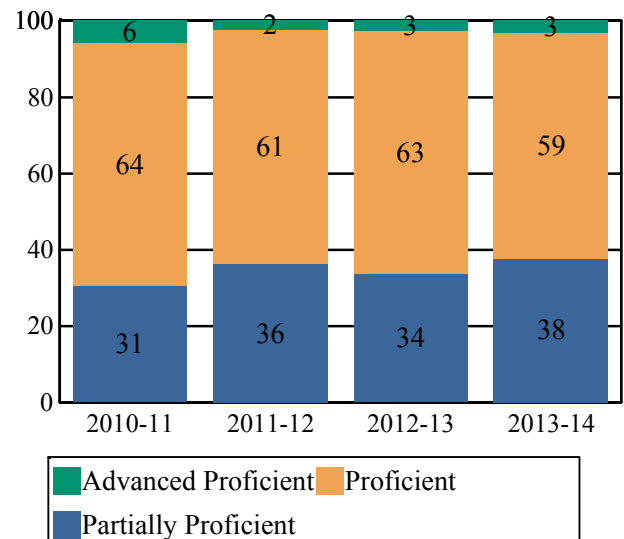
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 361 | 62.3 | 77.2 | NO |
| White | 187 | 65.2 | 80 | NO |
| Black | - | - | | -- |
| Hispanic | 125 | 60 | 72.3 | NO |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 54 | 24.1 | 54.2 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 214 | 57.9 | 70.4 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

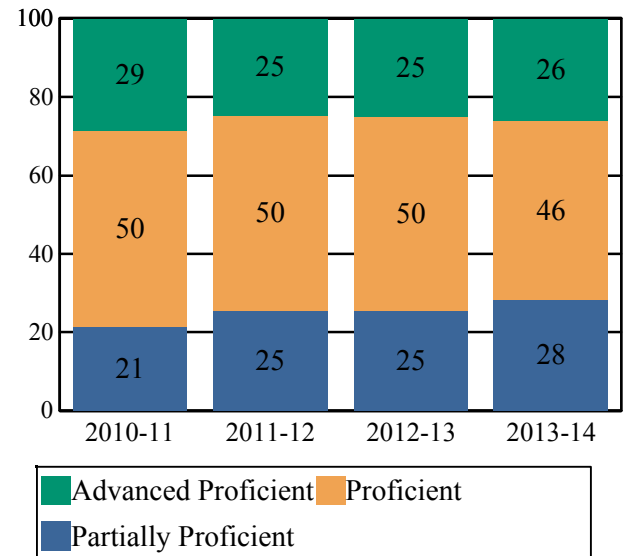
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 361 | 71.7 | 84 | NO |
| White | 187 | 76.5 | 87.9 | NO |
| Black | - | - | | -- |
| Hispanic | 125 | 66.4 | 78.7 | NO |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 54 | 27.8 | 66.2 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 214 | 70.5 | 79.8 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 3% | 62% | 35% |
| White | 3% | 57% | 40% |
| Black | - | - | - |
| Hispanic | 0% | 61% | 39% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 2% | 60% | 38% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

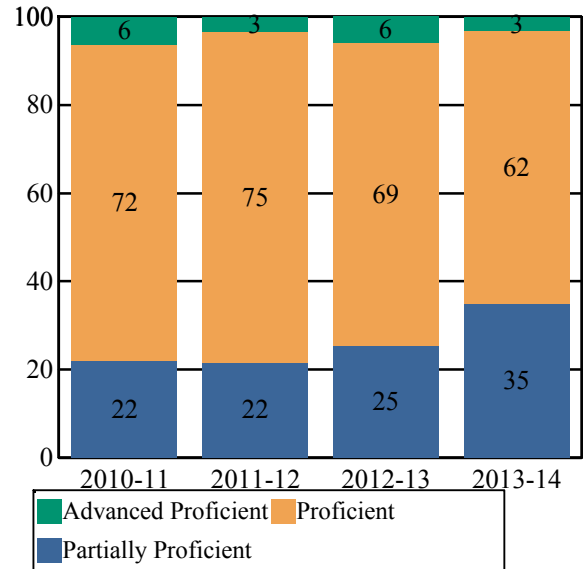
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 5% | 58% | 36% |
| White | 10% | 70% | 20% |
| Black | - | - | - |
| Hispanic | 0% | 47% | 53% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 50% | 50% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

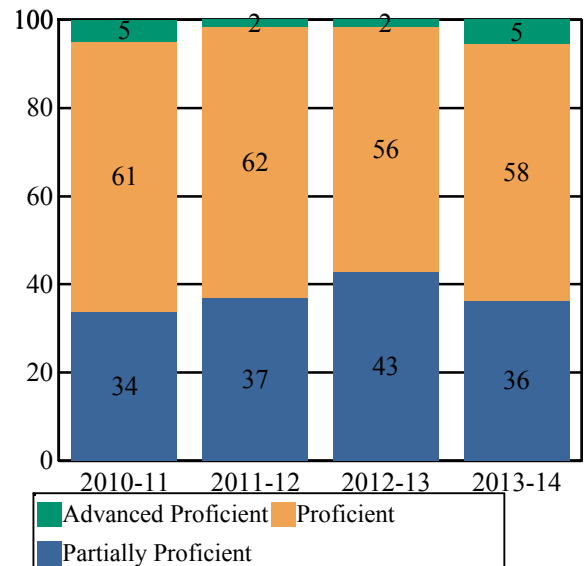
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 2% | 62% | 36% |
| White | 0% | 65% | 35% |
| Black | - | - | - |
| Hispanic | 4% | 61% | 35% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 59% | 41% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 06

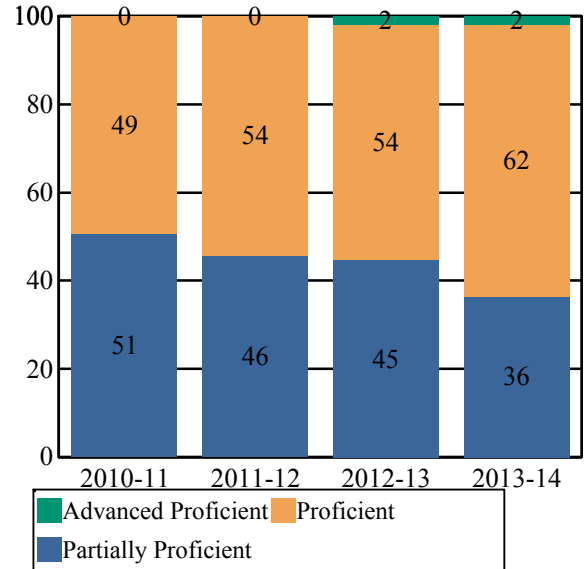
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 2% | 60% | 38% |
| White | 3% | 66% | 31% |
| Black | - | - | - |
| Hispanic | 0% | 58% | 42% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 3% | 58% | 39% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

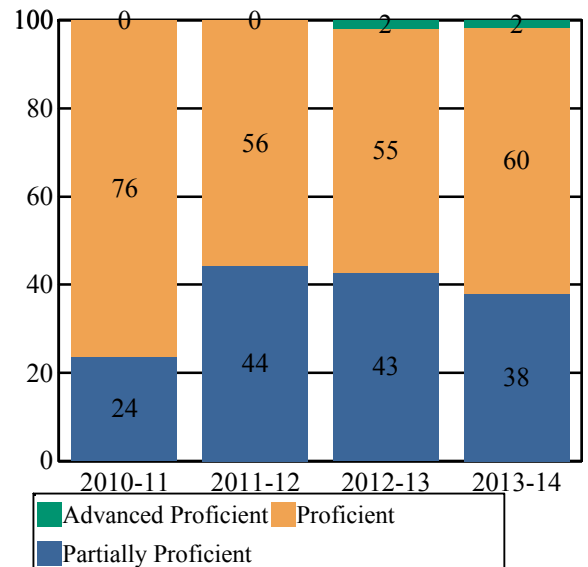
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 2% | 51% | 47% |
| White | 3% | 58% | 39% |
| Black | - | - | - |
| Hispanic | 0% | 38% | 63% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 55% | 45% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 08

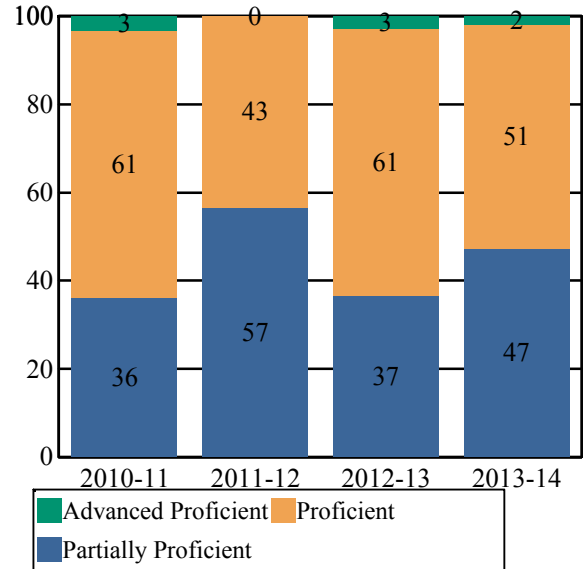
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 4% | 61% | 35% |
| White | 7% | 51% | 41% |
| Black | - | - | - |
| Hispanic | 0% | 78% | 22% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 12% | 88% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 57% | 43% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

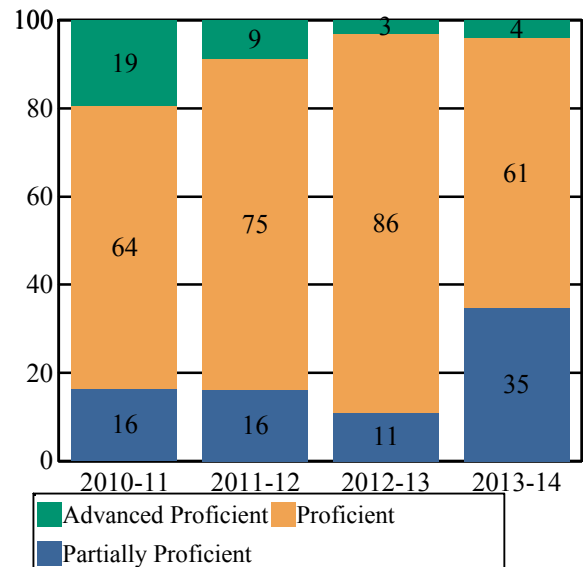
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



State of New Jersey

2013-14

17-0220-040

JOHN M. BAILEY #12

75 WEST 10TH STREET

BAYONNE, NJ 07002

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

State of New Jersey

2013-14

17-0220-040

JOHN M. BAILEY #12

75 WEST 10TH STREET

BAYONNE, NJ 07002

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 37% | 43% | 21% |
| White | 43% | 40% | 17% |
| Black | - | - | - |
| Hispanic | 26% | 43% | 30% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 24% | 53% | 22% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

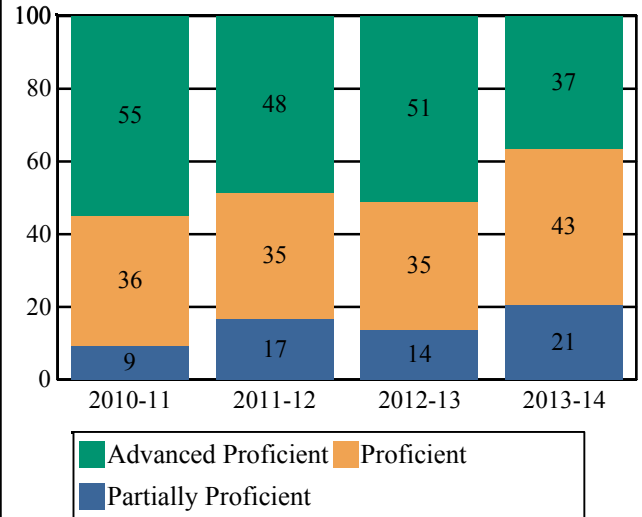
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 38% | 38% | 24% |
| White | 57% | 33% | 10% |
| Black | - | - | - |
| Hispanic | 18% | 41% | 41% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 25% | 46% | 29% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

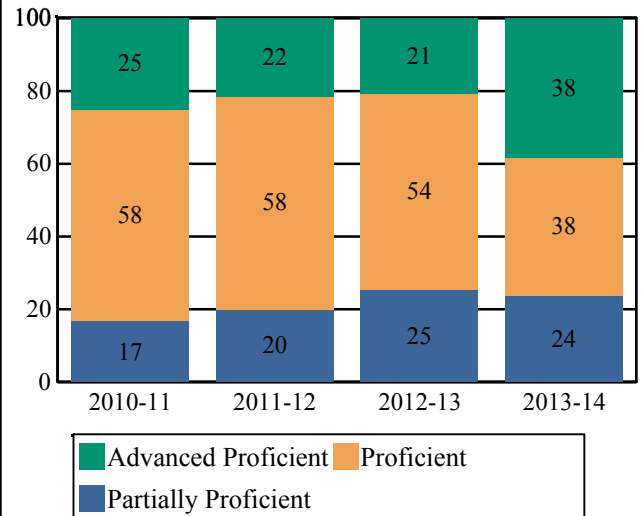
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 31% | 51% | 18% |
| White | 35% | 48% | 17% |
| Black | - | - | - |
| Hispanic | 26% | 52% | 22% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 31% | 44% | 25% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 06

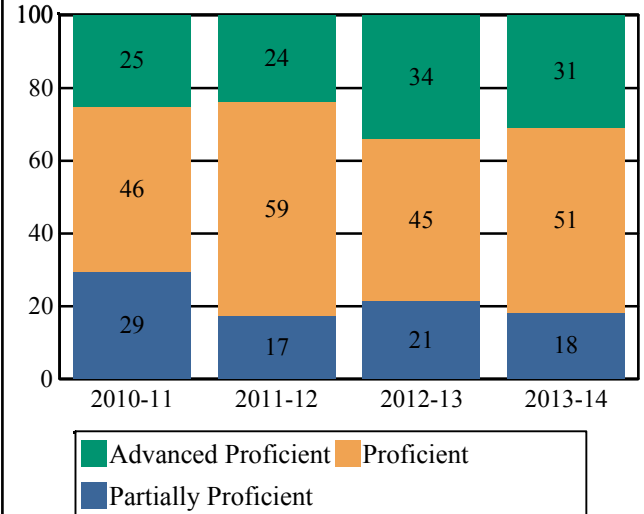
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 34% | 48% | 17% |
| White | 44% | 41% | 16% |
| Black | - | - | - |
| Hispanic | 21% | 63% | 16% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 27% | 55% | 18% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

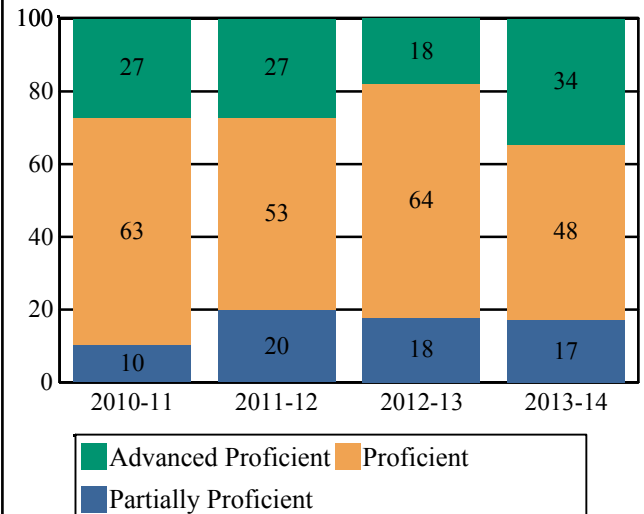
NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 5% | 47% | 47% |
| White | 10% | 48% | 42% |
| Black | - | - | - |
| Hispanic | 0% | 44% | 56% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 69% | 31% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 08

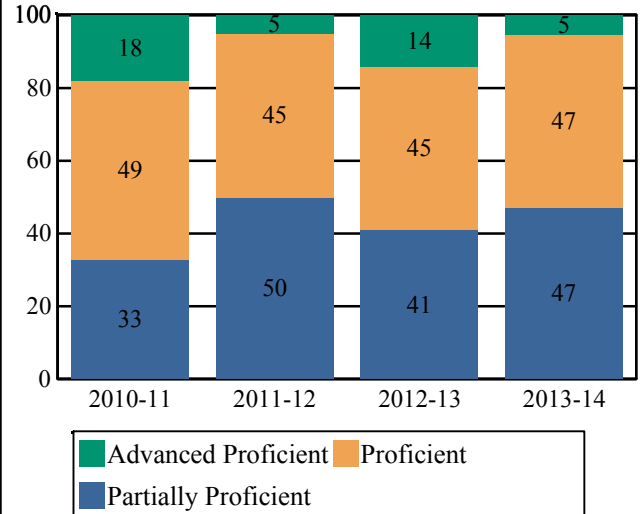
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 13% | 47% | 40% |
| White | 17% | 49% | 34% |
| Black | - | - | - |
| Hispanic | 7% | 52% | 41% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 11% | 43% | 47% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

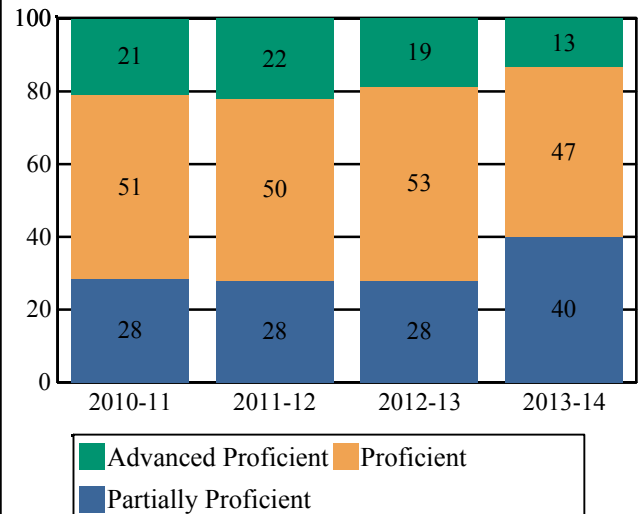
NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

JOHN M. BAILEY #12

75 WEST 10TH STREET

BAYONNE, NJ 07002

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 42% | 49% | 9% |
| White | 60% | 37% | 3% |
| Black | - | - | - |
| Hispanic | 18% | 65% | 18% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 39% | 43% | 18% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Science Grade Level - 08

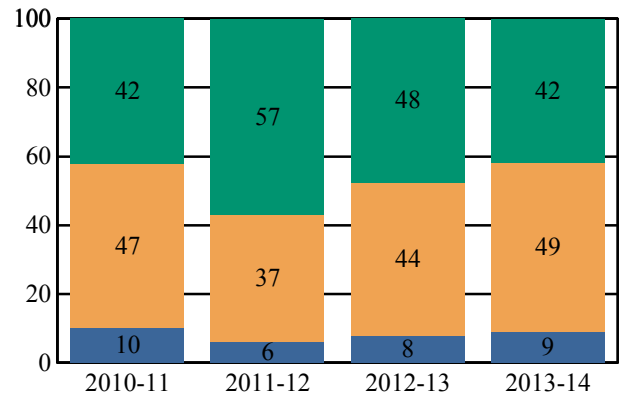
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 8% | 65% | 27% |
| White | 12% | 63% | 24% |
| Black | - | - | - |
| Hispanic | 4% | 74% | 22% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 2% | 68% | 30% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

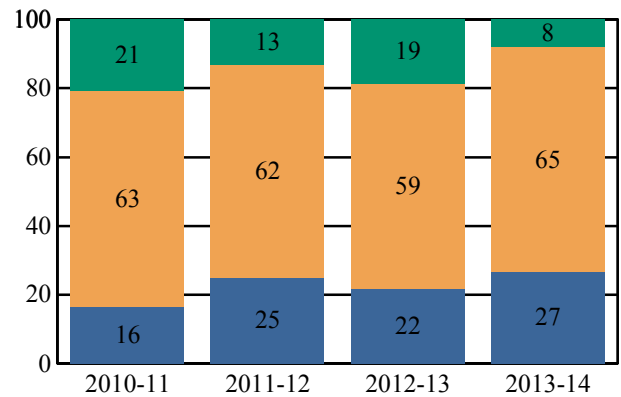
This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

COLLEGE AND CAREER READINESS

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---|--------------------|-----------------|----------------------|------------------|-------------|
| Students taking Algebra (%) | 44% | 84 | 68 | 20% | YES |
| Chronic Absenteeism (%) | 10% | 43 | 27 | 6% | NO |
| Summary | | 64 | 48 | | 50% |

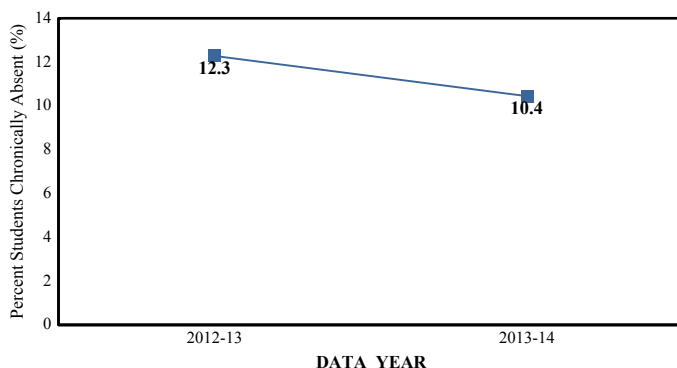
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
|-----------------------------|--------|
| Students taking Algebra I | 44% |
| Algebra grade (C or better) | 97% |

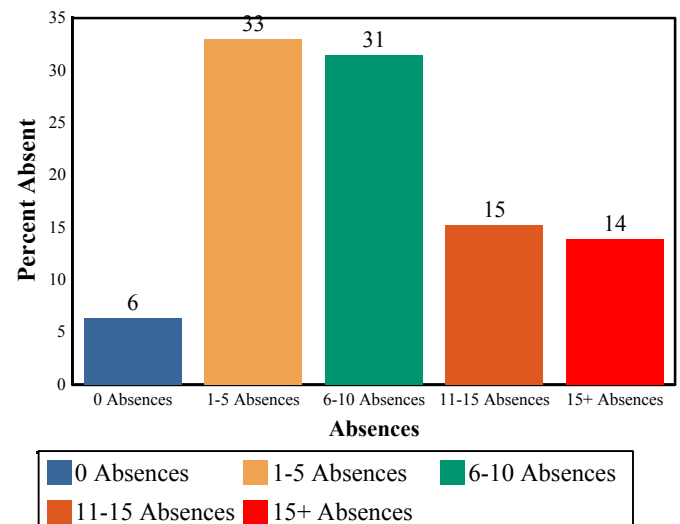
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



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JOHN M. BAILEY #12

75 WEST 10TH STREET

BAYONNE, NJ 07002

STUDENT GROWTH

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

| Student Growth Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---------------------------------|------------------------|-----------------|----------------------|------------------|-------------|
| Student Growth on Language Arts | 44 | 42 | 30 | 35 | YES |
| Student Growth on Math | 45 | 52 | 34 | 35 | YES |
| | | 47 | 32 | | 100% |

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 22% | 10% | 4% |
| Proficient | 17% | 22% | 20% |
| Advanced Proficient | 0% | 0% | 3% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 17% | 8% | 3% |
| Proficient | 18% | 16% | 14% |
| Advanced Proficient | 3% | 10% | 11% |

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

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WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 256 | 300 |
| 75th | 218 | 221 |
| 50th | 207 | 207 |
| 25th | 185 | 188 |
| 0th | 142 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 33 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 268 | 268 |
| 50th | 233 | 229 |
| 25th | 210 | 200 |
| 0th | 128 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 58 | 68 |

Grade Level - 04

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 250 | 300 |
| 75th | 222 | 219 |
| 50th | 202 | 202 |
| 25th | 192 | 186 |
| 0th | 145 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 30 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 254 | 264 |
| 50th | 238 | 228 |
| 25th | 202 | 195 |
| 0th | 160 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 52 | 69 |

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Grade Level - 05

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 245 | 300 |
| 75th | 218 | 224 |
| 50th | 200 | 206 |
| 25th | 189 | 186 |
| 0th | 163 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 29 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 287 | 300 |
| 75th | 254 | 262 |
| 50th | 228 | 235 |
| 25th | 209 | 206 |
| 0th | 167 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 45 | 56 |

Grade Level - 06

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 250 | 300 |
| 75th | 218 | 230 |
| 50th | 208 | 211 |
| 25th | 192 | 192 |
| 0th | 134 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 26 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 251 | 259 |
| 50th | 221 | 228 |
| 25th | 201 | 201 |
| 0th | 116 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 50 | 58 |

State of New Jersey

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JOHN M. BAILEY #12

75 WEST 10TH STREET

BAYONNE, NJ 07002

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Grade Level - 07

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 281 | 300 |
| 75th | 217 | 234 |
| 50th | 200 | 211 |
| 25th | 182 | 188 |
| 0th | 143 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 35 | 46 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 264 | 300 |
| 75th | 214 | 250 |
| 50th | 200 | 214 |
| 25th | 184 | 184 |
| 0th | 136 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 30 | 66 |

Grade Level - 08

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 262 | 300 |
| 75th | 226 | 238 |
| 50th | 212 | 221 |
| 25th | 189 | 204 |
| 0th | 153 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 37 | 34 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 230 | 259 |
| 50th | 206 | 227 |
| 25th | 169 | 192 |
| 0th | 104 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 61 | 67 |



State of New Jersey

2013-14

SCHOOL CLIMATE

HUDSON
BAYONNE CITY

GRADE SPAN PK-08

17-0220-040
JOHN M. BAILEY #12
75 WEST 10TH STREET
BAYONNE, NJ 07002

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2013-14 | 6 Hrs. 40 Mins. |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2013-14 | 3.7% |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

| 2013-14 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 35 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

| | School |
|---------|--------|
| 2013-14 | 0 |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2013-14 | School |
|----------------|--------|
| Faculty | 13 |
| Administrators | 644 |

| SCHOOL PEER GROUP | | JOHN M. BAILEY #12 | 17-0220-040 | | | | |
|---|---------------------------|-------------------------------------|-------------|------------|-------|------|-------|
| This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs. | | | | | | | |
| COUNTY NAME | DISTRICT NAME | SCHOOL NAME | CDS CODE | GRAD ESPAN | FRPL | LEP | SpED |
| ATLANTIC | BRIGANTINE CITY | BRIGANTINE NORTH MIDDLE SCHOOL | 01-0570-030 | 05-08 | 51.2% | 1.1% | 19.9% |
| ATLANTIC | BUENA REGIONAL | BUENA REGIONAL MIDDLE SCHOOL | 01-0590-030 | 06-08 | 49.2% | 0.0% | 20.7% |
| ATLANTIC | GALLOWAY TWP | GALLOWAY TOWNSHIP MIDDLE SCHOOL | 01-1690-016 | 07-08 | 50.3% | 0.9% | 19.7% |
| ATLANTIC | VENTNOR CITY | VENTNOR MIDDLE SCHOOL | 01-5350-040 | 05-08 | 67.0% | 2.5% | 12.2% |
| ATLANTIC | WEYMOUTH TWP | WEYMOUTH TOWNSHIP ELEMENTARY SCHOOL | 01-5760-020 | PK-08 | 47.4% | 0.0% | 18.8% |
| BURLINGTON | MOUNT HOLLY TWP | F. W. HOLBEIN MIDDLE SCHOOL | 05-3430-060 | 06-08 | 59.9% | 1.9% | 23.3% |
| BURLINGTON | WILLINGBORO TWP | WILLINGBORO MEMORIAL MIDDLE SCHOOL | 05-5805-057 | 06-08 | 63.7% | 0.9% | 21.3% |
| CAMDEN | BROOKLAWN BORO | ALICE COSTELLO ELEMENTARY SCHOOL | 07-0580-010 | PK-08 | 55.6% | 0.0% | 14.3% |
| CAMDEN | CLEMENTON BORO | CLEMENTON ELEMENTARY SCHOOL | 07-0880-010 | PK-08 | 64.3% | 2.2% | 16.2% |
| CAMDEN | PENNSAUKEN TWP | HOWARD M PHIFER MIDDLE SCHOOL | 07-4060-055 | 07-08 | 68.8% | 1.8% | 21.8% |
| CAMDEN | PINE HILL BORO | PINE HILL MIDDLE SCHOOL | 07-4110-100 | 06-08 | 51.6% | 0.3% | 22.2% |
| CAMDEN | WINSLOW TWP | WINSLOW TOWNSHIP MIDDLE SCHOOL | 07-5820-020 | 07-08 | 59.0% | 0.4% | 17.6% |
| CAPE MAY | LOWER CAPE MAY REGIONAL | RICHARD M. TEITELMAN MIDDLE SCHOOL | 09-2820-060 | 07-08 | 46.0% | 0.2% | 23.2% |
| CAPE MAY | WOODBINE BORO | WOODBINE ELEMENTARY SCHOOL | 09-5840-050 | PK-08 | 69.7% | 3.2% | 26.2% |
| CHARTERS | CENTRAL JERSEY ARTS CS | CENTRAL JERSEY ARTS CHARTER SCHOOL | 80-6217-910 | KG-08 | 59.4% | 0.0% | 6.7% |
| CHARTERS | GRAY CS | THE GRAY CHARTER SCHOOL | 80-6665-930 | KG-08 | 68.6% | 0.0% | 0.0% |
| CHARTERS | GREAT OAKS CHARTER SCHOOL | GREAT OAKS CHARTER SCHOOL | 80-6053-917 | 06-09 | 67.2% | 0.0% | 13.0% |
| CUMBERLANI | DOWNE TWP | DOWNE TOWNSHIP ELEMENTARY SCHOOL | 11-1120-045 | PK-08 | 51.0% | 0.0% | 14.3% |
| CUMBERLANI | VINELAND CITY | ANTHONY ROSSI MIDDLE SCHOOL | 11-5390-065 | 06-08 | 56.4% | 0.9% | 19.1% |
| HUDSON | BAYONNE CITY | HENRY E. HARRIS #1 | 17-0220-050 | PK-08 | 57.3% | 0.0% | 13.5% |
| HUDSON | BAYONNE CITY | JOHN M. BAILEY #12 | 17-0220-040 | PK-08 | 62.6% | 0.3% | 16.2% |
| HUDSON | BAYONNE CITY | LINCOLN COMMUNITY SCHOOL #5 | 17-0220-070 | PK-08 | 65.7% | 0.0% | 13.8% |
| HUDSON | BAYONNE CITY | WASHINGTON COMMUNITY SCHOOL #9 | 17-0220-120 | PK-08 | 60.9% | 0.0% | 26.5% |
| HUDSON | JERSEY CITY | ACADEMY I | 17-2390-095 | 06-08 | 69.9% | 1.5% | 6.9% |
| HUDSON | NORTH BERGEN TWP | MCKINLEY ELEMENTARY SCHOOL | 17-3610-100 | KG-08 | 60.1% | 0.9% | 14.8% |
| MIDDLESEX | NEW BRUNSWICK CITY | WOODROW WILSON ELEMENTARY SCHOOL | 23-3530-140 | PK-08 | 69.4% | 3.2% | 16.3% |
| MONMOUTH | EATONTOWN BORO | MEMORIAL MIDDLE SCHOOL | 25-1260-070 | 07-08 | 47.7% | 0.0% | 22.8% |
| MONMOUTH | NEPTUNE TWP | NEPTUNE MIDDLE SCHOOL | 25-3510-055 | 06-08 | 59.1% | 1.2% | 19.7% |
| OCEAN | LAKEHURST BORO | LAKEHURST ELEMENTARY SCHOOL | 29-2500-050 | PK-08 | 54.6% | 1.2% | 21.6% |
| SALEM | PENNS GRV-CARNEY'S PT REG | PENNS GROVE MIDDLE SCHOOL | 33-4070-105 | 06-08 | 67.4% | 2.2% | 25.3% |
| WARREN | PHILLIPSBURG TOWN | PHILLIPSBURG MIDDLE SCHOOL | 41-4100-110 | 06-08 | 69.9% | 0.9% | 24.0% |



State of New Jersey

2013-14

17-0220-070

OVERVIEW

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

LINCOLN COMMUNITY SCHOOL #5

208 PROSPECT AVENUE

BAYONNE, NJ 07002

This school's academic performance **lags in comparison** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **significantly lags in comparison** to schools across the state. Additionally, its student growth performance **significantly lags in comparison** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 63 | 37 | 0% |
| College and Career Readiness | 61 | 49 | 50% |
| Student Growth | 12 | 10 | 50% |

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being equal to or above the 80th percentile.

High Performance is defined as being between the 60th and 79.9th percentiles.

Average Performance is defined as being between the 40th and 59.9th percentiles.

Lagging Performance is defined as being between the 20th and 39.9th percentiles.

Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **37%** of schools statewide as noted by its statewide percentile and **63%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **0%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **49%** of schools statewide as noted by its statewide percentile and **61%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **50%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **10%** of schools statewide as noted by its statewide percentile and **12%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **50%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.



State of New Jersey

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LINCOLN COMMUNITY SCHOOL #5

208 PROSPECT AVENUE

BAYONNE, NJ 07002

DEMOGRAPHIC INFORMATION

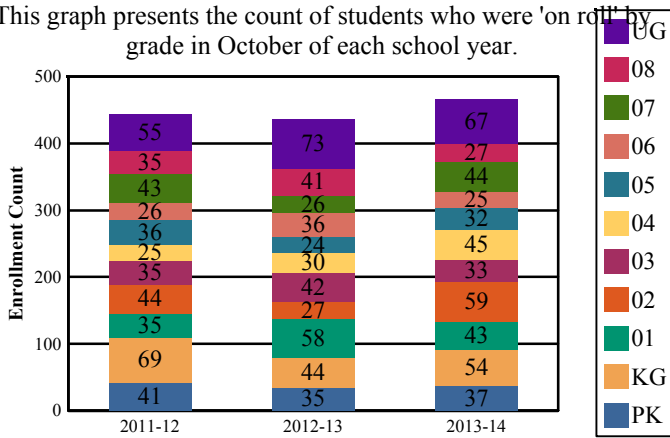
HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



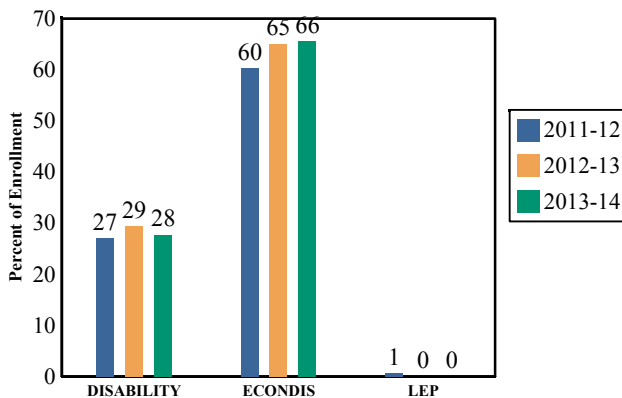
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

| | |
|---------|-----|
| 2011-12 | 444 |
| 2012-13 | 436 |
| 2013-14 | 466 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 129 | 28% |
| Economically Disadvantaged Students | 306 | 65.7% |
| Limited English Proficient Students | 0 | 0.0% |

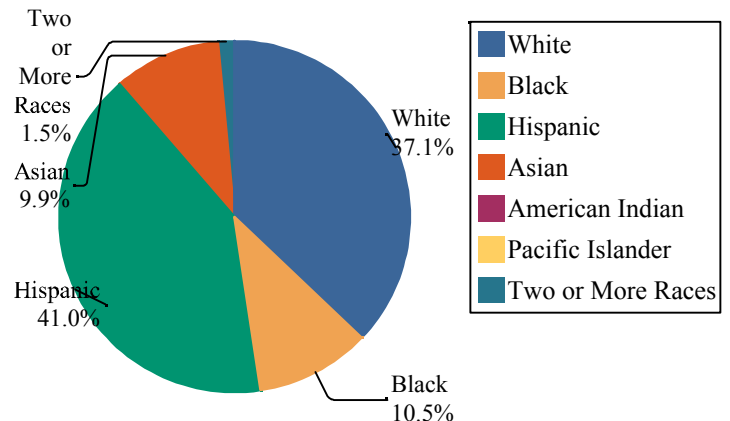
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2013-14 | Percent |
|----------|---------|
| English | 73.9% |
| Spanish | 11.7% |
| Arabic | 7.6% |
| Pilipino | 1.4% |
| Chinese | 1.0% |
| Urdu | 1.0% |
| Other | 3.3% |

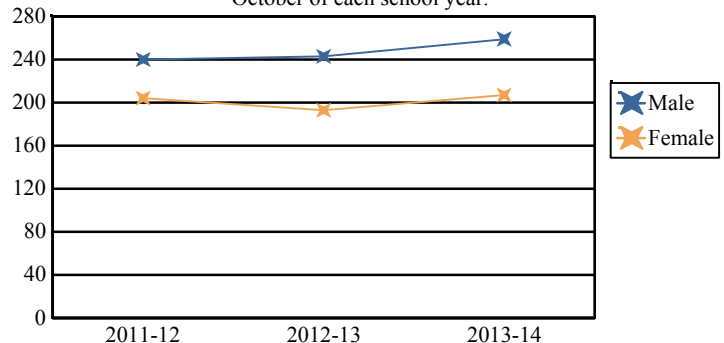
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|------|--------|
| 2011-12 | 240 | 204 |
| 2012-13 | 243 | 193 |
| 2013-14 | 259 | 207 |

ACADEMIC ACHIEVEMENT

HUDSON
BAYONNE CITY
GRADE SPAN PK-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile | Percent of Targets Met |
|---|------------------------|-----------------|------------------|------------------------|
| NJASK Language Arts Proficiency and above | 64% | 71 | 39 | 0% |
| NJASK Math Proficiency and above | 67% | 55 | 34 | 0% |
| SUMMARY - Academic Achievement | | 63 | 37 | 0% |

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

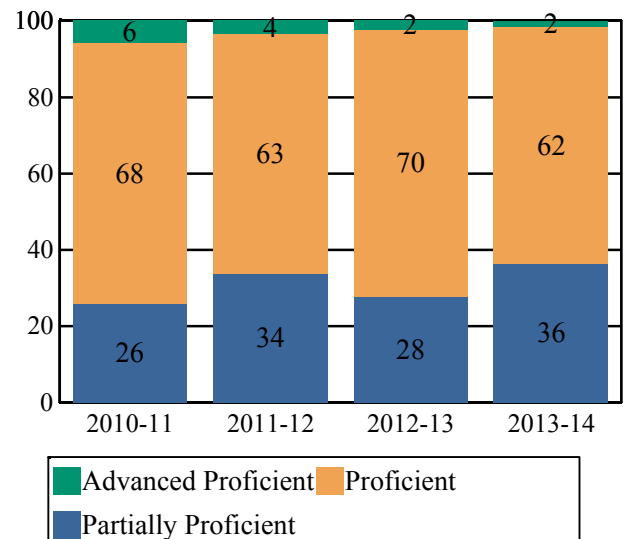
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 187 | 63.6 | 80.7 | NO |
| White | 53 | 62.3 | 77.1 | NO |
| Black | - | - | | -- |
| Hispanic | 84 | 65.5 | 80.4 | NO |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 39 | 30.8 | 57.3 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 132 | 65.9 | 80.6 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

HUDSON
BAYONNE CITY
GRADE SPAN PK-08

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

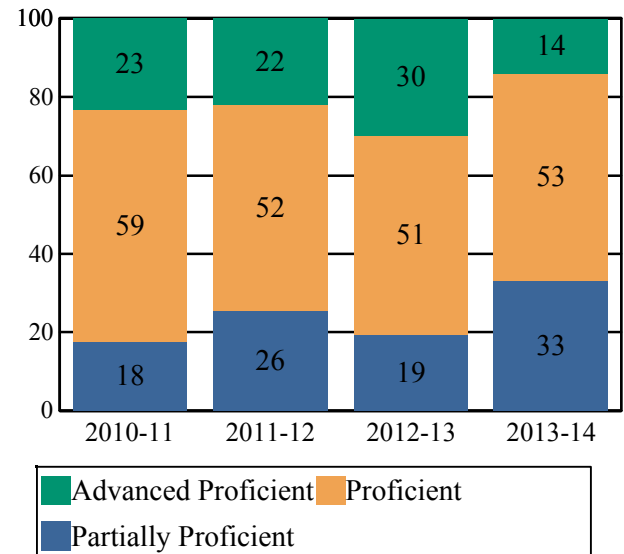
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 187 | 66.8 | 86.9 | NO |
| White | 53 | 62.3 | 81 | NO |
| Black | - | - | | -- |
| Hispanic | 84 | 66.7 | 90 | NO |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 39 | 28.2 | 64.3 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 132 | 66.7 | 87.9 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 8% | 69% | 23% |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 6% | 72% | 22% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

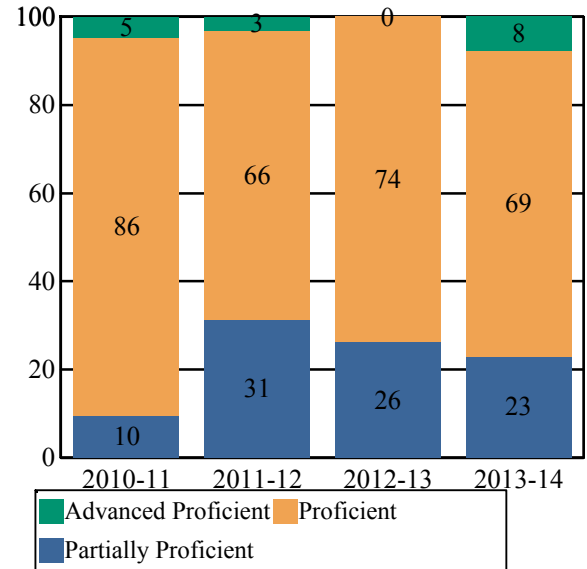
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 57% | 43% |
| White | 0% | 57% | 43% |
| Black | - | - | - |
| Hispanic | 0% | 54% | 46% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 66% | 34% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

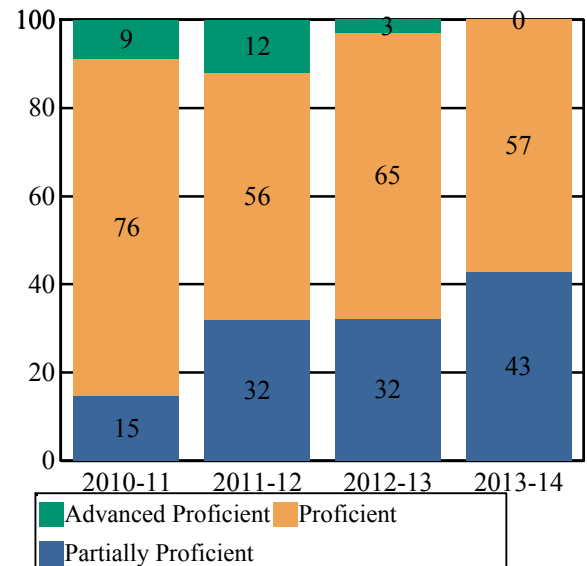
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 67% | 33% |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | 0% | 57% | 43% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 65% | 35% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 06

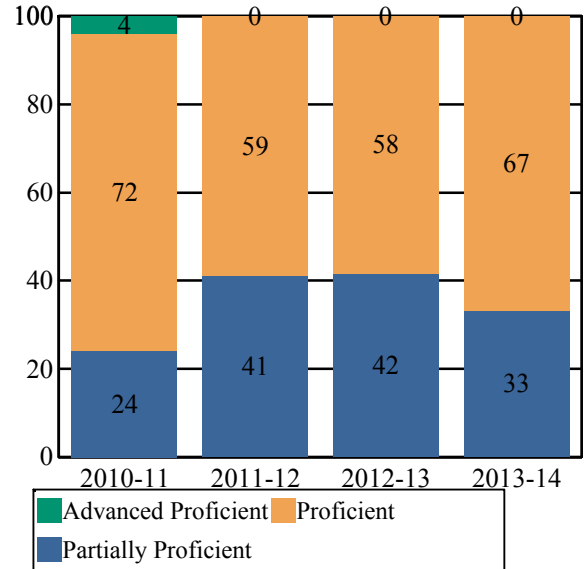
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 5% | 68% | 27% |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 7% | 64% | 29% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

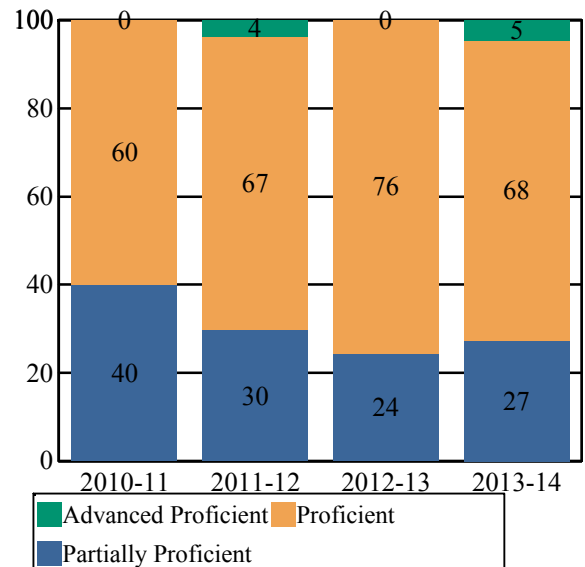
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 48% | 52% |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | 0% | 57% | 43% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 52% | 48% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 08

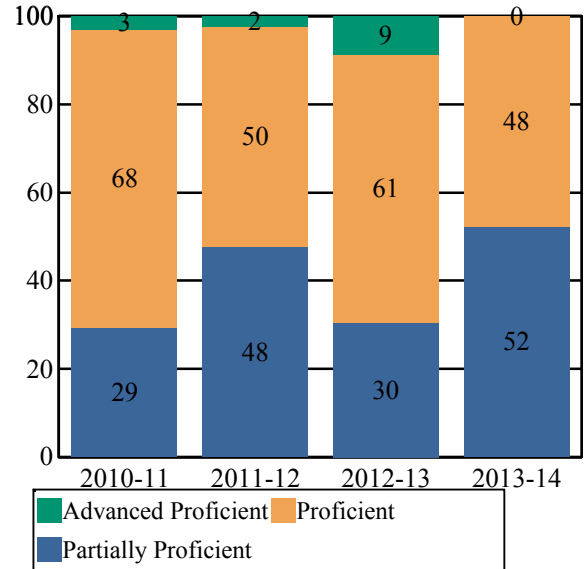
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 75% | 25% |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | 0% | 75% | 25% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 75% | 25% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

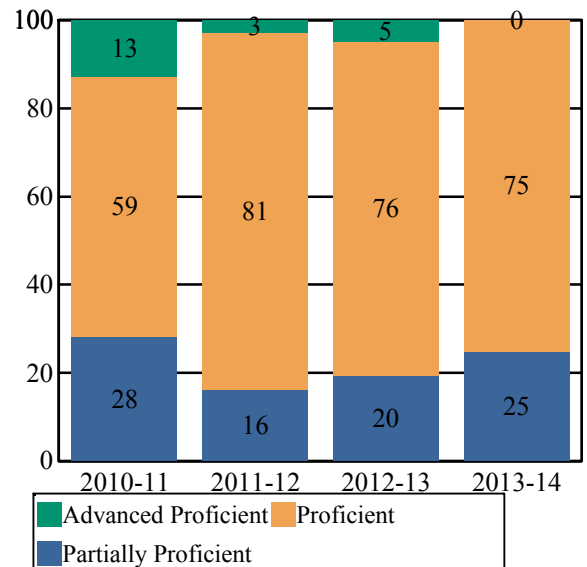
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

LINCOLN COMMUNITY SCHOOL #5

208 PROSPECT AVENUE

BAYONNE, NJ 07002

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

ACADEMIC ACHIEVEMENT

HUDSON
BAYONNE CITY
GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 42% | 38% | 19% |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 33% | 44% | 22% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

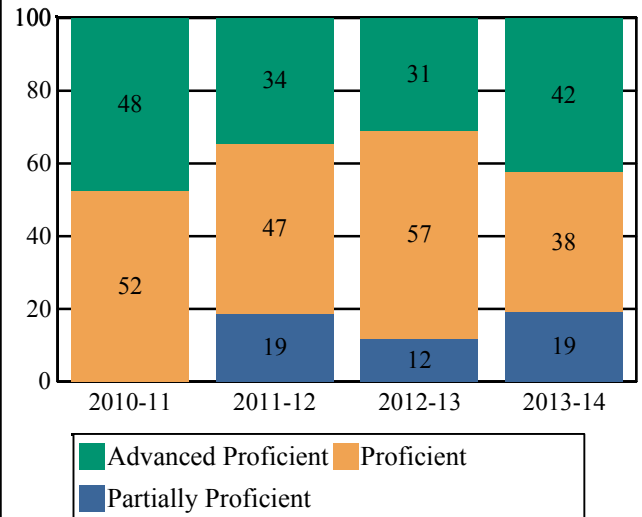
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 17% | 57% | 26% |
| White | 14% | 57% | 29% |
| Black | - | - | - |
| Hispanic | 8% | 62% | 31% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 21% | 59% | 21% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

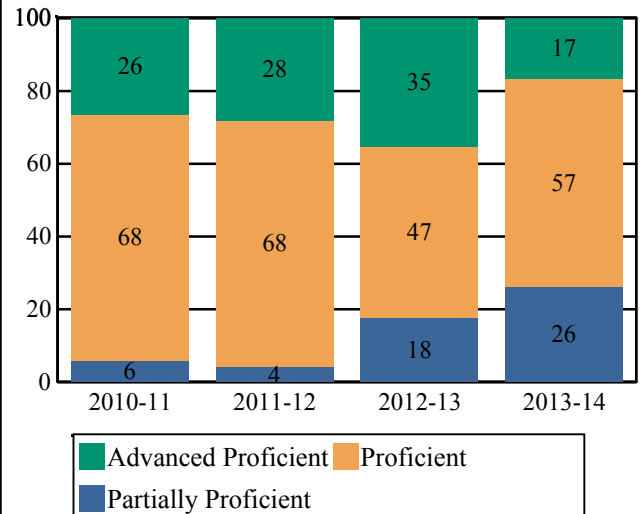
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

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BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 4% | 67% | 30% |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | 0% | 64% | 36% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 5% | 70% | 25% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 06

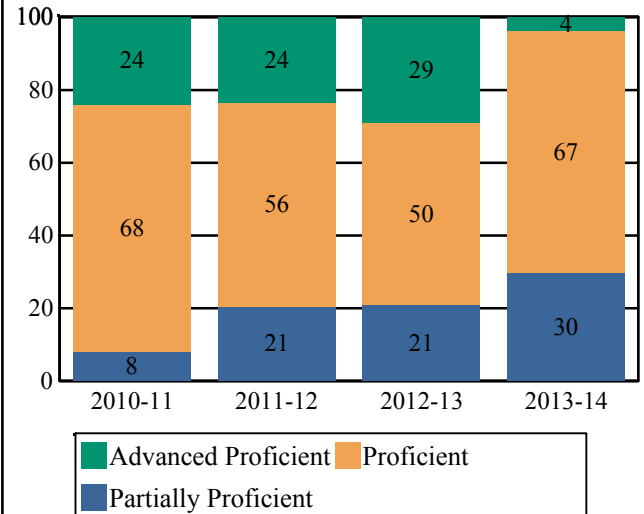
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 5% | 73% | 23% |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 7% | 64% | 29% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

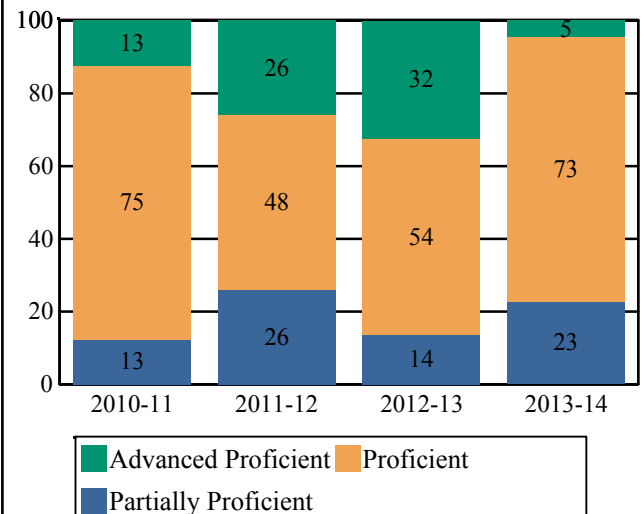
NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 5% | 50% | 45% |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | 0% | 65% | 35% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 6% | 48% | 45% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 08

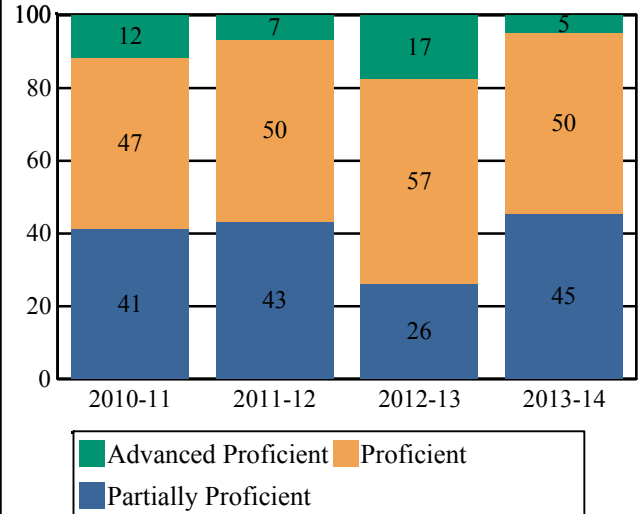
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 14% | 36% | 50% |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | 6% | 50% | 44% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 15% | 30% | 55% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

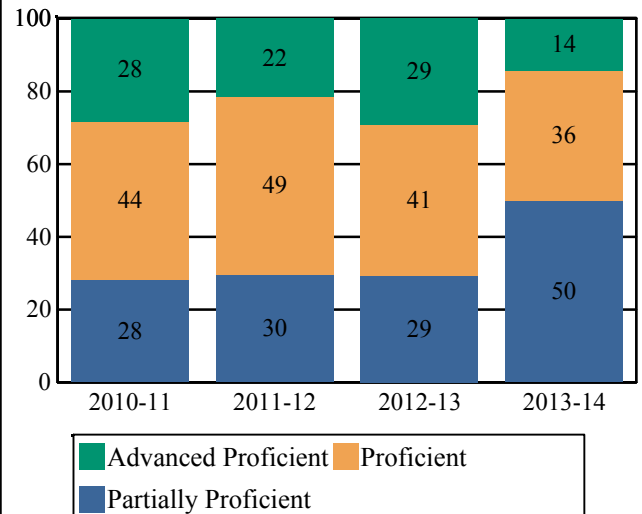
NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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ACADEMIC ACHIEVEMENT

HUDSON

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2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

ACADEMIC ACHIEVEMENT

HUDSON
BAYONNE CITY
GRADE SPAN PK-08

NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 43% | 43% | 14% |
| White | 36% | 36% | 29% |
| Black | - | - | - |
| Hispanic | 31% | 54% | 15% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 41% | 48% | 10% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Science Grade Level - 08

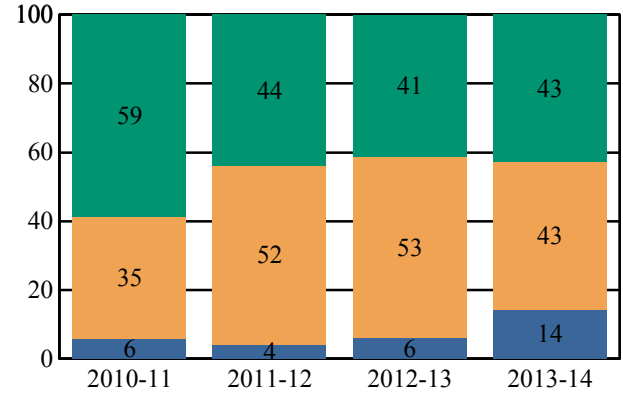
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 7% | 57% | 36% |
| White | - | - | - |
| Black | - | - | - |
| Hispanic | 0% | 56% | 44% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 5% | 60% | 35% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

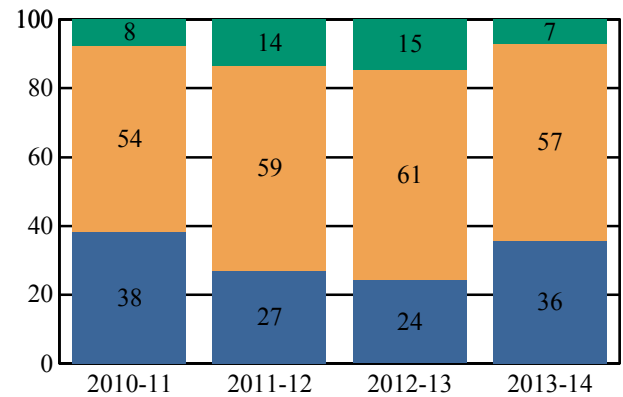
This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

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COLLEGE AND CAREER READINESS

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

LINCOLN COMMUNITY SCHOOL #5

208 PROSPECT AVENUE

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---|--------------------|-----------------|----------------------|------------------|-------------|
| Students taking Algebra (%) | 59% | 94 | 79 | 20% | YES |
| Chronic Absenteeism (%) | 13% | 27 | 18 | 6% | NO |
| Summary | | 61 | 49 | | 50% |

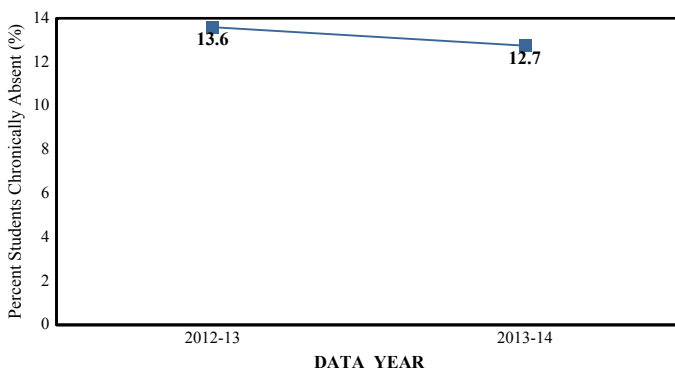
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
|-----------------------------|--------|
| Students taking Algebra I | 59% |
| Algebra grade (C or better) | 81% |

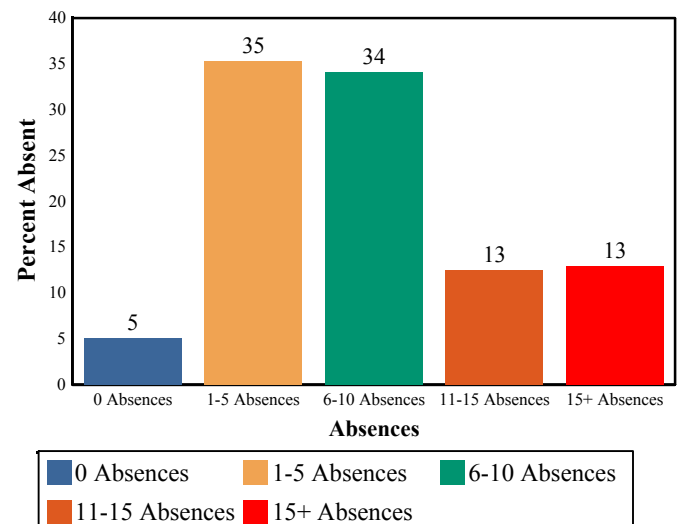
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



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STUDENT GROWTH

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

| Student Growth Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---------------------------------|------------------------|-----------------|----------------------|------------------|-------------|
| Student Growth on Language Arts | 41 | 20 | 18 | 35 | YES |
| Student Growth on Math | 19 | 4 | 1 | 35 | NO |
| | | 12 | 10 | | 50% |

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 23% | 10% | 5% |
| Proficient | 20% | 23% | 19% |
| Advanced Proficient | 0% | 0% | 1% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 28% | 6% | 1% |
| Proficient | 36% | 14% | 5% |
| Advanced Proficient | 3% | 3% | 4% |

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

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WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 256 | 300 |
| 75th | 221 | 221 |
| 50th | 203 | 207 |
| 25th | 191 | 188 |
| 0th | 165 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 30 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 261 | 268 |
| 50th | 229 | 229 |
| 25th | 211 | 200 |
| 0th | 162 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 50 | 68 |

Grade Level - 04

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 236 | 300 |
| 75th | 212 | 219 |
| 50th | 200 | 202 |
| 25th | 189 | 186 |
| 0th | 151 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 23 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 292 | 300 |
| 75th | 232 | 264 |
| 50th | 213 | 228 |
| 25th | 202 | 195 |
| 0th | 129 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 30 | 69 |

WITHIN SCHOOL ACHIEVEMENT GAP
HUDSON
BAYONNE CITY
GRADE SPAN PK-08
Grade Level - 05
Grade Level - 05
NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 241 | 300 |
| 75th | 215 | 224 |
| 50th | 208 | 206 |
| 25th | 189 | 186 |
| 0th | 143 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 26 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 268 | 300 |
| 75th | 225 | 262 |
| 50th | 212 | 235 |
| 25th | 194 | 206 |
| 0th | 171 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 31 | 56 |

Grade Level - 06
Grade Level - 06
NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 251 | 300 |
| 75th | 225 | 230 |
| 50th | 217 | 211 |
| 25th | 200 | 192 |
| 0th | 165 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 25 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 248 | 300 |
| 75th | 228 | 259 |
| 50th | 212 | 228 |
| 25th | 200 | 201 |
| 0th | 149 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 28 | 58 |

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

LINCOLN COMMUNITY SCHOOL #5

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BAYONNE, NJ 07002

Grade Level - 07

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 254 | 300 |
| 75th | 220 | 234 |
| 50th | 196 | 211 |
| 25th | 182 | 188 |
| 0th | 140 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 38 | 46 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 280 | 300 |
| 75th | 214 | 250 |
| 50th | 200 | 214 |
| 25th | 173 | 184 |
| 0th | 115 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 41 | 66 |

Grade Level - 08

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 253 | 300 |
| 75th | 229 | 238 |
| 50th | 218 | 221 |
| 25th | 196 | 204 |
| 0th | 164 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 33 | 34 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 295 | 300 |
| 75th | 223 | 259 |
| 50th | 200 | 227 |
| 25th | 161 | 192 |
| 0th | 129 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 62 | 67 |

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SCHOOL CLIMATE

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

LINCOLN COMMUNITY SCHOOL #5

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BAYONNE, NJ 07002

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2013-14 | 6 Hrs. 40 Mins. |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

| 2013-14 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 35 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2013-14 | 5.2% |

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

| | School |
|---------|--------|
| 2013-14 | 0 |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2013-14 | School |
|----------------|--------|
| Faculty | 12 |
| Administrators | 0 |

| SCHOOL PEER GROUP | | LINCOLN COMMUNITY SCHOOL #5 | 17-0220-070 | | | | |
|---|---------------------------|-------------------------------------|-------------|------------|-------|------|-------|
| This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs. | | | | | | | |
| COUNTY NAME | DISTRICT NAME | SCHOOL NAME | CDS CODE | GRAD ESPAN | FRPL | LEP | SpED |
| ATLANTIC | BRIGANTINE CITY | BRIGANTINE NORTH MIDDLE SCHOOL | 01-0570-030 | 05-08 | 51.2% | 1.1% | 19.9% |
| ATLANTIC | BUENA REGIONAL | BUENA REGIONAL MIDDLE SCHOOL | 01-0590-030 | 06-08 | 49.2% | 0.0% | 20.7% |
| ATLANTIC | GALLOWAY TWP | GALLOWAY TOWNSHIP MIDDLE SCHOOL | 01-1690-016 | 07-08 | 50.3% | 0.9% | 19.7% |
| ATLANTIC | VENTNOR CITY | VENTNOR MIDDLE SCHOOL | 01-5350-040 | 05-08 | 67.0% | 2.5% | 12.2% |
| ATLANTIC | WEYMOUTH TWP | WEYMOUTH TOWNSHIP ELEMENTARY SCHOOL | 01-5760-020 | PK-08 | 47.4% | 0.0% | 18.8% |
| BURLINGTON | MOUNT HOLLY TWP | F. W. HOLBEIN MIDDLE SCHOOL | 05-3430-060 | 06-08 | 59.9% | 1.9% | 23.3% |
| BURLINGTON | WILLINGBORO TWP | WILLINGBORO MEMORIAL MIDDLE SCHOOL | 05-5805-057 | 06-08 | 63.7% | 0.9% | 21.3% |
| CAMDEN | BROOKLAWN BORO | ALICE COSTELLO ELEMENTARY SCHOOL | 07-0580-010 | PK-08 | 55.6% | 0.0% | 14.3% |
| CAMDEN | CLEMENTON BORO | CLEMENTON ELEMENTARY SCHOOL | 07-0880-010 | PK-08 | 64.3% | 2.2% | 16.2% |
| CAMDEN | PENNSAUKEN TWP | HOWARD M PHIFER MIDDLE SCHOOL | 07-4060-055 | 07-08 | 68.8% | 1.8% | 21.8% |
| CAMDEN | PINE HILL BORO | PINE HILL MIDDLE SCHOOL | 07-4110-100 | 06-08 | 51.6% | 0.3% | 22.2% |
| CAMDEN | WINSLOW TWP | WINSLOW TOWNSHIP MIDDLE SCHOOL | 07-5820-020 | 07-08 | 59.0% | 0.4% | 17.6% |
| CAPE MAY | LOWER CAPE MAY REGIONAL | RICHARD M. TEITELMAN MIDDLE SCHOOL | 09-2820-060 | 07-08 | 46.0% | 0.2% | 23.2% |
| CAPE MAY | WOODBINE BORO | WOODBINE ELEMENTARY SCHOOL | 09-5840-050 | PK-08 | 69.7% | 3.2% | 26.2% |
| CHARTERS | CENTRAL JERSEY ARTS CS | CENTRAL JERSEY ARTS CHARTER SCHOOL | 80-6217-910 | KG-08 | 59.4% | 0.0% | 6.7% |
| CHARTERS | GRAY CS | THE GRAY CHARTER SCHOOL | 80-6665-930 | KG-08 | 68.6% | 0.0% | 0.0% |
| CHARTERS | GREAT OAKS CHARTER SCHOOL | GREAT OAKS CHARTER SCHOOL | 80-6053-917 | 06-09 | 67.2% | 0.0% | 13.0% |
| CUMBERLANI | DOWNE TWP | DOWNE TOWNSHIP ELEMENTARY SCHOOL | 11-1120-045 | PK-08 | 51.0% | 0.0% | 14.3% |
| CUMBERLANI | VINELAND CITY | ANTHONY ROSSI MIDDLE SCHOOL | 11-5390-065 | 06-08 | 56.4% | 0.9% | 19.1% |
| HUDSON | BAYONNE CITY | HENRY E. HARRIS #1 | 17-0220-050 | PK-08 | 57.3% | 0.0% | 13.5% |
| HUDSON | BAYONNE CITY | JOHN M. BAILEY #12 | 17-0220-040 | PK-08 | 62.6% | 0.3% | 16.2% |
| HUDSON | BAYONNE CITY | LINCOLN COMMUNITY SCHOOL #5 | 17-0220-070 | PK-08 | 65.7% | 0.0% | 13.8% |
| HUDSON | BAYONNE CITY | WASHINGTON COMMUNITY SCHOOL #9 | 17-0220-120 | PK-08 | 60.9% | 0.0% | 26.5% |
| HUDSON | JERSEY CITY | ACADEMY I | 17-2390-095 | 06-08 | 69.9% | 1.5% | 6.9% |
| HUDSON | NORTH BERGEN TWP | MCKINLEY ELEMENTARY SCHOOL | 17-3610-100 | KG-08 | 60.1% | 0.9% | 14.8% |
| MIDDLESEX | NEW BRUNSWICK CITY | WOODROW WILSON ELEMENTARY SCHOOL | 23-3530-140 | PK-08 | 69.4% | 3.2% | 16.3% |
| MONMOUTH | EATONTOWN BORO | MEMORIAL MIDDLE SCHOOL | 25-1260-070 | 07-08 | 47.7% | 0.0% | 22.8% |
| MONMOUTH | NEPTUNE TWP | NEPTUNE MIDDLE SCHOOL | 25-3510-055 | 06-08 | 59.1% | 1.2% | 19.7% |
| OCEAN | LAKEHURST BORO | LAKEHURST ELEMENTARY SCHOOL | 29-2500-050 | PK-08 | 54.6% | 1.2% | 21.6% |
| SALEM | PENNS GRV-CARNEY'S PT REG | PENNS GROVE MIDDLE SCHOOL | 33-4070-105 | 06-08 | 67.4% | 2.2% | 25.3% |
| WARREN | PHILLIPSBURG TOWN | PHILLIPSBURG MIDDLE SCHOOL | 41-4100-110 | 06-08 | 69.9% | 0.9% | 24.0% |

State of New Jersey

2013-14

17-0220-080

MARY J. DONOHUE #4

38 DODGE STREET

BAYONNE, NJ 07002

OVERVIEW

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **is about average when compared** to schools across the state. Additionally, its student growth performance **is about average when compared** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 77 | 46 | 42% |
| College and Career Readiness | 62 | 52 | 50% |
| Student Growth | 59 | 49 | 100% |

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **46%** of schools statewide as noted by its statewide percentile and **77%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **42%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **52%** of schools statewide as noted by its statewide percentile and **62%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **50%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **49%** of schools statewide as noted by its statewide percentile and **59%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

DEMOGRAPHIC INFORMATION

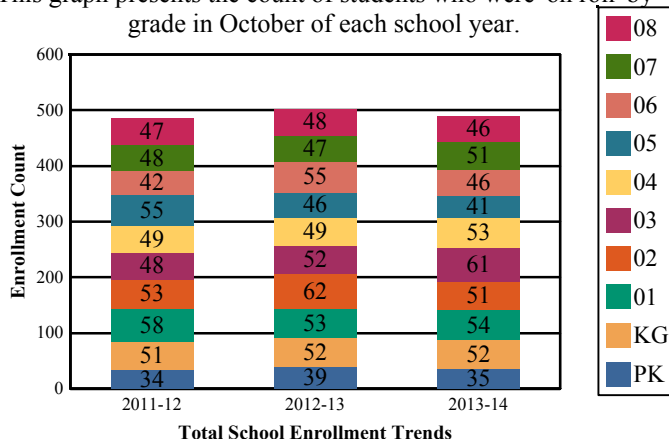
HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

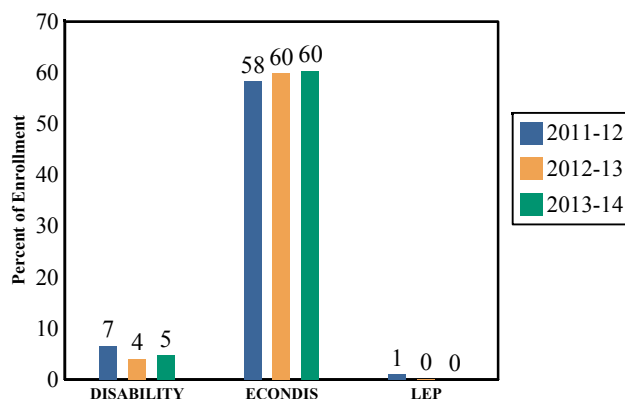


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

| Total School Enrollment | |
|-------------------------|-----|
| 2011-12 | 485 |
| 2012-13 | 503 |
| 2013-14 | 490 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 23 | 5% |
| Economically Disadvantaged Students | 296 | 60.4% |
| Limited English Proficient Students | 0 | 0.0% |

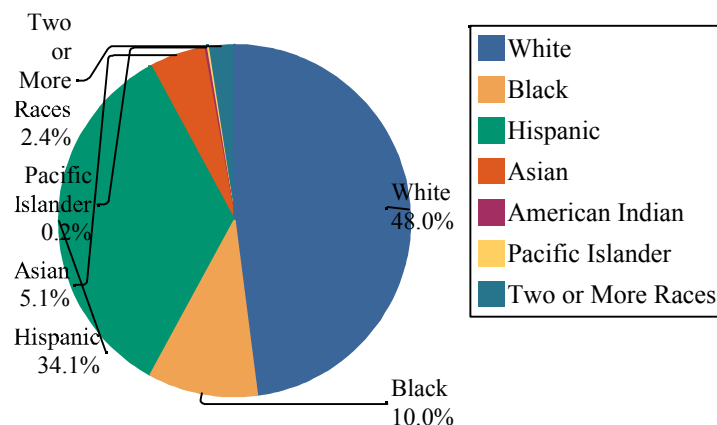
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2013-14 | Percent |
|----------|---------|
| English | 76.8% |
| Spanish | 8.3% |
| Arabic | 7.9% |
| Polish | 3.3% |
| Urdu | 0.8% |
| Pilipino | 0.6% |
| Other | 2.3% |

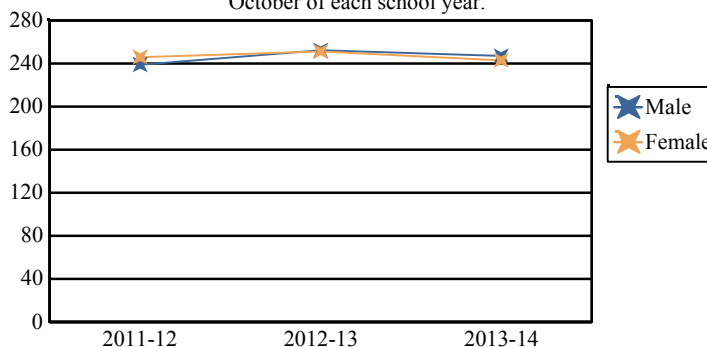
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|------|--------|
| 2011-12 | 239 | 246 |
| 2012-13 | 252 | 251 |
| 2013-14 | 247 | 243 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile | Percent of Targets Met |
|---|------------------------|-----------------|------------------|------------------------|
| NJASK Language Arts Proficiency and above | 69% | 78 | 48 | 83% |
| NJASK Math Proficiency and above | 72% | 75 | 44 | 0% |
| SUMMARY - Academic Achievement | | 77 | 46 | 42% |

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

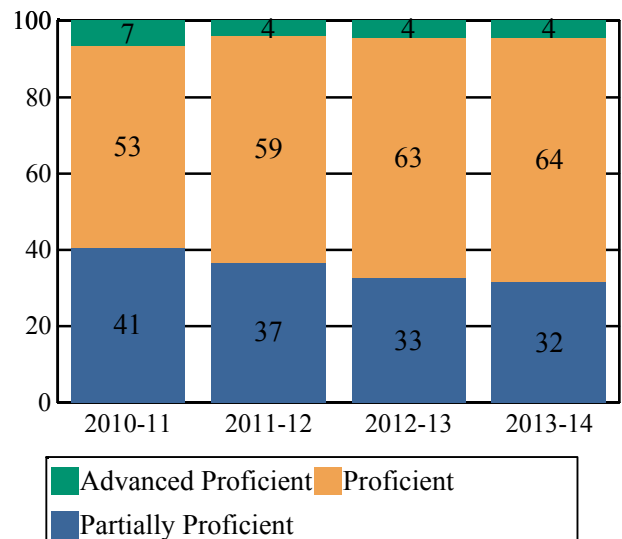
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 295 | 68.5 | 69.7 | YES* |
| White | 134 | 72.4 | 74.5 | YES* |
| Black | 33 | 51.5 | 58.8 | YES* |
| Hispanic | 101 | 67.3 | 64.6 | YES |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 41 | 26.8 | 47.4 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 179 | 60.9 | 64.2 | YES* |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

HUDSON
BAYONNE CITY

GRADE SPAN PK-08

17-0220-080
MARY J. DONOHUE #4
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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

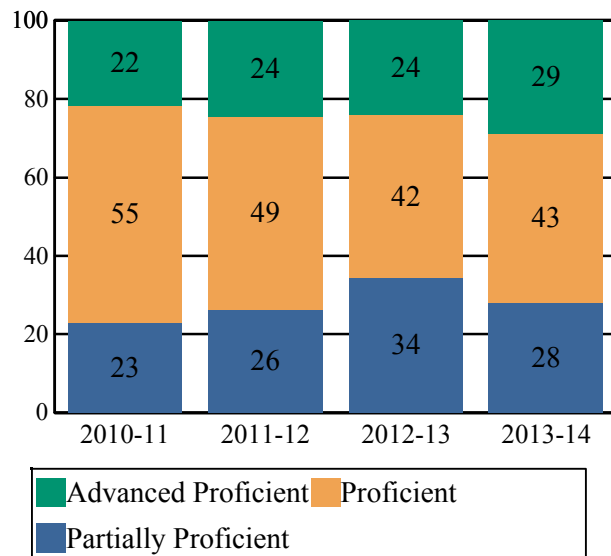
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 295 | 71.9 | 82.7 | NO |
| White | 134 | 80.6 | 90 | NO |
| Black | 33 | 57.6 | 75.6 | NO |
| Hispanic | 101 | 63.4 | 73.4 | NO |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 41 | 51.3 | 68.3 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 179 | 64.8 | 80.2 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 3% | 66% | 31% |
| White | 0% | 73% | 27% |
| Black | - | - | - |
| Hispanic | 6% | 53% | 41% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 9% | 45% | 45% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 58% | 42% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

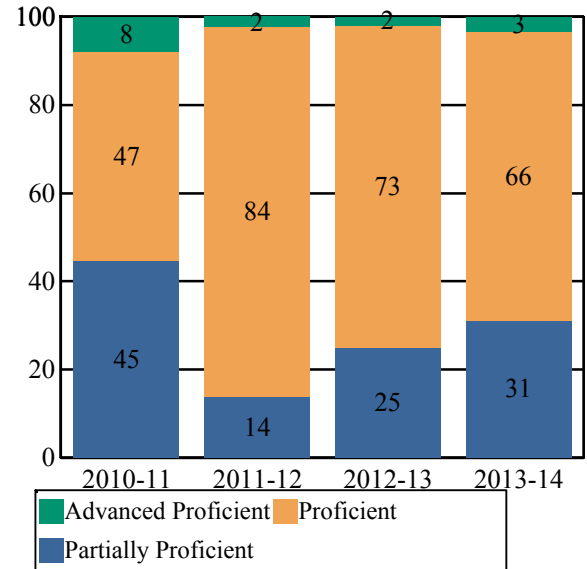
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 73% | 27% |
| White | 0% | 79% | 21% |
| Black | - | - | - |
| Hispanic | 0% | 76% | 24% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 64% | 36% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

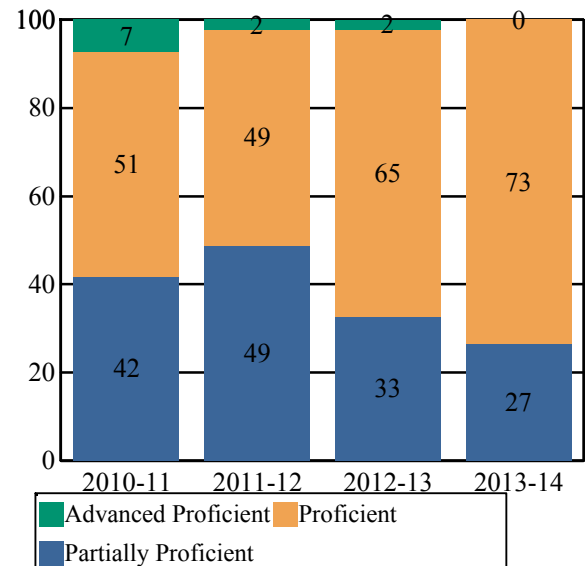
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 65% | 35% |
| White | 0% | 69% | 31% |
| Black | - | - | - |
| Hispanic | 0% | 64% | 36% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 65% | 35% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 06

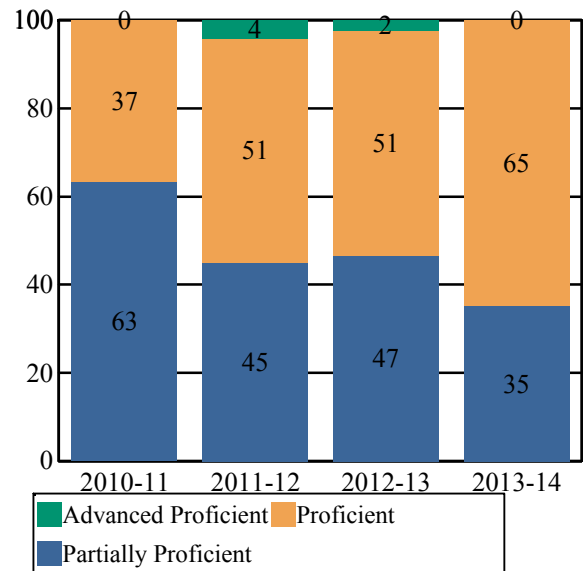
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 2% | 49% | 49% |
| White | 5% | 57% | 38% |
| Black | - | - | - |
| Hispanic | 0% | 31% | 69% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 42% | 58% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

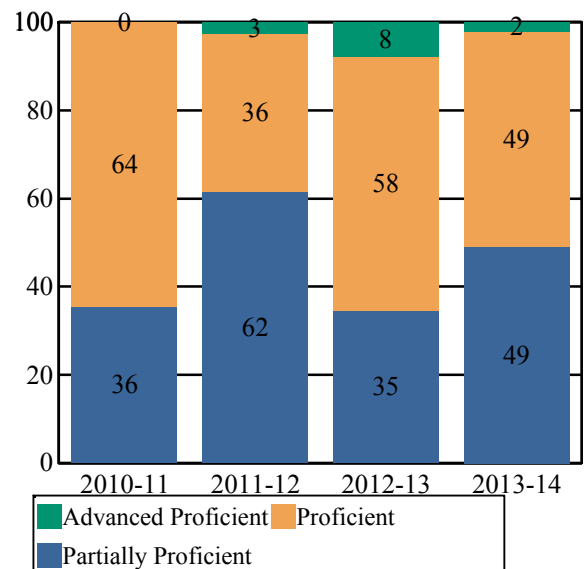
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

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NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 10% | 60% | 30% |
| White | 9% | 61% | 30% |
| Black | - | - | - |
| Hispanic | 12% | 65% | 24% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 3% | 62% | 35% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 08

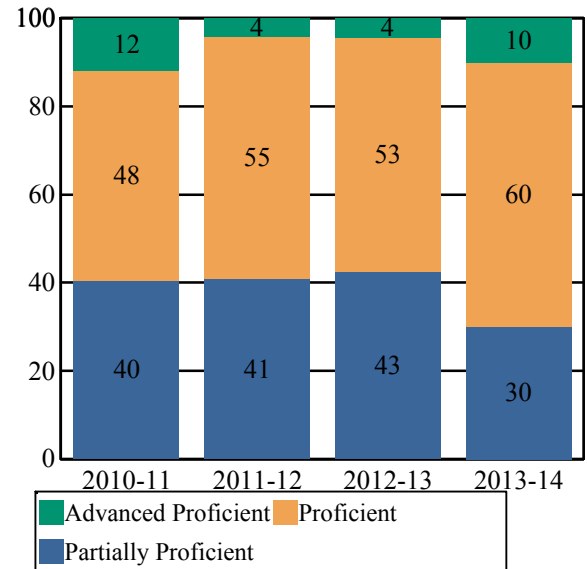
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 10% | 71% | 20% |
| White | 5% | 75% | 20% |
| Black | - | - | - |
| Hispanic | 13% | 70% | 17% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 27% | 73% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 4% | 71% | 25% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

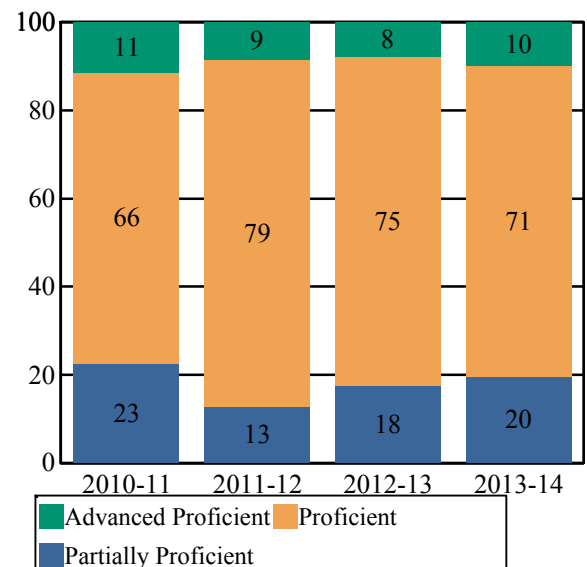
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



State of New Jersey

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ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

MARY J. DONOHOE #4

38 DODGE STREET

BAYONNE, NJ 07002

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

ACADEMIC ACHIEVEMENT

**HUDSON
BAYONNE CITY**

GRADE SPAN PK-08

**17-0220-080
MARY J. DONOHOE #4
38 DODGE STREET
BAYONNE, NJ 07002**

NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 51% | 36% | 13% |
| White | 60% | 30% | 10% |
| Black | - | - | - |
| Hispanic | 24% | 65% | 12% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 27% | 64% | 9% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 39% | 45% | 16% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

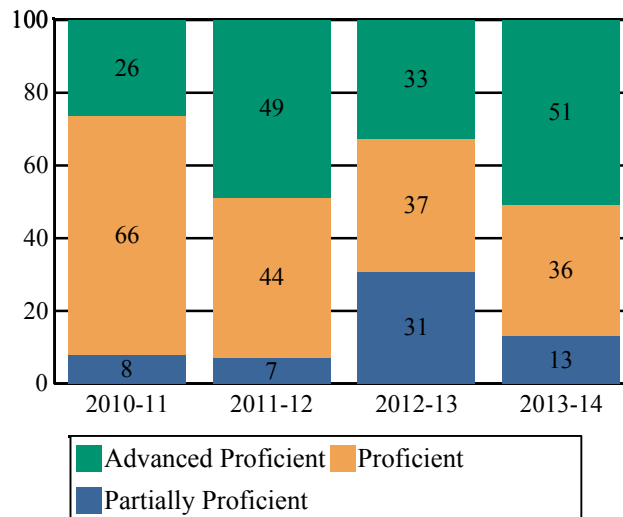
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 39% | 39% | 22% |
| White | 54% | 33% | 13% |
| Black | - | - | - |
| Hispanic | 29% | 35% | 35% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 32% | 39% | 29% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

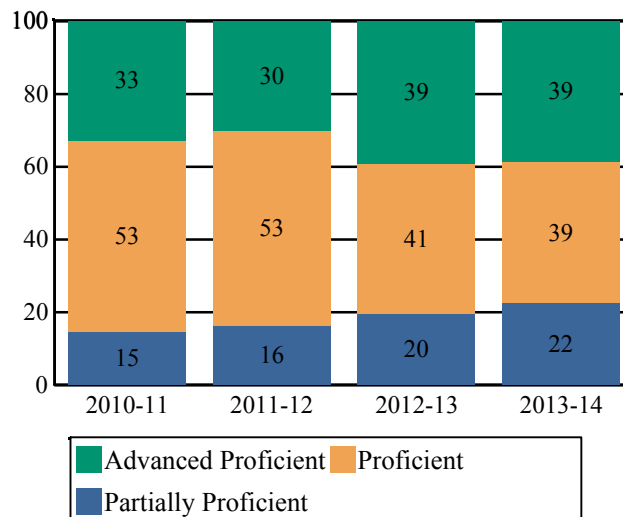
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 35% | 54% | 11% |
| White | 31% | 56% | 13% |
| Black | - | - | - |
| Hispanic | 36% | 50% | 14% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 30% | 55% | 15% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 06

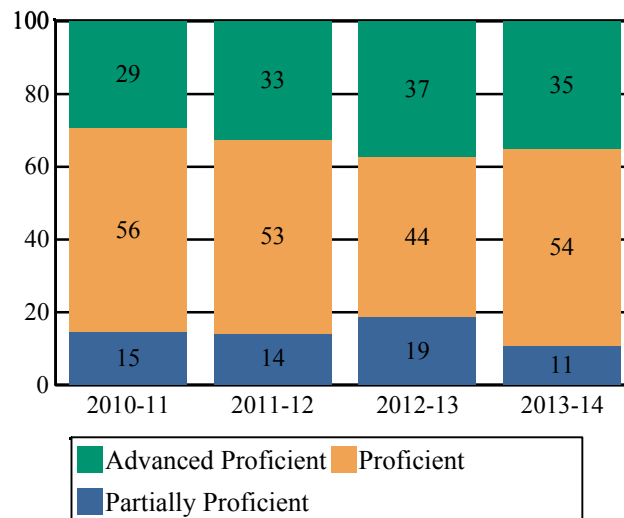
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 28% | 55% | 17% |
| White | 38% | 52% | 10% |
| Black | - | - | - |
| Hispanic | 15% | 69% | 15% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 23% | 55% | 23% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

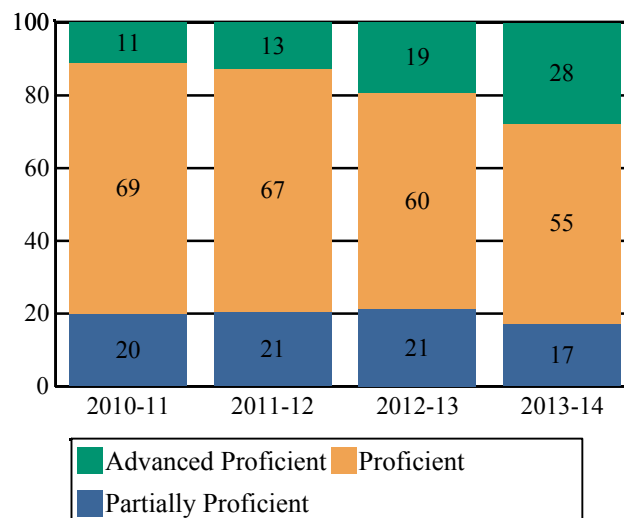
NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 10% | 42% | 48% |
| White | 13% | 48% | 39% |
| Black | - | - | - |
| Hispanic | 6% | 41% | 53% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 6% | 32% | 62% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 08

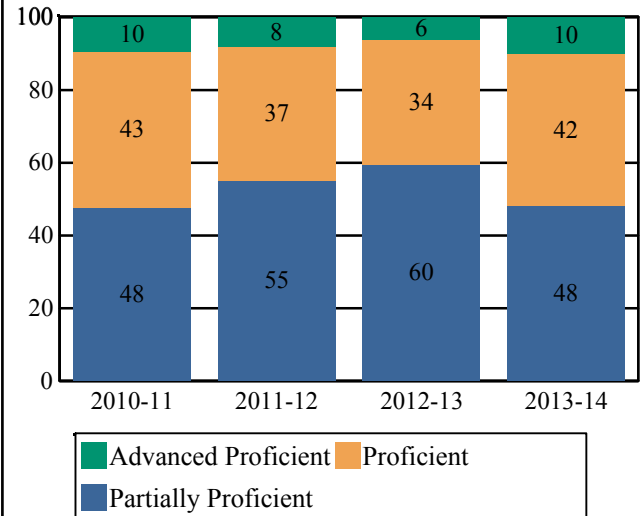
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 8% | 37% | 55% |
| White | 5% | 60% | 35% |
| Black | - | - | - |
| Hispanic | 13% | 17% | 70% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 27% | 73% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 4% | 32% | 64% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

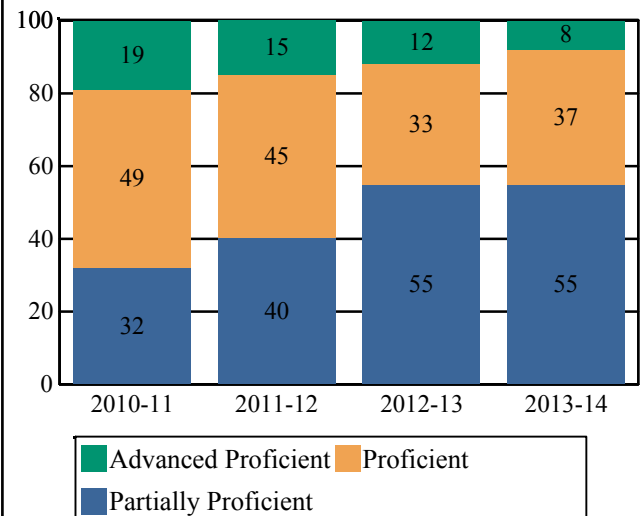
NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



State of New Jersey

2013-14

17-0220-080

ACADEMIC ACHIEVEMENT

HUDSON
BAYONNE CITY

GRADE SPAN PK-08

MARY J. DONOHOE #4
38 DODGE STREET
BAYONNE, NJ 07002

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 51% | 35% | 14% |
| White | 63% | 33% | 4% |
| Black | - | - | - |
| Hispanic | 41% | 29% | 29% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 43% | 39% | 18% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Science Grade Level - 08

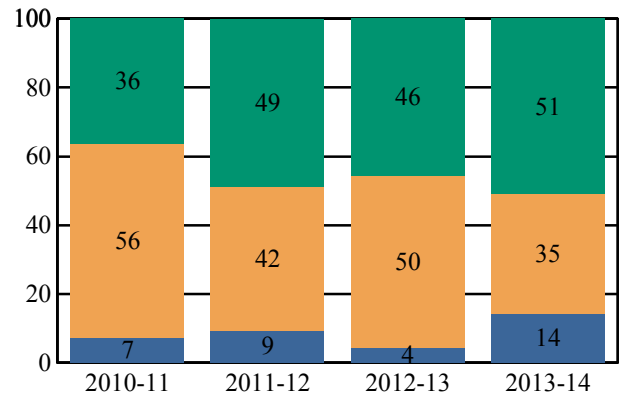
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 14% | 53% | 33% |
| White | 5% | 70% | 25% |
| Black | - | - | - |
| Hispanic | 17% | 48% | 35% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 27% | 73% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 7% | 54% | 39% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

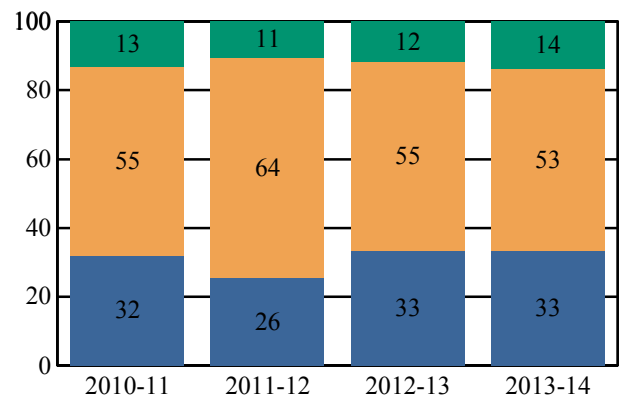
This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

COLLEGE AND CAREER READINESS

HUDSON
BAYONNE CITY

GRADE SPAN PK-08

17-0220-080
MARY J. DONOHOE #4
38 DODGE STREET
BAYONNE, NJ 07002

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---|--------------------|-----------------|----------------------|------------------|-------------|
| Students taking Algebra (%) | 43% | 81 | 68 | 20% | YES |
| Chronic Absenteeism (%) | 9% | 43 | 35 | 6% | NO |
| Summary | | 62 | 52 | | 50% |

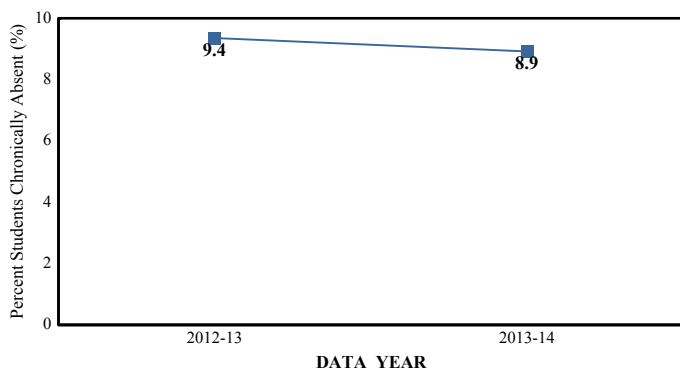
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
|-----------------------------|--------|
| Students taking Algebra I | 43% |
| Algebra grade (C or better) | 90% |

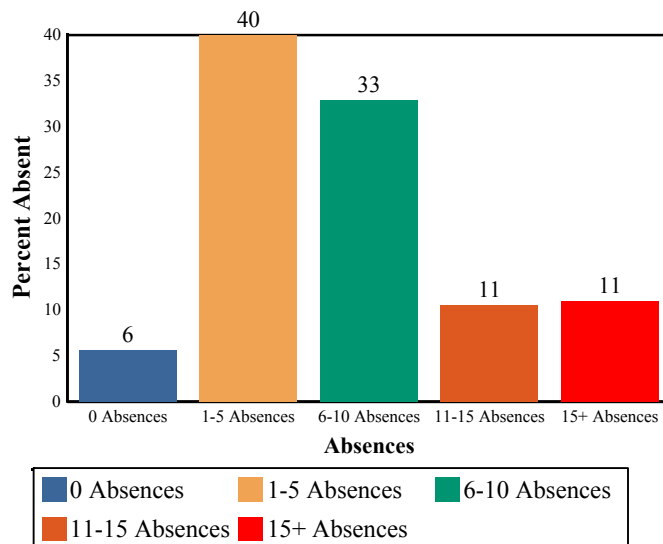
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

| Student Growth Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---------------------------------|------------------------|-----------------|----------------------|------------------|-------------|
| Student Growth on Language Arts | 56 | 94 | 82 | 35 | YES |
| Student Growth on Math | 39 | 23 | 16 | 35 | YES |
| | | 59 | 49 | | 100% |

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 16% | 12% | 4% |
| Proficient | 12% | 23% | 29% |
| Advanced Proficient | 0% | 1% | 3% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 23% | 5% | 2% |
| Proficient | 16% | 15% | 15% |
| Advanced Proficient | 3% | 7% | 14% |

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 243 | 300 |
| 75th | 214 | 221 |
| 50th | 207 | 207 |
| 25th | 191 | 188 |
| 0th | 146 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 23 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 268 | 268 |
| 50th | 242 | 229 |
| 25th | 218 | 200 |
| 0th | 144 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 50 | 68 |

Grade Level - 04

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 242 | 300 |
| 75th | 222 | 219 |
| 50th | 208 | 202 |
| 25th | 195 | 186 |
| 0th | 142 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 27 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 257 | 264 |
| 50th | 232 | 228 |
| 25th | 202 | 195 |
| 0th | 123 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 55 | 69 |

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Grade Level - 05

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 240 | 300 |
| 75th | 217 | 224 |
| 50th | 206 | 206 |
| 25th | 189 | 186 |
| 0th | 149 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 28 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 267 | 262 |
| 50th | 228 | 235 |
| 25th | 212 | 206 |
| 0th | 177 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 55 | 56 |

Grade Level - 06

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 255 | 300 |
| 75th | 221 | 230 |
| 50th | 198 | 211 |
| 25th | 186 | 192 |
| 0th | 142 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 35 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 242 | 259 |
| 50th | 224 | 228 |
| 25th | 203 | 201 |
| 0th | 124 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 39 | 58 |

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Grade Level - 07

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 287 | 300 |
| 75th | 228 | 234 |
| 50th | 206 | 211 |
| 25th | 193 | 188 |
| 0th | 169 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 35 | 46 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 290 | 300 |
| 75th | 222 | 250 |
| 50th | 197 | 214 |
| 25th | 179 | 184 |
| 0th | 129 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 43 | 66 |

Grade Level - 08

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 262 | 300 |
| 75th | 227 | 238 |
| 50th | 218 | 221 |
| 25th | 205 | 204 |
| 0th | 153 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 22 | 34 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 279 | 300 |
| 75th | 220 | 259 |
| 50th | 190 | 227 |
| 25th | 169 | 192 |
| 0th | 104 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 51 | 67 |

State of New Jersey

2013-14

SCHOOL CLIMATE

HUDSON
BAYONNE CITY

GRADE SPAN PK-08

17-0220-080
MARY J. DONOHOE #4
38 DODGE STREET
BAYONNE, NJ 07002

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2013-14 | 6 Hrs. 40 Mins. |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2013-14 | 8.0% |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

| 2013-14 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 35 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

| | School |
|---------|--------|
| 2013-14 | 0 |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2013-14 | School |
|----------------|--------|
| Faculty | 17 |
| Administrators | 490 |

| SCHOOL PEER GROUP | | | MARY J. DONOHUE #4 | | 17-0220-080 | | | |
|---|--------------------------|--|--------------------|---------------|-------------|------|-------|--|
| This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs. | | | | | | | | |
| COUNTY NAME | DISTRICT NAME | SCHOOL NAME | CDS CODE | GRAD ESPAN | FRPL | LEP | SpED | |
| ATLANTIC | BRIGANTINE CITY | BRIGANTINE NORTH MIDDLE SCHOOL | 01-0570-030 05-08 | | 51.2% | 1.1% | 19.9% | |
| ATLANTIC | GALLOWAY TWP | GALLOWAY TOWNSHIP MIDDLE SCHOOL | 01-1690-016 07-08 | | 50.3% | 0.9% | 19.7% | |
| ATLANTIC | MULLICA TWP | MULLICA TOWNSHIP MIDDLE SCHOOL | 01-3480-025 05-08 | | 43.4% | 0.0% | 16.9% | |
| ATLANTIC | VENTNOR CITY | VENTNOR MIDDLE SCHOOL | 01-5350-040 05-08 | | 67.0% | 2.5% | 12.2% | |
| ATLANTIC | WEYMOUTH TWP | WEYMOUTH TOWNSHIP ELEMENTARY SCHOOL | 01-5760-020 PK-08 | | 47.4% | 0.0% | 18.8% | |
| BERGEN | TEANECK TWP | BENJAMIN FRANKLIN MIDDLE SCHOOL | 03-5150-060 05-08 | | 42.4% | 1.0% | 22.4% | |
| BURLINGTON | BEVERLY CITY | BEVERLY CITY SCHOOL | 05-0380-025 PK-08 | | 69.5% | 5.1% | 21.6% | |
| BURLINGTON | PEMBERTON TWP | HELEN A. FORT/MARCUS NEWCOMB MIDDLE SCHOOL | 05-4050-050 06-08 | | 50.2% | 0.3% | 16.4% | |
| BURLINGTON | RIVERSIDE TWP | RIVERSIDE MIDDLE SCHOOL | 05-4450-070 06-08 | | 52.8% | 1.9% | 19.7% | |
| CAMDEN | GLOUCESTER TWP | CHARLES W. LEWIS MIDDLE SCHOOL | 07-1780-035 06-08 | | 53.9% | 2.6% | 22.2% | |
| CAMDEN | MOUNT EPHRAIM BORO | RAYWOOD W. KERSHAW SCHOOL | 07-3420-020 05-08 | | 38.4% | 0.0% | 24.3% | |
| CAPE MAY | MIDDLE TWP | MIDDLE TOWNSHIP ELEMENTARY #4 | 09-3130-091 06-08 | | 42.8% | 0.2% | 22.2% | |
| CAPE MAY | NORTH WILDWOOD CITY | MARGARET MACE ELEMENTARY SCHOOL | 09-3680-060 PK-08 | | 49.7% | 1.9% | 22.3% | |
| CHARTERS | CENTRAL JERSEY ARTS CS | CENTRAL JERSEY ARTS CHARTER SCHOOL | 80-6217-910 KG-08 | | 59.4% | 0.0% | 6.7% | |
| CHARTERS | GRAY CS | THE GRAY CHARTER SCHOOL | 80-6665-930 KG-08 | | 68.6% | 0.0% | 0.0% | |
| CHARTERS | JERSEY CITY GOLDEN DOOR | JERSEY CITY GOLDEN DOOR CHARTER SCHOOL | 80-6915-950 KG-08 | | 65.5% | 2.5% | 11.3% | |
| CUMBERLANI | DOWNE TWP | DOWNE TOWNSHIP ELEMENTARY SCHOOL | 11-1120-045 PK-08 | | 51.0% | 0.0% | 14.3% | |
| CUMBERLANI | LAWRENCE TWP | MYRON L. POWELL ELEMENTARY SCHOOL | 11-2570-030 PK-08 | | 62.6% | 2.4% | 12.0% | |
| ESSEX | BELLEVILLE TOWN | BELLEVILLE MIDDLE SCHOOL | 13-0250-025 06-08 | | 59.6% | 2.4% | 16.2% | |
| GLOUCESTER | CLAYTON BORO | CLAYTON MIDDLE SCHOOL | 15-0860-045 06-08 | | 55.5% | 1.9% | 18.1% | |
| HUDSON | BAYONNE CITY | HORACE MANN #6 | 17-0220-060 PK-08 | | 50.8% | 0.5% | 16.4% | |
| HUDSON | BAYONNE CITY | MARY J. DONOHUE #4 | 17-0220-080 PK-08 | | 60.4% | 0.0% | 4.0% | |
| HUDSON | HUDSON COUNTY VOCATIONAL | EXPLORE 2000 MIDDLE SCHOOL | 17-2295-090 06-08 | | 57.1% | 0.0% | 8.2% | |
| HUDSON | JERSEY CITY | ACADEMY I | 17-2390-095 06-08 | | 69.9% | 1.5% | 6.9% | |
| HUDSON | NORTH BERGEN TWP | HORACE MANN ELEMENTARY SCHOOL | 17-3610-070 01-08 | | 54.3% | 0.6% | 10.5% | |
| MIDDLESEX | NEW BRUNSWICK CITY | WOODROW WILSON ELEMENTARY SCHOOL | 23-3530-140 PK-08 | | 69.4% | 3.2% | 16.3% | |
| MONMOUTH | BRADLEY BEACH BORO | BRADLEY BEACH ELEMENTARY SCHOOL | 25-0500-020 PK-08 | | 50.2% | 0.0% | 13.0% | |
| OCEAN | PINELANDS REGIONAL | PINELANDS REGIONAL JUNIOR HIGH SCHOOL | 29-4105-060 07-09 | | 46.7% | 0.4% | 18.8% | |
| PASSAIC | CLIFTON CITY | WOODROW WILSON MIDDLE SCHOOL | 31-0900-070 06-08 | | 48.7% | 0.9% | 16.9% | |
| UNION | LINDEN CITY | MYLES J. MCMANUS MIDDLE SCHOOL | 39-2660-060 06-08 | | 52.0% | 1.4% | 15.2% | |
| UNION | RAHWAY CITY | RAHWAY 7TH & 8TH GRADE ACADEMY | 39-4290-060 07-08 | | 58.6% | 2.8% | 18.1% | |



State of New Jersey

2013-14

17-0220-085

OVERVIEW

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

MIDTOWN COMMUNITY SCHOOL #8

550 AVENUE A

BAYONNE, NJ 07002

This school's academic performance **lags in comparison** to schools across the state. Additionally, its academic performance **is about average when compared** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **lags in comparison** to schools across the state. Additionally, its student growth performance **is about average when compared** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 56 | 30 | 14% |
| College and Career Readiness | 65 | 52 | 50% |
| Student Growth | 44 | 29 | 100% |

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being equal to or above the 80th percentile.

High Performance is defined as being between the 60th and 79.9th percentiles.

Average Performance is defined as being between the 40th and 59.9th percentiles.

Lagging Performance is defined as being between the 20th and 39.9th percentiles.

Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **30%** of schools statewide as noted by its statewide percentile and **56%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **14%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **52%** of schools statewide as noted by its statewide percentile and **65%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **50%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **29%** of schools statewide as noted by its statewide percentile and **44%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

State of New Jersey

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DEMOGRAPHIC INFORMATION

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-085

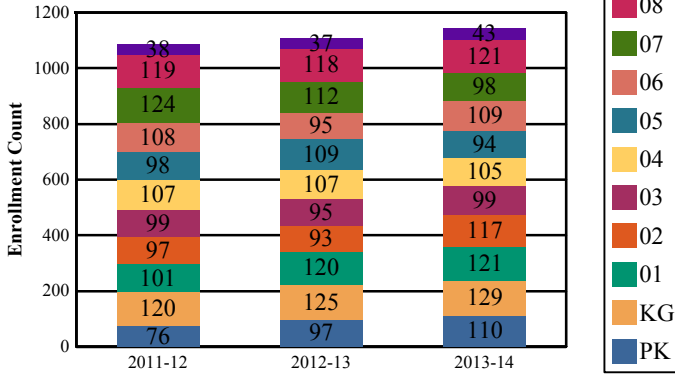
MIDTOWN COMMUNITY SCHOOL #8

550 AVENUE A

BAYONNE, NJ 07002

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



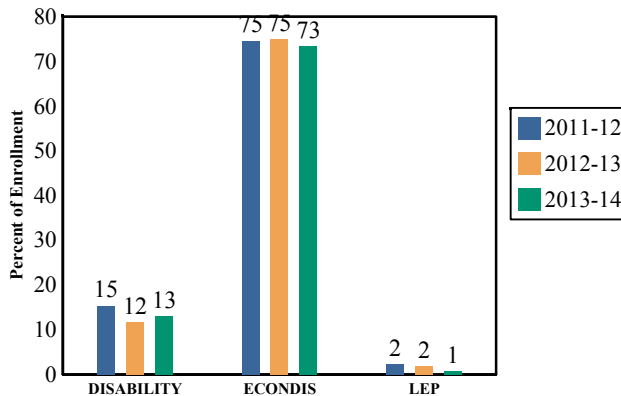
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

| | |
|---------|-------|
| 2011-12 | 1,087 |
| 2012-13 | 1,108 |
| 2013-14 | 1,146 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 150 | 13% |
| Economically Disadvantaged Students | 841 | 73.4% |
| Limited English Proficient Students | 10 | 0.9% |

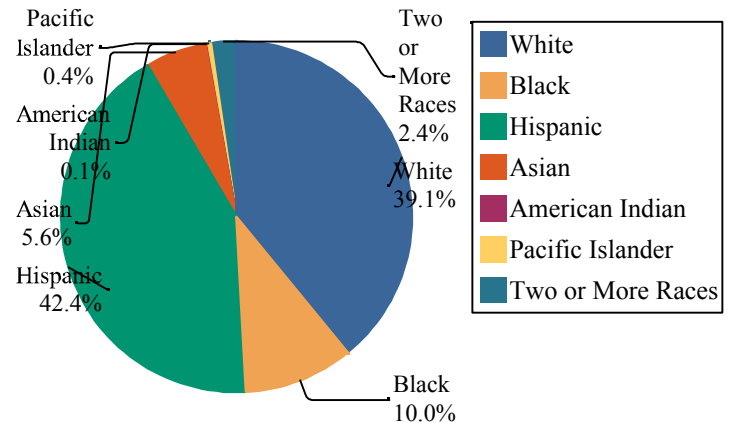
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2013-14 | Percent |
|----------|---------|
| English | 66.4% |
| Spanish | 16.5% |
| Arabic | 12.3% |
| Urdu | 1.3% |
| Pilipino | 0.6% |
| Polish | 0.5% |
| Other | 2.4% |

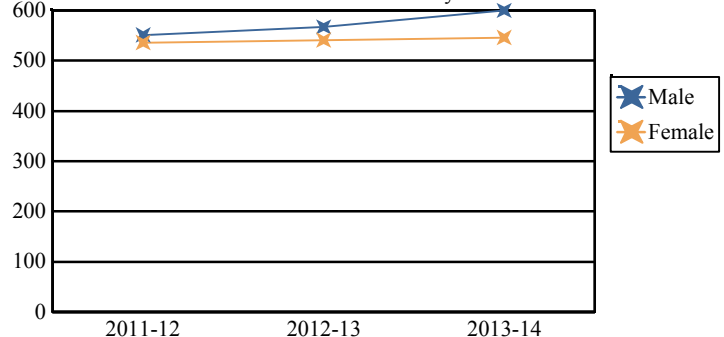
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|------|--------|
| 2011-12 | 551 | 536 |
| 2012-13 | 567 | 541 |
| 2013-14 | 600 | 546 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile | Percent of Targets Met |
|---|------------------------|-----------------|------------------|------------------------|
| NJASK Language Arts Proficiency and above | 55% | 62 | 28 | 14% |
| NJASK Math Proficiency and above | 65% | 49 | 31 | 14% |
| SUMMARY - Academic Achievement | | 56 | 30 | 14% |

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

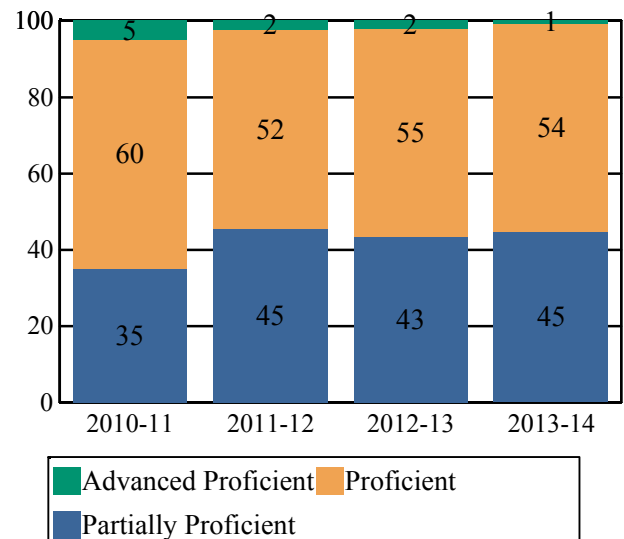
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 657 | 55.3 | 73.6 | NO |
| White | 241 | 59.3 | 76.3 | NO |
| Black | 68 | 44.1 | 64.6 | NO |
| Hispanic | 301 | 52.1 | 71.6 | NO |
| American Indian | - | - | | -- |
| Asian | 37 | 75.7 | 88.6 | YES* |
| Two or More Races | - | - | | -- |
| Students with Disability | 165 | 17.6 | 54.3 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 496 | 52.8 | 70.8 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

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BAYONNE CITY

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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

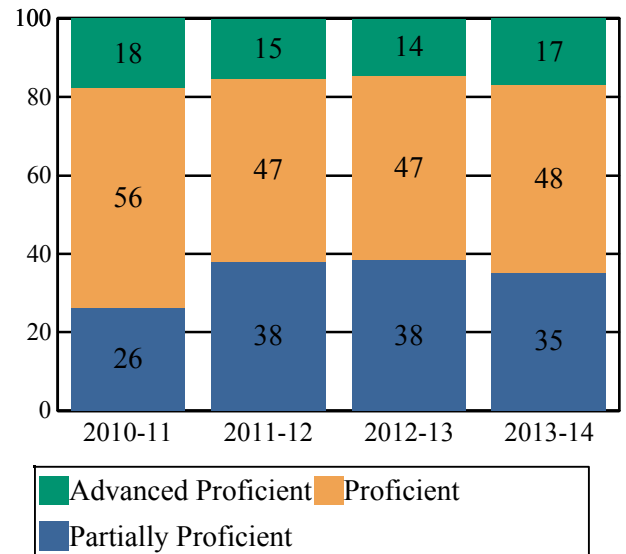
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 657 | 64.7 | 80.2 | NO |
| White | 241 | 71 | 82.7 | NO |
| Black | 68 | 50 | 64.6 | NO |
| Hispanic | 301 | 60.5 | 80.1 | NO |
| American Indian | - | - | | -- |
| Asian | 37 | 86.4 | 90 | YES* |
| Two or More Races | - | - | | -- |
| Students with Disability | 165 | 37.5 | 66.3 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 496 | 61.3 | 79.3 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 49% | 51% |
| White | 0% | 51% | 49% |
| Black | - | - | - |
| Hispanic | 0% | 43% | 57% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 16% | 84% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 47% | 53% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

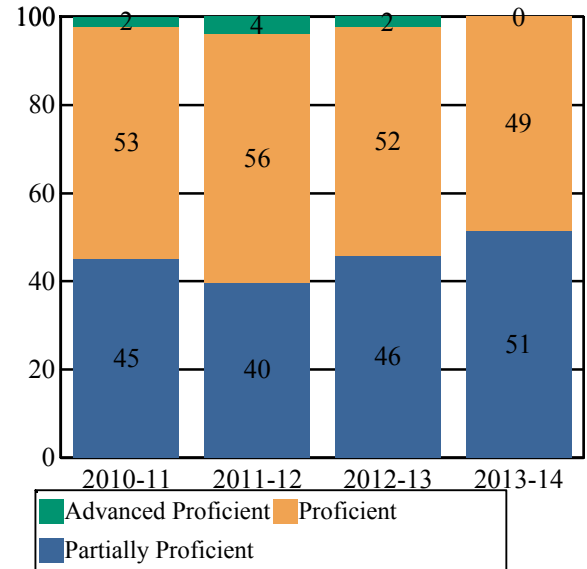
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 1% | 55% | 44% |
| White | 0% | 50% | 50% |
| Black | 0% | 31% | 69% |
| Hispanic | 0% | 63% | 37% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 13% | 87% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 59% | 41% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

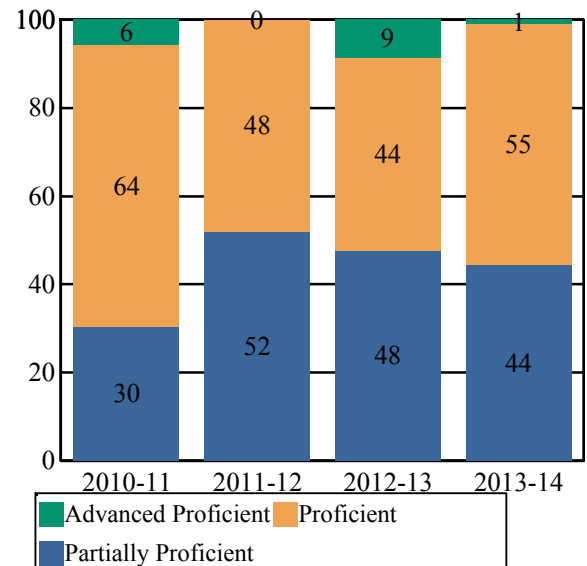
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

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NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 53% | 47% |
| White | 0% | 47% | 53% |
| Black | - | - | - |
| Hispanic | 0% | 53% | 47% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 21% | 79% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 50% | 50% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 06

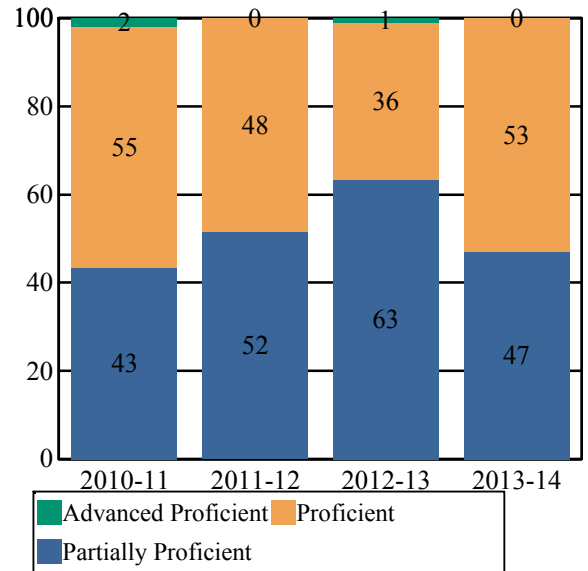
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 53% | 47% |
| White | 0% | 62% | 38% |
| Black | 0% | 42% | 58% |
| Hispanic | 0% | 46% | 54% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 20% | 80% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 48% | 52% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

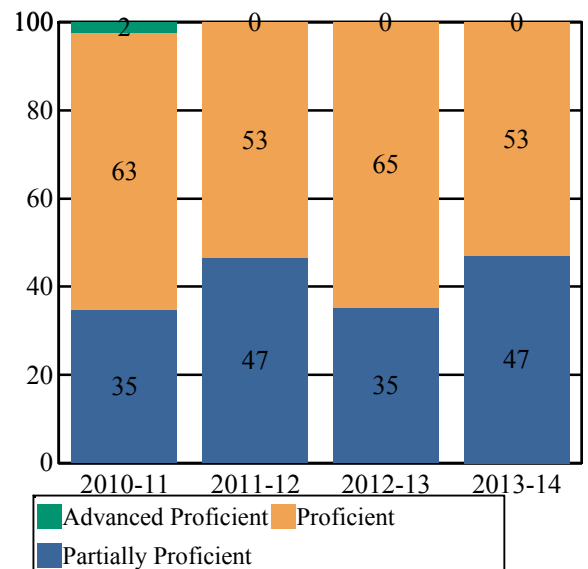
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

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NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 3% | 50% | 47% |
| White | 8% | 65% | 28% |
| Black | 0% | 43% | 57% |
| Hispanic | 0% | 41% | 59% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 15% | 85% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 4% | 50% | 46% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 08

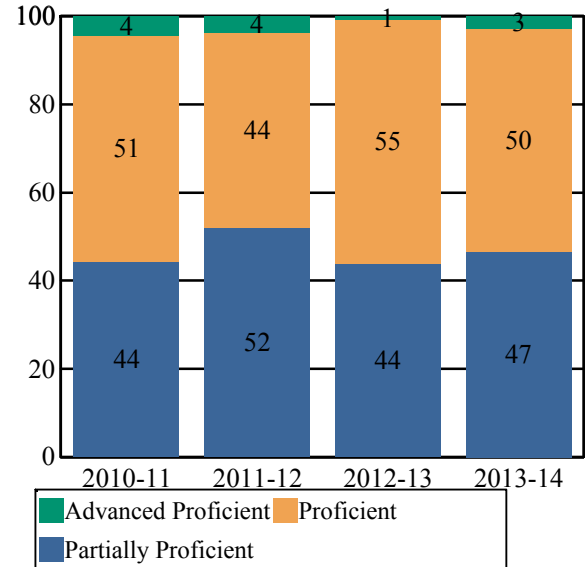
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 1% | 64% | 35% |
| White | 0% | 68% | 32% |
| Black | 0% | 55% | 45% |
| Hispanic | 2% | 62% | 36% |
| American Indian | - | - | - |
| Asian | 0% | 67% | 33% |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 19% | 81% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 58% | 42% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

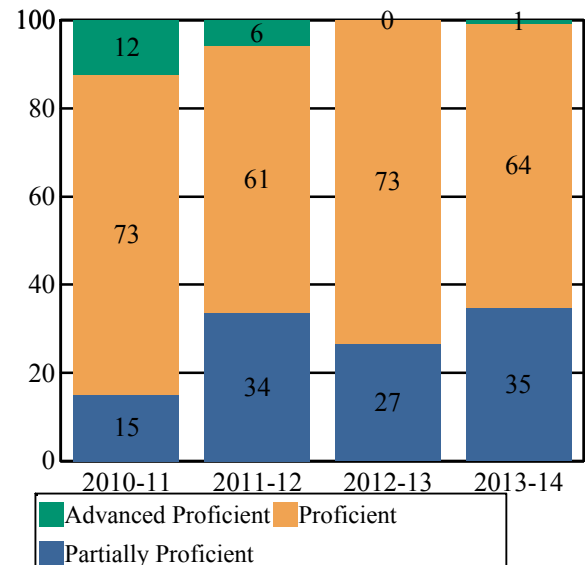
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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ACADEMIC ACHIEVEMENT

MIDTOWN COMMUNITY SCHOOL #8

HUDSON

550 AVENUE A

BAYONNE CITY

GRADE SPAN PK-08

BAYONNE, NJ 07002

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 21% | 40% | 40% |
| White | 20% | 46% | 34% |
| Black | - | - | - |
| Hispanic | 17% | 39% | 43% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 11% | 32% | 58% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 18% | 37% | 45% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

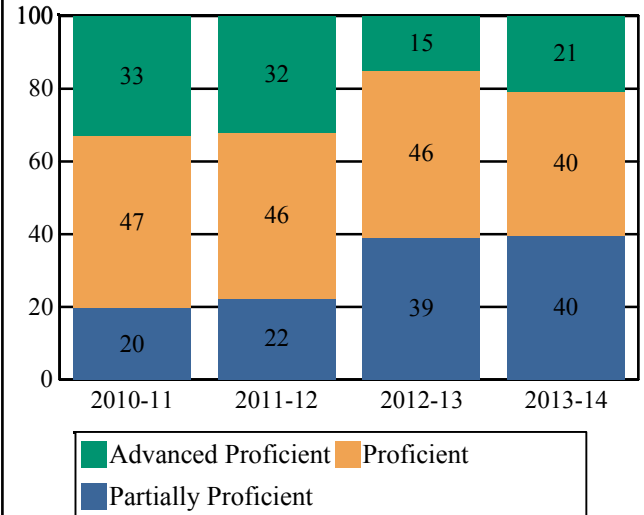
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 18% | 43% | 39% |
| White | 31% | 50% | 19% |
| Black | 15% | 23% | 62% |
| Hispanic | 6% | 49% | 45% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 40% | 60% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 15% | 45% | 40% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

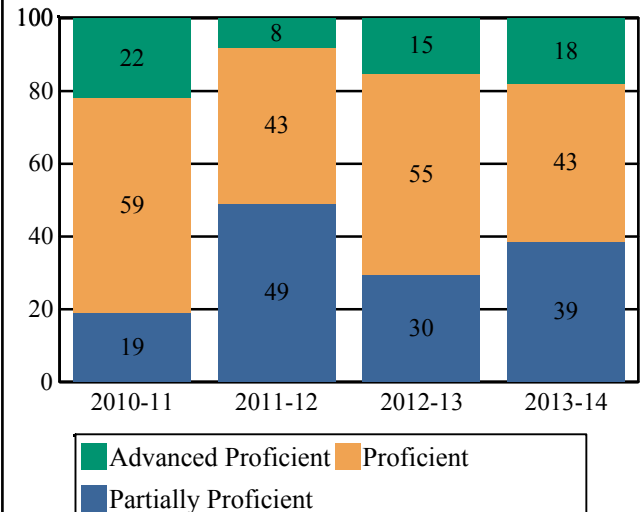
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

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NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 15% | 63% | 22% |
| White | 21% | 62% | 18% |
| Black | - | - | - |
| Hispanic | 10% | 65% | 25% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 13% | 50% | 38% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 15% | 63% | 22% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 06

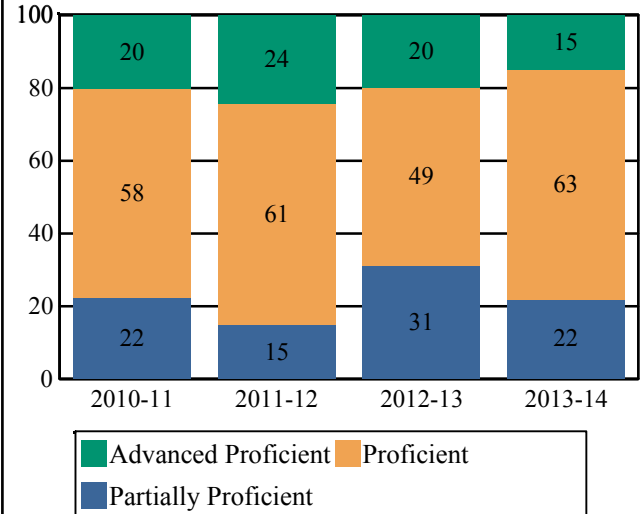
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 23% | 56% | 21% |
| White | 32% | 51% | 16% |
| Black | 0% | 50% | 50% |
| Hispanic | 18% | 63% | 20% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 10% | 37% | 53% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 21% | 55% | 24% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

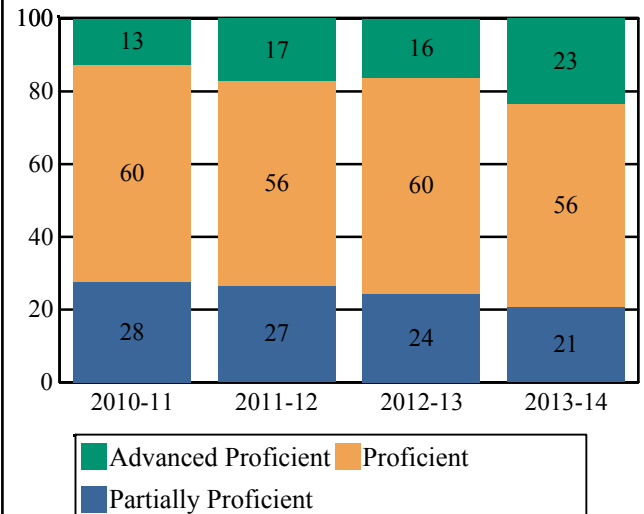
NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

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NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 9% | 44% | 48% |
| White | 15% | 50% | 35% |
| Black | 0% | 43% | 57% |
| Hispanic | 5% | 36% | 59% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 23% | 77% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 9% | 42% | 49% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 08

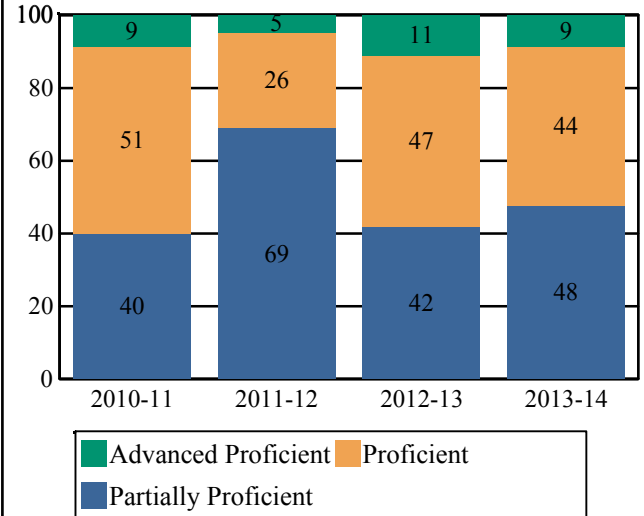
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 15% | 42% | 42% |
| White | 15% | 42% | 43% |
| Black | 18% | 45% | 36% |
| Hispanic | 9% | 42% | 49% |
| American Indian | - | - | - |
| Asian | 42% | 42% | 17% |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 19% | 81% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 11% | 40% | 50% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

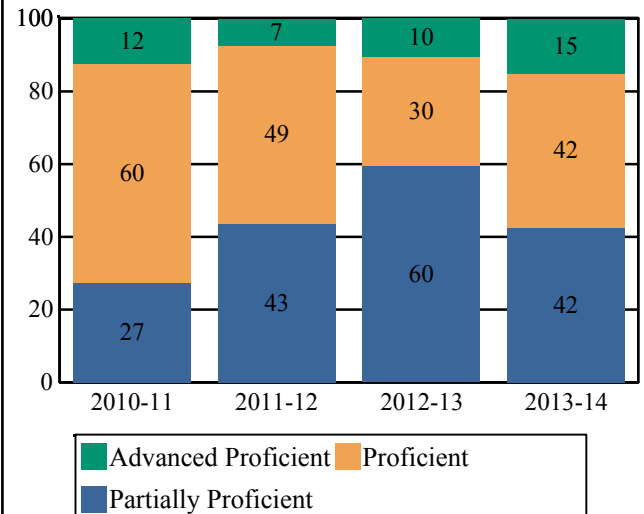
NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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ACADEMIC ACHIEVEMENT

MIDTOWN COMMUNITY SCHOOL #8

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GRADE SPAN PK-08

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2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 26% | 51% | 23% |
| White | 31% | 53% | 17% |
| Black | 15% | 31% | 54% |
| Hispanic | 27% | 53% | 20% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 47% | 53% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 26% | 53% | 21% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Science Grade Level - 08

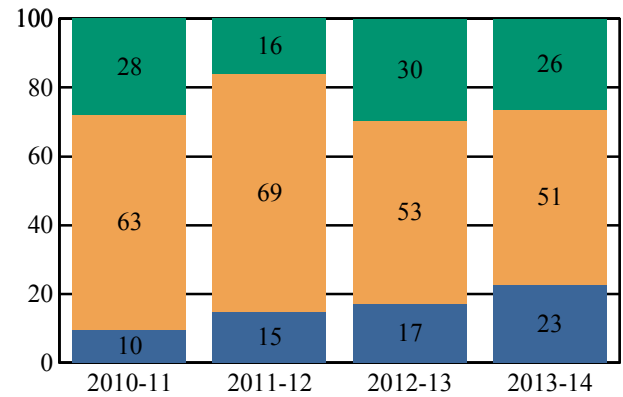
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 14% | 52% | 35% |
| White | 11% | 57% | 32% |
| Black | 27% | 36% | 36% |
| Hispanic | 9% | 49% | 42% |
| American Indian | - | - | - |
| Asian | 25% | 58% | 17% |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 22% | 78% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 11% | 50% | 39% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

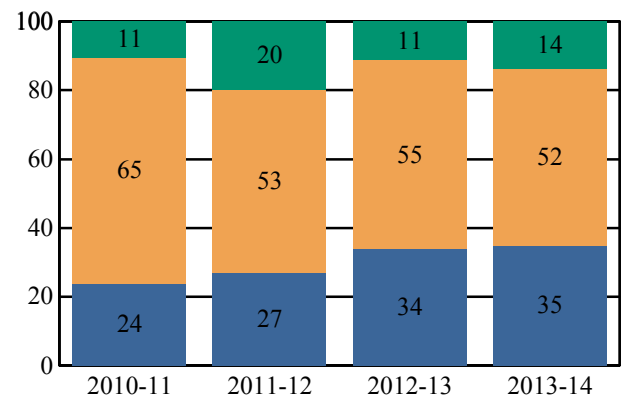
This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

COLLEGE AND CAREER READINESS

MIDTOWN COMMUNITY SCHOOL #8

HUDSON

550 AVENUE A

BAYONNE CITY

GRADE SPAN PK-08

BAYONNE, NJ 07002

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---|--------------------|-----------------|----------------------|------------------|-------------|
| Students taking Algebra (%) | 45% | 81 | 68 | 20% | YES |
| Chronic Absenteeism (%) | 9% | 48 | 36 | 6% | NO |
| Summary | | 65 | 52 | | 50% |

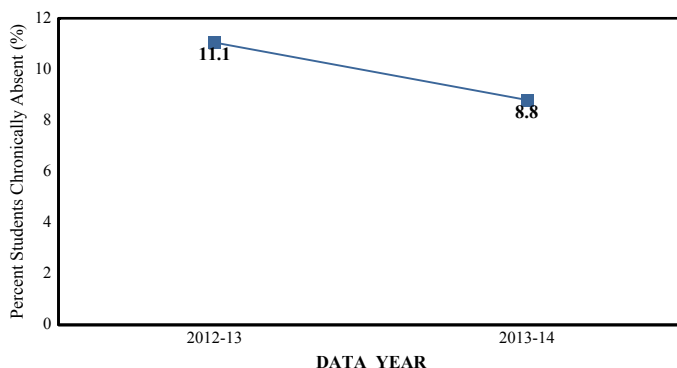
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
|-----------------------------|--------|
| Students taking Algebra I | 45% |
| Algebra grade (C or better) | 89% |

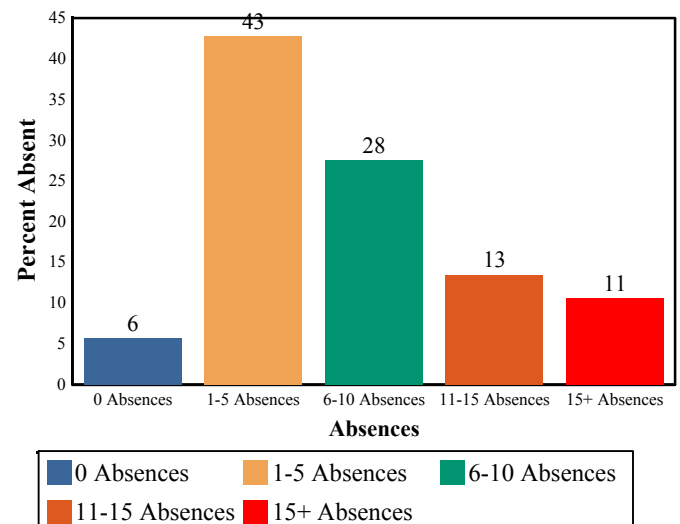
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.





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STUDENT GROWTH

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

| Student Growth Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---------------------------------|------------------------|-----------------|----------------------|------------------|-------------|
| Student Growth on Language Arts | 44 | 52 | 30 | 35 | YES |
| Student Growth on Math | 43 | 36 | 28 | 35 | YES |
| | | 44 | 29 | | 100% |

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 24% | 13% | 6% |
| Proficient | 15% | 22% | 18% |
| Advanced Proficient | 0% | 0% | 1% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 24% | 7% | 3% |
| Proficient | 17% | 14% | 18% |
| Advanced Proficient | 2% | 4% | 11% |

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

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WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

MIDTOWN COMMUNITY SCHOOL #8

550 AVENUE A

BAYONNE, NJ 07002

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 238 | 300 |
| 75th | 214 | 221 |
| 50th | 194 | 207 |
| 25th | 182 | 188 |
| 0th | 149 | 100 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 299 | 300 |
| 75th | 235 | 268 |
| 50th | 210 | 229 |
| 25th | 176 | 200 |
| 0th | 108 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 32 | 33 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 59 | 68 |

Grade Level - 04

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 242 | 300 |
| 75th | 215 | 219 |
| 50th | 201 | 202 |
| 25th | 180 | 186 |
| 0th | 128 | 100 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 232 | 264 |
| 50th | 204 | 228 |
| 25th | 180 | 195 |
| 0th | 129 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 35 | 33 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 52 | 69 |

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

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MIDTOWN COMMUNITY SCHOOL #8

550 AVENUE A

BAYONNE, NJ 07002

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 242 | 300 |
| 75th | 212 | 224 |
| 50th | 200 | 206 |
| 25th | 181 | 186 |
| 0th | 149 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 31 | 38 |

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 240 | 300 |
| 75th | 209 | 230 |
| 50th | 200 | 211 |
| 25th | 185 | 192 |
| 0th | 134 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 24 | 38 |

Grade Level - 05

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 295 | 300 |
| 75th | 239 | 262 |
| 50th | 212 | 235 |
| 25th | 199 | 206 |
| 0th | 155 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 40 | 56 |

Grade Level - 06

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 289 | 300 |
| 75th | 240 | 259 |
| 50th | 221 | 228 |
| 25th | 201 | 201 |
| 0th | 132 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 39 | 58 |

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

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MIDTOWN COMMUNITY SCHOOL #8

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Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 250 | 300 |
| 75th | 217 | 234 |
| 50th | 200 | 211 |
| 25th | 181 | 188 |
| 0th | 113 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 36 | 46 |

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 247 | 300 |
| 75th | 222 | 238 |
| 50th | 211 | 221 |
| 25th | 191 | 204 |
| 0th | 149 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 31 | 34 |

Grade Level - 07

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 266 | 300 |
| 75th | 218 | 250 |
| 50th | 200 | 214 |
| 25th | 180 | 184 |
| 0th | 106 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 38 | 66 |

Grade Level - 08

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 227 | 259 |
| 50th | 202 | 227 |
| 25th | 171 | 192 |
| 0th | 104 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 56 | 67 |

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SCHOOL CLIMATE

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

MIDTOWN COMMUNITY SCHOOL #8

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2013-14 | 6 Hrs. 40 Mins. |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2013-14 | 0.8% |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

| 2013-14 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 35 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

| | School |
|---------|--------|
| 2013-14 | 0 |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2013-14 | School |
|----------------|--------|
| Faculty | 16 |
| Administrators | 573 |

SCHOOL PEER GROUP**MIDTOWN COMMUNITY SCHOOL #8****17-0220-085**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

| COUNTY NAME | DISTRICT NAME | SCHOOL NAME | CDS CODE | GRAD ESPAN | FRPL | LEP | SpED |
|-------------|----------------------------|--|-------------|---------------|-------|-------|-------|
| BERGEN | GARFIELD CITY | GARFIELD MIDDLE SCHOOL | 03-1700-070 | 06-08 | 73.4% | 3.4% | 19.1% |
| BERGEN | HACKENSACK CITY | HACKENSACK MIDDLE SCHOOL | 03-1860-300 | 05-08 | 73.1% | 4.6% | 17.7% |
| CAMDEN | LAWNSIDE BORO | LAWNSIDE SCHOOL DISTRICT | 07-2560-060 | PK-08 | 73.7% | 0.0% | 15.9% |
| CHARTERS | QUEEN CITY ACADEMY CS | THE QUEEN CITY ACADEMY CHARTER SCHOOL | 80-7600-960 | KG-08 | 79.6% | 12.4% | 8.8% |
| CHARTERS | ROBERT TREAT ACADEMY CS | ROBERT TREAT ACADEMY CHARTER SCHOOL | 80-7730-970 | KG-08 | 71.8% | 1.0% | 5.8% |
| CUMBERLANI | MILLVILLE CITY | LAKESIDE MIDDLE SCHOOL | 11-3230-077 | 06-08 | 71.8% | 1.1% | 24.2% |
| CUMBERLANI | VINELAND CITY | THOMAS W. WALLACE JR. MIDDLE SCHOOL | 11-5390-280 | 06-08 | 74.1% | 0.9% | 21.2% |
| ESSEX | EAST ORANGE | WHITNEY E. HOUSTON ACADEMY | 13-1210-090 | PK-08 | 75.1% | 0.3% | 15.9% |
| ESSEX | NEWARK CITY | ANN STREET SCHOOL | 13-3570-200 | PK-08 | 79.6% | 19.0% | 8.9% |
| ESSEX | NEWARK CITY | IVY HILL ELEMENTARY SCHOOL | 13-3570-565 | PK-08 | 73.8% | 9.7% | 9.4% |
| ESSEX | NEWARK CITY | MT VERNON PLACE SCHOOL | 13-3570-570 | PK-08 | 79.0% | 14.9% | 5.8% |
| HUDSON | BAYONNE CITY | MIDTOWN COMMUNITY SCHOOL #8 | 17-0220-085 | PK-08 | 73.4% | 0.9% | 14.4% |
| HUDSON | BAYONNE CITY | PHILIP G. VROOM #2 | 17-0220-090 | PK-08 | 72.3% | 0.6% | 13.7% |
| HUDSON | JERSEY CITY | CHAPLAIN CHARLES WATTERS SCHOOL | 17-2390-220 | KG-08 | 76.8% | 10.3% | 10.9% |
| HUDSON | JERSEY CITY | CHRISTA MCAULIFFE SCHOOL | 17-2390-250 | PK-08 | 75.7% | 10.9% | 11.3% |
| HUDSON | JERSEY CITY | FRANKLIN L. WILLIAMS SCHOOL | 17-2390-155 | 06-08 | 80.4% | 25.9% | 17.2% |
| HUDSON | JERSEY CITY | JOSEPH H. BRENSINGER SCHOOL | 17-2390-360 | PK-08 | 77.0% | 18.1% | 8.6% |
| HUDSON | JERSEY CITY | MARTIN CENTER FOR THE ARTS | 17-2390-347 | PK-08 | 74.5% | 1.0% | 23.1% |
| HUDSON | JERSEY CITY | MARTIN LUTHER KING JR. SCHOOL | 17-2390-140 | PK-08 | 80.5% | 20.8% | 7.8% |
| HUDSON | JERSEY CITY | MIDDLE SCHOOL # 4 | 17-2390-105 | 06-08 | 71.9% | 1.7% | 12.4% |
| HUDSON | JERSEY CITY | PS # 34 | 17-2390-280 | PK-08 | 74.9% | 3.9% | 11.0% |
| MIDDLESEX | CARTERET BORO | CARTERET MIDDLE SCHOOL | 23-0750-055 | 06-08 | 71.5% | 3.5% | 7.3% |
| MONMOUTH | FREEHOLD BORO | FREEHOLD INTERMEDIATE SCHOOL | 25-1640-060 | 06-08 | 75.7% | 2.5% | 18.4% |
| MORRIS | DOVER TOWN | DOVER MIDDLE SCHOOL | 27-1110-065 | 07-08 | 73.8% | 3.4% | 12.3% |
| PASSAIC | HALEDON BORO | HALEDON PUBLIC SCHOOL | 31-1920-015 | PK-08 | 71.5% | 5.3% | 13.1% |
| SOMERSET | BOUND BROOK BORO | BOUND BROOK ELEMENTARY SCHOOL | 35-0490-050 | PK-08 | 76.6% | 15.2% | 10.3% |
| UNION | ELIZABETH CITY | DR. ORLANDO EDREIRA ACADEMY SCHOOL NO. 26 | 39-1320-290 | PK-08 | 76.3% | 11.2% | 5.9% |
| UNION | ELIZABETH CITY | ELMORA SCHOOL NO. 12 | 39-1320-150 | PK-08 | 80.6% | 16.6% | 7.5% |
| UNION | ELIZABETH CITY | MADISON MONROE SCHOOL NO. 16 | 39-1320-190 | PK-08 | 80.7% | 19.2% | 6.8% |
| UNION | LINDEN CITY | JOSEPH E. SOEHL MIDDLE SCHOOL | 39-2660-070 | 06-08 | 74.9% | 4.5% | 17.7% |
| UNION | PLAINFIELD CITY | CEDARBROOK ELEMENTARY SCHOOL | 39-4160-100 | KG-08 | 78.5% | 17.1% | 14.0% |



State of New Jersey

2013-14

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NICHOLAS ORESKO #14

33 EAST 24TH STREET

BAYONNE, NJ 07002

OVERVIEW

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This school's academic performance **is very high when compared** to schools across the state. Additionally, its academic performance **is very high when compared** to its peers. This school's college and career readiness **is very high when compared** to schools across the state. Additionally, its college and career readiness **is very high when compared** to its peers. This school's student growth performance **is high when compared** to schools across the state. Additionally, its student growth performance **is high when compared** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 99 | 83 | 70% |
| College and Career Readiness | 93 | 80 | 100% |
| Student Growth | 70 | 61 | 100% |

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **83%** of schools statewide as noted by its statewide percentile and **99%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **70%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **80%** of schools statewide as noted by its statewide percentile and **93%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **61%** of schools statewide as noted by its statewide percentile and **70%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

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DEMOGRAPHIC INFORMATION

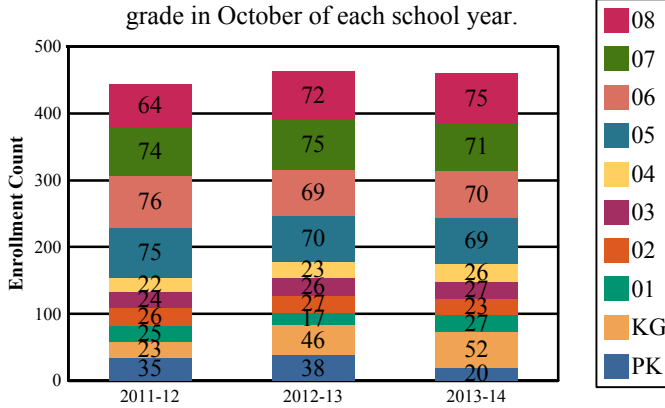
HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



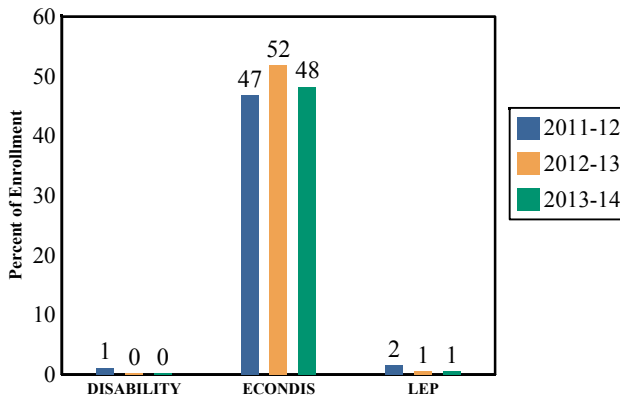
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

| | |
|---------|-----|
| 2011-12 | 444 |
| 2012-13 | 463 |
| 2013-14 | 460 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 1 | 0% |
| Economically Disadvantaged Students | 222 | 48.3% |
| Limited English Proficient Students | 3 | 0.7% |

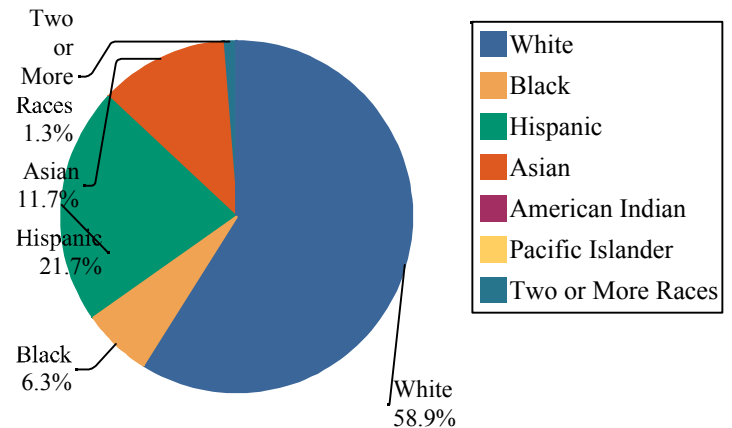
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2013-14 | Percent |
|---------|---------|
| English | 65.8% |
| Arabic | 12.2% |
| Spanish | 8.2% |
| Polish | 3.6% |
| Russian | 2.2% |
| Hindi | 1.3% |
| Other | 6.7% |

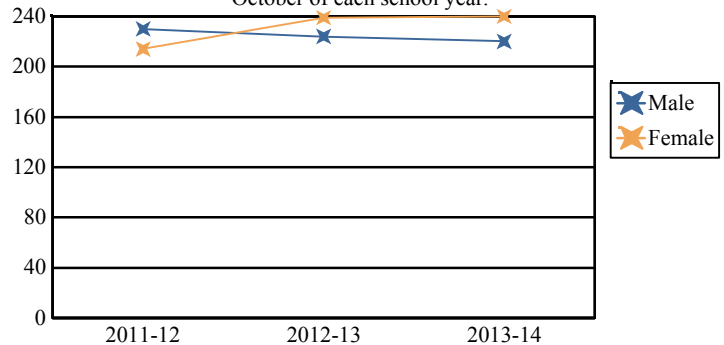
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|------|--------|
| 2011-12 | 230 | 214 |
| 2012-13 | 224 | 239 |
| 2013-14 | 220 | 240 |

State of New Jersey

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NICHOLAS ORESKO #14

33 EAST 24TH STREET

BAYONNE, NJ 07002

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile | Percent of Targets Met |
|---|------------------------|-----------------|------------------|------------------------|
| NJASK Language Arts Proficiency and above | 84% | 97 | 78 | 40% |
| NJASK Math Proficiency and above | 89% | 100 | 88 | 100% |
| SUMMARY - Academic Achievement | | 99 | 83 | 70% |

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

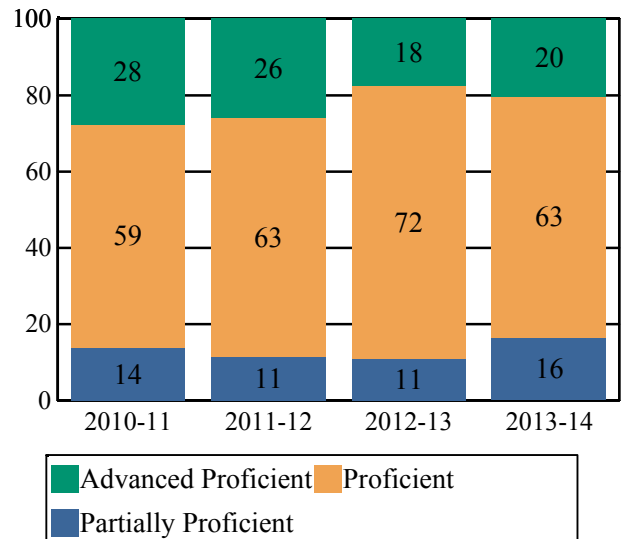
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 358 | 83.5 | 89.9 | NO |
| White | 201 | 89.1 | 90 | YES* |
| Black | - | - | | -- |
| Hispanic | 88 | 71.6 | 86.1 | NO |
| American Indian | - | - | | -- |
| Asian | 48 | 93.7 | 88.9 | YES |
| Two or More Races | - | - | | -- |
| Students with Disability | - | - | | -- |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 176 | 69.9 | 79 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

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BAYONNE CITY

GRADE SPAN PK-08

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

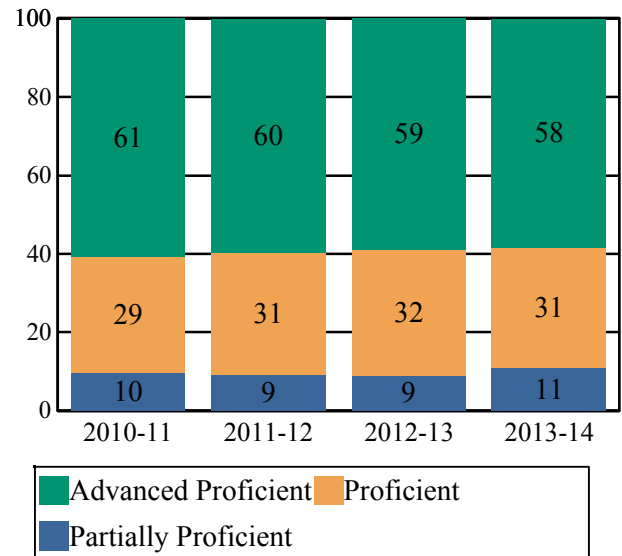
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 358 | 89.1 | 90 | YES* |
| White | 201 | 93 | 90 | YES |
| Black | - | - | | -- |
| Hispanic | 88 | 82.9 | 88.1 | YES* |
| American Indian | - | - | | -- |
| Asian | 48 | 95.8 | 90 | YES |
| Two or More Races | - | - | | -- |
| Students with Disability | - | - | | -- |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 176 | 82.4 | 84.6 | YES* |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 9% | 56% | 34% |
| White | 14% | 57% | 29% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 4% | 58% | 38% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

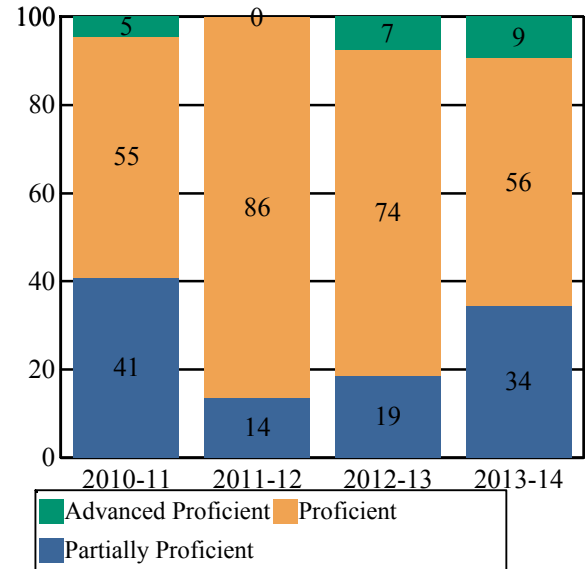
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 4% | 57% | 39% |
| White | 8% | 69% | 23% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 57% | 43% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

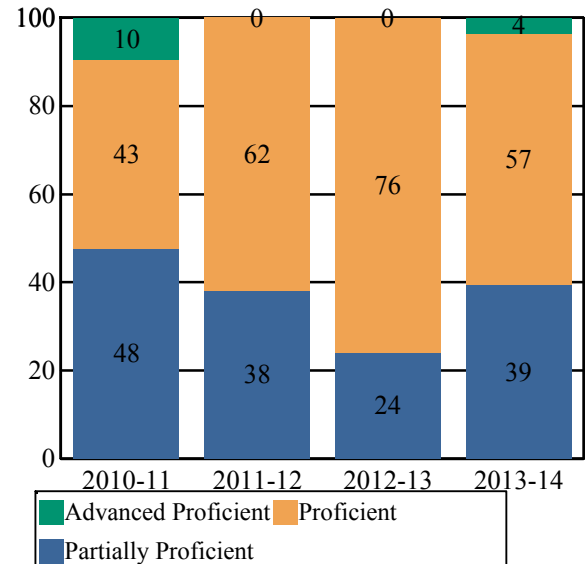
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 15% | 70% | 15% |
| White | 12% | 79% | 9% |
| Black | - | - | - |
| Hispanic | 9% | 61% | 30% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 7% | 59% | 33% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 06

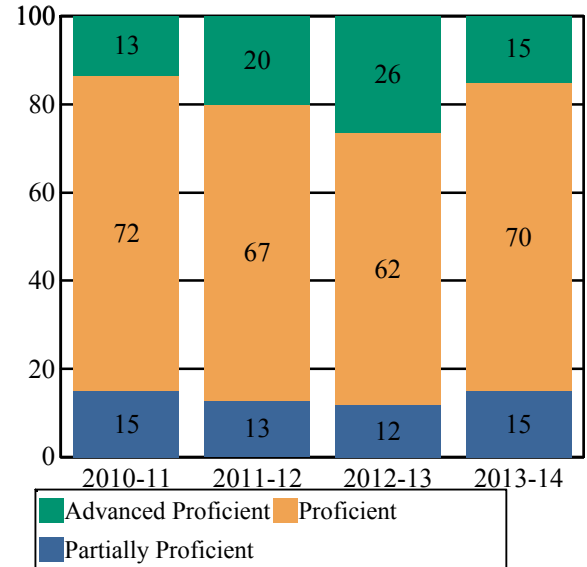
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 22% | 66% | 12% |
| White | 21% | 74% | 5% |
| Black | - | - | - |
| Hispanic | 16% | 63% | 21% |
| American Indian | - | - | - |
| Asian | 36% | 64% | 0% |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 12% | 62% | 26% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

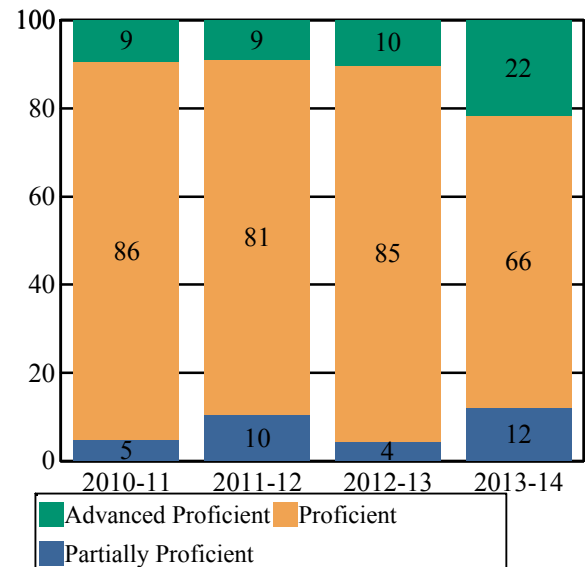
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

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GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 38% | 51% | 11% |
| White | 37% | 53% | 10% |
| Black | - | - | - |
| Hispanic | 27% | 64% | 9% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 21% | 57% | 21% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 08

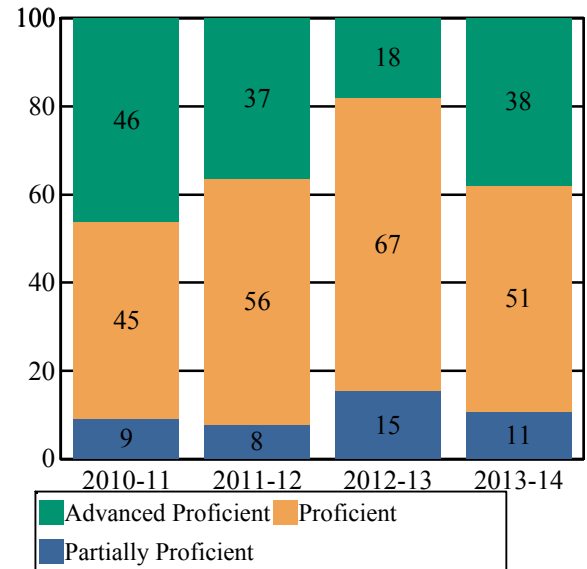
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 18% | 70% | 12% |
| White | 20% | 70% | 10% |
| Black | - | - | - |
| Hispanic | 13% | 67% | 20% |
| American Indian | - | - | - |
| Asian | 17% | 75% | 8% |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 16% | 61% | 24% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

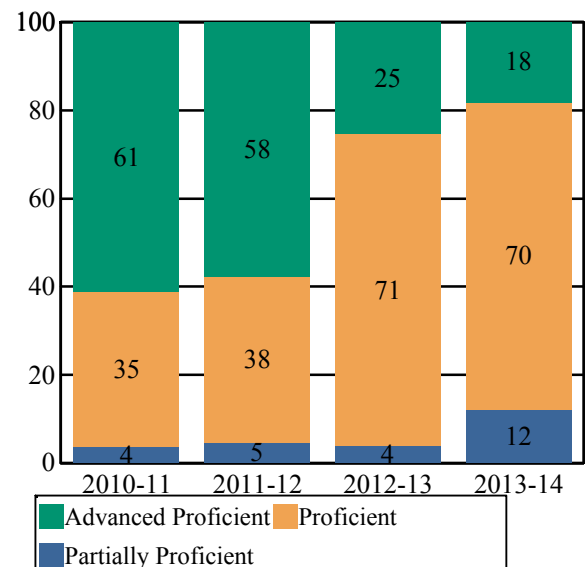
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



State of New Jersey

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ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 38% | 38% | 25% |
| White | 57% | 29% | 14% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 31% | 42% | 27% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

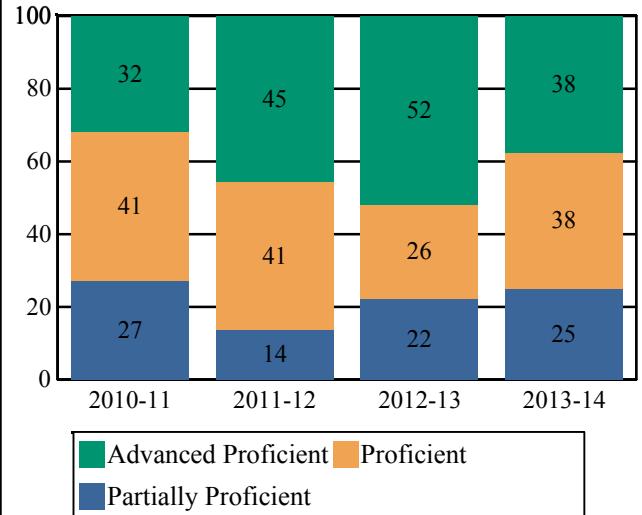
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 46% | 29% | 25% |
| White | 69% | 8% | 23% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 43% | 30% | 26% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

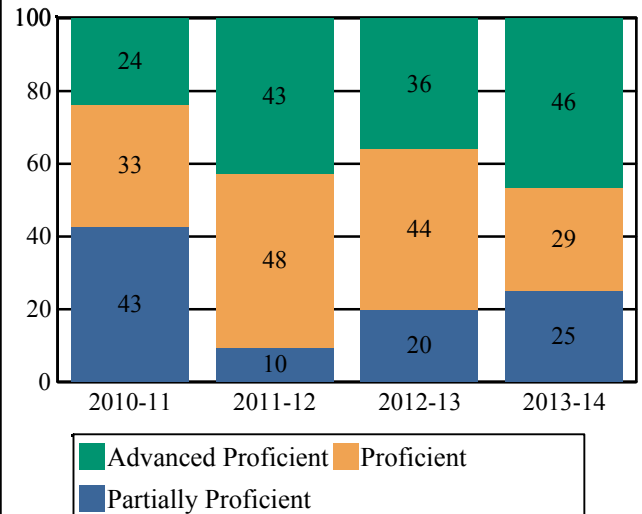
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 70% | 28% | 1% |
| White | 68% | 32% | 0% |
| Black | - | - | - |
| Hispanic | 65% | 30% | 4% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 59% | 37% | 4% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 06

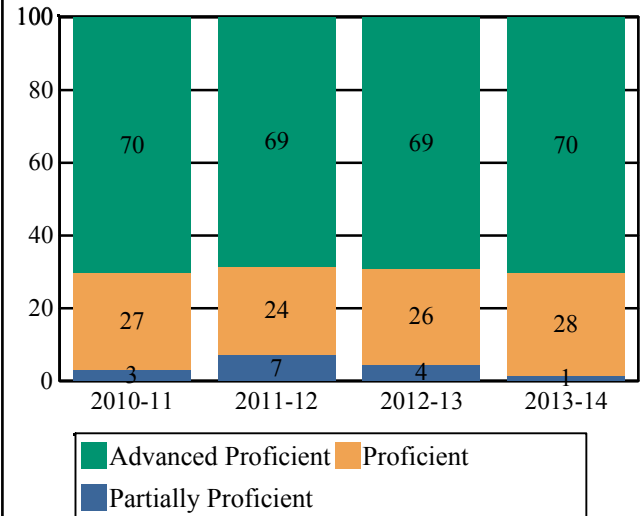
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 76% | 19% | 5% |
| White | 79% | 15% | 5% |
| Black | - | - | - |
| Hispanic | 58% | 32% | 11% |
| American Indian | - | - | - |
| Asian | 100% | 0% | 0% |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 62% | 26% | 12% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

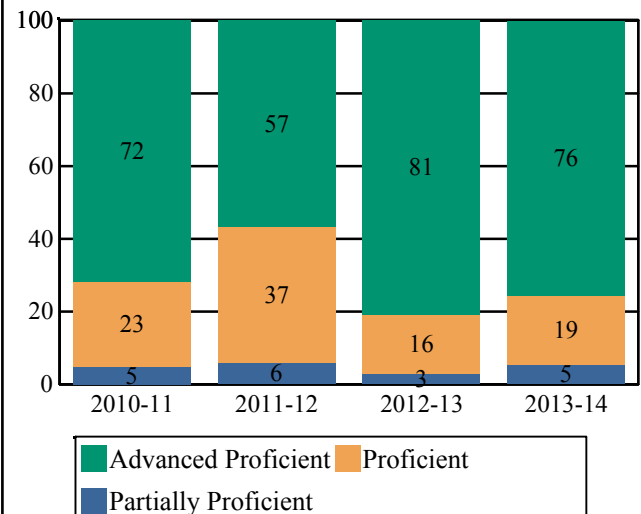
NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

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GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 51% | 38% | 11% |
| White | 53% | 39% | 8% |
| Black | - | - | - |
| Hispanic | 36% | 45% | 18% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 54% | 29% | 18% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 08

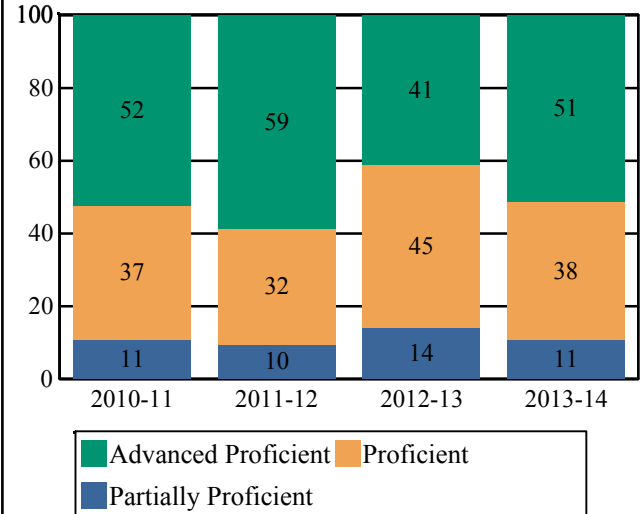
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 52% | 35% | 13% |
| White | 54% | 40% | 6% |
| Black | - | - | - |
| Hispanic | 53% | 27% | 20% |
| American Indian | - | - | - |
| Asian | 58% | 25% | 17% |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 42% | 37% | 21% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

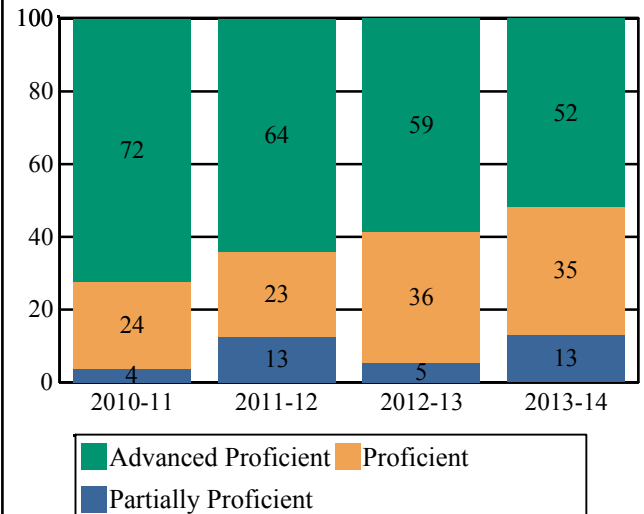
NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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ACADEMIC ACHIEVEMENT

HUDSON

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GRADE SPAN PK-08

NICHOLAS ORESKO #14

33 EAST 24TH STREET

BAYONNE, NJ 07002

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 64% | 25% | 11% |
| White | 77% | 8% | 15% |
| Black | - | - | - |
| Hispanic | - | - | - |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 65% | 26% | 9% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Science Grade Level - 08

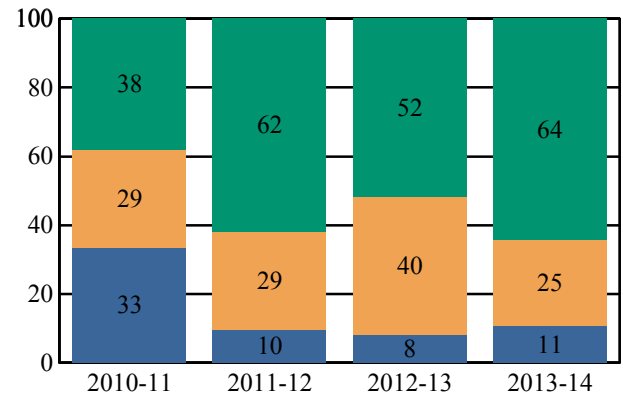
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 35% | 49% | 16% |
| White | 36% | 54% | 10% |
| Black | - | - | - |
| Hispanic | 40% | 40% | 20% |
| American Indian | - | - | - |
| Asian | 25% | 58% | 17% |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 13% | 61% | 26% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

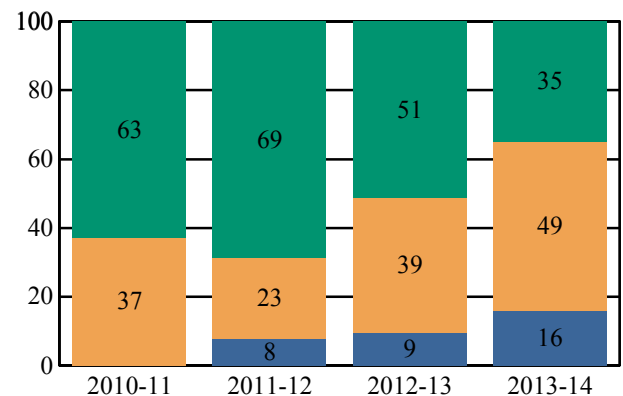
This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

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COLLEGE AND CAREER READINESS

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---|--------------------|-----------------|----------------------|------------------|-------------|
| Students taking Algebra (%) | 60% | 91 | 80 | 20% | YES |
| Chronic Absenteeism (%) | 4% | 94 | 80 | 6% | YES |
| Summary | | 93 | 80 | | 100% |

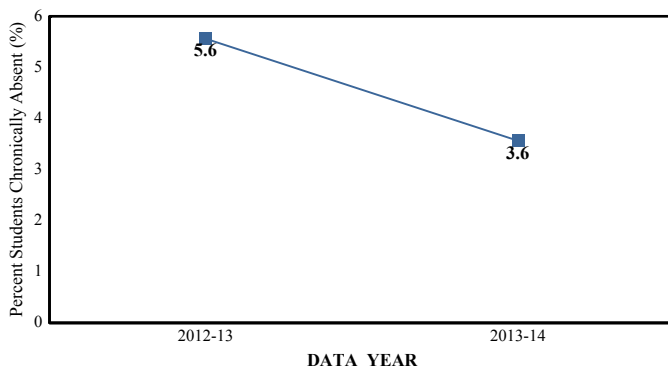
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
|-----------------------------|--------|
| Students taking Algebra I | 60% |
| Algebra grade (C or better) | 100% |

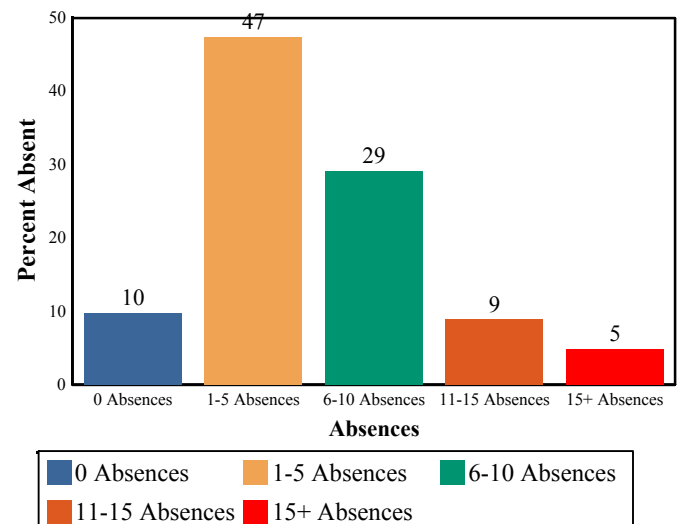
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



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STUDENT GROWTH

HUDSON

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GRADE SPAN PK-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

| Student Growth Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---------------------------------|------------------------|-----------------|----------------------|------------------|-------------|
| Student Growth on Language Arts | 49 | 62 | 53 | 35 | YES |
| Student Growth on Math | 54 | 78 | 69 | 35 | YES |
| | | 70 | 61 | | 100% |

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 9% | 4% | 1% |
| Proficient | 20% | 28% | 16% |
| Advanced Proficient | 3% | 6% | 13% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 5% | 2% | 2% |
| Proficient | 16% | 9% | 5% |
| Advanced Proficient | 11% | 16% | 34% |

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

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WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 257 | 300 |
| 75th | 207 | 221 |
| 50th | 201 | 207 |
| 25th | 185 | 188 |
| 0th | 160 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 22 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 256 | 268 |
| 50th | 221 | 229 |
| 25th | 189 | 200 |
| 0th | 128 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 67 | 68 |

Grade Level - 04

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 249 | 300 |
| 75th | 213 | 219 |
| 50th | 200 | 202 |
| 25th | 186 | 186 |
| 0th | 148 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 27 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 272 | 264 |
| 50th | 228 | 228 |
| 25th | 187 | 195 |
| 0th | 115 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 85 | 69 |

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

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NICHOLAS ORESKO #14

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Grade Level - 05

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 278 | 300 |
| 75th | 238 | 224 |
| 50th | 221 | 206 |
| 25th | 206 | 186 |
| 0th | 155 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 32 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 279 | 262 |
| 50th | 256 | 235 |
| 25th | 242 | 206 |
| 0th | 146 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 37 | 56 |

Grade Level - 06

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 279 | 300 |
| 75th | 246 | 230 |
| 50th | 233 | 211 |
| 25th | 214 | 192 |
| 0th | 161 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 32 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 300 | 259 |
| 50th | 264 | 228 |
| 25th | 250 | 201 |
| 0th | 124 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 50 | 58 |

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

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NICHOLAS ORESKO #14

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BAYONNE, NJ 07002

Grade Level - 07

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 297 | 300 |
| 75th | 255 | 234 |
| 50th | 236 | 211 |
| 25th | 219 | 188 |
| 0th | 117 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 36 | 46 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 267 | 250 |
| 50th | 250 | 214 |
| 25th | 218 | 184 |
| 0th | 115 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 49 | 66 |

Grade Level - 08

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 268 | 300 |
| 75th | 246 | 238 |
| 50th | 230 | 221 |
| 25th | 218 | 204 |
| 0th | 161 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 28 | 34 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 276 | 259 |
| 50th | 250 | 227 |
| 25th | 219 | 192 |
| 0th | 122 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 57 | 67 |



State of New Jersey

2013-14

SCHOOL CLIMATE

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

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NICHOLAS ORESKO #14

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2013-14 | 6 Hrs. 40 Mins. |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2013-14 | 2.4% |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

| 2013-14 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 35 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

| | School |
|---------|--------|
| 2013-14 | 0 |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2013-14 | School |
|----------------|--------|
| Faculty | 20 |
| Administrators | 460 |

SCHOOL PEER GROUP**NICHOLAS ORESKO #14****17-0220-140**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

| COUNTY NAME | DISTRICT NAME | SCHOOL NAME | CDS CODE | GRAD ESPAN | FRPL | LEP | SpED |
|-------------|-----------------------------|------------------------------------|-------------------|---------------|------|-------|------|
| ATLANTIC | EGG HARBOR TWP | FERNWOOD AVENUE MIDDLE SCHOOL | 01-1310-039 06-08 | 46.5% | 2.1% | 9.3% | |
| BERGEN | BERGENFIELD BORO | ROY W. BROWN MIDDLE SCHOOL | 03-0300-075 06-08 | 44.6% | 2.4% | 15.2% | |
| BERGEN | ELMWOOD PARK | MEMORIAL MIDDLE SCHOOL | 03-1345-060 06-08 | 47.4% | 4.0% | 17.8% | |
| BURLINGTON | FLORENCE TWP | FLORENCE RIVERFRONT SCHOOL | 05-1520-055 04-08 | 31.9% | 0.4% | 13.4% | |
| CAMDEN | GLOUCESTER TWP | ANN A. MULLEN MIDDLE SCHOOL | 07-1780-100 06-08 | 34.8% | 0.0% | 12.0% | |
| CAMDEN | GLOUCESTER TWP | GLEN LANDING MIDDLE SCHOOL | 07-1780-055 06-08 | 30.7% | 0.0% | 16.4% | |
| CAMDEN | RUNNEMEDE BORO | MARY E. VOLZ ELEMENTARY SCHOOL | 07-4590-040 PK-08 | 37.9% | 1.7% | 17.1% | |
| CAPE MAY | OCEAN CITY | OCEAN CITY INTERMEDIATE SCHOOL | 09-3780-060 04-08 | 31.3% | 0.0% | 14.8% | |
| CAPE MAY | WILDWOOD CREST BORO | CREST MEMORIAL SCHOOL | 09-5800-030 PK-08 | 34.7% | 2.5% | 16.7% | |
| CHARTERS | BERGEN ARTS AND SCIENCES CS | BERGEN ARTS AND SCIENCES CS | 80-6013-900 KG-11 | 48.1% | 2.4% | 3.7% | |
| CHARTERS | LEARNING COMMUNITY CS | LEARNING COMMUNITY CHARTER SCHOOL | 80-7115-960 PK-08 | 35.3% | 0.0% | 8.7% | |
| CUMBERLANI | DEERFIELD TWP | DEERFIELD TOWNSHIP SCHOOL DISTRICT | 11-1020-040 PK-08 | 54.1% | 3.5% | 11.8% | |
| CUMBERLANI | STOW CREEK TWP | STOW CREEK TOWNSHIP | 11-5070-050 KG-08 | 37.3% | 0.0% | 7.6% | |
| ESSEX | BLOOMFIELD TWP | BLOOMFIELD MIDDLE SCHOOL | 13-0410-030 07-08 | 42.0% | 3.4% | 19.1% | |
| ESSEX | WEST ORANGE TOWN | LIBERTY MIDDLE SCHOOL | 13-5680-135 07-08 | 45.1% | 4.2% | 18.5% | |
| ESSEX | WEST ORANGE TOWN | ROOSEVELT MIDDLE SCHOOL | 13-5680-090 07-08 | 39.4% | 2.3% | 19.0% | |
| HUDSON | BAYONNE CITY | NICHOLAS ORESKO #14 | 17-0220-140 PK-08 | 48.3% | 0.7% | 0.2% | |
| HUDSON | JERSEY CITY | JAMES F. MURRAY SCHOOL | 17-2390-350 PK-08 | 67.7% | 5.6% | 8.6% | |
| HUDSON | KEARNY TOWN | FRANKLIN ELEMENTARY SCHOOL | 17-2410-070 PK-08 | 61.2% | 5.0% | 10.9% | |
| HUDSON | NORTH BERGEN TWP | LINCOLN ELEMENTARY SCHOOL | 17-3610-090 PK-08 | 62.8% | 5.6% | 12.5% | |
| MIDDLESEX | EDISON TWP | THOMAS JEFFERSON MIDDLE SCHOOL | 23-1290-060 06-08 | 40.4% | 2.4% | 15.2% | |
| MIDDLESEX | NORTH BRUNSWICK TWP | LINWOOD MIDDLE SCHOOL | 23-3620-065 06-08 | 41.2% | 2.1% | 12.6% | |
| MONMOUTH | MATAWAN-ABERDEEN REGIONAL | MATAWAN-ABERDEEN MIDDLE SCHOOL | 25-3040-053 06-08 | 31.1% | 0.8% | 12.0% | |
| MONMOUTH | UNION BEACH | MEMORIAL SCHOOL | 25-5230-050 PK-08 | 32.4% | 0.2% | 12.9% | |
| OCEAN | BARNEGAT TWP | RUSSELL O. BRACKMAN MIDDLE SCHOOL | 29-0185-050 06-08 | 33.6% | 0.8% | 16.3% | |
| OCEAN | MANCHESTER TWP | MANCHESTER TOWNSHIP MIDDLE SCHOOL | 29-2940-045 06-08 | 30.9% | 0.3% | 17.1% | |
| PASSAIC | WANAQUE BORO | HASKELL ELEMENTARY SCHOOL | 31-5440-050 KG-08 | 34.4% | 3.1% | 21.4% | |
| SALEM | OLDMANS TWP | OLDMANS TOWNSHIP SCHOOL | 33-3860-010 KG-08 | 31.5% | 0.0% | 7.9% | |
| SOMERSET | SOMERVILLE BORO | SOMERVILLE MIDDLE SCHOOL | 35-4820-055 06-08 | 42.3% | 3.7% | 16.1% | |
| UNION | UNION TWP | BURNET MIDDLE SCHOOL | 39-5290-060 06-08 | 39.5% | 1.5% | 13.6% | |
| WARREN | ALPHA BORO | ALPHA BOROUGH SCHOOL | 41-0070-010 PK-08 | 37.2% | 1.2% | 9.4% | |



State of New Jersey

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OVERVIEW

HUDSON
BAYONNE CITY

GRADE SPAN PK-08

17-0220-090
PHILIP G. VROOM #2
18 WEST 26TH ST
BAYONNE, NJ 07002-3803

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is very high when compared** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **is about average when compared** to schools across the state. Additionally, its student growth performance **is about average when compared** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 82 | 47 | 17% |
| College and Career Readiness | 67 | 55 | 50% |
| Student Growth | 54 | 42 | 100% |

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being equal to or above the 80th percentile.

High Performance is defined as being between the 60th and 79.9th percentiles.

Average Performance is defined as being between the 40th and 59.9th percentiles.

Lagging Performance is defined as being between the 20th and 39.9th percentiles.

Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **47%** of schools statewide as noted by its statewide percentile and **82%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **17%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **55%** of schools statewide as noted by its statewide percentile and **67%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **50%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **42%** of schools statewide as noted by its statewide percentile and **54%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.



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DEMOGRAPHIC INFORMATION

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-090

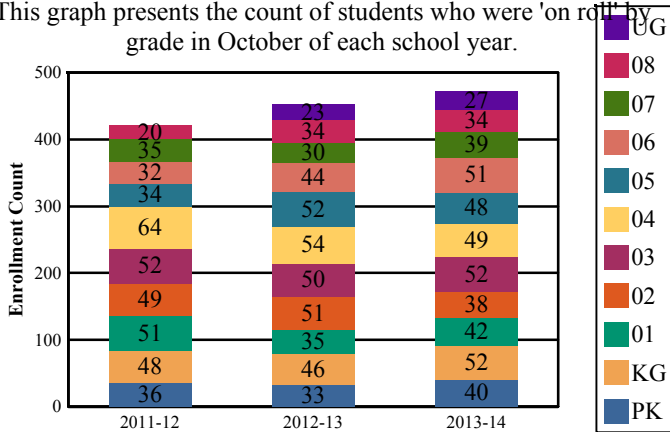
PHILIP G. VROOM #2

18 WEST 26TH ST

BAYONNE, NJ 07002-3803

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



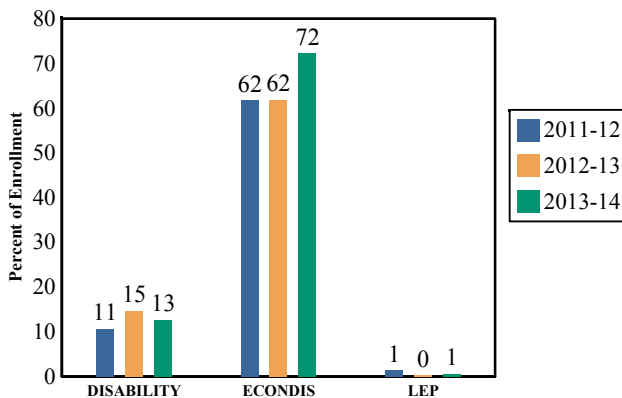
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

| | |
|---------|-----|
| 2011-12 | 421 |
| 2012-13 | 452 |
| 2013-14 | 472 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 60 | 13% |
| Economically Disadvantaged Students | 341 | 72.3% |
| Limited English Proficient Students | 3 | 0.6% |

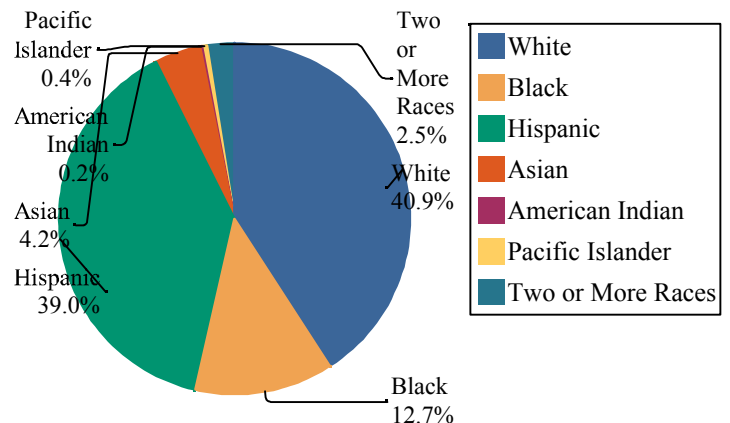
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2013-14 | Percent |
|---------|---------|
| English | 73.4% |
| Spanish | 12.5% |
| Arabic | 10.0% |
| Polish | 0.8% |
| Russian | 0.6% |
| Hindi | 0.4% |
| Other | 2.3% |

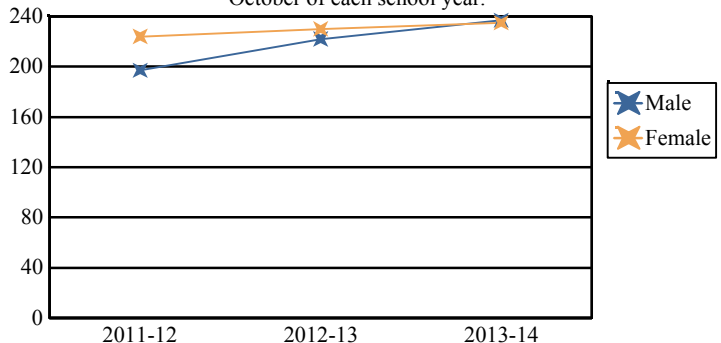
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|------|--------|
| 2011-12 | 197 | 224 |
| 2012-13 | 222 | 230 |
| 2013-14 | 237 | 235 |



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ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile | Percent of Targets Met |
|---|------------------------|-----------------|------------------|------------------------|
| NJASK Language Arts Proficiency and above | 67% | 88 | 45 | 33% |
| NJASK Math Proficiency and above | 74% | 75 | 49 | 0% |
| SUMMARY - Academic Achievement | | 82 | 47 | 17% |

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

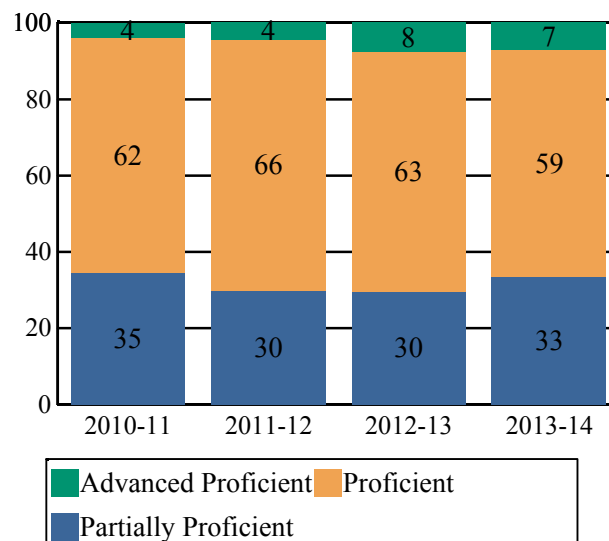
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 276 | 66.6 | 74.2 | NO |
| White | 109 | 74.3 | 80.5 | YES* |
| Black | 36 | 58.3 | 66.2 | YES* |
| Hispanic | 111 | 58.6 | 70.6 | NO |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 51 | 19.6 | 50.1 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 192 | 61.4 | 71.4 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.





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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

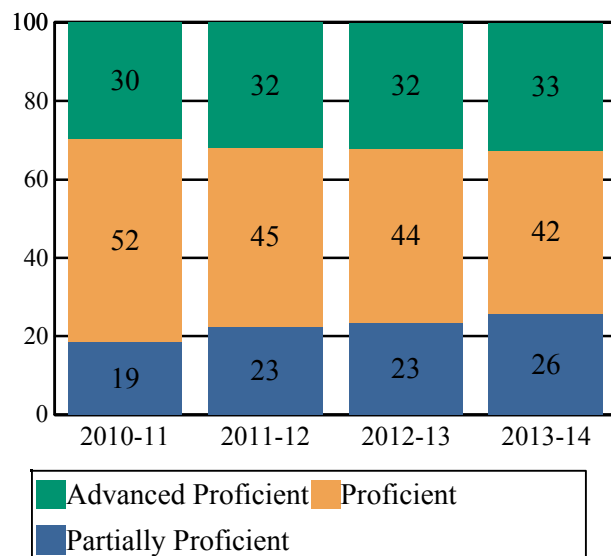
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 276 | 74.3 | 86.2 | NO |
| White | 109 | 82.6 | 90 | NO |
| Black | 36 | 52.8 | 80.8 | NO |
| Hispanic | 111 | 72.9 | 82.4 | NO |
| American Indian | - | - | | -- |
| Asian | - | - | | -- |
| Two or More Races | - | - | | -- |
| Students with Disability | 51 | 33.3 | 61.7 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 192 | 74.5 | 86.3 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.





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GRADE SPAN PK-08

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NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 2% | 44% | 54% |
| White | 0% | 63% | 37% |
| Black | - | - | - |
| Hispanic | 0% | 30% | 70% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 43% | 57% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

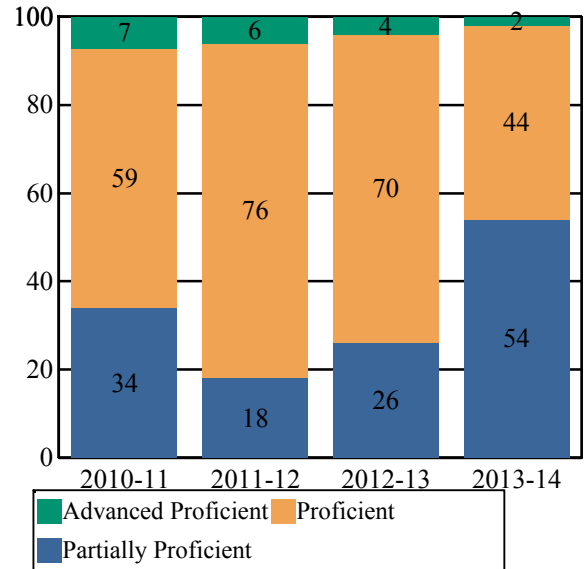
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 11% | 67% | 22% |
| White | 16% | 79% | 5% |
| Black | - | - | - |
| Hispanic | 0% | 67% | 33% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 3% | 62% | 34% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

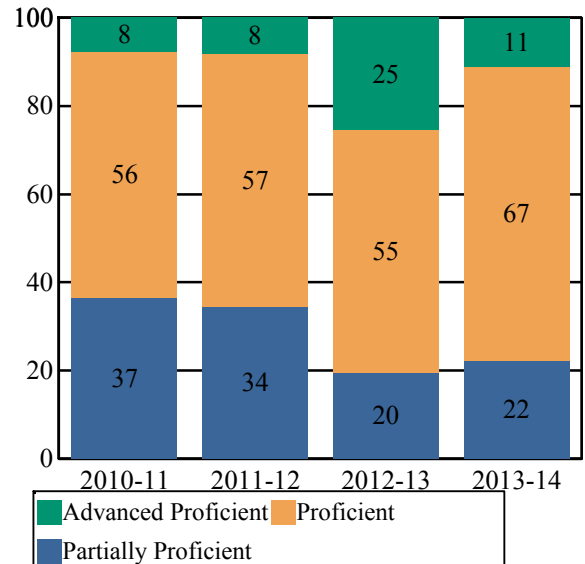
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 10% | 71% | 18% |
| White | 12% | 81% | 8% |
| Black | - | - | - |
| Hispanic | 15% | 46% | 38% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 9% | 69% | 23% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 06

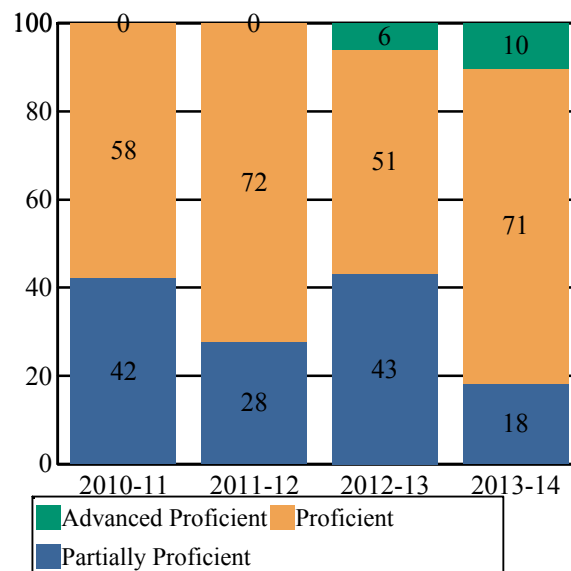
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 2% | 60% | 38% |
| White | 0% | 53% | 47% |
| Black | - | - | - |
| Hispanic | 0% | 67% | 33% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 27% | 73% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 62% | 38% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

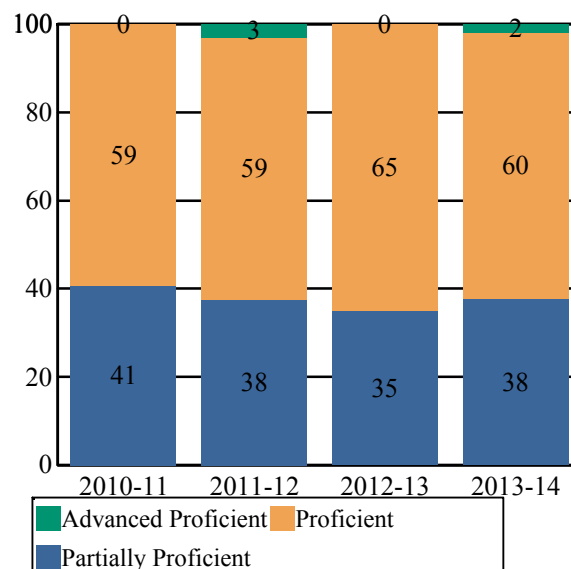
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 10% | 50% | 40% |
| White | 12% | 47% | 41% |
| Black | - | - | - |
| Hispanic | 11% | 56% | 33% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 18% | 82% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 4% | 52% | 44% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 08

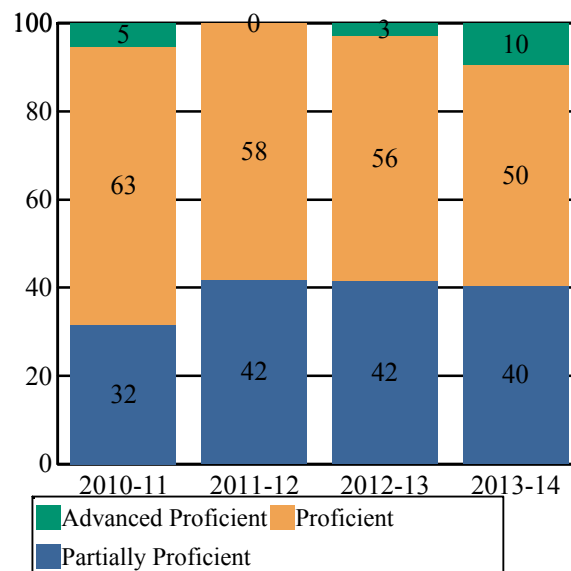
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 11% | 65% | 24% |
| White | 0% | 73% | 27% |
| Black | - | - | - |
| Hispanic | 7% | 60% | 33% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 8% | 60% | 32% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

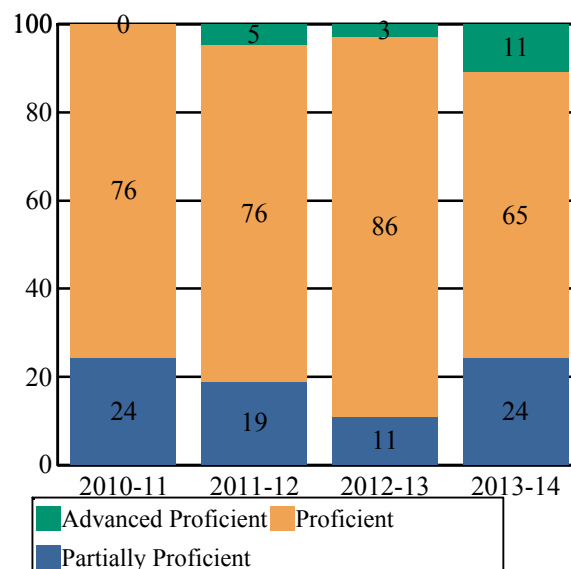
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |



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NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 26% | 26% | 48% |
| White | 37% | 32% | 32% |
| Black | - | - | - |
| Hispanic | 22% | 22% | 57% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 22% | 27% | 51% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

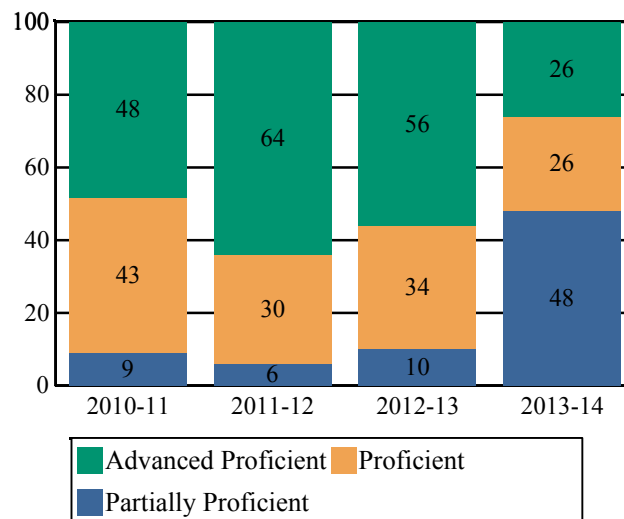
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 42% | 38% | 20% |
| White | 58% | 32% | 11% |
| Black | - | - | - |
| Hispanic | 33% | 53% | 13% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 28% | 41% | 31% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

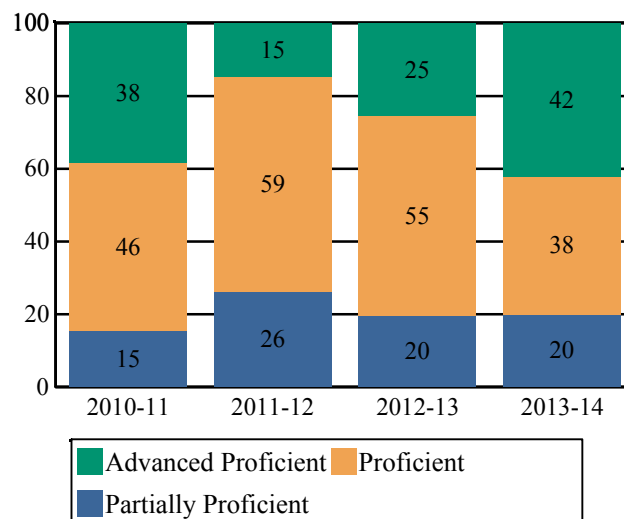
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 49% | 43% | 8% |
| White | 54% | 42% | 4% |
| Black | - | - | - |
| Hispanic | 46% | 46% | 8% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 49% | 43% | 9% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 06

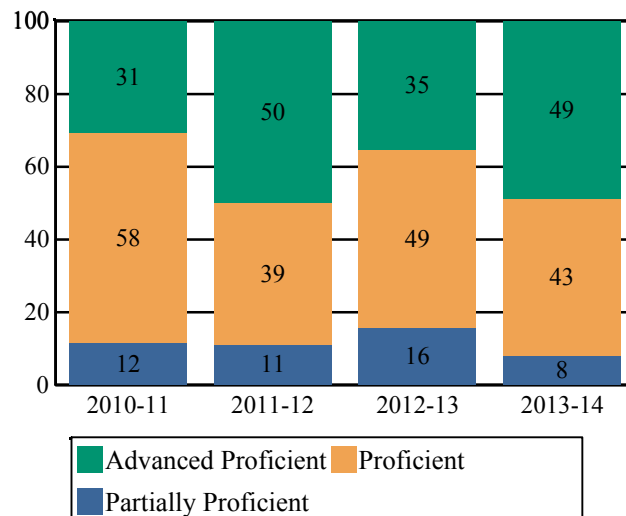
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 26% | 58% | 15% |
| White | 35% | 53% | 12% |
| Black | - | - | - |
| Hispanic | 19% | 63% | 19% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 36% | 64% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 26% | 64% | 10% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

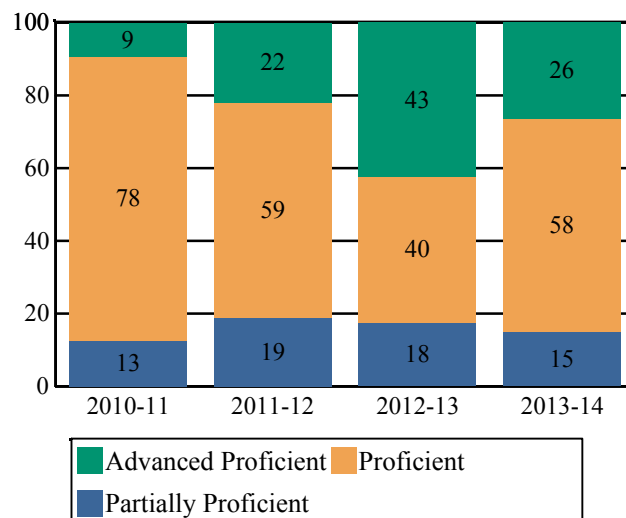
NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





State of New Jersey

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17-0220-090

PHILIP G. VROOM #2

18 WEST 26TH ST

BAYONNE, NJ 07002-3803

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 24% | 38% | 38% |
| White | 18% | 47% | 35% |
| Black | - | - | - |
| Hispanic | 33% | 39% | 28% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 18% | 82% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 15% | 48% | 37% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 08

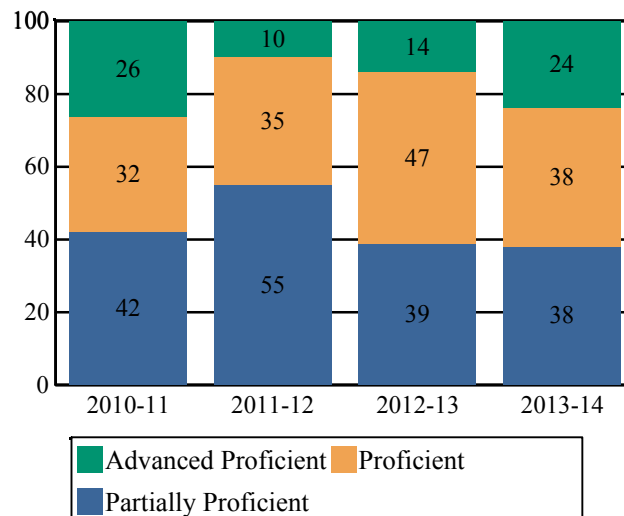
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 27% | 46% | 27% |
| White | 36% | 45% | 18% |
| Black | - | - | - |
| Hispanic | 27% | 47% | 27% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 28% | 56% | 16% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

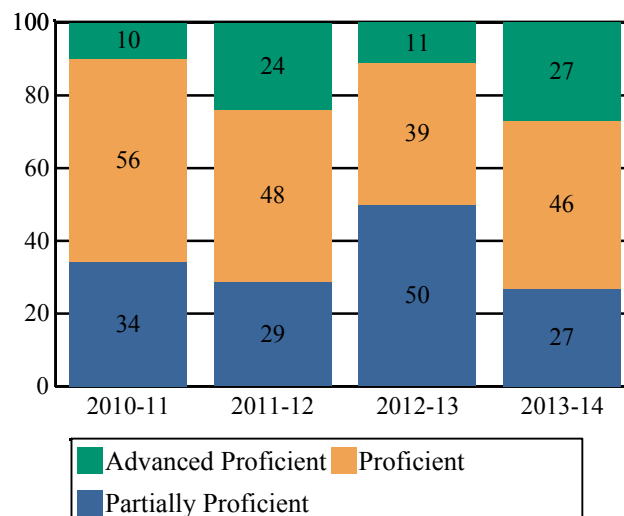
NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





State of New Jersey

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ACADEMIC ACHIEVEMENT

HUDSON
BAYONNE CITY

GRADE SPAN PK-08

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2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |



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ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-08

NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 69% | 20% | 11% |
| White | 79% | 16% | 5% |
| Black | - | - | - |
| Hispanic | 67% | 27% | 7% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 55% | 28% | 17% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Science Grade Level - 08

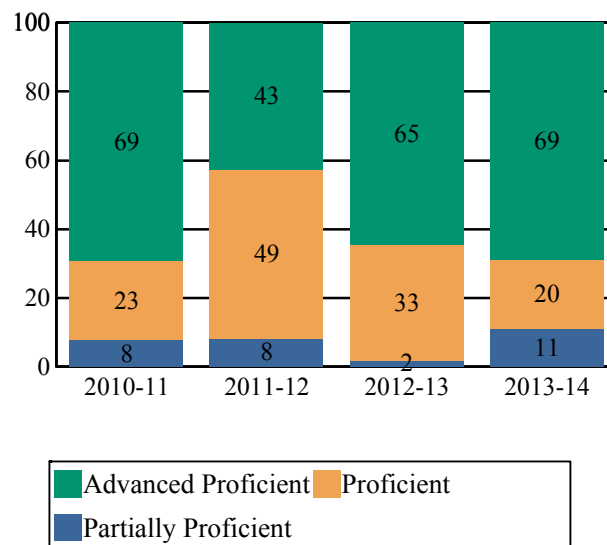
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 16% | 62% | 22% |
| White | 18% | 45% | 36% |
| Black | - | - | - |
| Hispanic | 20% | 60% | 20% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 12% | 68% | 20% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

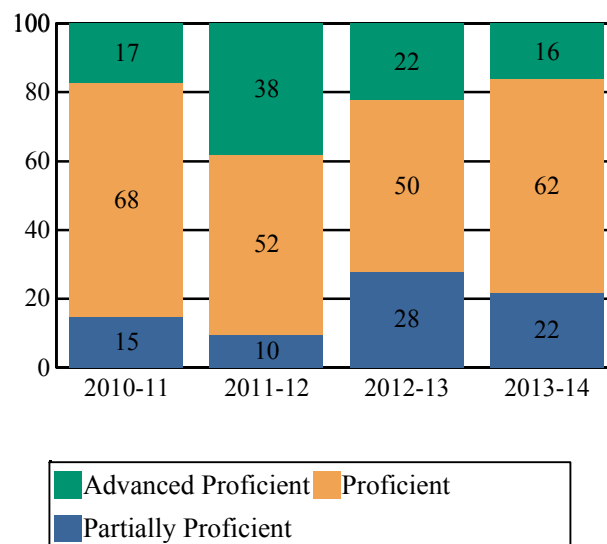
NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





State of New Jersey

2013-14

COLLEGE AND CAREER READINESS

HUDSON
BAYONNE CITY

GRADE SPAN PK-08

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---|--------------------|-----------------|----------------------|------------------|-------------|
| Students taking Algebra (%) | 53% | 94 | 76 | 20% | YES |
| Chronic Absenteeism (%) | 9% | 39 | 34 | 6% | NO |
| Summary | | 67 | 55 | | 50% |

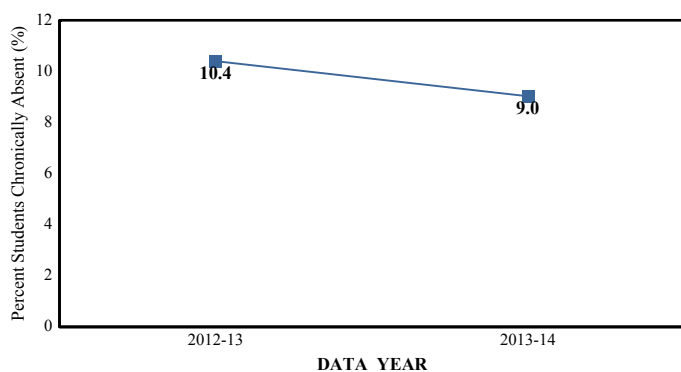
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
|-----------------------------|--------|
| Students taking Algebra I | 53% |
| Algebra grade (C or better) | 83% |

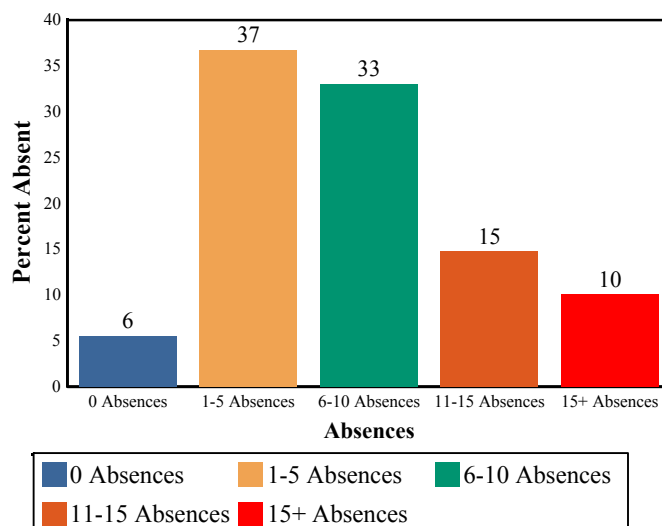
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.





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STUDENT GROWTH

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

| Student Growth Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---------------------------------|------------------------|-----------------|----------------------|------------------|-------------|
| Student Growth on Language Arts | 51 | 88 | 61 | 35 | YES |
| Student Growth on Math | 41 | 20 | 22 | 35 | YES |
| | | 54 | 42 | | 100% |

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 12% | 11% | 5% |
| Proficient | 22% | 17% | 26% |
| Advanced Proficient | 0% | 2% | 7% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 15% | 5% | 2% |
| Proficient | 21% | 12% | 13% |
| Advanced Proficient | 9% | 10% | 14% |

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.



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WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 247 | 300 |
| 75th | 213 | 221 |
| 50th | 194 | 207 |
| 25th | 184 | 188 |
| 0th | 152 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 29 | 33 |

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 251 | 300 |
| 75th | 233 | 219 |
| 50th | 219 | 202 |
| 25th | 202 | 186 |
| 0th | 154 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 31 | 33 |

Grade Level - 03

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 251 | 268 |
| 50th | 207 | 229 |
| 25th | 185 | 200 |
| 0th | 128 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 66 | 68 |

Grade Level - 04

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 264 | 264 |
| 50th | 224 | 228 |
| 25th | 202 | 195 |
| 0th | 146 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 62 | 69 |



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WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Grade Level - 05

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 251 | 300 |
| 75th | 231 | 224 |
| 50th | 215 | 206 |
| 25th | 203 | 186 |
| 0th | 140 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 28 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 298 | 300 |
| 75th | 273 | 262 |
| 50th | 246 | 235 |
| 25th | 212 | 206 |
| 0th | 163 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 61 | 56 |

Grade Level - 06

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 246 | 300 |
| 75th | 215 | 230 |
| 50th | 206 | 211 |
| 25th | 188 | 192 |
| 0th | 131 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 27 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 295 | 300 |
| 75th | 244 | 259 |
| 50th | 223 | 228 |
| 25th | 206 | 201 |
| 0th | 105 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 38 | 58 |



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WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON
BAYONNE CITY

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Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 261 | 300 |
| 75th | 226 | 234 |
| 50th | 208 | 211 |
| 25th | 188 | 188 |
| 0th | 142 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 38 | 46 |

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 255 | 300 |
| 75th | 232 | 238 |
| 50th | 212 | 221 |
| 25th | 201 | 204 |
| 0th | 144 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 31 | 34 |

Grade Level - 07

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 280 | 300 |
| 75th | 239 | 250 |
| 50th | 208 | 214 |
| 25th | 187 | 184 |
| 0th | 136 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 52 | 66 |

Grade Level - 08

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 242 | 259 |
| 50th | 216 | 227 |
| 25th | 184 | 192 |
| 0th | 114 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 58 | 67 |



State of New Jersey

2013-14

SCHOOL CLIMATE

HUDSON
BAYONNE CITY

GRADE SPAN PK-08

17-0220-090
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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2013-14 | 6 Hrs. 40 Mins. |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2013-14 | 4.7% |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

| 2013-14 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 35 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

| | School |
|---------|--------|
| 2013-14 | 0 |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2013-14 | School |
|----------------|--------|
| Faculty | 15 |
| Administrators | 472 |

SCHOOL PEER GROUP**PHILIP G. VROOM #2****17-0220-090**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

| <u>COUNTY NAME</u> | <u>DISTRICT NAME</u> | <u>SCHOOL NAME</u> | <u>CDS CODE</u> | <u>GRAD ESPAN</u> | <u>FRPL</u> | <u>LEP</u> | <u>SpED</u> |
|--------------------|----------------------------|--|---------------------|-----------------------|-------------|------------|-------------|
| BERGEN | GARFIELD CITY | GARFIELD MIDDLE SCHOOL | 03-1700-070 06-08 | | 73.4% | 3.4% | 19.1% |
| BERGEN | HACKENSACK CITY | HACKENSACK MIDDLE SCHOOL | 03-1860-300 05-08 | | 73.1% | 4.6% | 17.7% |
| CAMDEN | LAWNSIDE BORO | LAWNSIDE SCHOOL DISTRICT | 07-2560-060 PK-08 | | 73.7% | 0.0% | 15.9% |
| CHARTERS | ROBERT TREAT ACADEMY CS | ROBERT TREAT ACADEMY CHARTER SCHOOL | 80-7730-970 KG-08 | | 71.8% | 1.0% | 5.8% |
| CUMBERLAND | MILLVILLE CITY | LAKE SIDE MIDDLE SCHOOL | 11-3230-077 06-08 | | 71.8% | 1.1% | 24.2% |
| ESSEX | NEWARK CITY | ANN STREET SCHOOL | 13-3570-200 PK-08 | | 79.6% | 19.0% | 8.9% |
| ESSEX | NEWARK CITY | IVY HILL ELEMENTARY SCHOOL | 13-3570-565 PK-08 | | 73.8% | 9.7% | 9.4% |
| ESSEX | NEWARK CITY | MT VERNON PLACE SCHOOL | 13-3570-570 PK-08 | | 79.0% | 14.9% | 5.8% |
| HUDSON | BAYONNE CITY | MIDTOWN COMMUNITY SCHOOL #8 | 17-0220-085 PK-08 | | 73.4% | 0.9% | 14.4% |
| HUDSON | BAYONNE CITY | PHILIP G. VROOM #2 | 17-0220-090 PK-08 | | 72.3% | 0.6% | 13.7% |
| HUDSON | BAYONNE CITY | WOODROW WILSON #10 | 17-0220-130 PK-08 | | 70.0% | 0.3% | 11.7% |
| HUDSON | JERSEY CITY | ALFRED ZAMPELLA SCHOOL | 17-2390-240 PK-08 | | 70.5% | 5.1% | 7.9% |
| HUDSON | JERSEY CITY | CHAPLAIN CHARLES WATTERS SCHOOL | 17-2390-220 KG-08 | | 76.8% | 10.3% | 10.9% |
| HUDSON | JERSEY CITY | CHRISTA MCAULIFFE SCHOOL | 17-2390-250 PK-08 | | 75.7% | 10.9% | 11.3% |
| HUDSON | JERSEY CITY | FRANKLIN L. WILLIAMS SCHOOL | 17-2390-155 06-08 | | 80.4% | 25.9% | 17.2% |
| HUDSON | JERSEY CITY | JOSEPH H. BRENSINGER SCHOOL | 17-2390-360 PK-08 | | 77.0% | 18.1% | 8.6% |
| HUDSON | JERSEY CITY | MAHATMA K. GANDHI SCHOOL | 17-2390-210 PK-08 | | 70.2% | 22.0% | 8.4% |
| HUDSON | JERSEY CITY | MARTIN LUTHER KING JR. SCHOOL | 17-2390-140 PK-08 | | 80.5% | 20.8% | 7.8% |
| HUDSON | JERSEY CITY | MIDDLE SCHOOL # 4 | 17-2390-105 06-08 | | 71.9% | 1.7% | 12.4% |
| HUDSON | JERSEY CITY | PS # 34 | 17-2390-280 PK-08 | | 74.9% | 3.9% | 11.0% |
| HUDSON | UNION CITY | WOODROW WILSON ELEMENTARY SCHOOL | 17-5240-140 PK-08 | | 71.4% | 1.9% | 1.9% |
| MIDDLESEX | CARTERET BORO | CARTERET MIDDLE SCHOOL | 23-0750-055 06-08 | | 71.5% | 3.5% | 7.3% |
| MORRIS | DOVER TOWN | DOVER MIDDLE SCHOOL | 27-1110-065 07-08 | | 73.8% | 3.4% | 12.3% |
| PASSAIC | CLIFTON CITY | CHRISTOPHER COLUMBUS MIDDLE SCHOOL | 31-0900-035 06-08 | | 70.1% | 6.6% | 11.7% |
| PASSAIC | HALEDON BORO | HALEDON PUBLIC SCHOOL | 31-1920-015 PK-08 | | 71.5% | 5.3% | 13.1% |
| PASSAIC | PATERSON CITY | SCHOOL 11 NEWCOMERS | 31-4010-150 04-08 | | 75.9% | 99.5% | 0.0% |
| SOMERSET | BOUND BROOK BORO | BOUND BROOK ELEMENTARY SCHOOL | 35-0490-050 PK-08 | | 76.6% | 15.2% | 10.3% |
| UNION | ELIZABETH CITY | DR. ORLANDO EDREIRA ACADEMY SCHOOL NO. 26 | 39-1320-290 PK-08 | | 76.3% | 11.2% | 5.9% |
| UNION | ELIZABETH CITY | WILLIAM F. HALLORAN SCHOOL NO.22 | 39-1320-250 02-08 | | 70.4% | 1.2% | 4.2% |
| UNION | HILL SIDE TWP | WALTER O. KRUMBIEGEL MIDDLE SCHOOL | 39-2190-085 06-08 | | 70.6% | 2.0% | 9.3% |
| UNION | PLAINFIELD CITY | CEDARBROOK ELEMENTARY SCHOOL | 39-4160-100 KG-08 | | 78.5% | 17.1% | 14.0% |



State of New Jersey

2013-14

17-0220-120

OVERVIEW

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

WASHINGTON COMMUNITY SCHOOL #9

191 AVENUE B

BAYONNE, NJ 07002

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is about average when compared** to its peers. This school's college and career readiness **is about average when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **is very high when compared** to schools across the state. Additionally, its student growth performance **is very high when compared** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 59 | 41 | 25% |
| College and Career Readiness | 79 | 55 | 50% |
| Student Growth | 88 | 80 | 100% |

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **41%** of schools statewide as noted by its statewide percentile and **59%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **25%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **55%** of schools statewide as noted by its statewide percentile and **79%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **50%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **80%** of schools statewide as noted by its statewide percentile and **88%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.



State of New Jersey

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DEMOGRAPHIC INFORMATION

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-120

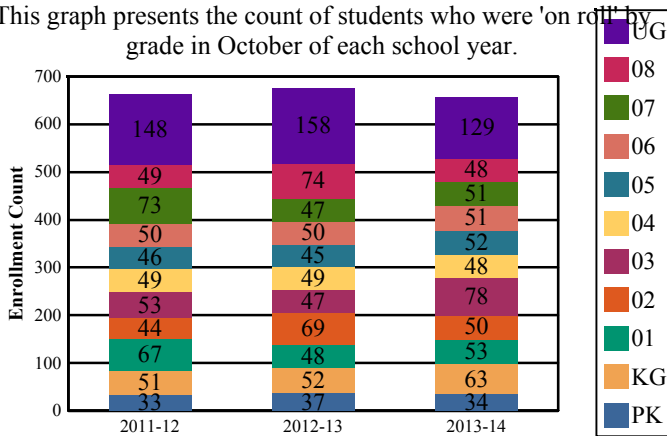
WASHINGTON COMMUNITY SCHOOL #9

191 AVENUE B

BAYONNE, NJ 07002

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

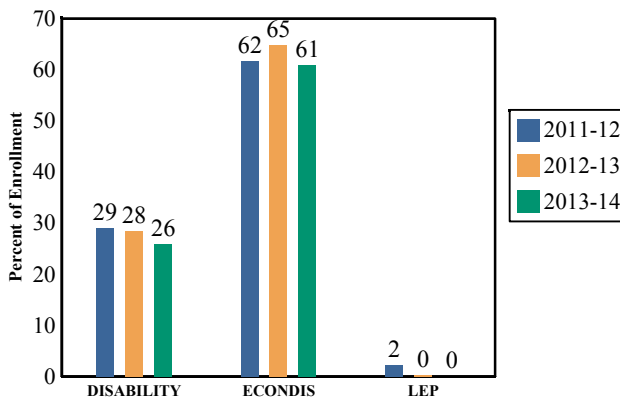


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

| Total School Enrollment | |
|-------------------------|-----|
| 2011-12 | 663 |
| 2012-13 | 676 |
| 2013-14 | 657 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 170 | 26% |
| Economically Disadvantaged Students | 400 | 60.9% |
| Limited English Proficient Students | 0 | 0.0% |

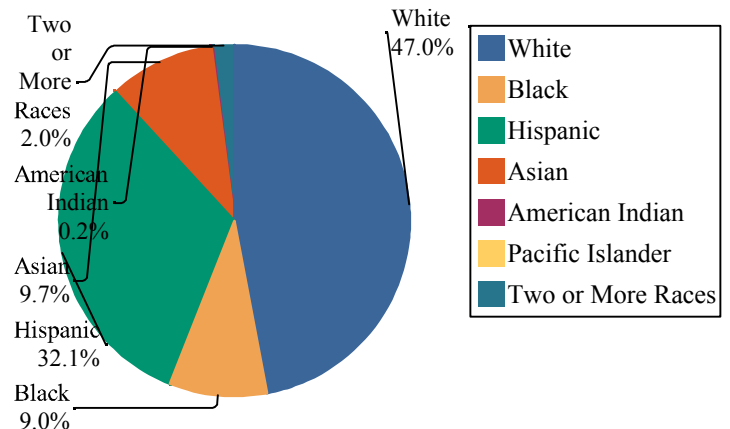
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2013-14 | Percent |
|----------|---------|
| English | 73.9% |
| Spanish | 10.7% |
| Arabic | 8.5% |
| Urdu | 0.9% |
| Korean | 0.9% |
| Pilipino | 0.9% |
| Other | 4.2% |

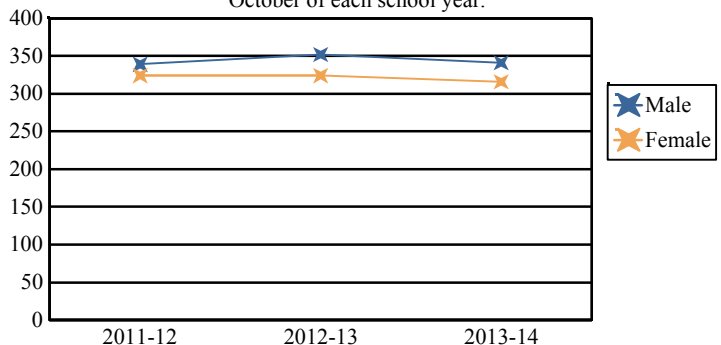
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|------|--------|
| 2011-12 | 339 | 324 |
| 2012-13 | 352 | 324 |
| 2013-14 | 341 | 316 |

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ACADEMIC ACHIEVEMENT

WASHINGTON COMMUNITY SCHOOL #9

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GRADE SPAN PK-08

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile | Percent of Targets Met |
|---|------------------------|-----------------|------------------|------------------------|
| NJASK Language Arts Proficiency and above | 61% | 46 | 35 | 33% |
| NJASK Math Proficiency and above | 73% | 71 | 46 | 17% |
| SUMMARY - Academic Achievement | | 59 | 41 | 25% |

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

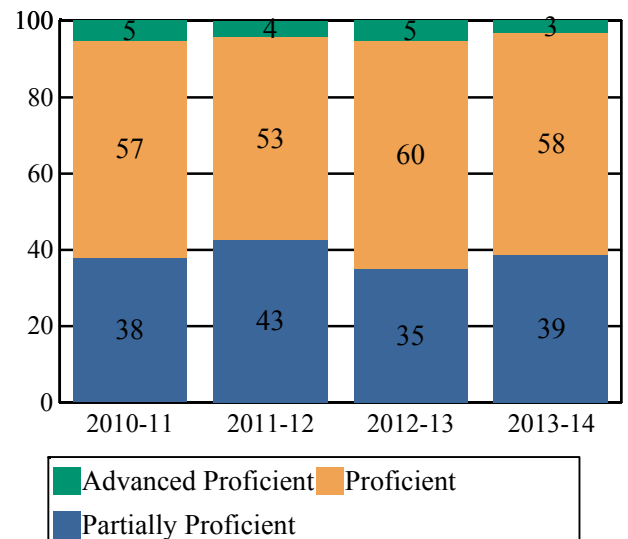
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 318 | 61.3 | 71.6 | NO |
| White | 164 | 64.6 | 75 | NO |
| Black | - | - | | -- |
| Hispanic | 90 | 55.5 | 65.5 | YES* |
| American Indian | - | - | | -- |
| Asian | 39 | 76.9 | 82.9 | YES* |
| Two or More Races | - | - | | -- |
| Students with Disability | 48 | 18.8 | 41.9 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 194 | 54.1 | 67.7 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

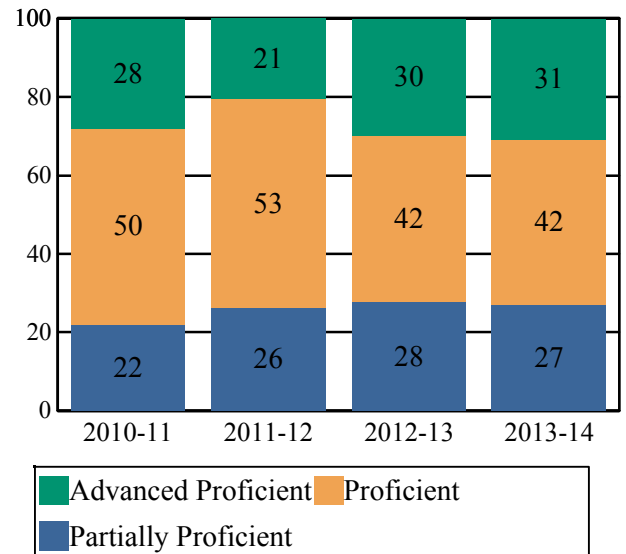
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 318 | 72.9 | 83.4 | NO |
| White | 164 | 75.6 | 86.7 | NO |
| Black | - | - | | -- |
| Hispanic | 90 | 62.2 | 80.7 | NO |
| American Indian | - | - | | -- |
| Asian | 39 | 92.3 | 90 | YES |
| Two or More Races | - | - | | -- |
| Students with Disability | 48 | 31.2 | 58.7 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 194 | 67.1 | 82.1 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 1% | 53% | 45% |
| White | 2% | 53% | 45% |
| Black | - | - | - |
| Hispanic | 0% | 40% | 60% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 47% | 53% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

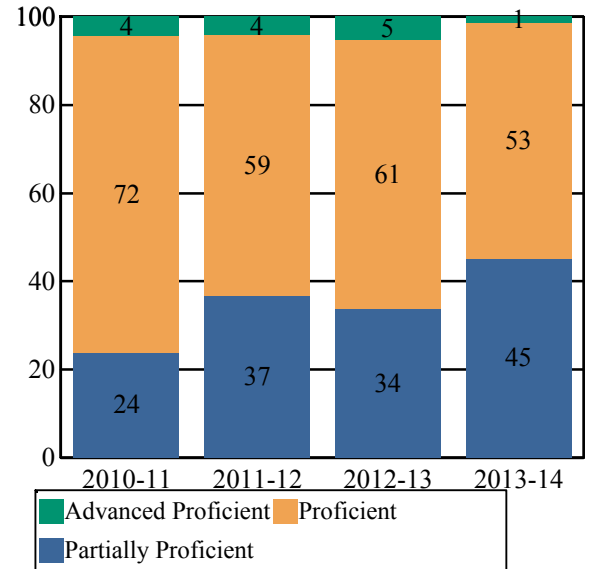
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 58% | 42% |
| White | 0% | 48% | 52% |
| Black | - | - | - |
| Hispanic | 0% | 63% | 37% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 55% | 45% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

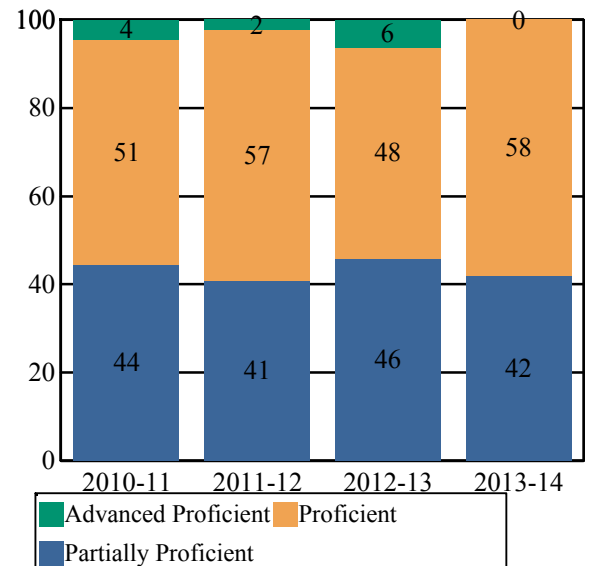
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 2% | 56% | 42% |
| White | 5% | 68% | 27% |
| Black | - | - | - |
| Hispanic | 0% | 33% | 67% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 47% | 53% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 06

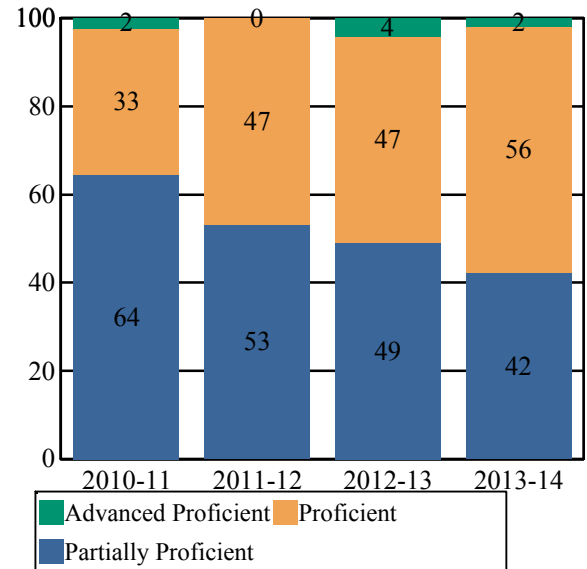
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 2% | 55% | 43% |
| White | 0% | 62% | 38% |
| Black | - | - | - |
| Hispanic | 6% | 53% | 41% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 50% | 50% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

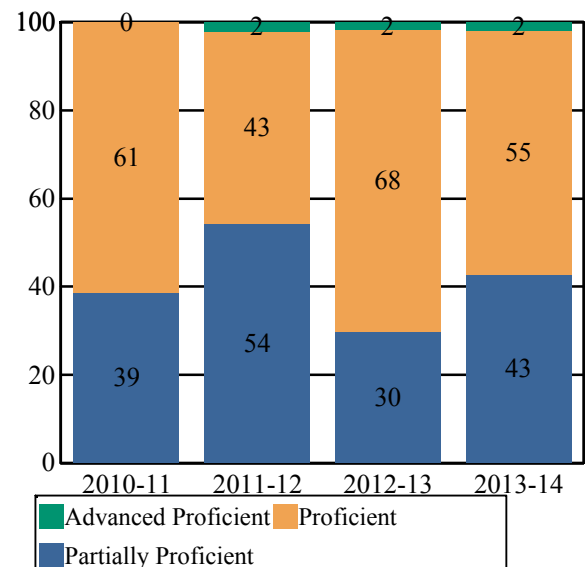
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 8% | 61% | 31% |
| White | 0% | 81% | 19% |
| Black | - | - | - |
| Hispanic | 15% | 46% | 38% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 3% | 58% | 39% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 08

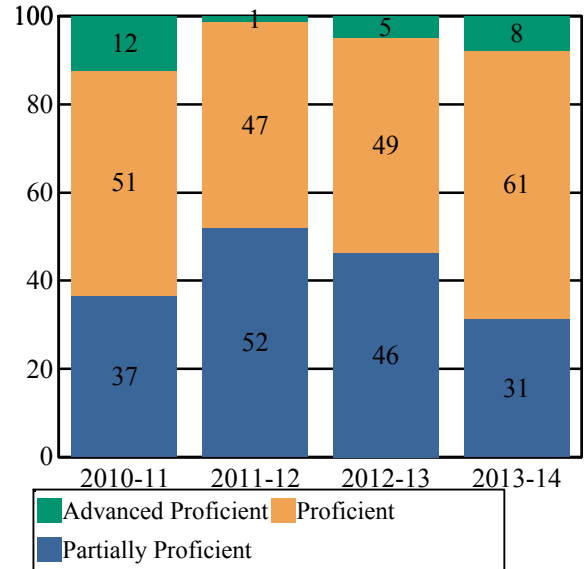
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 7% | 71% | 22% |
| White | 12% | 64% | 24% |
| Black | - | - | - |
| Hispanic | 0% | 82% | 18% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 4% | 65% | 30% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

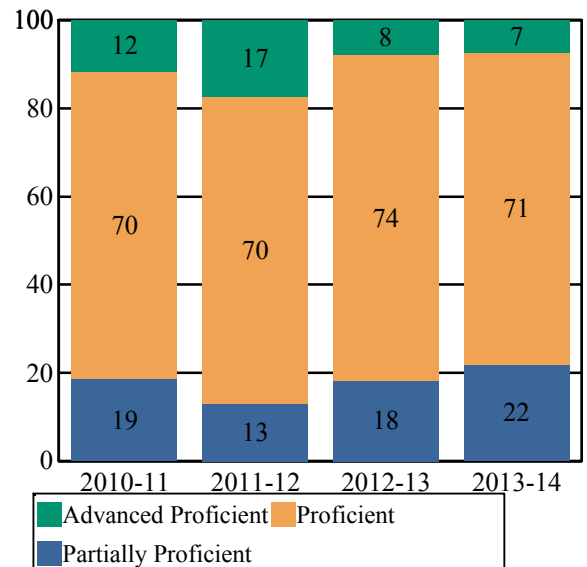
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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WASHINGTON COMMUNITY SCHOOL #9

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2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 25% | 47% | 28% |
| White | 26% | 45% | 30% |
| Black | - | - | - |
| Hispanic | 0% | 60% | 40% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 17% | 44% | 39% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

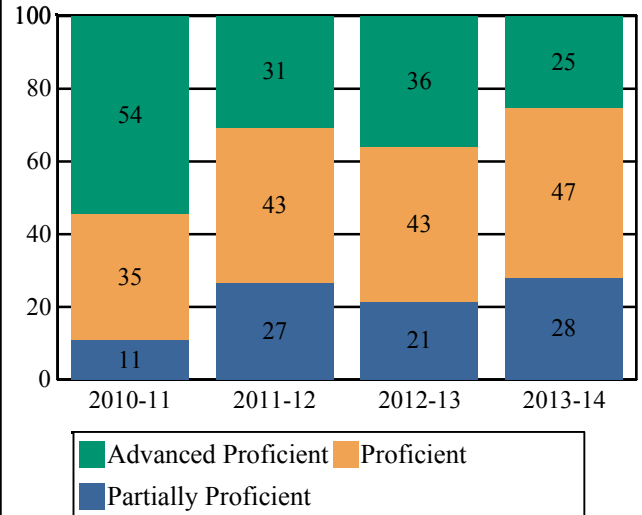
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 32% | 36% | 32% |
| White | 26% | 43% | 30% |
| Black | - | - | - |
| Hispanic | 26% | 32% | 42% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 18% | 45% | 36% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

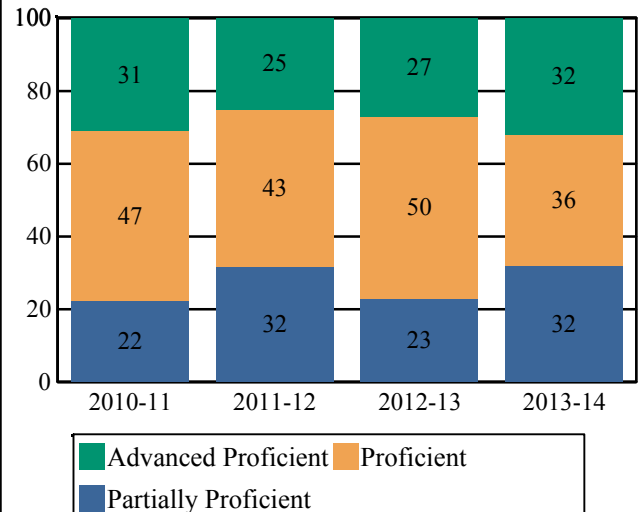
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 46% | 37% | 17% |
| White | 59% | 36% | 5% |
| Black | - | - | - |
| Hispanic | 33% | 20% | 47% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 41% | 31% | 28% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 06

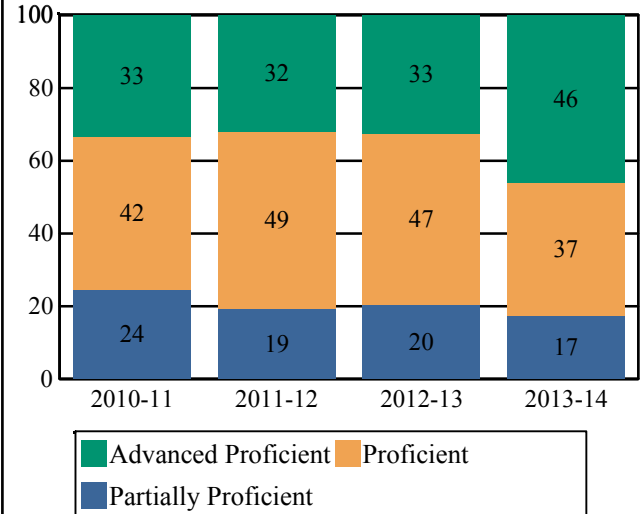
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 49% | 39% | 12% |
| White | 52% | 38% | 10% |
| Black | - | - | - |
| Hispanic | 47% | 41% | 12% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 47% | 41% | 12% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

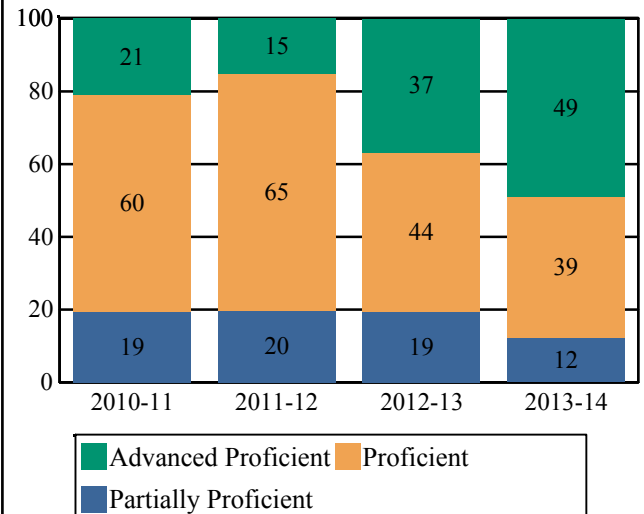
NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

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NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 10% | 51% | 39% |
| White | 8% | 65% | 27% |
| Black | - | - | - |
| Hispanic | 8% | 31% | 62% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 11% | 47% | 42% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 08

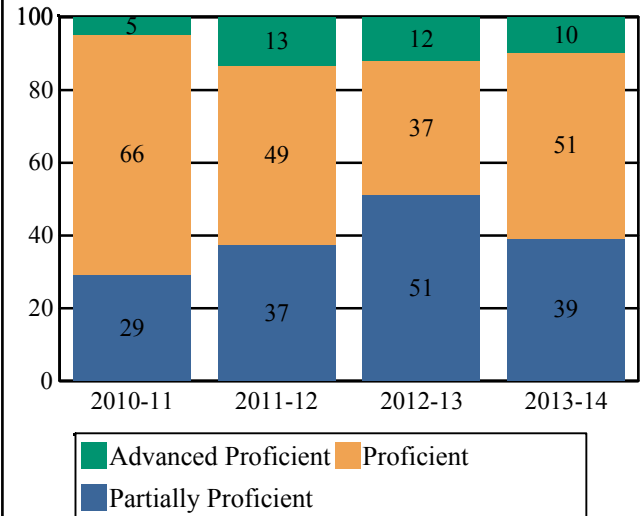
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 24% | 41% | 34% |
| White | 32% | 32% | 36% |
| Black | - | - | - |
| Hispanic | 9% | 64% | 27% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 17% | 39% | 43% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

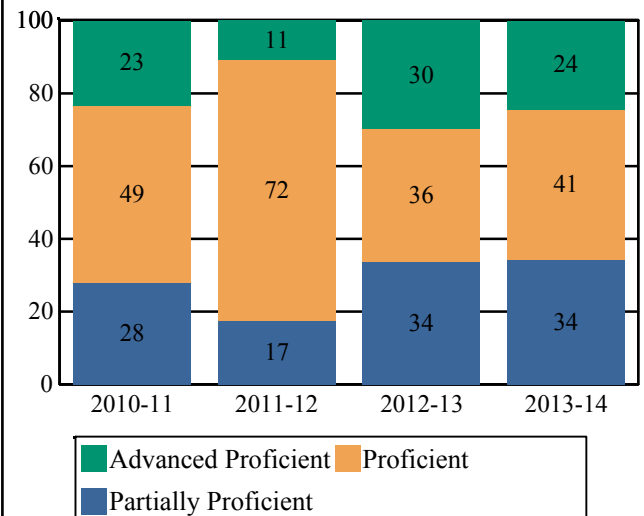
NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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ACADEMIC ACHIEVEMENT

WASHINGTON COMMUNITY SCHOOL #9

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2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

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NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 36% | 48% | 16% |
| White | 26% | 48% | 26% |
| Black | - | - | - |
| Hispanic | 32% | 58% | 11% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 24% | 61% | 15% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Science Grade Level - 08

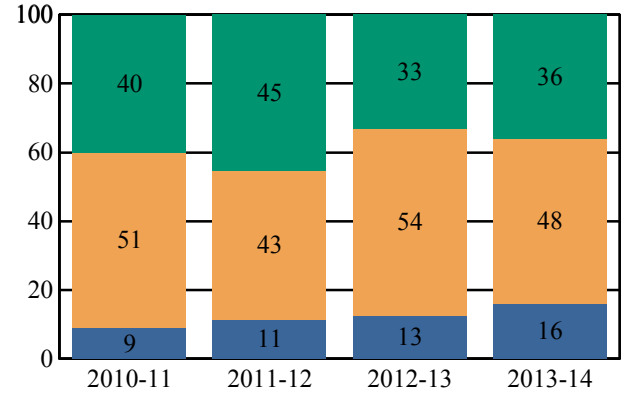
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 20% | 56% | 24% |
| White | 20% | 56% | 24% |
| Black | - | - | - |
| Hispanic | 18% | 55% | 27% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 17% | 48% | 35% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

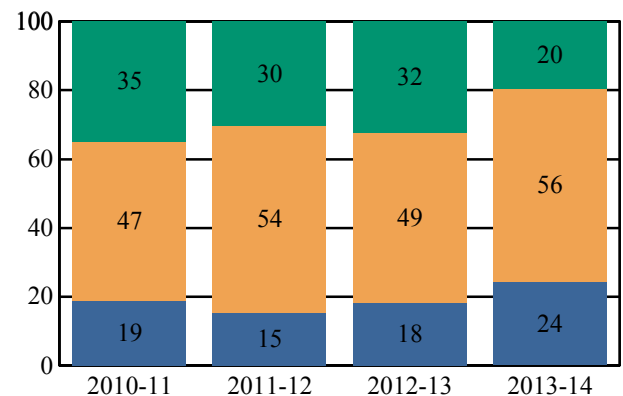
This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

COLLEGE AND CAREER READINESS

HUDSON

BAYONNE CITY

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---|--------------------|-----------------|----------------------|------------------|-------------|
| Students taking Algebra (%) | 48% | 91 | 72 | 20% | YES |
| Chronic Absenteeism (%) | 9% | 67 | 37 | 6% | NO |
| Summary | | 79 | 55 | | 50% |

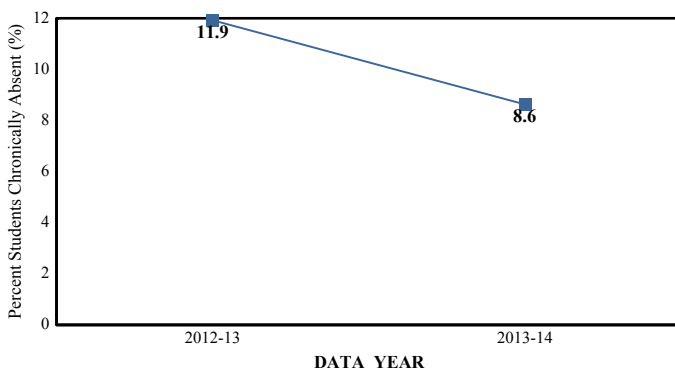
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
|-----------------------------|--------|
| Students taking Algebra I | 48% |
| Algebra grade (C or better) | 91% |

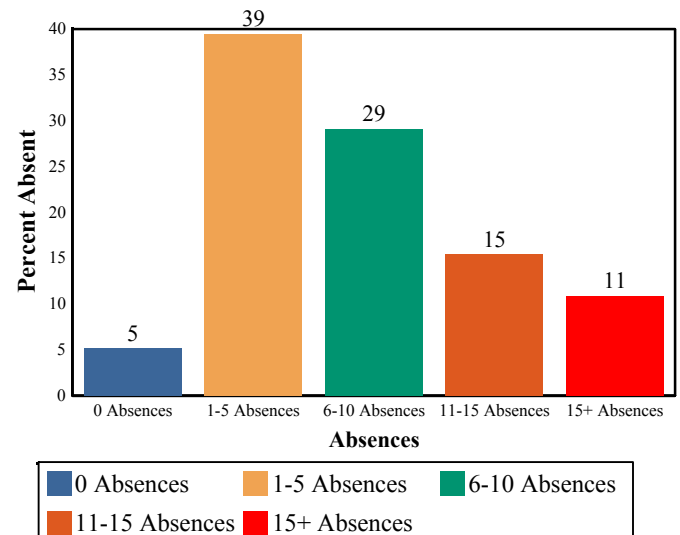
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



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STUDENT GROWTH

WASHINGTON COMMUNITY SCHOOL #9

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

| Student Growth Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---------------------------------|------------------------|-----------------|----------------------|------------------|-------------|
| Student Growth on Language Arts | 53 | 81 | 67 | 35 | YES |
| Student Growth on Math | 65 | 94 | 93 | 35 | YES |
| | | 88 | 80 | | 100% |

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 18% | 13% | 6% |
| Proficient | 14% | 16% | 29% |
| Advanced Proficient | 0% | 1% | 3% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 17% | 6% | 4% |
| Proficient | 9% | 13% | 19% |
| Advanced Proficient | 2% | 6% | 26% |

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.



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WITHIN SCHOOL ACHIEVEMENT GAP

WASHINGTON COMMUNITY SCHOOL #9

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 245 | 300 |
| 75th | 214 | 221 |
| 50th | 200 | 207 |
| 25th | 183 | 188 |
| 0th | 157 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 31 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 250 | 268 |
| 50th | 221 | 229 |
| 25th | 196 | 200 |
| 0th | 134 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 54 | 68 |

Grade Level - 04

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 243 | 300 |
| 75th | 217 | 219 |
| 50th | 202 | 202 |
| 25th | 188 | 186 |
| 0th | 154 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 29 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 257 | 264 |
| 50th | 216 | 228 |
| 25th | 191 | 195 |
| 0th | 115 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 66 | 69 |

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

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Grade Level - 05

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 246 | 300 |
| 75th | 224 | 224 |
| 50th | 201 | 206 |
| 25th | 189 | 186 |
| 0th | 131 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 35 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 293 | 300 |
| 75th | 267 | 262 |
| 50th | 239 | 235 |
| 25th | 223 | 206 |
| 0th | 136 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 44 | 56 |

Grade Level - 06

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 252 | 300 |
| 75th | 219 | 230 |
| 50th | 201 | 211 |
| 25th | 192 | 192 |
| 0th | 155 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 27 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 270 | 259 |
| 50th | 238 | 228 |
| 25th | 215 | 201 |
| 0th | 149 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 55 | 58 |

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

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Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 260 | 300 |
| 75th | 225 | 234 |
| 50th | 211 | 211 |
| 25th | 193 | 188 |
| 0th | 131 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 32 | 46 |

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 258 | 300 |
| 75th | 228 | 238 |
| 50th | 218 | 221 |
| 25th | 205 | 204 |
| 0th | 169 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 23 | 34 |

Grade Level - 07

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 283 | 300 |
| 75th | 236 | 250 |
| 50th | 213 | 214 |
| 25th | 184 | 184 |
| 0th | 146 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 52 | 66 |

Grade Level - 08

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 292 | 300 |
| 75th | 238 | 259 |
| 50th | 209 | 227 |
| 25th | 177 | 192 |
| 0th | 114 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 61 | 67 |



State of New Jersey

2013-14

SCHOOL CLIMATE

HUDSON
BAYONNE CITY

GRADE SPAN PK-08

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2013-14 | 6 Hrs. 40 Mins. |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2013-14 | 2.6% |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

| 2013-14 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 35 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

| | School |
|---------|--------|
| 2013-14 | 0 |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2013-14 | School |
|----------------|--------|
| Faculty | 15 |
| Administrators | 657 |

| SCHOOL PEER GROUP | | WASHINGTON COMMUNITY SCHOOL #9 | 17-0220-120 | | | | |
|---|---------------------------|-------------------------------------|-------------|---------------|-------|------|-------|
| This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs. | | | | | | | |
| COUNTY NAME | DISTRICT NAME | SCHOOL NAME | CDS CODE | GRAD ESPAN | FRPL | LEP | SpED |
| ATLANTIC | BRIGANTINE CITY | BRIGANTINE NORTH MIDDLE SCHOOL | 01-0570-030 | 05-08 | 51.2% | 1.1% | 19.9% |
| ATLANTIC | BUENA REGIONAL | BUENA REGIONAL MIDDLE SCHOOL | 01-0590-030 | 06-08 | 49.2% | 0.0% | 20.7% |
| ATLANTIC | GALLOWAY TWP | GALLOWAY TOWNSHIP MIDDLE SCHOOL | 01-1690-016 | 07-08 | 50.3% | 0.9% | 19.7% |
| ATLANTIC | VENTNOR CITY | VENTNOR MIDDLE SCHOOL | 01-5350-040 | 05-08 | 67.0% | 2.5% | 12.2% |
| ATLANTIC | WEYMOUTH TWP | WEYMOUTH TOWNSHIP ELEMENTARY SCHOOL | 01-5760-020 | PK-08 | 47.4% | 0.0% | 18.8% |
| BURLINGTON | MOUNT HOLLY TWP | F. W. HOLBEIN MIDDLE SCHOOL | 05-3430-060 | 06-08 | 59.9% | 1.9% | 23.3% |
| BURLINGTON | WILLINGBORO TWP | WILLINGBORO MEMORIAL MIDDLE SCHOOL | 05-5805-057 | 06-08 | 63.7% | 0.9% | 21.3% |
| CAMDEN | BROOKLAWN BORO | ALICE COSTELLO ELEMENTARY SCHOOL | 07-0580-010 | PK-08 | 55.6% | 0.0% | 14.3% |
| CAMDEN | CLEMENTON BORO | CLEMENTON ELEMENTARY SCHOOL | 07-0880-010 | PK-08 | 64.3% | 2.2% | 16.2% |
| CAMDEN | PENNSAUKEN TWP | HOWARD M PHIFER MIDDLE SCHOOL | 07-4060-055 | 07-08 | 68.8% | 1.8% | 21.8% |
| CAMDEN | PINE HILL BORO | PINE HILL MIDDLE SCHOOL | 07-4110-100 | 06-08 | 51.6% | 0.3% | 22.2% |
| CAMDEN | WINSLOW TWP | WINSLOW TOWNSHIP MIDDLE SCHOOL | 07-5820-020 | 07-08 | 59.0% | 0.4% | 17.6% |
| CAPE MAY | LOWER CAPE MAY REGIONAL | RICHARD M. TEITELMAN MIDDLE SCHOOL | 09-2820-060 | 07-08 | 46.0% | 0.2% | 23.2% |
| CAPE MAY | WOODBINE BORO | WOODBINE ELEMENTARY SCHOOL | 09-5840-050 | PK-08 | 69.7% | 3.2% | 26.2% |
| CHARTERS | CENTRAL JERSEY ARTS CS | CENTRAL JERSEY ARTS CHARTER SCHOOL | 80-6217-910 | KG-08 | 59.4% | 0.0% | 6.7% |
| CHARTERS | GRAY CS | THE GRAY CHARTER SCHOOL | 80-6665-930 | KG-08 | 68.6% | 0.0% | 0.0% |
| CHARTERS | GREAT OAKS CHARTER SCHOOL | GREAT OAKS CHARTER SCHOOL | 80-6053-917 | 06-09 | 67.2% | 0.0% | 13.0% |
| CUMBERLANI | DOWNE TWP | DOWNE TOWNSHIP ELEMENTARY SCHOOL | 11-1120-045 | PK-08 | 51.0% | 0.0% | 14.3% |
| CUMBERLANI | VINELAND CITY | ANTHONY ROSSI MIDDLE SCHOOL | 11-5390-065 | 06-08 | 56.4% | 0.9% | 19.1% |
| HUDSON | BAYONNE CITY | HENRY E. HARRIS #1 | 17-0220-050 | PK-08 | 57.3% | 0.0% | 13.5% |
| HUDSON | BAYONNE CITY | JOHN M. BAILEY #12 | 17-0220-040 | PK-08 | 62.6% | 0.3% | 16.2% |
| HUDSON | BAYONNE CITY | LINCOLN COMMUNITY SCHOOL #5 | 17-0220-070 | PK-08 | 65.7% | 0.0% | 13.8% |
| HUDSON | BAYONNE CITY | WASHINGTON COMMUNITY SCHOOL #9 | 17-0220-120 | PK-08 | 60.9% | 0.0% | 26.5% |
| HUDSON | JERSEY CITY | ACADEMY I | 17-2390-095 | 06-08 | 69.9% | 1.5% | 6.9% |
| HUDSON | NORTH BERGEN TWP | MCKINLEY ELEMENTARY SCHOOL | 17-3610-100 | KG-08 | 60.1% | 0.9% | 14.8% |
| MIDDLESEX | NEW BRUNSWICK CITY | WOODROW WILSON ELEMENTARY SCHOOL | 23-3530-140 | PK-08 | 69.4% | 3.2% | 16.3% |
| MONMOUTH | EATONTOWN BORO | MEMORIAL MIDDLE SCHOOL | 25-1260-070 | 07-08 | 47.7% | 0.0% | 22.8% |
| MONMOUTH | NEPTUNE TWP | NEPTUNE MIDDLE SCHOOL | 25-3510-055 | 06-08 | 59.1% | 1.2% | 19.7% |
| OCEAN | LAKEHURST BORO | LAKEHURST ELEMENTARY SCHOOL | 29-2500-050 | PK-08 | 54.6% | 1.2% | 21.6% |
| SALEM | PENNS GRV-CARNEY'S PT REG | PENNS GROVE MIDDLE SCHOOL | 33-4070-105 | 06-08 | 67.4% | 2.2% | 25.3% |
| WARREN | PHILLIPSBURG TOWN | PHILLIPSBURG MIDDLE SCHOOL | 41-4100-110 | 06-08 | 69.9% | 0.9% | 24.0% |



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WOODROW WILSON #10

101 WEST 56TH STREET

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OVERVIEW

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This school's academic performance **lags in comparison** to schools across the state. Additionally, its academic performance **is about average when compared** to its peers. This school's college and career readiness **is high when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **is high when compared** to schools across the state. Additionally, its student growth performance **is high when compared** to its peers.

| Performance Areas | Peer Percentile | Statewide Percentile | Percent of Targets Met |
|------------------------------|-----------------|----------------------|------------------------|
| Academic Achievement | 57 | 31 | 21% |
| College and Career Readiness | 73 | 60 | 100% |
| Student Growth | 73 | 68 | 100% |

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being **equal to or above the 80th percentile**.

High Performance is defined as being **between the 60th and 79.9th percentiles**.

Average Performance is defined as being **between the 40th and 59.9th percentiles**.

Lagging Performance is defined as being **between the 20th and 39.9th percentiles**.

Significantly Lagging Performance is defined as being **equal to or below the 19.9th percentile**.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **31%** of schools statewide as noted by its statewide percentile and **57%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **21%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **60%** of schools statewide as noted by its statewide percentile and **73%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **68%** of schools statewide as noted by its statewide percentile and **73%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

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DEMOGRAPHIC INFORMATION

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-130

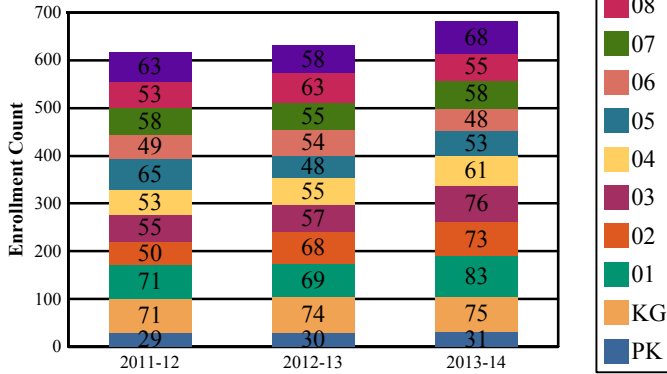
WOODROW WILSON #10

101 WEST 56TH STREET

BAYONNE, NJ 07002

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



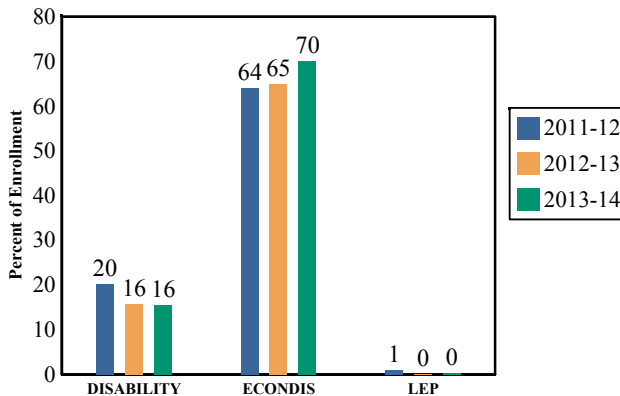
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

| | |
|---------|-----|
| 2011-12 | 617 |
| 2012-13 | 631 |
| 2013-14 | 681 |

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

| 2013-2014 | Count of Students | % of Enrollment |
|-------------------------------------|-------------------|-----------------|
| Students with Disability | 106 | 16% |
| Economically Disadvantaged Students | 477 | 70.0% |
| Limited English Proficient Students | 2 | 0.3% |

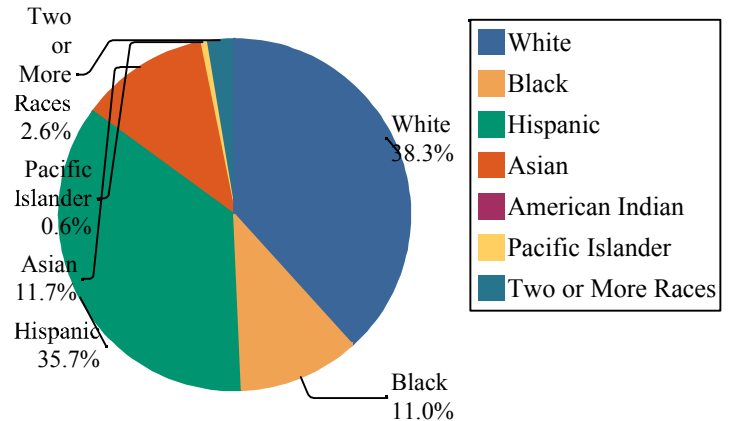
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

| 2013-14 | Percent |
|----------|---------|
| English | 74.4% |
| Arabic | 10.3% |
| Spanish | 8.4% |
| Polish | 1.5% |
| Pilipino | 1.2% |
| Chinese | 0.9% |
| Other | 3.4% |

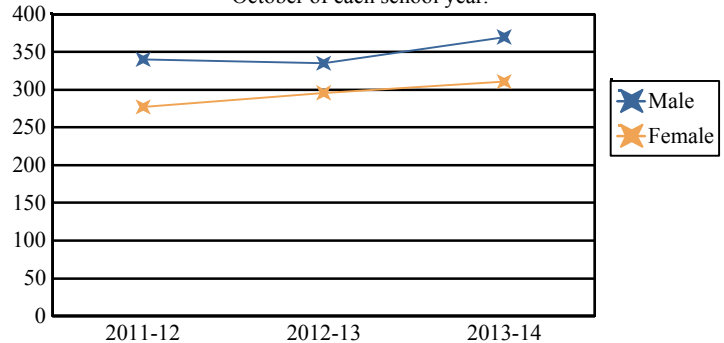
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



| | Male | Female |
|---------|------|--------|
| 2011-12 | 340 | 277 |
| 2012-13 | 335 | 296 |
| 2013-14 | 370 | 311 |

ACADEMIC ACHIEVEMENT

HUDSON
BAYONNE CITY
GRADE SPAN PK-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| Academic Achievement Indicators | Schoolwide Performance | Peer Percentile | State Percentile | Percent of Targets Met |
|---|------------------------|-----------------|------------------|------------------------|
| NJASK Language Arts Proficiency and above | 61% | 75 | 35 | 29% |
| NJASK Math Proficiency and above | 63% | 39 | 27 | 14% |
| SUMMARY - Academic Achievement | | 57 | 31 | 21% |

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

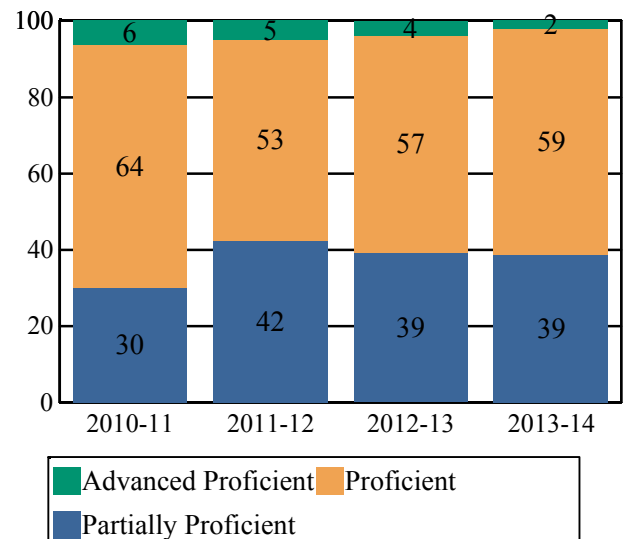
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 344 | 61.3 | 77.5 | NO |
| White | 120 | 52.5 | 77.7 | NO |
| Black | 40 | 52.5 | 65.6 | YES* |
| Hispanic | 125 | 64 | 78.2 | NO |
| American Indian | - | - | | -- |
| Asian | 51 | 78.4 | 86.3 | YES* |
| Two or More Races | - | - | | -- |
| Students with Disability | 49 | 22.4 | 43.5 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 254 | 57.9 | 72.6 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

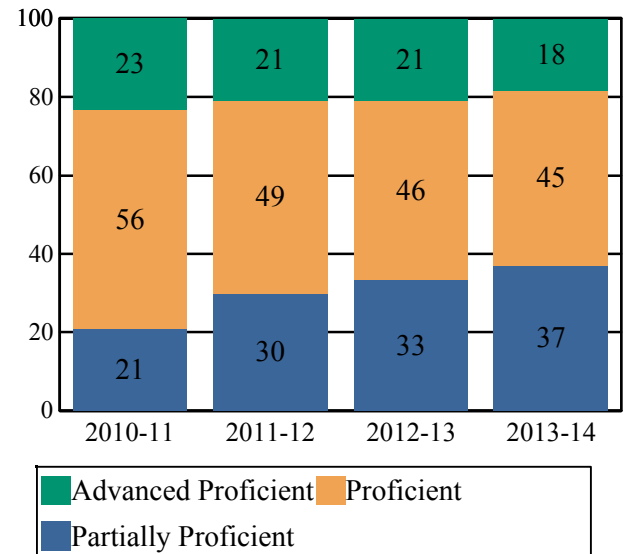
| Subgroups | Total Valid Scores | Pass Rate | Target | Met Target? |
|-------------------------------------|--------------------|-----------|--------|-------------|
| Schoolwide | 344 | 63.1 | 84.3 | NO |
| White | 120 | 68.3 | 87.6 | NO |
| Black | 40 | 45 | 75.1 | NO |
| Hispanic | 125 | 55.2 | 84.5 | NO |
| American Indian | - | - | | -- |
| Asian | 51 | 84.3 | 84.7 | YES* |
| Two or More Races | - | - | | -- |
| Students with Disability | 49 | 22.4 | 63.1 | NO |
| Limited English Proficient Students | - | - | | -- |
| Economically Disadvantaged Students | 254 | 60.3 | 82.6 | NO |

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



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NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 48% | 52% |
| White | 0% | 37% | 63% |
| Black | - | - | - |
| Hispanic | 0% | 56% | 44% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 45% | 55% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

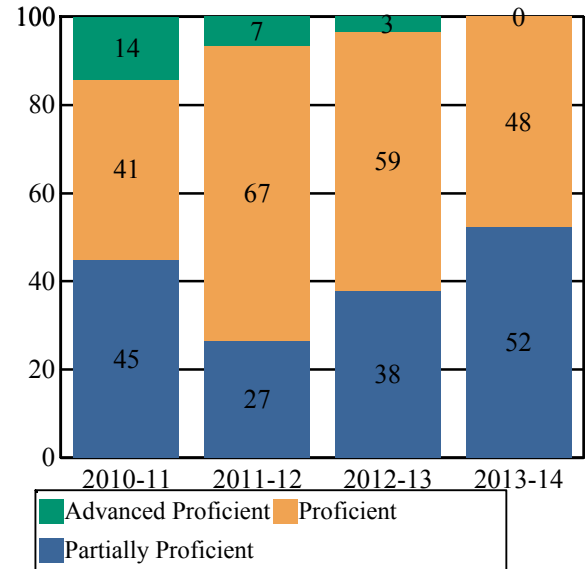
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 58% | 42% |
| White | 0% | 50% | 50% |
| Black | - | - | - |
| Hispanic | 0% | 68% | 32% |
| American Indian | - | - | - |
| Asian | 0% | 73% | 27% |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 55% | 45% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

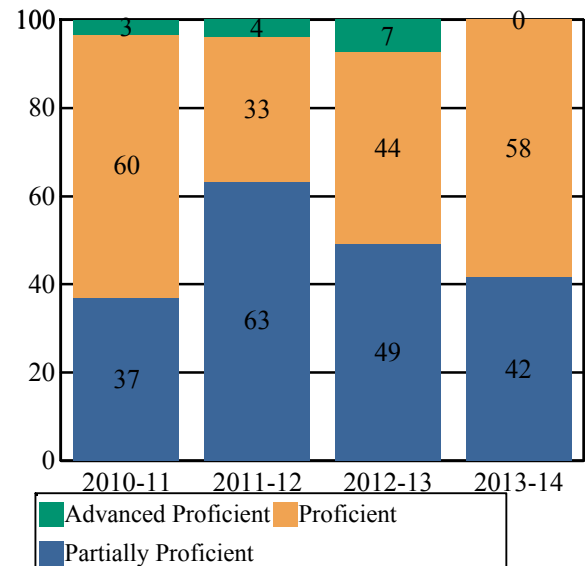
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON
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NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 4% | 56% | 40% |
| White | 0% | 38% | 62% |
| Black | - | - | - |
| Hispanic | 0% | 63% | 37% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 5% | 54% | 41% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 06

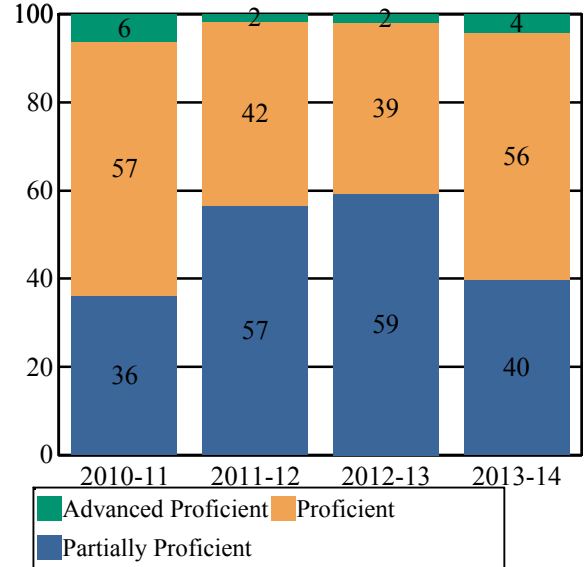
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 0% | 53% | 47% |
| White | 0% | 55% | 45% |
| Black | - | - | - |
| Hispanic | 0% | 37% | 63% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 0% | 49% | 51% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

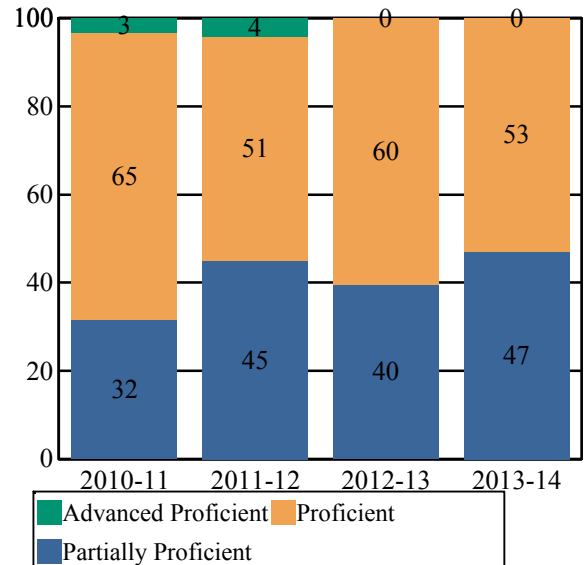
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 2% | 63% | 35% |
| White | 7% | 29% | 64% |
| Black | - | - | - |
| Hispanic | 0% | 75% | 25% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 23% | 77% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 2% | 61% | 36% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 08

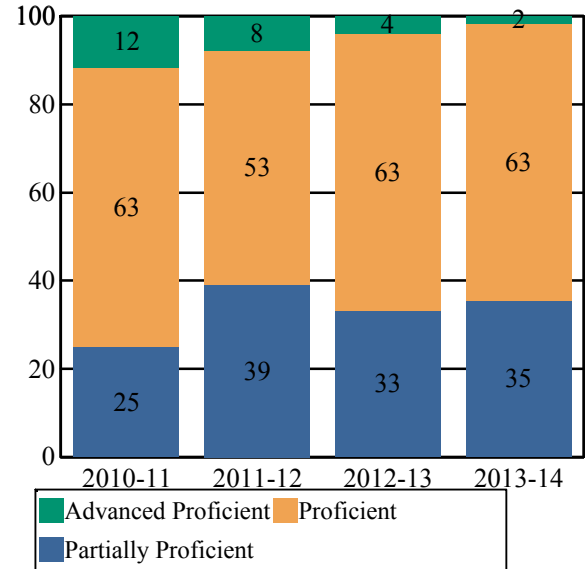
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 9% | 76% | 16% |
| White | 5% | 90% | 5% |
| Black | - | - | - |
| Hispanic | 15% | 60% | 25% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 5% | 73% | 22% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

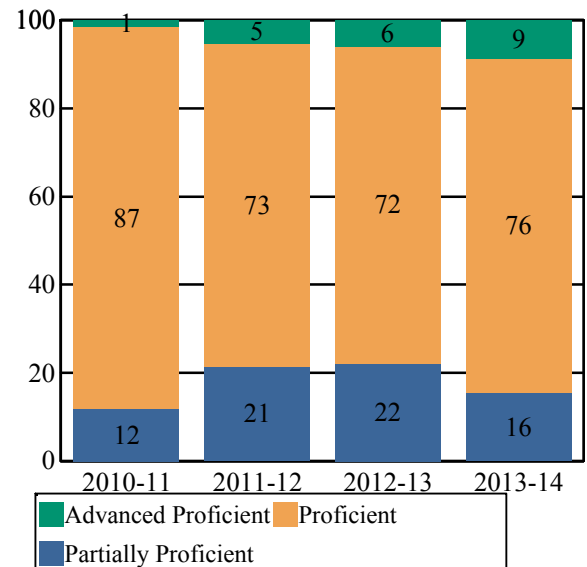
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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ACADEMIC ACHIEVEMENT

HUDSON

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2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 25 | 33 | 30 | 12 |
| All Students | Nation | 32 | 33 | 27 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8read.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Reading | State/Nation | Below Basic | Basic | Proficient | Advanced |
|-----------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 15 | 39 | 40 | 7 |
| All Students | Nation | 22 | 42 | 32 | 4 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

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101 WEST 56TH STREET

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NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 14% | 40% | 46% |
| White | 20% | 37% | 43% |
| Black | - | - | - |
| Hispanic | 6% | 38% | 56% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 9% | 36% | 55% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

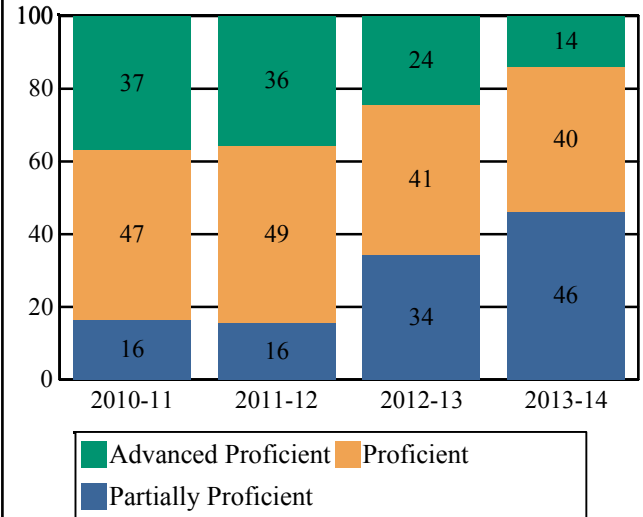
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 17% | 35% | 48% |
| White | 14% | 50% | 36% |
| Black | - | - | - |
| Hispanic | 11% | 21% | 68% |
| American Indian | - | - | - |
| Asian | 45% | 27% | 27% |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 16% | 32% | 52% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

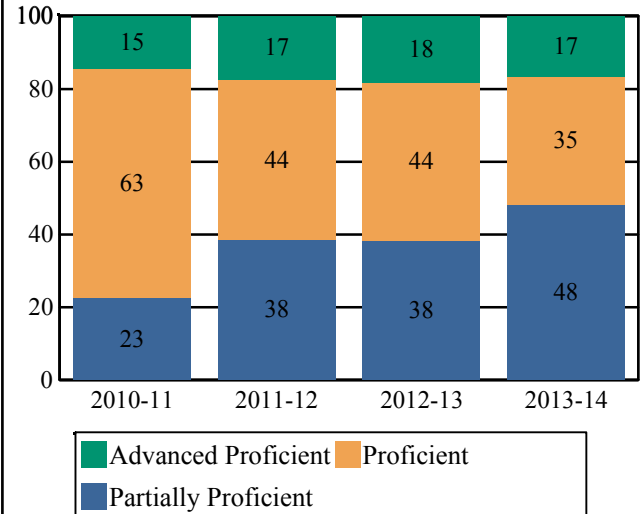
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 23% | 54% | 23% |
| White | 8% | 77% | 15% |
| Black | - | - | - |
| Hispanic | 5% | 58% | 37% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 16% | 68% | 16% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 06

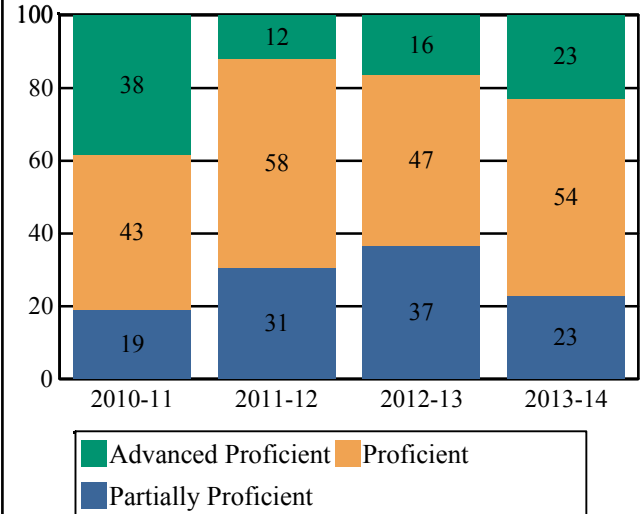
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 22% | 59% | 20% |
| White | 25% | 55% | 20% |
| Black | - | - | - |
| Hispanic | 11% | 63% | 26% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 20% | 61% | 20% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

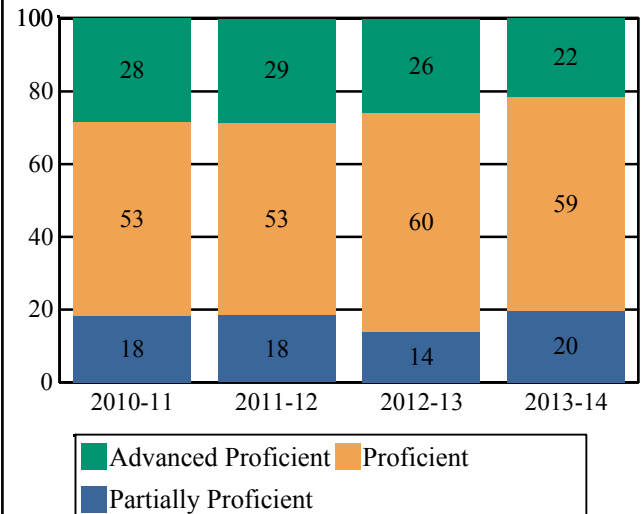
NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-130

WOODROW WILSON #10

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NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 10% | 47% | 44% |
| White | 0% | 64% | 36% |
| Black | - | - | - |
| Hispanic | 9% | 47% | 44% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | 0% | 15% | 85% |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 9% | 45% | 45% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 08

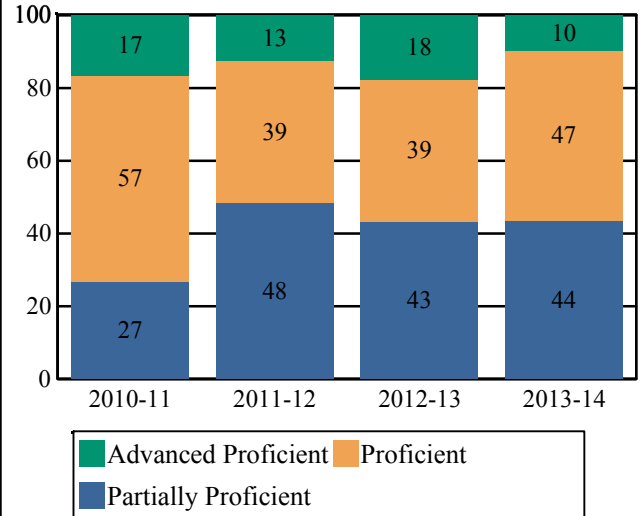
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 28% | 38% | 34% |
| White | 33% | 38% | 29% |
| Black | - | - | - |
| Hispanic | 20% | 40% | 40% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 20% | 37% | 44% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

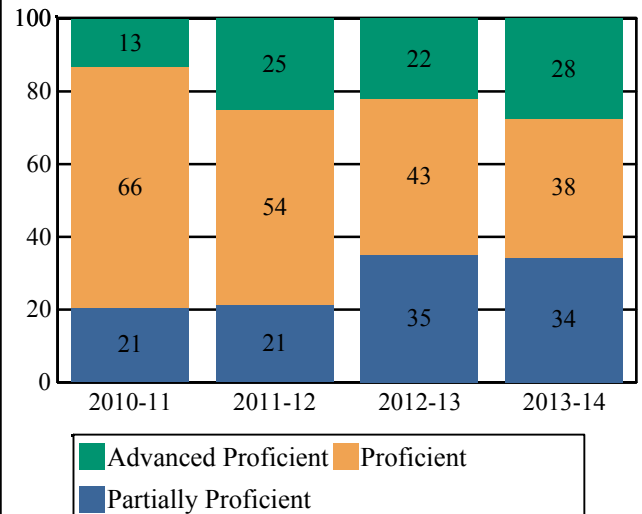
NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



State of New Jersey

2013-14

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ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

WOODROW WILSON #10

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2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 4 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 13 | 38 | 39 | 10 |
| All Students | Nation | 17 | 41 | 34 | 8 |

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

| Grade 8 Math | State/Nation | Below Basic | Basic | Proficient | Advanced |
|--------------|--------------|-------------|-------|------------|----------|
| All Students | State (NJ) | 18 | 34 | 33 | 16 |
| All Students | Nation | 26 | 38 | 27 | 9 |

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

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WOODROW WILSON #10

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NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 40% | 47% | 13% |
| White | 27% | 59% | 14% |
| Black | - | - | - |
| Hispanic | 37% | 53% | 11% |
| American Indian | - | - | - |
| Asian | 64% | 18% | 18% |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 36% | 48% | 16% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Science Grade Level - 08

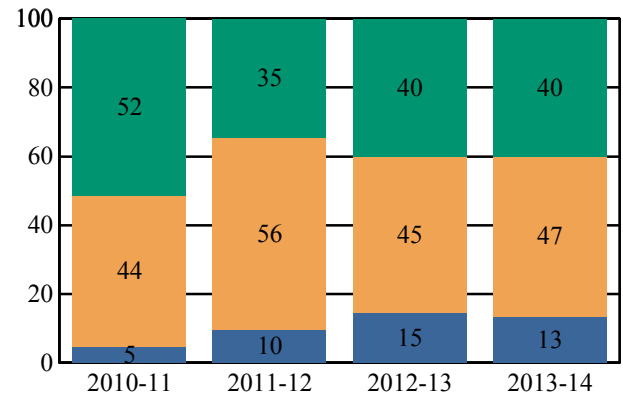
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

| Subgroups | Advanced Proficient | Proficient | Partially Proficient |
|-------------------------------------|---------------------|------------|----------------------|
| Schoolwide | 17% | 64% | 19% |
| White | 10% | 81% | 10% |
| Black | - | - | - |
| Hispanic | 15% | 60% | 25% |
| American Indian | - | - | - |
| Asian | - | - | - |
| Two or More Races | - | - | - |
| Students with Disability | - | - | - |
| Limited English Proficient Students | - | - | - |
| Economically Disadvantaged Students | 5% | 68% | 27% |

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

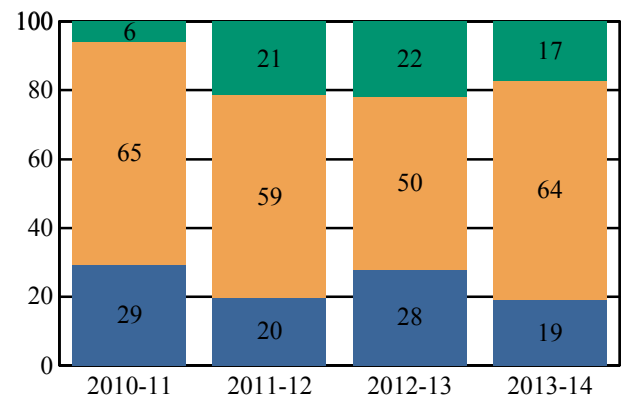
This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Advanced Proficient Proficient Partially Proficient

COLLEGE AND CAREER READINESS

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-130

WOODROW WILSON #10

101 WEST 56TH STREET

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

| College and Career Readiness Indicators | School Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---|--------------------|-----------------|----------------------|------------------|-------------|
| Students taking Algebra (%) | 40% | 84 | 64 | 20% | YES |
| Chronic Absenteeism (%) | 6% | 61 | 55 | 6% | YES |
| Summary | | 73 | 60 | | 100% |

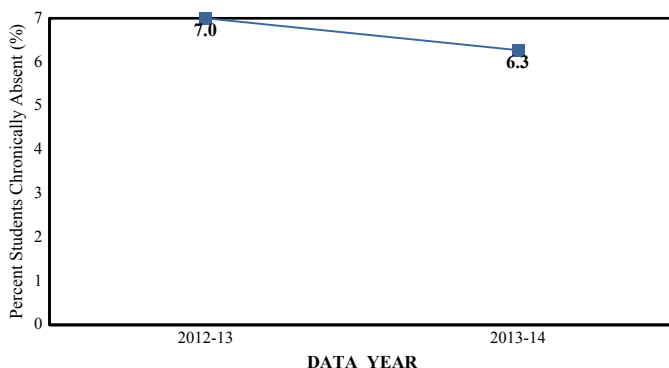
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

| 2013-14 | School |
|-----------------------------|--------|
| Students taking Algebra I | 40% |
| Algebra grade (C or better) | 91% |

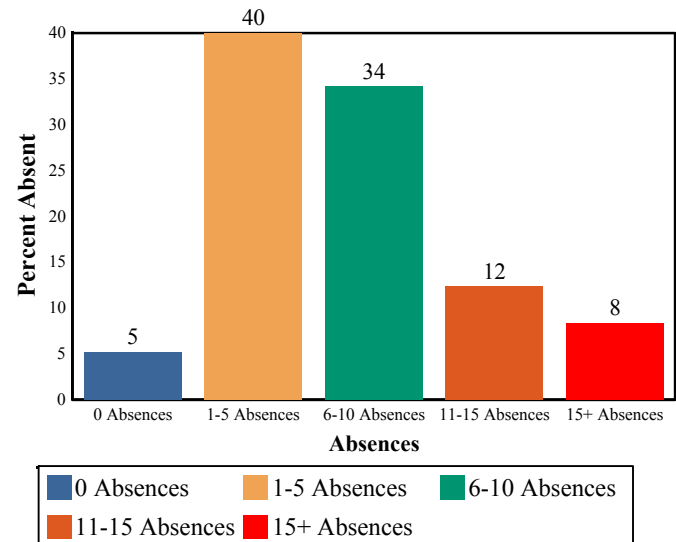
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



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STUDENT GROWTH

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

| Student Growth Indicators | Schoolwide Performance | Peer Percentile | Statewide Percentile | Statewide Target | Met Target? |
|---------------------------------|------------------------|-----------------|----------------------|------------------|-------------|
| Student Growth on Language Arts | 57 | 94 | 86 | 35 | YES |
| Student Growth on Math | 49 | 52 | 49 | 35 | YES |
| | | 73 | 68 | | 100% |

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 18% | 8% | 9% |
| Proficient | 13% | 20% | 29% |
| Advanced Proficient | 0% | 0% | 3% |

Math

| | GROWTH | | |
|----------------------|--------|---------|------|
| | Low | Typical | High |
| Partially Proficient | 20% | 9% | 5% |
| Proficient | 13% | 20% | 14% |
| Advanced Proficient | 2% | 5% | 13% |

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.



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WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON
BAYONNE CITY

GRADE SPAN PK-08

WOODROW WILSON #10
101 WEST 56TH STREET
BAYONNE, NJ 07002

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 244 | 300 |
| 75th | 211 | 221 |
| 50th | 194 | 207 |
| 25th | 182 | 188 |
| 0th | 146 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 29 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 274 | 300 |
| 75th | 232 | 268 |
| 50th | 200 | 229 |
| 25th | 182 | 200 |
| 0th | 134 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 50 | 68 |

Grade Level - 04

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 236 | 300 |
| 75th | 212 | 219 |
| 50th | 201 | 202 |
| 25th | 178 | 186 |
| 0th | 148 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 34 | 33 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 220 | 264 |
| 50th | 198 | 228 |
| 25th | 175 | 195 |
| 0th | 115 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 45 | 69 |

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-130

WOODROW WILSON #10

101 WEST 56TH STREET

BAYONNE, NJ 07002

Grade Level - 05

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 252 | 300 |
| 75th | 209 | 224 |
| 50th | 201 | 206 |
| 25th | 181 | 186 |
| 0th | 140 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 28 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 241 | 262 |
| 50th | 216 | 235 |
| 25th | 200 | 206 |
| 0th | 159 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 41 | 56 |

Grade Level - 06

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 246 | 300 |
| 75th | 213 | 230 |
| 50th | 201 | 211 |
| 25th | 193 | 192 |
| 0th | 158 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 20 | 38 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 241 | 259 |
| 50th | 218 | 228 |
| 25th | 202 | 201 |
| 0th | 132 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 39 | 58 |

State of New Jersey

2013-14

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101 WEST 56TH STREET

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WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

Grade Level - 07

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 261 | 300 |
| 75th | 217 | 234 |
| 50th | 201 | 211 |
| 25th | 184 | 188 |
| 0th | 121 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 33 | 46 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 279 | 300 |
| 75th | 216 | 250 |
| 50th | 200 | 214 |
| 25th | 176 | 184 |
| 0th | 115 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 40 | 66 |

Grade Level - 08

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 279 | 300 |
| 75th | 230 | 238 |
| 50th | 219 | 221 |
| 25th | 203 | 204 |
| 0th | 164 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 27 | 34 |

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

| Percentile | School Scale Score | State Scale Score |
|------------|--------------------|-------------------|
| 99th | 300 | 300 |
| 75th | 250 | 259 |
| 50th | 206 | 227 |
| 25th | 186 | 192 |
| 0th | 122 | 100 |

| | Scale Score Gap - School | Scale Score Gap - State |
|------------------|--------------------------|-------------------------|
| 25th vs 75th Gap | 64 | 67 |

State of New Jersey

2013-14

SCHOOL CLIMATE

HUDSON
BAYONNE CITY

GRADE SPAN PK-08

17-0220-130
WOODROW WILSON #10
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BAYONNE, NJ 07002

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

| | School |
|---------|-----------------|
| 2013-14 | 6 Hrs. 40 Mins. |

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

| | School |
|---------|--------|
| 2013-14 | 2.8% |

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

| 2013-14 | School |
|-------------|-----------------|
| Full Time | 5 Hrs. 35 Mins. |
| Shared Time | 0 Hrs. 0 Mins. |

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

| | School |
|---------|--------|
| 2013-14 | 0 |

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

| 2013-14 | School |
|----------------|--------|
| Faculty | 12 |
| Administrators | 341 |

SCHOOL PEER GROUP**WOODROW WILSON #10****17-0220-130**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

| <u>COUNTY NAME</u> | <u>DISTRICT NAME</u> | <u>SCHOOL NAME</u> | <u>CDS CODE</u> | <u>GRAD ESPAN</u> | <u>FRPL</u> | <u>LEP</u> | <u>SpED</u> |
|--------------------|----------------------------|--|---------------------|-----------------------|-------------|------------|-------------|
| BERGEN | GARFIELD CITY | GARFIELD MIDDLE SCHOOL | 03-1700-070 06-08 | | 73.4% | 3.4% | 19.1% |
| BERGEN | HACKENSACK CITY | HACKENSACK MIDDLE SCHOOL | 03-1860-300 05-08 | | 73.1% | 4.6% | 17.7% |
| CAMDEN | LAWNSIDE BORO | LAWNSIDE SCHOOL DISTRICT | 07-2560-060 PK-08 | | 73.7% | 0.0% | 15.9% |
| CHARTERS | ROBERT TREAT ACADEMY CS | ROBERT TREAT ACADEMY CHARTER SCHOOL | 80-7730-970 KG-08 | | 71.8% | 1.0% | 5.8% |
| CUMBERLAND | MILLVILLE CITY | LAKE SIDE MIDDLE SCHOOL | 11-3230-077 06-08 | | 71.8% | 1.1% | 24.2% |
| ESSEX | NEWARK CITY | ANN STREET SCHOOL | 13-3570-200 PK-08 | | 79.6% | 19.0% | 8.9% |
| ESSEX | NEWARK CITY | IVY HILL ELEMENTARY SCHOOL | 13-3570-565 PK-08 | | 73.8% | 9.7% | 9.4% |
| ESSEX | NEWARK CITY | MT VERNON PLACE SCHOOL | 13-3570-570 PK-08 | | 79.0% | 14.9% | 5.8% |
| HUDSON | BAYONNE CITY | MIDTOWN COMMUNITY SCHOOL #8 | 17-0220-085 PK-08 | | 73.4% | 0.9% | 14.4% |
| HUDSON | BAYONNE CITY | PHILIP G. VROOM #2 | 17-0220-090 PK-08 | | 72.3% | 0.6% | 13.7% |
| HUDSON | BAYONNE CITY | WOODROW WILSON #10 | 17-0220-130 PK-08 | | 70.0% | 0.3% | 11.7% |
| HUDSON | JERSEY CITY | ALFRED ZAMPELLA SCHOOL | 17-2390-240 PK-08 | | 70.5% | 5.1% | 7.9% |
| HUDSON | JERSEY CITY | CHAPLAIN CHARLES WATTERS SCHOOL | 17-2390-220 KG-08 | | 76.8% | 10.3% | 10.9% |
| HUDSON | JERSEY CITY | CHRISTA MCAULIFFE SCHOOL | 17-2390-250 PK-08 | | 75.7% | 10.9% | 11.3% |
| HUDSON | JERSEY CITY | FRANKLIN L. WILLIAMS SCHOOL | 17-2390-155 06-08 | | 80.4% | 25.9% | 17.2% |
| HUDSON | JERSEY CITY | JOSEPH H. BRENSINGER SCHOOL | 17-2390-360 PK-08 | | 77.0% | 18.1% | 8.6% |
| HUDSON | JERSEY CITY | MAHATMA K. GANDHI SCHOOL | 17-2390-210 PK-08 | | 70.2% | 22.0% | 8.4% |
| HUDSON | JERSEY CITY | MARTIN LUTHER KING JR. SCHOOL | 17-2390-140 PK-08 | | 80.5% | 20.8% | 7.8% |
| HUDSON | JERSEY CITY | MIDDLE SCHOOL # 4 | 17-2390-105 06-08 | | 71.9% | 1.7% | 12.4% |
| HUDSON | JERSEY CITY | PS # 34 | 17-2390-280 PK-08 | | 74.9% | 3.9% | 11.0% |
| HUDSON | UNION CITY | WOODROW WILSON ELEMENTARY SCHOOL | 17-5240-140 PK-08 | | 71.4% | 1.9% | 1.9% |
| MIDDLESEX | CARTERET BORO | CARTERET MIDDLE SCHOOL | 23-0750-055 06-08 | | 71.5% | 3.5% | 7.3% |
| MORRIS | DOVER TOWN | DOVER MIDDLE SCHOOL | 27-1110-065 07-08 | | 73.8% | 3.4% | 12.3% |
| PASSAIC | CLIFTON CITY | CHRISTOPHER COLUMBUS MIDDLE SCHOOL | 31-0900-035 06-08 | | 70.1% | 6.6% | 11.7% |
| PASSAIC | HALEDON BORO | HALEDON PUBLIC SCHOOL | 31-1920-015 PK-08 | | 71.5% | 5.3% | 13.1% |
| PASSAIC | PATERSON CITY | SCHOOL 11 NEWCOMERS | 31-4010-150 04-08 | | 75.9% | 99.5% | 0.0% |
| SOMERSET | BOUND BROOK BORO | BOUND BROOK ELEMENTARY SCHOOL | 35-0490-050 PK-08 | | 76.6% | 15.2% | 10.3% |
| UNION | ELIZABETH CITY | DR. ORLANDO EDREIRA ACADEMY SCHOOL NO. 26 | 39-1320-290 PK-08 | | 76.3% | 11.2% | 5.9% |
| UNION | ELIZABETH CITY | WILLIAM F. HALLORAN SCHOOL NO.22 | 39-1320-250 02-08 | | 70.4% | 1.2% | 4.2% |
| UNION | HILL SIDE TWP | WALTER O. KRUMBIEGEL MIDDLE SCHOOL | 39-2190-085 06-08 | | 70.6% | 2.0% | 9.3% |
| UNION | PLAINFIELD CITY | CEDARBROOK ELEMENTARY SCHOOL | 39-4160-100 KG-08 | | 78.5% | 17.1% | 14.0% |