

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 **significantly lags in comparison** to schools across the state. Additionally, its college and career readiness **significantly lags in comparison** 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 Rank (Percentile)	Statewide Rank (Percentile)	Percent of Targets Met
Academic Achievement	59	28	7%
College and Career Readiness	12	9	0%
Student Growth	10	3	0%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being equal to or above the 80.0th percentile.

High Performance is defined as being between the 60.0th and 79.9th percentiles.

Average Performance is defined as being between the 40.0th and 59.9th percentiles.

Lagging Performance is defined as being between the 20.0th 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 **28%** of schools statewide as noted by its statewide percentile ranking and **59%** of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking in the performance area of Academic Achievement. Additionally, this school is meeting **7%** 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 **9%** of schools statewide as noted by its statewide percentile ranking and **12%** of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking 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 either seventh or eighth grade.

Student Growth

This school outperforms **3%** of schools statewide as noted by its statewide percentile ranking and **10%** of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking in the performance area of Student Growth. Additionally, this school is meeting **0%** 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 NJ-ASK.

DEMOGRAPHIC INFORMATION

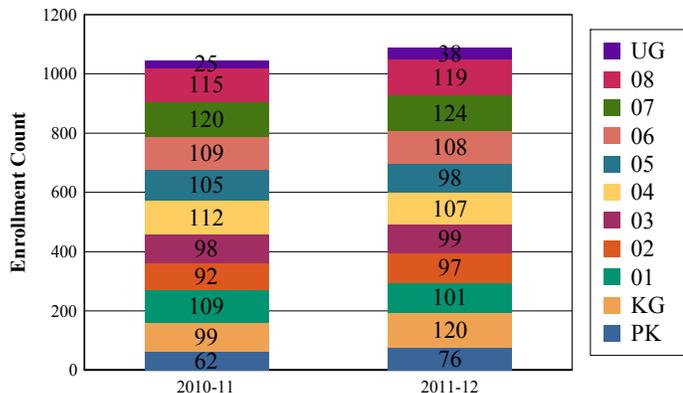
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GRADE SPAN PK-08

Enrollment by Grade

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

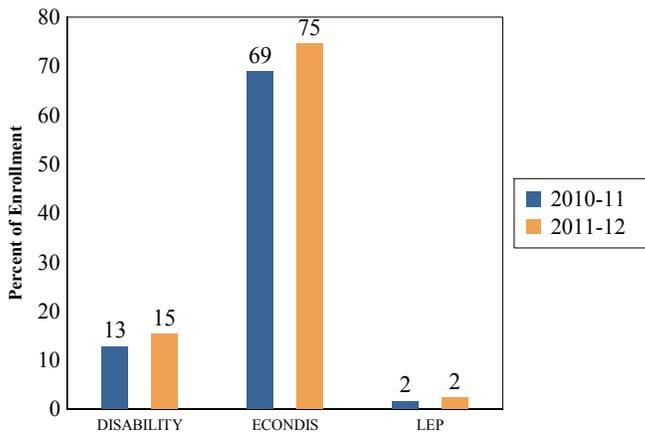


Total School Enrollment Trends

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	
2010-11	1,046
2011-12	1,087

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2011-2012	Count of Students	% of Enrollment
Students with Disability	167	15%
Economically Disadvantaged Students	811	74.6%
Limited English Proficient Students	26	2.4%

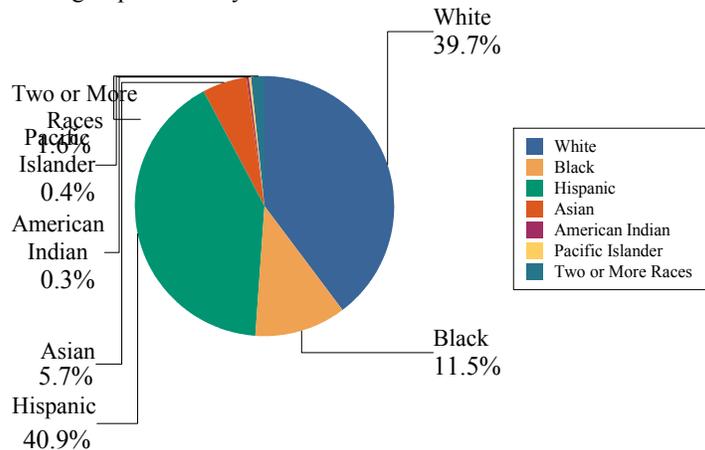
Language Diversity

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

2011-12	Percent
English	64.0%
Spanish	18.4%
Arabic	11.8%
Urdu	1.6%
Pilipino	1.0%
Polish	0.7%
Other	2.4%

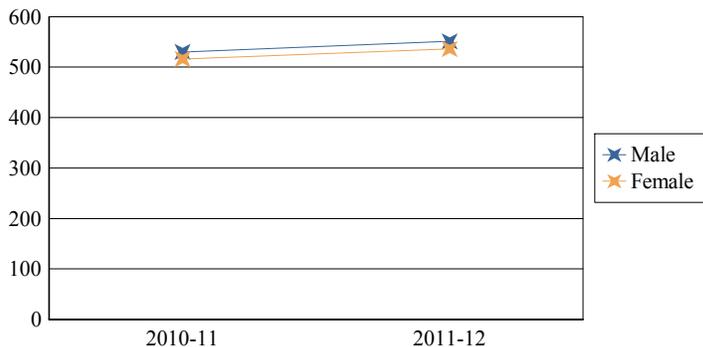
Enrollment by Ethnic/Racial Subgroup

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
2010-11	530	516
2011-12	551	536

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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 across multiple administrations of the assessment. The second column - Peer School Percentile Rank - 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 Rank - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile rank 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 percentile ranks, the average of statewide percentile ranks and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Rank (Percentile)	State Rank (Percentile)	Percent of Targets Met
NJASK Language Arts Proficiency and above	55%	67	29	0%
NJASK Math Proficiency and above	62%	50	26	14%
SUMMARY - Academic Achievement		59	28	7%

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.

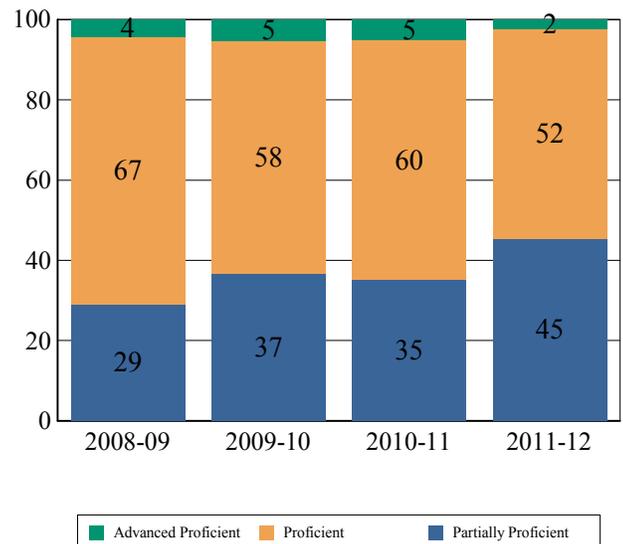
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	631	54.5	67.8	NO
White	241	60.2	70.9	NO
Black	81	45.7	56.8	NO
Hispanic	258	50.8	65.2	NO
American Indian	-	-	-	--
Asian	44	59.1	86	NO
Two or More Races	-	-	-	--
Students with Disability	135	31.1	44.1	NO
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	458	51.8	64.2	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 - 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.

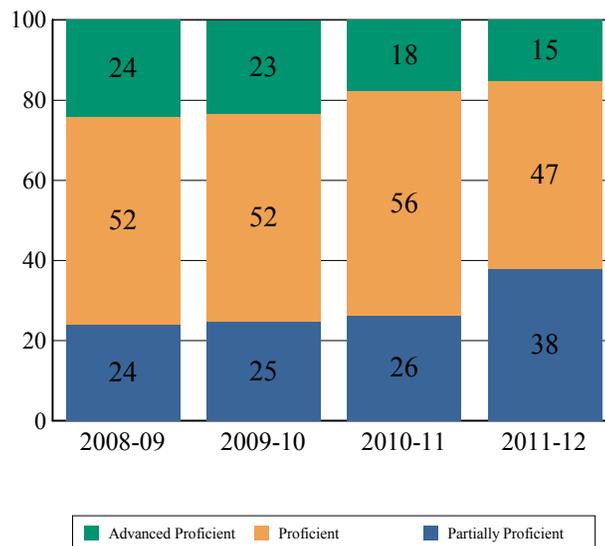
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	631	62	75.8	NO
White	241	67.2	78.9	NO
Black	81	51.9	56.8	YES*
Hispanic	258	58.5	75.7	NO
American Indian	-	-		--
Asian	44	75	90	NO
Two or More Races	-	-		--
Students with Disability	135	39.3	58.7	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	458	60.2	74.7	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 - 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	4%	56%	40%
White	5%	64%	31%
Black	-	-	-
Hispanic	2%	53%	45%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	14%	18%	68%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	3%	54%	43%

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

NJASK Results - Language Arts Literacy Grade Level - 04

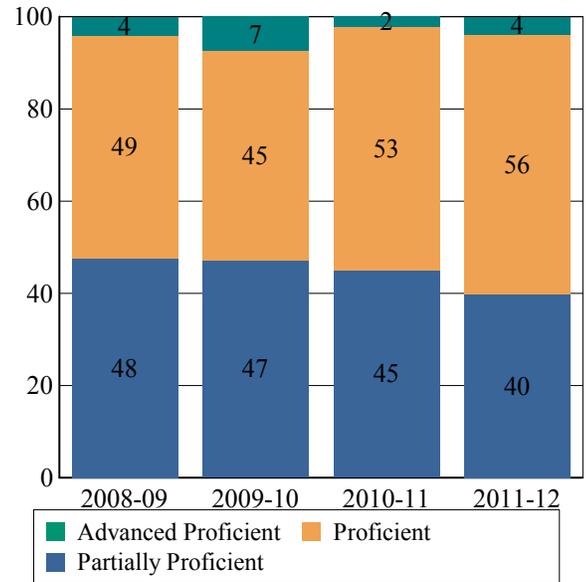
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	48%	52%
White	0%	59%	41%
Black	0%	19%	81%
Hispanic	0%	45%	55%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	-	-	-
Students w/ Disability	0%	21%	79%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	44%	56%

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

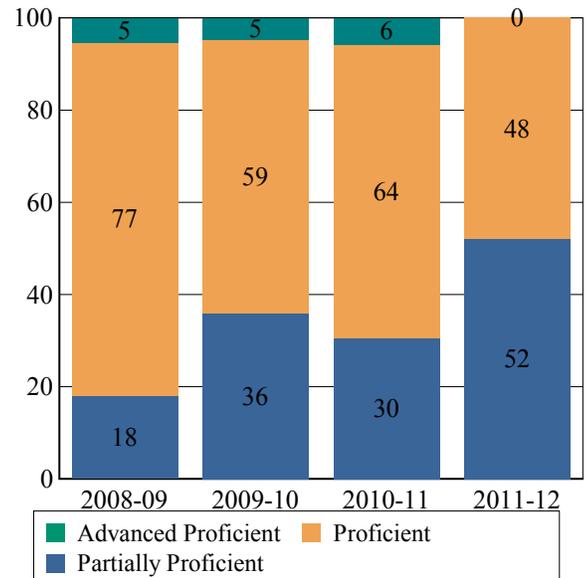
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

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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17-0220-085

MIDTOWN COMMUNITY SCH No 8

550 AVENUE A

BAYONNE, NJ 07002

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%	48%	52%
White	0%	65%	35%
Black	0%	42%	58%
Hispanic	0%	38%	62%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	0%	33%	67%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	44%	56%

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

NJASK Results - Language Arts Literacy Grade Level - 06

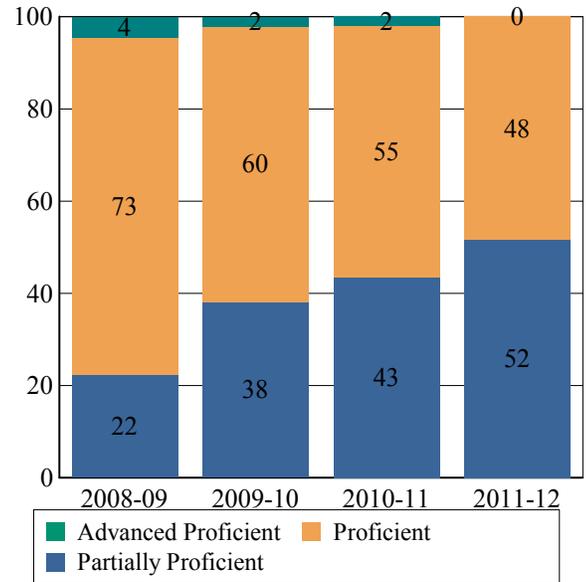
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	53%	47%
White	0%	54%	46%
Black	-	-	-
Hispanic	0%	48%	52%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	-	-	-
Students w/ Disability	0%	31%	69%
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.

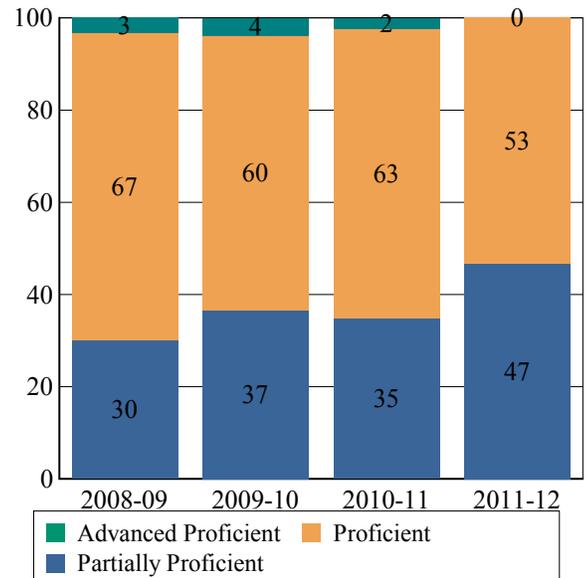
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

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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MIDTOWN COMMUNITY SCH No 8

550 AVENUE A

BAYONNE, NJ 07002

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	4%	44%	52%
White	5%	38%	56%
Black	0%	53%	47%
Hispanic	0%	50%	50%
American Indian	-	-	-
Asian	18%	27%	55%
Two or More Races	N/A	N/A	N/A
Students w/ Disability	0%	35%	65%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	4%	43%	53%

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

NJASK Results - Language Arts Literacy Grade Level - 08

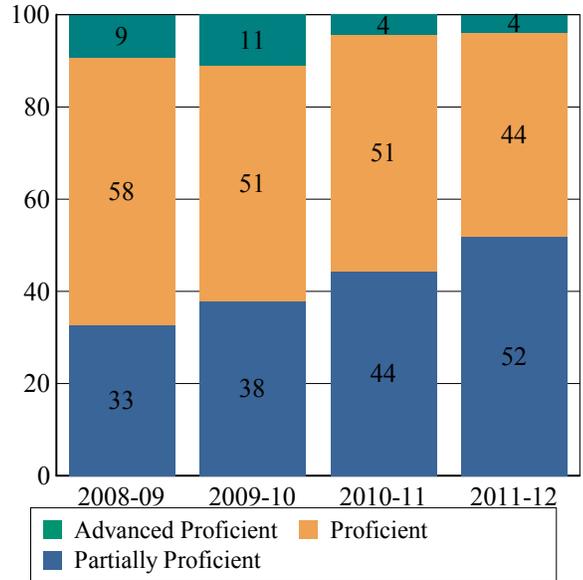
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	61%	34%
White	4%	65%	31%
Black	8%	46%	46%
Hispanic	6%	59%	35%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	-	-	-
Students w/ Disability	0%	31%	69%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	5%	58%	36%

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

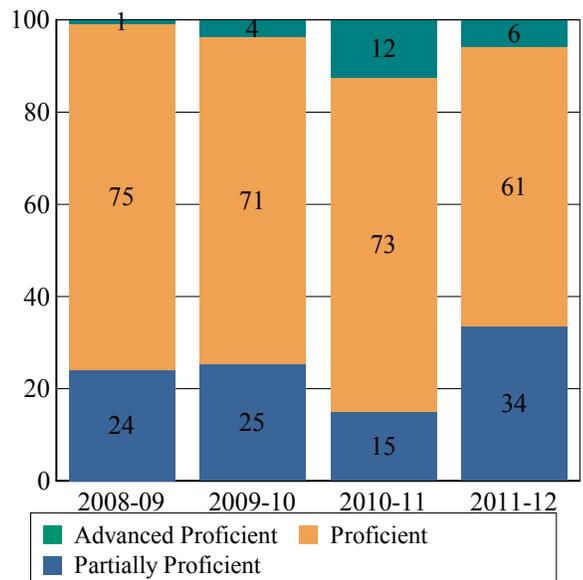
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

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.



2011 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 2011 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/2013/naep/naep4read.html>

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

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	21.9	34.2	32.5	11.4
All Students	Nation	33.8	33.8	24.9	7.5

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

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15.8	39.5	38.6	6.2
All Students	Nation	25.3	43.0	28.6	3.0

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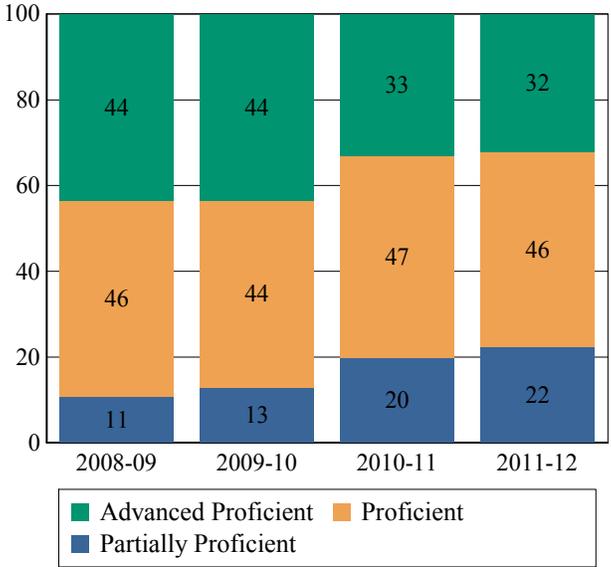
NJASK Results - Math Grade Level - 03

NJASK Proficiency Trends - 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.

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	32%	46%	22%
White	44%	36%	21%
Black	-	-	-
Hispanic	23%	51%	26%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	0%	45%	55%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	30%	45%	26%



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

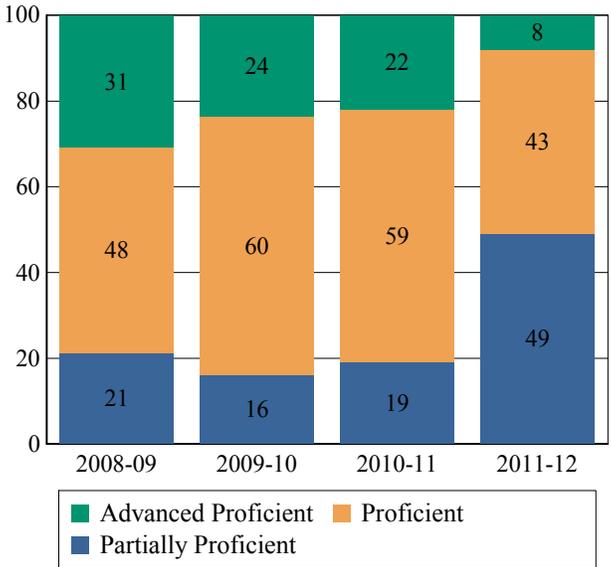
NJASK Proficiency Trends - Math - Grade Level - 04

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.

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	8%	43%	49%
White	9%	53%	38%
Black	0%	25%	75%
Hispanic	13%	35%	53%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	-	-	-
Students w/ Disability	21%	36%	43%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	7%	41%	51%



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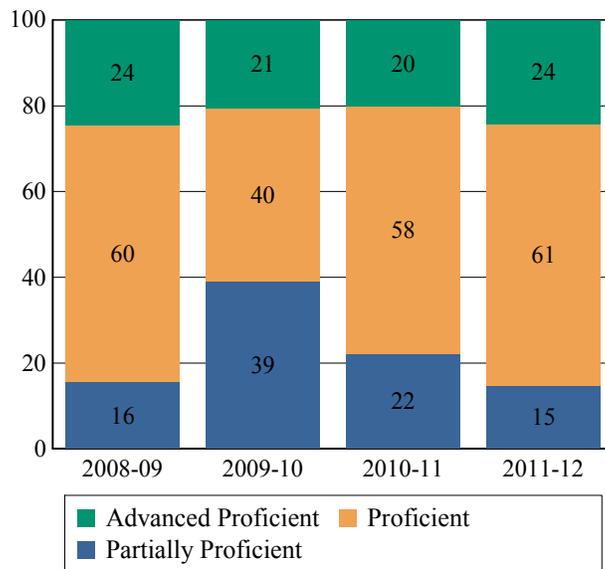
NJASK Results - Math Grade Level - 05

NJASK Proficiency Trends - Math - Grade Level - 05

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	24%	61%	15%
White	26%	55%	19%
Black	21%	63%	16%
Hispanic	21%	67%	12%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	N/A	N/A	N/A
Students w/ Disability	24%	43%	33%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	21%	65%	14%



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

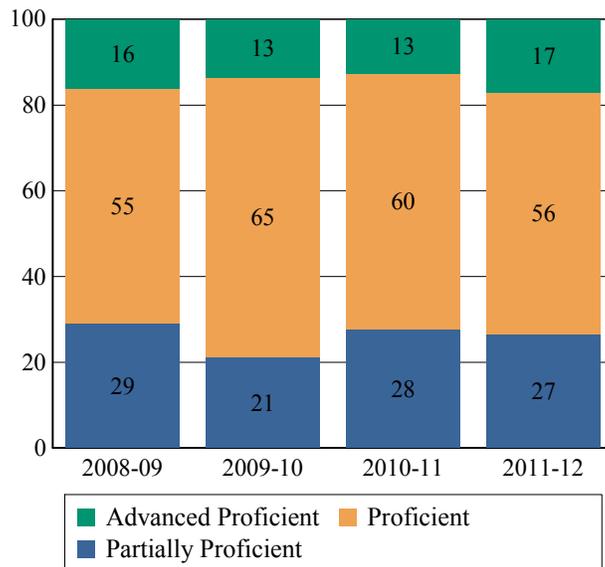
NJASK Proficiency Trends - Math - Grade Level - 06

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.

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	17%	56%	27%
White	17%	61%	22%
Black	-	-	-
Hispanic	18%	48%	34%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	-	-	-
Students w/ Disability	0%	23%	77%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	16%	55%	29%



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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%	26%	69%
White	10%	36%	54%
Black	6%	18%	76%
Hispanic	0%	19%	81%
American Indian	-	-	-
Asian	0%	27%	73%
Two or More Races	N/A	N/A	N/A
Students w/ Disability	4%	48%	48%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	3%	24%	74%

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NJASK Results - Math Grade Level - 08

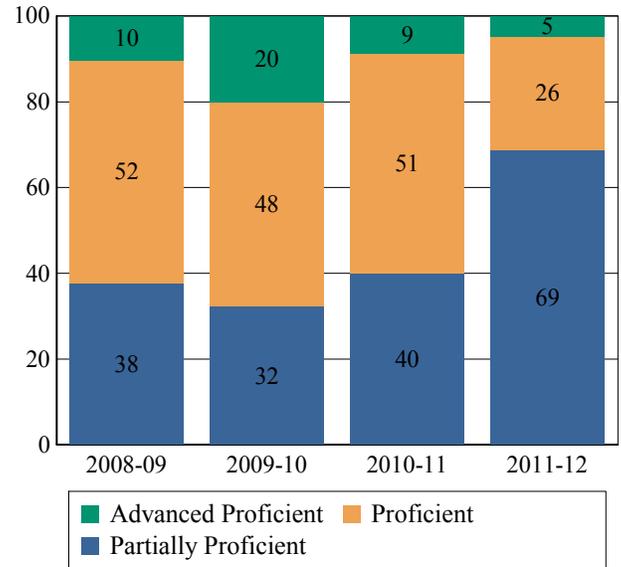
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	7%	49%	43%
White	4%	56%	40%
Black	8%	46%	46%
Hispanic	8%	41%	51%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	-	-	-
Students w/ Disability	0%	10%	90%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	5%	51%	44%

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

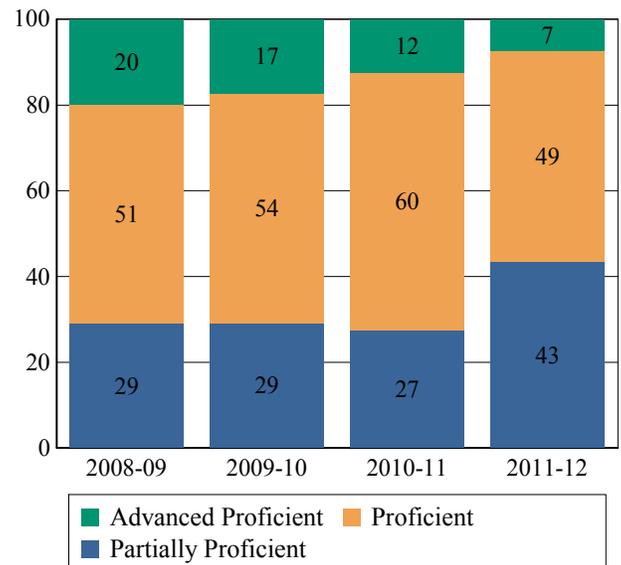
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2011 National Assessment Educational Progress (NAEP)

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

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	11.0	38.3	40.9	9.8
All Students	Nation	18.1	42.3	33.2	6.5

2011 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 2011 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/2013/naep/naep8math.html>

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

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	17.8	35.3	33.2	13.6
All Students	Nation	27.7	38.8	25.7	7.8

ACADEMIC ACHIEVEMENT

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

17-0220-085
MIDTOWN COMMUNITY SCH No 8
550 AVENUE A
BAYONNE, NJ 07002

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	16%	69%	15%
White	26%	62%	12%
Black	6%	75%	19%
Hispanic	10%	73%	18%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	-	-	-
Students w/ Disability	21%	57%	21%
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 - Science Grade Level - 08

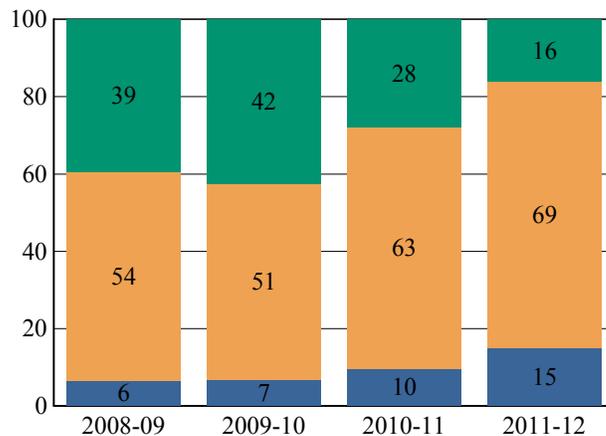
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	20%	53%	27%
White	17%	56%	27%
Black	31%	46%	23%
Hispanic	20%	47%	33%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	-	-	-
Students w/ Disability	3%	31%	66%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	21%	51%	29%

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

NJASK Proficiency Trends - Science - Grade Level - 04

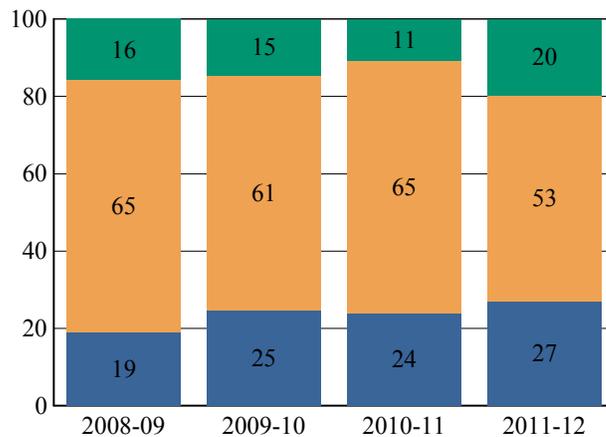
This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



■ 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

17-0220-085
MIDTOWN COMMUNITY SCH No 8
550 AVENUE A
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 seventh and 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 more than 10% 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 Rank - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school rank is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile Rank - 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 percentile ranks, the average of statewide percentile ranks and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Students taking Algebra (%)	1%	0	0	20%	NO
Chronic Absenteeism (%)	15%	23	17	6%	NO
Summary		12	9		0%

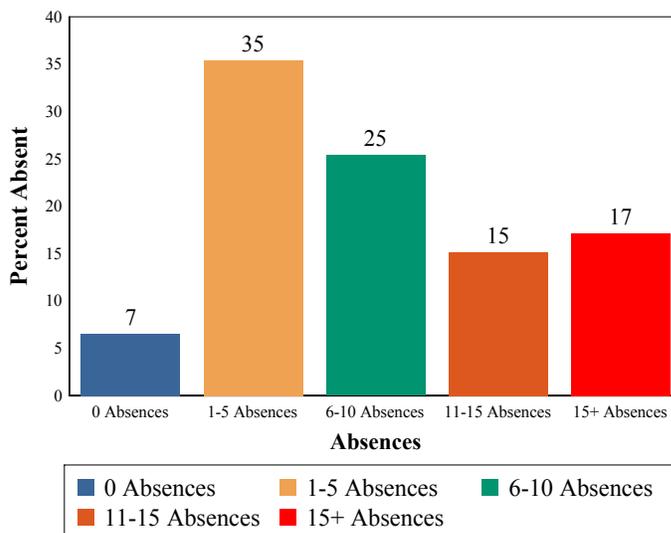
Algebra I

This table presents the percentage of seventh and 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.

2011-12	School
Students taking Algebra I	1%
Algebra grade (C or better)	100%

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 Rank - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Rank - 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 percentile ranks, the averages of statewide percentile ranks, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Student Growth on Language Arts	32	10	3	35	NO
Student Growth on Math	28	10	3	35	NO
		10	3		0%

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

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	33%	10%	3%
Proficient	20%	17%	16%
Advanced Proficient	0%	1%	1%

	GROWTH		
	Low	Typical	High
Partially Proficient	30%	8%	2%
Proficient	24%	11%	13%
Advanced Proficient	3%	4%	5%

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

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	Scale Score
99th	244
75th	219
50th	201
25th	185
0th	158

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

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	Scale Score
99th	300
75th	252
50th	223
25th	200
0th	140

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	61

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	Scale Score
99th	237
75th	209
50th	193
25th	176
0th	132

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	31

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	Scale Score
99th	258
75th	227
50th	202
25th	183
0th	143

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	56

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON
BAYONNE CITY

GRADE SPAN PK-08

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	Scale Score
99th	239
75th	212
50th	195
25th	181
0th	126

	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	Scale Score
99th	240
75th	215
50th	202
25th	187
0th	134

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

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	Scale Score
99th	287
75th	246
50th	222
25th	207
0th	151

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	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	Scale Score
99th	299
75th	237
50th	226
25th	195
0th	117

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	57

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

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	Scale Score
99th	253
75th	216
50th	200
25th	183
0th	135

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	44

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	Scale Score
99th	261
75th	226
50th	211
25th	192
0th	147

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

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	Scale Score
99th	271
75th	203
50th	187
25th	173
0th	142

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	61

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	Scale Score
99th	290
75th	218
50th	201
25th	172
0th	122

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	64

SCHOOL CLIMATE

HUDSON

BAYONNE CITY

GRADE SPAN PK-08

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
2011-12	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
2011-12	0.0%

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.

2011-12	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
2011-12	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.

2011-12	School
Faculty	14.7
Administrators	543.5

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</u> <u>CODE</u>	<u>GRADE</u> <u>SPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
BERGEN	FAIRVIEW BORO	LINCOLN	03-1470-060	03-08	79.0%	8.0%	15.2%
CAMDEN	LINDENWOLD BORO	LINDENWOLD MIDDLE SCHOOL	07-2670-090	05-08	75.7%	4.2%	16.2%
CHARTERS	GALLOWAY COMMUNITY CS	GALLOWAY COMMUNITY CS	80-6612-912	KG-08	77.0%	0.0%	15.6%
CHARTERS	GREATER NEWARK CS	GREATER NEWARK ACADEMY CS	80-7280-955	05-08	75.8%	0.0%	7.8%
CHARTERS	MARIA L. VARISCO-ROGERS CS	MARIA L VARISCO ROGERS CS	80-7735-975	KG-08	77.6%	1.7%	5.5%
CHARTERS	QUEEN CITY ACADEMY CS	QUEEN CITY ACADEMY CS	80-7600-960	KG-08	77.1%	0.0%	2.5%
CHARTERS	ROBERT TREAT ACADEMY CS	ROBERT TREAT ACADEMY CS	80-7730-970	KG-08	72.7%	1.1%	6.0%
CUMBERLAND	FAIRFIELD TWP	FAIRFIELD TOWNSHIP SCHOOL	11-1460-070	PK-08	78.1%	2.6%	8.9%
CUMBERLAND	VINELAND CITY	LANDIS INTERMEDIATE SCH (MIDDLE SCHOOL)	11-5390-055	06-08	78.3%	10.7%	8.4%
CUMBERLAND	VINELAND CITY	T W WALLACE MIDDLE SCH	11-5390-280	06-08	70.8%	0.0%	18.7%
CUMBERLAND	VINELAND CITY	VETERANS MEMORIAL INT SCH	11-5390-060	06-08	73.8%	1.0%	20.7%
ESSEX	CITY OF ORANGE TWP	CLEVELAND ST	13-3880-070	KG-07	73.9%	1.7%	12.2%
ESSEX	CITY OF ORANGE TWP	LINCOLN AVE	13-3880-100	KG-07	77.1%	17.2%	17.0%
ESSEX	CITY OF ORANGE TWP	ORANGE PREP ACADEMY	13-3880-115	08-09	74.0%	7.9%	21.5%
ESSEX	CITY OF ORANGE TWP	PARK AVE	13-3880-120	KG-07	74.1%	1.4%	16.5%
ESSEX	NEWARK CITY	ANN ST	13-3570-200	PK-08	81.0%	22.5%	7.6%
HUDSON	BAYONNE CITY	MIDTOWN COMMUNITY SCH NO 8	17-0220-085	PK-08	74.7%	2.4%	12.2%
HUDSON	JERSEY CITY	EZRA L NOLAN 40	17-2390-345	06-08	82.8%	21.7%	21.7%
HUDSON	JERSEY CITY	JAMES F MURRAY 38	17-2390-350	PK-08	77.9%	5.2%	8.4%
HUDSON	JERSEY CITY	NUMBER 4 MIDDLE SCH	17-2390-105	06-08	71.4%	0.1%	9.6%
HUDSON	JERSEY CITY	THE ACADEMY I	17-2390-095	06-08	74.0%	0.0%	9.5%
MONMOUTH	KEANSBURG BORO	JOSEPH R BOLGER MID SCH	25-2400-030	05-08	75.7%	0.7%	20.9%
MONMOUTH	LONG BRANCH CITY	LONG BRANCH MIDDLE	25-2770-060	06-08	72.3%	4.2%	13.4%
MORRIS	DOVER TOWN	DOVER MIDDLE	27-1110-065	06-08	72.2%	4.9%	12.4%
OCEAN	LAKWOOD TWP	LAKWOOD MIDDLE	29-2520-083	07-08	78.0%	6.0%	13.7%
PASSAIC	PASSAIC CITY	NUMBER 3 MARIO J DRAGO	31-3970-090	PK-08	82.4%	22.5%	12.7%
PASSAIC	PATERSON CITY	NUMBER 26	31-4010-290	KG-08	75.3%	9.9%	5.9%
UNION	ELIZABETH CITY	NO 12 ELMORA	39-1320-150	PK-08	76.0%	15.7%	7.8%
UNION	PLAINFIELD CITY	CLINTON	39-4160-110	PK-08	79.6%	27.5%	7.8%
UNION	PLAINFIELD CITY	PAAAS	39-4160-052	07-10	72.8%	0.0%	7.6%