# Annual Assessment Results: Spring 2022 Administration

Bayonne Board of Education
October 20, 2022

Authored by:
Jolene Bergantino
Dr. Alaina Desjardin

Presented by:
Dr. Dennis C. Degnan, Ed.D
Assistant Superintendent of Curriculum & Instruction

Dr. Wachera Ragland-Brown
Chief School Administrator

**Measuring College and Career Readiness**

# Table of Contents


- Section 1: District Analysis - pg. 3
- Section 2: School Analysis - pg. 10
- Section 3: Demographic Analysis - pg.62
- Section 4: Dynamic Learning Maps – pg. 81
- Section 5: Suite Of Wida Assessments – pg. 84
- Section 6: Interventions – pg. 102

# Section 1
# District Analysis

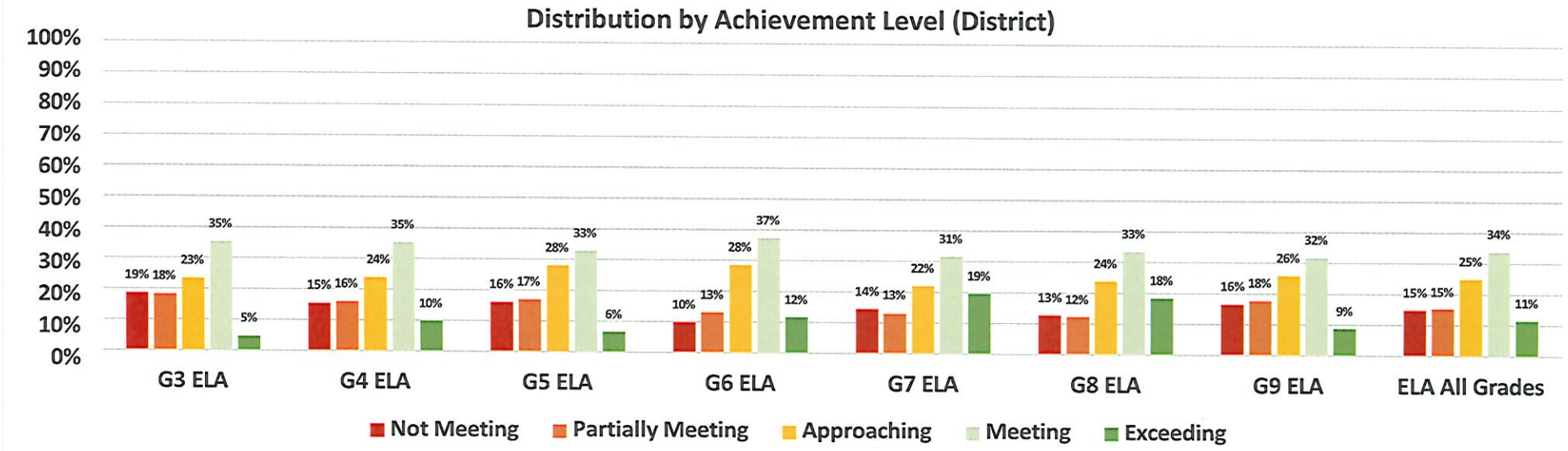
# BAYONNE SCHOOL DISTRICT

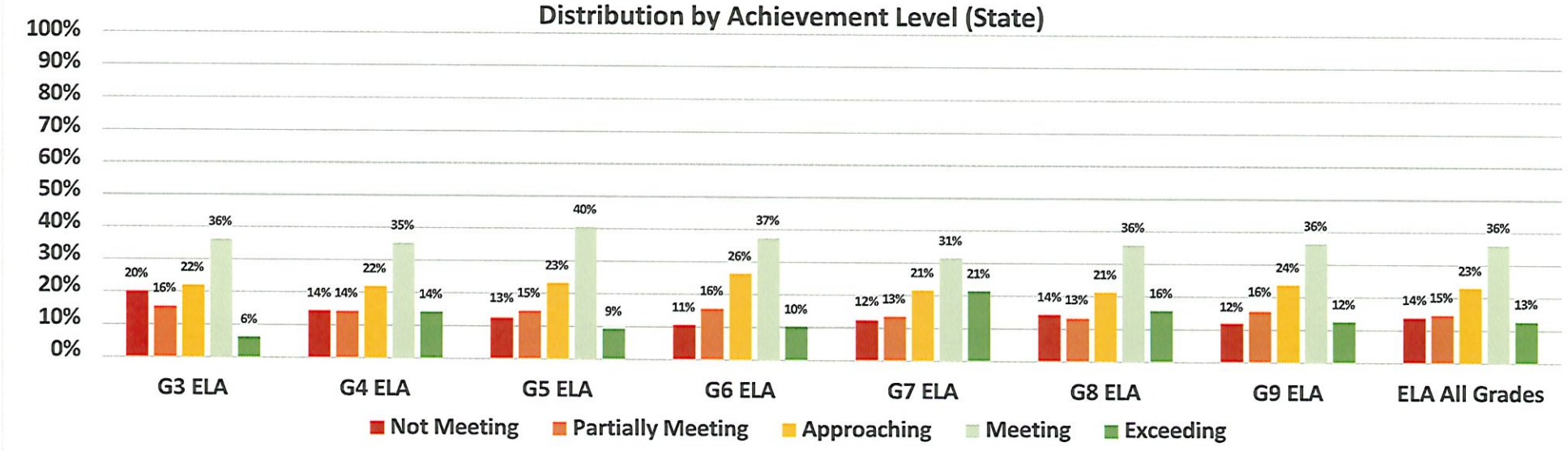
## 2021-22 Spring NJSLA

## ELA/Language Arts

| Grade | Total Tested in District | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | % Not Meeting Expectations (Level 1) | | % Partially Meeting Expectations (Level 2) | | % Approaching Expectations (Level 3) | | % Meeting Expectations (Level 4) | | % Exceeding Expectations (Level 5) | |
| | | District | State | District | State | District | State | District | State | District | State |
| 3 | 695 | 19% | 20% | 18% | 16% | 23% | 22% | 35% | 36% | 5% | 6% |
| 4 | 693 | 15% | 14% | 16% | 14% | 24% | 22% | 35% | 35% | 10% | 14% |
| 5 | 691 | 16% | 13% | 17% | 15% | 28% | 23% | 33% | 40% | 6% | 9% |
| 6 | 668 | 10% | 11% | 13% | 16% | 28% | 26% | 37% | 37% | 12% | 10% |
| 7 | 795 | 14% | 12% | 13% | 13% | 22% | 21% | 31% | 31% | 19% | 21% |
| 8 | 722 | 13% | 14% | 12% | 13% | 24% | 21% | 33% | 36% | 18% | 16% |
| 9 | 714 | 16% | 12% | 18% | 16% | 26% | 24% | 32% | 36% | 9% | 12% |
| All Grades | 4,978 | 15% | 14% | 15% | 15% | 25% | 23% | 34% | 36% | 11% | 13% |

# BAYONNE SCHOOL DISTRICT
## 2021-22 Spring NJSLA
### ELA/Language Arts



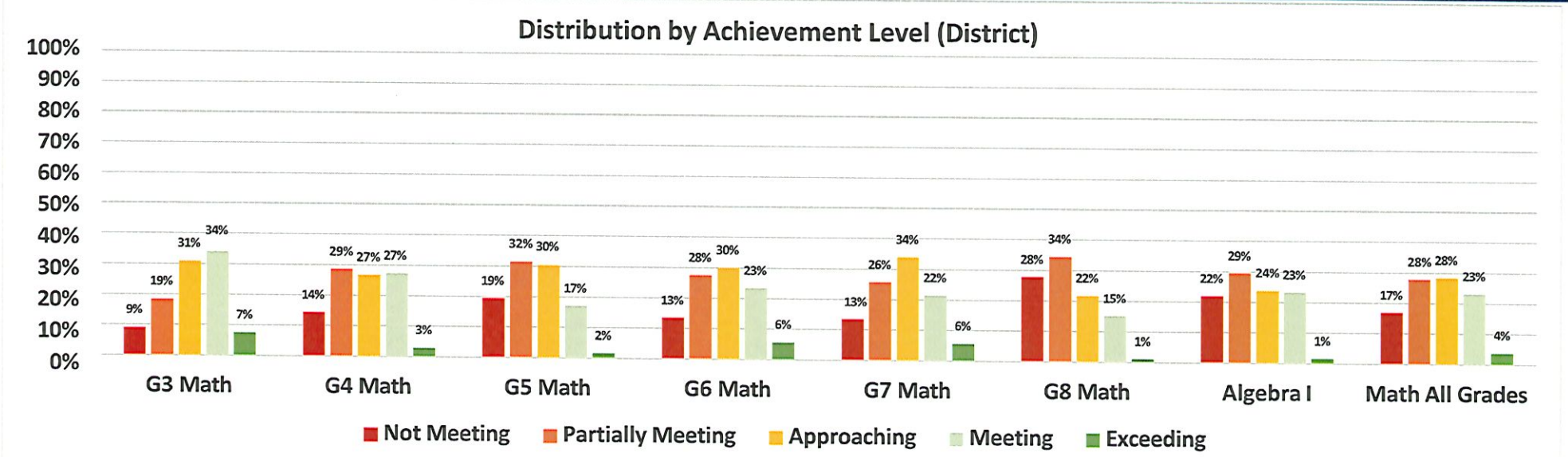
# BAYONNE SCHOOL DISTRICT

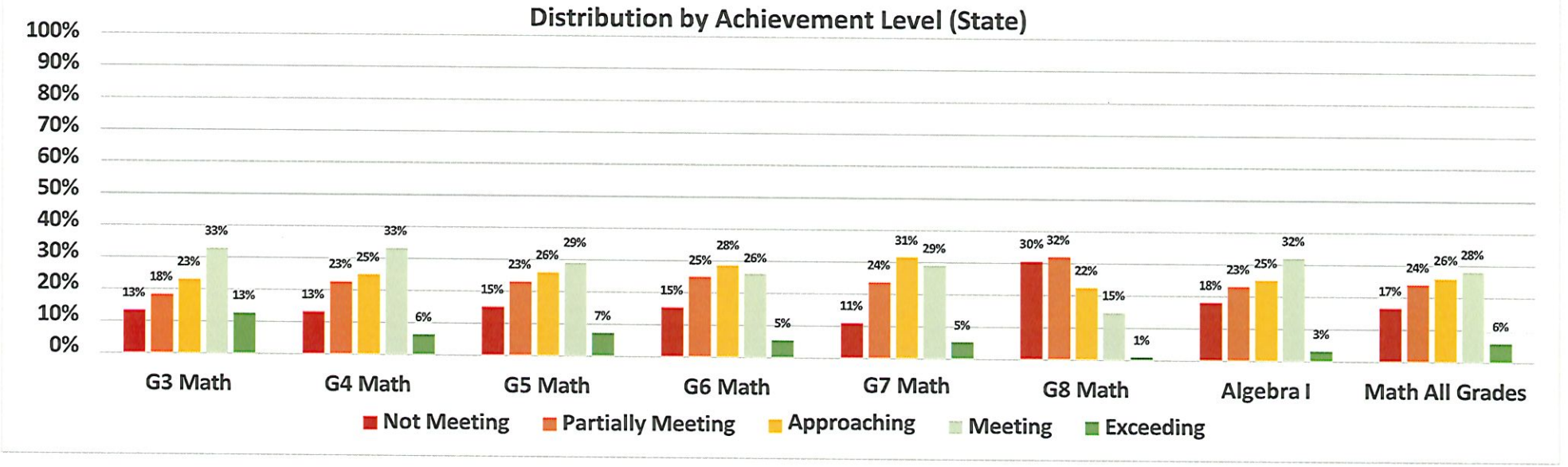
## 2021-22 Spring NJSLA

## Mathematics

| Grade | Total Tested in District | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | District | State | District | State | District | State | District | State | District | State |
| 3 | 708 | 9% | 13% | 19% | 18% | 31% | 23% | 34% | 33% | 7% | 13% |
| 4 | 706 | 14% | 13% | 29% | 23% | 27% | 25% | 27% | 33% | 3% | 6% |
| 5 | 701 | 19% | 15% | 32% | 23% | 30% | 26% | 17% | 29% | 2% | 7% |
| 6 | 679 | 13% | 15% | 28% | 25% | 30% | 28% | 23% | 26% | 6% | 5% |
| 7 | 809 | 13% | 11% | 26% | 24% | 34% | 31% | 22% | 29% | 6% | 5% |
| 8 | 630 | 28% | 30% | 34% | 32% | 22% | 22% | 15% | 15% | 1% | 1% |
| Algebra I | 734 | 22% | 18% | 29% | 23% | 24% | 25% | 23% | 32% | 1% | 3% |
| All Grades | 4,967 | 17% | 17% | 28% | 24% | 28% | 26% | 23% | 28% | 4% | 6% |

# BAYONNE SCHOOL DISTRICT
## 2021-22 Spring NJSLA
## Mathematics



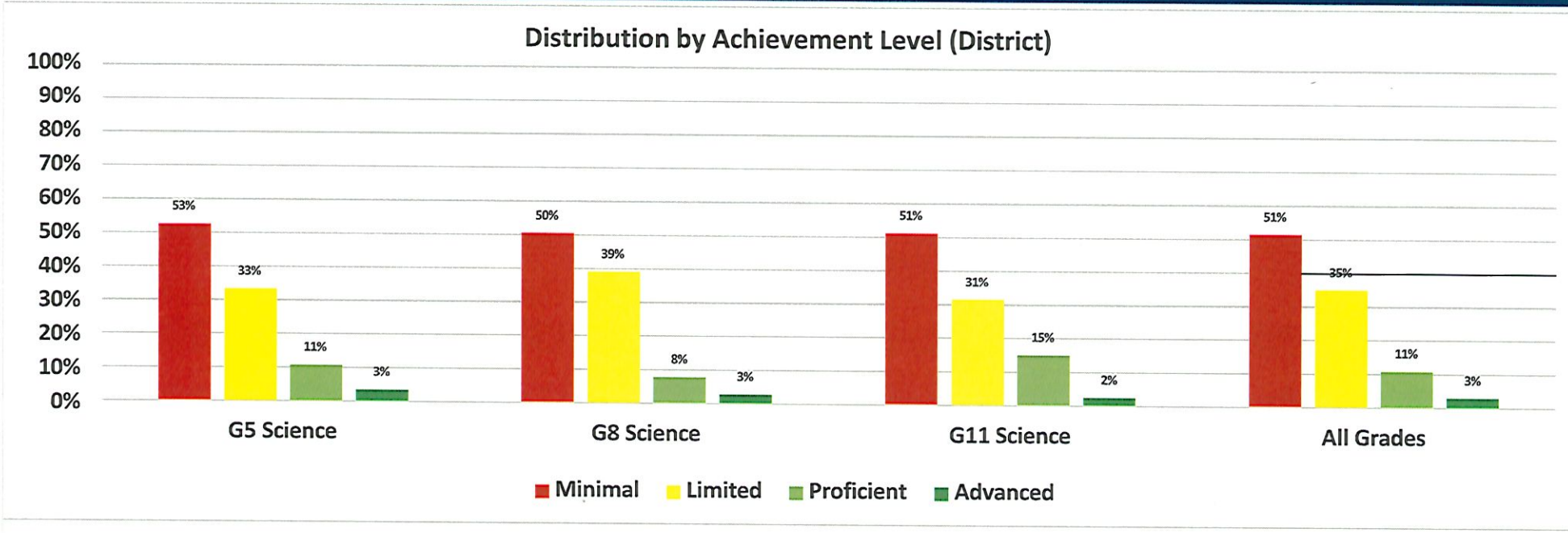
# BAYONNE SCHOOL DISTRICT

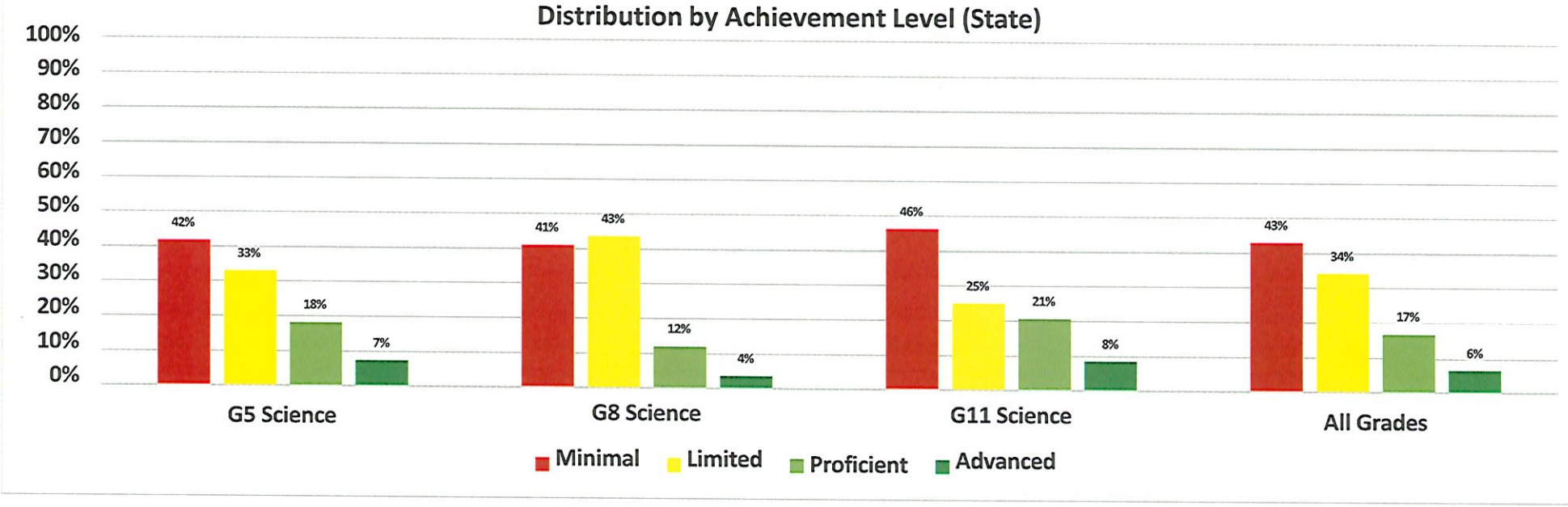
## 2021-22 Spring NJSLA

### Science

| Grade | Total # students Tested | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | | District | State | District | State | District | State | District | State |
| 5 | 702 | 53% | 42% | 33% | 33% | 11% | 18% | 3% | 7% |
| 8 | 734 | 50% | 41% | 39% | 43% | 8% | 12% | 3% | 4% |
| 11 | 534 | 51% | 46% | 31% | 25% | 15% | 21% | 2% | 8% |
| All Grades | 1,970 | 51% | 43% | 35% | 34% | 11% | 17% | 3% | 6% |

# BAYONNE SCHOOL DISTRICT
## 2021-22 Spring NJSLA
### Science



# Section 2
# School Analysis

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## ELA/Language Arts Grade 3

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Washington CS | 56 | 6 | 11% | 11 | 20% | 13 | 23% | 22 | 39% | 4 | 7% |
| Dr. Walter F. Robinson CS | 66 | 8 | 12% | 8 | 12% | 16 | 24% | 25 | 38% | 9 | 14% |
| Nicholas Oresko CS | 28 | 5 | 18% | 6 | 21% | 4 | 14% | 12 | 43% | 1 | 4% |
| Lincoln CS | 46 | 6 | 13% | 9 | 20% | 13 | 28% | 14 | 30% | 4 | 9% |
| William Shemin Midtown CS | 140 | 28 | 20% | 28 | 20% | 33 | 24% | 49 | 35% | 2 | 1% |
| Woodrow Wilson CS | 59 | 21 | 36% | 12 | 20% | 16 | 27% | 10 | 17% | 0 | 0% |
| Horace Mann CS | 56 | 14 | 25% | 10 | 18% | 19 | 34% | 12 | 21% | 1 | 2% |
| John M. Bailey CS | 79 | 8 | 10% | 12 | 15% | 22 | 28% | 34 | 43% | 3 | 4% |
| Philip G. Vroom CS | 50 | 7 | 14% | 6 | 12% | 9 | 18% | 24 | 48% | 4 | 8% |
| Henry E. Harris CS | 61 | 14 | 23% | 14 | 23% | 11 | 18% | 18 | 30% | 4 | 7% |
| Mary J. Donohoe CS | 54 | 12 | 22% | 11 | 20% | 6 | 11% | 25 | 46% | 0 | 0% |
| District | 695 | 129 | 19% | 127 | 18% | 162 | 23% | 245 | 35% | 32 | 5% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## ELA/Language Arts Grade 4

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Washington CS | 61 | 9 | 15% | 12 | 20% | 21 | 34% | 16 | 26% | 3 | 5% |
| Dr. Walter F. Robinson CS | 56 | 10 | 18% | 9 | 16% | 8 | 14% | 20 | 36% | 9 | 16% |
| Nicholas Oresko CS | 27 | 3 | 11% | 7 | 26% | 6 | 22% | 8 | 30% | 3 | 11% |
| Lincoln CS | 39 | 4 | 10% | 1 | 3% | 10 | 26% | 17 | 44% | 7 | 18% |
| William Shemin Midtown CS | 128 | 22 | 17% | 20 | 16% | 27 | 21% | 51 | 40% | 8 | 6% |
| Woodrow Wilson CS | 60 | 7 | 12% | 11 | 18% | 12 | 20% | 24 | 40% | 6 | 10% |
| Horace Mann CS | 82 | 17 | 21% | 19 | 23% | 30 | 37% | 15 | 18% | 1 | 1% |
| John M. Bailey CS | 74 | 8 | 11% | 8 | 11% | 11 | 15% | 37 | 50% | 10 | 14% |
| Philip G. Vroom CS | 44 | 7 | 16% | 7 | 16% | 13 | 30% | 10 | 23% | 7 | 16% |
| Henry E. Harris CS | 68 | 12 | 18% | 8 | 12% | 16 | 24% | 23 | 34% | 9 | 13% |
| Mary J. Donohoe CS | 54 | 7 | 13% | 9 | 17% | 11 | 20% | 23 | 43% | 4 | 7% |
| District | 693 | 106 | 15% | 111 | 16% | 165 | 24% | 244 | 35% | 67 | 10% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## ELA/Language Arts Grade 5

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Washington CS | 51 | 8 | 16% | 5 | 10% | 15 | 29% | 18 | 35% | 5 | 10% |
| Dr. Walter F. Robinson CS | 48 | 8 | 17% | 8 | 17% | 15 | 31% | 16 | 33% | 1 | 2% |
| Nicholas Oresko CS | 21 | 0 | 0% | 1 | 5% | 1 | 5% | 12 | 57% | 7 | 33% |
| Lincoln CS | 50 | 9 | 18% | 4 | 8% | 9 | 18% | 23 | 46% | 5 | 10% |
| William Shemin Midtown CS | 151 | 39 | 26% | 36 | 24% | 46 | 30% | 26 | 17% | 4 | 3% |
| Woodrow Wilson CS | 77 | 13 | 17% | 13 | 17% | 22 | 29% | 25 | 32% | 4 | 5% |
| Horace Mann CS | 59 | 2 | 3% | 12 | 20% | 17 | 29% | 24 | 41% | 4 | 7% |
| John M. Bailey CS | 66 | 11 | 17% | 7 | 11% | 23 | 35% | 22 | 33% | 3 | 5% |
| Philip G. Vroom CS | 52 | 1 | 2% | 11 | 21% | 15 | 29% | 18 | 35% | 7 | 13% |
| Henry E. Harris CS | 57 | 13 | 23% | 13 | 23% | 9 | 16% | 21 | 37% | 1 | 2% |
| Mary J. Donohoe CS | 59 | 7 | 12% | 7 | 12% | 21 | 36% | 21 | 36% | 3 | 5% |
| District | 691 | 111 | 16% | 117 | 17% | 193 | 28% | 226 | 33% | 44 | 6% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## ELA/Language Arts Grade 6

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Washington CS | 44 | 9 | 20% | 8 | 18% | 15 | 34% | 11 | 25% | 1 | 2% |
| Dr. Walter F. Robinson CS | 60 | 5 | 8% | 7 | 12% | 15 | 25% | 30 | 50% | 3 | 5% |
| Nicholas Oresko CS | 79 | 2 | 3% | 2 | 3% | 11 | 14% | 33 | 42% | 31 | 39% |
| Lincoln CS | 37 | 3 | 8% | 6 | 16% | 13 | 35% | 11 | 30% | 4 | 11% |
| William Shemin Midtown CS | 122 | 20 | 16% | 23 | 19% | 28 | 23% | 42 | 34% | 9 | 7% |
| Woodrow Wilson CS | 63 | 5 | 8% | 10 | 16% | 22 | 35% | 21 | 33% | 5 | 8% |
| Horace Mann CS | 62 | 2 | 3% | 9 | 15% | 20 | 32% | 22 | 35% | 9 | 15% |
| John M. Bailey CS | 53 | 3 | 6% | 8 | 15% | 21 | 40% | 21 | 40% | 0 | 0% |
| Philip G. Vroom CS | 41 | 5 | 12% | 4 | 10% | 6 | 15% | 18 | 44% | 8 | 20% |
| Henry E. Harris CS | 63 | 4 | 6% | 6 | 10% | 21 | 33% | 29 | 46% | 3 | 5% |
| Mary J. Donohoe CS | 44 | 7 | 16% | 4 | 9% | 18 | 41% | 11 | 25% | 4 | 9% |
| District | 668 | 65 | 10% | 87 | 13% | 190 | 28% | 249 | 37% | 77 | 12% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## ELA/Language Arts Grade 7

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Washington CS | 54 | 6 | 11% | 3 | 6% | 9 | 17% | 19 | 35% | 17 | 31% |
| Dr. Walter F. Robinson CS | 65 | 10 | 15% | 9 | 14% | 17 | 26% | 20 | 31% | 9 | 14% |
| Nicholas Oresko CS | 78 | 6 | 8% | 4 | 5% | 10 | 13% | 18 | 23% | 40 | 51% |
| Lincoln CS | 49 | 10 | 20% | 6 | 12% | 9 | 18% | 11 | 22% | 13 | 27% |
| William Shemin Midtown CS | 138 | 26 | 19% | 30 | 22% | 31 | 22% | 37 | 27% | 14 | 10% |
| Woodrow Wilson CS | 76 | 11 | 14% | 10 | 13% | 18 | 24% | 26 | 34% | 11 | 14% |
| Horace Mann CS | 76 | 13 | 17% | 11 | 14% | 16 | 21% | 31 | 41% | 5 | 7% |
| John M. Bailey CS | 72 | 10 | 14% | 7 | 10% | 12 | 17% | 25 | 35% | 18 | 25% |
| Philip G. Vroom CS | 57 | 7 | 12% | 6 | 11% | 12 | 21% | 20 | 35% | 12 | 21% |
| Henry E. Harris CS | 78 | 11 | 14% | 11 | 14% | 29 | 37% | 20 | 26% | 7 | 9% |
| Mary J. Donohoe CS | 52 | 4 | 8% | 5 | 10% | 11 | 21% | 23 | 44% | 9 | 17% |
| District | 795 | 114 | 14% | 102 | 13% | 174 | 22% | 250 | 31% | 155 | 19% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## ELA/Language Arts Grade 8

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Washington CS | 54 | 9 | 17% | 7 | 13% | 17 | 31% | 14 | 26% | 7 | 13% |
| Dr. Walter F. Robinson CS | 52 | 11 | 21% | 10 | 19% | 13 | 25% | 12 | 23% | 6 | 12% |
| Nicholas Oresko CS | 68 | 2 | 3% | 0 | 0% | 5 | 7% | 24 | 35% | 37 | 54% |
| Lincoln CS | 45 | 3 | 7% | 11 | 24% | 14 | 31% | 13 | 29% | 4 | 9% |
| William Shemin Midtown CS | 129 | 18 | 14% | 16 | 12% | 32 | 25% | 49 | 38% | 14 | 11% |
| Woodrow Wilson CS | 81 | 9 | 11% | 7 | 9% | 12 | 15% | 32 | 40% | 21 | 26% |
| Horace Mann CS | 45 | 3 | 7% | 7 | 16% | 12 | 27% | 16 | 36% | 7 | 16% |
| John M. Bailey CS | 65 | 8 | 12% | 2 | 3% | 18 | 28% | 24 | 37% | 13 | 20% |
| Philip G. Vroom CS | 60 | 9 | 15% | 11 | 18% | 18 | 30% | 14 | 23% | 8 | 13% |
| Henry E. Harris CS | 67 | 9 | 13% | 10 | 15% | 19 | 28% | 24 | 36% | 5 | 7% |
| Mary J. Donohoe CS | 56 | 10 | 18% | 6 | 11% | 11 | 20% | 19 | 34% | 10 | 18% |
| District | 722 | 91 | 13% | 87 | 12% | 171 | 24% | 241 | 33% | 132 | 18% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## ELA/Language Arts Grade 9

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Bayonne HS | 714 | 117 | 16% | 126 | 18% | 184 | 26% | 226 | 32% | 61 | 9% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## Mathematics Grade 3

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Washington CS | 56 | 7 | 13% | 10 | 18% | 18 | 32% | 18 | 32% | 3 | 5% |
| Dr. Walter F. Robinson CS | 68 | 1 | 1% | 5 | 7% | 23 | 34% | 29 | 43% | 10 | 15% |
| Nicholas Oresko CS | 29 | 3 | 10% | 7 | 24% | 8 | 28% | 9 | 31% | 2 | 7% |
| Lincoln CS | 47 | 1 | 2% | 7 | 15% | 14 | 30% | 16 | 34% | 9 | 19% |
| William Shemin Midtown CS | 145 | 15 | 10% | 25 | 17% | 45 | 31% | 48 | 33% | 12 | 8% |
| Woodrow Wilson CS | 60 | 10 | 17% | 18 | 30% | 13 | 22% | 17 | 28% | 2 | 3% |
| Horace Mann CS | 56 | 7 | 13% | 9 | 16% | 24 | 43% | 14 | 25% | 2 | 4% |
| John M. Bailey CS | 81 | 5 | 6% | 8 | 10% | 29 | 36% | 32 | 40% | 7 | 9% |
| Philip G. Vroom CS | 51 | 5 | 10% | 9 | 18% | 16 | 31% | 20 | 39% | 1 | 2% |
| Henry E. Harris CS | 61 | 7 | 11% | 20 | 33% | 13 | 21% | 17 | 28% | 4 | 7% |
| Mary J. Donohoe CS | 54 | 3 | 6% | 13 | 24% | 16 | 30% | 21 | 39% | 1 | 2% |
| District | 708 | 64 | 9% | 131 | 19% | 219 | 31% | 241 | 34% | 53 | 7% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## Mathematics Grade 4

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Washington CS | 62 | 8 | 13% | 18 | 29% | 15 | 24% | 21 | 34% | 0 | 0% |
| Dr. Walter F. Robinson CS | 61 | 9 | 15% | 18 | 30% | 11 | 18% | 18 | 30% | 5 | 8% |
| Nicholas Oresko CS | 28 | 4 | 14% | 8 | 29% | 7 | 25% | 7 | 25% | 2 | 7% |
| Lincoln CS | 40 | 2 | 5% | 7 | 18% | 15 | 38% | 16 | 40% | 0 | 0% |
| William Shemin Midtown CS | 129 | 21 | 16% | 33 | 26% | 36 | 28% | 38 | 29% | 1 | 1% |
| Woodrow Wilson CS | 60 | 6 | 10% | 12 | 20% | 21 | 35% | 14 | 23% | 7 | 12% |
| Horace Mann CS | 82 | 19 | 23% | 40 | 49% | 16 | 20% | 7 | 9% | 0 | 0% |
| John M. Bailey CS | 75 | 6 | 8% | 17 | 23% | 23 | 31% | 26 | 35% | 3 | 4% |
| Philip G. Vroom CS | 45 | 9 | 20% | 11 | 24% | 10 | 22% | 15 | 33% | 0 | 0% |
| Henry E. Harris CS | 68 | 6 | 9% | 17 | 25% | 24 | 35% | 20 | 29% | 1 | 1% |
| Mary J. Donohoe CS | 56 | 11 | 20% | 22 | 39% | 11 | 20% | 11 | 20% | 1 | 2% |
| District | 706 | 101 | 14% | 203 | 29% | 189 | 27% | 193 | 27% | 20 | 3% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## Mathematics Grade 5

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Washington CS | 51 | 7 | 14% | 16 | 31% | 19 | 37% | 9 | 18% | 0 | 0% |
| Dr. Walter F. Robinson CS | 54 | 9 | 17% | 15 | 28% | 18 | 33% | 11 | 20% | 1 | 2% |
| Nicholas Oresko CS | 22 | 2 | 9% | 2 | 9% | 10 | 45% | 6 | 27% | 2 | 9% |
| Lincoln CS | 51 | 9 | 18% | 13 | 25% | 17 | 33% | 11 | 22% | 1 | 2% |
| William Shemin Midtown CS | 153 | 27 | 18% | 53 | 35% | 44 | 29% | 26 | 17% | 3 | 2% |
| Woodrow Wilson CS | 77 | 23 | 30% | 30 | 39% | 16 | 21% | 8 | 10% | 0 | 0% |
| Horace Mann CS | 59 | 10 | 17% | 21 | 36% | 23 | 39% | 4 | 7% | 1 | 2% |
| John M. Bailey CS | 66 | 12 | 18% | 17 | 26% | 17 | 26% | 19 | 29% | 1 | 2% |
| Philip G. Vroom CS | 52 | 5 | 10% | 18 | 35% | 20 | 38% | 9 | 17% | 0 | 0% |
| Henry E. Harris CS | 57 | 19 | 33% | 19 | 33% | 16 | 28% | 3 | 5% | 0 | 0% |
| Mary J. Donohoe CS | 59 | 13 | 22% | 17 | 29% | 13 | 22% | 14 | 24% | 2 | 3% |
| District | 701 | 136 | 19% | 221 | 32% | 213 | 30% | 120 | 17% | 11 | 2% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## Mathematics Grade 6

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Washington CS | 44 | 11 | 25% | 10 | 23% | 14 | 32% | 6 | 14% | 3 | 7% |
| Dr. Walter F. Robinson CS | 67 | 12 | 18% | 18 | 27% | 17 | 25% | 20 | 30% | 0 | 0% |
| Nicholas Oresko CS | 79 | 3 | 4% | 11 | 14% | 13 | 16% | 37 | 47% | 15 | 19% |
| Lincoln CS | 38 | 7 | 18% | 13 | 34% | 13 | 34% | 5 | 13% | 0 | 0% |
| William Shemin Midtown CS | 124 | 17 | 14% | 36 | 29% | 37 | 30% | 29 | 23% | 5 | 4% |
| Woodrow Wilson CS | 64 | 11 | 17% | 21 | 33% | 20 | 31% | 8 | 13% | 4 | 6% |
| Horace Mann CS | 62 | 5 | 8% | 21 | 34% | 19 | 31% | 16 | 26% | 1 | 2% |
| John M. Bailey CS | 53 | 7 | 13% | 18 | 34% | 22 | 42% | 6 | 11% | 0 | 0% |
| Philip G. Vroom CS | 41 | 5 | 12% | 1 | 2% | 8 | 20% | 20 | 49% | 7 | 17% |
| Henry E. Harris CS | 63 | 4 | 6% | 19 | 30% | 29 | 46% | 8 | 13% | 3 | 5% |
| Mary J. Donohoe CS | 44 | 9 | 20% | 19 | 43% | 12 | 27% | 4 | 9% | 0 | 0% |
| District | 679 | 91 | 13% | 187 | 28% | 204 | 30% | 159 | 23% | 38 | 6% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## Mathematics Grade 7

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Washington CS | 54 | 5 | 9% | 17 | 31% | 13 | 24% | 16 | 30% | 3 | 6% |
| Dr. Walter F. Robinson CS | 69 | 8 | 12% | 17 | 25% | 25 | 36% | 17 | 25% | 2 | 3% |
| Nicholas Oresko CS | 79 | 3 | 4% | 8 | 10% | 9 | 11% | 34 | 43% | 25 | 32% |
| Lincoln CS | 48 | 8 | 17% | 13 | 27% | 15 | 31% | 11 | 23% | 1 | 2% |
| William Shemin Midtown CS | 141 | 16 | 11% | 43 | 30% | 57 | 40% | 22 | 16% | 3 | 2% |
| Woodrow Wilson CS | 79 | 12 | 15% | 21 | 27% | 30 | 38% | 13 | 16% | 3 | 4% |
| Horace Mann CS | 77 | 11 | 14% | 23 | 30% | 27 | 35% | 14 | 18% | 2 | 3% |
| John M. Bailey CS | 73 | 12 | 16% | 23 | 32% | 26 | 36% | 10 | 14% | 2 | 3% |
| Philip G. Vroom CS | 58 | 12 | 21% | 7 | 12% | 21 | 36% | 14 | 24% | 4 | 7% |
| Henry E. Harris CS | 79 | 16 | 20% | 23 | 29% | 29 | 37% | 11 | 14% | 0 | 0% |
| Mary J. Donohoe CS | 52 | 5 | 10% | 13 | 25% | 22 | 42% | 12 | 23% | 0 | 0% |
| District | 809 | 108 | 13% | 208 | 26% | 274 | 34% | 174 | 22% | 45 | 6% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## Mathematics Grade 8

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Washington CS | 48 | 14 | 29% | 17 | 35% | 13 | 27% | 4 | 8% | 0 | 0% |
| Dr. Walter F. Robinson CS | 49 | 16 | 33% | 18 | 37% | 12 | 24% | 3 | 6% | 0 | 0% |
| Nicholas Oresko CS | 33 | 2 | 6% | 3 | 9% | 13 | 39% | 14 | 42% | 1 | 3% |
| Lincoln CS | 43 | 11 | 26% | 19 | 44% | 9 | 21% | 3 | 7% | 1 | 2% |
| William Shemin Midtown CS | 121 | 37 | 31% | 36 | 30% | 23 | 19% | 24 | 20% | 1 | 1% |
| Woodrow Wilson CS | 72 | 22 | 31% | 21 | 29% | 14 | 19% | 15 | 21% | 0 | 0% |
| Horace Mann CS | 39 | 5 | 13% | 15 | 38% | 10 | 26% | 9 | 23% | 0 | 0% |
| John M. Bailey CS | 60 | 15 | 25% | 23 | 38% | 14 | 23% | 7 | 12% | 1 | 2% |
| Philip G. Vroom CS | 57 | 19 | 33% | 22 | 39% | 5 | 9% | 11 | 19% | 0 | 0% |
| Henry E. Harris CS | 61 | 20 | 33% | 25 | 41% | 14 | 23% | 2 | 3% | 0 | 0% |
| Mary J. Donohoe CS | 47 | 14 | 30% | 18 | 38% | 10 | 21% | 3 | 6% | 2 | 4% |
| District | 630 | 175 | 28% | 217 | 34% | 137 | 22% | 95 | 15% | 6 | 1% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## Algebra I (MS)

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Washington CS | 6 | 0 | 0% | 0 | 0% | 2 | 33% | 3 | 50% | 1 | 17% |
| Dr. Walter F. Robinson CS | 8 | 0 | 0% | 0 | 0% | 2 | 25% | 6 | 75% | 0 | 0% |
| Nicholas Oresko CS | 35 | 0 | 0% | 0 | 0% | 0 | 0% | 25 | 71% | 10 | 29% |
| William Shemin Midtown CS | 10 | 0 | 0% | 0 | 0% | 3 | 30% | 7 | 70% | 0 | 0% |
| Woodrow Wilson CS | 10 | 0 | 0% | 0 | 0% | 1 | 10% | 9 | 90% | 0 | 0% |
| Horace Mann CS | 7 | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 100% | 0 | 0% |
| John M. Bailey CS | 5 | 0 | 0% | 0 | 0% | 1 | 20% | 4 | 80% | 0 | 0% |
| Henry E. Harris CS | 6 | 0 | 0% | 1 | 17% | 0 | 0% | 5 | 83% | 0 | 0% |
| Mary J. Donohoe CS | 9 | 0 | 0% | 1 | 11% | 2 | 22% | 6 | 67% | 0 | 0% |
| District | 96 | 0 | 0% | 2 | 2% | 11 | 11% | 72 | 75% | 11 | 11% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

### Algebra I (HS)

### School Comparison

| School | Total Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Bayonne HS | 638 | 161 | 25% | 214 | 34% | 164 | 26% | 99 | 16% | 0 | 0% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## Science Grade 5

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Washington CS | 60 | 30 | 50% | 18 | 30% | 9 | 15% | 3 | 5% |
| Dr. Walter F. Robinson CS | 86 | 55 | 64% | 22 | 26% | 3 | 3% | 6 | 7% |
| Nicholas Oresko CS | 20 | 3 | 15% | 12 | 60% | 2 | 10% | 3 | 15% |
| Lincoln CS | 47 | 20 | 43% | 20 | 43% | 7 | 15% | 0 | 0% |
| William Shemin Midtown CS | 131 | 79 | 60% | 38 | 29% | 10 | 8% | 4 | 3% |
| Woodrow Wilson CS | 77 | 38 | 49% | 30 | 39% | 7 | 9% | 2 | 3% |
| Horace Mann CS | 59 | 23 | 39% | 25 | 42% | 10 | 17% | 1 | 2% |
| John M. Bailey CS | 63 | 33 | 52% | 22 | 35% | 6 | 10% | 2 | 3% |
| Philip G. Vroom CS | 50 | 33 | 66% | 12 | 24% | 4 | 8% | 1 | 2% |
| Henry E. Harris CS | 59 | 33 | 56% | 20 | 34% | 6 | 10% | 0 | 0% |
| Mary J. Donohoe CS | 50 | 22 | 44% | 15 | 30% | 11 | 22% | 2 | 4% |
| District | 702 | 369 | 53% | 234 | 33% | 75 | 11% | 24 | 3% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## Science Grade 8

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Washington CS | 62 | 29 | 47% | 27 | 44% | 4 | 6% | 2 | 3% |
| Dr. Walter F. Robinson CS | 86 | 63 | 73% | 20 | 23% | 3 | 3% | 0 | 0% |
| Nicholas Oresko CS | 65 | 6 | 9% | 23 | 35% | 25 | 38% | 11 | 17% |
| Lincoln CS | 41 | 27 | 66% | 14 | 34% | 0 | 0% | 0 | 0% |
| William Shemin Midtown CS | 121 | 59 | 49% | 54 | 45% | 7 | 6% | 1 | 1% |
| Woodrow Wilson CS | 75 | 27 | 36% | 44 | 59% | 4 | 5% | 0 | 0% |
| Horace Mann CS | 49 | 31 | 63% | 13 | 27% | 5 | 10% | 0 | 0% |
| John M. Bailey CS | 50 | 19 | 38% | 27 | 54% | 3 | 6% | 1 | 2% |
| Philip G. Vroom CS | 67 | 42 | 63% | 20 | 30% | 2 | 3% | 3 | 4% |
| Henry E. Harris CS | 69 | 42 | 61% | 26 | 38% | 1 | 1% | 0 | 0% |
| Mary J. Donohoe CS | 49 | 25 | 51% | 19 | 39% | 3 | 6% | 2 | 4% |
| District | 734 | 370 | 50% | 287 | 39% | 57 | 8% | 20 | 3% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA

## Science Grade 11

## School Comparison

| School | Total Tested | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| Bayonne HS | 534 | 273 | 51% | 168 | 31% | 80 | 15% | 13 | 2% |

# School Comparison

## Washington CS

## 2021-22 Spring NJSLA

## ELA/Language Arts

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 11% | 19% | 20% | 18% | 23% | 23% | 39% | 35% | 7% | 4% |
| 4 | 15% | 15% | 20% | 16% | 34% | 23% | 26% | 36% | 5% | 10% |
| 5 | 16% | 16% | 10% | 18% | 29% | 28% | 35% | 33% | 10% | 6% |
| 6 | 20% | 9% | 18% | 13% | 34% | 28% | 25% | 38% | 2% | 12% |
| 7 | 11% | 15% | 6% | 13% | 17% | 22% | 35% | 31% | 31% | 19% |
| 8 | 17% | 12% | 13% | 12% | 31% | 23% | 26% | 34% | 13% | 19% |
| All Grades | 15% | 14% | 14% | 15% | 28% | 24% | 31% | 34% | 12% | 12% |

# School Comparison

## Washington CS

## 2021-22 Spring NJSLA

## Mathematics

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 13% | 9% | 18% | 19% | 32% | 31% | 32% | 34% | 5% | 8% |
| 4 | 13% | 14% | 29% | 29% | 24% | 27% | 34% | 27% | 0% | 3% |
| 5 | 14% | 20% | 31% | 32% | 37% | 30% | 18% | 17% | 0% | 2% |
| 6 | 25% | 13% | 23% | 28% | 32% | 30% | 14% | 24% | 7% | 6% |
| 7 | 9% | 14% | 31% | 25% | 24% | 35% | 30% | 21% | 6% | 6% |
| 8 | 29% | 28% | 35% | 34% | 27% | 21% | 8% | 16% | 0% | 1% |
| Algebra I | 0% | 0% | 0% | 2% | 33% | 10% | 50% | 77% | 17% | 11% |
| All Grades | 16% | 16% | 27% | 27% | 29% | 29% | 24% | 24% | 3% | 4% |

# School Comparison

## Washington Community School

## 2021-22 Spring NJSLA

## Science

| Grade | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 5 | 50% | 53% | 30% | 34% | 15% | 10% | 5% | 3% |
| 8 | 47% | 51% | 44% | 39% | 6% | 8% | 3% | 3% |
| All Grades | 48% | 52% | 37% | 36% | 11% | 9% | 4% | 3% |

# School Comparison

## Dr. Walter F. Robinson CS

## 2021-22 Spring NJSLA

## ELA/Language Arts

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 12% | 19% | 12% | 19% | 24% | 23% | 38% | 35% | 14% | 4% |
| 4 | 18% | 15% | 16% | 16% | 14% | 25% | 36% | 35% | 16% | 9% |
| 5 | 17% | 16% | 17% | 17% | 31% | 28% | 33% | 33% | 2% | 7% |
| 6 | 8% | 10% | 12% | 13% | 25% | 29% | 50% | 36% | 5% | 12% |
| 7 | 15% | 14% | 14% | 13% | 26% | 22% | 31% | 32% | 14% | 20% |
| 8 | 21% | 12% | 19% | 11% | 25% | 24% | 23% | 34% | 12% | 19% |
| All Grades | 15% | 14% | 15% | 15% | 24% | 25% | 35% | 34% | 11% | 12% |

# School Comparison

## Dr. Walter F. Robinson CS

## 2021-22 Spring NJSLA

## Mathematics

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 1% | 10% | 7% | 20% | 34% | 31% | 43% | 33% | 15% | 7% |
| 4 | 15% | 14% | 30% | 29% | 18% | 28% | 30% | 27% | 8% | 2% |
| 5 | 17% | 20% | 28% | 32% | 33% | 30% | 20% | 17% | 2% | 2% |
| 6 | 18% | 13% | 27% | 28% | 25% | 31% | 30% | 23% | 0% | 6% |
| 7 | 12% | 14% | 25% | 26% | 36% | 34% | 25% | 21% | 3% | 6% |
| 8 | 33% | 27% | 37% | 34% | 24% | 22% | 6% | 16% | 0% | 1% |
| Algebra I | 0% | 0% | 0% | 2% | 25% | 10% | 75% | 75% | 0% | 13% |
| All Grades | 15% | 16% | 24% | 27% | 29% | 29% | 28% | 24% | 5% | 4% |

# School Comparison

## Dr. Walter F. Robinson Community School

## 2021-22 Spring NJSLA

## Science

| Grade | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 5 | 64% | 51% | 26% | 34% | 3% | 12% | 7% | 3% |
| 8 | 73% | 47% | 23% | 41% | 3% | 8% | 0% | 3% |
| All Grades | 69% | 49% | 24% | 38% | 3% | 10% | 3% | 3% |

# School Comparison

## Nicholas Oresko CS

## 2021-22 Spring NJSLA

## ELA/Language Arts

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 18% | 19% | 21% | 18% | 14% | 24% | 43% | 35% | 4% | 5% |
| 4 | 11% | 15% | 26% | 16% | 22% | 24% | 30% | 35% | 11% | 10% |
| 5 | 0% | 17% | 5% | 17% | 5% | 29% | 57% | 32% | 33% | 6% |
| 6 | 3% | 11% | 3% | 14% | 14% | 30% | 42% | 37% | 39% | 8% |
| 7 | 8% | 15% | 5% | 14% | 13% | 23% | 23% | 32% | 51% | 16% |
| 8 | 3% | 14% | 0% | 13% | 7% | 25% | 35% | 33% | 54% | 15% |
| All Grades | 6% | 15% | 7% | 15% | 12% | 26% | 36% | 34% | 40% | 10% |

# School Comparison

## Nicholas Oresko CS

## 2021-22 Spring NJSLA

## Mathematics

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 10% | 9% | 24% | 18% | 28% | 31% | 31% | 34% | 7% | 8% |
| 4 | 14% | 14% | 29% | 29% | 25% | 27% | 25% | 27% | 7% | 3% |
| 5 | 9% | 20% | 9% | 32% | 45% | 30% | 27% | 17% | 9% | 1% |
| 6 | 4% | 15% | 14% | 29% | 16% | 32% | 47% | 20% | 19% | 4% |
| 7 | 4% | 14% | 10% | 27% | 11% | 36% | 43% | 19% | 32% | 3% |
| 8 | 6% | 29% | 9% | 36% | 39% | 21% | 42% | 14% | 3% | 1% |
| Algebra I | 0% | 0% | 0% | 3% | 0% | 18% | 71% | 77% | 29% | 2% |
| All Grades | 6% | 16% | 13% | 28% | 20% | 29% | 43% | 23% | 19% | 3% |

# School Comparison

## Nicholas Oresko Community School

## 2021-22 Spring NJSLA

## Science

| Grade | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 5 | 15% | 54% | 60% | 33% | 10% | 11% | 15% | 3% |
| 8 | 9% | 54% | 35% | 39% | 38% | 5% | 17% | 1% |
| All Grades | 11% | 54% | 41% | 36% | 32% | 8% | 16% | 2% |

# School Comparison

## Lincoln CS

## 2021-22 Spring NJSLA

## ELA/Language Arts

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 13% | 19% | 20% | 18% | 28% | 23% | 30% | 36% | 9% | 4% |
| 4 | 10% | 16% | 3% | 17% | 26% | 24% | 44% | 35% | 18% | 9% |
| 5 | 18% | 16% | 8% | 18% | 18% | 29% | 46% | 32% | 10% | 6% |
| 6 | 8% | 10% | 16% | 13% | 35% | 28% | 30% | 38% | 11% | 12% |
| 7 | 20% | 14% | 12% | 13% | 18% | 22% | 22% | 32% | 27% | 19% |
| 8 | 7% | 13% | 24% | 11% | 31% | 23% | 29% | 34% | 9% | 19% |
| All Grades | 13% | 15% | 14% | 15% | 26% | 25% | 33% | 34% | 14% | 12% |

# School Comparison

## Lincoln CS

## 2021-22 Spring NJSLA

## Mathematics

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 2% | 10% | 15% | 19% | 30% | 31% | 34% | 34% | 19% | 7% |
| 4 | 5% | 15% | 18% | 29% | 38% | 26% | 40% | 27% | 0% | 3% |
| 5 | 18% | 20% | 25% | 32% | 33% | 30% | 22% | 17% | 2% | 2% |
| 6 | 18% | 13% | 34% | 27% | 34% | 30% | 13% | 24% | 0% | 6% |
| 7 | 17% | 13% | 27% | 26% | 31% | 34% | 23% | 21% | 2% | 6% |
| 8 | 26% | 28% | 44% | 34% | 21% | 22% | 7% | 16% | 2% | 1% |
| All Grades | 14% | 16% | 27% | 28% | 31% | 29% | 23% | 23% | 4% | 4% |

# School Comparison

## Lincoln Community School

## 2021-22 Spring NJSLA

## Science

| Grade | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 5 | 43% | 53% | 43% | 33% | 15% | 10% | 0% | 4% |
| 8 | 66% | 49% | 34% | 39% | 0% | 8% | 0% | 3% |
| All Grades | 53% | 51% | 39% | 36% | 8% | 9% | 0% | 3% |

# School Comparison

## William Shemin Midtown CS

## 2021-22 Spring NJSLA

## ELA/Language Arts

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 20% | 18% | 20% | 18% | 24% | 23% | 35% | 35% | 1% | 5% |
| 4 | 17% | 15% | 16% | 16% | 21% | 24% | 40% | 34% | 6% | 10% |
| 5 | 26% | 13% | 24% | 15% | 30% | 27% | 17% | 37% | 3% | 7% |
| 6 | 16% | 8% | 19% | 12% | 23% | 30% | 34% | 38% | 7% | 12% |
| 7 | 19% | 13% | 22% | 11% | 22% | 22% | 27% | 32% | 10% | 21% |
| 8 | 14% | 12% | 12% | 12% | 25% | 23% | 38% | 32% | 11% | 20% |
| All Grades | 19% | 13% | 19% | 14% | 24% | 25% | 31% | 35% | 6% | 13% |

# School Comparison

## William Shemin Midtown CS

## 2021-22 Spring NJSLA

## Mathematics

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 10% | 9% | 17% | 19% | 31% | 31% | 33% | 34% | 8% | 7% |
| 4 | 16% | 14% | 26% | 29% | 28% | 27% | 29% | 27% | 1% | 3% |
| 5 | 18% | 20% | 35% | 31% | 29% | 31% | 17% | 17% | 2% | 1% |
| 6 | 14% | 13% | 29% | 27% | 30% | 30% | 23% | 23% | 4% | 6% |
| 7 | 11% | 14% | 30% | 25% | 40% | 32% | 16% | 23% | 2% | 6% |
| 8 | 31% | 27% | 30% | 36% | 19% | 22% | 20% | 14% | 1% | 1% |
| Algebra I | 0% | 0% | 0% | 2% | 30% | 9% | 70% | 76% | 0% | 13% |
| All Grades | 16% | 15% | 27% | 27% | 30% | 29% | 24% | 25% | 3% | 5% |

# School Comparison

## William Shemin Midtown Community School

## 2021-22 Spring NJSLA

## Science

| Grade | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 5 | 60% | 51% | 29% | 34% | 8% | 11% | 3% | 4% |
| 8 | 49% | 51% | 45% | 38% | 6% | 8% | 1% | 3% |
| All Grades | 55% | 51% | 37% | 36% | 7% | 10% | 2% | 3% |

# School Comparison

## Woodrow Wilson CS

## 2021-22 Spring NJSLA

## ELA/Language Arts

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 36% | 17% | 20% | 18% | 27% | 23% | 17% | 37% | 0% | 5% |
| 4 | 12% | 16% | 18% | 16% | 20% | 24% | 40% | 35% | 10% | 10% |
| 5 | 17% | 16% | 17% | 17% | 29% | 28% | 32% | 33% | 5% | 7% |
| 6 | 8% | 10% | 16% | 13% | 35% | 28% | 33% | 38% | 8% | 12% |
| 7 | 14% | 14% | 13% | 13% | 24% | 22% | 34% | 31% | 14% | 20% |
| 8 | 11% | 13% | 9% | 12% | 15% | 25% | 40% | 33% | 26% | 17% |
| All Grades | 16% | 14% | 15% | 15% | 25% | 25% | 33% | 34% | 11% | 12% |

# School Comparison

# Woodrow Wilson CS

# 2021-22 Spring NJSLA

# Mathematics

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 17% | 8% | 30% | 17% | 22% | 32% | 28% | 35% | 3% | 8% |
| 4 | 10% | 15% | 20% | 30% | 35% | 26% | 23% | 28% | 12% | 2% |
| 5 | 30% | 18% | 39% | 31% | 21% | 32% | 10% | 18% | 0% | 2% |
| 6 | 17% | 13% | 33% | 27% | 31% | 30% | 13% | 25% | 6% | 6% |
| 7 | 15% | 13% | 27% | 26% | 38% | 33% | 16% | 22% | 4% | 6% |
| 8 | 31% | 27% | 29% | 35% | 19% | 22% | 21% | 14% | 0% | 1% |
| Algebra I | 0% | 0% | 0% | 2% | 10% | 12% | 90% | 73% | 0% | 13% |
| All Grades | 20% | 15% | 29% | 27% | 27% | 29% | 20% | 25% | 4% | 4% |

# School Comparison

## Woodrow Wilson Community School

## 2021-22 Spring NJSLA

## Science

| Grade | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 5 | 49% | 53% | 39% | 33% | 9% | 11% | 3% | 4% |
| 8 | 36% | 52% | 59% | 37% | 5% | 8% | 0% | 3% |
| All Grades | 43% | 52% | 49% | 35% | 7% | 9% | 1% | 3% |

# School Comparison

## Horace Mann CS

## 2021-22 Spring NJSLA

## ELA/Language Arts

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 25% | 18% | 18% | 18% | 34% | 22% | 21% | 36% | 2% | 5% |
| 4 | 21% | 15% | 23% | 15% | 37% | 22% | 18% | 37% | 1% | 11% |
| 5 | 3% | 17% | 20% | 17% | 29% | 28% | 41% | 32% | 7% | 6% |
| 6 | 3% | 10% | 15% | 13% | 32% | 28% | 35% | 37% | 15% | 11% |
| 7 | 17% | 14% | 14% | 13% | 21% | 22% | 41% | 30% | 7% | 21% |
| 8 | 7% | 13% | 16% | 12% | 27% | 23% | 36% | 33% | 16% | 18% |
| All Grades | 13% | 15% | 18% | 14% | 30% | 24% | 32% | 34% | 7% | 12% |

# School Comparison

## Horace Mann CS

## 2021-22 Spring NJSLA

## Mathematics

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 13% | 9% | 16% | 19% | 43% | 30% | 25% | 35% | 4% | 8% |
| 4 | 23% | 13% | 49% | 26% | 20% | 28% | 9% | 30% | 0% | 3% |
| 5 | 17% | 20% | 36% | 31% | 39% | 30% | 7% | 18% | 2% | 2% |
| 6 | 8% | 14% | 34% | 27% | 31% | 30% | 26% | 23% | 2% | 6% |
| 7 | 14% | 13% | 30% | 25% | 35% | 34% | 18% | 22% | 3% | 6% |
| 8 | 13% | 29% | 38% | 34% | 26% | 21% | 23% | 15% | 0% | 1% |
| Algebra I | 0% | 0% | 0% | 2% | 0% | 12% | 100% | 73% | 0% | 12% |
| All Grades | 15% | 16% | 34% | 26% | 31% | 29% | 19% | 25% | 2% | 5% |

# School Comparison

## Horace Mann Community School

## 2021-22 Spring NJSLA

## Science

| Grade | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 5 | 39% | 54% | 42% | 33% | 17% | 10% | 2% | 4% |
| 8 | 63% | 49% | 27% | 40% | 10% | 8% | 0% | 3% |
| All Grades | 50% | 52% | 35% | 36% | 14% | 9% | 1% | 3% |

# School Comparison

## John M. Bailey CS

## 2021-22 Spring NJSLA

## ELA/Language Arts

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 10% | 20% | 15% | 19% | 28% | 23% | 43% | 34% | 4% | 5% |
| 4 | 11% | 16% | 11% | 17% | 15% | 25% | 50% | 33% | 14% | 9% |
| 5 | 17% | 16% | 11% | 18% | 35% | 27% | 33% | 33% | 5% | 7% |
| 6 | 6% | 10% | 15% | 13% | 40% | 27% | 40% | 37% | 0% | 13% |
| 7 | 14% | 14% | 10% | 13% | 17% | 22% | 35% | 31% | 25% | 19% |
| 8 | 12% | 13% | 3% | 13% | 28% | 23% | 37% | 33% | 20% | 18% |
| All Grades | 12% | 15% | 11% | 15% | 26% | 25% | 40% | 34% | 11% | 12% |

# School Comparison

## John M. Bailey CS

## 2021-22 Spring NJSLA

## Mathematics

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 6% | 9% | 10% | 20% | 36% | 30% | 40% | 33% | 9% | 7% |
| 4 | 8% | 15% | 23% | 29% | 31% | 26% | 35% | 26% | 4% | 3% |
| 5 | 18% | 20% | 26% | 32% | 26% | 31% | 29% | 16% | 2% | 2% |
| 6 | 13% | 13% | 34% | 27% | 42% | 29% | 11% | 24% | 0% | 6% |
| 7 | 16% | 13% | 32% | 25% | 36% | 34% | 14% | 22% | 3% | 6% |
| 8 | 25% | 28% | 38% | 34% | 23% | 22% | 12% | 15% | 2% | 1% |
| Algebra I | 0% | 0% | 0% | 2% | 20% | 11% | 80% | 75% | 0% | 12% |
| All Grades | 14% | 16% | 26% | 27% | 32% | 28% | 25% | 24% | 3% | 4% |

# School Comparison

## John M. Bailey Community School

## 2021-22 Spring NJSLA

## Science

| Grade | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 5 | 52% | 53% | 35% | 33% | 10% | 11% | 3% | 3% |
| 8 | 38% | 51% | 54% | 38% | 6% | 8% | 2% | 3% |
| All Grades | 46% | 52% | 43% | 36% | 8% | 9% | 3% | 3% |

# School Comparison

## Philip G. Vroom CS

## 2021-22 Spring NJSLA

## ELA/Language Arts

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 14% | 19% | 12% | 19% | 18% | 24% | 48% | 34% | 8% | 4% |
| 4 | 16% | 15% | 16% | 16% | 30% | 23% | 23% | 36% | 16% | 9% |
| 5 | 2% | 17% | 21% | 17% | 29% | 28% | 35% | 33% | 13% | 6% |
| 6 | 12% | 10% | 10% | 13% | 15% | 29% | 44% | 37% | 20% | 11% |
| 7 | 12% | 14% | 11% | 13% | 21% | 22% | 35% | 31% | 21% | 19% |
| 8 | 15% | 12% | 18% | 11% | 30% | 23% | 23% | 34% | 13% | 19% |
| All Grades | 12% | 15% | 15% | 15% | 24% | 25% | 34% | 34% | 15% | 12% |

# School Comparison

## Philip G. Vroom CS

## 2021-22 Spring NJSLA

## Mathematics

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 10% | 9% | 18% | 19% | 31% | 31% | 39% | 34% | 2% | 8% |
| 4 | 20% | 14% | 24% | 29% | 22% | 27% | 33% | 27% | 0% | 3% |
| 5 | 10% | 20% | 35% | 31% | 38% | 30% | 17% | 17% | 0% | 2% |
| 6 | 12% | 13% | 2% | 29% | 20% | 31% | 49% | 22% | 17% | 5% |
| 7 | 21% | 13% | 12% | 27% | 36% | 34% | 24% | 21% | 7% | 5% |
| 8 | 33% | 27% | 39% | 34% | 9% | 23% | 19% | 15% | 0% | 1% |
| All Grades | 18% | 16% | 22% | 28% | 26% | 29% | 29% | 23% | 4% | 4% |

# School Comparison

## Philip G. Vroom Community School

## 2021-22 Spring NJSLA

## Science

| Grade | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 5 | 66% | 52% | 24% | 34% | 8% | 11% | 2% | 4% |
| 8 | 63% | 49% | 30% | 40% | 3% | 8% | 4% | 3% |
| All Grades | 64% | 50% | 27% | 37% | 5% | 10% | 3% | 3% |

# School Comparison

## Henry E. Harris CS

## 2021-22 Spring NJSLA

## ELA/Language Arts

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 23% | 18% | 23% | 18% | 18% | 24% | 30% | 36% | 7% | 4% |
| 4 | 18% | 15% | 12% | 16% | 24% | 24% | 34% | 35% | 13% | 9% |
| 5 | 23% | 15% | 23% | 16% | 16% | 29% | 37% | 32% | 2% | 7% |
| 6 | 6% | 10% | 10% | 13% | 33% | 28% | 46% | 36% | 5% | 12% |
| 7 | 14% | 14% | 14% | 13% | 37% | 20% | 26% | 32% | 9% | 21% |
| 8 | 13% | 13% | 15% | 12% | 28% | 23% | 36% | 33% | 7% | 19% |
| All Grades | 16% | 14% | 16% | 15% | 27% | 25% | 34% | 34% | 7% | 12% |

# School Comparison

## Henry E. Harris CS

## 2021-22 Spring NJSLA

## Mathematics

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 11% | 9% | 33% | 17% | 21% | 32% | 28% | 35% | 7% | 8% |
| 4 | 9% | 15% | 25% | 29% | 35% | 26% | 29% | 27% | 1% | 3% |
| 5 | 33% | 18% | 33% | 31% | 28% | 31% | 5% | 18% | 0% | 2% |
| 6 | 6% | 14% | 30% | 27% | 46% | 28% | 13% | 25% | 5% | 6% |
| 7 | 20% | 13% | 29% | 25% | 37% | 34% | 14% | 22% | 0% | 6% |
| 8 | 33% | 27% | 41% | 34% | 23% | 22% | 3% | 16% | 0% | 1% |
| Algebra I | 0% | 0% | 17% | 1% | 0% | 12% | 83% | 74% | 0% | 12% |
| All Grades | 18% | 15% | 31% | 27% | 32% | 29% | 17% | 25% | 2% | 4% |

# School Comparison

## Henry E. Harris Community School

## 2021-22 Spring NJSLA

## Science

| Grade | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 5 | 56% | 52% | 34% | 33% | 10% | 11% | 0% | 4% |
| 8 | 61% | 49% | 38% | 39% | 1% | 8% | 0% | 3% |
| All Grades | 59% | 51% | 36% | 36% | 5% | 10% | 0% | 3% |

# School Comparison

## Mary J. Donohoe CS

## 2021-22 Spring NJSLA

## ELA/Language Arts

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 22% | 18% | 20% | 18% | 11% | 24% | 46% | 34% | 0% | 5% |
| 4 | 13% | 15% | 17% | 16% | 20% | 24% | 43% | 35% | 7% | 10% |
| 5 | 12% | 16% | 12% | 17% | 36% | 27% | 36% | 32% | 5% | 6% |
| 6 | 16% | 9% | 9% | 13% | 41% | 28% | 25% | 38% | 9% | 12% |
| 7 | 8% | 15% | 10% | 13% | 21% | 22% | 44% | 31% | 17% | 20% |
| 8 | 18% | 12% | 11% | 12% | 20% | 24% | 34% | 33% | 18% | 18% |
| All Grades | 15% | 14% | 13% | 15% | 24% | 25% | 38% | 34% | 9% | 12% |

# School Comparison

## Mary J. Donohoe CS

## 2021-22 Spring NJSLA

## Mathematics

| Grade | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 3 | 6% | 9% | 24% | 18% | 30% | 31% | 39% | 34% | 2% | 8% |
| 4 | 20% | 14% | 39% | 28% | 20% | 27% | 20% | 28% | 2% | 3% |
| 5 | 22% | 19% | 29% | 32% | 22% | 31% | 24% | 17% | 3% | 1% |
| 6 | 20% | 13% | 43% | 26% | 27% | 30% | 9% | 24% | 0% | 6% |
| 7 | 10% | 14% | 25% | 26% | 42% | 33% | 23% | 21% | 0% | 6% |
| 8 | 30% | 28% | 38% | 34% | 21% | 22% | 6% | 16% | 4% | 1% |
| Algebra I | 0% | 0% | 11% | 1% | 22% | 10% | 67% | 76% | 0% | 13% |
| All Grades | 17% | 15% | 32% | 27% | 27% | 29% | 22% | 25% | 2% | 4% |

# School Comparison

## Mary J. Donohoe Community School

## 2021-22 Spring NJSLA

## Science

| Grade | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | School | Rest of District | School | Rest of District | School | Rest of District | School | Rest of District |
| 5 | 44% | 53% | 30% | 34% | 22% | 10% | 4% | 3% |
| 8 | 51% | 50% | 39% | 39% | 6% | 8% | 4% | 3% |
| All Grades | 47% | 52% | 34% | 36% | 14% | 9% | 4% | 3% |

# Section 3
# Demographic Analysis

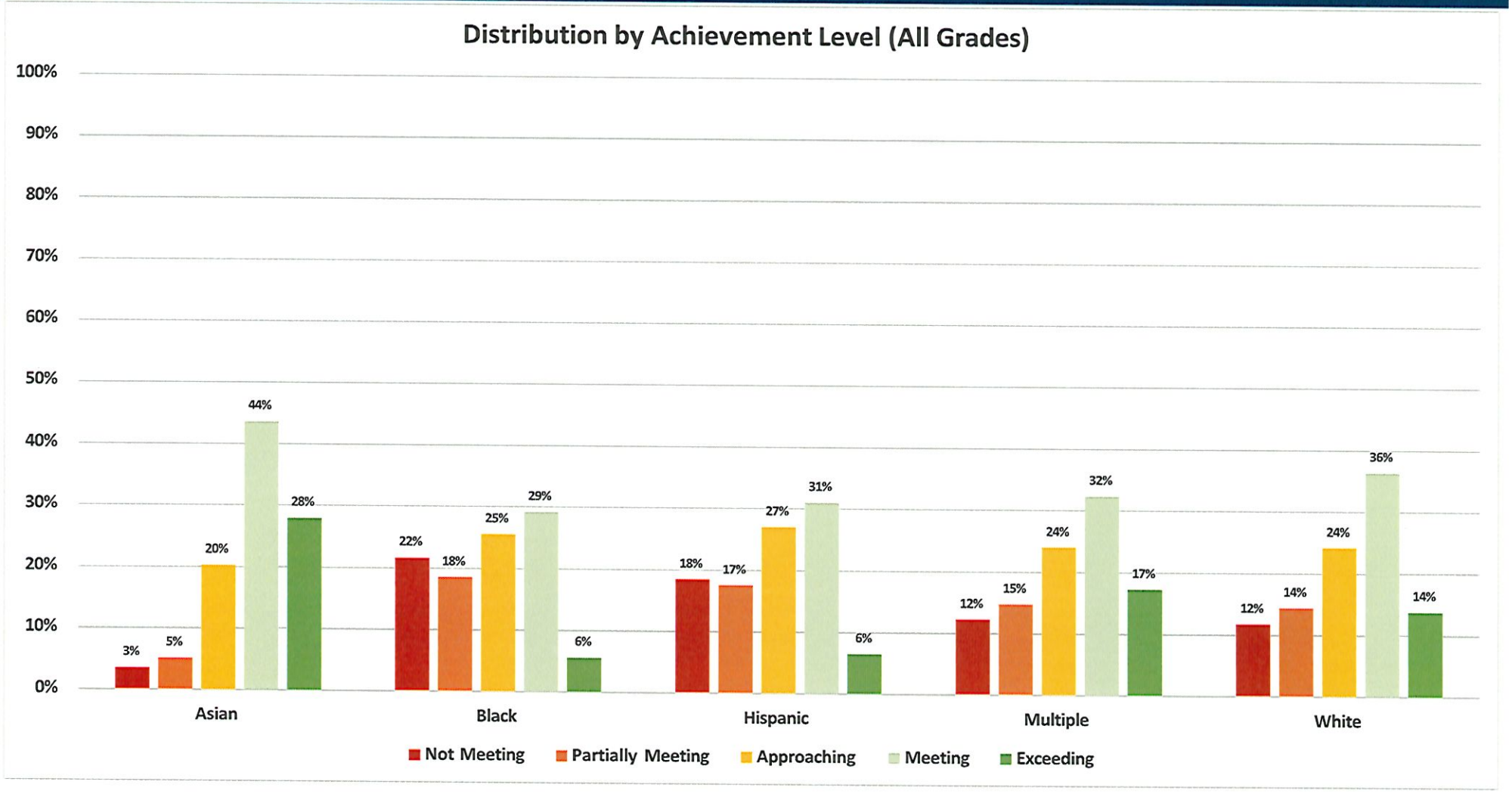
# BAYONNE SCHOOL DISTRICT
## 2021-22 Spring NJSLA by Subgroup Race
### ELA/Language Arts

| Grade Band | Race | Total Tested | % of Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| ES (G3-G5) | Asian | 178 | 9% | 6 | 3% | 10 | 6% | 45 | 25% | 85 | 48% | 32 | 18% |
| | Black | 259 | 12% | 63 | 24% | 52 | 20% | 52 | 20% | 83 | 32% | 9 | 3% |
| | Hispanic | 726 | 35% | 146 | 20% | 134 | 18% | 191 | 26% | 228 | 31% | 27 | 4% |
| | Multiple | 119 | 6% | 21 | 18% | 17 | 14% | 29 | 24% | 39 | 33% | 13 | 11% |
| | Other | 10 | 0% | 1 | 10% | 1 | 10% | 3 | 30% | 5 | 50% | 0 | 0% |
| | White | 787 | 38% | 109 | 14% | 141 | 18% | 200 | 25% | 275 | 35% | 62 | 8% |
| | *All Students* | *2,079* | *0%* | *346* | *17%* | *355* | *17%* | *520* | *25%* | *715* | *34%* | *143* | *7%* |
| MS (G6-G8) | Asian | 162 | 7% | 5 | 3% | 7 | 4% | 24 | 15% | 63 | 39% | 63 | 39% |
| | Black | 309 | 14% | 65 | 21% | 45 | 15% | 93 | 30% | 80 | 26% | 26 | 8% |
| | Hispanic | 694 | 32% | 103 | 15% | 102 | 15% | 191 | 28% | 227 | 33% | 71 | 10% |
| | Multiple | 104 | 5% | 6 | 6% | 16 | 15% | 20 | 19% | 36 | 35% | 26 | 25% |
| | Other | 16 | 1% | 3 | 19% | 1 | 6% | 4 | 25% | 2 | 13% | 6 | 38% |
| | White | 900 | 41% | 88 | 10% | 105 | 12% | 203 | 23% | 332 | 37% | 172 | 19% |
| | *All Students* | *2,185* | *0%* | *270* | *12%* | *276* | *13%* | *535* | *24%* | *740* | *34%* | *364* | *17%* |
| HS (G9) | Asian | 37 | 5% | 2 | 5% | 2 | 5% | 7 | 19% | 16 | 43% | 10 | 27% |
| | Black | 137 | 19% | 24 | 18% | 33 | 24% | 34 | 25% | 42 | 31% | 4 | 3% |
| | Hispanic | 246 | 34% | 57 | 23% | 54 | 22% | 66 | 27% | 60 | 24% | 9 | 4% |
| | Multiple | 16 | 2% | 2 | 13% | 2 | 13% | 8 | 50% | 2 | 13% | 2 | 13% |
| | Other | 6 | 1% | 1 | 17% | 1 | 17% | 1 | 17% | 2 | 33% | 1 | 17% |
| | White | 272 | 38% | 31 | 11% | 34 | 13% | 68 | 25% | 104 | 38% | 35 | 13% |
| | *All Students* | *714* | *0%* | *117* | *16%* | *126* | *18%* | *184* | *26%* | *226* | *32%* | *61* | *9%* |
| All Grades | Asian | 377 | 8% | 13 | 3% | 19 | 5% | 76 | 20% | 164 | 44% | 105 | 28% |
| | Black | 705 | 14% | 152 | 22% | 130 | 18% | 179 | 25% | 205 | 29% | 39 | 6% |
| | Hispanic | 1,666 | 33% | 306 | 18% | 290 | 17% | 448 | 27% | 515 | 31% | 107 | 6% |
| | Multiple | 239 | 5% | 29 | 12% | 35 | 15% | 57 | 24% | 77 | 32% | 41 | 17% |
| | Other | 32 | 1% | 5 | 16% | 3 | 9% | 8 | 25% | 9 | 28% | 7 | 22% |
| | White | 1,959 | 39% | 228 | 12% | 280 | 14% | 471 | 24% | 711 | 36% | 269 | 14% |
| | *All Students* | *4,978* | *0%* | *733* | *15%* | *757* | *15%* | *1,239* | *25%* | *1,681* | *34%* | *568* | *11%* |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA by Subgroup Race

### ELA/Language Arts



# BAYONNE SCHOOL DISTRICT
## 2021-22 Spring NJSLA by Subgroup Race
### Mathematics

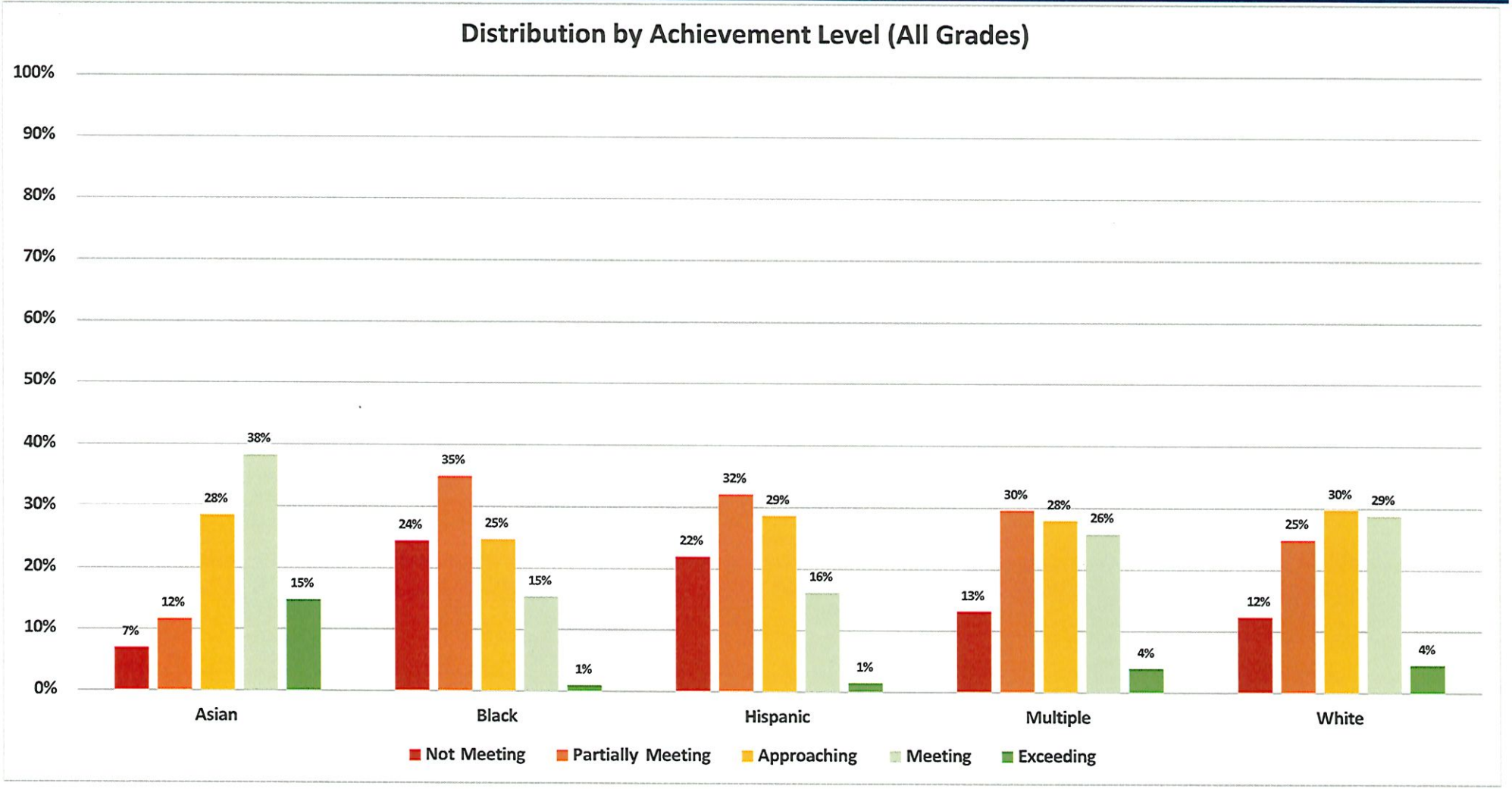
| Grade Band | Race | Total Tested | % of Tested | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| ES (G3-G5) | Asian | 181 | 9% | 9 | 5% | 24 | 13% | 53 | 29% | 67 | 37% | 28 | 15% |
| | Black | 259 | 12% | 50 | 19% | 87 | 34% | 63 | 24% | 56 | 22% | 3 | 1% |
| | Hispanic | 735 | 35% | 130 | 18% | 228 | 31% | 225 | 31% | 140 | 19% | 12 | 2% |
| | Multiple | 121 | 6% | 15 | 12% | 40 | 33% | 30 | 25% | 32 | 26% | 4 | 3% |
| | Other | 11 | 1% | 3 | 27% | 4 | 36% | 3 | 27% | 0 | 0% | 1 | 9% |
| | White | 808 | 38% | 94 | 12% | 172 | 21% | 247 | 31% | 259 | 32% | 36 | 4% |
| | *All Students* | *2,115* | *0%* | *301* | *14%* | *555* | *26%* | *621* | *29%* | *554* | *26%* | *84* | *4%* |
| MS (G6-G8) | Asian | 170 | 8% | 12 | 7% | 18 | 11% | 44 | 26% | 68 | 40% | 28 | 16% |
| | Black | 308 | 14% | 79 | 26% | 116 | 38% | 76 | 25% | 34 | 11% | 3 | 1% |
| | Hispanic | 701 | 32% | 161 | 23% | 212 | 30% | 204 | 29% | 113 | 16% | 11 | 2% |
| | Multiple | 103 | 5% | 15 | 15% | 22 | 21% | 32 | 31% | 29 | 28% | 5 | 5% |
| | Other | 17 | 1% | 3 | 18% | 2 | 12% | 5 | 29% | 5 | 29% | 2 | 12% |
| | White | 915 | 41% | 104 | 11% | 244 | 27% | 265 | 29% | 251 | 27% | 51 | 6% |
| | *All Students* | *2,214* | *0%* | *374* | *17%* | *614* | *28%* | *626* | *28%* | *500* | *23%* | *100* | *5%* |
| HS (Alg I) | Asian | 28 | 4% | 5 | 18% | 2 | 7% | 11 | 39% | 10 | 36% | 0 | 0% |
| | Black | 119 | 19% | 38 | 32% | 36 | 30% | 30 | 25% | 15 | 13% | 0 | 0% |
| | Hispanic | 234 | 37% | 75 | 32% | 95 | 41% | 48 | 21% | 16 | 7% | 0 | 0% |
| | Multiple | 13 | 2% | 1 | 8% | 8 | 62% | 4 | 31% | 0 | 0% | 0 | 0% |
| | Other | 6 | 1% | 1 | 17% | 2 | 33% | 0 | 0% | 3 | 50% | 0 | 0% |
| | White | 227 | 36% | 41 | 18% | 68 | 30% | 67 | 30% | 51 | 22% | 0 | 0% |
| | *All Students* | *627* | *0%* | *161* | *26%* | *211* | *34%* | *160* | *26%* | *95* | *15%* | *0* | *0%* |
| All Grades | Asian | 379 | 8% | 26 | 7% | 44 | 12% | 108 | 28% | 145 | 38% | 56 | 15% |
| | Black | 686 | 14% | 167 | 24% | 239 | 35% | 169 | 25% | 105 | 15% | 6 | 1% |
| | Hispanic | 1,670 | 34% | 366 | 22% | 535 | 32% | 477 | 29% | 269 | 16% | 23 | 1% |
| | Multiple | 237 | 5% | 31 | 13% | 70 | 30% | 66 | 28% | 61 | 26% | 9 | 4% |
| | Other | 34 | 1% | 7 | 21% | 8 | 24% | 8 | 24% | 8 | 24% | 3 | 9% |
| | White | 1,950 | 39% | 239 | 12% | 484 | 25% | 579 | 30% | 561 | 29% | 87 | 4% |
| | *All Students* | *4,956* | *0%* | *836* | *17%* | *1,380* | *28%* | *1,407* | *28%* | *1,149* | *23%* | *184* | *4%* |

Middle School (MS) Grade Band includes any Algebra I or Geometry results taken in Middle School

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA by Subgroup Race

### Mathematics



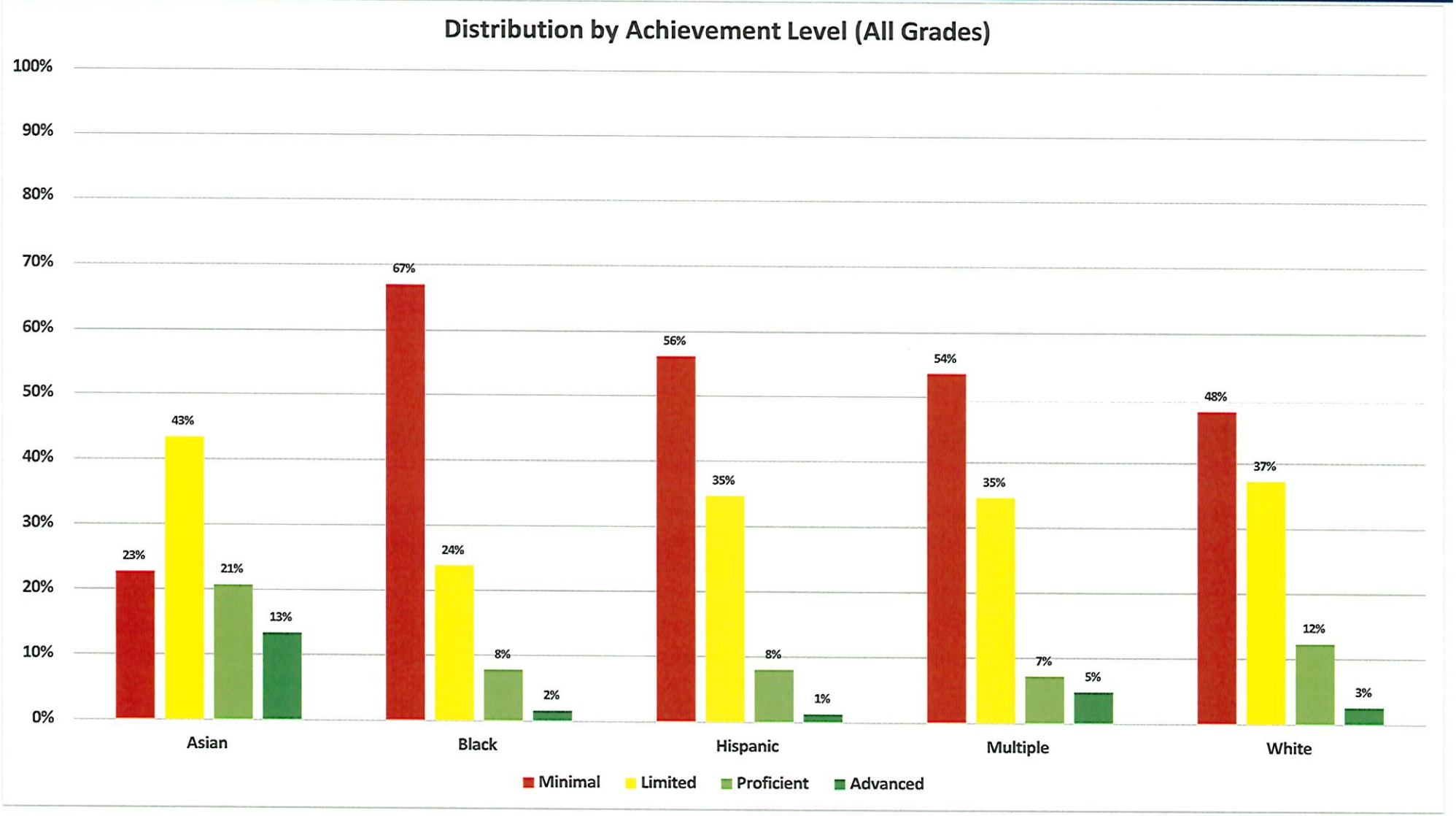
# BAYONNE SCHOOL DISTRICT
## 2021-22 Spring NJSLA by Subgroup Race
### Science

| Grade Band | Race | Total Tested | % of Tested | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | | | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| G5 | Asian | 51 | 7% | 9 | 18% | 24 | 47% | 10 | 20% | 8 | 16% |
| | Black | 75 | 11% | 53 | 71% | 15 | 20% | 5 | 7% | 2 | 3% |
| | Hispanic | 237 | 34% | 128 | 54% | 85 | 36% | 19 | 8% | 5 | 2% |
| | Multiple | 51 | 7% | 30 | 59% | 15 | 29% | 4 | 8% | 2 | 4% |
| | Other | 4 | 1% | 2 | 50% | 2 | 50% | 0 | 0% | 0 | 0% |
| | White | 284 | 40% | 147 | 52% | 93 | 33% | 37 | 13% | 7 | 2% |
| | *All Students* | *702* | *0%* | *369* | *53%* | *234* | *33%* | *75* | *11%* | 24 | 3% |
| G8 | Asian | 62 | 8% | 12 | 19% | 30 | 48% | 11 | 18% | 9 | 15% |
| | Black | 107 | 15% | 76 | 71% | 26 | 24% | 3 | 3% | 2 | 2% |
| | Hispanic | 223 | 30% | 127 | 57% | 87 | 39% | 9 | 4% | 0 | 0% |
| | Multiple | 21 | 3% | 10 | 48% | 8 | 38% | 1 | 5% | 2 | 10% |
| | Other | 7 | 1% | 2 | 29% | 3 | 43% | 2 | 29% | 0 | 0% |
| | White | 314 | 43% | 143 | 46% | 133 | 42% | 31 | 10% | 7 | 2% |
| | *All Students* | *734* | *0%* | *370* | *50%* | *287* | *39%* | *57* | *8%* | 20 | 3% |
| G11 | Asian | 37 | 7% | 13 | 35% | 11 | 30% | 10 | 27% | 3 | 8% |
| | Black | 75 | 14% | 43 | 57% | 20 | 27% | 12 | 16% | 0 | 0% |
| | Hispanic | 178 | 33% | 103 | 58% | 49 | 28% | 23 | 13% | 3 | 2% |
| | Multiple | 12 | 2% | 5 | 42% | 6 | 50% | 1 | 8% | 0 | 0% |
| | Other | 5 | 1% | 4 | 80% | 1 | 20% | 0 | 0% | 0 | 0% |
| | White | 227 | 43% | 105 | 46% | 81 | 36% | 34 | 15% | 7 | 3% |
| | *All Students* | *534* | *0%* | *273* | *51%* | *168* | *31%* | *80* | *15%* | *13* | *2%* |
| All Grades | Asian | 150 | 8% | 34 | 23% | 65 | 43% | 31 | 21% | 20 | 13% |
| | Black | 257 | 13% | 172 | 67% | 61 | 24% | 20 | 8% | 4 | 2% |
| | Hispanic | 638 | 32% | 358 | 56% | 221 | 35% | 51 | 8% | 8 | 1% |
| | Multiple | 84 | 4% | 45 | 54% | 29 | 35% | 6 | 7% | 4 | 5% |
| | Other | 16 | 1% | 8 | 50% | 6 | 38% | 2 | 13% | 0 | 0% |
| | White | 825 | 42% | 395 | 48% | 307 | 37% | 102 | 12% | 21 | 3% |
| | *All Students* | *1,970* | *0%* | *1,012* | *51%* | 689 | 35% | *212* | *11%* | 57 | 3% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA by Subgroup Race

### Science



# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA by Subgroup Gender

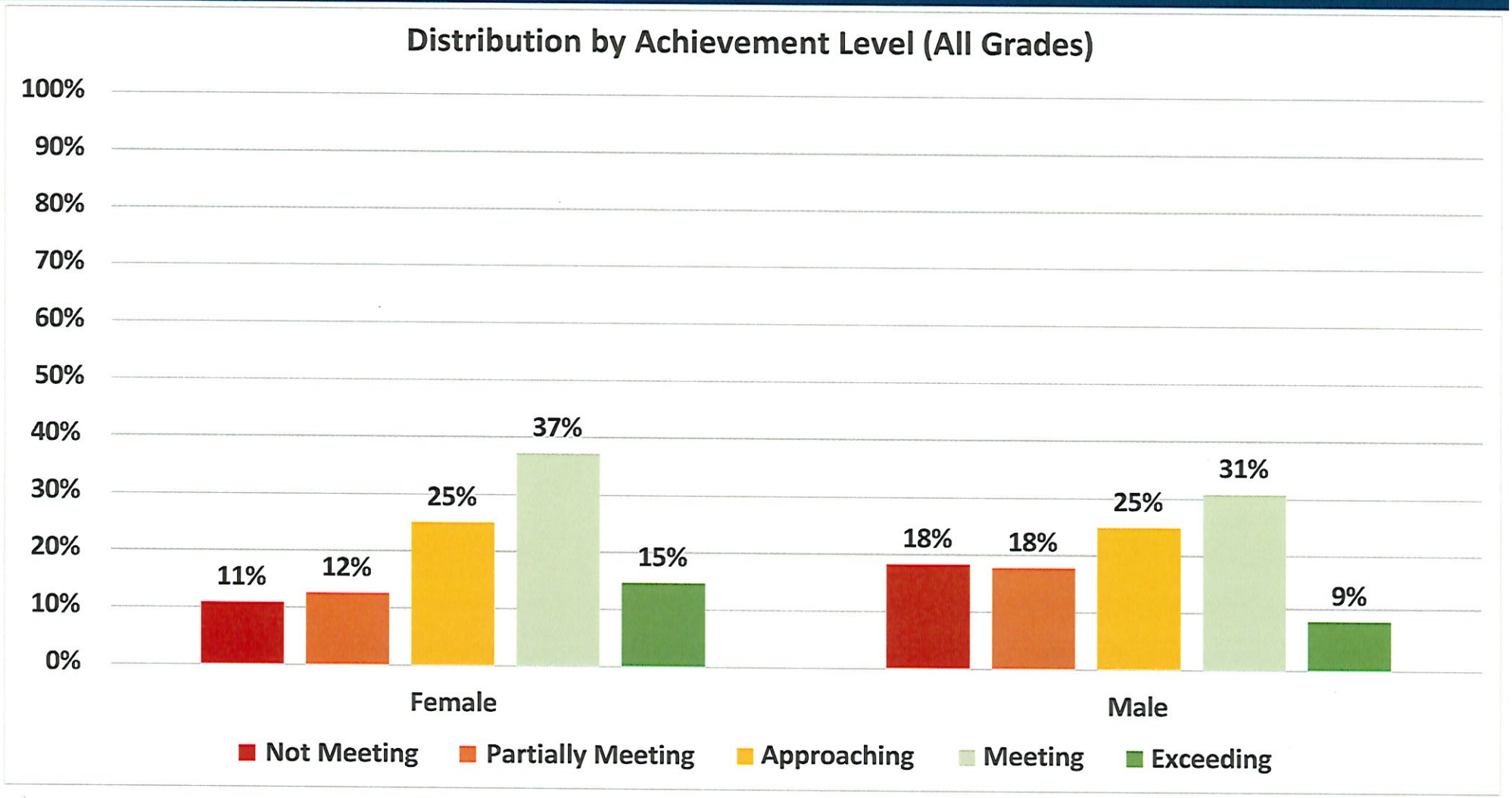
### ELA/Language Arts

| Grade Band | Gender | Total Tested | % of Tested | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| ES (G3-G5) | Female | 988 | 48% | 130 | 13% | 151 | 15% | 249 | 25% | 370 | 37% | 88 | 9% |
| | Male | 1,089 | 52% | 215 | 20% | 204 | 19% | 270 | 25% | 345 | 32% | 55 | 5% |
| | Unknown | 1 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | *All Students* | *2,079* | *0%* | *346* | *17%* | *355* | *17%* | *520* | *25%* | *715* | *34%* | *143* | *7%* |
| MS (G6-G8) | Female | 1,060 | 49% | 90 | 8% | 96 | 9% | 254 | 24% | 396 | 37% | 224 | 21% |
| | Male | 1,123 | 51% | 180 | 16% | 180 | 16% | 280 | 25% | 343 | 31% | 140 | 12% |
| | *All Students* | *2,185* | *0%* | *270* | *12%* | *276* | *13%* | *535* | *24%* | *740* | *34%* | *364* | *17%* |
| HS (G9) | Female | 305 | 43% | 34 | 11% | 47 | 15% | 84 | 28% | 108 | 35% | 32 | 10% |
| | Male | 408 | 57% | 83 | 20% | 79 | 19% | 100 | 25% | 117 | 29% | 29 | 7% |
| | *All Students* | *714* | *0%* | *117* | *16%* | *126* | *18%* | *184* | *26%* | *226* | *32%* | *61* | *9%* |
| All Grades | Female | 2,353 | 47% | 254 | 11% | 294 | 12% | 587 | 25% | 874 | 37% | 344 | 15% |
| | Male | 2,620 | 53% | 478 | 18% | 463 | 18% | 650 | 25% | 805 | 31% | 224 | 9% |
| | Unknown | 1 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | *All Students* | *4,978* | *0%* | *733* | *15%* | *757* | *15%* | *1,239* | *25%* | *1,681* | *34%* | *568* | *11%* |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA by Subgroup Gender

### ELA/Language Arts



# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA by Subgroup Gender

### Mathematics

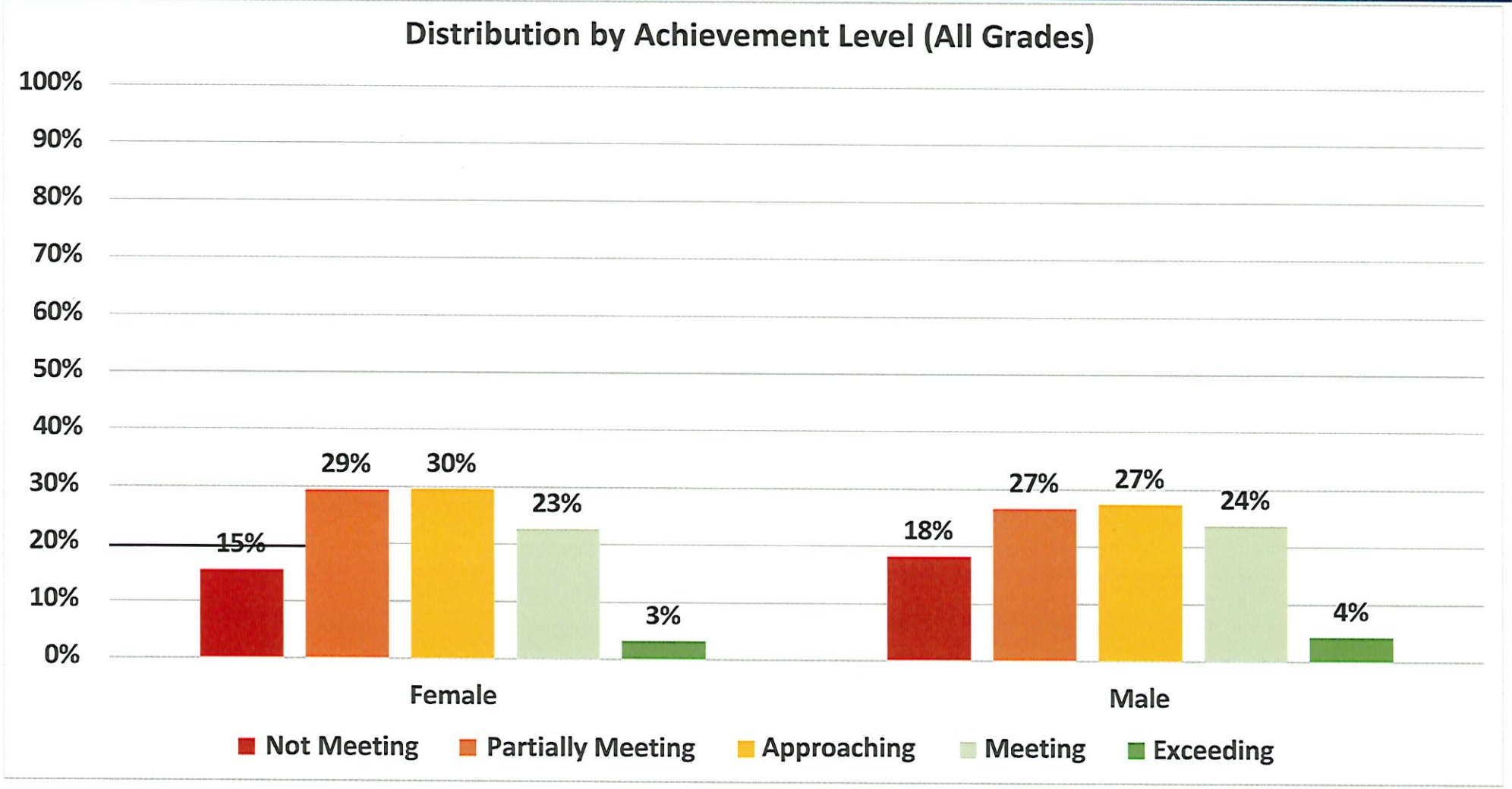
| Grade Band | Gender | Total Tested | % of Tested | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| ES (G3-G5) | Female | 1,000 | 47% | 129 | 13% | 282 | 28% | 309 | 31% | 249 | 25% | 31 | 3% |
| | Male | 1,113 | 53% | 171 | 15% | 273 | 25% | 311 | 28% | 305 | 27% | 53 | 5% |
| | Unknown | 1 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | *All Students* | *2,115* | *0%* | *301* | *14%* | *555* | *26%* | *621* | *29%* | *554* | *26%* | *84* | *4%* |
| MS (G6-G8) | Female | 1,080 | 49% | 171 | 16% | 312 | 29% | 313 | 29% | 242 | 22% | 42 | 4% |
| | Male | 1,132 | 51% | 203 | 18% | 302 | 27% | 311 | 27% | 258 | 23% | 58 | 5% |
| | *All Students* | *2,214* | *0%* | *374* | *17%* | *614* | *28%* | *626* | *28%* | *500* | *23%* | *100* | *5%* |
| HS (Alg I) | Female | 262 | 42% | 60 | 23% | 94 | 36% | 69 | 26% | 39 | 15% | 0 | 0% |
| | Male | 364 | 58% | 101 | 28% | 117 | 32% | 91 | 25% | 55 | 15% | 0 | 0% |
| | *All Students* | *627* | *0%* | *161* | *26%* | *211* | *34%* | *160* | *26%* | *95* | *15%* | *0* | *0%* |
| All Grades | Female | 2,342 | 47% | 360 | 15% | 688 | 29% | 691 | 30% | 530 | 23% | 73 | 3% |
| | Male | 2,609 | 53% | 475 | 18% | 692 | 27% | 713 | 27% | 618 | 24% | 111 | 4% |
| | Unknown | 1 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| | *All Students* | *4,956* | *0%* | *836* | *17%* | *1,380* | *28%* | *1,407* | *28%* | *1,149* | *23%* | *184* | *4%* |

Middle School (MS) Grade Band includes any Algebra I or Geometry results taken in Middle School

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA by Subgroup Gender

### Mathematics



# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA by Subgroup Gender

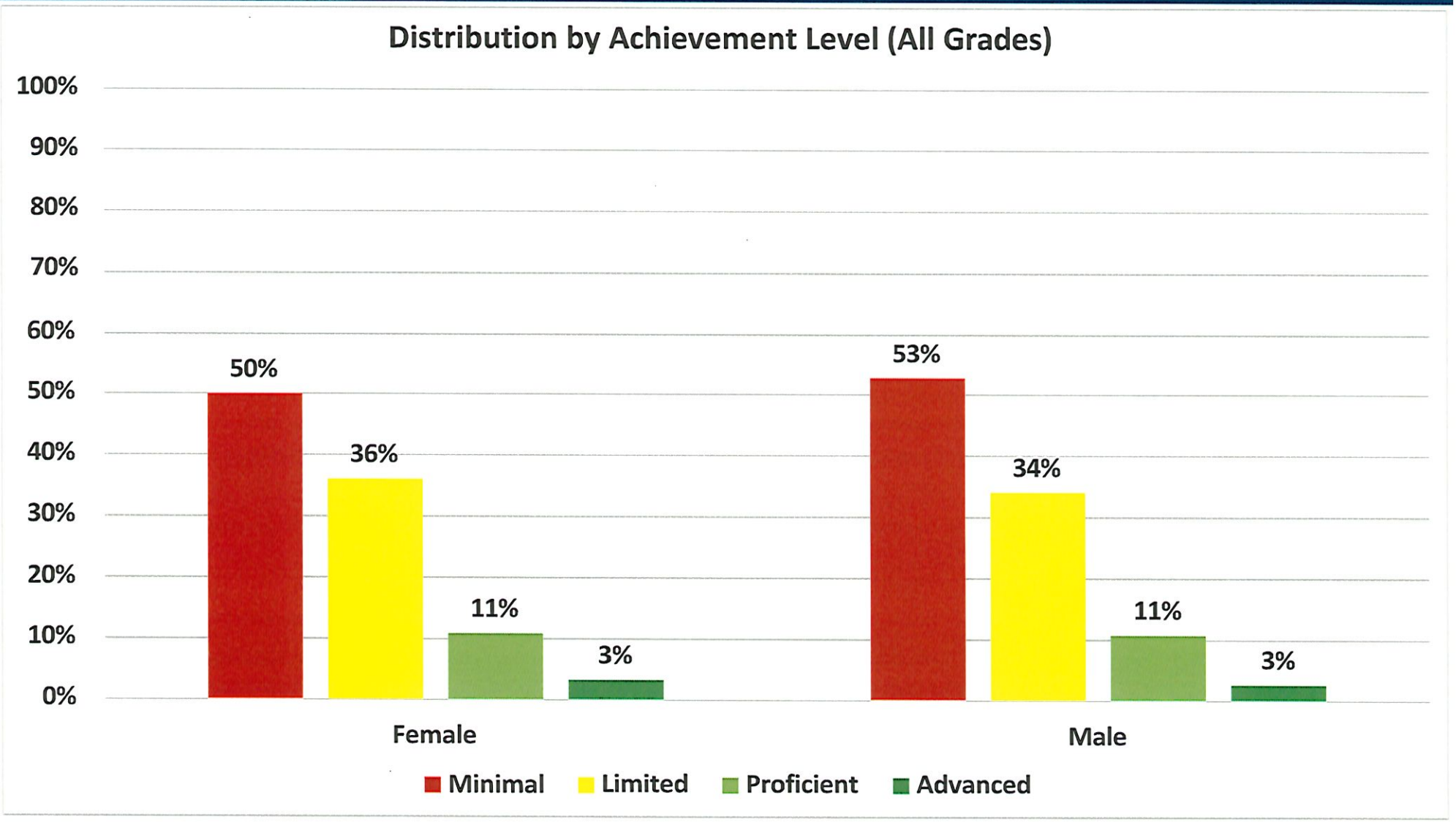
### Science

| Grade Band | Gender | Total Tested | % of Tested | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | | | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| G5 | Female | 326 | 46% | 162 | 50% | 112 | 34% | 37 | 11% | 15 | 5% |
| | Male | 375 | 53% | 207 | 55% | 121 | 32% | 38 | 10% | 9 | 2% |
| | *All Students* | *702* | *0%* | *369* | *53%* | *234* | *33%* | *75* | *11%* | *24* | *3%* |
| G8 | Female | 369 | 50% | 176 | 48% | 155 | 42% | 28 | 8% | 10 | 3% |
| | Male | 364 | 50% | 193 | 53% | 132 | 36% | 29 | 8% | 10 | 3% |
| | *All Students* | *734* | *0%* | *370* | *50%* | *287* | *39%* | *57* | *8%* | *20* | *3%* |
| G11 | Female | 266 | 50% | 142 | 53% | 79 | 30% | 39 | 15% | 6 | 2% |
| | Male | 268 | 50% | 131 | 49% | 89 | 33% | 41 | 15% | 7 | 3% |
| | *All Students* | *534* | *0%* | *273* | *51%* | *168* | *31%* | *80* | *15%* | *13* | *2%* |
| All Grades | Female | 961 | 49% | 480 | 50% | 346 | 36% | 104 | 11% | 31 | 3% |
| | Male | 1,007 | 51% | 531 | 53% | 342 | 34% | 108 | 11% | 26 | 3% |
| | *All Students* | *1,970* | *0%* | *1,012* | *51%* | 689 | *35%* | *212* | *11%* | 57 | 3% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA by Subgroup Gender

### Science



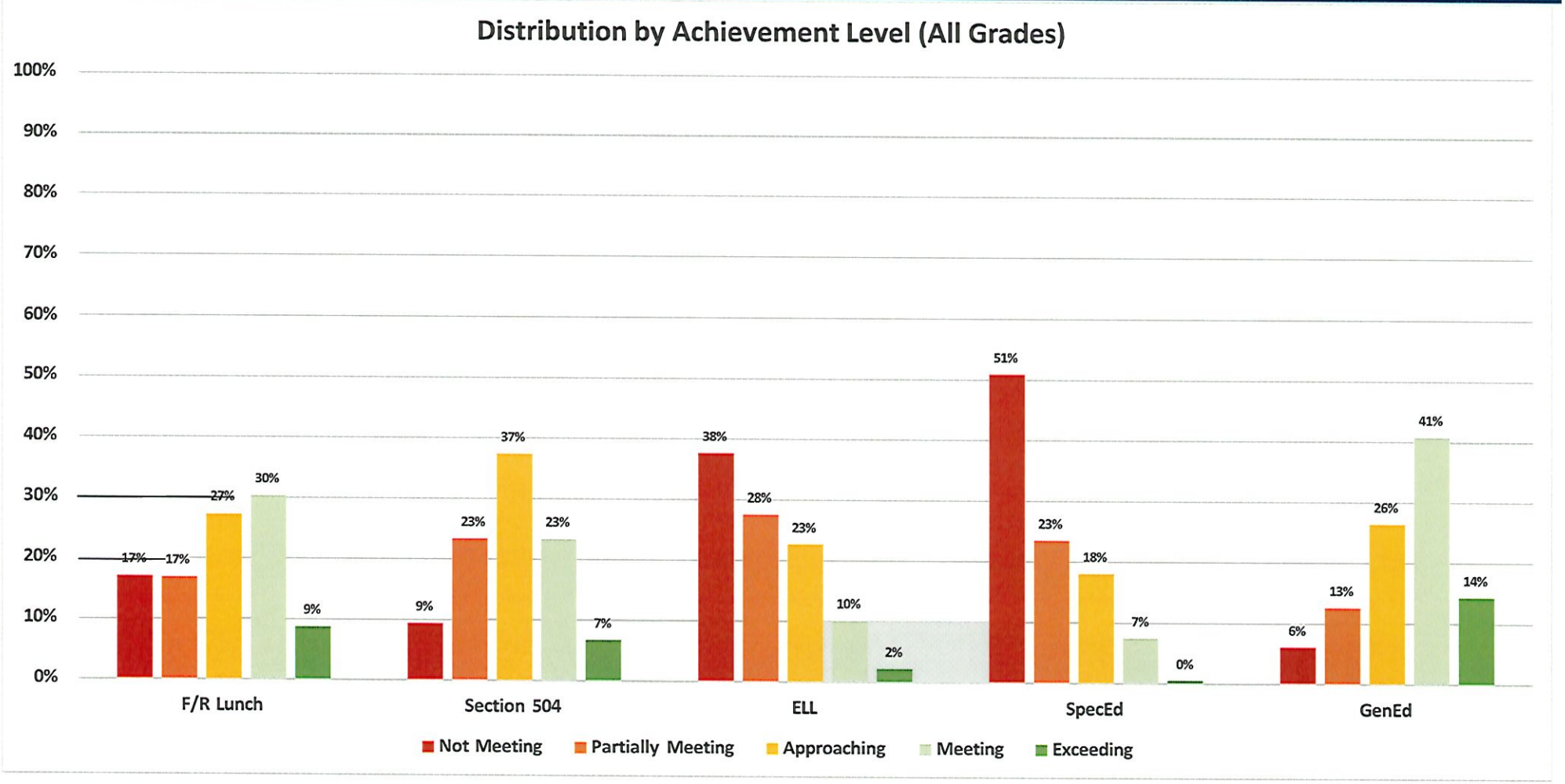
# BAYONNE SCHOOL DISTRICT
## 2021-22 Spring NJSLA by Subgroup Program
### ELA/Language Arts

| Grade Band | Program | Total Tested | % of Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| ES (G3-G5) | F/R Lunch | 1,119 | 54% | 220 | 20% | 210 | 19% | 301 | 27% | 329 | 29% | 59 | 5% |
| | Section 504 | 64 | 3% | 9 | 14% | 17 | 27% | 24 | 38% | 14 | 22% | 0 | 0% |
| | ELL | 159 | 8% | 43 | 27% | 50 | 31% | 39 | 25% | 23 | 14% | 4 | 3% |
| | SpecEd | 305 | 15% | 178 | 58% | 56 | 18% | 48 | 16% | 23 | 8% | 0 | 0% |
| | GenEd | 1,627 | 78% | 133 | 8% | 251 | 15% | 434 | 27% | 670 | 41% | 139 | 9% |
| | *All Students* | *2,079* | *0%* | *346* | *17%* | *355* | *17%* | *520* | *25%* | *715* | *34%* | *143* | *7%* |
| MS (G6-G8) | F/R Lunch | 1,106 | 51% | 151 | 14% | 158 | 14% | 307 | 28% | 349 | 32% | 141 | 13% |
| | Section 504 | 63 | 3% | 3 | 5% | 15 | 24% | 24 | 38% | 15 | 24% | 6 | 10% |
| | ELL | 115 | 5% | 51 | 44% | 31 | 27% | 21 | 18% | 9 | 8% | 3 | 3% |
| | SpecEd | 350 | 16% | 160 | 46% | 90 | 26% | 68 | 19% | 29 | 8% | 3 | 1% |
| | GenEd | 1,726 | 79% | 62 | 4% | 156 | 9% | 448 | 26% | 702 | 41% | 358 | 21% |
| | *All Students* | *2,185* | *0%* | *270* | *12%* | *276* | *13%* | *535* | *24%* | *740* | *34%* | *364* | *17%* |
| HS (G9) | F/R Lunch | 339 | 47% | 65 | 19% | 64 | 19% | 89 | 26% | 98 | 29% | 23 | 7% |
| | Section 504 | 23 | 3% | 2 | 9% | 3 | 13% | 8 | 35% | 6 | 26% | 4 | 17% |
| | ELL | 53 | 7% | 29 | 55% | 9 | 17% | 14 | 26% | 1 | 2% | 0 | 0% |
| | SpecEd | 117 | 16% | 54 | 46% | 35 | 30% | 23 | 20% | 5 | 4% | 0 | 0% |
| | GenEd | 549 | 77% | 38 | 7% | 83 | 15% | 147 | 27% | 220 | 40% | 61 | 11% |
| | *All Students* | *714* | *0%* | *117* | *16%* | *126* | *18%* | *184* | *26%* | *226* | *32%* | *61* | *9%* |
| All Grades | F/R Lunch | 2,564 | 52% | 436 | 17% | 432 | 17% | 697 | 27% | 776 | 30% | 223 | 9% |
| | Section 504 | 150 | 3% | 14 | 9% | 35 | 23% | 56 | 37% | 35 | 23% | 10 | 7% |
| | ELL | 327 | 7% | 123 | 38% | 90 | 28% | 74 | 23% | 33 | 10% | 7 | 2% |
| | SpecEd | 772 | 16% | 392 | 51% | 181 | 23% | 139 | 18% | 57 | 7% | 3 | 0% |
| | GenEd | 3,902 | 78% | 233 | 6% | 490 | 13% | 1,029 | 26% | 1,592 | 41% | 558 | 14% |
| | *All Students* | *4,978* | *0%* | *733* | *15%* | *757* | *15%* | *1,239* | *25%* | *1,681* | *34%* | *568* | *11%* |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA by Subgroup Program

### ELA/Language Arts



# BAYONNE SCHOOL DISTRICT
## 2021-22 Spring NJSLA by Subgroup Program
### Mathematics

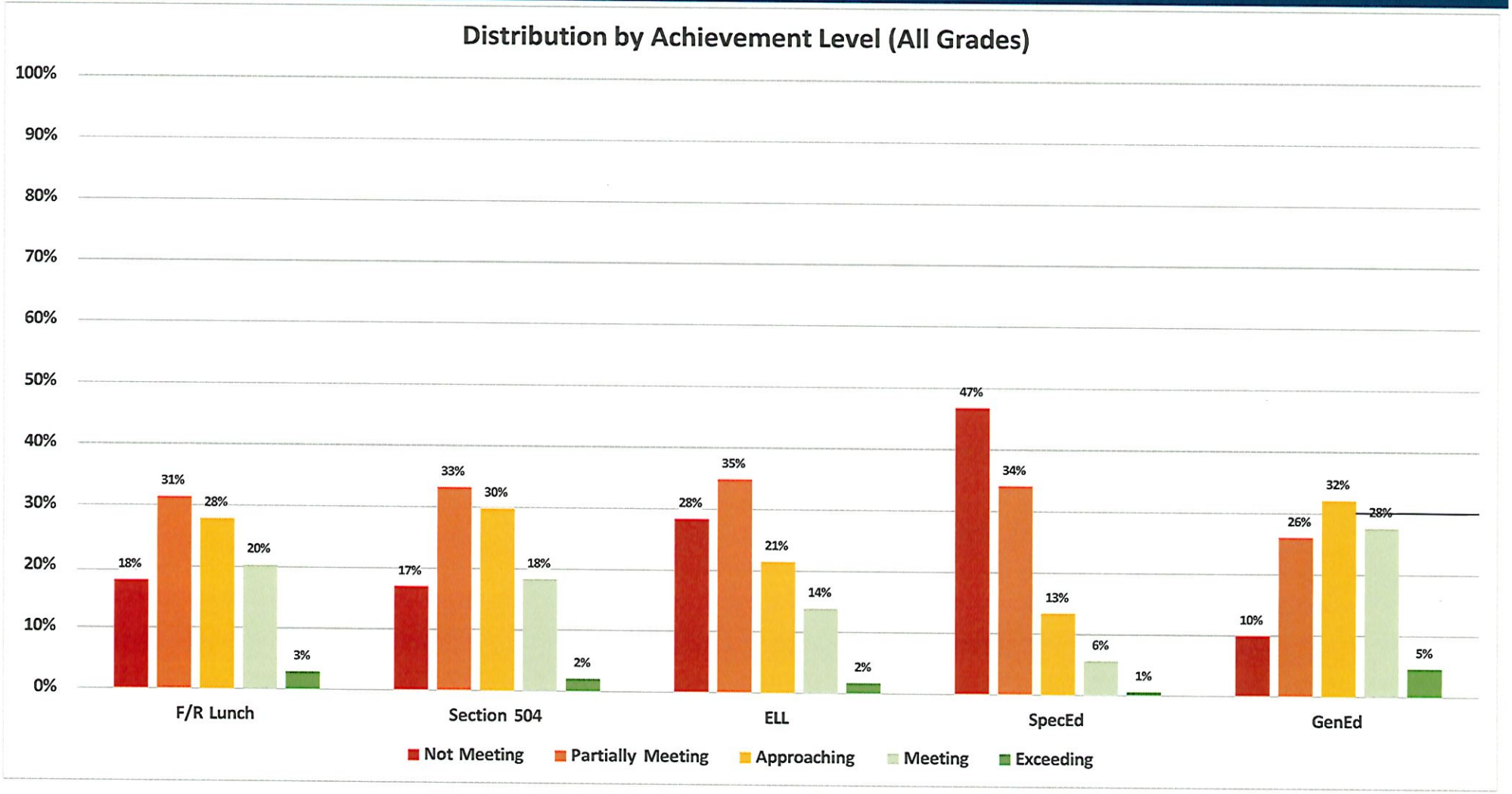
| Grade Band | Program | Total Tested | % of Tested | Achievement Levels | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Not Meeting Expectations (Level 1) | | Partially Meeting Expectations (Level 2) | | Approaching Expectations (Level 3) | | Meeting Expectations (Level 4) | | Exceeding Expectations (Level 5) | |
| | | | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| ES (G3-G5) | F/R Lunch | 1,123 | 53% | 170 | 15% | 339 | 30% | 316 | 28% | 262 | 23% | 36 | 3% |
| | Section 504 | 64 | 3% | 7 | 11% | 25 | 39% | 19 | 30% | 13 | 20% | 0 | 0% |
| | ELL | 197 | 9% | 43 | 22% | 59 | 30% | 53 | 27% | 35 | 18% | 7 | 4% |
| | SpecEd | 304 | 14% | 129 | 42% | 103 | 34% | 44 | 14% | 27 | 9% | 1 | 0% |
| | GenEd | 1,626 | 77% | 132 | 8% | 399 | 25% | 524 | 32% | 494 | 30% | 77 | 5% |
| | *All Students* | *2,115* | *0%* | *301* | *14%* | *555* | *26%* | *621* | *29%* | *554* | *26%* | *84* | *4%* |
| MS (G6-G8) | F/R Lunch | 1,098 | 50% | 196 | 18% | 342 | 31% | 317 | 29% | 207 | 19% | 36 | 3% |
| | Section 504 | 63 | 3% | 12 | 19% | 20 | 32% | 18 | 29% | 10 | 16% | 3 | 5% |
| | ELL | 158 | 7% | 55 | 35% | 62 | 39% | 25 | 16% | 16 | 10% | 0 | 0% |
| | SpecEd | 344 | 16% | 162 | 47% | 118 | 34% | 48 | 14% | 13 | 4% | 3 | 1% |
| | GenEd | 1,718 | 78% | 159 | 9% | 438 | 25% | 553 | 32% | 471 | 27% | 97 | 6% |
| | *All Students* | *2,214* | *0%* | *374* | *17%* | *614* | *28%* | *626* | *28%* | *500* | *23%* | *100* | *5%* |
| HS (Alg I) | F/R Lunch | 298 | 48% | 80 | 27% | 108 | 36% | 68 | 23% | 42 | 14% | 0 | 0% |
| | Section 504 | 21 | 3% | 6 | 29% | 4 | 19% | 7 | 33% | 4 | 19% | 0 | 0% |
| | ELL | 65 | 10% | 21 | 32% | 25 | 38% | 12 | 18% | 7 | 11% | 0 | 0% |
| | SpecEd | 106 | 17% | 61 | 58% | 35 | 33% | 8 | 8% | 2 | 2% | 0 | 0% |
| | GenEd | 461 | 74% | 83 | 18% | 152 | 33% | 140 | 30% | 86 | 19% | 0 | 0% |
| | *All Students* | *627* | *0%* | *161* | *26%* | *211* | *34%* | *160* | *26%* | *95* | *15%* | *0* | *0%* |
| All Grades | F/R Lunch | 2,519 | 51% | 446 | 18% | 789 | 31% | 701 | 28% | 511 | 20% | 72 | 3% |
| | Section 504 | 148 | 3% | 25 | 17% | 49 | 33% | 44 | 30% | 27 | 18% | 3 | 2% |
| | ELL | 420 | 8% | 119 | 28% | 146 | 35% | 90 | 21% | 58 | 14% | 7 | 2% |
| | SpecEd | 754 | 15% | 352 | 47% | 256 | 34% | 100 | 13% | 42 | 6% | 4 | 1% |
| | GenEd | 3,805 | 77% | 374 | 10% | 989 | 26% | 1,217 | 32% | 1,051 | 28% | 174 | 5% |
| | *All Students* | *4,956* | *0%* | *836* | *17%* | *1,380* | *28%* | *1,407* | *28%* | *1,149* | *23%* | *184* | *4%* |

Middle School (MS) Grade Band includes any Algebra I or Geometry results taken in Middle School

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA by Subgroup Program

### Mathematics



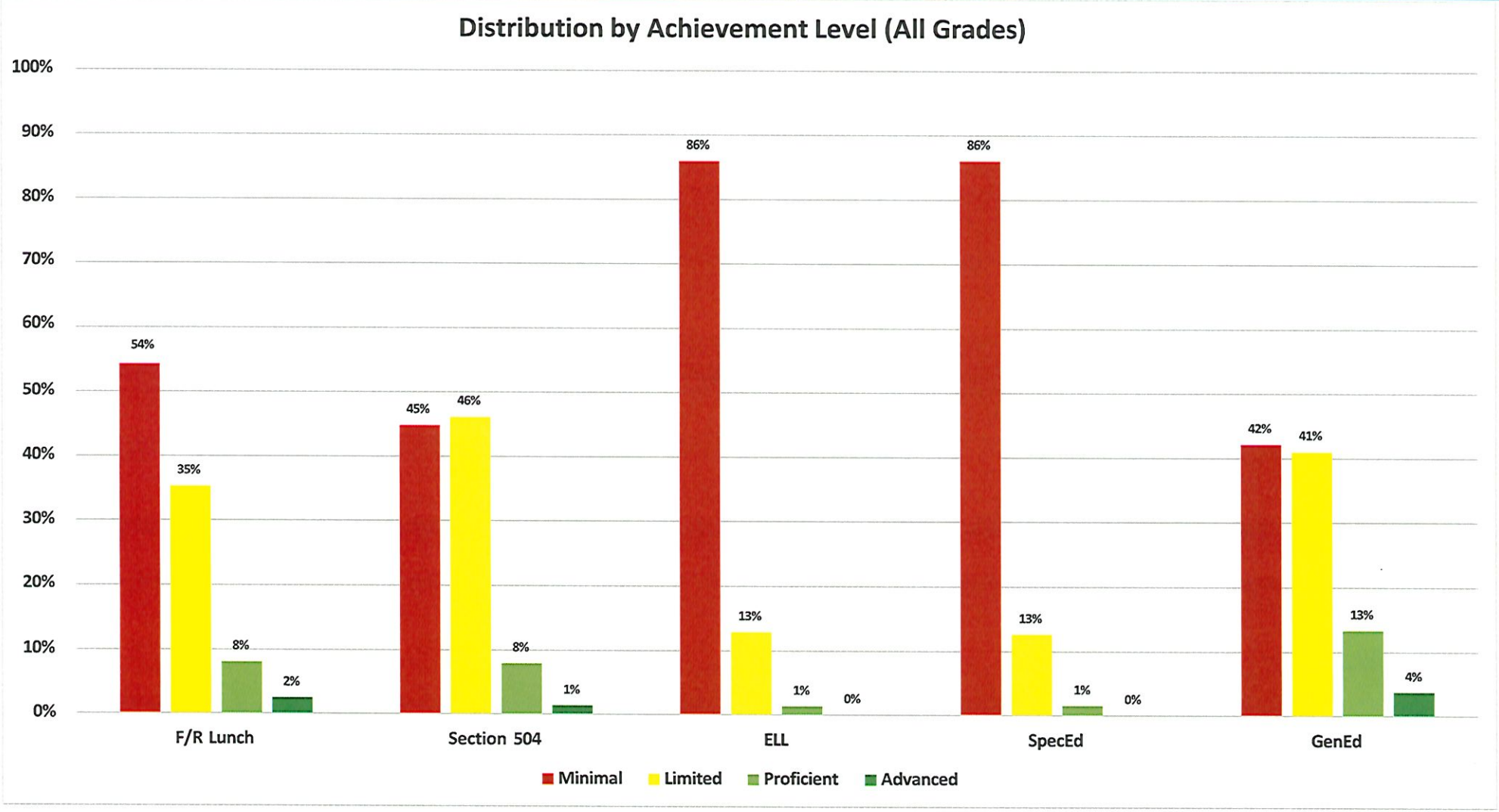
# BAYONNE SCHOOL DISTRICT
## 2021-22 Spring NJSLA by Subgroup Program
### Science

| Grade Band | Program | Total Tested | % of Tested | Achievement Levels | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Minimal (Level 1) | | Limited (Level 2) | | Proficient (Level 3) | | Advanced (Level 4) | |
| | | | | # of students | % of total | # of students | % of total | # of students | % of total | # of students | % of total |
| G5 | F/R Lunch | 374 | 53% | 204 | 55% | 129 | 34% | 30 | 8% | 11 | 3% |
| | Section 504 | 25 | 4% | 14 | 56% | 10 | 40% | 1 | 4% | 0 | 0% |
| | ELL | 57 | 8% | 46 | 81% | 10 | 18% | 1 | 2% | 0 | 0% |
| | SpecEd | 109 | 16% | 98 | 90% | 11 | 10% | 0 | 0% | 0 | 0% |
| | GenEd | 541 | 77% | 230 | 43% | 213 | 39% | 74 | 14% | 24 | 4% |
| | *All Students* | *702* | *0%* | *369* | *53%* | *234* | *33%* | *75* | *11%* | *24* | *3%* |
| G8 | F/R Lunch | 365 | 50% | 198 | 54% | 142 | 39% | 17 | 5% | 8 | 2% |
| | Section 504 | 28 | 4% | 11 | 39% | 14 | 50% | 3 | 11% | 0 | 0% |
| | ELL | 46 | 6% | 42 | 91% | 4 | 9% | 0 | 0% | 0 | 0% |
| | SpecEd | 106 | 14% | 89 | 84% | 16 | 15% | 1 | 1% | 0 | 0% |
| | GenEd | 582 | 79% | 239 | 41% | 267 | 46% | 56 | 10% | 20 | 3% |
| | *All Students* | *734* | *0%* | *370* | *50%* | *287* | *39%* | *57* | *8%* | *20* | *3%* |
| G11 | F/R Lunch | 243 | 46% | 131 | 54% | 75 | 31% | 32 | 13% | 5 | 2% |
| | Section 504 | 23 | 4% | 9 | 39% | 11 | 48% | 2 | 9% | 1 | 4% |
| | ELL | 53 | 10% | 46 | 87% | 6 | 11% | 1 | 2% | 0 | 0% |
| | SpecEd | 56 | 10% | 46 | 82% | 7 | 13% | 3 | 5% | 0 | 0% |
| | GenEd | 427 | 80% | 183 | 43% | 155 | 36% | 76 | 18% | 13 | 3% |
| | *All Students* | *534* | *0%* | *273* | *51%* | *168* | *31%* | *80* | *15%* | *13* | *2%* |
| All Grades | F/R Lunch | 982 | 50% | 533 | 54% | 346 | 35% | 79 | 8% | 24 | 2% |
| | Section 504 | 76 | 4% | 34 | 45% | 35 | 46% | 6 | 8% | 1 | 1% |
| | ELL | 156 | 8% | 134 | 86% | 20 | 13% | 2 | 1% | 0 | 0% |
| | SpecEd | 271 | 14% | 233 | 86% | 34 | 13% | 4 | 1% | 0 | 0% |
| | GenEd | 1,550 | 79% | 652 | 42% | 635 | 41% | 206 | 13% | 57 | 4% |
| | *All Students* | *1,970* | *0%* | *1,012* | *51%* | 689 | *35%* | *212* | *11%* | 57 | 3% |

# BAYONNE SCHOOL DISTRICT

## 2021-22 Spring NJSLA by Subgroup Program

### Science



# Section 4
# Dynamic Learning Maps

DYNAMIC®
LEARNING MAPS

Dynamic Learning Maps® (DLM®) assessments are for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in English language arts, mathematics, and science.

DLM assessments also help parents and educators set high academic expectations for their students. Results from DLM assessments are used to inform instruction and meet accountability requirements for reporting student achievement.

DYNAMIC® LEARNING MAPS

**End of Year Report**
**District Results 2021-22**

| Grade | Subject | Number of Students Tested | Emerging | Approaching Target | At Target | Advanced | At Target or Advanced |
|---|---|---|---|---|---|---|---|
| 3 | English Language Arts | 19 | 17 | 2 | 0 | 0 | 0% |
| | Mathematics | 19 | 18 | 1 | 0 | 0 | 0% |
| 4 | English Language Arts | 9 | 5 | 3 | 1 | 0 | 11% |
| | Mathematics | 9 | 2 | 3 | 3 | 1 | 44% |
| 5 | English Language Arts | 5 | 4 | 0 | 1 | 0 | 20% |
| | Mathematics | 5 | 3 | 2 | 0 | 0 | 0% |
| | Science | 5 | 4 | 1 | 0 | 0 | 0% |
| 6 | English Language Arts | 9 | 7 | 2 | 0 | 0 | 0% |
| | Mathematics | 9 | 7 | 2 | 0 | 0 | 0% |
| 7 | English Language Arts | 10 | 1 | 3 | 5 | 1 | 60% |
| | Mathematics | 10 | 6 | 2 | 1 | 1 | 20% |
| 8 | English Language Arts | 7 | 5 | 2 | 0 | 0 | 0% |
| | Mathematics | 7 | 5 | 2 | 0 | 0 | 0% |
| | Science | 7 | 6 | 1 | 0 | 0 | 0% |
| 11 | English Language Arts | 11 | 2 | 7 | 2 | 0 | 18% |
| | Mathematics | 11 | 3 | 6 | 2 | 0 | 18% |
| | Science | 11 | 6 | 5 | 0 | 0 | 0% |

# Section 5
# SUITE OF WIDA ASSESSMENTS

# FREQUENCY REPORT ALTERNATE (Grade 3) Cluster 3-5

## District Frequency Report — 2022

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| A1 – Initiating | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| A2 – Exploring | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| A3 – Engaging | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 1 | 100% |
| P1 – Entering | 1 | 100% | 0 | 0% | 1 | 100% | 0 | 0% | 1 | 100% | 0 | 0% | 1 | 100% | 0 | 0% |
| P2 – Emerging | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| P3 – Developing* | | | | | | | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Highest Score | 939 | | 947 | | 941 | | 927 | | | | | | | | | |
| Lowest Score | 939 | | 947 | | 941 | | 927 | | | | | | | | | |
| Total Tested | 1 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

*The domains of Listening, Speaking, and Reading do not include test items targeting levels P3 and above; therefore, students taking this test cannot demonstrate English language proficiency at levels P3 and higher. However, in the Writing domain, students may score up to Proficiency Level P3.

# FREQUENCY REPORT ALTERNATE
# (Grade 5) Cluster 3-5

## District Frequency Report — 2022

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| A1 – Initiating | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| A2 – Exploring | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| A3 – Engaging | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| P1 – Entering | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% |
| P2 – Emerging | 1 | 100% | 1 | 100% | 1 | 100% | 0 | 0% | 1 | 100% | 0 | 0% | 1 | 100% | 1 | 100% |
| P3 – Developing* | | | | | | | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Highest Score | 943 | | 947 | | 945 | | 942 | | | | | | | | | |
| Lowest Score | 943 | | 947 | | 945 | | 942 | | | | | | | | | |
| Total Tested | 1 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

*The domains of Listening, Speaking, and Reading do not include test items targeting levels P3 and above; therefore, students taking this test cannot demonstrate English language proficiency at levels P3 and higher. However, in the Writing domain, students may score up to Proficiency Level P3.

# FREQUENCY REPORT ALTERNATE
# (Grade 7) Cluster 6-8

## District Frequency Report — 2022

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| A1 – Initiating | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| A2 – Exploring | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| A3 – Engaging | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| P1 – Entering | 1 | 100% | 1 | 100% | 0 | 0% | 0 | 0% | 1 | 100% | 1 | 100% | 0 | 0% | 1 | 100% |
| P2 – Emerging | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% |
| P3 – Developing* | | | | | | | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Highest Score | 937 | | 943 | | 944 | | 934 | | | | | | | | | |
| Lowest Score | 937 | | 943 | | 944 | | 934 | | | | | | | | | |
| Total Tested | 1 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

*The domains of Listening, Speaking, and Reading do not include test items targeting levels P3 and above; therefore, students taking this test cannot demonstrate English language proficiency at levels P3 and higher. However, in the Writing domain, students may score up to Proficiency Level P3.

WIDA

# ACCESS for ELLs®

English Language Proficiency Test

District: Bayonne School District
Grade: K
Cluster: K

## District Frequency Report — 2022

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| **1 – Entering** Knows and uses minimal social language and minimal academic language with visual and graphic support | 35 | 65% | 28 | 52% | 44 | 81% | 47 | 87% | 34 | 63% | 46 | 85% | 42 | 78% | 43 | 80% |
| **2 – Emerging** Knows and uses some social English and general academic language with visual and graphic support | 2 | 4% | 14 | 26% | 2 | 4% | 6 | 11% | 7 | 13% | 7 | 13% | 3 | 6% | 5 | 9% |
| **3 – Developing** Knows and uses social English and some specific academic language with visual and graphic support | 5 | 9% | 2 | 4% | 3 | 6% | 1 | 2% | 4 | 7% | 1 | 2% | 7 | 13% | 6 | 11% |
| **4 – Expanding** Knows and uses social English and some technical academic language | 3 | 6% | 2 | 4% | 3 | 6% | 0 | 0% | 2 | 4% | 0 | 0% | 1 | 2% | 0 | 0% |
| **5 – Bridging** Knows and uses social and academic language working with grade level material | 5 | 9% | 2 | 4% | 2 | 4% | 0 | 0% | 4 | 7% | 0 | 0% | 1 | 2% | 0 | 0% |
| **6 – Reaching** Knows and uses social and academic language at the highest level measured by this test | 4 | 7% | 6 | 11% | 0 | 0% | 0 | 0% | 3 | 6% | 0 | 0% | 0 | 0% | 0 | 0% |
| **Highest Score** | 363 | | 392 | | 290 | | 271 | | | | | | | | | |
| **Lowest Score** | 100 | | 100 | | 100 | | 100 | | | | | | | | | |
| **Total Tested** | 54 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

WIDA

# ACCESS for ELLs®

English Language Proficiency Test

District: Bayonne School District
Grade: 01
Cluster: 1

## District Frequency Report — 2022

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| **1 – Entering** Knows and uses minimal social language and minimal academic language with visual and graphic support | 24 | 41% | 24 | 41% | 14 | 24% | 41 | 69% | 22 | 37% | 30 | 51% | 12 | 20% | 27 | 46% |
| **2 – Emerging** Knows and uses some social English and general academic language with visual and graphic support | 6 | 10% | 21 | 36% | 17 | 29% | 13 | 22% | 18 | 31% | 21 | 36% | 22 | 37% | 20 | 34% |
| **3 – Developing** Knows and uses social English and some specific academic language with visual and graphic support | 10 | 17% | 10 | 17% | 15 | 25% | 5 | 8% | 12 | 20% | 6 | 10% | 10 | 17% | 10 | 17% |
| **4 – Expanding** Knows and uses social English and some technical academic language | 2 | 3% | 4 | 7% | 9 | 15% | 0 | 0% | 5 | 8% | 2 | 3% | 7 | 12% | 2 | 3% |
| **5 – Bridging** Knows and uses social and academic language working with grade level material | 7 | 12% | 0 | 0% | 2 | 3% | 0 | 0% | 2 | 3% | 0 | 0% | 6 | 10% | 0 | 0% |
| **6 – Reaching** Knows and uses social and academic language at the highest level measured by this test | 10 | 17% | 0 | 0% | 2 | 3% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 3% | 0 | 0% |
| **Highest Score** | 383 | | 321 | | 355 | | 325 | | | | | | | | | |
| **Lowest Score** | 171 | | 106 | | 244 | | 111 | | | | | | | | | |
| **Total Tested** | 59 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

WIDA

# ACCESS for ELLs®

English Language Proficiency Test

District: Bayonne School District
Grade: 02
Cluster: 2-3

## District Frequency Report — 2022

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| **1 – Entering** Knows and uses minimal social language and minimal academic language with visual and graphic support | 14 | 25% | 14 | 25% | 10 | 18% | 10 | 18% | 13 | 23% | 7 | 12% | 6 | 11% | 8 | 14% |
| **2 – Emerging** Knows and uses some social English and general academic language with visual and graphic support | 5 | 9% | 16 | 28% | 12 | 21% | 16 | 28% | 7 | 12% | 19 | 33% | 18 | 32% | 17 | 30% |
| **3 – Developing** Knows and uses social English and some specific academic language with visual and graphic support | 12 | 21% | 19 | 33% | 20 | 35% | 23 | 40% | 20 | 35% | 20 | 35% | 18 | 32% | 18 | 32% |
| **4 – Expanding** Knows and uses social English and some technical academic language | 3 | 5% | 8 | 14% | 4 | 7% | 3 | 5% | 14 | 25% | 6 | 11% | 5 | 9% | 9 | 16% |
| **5 – Bridging** Knows and uses social and academic language working with grade level material | 11 | 19% | 0 | 0% | 7 | 12% | 0 | 0% | 3 | 5% | 0 | 0% | 4 | 7% | 0 | 0% |
| **6 – Reaching** Knows and uses social and academic language at the highest level measured by this test | 12 | 21% | 0 | 0% | 4 | 7% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 11% | 0 | 0% |
| **Highest Score** | 407 | | 350 | | 372 | | 381 | | | | | | | | | |
| **Lowest Score** | 131 | | 118 | | 244 | | 133 | | | | | | | | | |
| **Total Tested** | 57 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

WIDA

# ACCESS for ELLs®

English Language Proficiency Test

District: Bayonne School District
Grade: 03
Cluster: 2-3

## District Frequency Report — 2022

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| **1 – Entering** Knows and uses minimal social language and minimal academic language with visual and graphic support | 10 | 13% | 15 | 20% | 10 | 13% | 12 | 16% | 11 | 15% | 9 | 12% | 12 | 16% | 10 | 13% |
| **2 – Emerging** Knows and uses some social English and general academic language with visual and graphic support | 6 | 8% | 11 | 15% | 24 | 32% | 6 | 8% | 10 | 13% | 9 | 12% | 9 | 12% | 8 | 11% |
| **3 – Developing** Knows and uses social English and some specific academic language with visual and graphic support | 14 | 19% | 32 | 43% | 9 | 12% | 40 | 53% | 20 | 27% | 33 | 44% | 21 | 28% | 29 | 39% |
| **4 – Expanding** Knows and uses social English and some technical academic language | 6 | 8% | 13 | 17% | 8 | 11% | 15 | 20% | 21 | 28% | 12 | 16% | 6 | 8% | 17 | 23% |
| **5 – Bridging** Knows and uses social and academic language working with grade level material | 7 | 9% | 0 | 0% | 8 | 11% | 0 | 0% | 8 | 11% | 6 | 8% | 9 | 12% | 5 | 7% |
| **6 – Reaching** Knows and uses social and academic language at the highest level measured by this test | 28 | 37% | 0 | 0% | 12 | 16% | 0 | 0% | 1 | 1% | 0 | 0% | 14 | 19% | 0 | 0% |
| **Highest Score** | 461 | | 385 | | 409 | | 381 | | | | | | | | | |
| **Lowest Score** | 179 | | 118 | | 252 | | 133 | | | | | | | | | |
| **Total Tested** | 75 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

WIDA

# ACCESS for ELLs®

English Language Proficiency Test

District: Bayonne School District
Grade: 04
Cluster: 2-3

## District Frequency Report — 2022

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| **1 – Entering** Knows and uses minimal social language and minimal academic language with visual and graphic support | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| **2 – Emerging** Knows and uses some social English and general academic language with visual and graphic support | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| **3 – Developing** Knows and uses social English and some specific academic language with visual and graphic support | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| **4 – Expanding** Knows and uses social English and some technical academic language | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| **5 – Bridging** Knows and uses social and academic language working with grade level material | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| **6 – Reaching** Knows and uses social and academic language at the highest level measured by this test | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| **Highest Score** | | | | | | | 317 | | | | | | | | | |
| **Lowest Score** | | | | | | | 317 | | | | | | | | | |
| **Total Tested** | 1 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

WIDA

# ACCESS for ELLs®

English Language Proficiency Test

District: Bayonne School District
Grade: 04
Cluster: 4-5

## District Frequency Report — 2022

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| **1 – Entering** Knows and uses minimal social language and minimal academic language with visual and graphic support | 3 | 4% | 7 | 10% | 11 | 16% | 6 | 9% | 5 | 7% | 7 | 10% | 4 | 6% | 7 | 10% |
| **2 – Emerging** Knows and uses some social English and general academic language with visual and graphic support | 4 | 6% | 15 | 21% | 9 | 13% | 4 | 6% | 5 | 7% | 6 | 9% | 7 | 10% | 5 | 7% |
| **3 – Developing** Knows and uses social English and some specific academic language with visual and graphic support | 6 | 9% | 18 | 26% | 10 | 14% | 25 | 36% | 9 | 13% | 19 | 27% | 11 | 16% | 12 | 17% |
| **4 – Expanding** Knows and uses social English and some technical academic language | 2 | 3% | 30 | 43% | 5 | 7% | 31 | 44% | 17 | 24% | 28 | 40% | 6 | 9% | 34 | 49% |
| **5 – Bridging** Knows and uses social and academic language working with grade level material | 2 | 3% | 0 | 0% | 21 | 30% | 3 | 4% | 30 | 43% | 7 | 10% | 14 | 20% | 9 | 13% |
| **6 – Reaching** Knows and uses social and academic language at the highest level measured by this test | 53 | 76% | 0 | 0% | 14 | 20% | 0 | 0% | 4 | 6% | 2 | 3% | 28 | 40% | 2 | 3% |
| **Highest Score** | 493 | | 396 | | 427 | | 412 | | | | | | | | | |
| **Lowest Score** | 251 | | 140 | | 279 | | 155 | | | | | | | | | |
| **Total Tested** | 70 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

WIDA

# ACCESS for ELLs®

English Language Proficiency Test

District: Bayonne School District
Grade: 05
Cluster: 4-5

## District Frequency Report — 2022

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| **1 – Entering** Knows and uses minimal social language and minimal academic language with visual and graphic support | 5 | 9% | 10 | 19% | 10 | 19% | 8 | 15% | 5 | 9% | 8 | 15% | 4 | 7% | 5 | 9% |
| **2 – Emerging** Knows and uses some social English and general academic language with visual and graphic support | 1 | 2% | 16 | 30% | 17 | 31% | 4 | 7% | 7 | 13% | 5 | 9% | 10 | 19% | 8 | 15% |
| **3 – Developing** Knows and uses social English and some specific academic language with visual and graphic support | 7 | 13% | 21 | 39% | 10 | 19% | 19 | 35% | 9 | 17% | 22 | 41% | 9 | 17% | 18 | 33% |
| **4 – Expanding** Knows and uses social English and some technical academic language | 1 | 2% | 7 | 13% | 7 | 13% | 19 | 35% | 22 | 41% | 15 | 28% | 6 | 11% | 16 | 30% |
| **5 – Bridging** Knows and uses social and academic language working with grade level material | 6 | 11% | 0 | 0% | 8 | 15% | 1 | 2% | 10 | 19% | 0 | 0% | 13 | 24% | 4 | 7% |
| **6 – Reaching** Knows and uses social and academic language at the highest level measured by this test | 34 | 63% | 0 | 0% | 2 | 4% | 2 | 4% | 1 | 2% | 3 | 6% | 12 | 22% | 2 | 4% |
| **Highest Score** | 508 | | 396 | | 420 | | 453 | | | | | | | | | |
| **Lowest Score** | 238 | | 130 | | 270 | | 155 | | | | | | | | | |
| **Total Tested** | 54 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

WIDA

# ACCESS for ELLs®

English Language Proficiency Test

District: Bayonne School District
Grade: 06
Cluster: 6-8

## District Frequency Report — 2022

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| **1 – Entering** Knows and uses minimal social language and minimal academic language with visual and graphic support | 1 | 2% | 4 | 7% | 15 | 26% | 6 | 11% | 3 | 5% | 7 | 12% | 3 | 5% | 6 | 11% |
| **2 – Emerging** Knows and uses some social English and general academic language with visual and graphic support | 7 | 12% | 13 | 23% | 14 | 25% | 8 | 14% | 6 | 11% | 13 | 23% | 15 | 26% | 8 | 14% |
| **3 – Developing** Knows and uses social English and some specific academic language with visual and graphic support | 8 | 14% | 23 | 40% | 13 | 23% | 34 | 60% | 15 | 26% | 26 | 46% | 16 | 28% | 26 | 46% |
| **4 – Expanding** Knows and uses social English and some technical academic language | 6 | 11% | 16 | 28% | 1 | 2% | 8 | 14% | 20 | 35% | 9 | 16% | 5 | 9% | 13 | 23% |
| **5 – Bridging** Knows and uses social and academic language working with grade level material | 10 | 18% | 1 | 2% | 8 | 14% | 0 | 0% | 12 | 21% | 1 | 2% | 7 | 12% | 3 | 5% |
| **6 – Reaching** Knows and uses social and academic language at the highest level measured by this test | 25 | 44% | 0 | 0% | 6 | 11% | 0 | 0% | 1 | 2% | 0 | 0% | 11 | 19% | 0 | 0% |
| **Highest Score** | 507 | | 438 | | 432 | | 408 | | | | | | | | | |
| **Lowest Score** | 281 | | 155 | | 255 | | 188 | | | | | | | | | |
| **Total Tested** | 57 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

WIDA

# ACCESS for ELLs®

English Language Proficiency Test

District: Bayonne School District
Grade: 07
Cluster: 6-8

## District Frequency Report — 2022

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| **1 – Entering** Knows and uses minimal social language and minimal academic language with visual and graphic support | 4 | 7% | 15 | 28% | 27 | 50% | 16 | 30% | 10 | 19% | 16 | 30% | 15 | 28% | 12 | 22% |
| **2 – Emerging** Knows and uses some social English and general academic language with visual and graphic support | 13 | 24% | 17 | 31% | 7 | 13% | 5 | 9% | 11 | 20% | 11 | 20% | 14 | 26% | 13 | 24% |
| **3 – Developing** Knows and uses social English and some specific academic language with visual and graphic support | 9 | 17% | 13 | 24% | 10 | 19% | 30 | 56% | 14 | 26% | 20 | 37% | 7 | 13% | 20 | 37% |
| **4 – Expanding** Knows and uses social English and some technical academic language | 5 | 9% | 9 | 17% | 3 | 6% | 3 | 6% | 14 | 26% | 7 | 13% | 8 | 15% | 6 | 11% |
| **5 – Bridging** Knows and uses social and academic language working with grade level material | 7 | 13% | 0 | 0% | 1 | 2% | 0 | 0% | 5 | 9% | 0 | 0% | 3 | 6% | 3 | 6% |
| **6 – Reaching** Knows and uses social and academic language at the highest level measured by this test | 16 | 30% | 0 | 0% | 6 | 11% | 0 | 0% | 0 | 0% | 0 | 0% | 7 | 13% | 0 | 0% |
| **Highest Score** | 507 | | 403 | | 432 | | 379 | | | | | | | | | |
| **Lowest Score** | 254 | | 148 | | 278 | | 188 | | | | | | | | | |
| **Total Tested** | 54 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

WIDA

# ACCESS for ELLs®

English Language Proficiency Test

District: Bayonne School District
Grade: 08
Cluster: 6-8

## District Frequency Report — 2022

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| **1 – Entering** Knows and uses minimal social language and minimal academic language with visual and graphic support | 3 | 7% | 10 | 22% | 23 | 51% | 9 | 20% | 5 | 11% | 12 | 27% | 11 | 24% | 10 | 22% |
| **2 – Emerging** Knows and uses some social English and general academic language with visual and graphic support | 8 | 18% | 13 | 29% | 10 | 22% | 6 | 13% | 10 | 22% | 11 | 24% | 12 | 27% | 9 | 20% |
| **3 – Developing** Knows and uses social English and some specific academic language with visual and graphic support | 10 | 22% | 19 | 42% | 5 | 11% | 28 | 62% | 11 | 24% | 19 | 42% | 10 | 22% | 22 | 49% |
| **4 – Expanding** Knows and uses social English and some technical academic language | 5 | 11% | 3 | 7% | 2 | 4% | 2 | 4% | 18 | 40% | 3 | 7% | 4 | 9% | 4 | 9% |
| **5 – Bridging** Knows and uses social and academic language working with grade level material | 7 | 16% | 0 | 0% | 5 | 11% | 0 | 0% | 1 | 2% | 0 | 0% | 7 | 16% | 0 | 0% |
| **6 – Reaching** Knows and uses social and academic language at the highest level measured by this test | 12 | 27% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 2% | 0 | 0% |
| **Highest Score** | 493 | | 392 | | 411 | | 379 | | | | | | | | | |
| **Lowest Score** | 268 | | 148 | | 278 | | 188 | | | | | | | | | |
| **Total Tested** | 45 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

WIDA

# ACCESS for ELLs®

English Language Proficiency Test

District: Bayonne School District
Grade: 09
Cluster: 9-12

## District Frequency Report — 2022

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| **1 – Entering** Knows and uses minimal social language and minimal academic language with visual and graphic support | 4 | 6% | 21 | 30% | 14 | 20% | 4 | 6% | 13 | 19% | 7 | 10% | 8 | 11% | 7 | 10% |
| **2 – Emerging** Knows and uses some social English and general academic language with visual and graphic support | 16 | 23% | 21 | 30% | 16 | 23% | 15 | 21% | 21 | 30% | 20 | 29% | 18 | 26% | 24 | 34% |
| **3 – Developing** Knows and uses social English and some specific academic language with visual and graphic support | 20 | 29% | 20 | 29% | 17 | 24% | 38 | 54% | 13 | 19% | 25 | 36% | 20 | 29% | 20 | 29% |
| **4 – Expanding** Knows and uses social English and some technical academic language | 6 | 9% | 7 | 10% | 5 | 7% | 12 | 17% | 21 | 30% | 15 | 21% | 6 | 9% | 17 | 24% |
| **5 – Bridging** Knows and uses social and academic language working with grade level material | 8 | 11% | 0 | 0% | 9 | 13% | 0 | 0% | 1 | 1% | 2 | 3% | 8 | 11% | 1 | 1% |
| **6 – Reaching** Knows and uses social and academic language at the highest level measured by this test | 16 | 23% | 0 | 0% | 9 | 13% | 0 | 0% | 0 | 0% | 0 | 0% | 10 | 14% | 0 | 0% |
| **Highest Score** | 474 | | 409 | | 452 | | 414 | | | | | | | | | |
| **Lowest Score** | 277 | | 192 | | 314 | | 264 | | | | | | | | | |
| **Total Tested** | 70 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

WIDA

# ACCESS for ELLs®

English Language Proficiency Test

District: Bayonne School District
Grade: 10
Cluster: 9-12

## District Frequency Report — 2022

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| **1 – Entering** Knows and uses minimal social language and minimal academic language with visual and graphic support | 3 | 5% | 6 | 10% | 1 | 2% | 0 | 0% | 4 | 7% | 1 | 2% | 1 | 2% | 2 | 3% |
| **2 – Emerging** Knows and uses some social English and general academic language with visual and graphic support | 5 | 9% | 15 | 26% | 11 | 19% | 9 | 16% | 6 | 10% | 8 | 14% | 6 | 10% | 9 | 16% |
| **3 – Developing** Knows and uses social English and some specific academic language with visual and graphic support | 12 | 21% | 33 | 57% | 14 | 24% | 37 | 64% | 23 | 40% | 24 | 41% | 16 | 28% | 22 | 38% |
| **4 – Expanding** Knows and uses social English and some technical academic language | 9 | 16% | 4 | 7% | 5 | 9% | 12 | 21% | 24 | 41% | 23 | 40% | 8 | 14% | 24 | 41% |
| **5 – Bridging** Knows and uses social and academic language working with grade level material | 16 | 28% | 0 | 0% | 16 | 28% | 0 | 0% | 1 | 2% | 2 | 3% | 17 | 29% | 1 | 2% |
| **6 – Reaching** Knows and uses social and academic language at the highest level measured by this test | 13 | 22% | 0 | 0% | 11 | 19% | 0 | 0% | 0 | 0% | 0 | 0% | 10 | 17% | 0 | 0% |
| **Highest Score** | 488 | | 409 | | 495 | | 427 | | | | | | | | | |
| **Lowest Score** | 291 | | 216 | | 327 | | 298 | | | | | | | | | |
| **Total Tested** | 58 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

WIDA

# ACCESS for ELLs®

English Language Proficiency Test

District: Bayonne School District
Grade: 11
Cluster: 9-12

## District Frequency Report — 2022

| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| **1 – Entering** Knows and uses minimal social language and minimal academic language with visual and graphic support | 7 | 14% | 14 | 27% | 8 | 16% | 3 | 6% | 11 | 22% | 6 | 12% | 6 | 12% | 7 | 14% |
| **2 – Emerging** Knows and uses some social English and general academic language with visual and graphic support | 5 | 10% | 11 | 22% | 9 | 18% | 10 | 20% | 6 | 12% | 10 | 20% | 10 | 20% | 7 | 14% |
| **3 – Developing** Knows and uses social English and some specific academic language with visual and graphic support | 8 | 16% | 23 | 45% | 14 | 27% | 33 | 65% | 16 | 31% | 19 | 37% | 11 | 22% | 23 | 45% |
| **4 – Expanding** Knows and uses social English and some technical academic language | 8 | 16% | 2 | 4% | 3 | 6% | 4 | 8% | 14 | 27% | 13 | 25% | 6 | 12% | 12 | 24% |
| **5 – Bridging** Knows and uses social and academic language working with grade level material | 11 | 22% | 0 | 0% | 6 | 12% | 0 | 0% | 2 | 4% | 2 | 4% | 7 | 14% | 1 | 2% |
| **6 – Reaching** Knows and uses social and academic language at the highest level measured by this test | 12 | 24% | 0 | 0% | 11 | 22% | 0 | 0% | 1 | 2% | 0 | 0% | 11 | 22% | 0 | 0% |
| **Highest Score** | 516 | | 406 | | 459 | | 414 | | | | | | | | | |
| **Lowest Score** | 148 | | 172 | | 321 | | 278 | | | | | | | | | |
| **Total Tested** | 51 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

WIDA

# ACCESS for ELLs®

English Language Proficiency Test

District: Bayonne School District
Grade: 12
Cluster: 9-12

## District Frequency Report — 2022

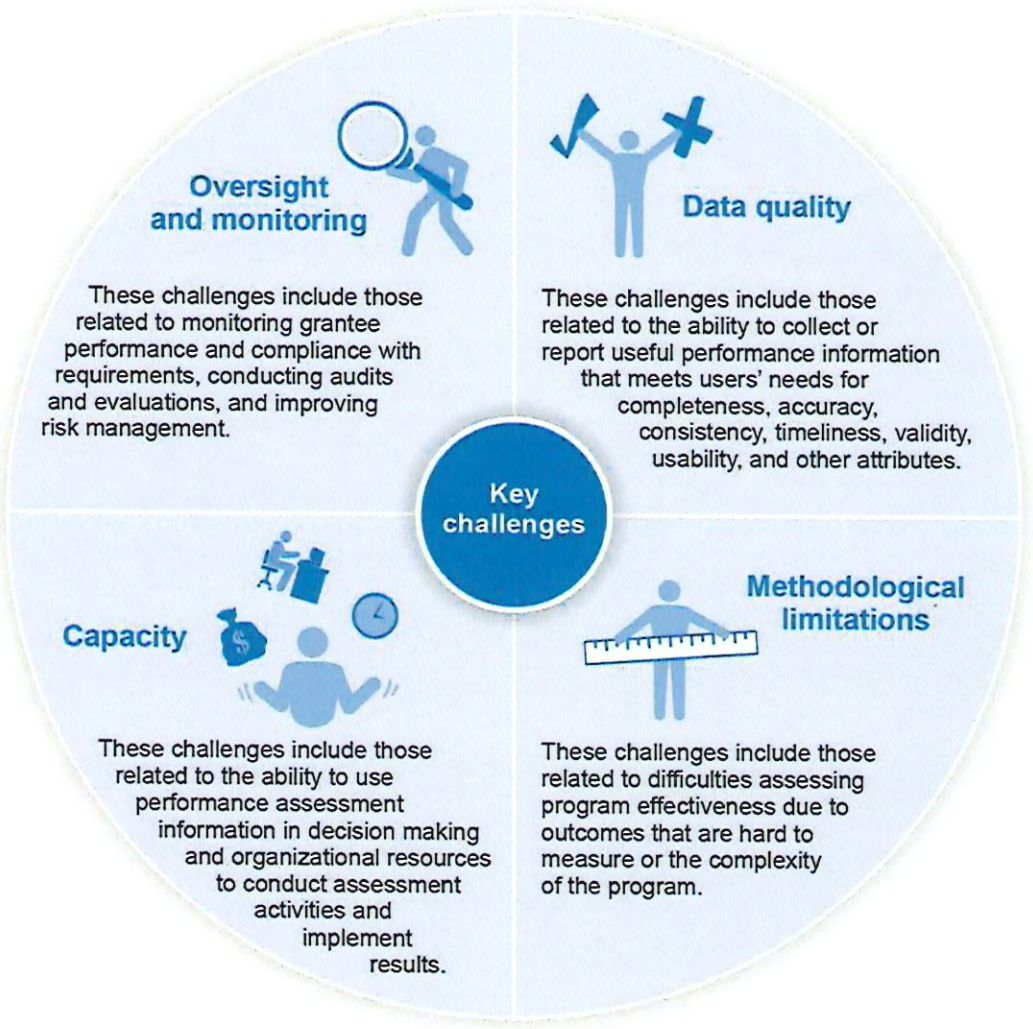
| Proficiency Level | Listening | | Speaking | | Reading | | Writing | | Oral Language[A] | | Literacy[B] | | Comprehension[C] | | Overall Score[D] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested | # of Students at Level | % of Total Tested |
| **1 – Entering** Knows and uses minimal social language and minimal academic language with visual and graphic support | 3 | 9% | 9 | 28% | 4 | 13% | 3 | 9% | 6 | 19% | 3 | 9% | 2 | 6% | 3 | 9% |
| **2 – Emerging** Knows and uses some social English and general academic language with visual and graphic support | 4 | 13% | 8 | 25% | 9 | 28% | 9 | 28% | 4 | 13% | 10 | 31% | 9 | 28% | 9 | 28% |
| **3 – Developing** Knows and uses social English and some specific academic language with visual and graphic support | 3 | 9% | 14 | 44% | 4 | 13% | 15 | 47% | 15 | 47% | 11 | 34% | 4 | 13% | 10 | 31% |
| **4 – Expanding** Knows and uses social English and some technical academic language | 6 | 19% | 1 | 3% | 3 | 9% | 5 | 16% | 4 | 13% | 7 | 22% | 2 | 6% | 9 | 28% |
| **5 – Bridging** Knows and uses social and academic language working with grade level material | 5 | 16% | 0 | 0% | 5 | 16% | 0 | 0% | 2 | 6% | 1 | 3% | 9 | 28% | 1 | 3% |
| **6 – Reaching** Knows and uses social and academic language at the highest level measured by this test | 11 | 34% | 0 | 0% | 7 | 22% | 0 | 0% | 1 | 3% | 0 | 0% | 6 | 19% | 0 | 0% |
| **Highest Score** | 530 | | 443 | | 477 | | 427 | | | | | | | | | |
| **Lowest Score** | 314 | | 172 | | 319 | | 294 | | | | | | | | | |
| **Total Tested** | 32 | | | | | | | | | | | | | | | |

A – Oral Language = 50% Listening + 50% Speaking
B – Literacy = 50% Reading + 50% Writing
C – Comprehension = 70% Reading + 30% Listening
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

# Section 6
# Interventions

# Targeted Approaches

- **Increase standardized assessment**
- **Demonstrative growth opportunities for district students.**




Source: GAO analysis of Department of Education documents and GAO reports. | GAO-19-266R

## Math

**Staff Support:**

- Two math instructional Coaches
- Data Teams at each school
- Professional development opportunity
- MATH PLCs
- Math meetings review evidence statement analysis
- Differentiated teaching and learning strategies
- Sharing best practices

**Programs**:

- Go Math
- IXL
- ST MATH
- Edulastics
- Link It Benchmarks

**Extra beyond the school day educational time:**

- AM tutorial for student identified failing
- ARMS beyond the school day
- 100 Books challenge with 30 minutes of ST MATH
- Summer Enrichment Program
- Summer Bridge Assignments
- Nightly Math HW

**Extra**:

- Math Fact Fluency Assessments
- Release NJSLA questions built into learning activities, quizzes, and assessments
- Spreadsheet with NJSLA released questions based on standards for easy access
- Teacher shadow teachers
- Teacher have a focus on student attendance to address current and prior year attendance patterns to prevent future poor attendance
- Parent ST MATH workshop in Oct 2022 for grade k-8
- Math competitions to build math enthusiasm

## English Language Arts

1. Grade level PLC's will focus on sharing of best practices to enhance student learning.
2. Reading Instructional Coaches will provide support and guidance to teachers.
3. Analyze the evidence statements from the NJSLA to ensure students are mastering the New Jersey State Standards.
4. Data from the Benchmark Assessments ( LinkIt) will be used to differentiate instruction to meet the learning needs of all students.

## Special Education

1. Dr. Ed Albert will be working in all elementary buildings with both co-teaching teams and self-contained teachers as deemed necessary. His focus is on effective co-teaching strategies, modifications, accommodations and differentiated instruction.
2. 100 Book Challenge-after school program. If you reach out to Kelly Carroll, she will be able to provide you with a brief yet comprehensive overview of the focus of the program. It is offered in all elementary buildings in grades K-3.
3. We purchased 2 computerized programs: Learning Ally-one license per building (elementary and BHS). All teachers and students have access. This program is a multi-sensory reading accommodations that levels the playing field for students who struggle to read due to a reading deficit. This is an audiobook program. According to the publisher students experience reading success, improved grades, higher test scores and increased confidence and self-esteem.
4. Learning A-Z Raz Plus-all classified students as well as our Multi-Sensory Reading Specialists have access to this program in all elementary schools. This is a blended learning platform that combines teacher-led whole-class and small group instruction with technology embedded resources for personalized reading practice. Students and staff have access to more than 50,000 resources that develop 21st century skills, 3,000 developmentally appropriate leveled books and reading resources and lesson plans, activity sheets and quizzes are all built in for each leveled book.

## English Language Learners

1. Continue to expand and increased visibility of Multilingual Intake Center
2. Increase personnel to accommodate district changes and distribution of students

## Science

1. Continued Professional Development on NGSS Evidence Statements and the Science and Engineering Practices.
2. Instructional coaching on NGSS aligned lessons that incorporate the Science & Engineering Practice and the Disciplinary Core Idea.