

Bayonne School District Annual Assessment Results: Spring 2023 Administration



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Chapter 1

NJSLA ELA and Math

Section 1: Achievement

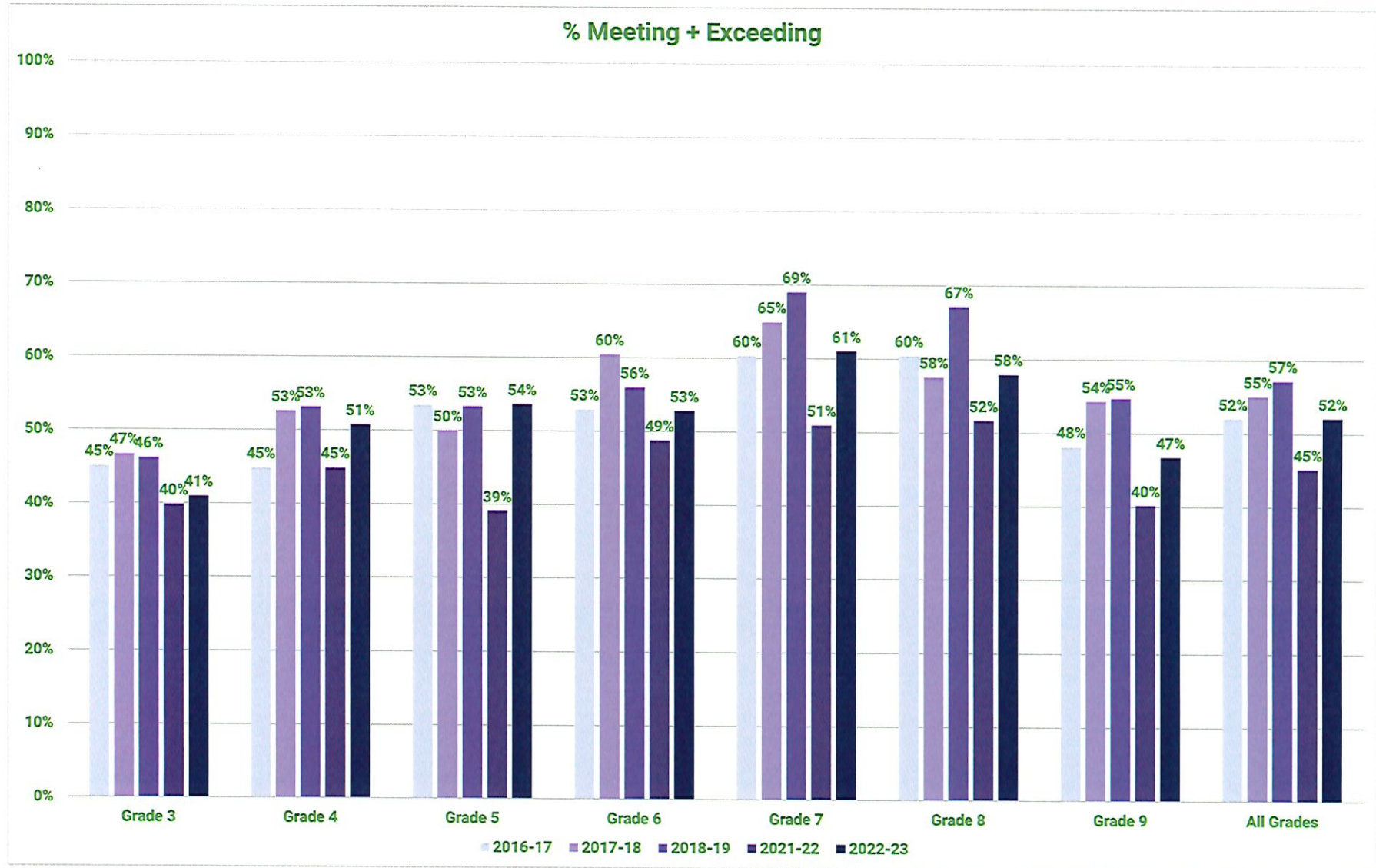
Results for 2019-20 and 2020-21 are not shown because testing was canceled those years.

5-Year NJSLA Achievement

2016-2017 to 2022-2023

ELA Achievement and Growth

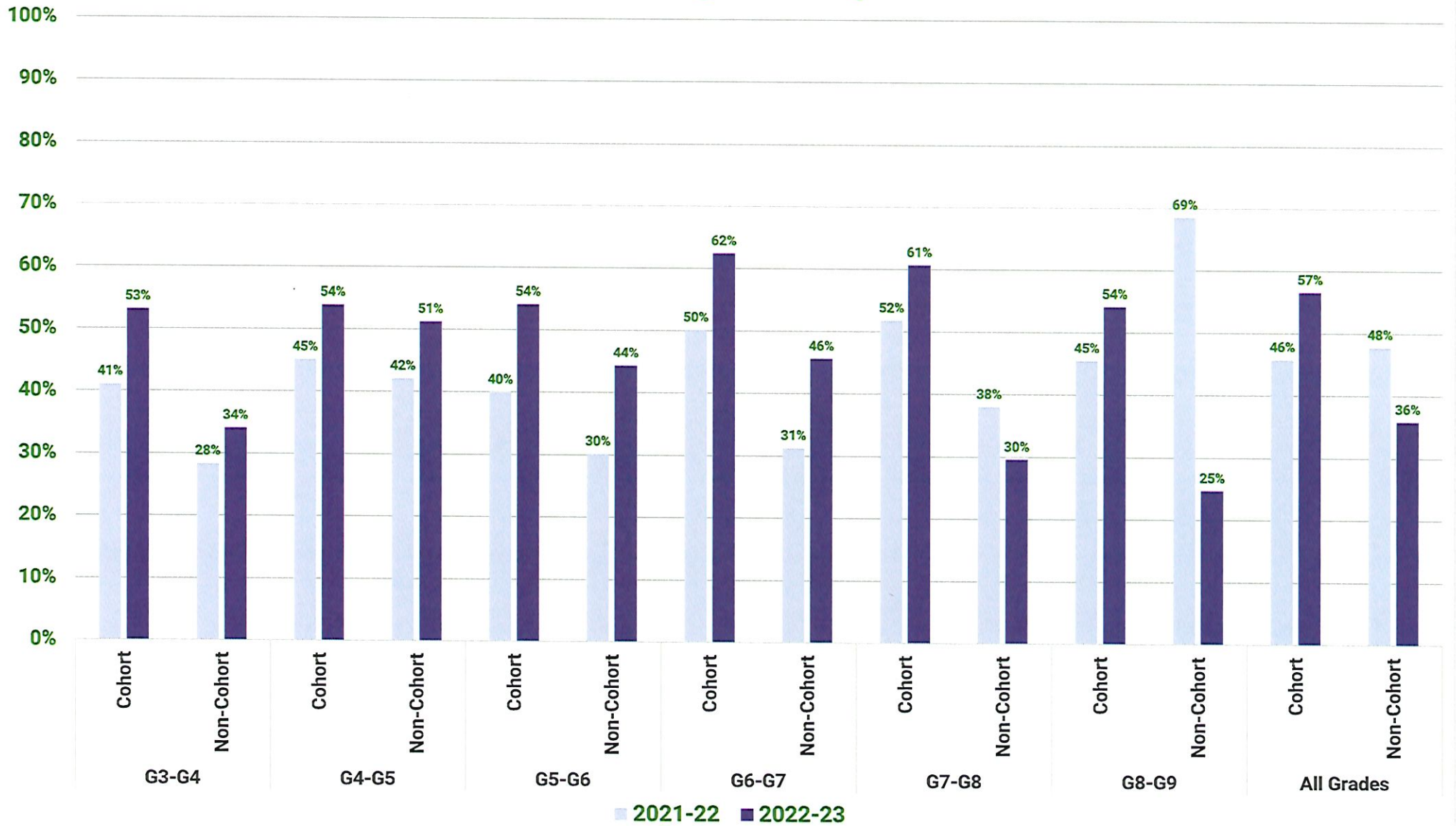
Same grade, different students



ELA Cohort Achievement and Growth

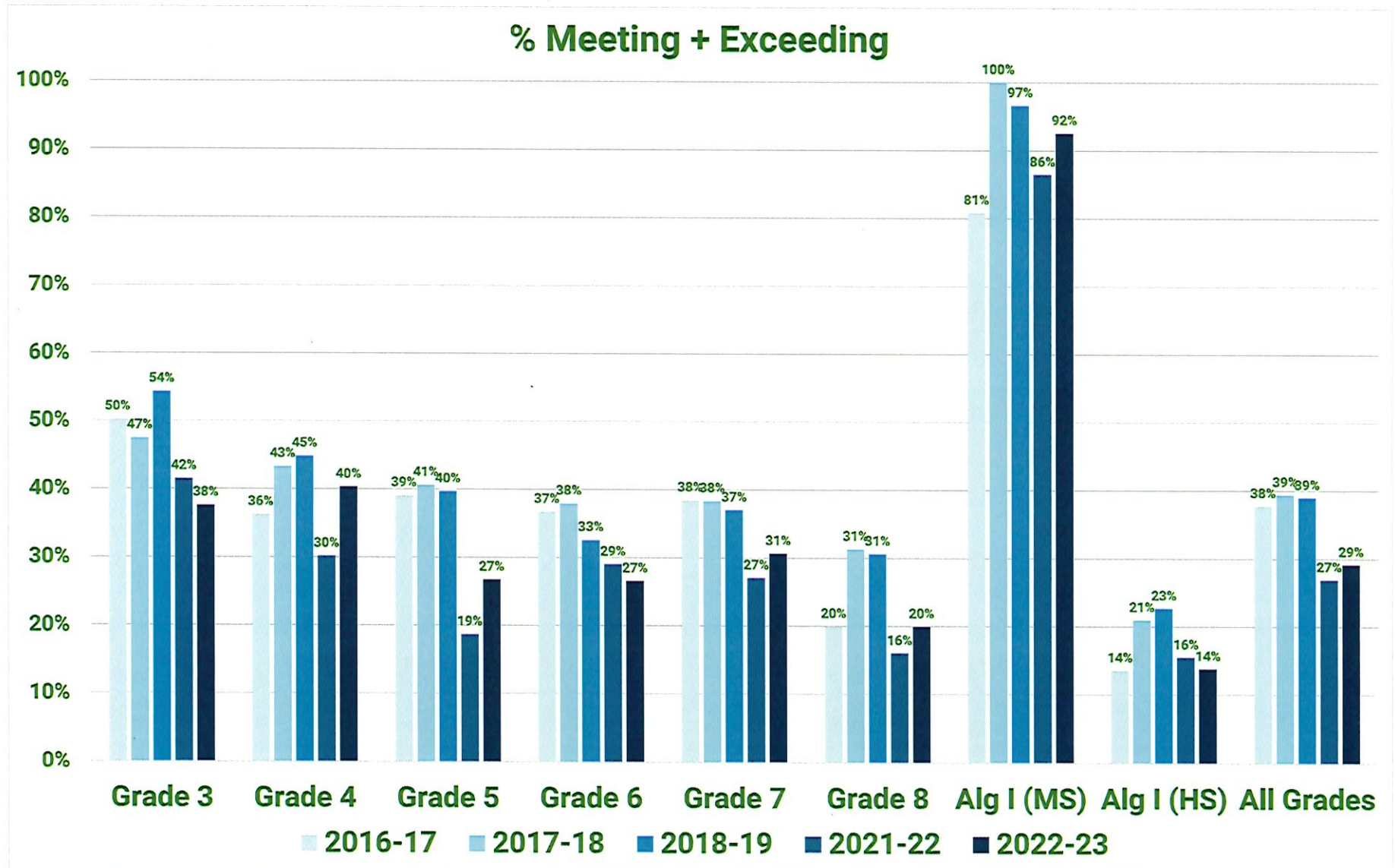
Same students, consecutive grades

% Meeting + Exceeding



Math Achievement and Growth

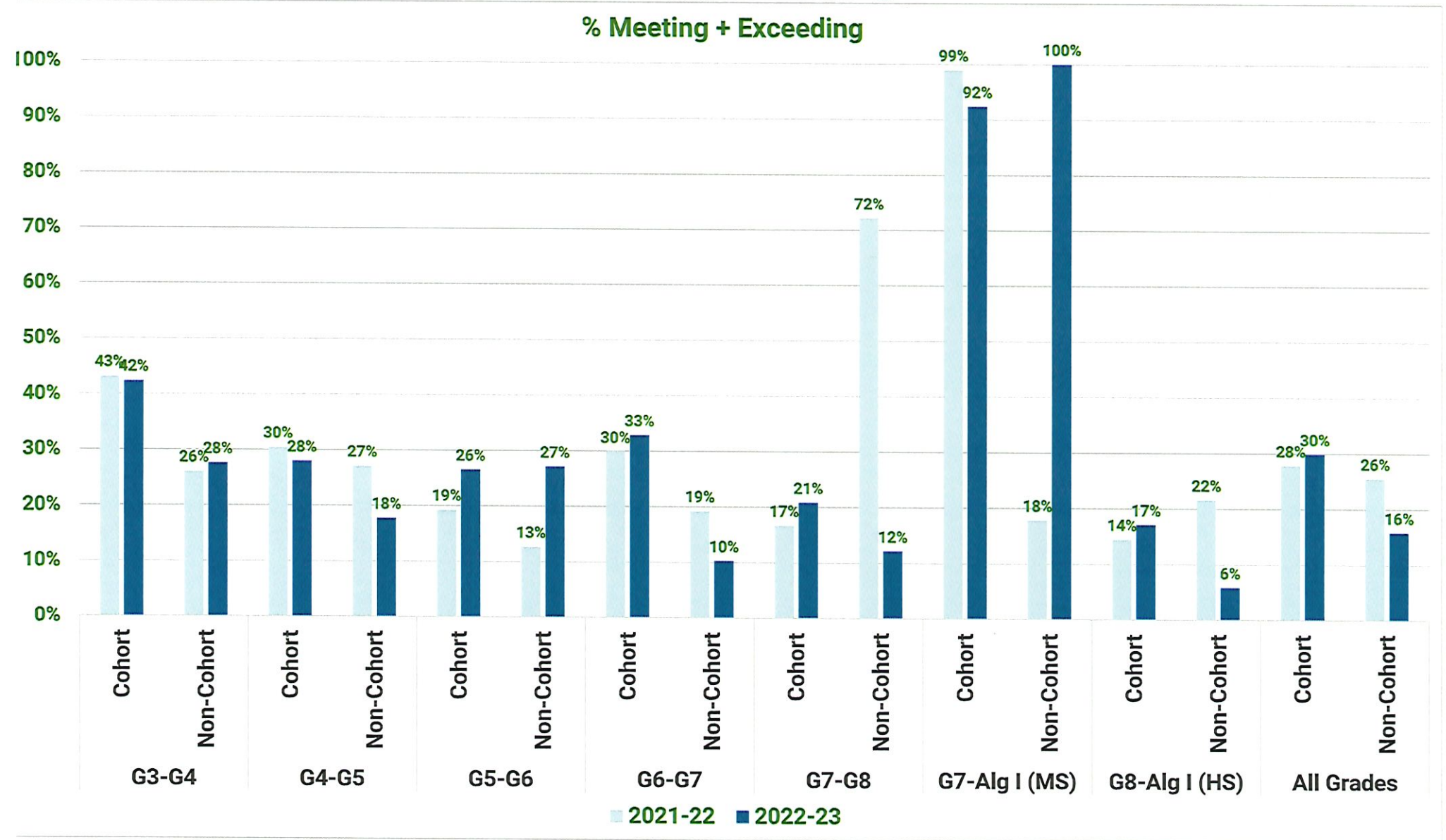
Same grade, different students



Math Cohort Achievement and Growth

Same students, different grades

% Meeting + Exceeding



Achievement and Growth School Comparison

G3 ELA

School:	N =					Not Meeting					Partially Meeting					Approaching					Meeting					Exceeding					Meeting + Exceeding					5-Yr Growth	2-Yr Growth
	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23		
Philip G. Vroom CS	50	48	36	50	48	20%	15%	25%	14%	15%	6%	23%	8%	12%	15%	24%	21%	25%	18%	8%	48%	35%	39%	48%	48%	2%	6%	3%	8%	15%	50%	42%	42%	56%	63%	13%	6%
Nicholas Oresko CS	26	23	27	28	30	12%	0%	15%	18%	20%	15%	17%	15%	21%	10%	12%	17%	19%	14%	17%	62%	61%	48%	43%	53%	0%	4%	4%	4%	0%	62%	65%	52%	46%	53%	-8%	7%
John M. Bailey CS	80	81	67	79	68	14%	28%	10%	10%	12%	15%	14%	13%	15%	9%	21%	16%	24%	28%	26%	39%	36%	49%	43%	50%	11%	6%	3%	4%	3%	50%	42%	52%	47%	53%	3%	6%
Washington CS	72	85	60	56	52	18%	27%	12%	11%	12%	22%	12%	20%	20%	17%	19%	21%	23%	23%	19%	35%	35%	43%	39%	50%	6%	5%	2%	7%	2%	40%	40%	45%	46%	52%	12%	5%
Lincoln CS	42	49	44	46	51	0%	10%	5%	13%	14%	14%	16%	9%	20%	16%	31%	20%	18%	28%	20%	43%	51%	52%	30%	35%	12%	2%	16%	9%	16%	55%	53%	68%	39%	51%	-4%	12%
Dr. Walter F. Robinson CS	72	97	56	66	57	19%	26%	5%	12%	16%	18%	6%	5%	12%	18%	10%	21%	18%	24%	21%	39%	39%	59%	38%	32%	14%	8%	13%	14%	14%	53%	47%	71%	52%	46%	-7%	-6%
Mary J. Donohoe CS	57	43	45	54	52	11%	9%	13%	22%	10%	19%	9%	16%	20%	13%	21%	12%	18%	11%	35%	33%	56%	42%	46%	38%	16%	14%	11%	0%	4%	49%	70%	53%	46%	42%	-7%	-4%
Henry E. Harris CS	82	78	71	61	61	29%	23%	13%	23%	20%	9%	17%	17%	23%	8%	24%	29%	23%	18%	33%	33%	27%	44%	30%	34%	5%	4%	4%	7%	5%	38%	31%	48%	36%	39%	2%	3%
Horace Mann CS	52	65	64	56	54	10%	18%	17%	25%	20%	17%	14%	28%	18%	24%	31%	32%	22%	34%	22%	40%	34%	33%	21%	33%	2%	2%	0%	2%	0%	42%	35%	33%	23%	33%	-9%	10%
William Shemin Midtown CS	106	132	136	140	138	23%	13%	20%	20%	28%	15%	15%	21%	20%	22%	29%	23%	28%	24%	23%	32%	43%	30%	35%	25%	1%	6%	1%	1%	1%	33%	49%	31%	36%	27%	-6%	-10%
Woodrow Wilson CS	73	61	65	59	72	8%	13%	11%	36%	32%	21%	3%	22%	20%	21%	25%	20%	25%	27%	22%	42%	52%	42%	17%	24%	4%	11%	2%	0%	1%	47%	64%	43%	17%	25%	-22%	8%
District	712	762	671	695	683	16%	19%	14%	19%	19%	16%	13%	17%	18%	17%	23%	22%	23%	23%	23%	38%	41%	42%	35%	36%	7%	6%	4%	5%	5%	45%	47%	46%	40%	41%	-4%	1%

G3 Math

	N =					Not Meeting					Partially Meeting					Approaching					Meeting					Exceeding					Meeting + Exceeding						
School:	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	5-Yr Growth	2-Yr Growth
John M. Bailey CS	80	81	68	81	70	4%	12%	1%	6%	6%	20%	19%	24%	10%	9%	23%	31%	18%	36%	26%	38%	30%	41%	40%	53%	16%	9%	16%	9%	7%	54%	38%	57%	48%	60%	6%	12%
Dr. Walter F. Robinson CS	85	110	58	68	60	7%	9%	2%	1%	7%	16%	25%	7%	7%	12%	20%	20%	16%	34%	32%	33%	33%	53%	43%	40%	24%	13%	22%	15%	10%	56%	45%	76%	57%	50%	-6%	-7%
Mary J. Donohoe CS	57	43	45	54	53	7%	5%	4%	6%	8%	18%	21%	16%	24%	21%	26%	23%	31%	30%	28%	37%	37%	40%	39%	42%	12%	14%	9%	2%	2%	49%	51%	49%	41%	43%	-6%	3%
Lincoln CS	42	49	46	47	54	0%	10%	4%	2%	17%	5%	12%	4%	15%	17%	26%	27%	20%	30%	26%	45%	29%	41%	34%	26%	24%	22%	30%	19%	15%	69%	51%	72%	53%	41%	-28%	-12%
Horace Mann CS	52	65	64	56	54	0%	12%	9%	13%	4%	10%	23%	30%	16%	22%	35%	28%	22%	43%	37%	48%	28%	38%	25%	33%	8%	9%	2%	4%	4%	56%	37%	39%	29%	37%	-19%	8%
Philip G. Vroom CS	50	48	36	51	49	2%	0%	14%	10%	12%	18%	13%	11%	18%	20%	38%	29%	11%	31%	33%	32%	35%	39%	39%	27%	10%	23%	25%	2%	8%	42%	58%	64%	41%	35%	-7%	-6%
Nicholas Oresko CS	26	23	30	29	30	4%	0%	10%	10%	20%	15%	4%	7%	24%	17%	35%	39%	23%	28%	30%	35%	52%	50%	31%	20%	12%	4%	10%	7%	13%	46%	57%	60%	38%	33%	-13%	-5%
Washington CS	72	85	60	56	55	4%	14%	10%	13%	15%	7%	7%	2%	18%	22%	22%	14%	10%	32%	31%	51%	38%	65%	32%	24%	15%	27%	13%	5%	9%	67%	65%	78%	38%	33%	-34%	-5%
Henry E. Harris CS	82	78	72	61	60	13%	9%	6%	11%	10%	30%	31%	14%	33%	18%	33%	33%	33%	21%	40%	16%	23%	36%	28%	25%	7%	4%	11%	7%	7%	23%	27%	47%	34%	32%	8%	-3%
William Shemin Midtown CS	106	132	142	145	143	7%	4%	11%	10%	10%	21%	20%	21%	17%	31%	41%	35%	36%	31%	29%	27%	34%	27%	33%	27%	5%	7%	4%	8%	3%	32%	41%	32%	41%	29%	-3%	-12%
Woodrow Wilson CS	73	61	65	60	74	1%	2%	6%	17%	12%	8%	3%	6%	30%	18%	18%	21%	22%	22%	42%	49%	52%	55%	28%	22%	23%	21%	11%	3%	7%	73%	74%	66%	32%	28%	-44%	-3%
District	725	775	686	708	702	5%	8%	7%	9%	10%	16%	18%	14%	19%	20%	28%	27%	24%	31%	32%	36%	34%	42%	34%	31%	14%	13%	12%	7%	7%	50%	47%	54%	42%	38%	-13%	-4%

Schools are ordered high to low by 2022-23 % Meeting + Exceeding.

2-Year growth calculation is the difference in achievement from 2021-22 to 2022-23.

5-Year growth calculation is the difference in achievement from 2016-17 to 2022-23.

Achievement and Growth School Comparison

G4 ELA

	N =					Not Meeting					Partially Meeting					Approaching					Meeting					Exceeding					Meeting + Exceeding						
School:	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23 ↓	5-Yr Growth	2-Yr Growth
John M. Bailey CS	71	74	73	74	79	4%	5%	10%	11%	13%	7%	7%	14%	11%	6%	28%	16%	18%	15%	16%	49%	46%	48%	50%	51%	11%	26%	11%	14%	14%	61%	72%	59%	64%	65%	4%	1%
Dr. Walter F. Robinson CS	64	72	64	56	61	9%	11%	6%	18%	11%	13%	13%	6%	16%	13%	22%	18%	17%	14%	13%	39%	38%	47%	36%	34%	17%	21%	23%	16%	28%	56%	58%	70%	52%	62%	6%	11%
Philip G. Vroom CS	40	55	54	44	47	13%	22%	6%	16%	11%	30%	20%	20%	16%	4%	28%	25%	28%	30%	23%	20%	25%	37%	23%	49%	10%	7%	9%	16%	13%	30%	33%	46%	39%	62%	32%	23%
Washington CS	69	79	66	61	55	17%	16%	17%	15%	2%	19%	14%	9%	20%	9%	35%	25%	21%	34%	33%	28%	38%	44%	26%	40%	1%	6%	9%	5%	16%	29%	44%	53%	31%	56%	27%	25%
Nicholas Oresko CS	25	19	30	27	27	4%	0%	3%	11%	15%	12%	5%	7%	26%	11%	24%	32%	17%	22%	19%	52%	47%	53%	30%	37%	8%	16%	20%	11%	19%	60%	63%	73%	41%	56%	-4%	15%
Lincoln CS	47	38	50	39	49	4%	11%	12%	10%	12%	17%	8%	14%	3%	16%	30%	8%	16%	26%	16%	36%	47%	34%	44%	45%	13%	26%	24%	18%	10%	49%	74%	58%	62%	55%	6%	-6%
Henry E. Harris CS	75	83	67	68	71	13%	10%	13%	18%	14%	15%	10%	10%	12%	11%	29%	30%	28%	24%	20%	37%	37%	37%	34%	34%	5%	13%	10%	13%	21%	43%	51%	48%	47%	55%	12%	8%
William Shemin Midtown CS	125	103	154	128	141	10%	16%	14%	17%	16%	30%	15%	13%	16%	11%	29%	29%	25%	21%	23%	28%	35%	36%	40%	43%	2%	6%	12%	6%	9%	30%	41%	48%	46%	51%	21%	5%
Mary J. Donohoe CS	44	46	55	54	59	2%	0%	15%	13%	15%	9%	15%	7%	17%	14%	20%	17%	18%	20%	27%	55%	37%	35%	43%	44%	14%	30%	25%	7%	0%	68%	67%	60%	50%	44%	-24%	-6%
Woodrow Wilson CS	66	80	76	60	62	5%	5%	3%	12%	19%	9%	6%	17%	18%	18%	29%	35%	25%	20%	27%	50%	44%	43%	40%	31%	8%	10%	12%	10%	5%	58%	54%	55%	50%	35%	-22%	-15%
Horace Mann CS	72	54	71	82	68	13%	15%	14%	21%	9%	22%	13%	20%	23%	15%	29%	28%	32%	37%	54%	31%	43%	27%	18%	18%	6%	2%	7%	1%	4%	36%	44%	34%	20%	22%	-14%	3%
District	698	703	760	693	719	9%	11%	11%	15%	13%	18%	12%	13%	16%	12%	28%	25%	23%	24%	25%	37%	39%	39%	35%	39%	8%	14%	14%	10%	12%	45%	53%	53%	45%	51%	6%	6%

G4 Math

	N =					Not Meeting					Partially Meeting					Approaching					Meeting					Exceeding					Meeting + Exceeding						
School:	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23 ↓	5-Yr Growth	2-Yr Growth
Washington CS	69	79	67	62	57	16%	11%	7%	13%	4%	17%	19%	4%	29%	7%	29%	25%	24%	24%	30%	36%	39%	54%	34%	54%	1%	5%	10%	0%	5%	38%	44%	64%	34%	60%	22%	26%
Dr. Walter F. Robinson CS	85	87	66	61	72	9%	9%	2%	15%	10%	18%	11%	12%	30%	14%	19%	25%	27%	18%	18%	52%	43%	48%	30%	50%	2%	11%	11%	8%	8%	54%	54%	59%	38%	58%	4%	21%
Lincoln CS	48	38	50	40	50	6%	5%	16%	5%	8%	25%	16%	14%	18%	16%	50%	42%	22%	38%	18%	17%	34%	46%	40%	50%	2%	3%	2%	0%	8%	19%	37%	48%	40%	58%	39%	18%
John M. Bailey CS	71	74	75	75	80	6%	8%	8%	8%	10%	11%	9%	15%	23%	5%	35%	31%	41%	31%	40%	46%	49%	35%	35%	38%	1%	3%	1%	4%	8%	48%	51%	36%	39%	45%	-3%	6%
Woodrow Wilson CS	66	80	78	60	62	3%	4%	5%	10%	19%	20%	23%	18%	20%	21%	45%	33%	40%	35%	21%	32%	40%	32%	23%	34%	0%	1%	5%	12%	5%	32%	41%	37%	35%	39%	7%	4%
Nicholas Oresko CS	25	19	32	28	28	0%	0%	3%	14%	7%	16%	11%	13%	29%	21%	32%	32%	22%	25%	36%	48%	53%	59%	25%	36%	4%	5%	3%	7%	0%	52%	58%	63%	32%	36%	-16%	4%
William Shemin Midtown CS	124	103	158	129	145	10%	9%	10%	16%	11%	31%	19%	19%	26%	23%	34%	36%	30%	28%	30%	23%	33%	37%	29%	30%	2%	3%	4%	1%	6%	25%	36%	41%	30%	35%	10%	5%
Mary J. Donohoe CS	44	46	55	56	59	2%	4%	9%	20%	14%	25%	26%	20%	39%	20%	30%	15%	18%	20%	32%	43%	48%	47%	20%	32%	0%	7%	5%	2%	2%	43%	54%	53%	21%	34%	-9%	12%
Henry E. Harris CS	75	83	67	68	72	7%	8%	9%	9%	10%	23%	19%	19%	25%	21%	25%	36%	33%	35%	38%	43%	34%	39%	29%	28%	3%	2%	0%	1%	4%	45%	36%	39%	31%	32%	-13%	1%
Philip G. Vroom CS	40	55	55	45	49	3%	24%	7%	20%	6%	35%	18%	15%	24%	27%	28%	27%	35%	22%	41%	30%	31%	35%	33%	24%	5%	0%	9%	0%	2%	35%	31%	44%	33%	27%	-6%	-7%
Horace Mann CS	73	54	71	82	70	18%	13%	14%	23%	11%	30%	11%	20%	49%	24%	33%	31%	35%	20%	39%	18%	39%	28%	9%	23%	1%	6%	3%	0%	3%	19%	44%	31%	9%	26%	7%	17%
District	720	718	774	706	744	8%	9%	9%	14%	10%	23%	17%	16%	29%	18%	32%	31%	31%	27%	31%	34%	39%	40%	27%	35%	2%	4%	5%	3%	5%	36%	43%	45%	30%	40%	4%	10%

Schools are ordered high to low by 2022-23 % Meeting + Exceeding.

2-Year growth calculation is the difference in achievement from 2021-22 to 2022-23.

5-Year growth calculation is the difference in achievement from 2016-17 to 2022-23.

Achievement and Growth School Comparison

G5 ELA

	N =					Not Meeting					Partially Meeting					Approaching					Meeting					Exceeding					Meeting + Exceeding						
School:	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	5-Yr Growth	2-Yr Growth
Lincoln CS	46	42	30	50	42	2%	2%	10%	18%	7%	9%	7%	23%	8%	10%	46%	43%	33%	18%	7%	39%	43%	27%	46%	48%	4%	5%	7%	10%	29%	43%	48%	33%	56%	76%	33%	20%
Mary J. Donohoe CS	52	49	55	59	57	2%	8%	9%	12%	4%	19%	18%	27%	12%	12%	29%	14%	20%	36%	16%	44%	59%	35%	36%	56%	6%	0%	9%	5%	12%	50%	59%	44%	41%	68%	18%	28%
Nicholas Oresko CS	64	77	74	21	34	0%	1%	0%	0%	15%	0%	1%	8%	5%	3%	3%	5%	8%	5%	15%	50%	48%	38%	57%	50%	47%	44%	46%	33%	18%	97%	92%	84%	90%	68%	-29%	-23%
John M. Bailey CS	51	70	71	66	75	16%	13%	10%	17%	8%	12%	14%	17%	11%	13%	25%	36%	31%	35%	15%	47%	36%	41%	33%	51%	0%	1%	1%	5%	13%	47%	37%	42%	38%	64%	17%	26%
Woodrow Wilson CS	61	75	80	77	66	5%	3%	4%	17%	11%	11%	9%	5%	17%	9%	26%	24%	19%	29%	18%	52%	60%	59%	32%	44%	5%	4%	14%	5%	18%	57%	64%	73%	38%	62%	5%	24%
Washington CS	51	56	68	51	64	20%	4%	6%	16%	17%	10%	20%	13%	10%	13%	37%	29%	28%	29%	19%	27%	46%	47%	35%	42%	6%	2%	6%	10%	9%	33%	48%	53%	45%	52%	18%	6%
William Shemin Midtown CS	104	122	122	151	128	8%	16%	16%	26%	18%	23%	26%	18%	24%	12%	31%	29%	25%	30%	24%	37%	30%	38%	17%	43%	2%	0%	3%	3%	3%	38%	30%	41%	20%	46%	8%	26%
Henry E. Harris CS	74	64	75	57	63	14%	20%	11%	23%	14%	16%	14%	12%	23%	14%	26%	25%	31%	16%	25%	41%	38%	45%	37%	32%	4%	3%	1%	2%	14%	45%	41%	47%	39%	46%	1%	7%
Horace Mann CS	52	62	45	59	79	6%	6%	7%	3%	11%	12%	13%	16%	20%	8%	19%	31%	38%	29%	35%	56%	50%	40%	41%	43%	8%	0%	0%	7%	3%	63%	50%	40%	47%	46%	-18%	-2%
Philip G. Vroom CS	45	44	45	52	46	18%	14%	11%	2%	20%	4%	16%	20%	21%	7%	20%	25%	18%	29%	30%	51%	45%	38%	35%	39%	7%	0%	13%	13%	4%	58%	45%	51%	48%	43%	-14%	-5%
Dr. Walter F. Robinson CS	73	59	46	48	60	10%	8%	13%	17%	27%	8%	17%	2%	17%	20%	22%	31%	13%	31%	15%	48%	41%	59%	33%	30%	12%	3%	13%	2%	8%	60%	44%	72%	35%	38%	-22%	3%
District	673	720	711	691	714	9%	9%	9%	16%	14%	12%	15%	14%	17%	11%	26%	26%	23%	28%	21%	44%	44%	43%	33%	43%	9%	6%	10%	6%	11%	53%	50%	53%	39%	54%	0%	15%

G5 Math

	N =					Not Meeting					Partially Meeting					Approaching					Meeting					Exceeding					Meeting + Exceeding						
School:	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	5-Yr Growth	2-Yr Growth
Nicholas Oresko CS	64	77	74	22	34	0%	1%	0%	9%	15%	2%	6%	7%	9%	15%	13%	9%	12%	45%	26%	58%	56%	51%	27%	35%	28%	27%	30%	9%	9%	86%	83%	81%	36%	44%	-42%	8%
John M. Bailey CS	52	70	71	66	75	12%	6%	3%	18%	11%	21%	19%	23%	26%	20%	21%	37%	42%	26%	29%	44%	39%	30%	29%	35%	2%	0%	3%	2%	5%	46%	39%	32%	30%	40%	-6%	10%
Lincoln CS	46	41	30	51	45	4%	2%	3%	18%	18%	37%	34%	40%	25%	20%	46%	46%	30%	33%	27%	13%	15%	27%	22%	29%	0%	2%	0%	2%	7%	13%	17%	27%	24%	36%	23%	12%
Philip G. Vroom CS	45	45	44	52	45	18%	20%	2%	10%	11%	13%	31%	18%	35%	22%	40%	29%	41%	38%	33%	27%	20%	34%	17%	33%	2%	0%	5%	0%	0%	29%	20%	39%	17%	33%	4%	16%
Henry E. Harris CS	75	64	75	57	65	9%	9%	5%	33%	15%	13%	30%	32%	33%	29%	49%	34%	39%	28%	25%	27%	25%	24%	5%	29%	1%	2%	0%	0%	2%	28%	27%	24%	5%	31%	3%	26%
Mary J. Donohoe CS	52	49	55	59	57	0%	4%	16%	22%	16%	17%	16%	25%	29%	37%	42%	31%	25%	22%	21%	38%	43%	27%	24%	25%	2%	6%	5%	3%	2%	40%	49%	33%	27%	26%	-14%	-1%
Washington CS	51	56	68	51	65	10%	7%	3%	14%	17%	20%	30%	22%	31%	28%	43%	23%	43%	37%	29%	20%	36%	26%	18%	23%	8%	4%	6%	0%	3%	27%	39%	32%	18%	26%	-1%	9%
Woodrow Wilson CS	61	75	80	77	69	2%	1%	4%	30%	19%	21%	23%	14%	39%	28%	38%	39%	33%	21%	29%	39%	35%	48%	10%	19%	0%	3%	3%	0%	6%	39%	37%	50%	10%	25%	-15%	14%
Dr. Walter F. Robinson CS	81	75	49	54	71	6%	8%	4%	17%	27%	12%	11%	14%	28%	28%	33%	25%	31%	33%	24%	38%	47%	45%	20%	20%	10%	9%	6%	2%	1%	48%	56%	51%	22%	21%	-27%	-1%
William Shemin Midtown CS	104	122	122	153	132	1%	5%	4%	18%	19%	16%	27%	30%	35%	25%	50%	39%	38%	29%	36%	33%	27%	26%	17%	19%	0%	2%	2%	2%	2%	33%	29%	29%	19%	20%	-12%	2%
Horace Mann CS	52	62	45	59	79	6%	11%	2%	17%	22%	17%	15%	18%	36%	39%	46%	35%	42%	39%	27%	31%	35%	33%	7%	11%	0%	3%	4%	2%	1%	31%	39%	38%	8%	13%	-18%	4%
District	683	736	713	701	737	6%	6%	4%	19%	18%	17%	21%	22%	32%	27%	39%	32%	34%	30%	28%	34%	35%	34%	17%	24%	5%	6%	6%	2%	3%	39%	41%	40%	19%	27%	-12%	8%

Schools are ordered high to low by 2022-23 % Meeting + Exceeding.

2-Year growth calculation is the difference in achievement from 2021-22 to 2022-23.

5-Year growth calculation is the difference in achievement from 2016-17 to 2022-23.

Achievement and Growth School Comparison

G6 ELA

	N =					Not Meeting					Partially Meeting					Approaching					Meeting					Exceeding					Meeting + Exceeding						
School:	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	5-Yr Growth	2-Yr Growth
Phillip G. Vroom CS	55	44	47	41	47	0%	23%	9%	12%	9%	11%	5%	13%	10%	2%	25%	11%	19%	15%	17%	40%	45%	43%	44%	51%	24%	16%	17%	20%	21%	64%	61%	60%	63%	72%	9%	9%
John M. Bailey CS	52	51	73	53	71	6%	12%	4%	6%	8%	19%	8%	16%	15%	8%	21%	25%	33%	40%	13%	48%	45%	44%	40%	59%	6%	10%	3%	0%	11%	54%	55%	47%	40%	70%	17%	31%
Nicholas Oresko CS	74	64	70	79	27	1%	0%	1%	3%	7%	1%	0%	3%	3%	7%	11%	3%	9%	14%	19%	55%	28%	27%	42%	41%	31%	69%	60%	39%	26%	86%	97%	87%	81%	67%	-20%	-14%
Lincoln CS	26	38	45	37	55	4%	0%	16%	8%	16%	12%	16%	18%	16%	9%	35%	29%	38%	35%	15%	50%	53%	29%	30%	49%	0%	3%	0%	11%	11%	50%	55%	29%	41%	60%	10%	19%
Horace Mann CS	63	55	70	62	66	13%	9%	1%	3%	11%	14%	20%	21%	15%	12%	33%	18%	26%	32%	24%	37%	44%	46%	35%	47%	3%	9%	6%	15%	6%	40%	53%	51%	50%	53%	13%	3%
William Shemin Midtown CS	125	112	145	122	162	6%	7%	17%	16%	17%	14%	12%	17%	19%	14%	41%	27%	28%	23%	20%	34%	47%	32%	34%	43%	5%	7%	6%	7%	6%	39%	54%	38%	42%	49%	10%	7%
Mary J. Donohoe CS	46	49	62	44	58	9%	2%	8%	16%	10%	7%	18%	16%	9%	10%	26%	35%	24%	41%	31%	50%	35%	45%	25%	41%	9%	10%	6%	9%	7%	59%	45%	52%	34%	48%	-10%	14%
Washington CS	71	54	61	44	56	10%	13%	5%	20%	18%	8%	15%	10%	18%	14%	37%	22%	25%	34%	20%	42%	41%	34%	25%	39%	3%	9%	26%	2%	9%	45%	50%	61%	27%	48%	3%	21%
Woodrow Wilson CS	58	64	80	63	83	0%	3%	4%	8%	11%	10%	6%	6%	16%	17%	31%	20%	13%	35%	25%	52%	52%	59%	33%	37%	7%	19%	19%	8%	10%	59%	70%	78%	41%	47%	-12%	6%
Dr. Walter F. Robinson CS	80	69	41	60	43	5%	6%	7%	8%	14%	14%	19%	7%	12%	5%	23%	19%	20%	25%	35%	53%	41%	51%	50%	40%	6%	16%	15%	5%	7%	59%	57%	66%	55%	47%	-12%	-8%
Henry E. Harris CS	69	83	54	63	57	12%	6%	6%	6%	16%	20%	14%	11%	10%	19%	29%	17%	20%	33%	30%	38%	51%	52%	46%	35%	1%	12%	11%	5%	0%	39%	63%	63%	51%	35%	-4%	-16%
District	719	683	748	668	725	6%	7%	8%	10%	13%	12%	12%	13%	13%	12%	29%	20%	23%	28%	22%	44%	44%	41%	37%	44%	9%	17%	15%	12%	9%	53%	60%	56%	49%	53%	0%	4%

G6 Math

	N =					Not Meeting					Partially Meeting					Approaching					Meeting					Exceeding					Meeting + Exceeding						
School:	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	5-Yr Growth	2-Yr Growth
Phillip G. Vroom CS	55	44	49	41	48	16%	20%	12%	12%	2%	22%	32%	31%	2%	17%	35%	32%	33%	20%	27%	20%	16%	24%	49%	48%	7%	0%	0%	17%	6%	27%	16%	24%	66%	54%	27%	-12%
Nicholas Oresko CS	74	64	72	79	27	3%	0%	1%	4%	7%	5%	0%	8%	14%	11%	20%	14%	11%	16%	30%	42%	45%	50%	47%	41%	30%	41%	29%	19%	11%	72%	86%	79%	66%	52%	-20%	-14%
Lincoln CS	26	38	45	38	56	12%	8%	13%	18%	14%	19%	34%	58%	34%	25%	46%	37%	18%	34%	21%	23%	21%	9%	13%	36%	0%	0%	2%	0%	4%	23%	21%	11%	13%	39%	16%	26%
Horace Mann CS	63	55	71	62	67	21%	9%	6%	8%	6%	21%	22%	24%	34%	19%	37%	31%	39%	31%	43%	22%	36%	31%	26%	27%	0%	2%	0%	2%	4%	22%	38%	31%	27%	31%	9%	4%
Mary J. Donohoe CS	46	49	62	44	58	9%	2%	8%	20%	16%	22%	43%	37%	43%	21%	33%	27%	32%	27%	38%	35%	29%	21%	9%	22%	2%	0%	2%	0%	3%	37%	29%	23%	9%	26%	-11%	17%
John M. Bailey CS	51	52	75	53	72	18%	19%	9%	13%	15%	22%	15%	33%	34%	31%	27%	17%	33%	42%	29%	25%	46%	24%	11%	24%	8%	2%	0%	0%	1%	33%	48%	24%	11%	25%	-8%	14%
William Shemin Midtown CS	125	112	146	124	168	8%	4%	10%	14%	17%	16%	22%	32%	29%	28%	38%	38%	32%	30%	30%	34%	33%	25%	23%	21%	4%	3%	1%	4%	4%	38%	36%	27%	27%	24%	-14%	-3%
Washington CS	71	54	61	44	57	11%	15%	3%	25%	18%	17%	17%	21%	23%	19%	34%	35%	30%	32%	42%	38%	26%	36%	14%	19%	0%	7%	10%	7%	2%	38%	33%	46%	20%	21%	-17%	1%
Dr. Walter F. Robinson CS	92	79	43	67	49	3%	13%	12%	18%	20%	25%	20%	16%	27%	27%	36%	25%	30%	25%	33%	33%	35%	35%	30%	18%	3%	6%	7%	0%	2%	36%	42%	42%	30%	20%	-15%	-9%
Woodrow Wilson CS	58	64	80	64	86	2%	8%	10%	17%	22%	16%	17%	28%	33%	26%	50%	38%	35%	31%	37%	31%	34%	28%	13%	12%	2%	3%	0%	6%	3%	33%	38%	28%	19%	15%	-18%	-4%
Henry E. Harris CS	69	85	54	63	57	17%	12%	11%	6%	14%	25%	27%	20%	30%	39%	30%	39%	46%	46%	37%	28%	21%	17%	13%	11%	0%	1%	6%	5%	0%	28%	22%	22%	17%	11%	-17%	-7%
District	730	696	758	679	745	10%	9%	8%	13%	15%	19%	22%	28%	28%	25%	35%	31%	31%	30%	33%	31%	32%	28%	23%	23%	5%	6%	5%	6%	3%	37%	38%	33%	29%	27%	-10%	-2%

Schools are ordered high to low by 2022-23 % Meeting + Exceeding.

2-Year growth calculation is the difference in achievement from 2021-22 to 2022-23.

5-Year growth calculation is the difference in achievement from 2016-17 to 2022-23.

Achievement and Growth School Comparison

G7 ELA

	N =					Not Meeting					Partially Meeting					Approaching					Meeting					Exceeding					Meeting + Exceeding						
School:	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	5-Yr Growth	2-Yr Growth
Nicholas Oresko CS	73	74	73	78	73	0%	0%	5%	8%	4%	0%	1%	4%	5%	0%	5%	4%	5%	13%	14%	27%	38%	22%	23%	26%	67%	57%	63%	51%	56%	95%	95%	85%	74%	82%	-12%	8%
John M. Bailey CS	63	47	66	72	57	16%	13%	6%	14%	11%	17%	4%	5%	10%	5%	22%	19%	14%	17%	14%	32%	47%	38%	35%	46%	13%	17%	38%	25%	25%	44%	64%	76%	60%	70%	26%	10%
Horace Mann CS	67	69	43	76	65	7%	10%	5%	17%	5%	6%	13%	9%	14%	6%	21%	29%	19%	21%	23%	40%	41%	28%	41%	38%	25%	7%	40%	7%	28%	66%	48%	67%	47%	66%	0%	19%
Henry E. Harris CS	68	64	78	78	64	10%	8%	10%	14%	8%	21%	16%	6%	14%	9%	37%	23%	10%	37%	20%	25%	33%	49%	26%	39%	7%	20%	24%	9%	23%	32%	53%	73%	35%	63%	30%	28%
Phillip G. Vroom CS	45	57	35	57	42	20%	5%	6%	12%	14%	4%	7%	9%	11%	2%	20%	19%	17%	21%	21%	33%	42%	51%	35%	29%	22%	26%	17%	21%	33%	56%	68%	69%	56%	62%	6%	6%
Woodrow Wilson CS	50	57	70	76	70	4%	0%	13%	14%	7%	6%	4%	7%	13%	10%	26%	21%	14%	24%	24%	40%	53%	39%	34%	36%	24%	23%	27%	14%	23%	64%	75%	66%	49%	59%	-5%	10%
Dr. Walter F. Robinson CS	47	77	62	65	63	6%	13%	2%	15%	16%	21%	12%	11%	14%	14%	23%	14%	11%	26%	13%	34%	27%	34%	31%	35%	15%	34%	42%	14%	22%	49%	61%	76%	45%	57%	8%	13%
Mary J. Donohoe CS	50	49	58	52	46	4%	8%	5%	8%	13%	6%	2%	10%	10%	7%	18%	12%	12%	21%	26%	50%	51%	47%	44%	39%	22%	27%	26%	17%	15%	72%	78%	72%	62%	54%	-18%	-7%
Lincoln CS	50	24	46	49	38	0%	0%	15%	20%	11%	8%	13%	7%	12%	11%	22%	25%	20%	18%	26%	48%	46%	35%	22%	29%	22%	17%	24%	27%	24%	70%	63%	59%	49%	53%	-17%	4%
William Shemin Midtown CS	83	136	129	138	118	10%	11%	10%	19%	13%	8%	13%	16%	22%	13%	23%	21%	16%	22%	23%	33%	38%	41%	27%	34%	27%	17%	16%	10%	18%	59%	54%	57%	37%	52%	-7%	15%
Washington CS	55	62	57	54	41	18%	11%	5%	11%	7%	9%	5%	11%	6%	12%	18%	16%	19%	17%	29%	35%	55%	42%	35%	37%	20%	13%	23%	31%	15%	55%	68%	65%	67%	51%	-3%	-15%
District	651	716	717	795	677	9%	8%	8%	14%	10%	10%	9%	9%	13%	8%	21%	18%	14%	22%	21%	35%	41%	39%	31%	35%	25%	24%	30%	19%	26%	60%	65%	69%	51%	61%	1%	10%

G7 Math

	N =					Not Meeting					Partially Meeting					Approaching					Meeting					Exceeding					Meeting + Exceeding						
School:	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	5-Yr Growth	2-Yr Growth
Nicholas Oresko CS	73	74	74	79	75	0%	1%	7%	4%	4%	4%	7%	5%	10%	8%	21%	20%	15%	11%	20%	55%	49%	41%	43%	53%	21%	23%	32%	32%	15%	75%	72%	73%	75%	68%	-7%	-7%
Phillip G. Vroom CS	44	57	35	58	42	14%	2%	3%	21%	10%	9%	14%	17%	12%	19%	32%	40%	29%	36%	21%	39%	33%	46%	24%	43%	7%	11%	6%	7%	7%	45%	44%	51%	31%	50%	5%	19%
Horace Mann CS	68	69	43	77	65	16%	4%	7%	14%	6%	24%	32%	19%	30%	29%	19%	39%	28%	35%	31%	38%	25%	47%	18%	31%	3%	0%	0%	3%	3%	41%	25%	47%	21%	34%	-7%	13%
Dr. Walter F. Robinson CS	60	90	65	69	72	12%	6%	6%	12%	14%	30%	32%	12%	25%	32%	32%	19%	38%	36%	24%	27%	37%	35%	25%	29%	0%	7%	8%	3%	1%	27%	43%	43%	28%	31%	4%	3%
Washington CS	55	62	57	54	41	18%	8%	9%	9%	12%	7%	15%	26%	31%	15%	27%	47%	25%	24%	46%	40%	27%	35%	30%	22%	7%	3%	5%	6%	5%	47%	31%	40%	35%	27%	-20%	-8%
Woodrow Wilson CS	50	57	70	79	71	0%	4%	11%	15%	11%	24%	23%	26%	27%	27%	36%	46%	31%	38%	37%	32%	28%	31%	16%	23%	8%	0%	0%	4%	3%	40%	28%	31%	20%	25%	7%	5%
Lincoln CS	50	24	46	48	40	14%	8%	9%	17%	23%	16%	42%	33%	27%	25%	52%	29%	39%	31%	28%	18%	21%	20%	23%	20%	0%	0%	0%	2%	5%	18%	21%	20%	25%	25%	7%	0%
William Shemin Midtown CS	83	136	131	141	119	12%	7%	11%	11%	14%	19%	24%	24%	30%	29%	41%	32%	39%	40%	35%	27%	35%	25%	16%	18%	1%	1%	2%	2%	3%	28%	36%	27%	18%	22%	-6%	4%
John M. Bailey CS	63	48	66	73	59	24%	8%	8%	16%	12%	25%	23%	27%	32%	17%	29%	35%	33%	36%	51%	22%	31%	30%	14%	20%	0%	2%	2%	3%	0%	22%	33%	32%	16%	20%	-2%	4%
Henry E. Harris CS	68	64	78	79	64	4%	11%	9%	20%	14%	32%	31%	33%	29%	25%	28%	23%	35%	37%	42%	34%	34%	22%	14%	16%	1%	0%	1%	0%	3%	35%	34%	23%	14%	19%	-17%	5%
Mary J. Donohoe CS	49	49	59	52	47	6%	6%	5%	10%	19%	24%	20%	25%	25%	26%	29%	35%	36%	42%	38%	39%	37%	32%	23%	17%	2%	2%	2%	0%	0%	41%	39%	34%	23%	17%	-24%	-6%
District	663	730	724	809	695	11%	6%	8%	13%	12%	20%	23%	23%	26%	23%	31%	32%	32%	34%	34%	34%	34%	32%	22%	26%	5%	5%	5%	6%	4%	38%	38%	37%	27%	31%	-8%	4%

Schools are ordered high to low by 2022-23 % Meeting + Exceeding.

2-Year growth calculation is the difference in achievement from 2021-22 to 2022-23.

5-Year growth calculation is the difference in achievement from 2016-17 to 2022-23.

Achievement and Growth School Comparison

G8 ELA

	N =					Not Meeting					Partially Meeting					Approaching					Meeting					Exceeding					Meeting + Exceeding						
School:	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	5-Yr Growth	2-Yr Growth
Nicholas Oresko CS	68	73	78	68	81	1%	0%	3%	3%	9%	3%	0%	6%	0%	4%	10%	11%	9%	7%	9%	38%	38%	36%	35%	27%	47%	51%	46%	54%	52%	85%	89%	82%	90%	79%	-6%	-11%
Woodrow Wilson CS	65	56	69	81	78	0%	2%	10%	11%	10%	9%	7%	4%	9%	3%	15%	27%	19%	15%	14%	57%	45%	54%	40%	55%	18%	20%	13%	26%	18%	75%	64%	67%	65%	73%	-2%	8%
John M. Bailey CS	71	66	61	65	70	8%	15%	7%	12%	14%	10%	14%	11%	3%	9%	18%	23%	13%	28%	14%	58%	38%	36%	37%	41%	6%	11%	33%	20%	21%	63%	48%	69%	57%	63%	-1%	6%
Washington CS	61	58	62	54	52	10%	17%	6%	17%	13%	13%	5%	10%	13%	8%	21%	16%	24%	31%	19%	36%	52%	45%	26%	40%	20%	10%	15%	13%	19%	56%	62%	60%	39%	60%	4%	21%
William Shemin Midtown CS	91	98	130	129	146	3%	7%	9%	14%	13%	15%	9%	8%	12%	13%	26%	31%	14%	25%	17%	40%	41%	48%	38%	34%	15%	12%	20%	11%	23%	55%	53%	68%	49%	57%	2%	8%
Horace Mann CS	68	53	62	45	74	10%	0%	5%	7%	16%	3%	6%	8%	16%	8%	24%	21%	21%	27%	19%	49%	43%	50%	36%	35%	15%	30%	16%	16%	22%	63%	74%	66%	51%	57%	-6%	6%
Lincoln CS	33	46	34	45	45	0%	2%	18%	7%	24%	6%	20%	12%	24%	11%	12%	28%	18%	31%	11%	61%	37%	38%	29%	27%	21%	13%	15%	9%	27%	82%	50%	53%	38%	53%	-28%	16%
Philip G. Vroom CS	51	41	59	60	56	4%	24%	5%	15%	16%	14%	7%	7%	18%	16%	24%	15%	20%	30%	16%	45%	39%	44%	23%	38%	14%	15%	24%	13%	14%	59%	54%	68%	37%	52%	-7%	15%
Dr. Walter F. Robinson CS	63	63	60	52	70	16%	24%	8%	21%	20%	16%	17%	10%	19%	17%	35%	27%	17%	25%	13%	32%	24%	42%	23%	41%	2%	8%	23%	12%	9%	33%	32%	65%	35%	50%	17%	15%
Mary J. Donohoe CS	50	45	50	56	58	14%	0%	8%	18%	12%	20%	4%	10%	11%	7%	22%	22%	6%	20%	33%	36%	44%	48%	34%	33%	8%	29%	28%	18%	16%	44%	73%	76%	52%	48%	4%	-4%
Henry E. Harris CS	52	73	65	67	86	8%	14%	14%	13%	19%	8%	15%	8%	15%	14%	31%	32%	23%	28%	26%	48%	32%	42%	36%	30%	6%	8%	14%	7%	12%	54%	40%	55%	43%	42%	-12%	-1%
District	673	672	730	722	816	7%	10%	8%	13%	15%	11%	10%	8%	12%	10%	22%	23%	16%	24%	17%	45%	39%	44%	33%	37%	16%	19%	23%	18%	21%	60%	58%	67%	52%	58%	-3%	6%

G8 Math

	N =					Not Meeting					Partially Meeting					Approaching					Meeting					Exceeding					Meeting + Exceeding						
School:	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	5-Yr Growth	2-Yr Growth
Nicholas Oresko CS	37	41	42	33	48	5%	7%	10%	6%	21%	5%	17%	17%	9%	13%	27%	27%	31%	39%	25%	62%	49%	40%	42%	38%	0%	0%	2%	3%	4%	62%	49%	43%	45%	42%	-20%	-4%
Horace Mann CS	42	48	56	39	69	29%	10%	20%	13%	28%	24%	19%	18%	38%	28%	31%	25%	29%	26%	19%	17%	42%	32%	23%	25%	0%	4%	2%	0%	1%	17%	46%	34%	23%	26%	9%	3%
Philip G. Vroom CS	30	32	51	57	52	10%	34%	16%	33%	40%	13%	3%	22%	39%	23%	37%	31%	25%	9%	13%	40%	31%	37%	19%	21%	0%	0%	0%	0%	2%	40%	31%	37%	19%	23%	-17%	4%
Lincoln CS	17	44	31	43	44	18%	25%	32%	26%	41%	24%	30%	32%	44%	20%	59%	30%	23%	21%	16%	0%	16%	13%	7%	20%	0%	0%	0%	2%	2%	0%	16%	13%	9%	23%	23%	13%
Washington CS	33	49	59	48	46	27%	27%	19%	29%	33%	24%	6%	25%	35%	22%	27%	37%	32%	27%	24%	21%	31%	24%	8%	22%	0%	0%	0%	0%	0%	21%	31%	24%	8%	22%	1%	13%
Woodrow Wilson CS	40	46	66	72	72	23%	9%	15%	31%	29%	25%	22%	21%	29%	21%	40%	41%	35%	19%	29%	13%	28%	29%	21%	19%	0%	0%	0%	0%	1%	13%	28%	29%	21%	21%	8%	0%
Mary J. Donohoe CS	32	38	47	47	54	47%	8%	15%	30%	33%	22%	21%	23%	38%	20%	31%	34%	40%	21%	26%	0%	37%	21%	6%	20%	0%	0%	0%	4%	0%	0%	37%	21%	11%	20%	20%	10%
Henry E. Harris CS	36	68	59	61	80	8%	21%	24%	33%	38%	22%	15%	22%	41%	31%	44%	26%	29%	23%	15%	25%	37%	25%	3%	16%	0%	1%	0%	0%	0%	25%	38%	25%	3%	16%	-9%	13%
William Shemin Midtown CS	48	86	122	121	135	19%	22%	14%	31%	33%	35%	24%	27%	30%	36%	35%	24%	29%	19%	16%	10%	29%	29%	20%	14%	0%	0%	2%	1%	1%	10%	29%	30%	21%	16%	5%	-5%
John M. Bailey CS	48	61	56	60	67	27%	28%	13%	25%	36%	25%	16%	23%	38%	27%	29%	34%	27%	23%	22%	19%	20%	36%	12%	15%	0%	2%	2%	2%	0%	19%	21%	38%	13%	15%	-4%	2%
Dr. Walter F. Robinson CS	58	65	48	49	65	24%	20%	15%	33%	48%	34%	34%	13%	37%	28%	29%	22%	33%	24%	15%	10%	25%	40%	6%	9%	2%	0%	0%	0%	0%	12%	25%	40%	6%	9%	-3%	3%
District	421	578	637	630	732	22%	20%	17%	28%	34%	24%	20%	22%	34%	26%	34%	29%	30%	22%	20%	20%	31%	30%	15%	19%	0%	1%	1%	1%	1%	20%	31%	31%	16%	20%	0%	4%

Schools are ordered high to low by 2022-23 % Meeting + Exceeding.

2-Year growth calculation is the difference in achievement from 2021-22 to 2022-23.

5-Year growth calculation is the difference in achievement from 2016-17 to 2022-23.

Achievement and Growth School Comparison

Alg I (MS)

	N =					Not Meeting					Partially Meeting					Approaching					Meeting					Exceeding					Meeting + Exceeding						
School:	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	16-17	17-18	18-19	21-22	22-23	5-Yr Growth	2-Yr Growth
Henry E. Harris CS	16	5	7	6	6	0%	0%	0%	0%	0%	0%	0%	0%	17%	0%	6%	0%	29%	0%	0%	94%	100%	71%	83%	100%	0%	0%	0%	0%	0%	94%	100%	71%	83%	100%	6%	17%
Horace Mann CS	26	5	6	7	7	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	17%	0%	0%	69%	60%	83%	100%	71%	27%	40%	0%	0%	29%	96%	100%	83%	100%	100%	4%	0%
Philip G. Vroom CS	21	10	9	0	5	0%	0%	0%	-	0%	0%	0%	0%	-	0%	5%	0%	0%	-	0%	86%	100%	100%	-	100%	10%	0%	0%	-	0%	95%	100%	100%	-	100%	5%	-
Washington CS	28	10	0	6	6	0%	0%	-	0%	0%	0%	0%	-	0%	0%	7%	0%	-	33%	0%	79%	70%	-	50%	17%	14%	30%	-	17%	83%	93%	100%	-	67%	100%	7%	33%
Nicholas Oresko CS	31	33	36	35	33	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	77%	85%	86%	71%	61%	23%	15%	14%	29%	36%	100%	100%	100%	100%	97%	-3%	-3%
William Shemin Midtown CS	43	11	11	10	13	2%	0%	0%	0%	0%	7%	0%	0%	0%	8%	9%	0%	0%	30%	0%	77%	91%	91%	70%	69%	5%	9%	9%	0%	23%	81%	100%	100%	70%	92%	11%	22%
Woodrow Wilson CS	25	10	0	10	6	0%	0%	-	0%	0%	12%	0%	-	0%	0%	28%	0%	-	10%	17%	52%	70%	-	90%	33%	8%	30%	-	0%	50%	60%	100%	-	90%	83%	23%	-7%
John M. Bailey CS	22	6	6	5	5	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	9%	0%	0%	20%	20%	82%	67%	83%	80%	40%	9%	33%	17%	0%	40%	91%	100%	100%	80%	80%	-11%	0%
Dr. Walter F. Robinson CS	14	0	13	8	12	0%	-	0%	0%	0%	0%	-	0%	0%	0%	7%	-	0%	25%	25%	86%	-	92%	75%	67%	7%	-	8%	0%	8%	93%	-	100%	75%	75%	-18%	0%
District	261	97	88	96	93	0%	0%	0%	0%	0%	4%	0%	0%	2%	2%	15%	0%	3%	11%	5%	70%	82%	88%	75%	62%	10%	18%	9%	11%	30%	81%	100%	97%	86%	92%	12%	6%

Schools are ordered high to low by 2022-23 % Meeting + Exceeding.

2-Year growth calculation is the difference in achievement from 2021-22 to 2022-23.

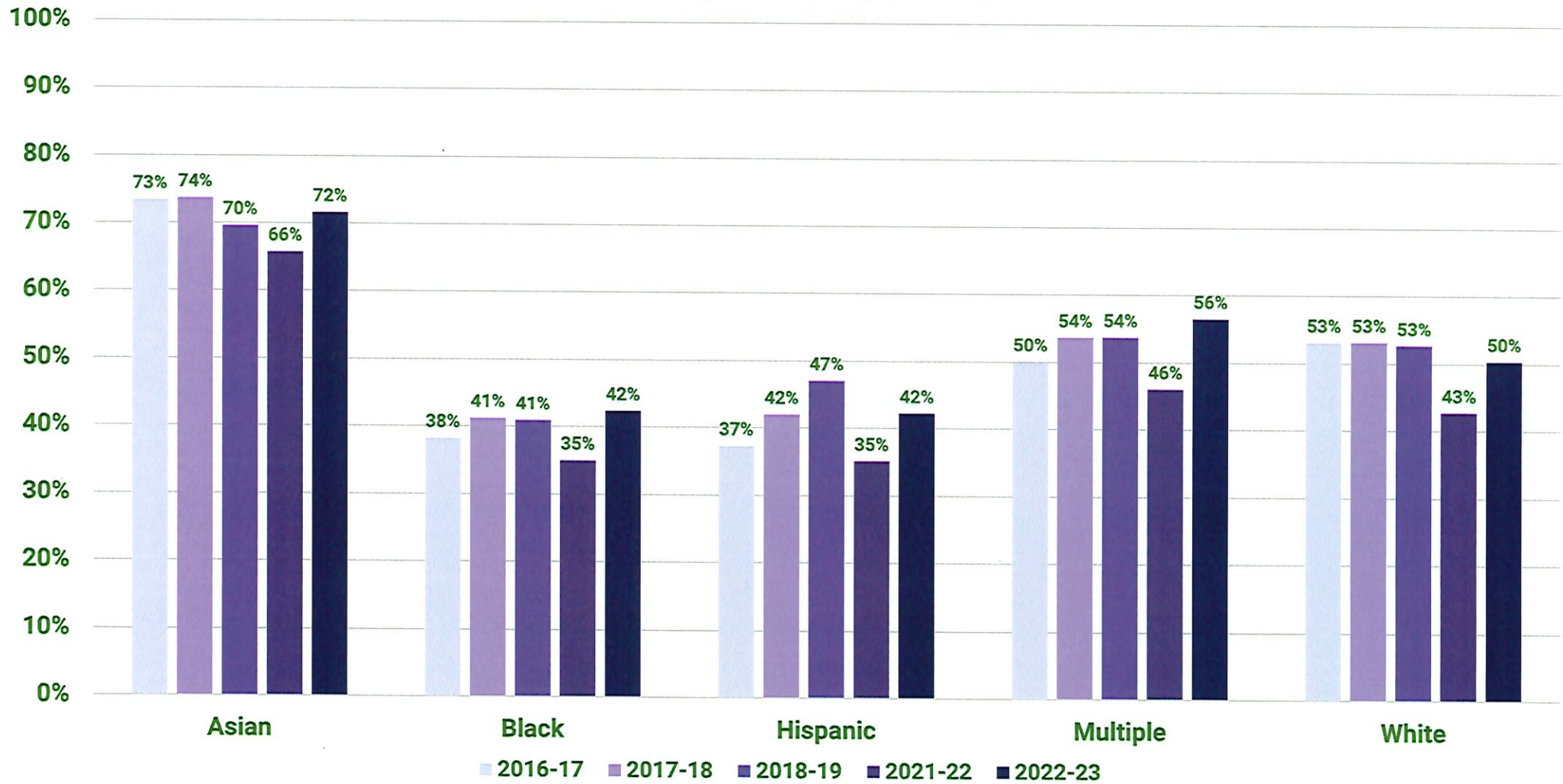
5-Year growth calculation is the difference in achievement from 2016-17 to 2022-23.

Section 2: Race

Student population percentages may not sum to 100% because of incomplete information.

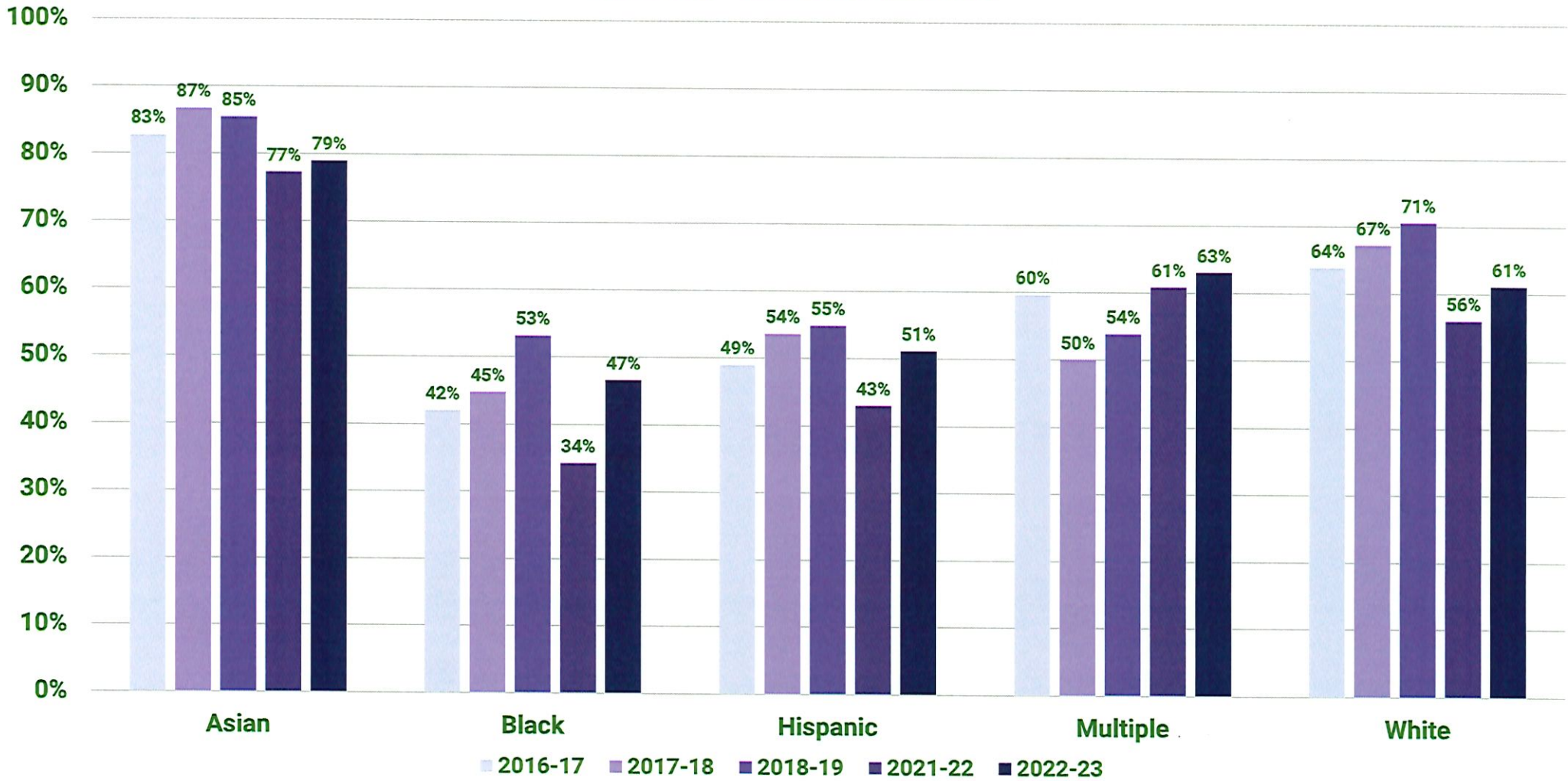
Proficiency by Race

% Meeting + Exceeding (ELA ES)



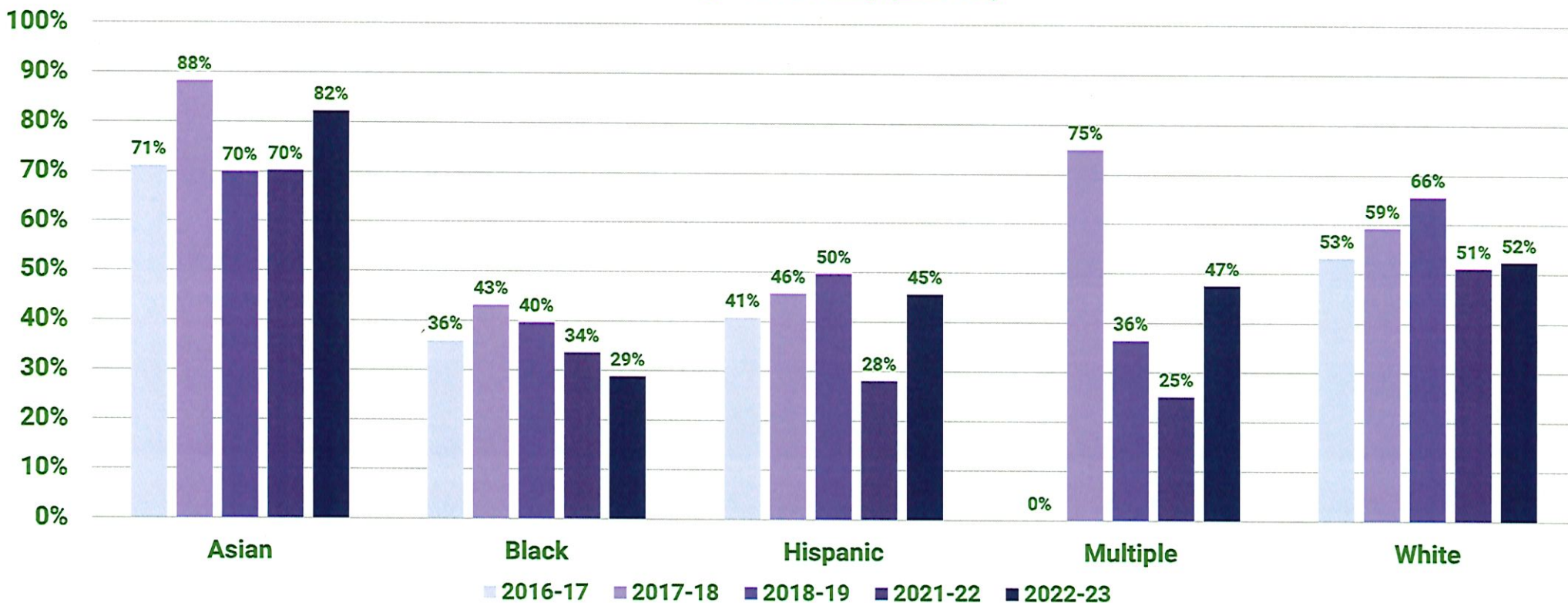
Proficiency by Race

% Meeting + Exceeding (ELA MS)



Proficiency by Race

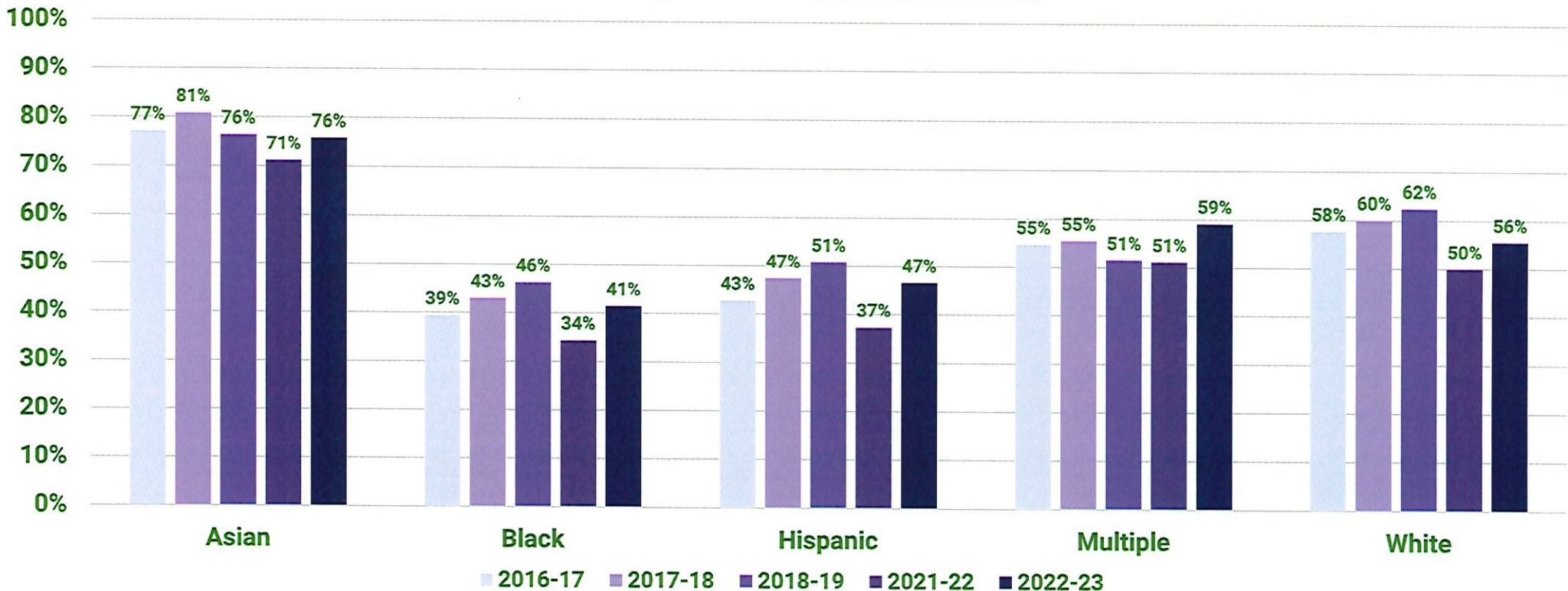
% Meeting + Exceeding (ELA HS)



Subject	Grade	Race	2016-17		2017-18		2018-19		2021-22		2022-23						
			N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	2016-17	2017-18	2018-19	2021-22	2022-23
ELA	9	Asian	59	8%	51	7%	40	6%	37	5%	45	6%	71%	88%	70%	70%	82%
ELA	9	Black	78	11%	79	11%	86	14%	137	19%	146	21%	36%	43%	40%	34%	29%
ELA	9	Hispanic	285	41%	281	41%	248	40%	246	34%	233	33%	41%	46%	50%	28%	45%
ELA	9	Multiple	1	0%	20	3%	22	4%	16	2%	19	3%	0%	75%	36%	25%	47%
ELA	9	Other	0	0%	1	0%	0	0%	6	1%	8	1%		0%		50%	50%
ELA	9	Unknown	10	1%	3	0%	0	0%	0	0%	3	0%	90%	67%			0%
ELA	9	White	269	38%	253	37%	221	36%	272	38%	252	36%	53%	59%	66%	51%	52%
ELA	9	All	702		688		617		714		706		48%	54%	55%	40%	47%

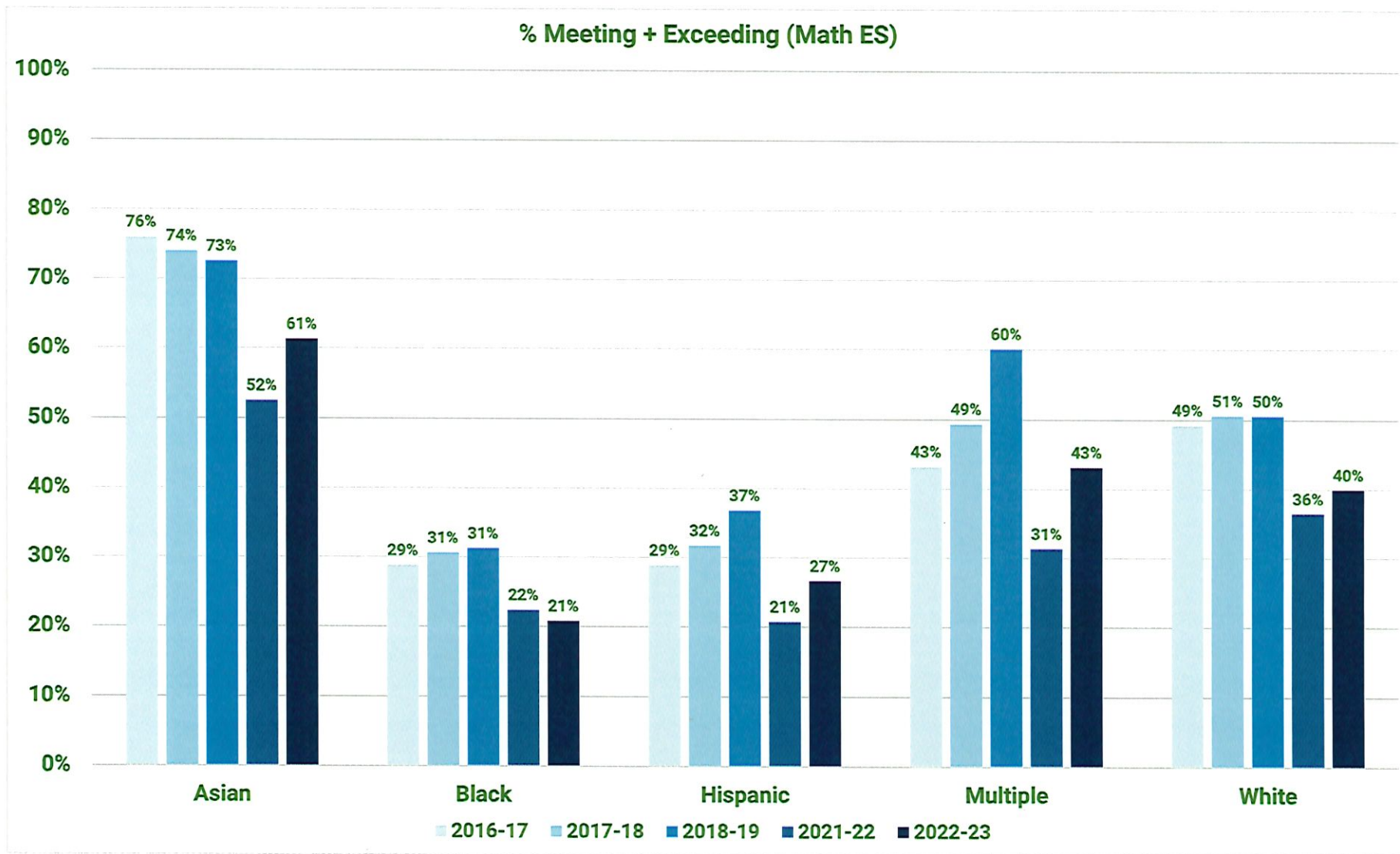
Proficiency by Race

% Meeting + Exceeding (ELA All Grades)

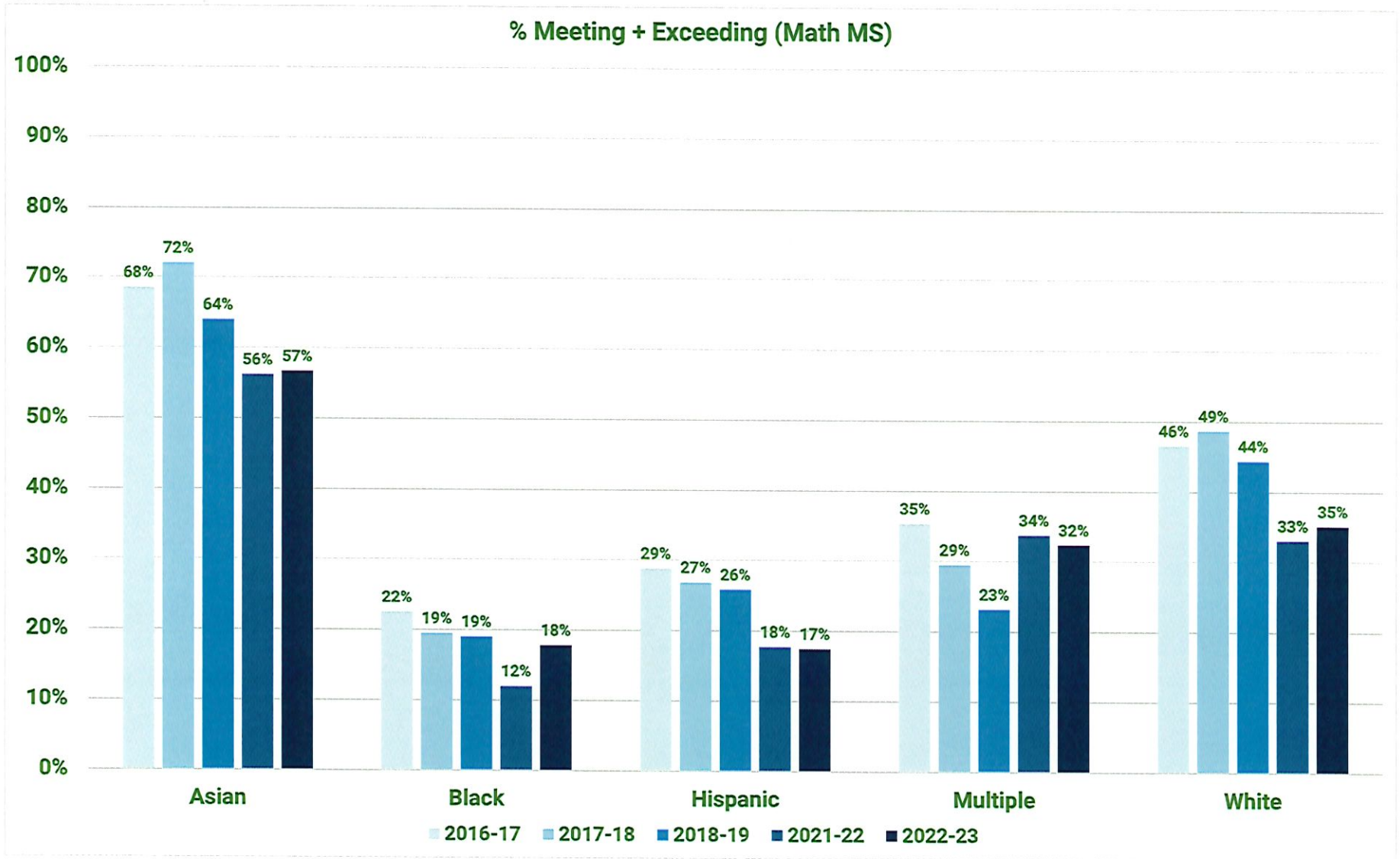


Subject	Grade	Race	2016-17		2017-18		2018-19		2021-22		2022-23						
			N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	% Meeting + Exceeding				
ELA	All Grades	Asian	376	8%	365	7%	369	7%	378	8%	397	8%	77%	81%	76%	71%	76%
ELA	All Grades	Black	508	11%	524	11%	560	11%	707	14%	746	15%	39%	43%	46%	34%	41%
ELA	All Grades	Hispanic	1,724	36%	1,767	36%	1,745	35%	1,666	33%	1,626	32%	43%	47%	51%	37%	47%
ELA	All Grades	Multiple	97	2%	139	3%	169	3%	231	5%	254	5%	55%	55%	51%	51%	59%
ELA	All Grades	Other	7	0%	10	0%	14	0%	33	1%	37	1%	71%	70%	79%	48%	41%
ELA	All Grades	Unknown	42	1%	40	1%	35	1%	0	0%	11	0%	76%	63%	69%		18%
ELA	All Grades	White	2,074	43%	2,099	42%	2,062	42%	1,963	39%	1,969	39%	58%	60%	62%	50%	56%
ELA	All Grades	All	4,828		4,944		4,954		4,978		5,040		52%	55%	57%	45%	52%

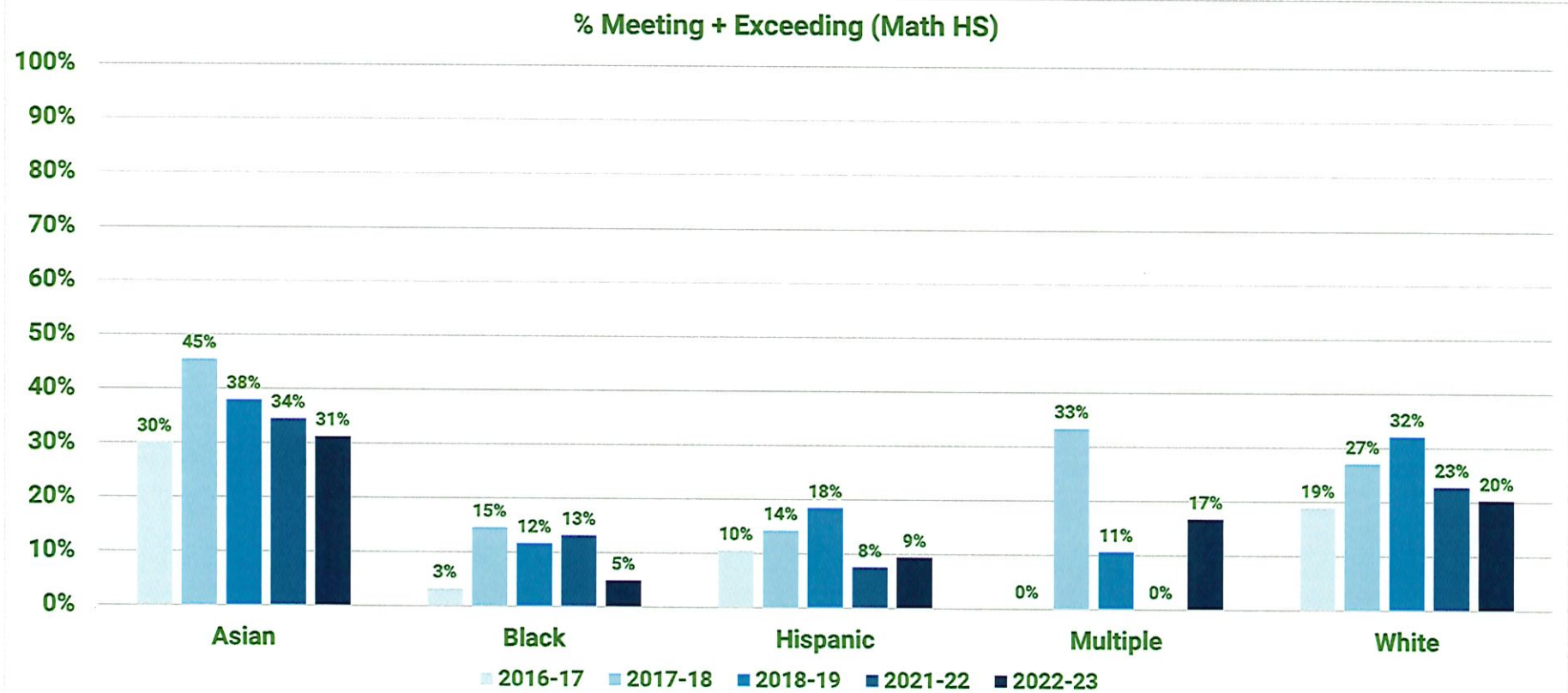
Proficiency by Race



Proficiency by Race



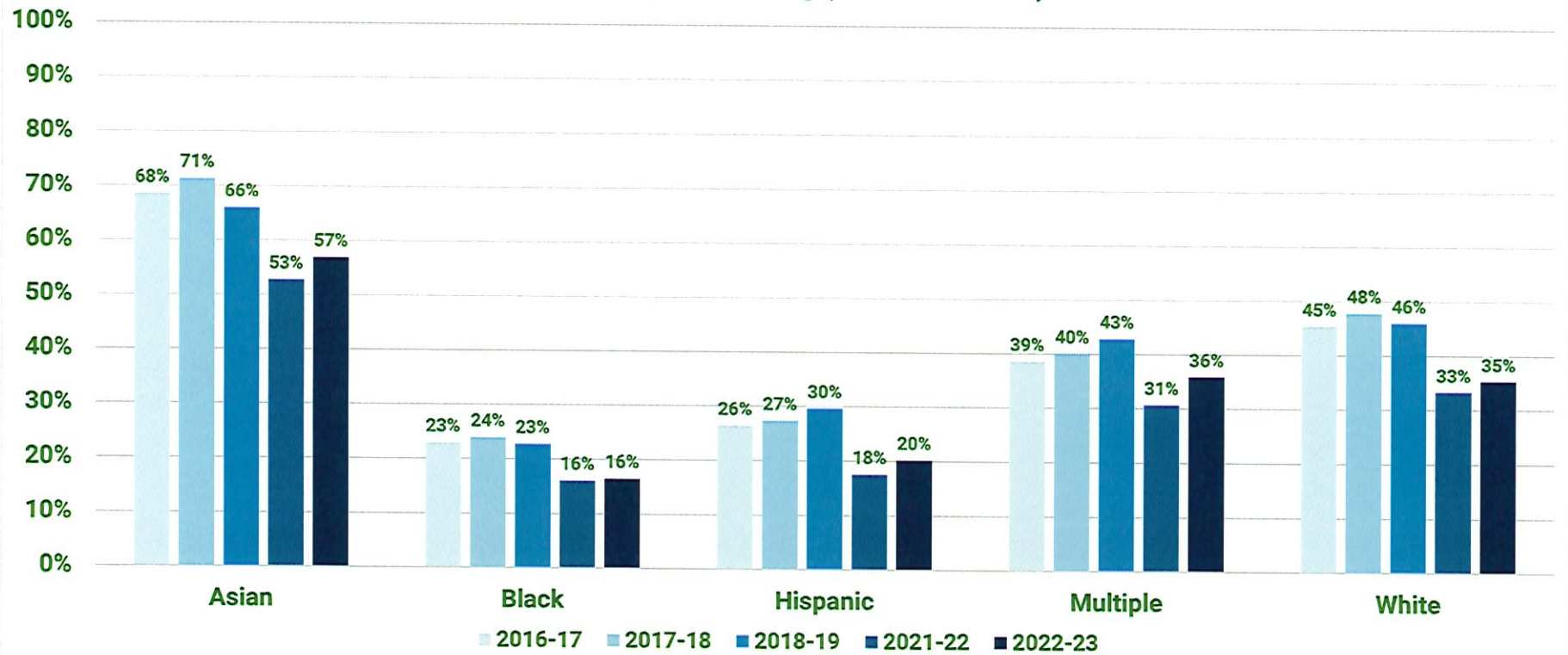
Proficiency by Race



Subject	Grade	Race	2016-17		2017-18		2018-19		2021-22		2022-23						
			N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	2016-17	2017-18	2018-19	2021-22	2022-23
Math	Alg I (HS)	Asian	30	6%	22	4%	29	5%	29	5%	32	5%	30%	45%	38%	34%	31%
Math	Alg I (HS)	Black	63	12%	62	12%	86	15%	122	19%	145	21%	3%	15%	12%	13%	5%
Math	Alg I (HS)	Hispanic	229	45%	232	46%	233	42%	240	38%	235	34%	10%	14%	18%	8%	9%
Math	Alg I (HS)	Multiple	1	0%	15	3%	19	3%	13	2%	18	3%	0%	33%	11%	0%	17%
Math	Alg I (HS)	Other	0	0%	1	0%	0	0%	6	1%	7	1%		0%		50%	29%
Math	Alg I (HS)	Unknown	6	1%	4	1%	2	0%	0	0%	3	0%	0%	75%	0%		0%
Math	Alg I (HS)	White	180	35%	170	34%	187	34%	228	36%	256	37%	19%	27%	32%	23%	20%
Math	Alg I (HS)	All	509		506		556		638		696		14%	21%	23%	16%	14%

Proficiency by Race

% Meeting + Exceeding (Math All Grades)



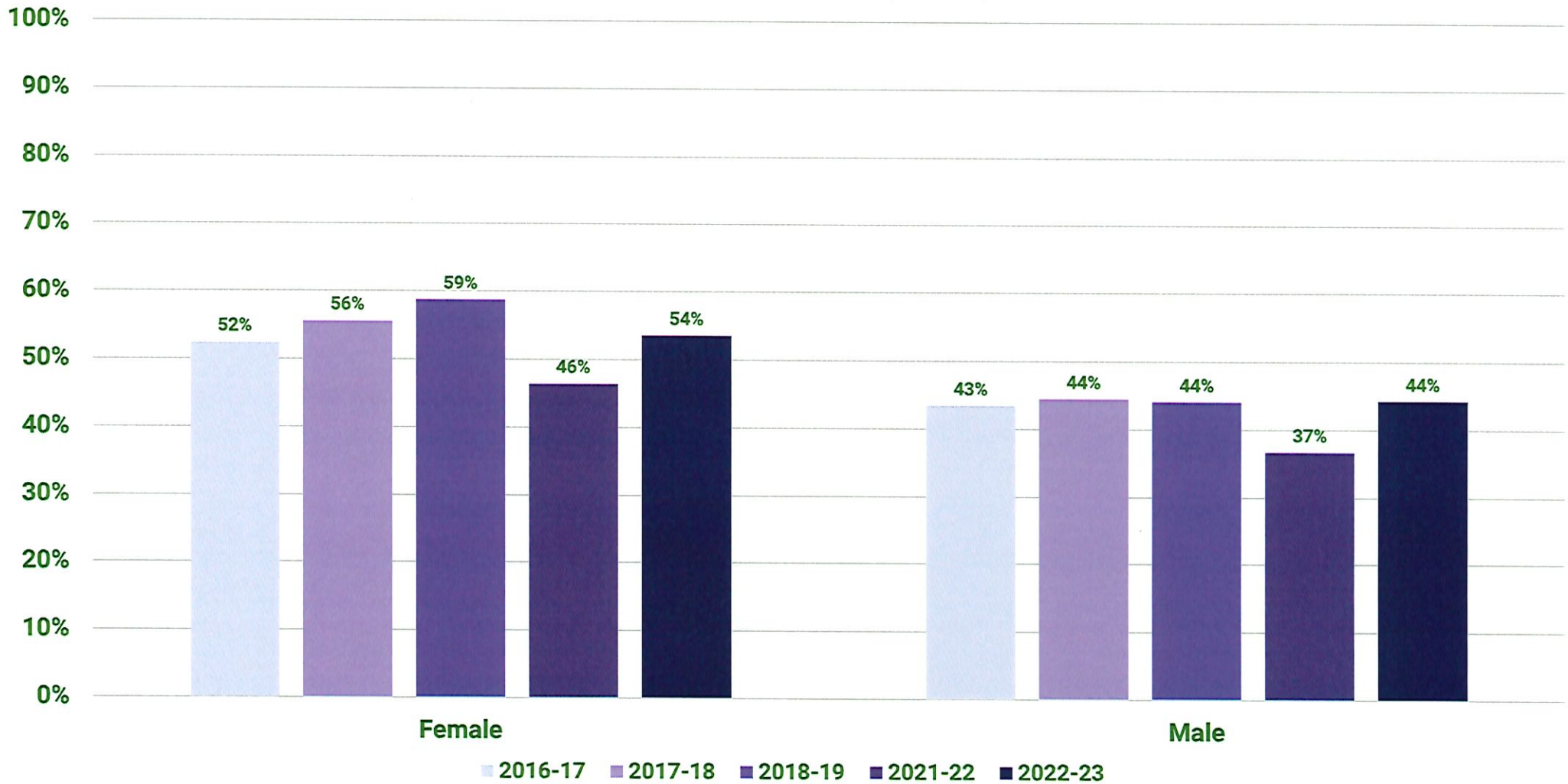
Subject	Grade	Race	2016-17		2017-18		2018-19		2021-22		2022-23						
			N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	2016-17	2017-18	2018-19	2021-22	2022-23
Math	All Grades	Asian	349	7%	338	7%	358	7%	381	8%	394	8%	68%	71%	66%	53%	57%
Math	All Grades	Black	494	10%	507	10%	560	11%	691	14%	753	15%	23%	24%	23%	16%	16%
Math	All Grades	Hispanic	1,705	36%	1,748	36%	1,759	36%	1,676	34%	1,662	32%	26%	27%	30%	18%	20%
Math	All Grades	Multiple	96	2%	135	3%	166	3%	229	5%	254	5%	39%	40%	43%	31%	36%
Math	All Grades	Other	7	0%	10	0%	14	0%	35	1%	39	1%	86%	70%	86%	31%	23%
Math	All Grades	Unknown	38	1%	41	1%	37	1%	0	0%	12	0%	50%	59%	54%		8%
Math	All Grades	White	2,023	43%	2,057	43%	2,042	41%	1,955	39%	2,030	39%	45%	48%	46%	33%	35%
Math	All Grades	All	4,712		4,836		4,936		4,967		5,144		38%	39%	39%	27%	29%

Section 3: Gender

Student population percentages may not sum to 100% because of incomplete information.

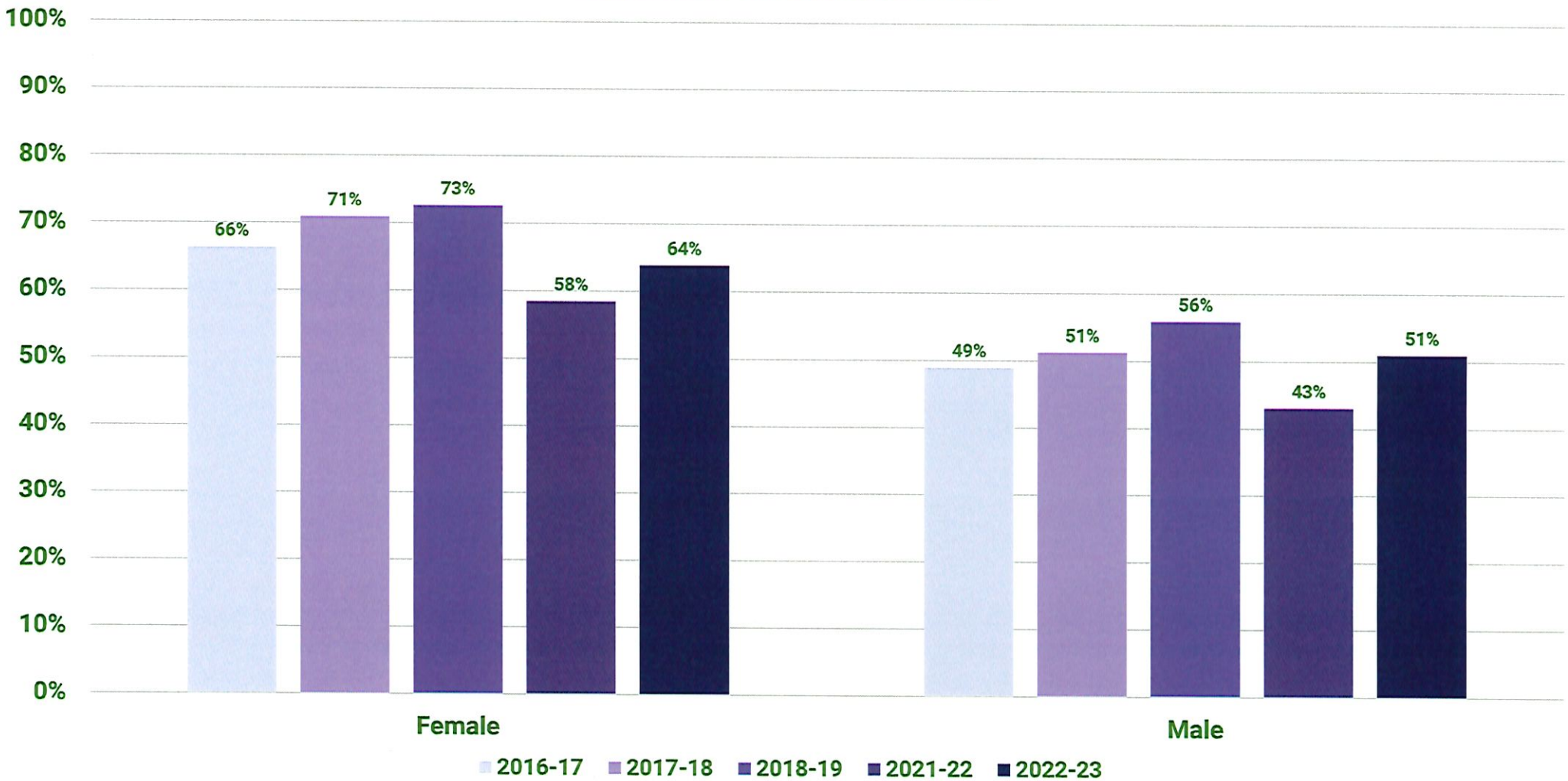
Proficiency by Gender

% Meeting + Exceeding (ELA ES)



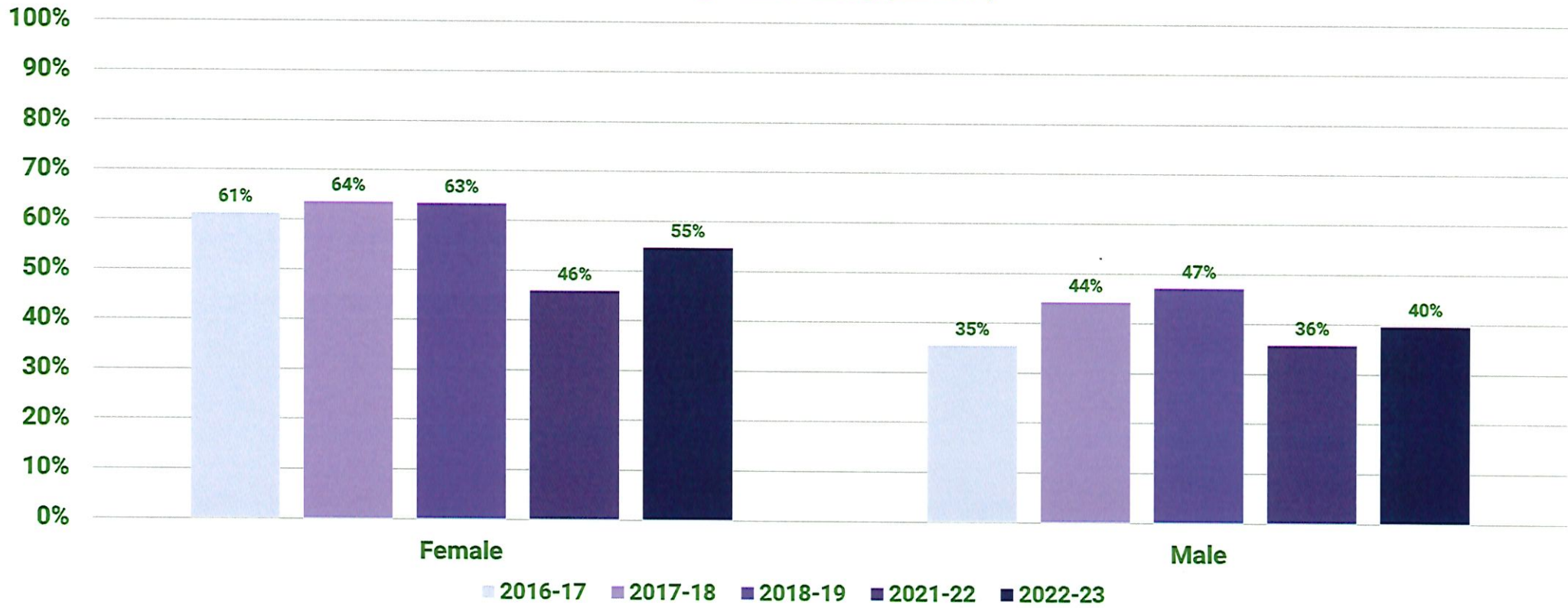
Proficiency by Gender

% Meeting + Exceeding (ELA MS)



Proficiency by Gender

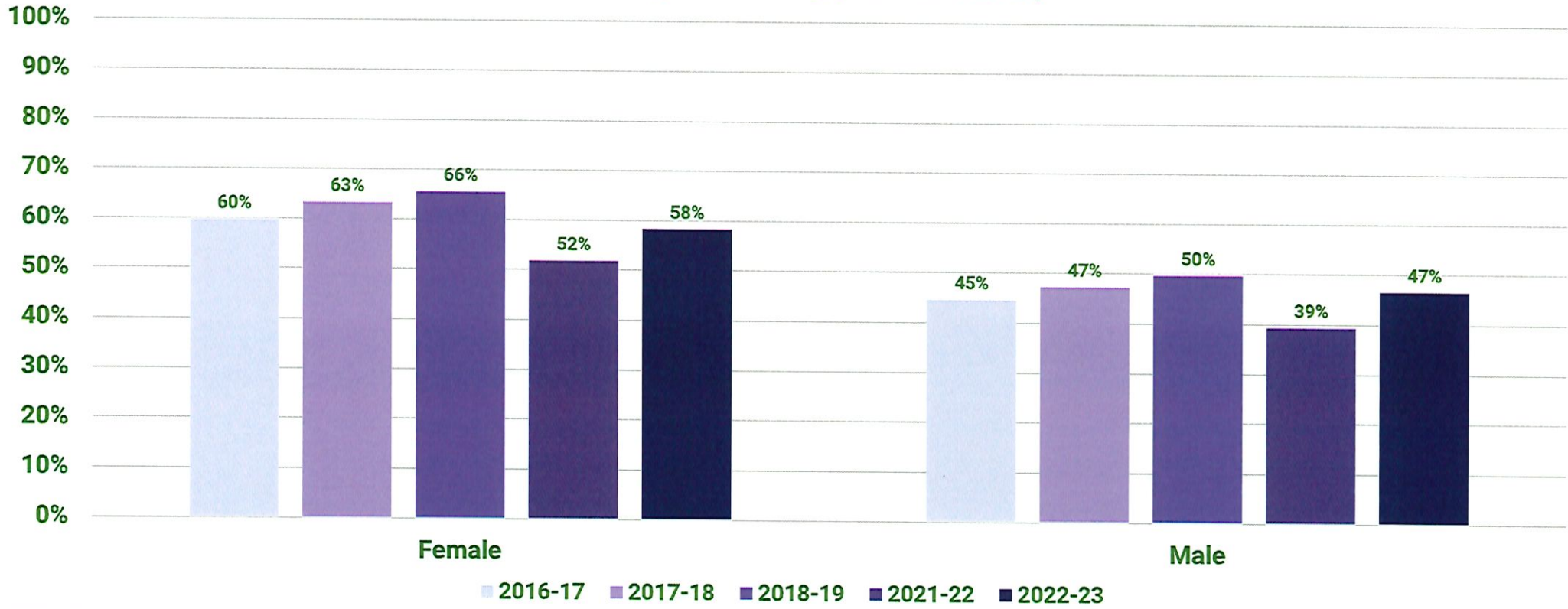
% Meeting + Exceeding (ELA HS)



Subject	Grade	Gender	2016-17		2017-18		2018-19		2021-22		2022-23		2016-17	2017-18	2018-19	2021-22	2022-23
			N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	% Meeting + Exceeding				
ELA	9	Female	346	49%	360	52%	292	47%	305	43%	329	47%	61%	64%	63%	46%	55%
ELA	9	Male	356	51%	328	48%	325	53%	408	57%	376	53%	35%	44%	47%	36%	40%
ELA	9	Other	0	0%	0	0%	0	0%	1	0%	1	0%				100%	100%
ELA	9	All	702		688		617		714		706		48%	54%	55%	40%	47%

Proficiency by Gender

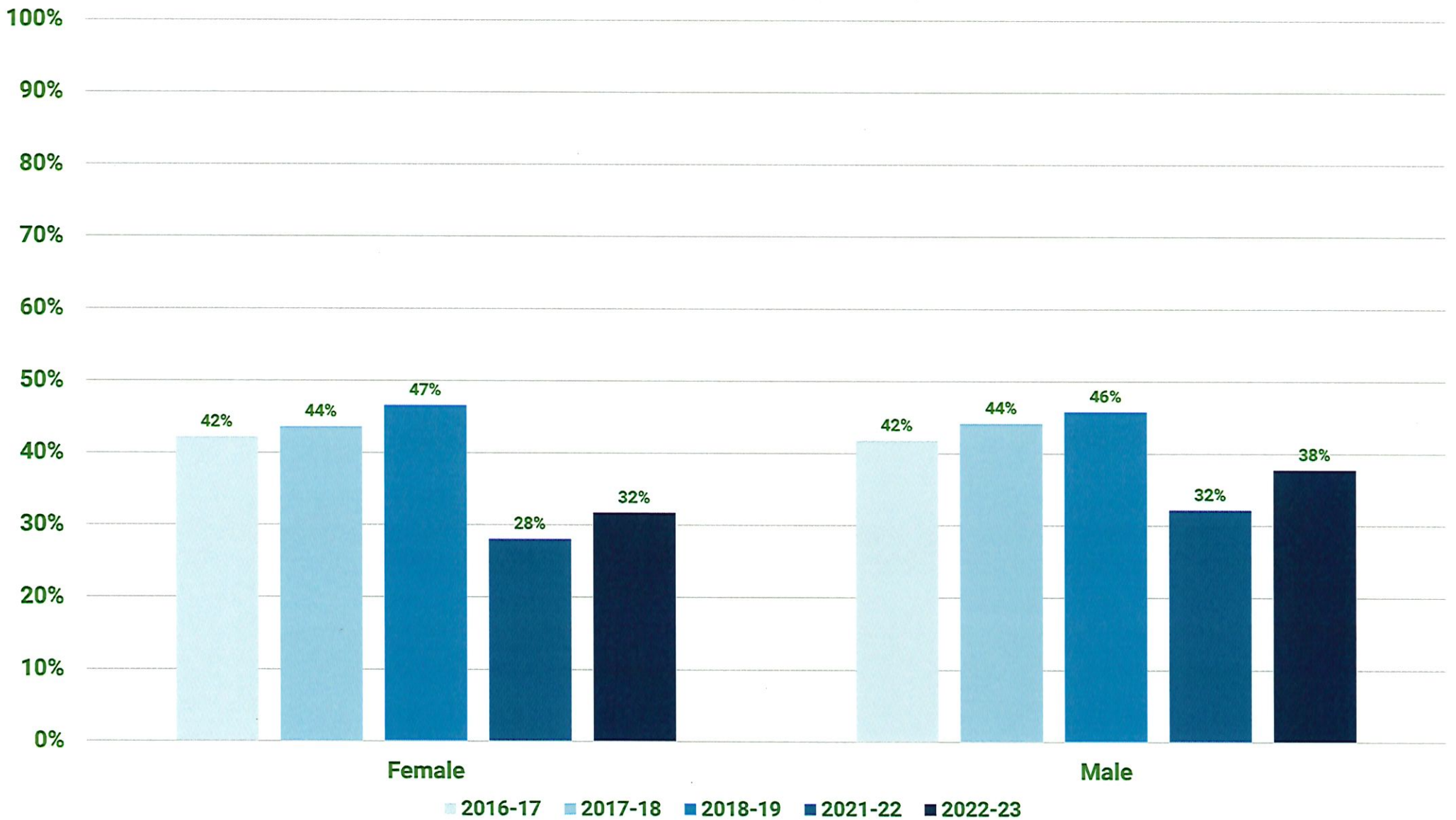
% Meeting + Exceeding (ELA All Grades)



Subject	Grade	Gender	2016-17		2017-18		2018-19		2021-22		2022-23						
			N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	2016-17	2017-18	2018-19	2021-22	2022-23
ELA	All Grades	Female	2,392	50%	2,436	49%	2,376	48%	2,353	47%	2,396	48%	60%	63%	66%	52%	58%
ELA	All Grades	Male	2,435	50%	2,507	51%	2,577	52%	2,620	53%	2,640	52%	45%	47%	50%	39%	47%
ELA	All Grades	Other	1	0%	1	0%	1	0%	4	0%	3	0%	0%	0%	0%	50%	67%
ELA	All Grades	Unknown	0	0%	0	0%	0	0%	1	0%	1	0%				0%	0%
ELA	All Grades	All	4,828		4,944		4,954		4,978		5,040		52%	55%	57%	45%	52%

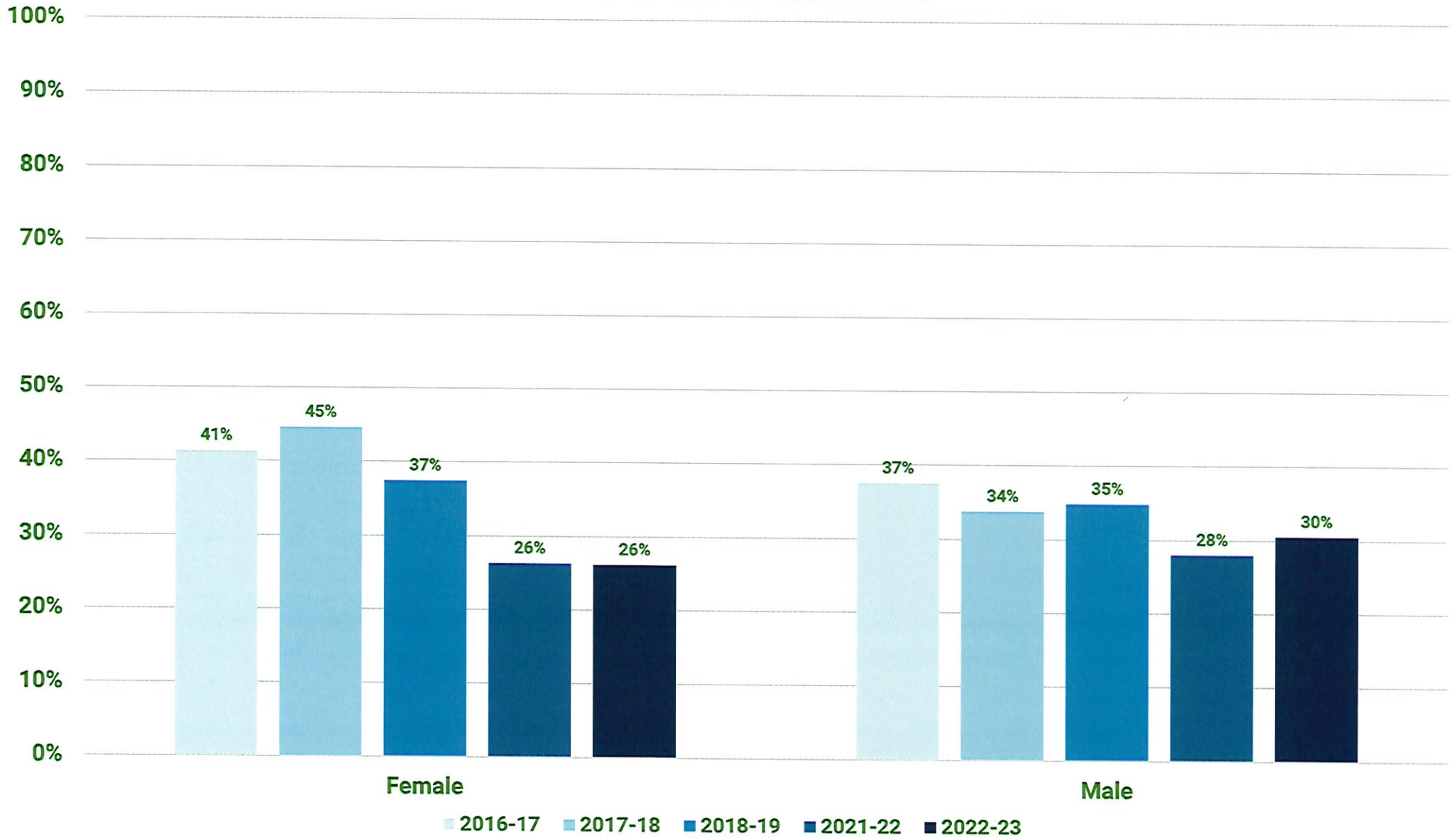
Proficiency by Gender

% Meeting + Exceeding (Math ES)



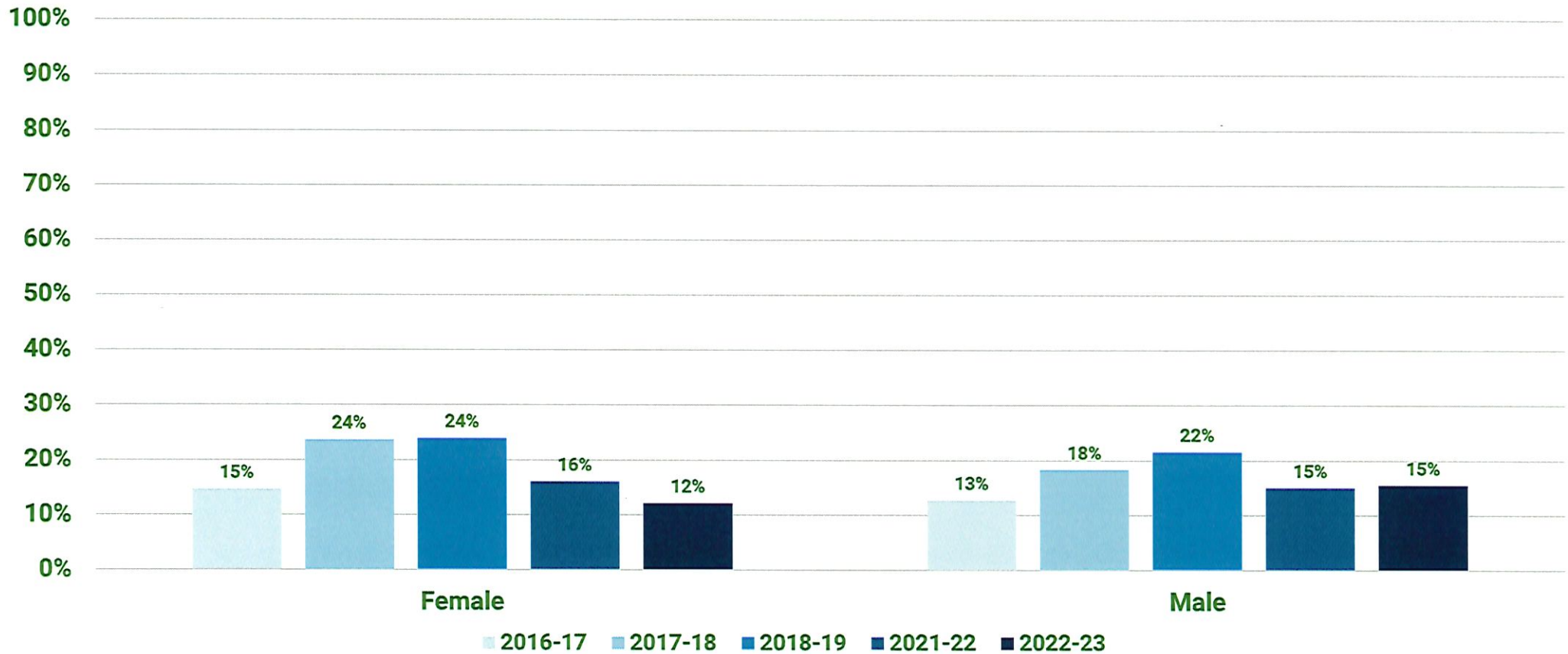
Proficiency by Gender

% Meeting + Exceeding (Math MS)



Proficiency by Gender

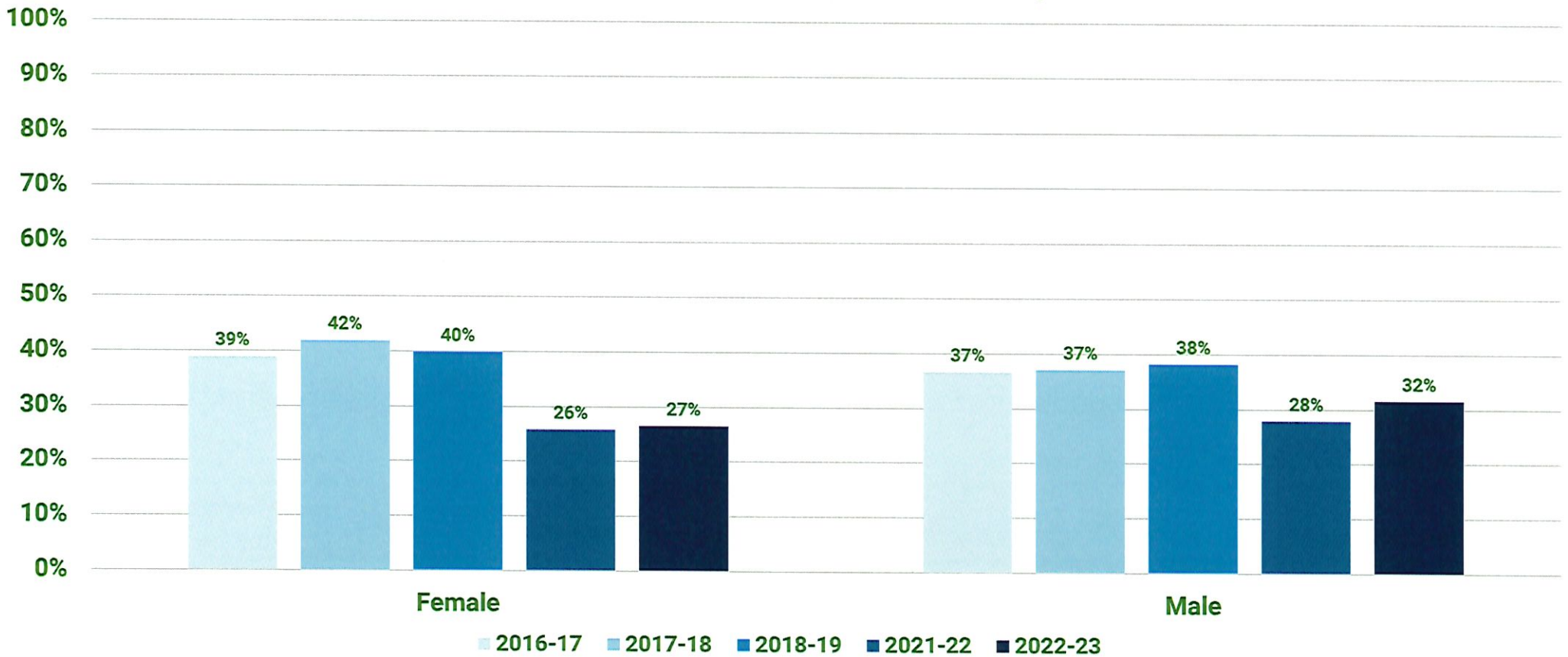
% Meeting + Exceeding (Math HS)



Subject	Grade	Gender	2016-17		2017-18		2018-19		2021-22		2022-23		2016-17	2017-18	2018-19	2021-22	2022-23
			N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	% Meeting + Exceeding				
Math	Alg I (HS)	Female	240	47%	254	50%	268	48%	269	42%	332	48%	15%	24%	24%	16%	12%
Math	Alg I (HS)	Male	269	53%	252	50%	288	52%	368	58%	363	52%	13%	18%	22%	15%	15%
Math	Alg I (HS)	Other	0	0%	0	0%	0	0%	1	0%	1	0%				100%	0%
Math	Alg I (HS)	All	509		506		556		638		696		14%	21%	23%	16%	14%

Proficiency by Gender

% Meeting + Exceeding (Math All Grades)



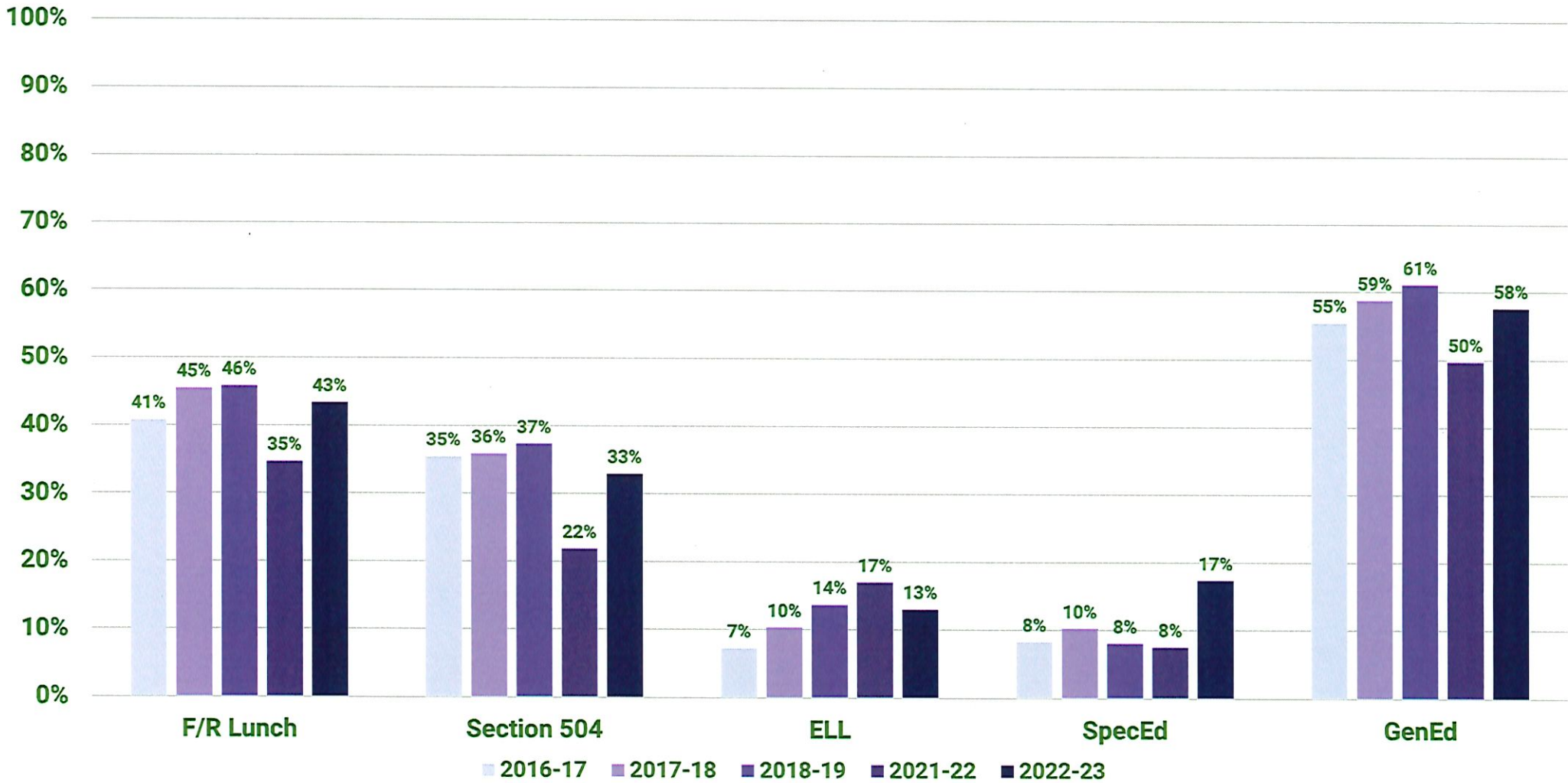
Subject	Grade	Gender	2016-17		2017-18		2018-19		2021-22		2022-23		2016-17	2017-18	2018-19	2021-22	2022-23
			N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	% Meeting + Exceeding				
Math	All Grades	Female	2,315	49%	2,359	49%	2,373	48%	2,349	47%	2,457	48%	39%	42%	40%	26%	27%
Math	All Grades	Male	2,396	51%	2,476	51%	2,562	52%	2,613	53%	2,683	52%	37%	37%	38%	28%	32%
Math	All Grades	Other	1	0%	1	0%	1	0%	4	0%	3	0%	0%	0%	0%	25%	33%
Math	All Grades	Unknown	0	0%	0	0%	0	0%	1	0%	1	0%				0%	0%
Math	All Grades	All	4,712		4,836		4,936		4,967		5,144		38%	39%	39%	27%	29%

Section 4: Program

GenEd refers to the population of students who were neither ELL or SpecEd at the time of testing.

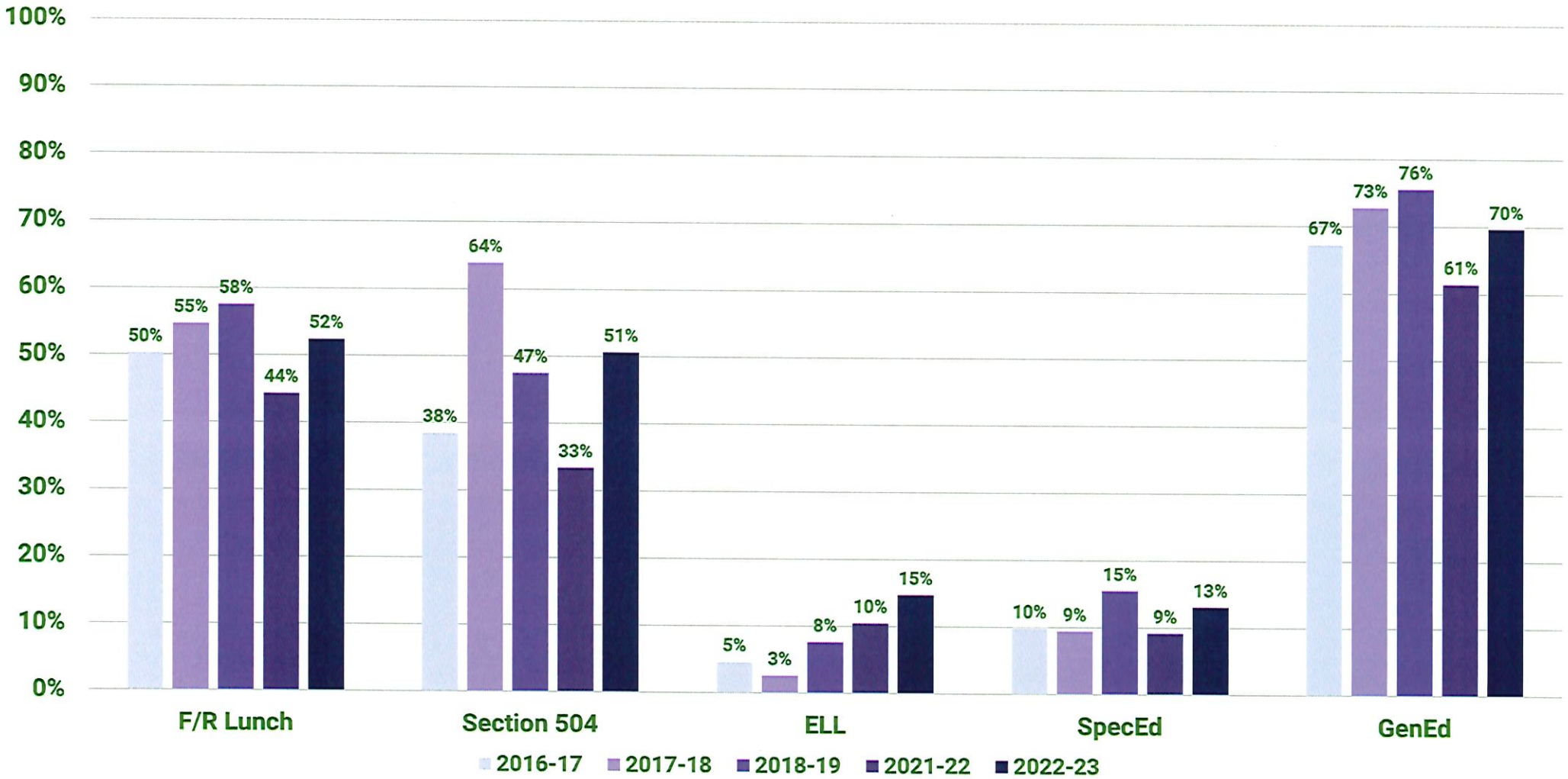
Proficiency by Program

% Meeting + Exceeding (ELA ES)



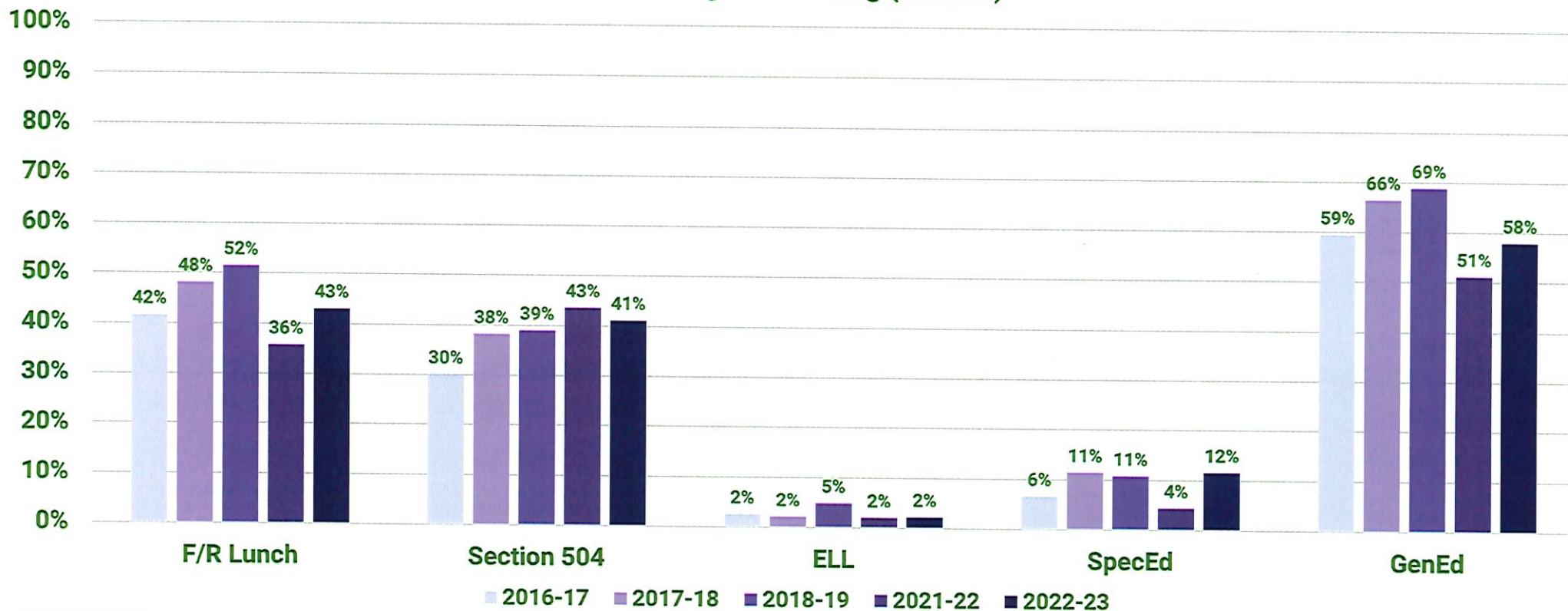
Proficiency by Program

% Proficient + Advanced (ELA MS)



Proficiency by Program

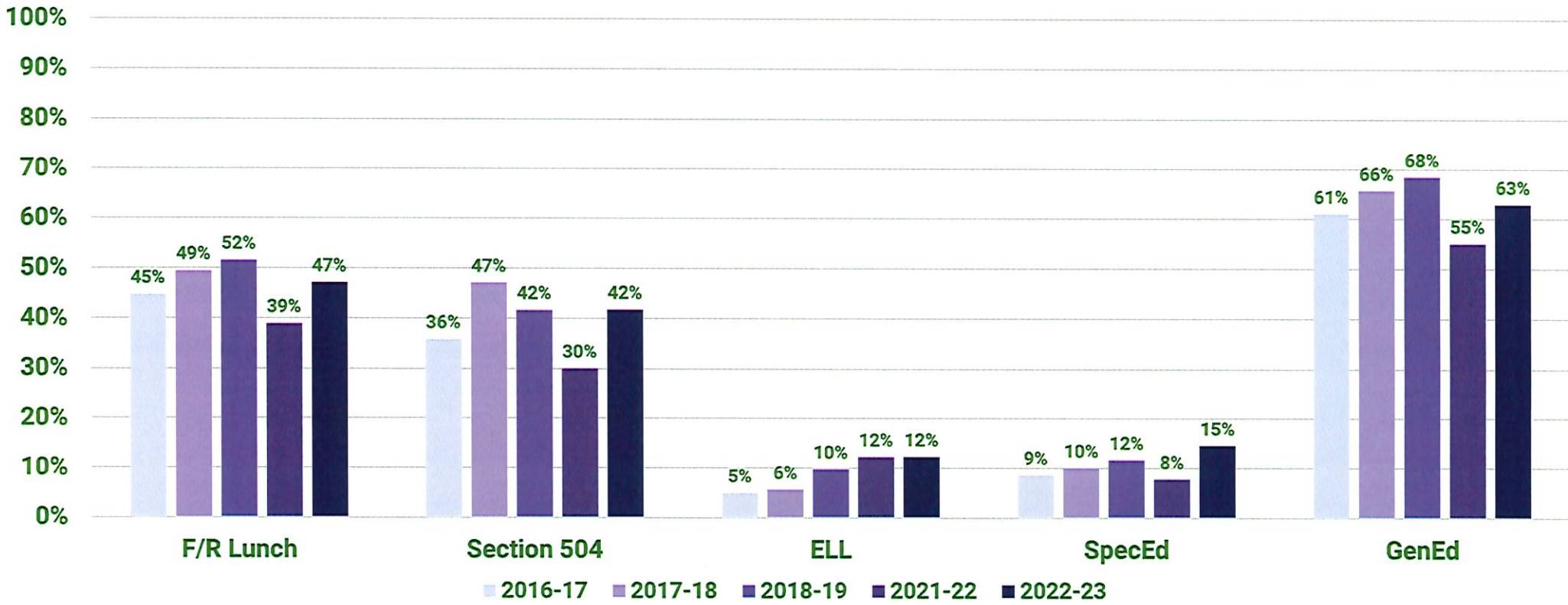
% Meeting + Exceeding (ELA HS)



Subject	Grade	Program	2016-17		2017-18		2018-19		2021-22		2022-23						
			N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	2016-17	2017-18	2018-19	2021-22	2022-23
ELA	9	F/R Lunch	412	59%	426	62%	398	65%	339	47%	405	57%	42%	48%	52%	36%	43%
ELA	9	Section 504	20	3%	21	3%	18	3%	23	3%	39	6%	30%	38%	39%	43%	41%
ELA	9	ELL	41	6%	50	7%	42	7%	53	7%	48	7%	2%	2%	5%	2%	2%
ELA	9	SpecEd	108	15%	97	14%	103	17%	117	16%	113	16%	6%	11%	11%	4%	12%
ELA	9	GenEd	555	79%	545	79%	472	76%	549	77%	545	77%	59%	66%	69%	51%	58%
ELA	9	All	702		688		617		714		706		48%	54%	55%	40%	47%

Proficiency by Program

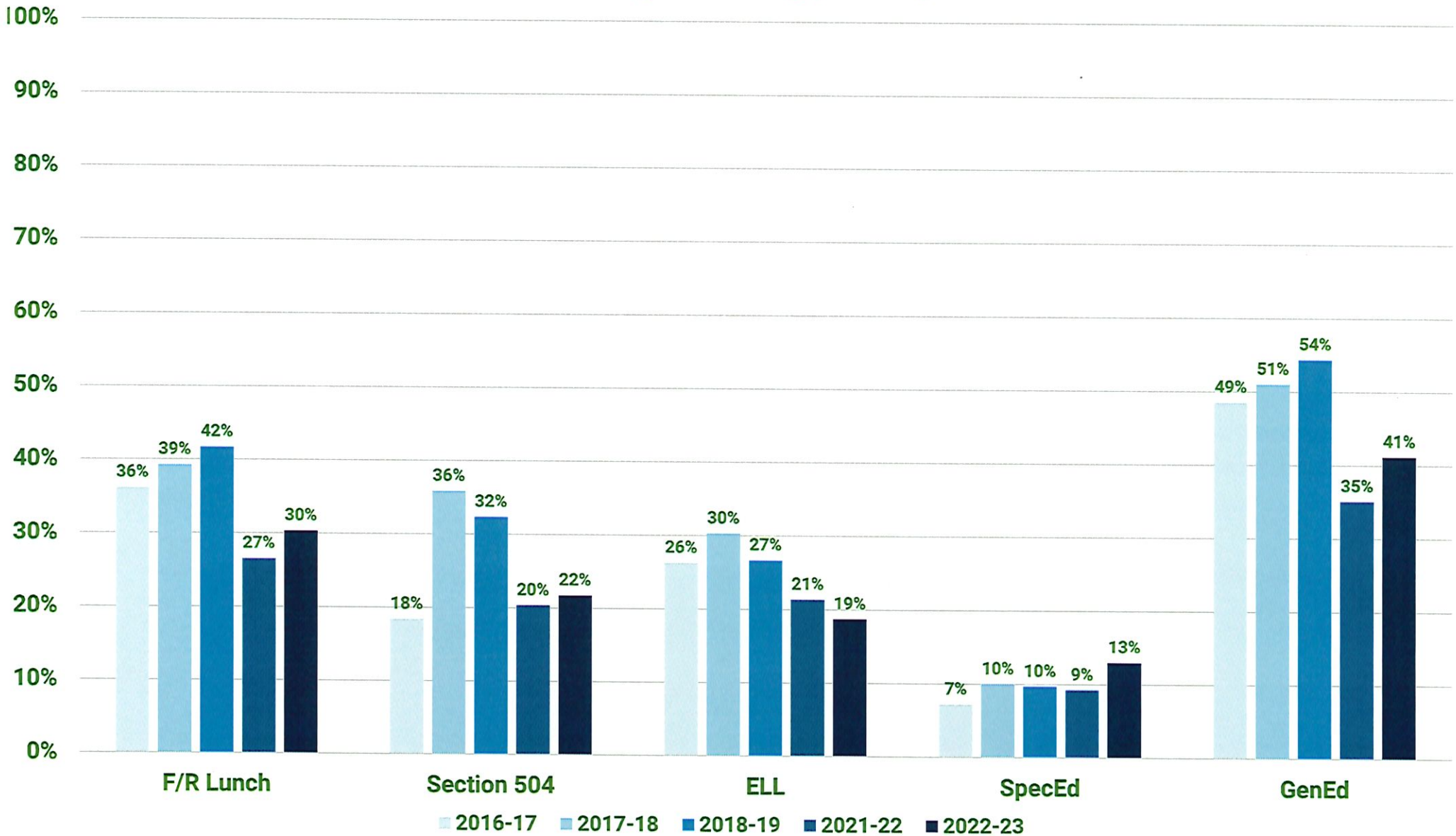
% Proficient + Advanced (ELA All Grades)



Subject	Grade	Program	2016-17		2017-18		2018-19		2021-22		2022-23		2016-17	2017-18	2018-19	2021-22	2022-23
			N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	% Meeting + Exceeding				
ELA	All Grades	F/R Lunch	2,898	60%	2,974	60%	3,127	63%	2,564	52%	2,840	56%	45%	49%	52%	39%	47%
ELA	All Grades	Section 504	120	2%	121	2%	144	3%	150	3%	206	4%	36%	47%	42%	30%	42%
ELA	All Grades	ELL	161	3%	213	4%	236	5%	327	7%	359	7%	5%	6%	10%	12%	12%
ELA	All Grades	SpecEd	674	14%	737	15%	756	15%	772	16%	783	16%	9%	10%	12%	8%	15%
ELA	All Grades	GenEd	4,008	83%	4,015	81%	3,977	80%	3,902	78%	3,921	78%	61%	66%	68%	55%	63%
ELA	All Grades	All	4,828		4,944		4,954		4,978		5,040		52%	55%	57%	45%	52%

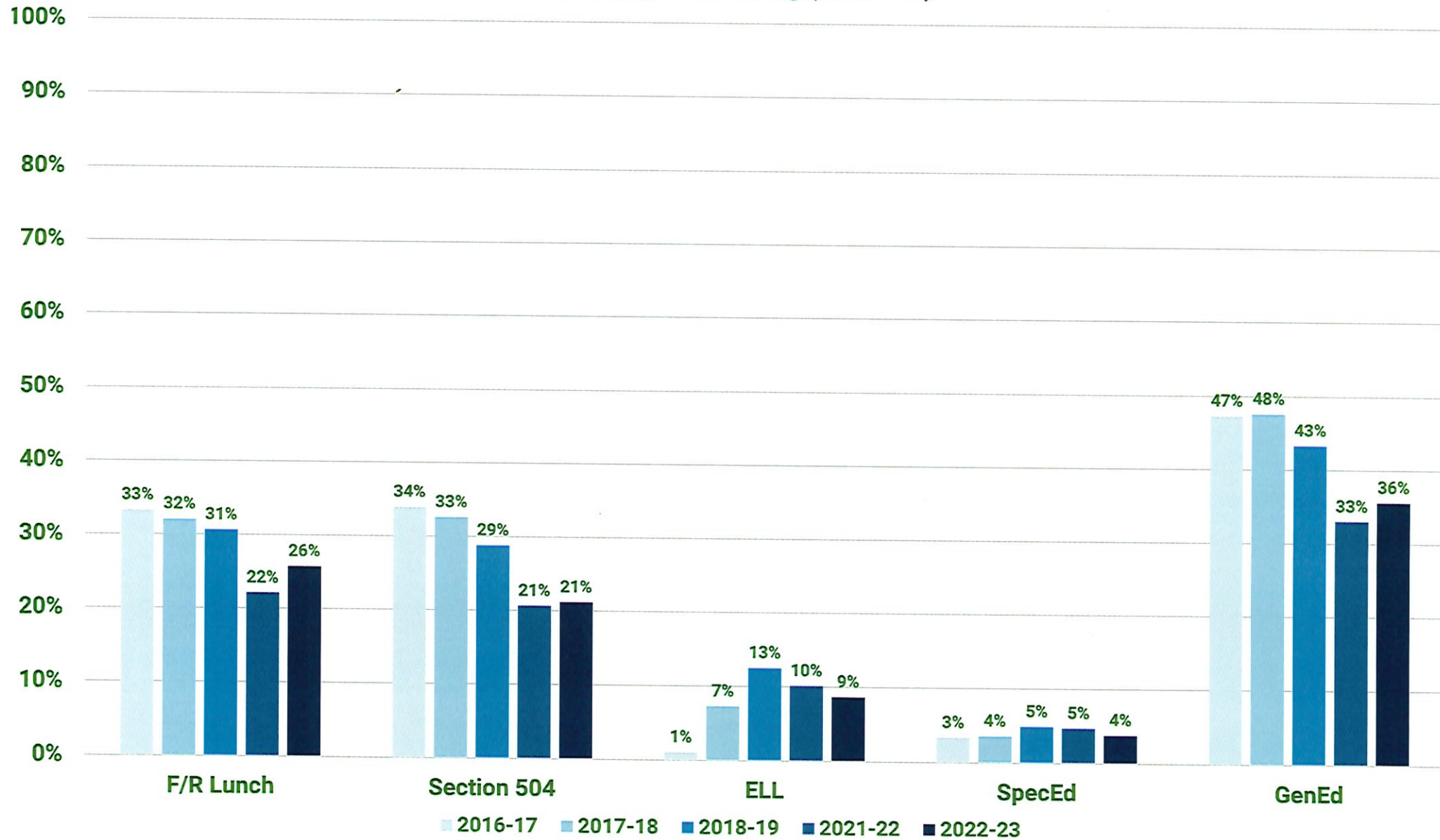
Proficiency by Program

% Meeting + Exceeding (Math ES)



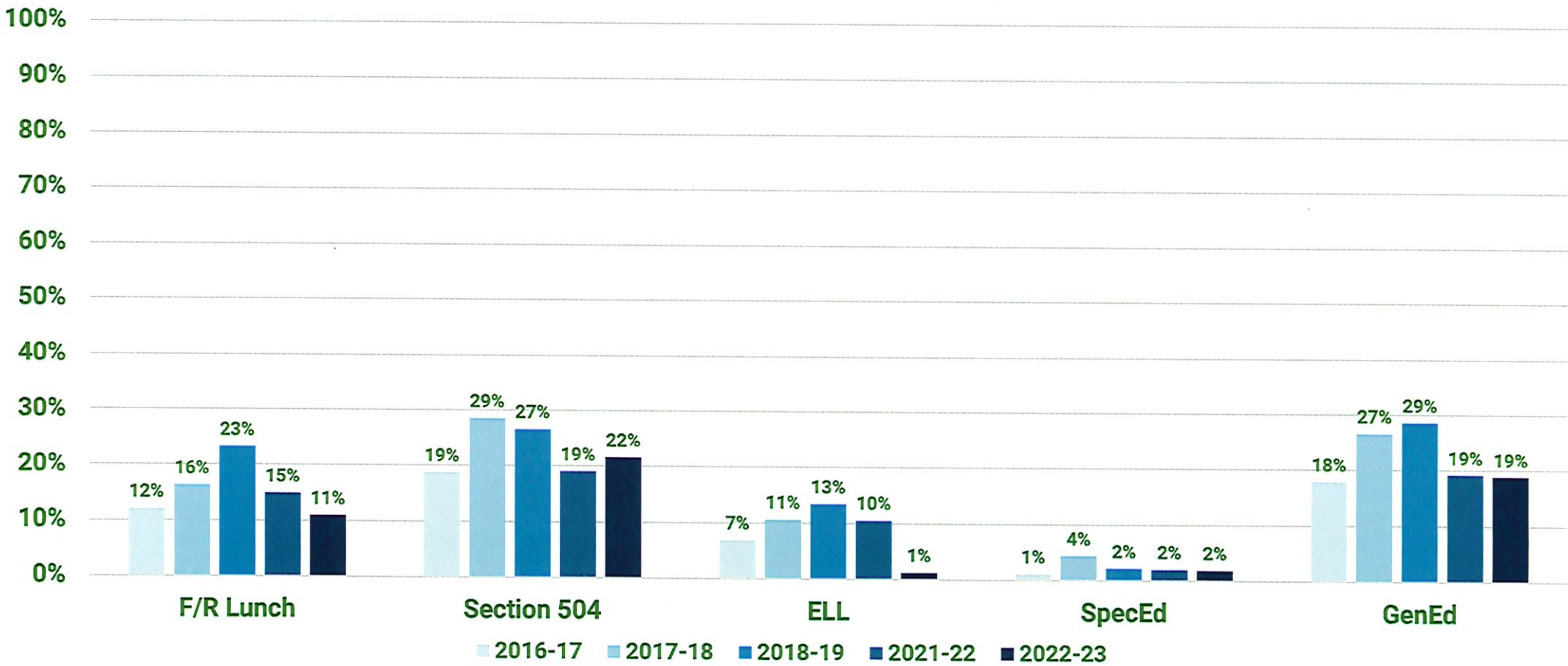
Proficiency by Program

% Meeting + Exceeding (Math MS)



Proficiency by Program

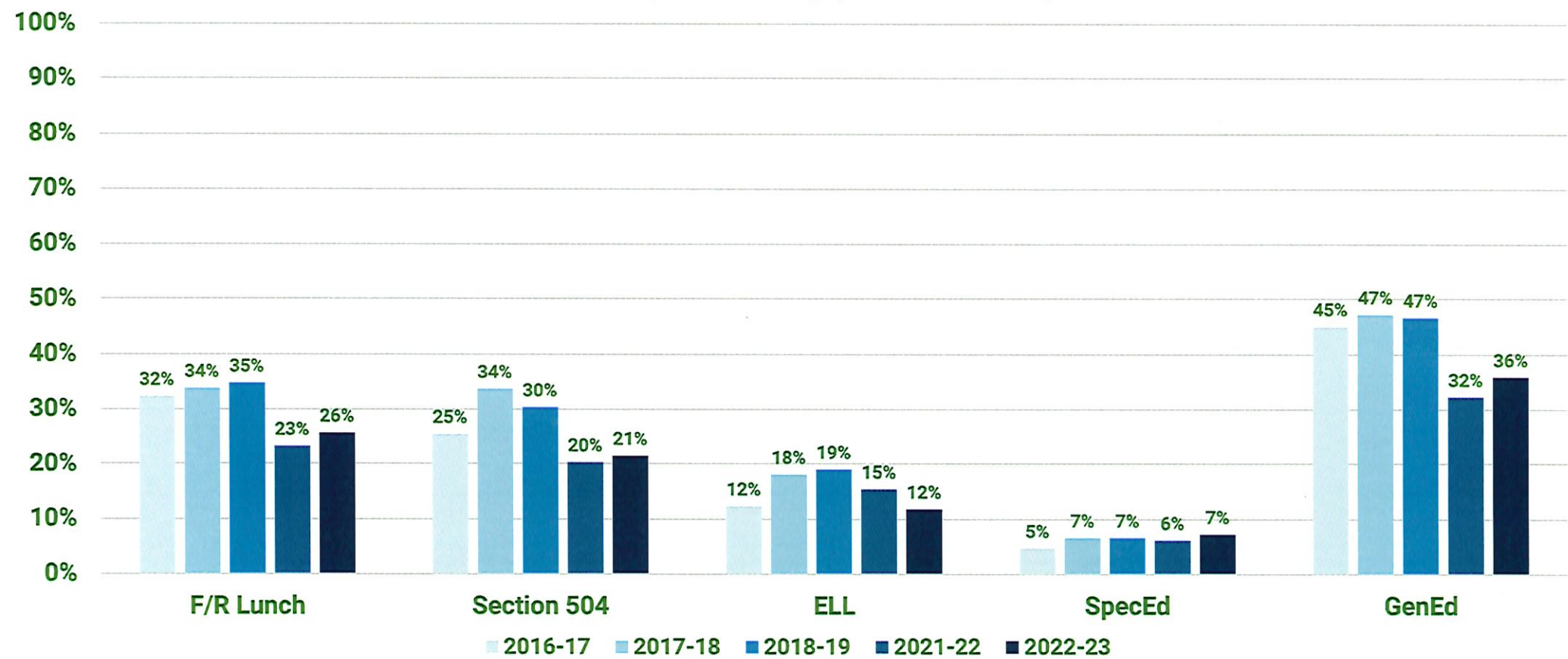
% Meeting + Exceeding (Math HS)



Subject	Grade	Program	2016-17		2017-18		2018-19		2021-22		2022-23						
			N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	% Meeting + Exceeding				
Math	Alg I (HS)	F/R Lunch	317	62%	326	64%	373	67%	303	47%	406	58%	12%	16%	23%	15%	11%
Math	Alg I (HS)	Section 504	16	3%	14	3%	15	3%	21	3%	37	5%	19%	29%	27%	19%	22%
Math	Alg I (HS)	ELL	44	9%	57	11%	45	8%	67	11%	89	13%	7%	11%	13%	10%	1%
Math	Alg I (HS)	SpecEd	102	20%	93	18%	99	18%	106	17%	114	16%	1%	4%	2%	2%	2%
Math	Alg I (HS)	GenEd	364	72%	360	71%	412	74%	470	74%	494	71%	18%	27%	29%	19%	19%
Math	Alg I (HS)	All	509		506		556		638		696		14%	21%	23%	16%	14%

Proficiency by Program

% Meeting + Exceeding (Math All Grades)



			2016-17		2017-18		2018-19		2021-22		2022-23		2016-17	2017-18	2018-19	2021-22	2022-23
Subject	Grade	Program	N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	% Meeting + Exceeding				
Math	All Grades	F/R Lunch	2,863	61%	2,944	61%	3,144	64%	2,524	51%	2,894	56%	32%	34%	35%	23%	26%
Math	All Grades	Section 504	118	3%	113	2%	142	3%	148	3%	205	4%	25%	34%	30%	20%	21%
Math	All Grades	ELL	244	5%	299	6%	300	6%	422	8%	527	10%	12%	18%	19%	15%	12%
Math	All Grades	SpecEd	669	14%	736	15%	751	15%	754	15%	780	15%	5%	7%	7%	6%	7%
Math	All Grades	GenEd	3,815	81%	3,823	79%	3,901	79%	3,814	77%	3,860	75%	45%	47%	47%	32%	36%
Math	All Grades	All	4,712		4,836		4,936		4,967		5,144		38%	39%	39%	27%	29%

Chapter 2

NJSLA Science

Section 1: Achievement

Results for 2019-20 and 2020-21 are not

3-Year NJSLA-Science

2018-19 to 2022-23

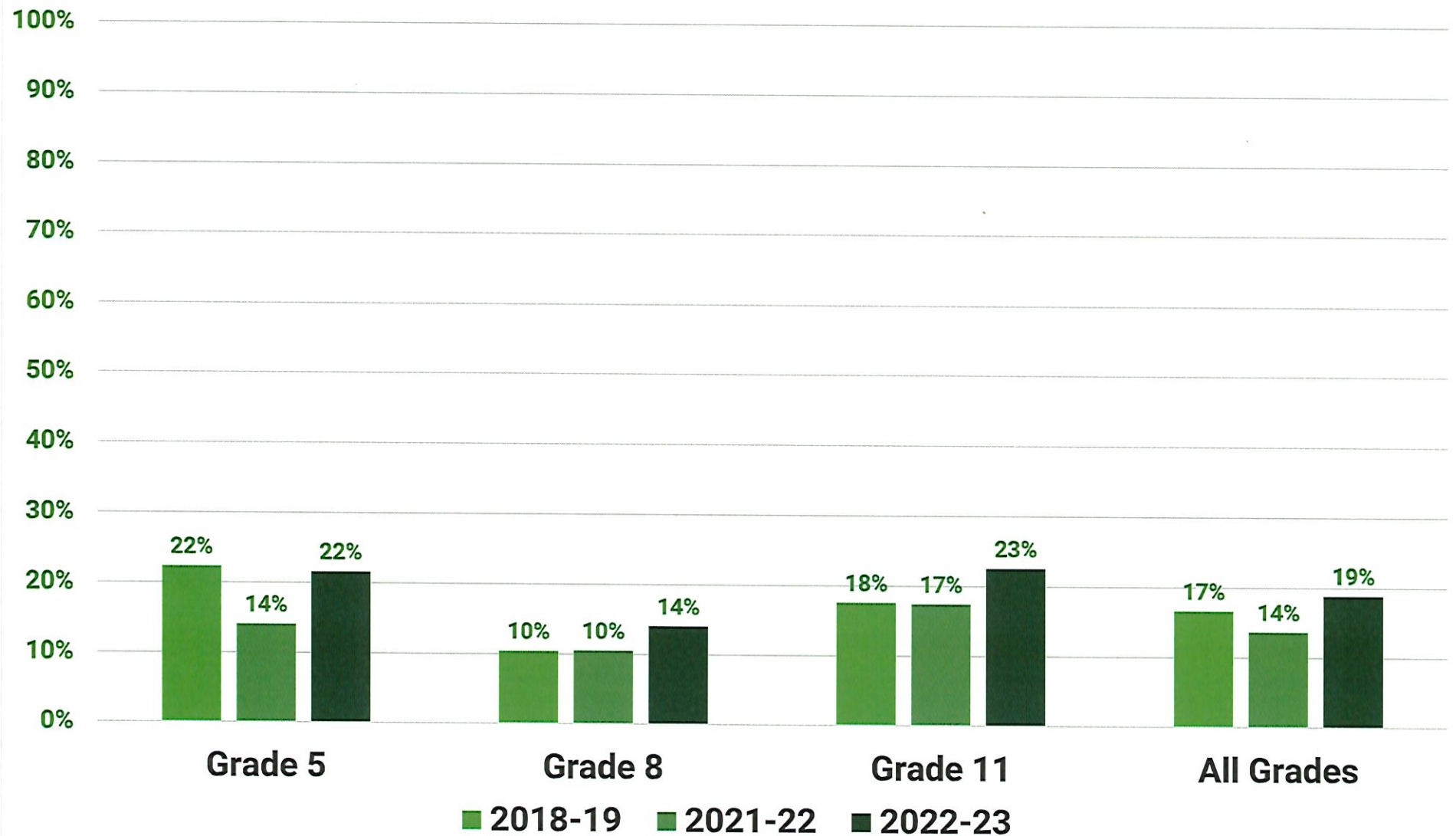
LinkIt!



Science Achievement and Growth

Same grade, different students

% Proficient + Advanced



Achievement and Growth School Comparison

5 Science

School:	N =			Minimal			Limited			Proficient			Advanced			Proficient + Advanced				
	18-19	21-22	22-23	18-19	21-22	22-23	18-19	21-22	22-23	18-19	21-22	22-23	18-19	21-22	22-23	18-19	21-22	22-23 ↓	3-Yr Growth	2-Yr Growth
Nicholas Oresko CS	71	20	30	7%	15%	30%	20%	60%	33%	42%	10%	30%	31%	15%	7%	73%	25%	37%	-37%	12%
Woodrow Wilson CS	85	77	56	28%	49%	38%	53%	39%	30%	14%	9%	16%	5%	3%	16%	19%	12%	32%	13%	20%
John M. Bailey CS	60	63	80	40%	52%	34%	47%	35%	36%	12%	10%	25%	2%	3%	5%	13%	13%	30%	17%	17%
Orace Mann CS	52	59	77	37%	39%	35%	44%	42%	43%	17%	17%	17%	2%	2%	5%	19%	19%	22%	3%	3%
Coln CS	32	47	41	50%	43%	29%	34%	43%	49%	16%	15%	20%	0%	0%	2%	16%	15%	22%	6%	7%
Henry E. Harris CS	83	59	64	51%	56%	36%	34%	34%	42%	13%	10%	19%	2%	0%	3%	16%	10%	22%	6%	12%
Philip G. Vroom CS	50	50	37	54%	66%	43%	30%	24%	35%	16%	8%	22%	0%	2%	0%	16%	10%	22%	6%	12%
William Shemin Midtown CS	112	131	115	43%	60%	39%	41%	29%	42%	15%	8%	17%	1%	3%	2%	16%	11%	19%	3%	8%
Washington CS	61	60	80	46%	50%	51%	43%	30%	31%	7%	15%	16%	5%	5%	1%	11%	20%	18%	6%	-3%
ary J. Donohoe CS	42	50	48	36%	44%	46%	33%	30%	40%	26%	22%	15%	5%	4%	0%	31%	26%	15%	-16%	-11%
r. Walter F. Robinson CS	65	86	109	43%	64%	55%	43%	26%	31%	12%	3%	12%	2%	7%	2%	14%	10%	14%	0%	3%
District	713	702	737	39%	53%	41%	39%	33%	37%	17%	11%	18%	5%	3%	4%	22%	14%	22%	-1%	7%

8 Science

School:	N =			Minimal			Limited			Proficient			Advanced			Proficient + Advanced				
	18-19	21-22	22-23	18-19	21-22	22-23	18-19	21-22	22-23	18-19	21-22	22-23	18-19	21-22	22-23	18-19	21-22	22-23	3-Yr Growth	2-Yr Growth
Nicholas Oresko CS	73	65	72	10%	9%	11%	51%	35%	31%	30%	38%	33%	10%	17%	25%	40%	55%	58%	19%	3%
Coln CS	25	41	39	64%	66%	44%	28%	34%	36%	8%	0%	21%	0%	0%	0%	8%	0%	21%	13%	21%
Washington CS	60	62	63	35%	47%	40%	55%	44%	41%	10%	6%	11%	0%	3%	8%	10%	10%	19%	9%	9%
ary J. Donohoe CS	53	49	50	26%	51%	40%	62%	39%	48%	9%	6%	10%	2%	4%	2%	11%	10%	12%	1%	2%
John M. Bailey CS	54	50	61	44%	38%	33%	44%	54%	56%	11%	6%	8%	0%	2%	3%	11%	8%	11%	0%	3%
Orace Mann CS	70	49	71	56%	63%	48%	37%	27%	41%	7%	10%	11%	0%	0%	0%	7%	10%	11%	4%	1%
Woodrow Wilson CS	61	75	70	38%	36%	33%	52%	59%	57%	10%	5%	9%	0%	0%	1%	10%	5%	10%	0%	5%
William Shemin Midtown CS	132	121	134	45%	49%	40%	50%	45%	51%	5%	6%	5%	1%	1%	4%	5%	7%	10%	4%	3%
Philip G. Vroom CS	48	67	67	40%	63%	54%	50%	30%	39%	8%	3%	7%	2%	4%	0%	10%	7%	7%	-3%	0%
Henry E. Harris CS	68	69	90	68%	61%	51%	31%	38%	44%	1%	1%	4%	0%	0%	0%	1%	1%	4%	3%	3%
r. Walter F. Robinson CS	95	86	116	52%	73%	63%	44%	23%	33%	4%	3%	4%	0%	0%	0%	4%	3%	4%	0%	1%
District	739	734	833	43%	50%	43%	47%	39%	43%	9%	8%	10%	1%	3%	4%	10%	10%	14%	4%	4%

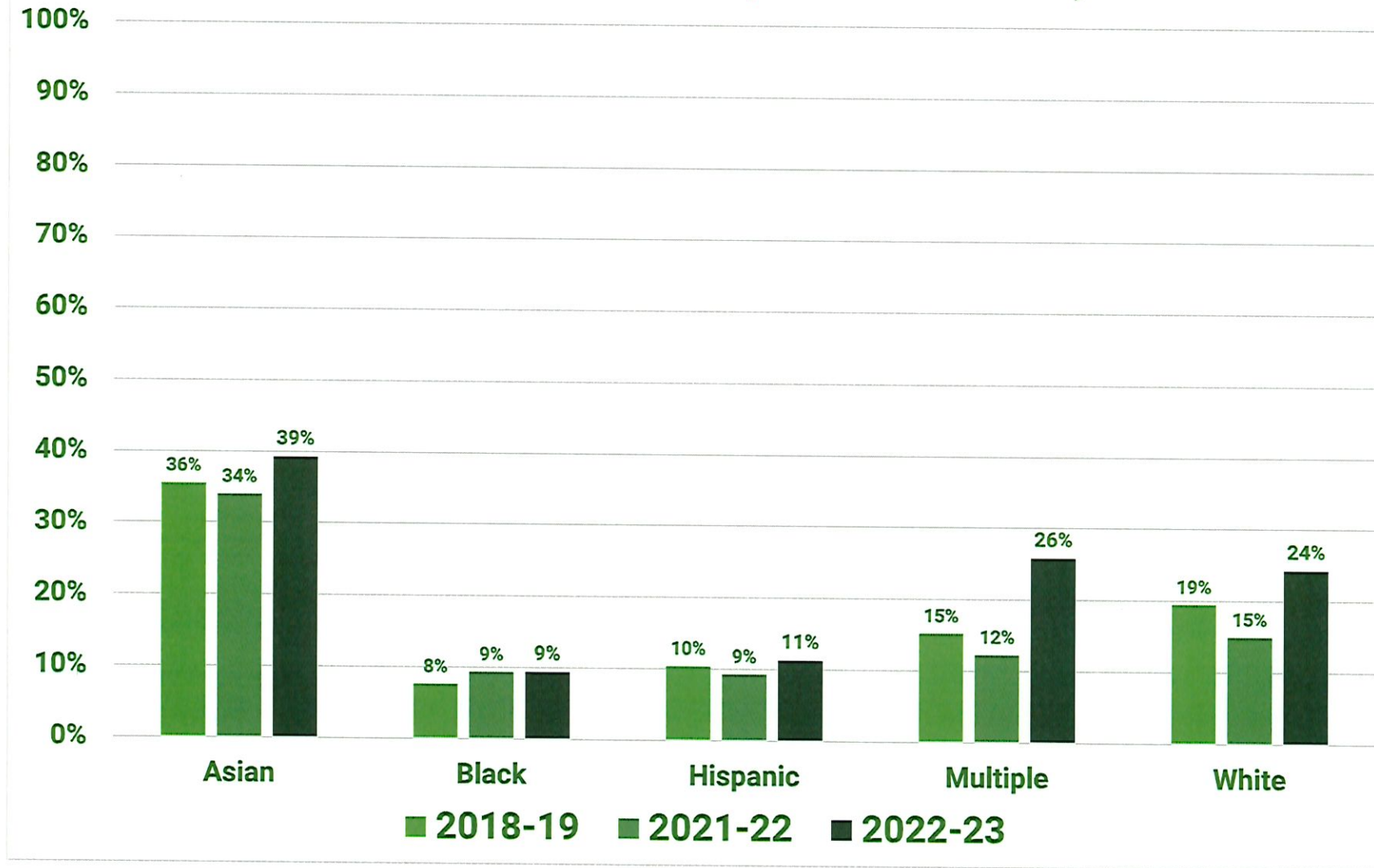
Schools are ordered high to low by 2022-23 % Proficient + Advanced.

-Year growth calculation is the difference in achievement from 2021-22 to 2022-23.

-Year growth calculation is the difference in achievement from 2018-19 to 2022-23.

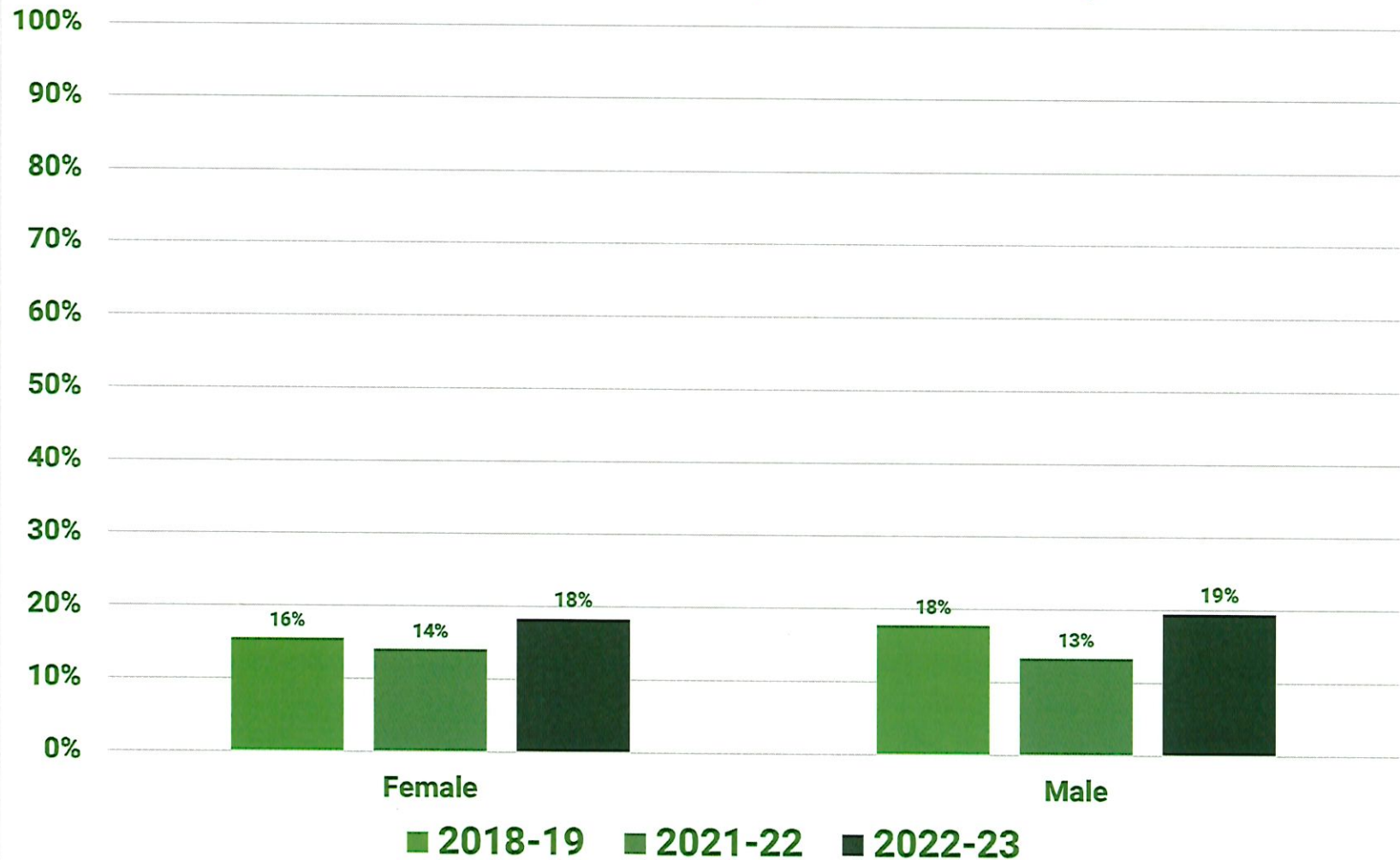
Proficiency by Race

% Proficient + Advanced (Science All Grades)



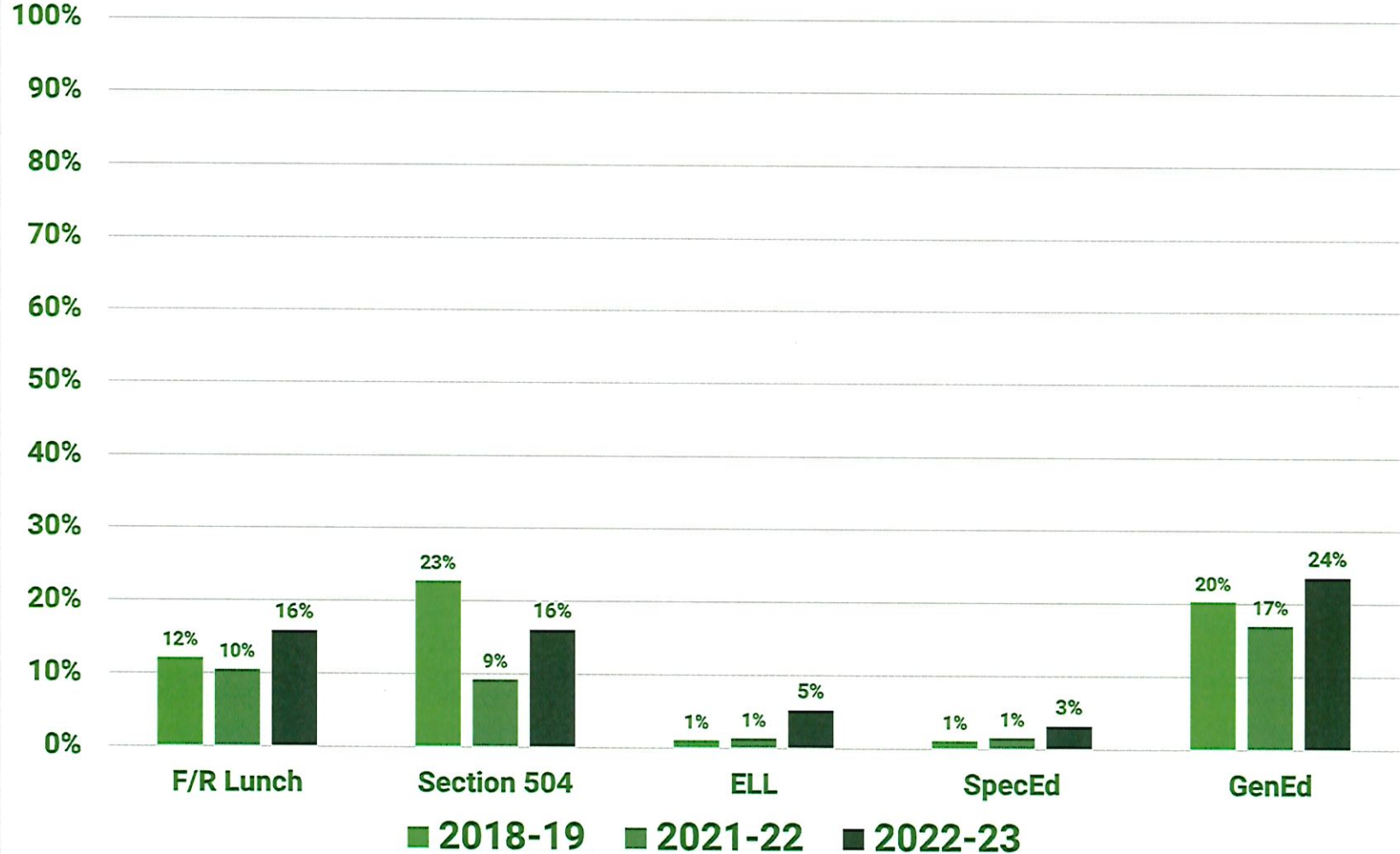
Proficiency by Gender

% Proficient + Advanced (Science All Grades)



Proficiency by Program

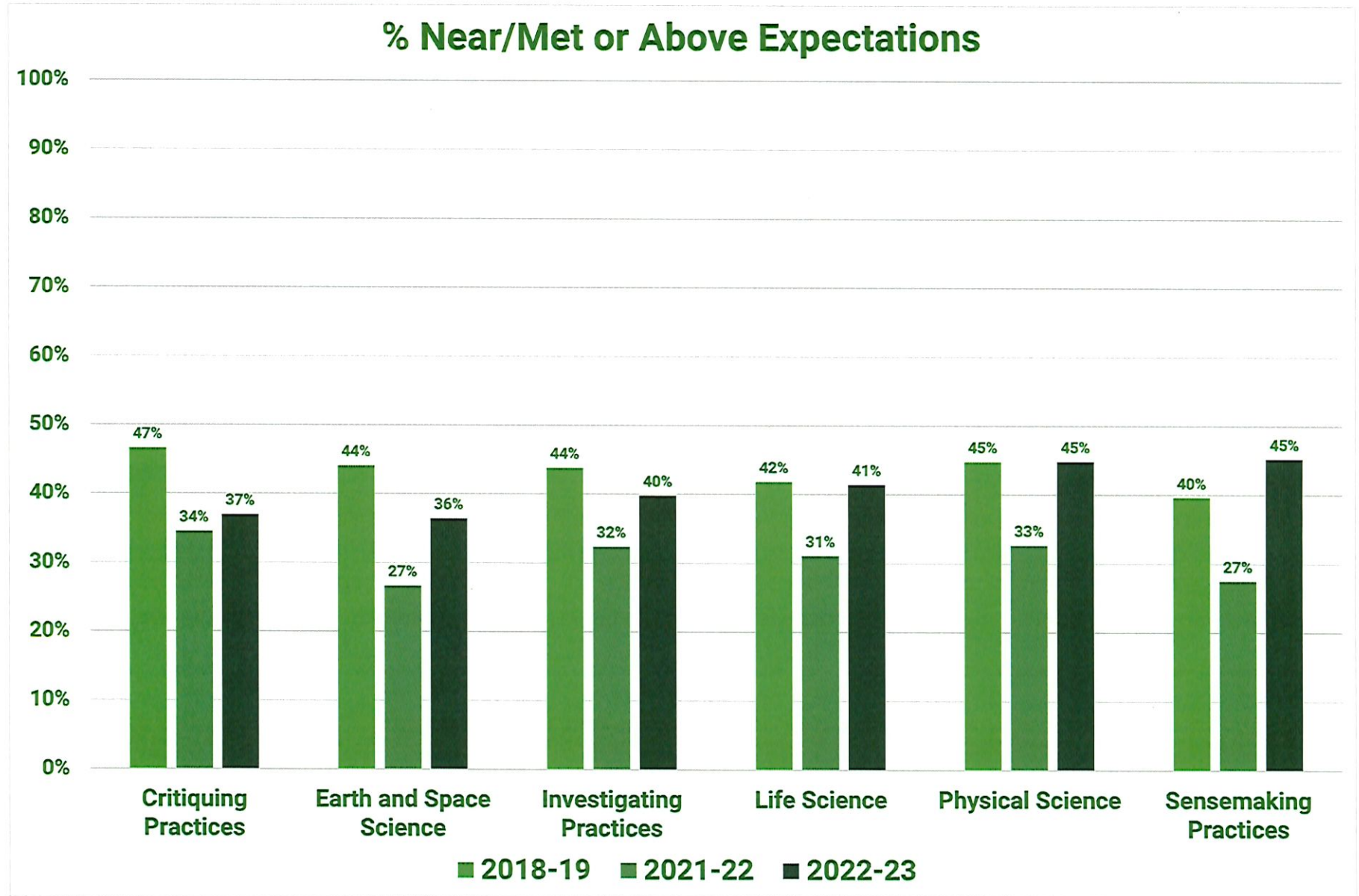
% Proficient + Advanced (Science All Grades)



Section: Subscores

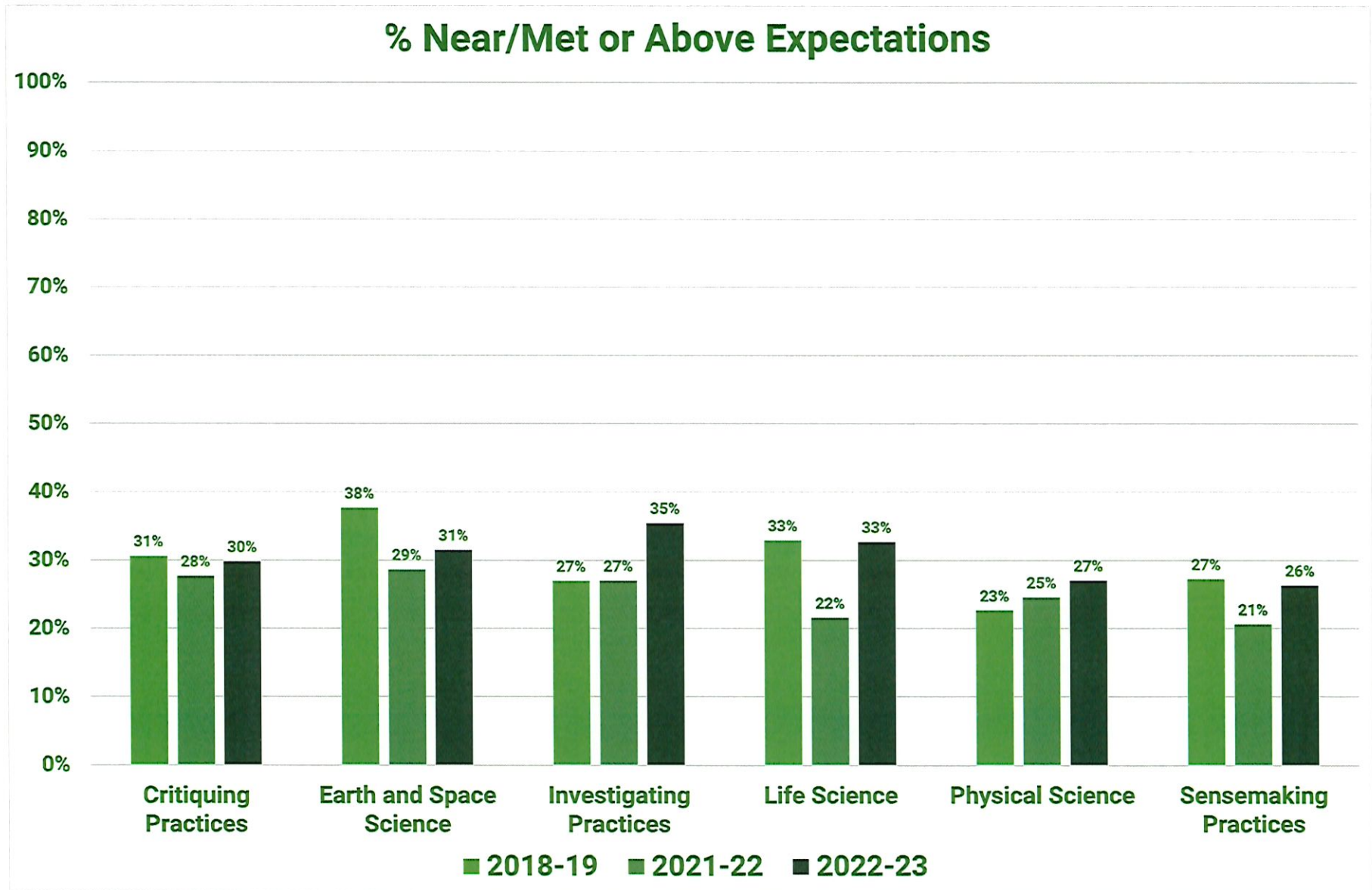
Science Subscore Achievement (G5)

Same grade, different students



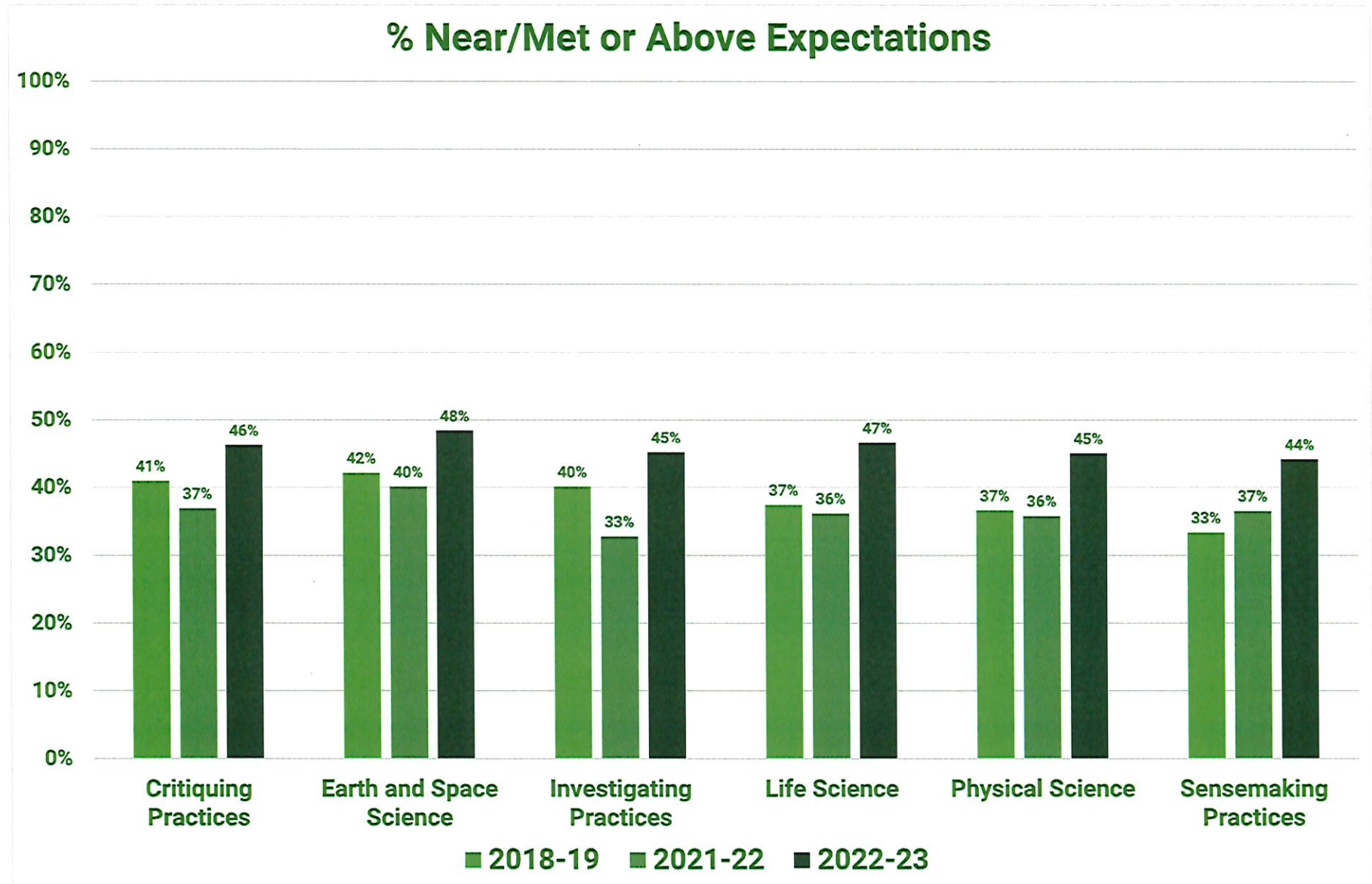
Science Subscore Achievement (G8)

Same grade, different students



Science Subscore Achievement (G11)

Same grade, different students



Chapter 3

Dynamic Learning Maps

Dynamic Learning Maps Alternate Assessment (DLM)

Dynamic Learning Maps 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. Results from DLM assessments are used to inform instruction and meet accountability requirements for reporting student achievement.



End of Year Report

District Results 2022-23



DISTRICT: Bayonne School District (170220)

DISTRICT ID: 170220
STATE: New Jersey

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	English Language Arts	11	7	3	0	1	9%
	Mathematics	11	6	2	1	2	27%
4	English Language Arts	18	16	2	0	0	0%
	Mathematics	18	13	1	3	1	22%
5	English Language Arts	10	3	6	1	0	10%
	Mathematics	10	2	5	2	1	30%
	Science	10	5	4	1	0	10%
6	English Language Arts	3	1	2	0	0	0%
	Mathematics	3	2	1	0	0	0%
7	English Language Arts	12	10	2	0	0	0%
	Mathematics	12	11	1	0	0	0%
8	English Language Arts	11	5	4	2	0	18%
	Mathematics	11	6	5	0	0	0%
	Science	11	7	1	3	0	27%
11	English Language Arts	9	5	1	3	0	33%
	Mathematics	9	4	3	2	0	22%
	Science	9	6	3	0	0	0%

Chapter 4

SUITE OF WIDA ASSESSMENTS

DISTRICT: Bayonne School District (170220)

DISTRICT ID: 170220
STATE: New Jersey

Achievement Levels

The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

District Frequency Report — 2023

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%	2	100%	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%	0	0%	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							217		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							
Lowest Score							208									
Total Tested	2															

District Frequency Report — 2023

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	27	49%	28	51%	47	85%	47	85%	28	51%	46	84%	41	75%	37	67%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	5	9%	10	18%	3	5%	5	9%	8	15%	7	13%	5	9%	12	22%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	2	4%	3	5%	1	2%	3	5%	3	5%	2	4%	3	5%	4	7%
4 – Expanding Knows and uses social English and some technical academic language	2	4%	3	5%	1	2%	0	0%	4	7%	0	0%	2	4%	2	4%
5 – Bridging Knows and uses social and academic language working with grade level material	3	5%	3	5%	3	5%	0	0%	5	9%	0	0%	4	7%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	16	29%	8	15%	0	0%	0	0%	7	13%	0	0%	0	0%	0	0%
Highest Score	363		392		290		271		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							
Lowest Score	100		100		100		100									
Total Tested	55															

District Frequency Report — 2023

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	32	38%	36	42%	25	29%	51	60%	37	44%	40	47%	21	25%	35	41%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	9	11%	29	34%	33	39%	20	24%	11	13%	27	32%	24	28%	23	27%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	10	12%	18	21%	14	16%	11	13%	19	22%	12	14%	19	22%	21	25%
4 – Expanding Knows and uses social English and some technical academic language	1	1%	1	1%	6	7%	0	0%	15	18%	2	2%	7	8%	2	2%
5 – Bridging Knows and uses social and academic language working with grade level material	7	8%	0	0%	4	5%	0	0%	2	2%	0	0%	10	12%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	25	29%	0	0%	2	2%	0	0%	0	0%	0	0%	3	4%	0	0%
Highest Score	393		318		347		322		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							
Lowest Score	122		106		229		111									
Total Tested	85															

District Frequency Report — 2023

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	31	38%	34	41%	19	23%	10	12%	30	37%	14	17%	18	22%	21	26%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	12	15%	28	34%	34	41%	44	54%	25	30%	44	54%	34	41%	39	48%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	15	18%	14	17%	11	13%	25	30%	16	20%	19	23%	16	20%	15	18%
4 – Expanding Knows and uses social English and some technical academic language	9	11%	6	7%	8	10%	3	4%	9	11%	5	6%	4	5%	6	7%
5 – Bridging Knows and uses social and academic language working with grade level material	8	10%	0	0%	5	6%	0	0%	2	2%	0	0%	4	5%	1	1%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	7	9%	0	0%	5	6%	0	0%	0	0%	0	0%	6	7%	0	0%
Highest Score	401		337		384		352		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							
Lowest Score	170		118		256		133									
Total Tested	82															

District Frequency Report — 2023

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	100%	1	100%	1	100%	1	100%	1	100%	1	100%	1	100%	1	100%
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%	0	0%	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	139		100		109		177		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							
Lowest Score	139		100		109		177									
Total Tested	1															

District Frequency Report — 2023

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	22	28%	29	37%	21	27%	17	22%	21	27%	17	22%	18	23%	17	22%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	10	13%	13	16%	20	25%	14	18%	16	20%	18	23%	19	24%	18	23%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	13	16%	27	34%	11	14%	38	48%	24	30%	24	30%	15	19%	25	32%
4 – Expanding Knows and uses social English and some technical academic language	12	15%	9	11%	4	5%	9	11%	13	16%	17	22%	5	6%	17	22%
5 – Bridging Knows and uses social and academic language working with grade level material	9	11%	0	0%	11	14%	0	0%	4	5%	1	1%	13	16%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	12	15%	0	0%	11	14%	0	0%	0	0%	0	0%	8	10%	0	0%
Highest Score	446		347		400		367		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							
Lowest Score	183		118		267		133									
Total Tested	79															

District Frequency Report — 2023

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	8	10%	15	18%	13	15%	10	12%	12	14%	12	14%	8	10%	9	11%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	9	11%	16	19%	27	32%	16	19%	11	13%	16	19%	15	18%	16	19%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	7	8%	27	32%	18	21%	39	46%	10	12%	38	45%	13	15%	28	33%
4 – Expanding Knows and uses social English and some technical academic language	1	1%	22	26%	13	15%	17	20%	23	27%	15	18%	15	18%	24	29%
5 – Bridging Knows and uses social and academic language working with grade level material	6	7%	3	4%	7	8%	1	1%	21	25%	2	2%	16	19%	6	7%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	53	63%	0	0%	6	7%	1	1%	6	7%	1	1%	17	20%	0	0%
Highest Score	478		400		414		433		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							
Lowest Score	231		130		265		155									
Total Tested	84															

District Frequency Report — 2023

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	8	12%	22	33%	24	36%	13	20%	13	20%	14	21%	14	21%	12	18%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	7	11%	15	23%	18	27%	10	15%	9	14%	18	27%	16	24%	17	26%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	15	23%	20	30%	10	15%	27	41%	15	23%	21	32%	12	18%	17	26%
4 – Expanding Knows and uses social English and some technical academic language	2	3%	8	12%	4	6%	14	21%	19	29%	9	14%	4	6%	14	21%
5 – Bridging Knows and uses social and academic language working with grade level material	4	6%	1	2%	8	12%	2	3%	6	9%	4	6%	9	14%	6	9%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	30	45%	0	0%	2	3%	0	0%	4	6%	0	0%	11	17%	0	0%
Highest Score	508		412		403		420		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							
Lowest Score	247		133		265		235									
Total Tested	66															

District Frequency Report — 2023

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	1%	18	26%	34	49%	13	19%	8	11%	16	23%	13	19%	12	17%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	13	19%	17	24%	17	24%	17	24%	12	17%	23	33%	25	36%	21	30%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	14	20%	27	39%	13	19%	35	50%	30	43%	26	37%	19	27%	30	43%
4 – Expanding Knows and uses social English and some technical academic language	16	23%	8	11%	3	4%	5	7%	14	20%	5	7%	7	10%	7	10%
5 – Bridging Knows and uses social and academic language working with grade level material	16	23%	0	0%	3	4%	0	0%	6	9%	0	0%	3	4%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	10	14%	0	0%	0	0%	0	0%	0	0%	0	0%	3	4%	0	0%
Highest Score	471		387		398		378		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							
Lowest Score	267		148		278		225									
Total Tested	70															

District Frequency Report — 2023

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	2	3%	17	26%	23	35%	13	20%	7	11%	15	23%	14	21%	15	23%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	8	12%	14	21%	17	26%	9	14%	14	21%	20	30%	12	18%	11	17%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	9	14%	30	45%	14	21%	36	55%	16	24%	26	39%	19	29%	26	39%
4 – Expanding Knows and uses social English and some technical academic language	16	24%	4	6%	7	11%	8	12%	26	39%	5	8%	7	11%	13	20%
5 – Bridging Knows and uses social and academic language working with grade level material	10	15%	1	2%	5	8%	0	0%	3	5%	0	0%	10	15%	1	2%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	21	32%	0	0%	0	0%	0	0%	0	0%	0	0%	4	6%	0	0%
Highest Score	471		444		403		393		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							
Lowest Score	263		148		268		188									
Total Tested	66															

District Frequency Report — 2023

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%	24	35%	29	42%	21	30%	15	22%	27	39%	23	33%	22	32%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	20	29%	20	29%	13	19%	13	19%	17	25%	13	19%	9	13%	14	20%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	10	14%	16	23%	17	25%	24	35%	16	23%	17	25%	16	23%	18	26%
4 – Expanding Knows and uses social English and some technical academic language	11	16%	9	13%	2	3%	11	16%	17	25%	11	16%	10	14%	14	20%
5 – Bridging Knows and uses social and academic language working with grade level material	11	16%	0	0%	3	4%	0	0%	3	4%	1	1%	5	7%	1	1%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	14	20%	0	0%	5	7%	0	0%	1	1%	0	0%	6	9%	0	0%
Highest Score	499		420		455		407		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							
Lowest Score	263		148		286		188									
Total Tested	69															

District Frequency Report — 2023

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	8	9%	42	49%	19	22%	12	14%	22	26%	11	13%	11	13%	15	18%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	17	20%	15	18%	26	31%	19	22%	18	21%	29	34%	24	28%	21	25%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	17	20%	25	29%	19	22%	46	54%	29	34%	36	42%	23	27%	40	47%
4 – Expanding Knows and uses social English and some technical academic language	14	16%	3	4%	5	6%	8	9%	15	18%	7	8%	12	14%	8	9%
5 – Bridging Knows and uses social and academic language working with grade level material	14	16%	0	0%	10	12%	0	0%	1	1%	2	2%	9	11%	1	1%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	15	18%	0	0%	6	7%	0	0%	0	0%	0	0%	6	7%	0	0%
Highest Score	487		411		460		413		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							
Lowest Score	291		172		292		257									
Total Tested	85															

District Frequency Report — 2023

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	9%	21	26%	19	23%	8	10%	11	13%	6	7%	11	13%	11	13%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	7	9%	12	15%	21	26%	12	15%	19	23%	25	30%	24	29%	19	23%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	27	33%	45	55%	20	24%	52	63%	33	40%	35	43%	17	21%	35	43%
4 – Expanding Knows and uses social English and some technical academic language	18	22%	4	5%	3	4%	10	12%	15	18%	13	16%	13	16%	13	16%
5 – Bridging Knows and uses social and academic language working with grade level material	8	10%	0	0%	10	12%	0	0%	3	4%	3	4%	7	9%	4	5%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	15	18%	0	0%	9	11%	0	0%	1	1%	0	0%	10	12%	0	0%
Highest Score	513		423		487		401		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							
Lowest Score	277		196		310		262									
Total Tested	82															

District Frequency Report — 2023

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	2	3%	6	10%	4	7%	2	3%	4	7%	2	3%	2	3%	2	3%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	7	12%	9	16%	10	17%	8	14%	5	9%	5	9%	10	17%	5	9%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	11	19%	37	64%	21	36%	39	67%	26	45%	39	67%	15	26%	36	62%
4 – Expanding Knows and uses social English and some technical academic language	12	21%	5	9%	7	12%	9	16%	20	34%	10	17%	11	19%	12	21%
5 – Bridging Knows and uses social and academic language working with grade level material	12	21%	0	0%	9	16%	0	0%	2	3%	2	3%	12	21%	2	3%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	14	24%	0	0%	7	12%	0	0%	0	0%	0	0%	8	14%	0	0%
Highest Score	513		411		453		413		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							
Lowest Score	291		222		310		232									
Total Tested	58															

District Frequency Report — 2023

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%	14	31%	6	13%	6	13%	7	16%	3	7%	4	9%	4	9%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	6	13%	15	33%	14	31%	7	16%	11	24%	15	33%	10	22%	12	27%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	7	16%	14	31%	11	24%	28	62%	21	47%	20	44%	14	31%	23	51%
4 – Expanding Knows and uses social English and some technical academic language	13	29%	0	0%	1	2%	4	9%	4	9%	7	16%	5	11%	5	11%
5 – Bridging Knows and uses social and academic language working with grade level material	8	18%	1	2%	8	18%	0	0%	1	2%	0	0%	6	13%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	8	18%	0	0%	5	11%	0	0%	0	0%	0	0%	6	13%	0	0%
Highest Score	487		455		453		398		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							
Lowest Score	304		172		324		289									
Total Tested	45															

Chapter 5

Interventions

English Language Arts

1. Grade-level Professional Learning Communities (PLC) will center their efforts on the exchange of best practices aimed at improving student learning.
2. Two Reading Instructional Coaches will offer assistance and share effective strategies with educators.
3. The evidence statements from the NJSLA will be scrutinized to confirm that students are proficient in the New Jersey State Standards.
4. Data derived from the Benchmark Assessments (LinkIt) will be employed for tailoring instruction to address the unique learning requirements of all students.
5. Implement a single Learning Ally license for each school building, including both elementary and BHS. Ensure that all teachers and students have access to this program, which offers multisensory reading accommodations, effectively providing equitable opportunities for students facing reading challenges. Learning Ally functions as an audiobook program, and according to the publisher, it has a track record of helping students achieve reading success, improve their grades, attain higher test scores, and boost their confidence and self-esteem.
6. Wilson Reading Specialists will collaborate with identified 3rd-grade students in tier 2 for enhanced support.

Math

1. Staff Support:
 - a. Two Math Instructional Coaches will offer assistance and share effective strategies with educators.
 - b. Data Teams at each school
 - c. Professional development opportunities
 - d. MATH PLCs
 - e. Math meetings review evidence statement analysis
 - f. Differentiated teaching and learning strategies
 - g. Sharing best practices
2. Programs:
 - a. Go Math
 - b. IXL
 - c. ST MATH
 - d. Edulastics
 - e. Link It Benchmarks
3. Extra beyond the school day educational time:
 - a. AM tutorial for student identified failing
 - b. ARMS beyond the school day
 - c. 100 Book Challenge Program with 30 minutes of ST MATH
 - d. Summer Enrichment Program
 - e. Summer Bridge Assignments
 - f. Nightly Math HW
4. Additional:
 - a. Math Fact Fluency Assessments
 - b. Release NJSLA questions built into learning activities, quizzes, and assessments

- c. Shared Resources: NISLA released questions based on standards for easy access
- d. Math competitions to build math enthusiasm

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.

English Language Learners

1. Incorporate the Wilson Reading Program into the ELA reading instruction for enhanced support.
2. Continuously expand and raise the profile of the Multilingual Intake Center.
3. Augment staffing levels to align with district changes and the influx of students.

Special Education

1. We've acquired two computerized programs: Learning Ally, with a single license for each school building (elementary and BHS), granting all teachers and students access. This program provides multisensory reading accommodations that level the playing field for students struggling with reading deficits. It operates as an audiobook program, and according to the publisher, students experience improved reading success, higher grades, elevated test scores, and enhanced confidence and self-esteem.
2. Learning A-Z Raz Plus is accessible to all classified students and our Multi-Sensory Reading Specialists in all elementary schools. This is a blended learning platform that combines teacher-led whole-class and small group instruction with technology-integrated resources for personalized reading practice. Students and staff have access to a vast repository of over 50,000 resources that foster 21st-century skills, including 3,000 developmentally appropriate leveled books and reading materials. Lesson plans, activity sheets, and quizzes are integrated for each leveled book.
3. Dr. Michael Selbst will collaborate with MDs and BCBAs at Washington Community School, Lincoln Community School, and Bayonne High School.
4. Dr. Buzz Mingin will work with teachers and support staff at Bailey Community School, establishing best practices for positive behavior supports.
5. Reading Specialists, particularly Wilson Specialists, will work with students in self-contained LD classrooms spanning Grades 3-8, coaching teachers on the most effective strategies.