

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mrs. Janice Lo Re

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Public School #14

(As it should appear in the official records)

School Mailing Address 33 East 24 Street

(If address is P.O. Box, also include street address.)

Bayonne

City

New Jersey

State

07002-3726

Zip Code+4(9 digits total)

County Hudson

State School Code Number\* 0220

Telephone (201) 858-6281

Fax (201) 436-5079

Web site/URL www.bboed.org/schools/14/index.html E-mail lorej@bboed.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Name of Superintendent Dr. Patricia L. McGeehan

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bayonne

Tel. (201) 858-5816

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature) \_\_\_\_\_

Name of School Board

President/Chairperson Mr. William Lawson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature) \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 11 Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 12 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 11340  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 13876

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural area  
 Rural
4. \_\_\_\_\_ 6 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 0 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	13	13	26	7	21	26	47
K	13	10	23	8	25	23	48
1	15	4	19	9			0
2	2	9	11	10			0
3	6	10	16	11			0
4	41	23	64	12			0
5	21	25	46	Other			0
6	25	23	48				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>348</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 10 | % Asian or Pacific Islander        |
| 7  | % Black or African American        |
| 16 | % Hispanic or Latino               |
| 67 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 3 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	1
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	7
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	8
<b>( 4 )</b>	Total number of students in the school as of October 1	254
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.03
<b>( 6 )</b>	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 0 %
- 0 Total Number Limited English Proficient

Number of languages represented: 21

Specify languages: English, Spanish, Arabic, Polish, Hebrew, Cebuano, French, Greek, Gujarati, Hindi, Hungarian, Italian, Korean, Mandarin, Punjabi, Romanian, Russian, Slovak, Tagalog, Tamil, Urdu

9. Students eligible for free/reduced-priced meals: 28 %

Total number students who qualify: 99

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{0}{0}$  % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>0</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>0</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>19</u>	<u>4</u>
Special resource teachers/specialists	<u>0</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>1</u>	<u>2</u>
Total number	<u>21</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1  $\frac{16}{1}$  : 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	96 %	97 %
Daily teacher attendance	97 %	98 %	98 %	98 %	97 %
Teacher turnover rate	15 %	10 %	5 %	0 %	18 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Teacher turnover is high due to retirements, relocation of special education classes to another building, and maternity leave.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

In the shadow of such landmarks as the Statue of Liberty, Ellis Island, and the New York skyline, Bayonne's newest architectural wonder, Public School #14, has been designed and constructed to meet and exceed the expectations and goals of the community. This neighborhood school is as culturally diverse as the immigrants who years ago made Bayonne their home. Their hope was to provide their children, and children's children, with the educational tools necessary for a bright and shiny future. Their dreams are being fulfilled in an urban community proud of its diversity, posterity, and history. The site that originally housed the first P.S. #14 since 1996, a quaint 'little red schoolhouse,' has been transformed into a state-of-the-art facility housing Bayonne's Gifted and Talented Program as well as a neighborhood component. The school, whose mission since its inception has been to create a learning environment that encourages individual as well as interpersonal growth, a love of learning, and a commitment to improving and caring for the community, strives to make today's learners tomorrow's leaders.

Upon entering the cathedral-like, three-story glass atrium, students are transported into a true 21st century learning environment. The huge complex, dedicated on January 13, 2008, features twenty spacious classrooms equipped with SMART Board technology, cutting-edge computer and science labs, a media arts center, a regulation-size gymnasium, a multipurpose room (auditorium/cafeteria), two health stations, and numerous offices. In addition, a performing and visual arts suite houses vocal and instrumental rehearsal studios and an art studio.

P.S. #14's enrollment consists of approximately 348 students. There are 236 students enrolled in the Gifted and Talented Program and 112 students enrolled in our neighborhood school, which includes classes in pre-kindergarten through grade four. The gifted and talented component, grades four through eight, includes four program areas. The Intellectually Gifted Program administers to the needs of students who show a potential for consistently excelling in the academic areas and in the upper grades is taught at a level commensurate with a high school curriculum. The Art Program develops artistic talents and fosters an appreciation for the visual arts. The Psychomotor Program emphasizes the connection between mind and body, thought and movement. The Music Program develops and showcases vocal and instrumental talent.

The success of our mission, to offer an accelerated and enriched academic program enhanced by a balanced exposure to the arts, maximizes our students' potential and is evident through student performance and school accomplishments. In an analysis of the 2003 GEPA results, the Star Ledger and the Jersey Journal lauded our students' performance. Although we ranked on the 'lower rungs of the economic ladder,' we proved that it was still possible to surpass the achievements of those in much wealthier districts. Regardless of the ethnic and socio-economic diversity and broad range of proficiency levels, our students achieve and excel in all areas. For the past ten years, our numerous achievements have showcased the wide array of talents in all grade levels. In the academic areas, students have competed and distinguished themselves in the Hudson County Science Fair competitions, the district-wide Academic Challenge, Spelling Bee and Math Olympiad, and Forensics and FIRE Bowl competitions. For ten years, our Student Council has been designated an Honor Council and received the Excellence Award by the National Association of Elementary School Principals. The school sports teams have been competitive in a myriad of athletic events. Students were recognized at local, county, and state level art competitions, including the New Jersey Association for Gifted Children Art Award. Student achievement is evident in a variety of disciplines, demonstrating the successful impact of our diversified curriculum.

Like the sunlight beaming through the glass atrium entranceway, P.S. #14's students are a testament to the school's crystalline vision to nurture our students' individual talents and abilities so that they may become positive and productive members of an increasingly complex, technological, and global society. P.S. #14 students are truly a reflection of innovative instructional practices, a dedicated teaching staff, and a supportive parent group, and can truly anticipate a bright and shining future.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

All students in grades three through seven were administered the state-mandated New Jersey Assessment of Skills and Knowledge (NJASK 3, 4, 5, 6, and 7). Grade eight students were evaluated on the New Jersey Grade Eight Proficiency Assessment (GEPA).

Since its inception in 1996, Public School #14 housed only a four through eight Gifted and Talented Program. As of September 2007, we incorporated a pre-kindergarten through grade four neighborhood component. Therefore, no test data is available for this latter component. Three proficiency levels have been determined for each of the test sections: Partially Proficient, Proficient, and Advanced Proficient. Students scoring in the lowest level, Partially Proficient, below 200 points, are considered below the state minimum level of proficiency. Students scoring between 200 and 249 points are considered Proficient. Students scoring 250 points and above are considered in the Advanced Proficient range. P.S. #14's state assessment results may be found on the following web site: [www.state.nj.us/education/assessment](http://www.state.nj.us/education/assessment).

On the Language Arts Literacy portion of the GEPA, P.S. #14's results for the past five years indicate that at least 95% of the students were Proficient. Within this time frame, at least 19%, and as many as 29%, of the students scored in the Advanced Proficient range. For three of those years, 100% of the students were Proficient.

On the Mathematics portion of the Grade Eight Proficiency Assessment, P.S. #14's results for the past five years indicate that at least 87% of the students were Proficient. Within this time frame, at least 33%, and as many as 60%, scored in the Advanced Proficient range. For three of those years, at least 98% of the students were Proficient.

Students' scores were superior and demonstrated mastery and content expertise exceeding both cluster and state means. The Jersey Journal (March 9, 2004) lauded P.S. #14 students for this extraordinary feat on the 2003 GEPA, as they ranked first in the state of New Jersey.

Taking into consideration the ethnic and socio-economic diversity of our school, our test results indicate that our students achieve and excel beyond expectations for this population. This is attributed to our dedicated professional staff, the hard work of our students, and the support of our parents.

The New Jersey Assessment of Skills and Knowledge (NJASK) has been administered to grades 5, 6, and 7 for the past two years, dating from 2005 to 2007. In the two years that the tests were administered, students scored 100% proficiency at the fifth, sixth, and seventh grade levels in Language Arts Literacy. Mathematics scores indicated at least 96% proficiency in these same grade levels.

The New Jersey Assessment of Skills and Knowledge (NJASK4) at the fourth grade level indicated 100% proficiency for the past three years in Mathematics, and at least 98% proficiency in Language Arts, with 100% proficiency for the past two years.

Examination of the assessment data clearly indicates the outstanding performance of P.S. #14 students at all grade levels. Our students have consistently risen to the challenges posed by the state's rigorous testing standards and are well on their way to becoming the future leaders of our society.

### **2. Using Assessment Results**

Based on the Bayonne School District's Strategic Plan, standardized test results are analyzed in September to determine students' strengths and weaknesses. This information is utilized to improve and drive instruction. Teachers use this information to determine which skills need further reinforcement, both for whole class and individualized instruction.

Among the instructional practices implemented are identification of students for after school tutoring classes and benchmark testing, such as Measuring Up to the Core Curriculum Content Standards. This program provides Prescriptive Path Reports for individual students.

Our district's Blueprint for Success initiative requires monthly monitoring of students' progress and the use of remediation logs. Classroom teachers modify instructional practices based on students' individual needs. Performance is evaluated on a monthly basis indicating progress in targeted cluster skill areas. Students are selected for additional instruction based on test results and weaknesses in specific content areas. Teachers focus on improving writing skills, comprehension, and analyzing text in the language arts classes. Mathematics classes improve data analysis, probability, problem solving, and numerical operations skills. Individualized, small, and whole group instruction allow for optimal results.

The district-wide use of the Measuring Up Diagnostic Test Series measures students' learning needs in language arts and mathematics in grades three through eight. The resulting reports indicate student proficiency levels, as well as areas of weakness in these subject areas. Weaknesses are addressed through the use of Measuring Up practice workbooks that correlate to the individual needs of students and the New Jersey Core Curriculum Standards. Language arts and mathematics classes in grades kindergarten through eight differentiate instruction based on standardized assessment results and a comprehensive matrix. Students are identified, grouped, and assigned to classes for a level of instruction commensurate with their ability. Differentiation in language arts and mathematics provides for flexible grouping as well as individual and whole group instruction.

### **3. Communicating Assessment Results**

Public School #14 communicates and celebrates its success to parents, students, and the community through various means. Assessment data is discussed with parents beginning in September at our annual Back to School Night. Teachers' expectations and plans for meeting individual student needs are presented. Individual parent-teacher conferences are scheduled during our Open House sessions in November. Student strengths and weaknesses are discussed, and methods of improving student achievement are outlined. During our monthly Parent-Teacher Organization (PTO) meetings, the principal communicates assessment data with parents.

Based on individual need, parent conferences are scheduled with faculty and guidance personnel during the course of the school year. Parents are continually informed of student progress by means of Academic Progress Reports, Mid-marking Period Progress Reports, and Report Cards. Individual Student Performance reports profile state assessment results in language arts and mathematics and are distributed to parents annually at the end of each school year. Standardized test scores are printed on student report cards.

Parents and students are kept apprised of teacher expectations, important events, and assignments through our monthly newsletter, school web site, and individual teacher web sites. Student achievements are acknowledged through awards and assembly programs, including the annual Science Fair, Jaguar Reading Challenge, Math Exposition, and Recognition Awards. Members of the Bayonne community are kept informed of students' achievements through a myriad of communication. Our school's publicity committee consistently submits press releases to local publications. Articles regarding assessment data, as well as special events and accomplishments can be found in the Bayonne Community News, Jersey Journal, Star Ledger, Bayonne Magazine, and District Highlights newsletter. The annual New Jersey State Report Card is distributed to parents and interested community members and is also posted on the school's web site. P.S. #14 is proud of its student achievement and is happy to communicate its success with others.

### **4. Sharing Success:**

Public School #14 takes great pride in our accomplishments and understands the importance of sharing our success with other schools.

The Bayonne School District offers three Staff Training and Development Days each school year. These sessions give teachers an opportunity to share and discuss proven techniques and strategies to improve student performance. On these occasions, P.S. #14 teachers have had the privilege of presenting and facilitating workshops for other teachers throughout the district. In addition, our staff members have served as instructors at the Bayonne Teacher Academy, a program that provides continuing education for teachers, allowing them to earn professional development hours as mandated by the State of New Jersey.

Subject area directors conduct monthly curriculum meetings. This articulation focuses on disseminating subject area information, encouraging instructors to share successes, and providing teachers with the opportunity to take part in the decision-making process.

In order to keep other schools informed of our activities, our students' accomplishments are highlighted in press releases, our District Highlights publication, the Bayonne Board of Education website, the P.S. #14 web site, and the Bayonne Educational Network Television (BEN-TV) bulletin board, a local Cablevision channel.

Our staff members have filmed instructional videos modeling techniques that can be replicated by other teachers. For example, our eighth grade students participate in a residential three-day intensive environmental education experience. Students were engaged in a hands-on pond ecology lesson, which was videotaped at the Pocono Environmental Education Center in Pennsylvania. In addition, P.S. #14 is the only school in the district that offers art history classes for students in grades three through eight as part of its regular curriculum. Also videotaped was a sixth grade lesson featuring Emmanuel Leutze's Washington Crossing the Delaware which

illustrated the integration of instructional objectives in social studies, art, and language arts. These videos were featured on BEN-TV.

## **PART V - CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

School Fourteen's curriculum meets the goals for student learning and development by utilizing the frameworks of the New Jersey Core Curriculum Content Standards as a resource to implement district curricula and develop creative programs, strategies, and activities to meet the needs of our diverse student population. The program is designed through the integration of multiple disciplines that offer opportunities for students to investigate, explore, and problem solve. The implementation of a school-wide cross-curriculum writing program improves writing and critical thinking skills through the application of knowledge acquired in all subject areas. Differentiation of the curriculum addresses various learning styles and the multiple intelligences, providing the platform for the expression of individual talents and creativity.

To prepare our students to comprehend information, to become effective communicators, and to develop a lifelong love of learning are the primary goals of our language arts classes. The English component covers grammar, writing, research, vocabulary, spelling, public speaking, and test-taking strategies. Reading classes develop comprehension and critical thinking skills through novels, informational text, short stories, poetry, and drama. Mathematical learning progresses to higher levels of knowledge only after students master preliminary concepts. Because review plays a crucial role in mathematical retention, our math program is cyclical. Number sense and operations, estimation, geometry, measurement, probability, algebra, and problem solving are included in the curriculum with a focus on real-world application. Additionally, students in our eighth grade advanced math class complete a ninth grade level Algebra I course, helping them to advance mathematically in high school.

The social studies curriculum prepares our students to become responsible, informed, and active citizens. A core foundation in history, geography, and civics provides students with an understanding of America's history, ideas, and values, as well as our role in a global society. The integration of art history classes aids in promoting tolerance and celebrating diversity.

The science curriculum is designed to develop an interest in and knowledge of the fundamentals of life, earth, and physical science. It promotes scientific literacy in order to improve critical thinking and problem solving skills. This quality instructional program incorporates a variety of research-based methods, field experiences, and state-of-the-art technology in order to meet the needs, interests, and abilities of the individual student. We value the arts and special subject areas as important components in the curriculum and recognize their value in educating well-rounded individuals. The art program provides for individual expression, encourages creative and cooperative learning experiences, and engages students in studio art, art history, and gifted area program courses using Internet sites, virtual museums, field trips, and lectures. The vocal and instrumental music program develops musical skills and theoretical knowledge. It offers students the opportunity to perform in the concert band, ensembles, and choir. All fourth graders in the gifted and talented program are instructed in the violin. The world language program, where students meet twice a week, develops an appreciation of different cultures and enables students to communicate in Spanish. Culture and oral and written communication are stressed. The physical education program is geared toward developing the health and well being of all students. Physical fitness, competitive and individual sports, sportsmanship, teamwork, and nutrition are the heart of this athletic program, the ultimate goal of which is to establish healthy, life-long habits.

Technology is integrated into the curriculum as a tool for learning. Teachers infuse technology into lessons by using SMART Board technology, the Internet, computers, overhead projectors, CD-Rom programs, DVD's, audiotapes, and a video microscope system. Computer instruction is also scheduled on a weekly basis in grades K-8 providing instruction in word processing, computer-based research, spreadsheet, power-point presentation, video-editing, internet-based curriculum programs, Legos, robotics, and Photoshop.

The P.S. #14 curriculum reflects our mission by offering a highly challenging, accelerated, and enhanced academic program infusing cutting-edge technology along with the arts and sciences.

### **2a. (Elementary Schools) Reading:**

The acquisition and the development of language are at the very core of all learning. Reading develops the skills students need in order to function successfully in society. Communicating effectively, problem solving, critical thinking, and expressing creativity evolve from a balanced and systematic reading curriculum. Skills developed in reading classes are the foundation of comprehension and the attainment of knowledge in all subject areas throughout one's educational journey.

In order to accomplish this goal and to meet core state standards, Public School #14 has implemented two reading programs that systematically spiral skills development. The newly-developed Pearson/Scott Foresman Reading Street series is the foundation for the pre-kindergarten through sixth grade program. This assessment-driven program ensures that all students make adequate yearly progress largely through diagnostic screening and differentiation of instruction. Students are exposed to a variety of literary genre with emphasis upon expository text to familiarize them with the kind of reading selections found on high-stakes assessment.

The seventh and eighth grade reading program, Holt, Rinehart and Winston's Elements of Literature (First and Second Course), is a comprehensive, literature-based language arts program that encompasses reading skills and strategies, exposure to a variety of literary genre, grammar links, vocabulary development, spelling, writing, listening, speaking, and viewing. Like our Reading Street program, this anthology intertwines reading and English concepts with an emphasis on writing across the curriculum and the incorporation of technology. In addition, activities such as after-school courses, Book Buddies, the Jaguar Reading Challenge, and Read to Feed, supplement our reading program.

Both reading programs allow for differentiation of instructional strategies in order to address individual learning styles and diverse student needs. Students become active participants in the learning process by questioning, listening, writing, and participating in authentic activities. Immersion in reading leads to a deeper and wider understanding in all content areas to support learning.

**2b. (Secondary Schools) English:**

**3. Additional Curriculum Area:**

Our science program focuses on educational excellence and the integration of innovative technology. The curriculum is designed to spiral so that a base knowledge is established and built upon in Life, Earth, and Physical Sciences. Eligible seventh and eighth grade students follow an advanced track in science and math and partake in a high school curriculum in these areas. Hands-on, experience-based learning is utilized at each grade level and implemented through laboratory investigations, watershed site testing, and field trips. A state-of-the-art science lab is a focal point in our new facility. All science classes take advantage of this lab to conduct investigations linked to their course of study based on NJ State Core Curriculum Standards.

Students in grades five through eight participate in our Science Fair, applying their knowledge of the scientific method through a multi-disciplinary exploration. Two residential trips are a cornerstone of our science program. Fifth grade students attend a three-day New England Maritime Tour, which combines the history of the New England settlements with environmental studies through whale watching and beach explorations. Eighth grade students attend a three-day Pocono Environmental Education Center (PEEC) trip. They learn pond and forest ecology, wildlife conservation, and interpersonal and problem-solving skills. Selected eighth grade students, along with four P.S. #14 teachers, also attend a five-day summer program at PEEC, funded by a Geraldine R. Dodge Foundation Grant.

Partnerships and grants are actively sought by our science teachers in order to provide a wide range of experiences that address different learning styles and promote environmental stewardship in accordance with our mission statement. These include: PSE&G Environmental Science and NJ Project WET grants, and partnerships such as those with Passaic Valley, Hackensack Riverkeeper, NJ Department of Environmental Protection, Meadowlands Environment Center, PEEC, and Hudson County Improvement Authority. Our science curriculum reflects our school's mission, promoting a love of learning by engaging students in real-world explorations. Students gain essential knowledge and skills as they develop good citizenship and a commitment to improving and caring for the community.

**4. Instructional Methods:**

Various instructional methods are utilized by the Public School #14 faculty to improve student learning, enabling us to meet and exceed high standards of student achievement, while addressing the needs of our diverse multi-cultural student population. Howard Gardner's research concerning multiple intelligences is the foundation upon which many of our instructional strategies are built, allowing us to implement scientific-based instruction recognizing individual learning styles, interests, abilities, and needs.

Our creative faculty implements a number of instructional methods at all grade levels and in all subject areas to ensure a quality education for all learners. This goal is achieved largely through the integration and differentiation of curriculum in the areas of process, product, and content. Our staff has numerous innovative and proven strategies and methods at their disposal, including: individualized instruction, flexible grouping, active student learning, cooperative learning groups, team teaching, learning centers, alternative assessment, and field trips.

With the awareness that students learn best by becoming active participants in the learning process, teachers involve students in various hands-on activities, such as: independent research, Legos robotics, journal writing, peer tutoring, student-selected courses based on individual interest inventories, vocal and instrumental music performances, and art projects and displays. In addition, curriculum-based endeavors and competitions include academic quiz bowls, spelling bees, science fairs, National History Day, and mathematics expositions. All of these instructional practices are enhanced through the infusion of the latest in educational and scientific technology. Our school makes available to its teachers and students such tools as: SMART Boards and computers in every classroom, audio-visual equipment, Internet-based programs, and a video microscope system in a state-of-the-art science laboratory.

Our dedicated faculty's commitment to education and passion for teaching, coupled with an exciting array of instructional methods, affords all students the opportunity to achieve, succeed, and acquire a lifelong love of learning.

#### **5. Professional Development:**

Our professional staff is committed to improving student achievement and remaining current with educational practices.

Teachers have attended workshops and seminars in the field of differentiated instruction, educational technology, Gardner's Multiple Intelligences, writing across the curriculum, and content area disciplines. Whenever teachers attend individual workshops, they share their experiences with the rest of the staff, thereby maximizing the benefits derived from these opportunities. For example, one of our teachers was awarded a full scholarship to attend the 'Confratute' at the University of Connecticut as a Gifted Child Society Fellow. Upon returning to school, she demonstrated differentiated methods of instruction to our faculty. This past summer, our science/mathematics teacher attended a seminar in Virginia sponsored by Michelson Exxon-Mobil Teachers Academy. The five-day experience provided teachers with the knowledge and skills conducive to motivating students in mathematics and science.

Faculty meetings encompass professional development activities, such as teacher presentations, for the purpose of sharing innovative techniques and strategies. Subject area meetings allow for continuity between grade levels and for the coordination of projects and activities throughout the school. In addition, grade level meetings are scheduled weekly to provide teachers with opportunities to dialogue, plan, and share instructional practices to improve student achievement.

Staff training and development days are held three times a year. The workshops offered focus on individual disciplines and current educational practices. Several of our staff members have been presenters during these seminars.

Our students have the unique opportunity to experience a number of hands-on educational activities off campus, such as a three-day fifth grade whale-watching trip to Massachusetts and a three-day eighth grade environmental science trip to Pennsylvania. In order to conduct these trips, our staff must receive extensive training. These instructional methods are then shared with faculty members.

In order to provide our students with an exceptional education, our staff takes advantage of each opportunity for self-improvement and advancement.

## PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 4 Test New Jersey Assessment of Skills & Knowledge  
 Edition/Publication Year 2004-2007 Publisher 2005-2006 NJDOE/Riverside 2006-2007 NJ

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced Proficient	100	100	98		
% "Exceeding" State Standards					
% Advanced Proficient	13	8	2		
Number of students tested	48	48	48		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced Proficient	100	100	100		
% "Exceeding" State Standards					
% Advanced Proficient	81	67	71		
Number of students tested	48	48	48		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	April			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced Proficient	100	100			
% "Exceeding" State Standards					
% Advanced Proficient	53	34			
Number of students tested	47	47			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	April			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced Proficient	100	100			
% "Exceeding" State Standards					
% Advanced Proficient	72	75			
Number of students tested	47	47			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	April			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced Proficient	100	100			
% "Exceeding" State Standards					
% Advanced Proficient	33	42			
Number of students tested	48	48			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	April			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced Proficient	100	98			
% "Exceeding" State Standards					
% Advance Proficient	58	58			
Number of students tested	48	48			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	April			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced Proficient	100	100			
% "Exceeding" State Standards					
% Advanced Proficient	40	29			
Number of students tested	47	48			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	April			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced Proficient	98	96			
% "Exceeding" State Standards					
% Advanced Proficient	49	34			
Number of students tested	47	47			
Percent of total students tested	100	98			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced Proficient	100	100	96	98	100
% "Exceeding" State Standards					
% Advanced Proficient	23	29	29	19	21
Number of students tested	47	48	45	47	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient plus % Advanced Proficient	100	98	87	89	98
% "Exceeding" State Standards					
% Advanced Proficient	60	42	33	43	38
Number of students tested	47	48	45	47	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					