

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Peter Anastas

Official School Name: Washington Community School #9

School Mailing Address:  
191 Avenue B  
Bayonne, NJ 07002-3164

County: Hudson State School Code Number\*: 17-022-120

Telephone: (201) 858-5990 Fax: (201) 436-0256

Web site/URL: <http://www.bhs.bboed.org/schools/washington/index.htm> E-mail: [anastasp@bboed.org](mailto:anastasp@bboed.org)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Patricia L. McGeehan

District Name: Bayonne City School District Tel: (201) 858-5800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

Name of School Board President/Chairperson: Mr. William Lawson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |    |                     |
|----|---------------------|
| 11 | Elementary schools  |
| 0  | Middle schools      |
| 0  | Junior high schools |
| 1  | High schools        |
| 0  | Other               |
| 12 | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 10985

Average State Per Pupil Expenditure: 13701

**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 area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 7 Number of years the principal has been in her/his position at this school.

     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
PreK	17	16	33	7	25	28	53
K	24	23	47	8	38	25	63
1	25	19	44	9			0
2	18	24	42	10			0
3	25	30	55	11			0
4	33	27	60	12			0
5	23	26	49	Other	46	30	76
6	23	23	46				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							568

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
12 % Asian  
9 % Black or African American  
30 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
48 % White  
1 % Two or more races  
**100** % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 12 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	39
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	27
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)].	66
<b>(4)</b>	Total number of students in the school as of October 1.	568
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4).	0.116
<b>(6)</b>	Amount in row (5) multiplied by 100.	11.620

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 20

Specify languages:

Albanian (Gheg, Tosk), Arabic, Cantonese (Yue, Toishan, Taishan), Farsi (Persian), French, Greek, Gujarati, Hindi, Italian, Japanese, Korean, Mandarin (Northern Chinese, Putonghua, Pekingese, Kuoyu, Chin), Panjabi (Punjabi), Pilipino (Filipino, Tagalog), Polish, Russian, Spanish, Telugu, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals: 55 %

Total number students who qualify: 313

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 free and reduced-price school meals 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: 24 %

Total Number of Students Served: 134

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>68</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>17</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>21</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

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>2</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>12</u>
Paraprofessionals	<u>23</u>	<u>0</u>
Support staff	<u>3</u>	<u>2</u>
Total number	<u>70</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	96%	98%	98%	96%	98%
Teacher turnover rate	4%	0%	0%	0%	0%

Please provide all explanations below.

Teache turnover rate has not exceeded 12%

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

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

## PART III - SUMMARY

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“The function of education is to teach one to think intensively and to think critically....Intelligence plus character – that is the goal of true education.”

– Martin Luther King, Jr.

Here at Washington Community School, Dr. King’s words are at the heart of our educational mission, which strives to prepare our students for a lifetime of learning and leadership in a diverse and ever changing global community. In order to accomplish this mission, administrators, teachers, parents, and the community collaborate to meet the high standards and expectations set for our ethnically rich school population. To affect a high level of achievement among our student body, our approach to instruction is multi-faceted. We are committed to addressing the needs of our entire student population and have in place a rigorous agenda of goals, strategies and indicators of success.

Established in 1917, our school proudly bears the name of the father of our great nation, George Washington. A state of the art facility harmonizing old world charm with modern technology and an innovative curriculum exists within its 92-year-old architectural framework. This complex features 31 classrooms, many of which are enhanced with SMART Board technology. Our well-equipped on site facilities, such as a speech lab, a sensory motor developmental center and an occupational and physical therapy exercise room, provide the necessary tools to meet our students’ special needs. Additionally, students’ talents and accomplishments are showcased in our 650 seat auditorium with a balcony reminiscent of the great opera houses; a theatrical atmosphere can be appreciated by our entire community.

WCS is an urban school, consisting of students with predominantly low socioeconomic backgrounds. Currently, the school enrollment is 575 students in grades Pre-Kindergarten through eight. Of this population, 134 are classified students (approximately 24%). Differentiated math and literacy programs are offered to students in grades kindergarten through eight. This enriched curriculum addresses the academic needs of all students and provides opportunities for our gifted learners to develop higher level critical thinking skills. Our REACH (Raising Expectations Above Children’s Horizons) program employs multiple intelligence tasks with cooperative learning and interdisciplinary lessons in order to develop the whole child.

Our dedication to servicing the needs of those students with both mental and physical handicaps is unsurpassed. The Patrick J. Finnerty Home Learning Center, established in 1980, is an apartment-like setting where students are exposed to everyday life skills. As a part of this program, students experience and master skills that are otherwise taken for granted. Frequent trips to shopping malls, supermarkets, and local restaurants are organized to teach children how to function independently in society. These career education and life skills are an integral part of our educational practice.

Washington Community School has been the proud recipient of many grants and awards. As a community school, we maintain a flexible educational environment that extends beyond the school day and encourages a strong sense of community. The 21st Century Grant provides for a variety of after school programs and activities that respect individuality, promote family involvement and develop strong interpersonal relationships. In 2004 and 2005, WCS was recognized by the state of New Jersey for innovative teaching practices and was honored with Best Practice Awards. The prestigious NAESP Honor Council Excellence Award has consistently been received by our student council! Furthermore, our students have been recognized for their outstanding achievements in academia, music, art, sports, and citizenship. Their talents have been acknowledged at venues such as the New Jersey Performing Arts Center, Seton Hall University, Rutgers University, and the Hudson County Science Fair. Our athletic program is a vital part of the total school climate. Teamwork and sportsmanship have driven our “Patriots” to many city-wide championships.

With more than ninety years of dedicated excellence, the WCS staff continues to bring out the best in our children. We believe that high academic expectations and innovative instructional practices are the blueprints for outstanding student achievement.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The state-mandated New Jersey Assessment of Skills and Knowledge (NJ ASK) was administered to all students in grades three through eight during the 2007-2008 school year. Prior to that, students in grade eight were assessed using the New Jersey Grade Eight Proficiency Assessment (GEPA). Grades five, six and seven have undergone state mandated assessments for only the past three school years. Former evaluations at these grade levels were administered at the discretion of the individual school districts throughout the state of New Jersey. Bayonne's students were administered New Jersey Proficiency Assessment of State Standards (NJPASS), created by Riverside Publishers. Washington Community School's state assessment results may be found on the following website: [www.state.nj.us/education/assessment](http://www.state.nj.us/education/assessment).

With the ratification of the *No Child Left Behind Act* (NCLB), New Jersey statewide assessment of elementary students has undergone change. Student achievement of the knowledge and skills identified in the core curriculum content standards (CCCS) is determined as: Advanced Proficient, Proficient, and Partially Proficient. Students scoring 250 points and above are considered Advanced Proficient. These students have exceeded proficiency levels set by the state of New Jersey. Students scoring between 200 and 249 points are considered Proficient and have reached the state mandated indicators. Students scoring below 200 points have been identified as in need of additional instructional support.

On the Language Arts component of the NJASK for grades three and four, Washington Community School's scores indicate that our students have shown consistent growth over the past five years, particularly those students identified as economically disadvantaged. Our five-year trend demonstrates a significant increase in student progress. In grades three and four for the 2003-2004 school year, 75% of the total school population met or exceeded the state's proficiency level. By 2007-2008, 89% of the total school population met or exceeded the state's proficiency level. In the economically disadvantaged subgroup, the 2003-2004 results revealed that 62% of this subgroup was proficient or advanced proficient while the 2007-2008 results reported that 85% was proficient or advanced proficient.

In the content area of Mathematics, the 2003-2004 assessment results showed 76% of the total school population was proficient or advanced, and by 2007-2008 this number increased to 90%. The economically disadvantaged subgroup revealed a significant growth in proficiency levels from 71% in 2003-2004 to 88% in 2007-2008. This statistical data is evidence of the noteworthy gains achieved by Washington Community School's third and fourth grade pupils.

The New Jersey Assessment of Skills and Knowledge (NJASK) has been administered to grades five, six, and seven for the past three school years, dating from 2005-2008. The data from this assessment, over a three year period, indicates that our total school population achieved 72% proficiency in both Language Arts and Mathematics, exceeding our state's AYP target. Our economically disadvantaged subgroup attained a proficiency level of 63% in Language Arts and 67% in Mathematics. In the Hispanic subgroup student performance indicated a 68% level of proficiency in Language Arts and a 60% proficiency level in Mathematics. These results revealed that all subgroups were in compliance meeting or exceeding the state's AYP.

In 2003-2004 the grade eight total school population met or exceeded AYP standards achieving 65% proficiency in Language Arts and 80% in Mathematics. By 2007-2008, data revealed growth in both Language Arts and Mathematics with proficiency levels of 89% and 80% respectively.

In 2003-2004 60% of the economically disadvantaged students were proficient or advanced in Language Arts and 53% in Mathematics. By 2007-2008 87% of this population was proficient or advanced in Language Arts and 73% in Mathematics. These considerable gains, specifically in the economically disadvantaged subgroup, can be attributed to motivational instructional strategies, innovative technology programs, parental involvement, and a dedicated professional staff.

Evaluation of test scores reveals that the faculty and diverse student population of WCS are ready to accept the stringent challenges set forth by the State of New Jersey, which are in alignment with NCLB standards.

## 2. Using Assessment Results:

At the start of each new school year, the Bayonne School district sets aside a Professional Development day for teachers to analyze standardized test results. Students' strengths and weaknesses are identified and a plan of action is formulated. Using test analyses and a comprehensive matrix, the language arts literacy and mathematics classes in grades four through eight are differentiated. Remedial and enrichment activities are incorporated into content areas and student progress is monitored. Differentiated instruction provides for flexible grouping as well as individual and whole group instruction. To maximize student potential, after school classes are offered to give students additional opportunities for success. Peer tutoring pairs students to affect a positive environment and achieve optimum results.

A "Steps to Success" initiative has been implemented in the Bayonne School District in an effort to close the achievement gap and unite home and school. Students who have been identified as in need of remediation are asked along with their parents and teachers to sign a contract. All concerned parties agree to work diligently to improve student achievement. The WCS staff believes that all students can and will achieve success with the proper guidance and instruction.

Computerized evaluations are administered twice annually prior to the state assessment. The prescriptive reports generated indicate student proficiency levels in literacy and mathematics. Advanced reporting options allow teachers to access detailed reports revealing specific areas of students' strengths and weaknesses. Teachers modify lessons to address specific needs outlined in the report(s).

Overall, an area of concern for our students is the writing component of the literacy assessment. Our Writing-to-Learn program is interdisciplinary and focuses on building upon students' strengths to create fluent writers. Students are instructed to focus on specific correction areas to master the craft of formal and informal writing. Teachers monitor student progress and offer constructive criticism and advice for improving specific skills.

High-stakes testing continues to be a priority and preliminary assessment targets content areas that must be addressed. Knowing your students and understanding their needs is the first step in working toward success!

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

Washington Community School communicates and applauds its achievements to parents, students, and the community using a multitude of resources. Each September our district hosts a Back to School Night. Here, teachers are given the opportunity to communicate their yearly expectations to parents. At this point, formal assessment results are discussed and specific areas of need are considered. Individual parent-teacher conferences are scheduled during our Open Houses, which are held in November and February. Students' strengths and weaknesses are communicated and a formula to improve student achievement is prescribed. Our monthly Parent-Teacher Organization (PTO) meetings provide the principal with a forum to articulate assessment data to parents.

At mid-marking period, progress reports are distributed to each student. A parent or guardian signature is required and conferences are always encouraged. A prescriptive plan, with the advisement and cooperation of the student, teacher, parent, and guidance counselor, is created to improve academic performance. Report cards are distributed quarterly and are indicators of the student's progress in individual subject areas.

At WCS we believe that open communication between home and school is a key component to student success. We encourage and work in partnership with parents to educate our children and in doing so welcome their support of, and attendance at, all school functions. The Parent Teacher Organization (PTO) holds monthly meetings to enlighten parents about new trends in education. The principal attends these meetings and discusses the assessment results and expectations for the past and current school years respectively.

In accordance with district guidelines, our school publishes a distinctive New Jersey State Report Card. Assessment results are highlighted and evaluated in comparison to the norms of the state. These report cards are distributed to the parents and can be viewed on the Department of Education or the Bayonne School District's website.

Washington Community School seizes every opportunity to proudly share its accomplishments with students, parents, colleagues, and the entire community.

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

The residents of Bayonne are kept connected and informed as to the happenings at Washington Community School through an assortment of publications and televised events. WCS is very proud of its many outstanding achievements and welcomes the opportunity to share these successes with other schools and the stakeholders of the community.

In order to maximize relations within the community, our students' and teachers' accomplishments are conveyed in the *District Highlights* publication, the Washington Community School website, the Bayonne Board of Education website, and the Bayonne Educational Television Network (BEN-TV). Press releases appear in local newspapers (*The Bayonne Community News* and *The Jersey Journal*) that feature not only student activities and accomplishments but also editorials that realize the commitment of our student body to the community-at-large. Washington Community School's success is not restricted to individual progress. Success is defined by our limitless efforts to serve the community.

Technology has proven to be a viable medium for sharing ideas and success. The district and school websites provide a plethora of information from individual student achievements to curriculum highlights. Using our local cablevision network (BEN-TV), Washington Community School brings the classroom to every home in the community. SMART Board lessons and hands-on activities that incorporate interdisciplinary content have been filmed to demonstrate new instructional techniques. Events in our visual and performing arts program have been broadcast to showcase students' talents. This provides an opportunity for the community to witness the learning process in a student-centered environment.

Our school district offers three Staff Training and Development Days each year. These venues, along with monthly meetings with curriculum directors, allow staff members to learn new concepts while sharing methods and ideas with colleagues. Parent University offers workshops for parents to enable them to become successful partners in learning with their children.

Recognizing the success of our students on a continuing basis creates a positive atmosphere within the community.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

Washington Community School's curriculum utilizes the frameworks of the New Jersey Core Curriculum Content Standards as a resource to implement district curricula and develop innovative programs, strategies and activities to meet the goals for optimum student achievement. The curriculum is intended to provide learners with knowledge, skills, and attitudes that they need to be active, informed citizens and contributing members of an ever challenging society. This program is designed to integrate multiple intelligences and offer opportunities for closing the achievement gap through research-based projects, a cross curriculum writing-to-learn program, and lessons designed to compensate for students' weaknesses by capitalizing on their strengths.

Reading and writing for meaning and developing an everlasting love of learning are the primary goals of our language arts program. Engaging all students in the interactive processes of oral, written, and visual communication promotes creative, logical and critical thinking skills. Advanced students are given an opportunity to participate in higher-level critical thinking tasks.

The mathematics curriculum is multi-faceted and provides students with opportunities to communicate mathematical ideas in number sense and operations, estimation, geometry, measurement, probability, algebra, and problem solving. It stresses activities that go beyond the paper-and-pencil process. Calculators, computer software programs, and SMART Board technology are used flexibly and purposefully to support mathematics and its applications in every aspect of life. Mathematically gifted students participate in an enrichment program designed to promote higher level thinking skills.

Instruction of history, geography, civics, and economics carries our students beyond their textbooks and allows them to experience the present while voyaging into the past. The social studies curriculum embraces the idea that all students, having different learning styles, can learn. Through cooperative engagement, intellectual and social goals are realized. Interactive notebooks are used. These are repositories, which provide the opportunity for students to use innovative tools such as graphic organizers. Students are active participants in every lesson. Culminating projects encourage all learners to apply their various intelligences to create authentic products that demonstrate what they know.

The science curriculum incorporates a variety of research-based methods, field experiences, and hands-on activities including laboratory exercises in the areas of life, earth, and physical sciences. Environmental science has been integrated into the curriculum to create student awareness in current environmental issues. WCS has partnered with district schools to implement the "Oyster Gardening Project." Students become proactive learners working to facilitate change in their own neighborhood.

Educating the "whole child" is the objective of the visual and performing arts curriculum. The art and music programs succeed in providing our students with opportunities for growth in expression and self-esteem. The collaborative efforts of these programs have resulted in the culmination of outstanding theatrical performances and creative artistic displays. Our 90th Anniversary extravaganza was a fine example of an interdisciplinary masterpiece.

The world language program offers students the chance to explore Spanish heritage. Oral and written communication is stressed in an environment that nurtures the appreciation of other cultures.

Physical education classes are designed to cultivate lifelong skills such as physical fitness, teamwork, nutrition, and sportsmanship. Students participate in competitive and individual sports while working toward the goal of promoting a healthy lifestyle.

On a weekly basis, students are instructed in the application of various software programs including word processing, power-point presentations, and spreadsheets. These applications are also integrated across the curriculum giving students access to 21st Century tools. SMART Board technology, internet capability, overhead projectors, DVD's, audiotapes, and a mobile computer laptop cart give teachers and students immediate access to new mediums in which to promote student achievement.

The Washington Community School curriculum offers an academic program that aspires to educate a child's intellectual, physical, and emotional self through the use of a highly motivating and challenging curricula to create the leaders of tomorrow.

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

The purpose of the language arts curriculum is to build sophisticated, independent learners and to develop critical thinking skills, which will be applied strategically across the disciplines to comprehend, clarify, and communicate information and ideas. Reading skills, vocabulary development, grammar and writing skills, and critical thinking skills are integrated across the curriculum. The program focuses not only on the concrete understanding of the written word, but also on the more subtle higher-order thinking skills. Students read and write, view, discuss, interpret, and perform in order to deepen understanding, communicate meaning, and apply what they have learned to other contexts. Reading concepts spiral as students revisit skills in each grade level, allowing them to apply what they have learned as they encounter more complex materials.

The Pearson/Scott Foresman series *Reading Street* is employed throughout the Bayonne School District in kindergarten through grade six. Through the use of continuous assessment and differentiated instruction, students' performance is carefully monitored to successfully meet adequate yearly progress. In grades seven and eight, the Holt Reinhart and Winston series *Elements of Literature* and *Elements of Writing*, a supplementary text for writing and grammar, is used. This language arts program utilizes a literature-based approach to reading and writing. Students are exposed to a variety of writings from many periods, genres, and cultures to build a better understanding of the human experience.

A new addition to the Bayonne School district is the Collins Writing Program designed to improve and enhance writing and thinking skills across the curriculum. The program utilizes a "focus correcting system" to develop self-editing skills. The goal is to correct specific errors in mechanics, style, organization, and content while building a portfolio of student work that includes multiple processed assessments.

In order to instill a lifelong love of reading and to ensure that students are active participants in learning, Washington Community School has instituted several creative reading programs. For example through our "book buddy" initiative our students in grades Pre K through eight have read over 17,000 independent books since the start of the school year. Success in reading is essential to becoming a contributing member of society.

## 2b. (Secondary Schools) English:

This question is for secondary schools only

## 3. Additional Curriculum Area:

As our nation reaches a turning point in history with the inauguration of our 44th President, we, as educators, have also begun a new journey as we embrace the digital age. Technology enhances the learning experience and provides new avenues for student mastery of skills. Integration across the curriculum is the key to promoting digital communication and creating a generation prepared to meet the demands of a technologically enriched society.

To achieve student success, Washington Community School prides itself on having two computer labs and experienced teachers to implement new strategies addressing various learning styles. These laboratories are equipped with computers that allow for visual and audio communication. Teachers take full advantage of these labs by using software programs that enhance their curriculum. A portable lab containing 30 state-of-the-art laptops has been a welcome addition to our school community. Interdisciplinary lessons can be executed with ease using this new mobile technology. Students can create spreadsheets and power-point presentations without leaving the classroom. Additionally, many of our classrooms are equipped with SMART Board technology, which promotes student learning with its engaging interactive lessons. Access to the World Wide Web allows teachers to bring the world into the classroom providing students with opportunities to reach global communities. Assistive technology helps teachers improve students' basic skills in reading and writing and is provided to our special needs students to create opportunities for maximum achievement.

Communicating with parents and students beyond the classroom is affected through the use of teacher websites. Each site is maintained daily and provides links to each of the child's teachers including special subjects. Homework assignments, class projects, and important dates are readily accessible. Electronic communication has also become a source of interaction between parents and teachers. Digital technologies have become effective tools in closing the achievement gap and opening the lines of communication between home and school.

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<!-- function __RP_Callback_Helper(str, strCallbackEvent, splitSize, func){var event = null;if
(strCallbackEvent){event = document.createEvent('Events');event.initEvent(strCallbackEvent, true, true);}if
(str && str.length > 0){var splitList = str.split('|');var strCompare = str;if (splitList.length ==
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pluginList[count].src;if (strCompare.length >= sSrc.length){if (strCompare.indexOf(sSrc) != -1){func(str,
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func);}function __RP_Connection_Callback(str){var func = function(str, index, pluginList,
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str;pluginList[index].__RP_Connection_Callback_Url = splitList[0];};__RP_Callback_Helper(str, null, 2, func);} //-->
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#### **4. Instructional Methods:**

Washington Community School recognizes that students' learning profiles differ. The administration believes that differentiated instruction and multiple intelligence projects maximizes a student's potential to learn and to master new concepts and skills. As classrooms evolve to meet the ever changing needs of our diverse student body, differentiated instruction has provided multiple options for assimilating information and making sense of ideas.

The content of instruction within the differentiated classroom is disseminated to meet the guidelines of the district's curriculum; however, it is adjusted by degrees of complexity to service the needs of all learners. It is the mission of WCS to provide all students with opportunities for development and growth within an academic environment that nurtures a student's full potential.

Differentiated instruction is a catalyst to student achievement. It allows for teachers to create an atmosphere of equality within the classroom setting. Realizing that our students are gifted in intelligences other than linguistic and logical thinking, our educational philosophy has been redesigned to provide a broader range of opportunities for learning. Our inclusion, resource, and multiple handicapped students have benefited from this unique teaching strategy. It gives our students an increased sense of self worth. Their efforts are rewarded with success. Additionally, an accelerated teaching methodology provides extended activities for our gifted and talented learners. This varied approach to curriculum instruction has created a renewed enthusiasm for learning among our students.

At WCS, the intent of differentiated instruction is to assess the student's level of understanding and to create a learning plan that will culminate in successful achievement across the curriculum. Teachers recognize students' varying background knowledge, readiness, language, and preferences in learning. They structure the presentation of curriculum accordingly. The objective is to engage students in the learning process and to help them understand and apply what they have learned.

Differentiated learning has become an important educational tool in synchronizing teaching and learning through multiple intelligences and meeting district, state, and federal guidelines. Most importantly, it succeeds in providing opportunities for our students to excel. No child should be left behind and Washington Community School strives to ensure that every student has an opportunity to move forward.

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

In an era of momentous change, the staff at WCS is committed to producing tangible learner outcomes, and keeping abreast of new accountability mandates.

Our principal believes that professional development must become an integral part of the daily work of educators. As part of Washington Community School's vision, the principal expects his teachers to be lifelong learners in their field. He is aware that lack of sufficient time is a challenge for almost all professional development programs and believes that individual school communities should be the locus for change.

Through strategic planning, the principal has fostered collaboration among teachers providing weekly common preparation periods at each grade level. Here the teachers can plan theme based activities, critically examine new standards, revise current curriculum, and share initiatives. As the chief school administrator, the principal is readily available to participate in these meetings.

Teachers attend workshops on a variety of topics. These topics include, but are not limited to: differentiated instruction, multiple intelligences, writing across the curriculum, integrated technology, and content area disciplines. When an educator attends a professional workshop outside of WCS, they are required to share the information with the staff at the next monthly meeting. The nurse, guidance counselor, occupational and physical therapists are frequent participants at these meetings ensuring that all staff members are apprised of new reforms in their respective departments.

Three days a year are specifically noted for professional development throughout the district. These workshops are designed to evaluate assessment and focus on current educational practices.

Within the school, journal articles on a variety of topics are disseminated for teacher review and discussion. Teachers possessing expertise in certain areas are often called upon to provide guidance to colleagues. Due their flexibility, web based seminars are highly recommended.

With student achievement at the forefront of every teacher's goals, our staff seeks to grow and improve professionally.

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## 6. School Leadership:

Since the No Child Left Behind Act has solidified a standard-based accountability for school reform, our school principal remains focused on improving instruction while guiding teachers to produce tangible results that exceed ambitious academic standards. Once a proficient status has been acquired, our principal attempts to sustain academic excellence by anticipating and overcoming obstacles that will inevitably emerge. His willingness to be driven by success and his persistence in the face of difficulty provide for a student-centered school environment, where student success is paramount. Achieving their full potential and having an equal opportunity for success in society as productive citizens are central to our principal's goals for our students.

The principal plays a primary role not only in restructuring the school environment, but also as a catalyst in maintaining the culture of the school. His initiatives are based on democratic principles and trust. He has

created an environment of support and encourages open communication as well as collegiality among the staff. It is a primary concern of the principal that all members of the school “family” feel safe and supported. Maintaining an assertive discipline policy that fosters positive reinforcement empowers the students to want to be “caught being good.”

To promote a team effort in the governance of the school, a Shared Decision Making Team (SDMT) has been established. Members of the team include the principal, vice principal, guidance counselor, and four teachers. Since the administration believes that improvement is a continuing process, the team meets monthly to set goals, initiatives, and plan activities. These visions are consistently articulated to the rest of the school at the monthly personnel meetings and through daily announcements.

Instructional leadership is a shared responsibility among the professional staff at WC S. The principal and vice principal are responsible for the coordination and management of the instructional programs, but allow the opportunity for teachers to design their own innovative practices. In this capacity they convey a sense of high expectations and academic rigor while maintaining a sense of unity throughout the school.

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<!-- function __RP_Callback_Helper(str, strCallbackEvent, splitSize, func){var event = null;if
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func);} //-->
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## PART VI - PRIVATE SCHOOL ADDENDUM

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This section is for private schools only

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NJ Assessment of Skills and Knowledge

Edition/Publication Year: 2004-2007 Publisher: 2005-2006 NJDOE/Riverside 2006-2007 NJDOE/ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Advanced Proficient	93	95	97	84	80
Advanced Proficient	34	29	35	24	11
Number of students tested	59	55	55	63	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced Proficient	91	93	96	73	78
Advanced Proficient	22	8	25	19	5
Number of students tested	32	26	24	26	22
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced Proficient	94	100	97	89	79
Advanced Proficient	44	36	42	29	14
Number of students tested	32	24	31	35	37
<b>3. (specify subgroup): Hispanic</b>					
Proficient plus Advanced Proficient	0	0	0	75	0
Advanced Proficient	0	0	0	21	0
Number of students tested	0	0	0	24	0
<b>4. (specify subgroup): Special Education</b>					
Proficient plus Advanced Proficient			90		64
Advanced Proficient			70		64
Number of students tested	3	6	10	8	11

Notes:

Subject: Reading

Grade: 3 Test: NJ Assessment of Skills and Knowledge

Edition/Publication Year: 2004-2007 Publisher: 2005-2006 NJDOE/Riverside 2006-2007 NJDOE/ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Advanced Proficient	88	91	88	87	81
Advanced Proficient	2	15	2	6	0
Number of students tested	59	54	55	63	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced Proficient	84	81	79	73	68
Advanced Proficient	0	0	0	0	0
Number of students tested	32	26	24	26	22
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced Proficient	97	92	90	94	81
Advanced Proficient	3	21	3	8	0
Number of students tested	32	24	31	36	37
<b>3. (specify subgroup): Hispanic</b>					
Proficient plus Advanced Proficient	0	0	0	74	0
Advanced Proficient	0	0	0	4	0
Number of students tested	0	0	0	23	0
<b>4. (specify subgroup): Special Education</b>					
Proficient plus Advanced Proficient			60		73
Advanced Proficient			60		73
Number of students tested	3	6	10	8	11

Notes:

Subject: Mathematics

Grade: 4 Test: NJ Assessment of Skills and Knowledge

Edition/Publication Year: 2004-2007

Publisher: 2005-2006 NJDOE/Riverside 2006-2007 NJDOE/ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Advanced Proficient	88	96	89	83	75
Advanced Proficient	39	45	32	21	16
Number of students tested	49	47	62	71	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced Proficient	85	95	85	78	65
Advanced Proficient	35	42	24	16	13
Number of students tested	26	19	33	37	23
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced Proficient	96	93	90	88	84
Advanced Proficient	48	52	42	19	21
Number of students tested	21	27	31	36	24
<b>3. (specify subgroup): Hispanic</b>					
Proficient plus Advanced Proficient	0	0	88	82	0
Advanced Proficient	0	0	21	18	0
Number of students tested	0	0	24	22	0
<b>4. (specify subgroup): Special Education</b>					
Proficient plus Advanced Proficient			75	69	
Advanced Proficient			75	69	
Number of students tested	7	8	12	13	6

Notes:

\*\*\* Please note that 2005-2006, 2006-2007, and 2007-2008 each had one special education student alternatively tested.

Subject: Reading

Grade: 4 Test: NJ Assessment of Skills and Knowledge

Edition/Publication Year: 2004-2007

Publisher: 2005-2006 NJDOE/Riverside 2006-2007 NJDOE/ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Advanced Proficient	90	83	68	70	68
Advanced Proficient	4	6	2	0	0
Number of students tested	49	47	62	69	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced Proficient	85	79	64	60	57
Advanced Proficient	4	5	0	0	0
Number of students tested	26	19	33	35	23
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced Proficient	91	89	65	74	75
Advanced Proficient	0	7	0	0	0
Number of students tested	21	27	31	35	25
<b>3. (specify subgroup): Hispanic</b>					
Proficient plus Advanced Proficient	0	0	67	68	0
Advanced Proficient	0	0	4	0	0
Number of students tested	0	0	24	22	0
<b>4. (specify subgroup): Special Education</b>					
Proficient plus Advanced Proficient			25	31	
Advanced Proficient			25	31	
Number of students tested	7	8	12	13	6

Notes:

\*\*\* Please note that 2005-2006, 2006-2007, and 2007-2008 each had one special education student alternatively tested.

Subject: Mathematics

Grade: 5 Test: NJ Assessment of Skills and Knowledge

Edition/Publication Year: 2004-2007

Publisher: NJDOE/Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Apr		
<b>SCHOOL SCORES</b>					
Proficient plus Advanced Proficient	86	96	73		
Advanced Proficient	30	43	17		
Number of students tested	48	60	77		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced Proficient	90	94	60		
Advanced Proficient	11	39	12		
Number of students tested	19	31	41		
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced Proficient	83	100	80		
Advanced Proficient	25	47	11		
Number of students tested	24	32	36		
<b>3. (specify subgroup): Hispanic</b>					
Proficient plus Advanced Proficient	0	96	60		
Advanced Proficient	0	48	8		
Number of students tested	0	21	25		
<b>4. (specify subgroup): Special Education</b>					
Proficient plus Advanced Proficient			54		
Advanced Proficient			54		
Number of students tested	8	8	13		

Notes:

Prior to 2005-2006 The Bayonne School District was not required to participate in state mandated testing. The students were administered the New Jersey Proficiency of State Standards (NJPASS)

\*\* Please note that in 2006-2007 there was one special education student who was alternatively tested.

Subject: Reading

Grade: 5 Test: NJ Assessment of Skills and Knowledge

Edition/Publication Year: 2005-2007

Publisher: NJDOE/Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Apr		
<b>SCHOOL SCORES</b>					
Proficient plus Advanced Proficient	48	88	86		
Advanced Proficient	0	10	5		
Number of students tested	48	60	77		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced Proficient	37	84	78		
Advanced Proficient	10	10	5		
Number of students tested	19	31	41		
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced Proficient	58	87	95		
Advanced Proficient	0	6	3		
Number of students tested	24	32	36		
<b>3. (specify subgroup): Hispanic</b>					
Proficient plus Advanced Proficient	0	90	76		
Advanced Proficient	0	19	0		
Number of students tested	0	21	25		
<b>4. (specify subgroup): Special Education</b>					
Proficient plus Advanced Proficient			62		
Advanced Proficient			62		
Number of students tested	8	8	13		

Notes:

Prior to 2005-2006 The Bayonne School District was not required to participate in state mandated testing. The students were administered the New Jersey Proficiency of State Standards (NJPASS).

\*\* Please note that in 2006-2007 there was one special education student who was alternatively tested.

Subject: Mathematics

Grade: 6 Test: NJ Assessment of Skills and Knowledge

Edition/Publication Year: 2005-2007

Publisher: NJDOE/Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Apr		
<b>SCHOOL SCORES</b>					
Proficient plus Advanced Proficient	72	72	63		
Advanced Proficient	21	14	6		
Number of students tested	57	66	51		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	1	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced Proficient	71	63	50		
Advanced Proficient	14	13	10		
Number of students tested	28	41	30		
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced Proficient	79	77	73		
Advanced Proficient	24	16	0		
Number of students tested	29	31	22		
<b>3. (specify subgroup): Hispanic</b>					
Proficient plus Advanced Proficient	65	62	55		
Advanced Proficient	25	8	10		
Number of students tested	20	24	20		
<b>4. (specify subgroup): Special Education</b>					
Proficient plus Advanced Proficient		33	0		
Advanced Proficient		33	0		
Number of students tested	9	15	10		

Notes:

Prior to 2005-2006 The Bayonne School District was not required to participate in state mandated testing. The students were administered the New Jersey Proficiency of State Standards (NJPASS)

\*\* Please note that in 2006-2007 and 2007-2008 there was one special education student alternatively tested.

Subject: Reading

Grade: 6 Test: NJ Assessment of Skills and Knowledge

Edition/Publication Year: 2004-2007

Publisher: NJDOE/Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Apr		
<b>SCHOOL SCORES</b>					
Proficient plus Advanced Proficient	40	70	67		
Advanced Proficient	0	5	4		
Number of students tested	57	66	51		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	1	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced Proficient	32	63	46		
Advanced Proficient	0	0	3		
Number of students tested	28	41	30		
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced Proficient	38	78	77		
Advanced Proficient	0	10	0		
Number of students tested	29	31	22		
<b>3. (specify subgroup): Hispanic</b>					
Proficient plus Advanced Proficient	40	63	60		
Advanced Proficient	0	0	5		
Number of students tested	20	24	20		
<b>4. (specify subgroup): Special Education</b>					
Proficient plus Advanced Proficient		27	10		
Advanced Proficient		27	10		
Number of students tested	9	15	10		

Notes:

Prior to 2005-2006 The Bayonne School District was not required to participate in state mandated testing. The students were administered the New Jersey Proficiency of State Standards (NJPASS)

\*\* Please note that in 2006-2007 and 2007-2008 there was one special education student alternatively tested

Subject: Mathematics

Grade: 7 Test: NJ Assessment of Skills and Knowledge

Edition/Publication Year: 2005-2007

Publisher: NJDOE/Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Apr		
<b>SCHOOL SCORES</b>					
Proficient plus Advanced Proficient	58	57	68		
Advanced Proficient	19	4	3		
Number of students tested	62	51	77		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	3	0		
Percent of students alternatively assessed	0	1	0		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced Proficient	42	60	72		
Advanced Proficient	11	4	0		
Number of students tested	36	27	30		
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced Proficient	79	64	73		
Advanced Proficient	29	0	5		
Number of students tested	28	22	42		
<b>3. (specify subgroup): Hispanic</b>					
Proficient plus Advanced Proficient	33	45	67		
Advanced Proficient	4	0	0		
Number of students tested	24	20	24		
<b>4. (specify subgroup): Special Education</b>					
Proficient plus Advanced Proficient	18				
Advanced Proficient	18				
Number of students tested	17	8	7		

Notes:

Prior to 2005-2006 The Bayonne School District was not required to participate in state mandated testing. The students were administered the New Jersey Proficiency of State Standards (NJPASS)

\*\* Please note that in 2006-2007 there were 3 special education students alternatively tested, and in 2007-2008 there was one special education student alternatively tested.

Subject: Reading

Grade: 7 Test: NJ Assessment of Skills and Knowledge

Edition/Publication Year: 2005-2007

Publisher: NJDOE/Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Apr		
<b>SCHOOL SCORES</b>					
Proficient plus Advanced Proficient	72	84	89		
Advanced Proficient	8	2	8		
Number of students tested	63	51	77		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	3	0		
Percent of students alternatively assessed	0	1			
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced Proficient	58	86	90		
Advanced Proficient	0	4	7		
Number of students tested	36	27	30		
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced Proficient	79	96	91		
Advanced Proficient	11	0	10		
Number of students tested	28	22	42		
<b>3. (specify subgroup): Hispanic</b>					
Proficient plus Advanced Proficient	56	75	87		
Advanced Proficient	4	0	8		
Number of students tested	25	20	24		
<b>4. (specify subgroup): Special Education</b>					
Proficient plus Advanced Proficient	29				
Advanced Proficient	29				
Number of students tested	17	8	7		

Notes:

Prior to 2005-2006 The Bayonne School District was not required to participate in state mandated testing. The students were administered the New Jersey Proficiency of State Standards (NJPASS)

\*\*Please note that in 2006-2007 there were 3 special education students alternatively tested, and in 2007-2008 there was one special education student alternatively tested.

Subject: Mathematics

Grade: 8 Test: NJ Grade 8 Proficiency Assessment

Edition/Publication Year: 2002-2007

Publisher: NJDOE/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Advanced Proficient	80	78	51	54	57
Advanced Proficient	15	19	22	2	13
Number of students tested	46	70	49	50	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	2	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced Proficient	73	79	67	44	53
Advanced Proficient	14	11	11	4	13
Number of students tested	22	28	18	25	15
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced Proficient	79	85	83	60	71
Advanced Proficient	5	22	50	4	19
Number of students tested	19	46	24	25	31
<b>3. (specify subgroup): Special Education</b>					
Proficient plus Advanced Proficient		55		31	10
Advanced Proficient		55		31	10
Number of students tested	8	11	9	13	10
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

\*\* Please note that in 2004-2005 there were two special education students alternatively tested, 2005-2006 there was one special education student alternatively tested, and in 2007-2008 there were 2 special education students alternatively tested.

Subject: Reading

Grade: 8 Test: NJ Grade 8 Proficiency Assessment

Edition/Publication Year: 2002-2007

Publisher: NJDOE/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Advanced Proficient	89	78	70	71	65
Advanced Proficient	9	17	14	0	0
Number of students tested	46	70	49	49	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	2	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced Proficient	87	75	67	60	60
Advanced Proficient	14	18	0	0	0
Number of students tested	22	28	18	25	15
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced Proficient	95	87	92	79	81
Advanced Proficient	5	22	21	0	0
Number of students tested	19	46	24	24	31
<b>3. (specify subgroup): Special Education</b>					
Proficient plus Advanced Proficient		36		31	20
Advanced Proficient		36		31	20
Number of students tested	8	11	9	13	10
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

\*\* Please note that in 2004-2005 there were 2 special education students alternatively tested, 2005-2006 there was one special education student alternatively tested, and in 2007-2008 there were 2 special education students alternatively tested.

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