2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[X] Elementary [ ] MIddle [ ] High [ ] K-12
[ ] Charter [ ] Title I [ ] Magnet [ ] Choice

Name of Principal Dr. Susan Mansfield Ed.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Kennedy Park School #24
(As it should appear in the official records)

School Mailing Address 150 Goodrich Street
(If address is P.O. Box, also include street address.)

Iselin	New Jersey	08830-1816
City	State	Zip Code+4(9 digits total)

County Middlesex State School Code Number* 23-5850-180

Telephone (732) 602-8424 Fax (732) 283-2864

Web site/URL www.woodbridge.k12.nj.us E-mail susan.mansfield@woodbridge.k12.

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

District Name Woodbridge Township School District Tel. (732) 602-8550

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. Thomas 'Skip' Garley
(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

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:
   - 16 Elementary schools
   - 5 Middle schools
   - 0 Junior High Schools
   - 3 High schools
   - 0 Other
   - 24 TOTAL

2. District Per Pupil Expenditure: 9759

   Average State Per Pupil Expenditure: 11628

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban school with characteristics typical of an urban are
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 17 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
Pre K			0		**7**			0
K	25	30	55		**8**			0
1	34	42	76		**9**			0
2	18	26	44		**10**			0
3	27	24	51		**11**			0
4	36	26	62		**12**			0
5	26	18	44		**Other**			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								332

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
76 %	Asian or Pacific Islander
6 %	Black or African American
3 %	Hispanic or Latino
15 %	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 30 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	54
(2)	Number of students who transferred from the school after October 1 until the end of the year	46
(3)	Total of all transferred students [sum of rows (1) and (2)]	100
(4)	Total number of students in the school as of October 1	332
(5)	Total transferred students in row (3) divided by total students in row	0.30
(6)	Amount in row (5) multiplied by 100	30

8. Limited English Proficient students in the school: 19 %

60 Total Number Limited English Proficient

Number of languages represented: 13

Specify languages: Gujarati, Urdu, Bengali, Tamil, Marathi, Hindi, Malayalam, Punjabi, Polish, Tagalog, Telegu, Idonesian, Bangla

9. Students eligible for free/reduced-priced meals: 22 %

Total number students who qualify: 72

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: 5 %

15 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.

0	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impairment
0	Deaf-Blindness	3	Specific Learning Disability
0	Emotional Disturbance	8	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	1	0
Classroom teachers	16	0
Special resource teachers/specialists	4	3
Paraprofessionals	0	1
Support Staff	1	1
Total number	22	5

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 — 21 **: 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	%	95	%
Daily teacher attendance	96	%	97	%	97	%	97	%	96	%
Teacher turnover rate	0	%	0	%	9	%	13	%	17	%
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

Item #7: Student Mobility. Our high mobility rate is due to the large number of Asian Indian immigrants in our school. They often live with friends or relatives or in rentals when they arrive from India or Pakistan. Eventually, they move into their own apartments or houses, often not in our school's area. Another reason is many families return to India for extended

visits for personal or religious reasons and are transferred off our rolls. If they return, they are re-registered.

Item #13 Teacher Turnover In 2002-2003 our high Teacher turnover rate was due to the retirement of three classroom teachers, the non-renewal of one classroom teacher, and the retirement of the school nurse. Three classroom teachers were hired for the vacancies (we reduced one class section) and a new nurse was hired. Our District frequently reassigns special area, itinerant teachers (art, music, physical education, librarian). This year a new music teacher was assigned.

In 2003-2004 a new librarian and a new teacher were hired.

PART III - SUMMARY

Kennedy Park is a K-5 neighborhood school in a large urban/suburban district. We enjoy the intimacy of a small school and the resources of a large district. Our mission is to provide an excellent educational program and learning environment so that our students can reach their highest level of accomplishment, enjoy school, and learn to be good citizens of our school and community. Our school is the District magnet for bilingual Gujarati students. Because our population is diverse, because 75% of students speak English as a second language, and because our population is mobile, we have focused our energies on creating a sense of community and pride that sets expectations for learning and behavior. Our school traditions, solid instructional program, family outreach programs, and Kennedy Park Citizenship program create a sense of community, value our diversity, directly teach appropriate school attitudes and behavior, support the second language learners, and celebrate student efforts. For example, each year the entire school enjoys a Thanksgiving Feast. Teachers and students sit together and enjoy traditional turkey or Indian meals served by parent volunteers. Preceding lessons address the history of this American holiday, dining manners, and provide opportunities for reading and writing about thankfulness. During the Diwali holiday, many teachers wear Asian Indian dress. The bright eyes of our students who frequently gush, 'You look beautiful like my mother,' affirm our efforts to value and celebrate our diversity and to establish traditions to which students look forward and enjoy.

Our citizenship program begins each year with an assembly to welcome new students and directly teach and model the Rights and Responsibilities of a Kennedy Park student. The homework assignment that night is for all students to teach these concepts to an adult at home and have the Citizenship form signed. Our citizenship program is infused throughout the curriculum and provides the structure for our discipline, anti-bullying, manners and etiquette programs. It is a Kennedy Park right and responsibility to learn. Our classrooms are serious and focused. Meaningful instruction begins the first hour of school each September. Incentive programs have been developed to reinforce good student skills and attitudes toward learning. Our homework program is called Club 100. Each month the students who have completed all homework assignments and been good citizens of our school earn stars on posters in the main hallway. The PTA rewards members for three consecutive months with an ice cream dessert and, in June, special ribbons are awarded. Wildcat tickets (our school mascot) are awarded to students who demonstrate the traits of a Kennedy Park Kid: cooperation, kindness, consideration, tolerance, respect, responsibility. For example, a class might earn them if a substitute teacher reports that they were hardworking and polite, or a student might earn one for an act of kindness. Wildcat tickets give students a chance to earn Kennedy Park Bucks, dollars the PTA honors in the school store. The principal presents Apple Awards to classes that have demonstrated good work on tests or writings. Family programs in math, writing, science, and early literacy provide opportunities for parents and children to work together and for parents to learn how to support their children's learning.

Our teachers are extremely hard working, highly skilled, and dedicated. Our curricula are research based and teacher developed. Our school philosophy is that all students can and will learn. We believe we are successful because our vision is shared. We are committed to excellent instruction, to meeting the needs of all of our students, to involving parents, and to raising children who understand the importance of learning, the importance of service to others, the value of traditions, and the joys and sometimes sorrow of caring about one another.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

We are proud of our students' performance on NJ ASK. Their scores mean that our curricula and instructional program are aligned with the state standards and that our students are developing effective reading and writing skills, mathematical and problem-solving skills, and confidence in their abilities. The state sets passing requirements and we exceed them every year. Across the grades our students usually outperform the District, District Factor Group (which compares us to similar Districts), and State averages.

The New Jersey assessment program evaluates student achievement in the knowledge, skills, and critical thinking defined by the Core Curriculum Content Standards adopted in 1996. The State has developed Performance Level Descriptors (PLD's) for Language Arts and Math. Essentially, a Proficient reader and writer can work with, analyze and critique narrative and informational text, comprehend text, construct meaning, form opinions, and draw conclusions. A Proficient writer can generate expository and narrative text that is focused and organized and includes variety in sentence structure and word choice. A student scoring Proficient in math demonstrates conceptual understanding, procedural, and analytical skills and can make connections among the math content clusters. A Proficient student applies his knowledge and skills successfully in problem solving. Three Proficiency levels have been determined for each of the sections: Partially Proficient, Proficient, and Advanced Proficient. Students scoring in the Partially Proficient range are below the state's minimum level of proficiency and receive instructional interventions.

Our students are strong in math, especially since we embraced a new stimulating math program that provides a spiral approach to concept development and challenges students' math sense and mental math abilities. In grades 3, 4, and 5 the percentage of students scoring at the Advanced Proficient level was 49%, 40%, and 70% respectively. When Proficient scores are included, the passing rates were 98.4%, 90.7% and 100%.

Although we are delighted when a grade performs well, we look for growth in a population from year to year. Because students for whom English is a second language comprise 75% of our population and because of our high mobility rate, time is important. Incremental growth suggests that given time in our school, our students thrive under our tutelage. For example, in 2006 only 82.6% of our third graders passed Language Arts. Many of our second language users struggled with the reading and writing tasks. In 2007, as fourth graders, the percentage passing rose to 86.1%. Even more gratifying, our 2006 passing score in fourth grade rose from 87.3% to 100% in 2007. The same growth over time is evident in our math scores.

We analyze subgroup performance carefully. Because our school is small, many of the subgroups are less than ten and scores are not statistically significant and not reported publicly. In general our Special Education and ELL populations score above District and State averages. We look at individuals in these subgroups and track their progress over time. Our only statistically significant subgroups are our Economically Disadvantaged population and Asian students; frequently these subgroups overlap. The Economically Disadvantaged outperformed the District in Reading and Math in every grade level. We have focused on this subgroup instructionally as well as making sure that all eligible students participate in our breakfast program, attend after school tutoring, or participate in our guidance Study Group. Our Asian subgroup's scores are equally strong, but scores vary because some years we have more port of entry students in a particular grade. More important is tracking an individual student's longitudinal growth.

PLEASE NOTE: Our fifth grade results are reported in four charts: Gr. 5 Reading (LA), Gr.5 Reading (E), Gr. 5 Math, and Gr. 5 Math(other) because we changed tests.

Detailed information about New Jersey's assessment program is available at: www.state.nj.us/education/assessment

2. **Using Assessment Results**

We analyze our performance and look at the whole school, subgroups, individual students, and the skill clusters in each test. This analysis reveals students' progress, how well each grade is meeting its goals, and alignment of our curricula to the Core Curriculum Standards. The State also releases students' scored writings and these are used to plan instruction and teach students the scoring rubrics. Although the District initiates curricula revision, we have always been proactive. Years before new programs integrated NJ ASK formatted materials, we created our own open-ended and writing questions across the curriculum. When we perceived a problem with the transition from grade 2 to grade 3, we created a textbook based science unit for grade 2 and modified the grade 3 content demands for early fall. The K-5 program addresses our identified needs through more strategic teaching, through modifications of programs, and by addressing students' non-academic needs. Therefore, our Economically Disadvantaged group, many of whom are ELL students, are increasingly approaching proficiency. Based on NJ ASK and our own assessments, the mainstream and ESL teachers have focused on vocabulary and concept development, working with different kinds of texts and integrating more varied writing into cross-curricular units. Mini-lessons addressing topics such as story structure, effective openings, compositional risks, and vivid vocabulary have been developed based on our analysis of our writing cluster scores. Equally important, the principal meets with teachers in the fall to identify at-risk students so that 'no one falls through the cracks.' We provide parent workshops, especially for parents of Title I and bilingual students, (one taught parents how to do partial sums and partial products), urge families to participate in the lunch (regular/vegetarian) and breakfast programs, provide opportunities for dental and eye care, and urge volunteerism and participation in family/student programs. We identify students for after school tutoring based on classroom performance, teacher recommendation and previous ASK scores. Improved scores are earned one student at a time, so we concentrate on helping each child be the best he can be and feel confident and proud of his developing abilities

3. **Communicating Assessment Results**

We strive to keep parents informed about their children's progress and to share our successes, proud moments, and goals with the community. Standard procedures in classrooms include Friday work folders for parents' signatures after review of the enclosed work, parent signatures on tests, formal and informal parent/teacher conferences, and parent/teacher dialogue on the intermediate students' daily planners and primary students' reading logs. During morning announcements, the principal's Apple Awards are announced for classes who have performed well on classroom assessments. The Wildcat Report, our school newsletter, frequently reports 'Kennedy Park Proud' moments, such as when we received the Just for the Kids Benchmark Awards for three consecutive years, students' honors for the Johns Hopkins CTY exams, students' honors in art shows, essay contests, or extracurricular accomplishments. The school newsletter is also uploaded to our website. Local newspapers and our District's newsletter, Inside Our Schools, report our school's accomplishments, such as when we earned the Governor's School of Excellence Award in 2004.

Information about our students' performance on state assessments is shared by letter and score report to parents, formally by the principal with parents and the community at public Board of Education meetings, in local newspapers, at our annual Open House, in our school newsletter, annually at PTA meetings, and at our School Level Planning committee meetings. At Open House, the principal reviews the performance of our students on the state assessment, NJ ASK. A significant number of our parents speak several Asian Indian languages. Hindi is the national language of India, so a parent volunteer orally translates the principal's presentation about our school and our students' performance and how to interpret the results. We are proud of our efforts to communicate regularly and fully, which actively involve parents in supporting the efforts of the school.

4. **Sharing Success:**

The principal and teachers of Kennedy Park have always been willing to share our successful efforts and learn from the experiences of others. At the District level, teachers participate in grade level or department sharing meetings. The principal participates in formal Principals' meetings and informal Elementary Principal lunches for sharing ideas and problem-solving. At faculty meetings, the principal may ask a teacher to share a lesson, unit, or activity that has been meaningful and successful. Kennedy Park teachers have also participated in more formal professional development activities. For example, one teacher opened her classroom for visits by her colleagues throughout the district to model implementation of a new language arts program; our teachers have presented workshops at the annual District in-service day and offered courses through our Professional Development Academy. Some of the courses have

addressed phonemics, reading, writing, modification of instruction, and integrating open-ended questions across the curriculum. Our ESL and bilingual teachers have met with their colleagues across the district to share ideas and materials. More importantly, they share the value of ongoing collaboration between mainstream and support teachers and the model we use. Our mainstream teachers benefit from the examples of successful methods of differentiated instruction and the insights into the effects of culture on learning. We have also welcomed colleagues from other districts. For example, a principal and a director of programs from a neighboring district spent time observing our classes and learning about the evolution of our ELL/bilingual programs. We will, of course, continue to welcome colleagues from other schools and continue to share our best efforts to meet the challenges of educating children in the 21st century.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

We strive to fully implement all aspects of our District's well-rounded curriculum, informed by the State's Core Curriculum Standards, by research in teaching and learning, by attention to assessment, by sensitivity to the needs of diverse learners, and by the need for built-in accommodations and modifications for our ELL, gifted, or challenged students.

Our primary Language Arts program, Fundamentals First, and Reading/Writing Workshop in the intermediate grades, encompass a variety of student-centered techniques and strategies in a planned cumulative manner. They are based on the principles of literacy, which call for rich and balanced programs. Units include Word Work, Reading, and Writing Workshops. In recent years, our writing across the curriculum evolved to focused writing to demonstrate learning and writing of original, cohesive, elaborated text in response to given prompts. In 2006, we initiated reform in the intermediate grades emphasizing metacognitive strategies, expanding the reading and writing opportunities and demands, and integrating strategic reading instruction into the content areas. See 2a.

Our English as a Second Language and Bilingual programs provide small group instruction to ELL students to support their acquisition of academic English. Using teaching strategies for second language learners, the program addresses the same literacy goals. Cross curricular units provide multiple opportunities for students to listen, speak, read, and write and improve their vocabularies and content knowledge.

Math is a multi-strand program. The primary grades focus on numeracy skills and concepts. Direct instruction, modeling, hands-on manipulative activities, cooperative learning, and technology are used to develop mathematical intuition, computation, and problem solving. In 2005, we began implementation of Everyday Math, a research-based curriculum developed by the University of Chicago Mathematics Project. This challenging and spiraled program is enriched by our integration of open-ended questions across the strands. In both core areas, assessment is ongoing, ranging from anecdotal records to selected components for unit portfolios. See 3.

The primary goal of our science curricula is to tap students' curiosity and establish the role that science plays in our lives. Investigation activities are the core of the units: Earth Science, Life Science and Physical Science, as well as an environmental unit co-developed with Rutgers University. They require students to engage in the processes of science: observing, comparing, classifying, ordering, using models, interpreting data, raising questions, and seeking solutions, as well as building knowledge about the natural world.

Social studies incorporates concepts from geography, history, economics, government/citizenship and sociology. Thematic units integrate skills. They begin with the topics of self and family and progress to community, states, nation and world. Because many students are immigrants, we integrate lessons on our society, culture and current events.

Health, Safety, and Physical Education address the physical, emotional, and social dimensions of healthy life style choices. They investigate health topics, understanding of the body's systems, injury prevention, health related risk behaviors, anti-bullying and character education, nutrition, and prevention and control of disease. A progression of skill and fitness activities exposes students to activities that can be enjoyed throughout life: walking, running, games, yoga, sports, and dance.

Our World Language program introduces students to languages and cultures other than their own. Beginning with simple expressions in Italian, Japanese, German, and French in kindergarten, our 1-5 students continue learning about Spanish speaking cultures and practice simple conversational Spanish.

Art and music programs expose students to the elements and history of art and music. We strive to develop students' perceptual and motor skills and aesthetic sense. Students have regular opportunities for making and responding to art and music. As students sing in

varied languages, learn dance from around the world, create rhythms, learn to play an instrument, perform or enjoy concerts, paint, craft, draw, or talk about works of art, they develop self-confidence, critical thinking skills, problem solving skills, cultural awareness, and, hopefully, lifelong means of expression and pleasure.

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

Our language arts programs provide research-based strategic, balanced instruction in literature- rich classrooms designed to meet the needs of every learner. Our primary program provides comprehensive instruction in working with words and we believe that phonemic growth, decoding skills, vocabulary and concept development are crucial to building background knowledge, understanding text and developing writing skills. Every day students participate in familiar word building activities, whole class, shared, or paired reading to develop flexibility, fluency, comprehension, and enjoyment. Every day students write. Mini-lessons to target specific skills, work with partners, and teacher/student conferring support the stages of the writing process. Students work in Learning Centers, designed to support the full range of literacy skills, while teachers work with Guided Reading groups. The blending of whole class and instructional groupings develops a classroom community in which students learn from one another and benefit from individualized instruction.

Our intermediate program, Reading/Writing Workshop, uses a routine of varied instructional settings, and texts. In mini-lessons teachers model reading strategies, metacognitive strategies, or writing craft, which students are then encouraged to practice with peers before applying their growing skills independently. Authentic literacy activities, partner reading, book clubs, independent reading, independent writing, peer revising and editing, and teacher conferencing are ongoing components, as are whole class debriefings for reflection on the day's learning. Each unit includes instruction and practice in responding to comprehension questions, writing in response to questions in order to activate high-level thinking and to evaluate reading comprehension, and writing in response to given prompts. Instruction is differentiated using leveled Guided Reading groups and supplemental, audio-assisted repeated readings that accelerate fluency and comprehension for struggling learners. This fluid instruction, that tracks growth, works well with our ELL and highly mobile population.

3. **Additional Curriculum Area:**

Kennedy Park School believes that students should possess a strong understanding of mathematical skills and concepts in order to become productive citizens. It is our mission to present challenging objectives to prepare students for their next phase of life. Our math program seeks to prepare students for their future mathematical learning by building a strong foundation of skills and concepts and enjoyment of the intellectual tasks of problem solving. The Everyday Math program introduces, reinforces, and solidifies skills with increasing difficulty through the units and grade levels. This spiraled instruction frequently exposes students to a continuum of understanding and builds confidence, critical thinking skills, and skill mastery. It maximizes student learning through dynamic applications, multiple strategies for problem solving, concrete modeling, collaborative learning, games to reinforce and challenge, use of technology, and cross-curricular applications/units. Students engage in daily mental math activities and problem solving across the strands. This consistency leads to secure base knowledge of mathematical concepts and numerical operations and experience with a range of approaches to problem solving. Students frequently work collaboratively using manipulatives in heterogeneous groups to explore new concepts and apply new skills, which encourages sharing of student strategies. Skills are reinforced through math games played, by homogeneous groups, so that all students are challenged at their own levels. Using technology and thinking critically about data are important components of our program. Calculators, as tools, are used regularly, allowing for the application of higher-level computational skills. Grades 4 & 5 gather data from the Internet, display it in an Excel spreadsheet, and present their analyses in graphs. The school utilizes 'Study Island', a web-based program, as an individualized tutorial instruction. Teachers monitor students' progress in the program and address individual needs. Open Ended questions present real life situations requiring critical thinking and allowing students

to use and share various problem solving strategies. Math proficiency is an essential life skill. The curriculum has been successful in raising students' achievements on state testing.

4. **Instructional Methods:**

Teachers utilize various instructional methods to improve student learning across the curriculum. Each approach is carefully planned to meet the needs of our diverse population and to develop students' responsibility for their learning. Direct teacher instruction is used to present information and to construct a scaffold or to model a particular strategy or skill. Students replicate the strategies, often with partners, and then apply them independently. Metacognitive strategies are taught to assist students in understanding and remembering. These approaches are especially helpful for ELL students. Small group instruction allows intensive teacher attention and helps students develop supportive peer relationships. Guided Reading and math game groups are leveled homogeneously so that instruction is learner-centered. Cooperative learning is used to encourage collaboration, competition, and independence. Choral, paired and shared reading, book clubs, literature circles, science experiments, integrated projects, and math activities are regular group activities. Mainstream and support teachers assess student needs, strengths, and learning styles and create small instructional groupings. And, of course, teachers work one-on-one with students in writing conferences and targeted tutorials.

Remediation and enrichment instruction are delivered in multiple ways. Computer Assisted Instruction, web based programs(such as Study Island), lunchtime assistance, afterschool tutorials, Gifted and Talented classes, and summer packets are regular components of our program. A reading paraprofessional supports our first graders. Other supports include students from our high school's Teacher Apprentice Program and parent volunteers. Co-teaching, particularly parallel and team, in inclusive classrooms allows more personalized attention. Modifications and interventions suggested by the IR&S committee are made for struggling learners to set individualized goals and foster feelings of success. Many of our families, often new to our country, welcome the chance to participate meaningfully in their children's education. The PALS Kindergarten Literacy program, the Dr. Seuss Family Night, Family Math, Math Game Night, Family Writing, Family Science, and information sessions on new programs are crucial instructional supports.

5. **Professional Development:**

Teachers participate in relevant and high quality professional development through conferences, workshops, professional reading, peer observation, grade level collaborations, program meetings, and faculty meeting discussions. Professional Improvement Plans are tied to school goals and to curriculum revision and their impact on instruction are documented in lesson plans, formal observation, and annual reviews. Most activities focus on improving pedagogical skills, aligning instruction to Core Curriculum Standards, and seeking ways to address the needs of our ELL and at-risk population. Our teachers average over 44 hours of Professional Development Hours a year. Important in recent years has been our time spent discussing Ruby Payne's writings about the impact of poverty on students' lives and learning, as well as improving our co-teaching skills as we seek to deliver effective inclusive instruction. For example, a particularly needy group of 3rd graders (they lacked motivation and home support, several were learning disabled, several were disaffected and low ability) led us to create a homogeneous, 4th grade class with in-class support by the special education and Academic Support teachers. These classified and Title I students gained confidence and skill that were demonstrated by awesome growth on the NJ ASK and improved grades on report cards, and they seemed to enjoy school more.

Our District's support for implementation of new programs in Language Arts and Math was thoughtful and rich and spaced over several years. A series of workshops introduced the philosophy, components and structure of the new programs; another series focused on assessment; presentations by consultants and supervisors strengthened teachers' own understanding of the concepts and algorithms being presented in the different math strands or the reading strategies which were the foundation of the reading/writing workshop program. All Bilingual, ESL, Special Education, and Academic Support Instructors attended required and optional workshops.

Our teachers write curricula; function as lab classrooms for colleagues; teach classes on Phonemic Awareness, writing, modifications of instruction, and strategies for improving performance on assessments. Our students' daily performance and State assessments affirm the success of our efforts.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test NJ ASK

Edition/Publication Year Yearly Publisher State of New Jersey

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards %'Proficient plus % Advanced Proficient'	88	83	91	89	
% "Exceeding" State Standards % 'Advanced Proficient'	6	7	2	0	
Number of students tested	65	46	59	53	
Percent of total students tested	100	100	100	98	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient plus % Advanced Proficient'	93	73	89	75	
% "Exceeding" State Standards % 'Advanced Proficient'	4	0	0	0	
Number of students tested	27	15	19	8	
2. Asian					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient plus % Advanced Proficient'	88	93	89	94	
% "Exceeding" State Standards % 'Advanced Proficient'	10	11	3	0	
Number of students tested	41	28	38	31	
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					

Subject Math Grade 3 Test NJ ASK

Edition/Publication Year Yearly Publisher State of New Jersey

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards %'Proficient plus % Advanced Proficient'	98	87	91	89	
% "Exceeding" State Standards % 'Advanced Proficient'	49	41	29	33	
Number of students tested	65	46	59	54	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient plus % Advanced Proficient'	100	74	84	75	
% "Exceeding" State Standards % 'Advanced Proficient'	41	27	21	13	
Number of students tested	27	15	19	8	
2. Asian					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient plus % Advanced Proficient'	98	93	89	90	
% "Exceeding" State Standards % 'Advanced Proficient'	61	46	32	31	
Number of students tested	41	28	38	31	
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					

Subject Reading (LA) Grade 4 Test NJ ASK

Edition/Publication Year Yearly Publisher State of New Jersey

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards %'Proficient plus % Advanced Proficient'	86	87	85	95	90
% "Exceeding" State Standards % 'Advanced Proficient'	7	7	6	11	7
Number of students tested	43	55	47	44	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient plus % Advanced Proficient'	77	76	82	100	100
% "Exceeding" State Standards % 'Advanced Proficient'	0	6	0	6	0
Number of students tested	13	17	11	17	9
2. Asian					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient plus % Advanced Proficient'	89	81	87	100	90
% "Exceeding" State Standards % 'Advanced Proficient'	11	10	7	17	7
Number of students tested	27	31	30	23	29
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					

Subject Math Grade 4 Test NJ ASK

Edition/Publication Year Yearly Publisher State of New Jersey

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards %'Proficient plus % Advanced Proficient'	91	98	96	89	77
% "Exceeding" State Standards % 'Advanced Proficient'	42	65	45	43	33
Number of students tested	43	55	47	44	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient plus % Advanced Proficient'	92	94	100	88	44
% "Exceeding" State Standards % 'Advanced Proficient'	15	53	36	29	0
Number of students tested	13	17	11	17	9
2. Asian					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient plus % Advanced Proficient'	88	97	94	91	79
% "Exceeding" State Standards % 'Advanced Proficient'	44	68	47	57	34
Number of students tested	27	31	30	23	29
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					

Subject Reading (LA) Grade 5 Test NJ ASK

Edition/Publication Year Yearly Publisher State of New Jersey

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards %'Proficient plus % Advanced Proficient'	100	96			
% "Exceeding" State Standards % 'Advanced Proficient'	30	14			
Number of students tested	57	51			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient plus % Advanced Proficient'	100	85			
% "Exceeding" State Standards % 'Advanced Proficient'	6	0			
Number of students tested	16	13			
2. Asian					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient plus % Advanced Proficient'	100	97			
% "Exceeding" State Standards % 'Advanced Proficient'	28	10			
Number of students tested	36	31			
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					

Subject Math Grade 5 Test NJ ASK

Edition/Publication Year Yearly Publisher State of New Jersey

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards %'Proficient plus % Advanced Proficient'	100	96			
% "Exceeding" State Standards % 'Advanced Proficient'	70	47			
Number of students tested	57	51			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient plus % Advanced Proficient'	100	92			
% "Exceeding" State Standards % 'Advanced Proficient'	63	31			
Number of students tested	16	13			
2. Asian					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient plus % Advanced Proficient'	100	94			
% "Exceeding" State Standards % 'Advanced Proficient'	81	55			
Number of students tested	36	31			
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					

Subject Reading (E) Grade 5 Test S-Test

Edition/Publication Year 2002 Publisher S-Tests Assessments, Co. Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards %'Proficient plus % Advanced Proficient'			95	98	
% "Exceeding" State Standards % 'Advanced Proficient'			41	31	
Number of students tested			44	61	
Percent of total students tested			100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient plus % Advanced Proficient'			100	98	
% "Exceeding" State Standards % 'Advanced Proficient'			62	31	
Number of students tested			11	8	
2. Asian					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient plus % Advanced Proficient'			92	97	
% "Exceeding" State Standards % 'Advanced Proficient'			48	25	
Number of students tested			25	32	
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					

Subject Math(other) Grade 5 Test S-Test

Edition/Publication Year 2002 Publisher S-Tests Assessments, Co. Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards %'Proficient plus % Advanced Proficient'			86	74	
% "Exceeding" State Standards % 'Advanced Proficient'			36	26	
Number of students tested			44	61	
Percent of total students tested			100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient plus % Advanced Proficient'			100	74	
% "Exceeding" State Standards % 'Advanced Proficient'			9	13	
Number of students tested			11	8	
2. Asian					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient plus % Advanced Proficient'			88	75	
% "Exceeding" State Standards % 'Advanced Proficient'			44	25	
Number of students tested			25	32	
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					