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   Mrs. Susan Speirs

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

Official School Name   Seaview Elementary School

(As it should appear in the official records)

School Mailing Address   2015 Wabash Ave.

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

Linwood	New Jersey	08221-1468
City	State	Zip Code+4(9 digits total)

County   Atlantic   State School Code Number* 01268050

Telephone (609) 926-6726   Fax   (609) 926-6705

Web site/URL linwoodpublicschools.org   E-mail   susanspeirs@linwoodschools.org

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

_____   Date _____
Principal's Signature

Name of Superintendent   Dr. Thomas Baruffi

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

District Name   Linwood School District   Tel. (609) 926-6703

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   Dr. Matthew Finkelson

(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:

1	Elementary schools
1	Middle schools
0	Junior High Schools
0	High schools
0	Other
2	TOTAL

2.   District Per Pupil Expenditure: 10523

     Average State Per Pupil Expenditure: 10281

SCHOOL   (To be completed by all schools)

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

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

4.   _____6_____   Number of years the principal has been in her/his position at this school.

     _____0_____   If fewer than three years, how long was the previous principal at this school?

5.   Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K	26	20	46		**7**	0	0	0
K	41	31	72		**8**	0	0	0
1	46	42	88		**9**	0	0	0
2	54	58	112		**10**	0	0	0
3	64	42	106		**11**	0	0	0
4	51	38	89		**12**	0	0	0
5	0	0	0		**Other**	0	0	0
6	0	0	0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								513

6. Racial/ethnic composition of the school:

0	%	American Indian or Alaska Native
4	%	Asian or Pacific Islander
1	%	Black or African American
4	%	Hispanic or Latino
91	%	White

100 % TOTAL

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

7. Student turnover, or mobility rate, during the past year ___3___ %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	8
(2)	Number of students who transferred from the school after October 1 until the end of the year	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	14
(4)	Total number of students in the school as of October 1	513
(5)	Total transferred students in row (3) divided by total students in row	0.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: ___1___ %

___2___ Total Number Limited English Proficient

Number of languages represented: ___2___

Specify languages: Spanish
                      Hebrew

9. Students eligible for free/reduced-priced meals: ___3___ %

Total number students who qualify: ___16___

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: 16   %

            82   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.

7	Autism	1	Orthopedic Impairment
0	Deafness	8	Other Health Impairment
0	Deaf-Blindness	24	Specific Learning Disability
0	Emotional Disturbance	11	Speech or Language Impairment
0	Hearing Impairment	1	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
5	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	1
Classroom teachers	25	0
Special resource teachers/specialists	15	9
Paraprofessionals	6	19
Support Staff	6	4
Total number	53	33

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 %	94 %	96 %
Daily teacher attendance	99 %	98 %	98 %	98 %	98 %
Teacher turnover rate	0 %	15 %	6 %	10 %	2 %
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

Our district is noted for high staff retention. In the period between 2003 and 2006, the noted increase in teacher turnover rate was due to teacher retirements.

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

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

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

PART III - SUMMARY

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

Summary: When the Bush administration introduced NCLB to the nation, school districts had a choice to make: react with disbelief and skepticism or make it happen. We decided to make it happen! Every school has a responsibility to identify and support at-risk student groups, intervening with intensive programming and high expectations. The key is to look at each child's academic progress not only within a group but also individually. At Seaview School, the performance of each student is reviewed consistently throughout the school year. This includes not only our general education students but also our students identified as needing special education services. In addition, our program is designed to support cultural and environmental influences. Although not significant in numbers, students of ethnic diversity or who come from economically disadvantaged homes do attend our school and are significant in the success of our program!

Our motto of 'Excellence in Teaching and Learning' is demonstrated in daily interactions in and out of the classroom. To meet NCLB expectations, Seaview School recognized a need to emphasize professional development, functional assessment, and curriculum extension and enrichment. Our goal has been to develop exemplary practices to include students in the regular classroom while supporting their academic success. We no longer view special education as a separate entity. Our special education teaching staff joins our general education teachers to enable small group reading instruction and intensity of programming for all students, resulting in a decreased number of students requiring resource room programming. We re-allocated our resources to include learning materials designed to address different learning profiles and initiated co-teaching models at every grade level. In this model, both teachers share the classroom and the responsibility of supporting students. Because of the inclusive environment that has been created, most students are able to demonstrate success in their general education classrooms.

Our school has a history of developing programs that are unique and innovative and respond to the student's individuality as they enter our learning community. A small school with 513 preschool through grade 4 students, we must work within our framework to create unique opportunities for teachers and students. Through creative scheduling and planning we work to overcome our facility and budgetary limitations. If you spend a day in our school you will see our LIFT OFF program which extends our half day kindergarten limitations for students in need of additional literacy support; speech specialists delivering real world services within preschool classrooms, our world language teacher using a LCD video cart to provide high tech instruction on a room to room basis, and small group reading teachers using every space available including empty band rooms and conference areas. If a student has a special need, we find a way to fill it. This is true if the need is for a hundred students or only one. An excellent example of this is our preschool program. Originally implemented to meet the needs of a few students with disabilities, it now services 24 students with the classification of preschool disabilities and has grown to include inclusion opportunities for general education students as well as an extended day to meet the needs of our preschoolers with autism and cognitive challenges.

Seaview School is fortunate to have supportive parents and members of the Board of Education. Both groups work together to find creative ways to add needed programs or materials. Once a need is identified, district and community members will work until the job is done! This collaborative support is a core component of our success and the reason that we continue to reach beyond our limitations.

In 2001, in response to the NCLB initiative, a core team was charged with reviewing student performance, current research, and staff articulation. This team's analysis of data revealed 20 percent of our students as testing below grade level in the area of reading. From this, the Seaview ASPIRE Program became a reality! The ASPIRE (All Students Progressing Individually for Reading Excellence) program uses the inter-related cornerstone components of: research based intervention, developmental readiness, prevention verses remediation, small group instruction, teachers as experts, on-going assessment, skill differentiation, and small group instruction to support students at appropriate developmental levels. Success relies on the philosophy that programming and intervention must be dynamic, flexible, and assessment-based to be successful. Weekly grade level articulation, a summer teacher academy, and staff 'star polisher' recognition add to our culture of a professional

community. Based upon student success and demonstration of impressive test scores, ASPIRE received the New Jersey Best Practice Award in 2003 and was recognized by the International Reading Association as an Exemplary Program in 2007.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

    Assessment Results: In the State of New Jersey students are assessed beginning in grade three, with the NJ ASK (Assessment of Skills and Knowledge). Students are scored as partially proficient, proficient, or advanced proficient depending on performance in the areas of language arts/literacy and math.   High student achievement continues to be evidenced through test results. School districts are grouped according to District Factor Groupings based on socio-economic status. In New Jersey, DFGs range from A through J. Our student assessment results are extremely positive when compared to school districts with the same designation (GH) or higher (I and J), demonstrating that we out perform districts of similar and even higher socio-economic status. Spring 2007 assessment results for grade 4 are as follows:
    Language Arts Total Students:
    State-19% partially proficient; Other GH-13% partially proficient; Linwood-3% partially proficient; State-7% advanced proficient; Other GH- 9% advanced proficient; Linwood- 15% advanced proficient.
    Math Total Students:
    State-15% partially proficient; Other GH-10% partially proficient; Linwood-1% partially proficient; State-41% advanced proficient; Other GH- 49% advanced proficient; Linwood- 68% advanced proficient.
    Third grade results are similar with only 1% of our language arts and 0% of our math students testing in the partially proficient range. This contrasts with the state average of 17% language arts and 13% math partial proficient scores. In addition, our students out performed our district factor grouping which averaged 10% language arts and 7% math partial proficient scores. These results reflect the performance of all students including students identified in need of special education, from identified ethnic sub groups, and economically disadvantaged. As a result of our efforts to meet the instructional needs of individual students we have eliminated disparities among subgroup performance. Since the advent of the ASPIRE program all students have consistently shown upward movement through proficiency bands. As demonstrated, a greater number of students are now achieving scores at the level of Proficient and Advanced Proficient. In addition, we have significantly decreased the number of special education students performing within the partially proficient range. This is in strong contrast to our performance on state assessments from several years ago. In the Spring of 2003 over 50% of our special education students in grades 3 and 4 tested as partially proficient in the areas of language arts literacy and math. In the spring of 2007, our school had only one student receiving special education services in both grades 3 and 4 who tested as partially proficient in language arts and no students receiving special education services testing as partially proficient in math. In contrast a total of 28 students (93%) in grades 3 and 4 receiving special education services were proficient or advanced proficient in language arts with 30 special education students (100%) proficient or advanced proficient in math! Information about the state assessment system may be found at www.state.nj.us/education/assessment/es/.
    In New Jersey state testing begins in grade three. To support instruction in kindergarten and beyond, our staff has been trained to administer and use functional assessment. In addition, twice a year, students are assessed in language arts in the areas of fluency, accuracy, comprehension, and writing and data is entered on to a spreadsheet. In the area of math, functional assessment includes computation, problem solving, and holistically scored written responses to open ended math prompts. These spreadsheets provide data used to monitor individual and group performance over time allowing for identification of program strengths and challenges. In grades three and four, state assessment scores are included as well.

2. **Using Assessment Results**

    Using Results: It is important for our teachers to know their students! Through professional development which provided training in holistic scoring, rubrics, running records, use of functional assessment instruments, as well as direct instruction teaching strategies, our teachers are now able to routinely evaluate students for fluency, accuracy, writing, and comprehension. Our staff uses this information diagnostically to plan effective intervention, flexibly group, differentiate instruction, and select appropriate materials. Twice a year, this information is entered onto grade level spreadsheets to provide staff with 'big picture' information. This data is used to follow individual student and group performance over time allowing for identification of program

strengths and challenges. In addition, use of performance data enables teachers to accurately predict student performance on standardized test measures. Teachers report that early on in the school year, they know their student's learning profiles and how best to effect change and growth. In addition, our staff feels that the diagnostic information obtained from functional assessment provides them with a powerful tool for parent conferencing and information sharing. As part of the ASPIRE program, special education and basic skills teachers join our homeroom teachers offering a specialized repertoire of support strategies. During this time, students are re-grouped into small general education reading groups. These teaching teams meet regularly, using functional assessment data, to discuss student growth and plan instruction for remediation and enrichment. When state assessment is used in combination with functional assessment data, patterns of student performance emerge and are used to guide professional development which ultimately leads to increased student accomplishment. Significant improvement in test scores has been evidenced and can be attributed to the implementation of intensive professional development, functional assessment, early intervention strategies, small group direct instruction, curricular extensions of the writing program, and weekly grade level articulation.

3. **Communicating Assessment Results**

Communicating Results: Recognizing that parents bring with them different levels of emotion in regards to learning and school success, we have created an environment that welcomes parents to participate in their child's journey towards a love of learning. With Back to School Night being highly attended, we share program information, celebrate performance results, and highlight new initiatives. During American Education Week, parents are invited to observe classes and participate in parent workshops. Information, research, philosophy, and goals are disseminated through monthly parent-principal meetings, parent and community workshops, and the Superintendent Advisory Council. School administrators participate in Parent Teacher Organization (PTO) meetings and use this forum to dialogue with parents. Our district web page contains school events, awards, celebrations, and program/curriculum information as well as links for the PTO, Linwood Education Foundation (LEF), and the Educational Affairs Committee (EAC). EAC is a unique parent-led committee formed to facilitate dialogue between school administration and parents to address 'big picture' issues. As part of our early intervention initiative, our preschool and kindergarten offer workshops providing parents with hands-on games and activities to do at home with their children. Other scheduled events include: evening family literature discussion groups and Writer's Workshop/NJASK training for parents. In addition, teachers meet with small groups of parents to share reading program information and discuss reinforcement strategies. Summer months are precious especially for students with learning challenges. With this in mind, Seaview School invites families back for summer support programs. To maximize summer learning we offer two support programs. Our Maintenance program addresses the needs of our Special Education Students and our Enhancement program supports students who are at risk in general education. Other forms of community outreach include a monthly Board of Education 'Seaview Showcase' powerpoint/video presentation of school happenings and almost weekly local newspaper coverage of events and achievements. Morning announcements recognizing Star Students, school events, achievements, and our weekly STAR Assemblies are used to share information with students and celebrate performance and achievements including test performance, awards, community service projects, and school goals (books read, miles walked, healthy snacks...). Teachers review performance with students using rubrics, and peer and teacher conferencing. After completion of state testing, grade levels celebrate hard work, effort, and achievement through our ASK Blast celebration!

4. **Sharing Success:**

Sharing Success: As an educational community, we actively seek opportunities to learn from others and share our successes. Our school worked diligently with Richard Stockton College of New Jersey in establishing a graduate level cohort. This multi-district cohort is designed to provide the coursework necessary for teachers to obtain a Master of Arts in Education in the area of Language Arts and is hosted in our school. This initiative not only raises the quality of staff professionalism but also provides a forum for sharing best practice ideas among staff members and with neighboring districts. Administration and staff have also presented at state, local, and national conferences. Our World Language Technology program was showcased at ETTC (Educational Technology Training Center) and New Jersey Association of School Administrators TechSpo. Our ASPIRE program was shared at our local PDK Chapter meeting, the New Jersey State Reading Conference, and the International Reading Association Conference in Toronto. Recently we formally presented our model for professional development in the workshop series

at the New Jersey School Boards Conference (NJSBC). In addition, Seaview teachers have shared best practice programs through the curriculum Fair hosted at NJSBC on topics including our Early Intervention Building Blocks, STARSS Character Education, Celebration Day, and World Language Using Technology.   Seaview programs continue to be featured in local newspapers. Articulation with neighboring schools occurs during county superintendent and supervisor meetings. We also share program information during visitations from local school districts. Our school was the first in the county to offer an inclusive preschool program and has served as a model for local districts. In addition, after winning the New Jersey Best Practice Award, we hosted schools to view ASPIRE up close in the classroom. We continue to look forward to sharing, learning, and implementing exemplary programs!

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

   Curriculum: Recognizing the diversity of learners, Seaview School implemented an enrichment committee in 2004 to support the development of curriculum. Teachers acting as enrichment coordinators worked with colleagues to develop and implement enrichment activities designed to support differentiated instruction. Committee members attended out of district workshops and shared teaching strategies with school professionals. This initiative has resulted in expansion and enhancement of the curriculum. As we reached to meet the needs of our gifted students, we found the result has been school wide enrichment and higher expectations for all learners. The curriculum is alive as teachers try new activities and instructional strategies and meet to dialogue about successes and challenges. Most recently, we combined these efforts with those of our Pupil Assistance Committee (PAC). PAC was originally designed to deal with students with academic or behavioral difficulties. Our new Pupil Assistance and Enrichment Committee (PAEC) uses a collaborative problem solving approach to enhance and extend skill acquisition while also developing intervention plans for students with a variety of challenges. While acting as a resource to staff, this core team of professionals collaborates to meet student needs through curricular interventions.

   Our curriculum is aligned with New Jersey Core Curriculum Content Standards. In Language Arts, ASPIRE emphasizes higher order thinking skills, writing, and authentic assessment. Our balanced literacy program develops phonological awareness, emergent reading, expressive language skills, reading, vocabulary, decoding, spelling, comprehension, listening, speaking and viewing skills, literature, and grammar. Students learn and apply these skills in context using meaningful literature and writing situations. Our students love to write and eagerly share their pieces at every opportunity.

   Problem solving and critical thinking skills are the primary areas of focus of our math program. Content strands include: numerical operations, patterns and algebra, geometry and measurement, data analysis, probability and discrete mathematics which spiral throughout the grade levels. Reasoning, communication, connections, representations, and technology are present in all math lessons as are extensive use of manipulatives, and hands-on activities.

   The science curriculum encourages students to raise questions about the world and to seek answers by observation and experimentation. It is lab based and experiential. Topics include: life science, chemistry, physics, earth science, astronomy, and environmental sciences.

   Through social studies, students explore their place in the family, community, and key events shaping New Jersey history. Hands-on experiences and interactive videoconferencing bring early American heritage and history to life. An added component is the STAR Skills program, which focuses on character building, leadership, and acceptance. Students learn to become critical thinkers and responsible citizens.

   Our students participate actively in World Language, Art, Computer Technology, Library Media,

   Health/Physical Education, and Music beginning in Kindergarten. World Language enthusiastically engages students in motivating and challenging activities. Students are taught to actively use language. Students learn communication skills and knowledge of culture through the use of PowerPoint presentations, videoconferencing with national museums and local schools, online activities, and Web Quests. Art instruction focuses on aesthetics, production, and criticism and history of art through a project-centered approach. Recently, Japanese culture was explored across grade levels with students creating carp kites, calligraphy name scrolls, and woven kimonos. The goal of technology instruction is to prepare all students to be successful in today's digital world focusing on general computer skills, keyboarding, graphics, Internet, word processing, and multimedia. The Library Media program lays the foundation for our students to become lifelong readers, learners, and users of information and ideas. Health and Physical Education focuses on the topics of wellness, nutrition, human relationships, and motor skill development. The Music In Education Program provides instruction through singing, moving, listening, and music reading using keyboards. Students showcase their efforts during assemblies and evening performances.

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

Reading: With the onset of NCLB, we found 50% of our special education students and 20% of our students in general tested below expected reading levels. In response, the goal of ASPIRE is to have all students reading on grade level and beyond. To ensure high student performance, Seaview School has emphasized professional development, functional assessment, and curriculum extension and enrichment. This includes a balanced presentation of acceleration and remediation. Research supports literacy instruction for preschool and early school age children should emphasize language, phonological awareness, print awareness, alphabetic knowledge, fluency, and comprehension. Direct instruction of these components is key to our students' success. Components of the reading block include one hour of small group direct instruction and a second hour of balanced literacy including authentic literature, guided reading, literacy centers, word study, and writer's workshop. These curricular components enable teachers to personalize instruction and work with students at specific skill levels. A language rich environment is the philosophy of our preschool and kindergarten which ties emergent literacy to authentic learning activities. As a means of providing additional support, students at risk are invited to participate in our Kindergarten LIFT OFF program arriving 30 minutes prior to their school day for intensive small group instruction. In grades one through four, foundation skills continue to be developed as students are re-grouped by developmental levels with intensive direct instruction offered in the small group setting for specific students. Special education and basic skills teachers support regular education teachers in offering this intervention. Writer's Workshop is an integral part of our curriculum with teaching teams meeting to holistically score student work and plan mini-lessons and projects. Para-educators support reading and writer's workshop in the classroom allowing for differentiated instruction and intensive programming for all students. After school learning time is maximized through: LORE (Love of Reading Empowers) which pairs middle schoolers with students to promote the love of literature; Study Buddies, in which high schoolers help students with homework and school projects; and ASK Challenge, designed to improve test taking skills and reinforce Language Arts and Math.

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

3. **Additional Curriculum Area:**

Additional Area (Math):'Excellence in Teaching and Learning' applies to our math curriculum as well. Once again our mission is to ensure that all children perform at or above grade level. Problem solving and critical thinking skills are the primary areas of focus emphasizing connections to other disciplines, developing concepts through real world applications, implementing the latest technologies, and encouraging independent learning. In addition to content strands, mathematical processes including reasoning, communication, and representation are reinforced. Continual assessment and upgrading of our math program has enabled us to meet the needs of our most challenged students as well as those of accelerated learners. Significant emphasis has been placed in the area of interpretation of word problems and written responses to open-ended prompts. Teachers, beginning in kindergarten, model and encourage students to solve problems creatively using a variety of strategies. Administration has worked creatively to increase student support services in the area of math. Teachers consistently work with para-educators in the classroom to meet individual student needs, including remediation and enrichment. To support this effort, teachers collaborated and developed enrichment curricular extensions for classroom use. Upon visiting a classroom you will see children actively engaged in an array of tasks designed specifically to meet individual needs. For example, some students may be working with manipulatives, some may be collaborating on a real life problem solving activity, and others may be working independently on skill reinforcement. Throughout the grades, skill groups remain flexible as teachers continuously monitor and assess student performance. Functional data is utilized in a spreadsheet model to support student grouping and instruction. Student performance has improved significantly and test results have been outstanding! A comparison of grade four performance from 2003 and 2007 is as follows: Total Students- 2003-11% partially proficient; 2007-1% partially proficient; 2003-41% advanced proficient; 2007-68% advanced proficient; Special Education Students-2003-50% partially proficient; 2007-0% partially proficient; 2003-13% advanced proficient; 2007-50% advanced proficient. Additionally, in 2007, 56% of all grade three students tested within the Advanced Proficient range, and as stated previously, 0% tested within the Partially Proficient range. These results include students receiving special education services!

4. **Instructional Methods:**

Instructional Methods: With high levels of expectation always in place, our teachers design a curriculum that encourages children to be independent and creative thinkers. Use of rubrics and graphic organizers facilitates student comprehension in all content areas. Teachers use an array of trade books, fiction and non-fiction, across the curriculum. In addition, students explore other sources of text including the newspaper, internet, and class experience books.   Instructional strategies include extensive use of manipulatives, hands-on activities, and explorations to build and support conceptual understanding. Real world applications underlie curricular goals. In third and fourth grade, strategies also include interactive whiteboards, and interactive teacher websites including Study Island. Assessment drives instruction through pre-testing, informal daily progress monitoring, and open ended responses with specific rubrics. Direct instruction of strategies and skills, modeling of narrative and expository writing, use of learning centers to reinforce and expand concepts, demonstration of comprehension through writing, and collaborative multi-modality activities support a deeper understanding and generalization of the curriculum. Functional measures of reading and writing, observation of work habits, as well as standardized test measures are used to identify levels of intervention in the area of Language Arts. Our teachers diagnostically plan their instruction to move children forward and create classrooms of fluent readers and writers. From the time a child enters our district in kindergarten, teachers use functional assessment measures to place all children in small instructional groups to facilitate skill progression. Students can move among groups according to rate of skill mastery. This flexible grouping model provides for group restructuring through the primary grades, allowing for individual student growth. Teachers draw upon a wide array of instructional materials changing year-to-year based on student profiles and needs. In the general education setting, these materials have included balanced literacy materials and support programs such as Corrective Reading, Fundations, Horizons, Lindamood, and Making Words. Our use of questioning, summarizing, comprehension monitoring, and graphic organizers helps readers learn to retain, organize, and evaluate information. Teachers direct comprehension development when they connect strategy instruction with content learning. A summer reading list provides parents with reading material that allows for ability differences.

5. **Professional Development:**

Professional Development: We encourage staff to grow as educators, reflect on instructional practice, and maintain the highest level of professionalism. Our philosophy is that professional development is continuous and loops to include new staff as well as re-energize and heighten the knowledge of experienced staff. This has been a critical component in that recently we have undergone several years (2003-06) during which a high number of our teachers retired. In working together in support of district goals, teachers are experts in their field and are critical to the success of our programs. Teachers and building administrators meet on a weekly basis to discuss and plan program implementation and trouble shoot individual student and program challenges. Articulation meetings facilitate reflection of instructional process and lead to positive changes and program refinement. Additional support comes in the form of common planning time, in-service days, opportunities for peer observations and coaching/mentoring, articulation between grade levels, and attendance at professional conferences. Current staff training continues to focus on the areas of differentiated instruction, content enrichment and extension, writer's workshop, guided reading, collaborative models, direct instruction, assessment, and technology.   Teacher to Teacher Turn-Key training provides a forum for teachers to share new strategies and information acquired in out of district workshops. Our Tech Trainers are teacher volunteers who provide tech support, trouble shooting, and training to staff. Another unique feature has been the use of collegial modeling within the classroom setting. This model, of an expert teacher working in the classroom with a novice teacher, allows for skill expansion and refinement in a risk free environment.   We encourage teachers to pursue higher learning opportunities. Sixteen of our teachers are participating in a Master of Arts in Education program hosted in our school. Changes are almost immediate as teachers incorporate strategies and activities discussed in class. Rich dialogue on instructional practice is evidence during articulation meetings and in the faculty room. Our Summer Teacher Academy is a critical component of professional development and program planning and is two tiered with scheduled workshops focusing on district goals along with individual and/or grade level self selected topics of curriculum planning. We view

our para-educators as integral to our team and to program success. Our para-educators participate in workshops designed to enhance their role in the classroom including reinforcement strategies, successful shadowing, and behavior management. Additionally, they are included in most professional development teacher sessions. Participation in these workshops has not only increased effectiveness in the classroom but has also increased para-educators sense of professionalism! A clear vision for academic success and shared leadership between administration and teachers has resulted in amazing student growth. These approaches have led to feelings of renewal and excitement among students and staff.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA)   Grade 4   Test New Jersey Assessment of Skills and Knowledge

Edition/Publication Year 2007   Publisher Pearson Education

	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	97	96	95	92	92
% "Exceeding" State Standards					
% Advanced Proficient	15	14	8	12	6
Number of students tested	105	112	109	113	109
Percent of total students tested	100	99	99	99	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient plus %Advanced Proficient	92	60	69	71	36
% "Exceeding" State Standards					
% Advanced Proficient	0	7	0	0	0
Number of students tested	12	15	13	21	11
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 4   Test New Jersey Assessment of Skills and Knowledge

Edition/Publication Year 2007   Publisher Pearson Education

	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	99	96	97	81	89
% "Exceeding" State Standards					
% Advanced Proficient	68	64	49	31	41
Number of students tested	105	112	109	113	109
Percent of total students tested	100	99	99	99	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced Proficient	100	73	69	57	36
% "Exceeding" State Standards					
% Proficient	50	33	0	10	9
Number of students tested	12	15	13	21	11
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 3   Test New Jersey Assessment of Skills and Knowledge

Edition/Publication Year 2007   Publisher Pearson Education

	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	99	99	92	93	
% "Exceeding" State Standards					
% Proficient	9	19	8	7	
Number of students tested	88	105	109	100	
Percent of total students tested	100	100	99	98	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced Proficient	95	86	54	55	
% "Exceeding" State Standards					
	6	0	8	0	
Number of students tested	18	7	13	11	
2. % Proficient					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test New Jersey Assessment of Skills and Knowledge

Edition/Publication Year 2007   Publisher Pearson Education

	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	100	100	96	93	
% "Exceeding" State Standards					
% Advanced Proficient	56	68	55	58	
Number of students tested	88	105	109	100	
Percent of total students tested	100	100	99	98	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced Proficient	100	100	92	73	
% "Exceeding" State Standards					
% Proficient	61	71	39	27	
Number of students tested	18	7	13	11	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test New Jersey Assessment of Skills and Knowledge

Edition/Publication Year 2007   Publisher Pearson Education

	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	100	100	96		
% "Exceeding" State Standards					
% Advanced Proficient	56	68	55		
Number of students tested	88	105	109		
Percent of total students tested	100	100	99		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient plus % Advanced Proficient	100	86	92		
% "Exceeding" State Standards					
% Proficient	61	0	39		
Number of students tested	18	7	13		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math(other)   Grade 3   Test _____

Edition/Publication Year _____ Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math   Grade 3   Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math   Grade 4   Test _____

Edition/Publication Year _____   Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (LA)   Grade 4   Test _____

Edition/Publication Year _____   Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					