2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) _X_ Elementary _X_ Middle __ High __ K-12 __Charter

Name of Principal __Mr. Howard Cohen__
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name __Hebrew Academy of Morris County__
(As it should appear in the official records)

School Mailing Address __146 Dover Chester Road__
(If address is P.O. Box, also include street address)

__Randolph__ __New Jersey__ __07869-1902__
City State Zip Code+4 (9 digits total)

County __Morris__ State School Code Number* __N/A__

Telephone __(973)584-5530__ Fax __(973)584-0602__

Website/URL __www.hamc.org__ E-mail __office@hamc.org__

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

_____ Date_____
(Principal's Signature)

Name of Superintendent* __N/A__
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name_____ Tel. (____)_____

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

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson __Mr. Gary Scheer__
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it 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.*

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 with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or 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 2005-2006 school year.

3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The 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 the 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.

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

1. Number of schools in the district:
   _____ Elementary schools
   _____ Middle schools
   _____ Junior high schools
   _____ High schools
   _____ Other

   _____ TOTAL

2. District Per Pupil Expenditure: _____

   Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

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

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

4. 2 Number of years the principal has been in her/his position at this school.

   10 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 (data for the current [2005-2006 school year):

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	24	32	**56**	**7**	5	9	**14**
K	10	9	**19**	**8**	6	7	**13**
1	4	4	**8**	**9**			
2	8	5	**13**	**10**			
3	10	10	**20**	**11**			
4	6	10	**16**	**12**			
5	9	6	**15**	**Other**			
6	8	9	17				
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					**191**

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:

97.5 % White
.5 % Black or African American
_____ % Hispanic or Latino
2.0 % Asian/Pacific Islander
_____ % American Indian/Alaskan Native
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: .7 %

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

(Note: Data below is for last year [2004-2005] since we have not completed the current year, and it includes K-8 students only.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	1
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	1
(4)	Total number of students in the school as of October 1	141
(5)	Total transferred students in row (3) divided by total students in row (4)	.007
(6)	Amount in row (5) multiplied by 100	.7

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

Number of languages represented: _____
Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: _____

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: _ _18__%
___20___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.

____Autism	____Orthopedic Impairment
____Deafness	__5_Other Health Impaired
____Deaf-Blindness	_15_Specific Learning Disability
____Emotional Disturbance	____Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

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

	Number of Staff (Note: only K-8 staff included)	
	Full-time	**Part-Time**
Administrator(s)	___2___	___1___
Classroom teachers	___6___	___14___ **(Note: PT teachers have varying schedules; the 14 PT is equal to 8.75 FTE)**
Special resource teachers/specialists	___1___	_____
(Note: Because the learning specialist provides replacement instruction, she was included as a classroom teacher for purposes of determining ratio below.)		
Paraprofessionals	_____	___8___
Support staff	___3___	___3___
Total number	___12___	___26___

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: ____8.6_
(Note: only considered K-8 students)

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

*data not available

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	97%	97%	*%	*%
Daily teacher attendance	96%	97%	*%	*%	*%
Teacher turnover rate	10%	10%	*%	*%	*%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2004 are doing as of September 2004.

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

PART III - SUMMARY

The Hebrew Academy of Morris County ("HAMC"), located in Randolph, New Jersey is a co-educational Jewish day school serving approximately 200 children in nursery school through grade eight. As the only community day school in Northwestern New Jersey, HAMC serves families representing the entire spectrum of contemporary Jewish observance. Founded in 1967, the Hebrew Academy recently celebrated its 36-year (Double Chai) anniversary.

The school's mission is to provide its students with a quality education in both general and Judaic studies and to instill a love of learning as well as a strong sense of identity. Children and their families are provided with an atmosphere in which values are emphasized and in which the richness of both their American and Jewish traditions is explored. Our challenging, integrated dual curriculum prepares our students for academic success in high school and beyond, while at the same time enabling them to become knowledgeable, responsible, and committed members of both the Jewish and secular communities. With a low student-to-faculty ratio, an experienced full and part-time staff is able to offer each student individualized attention in a nurturing environment which emphasizes the intellectual, emotional, spiritual and ethical growth and development of the whole child.

HAMC's interdisciplinary and college preparatory general studies curriculum consists of superior programs in language arts, math, science, social studies, physical education, health, music and art. There are both a state-of-the art computer lab and computers in every classroom, and the middle school students are kept "up to speed" with a wireless laptop lab. The Judaic studies curriculum offers a solid foundation in the Hebrew language, sacred text study (Torah, Prophets/Tanach), culture, history, traditions and religious practices of the Jewish people. The students feel a bond with Israel through instruction on Israeli history, the celebration of Israeli holidays, and involvement in Israel community-related projects, as well as weekly visits by Israeli students. These dual programs are supplemented by extra-curricular activities including after-school athletics, clubs, and community service.

Because the Hebrew Academy believes that "[w]e make a living by what we get, but we make a life by what we give" (Winston Churchill), service to the wider community forms a significant part of school life. In 2002, HAMC designated its library a "community library" open to the public as a branch of the Waldor Memorial Library located at the MetroWest Jewish Community Center. The school hosts parenting workshops and story time programs advertised in the local press and open to the general public and also hosts an after-school program in the arts, science, chess and athletics for Hebrew Academy students as well as for children from other schools in the area.

Hebrew Academy's children are taught the importance of *tikun olam, (*improving the world*);* the lessons of *tzedekah* (charity) are taken out of the classrooms and brought into the community through service

activities throughout the grades. For example, activities of the Tikun Olam Club include visiting and singing for seniors in area nursing homes, regularly visiting the Collinsville Daycare Center in downtown Morristown, assembling care packages for soldiers in Iraq, holding Thanksgiving Turkey drives and holiday toy drives, creating Purim packages for the elderly or needy, and organizing a school beautification project. The school-wide *midot* (character-building) program seeks to emphasize values of character, interpersonal respect and integrity.

We at the Hebrew Academy of Morris County are proud of our school, our fine faculty and our students. We feel that our students are a testament to the success of our educational mission and to the excellence and vitality of our programs.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Hebrew Academy of Morris County utilizes the TerraNova published by CTB-McGraw-Hill as the nationally norm-referenced instrument for students in grades 3 through 8. In addition to using school-based assessment tools throughout the year, the TerraNova is used to compare students' achievement with a national sample to aid in maintaining the quality of the instructional program.

The TerraNova measures more than twenty different objectives in the areas of reading, written expression, and mathematics. Composite scores are calculated for reading, language, and mathematics, as well as a single total score for the examination as a whole. For purposes of this application, the reading composite, made up of reading comprehension and vocabulary, and the mathematics composite, encompassing mathematical concepts and computation, are presented.

For ease of manipulation, we have chosen to analyze the mean NCEs (normal curve equivalents) in blending the regular-education student population with the special-education student population (i.e. those students classified by the local school district as having a learning disability, according to New Jersey state guidelines) in order to obtain a single score for the entire grade. Of the 112 students tested last year, 20 (17.9%) were classified and tested under modifications mandated by their IEPs (Individual Educational Plans). This relatively high percentage of classified students demonstrates that the Hebrew Academy of Morris County truly believes that no child should be left behind or refused admission based on learning style or disability.

For 2004-05, the latest test administration, the 8^{th} graders, the highest grade in the school, scored a mean NCE of 79.3 in reading (65.8 being the 90^{th} school percentile for the grade as per the US Department of Education website), and these same 8^{th} graders scored a mean NCE of 75.8 (65.5 being the 90^{th} school percentile for the grade as per the website) in mathematics. The school therefore meets the testing qualifications for the No Child Left Behind Blue Ribbon Award.

Though the scores do vary slightly across the grades from year to year, depending upon the cognitive abilities of the students in those grades tested, much more often than not they do approach or exceed the 90^{th} school percentile benchmark. The NCEs of all of the grades taking the TerraNova (i.e. 3^{rd} through 8^{th} grades) ranged from 69.7 to 86.8 in mathematics for the last three years tested, whereas the 90^{th} percentile ranged from 63.8 to 65.5. In reading, the NCEs during that same time period ranged from 68.1 to 81.5, again exceeding the 90^{th} percentile NCE range of 63.8 to 65.8.

Considering that the Hebrew Academy is not an elite selective school and considering that the curriculum is a dual curriculum, these results are most gratifying. Though there exists a screening process for new applicants, there is no cut-off score, IQ or otherwise, for admission purposes The Hebrew Academy of Morris County's sacred mission is to provide a superior secular and Judaic education to all families desiring of such, regardless of financial resources and, in many cases, regardless of learning differences.

2. Using Assessment Results:

At the Hebrew Academy, assessment, both formal and informal, drives instruction. TerraNova scoring on the objectives tested allows a determination as to which objectives have been mastered, partially mastered, or not mastered at all. Assessment results by grade are utilized both to define and refine grade-level curriculum content and sequence. Individual assessment results allow the teacher to understand each student as an individual and to tailor the educational experience so that it is responsive to the needs of each student. Classroom teachers adjust their lessons based upon how well the students have mastered the material already presented. As the class progresses, teachers determine whether material must be re-taught, reinforced, or reviewed and by which students.

In periodic conferences with resource teachers and the learning specialist, strategies are developed for helping those students classified (by state guidelines) as having a learning disability. In addition, further evaluation and/or strategies may be recommended for individual students who, although not classified, tested below expectations in one or more areas. These strategies may include the use of alternative texts covering the same material, books-on-tape, utilization of mini tape recorders, development of note-taking techniques, reading material aloud, use of graphic organizers, etc.

During periods of annual review, decisions are made regarding the continuance, initiation or discontinuance of special educational services. Individual Educational Plans (IEPs) are updated and decisions are made as to which students may require a child study team referral.

McGraw-Hill, publisher of the TerraNova, provides a printout, by class, of those students who have achieved advanced, proficiency, and near-proficiency levels. This allows more easily for the grouping of children, to be assured that all students in the class are provided with appropriately stimulating educational activity.

3. Communicating Assessment Results:

TerraNova data is shared with all staff members in order to set priorities for instruction. In addition, parents receive a detailed computer printout delineating the areas of strength and possible weakness with a complete explanation and provision of ranges for comparison. This data is shared only among the students, parents, and teachers. As the number of children in each class is small (<20), there is no educational significance to comparing different cohorts of children. Parents may also request individual conferences with school faculty and/or administration to discuss specific standardized testing results.

Teacher-generated unit or chapter tests are sent home for parent signature throughout the year. School-wide parent-teacher conferences are held in the fall and spring. Grades K through 5 receive three report cards per year with grades for each subject and a menu of comments for study habits and an area for teachers' comments. Middle school students (grades 6-8) receive four report cards as they follow a departmentalized program, with specialized teachers for each subject area. In addition to these more formal and institutionalized means of communicating assessment results, all teachers communicate directly with parents throughout the year via e-mail and/or telephone concerning student performance. Individual parent conferences with teachers and/or administrators are available at any time as needed or requested.

Two years ago an Honor Roll for the middle school was established, with categories for Honors (all As and Bs, no negative comments) and High Honors (all As, no negative comments). Students receive a certificate at an assembly program, their report cards are stamped, their parents receive a congratulatory letter from the principal, a poster is displayed in the main corridor of the school, and a paid advertisement listing honorees is placed in the local Jewish community and general community newspapers.

4. Sharing Success:

As an affiliate of the Solomon Schechter Day School Association, the Hebrew Academy's educational and administrative leaders meet regularly with other members and affiliates to share successes and

curriculum.

On a professional level, teachers attend staff development opportunities provided by local educational agencies as well as for-profit workshops and seminars given in the area by licensed vendors. The Hebrew Academy of Morris County serves as a host school for workshops provided by the Essex County Educational Services Commission for non-public schools. HAMC maintains a close liaison with two other Jewish day schools in the area, Solomon Schechter Day School in West Orange and the Kushner Day School in Livingston, both of which have high schools to which many of our graduates gain acceptance.

Students are provided opportunities and are encouraged to enter appropriate academic and artistic competitions where they have received local, countywide, and statewide recognition. Most notably, last year a group of middle school students was honored with the language arts teacher at a ceremony held at Drumthwacket, the official residence of the governor of New Jersey, for a literary piece, and this year a 3rd grader won a $1,000 college fund scholarship for an artistic submission to the Newark Star-Ledger, the premier newspaper of northern New Jersey.

HAMC continues to enhance relationships with neighboring schools, as public high schools and prestigious independent schools solicit our graduates. Members of the staff assume leadership roles in the educational community; the elementary science teacher is the only elementary school classroom teacher (others being school district administrators and university-level personnel) on the advisory board of the New Jersey Mathematics and Science Initiative, whose regional center is at our neighboring County College of Morris.

Finally, the successes of our students are shared with the public via several means. Hebrew Academy's extensive and comprehensive website (www.hamc.org) contains not only general information about the school and its academic programs, student accomplishments, special events, and news, but also a photo album and live Webcam video clips. The weekly newsletter, the *Lichvod Shabbat*, which is sent to parents, alumni, and others, also highlights student and school accomplishments and is posted on our website as well. Press releases regarding achievements are regularly sent to local newspapers. Articles regarding our school and students frequently appear in these publications.

PART V – CURRICULUM AND INSTRUCTION

Curriculum

The Hebrew Academy of Morris County provides each of its students with a dual curriculum in both secular and Judaic studies in both the elementary (grades K-5) and middle school (grades 6-8).

The Judaic studies component (approximately 40% of the day for grades 1-8) is divided into three major areas: Hebrew language, sacred texts (i.e. Bible and Talmud), and customs/ceremonies and Jewish history. Students are expected to acquire facility in Modern Hebrew language skills, including reading, writing and oral fluency. Biblical texts are studied in their original classical Hebrew, translated into Modern Hebrew and/or English to assure understanding of the basic material and the linguistic nuances. Customs/ceremonies and Jewish history serve to provide our students with a thorough age-appropriate understanding of their vibrant heritage as it relates to the synagogue, the home, and the community.

The secular studies program (approximately 60% of the day for grades 1-8) covers English language arts, mathematics, science, social studies, physical education, and the arts (See V, #3 below).

Foreign Language: Hebrew is taught daily to all classes during the entire school year as an integral part of the Judaic studies curriculum. Two years ago a one-period-per-week Latin class, using *Discovering Latin*, published by Amsco, was initiated for the 6th grade as part of their language arts curriculum.

English Language Arts: In the early childhood grades, students develop in a print-rich environment and are encouraged to develop phonemic awareness and communicative fluency in oral and written expression. In the elementary and middle school grades, reading, written and oral expression, vocabulary, spelling, and grammar are taught. The reading program is literature based, and the development of critical thinking skills is stressed.

Mathematics: HAMC students are more than just adept at the utilization of mathematical operations. They must also be true problem solvers, able to make use of mathematical reasoning and concepts to solve problems in the content areas and in the real world. Kindergarten begins with *Everyday Math*. Grades 1 through 8 utilize the Scott-Foresman series. Accelerated middle school students, encompassing the majority of the middle school, cover elementary algebra and are routinely placed in advanced and/or honors classes in mathematics at the local high schools.

Science: The science program in grades K through 5 is based on hands-on experiences in the areas of physics, chemistry, earth science, and biology. Our state-certified elementary science teacher provides these experiences utilizing FOSS materials and kits (Full Option Science System published by the Lawrence Hall of Science, University of California at Berkeley). Science classes meet a minimum of three periods per week, including a lab component. Grades 6 through 8 spend six periods per week, inclusive of a double period laboratory period, studying earth science, biology, and physics, one subject per year.

Social Studies: The social studies program, aligned with the latest New Jersey state standards, provides for a thorough understanding of the historical development of the local, state, and national community in which our students live. Students also develop an appreciation of contemporary political and governmental processes through personal interaction with elected officials and the study of current events. Students also study world-wide classical civilizations.

Technology: All students are expected to be computer literate. They are trained in and become adept at Word, Excel, and Power Point and are taught appropriate, academic use of the Internet. Utilization of computers in the classroom begins in the Early Childhood Center with animations. There are computers in all classrooms, a dedicated computer lab, and a mobile laptop wireless lab for use by middle school students. Computers are used for research, maintaining files, and developing long-term projects in both the Judaic studies program (the Davka Writer program allows the keyboard to be used for Hebrew characters) and in the secular studies program. A faculty member spends a portion of his day serving as an instructional technology resource.

2. Reading

The reading program is viewed as a continuum, beginning in pre-K and running through 8th grade. The pre-K classrooms are a print-rich environment. Students "write" their own books about the creation of the world, according to the narrative in the biblical book of Genesis. Each page depicts the events of a day during the first week of creation. The children share their work by "reading" their books to their classmates.

By kindergarten, the children develop a keen sense of phonemic awareness in both Hebrew and English and develop sight vocabularies. They begin keeping handwritten journals, and most of them are readers by the end of kindergarten. The literature–based Houghton-Mifflin series, *A Legacy of Literacy*, is utilized in grades 1 through 5 because of its emphasis on reading fluency, comprehension, and the refinement of written and oral expression. The speech therapist screens all referred students and works with those who require remediation. For students who require more support, a basal reader may be used.

Middle school students use the literature anthology published by ECM that provides for more structured reading experiences in a variety of genres. Ancillary workbooks, *Be a Better Reader* and *Vocabulary Workshop*, are used to reinforce grammatical, usage, and mechanical skills.

Students are encouraged to read for enjoyment and not just for knowledge. The librarian maintains a 7,500-book library of fiction, non-fiction, reference, and Judaica on all levels, to ensure that there are appropriate materials for all. Each class visits the library weekly, and students are encouraged to borrow books at that time for home use. Last year 3,200 books were borrowed by HAMC students.

3. The Arts

Music**:** Since its earliest years, the Hebrew Academy has woven vocal and instrumental performance into the fabric of a Hebrew Academy education as a way to instill self-confidence in the students and help them express the joy of their Jewish heritage. A strong vocal music program complements celebrations of both American and Jewish holidays. Students from grades 5 through 8 are eligible to participate in the HAMC Choir, which performs at holiday celebrations and other community venues. The students regularly sing for senior citizen, community, and religious groups and in June 2005 sang the National Anthem at the opening of a New Jersey Bears (independent professional league) baseball game in Newark. Last year an instrumental music program, beginning in kindergarten, was instituted, and included visits from members of the New Jersey Symphony (string quartet in 2004 and woodwind quintet in 2005). This year, the music program was expanded with a new electronic keyboard lab. Students in grades 3 and 4 learned to read musical notes as they played their recorders, and middle school students began learning the electronic keyboard (with earphones).

Art: The art program is designed to make children feel successful, creative, and comfortable with many different art elements and media. While working with different media in a dedicated art studio (with kiln), the children learn about line, shape, form, color, and texture. Famous artists and artworks are explored, and the children are encouraged to experiment with the different styles of art. Guest artist visitors last year included renowned cartoonist Joe Kubert, who talked about his career and creative expression. Students' artwork is displayed prominently in the main hallway of the school.

Drama: Dramatic arts is a significant part of the arts curriculum. Each month a special assembly is held for the school as a whole. Each grade has the opportunity to present a dramatic/musical program related to a commemorative event on the Jewish or American calendar. The 8th grade Purim play, performed each spring term, celebrates the Jewish festival of Purim. The play is written by the 8th grade class, generally based on a Broadway musical, and retells the Biblical story underlying the holiday of Purim. This project serves as a "capstone" experience, integrating written and oral skills of English and Hebrew together with music and drama.

4. Instructional Methods

The old adage "to tell is not to teach" is a guiding principle of instruction at the Hebrew Academy. Though the power of the written word is appreciated, we are cognizant that there are other means of expression that captivate the imagination of children. Children need the appropriate experiences to stimulate their curiosity, to appreciate and understand their environment, and to be critical thinkers and problem solvers. As such, there is a great deal of hands-on activity related to the lessons. Elementary science is taught utilizing the FOSS program (heavily experimental, not text based), taught by a talented, experienced science specialist.

Many mathematics units have hands-on activities and utilize manipulatives. Similarly, hands-on activities and project-based learning are utilized in other subject areas. For example, 4th grade students stage a Colonial Fair in costume each year as a culminating activity of their study of late 18th Century America, setting up various "shoppes" to demonstrate crafts of the era. Book reports may be written, soda bottle dioramas created, or a favorite character may be the subject of an oral presentation to the class.

For students entering the Hebrew Academy after 1st grade with no Hebrew language background, a *mechina* Hebrew language program is offered to rapidly teach the language in order to bring the student to grade-level proficiency as soon as possible.

When class size approaches twenty students, two teachers split the group in the skill areas of reading, mathematics, and Hebrew Language so that the instruction can be more responsive to the needs of individual students. A resource teacher provided by the county works with the classified students twice a week, as per their Individual Educational Plans (IEPs). In addition, a learning specialist utilizes both the pull-out and push-in models to deliver services in support of the classroom teacher. As the occasion warrants, the learning specialist may provide a replacement reading and/or math program to provide the necessary foundation for the student to eventually move on with the class.

5. Professional Development:

The Hebrew Academy has always encouraged staff members to broaden their horizons, acquire new skills, and experiment with novel approaches to instruction. At present, the school calendar designates the first two days of school in September, as well as two half-days during the school year, for staff development. Teachers may also be released for professional development opportunities at other times with the consent of administration.

Over the last two years, staff development has focused on new methodologies in the differentiation of instruction. Teachers have attended seminars, and specialists have been brought into the school to speak with the staff, updating them on the latest research and demonstrating techniques for adapting lessons to a variety of learning styles. In addition, HAMC has hosted county-wide presentations open to staff and faculty from the surrounding area.

Appreciating the notion that a healthy level of self-esteem is essential for academic achievement, especially with reluctant learners and children with learning differences, the HAMC added an emotional growth component this year.

Funding for staff development comes from the school's budget and from Essex County (NJ) Educational Services Commission, Educational Services Commission of Morris County (NJ), and Randolph Township (NJ) School District, three entities with which the HAMC has developed close cooperative relationships.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): Solomon Schechter Day School Association, New Jersey Association of Independent Schools (pending)
   (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes __X__ No _____

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

$7,850 K	$8,850 1st	$10,950 2nd	$10,950 3rd	$10,950 4th	$10,950 5th
$12,500 6th	$12,500 7th	$12,500 8th	$_____ 9th	$_____ 10th	$_____ 11th
$_____ 12th	$_____ Other				

4. What is the educational cost per student? $16,732
   (School budget divided by enrollment)

5. What is the average financial aid per student? $ 6,961

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? ____8_%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? ___*43_%

*****includes students receiving staff and rabbinic discounts and aid from an outside donor

PART VII - ASSESSMENT RESULTS

Subject___Math_____ Grade__2____ Test__TerraNova_____

Edition/Publication Year___1997_ Publisher_____CTB McGraw-Hill_____

Scores are reported here as (check one): NCEs__X_ Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	May	May
SCHOOL SCORES			
Total Score	69.7	74.0	78.8
Number of students tested	20	17	17
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Subject___Math_____ Grade__3___ Test__TerraNova_____

Edition/Publication Year___1997_ Publisher_____CTB McGraw-Hill_____

Scores are reported here as (check one): NCEs__X_ Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	May	May
SCHOOL SCORES			
Total Score	72	81.4	70.1
Number of students tested	15	19	19
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Subject___Math_____ Grade_4___ Test__TerraNova_____

Edition/Publication Year___1997_ Publisher_____CTB McGraw-Hill_____

Scores are reported here as (check one): NCEs__X_ Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	May	May
SCHOOL SCORES			
Total Score	81.1	83.9	86.8
Number of students tested	16	19	18
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Subject___Math_____ Grade_5___ Test__TerraNova_____

Edition/Publication Year___1997_ Publisher_____CTB McGraw-Hill_____

Scores are reported here as (check one): NCEs__X_ Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	May	May
SCHOOL SCORES			
Total Score	86.8	83.9	84.8
Number of students tested	18	18	22
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Subject___Math_____ Grade_6___ Test__TerraNova_____

Edition/Publication Year___1997_ Publisher_____CTB McGraw-Hill_____

Scores are reported here as (check one): NCEs__X_ Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	May	May
SCHOOL SCORES			
Total Score	72.5	76.1	76.6
Number of students tested	15	15	15
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Subject___Math_____ Grade_7___ Test__TerraNova_____

Edition/Publication Year___1997_ Publisher_____CTB McGraw-Hill_____

Scores are reported here as (check one): NCEs__X_ Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	May	May
SCHOOL SCORES			
Total Score	79.4	78.6	72.2
Number of students tested	13	15	19
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Subject___Math_____ Grade_8___ Test__TerraNova_____

Edition/Publication Year___1997_ Publisher_____CTB McGraw-Hill_____

Scores are reported here as (check one): NCEs__X_ Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	May	May
SCHOOL SCORES			
Total Score	75.8	77.9	66.8
Number of students tested	15	19	12
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Subject___Reading_____ Grade____2_____ Test__TerraNova_____

Edition/Publication Year___1997_ Publisher_____CTB McGraw-Hill_____

Scores are reported here as (check one): NCEs__X_ Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	May	May
SCHOOL SCORES			
Total Score	74	72.5	72.1
Number of students tested	20	17	17
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Subject___Reading_____ Grade____3_____ Test__TerraNova_____

Edition/Publication Year___1997_ Publisher_____CTB McGraw-Hill_____

Scores are reported here as (check one): NCEs__X_ Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	May	May
SCHOOL SCORES			
Total Score	69.8	80.1	75.3
Number of students tested	15	19	19
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Subject Reading Grade 4 Test TerraNova

Edition/Publication Year 1997 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	May	May
SCHOOL SCORES			
Total Score	71.6	80	81
Number of students tested	16	19	18
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Subject Reading Grade 5 Test TerraNova

Edition/Publication Year 1997 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	May	May
SCHOOL SCORES			
Total Score	79.6	73.9	81
Number of students tested	22	18	18
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Subject Reading Grade 6 Test TerraNova

Edition/Publication Year 1997 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	May	May
SCHOOL SCORES			
Total Score	68.1	73.4	71.7
Number of students tested	15	15	15
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Subject Reading Grade 7 Test TerraNova

Edition/Publication Year 1997 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	May	May
SCHOOL SCORES			
Total Score	81.5	78.2	79.9
Number of students tested	13	15	19
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Subject Reading Grade 8 Test TerraNova

Edition/Publication Year 1997 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs X Scaled scores ____ Percentiles____

	2004-2005	2003-2004	2002-2003
Testing month	April	May	May
SCHOOL SCORES			
Total Score	79.3	75.2	70.3
Number of students tested	15	19	12
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0