

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

U.S. Department of Education

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

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

Official School Name William F. Halloran Alternative School #22
(As it should appear in the official records)

School Mailing Address 447 Richmond Street
(If address is P.O. Box, also include street address)

Elizabeth New Jersey 07202-2907
City State Zip Code+4 (9 digits total)

County Union State School Code Number 39-1320-250

Telephone (908) 436-5870 Fax (908) 436-5861

Website/URL <http://www.elizabeth.k12.nj.us/schools/22/index.htm> E-mail webbmi@elizabeth.k12.nj.us

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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Pablo Muñoz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Elizabeth Board of Education Tel. (908) 436-5010

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Rafael J. Fajardo
(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.

(School Board President's/Chairperson's Signature) Date _____

**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: 19 Elementary schools
 6 Middle schools
 _____ Junior high schools
 1 High schools
 3 Other
 29 TOTAL
2. District Per Pupil Expenditure: \$12,976
 Average State Per Pupil Expenditure: \$11,903

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9			
2				10			
3				11			
4	59	53	112	12			
5	58	77	135	Other			
6	61	73	134				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							381

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

6. Racial/ethnic composition of the students in the school: 21 % White
22 % Black or African American
51 % Hispanic or Latino
6 % 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: 11 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	25
(3)	Total of all transferred students [sum of rows (1) and (2)]	41
(4)	Total number of students in the school as of October 1	381
(5)	Total transferred students in row (3) divided by total students in row (4)	0.1076
(6)	Amount in row (5) multiplied by 100	10.8

8. Limited English Proficient students in the school: <1 %
3 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: Spanish, Japanese

9. Students eligible for free/reduced-priced meals: 79 %
 Total number students who qualify: 302

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: 8 %
30 Total Number of Students Served

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

<u>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>41</u>	<u> </u>
Special resource teachers/specialists	<u>3</u>	<u> </u>
Paraprofessionals	<u>12</u>	<u> </u>
Support staff	<u>11</u>	<u> </u>
Total number	<u>68</u>	<u> </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 9:1

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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	95%	95%	93%	95%	95%
Daily teacher attendance	95%	96%	96%	96%	95%
Teacher turnover rate	10%	15%	17%	0%	0%
Student dropout rate (middle/high)	---	---	---	---	---
Student drop-off rate (high school)	---	---	---	---	---

PART III - SUMMARY

William F. Halloran School #22 houses the City of Elizabeth's gifted and talented program for grades four, five, and six. The program serves a diverse population of students identified as gifted and talented in academics, the visual arts, physical education, and the performing arts. The school implements *Excellent Educational Experiences in Elizabeth (E³ in Elizabeth)*, an alternate whole school reform design developed by educators within our community. The model takes into account the unique needs of the public schools in New Jersey's fourth largest municipality and emphasizes research-based instructional practices. One aspect of the model, the *Social Emotional Learning* component (SEL), has provided the framework for operations at our school since the program's inception. This element provides the balance between rigorous curriculum and positive, social supports; it is through this combination of exemplary practices that the school works to fulfill the district mission: to provide excellent educational experiences and services that will inspire every student to think, to learn, to achieve, and to care.

The school has created a professional learning community that fosters continual improvement while promoting high levels of student achievement in academics, civic awareness, physical education, and the arts. Students with special needs are included in all aspects of school planning, forming an important part of our school community. To this end, school begins each day with the recitation of the school motto: "Be Responsible, Be Respectful, and Get a Good Education." This is followed by the district's Pledge of Ethics, a statement of the core values that guide all members of our school community. Through these daily affirmations, students avow their rights and responsibilities, as well as their dedication to academic success.

The academic day includes 90-minute instructional blocks in language arts literacy and mathematics, in addition to other subjects. All classes are departmentalized, which serves to foster student independence and organizational skills. The development of these personal and social competencies, an integral aspect of *E³ in Elizabeth*, allows for greater levels of academic rigor and student empowerment. The positive results of these instructional decisions are evident in student performance data.

Extracurricular and enrichment activities also support the school's efforts to provide students with the highest quality learning experiences. During these activities, faculty and staff act as role models and mentors for students. This contributes to the school's familial atmosphere and the students' desire to forgo recess and leisure activities for more constructive, learning opportunities. Among these many activities are student clubs in art, piano, cooking, and chess. The school also operates a lunchtime book club for students, a student council, and several Destination Imagination™ teams.

The school also includes a thriving performing arts program, including a vocal ensemble and chorus, as well as string and instrumental groups. Achievement in the performing arts is a hallmark of our school, reflecting the key personal and social competencies of diligence and self-discipline. In previous years, our students have performed on Broadway in "Joseph and the Amazing Technicolor Dream Coat" and most recently as the children's choir in the farewell production of "A Christmas Carol" at Madison Square Garden.

As stated previously the mission of our school is to provide excellent educational experiences and services to inspire every student to think, to learn, to achieve, and to care. Our school's mission promotes a culture of interdependence, where all stakeholders work to support high levels of student achievement. The school's focus on excellent educational experiences and high academic standards has created a positive culture wherein students engage rigorously in the process of learning, the results of which are evident in the school's continued improvement and growth. With this in mind, stakeholders within our school community look forward to the challenges and successes to come.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The New Jersey Assessment of Skills and Knowledge 4 (NJASK4) is a statewide test designed to measure the extent to which fourth graders are performing in relation to the New Jersey Core Curriculum Content Standards (NJCCCS). The NJASK4 reports scores within a range of 100 to 300. Scores at or above 250 indicate “advanced proficiency” and scores from 200 to 249 indicate “proficiency.” Pupils scoring at these levels meet or exceed the New Jersey curriculum standards. Scores below 200 are designated as “partially proficient,” indicating that the student has not met the curriculum standard. Further information regarding the New Jersey assessment system may be found at <http://www.nj.gov/njded/assessment/es/>.

In language arts literacy, the most recent NJASK4 designated less than 1% of Halloran students as partially proficient, 88% as proficient, and nearly 12% as advanced proficient (Spring 2005 NJASK4 Cycle II Report). This data shows that nearly 100% of fourth grade students have met or exceeded New Jersey standards for language arts literacy. In mathematics the most recent NJASK4 designated 0% of students as partially proficient, 23% as proficient, and 77% as advanced proficient in mathematics (Spring 2005 NJASK4 Cycle II Report). These results indicate that all fourth grade students are performing at proficient levels in accordance with NJCCCS for mathematics, with a sizable majority of students exceeding those standards. There are no significant disparities among subgroups in either set of results.

The high levels of academic achievement demonstrated by the students of Halloran School stem from a number of factors. However, these elements may be considered from the viewpoint of two central principles: high academic standards and a focus on student growth. Through these overarching paradigms, one may observe the myriad of components that serves to distinguish Halloran School from so many others.

High academic standards form the cornerstone of instructional planning at Halloran School and significantly influence student performance. The departmentalized faculty creates learning experiences for students that are academically rigorous and based on thorough analysis of student performance data. Instruction and assessment are linked and used to drive curricular decision-making throughout the academic disciplines. This approach to curriculum and instruction fosters the school’s atmosphere of continual improvement and has served to drive the high levels of student achievement at Halloran School.

The school’s consistent focus on student growth and development has also served to promote a culture of high achievement. Independence and personal responsibility are stressed throughout each child’s journey at Halloran School. Academic departmentalization, extracurricular activities, and opportunities to explore the visual and performing arts are among the core elements of the school that foster student autonomy and growth. This effort is also supported by Halloran School’s proactive approach to relationship-building with families and the community. The combination of these elements and others described throughout this application has created a synergism of effect at William F. Halloran School #22, establishing an ethos that encourages students and teachers to reflect, progress, and achieve as a community.

2. Using Assessment Results

The NJ Department of Education (DOE) provides cluster performance data (i.e. how students perform in specific areas of skills and knowledge) in terms of Just Proficient Means (JPM). JPM are the statewide raw score means for students whose scale score is 200. Teachers analyze the JPM data and determine which students require interventions in any of the content cluster areas (e.g. analysis of text, numerical operations). JPM data is analyzed by grade, by instructional group, and by individual student. Teachers

keep this information readily available when lesson planning in order to align instructional interventions with students' needs and curricular outcomes.

As teachers are departmentalized, they become experts in their teaching area and are able to focus on particularized needs. Classroom instruction occurs in 90-minute blocks of time in which teachers are able to differentiate instruction. Learning centers, developed using JPM data, are carefully tailored to support instructional goals, allowing the teacher to work with individual students and small groups of students. These learning centers are targeted, prescriptive activities that provide students with supplemental instruction, enrichment, and authentic technological learning experiences.

The faculty has identified a school-wide instructional focus to increase reading comprehension through the utilization of reciprocal teaching methods and graphic organizers. This school-wide focus unites the school in a common goal that is a necessary component of every content area. This school focus is infused throughout the curriculum of all disciplines, including health, the arts, social studies, science, and foreign languages.

Throughout the school year, seven practice test sessions are planned. These sessions mimic the actual testing environment and the test items simulate the skills represented by the content cluster areas in language arts literacy, mathematics, and science. Teachers score the practice tests and analyze the data in order to further inform their instructional practices. These results are also used in tandem with other student assessment data to determine eligibility for the school's after-school program. The program provides targeted, academic support for students in need.

Teachers meet weekly as departments to examine student work and formative data gathered in the classroom. They then collaborate, sharing thoughts and concerns. This professional discourse maintains a healthy morale and provides much needed opportunities for planning and reflection. This time set aside to reflect on curriculum, instruction, and assessment is crucial to improving student and school performance.

3. Communicating Assessment Results

High levels of student, parent, and community involvement are among the school's most important priorities. For this reason, Halloran School maintains both a Student Council and a School Leadership Council (SLC). While the Student Council provides a forum for students to discuss school-related issues, the SLC is comprised of staff, parents, and community-members and acts as a steering and planning committee for the school community. The partnerships formed through the Student Council and SLC have served to facilitate communication regarding school performance and student achievement.

In order to foster open communication with parents and the community at large, assessment results are reviewed at public Board of Education meetings and published in local newspapers. The school district also offers links to all schools' performance data and state report cards on the district website. In order to communicate assessment results to parents directly, the school schedules numerous opportunities for parent-teacher conferences where results are reviewed and instructional plans are discussed. In addition, after yearly standardized assessment scores are reported, parents receive a letter from the principal outlining school results in content cluster proficiencies (i.e. specific academic skills). This letter includes individual student reports that illustrate the child's proficiency levels in an easy-to-read bar graph, as well as other pertinent data. The principal's letter concludes with an invitation to contact the school with any requests for further clarification; these requests have resulted in the development of parent information packets, as well as achievement data presentations at school events.

Assessment results are communicated to students through frequent, teacher-student dialogue and targeted instructional planning. Students also participate in special events scheduled throughout the year, allowing

them the opportunity to engage in hands-on learning experiences with their parents. On Math Night, parents work with their children on problem-solving activities aligned with the New Jersey curriculum standards. During Language Arts Literacy Night, teachers model read-aloud techniques for parents and students who, in turn, practice in small groups. These special events provide further opportunities to communicate assessment specifications and results to parents and students.

4. Sharing Success

Sharing successful practices is an important aspect of our district's professional learning community. It is in the sharing of triumphs that professional bonds between school communities are strengthened. As Halloran School houses grades four through six of the district's gifted and talented program, the school works in concert with sister schools through shared faculty and collaborative teaming. The goal of these cooperative efforts is to improve instructional continuity and provide students with the highest quality educational experiences. Our schools have also collaborated through joint community service projects, performing arts events, and extracurricular activities. In addition, the school has participated in joint professional development opportunities focusing on student-centered instructional planning and educational technology.

Halloran School maintains an Instructional Leadership Team (ILT) that meets monthly with other schools. At these meetings, school teams report promising practices that can be modified or adapted for use in other schools. Through the ILT, Halloran teachers also have the opportunity to meet in breakout groups with educators from across the city, collaborating and sharing to improve all areas of instructional planning and school management. These ILT gatherings are supplemented with monthly articulation meetings that involve school administrators and instructional coaches.

Halloran School teachers and administrators also participate in New Jersey's *Collaborative Assessment Planning and Achievement* program (CAPA). The program partners educators from successful schools with schools in need of improvement, providing a framework for collaborative planning and reform efforts. Several times per year, Halloran's CAPA representatives meet with teachers and administrators from our partner school to review assessment data and analyze instructional practices. The CAPA team focuses its recommendations and support on positive, research-based solutions to critical issues of teaching and learning.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Reading/Language Arts - Throughout our reading/language arts curriculum, students experience and respond to a variety of literature genres. The curriculum fosters a sequential, developmentally appropriate process where students attain fluency in both written and oral language. The program encourages a love of books and reading by helping students recognize setting, atmosphere, point of view, foreshadowing, conflict, plot, and theme, while developing vocabulary and an understanding of characterization. In conjunction with the reading program, students are taught to write using generally accepted conventions of grammar, usage, mechanics, and spelling. Students learn the structure and function of the English language as they read and respond through written and spoken word. The process moves students to connect reading and writing, interacting with the text and constructing meaning. As students work in cooperative groups, teachers carefully observe, record, analyze, and question. Teachers also administer periodic benchmark assessments, aiding in the formulation of future learning objectives and lessons. Portfolios, hands-on projects, and reading/writing across academic disciplines form the cornerstone of the school's reading/language arts program.

Mathematics - All students are capable of high levels of achievement in mathematics. As our students enter school with a variety of relevant real-world experiences, our goal is to build upon this foundation and lead students to be rational thinkers, effective problem solvers, and proficient users of technology. Our unique and effective program for teaching and assessing mathematics meets the New Jersey Core Content Standards (NJCCCS) as well as the standards set forth by the National Council of Teachers of Mathematics. The scope and sequence of the math curriculum highlights connections between abstract principles and concrete applications through student inquiry, open-ended questioning, problem-solving and development of estimation and mental math skills; the curriculum also addresses the use of calculators and educational technology in mathematics and across the academic disciplines. Throughout this process, teachers measure student performance against district-wide benchmarks through quarterly assessments.

Visual Arts and Performing Arts - The arts form an integral aspect of Halloran School's culture. All students participate in weekly visual arts lessons that are aligned with NJCCCS. These learning experiences allow students the opportunity to work with a variety of media and solve artistic problems through inquiry and technical proficiency. The school's performing arts program is equally impressive, including a vocal ensemble and chorus, as well as string and instrumental groups. Students utilize the skills and knowledge developed through the visual and performing arts curricula to engage in projects across academic disciplines, deepening their understanding of the arts and other content areas.

Science - Halloran's science curriculum focuses on the physical, life, and earth sciences, with emphasis on the scientific method. The research-based science curriculum requires active student participation through hands-on, inquiry-based learning. Students demonstrate understanding of the scientific method through frequent experimentation. As such, students observe, question, test, and explain hypotheses, combining the content of daily lessons with critical thinking and self-constructed solutions. The culmination of these experiences is the annual science fair where students develop and present projects for faculty judges.

Social Studies - The school's social studies curriculum concentrates on the cultural, economic, historical, and social issues that have shaped the world. The curriculum focuses on several key outcomes, including the development of civic competence, critical examination of historical events, and exploration of world geography. Students participate in a number of activities, including mock elections and community service projects, to build citizenship skills and prepare for participation in a democratic society.

Foreign Language - Halloran School's curriculum includes foreign language instruction for all students. Specializing in the Spanish language, students engage in authentic learning activities that foster exploration of the Spanish-speaking world, including its people and cultures. Instruction also focuses on the development of vocabulary and oral fluency, as well reading and writing skills. Due to its success and overall effectiveness, the district's world language program has been recognized by the State of New Jersey as a regional model.

2a. (Elementary Schools) Reading

Halloran School utilizes a comprehensive, literature-based, language arts literacy curriculum throughout grades four through six. The curriculum emphasizes small-group and differentiated instruction, focusing on all aspects of language arts proficiency (i.e. reading, writing, speaking, listening, and viewing). The curriculum focuses on instructional strategies designed to address students' individual learning styles and diverse needs. Lessons are aligned with New Jersey's Core Curriculum Content Standards (NJCCCS) and foster student empowerment through developmentally appropriate learning experiences.

The block period of 90 minutes is divided into two parts: 30 minutes of whole-group instruction and 60 minutes of small-group instruction based on individual student needs. During the first 30 minutes of class, teachers introduce and review concepts, as well as previous student experiences. The remaining time is spent in small groups and learning centers (i.e. targeted, learning experiences geared towards student needs identified through diagnostic assessment). It is during this block that the instructor meets with small groups for focused instruction and teacher-student conferencing.

Classrooms come alive with learning centers geared towards the NJCCCS and creative lessons focusing on

student needs and interests. The writing centers are filled with opportunities for students to explore instructional themes that are being studied in class. Students also engage in peer-editing activities, working cooperatively to enhance their writing. The technology center is equipped with software and internet sites that are aligned with the reading series, providing students with authentic learning experiences.

Based on the methodology of leveled reading developed by Irene Fountas and Gay Sue Pinnell, each classroom's literacy center includes an extensive library that allows students to read with confidence. Independent readers, writers and thinkers participate in activities that encourage active inquiry and critical thinking. To assess student work, teachers utilize Bloom's Taxonomy develop relevant high-quality questions; teachers also assess student work using school-wide and teacher-made rubrics.

3. Component-Time: An Opportunity for Student Exploration

Among the unique aspects of the Halloran curriculum, students participate in weekly component-based instruction. All students become enrolled at Halloran through one of four components (i.e. specializations): visual arts, performing arts, physical education, and academics. Through weekly component instruction, students work with teacher-mentors to explore their areas of specialization. Through this innovative instructional paradigm, students have the opportunity to further develop their talents and explore in depth the disciplines for which they feel great passion.

The physical education component students focus on team and individual sports, as well as projects related to health and personal fitness. Students have the opportunity to scale the school's rock-climbing wall, develop presentations related to exercise and fitness, and create performance pieces about healthy eating habits. Teacher-mentors within the physical education component stress personal fitness, health and safety, sportsmanship, and the skills that are necessary for lifetime participation in sport and athletics.

The visual arts component focuses on the development of the creative process through art production in varied media, art history, art criticism, and aesthetic appreciation. The practices are enhanced through video technology, computer graphics, and state, local, and national art shows, as well as art-centered field trips. Students in the visual arts component have also developed bulletin board displays and decorations for school functions, in addition to participating in numerous art contests.

Students in the performing arts component have participated in plays and musicals; they have also worked with several of the school's established musical groups, including the chorus, vocal ensemble, piano club, band, and string orchestra. Our students perform regularly in concert at school and throughout the community. Our performing arts students have also made professional appearances in Broadway Musicals, in addition to performing with the New Jersey Symphony Orchestra and the American Choral Directors Honor Choir at Carnegie Hall.

Students in the academic component participate in a number of school-wide projects. In the past, students have organized school-wide mock elections, created a mock congress, developed short digital films, and utilized school software to create their own cities. Students in the academic component also work with teachers to develop the school's annual yearbook and the school newspaper, *The Halloran Herald*.

4. Instructional Methods

Halloran School's instructional methodology is linked directly to the district mission: to provide excellent educational experiences and services that will inspire every student to think, to learn, to achieve, and to care. To meet this mission, the faculty of Halloran School has focused on several research-based instructional practices, including:

- collaborative planning (across grade levels/departments/schools)
- targeted diagnostic assessment and prescriptive instruction
- rigorous analysis of standardized testing results
- constant focus on high academic standards fostering student social-emotional competencies
- frequent examinations of curricular alignment and student work
- flexible grouping (e.g. peer-to-peer, small group, whole group)
- small-group tutoring based on student need and diagnostic assessment
- challenging interventions for gifted students, including student clubs and component-based instruction

In essence, the school's instructional methods are highly student-centered and diagnostic. Teachers rely on frequent assessment to develop high-quality instruction that is geared to the needs of individual learners. This paradigm of instructional planning is infused throughout the curriculum of each grade level and discipline.

5. Professional Development

Professional development at Halloran School focuses on continual improvement of instructional practice and frequent analysis of student performance data. During students' weekly component meetings, teachers meet in teams to reflect on student work and collaboratively plan instruction. These professional development opportunities focus on disaggregation of student assessment data to drive classroom instruction. Through a process of benchmarking and frequent assessment, teachers analyze student performance and utilize these results for planning purposes. Mathematics and language arts literacy teachers also use this time to develop in-service training for content-area teachers, assisting their colleagues in planning learning experiences that address student needs.

Teachers also participate in professional development opportunities outside of the building. Several teachers are engaged in graduate study at local universities, with more than 25% of the staff having attained master's or doctoral degrees. The school district offers professional development opportunities related to curriculum, classroom management, instructional planning, and a host of other topics. In addition, a cadre of Halloran teachers participates in the yearly Lincoln Center Institute for the Arts in Education, a program aimed at assisting educators to infuse the arts throughout the curriculum.

PART VII - ASSESSMENT RESULTS

**LANGUAGE ARTS LITERACY DATA DISPLAY TABLE
STATE CRITERION-REFERENCED TESTS**

Subject: Language Arts Literacy

Grade: Four

Test: New Jersey Assessment of Skills and Knowledge 4

Publisher: Educational Testing Services

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	99%	96%	98%
% At Exceeds State Standards	12%	2%	2%
Number of students tested	112	118	108
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1.African American			
% At or Above Meets State Standards	100%	95%	100%
% At Exceeds State Standards	12%	0%	0%
Number of students tested	25	21	26
2.Hispanic			
% At or Above Meets State Standards	100%	95%	97%
% At Exceeds State Standards	7%	3%	0%
Number of students tested	54	61	46
3.Economically Disadvantaged			
% At or Above Meets State Standards	100%	95%	96%
% At Exceeds State Standards	12%	3%	2%
Number of students tested	61	74	65

PART VII - ASSESSMENT RESULTS (continued)

**MATHEMATICS DATA DISPLAY TABLE
STATE CRITERION-REFERENCED TESTS**

Subject: Mathematics

Grade: Four

Test: New Jersey Assessment of Skills and Knowledge 4

Publisher: Educational Testing Services

	2004-2005	2003-2004	2002-2003
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Meets State Standards	100%	95%	88%
% At Exceeds State Standards	77%	55%	52%
Number of students tested	112	118	108
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1.African American			
% At or Above Meets State Standards	100%	86%	92%
% At Exceeds State Standards	56%	19%	32%
Number of students tested	25	21	26
2.Hispanic			
% At or Above Meets State Standards	100%	98%	77%
% At Exceeds State Standards	80%	67%	49%
Number of students tested	54	61	46
3.Economically Disadvantaged			
% At or Above Meets State Standards	100%	96%	84%
% At Exceeds State Standards	71%	53%	46%
Number of students tested	61	74	65

PART VII - ASSESSMENT RESULTS (continued)

LANGUAGE DATA DISPLAY TABLE
REFERENCED AGAINST NATIONAL NORMS

Subject: Language

Grade: Five

Test: Terra Nova Multiple Assessments

Edition/Publication Year: 1997 Publisher: CTB McGraw-Hill

Scores are reported here as percentiles. *Total Score* refers to the mean of student percentile scores.

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	75	81	74
Number of students tested	115	120	122
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. African American	63	72	67
Number of students tested	18	26	28
2. Hispanic	68	74	70
Number of students tested	65	59	45

PART VII - ASSESSMENT RESULTS (continued)

READING DATA DISPLAY TABLE
REFERENCED AGAINST NATIONAL NORMS

Subject: Reading

Grade: Five

Test: Terra Nova Multiple Assessments

Edition/Publication Year: 1997 Publisher: CTB McGraw-Hill

Scores are reported here as percentiles. *Total Score* refers to the mean of student percentile scores.

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	84	83	79
Number of students tested	115	120	122
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. African American	73	77	76
Number of students tested	18	26	28
2. Hispanic	84	78	74
Number of students tested	65	59	45

PART VII - ASSESSMENT RESULTS (continued)

MATHEMATICS DATA DISPLAY TABLE
REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: Five

Test: Terra Nova Multiple Assessments

Edition/Publication Year: 1997 Publisher: CTB McGraw-Hill

Scores are reported here as percentiles. *Total Score* refers to the mean of student percentile scores.

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	87	89	83
Number of students tested	115	120	122
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. African American	74	81	79
Number of students tested	18	26	28
2. Hispanic	77	85	80
Number of students tested	65	59	45