



AN ASSESSMENT OF THE NEW JERSEY READING FIRST PROGRAM

Year 3 Final Report

2005-2006

prepared by:



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1.0 INTRODUCTION



1.0 INTRODUCTION

The *No Child Left Behind Act of 2001* (NCLB) established the Reading First initiative. Signed into law in January 2002, this act dedicated funds to improve K-3 reading instruction and student achievement so that all students will be successful readers by the end of third grade. Congress appropriated \$993.5 million in federal grant funds to states during FFY 2002 and FFY 2003, and over \$2 billion during FFY 2004 and 2005 to continue these awards. Nearly \$5 billion is projected for distribution among the 50 states, the District of Columbia, Puerto Rico, and outlying areas over the next several years. School districts that are eligible to receive Reading First funds have a significant number of children and families living in poverty who require additional services and instructional enhancements to ensure that adequate literacy development takes place.

States submitted applications to the United States Department of Education (USDE) for Reading First funding, and each application received a rigorous review by a panel of reading experts. The USDE awarded New Jersey Reading First funding in October 2002. New Jersey has the potential to receive a total of \$120.4 million over the six-year period of the grant. The New Jersey Department of Education (NJDOE) administers the state's Reading First funds and is responsible for designing and implementing the New Jersey Reading First program to improve reading in the early grades.

NCLB requires that states evaluate their Reading First Programs. To meet this requirement and to contribute to results-based management of the New Jersey Reading First Program, NJDOE contracted with MGT of America, Inc. (MGT) in March of 2005 to conduct an external evaluation of the state's Reading First program. The purpose of the New Jersey Reading First evaluation report for Year Three of grant implementation (2005-2006) is to describe the implementation status of the program and document the preliminary success of the New Jersey Reading First Program after its second full year of implementation in Cohort 1 and Cohort 2 schools, the first year of implementation in Cohort 3 schools.

1.1 OVERVIEW OF READING FIRST

Reading First is an intense nationwide effort to enable all students to become successful early readers and to ensure that more children receive effective reading instruction in the early grades. This initiative builds on the findings of years of scientifically based reading research (SBRR) that were compiled by the National Reading Panel in 2000.¹

Results of the most recent national assessment of reading provided evidence of the critical need for reforming reading instruction in many of our nation's schools. According to the 2005 report from the National Assessment of Educational Progress (NAEP), 36 percent of students in the United States cannot read at a basic level.

The Reading First initiative was designed to concentrate resources in the nation's most needy districts and schools so that findings from reading research can be used to improve instruction for children who have not benefited from existing teaching practices. The Reading First initiative strives to close the gap by enhancing teacher knowledge of

¹ *Report of the National Reading Panel: Teaching Children to Read*, National Institute of Child Health and Human Development, U.S. Department of Health and Human Services, December 2000.

effective instructional practices and providing support and materials to classrooms where students continue to struggle to read, even at the Basic level.

The focus of the Reading First initiative is twofold: (1) to raise the quality of classroom instruction by providing teachers with professional development in scientifically based reading programs; and (2) to ensure accountability for reading achievement through ongoing screening, diagnostic, progress monitoring (classroom-based assessment), and outcome assessment.

As a classroom-focused initiative, Reading First establishes specific expectations for literacy instruction for all students. Teachers must base their classroom instructional decisions on SBRR in order to systematically and explicitly teach students to be proficient in the six essential components of literacy:

- **Phonemic Awareness** – The ability to hear, identify, and play with individual sounds or phonemes in spoken words.
- **Phonics** – The relationship between the letters of written language and the sounds of spoken language.
- **Fluency** – The capacity to read text accurately and quickly with expression and meaning.
- **Vocabulary** – The words students must know to communicate effectively.
- **Comprehension** – The ability to understand and gain meaning from what has been read.
- **Motivation and Background Knowledge** – The student's motivation to read is driven by his/her need for meaning and to communicate in a new milieu, the larger world of the school and the community. A key predictor of successful reading comprehension is background knowledge. Quality teachers provide students with a wealth of background knowledge by exposing them to content in science, history, and geography from an early age to give them a context for understanding what they read.

States must use their Reading First funds to provide teachers with the necessary resources and tools to improve instruction. Specifically, funds may be used to organize professional development activities, and to purchase and develop high-quality instructional materials or assessments and diagnostic instruments.

The amount of funding received is based on a formula incorporating the number of low-income students in the state. States that receive funding must distribute subgrants through a competitive application process to eligible school districts.²

² U.S. Department of Education, www.ed.gov/programs/readingfirst/index.html.

1.2 OVERVIEW OF NEW JERSEY'S READING FIRST PROGRAM

New Jersey is one of the most densely populated states in the country. Census 2000 reported that there were approximately 8.2 million people residing in the state, and the total population is projected to expand to approximately 8.4 million by 2006. The growth rate for whites is expected to continue to decline; however, nonwhites have a projected growth rate of 225 percent between 1990 and 2005. Census 2000 also indicated that more than 17 percent of New Jersey residents are foreign born, and that many of these were of Asian and Pacific Islander descent. Today, New Jersey is ranked seventh in the nation for concentrations of language minority populations. The number of New Jersey residents who speak a language other than English increased by 42 percent in the 1990s. In 2000, one of every four New Jersey residents ages five and older spoke a language other than English, compared with one in five in 1990. New Jersey also has many urban and rural school districts in which 50 to 75 percent of students live in poverty. The populations in these areas tend to be more transient, compounding the risk factors of low socioeconomic status and language barriers that impact student achievement.

New Jersey's urban and rural demographics and culturally diverse population place an increased burden on school districts to implement programs that improve student achievement for high-risk populations. Since 1997, New Jersey has provided special support to 30 high-poverty, low-achieving "Abbott" districts.³ These school districts, some of the largest in the state, must institute whole school reform initiatives designed to improve student achievement as measured by New Jersey's statewide assessment program. On the 2001 New Jersey Elementary School Proficiency Assessment (ESPA), 44 percent of the students in grade 4 in the Abbott districts scored only Partially Proficient in language arts literacy, compared with 15 percent of the students in all other New Jersey school districts. These results indicate a need to focus attention on early literacy in the state's high-poverty districts.

New Jersey has a long history of focusing state resources on the improvement of student outcomes. Prior to applying for their federal Reading First grant, the state and NJDOE engaged in the following initiatives to enhance the literacy development of students statewide:

- An Office of Early Literacy was established at the state level in the Division of Educational Programs and Assessment to coordinate early literacy efforts.
- An Early Literacy Task Force was established and charged with identifying effective, research-based K-3 reading practices.
- The state allocated \$10 million to develop a cadre of reading coaches to assist in early literacy development in local non-Reading First, non-Abbott school districts. This resulted in a statewide effort to hire and train reading coaches. Furthermore, the intent of the

³ The *Abbott v. Burke* decision (1997) of the Supreme Court of New Jersey mandates that the needs of children in low-performing school districts must be addressed. NJDOE operates 30 Abbott school districts that receive additional resources and support to enhance student performance. Currently, 31 districts qualify as Abbott school districts.

Office of Early Literacy, which housed the Governor's Coaching Program, was to sustain and expand New Jersey's literacy initiatives through the subsequent years of Reading First funding.

- A Reading First Leadership Team was to be established to develop the Reading First grant proposal and to implement the recommendations of the Governor's Early Literacy Task Force to ensure the improvement of K-3 reading instruction and achievement in all schools in the state.
- New Jersey's reading standards were reviewed and revised in 2002 to align with SBRR principles.
- The New Jersey Department of Education established the Offices of Literacy. These consisted of the Offices of Reading First, Urban Literacy, and Early Literacy (commonly referred to as the Governor's Coaching Program). All three offices share the same goals, vision, and message.

New Jersey's literacy initiatives seek to impact the ability of every child in New Jersey to acquire essential literacy skills. As required under NCLB, children who attend the state's most needy districts and schools are especially targeted for Reading First funding. As a result of the competitive bid process, more than half of the districts funded for Reading First are Abbott districts. The Reading First initiative supports existing state and district efforts to integrate SBRR into the curriculum of every school in New Jersey. Through the Reading First professional development plan, teachers are expected to acquire the skills they need through sustained professional development and support that is aligned with research-based practices and grounded in adult learning theory. This professional development will enable teachers and instructional leaders to provide appropriate and effective instruction and to determine the need for more intensive intervention with struggling students.

The Reading First program is a major component of New Jersey's comprehensive approach to improving early literacy. Ultimately, the goal of this initiative is to improve each child's capacity to become a successful reader. To accomplish that end, the New Jersey Reading First state initiative focuses on the following objectives:

- to identify, recommend, and implement scientifically based reading programs that provide explicit, systematic instruction in phonemic awareness, phonics, comprehension strategies, vocabulary development, and fluency;
- to identify, recommend, and implement early screening, diagnostic, and classroom-based assessments in Reading First schools, and to provide state- and district-level guidance and support to help teachers gauge student performance and monitor adequate yearly progress;
- to design and implement a comprehensive professional development module for Reading First schools that is grounded in scientifically based reading research and aligned with the goals of Reading First, and to extend the use of that module to all school districts so that all

New Jersey students, including limited English proficient and special education students, will receive scientifically based reading instruction;

- to identify effective, innovative, and successful research-based reading programs that positively impact the student achievement gap evidenced by summative state and diagnostic assessments, and to highlight and replicate those reading programs in other schools with similar needs;
- to identify reading experts who have knowledge of scientifically based reading research and the five components of reading instruction, and who will develop and provide professional development to state and local Reading First teams;
- to build on and promote coordination among literacy programs and efforts in the state to increase overall effectiveness in improving reading instruction; and
- to conduct a comprehensive evaluation of all Reading First schools that will be used to inform reading instruction and guide classroom practices in all New Jersey schools.

In 2004–2005, the New Jersey Reading First Program targeted 22 Local Education Agencies (LEAs) and 62 schools based on the selection process established in New Jersey’s federal application for Reading First. Over 50 percent of the districts selected through a competitive bid process were Abbott districts. In spite of previous intensive school reform efforts that expanded programs, services, and funding to the Abbott districts, low student achievement remained a significant problem. One potential factor contributing to low proficiency rates in language arts literacy was that past efforts may not have been fully aligned with the principles of SBRR. This and other questions related to the effectiveness and impact of Reading First in New Jersey guided the evaluation process in the state.

In order to infuse SBRR comprehensive reading programs, supplemental and intervention materials, and best practices into New Jersey’s K-3 classrooms, New Jersey implemented a three-pronged approach. The combined Offices of Literacy collaborate on a consistent basis to make sure that the mission and goal for all New Jersey K-3 classrooms are uniform.

Exhibit 1-1 summarizes the implementation and federal reporting cycle for New Jersey Reading First.

EXHIBIT 1-1
SUMMARY OF THE NEW JERSEY FIRST IMPLEMENTATION
AND REPORTING CYCLE

SCHOOL YEAR	GRANT STATUS	EVALUATION REPORT
2002–2003	Grant awarded October 2002 Technical Assistance and Notice of Grant Award	Year One Evaluation Report
2003–2004	Subgrant Awards Complete Phased-In Implementation of Subgrant Awards	Year One Evaluation Report
2004–2005	First Full Year of Implementation	Year Two Evaluation Report
2005–2006	Second Full Year of Implementation	Mid-Point Evaluation Report

Source: NJDOE Office of Reading First, 2005.

1.3 PURPOSE AND OVERVIEW OF THE REPORT

The purpose of this report is to provide a formative analysis of the second full year of New Jersey Reading First implementation and to discuss preliminary outcomes related to goal achievement and student results.

Chapter 2.0 presents a detailed description of the New Jersey Reading First Program, the school selection process, and the approaches used by funded schools to implement the grant. Chapter 3.0 discusses the methodology used for the evaluation. Chapter 4.0 presents an overview of the overall implementation status of the New Jersey Reading First Program. Chapter 5.0 addresses performance in reading achievement on the assessments constituting the New Jersey assessment system for 2003–2004 through 2005–2006.

A collection of appendices supplements the information in the report.

2.0 PROGRAM DESCRIPTION



2.0 PROGRAM DESCRIPTION

This chapter presents background information on reading achievement in New Jersey. It examines the context of New Jersey's reading program, the infrastructure for implementing the Reading First program, New Jersey's requirements for Reading First-funded schools, and a description of the Reading First subgrant award process and the schools selected for Reading First funding. Also provided is an overview of the technical support and professional development offered to Reading First schools, as well as Reading First activities during the 2005-2006 school year; the second full year of subgrant implementation for Cohorts 1 and 2, and the first year of implementation for Cohort 3.

The mission of New Jersey Reading First is to "enable the improvement of each child's capacity to become a successful reader by the end of third grade." The New Jersey Reading First Program is an integral part of New Jersey's comprehensive statewide approach to early literacy. The program is centered on four goal statements:

- incorporating scientifically based reading research (SBRR) into the framework of school programs;
- supporting research-based instructional and assessment practices by aligning reading materials and programs;
- providing sustained professional development and support that enables instructional leaders to provide appropriate and effective instruction; and
- integrating New Jersey Reading First with other early literacy activities and priorities of the New Jersey Department of Education (NJDOE).

2.1 BACKGROUND ON READING ACHIEVEMENT IN NEW JERSEY

The 2005 National Assessment of Educational Progress (NAEP) continues to document that reading achievement in the United States is a serious concern.

The NAEP 2005 Reading State Report for New Jersey caused similar concern for 30 percent of the state's students. The report provided some general statistics on the reading achievement level of fourth grade students in New Jersey as compared with students nationally:

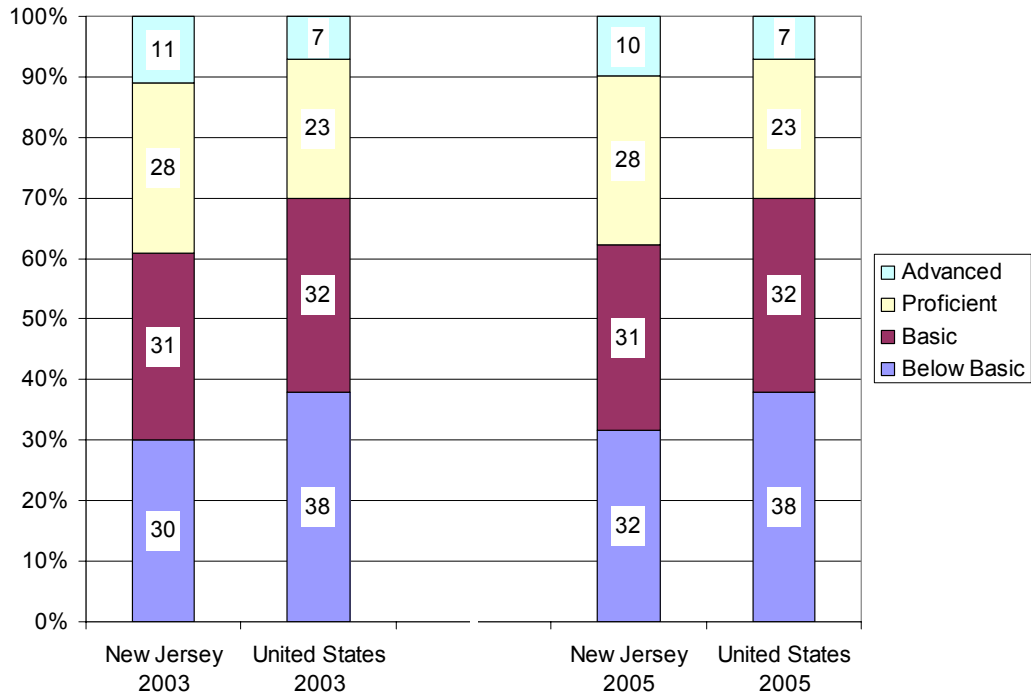
- New Jersey's fourth grade students performed slightly better than students nationally in 2005.
 - New Jersey fourth grade students scored above the national average in reading in 2005. The average scale score for New Jersey's fourth grade students on the NAEP reading test (223) was above the national average score (217).

- A larger percentage of New Jersey’s fourth grade students were proficient in reading than students nationally. In New Jersey, 38 percent of fourth grade students performed at or above the Proficient level of achievement in reading compared with 30 percent nationally.
- Similarly, fewer New Jersey students were achieving below the Basic proficiency level in reading compared with students nationally. In New Jersey, 32 percent of fourth grade students scored Below Basic compared with 38 percent nationally.
- Though New Jersey’s fourth grade students did not show progress from 2003 to 2005 in closing the achievement gap; the performance differences were not significant.
 - The average scale score in reading for New Jersey’s fourth grade students was slightly lower in 2005 (223) than in 2003 (225).
 - The percentage of New Jersey students performing at or above the Proficient level of achievement in reading decreased, but not significantly, in 2005 (38%) from that in 2003 (39%).
 - The percentage not achieving the Basic level of proficiency in reading increased by two percentage points, but this also was not significant. In 2003, 30 percent were Below Basic, and in 2005, 32 percent were Below Basic.¹

Exhibit 2-1 compares New Jersey’s fourth grade students with students nationally in terms of the percentage scoring Below Basic, Basic, Proficient, and Advanced in reading achievement in 2003 and 2005 on the NAEP reading assessment.

¹ National Center for Education Statistics. “The Nation’s Report Card, Report for New Jersey, Reading,” June 2003. Includes public schools only. Accommodations not permitted in this assessment. Students with disabilities assessed in 2003.

EXHIBIT 2-1 ACHIEVEMENT LEVEL ON NAEP IN FOURTH GRADE READING



Source: National Center for Education Statistics, NAEP 2005 Reading.

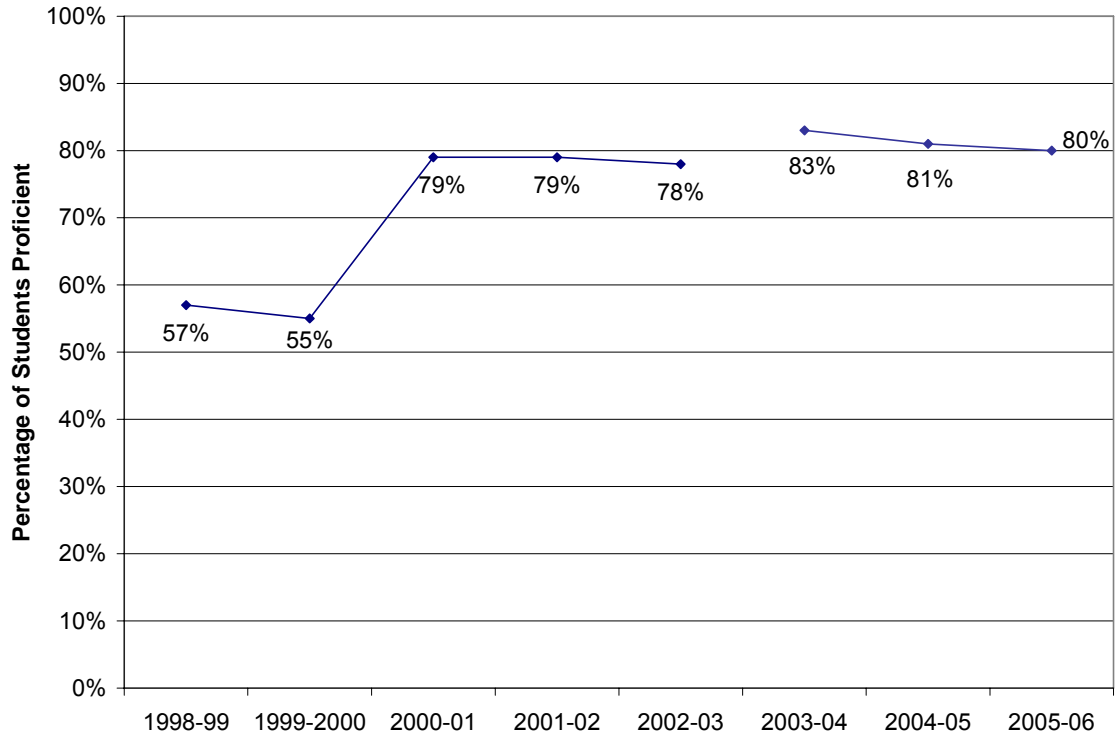
New Jersey's assessment program is designed to measure student performance on the New Jersey Core Curriculum Content Standards (CCCS). At the time of New Jersey's federal application for a Reading First Grant, the primary indicators of student learning in New Jersey were state-constructed, criterion-referenced tests administered at grades 4, 8, and 11/12. Of particular interest to the Reading First program is that students were tested in literacy at the end of grade 4. Prior to 2003-2004, this test was known as the Elementary School Proficiency Assessment (ESPA) Grade 4.

In 2003-2004, grade 4 students were tested in literacy on the new New Jersey Assessment of Skills and Knowledge (NJASK 4). These tests establish three performance levels in literacy: Advanced Proficient, Proficient, and Partially Proficient. The scores of students who ranked at the Partially Proficient level were considered to be below the state minimum in proficiency. In May 2003 a third grade literacy test was administered for the first time (NJASK 3). Since the NJASK 3 was a field test in 2003, the first operational third grade assessment occurred in the spring of 2004.

Results for the ESPA (Grade 4) in literacy document notable progress between the 1999-2000 and 2000-2001 school years. On the ESPA for the 2000-2001 year, 79 percent of the fourth graders taking the test scored Proficient or better compared with 55 percent the previous school year. In 2001-2002 and 2002-2003, a similar percentage of fourth grade students achieved proficiency (79% and 78%, respectively).

In 2003-2004, the first administration of the NJASK 4, 83 percent achieved proficiency. Exhibit 2-2 illustrates the progress of fourth grade students on the New Jersey reading assessments from 1998-1999 to 2005-2006.

**EXHIBIT 2-2
PROFICIENCY ON NEW JERSEY GRADE 4 STATE
ASSESSMENTS IN READING 1998-1999 – 2005-2006
TOTAL STUDENT POPULATION**



Source: Office of Evaluation and Assessment, New Jersey Department of Education, 2006.
 Note: Elementary School Proficiency Assessment (ESPA) was administered from 1999-2003, and the New Jersey Assessment of Skills and Knowledge (NJASK 4) was administered in 2003-2004 through 2005-2006.

2.2 CONTEXT OF THE NEW JERSEY READING PROGRAM

As a culturally diverse state, New Jersey faces significant challenges to address the learning needs of all students. These factors have a profound impact on a child’s ability to learn to read. The New Jersey Reading First program was designed to provide concentrated assistance to schools and students most at risk for reading failure. The program operates in conjunction with other key reading initiatives and reform efforts underway in New Jersey’s schools.² This section provides an overview of the context for implementing Reading First in New Jersey.

² New Jersey Reading First Federal Grant Application, 2002.

NEW JERSEY'S EDUCATION DELIVERY SYSTEM

In New Jersey's K-12 public education system, there are over 125,000 teachers serving in approximately 589 operating school districts and 57 charter schools, providing educational services to more than 1.3 million students. In December 2001, the NJDOE embarked on an initiative to decentralize former state-level educational functions. The reorganized education delivery system consists of central operations, located in Trenton, and field operations. Central operations include divisions that address educational programs and assessment, oversight and compliance, student services, Abbott schools, facilities and transportation, information and management services, and finance. Responsibility for early childhood initiatives is housed in the Commissioner's Office. Within each division there are multiple offices that address more specific issues such as curriculum standards, professional standards, Title I, bilingual and English as a Second Language (ESL) education, whole school reform, special education, and educational technology. Collaboration across divisions and offices is considered essential to the successful implementation of the Reading First initiative. An Interdivisional Reading Resource Team (IRRT)³ was convened in 2001 to ensure that this collaboration occurred at the state level.

As part of New Jersey's efforts to decentralize, three regional education centers were added to the state's field operations. These centers are designed to provide access and support for a host of educational issues, provide technical assistance to schools and districts, broker professional development, and assist individuals and schools with teacher certification. Additionally, a total of 21 county offices of education form the next tier of field operations. The county offices of education are responsible for evaluating the 589 operating school districts, reviewing and approving local program, and providing technical assistance to the county school districts.

At the time of Reading First subgrant selection, 30 of New Jersey's most needy districts were designated as Abbott school districts.⁴ In 1998 the Supreme Court justices strongly endorsed whole school reform as a means of enabling students in the Abbott school districts to reach the goals set forth in New Jersey's Core Curriculum Content Standards.

In arriving at its decision, the Court directed NJDOE to study all of the various approaches to improving the academic achievement of students from low-income families. Based on this extensive review of programs and research, the department proposed "whole school reform" as being the most effective approach. Specific key elements must be addressed in any whole school reform model adopted by an Abbott district. A whole school reform model must:

- be a research-based program;
- improve student performance;

³ Formerly Reading Resource Committee, New Jersey Reading First Federal Grant Application.

⁴ The *Abbott v. Burke* decision (1997) of the Supreme Court of New Jersey mandates that the needs of children in low-performing school districts be addressed. NJDOE operates 30 Abbott school districts that receive additional resources and support to enhance student performance. Presently, 31 districts qualify as Abbott school districts.

- support school-based leadership and decision making;
- integrate and align school functions;
- incorporate the use of educational technology;
- provide and support professional development for all staff;
- foster a safe school environment;
- provide for a coordinated system of student and family health and social services; and
- offer rewards.

In addition, the Abbott districts receive additional assistance and oversight from the regional program improvement centers.

As a result of continuous poor achievement and operational difficulties, three school districts (Jersey City, Paterson, and Newark) are operated by the state. In such cases, a state-appointed superintendent is charged with the overall operation of the district and is required to report to the state on the district's progress in school improvement. State-operated school districts must adhere to all state mandates and participate in an intensive evaluation process to ensure continuous school improvement.

OVERVIEW OF NEW JERSEY'S APPROACH TO EARLY LITERACY DEVELOPMENT

Prior to New Jersey's federal application for Reading First funding, several initiatives were in place to reform reading instruction in New Jersey so that the resources and expectations for local education agencies (LEAs) were consistent with scientifically based reading research (SBRR). The main initiative was the adoption of the Core Curriculum Content Standards, including standards for language arts and literacy, and a systematic, standards-based reform policy. Additionally, the intent of reading reform was to increase accountability for student achievement by providing LEAs with the resources necessary to retain high-quality professionals. Exhibit 2-3 provides an overview of the state's reading goal and beliefs for teaching reading and language arts.

EXHIBIT 2-3

OVERVIEW OF NEW JERSEY'S READING GOAL AND BELIEFS FOR TEACHING READING AND LANGUAGE ARTS

State Reading Goal

A primary state goal for reading, and cornerstone of (former) Governor McGreevey's education reform initiative, is that **"Students will read well and independently by the end of the third grade."** In order to accomplish this goal, the language arts committee has placed a strong emphasis on developing performance benchmarks in grades K-12 that reflect both a state and national perspective on reading achievement. Teachers and parents can assist students in achieving these proficiencies by recognizing that learning extends beyond the classroom door to everyday experiences related to self, others, and the world.

The following set of beliefs about students, teaching, and the language arts learning process were established as the underlying framework for standards revisions. A "balanced and comprehensive approach" to instruction is essential in all language arts programs, and classrooms should provide students with:

- Differentiated instructional strategies to address individual learning styles and diverse student needs;
- Exposure to and experience with many literary genres through reaction, reflection, and introspection;
- Instructional skills and strategies, including direct and explicit instruction; modeling of skills/strategies for students, and opportunities for students to be a teacher to others, that ready students to become competent readers, writers, speakers, listeners, and viewers;
- Instruction delivered in meaningful contexts so that students preserve the learning for future use or transfer to other learning;
- "Active learning" in which students are engaged in active questioning, active listening, authentic activities, and the learning process;
- Explicit teaching of skills as a means of supporting mastery of standard English conventions, comprehension strategies, and communication skills;
- Acquisition of reading and literacy skills in all content areas to support learning;
- Development of self-help strategies that are practiced across all disciplines;
- Connections to prior knowledge as a necessary component of new learning and retention;
- Immersion in reading, writing, listening, speaking, and viewing strands that leads to deeper and wider understanding;
- Use of textual resources, especially those linked to current technologies, as an integral part of a language arts literacy program;
- Experiences using technology as a tool for learning, especially as it applies to research and data retrieval;
- Time to practice learned skills and reflect on one's work as an important part of the learning process;
- Activities encouraging problem-solving and inquiry skills as critical attributes to learning; and
- Explicit and systematic instruction in phonics and phonemic awareness, fluency, comprehension, and vocabulary development.

The language arts classroom should be purposeful, stimulating to the senses, and engaging for all types of learners, including varied activities for visual, auditory, and kinesthetic learners. Classroom organization should include some form of team and partner work and provide an environment that is responsive to students' personal and academic goals.

Brain research clearly shows implications for student learning when there are links to the arts, like classical music, and the real world. For example, having young children recite the alphabet with a song enables the learner to remember and retain the information longer. Language arts classrooms should be alive with authentic learning opportunities that motivate and incorporate the arts.

Source: NJPEP: Virtual Academy, NJ Department of Education, 100 Riverview Plaza, Trenton, NJ 08625-0500, <http://www.nj.gov/education/njpep/>.

GOVERNOR'S EARLY LITERACY INITIATIVE

In order to provide urban, rural, and suburban children equal opportunities to increase literacy levels, former Governor James E. McGreevey outlined a plan to target schools not eligible for the Reading First funding. This plan provided state-level support for reading coaches and other forms of assistance so that quality reading instruction and the potential for enhanced student achievement was available to all New Jersey children, not just those in schools targeted by Reading First funds. During the summer prior to the award of the Reading First grant, (July–August 2002), the former Governor's Early Literacy Task Force identified and provided training to reading coaches to serve schools that were not eligible for Reading First funds, yet had a large number of students with reading difficulties. The state continues to allocate funds to support the work of qualified reading coaches across the state. This program works in collaboration with the Office of Reading First and the Office of Urban Literacy, which oversees implementation in New Jersey's Abbott schools.

During the 2005-2006 academic year, plans were being made to shift the efforts of the Governor's Reading Coaches to New Jersey schools that had not made Adequate Yearly Progress (AYP). Based on spring 2004 and 2005 NJASK4 LAL results, and School Improvement Status, 73 schools in 59 districts were identified as potential participants in the Governor's Initiative for the Development of Early Achievement in Literacy (IDEAL). All eligible districts and schools were invited to attend a technical assistance meeting where IDEAL and conditions of participation were explained. 46 schools in 31 districts agreed to participate in IDEAL. Towards the end of academic year 2005-2006, the Governor's Reading Coaches, now referred to as Literacy Specialists, transitioned to the Office of Urban Literacy, under the direction of the Special Assistant to the Commissioner for Literacy, to spearhead this initiative. These Literacy Specialists were members of the Literacy Assessment Teams which conducted on-site collaborative visits with district personnel to identify strengths and areas in need of improvement relative to literacy, in K-3 classrooms. The Literacy Specialists were designated as the individuals who would be responsible for providing on-going technical assistance and professional development in a Train-the-Trainer module to the participating IDEAL schools and districts. As a condition of participation in the IDEAL initiative, participating schools committed to implementing the Intensive Early Literacy (IEL) model. IEL is a framework, grounded in research, which places an emphasis on language arts literacy in the early grades (K-3). This framework had been instituted in Abbott districts to meet the needs at the school and district level and to develop a plan for improving student outcome through structure, curriculum, assessment, compensatory and supplemental services and targeted professional development. The goals, vision and structure are aligned with New Jersey's Reading First initiative. Limited funding was to be offered to participating IDEAL schools and districts for the purchase of LAL instructional material. Additional funding was to be made available to districts with more than one participating IDEAL school to support the Special Education Literacy Coach (SELRC) initiative.

SPECIAL EDUCATION LITERACY RESOURCE COACH (SELRC) INITIATIVE

SELRCs are selected by the district and trained by the Offices of Literacy and the Office of Special Education Programs to work as coaches in schools among general education and special education teachers, ensuring differentiated instruction and targeted interventions for at risk students. Districts eligible for these coaches receive funding to help support the coaches.

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS

The New Jersey Core Curriculum Content Standards (NJCCCS) were first adopted by the State Board of Education in 1996. The NJCCCS were developed to define a “thorough and efficient education” as required by the New Jersey State Constitution. In its May 1997 decision, the Supreme Court accepted the NJCCCS, which cover seven academic areas and include five overarching cross-content workplace readiness standards. In response to the standards adoption, NJDOE developed curriculum frameworks for each of the academic areas. The purpose of the curriculum frameworks is to serve as a roadmap for teachers and LEAs in the development of curriculum and instructional strategies. Each framework contains examples of high-quality activities that best represent the intent of the standards. The frameworks provide background information on learning theory and best practices that can be incorporated into local curriculum development. Using these frameworks, LEAs are required to design and implement curricula that are aligned to the NJCCCS. As a local control state, New Jersey does not require statewide textbook adoption; therefore, the selection of textbooks and materials to support the local curriculum is the responsibility of LEAs.

At the time New Jersey submitted its Reading First Grant Application, the NJCCCS were subject to a mandated review process. The revised standards in language arts literacy, mathematics, and science were presented to the State Board on May 1, 2002, and adopted July 2, 2002. The revised language arts literacy standards were aligned with national standards developed by the National Council of Teachers of English and the International Reading Association. In addition, an external evaluator reviewed New Jersey’s 1996 standards and recommended that the state make them clearer and more specific by including benchmarking at more grade levels. The external review concluded that additional attention should be given to the primary grades and that phonics instruction should be integrated into the context of meaningful reading and writing tasks. The revised standards [specifically the reading standard (3.1) and its categorical strands]⁵ were strongly influenced by the research of the National Reading panel (2000) and the five dimensions of reading—phonemic awareness, phonics, vocabulary, fluency, and comprehension—as well as the state’s additional focus on motivation and background knowledge. As New Jersey’s standardized tests assess writing, writing standards were included. Based on public review and feedback, as well as the new requirements set forth in NCLB, the standards were further refined to establish grade-specific benchmarks at K-4. The development of additional instructional strategies used to achieve the NJCCCS was left to the discretion of LEAs.

In order to provide teachers with tools to implement the revised language arts literacy standards, NJDOE developed Language Arts Literacy Frameworks. This addendum provides detailed plans for implementing scientifically based reading strategies (aligned with the findings of the National Reading Panel in 2000 and subsequent Reading First legislation) in a comprehensive K-3 reading program and across all content areas (K-12). This updated information assists teachers, regardless of content specialty, in using sound, research-based practices in their classrooms. The addendum is posted on NJDOE’s Web site and featured on the New Jersey Professional Development Port (NJPEP), the department’s Virtual Internet Academy (www.njpep.org).

⁵ See pages in the Revised Standards document, New Jersey’s Federal Grant Application for Reading First.

NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

Since 1998, New Jersey's Statewide Assessment program at grades 4, 8, and 11/12 has linked New Jersey's CCCS to state-constructed criterion-referenced tests that aim to raise the achievement bar for all students, including special education and bilingual/ESL students.⁶ As described in Section 2.1, the statewide assessment system is currently being revised to comply with the new federal requirements outlined in the NCLB, which mandate annual testing in grades 3 through 8. The first full period of implementation for the NJASK at grade 3 in reading was during the spring of 2004.

To further enhance statewide accountability, NJDOE is exploring a new student data system that would enable the state to track student success at benchmark grades. This system is not yet operational, yet has the potential to enable educators, parents, and community members to track school success and participate in educational improvement efforts.

NEW JERSEY PROFESSIONAL DEVELOPMENT PORT (NJPEP), THE VIRTUAL INTERNET ACADEMY

The mission of the New Jersey Professional Education Port is to support the understanding and implementation of the standards and assessments. Under the management of NJDOE's Office of Academic and Professional Standards, this Web site provides statewide professional development opportunities and information designed to increase student achievement by enabling educators to understand and effectively implement the NJCCCS and their related skills and assessments. The NJPEP Web site frees educators from the constraints of time and space by creating a virtual academy. Within NJPEP, teachers interact with standards-based classroom activities or professional development activities. These activities can be collaboratively developed and shared with other teachers and school leaders throughout New Jersey.

PROFESSIONAL STANDARDS FOR TEACHERS AND SCHOOL LEADERS

In December 2003, the State Board of Education adopted New Jersey Professional Standards for Teachers (N.J.A.C. 6A:9-3.2, 3.3) and New Jersey Professional Standards for School Leaders (N.J.A.C. 6A: 9-3.2, 3.4). NJDOE's Professional Standards and Learning unit supports the work required to implement the professional standards for teachers and school leaders and other state and federal educator quality initiatives. The New Jersey Professional Standards provide a vision of the knowledge, performance, and dispositions that teachers and school leaders need to support student learning and achievement of the revised NJCCCS. The Professional Standards and Learning unit has responsibility for supporting teacher and school leader quality initiatives, including the following:

- Professional Development for Teachers and the work of the Professional Teaching Standards Board (PTSB);
- Professional Development for School Leaders and the work of the School Leader Professional Development Advisory Committee;

⁶ New Jersey has had a statewide assessment system since the 1980s.

- the State Action for Education Leadership Project (SAELP) that strengthens the focus on instructional leadership;
- the National Board for Professional Teaching Standards (NBPTS) subsidy and support program;
- the Teacher Mentor and Induction Support and Training Program; and
- the Highly Qualified Teacher Initiative under NCLB.

NEW JERSEY NETWORK (NJN) PUBLIC BROADCASTING, INC.

The New Jersey Network (NJN) Public Broadcasting, Inc., launched the *Ready to Learn* series aimed at preschool and school-aged children to age 12. This program combines PBS educational programming with NJN training for parents, teachers, and caregivers reaching approximately 1,700 children. In support of this literacy service, NJN has distributed, free of charge, more than 5,600 books. The Reading Rainbow Program, also sponsored by NJN, encourages young elementary students to write poetry and design pictures for a statewide competition. NJN has also made a commitment to adult literacy programming. In 1999, NJN began citing Workplace Essential Skills, an extension of NJN's literacy education and workforce development initiatives. The series, designed primarily by PBS Literacy Link, helps unemployed and underemployed pre-GED adults (sixth to eighth grade reading level) to develop essential skills for finding and keeping a job.

NEW JERSEY READS INITIATIVE

One of New Jersey's major telecommunications companies, New Jersey Verizon, has provided \$125 million over two years for a state planning grant and established a New Jersey Reads charter. The grant supports the implementation of a statewide literacy initiative to raise public awareness for literacy and support local grassroots efforts in schools and communities for children, adolescents, and adults. NJDOE is represented on the Verizon Advisory Board. New Jersey Reads was to partner with NJDOE to develop a mentorship/tutoring model involving corporations working with young children in the schools.

OTHER READING-RELATED PROGRAMS

There are a number of other state programs that support literacy development. For example, the America Reads Challenge program has been effectively implemented at over 75 university sites statewide. The Rutgers America Reads tutoring model is a research-based tutorial model implemented by Dr. Lesley Morrow and colleagues. Two National Writing Project sites are housed in New Jersey, one at Rider University and the other at Rutgers University. These project sites enhance Professional development opportunities for teachers and local education agencies.

Under the direction of the Special Assistant to the Commissioner, the Office of Urban Literacy, in the Division of Abbott Implementation, coordinates the implementation of the Intensive Early Literacy (IEL) framework in Abbott K-3 classrooms. This framework will

be implemented in participating IDEAL schools and districts in the 2006-2007 academic year. The goals, vision and mission statement of IEL mirror those of Reading First.

The Office of Special Education Programs, in collaboration with the Office of Urban Literacy offered all 31 Abbott districts the opportunity to participate in the Special Education Literacy Resource Coach (SELRC) Initiative. 27 districts agreed to participate in this initiative in the 2005-2006 academic year. Goals of the SELRC initiative include enhancing the performance of students with disabilities in literacy and reducing the number of inappropriate referrals to special education by strengthening the general education and special education programs in literacy. A major focus of this initiative is to include as many students with disabilities within the general education program during the literacy block. As a condition of participation, districts must implement the IEL framework and agree to participate in state sponsored professional development. They must also agree to turn-key professional development at the district and school level. Participating districts select SELRCs who are trained by the NJDOE Offices of Literacy and the Office of Special Education Programs to work as coaches in schools among general education and special education teachers, ensuring differentiated instruction and targeted interventions for at risk students. Participating districts receive funding to support this initiative. Funding amounts and number of SELRCs (per participating district) are contingent on student population. Funding for this initiative is made available by the Office of Special Education Programs. It is expected that Reading First funds will be utilized to extend this initiative to non-Abbott Reading First districts in the 2006-2007 school year.

2.3 NEW JERSEY READING FIRST INFRASTRUCTURE

New Jersey has instituted a leadership structure to ensure a consistent, comprehensive, coherent approach to literacy education. Former Governor McGreevey's plan established benchmarks and provided leadership and financial resources to ensure the success of an early literacy initiative.

NEW JERSEY'S EARLY LITERACY TASK FORCE

Following the theme of former Governor McGreevey's Forum of Early Literacy, "Literacy is our top priority," an Early Literacy Task Force was established in May 2002. The former Governor's Early Literacy Task Force was to work to ensure that K-3 reading instruction and achievement improved in all schools in the state. The Early Literacy Task Force, chaired by Dr. Dorothy Strickland, professor at Rutgers University School of Education, and Dr. Robert Copeland, Superintendent of the Piscataway School District, has contributed in a variety of ways to New Jersey Reading First:

- The Task Force was charged with identifying effective research-based K-3 programs that schools can adopt and use to meet their needs.
- The Task Force has provided specific recommendations to improve early literacy in all of the state's literacy initiatives. The New Jersey Office of Reading First has used these recommendations as a basis for decision making concerning the monitoring of funded schools, the

development of statewide professional development in SBRR, and the analysis of student achievement data to assess student gains.

The proposed infrastructure for New Jersey Reading First was integrated within the state's overall approach to administering literacy programs. Beginning with the former Governor's forum in May 2002 and the establishment of the Early Literacy Task Force, the state developed recommendations to improve reading programs and the performance of New Jersey's students. Based on the 2002 recommendations of the Early Literacy Task Force, the Office of Reading First implemented the following activities aligned with federal Reading First requirements:

Implementing Effective Practices

- Offered ongoing workshops to Reading First schools based on the findings of the National Reading Panel. The workshops focused on the alignment of SBRR best practices and the New Jersey Core Curriculum Content Standards.
- Established satellite offices in the North, Central, and Southern regions to provide ongoing assistance to Reading First schools.

Professional Development

- Developed an organizational structure that allowed NJDOE regional coordinators to work with district-level Reading First coordinators and literacy coaches to build instructional support in participating Reading First schools.
- Provided common ongoing professional development experiences for all Reading First school administrators, literacy coaches, Reading First coordinators, and instructional personnel.
- Encouraged districts to conduct district-wide professional development needs assessments, the results of which were to be used to provide district-specific professional development.
- Established a partnership with NJN and NJPEP to develop videos and on-line training modules focused on SBRR and related best practices.

Assessment

- Used summative assessment in grades K-3 (TerraNova Plus[®] Grades K-2 and NJASK 3) to track student achievement for Reading First participants disaggregated by NCLB subgroups.
- Required Reading First districts to use formative assessments to inform instruction. Assessments included the DIBELS[™] for screening and progress monitoring; a district-developed six- to eight-week benchmarking system aligned with the New Jersey Language

Arts Literacy Core Curriculum Content Standards and the district's core reading program; and diagnostic assessments.

- Provided professional development opportunities to strengthen teachers' understanding and capabilities in the use of assessment for progress monitoring and diagnostic assessment.
- Reported DIBELS™ assessment results promptly through the University of Oregon Web site to provide immediate feedback to inform instruction.
- Developed a statewide Reading First student database through NJDOE's external evaluator, MGT of America, Inc., to monitor individual student learning outcomes.
- Hired a Reading First statewide assessment coordinator to assist Reading First districts and schools with the administration and interpretation of assessments for Reading First.

DESIGN OF NEW JERSEY'S EARLY LITERACY INITIATIVE

To administer the Reading First grant and to improve the implementation of literacy activities statewide, NJDOE instituted a three-pronged approach. NJDOE established the Offices of Literacy, consisting of the Office of Early Literacy, servicing selected non-Reading First and non-Abbott districts throughout New Jersey; the Office of Urban Literacy, servicing Abbott districts; and the Office of Reading First, servicing participating Reading First districts. This three-pronged approach provided the state-level structures for implementing the Reading First grant (see Exhibits 2-4 and 2-5 for an overview of the organizational structure supporting New Jersey Reading First). Beginning in 2002-2003, the ongoing implementation of the New Jersey Reading First Program was coordinated through an Interdivisional Reading Resource Team (IRRT), which was formed to integrate the New Jersey Reading First Program with other state literacy initiatives.

To achieve full implementation of the principles of the New Jersey Reading First Program, NJDOE proposed a state, regional, and local implementation structure designed to integrate all the state's K-3 reading initiatives and ensure that all children in need had access to high-quality SBRR instruction and assessment. Exhibit 2-4 provides an overview of the similarities and differences among the three primary reading initiatives now operating in New Jersey.

Reading First uses a comprehensive reading design that complies with the parameters for federal funding. The Intensive Early Literacy program is a state-mandated comprehensive reading model required by Abbott Rules and Regulations. Whenever the IEL requirements are more stringent, Abbott Reading First schools must comply with the state requirements for the IEL program. The Reading Coach Program is part of the former Governor's Early Literacy Initiative. The function of the reading coaches is to support and assist non-Abbott, non-Reading First districts.

EXHIBIT 2-4 NEW JERSEY DEPARTMENT OF EARLY READING INITIATIVE

INTENSIVE EARLY LITERACY (PRE-K-3)	NJ READING FIRST (K-3)	READING COACHES (K-3)
PHILOSOPHY/PRINCIPLES		
Requires: Adherence to SBRR and the five essentials of reading as per USDOE. New Jersey adds motivation and background knowledge, and emphasizes language arts literacy.	Requires: Adherence to SBRR and the five essentials of reading as per USDOE. New Jersey adds motivation and background knowledge.	The coaches provide professional development to teachers in non-Abbott schools. The coaches recommend, support, and assist.
STRUCTURE		
90-minute (minimum), uninterrupted block of time, K-3 only.	90-minute (minimum), uninterrupted block of time, K-3.	Recommends 90-minute (minimum), uninterrupted block of time, K-3.
Classroom library (minimum of 300 titles). Recommends literacy centers, and further <u>mandates</u> a reading center (Pre-K-3), a technology center (K-3), and a writing center (PreK-3).	Classroom library (minimum of 300 titles).Recommends literacy centers.	Recommends classroom library and literacy centers.
Class size provisions, not to exceed the following: Pre-K, 15; Grades K-3, 21; and Each Pre-K and K must have an Aide.	No—smaller class size is recommended only. Cites supporting the benefits of class sizes of less than 21.	Recommends smaller class size.
Requires specific time for small group instruction during reading block.	Requires specific time to small group instruction during reading block.	Recommends specific time for small group instruction during reading block.
CURRICULUM		
Alignment of curriculum, materials and supplies, strategies and techniques, assessment (mapping), and includes pre-school expectations.	Alignment of curriculum, materials and supplies, strategies and techniques, assessment (mapping).	Recommends alignment of curriculum, materials and supplies, strategies and techniques, assessment (mapping).
Recommends Reading First —approved programs. Also includes models consistent with WSR developer.	<u>Limited</u> to state-approved comprehensive reading programs and supplemental materials as listed on New Jersey Reads Web site. No others allowed without SBRR documentation.	Recommends reading programs consistent with SBRR.
Requires differentiated materials and multiple entry points for special populations and requires native language and ESL reading as per state bilingual law.	Requires differentiated materials and multiple entry points for special populations and requires native language and ESL reading as per state bilingual law.	Recommends differentiated materials and multiple entry points for special populations and requires native language and ESL reading as per state bilingual law.
Requires use of appropriate software.	Requires use of appropriate software.	Recommends use of appropriate software.
Requires seamless transition from Pre-K to K.	No mention of Pre-K.	No mention of Pre-K.
Names direct, small group, guided, shared, and other SBRR.	Names specific reading strategies.	Recommends specific SBRR reading strategies

EXHIBIT 2-4 (Continued)
NEW JERSEY DEPARTMENT OF EARLY READING INITIATIVE

INTENSIVE EARLY LITERACY (PRE-K-3)	NJ READING FIRST (K-3)	READING COACHES (K-3)
ASSESSMENT AND TESTING		
Assessment of English language proficiency Pre-K-3.	Assessment of English language proficiency, Pre-K-3.	Assessment of English language proficiency, PreK-3.
Levels of assessment screening; benchmarks; diagnostic; and annual testing, in K-3, except annual test is state approved and norm -referenced.	Levels of assessment screening; benchmarks; diagnostic; and annual testing (TerraNova Plus® and NJASK 3).	Recommends multiple levels of assessment; screening; benchmarks diagnostic; and annual testing.
COMPENSATORY AND/OR SUPPLEMENTAL SERVICES		
Provision of supplemental services for children reading below grade level, in accordance with NCLB.	Provision of supplemental services for children reading below grade level, in accordance with NCLB.	Recommends provision of supplemental services for children reading below grade level.
PROFESSIONAL DEVELOPMENT		
Professional development in the following areas: 1) SBRR and six components of reading 2) Curriculum and mapping 3) Approved strategies 4) Assessment, district plan or school-level developed in cooperation with WSR developer	Professional development in the following areas: 1) SBRR and six components of reading 2) Curriculum and mapping 3) Approved strategies 4) Assessment	Provides for: Professional development in the following areas: 1) SBRR and six components of reading 2) Curriculum and mapping 3) Approved strategies 4) Assessment
POPULATIONS SERVED		
All primary schools in Abbott districts. Impacts all populations including bilingual/ESL and special needs.	Limited to Reading First schools. Impacts all populations including bilingual/ESL and special needs.	Impacts non-Abbott, non-Reading First districts. Impacts all populations including bilingual/ESL and special needs.
ADDITIONAL PERSONNEL		
Literacy coach (permitted expenditure).	Reading coordinator and literacy coaches are required.	NJDOE reading coach.

Source: New Jersey Statewide Professional Development Plan, 2005.

NEW JERSEY READING FIRST LEADERSHIP TEAM

During the grant application and early implementation of Reading First, the Reading First Leadership Team and the former Governor’s Early Literacy Task Force worked collaboratively to ensure effective K-3 reading instruction. The broad-based representation of the Leadership Team included state officials, higher education representatives, school district superintendents and central office coordinators, principals, and business and private agency representatives.⁷ Specific tasks performed by the Reading First Leadership Team included the following:

- Members of the Leadership Team contributed to the design of New Jersey Reading First and the content of the grant application.

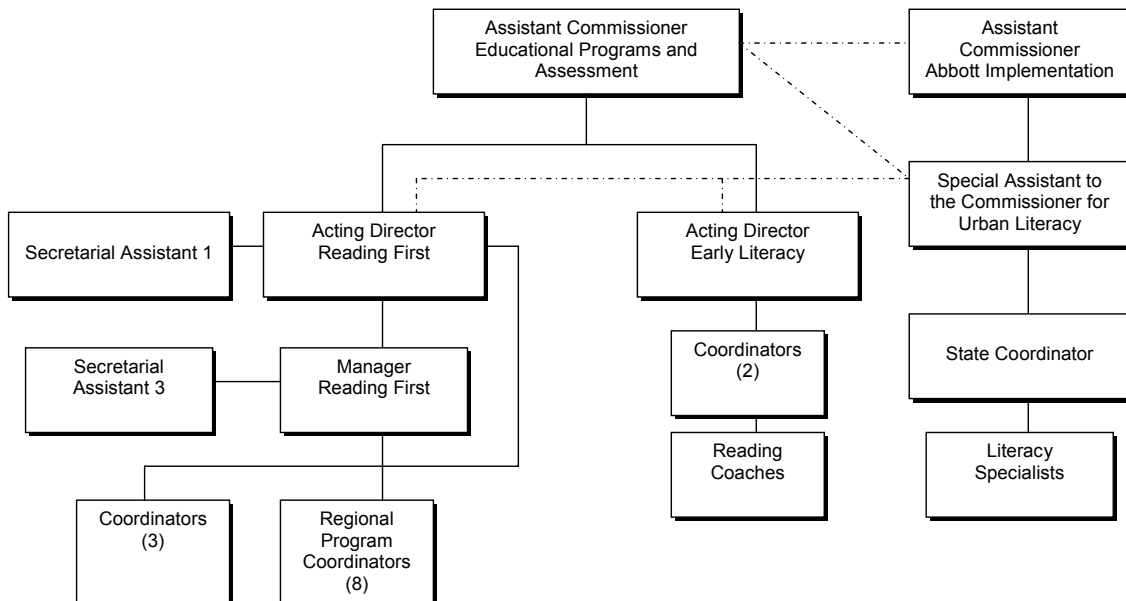
⁷ A list of the New Jersey Reading First Leadership Team members is provided on pages 161 and 162 of the state’s Federal Application for Reading First.

- Some members served on the panel to evaluate proposals and to participate informally in the monitoring and evaluation of funded subgrants.

Members of the Reading First Leadership Team continue to serve as informal contributors to the implementation of Reading First. The Governor’s Office, Leadership Team members, and NJDOE work in concert to create an interdepartmental vehicle for implementing the state’s vision for literacy. Higher education members of the Reading First Leadership Team continue to provide input and direction to Reading First professional development efforts across the state.

To ensure leadership for early literacy initiatives, New Jersey created a state infrastructure that built upon established state priorities for effective reading instruction. Exhibit 2-5 provides an overview of the NJDOE’s infrastructure for its Early Reading Initiative. The Office of Reading First and the Offices of Literacy report to the Assistant Commissioner of Educational Programs and Assessment. The reading-related activities of this unit are closely coordinated with the reading activities supervised by the Division of Abbott Implementation, Office of Urban Literacy.

**EXHIBIT 2-5
ORGANIZATIONAL STRUCTURE FOR
NEW JERSEY’S EARLY LITERACY INITIATIVE**



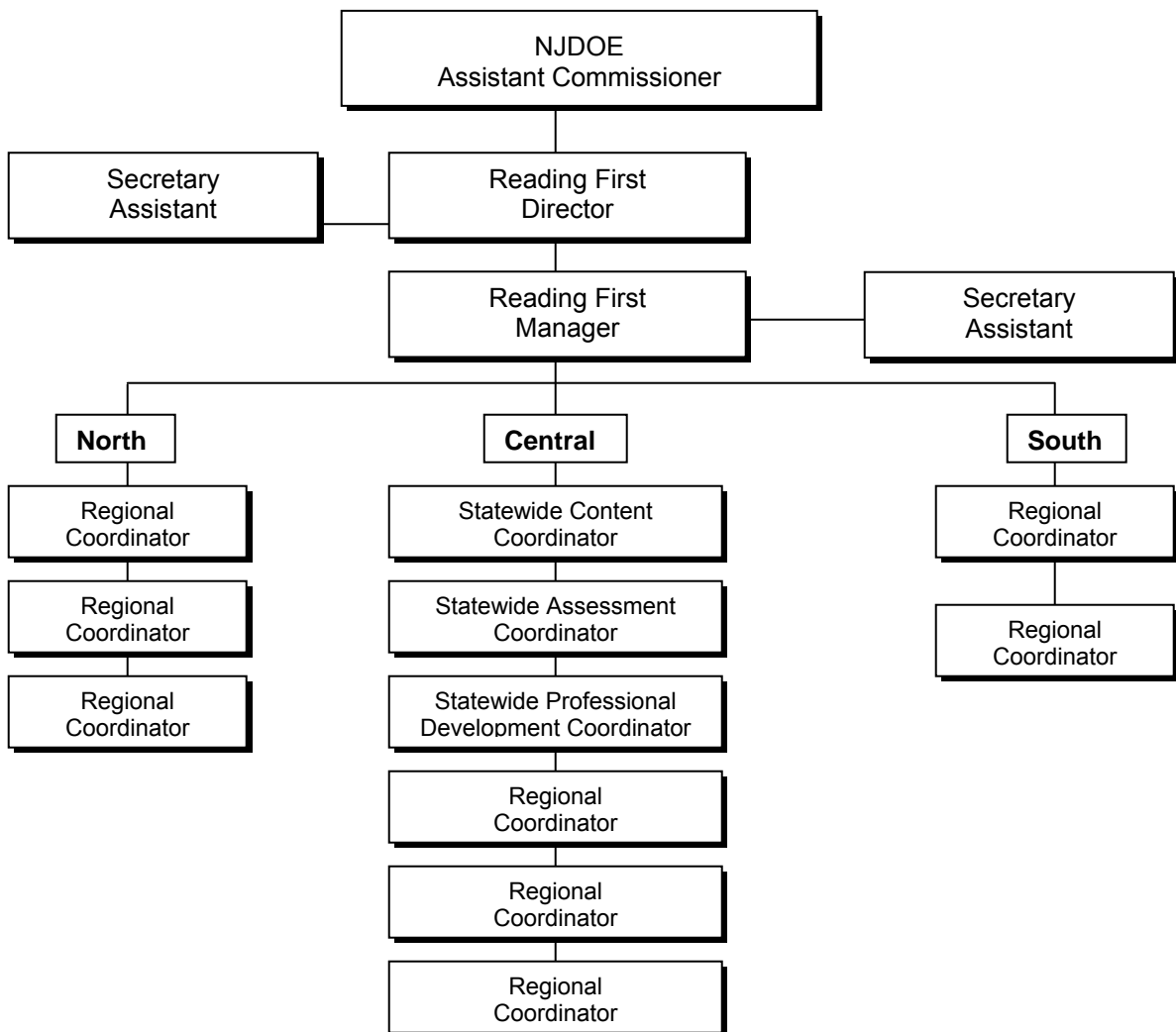
Source: New Jersey Department of Education, Office of Reading First, 2006.

According to the federal application for Reading First funding, four positions were to be established in the Office of Reading First in NJDOE. These positions were to have included a project director, two content coordinators (professional development and assessment), and a support staff person. In effect since December 2003, the final organizational structure implemented during the restructuring of NJDOE assigned seven positions to the Office of Reading First, including a project director and project manager, three coordinators (assessment, professional development, and content), and two

support staff persons. The first acting project director was hired in July 2002, followed by two co-directors. In December 2003, the two co-director positions assumed the title of project director. This position is assisted by a project manager. During the early implementation of the grant, the project director, project manager, and coordinator positions were inconsistently occupied due to delays in the hiring process and a high rate of turnover.

Exhibit 2-6 displays the organizational structure for the New Jersey Office of Reading First. Key features of the New Jersey Reading First infrastructure are described below.

**EXHIBIT 2-6
ORGANIZATIONAL STRUCTURE FOR THE NEW JERSEY
OFFICE OF READING FIRST**



Source: New Jersey Department of Education, Office of Reading First, 2006.

NEW JERSEY DEPARTMENT OF EDUCATION, OFFICE OF READING FIRST

During the reorganization of its structure and services, the Reading First program was housed in NJDOE's Division of Educational Programs and Assessment under the leadership of an assistant commissioner, Reading First director, and a Reading First manager. The Office of Reading First is part of the Offices of Literacy. Positions in this office include three staff members hired to assist the former Governor's Early Literacy Task Force and spearhead efforts to train the reading coaches. These staff members also play an important role in the coordination of all literacy efforts and the implementation of the Reading First initiative. Additionally, interdivisional collaboration with the Division of Abbott Implementation, Office of Urban Literacy is ongoing.

The organizational structure of the Office of Reading First includes a director, a program manager, three statewide coordinators (assessment, professional development, and content), and eight regional coordinators. The Reading First director oversees all aspects of implementation. The program manager's role is to manage all activities of the Reading First grant and be responsible for fiscal operations of the grant. The program manager provides oversight for the regional content specialists (11 personnel) and works with the external evaluator, consultants, and higher education partners. The three statewide coordinators and the eight regional coordinators provide on-site technical assistance and serve as NJDOE's first contact regarding the grant. The staff responsibilities are to collect data and compile reports regarding grant implementation; recommend, design, and/or provide training; and assist with the coordination of LEA literacy team activities.

As part of its oversight responsibility, the New Jersey Office of Reading First ensures that each LEA to which the NJDOE made a subgrant will:

- participate in professional development for teachers and other instructional staff on the teaching of reading based on SBRR;
- implement valid and reliable assessments in K-3 classrooms as prescribed by the state;
- select classroom reading materials based on SBRR from the state-approved programs/materials list;
- identify methods to provide additional or more intense instruction to children who are below grade level in reading; and
- provide strong instructional leadership.

Early literacy consultants are contracted, as needed, to provide assistance with the development of high-quality training in scientifically based reading methods aligned with the goals of Reading First. Staff from the Division of Abbott Implementation works with the Reading First and Early Literacy staff, as needed, to assist in the design and delivery of professional development activities as well as program implementation, monitoring, and reporting. Additionally, an Office of Early Childhood Programs was created. This office is responsible for implementing of state-funded early childhood programs and creating of an early childhood curriculum framework to guide program development. This

office assists in providing the critical link between early childhood literacy efforts and K-3 reading programs.

NEW JERSEY'S REGIONAL CENTERS

To assist in the implementation of LEA and school-based state initiatives, the Offices of Literacy maintained three satellite centers: Northern, Central, and Southern. The centers are staffed with reading coaches, literacy specialists, and Reading First regional coordinators to aid in the implementation of Reading First. Eight Reading First regional coordinators trained in SBRR and the five essential elements of reading perform the following functions:

- serve as the first point of contact for Reading First Schools;
- provide technical assistance and serve as the primary professional development conduit for the LEAs and schools;
- establish regional networks led by Reading First directors and managers to provide ongoing and timely support to teachers and other staff;
- conduct regular site visits of Reading First schools; and
- facilitate collaboration with other division staff as resources to support local implementation processes.

LOCAL EDUCATION AGENCIES (LEAs)

School Literacy Team

All participating Reading First schools are required to establish a three-member (minimum) School Literacy Team (SLT), as well as a Steering Committee, to provide oversight of grant activity planning, implementation, and progress reporting. Each member of the team plays a vital role in the implementation and success of the Reading First initiative. The SLT includes the LEAs Reading First coordinator, the principal or building-level administrator, and the literacy coach. LEAs completed a statement of assurance that their SLT members would attend all state-directed training sessions and provide ongoing, sustained training to principals, teachers, and others in SBRR and the five components of reading. The roles of the SLT members are described in the paragraphs below.

The Role of the Reading First Coordinator

Reading First coordinators must be experienced elementary educators and are considered more effective if they have K-3 teaching experience as well. Reading First coordinators must hold New Jersey instructional and supervisor certificates and must be willing to commit the time and expertise needed to implement the district's Reading First program. Specifically, Reading First coordinators:

- oversee the implementation and monitoring of the Reading First program;

- serve as the assessment coordinator for Reading First schools;
- work with the school SLT to coordinate professional development activities related to Reading First;
- schedule all training for teachers and administrators related to Reading First;
- serve as the liaison between schools, higher education partners, and the NJDOE regional office;
- communicate bimonthly with school staff, LEA staff, and State Education Agency (SEA) staff about Reading First programs and outcomes;
- collect, record, and share all data for Reading First activities with the state and the U.S. Department of Education; and
- work with the local community to publicize Reading First activities to parents and the community at large.

The Role of the Principal

The school principal is critical to the success of the SLT. For the purposes of Reading First, the principal co-chairs the School Steering Committee with the Reading First coordinator. Since the principal is directly involved in all Reading First efforts, both the LEA and the principal must ensure commitment of the necessary time and expertise to the Reading First program. The principal is required to support high-quality professional development for all school staff, including other building administrators, K-3 teachers, instructional personnel in special education and/or ESL/bilingual programs, and support staff who work with K-3 students. School principals demonstrate commitment to Reading First by:

- serving as an instructional leaders for Reading First and supporting the strategic planning and implementation necessary for the success of the Reading First program;
- coordinating schoolwide plans to align with the goals of Reading First;
- working with Reading First coordinators to plan and organize professional development activities;
- managing all fiscal responsibilities related to Reading First, in coordination with the LEA's central office;
- observing teachers, using a state-developed rubric, to ensure integrity of the Reading First program and alignment to scientifically based research methods; and

- reporting the progress of the Reading First program to the local Board of Education, central administrators, teachers, parents, and others in the community.

The Role of the Reading First Literacy Coach

The literacy coach is also an integral part of the SLT. Literacy coaches provide expert support and ongoing assistance to classroom teachers during all phases of the Reading First program. LEAs identify expert literacy coaches for the purposes of Reading First and determine, based on need, if a coach should serve one or more schools. Reading First literacy coaches:

- provide daily support, including mentoring and coaching, to teachers of K-3 classrooms;
- provide in-class support for teachers by assisting in screening and diagnostic activities, monitoring intervention strategies, and monitoring student progress;
- model scientifically based reading strategies for teachers in classrooms;
- facilitate study groups and provide workshops for teachers and administrators, incorporating pedagogical materials aligned to the five essential components of reading, effective strategies for reading instruction, scientifically based reading assessment strategies, and analysis and utilization of student data to ensure student progress;
- collaborate with and become an integral part of the SLT and work closely with district the Reading First coordinator to plan professional development;
- work with school administrators to monitor and plan a high-quality reading program for the entire school; and
- participate and receive high-quality training in scientifically based reading research and methods.

2.4 NEW JERSEY'S REQUIREMENTS FOR READING FIRST—FUNDED SCHOOLS

Schools awarded Reading First funds are required to accomplish specific activities in support of the goals of New Jersey Reading First. To ensure that the selected districts and schools had buy-in for the Reading First efforts, the state required in its Notice of Grant Opportunity (NGO) that eligible LEAs and schools sign assurances to show support by administration, principals, and teachers. From the list of eligible schools, the following criteria are used to select those schools included in the LEA's Reading First application. LEAs are allowed to apply other criteria for school selection, but these had to be explicitly stated in the LEA's application to the state. At each school, the principal and K-3 teachers, including special education and ESL/bilingual teachers, agree to:

- provide at least 90-minutes of uninterrupted daily reading instruction for all students;
- participate fully in all professional development activities required at the state, regional, and local levels;
- provide release time for key individuals (e.g., school literacy teams) to plan, coordinate, and execute Reading First activities at the school/district level;
- select a common core research-based K-3 reading program to be implemented with fidelity by all teachers at a given grade level;
- administer a common set of assessments selected by the state and/or district that are aligned with the goals of Reading First;
- seek a partnership with higher education on the Reading First initiative to support the professional development of teachers and administrators;
- work cooperatively with a literacy coach assigned to the school;
- share effective reading strategies with peers in the school, district, and the state;
- work with staff from the NJDOE and designated consultants to provide more intensive instruction to children who fail to make adequate progress in reading;
- complete state and federal surveys, forms, and other documentation as required by the Reading First program; and
- monitor student progress by recording/charting student data and reporting the data to school administrators and others responsible for Reading First implementation.

LEAs are also required to foster strong connections with the Early Literacy Initiative by providing assistance in the development of reading readiness in early childhood and kindergarten students. In addition, LEAs must demonstrate how they will ensure that all students, including English as a Second Language (ESL) students and children with disabilities, have access to comprehensive reading programs grounded in SBRR as well as intervention and supplemental programs in reading. When students receive instruction in their native language, these materials must also be made available in the students' native language. For students receiving ESL only, LEAs must also provide students access to comprehensive and supplemental ESL reading programs. Furthermore, LEAs must ensure that the Reading First program will meet the needs of students who:

- have been identified as having one or more disabilities;

- are at risk of being referred to special education due to reading deficiencies;
- have been evaluated under Section 614 of the Individuals with Disabilities Education Act but, in accordance with Section 614(b)(5) of such Act, have not been identified as being a child with a disability (as defined in Section 602 of such Act); and/or
- are eligible for adaptations under Section 504 of the Americans with Disabilities Act.

To implement New Jersey Reading First, LEAs and schools must ensure flexible school and classroom scheduling that will allow staff, including the School Literacy Team, common planning time during the school day. In addition, the school must develop a focused plan that will allow teachers the necessary time outside the classroom for planning and participation in self-directed or district/school-sponsored professional development opportunities.

NJDOE specifies that a comprehensive reading program should involve ongoing assessment of the five areas of reading instruction. During the subgrant application process, LEAs were required to provide a list and description of all early assessments used in the eligible K-3 schools, and describe how these state-approved instruments would be used for instructional purposes and monitoring of student progress. As mandated in the Reading First legislation, funded schools are required to implement screening, diagnostic, and classroom-based assessment tools as strategies for the ongoing measurement of student progress in the five components of reading. LEAs are required to describe how all three forms of assessment are to be used to inform classroom practices, and how these assessments are to be used to identify those students most at risk for not meeting the goals of Reading First. Exhibit 2-7 shows the recommended schedule for mandated Reading First assessments in kindergarten through grade 3. Districts may also use additional screening diagnostic, holistic, and performance-based assessments as needed for progress monitoring.

EXHIBIT 2-7 NEW JERSEY'S MANDATORY SCHEDULE OF READING FIRST ASSESSMENTS

KINDERGARTEN ASSESSMENT			
Reading Skill Areas To Be Assessed	Beginning of Year	Middle of Year	End of Year
Initial Sounds/Letters	DIBELS™ (ISF, LNF)	DIBELS™ (ISF, LNF)	DIBELS™ (LNF)
Phonemic Awareness		DIBELS™ (PSF)	DIBELS™ (PSF)
Phonics		DIBELS™ (NWF)	DIBELS™ (NWF)
Vocabulary		DIBELS™ (WUF)	DIBELS™ (WUF)
Outcome Measure			TerraNova Plus®
FIRST-GRADE ASSESSMENT			
Reading Skill Areas To Be Assessed	Beginning of Year	Middle of Year	End of Year
Initial Sounds/Letters	DIBELS™ (LNF)	DIBELS™ (LNF)	
Phonemic Awareness	DIBELS™ (PSF)	DIBELS™ (PSF)	DIBELS™ (PSF)
Phonics	DIBELS™ (NWF)	DIBELS™ (NWF)	DIBELS™ (NWF)
Vocabulary	DIBELS™ (WUF)	DIBELS™ (WUF)	DIBELS™ (WUF)
Fluency		DIBELS™ (ORF)	DIBELS™ (ORF)
Comprehension		DIBELS™ (RF)	DIBELS™ (RF)
Outcome Measure			TerraNova Plus®
SECOND-GRADE ASSESSMENT			
Reading Skill Areas To Be Assessed	Beginning of Year	Middle of Year	End of Year
Phonemic Awareness			
Phonics	DIBELS™ (NWF)		
Vocabulary	DIBELS™ (WUF)	DIBELS™ (WUF)	DIBELS™ (WUF)
Fluency	DIBELS™ (ORF)	DIBELS™ (ORF)	DIBELS™ (ORF)
Comprehension	DIBELS™ (RF)	DIBELS™ (RF)	DIBELS™ (RF)
Outcome Measure			TerraNova Plus®
THIRD-GRADE ASSESSMENT			
Reading Skill Areas To Be Assessed	Beginning of Year	Middle of Year	End of Year
Phonemic Awareness			
Phonics			
Vocabulary	DIBELS™ (WUF)	DIBELS™ (WUF)	DIBELS™ (WUF)
Fluency	DIBELS™ (ORF)	DIBELS™ (ORF)	DIBELS™ (ORF)
Comprehension	DIBELS™ (RF)	DIBELS™ (RF)	DIBELS™ (RF)
Outcome Measure			NJASK 3

Source: New Jersey Federal Application for Reading First, 2002.

Note: Initial Sound Fluency (ISF), Letter Naming Fluency (LNF) Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Word Use Fluency (WUF), Oral Reading Fluency (ORF), Oral Retelling Fluency (RF).

2.5 NEW JERSEY READING FIRST SUBGRANT AWARD PROCESS

This section provides an overview of New Jersey's subgrant selection process for distributing Reading First funds to LEAs.

PROCESS FOR AWARDING SUBGRANTS

In 2003, a total of 147 New Jersey LEAs were eligible to apply for an anticipated 35 grants as determined by the Reading First guidelines. New Jersey proposed funding all regions of the state, with an emphasis on rural and urban populations. Projected grant allocations ranging from \$140,000 to \$1.6 million were likely due to the wide range of student enrollment across the eligible LEAs. As defined in New Jersey's Federal Reading First Grant Application, the percentage of the awards to an eligible district was to be no less than the percentage that the LEA received of the total Title I Part A funds received by all LEAs in New Jersey during the preceding fiscal year (2001-2002). In its federal application for Reading First, New Jersey set the following priorities for LEA selection:

- A limited number of LEAs would be selected to ensure that subgrants were of sufficient size and scope and that high-quality implementation support and evaluation could be provided.
- Selected LEAs were required to commit a portion of their Title I funds toward the goals of the Reading First program.
- Local decisions about which schools should apply for Reading First subgrants were to be based on a local needs assessment and a determination of the commitment of the school staff to the goals of Reading First.
- The LEA would meet the criteria for low-performing, high-poverty LEAs.
- The LEA would choose to implement a common core reading program across all Reading First schools in the district.
- The LEA would show strong district-level leadership with a focus on student achievement and school accountability.
- The LEA would have a comprehensive professional development model in place that was scientifically based and linked to higher education.
- The LEA would allocate specific district funding to early intervention programs, including those held before and after school, on weekends, and during the summer for those students at risk of reading failure.

Grade 4 reading scores on the Elementary School Proficiency Assessment (ESPA) were used to identify schools that were eligible to participate in the Governor's Reading Coach

Program. In the absence of a grade 3 measure, the performance bands on the ESPA grade 4 reading test, especially in the Partially Proficient category, were considered to be a predictable indicator of how students in the same schools were performing at grade 3. Student performance on the ESPA was used to identify schools where more than 15 percent of students were performing at the Partially Proficient level. These schools were targeted for initial coaching efforts.

NJDOE scheduled required sessions for selected staff from these districts to work with reading coaches during late July/early August. SEA Reading First staff, as well as other appropriate SEA staff, were included in these training efforts.

Schools where 10 to 15 percent of students were performing at the Partially Proficient level were not included in the summer training sessions but did receive assistance with the implementation of research-based best practices beginning in the fall of 2002. Schools where fewer than 10 percent of students were performing at the Partially Proficient level had access to selected reading assistance activities, but were not included in the initial round of reading coach programs.

In accordance with the federal regulations, LEAs that met the federal criteria were eligible to apply through New Jersey's Notification of Grant Opportunity process for Reading First funds. Grade 4 reading scores on the Elementary School Proficiency Assessment were used to identify schools that were eligible to compete for Reading First funding. In the absence of a grade 3 measure, the performance bands on the ESPA grade 4 reading test, especially in the Partially Proficient category, were considered to be a predictable indicator of how students in the same schools were performing at grade 3. Student performance on the ESPA was used to identify schools where more than 21 percent of students were performing at the Partially Proficient level. The subgrant application was released to the eligible LEAs on December 9, 2002, and posted on the NJDOE Web site with a return date of February 27, 2003. Eligible LEAs were invited to technical assistance workshops between December 2002 and January 2003 to help them with the grant application process. During this competition, 147 districts were identified as eligible to compete for Reading First funding. Of those eligible, only 57 districts applied. Of these applicants, 22 districts representing 58 schools were approved for funding using the selection process described in New Jersey's Federal Reading First Application.

Exhibit 2-8 provides an overview of the New Jersey Reading First-funded districts and schools, as well as the K-3 enrollment for each grantee. New Jersey Reading First has the potential to impact 23,283 students.

Schools identified as Cohort 1 were funded to implement Reading First between January 1, 2003 and December 31, 2003. Cohort 2 schools were funded during the calendar year of 2004, and Cohort 3 schools were funded during the calendar year of 2005.

EXHIBIT 2-8¹
NEW JERSEY READING FIRST-FUNDED DISTRICTS AND SCHOOLS

DISTRICT	SCHOOL	COHORT	GRADE CONFIG.	MADE AYP ²	K-3 ENROLLMENT (2003-2004)	K-3 ENROLLMENT (2004-2005)	K-3 ENROLLMENT (2005-2006)
Atlantic City	New York Avenue School	1	K-3	Yes	204	244	246
	New Jersey School	1	K-3	No	243	205	199
	Texas Avenue School	1	K-3	No	261	252	238
	Uptown School Complex	1	K-3	No	318	303	290
	Dr. Martin Luther King Jr., School Complex	3	K-3	No	268	243	227
	Sovereign Avenue	3	K-3	No	344	361	428
Carteret	Columbus School	2	K-3	No	428	399	378
	Nathan Hale School		K-3	No	322	363	356
City of Orange³	Lincoln Avenue School	2	K-3	Yes	377	356	317
	Forest Street School	3	K-3	No	160	178	139
East Orange³	Ecole Toussaint Louverture School	2	K-3	Yes	212	193	186
	George Washington Carver Institute No. 1	2	K-3	No	300	317	303
	Langston Hughes	3	K-3	Yes	315	284	273
	Mildred Barry-Garvin Elementary School	3	K-3	No	171	170	126
Egg Harbor City	Charles L. Spragg School	1	K-3	No	210	186	195
Elizabeth³	Benjamin Franklin School No. 13	2	K-3	No	286	283	285
	Charles J. Hudson School No. 25	2	K-3	Yes	201	173	168
	George Washington School No. 1	2	K-3	Yes	622	599	643
	Nicholas Murry Butler School No. 23	2	K-3	Yes	617	620	592
	Peterstown School No. 3	2	K-3	No	433	438	476
	Theodore Roosevelt School No. 17	2	K-3	No	363	387	393
	Winfield Scott School No. 2	2	K-3	No	271	230	244
	Abraham Lincoln School No. 14	3	K-3	No	638	631	675
	Marquis De Lafayette No. 6	3	K-3	No	447	438	449

EXHIBIT 2-8¹ (Continued)
NEW JERSEY READING FIRST-FUNDED DISTRICTS AND SCHOOLS

DISTRICT	SCHOOL	COHORT	GRADE CONFIG.	MADE AYP ²	K-3 ENROLLMENT (2003-2004)	K-3 ENROLLMENT (2004-2005)	K-3 ENROLLMENT (2005-2006)
Englewood	Cleveland Elementary School	2	1-3	No	202	164	213
	D.A. Quarles Elementary School	2	K-1	--	329	304	215
	Lincoln Elementary School	2	2-3	No	193	205	246
Hackensack	Fairmount Elementary School	2	K-3	No	401	426	380
	Hillers Avenue School	2	K-3	No	366	363	310
	Jackson Avenue School	2	K-3	Yes	295	307	284
	Parker Elementary School	2	K-3	Yes	333	344	311
Hoboken³	Calabro	2	K-3	Yes	129	113	73
	Connors	2	K-3	No	162	167	171
	Wallace Elementary School	2	K-3	Yes	292	297	300
Jackson Township	Switlik Elementary School	1	K-3 (03/04 and 04/05) 1-3 (05/06)	No	564	613	472
	Crawford-Rodriguez Elementary School	3	1-3	No	356	353	382
	Sylvia Rosenauer School	3	1-3	Yes	219	202	225
Jersey City³	Public School No. 14	2	K-3	No	225	221	217
	Public School No. 15	2	K-3	No	285	293	269
	Public School No. 22	2	K-3	No	255	278	224
	Public School No. 34	3	K-3	No	289	302	333
	Public School No. 41	3	K-3	No	226	181	167
Keansburg³	Joseph C. Caruso School	2	3	Yes	140	117	117
	Port Monmouth Road School	2	K-2	--	396	387	386
LEAP Academy	LEAP Academy University Charter School	2	K-3	No	194	215	216
Linden	School No. 1	2	3	No	118	105	102
	School No. 2	2	K-3	No	161	177	189
	School No. 4	2	K-3	No	332	329	355
	School No. 5	2	K-2	--	286	269	277
	School No. 6	2	K-3	Yes	192	208	207

EXHIBIT 2-8¹ (Continued)
NEW JERSEY READING FIRST-FUNDED DISTRICTS AND SCHOOLS

DISTRICT	SCHOOL	COHORT	GRADE CONFIG.	MADE AYP ²	K-3 ENROLLMENT (2003-2004)	K-3 ENROLLMENT (2004-2005)	K-3 ENROLLMENT (2005-2006)
New Brunswick³	Lord Stirling School	2	K-3	No	303	253	373
	Paul Robeson School	2	K-3	No	235	336	278
	A. Chester Redshaw School	3	K-3	No	454	398	292
Passaic City³	School No. 2	2	K-3 (03/04) K-2 (04/05 and 05/06)	--	247	250	242
	School No. 6	2	K-3	No	423	556	534
	School No. 7	2	K-2 (03/04 and 04/05) K-3 (05/06)	--	258	259	276
	School No. 8	2	K-3	No	418	424	432
	School No. 9	2	2-3 (03/04) 3 (04/05 and 05/06)	No	121	91	102
	School No. 10	2	K-3	No	511	504	611
	School No. 11	2	1-3	No	749	654	624
	School No. 15	2	K	--	221	228	193
	School No. 16	2	K	--	124	119	111
Pleasantville³	North Main Street School	2	K-3	Yes	156	156	171
Salem City³	John Fenwick Elementary School	1	K-3 (03/04) K-2 (04/05 and 05/06)	--	372	296	290
	Salem City Middle School	3	3 (04/05 and 05/06)	Yes	--	74	75
Trenton³	Columbus School	2	K-3	Yes	64	63	61
	Grant School	2	K-3	Yes	254	212	200
	Jefferson School	2	K-3	Yes	203	254	175
	Monument School	2	K-3	No	187	169	186
	Stokes Elementary	3	K-3	No	206	225	233
Union City³	Edison School	1	K-3	No	574	583	622
	Washington School	1	K-3	No	317	307	313
	Robert Waters School	3	K-3	No	509	519	538
	Sara M. Gilmore School	3	K-3	Yes	221	217	238
	Veteran's Memorial School	3	K-3	Yes	267	254	245

EXHIBIT 2-8¹ (Continued)
NEW JERSEY READING FIRST-FUNDED DISTRICTS AND SCHOOLS

DISTRICT	SCHOOL	COHORT	GRADE CONFIG.	MADE AYP ²	K-3 ENROLLMENT (2003-2004)	K-3 ENROLLMENT (2004-2005)	K-3 ENROLLMENT (2005-2006)
West New York³	Harry L. Bain	1	K-3	Yes	382	413	371
	School No. 2	1	K-3	Yes	291	270	250
	School No. 5	1	K-3	Yes	398	403	375
	School No. 4	3	K-3	Yes	272	257	265
Wildwood City	Glenwood Elementary School	2	K-3	Yes	240	229	229

Source: New Jersey State Department of Education, 2006.

¹ Enrollment data from New Jersey Report Cards.

² 2005 NCLB Report used for AYP Status.

³ District is classified as an Abbott District.

2.6 IMPROVING READING INSTRUCTION IN READING FIRST-FUNDED SCHOOLS

The New Jersey Reading First program builds on several of New Jersey’s key statewide initiatives for K-12 reading instruction and accountability. The New Jersey Core Curriculum Content Standards and the New Jersey Assessment Program are critical support structures for the implementation of Reading First. Additionally, effective administration of grant activities are described in the state management and professional development and technical assistance.

STATE MANAGEMENT PLAN

NJDOE coordinates all literacy efforts through the Offices of Literacy. To ensure effective statewide collaboration, the Office of Reading First seeks the assistance of the Interdivisional Reading Resource Team, consisting of representatives from the Offices of Urban Literacy, Academic and Professional Standards, Assessment, Division of Abbott Implementation, Title I, Early Literacy, Special Education, and Bilingual Education.

The Reading First staff, in collaboration with the Interdivisional Reading Resource Team, assists with the coordination of the Reading First application, and provides oversight and ongoing evaluation of the Reading First program. Most important, the Reading First staff (approximately 15 personnel) works with the IRRT to establish a collaborative process for the delivery of optimized technical assistance and professional development; identify valid, reliable assessment tools to assist districts in making informed decisions for children; and will establish a venue where best practices can be shared and replicated.

The state’s management plan for Reading First is fully coordinated with former Governor McGreevey’s state literacy initiative and compatible with the approaches developed by the Early Literacy Task Force. In response to the former Governor’s mandate to identify best practices and strategies in K-3, the Task Force examined a range of scientific

research—including the National Reading Panel Report (Snow, Burns, Griffin, 1998) and publications from the Learning First Alliance—to identify research-based best practices of effective teachers, effective schools, and the content of effective research-based literacy programs. After a careful review of scientifically based reading research, recommendations were given for the implementation of effective practices, professional development, pre-service education and certification, and assessment. The Early Literacy Task Force Report was distributed in July 2002.

All Reading First leadership staff attended the Harvard Institute (August 18-22, 2002). Other SEA representatives served as needed during phases of grant development, implementation, and oversight evaluation of the grant. National and state consultants, including the Florida Center for Reading Research, served as advisors to New Jersey's literacy initiatives.

In order to provide leadership and assist districts and schools, NJDOE established a Reading First Program Review Committee to review vendor programs, assessments, and educational materials (including computer software programs) to determine if they meet the criteria for Reading First and are grounded in scientifically based reading research. However, because New Jersey's home rule regulations give local districts a large amount of flexibility in selecting curricular programs, the state allows LEAs to choose classroom-based measures and diagnostic measures from a list of recommended programs—those that best meet the needs of their students in K-3.

Consistent with the state's continuing education requirements adopted in May 1998, the New Jersey Professional Teaching Standards Board (PTSB)—comprised of teachers and practitioners—adopted a series of measures that assist Reading First districts and schools with the delivery of high-quality professional development. As a result of the work of the PTSB, the State Board of Education adopted professional development standards, guidelines for district professional development programs, a quality assurance program for professional development opportunities offered by providers, and an on-line directory of professional development providers. For the purposes of Reading First, providers are invited to register with the New Jersey Department of Education, and school districts are responsible for selecting providers that meet their needs.

State guidelines for district professional development require school districts to develop a yearly professional development plan. These guidelines assist districts with planning, assessing professional development needs, and evaluating the success of their plan. This helps districts move their current professional development programs into the new paradigm of job-embedded, collegial professional development. The regulations require that all district plans reflect the new standards developed by the PTSB and be approved by the State Board of Education and the Commissioner. At the county level, a 15-member board comprised of teachers, administrators, a higher education representative, school board members, and members of the public review and approve all district plans to ensure that they are aligned with the state-level standards. For the purposes of Reading First, districts should have needs assessment plans already established for professional development. This plan will greatly assist eligible LEAs with the planning and coordination of their grant proposals, and, specifically, district-and school-level plans for Reading First.

Additionally, the NJDOE's Virtual Academy (NJPEP) was created to provide high-quality, innovative Web-based training and technical support for all teachers. Housed within the Division of Educational Programs and Assessment, NJPEP provides high-quality, cost-effective technical assistance and professional development for all teachers using interactive television, teleconferencing, and the Internet. For the purposes of Reading First, these interactive technologies allow educators to share resources, best practices, and scientifically based reading strategies. NJPEP serves as a means to showcase Reading First best practices and Read to Achieve schools that demonstrate significant reading gains and school progress, as well as encourage replication and resource sharing. This innovative measure, in addition to the high-quality training they receive at the regional training sites, enables Reading First teachers to participate in regular professional development activities without having to leave the workplace. Exhibits 2-9 and 2-10 provide samples of the NJPEP offerings for Reading First.

EXHIBIT 2-9 NEW JERSEY PROFESSIONAL EDUCATION PORT READ ALoud OFFERINGS

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new jersey department of education
DOE

[njdoe home](#)

NJPEP | New Jersey Professional Education Port

[NJPEP Home](#) > [Professional Development](#) > [Video-based Modules](#) > Read Aloud

Reading First New Jersey - Professional Development *Video-based Reading Strategies and Techniques: The Read Aloud*

NJ Classroom Teacher: [Lois Neuman, Union City School District](#)
 Research Expert: [Susan Blair-Larsen, The College of New Jersey](#)

Topics <i>Choose in any order</i>	Video Segments				Professional Development			
	Expert	Time	Classroom	Time	Guidance	Practice	Self-Assessment	Resources
Introduction		1:53			<ul style="list-style-type: none"> • Overview • Introduction 			
Pre-reading		1:29		1:08	●	●	●	●
Book Cover		2:33		2:23	●	●	●	●
During Reading		1:14		1:43	●	●	●	●
After Reading		0:38		2:40	●	●	●	●
Reflections				0:48		●		●
Videoconference: Teacher Questions & Panel Response				17:50	Turnkey Trainers: We have a discussion board available! Please email njpep@doe.state.nj.us if you would like a password for your workshop. The Read Aloud Manual to Support Turnkey Training			
Full video				TBA				

NJPEP: Virtual Academy, NJ Department of Education, 100 Riverview Plaza, Trenton, NJ 08625-0500
 Voice: 609.292.9069 Fax: 609.292.7276
 For information, you can contact us at: NJPEP@doe.state.nj.us

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Source: New Jersey Professional Education Port Web site, 2005.

EXHIBIT 2-10 NEW JERSEY PROFESSIONAL EDUCATION PORT COMPREHENSION OFFERINGS

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 new jersey department of education njdoe home

NJPEP | New Jersey Professional Education Port

[NJPEP Home](#) > [Professional Development](#) > [Video-based Modules](#) > Comprehension

Reading First New Jersey - Professional Development
*Video-based Reading Strategies and Techniques: **Comprehension***

NJ Classroom Teacher: **Leslie Fisher, Reading Specialist**, [Roxbury Township School District](#)
Research Experts: **Maureen McLaughlin and Mary Beth Allen**, [East Stroudsburg University](#)

Topics	Video Segments				Professional Development			
	Expert	Video Time	Demonstration	Video Time	Guidance	Practice	Self-Assessment	Links
Choose in any order								
Guided Comprehension Model - Part 1		1:04		1:15	<ul style="list-style-type: none"> Overview Introduction 			
Teacher-Guided Small Group Instruction		0:57		1:56	Examine teacher/student interactions during a small group lesson.			
Assessment		0:50		1:55	Learn how the teacher incorporates informal assessment during classroom instruction.			
Guided Comprehension Model - Part 2		3:07			Observe the elements of a teacher-directed whole group lesson.			
Teacher-Directed Whole Group Instruction								
Preview		1:04		3:06				
Visualize		0:59		2:35				
Summarize		0:53		2:06				
Classroom Strategies		0:33		0:56	Observe how the classroom is organized to promote the understanding of comprehension strategies.			
Reflection				0:43				
Panel Review				24:40	Turnkey Trainers: We have a discussion board available! Please email njpep@doe.state.nj.us if you would like a password for your workshop.			
Full video				50:14	Comprehension Manual to Support Turnkey Training			

NJPEP: Virtual Academy, NJ Department of Education, 100 Riverview Plaza, Trenton, NJ 08625-0500
Voice: 609.292.9069 Fax: 609.292.7276
For information, you can contact us at: NJPEP@doe.state.nj.us

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Source: New Jersey Professional Education Port Web site, 2005.

DISTRICT AND SCHOOL-BASED PROFESSIONAL DEVELOPMENT

Understanding the need for comprehensive, consistent, and continuous training for administrators, teachers, and Reading First school literacy teams, New Jersey has adopted a multi-tiered approach for the provision of professional development and technical assistance. The Offices of Literacy manage, coordinate, and provide oversight of grant activities for the Reading First Program. In addition to professional development provided by the NJDOE reading staff, NJDOE maintains a list of professional development training providers to ensure successful Reading First Program implementation. Department efforts focus on building cooperative agreements with outside agencies and consultants with an established record of successful work related to early literacy initiatives grounded in SBRR and the five components of effective reading instruction.

Beginning in 2003, School Literacy Teams (described earlier) participated in intensive, ongoing yearly training via the Summer Literacy Session. These summer institutes are organized by the Reading First staff and the State Leadership Team with assistance from local districts and focus on topics related to the goals for Reading First. The department works closely with LEAs to ensure strong adherence to evidenced-based instructional practices and SBRR. Each LEA provides an assurance that it will identify a process for continuous improvement by putting in place assessment mechanisms (including grade-level screening and diagnostic measures) for accountability and data driven decision-making.

In collaboration with the Offices of Literacy, the Reading First staff coordinates Reading First activities including professional development. Based on the Task Force Report recommendations, the NJCCCS were revised to reflect more content-specific standards based on SBRR. The revised NJCCCS professional development modules available on the Web site enhance state influence on curriculum developed at the local level. The locally developed Reading First curriculum specifies, in greater depth, the necessary knowledge and explicit skills to enable New Jersey teachers to fully address (in-depth) the five essential components of reading, as defined by the Reading First legislation and the National Research Council (1998). New Jersey's three-tiered model of professional development is designed to ensure that the state's teachers are provided with ongoing, high-quality training and support to implement effective classroom change.

Professional development plans at the local level must clearly align with the selected instructional program for Reading First, including its research base, and the revised New Jersey Core Curriculum Content Standards for language arts literacy (2002). In addition, these plans must be aligned to the K-3 accomplishments established by the National Research Council (1998). It should be noted that the revised New Jersey language arts literacy standards for reading (3.1) are closely aligned to the K-3 accomplishments developed by the National Research Council (1998).

Professional development plans submitted by LEAs must be carefully planned, ongoing, and systematic, and must include the three phases of initiation, implementation, and sustainability. This three-tiered model will become a blueprint for all Reading First schools, and will eventually become a plan for all New Jersey schools. LEAs will be required to develop activity plans of ongoing professional development that is fully aligned to the five essentials of reading instruction. These plans should show how high-

quality professional development experiences based on scientific research will lead to informed classroom, school, and district decision making. Delivery mechanisms should include the use of coaches and other reading teachers to provide feedback as instructional practices are put into classroom practice. Plans must clearly describe how the Reading Coach will be utilized in the school/classroom and the coach's role in district professional development plans.

LEAs must submit quarterly reports to the New Jersey Department of Education. Local Reading First coordinators are required to maintain an organized system of data collection and report to chief school administrators and state personnel regarding all professional development activities. Districts are visited by NJDOE Reading First staff to ensure that high-quality professional development is occurring as planned.

The LEA plan must describe how professional development providers will be of high-quality and knowledgeable in SBRR in order to deliver high-quality training at the local level. Professional development plans should also describe how a seamless integration of state, regional, and local professional development activities will ensure classroom change that is grounded in SBRR and the essential components of reading. LEAs must provide a detailed time line of activities and an assurance that Reading First leaders, teachers, and others involved in Reading First activities will be given the necessary professional development days/time, resources, and support needed. The plan must include adequate time for teachers to learn new concepts and to practice what they have learned.

As an important component of professional development and career growth, the state requires LEAs to provide opportunities for collective participation (e.g., learning from other teachers at the same grade level) and active lettering (e.g., study groups, action research, journal writing, and self-reflection). The plan should describe how K-3 teachers and K-12 special education teachers will be prepared in the essential components of reading instruction, and how to use and implement various components of their selected reading program.

Schools not meeting the eligibility criteria will receive support via Internet-based professional development opportunities (e.g., on-line workshops, dissemination of information about effective reading programs and strategies, discussion boards on scientifically based reading methods). The cadre of eligible non-funded schools will participate in professional training opportunities and high-quality, intensive training sessions throughout the year. Eventually, state-sponsored professional development opportunities that address the goals of Reading First, as well as the tenets of the NCLB, are made available to many non-Reading First school districts. Exhibit 2-11 summarizes the Reading First State Activity Plan.

**EXHIBIT 2-11
READING FIRST STATE ACTIVITY PLAN**

KEY ACTIVITY	TIMELINE	RESPONSIBLE STAFF	OUTCOMES
PLANNING AND DEVELOPMENT			
Establish a Reading First Leadership Team according to the requirements of the Reading First legislation Ongoing meetings to assist with Reading First implementation and oversight	Initiated communications with the Governor's Office (completed 4/23/02) Scheduled meeting of Leadership Team (completed 4/25/02) First meeting of RF Leadership Team (completed 5/15/02) 8/02 – 8/08 (Ongoing)	NJDOE Division of Educational Programs and Assessments	Reading First Leadership Team assisted in the development of the state's plan; advised on the selection of subgrantees; assisted in the oversight and evaluation of subgrantees; and built public advocacy for early literacy.
Establish NJDOE interdepartmental team	Open dialogue among NJDOE division Initial meeting (completed 4/17/02) Grant writing retreat (completed 4/23/02)	NJDOE director, manager, and Reading First staff Reading First director, manager, Governor's liaison, and Reading First staff	Got buy-in from interdepartmental staff and communicated program goals and ways to consolidate funding sources related to reading
Identify national consultants to act as advisors to project	Contact potential consultants to advise on project. This activity was modified from specifying three national consultants to using consultants as needed to support the implementation process. NJDOE continues to work with Dr. Dorothy Strickland and consultants from the Florida Center for Reading Research (FCRR) on a regular basis.	NJDOE project director, manager, and Leadership Team	Contracted with Reading First project advisor
Contact literacy groups interested in working with NJDOE	Contact state literacy organizations to discuss Reading First initiative 6/02 – 8/02 (the New Jersey Reading Association, Governor's Reading Coaches, Internal Reading Association, and Office of Intensive Early Literacy Standards Division).	Project director and manager	Increased collaboration at state level

**EXHIBIT 2-11 (Continued)
READING FIRST STATE ACTIVITY PLAN**

KEY ACTIVITY	TIMELINE	RESPONSIBLE STAFF	OUTCOMES
PLANNING AND DEVELOPMENT (CONTINUED)			
Develop long-range plan for Reading First	Entrance conference Draft long-range plan (4/23/02)	Grants Management office, Director of Standards and Professional Development, program manager	Development of long-range plan for Reading First proposal
Develop draft grant proposal for Reading First	Draft grant proposal reviewed by Commissioners (5/13/02) Final revisions (5/16/02)	NJDOE writing team Program director	Development of Reading First grant proposal
Submit final copy of Reading First grant proposal to U.S. Department of Education	-Review by Budget/Accounting (5/20/02) -Completed review/ approval of grant proposal and assurances from Governor/Commissioner (5/24/02) May 29, 2002 Edits and resubmittal to the USDOE (July 2002)	NJDOE Budget/Accounting Commissioners' signatures Reading First director and program manager	Development and refinement of Reading First grant proposal
Notice of award by the USDOE	November 17, 2002	USDOE	Funding awarded to state
Development of Notification of Grant Proposal (NGO)	May 28, 2002 (first submission)	Reading First program managers	Subgrant application was approved
Notification to eligible LEAs	December 9, 2002	Reading First program manager and staff for signature of Commissioner	Identified LEAs received information from NJDOE about their eligibility to apply for funds and the time and location of pre-application training sessions
Training and follow-up technical assistance to eligible LEAs	August – September 2002 Two-day workshops at three regional locations and follow-up technical assistance by telephone and e-mail. When appropriate, technical assistance to applicants included site visits.	Reading First program manager and staff with assistance from Verizon Corp., regional training centers, and outside consultants	Eligible LEAs had the information they need to apply for Reading First subgrants. Information included SBRR, the requirements of Reading First, and the time line for the application process
Hire required administrative staff for Reading First (12 positions)	Advertised for positions 8/02. Hired for content specialists (11) and manager.	NJDOE	Full-time Reading First staff were hired to begin implementing grant and providing training and technical assistance.
Selection/training of subgrant reviewers	October 2002	Reading First program manager, Leadership Team members, and NJDOE staff.	Expert panel of reviewers was established and trained to review Reading First applications.

**EXHIBIT 2-11 (Continued)
READING FIRST STATE ACTIVITY PLAN**

KEY ACTIVITY	TIMELINE	RESPONSIBLE STAFF	OUTCOMES
PLANNING AND DEVELOPMENT (CONTINUED)			
Identification and hiring of Reading First consultants per diem	October 2002	Reading First staff	A pool of certified regional trainers were established to deliver professional development regionally and locally throughout the duration of the grant.
Submittal of Reading First subgrants; scoring of subgrants; recommendations submitted to the State Leadership Team	October 2002	Reading First program manager, NJDOE staff, content coordinators, Governor's Office, higher ed partners, and Commissioner of Education	Reading First subgrantees were recognized at statewide conference and were provided with Reading First information, including the State Activity Plan and goals for Reading First.
Notification to successful LEAs (35)	November 2002	State Leadership Team forwards recommendations to Commissioner of Education for approval	LEAs were approved for Reading First funding
Awards Kickoff Conference for Reading First subgrantees	December 2002	Reading First program manager, NJDOE staff, content coordinators, Governor's Office, higher ed partners and Commissioner of Education	Reading First subgrantees were recognized at statewide conference and were provided with Reading First information, including the State Activity Plan and goals for Reading First.
Delivery of training/professional development for reading coaches	November 2002 – June 2003	Reading First program manager, NJDOE content coordinators, contracted reading experts, national consultants with in-depth knowledge of SBRR, and national consultants with knowledge of data-driven decision making to deliver statewide training	Training model for reading coaches was in place to be replicated in all schools over the next two years.
Delivery of leadership training for literacy teams in the districts	November 2002 – June 2003 Principal's Institutes 2004 and 2005	Professional consultants with expertise in SBRR	School literacy teams received the necessary leadership training to fulfill their responsibilities for Reading First

**EXHIBIT 2-11 (Continued)
READING FIRST STATE ACTIVITY PLAN**

KEY ACTIVITY	TIME LINE	RESPONSIBLE STAFF	OUTCOMES
Delivery of leadership training for literacy teams in the districts	Follow-up summer institutes each successive year 2003-2008	Professional consultants with expertise in coaching and SBRR	School literacy teams received the necessary leadership training to fulfill their responsibilities for Reading First.
Delivery of Cadre I	Ongoing	Reading First program manager, NJDOE content coordinators, contracted reading experts, national consultants with in-depth knowledge of SBRR to deliver statewide training, and pool of certified regional trainers Ongoing collaboration with the Florida Center for Reading Research	All teaching staff with instructional responsibilities for reading in grades K-3 and paraprofessionals received professional development training on data-driven decision making and made a commitment to changing instruction in their schools and classrooms. Staff was prepared to return to their schools and establish procedures for changing instructional practices.

Source: New Jersey Department of Education Federal Grant Application Revised, 2005.

3.0 EVALUATION DESIGN



3.0 EVALUATION DESIGN

The *No Child Left Behind Act of 2001* (NCLB) requires that states receiving Reading First funds conduct an external evaluation of their Reading First program. The New Jersey Department of Education (NJDOE) contracted with MGT of America, Inc. (MGT), to perform this evaluation of the New Jersey Reading First Program. This chapter presents a description of the evaluation design, the major questions that the evaluation is intended to address, and the methodology used to answer the evaluation questions.

3.1 EVALUATION FOCUS

The overall purpose of the New Jersey Reading First evaluation is to provide NJDOE and federal officials with an ongoing assessment of the program's effectiveness, its implementation fidelity, and the impact of the project on teacher and student outcomes over the six-year grant cycle. A fair and accurate assessment of the project will help the state to understand factors that led to successes and challenges, and to facilitate the program's development. The evaluation plan provides for both formative and summative evaluation activities that are designed to provide ongoing feedback to the New Jersey Reading First Program administrators and participants. The evaluation plan, developed by MGT in collaboration with NJDOE, focuses on the following questions that guide the data collection and analysis:

EFFECTIVENESS OF NEW JERSEY READING FIRST IMPLEMENTATION ACTIVITIES

- State Management of Reading First
 - How did the state monitor Reading First grant implementation?
 - What technical assistance was provided to schools?
 - What was the status of the grant expenditures?
- Characteristics of Reading First Schools and Students
 - What were the characteristics of Reading First schools?
 - What were the characteristics of students in Reading First classrooms?
- Instructional Leadership Provided by Local Education Agencies (LEAs) and Schools
 - What implementation support was provided by district Reading First coordinators to Reading First schools? What was the focus of these support activities?
 - How has Reading First enhanced the literacy leadership skills of principals?

- Scientifically Based Reading Research (SBRR) Professional Development Implementation
 - What was the state's approach to professional development to build knowledge and skills in SBRR?
 - How effective was the state- and regional-level professional development?
 - How effective was the district- and school-level professional development?
 - How was the literacy coach model implemented?
 - How did professional development increase research-based instructional practice?
 - What professional development was most successful?
- Classroom Instruction in Reading First Schools
 - To what extent did the structure of the literacy program in Reading First schools reflect the New Jersey Reading First requirements?
 - To what extent did classroom instruction in Reading First schools incorporate the required elements of New Jersey Reading First? What changes have occurred in classroom instruction since Reading First funding was instituted?
 - How was student reading progress monitored?
 - To what extent have Reading First programs offered interventions for students who are not making sufficient progress in reading?
 - What resources are needed to improve intervention programs?

IMPACT OF NEW JERSEY READING FIRST ON TEACHER AND STUDENT OUTCOMES

- What were the characteristics of students in Reading First schools in terms of gender, race/ethnicity, eligibility for free/reduced lunch, English as a Second Language (ESL) placement, and special education placement?
- What percentage of K-3 students achieved grade-level benchmarks on progress-monitoring indicators during the school year?
- What percentage of K-3 students achieved proficiency on outcome measures at the end of the school year?

- How did schools vary in terms of the percentage of K-3 students achieving proficiency on outcome measures?
- How did the reading achievement for New Jersey K-3 students compare to national norms (using the national percentile on the TerraNova Plus[®])?
- What were the differences in performance on outcome measures by gender and by race/ethnicity category?
- What impact was made in reducing the percentage of NCLB subgroups who were reading below grade level?
- Overall, what impact has New Jersey Reading First had on improving reading performance among students in grades K-3 (combined) who were reading below grade level?

3.2 OVERVIEW OF THE EVALUATION METHODOLOGY

MGT's approach to the New Jersey Reading First evaluation is to provide a technically sound evaluation plan that is feasible and efficient to implement, and that provides both quantitative data and qualitative analysis to address the evaluation questions. To guide NJDOE in learning about the implementation and outcomes of Reading First, a comprehensive evaluation design was developed to address the program goals. The evaluation design includes a variety of data collection methods, incorporating existing data whenever possible. Descriptive data were collected for this first evaluation report to portray New Jersey's program implementation status. These data were expanded during the first full year of implementation using perceptual data gathered from surveys and on-site interviews and focus groups at a sample of Reading First schools.

To improve the efficiency of data collection, reporting, and information sharing, MGT developed an evaluation Web site. Key members of School Literacy Teams (SLTs) were assigned usernames and passwords to access the various components of the Web site to report data as required by the evaluation plan. Additionally, perceptions about program implementation and impact were reported by Reading First coordinators, principals, literacy coaches, teachers, and other instructional personnel through surveys disseminated via the evaluation Web site. MGT staff monitored the completion of the various components by tracking school entries on the Web site. Reading First schools were regularly contacted to facilitate high response rates. Technical assistance for evaluation Web site users was available to schools by telephone and e-mail.

The evaluation methodology addresses the two areas of focus for the evaluation: implementation and outcomes. Data collection strategies are continually being tailored to address key implementation issues and target best practices. Due to the start date for the evaluation process, the Year One evaluation used post hoc analysis of existing data collected by NJDOE and the limited number of schools during the initial stages of implementation. During Year Two of the evaluation, the first full year of subgrant implementation, MGT conducted site visits, including focus groups and interviews with key stakeholders. Pre- and post-implementation surveys were also disseminated to Reading First coordinators, principals, literacy coaches, teachers, and other K-3

instructional personnel during the spring of 2005. For the Year Three evaluation, the second full year of subgrant implementation, MGT conducted site visits to an additional sample of Reading First schools which included focus groups, interviews, and classroom observations. Annual surveys continued with aforementioned stakeholders.

EVALUATION OF IMPLEMENTATION

Evidence of effective implementation includes documentation of:

- the state infrastructure and management of the federal Reading First grant;
- the instructional leadership provided by Reading First LEAs and schools;
- the professional development offered in SBRR; and
- changes in New Jersey's reading programs as a result of Reading First.

EVALUATION OF STUDENT OUTCOMES

Within Reading First schools, **progress monitoring** information from DIBELS™ is used to identify struggling readers and to target these students for intervention. The evaluation provides a summary of the extent to which students achieved grade level benchmarks using the data that were available during the first year of implementation.

In terms of **reading proficiency**, the evaluation utilizes the data collected by Reading First schools on the DIBELS™, TerraNova Plus®, and NJASK 3 at the end of the 2003–2004 through 2005–2006 school years. The evaluation summarizes this information for all students and provides disaggregated data to look at performance for targeted at-risk students on the TerraNova Plus® and NJASK 3.

Analysis of **reading performance by subgroups** also is conducted using the available datasets provided by NJDOE, the University of Oregon, and CTB-McGraw Hill. The demographic data provided in these datasets allow for the analysis of performance to be disaggregated by poverty and race/ethnicity, as well as for special student populations, including ESL and special education students.

Sections 3.3 and 3.4 below provide a detailed description of the instruments used to collect implementation and student outcome data.

3.3 DESCRIPTION OF DATA COLLECTION FOR EVALUATION OF IMPLEMENTATION

A key part of the evaluation is the documentation of school-based literacy plans for instructional improvements. Such documentation is essential to fully understand the intervention and to enable further research into performance variations. During the 2003–2004 school year, existing documentation in the form of quarterly program reports

was reviewed and analyzed to determine grantees' progress toward their implementation goals and objectives. Beginning in the fall of 2005, Web-based Program Profiles provided this documentation.

Highly qualified school-based literacy leaders are key to effective implementation of New Jersey Reading First. Continuing professional development strengthens their skills and abilities to provide effective instruction. In the fall of 2005, school staff began recording their credentials and maintaining Professional Development Logs in order to provide these data for the Reading First evaluation.

Documentation of time and effort of implementation activities provides evidence of program implementation, including relative emphasis on the various program components. In July 2005, principals, literacy coaches, and Reading First coordinators began keeping activity logs to document time and effort invested in leadership activities relating to the implementation of their programs.

The perceptions of teachers, literacy coaches, principals, and Reading First coordinators concerning implementation were reported through annual Stakeholder Surveys beginning in the spring of 2005.

Interventions provided to struggling students are a critical component of Reading First. The evaluation documents the type and intensity of interventions provided to students in Reading First schools, as part of the student dataset (under "Intervention Activities").

The Web-based and other data collection strategies used to evaluate of the implementation are summarized below.

PROGRAM PROFILES

A systematic framework for describing school implementation plans was developed by NJDOE and used to collect information on each school's progress with its Reading First subgrant. For the Year One evaluation, a post hoc analysis of these documents was conducted. Beginning in the fall of 2005, these data were collected and maintained in Web-based Program Profiles. The Program Profiles provide a summary of each grantee's approach to improving reading achievement using Reading First funding,

including the school's selection of SBRR instructional materials and understood intervention strategies.

In addition to documenting the project plan, Program Profiles report information about the context in which the project is being implemented. Although improvement in reading scores is the ultimate goal for Reading First-funded projects, progress in creating learning environments that are conducive to literacy development is another relevant goal. Therefore, the Program Profiles include academic indicators and nonacademic indicators supported by research as predictive of a learning environment that promotes effective instruction in reading. The profiles provide:

- concurrent school improvement initiatives;
- school- and grade-level indicators;

- student and teacher demographics;
- professional development strategies for administrators and literacy coaches;
- descriptions of core and supplemental reading programs; and
- descriptions of intervention strategies.

CREDENTIALS OF READING FIRST IMPLEMENTERS

Reading First coordinators, principals, literacy coaches, and K-3 teachers recorded their educational credentials and their teaching and administrative experience in the Credentials section of the evaluation Web site. These data provide important descriptive information about the Reading First implementers.

Credentials for K-3 teachers and ESL, special education, and other support staff in Reading First schools were first reported during the spring of the 2004–2005 school year and will be updated at the end of each school year.

LITERACY-RELATED PROFESSIONAL DEVELOPMENT

To document their Reading First literacy-related professional development, school staff use Web-based Professional Development Logs maintained on the MGT evaluation Web site. Principals, literacy coaches, teachers, and Reading First coordinators record completion of workshops and conferences as well as their evaluation of the effectiveness of these trainings. Additionally, they show enrollment in and completion of relevant university courses. Staff update their Professional Development Logs whenever they complete professional development activities.

To address impact, Reading First coordinators, principals, coaches, and K-3 teachers participating in Reading First began completing self-assessments in the spring of 2005. These indicate the extent to which staff members have been trained and are confident in their ability to provide or supervise research-based reading instruction. The self-assessments are administered as part of the implementation survey described below.

ACTIVITY LOGS

Another method for documenting the program implementation is the Activity Logs used by principals, literacy coaches, and Reading First coordinators. These logs document the implementation of the processes intended to support teachers' learning and interventions with students experiencing difficulties in reading achievement. In the summer of 2005, principals and literacy coaches began using Activity Logs specific to their roles to record time spent on literacy-related activities. State and regional program administrators use another form of the Activity Log to document training and technical assistance provided to schools. Staff enter data into the Web site monthly during each school year, and MGT compiles the activity data in reports for monitoring purposes.

The principals' Activity Logs provide for document time spent on the following activities, recording hours devoted to grades K-3:

- conducting classroom observations;
- conducting conferences with literacy coaches;
- conducting conferences with K-3 teachers on literacy instruction;
- attending literacy-related professional development;
- attending local School Literacy Team meetings (meetings related to the grant);
- attending other planning meetings with individuals;
- procuring SBRR instructional materials;
- conducting Reading First grant implementation planning;
- planning professional development activities with the Reading First coordinator;
- conducting administration of fiscal responsibilities related to Reading First; and
- reporting the progress of the Reading First grant activities to the local board of education, central administrators, teachers, parents, and community members.

The literacy coaches' Activity Logs document time spent on the following activities, recording hours devoted to grades K-3:

- demonstrating model teaching in K-3 classrooms;
- mentoring/coaching in K-3 classrooms;
- planning instruction for demonstration teaching;
- planning professional development sessions;
- planning Reading First implementation activities;
- conducting teacher workshops;
- conducting study group sessions and workshops for teachers and administrators;
- monitoring student performance (reviewing student data and attending meetings to plan data collection and reporting);
- entering student assessment data;
- attending local School Leadership Team Assessment meetings (meetings related to grant strategies);

- administering assessments (screening, diagnostic, and progress monitoring);
- assisting teachers in the planning and implementation of SBRR instruction;
- assisting teachers in the planning and implementation of student interventions;
- procuring SBRR instructional materials;
- attending literacy-related professional development in Reading First schools; and
- participating in literacy development activities with parents.

The Reading First coordinators' Activity Logs Reading First coordinators document time spent on the following activities, recording hours devoted to grades K-3:

- planning Reading First Grant implementation;
- conducting conferences with literacy coaches;
- coordinating assessments (screening, diagnostic, progress monitoring, and outcome);
- attending local School Literacy Team meetings;
- planning and facilitating professional development activities related to Reading First;
- supervising and monitoring Reading First program activities;
- serving as a liaison between schools, higher education partners, professional development contractors, and NJDOE regional offices;
- procuring SBRR instructional materials;
- working with district officials and the community to publicize Reading First activities and outcomes; and
- communicating with NJDOE and other district programs.

STAKEHOLDER SURVEYS

Stakeholder perceptions of implementation are frequently used as a predictor variable in the literature of reform implementation and school change. To gather stakeholder perceptions, surveys are included in the evaluation plan. The surveys provide additional information about implementation of Reading First and changes observed. Surveys elicit feedback from key stakeholders—specifically, Reading First coordinators, principals, literacy coaches, and teachers—as to implementation status and perceived

effectiveness. All staff are encouraged to participate in the surveys, so no sampling plan has been developed.

In the spring of 2005, Reading First participants completed a preimplementation survey designed to describe their literacy program prior to the implementation of Reading First. The survey addressed the previous organizational context for literacy instruction, previous approaches to literacy instructions, a self-assessment of competency in the five essential elements, and motivation and training needs.

At the end of the first full year of implementation, survey instruments were developed for each of the stakeholder groups to address implementation of each key component of Reading First. A variety of fixed-response and open-ended questions were used. Survey participants were asked to report their perceptions about:

- staff credentials and experience;
- school literacy programs;
- literacy instruction in the school;
- literacy leadership at the school;
- literacy-related professional development;
- accomplishments in professional development; and
- suggestions to improve Reading First implementation.

Surveys were Web based and disseminated to Reading First coordinators, principals, literacy coaches, and teachers in the spring (May–June) of 2005.

An additional purpose of Reading First surveys is to track, over time, the implementation status, issues, and perceptions of accomplishments of the program. To provide comparative data, the surveys were repeated in the spring of 2006 and will be conducted annually for the duration of the evaluation.

**EXHIBIT 3-1
NUMBER OF READING FIRST STAFF
PARTICIPATING IN IMPLEMENTATION SURVEYS**

STAFF POSITION	PREIMPLEMENTATION	FIRST YEAR IMPLEMENTATION	SECOND YEAR IMPLEMENTATION
Reading First Coordinator	23	21	22
Principal	46	33	114
Literacy Coach	66	58	97
Instructional Personnel	803	513	1,520

Source: Developed by MGT, 2006.

SCHOOL LITERACY TEAM MEETING LOG

Since July 2005, MGT's evaluation Web site has included a section where school-based literacy teams can record information about their team's activity. Data for the Literacy Team Meeting Log are entered by coaches on behalf of the team. The data for each meeting include:

- the date;
- the number of members present;
- the number of visitors present; and
- the total time spent.

MGT compiles data from the database and reports the total number of meetings, average attendance, average length of time, and similar statistics.

INTERVENTION ACTIVITIES

The schools use the Program Profiles to report anticipated intervention activities for K-3 students. The Web-based form structures the information about intervention in the following categories:

- Additional Time–Targeted Instruction;
- Tutoring; and
- Computer-Assisted Instruction.

Actual interventions received by students are recorded in the Student Intervention Data portion of the Web site. The entries specify which strategy was used and how often it was implemented.

The surveys described above are another source of information about the implementation and impact of intervention services. Questions on the survey address whether students were effectively identified for intervention, whether interventions were aligned with classroom activities, whether tutors were trained in SBRR, and other related issues.

3.4 DESCRIPTION OF DATA COLLECTION FOR EVALUATION OF TEACHER AND STUDENT OUTCOMES

EXTERNAL EVALUATOR OBSERVATION PROTOCOLS

In order to provide another observational perspective, MGT administered the Instructional Content Emphasis – Revised (ICE-R[®]) in a sample of Reading First schools in fall and spring of the 2005–2006 school year. Data yielded by the ICE-R[®] included:

- multidimensional descriptions of reading and language arts instruction;
- amount of time allocated for components of reading instruction relative to the total instructional time (i.e., rates of inclusion);

- student grouping patterns;
- materials utilized;
- levels of student engagement;
- instructional quality; and
- text reading variables.

MGT staff selected schools in collaboration with NJDOE during the summer of 2005. Observations of reading and language arts instruction were conducted in the classrooms of two teachers chosen at random from each school's K-3 staff. Reading and language arts activities were observed and recorded. The length of time teachers spent teaching reading and language arts was also recorded, as well as time off task (e.g., conducting activities unrelated to literacy or transition, and disciplining unruly students). Student engagement and the quality of instruction was noted using the instrument's rating scale. Finally, observations were coded in accordance with the directions in the ICE-R manual.

STUDENT OUTCOME MEASURES

State and local stakeholders expect improvements in literacy development resulting from Reading First implementation to be evident in student performance. For 2005–2006, four assessments were used in Reading First schools for progress monitoring and assessment of outcomes. These assessments were:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS™);
- TerraNova Plus®; and
- New Jersey NJASK 3.

To collect progress-monitoring data, schools are required to test their students at the beginning, middle, and end of the school year using DIBELS™. Assessment data are entered by school staff into a specially constructed Web site at the University of Oregon and then analyzed by MGT. Exhibit 3-2 illustrates the instruments used and the pattern of testing at each grade level for the 2005–2006 school year.

**EXHIBIT 3-2
NEW JERSEY READING FIRST ADMINISTRATION
PLAN FOR PROGRESS MONITORING
AND OUTCOME ASSESSMENT**

	KINDERGARTEN			FIRST GRADE			SECOND GRADE			THIRD GRADE		
	B*	M*	E*	B	M	E	B	M	E	B	M	E
DIBELS™** Initial Sound Fluency (ISF)	✓	✓										
DIBELS™ Letter Naming Fluency (LNF)	✓	✓	✓	✓	✓							
DIBELS™ Phoneme Segmentation Fluency (PSF)		✓	✓	✓	✓	✓						
DIBELS™ Nonsense Word Fluency (NWF)		✓	✓	✓	✓	✓	✓					
DIBELS™ Word Use Fluency (WUF)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DIBELS™ Oral Reading Fluency (ORF)					✓	✓	✓	✓	✓	✓	✓	✓
DIBELS™ Retelling Fluency (RF)					✓	✓	✓	✓	✓	✓	✓	✓
TerraNova Plus®			✓			✓			✓			
NJASK 3												✓

Source: MGT of America, Inc. New Jersey Reading First Evaluation Database, Student Data Section.

*Testing Windows: Beginning – Early October (20–30 instructional days)
Middle – Early January (80–90 instructional days)
End – End of April (140–150 instructional days)

**DIBELS™: Dynamic Indicators of Basic Early Literacy Skills.

ANALYSIS BY SUBGROUP

Research on student achievement indicates that many variables may be associated with performance outcomes. These include socioeconomic status, attendance, and participation rates in special education and in ESL programs.

MGT reviewed the databases provided by NJDOE and used the demographic data to conduct analysis of performance disaggregated for special student populations, including ESL students, special education students, and students receiving free or reduced-priced meals at school, an indicator of economic disadvantage.

TREND ANALYSIS POTENTIAL

For analysis of the 2004–2005 school year, comparison data were gathered from the NJASK 3, which was administered statewide for third grade students in spring 2005.

Students were compared on the basis of the NJASK 3. MGT began using the 2003–2004 year as a baseline for trend analysis for these scores in 2005–2006.

To support NJDOE’s long-range plan for improving reading performance in New Jersey, additional data analysis could be planned for subsequent years of Reading First funding. Assuming the Reading First assessment and data collection continue, a long-range evaluation could be conducted to look at trends in student performance and allow for a more comprehensive analysis of factors impacting intermediate and long-term results. Exhibit 3-3 summarizes the cohorts for potential long-term evaluation of Reading First.

**EXHIBIT 3-3
NEW JERSEY READING FIRST LONGITUDINAL COHORTS
FOR TREND ANALYSIS**

COHORT	YEAR ONE* 2003–2004	YEAR TWO 2004–2005	YEAR THREE 2005–2006	YEAR FOUR 2006–2007	YEAR FIVE 2007–2008	YEAR SIX 2008–2009
Longitudinal Cohort A	Grade 3					
Longitudinal Cohort B	Grade 2	Grade 3				
Longitudinal Cohort C	Grade 1	Grade 2	Grade 3			
Longitudinal Cohort D	Kindergarten	Grade 1	Grade 2	Grade 3		
Longitudinal Cohort E		Kindergarten	Grade 1	Grade 2	Grade 3	
Longitudinal Cohort F			Kindergarten	Grade 1	Grade 2	Grade 3

Source: MGT of America, Inc., 2005.

* Baseline year.

4.0 IMPLEMENTATION STATUS



4.0 IMPLEMENTATION STATUS

This chapter provides a comprehensive review and analysis of the implementation of the New Jersey Reading First Program during the second full year of implementation (2005-2006). Where possible, implementation findings across three study years (2003-2004, 2004-2005, and 2005-2006) are summarized. The 2003-2004 study year represents the pre-implementation year and includes Cohort 1. The 2004-2005 study year represents the first full year of implementation for Cohorts 1 and 2. Study year 2005-2006 includes the second full year of implementation for Cohorts 1 and 2, and the first year of implementation for Cohort 3. New Jersey Department of Education staff, Reading First coordinators, principals, literacy coaches, and K-3 instructional personnel provided perceptions about the implementation process through surveys, structured interviews, and focus groups to answer NJDOE's primary evaluation question—"How effectively has the New Jersey Reading First Program been implemented in the funded schools?". The survey findings are presented separately for Cohorts 1 and 2 combined and Cohort 3 due to the different implementation years. Interview and focus group findings are reported collectively for all cohorts.

Chapter 4.0 is organized into five sections:

- 4.1 State Management of Reading First
- 4.2 Characteristics of Reading First Schools and Students
- 4.3 Instructional Leadership Provided by LEAs and Schools
- 4.4 SBRR Professional Development Implementation
- 4.5 Classroom Instruction in Reading First Schools

Appendix C provides supporting documentation about the status of Reading First implementation in New Jersey for Cohorts 1 and 2 combined and Cohort 3.

The findings address the following topics and evaluation questions relating to the effectiveness of New Jersey Reading First implementation:

- State Management of Reading First
 - How did the state monitor Reading First grant implementation?
 - What technical assistance was provided to schools?
 - What was the status of the grant expenditures?
- Characteristics of Reading First Schools and Students
 - What were the characteristics of Reading First schools?
 - What were the characteristics of students in Reading First classrooms?
- Instructional Leadership Provided by LEAs and Schools

- What implementation support was provided by Reading First district reading coordinators to Reading First schools? What was the focus of these support activities?
- How has Reading First enhanced the literacy leadership skills of principals?
- **SBRR Professional Development Implementation**
 - What was the state's approach to professional development to build knowledge and skills in SBRR?
 - How effective was the state- and regional-level professional development?
 - How effective was the district- and school-level professional development?
 - How was the literacy coach model implemented?
 - How did professional development increase research-based instructional practice?
 - What professional development was most successful?
- **Classroom Instruction in Reading First Schools**
 - To what extent did the structure of the literacy program in Reading First schools reflect the New Jersey Reading First requirements?
 - To what extent did classroom instruction in Reading First schools incorporate the required elements of New Jersey Reading First?
 - What changes have occurred in classroom instruction since Reading First funding was instituted?
 - How was student reading progress monitored?
 - To what extent have Reading First programs offered interventions for students who are not making sufficient progress in reading?
 - What resources are needed to improve intervention programs?

4.1 STATE MANAGEMENT OF READING FIRST

Data and documents compiled by NJDOE and interviews with staff in the Office of Reading First provided an overview of New Jersey Reading First's state-level infrastructure and management plan for implementing the grant. Surveys and interviews with a sample of Reading First subgrant participants were conducted to provide

information about the effectiveness of the NJDOE grant administration process. The information provided addressed the following evaluation questions during the 2005-2006 implementation year:

- How did the state monitor Reading First grant implementation?
- What technical assistance was provided to schools?
- What is the status of the grant expenditures?

How did the state monitor Reading First grant implementation?

THE OFFICE OF READING FIRST

By June of the second full year of implementation, the Office of Reading First was staffed to full capacity. Exhibit 4-1 summarizes the state-level staffing in the Office of Reading First during the third year of implementation (2005-2006).

**EXHIBIT 4-1
OFFICE OF READING FIRST STAFF IN PLACE:
JUNE 2005–JUNE 2006**

NEW JERSEY OFFICE OF READING FIRST POSITIONS	READING FIRST DIRECTOR	PROGRAM MANAGER	STATE ASSESSMENT COORDINATOR	STATE PD COORDINATOR	STATE CONTENT COORDINATOR	SUPPORT STAFF	SUPPORT ¹ STAFF
July 2005	X	X	X	X	–	X	X
August 2005	X	X	X	X	–	X	X
September 2005	X	X	X	X	–	X	X
October 2005	X	X	X	X	–	X	X
November 2005	X	X	X	X	–	X	X
December 2005	X	X	X	X	X	X	X
January 2006	X	X	X	X	X	X	X
February 2006	X	X	X	X	X	X	X
March 2006	X	X	X	X	X	X	X
April 2006	X	X	X	X	X	X	X
May 2006	X	X	X	X	X	X	X
June 2006	X	X	X	X	X	X	X

Source: NJDOE, Office of Reading First records, 2006.

Hiring delays in the Office of Reading First during the early years of the grant presented some challenges to the implementation of the planned Reading First activities. However by 2005-2006 staffing issues had been resolved and challenges diminished.

Similar infrastructure issues were experienced in reaching full staff capacity for Reading First at the regional level in the first years of the grant due to the state’s hiring freeze in 2004-2005. In the final staffing plan, a total of eight regional staff were proposed to aid

¹ To assist with implementation during the hiring delays a second support staff position was transferred to the Office of Reading First from another literacy office.

LEAs in the implementation of professional development activities and to provide them with technical assistance. Regional staff were proposed to provide these from the Central, North, and South satellite offices. As shown in Exhibit 4-2, by the end of 2005-2006, three regional staff were hired.

**EXHIBIT 4-2
SATELLITE OFFICES READING FIRST
REGIONAL CENTER STAFFING
JULY 2005–JUNE 2006**

READING FIRST/SATELLITE OFFICE POSITIONS	NORTH (COORDINATOR) C 1	NORTH C 2	NORTH C 3	CENTRAL C 1	CENTRAL C 2	CENTRAL C 3	SOUTH C 1	SOUTH C 2
July 2005	-	-	-	-	-	-	-	-
August 2005	-	-	-	-	-	-	-	-
September 2005	X	-	-	-	-	-	-	-
October 2005	X	-	-	X	-	-	-	-
November 2005	X	-	-	X	-	-	-	-
December 2005	X	-	-	X	-	-	-	-
January 2006	X	-	-	X	-	-	-	-
February 2006	X	-	-	X	-	-	X	-
March 2006	X	-	-	X	-	-	X	-
April 2006	X	-	-	X	-	-	X	-
May 2006	X	-	-	X	-	-	X	-
June 2006	X	-	-	X	-	-	X	-

Source: NJDOE Office of Reading First, 2006.

The lack of staff at the regional level affected the Reading First implementation timeline and presented the following challenges:

- manpower shortages in staffing professional development and technical assistance activities;
- delays in the processing of quarterly reports monitoring LEA accountability for grant implementations and expenditures;
- delays in technical support to LEAs who were not meeting performance expectations; and
- reduced capacity to monitor key implementation activities, such as data management and assessment.

As described in the Years One and Two Evaluation Reports, staffing shortages also impacted the rate at which the LEAs were funded. Six LEAs (12 schools) were funded prior to January 2004. These LEAs were able to reasonably implement Reading First activities during 2003-2004 (Cohort 1). Fourteen LEAs (45 schools) had limited or no opportunity for implementation during 2003-2004 and are designated as implementation

Cohort 2. Due to additional funding available in year 2, NJDOE was able to add two districts (5 schools) to cohort 2 in July 2004. Additionally, at the beginning of the 2004-2005 school year, four schools were added to the Reading First Program (two in Hoboken and two in Passaic City). These additional schools were also included in implementation Cohort 2. Eleven districts were funded in January 2005 and are designated as implementation Cohort 3. Exhibit 4-3 summarizes the three implementation cohorts and the months in which they received their initial Reading First funds.²

**EXHIBIT 4-3
TIMELINE FOR NEW JERSEY READING FIRST FUNDING
AND IMPLEMENTATION COHORTS FOR THE 2005-2006
EVALUATION**

DISTRICT	2003 (COHORT 1)		2004 (COHORT 2)				2005 (COHORT 3)
	OCT	NOV	JAN	FEB	MAR	JUL	JAN
Atlantic City	4						2
Carteret Borough				1			1
City of Orange Twp.						1	1
East Orange					2		2
Egg Harbor City		1					
Elizabeth					7		2
Englewood City					3		
Hackensack					4		
Hoboken					3		
Jackson Twp.	1						2
Jersey City					4		1
Keansburg Borough					2		
LEAP Academy CS					1		
Linden			5				
New Brunswick					2		1
Passaic City			9				
Pleasantville				1			
Salem City		1					
Trenton						4	1
Union City							3
West New York		3					1
Wildwood City				1			

Source: New Jersey Department of Education, 2006.

Quarterly reports, frequent contact with the schools through phone calls and site visits, and the collection of common student achievement data allowed staff in the Office of Reading First to have active knowledge of schools struggling with the implementation of the grant activities and then take steps to provide technical assistance and support.

QUARTERLY REPORTS OF READING FIRST PROJECT AND FISCAL ACTIVITIES

As described in Chapter 2.0, NJDOE set forth a list of requirements for all LEAs receiving New Jersey Reading First funding. Each LEA provides an assurance documenting its commitment to implementing the grant's requirements. Since the implementation of Reading First each Reading First grantee has had to complete a series of quarterly reports that summarized local project activities and fiscal expenditures for the Office of Grants

² Chapter 5.0 of the report describes the impact data for Reading First by implementation cohort.

Management and Development. These quarterly reports are typically due to NJDOE in September, December, and March. A final report for the implementation year is completed each August. Project reports were submitted in a standard format.

The purpose of the quarterly reports is to track and monitor grant implementation and fiscal expenditures. NJDOE requires Reading First participants to account for implementation delays by revising timelines, providing alternative implementation activities, or developing a corrective action plan to ensure that the implementation process is successfully completed.

MONITORING STUDENT OUTCOMES

The Office of Reading First is responsible for monitoring implementation activities and providing management support for the collection of assessment data from Reading First schools. Following award of the grant, Reading First grantees were required to administer a common set of assessments (see Chapter 3.0 for a list of progress monitoring and outcome assessments by grade level). Upon award of the Reading First grant, NJDOE developed an NJASK for grade 3. The NJASK 3 was piloted in the spring of 2003 and provided grade 3 outcome data for spring 2004, 2005, and 2006.

Project start-up activities included training to enable schools to administer and record information on two other common measures—the DIBELS™ in grades K-3 and the TerraNova Plus® in grades K-2—which are used to measure reading growth for the Reading First grant. The Office of Reading First provided additional training and technical support related to these measures during the first year of grant implementation.

NJDOE LEADERSHIP

During on-site visits in the fall of 2005 and spring of 2006, MGT asked Reading First district coordinators and principals about the extent to which NJDOE was providing leadership and technical assistance for the Reading First grant implementation and what suggestions they had for improving state-level support for Reading First.

During interviews with stakeholders, district-level coordinators and principals (across cohorts) tended to state that NJDOE Reading First professional development activities were high quality and provided useful information about literacy development. Reading First district coordinators and principals also stated that communication with NJDOE about Reading First grant activities was good. District coordinators indicated that NJDOE staff were readily available and provided high levels of assistance with Reading First implementation. Principals echoed the sentiments of Reading First coordinators, indicating that communication from NJDOE was open and occurred regularly.

During the 2005-2006 site visits, Reading First coordinators and principals also discussed several implementation challenges. These challenges differed from those indicated in 2004-2005 when the grants were in their first year of implementation which focused on initial start-up challenges such as receiving subgrants late in the school year and confusion over assessment measures. During the interviews, the following issues were reported:

- time constraints such as having insufficient time to conduct assessments, set up the literacy centers, organize and plan, and fit the reading block into the instructional time;

- too much paperwork;
- teacher resistance;
- limited funding;
- not enough staff to properly implement the program;
- student mobility;
- inappropriate facilities (e.g., lack of space for literacy centers); and
- ELL/Special populations.

During the site visits, MGT asked Reading First coordinators and principals how they would improve the leadership and technical assistance provided by NJDOE. Reading First staff offered the following suggestions which focus more on targeting and maintaining the assistance provided by NJDOE.

- Provide more opportunities to share and collaborate such as having round table discussions with school, district, and state personnel.
- Provide professional development that is targeted to special populations (e.g., Special education and English Language Learners).
- Continued professional development that is more in depth and specific to administrators' needs.
- Involve educators in the process.
- Provide local trainings.

What technical assistance was provided to schools?

Another form of support provided by NJDOE was technical assistance to the 22 Reading First districts. Technical assistance for Reading First began in September 2002, prior to the subgrant application process in December 2003, and has continued throughout the implementation of the grant.

To document the impact of technical assistance and professional development activities, NJDOE records attendance at all state- and regionally sponsored events. At the local level, Reading First coordinators are responsible for documenting participation in Reading First-funded events. During the second year of implementation, technical assistance activities included strategies for:

- assessing existing district practices and transitioning into Reading First;
- intervention strategies and techniques; and

- assessing access to Core Reading Program and supplemental materials.

Exhibit 4-4 provides a summary of technical assistance activities provided by NJDOE during the second year of grant implementation (2005-2006).

**EXHIBIT 4-4
STATE-LEVEL PROFESSIONAL DEVELOPMENT OFFERED
ACADEMIC YEAR 05-06**

DATE	TOPIC/TITLE	PRESENTERS
9/14/05	DIBELS Training	Carrie Nagel- Eastern Regional Reading First Technical Assistance Center
10/25/05	Reading First Overview	Ed Radigan- Eastern Regional Reading First Technical Assistance Center
11/15/05	PD Guides on the Core Reading Programs	Carrie Nagel, Charlotte Johnson-Davis, Ruth Gumm-Eastern Regional Reading First Technical Assistance Center
12/15/05	DIBELS: RTF and WUF and Intervention	Ruth Gumm, Sheryl Turner and Charlotte Johnson-Davis
2/22/06	Intervention	Ruth Gumm and Sheryl Turner, Eastern Regional Reading First Technical Assistance Center

Source: New Jersey Department of Education, 2006.

What was the status of the grant expenditures?

As of June 30, 2006, NJDOE had expended \$49,929,683 of the three-year allocation of \$54,346,819. Exhibit 4-5 displays the total contracted allocations for the 22 Reading First districts through the end of Year Three (2005-2006).

**EXHIBIT 4-5
NEW JERSEY OFFICE OF READING FIRST
CONTRACTED AMOUNTS**

AGENCY	FIRST PAID	AMOUNT AWARDED YEAR 1	SUPPLEMENTAL AWARDED YEAR 1**	AMOUNT AWARDED YEAR 2	YEAR THREE MAXIMUM AWARD AMOUNT ****
		7/1/2003-6/30/2004*	7/1/2004-9/30/2004	10/1/2004-6/30/2005	7/1/2005-6/30/2006
Atlantic City	10/3/2003	\$1,000,000	\$338,436	\$822,264	\$1,160,700
Carteret Borough	2/3/2004	\$234,969	\$34,302	\$238,427	\$269,219
City of Orange Twp.	7/2/2004	\$206,622	\$0	\$239,422	\$239,422
East Orange	3/19/2004	\$495,476	\$0	\$575,099	\$600,829
Egg Harbor City	11/5/2003	\$256,277	\$31,428	\$266,033	\$297,461
Elizabeth	3/3/2004	\$1,750,000	\$0	\$2,031,225	\$2,088,014
Englewood City	3/19/2004	\$737,899	\$0	\$856,479	\$868,381
Hackensack	3/3/2004	\$1,258,911	\$791,324	\$669,894	\$1,494,597
Hoboken	3/3/2004	\$261,778	\$0	\$303,837	\$303,478
Jackson Twp.	10/3/2003	\$250,000	\$40,173	\$249,999	\$310,582
Jersey City	3/19/2004	\$1,436,000	\$0	\$1,666,765	\$1,789,958
Keansburg Borough	3/19/2004	\$232,164	\$29,855	\$238,522	\$269,493
LEAP Academy CS	3/19/2004	\$131,318	\$0	\$152,421	\$152,421
Linden	1/16/2004	\$1,272,227	\$346,196	\$1,115,142	\$1,517,310
New Brunswick	3/19/2004	\$436,052	\$0	\$506,126	\$499,698
Passaic City	1/16/2004	\$1,750,000	\$0	\$2,030,743	\$2,042,228
Pleasantville	2/3/2004	\$190,220	\$120,693	\$100,072	\$220,748
Salem City	11/5/2003	\$346,771	\$0	\$402,497	\$402,497
Trenton	7/2/2004	\$1,354,752	\$0	\$1,572,461	\$1,572,222
Union City	10/3/2003	\$759,048	\$155,309	\$725,718	\$890,249
West New York	11/5/2003	\$623,664	\$56,817	\$667,070	\$731,367
Wildwood City	2/3/2004	\$247,398	\$174,887	\$112,169	\$300,569
Total		\$15,231,546	\$2,119,420	\$15,542,385	\$18,021,443

Source: New Jersey Department of Education, Office of Reading First, 2005.

* For Year Two, all district contracts were backdated with a start date of July 1, 2003, by the Office of Grants Management, and extended to September 30, 2004.

** Supplemental funds from Year Two were added to the Year One contract to allow for the extended time frame.

*** PARS.

**** Actual amounts awarded are to be determined based on approval of continuation grant application and budget review. Decreases in funding since the Year One Evaluation Report are due to activities that were disallowed in the final grant approval or calculation errors. Increases in funding since the Year One Evaluation Report were due to adjustments for non-public schools to ensure equitable benefits. These calculations were not completed until Year Two.

4.2 CHARACTERISTICS OF READING FIRST SCHOOLS AND STUDENTS

To provide a description of the schools and students participating in New Jersey Reading First, MGT compiled descriptive information from the New Jersey Report Cards that addressed the following evaluation questions:

- What were the characteristics of Reading First schools?

- What were the characteristics of students in Reading First classrooms?

What were the characteristics of Reading First schools?

Given the combined K-3 enrollment in Reading First schools, the program had the potential to benefit more than 23,000 students in funded schools in New Jersey. Based on descriptive information in the New Jersey Report Cards, the characteristics of the Reading First schools in 2005-2006 were as follows:

- Reading First schools ranged in size from 835 K-3 students to as few as 43. The average Reading First school had approximately 291 students in grades K-3 which was down slightly from 302 during pre-implementation and 297 during the first year of implementation.
- As with previous study years, all Reading First schools were Title I schools. Twelve of the 22 districts were Abbott districts.³
- The average expenditure per student was \$14,667; similar to the per student expenditure the previous year of \$14,054 but more than the per student expenditure during the pre-implementation year (\$12,898) Reading First Schools spent an average of approximately \$405 annually per student on supplies and textbooks and had an average faculty salary of \$54,154; up from previous years.
- Consistent with previous grant years, nearly half of the Reading First school had a mobility rate greater than 25%. The highest mobility rate reported was 45.1 percent.
- Regular student attendance has been a problem for many of the Reading First schools, with 78 percent of the schools reporting an attendance rate of less than 95 percent in 2005-2006, a slight increase from previous years.

³ <http://www.nj.gov.njded/code/current/title6a/chap24.pdf> (Note that the number of Abbott districts is now 31.) In the landmark *Abbott IV* (1997) and *Abbott V* (1998) rulings, the New Jersey Supreme Court ordered a set of education programs and reforms widely recognized to be the most fair and just in the nation. The Abbott "education adequacy" framework includes:

- Rigorous content standards-based education, supported by per-pupil funding equal to spending in successful suburban schools.
- Universal, well-planned, and high-quality preschool education for all three- and four-year-olds.
- Supplemental ("at-risk") programs to address student and school needs attributed to high-poverty, including intensive early literacy, small class size, and social and health services.
- New and rehabilitated facilities to adequately house all programs, relieve overcrowding, and eliminate health and safety violations.
- School and district reforms to improve curriculum and instruction, and for effective and efficient use of funds to enable students to achieve state standards.
- State accountability for effective and timely implementation, and to ensure progress in improving student achievement.

The goal of the Abbott programs and reforms is to give every child the opportunity to attain "his or her own place as a contributing member in society with the ability to compete with other citizens and to succeed in the economy." *Abbott IV* (1997).

Exhibit 4-6 and Exhibit 4-7 provide a summary of the characteristics of Reading First schools. Detailed information about each school may be found in Appendix A.

**EXHIBIT 4-6
READING FIRST SCHOOL ENROLLMENT**

2003-2004	K (N=72)	1ST (N=72)	2ND (N=74)	3RD (N=73)	TOTAL (N=74)
Smallest Enrollment per School	10	20	15	19	64
Largest Enrollment per School	221	215	195	230	861
Average Enrollment per School	85	85	77	80	302
Total Enrollment	6,131	6,228	5,689	5,831	23,879
2004-2005	K (N=70)	1ST (N=73)	2ND (N=73)	3RD (N=72)	TOTAL (N=73)
Smallest Enrollment per School	19	8	17	19	63
Largest Enrollment per School	228	231	180	243	882
Average Enrollment per School	87	87	80	76	297
Total Enrollment	6,103	6,327	5,832	5,504	23,766
2005-2006	K (N=71)	1ST (N=74)	2ND (N=73)	3RD (N=73)	TOTAL (N=74)
Smallest Enrollment per School	14	18	10	1	43
Largest Enrollment per School	211	205	194	225	835
Average Enrollment per School	85	82	80	75	291
Total Enrollment	5,917	6,100	5,807	5,459	23,283

Note: Data is representative of all Reading First Schools as of 2005-2006 for school years 2003-2004 through 2005-2006.

Source: New Jersey Department of Education, School Report Cards 2003-2004, 2004-2005, and 2005-2006.

**EXHIBIT 4-7
READING FIRST SCHOOL CHARACTERISTICS
2003-2004, 2004-2005, AND 2005-2006**

	2003-2004	2004-2005	2005-2006
Average district-wide per pupil expenditure (N=22)	\$12,898	\$14,054	\$14,667
Average district-wide amount spent on school supplies (N=22)	\$382	\$388	\$405
Average district-wide median faculty salary (N=22)	\$51,814	\$52,278	\$54,154
Percent of schools with student mobility greater than 25% (N=80)	30%	34%	31%
Percent of schools with K-3 attendance rate less than 95% (N=80)	74%	76%	78%
Percent of schools served by Title I (N=80)	100%	100%	100%
Number of schools established as a charter school (N=1)	1	1	1

Note: Data is representative of all Reading First Schools as of 2005-2006 for school years 2003-2004 through 2005-2006.

Source: New Jersey Department of Education, School Report Cards 2003-2004, 2004-2005, and 2005-2006; New Jersey State Assessment Data for Schools in Need of Improvement 2004, 2005, and 2006.

What were the characteristics of students in Reading First classrooms?

Based on the demographic information provided in the New Jersey Report Cards, on average, approximately 78 percent of the students in New Jersey Reading First Schools

are economically disadvantaged. On average, about 34 students received special education and about 112 students were students with Limited English Proficiency per school. The average number of students classified as Limited English Proficiency has declined over the three study years with the most noticeable difference being between the Year Two and the most recent implementation year. The average number of students in special education from the pre-implementation year and the most recent implementation year has remained consistent. Reading First schools typically serve predominately Hispanic or Latino populations. The student demographics relating to Limited English Proficient students and students in Special Education at Reading First schools are summarized in Exhibit 4-8. Appendix A provides a detailed description by school.

**EXHIBIT 4-8
STUDENT DEMOGRAPHICS
2003-2004, 2004-2005, AND 2005-2006**

	2003-2004 (N=62)	2004-2005 (N=62)	2005-2006 (N=80)
Total Number of Students in Reading First Schools	23,879	23,766	23,283
Average number of Limited English Proficient students at Reading First Schools 2003-2004 (N=62), 2004-2005 (N=62), and 2005-2006 (N=80)	121	122	112
Average number of students in special education at Reading First schools 2003-2004 (N=62), 2004-2005 (N=62), and 2005-2006 (N=80)	34	29	34

Note: Data is representative of all Reading First Schools as of 2005-2006 for school years 2003-2004 through 2005-2006. Source: New Jersey Department of Education, School Report Cards 2003-2004, 2004-2005, and 2005-2006; New Jersey Department of Education Enrollment Data, 2003-2004, 2004-2005, and 2005-2006.

Exhibit 4-9 provides information about Reading First instructional environments during the grant implementation process.

When compared to the New Jersey state average, Reading First schools in 2005-2006 had:

- a slightly lower student-faculty ratio;
- a similar number of students per K-3 classroom; and
- a similar length of school day and reported instructional time.

EXHIBIT 4-9

CLASSROOM CHARACTERISTICS IN READING FIRST SCHOOLS

	READING FIRST SCHOOLS			ENTIRE STATE		
	2003-2004	2004-2005	2005-2006	2003-2004	2004-2005	2005-2006
Average Student-Faculty Ratio	10.9	12.1	10.0	12	11.3	11.1
Average number of students per K-3 class	19.1	18.7	18.8	19.7	19.6	19.7
Average Length of Day	6 hrs. 19 min.	6 hrs. 24 min.	6 hrs. 30 min.	6 hrs. 25 min.	6 hrs. 28 min.	6 hrs. 29 min.
Average Instruction Time (Hours)	5 hrs. 41 min.	5 hrs. 47 min.	5 hrs. 50 min.	5 hrs. 32 min.	5 hrs. 39 min.	5 hrs. 29 min.

Note: Data is representative of all Reading First Schools as of 2005-2006 for school years 2003-2004 through 2005-2006.

Source: New Jersey Department of Education, School Report Cards 2003-2004, 2004-2005, and 2005-2006

4.3 INSTRUCTIONAL LEADERSHIP PROVIDED BY LEAs AND SCHOOLS

To assess the instructional leadership of each LEA and the schools that received Reading First funding, MGT administered surveys during the spring of each year to document perceptions of changes in the effectiveness of New Jersey Reading First instructional leadership practices. Stakeholders provided information about instructional leadership prior to full implementation of the grant and during the first and second full years of grant implementation. Additionally, structured interviews and focus groups were conducted in the fall and spring of each year with Reading First coordinators, principals, literacy coaches, and K-3 instructional personnel to provide an in-depth understanding of Reading First leadership. Survey data for Cohort 3 are presented separately from Cohorts 1 and 2 combined due to the different implementation years. Survey data for Cohort 3 are presented by stakeholder in Appendix C.

To examine perceptions about instructional leadership, surveys of principals, reading coaches, and teachers addressed the following evaluation questions:

- What implementation support was provided by district Reading First coordinators to Reading First schools? What was the focus of these support activities?
- How has Reading First enhanced the literacy leadership skills of principals?

What implementation support was provided by district Reading First coordinators to Reading First schools? What was the focus of these support activities?

During 2005-2006 site visits, Reading First administrators (coordinators and principals) and teachers were asked about the extent to which their districts were providing leadership and technical assistance for the Reading First Program. Reading First coordinators at the district level provide oversight for grant implementation in the schools. Reading First coordinators responded that their role typically included conducting

administrative and planning activities such as needs assessments, creating administrative forms, creating training materials for teachers, selecting the core reading series, ordering materials, hiring and placing staff, starting Reading First activities, and organizing screening and assessments. Reading First coordinators described the following ways in which they had provided leadership:

- prompt communication and response to challenges facing schools;
- coordinating professional development activities;
- meeting with coaches, teachers, reading specialists, and principals as needed;
- conducting classroom observations; and
- testing and assessment (e.g., compiling and analyzing data).

Principals also provided examples of the ways in which their districts had provided leadership for the grant which included providing support (i.e., workshops, professional development, and materials) and additional funding and grant opportunities.

How has Reading First enhanced the literacy leadership skills of principals?

Typically, the role of principals included hiring staff, conducting Reading First activities, planning needs assessments and the inclusion of special education students, participating in the selection of their reading series, and ordering materials.

Reading First coordinators, principals, literacy coaches, and teachers were surveyed about their impressions of principals' leadership over the course of the grant (see Exhibit 4-10). Participation in Reading First generally improved the perception of principals as effective leaders of school literacy programs as shown by the positive change from 2003-2004 to 2004-2005 for all staff, and from 2003-2004 to 2005-2006 for all staff except the Reading First coordinator. After the second full year of grant implementation, nearly all principals (99%) and the majority of literacy coaches (85%) and teachers (84%) perceived that the principal provided effective leadership in developing the literacy program (an increase of 46%, 73%, and 12%, respectively from pre-implementation to the second year of implementation).

**EXHIBIT 4-10
PERCEPTIONS OF THE EFFICACY OF
THE PRINCIPALS' LEADERSHIP FOR READING FIRST**

SCHOOL ORGANIZATION / CLIMATE	STAFF POSITION	2003-2004 PREIMPLE- MENTATION	2004- 2005 YEAR 1	2005- 2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of New Jersey Reading First coordinators who agreed or strongly agreed that principals provided effective leadership to strengthen reading and literacy instruction at our school.	Reading First Coordinator	77	80	63	4%	-18%
	Principals	68	97	99	43%	46%
	Literacy Coaches	49	74	85	51%	73%
	Teachers	75	83	84	11%	12%
Percentage of New Jersey Reading First school staff who agreed or strongly agreed that principals were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their schools on a regular basis.	Reading First Coordinator	5	65	55	1,200%	1,000%
	Principals	33	61	61	85%	85%
	Literacy Coaches	10	41	64	310%	540%
	Teachers	33	53	55	61%	67%

Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

Teachers were also asked to describe the leadership of their LEA and school in implementing Reading First. Most teachers participating in focus groups stated that administration and coaches provided much assistance and support through professional development and supplying resources needed for implementation. Principals and literacy coaches helped teachers by monitoring their progress and giving them ideas and research-based strategies for teaching reading.

When asked what their districts and schools could do to improve their leadership and support, teachers provided the following suggestions.

- Offer professional development at the beginning of the school year.
- Provide content specific professional development.
- Provide additional assistance in the classroom helping to establish literacy centers.
- Visit other schools that are implementing Reading First.
- Reduce teachers' paperwork.
- Incorporate a computer teacher in the Reading First classroom.

Exhibit 4-11 provides a summary of the implementation activities reported by Reading First coordinators and principals.

**EXHIBIT 4-11
IMPLEMENTATION ACTIVITIES REPORTED BY
PRINCIPALS AND READING FIRST COORDINATORS**

PRINCIPALS	READING FIRST COORDINATORS
Provided or Received Professional Development. Principals attended Reading First conferences. Worked with literacy coach to plan professional development for teachers. Attended district-level training sessions.	Provided or Received Professional Development. Teachers and Literacy Coaches were provided professional development which included information on SBRR and the five elements of reading. Professional development remains on-going.
Hired Staff. Reading Recovery teachers, LLI teachers, Coaches, etc.	Developed and/or Purchased Materials: Prepared training notebooks for coaches and reading specialists, selected and purchased textbooks, and worked with teachers to align curriculum to basal text and SBRR.
Purchased Materials. Ordered necessary materials such as, textbooks, hardware, software, and manipulatives.	Conducted/Participated in Administrative Planning Activities: Conducted needs assessment, worked collaboratively with coaches and specialists to create administrative documents, developed mission/vision statements, wrote job descriptions, formed district-wide literacy team, began team building activities, and planned workshops/professional development.
	Hired Staff and Placed Staff. Hired and placed literacy coaches.
	Organized Reading First Activities. Implemented the core reading series. Installed Waterford program. Organized meeting with teachers. Created a coaching model.

Source: MGT principal focus groups and Reading First coordinator interviews, 2005.

4.4 SBRR PROFESSIONAL DEVELOPMENT IMPLEMENTATION

Enhanced professional development is a primary goal of Reading First. Reading First schools must develop a comprehensive professional development plan that includes three phases: initiation, implementation, and sustainability. This plan must be well organized, systematic, ongoing, and aligned with the six components of reading acquisition promoted by the State of New Jersey. All K-3 general education, English as a Second Language (ESL)/Bilingual, and special education teachers must contribute to this plan.

To examine the implementation of SBRR professional development, three data collection methods were used: (1) information collected from state staff; (2) surveys of principals, literacy coaches/coordinators, and teachers; and (3) focus groups. These data sources addressed the following evaluation questions:

- What was the state’s approach to professional development to build knowledge and skills in SBRR?
- How effective was the state- and regional-level professional development?

- How effective was the district- and school-level professional development?
- How was the literacy coach model implemented?
- How did professional development increase research-based instructional practice?
- What professional development was most successful?

What was the state's approach to professional development to build knowledge and skills in SBRR?

According to the brochure *Tips for Designing a High Quality Professional Development Program*, provided by the national Reading First Web site, a strategic, systematic professional development plan is a critical component of Reading First. The brochure states that while the specifics of such plans may vary across schools, districts, or states, each one should address the following key elements:

- Scientifically based reading research (SBRR): sessions that provide participants with a general knowledge and understanding of the research base on which Reading First was built.
- Scientifically based reading instruction (SBRI): sessions that translate the research into practice and describe what SBRR looks like in the classroom.
- Assessment for instructional decision-making: sessions that prepare educators to administer early reading assessments and use those data for differentiating instruction, planning professional development, and problem solving.
- Intervention strategies: sessions that help teachers provide additional, targeted instruction to accelerate the learning of struggling readers.
- Program specifics: sessions that enable teachers to implement all parts of the school's selected reading program—core, supplemental, and intervention—effectively.
- Ongoing support: Coaching, grade-level meetings, and other learning opportunities that provide follow-up to initial training sessions and enhance implementation.

Information collected from Reading First staff during 2005-2006 indicates that professional development was available at the state, district, and school levels not only for professionals but also for teacher assistants, tutors, and volunteers on a more limited basis. Training delivered by NJDOE primarily emphasized SBRR and provided information about the use of assessment to make instructional decisions. Additionally, a coaching model was established in all New Jersey Reading First schools. The literacy coach model provided ongoing support and follow-up to initial training sessions and

enhanced implementation of the grant. Study groups were also implemented in some Reading First schools.

As described in the New Jersey Statewide Professional Development Plan (see Appendix C), New Jersey uses a three-pronged scaffolding approach to professional development that involves statewide, regional, and school/district-level training:

- At the state level, NJDOE developed training videos of New Jersey classroom teachers, and reading researchers focused on the components of reading, instruction, and assessment.
- The second prong of New Jersey's scaffolding approach was designed to be disseminated through the Satellite Offices. Regional Reading First coordinators assigned to the Northern, Central, and Southern Satellite Offices provide turnkey information to literacy coaches, Reading First coordinators, and other School Literacy Team (SLT) members in Reading First schools using the core set of turnkey training materials.
- At the district and school level, the SLT was created to provide training to school- and district-level Reading First grant participants. NJDOE requires that professional development activities demonstrate a scientific basis for the training program, and that the curriculum and instruction design be compatible with the NJCCCS. Professional development activities should:
 - relate to school and district mission and goals;
 - require administrative participation and support;
 - encourage educators to collaborate in planning their own professional learning;
 - be designed to address the needs of all students including special education and English as a Second Language (ESL)/bilingual students; and
 - foster active, investigative, reflective practitioners.

To implement their professional development plans, schools are encouraged to engage in partnerships with higher education institutions. As well, to ensure accountability, local professional development plans must reflect how high-quality professional development experiences will lead to informed classroom, school, and district decisions.

How effective was the state- and regional-level professional development?

Responses of school-based staff in both Cohorts 1 and 2 combined and Cohort 3 to survey and focus group questions make it clear that nearly all of the participants in the Reading First grant attended at least a portion of the professional development opportunities provided by NJDOE. During the second implementation year (2005-2006), the majority of staff reported that statewide professional development opportunities were

available on a regular basis but the percentages showed slight increases from the pre-implementation year (1% to 7% for district Reading First coordinators, literacy coaches, and teachers, but decreased 12% for principals)(see Exhibit 4-12).

Data collected from staff of newly entering 2005-2006 schools (Cohort 3), the majority of principals (71%) and teachers (62%) and all of literacy coaches agreed that statewide professional development opportunities were available on a regular basis (see Appendix C).

**EXHIBIT 4-12
AVAILABILITY OF STATE-SPONSORED
PROFESSIONAL DEVELOPMENT
COHORTS 1 AND 2 COMBINED**

	STAFF POSITION	2003-2004 PREIMPLEMENTATION	2004-2005 YEAR 1	2005-2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of New Jersey Reading First staff who agreed or strongly agreed that reading related professional development was available statewide on a regular basis.	Reading First Coordinators	29	85	91	193%	7%
	Principals	50	91	85	82%	-12%
	Literacy Coaches	35	86	91	146%	6%
	Teachers	59	69	70	17%	1%

Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

Teachers who participated in on-site focus groups in schools were asked about the professional development opportunities offered by NJDOE. The majority of teachers participating in focus groups said that they had attended professional development provided by NJDOE. Several indicated that they had not attended professional development opportunities offered by the state, and very few responded that they did not know who had sponsored the professional development workshops they had attended.

During site visits, MGT asked Reading First administrators (Reading First coordinators and principals) to describe their experience with NJDOE professional development activities. Most administrators indicated that NJDOE trainings were “good” to “excellent”.

Professional development for literacy coaches is especially important, because they are the primary conduit of information to teachers. MGT asked literacy coaches if they had participated in any professional development activities provided by NJDOE. Almost all staff indicated that they had received professional development from the state. Based on the survey, the majority of literacy coaches (across cohorts) characterized the quality of their workshop experiences as “high” to “very high.”

During the 2005-2006 site visits, MGT asked teachers to describe how professional development opportunities provided by NJDOE affected their knowledge and beliefs about teaching reading. Those who had attended the workshops stated that the SBRR professional development provided teachers with greater knowledge and understanding and a stronger grasp from which to teach reading.

How effective was the district- and school-level professional development?

During the on-site interviews and focus groups, Reading First coordinators and principals were asked about the steps they had taken to implement the Reading First Program in their schools. The majority of members from both groups mentioned participation in professional development activities as a major part of their implementation activities.

School-based staff were asked about their perception of the availability of reading-related professional development for teachers in their district and schools prior to Reading First (see Exhibit 4-13). Although professional development had been available prior to the implementation of Reading First, considerable improvements were perceived as a result of Reading First.

Teachers, generally kindergarten and first grade, often use teacher assistants in their classrooms to help support their teaching. As well, paid tutors and volunteers come into the schools to work with struggling students, either within or outside the classroom. Tutors and volunteers often provide instruction to students before school or after school, and sometimes work with students on the weekends. It is important that this auxiliary staff be trained in SBRR techniques. Data indicate that very few training opportunities for auxiliary staff occurred prior to Reading First implementation. Although professional development opportunities increased considerably after the first year of implementation (teacher assistant percentages increased by 500%, 121%, 153%, and 21% and tutor percentages increased by 111%, 69%, 56%, and 9% respectively for Reading First coordinators, principals, coaches, and teachers), the percentage of schools offering these training opportunities to auxiliary staff remained low. Percentage change from pre-implementation to the second year of implementation across the staff was similar to or increased as compared to change from pre-implementation to the first year of implementation.

EXHIBIT 4-13
PROFESSIONAL DEVELOPMENT OPPORTUNITIES
AT THE DISTRICT AND SCHOOL LEVEL
COHORTS 1 AND 2 COMBINED

	STAFF POSITION	2003-2004 PREIMPLEMENTATION	2004-2005 YEAR 1	2005-2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Our district/school provided reading-related professional development for our teachers.	Reading First Coordinators	57	100	96	75%	68%
	Principals	64	97	97	52%	52%
	Literacy Coaches	52	93	99	79%	90%
	Teachers	75	86	87	15%	16%
Our district/school provided reading-related professional development for our teacher assistants.	Reading First Coordinators	10	60	60	500%	500%
	Principals	34	75	57	121%	68%
	Literacy Coaches	19	48	55	153%	189%
	Teachers	39	47	47	21%	21%
Our district/school provided reading-related professional development for our tutors.	Reading First Coordinators	19	40	46	111%	142%
	Principals	29	49	48	69%	66%
	Literacy Coaches	16	25	32	56%	100%
	Teachers	34	37	41	9%	21%

Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

Survey data collected from Cohort 3 stakeholders revealed that almost all principals, literacy coaches, and teachers agreed (96%, 81%, and 84%, respectively) that reading-related professional development was provided for teachers. Over half of principals and teachers believed (63% and 56%, respectively) professional development was provided for teacher assistants, compared with 36 percent of literacy coaches. Principals, literacy coaches, and teachers generally agreed (67%, 57%, and 45%, respectively) that professional development was available to tutors.

Prior to and during the implementation of New Jersey Reading First, district- and school-based staff participated in a variety of training experiences about literacy instruction including college courses, workshops, in-service programs, and on-line coursework. Exhibit 4-14 summarizes the percentages of Reading First coordinators, principals, literacy coaches, and teachers from Cohorts 1 and 2 combined participating in various kinds of coursework prior to and after the first and second years of grant implementation. The percentages of district- and school-based staff who took college-level courses decreased after grant implementation as evidenced by a negative percent change from pre-implementation to both the first and second years of implementation. This decrease was offset by an increase in the percentages of district- and school-based Reading First staff who participated in district workshops, and school in-service programs. District coordinators reported the most notable increase in participation in district-sponsored reading workshops and trainings. Reports of participation in on-line training programs tended to decrease after pre-implementation but some increases in participation were

reported for coaches (13% increase from 2003-2004 to 2004 to 2005) and teachers (50% increase from 2003-2004 to 2005-2006).

The percentage of principals, literacy coaches, and teachers from newly entering 2005-2006 (Cohort 3) schools reporting participation in college courses and on-line trainings was low (0% to 45%). The percentage of Cohort 3 staff indicating participation in district workshops (66% to 88%) and school in-service trainings was moderate to high (70% to 81%). See Appendix C for Cohort 3 findings.

EXHIBIT 4-14
PARTICIPATION IN COURSES OR WORKSHOPS IN
READING-RELATED TOPICS
COHORTS 1 AND 2 COMBINED

	STAFF POSITION	2003-2004	2004-	2005-	PERCENT	PERCENT
		PREIMPLE- MENTATION	2005 YEAR 1	2006 YEAR 2	CHANGE 03-04 TO 04-05	CHANGE 03-04 TO 05-06
College Courses	Reading First coordinators	63	15	27	-76%	-57%
	Principals	45	12	13	-73%	-71%
	Literacy Coaches	66	66	39	0%	-41%
	Teachers	28	26	23	-7%	-18%
District Workshops	Reading First coordinators	67	95	100	42%	49%
	Principals	69	84	77	22%	12%
	Literacy Coaches	87	87	95	0%	9%
	Teachers	80	86	86	8%	8%
School In-Service	Reading First coordinators	65	85	77	31%	18%
	Principals	69	73	70	6%	1%
	Literacy Coaches	76	84	84	11%	11%
	Teachers	72	73	77	1%	7%
Internet On-Line	Reading First coordinators	20	15	14	-25%	-30%
	Principals	15	9	10	-40%	-33%
	Literacy Coaches	16	18	14	13%	-13%
	Teachers	8	8	12	0%	50%

Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

Principals, district coordinators, literacy coaches, and teachers were asked about the number of workshops they had attended each year. Approximately 50% to 60% of staff indicated that they had participated in one to five state and/or district level workshops across years (see Exhibit 4-15). These percentages remained relatively stable across time from pre- to post-implementation (2004-2005 and 2005-2006). A lower percentage of staff at 2005-2006 newly entering schools reported attending workshops (36% to 50%; See Appendix C). Of concern, is that a substantial percentage of staff across all cohorts and years indicated that they did not attend or did not know if they attended any workshops.

EXHIBIT 4-15
PERCENTAGE OF PERSONNEL ATTENDING WORKSHOPS
COHORTS 1 AND 2 COMBINED

STAFF POSITION	YEAR	ATTENDED WORKSHOPS	DID NOT ATTEND WORKSHOPS	DO NOT KNOW
Reading First coordinators	2003-2004 Preimplementation	49	20	31
	2004-2005 Year 1	53	37	10
	2005-2006 Year 2	55	34	11
Principals	2003-2004 Preimplementation	46	43	11
	2004-2005 Year 1	48	47	6
	2005-2006 Year 2	47	52	1
Literacy Coaches	2003-2004 Preimplementation	62	32	6
	2004-2005 Year 1	60	38	3
	2005-2006 Year 2	59	32	10
Teachers	2003-2004 Preimplementation	47	44	9
	2004-2005 Year 1	48	42	10
	2005-2006 Year 2	50	34	17

Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

In summary, reading-related professional development was available during the first two years of implementation to the staff of New Jersey Reading First schools at all levels, state and local, and in several different formats and delivery models. Some districts or schools provided training for auxiliary staff (teacher assistants, tutors, and volunteers) at an increased level. Principals, literacy coaches, and teachers perceived that professional development opportunities had increased in some respects (e.g., workshops attended) after implementation of the Reading First grant but had remained stable or decreased in other respects (e.g., availability of statewide professional development).

How was the literacy coach model implemented?

The ultimate goal of the professional development provided with Reading First funds is to improve student achievement. To improve student achievement, schools and districts should focus upon improving teachers' instructional practices. One effective adult

learning model, coaching, includes providing opportunities for teachers to collaborate (e.g., study groups), observe model teaching, and receive peer feedback and follow-up.

As part of the grant implementation, all of the New Jersey Reading First schools added the position of literacy coach to their staff. The literacy coach serves as a resource person for teachers. Literacy coaches are expected to be master teachers with expertise in reading instruction. In keeping with the coaching model, the literacy coach positions are not administrative in nature. Instead, literacy coaches are release teachers whom other teachers consider peers.

Literacy coaches are required to attend state-level workshops designed to provide a strong foundation in SBRR and the implementation of the coaching model. In turn, literacy coaches are expected to bring information from the workshops and conferences back to the schools and re-deliver it to teachers and principals in various formats (such as lectures, workshops, make and takes, model lessons, and mentoring). Additionally, literacy coaches are to establish coaching team meetings (study groups) where teachers can meet and discuss professional literature about reading, learn and practice instructional strategies, and present their problems and concerns about implementing these practices in the classroom. Another important activity of literacy coaches is to observe in K-3 teachers' classrooms and provide specific, targeted feedback to teachers about their reading instruction.

To determine how well literacy coaches were able to perform their responsibilities during the first year of Reading First implementation, MGT asked district- and school-level Reading First staff about their perceptions of the support teachers had received from their literacy coaches. Some schools had had a literacy coach prior to the grant. Although perceptions of support varied prior to Reading First (5% to 47% depending on the staff person), some district- and school-based Reading First staff indicated that they had received adequate support from a literacy coach to develop effective instruction and to diagnose reading problems (see Exhibit 4-16). These percentages increased by as much as 1,500 percent from pre- to post-implementation. The majority of district- and school-based staff also agreed that teachers had received adequate support from a literacy coach to help them diagnose reading problems (ranging from 70% and 97% in 2004-2005 and 77% to 98% in 2005-2006).

Principals and coaches from Cohort 3 also reported high levels of support by coaches (87% to 100%) during their first year of grant implementation. However, a much smaller percentage of teachers (43%) reported receiving support from literacy coaches in developing effective reading instruction (see Appendix C).

EXHIBIT 4-16
ADEQUACY OF LITERACY COACH SUPPORT FOR TEACHERS
COHORTS 1 AND 2 COMBINED

	STAFF POSITION	2003-2004 PREIMPLEMENTATION	2004-2005 YEAR 1	2005-2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of school-based staff that agreed or strongly agreed that Reading First schools in their districts had a literacy coach to provide support to teachers to develop effective instruction.	Reading First Coordinators	9	100	100	1,011%	1,011%
	Principals	14	91	99	550%	607%
	Literacy Coaches	26	--*	--	--	--
	Teachers	32	85	84	166%	163%
Percentage of school-based staff that agreed or strongly agreed that teachers had adequate support from the literacy coach to assist them in developing effective instruction.	Reading First Coordinators	5	80	82	1,500%	1,540%
	Principals	35	100	97	186%	177%
	Literacy Coaches	20	91	99	355%	395%
	Teachers	40	83	84	108%	110%
Percentage of school-based staff who agreed or strongly agreed that teachers had adequate support from a literacy coach to assist them in diagnosing reading problems.	Reading First Coordinators	5	70	77	1,300%	1,440%
	Principals	25	97	87	288%	248%
	Literacy Coaches	22	93	98	323%	345%
	Teachers	47	80	83	70%	77%

* Literacy Coaches were not asked this information in years 2004-2005 and 2005-2006.

Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

According to the requirements of the grant, literacy coaches are to establish coaching teams or study groups in their schools. In the two years following Reading First implementation, staff were more likely to report that their schools had study group teams which met regularly (weekly or monthly) to study professional texts and that study group meetings were helpful in implementing effective literacy instruction. Interestingly, during the first year of implementation, principal perceptions were higher (67% and 69%) than other staff perceptions (35% to 45%), but during the second year of implementation, this pattern had reversed with other staff (48% to 68%) now being more likely than principals (37% and 42%) to report that their schools had regularly meeting study group teams which were helpful (see Exhibit 4-17).

EXHIBIT 4-17
PERCEPTIONS REGARDING THE IMPLEMENTATION
OF STUDY GROUPS
COHORTS 1 AND 2 COMBINED

STATEMENT	STAFF POSITION	2003-2004 PREIMPLE- MENTATION	2004- 2005 YEAR 1	2005- 2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Our school had a study group team which met regularly (weekly or monthly) to study professional texts.	Reading First Coordinators	23	35	59	52%	157%
	Principals	29	67	37	131%	28%
	Literacy Coaches	8	35	55	338%	588%
	Teachers	31	45	48	45%	55%
The study group meetings were helpful in implementing effective literacy instruction.	Reading First Coordinators	18	45	68	150%	278%
	Principals	31	69	42	123%	35%
	Literacy Coaches	10	37	54	270%	440%
	Teachers	29	44	49	52%	69%

Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

In order to implement the coaching model effectively, administrators and literacy coaches must make time in their workday to observe teachers as they teach. Additionally, they must be able to critically observe K-3 reading instruction and provide helpful feedback to teachers based on their observations. As depicted in Exhibit 4-18, most Reading First coordinators, principals, and literacy coaches (75% to 85% in 2004-2005 and 78% to 88% in 2005-2006) indicated that they had sufficient opportunity to observe K-3 teachers. Nearly all district and school administrators and literacy coaches indicated that they were confident in their ability to critically observe K-3 reading (91% to 97% in 2004 to 2005 and 94% to 95% in 2005-2006) and provide helpful feedback to teachers (90% to 97% in 2004-2005 and 93% to 100% in 2005-2006). Staff perceptions of the coaches' capacity to critically observe and provide helpful feedback increased from pre-implementation to subsequent implementation years (increased 40% to 149% from 2003-2004 to 2004-2005 and 40% to 159% from 2003-2004 to 2005-2006).

Shown in Appendix C, principals and literacy coaches at newly entering 2005-2006 schools all reported that they had the ability to critically observe and provided helpful feedback. Somewhat fewer principals and coaches indicated that they had sufficient opportunity to observe (75% and 88%).

**EXHIBIT 4-18
READING FIRST STAFF'S CAPACITY TO CRITICALLY OBSERVE
TEACHERS AND PROVIDE FEEDBACK**

	STAFF POSITION	2003-2004 PREIMPLEMENTATION	2004-2005 YEAR 1	2005-2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of New Jersey Reading First administrative staff that agreed or strongly agreed that they felt confident in their ability to critically observe K-3 reading and literacy instruction.	Reading First Coordinators	68	95	95	40%	40%
	Principals	59	97	95	64%	61%
	Literacy Coaches	44	91	94	107%	114%
Percentage of New Jersey Reading First administrative staff who agreed or strongly agreed that they had sufficient opportunity to observe K-3 teachers.	Reading First Coordinators	36	75	78	108%	117%
	Principals	52	85	88	63%	69%
	Literacy Coaches	17	78	82	359%	382%
Percentage of New Jersey Reading First administrative staff who agreed or strongly agreed that they felt confident in their ability to provide helpful feedback to teachers based on their observations of K-3 reading and literacy instruction.	Reading First Coordinators	68	90	100	32%	47%
	Principals	61	97	93	59%	52%
	Literacy Coaches	37	92	96	149%	159%

Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

One indicator of the success of the literacy coach model is teachers' acceptance of the observation and feedback provided by the coaches. When district- and school-based staff were asked about teachers' acceptance of their coach and their willingness to change their teaching practices, a large majority of Reading First coordinators, principals, and literacy coaches (75%, 91%, and 83%, respectively) endorsed the highest two indicators of acceptance (see Appendix C).

In general, school-based staff expressed satisfaction with their training experiences through the coaching model and stated that these experiences had improved reading instruction in their schools. Additionally, most schools were able to establish practices which allowed administrators and literacy coaches to ensure that appropriate reading instruction was taking place in their schools. When responding to questions about indicators of success during site visit interviews and focus groups, participants from all stakeholder groups mentioned the support of the literacy coach and, to a lesser extent, teachers' participation in coaching activities. As well, when asked how they would rate the success of the Reading First grant in their school, most teachers who participated in the focus group characterized the program as "successful."

Reading First Coordinators reported they hired experienced literacy coaches who modeled best practices for classroom teachers to aid in barriers to grant implementation.

How did professional development increase research-based instructional practice?

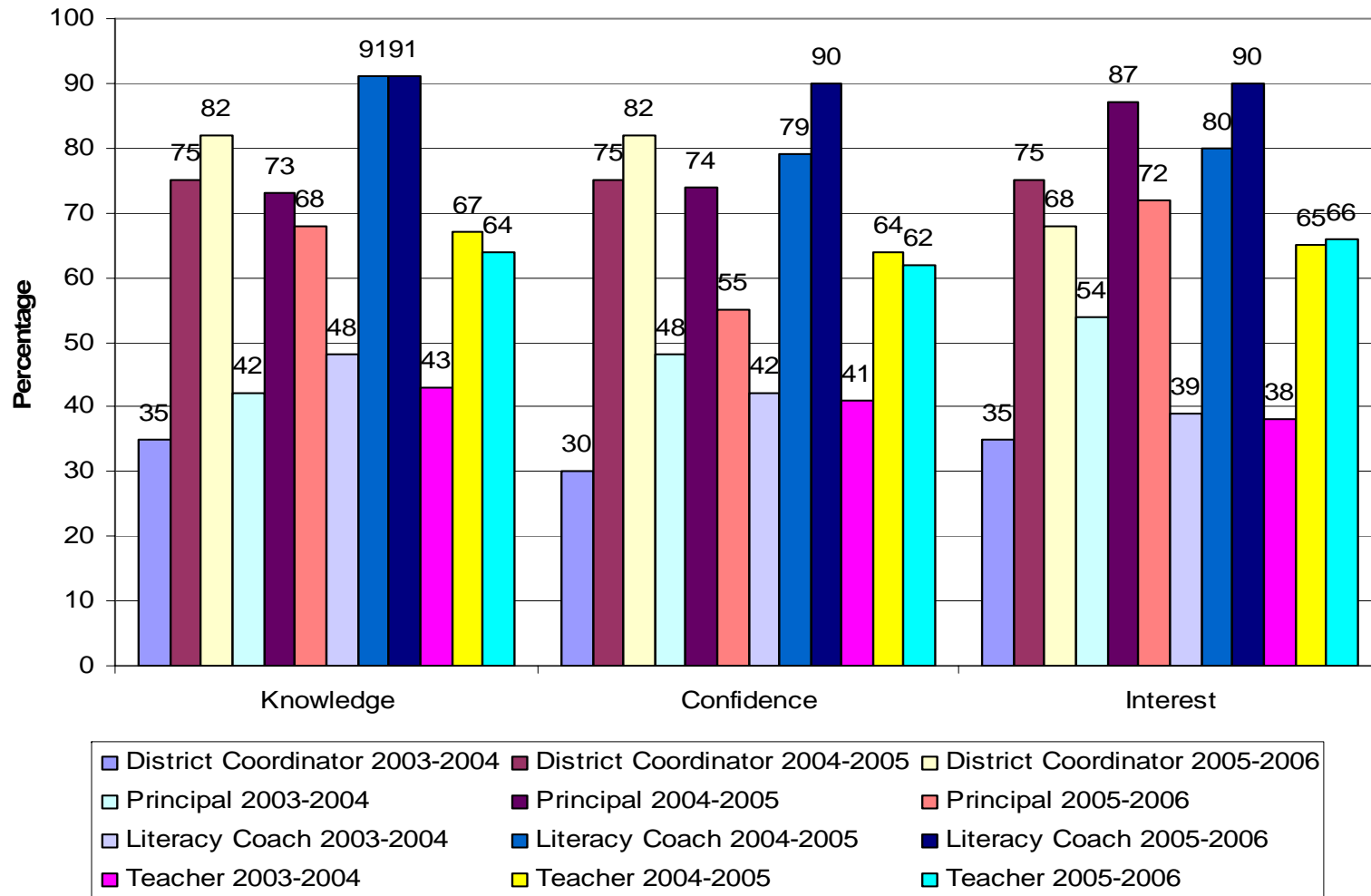
District- and school-level Reading First staff are provided professional development so that they will increase their knowledge and application of research-based instructional practices. This section provides an overview of staff's perceptions of increases in their

knowledge, confidence levels, and interest in further professional development in the five essential components of reading instruction.

Phonemic Awareness. As shown in Exhibit 4-19, the percentage of Cohort 1 and 2 Reading First coordinators, principals, literacy coaches, and teachers combined who reported high to extensive knowledge, confidence, and interest in the area of phonemic awareness increased from the pre-implementation year to later years of implementation. However, percentages tended to remain fairly stable from the first to second years of implementation with the exception of principals who reported noticeably lower levels of confidence and interest from implementation years 1 to 2 (percentages decreased by approximately 15% to 20%). The greatest increase over time was for the percentage of coaches reporting high to extensive interest (percentages increased by 51% from pre-implementation to implementation year 2).

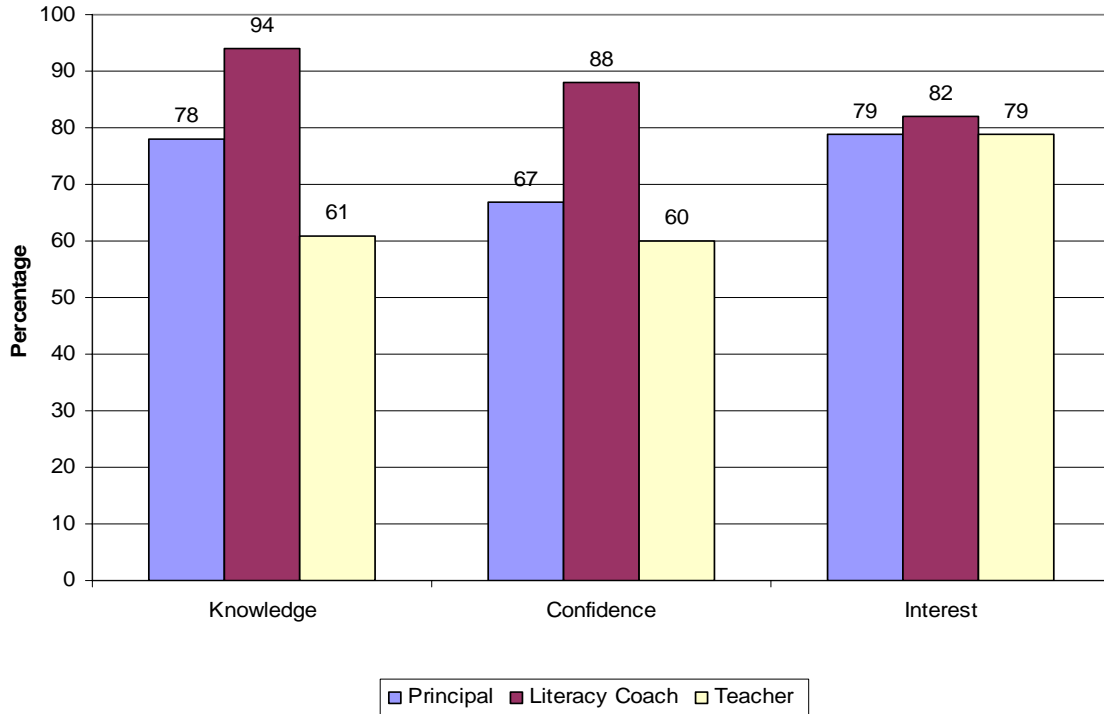
As shown in Exhibit 4-20, literacy coaches at the newly entering 2005-2006 schools were most likely to report high levels of knowledge, confidence, and interest in phonemic awareness. Teachers reported the lowest levels of knowledge and confidence compared to principals and literacy coaches. Though coaches reported slightly higher interest levels, these levels were quite similar across staff.

EXHIBIT 4-19 PHONEMIC AWARENESS COHORTS 1 AND 2 COMBINED



Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

EXHIBIT 4-20 PHONEMIC AWARENESS COHORT 3

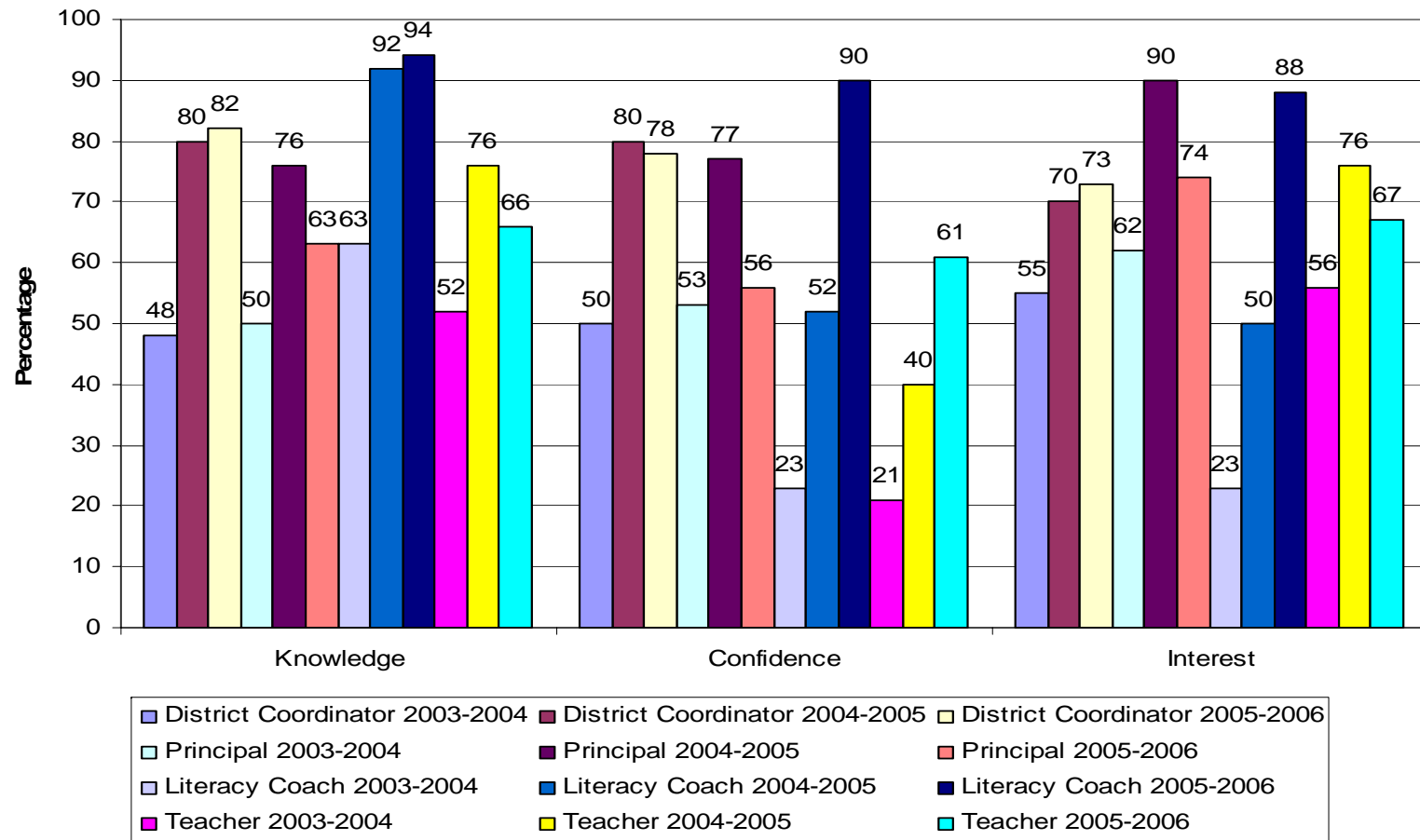


Source: MGT Survey 2005-2006.

Phonics. Exhibit 4-21 shows that the percentage of Cohort 1 and 2 Reading First coordinators, principals, literacy coaches, and teachers combined who reported high to extensive knowledge, confidence, and interest in the area of phonics increased after implementation of the grant. Percentages continued to increase from implementation years 1 to 2 in some cases and other cases percentages declined. To elaborate, from implementation years 1 to 2, percentages increased considerably for confidence and interest for coaches; increased on confidence but decreased for knowledge for teachers; decreased for confidence and interest for coaches; and remained stable for knowledge, confidence, and interest for district coordinators. By the second year of implementation, a large percentage of literacy coaches indicated high knowledge, interest, and confidence in the area of phonics, whereas Reading First coordinators expressed the highest levels in the areas of confidence and knowledge. Principals were most interested in learning more about this area.

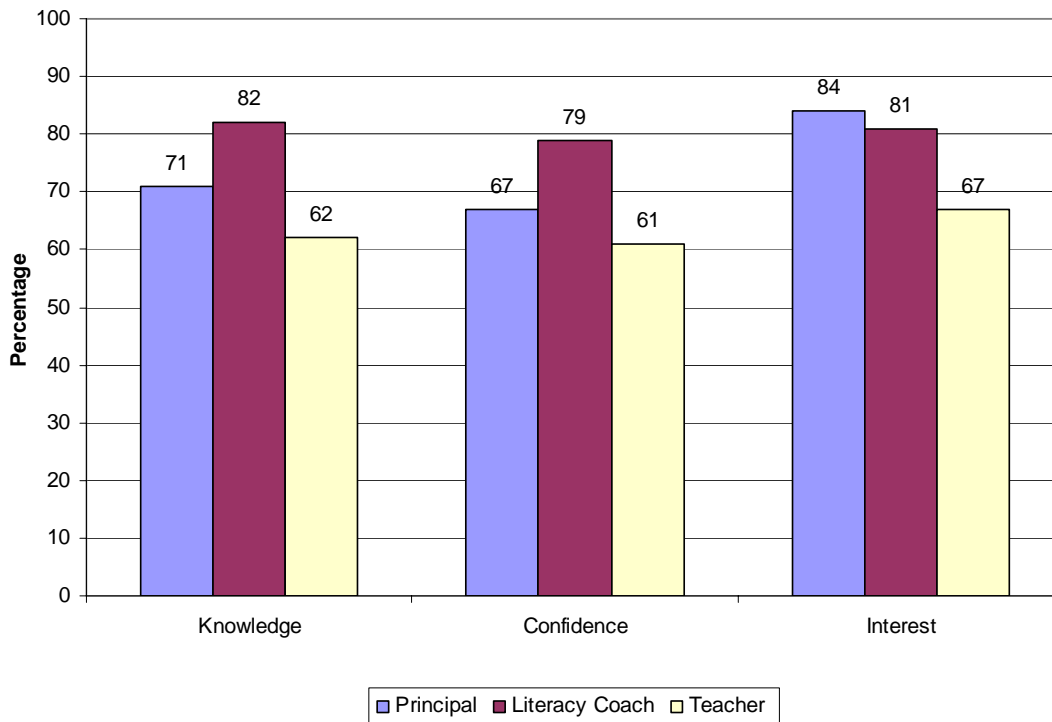
Exhibit 4-22 shows the percentage of Cohort 3 staff reporting high to extensive knowledge, confidence, and interest in the area of phonics. Cohort 3 principals reported the highest levels of knowledge and confidence in this area. Teachers showed the lowest levels of knowledge, confidence, and interest, but their interest levels were still relatively high (67%).

**EXHIBIT 4-21
PHONICS
COHORTS 1 AND 2 COMBINED**



Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

EXHIBIT 4-22 PHONICS COHORT 3

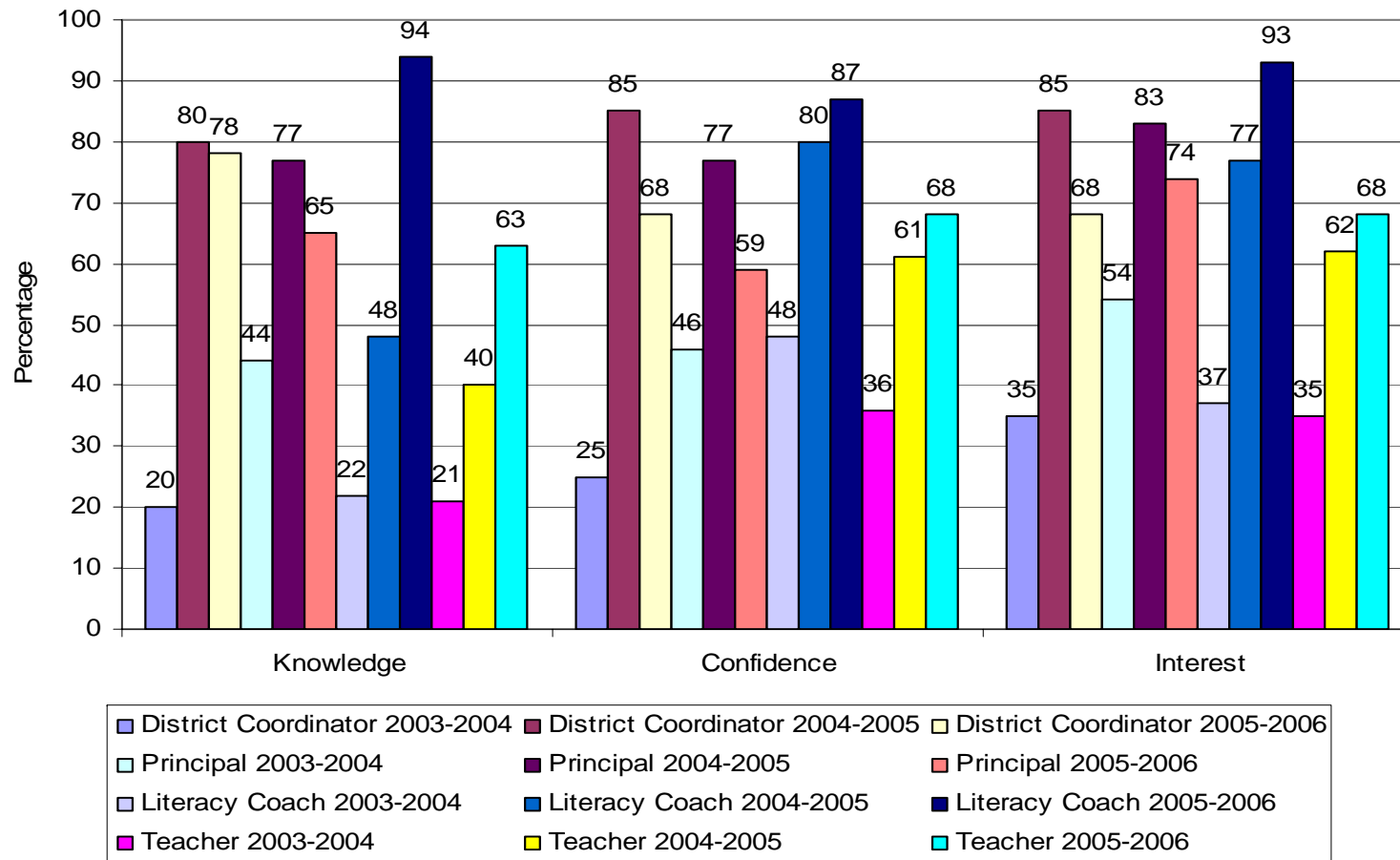


Source: MGT Survey 2005-2006.

Oral Reading Fluency. As shown in Exhibit 4-23, the percentage of Cohort 1 and 2 Reading First coordinators, principals, literacy coaches, and teachers combined who reported high to extensive knowledge, confidence, and interest in the area of oral reading fluency increased from the pre-implementation to later years of grant implementation. District coordinators showed the largest gains in percentages from pre-implementation to implementation year 1 for knowledge, confidence, and interest. The single largest gain over time was for percentages of coaches from pre-implementation to the second year of implementation indicating high levels of knowledge (an increase of 72%). Typically, percentages of staff reporting high levels remained stable or increased from the first to second implementation years but in some cases there were decreases in percentages reported from implementation years 1 to 2. From implementation years 1 to 2, percentages of coaches and teachers reporting high levels of knowledge, confidence, and interest increased consistently. For district coordinators, percentages declined for confidence and interest (a decrease of 17%) and for principals percentages declined in all areas (decreases of 9% to 18%) across implementation years. By the second implementation year, the largest percentages reported by teachers were for interest and confidence levels; the largest percentages reported by principals was for interest; the largest percentage reported by district coordinators was for knowledge; and the largest percentages reported by coaches were for knowledge and interest.

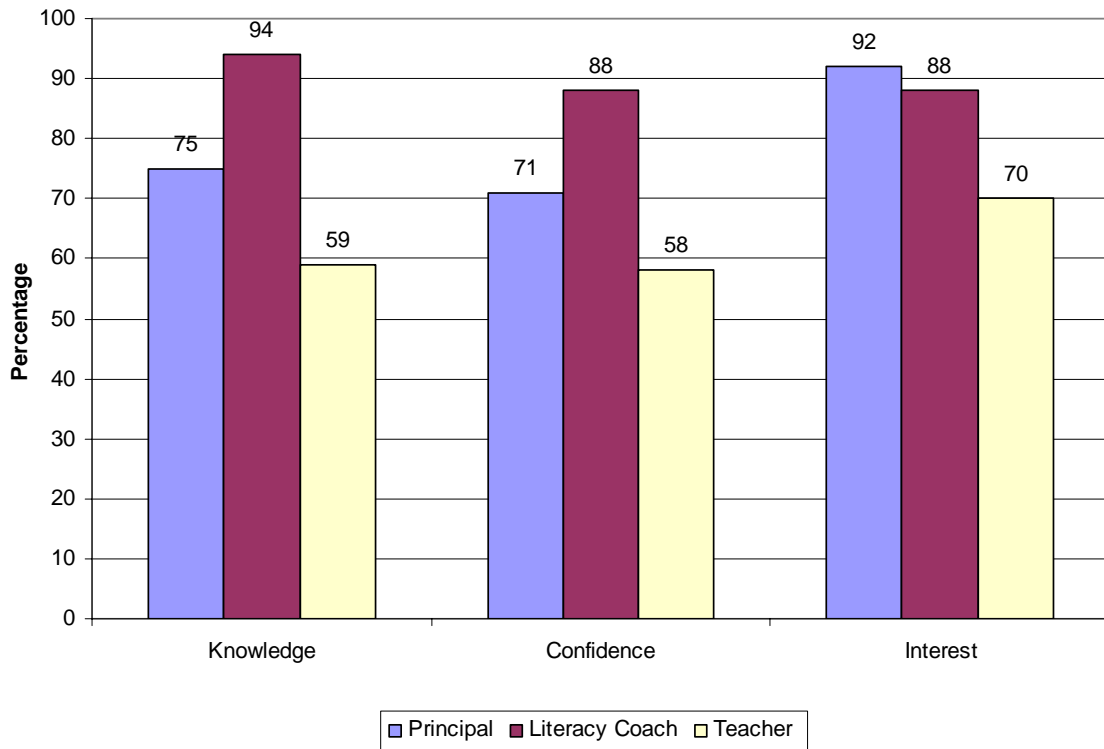
As shown in Exhibit 4-24, literacy coaches in Cohort 3 were most likely to report high levels of knowledge and confidence and principals were most likely to show interest in learning more about oral reading fluency. All staff showed relatively high interest levels (70% to 92%).

**EXHIBIT 4-23
ORAL READING FLUENCY
COHORTS 1 AND 2 COMBINED**



Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

EXHIBIT 4-24 ORAL READING FLUENCY COHORT 3

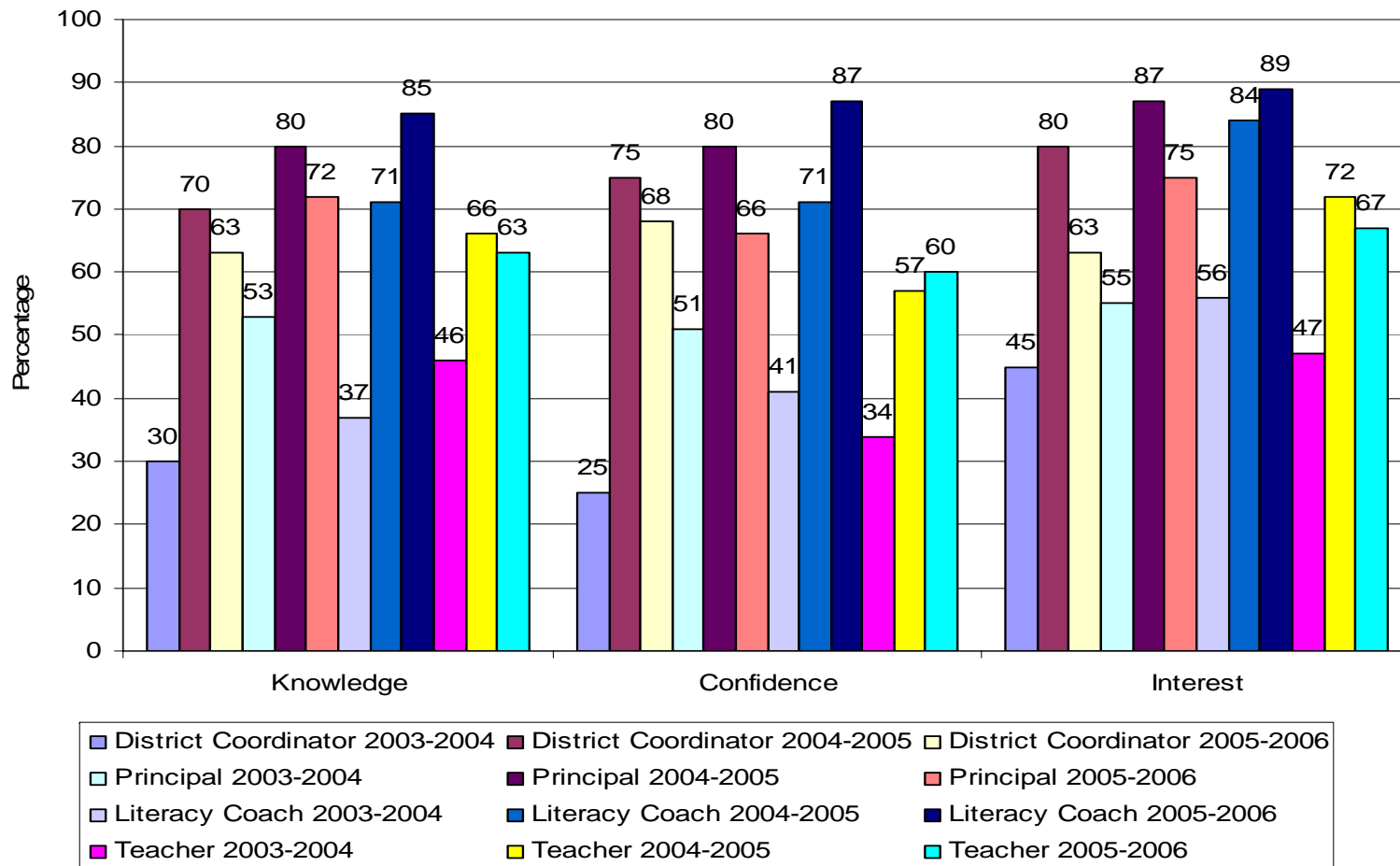


Source: MGT Survey 2005-2006.

Vocabulary. Exhibit 4-25 shows that the percentage of Cohort 1 and 2 Reading First coordinators, principals, literacy coaches, and teachers combined who reported high to extensive knowledge, confidence, and interest in the area of vocabulary increased considerably from pre-implementation to post-implementation years. The largest gains from pre-implementation to implementation year 1 were for district coordinators for knowledge, confidence, and interest (an increase of 40% to 50%). Typically, percentages were relatively stable or declined from implementation years 1 to 2 with the exception of percentages for district coordinators which consistently increased over time. The largest gain from pre-implementation to year 2 of implementation was for coaches for knowledge (an increase of 48%). By implementation year 2, the highest levels for coaches were for knowledge, confidence, and interest; for principals and district coordinators the highest levels were for confidence and interest; and for teachers the highest levels were for interest.

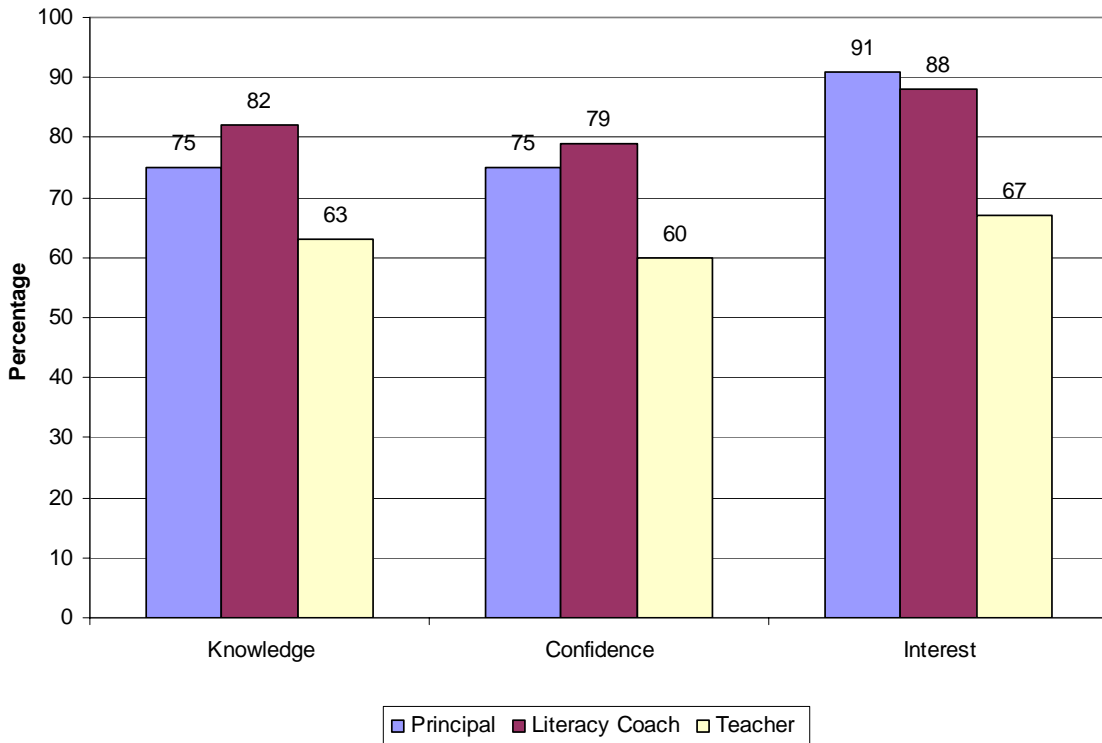
Exhibit 4-26 shows that principals and coaches from Cohort 3 were most likely to report high levels of knowledge, confidence, and interest in the area of vocabulary. Teachers reported lower levels of knowledge, confidence, and interest but most teachers were interested in learning more about vocabulary (67%).

**EXHIBIT 4-25
VOCABULARY
COHORTS 1 AND 2 COMBINED**



Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

EXHIBIT 4-26 VOCABULARY COHORT 3

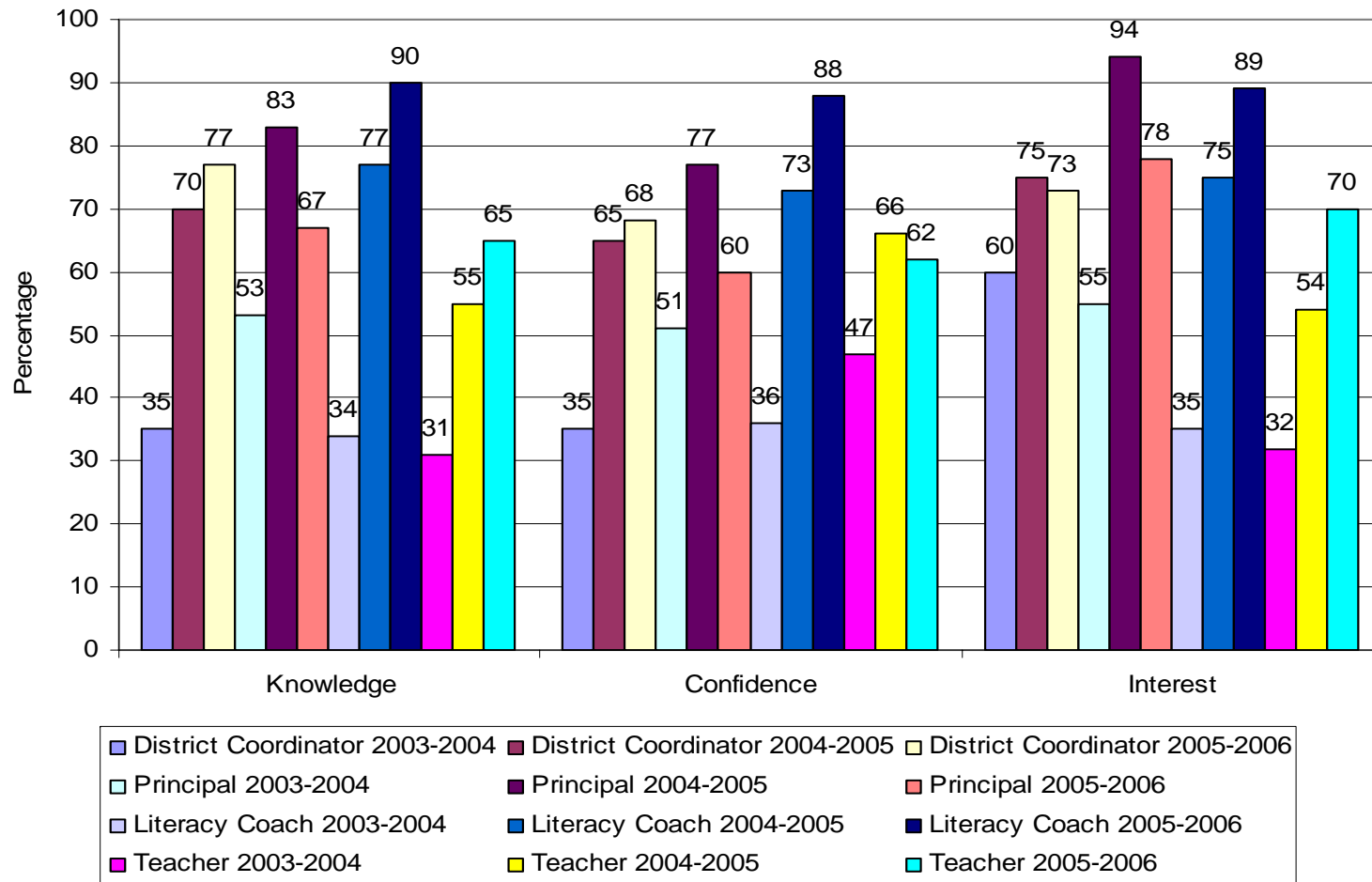


Source: MGT Survey 2005-2006.

Comprehension. Cohorts 1 and 2 Reading First coordinators, principals, literacy coaches, and teachers combined who reported high to extensive knowledge, confidence, and interest in the area of comprehension increased by large percentages from pre- to post-implementation (see Exhibit 4-27). Typically, percentages increased or remained stable from implementation years 1 to 2 with the exception of percentages for principals which consistently decreased from implementation years 1 to 2 (decreases of 16% to 17%). The largest gains were for coaches for knowledge, confidence, and interest from pre-implementation to implementation year 2 (increases of 52% to 56%). By the second year of implementation, principals and teachers were most likely to indicate high levels of interest and district coordinators and coaches were most likely to report high levels of knowledge.

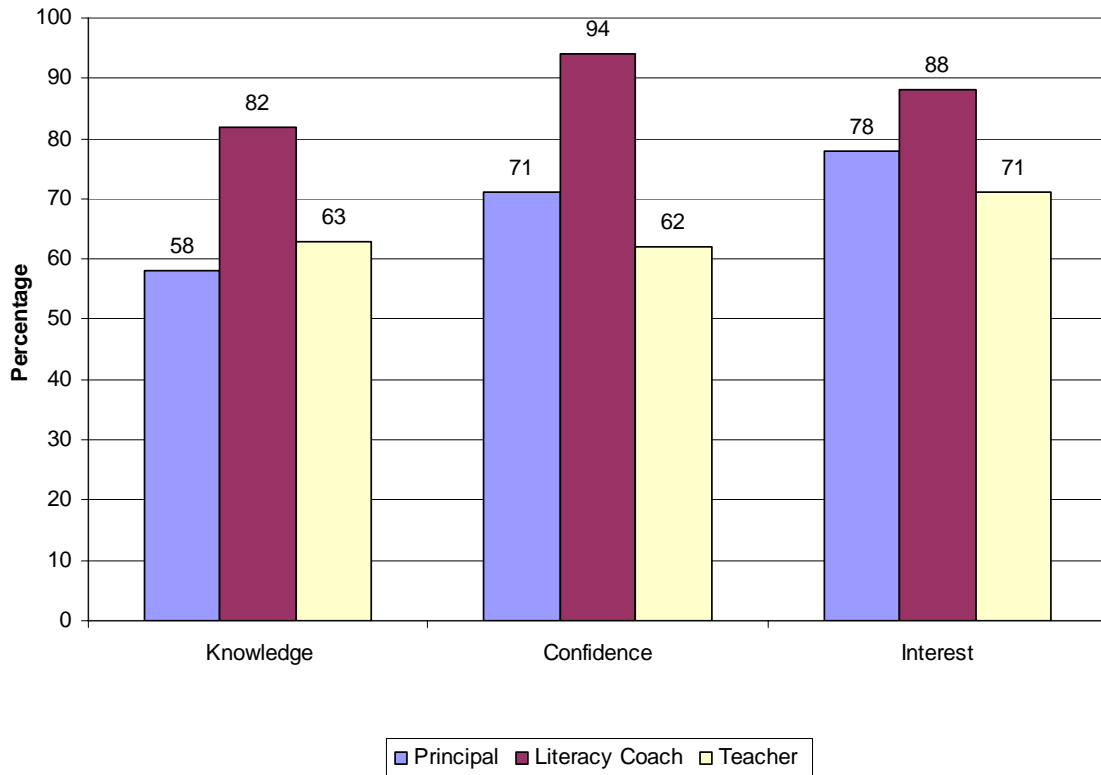
For Cohort 3, shown in Exhibit 4-28, coaches reported the highest levels of knowledge, confidence, and interest regarding comprehension. Principals reported the lowest levels of knowledge (58%) but most were confident (71%) in their ability and interested (78%) in learning more about the area of comprehension. Approximately 60% of teachers reported high levels of knowledge and confidence and about 70% reported high interest in learning more about comprehension.

**EXHIBIT 4-27
COMPREHENSION
COHORTS 1 AND 2 COMBINED**



Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

EXHIBIT 4-28 COMPREHENSION COHORT 3



Source: MGT Survey 2005-2006.

In addition to professional development devoted to the components of reading, teacher training also addresses New Jersey reading standards. All public schools in New Jersey are required to offer a curriculum that addresses reading standards set by NJDOE. Survey participants were asked whether training in implementing New Jersey reading standards had been provided to staff prior to and following implementation of New Jersey Reading First. As shown in Exhibit 4-29, the percentages of administrators and teachers who agreed or strongly agreed that training has been provided in this area increased for all groups during the implementation of the grant and those increases were the largest from the pre-implementation year (2003-2004) to the second year of implementation (2005-2006).

For Cohort 3, shown in Appendix C, a large percentage of principals (92%) agreed or strongly agreed with this statement but a smaller percentage of coaches and teachers agreed (69% and 71%).

EXHIBIT 4-29
AVAILABILITY OF TRAINING IN NEW JERSEY'S LANGUAGE
ARTS LITERACY STANDARDS
COHORTS 1 AND 2 COMBINED

	STAFF POSITION	2003-2004 PREIMPLEMENTATION	2004-2005 YEAR 1	2005-2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of New Jersey Reading First staff who agreed or strongly agreed that training in implementing New Jersey's Language Arts Literacy Standards was provided.	Reading First Coordinators	48	80	92	67%	92%
	Principals	69	84	84	22%	22%
	Literacy Coaches	40	68	87	70%	118%
	Teachers	61	75	76	23%	25%

Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

In summary, for Cohorts 1 and 2 combined, the percentages of school-based staff who indicated high to extensive knowledge, confidence, and interest in learning more in the areas of phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension increased over time compared to the pre-implementation year although change from the first to second years of implementation was mixed; sometimes increasing, sometimes decreasing, and sometimes remaining constant. Grant implementation appears to have made more of an impact on coordinators and literacy coaches than on principals or teachers. In each area, Reading First coordinators' and/or literacy coaches' gains typically exceeded those of teachers and principals. Furthermore, during 2005-2006, higher percentages of Reading First coordinators and literacy coaches expressed high to extensive knowledge and confidence in each area than did teachers or principals. Also during the second year of implementation, larger percentages of principals and Reading First coordinators expressed high levels of interest in learning more about all areas than did teachers, but teachers' percentages did exceed those of principals in the area of phonemic awareness. Furthermore, for Cohort 3, literacy coaches reported the highest levels of knowledge, confidence, and interest followed by principals and teachers.

What professional development was most successful?

During on-site focus groups, principals were asked how effective the school-level professional development was in changing the attitudes and beliefs of teachers and other staff members about teaching reading using SBRR. Nearly all principals indicated that school-level professional development was "very effective" or "effective" in changing attitudes and beliefs about teaching using SBRR. Both principals and district coordinators reported on the most effective aspects of local professional development opportunities which included:

- increased teamwork and sharing;
- grade-level meetings, common planning, and consistency ;
- use of data driven instruction;

- increased willingness to try new teaching strategies;
- varied professional development delivery options; and
- enhanced learning environment.

Teachers were asked what had changed as a result of the implementation of SBRR professional development and coaching activities. They indicated the following changes:

- improvements in instructional strategies (i.e., differentiated instruction, guided reading, data driven instruction and literacy centers);
- increased content knowledge; and
- increased staff collaboration.

Reading First coordinators, principals, literacy coaches, and teachers were asked in open-ended survey questions to list their most effective training experiences during the implementation of Reading First. Many Reading First coordinators participating in interviews found workshops that focused upon intervention strategies to be most effective. They also endorsed assessment workshops, national speakers, and state and national conferences. Principals interviewed found workshops in general and state and national conferences most effective. Literacy coaches felt that workshops that covered topics including vocabulary, assessment, and intervention to be most effective. They also supported the Coaches Connect workshop. Teachers reported guided reading workshops as most effective. Principals, coaches, and teachers from new entering schools (Cohort 3) endorsed similar professional trainings as those listed by participants from schools in their second year of implementation. A notable exception is that literacy coaches from new entering schools listed trainings on the ICE-R and writing instruction as most effective in addition to workshops and Coaches Connect. Also, many of the teachers from new entering schools listed trainings in the areas of reading and writing and literature circles/centers as most effective.

During structured interviews and focus groups, Reading First coordinators and principals were asked which professional development offerings by NJDOE were most effective. Their responses are summarized as follows:

- District coordinators referred to workshop content such as data analysis, literacy centers, fluency, ICE-R training, and curriculum mapping.
- Principals and coordinators listed conferences including Atlantic City, Mercer Community College, Leadership Team Meeting in Trenton, and the National Reading First Conference.

In open-ended survey questions, MGT asked Reading First coordinators, principals, literacy coaches, and teachers to list topics they would like to see addressed during the coming school year. Respondents from schools in their second year of implementation indicated the following:

- *Teaching Strategies.* All Reading First participants indicated that they would like more training in teaching strategies (e.g., guided reading, shared reading, literature circles, reading aloud, and differentiated instruction).
- *Students with Special Needs.* Teachers requested professional development that provided more strategies for special needs students (English as a Second Language, special education, and low ability and struggling students).
- *Assessments and Diagnosis.* District coordinators requested additional training in assessments and identifying struggling students,
- *Intervention Strategies.* District coordinators also asked for more training in strategies for intervening with struggling students.
- *Content Areas.* Literacy coaches requested training in the areas of writing, vocabulary, and spelling and teachers asked for more training in the areas of reading, writing, vocabulary, fluency, and comprehension.
- *Classroom Management.* Principals wished to have professional development focused on strategies for classroom management.

Responses were similar for principals, teachers, and literacy coaches from schools in their first year of implementation during 2005-2006 (Cohort 3). However, literacy coaches from these first year schools also indicated that they would like training in additional content areas including comprehension, fluency, and phonics. They also mentioned assessment as a topic for which they would like additional training.

When asked how they would improve NJDOE professional development, district- and school-based administrators provided a variety of responses relating to the delivery and scheduling of professional development:

- Principals and district coordinators asked that professional development offerings be provided locally and at varied times.
- Principals requested that the content be more specific to administrators.
- Principals also requested more opportunities to observe in reading first classrooms and for increased opportunities for collaboration.
- Coordinators asked for content specific to areas such as phonics, phonemic awareness, and modeling.

Administrators, literacy coaches, and teachers were asked how school-based reading-related professional development for teachers, coaches, and administrative staff could be improved. Respondents gave the following suggestions for improvement.

- Include more staff at workshops and conferences (e.g., include literacy coaches and teachers at leadership conferences).
- Make content more specific with regards to special populations (e.g., English Language Learners, Special Education) and include more instruction in areas of SBRR, guided reading, vocabulary, centers, interpretation and applying data, and differentiated instruction.
- Allow for more input from teachers.
- Provide offerings at times outside of school hours.
- Provide a year long professional development schedule and a listing of the offerings.
- Offer local workshops.
- Increase the time of the workshops and provide more workshops.
- Offer more opportunities for collaboration and sharing during trainings.
- Create opportunities for coaches to observe other coaches model teaching.
- Provide study groups for literacy coaches and offer a literacy coach mentoring program.

4.5 CLASSROOM INSTRUCTION IN READING FIRST SCHOOLS

A substantial body of reading research provides evidence of effective practices in reading instruction. A central purpose of Reading First is to assist states in increasing the use of SBRR in classroom reading instruction and thus improve student outcomes. Effective implementation of SBRR in the classroom requires the application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and the reading challenges faced by struggling students.

Success in reading is very important to students, from both an academic and a vocational development perspective. Although some students appear to learn to read in almost any program, most students will not become successful readers unless they receive systematic and explicit instruction. One of the most compelling findings of recent reading research is that children who get off to a poor start in reading rarely catch up. Much of the failure in schools can be attributed to deficits in aligning the instructional system with the learning requirements of the student population served. By efficiently organizing instruction, carefully selecting and modifying reading materials, and effectively presenting the material in a format that engages each student, reading failure can be prevented.

There are many variables that influence the earliest stages of the reading process and the development of reading and writing literacy. The extent to which these variables

interact with young children’s cognitive and other abilities greatly determines how successful those children will be as readers. Adequate instructional time, well-designed materials, and effective presentation techniques are all essential ingredients of a successful reading program. However, students will not become successful readers unless teachers, administrators, and parents understand the essential reading skills, find out what skills students lack, and teach these skills directly. Thus, the development of a sound foundation for reading is highly dependent on a successful exchange between what has taken place and what will take place, both at school and at home.

MGT administered pre- and post-implementation surveys and conducted interviews and focus groups to document perceptions of Reading First stakeholders as to the effectiveness of New Jersey Reading First. The evaluation examined the use and effectiveness of core and supplemental reading programs, assessments, and early intervention practices implemented during Reading First. Furthermore, stakeholders were asked to consider how teachers had changed in their methods of reading instruction and curricula since Reading First implementation.

- To what extent did the structure of the literacy program in Reading First Schools reflect the New Jersey Reading First requirements?
- To what extent did classroom instruction in Reading First Schools incorporate the required elements of New Jersey Reading First?
- What changes have occurred in classroom instruction since Reading First funding was instituted?
- How was student reading progress monitored?
- To what extent have Reading First programs offered interventions for students who are not making sufficient progress in reading?
- What resources are needed to improve intervention programs?

To what extent did the structure of the literacy program in Reading First schools reflect the New Jersey Reading First requirements?

To be effective in developing and implementing literacy programs that are based on SBRR, instructional leaders must ensure that school personnel have a cohesive understanding of and commitment to the LEA’s and school’s reading program and its organization. As a result of Reading First, New Jersey LEAs hired Reading First coordinators and literacy coaches to support the grant activities. They also were required to examine the core reading curriculum and organization of reading instruction to determine if these practices were consistent with SBRR.

Exhibit 4-30 shows that prior to the implementation of Reading First, most New Jersey Reading First school-based staff believed they were committed to improving the literacy programs in their schools (70% to 91% agreement). Similarly, the majority of Reading First coordinators indicated that their district had a commitment to improving schools and literacy programs (73%). The majority of teachers and principals also indicated that the organization of reading instruction in their schools was consistent with SBRR (72% and 77% agreement), and that their core reading curriculum was consistent with SBRR (73%

and 76% agreement). In contrast, literacy coaches were less likely to agree that these two statements were true (41% to 54% agreement) prior to Reading First implementation.

**EXHIBIT 4-30
COMMITMENT TO AND ORGANIZATION OF
SBRR-BASED LITERACY PRACTICES
COHORTS 1 AND 2 COMBINED**

SCHOOL ORGANIZATION/CLIMATE	STAFF POSITION	2003-2004 PREIMPLE- MENTATION	2004-2005 YEAR 1	2005-2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of New Jersey Reading First staff that agreed or strongly agreed that their <i>district</i> had a commitment to improving school-wide literacy programs so that every student would read by the end of third grade.	Reading First Coordinators	73	100	100	37%	37%
Percentage of New Jersey Reading First school staff that agreed or strongly agreed that their <i>school</i> had a commitment to improving school-wide literacy programs so that every student would read by the end of third grade.	Principals	91	100	100	10%	10%
	Literacy Coaches	70	96	100	37%	43%
	Teachers	91	91	100	0%	10%
Percentage of New Jersey Reading First staff that agreed or strongly agreed that their <i>district's</i> core language arts/literacy curriculum was based on SBRR.	Reading First Coordinators	54	100	100	85%	85%
	Principals	78	100	100	28%	28%
	Teachers	52	90	100	73%	92%
Percentage of New Jersey Reading First school staff that agreed or strongly agreed that their <i>school's</i> organization of reading instruction was consistent with SBRR.	Principals	72	97	100	35%	39%
	Literacy Coaches	41	96	99	134%	141%
	Teachers	77	87	100	13%	30%
Percentage of New Jersey Reading First school staff that agreed or strongly agreed that their <i>school's</i> core reading curriculum was consistent with SBRR.	Principals	76	97	100	155%	163%
	Literacy Coaches	54	100	100	45%	45%
	Teachers	73	89	92	18%	47%

Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

Number of respondents: Reading First Coordinators: (n=22) 2003-2004, (n=20) 2004-2005, (n=22) 2005-2006; Principals: (n=31) 2003-2004, (n=33) 2004-2005, (n=90) 2005-2006; Literacy Coaches: (n=64) 2003-2004, (n=57) 2004-2005, (n=82) 2005-2006; Teachers (n=512) 2003-2004, (n=513) 2004-2005, (n=1,246) 2005-2006.

By the spring of 2005 the percentage agreement had increased considerably and by spring of 2006, there was virtually unanimous agreement among Reading First stakeholders that their schools were committed to improving literacy programs and that the organization of reading curriculum and instruction was consistent with SBRR.

Additionally, all principals and coaches and most teachers from newly entering Cohort 3 schools indicated that their school was committed to improving literacy programs and their schools organization of reading instruction and their curriculum were aligned with SBRR (see Appendix C).

Due to the wide variety of programs implemented prior to Reading First, principals and literacy coaches were asked how they would describe the coordination of reading

programs used in their schools and if the cooperation/coordination among programs had changed as a result of the Reading First grant implementation. Reading First coordinators indicated that as a result of the coordination among programs, there was positive collaboration among various professionals working together to implement Reading First. Principals reported that the various programs being implemented work well together but cited limitations in time for implementing all of the programs.

To what extent did classroom instruction in Reading First schools incorporate the required elements of New Jersey Reading First? What changes have occurred in classroom instruction since Reading First funding was instituted?

CORE OF READING PROGRAM

Data from Exhibit 4-31 indicate that administrators and staff used their training to choose appropriate instructional materials for their schools. Most school-based staff agreed that they were using SBRR guidelines in choosing reading textbooks and supplemental materials during the two years of grant implementation (84% to 100% in 2004-2005 and 89% to 100% in 2005-2006), representing a large increase from pre-implementation (as much as 1171%). During 2005-2006, most Reading First coordinators and principals (78% and 71%) and sixty-three percent of literacy coaches and teachers agreed or strongly agreed that their district/school also used a plan for reviewing reading software and materials prior to purchase. These percentages were up from the pre-implementation year (56% to 125%) and had also increased from the first to the second year of implementation for all staff except for principals. During 2004-2005 and 2005-2006, larger percentages of each group agreed that reading software and materials used in their district/school were aligned with New Jersey Language Arts Literacy Standards and SBRR; a considerable increase from pre-implementation. Additionally, as a result of grant implementation, nearly all administrators (90% and 98% in 2005-2006; 82% and 94% in 2005-2006) and all literacy coaches agreed or strongly agreed that student materials were effectively aligned to the core reading program used in their schools.

As shown in Appendix C, Cohort 3 Reading First staff agreed that materials were effectively aligned with the core reading program and that standards including SBRR and NJCCCS were used to select materials and software (78% to 100%). Fewer Cohort 3 staff agreed that their school/district used a plan for reviewing materials or software prior to purchasing those materials (45% to 71%).

EXHIBIT 4-31
USE OF SBRR MATERIALS IN
NEW JERSEY READING FIRST SCHOOLS
COHORTS 1 AND 2 COMBINED

USE OF SBRR MATERIALS	STAFF POSITION	2003-2004 PREIMPLEMENTATION	2004- 2005 YEAR 1	2005- 2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of New Jersey Reading First school staff who agreed or strongly agreed that student materials were effectively aligned to the Core Reading Program.*	Reading First Coordinators	--	90	82	90%	82%
	Principals	--	98	94	98%	94%
	Literacy Coaches	--	100	100	100%	100%
Percentage of New Jersey Reading First school staff who indicated that using SBRR guidelines in choosing reading textbooks and supplementary materials was successful, very successful, or extremely successful.	Reading First Coordinators	19	100	100	426%	426%
	Principals	7	84	89	1,100%	1,171%
	Literacy Coaches	25	94	93	276%	272%
Percentage of New Jersey Reading First school staff who agreed or strongly agreed that reading software and materials used in their district/school were aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	Reading First Coordinators	55	95	100	73%	82%
	Principals	75	100	92	33%	23%
	Literacy Coaches	47	82	88	74%	87%
	Teachers	63	63	94	0%	49%
Percentage of New Jersey Reading First school staff who agreed or strongly agreed that their district/school used a plan for reviewing reading software and materials prior to purchasing these materials.	Reading First Coordinators	50	70	78	40%	56%
	Principals	38	88	71	132%	87%
	Literacy Coaches	28	54	63	93%	125%
	Teachers	33	33	63	0%	91%

* This question was not asked on the preimplementation survey.
Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

To expand upon information provided by the surveys, MGT asked Reading First district coordinators and principals in a sample of Reading First schools about their processes for evaluating reading materials for use in their schools and how those processes had changed as a result of the grant. During 2005-2006 site visits, principals and district coordinators were asked to comment on any changes since spring of 2005 to which they indicated that no changes had been made since that time, and emphasized that textbooks were chosen at the district-level and that principals in individual schools did not have much input unless they served on district-level textbook committees. The process outlined the prior spring (2005) generally included the following:

- Typically, there was a district- or school-level textbook committee comprised of principals, teachers, and district-level administrators.
- Schools and/or districts used the state list of approved textbooks, then used other data, such as that available through the Florida

Center for Reading Research Web site to verify the appropriateness of the content for their student population.

- Textbook vendors were invited to present their textbooks to the committee and provide samples.
- In some cases, teachers piloted the materials in their classrooms for a period of time.
- Some committees examined textbooks to see if they were compatible with SBRR. Some committees used a checklist from the Consumers Guide to Selecting Reading Materials. Committees scored textbooks, and the district/school chose the series with the highest score.
- Principals from some districts/schools examined materials to make sure they were aligned with the NJASK 3 or the TerraNova Plus®.
- Some principals stated that they examined student progress and chose materials that addressed student achievement gaps.
- Principals from some districts included their special education teachers in the process to make sure that materials would benefit both special education and general education students.

THE 90-MINUTE READING BLOCK

As part of Reading First, instructional personnel were required to increase the amount of time students were engaged in reading instruction to 90-minutes of uninterrupted instruction per day. By 2006, all of the principals, coaches, and teachers and the vast majority of district coordinators agreed or strongly agreed that students received a minimum of 90 minutes of uninterrupted literacy instruction daily (a change of 37% to 138% over pre-implementation levels). The degree of change from pre-implementation to the second year of implementation was similar to the change from pre-implementation to the first year of implementation, ranging from 33% to 138% (see Exhibit 4-32).

As shown in Appendix C, all principals and literacy coaches and most teachers (94%) from Cohort 3 also agreed that students received at least 90-minutes of uninterrupted literacy instruction daily.

EXHIBIT 4-32
AMOUNT OF TIME TEACHERS SPENT PROVIDING
UNINTERRUPTED LITERACY INSTRUCTION DAILY
COHORTS 1 AND 2 COMBINED

	STAFF POSITION	2003-2004 PREIMPLE- MENTATION	2004- 2005 YEAR 1	2005- 2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of New Jersey Reading First school staff who agreed or strongly agreed that students received at least 90-minutes of uninterrupted literacy instruction daily.	Reading First Coordinators	45	85	91	89%	102%
	Principals	66	100	100	52%	52%
	Literacy Coaches	42	100	100	138%	138%
	Teachers	73	97	100	33%	37%

Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

Responding to questions posed in focus groups and interviews, district- and school-level staff stressed the significance of the implementation of the 90-minute reading block as a component of the program. Principals, coaches, and teachers listed the 90-minute uninterrupted reading block as one of the most successfully implemented aspects of Reading First at their schools. However, the coaches also viewed the 90-minute reading block as a barrier to implementation due to time constraints and scheduling challenges.

SMALL GROUP INSTRUCTION AND LITERACY CENTERS

A major focus of Reading First is the provision of targeted, systematic instruction in reading and language arts that meets individual student needs. Decisions regarding instructional arrangements (e.g., grouping, skill building, and practice activities) should be based on assessment data. However, the typical K-3 classroom contains 15 to 25 students, and under those conditions, teachers face the challenge of finding meaningful instructional tasks and grouping arrangements that address all students' needs during the 90-minute block. In many classrooms, literacy centers provide a forum for students to work independently or cooperatively in groups at an instructional task where they either practice or apply skills that for the most part they already possess. For literacy centers to function effectively, teachers must do the following:

- Teach students how they are to rotate through the centers in an orderly fashion.
- Establish and enforce rules of conduct for students using centers. This is particularly true for situations in which students are working cooperatively.
- Plan new centers as students' skills change. Plan instruction that will provide either effective practice for students or interesting and engaging opportunities for students to apply skills they have already learned.

- Equip centers with sufficient and appropriate supplies and materials, and ensure that students know where they are located and how to use them.
- Ensure that all computers and other technologies used in centers are in working order, and that software and/or tapes are available or installed.
- Teach students how to use the technology, so that they will not lose instructional time dealing with those issues when they go to a center.
- Correct the work students produce in their centers. Analyze the work for errors and make adjustments in center activities in line with that analysis on a daily basis.
- Pack up and store materials from old centers when they are no longer needed.

Centers tend to function best in classrooms that provide ample space for them, adequate furniture that can be arranged flexibly, and additional adult staff persons (paraprofessionals, volunteers, and tutors) to help supervise the centers and provide individualized instruction for students. A well-run classroom with efficiently operating centers is a beautiful sight to behold. When teachers fail to plan adequately and prepare students for center use, their classrooms descend into chaos.

New Jersey Reading First teachers were asked to reflect on how reading instruction had changed in their classrooms. Teachers participating in focus groups stated that they now used practices such as read alouds, literacy centers, word walls, and focused instruction on the five essential elements of reading. Additionally, teachers said that reading instruction was more likely to be assessment driven and differentiated. Teachers cited improved teacher comfort with the program and teacher cohesiveness as two of the most significant changes that have occurred during grant implementation. When asked which activities they thought had been most successfully implemented, teachers reported that the program was being implemented consistently across staff and listed the following grant activities as most successful:

- use of SBRR, read alouds, guided reading, differentiated instruction, literacy centers, small group instruction, and interactive writing;
- professional development in the areas of SBRR, English Language Learner, small group instruction, and differentiated instruction; and
- the 90-minute uninterrupted reading block.

MGT asked stakeholders to discuss their experiences in creating literacy centers using small group instruction. Exhibit 4-33 shows that prior to Reading First, few administrative staff members and literacy coaches viewed the establishment of learning (literacy) centers as successful (25% to 40%). Teachers were more likely than other staff to view the establishment of learning centers as successful. Reading First coordinators and literacy coaches had similar views about the provision of small group instruction, with a respective 18% and 28% rating this practice as successful. In contrast, more than half of

principals (56%) and nearly three-quarters of teachers (74%) indicated that teachers were successful in providing small group instruction to their students. After Reading First, the percentages of Reading First participants who believed that teachers were successful in including literacy centers and successful with their small group instruction increased, sometimes dramatically, for all district- and school-level staff members (increase of 27% to 372% in 2004-2005; increase of 24% to 406% in 2005-2006).

For Cohort 3 staff, most principals, literacy coaches, and teachers agreed that learning centers (85% to 97%) and small group instruction were successful (92% to 94%).

**EXHIBIT 4-33
SUCCESS OF LITERACY CENTERS AND
SMALL GROUP INSTRUCTION
COHORTS 1 AND 2 COMBINED**

	STAFF POSITION	2003-2004 PREIMPLEMENTATION	2004-2005 YEAR 1	2005-2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of New Jersey Reading First school staff who agreed or strongly agreed that establishing learning centers was successful, very successful, or extremely successful.	Reading First Coordinators	27	90	100	233%	270%
	Principals	40	96	95	140%	138%
	Literacy Coaches	25	97	93	288%	272%
	Teachers	58	89	89	53%	53%
Percentage of school-based staff who indicated that providing small group instruction was successful, very successful, or extremely successful.	Reading First Coordinators	18	85	91	372%	406%
	Principals	56	97	99	73%	77%
	Literacy Coaches	28	96	95	243%	239%
	Teachers	74	94	92	27%	24%

Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

During focus groups and interviews, district- and school-level stakeholders made a number of comments about the implementation of small group instruction and literacy centers. Inclusion of literacy centers (reported by coordinators and literacy coaches) and small group instruction (reported by principals and teachers) were perceived as two of the most successfully implemented aspects of Reading First. In addition, when asked which changes in their literacy program had been most significant, coordinators and literacy coaches listed providing small group instruction and district coordinators and principals reported establishing literacy centers. However, some principals and teachers commented that literacy centers were hard to set up and took a lot of time to establish.

External evaluations of classroom instruction were conducted during 2005-2006 to provide insight into the efficiency of the process what problems, if any, exist, and suggestions for improvement.

MGT consultants visited a total of 18 Reading First Schools during the 2005-2006 school year. Each school was visited once in the fall and again in the spring to determine the impact of the program during the second year of implementation on the classroom.

During each of the fall and spring visits, MGT conducted a total of 35 classroom observations of the designated 90-minute reading block using a formal reading observation tool. A total of 19 first grade and 16 third grade classrooms were observed. To the extent possible, MGT consultants conducted observations of the same classrooms in the fall and spring; however, two first grade teachers were out ill at the time of the second visit and alternate first grade classrooms were observed. MGT consultants reported that first grade and third grade classrooms had an average of 16 students.

To ensure consistency among the consultants, MGT utilized the Instructional Content Emphasis - Revised (ICE-R) instrument for recording classroom reading instruction (see Appendix B). This instrument allows consultants to summarize instructional activities by instructional category, instructional subcategory, grouping, materials used, student engagement, and teacher quality. The 10 main instructional categories are:

- Concepts of Print;
- Phonological Awareness;
- Alphabetic Knowledge;
- Word Study/Phonics;
- Spelling;
- Oral Language Development;
- Fluency;
- Text Reading;
- Comprehension; and
- Writing/Language Arts.

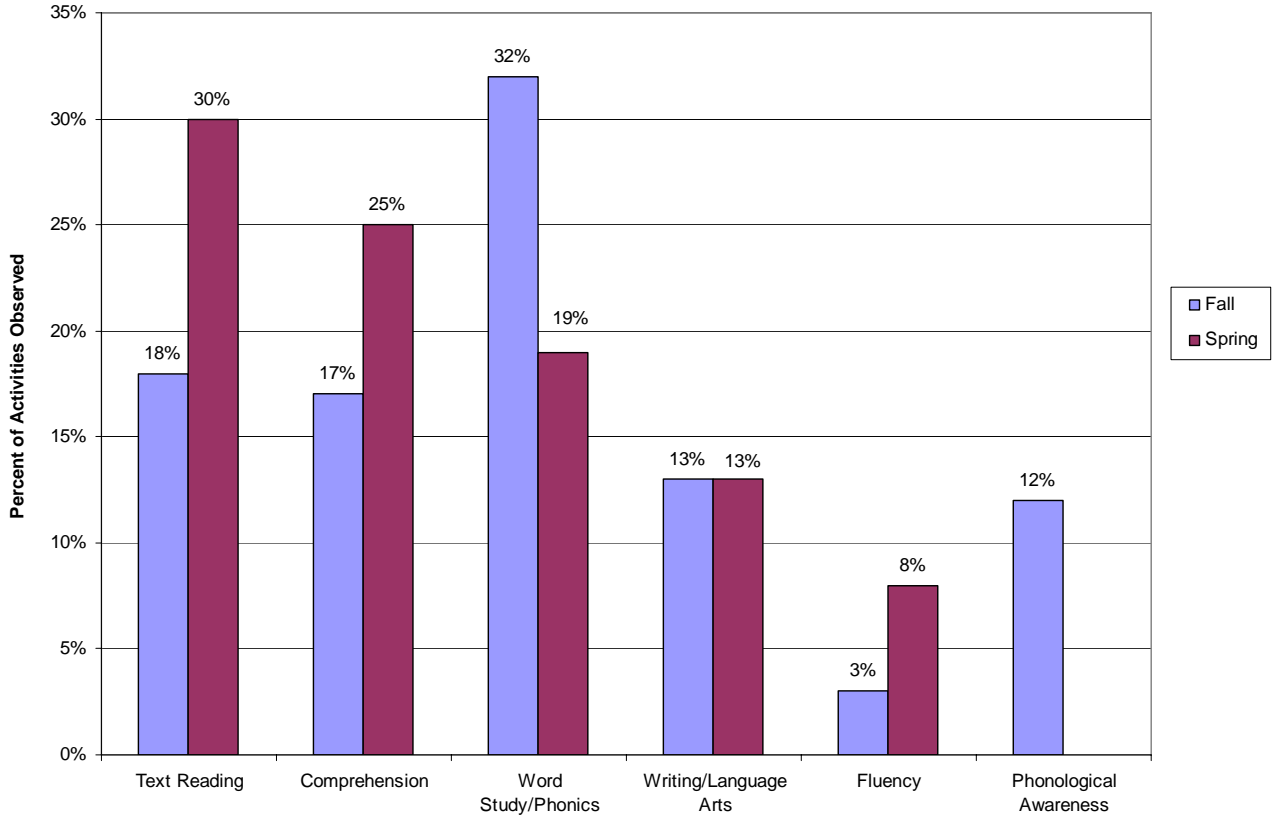
MGT condensed the instructional categories to six—phonological awareness, word study/phonics, fluency, text reading, comprehension, and writing/language arts—for analysis to focus more on the essential components of Reading First.

Classroom observations lasted an average of 37 minutes for the fall semester and 41 minutes for the spring semester. During that time, MGT consultants reported observing an average of 33 and 37 minutes, respectively, of reading instruction, and an average of four and five minutes, respectively, addressing tasks that did not directly relate to the reading instruction. Consultants recorded a total of 77 instructional activities at the first grade level during the fall visits, and 96 in the spring in each of the 10 instructional categories. At the third grade level, 52 instructional activities were observed in the fall and 60 in the spring.

The following is a summary of the data collected from classroom observations across the state by grade level.

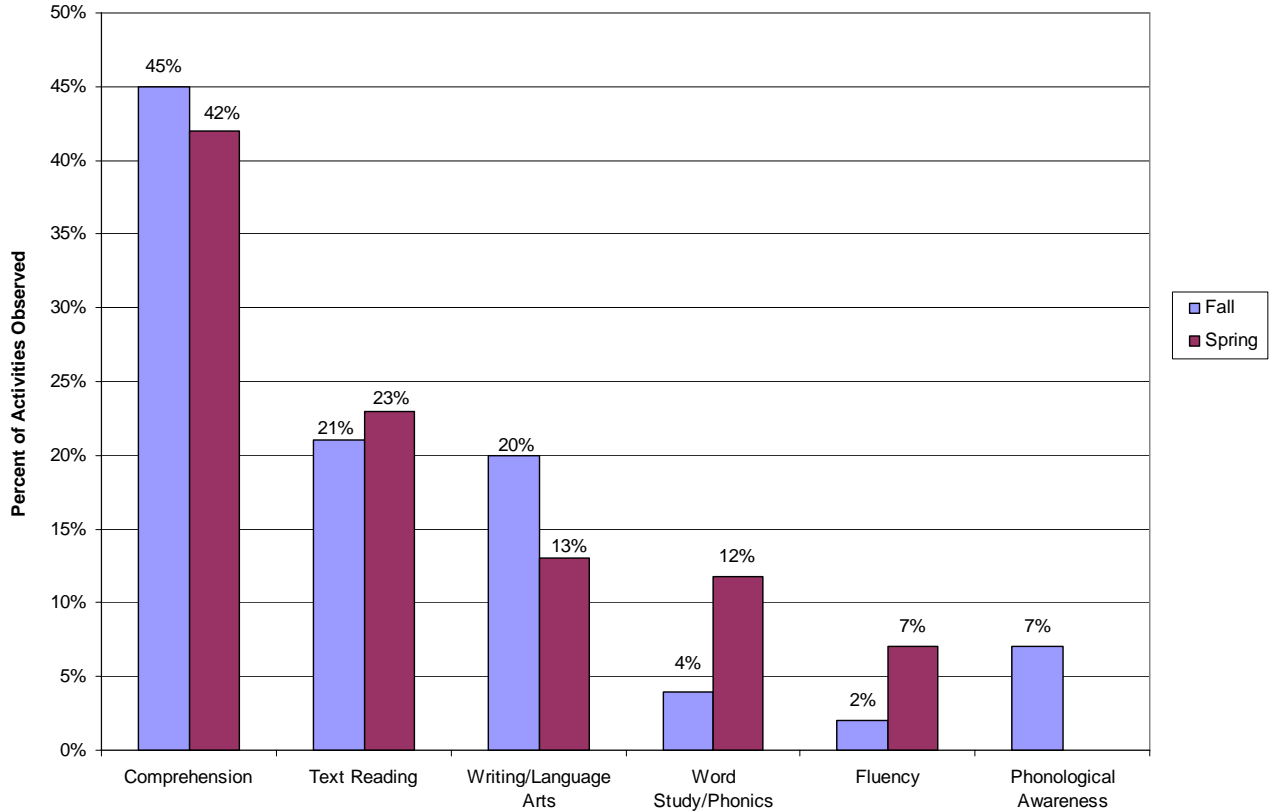
In the first grade classrooms, the observed instructional focus for the fall included word study/phonics, comprehension, and text reading. In the spring, there was a growth of instructional focus for comprehension and text reading. In third grade classrooms, consultants observed activities that focused on comprehension, text reading, and writing/language arts during the fall visits. In the spring, there was a decrease of instructional focus in writing/language arts and an increase in word study/phonics. Exhibits 4-34 and 4-35 illustrate a breakdown of the main categories of instruction integrated into the reading block by grade level.

**EXHIBIT 4-34
MAIN INSTRUCTIONAL CATEGORIES OF ACTIVITIES
OBSERVED: GRADE 1**



Source: MGT ICE-R Classroom Observations, fall 2005 and spring 2006.

**EXHIBIT 4-35
MAIN INSTRUCTIONAL CATEGORIES OF ACTIVITIES
OBSERVED: GRADE 3**



Source: MGT ICE-R Classroom Observations, fall 2005 and spring 2006.

Though there was a shift in the reading instruction at both the first and third grade levels where teachers focused more on comprehension and text reading, the analysis of the average number of minutes spent on each activity revealed little change. Exhibit 4-36 shows the number of activities consultants recorded by instructional category and the average number of minutes per activity in the fall and spring by grade level.

EXHIBIT 4-36
AVERAGE TIME-ON-TASK PER INSTRUCTIONAL ACTIVITY
BY GRADE LEVEL

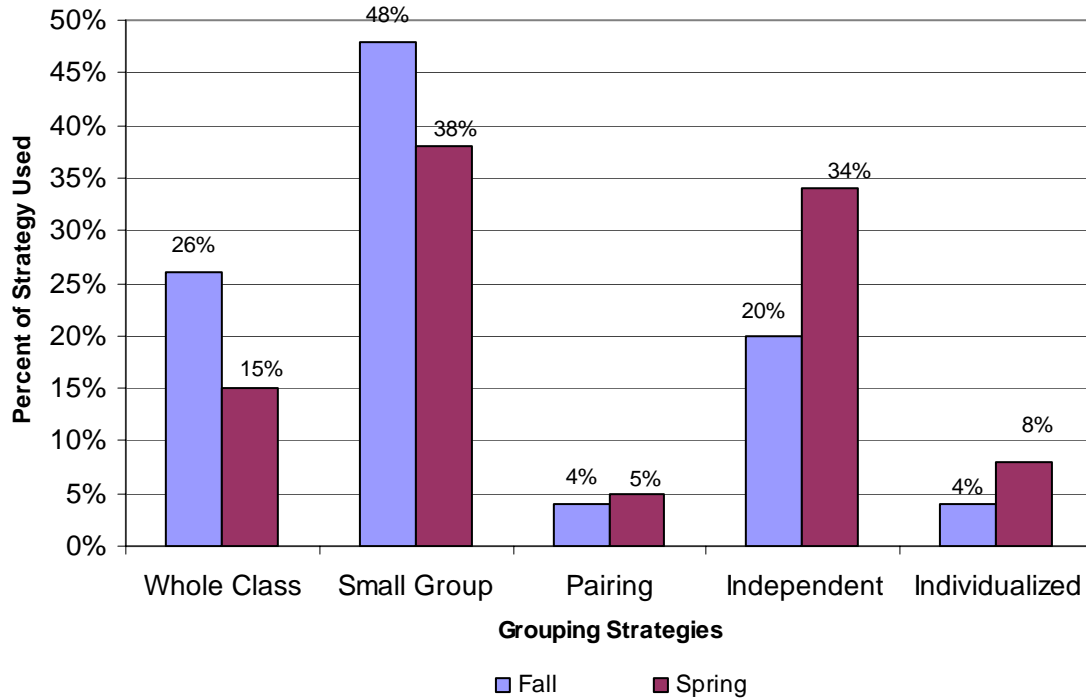
	FALL		SPRING	
	NUMBER ACTIVITIES	AVERAGE MINUTES PER ACTIVITY	NUMBER ACTIVITIES	AVERAGE MINUTES PER ACTIVITY
FIRST GRADE				
Phonological Awareness	11	16	-	-
Word Study/Phonics	29	14	19	18
Fluency	3	5	8	15
Text Reading	16	15	29	14
Comprehension	15	10	24	13
Writing/Language Arts	12	16	13	17
Third Grade				
Phonological Awareness	4	8	-	-
Word Study/Phonics	2	10	7	11
Fluency	1	10	4	11
Text Reading	12	18	14	12
Comprehension	25	13	25	13
Writing/Language Arts	11	13	8	21

Source: MGT ICE-R Classroom Observations, fall 2005 and spring 2006.

In general, these findings fit with recommendations from the National Reading Panel (2006) that phonics and phonemic awareness instruction are most effective for children in kindergarten and first grades and that an emphasis on the importance of comprehension should begin early and need not wait until children have mastered basic reading skills. Shifting to a focus on reading comprehension and fluency later in first grade and during third grade is also consistent with research findings that continued phonics instruction after first grade tends to be less effective and has even been linked to lower reading growth for students beyond first grade who have already established phonics skills. Perhaps the students in the classrooms observed by MGT showed adequate progress on phonics and other early reading skills suggesting to their teachers that a shift toward reading comprehension and fluency at the end of first grade was appropriate. Note, however, that the needs of struggling readers may be different from their classmates. This may explain the increase the number of word study/phonics activities at the end of third grade.

As shown in Exhibit 4-37 the fall data collected on grouping students for instruction, 25.6 percent of the activities observed in first grade classrooms focused on whole class instruction and 47.7 percent on small group. In the spring, these percentages decreased somewhat to 15.1 percent and 37.6 percent, respectively, and teachers were introducing more activities where students worked independently.

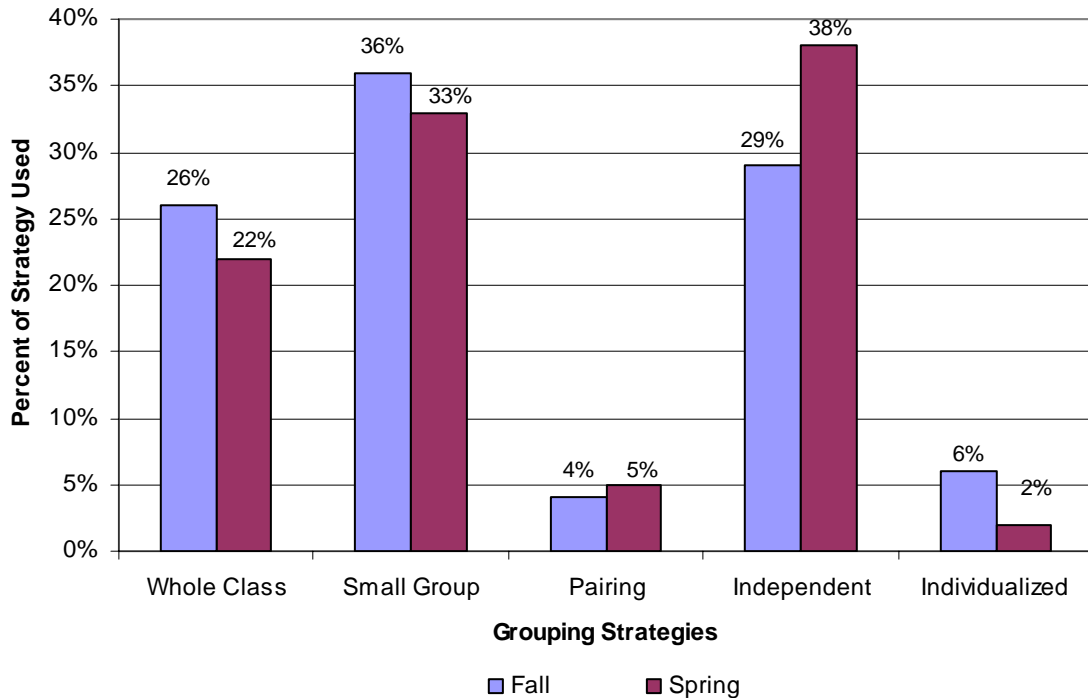
**EXHIBIT 4-37
INSTRUCTIONAL GROUPING FOR READING ACTIVITIES:
GRADE 1**



Source: MGT ICE-R Classroom Observations, fall 2005 and spring 2006.

As shown in Exhibit 4-38, observations of third grade activities in the fall revealed 25.5 percent of instructional events were incorporated to the whole class, 36.4 percent were small group, and 29.1 percent were independent. Data collected in the spring showed a decrease in the percentage of activities that focused on whole class and small group instruction and an increase in independent events.

EXHIBIT 4-38
INSTRUCTIONAL GROUPING FOR READING ACTIVITIES:
GRADE 3



Source: MGT ICE-R Classroom Observations, fall 2005 and spring 2006.

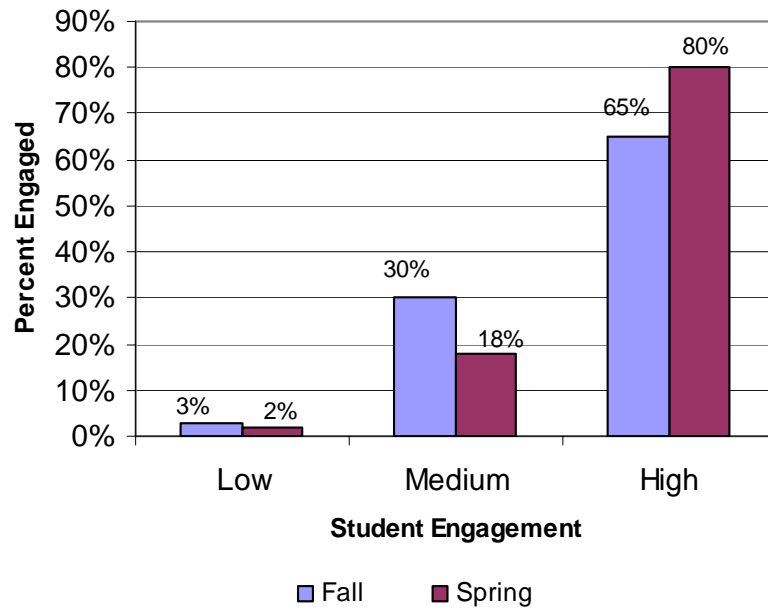
Fall observations revealed that the majority of phonological awareness activities in first grade classrooms were taught in small groups, and as whole class instruction in the spring. In the third grade these activities were focused on the whole class. Word study/phonics activities observed in the fall and spring in first grade classrooms were also taught in small group settings, and as independent instruction in the third grade. In the fall and spring fluency activities were taught both as whole class and in small groups in first grade. In the third grade teachers used pairing in the fall to build fluency, and small groups were observed in the spring. In both the first and third grade, text reading activities were observed mostly in small groups followed by independent instruction in the fall. In the spring, consultants observed the reverse. Comprehension activities were observed as whole class instruction followed by small groups. During spring visits, consultants observed a large decrease in whole class comprehension instruction and a comparable increase in students working to build these skills in small groups. At the third grade level comprehension was taught mostly in small group settings in both the fall and spring followed by whole class instruction. At both grade levels in the fall and spring, students were observed to be working in a more independent setting for writing/language arts activities.

Regarding grouping for reading activities, unlike phonemic awareness which is best taught in small groups, the NRP (2000) found that phonics can be taught effectively using whole class, small group, or individualized activities. Furthermore, effective teachers tend

to vary their use of grouping activities (Bohn, Roehrig, Pressley, 2004). What seems to be more important is that students learn to develop self-regulating skills and are actively involved in the learning process which can be accomplished with whole class instruction, small group activities, or individualized activities (Taylor, Pearson, Peterson, Rodriguez, 2003).

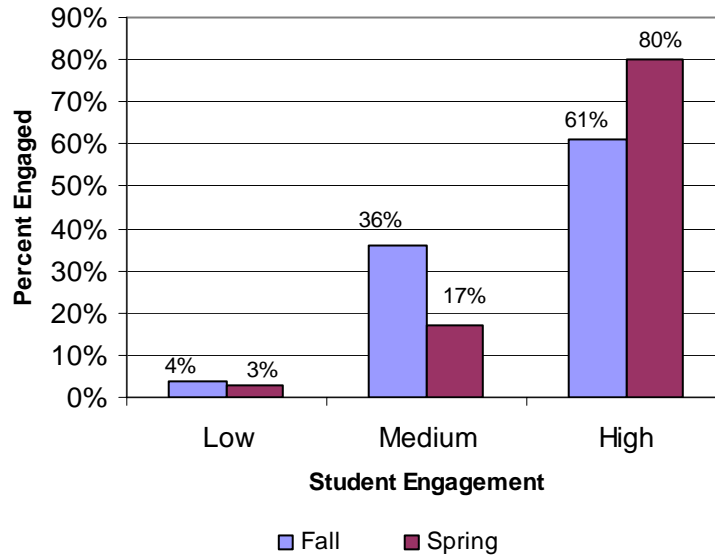
While observing the reading activities during the established reading block, MGT consultants found that 65.2 percent of first grade students and 60.7 percent of third grade students were highly engaged in the learning activities during the fall visits. These percentages increased to 79.5 and 80 percent, respectively, in the spring. Exhibits 4-39 and 4-40 show the breakdown of the average student engagement by grade level for the reading activities observed in the fall and spring.

EXHIBIT 4-39
STUDENT ENGAGEMENT WITH READING ACTIVITIES:
GRADE 1



Source: MGT ICE-R Classroom Observations, fall 2005 and spring 2006.

EXHIBIT 4-40
STUDENT ENGAGEMENT WITH READING ACTIVITIES:
GRADE 3

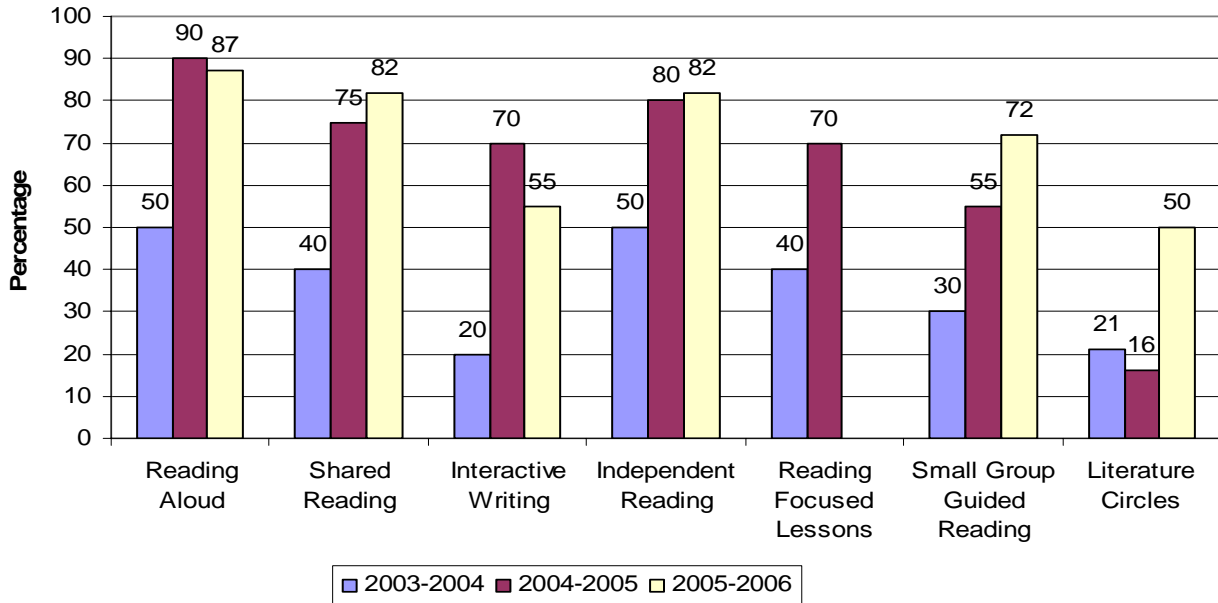


Source: MGT ICE-R Classroom Observation

EXPLICIT SYSTEMATIC INSTRUCTION

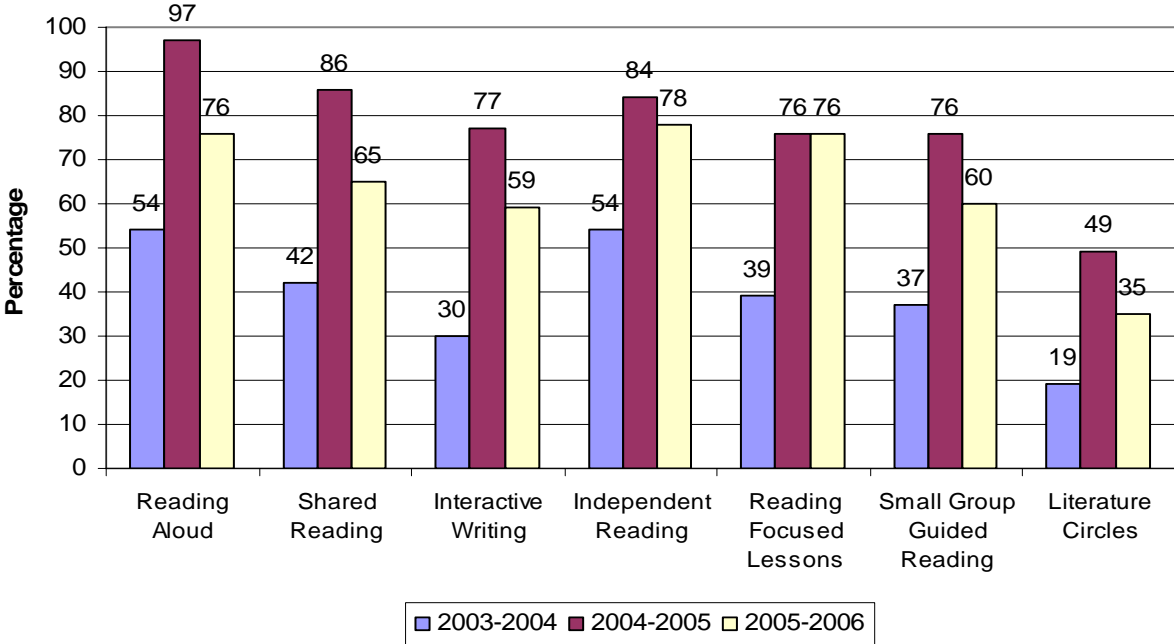
In addition to small group instruction and literacy centers, teachers were asked to implement explicit and systematic instructional practices in their classrooms. These practices included instructional techniques such as reading aloud, shared reading, interactive writing, independent reading, reading focused lessons, small group guided reading, and literature circles. Exhibits 4-41 through 4-44 show that with one exception, the percentages of participants who indicated that they had above average to extensive knowledge of each of these instructional techniques increased over the course of grant implementation. By 2005-2006, the percentages of grant participants who reported average to extensive knowledge were typically highest in the areas of reading aloud (except coaches), shared reading, and independent reading. With few exceptions, percentages of staff reporting knowledge of explicit instructional strategies was higher from pre-implementation to first and second year post-implementation. Although there was positive change from pre-implementation to post-implementation, regarding change from the first to second year of implementation, percentages generally declined for teachers and principals and increased for district coordinators. Change for coaches from the first to second year of implementation was mixed across areas of explicit instruction (sometimes increasing and sometimes decreasing).

**EXHIBIT 4-41
READING FIRST COORDINATORS' KNOWLEDGE OF
EXPLICIT INSTRUCTIONAL PRACTICES
COHORTS 1 AND 2 COMBINED**



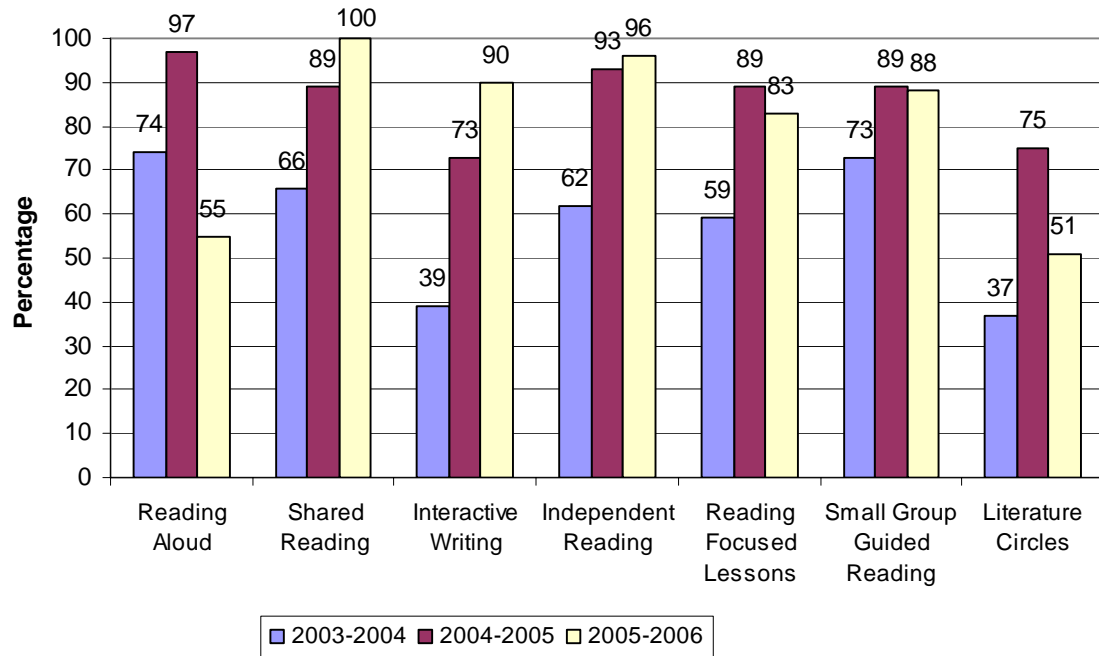
Note: Reading First Coordinators were not asked about Reading Focused Lessons on the 2005-2006 survey.
Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

**EXHIBIT 4-42
PRINCIPALS' KNOWLEDGE OF EXPLICIT
INSTRUCTIONAL PRACTICES
COHORTS 1 AND 2 COMBINED**



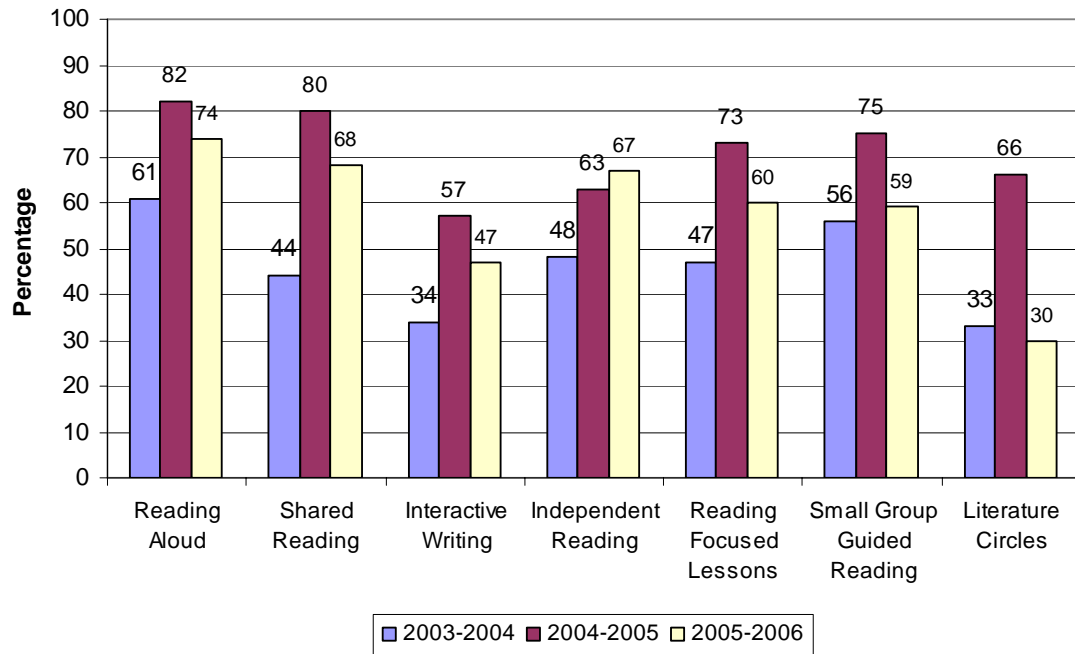
Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

**EXHIBIT 4-43
LITERACY COACHES' KNOWLEDGE OF EXPLICIT
INSTRUCTIONAL PRACTICES
COHORTS 1 AND 2 COMBINED**



Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

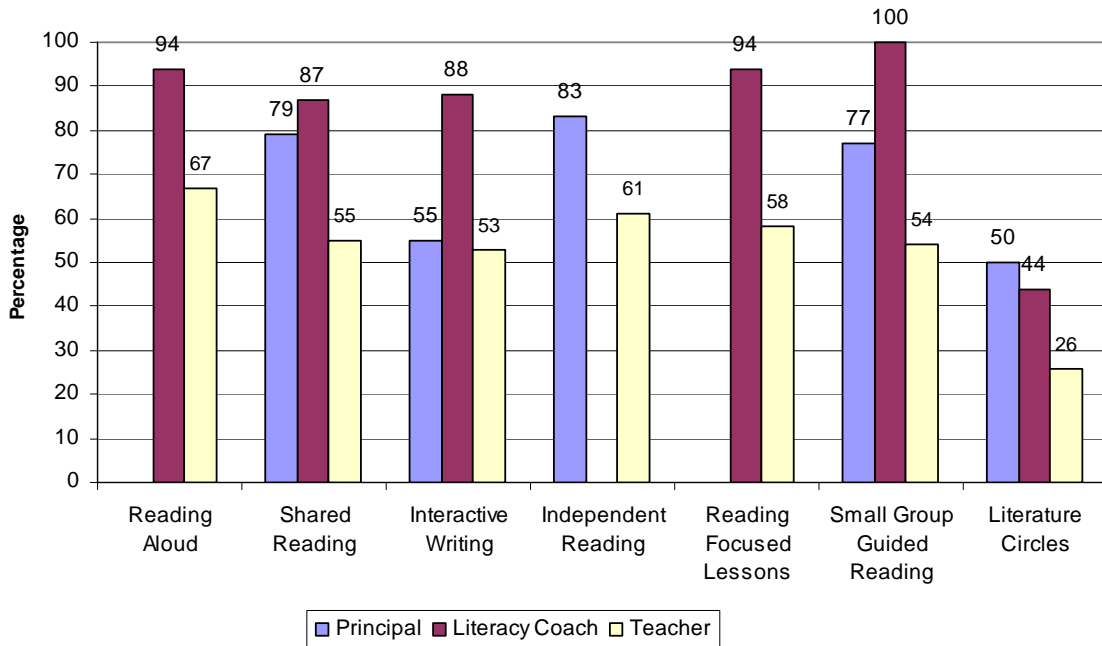
**EXHIBIT 4-44
TEACHERS' KNOWLEDGE OF EXPLICIT
INSTRUCTIONAL PRACTICES
COHORTS 1 AND 2 COMBINED**



Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

Exhibit 4-45 depicts the explicit instructional practices for Cohort 3. The percentage of Cohort 3 staff indicating above average to extensive knowledge of each of the instructional techniques ranged from 50% to 83% for principals, 44% to 100% for literacy coaches, and 26% to 67% for teachers. Teachers were the least likely to express knowledge of these techniques. Staff from newly entering Cohort 3 schools was least likely to express knowledge of literature circles compared to other practices.

**EXHIBIT 4-45
KNOWLEDGE OF EXPLICIT
INSTRUCTIONAL PRACTICES
COHORT 3**



*Principals were not asked about their knowledge of Reading Aloud and Reading Focused Lessons.

** Literacy coaches were not asked about their knowledge of Independent Reading.

Source: MGT Survey 2005-2006.

Teachers' knowledge of specific instructional practices increased and Reading First participants' perceptions of the success of efforts to provide SBRR-based instruction in teachers' classrooms improved compared to pre-implementation. As shown by Exhibit 4-46, perceptions of success increased in nearly every instructional category. Similar to findings during 2004-2005, by 2005-2006, the majority of principals, literacy coaches, and teachers believed that instruction in all major reading and language arts categories was successful. Also, a high percentage of staff from newly entering Cohort 3 schools indicated knowledge of the various instructional strategies (79% to 100%) with principals reporting the highest levels of knowledge across strategies (92% to 100%).

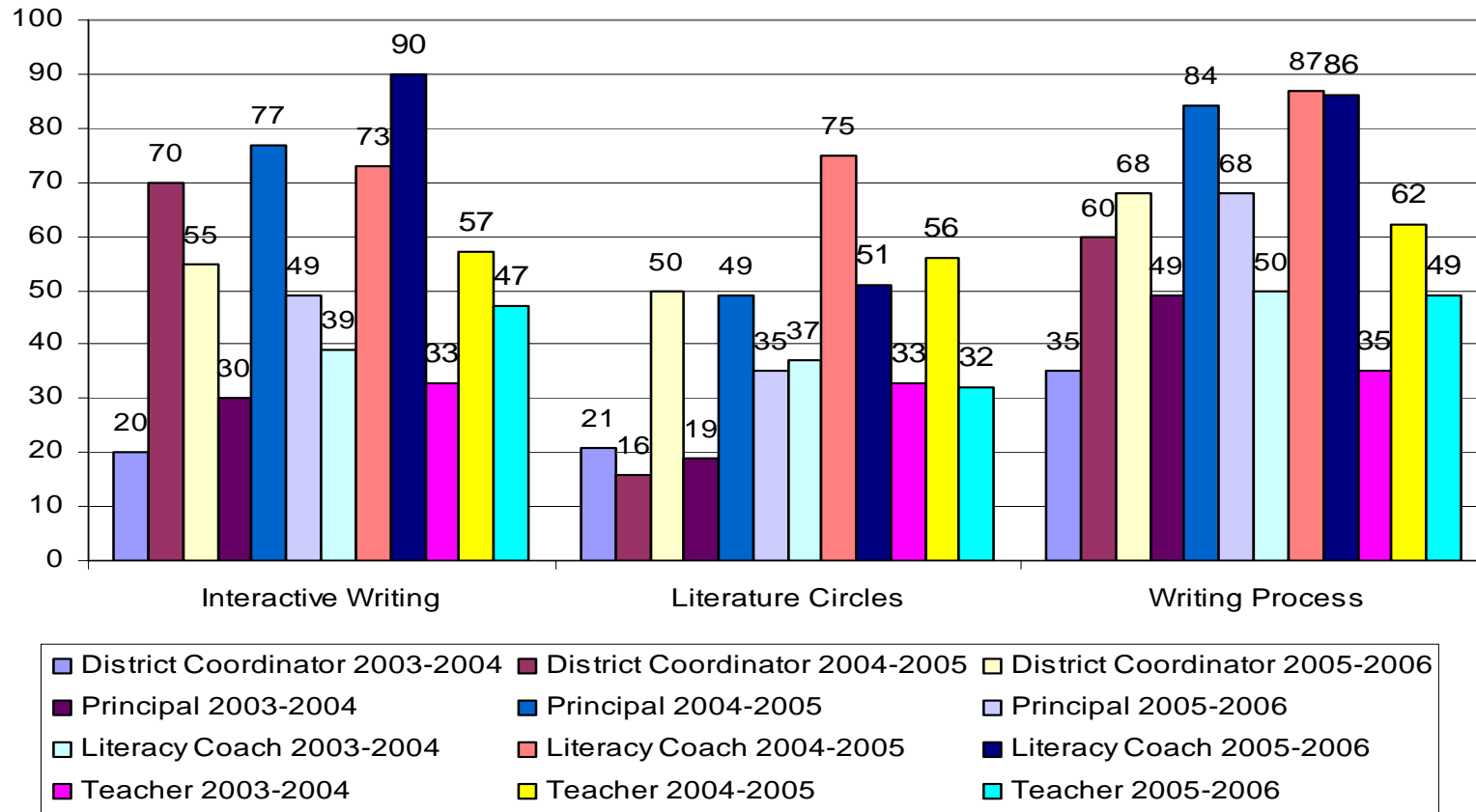
EXHIBIT 4-46
THE SUCCESS OF SPECIFIC INSTRUCTIONAL PRACTICES
COHORTS 1 AND 2 COMBINED

	STAFF POSITION	2003-2004 PREIMPLE- MENTATION	2004-2005 YEAR 1	2005-2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of school-based staff who indicated that providing classroom instruction in phonemic awareness was successful, very successful, or extremely successful.	Reading First Coordinators	32	90	96	181%	200%
	Principals	58	93	95	60%	64%
	Literacy Coaches	36	93	99	158%	175%
	Teachers	74	90	91	22%	23%
Percentage of school-based staff who indicated that providing classroom instruction in explicit and systematic phonics was successful, very successful, or extremely successful.	Reading First Coordinators	41	95	96	132%	134%
	Principals	47	93	92	98%	96%
	Literacy Coaches	39	95	98	144%	151%
	Teachers	70	92	89	31%	27%
Percentage of school-based staff who indicated that providing classroom instruction in oral reading fluency was successful, very successful, or extremely successful.	Reading First Coordinators	14	100	91	614%	550%
	Principals	59	96	95	63%	61%
	Literacy Coaches	17	88	83	418%	388%
	Teachers	69	92	90	33%	30%
Percentage of school-based staff who indicated that providing classroom instruction in word study/vocabulary was successful, very successful, or extremely successful.	Reading First Coordinators	5	90	91	1,700%	1,720%
	Principals	65	97	97	49%	49%
	Literacy Coaches	41	84	89	105%	117%
	Teachers	80	93	90	16%	13%
Percentage of school-based staff who indicated that providing classroom instruction in comprehension was successful, very successful, or extremely successful.	Reading First Coordinators	14	95	96	579%	586%
	Principals	58	96	96	66%	66%
	Literacy Coaches	38	95	97	150%	155%
	Teachers	81	92	91	14%	12%
Percentage of school-based staff who indicated that motivating students to read was successful, very successful, or extremely successful.	Reading First Coordinators	18	100	82	456%	356%
	Principals	49	97	95	98%	94%
	Literacy Coaches	41	93	95	127%	132%
	Teachers	78	98	93	26%	19%
Percentage of school-based staff who indicated that providing classroom instruction in developmental spelling was successful, very successful, or extremely successful.	Reading First Coordinators	46	80	82	74%	78%
	Principals	49	85	93	73%	90%
	Literacy Coaches	30	71	79	137%	163%
	Teachers	71	89	84	25%	18%

MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

MGT also asked Reading First participants to assess their knowledge of various instructional practices in writing and spelling prior to and after implementation of New Jersey Reading First. Exhibit 4-47 shows that the percentage of Reading First coordinators, principals, literacy coaches, and teachers indicating extensive knowledge increased across participants in the areas of interactive writing and the writing process from pre- to post-implementation. Although increases are noted from pre-implementation to the first and second years of implementation, the percentages sometimes declined from the first to second year of implementation. Regarding literacy circles, the percentage of principals, coaches, and teachers indicating extensive knowledge increased from pre- to first year post-implementation and then declined from the first to the second year of implementation. For district coordinators, the percentage declined from pre- (21%) to first year post-implementation (16%) and then increased considerably from the first to second year of implementation (50%).

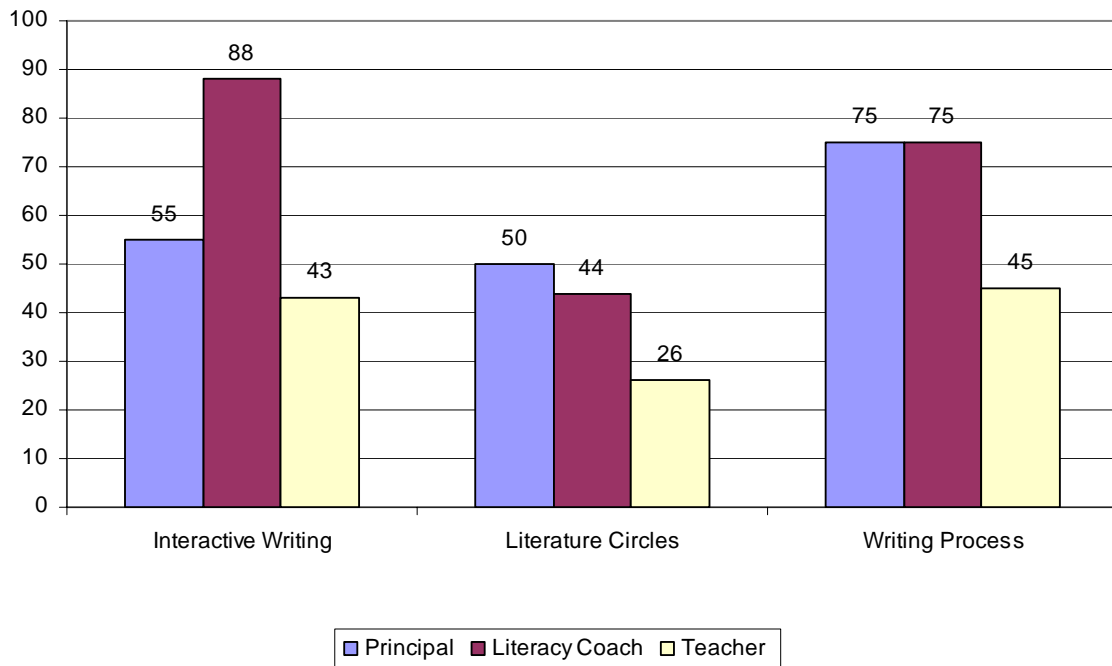
**EXHIBIT 4-47
EXTENT OF KNOWLEDGE OF SCHOOL-BASED STAFF IN THREE INSTRUCTIONAL PRACTICES
IN WRITING
COHORTS 1 AND 2 COMBINED**



Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

Shown in Exhibit 4-48, literacy coaches from Cohort 3 indicated the highest levels of knowledge in the area of Interactive Writing (88%). Two-thirds of literacy coaches and principals indicated high levels of knowledge in the area of writing processes (75%). Teachers reported the lowest levels of knowledge across writing practices. Staff reported the lowest levels of knowledge of literature circles.

**EXHIBIT 4-48
EXTENT OF KNOWLEDGE OF SCHOOL-BASED STAFF IN
THREE INSTRUCTIONAL PRACTICES IN WRITING
COHORT 3**



Source: MGT Surveys 2005-2006.

Cohort 1 and 2 Reading First coordinators, principals, literacy coaches, and teachers were also asked about which components of writing instruction teachers included in their daily lessons. Exhibit 4-49 illustrates that the largest percentages of participants believed that teachers included independent writing in their daily lessons. As well, many participants indicated that teachers included interactive writing in their lessons on a daily basis. Fewer participants reported that teachers regularly included writing conferences and mini-lessons in their daily lessons. Across participants, percentages increased from pre- to post-implementation for most of the writing practices.

**EXHIBIT 4-49
WRITING PRACTICES TEACHERS INCLUDED
IN THEIR DAILY LESSONS
COHORTS 1 AND 2 COMBINED**

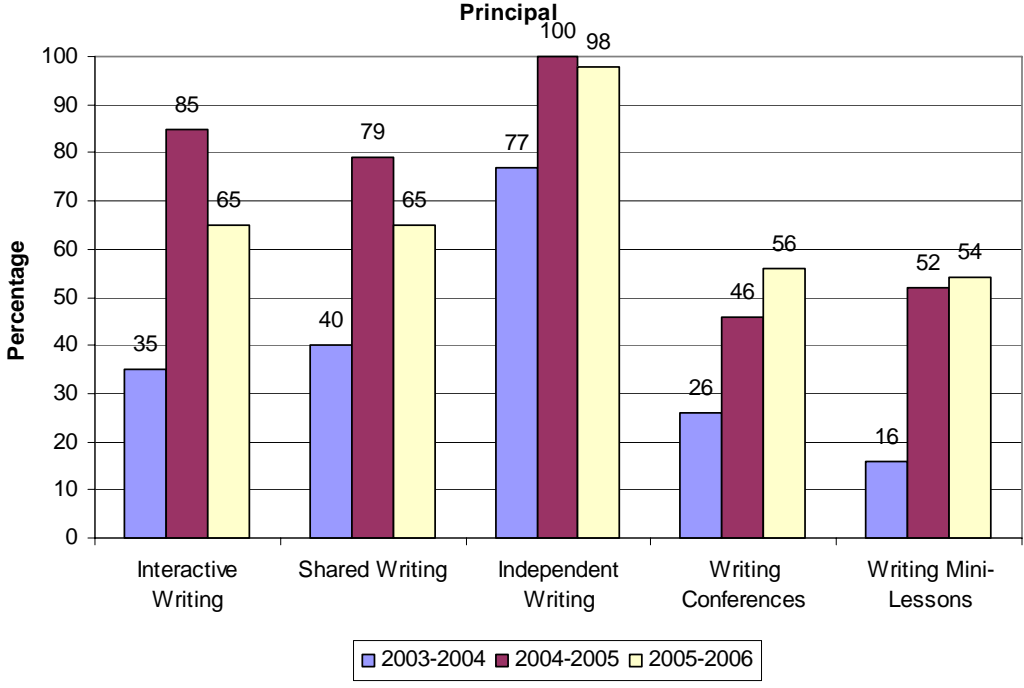
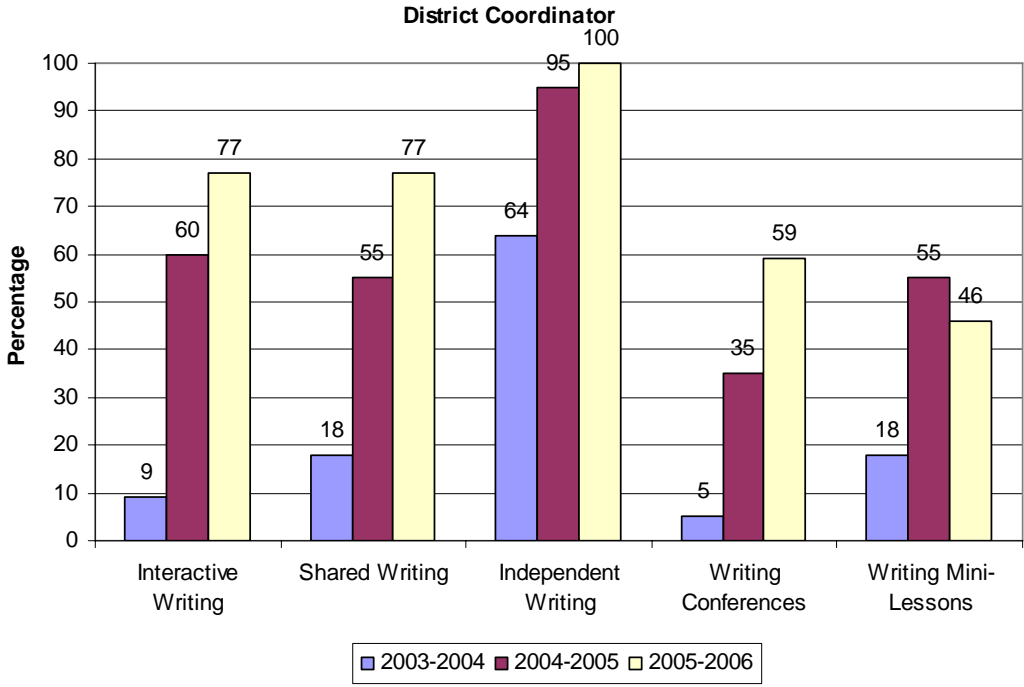
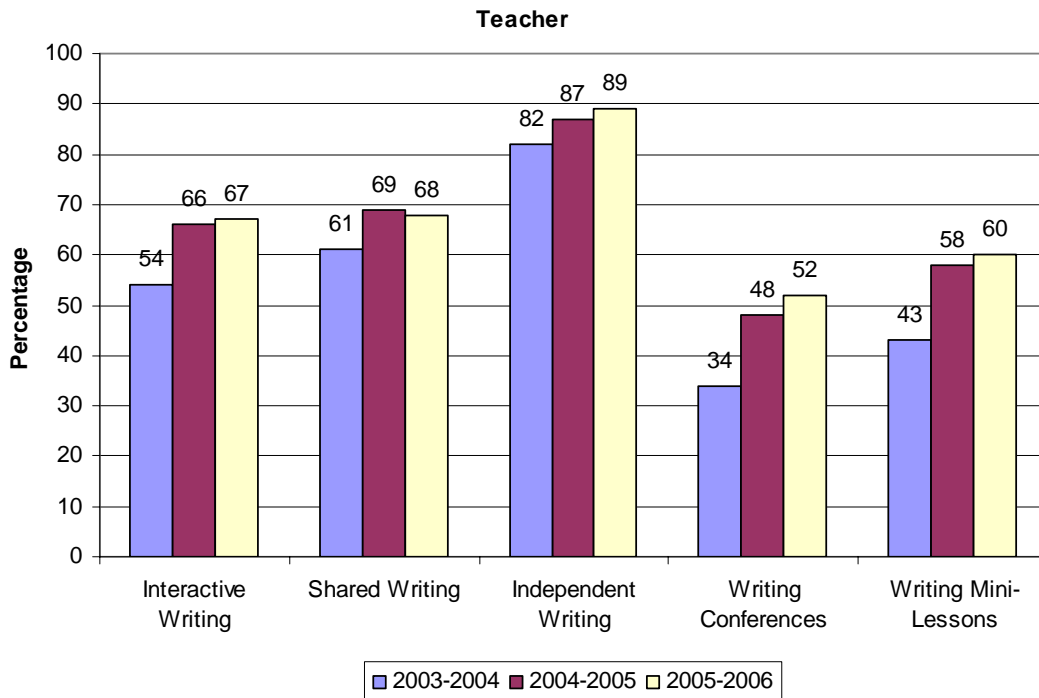
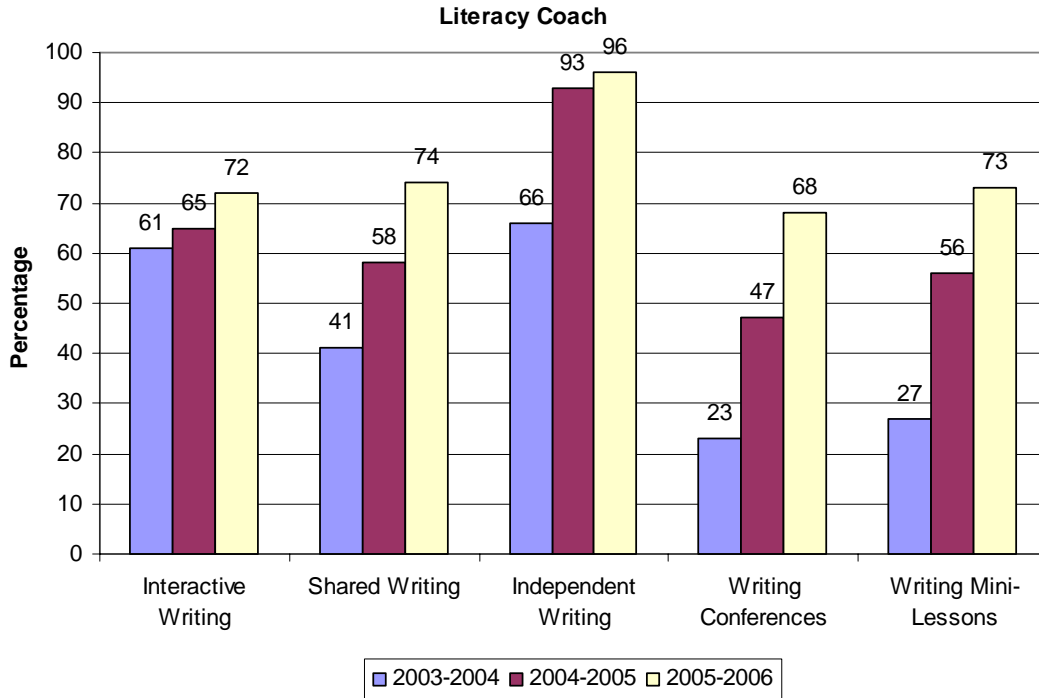


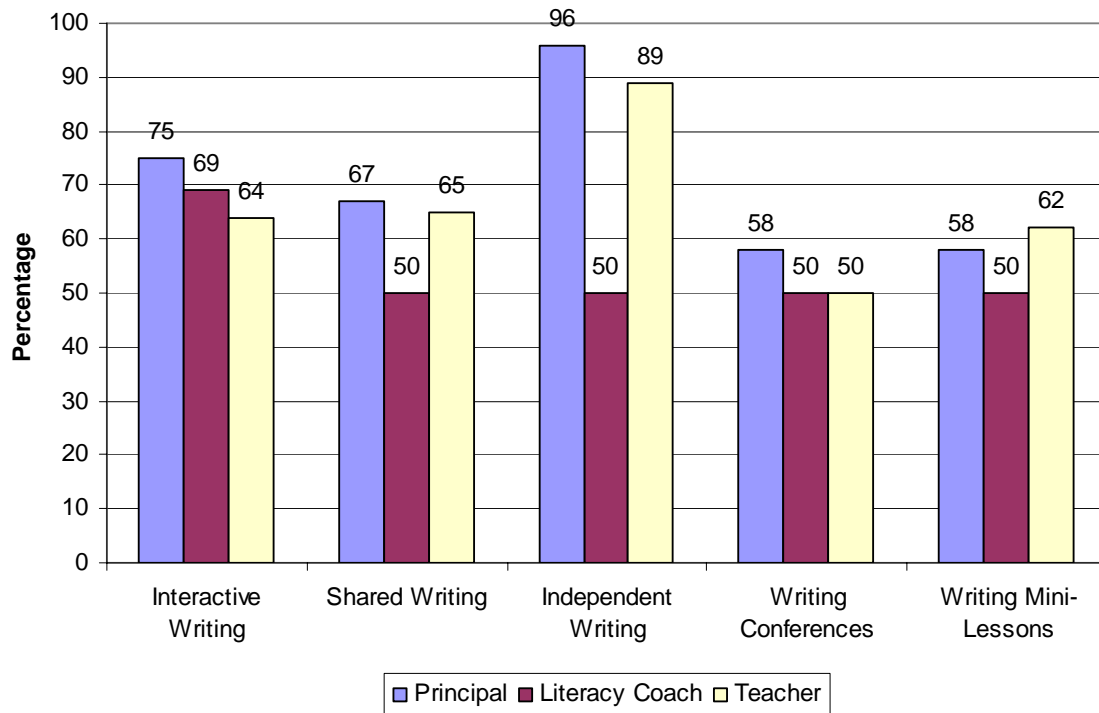
EXHIBIT 4-49 (Continued)
WRITING PRACTICES TEACHERS INCLUDED
IN THEIR DAILY LESSONS COHORTS 1 AND 2
COMBINED



Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

As shown in Exhibit 4-50, Cohort 3 principals were most likely to report that writing practices were being used by teachers in their daily lessons. Principals and teachers reported independent writing as the most frequently used writing strategy whereas, coaches reported interactive writing as the most frequently implemented writing strategy.

EXHIBIT 4-50
WRITING PRACTICES TEACHERS INCLUDED IN THEIR DAILY LESSONS COHORT 3



Source: MGT Surveys 2005-2006.

During focus groups and interviews, Reading First participants commented on the importance and impact of writing instruction. District coordinators and principals indicated that they perceived that students' writing ability had improved as a result of the grant. In addition, literacy coaches listed building a stronger writing program as a priority for improving K-3 reading instruction

ACCESS TO READING MATERIALS AND SUPPLIES

Establishing effective practices to ensure that instructional personnel have access to adequate SBRR resources is an important function of instructional leadership. Exhibit 4-51 shows that prior to the grant, relatively low percentages of principals, literacy coaches, and teachers (23% to 51%) agreed or strongly agreed that they were able to secure funding for adequate reading materials and supplies. These percentages increased substantially (increase of 77% to 313% in 2004-2005; increase of 64% to 317% in 2005-2006) after the Reading First grant was implemented. Similar to the first year of implementation, by the end of the second full year, most staff agreed or strongly agreed

that teachers had ample materials to implement an effective literacy program (82% to 98%) and small group instruction (82% to 99%). The majority of Reading First coordinators, principals, and coaches (75% and 86%) indicated that funding was available to purchase additional reading software but teachers (50%) were less likely to endorse that statement.

While it is important to fund and secure instructional materials, it is equally important that the textbooks, materials, and supplies support teachers in their efforts to apply sound instructional practices. MGT asked Reading First coordinators, principals, literacy coaches, and teachers about their training and the application of their knowledge of SBRR in choosing their instructional materials. As illustrated by Exhibit 4-51 below, prior to the implementation of Reading First, few Reading First coordinators, principals, and literacy coaches (5%, 33%, and 10% respectively) and a third of teachers (33%) agreed or strongly agreed that principals were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their schools. Comparable percentages of Reading First coordinators, principals, and literacy coaches (5% to 22%) believed that teachers had adequate training in selecting SBRR materials prior to Reading First. By the second full year of implementation, roughly two-thirds of Reading First coordinators, coaches, and teachers indicated that teachers had received training in this area. Sixty percent of principals concurred. The percentage of staff agreeing with the statements listed in Exhibit 4-52 consistently increased from pre-implementation to the first and second years of implementation.

As shown in Appendix C, fewer Cohort 3 Reading First participants agreed that funding was available to purchase additional reading software (49% to 75%) or that staff were trained to make SBRR decisions when selecting materials (54% to 94%). Cohort 3 teachers were least likely to indicate that the necessary funds were available for textbooks and other materials (49% to 89%). Most principals and literacy coaches agreed that teachers had an adequate supply of materials to implement small group instruction (94% to 100%) and an effective literacy program (100%).

**EXHIBIT 4-51
AVAILABILITY OF FUNDING FOR TEXTBOOKS
AND SUPPLEMENTAL MATERIALS
COHORTS 1 AND 2 COMBINED**

SBRR RESOURCES	STAFF POSITION	2003-2004 PREIMPLE- MENTATION	2004-2005 YEAR 1	2005-2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of New Jersey Reading First school staff who indicated that securing funding for sufficient instructional materials and supplies was successful, very successful, or extremely successful.	Reading First Coordinators	23	95	96	313%	317%
	Principals	51	94	90	84%	76%
	Literacy Coaches	27	87	90	222%	233%
	Teachers	39	69	64	77%	64%

EXHIBIT 4-51 (Continued)
AVAILABILITY OF FUNDING FOR TEXTBOOKS
AND SUPPLEMENTAL MATERIALS
COHORTS 1 AND 2 COMBINED

SBRR RESOURCES	STAFF POSITION	2003-2004 PREIMPLE- MENTATION	2004- 2005 YEAR 1	2005- 2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of New Jersey Reading First school staff who agreed or strongly agreed that funding was available to purchase additional classroom reading materials.	Reading First Coordinators	41	100	91	144%	122%
	Principals	69	100	76	45%	10%
	Literacy Coaches	44	93	91	111%	107%
	Teachers	58	82	66	41%	14%
Percentage of New Jersey Reading First school staff who agreed or strongly agreed that teachers had an adequate supply of guided reading sets (instructional level texts) to implement small group instruction.	Reading First Coordinators	23	80	82	248%	257%
	Principals	48	100	99	108%	106%
	Literacy Coaches	30	90	93	200%	210%
	Teachers	55	87	86	58%	56%
Percentage of New Jersey Reading First school staff who agreed or strongly agreed that teachers had ample materials to implement an effective literacy program.	Reading First Coordinators	23	80	82	248%	257%
	Principals	55	100	98	82%	78%
	Literacy Coaches	35	99	97	183%	177%
	Teachers	67	87	87	30%	30%
Percentage of New Jersey Reading First school staff who agreed or strongly agreed that funding was available to purchase additional reading software.	Reading First Coordinators	37	95	86	157%	132%
	Principals	60	94	75	57%	25%
	Literacy Coaches	40	77	81	93%	103%
	Teachers	41	52	50	27%	22%
Percentage of New Jersey Reading First school staff that agreed or strongly agreed that principals were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their school.	Reading First Coordinators	5	65	55	1,200%	1,000%
	Principals	33	61	61	85%	85%
	Literacy Coaches	10	41	64	310%	540%
	Teachers	33	53	55	61%	67%
Percentage of New Jersey Reading First school staff that agreed or strongly agreed that teachers were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their classrooms.	Reading First Coordinators	5	75	68	1,400%	1,260%
	Principals	22	74	60	236%	173%
	Literacy Coaches	8	58	68	623%	750%
	Teachers	44	65	66	48%	50%

Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

ACCOUNTABILITY FOR SBRR IMPLEMENTATION IN CLASSROOMS

Teacher, literacy coach, and district- and school-level administrative staff focus group and interview participants were asked to comment about processes that were in place to determine if teachers were applying their new skills and knowledge of SBRR effectively. They indicated the following processes:

- Classroom observations by coaches, principals, and peers.
- Continuous professional development.
- Grade-level team meetings and individual meetings.
- Evaluation of student’s work.
- Interviewing students.
- Review of lesson plans and portfolios.
- Use of assessment measures such as checklists.

The role of the literacy coach is to ensure that teachers implement their SBRR instructional practices through job-embedded professional development and technical assistance. Literacy coaches were asked to provide information about their literacy-related daily activities. Besides classroom observation, literacy coaches reported the amount of time they spent each day modeling lessons, supporting teachers during the literacy block, supporting teachers before and after the literacy block, and planning professional development and study group activities. A larger percentage of coaches spent less than 30 minutes a day observing in the classroom (coaches did not rate the other activities listed) prior to implementation as compared to after Reading First was implemented. By the second year of implementation, 73% to 90% of coaches indicated spending at least 30 minutes modeling lessons, supporting teachers, and planning professional development and study group activities. During the first full year of implementation these percentages ranged from 74% to 84% (see Exhibit 4-52).

Most literacy coaches (94% to 95%) from Cohort 3 spent more than 30 minutes on reading and language arts and supporting teachers before and after the literacy block. Nearly 70% of Cohort 3 literacy coaches spent more than 30 minutes modeling lessons and planning professional development and study group activities.

**EXHIBIT 4-52
LITERACY COACHES DAILY ACTIVITIES AFTER READING
FIRST IMPLEMENTATION
COHORTS 1 AND 2 COMBINED**

	YEAR	PERCENTAGE OF RESPONSES					
		LESS THAN 30 MIN.	30-60 MIN.	61-90 MIN.	91-120 MIN.	121-150 MIN.	150 -180+ MIN.
On average, how much time do you spend each day observing reading and language arts?	2003-2004 Preimplementation	66	17	6	2	3	6
	2004-2005 Year 1	26	37	25	11	2	0
	2005-2006 Year 2	29	37	21	6	6	1

EXHIBIT 4-52 (Continued)
LITERACY COACHES DAILY ACTIVITIES AFTER READING
FIRST IMPLEMENTATION
COHORTS 1 AND 2 COMBINED

	YEAR	PERCENTAGE OF RESPONSES					
		LESS THAN 30 MIN.	30-60 MIN.	61-90 MIN.	91-120 MIN.	121-150 MIN.	150 -180+ MIN.
On average, how much time do you spend each day modeling lessons?*	2003-2004 Preimple- mentation	--	--	--	--	--	--
	2004-2005 Year 1	26	37	25	11	2	0
	2005-2006 Year 2	10	28	28	17	11	6
On average, how much time do you spend each day supporting teachers before and after literacy block?*	2003-2004 Preimple- mentation	--	--	--	--	--	--
	2004-2005 Year 1	16	42	25	9	4	5
	2005-2006 Year 2	27	45	18	9	1	--
On average, how much time do you spend each day planning professional development and study group activities?*	2003-2004 Preimple- mentation	--	--	--	--	--	--
	2004-2005 Year 1	19	49	12	12	4	4
	2005-2006 Year 2	13	22	23	28	9	5

* These questions were not asked on the preimplementation survey.
Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

PARENTAL INVOLVEMENT

Parental involvement can make a substantial contribution to the positive organization and climate of a school. During focus groups and interviews, MGT asked stakeholders about the parental involvement in the schools and how these activities supported their reading program. MGT asked Reading First coordinators, principals, and teachers specifically how parents were involved in the reading programs in their districts. Members of all groups gave responses that fit into the following categories:

- *Special Programs.* Programs included Literacy Nights, parent breakfasts, parent teacher organization, assembly programs where children performed, back to school program, multicultural dinners, and summer literacy program.
- *Workshops.* Parent workshops were provided that covered parenting education, English language lessons, information on the school's reading program, and book fairs.
- *Volunteer.* Parents volunteered in the schools and helped their children at home. They read to their children in the classroom and at home, and they helped with homework.

- *Communication.* Schools sent home parent newsletters. Some schools provided a monthly parent meeting. Others had parent-teacher conferences. Some parents signed off on students' homework.
- *Materials.* Schools provided instructional materials for use in the home, including take-home books and lending libraries.

MGT asked Reading First coordinators, principals, and teachers to list barriers to parent involvement. Responses fell into the following categories:

- *Communication Issues.* Parents do not speak English. Some families do not have telephones. Families move frequently.
- *Work.* Parents work long hours and sometimes they have two jobs. They have very little time to come to the schools.
- *Intimidation.* Many parents have a poor track record in schools and dislike or are intimidated in a school setting. Some parents are very young and/or single with little support. Some parents are from other cultures and are shy about their language ability
- *Apathy or Lack of Knowledge.* Parents do not understand the importance of their role in their child's education.
- *Literacy.* Parents have a low literacy level. They are not able to read written communication from the school.
- *Child Care.* Many families have other young children. They had no one to take care of these children when they came to the school.
- *Transportation.* Some parents do not have the necessary transportation to get to the school.

Reading First coordinators, principals, and teachers mentioned a variety of ways in which these barriers were being addressed in the schools:

- *Flexible Scheduling.* Schools scheduled activities throughout the day, before and after school, and on the weekends.
- *Parent Workshops.* Schools and districts provided educational workshops such as English language workshops and workshops that introduced community resources. They also provided parenting workshops that taught parents how to work with their children at home.
- *Child Care.* Schools provided child care for parents attending school functions.

- *Translation and Communication.* Materials and news letters were provided in English and Spanish and parent-teacher meetings were encouraged.
- *Transportation:* Carpooling options were offered.

Programs that stressed parental involvement and family literacy were not directly funded by the Reading First grant. Nevertheless, most Reading First schools appeared to recognize the importance of parental involvement in their schools and were actively exploring ways to promote it.

How was student reading progress monitored?

All Reading First schools must administer three assessments: DIBELS™, NJASK 3, and the TerraNova Plus® in kindergarten through grade 3. In addition to these tests, school districts must also develop and utilize a six- to eight-week progress monitoring benchmarking system that is closely aligned to the district curriculum, district goals, and the revised (2002) Language Arts Core Curriculum Content Standards (CCCS). It must also ensure the most at risk students be identified, diagnosed, and offered intervention services. Specifically, assessment in New Jersey Reading First schools takes two forms, formative and summative, as follows:

- **Formative Assessment:** Formative assessments are used to provide ongoing information to instructional personnel about reading progress. Formative assessments provide the data necessary to make instructional decisions such as to establish small, short-term groups to work on targeted skills. In order to assist schools in finding research-based assessment tools, New Jersey Reading First recommends the following:
 - *Screening:* This is a brief procedure designed as a first step in identifying children who may be at high risk for delayed development or academic failure. The DIBELS™ test administered each fall, winter, and spring by Reading First schools may be used for screening purposes. The results of this or other screening assessments may suggest the need for further diagnosis or additional reading instruction.⁴
 - *Ongoing/Student Performance-based Progress Monitoring:* Various modes of assessment may be used for progress monitoring, including anecdotal notes and systematic observations by teachers of children performing academic tasks that are part of their daily classroom experience, portfolios, and multiple administrations of the DIBELS™ test. These assessments must be aligned to the district/school curriculum (which in turn should be aligned to the NJCCCS). At-risk students may be identified by district-approved benchmarks aligned to the

⁴ For more screening assessment information, see DIBELS™ at <http://reading.uoregon.edu/assessment/index.php>.

NJCCCS and district-approved reading program. Results from progress monitoring are used to inform ongoing instruction.

- *Diagnostic:* Diagnostic assessments are used for students who have not shown adequate growth in the components of reading, or who may be reading significantly below grade level. This type of assessment identifies a child's specific areas of strength and weakness, and determines any difficulties that he or she may have in learning to read. The results of the diagnostic tests are then used to inform instruction that may include intervention strategies, as needed.⁵
- **Summative Assessment:** The NJCCCS are assessed in the spring of the third and fourth grade year. The test is known as the New Jersey Assessment of Skills and Knowledge (NJASK 3 and 4). This statewide assessment program is administered by the Office of Evaluation and Assessment. Along with other indicators of student progress, the results of the elementary-level assessments are intended to be used to identify students who need additional instructional support in order to meet the NJCCCS.
- *Special Education:* The New Jersey statewide assessments are designed to measure how well all students achieve the CCCS. Special education students must take the statewide assessment unless their individualized education program (IEP) specifically exempts them from taking one or more sections of the assessment. In addition, the academic progress of students with severe disabilities is assessed using the New Jersey Alternate Proficiency Assessment, a portfolio-style assessment.

Reading First schools also provide information about K-2 reading progress using the normative assessment, the TerraNova[®]. This assessment allows for comparisons of reading performance to be made between similar cohorts at each grade level.

During the first year of implementation, baseline and early implementation outcome data on the DIBELS[™], TerraNova[®], and NJASK 3 were collected from Reading First schools. During 2005-2006, longitudinal data were collected on these three measures. The results of these data collection efforts are reported in Chapter 5.0.

To determine the state of schools' application of various assessment practices, MGT asked grant participants to evaluate the effect of Reading First on the use of valid and reliable assessments. After the second full year of grant implementation in the schools, there was a consensus among Reading First coordinators, principals, literacy coaches, and teachers (88% to 100% agreed or strongly agreed) that their local testing program was aligned with the NJCCCS. Post-implementation results indicated that most staff (ranging from 85% to 95% in 2004-2005 and 84% to 100% in 2005-2006) agreed that screening tools were used to identify children with specific reading difficulties in

⁵ See *Analysis of Reading Assessment Instruments for K – 3*, by grade level at http://idea.oregon.edu/assessment/analysis_results/assess_results_grade.html.

kindergarten through grade 3, and a large majority of all staff (86% to 91% in 2004-2005 and 91% to 96% in 2005-2006) agreed that teachers or assessment team members used assessment data to monitor student progress. Furthermore, there was a strong consensus among Reading First staff (86% to 100% in 2004- 2005 and 91% to 99% in 2005-2006) that teachers had ready access to assessment data, and most participants (70% to 94% in 2004-2005 and 77% to 99% in 2005-2006) believed that teachers used that data to group students flexibly (see Exhibit 4-53). Percentages for all of the statements listed in Exhibit 4-53 increased from pre-implementation to post-implementation with higher increases for coaches, principals, and coordinators than for teachers who had high rates during pre-implementation.

Most Cohort 3 staff agreed (80% to 100%) that testing programs were aligned with NJCCCS and teachers and other staff used screening tools, monitored student progress, effectively diagnosed reading problems, and used assessment data to group students (see Appendix C for Cohort 3 findings).

**EXHIBIT 4-53
PRELIMINARY EFFECTS OF NEW JERSEY READING FIRST
ON THE USE OF VALID AND RELIABLE ASSESSMENTS
COHORTS 1 AND 2 COMBINED**

	STAFF POSITION	2003-2004 PREIMPLE- MENTATION	2004- 2005 YEAR 1	2005- 2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of New Jersey Reading First schools staff who agreed or strongly agreed that local testing programs were aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	Reading First Coordinators	55	95	100	73%	82%
	Principals	78	97	100	24%	28%
	Literacy Coaches	72	97	96	35%	33%
	Teachers	79	85	88	8%	11%
Percentage of New Jersey Reading First schools staff who agreed or strongly agreed that teachers use screening tools to identify children with specific reading difficulties in grades K-3.	Reading First Coordinators	23	95	100	313%	335%
	Principals	67	85	100	27%	49%
	Literacy Coaches	42	91	97	117%	131%
	Teachers	74	--*	84	--	14%
Percentage of New Jersey Reading First schools staff who agreed or strongly agreed that teachers or Assessment Team members used assessment data to monitor student progress.	Reading First Coordinators	41	90	96	120%	134%
	Principals	45	91	96	102%	113%
	Literacy Coaches	31	89	91	187%	194%
	Teachers	61	86	92	41%	51%
Percentage of New Jersey Reading First schools staff who agreed or strongly agreed that teachers and other literacy personnel were able to effectively diagnose reading problems in grades K-3.	Reading First Coordinators	9	55	68	511%	656%
	Principals	47	97	99	106%	111%
	Literacy Coaches	50	93	99	86%	98%
	Teachers	81	89	82	10%	1%

EXHIBIT 4-53 (Continued)
PRELIMINARY EFFECTS OF NEW JERSEY READING FIRST
ON THE USE OF VALID AND RELIABLE ASSESSMENTS
COHORTS 1 AND 2 COMBINED (CONTINUED)

	STAFF POSITION	2003-2004 PREIMPLE- MENTATION	2004- 2005 YEAR 1	2005- 2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of New Jersey Reading First schools staff who agreed or strongly agreed that teachers have ready access to student assessment data.**	Reading First Coordinators	--	100	91	--	--
	Principals	--	100	96	--	--
	Literacy Coaches	--	88	99	--	--
	Teachers	--	86	92	--	--
Percentage of New Jersey Reading First school staff who agreed or strongly agreed that teachers used assessment data to group students flexibly.	Reading First Coordinators	14	70	77	400%	450%
	Principals	50	94	94	88%	88%
	Literacy Coaches	55	93	99	69%	80%
	Teachers	80	94	94	18%	18%

*This question was not asked for this stakeholder group in 2004-2005.

** This question was not asked on the preimplementation survey.

Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

As described in Section 4.3, Reading First coordinators, principals, literacy coaches, and teachers received extensive professional development in the use of screening, diagnostic, and outcome instruments as well as ways to monitor the progress of their students through the curriculum. As shown in Exhibit 4-54, the percentages of staff members reporting more than average to extensive knowledge of these instruments and methods increased dramatically after implementation (increases ranged from 69% to 364% in 2004-2005 and 70% to 421% in 2005-2006). Principals (35% to 51%) and teachers (27% to 37%) from Cohort 3 indicated relatively low levels of knowledge of these instruments. Cohort 3 coaches (69% to 76%) indicated higher levels of knowledge than principals and teachers.

EXHIBIT 4-54
NEW JERSEY READING FIRST PARTICIPANT KNOWLEDGE OF
VARIOUS ASSESSMENT PRACTICES
COHORTS 1 AND 2 COMBINED

	STAFF POSITION	2003-2004 PREIMPLE- MENTATION	2004- 2005 YEAR 1	2005- 2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Screening	Reading First Coordinators	20	70	87	250%	335%
	Principals	27	63	50	133%	85%
	Literacy Coaches	48	81	86	69%	79%
	Teachers	19	49	37	158%	95%
Diagnostic	Reading First Coordinators	16	45	55	181%	244%
	Principals	22	63	43	186%	95%
	Literacy Coaches	27	86	79	219%	193%
	Teachers	18	61	35	239%	94%
Progress Monitoring	Reading First Coordinators	25	75	77	200%	208%
	Principals	19	66	50	247%	163%
	Literacy Coaches	8	64	76	700%	850%
	Teachers	27	47	46	74%	70%
Outcomes	Reading First Coordinators	14	65	73	364%	421%
	Principals	22	77	53	250%	141%
	Literacy Coaches	28	62	68	121%	143%
	Teachers	21	44	41	110%	95%

Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

Reading First participants expressed satisfaction with their assessment efforts in interviews and focus groups. They credited their assessment practices with contributing to the success of the implementation of the grant. Specifically:

- Reading First coordinators, literacy coaches, and principals cited assessments and data driven instruction among those activities most successfully implemented.
- Responding to a question about how reading instruction in their school or district had changed, district coordinators and literacy coaches listed use of assessments and data driven instruction as two of the most significant changes in reading instruction.
- Literacy coaches also listed assessments when asked which components of the Reading First program have been most influential in changing reading practices in the classroom.

Reading First participants indicated that time was the major barrier to their effective use of assessments. Principals, literacy coaches, and teachers stated that administering, scoring, and interpreting assessments took away instructional time.

To what extent have Reading First programs offered interventions for students who are not making sufficient progress in reading?

To prevent reading failure, information about student achievement must be regularly monitored and appropriate interventions put in place to build students' skills. Exhibit 4-55 shows that as a result of Reading First implementation, most staff persons (for all categories) agreed that the students who were struggling to meet grade-level benchmarks received intensive intervention (60% to 86% in 2004-2005 and 77% to 95% in 2005-2006). The percentages of coordinators, coaches, and principals who reported that teachers used screening tools to identify children with specific reading difficulties in kindergarten through grade 3 also increased over pre-implementation levels (by 42% to 313% in 2004-2005 and by 37% to 335% in 2005-2006), as did the percentages of those who reported that assessment teams were more effective at diagnosing reading problems (by 87% to 372% in 2004-2005 and 96% to 416% in 2005-2006). For teachers, the change from pre- to post-implementation was smaller for use of screening tools to identify students with specific reading difficulties (30% change in 2004-2005 and 14% change in 2005-2006).

Most literacy coaches and principals from Cohort 3 agreed that struggling students received intensive intervention and that staff used screening tools and were able to effectively diagnose reading problems (92% to 100%). Somewhat fewer teachers endorsed these statements (79% to 80%).

**EXHIBIT 4-55
PRELIMINARY EFFECTS OF NEW JERSEY READING FIRST
ON EARLY IDENTIFICATION OF READING DIFFICULTIES
COHORTS 1 AND 2 COMBINED**

	STAFF POSITION	2003-2004 PREIMPLE- MENTATION	2004- 2005 YEAR 1	2005- 2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of New Jersey Reading First school staff that agreed or strongly agreed that students who were performing below grade level received intensive intervention.	Reading First Coordinators	18	60	77	233%	328%
	Principals	34	82	95	141%	179%
	Literacy Coaches	34	86	92	153%	171%
	Teachers	55	81	84	47%	53%
Percentage of New Jersey Reading First school staff that agreed or strongly agreed that teachers used screening tools to identify children with specific reading difficulties in grades K-3.	Reading First Coordinators	23	95	100	313%	335%
	Principals	67	95	92	42%	37%
	Literacy Coaches	42	91	97	117%	131%
	Teachers	74	--*	84	--	14%

EXHIBIT 4-55 (Continued)
PRELIMINARY EFFECTS OF NEW JERSEY READING FIRST
ON EARLY IDENTIFICATION OF READING DIFFICULTIES
COHORTS 1 AND 2 COMBINED

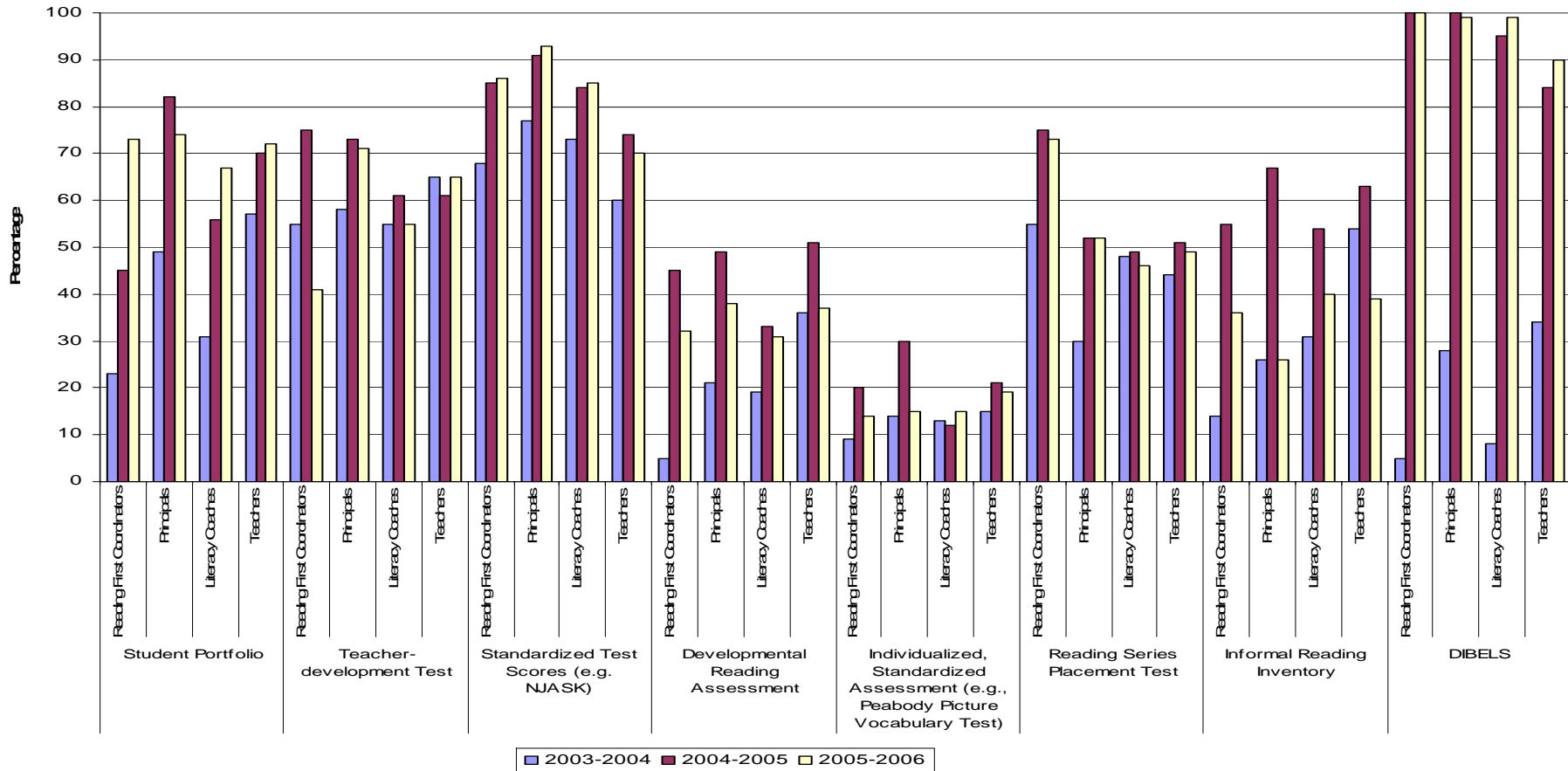
	STAFF POSITION	2003-2004 PREIMPLE- MENTATION	2004- 2005 YEAR 1	2005- 2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of New Jersey Reading First school staff that agreed or strongly agreed that their Assessment Team was effectively able to diagnose reading problems.	Reading First Coordinators	18	85	91	372%	406%
	Principals	47	88	92	87%	96%
	Literacy Coaches	19	75	98	295%	416%
	Teachers	56	73	--*	30%	--

*This question was not asked for this stakeholder group in 2004-2005.
 Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

In order to intervene with students experiencing reading difficulties, schools must identify a process for intervention. Interview and focus group participants were asked about their schools' approach to early intervention. Reading First coordinators, literacy coaches, teachers, and principals said that they assessed and/or screened students as a first step when asked about the process during the first year of implementation.

Reading First survey participants reported that they used a variety of procedures and assessment instruments to screen students. Exhibit 4-56 provides an overview of their responses. Prior to Reading First, schools tended to use teacher-developed tests and standardized test scores to identify struggling students. After grant implementation, the percentages of district- and school-based staff members who indicated that they relied upon the screening and assessment methods increased.

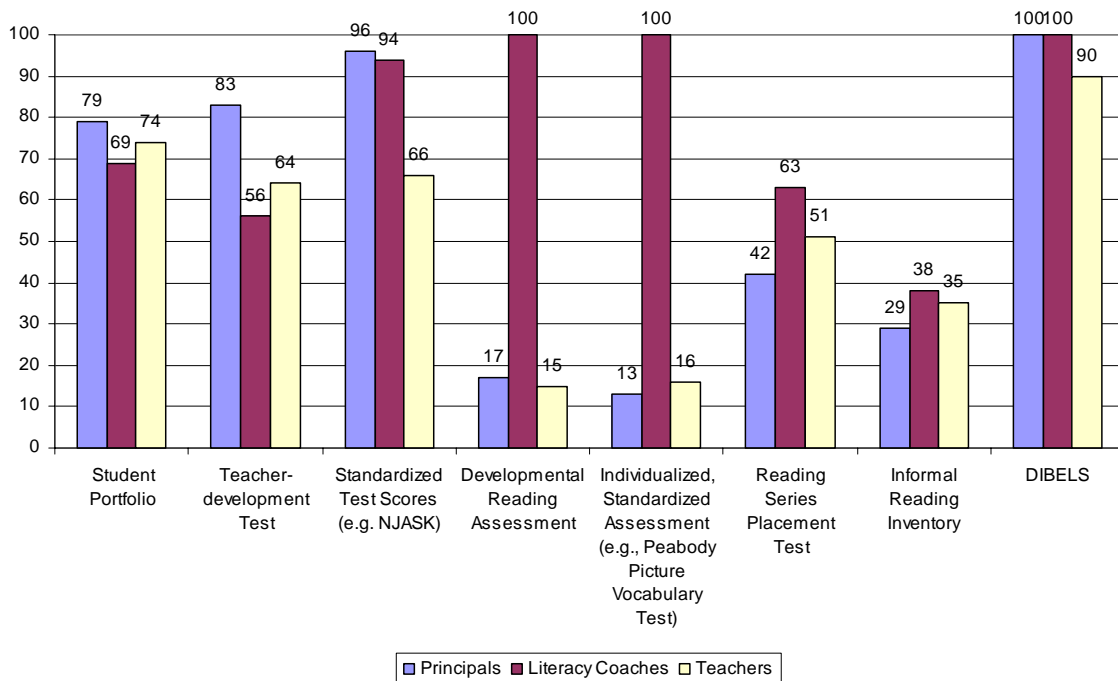
EXHIBIT 4-56 METHODS FOR SCREENING AND ASSESSMENT USED BY SCHOOL-BASED STAFF COHORT 1 AND 2 COMBINED



Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

Exhibit 4-57 demonstrates that Cohort 3 Reading First participants reported use of DIBELS and standardized test scores as the most frequently used screening and assessment tools. Coaches also reported that developmental reading assessments and individualized standard assessments were frequently used.

**EXHIBIT 4-57
METHODS FOR SCREENING AND ASSESSMENT
USED BY SCHOOL-BASED STAFF
COHORT 3**



Source: MGT Surveys 2005-2006.

Exhibit 4-58 demonstrates that after implementation in Cohorts 1 and 2 combined, there was a consensus among Reading First coordinators, principals, literacy coaches and teachers (50% to 85% in 2004-2005 and 85% to 97% in 2005-2006) that teachers used assessment data to group students according to their needs and to plan appropriate interventions for struggling readers. Most grant participants (71% to 98% in 2004-2005 and 78% to 96% in 2005-2006) agreed that School Literacy Teams (SLTs) collaboratively planned interventions to support struggling readers and that targeted interventions were provided to children reflecting their specific reading difficulty (75% to 95% in 2004-2005 and 82% to 97% in 2005-2006). Most stakeholders (79% to 95% in 2004-2005 and 84% to 97% in 2005-2006) agreed that literacy-related interventions were aligned with classroom instruction and that students who were performing below grade level received intensive intervention. Finally, most principals and coaches from Cohort 3 also agreed that literacy interventions were planned and provided to children with difficulty reading (92% to 100%). Cohort 3 teachers were also likely to agree with these statements (79% to 85%) though somewhat less likely than other staff (see Appendix C).

**EXHIBIT 4-58
USE OF ASSESSMENT DATA TO GROUP STUDENTS
ACCORDING TO THEIR NEEDS AND PLAN APPROPRIATE
INSTRUCTION
COHORTS 1 AND 2 COMBINED**

EARLY IDENTIFICATION OF READING DIFFICULTIES	STAFF POSITION	2003-2004 PREIMPLEMENTATION	2004-2005 YEAR 1	2005-2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of New Jersey Reading First staff that agreed or strongly agreed that teachers used assessments to group students according to their needs and to plan appropriate interventions for struggling readers.*	Reading First Coordinators	--	75	86	--	--
	Principals	--	85	85	--	--
	Literacy Coaches	--	50	97	--	--
Percentage of New Jersey Reading First school staff that agreed or strongly agreed that the School Literacy Team collaboratively planned interventions to support struggling readers.	Reading First Coordinators	80	75	78	-6%	-3%
	Principals	19	88	96	363%	405%
	Literacy Coaches	60	98	96	63%	60%
	Teachers	25	71	81	184%	224%
Percentage of New Jersey Reading First school staff that agreed or strongly agreed that targeted interventions were provided to children reflecting their specific reading difficulty.	Reading First Coordinators	53	75	82	42%	55%
	Principals	28	95	96	239%	243%
	Literacy Coaches	67	90	97	34%	45%
	Teachers	37	80	84	116%	127%
Percentage of New Jersey Reading First school staff that agreed or strongly agreed that literacy-related interventions were aligned with classroom instruction.	Reading First Coordinators	61	95	91	56%	49%
	Principals	32	94	92	194%	188%
	Literacy Coaches	62	79	97	27%	56%
	Teachers	37	81	84	119%	127%

*This question was not asked on the preimplementation survey.
Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

During interviews and focus groups, teachers and administrators were asked how their school approached early intervention with children who had been identified through assessment as experiencing reading difficulties. School-based staff reported that their schools used:

- Special programs or materials such as guided reading, running records, Reading Recovery, Basic Skills program, Summer Success Program, After-School Program, child study teams, and early intervention kits.
- Extended learning opportunities including before and after school programs and summer school.

- Student support committees or teams that include teachers and families.
- Specialized teaching strategies such as small group, individual, and differentiated instruction, as well as use of literacy centers, bilingual instruction, and one-on-one intervention.

Exhibit 4-59 summarizes the types of early interventions and supports for struggling readers reported by stakeholders on the surveys for cohorts 1 and 2 combined. The largest percentage of Reading First participants (91% to 96%) stated that their teachers provided small group instruction targeted to students' reading needs and levels post-implementation. There were a high percentage of participants indicating supports were available for after school programs. The percentages of participants agreeing that support was available for reduced class size (25% to 41%), extra staff (56% to 77%), tutoring (33% to 58%), and summer school were lower (58% to 77%). Percentage agreement generally increased from pre-implementation to post-implementation but there were occasional decreases after implementation. For example, the percentage of coaches agreeing that there were supports provided for tutoring decreased from pre-implementation to first year (5%) and second year post implementation (25%). As reported in appendix C, Cohort 3 staff indicated that small group instruction was provided for struggling readers (88% to 94%) followed by after school programs (66% to 88%) and tutoring (56% to 69%).

EXHIBIT 4-59
EARLY INTERVENTIONS AND SUPPORTS PROVIDED BY
NEW JERSEY READING FIRST SCHOOLS FOR STRUGGLING
READERS COHORTS 1 AND 2 COMBINED

WHAT INTERVENTIONS WERE PROVIDED TO STUDENTS IN YOUR SCHOOL READING BELOW GRADE LEVEL?	STAFF POSITION	2003-2004 PREIMPLE- MENTATION	2004- 2005 YEAR 1	2005- 2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Specialized materials such as flash cards	Reading First Coordinators	27	70	68	159%	152%
	Principals	56	76	73	36%	30%
	Literacy Coaches	27	63	77	133%	185%
	Teachers	61	69	71	13%	16%
Small group instruction targeted to students' reading needs/levels	Reading First Coordinators	27	90	91	233%	237%
	Principals	72	91	96	26%	33%
	Literacy Coaches	50	90	95	80%	90%
	Teachers	74	91	94	23%	27%
Special education*	Reading First Coordinators	46	55	--	20%	--
	Principals	63	76	--	21%	--
	Literacy Coaches	58	72	--	24%	--
	Teachers	32	45	--	41%	--

EXHIBIT 4-59 (Continued)
EARLY INTERVENTIONS AND SUPPORTS PROVIDED BY
NEW JERSEY READING FIRST SCHOOLS FOR STRUGGLING
READERS COHORTS 1 AND 2 COMBINED

WHAT INTERVENTIONS WERE PROVIDED TO STUDENTS IN YOUR SCHOOL READING BELOW GRADE LEVEL?	STAFF POSITION	2003-2004	2004-	2005-	PERCENT	PERCENT
		PREIMPLE- MENTATION	2005 YEAR 1	2006 YEAR 2	CHANGE 03-04 TO 04-05	CHANGE 03-04 TO 05-06
After-school programs	Reading First Coordinators	73	80	82	10%	12%
	Principals	79	76	81	-4%	3%
	Literacy Coaches	67	67	70	0%	4%
	Teachers	47	54	59	15%	26%
Take-home materials (books)*	Reading First Coordinators	23	60	--	161%	--
	Principals	51	88	--	73%	--
	Literacy Coaches	50	77	--	54%	--
	Teachers	65	79	--	22%	--
Buddy/partner meeting*	Reading First Coordinators	5	50	--	900%	--
	Principals	33	58	--	76%	--
	Literacy Coaches	27	53	--	96%	--
	Teachers	61	76	--	25%	--
Extra staff (paraprofessionals)	Reading First Coordinators	36	65	77	81%	114%
	Principals	33	58	60	76%	82%
	Literacy Coaches	36	60	56	67%	56%
	Teachers	37	45	57	22%	54%
Reduced class size	Reading First Coordinators	23	60	41	161%	78%
	Principals	47	55	40	17%	-15%
	Literacy Coaches	25	39	33	56%	32%
	Teachers	21	35	25	67%	19%
Family Literacy/Parent Centers*	Reading First Coordinators	14	40	--	186%	--
	Principals	21	55	--	162%	--
	Literacy Coaches	9	28	--	211%	--
	Teachers	12	20	--	67%	--
Tutoring	Reading First Coordinators	36	55	55	53%	53%
	Principals	49	58	58	18%	18%
	Literacy Coaches	44	42	33	-5%	-25%
	Teachers	44	47	44	7%	0%

EXHIBIT 4-59 (Continued)
EARLY INTERVENTIONS AND SUPPORTS
PROVIDED BY NEW JERSEY READING
FIRST SCHOOLS FOR STRUGGLING READERS
COHORTS 1 AND 2 COMBINED

WHAT INTERVENTIONS WERE PROVIDED TO STUDENTS IN YOUR SCHOOL READING BELOW GRADE LEVEL?	STAFF POSITION	2003-2004 PREIMPLEMENTATION	2004-2005 YEAR 1	2005-2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Ongoing assessments*	Reading First Coordinators	9	75	--	733%	--
	Principals	37	79	--	114%	--
	Literacy Coaches	27	63	--	133%	--
	Teachers	44	65	--	48%	--
Summer school	Reading First Coordinators	68	70	59	3%	-13%
	Principals	61	88	67	44%	10%
	Literacy Coaches	67	77	77	15%	15%
	Teachers	51	73	58	43%	14%

*These questions were not asked on the 2005-2006 survey.
Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

What resources are needed to improve intervention programs?

During focus group and interviews district- and school-level staff members were asked what resources they needed to improve early intervention for struggling students. Participants felt that having more trained staff in the classroom would help teachers provide individualized, targeted instruction. As well, participants requested more professional development that emphasized how to reach special populations and more parental involvement in their schools and in their children's learning. The responses from these interviews and focus groups with stakeholders is summarized as follows:

- **More Staff.** We need more tutors that are better trained and supervised as well as additional literacy coaches, paraprofessionals, Reading Recovery teachers, and Literacy Support Teachers.
- **Extended School.** Before school, after school, and summer programs should be offered.
- **Professional Development.** Provide workshops for teachers on early intervention strategies
- **Parental Involvement.** We need to collaborate more with parents.
- **Specialized Materials.** More leveled books and take-home books are needed as well as computer software programs.

- **Smaller Class Sizes.** A reduction in class size would allow for a greater focus on struggling students.

As shown in Exhibit 4-60, survey participants (70% to 95% in 2004-2005 and 72% to 84% in 2005-2006) tended to believe that their schools had been successful in providing sufficient staff to support appropriate instruction in reading, even though, as seen in their responses to interview and focus group questions, quite a few felt that they would benefit from more staff. These percentages represent an improvement over pre-implementation levels. Fewer staff from newly entering Cohort 3 schools agreed that their schools had been successful in providing sufficient staff to support reading instruction (see Appendix C).

**EXHIBIT 4-60
SUCCESS OF EARLY INTERVENTION PROGRAMS
COHORTS 1 AND 2 COMBINED**

EARLY INTERVENTION	STAFF POSITION	2003-2004 PREIMPLE- MENTATION	2004-2005 YEAR 1	2005-2006 YEAR 2	PERCENT CHANGE 03-04 TO 04-05	PERCENT CHANGE 03-04 TO 05-06
Percentage of New Jersey Reading First school staff who indicated that that their schools had been successful, very successful, or extremely successful providing sufficient staff to support appropriate instruction in reading.	Reading First Coordinators	46	95	82	107%	78%
	Principals	40	84	87	110%	118%
	Literacy Coaches	19	81	84	326%	342%
	Teachers	46	70	72	52%	57%

Source: MGT Surveys 2003-2004, 2004-2005, and 2005-2006.

**5.0 NEW JERSEY READING
FIRST OUTCOMES**



5.0 NEW JERSEY READING FIRST OUTCOMES

This chapter presents and discusses student outcome data gathered during the 2005-2006 school year, the second full year of implementation of the New Jersey Reading First Program. First, student demographic information is presented. This is followed by student outcome data reported by grade level and by school and cohort. As required by the U.S. Department of Education (USDE), data are disaggregated by No Child Left Behind (NCLB) “at-risk” categories at each grade level.

5.1 FOCUS OF ANALYSIS

The 2005-2006 evaluation focused on the change in student performance from the beginning to the end of the year (progress monitoring) and the status of student performance relative to the state’s established grade-level benchmarks at the end of the year (outcome assessment). This chapter focuses on determining the extent to which the Reading First program is improving K-3 students’ knowledge and skills and discusses whether students read better as a result of their involvement in Reading First. Particular attention is given to examining the performance of students who fall in the bottom 25 percent of the student population.

EVALUATION QUESTIONS

The analysis of outcome data addressed the following evaluation questions:

- What were the characteristics of students in Reading First schools in terms of gender, race/ethnicity, eligibility for Free/Reduced Meals, English Language Learner placement, and Special Education placement?
- What percentage of K-3 students achieved grade-level benchmarks on progress monitoring indicators during the school year?
- What percentage of K-3 students achieved proficiency on outcome measures at the end of the school year?
- How did schools vary in terms of the percentage of K-3 students achieving proficiency on outcome measures?
- What were the differences in performance on outcome measures by gender and by race/ethnicity categories?
- What impact was made in reducing the percentage of NCLB subgroups who were reading below grade level?
- Overall, what impact has New Jersey Reading First had on improving reading performance among students in grades K-3 (combined) who were reading below grade level?

PERFORMANCE DATA SOURCES

Evaluation of Reading First student performance focused on three assessments for the 2005-2006 school year including the:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS™) Grades K-3;
- TerraNova Plus®, Second Edition (CAT/6) Grades K-2; and
- Third Grade New Jersey Assessment of Skills Knowledge (NJASK 3).¹

Reading First school staff administered DIBELS™ assessments and reported scores on the University of Oregon Web site. MGT imported these data and maintained a longitudinal database to conduct annual data analysis and cross-year comparisons. In 2004-2005, MGT received TerraNova® student datasets from CTB McGraw Hill through the New Jersey Department of Education (NJDE). In 2005-2006, MGT obtained the student datasets from NJDOE who received these files from Reading First districts. Once MGT formatted these data, district Reading First coordinators were asked to verify individual student data for accuracy. NJASK 3 for grade 3 was obtained from NJDOE.

This chapter discusses the performance data summarized in Appendix D for each of three cohorts of Reading First schools by grade level. To ensure that individual schools are not identified by name in this public report, each Reading First school has been assigned an identification number. In 2003-2004, there were varying levels of implementation due to funding dates across the initial 58 Reading First schools in New Jersey. In 2004-2005, the second year of implementation, four schools were added for a total of 62 schools evaluated in New Jersey. In 2005-2006, the third year of implementation, 17 schools were added for a total of 79 schools evaluated in this report. School identification numbers bear no logical relationship to individual schools. NJDOE was provided with information to link the school identifiers with individual schools. Dissemination of this information is at the discretion of NJDOE.

DYNAMIC INDICATORS OF BASIC LITERACY SKILLS (DIBELS™)

DIBELS™ is used to assess students' literacy skills and provides teachers with data-driven evidence as a basis for instructional decisions for students who are not meeting performance goals. This subsection of the report provides data on New Jersey Reading First students in late spring of the 2003-2004, 2004-2005, and 2005-2006 school years. In 2005-2006, Cohorts 1 and 2 completed their second full year of implementation, and Cohort 3 their first year of full implementation.

In each exhibit reporting school-level data, the number of students administered the DIBELS™ is displayed. Since all New Jersey Reading First students should have been assessed on the DIBELS™, test administration numbers should approximate the number of students at that grade level in each school. Data not reported for a school and therefore not included in the analysis are explained in a table note following each exhibit.

¹ Exhibit 3-2 in Chapter 3.0 of this report provides a schedule of New Jersey's progress monitoring and outcome assessments.

New Jersey Reading First schools used the DIBELS™ to assess students' literacy skills and to provide appropriate instructional focus for students who were not meeting performance goals. DIBELS™ benchmark assessments were administered three times during each school year—at the beginning, middle, and end of the year. During the 2003-2004, 2004-2005, and 2005-2006 school years, up to five DIBELS™ assessments were administered.

Initial Sound Fluency (Kindergarten). The DIBELS™ Initial Sound Fluency (ISF) subtest measures the child's ability to isolate, identify, and pronounce the first sound of an orally presented word.

Letter Naming Fluency (Kindergarten to Beginning of Grade 1). The DIBELS™ Letter Naming Fluency (LNF) subtest provides a measure of risk for reading failure in the early grades. The lowest 20 percent are considered to be at high risk of failing to achieve literacy benchmarks, and those students falling between the 21st and 40th percentiles are considered to be at some risk.

Phoneme Segmentation Fluency (Mid-Kindergarten to End of Grade 1). The DIBELS™ Phoneme Segmentation Fluency (PSF) subtest is a measure of phonemic awareness and assesses students' ability to segment three- and four-phoneme words into their individual phonemes fluently.

Nonsense Word Fluency (Mid-Kindergarten to Beginning of Grade 2). DIBELS™ Nonsense Word Fluency (NWF) assesses alphabetic principle skills including letter-sound correspondence and the ability to blend letters into words in which letters represent their most common sounds.

Oral Reading Fluency (Mid-Grade 1 to Grade 3). The DIBELS™ Oral Reading Fluency (ORF) subtest assesses the accuracy and fluency of reading with connected text using benchmark passages at each grade-level.

Oral Retelling Fluency (Mid-Grade 1 to Grade 3). DIBELS™ Oral Retelling Fluency (RTF) checks the comprehension of passages read orally. This subtest correlates strongly with comprehension.

TERRANOVA PLUS®

New Jersey Reading First used the TerraNova Plus® Second Edition (CAT/6) to evaluate the achievement of students in kindergarten through second grade. The TerraNova Plus® Reading subtest is a nationally normed standardized achievement test that assesses phonemic awareness, phonics and other word recognition strategies, vocabulary, and comprehension.

NEW JERSEY NJASK 3

The New Jersey Assessment of Skills and Knowledge (NJASK) measures student achievement in knowledge and critical thinking skills defined by the New Jersey Core Curriculum Content Standards in language arts literacy, mathematics, and science. In 2003, the NJASK program replaced the Elementary School Proficiency Assessment (ESPA), which was administered from 1997 through 2002 to New Jersey's fourth graders, with a comprehensive multi-grade testing program for both third and fourth graders as required by the No Child Left Behind Act of 2001. (NJASK is not used before the third grade.) NJASK testing times and test formats are similar to those for ESPA, including open-ended items for language arts literacy (LAL) and calculator use for mathematics.

The NJASK is an early indicator of student progress in mastering the knowledge and skills described in the Core Curriculum Content Standards. NJDOE has mandated that the NJASK be used by schools and districts to identify strengths and weaknesses in their educational programs, with goals of improved instruction and better alignment with the Core Curriculum Content Standards. Results may also be used, along with other indicators of student progress, to identify students who may need instructional support in any of the content areas. This support, in the form of individual or programmatic intervention, provides a means to address identified knowledge or skill gaps.

NJASK outcome measures are reported as scale scores in each of the content areas. Scores range from 100-199 (Partially Proficient) to 200-249 (Proficient) to 250-300 (Advanced Proficient). Students scored as Partially Proficient are considered to be below the state minimum of proficiency, and usually are those most in need of instructional support.

Statewide, third and fourth grade students were administered the NJASK for the first time in May 2003. Since the NJASK 3 was a field test in 2003, the first operational third-grade assessment did not occur until 2004. Performance levels for the grade 3 NJASK tests were established by panels of educators during standard-setting sessions held between June 28 and July 6, 2004. The grade 3 standards were approved by the New Jersey State Board of Education on July 7, 2004. Thus, due to the implementation timeline for the NJASK 3, Cohort 1 schools do not have baseline data on this measure.

Administration of the 2005-2006 NJASK 3 was conducted between March 16 and March 19, 2006. Valid scores were obtained in language arts literacy for over 5,500 Reading First third grade students.

ANALYSIS METHODS

Performance data were analyzed in terms of the number and percentage of students achieving proficiency in the particular literacy skill measured by the assessment. Results at each grade level are reported in this chapter in four subsections. First, data for the 2005-2006 school year are presented in a bar chart format comparing statewide performance at the beginning, middle, and end of the year to performance at the end of the year for students at all Reading First schools (progress monitoring). Second, statewide end-of-year performance (outcome assessment) is presented in a series of line graphs to enable comparison of performance from 2003-2004 to 2005-2006. Third, for each

outcome assessment, MGT also calculated both statewide student performance and school-level performance in terms of number and percentage achieving proficiency, as well as the average score (DIBELS™ and TerraNova Plus® only), presented in table format for each DIBELS™ subtest, TerraNova Plus®, and the NJASK 3. Tables display results for all students tested, for students test by cohort (1, 2, or 3), and for students tested by individual school. Fourth, data for the outcome assessments were disaggregated by NCLB and other demographic subgroups including gender, ethnicity, English Language Learner (ELL) eligibility, special education eligibility, and Free/Reduced Meal eligibility. Data for subgroups are presented as state-level data only and are presented in both table and chart form.

The presentation of chapter sections reporting student performance is preceded by a description of New Jersey Reading First student demographic characteristics. This information provides a context within which to better understand the performance of students and the variation of performance across schools.

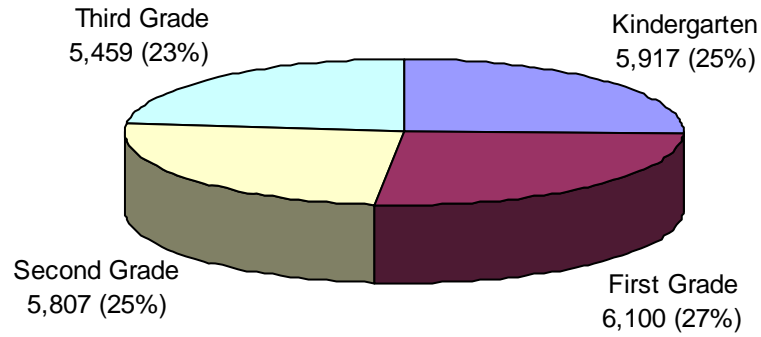
5.2 DESCRIPTION OF STUDENT CHARACTERISTICS

During 2005-2006, 23,283 K-3 students in the 79 schools took part in the New Jersey Reading First assessments.² Exhibits 5-1 through 5-4 present a summary of the student characteristics. Highlights concerning student characteristics are as follows:

- Student enrollment is higher in kindergarten and first grade. The number of students ranged from 5,459 students in third grade to 6,100 in first grade.
- Sixty percent of students spoke English at home, with about 35 percent speaking Spanish.
- Fourteen percent were classified as having Limited English Proficiency.
- Most (89%) students were general education students, with about 11 percent classified as students receiving special education services.

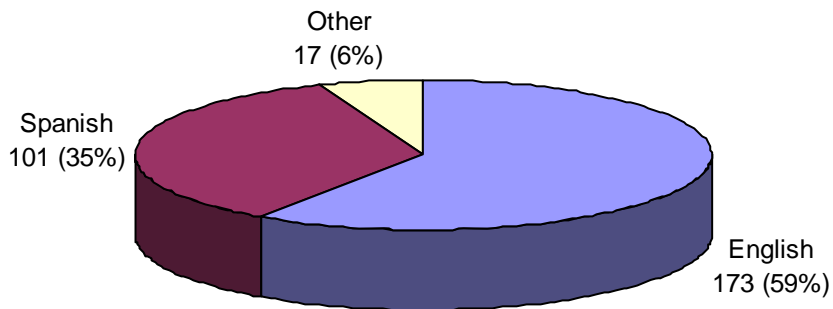
² Source: New Jersey Department of Education, 2006.

EXHIBIT 5-1
STUDENTS BY GRADE-LEVEL: 2005-2006



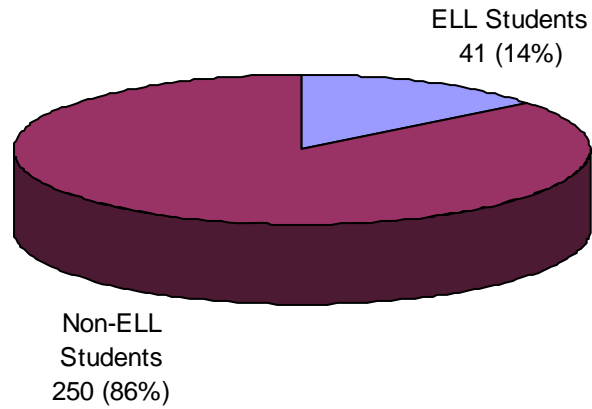
Source: New Jersey Department of Education, 2006.

EXHIBIT 5-2
LANGUAGE SPOKEN AT HOME: 2005-2006



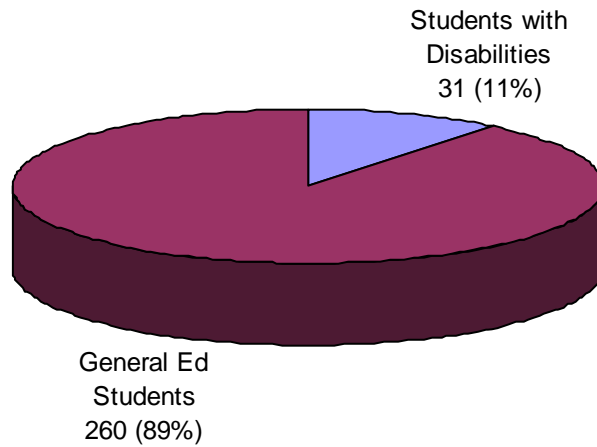
Source: New Jersey Department of Education, 2006.
Note: Numbers represent an average of K-3 students per school.

EXHIBIT 5-3
STUDENTS CLASSIFIED AS ENGLISH LANGUAGE LEARNERS:
2005-2006



Source: New Jersey Department of Education, 2006.
Note: Numbers represent an average of K-3 students per school.

EXHIBIT 5-4
STUDENTS BY SPECIAL EDUCATION PLACEMENT: 2005-2006



Source: New Jersey Department of Education, 2006.
Note: Numbers represent an average of K-3 students per school.

The following sections discuss the performance of Reading First schools by grade level. The discussion begins with a summary of 2005-2006 statewide progress monitoring results and moves on to a summary of statewide end-of-year outcome measures. Comparisons are made to show the state's overall accomplishments between the end of the 2003-2004 school year and the end of the 2005-2006 school year for all Reading First students and the NCLB at-risk target groups. Finally, data for each school are summarized and compared to the average performance of each corresponding cohort and the state as a whole.

5.3 KINDERGARTEN STUDENT PERFORMANCE

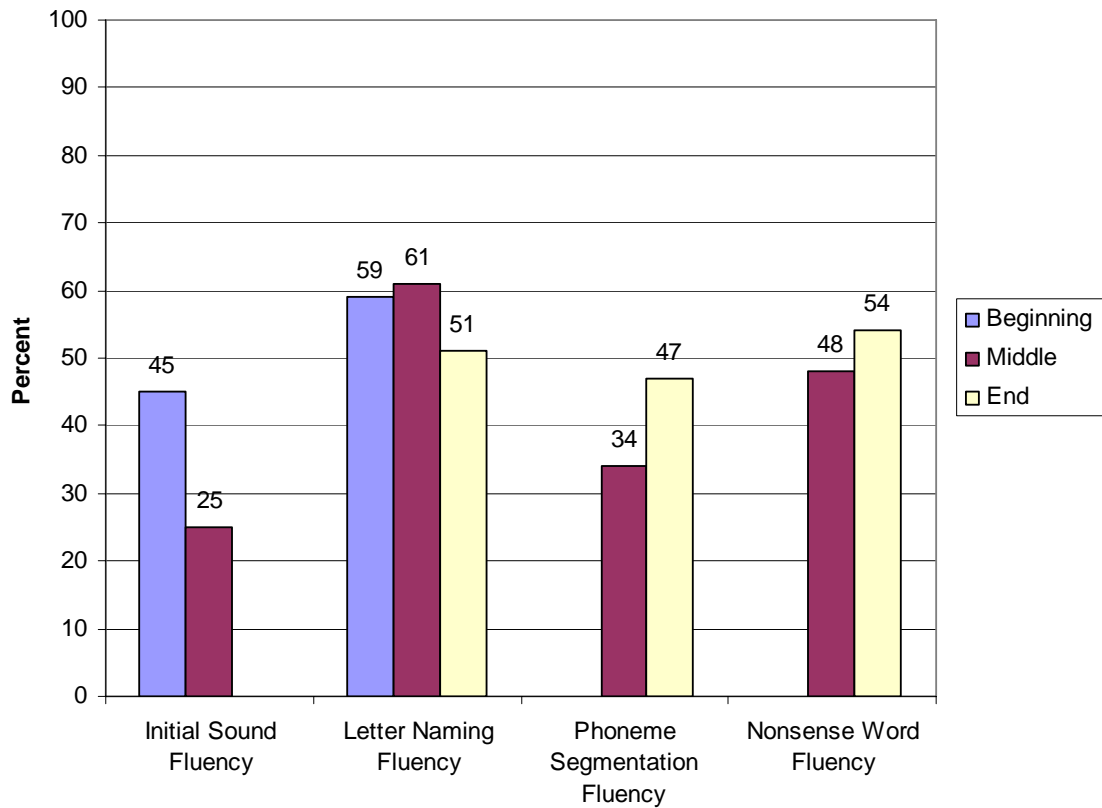
Screening/Progress Monitoring During the 2005-2006 School Year

During the third year of Reading First, kindergarten students were tested on four DIBELS™ measures to monitor their progress in meeting benchmarks in the essential elements of reading. Progress monitoring testing included the following subtests:

- Initial Sound Fluency (ISF);
- Letter Name Fluency (LNF);
- Phoneme Segmentation Fluency (PSF); and
- Nonsense Word Fluency (NWF).

Exhibit 5-5 presents the progress of kindergarten students on the DIBELS™ measures during the 2005-2006 school year. Kindergartners made progress in two of four areas tested, comparing the percentage of students achieving proficiency at the beginning of the 2005-2006 school year to percentage of students achieving proficiency at the end of the year. On the PSF subtest, 34 percent met the PSF benchmark of 35 phonemes at the middle of the year, compared with 47 percent by year's end. On the NWF subtest, 48 percent met the benchmark in the middle of the year compared with 54 percent at the end of the year. ISF subtest proficiency rates declined 20 percentage points from the beginning of the year (45%) to the middle of the year (25%) and LNF subtest proficiency declined from 59 percent at the beginning of the year to 51 percent at year's end.

**EXHIBIT 5-5
PROGRESS MONITORING PERFORMANCE
KINDERGARTEN: 2005-2006**



Source: MGT Analysis of Data from DIBELS™ Data System, University of Oregon,³ 2006.

Overview of Kindergarten Reading Performance: DIBELS™

Exhibit 5-6 compares the performance from 2003-2004 to 2005-2006 for Cohorts 1 and 2 combined on three DIBELS™ measures of students' understanding of alphabetic principles and phonics. On the first subtest LNF, the percentage of kindergarten students statewide in 2003-2004 who met or exceeded the goal of 40 correct letter names per minute at the end of the year increased by 4 percentage points from 47 to 51 percent in 2005-2006.

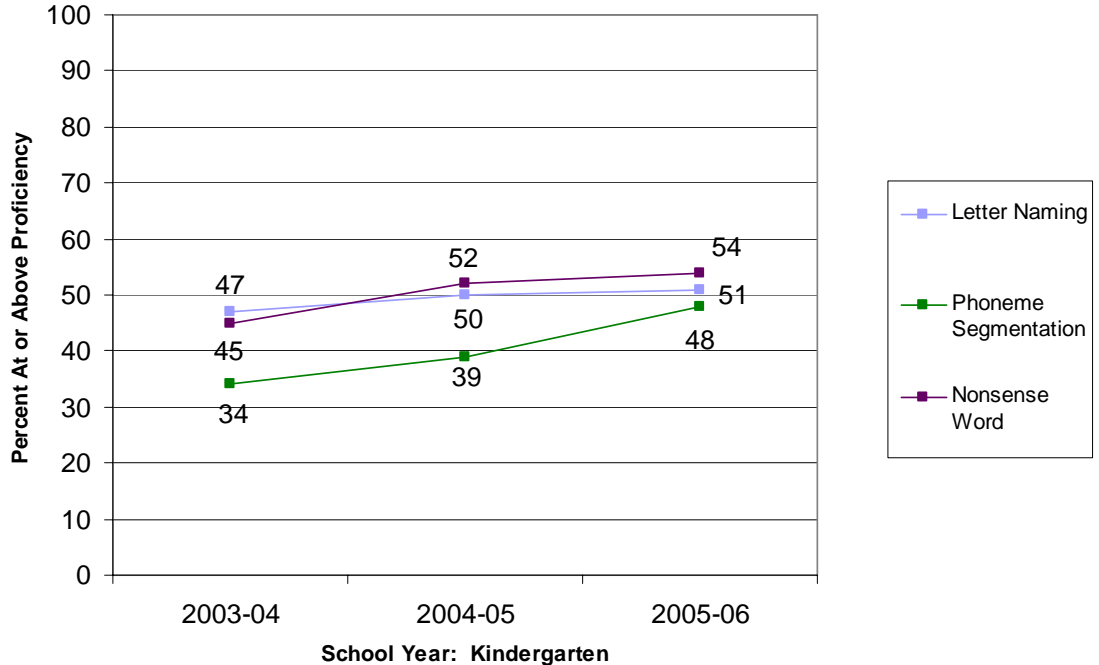
Phonemic awareness was measured by the DIBELS™ PSF subtest. In 2005-2006, 48 percent of kindergarten students statewide achieved the goal of 35 correct phonemic sounds per minute at the end of the school year, up 14 percentage points from the 2003-2004 school year rate of 34 percent.

The DIBELS™ Nonsense Word Fluency subtest served as the third kindergarten measure for phonics. In 2003-2004, 45 percent of kindergarten students statewide

³ The University of Oregon's DIBELS™ Data System is located at <http://dibels.uoregon.edu/data>.

achieved the goal of 25 correct nonsense words per minute, and in 2005-2006 the percentage of students achieving the NWF benchmark increased to 54 percent.

EXHIBIT 5-6
COHORTS 1 AND 2 COMBINED KINDERGARTEN STUDENTS
MEETING LNF, PSF, AND NWF BENCHMARKS
COMPARING 2003-2004, 2004-2005, AND 2005-2006



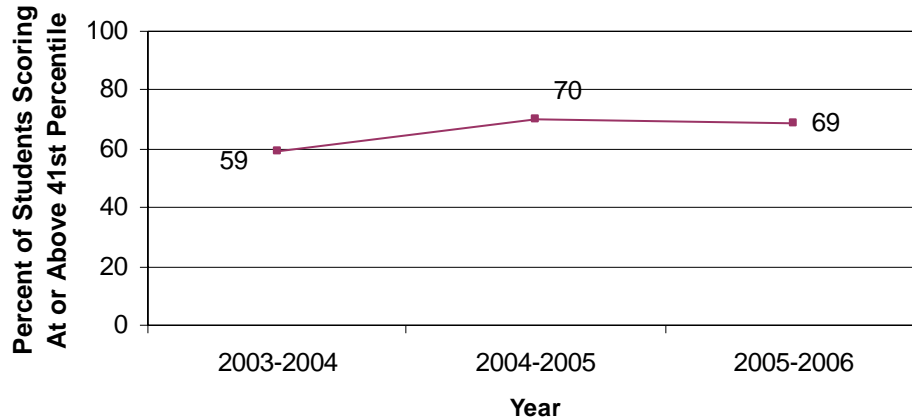
Source: MGT of America, Inc., analysis from University of Oregon DIBELS™ Data System, 2004, 2005, and 2006.

Analysis of 2005-2006 DIBELS data for Cohort 3 kindergarten students showed that more than half (51%) of students exceeded the goal of 40 correct letter names per minute for the subtest LNF, and 46 percent of students statewide achieved the goal of 35 correct phonemic sounds per minute at the end of the school year. The Nonsense World Fluency had 53 percent of students achieving the 25 correct nonsense words per minute.

Overview of Kindergarten Reading Outcomes: TerraNova Plus®

Kindergarten students were administered the TerraNova Plus® Second Edition (CAT/6) as an outcome measure for reading. Exhibit 5-7 below provides a year-to-year comparison of Cohorts 1 and 2 combined and the percentage of all Reading First students achieving the benchmark goal of at or above 41 percent proficiency. From 2003-2004 to 2004-2005, the percentage of students meeting the TerraNova Plus® benchmark goal increased overall by 11 percent, from 59 percent to 70 percent. However, from 2004-2005 to 2005-2006, the students reaching the benchmark goal dropped 1 percent to 69 percent. Seventy percent of Cohort 3 students met the TerraNova Plus® benchmark goal in 2005-2006.

EXHIBIT 5-7
COHORTS 1 AND 2 COMBINED KINDERGARTEN STUDENTS
SCORING PROFICIENT ON TERRANOVA
COMPARING 2003-2004, 2004-2005, AND 2005-2006



Source: CTB McGraw-Hill TerraNova Plus[®] data, Analysis by MGT of America, Inc., 2004, 2005, and 2006.

Kindergarten: TerraNova Plus[®] Outcomes by Demographic and At Risk Student Categories

Exhibit 5-8 reports statewide 2005-2006 TerraNova Plus[®] data for all Reading First students by demographic subcategories including gender, race/ethnicity, English Language Learners (ELL), disability status, and economic status. When disaggregated by gender, the results show that female students achieved proficiency at a higher rate (73%) than did male students (68%). Likewise, female students achieved advanced proficiency at a higher rate (44%) than did male students (38%).

Outcomes by race/ethnicity show that of the four subcategories substantially represented (181 Asians, 1,883 African-Americans, 3,073 Hispanics, and 702 Whites), White kindergarten students achieved the highest rate of proficiency (79%), followed by African-American and Hispanic students (69%), and Asians (63%). When analyzing the data for the percentage of students achieving advanced proficiency, Asian, African American, and White students achieved at the highest rate (42%), followed by Hispanic students (39%).

By risk group category, when TerraNova Plus[®] proficiency rates were compared with rates for English speakers, 59 percent of ELL students achieved proficiency, compared with 72 percent of English speakers. In comparing advanced proficiency rates for this risk group, 30 percent of ELL students achieved advanced proficiency compared with 44 percent of English speakers.

When proficiency rates of students who were eligible for special education were compared with those of others, 70 percent of non-special education kindergartners achieved proficiency compared with 52 percent for students who were eligible for special education. Likewise, 42 percent of non-special education kindergartners achieved

advanced proficiency compared with 24 percent for students eligible for special education.

Finally, kindergartners who did not participate in Free/Reduced Meal programs achieved the same level of proficiency as those who did (69%). Students who did not participated in Free/Reduced Meal programs achieved a higher level of advanced proficiency (40%) than did others (39%).

TerraNova Plus[®] data for the percentage of students achieving proficiency by demographic subgroup are also reported in chart format in Exhibits 5-9 through 5-14.

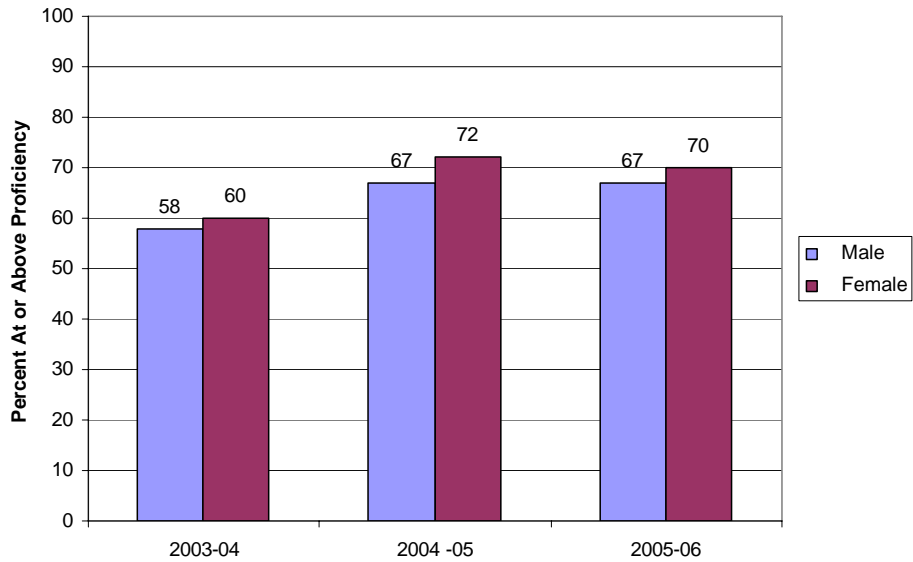
**EXHIBIT 5-8
TERRANOVA PERFORMANCE, KINDERGARTEN 2005-2006
BREAKDOWN BY DEMOGRAPHIC AND NCLB RISK GROUP
CHARACTERISTICS**

	# TESTED	% PROFICIENT (AT OR ABOVE 41%)	% ADVANCED PROFICIENT (AT OR ABOVE 75%)
Total	6,162	69%	39%
Gender			
Male	3,123	68%	38%
Female	2,790	73%	44%
Race/Ethnicity			
American Indian	22	45%	27%
Asian	181	63%	42%
African American	1,883	70%	42%
Hispanic	3,073	69%	39%
Hawaiian/Pacific Islander	7	71%	43%
White	702	79%	42%
Other	41	71%	54%
English Language Learner			
Yes	1,337	59%	30%
No	4,825	72%	44%
Special Ed. Placement			
Yes	377	52%	24%
No	5,484	70%	42%
Free/Reduced Meal			
Yes	4,467	69%	39%
No	1,695	69%	40%

Source: MGT of America, Inc., analysis of CTB McGraw-Hill TerraNova Plus[®] data, 2006.

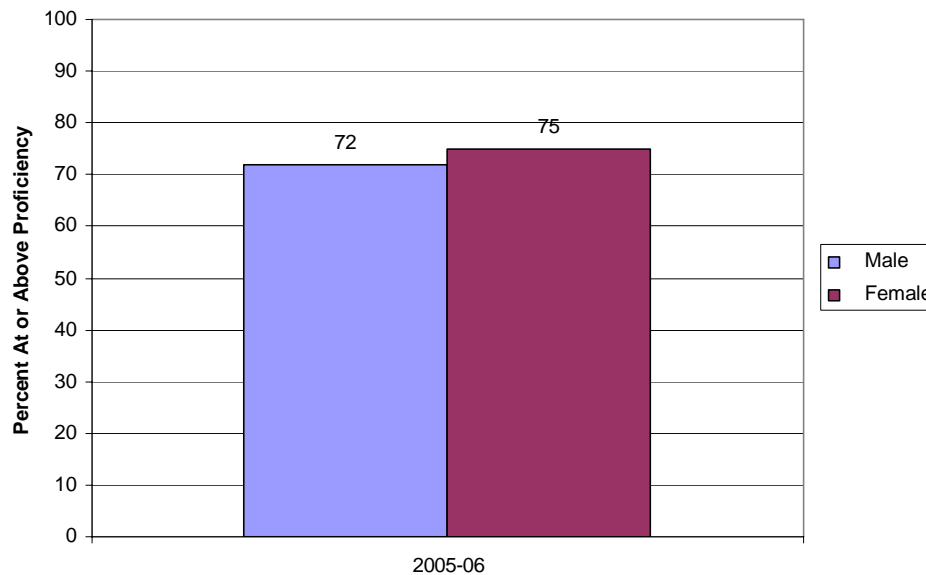
Note: The number of students may not equal the total number of students due to some students not being designated for some of the demographic or risk groups.

**EXHIBIT 5-9
COHORTS 1 AND 2 COMBINED KINDERGARTEN
TERRANOVA PERFORMANCE BY GENDER:
2003-2004, 2004-2005, AND 2005-2006**



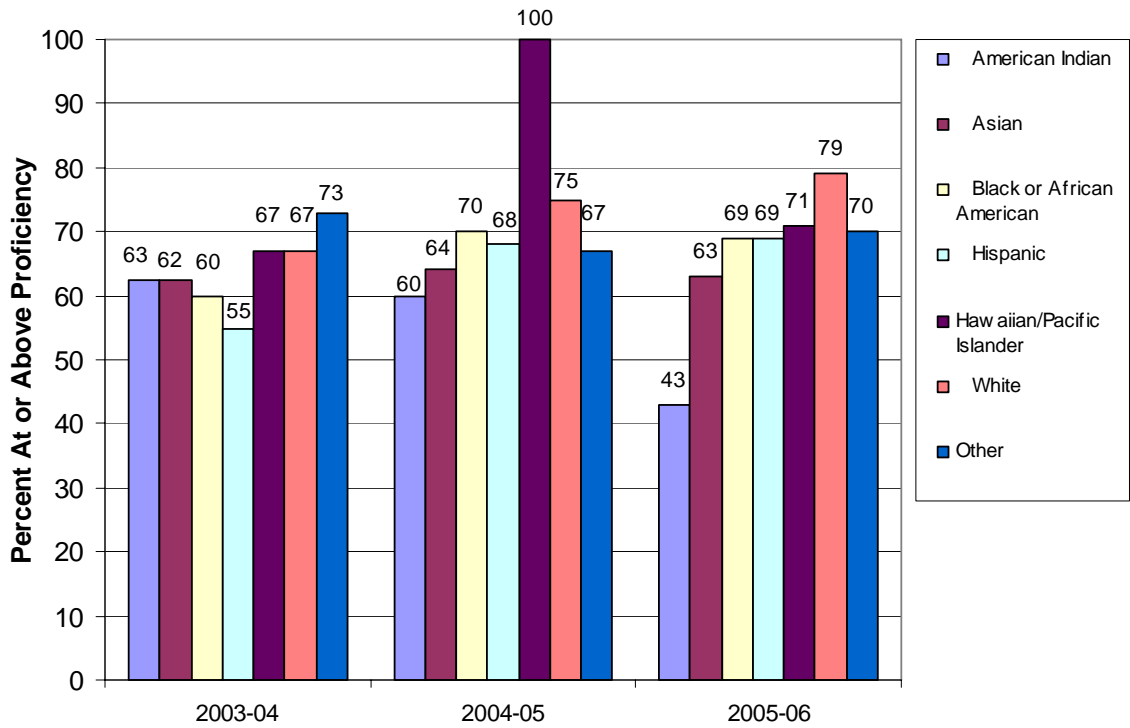
Source: MGT of America, Inc., analysis of CTB McGraw-Hill TerraNova Plus[®], 2004, 2005, and 2006.

**EXHIBIT 5-10
COHORT 3 KINDERGARTEN
TERRANOVA PERFORMANCE BY GENDER: 2005-2006**



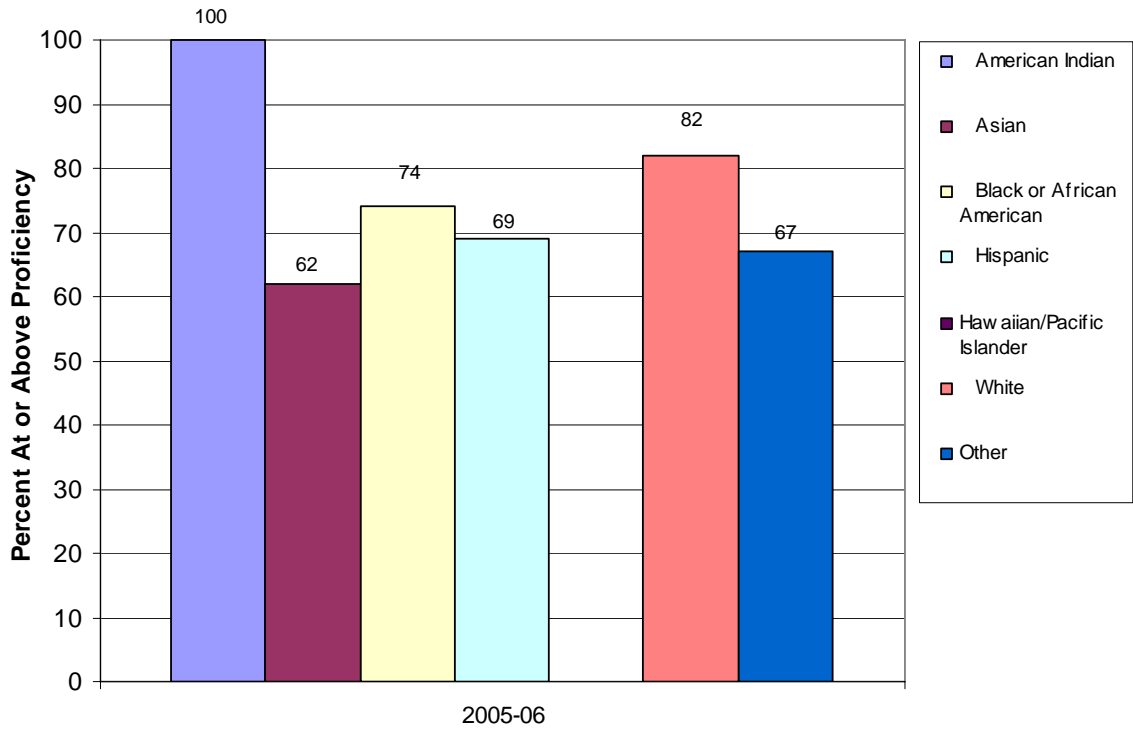
Source: MGT of America, Inc., analysis of CTB McGraw-Hill TerraNova Plus[®], 2006.

**EXHIBIT 5-11
COHORTS 1 AND 2 COMBINED KINDERGARTEN
TERRANOVA PERFORMANCE BY RACE/ETHNICITY:
2003-2004, 2004-2005, AND 2005-2006**



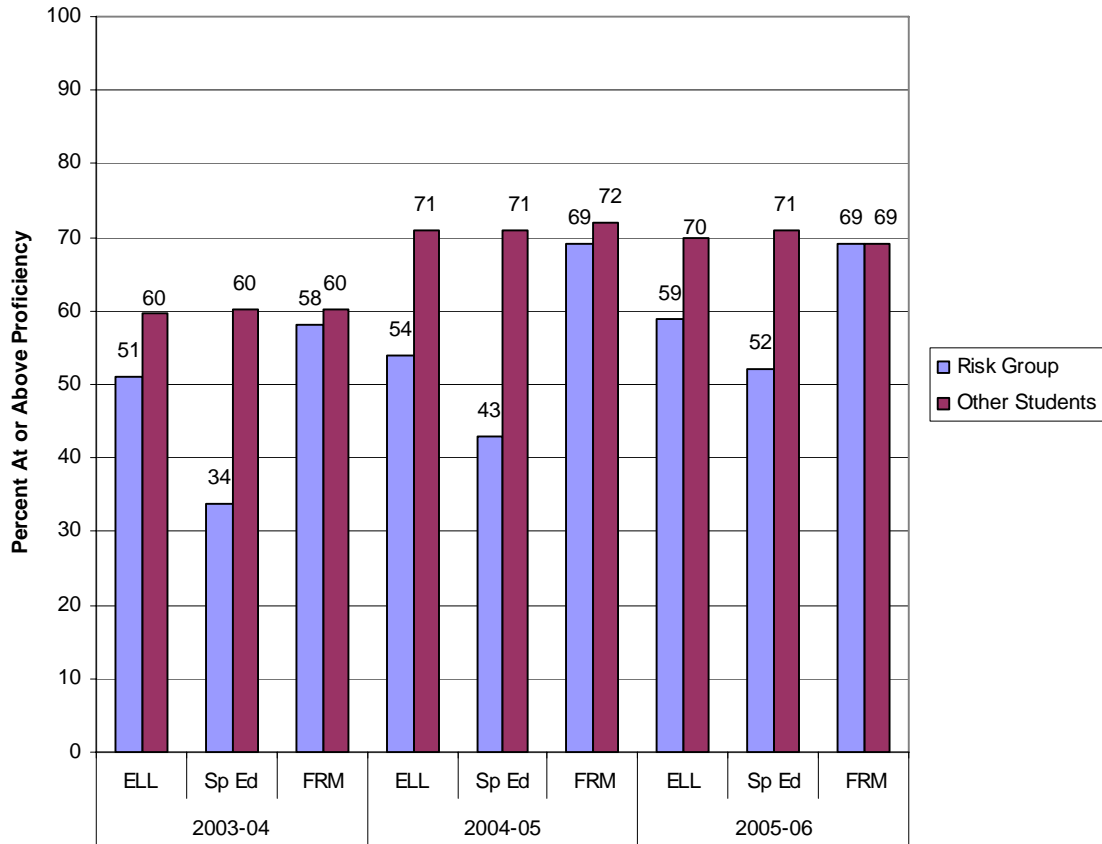
Source: MGT of America, Inc., analysis of CTB McGraw-Hill TerraNova Plus®, 2004, 2005, and 2006.

**EXHIBIT 5-12
COHORT 3 KINDERGARTEN
TERRANOVA PERFORMANCE BY RACE/ETHNICITY: 2005-2006**



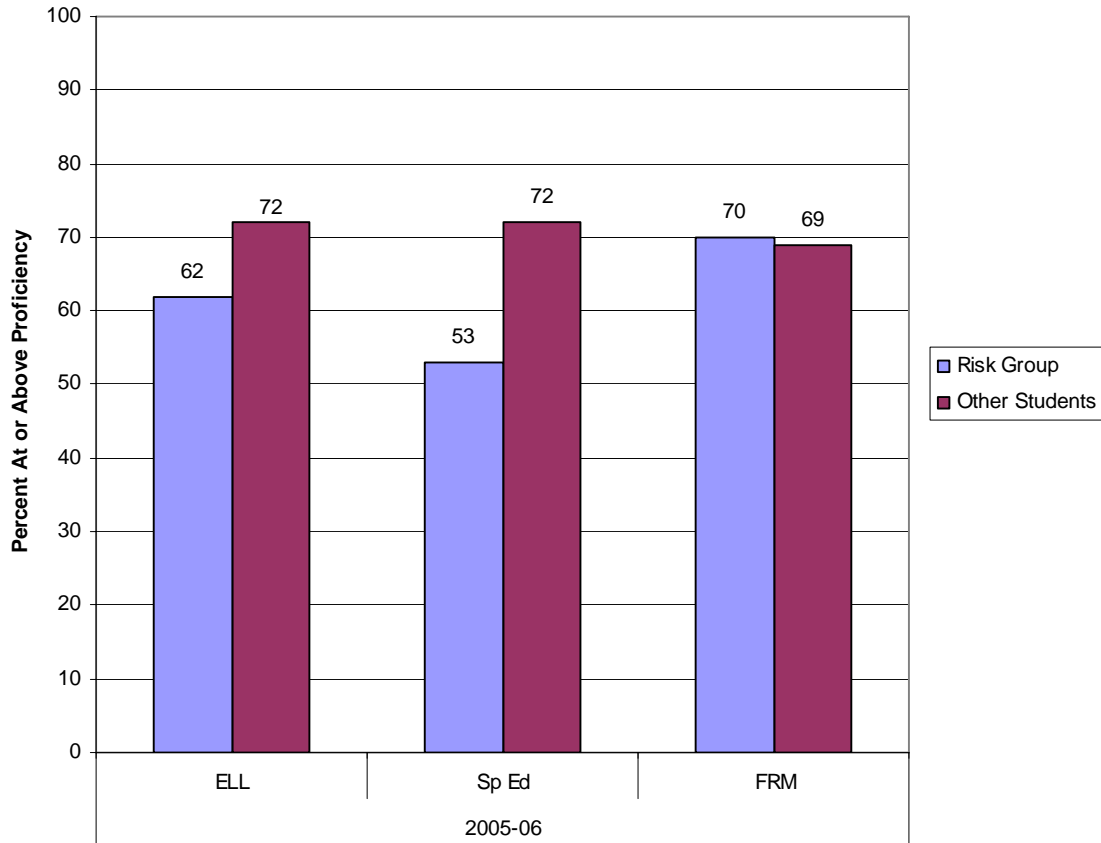
Source: MGT of America, Inc., analysis of CTB McGraw-Hill TerraNova Plus®, 2006.

**EXHIBIT 5-13
COHORTS 1 AND 2 COMBINED KINDERGARTEN
TERRANOVA PLUS® PERFORMANCE BY RISK GROUP:
2003-2004, 2004-2005, AND 2005-2006**



Source: MGT of America, Inc., analysis of CTB McGraw-Hill TerraNova Plus®, 2004, 2005, and 2006.

**EXHIBIT 5-14
COHORT 3 KINDERGARTEN
TERRANOVA PLUS® PERFORMANCE BY RISK GROUP: 2005-2006**



Source: MGT of America, Inc., analysis of CTB McGraw-Hill TerraNova Plus®, 2006.

Kindergarten Reading Performance by Cohort and by School: DIBELS™

Exhibits 5-15 through 5-17 provide a summary of the progress monitoring data for kindergartners in Reading First for Cohorts 1, 2, and 3 at each school for both 2004-2005 and 2005-2006 school years.

For the DIBELS™ LNF subtest, from 2004-2005 to 2005-2006, the percentage of students achieving proficiency overall increased by 1 percent from 50 percent to 51 percent. By cohort, Cohort 1 proficiency achievement rates decreased 6 percent, from 55 percent in 2004-2005 to 49 percent in 2005-2006, and Cohort 2 rates increased 2 percent, from 49 percent to 51 percent. For Cohort 3, the proficiency achievement rate was 51 percent. LNF proficiency achievement rates by school ranged from 17 percent to 88 percent in 2004-2005, and from 0 percent to 97 percent in 2005-2006. Although LNF subtest performance varied widely by school, Exhibit 5-17 indicates that 11 of 79 schools reporting data increased the percentage of students achieving proficiency by 5 percent or more from 2004-2005 to 2005-2006, and 29 schools experienced a decline. In 2005-2006, 40 of 79 schools reported 50 percent or more of their students achieving

proficiency, compared with 31 of 62 schools in 2004-2005. In both 2004-2005 and 2005-2006, more than 70 percent of students achieved proficiency at 9 schools both years.

For the DIBELS™ PSF subtest (see Exhibit 5-18), from 2004-2005 to 2005-2006, the percentage of students meeting the benchmark goal of 35 phonemes increased overall by 8 percent, from 39 percent to 47 percent. Cohort 1 proficiency achievement rates increased 13 percent, from 34 percent in 2004-2005 to 47 percent in 2005-2006, and Cohort 2 rates increased 7 percent, from 41 percent to 48 percent. For Cohort 3, the proficiency achievement rate was 48 percent. PSF proficiency achievement rates by school ranged from 6 percent to 90 percent in 2004-2005 and from 8 percent to 100 percent in 2005-2006. In 2005-2006, 34 of 79 schools reported 50 percent or more of their students achieving proficiency, compared with 18 of 62 schools in 2004-2005. In 2005-2006, more than 70 percent of students achieved proficiency at 12 schools compared with nine schools in 2004-2005.

For the DIBELS™ NWF subtest (see Exhibit 5-19), from 2004-2005 through 2005-2006 the percentage of students meeting the NWF benchmark goal of 25 letter sounds increased overall by 2 percent, from 52 percent to 54 percent. Cohort 1 proficiency achievement rates decreased 5 percent, from 56 percent in 2004-2005 to 51 percent in 2005-2006. Cohort 2 rates increased 4 percent, from 51 percent to 55 percent, and the achievement rate for Cohort 3 was 30 percent. NWF proficiency achievement rates by school ranged from 24 percent to 87 percent in 2004-2005 and from 11 percent to 94 percent in 2005-2006. Eleven of 67 schools reporting data increased the percentage of students achieving proficiency 10 percent or more from 2004-2005 to 2005-2006 and 19 schools experienced a decline. In 2004-2005, 28 of 67 schools reported 50 percent or more of their students achieving proficiency, compared with 45 of 79 schools in 2005-2006. In 2004-2005, more than 70 percent of students achieved proficiency at eight schools, compared with 16 schools in 2005-2006.

**EXHIBIT 5-15
DIBELS™ LETTER NAMING FLUENCY
END OF SCHOOL YEAR
KINDERGARTEN 2004-2005 AND 2005-2006**

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Letter Naming Fluency Goal: 40 Letter Names				Letter Naming Fluency Goal: 40 Letter Names				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
All	4,324	2,168	50%	40.0	5,837	2,967	51%	39.8	1%
Cohort 1	616	340	55%	41.6	1,016	498	49%	40.7	-6%
Cohort 2	3,708	1,828	49%	39.7	3,665	1,883	51%	39.6	2%
Cohort 3					1,156	586	51%	39.7	
1	68	30	44%	37.8	61	23	38%	36.5	-6%
2	48	21	44%	36.4	50	25	50%	38.4	6%
3	65	28	43%	35.6	68	39	57%	42.1	14%
4	75	49	65%	46.5	84	57	68%	47.3	3%
5	104	50	48%	41.4	101	61	60%	44.3	12%
6					49	31	63%	55.0	
7	41	33	80%	50.5	36	30	83%	53.8	3%
8	80	48	60%	43.2	68	41	60%	43.4	0%
9					19	3	16%	29.6	
10	56	32	57%	40.4	63	30	48%	39.6	-9%
11	67	21	31%	32.8	68	25	37%	34.1	6%
12	40	14	35%	32.4	41	23	56%	39.1	21%
13	131	55	42%	35.4	166	65	39%	31.9	-3%
14	164	69	42%	37.0	153	75	49%	39.9	7%
15	84	38	45%	34.8	132	53	40%	33.1	-5%
16	96	41	43%	34.7	88	33	38%	36.4	-5%
17	51	23	45%	37.9	77	34	44%	35.6	-1%
18									
19	155	91	59%	44.6	149	84	56%	41.8	-3%
20									
21	106	69	65%	46.5	109	68	62%	44.5	-3%
22	55	46	84%	52.3	64	56	88%	53.6	4%
23	56	47	84%	50.7	67	57	85%	52.6	1%
24	60	53	88%	57.7	88	62	70%	49.6	-18%
25	26	19	73%	49.2	13	9	69%	46.0	-4%
26	41	23	56%	43.9	55	32	58%	45.7	2%
27	79	32	41%	35.9	78	36	46%	37.6	5%
28	148	84	57%	42.8	134	71	53%	43.0	-4%
29	114	76	67%	46.7	66	39	59%	43.3	-8%
30	60	33	55%	40.2	47	16	34%	33.5	-21%
31	61	35	57%	41.2	53	25	47%	38.5	-10%

EXHIBIT 5-15 (Continued)
DIBELS™ LETTER NAMING FLUENCY
END OF SCHOOL YEAR
KINDERGARTEN 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Letter Naming Fluency				Letter Naming Fluency				
	Goal: 40 Letter Names				Goal: 40 Letter Names				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
32	65	30	46%	39.7	33	17	52%	41.4	6%
33	62	39	63%	45	82	53	65%	48.4	2%
34					43	0	0%	12.8	
35									
36					135	103	76%	48.4	
37	53	40	75%	54.7	53	37	70%	45.4	-5%
38									
39	46	26	57%	42.6	49	25	51%	43.2	-6%
40	83	33	40%	35.6	80	45	56%	41.3	16%
41	101	48	48%	39.3	106	49	46%	39.2	-2%
42	48	32	67%	48.2	57	36	63%	44.5	-4%
43					68	32	47%	38.1	
44					70	30	43%	37.7	
45	89	46	52%	38.6	109	54	50%	38.1	-2%
46	81	14	17%	27.1	72	16	22%	25.1	5%
47	196	49	25%	29.2	166	45	27%	28.4	2%
48	85	26	31%	33.4	91	28	31%	29.8	0%
49	101	32	32%	30.1	125	47	38%	30.6	6%
50									
51	130	39	30%	28.5	198	64	32%	29.2	2%
52									
53	204	145	71%	47.8	187	125	67%	46.4	-4%
54	137	67	49%	39.4	134	55	41%	35.9	-8%
55	37	20	54%	39.1					
56	94	59	63%	44.6	100	58	58%	42.1	-5%
57	14	10	71%	43.4	16	11	69%	47.4	-2%
58	57	34	60%	42.6	51	34	67%	48.3	7%
59	74	39	53%	39.8	57	37	65%	43.9	12%
60	38	19	50%	40.1	34	21	62%	45.7	12%
61	125	65	52%	41.3	164	85	52%	41.4	0%
62	34	21	62%	48.4	39	21	54%	41.9	-8%
63	108	67	62%	44.0	93	44	47%	41.6	-15%
65	74	23	31%	35.8	65	18	28%	34.2	-3%
66	107	47	44%	39.2	95	27	28%	35.7	-16%
67	64	51	80%	45.3	58	35	60%	44.0	-20%
68					34	33	97%	67.4	
69					57	27	47%	36.1	

EXHIBIT 5-15 (Continued)
DIBELS™ LETTER NAMING FLUENCY
END OF SCHOOL YEAR
KINDERGARTEN 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Letter Naming Fluency				Letter Naming Fluency				
	Goal: 40 Letter Names				Goal: 40 Letter Names				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
70					74	53	72%	49.3	
71					86	39	45%	37.8	
73					64	40	63%	44.8	
74					90	32	36%	33.4	
75					92	50	54%	41.4	
76					66	44	67%	43.6	
77					39	28	72%	44.6	
78					100	46	46%	40.2	
79									
80					61	22	36%	34.7	
81					197	98	50%	38.9	

Source: MGT of America, Inc., analysis of DIBELS™ Data System University of Oregon, 2005 and 2006.
 Note: Three schools (#6, 36, & 44) submitted no DIBELS™ for 2004-2005. Two schools (#55 & 79) submitted no DIBELS™ for 2005-2006. Six schools (#18, 20, 35, 38, 50 & 52) in the exhibit do not have kindergartens. Schools #9, 34, 43 & 68 through 81 are not included for 2004-2005 because they began their Reading First grants after the 2004-2005 school year.

EXHIBIT 5-16
DIBELS™ PHONEME SEGMENTATION FLUENCY
END OF SCHOOL YEAR
KINDERGARTEN 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Phonemic Segmentation Fluency				Phonemic Segmentation Fluency				
	Goal: 35 Phonemes				Goal: 35 Phonemes				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
All	4,324	1,703	39%	28.1	5,836	2,753	47%	30.6	8%
Cohort 1	826	280	34%	26.2	1,016	482	47%	30.1	13%
Cohort 2	3,498	1,422	41%	28.6	3,665	1,743	48%	30.6	7%
Cohort 3					1,155	528	46%	31.1	
1	68	8	12%	13.9	61	27	44%	27.8	32%
2	54	7	13%	18.1	50	18	36%	26.0	23%
3	65	17	26%	23.7	68	33	49%	27.4	23%
4	75	9	12%	17.9	84	41	49%	30.1	37%
5	104	15	14%	16.8	101	53	52%	32.2	38%

EXHIBIT 5-16 (Continued)
DIBELS™ PHONEME SEGMENTATION FLUENCY
END OF SCHOOL YEAR
KINDERGARTEN 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Phonemic Segmentation Fluency				Phonemic Segmentation Fluency				
	Goal: 35 Phonemes				Goal: 35 Phonemes				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
6					49	28	57%	37.0	
7	41	23	56%	36.1	36	36	100%	56.5	44%
8	80	59	74%	49.4	68	42	62%	41.7	-12%
9					18	5	28%	31.1	
10	56	24	43%	31.5	63	37	59%	32.0	16%
11	67	7	10%	17.5	68	22	32%	22.5	22%
12	40	6	15%	16.4	41	12	29%	21.1	14%
13	131	46	35%	24.5	166	59	36%	25.3	1%
14	164	34	21%	17.7	153	38	25%	19.1	4%
15	84	30	36%	24.4	132	34	26%	19.6	-10%
16	96	37	39%	25.7	88	32	36%	26.6	-3%
17	51	10	20%	21.1	77	13	17%	15.3	-3%
18									
19	155	95	61%	36.0	149	98	66%	36.8	5%
20									
21	106	78	74%	43.5	109	85	78%	43.4	4%
22	55	49	89%	50.3	64	55	86%	51.1	-3%
23	56	50	89%	50.4	67	53	79%	50.8	-10%
24	60	36	60%	35.3	88	53	60%	36.0	0%
25	26	9	35%	22.5	13	1	8%	14.3	-27%
26	41	6	15%	13.0	55	10	18%	14.2	3%
27	79	28	35%	23.6	78	28	36%	24.2	1%
28	148	99	67%	40.8	134	104	78%	43.2	11%
29					66	45	68%	38.3	
30	60	38	63%	35.9	47	17	36%	24.1	-27%
31	61	21	34%	28.3	53	23	43%	30.0	9%
32	65	30	46%	30.6	33	21	64%	38.5	18%
33	62	27	44%	30.9	82	55	67%	42.2	23%
34					43	27	63%	39.2	
35									
36					135	77	57%	34.7	
37	53	41	77%	45.8	53	39	74%	44.7	-3%

EXHIBIT 5-16 (Continued)
DIBELS™ PHONEME SEGMENTATION FLUENCY
END OF SCHOOL YEAR
KINDERGARTEN 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Phonemic Segmentation Fluency				Phonemic Segmentation Fluency				
	Goal: 35 Phonemes				Goal: 35 Phonemes				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
38									
39	46	17	37%	27.8	49	34	69%	39.4	32%
40	83	47	57%	33.3	80	68	85%	44.0	28%
41	101	45	45%	28.5	106	67	63%	35.1	18%
42	48	43	90%	47.9	57	53	93%	50.1	3%
43					68	33	49%	33.1	
44					70	35	50%	33.7	
45	89	40	45%	29.3	109	56	51%	32.9	6%
46	81	5	6%	15.5	72	20	28%	23.2	22%
47	196	27	14%	16.3	166	28	17%	17.8	3%
48	85	10	12%	13.2	91	22	24%	17.5	12%
49	101	33	33%	25.8	125	31	25%	19.5	-8%
50									
51	130	29	22%	17.4	198	58	29%	19.9	7%
52									
53	200	86	43%	34.1	187	131	70%	44.7	27%
54	135	38	28%	24.8	134	40	30%	23.1	2%
55	37	27	73%	42.2					
56	94	44	47%	28.6	100	53	53%	30.6	6%
57	14	11	79%	46.8	16	13	81%	51.0	2%
58	57	32	56%	37.1	51	31	61%	35.6	5%
59	74	5	7%	14.6	57	25	44%	26.3	37%
60	38	29	76%	41.9	34	11	32%	27.1	-44%
61	125	34	27%	27.6	164	73	45%	30.8	18%
62	34	15	44%	30.9	39	15	38%	30.1	-6%
63	108	66	61%	34.0	93	31	33%	24.9	-28%
65	74	21	28%	24.2	65	15	23%	20.9	-5%
66	107	44	41%	28.1	95	35	37%	25.7	-4%
67	64	42	66%	33.7	58	36	62%	37.0	-4%
68					34	10	29%	24.5	
69					57	36	63%	39.0	
70					74	42	57%	35.1	

EXHIBIT 5-16 (Continued)
DIBELS™ PHONEME SEGMENTATION FLUENCY
END OF SCHOOL YEAR
KINDERGARTEN 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Phonemic Segmentation Fluency				Phonemic Segmentation Fluency				
	Goal: 35 Phonemes				Goal: 35 Phonemes				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
71					86	26	30%	25.9	
73					64	34	53%	30.6	
74					90	9	10%	14.5	
75					92	43	47%	32.6	
76					66	54	82%	54.2	
77					39	30	77%	42.2	
78					100	48	48%	32.7	
79									
80					61	18	30%	24.0	
81					197	68	35%	24.4	

Source: MGT of America, Inc, analysis of DIBELS™ Data System University of Oregon, 2005 and 2006.

Note: Three schools (#6, 36, & 44) submitted no DIBELS™ for 2004-2005. Two schools (#55 & 79) submitted no DIBELS™ for 2005-2006. Six schools (#18, 20, 35, 38, 50 & 52) in the exhibit do not have kindergartens. Schools #9, 34, 43 & 68 through 81 are not included for 2004-2005 because they began their Reading First grants after the 2004-2005 school year.

EXHIBIT 5-17
DIBELS™ NONSENSE WORD FLUENCY
END OF SCHOOL YEAR
KINDERGARTEN 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Nonsense Word Fluency				Nonsense Word Fluency				
	Goal: 25 Letter Sounds				Goal: 25 Letter Sounds				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
All	4,312	2,242	52%	26.5	5,836	3,145	54%	27.5	2%
Cohort 1	826	464	56%	23.5	1,016	522	51%	26.3	-5%
Cohort 2	3,486	1,778	51%	27.2	3,665	2,016	55%	27.9	4%
Cohort 3					1,155	607	53%	27.5	
1	68	22	32%	19.2	61	35	57%	26.0	25%
2	54	17	31%	5.8	50	17	34%	21.1	3%
3	65	27	42%	21.1	68	38	56%	27.3	14%
4	75	40	53%	26.5	84	44	52%	28.5	-1%
5	104	41	39%	24.0	101	62	61%	32.1	22%

EXHIBIT 5-17 (Continued)
DIBELS™ NONSENSE WORD FLUENCY
END OF SCHOOL YEAR
KINDERGARTEN 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Nonsense Word Fluency				Nonsense Word Fluency				
	Goal: 25 Letter Sounds				Goal: 25 Letter Sounds				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
6					49	38	78%	43.8	
7	40	35	88%	40.0	36	34	94%	43.8	6%
8	79	59	75%	37.2	68	45	66%	33.2	-9%
9					18	2	11%	17.1	
10	56	28	50%	25.1	63	30	48%	24.7	-2%
11	67	20	30%	18.1	68	23	34%	22.8	4%
12	40	16	40%	20.6	41	19	46%	22.7	6%
13	130	70	54%	25.5	166	75	45%	21.5	-9%
14	164	46	28%	17.1	153	53	35%	19.3	7%
15	84	42	50%	26.6	132	51	39%	19.2	-11%
16	96	51	53%	24.8	88	29	33%	19.7	-20%
17	51	25	49%	23.8	77	33	43%	21.0	-6%
18									
19	155	99	64%	34.1	149	99	66%	35.2	2%
20									
21	105	74	70%	38.8	109	76	70%	35.8	0%
22	55	48	87%	46.4	64	56	88%	41.8	1%
23	56	49	87%	40.9	67	55	82%	39.6	-5%
24	60	48	80%	43.2	88	69	78%	41.5	-2%
25	26	12	46%	27.5	13	9	69%	26.9	23%
26	41	17	41%	22.2	55	14	25%	13.9	-16%
27	79	21	27%	16.7	78	28	36%	18.2	9%
28	148	74	50%	26.5	134	77	57%	29.1	7%
29					66	41	62%	31.9	
30	60	24	40%	20.8	47	11	23%	16.3	-17%
31	61	23	38%	20.0	53	18	34%	19.4	-4%
32	65	23	35%	22.3	33	19	58%	27.8	23%
33	62	35	56%	27.6	82	54	66%	31.9	10%
34					43	13	30%	17.2	
35									
36					135	105	78%	35.7	
37	53	45	85%	42.4	53	39	74%	34.5	-11%

EXHIBIT 5-17 (Continued)
DIBELS™ NONSENSE WORD FLUENCY
END OF SCHOOL YEAR
KINDERGARTEN 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Nonsense Word Fluency				Nonsense Word Fluency				
	Goal: 25 Letter Sounds				Goal: 25 Letter Sounds				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
38									
39	46	27	59%	34.1	49	31	63%	34.8	4%
40	83	49	59%	27.6	80	61	76%	32.9	17%
41	101	40	40%	23.8	106	52	49%	26.8	9%
42	48	38	79%	37.4	57	45	79%	34.7	0%
43					68	39	57%	26.3	
44					70	39	56%	29.8	
45	89	42	47%	31.9	109	51	47%	25.9	0%
46	81	27	33%	20.6	72	32	44%	25.2	11%
47	196	49	25%	16.0	166	52	31%	18.6	6%
48	85	33	39%	18.9	91	36	40%	17.9	1%
49	101	37	37%	18.7	125	53	42%	20.7	5%
50									
51	130	46	35%	19.4	198	83	42%	20.2	7%
52									
53	196	165	84%	46.5	187	155	83%	44.7	-1%
54	131	58	44%	23.1	134	72	54%	26.2	10%
55	37	25	68%	31.4					
56	94	49	52%	29.0	100	54	54%	27.6	2%
57	14	9	64%	28.6	16	13	81%	31.1	17%
58	57	34	60%	30.9	51	33	65%	31.8	5%
59	74	33	45%	23.9	57	29	51%	25.3	6%
60	38	25	66%	31.7	34	21	62%	29.7	-4%
61	125	53	42%	24.7	164	60	37%	22.0	-5%
62	34	8	24%	16.5	39	14	36%	18.8	12%
63	108	90	83%	41.1	93	56	60%	29.5	-23%
65	74	54	73%	31.7	65	34	52%	26.2	-21%
66	107	78	73%	36.1	95	63	66%	29.7	-7%
67	64	44	69%	30.8	58	44	76%	32.1	7%
68					34	17	50%	43.4	
69					57	33	58%	26.2	
70					74	54	73%	35.1	

EXHIBIT 5-17 (Continued)
DIBELS™ NONSENSE WORD FLUENCY
END OF SCHOOL YEAR
KINDERGARTEN 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Nonsense Word Fluency				Nonsense Word Fluency				
	Goal: 25 Letter Sounds				Goal: 25 Letter Sounds				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
71					86	45	52%	25.3	
73					64	40	63%	33.2	
74					90	22	24%	15.1	
75					92	48	52%	26.8	
76					66	53	80%	41.4	
77					39	28	72%	35.9	
78					100	51	51%	26.2	
79									
80					61	20	33%	18.7	
81					197	101	51%	26.7	

Source: MGT of America, Inc., analysis of DIBELS™ Data System, University of Oregon, 2005 and 2006.

Note: Three schools (#6, 36, & 44) submitted no DIBELS™ for 2004-2005. Two schools (#55 & 79) submitted no DIBELS™ for 2005-2006. Six schools (#18, 20, 35, 38, 50 & 52) in the exhibit do not have kindergartens. Schools #9, 34, 43 & 68 through 81 are not included for 2004-2005 because they began their Reading First grants after the 2004-2005 school year.

Kindergarten Reading Outcomes by Cohort and by School: TerraNova Plus®

For the TerraNova Plus® Reading subtest (see Exhibit 5-18), from 2004-2005 through 2005-2006, the percentage of students meeting the TerraNova Plus® benchmark goal of achieving at or above 41 percent proficiency decreased overall by 1 percent, from 70 percent to 69 percent. For Cohort 1 schools, proficiency achievement rates decreased 3 percent from 76 percent in 2004-2005 to 73 percent in 2005-2006. Cohort 2 schools' rates stayed consistent from 2004-2005 to 2005-2006 with 67 percent achieving proficiency. In Cohort 3, 70 percent of schools achieved proficiency. In 2004-2005, TerraNova Plus® proficiency achievement rates by school ranged from 14 percent to 100 percent, and in 2005-2006 from 33 percent to 94 percent. Nine of 62 schools reporting data increased the percentage of students achieving proficiency 10 percent or more from 2004-2005 to 2005-2006, and 23 schools experienced a decline. In 2004-2005, 50 of 62 schools reported 50 percent or more of their students achieving proficiency, compared with 69 of 79 schools in 2005-2006. In 2004-2005, more than 70 percent of students achieved proficiency at 28 schools, compared with 38 schools in 2005-2006.

EXHIBIT 5-18
NEW JERSEY READING FIRST KINDERGARTEN STUDENTS'
PERFORMANCE ON TERRANOVA PLUS® READING SUBTEST
PROFICIENCY AT OR ABOVE 41ST PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova Kindergarten						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
All	3,633	2,527	70%	6,162	4,247	69%	-1%
Cohort 1	954	722	76%	1,057	974	73%	-3%
Cohort 2	2,679	1,805	67%	3,718	2,507	67%	0%
Cohort 3				1,387	966	70%	
1	71	56	79%	66	46	70%	-9%
2	41	31	76%	50	40	80%	4%
3	64	38	59%	73	24	33%	-26%
4	80	72	90%	85	75	88%	-2%
5	102	61	60%	102	64	63%	3%
6	62	44	71%	68	37	54%	-17%
7	43	33	77%	99	53	54%	-23%
8	81	66	81%	147	85	58%	-23%
9				61	30	49%	
10	47	31	66%	57	35	61%	-5%
11	18	15	83%	67	57	85%	2%
12	13	5	38%	40	30	75%	37%
13	28	4	14%	169	109	64%	50%
14	48	31	65%	157	107	68%	3%
15	40	15	38%	130	74	57%	19%
16	21	17	81%	97	57	59%	-22%
17	23	17	74%	76	52	68%	-6%
18							
19	165	127	77%	173	109	63%	-14%
20							
21	110	49	45%	109	63	58%	13%
22	72	43	60%	80	56	70%	10%
23	55	43	78%	71	62	87%	9%
24	76	65	86%	92	63	68%	-18%
25	27	20	74%	17	14	82%	8%
26	40	22	55%	57	32	56%	1%
27	79	55	70%	90	65	72%	2%
28	155	116	75%	139	116	83%	8%

EXHIBIT 5-18 (Continued)
NEW JERSEY READING FIRST KINDERGARTEN STUDENTS'
PERFORMANCE ON TERRANOVA PLUS® READING SUBTEST
PROFICIENCY AT OR ABOVE 41ST PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova Kindergarten						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
29				65	50	77%	
30	118	73	62%	64	33	52%	-10%
31	64	44	69%	50	42	84%	15%
32	67	45	67%	55	40	73%	6%
33	62	49	79%	79	67	85%	6%
34				46	36	78%	
35							
36	140	101	72%	133	96	72%	0%
37	51	44	86%	53	50	94%	8%
38							
39	46	29	63%	50	35	70%	7%
40	85	54	64%	81	68	84%	20%
41	101	63	62%	109	54	50%	-12%
42	49	33	67%	57	40	70%	3%
43				70	62	89%	
44				98	58	59%	
45	94	53	56%	111	69	62%	6%
46	24	16	67%	27	18	67%	0%
47	104	52	50%	137	74	54%	4%
48	46	18	39%	74	48	65%	26%
49	47	36	77%	71	66	93%	16%
50							
51	49	33	67%	108	82	76%	9%
52							
53	117	88	75%	150	126	84%	9%
54	42	31	74%	112	66	59%	-15%
55	37	27	73%	48	35	73%	0%
56	94	67	71%	102	69	68%	-3%
57	15	14	93%	16	14	88%	-5%
58	41	41	100%	38	35	92%	-8%
59	72	64	89%	59	54	92%	3%
60	41	24	59%	37	16	43%	-16%

EXHIBIT 5-18 (Continued)
NEW JERSEY READING FIRST KINDERGARTEN STUDENTS’
PERFORMANCE ON TERRANOVA PLUS® READING SUBTEST
PROFICIENCY AT OR ABOVE 41ST PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova Kindergarten						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
61	136	127	93%	192	166	86%	-7%
62	37	35	95%	43	36	84%	-11%
63	107	68	64%	93	64	69%	5%
65	78	48	62%	60	34	57%	-5%
66	44	33	75%	97	69	71%	-4%
67	64	41	64%	60	32	53%	-11%
68				37	28	76%	
69				66	49	74%	
70				79	44	56%	
71				88	50	57%	
73				67	53	79%	
74				97	75	77%	
75				99	67	68%	
76				134	80	60%	
77				39	32	82%	
78				104	89	86%	
79				71	35	49%	
80				67	45	67%	
81				197	141	72%	

Source: MGT of America, Inc., analysis of TerraNova Grade K Reading Subtest provided by CTB McGraw-Hill, 2005 and 2006.

Note: Six schools (#18, 20, 35, 38, 50 & 52) in the exhibit do not have kindergartens. Schools #44 did not report data for 2004-2005. Schools #9, 29, 34, 43 & 68 through 81 are not included for 2004-2005 because they began their Reading First grants after the 2004-2005 school year.

For the TerraNova Plus® Reading subtest (see Exhibit 5-19), from 2004-2005 through 2005-2006, the percentage of students meeting the TerraNova Plus® benchmark goal of achieving advanced proficiency, 75 percent proficiency or greater, decreased overall by 2 percent, from 41 percent to 43 percent. For Cohort 1 schools, advanced proficiency achievement rates decreased 6 percent from 49 percent in 2004-2005 to 43 percent 2005-2006. Cohort 2 schools’ rates stayed consistent from 2004-2005 to 2005-2006 with 38 percent achieving advanced proficiency. For Cohort 3, the advanced proficiency achievement rate was 41 percent. In 2004-2005, TerraNova Plus® advanced proficiency achievement rates by school ranged from 7 percent to 80, percent and in 2005-2006 from 12 percent to 76 percent. Fourteen of 62 schools reporting data increased the

percentage of students achieving advanced proficiency 10 percent or more from 2004-2005 to 2005-2006, and 23 schools experienced a decline. In 2004-2005, 15 of 62 schools reported 50 percent or more of their students achieving advanced proficiency, compared with 21 of 79 schools in 2005-2006. In 2004-2005, more than 70 percent of students achieved advanced proficiency at six schools, compared with four schools in 2005-2006.

EXHIBIT 5-19
TERRANOVA PLUS®: PERCENTAGE OF KINDERGARTEN
STUDENTS ACHIEVING ADVANCED PROFICIENCY
AT OR ABOVE THE 75TH PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova Kindergarten						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
All	3,633	1,489	41%	6,162	2,426	39%	-2%
Cohort 1	954	467	49%	1,057	454	43%	-6%
Cohort 2	2,679	1,022	38%	3,718	1,403	38%	0%
Cohort 3				1,387	569	41%	
1	71	34	48%	66	33	50%	2%
2	41	25	61%	50	26	52%	-9%
3	64	20	31%	73	9	12%	-19%
4	80	56	70%	85	56	66%	-4%
5	102	23	23%	102	28	27%	4%
6	62	30	48%	68	23	34%	-14%
7	43	20	47%	99	26	26%	-21%
8	81	42	52%	147	38	26%	-26%
9				61	11	18%	
10	47	11	23%	57	17	30%	7%
11	18	4	22%	67	28	42%	20%
12	13	2	15%	40	15	38%	23%
13	28	2	7%	169	40	24%	17%
14	48	23	48%	157	48	31%	-17%
15	40	5	13%	130	25	19%	6%
16	21	7	33%	97	25	26%	-7%
17	23	4	17%	76	24	32%	15%
18							
19	165	82	50%	173	67	39%	-11%
20							
21	110	23	21%	109	32	29%	8%
22	72	26	36%	80	39	49%	13%

EXHIBIT 5-19 (Continued)
TERRANOVA PLUS®: PERCENTAGE OF KINDERGARTEN
STUDENTS ACHIEVING ADVANCED PROFICIENCY
AT OR ABOVE THE 75TH PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova Kindergarten						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
23	55	23	42%	71	48	68%	26%
24	76	48	63%	92	51	55%	-8%
25	27	9	33%	17	2	12%	-21%
26	40	6	15%	57	16	28%	13%
27	79	28	35%	90	33	37%	2%
28	155	58	37%	139	56	40%	3%
29				65	30	46%	
30	118	50	42%	64	19	30%	-12%
31	64	32	50%	50	27	54%	4%
32	67	33	49%	55	32	58%	9%
33	62	36	58%	79	56	71%	13%
34				46	22	48%	
35							
36	140	44	31%	133	44	33%	2%
37	51	38	75%	53	40	75%	0%
38							
39	46	18	39%	50	18	36%	-3%
40	85	30	35%	81	54	67%	32%
41	101	35	35%	109	22	20%	-15%
42	49	18	37%	57	24	42%	5%
43				70	38	54%	
44				98	29	30%	
45	94	26	28%	111	41	37%	9%
46	24	5	21%	27	7	26%	5%
47	104	14	13%	137	37	27%	14%
48	46	5	11%	74	22	30%	19%
49	47	24	51%	71	49	69%	18%
50							
51	49	12	24%	108	44	41%	17%
52							
53	117	40	34%	150	84	56%	22%

EXHIBIT 5-19 (Continued)
TERRANOVA PLUS®: PERCENTAGE OF KINDERGARTEN
STUDENTS ACHIEVING ADVANCED PROFICIENCY
AT OR ABOVE THE 75TH PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova Kindergarten						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
54	42	7	17%	112	29	26%	9%
55	37	16	43%	48	15	31%	-12%
56	94	34	36%	102	41	40%	4%
57	15	10	67%	16	11	69%	2%
58	41	33	80%	38	29	76%	-4%
59	72	56	78%	59	32	54%	-24%
60	41	12	29%	37	9	24%	-5%
61	136	104	76%	192	112	58%	-18%
62	37	29	78%	43	13	30%	-48%
63	107	42	39%	93	34	37%	-2%
65	78	29	37%	60	17	28%	-9%
66	44	25	57%	97	40	41%	-16%
67	64	21	33%	60	21	35%	2%
68				37	26	70%	
69				66	34	52%	
70				79	21	27%	
71				88	34	39%	
73				67	31	46%	
74				97	38	39%	
75				99	28	28%	
76				134	41	31%	
77				39	24	62%	
78				104	59	57%	
79				71	19	27%	
80				67	29	43%	
81				197	84	43%	

Source: MGT of America, Inc., analysis of TerraNova Grade K Reading Subtest provided by CTB McGraw-Hill, 2005 and 2006.

Note: Six schools (#18, 20, 35, 38, 50 & 52) in the exhibit do not have kindergartens. Schools #44 did not report data for 2004-2005. Schools #9, 29, 34, 43 & 68 through 81 are not included for 2004-2005 because they began their Reading First grants after the 2004-2005 school year.

5.4 FIRST GRADE STUDENT PERFORMANCE

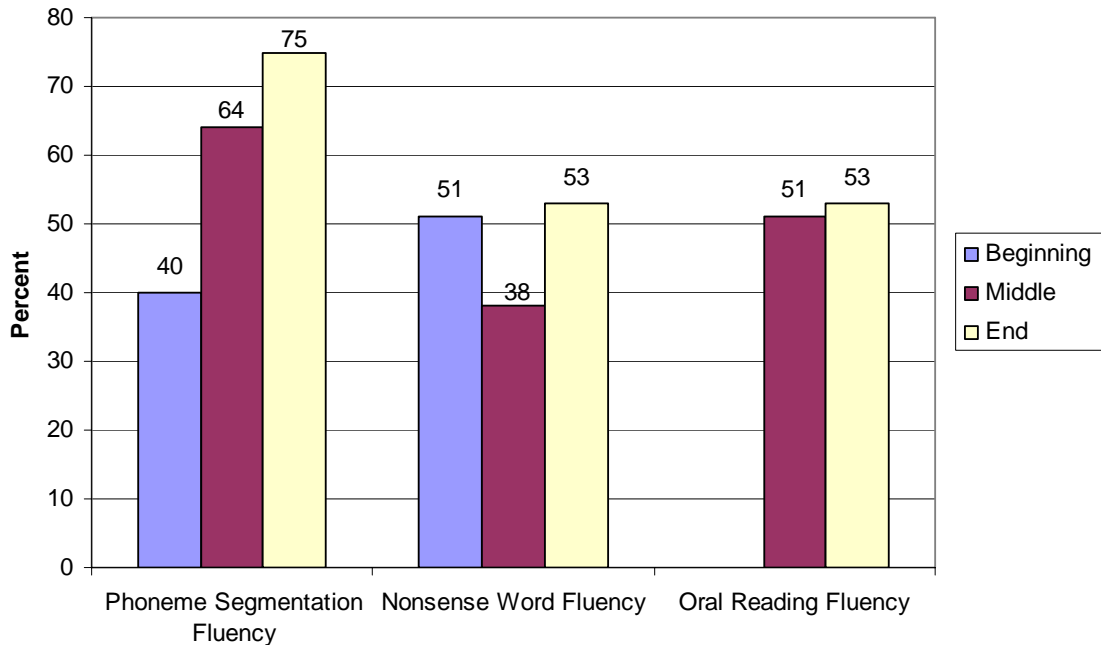
Screening/Progress Monitoring During the 2005-2006 School Year

First grade students were tested on three DIBELS™ subtests as measures of progress monitoring for the essential elements of reading:

- Phoneme Segmentation Fluency (PSF);
- Nonsense Word Fluency (NWF); and
- Oral Reading Fluency (ORF).

Exhibit 5-20 provides an overview of the progress made throughout the first grade on each progress monitoring assessment. First grade students made progress in two of three areas tested when the percentage of students achieving proficiency at the beginning of the 2005-2006 school year is compared with the percentage of students achieving proficiency at the end of the year. On the PSF subtest, 40 percent were meeting the PSF benchmark of 35 phonemes at the beginning of the year, compared with 75 percent by year's end. On the NWF subtest, 51 percent met the benchmark at the beginning of the year, compared with 53 percent at the end. ORF subtest proficiency rates increased two percentage points from the middle of the year (51%) to year's end (53%).

**EXHIBIT 5-20
PROGRESS MONITORING PERFORMANCE
FIRST GRADE: 2005-2006**



Source: MGT of America, Inc., analysis of DIBELS™ Data System University of Oregon, 2006.

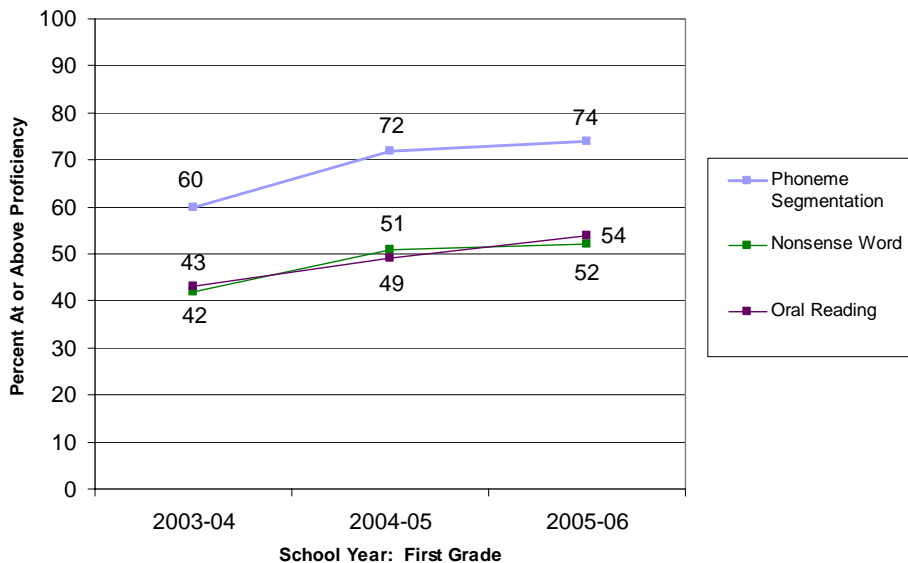
Overview of First Grade Reading Performance: DIBELS™

Exhibit 5-21 compares the performance from 2003-2004 to 2005-2006 on the PSF, NWF, and ORF subtests for Cohorts 1 and 2 combined. First grade students were administered the DIBELS™ PSF subtest as the measure for phonemic awareness. Statewide rates of proficiency achievement improved in 2004-2005, with 72 percent of the first grade students meeting or exceeding the benchmark goal of 35 correct phonemic sounds per minute, an increase of 12 percentage points over the 2003-2004 statewide rate (60%). In turn, rates of proficiency continued to improve in 2005-2006, with 74 percent of the first grade students meeting or exceeding the benchmark with an increase of two percent over the 2004-2005 statewide rate (72%).

The DIBELS™ NWF subtest was the measure for phonics. Slightly more than half (51%) of first grade students statewide met or exceeded the goal of 50 nonsense words per minute in 2004-2005, an increase of 9 percentage points over the 2003-2004 statewide rate (42%). In turn, proficiency rates improved in 2005-2006, with 52 percent of the first grade students meeting or exceeding the goal with an increase of one percent over the 2004-2005 statewide rate (51%).

The DIBELS™ ORF subtest was the first grade measure for fluency. Statewide, 49 percent of first grade students met or exceeded the goal of reading out loud 40 correct words per minute in 2004-2005, an increase of 6 percentage points over the 2003-2004 statewide rate (43%). In turn, rates of proficiency improved in 2005-2006, with 54 percent of the first grade students meeting or exceeding the goal with an increase of five percent over the 2004-2005 statewide rate (49%).

**EXHIBIT 5-21
COHORTS 1 AND 2 COMBINED FIRST GRADE STUDENTS
MEETING PSF, NWF, AND ORF BENCHMARKS
COMPARING 2003-2004, 2004-2005, AND 2005-2006**



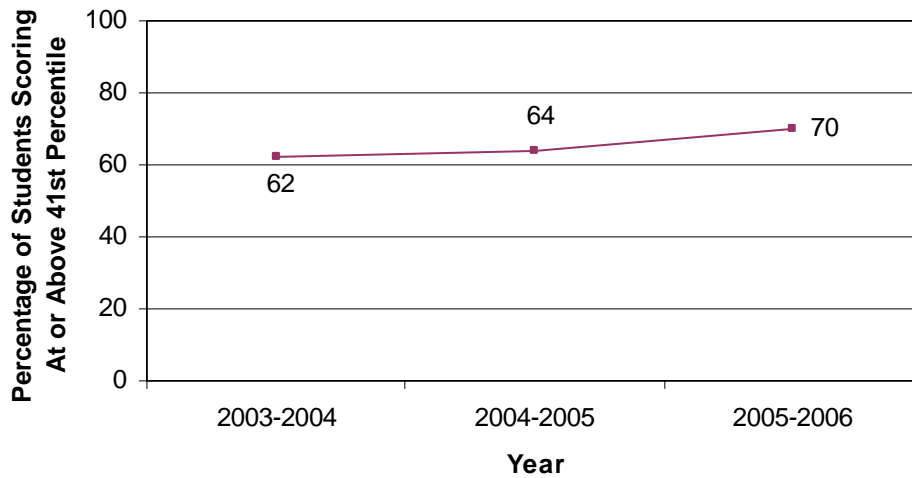
Source: MGT of America, Inc., analysis of DIBELS™ Data System, University of Oregon, 2004, 2005, and 2006.

In 2005-2006 for Cohort 3 on three DIBELS™ measures of students' understanding of alphabetic principles and phonics. More than three fourths (77%) of first grade students statewide achieved the goal of 35 correct phonemic sounds per minute at the end of the school year. Nonsense World Fluency had 51 percent of students achieve the 25 correct nonsense words per minute. Oral Reading Fluency had 53 percent of students meet or exceed the goal of reading out load 40 correct words per minute.

Overview of First Grade Reading Performance: TerraNova Plus®

First grade students were administered the TerraNova Plus® Second Edition (CAT/6) as an outcome measure for reading. Exhibit 5-22 below provides a three year comparison for Cohorts 1 and 2 combined and the percentage of students achieving the benchmark at or above 41 percent proficiency. From 2003-2004 to 2005-2006, the percentage of students meeting the TerraNova Plus® benchmark goal increased overall by 8 percent, from 62 percent to 70 percent. In 2005-2006, 69 percent of first grade students in Cohort 3 met the benchmark goal on the TerraNova Plus®

**EXHIBIT 5-22
COHORTS 1 AND 2 COMBINED FIRST GRADE STUDENTS
MEETING PROFICIENCY ON TERRANOVA PLUS®
COMPARING 2003-2004, 2004-2005, AND 2005-2006**



Source: MGT of America, Inc. analysis of CTB McGraw-Hill TerraNova Plus®, 2004, 2005, and 2006.

First Grade: TerraNova Plus® Outcomes by Demographic and At Risk Student Categories

Exhibit 5-23 reports statewide 2005-2006 TerraNova Plus® data by demographic subcategories including gender, race/ethnicity, English Language Learners (ELL), disability status, and economic status. By gender, female students achieved proficiency at a higher rate (74%) than did male students (68%). Additionally, female students achieved advanced proficiency at a higher rate (35%) than did male students (30%).

By race/ethnicity, of the four subcategories substantially represented (159 Asians, 1,945 African-Americans, 2,901 Hispanics, and 701 Whites), White first grade students

achieved the highest rate of proficiency (80%), followed by Asian students (76%), Hispanics (68%), and African-Americans (67%). In turn, Asian first grade students achieved the highest rate of advanced proficiency (47%), followed by White students (45%), Hispanics, and African-Americans with (30%) each.

By risk group category, when TerraNova Plus[®] proficiency rates for ELL students were compared with rates for English speakers, 63 percent of ELL students achieved proficiency compared with 71 percent of English speakers, while 34 percent of English speakers achieved advanced proficiency compared to 26 percent of ELL students.

Comparing proficiency rates for students who were eligible for special education services with regular education students, 48 percent of first grade students eligible for these services achieved proficiency compared with 71 percent of non-special education first graders. Likewise, only 13 percent of first grade students eligible for services achieved advanced proficiency as compared with 34 percent of regular education students.

Finally, first graders who participated in Free/Reduced Meal programs achieved a lower level of proficiency (67%) than did those students who did not participate in these programs (78%), and only 30 percent of students participating in these programs achieved advanced proficiency compared with others (41%).

TerraNova Plus[®] data by demographic subgroup for students achieving proficiency in Cohorts 1 and 2 combined, and Cohort 3 are also reported in graph format in Exhibits 5-24 through 5-29.

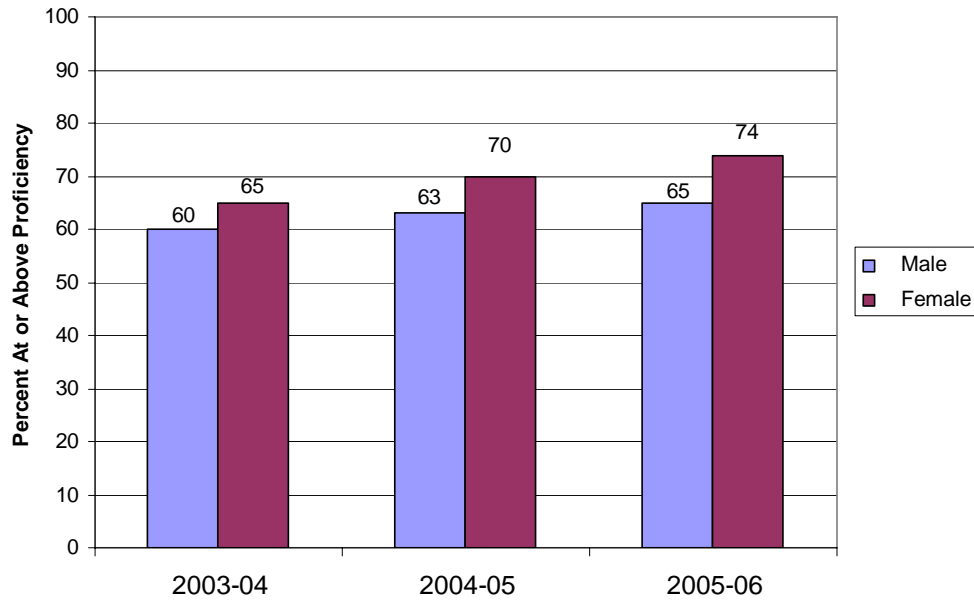
EXHIBIT 5-23
TERRANOVA PLUS®
FIRST GRADE: 2005-2006
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP
CHARACTERISTICS

	# TESTED	% PROFICIENT (AT OR ABOVE 41%)	% ADVANCED PROFICIENT (AT OR ABOVE 75%)
Total	5,805	70%	33%
Gender			
Male	3,070	68%	30%
Female	2,720	74%	35%
Race/Ethnicity			
American Indian	11	73%	55%
Asian	159	76%	47%
African American	1,945	67%	30%
Hispanic	2,901	68%	30%
Hawaiian/Pacific Islander	6	67%	0%
White	701	80%	45%
Other	52	73%	23%
English Language Learner			
Yes	1,190	63%	26%
No	4,615	71%	34%
Special Ed. Placement			
Yes	416	48%	13%
No	5,389	71%	34%
Free/Reduced Meal			
Yes	4,240	67%	30%
No	1,565	78%	41%

Source: New Jersey Department of Education, Analysis by MGT of America, Inc., 2006.

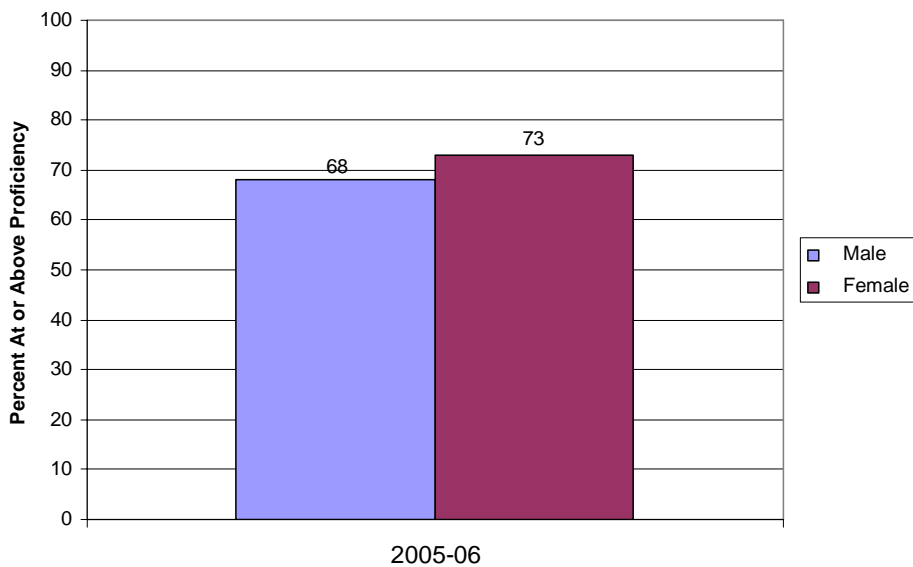
Note: The number of students may not equal the total number of students due to some students not being designated for some of the demographic or risk groups.

EXHIBIT 5-24
COHORTS 1 AND 2 COMBINED FIRST GRADE
TERRANOVA PERFORMANCE BY GENDER:
2003-2004, 2004-2005, AND 2005-2006



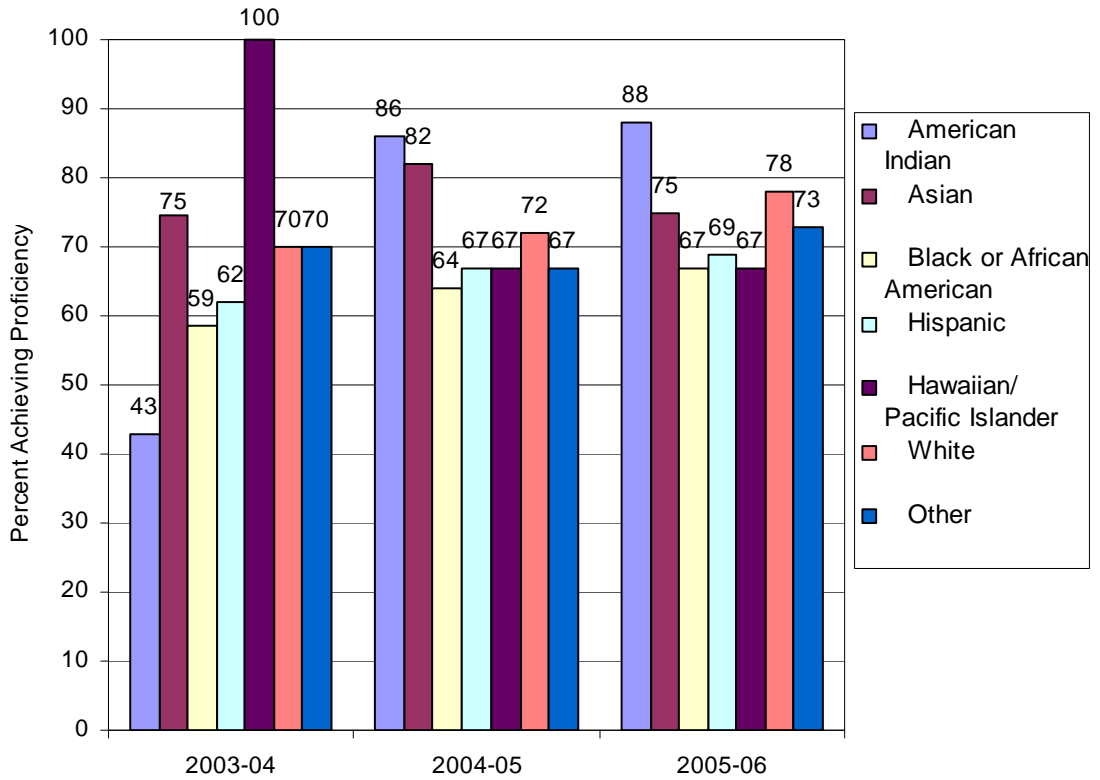
Source: MGT of America, Inc., analysis of TerraNova data provided by CTB McGraw-Hill, 2004, 2005, and 2006.

EXHIBIT 5-25
COHORT 3 FIRST GRADE
TERRANOVA PERFORMANCE BY GENDER: 2005-2006



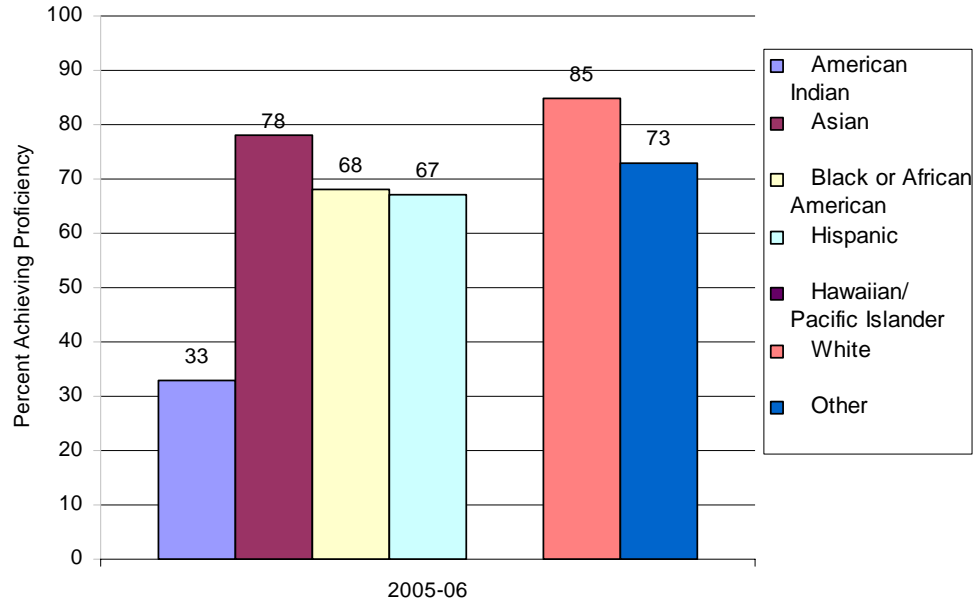
Source: MGT of America, Inc., analysis of TerraNova data provided by CTB McGraw-Hill, 2006.

**EXHIBIT 5-26
COHORTS 1 AND 2 FIRST GRADE
TERRANOVA PERFORMANCE BY RACE/ETHNICITY:
2003-2004, 2004-2005, AND 2005-2006**



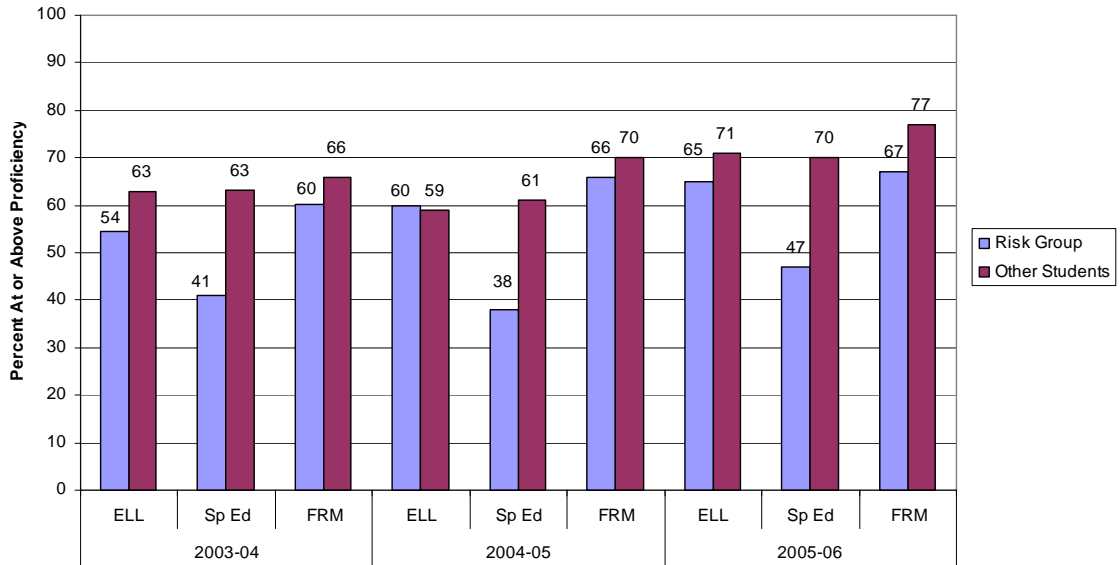
Source: MGT of America, Inc., analysis of TerraNova data provided by CTB McGraw-Hill, 2004, 2005, and 2006.

**EXHIBIT 5-27
COHORT 3 FIRST GRADE
TERRANOVA PERFORMANCE BY RACE/ETHNICITY: 2005-2006**



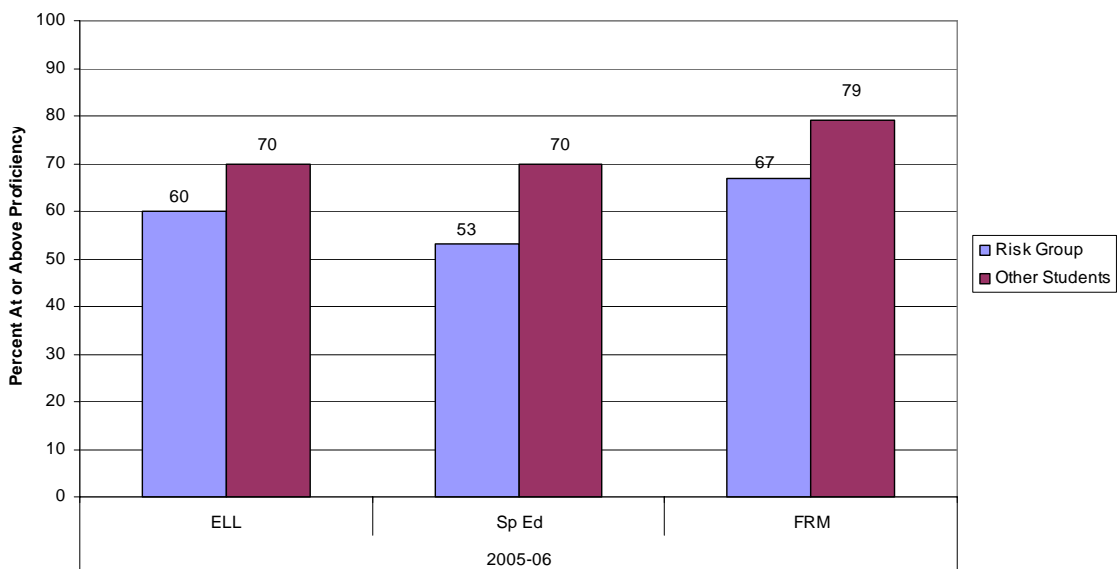
Source: MGT of America, Inc., analysis of TerraNova data provided by CTB McGraw-Hill, 2006.

EXHIBIT 5-28
COHORTS 1 AND 2 COMBINED FIRST GRADE
TERRANOVA PERFORMANCE BY RISK GROUP:
2003-2004, 2004-2005, AND 2005-2006



Source: MGT of America, Inc. analysis of TerraNova data provided by CTB McGraw-Hill, 2004, 2005, and 2006.

EXHIBIT 5-29
COHORT 3 FIRST GRADE
TERRANOVA PERFORMANCE BY RISK GROUP: 2005-2006



Source: MGT of America, Inc. analysis of TerraNova data provided by CTB McGraw-Hill, 2006.

First Grade Reading Performance by Cohort and by School: DIBELS™

Exhibit 5-30 indicates statewide Reading First schools' PSF benchmark achievement rates increased by three percentage points from 2004-2005 to 2005-2006. Cohort 1 proficiency achievement rates increased 3 percent, from 72 percent in 2004-2005 to 75 percent in 2005-2006, and Cohort 2 rates increased 2 percent, from 72 percent to 74 percent. Seventy-four percent of Cohort 3 students met the benchmark for the PSF. In 2004-2005, 50 percent or more of the students at 45 of 62 schools reporting data met the PSF benchmark, compared with 2005-2006, in which 50 percent or more students at 68 of 79 schools met the benchmark goal. In 2004-2005, 33 of 62 schools achieved the PSF benchmark at a rate of 70 percent or higher, compared with 49 of 79 schools in 2005-2006. PSF proficiency achievement rates by school ranged from 39 percent to 100 percent in 2004-2005 and in 2005-2006, from 31 percent to 100 percent. Eleven of 62 schools reporting data increased the percentage of students achieving proficiency 10 percent or more from 2004-2005 to 2005-2006 and 19 schools experienced a decline.

For the DIBELS™ NWF subtest (see Exhibit 5-31), from 2004-2005 through 2005-2006, the percentage of students meeting the NWF benchmark goal of 50 letter sounds increased overall by 2 percent, from 51 percent to 53 percent. Cohort 1 proficiency achievement rates decreased three percent, from 53 percent in 2004-2005 to 50 percent in 2005-2006, while Cohort 2 rates increased three percent, from 51 percent to 54 percent. Over half (54%) of Cohort 3 first grade students met the benchmark for the NWF. In 2004-2005, NWF proficiency achievement rates by school ranged from 23 percent to 89 percent in 2004-2005, and from 16 percent to 91 percent in 2005-2006. Thirteen of 62 schools reporting data increased the percentage of students achieving proficiency by 10 percent or more from 2004-2005 to 2005-2006, and 21 schools experienced a decline. In 2004-2005, 24 of 62 schools reported 50 percent or more of their students achieving proficiency, compared with 39 of 79 schools in 2005-2006. In 2004-2005, more than 70 percent of students achieved proficiency at 6 schools, increasing to 13 schools in 2005-2006.

For the DIBELS™ ORF subtest (see Exhibit 5-32), from 2004-2005 through 2005-2006, the percentage of students meeting the ORF benchmark goal of 40 words per minute increased overall by 4 percent, from 49 percent to 53 percent. Cohort 1 proficiency achievement rates increased 4 percent, from 50 percent in 2004-2005 to 54 percent in 2005-2006, and Cohort 2 rates increased 3 percent, from 50 percent to 53 percent. The achievement rate for Cohort 3 was 53 percent. In 2004-2005, ORF proficiency achievement rates by school ranged from 23 percent to 80 percent, and in 2005-2006, from 20 percent to 81 percent. Sixteen of 62 schools reporting data increased the percentage of students achieving proficiency by 10 percent or more from 2004-2005 to 2005-2006, and 11 schools experienced a decline. In 2004-2005, 22 of 62 schools reported 50 percent or more of their students achieving proficiency, compared with 46 of 79 schools in 2005-2006. In 2004-2005, more than 70 percent of students achieved proficiency at 7 schools, compared with 16 schools in 2005-2006.

EXHIBIT 5-30
DIBELS™ PHONEME SEGMENTATION FLUENCY
END OF SCHOOL YEAR
FIRST GRADE 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Phonemic Segmentation Fluency				Phonemic Segmentation Fluency				
	Goal: 35 Phonemes				Goal: 35 Phonemes				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
All	3,879	2,794	72%	42.9	5,770	4,316	75%	44.0	3%
Cohort 1	821	595	72%	43.2	1,039	778	75%	43.5	3%
Cohort 2	3,058	2,199	72%	42.8	3,427	2,535	74%	44.0	2%
Cohort 3					1,304	1,003	77%	44.4	
1	50	20	40%	31.5	63	37	59%	40.6	19%
2	58	43	74%	42.7	42	30	71%	40.9	-3%
3	60	36	60%	37.5	56	46	82%	42.7	22%
4	77	44	57%	35.0	65	44	68%	39.2	11%
5	99	84	85%	46.4	102	69	68%	38.4	-17%
6	90	63	70%	47.3	83	57	69%	44.7	-1%
7	38	32	84%	42.8	19	15	79%	42.8	-5%
8	78	58	74%	46.0	79	65	82%	47.8	8%
9					32	31	97%	62.7	
10	39	33	85%	44.4	51	42	82%	42.0	-3%
11	71	35	49%	33.8	72	50	69%	40.4	20%
12	53	27	51%	33.0	39	31	79%	46.4	28%
13	180	122	68%	39.6	162	99	61%	35.9	-7%
14	160	98	61%	36.2	145	98	68%	36.9	7%
15	124	95	77%	44.2	121	80	66%	41.3	-11%
16	107	80	75%	41.1	105	69	66%	41.3	-9%
17	48	27	56%	35.6	64	38	59%	36.0	3%
18	40	30	76%	39.7	60	50	83%	43.7	7%
19	129	114	88%	47.7	39	34	87%	47.6	-1%
20					56	46	82%	45.5	
21	105	99	94%	53.7	93	88	95%	49.7	1%
22	68	67	99%	60.9	67	64	96%	55.5	-3%
23	72	68	94%	55.1	70	63	90%	59.5	-4%
24	75	69	92%	58.9	81	78	96%	59.4	4%
25	35	31	89%	49.1	17	10	59%	36.4	-30%
26	36	27	75%	44.7	42	37	88%	50.0	13%
27	90	66	73%	39.7	67	53	79%	44.0	6%
28	164	141	86%	48.2	156	142	91%	49.8	5%
29					62	53	85%	43.9	
30					53	47	89%	62.3	
31					46	34	74%	46.9	

EXHIBIT 5-30 (Continued)
DIBELS™ PHONEME SEGMENTATION FLUENCY
END OF SCHOOL YEAR
FIRST GRADE 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Phonemic Segmentation Fluency				Phonemic Segmentation Fluency				
	Goal: 35 Phonemes				Goal: 35 Phonemes				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
32					65	52	80%	46.5	
33					65	50	77%	46.7	
34					32	14	44%	33.4	
35									
36					141	132	94%	52.8	
37	51	46	90%	60.7	51	46	90%	50.8	0%
38									
39	44	31	70%	42.0	52	48	92%	49.1	22%
40	90	71	79%	40.9	90	79	88%	44.7	9%
41	94	71	76%	40.1	113	89	79%	42.3	3%
42	45	43	96%	56.5	51	51	100%	57.9	4%
43					65	56	86%	49.1	
44	42	35	83%	51.0	60	54	90%	50.3	7%
45	63	29	46%	34.8	66	47	71%	39.2	25%
46	87	44	51%	39.9	76	23	30%	29.3	-21%
47	110	89	81%	49.1	111	92	83%	53.4	2%
48	69	45	65%	40.4	101	72	71%	43.8	6%
49	104	50	48%	33.6	120	84	70%	44.2	22%
50									
51	135	53	39%	26.1	151	67	44%	31.0	5%
52	231	118	51%	35.2	206	121	59%	36.8	8%
53									
54									
55	41	39	95%	51.8					
56	110	79	72%	39.8	102	81	79%	42.9	7%
57	9	9	100%	61.8	16	13	81%	43.6	-19%
58	36	18	50%	35.8	46	28	61%	37.5	11%
59	48	28	58%	36.5	52	27	52%	36.3	-6%
60	50	37	74%	47.3	53	30	57%	35.4	-17%
61	125	94	75%	42.7	141	98	70%	44.5	-5%
62	76	61	80%	48.1	62	53	85%	51.8	5%

EXHIBIT 5-30 (Continued)
DIBELS™ PHONEME SEGMENTATION FLUENCY
END OF SCHOOL YEAR
FIRST GRADE 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Phonemic Segmentation Fluency				Phonemic Segmentation Fluency				
	Goal: 35 Phonemes				Goal: 35 Phonemes				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
63	94	77	82%	48.1	106	73	69%	40.8	-13%
65	69	41	59%	37.7	89	55	62%	38.8	3%
66	98	77	79%	42.5	106	77	73%	41.6	-6%
67	43	18	42%	34.3	59	55	93%	52.1	51%
68					27	24	89%	58.2	
69					61	45	74%	46.9	
70					87	81	93%	49.6	
71					98	60	61%	36.5	
73					75	59	79%	44.2	
74					113	77	68%	39.1	
75					143	125	87%	47.4	
76					81	77	95%	57.2	
77					67	51	76%	43.8	
78					145	110	76%	43.5	
79									
80					54	17	31%	31.5	
81					162	123	76%	40.1	

Source: MGT of America, Inc., analysis of DIBELS™ Data System, University of Oregon, 2005 and 2006.

Note: Five schools (#30, 31, 32, 33, & 36) submitted no DIBELS™ for 2004-2005. Two schools (#55 & 79) submitted no DIBELS™ for 2005-2006. Five schools (#35, 38, 50, 53 & 54) in the exhibit do not have first grade. School #20 had first grade in 2005-2006. Schools #9, 29, 34, 43 & 68 through 81 are not included for 2004-2005 because they began their Reading First grants after the 2004-2005 school year.

**EXHIBIT 5-31
DIBELS™ NONSENSE WORD FLUENCY
END OF SCHOOL YEAR
FIRST GRADE 2004-2005 AND 2005-2006**

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Nonsense Word Fluency				Nonsense Word Fluency				
	Goal: 50 Letter Sounds				Goal: 50 Letter Sounds				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
All	3,879	1,993	51%	56.8	5,772	3,040	53%	58.0	2%
Cohort 1	821	435	53%	58.5	1,039	517	50%	57.0	-3%
Cohort 2	3,058	1,558	51%	56.3	3,429	1,863	54%	58.9	3%
Cohort 3					1,304	660	51%	56.8	
1	50	14	28%	43.1	63	11	17%	39.1	-11%
2	58	17	29%	42.5	42	8	19%	40.9	-10%
3	60	25	42%	47.1	56	26	46%	53.8	4%
4	77	32	42%	50.8	65	30	46%	54.3	4%
5	99	61	62%	62.0	102	69	68%	69.2	6%
6	90	58	64%	65.3	83	69	83%	81.4	19%
7	38	16	42%	48.6	19	12	63%	66.3	21%
8	78	27	35%	41.4	79	30	38%	47.4	3%
9					32	24	75%	56.3	
10	39	26	67%	60.1	51	42	82%	70.4	15%
11	71	37	52%	56.1	72	35	49%	52.1	-3%
12	53	20	38%	51.9	39	23	59%	64.5	21%
13	180	81	45%	51.8	162	87	54%	57.1	9%
14	160	64	40%	50.4	145	78	54%	54.1	14%
15	124	60	48%	50.6	121	55	45%	51.4	-3%
16	106	57	54%	58.0	105	43	41%	51.0	-13%
17	48	22	46%	46.9	64	27	42%	53.1	-4%
18	40	9	23%	40.0	60	38	63%	68.0	40%
19	129	88	68%	71.7	39	24	62%	62.5	-6%
20					56	47	84%	93.2	
21	105	72	69%	66.8	93	79	85%	70.9	16%
22	68	61	89%	88.0	67	61	91%	84.9	2%
23	72	48	67%	70.6	70	53	76%	74.7	9%
24	75	66	88%	84.3	81	74	91%	93.1	3%
25	35	17	49%	52.5	17	8	47%	53.6	-2%
26	36	19	53%	52.2	42	30	71%	66.4	18%
27	90	44	49%	52.5	67	31	46%	49.5	-3%
28	164	92	56%	59.5	156	109	70%	68.6	14%
29					62	33	53%	57.1	
30					53	28	53%	55.8	
31					46	21	46%	52.5	

EXHIBIT 5-31 (Continued)
DIBELS™ NONSENSE WORD FLUENCY
END OF SCHOOL YEAR
FIRST GRADE 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Nonsense Word Fluency				Nonsense Word Fluency				
	Goal: 50 Letter Sounds				Goal: 50 Letter Sounds				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
32					65	23	35%	48.0	
33					65	40	62%	71.8	
34					32	5	16%	33.2	
35									
36					141	73	52%	52.6	
37	51	40	78%	73.8	51	37	73%	76.6	-5%
38									
39	44	27	61%	63.1	52	36	69%	66.4	8%
40	90	50	56%	58.4	90	43	48%	55.8	-8%
41	94	43	46%	54.3	113	47	42%	51.5	-4%
42	45	31	69%	72.8	51	31	61%	62.6	-8%
43					65	35	54%	57.8	
44	42	21	50%	49.7	60	26	43%	54.6	-7%
45	63	21	33%	45.5	66	27	41%	44.9	8%
46	87	54	62%	61.0	76	38	50%	59.3	-12%
47	110	45	41%	52.1	111	43	39%	51.2	-2%
48	70	27	39%	48.7	101	39	39%	48.8	0%
49	104	68	65%	64.2	120	60	50%	55.8	-15%
50									
51	135	50	37%	46.1	151	60	40%	46.9	3%
52	231	67	29%	40.0	206	88	43%	49.7	14%
53									
54									
55	41	12	29%	43.8					
56	110	37	34%	48.8	102	36	35%	50.8	1%
57	9	7	78%	59.6	16	10	63%	72.9	-15%
58	36	18	50%	51.5	48	19	40%	50.5	-10%
59	48	16	33%	48.9	52	32	62%	61.5	29%
60	50	25	50%	57.0	53	29	55%	55.9	5%
61	125	44	35%	48.8	141	41	29%	44.0	-6%
62	76	34	45%	51.5	62	32	52%	58.5	7%
63	94	72	77%	75.7	106	46	43%	54.5	-34%

EXHIBIT 5-31 (Continued)
DIBELS™ NONSENSE WORD FLUENCY
END OF SCHOOL YEAR
FIRST GRADE 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Nonsense Word Fluency				Nonsense Word Fluency				
	Goal: 50 Letter Sounds				Goal: 50 Letter Sounds				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
65	69	26	38%	49.1	89	55	62%	66.4	24%
66	98	78	80%	76.3	106	81	76%	70.8	-4%
67	43	12	28%	45.4	59	40	68%	61.3	40%
68					27	12	44%	60.9	
69					61	33	54%	60.0	
70					87	67	77%	78.5	
71					98	38	39%	49.1	
73					75	33	44%	52.3	
74					113	57	50%	56.8	
75					143	92	64%	65.9	
76					81	40	49%	54.8	
77					67	24	36%	47.7	
78					145	54	37%	50.7	
79									
80					54	9	17%	37.5	
81					162	104	64%	63.0	

Source: MGT of America, Inc., analysis of DIBELS™ Data System, University of Oregon, 2005 and 2006.

Note: Five schools (#30, 31, 32, 33, & 36) submitted no DIBELS™ for 2004-2005. Two schools (#55 & 79) submitted no DIBELS™ for 2005-2006. Five schools (#35, 38, 50, 53 & 54) in the exhibit do not have first grade. School #20 had first grade in 2005-2006. Schools #9, 29, 34, 43 & 68 through 81 are not included for 2004-2005 because they began their Reading First grants after the 2004-2005 school year.

**EXHIBIT 5-32
DIBELS™ ORAL READING FLUENCY
END OF SCHOOL YEAR
FIRST GRADE 2004-2005 AND 2005-2006**

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Oral Reading Fluency				Oral Reading Fluency				
	Goal: 40 Words/ Minute				Goal: 40 Words/ Minute				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
All	3,877	1,909	49%	44.5	5,771	3,086	53%	47.1	4%
Cohort 1	821	412	50%	45.1	1,039	565	54%	47.8	4%
Cohort 2	2,986	1,506	50%	45.2	3,429	1,833	53%	46.8	3%
Cohort 3					1,303	688	53%	47.3	
1	50	15	30%	35.5	63	19	30%	31.4	0%
2	58	17	29%	30.3	42	13	31%	33.6	2%
3	60	20	33%	36.2	56	25	45%	42.5	12%
4	77	33	43%	42.0	65	29	45%	39.3	2%
5	99	60	61%	52.9	102	56	55%	50.7	-6%
6	90	59	66%	63.2	83	60	72%	71.3	6%
7	38	21	55%	48.3	19	12	63%	44.2	8%
8	77	26	34%	33.9	79	27	34%	36.3	0%
9					32	10	31%	41.4	
10	39	23	59%	47.9	51	29	57%	48.2	-2%
11	71	38	54%	46.9	72	36	50%	43.2	-4%
12	53	18	34%	33.1	39	19	49%	44.8	15%
13	179	72	40%	36.0	162	78	48%	42.3	8%
14	160	72	45%	38.4	145	84	58%	49.8	13%
15	124	38	31%	31.3	121	39	32%	35.9	1%
16	106	51	48%	37.5	105	45	43%	38.7	-5%
17	48	17	35%	32.5	64	34	53%	44.2	18%
18	40	21	53%	45.6	60	46	77%	59.4	24%
19	129	95	74%	60.4	39	31	79%	60.5	5%
20					56	45	80%	69.6	
21	105	71	68%	57.6	93	62	67%	58.0	-1%
22	68	55	81%	66.5	67	55	82%	74.5	1%
23	72	40	56%	49.0	70	46	66%	51.2	10%
24	75	56	75%	62.5	81	70	86%	70.0	11%
25	35	25	71%	58.5	17	9	53%	60.0	-18%
26	36	16	44%	36.8	42	27	64%	54.0	20%
27	90	39	43%	44.7	67	30	45%	39.2	2%
28	164	103	63%	54.5	156	109	70%	62.3	7%
29					62	39	63%	59.7	
30					53	38	72%	54.5	
31					46	32	70%	51.1	

EXHIBIT 5-32 (Continued)
DIBELS™ ORAL READING FLUENCY
END OF SCHOOL YEAR
FIRST GRADE 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Oral Reading Fluency				Oral Reading Fluency				
	Goal: 40 Words/ Minute				Goal: 40 Words/ Minute				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
32					65	30	46%	42.1	
33					65	47	72%	47.6	
34					32	18	56%	43.5	
35									
36					141	82	58%	48.1	
37	51	36	71%	67.5	51	37	73%	64.4	2%
38									
39	44	19	43%	43.9	52	33	63%	53.7	20%
40	90	48	53%	45.3	90	46	51%	51.5	-2%
41	94	40	43%	39.8	113	61	54%	47.2	11%
42	45	27	60%	51.1	51	31	61%	52.5	1%
43					65	29	45%	38.6	
44	42	13	31%	33.8	60	22	37%	42.5	6%
45	63	33	52%	42.3	66	35	53%	43.4	1%
46	87	20	23%	27.9	76	15	20%	24.2	-3%
47	110	32	29%	32.1	111	35	32%	30.7	3%
48	70	30	43%	39.3	101	45	45%	40.1	2%
49	104	64	62%	53.6	120	65	54%	45.3	-8%
50									
51	135	49	36%	36.5	151	64	42%	36.8	6%
52	231	62	27%	27.5	206	72	35%	33.0	8%
53									
54									
55	41	19	46%	44.2					
56	110	55	50%	47.1	102	54	53%	46.7	3%
57	9	7	78%	55.2	16	13	81%	61.2	3%
58	36	12	33%	35.5	48	24	50%	43.6	17%
59	48	15	31%	33.9	52	32	62%	52.1	31%
60	50	23	46%	44.2	53	31	58%	47.3	12%
61	125	43	34%	37.5	141	55	39%	38.9	5%

EXHIBIT 5-32 (Continued)
DIBELS™ ORAL READING FLUENCY
END OF SCHOOL YEAR
FIRST GRADE 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Oral Reading Fluency				Oral Reading Fluency				
	Goal: 40 Words/ Minute				Goal: 40 Words/ Minute				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
62	76	31	41%	39.1	62	37	60%	50.5	19%
63	94	63	67%	53.6	106	56	53%	45.4	-14%
65	69	33	48%	40.2	89	64	72%	57.1	24%
66	98	78	80%	62.2	106	75	71%	55.6	-9%
67	43	16	37%	39.1	59	32	54%	46.6	17%
68					27	16	59%	50.0	
69					61	36	59%	52.0	
70					87	63	72%	57.4	
71					98	35	36%	35.4	
73					75	42	56%	48.2	
74					112	43	38%	38.4	
75					143	110	77%	65.3	
76					81	37	46%	43.1	
77					67	28	42%	43.0	
78					145	61	42%	41.3	
79									
80					54	13	24%	29.4	
81					162	108	67%	52.5	

Source: MGT of America, Inc., analysis of DIBELS™ Data System, University of Oregon, 2005 and 2006.

Note: Five schools (#30, 31, 32, 33, & 36) submitted no DIBELS™ for 2004-2005. Two schools (#55 & 79) submitted no DIBELS™ for 2005-2006. Five schools (#35, 38, 50, 53 & 54) in the exhibit do not have first grade. School #20 had first grade in 2005-2006. Schools #9, 29, 34, 43 & 68 through 81 are not included for 2004-2005 because they began their Reading First grants after the 2004-2005 school year.

First Grade Reading Performance Outcomes by Cohort and by School: TerraNova Plus®

For the TerraNova Plus® Reading subtest (see Exhibit 5-33), from 2004-2005 through 2005-2006, the percentage of students meeting the TerraNova Plus® benchmark goal of achieving at or above 41 percent proficiency increased overall by 6 percent, from 64 percent to 70 percent. Cohort 1 proficiency achievement rates increased 2 percent, from 74 percent in 2004-2005 to 76 percent 2005-2006, and Cohort 2 rates increased 6 percent, from 61 percent to 67 percent. Nearly three fourths (71%) of first grade students in Cohort 3 achieved proficiency in 2005-2006. In 2004-2005, TerraNova Plus® proficiency achievement rates by school ranged from 30 percent to 90 percent, and in

2005-2006 from 39 percent to 94 percent. Sixteen of 62 schools reporting data increased the percentage of students achieving proficiency by 10 percent or more from 2004-2005 to 2005-2006, and 19 schools experienced a decline. In 2004-2005, 50 of 62 schools reported 50 percent or more of their students achieving proficiency, compared with 69 of 79 schools in 2005-2006. In 2004-2005, more than 70 percent of students achieved proficiency at 29 schools, compared with 36 schools in 2005-2006.

EXHIBIT 5-33
NEW JERSEY READING FIRST STUDENTS' PERFORMANCE
ON TERRANOVA PLUS® READING SUBTEST
PROFICIENCY AT OR ABOVE 41ST PERCENTILE
FIRST GRADE 2004-2005 AND 2005-2006

School	TerraNova First Grade						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
All	4,258	2,737	64%	5,805	4,084	70%	6%
Cohort 1	927	689	74%	1,044	790	76%	2%
Cohort 2	3,331	2,048	61%	3,342	2,253	67%	6%
Cohort 3				1,419	1,001	71%	
1	50	36	72%	67	31	46%	-26%
2	56	31	55%	40	31	78%	23%
3	62	43	69%	57	34	60%	-9%
4	74	53	72%	73	44	60%	-12%
5	100	65	65%	103	61	59%	-6%
6	100	79	79%	81	64	79%	0%
7	40	21	53%	42	24	57%	4%
8	79	24	30%	77	39	51%	21%
9				34	32	94%	
10	41	30	73%	53	44	83%	10%
11	50	35	70%	61	50	82%	12%
12	36	32	89%	31	25	81%	-8%
13	154	87	56%	163	107	66%	10%
14	120	93	78%	147	127	86%	8%
15	88	40	45%	109	65	60%	15%
16	90	69	77%	111	83	75%	-2%
17	46	24	52%	64	42	66%	14%
18	40	30	75%	63	50	79%	4%
19	141	102	72%	48	34	71%	-1%
20				56	39	70%	

EXHIBIT 5-33 (Continued)
NEW JERSEY READING FIRST STUDENTS' PERFORMANCE
ON TERRANOVA PLUS® READING SUBTEST
PROFICIENCY AT OR ABOVE 41ST PERCENTILE
FIRST GRADE 2004-2005 AND 2005-2006

School	TerraNova First Grade						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
21	107	80	75%	97	65	67%	-8%
22	73	50	68%	66	56	85%	17%
23	67	43	64%	68	43	63%	-1%
24	73	62	85%	82	70	85%	0%
25	34	26	76%	17	11	65%	-11%
26	37	23	62%	42	30	71%	9%
27	85	62	73%	74	57	77%	4%
28	163	135	83%	159	146	92%	9%
29				63	50	79%	
30	126	104	83%	66	36	55%	-28%
31	75	43	57%	52	34	65%	8%
32	81	44	54%	60	39	65%	11%
33	81	64	79%	71	62	87%	8%
34				35	21	60%	
35							
36	125	68	54%	142	84	59%	5%
37	54	41	76%	53	42	79%	3%
38							
39	44	24	55%	52	32	62%	7%
40	91	65	71%	90	67	74%	3%
41	94	51	54%	115	76	66%	12%
42	47	36	77%	49	35	71%	-6%
43				77	40	52%	
44	56	21	38%	76	34	45%	7%
45	61	40	66%	64	52	81%	15%
46	47	40	85%	23	9	39%	-46%
47	116	44	38%	111	56	50%	12%
48	75	34	45%	88	55	63%	18%
49	84	72	86%	84	67	80%	-6%
50							

EXHIBIT 5-33 (Continued)
NEW JERSEY READING FIRST STUDENTS' PERFORMANCE
ON TERRANOVA PLUS® READING SUBTEST
PROFICIENCY AT OR ABOVE 41ST PERCENTILE
FIRST GRADE 2004-2005 AND 2005-2006

School	TerraNova First Grade						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
51	96	62	65%	115	76	66%	1%
52	183	114	62%	158	113	72%	10%
53							
54							
55	45	34	76%	43	18	42%	-34%
56	107	74	69%	102	76	75%	6%
57	9	7	78%	16	12	75%	-3%
58	37	14	38%	47	31	66%	28%
59	48	28	58%	52	34	65%	7%
60	53	34	64%	56	34	61%	-3%
61	128	90	70%	149	119	80%	10%
62	90	81	90%	62	56	90%	0%
63	33	26	79%	103	78	76%	-3%
65	72	50	69%	73	53	73%	4%
66	51	40	78%	106	87	82%	4%
67	43	30	70%	57	35	61%	-9%
68				29	22	76%	
69				66	41	62%	
70				86	60	70%	
71				99	61	62%	
73				76	67	88%	
74				116	63	54%	
75				148	133	90%	
76				82	53	65%	
77				67	34	51%	
78				140	108	77%	
79				80	55	69%	
80				57	24	42%	
81				164	146	89%	

Source: MGT of America, Inc., analysis of TerraNova Grade 1 Reading Subtest provided by CTB McGraw-Hill, 2005 and 2006.

Note: Five schools (#35, 38, 50, 53 & 54) in the exhibit do not have first grade. School #20 had first grade in 2005-2006. Schools #9, 29, 34, 43 & 68 through 81 are not included for 2004-2005 because they began their Reading First grants after the 2004-2005 school year.

For the TerraNova Plus[®] Reading subtest (see Exhibit 5-34), for 2004-2005 through 2005-2006, the percentage of first grade students meeting the TerraNova Plus[®] benchmark goal of achieving advanced proficiency, at or above 75 percent, increased 2 percent from 31 percent in 2004-2005 to 33 percent in 2005-2006. For Cohort 1 schools, advanced proficiency achievement rate decreased 1 percent from 39 percent in 2004-2005 to 38 percent in 2005-2006, where the Cohort 2 schools advanced proficiency achievement rate increased 2 percent from 2004-2005 (28%) to 2005-2006 (30%). Cohort 3 first graders showed an advanced proficiency achievement rate of 34 percent in 2005-2006. In 2004-2005, TerraNova Plus[®] advanced proficiency achievement rates by school ranged from 4 percent to 58 percent, and in 2005-2006 from 4 percent to 68 percent. Twelve of 62 schools reporting data increased the percentage of students achieving proficiency by 10 percent or more from 2004-2005 to 2005-2006, and 20 schools experienced a decline. In 2004-2005, 4 of 62 schools reported 50 percent or more of their students achieving proficiency, compared with 10 of 79 schools in 2005-2006.

EXHIBIT 5-34
TERRANOVA PLUS[®]: PERCENTAGE OF FIRST GRADE
STUDENTS ACHIEVING ADVANCED PROFICIENCY
AT OR ABOVE 75TH PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova First Grade						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
All	4,258	1,308	31%	5,805	1,892	33%	2%
Cohort 1	927	362	39%	1,044	392	38%	-1%
Cohort 2	3,331	946	28%	3,342	1,016	30%	2%
Cohort 3				1,419	484	34%	
1	50	9	18%	67	9	13%	-5%
2	56	15	27%	40	15	38%	11%
3	62	18	29%	57	12	21%	-8%
4	74	29	39%	73	12	16%	-23%
5	100	21	21%	103	16	16%	-5%
6	100	47	47%	81	53	65%	18%
7	40	10	25%	42	7	17%	-8%
8	79	3	4%	77	11	14%	10%
9				34	16	47%	
10	41	14	34%	53	28	53%	19%
11	50	16	32%	61	22	36%	4%
12	36	17	47%	31	12	39%	-8%
13	154	36	23%	163	47	29%	6%
14	120	58	48%	147	81	55%	7%

EXHIBIT 5-34 (Continued)
TERRANOVA PLUS®: PERCENTAGE OF FIRST GRADE
STUDENTS ACHIEVING ADVANCED PROFICIENCY
AT OR ABOVE 75TH PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova First Grade						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
15	88	10	11%	109	20	18%	7%
16	90	44	49%	111	50	45%	-4%
17	46	12	26%	64	19	30%	4%
18	40	11	28%	63	25	40%	12%
19	141	52	37%	48	16	33%	-4%
20				56	20	36%	
21	107	32	30%	97	28	29%	-1%
22	73	20	27%	66	30	45%	18%
23	67	13	19%	68	15	22%	3%
24	73	26	36%	82	40	49%	13%
25	34	11	32%	17	6	35%	3%
26	37	7	19%	42	8	19%	0%
27	85	26	31%	74	16	22%	-9%
28	163	76	47%	159	82	52%	5%
29				63	23	37%	
30	126	64	51%	66	18	27%	-24%
31	75	15	20%	52	12	23%	3%
32	81	12	15%	60	19	32%	17%
33	81	25	31%	71	35	49%	18%
34				35	11	31%	
35							
36	125	26	21%	142	33	23%	2%
37	54	25	46%	53	25	47%	1%
38							
39	44	13	30%	52	16	31%	1%
40	91	33	36%	90	32	36%	0%
41	94	16	17%	115	27	23%	6%
42	47	10	21%	49	12	24%	3%
43				77	9	12%	
44	56	2	4%	76	7	9%	5%

EXHIBIT 5-34 (Continued)
TERRANOVA PLUS®: PERCENTAGE OF FIRST GRADE
STUDENTS ACHIEVING ADVANCED PROFICIENCY
AT OR ABOVE 75TH PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova First Grade						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
45	61	14	23%	64	23	36%	13%
46	47	22	47%	23	1	4%	-43%
47	116	9	8%	111	17	15%	7%
48	75	10	13%	88	17	19%	6%
49	84	47	56%	84	45	54%	-2%
50							
51	96	25	26%	115	21	18%	-8%
52	183	48	26%	158	52	33%	7%
53							
54							
55	45	12	27%	43	3	7%	-20%
56	107	33	31%	102	26	25%	-6%
57	9	4	44%	16	8	50%	6%
58	37	4	11%	47	16	34%	23%
59	48	10	21%	52	12	23%	2%
60	53	12	23%	56	10	18%	-5%
61	128	57	45%	149	61	41%	-4%
62	90	52	58%	62	42	68%	10%
63	33	18	55%	103	35	34%	-21%
65	72	20	28%	73	24	33%	5%
66	51	21	41%	106	46	43%	2%
67	43	16	37%	57	13	23%	-14%
68				29	8	28%	
69				66	27	41%	
70				86	21	24%	
71				99	27	27%	
73				76	50	66%	
74				116	22	19%	
75				148	83	56%	
76				82	14	17%	

EXHIBIT 5-34 (Continued)
TERRANOVA PLUS®: PERCENTAGE OF FIRST GRADE
STUDENTS ACHIEVING ADVANCED PROFICIENCY
AT OR ABOVE 75TH PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova First Grade						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
77				67	8	12%	
78				140	53	38%	
79				80	24	30%	
80				57	5	9%	
81				164	83	51%	

Source: MGT of America, Inc., analysis of TerraNova Grade 1 Reading Subtest provided by CTB McGraw-Hill, 2005 and 2006.

Note: Five schools (#35, 38, 50, 53 & 54) in the exhibit do not have first grade. School #20 had first grade in 2005-2006. Schools #9, 29, 34, 43 & 68 through 81 are not included for 2004-2005 because they began their Reading First grants after the 2004-2005 school year.

5.5 SECOND GRADE STUDENT PERFORMANCE

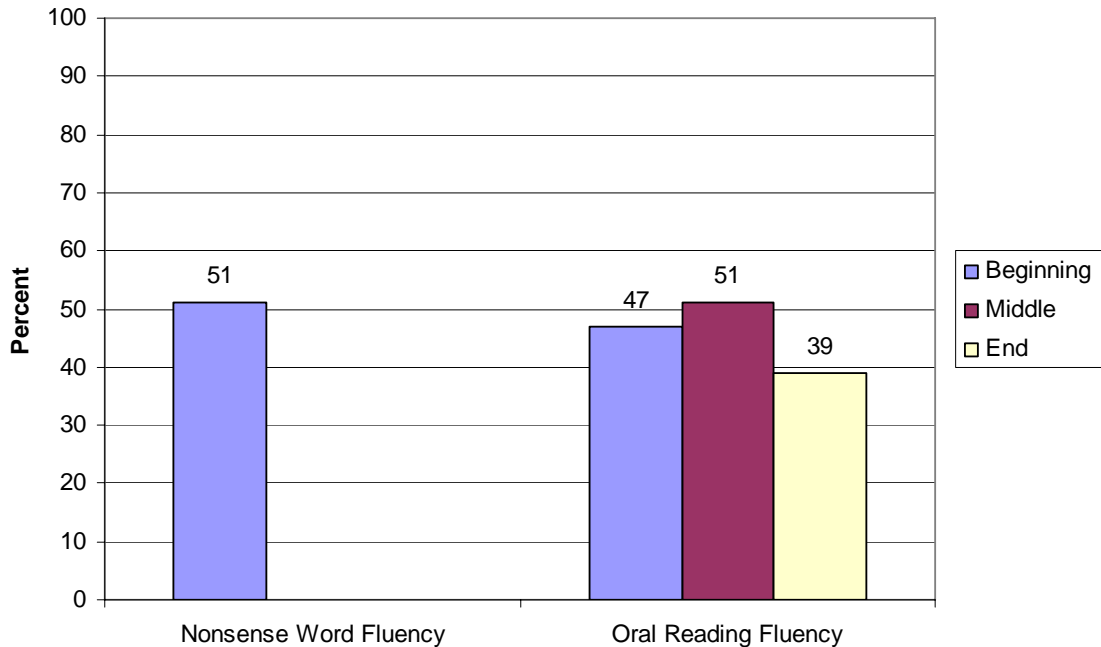
Screening/Progress Monitoring During the 2005-2006 School Year

Second grade students were tested on two DIBELS™ measures as progress monitoring for the essential elements of reading:

- Nonsense Word Fluency (NWF); and
- Oral Reading Fluency (ORF).

From Exhibit 5-35, comparing ORF statewide proficiency achievement rates at the beginning of the year to year-end performance, it can be seen that second grade students' proficiency rates decreased from 47 percent in the beginning of the year to 39 percent at year's end. NWF proficiency rates were available for only one progress monitoring point—at the beginning of the year, based on the DIBELS™ testing recommendations—when 51 percent of students achieved the benchmark goal of 50 letter sounds.

**EXHIBIT 5-35
PROGRESS MONITORING PERFORMANCE, NWF AND ORF
SECOND GRADE: 2005-2006**

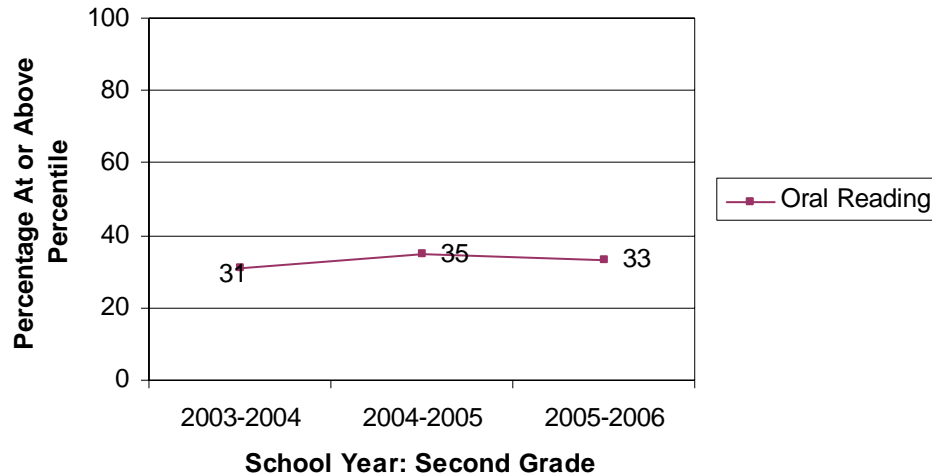


Source: MGT of America, Inc., analysis of DIBELS™ Data System, University of Oregon, 2006.

Overview of Second Grade Reading Performance: DIBELS™

Approximately 5,400 second grade students in 71 of 79 schools were administered the DIBELS™ Oral Reading Fluency subtest as the performance measure for fluency. Statewide results comparing the percentage of students in Cohorts 1 and 2 combined meeting or exceeding the ORF benchmark goal of 90 words per minute are reported in Exhibit 5-36, which shows an increase of four percentage points from 2003-2004 (31%) to 2004-2005 (35%), but shows a decline of two percent from 2004-2005 to 2005-2006 (33%). Cohort 3 second grade students scored 40 percent.

**EXHIBIT 5-36
COHORTS 1 AND 2 COMBINED SECOND GRADE STUDENTS
MEETING ORF BENCHMARK
COMPARING 2003-2004, 2004-2005, AND 2005-2006**

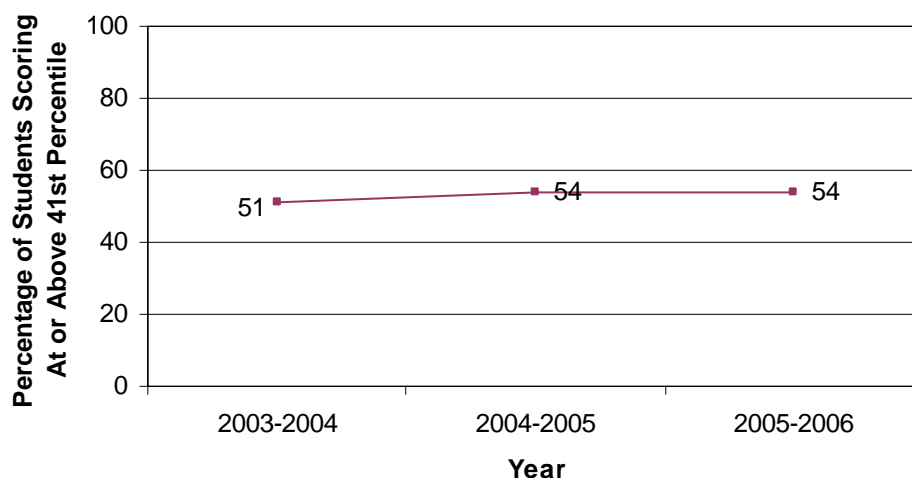


Source: MGT of America, Inc., analysis of DIBELS™ Data System, University of Oregon, 2004, 2005, and 2006.

Overview of Second Grade Reading Outcomes: TerraNova Plus®

Second grade students were administered the TerraNova Plus® Second Edition (CAT/6) as an outcome measure for reading. Exhibit 5-37 provides a year-to-year comparison of the percentage of the Cohorts 1 and 2 students combined achieving at or above 41 percent proficiency. From 2003-2004 to 2005-2006, the percentage of students meeting the TerraNova benchmark goal increased overall by three percent, from 51 percent to 54 percent over the three years, staying constant from 2004-2005 to 2005-2006 at 54 percent. Over half (56%) of Cohort 3 students scored at the proficient level.

EXHIBIT 5-37
COHORTS 1 AND 2 COMBINED SECOND GRADE STUDENTS
MEETING PROFICIENCY ON TERRANOVA PLUS®
COMPARING 2003-2004, 2004-2005, AND 2005-2006



Source: MGT of America, Inc., analysis of TerraNova data provided by CTB McGraw-Hill, 2004, 2005, and 2006.

Second Grade: TerraNova Plus® Outcomes by Demographic and At Risk Student Categories

Exhibit 5-38 reports statewide 2004-2005 TerraNova Plus® data by demographic subcategories including gender, race/ethnicity, English Language Learners (ELL), disability status, and economic status. By gender, female students achieved proficiency at a higher rate (57%) than did male students (52%). Additionally, female students achieved advanced proficiency at a higher rate (19%) than did male students (15%).

By race/ethnicity, of the four subcategories substantially represented (159 Asians, 1,806 African-Americans, 2,819 Hispanics, and 682 Whites), White second grade students achieved the highest rate of proficiency (73%), followed by Asian students (70%), Hispanics (54%), and African-Americans (47%). In turn, Asian and White second grade students achieved the highest rate of advanced proficiency (30%), Hispanics (17%), and African-Americans (13%).

By risk group category, when TerraNova Plus® proficiency rates were compared with rates for English speakers, 41 percent of ELL students achieved proficiency compared with 58 percent of English speakers, while 18 percent of English speakers achieved advanced proficiency compared with 14 percent of ELL students.

Comparing proficiency rates for students who were eligible for special education with others, 30 percent of second grade students eligible for special education services achieved proficiency compared with 57 percent of non-special education second graders. Likewise, only 7 percent of second grade students eligible for special education

services achieved advanced proficiency as compared with 19 percent of non-special education students.

Finally, second graders who participated in Free/Reduced Meal programs achieved a lower level of proficiency (52%) than did those students who did not participate in Free/Reduced Meal programs (63%), and 16 percent of students participating in these programs achieved advanced proficiency compared with 22 percent of others.

TerraNova Plus® data by demographic subgroup for students achieving proficiency in Cohorts 1 and 2 combined and Cohort 3 are also reported in chart format in Exhibits 5-39 through 5-44.

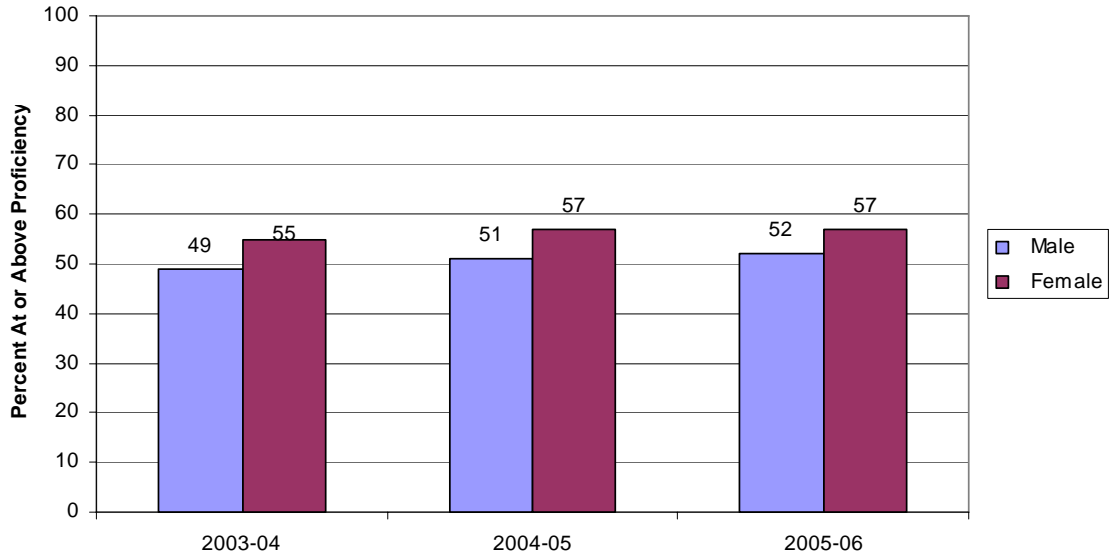
**EXHIBIT 5-38
TERRANOVA PERFORMANCE, SECOND GRADE 2005-2006
BREAKDOWN BY DEMOGRAPHIC AND NCLB RISK GROUP
CHARACTERISTICS**

	# Tested	% Proficient (At or Above 41%)	% Advanced Proficient (At or Above 75%)
Total	5,603	55%	18%
Gender			
Male	2,796	52%	15%
Female	2,792	57%	19%
Race/Ethnicity			
American Indian	11	91%	55%
Asian	149	70%	30%
African American	1,806	47%	13%
Hispanic	2,819	54%	17%
Hawaiian/Pacific Islander	4	75%	25%
White	682	73%	30%
Other	68	65%	24%
English Language Learner			
Yes	1,036	41%	14%
No	4,567	58%	18%
Special Ed. Placement			
Yes	495	30%	7%
No	5,108	57%	19%
Free/Reduced Meal			
Yes	4,085	52%	16%
No	1,518	63%	22%

Source: MGT of America, Inc., analysis of CTB McGraw-Hill TerraNova Plus® data, 2006.

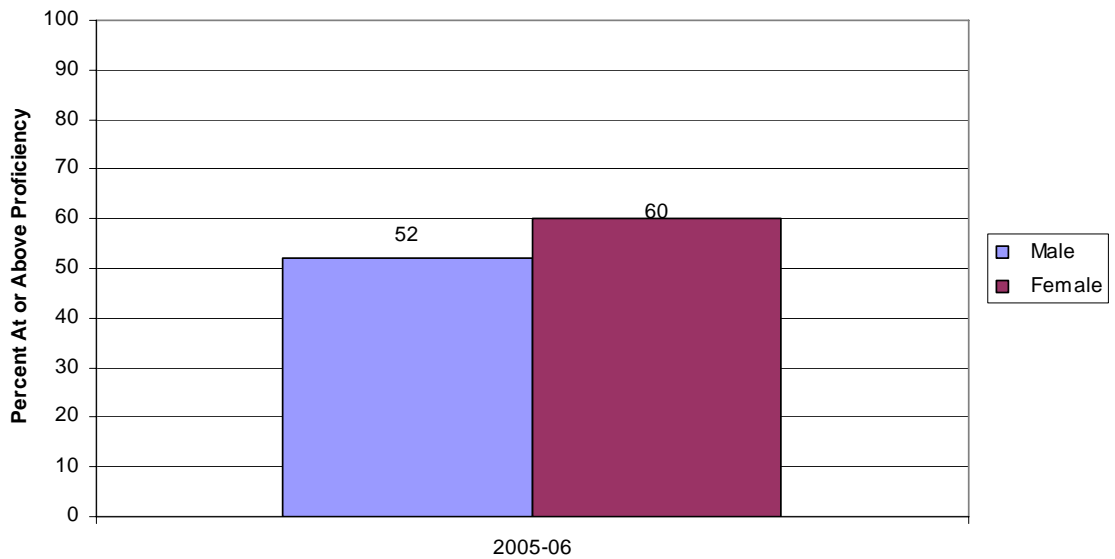
Note: The number of students may not equal the total number of students due to some students not being designated for some of the demographic or risk groups.

EXHIBIT 5-39
COHORTS 1 AND 2 COMBINED SECOND GRADE
TERRANOVA PERFORMANCE BY GENDER:
2003-2004, 2004-2005, AND 2005-2006



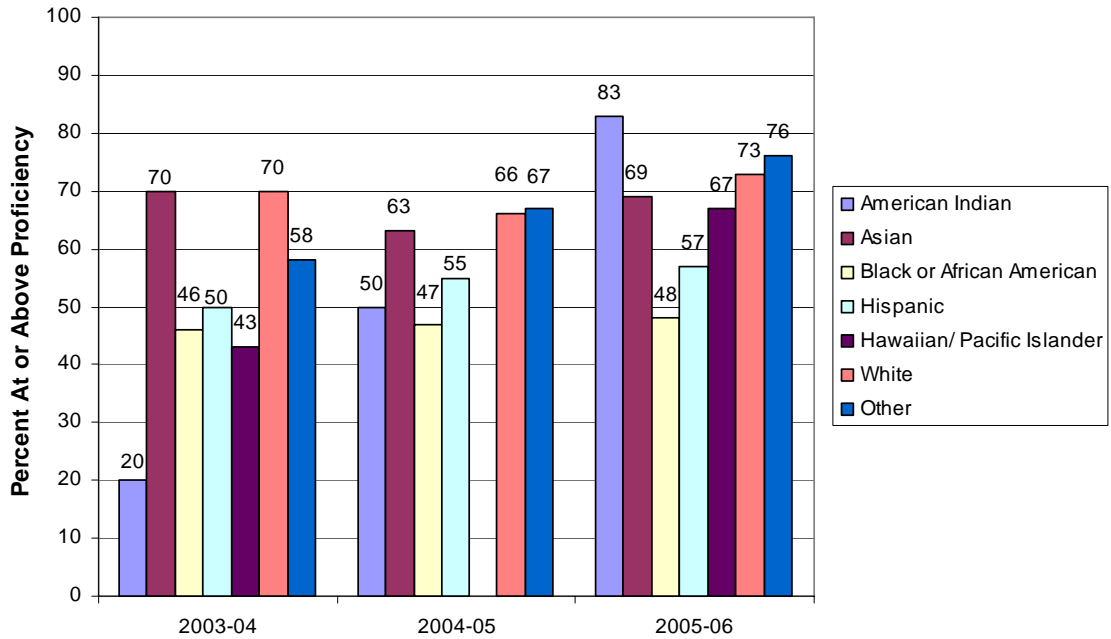
Source: MGT of America, Inc., analysis of TerraNova data provided by CTB McGraw-Hill, 2004, 2005, and 2006.

EXHIBIT 5-40
COHORT 3 SECOND GRADE
TERRANOVA PERFORMANCE BY GENDER: 2005-2006



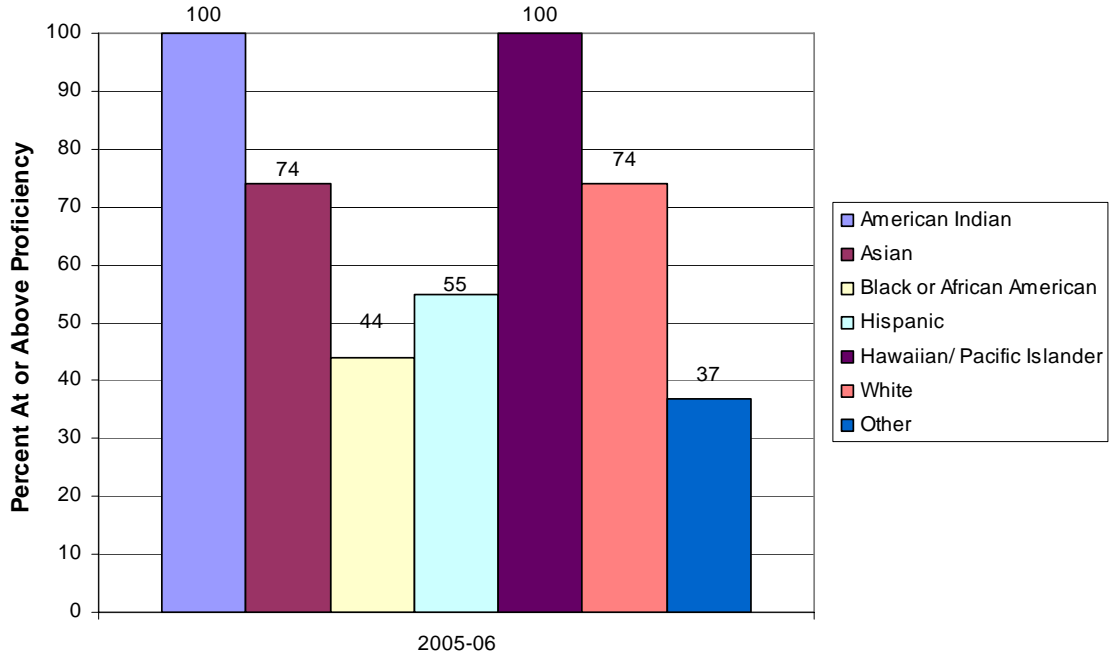
Source: MGT of America, Inc., analysis of TerraNova data provided by CTB McGraw-Hill, 2006.

**EXHIBIT 5-41
COHORTS 1 AND 2 SECOND GRADE
TERRANOVA PERFORMANCE BY RACE/ETHNICITY:
2003-2004, 2004-2005, AND 2005-2006**



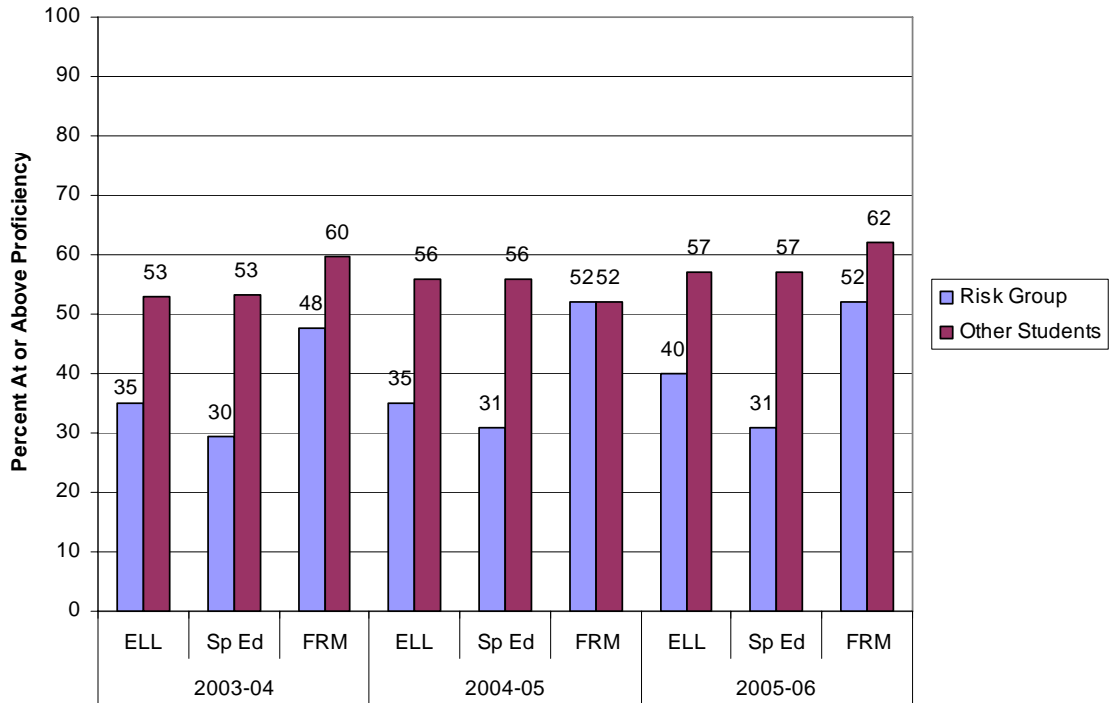
Source: MGT of America, Inc., analysis of TerraNova data provided by CTB McGraw-Hill, 2004, 2005, and 2006.

**EXHIBIT 5-42
COHORT 3 SECOND GRADE
TERRANOVA PERFORMANCE BY RACE/ETHNICITY: 2005-2006**



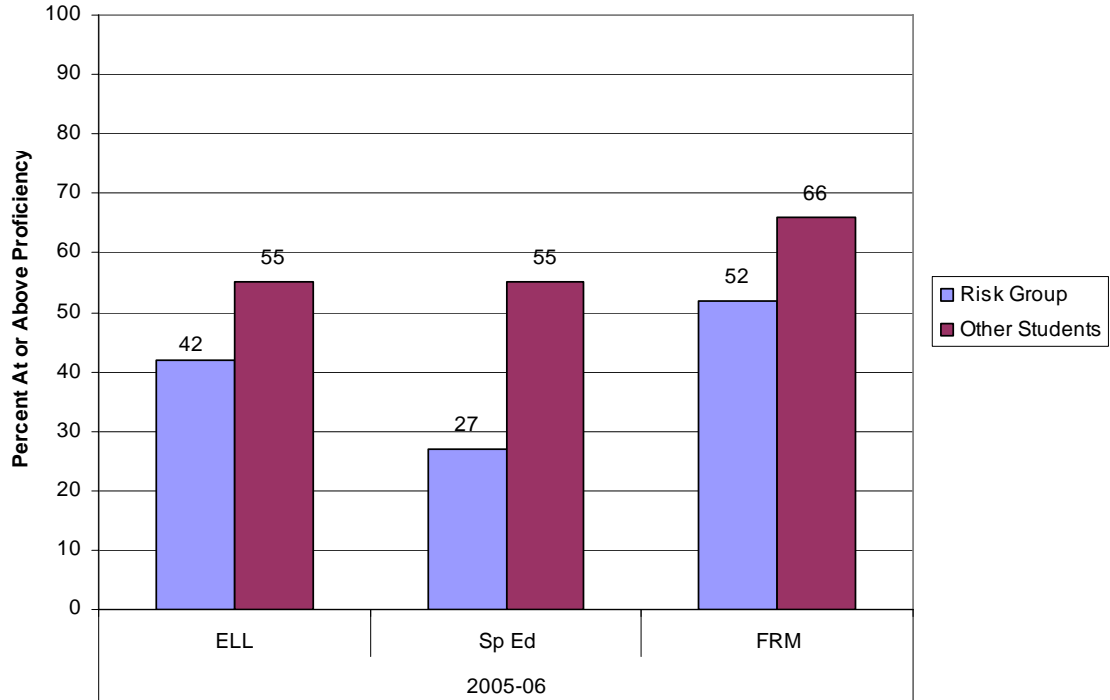
Source: MGT of America, Inc., analysis of TerraNova data provided by CTB McGraw-Hill, 2006.

EXHIBIT 5-43
COHORTS 1 AND 2 COMBINED SECOND GRADE
TERRANOVA PERFORMANCE BY RISK GROUP:
2003-2004, 2004-2005, AND 2005-2006



Source: MGT of America, Inc., analysis of TerraNova data provided by CTB McGraw-Hill, 2004, 2005, and 2006.

**EXHIBIT 5-44
COHORT 3 SECOND GRADE
TERRANOVA PERFORMANCE BY RISK GROUP: 2005-2006**



Source: MGT of America, Inc., analysis of TerraNova data provided by CTB McGraw-Hill, 2006.

Second Grade Reading Performance by Cohort and by School: DIBELS™

For the DIBELS™ ORF subtest (see Exhibit 5-45), from 2004-2005 to 2005-2006, the percentage of students meeting the benchmark goal of 90 words per minute increased overall by 4 percent, from 35 percent to 39 percent. Cohort 1 proficiency achievement rates increased 1 percent, from 39 percent in 2004-2005 to 40 percent in 2005-2006, and Cohort 2 rates increased 4 percent, from 34 percent to 38 percent. Over one-third (39%) of second grade students in Cohort 3 scored proficient. In 2004-2005, ORF proficiency achievement rates by school ranged from 12 percent to 65 percent and in 2005-2005, from 2 percent to 81 percent. Nineteen of 62 schools reporting data increased the percentage of students achieving proficiency by 10 percent or more from 2004-2005 to 2005-2006, and 13 schools experienced a decline. In 2004-2005, 8 of 62 schools reported 50 percent or more of their students achieving proficiency compared with 16 of 79 schools in 2005-2006. More than 70 percent of students achieved proficiency in two schools in 2004-2005, none in 2004-2005.

**EXHIBIT 5-45
DIBELS™ ORAL READING FLUENCY
END OF SCHOOL YEAR
SECOND GRADE 2004-2005 AND 2005-2006**

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Oral Reading Fluency				Oral Reading Fluency				
	Goal: 90 Words/ Minute				Goal: 90 Words/ Minute				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
All	3,710	1297	35%	77.1	5,410	2,088	39%	79.8	4%
Cohort 1	966	372	39%	80.2	993	400	40%	82.3	1%
Cohort 2	2,744	925	34%	76.0	3,175	1,206	38%	78.9	4%
Cohort 3					1,242	482	39%	80.3	
1	56	9	16%	57.3	54	13	24%	64.2	8%
2	51	12	24%	65.7	50	11	22%	69.1	-2%
3	58	15	26%	65.4	61	16	26%	67.0	0%
4	64	24	38%	77.8	74	22	30%	71.3	-8%
5	89	25	28%	74.3	102	46	45%	88.9	17%
6	82	25	30%	70.9	63	35	56%	94.5	26%
7	64	13	20%	67.8	59	31	53%	85.4	33%
8	76	19	25%	61.2	79	19	24%	64.1	-1%
9					36	20	56%	94.4	
10	41	23	56%	93.7	53	22	42%	81.2	-14%
11	76	17	22%	69.3	57	27	47%	86.5	25%
12	42	10	24%	62.4	50	13	26%	68.7	2%
13	156	25	16%	61.7	175	50	29%	73.2	13%
14	126	35	28%	74.5	129	37	29%	72.4	1%
15	95	19	20%	69.8	121	40	33%	68.1	13%
16	97	29	30%	75.9	87	34	39%	78.5	9%
17	73	17	23%	68.2	45	13	29%	74.6	6%
18	69	30	43%	81.3	66	27	41%	84.8	-2%
19									
20					85	43	51%	88.2	
21	95	47	49%	88.6	104	56	54%	92.1	5%
22	81	40	49%	89.6	71	53	75%	109.0	26%
23	76	35	46%	82.9	65	25	38%	78.7	-8%
24	81	51	63%	96.0	49	34	69%	104.1	6%
25	23	15	65%	100.2	26	21	81%	111.5	16%
26	42	11	26%	72.0	35	10	29%	77.9	3%
27	74	23	31%	76.1	74	34	46%	85.5	15%
28	143	80	56%	94.1	155	104	67%	103.2	11%
29					71	36	51%	87.2	
30					41	1	2%	56.3	
31					49	2	4%	58.0	

EXHIBIT 5-45 (Continued)
DIBELS™ ORAL READING FLUENCY
END OF SCHOOL YEAR
SECOND GRADE 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Oral Reading Fluency				Oral Reading Fluency				
	Goal: 90 Words/ Minute				Goal: 90 Words/ Minute				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
32					44	11	25%	70.4	
33					67	2	3%	53.9	
34					35	7	20%	68.0	
35									
36					123	82	67%	90.7	
37	51	21	41%	84.2	51	23	45%	88.0	4%
38									
39	36	15	42%	83.8	41	19	46%	83.3	4%
40	90	24	27%	71.0	87	32	37%	87.5	10%
41	106	36	34%	75.5	92	38	41%	80.2	7%
42	50	25	50%	86.1	52	35	67%	95.0	17%
43					66	24	36%	77.6	
44	55	13	24%	70.7	50	18	36%	71.3	12%
45	48	22	46%	92.2	61	20	33%	77.6	-13%
46	68	8	12%	57.8	79	21	27%	69.3	15%
47	104	37	36%	74.7	110	19	17%	69.2	-19%
48	69	21	30%	78.6	66	20	30%	79.1	0%
49	117	26	22%	63.7	116	33	28%	70.3	6%
50									
51	135	55	41%	78.0	133	54	41%	81.6	0%
52	167	49	29%	66.0	194	50	26%	68.3	-3%
53									
54									
55	30	10	33%	81.8					
56	90	16	18%	63.5	101	37	37%	79.9	19%
57	16	8	50%	76.9	9	6	67%	93.2	17%
58	43	15	35%	74.7	44	22	50%	85.1	15%
59	49	17	35%	77.5	35	13	37%	76.1	2%
60	40	15	38%	82.0	50	22	44%	78.3	6%
61	123	30	24%	76.2	126	46	37%	80.0	13%
62	83	37	45%	84.3	87	23	26%	73.5	-19%

EXHIBIT 5-45 (Continued)
DIBELS™ ORAL READING FLUENCY
END OF SCHOOL YEAR
SECOND GRADE 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Oral Reading Fluency				Oral Reading Fluency				
	Goal: 90 Words/ Minute				Goal: 90 Words/ Minute				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
63	109	57	52%	87.2	77	35	45%	90.1	-7%
65	61	22	36%	83.4	69	33	48%	84.7	12%
66	87	47	54%	94.3	86	38	44%	90.9	-10%
67	41	16	39%	82.0	39	15	38%	77.2	-1%
68					36	14	39%	82.7	
69					55	31	56%	92.3	
70					93	42	45%	86.1	
71					88	26	30%	69.0	
73					51	20	39%	84.5	
74					101	33	33%	73.3	
75					122	68	56%	93.7	
76					64	15	23%	66.2	
77					71	29	41%	80.0	
78					144	39	27%	72.7	
79									
80					61	16	26%	67.0	
81					148	62	42%	86.9	

Source: MGT of America, Inc., analysis of DIBELS™ Data System, University of Oregon, 2005 and 2006.

Note: Five schools (#30, 31, 32, 33 & 36) submitted no DIBELS™ for 2004-2005. Two schools (#55 & 79) submitted no DIBELS™ for 2005-2006. Six schools (#19, 35, 38, 50, 53 & 54) in the exhibit do not have second grade. School #20 had second grade in 2005-2006. Schools #9, 29, 34, 43 & 68 through 81 are not included for 2004-2005 because they began their Reading First grants after the 2004-2005 school year.

Second Grade Reading Outcomes by Cohort and by School: TerraNova Plus®

For the TerraNova Plus® Second Edition (CAT/6) Reading subtest (see Exhibit 5-46), from 2004-2005 to 2005-2006, the percentage of students meeting the benchmark goal of achieving at or above 41 percent proficiency increased overall by 1 percent, from 54 percent to 55 percent. Cohort 1 proficiency achievement rates declined 2 percent from 2004-2005 (57%) to 2005-2006 (55%), and Cohort 2 rates increased 1 percent, from 53 percent to 54 percent. Over half (56%) of Cohort 3 students scored at or above 41 percent proficient. In 2004-2005, TerraNova Plus® proficiency achievement rates by school ranged from 21 percent to 84 percent, and in 2005-2006 from 21 percent to 83 percent. Twenty-one of 62 schools reporting data increased the percentage of students achieving proficiency by 10 percent or more from 2004-2005 to 2005-2006, and 19

schools experienced a decline. In 2004-2005, 37 of 62 schools reported 50 percent or more of their students achieving proficiency, compared with 58 of 79 schools in 2005-2006. In 2004-2005, more than 70 percent of students achieved proficiency at 7 schools, compared with 18 schools in 2005-2006.

EXHIBIT 5-46
NEW JERSEY READING FIRST SECOND GRADE STUDENTS'
PERFORMANCE ON TERRANOVA PLUS® READING SUBTEST
PROFICIENCY AT OR ABOVE 41ST PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova Second Grade						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
All	4,251	2,365	54%	5,603	3,064	55%	1%
Cohort 1	927	533	57%	1,006	558	55%	-2%
Cohort 2	3,324	1,749	53%	3,260	1,757	54%	1%
Cohort 3				1,337	749	56%	
1	56	19	34%	57	12	21%	-13%
2	40	14	35%	50	23	46%	11%
3	63	16	25%	61	24	39%	14%
4	68	37	54%	77	39	51%	-3%
5	87	45	52%	102	67	66%	14%
6	85	37	44%	82	43	52%	8%
7	61	23	38%	59	23	39%	1%
8	81	17	21%	80	22	28%	7%
9				40	26	65%	
10	39	29	74%	48	35	73%	-1%
11	71	38	54%	53	38	72%	18%
12	32	15	47%	47	26	55%	8%
13	148	48	32%	175	76	43%	11%
14	128	89	70%	127	104	82%	12%
15	95	46	48%	121	66	55%	7%
16	95	56	59%	89	58	65%	6%
17	69	36	52%	46	22	48%	-4%
18	78	46	59%	71	53	75%	16%
19							
20	106	63	59%	91	50	55%	-4%
21	79	42	53%	107	64	60%	7%
22	84	60	71%	72	47	65%	-6%
23	73	43	59%	64	32	50%	-9%

EXHIBIT 5-46 (Continued)
NEW JERSEY READING FIRST SECOND GRADE STUDENTS'
PERFORMANCE ON TERRANOVA PLUS® READING SUBTEST
PROFICIENCY AT OR ABOVE 41ST PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova Second Grade						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
24	78	43	55%	67	50	75%	20%
25	23	15	65%	27	21	78%	13%
26	42	14	33%	34	20	59%	26%
27	70	35	50%	90	53	59%	9%
28	144	113	78%	162	133	82%	4%
29				71	59	83%	
30	68	35	51%	39	16	41%	-10%
31	191	81	42%	83	49	59%	17%
32	65	31	48%	57	12	21%	-27%
33	75	43	57%	50	23	46%	-11%
34				61	24	39%	
35				77	39	51%	
36	133	67	50%	102	67	66%	16%
37	54	22	41%	82	43	52%	11%
38				59	23	39%	
39	36	16	44%	80	22	28%	-16%
40	88	52	59%	40	26	65%	6%
41	107	57	53%	48	35	73%	20%
42	50	32	64%	53	38	72%	8%
43				47	26	55%	
44	67	27	40%	175	76	43%	3%
45	47	27	57%	127	104	82%	25%
46	23	11	48%	121	66	55%	7%
47	99	60	61%	89	58	65%	4%
48	71	41	58%	46	22	48%	-10%
49	64	54	84%	71	53	75%	-9%
50							
51	115	71	62%	91	50	55%	-7%
52	276	168	61%	107	64	60%	-1%
53				72	47	65%	
54				64	32	50%	

EXHIBIT 5-46 (Continued)
NEW JERSEY READING FIRST SECOND GRADE STUDENTS'
PERFORMANCE ON TERRANOVA PLUS® READING SUBTEST
PROFICIENCY AT OR ABOVE 41ST PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova Second Grade						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
55	42	34	81%	67	50	75%	-6%
56	84	43	51%	27	21	78%	27%
57	18	9	50%	34	20	59%	9%
58	49	18	37%	90	53	59%	22%
59	48	21	44%	162	133	82%	38%
60	44	22	50%	71	59	83%	33%
61	125	67	54%	39	16	41%	-13%
62	85	47	55%	83	49	59%	4%
63	112	77	69%	77	52	68%	-1%
65	70	39	56%	69	46	67%	11%
66	41	32	78%	86	51	59%	-19%
67	46	22	48%	39	30	77%	29%
68				38	24	63%	
69				61	39	64%	
70				93	70	75%	
71				92	45	49%	
73				54	26	48%	
74				101	46	46%	
75				126	95	75%	
76				66	25	38%	
77				64	33	52%	
78				147	87	59%	
79				62	41	66%	
80				63	32	51%	
81				148	102	69%	

Source: MGT of America, Inc., analysis of TerraNova Grade 2 Reading Subtest provided by CTB McGraw-Hill, 2005 and 2006.

Note: Two schools (#19 & 50) in the exhibit do not have second grade. Four schools (#35, 38, 53 & 54) in the exhibit have second grade scores listed only for 2005-2006. Schools #9, 29, 34, 43 & 68 through 81 are not included for 2004-2005 because they began their Reading First grants after the 2004-2005 school year.

For the TerraNova Plus[®] Second Edition (CAT/6) Reading subtest (see Exhibit 5-47), from 2004-2005 to 2005-2006, the percentage of students meeting the benchmark goal of achieving advanced proficiency, at or above 75 percent proficient, increased overall by 1 percent, from 17 percent to 18 percent. Cohort 1 advanced proficiency achievement rate stayed constant at 18 percent, and Cohort 2 rates increased 1 percent, from 17 percent to 18 percent. Eighteen percent of Cohort 3 students scored advanced proficient. In 2004-2005, TerraNova Plus[®] advanced proficiency achievement rates by school ranged from 0 percent to 44 percent and in 2005-2006, from 4 percent to 68 percent. Twenty-seven of 62 schools reporting data increased the percentage of students achieving advanced proficiency by 10 percent or more from 2004-2005 to 2005-2006, and 7 schools experienced a decline. In 2004-2005, 10 of 62 schools reported 25 percent or more of their students achieving advanced proficiency, compared with 45 of 79 schools in 2005-2006.

EXHIBIT 5-47
TERRANOVA PLUS[®]: PERCENTAGE OF SECOND GRADE
ACHIEVING ADVANCED PROFICIENCY
AT OR ABOVE 75TH PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova Second Grade						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
All	4,251	734	17%	5,603	987	18%	1%
Cohort 1	927	167	18%	1,006	177	18%	0%
Cohort 2	3,324	567	17%	3,260	579	18%	1%
Cohort 3				1,337	231	18%	
1	56	2	4%	67	9	13%	9%
2	40	4	10%	40	15	38%	28%
3	63	3	5%	57	12	21%	16%
4	68	11	16%	73	12	16%	0%
5	87	9	10%	103	16	16%	6%
6	85	9	11%	81	53	65%	54%
7	61	3	5%	42	7	17%	12%
8	81	0	0%	77	11	14%	14%
9				34	16	47%	
10	39	7	18%	53	28	53%	35%
11	71	15	21%	61	22	36%	15%
12	32	3	9%	31	12	39%	30%
13	148	10	7%	163	47	29%	22%
14	128	49	38%	147	81	55%	17%
15	95	13	14%	109	20	18%	4%
16	95	25	26%	111	50	45%	19%

EXHIBIT 5-47 (Continued)
TERRANOVA PLUS®: PERCENTAGE OF SECOND GRADE
ACHIEVING ADVANCED PROFICIENCY
AT OR ABOVE 75TH PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova Second Grade						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
17	69	10	14%	64	19	30%	16%
18	78	15	19%	63	25	40%	21%
19				48	16	33%	
20	106	13	12%	56	20	36%	24%
21	79	10	13%	97	28	29%	16%
22	84	21	25%	66	30	45%	20%
23	73	11	15%	68	15	22%	7%
24	78	16	21%	82	40	49%	28%
25	23	4	17%	17	6	35%	18%
26	42	4	10%	42	8	19%	9%
27	70	17	24%	74	16	22%	-2%
28	144	45	31%	159	82	52%	21%
29				63	23	37%	
30	68	13	19%	66	18	27%	8%
31	191	20	10%	52	12	23%	13%
32	65	9	14%	60	19	32%	18%
33	75	11	15%	71	35	49%	34%
34				35	11	31%	
35							
36	133	22	17%	142	33	23%	6%
37	54	6	11%	53	25	47%	36%
38							
39	36	4	11%	52	16	31%	20%
40	88	5	6%	90	32	36%	30%
41	107	14	13%	115	27	23%	10%
42	50	11	22%	49	12	24%	2%
43				77	9	12%	
44	67	8	12%	76	7	9%	-3%
45	47	10	21%	64	23	36%	15%
46	23	4	17%	23	1	4%	-13%

EXHIBIT 5-47 (Continued)
TERRANOVA PLUS®: PERCENTAGE OF SECOND GRADE
ACHIEVING ADVANCED PROFICIENCY
AT OR ABOVE 75TH PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova Second Grade						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
47	99	22	22%	111	17	15%	-7%
48	71	20	28%	88	17	19%	-9%
49	64	28	44%	84	45	54%	10%
50							
51	115	25	22%	115	21	18%	-4%
52	138	40	29%	158	52	33%	4%
53							
54							
55	42	13	31%	43	3	7%	-24%
56	84	9	11%	102	26	25%	14%
57	18	6	33%	16	8	50%	17%
58	49	5	10%	47	16	34%	24%
59	48	3	6%	52	12	23%	17%
60	44	8	18%	56	10	18%	0%
61	125	23	18%	149	61	41%	23%
62	85	12	14%	62	42	68%	54%
63	112	37	33%	103	35	34%	1%
65	70	7	10%	73	24	33%	23%
66	41	7	17%	106	46	43%	26%
67	46	2	4%	57	13	23%	19%
68				29	8	28%	
69				66	27	41%	
70				86	21	24%	
71				99	27	27%	
73				76	50	66%	
74				116	22	19%	
75				148	83	56%	
76				82	14	17%	
77				67	8	12%	
78				140	53	38%	

EXHIBIT 5-47 (Continued)
TERRANOVA PLUS®: PERCENTAGE OF SECOND GRADE
ACHIEVING ADVANCED PROFICIENCY
AT OR ABOVE 75TH PERCENTILE
2004-2005 AND 2005-2006

School	TerraNova Second Grade						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
79				80	24	30%	
80				57	5	9%	
81				164	83	51%	

Source: MGT of America, Inc., analysis of TerraNova Grade 2 Reading Subtest provided by CTB McGraw-Hill, 2005 and 2006.

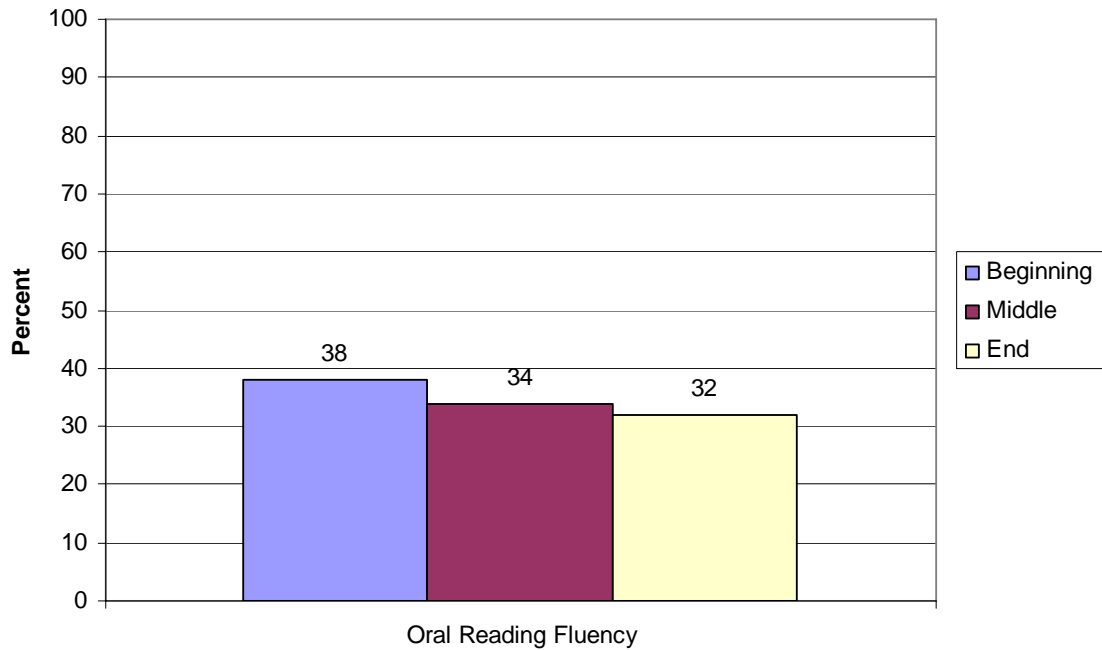
Note: Two schools (#19 & 50) in the exhibit do not have second grade. Four schools (#35, 38, 53 & 54) in the exhibit have second grade scores listed only for 2005-2006. Schools #9, 29, 34, 43 & 68 through 81 are not included for 2004-2005 because they began their Reading First grants after the 2004-2005 school year.

5.6 THIRD GRADE STUDENT PERFORMANCE

Screening/Progress Monitoring During the 2005-2006 School Year

Approximately 5,200 third grade students in 70 schools were administered the DIBELS™ Oral Reading Fluency (ORF) subtest as a measure of progress monitoring for the essential elements of reading. From Exhibit 5-48, it can be seen that the percentage of third grade students performing above the ORF benchmark decreased from 38 percent at the beginning of the year to 32 percent at year's end.

**EXHIBIT 5-48
PROGRESS MONITORING PERFORMANCE
THIRD GRADE: 2005-2006**

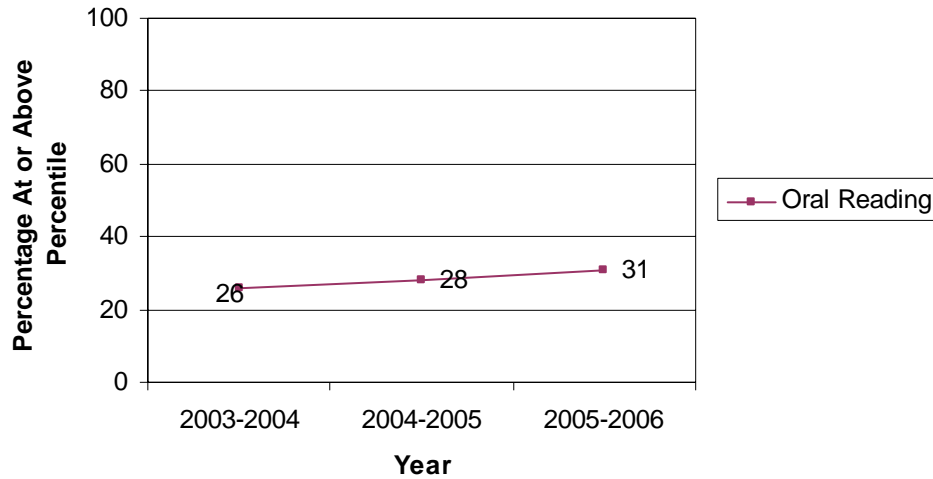


Source: MGT of America, Inc., analysis of DIBELS™ Data System University of Oregon, 2006.

Overview of Second Grade Reading Performance: DIBELS™

Exhibit 5-49 shows a slight increase in the percentage of students achieving proficiency on the DIBELS™ measure of fluency (ORF) from 2003-2004 to the 2005-2006 school year. In 2003-2004, 26 percent of approximately 3,200 third grade students statewide achieved the goal of reading aloud 110 correct words per minute, compared with 31 percent of over 5,200 third graders in 2005-2006, an increase of five percentage points. Cohort 3 third grade students scored 33 percent.

EXHIBIT 5-49
COHORTS 1 AND 2 COMBINED THIRD GRADE STUDENTS
MEETING ORF BENCHMARK
COMPARING 2003-2004, 2004-2005, AND 2005-2006

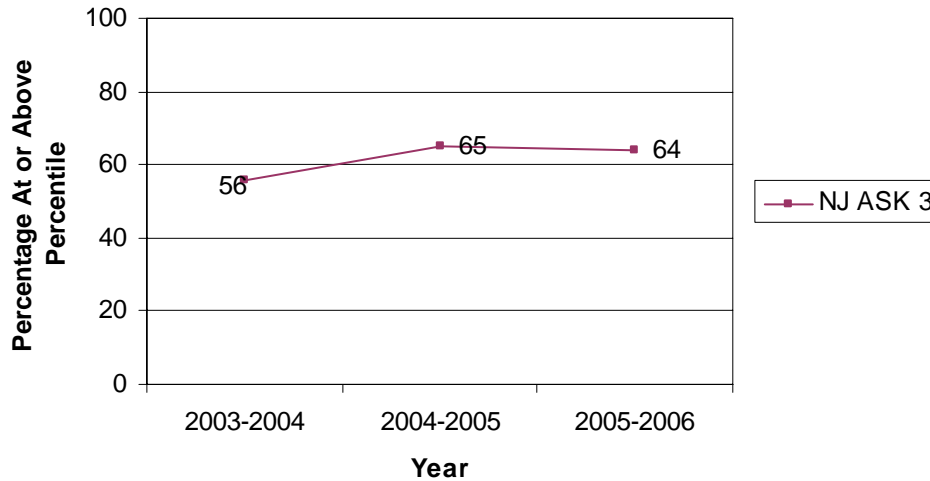


Source: MGT of America, Inc., analysis of DIBELS™ Data System University of Oregon, 2004, 2005, and 2006.

Overview of Third Grade Reading Outcomes: NJASK 3

Exhibit 5-50 reports a nine point improvement in the percentage of Cohort 1 and 2 students combined achieving proficiency on the New Jersey Assessment of Skills and Knowledge – Grade 3 (NJASK 3) from 2003-2004 (56%) to 2004-2005 (65%). In turn, from 2004-2005 to 2005-2006 rates decreased by 1 percent from 65 percent to 64 percent. Nearly three-fourths (71%) of Cohort 3 third graders achieved proficiency.

**EXHIBIT 5-50
COHORTS 1 AND 2 COMBINED THIRD GRADE STUDENTS
ACHIEVING NJASK 3 BENCHMARK
COMPARING 2003-2004, 2004-2005, AND 2005-2006**



Source: MGT of America, Inc., analysis of NJASK 3 Data provided by NJDOE, 2004, 2005, and 2006.

Third Grade: NJASK 3 Outcomes by Demographic and At Risk Student Categories

Exhibit 5-51 reports statewide 2005-2006 NJASK 3 data by demographic subcategories including race/ethnicity, English Language Learners (ELL), disability status, and economic status. By gender, female students achieved proficiency at a higher rate (71%) than did male students (61%).

By race/ethnicity, of the four subcategories substantially represented (131 Asians, 1,847 African-Americans, 2,832 Hispanics, and 677 Whites), White third grade students achieved the highest rate of proficiency (84%), followed by Asian students (82%), Hispanics (64%), and African-Americans (61%).

By risk group category, when NJASK 3 proficiency rates were compared with rates for English speakers, 40 percent of ELL students achieved proficiency compared with 70 percent of English speakers. Comparing proficiency rates for students who were eligible for special education with others, 31 percent of third grade students eligible for special education services achieved proficiency compared with 71 percent of non-special education third graders. Finally, third graders who participated in Free/Reduced Meal programs achieved a higher level of proficiency (66%) than did others (63%).

NJASK 3 data by demographic subgroup for students achieving proficiency in Cohorts 1 and 2 combined and Cohort 3 are also reported in chart format in Exhibits 5-52 through 5-55.

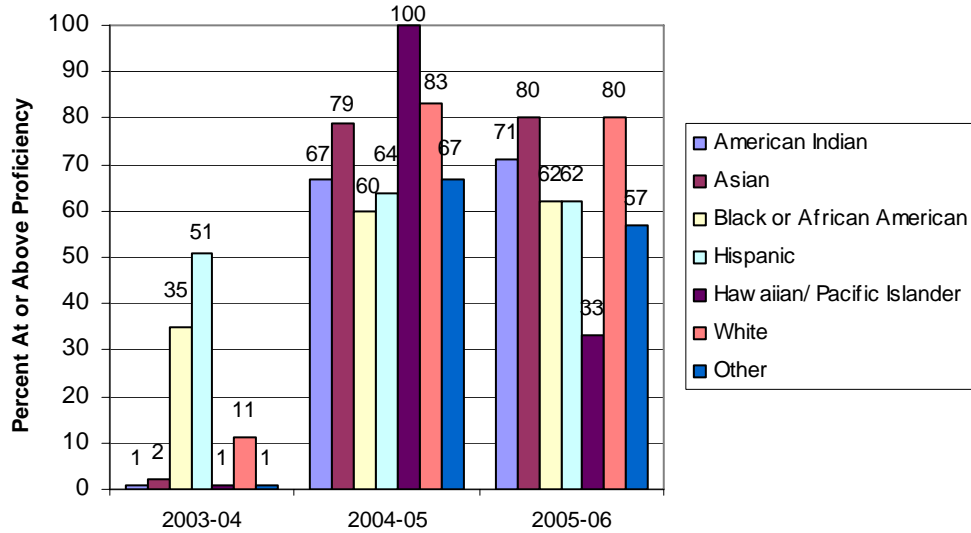
**EXHIBIT 5-51
NJASK 3 BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP
CHARACTERISTICS 2005-2006**

	# TESTED	% PROFICIENT
Total	5,517	66%
Gender		
Male	2,829	61%
Female	2,687	71%
Race/Ethnicity		
American Indian	7	71%
Asian	131	82%
African American	1,847	61%
Hispanic	2,832	64%
Hawaiian/Pacific Islander	3	33%
White	677	84%
Other	20	65%
English Language Learner		
Yes	795	40%
No	4,722	70%
Special Ed. Placement		
Yes	737	31%
No	4,780	71%
Free/Reduced Meal		
Yes	5,286	66%
No	231	63%

Source: New Jersey Department of Education, Analysis by MGT of America, Inc., 2006.

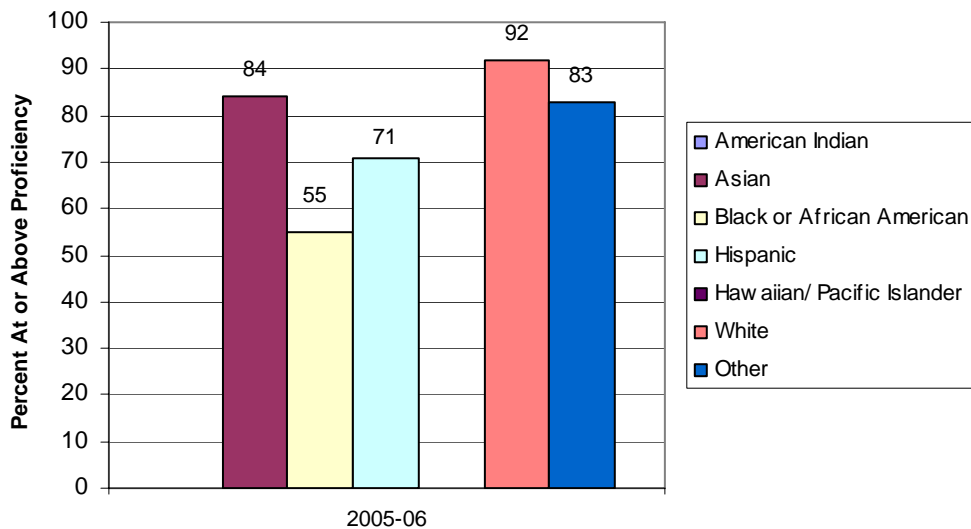
Note: The number of students may not equal the total number of students due to some students not being designated for some of the demographic or risk groups.

EXHIBIT 5-52
COHORTS 1 AND 2 COMBINED NJASK 3 PERFORMANCE
BY RACE/ETHNICITY: 2003-2004, 2004-2005, AND 2005-2006



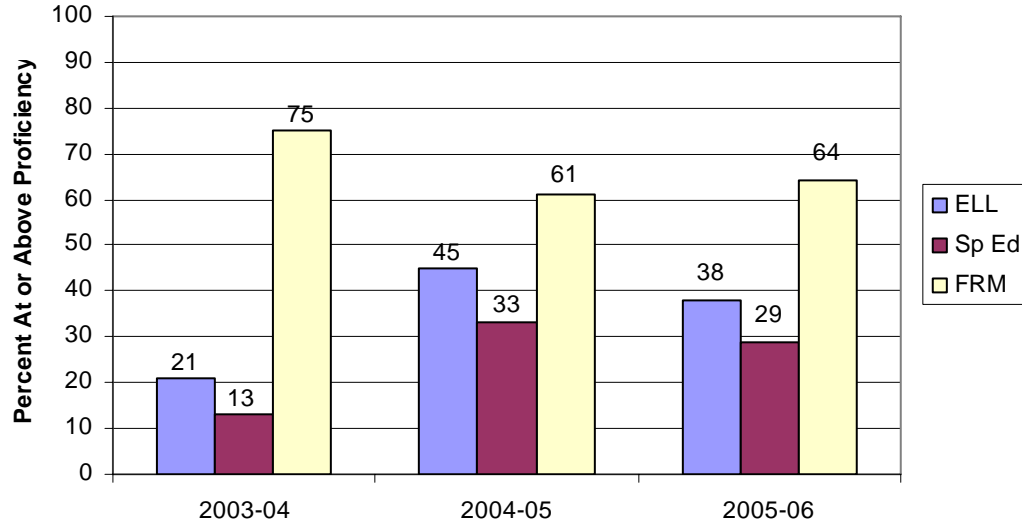
Source: New Jersey Department of Education, Analysis by MGT of America, Inc., 2004, 2005, and 2006.

EXHIBIT 5-53
COHORT 3 NJASK 3 PERFORMANCE
BY RACE/ETHNICITY: 2005-2006



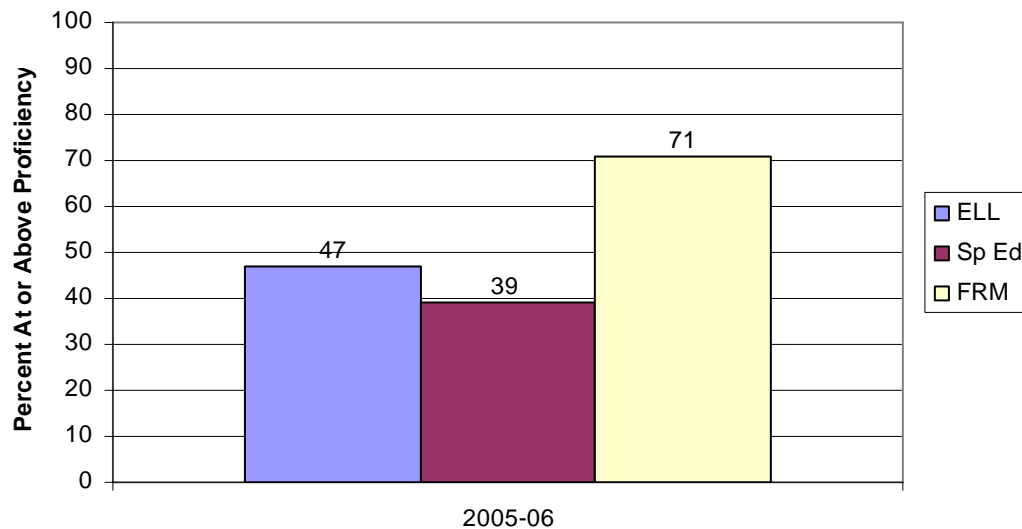
Source: New Jersey Department of Education, Analysis by MGT of America, Inc., 2006.

EXHIBIT 5-54
COHORTS 1 AND 2 COMBINED NJASK 3 PERFORMANCE
BY RISK GROUP: 2003-2004, 2004-2005, AND 2005-2006



Source: New Jersey Department of Education, Analysis by MGT of America, Inc., 2004, 2005, and 2006.

EXHIBIT 5-55
COHORT 3 NJASK 3 PERFORMANCE
BY RISK GROUP: 2005-2006



Source: New Jersey Department of Education, Analysis by MGT of America, Inc., 2006.

Third Grade Reading Performance by Cohort and by School: DIBELS™

For the DIBELS™ ORF subtest (see Exhibit 5-56), from 2003-2004 through 2005-2006, the percentage of students meeting the ORF benchmark goal of 110 words per minute increased overall by 4 percent, from 28 percent to 32 percent. Cohort 1 proficiency achievement rates increased by 7 percentage points; from 29 percent in 2004-2005 to 36 percent in 2005-2006. Cohort 2 rates increased 3 percentage points, from 27 percent to 30 percent. Cohort 3 third grade students scored 30 percent. In 2004-2005, ORF proficiency achievement rates by school ranged from 9 percent to 54 percent, and in 2005-2006 from 0 percent to 63 percent. Nineteen of 62 schools reporting data increased the percentage of students achieving proficiency by 10 percent or more from 2004-2005 to 2005-2006, and 15 schools experienced a decline. In 2004-2005, 1 of 62 schools reported 50 percent or more of its students achieving proficiency, compared with 9 of the 79 schools in 2005-2006. No school in either year reported 70 percent or more of students achieving proficiency.

EXHIBIT 5-56
DIBELS™ ORAL READING FLUENCY
END OF SCHOOL YEAR
THIRD GRADE 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Oral Reading Fluency				Oral Reading Fluency				
	Goal: 110 Words/ Minute				Goal: 110 Words/ Minute				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
All	3,667	1,015	28%	92.0	5,205	1,642	32%	93.9	4%
Cohort 1	1,000	293	29%	95.5	934	332	36%	99.4	7%
Cohort 2	2,667	722	27%	90.6	3,130	930	30%	91.5	3%
Cohort 3					1,141	380	33%	95.8	
1	37	6	16%	80.6	55	8	15%	77.7	-1%
2	42	13	31%	86.3	42	8	19%	89.1	-12%
3	51	16	31%	92.3	60	12	20%	85.0	-11%
4	73	18	25%	92.7	58	29	50%	104.6	25%
5	123	46	37%	96.4	85	26	31%	96.0	-6%
6	32	10	31%	93.1	59	7	12%	86.6	-19%
7	58	10	17%	88.6	54	11	20%	90.2	3%
8	77	15	19%	86.4	84	28	33%	88.3	14%
9					37	17	46%	109.9	
10	43	14	33%	91.8	47	18	38%	101.2	5%
11	49	6	12%	80.6	58	18	31%	90.0	19%
12	37	7	19%	86.4	38	24	63%	116.5	44%
13	125	18	14%	78.2	148	31	21%	86.2	7%
14	132	18	14%	81.5	121	34	28%	92.7	14%

EXHIBIT 5-56 (Continued)
DIBELS™ ORAL READING FLUENCY
END OF SCHOOL YEAR
THIRD GRADE 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Oral Reading Fluency				Oral Reading Fluency				
	Goal: 110 Words/ Minute				Goal: 110 Words/ Minute				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
15	104	15	14%	74.6	99	25	25%	86.3	11%
16	68	15	22%	90.8	82	21	26%	100.6	4%
17	58	14	24%	79.4	74	15	20%	78.4	-4%
18	61	28	46%	105.8	70	24	34%	99.0	-12%
19									
20	90	24	27%	94.7	93	40	43%	107.8	16%
21	99	47	47%	104.8	84	44	52%	105.4	5%
22	45	21	47%	107.2	84	48	57%	116.3	10%
23	73	24	33%	93.6	69	27	39%	98.3	6%
24	85	36	42%	100.6	75	38	51%	106.6	9%
25	25	12	48%	109.8	17	6	35%	107.2	-13%
26	37	4	11%	87.3	37	7	19%	93.3	8%
27	87	33	38%	100.6	57	19	33%	97.3	-5%
28	168	91	54%	111.6	142	78	55%	114.5	1%
29					63	30	48%	110.1	
30					39	0	0%	50.6	
31					57	0	0%	41.3	
32					39	16	41%	103.4	
33					68	0	0%	40.8	
34					40	4	10%	72.9	
35									
36					123	51	41%	95.5	
37	51	13	25%	99.6	50	22	44%	103.2	19%
38	118	30	25%	92.8	114	38	33%	93.5	8%
39	46	15	33%	97.5	43	18	42%	102.6	9%
40	67	16	24%	88.8	100	30	30%	95.9	6%
41									
42	53	20	38%	98.7	51	18	35%	101.8	-3%
43					61	20	33%	95.9	
44	38	9	24%	94.8	58	15	26%	92.1	2%
45	53	13	25%	90.5	56	14	25%	96.4	0%

EXHIBIT 5-56 (Continued)
DIBELS™ ORAL READING FLUENCY
END OF SCHOOL YEAR
THIRD GRADE 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Oral Reading Fluency				Oral Reading Fluency				
	Goal: 110 Words/ Minute				Goal: 110 Words/ Minute				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
46									
47	94	24	26%	91.6	105	16	15%	90.7	-11%
48									
49	53	19	36%	95.9	79	11	14%	83.5	-22%
50	93	8	9%	74.0	101	22	22%	84.9	13%
51	97	26	27%	90.6	127	47	37%	100.6	10%
52	219	50	23%	90.6	240	53	22%	83.4	-1%
53									
54									
55	32	8	25%	86.7					
56	66	7	11%	88.1	67	14	21%	85.5	10%
57	31	13	42%	83.6	15	8	53%	101.9	11%
58	83	19	23%	76.9	55	19	35%	90.0	12%
59	64	10	16%	82.9	39	12	31%	88.8	15%
60	30	5	17%	75.5	40	15	38%	90.1	21%
61	110	18	16%	86.5	132	37	28%	98.2	12%
62	82	28	34%	104.1	80	38	48%	106.1	14%
63	101	37	37%	104.7	97	33	34%	97.7	-3%
65	60	23	38%	107.2	66	29	44%	109.5	6%
66	97	34	35%	103.8	88	28	32%	99.2	-3%
67	50	9	18%	75.9	43	12	28%	87.6	10%
68					37	16	43%	94.3	
69					52	28	54%	111.2	
70					87	35	40%	105.0	
71					70	12	17%	77.8	
73					42	4	10%	81.9	
74					101	21	21%	91.0	
75					131	73	56%	111.5	
76					71	15	21%	73.1	
77					64	20	31%	97.1	
78					121	35	29%	94.2	

EXHIBIT 5-56 (Continued)
DIBELS™ ORAL READING FLUENCY
END OF SCHOOL YEAR
THIRD GRADE 2004-2005 AND 2005-2006

School	2004-2005				2005-2006				Two-Year Change in Goal Achievement
	Oral Reading Fluency				Oral Reading Fluency				
	Goal: 110 Words/ Minute				Goal: 110 Words/ Minute				
	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	Average Score	
79									
80				40	6	15%	88.1		
81				124	44	35%	97.9		

Source: MGT of America, Inc., analysis of DIBELS™ Data System, University of Oregon, 2005 and 2006.
 Note: Five schools (#30, 31, 32, 33, & 36) submitted no DIBELS™ for 2004-2005. Two schools (#55 & 79) submitted no DIBELS™ for 2005-2006. Seven schools (#19, 35, 41, 46, 48, 53 & 54) in the exhibit do not have third grade. Schools #9, 29, 34, 43 & 68 through 81 are not included for 2004-2005 because they began their Reading First grants after the 2004-2005 school year.

Third Grade Reading Outcomes by Cohort and by School: NJASK 3

For the NJASK 3 Reading subtest (see Exhibit 5-57), from 2004-2005 to 2005-2006, the percentage of students meeting the benchmark goal of achieving proficiency increased overall by 1 percent, from 65 percent to 66 percent. Cohort 1 proficiency achievement rates decreased 2 percent from 70 percent in 2004-2005 to 68 percent in 2005-2006, while Cohort 2 rates stayed consistent at 63 percent through both years. Nearly three-fourths (71%) of third grade students in Cohort 3 scored proficient. In 2004-2005, NJASK 3 proficiency achievement rates by school ranged from 41 percent to 88 percent and in 2005-2006, from 30 percent to 94 percent. Sixteen of 62 schools reporting data increased the percentage of students achieving proficiency by 10 percent or more from 2004-2005 to 2005-2006, and 17 schools experienced a decline. In 2004-2005, 40 of 62 schools reporting data showed 50 percent or more of their students achieving proficiency, compared with 61 of 79 schools in 2005-2006. In 2004-2005, more than 70 percent of students achieved proficiency at 18 schools, compared with 29 schools in 2005-2006.

EXHIBIT 5-57
THIRD GRADE STUDENTS MEETING BENCHMARK GOAL ON
NJASK 3 COMPARING 2004-2005 AND 2005-2006

School	NJASK 3						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
All	4,215	2,737	65%	5,517	3,629	66%	1%
Cohort 1	970	678	70%	978	666	68%	-2%
Cohort 2	3,245	2,059	63%	3,279	2,074	63%	0%
Cohort 3				1,260	889	71%	
1	38	17	45%	60	18	30%	-15%
2	42	26	62%	42	26	62%	0%
3	58	36	62%	62	27	44%	-18%
4	74	42	57%	66	45	68%	11%
5	126	89	71%	84	70	83%	12%
6	52	35	67%	79	41	52%	-15%
7	59	36	61%	58	26	45%	-16%
8	81	41	51%	77	46	60%	9%
9				44	31	70%	
10	43	24	56%	47	32	68%	12%
11	49	37	76%	64	37	58%	-18%
12	38	29	76%	38	30	79%	3%
13	128	61	48%	150	73	49%	1%
14	137	105	77%	124	99	80%	3%
15	100	49	49%	90	50	56%	7%
16	70	48	69%	84	50	60%	-9%
17	53	30	57%	67	36	54%	-3%
18	58	43	74%	76	57	75%	1%
19							
20	98	76	78%	114	90	79%	1%
21	105	72	69%	82	60	73%	4%
22	96	70	73%	84	70	83%	10%
23	69	49	71%	66	56	85%	14%
24	90	77	86%	76	58	76%	-10%
25	37	24	65%	17	16	94%	29%
26	30	12	40%	36	23	64%	24%
27	81	55	68%	64	46	72%	4%
28	144	120	83%	158	142	90%	7%

EXHIBIT 5-57 (Continued)
THIRD GRADE STUDENTS MEETING BENCHMARK GOAL ON
NJASK 3 COMPARING 2004-2005 AND 2005-2006

School	NJASK 3						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
29				68	60	88%	
30	58	26	45%	49	24	49%	4%
31	82	40	49%	76	38	50%	1%
32	88	27	31%	50	26	52%	21%
33	65	16	25%	81	54	67%	42%
34				47	16	34%	
35	142	124	87%	124	87	70%	-17%
36							
37	54	35	65%	54	37	69%	4%
38	133	81	61%	109	73	67%	6%
39	42	29	69%	43	34	79%	10%
40	87	63	72%	111	79	71%	-1%
41				3	2	67%	
42	53	50	94%	48	40	83%	-11%
43				88	54	61%	
44	89	33	37%	80	39	49%	12%
45	43	23	53%	53	35	66%	13%
46	16	12	75%				
47	110	67	61%	113	66	58%	-3%
48							
49	66	24	36%	75	28	37%	1%
50	98	36	37%	111	48	43%	6%
51	127	45	35%	120	73	61%	26%
52	242	110	45%	240	123	51%	6%
53							
54							
55	43	26	60%	36	26	72%	12%
56	75	35	47%	72	40	56%	9%
57	21	15	71%	18	11	61%	-10%
58	36	24	67%	25	17	68%	1%
59	53	32	60%	41	23	56%	-4%
60	39	19	49%	42	23	55%	6%
61	152	71	47%	142	100	70%	23%

EXHIBIT 5-57 (Continued)
THIRD GRADE STUDENTS MEETING BENCHMARK GOAL ON
NJASK 3 COMPARING 2004-2005 AND 2005-2006

School	NJASK 3						Two-Year Change in Goal Achievement
	2004-2005			2005-2006			
	Total Student Tested	Number Achieving Goal	Percent Achieving Goal	Total Students Tested	Number Achieving Goal	Percent Achieving Goal	
62	98	53	54%	86	69	80%	26%
63	103	76	74%	90	66	73%	-1%
65	65	54	83%	67	44	66%	-17%
66	85	64	75%	86	57	66%	-9%
67	55	38	69%	47	34	72%	3%
68				41	31	76%	
69				58	37	64%	
70				88	76	86%	
71				58	25	43%	
73				41	27	66%	
74				109	57	52%	
75				128	126	98%	
76				68	33	49%	
77				66	56	85%	
78				126	115	91%	
79				59	44	75%	
80				45	15	33%	
81				126	86	68%	

Source: MGT of America, Inc., analysis of NJASK 3 data from 2005 and 2006 provided by NJDOE.

Note: Six schools (#19, 35, 46, 48, 53 & 54) in the exhibit do not have third grade. Schools #9, 29, 34, 43 & 68 through 81 are not included for 2004-2005 because they began their Reading First grants after the 2004-2005 school year.

APPENDICES



APPENDIX A

**DEMOGRAPHIC CHARACTERISTICS
OF NEW JERSEY READING FIRST
SCHOOLS 2003–2004, 2004-2005,
AND 2005-2006**

EXHIBIT A-1: K-3 ENROLLMENT OF NEW JERSEY READING FIRST SCHOOLS

EXHIBIT A-2: FINANCIAL CHARACTERISTICS OF DISTRICTS PARTICIPATING IN NEW JERSEY READING FIRST

EXHIBIT A-3: DEMOGRAPHIC CHARACTERISTICS OF SCHOOLS PARTICIPATING IN NEW JERSEY READING FIRST

EXHIBIT A-4: ACADEMIC CREDENTIALS OF NEW JERSEY READING FIRST PERSONNEL

EXHIBIT A-5: CLASSROOM CHARACTERISTICS OF NEW JERSEY READING FIRST SCHOOLS

EXHIBIT A-6: DEMOGRAPHIC CHARACTERISTICS OF NEW JERSEY READING FIRST STUDENTS

APPENDIX A

EXHIBIT A-1 K-3 ENROLLMENT OF NEW JERSEY READING FIRST SCHOOLS

DISTRICT	SCHOOL	ENROLLMENT					TOTAL # OF K-3 STUDENTS
		YEAR	K	GRADE 1	GRADE 2	GRADE 3	
Atlantic	Indiana Avenue/N.Y. Avenue	2003-2004	48	58	34	64	204
		2004-2005	75	58	69	42	244
		2005-2006	60	74	54	58	246
	New Jersey Avenue	2003-2004	62	58	58	65	243
		2004-2005	42	63	55	45	205
		2005-2006	46	47	55	51	199
	Texas Avenue	2003-2004	66	83	63	49	261
		2004-2005	71	63	60	58	252
		2005-2006	72	54	57	55	238
	Uptown Complex	2003-2004	92	75	65	86	318
		2004-2005	80	85	67	71	303
		2005-2006	84	68	77	61	290
	Dr. Martin Luther King Jr., School Complex	2003-2004	64	68	62	74	268
		2004-2005	73	58	54	58	243
		2005-2006	60	74	52	41	227
Sovereign Avenue	2003-2004	73	73	89	66	301	
	2004-2005	92	83	79	90	344	
	2005-2006	98	104	93	66	361	
Carteret	Columbus School	2003-2004	104	110	117	97	428
		2004-2005	94	101	89	115	399
		2005-2006	98	97	104	79	378
	Nathan Hale School	2003-2004	83	83	79	77	322
		2004-2005	89	104	94	76	363
City of Orange ¹	Lincoln Avenue	2003-2004	86	91	96	104	377
		2004-2005	94	95	90	77	356
		2005-2006	63	85	85	84	317
	Forest Street School	2003-2004	43	42	36	39	160
		2004-2005	41	47	46	44	178
		2005-2006	31	26	41	41	139
East Orange ¹	Ecole Toussaint Louverture	2003-2004	42	62	65	43	212
		2004-2005	39	41	58	55	193
		2005-2006	34	41	55	56	186
	George Washington Carver Institute	2003-2004	76	76	72	76	300
		2004-2005	71	87	82	77	317
		2005-2006	67	73	80	83	303
	Langston Hughes	2003-2004	104	71	71	69	315
		2004-2005	83	81	61	59	284
		2005-2006	72	80	58	63	273
Mildred Barry-Garvin Elementary School	2003-2004	22	49	50	50	171	
	2004-2005	25	48	49	48	170	
	2005-2006	18	36	36	36	126	
Egg Harbor	Charles L. Spragg	2003-2004	47	50	49	64	210
		2004-2005	57	43	40	46	186
		2005-2006	53	53	48	41	195

EXHIBIT A-1
K-3 ENROLLMENT OF NEW JERSEY
READING FIRST SCHOOLS (CONTINUED)

DISTRICT	SCHOOL	ENROLLMENT					TOTAL # OF K-3 STUDENTS
		YEAR	K	GRADE 1	GRADE 2	GRADE 3	
Elizabeth ¹	Benjamin Franklin School #13	2003-2004	84	80	58	64	286
		2004-2005	78	80	74	51	283
		2005-2006	78	75	62	70	285
	Charles J. Hudson School #25	2003-2004	48	53	47	53	201
		2004-2005	48	50	35	40	173
		2005-2006	40	40	48	40	168
	George Washington School #1	2003-2004	171	167	110	174	622
		2004-2005	149	170	156	124	599
		2005-2006	167	163	166	147	643
	Nicholas Murray Butler School	2003-2004	174	172	127	144	617
		2004-2005	176	176	139	129	620
		2005-2006	158	155	149	130	592
	Peterstown School #3	2003-2004	110	114	98	111	433
		2004-2005	104	131	103	100	438
		2005-2006	133	129	121	93	476
	Theodore Roosevelt School #17	2003-2004	98	116	77	72	363
		2004-2005	104	111	102	70	387
		2005-2006	100	108	89	96	393
	Winfield Scott School #2	2003-2004	71	82	57	61	271
		2004-2005	55	66	59	50	230
		2005-2006	68	62	48	66	244
Abraham Lincoln School #14	2003-2004	184	167	133	154	638	
	2004-2005	168	188	144	131	631	
	2005-2006	202	180	162	131	675	
Marquis DeLafayette #6	2003-2004	118	132	91	106	447	
	2004-2005	118	123	109	88	438	
	2005-2006	110	122	111	106	449	
Englewood	Cleveland Elementary	2003-2004	--	45	71	86	202
		2004-2005	--	37	67	60	164
		2005-2006	--	63	70	80	213
	D.A. Quarles Elementary	2003-2004	184	145	--	--	329
		2004-2005	161	143	--	--	304
		2005-2006	174	41	--	--	215
	Lincoln Elementary	2003-2004	--	--	97	96	193
2004-2005		--	--	108	97	205	
		2005-2006	--	54	90	102	246
Hackensack	Fairmount Elementary School	2003-2004	105	78	112	106	401
		2004-2005	108	115	93	110	426
		2005-2006	97	96	105	82	380
	Hillers Avenue School	2003-2004	85	96	90	95	366
		2004-2005	77	87	101	98	363
		2005-2006	81	76	71	82	310
	Jackson Avenue School	2003-2004	72	78	82	63	295
		2004-2005	71	77	78	81	307
		2005-2006	73	72	70	69	284
	Parker Elementary School	2003-2004	68	88	86	91	333
		2004-2005	79	82	89	94	344
			2005-2006	80	87	67	77

EXHIBIT A-1
K-3 ENROLLMENT OF NEW JERSEY
READING FIRST SCHOOLS (CONTINUED)

DISTRICT	SCHOOL	ENROLLMENT					TOTAL # OF K-3 STUDENTS
		YEAR	K	GRADE 1	GRADE 2	GRADE 3	
Hoboken ¹	Calabro Elementary School	2003-2004	34	24	34	37	129
		2004-2005	30	34	23	26	113
		2005-2006	14	18	24	17	73
	Connors Elementary School	2003-2004	42	42	45	33	162
		2004-2005	44	39	45	39	167
		2005-2006	58	41	36	36	171
	Wallace	2003-2004	79	73	74	66	292
		2004-2005	74	73	71	79	297
		2005-2006	87	68	81	64	300
	Switlik Elementary School	2003-2004	146	132	156	130	564
		2004-2005	156	156	135	166	613
		2005-2006	--	159	166	147	472
Jackson Township	Crawford- Rodriguez Elementary School	2003-2004	--	126	99	131	356
		2004-2005	--	116	127	110	353
		2005-2006	--	140	118	124	382
	Sylvia Rosenauer School	2003-2004	--	62	78	73	213
		2004-2005	--	78	62	79	219
		2005-2006	--	62	74	66	202
	Ollie E. Cullbreth, Jr. #14	2003-2004	59	67	52	47	225
		2004-2005	58	59	58	46	221
		2005-2006	49	64	55	49	217
Jersey City ¹	Whitney M. Young Jr. #15	2003-2004	70	83	67	65	285
		2004-2005	62	73	79	79	293
		2005-2006	56	62	78	73	269
	Rev. Dr. Ercel F. Webb #22	2003-2004	67	60	64	64	255
		2004-2005	70	82	59	67	278
		2005-2006	47	72	60	45	224
	Public School #34	2003-2004	74	75	68	72	289
		2004-2005	67	87	72	76	302
		2005-2006	101	70	80	82	333
	Public School #41	2003-2004	51	61	46	68	226
		2004-2005	39	57	42	43	181
		2005-2006	47	38	41	41	167
	Joseph C. Caruso	2003-2004	--	--	--	140	140
		2004-2005	--	--	--	117	117
		2005-2006	--	--	--	117	117
Keansburg	Port Monmouth Rd. School	2003-2004	139	134	123	--	396
		2004-2005	140	118	129	--	387
		2005-2006	133	134	119	--	386
	LEAP Academy	2003-2004	50	46	51	47	194
		2004-2005	53	54	54	54	215
		2005-2006	56	53	53	54	216
LEAP Academy	School #1	2003-2004	--	--	--	118	118
		2004-2005	--	--	--	105	105
		2005-2006	--	--	--	102	102

EXHIBIT A-1
K-3 ENROLLMENT OF NEW JERSEY
READING FIRST SCHOOLS (CONTINUED)

DISTRICT	SCHOOL	ENROLLMENT					TOTAL # OF K-3 STUDENTS
		YEAR	K	GRADE 1	GRADE 2	GRADE 3	
Linden	School #2	2003-2004	44	34	44	39	161
		2004-2005	45	46	39	47	177
		2005-2006	56	52	40	41	189
	School #4	2003-2004	83	105	72	72	332
		2004-2005	87	85	93	64	329
		2005-2006	77	94	88	96	355
	School #5	2003-2004	94	96	96	--	286
		2004-2005	93	84	92	--	269
		2005-2006	96	101	80	--	277
	School #6	2003-2004	43	53	48	48	192
		2004-2005	48	52	54	54	208
		2005-2006	57	50	51	49	207
Lord Stirling	2003-2004	59	84	78	82	303	
	2004-2005	--	77	93	83	253	
	2005-2006	111	95	86	81	373	
New Brunswick ¹	Paul Robeson	2003-2004	71	60	67	37	235
		2004-2005	146	68	59	63	336
		2005-2006	82	68	67	61	278
	A. Chester Redshaw School	2003-2004	125	121	105	103	454
		2004-2005	104	104	93	97	398
		2005-2006	76	79	65	73	293
	Washington #2	2003-2004	81	80	70	16	247
		2004-2005	83	94	73	--	250
		2005-2006	77	80	85	--	242
Passaic City ¹	Martin Luther King, Jr. #6	2003-2004	102	108	110	103	423
		2004-2005	219	119	116	102	556
		2005-2006	186	125	113	110	534
	Grant #7	2003-2004	75	93	90	--	258
		2004-2005	99	82	78	--	259
		2005-2006	98	94	83	1	276
	Pulaski #8	2003-2004	137	139	71	71	418
		2004-2005	110	129	120	65	424
		2005-2006	127	116	110	79	432
	Etta Gero #9	2003-2004	--	--	30	91	121
		2004-2005	--	--	--	91	91
		2005-2006	--	--	--	102	102
	Roosevelt #10	2003-2004	129	128	128	126	511
		2004-2005	127	139	131	107	504
		2005-2006	211	137	131	132	611
	William B. Cruise #11	2003-2004	109	215	195	230	749
2004-2005		--	231	180	243	654	
2005-2006		--	205	194	225	624	
School #15 (Capuana)	2003-2004	221	--	--	--	221	
	2004-2005	228	--	--	--	228	
	2005-2006	193	--	--	--	193	
School #16	2003-2004	124	--	--	--	124	
	2004-2005	119	--	--	--	119	
	2005-2006	111	--	--	--	111	

EXHIBIT A-1
K-3 ENROLLMENT OF NEW JERSEY
READING FIRST SCHOOLS (CONTINUED)

DISTRICT	SCHOOL	ENROLLMENT					TOTAL # OF K-3 STUDENTS
		YEAR	K	GRADE 1	GRADE 2	GRADE 3	
Pleasantville ¹	North Main Street School	2003-2004	50	41	32	33	156
		2004-2005	37	47	42	30	156
		2005-2006	48	42	48	33	171
Salem City ¹	John Fenwick Elementary	2003-2004	104	94	96	78	372
		2004-2005	99	113	84	--	296
		2005-2006	97	94	99	--	290
	John Fenwick Elementary	2003-2004	104	94	96	78	372
		2004-2005	99	113	84	--	296
		2005-2006	97	94	99	--	290
Trenton ¹	Columbus School	2003-2004	10	20	15	19	64
		2004-2005	19	8	17	19	63
		2005-2006	14	18	10	19	61
	Grant School	2003-2004	68	50	53	83	254
		2004-2005	59	43	50	60	212
		2005-2006	53	45	49	53	200
	Jefferson School	2003-2004	52	51	49	51	203
		2004-2005	85	60	50	59	254
		2005-2006	57	51	34	33	175
	Monument School	2003-2004	57	42	41	47	187
		2004-2005	46	52	38	33	169
		2005-2006	39	57	50	40	186
	Stokes Elementary	2003-2004	69	51	42	44	206
		2004-2005	61	74	50	40	225
		2005-2006	68	59	63	43	233
Edison School	2003-2004	161	155	118	140	574	
	2004-2005	164	148	146	125	583	
	2005-2006	184	157	138	143	622	
Washington School	2003-2004	41	86	94	96	317	
	2004-2005	37	95	88	87	307	
	2005-2006	45	82	96	90	313	
Union City ¹	Robert Waters School	2003-2004	106	147	133	123	509
		2004-2005	105	151	142	121	519
		2005-2006	113	147	151	127	538
	Sara M. Gilmore School	2003-2004	60	58	50	53	221
		2004-2005	60	58	55	44	217
		2005-2006	67	66	53	52	238
Veteran's Memorial School	2003-2004	43	76	66	82	267	
	2004-2005	42	80	75	57	254	
	2005-2006	42	69	67	67	245	

EXHIBIT A-1
K-3 ENROLLMENT OF NEW JERSEY
READING FIRST SCHOOLS (CONTINUED)

DISTRICT	SCHOOL	ENROLLMENT					TOTAL # OF K-3 STUDENTS
		YEAR	K	GRADE 1	GRADE 2	GRADE 3	
West New York Township	Harry L. Bain	2003-2004	81	106	114	81	382
		2004-2005	112	87	107	107	413
		2005-2006	91	105	76	99	371
	School #2	2003-2004	106	53	66	66	291
		2004-2005	77	66	66	61	270
		2005-2006	57	61	65	67	250
	School #5	2003-2004	83	113	109	93	398
		2004-2005	117	99	85	102	403
		2005-2006	98	107	89	81	375
	School #4	2003-2004	82	64	49	77	272
		2004-2005	91	64	59	43	257
		2005-2006	68	77	66	54	265
	Glenwood Elementary	2003-2004	66	58	59	57	240
		2004-2005	69	53	51	56	229
		2005-2006	72	60	52	45	229
Wildwood City	Glenwood Elementary	2003-2004	66	58	59	57	240
		2004-2005	69	53	51	56	229
		2005-2006	72	60	52	45	229
TOTAL NJ READING FIRST STUDENTS	2003-2004	6,131	6,228	5,689	5,831	23,879	
	2004-2005	6,103	6,327	5,832	5,504	23,766	
	2005-2006	5,917	6,100	5,807	5,459	23,283	
NEW JERSEY STATE TOTALS	2003-2004	93,199	99,969	98,078	98,078	391,334	
	2004-2005	93,233	101,122	98,960	98,960	392,236	
	2005-2006	92,665	100,541	98,798	98,798	390,393	

Source: New Jersey School Report Cards, 2003-2004, 2004-2005, 2005-2006

¹ Indicates Abbott Districts.

EXHIBIT A-2
FINANCIAL CHARACTERISTICS OF DISTRICTS PARTICIPATING
IN NEW JERSEY READING FIRST

DISTRICT	YEAR	DOLLARS SPENT PER STUDENT	DOLLARS SPENT ON GENERAL SUPPLIES/TEXTBOOKS PER STUDENT	MEDIAN FACULTY SALARY
Atlantic City	2003-2004	\$11,851	\$309	\$53,987
	2004-2005	\$13,362	\$359	\$57,575
	2005-2006	\$14,326	\$436	\$60,077
Carteret	2003-2004	\$9,932	\$235	\$51,146
	2004-2005	\$10,353	\$210	\$47,460
	2005-2006	\$10,346	\$211	\$48,731
City of Orange ¹	2003-2004	\$13,251	\$483	\$45,795
	2004-2005	\$14,952	\$619	\$46,232
	2005-2006	\$15,210	\$605	\$45,415
East Orange ¹	2003-2004	\$12,870	\$464	\$69,550
	2004-2005	\$14,615	\$321	\$68,800
	2005-2006	\$15,184	\$261	\$73,878
Egg Harbor City	2003-2004	\$12,124	\$329	\$39,272
	2004-2005	\$13,661	\$326	\$40,537
	2005-2006	\$14,334	\$273	\$42,600
Elizabeth ¹	2003-2004	\$12,976	\$349	\$45,431
	2004-2005	\$14,260	\$383	\$47,291
	2005-2006	\$14,881	\$363	\$49,848
Englewood	2003-2004	\$16,308	\$340	\$54,108
	2004-2005	\$16,618	\$309	\$57,580
	2005-2006	\$17,470	\$308	\$51,226
Hackensack	2003-2004	\$12,238	\$214	\$64,013
	2004-2005	\$13,055	\$205	\$69,308
	2005-2006	\$13,566	\$198	\$70,591
Hoboken ¹	2003-2004	\$13,984	\$463	\$75,643
	2004-2005	\$14,498	\$501	\$77,320
	2005-2006	\$15,930	\$580	\$79,659
Jackson Township	2003-2004	\$10,090	\$202	\$43,685
	2004-2005	\$10,401	\$226	\$44,975
	2005-2006	\$10,758	\$258	\$44,415
Jersey City ¹	2003-2004	\$13,808	\$1,062	\$44,290
	2004-2005	\$14,218	\$799	\$44,420
	2005-2006	\$15,393	\$676	\$48,650
Keansburg	2003-2004	\$15,253	\$428	\$41,620
	2004-2005	\$18,228	\$475	\$42,810
	2005-2006	\$19,371	\$570	\$44,250
LEAP Academy	2003-2004	\$12,136	\$511	\$41,001
	2004-2005	\$11,313	\$545	\$38,737
	2005-2006	\$11,432	\$498	\$38,000
Linden	2003-2004	\$10,057	\$227	\$51,238
	2004-2005	\$12,168	\$257	\$48,021
	2005-2006	\$13,412	\$253	\$51,032
New Brunswick ¹	2003-2004	\$14,533	\$269	\$54,585
	2004-2005	\$15,283	\$254	\$55,153
	2005-2006	\$15,766	\$231	\$62,881
Passaic City ¹	2003-2004	\$14,225	\$342	\$58,070
	2004-2005	\$14,732	\$360	\$51,970
	2005-2006	\$15,501	\$373	\$51,560
Pleasantville ¹	2003-2004	\$14,000	\$414	\$41,392
	2004-2005	\$14,828	\$632	\$41,073
	2005-2006	\$15,112	\$491	\$44,548
Salem City ¹	2003-2004	\$10,665	\$241	\$42,469
	2004-2005	\$13,927	\$314	\$43,825
	2005-2006	\$14,919	\$466	\$43,425

EXHIBIT A-2
FINANCIAL CHARACTERISTICS OF DISTRICTS PARTICIPATING
IN NEW JERSEY READING FIRST (CONTINUED)

DISTRICT	YEAR	DOLLARS SPENT PER STUDENT	DOLLARS SPENT ON GENERAL SUPPLIES/TEXTBOOKS PER STUDENT	MEDIAN FACULTY SALARY
Trenton ¹	2003-2004	\$13,803	\$351	\$67,090
	2004-2005	\$14,483	\$373	\$66,790
	2005-2006	\$14,382	\$359	\$71,894
Union City ¹	2003-2004	\$13,724	\$529	\$45,885
	2004-2005	\$14,258	\$479	\$49,783
	2005-2006	\$14,556	\$469	\$51,348
West New York Township ¹	2003-2004	\$11,942	\$317	\$53,402
	2004-2005	\$13,335	\$328	\$54,207
	2005-2006	\$14,242	\$258	\$56,286
Wildwood City	2003-2004	\$13,986	\$333	\$56,241
	2004-2005	\$16,648	\$262	\$56,241
	2005-2006	\$16,588	\$780	\$61,066
AVERAGE FOR RF SCHOOLS	2003-2004	12,898	382	51,814
	2004-2005	14,054	388	52,278
	2005-2006	14,667	405	54,154
NEW JERSEY STATE AVERAGE	2003-2004	12,221	271	51,809
	2004-2005	13,816	290	52,563
	2005-2006	13,169	283	53,871

Source: New Jersey School Report Cards, 2003-2004, 2004-2005, 2005-2006

¹Indicates Abbott Districts.

EXHIBIT A-3
DEMOGRAPHIC CHARACTERISTICS OF SCHOOLS
PARTICIPATING IN NEW JERSEY READING FIRST

DISTRICT	SCHOOL	YEAR	ENROLLMENT					
			STUDENT MOBILITY RATE	STUDENT ATTENDANCE RATES				
				K	GRADE 1	GRADE 2	GRADE 3	K-3 AVERAGE
Atlantic	Indiana Avenue/N.Y. Avenue	2003-2004	0	93.1	92.1	93.9	93.6	93.1
		2004-2005	26.2	91.6	94.1	93.9	94.9	93.6
		2005-2006	24.2	93.7	92.5	94.9	95.3	94.1
	New Jersey Avenue	2003-2004	18.6	94.4	94.3	95.3	94.7	94.7
		2004-2005	26.5	92.9	93.1	94.1	94.8	93.7
		2005-2006	34.5	92.3	93	94.6	93.3	93.3
	Texas Avenue	2003-2004	32.3	94.3	95.5	96.2	95.9	95.5
		2004-2005	34	93.8	94.9	96.4	95.7	95.2
		2005-2006	37.7	95.2	95.6	95.8	96	95.7
	Uptown Complex	2003-2004	11.5	93.8	94.9	95	94.1	94.5
		2004-2005	18.1	92.2	94.5	96	95.7	94.6
		2005-2006	20.4	94.4	93.9	95.1	95.5	94.7
	Dr. Martin Luther King Jr., School Complex	2003-2004	14.8	93.3	94.6	95	94.9	94.5
		2004-2005	21.1	94	93.3	94.4	94.8	94.1
		2005-2006	22.8	95.4	95.3	97.3	96.4	96.1
Sovereign Avenue	2003-2004	18.2	94.3	95.1	95.9	96.2	95.4	
	2004-2005	29.1	93.8	94.7	95.2	96.3	95.0	
	2005-2006	34.2	94.3	94.3	95.3	95.5	94.9	
Carteret	Columbus School	2003-2004	29.6	91.6	93.1	93.8	93.2	92.9
		2004-2005	27.2	92	93.4	93.3	95.2	93.5
		2005-2006	19.2	92.6	93.9	94.7	94.5	93.9
	Nathan Hale School	2003-2004	26.5	91.5	94.6	93.8	94.8	93.7
		2004-2005	25.4	93.7	94.2	95.5	95	94.6
		2005-2006	18.6	94.1	95	94.9	95.4	94.9
City of Orange ¹	Lincoln Avenue	2003-2004	61.9	95.6	96.6	96.1	96.7	96.3
		2004-2005	49.5	94.2	78.3	96.2	97.2	91.5
		2005-2006	31.2	96.4	96.1	96.4	96.1	96.3
	Forest Street School	2003-2004	63.5	92.7	94.4	92.7	93.4	93.3
		2004-2005	27.6	92.7	92.4	92.4	94.3	93.0
		2005-2006	36.5	91.5	91.5	91.7	93.5	92.1
East Orange ¹	Ecole Toussaint Louverture	2003-2004	19.3	93.5	97.4	94.7	96.6	95.6
		2004-2005	28.2	95.5	96	97	96.7	96.3
		2005-2006	25.3	93	94.6	95.6	94.6	94.5
	George Washington Carver Institute	2003-2004	38.4	91.7	92.5	93.9	94.5	93.2
		2004-2005	34.3	91.6	91.8	90.9	94	92.1
		2005-2006	31.4	90.2	93.9	93.2	94.4	92.9
	Langston Hughes	2003-2004	31.3	98.2	99.1	99.1	99.1	98.9
		2004-2005	26.6	97.9	98.6	99.1	99.3	98.7
		2005-2006	26.7	96.8	99	98.9	99.2	98.5
	Mildred Barry-Garvin Elementary School	2003-2004	19.2	91.3	93.1	92.7	93.9	92.8
2004-2005		16	91.2	92.6	93.8	91	92.2	
2005-2006		32.7	90.6	92.3	91.6	92.9	91.9	
Egg Harbor	Charles L. Spragg	2003-2004	21.2	90.3	92.7	93	94.5	92.6
		2004-2005	24.3	91.4	93.1	94.3	94.4	93.3
		2005-2006	17.7	92.4	94.6	93	94.6	93.7

**EXHIBIT A-3
DEMOGRAPHIC CHARACTERISTICS OF SCHOOLS
PARTICIPATING IN NEW JERSEY READING FIRST (CONTINUED)**

DISTRICT	SCHOOL	YEAR	ENROLLMENT					
			STUDENT MOBILITY RATE	STUDENT ATTENDANCE RATES				
				K	GRADE 1	GRADE 2	GRADE 3	K-3 AVERAGE
Elizabeth ¹	Benjamin Franklin School #13	2003-2004	29.4	91.2	93	93.1	92.8	92.5
		2004-2005	19.3	91.2	92.7	94.1	93.5	92.9
		2005-2006	38.8	92.4	93.8	94.6	94.5	93.8
	Charles J. Hudson School #25	2003-2004	33.1	93	94	94.1	95.8	94.2
		2004-2005	26.9	91.3	95.1	95	95.9	94.3
		2005-2006	33.7	93.1	95.4	96.1	95.2	95.0
	George Washington School #1	2003-2004	30.4	89.6	91.8	91.9	92.8	91.5
		2004-2005	29.8	90.2	90.6	93.3	93	91.8
		2005-2006	38.3	89.3	91.7	92.9	93.3	91.8
	Nicholas Murray Butler School	2003-2004	29.1	90	91.9	92.4	93.7	92.0
		2004-2005	23.8	92	92.5	93.1	93.7	92.8
		2005-2006	29	91.8	94	93.5	94.3	93.4
	Peterstown School #3	2003-2004	35.3	91.9	92.6	92.7	94.2	92.9
		2004-2005	26.5	89.9	92.1	93.4	93.1	92.1
		2005-2006	33.3	91.3	93.2	94.2	94.6	93.3
	Theodore Roosevelt School #17	2003-2004	27.3	89.4	93.2	91.7	92.7	91.8
		2004-2005	25.7	89.7	91.3	93.2	91.3	91.4
		2005-2006	28.2	90.9	91.9	93.6	93.9	92.6
	Winfield Scott School #2	2003-2004	31.9	88.6	91.5	92.6	92.6	91.3
		2004-2005	45.5	88.5	90.3	92.6	91.3	90.7
		2005-2006	39.2	90	90.4	93.1	92.8	91.6
Abraham Lincoln School #14	2003-2004	23.4	90.5	92.5	94.1	94.3	92.9	
	2004-2005	24.5	91.5	93.5	93.2	94.3	93.1	
	2005-2006	24.8	92.6	94	94.4	94.3	93.8	
Marquis DeLafayette #6	2003-2004	30.1	90.9	92.4	93.5	93.3	92.5	
	2004-2005	27.5	89.9	93.1	93.2	93.9	92.5	
	2005-2006	29	91	92.6	92.9	93.9	92.6	
Englewood	Cleveland Elementary	2003-2004	21.1	--	93.7	94.9	95.1	94.6
		2004-2005	14.9	--	94.6	95.1	95.9	95.2
		2005-2006	20.4	--	94.7	95.6	95.1	95.1
	D.A. Quarles Elementary	2003-2004	20.3	94	92.8	--	--	93.4
		2004-2005	21.1	93.7	94.5	--	--	94.1
	2005-2006	15.8	92.5	94.3	--	--	93.4	
Lincoln Elementary	2003-2004	18.7	--	--	95.7	95	95.4	
	2004-2005	18.9	--	--	95.1	95.1	95.1	
	2005-2006	14	--	96.1	95.2	94.9	95.4	
Hackensack	Fairmount Elementary School	2003-2004	22.7	94.6	95.5	96.2	96	95.6
		2004-2005	13.4	94.4	95.2	95.4	95.8	95.2
		2005-2006	39.6	94.5	95.6	96.4	96.3	95.7
	Hillers Avenue School	2003-2004	22.7	94.6	95.6	96.5	96.1	95.7
		2004-2005	17.5	94.5	95.4	96.3	96.9	95.8
		2005-2006	45.1	93.7	95.7	96.3	96.3	95.5
	Jackson Avenue School	2003-2004	26	95.7	96.2	96.7	96.7	96.3
		2004-2005	22.6	95.4	96.4	96.5	97	96.3
		2005-2006	17.2	95.3	96.4	96.4	96.5	96.2
	Parker Elementary School	2003-2004	24.3	95.2	95.6	96.1	96.3	95.8
		2004-2005	17.2	95.6	95.4	95.5	96.6	95.8
		2005-2006	39.3	94.2	95.7	97.4	96.6	96.0

EXHIBIT A-3
DEMOGRAPHIC CHARACTERISTICS OF SCHOOLS
PARTICIPATING IN NEW JERSEY READING FIRST (CONTINUED)

DISTRICT	SCHOOL	YEAR	ENROLLMENT					
			STUDENT MOBILITY RATE	STUDENT ATTENDANCE RATES				
				K	GRADE 1	GRADE 2	GRADE 3	K-3 AVERAGE
Hoboken ¹	Calabro Elementary School	2003-2004	7.4	91.9	92.3	92.7	92	92.2
		2004-2005	13	91.9	94	93.6	93.2	93.2
		2005-2006	7.2	90	93.5	94.4	94.7	93.2
	Connors Elementary School	2003-2004	15.9	90.9	92.4	93.3	94.6	92.8
		2004-2005	18.4	91.2	93.6	93.1	94.4	93.1
		2005-2006	6.8	89.3	92.8	93.4	93.8	92.3
	Wallace	2003-2004	11	90.2	92.7	93.9	94.6	92.9
		2004-2005	17.4	91.1	93.9	92.7	94.4	93.0
		2005-2006	11.6	90.8	94.7	94.8	94.4	93.7
Jackson Township	Switlik Elementary School	2003-2004	8.4	94.9	94.2	95.6	95.7	95.1
		2004-2005	18.7	95.4	95.1	94.6	95.6	95.2
		2005-2006	19.5	94.3	95.6	95.1	95.4	95.1
	Crawford-Rodriguez Elementary School	2003-2004	12.3	94.9	95.1	95.2	95.6	95.2
		2004-2005	8.1	93.6	95	94.7	95	94.6
		2005-2006	10.8	94.3	95	95.4	95.7	95.1
	Sylvia Rosenauer School	2003-2004	10.6	95.1	95	95.8	96.4	95.6
		2004-2005	9.5	94.9	94.7	95.7	95.7	95.3
		2005-2006	8	95.1	95.3	95.2	96.5	95.5
Jersey City ¹	Ollie E. Cullbreth, Jr. #14	2003-2004	23.1	92.6	92.9	93.8	95.1	93.6
		2004-2005	22	92.1	93.2	94.4	93.7	93.4
		2005-2006	20.1	93.5	94.2	94.1	94.2	94.0
	Whitney M. Young Jr. #15	2003-2004	21.2	92.2	93.7	93.8	94.6	93.6
		2004-2005	23.5	93.2	92.5	94.4	94.1	93.6
		2005-2006	17.4	91.7	93.8	93.9	94.8	93.6
	Rev. Dr. Ercel F. Webb #22	2003-2004	22.7	92	92.8	92.9	93.5	92.8
		2004-2005	17.3	91.8	91.8	94.4	93.8	93.0
		2005-2006	20.3	94.6	92.7	93.1	94.3	93.7
	Public School #34	2003-2004	18.9	94	94.6	94.7	95.2	94.6
		2004-2005	19.1	93.7	93.8	93.8	93.4	93.7
		2005-2006	19.5	93.3	93.7	94.2	93.6	93.7
	Public School #41	2003-2004	15.9	91.6	92.9	94	94.6	93.3
		2004-2005	17.1	91.9	92.8	92.9	93.4	92.8
		2005-2006	18.1	90.8	94.6	93.9	92.9	93.1
Keansburg	Joseph C. Caruso	2003-2004	15.3	--	--	--	94.5	94.5
		2004-2005	15.2	--	--	--	94.8	94.8
		2005-2006	29.2	--	--	--	94.5	94.5
	Port Monmouth Rd. School	2003-2004	19	92.5	94.2	95.1	--	93.9
		2004-2005	23.8	92	94.2	94	--	93.4
		2005-2006	21.8	92.2	93.6	94.6	--	93.5
LEAP Academy	LEAP Academy	2003-2004	27.9	94.5	96	96	95	95.4
		2004-2005	14.5	96.2	95.3	96.1	94.3	95.5
		2005-2006	11	95.7	96.2	96.3	96.3	96.1
Linden	School #1	2003-2004	22.2	--	--	--	95.4	95.4
		2004-2005	14.8	--	--	--	95.4	95.4
		2005-2006	18	--	--	--	95.3	95.3
	School #2	2003-2004	28.8	91.6	94.8	93.7	94.5	93.7
		2004-2005	21.8	93.1	93.7	94	94	93.7
		2005-2006	26.1	92.5	94.5	94.9	95.5	94.4

**EXHIBIT A-3
DEMOGRAPHIC CHARACTERISTICS OF SCHOOLS
PARTICIPATING IN NEW JERSEY READING FIRST (CONTINUED)**

DISTRICT	SCHOOL	YEAR	ENROLLMENT					
			STUDENT MOBILITY RATE	STUDENT ATTENDANCE RATES				
				K	GRADE 1	GRADE 2	GRADE 3	K-3 AVERAGE
Linden (Continued)	School #4	2003-2004	33.2	93.6	94.8	95.7	94.7	94.7
		2004-2005	26.5	93.5	93.8	95.1	95.2	94.4
		2005-2006	26	93.5	94.7	94.4	95.1	94.4
	School #5	2003-2004	23.7	94.8	96.1	96.2	--	95.7
		2004-2005	18.6	95.4	95.1	96.1	--	95.5
		2005-2006	24.9	94.2	96.1	95.8	--	95.4
	School #6	2003-2004	24.5	94.7	94.7	95.8	95.7	95.2
		2004-2005	16.4	92	95.2	95.4	95.8	94.6
		2005-2006	16.7	93.6	93.8	95	96	94.6
New Brunswick ¹	Lord Stirling	2003-2004	21.9	90.7	93.5	95.7	94.5	93.6
		2004-2005	19.1	--	94	94.8	95.4	94.7
		2005-2006	18.1	93.2	94.9	95.5	95.9	94.9
	Paul Robeson	2003-2004	21.3	91.9	95.3	94.8	96	94.5
		2004-2005	19.1	--	94	94.8	95.4	94.7
		2005-2006	23.1	90.6	93.7	95.5	97	94.2
	A. Chester Redshaw School	2003-2004	20.6	93.7	95.2	96	96.6	95.4
		2004-2005	21.8	93.6	94.8	95.3	95.3	94.8
		2005-2006	22.4	92.7	94.8	94.8	95.7	94.5
Passaic City ¹	Washington #2	2003-2004	11.3	95.2	98.4	96.6	98.3	97.1
		2004-2005	11.6	95.1	96.9	96.2	--	96.1
		2005-2006	11.6	89.9	93	93.2	--	92.0
	Martin Luther King, Jr. #6	2003-2004	13.7	92.3	96	96.2	95.9	95.1
		2004-2005	12.8	91.8	93.7	95.1	93.9	93.6
		2005-2006	16.3	88.3	91.7	93.6	95	92.2
	Grant #7	2003-2004	15.5	93	94.8	95.9	--	94.6
		2004-2005	15.4	88.9	93.2	94.9	--	92.3
		2005-2006	14.1	90.4	92.6	93.1	--	92.0
	Pulaski #8	2003-2004	9.5	95.6	96.9	97.4	98.1	97.0
		2004-2005	18.7	92.6	93.8	95	95.5	94.2
		2005-2006	11.1	92.4	94	94.6	95.2	94.1
	Etta Gero #9	2003-2004	13.6	--	--	96.6	96.8	96.7
		2004-2005	13.5	--	--	--	94.9	94.9
		2005-2006	12	--	--	--	95.5	95.5
	Roosevelt #10	2003-2004	15.1	94.8	96.7	96.8	97.5	96.5
		2004-2005	19	93.5	94.2	95.1	95.7	94.6
		2005-2006	13.1	94.9	94	94.4	95.3	94.7
William B. Cruise #11	2003-2004	12.9	97.1	94.6	96	95.9	95.9	
	2004-2005	13.8	--	94.7	94.8	95.4	95.0	
	2005-2006	14.8	--	94.3	94.9	94.5	94.6	
School #15 (Capuana)	2003-2004	13.1	95.4	--	--	--	95.4	
	2004-2005	19.3	94.9	--	--	--	94.9	
	2005-2006	13.5	93.7	--	--	--	93.7	
School #16	2003-2004	22	93	--	--	--	93.0	
	2004-2005	16	92.9	--	--	--	92.9	
	2005-2006	14.4	93.9	--	--	--	93.9	

EXHIBIT A-3
DEMOGRAPHIC CHARACTERISTICS OF SCHOOLS
PARTICIPATING IN NEW JERSEY READING FIRST (CONTINUED)

DISTRICT	SCHOOL	YEAR	ENROLLMENT					
			STUDENT MOBILITY RATE	STUDENT ATTENDANCE RATES				
				K	GRADE 1	GRADE 2	GRADE 3	K-3 AVERAGE
Pleasantville ¹	North Main Street School	2003-2004	11.2	94.6	94.9	95.2	96.3	95.3
		2004-2005	32	93.4	95.3	97.1	95.7	95.4
		2005-2006	5.7	93.6	95	94.6	95.2	94.6
Salem City ¹	John Fenwick Elementary	2003-2004	20	93.1	92.6	92.1	95.1	93.2
		2004-2005	23.2	92	92.7	94.3	--	93.0
		2005-2006	12.6	93.5	94.9	95.1	--	94.5
	Salem City Middle School	2003-2004	17.5	--	--	--	--	--
		2004-2005	21.3	--	--	--	93.7	93.7
		2005-2006	37.5	--	--	--	94.6	94.6
Trenton ¹	Columbus School	2003-2004	10.1	96.9	94.7	94.3	96.5	95.6
		2004-2005	10.7	93.6	93.1	94.8	94.6	94.0
		2005-2006	3	93.9	97.4	95.7	96.7	95.9
	Grant School	2003-2004	14.4	92.3	93.7	94.7	93.9	93.7
		2004-2005	18.6	90.9	91.7	92.5	91.8	91.7
		2005-2006	2.8	89.5	94.5	92.6	94.7	92.8
	Jefferson School	2003-2004	23.1	92.2	92.5	92.7	93.4	92.7
		2004-2005	10	91.2	92.5	91.1	92.1	91.7
		2005-2006	10.9	88.2	90.7	87.9	89.8	89.2
	Monument School	2003-2004	17.2	92.2	93.9	93.5	93.8	93.4
		2004-2005	17.3	93.6	93.3	94.3	94.5	93.9
		2005-2006	2.8	91.4	92.9	92.3	93.1	92.4
	Stokes Elementary	2003-2004	10.2	89.7	92.2	91.3	93.9	91.8
		2004-2005	17.2	89.9	91.7	92.6	91.1	91.3
		2005-2006	4.1	89.9	91.7	93.7	93.9	92.3
Union City ¹	Edison School	2003-2004	18.1	94.3	96.2	96.3	96.1	95.7
		2004-2005	33.8	94.2	95.1	95.8	95.5	95.2
		2005-2006	6.7	94.1	94.9	95.8	96	95.2
	Washington School	2003-2004	14.2	95.1	95.9	96.2	96.4	95.9
		2004-2005	0	94.9	96	96.1	96.5	95.9
		2005-2006	4.6	95.3	95.4	95.7	96.4	95.7
	Robert Waters School	2003-2004	13.6	93.7	95	95.8	95.8	95.1
		2004-2005	20.4	94.2	94.9	95.1	95.3	94.9
		2005-2006	3.3	94.6	95.5	95.7	96.4	95.6
	Sara M. Gilmore School	2003-2004	23.6	94.4	94.8	94.9	96.4	95.1
		2004-2005	34.5	94.7	95.8	95.8	95.8	95.5
		2005-2006	4.9	95.2	95.1	96.8	96.5	95.9
	Veteran's Memorial School	2003-2004	13.1	94.5	95.4	96	95.8	95.4
		2004-2005	30.3	93.8	94.7	95.3	97	95.2
		2005-2006	4.5	94.9	94.2	95.5	95.4	95.0

EXHIBIT A-3
DEMOGRAPHIC CHARACTERISTICS OF SCHOOLS
PARTICIPATING IN NEW JERSEY READING FIRST (CONTINUED)

DISTRICT	SCHOOL	YEAR	ENROLLMENT					
			STUDENT MOBILITY RATE	STUDENT ATTENDANCE RATES				
				K	GRADE 1	GRADE 2	GRADE 3	K-3 AVERAGE
West New York Township ¹	Harry L. Bain	2003-2004	26.1	96.7	97.6	96.7	97	97.0
		2004-2005	27.2	95.7	97.3	96.5	97.1	96.7
		2005-2006	18.1	96.4	97.4	97.1	96.5	96.9
	School #2	2003-2004	26.1	96.7	97.6	96.7	97	97.0
		2004-2005	35.3	94.5	94.8	96.4	96.5	95.6
		2005-2006	9.5	94.5	96.7	96.6	97.7	96.4
	School #5	2003-2004	33.8	96.2	96.2	98	97	96.9
		2004-2005	30	95.9	96.2	96.9	97.3	96.6
		2005-2006	17.5	95	96.3	96.8	96.5	96.2
	School #4	2003-2004	41.7	95.4	96.4	96.4	96.9	96.3
		2004-2005	34	94.7	95.6	96.1	95.1	95.4
		2005-2006	15.2	94.3	96.1	96.6	96	95.8
Wildwood City	Glenwood Elementary	2003-2004	38.4	92.9	93.5	93.8	93.6	93.5
		2004-2005	35.8	92	94.5	94.7	94	93.8
		2005-2006	39.6	91.6	92.7	94.7	94	93.3
TOTAL NJ READING FIRST STUDENTS		2003-2004	22.0	93.3	94.5	94.8	95.2	94.5
		2004-2005	22.0	92.9	93.7	94.7	94.8	94.1
		2005-2006	20.2	93.9	94.3	94.8	95.1	94.3
NEW JERSEY STATE TOTAL		2003-2004	12.8	94.4	95.4	95.7	95.1	95.2
		2004-2005	12.3	94.3	95.2	95.6	95.8	95.2
		2005-2006	11.9	94.5	95.3	95.7	95.9	95.4

Source: New Jersey School Report Cards, 2003-2004, 2004-2005, 2005-2006

¹ Indicates Abbott Districts.

EXHIBIT A-4
ACADEMIC CREDENTIALS OF NEW JERSEY
READING FIRST PERSONNEL

DISTRICT	SCHOOL	YEAR	FACULTY AND ADMINSTRATOR CREDENTIALS		
			PERCENT WITH BACHELOR'S	PERCENT WITH MASTERS	PERCENT WITH DOCTORATE (Ph.D./Ed.D.)
Atlantic	Indiana Avenue/N.Y. Avenue	2003-2004	63.2	36.8	0
		2004-2005	56.9	43.1	0
		2005-2006	60	38.3	1.7
	New Jersey Avenue	2003-2004	73	25.4	1.6
		2004-2005	70.4	27.8	1.9
		2005-2006	67.9	30.2	1.9
	Texas Avenue	2003-2004	73.5	26.5	0
		2004-2005	64.6	35.4	0
		2005-2006	59.6	38.5	1.9
	Uptown Complex	2003-2004	73.3	26.7	0
		2004-2005	66.2	33.8	0
		2005-2006	62.9	37.1	0
	Dr. Martin Luther King Jr., School Complex	2003-2004	81.5	16.9	1.5
		2004-2005	69.8	28.6	1.6
		2005-2006	56.3	42.2	1.6
	Sovereign Avenue	2003-2004	78.3	21.7	0
		2004-2005	67.6	32.4	0
		2005-2006	61	39	0

EXHIBIT A-4
ACADEMIC CREDENTIALS OF NEW JERSEY
READING FIRST PERSONNEL (CONTINUED)

DISTRICT	SCHOOL	YEAR	FACULTY AND ADMINSTRATOR CREDENTIALS		
			PERCENT WITH BACHELOR'S	PERCENT WITH MASTERS	PERCENT WITH DOCTORATE (Ph.D./Ed.D.)
Carteret	Columbus School	2003-2004	79.3	20.7	0
		2004-2005	74.1	25.9	0
		2005-2006	78.6	21.4	0
	Nathan Hale School	2003-2004	75.7	24.3	0
		2004-2005	78.4	21.6	0
		2005-2006	77.5	22.5	0
City of Orange ¹	Lincoln Avenue	2003-2004	63.2	35.1	1.8
		2004-2005	59.3	40.7	0
		2005-2006	63.5	36.5	0
	Forest Street School	2003-2004	73.5	23.5	2.9
		2004-2005	62.1	34.5	3.4
		2005-2006	71.9	25	3.1
East Orange ¹	Ecole Toussaint Louverture	2003-2004	77.8	22.2	0
		2004-2005	77.1	22.9	0
		2005-2006	72.2	27.8	0
	George Washington Carver Institute	2003-2004	75.9	24.1	0
		2004-2005	75.9	24.1	0
		2005-2006	79.3	20.7	0
	Langston Hughes	2003-2004	74	26	0
		2004-2005	76.6	23.4	0
		2005-2006	73.5	26.5	0
	Mildred Barry-Garvin Elementary School	2003-2004	65.5	34.5	0
		2004-2005	70.4	29.6	0
		2005-2006	70.6	29.4	0
Egg Harbor	Charles L. Spragg	2003-2004	90.9	9.1	0
		2004-2005	82.9	17.1	0
		2005-2006	88.2	11.8	0
Elizabeth ¹	Benjamin Franklin School #13	2003-2004	90	10	0
		2004-2005	76.6	23.4	0
		2005-2006	75.5	22.4	2
	Charles J. Hudson School #25	2003-2004	77.2	19.3	3.5
		2004-2005	75	14.1	10.9
		2005-2006	78.6	12.5	8.9
	George Washington School #1	2003-2004	82.1	17.9	0
		2004-2005	79.7	20.3	0
		2005-2006	77.9	22.1	0
	Nicholas Murray Butler School	2003-2004	79	20	1
		2004-2005	54.8	34.6	10.6
		2005-2006	53.7	36.8	9.5
	Peterstown School #3	2003-2004	86.7	12	1.3
		2004-2005	80.3	19.7	0
		2005-2006	80.6	19.4	0
Theodore Roosevelt School #17	2003-2004	84.8	14.3	1	
	2004-2005	64.1	29.1	6.8	
	2005-2006	62.7	32.4	4.9	

EXHIBIT A-4
ACADEMIC CREDENTIALS OF NEW JERSEY
READING FIRST PERSONNEL (CONTINUED)

DISTRICT	SCHOOL	YEAR	FACULTY AND ADMINSTRATOR CREDENTIALS		
			PERCENT WITH BACHELOR'S	PERCENT WITH MASTERS	PERCENT WITH DOCTORATE (Ph.D./Ed.D.)
Elizabeth ¹	Winfield Scott School #2	2003-2004	68.3	31.7	0
		2004-2005	61.3	38.7	0
		2005-2006	66.1	33.9	0
	Abraham Lincoln School #14	2003-2004	57.7	42.3	0
		2004-2005	85.4	14.6	0
		2005-2006	62.9	37.1	0
	Marquis DeLafayette #6	2003-2004	63.1	35.9	1
		2004-2005	66.7	31	2.4
		2005-2006	80.5	16.4	3.1
Englewood	Cleveland Elementary	2003-2004	48.9	48.9	2.2
		2004-2005	35.7	59.5	4.8
		2005-2006	47.8	47.8	4.3
	D.A. Quarles Elementary	2003-2004	36.4	63.6	0
		2004-2005	43.6	53.8	2.6
		2005-2006	37.8	59.5	2.7
	Lincoln Elementary	2003-2004	36.8	57.9	5.3
		2004-2005	32.5	62.5	5
		2005-2006	44.9	53.1	2
Hackensack	Fairmount Elementary School	2003-2004	52.3	47.7	0
		2004-2005	47.8	52.2	0
		2005-2006	43.5	54.3	2.2
	Hillers Avenue School	2003-2004	53.5	46.5	0
		2004-2005	47.8	50	2.2
		2005-2006	48.8	48.8	2.4
	Jackson Avenue School	2003-2004	50	50	0
		2004-2005	50	50	0
		2005-2006	42.9	57.1	0
	Parker Elementary School	2003-2004	48.8	51.2	0
		2004-2005	45.5	54.5	0
		2005-2006	40	60	0
Hoboken ¹	Calabro Elementary School	2003-2004	66.7	33.3	0
		2004-2005	72.2	27.8	0
		2005-2006	71.4	28.6	0
	Connors Elementary School	2003-2004	62.9	37.1	0
		2004-2005	64.5	35.5	0
		2005-2006	68.8	28.1	3.1
	Wallace	2003-2004	61.5	36.9	1.5
		2004-2005	66	32	2
		2005-2006	67.3	30.9	1.8

EXHIBIT A-4
ACADEMIC CREDENTIALS OF NEW JERSEY
READING FIRST PERSONNEL (CONTINUED)

DISTRICT	SCHOOL	YEAR	FACULTY AND ADMINSTRATOR CREDENTIALS		
			PERCENT WITH BACHELOR'S	PERCENT WITH MASTERS	PERCENT WITH DOCTORATE (Ph.D./Ed.D.)
Jackson Township	Switlik Elementary School	2003-2004	72.9	27.1	0
		2004-2005	72.1	27.9	0
		2005-2006	75	25	0
	Crawford-Rodriguez Elementary School	2003-2004	63.9	33.3	2.8
		2004-2005	65.8	31.6	2.6
		2005-2006	69	28.2	2.8
	Sylvia Rosenauer School	2003-2004	75.6	24.4	0
		2004-2005	79.5	20.5	0
		2005-2006	79.5	20.5	0
Ollie E. Cullbreth, Jr. #14	2003-2004	56.9	43.1	0	
	2004-2005	55.8	44.2	0	
	2005-2006	50.7	49.3	0	
Jersey City ¹	Whitney M. Young Jr. #15	2003-2004	75.9	24.1	0
		2004-2005	67.2	32.8	0
		2005-2006	57.9	42.1	0
	Rev. Dr. Ercel F. Webb #22	2003-2004	64.3	35.7	0
		2004-2005	66.4	33.6	0
		2005-2006	60.2	38.7	1.1
	Public School #34	2003-2004	62.3	37.7	0
		2004-2005	65.3	34.7	0
		2005-2006	59.7	40.3	0
Public School #41	2003-2004	66.3	33.7	0	
	2004-2005	59.8	40.2	0	
	2005-2006	63.6	36.4	0	
Keansburg	Joseph C. Caruso	2003-2004	64.9	35.1	0
		2004-2005	66.7	33.3	0
		2005-2006	62.5	37.5	0
	Port Monmouth Rd. School	2003-2004	69.6	30.4	0
		2004-2005	73.9	26.1	0
		2005-2006	71.4	28.6	0
LEAP Academy	LEAP Academy	2003-2004	61.4	33.3	5.3
		2004-2005	64.5	33.9	1.6
		2005-2006	65.1	31.7	3.2
Linden	School #1	2003-2004	73.3	26.7	0
		2004-2005	60.6	39.4	0
		2005-2006	65	35	0
	School #2	2003-2004	23.8	76.2	0
		2004-2005	32	68	0
		2005-2006	42.3	57.7	0
	School #4	2003-2004	79.3	20.7	0
		2004-2005	62.9	37.1	0
		2005-2006	65.7	34.3	0
	School #5	2003-2004	39.1	60.9	0
		2004-2005	46.4	53.6	0
		2005-2006	55.2	44.8	0
	School #6	2003-2004	72.7	27.3	0
		2004-2005	44.8	55.2	0
		2005-2006	51.6	48.4	0

EXHIBIT A-4
ACADEMIC CREDENTIALS OF NEW JERSEY
READING FIRST PERSONNEL (CONTINUED)

DISTRICT	SCHOOL	YEAR	FACULTY AND ADMINSTRATOR CREDENTIALS		
			PERCENT WITH BACHELOR'S	PERCENT WITH MASTERS	PERCENT WITH DOCTORATE (Ph.D./Ed.D.)
New Brunswick ¹	Lord Stirling	2003-2004	63.3	35	1.7
		2004-2005	60.9	37.5	1.6
		2005-2006	65.7	32.9	1.4
	Paul Robeson	2003-2004	63.5	36.5	0
		2004-2005	72.5	27.5	0
		2005-2006	70.6	27.9	1.5
	A. Chester Redshaw School	2003-2004	69.7	28.1	2.2
		2004-2005	66.3	31.5	2.2
		2005-2006	63.8	35.1	1.1
Passaic City ¹	Washington #2	2003-2004	50	50	0
		2004-2005	52.9	47.1	0
		2005-2006	43.8	56.3	0
	Martin Luther King, Jr. #6	2003-2004	63.6	36.4	0
		2004-2005	67.7	31.3	1
		2005-2006	67.3	30.6	2
	Grant #7	2003-2004	75	25	0
		2004-2005	65.4	34.6	0
		2005-2006	60	40	0
	Pulaski #8	2003-2004	50	50	0
		2004-2005	53.7	46.3	0
		2005-2006	57.1	42.9	0
	Etta Gero #9	2003-2004	66.7	33.3	0
		2004-2005	65.5	34.5	0
		2005-2006	66.1	33.9	0
	Roosevelt #10	2003-2004	57.4	40.4	2.1
		2004-2005	57.1	40.8	2
		2005-2006	64	34	2
	William B. Cruise #11	2003-2004	55.6	43.5	0.9
		2004-2005	58.5	40.6	0.9
		2005-2006	54.5	44.4	1
	School #15 (Capuana)	2003-2004	43.8	56.3	0
		2004-2005	55.6	44.4	0
		2005-2006	47.1	52.9	0
	School #16	2003-2004	69.5	28.8	1.7
		2004-2005	63.9	34.7	1.4
		2005-2006	63.8	34.8	1.4
Pleasantville ¹	North Main Street School	2003-2004	74.4	25.6	0
		2004-2005	74.4	23.3	2.3
		2005-2006	76.2	21.4	2.4

EXHIBIT A-4
ACADEMIC CREDENTIALS OF NEW JERSEY
READING FIRST PERSONNEL (CONTINUED)

DISTRICT	SCHOOL	YEAR	FACULTY AND ADMINSTRATOR CREDENTIALS		
			PERCENT WITH BACHELOR'S	PERCENT WITH MASTERS	PERCENT WITH DOCTORATE (Ph.D./Ed.D.)
Salem City ¹	John Fenwick Elementary	2003-2004	79.2	20.8	0
		2004-2005	72.4	27.6	0
		2005-2006	73.8	26.2	0
	Salem City Middle School	2003-2004	82.8	17.2	0
		2004-2005	86.7	13.3	0
		2005-2006	77.8	22.2	0
Trenton ¹	Columbus School	2003-2004	53.3	46.7	0
		2004-2005	58.1	41.9	0
		2005-2006	55.2	41.4	3.4
	Grant School	2003-2004	59.2	40.8	0
		2004-2005	59.6	40.4	0
		2005-2006	59.3	38.9	1.9
	Jefferson School	2003-2004	59.3	38.9	1.9
		2004-2005	64.4	35.6	0
		2005-2006	61.5	38.5	0
	Monument School	2003-2004	63.6	36.4	0
		2004-2005	57.1	42.9	0
		2005-2006	56.8	43.2	0
	Stokes Elementary	2003-2004	52.9	44.1	2.9
		2004-2005	47.1	50	2.9
		2005-2006	50	47.1	2.9
Union City ¹	Edison School	2003-2004	53.4	45.8	0.8
		2004-2005	56.3	43.8	0
		2005-2006	51.3	48.7	0
	Washington School	2003-2004	54.3	44.6	1.1
		2004-2005	53.3	45.6	1.1
		2005-2006	43.8	55.1	1.1
	Robert Waters School	2003-2004	50.9	49.1	0
		2004-2005	56.8	42.3	0.9
		2005-2006	53.7	46.3	0
	Sara M. Gilmore School	2003-2004	53.8	46.2	0
		2004-2005	48.6	51.4	0
		2005-2006	32.4	67.6	0
Veteran's Memorial School	2003-2004	53.2	46.8	0	
	2004-2005	56.5	43.5	0	
	2005-2006	53.3	44.4	2.2	

EXHIBIT A-4
ACADEMIC CREDENTIALS OF NEW JERSEY
READING FIRST PERSONNEL (CONTINUED)

DISTRICT	SCHOOL	YEAR	FACULTY AND ADMINSTRATOR CREDENTIALS		
			PERCENT WITH BACHELOR'S	PERCENT WITH MASTERS	PERCENT WITH DOCTORATE (Ph.D./Ed.D.)
West New York Township ¹	Harry L. Bain	2003-2004	56.5	43.5	0
		2004-2005	59.2	40.8	0
		2005-2006	63.8	36.2	0
	School #2	2003-2004	62.7	36.1	1.2
		2004-2005	59.4	40.6	0
		2005-2006	60.3	39.7	0
	School #5	2003-2004	74.4	25.6	0
		2004-2005	76.9	23.1	0
		2005-2006	74.6	25.4	0
	School #4	2003-2004	77.8	19.4	2.8
		2004-2005	74.4	23.3	2.3
		2005-2006	73.9	23.9	2.2
Wildwood City	Glenwood Elementary	2003-2004	77.8	19.4	2.8
		2004-2005	74.4	23.3	2.3
		2005-2006	73.9	23.9	2.2
AVERAGE FOR RF SCHOOLS		2004	65.0	34.3	0.6
		2005	63.1	36.0	1.0
		2003	62.3	36.5	1.1
NEW JERSEY STATE AVERAGE		2004	73.0	25.4	1.6
		2005	70.7	29.3	0
		2003	--	--	--

Source: New Jersey School Report Cards, 2003-2004, 2004-2005, 2005-2006

¹ Indicates Abbott Districts.

EXHIBIT A-5
CLASSROOM CHARACTERISTICS OF NEW JERSEY
READING FIRST SCHOOLS

DISTRICT	SCHOOL CHARACTERISTICS					
	SCHOOL	YEAR	STUDENT FACULTY RATIO	AVERAGE CLASS SIZE	LENGTH OF DAY	INSTRUCTION TIME
Atlantic	Indiana Avenue/N.Y. Avenue	2003-2004	8.6	15.7	6 hrs. 30 min.	5 hrs. 10 min.
		2004-2005	11.5	19.1	6 hrs. 30 min.	5 hrs. 19 min.
		2005-2006	10.3	17.7	6 hrs. 30 min.	5 hrs.19 min.
	New Jersey Avenue	2003-2004	8.8	16.6	6 hrs. 30 min.	5 hrs. 10 min.
		2004-2005	8.3	17.1	6 hrs. 30 min.	5 hrs. 19 min.
		2005-2006	8.1	16.6	6 hrs. 30 min.	5 hrs.19 min.
	Texas Avenue	2003-2004	8.8	16.3	6 hrs. 30 min.	5 hrs. 10 min.
		2004-2005	9.7	19.5	6 hrs. 30 min.	5 hrs. 19 min.
		2005-2006	8.2	18.3	6 hrs. 30 min.	5 hrs.19 min.
	Uptown Complex	2003-2004	11.3	16.0	6 hrs. 30 min.	5 hrs. 10 min.
		2004-2005	11.6	16.9	6 hrs. 30 min.	5 hrs. 19 min.
		2005-2006	10.9	17.1	6 hrs. 30 min.	5 hrs.19 min.
	Dr. Martin Luther King Jr., School Complex	2003-2004	11.1	16.8	6 hrs.30 min.	5 hrs.10 min.
		2004-2005	10.6	17.5	6 hrs.30 min	5 hrs.19 min
		2005-2006	9.9	16.1	6 hrs. 30 min.	5 hrs.19 min.
	Sovereign Avenue	2003-2004	10.6	19.3	6 hrs.30 min.	5 hrs.10 min.
		2004-2005	11.7	18.6	6 hrs.30 min	5 hrs.19 min
		2005-2006	10.6	18.9	6 hrs. 30 min.	5 hrs.19 min.
Carteret	Columbus School	2003-2004	12.8	20.4	6 hrs. 9 min.	5 hrs. 31 min.
		2004-2005	13.3	23.5	6 hrs. 9 min.	5 hrs. 31 min.
		2005-2006	12.5	23.7	6 hrs. 9 min.	5 hrs.31 min.
	Nathan Hale School	2003-2004	14.9	26.9	6 hrs.9 min.	5 hrs.31 min.
		2004-2005	16.5	24.8	6 hrs.9 min	5 hrs.31 min
		2005-2006	16.8	24.1	6 hrs. 9 min.	5 hrs.31 min.
City of Orange	Lincoln Avenue	2003-2004	12.0	19.9	6 hrs. 30 min.	6 hrs. 0 min.
		2004-2005	10.7	18.8	6 hrs. 30 min.	6 hrs. 0 min.
		2005-2006	8.7	16.7	6 hrs. 30 min.	5 hrs.55 min.
	Forest Street School	2003-2004	11.1	20.0	6 hrs.0 min.	5 hrs.30 min.
		2004-2005	9.8	22.3	6 hrs.30 min	6 hrs.0 min
		2005-2006	7.4	17.4	6 hrs. 30 min.	5 hrs.45 min.
East Orange ¹	Ecole Toussaint Louverture	2003-2004	11.1	21.2	6 hrs. 25 min.	5 hrs. 35 min.
		2004-2005	10	19.4	6 hrs. 25 min.	5 hrs. 35 min.
		2005-2006	9.3	18.6	6 hrs. 25 min.	5 hrs.35 min.
	George Washington Carver Institute	2003-2004	12.2	18.8	6 hrs. 25 min.	5 hrs. 35 min.
		2004-2005	10.6	19.9	6 hrs. 25 min.	5 hrs. 35 min.
		2005-2006	9.2	19.0	6 hrs. 25 min.	5 hrs.35 min.
	Langston Hughes	2003-2004	12.1	22.8	6 hrs.25 min.	5 hrs.35 min.
		2004-2005	11.7	20.9	6 hrs.25 min	5 hrs.35 min
		2005-2006	10.8	19.6	6 hrs. 25 min.	5 hrs.35 min.
	Mildred Barry-Garvin Elementary School	2003-2004	11.6	24.1	6 hrs.25 min.	5 hrs.35 min.
		2004-2005	10.9	24.4	6 hrs.25 min	5 hrs.35 min
		2005-2006	11.1	21.2	6 hrs. 25 min.	5 hrs. 35 min.
Egg Harbor	Charles L. Spragg	2003-2004	9.8	17.5	6 hrs. 40 min.	6 hrs. 10 min.
		2004-2005	9.2	15.5	6 hrs. 40 min.	6 hrs. 10 min.
		2005-2006	9.5	16.3	6 hrs. 40 min.	6 hrs.10 min.

EXHIBIT A-5
CLASSROOM CHARACTERISTICS OF NEW JERSEY
READING FIRST SCHOOLS (CONTINUED)

DISTRICT	SCHOOL CHARACTERISTICS					
	SCHOOL	YEAR	STUDENT FACULTY RATIO	AVERAGE CLASS SIZE	LENGTH OF DAY	INSTRUCTION TIME
Elizabeth ¹	Benjamin Franklin School #13	2003-2004	9.2	19.2	6 hrs. 30 min.	5 hrs. 30 min.
		2004-2005	9.5	18.8	6 hrs. 30 min.	5 hrs. 30 min.
		2005-2006	7.9	19.3	6 hrs. 30 min.	5 hrs.30 min.
	Charles J. Hudson School #25	2003-2004	11.1	25.1	6 hrs. 30 min.	5 hrs. 30 min.
		2004-2005	8.8	21.6	6 hrs. 30 min.	5 hrs. 30 min.
		2005-2006	9.7	21.0	6 hrs. 30 min.	5 hrs.30 min.
	George Washington School #1	2003-2004	9.1	14.9	6 hrs. 30 min.	5 hrs. 30 min.
		2004-2005	9.1	18.0	6 hrs. 30 min.	5 hrs. 30 min.
		2005-2006	9.6	20.1	6 hrs. 30 min.	5 hrs.30 min.
	Nicholas Murray Butler School	2003-2004	9.3	16.4	6 hrs. 30 min.	5 hrs. 30 min.
		2004-2005	9.3	15.4	6 hrs. 30 min.	5 hrs. 30 min.
		2005-2006	9.7	23.9	6 hrs. 30 min.	5 hrs.30 min.
	Peterstown School #3	2003-2004	9.4	19.8	6 hrs. 30 min.	5 hrs. 30 min.
		2004-2005	10.3	20.8	6 hrs. 30 min.	5 hrs. 30 min.
		2005-2006	10.7	22.8	6 hrs. 30 min.	5 hrs.30 min.
	Theodore Roosevelt School #17	2003-2004	9.9	20.3	6 hrs. 30 min.	5 hrs. 30 min.
		2004-2005	10.4	19.4	6 hrs. 30 min.	5 hrs. 30 min.
		2005-2006	9.9	22.0	6 hrs. 30 min.	5 hrs.30 min.
	Winfield Scott School #2	2003-2004	10.7	20.9	6 hrs. 30 min.	5 hrs. 30 min.
		2004-2005	9.4	17.8	6 hrs. 30 min.	5 hrs. 30 min.
		2005-2006	8.6	19.1	6 hrs. 30 min.	5 hrs.30 min.
Abraham Lincoln School #14	2003-2004	10.4	16.0	6 hrs.30 min.	5 hrs.30 min.	
	2004-2005	10.2	15.1	6 hrs.30 min.	5 hrs.30 min.	
	2005-2006	9.6	26.1	6 hrs. 30 min.	5 hrs.30 min.	
Marquis DeLafayette #6	2003-2004	9.1	15.0	6 hrs.30 min.	5 hrs.30 min.	
	2004-2005	9.0	15.9	6 hrs.30 min.	5 hrs.30 min.	
	2003-2004	10.9	21.4	6 hrs. 30 min.	5 hrs.30 min.	
Englewood	Cleveland Elementary	2003-2004	8.1	16.7	6 hrs. 30 min.	5 hrs. 45 min.
		2004-2005	7.7	15.2	6 hrs. 30 min.	5 hrs. 45 min.
		2005-2006	8.2	16.4	6 hrs. 30 min.	5 hrs.45 min.
	D.A. Quarles Elementary	2003-2004	15.3	19.6	6 hrs. 20 min.	5 hrs. 40 min.
		2004-2005	12.6	15.3	6 hrs. 20 min.	5 hrs. 40 min.
		2005-2006	11.4	14.1	6 hrs. 20 min.	5 hrs.40 min.
Lincoln Elementary	2003-2004	11.6	15.0	6 hrs. 30 min.	5 hrs. 40 min.	
	2004-2005	10	17.4	6 hrs. 30 min.	5 hrs. 40 min.	
	2005-2006	9.1	16.2	6 hrs. 30 min.	5 hrs.45 min.	
Hackensack	Fairmount Elementary School	2003-2004	13.6	9.0	6 hrs. 20 min.	5 hrs. 40 min.
		2004-2005	13.7	20.4	6 hrs. 20 min.	5 hrs. 40 min.
		2005-2006	11.7	19.0	6 hrs. 20 min.	5 hrs.40 min.
	Hillers Avenue School	2003-2004	12.0	18.3	6 hrs. 20 min.	5 hrs. 40 min.
		2004-2005	11.3	19.4	6 hrs. 20 min.	5 hrs. 40 min.
		2005-2006	11.0	15.5	6 hrs. 20 min.	5 hrs.40 min.
	Jackson Avenue School	2003-2004	14.3	19.8	6 hrs. 20 min.	5 hrs. 40 min.
		2004-2005	12.7	19.2	6 hrs. 20 min.	5 hrs. 40 min.
		2005-2006	12.0	16.9	6 hrs. 20 min.	5 hrs.40 min.
	Parker Elementary School	2003-2004	11.4	19.7	6 hrs. 20 min.	5 hrs. 40 min.
		2004-2005	11.1	18.2	6 hrs. 20 min.	5 hrs. 40 min.
		2005-2006	9.9	18.4	6 hrs. 20 min.	5 hrs.40 min.

EXHIBIT A-5
CLASSROOM CHARACTERISTICS OF NEW JERSEY
READING FIRST SCHOOLS (CONTINUED)

DISTRICT	SCHOOL	SCHOOL CHARACTERISTICS				
		YEAR	STUDENT FACULTY RATIO	AVERAGE CLASS SIZE	LENGTH OF DAY	INSTRUCTION TIME
Hoboken ¹	Calabro Elementary School	2003-2004	10.0	16.3	6 hrs. 5 min.	5 hrs. 25 min.
		2004-2005	9.7	14.1	6 hrs. 5 min.	5 hrs. 25 min.
		2005-2006	9.6	15.3	6 hrs. 5 min.	5 hrs.25 min.
	Connors Elementary School	2003-2004	7.8	14.9	6 hrs. 5 min.	5 hrs. 25 min.
		2004-2005	8.2	13.9	6 hrs. 5 min.	5 hrs. 25 min.
		2005-2006	7.7	13.1	6 hrs. 5 min.	5 hrs.25 min.
	Wallace	2003-2004	7.8	18.3	6 hrs. 5 min.	5 hrs. 25 min.
		2004-2005	8.6	18.6	6 hrs. 5 min.	5 hrs. 25 min.
		2005-2006	9.4	17.7	6 hrs. 5 min.	5 hrs.25 min.
Switlik Elementary School	2003-2004	12.5	21.1	6 hrs. 10 min.	5 hrs. 40 min.	
	2004-2005	13.4	22.0	6 hrs. 10 min.	5 hrs. 40 min.	
	2005-2006	13.4	22.2	6 hrs. 10 min.	5 hrs.40 min.	
Jackson Township	Crawford-Rodriguez Elementary School	2003-2004	11.4	20.0	6 hrs.10 min.	5 hrs.40 min.
		2004-2005	10.9	21.9	6 hrs.10 min	5 hrs.40 min
		2005-2006	11.9	21.7	6 hrs. 10 min.	5 hrs.40 min.
	Sylvia Rosenauer School	2003-2004	11.9	20.7	6 hrs.10 min.	5 hrs.40 min.
		2004-2005	11.3	20.6	6 hrs.10 min	5 hrs.40 min
		2005-2006	10.7	21.0	6 hrs. 10 min.	5 hrs.40 min.
	Ollie E. Cullbreth, Jr. #14	2003-2004	9.4	18.8	6 hrs. 15 min.	5 hrs. 15 min.
		2004-2005	8.2	18.4	6 hrs. 30 min.	5 hrs. 15 min.
		2005-2006	8.1	13.6	6 hrs. 15 min.	5 hrs.15 min.
Jersey City ¹	Whitney M. Young Jr. #15	2003-2004	8.5	17.9	6 hrs. 15 min.	5 hrs. 30 min.
		2004-2005	8.2	18.4	6 hrs. 30 min.	5 hrs. 30 min.
		2005-2006	8.4	16.2	6 hrs. 45 min.	5 hrs.15 min.
	Rev. Dr. Ercel F. Webb #22	2003-2004	7.9	16.0	6 hrs. 15 min.	5 hrs. 25 min.
		2004-2005	7.5	16.2	6 hrs. 30 min.	6 hrs. 25 min.
		2005-2006	6.1	16.5	6 hrs.15 min.	5 hrs.15 min.
	Public School #34	2003-2004	10.8	21.0	6 hrs. 15 min.	5 hrs. 25 min.
		2004-2005	9.8	18.9	6 hrs. 15 min.	5 hrs. 25 min.
		2005-2006	10.4	18.7	6 hrs. 0 min.	5 hrs.15 min.
Public School #41	2003-2004	9.2	17.4	6 hrs.25 min.	5 hrs.15 min.	
	2004-2005	8.1	15.1	6 hrs.40 min	5 hrs.15 min	
	2005-2006	7.6	14.0	6 hrs. 20 min.	6 hrs.10 min.	
Keansburg	Joseph C. Caruso	2003-2004	8.4	23.3	6 hrs. 20 min.	5 hrs. 50 min.
		2004-2005	7.5	16.7	6 hrs. 20 min.	5 hrs. 50 min.
		2005-2006	6.2	16.7	6 hrs. 20 min.	5 hrs.50 min.
	Port Monmouth Rd. School	2003-2004	7.6	17.3	6 hrs. 20 min.	5 hrs. 50 min.
		2004-2005	7.5	7.6	6 hrs. 20 min.	5 hrs. 50 min.
		2005-2006	7.7	16.8	6 hrs. 20 min.	5 hrs.50 min.
LEAP Academy	LEAP Academy	2003-2004	12.1	16.2	9 hrs. 0 min.	8 hrs. 20 min.
		2004-2005	12.1	17.9	6 hrs. 0 min.	8 hrs. 20 min.
		2005-2006	12.1	18.0	9 hrs. 0 min.	8 hrs.20 min.
Linden	School #1	2003-2004	12.9	23.0	6 hrs. 15 min.	5 hrs. 15 min.
		2004-2005	10.5	21.0	6 hrs. 15 min.	5 hrs. 15 min.
		2005-2006	11.4	20.4	6 hrs. 35 min.	6 hrs.5 min.
	School #2	2003-2004	14.8	20.1	6 hrs. 15 min.	5 hrs. 15 min.
		2004-2005	12.5	22.1	6 hrs. 30 min.	5 hrs. 30 min.
		2005-2006	12.3	19.1	6 hrs. 30 min.	5 hrs.30 min.

EXHIBIT A-5
CLASSROOM CHARACTERISTICS OF NEW JERSEY
READING FIRST SCHOOLS (CONTINUED)

DISTRICT	SCHOOL CHARACTERISTICS					
	SCHOOL	YEAR	STUDENT FACULTY RATIO	AVERAGE CLASS SIZE	LENGTH OF DAY	INSTRUCTION TIME
Linden (Continued)	School #4	2003-2004	16.8	21.0	6 hrs. 45 min.	5 hrs. 15 min.
		2004-2005	12	19.4	6 hrs. 45 min.	5 hrs. 15 min.
		2005-2006	12.8	19.9	6 hrs. 30 min.	6 hrs.0 min.
	School #5	2003-2004	16.5	20.4	6 hrs. 15 min.	5 hrs. 15 min.
		2004-2005	10	19.5	6 hrs. 15 min.	5 hrs. 15 min.
		2005-2006	9.8	20.1	6 hrs. 20 min.	5 hrs.20 min.
	School #6	2003-2004	16.3	20.0	6 hrs. 15 min.	5 hrs. 15 min.
		2004-2005	11.5	19.3	6 hrs. 15 min.	5 hrs. 15 min.
		2005-2006	8.9	17.3	6 hrs. 30 min.	6 hrs.0 min.
Lord Stirling	2003-2004	11.3	21.9	6 hrs. 15 min.	5 hrs. 35 min.	
	2004-2005	10.7	23.3	6 hrs. 15 min.	5 hrs. 35 min.	
	2005-2006	10.7	22.2	6 hrs. 15 min.	5 hrs.35 min.	
New Brunswick ¹	Paul Robeson	2003-2004	8.7	18.1	6 hrs. 15 min.	5 hrs. 35 min.
		2004-2005	8.3	19.5	6 hrs. 15 min.	5 hrs. 35 min.
		2005-2006	8.2	21.5	6 hrs. 15 min.	5 hrs.35 min.
	A. Chester Redshaw School	2003-2004	11.5	20.4	6 hrs.15 min.	5 hrs.35 min.
		2004-2005	10.8	19.0	6 hrs.15 min	5 hrs.35 min
		2005-2006	7.9	14.0	6 hrs. 15 min.	5 hrs.35 min.
Passaic City ¹	Washington #2	2003-2004	13.7	23.3	6 hrs. 25 min.	5 hrs. 40 min.
		2004-2005	16.7	25.2	6 hrs. 25 min.	5 hrs. 40 min.
		2005-2006	15.1	24.6	6 hrs. 25 min.	5 hrs.40 min.
	Martin Luther King, Jr. #6	2003-2004	9.5	21.2	6 hrs. 25 min.	5 hrs. 40 min.
		2004-2005	13.1	22.9	6 hrs. 25 min.	5 hrs. 40 min.
		2005-2006	12.4	22.6	6 hrs. 25 min.	5 hrs.40 min.
	Grant #7	2003-2004	13.6	21.5	6 hrs. 25 min.	5 hrs. 40 min.
		2004-2005	10.8	21.6	6 hrs. 25 min.	5 hrs. 40 min.
		2005-2006	10.8	17.5	6 hrs. 25 min.	5 hrs.40 min.
	Pulaski #8	2003-2004	12.2	21.6	6 hrs. 25 min.	5 hrs. 40 min.
		2004-2005	11.8	20.5	6 hrs. 25 min.	5 hrs. 40 min.
		2005-2006	11.9	20.7	6 hrs. 25 min.	5 hrs.40 min.
	Etta Gero #9	2003-2004	11.2	18.9	6 hrs. 25 min.	5 hrs. 40 min.
		2004-2005	10.9	22.8	6 hrs. 25 min.	5 hrs. 40 min.
		2005-2006	10.1	20.4	6 hrs. 25 min.	5 hrs.40 min.
	Roosevelt #10	2003-2004	12.4	21.3	6 hrs. 25 min.	5 hrs. 40 min.
		2004-2005	12.4	21.0	6 hrs. 25 min.	5 hrs. 40 min.
		2005-2006	14.6	21.9	6 hrs. 25 min.	5 hrs.40 min.
	William B. Cruise #11	2003-2004	12.4	25.4	6 hrs. 25 min.	5 hrs. 40 min.
		2004-2005	11.6	22.5	6 hrs. 25 min.	5 hrs. 40 min.
		2005-2006	11.8	20.8	6 hrs. 25 min.	5 hrs.40 min.
	School #15 (Capuana)	2003-2004	15.8	22.1	6 hrs. 25 min.	5 hrs. 40 min.
		2004-2005	14.3	22.8	6 hrs. 25 min.	5 hrs. 40 min.
		2005-2006	12.1	19.3	6 hrs. 25 min.	5 hrs.40 min.
	School #16	2003-2004	9.2	20.7	6 hrs. 25 min.	5 hrs. 40 min.
		2004-2005	8	19.8	6 hrs. 25 min.	5 hrs. 40 min.
		2005-2006	9.1	18.5	6 hrs. 25 min.	5 hrs.40 min.

EXHIBIT A-5
CLASSROOM CHARACTERISTICS OF NEW JERSEY
READING FIRST SCHOOLS (CONTINUED)

DISTRICT	SCHOOL	SCHOOL CHARACTERISTICS				
		YEAR	STUDENT FACULTY RATIO	AVERAGE CLASS SIZE	LENGTH OF DAY	INSTRUCTION TIME
Pleasantville ¹	North Main Street School	2003-2004	6.4	15.7	6 hrs. 15 min.	5 hrs. 45 min.
		2004-2005	8.1	2.5	6 hrs. 15 min.	5 hrs. 45 min.
		2005-2006	7.5	17.6	6 hrs. 15 min.	5 hrs.45 min.
Salem City ¹	John Fenwick Elementary	2003-2004	10.0	15.5	6 hrs. 45 min.	6 hrs. 15 min.
		2004-2005	8.4	15.5	6 hrs. 0 min.	6 hrs. 30 min.
		2005-2006	7.4	15.4	6 hrs. 40 min.	6 hrs.10 min.
	Salem City Middle School	2003-2004	10.0	--	6 hrs.53 min.	6 hrs.23 min.
		2004-2005	8.6	14.8	6 hrs.53 min	6 hrs.23 min
		2005-2006	8.6	15.0	6 hrs. 50 min.	6 hrs.6 min.
Trenton ¹	Columbus School	2003-2004	7.5	16.0	6 hrs. 20 min.	5 hrs. 45 min.
		2004-2005	7.5	15.8	6 hrs. 30 min.	6 hrs. 0 min.
		2005-2006	8.3	15.3	6 hrs. 55 min.	6 hrs.25 min.
	Grant School	2003-2004	10.7	23.3	6 hrs. 20 min.	5 hrs. 45 min.
		2004-2005	9.8	22.3	6 hrs. 30 min.	6 hrs. 0 min.
		2005-2006	8.7	16.7	6 hrs. 55 min.	6 hrs.25 min.
	Jefferson School	2003-2004	8.3	19.0	6 hrs. 20 min.	5 hrs. 45 min.
		2004-2005	11.4	21.5	6 hrs. 30 min.	6 hrs. 0 min.
		2005-2006	7.6	16.0	6 hrs. 55 min.	6 hrs.25 min.
	Monument School	2003-2004	10.6	21.0	6 hrs. 30 min.	5 hrs. 30 min.
		2004-2005	11.6	17.0	6 hrs. 30 min.	6 hrs. 0 min.
		2005-2006	11.0	20.9	6 hrs. 55 min.	6 hrs.25 min.
	Stokes Elementary	2003-2004	10.4	18.9	6 hrs.20 min.	5 hrs.45 min.
		2004-2005	12.5	22.5	6 hrs.30 min	6 hrs.30 min
		2005-2006	11.9	21.2	6 hrs. 55 min.	6 hrs.25 min.
Union City ¹	Edison School	2003-2004	11.2	18.6	6 hrs. 55 min.	5 hrs. 59 min.
		2004-2005	10.9	20.3	6 hrs. 55 min.	5 hrs. 59 min.
		2005-2006	11.7	20.9	6 hrs.55 min.	5 hrs.59 min.
	Washington School	2003-2004	11.4	18.9	6 hrs. 55 min.	5 hrs. 59 min.
		2004-2005	10.8	18.1	6 hrs. 55 min.	5 hrs. 59 min.
		2005-2006	11.0	19.0	6 hrs. 55 min.	5 hrs.59 min.
	Robert Waters School	2003-2004	11.8	18.7	6 hrs.55 min.	5 hrs.59 min.
		2004-2005	12.1	20.1	6 hrs.55 min	5 hrs.59 min
		2005-2006	12.1	20.8	6 hrs. 55 min.	5 hrs.59 min.
	Sara M. Gilmore School	2003-2004	10.5	15.1	6 hrs.55 min.	5 hrs.59 min.
		2004-2005	10.0	18.1	6 hrs.55 min	5 hrs.59 min
		2005-2006	10.8	19.8	6 hrs. 55 min.	5 hrs.59 min.
Veteran's Memorial School	2003-2004	10.7	18.4	6 hrs.55 min.	5 hrs.59 min.	
	2004-2005	10.9	18.5	6 hrs.55 min	5 hrs.59 min	
	2005-2006	9.8	18.0	6 hrs. 55 min.	5 hrs.59 min.	
West New York Township ¹	Harry L. Bain	2003-2004	11.3	20.3	6 hrs. 10 min.	5 hrs. 20 min.
		2004-2005	10.2	20.7	6 hrs. 10 min.	5 hrs. 20 min.
		2005-2006	10.0	19.5	6 hrs. 10 min.	5 hrs.20 min.
	School #2	2003-2004	8.8	17.7	6 hrs. 10 min.	5 hrs. 20 min.
		2004-2005	8.2	19.5	6 hrs. 10 min.	5 hrs. 20 min.
		2005-2006	7.8	17.1	6 hrs. 10 min.	5 hrs.20 min.

EXHIBIT A-5
CLASSROOM CHARACTERISTICS OF NEW JERSEY
READING FIRST SCHOOLS (CONTINUED)

DISTRICT	SCHOOL	SCHOOL CHARACTERISTICS				INSTRUCTION TIME
		YEAR	STUDENT FACULTY RATIO	AVERAGE CLASS SIZE	LENGTH OF DAY	
West New York Township ¹ (Continued)	School #5	2003-2004	11.6	22.1	6 hrs. 10 min.	5 hrs. 20 min.
		2004-2005	10.9	20.3	6 hrs. 10 min.	5 hrs. 20 min.
		2005-2006	9.6	19.1	6 hrs. 10 min.	5 hrs.20 min.
	School #4	2003-2004	12.3	22.0	6 hrs.10 min.	5 hrs.20 min.
		2004-2005	9.6	20.2	6 hrs.10 min	5 hrs.20 min
		2005-2006	9.9	19.1	6 hrs. 10 min.	5 hrs.20 min.
Wildwood City	Glenwood Elementary	2003-2004	10.5	16.2	6 hrs. 25 min.	5 hrs. 55 min.
		2004-2005	7.6	14.4	6 hrs. 25 min.	5 hrs. 55 min.
		2005-2006	8.8	19.1	6 hrs. 25 min.	5 hrs.55 min.
AVERAGE FOR RF SCHOOLS		2003-2004	10.9	19.1	6 hrs. 19 min.	5 hrs. 41 min.
		2004-2005	12.1	18.7	6 hrs. 24 min.	5 hrs. 47 min.
		2005-2006	10.0	18.8	6 hrs. 30 min.	5 hrs. 50 min.
NEW JERSEY STATE AVERAGE		2003-2004	12	19.7	6 hrs. 25 min.	5 hrs. 32 min.
		2004-2005	11.3	19.6	6 hrs. 28 min.	5 hrs. 39 min.
		2005-2006	11.1	19.7	6 hrs. 29 min.	5 hrs. 29 min.

Source: New Jersey School Report Cards, 2003-2004, 2004-2005, 2005-2006

¹ Indicates Abbott Districts.

Note: Averages were calculated using all schools that contain at least one grade in the K-3 range.

APPENDIX B

EVALUATION DOCUMENTATION

***B.1 NEW JERSEY RECOMMENDED CORE AND
SUPPLEMENTAL READING PROGRAMS***

***B.2 INSTRUCTIONAL CONTENT EMPHASIS–REVISED (ICE-R)
OBSERVATION INSTRUMENT***



APPENDIX B

B.1 NEW JERSEY RECOMMENDED CORE AND SUPPLEMENTAL READING PROGRAMS

Read First New Jersey has identified comprehensive reading programs for the purposes of Reading First that provide direct and systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. This approved K-3 reading program list includes the following Core and Supplemental reading programs. We have divided them into categories.

CORE - Programs listed here have been selected with the assistance of *A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis* and a state-developed core program evaluation rubric.

Category	Publisher	Reading Program
English	Harcourt	Trophies Program (2003)
	Houghton Mifflin	Reading: Legacy of Literacy (2003)
	SRA - McGraw Hill	Open Court (2002)
	Scott Foresman	Reading (2002, 2004)
Spanish ¹	Harcourt	Trofeos
	Santillana	Nuevo Siglo de Español
	Scott Foresman	Lectura (2002)
	SRA - McGraw Hill	Foro abierto para la lectura (2002)
	Houghton Mifflin	Lectura
	Scholastic	Solares
ESL Transition ²	Harcourt Brace	Moving Into English (2005)
	Longman Scott Foresman Program	Longman Scott Foresman ESL Program (2003)
	Rigby	On Our Way to English (2003)

¹ If language-minority children arrive at school with no proficiency in English, but speak a language for which there are instructional guides, learning materials, and locally available proficient teachers, these children should be taught how to read in their native language. They should acquire proficiency in spoken English and then be taught to extend their skills to reading in English.

² If language-minority children arrive at school with no proficiency in English, but speak a language for which there are insufficient numbers of children to develop a bilingual program, the instructional priority should be to develop the child's proficiency in spoken English. Although print materials may be used to develop understanding of English speech sounds, vocabulary, and syntax, formal reading instruction should occur once an adequate level of proficiency in spoken English has been achieved.

Source: NJDOE <http://www.state.nj.us/njded/readfirst/programs/>.

SUPPLEMENTAL - Programs listed here have been selected with the assistance of a supplemental program evaluation rubric.

Category	Publisher	Reading Program
Spanish	Santillana	Puertas al sol (Dual Language)
English as a Second Language	Santillana	Intensive English (2002)
Technology	Pearson Electronic Education	Waterford Early Reading Program
	Pearson Education Technologies	SuccessMaker
	Scholastic	Wiggle Works

Source: NJDOE <http://www.state.nj.us/njded/readfirst/programs/>.

APPENDIX B

B.2 INSTRUCTIONAL CONTENT EMPHASIS–REVISED (ICE-R) OBSERVATION INSTRUMENT

The Instructional Content Emphasis–Revised (ICE-R) is based on the ICE observation instrument, developed by Edmonds and Briggs (2003), and has been adapted for use in University of Texas Center for Reading and Language Arts research and evaluation projects. The Instructional Content Emphasis (ICE) observation instrument was developed to systematically categorize and code the content of reading and language arts instruction. The data yielded by ICE-R include:

- Multidimensional descriptions of reading and language arts instruction
- Amount of time allocated for components of reading instruction relative to the total instructional time (i.e., rates of inclusion)
- Student grouping patterns
- Materials utilized
- Levels of student engagement
- Instructional quality
- Text reading variables

MGT will administer the ICE-R in a sample of Reading First and comparison schools during the fall and spring beginning in the 2005-2006 school year. MGT staff will select schools in collaboration with the NJDOE. During the summer of 2005, comparison schools will be chosen based on similar demographic features (e.g., participation in free/reduced lunch, percent special education, percent ELL), performance on ASK 3 and 4, and their willingness to participate in the evaluation. Observations of reading and language arts instruction will be conducted in the classrooms of two teachers chosen at random from each school's K-3 staff. Reading and language arts activities will be observed and recorded. The length of time teachers spend teaching reading and language arts will be recorded as well as time off task (e.g., conducting activities other than literacy or transition activities, and disciplining unruly students). Student engagement and the quality of instruction will also be noted using the instrument's rating scale. Finally, observations will be coded according to the directions in the ICE-R manual presented in this appendix.

INTRODUCTION

An Observation Instrument for Primary Reading Instruction - University of Texas Center for Reading and Language Arts

Background: The ICE-R system is currently being used in a number of UTCRLA research and evaluation projects. In each project, researchers conduct one-hour observations three times per year in each sample teacher's classroom.

Focus: While observing the class, observers always keep in mind the struggling reader and how the activities, materials, and teacher language and behavior assist the struggling reader. Therefore, a rating of "excellent" will be given only when the event being scored is being performed in a way that promotes learning for the struggling reader.

Definition of an instructional event

An instructional event is defined as a distinct or unique activity where the content, grouping, and materials are coordinated around a certain instructional component. The primary intent of the activity determines the focus of the event (i.e., the main objective of the lesson rather than the method or strategy).

How to code simultaneous, small group instruction (centers)

If students are in small groups working on different activities at each "station" (i.e., centers), then code each station as an instructional event. If the students rotate through the stations, but the activities and materials stay the same, code the station only once (e.g., there is no need to code the station as a new instructional event each time a new group rotates through). Content emphasis is coded as the average amount of time any one group spends at that station.

Example: Ms. Smith has three centers: one for writing, one for sorting words, and one for independent reading. Students (in groups of four) rotate through the stations every 15 minutes for the entire class period. CODING: There would be three activity entries in ICE-R (one for each center) and each would have the same content emphasis (15 minutes out of the 60-minute class).

Coding Categories

- Dimension A: Main Instructional Category
- Dimension B: Instructional Subcategory
- Dimension C: Grouping
- Dimension D: Materials
- Content Emphasis Coding
- Indicators of Engagement
- Quality Indicators
- Text Reading

CONDUCTING AN ICE-R OBSERVATION

To provide an overview of the ICE-R system, a summary of how to conduct an ICE-R observation is provided. The process can be broken down into eight steps:

- Step 1:** Observe and record classroom instruction.
- Step 2:** Summarize each instructional event and note times.
- Step 3:** Using the Codebook, assign each observed instructional activity a multi-dimensional numeric description that reflects the content, grouping pattern, and materials.
- Step 4:** Rate the emphasis each activity received during the observation, relative to the total amount of observed reading and language arts time.
- Step 5:** Indicate the level of student engagement for each instructional activity.
- Step 6:** Rate the quality of the instruction provided.
- Step 7:** Note the number of minutes of oral text reading that occurred during each instructional activity.
- Step 8:** Note any special circumstances that may have affected instruction.

DIMENSION A AND B CODES

DIMENSION A	DIMENSION B	DESCRIPTORS
1. Concepts of print	1. Concepts of print	Knowledge of how books and print work <ul style="list-style-type: none"> • direction of print moves left to right • parts of a book, how to handle books • identification of the author, illustrator, title (different from “prior knowledge” in that intent is not comprehension but familiarity with features of text) • can be taught during read alouds • identifying the difference between letters, words, and sentences Note: The intent is not comprehension but helping students gain familiarity with text and concepts of reading.
2. Phonological awareness		Definition: The ability to recognize the sounds in spoken language and how they can be segmented (pulled apart), blended (put back together), and manipulated (added, deleted, and substituted). Characterized by the absence of print ; based on spoken language.
	1. Rhyming	<ul style="list-style-type: none"> • students produce or identify rhyming words (words that have the same ending rime (vowel-consonants) but not necessarily the same letters). Focus is on the sounds rather than the meaning of language • the teacher discusses what rhyming is
	2. Blending or segmenting sentences/syllables	<ul style="list-style-type: none"> • students segment spoken sentences into spoken words • students segment spoken words into syllables or blend syllables into words
	3. Onset/rime	<ul style="list-style-type: none"> • students engage in onset (initial sound) and rime (final vowel and consonant of a word) blending/segmenting or focus on rime
	4. Blending or segmenting phonemes	<ul style="list-style-type: none"> • students divide spoken words into individual sounds (e.g., <i>cat</i>, /c/-/a/-/t/) /c/-/a/-/t/) • students blend individual sounds into spoken words (e.g., /c/-/a/-/t/ = <i>cat</i>)
	5. Isolation tasks	<ul style="list-style-type: none"> • students perform isolation tasks where a single phoneme is identified and separated from the word (e.g., the first sound in <i>cat</i> is /c/, or last sound is /t/)
	6. Other	<ul style="list-style-type: none"> • alliteration activities (e.g., <i>My mom makes meatballs</i>) • comparison tasks such as matching sounds in similar positions, identifying words that contain a particular letter or sound (e.g., <i>baby</i> and <i>banana</i> start with the same sound) • deletion or substitution of phonemes (e.g., students delete the initial sound /m/ in <i>mat</i> to create <i>at</i>; students substitute the initial sound in <i>mop</i> with the /p/ sound to create <i>pop</i>) • any other manipulation of sounds, not letters, such as counting or reversing

DIMENSION A AND B CODES (CONTINUED)

DIMENSION A	DIMENSION B	DESCRIPTORS
3. Alphabetic knowledge		Definition: The ability to recognize, name, and write letters.
	1. Teaches letter identification/recognition	<ul style="list-style-type: none"> students learn/practice visual discrimination (e.g., understanding the difference between a small <i>d</i> and a small <i>b</i>) students learn to distinguish upper and lower case letters students learn to print letters; focus is on identifying the letters <p><i>*This differs from practicing how to properly write an "A" (see handwriting instruction, Dim A: 10, Dim B: 5).</i></p> <p>Note: Students may be using different types of materials to master this skill (e.g., sand trays, sky writing) instead of paper and pencil.</p>
	2. Other	<ul style="list-style-type: none"> students learn the order of letters in the alphabet any other activity involving the alphabet but not focusing on identification or recognition of the letters
4. Word study/phonics		Definition: The alphabetic principle (AP) is the idea that letters represent sounds of spoken words and letters can represent sounds in a sequence.
	1. Teaches letter/sound relationships	<ul style="list-style-type: none"> students acquire knowledge of letter-sound correspondence students study words with common letter combinations (e.g., the letter combination <i>ou</i>) students participate in instruction on common spelling patterns for purposes of reading/decoding (e.g., a <i>g</i> at the beginning of a word, before a vowel, makes a hard /<i>g</i>/ sound); can also include meanings of word parts (e.g., the prefix <i>un</i> means <i>not</i>) students study syllable patterns or other structural clues for decoding (e.g., CVC or CVC silent <i>e</i>) teacher integrates PA and letter symbols (e.g., students segment a word while moving letter tiles for each sound)
	2. Provides opportunities for application of letter/sound knowledge to reading/writing/spelling	<ul style="list-style-type: none"> decoding – using letter-sound correspondence knowledge in reading of words blending activities involving print (includes blending onset and rimes in print) connecting sound to print through spelling activities making and/or sorting words with common characteristics (e.g., making words with <i>-ot</i> endings such as <i>pot, lot, not</i>)
	3. Teaches irregular words	<ul style="list-style-type: none"> instruction in words that do not follow the usual rules of pronunciation and cannot be blended (e.g., <i>said, was</i>)
	4. Word reading	<ul style="list-style-type: none"> students read a word or list of words for the purpose of accurate recognition <p>Note: Intent is always practice, not initial instruction; if the focus is on speed or rate, code as A:7, B:2.</p>
	5. Integration of word study	<ul style="list-style-type: none"> teacher encourages/prompts use of previously taught sounds/letters in writing teacher encourages/prompts use of previously taught irregular/sight words in writing
	6. Other	<ul style="list-style-type: none"> teacher consistently tells students words while reading text without suggesting other strategies for decoding words (occurs during text reading and not during fluency lesson) teacher states rule as child reads, but does not provide direct instruction teacher provides other instruction aimed at strategies for reading words such as using other cueing systems to read (e.g., using the pictures to identify words; using prior knowledge or understanding to read; using word order or knowledge of grammatical concepts to read) teacher teaches only the meanings of word parts (e.g., affixes) but without the sound relationship (e.g., teaches <i>re-</i> by telling the meaning of the word part, "again," and does not give instruction in the decoding of words using the sound of <i>re</i>)

DIMENSION A AND B CODES (CONTINUED)

DIMENSION A	DIMENSION B	DESCRIPTORS
5. Spelling	1. Spelling	<p>Definition: Students are learning to remember and reproduce conventional spelling (e.g., spelling lists and lessons).</p> <ul style="list-style-type: none"> differs from phonics in that the task of the student is writing or orally spelling words in response to dictated words study and/or practice of a particular spelling pattern (e.g., patterns like // as in <i>doll</i>) *differs from phonics instruction in its <i>intent, to remember and reproduce conventional spelling</i> <p>Note: If the intent is letter/sound correspondence, it should be coded as A:4, B: 2; more likely among older primary grade students.</p>
6. Oral language development		<p>Definition: Focus is on listening and speaking to communicate meaning.</p> <ul style="list-style-type: none"> discussion is academic and not logistic or disciplinary teacher and students engage in discussion about words, books, songs, or relevant topics
	1. Teacher-initiated, structured opportunities to talk with teacher/peers	<ul style="list-style-type: none"> teacher leads an activity that is intended to develop students' verbal skills teacher expands students' responses by elaborating on key concepts oral language development involving a specific activity (e.g., show and tell) <p>Note: Purpose is for students to talk, not just the teacher; this does not include students incidentally talking while working on another assigned activity.</p>
	2. Expansion of student-initiated language (as in teacher's use of incidental language strategies)	<ul style="list-style-type: none"> teacher expands student responses by elaborating on key concepts activities that develop students' understanding of words or concepts activities that extend students' understanding of the world by making connections between concepts and child experiences, and not necessarily learning a specific definition for a word teacher uses scaffolding to extend students' language teacher uses incidental language intervention strategies such as following students' leads to model expanded language, elaborate with vocabulary <p>Note: This is not structured oral language.</p>
	3. Other	<ul style="list-style-type: none"> incidental class discussions without another academic purpose (teacher does not expand on student language)
7. Fluency		<p>Definition: Students read aloud to develop speed, accuracy, or intonation.</p> <p>Note: The intent is improving how quickly and accurately students read words; students need is not necessarily understand what is read. Reading aloud is not necessarily fluency.</p>
	1. Letter or sound naming fluency	<ul style="list-style-type: none"> students name letters or sounds presented in list format (or on flashcards) for the purpose of developing speed and accuracy
	2. Word fluency	<ul style="list-style-type: none"> students read a list of words for the purpose of developing speed and accuracy (can be presented on flashcards)
	3. Repeated reading of text	<ul style="list-style-type: none"> students engage in repeated reading either with the class choral, small group, or one-on-one for the purpose of developing speed, accuracy, and/or intonation students echo read with a partner or teacher students engage in partner reading with the purpose of developing speed and accuracy (partners should be rereading a text previously read or reading the text multiple times)
	4. Other	<ul style="list-style-type: none"> students listen to books read aloud with the intent of modeling speed, accuracy, and intonation (could be teacher, computer, or books on tape) students engage in silent reading with the stated purpose of developing speed or accuracy incidental instruction (e.g., comments made by teacher during reading about reading with more speed)
8. Text reading	1. Supported oral reading	<ul style="list-style-type: none"> students engage in reading either with the class, in small groups, or one-on-one guidance provided by a teacher, peer, or parent shared reading during which the teacher and student(s) share the reading task students may need the teacher's help to read aloud (teacher prompts) students are guided to use semantic (does it make sense) and syntactic (does it sound right) clues to read

DIMENSION A AND B CODES (CONTINUED)

DIMENSION A	DIMENSION B	DESCRIPTORS
8. Text reading (continued)	2. Choral reading	<ul style="list-style-type: none"> class or group reads aloud as a group simultaneously
	3. Independent silent reading	<ul style="list-style-type: none"> student reads text independently students read silently on their own
	4. Independent oral reading	<ul style="list-style-type: none"> student reads text independently student reads text orally on their own (absence of partner)
	5. Teacher reads aloud, students listen	<ul style="list-style-type: none"> students listen to books read aloud by the teacher with minimal emphasis on instruction students do not have a copy of text
	6. Teacher reads aloud with students reading along	<ul style="list-style-type: none"> students have a copy of text to read while the teacher is reading students are following along as the teacher reads <p>Note: Also includes students reading their own text while listening to recorded text reading.</p>
	7. Other	<ul style="list-style-type: none"> students listen to books read aloud on computer or tape with minimal emphasis on instruction singing or chanting a known pattern or song with text (i.e., it is difficult to know if students are really “reading” the text or just singing the memorized words to the song)
	9. Comprehension	1. Vocabulary
2. Prior knowledge/predicting		<ul style="list-style-type: none"> students preview the material before reading students predict outcomes based on prior knowledge students participate in activities designed to measure their level of knowledge before reading a book
3. Reading comprehension monitoring		<p>Definition: Monitoring may occur during or after reading. Students learn to be aware of their understanding of text. Tends to be discussion-oriented with little focus on a product or goal. Teacher and students summarize the story as the intent of discussion or activities.</p> <p>Note: Students must have their own copies of text in order to code the event as reading comprehension. If not, see listening comprehension below.</p> <ul style="list-style-type: none"> during or after reading, students answer questions generated by teacher or student teacher and students discuss or respond to reading students discuss elements not explicitly found in the text students retell a story (verbally or through acting out events) students summarize a story’s main events students identify the main idea students put story events into a sequence (including picture sequencing)
4. Listening comprehension monitoring		<p>Definition: Monitoring of comprehension occurs during or after reading done by the teacher or other students.</p> <p>Note: All indicators under “Reading comprehension monitoring” apply with listening comprehension if the focus is comprehension of text read aloud by someone else when students do not have text copy.</p> <ul style="list-style-type: none"> students are listening to reading done by teacher or students and the focus is on listening comprehension student responses may be oral or written but are based on reading performed by others <p>Note: If all students have a copy of the text, then code as reading comprehension.</p>

DIMENSION A AND B CODES (CONTINUED)

DIMENSION A	DIMENSION B	DESCRIPTORS
9. Comprehension (continued)	5. Comprehension strategy instruction/use	<p>Definition: Teacher and students analyze text with a specific goal in mind (e.g., character analysis). Teacher provides direct instruction in the strategy. Students may have a product or shared understanding once activity is completed.</p> <p>Note: Students do not necessarily have to have their own copies of the text.</p> <ul style="list-style-type: none"> • students are taught specific comprehension strategies (e.g., to reread passages that don't make sense, highlight important ideas, use structural cues, self-monitor comprehension, use questioning strategies, or use metacognitive strategies) • students practice using comprehension strategies such as searching for clues, asking for help, rereading passages • students use graphic or semantic organizers to make representations of material and assist in comprehension • students learn to use story structure to facilitate comprehension and recall • students categorize text (e.g., fiction/non-fiction, genre, purpose) • students involved in the identification and understanding of story elements such as plot, character, and setting • students instructed in text features such as cause/effect, fact/opinion • students are taught to integrate ideas and make generalizations from text
	6. Other	<ul style="list-style-type: none"> • other instruction involving getting meaning from the text
10. Writing or language arts	1. Shared writing	<ul style="list-style-type: none"> • students and teachers share the writing tasks • students dictate to the teacher what is to be written • the teacher helps the student construct written versions of thoughts or responses to reading
	2. Writing composition	<ul style="list-style-type: none"> • teacher-directed instruction in the writing process (editing, drafting, etc.) • teacher-directed instruction in grouping words into coherent sentences, phrases, or paragraphs • teacher-directed instruction on different forms of writing (narrative, expository, persuasive, journal entries, recipes, letters, etc.)
	3. Independent writing/publishing	<ul style="list-style-type: none"> • students produce their own writing products, which can be drawings, scribbles, words, or sentences • students share their writing with the class or a partner (e.g., author's chair) • students engage in the drafting, editing, or revising process • students write their thoughts in a daily journal
	4. Grammar and punctuation	<ul style="list-style-type: none"> • instruction in grammatical elements such as nouns and verbs, proper names, and pronouns • instruction in the use and formation of punctuation marks
	5. Handwriting instruction	<ul style="list-style-type: none"> • students practice the proper formation of letters; focus is on correctness of formation and not on identification, and could involve cursive handwriting • practice or instruction in the proper size, spacing, posture, and strokes of letters
	6. Copying	<ul style="list-style-type: none"> • students copy letters, words, or text from a printed stimulus for the purpose of recording the information (not handwriting practice)
	7. Other	<ul style="list-style-type: none"> • teacher dictation of phrases, sentences, etc. (verbal without a printed stimulus)

DIMENSION C: INSTRUCTIONAL GROUPING

* Code only formal structures arranged by the teacher, not informal or incidental grouping.

1. Whole class	<ul style="list-style-type: none"> • the entire class is involved in the same activity or assignment
2. Small group	<ul style="list-style-type: none"> • class is working in 2 or more groups, with 3 or more students per group • could be teacher working with a group of 2 or more students • although the seating arrangement of the classroom may be affected by group activities, this item relates to student interaction in a group, not the seating arrangement
3. Pairing	<ul style="list-style-type: none"> • class is working in groups of 2 • one child acts as a peer tutor to another student • most of the students are working in pairs • students are in groups of 2 to share notes, tutor, or work on an assignment/activity
4. Independent	<ul style="list-style-type: none"> • students are engaged individually in an activity/assignment like others in the class (help-seeking behaviors may be observed between students, but they are not working in a group)
5. Individualized (differentiated)	<ul style="list-style-type: none"> • students work on differentiated assignments • students are not involved in pairing or group activities and are working individually on differentiated assignments • teacher works individually with a student for 5 minutes or more

DIMENSION D: MATERIALS

1. Games and puzzles
2. Manipulatives (i.e., objects handled by the child to facilitate learning, such as plastic letters, sand trays, or hand-held mirrors)
3. Word wall
4. Text—basal
5. Text—trade book, authentic text (e.g., poem, non-fiction book, song)
6. Text—decodable text
7. Text—pattern or repeated (i.e., “Brown Bear, Brown Bear” or “I Went Walking”)
8. Text—unknown
9. Text—student or teacher made
10. Big book (or similar)
11. Pencil and paper or primary grade equivalent (e.g., dry erase board and marker)
12. Words out of context (e.g., flashcards, sentence strips, word cards)
13. Computers
14. Audiotapes (e.g., books on tape)
15. Workbooks and worksheets
16. Oral language—the primary tool for instruction if oral language and no other materials are used. Usually coded with oral language development and phonological awareness activities (e.g., a song without the words written down for students to see or read; talking; rhyming with no print involved)
17. Chalk board or equivalent (dry erase, easel, overhead)
18. Other
19. Visuals *with print* (e.g., calendars, weather bulletin board, days of the week chart)
20. Visuals *without print* (e.g., picture cards)

EMPHASIS CODING SCALE

5 Maximum emphasis (91%-100% of the observation)

If the indicated content occurred during most of the observation

4 High emphasis (71%-90% of the observation)

If the indicated content occurred during much of the observation

3 High moderate emphasis (41%-70% of the observation)

If the indicated content occurred during about half of the observation, but less than “high emphasis”

2 Low moderate emphasis (11%-40% of the observation)

If the indicated content occupied more than 10 percent but was less than half of the observation

1 Minimal emphasis (about 10% or less of the observation)

The indicated content occurred during 10 percent or less of the observation, but was intentional. The instructional events may be very quick, but are usually **planned**. (Note: Unplanned activities can be coded in this way if the amount of time warrants.)

INDICATORS OF ENGAGEMENT

Count students as engaged if they are following along or are focused on activity, but not necessarily vocally participating.

3 High engagement = almost all students are actively engaged in learning activity (reading, writing, listening, talking about a relevant topic)

2 Medium engagement = most students are actively engaged in learning activity (reading, writing, listening, talking about a relevant topic)

1 Low engagement = More than half of the students are staring out the window, engaging in idle chatter, fiddling with materials, inappropriately moving about the classroom

QUALITY INDICATORS AND DESCRIPTIONS

4 EXCELLENT	3 HIGH AVERAGE	2 LOW AVERAGE	1 WEAK
Uses language that is direct and explicit.	Inconsistently uses language that is direct and explicit.	Uses language that is indirect and implicit.	Uses language that is indirect and implicit.
Models many examples.	Provides some examples.	Provides no models or demonstrations.	Provides no models or demonstrations.
Provides sufficient and varied opportunities for practice.	Provides many opportunities for practice with little variation.	Practice opportunities do not seem to be based on student need.	Practice opportunities do not seem to be based on student need.
Provides insufficient opportunities for practice with no variation.	Provides immediate and corrective and descriptive feedback.	Provides inconsistent feedback. Provides little feedback that is nonspecific or no feedback.	Provides inconsistent feedback. Provides little feedback that is nonspecific or no feedback.
Adjusts time to meet student needs.	Uses time appropriately; use does not seem based on student need, yet still seems adequate for given activity.	Demonstrates poor use of time that is not differentiated and unrelated to student need or task difficulty.	Demonstrates poor use of time that is not differentiated and unrelated to student need or task difficulty.
Constantly monitors student performance.	Monitors some students or monitors all students for some activities.	Demonstrates lack of monitoring or monitoring very few students.	Demonstrates lack of monitoring or monitoring very few students.
Encourages high student engagement and time on task.	Encourages student engagement and time on task varies.	Does not encourage student engagement and time on task.	Does not encourage student engagement and time on task.
Scaffolds tasks and materials to meet student needs.	Uses scaffolding inconsistently and does not always tailor it to student needs.	Scaffolds inappropriately or insufficiently.	Scaffolds inappropriately or insufficiently.
Uses appropriate pacing, including wait time.	Uses inconsistent pacing that varies between appropriate at times and too fast or too slow and provides insufficient wait time.	Demonstrates poor pacing, either too slow or too fast with no wait time provided.	Demonstrates poor pacing, either too slow or too fast with no wait time provided.

Note: Teachers must meet most of the observable indicators to be coded in a particular category. For example, if a teacher is rated as *Excellent* in three categories and *High Average* in one, the overall rating would be *Excellent*. However, if the behavior that is rated as *Average* is the most salient or frequently observed behavior for a particular lesson or activity, the overall rating for that category should be adjusted. Remember to base ratings only on observable behaviors related to lessons and activities.

RULES FOR DETERMINING QUALITY INDICATORS

Use the following guidelines for assigning quality indicators for each instructional event or activity.

1. The majority determines the quality rating.
 - Rating should be based on observable behavior using professional judgment, not inferences.
 - The framework for thinking about teacher quality is based on the assumption that a teacher who falls into the *Excellent* category is one who addresses the needs of a struggling reader.
 - A rating of *High Average*, *Low Average*, or *Weak* represents the degree to which a teacher deviates from this standard. For example, a teacher who is rated *Low Average* may be an effective teacher for most students, but is not addressing the needs of struggling readers.

2. Assignment of *Low Average* or *High Average*
 - *Low Average*: Some indicators under *Weak* are present, but the majority fall under *Average*.
 - *High Average*: Some indicators under *Excellent* are present, but the majority fall under *Average*.
 - Special consideration: If a teacher meets a majority (5) of indicators under *Weak* and all others under *Excellent*, the teacher's rating would be *Low Average* for that event.
3. Assignment of *Weak* or *Excellent*
 - To clearly assign either of these extreme ratings, almost all (or supermajority) of indicators must fall within the *Excellent* or *Weak* range.
 - Distinguish between *Excellent* and *High Average* by considering how closely the teacher meets the needs of a struggling reader.
4. Situation: **All** indicators fall within *Average* column
 - Professional judgment should be used to determine whether to rate as *Low* or *High Average*.
 - Remember to keep the struggling reader in mind.
 - If the teacher has farther to go to meet the needs of the struggling reader, rate as *Low Average*.

TEXT READING

A column is included on the coding form to document text reading.

- For each event, indicate the number of minutes oral text reading occurred.
- Indicate whether the text was read orally by the teacher (T) or student (S).
- Silent reading **is not** documented here.
- If more than one student reads individually during an activity, record the total number of minutes. For example, if round-robin reading occurs and six students read individually, one-by-one for 45 seconds each, the observer would record 4.5 minutes for text reading.
- If students read orally and simultaneously, the duration of oral reading time is recorded. For example, if the same six students

mentioned above read **together** (chorally) and the reading lasts for 45 seconds, the time recorded is 45 seconds.

- Documentation of text reading in this column is **in addition** to any text reading recorded for Dimension A:8 (Text Reading). Dimension A:8 is recorded only if this is the intent of the lesson, not when text reading is considered a method to achieve another objective (e.g., comprehension, fluency, etc.).
- Any text reading that occurs during any instructional event should be coded with “S” or “T” and total time.
- After coding the entire observation, calculate the total time allocated to text reading by adding all times indicated in the “Text Reading” column on the coding form.

APPENDIX C

***SURVEY, INTERVIEW, AND FOCUS
GROUP RESULTS***

C-1 DISTRICT COORDINATOR SURVEY RESULTS

***C-2 ADMINISTRATOR SURVEY RESULTS COHORTS 1 AND 2
COMBINED***

***C-3 LITERACY COACH SURVEY RESULTS COHORTS 1 AND 2
COMBINED***

***C-4 INSTRUCTIONAL PERSONNEL SURVEY RESULTS
COHORTS 1 AND 2 COMBINED***

C-5 ADMINISTRATOR SURVEY RESULTS COHORT 3

C-6 LITERACY COACH SURVEY RESULTS COHORT 3

***C-7 INSTRUCTIONAL PERSONNEL SURVEY RESULTS
COHORT 3***

C-8 DISTRICT COORDINATOR INTERVIEW RESULTS

C-9 ADMINISTRATOR FOCUS GROUP SUMMARY

C-10 LITERACY COACH INTERVIEW SUMMARY

C-11 TEACHER FOCUS GROUP SUMMARY

APPENDIX C: SURVEY, INTERVIEW, AND FOCUS GROUP RESULTS

As part of the evaluation of the New Jersey Reading First Program, Implementation Surveys were completed by district Reading First coordinators, school administrators, literacy coaches, and instructional personnel. Additionally, onsite visits conducted in fall 2005 and spring 2006 yield qualitative data from these key Reading First stakeholders. This appendix summarizes the personnel profile administration procedures and response rates.

The reader should keep in mind that the survey results represent perceptive data and do NOT lead directly to conclusions.

C-1 DISTRICT COORDINATOR SURVEY RESULTS

Web-based Pre-implementation and Implementation Surveys were administered to all Reading First District Coordinators. The 2003-2004 Survey yielded a response rate of 85 percent (n=23). The 2004-2005 Survey yielded a response rate of 77 percent (n=23) and the 2005-2006 yielded a response rate of 96 percent (n=23).

C-2 ADMINISTRATOR SURVEY RESULTS COHORTS 1 AND 2 COMBINED

Web-based Pre-implementation and Implementation Surveys were administered to all Principals and other school-based Reading First administrators. The 2003-2004 Survey yielded a response rate of 43 percent (n=44). The 2004-2005 yielded a response rate of 70 percent (n=70) and the 2005-2006 yielded a response rate of 92 percent (m=98).

C-3 LITERACY COACH SURVEY RESULTS COHORTS 1 AND 2 COMBINED

Web-based Pre-implementation and Implementation Surveys were administered to all Reading First funded Literacy Coaches. The 2003-2004 Survey yielded a response rate of 72 percent (n=63). The 2004-2005 Survey yielded a response rate of 72 percent (n=63) and the 2005-2006 Survey yielded a response rate of 100 percent (n=81).

C-4 INSTRUCTIONAL PERSONNEL SURVEY RESULTS COHORTS 1 AND 2 COMBINED

Web-based Pre-implementation and Implementation Surveys were administered to all Reading First instructional personnel. The 2003-2004 Survey yielded a response rate of 83 percent (n=771). The 2004-2005 Survey yielded a response rate of 54 percent (n=500) and the 2005-2006 Survey yielded a response rate of 98 percent (n=1266).

C-5 ADMINISTRATOR SURVEY RESULTS COHORT 3

Web-based Pre-implementation and Implementation Surveys were administered to all Principals and other school-based Reading First administrators. The 2005-2006 Survey yielded a response rate of 92 percent (n=26).

C-6 LITERACY COACH SURVEY RESULTS COHORT 3

Web-based Pre-implementation and Implementation Surveys were administered to all Reading First funded Literacy Coaches. The 2005-2006 Survey yielded a response rate of 94 percent (n=17).

C-7 INSTRUCTIONAL PERSONNEL SURVEY RESULTS COHORT 3

Web-based Pre-implementation and Implementation Surveys were administered to all Reading First instructional personnel. The 2005-2006 Survey yielded a response rate of 99 percent (n=277).

C-8 DISTRICT COORDINATOR INTERVIEW RESULTS

In fall 2005 and spring 2006, MGT conducted onsite visits to 15 Reading First schools in New Jersey. A total of 19 District Coordinators were interviewed about the Reading First implementation process.

C-9 ADMINISTRATOR FOCUS GROUP SUMMARY

A total of 19 administrators were interviewed about the Reading First implementation process during the fall 2005 and spring 2006.

C-10 LITERACY COACH INTERVIEW SUMMARY

A total of 19 literacy coaches were interviewed about the Reading First implementation process during the fall 2005 and spring 2006.

C-11 TEACHER FOCUS GROUP SUMMARY

A total of 76 teachers were interviewed about the Reading First implementation process during the fall 2005 and spring 2006.

C-1 NEW JERSEY READING FIRST DISTRICT COORDINATOR SURVEY ANALYSIS

The New Jersey Department of Education (NJDE) is required to annually evaluate the programs and services funded by the Reading First Program. This important initiative is designed to provide professional development and other resources necessary for schools to improve reading instruction and increase reading opportunities for children in grades K-3.

SECTION 1: ADMINISTRATOR PROFILE

Were you a Principal/Administrator in an elementary school in New Jersey prior to Reading First? Your Role:

	2003-2004 (N=22)		2003-2004 (N=23)	2004-2005 (N=21)
Yes	46%	Principal	4%	0%
No	55%	District Administrator	96%	100%

In this section, please describe your current training and experience.

Number of years as Principal at current school: Number of years as a regular classroom teacher (Do not include EIP, ESE, or Title I):

	2003-2004 (N=23)	2004-2005 (N=21)		2003-2004 (N=23)	2004-2005 (N=21)
Less than 1 year	74%	10%	Less than 1 year	13%	19%
1-5 years	22%	52%	1-5 years	13%	14%
6-10 years	0%	14%	6-10 years	13%	10%
More than 10 years	4%	24%	More than 10 years	61%	57%

Previous grades taught:

	2003-2004 (N=23)	2004-2005 (N=21)	2005-2006 (N=22)		2003-2004 (N=23)	2004-2005 (N=21)	2005-2006 (N=22)
Pre-K	22%	14%	18 %	Higher than Grade 5 Special Education Reading Recovery ESL/Bi-lingual Title I Other (See below)	39%	33%	41%
Kindergarten	57%	48%	55%		26%	24%	18%
Grade 1	70%	52%	73%		13%	14%	14%
Grade 2	65%	48%	64%		9%	10%	14%
Grade 3	57%	43%	59%		26%	24%	36%
Grade 4	39%	33%	41%		17%	10%	9%
Grade 5	26%	29%	32%				

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent "other" responses included: art education, high school.

2004-2005: The most frequent "other" responses included: reading and art education.

2005-2006: The most frequent "other" responses included: college and K12 reading specialist.

SECTION 1: ADMINISTRATOR PROFILE (Continued)

Number of years as a remedial teacher:

	2003-2004 (N=23)	2004-2005 (N=21)	2005-2006 (N=)
Less than 1 year	48%	48%	27%
1-5 years	30%	24%	27%
6-10 years	9%	19%	18%
More than 10 years	13%	10%	14%
Not Applicable	--	--	14%

Number of years in Special Education:

	2003-2004 (N=23)	2004-2005 (N=21)	2005-2006 (N=)
Less than 1 year	70%	76%	55%
1-5 years	9%	10%	5%
6-10 years	13%	10%	5%
More than 10 years	9%	5%	9%
Not Applicable	--	--	27%

Number of years in ESL/Bi-lingual:

	2003-2004 (N=23)	2004-2005 (N=21)	2005-2006 (N=)
Less than 1 year	83%	86%	64%
1-5 years	4%	0%	5%
6-10 years	4%	5%	--
More than 10 years	9%	10%	9%
Not Applicable	--	--	23%

Number of years in Other teaching category:

	2003-2004 (N=23)	2004-2005 (N=21)	2005-2006 (N=)
Less than 1 year	48%	48%	27%
1-5 years	17%	19%	27%
6-10 years	13%	14%	18%
More than 10 years	22%	19%	5%
Not Applicable	--	--	23%

2003-2004: The most frequent "other" responses included: classroom teacher, counselor.

2004-2005: The most frequent "other" responses included: administrator, counselor, reading coach, high school teacher, others.

2005-2006: The most frequent "other" responses included: counselor, reading coach, teacher, and specialist.

How would you rate the quality of state-level Reading First workshops/trainings?

2004-2005	N	%
Very High	6	29
High	10	48
Average	5	24

Which professional development training experiences were most beneficial to the 2004-2005 of Reading First?

2004-2005		RESPONSES (N=21)
#	%	
12	57	Teaching/Intervention strategies, workshops
7	33	Assessment Workshops
1	5	Grad School
1	5	Tech Support
2005-2006		RESPONSES (N=29)
#	%	
16	55	Teaching/Intervention strategies, workshops
4	14	Assessment Workshops
4	14	National speakers
4	14	State and national conferences
1	<1	Aligning reading series to Reading First specifications

SECTION 1: ADMINISTRATOR PROFILE (Continued)

What suggestions do you have for improving Reading First professional development in the future?

2004-2005		RESPONSES (N=22)
#	%	
5	28	More best practices on various topics for reading improvement
4	22	More convenient times/distances
3	17	Coaching/support
2	11	Offer a variety of topics
2	11	Individual workshops for the teachers and coordinators
1	6	Budget/grant management
1	6	How to be more professional
2005-2006		RESPONSES (N=22)
#	%	
6	27	More convenient times/distances
3	14	Offer a variety of topics
3	14	Use national speakers
3	14	Networking/feedback/followup
3	14	Improve planning process
2	9	Individual workshops for the teachers and coordinators
2	9	Invite more teachers

SECTION 2: SCHOOL'S LITERACY PROGRAM

In this section, please describe your school's literacy program, indicating your level of agreement with the following statements:

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Our district had a commitment to improving district-wide literacy programs so that every student would read by the end of third grade.	2003-04 (n=22)	32	41	23	--	5
	2004-05 (n=20)	70	30	--	--	--
	2005-06 (n=22)	73	27	--	--	--
2. Our district's core language arts/literacy curriculum was based on scientifically based reading research (SBRR).	2003-04 (n=22)	18	36	36	5	5
	2004-05 (n=20)	63	35	-	--	--
	2005-06 (n=22)	77	23	--	--	--
3. Our district's core reading curriculum was consistent with scientifically based reading research.	2003-04 (n=22)	18	50	27	5	--
	2004-05 (n=20)	60	40	--	--	--
	2005-06 (n=22)	77	23	--	--	--

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
4. Our district's organization of reading instruction was consistent with scientifically based reading research.	2003-04 (n=22)	5	36	46	5	9
	2004-05 (n=20)	45	55	--	--	--
	2005-06 (n=22)	68	32	--	--	--
5. Our district's library program supported literacy development in grades K-3.	2003-04 (n=22)	5	32	55	5	5
	2004-05 (n=20)	45	35	20	--	--
	2005-06 (n=22)	55	23	18	--	5
6. Our district's Reading First schools had study group teams which met regularly (weekly or monthly) to study professional texts.	2003-04 (n=22)	--	23	41	32	5
	2004-05 (n=20)	30	5	55	--	10
	2005-06 (n=22)	27	32	27	5	9
7. The study group meetings were helpful in implementing effective literacy instruction.	2003-04 (n=22)	--	18	46	32	5
	2004-05 (n=20)	30	15	40	--	15
	2005-06 (n=22)	32	36	9	5	18
8. Our district's core language arts/literacy curriculum was aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2003-04 (n=22)	18	59	23	--	--
	2004-05 (n=20)	65	35	--	--	--
	2005-06 (n=22)	82	18	--	--	--
9. Funding was available to purchase additional classroom reading materials.	2003-04 (n=22)	9	32	41	14	5
	2004-05 (n=20)	60	40	--	--	--
	2005-06 (n=22)	73	18	9	--	--
10. Funding was available to purchase additional reading software.	2003-04 (n=22)	5	32	41	18	5
	2004-05 (n=20)	45	50	5	--	--
	2005-06 (n=22)	59	27	9	5	--
11. Our district used a plan for reviewing reading software and materials prior to purchasing these materials.	2003-04 (n=22)	9	41	36	--	14
	2004-05 (n=20)	30	40	25	--	5
	2005-06 (n=22)	55	23	9	--	14

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
12. Reading software and materials used in our district/school were aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2003-04 (n=22)	9	46	36	--	9
	2004-05 (n=20)	60	35	5	--	--
	2005-06 (n=22)	82	18	--	--	--
13. Local testing programs were aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2003-04 (n=22)	14	59	14	9	5
	2004-05 (n=20)	55	45	--	--	--
	2005-06 (n=22)	68	32	--	--	--
14. Assessment Team members effectively used formal and informal SBRR literacy assessments in grades K-3.	2003-04 (n=22)	5	9	68	14	5
	2004-05 (n=20)	40	55	5	--	--
	2005-06 (n=22)	59	41	--	--	--
15. Teachers effectively diagnosed reading problems in grades K-3.	2003-04 (n=22)	--	14	64	23	--
	2004-05 (n=20)	15	40	45	--	--
	2005-06 (n=22)	27	55	18	--	--
16. Teachers used screening tools to identify children with specific reading difficulties in grades K-3.	2003-04 (n=22)	--	23	55	18	5
	2004-05 (n=20)	30	65	5	--	--
	2005-06 (n=22)	55	46	--	--	--
17. Teachers or Assessment Team members used assessment data to monitor student progress.	2003-04 (n=22)	5	36	41	18	--
	2004-05 (n=20)	35	55	10	--	--
	2005-06 (n=22)	32	64	5	--	--
18. Our Assessment Team was effectively able to diagnose reading problems.	2003-04 (n=22)	--	18	59	23	--
	2004-05 (n=20)	30	55	15	--	--
	2005-06 (n=20)	55	36	5	5	--
19. The Literacy Team collaboratively planned interventions to support struggling readers.	2003-04 (n=22)	5	14	55	18	9
	2004-05 (n=20)	30	45	20	--	5
	2005-06 (n=22)	32	46	18	--	5

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
20. Targeted interventions were provided to children reflecting their specific reading difficulty.	2003-04 (n=22)	5	23	55	14	5
	2004-05 (n=20)	30	45	25	--	--
	2005-06 (n=22)	36	46	18	--	--
21. Literacy-related interventions were aligned with classroom instruction.	2003-04 (n=22)	5	27	50	14	5
	2004-05 (n=20)	30	65	5	--	--
	2005-06 (n=22)	32	59	9	--	--
22. Most tutors working with my students have received training in scientifically based reading research.	2003-04 (n=22)	5	9	59	14	14
	2004-05 (n=20)	25	35	15	5	20
	2005-06 (n=22)	27	36	18	--	18
23. Teachers have ready access to student assessment data.	2004-2005 (n=20)	40	60	--	--	--
	2005-2006 (n=22)	64	27	5	--	5
24. Teachers use assessment data to group students according to their needs and to plan appropriate interventions for struggling readers.	2004-2005 (n=20)	30	45	25	--	--
	2005-2006 (n=22)	36	50	14	--	--
25. Students receive additional instruction time before or after school.	2004-2005 (n=20)	30	40	30	--	--
	2005-2006 (n=22)	50	32	14	--	5
26. Students will receive additional instruction time during the summer of 2005.	2004-2005 (n=20)	20	60	15	--	5
	2005-2006 (n=22)	50	18	23	--	9
27. Teachers have adequate time to plan interventions with support staff. (i.e., tutors, extended day staff)	2004-2005 (n=20)	10	45	40	--	5
	2005-2006 (n=22)	9	64	18	--	10
28. Teachers have adequate time to plan interventions with the Literacy Coach.	2004-2005 (n=20)	35	50	15	--	--
	2005-2006 (n=22)	27	64	9	--	--

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
29. I have adequate time to plan with Literacy Coaches.	2004-2005 (n=20)	45	45	10	--	--
	2005-2006 (n=22)	36	50	9	--	5

SECTION 3: LITERACY INSTRUCTION

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Students received at least 1 1/2 hours of uninterrupted literacy instruction daily.	2003-04 (n=22)	18	27	41	14	--
	2004-05 (n=20)	70	15	5	5	5
	2005-06 (n=22)	77	14	5	--	5
2. Teachers included writing lessons in their instruction each day.	2003-04 (n=22)	5	46	41	--	9
	2004-05 (n=20)	53	37	5	--	5
	2005-06 (n=22)	50	32	9	--	9
3. Teachers and other literacy personnel designed instruction based on student needs.	2003-04 (n=22)	5	32	59	--	5
	2004-05 (n=20)	30	50	15	--	5
	2005-06 (n=22)	32	46	18	--	5
4. Teachers and other literacy personnel were able to effectively diagnose reading problems.	2003-04 (n=22)	--	9	86	5	--
	2004-05 (n=20)	15	40	35	5	5
	2005-06 (n=22)	18	50	18	--	14
5. Students who were performing below grade level received intensive intervention.	2003-04 (n=22)	--	18	73	5	5
	2004-05 (n=20)	20	40	30	5	5
	2005-06 (n=22)	27	50	18	--	5
6. Teachers used assessments to group students flexibly.	2003-04 (n=22)	--	14	73	9	5
	2004-05 (n=20)	25	45	20	5	5
	2005-06 (n=22)	36	41	14	--	9

SECTION 3: LITERACY INSTRUCTION (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
7. Teachers had an adequate supply of guided reading sets (instructional level texts) to implement small group instruction.	2003-04 (n=22)	9	14	46	32	--
	2004-05 (n=20)	35	45	10	5	5
	2005-06 (n=22)	46	36	18	--	--
8. Teachers had ample materials in addition to student texts to implement an effective literacy program.	2003-04 (n=22)	9	14	55	23	--
	2004-05 (n=20)	40	40	15	--	5
	2005-06 (n=22)	55	27	14	--	5
9. Teachers had adequate support from a Literacy Coach to assist them in developing effective instruction.	2003-04 (n=22)	5	--	59	32	5
	2004-05 (n=20)	40	40	10	5	5
	2005-06 (n=22)	55	27	14	--	5
10. Teachers had adequate support from a Literacy Coach to assist them in diagnosing problems.	2003-04 (n=22)	--	5	59	32	5
	2004-05 (n=20)	35	35	20	5	5
	2005-06 (n=22)	50	27	18	--	5
11. Teachers were able to visit colleagues in other schools, and that was helpful in implementing an effective literacy program.	2003-04 (n=22)	27	50	14	--	--
	2004-05 (n=20)	15	40	30	5	10
	2005-06 (n=22)	41	36	14	--	9
12. Teachers actively participated in the design of reading curriculum and supportive materials.	2003-04 (n=22)	--	41	41	9	9
	2004-05 (n=20)	15	50	30	--	5
	2005-06 (n=22)	32	46	18	--	5
13. The instruction content of our K-3 Core Reading Program effectively addresses phonemic awareness.	2004-2005 (n=20)	45	40	5	5	5
	2005-2006 (n=22)	55	41	--	--	5
14. The instruction content of our K-3 Core Reading Program effectively addresses phonics.	2004-2005 (n=20)	45	50	--	--	5
	2005-2006 (n=22)	64	32	--	--	5
15. The instruction content of our K-3 Core Reading Program effectively addresses vocabulary development.	2004-2005 (n=20)	40	50	--	5	5
	2005-2006 (n=22)	55	36	5	--	5

SECTION 3: LITERACY INSTRUCTION (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
16. The instruction content of our K-3 Core Reading Program effectively addresses reading fluency, including oral reading strategies.	2004-2005 (n=20)	45	45	--	5	5
	2005-2006 (n=22)	46	41	9	--	5
17. The instruction content of our K-3 Core Reading Program effectively addresses reading comprehension strategies.	2004-2005 (n=20)	40	50	--	5	5
	2005-2006 (n=22)	46	46	5	--	5
18. Our Core Reading Program allows for modifications to instruction based on student needs.	2004-2005 (n=20)	40	45	5	5	5
	2005-2006 (n=22)	50	36	9	--	5
19. Our Core Reading Program allows ample practice opportunities.	2004-2005 (n=20)	35	50	5	5	5
	2005-2006 (n=22)	50	36	9	--	5
20. Student materials are effectively aligned to the Core Reading Program.	2004-2005 (n=20)	40	50	5	--	5
	2005-2006 (n=22)	64	18	14	--	5
21. Teachers use instructional centers to supplement direct instruction.	2004-2005 (n=20)	30	45	15	5	5
	2005-2006 (n=22)	41	50	9	--	--
22. Teachers have established classroom routines and schedules that support small group instruction during the literacy block.	2004-2005 (n=20)	45	30	15	5	5
	2005-2006 (n=22)	50	36	14	--	--

In our literacy program, writing instruction (in response to reading text) is an area:

	2003-2004 (N=22)	2004-2005 (N=20)	2005-2006 (N=22)
Of strength	5%	25%	5 %
That needs improvement	96%	70%	18 %
Don't know	--	5%	77 %

In how many different K-3 classes are you able to observe instruction in reading and language arts on a daily basis (classes per month)?

	2003-2004 (N=21)	2004-2005 (N=20)	2005-2006 (N=22)
Less than 5 classes	43%	35%	32 %
6-10 classes	14%	35%	45 %
10+ classes	43%	30%	23 %

SECTION 4: LITERACY LEADERSHIP

On average, how much time did teachers in your district spend each day providing instruction in reading and language arts?

	2003-2004 (N=22)	2004-2005 (N=20)	2005-2006 (N=22)		2003-2004 (N=22)	2004-2005 (N=20)	2005-2006 (N=22)
Less than 30 minutes	0%	5%	0%	91-120 minutes	23%	55%	64%
30-60 minutes	27%	0%	0%	121-150 minutes	5%	0%	18%
61-90 minutes	46%	25%	9%	151-180+	0%	15%	9%

Which of the following did teachers regularly include in their daily schedule/curriculum? (Check all that apply)

		PERCENTAGE OF RESPONDENTS						
		FEWER THAN 30 MINS.	30-60 MINS.	61-90 MINS.	91-120 MINS.	121-150 MINS.	OTHER	NONE
1. Phonemic awareness activities	2003-2004 (n=22)	68	14	--	--	--	9	9
2. Systematic phonics instruction	2003-2004 (n=22)	50	36	--	--	--	9	5
3. Vocabulary instruction	2003-2004 (n=22)	73	23	--	--	--	5	--
4. Fluency instruction	2003-2004 (n=22)	64	14	--	--	--	5	18
5. Comprehension strategies	2003-2004 (n=22)	41	46	5	--	--	5	5

2003-2004: The most frequent "other" responses included: Kindergarten, 1st grade

On average, how much time did you spend each day observing reading and language arts in Reading First Schools?

	2003-2004 (N=22)	2004-2005 (N=20)	2005-2006 (N=22)		2003-2004 (N=22)	2004-2005 (N=20)	2005-2006 (N=22)
Less than 30 minutes	55%	40%	32%	91-120 minutes	5%	10%	--
30-60 minutes	27%	30%	41%	121-150 minutes	0%	5%	14%
61-90 minutes	14%	15%	14%	151-180+	0%	0%	--

SECTION 4: LITERACY LEADERSHIP (Continued)

On average, how much time did you spend each day observing/supporting Literacy Coaches in their schools?

	2004-2005 (N=22)	2005-2006 (N=22)		2004-2005 (N=20)	2005-2006 (N=22)
Less than 30 minutes	45%	18%	91-120 minutes	5%	9%
30-60 minutes	35%	55%	121-150 minutes	--	--
61-90 minutes	15%	18%	151-180+	--	--

Which of the following did teachers regularly include in their daily schedule/curriculum? (Check all that apply)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=22)	2004-2005 (N=20)	2005-2006 (N=22)		2003-2004 (N=22)	2004-2005 (N=20)	2005-2006 (N=22)
Reading aloud	72	100	91	Vocabulary instruction	68	100	96
Shared reading	32	90	82	Fluency instruction	27	75	96
Independent reading	59	95	100	Comprehension instruction	59	90	91
Guided reading	41	85	91	Writing	73	80	
Literature circles	9	10	23	High frequency/sight word instruction	64	90	91
Interactive writing	9	60	77	Motivational materials and activities	14	55	73
Shared writing	18	55	77	Explicit teaching by demonstration	23	70	82
Independent writing	64	95	100	Modeling	27	80	86
Writing conferences	5	35	59	Variable grouping according to purpose of the instruction	9	70	59
Writing mini-lessons	18	55	46	Ongoing daily assessment	9	60	64
Literacy corners	14	60	91	Literacy instruction integrated with content from other subject areas	18	55	64

SECTION 4: LITERACY LEADERSHIP (Continued)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=22)	2004-2005 (N=20)	2005-2006 (N=22)		2003-2004 (N=22)	2004-2005 (N=20)	2005-2006 (N=22)
Phonics instruction	77	90	100	Opportunities to independently apply new learning	27	55	73
Spelling instruction	73	80	86	Immediate in-class assistance for struggling learners	5	40	64
Phonemic awareness instruction	32	90	86	Other	--	5	14

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent “other” responses included: none.

2004-2005: The most frequent “other” responses included: Benchmark books, Buddy Study, reading and writing workshop with sharing at the end.

2005-2006: The most frequent “other” responses included: reading and writing workshop with sharing at the end, book talks, poetry workshop.

How did teachers and Assessment Team members in your school determine if a particular child was reading below grade level? (Check all that apply)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=22)	2004-2005 (N=20)	2005-2006 (N=22)		2003-2004 (N=22)	2004-2005 (N=20)	2005-2006 (N=22)
Student portfolio	23	45	73	Reading series placement test	55	75	73
Teacher-developed test	55	75	41	Informal reading inventory	14	55	36
Standardized test scores (e.g., NJASK)	68	85	86	DIBELS	5	100	100
Developmental reading assistance	5	45	32	Other	27	25	41
Individualized, standardized assessment (e.g., Woodcock Johnson III, the Peabody Picture Vocabulary Test)	9	20	14				

Note: Percents may not equal 100% because respondents may have chosen more than one response.

SECTION 4: LITERACY LEADERSHIP (Continued)

2003-2004: The most frequent “other” responses included: Core unit tests. Marie Clay Assessments, Running Records.

2004-2005: The most frequent “other” responses included: DRA, observation, Running Records, Schlagal, Slosson, Benchmark.

2005-2006: The most frequent “other” responses included: observation, Running Records, Slosson, Benchmark, assessments.

What interventions were provided to students in your school reading below grade level? (Check all that apply)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=22)	2004-2005 (N=20)	2005-2006 (N=22)		2003-2004 (N=22)	2004-2005 (N=20)	2005-2006 (N=22)
Other specialized reading programs	14	45	32	Extra staff (para-professionals)	36	65	77
Specialized materials such as flash cards	27	70	68	Reduced class size	23	60	41
Small group instruction targeted to students' reading needs/levels	27	90	91	Family Literacy/ Parent Centers	14	40	--
Special education	46	55	--	Tutoring	36	55	55
After-school programs	73	80	82	Ongoing assessments	9	75	--
Take home materials (books)	23	60	--	Summer school	68	70	59
Buddy/partner meeting	5	50	--	Other	5	15	9

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent “other” responses included: Early Success, Soar to Success, Reading Recovery, before school programs.

2004-2005: The most frequent “other” responses included: CompassLearning, supplemental program, WiggleWorks, fluency program, Reading Recovery, 3 tiers of interventions.

2005-2006: The most frequent “other” responses included: Foundations, Road to the Code, Early Success, Soar to Success, Wilson.

SECTION 4: LITERACY LEADERSHIP (Continued)

Please rate the success of the following PRIOR TO READING FIRST:

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
1. Providing classroom instruction in phonemic awareness.	2003-04 (n=22)	--	--	32	41	18	9
	2004-05 (n=20)	20	40	30	10	--	--
	2005-06 (n=22)	50	14	32	5	--	--
2. Providing classroom instruction in explicit and systematic phonics.	2003-04 (n=22)	--	--	41	46	10	5
	2004-05 (n=20)	20	40	35	5	--	--
	2005-06 (n=22)	50	14	36	--	--	--
3. Providing classroom instruction in fluency.	2003-04 (n=22)	--	--	14	55	27	5
	2004-05 (n=20)	5	35	60	--	--	--
	2005-06 (n=22)	23	23	50	5	--	--
4. Providing classroom instruction in word study, vocabulary.	2003-04 (n=22)	--	--	5	36	55	5
	2004-05 (n=20)	5	45	40	10	--	--
	2005-06 (n=22)	23	27	41	9	--	--
5. Providing classroom instruction in comprehension.	2003-04 (n=22)	--	--	14	73	9	5
	2004-05 (n=20)	5	40	50	5	--	--
	2005-06 (n=22)	23	32	41	5	--	--
6. Motivating students to read.	2003-04 (n=22)	--	--	18	68	9	5
	2004-05 (n=20)	20	40	40	--	--	--
	2005-06 (n=22)	32	27	23	18	--	--
7. Building background knowledge	2003-04 (n=22)	--	--	14	68	14	5
	2004-05 (n=20)	15	25	50	10	--	--
	2005-06 (n=22)	27	23	41	9	--	--

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
8. Providing classroom instruction in developmental spelling.	2003-04 (n=22)	--	--	46	36	9	9
	2004-05 (n=20)	5	10	65	5	--	10
	2005-06 (n=22)	14	18	50	18	--	--
9. Using assessments to drive instruction.	2003-04 (n=22)	--	--	--	55	41	5
	2004-05 (n=20)	5	20	60	15	--	--
	2005-06 (n=22)	14	23	41	23	--	--
10. Providing small group instruction.	2003-04 (n=22)	--	--	18	59	18	5
	2004-05 (n=20)	10	50	25	15	--	--
	2005-06 (n=22)	41	27	23	9	--	--
11. Securing funding for sufficient instructional materials and supplies.	2003-04 (n=22)	--	--	23	46	27	5
	2004-05 (n=20)	25	45	25	5	--	--
	2005-06 (n=22)	36	27	32	5	--	--
12. Providing differential instruction	2003-04 (n=22)	--	--	5	50	41	5
	2004-05 (n=20)	10	25	50	15	--	--
	2005-06 (n=22)	27	14	41	18	--	--
13. Using SBRR guidelines in choosing reading textbooks and supplementary materials.	2003-04 (n=22)	5	5	9	9	41	32
	2004-05 (n=20)	25	35	40	--	--	--
	2005-06 (n=22)	41	41	18	--	--	--
14. Providing sufficient staff to support appropriate instruction in reading.	2003-04 (n=22)	--	5	41	36	14	5
	2004-05 (n=20)	20	25	50	5	--	--
	2005-06 (n=22)	32	27	23	14	5	--
15. Training for tutors.	2003-04 (n=22)	--	--	14	41	27	18
	2004-05 (n=20)	10	10	30	20	10	20
	2005-06 (n=22)	14	27	23	9	5	23

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
16. Training for teacher assistants.	2003-04 (n=22)	--	--	14	46	23	18
	2004-05 (n=20)	5	10	25	15	15	30
	2005-06 (n=22)	9	23	32	18	5	14
17. Training for volunteers.	2003-04 (n=22)	--	--	9	32	36	23
	2004-05 (n=20)	--	5	25	20	20	30
	2005-06 (n=22)	--	--	18	23	5	55
18. Establishing teacher resource rooms.	2003-04 (n=22)	--	--	14	36	41	9
	2004-05 (n=20)	15	5	40	20	5	15
	2005-06 (n=22)	23	18	32	18	9	--
19. Establishing classroom learning centers.	2003-04 (n=22)	--	--	27	41	27	5
	2004-05 (n=20)	15	45	30	10	--	--
	2005-06 (n=22)	27	36	36	--	--	--
20. Establishing classroom libraries.	2003-04 (n=22)	--	--	14	55	27	5
	2004-05 (n=20)	25	50	20	5	--	--
	2005-06 (n=22)	50	32	14	5	--	--
21. Incorporating the use of technology in literacy instruction.	2003-04 (n=22)	--	--	23	50	23	5
	2004-05 (n=20)	10	35	40	15	--	--
	2005-06 (n=22)	18	36	36	9	--	--
22. Integrating instruction in other subjects with reading instruction. Teaching throughout the curriculum.	2003-04 (n=22)	--	--	23	50	23	5
	2004-05 (n=20)	5	20	45	30	--	--
	2005-06 (n=22)	14	27	41	9	9	--

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
23. Providing consistent reading instruction from teacher to teacher, grade to grade.	2003-04 (n=22)	--	--	--	64	32	5
	2004-05 (n=20)	10	25	50	10	5	--
	2005-06 (n=22)	14	32	50	5	--	--
24. Using the Literacy Coach model to support instruction in the classroom.	2004-2005 (n=20)	30	40	25	5	--	--
	2005-2006 (n=20)	41	23	32	5	--	--

Please reflect on YOUR EXPERIENCES PRIOR TO READING FIRST and describe your perception of your leadership and that of the principal and the Leadership and Literacy Teams, indicating your level of agreement with the following statements:

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Principals provided effective leadership to strengthen reading and literacy instruction at our schools.	2003-04 (n=22)	27	50	14	--	--
	2004-05 (n=20)	30	50	15	5	--
	2005-06 (n=22)	27	36	32	--	5
2. Schools in my district had a Leadership Team that met on a regular basis. The meetings were helpful in implementing effective literacy instruction.	2003-04 (n=22)	--	41	41	9	9
	2004-05 (n=20)	30	55	15	--	--
	2005-06 (n=22)	36	46	18	--	--
3. Grade level meetings were used to review student work, analyze student processing, and plan instruction for struggling readers.	2003-04 (n=22)	--	23	55	14	9
	2004-05 (n=20)	25	50	25	--	--
	2005-06 (n=22)	32	55	9	5	--
4. I met regularly with the school Leadership Teams to collaboratively plan interventions to support struggling readers.	2003-04 (n=22)	--	9	36	32	23
	2004-05 (n=20)	35	50	15	--	--
	2005-06 (n=22)	14	55	27	--	5
5. The Leadership Team meetings were helpful in implementing effective literacy instruction.	2003-04 (n=22)	--	9	41	32	18
	2004-05 (n=20)	25	60	15	--	--
	2005-06 (n=22)	28	59	14	--	5

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
6. Reading First schools in my district had a Literacy Coach(es) who provided support to teachers to develop effective instruction.	2003-04 (n=22)	--	9	36	50	5
	2004-05 (n=20)	65	35	--	--	--
	2005-06 (n=22)	64	36	--	--	--
7. I had sufficient opportunity to observe K-3 teachers.	2003-04 (n=22)	--	36	23	18	23
	2004-05 (n=20)	30	45	20	--	5
	2005-06 (n=22)	46	32	14	5	5
8. I feel confident in my ability to critically observe K-3 reading and literacy instruction.	2003-04 (n=22)	9	59	18	5	9
	2004-05 (n=20)	45	50	5	--	--
	2005-06 (n=22)	68	27	5	--	--
9. I feel confident in my ability to provide helpful feedback to teachers based on my observations of K-3 reading and literacy instruction.	2003-04 (n=22)	9	59	23	--	9
	2004-05 (n=20)	45	45	10	--	--
	2005-06 (n=22)	68	32	--	--	--

Please rate the quality of the following in your school PRIOR TO READING FIRST:

		PERCENTAGE OF RESPONDENTS					
		EXCELLENT	VERY GOOD	GOOD	AVERAGE	POOR	DON'T KNOW
1. 2004-2005 of the comprehensive coherent literacy program.	2003-04 (n=22)	--	--	32	46	18	5
	2004-05 (n=20)	20	55	20	5	--	--
	2005-06 (n=22)	50	36	14	--	--	--
2. Classroom management and establishment of routines.	2003-04 (n=22)	--	5	27	59	5	5
	2004-05 (n=20)	15	65	10	10	--	--
	2005-06 (n=22)	32	41	18	9	--	--
3. Other (Responses included collaboration, teamwork to help students succeed by end of third grade.)	2003-04 (n=22)	--	6	11	11	11	61
	2004-05 (n=20)	31	19	25	--	--	25
	2005-06 (n=22)	24	19	29	5	--	24

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXCELLENT	VERY GOOD	GOOD	AVERAGE	POOR	DON'T KNOW
4. Other (Responses included more support from administration, additional time to implement literacy components, and need for the entire school to work together as one team.)	2003-04 (n=22)	--	5	11	5	16	63
	2004-05 (n=20)	29	14	36	21	--	--
	2005-06 (n=22)	19	5	19	19	5	34

2003-2004: The most frequent “other” responses included: collaboration, staff development opportunities, utilize Title I teachers, time, support from administration, data driven instruction, develop a strong literacy component based on research.

2004-2005: The most frequent “other” responses included: collaboration, professional development, teamwork.

Which staff were involved in interventions and in what format were interventions provided?

		PERCENTAGE OF RESPONDENTS			
		INDIVIDUAL	SMALL GROUP	BOTH	DON'T KNOW
1. Classroom Teacher	2003-04 (n=22)	14	32	32	23
	2004-05 (n=20)	--	15	85	--
	2005-06 (n=22)	--	36	64	--
2. Specialized Teacher (e.g., Special Education, ESL/Bi-lingual)	2003-04 (n=22)	9	32	50	9
	2004-05 (n=20)	--	20	80	--
	2005-06 (n=22)	--	23	73	5
3. Teaching Assistant	2003-04 (n=22)	5	32	23	41
	2004-05 (n=20)	--	5	58	37
	2005-06 (n=22)	5	9	59	27
4. Trained Volunteer	2003-04 (n=22)	5	--	--	96
	2004-05 (n=20)	--	5	5	90
	2005-06 (n=22)	--	--	14	86
5. Untrained Volunteer	2003-04 (n=22)	--	--	5	95
	2004-05 (n=20)	--	5	11	84
	2005-06 (n=22)	9	5	--	87
6. Title I	2003-04 (n=22)	9	36	41	14
	2004-05 (n=20)	--	25	65	10
	2005-06 (n=22)	--	41	32	28
7. Reading Specialist	2003-04 (n=22)	9	14	5	73
	2004-05 (n=20)	5	5	65	25
	2005-06 (n=22)	14	18	36	32
8. Literacy Coach	2004-05 (n=20)	5	10	75	10
	2005-06 (n=22)	--	18	46	36

SECTION 4: LITERACY LEADERSHIP (Continued)

How would you describe teachers' acceptance of observation and feedback by the Literacy Coach?

	N	%
Very accepting and willing to change classroom practices	7	35
Accepting and willing to consider incorporating new practices into the classroom routine	8	40
Reluctantly cooperative and slow to use new practices	5	25
Uncooperative, resistant to changing practices	--	--
Don't know/NA	--	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT

In this section please address the need for continued professional development in reading.

The Reading First Act seeks to infuse scientifically based reading research (SBRR) into reading and literacy instruction. This research defines reading as a complex system deriving meaning from print that requires FIVE DIMENSIONS, including:

- the skills and knowledge to understand how phonemes, or speech sounds, are connected to print;
- the ability to decode unfamiliar words (explicit systematic phonics);
- the ability to read fluently;
- sufficient background information and vocabulary to foster reading comprehension;
- the development of appropriate active strategies to construct meaning from print; and the development of a motivation to read.

Spelling and composition are additional elements of literacy development.

Use the following scale to rate the existence of these literacy areas in your classrooms and teachers' interest in obtaining further knowledge and experience in each area in your school.

1	2	3	4
little knowledge	basic knowledge	more than average knowledge	extensive knowledge
little confidence	some confidence	more than average confidence	extremely confident
little interest	some interest	more than average interest/high on my list	extremely interested

		PERCENTAGE OF RESPONDENTS											
		KNOWLEDGE				CONFIDENCE				INTEREST			
		1	2	3	4	1	2	3	4	1	2	3	4
1. Physical space/room arrangement sup-portive of early literacy activities (small and whole groups).	2003-04 (n=22)	21	47	32	--	20	50	30	--	5	37	32	26
	2004-05 (n=20)	--	10	55	35	--	20	45	35	5	5	45	45
	2005-06 (n=22)	--	9	50	41	--	18	36	46	9	18	41	32
2. Classroom rich in diverse literacy and reading materials.	2003-04 (n=22)	15	50	30	5	15	60	25	--	--	50	30	20
	2004-05 (n=20)	--	10	65	25	--	25	50	25	--	5	60	35
	2005-06 (n=22)	--	9	41	50	--	14	46	41	5	27	27	41

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS											
		KNOWLEDGE				CONFIDENCE				INTEREST			
		1	2	3	4	1	2	3	4	1	2	3	4
3. Creating a print-rich classroom environment.	2003-04 (n=22)	15	35	45	5	20	35	40	5	15	25	45	15
	2004-05 (n=20)	--	10	55	35	--	15	60	25	5	5	60	30
	2005-06 (n=22)	--	14	46	41	--	9	55	36	9	23	36	32
4. Encouraging home language and English use with English Language Learners.	2003-04 (n=22)	32	45	21	5	32	42	26	--	11	37	42	11
	2004-05 (n=20)	5	47	37	11	11	47	32	11	5	26	26	42
5. Frequent adult reading to children and conversation about books.	2003-04 (n=22)	5	37	53	5	11	58	26	5	--	32	47	21
	2004-05 (n=20)	--	5	80	15	--	10	70	20	--	10	50	40
	2005-06 (n=22)	5	14	32	50	--	23	36	41	5	23	27	46
6. Many books readily available throughout the room encompassing a range of genres, cultural perspectives and a variety of reading levels.	2003-04 (n=22)	20	50	25	5	15	50	25	10	--	40	40	20
	2004-05 (n=20)	--	20	45	35	--	15	60	25	--	5	50	45
	2005-06 (n=22)	--	18	36	46	--	18	41	41	5	27	23	46
7. Other frequent receptive/expressive language activity (e.g., flannel boards, storytelling).	2003-04 (n=22)	5	68	21	5	16	58	21	5	--	47	37	16
	2004-05 (n=20)	--	25	60	15	--	25	60	15	--	20	60	20
	2005-06 (n=22)	5	23	41	32	5	27	32	36	5	32	23	41
8. Encouragement of problem-solving through interaction (child-child; teacher-child).	2003-04 (n=22)	15	50	30	5	30	35	30	5	20	25	40	15
	2004-05 (n=20)	--	40	55	5	--	45	50	5	--	30	45	25
9. Motivating children as readers in authentic ways.	2003-04 (n=22)	5	45	40	10	20	45	25	10	--	30	50	20
	2004-05 (n=20)	--	20	60	20	--	25	60	15	--	15	60	25
	2005-06 (n=22)	--	23	59	18	5	14	55	27	--	23	36	41
10. Meaningful use of language and literacy: children using language and literacy for a variety of real-life purposes.	2003-04 (n=22)	10	60	25	5	10	70	15	5	--	45	40	15
	2004-05 (n=20)	--	35	60	5	--	35	60	5	--	20	55	25
	2005-06 (n=22)	5	23	50	23	--	36	36	27	5	27	32	36

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS											
		KNOWLEDGE				CONFIDENCE				INTEREST			
		1	2	3	4	1	2	3	4	1	2	3	4
11. Integration of literacy with other content/ subject areas.	2003-04 (n=22)	15	65	20	--	20	60	20	--	5	50	40	5
	2004-05 (n=20)	5	50	35	10	5	50	30	15	5	25	40	30
	2005-06 (n=22)	5	32	55	9	--	36	41	23	5	23	50	23
12. Working with the media specialist to use the library in theoretically sound ways.	2003-04 (n=22)	62	12	26	--	21	63	16	--	16	45	37	5
	2004-05 (n=20)	5	70	15	10	5	70	15	10	5	40	35	20
	2005-06 (n=22)	--	41	32	23	5	36	23	32	9	27	32	27
13. Providing supplemental and intervention strategies for struggling readers.	2004-2005 (n=20)	--	45	40	15	--	60	25	15	--	10	45	45
	2004-2005 (n=22)	--	27	41	32	--	36	32	32	--	9	23	68
14. Specific Assessment Practices													
Screening	2003-04 (n=22)	65	15	20	--	65	20	15	--	35	30	25	10
	2004-05 (n=20)	5	25	45	25	5	35	40	20	--	20	40	40
	2005-06 (n=22)	--	14	41	46	9	23	32	36	--	9	50	41
Diagnostic	2003-04 (n=22)	47	37	16	--	42	47	11	--	25	35	30	10
	2004-05 (n=20)	20	35	35	10	15	40	30	15	--	21	42	37
	2005-06 (n=22)	5	41	41	14	9	18	41	32	9	27	36	27
Progress Monitoring	2003-04 (n=22)	35	40	25	--	40	40	20	--	20	45	25	10
	2004-05 (n=20)	--	25	35	40	--	40	45	15	5	35	50	10
	2005-06 (n=22)	--	23	50	27	--	32	32	36	5	14	46	36
Outcomes	2003-04 (n=22)	19	67	14	--	20	65	15	--	20	45	20	15
	2004-05 (n=20)	5	30	60	5	--	40	55	5	--	15	45	40
	2005-06 (n=22)	--	27	50	23	--	23	46	32	5	18	41	36
Other (Specify)	2003-04 (n=22)	--	--	--	--	--	--	--	--	--	--	--	--
	2004-05 (n=20)	--	50	50	--	--	50	50	--	--	50	--	50

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS											
		KNOWLEDGE				CONFIDENCE				INTEREST			
		1	2	3	4	1	2	3	4	1	2	3	4
15. Explicit Instructional Practices and Demonstration													
Reading Aloud	2003-04 (n=22)	5	45	45	5	--	60	35	5	--	40	35	25
	2004-05 (n=20)	5	5	65	25	--	15	60	25	--	20	45	35
	2005-06 (n=22)	5	9	46	41	5	18	41	96	5	23	27	46
Shared Reading	2003-04 (n=22)	30	30	35	5	25	40	30	5	15	35	35	15
	2004-05 (n=20)	10	15	65	10	5	20	65	10	5	15	50	30
	2005-06 (n=22)	--	18	50	32	--	23	41	36	5	23	36	36
Interactive Writing	2003-04 (n=22)	45	35	20	--	40	40	15	5	20	30	35	15
	2004-05 (n=20)	5	25	60	10	5	30	55	10	--	30	40	30
	2005-06 (n=22)	5	41	32	23	5	46	23	27	5	32	32	32
Independent Reading	2003-04 (n=22)	--	50	50	--	--	60	35	5	--	45	40	15
	2004-05 (n=20)	--	20	65	15	--	25	60	15	--	25	40	35
	2005-06 (n=22)	--	18	50	32	5	14	46	36	5	23	36	36
Reading Focused Lessons	2003-04 (n=22)	30	30	40	--	25	40	35	--	25	30	35	10
	2004-05 (n=20)	15	15	55	15	10	25	55	10	--	20	65	15
	2005-06 (n=22)	--	--	--	--	--	--	--	--	--	--	--	--
Small Group Guided Reading	2003-04 (n=22)	35	35	30	--	35	45	25	--	20	25	40	10
	2004-05 (n=20)	5	10	40	15	--	20	70	10	--	20	55	25
	2005-06 (n=22)	5	23	36	36	5	27	27	41	--	23	27	50
Literature Circles	2003-04 (n=22)	47	32	21	--	42	42	16	--	32	26	31	11
	2004-05 (n=20)	16	68	5	11	21	63	5	11	11	37	26	26
	2005-06 (n=22)	27	23	41	9	23	27	27	27	5	23	41	32

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS											
		KNOWLEDGE				CONFIDENCE				INTEREST			
		1	2	3	4	1	2	3	4	1	2	3	4
Writing Process	2003-04 (n=22)	25	40	35	--	30	40	30	--	15	40	35	10
	2004-05 (n=20)	--	40	50	10	5	45	40	10	5	25	35	35
	2005-06 (n=22)	5	27	50	18	5	27	41	27	5	14	41	41
Ample Practice Opportunities	2003-04 (n=22)	5	60	35	--	20	50	30	--	10	55	25	10
	2004-05 (n=20)	5	30	55	10	--	35	55	10	--	35	45	20
	2005-06 (n=22)	--	--	--	--	--	--	--	--	--	--	--	--
16. Using formal and informal instruction (grouping, 1-1, conferencing, whole class instruction)	2003-04 (n=22)	25	55	20	--	35	45	20	--	25	35	20	20
	2004-05 (n=20)	--	25	60	15	--	45	40	15	--	20	55	25
	2005-06 (n=22)	5	41	27	27	5	36	23	36	--	18	41	41
17. Specific Skills Targeted Instruction													
Phonemic Awareness	2003-04 (n=22)	15	50	30	5	20	50	25	5	15	50	25	10
	2004-05 (n=20)	--	25	55	20	--	25	55	20	--	25	55	20
	2005-06 (n=22)	5	14	55	27	--	18	41	41	5	27	32	36
Phonics	2003-04 (n=22)	10	43	48	--	15	35	50	--	5	40	45	10
	2004-05 (n=20)	--	20	60	20	--	20	70	10	--	30	45	25
	2005-06 (n=22)	5	14	41	41	--	23	46	32	5	23	32	41
Oral Reading Fluency	2003-04 (n=22)	10	70	15	5	25	50	20	5	10	55	25	10
	2004-05 (n=20)	--	20	65	15	--	15	70	15	--	15	55	30
	2005-06 (n=22)	--	23	46	32	--	32	36	32	5	27	32	36
Vocabulary	2003-04 (n=22)	5	65	30	--	10	65	25	--	5	50	35	10
	2004-05 (n=20)	--	30	55	15	5	20	60	15	--	20	60	20
	2005-06 (n=22)	9	27	36	27	9	23	36	32	5	23	27	46

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS											
		KNOWLEDGE				CONFIDENCE				INTEREST			
		1	2	3	4	1	2	3	4	1	2	3	4
Comprehension	2003-04 (n=22)	10	55	35	--	10	55	35	--	10	30	50	10
	2004-05 (n=20)	--	30	60	10	--	35	55	10	--	25	50	25
	2005-06 (n=22)	--	23	50	27	5	27	36	32	5	23	23	50
Spelling	2003-04 (n=22)	10	65	25	--	26	47	26	--	10	65	10	15
	2004-05 (n=20)	10	35	50	5	10	45	40	5	10	30	45	10
	2005-06 (n=22)	5	46	32	18	9	36	18	36	5	32	23	41

2003-2004: The most frequent “other” responses included: none.

2004-2005: The most frequent “other” responses included: Benchmark, Schlagal, Slosson, observation survey, manipulating data.

2005-2006: The most frequent “other” responses included: N/A

Did you participate in courses or workshops in reading or reading-related topics? (Check applicable course formats as listed below and indicate the number of SDU credits earned.)

		YES	NO	DON'T KNOW	AVERAGE NUMBER OF SDE CREDITS	
					N	CREDITS
1. College Courses	2003-2004 (n=22)	55	32	9	12	75
	2004-2005 (n=18)	17	83	--	3	32
	2005-2006 (n=22)	27	64	9	6	62
2. District Workshops	2003-2004 (n=22)	64	18	18	14	54
	2004-2005 (n=18)	95	--	5	19	45
	2005-2006 (n=22)	100	--	--	22	49
3. School In-service	2003-2004 (n=22)	59	18	23	13	58
	2004-2005 (n=18)	85	5	10	17	28
	2005-2006 (n=22)	77	5	18	17	20
4. Internet/On-Line	2003-2004 (n=22)	18	69	14	4	15
	2005-2006 (n=22)	14	68	18	3	11
	2006-2007 (n=22)	18	73	9	4	28

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

In this section, please tell us the extent to which you agree with the following statements about reading prior to Reading First.

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Reading-related professional development was available statewide on a regular basis.	2003-04 (n=22)	5	24	38	14	19
	2004-05 (n=20)	40	45	10	5	--
	2005-06 (n=22)	27	64	9	--	--
2. Our district/school provided reading-related professional development for our teachers on a regular basis.	2003-04 (n=22)	--	57	29	10	5
	2004-05 (n=20)	50	50	--	--	--
	2005-06 (n=22)	55	41	5	--	--
3. Our district/school provided reading-related professional development for our teacher assistants on a regular basis.	2003-04 (n=22)	--	10	62	5	24
	2004-05 (n=20)	20	40	25	5	10
	2005-06 (n=22)	14	46	23	--	19
4. Our district/school provided reading-related professional development for our tutors on a regular basis.	2003-04 (n=22)	--	19	43	14	24
	2004-05 (n=20)	15	25	25	5	30
	2005-06 (n=22)	14	32	18	--	37
5. Principals were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their schools on a regular basis.	2003-04 (n=22)	--	5	52	24	19
	2004-05 (n=20)	5	60	30	5	--
	2005-06 (n=22)	23	32	27	5	14
6. Teachers were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their classrooms on a regular basis.	2003-04 (n=22)	--	5	67	19	10
	2004-05 (n=20)	10	65	25	--	--
	2005-06 (n=22)	9	59	23	--	9
7. Training in implementing New Jersey Language Arts Literacy Standards (NJCCCS) was provided.	2003-04 (n=22)	--	48	43	--	10
	2004-05 (n=20)	15	65	10	5	5
	2005-06 (n=22)	46	46	5	--	5

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

List the professional development activities that have been most influential in your work as an administrator.

2003-2004		RESPONSES (N=15)
#	%	
7	47	Reading/literacy/assessment workshops
6	40	Grad School
1	7	N/A
1	7	Other

Note: Percents may not equal 100% because responses may fit more than one category.

What literacy-related professional development needs/topics are you most interested in addressing over the next year?

2003-2004		RESPONSES (N=19)
#	%	
11	58	Teaching and classroom intervention strategies
8	42	Support of daily assessment/diagnosis
2004-2005		RESPONSES (N= 21)
#	%	
14	67	Classroom teaching strategies and information
9	43	Support of assessment/diagnosis
1	5	Administrative support of Reading First
2005-2006		RESPONSES (N= 27)
#	%	
17	63%	Classroom teaching strategies and information
4	15%	Teaching and classroom intervention strategies
3	11%	Support of assessment/diagnosis
1	4%	Joint workshops for coaches and administrators
1	4%	Administrative support of Reading First
1	4%	National experts

Note: Percents may not equal 100% because responses may fit more than one category.

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

What was your greatest challenge in implementing Reading First in your district?

2003-2004		RESPONSES (N= 14)
#	%	
6	43	Buying into the concepts
3	21	Planning/Staffing
3	21	Insufficient training
2	14	Lack of experience
2004-2005		RESPONSES (N= 22)
#	%	
10	45	Buying into the concepts
10	45	Insufficient time
2	9	Planning/Staffing
2005-2006		RESPONSES (N= 15)
#	%	
4	27	Insufficient time
2	13	Buying into the concepts
2	13	Planning/Staffing
2	13	Insufficient training
2	13	Validation/feedback
1	7	Lack of experience
1	7	Relationship with state-level leadership
1	7	Lack of effective interventions with lowest level students

Note: Percents may not equal 100% because responses may fit more than one category.

C-2 NEW JERSEY READING FIRST ADMINISTRATOR SURVEY ANALYSIS COHORTS 1 AND 2 COMBINED

The New Jersey Department of Education (NJDE) is required to annually evaluate the programs and services funded by the Reading First Program. This important initiative is designed to provide professional development and other resources necessary for schools to improve reading instruction and increase reading opportunities for children in grades K-3.

SECTION 1: ADMINISTRATOR PROFILE

Were you a Principal/Administrator in an elementary school in New Jersey prior to Reading First? Your role:

	2003-2004 (N=46)		2003-2004 (N=45)	2004-2005 (N=33)	2005-2006 (N=90)
Yes	76%	Principal	98%	100%	90%
No	24%	District Administrator	2%	0%	10%

In this section please describe your current training and experience.

Number of years in current school:

**Number of years as a regular classroom teacher
(Do not include EIP, ESE, or Title I)**

	2003-2004 (N=46)	2004-2005 (N=33)		2003-2004 (N=46)	2004-2005 (N=33)
Less than 1 year	11%	27%	Less than 1 year	4%	6%
1-5 years	65%	73%	1-5 years	2%	3%
6-10 years	15%	0%	6-10 years	13%	9%
More than 10 years	9%	0%	More than 10 years	80%	82%

Previous grades taught:

	2003-2004 (N=46)	2004-2005 (N=33)	2005-2006 (N=90)		2003-2004 (N=46)	2004-2005 (N=33)	2005-2006 (N=90)
Pre-K	9%	3%	10%	Higher than Grade 5	48%	52%	49%
Kindergarten	15%	15%	19%				
Grade 1	28%	18%	28%	Special Education	15%	12%	17%
Grade 2	28%	27%	29%	Reading Recovery	0%	0%	--
Grade 3	30%	27%	29%	ESL/Bi- lingual	20%	15%	16%
Grade 4	28%	33%	34%	Title I	11%	9%	7%
Grade 5	33%	33%	32%	Other (See below)	22%	18%	17%

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent "other" responses included: high school teacher, music education, remedial reading and math, Spanish, technical institute college, 5th grade teacher.

2004-2005: The most frequent "other" responses included: Adult Ed, college teacher, high school teacher, Spanish teacher.

2005-2006: The most frequent "other" responses included: high school, adult education, college, middle school.

SECTION 1: ADMINISTRATOR PROFILE (Continued)

Number of years as a remedial teacher:

Number of years in Special Education:

	2003-2004 (N=46)	2004-2005 (N=33)	2005-2006 (N=90)		2003-2004 (N=46)	2004-2005 (N=33)	2005-2006 (N=90)
Less than 1 year	83%	85%	40%	Less than 1 year	83%	82%	41%
1-5 years	15%	15%	10%	1-5 years	2%	3%	4%
6-10 years	0%	0%	1%	6-10 years	4%	6%	4%
More than 10 years	2%	0%	3%	More than 10 years	11%	15%	8%
Not Applicable	--	--	46%	Not Applicable	--	--	42%

Number of years in ESL/Bi-lingual:

Number of years in Other teaching category:

	2003-2004 (N=46)	2004-2005 (N=33)	2005-2006 (N=90)		2003-2004 (N=46)	2004-2005 (N=33)	2005-2006 (N=90)
Less than 1 year	72%	76%	40%	Less than 1 year	41%	55%	30%
1-5 years	7%	3%	2%	1-5 years	22%	12%	14%
6-10 years	2%	6%	7%	6-10 years	2%	9%	4%
More than 10 years	20%	15%	12%	More than 10 years	35%	24%	12%
Not Applicable	--	--	39%	Not Applicable	--	--	39%

2003-2004: The most frequent “other” responses included: none.

2004-2005: The most frequent “other” responses included: none.

2005-2006: The most frequent “other” responses included: elementary, adult education, high school, technology, guidance.

AVERAGE NUMBER OF STATE-LEVEL READING FIRST WORKSHOPS/TRAININGS ATTENDED:	2004-2005 (N=33)	2005-2006 (N=90)
Zero workshops attended	0	38%
1-5 workshops	97	54%
6-10 workshops	3	7%
More than 10 workshops	0	1%

IN GENERAL, HOW WOULD YOU RATE THE QUALITY OF STATE-LEVEL READING FIRST WORKSHOPS/TRAININGS?	2004-2005 (N=33)	2005-2006 (N=)
Very High	21	11%
High	39	24%
Average	33	23%
Not Very High	3	3%
Don't Know/ NA	3	34%

2004-2005		WHICH PROFESSIONAL DEVELOPMENT TRAINING EXPERIENCES WERE MOST BENEFICIAL TO THE 2004-2005 OF READING FIRST? (N=36)
#	%	
13	36	Workshop – general, non-specific
8	22	2004-2005 workshop
5	14	Collaboration with peers
4	11	Assessment
4	11	DIBELS training workshop
2	6	Guided Reading workshop

SECTION 1: ADMINISTRATOR PROFILE (Continued)

2005-2006		WHICH PROFESSIONAL DEVELOPMENT TRAINING EXPERIENCES WERE MOST BENEFICIAL TO THE 2005-2006 OF READING FIRST? (N=82)
#	%	
25	30	Workshop – general, non-specific
14	17	Had none/NA/Insufficient for my position
12	15	State/national conferences and outside speakers
9	11	Curriculum/instruction
7	9	Reading First overview
5	6	Guided Reading workshop
2	2	Collaboration
2	2	Assessment/data/evaluation
2	2	DIBELS training workshop
2	2	Coaches Connect
1	1	Principals
1	1	Technology

Note: Percents may not equal 100% because responses may fit more than one category.

2004-2005		WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING READING FIRST PROFESSIONAL DEVELOPMENT IN THE FUTURE? (N=34)
#	%	
16	47	Workshops geared towards specific instructors instead of general workshops
8	18	None/Do not know/Not any
7	21	Expand workshop opportunities; offer more times and places
3	9	More hands-on activities
2005-2006		WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING READING FIRST PROFESSIONAL DEVELOPMENT IN THE FUTURE? (N=??)
#	%	
34	42	Expand workshop opportunities; offer more times and places
23	28	Workshops geared towards specific instructors, instead of general workshops
15	19	None/Do not know/Not any
9	11	More hands-on activities

Note: Percents may not equal 100% because responses may fit more than one category.

SECTION 2: SCHOOL'S LITERACY PROGRAM

In this section, please describe your school's literacy program, indicating your level of agreement with the following statements:

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Our school had a commitment to improving schoolwide literacy programs so that every student will read by the end of third grade.	2003-2004 (n=45)	47	44	4	--	4
	2004-2005 (n=33)	91	9	--	--	--
	2005-2006 (n=90)	92	8	--	--	--

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
2. Our districts core language arts/literacy curriculum was based on scientifically based reading research (SBRR).	2003-2004 (n=45)	31	47	18	2	2
	2004-2005 (n=33)	85	15	--	--	--
	2005-2006 (n=90)	79	21	--	--	--
3. Our school's core reading curriculum was consistent with scientifically based reading research.	2003-2004 (n=45)	36	40	18	2	4
	2004-2005 (n=33)	76	21	--	--	3
	2005-2006 (n=90)	75	25	--	--	--
4. Our school's organization of reading instruction was consistent with scientifically based reading research.	2003-2004 (n=45)	37	40	22	2	4
	2004-2005 (n=33)	73	24	--	--	3
	2005-2006 (n=90)	75	25	--	--	--
5. Our school's library program supported literacy development in grades K-3.	2003-2004 (n=45)	18	56	18	4	4
	2004-2005 (n=33)	67	21	6	--	6
	2005-2006 (n=90)	50	42	--	4	4
6. Our school had a study group team which met regularly (weekly or monthly) to study professional texts.	2003-2004 (n=45)	9	20	47	18	7
	2004-2005 (n=33)	21	46	30	--	3
	2005-2006 (n=90)	29	8	29	4	29
7. The study group meetings were helpful in implementing effective literacy instruction.	2003-2004 (n=45)	9	22	38	16	16
	2004-2005 (n=33)	27	42	21	--	9
	2005-2006 (n=90)	29	13	13	4	41

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
8. Our district's core language arts/literacy curriculum was aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2003-2004 (n=45)	49	47	2	--	2
	2004-2005 (n=33)	82	18	--	--	--
	2005-2006 (n=90)	83	13	4	--	--
9. Funding was available to purchase additional classroom reading materials.	2003-2004 (n=45)	29	40	22	2	7
	2004-2005 (n=33)	73	27	--	--	--
	2005-2006 (n=90)	63	13	4	4	17
10. Funding was available to purchase additional reading software.	2003-2004 (n=45)	24	36	31	2	7
	2004-2005 (n=33)	64	30	--	--	6
	2005-2006 (n=90)	58	17	4	4	17
11. Our school used a plan for reviewing reading software and materials prior to purchasing these materials.	2003-2004 (n=45)	11	27	47	7	9
	2004-2005 (n=33)	39	49	6	--	6
	2005-2006 (n=90)	42	29	4	--	25
12. Reading software and materials used in our district/school were aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2003-2004 (n=45)	24	51	11	4	9
	2004-2005 (n=33)	58	42	--	--	--
	2005-2006 (n=90)	63	29	--	--	8

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
13. Local testing programs were aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2003-2004 (n=45)	31	47	13	2	7
	2004-2005 (n=33)	73	24	3	--	--
	2005-2006 (n=90)	79	21	--	--	--
14. Assessment Team members effectively used formal and informal SBRR literacy assessments in grades K-3.	2003-2004 (n=45)	22	33	31	4	9
	2004-2005 (n=33)	64	21	15	--	--
	2005-2006 (n=90)	58	42	--	--	--
15. Teachers effectively diagnosed reading problems in grades K-3.	2003-2004 (n=45)	9	38	44	7	2
	2004-2005 (n=33)	30	58	12	--	--
	2005-2006 (n=90)	54	38	8	--	--
16. Teachers used screening tools to identify children with specific reading difficulties in grades K-3.	2003-2004 (n=45)	18	49	27	4	2
	2004-2005 (n=33)	49	46	6	--	--
	2005-2006 (n=90)	63	29	8	--	--
17. Teachers or Assessment Team members used assessment data to monitor student progress.	2003-2004 (n=45)	9	36	33	13	9
	2004-2005 (n=33)	52	39	9	--	--
	2005-2006 (n=90)	63	33	4	--	--
18. Our Assessment Team was effectively able to diagnose reading problems.	2003-2004 (n=45)	7	40	38	7	9
	2004-2005 (n=33)	39	49	12	--	--
	2005-2006 (n=90)	63	29	8	--	--

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
19. Teachers have ready access to student assessment data.	2004-2005 (n=33)	61	39	--	--	--
	2005-2006 (n=90)	79	17	--	--	4
20. The Literacy Team collaboratively plans interventions to support struggling readers.	2003-2004 (n=45)	11	49	29	2	9
	2004-2005 (n=33)	55	33	12	--	--
	2005-2006 (n=90)	54	42	4	--	--
21. Targeted interventions were provided to children reflecting their specific reading difficulty.	2003-2004 (n=45)	11	56	29	--	4
	2004-2005 (n=33)	49	46	3	3	--
	2005-2006 (n=90)	50	46	4	--	--
22. Literacy-related interventions were aligned with classroom instruction.	2003-2004 (n=45)	9	53	31	--	7
	2004-2005 (n=33)	58	36	6	--	--
	2005-2006 (n=90)	50	42	8	--	--
23. Most tutors working with my students have received training in scientifically based reading research.	2003-2004 (n=45)	4	42	40	4	9
	2004-2005 (n=33)	30	30	27	3	9
	2005-2006 (n=90)	34	40	9	1	15
24. Teachers use assessment data to group students according to their needs and to plan appropriate interventions for struggling readers.	2004-2005 (n=33)	52	33	15	--	--
	2005-2006 (n=90)	53	42	4	--	--
25. Students receive additional instruction time before or after school.	2004-2005 (n=33)	33	49	12	6	--
	2005-2006 (n=90)	54	8	25	--	12
26. Students will receive additional instruction time during the summer of 2005.	2004-2005 (n=33)	46	46	3	3	3
	2005-2006 (n=90)	33	17	25	4	21

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
27. Teachers have adequate time to plan interventions with support staff (i.e., tutors, extended day staff).	2004-2005 (n=33)	27	49	18	6	--
	2005-2006 (n=90)	50	33	13	--	4
28. Teachers have adequate time to plan interventions with the Literacy Coach.	2004-2005 (n=33)	36	49	12	3	--
	2005-2006 (n=90)	54	33	4	--	8

SECTION 3: LITERACY INSTRUCTION

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Students received at least 1 1/2 hours of uninterrupted literacy instruction daily.	2003-2004 (n=45)	43	23	30	2	2
	2004-2005 (n=33)	88	12	--	--	--
	2005-2006 (n=90)	93	7	--	--	--
2. Teachers included writing lessons in their instruction each day.	2003-2004 (n=45)	23	59	9	2	7
	2004-2005 (n=33)	77	24	--	--	--
	2005-2006 (n=90)	77	22	1	--	--
3. Teachers and other literacy personnel designed instruction based on student needs.	2003-2004 (n=45)	18	66	14	--	2
	2004-2005 (n=33)	59	38	3	--	--
	2005-2006 (n=90)	68	31	1	--	--
4. Teachers and other literacy personnel were able to effectively diagnose reading problems.	2003-2004 (n=45)	9	43	41	--	7
	2004-2005 (n=33)	41	53	6	--	--
	2005-2006 (n=90)	51	43	6	--	--

SECTION 3: LITERACY INSTRUCTION (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
5. Students who were performing below grade level received intensive intervention.	2003-2004 (n=45)	11	23	55	--	11
	2004-2005 (n=33)	38	44	18	--	--
	2005-2006 (n=90)	47	48	4	1	--
6. Teachers used assessments to group students flexibly.	2003-2004 (n=45)	16	34	41	--	9
	2004-2005 (n=33)	50	44	6	--	--
	2005-2006 (n=90)	53	41	4	1	--
7. Teachers had an adequate supply of guided reading sets (instructional level texts) to implement small group instruction.	2003-2004 (n=45)	18	30	48	--	5
	2004-2005 (n=33)	65	35	--	--	--
	2005-2006 (n=90)	70	29	1	--	--
8. Teachers had ample materials in addition to student texts to implement an effective literacy program.	2003-2004 (n=45)	21	34	41	--	5
	2004-2005 (n=33)	65	35	--	--	--
	2005-2006 (n=90)	69	29	2	--	--
9. Teachers had adequate support from a Literacy Coach to assist them in developing effective instruction.	2003-2004 (n=45)	14	21	52	11	2
	2004-2005 (n=33)	56	44	--	--	--
	2005-2006 (n=90)	73	24	1	1	--
10. Teachers had adequate support from a Literacy Coach to assist them in diagnosing problems.	2003-2004 (n=45)	11	14	57	16	2
	2004-2005 (n=33)	50	47	3	--	--
	2005-2006 (n=90)	71	26	3	--	--

SECTION 3: LITERACY INSTRUCTION (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
11. Teachers were able to visit colleagues in other schools, and that was helpful in implementing an effective literacy program.	2003-2004 (n=45)	9	23	50	11	7
	2004-2005 (n=33)	29	47	3	--	--
	2005-2006 (n=90)	21	54	14	1	9
12. Teachers actively participated in the design of reading curriculum and supportive materials.	2003-2004 (n=45)	9	30	43	11	7
	2004-2005 (n=33)	29	47	21	3	--
	2005-2006 (n=90)	29	39	24	--	7
13. The instruction content of our K-3 Core Reading Program effectively addresses phonemic awareness.	2004-2005 (n=34)	74	21	6	--	--
	2005-2006 (n=90)	70	29	1	--	--
14. The instruction content of our K-3 Core Reading Program effectively addresses phonics	2004-2005 (n=34)	74	21	6	--	--
	2005-2006 (n=90)	72	27	1	--	--
15. The instruction content of our K-3 Core Reading Program effectively addresses vocabulary development.	2004-2005 (n=34)	68	27	6	--	--
	2005-2006 (n=90)	68	29	3	--	--
16. The instruction content of our K-3 Core Reading Program effectively addresses reading fluency, including oral reading strategies.	2004-2005 (n=34)	71	27	3	--	--
	2005-2006 (n=90)	70	27	3	--	--

SECTION 3: LITERACY INSTRUCTION (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
17. The instruction content of our K-3 Core Reading Program effectively addresses reading comprehension strategies.	2004-2005 (n=34)	68	27	6	--	--
	2005-2006 (n=90)	71	24	3	1	--
18. Our Core Reading Program allows for modifications to instruction based on student needs.	2004-2005 (n=34)	62	35	3	--	--
	2005-2006 (n=90)	61	36	2	--	1
19. Our Core Reading Program allows ample practice opportunities.	2004-2005 (n=34)	53	41	6	--	--
	2005-2006 (n=34)	56	40	2	--	2
20. Student materials are effectively aligned to the Core Reading Program.	2004-2005 (n=34)	68	27	6	--	--
	2005-2006 (n=90)	66	32	1	--	1
21. Teachers use instructional centers to supplement direct instruction.	2004-2005 (n=34)	71	27	3	--	--
	2005-2006 (n=90)	53	41	4	--	1
22. Teachers have established classroom routines and schedules that support small group instruction during the literacy block.	2004-2005 (n=34)	62	38	--	--	--
	2005-2006 (n=90)	60	38	1	--	1

In our literacy program, writing instruction (in response to reading text) is an area:

	2003-2004 (N=41)	2004-2005 (N=34)
Of strength	7%	41%
That needs improvement	93%	59%
Don't know	0%	0%

SECTION 4: LITERACY LEADERSHIP

In how many different K-3 classes are you able to observe instruction in reading and language arts on a daily basis (classes per month)?

	2003-2004 (N=41)	2004-2005 (N=34)	2005-2006 (N=89)
Less than 1	12	0	0
1-5	14	30	16
6-10	23	21	33
More than 10	51	49	51

On average, how much time did teachers in your school spend each day providing instruction in reading and language arts?

	2003-2004 (N=43)	2004-2005 (N=33)	2005-2006 (N=89)		2003-2004 (N=43)	2004-2005 (N=33)	2005-2006 (N=89)
Less than 30 minutes	2%	0%	3%	91-120 minutes	37%	55%	20%
30-60 minutes	19%	0%	19%	121-150 minutes	5%	15%	20%
61-90 minutes	30%	24%	54%	150-80+	7%	6%	3%

Which of the following did teachers regularly include in their daily schedule/curriculum? (Check all that apply)

		PERCENTAGE OF RESPONDENTS						
		FEWER THAN 30 MINS.	30-60 MINS.	61-90 MINS.	91-120 MINS.	121-150 MINS.	OTHER	NONE
1. Phonemic awareness activities	2003-2004 (n=43)	58	33	2	--	--	5	2
2. Systematic phonics instruction	2003-2004 (n=43)	58	30	2	--	--	5	5
3. Vocabulary instruction	2003-2004 (n=43)	42	47	5	--	--	5	2
4. Fluency instruction	2003-2004 (n=43)	42	42	7	--	--	5	5
5. Comprehension strategies	2003-2004 (n=43)	37	44	5	7	--	5	2

SECTION 4: LITERACY LEADERSHIP (Continued)

On average, how much time did you spend each day observing reading and language arts?

	2003-2004 (N=43)	2004-2005 (N=33)	2005-2006 (N=89)		2003-2004 (N=43)	2004-2005 (N=33)	2005-2006 (N=89)
Less than 30 minutes	40%	21%	15%	91-120 minutes	0%	9%	7%
30-60 minutes	47%	58%	48%	121-150 minutes	0%	0%	1%
61-90 minutes	14%	12%	28%	150-180+	0%	0%	1%

Which of the following did teachers regularly include in their daily schedule/curriculum? (Check all that apply)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=43)	2004-2005 (N=33)	2005-2006 (N=89)		2003-2004 (N=43)	2004-2005 (N=33)	2005-2006 (N=89)
Reading aloud	84	100	100	Vocabulary instruction	86	94	91
Shared reading	70	94	93	Fluency instruction	47	91	87
Independent reading	79	100	99	Comprehension strategy instruction	72	91	89
Guided reading	58	91	90	Writing	88	94	--
Literature circles	37	55	45	High frequency/sight word instruction	65	88	84
Interactive writing	35	85	65	Motivational materials and activities	47	82	63
Shared writing	40	79	65	Explicit teaching by demonstration	51	70	88
Independent writing	77	100	98	Modeling	44	91	74
Writing conferences	26	46	56	Variable grouping according to purpose of the instruction	35	64	76
Writing mini-lessons	16	52	54	Ongoing daily assessment	30	76	70

SECTION 4: LITERACY LEADERSHIP (Continued)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=43)	2004-2005 (N=33)	2005-2006 (N=89)		2003-2004 (N=43)	2004-2005 (N=33)	2005-2006 (N=89)
Literacy corners	21	79	97	Literacy instruction integrated with content from other subject areas	40	76	79
Phonics instruction	72	94	96	Opportunities to independently apply new learning	30	70	75
Spelling instruction	77	82	81	Immediate in-class assistance for struggling learners	33	52	60
Phonemic awareness instruction	61	82	89	Other	0	94	3

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent “other” responses included: none.

2004-2005: The most frequent “other” responses included: centers, teacher assistance needed.

2005-2006: The most frequent “other” responses included: in-class model, modeled writing, Waterford program.

How did teachers and Assessment Team members in your school determine if a particular child was reading below grade level? (Check all that apply)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=43)	2004-2005 (N=33)	2005-2006 (N=89)		2003-2004 (N=43)	2004-2005 (N=33)	2005-2006 (N=89)
Student portfolio	49	82	74	Reading series placement test	30	52	52
Teacher-developed test	58	73	71	Informal reading inventory	26	67	26
Standardized test scores (e.g., NJASK)	77	91	93	DIBELS	28	100	99
Developmental reading assistance	21	49	38	Other	16	21	15

SECTION 4: LITERACY LEADERSHIP (Continued)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=43)	2004-2005 (N=33)	2005-2006 (N=89)		2003-2004 (N=43)	2004-2005 (N=33)	2005-2006 (N=89)
Individualized, standardized assessment (e.g., Woodcock Johnson III, the Peabody Picture Vocabulary Test)	14	30	15				

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent “other” responses included: DRA, GATES, Reading Recovery assessment.

2004-2005: The most frequent “other” responses included: DRA, GATES, Running records, SRI, Terra Nova.

2005-2006: The most frequent “other” responses included: Running records, SRI, district benchmarks/assessments, observations.

What interventions were provided to students in your school reading below grade level? (Check all that apply)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=43)	2004-2005 (N=33)	2005-2006 (N=89)		2003-2004 (N=43)	2004-2005 (N=33)	2005-2006 (N=89)
Other specialized reading programs	33	27	34	Extra staff (para-professionals)	33	58	60
Specialized materials such as flash cards	56	76	73	Reduced class size	47	55	40
Small group instruction targeted to students' reading needs/levels	72	91	96	Family Literacy/ Parent Centers	21	55	--
Special education	63	76	--	Tutoring	49	58	58
After-school programs	79	76	81	Ongoing assessments	37	79	--
Take-home materials (books)	51	88	--	Summer school	61	88	67
Buddy/partner meeting	33	58	--	Other	9	24	8

Note: Percents may not equal 100% because respondents may have chosen more than one response.

SECTION 4: LITERACY LEADERSHIP (Continued)

2003-2004: The most frequent “other” responses included: Basic Skills, learning center, limited accelerated, public library, Reading Recovery, Soar to Success.

2004-2005: The most frequent “other” responses included: Accelerated Reader, Basic Skills, Reading Recovery, LEP, Multi-sensory, Soar to Success, teacher tutor.

2005-2006: The most frequent “other” responses included: intensive reading, Basic Skills, pullout with reading specialist, tutor, Wilson, literacy programs.

Please rate the success of the following PRIOR TO READING FIRST:

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
1. Providing class-room instruction in phonemic awareness.	2003-2004 (n=45)	--	14	44	23	5	14
	2004-2005 (n=33)	30	36	27	3	--	3
	2005-2006 (n=89)	29	33	33	5	--	1
2. Providing class-room instruction in explicit and systematic phonics.	2003-2004 (n=45)	--	12	35	30	7	16
	2004-2005 (n=33)	27	33	33	3	--	3
	2005-2006 (n=89)	30	32	30	5	1	2
3. Providing class-room instruction in fluency.	2003-2004 (n=45)	--	9	50	35	5	12
	2004-2005 (n=33)	30	30	36	--	--	3
	2005-2006 (n=89)	25	28	42	5	--	1
4. Providing class-room instruction in word study, vocabulary.	2003-2004 (n=45)	2	14	49	23	--	12
	2004-2005 (n=33)	24	27	46	--	--	3
	2005-2006 (n=89)	23	39	35	2	1	--
5. Providing classroom instruction in comprehension.	2003-2004 (n=45)	2	14	42	33	--	9
	2004-2005 (n=33)	21	36	39	--	--	3
	2005-2006 (n=89)	21	32	43	3	--	1

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
6. Motivating students to read.	2003-2004 (n=45)	5	7	37	40	2	9
	2004-2005 (n=33)	27	46	24	--	--	3
	2005-2006 (n=89)	33	37	25	6	--	--
7. Building background knowledge.	2003-2004 (n=45)	3	12	47	26	3	12
	2004-2005 (n=33)	21	46	30	--	--	3
	2005-2006 (n=89)	25	33	40	2	--	--
8. Providing classroom instruction in developmental spelling.	2003-2004 (n=45)	5	--	44	33	5	14
	2004-2005 (n=33)	15	24	46	6	--	9
	2005-2006 (n=89)	25	23	45	7	--	1
9. Using assessments to drive instruction.	2003-2004 (n=45)	5	2	21	51	12	9
	2004-2005 (n=33)	24	24	42	6	--	3
	2005-2006 (n=89)	24	36	33	7	--	1
10. Providing small group instruction.	2003-2004 (n=45)	7	7	42	33	2	9
	2004-2005 (n=33)	27	46	24	--	--	3
	2005-2006 (n=89)	36	34	29	1	--	--
11. Securing funding for sufficient instructional materials and supplies.	2003-2004 (n=45)	2	14	35	26	9	14
	2004-2005 (n=33)	49	24	21	3	--	3
	2005-2006 (n=89)	28	28	34	2	1	6

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
12. Providing differential instruction.	2003-2004 (n=45)	2	2	23	54	9	9
	2004-2005 (n=33)	27	30	33	6	--	3
	2005-2006 (n=89)	19	33	30	18	--	--
13. Using SBRR guidelines in choosing reading textbooks and supplementary materials.	2003-2004 (n=45)	2	5	28	37	9	19
	2004-2005 (n=33)	42	24	18	6	--	9
	2005-2006 (n=89)	26	36	27	2	1	8
14. Providing sufficient staff to support appropriate instruction in reading.	2003-2004 (n=45)	5	7	28	35	14	12
	2004-2005 (n=33)	33	24	27	12	--	3
	2005-2006 (n=89)	25	33	29	12	--	1
15. Training tutors.	2003-2004 (n=45)	--	7	23	30	21	19
	2004-2005 (n=33)	15	24	18	21	6	15
	2005-2006 (n=89)	18	16	32	10	2	23
16. Training teacher assistants.	2003-2004 (n=45)	--	2	28	30	23	16
	2004-2005 (n=33)	24	14	24	14	9	12
	2005-2006 (n=89)	14	18	25	19	6	19
17. Training for volunteers.	2003-2004 (n=45)	--	--	16	26	33	26
	2004-2005 (n=33)	12	3	21	18	12	33
	2005-2006 (n=89)	8	7	10	18	8	50
18. Establishing teacher resource rooms.	2003-2004 (n=45)	--	2	26	37	19	16
	2004-2005 (n=33)	15	27	27	9	12	9
	2005-2006 (n=89)	12	25	33	16	5	10

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
19. Establishing classroom learning centers.	2003-2004 (n=45)	5	7	28	35	16	9
	2004-2005 (n=33)	42	30	24	--	--	3
	2005-2006 (n=89)	35	32	28	6	--	--
20. Establishing classroom libraries.	2003-2004 (n=45)	2	12	23	37	16	9
	2004-2005 (n=33)	57	21	18	--	--	3
	2005-2006 (n=89)	36	39	20	5	--	--
21. Incorporating the use of technology in literacy instruction.	2003-2004 (n=45)	5	7	21	49	9	9
	2004-2005 (n=33)	33	33	21	9	--	3
	2005-2006 (n=89)	27	24	35	14	--	1
22. Integrating instruction in other subjects with reading instruction. Teaching throughout the curriculum.	2003-2004 (n=45)	2	7	28	47	7	9
	2004-2005 (n=33)	27	33	27	9	--	3
	2005-2006 (n=89)	18	33	39	10	--	--
23. Providing consistent reading instruction from teacher to teacher; grade to grade.	2003-2004 (n=45)	2	7	28	44	9	9
	2004-2005 (n=33)	30	30	21	12	--	6
	2005-2006 (n=89)	20	29	36	12	1	1
24. Using the Literacy Coach model to support instruction in the classroom.	2004-2005 (n=33)	36	27	27	6	--	3
	2005-2006 (n=89)	42	25	27	5	1	1

SECTION 4: LITERACY LEADERSHIP (Continued)

Please reflect on YOUR EXPERIENCES PRIOR TO READING FIRST and describe your perception of your leadership and that of the principal and the Leadership and Literacy Teams, indicating your level of agreement with the following statements:

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Our principal provided effective leadership to strengthen reading and literacy instruction at our school.	2003-2004 (n=45)	26	42	12	2	9
	2004-2005 (n=33)	42	55	--	--	3
	2005-2006 (n=89)	46	53	--	--	1
2. My school had a Leadership Team that met on a regular basis. The meetings were helpful in implementing effective literacy instruction.	2003-2004 (n=45)	14	40	30	9	7
	2004-2005 (n=33)	46	42	9	--	3
	2005-2006 (n=89)	47	44	9	--	--
3. Grade level meetings were used to review student work, analyze student processing, and plan instruction for struggling readers.	2003-2004 (n=45)	12	28	49	2	9
	2004-2005 (n=33)	49	36	12	--	3
	2005-2006 (n=89)	40	53	6	1	--
4. I met monthly with the Leadership Team to collaboratively plan interventions to support struggling readers.	2003-2004 (n=45)	16	19	40	9	16
	2004-2005 (n=33)	42	30	24	--	3
	2005-2006 (n=89)	34	52	11	1	2
5. The Leadership Team meetings were helpful in implementing effective literacy instruction.	2003-2004 (n=45)	12	26	42	7	14
	2004-2005 (n=33)	46	33	18	--	3
	2005-2006 (n=89)	39	53	3	2	2
6. My school had a Literacy Coach who provided support to teachers to develop effective instruction.	2003-2004 (n=45)	5	9	42	37	7
	2004-2005 (n=33)	70	21	6	--	3
	2005-2006 (n=89)	69	30	--	1	--
7. I had sufficient opportunity to observe K-3 teachers.	2003-2004 (n=45)	19	33	28	9	12
	2004-2005 (n=33)	46	39	12	--	3
	2005-2006 (n=89)	40	48	10	1	--

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
8. I felt confident in my ability to critically observe K-3 reading and literacy instruction.	2003-2004 (n=45)	19	40	19	9	14
	2004-2005 (n=33)	49	49	--	--	3
	2005-2006 (n=89)	49	46	2	--	2
9. I felt confident in my ability to provide helpful feedback to teachers based on my observations of K-3 reading and literacy instruction.	2003-2004 (n=45)	19	42	21	7	12
	2004-2005 (n=33)	49	49	--	--	3
	2005-2006 (n=89)	51	42	5	1	2

Please rate the quality of the following in your school PRIOR TO READING FIRST:

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
1. 2004-2005 of the comprehensive coherent literacy program.	2003-2004 (n=45)	2	5	58	21	5	9
	2004-2005 (n=33)	24	39	33	--	--	3
	2005-2006 (n=89)	24	39	35	1	--	1
2. Classroom management and establishment of routines.	2003-2004 (n=45)	9	14	56	14	--	7
	2004-2005 (n=33)	30	36	33	--	--	3
	2005-2006 (n=89)	20	48	24	8	--	--
3. Other (Responses included collaboration, teamwork to help students succeed by end of third grade.)	2003-2004 (n=45)	2	5	19	26	2	45
	2004-2005 (n=33)	25	29	18	7	--	21
	2005-2006 (n=89)	18	24	17	4	--	38

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
4. Other (Responses included more support from administration, additional time to implement literacy components, and need for the entire school to work together as one team.)	2003-2004 (n=45)	5	8	25	15	3	45
	2004-2005 (n=33)	27	31	12	8	--	23
	2005-2006 (n=89)	12	15	20	4	--	50

2003-2004: The most frequent “other” responses included: additional time, collaboration, grade level meetings, professional development, team work.

2004-2005: The most frequent “other” responses included: additional time, collaboration, teamwork.

2005-2006: The most frequent “other” responses included: collaboration, co-teaching, regular grade level meetings, coaches, teamwork, additional time/materials, more administrative support.

Which staff were involved in interventions and in what format were interventions provided?

		PERCENTAGE OF RESPONDENTS			
		INDIVIDUAL	SMALL GROUP	BOTH	DON'T KNOW
1. Classroom Teacher	2003-2004 (n=45)	7	28	51	14
	2004-2005 (n=33)	15	12	73	--
	2005-2006 (n=89)	7	16	78	--
2. Specialized Teacher (e.g., Special Education, ESL/Bilingual)	2003-2004 (n=45)	9	30	44	16
	2004-2005 (n=33)	3	15	15	67
	2005-2006 (n=89)	7	17	76	--
3. Teaching Assistant	2003-2004 (n=45)	7	23	35	35
	2004-2005 (n=33)	24	18	15	42
	2005-2006 (n=89)	10	12	52	26

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS			
		INDIVIDUAL	SMALL GROUP	BOTH	DON'T KNOW
4. Trained Volunteer	2003-2004 (n=45)	12	7	2	79
	2004-2005 (n=33)	70	15	12	3
	2005-2006 (n=89)	10	2	3	84
5. Untrained Volunteer	2003-2004 (n=45)	9	5	5	81
	2004-2005 (n=33)	64	18	9	9
	2005-2006 (n=89)	10	1	2	86
6. Title I	2003-2004 (n=45)	12	19	42	28
	2004-2005 (n=33)	30	6	18	46
	2005-2006 (n=89)	5	8	48	40
7. Reading Specialist	2003-2004 (n=45)	9	21	26	44
	2004-2005 (n=33)	30	12	15	42
	2005-2006 (n=89)	6	10	56	28
8. Literacy Coach	2004-2005 (n=33)	6	12	12	70
	2005-2006 (n=89)	11	11	70	8

How would you describe teachers' acceptance of observation and feedback by the Literacy Coach?

	N	%
Very accepting and willing to change classroom practices	12	36
Accepting and willing to consider incorporating new practices into the classroom routine	18	55
Reluctantly cooperative and slow to use new practices	2	6
Uncooperative, resistant to changing practices	0	0
Don't know/NA	1	3

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT

In this section please address the need for continued professional development in reading.

The Reading First Act seeks to infuse scientifically based reading research (SBRR) into reading and literacy instruction. This research defines reading as a complex system deriving meaning from print that requires FIVE DIMENSIONS, including:

- the skills and knowledge to understand how phonemes, or speech sounds, are connected to print;
- the ability to decode unfamiliar words (explicit systematic phonics);
- the ability to read fluently;
- sufficient background information and vocabulary to foster reading comprehension;
- the development of appropriate active strategies to construct meaning from print; and the development of a motivation to read.

Spelling and composition are additional elements of literacy development.

Use the following scale to rate the existence of these literacy areas in your classrooms and teachers' interest in obtaining further knowledge and experience in each area in your school.

1	2	3	4
little knowledge	basic knowledge	more than average knowledge	extensive knowledge
little confidence	some confidence	more than average confidence	extremely confident
little interest	some interest	more than average interest/high on my list	extremely interested

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Physical space/room arrangement supportive of early literacy activities. (small and whole groups)	2003-2004 (n=45)	15	48	30	8	--	5	58	25	13	--	--	45	30	25	--
	2004-2005 (n=33)	--	7	68	26	--	--	16	58	26	--	3	3	48	45	--
	2005-2006 (n=88)	--	24	56	19	1	2	27	52	17	1	--	16	49	34	1
2. Classroom rich in diverse literacy and reading materials.	2003-2004 (n=45)	13	50	35	3	--	10	58	25	8	--	3	45	40	13	--
	2004-2005 (n=33)	--	3	65	32	--	--	19	55	26	--	--	3	55	42	--
	2005-2006 (n=88)	--	25	47	27	1	5	22	48	25	1	1	17	52	30	1
3. Creating a print-rich classroom environment.	2003-2004 (n=45)	13	48	35	5	--	10	43	38	10	--	3	43	40	15	--
	2004-2005 (n=33)	--	3	65	32	--	--	13	58	29	--	--	7	52	42	--
	2005-2006 (n=88)	6	15	43	36	--	1	23	42	33	1	1	21	42	36	--
4. Encouraging home language and English use with English Language Learners.	2003-2004 (n=45)	33	33	28	8	--	26	41	28	5	--	13	39	28	21	--
	2004-2005 (n=33)	7	38	31	24	--	13	30	40	17	--	--	23	43	33	--
5. Frequent adult reading to children and conversation about books.	2003-2004 (n=45)	15	20	50	15	--	8	40	35	18	--	5	28	48	20	--
	2004-2005 (n=33)	--	10	40	50	--	--	20	37	43	--	--	3	50	47	--
	2005-2006 (n=88)	1	26	50	22	1	1	26	47	25	1	1	22	44	32	1
6. Many books readily available throughout the room encompassing a range of genres, cultural perspectives and a variety of reading levels.	2003-2004 (n=45)	15	60	20	5	--	13	63	15	10	--	5	55	28	--	--
	2004-2005 (n=33)	--	13	42	45	--	--	19	42	39	--	--	3	52	--	--
	2005-2006 (n=88)	--	27	48	24	1	1	28	44	26	--	1	25	43	31	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7. Other frequent receptive/expressive language activity (e.g., flannel boards, storytelling).	2003-2004 (n=45)	23	48	28	3	--	15	60	15	10	--	5	48	33	15	--
	2004-2005 (n=33)	--	19	52	29	--	--	19	55	26	--	--	10	55	36	--
	2005-2006 (n=88)	6	33	44	16	1	2	42	36	18	1	1	26	48	24	1
8. Encouragement of problem-solving through interaction (child-child; teacher-child).	2003-2004 (n=45)	8	40	43	10	--	10	40	35	15	--	8	31	36	26	--
	2004-2005 (n=33)	7	29	48	16	--	7	26	42	26	--	--	25	41	34	--
9. Motivating children as readers in authentic ways.	2003-2004 (n=45)	18	45	33	5	--	10	55	23	13	--	10	36	36	18	--
	2004-2005 (n=33)	3	19	32	45	--	3	16	48	32	--	--	7	32	61	--
	2005-2006 (n=88)	3	25	57	15	--	2	27	53	17	--	--	17	53	30	--
10. Meaningful use of language and literacy: children using language and literacy for a variety of real-life purposes.	2003-2004 (n=45)	13	50	33	5	--	10	53	28	10	--	5	43	30	23	--
	2004-2005 (n=33)	7	23	36	36	--	7	26	42	26	--	--	23	45	32	--
	2005-2006 (n=88)	2	28	46	22	2	1	31	44	23	1	1	21	48	30	1
11. Integration of literacy with other content/subject areas.	2003-2004 (n=45)	15	38	40	8	--	13	40	38	13	--	5	33	45	18	--
	2004-2005 (n=33)	--	19	55	26	--	3	19	52	26	--	--	19	32	48	--
	2005-2006 (n=88)	3	25	53	18	--	3	31	51	15	--	2	23	49	26	--
12. Working with the media specialist to use the library in theoretically sound ways.	2003-2004 (n=45)	16	65	16	3	--	16	62	16	5	--	5	57	24	14	--
	2004-2005 (n=33)	10	28	45	17	--	4	36	32	29	--	--	14	45	41	--
	2005-2006 (n=88)	6	33	34	24	3	3	35	35	23	3	3	26	36	31	3
13. Providing supplemental and intervention strategies for struggling readers.	2004-2005 (n=33)	--	26	45	29	--	3	29	39	29	--	--	7	29	65	--
	2005-2006 (n=88)	5	36	41	18	--	6	36	42	16	--	1	22	46	32	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

2003-2004: The most frequent “other” responses included: assessment, differentiated instruction, intervention strategies, prescribe, Running Records.

2004-2005: The most frequent “other” responses included: Relating IEPs, remediation, rubrics, Special Ed resource room, technology, Terra Nova.

2005-2006: The most frequent “other” responses included: N/A

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Screening	2003-2004 (n=45)	24	50	15	12	--	21	53	21	6	--	15	46	21	18	--
	2004-2005 (n=33)	10	27	43	20	--	10	23	47	20	--	--	37	47	17	--
	2005-2006 (n=88)	7	41	35	15	2	5	46	31	17	2	3	26	39	30	2
Diagnostic	2003-2004 (n=45)	22	56	14	8	--	31	53	14	3	--	8	41	33	18	--
	2004-2005 (n=33)	--	37	40	23	--	--	13	47	40	--	--	33	40	27	--
	2005-2006 (n=88)	8	44	34	9	4	6	44	38	9	3	2	25	47	23	3
Progress Monitoring	2003-2004 (n=45)	22	58	11	8	--	25	61	11	3	--	15	46	21	18	--
	2004-2005 (n=33)	--	33	43	23	--	--	10	50	40	--	3	10	43	43	--
	2005-2006 (n=88)	9	38	40	10	3	9	38	38	14	2	5	25	47	22	2
Outcomes	2003-2004 (n=45)	8	69	19	3	--	14	64	11	11	--	8	51	24	16	--
	2004-2005 (n=33)	--	23	57	20	--	3	23	50	23	--	--	7	50	43	--
	2005-2006 (n=88)	3	41	43	9	3	5	36	46	11	2	2	21	49	25	3
Other (specify)	2003-2004 (n=45)	25	75	--	--	--	--	100	--	--	--	--	100	--	--	--
	2004-2005 (n=33)	--	--	43	57	--	--	--	43	57	--	--	--	43	57	--
	2005-2006 (n=88)	--	17	9	13	61	--	17	13	9	61	--	4	17	17	61

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
14. Explicit Instructional Practices and Demonstration																
Reading Aloud	2003-2004 (n=45)	5	41	54	--	--	3	41	51	5	--	11	29	47	13	--
	2004-2005 (n=33)	--	3	50	47	--	--	3	63	3	--	--	7	43	50	--
	2005-2006 (n=88)	1	21	51	25	2	--	25	45	27	2	--	24	43	31	2
Shared Reading	2003-2004 (n=45)	22	36	39	3	--	19	38	32	11	--	8	34	40	18	--
	2004-2005 (n=33)	7	7	53	33	--	--	13	53	33	--	--	13	43	43	--
	2005-2006 (n=88)	3	31	44	21	1	2	30	43	24	1	1	27	40	31	1
Interactive Writing	2003-2004 (n=45)	38	32	30	--	--	32	32	24	11	--	18	40	29	13	--
	2004-2005 (n=33)	3	20	50	27	--	7	20	43	30	--	--	13	43	43	--
	2005-2006 (n=88)	9	41	35	14	1	10	39	36	15	--	2	25	46	27	--
Independent Reading	2003-2004 (n=45)	8	38	51	3	--	8	38	38	16	--	5	37	40	18	--
	2004-2005 (n=33)	--	17	47	37	--	--	27	33	40	--	--	17	50	33	--
	2005-2006 (n=88)	2	19	57	21	1	2	26	50	22	--	2	23	50	25	--
Reading Focused Lessons	2003-2004 (n=45)	8	53	31	8	--	14	41	35	11	--	11	40	40	11	
	2004-2005 (n=33)	3	21	45	31	--	3	20	47	30	--	3	10	43	43	
Small Group Guided Reading	2003-2004 (n=45)	16	46	32	5	--	13	40	29	13	--	10	41	33	15	--
	2004-2005 (n=33)	3	20	43	33	--	7	17	50	27	--	--	13	43	43	--
	2005-2006 (n=88)	3	33	41	19	3	6	31	43	18	2	2	18	49	28	2

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Literature Circles	2003-2004 (n=45)	19	61	11	8	--	23	57	14	6	--	16	46	30	8	--
	2004-2005 (n=33)	10	41	35	14	--	10	38	24	28	--	--	28	28	45	--
	2005-2006 (n=88)	11	49	26	9	4	11	42	35	7	4	7	24	44	21	4
Writing Process	2003-2004 (n=45)	8	43	41	8	--	8	46	35	11	--	3	36	46	15	--
	2004-2005 (n=33)	--	17	57	27	--	--	20	47	33	--	--	10	47	13	--
	2005-2006 (n=88)	1	31	49	19	--	--	32	52	16	--	--	18	49	33	--
Ample Practice Opportunities	2003-2004 (n=45)	12	50	35	3	--	14	50	28	8	--	11	43	32	14	--
	2004-2005 (n=33)	--	38	38	24	--	--	31	41	28	--	--	17	50	33	--
	2005-2006 (n=88)	3	35	43	15	3	3	35	44	15	2	1	30	43	24	2
15. Using formal and informal instruction (grouping, 1-1, conferencing, whole class instruction)	2003-2004 (n=45)	22	57	19	3	--	24	49	19	8	--	16	40	21	24	--
	2004-2005 (n=33)	3	23	37	37	--	--	23	47	30	--	3	3	47	47	--
	2005-2006 (n=88)	6	24	49	22	--	6	30	46	19	--	1	23	42	34	--
16. Specific Skills Targeted Instruction																
Phonemic Awareness	2003-2004 (n=45)	25	33	39	3	--	24	27	32	16	--	8	38	30	24	--
	2004-2005 (n=33)	3	23	30	43	--	3	23	27	47	--	--	13	30	57	--
	2005-2006 (n=88)	5	36	34	24	1	7	39	33	22	--	--	28	47	25	--
Phonics	2003-2004 (n=45)	11	39	44	6	--	16	32	39	14	--	11	27	38	24	--
	2004-2005 (n=33)	3	20	33	43	--	3	20	37	40	--	--	10	40	50	--
	2005-2006 (n=88)	--	36	39	24	1	1	43	33	23	--	1	25	47	27	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Oral Reading Fluency	2003-2004 (n=45)	14	43	41	3	--	14	41	35	11	--	5	41	27	27	--
	2004-2005 (n=33)	3	20	40	37	--	7	17	40	37	--	--	17	43	40	--
	2005-2006 (n=88)	2	32	42	23	1	5	38	38	21	--	--	26	44	30	--
Vocabulary	2003-2004 (n=45)	8	40	53	--	--	8	42	40	11	--	3	42	37	18	--
	2004-2005 (n=33)	--	20	40	40	--	--	20	37	43	--	--	13	40	47	--
	2005-2006 (n=88)	1	26	51	21	1	5	30	47	19	--	--	25	51	24	--
Comprehension	2003-2004 (n=45)	5	50	40	5	--	8	47	34	11	--	47	32	--	21	--
	2004-2005 (n=33)	--	17	40	43	--	--	23	37	40	--	--	7	57	37	--
	2005-2006 (n=88)	1	32	48	19	--	1	39	41	19	--	--	23	48	30	--
Spelling	2003-2004 (n=45)	5	42	47	5	--	11	42	37	11	--	--	40	40	21	--
	2004-2005 (n=33)	--	20	43	37	--	--	27	43	30	--	--	17	40	43	--
	2005-2006 (n=88)	1	31	49	18	1	3	32	46	19	--	--	24	49	26	1

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

Did you participate in courses or workshops in reading or reading-related topics? (Check applicable course formats as listed below and indicate the number of SDU credits earned.)

		YES	NO	DON'T KNOW	AVERAGE NUMBER OF SDE CREDITS	
					N	CREDITS
a. College Courses	2003-2004 (n=45)	42	46	11	19	31
	2004-2005 (n=31)	13	81	7	4	38
	2005-2006 (n=88)	13	72	16	11	16
b. District Workshops	2003-2004 (n=45)	64	29	7	29	28
	2004-2005 (n=31)	90	7	3	28	16
	2005-2006 (n=88)	77	16	7	68	17
c. School In-Service	2003-2004 (n=45)	64	24	11	29	29
	2004-2005 (n=31)	77	19	3	24	15
	2005-2006 (n=88)	71	22	8	62	15
d. Internet/On-Line	2003-2004 (n=45)	13	71	16	6	13
	2004-2005 (n=31)	10	84	7	3	0
	2005-2006 (n=88)	10	78	11	9	6

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

In this section, please tell us the extent to which you agree with the following statements about reading prior to Reading First.

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Reading-related professional development was available statewide on a regular basis.	2003-2004 (n=45)	2	48	29	7	14
	2004-2005 (n=33)	36	55	7	--	3
	2005-2006 (n=88)	27	58	11	--	3
2. Our district/school provided reading-related professional development for our teachers on a regular basis.	2003-2004 (n=45)	12	52	21	2	12
	2004-2005 (n=33)	65	32	--	--	3
	2005-2006 (n=88)	50	47	3	--	--
3. Our district/school provided reading-related professional development for our teacher assistants on a regular basis.	2003-2004 (n=45)	5	29	43	14	10
	2004-2005 (n=33)	39	36	19	3	3
	2005-2006 (n=88)	26	31	27	7	10
4. Our district/school provided reading-related professional development for our tutors on a regular basis.	2003-2004 (n=45)	12	17	26	19	26
	2004-2005 (n=33)	23	26	39	7	7
	2005-2006 (n=88)	23	25	17	6	30
5. Principals were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their schools on a regular basis.	2003-2004 (n=45)	7	26	38	12	17
	2004-2005 (n=33)	29	32	32	--	7
	2005-2006 (n=88)	26	35	31	3	4

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
6. Teachers were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their classrooms on a regular basis.	2003-2004 (n=45)	5	17	50	17	12
	2004-2005 (n=33)	26	48	23	--	3
	2005-2006 (n=88)	21	39	31	2	8
7. Training in implementing New Jersey Language Arts Literacy Standards (NJCCCS) was provided.	2003-2004 (n=45)	21	48	17	5	10
	2004-2005 (n=33)	42	42	7	3	7
	2005-2006 (n=88)	25	59	14	1	1

List the professional development activities that have been most influential in your work as an administrator.

2003-2004		RESPONSES (N= 40)
#	%	
13	33	Attended specific workshop - general
12	30	Reading/ Literacy/Assessment/Professional Development workshop
6	15	Workshop focusing on results
4	10	Collaboration
3	8	None/do not know/not any
2	5	Data driven intervention

Note: Percents may not equal 100% because responses may fit more than one category.

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

What literacy-related professional development needs/topics are you most interested in addressing over the next year?

2003-2004		RESPONSES (N=43)
#	%	
14	33	Classroom teaching strategies and information
10	23	Assessment
5	12	Collaboration
5	12	Guided reading
3	7	2004-2005
2	5	Comprehension
2	5	ELL
2	5	Shared reading
2004-2005		RESPONSES (N=28)
#	%	
9	32	Guided reading, literature circles, shared writing, reading aloud
7	25	Differentiation of instruction for teachers and staff
6	21	Understanding data to drive instruction
4	14	Assessment and Intervention
2	7	Other
2005-2006		RESPONSES (N=104)
#	%	
40	39	Guided reading, literature circles, shared writing, reading aloud
11	11	Classroom management
8	8	Phonics, spelling, vocabulary
8	8	Other
7	7	Using data and research to drive instruction
7	7	Reading comprehension
6	6	Assessment and Intervention
6	6	Differentiation of instruction for teachers and staff
5	5	Integrate literacy instruction across curriculum, subjects
4	4	More training in literacy, fluency for all categories of staff
2	2	More training in Reading First

Note: Percents may not equal 100% because responses may fit more than one category.

C-3 NEW JERSEY READING FIRST LITERACY COACH ANALYSIS COHORTS 1 AND 2 COMBINED

The New Jersey Department of Education (NJDE) is required to annually evaluate the programs and services funded by the Reading First Program. This important initiative is designed to provide professional development and other resources necessary for schools to improve reading instruction and increase reading opportunities for children in grades K-3.

SECTION 1: LITERACY COACH PROFILE

Were you a Literacy Coach in an elementary school in New Jersey prior to Reading First?

	2003-2004 (N=66)
Yes	85%
No	15%

In this section please describe your current training and experience.

Number of years in current school:

Number of years as a regular classroom teacher
(Do not include EIP, ESE, or Title I):

	2003-2004 (N=66)	2004-2005 (N=58)	2005-2006 (N=81)		2003-2004 (N=66)	2004-2005 (N=58)	2005-2006 (N=81)
Less than 1 year	11%	21%	12%	Less than 1 year	5%	3%	3%
1-5 years	49%	62%	49%	1-5 years	8%	14%	15%
6-10 years	12%	10%	15%	6-10 years	26%	26%	22%
More than 10 years	29%	7%	24%	More than 10 years	62%	57%	59%
Not Applicable	--	--	--	Not Applicable	--	--	1%

	2003-2004 (N=66)	2004-2005 (N=58)	2005-2006 (N=81)		2003-2004 (N=66)	2004-2005 (N=58)	2005-2006 (N=81)
Pre-K	18%	24%	26%	Higher than Grade 5	17%	16%	28%
Kindergarten	35%	35%	42%				
Grade 1	50%	48%	61%	Special Education	9%	10%	5%
Grade 2	47%	48%	62%	Reading Recovery	18%	17%	16%
Grade 3	32%	35%	51%	ESL/Bi-lingual	9%	9%	9%
Grade 4	30%	22%	48%	Title I	27%	26%	24%
Grade 5	18%	12%	30%	Other (See below)	12%	14%	15%

SECTION 1: INSTRUCTIONAL PERSONNEL PROFILE (Continued)

Previous grades taught:

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent “other” responses included: Adult Ed, language arts specialist, literacy support, reading specialist, tutor.

2004-2005: The most frequent “other” responses included: Adult Ed, high school teacher, literacy support teacher, supplemental instructor, tutor.

2005-2006: The most frequent “other” responses included: reading teacher, supplemental instructor, tutor, college/continuing education.

Number of years as a remedial teacher:

Number of years in Special Education:

	2003-2004 (N=66)	2004-2005 (N=58)	2005-2006 (N=81)		2003-2004 (N=66)	2004-2005 (N=58)	2005-2006 (N=81)
Less than 1 year	55%	55%	41%	Less than 1 year	88%	88%	63%
1-5 years	24%	28%	17%	1-5 years	0%	2%	1%
6-10 years	11%	7%	7%	6-10 years	2%	3%	1%
More than 10 years	11%	10%	11%	More than 10 years	11%	7%	3%
Not Applicable	--	--	24%	Not Applicable	--	--	32%

Number of years in ESL/Bi-lingual:

Number of years in Other teaching category:

	2003-2004 (N=66)	2004-2005 (N=58)	2005-2006 (N=81)		2003-2004 (N=66)	2004-2005 (N=58)	2005-2006 (N=81)
Less than 1 year	82%	85%	54%	Less than 1 year	39%	62%	44%
1-5 years	5%	7%	5%	1-5 years	30%	21%	26%
6-10 years	6%	5%	6%	6-10 years	9%	5%	6%
More than 10 years	8%	3%	3%	More than 10 years	21%	12%	--
Not Applicable	--	--	32%	Not Applicable	--	--	24%

2003-2004: The most frequent “other” responses included: none.

2004-2005: The most frequent “other” responses included: none.

2005-2006: The most frequent “other” responses included: college, reading, program facilitator, substitute, tutor, literacy/intervention specialist.

AVERAGE NUMBER OF STATE-LEVEL READING FIRST WORKSHOPS/TRAININGS ATTENDED:	2004-2005 (N=58)	2005-2006 (N=81)
Zero workshops attended	7%	6%
1-5 workshops	59%	57%
6-10 workshops	21%	28%
More than 10 workshops	13%	9%

SECTION 1: INSTRUCTIONAL PERSONNEL PROFILE (Continued)

In GENERAL, how WOULD YOU rate the QUALITY of STATE-LEVEL READING FIRST WORKSHOPS/TRAININGS?	VERY HIGH	HIGH	AVERAGE	NOT VERY HIGH	DON'T KNOW/NA
2004-2005 (N=66)	14	52	22	7	5
2005-2006 (n=81)	17	52	22	1	7

2004-2005		WHICH PROFESSIONAL DEVELOPMENT TRAINING EXPERIENCES WERE MOST BENEFICIAL TO THE 2004-2005 OF READING FIRST? (N=58)
#	%	
18	31	DIBELS
16	28	Enjoyed all aspects of the training – General workshop
7	12	Collaboration
7	12	Guided readers/read Aloud
4	7	Assessment
3	5	Curriculum mapping
3	5	Other
2005-2006		WHICH PROFESSIONAL DEVELOPMENT TRAINING EXPERIENCES WERE MOST BENEFICIAL TO THE 2005-2006 OF READING FIRST? (N=115)
#	%	
23	20	Vocabulary/Camille Blachowicz
20	17	Coaches Connect
14	12	Assessment/intervention
12	10	DIBELS
8	7	State level sponsored workshops
8	7	Enjoyed all aspects of the training – General workshops
5	4	Guided readers/read Aloud
5	4	Comprehension/fluency/
5	4	Other
4	3	Writing, rubric
3	3	ERDA
2	2	Curriculum mapping
2	2	ICE-R
2	2	Small group/differentiated instruction
2	2	Running records

Note: Percents may not equal 100% because responses may fit more than one category.

2004-2005		WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING READING FIRST PROFESSIONAL DEVELOPMENT IN THE FUTURE? (N=58)
#	%	
17	29	Expand workshop opportunities; offer more times and places
14	24	Classroom teaching strategies and information
14	24	Workshops geared towards specific instructors, instead of general workshops
7	12	None/Do not know/NA
6	10	Collaboration
2005-2006		WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING READING FIRST PROFESSIONAL DEVELOPMENT IN THE FUTURE? (N=70)
#	%	
25	36	Expand workshop opportunities; offer more times and places
11	16	Classroom teaching strategies and information
11	16	Include all staff in trainings
9	13	None/Do not know/NA
6	9	Interactive/hands-on
4	6	More staff involved in planning
3	4	Collaboration
1	1	WS – effective literacy coaching

Note: Percents may not equal 100% because responses may fit more than one category.

SECTION 2: SCHOOL'S LITERACY PROGRAM

In this section, please describe your school's literacy program, indicating your level of agreement with the following statements:

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Our school had a commitment to improving schoolwide literacy programs so that every student will read by the end of third grade.	2003-2004 (n=59)	17	53	16	6	8
	2004-2005 (n=57)	68	28	4	--	--
	2005-2006 (n=82)	74	26	--	--	--
2. Our school's organization of reading instruction was consistent with scientifically based reading research (SBRR).	2003-2004 (n=55)	13	39	27	8	14
	2004-2005 (n=57)	61	35	2	--	2
	2005-2006 (n=82)	82	17	1	--	--
3. Our school's core reading curriculum was consistent with scientifically based reading research.	2003-2004 (n=56)	12	42	27	8	13
	2004-2005 (n=57)	63	37	--	--	--
	2005-2006 (n=82)	79	21	--	--	--
4. Our school's organization of reading instruction was consistent with scientifically based reading research.	2003-2004 (n=55)	11	27	39	9	14
	2004-2005 (n=57)	58	40	2	--	--
	2005-2006 (n=82)	73	26	1	--	--
5. Our school's library program supported literacy development in grades K-3.	2003-2004 (n=56)	6	41	22	19	13
	2004-2005 (n=57)	30	42	12	4	12
	2005-2006 (n=82)	34	33	10	6	17
6. Our school had a study group team which met regularly (weekly or monthly) to study professional texts.	2003-2004 (n=54)	2	6	41	36	16
	2004-2005 (n=57)	16	19	39	18	9
	2005-2006 (n=82)	26	29	18	2	24
7. The study group meetings were helpful in implementing effective literacy instruction.	2003-2004 (n=51)	2	8	36	34	20
	2004-2005 (n=57)	16	21	23	16	25
	2005-2006 (n=82)	28	26	10	1	35

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
8. Our district's core language arts/literacy curriculum was aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2003-2004 (n=60)	27	67	3	3	6
	2004-2005 (n=60)	28	65	3	3	--
	2005-2006 (n=82)	83	17	--	--	--
9. Funding was available to purchase additional classroom reading materials.	2003-2004 (n=52)	14	30	31	6	19
	2004-2005 (n=57)	60	33	2	--	5
	2005-2006 (n=82)	60	31	2	2	5
10. Funding was available to purchase additional reading software.	2003-2004 (n=49)	13	27	31	6	23
	2004-2005 (n=57)	40	37	4	--	19
	2005-2006 (n=82)	42	39	2	2	14
11. Our school used a plan for reviewing reading software and materials prior to purchasing these materials.	2003-2004 (n=39)	8	20	27	6	39
	2004-2005 (n=57)	19	35	9	7	30
	2005-2006 (n=82)	28	35	10	2	24
12. Reading software and materials used in our district/school were aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2003-2004 (n=47)	11	36	17	9	27
	2004-2005 (n=57)	35	47	2	--	16
	2005-2006 (n=82)	42	46	2	1	9
13. Local testing programs were aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2003-2004 (n=54)	13	59	11	2	16
	2004-2005 (n=57)	53	44	--	--	4
	2005-2006 (n=82)	63	33	--	1	2
14. Assessment Team members effectively used formal and informal SBRR literacy assessments in grades K-3.	2003-2004 (n=48)	9	20	30	16	25
	2004-2005 (n=57)	35	44	9	--	12
	2005-2006 (n=82)	63	33	2	--	1

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
15. Teachers effectively diagnosed reading problems in grades K-3.	2003-2004 (n=58)	14	36	30	11	9
	2004-2005 (n=57)	39	49	11	--	2
	2005-2006 (n=82)	63	37	--	--	--
16. Teachers used screening tools to identify children with specific reading difficulties in grades K-3.	2003-2004 (n=54)	14	28	28	14	16
	2004-2005 (n=57)	51	40	7	--	2
	2005-2006 (n=82)	63	34	1	--	1
17. Teachers or Assessment Team members used assessment data to monitor student progress.	2003-2004 (n=64)	14	17	36	20	13
	2004-2005 (n=57)	42	47	7	--	4
	2005-2006 (n=82)	51	40	4	--	5
18. Our Assessment Team was effectively able to diagnose reading problems.	2003-2004 (n=57)	5	14	41	20	20
	2004-2005 (n=57)	26	49	11	--	14
	2005-2006 (n=82)	61	37	1	--	1
19. The Literacy Team collaboratively planned interventions to support struggling readers.	2003-2004 (n=57)	8	17	38	22	16
	2004-2005 (n=57)	54	44	--	--	2
	2005-2006 (n=82)	46	48	6	--	--
20. Targeted interventions were provided to children reflecting their specific reading difficulty.	2003-2004 (n=57)	6	31	33	16	14
	2004-2005 (n=57)	32	58	7	2	2
	2005-2006 (n=82)	51	46	2	--	--
21. Literacy-related interventions were aligned with classroom instruction.	2003-2004 (n=57)	6	31	30	14	19
	2004-2005 (n=57)	35	44	11	--	11
	2005-2006 (n=82)	46	51	2	--	--

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
22. Most tutors working with my students have received training in scientifically based reading research.	2003-2004 (n=57)	8	17	41	14	20
	2004-2005 (n=57)	33	49	14	--	4
	2005-2006 (n=82)	27	37	11	2	24
23. Teachers have ready access to student assessment data	2004-2005 (n=56)	38	50	13	--	--
	2005-2006 (n=82)	78	21	1	--	--
24. Teachers use assessment data to group students according to their needs and to plan appropriate interventions for struggling readers.	2004-2005 (n=57)	18	32	23	4	25
	2005-2006 (n=82)	48	49	2	1	--
25. Students receive additional instruction time before or after school.	2004-2005 (n=57)	21	35	26	4	14
	2005-2006 (n=82)	39	37	10	1	13
26. Students will receive additional instruction time during the summer of 2005.	2004-2005 (n=57)	40	39	14	2	5
	2005-2006 (n=82)	42	34	28	7	--
27. Teachers have adequate time to plan interventions with support staff. (i.e., tutors, extended day staff)	2004-2005 (n=57)	19	30	39	11	2
	2005-2006 (n=82)	20	48	21	4	8
28. Teachers have adequate time to plan interventions with the Literacy Coach.	2004-2005 (n=57)	23	42	28	7	--
	2005-2006 (n=82)	27	60	11	2	--

SECTION 3: LITERACY INSTRUCTION

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Students received at least 1 1/2 hours of uninterrupted literacy instruction daily.	2003-2004 (n=64)	23	19	34	13	11
	2004-2005 (n=57)	83	18	--	--	--
	2005-2006 (n=82)	87	13	--	--	--
2. Teachers included writing lessons in their instruction each day.	2003-2004 (n=64)	19	38	25	6	13
	2004-2005 (n=57)	53	44	2	--	2
	2005-2006 (n=82)	72	24	4	--	--

SECTION 3: LITERACY INSTRUCTION (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
3. Teachers and other literacy personnel designed instruction based on student needs.	2003-2004 (n=64)	25	52	13	5	6
	2004-2005 (n=57)	54	42	4	--	--
	2005-2006 (n=82)	59	40	--	--	1
4. Teachers and other literacy personnel were able to effectively diagnose reading problems.	2003-2004 (n=64)	25	33	31	5	6
	2004-2005 (n=57)	39	54	7	--	--
	2005-2006 (n=82)	65	34	1	--	--
5. Students who were performing below grade level received intensive intervention.	2003-2004 (n=64)	14	20	39	11	16
	2004-2005 (n=57)	33	53	12	--	2
	2005-2006 (n=82)	50	42	7	1	--
6. Teachers used assessments to group students flexibly.	2003-2004 (n=64)	13	22	38	13	16
	2004-2005 (n=57)	46	47	5	--	2
	2005-2006 (n=82)	62	37	1	--	--
7. Teachers had an adequate supply of guided reading sets (instructional level texts) to implement small group instruction.	2003-2004 (n=64)	9	27	33	23	8
	2004-2005 (n=57)	58	32	9	--	2
	2005-2006 (n=82)	67	26	7	--	--
8. Teachers had ample materials in addition to student texts to implement an effective literacy program.	2003-2004 (n=64)	8	27	31	20	14
	2004-2005 (n=57)	59	40	2	--	2
	2005-2006 (n=82)	73	24	1	--	1

SECTION 3: LITERACY INSTRUCTION (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
9. Teachers had adequate support from a Literacy Coach to assist them in developing effective instruction.	2003-2004 (n=64)	6	14	41	34	5
	2004-2005 (n=57)	40	51	7	--	2
	2005-2006 (n=82)	70	29	1	--	--
10. Teachers had adequate support from a Literacy Coach to assist them in diagnosing problems.	2003-2004 (n=64)	9	13	39	34	5
	2004-2005 (n=57)	35	58	4	--	4
	2005-2006 (n=82)	66	32	1	--	1
11. I was able to visit colleagues in other schools, and that was helpful in implementing an effective literacy program.	2003-2004 (n=64)	9	19	38	30	5
	2004-2005 (n=57)	14	26	46	9	5
	2005-2006 (n=82)	18	37	29	4	12
12. I actively participated in the design of reading curriculum and supportive materials.	2003-2004 (n=64)	8	31	34	22	5
	2004-2005 (n=57)	44	44	12	--	--
	2005-2006 (n=82)	49	35	6	1	9
13. The instruction content of our K-3 Core Reading Program effectively addresses phonemic awareness.	2004-2005 (n=57)	72	28	--	--	--
	2005-2006 (n=82)	88	12	--	--	--

SECTION 3: LITERACY INSTRUCTION (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
14. The instruction content of our K-3 Core Reading Program effectively addresses phonics.	2004-2005 (n=57)	72	28	--	--	--
	2005-2006 (n=82)	89	11	--	--	--
15. The instruction content of our K-3 Core Reading Program effectively addresses vocabulary development.	2004-2005 (n=57)	60	39	2	--	--
	2005-2006 (n=82)	77	22	1	--	--
16. The instruction content of our K-3 Core Reading Program effectively addresses reading fluency, including oral reading strategies.	2004-2005 (n=57)	67	33	--	--	--
	2005-2006 (n=82)	76	22	2	--	--
17. The instruction content of our K-3 Core Reading Program effectively addresses reading comprehension strategies.	2004-2005 (n=57)	61	37	2	--	--
	2005-2006 (n=82)	77	22	1	--	--
18. Our Core Reading Program allows for modifications to instruction based on student needs.	2004-2005 (n=57)	51	44	5	--	--
	2005-2006 (n=82)	63	37	--	--	--
19. Our Core Reading Program allows ample practice opportunities.	2004-2005 (n=57)	46	47	7	--	--
	2005-2006 (n=82)	57	42	1	--	--

SECTION 3: LITERACY INSTRUCTION (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
20. Student materials are effectively aligned to the Core Reading Program.	2004-2005 (n=57)	51	49	--	--	--
	2005-2006 (n=82)	63	37	--	--	--
21. Teachers use instructional centers to supplement direct instruction.	2004-2005 (n=57)	40	54	4	--	2
	2005-2006 (n=82)	55	42	1	2	--
22. Teachers have established classroom routines and schedules that support small group instruction during the literacy block.	2004-2005 (n=57)	42	43	5	--	--
	2005-2006 (n=82)	49	51	--	--	--

In our literacy program, writing instruction (in response to reading text) is an area:

	2003-2004 (N= 64)	2004-2005 (N=57)	2005-2006 (N=82)
Of strength	5%	12%	27%
That needs improvement	88%	88%	73%
Don't know	8%	0%	0%

In how many different K-3 classes are you able to observe instruction in reading and language arts on a daily basis (classes per month)?

	2003-2004 (N=64)	2004-2005 (N=57)	2005-2006 (N=82)
Less than 1	66%	0%	1%
1-5	18%	21%	22%
6-10	6%	25%	21%
More than 10	12%	54%	56%

SECTION 4: LITERACY LEADERSHIP

On average, how much time did teachers in your school spend each day providing instruction in reading and language arts?

	2003-2004 (N=64)	2004-2005 (N=57)	2005-2006 (N=82)		2003-2004 (N=64)	2004-2005 (N=57)	2005-2006 (N=82)
Less than 30 minutes	3%	0%	0%	91-120 minutes	23%	61%	56%
30-60 minutes	23%	1%	1%	121-150 minutes	6%	11%	21%
61-90 minutes	42%	19%	9%	150-180+ minutes	2%	7%	13%

Which of the following did teachers regularly include in their daily schedule/curriculum? (Check all that apply)

		PERCENTAGE OF RESPONDENTS							
		FEWER THAN 30 MINS.	30-60 MINS.	61-90 MINS.	91-120 MINS.	121-150 MINS.	151-180+ MINS.	OTHER	NONE
1. Phonemic awareness activities	2003-2004 (n=64)	64	20	--	--	--	--	13	3
2. Systematic phonics instruction	2003-2004 (n=64)	58	27	--	--	--	--	14	2
3. Vocabulary instruction	2003-2004 (n=64)	67	22	--	--	--	--	11	--
4. Fluency instruction	2003-2004 (n=64)	72	13	--	--	--	--	11	5
5. Comprehension strategies	2003-2004 (n=64)	52	30	8	--	--	--	11	--

2003-2004: The most frequent “other” responses included: Do not know, Through the reading block of time.

On average, how much time did you spend each day observing reading and language arts?

	2003-2004 (N=64)	2004-2005 (N=57)	2005-2006 (N=82)		2003-2004 (N=64)	2004-2005 (N=57)	2005-2006 (N=82)
Less than 30 minutes	66%	26%	29%	91-120 minutes	2%	11%	6%
30-60 minutes	17%	37%	37%	121-150 minutes	3%	2%	6%
61-90 minutes	6%	25%	21%	150 -180+	6%	0%	1%

SECTION 4: LITERACY LEADERSHIP (Continued)

On average, how much time do you spend each day modeling lessons?

	2004-2005 (N=57)	2005-2006 (N=82)		2004-2005 (N=57)	2005-2006 (N=82)
Less than 30 minutes	26%	10	91-120 minutes	11%	17
30-60 minutes	37%	28	121-150 minutes	2%	11
61-90 minutes	25%	28	150 -180+	0%	6

On average, how much time do you spend each day supporting teachers *during* the literacy block?

	2004-2005 (N=57)	2005-2006 (N=82)		2004-2005 (N=57)	2005-2006 (N=82)
Less than 30 minutes	4%	11	91-120 minutes	25%	17
30-60 minutes	33%	39	121-150 minutes	5%	11
61-90 minutes	28%	26	150 -180+	5%	6

On average, how much time do you spend each day supporting teachers *before and after* literacy block?

	2004-2005 (N=57)	2005-2006 (N=82)		2004-2005 (N=57)	2005-2006 (N=82)
Less than 30 minutes	16%	27%	91-120 minutes	9%	9%
30-60 minutes	42%	45%	121-150 minutes	4%	1%
61-90 minutes	25%	18%	150 -180+	5%	--

On average, how much time do you spend each day planning professional development and study group activities?

	2004-2005 (N=57)	2005-2006 (N=82)		2004-2005 (N=57)	2005-2006 (N=82)
Less than 30 minutes	19%	13%	91-120 minutes	12%	28%
30-60 minutes	49%	22%	121-150 minutes	4%	9%
61-90 minutes	12%	23%	150 -180+	4%	5%

Which of the following did teachers regularly include in their daily schedule/curriculum? (Check all that apply)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=64)	2004-2005 (N=57)	2005-2006 (N=82)		2003-2004 (N=64)	2004-2005 (N=57)	2005-2006 (N=82)
Reading aloud	73	97	99	Vocabulary instruction	66	90	94
Shared reading	66	91	95	Fluency instruction	20	79	84
Independent reading	61	95	95	Comprehension strategy instruction	64	93	98
Guided reading	50	86	92	Writing	72	90	--

SECTION 4: LITERACY LEADERSHIP (Continued)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=64)	2004-2005 (N=57)	2005-2006 (N=82)		2003-2004 (N=64)	2004-2005 (N=57)	2005-2006 (N=82)
Literature circles	17	23	31	High frequency/sight word instruction	64	83	92
Interactive writing	61	65	72	Motivational materials and activities	36	68	73
Shared writing	41	58	74	Explicit teaching by demonstration	47	77	88
Independent writing	66	93	96	Modeling	50	79	93
Writing conferences	23	47	68	Variable grouping according to purpose of the instruction	30	61	68
Writing mini-lessons	27	56	73	Ongoing daily assessment	23	54	66
Literacy corners	17	56	24	Literacy instruction integrated with content from other subject areas	31	61	73
Phonics instruction	70	98	99	Opportunities to independently apply new learning	28	54	81
Spelling instruction	83	93	90	Immediate in-class assistance for struggling learners	22	54	76
Phonemic awareness instruction	44	91	94	Other	11	4	9

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent “other” responses included: Do not know, DRA, Was not there at the time.

2004-2005: The most frequent “other” responses included: technology, ESL, word walls with corresponding activities.

2005-2006: The most frequent “other” responses included: centers, small groups, Waterford.

SECTION 4: LITERACY LEADERSHIP (Continued)

How did teachers and Assessment Team members in your school determine if a particular child was reading below grade level? (Check all that apply)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=64)	2004-2005 (N=57)	2005-2006 (N=82)		2003-2004 (N=64)	2004-2005 (N=57)	2005-2006 (N=82)
Student portfolio	31	56	67	Reading series placement test	48	49	49
Teacher-developed test	55	61	55	Informal reading inventory	31	54	40
Standardized test scores (e.g., NJASK)	73	84	85	DIBELS	8	95	99
Developmental reading assistance	19	33	31	Other	22	25	32
Individualized, standardized assessment (e.g., Woodcock Johnson III, the Peabody Picture Vocabulary Test)	13	12	15				

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent “other” responses included: Developmental Reading Assessment, observation, reading program tests.

2004-2005: The most frequent “other” responses included: DRA, Fox in the Box, Running Records.

2005-2006: The most frequent “other” responses included: benchmarking, Running Records, observations.

SECTION 4: LITERACY LEADERSHIP (Continued)

What interventions were provided to students in your school reading below grade level? (Check all that apply)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=64)	2004-2005 (N=57)	2005-2006 (N=82)		2003-2004 (N=64)	2004-2005 (N=57)	2005-2006 (N=82)
Other specialized reading programs	28	46	44	Extra staff (para-professionals)	36	60	56
Specialized materials such as flash cards	27	63	77	Reduced class size	25	39	33
Small group instruction targeted to students' reading needs/levels	50	90	95	Family Literacy/ Parent Centers	9	28	--
Special education	58	72	--	Tutoring	44	42	33
After-school programs	67	67	70	Ongoing assessments	27	63	--
Take home materials (books)	50	77	--	Summer school	67	77	77
Buddy/partner meeting	27	53	--	Other	17	11	9

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent "other" responses included: Basic Skills, Reading Recovery, Soar to Success.

2004-2005: The most frequent "other" responses included: BSI, Orton-Gillingham, Reading Recovery.

2005-2006: The most frequent "other" responses included: Reading Naturally, Reading Recovery, Early Reading Intervention, Early Success/Soar to Success, LLI.

Please rate the success of the following **PRIOR TO READING FIRST**:

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
1. Providing classroom instruction in phonemic awareness.	2003-2004 (n=64)	--	5	31	31	11	22
	2004-2005 (n=57)	23	35	35	7	--	--
	2005-2006 (n=82)	38	27	34	--	--	1

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
2. Providing classroom instruction in explicit and systematic phonics.	2003-2004 (n=64)	--	9	30	33	8	20
	2004-2005 (n=57)	21	37	37	5	--	--
	2005-2006 (n=82)	34	33	31	1	--	--
3. Providing classroom instruction in fluency.	2003-2004 (n=64)	--	6	11	44	17	22
	2004-2005 (n=57)	14	23	51	11	2	--
	2005-2006 (n=82)	31	43	9	--	--	--
4. Providing classroom instruction in word study, vocabulary.	2003-2004 (n=64)	3	6	32	30	8	22
	2004-2005 (n=57)	12	23	49	16	--	--
	2005-2006 (n=82)	16	33	40	11	--	--
5. Providing classroom instruction in comprehension.	2003-2004 (n=64)	3	8	27	38	8	17
	2004-2005 (n=57)	14	28	53	5	--	--
	2005-2006 (n=82)	16	42	39	4	--	--
6. Motivating students to read.	2003-2004 (n=64)	2	9	30	42	5	13
	2004-2005 (n=57)	26	32	35	7	--	--
	2005-2006 (n=82)	29	38	28	5	--	--
7. Building background knowledge.	2003-2004 (n=64)	--	9	34	39	2	16
	2004-2005 (n=57)	16	37	42	4	--	2
	2005-2006 (n=82)	26	43	29	2	--	--

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
8. Providing classroom instruction in developmental spelling.	2003-2004 (n=64)	--	5	25	38	11	22
	2004-2005 (n=57)	9	30	32	21	2	7
	2005-2006 (n=82)	23	27	29	15	1	5
9. Using assessments to drive instruction.	2003-2004 (n=64)	--	5	16	34	27	19
	2004-2005 (n=57)	25	26	30	18	2	--
	2005-2006 (n=82)	32	32	31	6	--	--
10. Providing small group instruction.	2003-2004 (n=64)	--	6	22	34	20	17
	2004-2005 (n=57)	21	28	47	4	--	--
	2005-2006 (n=82)	37	29	29	5	--	--
11. Securing funding for sufficient instructional materials and supplies.	2003-2004 (n=64)	2	5	20	30	17	27
	2004-2005 (n=57)	33	33	21	4	--	9
	2005-2006 (n=82)	35	27	28	4	--	6
12. Providing differential instruction.	2003-2004 (n=64)	--	5	13	45	20	17
	2004-2005 (n=57)	16	19	42	21	--	2
	2005-2006 (n=82)	22	37	29	11	--	1

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
13. Using SBRR guidelines in choosing reading textbooks and supplementary materials.	2003-2004 (n=64)	--	6	19	30	19	27
	2004-2005 (n=57)	35	26	33	--	--	5
	2005-2006 (n=82)	37	33	23	2	--	4
14. Providing sufficient staff to support appropriate instruction in reading.	2003-2004 (n=64)	--	5	14	42	19	20
	2004-2005 (n=57)	14	23	44	12	5	2
	2005-2006 (n=82)	28	22	34	13	1	1
15. Training tutors.	2003-2004 (n=64)	--	5	9	34	25	27
	2004-2005 (n=57)	5	11	25	26	7	26
	2005-2006 (n=82)	10	13	16	13	1	47
16. Training teacher assistants.	2003-2004 (n=64)	--	2	11	30	31	27
	2004-2005 (n=57)	4	11	33	25	5	23
	2005-2006 (n=82)	12	18	16	18	6	29
17. Training for volunteers.	2003-2004 (n=64)	--	2	3	27	34	34
	2004-2005 (n=57)	--	5	16	21	14	44
	2005-2006 (n=82)	4	6	10	15	1	65

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
18. Establishing teacher resource rooms.	2003-2004 (n=64)	--	23	3	14	30	30
	2004-2005 (n=57)	11	25	30	19	7	9
	2005-2006 (n=82)	15	23	23	22	2	15
19. Establishing classroom learning centers.	2003-2004 (n=64)	--	6	19	37	23	14
	2004-2005 (n=57)	9	30	58	4	--	--
	2005-2006 (n=82)	28	31	34	6	1	--
20. Establishing classroom libraries.	2003-2004 (n=64)	5	3	20	42	16	14
	2004-2005 (n=57)	32	35	28	4	2	--
	2005-2006 (n=82)	44	37	12	5	--	2
21. Incorporating the use of technology in literacy instruction.	2003-2004 (n=64)	2	3	13	43	11	19
	2004-2005 (n=57)	16	23	49	9	-	4
	2005-2006 (n=82)	26	23	40	9	--	2
22. Integrating instruction in other subjects with reading instruction. Teaching throughout the curriculum.	2003-2004 (n=64)	3	2	20	41	13	22
	2004-2005 (n=57)	7	32	35	21	--	5
	2005-2006 (n=82)	22	27	34	13	--	4

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
23. Providing consistent reading instruction from teacher to teacher; grade to grade.	2003-2004 (n=64)	--	5	17	34	19	25
	2004-2005 (n=57)	9	33	40	12	2	4
	2005-2006 (n=82)	20	29	35	13	--	2
24. Using the Literacy Coach model to support instruction in the classroom.	2004-2005 (n=57)	18	39	42	2	--	--
	2005-2006 (n=82)	29	42	27	2	--	--

Please reflect on YOUR EXPERIENCES PRIOR TO READING FIRST and describe your perception of your leadership and that of the principal and the Leadership and Literacy Teams, indicating your level of agreement with the following statements:

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Our principal provided effective leadership to strengthen reading and literacy instruction at our school.	2003-2004 (n=64)	13	36	28	5	19
	2004-2005 (n=57)	23	51	19	4	4
	2005-2006 (n=82)	42	43	13	--	2
2. My school had a Leadership Team that met on a regular basis. The meetings were helpful in implementing effective literacy instruction.	2003-2004 (n=64)	11	22	31	14	20
	2004-2005 (n=57)	19	46	29	--	5
	2005-2006 (n=82)	35	42	12	--	11

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
3. Grade level meetings were used to review student work, analyze student processing, and plan instruction for struggling readers.	2003-2004 (n=64)	3	16	45	16	20
	2004-2005 (n=57)	18	53	25	2	4
	2005-2006 (n=82)	35	48	11	1	4
4. I met monthly with the Leadership Team to collaboratively plan interventions to support struggling readers.	2003-2004 (n=64)	3	11	41	23	22
	2004-2005 (n=57)	14	42	37	4	4
	2005-2006 (n=82)	24	37	22	1	16
5. The Leadership Team meetings were helpful in implementing effective literacy instruction.	2003-2004 (n=64)	3	11	39	22	25
	2004-2005 (n=57)	14	47	25	2	12
	2005-2006 (n=82)	29	43	15	1	13
6. My school had a Literacy Coach who provided support to teachers to develop effective instruction.	2003-2004 (n=64)	9	17	30	30	14
7. I had sufficient opportunity to observe K-3 teachers.	2003-2004 (n=64)	6	11	34	31	17
	2004-2005 (n=57)	32	46	16	4	4
	2005-2006 (n=82)	44	38	11	2	5
8. I felt confident in my ability to critically observe K-3 reading and literacy instruction.	2003-2004 (n=64)	8	36	25	16	16
	2004-2005 (n=57)	51	40	7	--	2
	2005-2006 (n=82)	62	32	4	--	2
9. I felt confident in my ability to provide helpful feedback to teachers based on my observations of K-3 reading and literacy instruction.	2003-2004 (n=64)	9	28	29	17	19
	2004-2005 (n=57)	53	39	7	--	2
	2005-2006 (n=82)	62	34	1	--	2

SECTION 4: LITERACY LEADERSHIP (Continued)

Please rate the quality of the following in your school PRIOR TO READING FIRST:

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
1. 2004-2005 of the comprehensive coherent literacy program.	2003-2004 (n=64)	3	2	28	45	6	16
	2004-2005 (n=57)	18	33	44	5	--	--
	2005-2006 (n=82)	21	34	44	--	--	1
2. Classroom management and establishment of routines.	2003-2004 (n=64)	3	3	50	19	8	17
	2004-2005 (n=57)	12	21	65	2	--	--
	2005-2006 (n=82)	18	37	38	6	--	1
3. Other (Responses included collaboration, teamwork to help students succeed by end of third grade.)	2003-2004 (n=64)	--	2	12	20	5	62
	2004-2005 (n=57)	14	20	18	4	--	43
	2005-2006 (n=82)	17	15	28	4	--	36
4. Other (Responses included more support from administration, additional time to implement literacy components, and need for the entire school to work together as one team.)	2003-2004 (n=64)	--	--	12	20	5	63
	2004-2005 (n=57)	4	18	20	16	4	38
	2005-2006 (n=82)	14	21	10	9	6	40

SECTION 4: LITERACY LEADERSHIP (Continued)

2003-2004: The most frequent “other” responses included: collaboration, support from administration, teamwork.
2004-2005: The most frequent “other” responses included: collaboration, grade level meetings, literacy support team.
2005-2006: The most frequent “other” responses included: collaboration, grade level meetings, literacy support team, common planning, teamwork, additional time, more administrative support, staff development.

Which staff were involved in interventions and in what format were interventions provided?

		PERCENTAGE OF RESPONDENTS			
		INDIVIDUAL	SMALL GROUP	BOTH	DON'T KNOW
1. Classroom Teacher	2003-2004 (n=64)	5	13	52	31
	2004-2005 (n=57)	2	19	77	--
	2005-2006 (n=82)	5	15	79	1
2. Specialized Teacher (e.g., Special Education, ESL/Bilingual)	2003-2004 (n=64)	8	25	39	28
	2004-2005 (n=57)	4	19	77	--
	2005-2006 (n=82)	6	20	71	3
3. Teaching Assistant	2003-2004 (n=64)	9	6	25	59
	2004-2005 (n=57)	5	14	60	21
	2005-2006 (n=82)	1	16	51	31
4. Trained Volunteer	2003-2004 (n=64)	9	--	2	89
	2004-2005 (n=57)	9	4	5	83
	2005-2006 (n=82)	6	1	7	85
5. Untrained Volunteer	2003-2004 (n=64)	11	--	2	88
	2004-2005 (n=57)	7	--	5	88
	2005-2006 (n=82)	2	1	1	95
6. Title I	2003-2004 (n=64)	3	23	25	48
	2004-2005 (n=57)	--	18	46	37
	2005-2006 (n=82)	1	15	44	40

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS			
		INDIVIDUAL	SMALL GROUP	BOTH	DON'T KNOW
7. Reading Specialist	2003-2004 (n=64)	3	8	23	66
	2004-2005 (n=57)	2	12	44	42
	2005-2006 (n=82)	7	7	49	36
8. Literacy Coach	2004-2005 (n=57)	5	12	74	9
	2005-2006 (n=82)	6	13	60	21

How would you describe teachers' acceptance of observation and feedback by the Literacy Coach?

	2004-2005		2005-2006	
	N=57	%	N=82	%
Very accepting and willing to change classroom practices	13	23	20	24
Accepting and willing to consider incorporating new practices into the classroom routine	34	60	51	62
Reluctantly cooperative and slow to use new practices	9	16	11	13
Uncooperative, resistant to changing practices	1	2	--	--
Don't know/NA	0	0	--	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT

In this section please address the need for continued professional development in reading.

The Reading First Act seeks to infuse scientifically based reading research (SBRR) into reading and literacy instruction. This research defines reading as a complex system deriving meaning from print that requires FIVE DIMENSIONS, including:

- the skills and knowledge to understand how phonemes, or speech sounds, are connected to print;
- the ability to decode unfamiliar words (explicit systematic phonics);
- the ability to read fluently;
- sufficient background information and vocabulary to foster reading comprehension;
- the development of appropriate active strategies to construct meaning from print; and the development of a motivation to read.

Spelling and composition are additional elements of literacy development.

Use the following scale to rate the existence of these literacy areas in your classrooms and teachers' interest in obtaining further knowledge and experience in each area in your school.

1	2	3	4
little knowledge	basic knowledge	more than average knowledge	extensive knowledge
little confidence	some confidence	more than average confidence	extremely confident
little interest	some interest	more than average interest/high on my list	extremely interested

		PERCENTAGE OF RESPONDENTS																			
		KNOWLEDGE					CONFIDENCE TO CRITICALLY OBSERVE					CONFIDENCE TO DEMONSTRATE EFFECTIVELY					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Physical space/room arrangement supportive of early literacy activities (small and whole groups).	2003-2004 (n=61,59,58,58)	13	28	44	15	--	20	34	31	15	--	22	35	31	12	--	22	35	31	12	--
	2004-2005 (n=57,57,56,57)	--	14	54	32	--	--	16	49	35	--	--	14	46	39	--	--	12	35		--
	2005-2006 (n=82,82,82,82)	--	5	46	49	--	--	12	43	45	--	1	13	40	44	1	2	7	48	43	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS																			
		KNOWLEDGE					CONFIDENCE TO CRITICALLY OBSERVE					CONFIDENCE TO DEMONSTRATE EFFECTIVELY					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Classroom rich in diverse literacy and reading materials.	2003-2004 (n=59,58,55,57)	7	31	52	10	--	19	25	42	14	--	16	29	42	13	--	16	29	42	13	--
	2004-2005 (n=57,57,57,57)	--	12	47	40	--	--	14	44	42	--	--	16	47	37	--	--	5	47	47	--
	2005-2006 (n=82,82,82,82)	--	6	49	45	--	--	10	51	39	--	--	12	43	44	1	--	10	35	54	1
3. Creating a print-rich classroom environment.	2003-2004 (n=59,57,58,58)	12	24	42	22	--	12	32	39	18	--	19	28	35	19	--	19	28	35	19	--
	2004-2005 (n=57,57,57,57)	--	5	47	47	--	--	12	37	51	--	--	12	42	46	--	2	5	39	54	--
	2005-2006 (n=82,82,82,82)	--	9	37	55	--	--	10	42	49	--	--	12	37	51	--	2	12	33	52	--
4. Encouraging home language and English use with English Language Learners.	2003-2004 (n=56,52,51,51)	43	25	27	5	--	44	21	27	8	--	41	26	26	8	--	22	29	27	22	--
	2004-2005 (n=56,56,57,57)	11	30	45	14	--	14	29	39	18	--	14	28	39	19	--	9	16	35	40	--
5. Frequent adult reading to children and conversation about books.	2003-2004 (n=57,56,56,56)	9	18	39	35	--	11	25	39	25	--	13	23	39	25	--	2	21	48	29	--
	2004-2005 (n=57,57,57,57)	2	4	54	40	--	2	14	42	42	--	2	11	49	39	--	4	7	37	53	--
	2005-2006 (n=82,82,82,82)	--	4	42	55	--	--	7	42	51	--	--	9	37	55	--	1	9	35	54	1

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS																			
		KNOWLEDGE					CONFIDENCE TO CRITICALLY OBSERVE					CONFIDENCE TO DEMONSTRATE EFFECTIVELY					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Many books readily available throughout the room encompassing a range of genre, cultural perspectives and a variety of reading levels.	2003-2004 (n=57,56,54,54)	11	28	39	23	--	13	38	32	18	--	11	32	33	24	--	11	32	33	24	--
	2004-2005 (n=57,57,57,57)	--	9	42	49	--	--	19	37	44	--	2	14	42	42	--	--	9	40	51	--
	2005-2006 (n=82,82,82,82)	--	16	45	39	--	--	18	44	38	--	1	17	42	39	1	1	45	34	50	--
7. Other frequent receptive/expressive language activity (e.g., flannel boards, storytelling).	2003-2004 (n=56,59,58,57)	12	41	36	12	--	14	46	30	11	--	19	41	31	9	--	7	42	32	19	--
	2004-2005 (n=57,57,57,57)	2	23	54	21	--	4	21	56	19	--	4	25	47	25	--	4	9	47	40	--
	2005-2006 (n=82,82,82,82)	4	21	51	24	--	4	21	48	28	--	1	24	46	28	--	1	15	46	37	1
8. Encouragement of problem-solving through interaction (child-child; teacher-child).	2003-2004 (n=59,57,57,57)	14	39	36	12	--	21	35	32	12	--	19	37	30	14	--	19	37	30	14	--
	2004-2005 (n=57,57,57,57)	--	21	54	24	--	4	30	44	23	--	--	25	49	26	--	2	12	42	44	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS																			
		KNOWLEDGE					CONFIDENCE TO CRITICALLY OBSERVE					CONFIDENCE TO DEMONSTRATE EFFECTIVELY					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9. Motivating children as readers in authentic ways.	2003-2004 (n=60,59,58,58)	10	28	38	23	--	14	31	37	19	--	10	31	38	21	--	3	24	47	26	--
	2004-2005 (n=57,57,57,57)	--	12	54	33	--	--	12	56	32	--	--	16	53	32	--	--	7	44	49	--
	2005-2006 (n=82,82,82,82)	--	12	51	37	--	--	12	54	34	--	--	13	50	37	--	1	7	38	54	--
10. Meaningful use of language and literacy: children using language and literacy for a variety of real-life purposes.	2003-2004 (n=58,57,57,57)	5	47	31	17	--	16	39	32	14	--	11	44	33	12	--	16	39	32	14	--
	2004-2005 (n=57,57,57,57)	--	16	61	23	--	--	14	46	39	--	--	19	51	30	--	--	21	47	32	--
	2005-2006 (n=82,82,82,82)	--	11	54	35	--	--	16	54	31	--	1	15	51	33	--	--	9	42	50	--
11. Integration of literacy with other content/subject areas.	2003-2004 (n=59,57,58)	12	27	42	19	--	11	44	33	12	--	14	37	32	17	--	5	33	41	21	--
	2004-2005 (n=57,57,56,57)	--	21	53	26	--	--	19	51	30	--	2	21	46	30	--	--	7	43	44	--
	2005-2006 (n=82,82,82,82)	4	18	49	29	--	2	22	46	29	--	1	24	46	28	--	--	7	43	50	--
12. Working with the media specialist to use the library in theoretically sound ways.	2003-2004 (n=54,51,51,51)	26	46	24	4	--	29	47	20	4	--	24	55	18	4	--	14	37	32	17	--
	2004-2005 (n=57,57,54,57)	20	39	33	7	--	2	21	49	28	--	19	43	28	11	--	2	21	46	30	--
	2005-2006 (n=82,82,82,82)	5	32	35	21	7	6	33	35	18	7	6	34	34	18	7	--	16	39	39	6

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS																			
		KNOWLEDGE					CONFIDENCE TO CRITICALLY OBSERVE					CONFIDENCE TO DEMONSTRATE EFFECTIVELY					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
13. Providing supplemental and intervention strategies for struggling readers.	2004-2005 (n=57,57,57,57)	--	16	46	39	--	4	16	46	35	--	--	25	44	32	--	--	4	34	63	--
	2005-2006 (n=82,82,82,82)	--	9	50	42	--	--	11	48	42	--	--	16	43	42	--	1	5	33	61	--
	14. Specific Assessment Practices																				
Screening	2003-2004 (n=57,54,56,57)	9	44	37	11	--	30	48	19	4	--	36	41	16	7	--	32	40	21	7	--
	2004-2005 (n=56,56,56,56)	2	18	45	36	--	2	21	46	30	--	2	20	52	27	--	2	20	52	27	--
	2005-2006 (n=81,81,81,81)	--	15	46	40	--	--	20	40	41	--	1	19	41	40	--	4	14	35	48	--
Diagnostic	2003-2004 (n=57,56,54,56)	35	39	18	9	--	13	46	30	11	--	30	48	19	4	--	36	41	16	7	--
	2004-2005 (n=56,56,56,56)	--	14	43	43	--	5	36	36	23	--	7	29	41	23	--	2	36	41	21	--
	2005-2006 (n=81,81,81,81)	1	20	49	30	--	1	25	51	24	--	1	26	47	26	--	1	15	41	43	--
Progress Monitoring	2003-2004 (n=57,55,50,54)	39	33	21	7	--	36	41	16	7	--	34	42	18	6	--	39	35	20	6	--
	2004-2005 (n=56,56,55)	7	29	41	23	--	--	18	43	39	--	7	33	44	16	--	2	35	42	22	--
	2005-2006 (n=81,81,81,81)	1	22	47	30	--	1	25	43	31	--	4	22	43	31	--	1	19	37	43	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS																			
		KNOWLEDGE					CONFIDENCE TO CRITICALLY OBSERVE					CONFIDENCE TO DEMONSTRATE EFFECTIVELY					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Outcomes	2003-2004 (n=50,50,,52,50)	36	36	20	8	--	34	42	18	6	--	33	44	21	2	--	12	48	28	12	--
	2004-2005 (n=55,55,56,55)	4	35	46	16	--	7	33	44	16	--	4	39	36	21	--	4	16	49	31	--
	2005-2006 (n=81,81,81,81)	--	21	51	27	1	1	31	42	25	1	5	28	43	22	1	4	22	36	37	1
Other (Specify)	2003-2004 (n=10,10,10,10)	32	48	16	4	--	29	49	18	4	--	--	40	40	20	--	33	44	21	2	--
	2004-2005 (n=14,14,14,14)	4	32	41	23	--	2	32	46	20	--	--	21	36	43	--	4	39	36	21	--
	2005-2006 (n=81,81,81,81)	5	20	25	10	40	5	15	30	10	40	5	10	35	15	35	5	5	40	15	35
15. Explicit Instructional Practices and Demonstration																					
Reading Aloud	2003-2004 (n=57,58,58,57)	5	21	51	23	--	5	28	39	28	--	7	33	40	21	--	--	10	54	36	--
	2004-2005 (n=56,56,56,56)	--	4	45	52	--	--	7	41	52	--	2	5	41	52	--	2	9	34	55	--
	2005-2006 (n=81,81,81,81)	5	5	40	15	35	6	12	24	--	59	6	18	18	--	59	--	12	29	6	53
Shared Reading	2003-2004 (n=56,56,56,56)	5	30	53	13	--	10	35	48	8	--	9	38	41	13	--	3	16	62	21	--
	2004-2005 (n=56,56,56,56)	2	9	46	43	--	4	11	45	41	--	2	14	41	43	--	2	9	41	48	--
	2005-2006 (n=81,81,81,81)	--	--	40	61	--	--	3	41	57	--	--	3	40	58	--	5	11	25	59	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS																			
		KNOWLEDGE					CONFIDENCE TO CRITICALLY OBSERVE					CONFIDENCE TO DEMONSTRATE EFFECTIVELY					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Interactive Writing	2003-2004 (n=54,55,54,56)	13	49	26	13	--	26	44	18	13	--	17	46	24	13	--	8	34	45	16	--
	2004-2005 (n=56,56,56,56)	2	26	40	33	--	7	23	39	30	--	13	13	41	34	--	2	11	36	52	--
	2005-2006 (n=81,81,81,81)	4	6	42	48	--	4	10	37	49	--	4	7	40	49	--	3	9	35	54	--
Independent Reading	2003-2004 (n=56,58,56,55)	7	30	39	23	--	7	33	40	21	--	13	36	36	16	--	2	15	49	35	--
	2004-2005 (n=56,56,56,56)	--	7	41	52	--	2	5	41	52	--	2	14	36	48	--	2	9	34	55	--
	2005-2006 (n=81,81,81,81)	--	4	43	53	--	--	9	42	49	--	--	12	41	47	--	1	14	37	48	--
Reading Focused Lessons	2003-2004 (n=56,57,54,56)	7	34	45	14	--	8	40	40	11	--	9	43	35	13	--	9	38	41	13	--
	2004-2005 (n=56,56,55,56)	2	9	46	43	--	4	11	45	41	--	--	18	42	40	--	2	14	41	43	--
	2005-2006 (n=81,81,81,81)	3	24	42	31	1	3	21	48	28	--	3	21	51	26	--	4	10	44	42	--
Small Group Guided Reading	2003-2004 (n=56,56,54,56)	5	21	50	23	--	14	41	29	16	--	22	39	15	24	--	20	45	20	16	--
	2004-2005 (n=56,56,56,56)	2	9	41	48	--	2	26	40	33	--	4	16	39	41	--	7	23	39	30	--
	2005-2006 (n=81,81,81,81)	1	11	47	41	--	1	11	49	38	--	--	15	51	35	--	1	9	38	52	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS																			
		KNOWLEDGE					CONFIDENCE TO CRITICALLY OBSERVE					CONFIDENCE TO DEMONSTRATE EFFECTIVELY					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Literature Circles	2003-2004 (n=54,55,51,57)	17	46	24	13	--	6	35	40	20	--	33	45	16	6	--	4	33	46	18	--
	2004-2005 (n=56,56,54,56)	13	13	41	34	--	2	11	36	52	--	13	39	33	14	--	--	1	41	43	--
	2005-2006 (n=81,81,81,81)	10	38	30	21	1	11	33	33	21	1	12	31	35	21	1	4	22	32	41	1
Writing Process	2003-2004 (n=56,56,56,56)	7	43	34	16	--	13	36	36	16	--	18	41	30	11	--	2	30	46	21	--
	2004-2005 (n=56,56,56,56)	2	11	39	48	--	2	14	36	48	--	5	23	46	25	--	--	7	38	55	--
	2005-2006 (n=81,81,81,81)	1	14	51	35	--	--	17	52	31	--	4	15	49	32	--	--	12	35	53	--
Ample Practice Opportunities	2003-2004 (n=55,55,54,54)	2	30	46	21	--	7	38	38	16	--	17	48	28	7	--	15	38	29	18	--
	2004-2005 (n=55,54,55,55)	2	13	44	42	--	2	20	37	41	--	4	22	46	29	--	--	18	42	40	--
	2005-2006 (n=81,81,81,81)	1	15	53	28	2	--	19	53	27	1	1	17	54	26	1	4	9	46	40	2
16. Using formal and informal instruction (grouping, 1-1, conferencing, whole class instruction)	2003-2004 (n=55,56,57,55)	2	36	35	27	--	25	25	25	25	--	26	44	21	9	--	26	33	18	24	--
	2004-2005 (n=56,56,56,56)	4	20	43	34	--	2	9	40	49	--	4	18	45	34	--	4	7	45	45	--
	2005-2006 (n=81,81,81,81)	--	10	51	40	--	--	10	51	40	--	--	7	54	38	--	1	5	46	48	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS																			
		KNOWLEDGE					CONFIDENCE TO CRITICALLY OBSERVE					CONFIDENCE TO DEMONSTRATE EFFECTIVELY					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
17. Specific Skills Targeted Instruction																					
Phonemic Awareness	2003-2004 (n=56,55,55,54)	21	30	39	9	--	26	33	18	24	--	26	33	36	6	--	22	39	15	24	--
	2004-2005 (n=56,56,56,56)	--	9	48	43	--	4	18	36	43	--	--	13	50	38	--	4	16	39	41	--
	2005-2006 (n=81,81,81,81)	--	9	43	48	--	--	10	49	41	--	1	12	43	43	--	3	7	37	53	--
Phonics	2003-2004 (n=54,54,55,54)	7	30	26	37	--	43	35	17	6	--	11	36	46	7	--	41	37	17	6	--
	2004-2005 (n=56,54,56,54)	--	9	29	63	--	13	35	41	11	--	--	18	43	39	--	11	39	37	13	--
	2005-2006 (n=81,81,81,81)	--	6	48	46	--	1	9	49	41	--	1	11	46	42	--	5	7	36	52	--
Oral Reading Fluency	2003-2004 (n=51,52,53,59)	33	45	16	6	--	14	39	33	15	--	19	45	25	11	--	14	49	27	10	--
	2004-2005 (n=54,55,56,56)	13	39	33	15	--	7	13	40	40	--	4	14	43	39	--	2	21	50	27	--
	2005-2006 (n=81,81,81,81)	--	6	42	52	--	4	9	44	43	--	1	9	46	44	--	4	4	32	61	--
Vocabulary	2003-2004 (n=59,56,55,57)	20	42	27	10	--	18	41	30	11	--	13	44	36	7	--	7	37	37	19	--
	2004-2005 (n=56,56,55,56)	4	25	46	25	--	5	23	46	25	--	2	15	55	29	--	2	14	45	39	--
	2005-2006 (n=81,81,81,81)	1	14	48	37	--	3	11	56	31	--	1	22	46	31	--	1	10	37	52	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS																			
		KNOWLEDGE					CONFIDENCE TO CRITICALLY OBSERVE					CONFIDENCE TO DEMONSTRATE EFFECTIVELY					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Comprehension	2003-2004 (n=55,55,55,54)	11	55	27	7	--	15	49	29	7	--	9	51	31	9	--	17	48	28	7	--
	2004-2005 (n=55,55,56,55)	--	24	55	22	--	--	27	51	22	--	3	29	45	36	--	4	22	46	29	--
	2005-2006 (n=81,81,81,81)	1	9	48	42	--	3	10	52	36	--	1	17	40	42	--	3	9	37	52	--
Spelling	2003-2004 (n=55,55,54,54)	13	40	27	20	--	18	46	30	7	--	9	56	26	9	--	21	44	26	9	--
	2004-2005 (n=55,56,56,56)	--	16	46	38	--	4	20	43	34	--	4	23	39	34	--	2	21	41	36	--
	2005-2006 (n=81,81,81,81)	3	17	47	32	1	3	17	47	32	1	5	16	46	32	1	3	11	35	51	1

2003-2004: The most frequent “other” responses included: assessment, Benchmark, GATES, Running Records.

2004-2005: The most frequent “other” responses included: assessment, Benchmark, DRA, GATES, standardized tests.

2005-2006: The most frequent “other” responses included: N/A, portfolios, assessments.

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

Did you participate in courses or workshops in reading or reading-related topics? (Check applicable course formats as listed below and indicate the number of SDU credits earned.)

		YES	NO	DON'T KNOW	AVERAGE NUMBER OF SDE CREDITS	
					N	CREDITS
1. College Courses	2003-2004 (n=62)	66	26	8	42	98
	2004-2005 (n=56)	39	59	2	22	90
	2005-2006 (n=81)	43	47	10	35	64
2. District Workshops	2003-2004 (n=63)	88	5	8	55	49
	2004-2005 (n=56)	98	2	--	55	57
	2005-2006 (n=81)	85	4	1	77	41
3. School In-Service	2003-2004 (n=63)	76	16	8	48	32
	2004-2005 (n=56)	84	11	5	47	34
	2005-2006 (n=81)	84	10	6	68	25
4. Internet/On-Line	2003-2004 (n=63)	16	81	3	10	18
	2004-2005 (n=56)	18	77	5	10	29
	2005-2006 (n=81)	14	67	20	11	8

In this section, please tell us the extent to which you agree with the following statements about reading prior to Reading First.

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Reading-related professional development was available statewide on a regular basis.	2003-2004 (n=63)	5	30	25	11	29
	2004-2005 (n=56)	34	52	9	--	5
	2005-2006 (n=81)	49	42	4	5	--
2. Our district/school provided reading-related professional development for our teachers on a regular basis.	2003-2004 (n=63)	8	44	32	3	13
	2004-2005 (n=56)	54	39	5	--	2
	2005-2006 (n=81)	61	38	1	--	--
3. Our district/school provided reading-related professional development for our teacher assistants on a regular basis.	2003-2004 (n=63)	5	14	37	16	29
	2004-2005 (n=56)	18	29	34	4	16
	2005-2006 (n=81)	28	19	26	11	16

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
4. Our district/school provided reading-related professional development for our tutors on a regular basis.	2003-2004 (n=63)	3	13	27	21	37
	2004-2005 (n=56)	7	18	30	7	38
	2005-2006 (n=81)	12	20	14	5	49
5. Principals were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their schools on a regular basis.	2003-2004 (n=63)	2	8	30	22	38
	2004-2005 (n=56)	2	39	29	2	29
	2005-2006 (n=81)	21	33	11	7	27
6. Teachers were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their classrooms on a regular basis.	2003-2004 (n=63)	2	6	48	22	22
	2004-2005 (n=56)	13	45	36	2	5
	2005-2006 (n=81)	26	42	22	1	9
7. Training in implementing New Jersey Language Arts Literacy Standards (NJCCCS) was provided.	2003-2004 (n=63)	5	35	24	8	29
	2004-2005 (n=56)	30	38	18	--	14
	2005-2006 (n=81)	46	41	5	9	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

List the professional development activities that have been most influential in your work as a Literacy Coach.

2003-2004		RESPONSES (N=66)
#	%	
17	26	Five Essentials of Reading
15	23	Specific workshop – General
8	12	State-sponsored workshops
8	12	Orton-Gillingham
6	9	Collaboration
6	9	William Paterson
6	9	Not any/Do not know/other

Note: Percents may not equal 100% because responses may fit more than one category.

What literacy-related professional development needs/topics are you most interested in addressing over the next year?

2003-2004		RESPONSES (N=68)
#	%	
12	18	Guided reading and developmental spelling
19	28	Five essentials of reading
8	12	Assessment
8	12	Writing strategies
6	9	Collaboration
6	9	Intervention
5	7	Differentiated instruction
4	6	Other
2004-2005		RESPONSES (N=75)
#	%	
15	20	Writing strategies
13	17	Guided reading and developmental spelling
13	17	Collaboration
10	13	Five essentials of reading
7	9	Intervention
7	9	Differentiated instruction
6	8	Comprehension strategies
4	5	Assessment
2005-2006		RESPONSES (N=130)
#	%	
29	21	Writing strategies
20	14	Guided reading and developmental spelling
21	15	Collaboration
19	14	Vocabulary
12	9	Comprehension strategies
9	6	Assessment
9	6	Literacy Centers
9	6	Intervention
8	6	Differentiated instruction
3	2	WS – bilingual, special needs, ELL

Note: Percents may not equal 100% because responses may fit more than one category.

C-4 NEW JERSEY READING FIRST INSTRUCTIONAL PERSONNEL ANALYSIS COHORTS 1 AND 2 COMBINED

The New Jersey Department of Education (NJDE) is required to annually evaluate the programs and services funded by the Reading First Program. This important initiative is designed to provide professional development and other resources necessary for schools to improve reading instruction and increase reading opportunities for children in grades K-3.

SECTION 1: INSTRUCTIONAL PERSONNEL PROFILE

In this section please describe your current training and experience.

Number of years in current school:

**Number of years as a regular classroom teacher
(Do not include EIP, ESE, or Title I):**

	2003-2004 (N=803)	2004-2005 (N=513)	2005-2006 (N=1245)		2003-2004 (N=803)	2004-2005 (N=513)	2005-2006 (N=1245)
Less than 1 year	71%	83%	6%	Less than 1 year	7%	12%	8%
1-5 years	14%	16%	45%	1-5 years	24%	31%	34%
6-10 years	1%	1%	23%	6-10 years	19%	18%	20%
More than 10 years	14%	0%	26%	More than 10 years	50%	40%	5%
Not Applicable	--	--	<1%	Not Applicable	--	--	5%

Have you received your certification through the Alternate Route?

	2003-2004 (N=803)	2004-2005 (N=513)	2005-2006 (N=1245)
Yes	17%	16%	19%
No	83%	84%	79%
NA/Don't Know	1%	1%	1%

SECTION 1: INSTRUCTIONAL PERSONNEL PROFILE (Continued)

Previous grades taught:

	2003-2004 (N=803)	2004-2005 (N=513)	2005-2006 (N=1245)		2003-2004 (N=803)	2004-2005 (N=513)	2005-2006 (N=1245)
Pre-K	12%	12%	15%	Higher than Grade 5	15%	14%	15%
Kindergarten	31%	31%	34%	Special Education	13%	14%	14%
Grade 1	36%	42%	40%	Reading Recovery	2%	2%	3%
Grade 2	35%	41%	38%	ESL/Bi-lingual	13%	12%	11%
Grade 3	32%	34%	34%	Title I	10%	15%	13%
Grade 4	22%	24%	22%	Other (See below)	9%	10%	9%
Grade 5	18%	17%	18%				

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent “other” responses included: Basic Skills, compensatory education, speech, substitute, tutor, world languages.

2004-2005: The most frequent “other” responses included: Basic Skills, substitute teacher, teacher assistant, world languages.

2005-2006: The most frequent “other” responses included: elementary school, middle school, adult education, special education, basic skills, ESL, literacy, reading teacher/specialist, Reading Recovery, Spanish and other languages, tutor, substitute.

Number of years as a remedial teacher:

Number of years in Special Education:

	2003-2004 (N=803)	2004-2005 (N=513)	2005-2006 (N=1245)		2003-2004 (N=803)	2004-2005 (N=513)	2005-2006 (N=1245)
Less than 1 year	66%	75%	43%	Less than 1 year	71%	83%	49%
1-5 years	14%	19%	18%	1-5 years	9%	9%	8%
6-10 years	4%	4%	4%	6-10 years	7%	4%	3%
More than 10 years	17%	3%	2%	More than 10 years	22%	5%	5%
Not Applicable	--	--	34%	Not Applicable	--	--	35%

SECTION 1: INSTRUCTIONAL PERSONNEL PROFILE (Continued)

Number of years in ESL/Bi-lingual:

Number of years in Other teaching category:

	2003-2004 (N=803)	2004-2005 (N=513)	2005-2006 (N=1245)		2003-2004 (N=803)	2004-2005 (N=513)	2005-2006 (N=1245)
Less than 1 year	62%	77%	44%	Less than 1 year	61%	70%	39%
1-5 years	9%	8%	11%	1-5 years	12%	12%	15%
6-10 years	7%	7%	5%	6-10 years	3%	5%	3%
More than 10 years	22%	8%	7%	More than 10 years	24%	13%	4%
Not Applicable	--	--	33%	Not Applicable	--	--	39%

2005-2006: The most frequent "other" responses included: elementary school, basic skills teacher/consultant, ESL, adult education, general education, gifted, pre-K/early childhood, high school, middle school, kindergarten, substitute, reading teacher/coach, Reading Recovery, regular education, special education, resource teacher, Spanish, speech, teacher assistant, transitional, technology, tutor.

AVERAGE NUMBER OF WORKSHOPS/TRAININGS PER STATE-LEVEL READING FIRST ATTENDEE:	2004-2005 (N=513)	2005-2006 (N=1245)
Zero workshops attended	26%	35%
1-5 workshops	55%	49%
6-10 workshops	15%	13%
More than 10 workshops	4%	4%

IN GENERAL, HOW WOULD YOU RATE THE QUALITY OF STATE-LEVEL READING FIRST WORKSHOPS/TRAININGS?	VERY HIGH	HIGH	AVERAGE	NOT VERY HIGH	DON'T KNOW/NA
2004-2005 (N=513)	14	36	25	3	23
2005-2006 (N=1245)	9	28	27	4	33

2004-2005		WHICH PROFESSIONAL DEVELOPMENT TRAINING EXPERIENCES WERE MOST BENEFICIAL TO THE IMPLEMENTATION OF READING FIRST? (N=641)
#	%	
96	15	General WS -- non-specific
84	13	WS -- Various Private Vendors' Presentations
66	10	DK/None/NA
43	7	Hands-On/Classroom Activities
40	6	Reading First Workshops
40	6	Reading/Writing Workshops
37	6	Literacy Centers/Literacy Circles
37	6	Waterford Workshop
35	5	Guided Reading Workshop
35	5	Word Walls
28	4	Assessment
22	3	Reading Recovery
19	3	Scott Foresman
17	3	Vocabulary/Fluency/Comprehension
11	2	Collaborative Opportunities/Activities
9	1	Workshops -- Special Needs students -- bilingual, low ability
7	1	Workshops -- phonemic awareness, phonics

SECTION 1: INSTRUCTIONAL PERSONNEL PROFILE (Continued)

5	1	Classroom Management Strategies
4	1	CLI
2	1>	Best Practices
2	1>	Graduate School/College courses
2	1>	Technology Workshops
2005-2006		WHICH PROFESSIONAL DEVELOPMENT TRAINING EXPERIENCES WERE MOST BENEFICIAL TO THE IMPLEMENTATION OF READING FIRST? (N=1245)
#	%	
293	23	DK/None/NA
126	10	Guided Reading Workshop
118	9	WS -- Various Private Vendors' Presentations
79	6	Hands-On/Classroom Activities
70	6	Reading/Writing Workshops
63	5	Vocabulary/Fluency/Comprehension
50	4	All were beneficial
47	4	General WS -- non-specific
45	4	Differentiated Instruction
41	3	Literacy Centers/Literacy Circles
35	3	Reading First Workshops
26	2	100 Books
26	2	WS – content areas, grade level
25	2	Workshops -- Special Needs students -- bilingual, low ability
25	2	Readers theater/read aloud
24	2	DIBELS
20	2	Assessment/Intervention
18	1	Word Walls
18	1	Workshops -- phonemic awareness, phonics
16	1	Classroom Management Strategies
12	1	Open Court
12	1	Leveling libraries/reading
9	1	Collaborative Opportunities/Activities
9	1	ELAS
9	1	Literacy Collaborative
8	1	Reading Recovery
7	1	CLI
5	<1	Best Practices
5	<1	CLI
4	<1	Technology Workshops
1	<1	Graduate School/College courses

Note: Percents may not equal 100% because responses may fit more than one category.

SECTION 1: INSTRUCTIONAL PERSONNEL PROFILE (Continued)

2004-2005		WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING READING FIRST PROFESSIONAL DEVELOPMENT IN THE FUTURE? (N=546)
#	%	
143	26	DK/None/NA
86	16	General WS -- non-specific
69	13	Hands-On/Classroom Activities
28	5	Workshops -- Special Needs students -- bilingual, low ability
25	5	Reading/Writing Workshops
23	4	WS -- Various Private Vendors Presentations
22	4	Need more time/greater access
16	3	Reading First Workshops
16	3	Workshops -- specifically-targeted, grade level
15	3	Literacy Centers/Literacy Circles
14	3	Classroom Management Strategies
14	3	In-Class Support
13	2	Best Practices
12	2	Collaborative Opportunities/Activities
10	2	Reading First Training BEFORE Implementation
9	2	Assessment
9	2	Guided Reading
6	1	Reading Recovery
5	1	Vocabulary/Fluency/Comprehension
4	1	Technology Workshops
3	1	Other
2	1>	Parent Involvement Groups
2	1>	Workshops -- phonemic awareness, phonics
2005-2006		WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING READING FIRST PROFESSIONAL DEVELOPMENT IN THE FUTURE? (N=1245)
#	%	
143	11	DK/None/NA
135	11	Hands-On/Classroom Activities
127	10	General WS -- non-specific
127	10	Workshops -- specifically-targeted, grade level
122	10	Need more time/greater access
74	6	Workshops -- Special Needs students -- bilingual, low ability, high-risk, struggling readers
56	4	Other
53	4	Reading/Writing Workshops
50	4	Classroom Management Strategies
45	4	Collaborative Opportunities/Activities
42	3	In-Class Support
40	3	WS -- Presentations by Various Private Vendors and State Education Representatives
37	3	Keep up with current reading information
37	3	Guided Reading
32	3	Reading First Workshops
32	3	Reading First Training BEFORE Implementation
32	3	Vocabulary/Fluency/Comprehension
29	2	Literacy Centers/Literacy Circles
13	1	Assessment/Intervention
11	1	Technology Workshops
5	<1	Refresher courses/follow up
3	<1	Workshops -- phonemic awareness, phonics

Note: Percents may not equal 100% because responses may fit more than one category.

SECTION 2: SCHOOL'S LITERACY PROGRAM

In this section, please describe your school's literacy program, indicating your level of agreement with the following statements:

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Our school had a commitment to improving schoolwide literacy programs so that every student will read by the end of third grade.	2003-2004 (n=681)	40	51	5	1	4
	2004-2005 (n=513)	63	34	1	--	2
	2005-2006 (N=1246)	60	37	1	<1	2
2. Our district's core language arts/ literacy curriculum was based on scientifically based reading research (SBRR).	2003-2004 (n=681)	25	47	7	2	18
	2004-2005 (n=513)	46	44	1	<1	9
	2005-2006 (N=1246)	46	45	1	<1	8
3. Our school's core reading curriculum was consistent with scientifically based reading research.	2003-2004 (n=681)	24	49	82	2	18
	2004-2005 (n=513)	44	45	1	--	10
	2005-2006 (N=1246)	45	47	1	<1	7
4. Our school's organization of reading instruction was consistent with scientifically based reading research.	2003-2004 (n=681)	21	48	11	2	19
	2004-2005 (n=513)	44	43	2	<1	11
	2005-2006 (N=1246)	43	48	2	<1	8
5. Our school's library program supported literacy development in grades K-3.	2003-2004 (n=681)	25	42	15	9	8
	2004-2005 (n=513)	42	38	7	6	7
	2005-2006 (N=1246)	36	39	10	7	8

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
6. Our school had a study group team which met regularly (weekly or monthly) to study professional texts.	2003-2004 (n=681)	8	23	33	16	21
	2004-2005 (n=513)	15	30	20	10	25
	2005-2006 (N=1246)	17	31	17	7	28
7. The study group meetings were helpful in implementing effective literacy instruction.	2003-2004 (n=681)	7	22	31	14	27
	2004-2005 (n=513)	16	28	15	8	33
	2005-2006 (N=1246)	18	31	10	3	39
8. Our district's core language arts/literacy curriculum was aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2003-2004 (n=681)	43	48	3	1	5
	2004-2005 (n=513)	57	37	<1	1	5
	2005-2006 (N=1246)	61	35	1	<1	3
9. Funding was available to purchase additional classroom reading materials.	2003-2004 (n=681)	21	37	18	8	17
	2004-2005 (n=513)	29	43	5	3	21
	2005-2006 (N=1246)	26	40	9	4	21
10. Funding was available to purchase additional reading software.	2003-2004 (n=681)	13	28	22	10	27
	2004-2005 (n=513)	19	33	10	4	34
	2005-2006 (N=1246)	17	33	14	4	32
11. Our school used a plan for reviewing reading software and materials prior to purchasing these materials.	2003-2004 (n=681)	8	25	21	10	36
	2004-2005 (n=513)	14	29	9	3	46
	2005-2006 (N=1246)	13	32	9	3	43

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
12. Reading software and materials used in our district/school were aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2003-2004 (n=681)	21	42	12	4	21
	2004-2005 (n=513)	33	41	3	1	23
	2005-2006 (N=1246)	33	44	3	1	20
13. Local testing programs were aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2003-2004 (n=681)	25	54	7	2	14
	2004-2005 (n=513)	39	46	2	1	12
	2005-2006 (N=1246)	39	49	3	1	9
14. Assessment Team members effectively used formal and informal SBRR literacy assessments in grades K-3.	2003-2004 (n=681)	16	37	16	3	28
	2004-2005 (n=513)	30	43	3	1	23
	2005-2006 (N=1246)	34	49	4	1	13
15. Teachers effectively diagnosed reading problems in grades K-3.	2003-2004 (n=681)	21	55	13	4	6
	2004-2005 (n=513)	33	56	5	1	5
	2005-2006 (N=1246)	42	50	3	1	6
16. Our assessment used screening tools to identify children with specific reading difficulties in grades K-3.	2003-2004 (n=681)	20	54	14	5	7
	2005-2006 (N=1246)	38	46	5	1	10

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
17. Teachers or Assessment Team members used assessment data to monitor student progress.	2003-2004 (n=681)	16	45	17	10	12
	2004-2005 (n=513)	37	49	4	<1	10
	2005-2006 (N=1246)	43	49	3	1	4
18. Our Assessment Team was effectively able to diagnose reading problems.	2003-2004 (n=681)	14	42	20	6	18
	2004-2005 (n=513)	28	45	6	2	19
19. The Literacy Team collaboratively planned interventions to support struggling readers.	2003-2004 (n=681)	15	38	25	8	15
	2004-2005 (n=513)	29	42	9	4	15
	2005-2006 (N=1246)	34	47	8	3	9
20. Targeted interventions were provided to children reflecting their specific reading difficulty.	2003-2004 (n=681)	15	46	23	7	9
	2004-2005 (n=513)	29	51	7	4	10
	2005-2006 (N=1246)	34	50	8	2	6
21. Literacy-related interventions were aligned with classroom instruction.	2003-2004 (n=681)	16	48	20	6	10
	2004-2005 (n=513)	31	50	6	4	10
	2005-2006 (N=1246)	34	50	7	2	7
22. Most tutors working with my students have received training in scientifically based reading research.	2003-2004 (n=681)	13	28	18	9	32
	2004-2005 (n=513)	18	30	8	6	37
	2005-2006 (N=1246)	22	30	9	4	36

SECTION 3: LITERACY INSTRUCTION

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Students received at least 1 1/2 hours of uninterrupted literacy instruction daily.	2003-2004 (n=679)	41	32	22	4	2
	2004-2005 (n=512)	71	26	2	1	1
	2005-2006 (N=1245)	70	26	2	<1	2
2. Teachers included writing lessons in their instruction each day.	2003-2004 (n=679)	38	44	11	2	4
	2004-2005 (n=512)	65	32	2	<1	1
	2005-2006 (N=1245)	68	27	1	--	2
3. I designed instruction based on student needs.	2003-2004 (n=679)	45	48	5	1	2
	2004-2005 (n=512)	61	37	1	<1	1
	2005-2006 (N=1245)	66	31	1	<1	3
4. I was able to effectively diagnose reading problems.	2003-2004 (n=679)	26	55	15	1	3
	2004-2005 (n=512)	40	53	4	<1	1
	2005-2006 (N=1245)	49	46	2	<1	3
5. Students who were performing below grade level received intensive intervention.	2003-2004 (n=679)	18	37	32	9	4
	2004-2005 (n=512)	36	45	13	5	3
	2005-2006 (N=1245)	44	40	10	2	4
6. I used assessments to group students flexibly.	2003-2004 (n=679)	27	53	16	2	2
	2004-2005 (n=512)	46	48	3	1	2
	2005-2006 (N=1245)	53	41	1	<1	4
7. Had an adequate supply of guided reading sets (instructional level texts) to implement small group instruction.	2003-2004 (n=679)	24	31	31	12	3
	2004-2005 (n=512)	45	42	8	3	2
	2005-2006 (N=1245)	48	38	8	2	5

SECTION 3: LITERACY INSTRUCTION

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
8. I had ample materials in addition to student texts to implement an effective literacy program.	2003-2004 (n=679)	22	35	33	8	2
	2004-2005 (n=512)	46	41	10	2	2
	2005-2006 (N=1245)	46	41	8	2	4
9. I had adequate support from a Literacy Coach to assist them in developing effective instruction.	2003-2004 (n=679)	15	25	38	19	3
	2004-2005 (n=512)	43	40	12	3	2
	2005-2006 (N=1245)	46	38	7	4	5
10. I had adequate support from a Literacy Coach to assist them in diagnosing problems.	2003-2004 (n=679)	13	24	41	19	3
	2004-2005 (n=512)	39	41	15	7	2
	2005-2006 (N=1245)	45	38	8	4	5
11. I was able to visit colleagues in other schools, and that was helpful in implementing an effective literacy program.	2003-2004 (n=679)	7	19	43	25	6
	2004-2005 (n=512)	13	30	33	12	13
	2005-2006 (N=1245)	15	28	26	11	10
12. I actively participated in the design of reading curriculum and supportive materials.	2003-2004 (n=679)	7	20	46	24	4
	2004-2005 (n=512)	14	34	34	12	6
	2005-2006 (N=1245)	20	28	25	7	21
13. Other teachers and I collaboratively plan interventions for struggling students.	2004-2005 (n=512)	24	50	18	5	3
	2005-2006 (N=1245)	31	46	13	4	6

In our literacy program, writing instruction (in response to reading text) is an area:

	2003-2004 (N=679)	2004-2005 (N=512)	2005-2006 (N=1245)
Of strength	22%	40%	37
That needs improvement	69%	50%	57
Don't know	9%	10%	6

SECTION 4: LITERACY LEADERSHIP

On average, how much time did teachers in your school spend each day providing instruction in reading and language arts?

	2003-2004 (N=671)	2004-2005 (N=509)	2005-2006 (N=1242)		2003-2004 (N=671)	2004-2005 (N=509)	2005-2006 (N=1242)
Less than 30 minutes	3%	1%	1%	91-120 minutes	37%	49%	47%
30-60 minutes	11%	4%	4%	121-150 minutes	9%	15%	17%
61-90 minutes	34%	21%	18%	151-180+ minutes	5%	9%	14%

Which of the following did teachers regularly include in their daily schedule/curriculum? (Check all that apply)

		PERCENTAGE OF RESPONDENTS						
		FEWER THAN 30 MINS.	30-60 MINS.	61-90 MINS.	91-120 MINS.	121-150 MINS.	OTHER	NONE
1. Phonemic awareness activities	2003-2004 (n=671)	62	30	2	1	<1	3	3
	2004-2005 (n=509)	55	37	3	9	2	2	1
	2005-2006 (n=1242)	51	37	4	2	2	2	1
2. Systematic phonics instruction	2003-2004 (n=671)	64	29	2	1	<1	3	2
	2004-2005 (n=509)	58	34	3	<1	2	2	1
	2005-2006 (n=1242)	55	34	4	2	2	2	3
3. Vocabulary instruction	2003-2004 (n=671)	6	30	3	1	<1	3	1
	2004-2005 (n=509)	57	33	4	1	2	2	1
	2005-2006 (n=1242)	56	32	4	2	2	2	1
4. Fluency instruction	2003-2004 (n=671)	53	35	4	2	1	2	2
	2004-2005 (n=509)	40	49	6	1	2	2	1
	2005-2006 (n=1242)	37	47	8	3	2	2	1
5. Comprehension strategies	2003-2004 (n=671)	36	50	8	2	1	2	1
	2004-2005 (n=509)	30	55	10	1	2	2	<1
	2005-2006 (n=1242)	27	52	10	3	3	3	1

2003-2004: The most frequent “other” responses included: Depends on lessons and student needs, ELD strategies, guided reading, not specific time frame to teach, phonics, pre-K teacher, tutoring all day.

2004-2005: The most frequent “other” responses included: Depends on individual students needs, ongoing through the block of time.

2005-2006: The most frequent “other” responses included: Depends on group/individual students’ needs, ongoing through the block of time, all day, varies each day,

SECTION 4: LITERACY LEADERSHIP (Continued)

Which of the following did teachers regularly include in their daily schedule/curriculum? (Check all that apply)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=671)	2004-2005 (N=509)	2005-2006 (N=1242)		2003-2004 (N=671)	2004-2005 (N=509)	2005-2006 (N=1242)
Reading aloud	92	97	94	Vocabulary instruction	80	81	87
Shared reading	79	91	86	Fluency instruction	62	84	82
Independent reading	84	92	90	Comprehension strategy instruction	77	86	89
Guided reading	71	91	90	Writing	81	90	--
Literature circles	28	36	37	High frequency/sight word instruction	74	82	82
Interactive writing	54	66	67	Motivational materials and activities	62	70	78
Shared writing	61	69	68	Explicit teaching by demonstration	66	75	77
Independent writing	82	87	89	Modeling	88	93	88

SECTION 4: LITERACY LEADERSHIP (Continued)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=671)	2004-2005 (N=509)	2005-2006 (N=1242)		2003-2004 (N=671)	2004-2005 (N=509)	2005-2006 (N=1242)
Writing conferences	34	48	52	Variable grouping according to purpose of the instruction	49	65	71
Writing mini-lessons	43	58	60	Ongoing daily assessment	57	73	79
Literacy corners	36	52	82	Literacy instruction integrated with content from other subject areas	58	68	69
Phonics instruction	83	89	88	Opportunities to independently apply new learning	52	67	76
Spelling instruction	72	73	70	Immediate in-class assistance for struggling learners	58	72	75
Phonemic awareness instruction	71	82	82	Other	4	3	4

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent “other” responses included: arts integrated literacy activities, bilingual instruction/ESL, replacement sessions for special need students, ELD, fluency, IEP, individual daily conferences, OG and PAF techniques, Orton-Gillingham, portfolio conferences, reinforcing through working with other students, teacher/tutor/substitute teacher, test, vocabulary, volunteer.

2004-2005: The most frequent “other” responses included: additional teachers, laptop instruction, Reading Recovery.

2005-2006: The most frequent “other” responses included: assessments, computer lab, centers, Reader’s Theater, small groups, individual instruction.

SECTION 4: LITERACY LEADERSHIP (Continued)

How did teachers and Assessment Team members in your school determine if a particular child was reading below grade level? (Check all that apply)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=671)	2004-2005 (N=509)	2005-2006 (N=1242)		2003-2004 (N=671)	2004-2005 (N=509)	2005-2006 (N=1242)
Student portfolio	57	70	72	Reading series placement test	44	51	49
Teacher-developed test	65	61	65	Informal reading inventory	54	63	39
Standardized test scores (e.g., NJASK)	60	74	70	DIBELS	34	84	90
Developmental reading assistance	36	51	37	Other	12	16	18
Individualized, standardized assessment (e.g., Woodcock Johnson III, the Peabody Picture Vocabulary Test)	15	21	19				

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent “other” responses included: assessment, based on SFA testing results, conferences, developmental reading assessment, DRA, GATES, IEP, listening to children read, grade level materials, Marie Clay, observation, Running Records, SFA, teacher interviews, test, tutor, work book test.

2004-2005: The most frequent “other” responses included: DRA, guided reading, IEP, observations, Reading Recovery, open court assessment, Running Records.

2005-2006: The most frequent “other” responses included: benchmarking, observations, daily reading, individual work with students, guided reading, Reading Recovery’s Observation Survey, running records.

SECTION 4: LITERACY LEADERSHIP (Continued)

What interventions were provided to students in your school reading below grade level? (Check all that apply)

PERCENTAGE OF RESPONDENTS							
	2003-2004 (N=671)	2004-2005 (N=509)	2005-2006 (N=1242)		2003-2004 (N=671)	2004-2005 (N=509)	2005-2006 (N=1242)
Other specialized reading programs	14	22	27	Extra staff (para-professionals)	37	45	57
Specialized materials such as flash cards	61	69	71	Reduced class size	21	35	25
Small group instruction targeted to students' reading needs/levels	74	91	94	Family Literacy/ Parent Centers	12	20	--
Special education	32	45	--	Tutoring	44	47	44
After-school programs	47	54	59	Ongoing assessments	44	65	--
Take home materials (books)	65	79	--	Summer school	51	73	58
Buddy/partner meeting	61	76	--	Other*	7	8	7

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent "other" responses included: BSI, coaches, ESL, extra time for task, intervention Reading Recovery, MacMillan, one-on-one instruction, Orton-Gillingham, preventing academic failure activities, Reach for Success, Reading Recovery, reading specialist, remedial reading, Soar to Success, Special Ed program, Success for All, Title I, tutoring.

2004-2005: The most frequent "other" responses included: BSI, intervention, reading coaches, Reading Recovery, Title I, workshops.

2005-2006: The most frequent "other" responses included: 100 book challenge, BSI, LLI, Edmark/Wilson, Orton-Gillingham, Fundamentals, Horizons, intensive reading, Reading Recovery, literacy centers, morning program, pull out groups, reading coach, reading groups, resource, SFA, Title 1

SECTION 4: LITERACY LEADERSHIP (Continued)

Please rate the success of the following PRIOR TO READING FIRST:

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW/ NA
1. Providing classroom instruction in phonemic awareness.	2003-2004 (n=671)	10	17	44	19	3	6
	2004-2005 (n=509)	20	37	33	2	<1	6
	2005-2006 (N=1242)	23	31	37	3	<1	7
2. Providing classroom instruction in explicit and systematic phonics.	2003-2004 (n=671)	10	17	43	19	4	8
	2004-2005 (n=509)	19	40	33	2	1	6
	2005-2006 (N=1242)	21	31	37	4	<1	7
3. Providing classroom instruction in fluency.	2003-2004 (n=671)	8	15	46	24	3	6
	2004-2005 (n=509)	19	35	38	2	<1	6
	2005-2006 (N=1242)	20	31	39	4	<1	6
4. Providing classroom instruction in word study, vocabulary.	2003-2004 (n=671)	9	17	54	14	1	5
	2004-2005 (n=509)	19	40	34	3	--	5
	2005-2006 (N=1242)	21	32	37	4	<1	6
5. Providing classroom instruction in comprehension.	2003-2004 (n=671)	9	21	51	15	1	4
	2004-2005 (n=509)	19	37	36	4	<1	5
	2005-2006 (N=1242)	20	32	39	4	<1	6
6. Motivating students to read.	2003-2004 (n=671)	14	22	42	17	2	3
	2004-2005 (n=509)	35	34	29	2	--	4
	2005-2006 (N=1242)	32	32	29	3	<1	4
7. Building background knowledge.	2003-2004 (n=671)	10	25	49	12	1	4
	2004-2005 (n=509)	23	37	33	3	<1	4
	2005-2006 (N=1242)	26	33	33	3	<1	5

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
8. Providing classroom instruction in developmental spelling.	2003-2004 (n=671)	7	19	45	19	3	8
	2004-2005 (n=509)	18	33	38	4	<1	6
	2005-2006 (N=1242)	18	30	36	5	1	9
9. Using assessments to drive instruction.	2003-2004 (n=671)	6	17	42	25	4	6
	2004-2005 (n=509)	18	34	37	5	1	5
	2005-2006 (N=1242)	21	31	38	4	1	6
10. Providing small group instruction.	2003-2004 (n=671)	11	21	42	19	3	4
	2004-2005 (n=509)	31	35	28	2	<1	4
	2005-2006 (N=1242)	32	32	30	2	<1	5
11. Securing funding for sufficient instructional materials and supplies.	2003-2004 (n=671)	5	10	24	26	13	23
	2004-2005 (n=509)	15	26	28	5	1	25
	2005-2006 (N=1242)	16	21	27	6	3	28
12. Providing differential instruction.	2003-2004 (n=671)	8	14	37	25	5	10
	2004-2005 (n=509)	20	35	32	5	1	7
	2005-2006 (N=1242)	27	32	30	4	1	6
13. Using SBRR guidelines in choosing reading textbooks and supplementary materials.	2003-2004 (n=671)	3	8	22	21	7	38
	2004-2005 (n=509)	14	27	27	2	1	30
	2005-2006 (N=1242)	15	22	27	3	1	33
14. Providing sufficient staff to support appropriate instruction in reading.	2003-2004 (n=671)	5	12	29	30	13	12
	2004-2005 (n=509)	15	25	30	11	5	14
	2005-2006 (N=1242)	17	25	30	10	6	14
15. Training tutors.	2003-2004 (n=671)	3	7	14	23	13	39
	2004-2005 (n=509)	8	13	17	10	6	45
	2005-2006 (N=1242)	9	12	19	8	5	46

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
16. Training teacher assistants.	2003-2004 (n=671)	3	6	15	23	17	36
	2004-2005 (n=509)	8	12	18	11	9	44
	2005-2006 (N=1242)	9	14	19	10	6	42
17. Training for volunteers.	2003-2004 (n=671)	1	4	9	20	18	48
	2004-2005 (n=509)	4	8	13	10	8	57
	2005-2006 (N=1242)	4	8	14	8	6	60
18. Establishing teacher resource rooms.	2003-2004 (n=671)	3	7	19	24	20	26
	2004-2005 (n=509)	8	17	27	12	9	27
	2005-2006 (N=1242)	11	17	25	10	5	32
19. Establishing classroom learning centers.	2003-2004 (n=671)	8	15	35	23	12	8
	2004-2005 (n=509)	26	33	30	4	1	6
	2005-2006 (N=1242)	30	29	30	4	<1	7
20. Establishing classroom libraries.	2003-2004 (n=671)	11	15	38	22	10	6
	2004-2005 (n=509)	35	31	27	2	<1	4
	2005-2006 (N=1242)	35	28	29	2	1	5
21. Incorporating the use of technology in literacy instruction.	2003-2004 (n=671)	7	13	36	24	13	8
	2004-2005 (n=509)	21	31	32	7	3	6
	2005-2006 (N=1242)	23	28	34	7	2	7
22. Integrating instruction in other subjects with reading instruction. Teaching throughout the curriculum.	2003-2004 (n=671)	11	18	42	18	5	6
	2004-2005 (n=509)	21	37	31	4	1	7
	2005-2006 (N=1242)	24	32	33	3	1	8

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
23. Providing consistent reading instruction from teacher to teacher, grade to grade.	2003-2004 (n=671)	7	11	33	25	9	15
	2004-2005 (n=509)	19	31	30	5	2	13
	2005-2006 (N=1242)	22	27	32	6	2	12

Please reflect on YOUR EXPERIENCES PRIOR TO READING FIRST and describe your perception of your leadership and that of the principal and the Leadership and Literacy Teams, indicating your level of agreement with the following statements:

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Our principal provided effective leadership to strengthen reading and literacy instruction at our school.	2003-2004 (n=671)	25	50	15	6	5
	2004-2005 (n=509)	41	42	8	3	7
	2005-2006 (N=1242)	39	45	6	3	7
2. My school had a Leadership Team that met on a regular basis. The meetings were helpful in implementing effective literacy instruction.	2003-2004 (n=671)	13	30	25	12	20
	2004-2005 (n=509)	25	37	10	4	24
	2005-2006 (N=1242)	32	42	8	2	16
3. Grade level meetings were used to review student work, analyze student processing, and plan instruction for struggling readers.	2003-2004 (n=671)	14	32	32	16	7
	2004-2005 (n=509)	26	41	18	7	7
	2005-2006 (N=1242)	31	42	14	4	8

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
4. I met regularly with the school Leadership Teams to collaboratively plan interventions to support struggling readers.	2003-2004 (n=671)	5	15	46	24	10
	2004-2005 (n=509)	12	26	34	15	14
	2005-2006 (N=1242)	15	28	25	9	23
5. The Leadership Team meetings were helpful in implementing effective literacy instruction.	2003-2004 (n=671)	6	23	33	19	20
	2004-2005 (n=509)	14	32	20	8	26
	2005-2006 (N=1242)	18	34	13	5	30
6. Reading First schools in my district had a Literacy Coach(es) who provided support to teachers to develop effective instruction.	2003-2004 (n=671)	10	22	34	24	10
	2004-2005 (n=509)	43	42	8	2	5
	2005-2006 (N=1242)	42	42	6	3	6

Please rate the quality of the following in your school PRIOR TO READING FIRST:

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
1. Implementation of the comprehensive coherent literacy program.	2003-2004 (n=671)	7	14	42	21	3	14
	2004-2005 (n=509)	23	28	38	3	1	9
	2005-2006 (N=1242)	28	26	35	4	1	6
2. Classroom management and establishment of routines.	2003-2004 (n=671)	12	20	48	11	2	6
	2004-2005 (n=509)	25	30	34	4	1	7
	2005-2006 (N=1242)	27	25	33	6	2	6

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS					
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW
3. Other (Responses included collaboration, teamwork to help students succeed by end of third grade.)	2003-2004 (n=671)	5	6	18	7	2	62
	2004-2005 (n=509)	12	14	16	3	<1	55
	2005-2006 (N=1242)	13	11	14	3	1	59
4. Other (Responses included more support from administration, additional time to implement literacy components, and need for the entire school to work together as one team.)	2003-2004 (n=671)	4	5	15	8	2	65
	2004-2005 (n=509)	11	12	11	5	1	60
	2005-2006 (N=1242)	10	10	12	3	2	63

2003-2004: The most frequent “other” responses included: collaboration, ESL, faculty meetings, individual work, professional development, Reading Recovery, shared planning time, sharing strategies, teamwork.

2004-2005: The most frequent “other” responses included: collaboration, grade level meetings, teamwork, Title I.

2005-2006: The most frequent “other” responses included: administrative support, grade level meetings, collaboration, teamwork and planning, co-teaching, leadership team, literacy coach and team, reading recovery, reading specialist, support, team meetings, additional time, professional development, reading coaches,

SECTION 4: LITERACY LEADERSHIP (Continued)

Which staff were involved in interventions and in what format were interventions provided?

		PERCENTAGE OF RESPONDENTS			
		INDIVIDUAL	SMALL GROUP	BOTH	DON'T KNOW/NA
1. Classroom Teacher	2003-2004 (n=671)	16	13	62	9
	2004-2005 (n=509)	9	8	77	7
	2005-2006 (n=1242)	9	13	73	5
2. Specialized Teacher (e.g., Special Education, ESL/Bi- lingual)	2003-2004 (n=671)	12	18	40	30
	2004-2005 (n=509)	8	13	54	25
	2005-2006 (n=1242)	8	17	48	27
3. Teaching Assistant	2003-2004 (n=671)	9	10	24	57
	2004-2005 (n=509)	7	8	33	52
	2005-2006 (n=1242)	7	10	30	54
4. Trained Volunteer	2003-2004 (n=671)	4	3	3	91
	2004-2005 (n=509)	3	3	7	87
	2005-2006 (n=1242)	4	2	5	89
5. Untrained Volunteer	2003-2004 (n=671)	5	3	3	89
	2004-2005 (n=509)	6	2	4	88
	2005-2006 (n=1242)	3	2	3	93
6. Title I	2003-2004 (n=671)	5	16	18	61
	2004-2005 (n=509)	4	7	28	60
	2005-2006 (n=1242)	2	12	22	64
7. Reading Specialist	2003-2004 (n=671)	10	10	16	63
	2004-2005 (n=509)	9	15	37	39
	2005-2006 (n=1242)	11	15	35	39
8. Tutors	2004-2005 (n=509)	8	8	18	65
	2005-2006 (n=1242)	9	7	19	65

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT

In this section please address the need for continued professional development in reading.

The Reading First Act seeks to infuse scientifically based reading research (SBRR) into reading and literacy instruction. This research defines reading as a complex system deriving meaning from print that requires FIVE DIMENSIONS, including:

- the skills and knowledge to understand how phonemes, or speech sounds, are connected to print;
- the ability to decode unfamiliar words (explicit systematic phonics);
- the ability to read fluently;
- sufficient background information and vocabulary to foster reading comprehension;
- the development of appropriate active strategies to construct meaning from print; and the development of a motivation to read.

Spelling and composition are additional elements of literacy development.

Use the following scale to rate the existence of these literacy areas in your classrooms and teachers' interest in obtaining further knowledge and experience in each area in your school.

1	2	3	4
little knowledge	basic knowledge	more than average knowledge	extensive knowledge
little confidence	some confidence	more than average confidence	extremely confident
little interest	some interest	more than average interest/high on my list	extremely interested

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Physical space/room arrangement supportive of early literacy activities (small and whole groups).	2003-2004 (n=608,608,608)	14	45	33	8	--	11	47	33	9	--	6	40	37	16	--
	2004-2005 (n=478,482,483)	2	29	50	20	--	3	32	47	19	--	1	24	46	29	--
	2005-2006 (N=1239, 1239, 1239)	3	28	45	16	8	2	34	43	13	8	2	26	43	22	7
2. Classroom rich in diverse literacy and reading materials.	2003-2004 (n=627,624,623)	12	42	35	11	--	11	43	36	11	--	5	38	48	17	--
	2004-2005 (n=486,485,485)	1	24	50	25	--	2	25	50	23	--	1	21	49	29	--
	2005-2006 (N=1239, 1239, 1239)	2	23	46	23	6	2	27	45	20	6	2	23	43	27	6
3. Creating a print-rich classroom environment.	2003-2004 (n=620,623,621)	9	39	38	14	--	9	44	34	14	--	4	35	43	19	--
	2004-2005 (n=482,483,481)	1	21	52	26	--	2	26	50	23	--	2	20	50	29	--
	2005-2006 (N=1239, 1239, 1239)	2	22	44	25	7	2	27	43	22	6	2	22	42	28	6

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Encouraging home language and English use with English Language Learners.	2003-2004 (n=584,585,586)	16	46	28	10	--	15	49	28	9	--	5	45	35	15	--
	2004-2005 (n=458,459,463)	9	40	37	14	--	10	40	37	14	--	4	34	43	19	--
5. Frequent adult reading to children and conversation about books.	2003-2004 (n=616,612,614)	7	35	39	18	--	6	39	37	17	--	4	35	40	24	--
	2004-2005 (n=476,478,478)	3	22	48	28	--	3	25	46	26	--	2	22	45	30	--
	2005-2006 (N=1239, 1239, 1239)	1	19	44	31	6	2	22	42	30	6	2	18	39	36	6
6. Many books readily available throughout the room encompassing a range of genres, cultural perspectives and a variety of reading levels.	2003-2004 (n=624,630,632)	10	36	39	16	--	9	39	39	14	--	4	33	39	24	--
	2004-2005 (n=485,483,484)	1	20	47	32	--	1	23	48	28	--	1	18	46	35	--
	2005-2006 (N=1239, 1239, 1239)	3	25	44	24	6	2	30	41	21	6	1	23	40	30	6
7. Other frequent receptive/expressive language activity (e.g., flannel boards, storytelling).	2003-2004 (n=619,624,625)	13	44	33	10	--	13	48	31	9	--	8	45	35	12	--
	2004-2005 (n=477,476,479)	3	39	42	16	--	4	37	44	14	--	2	32	44	22	--
	2005-2006 (N=1239, 1239, 1239)	7	38	35	12	8	7	39	36	11	8	4	32	37	19	7
8. Encouragement of problem-solving through interaction (child-child; teacher-child).	2003-2004 (n=636,634,634)	9	45	35	10	--	9	46	34	11	--	5	39	40	16	--
	2004-2005 (n=484,484,485)	3	29	48	20	--	4	32	44	19	--	1	26	48	26	--
9. Motivating children as readers in authentic ways.	2003-2004 (n=630,631,629)	9	38	40	13	--	9	42	35	14	--	4	33	41	23	--
	2004-2005 (n=487,485,486)	4	24	49	24	--	3	25	49	23	--	1	19	49	31	--
	2005-2006 (N=1239, 1239, 1239)	2	25	46	22	5	2	27	45	21	5	1	19	44	31	5
10. Meaningful use of language and literacy: children using language and literacy for a variety of real-life purposes.	2003-2004 (n=656, 660,671)	10	43	36	11	--	11	48	33	8	--	4	39	40	18	--
	2004-2005 (n=485,485,483)	2	30	49	20	--	2	31	47	19	--	<1	23	49	27	--
	2005-2006 (N=1239, 1239, 1239)	2	29	46	18	5	3	31	44	17	5	2	23	43	27	6

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11. Integration of literacy with other content/subject areas.	2003-2004 (n=628,631,628)	9	37	39	15	--	8	45	36	11	--	4	39	40	18	--
	2004-2005 (n=484,485,483)	3	29	48	21	--	2	31	47	19	--	1	23	49	27	--
	2005-2006 (N=1239, 1239, 1239)	3	28	44	18	7	3	32	41	18	7	1	23	42	27	7
12. Working with the media specialist to use the library in theoretically sound ways.	2003-2004 (n=546,546,554)	29	50	17	4	--	29	51	16	4	--	16	48	27	9	--
	2004-2005 (n=416,416,420)	19	41	30	10	--	17	44	28	10	--	8	37	37	18	--
	2005-2006 (N=1239, 1239, 1239)	11	30	29	12	19	10	31	28	11	20	5	28	32	19	17
13. Providing supplemental and intervention strategies for struggling readers.	2004-2005 (n=482,482,483)	5	32	45	19	--	6	33	45	17	--	<1	20	47	33	--
	2005-2006 (N=1239, 1239, 1239)	5	31	40	19	5	5	33	39	17	6	2	21	40	32	5
14. Specific Assessment Practices																
Screening	2003-2004 (n=571,573,580)	26	56	15	4	--	26	55	15	4	--	13	52	24	10	--
	2004-2005 (n=455,455,455)	10	41	38	11	--	10	41	37	12	--	10	41	37	12	--
	2005-2006 (N=1234, 1234, 1234)	8	44	27	10	11	6	46	28	9	11	3	36	34	17	11
Diagnostic	2003-2004 (n=570,573,570)	29	53	14	4	--	26	55	15	4	--	25	55	16	4	--
	2004-2005 (n=464,462,466)	3	37	41	20	--	12	43	37	9	--	4	36	44	18	--
	2005-2006 (N=1234, 1234, 1234)	9	45	27	8	11	7	46	27	8	12	3	37	32	17	11
Progress Monitoring	2003-2004 (n=588,571,587)	22	51	21	6	--	26	56	15	4	--	11	53	27	9	--
	2004-2005 (n=459,466,462)	12	41	38	9	--	4	35	44	18	--	8	37	41	15	--
	2005-2006 (N=1234, 1234, 1234)	6	40	34	12	9	5	43	31	12	9	3	33	37	19	9

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Outcomes	2003-2004 (n=560,585,591)	19	60	16	5	--	22	52	21	5	--	10	52	29	10	--
	2004-2005 (n=451,469,470)	9	47	34	10	--	8	39	40	13	--	2	33	46	19	--
	2005-2006 (N=1234, 1234, 1234)	5	44	31	10	10	5	45	30	10	10	2	34	36	18	10
Other (Specify)	2003-2004 (n=59,59,59)	19	60	16	5	--	32	47	15	5	--	17	60	19	4	--
	2004-2005 (n=50,50,50)	9	47	34	10	--	12	44	38	6	--	8	47	35	10	--
	2005-2006 (N=1234, 1234, 1234)	4	13	13	9	62	3	14	13	10	61	2	13	14	13	59

2003-2004: The most frequent “other” responses included: DIBELS, Don’t know, fluency, GATES, portfolios, testing.

2004-2005: The most frequent “other” responses included: DIBELS, none, teacher assessment.

2005-2006: The most frequent “other” responses included: DIBELS, don’t know, none, N/A, teacher assessment, informal/formal assessments, phonics, portfolios, running records

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
15. Explicit Instructional Practices and Demonstration																
Reading Aloud	2003-2004 (n=624,624,621)	4	35	42	19	--	3	37	40	20	--	3	30	42	25	--
	2004-2005 (n=481,498,498)	1	17	50	32	--	1	17	50	32	--	<1	19	46	35	--
	2005-2006 (N=1234, 1234, 1234)	1	19	45	29	6	1	22	42	29	6	2	22	38	33	6
Shared Reading	2003-2004 (n=612,613,615)	10	46	33	11	--	6	39	38	18	--	10	43	34	13	--
	2004-2005 (n=482,481,481)	2	19	50	30	--	<1	19	46	35	--	3	25	49	24	--
	2005-2006 (N=1234, 1234, 1234)	2	25	45	23	6	2	28	42	22	6	2	24	40	28	6

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Interactive Writing	2003-2004 (n=594,605,606)	14	53	26	7	--	9	44	33	15	--	17	50	25	7	--
	2004-2005 (n=478,480,481)	5	38	41	16	--	3	26	48	23	--	3	23	47	28	--
	2005-2006 (N=1234, 1234, 1234)	9	37	33	14	8	8	38	33	14	7	4	29	37	23	8
Independent Reading	2003-2004 (n=618,622,621)	6	46	36	12	--	3	37	40	20	--	2	30	42	25	--
	2004-2005 (n=482,481,481)	2	26	48	25	--	2	19	50	30	--	<1	19	46	35	--
	2005-2006 (N=1234, 1234, 1234)	1	26	44	23	6	1	30	40	23	6	2	24	40	29	6
Reading Focused Lessons	2003-2004 (n=616,602,613)	10	43	34	13	--	10	50	30	11	--	10	46	33	11	--
	2004-2005 (n=481,480,482)	3	25	49	24	--	6	29	44	21	--	3	26	48	23	--
	2005-2006 (N=1234, 1234, 1234)	4	31	41	19	6	3	34	39	18	5	1	26	40	27	6
Small Group Guided Reading	2003-2004 (n=614,607,609)	6	39	38	18	--	17	50	26	7	--	7	41	35	17	--
	2004-2005 (n=481,478,480)	3	23	47	28	--	5	38	41	16	--	2	23	45	31	--
	2005-2006 (N=1234, 1234, 1234)	4	31	38	21	6	5	32	37	20	6	2	24	39	30	6
Literature Circles	2003-2004 (n=595,606,618)	14	53	26	7	--	9	44	33	15	--	6	46	36	12	--
	2004-2005 (n=478,479,481)	6	38	41	15	--	1	30	46	23	--	2	26	48	25	--
	2005-2006 (N=1234, 1234, 1234)	15	38	22	10	15	14	37	23	11	16	4	32	31	19	14
Writing Process	2003-2004 (n=615,616,620)	12	53	27	8	--	7	49	32	12	--	4	42	38	17	--
	2004-2005 (n=479,480,481)	4	34	42	20	--	3	26	49	23	--	2	24	46	29	--
	2005-2006 (N=1234, 1234, 1234)	5	38	35	14	8	6	40	33	13	8	3	30	37	23	8
Ample Practice Opportunities	2003-2004 (n=610,572,602)	11	48	30	11	--	14	54	24	8	--	10	50	30	11	--
	2004-2005 (n=476,462,473)	3	32	45	20	--	7	40	39	15	--	4	31	46	19	--
	2005-2006 (N=1234, 1234, 1234)	4	36	35	14	10	5	37	34	14	10	3	31	35	21	10

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
16. Using formal and informal instruction (grouping, 1-1, conferencing, whole class instruction)	2003-2004 (n=605,605,615)	15	52	24	9	-	6	44	34	16	-	19	41	29	11	--
	2004-2005 (n=478,474,481)	5	36	42	16	-	2	29	43	27	-	4	28	45	23	--
	2005-2006 (N=1234, 1234, 1234)	3	35	41	16	6	4	36	39	16	6	2	29	39	24	6
17. Specific Skills Targeted Instruction																
Phonemic Awareness	2003-2004 (n=616,647,606)	12	46	31	12	--	13	46	29	12	--	15	47	27	11	--
	2004-2005 (n=482,482,481)	2	32	46	21	--	3	33	44	20	--	6	29	44	21	--
	2005-2006 (N=1234, 1234, 1234)	2	29	41	23	5	2	31	40	22	5	2	27	38	28	6
Phonics	2003-2004 (n=609,551,619)	7	41	35	17	--	33	46	14	7	--	5	39	37	19	--
	2004-2005 (n=480,441,481)	2	23	45	31	--	19	41	28	12	--	2	22	49	27	--
	2005-2006 (N=1234, 1234, 1234)	2	27	43	23	6	2	30	41	22	6	2	27	39	28	6
Oral Reading Fluency	2003-2004 (n=544,562,615)	32	47	14	7	--	18	47	24	12	--	12	53	27	8	--
	2004-2005 (n=438,448,479)	19	41	29	11	--	5	34	40	21	--	4	34	42	20	--
	2005-2006 (N=1234, 1234, 1234)	2	31	44	19	5	2	34	42	17	5	2	25	41	27	5
Vocabulary	2003-2004 (n=623,611,615)	7	48	34	12	--	13	53	26	8	--	8	45	32	15	--
	2004-2005 (n=478,479,480)	3	31	46	20	--	4	40	40	17	--	2	26	44	28	--
	2005-2006 (N=1234, 1234, 1234)	2	31	44	19	5	2	34	42	18	5	1	27	42	25	5
Comprehension	2003-2004 (n=572,623,569)	16	53	24	7	--	6	46	36	11	--	14	54	24	8	--
	2004-2005 (n=465,462,481)	5	41	40	15	--	3	32	47	19	--	7	40	39	15	--
	2005-2006 (N=1234, 1234, 1234)	2	29	45	20	4	2	32	43	19	5	2	23	42	28	5
Spelling	2003-2004 (n=580,610,607)	10	48	29	13	--	9	49	31	11	--	13	54	24	9	--
	2004-2005 (n=465,474,475)	2	32	45	20	--	4	36	42	18	--	5	40	41	15	--
	2005-2006 (N=1234, 1234, 1234)	3	35	37	17	8	3	35	39	16	8	3	29	38	24	8

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT (Continued)

Did you participate in courses or workshops in reading or reading related topics? (Check applicable course formats as listed below and indicate the number of SDU credits earned.)

		YES	NO	DON'T KNOW/NA	AVERAGE NUMBER OF SDE CREDITS	
					N	CREDITS
1. College Courses	2003-2004 (N=647)	28	66	6	181	54
	2004-2005 (N=498)	26	66	8	130	66
	2005-2006 (N=1234)	23	56	21	289	69
2. District Workshops	2003-2004 (N=647)	80	10	10	518	24
	2004-2005 (N=498)	86	5	9	427	23
	2005-2006 (N=1234)	86	6	9	1058	24
3. School In-Service	2003-2004 (N=647)	72	16	12	466	18
	2004-2005 (N=498)	73	15	12	364	23
	2005-2006 (N=1234)	77	11	12	952	17
4. Internet/On-Line	2003-2004 (N=647)	8	83	9	52	23
	2004-2005 (N=498)	8	81	11	149	16
	2005-2006 (N=1234)	12	62	26	151	10

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT (Continued)

In this section, please tell us the extent to which you agree with the following statements about reading prior to Reading First.

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Reading-related professional development was available statewide on a regular basis.	2003-2004 (n=647)	13	46	14	2	25
	2004-2005 (n=498)	21	48	6	<1	25
	2005-2006 (N=1234)	22	48	5	1	24
2. Our district/school provided reading-related professional development for our teachers on a regular basis.	2003-2004 (n=647)	23	52	16	2	7
	2004-2005 (n=498)	32	54	5	1	8
	2005-2006 (N=1234)	33	54	6	1	6
3. Our district/school provided reading-related professional development for our teacher assistants on a regular basis.	2003-2004 (n=647)	10	29	19	6	35
	2004-2005 (n=498)	17	31	11	5	36
	2005-2006 (N=1234)	20	35	9	5	32
4. Our district/school provided reading-related professional development for our tutors on a regular basis.	2003-2004 (n=647)	9	25	15	5	46
	2004-2005 (n=498)	12	25	8	5	51
	2005-2006 (N=1234)	15	26	6	3	52
5. Principals were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their schools on a regular basis.	2003-2004 (n=647)	9	24	8	3	55
	2004-2005 (n=498)	20	33	2	1	44
	2005-2006 (N=1234)	20	35	2	2	40
6. Teachers were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their classrooms on a regular basis.	2003-2004 (n=647)	9	35	25	8	23
	2004-2005 (n=498)	19	46	12	4	19
	2005-2006 (N=1234)	20	46	13	3	18

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS				
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. Training in implementing New Jersey Language Arts Literacy Standards (NJCCCS) was provided.	2003-2004 (n=647)	15	46	16	4	19
	2004-2005 (n=498)	25	50	9	3	14
	2005-2006 (N=1234)	23	53	7	1	16

List the professional development activities that have been most influential in your work as a teacher.

2003-2004		RESPONSES (N= 748)
#	%	
139	19	General WS -- non-specific
99	13	WS -- Various Private Vendors Presentations
72	10	Hands-On/Classroom Activities
51	7	College Courses/Grad School
46	6	Collaborative Opportunities/Activities
43	6	Reading/Writing Workshops
37	5	Workshops -- Orton-Gillingham
36	5	Reading First Workshops
28	4	DK/None/NA
24	3	Guided Reading Workshops
22	3	Classroom Management Strategies
22	3	Vocabulary/Fluency/Comprehension
22	3	Experience
20	3	Children's Learning Initiative (CLI)
19	3	Scott Foresman
16	2	Workshops -- phonemic awareness, phonics
16	2	Workshops -- Special Needs students -- bilingual, low ability
14	2	Assessment
6	1	Technology Workshops
6	1	Parent Involvement Workshops
6	1	Literacy Program Administration
4	1	Best Practices
2004-2005		RESPONSES (N=626)
#	%	
167	27	General WS -- non-specific
112	18	WS -- Various Private Vendors' Presentations
42	7	Hands-On/Classroom Activities
30	5	Literature Centers/Literature Circles
28	4	Reading First Workshops
26	4	Graduate School/College courses
24	4	Workshops -- Orton-Gillingham

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT (Continued)

2004-2005		RESPONSES (N=626)
#	%	
22	4	Guided Reading Workshop
20	3	Collaborative Opportunities/Activities
20	3	DK/None/NA
19	3	Workshops -- phonemic awareness, phonics
16	3	Vocabulary/Fluency/Comprehension
15	2	Scott Foresman
15	2	Workshops -- Special Needs students -- bilingual, low ability
14	2	Reading/Writing Workshops
14	2	Children's Learning Initiative (CLI)
12	2	Experience
10	2	Assessment
10	2	Workshops -- DIBELS
7	1	Classroom Management Strategies
3	0	Technology Workshops
2005-2006		RESPONSES (N=1234)
#	%	
201	16	Reading/Writing Workshops
198	16	Guided Reading Workshop
112	9	Vocabulary/Fluency/Comprehension
78	6	Reading First Workshops
73	6	WS -- Various Private Vendors' Presentations
67	5	Differentiated instruction
52	4	Hands-On/Classroom Activities
50	4	Assessment
47	4	Workshops -- phonemic awareness, phonics
46	4	DK/None/NA
45	4	Literature Centers/Literature Circles
45	4	Literature Centers/Literature Circles
41	3	Workshops -- Special Needs students -- bilingual, low ability
39	3	Reading Recovery
29	2	Workshops -- DIBELS
28	2	Literacy Collaborative
28	2	100 books
27	2	General WS -- non-specific
14	1	Technology Workshops
8	1	Classroom Management Strategies
3	<1	Current trends/reading research

Note: Percents may not equal 100% because responses may fit more than one category.

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT (Continued)

What literacy-related professional development needs/topics are you most interested in addressing over the next year?

2003-2004		RESPONSES (N=759)
#	%	
139	18	Reading/Writing Workshops
100	13	Vocabulary/Fluency/Comprehension
71	9	Literature Centers/Literature Circles
57	8	Workshops -- Special Needs students -- bilingual, low ability
56	7	Guided Reading Workshops
55	7	Assessment
46	6	Hands-On/Classroom Activities
41	5	Classroom Management Strategies
39	5	Workshops -- phonemic awareness, phonics
30	4	WS -- Various Private Vendors Presentations
27	4	General WS -- non-specific
22	3	DK/None/NA
18	2	Reading First Workshops
17	2	Technology Workshops
17	2	Best Practices
9	1	Collaborative Opportunities/Activities
4	1	Workshops -- Orton-Gillingham
4	1	Parent Involvement Workshops
4	1	Children's Learning Initiative (CLI)
2	<1	Scott Foresman
1	<1	College Courses/Grad school
2004-2005		RESPONSES (N=502)
#	%	
102	20	Reading/Writing Workshops
59	12	Vocabulary/Fluency/Comprehension
52	10	Hands-on/Classroom Activities
39	8	Assessment
36	7	Guided Reading Workshops
33	7	DK/None/NA
28	6	Workshops -- phonemic awareness, phonics
26	5	General WS -- non-specific
24	5	Workshops -- Special Needs students -- bilingual, low ability
17	3	Classroom Management Strategies
15	3	WS -- Various Private Vendors' Presentations
12	2	Literature Centers/Literature Circles
12	2	Parent Involvement Workshops
11	2	Collaborative Opportunities/Activities
8	2	Reading First Workshops
6	1	Technology Workshops
5	1	Workshops -- Orton-Gillingham
5	1	Best Practices
3	1	Children's Learning Initiative (CLI)
3	1	Scott Foresman
3	1	Workshops -- DIBELS
3	1	Literacy Program Administration

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT (Continued)

2005-2006		RESPONSES (N=1234)
#	%	
321	26	Reading/Writing Workshops
224	18	Guided Reading Workshops
175	14	Vocabulary/Fluency/Comprehension
96	8	Workshops -- Special Needs students -- bilingual, low ability, struggling readers
77	6	Assessment
65	5	DK/None/NA
50	4	Workshops -- phonemic awareness, phonics
45	4	General WS -- non-specific
38	3	Literature Centers/Literature Circles
29	2	Classroom Management Strategies
28	2	Reading First Workshops
25	2	Collaborative Opportunities/Activities
24	2	Hands-on/Classroom Activities
22	2	Technology Workshops
12	1	WS -- Various Private Vendors' Presentations
3	<1	Parent Involvement Workshops

Note: Percents may not equal 100% because responses may fit more than one category.

C-5 NEW JERSEY READING FIRST ADMINISTRATOR SURVEY ANALYSIS COHORT 3

The New Jersey Department of Education (NJDE) is required to annually evaluate the programs and services funded by the Reading First Program. This important initiative is designed to provide professional development and other resources necessary for schools to improve reading instruction and increase reading opportunities for children in grades K-3.

SECTION 1: ADMINISTRATOR PROFILE

Were you a Principal/Administrator in an elementary school in New Jersey prior to Reading First?

		2005-2006 (N=24)
Yes	Principal	92%
No	District Administrator	8%

In this section please describe your current training and experience.

Number of years in current school:

**Number of years as a regular classroom teacher
(Do not include EIP, ESE, or Title I)**

	2005-2006 (N=24)		2005-2006 (N=24)
Less than 1 year	17%	Less than 1 year	--
1-5 years	54%	1-5 years	13%
6-10 years	13%	6-10 years	46%
More than 10 years	8%	More than 10 years	42%
N/A	8%	N/A	--

Previous grades taught:

	2005-2006 (N=24)		2005-2006 (N=24)
Pre-K	100%	Higher than Grade 5	50%
Kindergarten	17%		
Grade 1	21%	Special Education	13%
Grade 2	13%	Reading Recovery	100%
Grade 3	25%	ESL/Bilingual	17%
Grade 4	29%	Title I	13%
Grade 5	33%	Other (See below)	17%

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2005-2006: The most frequent "other" responses included: middle school, high school, college, instructional enhancement, science.

SECTION 1: ADMINISTRATOR PROFILE (Continued)

Number of years as a remedial teacher:

Number of years in Special Education:

	2005-2006 (N=24)		2005-2006 (N=24)
Less than 1 year	67%	Less than 1 year	67%
1-5 years	13%	1-5 years	8%
6-10 years	8%	6-10 years	8%
More than 10 years	4%	More than 10 years	--
N/A	8%	N/A	17%

Number of years in ESL/Bi-lingual:

Number of years in Other teaching category:

	2005-2006 (N=24)		2005-2006 (N=24)
Less than 1 year	50%	Less than 1 year	29%
1-5 years	4%	1-5 years	29%
6-10 years	25%	6-10 years	8%
More than 10 years	--	More than 10 years	13%
N/A	21%	N/A	21%

2005-2006: The most frequent "other" responses included: high school, resource, supervisor, coach.

2005-2006 (N=24)	AVERAGE NUMBER OF STATE-LEVEL READING FIRST WORKSHOPS/TRAININGS ATTENDED:
Zero workshops attended	58
1-5 workshops	42
6-10 workshops	--
More than 10 workshops	--

2005-2006 (N=23)	VERY HIGH	HIGH	AVERAGE	NOT VERY HIGH	DON'T KNOW	N/A
In general, how would you rate the quality of state-level Reading First workshops/trainings?	4	35	9	--	4	48

2005-2006		WHICH PROFESSIONAL DEVELOPMENT TRAINING EXPERIENCES WERE MOST BENEFICIAL TO THE IMPLEMENTATION OF READING FIRST? (N=24)
#	%	
10	42	Had none/NA/Insufficient for my position
7	29	Workshop – general, non-specific
3	13	State/national conferences and outside speakers
2	8	Reading First overview
1	4	Assessment/data/evaluation
1	4	Guided Reading workshop

Note: Percents may not equal 100% because responses may fit more than one category.

2005-2006		WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING READING FIRST PROFESSIONAL DEVELOPMENT IN THE FUTURE? (N=??)
#	%	
13	54	None/Do not know/Not any
7	29	Expand workshop opportunities; offer more times and places
2	8	Workshops geared towards specific instructors, instead of general workshops
2	8	More modeling from presenters/facilitators

Note: Percents may not equal 100% because responses may fit more than one category.

SECTION 2: SCHOOL'S LITERACY PROGRAM

In this section, please describe your school's literacy program, indicating your level of agreement with the following statements:

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
1. Our school had a commitment to improving school wide literacy programs so that every student will read by the end of third grade.	2005-2006 (N=24)	92	8	--	--	--	--
2. Our districts core language arts/literacy curriculum was based on scientifically based reading research (SBRR).	2005-2006 (N=24)	79	21	--	--	--	--
3. Our school's core reading curriculum was consistent with scientifically based reading research.	2005-2006 (N=24)	75	25	--	--	--	--
4. Our school's organization of reading instruction was consistent with scientifically based reading research.	2005-2006 (N=24)	75	25	--	--	--	--
5. Our school's library program supported literacy development in grades K-3.	2005-2006 (N=24)	50	42	--	4	--	4
6. Our school had a study group team which met regularly (weekly or monthly) to study professional texts.	2005-2006 (N=24)	29	8	29	4	4	25
7. The study group meetings were helpful in implementing effective literacy instruction.	2005-2006 (N=24)	29	13	13	4	4	38
8. Our district's core language arts/literacy curriculum was aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2005-2006 (N=24)	83	13	4	--	--	--
9. Funding was available to purchase additional classroom reading materials.	2005-2006 (N=24)	63	13	4	4	17	--
10. Funding was available to purchase additional reading software.	2005-2006 (N=24)	58	17	4	4	17	--
11. Our school used a plan for reviewing reading software and materials prior to purchasing these materials.	2005-2006 (N=24)	42	29	4	--	17	8

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
12. Reading software and materials used in our district/school were aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2005-2006 (N=24)	63	29	--	--	4	4
13. Local testing programs were aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2005-2006 (N=24)	79	21	--	--	--	--
14. Assessment Team members effectively used formal and informal SBRR literacy assessments in grades K-3.	2005-2006 (N=24)	58	42	--	--	--	--
15. Teachers effectively diagnosed reading problems in grades K-3.	2005-2006 (N=24)	54	38	8	--	--	--
16. Teachers used screening tools to identify children with specific reading difficulties in grades K-3.	2005-2006 (N=24)	63	29	8	--	--	--
17. Teachers or Assessment Team members used assessment data to monitor student progress.	2005-2006 (N=24)	63	33	4	--	--	--
18. Our Assessment Team was effectively able to diagnose reading problems.	2005-2006 (N=24)	63	29	8	--	--	--
19. Teachers have ready access to student assessment data.	2005-2006 (N=24)	79	17	--	--	--	4
20. The Literacy Team collaboratively plans interventions to support struggling readers.	2005-2006 (N=24)	54	42	4	--	--	--
21. Targeted interventions were provided to children reflecting their specific reading difficulty.	2005-2006 (N=24)	50	46	4	--	--	--
22. Literacy-related interventions were aligned with classroom instruction.	2005-2006 (N=24)	50	42	8	--	--	--
23. Most tutors working with my students have received training in scientifically based reading research.	2005-2006 (N=24)	46	33	4	--	--	17

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
24. Teachers use assessment data to group students according to their needs and to plan appropriate interventions for struggling readers.	2005-2006 (N=24)	67	33	--	--	--	--
25. Students receive additional instruction time before or after school.	2005-2006 (N=24)	54	8	25	--	8	4
26. Students will receive additional instruction time during the summer of 2005.	2005-2006 (N=24)	33	17	25	4	13	8
27. Teachers have adequate time to plan interventions with support staff (i.e., tutors, extended day staff).	2005-2006 (N=24)	50	33	13	--	--	4
28. Teachers have adequate time to plan interventions with the Literacy Coach.	2005-2006 (N=24)	54	33	4	--	4	4

SECTION 3: LITERACY INSTRUCTION

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
1. Students received at least 1 1/2 hours of uninterrupted literacy instruction daily.	2005-2006 (N=24)	88	13	--	--	--	--
2. Teachers included writing lessons in their instruction each day.	2005-2006 (N=24)	83	17	--	--	--	--
3. Teachers and other literacy personnel designed instruction based on student needs.	2005-2006 (N=24)	63	38	--	--	--	--
4. Teachers and other literacy personnel were able to effectively diagnose reading problems.	2005-2006 (N=24)	54	46	--	--	--	--
5. Students who were performing below grade level received intensive intervention.	2005-2006 (N=24)	50	42	8	--	--	--

SECTION 3: LITERACY INSTRUCTION (Continued)

		PERCENTAGE OF RESPONDENTS						
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A	
6.	Teachers used assessments to group students flexibly.	2005-2006 (N=24)	63	38	--	--	--	--
7.	Teachers had an adequate supply of guided reading sets (instructional level texts) to implement small group instruction.	2005-2006 (N=24)	71	29	--	--	--	--
8.	Teachers had ample materials in addition to student texts to implement an effective literacy program.	2005-2006 (N=24)	79	21	--	--	--	--
9.	Teachers had adequate support from a Literacy Coach to assist them in developing effective instruction.	2005-2006 (N=24)	71	25	4	--	--	--
10.	Teachers had adequate support from a Literacy Coach to assist them in diagnosing problems.	2005-2006 (N=24)	71	25	4	--	--	--
11.	Teachers were able to visit colleagues in other schools, and that was helpful in implementing an effective literacy program.	2005-2006 (N=24)	29	46	17	--	4	4
12.	Teachers actively participated in the design of reading curriculum and supportive materials.	2005-2006 (N=24)	46	42	8	4	--	--
13.	The instruction content of our K-3 Core Reading Program effectively addresses phonemic awareness.	2005-2006 (N=24)	75	25	--	--	--	--
14.	The instruction content of our K-3 Core Reading Program effectively addresses phonics	2005-2006 (N=24)	75	25	--	--	--	--
15.	The instruction content of our K-3 Core Reading Program effectively addresses vocabulary development.	2005-2006 (N=24)	75	25	--	--	--	--
16.	The instruction content of our K-3 Core Reading Program effectively addresses reading fluency, including oral reading strategies.	2005-2006 (N=24)	79	17	4	--	--	--
17.	The instruction content of our K-3 Core Reading Program effectively addresses reading comprehension strategies.	2005-2006 (N=24)	79	17	4	--	--	--

SECTION 3: LITERACY INSTRUCTION (Continued)

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
18. Our Core Reading Program allows for modifications to instruction based on student needs.	2005-2006 (N=24)	71	29	--	--	--	--
19. Our Core Reading Program allows ample practice opportunities.	2005-2006 (N=24)	67	33	--	--	--	--
20. Student materials are effectively aligned to the Core Reading Program.	2005-2006 (N=24)	71	29	--	--	--	--
21. Teachers use instructional centers to supplement direct instruction.	2005-2006 (N=24)	54	46	--	--	--	--
22. Teachers have established classroom routines and schedules that support small group instruction during the literacy block.	2005-2006 (N=24)	58	38	4	--	--	--

In our literacy program, writing instruction (in response to reading text) is an area:

	2005-2006 (N=24)
Of strength	29
That needs improvement	71
Don't know	--

SECTION 4: LITERACY LEADERSHIP

In how many different K-3 classes are you able to observe instruction in reading and language arts on a daily basis (classes per month)?

	2005-2006 (N=24)
Less than 1	4
1-5	13
6-10	25
More than 10	59

SECTION 4: LITERACY LEADERSHIP (Continued)

On average, how much time did teachers in your school spend each day providing instruction in reading and language arts?

	2005-2006 (N=24)		2005-2006 (N=24)
Less than 30 minutes	--	91-120 minutes	54
30-60 minutes	--	121-150 minutes	21
61-90 minutes	17	150-80+	8

On average, how much time did you spend each day observing reading and language arts?

	2005-2006 (N=24)		2005-2006 (N=24)
Less than 30 minutes	21	91-120 minutes	8
30-60 minutes	33	121-150 minutes	4
61-90 minutes	33	150-180+	--

Which of the following did teachers regularly include in their daily schedule/curriculum? (Check all that apply)

	2005-2006 (N=24)		2005-2006 (N=24)
Reading aloud	100	Vocabulary instruction	96
Shared reading	92	Fluency instruction	83
Independent reading	100	Comprehension strategy instruction	88
Guided reading	92	Writing	--
Literature circles	50	High frequency/ sight word instruction	96
Interactive writing	75	Motivational materials and activities	75
Shared writing	67	Explicit teaching by demonstration	92
Independent writing	96	Modeling	67
Writing conferences	58	Variable grouping according to purpose of the instruction	79
Writing mini-lessons	58	Ongoing daily assessment	79
Literacy corners	92	Literacy instruction integrated with content from other subject areas	79
Phonics instruction	100	Opportunities to independently apply new learning	75
Spelling instruction	88	Immediate in-class assistance for struggling learners	63
Phonemic awareness instruction	83	Other	4

Note: Percents may not equal 100% because respondents may have chosen more than one response.

Preimplementation: The most frequent "other" responses included: none.

Implementation: The most frequent "other" responses included: centers, teacher assistance needed.

2005-2006: The most frequent "other" responses included: learning centers.

SECTION 4: LITERACY LEADERSHIP (Continued)

How did teachers and Assessment Team members in your school determine if a particular child was reading below grade level? (Check all that apply)

	2005-2006 (N=24)		2005-2006 (N=24)
Student portfolio	79	Reading series placement test	42
Teacher-developed tests	83	Informal reading inventory	29
Standardized test scores (e.g., NJASK)	96	DIBELS	100
Developmental reading assistance	17	Other	8
Individualized, standardized assessment (e.g., Woodcock Johnson III, the Peabody Picture Vocabulary Test)	13		

Note: Percents may not equal 100% because respondents may have chosen more than one response.

Preimplementation: The most frequent “other” responses included: DRA, GATES, Reading Recovery assessment.

Implementation: The most frequent “other” responses included: DRA, GATES, Running records, SRI, Terra Nova.

2005-2006: The most frequent “other” responses included: assessments, standardized tests.

What interventions were provided to students in your school reading below grade level? (Check all that apply)

	2005-2006 (N=24)		2005-2006 (N=24)
Other specialized reading programs	50	Extra staff (paraprofessionals)	54
Specialized materials such as flash cards	75	Reduced class size	58
Small group instruction targeted to students' reading needs/levels	92	Family Literacy/ Parent Centers	--
Special education	--	Tutoring	67

	2005-2006 (N=24)		2005-2006 (N=24)
After-school programs	88	Ongoing assessments	--
Take-home materials (books)	--	Summer school	58
Buddy/partner meeting	--	Other	17

Note: Percents may not equal 100% because respondents may have chosen more than one response.

Preimplementation: The most frequent “other” responses included: Basic Skills, learning center, limited accelerated, public library, Reading Recovery, Soar to Success.

Implementation: The most frequent “other” responses included: Accelerated Reader, Basic Skills, Reading Recovery, LEP, Multi-sensory, Soar to Success, teacher tutor.

2005-2006: The most frequent “other” responses included: literacy night, reading volunteers, summer school.

SECTION 4: LITERACY LEADERSHIP (Continued)

Please rate the success of the following PRIOR TO READING FIRST:

		PERCENTAGE OF RESPONDENTS							
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW	N/A	
1.	Providing classroom instruction in phonemic awareness.	2005-2006 (N=24)	29	38	29	4	--	--	--
2.	Providing classroom instruction in explicit and systematic phonics.	2005-2006 (N=24)	21	38	42	--	--	--	--
3.	Providing classroom instruction in fluency.	2005-2006 (N=24)	25	38	33	4	--	--	--
4.	Providing classroom instruction in word study, vocabulary.	2005-2006 (N=24)	29	42	21	8	--	--	--
5.	Providing classroom instruction in comprehension.	2005-2006 (N=24)	25	25	46	4	--	--	--
6.	Motivating students to read.	2005-2006 (N=24)	38	42	17	4	--	--	--
7.	Building background knowledge.	2005-2006 (N=24)	29	42	25	4	--	--	--
8.	Providing classroom instruction in developmental spelling.	2005-2006 (N=24)	29	29	38	4	--	--	--
9.	Using assessments to drive instruction.	2005-2006 (N=24)	29	33	38	--	--	--	--
10.	Providing small group instruction.	2005-2006 (N=24)	46	17	29	8	--	--	--
11.	Securing funding for sufficient instructional materials and supplies.	2005-2006 (N=24)	33	29	29	--	--	--	8
12.	Providing differential instruction.	2005-2006 (N=24)	33	17	38	13	--	--	--
13.	Using SBRR guidelines in choosing reading textbooks and supplementary materials.	2005-2006 (N=24)	29	21	42	--	--	4	4
14.	Providing sufficient staff to support appropriate instruction in reading.	2005-2006 (N=24)	33	21	33	13	--	--	--
15.	Training tutors.	2005-2006 (N=24)	21	13	28	13	--	8	8
16.	Training teacher assistants.	2005-2006 (N=24)	17	4	33	21	--	4	21
17.	Training for volunteers.	2005-2006 (N=24)	13	21	17	--	--	4	46

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS						
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW	N/A
18. Establishing teacher resource rooms.	2005-2006 (N=24)	21	13	17	33	--	--	17
19. Establishing classroom learning centers.	2005-2006 (N=24)	38	38	21	4	--	--	--
20. Establishing classroom libraries.	2005-2006 (N=24)	46	33	21	--	--	--	--
21. Incorporating the use of technology in literacy instruction.	2005-2006 (N=24)	29	13	38	21	--	--	--
22. Integrating instruction in other subjects with reading instruction. Teaching throughout the curriculum.	2005-2006 (N=24)	38	21	38	4	--	--	--
23. Providing consistent reading instruction from teacher to teacher; grade to grade.	2005-2006 (N=24)	29	33	33	4	--	--	--
24. Using the Literacy Coach model to support instruction in the classroom.	2005-2006 (N=24)	42	46	8	--	--	--	4

Please reflect on YOUR EXPERIENCES PRIOR TO READING FIRST and describe your perception of your leadership and that of the principal and the Leadership and Literacy Teams, indicating your level of agreement with the following statements:

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
1. Our principal provided effective leadership to strengthen reading and literacy instruction at our school.	2005-2006 (N=24)	46	54	--	--	--	--
2. My school had a Leadership Team that met on a regular basis. The meetings were helpful in implementing effective literacy instruction.	2005-2006 (N=24)	54	38	8	--	--	--

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS						
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A	
3.	Grade level meetings were used to review student work, analyze student processing, and plan instruction for struggling readers.	2005-2006 (N=24)	46	50	4	--	--	--
4.	I met monthly with the Leadership Team to collaboratively plan interventions to support struggling readers.	2005-2006 (N=24)	42	54	4	--	--	--
5.	The Leadership Team meetings were helpful in implementing effective literacy instruction.	2005-2006 (N=24)	46	50	4	--	--	--
6.	My school had a Literacy Coach who provided support to teachers to develop effective instruction.	2005-2006 (N=24)	63	38	--	--	--	--
7.	I had sufficient opportunity to observe K-3 teachers.	2005-2006 (N=24)	42	46	13	--	--	--
8.	I felt confident in my ability to critically observe K-3 reading and literacy instruction.	2005-2006 (N=24)	58	42	--	--	--	--
9.	I felt confident in my ability to provide helpful feedback to teachers based on my observations of K-3 reading and literacy instruction.	2005-2006 (N=24)	54	46	--	--	--	--

SECTION 4: LITERACY LEADERSHIP (Continued)

Please rate the quality of the following in your school PRIOR TO READING FIRST:

		PERCENTAGE OF RESPONDENTS						
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW	N/A
1. Implementation of the comprehensive coherent literacy program.	2005-2006 (N=24)	17	38	46	--	--	--	--
2. Classroom management and establishment of routines.	2005-2006 (N=24)	17	42	38	4	--	--	--
3. Other (Responses included collaboration, teamwork to help students succeed by end of third grade.)	2005-2006 (N=24)	25	17	21	--	--	--	38
4. Other (Responses included more support from administration, additional time to implement literacy components, and need for the entire school to work together as one team.)	2005-2006 (N=24)	17	13	25	4	--	--	42

Preimplementation: The most frequent “other” responses included: additional time, collaboration, grade level meetings, professional development, team work.

Implementation: The most frequent “other” responses included: additional time, collaboration, teamwork.

Which staff were involved in interventions and in what format were interventions provided?

		PERCENTAGE OF RESPONDENTS				
		INDIVIDUAL	SMALL GROUP	BOTH	DON'T KNOW	N/A
1. Classroom Teacher	2005-2006 (N=24)	8	13	79	--	--
2. Specialized Teacher (e.g., Special Education, ESL/Bilingual)	2005-2006 (N=24)	13	17	71	--	--
3. Teaching Assistant	2005-2006 (N=23)	--	--	9	--	91

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS				
		INDIVIDUAL	SMALL GROUP	BOTH	DON'T KNOW	N/A
4. Trained Volunteer	2005-2006 (N=23)	--	--	9	--	91
5. Untrained Volunteer	2005-2006 (N=24)	4	--	--	--	96
6. Title I	2005-2006 (N=23)	9	4	44	4	39
7. Reading Specialist	2005-2006 (N=24)	8	8	58	--	25
8. Literacy Coach	2005-2006 (N=24)	8	8	75	--	8

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT

In this section please address the need for continued professional development in reading.

The Reading First Act seeks to infuse scientifically based reading research (SBRR) into reading and literacy instruction. This research defines reading as a complex system deriving meaning from print that requires FIVE DIMENSIONS, including:

- the skills and knowledge to understand how phonemes, or speech sounds, are connected to print;
- the ability to decode unfamiliar words (explicit systematic phonics);
- the ability to read fluently;
- sufficient background information and vocabulary to foster reading comprehension;
- the development of appropriate active strategies to construct meaning from print; and the development of a motivation to read.

Spelling and composition are additional elements of literacy development.

Use the following scale to rate the existence of these literacy areas in your classrooms and teachers' interest in obtaining further knowledge and experience in each area in your school.

1	2	3	4
little knowledge	basic knowledge	more than average knowledge	extensive knowledge
little confidence	some confidence	more than average confidence	extremely confident
little interest	some interest	more than average interest/high on my list	extremely interested

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Physical space/room arrangement supportive of early literacy activities. (small and whole groups)	2005-2006 (N=24)	--	25	63	13	--	--	29	58	13	--	--	8	54	38	--
2. Classroom rich in diverse literacy and reading materials.	2005-2006 (N=24)	--	17	63	21	--	--	25	58	17	--	--	13	54	33	--
3. Creating a print-rich classroom environment.	2005-2006 (N=24)	--	29	50	21	--	--	21	54	25	--	4	4	46	46	--
5. Frequent adult reading to children and conversation about books.	2005-2006 (N=24)	--	13	54	29	4	--	13	58	29	--	--	8	46	46	--
6. Many books readily available throughout the room encompassing a range of genres, cultural perspectives and a variety of reading levels.	2005-2006 (N=24)	--	25	50	25	--	--	17	58	25	--	--	8	42	50	--
7. Other frequent receptive/expressive language activity (e.g., flannel boards, storytelling).	2005-2006 (N=24)	4	46	42	8	--	8	29	50	13	--	4	13	58	25	--
8. Motivating children as readers in authentic ways.	2005-2006 (N=24)	--	29	54	17	--	--	29	54	17	--	4	13	46	38	--
9. Meaningful use of language and literacy: children using language and literacy for a variety of real-life purposes.	2005-2006 (N=24)	--	21	58	17	--	--	21	63	17	--	--	17	58	25	--
10. Integration of literacy with other content/subject areas.	2005-2006 (N=24)	--	21	54	21	4	--	17	58	21	4	--	8	54	33	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11. Working with the media specialist to use the library in theoretically sound ways.	2005-2006 (N=24)	--	29	38	29	4	--	17	50	25	8	--	8	46	38	8
12. Providing supplemental and intervention strategies for struggling readers.	2005-2006 (N=24)	--	33	38	25	4	--	21	50	25	4	--	4	33	58	4
13. Specific Assessment Practices																
Screening	2005-2006 (N=24)	--	50	38	13	--	--	54	29	17	--	--	21	58	21	--
Diagnostic	2005-2006 (N=23)	1 3	39	35	13	--	4	44	44	9	--	--	26	57	17	--
Progress Monitoring	2005-2006 (N=23)	4	48	35	9	4	4	48	35	9	4	--	22	52	22	4
Outcomes	2005-2006 (N=23)	9	52	22	13	4	4	57	26	13	--	--	30	35	35	--
Other (specify)	2005-2006 (N=6)	--	17	50	--	3 3	--	17	50	--	33	--	17	17	33	33
14. Explicit Instructional Practices and Demonstration																
Shared Reading	2005-2006 (N=24)	--	21	58	21	--	--	21	63	17	--	--	13	46	42	--
Interactive Writing	2005-2006 (N=24)	4	42	42	13	--	4	46	42	8	--	4	46	42	8	--
Independent Reading	2005-2006 (N=24)	--	17	50	33	--	--	17	50	33	--	--	8	46	46	--
Small Group Guided Reading	2005-2006 (N=24)	4	29	42	25	--	4	33	33	29	--	--	13	46	42	--
Literature Circles	2005-2006 (N=24)	17	29	42	8	4	17	33	38	8	4	--	17	46	29	8
Writing Process	2005-2006 (N=24)	4	21	54	21	--	4	21	54	21	--	4	13	46	38	--
Ample Practice Opportunities	2005-2006 (N=24)	13	29	46	13	--	8	38	38	17	--	8	13	58	21	--
15. Using formal and informal instruction (grouping, 1-1, conferencing, whole class instruction)	2005-2006 (N=24)	8	25	29	38	--	4	21	38	38	--	8	4	38	50	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
16. Specific Skills Targeted Instruction																
Phonemic Awareness	2005-2006 (N=24)	--	29	42	29	--	--	33	42	25	--	--	21	29	50	--
Phonics	2005-2006 (N=24)	--	29	38	33	--	--	33	38	29	--	--	17	46	38	--
Oral Reading Fluency	2005-2006 (N=24)	--	25	42	33	--	--	29	46	25	--	--	8	50	42	--
Vocabulary	2005-2006 (N=24)	--	25	50	25	--	--	25	50	25	--	--	8	58	33	--
Comprehension	2005-2006 (N=24)	--	29	50	21	--	--	33	46	21	--	--	13	46	42	--
Spelling	2005-2006 (N=24)	--	42	33	25	--	--	29	50	21	--	--	13	50	38	--

Preimplementation: The most frequent “other” responses included: assessment, differentiated instruction, intervention strategies, prescribe, Running Records.

Implementation: The most frequent “other” responses included: Relating IEPs, remediation, rubrics, Special Ed resource room, technology, Terra Nova.

Did you participate in courses or workshops in reading or reading-related topics? (Check applicable course formats as listed below and indicate the number of SDU credits earned.)

		YES	NO	DON'T KNOW	N/A	AVERAGE NUMBER OF SDE CREDITS	
						N	CREDITS
a. College Courses	2005-2006 (N=24)	--	29	--	71	--	--
b. District Workshops	2005-2006 (N=24)	67	25	--	8	16	11
c. School In-Service	2005-2006 (N=24)	79	13	--	8	19	10
d. Internet/On-Line	2005-2006 (N=24)	--	79	--	21	--	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

In this section, please tell us the extent to which you agree with the following statements about reading prior to Reading First.

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	
1.	Reading-related professional development was available statewide on a regular basis.	2005-2006 (N=24)	29	42	8	--	21
2.	Our district/school provided reading-related professional development for our teachers on a regular basis.	2005-2006 (N=24)	50	46	4	--	--
3.	Our district/school provided reading-related professional development for our teacher assistants on a regular basis.	2005-2006 (N=24)	38	25	13	13	12
4.	Our district/school provided reading-related professional development for our tutors on a regular basis.	2005-2006 (N=24)	29	38	--	4	29
5.	Principals were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their schools on a regular basis.	2005-2006 (N=24)	17	50	13	8	13
6.	Teachers were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their classrooms on a regular basis.	2005-2006 (N=24)	29	42	8	8	13
7.	Training in implementing New Jersey Language Arts Literacy Standards (NJCCCS) was provided.	2005-2006 (N=24)	42	50	8	--	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

What literacy-related professional development needs/topics are you most interested in addressing over the next year?

IMPLEMENTATION		RESPONSES (N=44)
#	%	
10	23	Guided reading, literature circles, shared writing, reading aloud
9	20	Classroom management
6	14	Other
3	7	Using data and research to drive instruction
3	7	Phonics, spelling, vocabulary
3	7	Assessment and Intervention
3	7	Integrate literacy instruction across curriculum, subjects
2	5	Reading comprehension
2	5	More training in literacy, fluency for all categories of staff
2	5	Differentiation of instruction for teachers and staff
1	2	More training in Reading First

Note: Percents may not equal 100% because responses may fit more than one category.

C-6 NEW JERSEY READING FIRST LITERACY COACH ANALYSIS COHORT 3

The New Jersey Department of Education (NJDE) is required to annually evaluate the programs and services funded by the Reading First Program. This important initiative is designed to provide professional development and other resources necessary for schools to improve reading instruction and increase reading opportunities for children in grades K-3.

SECTION 1: LITERACY COACH PROFILE

In this section please describe your current training and experience.

Number of years in current school:

**Number of years as a regular classroom teacher
(Do not include EIP, ESE, or Title I):**

	2005-2006 (N=16)		2005-2006 (N=16)
Less than 1 year	13	Less than 1 year	--
1-5 years	44	1-5 years	25
6-10 years	19	6-10 years	44
More than 10 years	25	More than 10 years	31

Previous grades taught:

	2005-2006 (N=16)		2005-2006 (N=16)
Pre-K	13	Higher than Grade 5	13
Kindergarten	44		
Grade 1	56	Special Education	6
Grade 2	56	Reading Recovery	13
Grade 3	50	ESL/Bi-lingual	19
Grade 4	56	Title I	25
Grade 5	13	Other (See below)	6

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2005-2006: The most frequent "other" responses included: literacy support teacher, supplemental instructor, tutor, teacher/specialist, college.

Number of years as a remedial teacher:

Number of years in Special Education:

	2005-2006 (N=16)		2005-2006 (N=16)
Less than 1 year	44	Less than 1 year	63
1-5 years	25	1-5 years	--
6-10 years	6	6-10 years	6
More than 10 years	--	More than 10 years	--
N/A	25	N/A	31

SECTION 1: INSTRUCTIONAL PERSONNEL PROFILE (Continued)

Number of years in ESL/Bi-lingual:

Number of years in Other teaching category:

	2005-2006 (N=16)		2005-2006 (N=16)
Less than 1 year	50	Less than 1 year	31
1-5 years	--	1-5 years	25
6-10 years	19	6-10 years	6
More than 10 years	13	More than 10 years	--
N/A	19	N/A	38

2005-2006: The most frequent “other” responses included: college.

2005-2006 (N=16)	AVERAGE NUMBER OF STATE-LEVEL READING FIRST WORKSHOPS/TRAININGS ATTENDED:
Zero workshops attended	--
1-5 workshops	56
6-10 workshops	38
More than 10 workshops	6

2005-2006 (N=16)	VERY HIGH	HIGH	AVERAGE	NOT VERY HIGH	DON'T KNOW/NA
In general, how would you rate the quality of state-level Reading First workshops/trainings?	25	38	31	6	--

2005-2006		WHICH PROFESSIONAL DEVELOPMENT TRAINING EXPERIENCES WERE MOST BENEFICIAL TO THE 2005-2006 OF READING FIRST? (N=21)
#	%	
7	33	Enjoyed all aspects of the training – General workshop
3	14	Coaches Connect
3	14	ICE-R
2	10	Writing
2	10	Conferences/workshops at state level
1	5	DIBELS
1	5	Guided readers/read aloud
1	5	Small groups
1	5	Vocabulary

Note: Percents may not equal 100% because responses may fit more than one category.

2005-2006		WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING READING FIRST PROFESSIONAL DEVELOPMENT IN THE FUTURE? (N=21)
#	%	
6	38	Expand workshop opportunities; offer more times and places
5	31	More interactive/videos/practice
2	13	Plan the year early
1	6	Classroom teaching strategies and information
1	6	None/Do not know/NA
1	6	Collaboration

Note: Percents may not equal 100% because responses may fit more than one category.

SECTION 2: SCHOOL'S LITERACY PROGRAM

In this section, please describe your school's literacy program, indicating your level of agreement with the following statements:

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
1. Our school had a commitment to improving school wide literacy programs so that every student will read by the end of third grade.	2005-2006 (N=16)	56	44	--	--	--	--
2. Our school's organization of reading instruction was consistent with scientifically based reading research (SBRR).	2005-2006 (N=16)	63	38	--	--	--	--
3. Our school's core reading curriculum was consistent with scientifically based reading research.	2005-2006 (N=16)	63	38	--	--	--	--
4. Our school's organization of reading instruction was consistent with scientifically based reading research.	2005-2006 (N=16)	63	31	6	--	--	--
5. Our school's library program supported literacy development in grades K-3.	2005-2006 (N=16)	31	38	13	--	--	19
6. Our school had a study group team which met regularly (weekly or monthly) to study professional texts.	2005-2006 (N=16)	13	38	25	--	--	25
7. The study group meetings were helpful in implementing effective literacy instruction.	2005-2006 (N=16)	13	44	6	--	--	38
8. Our district's core language arts/literacy curriculum was aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2005-2006 (N=16)	69	31	--	--	--	--
9. Funding was available to purchase additional classroom reading materials.	2005-2006 (N=16)	44	50	6	--	--	--
10. Funding was available to purchase additional reading software.	2005-2006 (N=16)	44	25	13	--	--	19
11. Our school used a plan for reviewing reading software and materials prior to purchasing these materials.	2005-2006 (N=16)	25	38	6	--	13	19

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
12. Reading software and materials used in our district/school were aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2005-2006 (N=16)	50	44	--	--	6	--
13. Local testing programs were aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2005-2006 (N=16)	69	31	--	--	--	--
14. Assessment Team members effectively used formal and informal SBRR literacy assessments in grades K-3.	2005-2006 (N=16)	44	56	--	--	--	--
15. Teachers effectively diagnosed reading problems in grades K-3.	2005-2006 (N=16)	50	38	13	--	--	--
16. Teachers used screening tools to identify children with specific reading difficulties in grades K-3.	2005-2006 (N=16)	50	50	--	--	--	--
17. Teachers or Assessment Team members used assessment data to monitor student progress.	2005-2006 (N=16)	50	44	6	--	--	--
18. Our Assessment Team was effectively able to diagnose reading problems.	2005-2006 (N=16)	50	44	6	--	--	--
19. The Literacy Team collaboratively planned interventions to support struggling readers.	2005-2006 (N=16)	56	44	--	--	--	--
20. Targeted interventions were provided to children reflecting their specific reading difficulty.	2005-2006 (N=16)	56	44	--	--	--	--
21. Literacy-related interventions were aligned with classroom instruction.	2005-2006 (N=16)	50	50	--	--	--	--
22. Most tutors working with my students have received training in scientifically based reading research.	2005-2006 (N=16)	31	56	13	--	--	--
23. Teachers have ready access to student assessment data	2005-2006 (N=16)	69	31	--	--	--	--
24. Teachers use assessment data to group students according to their needs and to plan appropriate interventions for struggling readers.	2005-2006 (N=16)	38	63	--	--	--	--

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
25. Students receive additional instruction time before or after school.	2005-2006 (N=16)	31	50	19	--	--	--
26. Students will receive additional instruction time during the summer of 2005.	2005-2006 (N=16)	38	31	25	--	6	--
27. Teachers have adequate time to plan interventions with support staff. (i.e., tutors, extended day staff)	2005-2006 (N=16)	25	56	19	--	--	--
28. Teachers have adequate time to plan interventions with the Literacy Coach.	2005-2006 (N=16)	25	63	13	--	--	--

SECTION 3: LITERACY INSTRUCTION

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
1. Students received at least 1 1/2 hours of uninterrupted literacy instruction daily.	2005-2006 (N=16)	75	25	--	--	--	--
2. Teachers included writing lessons in their instruction each day.	2005-2006 (N=16)	75	25	--	--	--	--
3. Teachers and other literacy personnel designed instruction based on student needs.	2005-2006 (N=16)	44	50	6	--	--	--
4. Teachers and other literacy personnel were able to effectively diagnose reading problems.	2005-2006 (N=16)	50	44	6	--	--	--
5. Students who were performing below grade level received intensive intervention.	2005-2006 (N=16)	38	56	6	--	--	--
6. Teachers used assessments to group students flexibly.	2005-2006 (N=16)	44	56	--	--	--	--
7. Teachers had an adequate supply of guided reading sets (instructional level texts) to implement small group instruction.	2005-2006 (N=16)	69	25	--	--	--	6
8. Teachers had ample materials in addition to student texts to implement an effective literacy program.	2005-2006 (N=16)	75	25	--	--	--	--

SECTION 3: LITERACY INSTRUCTION (Continued)

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
9. Teachers had adequate support from a Literacy Coach to assist them in developing effective instruction.	2005-2006 (N=16)	50	38	13	--	--	--
10. Teachers had adequate support from a Literacy Coach to assist them in diagnosing problems.	2005-2006 (N=16)	56	31	13	--	--	--
11. I was able to visit colleagues in other schools, and that was helpful in implementing an effective literacy program.	2005-2006 (N=16)	6	44	38	6	--	6
12. I actively participated in the design of reading curriculum and supportive materials.	2005-2006 (N=16)	38	19	13	--	--	31
13. The instruction content of our K-3 Core Reading Program effectively addresses phonemic awareness.	2005-2006 (N=16)	69	31	--	--	--	--
14. The instruction content of our K-3 Core Reading Program effectively addresses phonics.	2005-2006 (N=16)	69	31	--	--	--	--
15. The instruction content of our K-3 Core Reading Program effectively addresses vocabulary development.	2005-2006 (N=16)	69	31	--	--	--	--
16. The instruction content of our K-3 Core Reading Program effectively addresses reading fluency, including oral reading strategies.	2005-2006 (N=16)	69	19	13	--	--	--
17. The instruction content of our K-3 Core Reading Program effectively addresses reading comprehension strategies.	2005-2006 (N=16)	69	25	6	--	--	--
18. Our Core Reading Program allows for modifications to instruction based on student needs.	2005-2006 (N=16)	50	44	6	--	--	--
19. Our Core Reading Program allows ample practice opportunities.	2005-2006 (N=16)	56	38	6	--	--	--
20. Student materials are effectively aligned to the Core Reading Program.	2005-2006 (N=16)	56	44	--	--	--	--

SECTION 3: LITERACY INSTRUCTION (Continued)

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
21. Teachers use instructional centers to supplement direct instruction.	2005-2006 (N=16)	38	63	--	--	--	--
22. Teachers have established classroom routines and schedules that support small group instruction during the literacy block.	2005-2006 (N=16)	38	56	6	--	--	--

In our literacy program, writing instruction (in response to reading text) is an area:

	2005-2006 (N=16)
Of strength	38
That needs improvement	63
Don't know	--

In how many different K-3 classes are you able to observe instruction in reading and language arts on a daily basis (classes per month)?

	2005-2006 (N=16)
Less than 1	--
1-5	19
6-10	13
More than 10	69

SECTION 4: LITERACY LEADERSHIP

On average, how much time did teachers in your school spend each day providing instruction in reading and language arts?

	2005-2006 (N=16)		2005-2006 (N=16)
Less than 30 minutes	--	91-120 minutes	38
30-60 minutes	6	121-150 minutes	19
61-90 minutes	19	150-180+ minutes	19

SECTION 4: LITERACY LEADERSHIP (Continued)

On average, how much time did you spend each day observing reading and language arts?

	2005-2006 (N=16)		2005-2006 (N=16)
Less than 30 minutes	6	91-120 minutes	19
30-60 minutes	31	121-150 minutes	6
61-90 minutes	25	150 -180+	13

On average, how much time do you spend each day modeling lessons?

	2005-2006 (N=16)		2005-2006 (N=16)
Less than 30 minutes	31	91-120 minutes	6
30-60 minutes	50	121-150 minutes	6
61-90 minutes	6	150 -180+	--

On average, how much time do you spend each day supporting teachers *during* the literacy block?

	2005-2006 (N=16)		2005-2006 (N=16)
Less than 30 minutes	6	91-120 minutes	13
30-60 minutes	38	121-150 minutes	6
61-90 minutes	25	150 -180+	13

On average, how much time do you spend each day supporting teachers *before and after* literacy block?

	2005-2006 (N=16)		2005-2006 (N=16)
Less than 30 minutes	13	91-120 minutes	6
30-60 minutes	63	121-150 minutes	13
61-90 minutes	6	150 -180+	--

On average, how much time do you spend each day planning professional development and study group activities?

	2005-2006 (N=16)		2005-2006 (N=16)
Less than 30 minutes	31	91-120 minutes	13
30-60 minutes	31	121-150 minutes	--
61-90 minutes	25	150 -180+	--

SECTION 4: LITERACY LEADERSHIP (Continued)

Which of the following did teachers regularly include in their daily schedule/curriculum? (Check all that apply)

	2005-2006 (N=16)		2005-2006 (N=16)
Reading aloud	100	Vocabulary instruction	100
Shared reading	88	Fluency instruction	88
Independent reading	94	Comprehension strategy instruction	81
Guided reading	88	High frequency/ sight word instruction	88
Literature circles	31	Motivational materials and activities	63
Interactive writing	69	Explicit teaching by demonstration	81
Shared writing	50	Modeling	88
Independent writing	50	Variable grouping according to purpose of the instruction	38
Writing conferences	50	Ongoing daily assessment	63
Writing mini-lessons	50	Literacy instruction integrated with content from other subject areas	69
Literacy corners	6	Opportunities to independently apply new learning	69
Phonics instruction	100	Immediate in-class assistance for struggling learners	75
Spelling instruction	88	Other	6
Phonemic awareness instruction	88		

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent “other” responses included: Do not know, DRA, Was not there at the time.

2004-2005: The most frequent “other” responses included: technology, ESL, word walls with corresponding activities.

2005-2006: The most frequent “other” responses included: internet/technology.

How did teachers and Assessment Team members in your school determine if a particular child was reading below grade level? (Check all that apply)

	2005-2006 (N=16)		2005-2006 (N=16)
Student portfolio	69	Reading series placement test	63
Teacher-developed test	56	Informal reading inventory	38
Standardized test scores (e.g., NJASK)	94	DIBELS	100
Developmental reading assistance	100	Other	25
Individualized, standardized assessment (e.g., Woodcock Johnson III, the Peabody Picture Vocabulary Test)	100		

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent “other” responses included: Developmental Reading Assessment, observation, reading program tests.

2004-2005: The most frequent “other” responses included: DRA, Fox in the Box, Running Records.

2005-2006: The most frequent “other” responses included: benchmarking.

SECTION 4: LITERACY LEADERSHIP (Continued)

What interventions were provided to students in your school reading below grade level? (Check all that apply)

	2005-2006 (N=16)		2005-2006 (N=16)
Other specialized reading programs	50	Extra staff (paraprofessionals)	44
Specialized materials such as flash cards	50	Reduced class size	56
Small group instruction targeted to students' reading needs/levels	94	Tutoring	69
After-school programs	88	Other	100
Summer school	63		

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2003-2004: The most frequent "other" responses included: Basic Skills, Reading Recovery, Soar to Success.

2004-2005: The most frequent "other" responses included: BSI, Orton-Gillingham, Reading Recovery.

2005-2006: The most frequent "other" responses included: LLI, Reading Recovery.

Please rate the success of the following **PRIOR TO READING FIRST**:

		PERCENTAGE OF RESPONDENTS						
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW	N/A
1. Providing classroom instruction in phonemic awareness.	2005-2006 (N=16)	6	25	63	6	--	--	--
2. Providing classroom instruction in explicit and systematic phonics.	2005-2006 (N=16)	6	19	75	--	--	--	--
3. Providing classroom instruction in fluency.	2005-2006 (N=16)	6	13	69	13	--	--	--
4. Providing classroom instruction in word study, vocabulary.	2005-2006 (N=16)	6	13	69	13	--	--	--
5. Providing classroom instruction in comprehension.	2005-2006 (N=16)	6	13	75	6	--	--	--
6. Motivating students to read.	2005-2006 (N=16)	13	19	56	13	--	--	--
7. Building background knowledge.	2005-2006 (N=16)	6	25	69	--	--	--	--

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS						
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW	N/A
8. Providing classroom instruction in developmental spelling.	2005-2006 (N=16)	13	13	56	13	--	6	--
9. Using assessments to drive instruction.	2005-2006 (N=16)	31	69	--	--	--	--	--
10. Providing small group instruction.	2005-2006 (N=16)	25	13	56	6	--	--	--
11. Securing funding for sufficient instructional materials and supplies.	2005-2006 (N=16)	19	25	50	6	--	--	--
12. Providing differential instruction.	2005-2006 (N=16)	13	13	63	13	--	--	--
13. Using SBRR guidelines in choosing reading textbooks and supplementary materials.	2005-2006 (N=16)	19	6	69	--	--	--	6
14. Providing sufficient staff to support appropriate instruction in reading.	2005-2006 (N=16)	6	19	44	31	--	--	--
15. Training tutors.	2005-2006 (N=16)	13	44	38	--	--	6	--
16. Training teacher assistants.	2005-2006 (N=16)	6	13	25	31	13	6	6
17. Training for volunteers.	2005-2006 (N=16)	19	25	6	--	--	6	44
18. Establishing teacher resource rooms.	2005-2006 (N=16)	19	6	31	19	6	--	19
19. Establishing classroom learning centers.	2005-2006 (N=16)	6	19	63	13	--	--	--

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS						
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW	N/A
20. Establishing classroom libraries.	2005-2006 (N=16)	25	13	50	13	--	--	--
21. Incorporating the use of technology in literacy instruction.	2005-2006 (N=16)	6	13	31	50	--	--	--
22. Integrating instruction in other subjects with reading instruction. Teaching throughout the curriculum.	2005-2006 (N=16)	6	13	63	19	--	--	--
23. Providing consistent reading instruction from teacher to teacher; grade to grade.	2005-2006 (N=16)	6	25	38	31	--	--	--
24. Using the Literacy Coach model to support instruction in the classroom.	2005-2006 (N=16)	19	6	63	13	--	--	--

SECTION 4: LITERACY LEADERSHIP (Continued)

Please reflect on YOUR EXPERIENCES PRIOR TO READING FIRST and describe your perception of your leadership and that of the principal and the Leadership and Literacy Teams, indicating your level of agreement with the following statements:

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
1. Our principal provided effective leadership to strengthen reading and literacy instruction at our school.	2005-2006 (N=16)	44	44	13	--	--	--
2. My school had a Leadership Team that met on a regular basis. The meetings were helpful in implementing effective literacy instruction.	2005-2006 (N=16)	25	69	6	--	--	--
3. Grade level meetings were used to review student work, analyze student processing, and plan instruction for struggling readers.	2005-2006 (N=16)	25	69	6	--	--	--
4. I met monthly with the Leadership Team to collaboratively plan interventions to support struggling readers.	2005-2006 (N=16)	6	81	13	--	--	--
5. The Leadership Team meetings were helpful in implementing effective literacy instruction.	2005-2006 (N=16)	6	81	13	--	--	--
6. I had sufficient opportunity to observe K-3 teachers.	2005-2006 (N=16)	25	50	25	--	--	--
7. I felt confident in my ability to critically observe K-3 reading and literacy instruction.	2005-2006 (N=16)	31	69	--	--	--	--
8. I felt confident in my ability to provide helpful feedback to teachers based on my observations of K-3 reading and literacy instruction.	2005-2006 (N=16)	31	69	--	--	--	--

SECTION 4: LITERACY LEADERSHIP (Continued)

Please rate the quality of the following in your school PRIOR TO READING FIRST:

		PERCENTAGE OF RESPONDENTS						
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW	N/A
1. 2004-2005 of the comprehensive coherent literacy program.	2005-2006 (N=16)	13	13	69	--	--	6	--
2. Classroom management and establishment of routines.	2005-2006 (N=16)	19	--	63	19	--	--	--
3. Other (Responses included collaboration, teamwork to help students succeed by end of third grade.)	2005-2006 (N=15)	7	27	47	--	--	--	20
4. Other (Responses included more support from administration, additional time to implement literacy components, and need for the entire school to work together as one team.)	2005-2006 (N=15)	7	13	13	7	7	--	53

2003-2004: The most frequent "other" responses included: collaboration, support from administration, teamwork.

2004-2005: The most frequent "other" responses included: collaboration, grade level meetings, literacy support team.

2005-2006: The most frequent "other" responses included: collaboration, grade level meetings, literacy support team, planning time, team meetings, workshops, additional time, more administrative support.

Which staff were involved in interventions and in what format were interventions provided?

		PERCENTAGE OF RESPONDENTS				
		INDIVIDUAL	SMALL GROUP	BOTH	DON'T KNOW	N/A
1. Classroom Teacher	2005-2006 (N=16)	6	13	81	--	--
2. Specialized Teacher (e.g., Special Education, ESL/Bilingual)	2005-2006 (N=16)	25	69	--	--	6
3. Teaching Assistant	2005-2006 (N=16)	19	6	38	--	38

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS				
		INDIVIDUAL	SMALL GROUP	BOTH	DON'T KNOW	N/A
4. Trained Volunteer	2005-2006 (N=16)	6	--	--	6	88
5. Untrained Volunteer	2005-2006 (N=16)	--	--	13	6	81
6. Title I	2005-2006 (N=16)	--	13	38	6	44
7. Reading Specialist	2005-2006 (N=16)	--	6	56	--	38
8. Literacy Coach	2005-2006 (N=16)	6	6	75	--	13

How would you describe teachers' acceptance of observation and feedback by the Literacy Coach?

	2005-2006 (N=16)	
	N	%
Very accepting and willing to change classroom practices	2	13
Accepting and willing to consider incorporating new practices into the classroom routine	11	69
Reluctantly cooperative and slow to use new practices	3	19

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT

In this section please address the need for continued professional development in reading.

The Reading First Act seeks to infuse scientifically based reading research (SBRR) into reading and literacy instruction. This research defines reading as a complex system deriving meaning from print that requires FIVE DIMENSIONS, including:

- the skills and knowledge to understand how phonemes, or speech sounds, are connected to print;
- the ability to decode unfamiliar words (explicit systematic phonics);
- the ability to read fluently;
- sufficient background information and vocabulary to foster reading comprehension;
- the development of appropriate active strategies to construct meaning from print; and the development of a motivation to read.

Spelling and composition are additional elements of literacy development.

Use the following scale to rate the existence of these literacy areas in your classrooms and teachers' interest in obtaining further knowledge and experience in each area in your school.

1	2	3	4
little knowledge	basic knowledge	more than average knowledge	extensive knowledge
little confidence	some confidence	more than average confidence	extremely confident
little interest	some interest	more than average interest/high on my list	extremely interested

		PERCENTAGE OF RESPONDENTS																			
		KNOWLEDGE					CONFIDENCE TO CRITICALLY OBSERVE					CONFIDENCE TO DEMONSTRATE EFFECTIVELY					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Physical space/room arrangement supportive of early literacy activities (small and whole groups).	2005-2006 (N=16)	--	13	69	19	--	--	25	56	19	--	6	13	63	19	--	--	13	56	31	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS																				
		KNOWLEDGE					CONFIDENCE TO CRITICALLY OBSERVE					CONFIDENCE TO DEMONSTRATE EFFECTIVELY					INTEREST					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
2.	Classroom rich in diverse literacy and reading materials.	2005-2006 (N=16)	--	19	44	38	--	--	13	56	31	--	--	6	63	31	--	--	13	56	31	--
3.	Creating a print-rich classroom environment.	2005-2006 (N=16)	--	13	56	31	--	--	6	63	31	--	--	6	63	31	--	--	13	56	31	--
4.	Frequent adult reading to children and conversation about books.	2005-2006 (N=16)	--	19	50	31	--	--	13	50	38	--	--	19	44	38	--	--	6	56	38	--
5.	Many books readily available throughout the room encompassing a range of genre, cultural perspectives and a variety of reading levels.	2005-2006 (N=16)	--	31	44	25	--	--	25	50	25	--	--	13	63	25	--	--	13	63	25	--
6.	Other frequent receptive/expressive language activity (e.g., flannel boards, storytelling).	2005-2006 (N=16)	6	31	50	13	--	--	38	56	6	--	--	38	50	13	--	--	25	56	19	--
7.	Motivating children as readers in authentic ways.	2005-2006 (n=16)	--	13	44	44	--	--	13	38	50	--	--	6	44	50	--	--	6	44	50	--
8.	Meaningful use of language and literacy: children using language and literacy for a variety of real-life purposes.	2005-2006 (N=16)	--	25	44	31	--	--	13	50	38	--	--	38	25	38	--	--	19	44	38	--
9.	Integration of literacy with other content/ subject areas.	2005-2006 (N=16)	--	44	44	13	--	--	50	38	13	--	--	50	31	19	--	--	31	38	31	--
10.	Working with the media specialist to use the library in theoretically sound ways.	2005-2006 (N=16)	--	44	38	6	13	--	44	38	6	--	--	44	31	13	13	--	25	38	25	13

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS																			
		KNOWLEDGE					CONFIDENCE TO CRITICALLY OBSERVE					CONFIDENCE TO DEMONSTRATE EFFECTIVELY					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11. Providing supplemental and intervention strategies for struggling readers.	2005-2006 (N=16)	--	13	69	19	--	--	25	56	19	--	--	13	63	25	--	--	6	56	38	--
12. Specific Assessment Practices																					
Screening	2005-2006 (N=16)	--	25	38	38	--	--	38	25	38	--	6	13	44	38	--	6	19	25	50	--
Diagnostic	2005-2006 (N=16)	--	31	31	38	--	--	38	31	31	--	--	25	38	38	--	--	31	19	50	--
Progress Monitoring	2005-2006 (N=16)	--	19	50	31	--	--	25	50	25	--	--	31	38	31	--	--	19	38	44	--
Outcomes	2005-2006 (N=16)	--	25	44	31	--	--	38	31	31	--	--	19	50	31	--	--	25	31	44	--
Other (Specify)	2005-2006 (N=13)	--	--	--	--	19	--	--	--	--	19	--	--	--	--	19	--	--	--	--	19
13. Explicit Instructional Practices and Demonstration																					
Reading Aloud	2005-2006 (N=16)	--	6	63	31	--	--	6	69	25	--	--	13	56	31	--	--	13	50	38	--
Shared Reading	2005-2006 (N=16)	--	13	56	31	--	--	13	63	25	--	--	13	63	25	--	--	19	50	31	--
Interactive Writing	2005-2006 (N=16)	6	6	69	19	--	6	19	56	19	--	6	13	63	19	--	--	25	44	31	--
Independent Reading	2005-2006 (N=16)	--	6	63	31	--	--	13	56	31	--	--	25	44	31	--	--	13	50	38	--
Small Group Guided Reading	2005-2006 (N=16)	--	--	69	31	--	--	13	56	31	--	--	25	44	31	--	--	13	44	44	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS																			
		KNOWLEDGE					CONFIDENCE TO CRITICALLY OBSERVE					CONFIDENCE TO DEMONSTRATE EFFECTIVELY					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Literature Circles	2005-2006 (N=16)	--	56	31	13	--	--	56	31	13	--	6	44	38	13	--	--	25	44	31	--
Writing Process	2005-2006 (N=16)	--	25	50	25	--	--	25	56	19	--	--	31	44	25	--	6	19	38	38	--
Ample Practice Opportunities	2005-2006 (N=16)	--	6	69	19	6	--	6	69	19	6	--	6	69	19	6	--	13	63	19	6
14. Using formal and informal instruction (grouping, 1-1, conferencing, whole class instruction)	2005-2006 (N=16)	--	19	56	25	--	--	6	63	31	--	--	13	69	19	--	--	19	50	31	--
Phonemic Awareness	2005-2006 (N=16)	--	6	88	6	--	--	13	75	13	--	--	19	69	13	--	--	19	63	19	--
Phonics	2005-2006 (N=16)	--	19	63	19	--	--	31	50	19	--	6	25	50	19	--	--	19	56	25	--
Oral Reading Fluency	2005-2006 (N=16)	--	6	75	19	--	--	13	75	13	--	6	6	69	19	--	--	13	63	25	--
Vocabulary	2005-2006 (N=16)	--	19	63	19	--	6	25	50	19	--	--	25	56	19	--	--	13	63	25	--
Comprehension	2005-2006 (N=16)	--	19	63	19	--	--	6	75	19	--	--	19	63	19	--	--	13	63	25	--
Spelling	2005-2006 (N=16)	6	31	50	13	--	--	19	63	19	--	6	19	63	13	--	--	13	63	25	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

Did you participate in courses or workshops in reading or reading-related topics? (Check applicable course formats as listed below and indicate the number of SDU credits earned.)

		YES	NO	DON'T KNOW	N/A	AVERAGE NUMBER OF SDE CREDITS		
						N	CREDITS	
1.	College Courses	2005-2006 (N=16)	31	47	--	10	5	106
2.	District Workshops	2005-2006 (N=16)	88	6	--	6	14	30
3.	School In-Service	2005-2006 (N=16)	81	13	--	6	13	23
4.	Internet/On-Line	2005-2006 (N=16)	--	75	--	25	--	--

In this section, please tell us the extent to which you agree with the following statements about reading prior to Reading First.

		PERCENTAGE OF RESPONDENTS						
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A	
1.	Reading-related professional development was available statewide on a regular basis.	2005-2006 (N=16)	31	69	--	--		--
2.	Our district/school provided reading-related professional development for our teachers on a regular basis.	2005-2006 (N=16)	31	50	13	6		--
3.	Our district/school provided reading-related professional development for our teacher assistants on a regular basis.	2005-2006 (N=16)	19	19	25	6	13	19
4.	Our district/school provided reading-related professional development for our tutors on a regular basis.	2005-2006 (N=16)	13	44	6	6	13	19
5.	Principals were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their schools on a regular basis.	2005-2006 (N=16)	19	25	31	13	13	--
6.	Teachers were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their classrooms on a regular basis.	2005-2006 (N=16)	19	31	44	6	--	--
7.	Training in implementing New Jersey Language Arts Literacy Standards (NJCCCS) was provided.	2005-2006 (N=16)	25	44	25	--	6	--

SECTION 5: LITERACY-RELATED PROFESSIONAL DEVELOPMENT (Continued)

What literacy-related professional development needs/topics are you most interested in addressing over the next year?

2005-2006		RESPONSES (N=33)
#	%	
7	24	Writing strategies
4	14	Guided reading and developmental spelling
4	14	Comprehension/vocabulary/fluency/phonics
4	14	Literacy/learning centers
3	10	Assessment
3	10	Differentiated instruction
2	7	WS-bilingual, special needs, struggling readers, ELL
2	7	Parent involvement

Note: Percents may not equal 100% because responses may fit more than one category.

C-7 NEW JERSEY READING FIRST INSTRUCTIONAL PERSONNEL ANALYSIS COHORT 3

The New Jersey Department of Education (NJDE) is required to annually evaluate the programs and services funded by the Reading First Program. This important initiative is designed to provide professional development and other resources necessary for schools to improve reading instruction and increase reading opportunities for children in grades K-3.

SECTION 1: INSTRUCTIONAL PERSONNEL PROFILE

Number of years in current school:

**Number of years as a regular classroom teacher
(Do not include EIP, ESE, or Title I):**

	2005-2006 (N=275)		2005-2006 (N=270)
Less than 1 year	6%	Less than 1 year	5%
1-5 years	48%	1-5 years	37%
6-10 years	23%	6-10 years	23%
More than 10 years	24%	More than 10 years	24%

Have you received your certification through the Alternate Route?

	2005-2006 (N=275)
Yes	17%
No	82%
NA/Don't Know	1%

	2005-2006 (N=275)		2005-2006 (N=275)
Pre-K	15%	Higher than Grade 5	15%
Kindergarten	32%	Special Education	7%
Grade 1	42%	Reading Recovery	6%
Grade 2	41%	ESL/Bilingual	12%
Grade 3	34%	Title I	6%
Grade 4	21%	Other (See below)	8%
Grade 5	20%		

2005-2006: The most frequent "other" responses included: middle school teacher, Basic Skills teacher, elementary school teacher, Reading Recovery teacher, tutor

SECTION 1: INSTRUCTIONAL PERSONNEL PROFILE (Continued)

Number of years as a remedial teacher:

Number of years in Special Education:

	2005-2006 (N=275)		2005-2006 (N=275)
Less than 1 year	36%	Less than 1 year	43%
1-5 years	14%	1-5 years	4%
6-10 years	3%	6-10 years	4%
More than 10 years	3%	More than 10 years	2%

Number of years in ESL/Bi-lingual:

Number of years in Other teaching category:

	2005-2006 (N=275)		2005-2006 (N=275)
Less than 1 year	35%	Less than 1 year	32%
1-5 years	14%	1-5 years	11%
6-10 years	6%	6-10 years	3%
More than 10 years	8%	More than 10 years	3%

2005-2006: The most frequent "other" responses included: remedial teacher/basic skills, elementary school, high school, Reading Recovery, reading teacher/specialist, transitional, tutor.

2005-2006 (N=275)	AVERAGE NUMBER OF STATE-LEVEL READING FIRST WORKSHOPS/TRAININGS ATTENDED:
Zero workshops attended	60
1-5 workshops	33
6-10 workshops	7
More than 10 workshops	1

2005-2006 (N=275)	VERY HIGH	HIGH	AVERAGE	NOT VERY HIGH	DON'T KNOW/NA
In general, how would you rate the quality of state-level Reading First workshops/trainings? (n=513)	6	18	21	1	54

2005-2006		WHICH PROFESSIONAL DEVELOPMENT TRAINING EXPERIENCES WERE MOST BENEFICIAL TO THE IMPLEMENTATION OF READING FIRST? (N=273)
#	%	
63	23	DK/None/NA
47	17	General WS -- non-specific
22	8	WS -- Various Private Vendors' Presentations
22	8	Collaborative Opportunities/Activities
18	7	Guided Reading Workshop
16	6	Reading First Workshops
14	5	Word Walls
13	5	Hands-On/Classroom Activities
12	4	Literacy Centers/Literacy Circles
12	4	Assessment
11	4	Reading/Writing Workshops
7	3	Vocabulary/Fluency/Comprehension
7	3	All of them
4	1	Reading Recovery
3	1	Classroom Management Strategies
2	1	Graduate School/College courses

Note: Percents may not equal 100% because responses may fit more than one category.

SECTION 1: INSTRUCTIONAL PERSONNEL PROFILE (Continued)

2005-2006		WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING READING FIRST PROFESSIONAL DEVELOPMENT IN THE FUTURE? (N=272)
#	%	
86	32	DK/None/NA
28	10	Need more time/greater access
26	10	General WS -- non-specific
23	8	Workshops -- specifically-targeted, grade level
17	6	Reading First Workshops
15	6	Hands-On/Classroom Activities
10	4	Classroom Management Strategies
10	4	Workshops -- Special Needs students -- bilingual, low ability
9	3	Reading/Writing Workshops
9	3	In-Class Support
8	3	Collaborative Opportunities/Activities
8	3	Guided Reading
6	2	Reading First Training BEFORE Implementation
5	2	Assessment
4	1	Literacy Centers/Literacy Circles
2	1	Parent Involvement Groups
2	1	Technology Workshops
1	<1	WS -- Various Private Vendors Presentations
1	<1	Workshops -- phonemic awareness, phonics
1	<1	Vocabulary/Fluency/Comprehension
1	<1	Other

Note: Percents may not equal 100% because responses may fit more than one category.

SECTION 2: SCHOOL'S LITERACY PROGRAM

In this section, please describe your school's literacy program, indicating your level of agreement with the following statements:

		PERCENTAGE OF RESPONDENTS						
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A	
1.	Our school had a commitment to improving schoolwide literacy programs so that every student will read by the end of third grade.	2005-2006 (n=275)	68	30	1	1	--	1
2.	Our district's core language arts/ literacy curriculum was based on scientifically based reading research (SBRR).	2005-2006 (n=275)	43	48	3	--	5	1
3.	Our school's core reading curriculum was consistent with scientifically based reading research.	2005-2006 (n=275)	46	46	3	--	5	1

SECTION 2: SCHOOL'S LITERACY PROGRAM

		PERCENTAGE OF RESPONDENTS						
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A	
4.	Our school's organization of reading instruction was consistent with scientifically based reading research.	2005-2006 (n=275)	43	46	4	--	7	1
5.	Our school's library program supported literacy development in grades K-3.	2005-2006 (n=275)	46	31	11	4	3	6
6.	Our school had a study group team which met regularly (weekly or monthly) to study professional texts.	2005-2006 (n=275)	17	23	18	5	19	19
7.	The study group meetings were helpful in implementing effective literacy instruction.	2005-2006 (n=275)	16	26	8	1	16	34
8.	Our district's core language arts/literacy curriculum was aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2005-2006 (n=275)	65	34	1	1	--	--
9.	Funding was available to purchase additional classroom reading materials.	2005-2006 (n=275)	26	39	8	2	24	1
10.	Funding was available to purchase additional reading software.	2005-2006 (n=275)	19	30	13	2	34	3
11.	Our school used a plan for reviewing reading software and materials prior to purchasing these materials.	2005-2006 (n=275)	15	30	8	2	35	11
12.	Reading software and materials used in our district/school were aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2005-2006 (n=275)	34	44	3	1	15	4
13.	Local testing programs were aligned with New Jersey Language Arts Literacy Standards (NJCCCS).	2005-2006 (n=275)	44	48	3	--	5	1

SECTION 2: SCHOOL'S LITERACY PROGRAM (Continued)

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
14. Assessment Team members effectively used formal and informal SBRR literacy assessments in grades K-3.	2005-2006 (n=275)	37	44	3	1	13	3
15. Teachers effectively diagnosed reading problems in grades K-3.	2005-2006 (n=275)	45	49	3	--	1	3
16. Teachers used screening tools to identify children with specific reading difficulties in grades K-3.	2005-2006 (n=275)	40	40	7	1	8	5
17. Teachers or Assessment Team members used assessment data to monitor student progress.	2005-2006 (n=275)	49	43	3	1	4	1
18. Assessment Team members effectively used formal and informal SBRR literacy assessments in grades K-3.	2005-2006 (n=275)	37	44	3	1	13	3
19. Targeted interventions were provided to children reflecting their specific reading difficulty.	2005-2006 (n=275)	44	38	12	3	4	1
20. Literacy-related interventions were aligned with classroom instruction.	2005-2006 (n=275)	41	44	10	2	3	1
21. Most tutors working with my students have received training in scientifically based reading research.	2005-2006 (n=275)	30	28	7	4	17	15

SECTION 3: LITERACY INSTRUCTION

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
1. Students received at least 1 1/2 hours of uninterrupted literacy instruction daily.	2005-2006 (n=275)	66	28	4	1	--	2
2. Teachers included writing lessons in their instruction each day.	2005-2006 (n=275)	69	28	2	--	--	2

SECTION 3: LITERACY INSTRUCTION (Continued)

		PERCENTAGE OF RESPONDENTS						
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A	
3.	I designed instruction based on student needs.	2005-2006 (n=275)	70	30	1	--	--	--
4.	I was able to effectively diagnose reading problems.	2005-2006 (n=275)	50	47	3	1	1	--
5.	Students who were performing below grade level received intensive intervention.	2005-2006 (n=275)	40	39	18	3	--	1
6.	I used assessments to group students flexibly.	2005-2006 (n=275)	46	45	3	1	--	6
7.	I had an adequate supply of guided reading sets (instructional level texts) to implement small group instruction.	2005-2006 (n=275)	45	37	7	3	2	7
8.	I had ample materials in addition to student texts to implement an effective literacy program.	2005-2006 (n=275)	50	38	8	2	1	2
9.	I had adequate support from a Literacy Coach to assist them in developing effective instruction.	2005-2006 (n=275)	51	38	4	3	1	3
10.	I had adequate support from a Literacy Coach to assist them in diagnosing problems.	2005-2006 (n=275)	51	37	7	3	1	2
11.	I was able to visit colleagues in other schools, and that was helpful in implementing an effective literacy program.	2005-2006 (n=275)	15	28	26	11	9	11
12.	I actively participated in the design of reading curriculum and supportive materials.	2005-2006 (n=275)	15	29	26	7	1	24
13.	Other teachers and I collaboratively plan interventions for struggling students.	2005-2006 (n=275)	35	44	13	4	1	3

In our literacy program, writing instruction (in response to reading text) is an area:

	2005-2006 (N=275)
Of strength	48
That needs improvement	47
Don't know	4

SECTION 4: LITERACY LEADERSHIP

On average, how much time did teachers in your school spend each day providing instruction in reading and language arts?

	2005-2006 (N=275)		2005-2006 (N=275)
Less than 30 minutes	1	91-120 minutes	42
30-60 minutes	3	121-150 minutes	16
61-90 minutes	16	150-180+ minutes	23

Which of the following did teachers regularly include in their daily schedule/curriculum? (Check all that apply)

		PERCENTAGE OF RESPONDENTS							
		FEWER THAN 30 MINS.	30-60 MINS.	61-90 MINS.	91-120 MINS.	121-150 MINS.	OTHER	NONE	N/A
1. Phonemic awareness activities	2005-2006 (n=275)	39	41	6	2	4	6	1	2
2. Systematic phonics instruction	2005-2006 (n=275)	47	34	6	2	3	6	--	2
3. Vocabulary instruction	2005-2006 (n=275)	46	35	6	3	3	6	--	1
4. Fluency instruction	2005-2006 (n=275)	34	42	11	2	5	6	--	1
5. Comprehension strategies	2005-2006 (n=275)	22	48	14	4	7	6	--	1

Preimplementation: The most frequent “other” responses included: Depends on lessons and student needs, ELD strategies, guided reading, not specific time frame to teach, phonics, pre-K teacher, tutoring all day.

Implementation: The most frequent “other” responses included: Depends on individual students needs, ongoing through the block of time.

2005-2006: The most frequent “other” responses included: integrated throughout the curriculum throughout the school day, reading recovery.

Which of the following did teachers regularly include in their daily schedule/curriculum? (Check all that apply)

	2005-2006 (N=275)		2005-2006 (N=275)
Reading aloud	93	Vocabulary instruction	80
Shared reading	80	Fluency instruction	80
Independent reading	88	Comprehension strategy instruction	87
Guided reading	78	High frequency/ sight word instruction	79
Literature circles	31	Motivational materials and activities	70
Interactive writing	64	Explicit teaching by demonstration	76
Shared writing	65	Modeling	88
Independent writing	89	Variable grouping according to purpose of the instruction	56
Writing conferences	50	Ongoing daily assessment	78

SECTION 4: LITERACY LEADERSHIP (Continued)

	2005-2006 (N=275)		2005-2006 (N=275)
Writing mini-lessons	62	Literacy instruction integrated with content from other subject areas	65
Literacy corners	76	Opportunities to independently apply new learning	72
Phonics instruction	86	Immediate in-class assistance for struggling learners	70
Spelling instruction	68	Other	3
Phonemic awareness instruction	82		

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2005-2006: The most frequent “other” responses included: Reading Recovery, use and integration of technology.

How did teachers and Assessment Team members in your school determine if a particular child was reading below grade level? (Check all that apply)

	2005-2006 (N=275)		2005-2006 (N=275)
Student portfolio	74	Reading series placement test	51
Teacher-developed test	64	Informal reading inventory	35
Standardized test scores (e.g., NJASK)	66	DIBELS	90
Developmental reading assistance	15	Other	24
Individualized, standardized assessment (e.g., Woodcock Johnson III, the Peabody Picture Vocabulary Test)	16		

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2005-2006: The most frequent “other” responses included: assessment, benchmarking, teacher observation, oral reading, reading recovery, running records.

What interventions were provided to students in your school reading below grade level? (Check all that apply)

	2005-2006 (N=275)		2005-2006 (N=275)
Other specialized reading programs*	24	Extra staff (paraprofessionals)	50
Specialized materials such as flash cards	60	Reduced class size	22
Small group instruction targeted to students' reading needs/ levels	88		

***2005-2006:** The most frequent “other” responses included: basic skills, LLI, Reading First, Reading Recovery, SFA, Windsor.

SECTION 4: LITERACY LEADERSHIP (Continued)

	2005-2006 (N=275)		2005-2006 (N=275)
After-school programs	66	Tutoring	56
Summer school	53	Other	7

Note: Percents may not equal 100% because respondents may have chosen more than one response.

2005-2006: The most frequent “other” responses included: basic skills, benchmarks, Leveled Literacy intervention, one-on-one instruction.

Please rate the success of the following PRIOR TO READING FIRST:

		PERCENTAGE OF RESPONDENTS						
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW	N/A
1. Providing classroom instruction in phonemic awareness.	2005-2006 (n=275)	23	26	40	4	1	2	5
2. Providing classroom instruction in explicit and systematic phonics.	2005-2006 (n=275)	19	26	43	4	1	3	5
3. Providing classroom instruction in fluency.	2005-2006 (n=275)	18	29	42	6	1	2	3
4. Providing classroom instruction in word study, vocabulary.	2005-2006 (n=275)	19	28	38	6	1	3	5
5. Providing classroom instruction in comprehension.	2005-2006 (n=275)	20	27	43	3	2	2	3
6. Motivating students to read.	2005-2006 (n=275)	31	31	33	2	1	2	1
7. Building background knowledge.	2005-2006 (n=275)	25	31	38	3	1	2	1
8. Providing classroom instruction in developmental spelling.	2005-2006 (n=275)	19	26	34	8	1	4	8

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS						
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW	N/A
9. Securing funding for sufficient instructional materials and supplies.	2005-2006 (n=275)	12	15	23	6	3	21	20
10. Providing differential instruction.	2005-2006 (n=275)	27	28	34	6	1	3	2
11. Using SBRR guidelines in choosing reading textbooks and supplementary materials.	2005-2006 (n=275)	10	17	23	3	2	22	24
12. Providing sufficient staff to support appropriate instruction in reading.	2005-2006 (n=275)	15	20	28	12	8	5	13
13. Training tutors.	2005-2006 (n=275)	10	13	22	7	6	17	26
14. Training teacher assistants.	2005-2006 (n=275)	8	13	22	3	6	19	30
15. Training for volunteers.	2005-2006 (n=275)	3	7	12	5	6	23	45
16. Establishing teacher resource rooms.	2005-2006 (n=275)	12	18	25	6	8	11	21
17. Establishing classroom learning centers.	2005-2006 (n=275)	27	26	32	3	3	3	6
18. Establishing classroom libraries.	2005-2006 (n=275)	34	27	31	3	1	3	3
19. Incorporating the use of technology in literacy instruction.	2005-2006 (n=275)	19	24	35	9	5	4	4
20. Integrating instruction in other subjects with reading instruction. Teaching throughout the curriculum.	2005-2006 (n=275)	22	30	34	4	2	3	5
21. Providing consistent reading instruction from teacher to teacher, grade to grade.	2005-2006 (n=275)	24	27	30	6	3	7	6

SECTION 4: LITERACY LEADERSHIP (Continued)

Please reflect on YOUR EXPERIENCES PRIOR TO READING FIRST and describe your perception of your leadership and that of the principal and the Leadership and Literacy Teams, indicating your level of agreement with the following statements:

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
1. Our principal provided effective leadership to strengthen reading and literacy instruction at our school.	2005-2006 (n=275)	44	42	7	2	3	2
2. My school had a Leadership Team that met on a regular basis. The meetings were helpful in implementing effective literacy instruction.	2005-2006 (n=275)	41	39	7	2	10	2
3. Grade level meetings were used to review student work, analyze student processing, and plan instruction for struggling readers.	2005-2006 (n=275)	35	40	18	3	2	2
4. I met regularly with the school Leadership Teams to collaboratively plan interventions to support struggling readers.	2005-2006 (n=275)	17	26	30	6	1	20
5. The Leadership Team meetings were helpful in implementing effective literacy instruction.	2005-2006 (n=275)	20	38	11	4	11	16
6. Reading First schools in my district had a Literacy Coach(es) who provided support to teachers to develop effective instruction.	2005-2006 (n=275)	51	39	5	2	2	2

SECTION 4: LITERACY LEADERSHIP (Continued)

Please rate the quality of the following in your school PRIOR TO READING FIRST:

		PERCENTAGE OF RESPONDENTS						
		EXTREMELY SUCCESSFUL	VERY SUCCESSFUL	SUCCESSFUL	NOT PARTICULARLY SUCCESSFUL	NOT SUCCESSFUL	DON'T KNOW	N/A
1. Implementation of the comprehensive coherent literacy program.	2005-2006 (n=275)	30	24	34	6	1	3	3
2. Classroom management and establishment of routines.	2005-2006 (n=275)	32	23	32	7	1	3	3
3. Other (Responses included collaboration, teamwork to help students succeed by end of third grade.)	2005-2006 (n=266)	18	8	14	3	--	14	43
4. Other (Responses included more support from administration, additional time to implement literacy components, and need for the entire school to work together as one team.)	2005-2006 (n=264)	15	15	8	10	3	1	49

2005-2006: The most frequent “other” responses included: collaboration, grade level meetings, displaying students’ work, grade level articulation, reading intervention, observing, literacy intervention, Reading First coordinator, teamwork, additional time, administrative support, literacy coach, Reading Recovery, tutors.

Which staff were involved in interventions and in what format were interventions provided?

		PERCENTAGE OF RESPONDENTS				
		INDIVIDUAL	SMALL GROUP	BOTH	DON'T KNOW	N/A
1. Classroom Teacher	2005-2006 (n=275)	13	12	74	--	2
2. Specialized Teacher (e.g., Special Education, ESL/Bilingual)	2005-2006 (n=275)	14	14	48	6	20
3. Teaching Assistant	2005-2006 (n=275)	5	10	28	11	47

SECTION 4: LITERACY LEADERSHIP (Continued)

		PERCENTAGE OF RESPONDENTS				
		INDIVIDUAL	SMALL GROUP	BOTH	DON'T KNOW	N/A
4. Trained Volunteer	2005-2006 (n=275)	4	2	4	16	74
5. Untrained Volunteer	2005-2006 (n=275)	2	2	3	17	76
6. Title I	2005-2006 (n=275)	3	8	16	17	56
7. Reading Specialist	2005-2006 (n=275)	12	12	35	10	31
8. Tutors	2005-2006 (n=275)	12	11	27	14	37

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT

In this section please address the need for continued professional development in reading.

The Reading First Act seeks to infuse scientifically based reading research (SBRR) into reading and literacy instruction. This research defines reading as a complex system deriving meaning from print that requires FIVE DIMENSIONS, including:

- the skills and knowledge to understand how phonemes, or speech sounds, are connected to print;
- the ability to decode unfamiliar words (explicit systematic phonics);
- the ability to read fluently;
- sufficient background information and vocabulary to foster reading comprehension;
- the development of appropriate active strategies to construct meaning from print; and the development of a motivation to read.

Spelling and composition are additional elements of literacy development.

Use the following scale to rate the existence of these literacy areas in your classrooms and teachers' interest in obtaining further knowledge and experience in each area in your school.

1	2	3	4
little knowledge	basic knowledge	more than average knowledge	extensive knowledge
little confidence	some confidence	more than average confidence	extremely confident
little interest	some interest	more than average interest/high on my list	extremely interested

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Physical space/room arrangement supportive of early literacy activities (small and whole groups).	2005-2006 (n=274)	5	38	37	14	7	4	44	35	11	6	1	28	45	20	7
2. Classroom rich in diverse literacy and reading materials.	2005-2006 (n=274)	3	32	38	23	5	3	35	39	19	4	2	24	46	25	5
3. Creating a print-rich classroom environment.	2005-2006 (n=274)	3	29	38	26	5	4	30	38	23	5	1	26	42	27	5
4. Many books readily available throughout the room encompassing a range of genres, cultural perspectives and a variety of reading levels.	2005-2006 (n=274)	3	33	38	23	4	4	35	37	21	4	1	29	38	29	5
5. Other frequent receptive/expressive language activity (e.g., flannel boards, storytelling).	2005-2006 (n=274)	9	41	30	12	8	11	42	30	11	7	2	40	33	19	8
6. Motivating children as readers in authentic ways.	2005-2006 (n=274)	3	28	43	23	4	3	33	39	22	4	1	23	43	31	3
7. Meaningful use of language and literacy: children using language and literacy for a variety of real-life purposes.	2005-2006 (n=274)	4	33	42	19	3	4	40	36	18	3	1	27	43	27	3
8. Integration of literacy with other content/ subject areas.	2005-2006 (n=274)	2	34	38	21	5	3	35	37	20	5	2	28	37	28	5
9. Working with the media specialist to use the library in theoretically sound ways.	2005-2006 (n=274)	8	34	26	13	19	8	33	26	13	21	3	29	33	19	18
10. Providing supplemental and intervention strategies for struggling readers.	2005-2006 (n=274)	8	35	38	17	5	7	40	35	15	3	1	19	44	33	5
11. Specific Assessment Practices																
Screening	2005-2006 (n=274)	12	51	18	9	10	10	50	20	10	11	2	41	34	14	9
Diagnostic	2005-2006 (n=274)	15	46	23	8	8	12	48	23	8	10	3	41	34	15	7
Progress Monitoring	2005-2006 (n=274)	12	46	27	10	4	8	52	24	10	6	3	39	35	18	4
Outcomes	2005-2006 (n=274)	8	52	30	7	5	7	53	25	8	3	3	39	37	17	5
Other (Specify)	2005-2006 (n=274)	--	13	10	5	73	--	13	15	2	70	--	10	11	10	70

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT (Continued)

		PERCENTAGE OF RESPONDENTS														
		KNOWLEDGE					CONFIDENCE					INTEREST				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
12. Explicit Instructional Practices and Demonstration																
Reading Aloud	2005-2006 (n=274)	3	28	44	23	4	3	29	44	22	3	1	24	45	27	3
Shared Reading	2005-2006 (n=274)	6	36	34	21	4	4	36	38	18	5	2	27	43	25	4
Interactive Writing	2005-2006 (n=274)	10	41	31	12	7	9	44	29	11	7	3	31	37	24	5
Independent Reading	2005-2006 (n=274)	2	37	39	22	2	1	38	37	22	2	1	29	42	26	2
Reading Focused Lessons	2005-2006 (n=274)	5	35	41	17	3	5	39	38	16	3	--	30	39	29	3
Small Group Guided Reading	2005-2006 (n=274)	8	34	36	18	6	7	35	34	18	6	1	27	39	28	5
Literature Circles	2005-2006 (n=274)	18	42	19	7	15	14	44	20	7	16	4	36	31	16	13
Writing Process	2005-2006 (n=274)	6	42	31	14	6	6	43	31	14	6	3	30	41	23	5
Ample Practice Opportunities	2005-2006 (n=274)	5	43	31	14	7	5	42	31	14	7	2	33	37	22	6
13. Using formal and informal instruction (grouping, 1-1, conferencing, whole class instruction)	2005-2006 (n=274)	3	37	39	18	3	3	41	39	16	2	3	31	39	24	3
14. Specific Skills Targeted Instruction																
Phonemic Awareness	2005-2006 (n=274)	3	33	41	20	3	3	34	42	18	4	1	28	41	28	4
Phonics	2005-2006 (n=274)	3	33	39	23	3	2	34	41	20	3	2	29	38	29	3
Oral Reading Fluency	2005-2006 (n=274)	4	35	41	18	3	3	36	42	16	3	2	26	42	28	3
Vocabulary	2005-2006 (n=274)	3	33	46	17	3	3	34	46	14	3	2	29	42	25	3
Comprehension	2005-2006 (n=274)	2	33	43	20	2	3	32	44	18	4	1	26	43	28	3
Spelling	2005-2006 (n=274)	3	35	40	16	5	4	33	42	15	5	3	30	39	23	5

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT (Continued)

Did you participate in courses or workshops in reading or reading related topics? (Check applicable course formats as listed below and indicate the number of SDU credits earned.)

		YES	NO	DON'T KNOW	N/A	AVERAGE NUMBER OF SDE CREDITS	
						N	CREDITS
1. College Courses	2005-2006 (n=274)	23	59	2	16	62	73
2. District Workshops	2005-2006 (n=274)	79	12	3	6	216	15
3. School In-Service	2005-2006 (n=274)	70	16	6	8	191	12
4. Internet/On-Line	2005-2006 (n=274)	8	68	2	22	21	7

In this section, please tell us the extent to which you agree with the following statements about reading prior to Reading First.

		PERCENTAGE OF RESPONDENTS					
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW	N/A
1. Reading-related professional development was available statewide on a regular basis.	2005-2006 (n=274)	22	40	6	1	27	4
2. Our district/school provided reading-related professional development for our teachers on a regular basis.	2005-2006 (n=274)	32	52	11	1	2	2
3. Our district/school provided reading-related professional development for our teacher assistants on a regular basis.	2005-2006 (n=274)	22	34	10	4	23	7
4. Our district/school provided reading-related professional development for our tutors on a regular basis.	2005-2006 (n=274)	17	28	5	2	33	16
5. Principals were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their schools on a regular basis.	2005-2006 (n=274)	23	31	3	1	36	7
6. Teachers were trained to make research-based decisions in selecting new instructional and assessment materials for reading programs in their classrooms on a regular basis.	2005-2006 (n=274)	17	37	15	3	16	12
7. Training in implementing New Jersey Language Arts Literacy Standards (NJCCCS) was provided.	2005-2006	28	43	12	2	11	4

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT (Continued)

List the professional development activities that have been most influential in your work as a teacher.

2005-2006		RESPONSES (N=274)
#	%	
33	12	Reading/Writing Workshops
28	10	Literature Centers/Literature Circles
25	9	Guided Reading Workshops
24	9	Reading First Workshops
23	8	Grade level/specific content
16	6	Hands-On/Classroom Activities
11	4	Reading Recovery
10	4	Differentiated instruction/learning styles
9	3	Literacy Collaborative
9	3	General WS -- non-specific
8	3	DK/None/NA
8	3	Readers theater/read aloud
7	3	Collaborative Opportunities/Activities
7	3	Vocabulary/Fluency/Comprehension
6	2	Classroom Management Strategies
6	2	College Courses/Grad school
6	2	WS -- Various Private Vendors Presentations
5	2	Workshops -- phonemic awareness, phonics
4	1	Open Court
4	1	DIBELS
4	1	All
4	1	Word Walls
4	1	100 Books
3	1	LLI
3	1	Workshops -- Special Needs students -- bilingual, low ability
2	1	Assessment
2	1	TESOL
2	1	book clubs
1	<1	ELAS

Note: Percents may not equal 100% because responses may fit more than one category.

SECTION 5: LITERACY RELATED PROFESSIONAL DEVELOPMENT (Continued)

What literacy-related professional development needs/topics are you most interested in addressing over the next year?

2005-2006		RESPONSES (N=274)
#	%	
45	16%	Vocabulary/Fluency/Comprehension
39	14%	Guided Reading Workshops
29	11%	Reading/Writing Workshops
21	8%	Literature Centers/Literature Circles
20	7%	Workshops -- Special Needs students -- bilingual, low ability
20	7%	DK/None/NA
19	7%	Assessment/Interventions
19	7%	Workshops -- phonemic awareness, phonics
13	5%	Hands-On/Classroom Activities
7	3%	General WS -- non-specific
7	3%	Grade level/specific content
6	2%	Differentiated instruction/learning styles
6	2%	Reading First Workshops
3	1%	Technology workshops
3	1%	Parent Involvement
3	1%	Reading Recovery
3	1%	Current trends/reading research
3	1%	Classroom Management Strategies
2	1%	DIBELS
2	1%	100 Books
2	1%	LLI
1	0%	Literacy Collaborative
1	0%	WS -- Refresher/follow-up

Note: Percents may not equal 100% because responses may fit more than one category

C-8 NEW JERSEY READING FIRST COORDINATOR FOCUS GROUP SUMMARY 2005-2006 (n=19)

1. What steps did you take to implement The Reading First Program in your school?

RESPONSES	PERCENTAGE
Professional Development: Examples include SBRR, five elements of Reading, on-going training, etc.	58%
Materials: Examples included creating a training notebook (for coaches and the Literacy/ Reading Specialist), selected and purchased books (basal series) for teachers, aligned curriculum with Reading First, and made appropriate changes.	53%
Administrative/planning activities: Examples included conducting a needs assessment, worked collaboratively with Literacy Coaches and Reading Specialists to create administrative documents, wrote mission/vision statements, wrote job descriptions, formed a district-wide Reading First Literacy Team (nine members including the Superintendent), started team-building activities, reviewed the grant, discussed modifications, planned in-service workshops.	21%
Staff: Hired and placed staff accordingly.	21%
Reading First activities: Examples included implementing the basal series, installed the Waterford program, began meetings with teachers, and created a coaching model.	21%

2. In general, how would you assess the implementation of the Reading First Program at your school?

RESPONSES	PERCENTAGE
Successful	74%
Very Successful	21%
Somewhat Successful	5%

3. Which activities have been most successfully implemented? Have there been any implementation barriers? If so, how have these barriers been addressed?

RESPONSES	PERCENTAGE
Most Successful:	
Professional development: PD activities included basal series, demonstrated lessons, Teachers' Notebook.	47%
Teaching strategies: Examples included SBRR, guided reading, differentiated instruction, and literacy centers.	37%
Coaching model: The Literacy Coach was implemented.	21%
New materials and supplies:	11%
Assessments: DIBELS testing and using data to drive instruction.	5%

RESPONSES	PERCENTAGE
Barriers:	
Time:	31%
Paperwork: Too much paperwork.	23%
Teachers' resistance:	15%
Funding problems: Limited funding.	15%
Staff issues: Not enough staff to properly implement	15%
How Barriers Were Addressed:	
Collaboration and Professional Development:	50%
Hired additional staff:	50%

4. What is the Comprehensive Reading Program currently in use in your school? What adaptations are made for ELL and Special Education students?

RESPONSES	PERCENTAGE
Model in district:	
Scott Foresman 2000 (some bought 2004 for certain grades.)	44%
Houghton Mifflin	13%
Harcourt Trophies	19%
Leap Frog	13%
Wilson	6%
McGraw Hill	6%
Adaptations Made for ELL and Special Education Students.	
Specialized programs and materials: Examples included Harcourt in Spanish, Special Education Literacy Resource Coach, Scott Foresman in Spanish, etc.	53%
Staff: Increased support staff	45%

5. How has reading instruction in your school changed since the Reading First Program started? Please describe your experience with the leadership and technical assistance provided by your school district over the past two years.

RESPONSES	PERCENTAGE
Instructional Strategies: Examples include individualize and differentiated instruction, guided reading, centers, etc.	58%
Data driven: Instruction is guided by assessment data.	43%
Peer interaction: Examples include collaboration, reflection, sharing, etc.	36%
The 90-minute literacy block:	35%
Most Significant Changes:	
Individualized Instruction: Teachers provide small group instruction, differentiated instruction, and literacy centers.	35%
90-minute literacy block	29%
Using assessments to drive instruction.	28%

6. To what extent has the NJDOE provided leadership and technical assistance for the New Jersey Reading First implementation? What suggestions do you have for improving leadership and technical assistance activities?

RESPONSES	PERCENTAGE
Availability/Assistance: The NJDOE are readily available and have provided high levels of assistance with the Reading First implementation.	56%
Professional development activities: NJDOE has provided PD to assist the process.	40%
Suggestions for Improvement:	
No suggestions:	50%
Collaboration: Round table discussions with school, district, and state personnel.	33%
Targeted Professional Development: (Special Education, English Language Learners, implementation of assessments.)	21%
Professional development: Continued professional development.	14%

7. To what extent has your school district provided leadership and technical assistance for the Reading First Program?

RESPONSES	PERCENTAGE
Communication: Providing quick response time to issues and problems facing schools.	50%
Professional development: Coordination of PD activities.	45%
Leadership/Technical Assistance: Meeting with coaches, teachers, reading specialists, and principals.	18%
Classroom observations:	18%
Testing/assessments: Examples include compiling and analysis of data.	17%

8. Has the process your district uses to evaluate reading materials for use in schools changed since MGT's visit last spring? If so, how?

RESPONSES	PERCENTAGE
No:	100%
How Has the Process Changed?	
No change.	100%

9. In your opinion, what is the impact of the Reading First Program on student achievement? Has the grant program created any unintended negative effects?

RESPONSES	PERCENTAGE
Impact on Student Achievement:	
Reading scores up:	65%
Writing has improved.	18%
Unintended Negative Effects:	
None:	55%
Teachers' resentment:	14%

10. What was your experience with NJDOE professional development activities? Which offerings were most effective? How could professional development be improved?

RESPONSES	PERCENTAGE
Good.	50%
Excellent	34%
Fair:	11%
Most Successful Offerings:	
Content: Most successful PD content was data analysis, literacy centers, fluency, ICE-R training, Curriculum Mapping, ERDA, Coaches Connect, etc.	51%
Conferences: These included Atlantic City, Mercer Community College, etc.	27%
How Professional Development Could Be Improved:	
Location and Scheduling: Issues included start times too early, locations too far away, make available to others,	41%
Content specificity: Examples include phonics, phonemic awareness, modeling, etc.	19%

11. What aspects of school-based professional development and peer coaching activities have been most effective in changing attitudes and beliefs in your school about reading using SBRR?

RESPONSES	PERCENTAGE
Knowledge: Knowledge of SBRR has changed the perceptions and mind set of many teachers.	63%
Varied professional development delivery options:	21%
Coaching model:	14%

12. What new processes are in place, as of this year, in Reading First Schools to determine if teachers and literacy coaches are applying their new skills and knowledge effectively?

RESPONSES	PERCENTAGE
Observations:	73%
Continuous professional development:	16%
Literacy handbook:	11%

13. How could reading-related professional development for teachers be improved?

RESPONSES	PERCENTAGE
Include more professional staff in the PD and conferences.	36%
Content specificity: Examples included working with ELL, Special Education, etc.	23%
Collaboration: Have more leadership conferences for principals and include Literacy Coaches and teachers so that everyone will be on the same page.	18%
Allow for more input from teachers:	15%
Scheduling: Don't offer professional development during school hours. Provide a schedule at the beginning of the school year. Have offerings at different times.	14%

14. Has your district changed the way they approach early intervention with children experiencing reading difficulties since MGT visited in the spring?

RESPONSES	PERCENTAGE
Screenings and assessments:	42%
Special programs and/or materials:	24%
Extended learning opportunities: Examples include before school/after school, and summer school.	15%
Support teams: Student, teacher, and family mentioned. IN&S Committees.	17%
Specialized teaching strategies: Individualized, focused instruction is provided (small group instruction, differentiated instruction, and centers).	15%
Other: Examples include early identification, tutoring, teacher collaboration, parent involvement activities, and pull out.	15%

15. To what extent are special assistance/resources available to support classroom reading instructions? What additional resources are needed to improve the reading performance of students?

RESPONSES	PERCENTAGE
Support Available:	
Specialized materials and/or programs:	51%
Extended learning opportunities: Before/after school programs and summer school.	25%
Tutors and/or volunteers:	23%
Specialized teachers: Examples included Special Education Literacy Coaches, Reading Recovery teachers, and the Basic Skills teachers.	21%
Additional Resources Needed:	
Materials: Examples include grade level (2 and 3), bilingual, educational games, vocabulary resources, charts, etc.	23%
Staff: Examples include additional paraprofessionals, Literacy Specialists, and support teachers for grades 2 and 3.	21%
More training: More training in how to reach at-risk students.	18%

16. How could early intervention be improved (use of tutors, extended sessions, etc.)?

RESPONSES	PERCENTAGE
Tutors: We need more tutors, better supervised and better trained tutors, and/or peer tutors.	38%
Materials:	28%
Extended learning opportunities:	20%
Professional development:	18%

17. What other literacy programs continue to be implemented in Reading First Schools in your district along with the Reading First Program?

RESPONSE	PERCENTAGE
100 Book Challenge	15%
Title I	15%
Accelerated Reader:	15%
Reach for Success:	15%
Voyager:	15%
Comprehensive School Reform (CSR):	15%
21 st Century Grant	15%
Success for All	14%
Other: Extended library hours, family literacy night, Sunday tutoring (after school, Saturdays, and Sundays)	14%

18. How would you describe the cooperation/coordination of these programs? Has the cooperation/coordination of these programs changed because of the grant? Give examples.

RESPONSES	PERCENTAGE
Positive collaboration: Various professionals are working together to implement the Reading First Program.	57%
Incompatibility: Tools of the Mind.	23%

19. How are parents involved in the reading programs in your school? What are the barriers to parental involvement?

RESPONSES	PERCENTAGE
Special Programs: Examples include assemblies, Literacy Nights, Parent Breakfast, video of cable TV, etc.	54%
Communications: Examples include parent newsletters, monthly parent meeting with the Literacy Coach, parent-teacher conferences, and parents signing off on students' homework.	35%
Parents read with their children:	14%

RESPONSES	PERCENTAGE
Barriers:	
Communication: Examples include parents not speaking English, not having phones, etc.	41%
Employment: Parents work long hours and sometimes two jobs. Have very little time to come to the school.	23%
Time:	21%
Intimidation: Parents are intimidated by the school.	18%

20. Do you have any other issues or concerns about Reading First implementation that you would like to share?

RESPONSES	PERCENTAGE
None:	45%
Writing: Would like to see a stronger emphasis on writing.	18%
Professional development: PD for Reading First was held in September. This is not a very good time with the beginning of school. PD for Reading First needs to be held during the summer.	14%
How will we be evaluated?	11%

C-9 NEW JERSEY READING FIRST ADMINISTRATOR FOCUS GROUP SUMMARY 2005-2006 (n=19)

1. What new steps did you take to implement the Reading First Program in your school?

RESPONSES	PERCENTAGE
Professional Development: More and additional PD has been added through out the school year.	57%
Hired staff: Examples included Reading Recovery teachers, LLI teachers, Reading Coaches, etc.	28%
Materials: Ordered necessary materials, curriculum, hardware, software, etc.	21%

2. In general, how would you assess the implementation of the Reading First Program at your school?

RESPONSES	PERCENTAGE
Successful:	66%
Very Successful:	17%
Somewhat successful:	11%
Unsuccessful:	5%

3. Which activities have been most successfully implemented? Have there been any implementation barriers?

RESPONSES	PERCENTAGE
Most Successful:	
Instructional Strategies: Examples included the implementation of SBRR, guided reading, shared reading, Read aloud, centers, etc.	73%
Implementing the 90-minute reading block:	28%
Data driver instruction:	14%
Barriers:	
Teachers resistance to change:	36%
Time: Examples include assessments, setting up centers, organization, planning, and fitting in the reading block.	32%
Student mobility:	23%
Facilities: Examples include lack of space for centers and class sizes.	18%
ESL/special population issues.	18%

4. Has the Comprehensive Reading Program currently in use in your district changed this year? If so, what adaptations are made for ELL and Special Education students?

RESPONSES	PERCENTAGE
Model in School:	
No changes:	95%
Adaptations Made for ELL and Special Education Students:	
Specialized programs and Materials: Examples include Open Court, Horizons for Special Education, Scott Foresman intervention kits, Harcourt Brace and Rigby, etc.	75%
ESL and resourced Special Education students receive the same instruction as general education students with modifications.	15%

5. How has reading instruction in your school changed since the Reading First program started?

RESPONSES	PERCENTAGE
Increase in teaching strategies: Examples included differentiated instruction, centers, individualized instruction, etc.	61%
Data driven instruction:	50%
Increase in teacher collaboration:	27%
The implementation of the 90-minute uninterrupted reading block	21%

6. To what extent has the NJDOE provided leadership and technical assistance for the New Jersey Reading First implementation? What suggestions do you have for improving leadership and technical assistance activities?

RESPONSES	PERCENTAGE
Professional development: NJDOE has provided PD, workshops, conferences, and Institutes.	71%
Communication: NJDOE communicates frequently, openly, and regularly.	23%
Funding:	14%
Suggestions for Improvement:	
Professional development: Provide more in-debt training that is specific for school based administrators.	41%
Involve educators into the process:	23%
Logistics: Provide on-site or local training.	18%

7. To what extent has your school district provided leadership and technical assistance for the Reading First Program?

RESPONSES	PERCENTAGE
Support: Examples included workshops, professional development, materials, etc.	65%
Communication: Constant communication between Reading First Coordinators, Reading coaches, principals, and teachers.	35%
Additional funding/grant:	21%

8. Has the process you use to evaluate reading materials for use in your school changed since MGT visited last spring? If so, how and why?

RESPONSES	PERCENTAGE
No: The selection process requires that materials derive from SBRR list.	91%

9. In your opinion, what is the impact of the Reading First Program on student achievement? Has the grant program created any unintended negative effects?

RESPONSES	PERCENTAGE
Impact on Student Achievement:	
Increased student achievement:	81%
Increased student motivation to read:	42%
Writing has improved:	16%
Too early to tell:	5%
Active student participation:	9%
Unintended Negative Effects:	
None	75%
There is too much time testing and reduced instructional time:	12%
There is not enough space for all the materials, centers, etc.	12%

10. What was your experience with NJDOE professional development activities since MGT visited last spring? Which offerings were most effective? How could professional development be improved?

RESPONSES	PERCENTAGE
High quality/excellent/effective:	54%
Good:	32%
Most Successful Offerings:	
Conferences: Examples included the National Reading First Conference, Atlantic City, leadership meeting in Trenton, etc.	27%
How Professional Development Could Be Improved:	
Content specificity for school based administrators:	50%
Scheduling issues: Examples include providing a PD yearlong schedule, offer workshops at alternate times, more often, and locally.	43%
Provide opportunities to observe RF classrooms:	9%
Increased opportunities to collaborate:	9%

11. How effective have school-based professional development and peer coaching activities been in changing attitudes and beliefs in your school about teaching reading using SBRR?

RESPONSES	PERCENTAGE
Successful Activities:	
Very effective/effective: Examples of effectiveness include more teamwork, sharing, grade level meetings, common planning, consistency, stronger learning environment, willing to try new things, data driven instruction, etc.	90%
No so effective: Teachers are reluctant.	5%

12. What processes are in place, as of this year, in Reading First Schools to determine if teachers and literacy coaches are applying their new skills and knowledge effectively?

RESPONSES	PERCENTAGE
Formal/Informal evaluations: These included classroom observations by Literacy Coaches/Principals, short walk-throughs with checklist, Literacy Coaches, Reading First observation form from Lesley University,	65%
Assessment results:	17%
Lesson plans:	15%
Grade level team meetings:	11%
Student work and interviews:	11%

13. How could reading-related professional development for teachers, literacy coaches, and administrative staff be improved?

RESPONSES	PERCENTAGE
Scheduling: Examples include more time at each workshop, more workshops, a PD schedule, list of offerings, workshops after school and/or during summer, broaden the availability, provide follow up, provide locally, etc.	53%
Content Specificity: Examples included intervention, Reading Recovery program, grade specific, smaller groups, Special Education, ESL, etc.	27%
More: More training for administrators.	25%
Collaboration: Provide more time to collaborate and share with each other.	11%

14. How does the school approach early intervention with children experiencing reading difficulties since MGT visited in the spring?

RESPONSES	PERCENTAGE
Specialized staff: Examples include Reading Specialists, tutors, Basic Skills teachers, and Reading Recovery.	45%
Specialized teaching strategies: Examples include small group, centers, differentiated instruction, individualized instruction, push in, inclusion, etc.	42%
Assessments: Examples include DIBELS, etc.	27%
Extended learning opportunities:	27%
Early identification:	25%

15. To what extent are special assistance/resources available to support classroom reading instruction?

RESPONSES	PERCENTAGE
Support Available:	
Specialized teachers: Examples include Special Education, Basic Skills, ESL, Reading Recovery, Reading Specialists, Literacy Coaches, etc.	51%
Specialized materials and/or programs: Examples included Level Readers, classroom libraries, book room, etc.	42%
Extended learning opportunities:	23%
Extra staff: Examples included tutors, volunteers, etc.	23%
Assessments:	9%

16. How could early intervention be improved (use of tutors, extended sessions, etc.)?

RESPONSES	PERCENTAGE
Staff: Examples include additional Literacy Coaches, paraprofessionals, Reading Recovery teachers, tutors, etc.	51%
Extended learning opportunities:	25%
Professional development: PD that focuses on early intervention.	20%
Specialized materials: Examples include leveled books, take-home books, computer programs, etc.	17%
Collaboration with parents:	15%
Smaller class size:	12%

17. What other literacy programs continue to be implemented in your school along with the Reading First Program?

RESPONSE	PERCENTAGE
100 Book Challenge:	20%
Orton Gillingham	10%
Scholastic Reading Inventory reading lists:	10%
Balanced Literacy:	10%
Houghton-Mifflin:	10%
Success for All	5%
Hooked on Phonics	5%
McGraw Hill	5%
Waterford:	5%
Knowledge Box:	5%
Holt:	5%
Breakthrough to Literacy:	5%
Making Meaning:	5%
Rigby:	5%
Scott-Foresman:	5%
Open Court Spanish:	5%

18. How would you describe the cooperation/coordination of these programs?

RESPONSES	PERCENTAGE
Compatibility between programs and/or materials: Many of the programs work well together.	45%
Compatibility is good; however, there is not enough time to implement both (all).	35%

19. How are parents involved in the reading programs in your school? What are the barriers to parental involvement? How have these barriers been addressed?

RESPONSE	PERCENTAGE
How Parents are Involved:	
Special programs/workshops: Examples include Family Literacy Night, parent breakfasts, Summer literacy program, and the Parent Teacher Organization (PTO), Parent Teacher Associations (PTA), evening parent workshops, books fairs, etc.	63%
Reading with their children: Examples include parents reading with their children, volunteering at the school/classrooms, etc.	48%
Barriers:	
Employment: Parents work long hours, two jobs, etc.	48%
Communication: Parents speak little to no English.	39%
Transportation:	20%
How Barriers Were Addressed:	
Flexibility: Schools provide flexible schedules for appointments, PTA meetings, etc. Schools provide food, babysitting, carpooling options to assist with parent participation.	57%
Translation: Examples include providing materials/newsletters in English/Spanish, bilingual aides, and the parent diversity committee.	29%

20. Do you have any other issues or concerns about Reading First implementation that you would like to share?

RESPONSES	PERCENTAGE
Program expansion: Expand the program to all schools and increase grade levels.	32%
No issues or concerns:	30%
Funding issues: Would like to see the grant continued.	23%
Assessments: Assessments are taking too much time away from direct instruction.	14%

C-10 NEW JERSEY READING FIRST LITERACY COACH INTERVIEW SUMMARY 2005-2006 (n=19)

1. Overall, how would you assess your experience with the New Jersey Reading First Program?

RESPONSES	PERCENTAGE
Very successful	57%
Successful	43%

2. Which activities have been the most successfully implemented? Have there been any implementation barriers?

RESPONSES	PERCENTAGE
Most Successful	
Teaching strategies: Examples included components of SBRR, Guided Reading, Read Aloud, differentiated instruction, centers, and word wall activities.	71%
Data driven instruction:	25%
90-minute reading block:	18%
Barriers:	
Time issues: Examples included implementing of the new program, the 90-minute block, assessments, etc.	45%
Teachers resistance:	14%
Classroom management:	9%
Lack of staff:	9%
Coordination: Coordinating Reading First with other initiatives.	9%

3. How has reading instruction in your school changed since the Reading First program started? What have been the most significant changes/additions to the daily reading program in your school?

RESPONSES	PERCENTAGE
How Has Reading Instruction Changed?	
Instructional strategies: Examples included small group instruction, balance literacy, implementation of the five components of reading, guided reading, interactive instruction, differentiated instruction, shared reading, the use of centers, etc.	82%
Assessments: Teachers are using assessments to drive instruction.	27%
Early detection for intervention:	15%
Most Significant Changes/Additions:	
Instructional strategies: Examples included small group instruction, balance literacy, implementation of the five components of reading, guided reading, interactive instruction, differentiated instruction, shared reading, the use of centers, etc.	50%
Assessments: Assessments are more frequent and used to drive instruction.	23%
Uninterrupted 90-minute reading block:	14%
Materials: Literacy-rich materials for the classroom:	14%
Paperwork: Much more paperwork;	14%

4. In your opinion, what is the impact of Reading First on student achievement? Has the grant created any unintended negative effects?

RESPONSES	PERCENTAGE
Impact on Student Achievement:	
Student achievement is up.	78%
Struggling students are reading:	23%
Unintended Negative Effects?	
Assessment Issues: Assessments are too frequent and take a lot of time away from instruction.	17%
Teacher opposition:	12%

5. Did you participate in any professional development activities provided by the NJDOE? If so, how did they affect your knowledge and beliefs about teaching reading?

RESPONSES	PERCENTAGE
Participated	
Yes	98%
Don't know which PD was provided by the NJDOE.	5%
No	0%
How Did They Affect Your Knowledge and Beliefs about Teaching Reading?	
Yes: Examples included gaining new information and ideas on modeling, being an effective Literacy Coach, passing ideas down to teachers, the five elements, incorporating writing into the reading block, etc.	78%
Reinforced prior knowledge:	24%

6. How has school-based professional development affected teachers' ability to implement SBRR in their classrooms? What role do you play in school-based professional development?

RESPONSES	PERCENTAGE
Affect on Teachers' Ability to Implement SBRR:	
Teaching strategies: Examples include differentiated instruction, the "hows" to implement SBRR, sharing ideas, observing peers, modeling, and trying new strategies.	59%
Tailored to meet individual teachers' needs:	18%
My role	
Delivery: Examples include development, plan, organize, coach, model, visit classrooms, and provide feedback.	82%

7. What processes are in place to determine if teachers are applying their new skills and knowledge effectively?

RESPONSES	PERCENTAGE
Observations:	65%
Meetings: Examples include grade level, team, and individual.	48%
Assessment data:	38%
Evaluations: Formal and informal by administration and coaches.	36%

8. How could reading-related professional development for Literacy Coaches be improved?

RESPONSES	PERCENTAGE
Specificity: Examples include interactive activities, hands-on workshops, fishbowl activities, the coaching process, modeling, establishing rapport with teachers, the use of media in the how to model teach, and how to establish rapport with teachers.	58%
Literacy Coaches: Provide study groups for LCs. (district- and/or state-level). We need a Literacy Coach mentoring/coaching program. Attend meetings with other LCs. Observe other LCs model teaching. Collaborate with each other. Provide study groups with professional literature.	32%
Continuation: Continue to provide PD.	28%
Collaborative PD:	17%

9. How does the school approach early intervention with children experiencing reading difficulties?

RESPONSES	PERCENTAGE
Approach:	
Strategies: Examples include small group instruction, K-2 bilingual classes, monolingual class, pull out tutoring, and literacy centers, fluency centers, one-on-one intervention, referrals to reading specialists, etc.	64%
Identification: Examples include assessments and observations.	53%
Special materials and/or programs: Intervention kits,	25%
Extended learning opportunities:	23%
Student support committees/teams:	18%

10. How could early intervention be improved (use of tutors, extended sessions, etc.)?

RESPONSES	PERCENTAGE
Additional Staff: Examples included Literacy Support Teachers, tutors, paraprofessionals/teaching assistants,	63%
Extend learning opportunities:	24%
Specialized programs and/or materials: The implementation of computers and software programs, Huntington Learning Center, Across grade articulation, etc.	18%
Parent involvement:	17%
Strategies: Provide PD and/or workshops for teachers on intervention strategies.	14%
Child Study Teams:	11%

11. To what extent has your administrator supported you in your role as Literacy Coach?

RESPONSES	PERCENTAGE
School Administrator:	
Very Supportive	68%
Supportive	47%
Somewhat Supportive	0%
Not Supportive	0%

11. Which components of the Reading First program have been most influential in changing reading practices in the classroom?

RESPONSES	PERCENTAGE
Professional Development: Examples include intervention strategies, guided writing, implementation of SBRR strategies, shared reading, phonics instruction, and using centers.	68%
Assessments: DIBELS screening, etc.	34%
Coaching model:	27%
Uninterrupted reading block:	24%

13. What priorities do you have for improving K-3 reading instruction in your school during the 2005-2006 school years?

RESPONSES	PERCENTAGE
Literacy Coaching activities: Examples included targeting classrooms that need help, providing more support to teachers, implementing more guided reading, reviewing resources/materials prior to the start of school, building a stronger writing program, developing of study groups, creating discussion clubs, planning activities with teachers, increasing classroom time, and adding more modeling.	53%
Professional development: Examples included supporting and improving on prior PD, providing more PD on the front end of the school calendar, delivering of SBRR, using learning centers, and implementing intervention with at-risk students.	42%

C-11 NEW JERSEY READING FIRST TEACHER FOCUS GROUP SUMMARY 2005-2006 (n=76)

1. Overall, how would you assess your experience with the New Jersey Reading First grant this year?

RESPONSES	PERCENTAGE
Successful	69%
Somewhat successful:	19%
Very successful	17%

2. Which activities have been most successfully implemented? What have been the major implementation barriers?

RESPONSES	PERCENTAGE
Most Successful:	
Teaching strategies: Examples include components of SBRR, read alouds, guided reading, and differentiated instruction.	40%
Literacy centers:	36%
Program consistency: Each grade uses the same vocabulary words. Everyone is on the same page. We speak the same language. Teachers observe each other and provide feedback.	23%
Professional development: We have profited from PD in SBRR, English Language Learner training, small group instruction, and differentiated instruction. We like visiting other schools. We read professional literature and discuss it in study groups.	17%
Small group instruction:	14%
Interactive writing:	10%
Reading Block: 90-/120-/140-minute uninterrupted reading block really helps.	7%
Barriers:	
Large class size:	29%
Time: Not enough!	20%
Materials: Insufficient materials	14%
Testing: Too much	13%
Literacy centers: Literacy centers are hard to set up and take a lot of time.	17%

3. How has reading instruction in your school changed since the Reading First program started? What have been the most significant changes/additions to your daily reading program?

RESPONSES	PERCENTAGE
Instructional Strategies: Examples included the use of differentiated instruction, the five elements of Reading, read alouds, literacy centers, word walls, etc.	58%
Assessment-driven instruction:	34%
The 90 minute uninterrupted reading block:	32%
What have been the most significant changes/additions to your daily reading program?	
Comfort ability with the program:	32%

RESPONSES	PERCENTAGE
Teacher cohesiveness:	25%
The 90 minute uninterrupted reading block:	21%

4. To what extent has your school district and school provided leadership and technical assistance for the Reading First program? What suggestions do you have for improving leadership and technical assistance activities?

RESPONSES	PERCENTAGE
Positive:	
School level support: Administration and coaches have provided much assistance and support.	48%
Professional development:	26%
Materials: School and district have provided many resources for the implementation of the Reading First program.	23%
Suggestions for Improvement:	
Professional development: Examples included providing PD at the beginning of the school year, providing PD that is content specific, etc.	44%
Other: Examples include providing additional assistance in the classrooms, helping to get centers started, visiting other schools that are implementing RF, reducing paperwork, etc.	38%
Technology: Incorporate the computer teacher into the RF program.	9%

5. In your opinion, what is the impact of Reading First on student achievement? Has the grant caused any unintended negative effects?

RESPONSES	PERCENTAGE
Impact on Student Achievement:	
Achievement is up.	58%
Motivation: Students are more interested in reading.	31%
Confidence: Students are more confident.	27%
Excitement: Teachers are enthusiastic about the increased student achievement.	11%
Unintended Negative Effects:	
No negative effects:	34%
Time Constraints: Examples included too much time testing, paperwork, paperwork, little to no play time,	26%
Other subjects suffer: Examples included math, science, health, writing, and social studies.	19%

6. Did you participate in any professional development activities provided by the NJDOE? If so, how did they affect your knowledge and beliefs about teaching reading?

RESPONSES	PERCENTAGE
Yes: Attended conferences, conventions, and workshops.	65%
No	35%
Changed beliefs: SBRR professional development provided teachers with knowledge, understanding, and a stronger grasp to teach reading.	35%
Inspiring:	28%

7. What has changed as a result of implementing SBRR school-based professional development and peer coaching activities?

RESPONSES	PERCENTAGE
Instructional strategies: Examples include differentiated instruction, the coaching model, guided reading, data driver instruction, centers, etc.	58%
Greater content knowledge:	45%
Teacher Collaboration:	37%

8. How has your knowledge of SBRR affected your ability to teach reading to your students?

RESPONSES	PERCENTAGE
Content knowledge: Increased content knowledge has resulted in paying more attention to SBRR elements, blending activities, more strategies for teaching reading, better time management, guided reading.	68%
More confidence:	23%
Better understanding:	23%

9. What processes are in place to determine if teachers are applying their new skills and knowledge effectively?

RESPONSES	PERCENTAGE
Formal/informal classroom observations:	68%
Assessments:	21%
Lesson plans:	19%
Peer observations/collaborations:	14%
Portfolios:	6%

10. How could reading-related professional development for teachers be improved?

RESPONSES	PERCENTAGE
Content: Examples included more instruction in SBRR elements, guided reading, vocabulary, differentiated instruction, centers, small group instruction, interpreting and applying DIBELS, etc.	52%
More professional development: Examples included more time for PD, on-going training, collaborative training, and the inclusion of more grade level teachers (including special education), visiting other RF schools, hands-on activities, modeling, etc.	38%

11. How does the school approach early intervention with children experiencing reading difficulties?

RESPONSES	PERCENTAGE
Intervention Process:	
Specialized programs/materials: Examples included LLI, Guided Reading, running records, Reading Recovery, Basic Skills program, Summer Success Program, after-school program, I&RS (RFA now), child study teams, Early Intervention Kits, Open Court etc.	71%
Assessments:	28%

12. To what extent are special assistance/resources available to support classroom reading instruction?
What additional resources are needed to improve the reading performance of students?

RESPONSES	PERCENTAGE
Support Available:	
Extra or specialized materials. Examples include classroom libraries, specialized materials, leveled books, computers and software, listening centers, etc.	57%
Extra staff: Examples include paraprofessionals, volunteers, tutors, additional teacher during the reading block, Reading Specialists, Reading Recovery teachers, etc.	37%
Additional Resources Needed:	
More staff: Examples include substitute teachers, Reading Specialist, tutors, and another Literacy Coach.	37%
Materials and supplies: Examples included intervention kits, technology, additional storage, more books at all levels, etc.	34%

13. How could early intervention be improved (use of tutors, extended sessions, etc.)?

RESPONSES	PERCENTAGE
Increase staff: Examples include additional paraprofessionals, tutors, Reading Recovery teachers, etc.	58%
Before school, after school, and summer programs:	28%
Parent Involvement:	13%

14. How are parents engaged in literacy activities at your school?

RESPONSES	PERCENTAGE
Special programs: These included Family Literacy Hour, Family Resource Center, SPAN, Literacy nights, lending library, Reading First Program (3X a week), multicultural dinners, Back to School Program, Basic Skills meeting, PTO, etc.	49%
Workshops: These included workshops for parents to help them understand the reading program, English classes for non-English speaking parents, how to work with your child at home, etc.	38%
Homework:	29%
Communication activities: These included newsletters, flyers, parent-teacher conferences, etc.	24%
Volunteer activities:	21%

15. What are the barriers to parental involvement and how have these barriers been addressed?

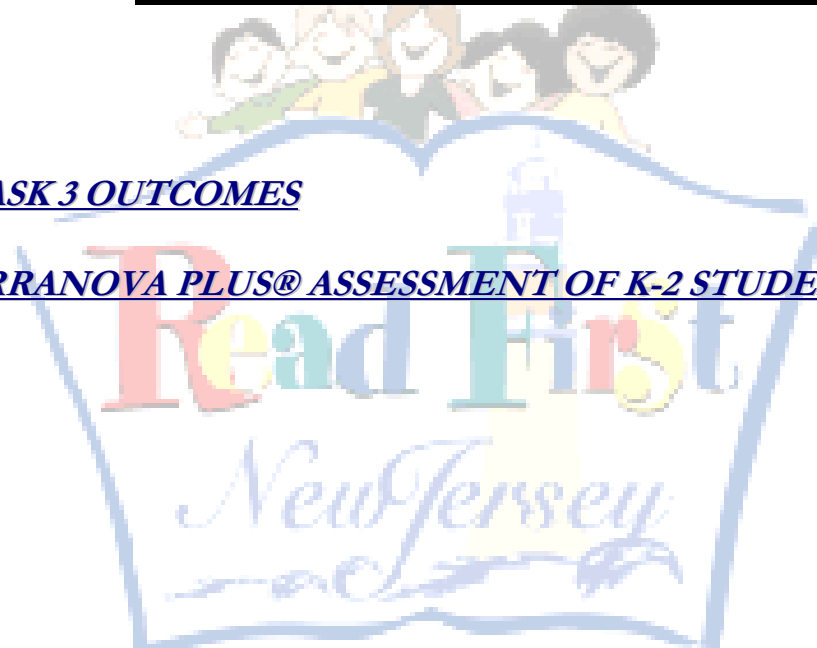
RESPONSES	PERCENTAGE
Barriers:	
Language/Literacy:	58%
Time issues: Parents work many hours:	52%
Lack of interest in child's education:	14%
Transportation:	14%
Intimidation: Parents are intimidated by the school:	11%
How Barriers Were Addressed:	
Communication: Materials are provided in English and Spanish (or other language).	48%
Bilingual staff:	24%
Parent/teacher meetings:	12%

APPENDIX D

***ADDITIONAL DETAILS ON 2005-2006
STUDENT OUTCOME DATA FOR NEW
JERSEY READING FIRST SCHOOLS***

D.1 NJASK 3 OUTCOMES

D.2 TERRANOVA PLUS® ASSESSMENT OF K-2 STUDENTS



APPENDIX D
ADDITIONAL DETAILS ON 2005-2006 STUDENT
OUTCOME DATA FOR NEW JERSEY READING FIRST
SCHOOLS

This appendix supplements the information presented in Chapter 5 with additional details about results of outcome assessments administered to Reading First students during the 2005-2006 school year. Appendix D is subdivided into two sections—NJASK 3 and TerraNova Plus®.

D.1 NJASK 3 OUTCOMES

For every 2005-2006 Reading First school, this section of the appendix shows the percentage of students who attained reading proficiency as determined by their scores on the NJASK 3. For each school, tables of data are presented for all students who took this third grade test. Tables also are presented that show the assessment results in each school for the following demographic groups:

- Students eligible for free/reduced meals (FRM),
- English as a Second Language (ESL) students,
- special education students,
- students by gender group, and
- students by ethnicity.

EXHIBIT D-1
NJ READING FIRST STUDENTS
SCORING “PROFICIENT” ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	41	66%
	New Jersey Avenue	42	62%
	New York Avenue School	60	30%
	Sovereign Avenue School	58	43%
	Texas Avenue School	62	44%
	Uptown School Complex	66	68%
Carteret	Columbus Elementary School	84	83%
	Nathan Hale School	88	86%
City of Orange ¹	Forest Street School	41	76%
	Lincoln Avenue School	79	52%
East Orange ¹	Ecole Toussaint L'Ouverture	58	45%
	George Washington Carver Institute	77	60%
	Langston Hughes	68	49%
	Mildred Barry-Garvin Elementary School	44	70%
Egg Harbor City	Charles L. Spragg Elementary School	47	68%
Elizabeth ¹	Abraham Lincoln School #14	126	68%
	Benjamin Franklin School #13	64	58%
	Charles J. Hudson School #25	38	79%
	George Washington School 1	150	49%
	Marquis DeLafayette #6	109	52%
	Nicholas Murray Butler School #23	124	80%
	Peterstown School #3	90	56%
	Theodore Roosevelt School #17	84	60%
	Winfield Scott School #2	67	54%
Englewood	Cleveland Elementary School	76	75%
	Lincoln Elementary School	114	79%
Hackensack	Fairmount Elementary	82	73%
	Hillers Avenue School	84	83%
	Jackson Avenue School	66	85%
	Parker Elementary School	76	76%
Hoboken ¹	Calabro Primary School	17	94%
	Thomas G. Connors	36	64%
	Wallace Elementary School	64	72%

EXHIBIT D-1 (Continued)
NJ READING FIRST STUDENTS
SCORING “PROFICIENT” ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
Jackson Township	Crawford-Rodriguez Elementary School	128	98%
	Switlick Elementary	158	90%
	Sylvia Rosenauer School	68	88%
Jersey City ¹	Public School #41	47	34%
	Public School #14	49	49%
	Public School #15	76	50%
	Public School #22	50	52%
	Public School #34	81	67%
Keansburg	Joseph C. Caruso	124	70%
LEAP Academy	LEAP Academy University Charter School	54	69%
Linden	School #1	109	67%
	School #2	43	79%
	School #4	111	71%
	School #5	3	67%
	School #6	48	83%
New Brunswick ¹	A. Chester Redshaw School	88	61%
	Lord Stirling Elementary School	80	49%
	Paul Roberson Elementary School	53	66%
Passaic City ¹	School #10	120	61%
	School #11	240	51%
	School #6	113	58%
	School #8	75	37%
	School #9	111	43%
Pleasantville ¹	North Main Street School	36	72%
Salem City ¹	John Fenwick School	72	56%
Trenton ¹	Columbus School	18	61%
	Grant School	25	68%
	Jefferson School	41	56%
	Monument School	42	55%
	Stokes Elementary	45	33%
Union City ¹	Edison School	142	70%
	George Washington School	86	80%
	Robert Waters School	126	91%
	Sara M. Gilmore School	58	64%
	Veteran's Memorial School	66	85%

EXHIBIT D-1 (Continued)
NJ READING FIRST STUDENTS
SCORING “PROFICIENT” ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
West New York Township ¹	Harry L. Bain	90	73%
	School #2	67	66%
	School #5	86	66%
	School #4	59	75%
Wildwood City	Glenwood Elementary	47	72%
TOTAL FOR NJ READING FIRST STUDENTS		5,517	66%

Source: New Jersey ASK-3 Database, 2005-2006.

¹ Indicates Abbott Districts

The following schools have no data because there are no third graders enrolled: D.A. Quarles (Englewood), Port Monmouth (Keansburg), School #2 (Passaic City), School #7 (Passaic City), School #15 (Passaic City), and School #16 (Passaic City). All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-2
READING FIRST STUDENTS ELIGIBLE FOR FREE/REDUCED
MEALS SCORING “PROFICIENT” ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	39	64%
	New Jersey Avenue	39	62%
	New York Avenue School	60	30%
	Sovereign Avenue School	58	43%
	Texas Avenue School	58	40%
	Uptown School Complex	66	68%
Carteret	Columbus Elementary School	84	83%
	Nathan Hale School	87	87%
City of Orange ¹	Forest Street School	40	75%
	Lincoln Avenue School	68	54%
East Orange ¹	Ecole Toussaint L'Ouverture	56	46%
	George Washington Carver Institute	76	59%
	Langston Hughes	67	49%
	Mildred Barry-Garvin Elementary School	44	70%

EXHIBIT D-2 (Continued)
READING FIRST STUDENTS ELIGIBLE FOR FREE/REDUCED
MEALS SCORING “PROFICIENT” ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
Egg Harbor City	Charles L. Spragg Elementary School	34	74%
Elizabeth ¹	Abraham Lincoln School #14	125	69%
	Benjamin Franklin School #13	62	60%
	Charles J. Hudson School #25	38	79%
	George Washington School #1	149	48%
	Marquis DeLafayette #6	107	52%
	Nicholas Murray Butler School #23	124	80%
	Peterstown School #3	89	56%
	Theodore Roosevelt School #17	84	60%
	Winfield Scott School #2	65	55%
Englewood	Cleveland Elementary School	75	75%
	Lincoln Elementary School	108	81%
Hackensack	Fairmount Elementary	81	74%
	Hillers Avenue School	72	82%
	Jackson Avenue School	62	84%
	Parker Elementary School	70	77%
Hoboken ¹	Calabro Primary School	16	100%
	Thomas G. Connors	36	64%
	Wallace Elementary School	62	71%
Jackson Township	Crawford-Rodriguez Elementary School	123	98%
	Switlick Elementary	151	90%
	Sylvia Rosenauer School	62	90%
Jersey City ¹	Public School #41	46	33%
	Public School #14	49	49%
	Public School #15	75	51%
	Public School #22	50	52%
	Public School #34	58	66%
Keansburg	Joseph C. Caruso	95	66%
LEAP Academy	LEAP Academy University Charter School	46	70%
Linden	School #1	106	68%
	School #2	43	79%
	School #4	106	74%
	School #5	1	100%
	School #6	47	83%

EXHIBIT D-2 (Continued)
READING FIRST STUDENTS ELIGIBLE FOR FREE/REDUCED
MEALS SCORING “PROFICIENT” ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
New Brunswick ¹	A. Chester Redshaw School	86	62%
	Lord Stirling Elementary School	77	49%
	Paul Roberson Elementary School	51	65%
Passaic City ¹	School #10	120	61%
	School #11	238	52%
	School #6	109	61%
	School #8	75	37%
	School #9	103	45%
Pleasantville ¹	North Main Street School	35	74%
Salem City ¹	John Fenwick School	64	52%
Trenton ¹	Columbus School	18	61%
	Grant School	25	68%
	Jefferson School	40	55%
	Monument School	40	55%
	Stokes Elementary	44	34%
Union City ¹	Edison School	142	70%
	George Washington School	85	81%
	Robert Waters School	123	93%
	Sara M. Gilmore School	58	64%
	Veteran's Memorial School	66	85%
West New York Township ¹	Harry L. Bain	87	74%
	School #2	62	65%
	School #5	86	66%
	School #4	48	71%
Wildwood City	Glenwood Elementary	45	71%
TOTAL FOR NJ READING FIRST STUDENTS		5,286	66%

Source: New Jersey ASK-3 Database, 2005-2006.

¹ Indicates Abbott Districts

The following schools have no data because there are no third graders enrolled: D.A. Quarles (Englewood), Port Monmouth (Keansburg), School #2 (Passaic City), School #7 (Passaic City), School #15 (Passaic City), and School #16 (Passaic City). All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-3
READING FIRST ESL STUDENTS
SCORING “PROFICIENT” ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
Atlantic City	New Jersey Avenue	2	0%
	New York Avenue School	3	0%
	Sovereign Avenue School	10	10%
	Texas Avenue School	23	22%
Carteret	Columbus Elementary School	5	60%
	Nathan Hale School	5	40%
City of Orange ¹	Forest Street School	3	0%
	Lincoln Avenue School	9	11%
Egg Harbor City	Charles L. Spragg Elementary School	1	100%
Elizabeth ¹	Abraham Lincoln School #14	26	35%
	Benjamin Franklin School #13	8	25%
	Charles J. Hudson School #25	5	60%
	George Washington School #1	19	11%
	Marquis DeLafayette #6	15	33%
	Nicholas Murray Butler School #23	16	81%
	Peterstown School #3	19	42%
	Theodore Roosevelt School #17	10	30%
Winfield Scott School #2	8	38%	
Englewood	Lincoln Elementary School	27	96%
Hackensack	Hillers Avenue School	5	60%
	Jackson Avenue School	5	80%
	Parker Elementary School	5	0%
Jackson Township	Crawford-Rodriguez Elementary School	1	100%
	Sylvia Rosenauer School	2	100%
Jersey City ¹	Public School #41	1	0%
	Public School #15	1	0%
	Public School #22	3	0%
Keansburg	Joseph C. Caruso	1	0%
Linden	School #4	4	0%
	School #6	4	50%
New Brunswick ¹	A. Chester Redshaw School	8	13%
	Lord Stirling Elementary School	13	8%
	Paul Roberson Elementary School	6	50%

EXHIBIT D-3 (Continued)
READING FIRST ESL STUDENTS
SCORING "PROFICIENT" ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
Passaic City ¹	School #10	37	30%
	School #11	74	19%
	School #6	45	40%
	School #8	41	22%
	School #9	69	29%
Pleasantville ¹	North Main Street School	4	50%
Trenton ¹	Columbus School	2	0%
	Grant School	6	50%
	Jefferson School	2	100%
	Monument School	3	0%
	Stokes Elementary	1	0%
Union City ¹	Edison School	65	51%
	George Washington School	42	79%
	Robert Waters School	42	76%
	Sara M. Gilmore School	27	33%
	Veteran's Memorial School	26	73%
West New York Township ¹	Harry L. Bain	5	0%
	School #2	4	0%
	School #5	16	19%
	School #4	8	13%
Wildwood City	Glenwood Elementary	3	100%
TOTAL FOR NJ READING FIRST STUDENTS		795	40%

Source: New Jersey ASK-3 Database, 2005-2006.

¹ Indicates Abbott Districts

The following schools have no data because there are no third graders enrolled: D.A. Quarles (Englewood), Port Monmouth (Keansburg), School #2 (Passaic City), School #7 (Passaic City), School #15 (Passaic City), and School #16 (Passaic City). All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-4
READING FIRST SPECIAL EDUCATION STUDENTS
SCORING “PROFICIENT” ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	5	0%
	New Jersey Avenue	4	0%
	New York Avenue School	5	0%
	Sovereign Avenue School	3	0%
	Texas Avenue School	6	0%
	Uptown School Complex	6	33%
Carteret	Columbus Elementary School	9	78%
	Nathan Hale School	6	33%
City of Orange ¹	Forest Street School	2	50%
	Lincoln Avenue School	9	33%
East Orange ¹	Ecole Toussaint L'Ouverture	1	100%
	George Washington Carver Institute	8	25%
	Langston Hughes	11	9%
	Mildred Barry-Garvin Elementary School	6	17%
Egg Harbor City	Charles L. Spragg Elementary School	4	50%
Elizabeth ¹	Abraham Lincoln School #14	5	20%
	Benjamin Franklin School #13	9	0%
	Charles J. Hudson School #25	3	33%
	George Washington School #1	18	28%
	Marquis DeLafayette #6	13	15%
	Nicholas Murray Butler School #23	15	47%
	Peterstown School #3	6	33%
	Theodore Roosevelt School #17	7	57%
	Winfield Scott School #2	8	13%
Englewood	Cleveland Elementary School	8	25%
	Lincoln Elementary School	14	36%
Hackensack	Fairmount Elementary	12	42%
	Hillers Avenue School	10	70%
	Jackson Avenue School	8	38%
	Parker Elementary School	15	33%
Hoboken ¹	Calabro Primary School	1	0%
	Thomas G. Connors	3	0%
	Wallace Elementary School	6	17%

EXHIBIT D-4 (Continued)
READING FIRST SPECIAL EDUCATION STUDENTS
SCORING “PROFICIENT” ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
Jackson Township	Crawford-Rodriguez Elementary School	22	95%
	Switlick Elementary	23	57%
	Sylvia Rosenauer School	12	75%
Jersey City ¹	Public School #41	6	0%
	Public School #14	2	0%
	Public School #15	11	9%
	Public School #22	9	0%
	Public School #34	10	30%
Keansburg	Joseph C. Caruso	26	46%
LEAP Academy	LEAP Academy University Charter School	7	43%
Linden	School #1	27	41%
	School #2	9	22%
	School #4	21	38%
	School #5	1	0%
	School #6	10	60%
New Brunswick ¹	A. Chester Redshaw School	26	42%
	Lord Stirling Elementary School	8	0%
	Paul Roberson Elementary School	10	0%
Passaic City ¹	School #10	12	17%
	School #11	41	12%
	School #6	21	29%
	School #8	21	10%
	School #9	19	21%
Pleasantville ¹	North Main Street School	4	0%
Salem City ¹	John Fenwick School	19	5%
Trenton ¹	Columbus School	4	0%
	Grant School	1	0%
	Jefferson School	7	14%
	Monument School	6	17%
	Stokes Elementary	7	0%

EXHIBIT D-4 (Continued)
READING FIRST SPECIAL EDUCATION STUDENTS
SCORING “PROFICIENT” ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
Union City ¹	Edison School	10	40%
	George Washington School	3	100%
	Robert Waters School	10	70%
	Sara M. Gilmore School	9	22%
	Veteran's Memorial School	4	25%
West New York Township ¹	Harry L. Bain	15	33%
	School #2	11	64%
	School #5	8	38%
	School #4	5	0%
Wildwood City	Glenwood Elementary	14	14%
TOTAL FOR NJ READING FIRST STUDENTS		737	31%

Source: New Jersey ASK-3 Database, 2005-2006.

¹ Indicates Abbott Districts

The following schools have no data because there are no third graders enrolled: D.A. Quarles (Englewood), Port Monmouth (Keansburg), School #2 (Passaic City), School #7 (Passaic City), School #15 (Passaic City), and School #16 (Passaic City). All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-5
READING FIRST MALE STUDENTS
SCORING “PROFICIENT” ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	21	57%
	New Jersey Avenue	23	57%
	New York Avenue School	24	17%
	Sovereign Avenue School	23	26%
	Texas Avenue School	30	37%
	Uptown School Complex	25	64%
Carteret	Columbus Elementary School	46	85%
	Nathan Hale School	49	86%

EXHIBIT D-5 (Continued)
READING FIRST MALE STUDENTS
SCORING “PROFICIENT” ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
City of Orange ¹	Forest Street School	17	71%
	Lincoln Avenue School	48	46%
East Orange ¹	Ecole Toussaint L'Ouverture	33	42%
	George Washington Carver Institute	38	53%
	Langston Hughes	34	41%
	Mildred Barry-Garvin Elementary School	23	65%
Egg Harbor City	Charles L. Spragg Elementary School	22	68%
Elizabeth ¹	Abraham Lincoln School #14	69	61%
	Benjamin Franklin School #13	30	50%
	Charles J. Hudson School #25	24	75%
	George Washington School #1	74	43%
	Marquis DeLafayette #6	54	46%
	Nicholas Murray Butler School #23	55	75%
	Peterstown School #3	46	46%
	Theodore Roosevelt School #17	38	53%
Winfield Scott School #2	34	44%	
Englewood	Cleveland Elementary School	42	74%
	Lincoln Elementary School	60	72%
Hackensack	Fairmount Elementary	41	68%
	Hillers Avenue School	41	83%
	Jackson Avenue School	33	73%
	Parker Elementary School	42	64%
Hoboken ¹	Calabro Primary School	8	100%
	Thomas G. Connors	15	73%
	Wallace Elementary School	34	71%
Jackson Township	Crawford-Rodriguez Elementary School	74	99%
	Switlick Elementary	88	91%
	Sylvia Rosenauer School	40	83%
Jersey City ¹	Public School #41	23	35%
	Public School #14	21	38%
	Public School #15	42	36%
	Public School #22	27	30%
	Public School #34	54	59%

EXHIBIT D-5 (Continued)
READING FIRST MALE STUDENTS
SCORING “PROFICIENT” ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
Keansburg	Joseph C. Caruso	73	63%
LEAP Academy	LEAP Academy University Charter School	21	71%
Linden	School #1	51	65%
	School #2	24	67%
	School #4	64	59%
	School #5	1	0%
	School #6	24	79%
New Brunswick ¹	A. Chester Redshaw School	54	48%
	Lord Stirling Elementary School	42	38%
	Paul Roberson Elementary School	21	57%
Passaic City ¹	School #10	65	58%
	School #11	117	45%
	School #6	58	52%
	School #8	38	32%
	School #9	46	35%
Pleasantville ¹	North Main Street School	16	63%
Salem City ¹	John Fenwick School	37	41%
Trenton ¹	Columbus School	11	45%
	Grant School	11	82%
	Jefferson School	25	44%
	Monument School	24	54%
	Stokes Elementary	20	30%
Union City ¹	Edison School	70	66%
	George Washington School	42	76%
	Robert Waters School	70	91%
	Sara M. Gilmore School	33	67%
	Veteran's Memorial School	35	80%
West New York Township ¹	Harry L. Bain	43	67%
	School #2	28	71%
	School #5	43	65%
	School #4	35	74%

EXHIBIT D-5 (Continued)
READING FIRST MALE STUDENTS
SCORING "PROFICIENT" ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
Wildwood City	Glenwood Elementary	22	68%
TOTAL FOR NJ READING FIRST STUDENTS		2,829	61%

Source: New Jersey ASK-3 Database, 2005-2006.

¹ Indicates Abbott Districts

The following schools have no data because there are no third graders enrolled: D.A. Quarles (Englewood), Port Monmouth (Keansburg), School #2 (Passaic City), School #7 (Passaic City), School #15 (Passaic City), and School #16 (Passaic City). All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-6
READING FIRST FEMALE STUDENTS
SCORING "PROFICIENT" ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	20	75%
	New Jersey Avenue	19	68%
	New York Avenue School	36	39%
	Sovereign Avenue School	34	53%
	Texas Avenue School	32	50%
	Uptown School Complex	41	71%
Carteret	Columbus Elementary School	38	82%
	Nathan Hale School	39	87%
City of Orange ¹	Forest Street School	24	79%
	Lincoln Avenue School	31	61%
East Orange ¹	Ecole Toussaint L'Ouverture	25	48%
	George Washington Carver Institute	39	67%
	Langston Hughes	34	56%
	Mildred Barry-Garvin Elementary School	21	76%
Egg Harbor City	Charles L. Spragg Elementary School	25	68%

EXHIBIT D-6 (Continued)
READING FIRST FEMALE STUDENTS
SCORING “PROFICIENT” ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
Elizabeth ¹	Abraham Lincoln School #14	57	77%
	Benjamin Franklin School #13	34	65%
	Charles J. Hudson School #25	14	86%
	George Washington School #1	76	54%
	Marquis DeLafayette #6	55	58%
	Nicholas Murray Butler School #23	69	84%
	Peterstown School #3	44	66%
	Theodore Roosevelt School #17	46	65%
Englewood	Winfield Scott School #2	33	64%
	Cleveland Elementary School	34	76%
Hackensack	Lincoln Elementary School	54	87%
	Fairmount Elementary	41	78%
	Hillers Avenue School	43	84%
	Jackson Avenue School	33	97%
Hoboken ¹	Parker Elementary School	34	91%
	Calabro Primary School	9	89%
	Thomas G. Connors	21	57%
Jackson Township	Wallace Elementary School	30	73%
	Crawford-Rodriguez Elementary School	54	98%
	Switlick Elementary	70	89%
Jersey City ¹	Sylvia Rosenauer School	28	96%
	Public School #41	24	33%
	Public School #14	28	57%
	Public School #15	34	68%
	Public School #22	23	78%
Keansburg	Public School #34	27	81%
LEAP Academy	Joseph C. Caruso	51	80%
Linden	LEAP Academy University Charter School	33	67%
	School #1	58	69%
	School #2	19	95%
	School #4	47	87%
	School #5	2	100%
	School #6	24	88%

EXHIBIT D-6 (Continued)
READING FIRST FEMALE STUDENTS
SCORING “PROFICIENT” ON THE NJASK 3

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT	
		THIRD GRADE	
		#	%
New Brunswick ¹	A. Chester Redshaw School	34	82%
	Lord Stirling Elementary School	38	61%
	Paul Roberson Elementary School	32	72%
Passaic City ¹	School #10	55	64%
	School #11	123	57%
	School #6	55	65%
	School #8	37	43%
	School #9	65	49%
Pleasantville ¹	North Main Street School	20	80%
Salem City ¹	John Fenwick School	35	71%
Trenton ¹	Columbus School	7	86%
	Grant School	14	57%
	Jefferson School	16	75%
	Monument School	18	56%
	Stokes Elementary	25	36%
Union City ¹	Edison School	72	75%
	George Washington School	44	84%
	Robert Waters School	56	91%
	Sara M. Gilmore School	25	60%
	Veteran's Memorial School	31	90%
West New York Township ¹	Harry L. Bain	47	79%
	School #2	39	62%
	School #5	43	67%
	School #4	24	75%
Wildwood City	Glenwood Elementary	25	76%
TOTAL FOR NJ READING FIRST STUDENTS		2687	71%

Source: New Jersey ASK-3 Database, 2005-2006.

¹ Indicates Abbott Districts

The following schools have no data because there are no third graders enrolled: D.A. Quarles (Englewood), Port Monmouth (Keansburg), School #2 (Passaic City), School #7 (Passaic City), School #15 (Passaic City), and School #16 (Passaic City). All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-7 (Continued)
READING FIRST STUDENTS
SCORING “PROFICIENT” ON THE NJASK 3
BY ETHNICITY

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	0	0%	0	0%	0	0%	35	69%	5	60%	0	0%	1	0%
	New Jersey Avenue	0	0%	2	100%	0	0%	21	67%	19	53%	0	0%	0	0%
	New York Avenue School	1	100%	1	100%	0	0%	47	26%	11	36%	0	0%	0	0%
	Sovereign Avenue School	3	67%	10	70%	0	0%	3	0%	42	38%	0	0%	0	0%
	Texas Avenue School	3	33%	13	62%	0	0%	6	67%	38	34%	1	0%	1	100%
	Uptown School Complex	2	100%	1	100%	0	0%	50	66%	13	69%	0	0%	0	0%
Carteret	Columbus Elementary School	12	75%	13	92%	0	0%	25	84%	34	82%	0	0%	0	0%
	Nathan Hale School	14	86%	23	96%	0	0%	15	93%	34	76%	0	0%	2	100%
City of Orange ¹	Forest Street School	0	0%	0	0%	0	0%	26	73%	15	80%	0	0%	0	0%
	Lincoln Avenue School	0	0%	3	67%	0	0%	54	56%	22	41%	0	0%	0	0%
East Orange ¹	Ecole Toussaint L'Ouverture	0	0%	0	0%	0	0%	58	45%	0	0%	0	0%	0	0%
	George Washington Carver Institute	0	0%	0	0%	0	0%	77	60%	0	0%	0	0%	0	0%
	Langston Hughes	0	0%	0	0%	0	0%	67	49%	1	0%	0	0%	0	0%
	Mildred Barry-Garvin Elementary School	0	0%	0	0%	0	0%	43	70%	1	100%	0	0%	0	0%
Egg Harbor City	Charles L. Spragg Elementary School	12	67%	0	0%	0	0%	14	79%	20	65%	0	0%	1	0%

EXHIBIT D-7 (Continued)
READING FIRST STUDENTS
SCORING “PROFICIENT” ON THE NJASK 3
BY ETHNICITY

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elizabeth ¹	Abraham Lincoln School #14	17	76%	4	75%	0	0%	12	67%	93	67%	0	0%	0	0%
	Benjamin Franklin School #13	10	60%	0	0%	0	0%	21	43%	33	67%	0	0%	0	0%
	Charles J. Hudson School #25	0	0%	0	0%	0	0%	3	100%	35	77%	0	0%	0	0%
	George Washington School #1	6	83%	1	100%	0	0%	54	41%	89	51%	0	0%	0	0%
	Marquis DeLafayette #6	6	50%	0	0%	0	0%	52	44%	51	61%	0	0%	0	0%
	Nicholas Murray Butler School #23	2	100%	4	75%	0	0%	56	75%	62	84%	0	0%	0	0%
	Peterstown School #3	3	67%	0	0%	0	0%	17	47%	70	57%	0	0%	0	0%
	Theodore Roosevelt School #17	16	63%	1	100%	0	0%	22	59%	45	58%	0	0%	0	0%
	Winfield Scott School #2	4	75%	0	0%	0	0%	34	47%	29	59%	0	0%	0	0%
Englewood	Cleveland Elementary School	3	100%	1	100%	2	100%	58	74%	12	67%	0	0%	0	0%
	Lincoln Elementary School	1	100%	0	0%	1	0%	63	79%	48	81%	0	0%	1	0%
Hackensack	Fairmount Elementary	12	92%	2	50%	2	100%	41	68%	25	72%	0	0%	0	0%
	Hillers Avenue School	6	100%	8	100%	0	0%	22	82%	47	81%	1	0%	0	0%
	Jackson Avenue School	10	90%	3	67%	0	0%	9	78%	44	86%	0	0%	0	0%
	Parker Elementary School	7	86%	5	80%	0	0%	37	81%	27	67%	0	0%	0	0%
Hoboken ¹	Calabro Primary School	6	83%	0	0%	0	0%	2	100%	9	100%	0	0%	0	0%
	Thomas G. Connors	2	50%	3	100%	0	0%	12	58%	19	63%	0	0%	0	0%
	Wallace Elementary School	10	80%	4	100%	0	0%	4	75%	45	67%	0	0%	1	100%
Jackson Township	Crawford-Rodriguez Elementary School	104	98%	4	100%	0	0%	7	100%	13	100%	0	0%	0	0%
	Switlick Elementary	143	91%	2	100%	0	0%	10	70%	3	100%	0	0%	0	0%
	Sylvia Rosenauer School	56	93%	2	50%	0	0%	7	71%	3	67%	0	0%	0	0%

EXHIBIT D-7 (Continued)
READING FIRST STUDENTS
SCORING “PROFICIENT” ON THE NJASK 3
BY ETHNICITY

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Jersey City ¹	Public School #41	0	0%	0	0%	0	0%	39	33%	6	17%	0	0%	2	100%
	Public School #14	0	0%	0	0%	0	0%	45	51%	3	0%	1	100%	0	0%
	Public School #15	1	0%	0	0%	1	0%	69	49%	5	80%	0	0%	0	0%
	Public School #22	1	0%	0	0%	1	100%	23	48%	24	54%	0	0%	1	100%
	Public School #34	0	0%	1	0%	0	0%	62	73%	14	36%	0	0%	4	100%
Keansburg	Joseph C. Caruso	93	73%	0	0%	0	0%	11	73%	20	55%	0	0%	0	0%
LEAP Academy	LEAP Academy University Charter School	0	0%	0	0%	0	0%	21	76%	31	65%	0	0%	2	50%
Linden	School #1	15	60%	1	100%	0	0%	73	67%	20	70%	0	0%	0	0%
	School #2	8	88%	1	100%	0	0%	18	67%	16	88%	0	0%	0	0%
	School #4	9	44%	2	50%	0	0%	53	74%	47	74%	0	0%	0	0%
	School #5	0	0%	0	0%	0	0%	2	100%	1	0%	0	0%	0	0%
	School #6	23	83%	1	100%	0	0%	6	83%	18	83%	0	0%	0	0%
New Brunswick ¹	A. Chester Redshaw School	0	0%	3	67%	0	0%	9	67%	75	60%	0	0%	1	100%
	Lord Stirling Elementary School	0	0%	0	0%	0	0%	16	56%	63	48%	0	0%	1	0%
	Paul Roberson Elementary School	0	0%	0	0%	0	0%	21	62%	32	69%	0	0%	0	0%
Passaic City ¹	School #10	1	100%	2	50%	0	0%	5	40%	112	62%	0	0%	0	0%
	School #11	3	33%	3	67%	0	0%	25	76%	209	48%	0	0%	0	0%
	School #6	4	100%	0	0%	0	0%	17	59%	91	57%	0	0%	1	0%
	School #8	2	100%	0	0%	0	0%	4	50%	68	35%	0	0%	1	0%
	School #9	4	100%	0	0%	0	0%	6	83%	101	39%	0	0%	0	0%

EXHIBIT D-7 (Continued)
READING FIRST STUDENTS
SCORING “PROFICIENT” ON THE NJASK 3
BY ETHNICITY

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Pleasantville ¹	North Main Street School	1	100%	0	0%	0	0%	14	57%	21	81%	0	0%	0	0%
Salem City ¹	John Fenwick School	11	73%	0	0%	0	0%	54	56%	7	29%	0	0%	0	0%
Trenton ¹	Columbus School	4	75%	0	0%	0	0%	9	78%	5	20%	0	0%	0	0%
	Grant School	0	0%	0	0%	0	0%	15	73%	10	60%	0	0%	0	0%
	Jefferson School	1	100%	0	0%	0	0%	38	55%	2	50%	0	0%	0	0%
	Monument School	0	0%	0	0%	0	0%	38	58%	4	25%	0	0%	0	0%
	Stokes Elementary	1	100%	0	0%	0	0%	43	33%	1	0%	0	0%	0	0%
Union City ¹	Edison School	2	100%	0	0%	0	0%	1	0%	139	71%	0	0%	0	0%
	George Washington School	5	60%	0	0%	0	0%	1	100%	80	81%	0	0%	0	0%
	Robert Waters School	0	0%	3	100%	0	0%	2	100%	121	91%	0	0%	0	0%
	Sara M. Gilmore School	2	100%	1	100%	0	0%	2	100%	53	60%	0	0%	0	0%
	Veteran's Memorial School	1	100%	0	0%	0	0%	0	0%	65	85%	0	0%	0	0%
West New York Township ¹	Harry L. Bain	3	100%	1	0%	0	0%	1	100%	85	73%	0	0%	0	0%
	School #2	0	0%	1	100%	0	0%	1	100%	65	65%	0	0%	0	0%
	School #5	0	0%	0	0%	0	0%	1	0%	85	67%	0	0%	0	0%
	School #4	1	0%	1	0%	0	0%	0	0%	57	77%	0	0%	0	0%
Wildwood City	Glenwood Elementary	10	90%	0	0%	0	0%	18	61%	19	74%	0	0%	0	0%
TOTAL FOR NJ READING FIRST STUDENTS		677	84%	131	82%	7	71%	1,847	61%	2,832	64%	3	33%	20	65%

Source: New Jersey ASK-3 Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no third graders enrolled: D.A. Quarles (Englewood), Port Monmouth (Keansburg), School #2 (Passaic City), School #7 (Passaic City), School #15 (Passaic City), and School #16 (Passaic City). All other schools not listed in this table did not have any valid scores for the criteria described.

D.2 TERRANOVA PLUS® ASSESSMENT OF K-2 STUDENTS

TerraNova Plus® is a nationally normed standardized achievement test that assesses phonemic awareness, phonics and other word recognition strategies, vocabulary, and comprehension. The appendix section D.2 presents data and results of analyses of students' performance on the TerraNova Plus® achievement test in schools that administered the test near the end of the 2005-2006 school year.

EXHIBIT D-8 PERCENTAGE OF STUDENTS SCORING "PROFICIENT"¹ ON THE TERRANOVA PLUS® ASSESSMENT BY GRADE AND READING FIRST SCHOOL

LEA	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	67	79%	76	87%	54	44%
	New Jersey Avenue	50	80%	40	78%	50	46%
	New York Avenue School	66	70%	67	46%	57	19%
	Sovereign Avenue School	88	57%	99	61%	92	47%
	Texas Avenue School	73	33%	57	58%	61	34%
	Uptown School Complex	85	88%	73	60%	77	48%
Carteret	Columbus Elementary School	102	63%	103	55%	102	63%
	Nathan Hale School	79	56%	86	70%	93	71%
City of Orange ¹	Forest Street School	37	76%	29	76%	38	61%
	Lincoln Avenue School	68	54%	81	79%	82	51%
East Orange ¹	Ecole Toussaint L'Ouverture	99	54%	42	57%	59	34%
	George Washington Carver Institute	147	58%	77	49%	80	24%
	Langston Hughes	134	60%	82	63%	66	36%
	Mildred Barry-Garvin Elementary School	61	49%	34	94%	40	63%
Egg Harbor City	Charles L. Spragg Elementary School	57	61%	53	83%	48	69%

¹ At or above the 41st percentile

EXHIBIT D-8 (Continued)
PERCENTAGE OF STUDENTS SCORING “PROFICIENT” ON
THE TERRANOVA PLUS® ASSESSMENT BY GRADE AND
READING FIRST SCHOOL

LEA	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Elizabeth ¹	Abraham Lincoln School #14	197	72%	164	89%	148	66%
	Benjamin Franklin School #13	67	85%	61	82%	53	58%
	Charles J. Hudson School #25	40	75%	31	81%	47	40%
	George Washington School #1	169	64%	163	66%	175	37%
	Marquis DeLafayette #6	97	77%	116	54%	101	35%
	Nicholas Murray Butler School #23	157	68%	147	86%	127	77%
	Peterstown School #3	130	57%	109	60%	121	47%
	Theodore Roosevelt School #17	97	59%	111	75%	89	60%
	Winfield Scott School #2	76	68%	64	66%	46	41%
Englewood	Cleveland Elementary School	0	0%	63	79%	71	73%
	Donald A. Quarles	173	63%	48	71%	0	0%
Hackensack	Fairmount Elementary	109	58%	97	67%	107	57%
	Hillers Avenue School	80	70%	66	85%	72	64%
	Jackson Avenue School	71	87%	68	62%	64	48%
	Parker Elementary School	92	68%	82	85%	67	70%
Hoboken ¹	Calabro Primary School	17	82%	17	65%	27	74%
	Thomas G. Connors	57	56%	42	67%	34	53%
	Wallace Elementary School	90	72%	74	72%	90	57%
Jackson Township	Crawford-Rodriguez Elementary School	99	68%	148	89%	126	73%
	Switlick Elementary	139	83%	159	91%	162	80%
	Sylvia Rosenauer School	65	77%	63	79%	71	82%
Jersey City ¹	Public School #41	46	78%	35	60%	35	20%
	Public School #14	64	52%	66	55%	39	41%
	Public School #15	50	84%	52	62%	83	54%
	Public School #22	55	73%	60	65%	62	48%
	Public School #34	79	85%	71	86%	69	61%
Keansburg	Port Monmouth Road School	133	72%	142	58%	122	70%
LEAP Academy	LEAP Academy University Charter School	53	94%	53	79%	54	61%

EXHIBIT D-8 (Continued)
PERCENTAGE OF STUDENTS SCORING “PROFICIENT” ON
THE TERRANOVA PLUS® ASSESSMENT BY GRADE AND
READING FIRST SCHOOL

LEA	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Linden	School #2	50	70%	52	62%	42	55%
	School #4	81	84%	90	74%	89	60%
	School #5	109	50%	115	66%	93	58%
	School #6	57	70%	49	71%	52	63%
New Brunswick ¹	A. Chester Redshaw School	70	89%	77	51%	76	47%
	Lord Stirling Elementary School	98	59%	76	42%	89	29%
	Paul Roberson Elementary School	111	62%	64	80%	59	49%
Passaic City ¹	School #10	108	76%	115	66%	105	54%
	School #11	0	0%	158	72%	156	56%
	School #16	112	59%	0	0%	0	0%
	School #2	27	67%	23	39%	43	35%
	School #6	137	54%	111	50%	107	50%
	School #7	74	65%	88	63%	71	48%
	School #8	71	93%	84	80%	92	67%
Vincent Capuana School #15	150	84%	0	0%	0	0%	
Pleasantville ¹	North Main Street School	48	73%	43	40%	45	49%
Salem City ¹	John Fenwick School	102	68%	102	74%	102	51%
Trenton ¹	Columbus School	16	88%	16	75%	8	75%
	Grant School	38	92%	47	66%	48	42%
	Jefferson School	59	92%	52	63%	34	56%
	Monument School	37	43%	56	59%	55	40%
	Stokes Elementary	67	67%	57	42%	63	44%
Union City ¹	Edison School	192	86%	149	79%	132	55%
	George Washington School	43	84%	62	90%	85	47%
	Robert Waters School	104	86%	140	74%	147	57%
	Sara M. Gilmore School	66	74%	66	62%	61	64%
	Veteran's Memorial School	39	82%	67	51%	64	44%
West New York Township ¹	Harry L. Bain	93	69%	103	74%	77	65%
	School #2	60	57%	73	73%	69	61%
	School #5	97	71%	106	81%	86	56%
	School #4	71	49%	80	69%	62	65%

EXHIBIT D-8 (Continued)
PERCENTAGE OF STUDENTS SCORING “PROFICIENT” ON
THE TERRANOVA PLUS® ASSESSMENT BY GRADE AND
READING FIRST SCHOOL

LEA	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Wildwood City	Glenwood Elementary	60	53%	57	61%	39	74%
TOTAL FOR NJ READING FIRST STUDENTS		6,162	69%	5,805	70%	5,603	55%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-9
PERCENTAGE OF STUDENTS SCORING “ADVANCED
PROFICIENT²” ON THE TERRANOVA PLUS® ASSESSMENT BY
GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	67	46%	76	66%	54	13%
	New Jersey Avenue	50	52%	40	38%	50	2%
	New York Avenue School	66	50%	67	13%	57	2%
	Sovereign Avenue School	88	39%	99	27%	92	16%
	Texas Avenue School	73	12%	57	21%	61	7%
	Uptown School Complex	85	66%	73	16%	77	17%
	Columbus Elementary School	102	27%	103	16%	102	20%
	Nathan Hale School	79	27%	86	24%	93	25%
City of Orange ¹	Forest Street School	37	70%	29	28%	38	5%
	Lincoln Avenue School	68	34%	81	65%	82	17%

² At or above the 75th percentile

EXHIBIT D-9 (Continued)
**PERCENTAGE OF STUDENTS SCORING “ADVANCED
PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY
GRADE AND READING FIRST SCHOOL**

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
East Orange ¹	Ecole Toussaint L'Ouverture	99	26%	42	17%	59	8%
	George Washington Carver Institute	147	26%	77	14%	80	6%
	Langston Hughes	134	31%	82	17%	66	6%
	Mildred Barry-Garvin Elementary School	61	18%	34	47%	40	8%
Egg Harbor City	Charles L. Spragg Elementary School	57	30%	53	53%	48	27%
Elizabeth ¹	Abraham Lincoln School #14	197	43%	164	51%	148	29%
	Benjamin Franklin School #13	67	42%	61	36%	53	15%
	Charles J. Hudson School #25	40	38%	31	39%	47	9%
	George Washington School #1	169	24%	163	29%	175	10%
	Marquis DeLafayette #6	97	39%	116	19%	101	12%
	Nicholas Murray Butler School #23	157	31%	147	55%	127	46%
	Peterstown School #3	130	19%	109	18%	121	17%
	Theodore Roosevelt School #17	97	26%	111	45%	89	27%
Winfield Scott School #2	76	32%	64	30%	46	13%	
Englewood	Cleveland Elementary School	0	0%	63	40%	71	24%
	Donald A. Quarles	173	39%	48	33%	0	0%
	Lincoln Elementary School	0	0%	56	36%	91	16%
Hackensack	Fairmount Elementary	109	29%	97	29%	107	22%
	Hillers Avenue School	80	49%	66	45%	72	31%
	Jackson Avenue School	71	68%	68	22%	64	9%
	Parker Elementary School	92	55%	82	49%	67	27%
Hoboken ¹	Calabro Primary School	17	12%	17	35%	27	22%
	Thomas G. Connors	57	28%	42	19%	34	15%
	Wallace Elementary School	90	37%	74	22%	90	17%
Jackson Township	Crawford-Rodriguez Elementary School	99	28%	148	56%	126	27%
	Switlick Elementary	139	40%	159	52%	162	35%
	Sylvia Rosenauer School	65	46%	63	37%	71	41%

EXHIBIT D-9 (Continued)
**PERCENTAGE OF STUDENTS SCORING “ADVANCED
PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY
GRADE AND READING FIRST SCHOOL**

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Jersey City ¹	Public School #41	46	48%	35	31%	35	3%
	Public School #14	64	30%	66	27%	39	13%
	Public School #15	50	54%	52	23%	83	12%
	Public School #22	55	58%	60	32%	62	8%
	Public School #34	79	71%	71	49%	69	16%
Keansburg	Port Monmouth Road School	133	33%	142	23%	122	27%
LEAP Academy	LEAP Academy University Charter School	53	75%	53	47%	54	13%
Linden	School #2	50	36%	52	31%	42	17%
	School #4	81	67%	90	36%	89	15%
	School # 5	109	20%	115	23%	93	13%
	School # 6	57	42%	49	24%	52	17%
New Brunswick ¹	A. Chester Redshaw School	70	54%	77	12%	76	12%
	Lord Stirling Elementary School	98	30%	76	9%	89	3%
	Paul Roberson Elementary School	111	37%	64	36%	59	14%
Passaic City ¹	School #10	108	41%	115	18%	105	11%
	School #11	0	0%	158	33%	156	17%
	School #16	112	26%	0	0%	0	0%
	School #2	27	26%	23	4%	43	9%
	School #6	137	27%	111	15%	107	22%
	School #7	74	30%	88	19%	71	15%
	School #8	71	69%	84	54%	92	20%
	Vincent Capuana School #15	150	56%	0	0%	0	0%
Pleasantville ¹	North Main Street School	48	31%	43	7%	45	18%
Salem City ¹	John Fenwick School	102	40%	102	25%	102	11%
Trenton ¹	Columbus School	16	69%	16	50%	8	25%
	Grant School	38	76%	47	34%	48	17%
	Jefferson School	59	54%	52	23%	34	26%
	Monument School	37	24%	56	18%	55	15%
	Stokes Elementary	67	43%	57	9%	63	3%

EXHIBIT D-9 (Continued)
**PERCENTAGE OF STUDENTS SCORING “ADVANCED
PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY
GRADE AND READING FIRST SCHOOL**

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Union City ¹	Edison School	192	58%	149	41%	132	14%
	George Washington School	43	30%	62	68%	85	8%
	Robert Waters School	104	57%	140	38%	147	11%
	Sara M. Gilmore School	66	52%	66	41%	61	20%
	Veteran's Memorial School	39	62%	67	12%	64	6%
West New York Township ¹	Harry L. Bain	93	37%	103	34%	77	32%
	School #2	60	28%	73	33%	69	17%
	School #5	97	41%	106	43%	86	17%
	School #4	71	27%	80	30%	62	24%
Wildwood City	Glenwood Elementary	60	35%	57	23%	39	36%
TOTAL FOR NJ READING FIRST		6,162	39%	5,805	33%	5,603	18%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-10
PERCENTAGE OF KINDERGARTEN STUDENTS SCORING “PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	0	0%	1	100%	0	0%	56	80%	10	70%	0	0%	0	0%
	New Jersey Avenue	0	0%	2	100%	10	30%	23	91%	13	92%	0	0%	2	100%
	New York Avenue School	0	0%	1	0%	0	0%	53	66%	12	92%	0	0%	0	0%
	Sovereign Avenue School	3	100%	15	67%	1	100%	4	25%	65	54%	0	0%	0	0%
	Texas Avenue School	0	0%	22	45%	0	0%	2	100%	49	24%	0	0%	0	0%
	Uptown School Complex	3	67%	1	100%	0	0%	62	90%	19	84%	0	0%	0	0%
Carteret	Columbus Elementary School	11	73%	16	69%	0	0%	30	43%	44	73%	0	0%	0	0%
	Nathan Hale School	12	92%	15	40%	0	0%	13	54%	39	51%	0	0%	0	0%
City of Orange ¹	Forest Street School	0	0%	0	0%	0	0%	28	79%	9	67%	0	0%	0	0%
	Lincoln Avenue School	0	0%	0	0%	0	0%	45	64%	22	32%	0	0%	1	100%
East Orange ¹	Ecole Toussaint L'Ouverture	0	0%	0	0%	0	0%	39	85%	0	0%	0	0%	0	0%
	George Washington Carver Institute	0	0%	0	0%	0	0%	66	77%	3	67%	0	0%	1	100%
	Langston Hughes	0	0%	0	0%	0	0%	63	78%	1	100%	0	0%	0	0%
	Mildred Barry-Garvin Elementary School	0	0%	0	0%	0	0%	18	78%	2	50%	0	0%	0	0%
Egg Harbor City	Charles L. Spragg Elementary School	19	74%	0	0%	0	0%	13	38%	24	63%	0	0%	1	100%

EXHIBIT D-10 (Continued)
**PERCENTAGE OF KINDERGARTEN STUDENTS SCORING “PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL**

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elizabeth ¹	Abraham Lincoln School #14	30	87%	1	100%	0	0%	18	67%	147	69%	0	0%	1	0%
	Benjamin Franklin School #13	5	100%	0	0%	1	100%	20	80%	40	88%	0	0%	1	0%
	Charles J. Hudson School #25	1	0%	0	0%	0	0%	5	100%	33	76%	0	0%	1	0%
	George Washington School #1	10	60%	0	0%	0	0%	52	62%	106	66%	0	0%	1	100%
	Marquis DeLafayette #6	7	100%	2	0%	0	0%	45	82%	41	71%	0	0%	2	100%
	Nicholas Murray Butler School #23	12	25%	3	67%	4	50%	68	66%	70	79%	0	0%	0	0%
	Peterstown School #3	2	100%	0	0%	1	100%	17	65%	110	55%	0	0%	0	0%
	Theodore Roosevelt School #17	5	60%	1	100%	1	100%	29	45%	61	64%	0	0%	0	0%
	Winfield Scott School #2	4	100%	2	50%	1	0%	39	64%	30	73%	0	0%	0	0%
Englewood	Donald A. Quarles	3	100%	10	60%	0	0%	88	61%	67	66%	2	50%	0	0%
Hackensack	Fairmount Elementary	12	83%	10	40%	0	0%	43	63%	44	50%	0	0%	0	0%
	Hillers Avenue School	8	100%	5	100%	0	0%	20	70%	47	62%	0	0%	0	0%
	Jackson Avenue School	5	80%	6	83%	0	0%	6	100%	54	87%	0	0%	0	0%
	Parker Elementary School	14	100%	4	75%	0	0%	37	73%	37	51%	0	0%	0	0%
Hoboken ¹	Calabro Primary School	6	100%	0	0%	0	0%	0	0%	10	70%	1	100%	0	0%
	Thomas G. Connors	3	100%	1	100%	0	0%	17	29%	35	66%	0	0%	1	0%
	Wallace Elementary School	23	87%	3	33%	0	0%	6	100%	57	67%	1	0%	0	0%
Jackson Township	Crawford-Rodriguez Elementary School	82	73%	8	75%	0	0%	3	33%	6	0%	0	0%	0	0%
	Switlick Elementary	125	86%	4	75%	0	0%	6	67%	4	50%	0	0%	0	0%
	Sylvia Rosenauer School	54	85%	2	50%	0	0%	7	29%	2	50%	0	0%	0	0%

EXHIBIT D-10 (Continued)
PERCENTAGE OF KINDERGARTEN STUDENTS SCORING “PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Jersey City ¹	Public School #41	0	0%	0	0%	0	0%	44	77%	2	100%	0	0%	0	0%
	Public School #14	0	0%	0	0%	1	100%	55	53%	7	43%	0	0%	1	0%
	Public School #15	1	100%	0	0%	0	0%	43	81%	4	100%	0	0%	2	100%
	Public School #22	0	0%	1	100%	0	0%	24	83%	30	63%	0	0%	0	0%
	Public School #34	4	100%	6	67%	0	0%	54	85%	14	86%	0	0%	1	100%
Keansburg	Port Monmouth Road School	83	81%	1	0%	0	0%	24	58%	22	59%	1	100%	2	50%
LEAP Academy	LEAP Academy University Charter School	0	0%	0	0%	0	0%	28	96%	25	92%	0	0%	0	0%
Linden	School #2	13	69%	3	33%	0	0%	18	72%	15	73%	0	0%	1	100%
	School #4	12	75%	0	0%	0	0%	43	84%	26	88%	0	0%	0	0%
	School # 5	16	56%	1	100%	0	0%	64	53%	28	36%	0	0%	0	0%
	School # 6	28	68%	3	67%	0	0%	10	50%	14	86%	1	100%	1	100%
New Brunswick ¹	A. Chester Redshaw School	4	100%	4	100%	0	0%	9	89%	52	87%	0	0%	1	100%
	Lord Stirling Elementary School	0	0%	0	0%	0	0%	26	50%	72	63%	0	0%	0	0%
	Paul Roberson Elementary School	1	0%	1	100%	0	0%	19	68%	88	60%	0	0%	2	100%
Passaic City ¹	School #10	2	50%	0	0%	0	0%	6	100%	98	76%	0	0%	2	50%
	School #16	1	0%	3	33%	0	0%	5	80%	103	59%	0	0%	0	0%
	School #2	1	100%	0	0%	0	0%	1	100%	25	64%	0	0%	0	0%
	School #6	12	42%	2	0%	1	0%	12	58%	110	56%	0	0%	0	0%
	School #7	1	100%	0	0%	0	0%	17	53%	56	68%	0	0%	0	0%
	School #8	4	75%	0	0%	0	0%	8	75%	59	97%	0	0%	0	0%
	Vincent Capuana School #15	5	80%	13	85%	1	0%	21	81%	110	85%	0	0%	0	0%
Pleasantville ¹	North Main Street School	2	100%	0	0%	0	0%	28	61%	18	89%	0	0%	0	0%

EXHIBIT D-10 (Continued)
**PERCENTAGE OF KINDERGARTEN STUDENTS SCORING “PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL**

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Salem City ¹	John Fenwick School	12	92%	0	0%	0	0%	79	63%	7	71%	0	0%	4	75%
Trenton ¹	Columbus School	5	80%	0	0%	0	0%	5	80%	6	100%	0	0%	0	0%
	Grant School	2	100%	0	0%	0	0%	28	93%	8	88%	0	0%	0	0%
	Jefferson School	0	0%	1	100%	0	0%	53	91%	5	100%	0	0%	0	0%
	Monument School	0	0%	0	0%	0	0%	36	42%	1	100%	0	0%	0	0%
	Stokes Elementary	1	100%	0	0%	0	0%	64	66%	2	100%	0	0%	0	0%
Union City ¹	Edison School	6	83%	3	100%	0	0%	2	50%	181	87%	0	0%	0	0%
	George Washington School	2	100%	0	0%	0	0%	0	0%	41	83%	0	0%	0	0%
	Robert Waters School	1	100%	1	100%	0	0%	1	100%	101	85%	0	0%	0	0%
	Sara M. Gilmore School	0	0%	0	0%	0	0%	2	100%	64	73%	0	0%	0	0%
	Veteran's Memorial School	3	67%	1	100%	0	0%	0	0%	35	83%	0	0%	0	0%
West New York Township ¹	Harry L. Bain	1	100%	1	0%	0	0%	1	100%	89	69%	0	0%	1	100%
	School #2	2	50%	1	100%	0	0%	1	100%	54	56%	0	0%	2	50%
	School #5	3	67%	0	0%	0	0%	0	0%	90	71%	0	0%	4	75%
	School #4	2	100%	0	0%	0	0%	1	100%	62	47%	0	0%	5	60%
Wildwood City	Glenwood Elementary	13	77%	0	0%	0	0%	10	70%	36	39%	1	100%	0	0%
TOTAL FOR NJ READING FIRST		702	79%	181	63%	22	45%	1,883	70%	3,073	69%	7	71%	41	71%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-11
PERCENTAGE OF KINDERGARTEN STUDENTS SCORING “ADVANCED PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	0	0%	1	100%	0	0%	56	45%	10	50%	0	0%	0	0%
	New Jersey Avenue	0	0%	2	50%	10	0%	23	70%	13	62%	0	0%	2	50%
	New York Avenue School	0	0%	1	0%	0	0%	53	45%	12	75%	0	0%	0	0%
	Sovereign Avenue School	3	67%	15	47%	1	100%	4	0%	65	37%	0	0%	0	0%
	Texas Avenue School	0	0%	22	23%	0	0%	2	0%	49	8%	0	0%	0	0%
	Uptown School Complex	3	67%	1	0%	0	0%	62	68%	19	63%	0	0%	0	0%
Carteret	Columbus Elementary School	11	9%	16	44%	0	0%	30	20%	44	32%	0	0%	0	0%
	Nathan Hale School	12	58%	15	27%	0	0%	13	15%	39	21%	0	0%	0	0%
City of Orange ¹	Forest Street School	0	0%	0	0%	0	0%	28	71%	9	67%	0	0%	0	0%
	Lincoln Avenue School	0	0%	0	0%	0	0%	45	38%	22	23%	0	0%	1	100%
East Orange ¹	Ecole Toussaint L'Ouverture	0	0%	0	0%	0	0%	39	59%	0	0%	0	0%	0	0%
	George Washington Carver Institute	0	0%	0	0%	0	0%	66	42%	3	33%	0	0%	1	100%
	Langston Hughes	0	0%	0	0%	0	0%	63	57%	1	0%	0	0%	0	0%
	Mildred Barry-Garvin Elementary School	0	0%	0	0%	0	0%	18	33%	2	50%	0	0%	0	0%
Egg Harbor City	Charles L. Spragg Elementary School	19	47%	0	0%	0	0%	13	15%	24	25%	0	0%	1	0%

EXHIBIT D-11 (Continued)
**PERCENTAGE OF KINDERGARTEN STUDENTS SCORING “ADVANCED PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL**

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elizabeth ¹	Abraham Lincoln School #14	30	57%	1	100%	0	0%	18	44%	147	39%	0	0%	1	0%
	Benjamin Franklin School #13	5	60%	0	0%	1	100%	20	50%	40	35%	0	0%	1	0%
	Charles J. Hudson School #25	1	0%	0	0%	0	0%	5	40%	33	39%	0	0%	1	0%
	George Washington School #1	10	20%	0	0%	0	0%	52	21%	106	25%	0	0%	1	100%
	Marquis DeLafayette #6	7	43%	2	0%	0	0%	45	49%	41	32%	0	0%	2	0%
	Nicholas Murray Butler School #23	12	25%	3	33%	4	50%	68	29%	70	31%	0	0%	0	0%
	Peterstown School #3	2	0%	0	0%	1	100%	17	12%	110	20%	0	0%	0	0%
	Theodore Roosevelt School #17	5	20%	1	100%	1	100%	29	10%	61	31%	0	0%	0	0%
	Winfield Scott School #2	4	0%	2	50%	1	0%	39	23%	30	47%	0	0%	0	0%
Englewood	Donald A. Quarles	3	33%	10	50%	0	0%	88	35%	67	43%	2	50%	0	0%
Hackensack	Fairmount Elementary	12	50%	10	30%	0	0%	43	33%	44	20%	0	0%	0	0%
	Hillers Avenue School	8	88%	5	80%	0	0%	20	50%	47	38%	0	0%	0	0%
	Jackson Avenue School	5	80%	6	67%	0	0%	6	67%	54	67%	0	0%	0	0%
	Parker Elementary School	14	86%	4	50%	0	0%	37	62%	37	38%	0	0%	0	0%
Hoboken ¹	Calabro Primary School	6	17%	0	0%	0	0%	0	0%	10	0%	1	100%	0	0%
	Thomas G. Connors	3	33%	1	100%	0	0%	17	29%	35	26%	0	0%	1	0%
	Wallace Elementary School	23	61%	3	33%	0	0%	6	33%	57	28%	1	0%	0	0%
Jackson Township	Crawford-Rodriguez Elementary School	82	29%	8	38%	0	0%	3	33%	6	0%	0	0%	0	0%
	Switlick Elementary	125	42%	4	50%	0	0%	6	17%	4	0%	0	0%	0	0%
	Sylvia Rosenauer School	54	52%	2	0%	0	0%	7	29%	2	0%	0	0%	0	0%

EXHIBIT D-11 (Continued)
**PERCENTAGE OF KINDERGARTEN STUDENTS SCORING “ADVANCED PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL**

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Jersey City ¹	Public School #41	0	0%	0	0%	0	0%	44	45%	2	100%	0	0%	0	0%
	Public School #14	0	0%	0	0%	1	0%	55	31%	7	29%	0	0%	1	0%
	Public School #15	1	100%	0	0%	0	0%	43	51%	4	100%	0	0%	2	0%
	Public School #22	0	0%	1	0%	0	0%	24	71%	30	50%	0	0%	0	0%
	Public School #34	4	25%	6	50%	0	0%	54	72%	14	86%	0	0%	1	100%
Keansburg	Port Monmouth Road School	83	35%	1	0%	0	0%	24	21%	22	41%	1	0%	2	50%
LEAP Academy	LEAP Academy University Charter School	0	0%	0	0%	0	0%	28	75%	25	76%	0	0%	0	0%
Linden	School #2	13	31%	3	33%	0	0%	18	28%	15	47%	0	0%	1	100%
	School #4	12	67%	0	0%	0	0%	43	63%	26	73%	0	0%	0	0%
	School # 5	16	6%	1	0%	0	0%	64	23%	28	21%	0	0%	0	0%
	School # 6	28	46%	3	67%	0	0%	10	30%	14	36%	1	0%	1	100%
New Brunswick ¹	A. Chester Redshaw School	4	100%	4	50%	0	0%	9	33%	52	54%	0	0%	1	100%
	Lord Stirling Elementary School	0	0%	0	0%	0	0%	26	35%	72	28%	0	0%	0	0%
	Paul Roberson Elementary School	1	0%	1	100%	0	0%	19	53%	88	32%	0	0%	2	100%
Passaic City ¹	School #10	2	0%	0	0%	0	0%	6	50%	98	41%	0	0%	2	50%
	School #16	1	0%	3	33%	0	0%	5	0%	103	27%	0	0%	0	0%
	School #2	1	100%	0	0%	0	0%	1	0%	25	24%	0	0%	0	0%
	School #6	12	8%	2	0%	1	0%	12	25%	110	30%	0	0%	0	0%
	School #7	1	0%	0	0%	0	0%	17	29%	56	30%	0	0%	0	0%
	School #8	4	75%	0	0%	0	0%	8	50%	59	71%	0	0%	0	0%
	Vincent Capuana School #15	5	60%	13	46%	1	0%	21	43%	110	60%	0	0%	0	0%
Pleasantville ¹	North Main Street School	2	0%	0	0%	0	0%	28	29%	18	39%	0	0%	0	0%

EXHIBIT D-11 (Continued)
**PERCENTAGE OF KINDERGARTEN STUDENTS SCORING “ADVANCED PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL**

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Salem City ¹	John Fenwick School	12	83%	0	0%	0	0%	79	35%	7	0%	0	0%	4	75%
Trenton ¹	Columbus School	5	80%	0	0%	0	0%	5	40%	6	83%	0	0%	0	0%
	Grant School	2	100%	0	0%	0	0%	28	79%	8	63%	0	0%	0	0%
	Jefferson School	0	0%	1	100%	0	0%	53	55%	5	40%	0	0%	0	0%
	Monument School	0	0%	0	0%	0	0%	36	22%	1	100%	0	0%	0	0%
	Stokes Elementary	1	0%	0	0%	0	0%	64	42%	2	100%	0	0%	0	0%
Union City ¹	Edison School	6	50%	3	100%	0	0%	2	50%	181	58%	0	0%	0	0%
	George Washington School	2	0%	0	0%	0	0%	0	0%	41	32%	0	0%	0	0%
	Robert Waters School	1	0%	1	0%	0	0%	1	100%	101	57%	0	0%	0	0%
	Sara M. Gilmore School	0	0%	0	0%	0	0%	2	100%	64	50%	0	0%	0	0%
	Veteran's Memorial School	3	33%	1	100%	0	0%	0	0%	35	63%	0	0%	0	0%
West New York Township ¹	Harry L. Bain	1	0%	1	0%	0	0%	1	100%	89	36%	0	0%	1	100%
	School #2	2	0%	1	100%	0	0%	1	0%	54	28%	0	0%	2	50%
	School #5	3	0%	0	0%	0	0%	0	0%	90	41%	0	0%	4	75%
	School #4	2	50%	0	0%	0	0%	1	0%	62	26%	0	0%	5	40%
Wildwood City	Glenwood Elementary	13	54%	0	0%	0	0%	10	40%	36	25%	1	100%	0	0%
TOTAL FOR NJ READING FIRST		702	42%	181	42%	22	27%	1,883	42%	3,073	39%	7	43%	41	54%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-12
PERCENTAGE OF FIRST GRADE STUDENTS SCORING “PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	0	0%	0	0%	0	0%	67	87%	9	89%	0	0%	0	0%
	New Jersey Avenue	1	100%	1	100%	5	80%	21	81%	12	67%	0	0%	0	0%
	New York Avenue School	1	100%	2	0%	0	0%	53	47%	11	45%	0	0%	0	0%
	Sovereign Avenue School	3	100%	22	82%	0	0%	4	75%	70	51%	0	0%	0	0%
	Texas Avenue School	0	0%	17	53%	0	0%	5	40%	35	63%	0	0%	0	0%
	Uptown School Complex	1	100%	0	0%	0	0%	62	56%	10	80%	0	0%	0	0%
Carteret	Columbus Elementary School	11	64%	14	71%	0	0%	29	52%	49	51%	0	0%	0	0%
	Nathan Hale School	12	75%	22	64%	0	0%	12	75%	39	69%	0	0%	0	0%
City of Orange ¹	Forest Street School	0	0%	0	0%	0	0%	23	78%	5	60%	0	0%	1	100%
	Lincoln Avenue School	0	0%	0	0%	0	0%	47	94%	33	58%	0	0%	1	100%
East Orange ¹	Ecole Toussaint L'Ouverture	0	0%	0	0%	0	0%	41	56%	0	0%	0	0%	0	0%
	George Washington Carver Institute	0	0%	0	0%	0	0%	76	49%	1	100%	0	0%	0	0%
	Langston Hughes	0	0%	0	0%	0	0%	79	65%	2	50%	0	0%	0	0%
	Mildred Barry-Garvin Elementary School	0	0%	0	0%	0	0%	33	94%	1	100%	0	0%	0	0%
Egg Harbor City	Charles L. Spragg Elementary School	21	95%	0	0%	0	0%	12	75%	20	75%	0	0%	0	0%

EXHIBIT D-12 (Continued)
PERCENTAGE OF FIRST GRADE STUDENTS SCORING “PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elizabeth	Abraham Lincoln School #14	17	94%	5	100%	0	0%	14	86%	122	89%	0	0%	6	83%
	Benjamin Franklin School #13	5	80%	0	0%	0	0%	19	89%	32	78%	0	0%	5	80%
	Charles J. Hudson School #25	0	0%	0	0%	0	0%	4	75%	27	81%	0	0%	0	0%
	George Washington School #1	6	67%	0	0%	0	0%	55	64%	101	67%	0	0%	1	0%
	Marquis DeLafayette #6	7	43%	0	0%	0	0%	52	54%	52	56%	0	0%	5	60%
	Nicholas Murray Butler School #23	8	100%	3	100%	1	100%	65	85%	65	85%	0	0%	5	100%
	Peterstown School #3	3	67%	0	0%	0	0%	20	60%	85	59%	0	0%	1	100%
	Theodore Roosevelt School #17	3	100%	0	0%	1	100%	40	70%	65	75%	0	0%	2	100%
	Winfield Scott School #2	2	100%	2	50%	1	100%	31	61%	27	67%	0	0%	1	100%
Englewood	Cleveland Elementary School	3	67%	1	100%	0	0%	45	82%	14	71%	0	0%	0	0%
	Donald A. Quarles	1	100%	0	0%	0	0%	30	73%	15	60%	2	100%	0	0%
Hackensack	Fairmount Elementary	14	86%	7	71%	0	0%	34	71%	42	57%	0	0%	0	0%
	Hillers Avenue School	7	100%	4	100%	0	0%	23	74%	30	87%	1	100%	1	100%
	Jackson Avenue School	3	100%	5	80%	0	0%	10	80%	48	56%	2	0%	0	0%
	Parker Elementary School	11	100%	12	92%	0	0%	29	83%	30	80%	0	0%	0	0%
Hoboken ¹	Calabro Primary School	4	75%	0	0%	0	0%	2	50%	11	64%	0	0%	0	0%
	Thomas G. Connors	4	75%	0	0%	0	0%	11	45%	26	73%	0	0%	1	100%
	Wallace Elementary School	14	71%	4	100%	0	0%	6	33%	50	74%	0	0%	0	0%
Jackson Township	Crawford-Rodriguez Elementary School	117	91%	4	75%	0	0%	8	100%	19	79%	0	0%	0	0%
	Switlick Elementary	141	91%	2	100%	0	0%	12	83%	4	100%	0	0%	0	0%
	Sylvia Rosenauer School	51	78%	4	100%	0	0%	2	100%	6	67%	0	0%	0	0%

EXHIBIT D-12 (Continued)
PERCENTAGE OF FIRST GRADE STUDENTS SCORING “PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Jersey City ¹	Public School #41	0	0%	0	0%	2	0%	32	66%	1	0%	0	0%	0	0%
	Public School #14	0	0%	0	0%	0	0%	63	52%	3	100%	0	0%	0	0%
	Public School #15	0	0%	0	0%	0	0%	48	65%	4	25%	0	0%	0	0%
	Public School #22	0	0%	1	100%	0	0%	26	54%	33	73%	0	0%	0	0%
	Public School #34	2	50%	1	100%	0	0%	53	85%	14	93%	0	0%	1	100%
Keansburg	Port Monmouth Road School	99	62%	2	100%	0	0%	19	37%	20	65%	0	0%	2	0%
LEAP Academy	LEAP Academy University Charter School	0	0%	0	0%	0	0%	32	78%	21	81%	0	0%	0	0%
Linden	School #2	10	70%	1	0%	0	0%	23	65%	18	56%	0	0%	0	0%
	School #4	15	80%	2	100%	0	0%	47	74%	26	69%	0	0%	0	0%
	School # 5	23	74%	4	75%	0	0%	68	65%	20	60%	0	0%	0	0%
	School # 6	29	66%	2	100%	0	0%	7	86%	11	73%	0	0%	0	0%
New Brunswick ¹	A. Chester Redshaw School	0	0%	0	0%	1	100%	14	29%	62	55%	0	0%	0	0%
	Lord Stirling Elementary School	0	0%	0	0%	0	0%	16	31%	60	45%	0	0%	0	0%
	Paul Roberson Elementary School	0	0%	2	100%	0	0%	20	80%	42	79%	0	0%	0	0%
Passaic City ¹	School #10	2	50%	0	0%	0	0%	9	78%	102	67%	0	0%	1	0%
	School #11	3	33%	4	50%	0	0%	13	69%	138	73%	0	0%	0	0%
	School #2	0	0%	0	0%	0	0%	2	50%	21	38%	0	0%	0	0%
	School #6	2	50%	0	0%	0	0%	18	44%	91	52%	0	0%	0	0%
	School #7	1	100%	1	0%	0	0%	24	71%	62	60%	0	0%	0	0%
	School #8	0	0%	0	0%	0	0%	8	100%	76	78%	0	0%	0	0%
Pleasantville ¹	North Main Street School	1	100%	0	0%	0	0%	20	50%	22	27%	0	0%	0	0%
Salem City ¹	John Fenwick School	8	50%	0	0%	0	0%	81	78%	6	83%	0	0%	7	43%

EXHIBIT D-12 (Continued)
PERCENTAGE OF FIRST GRADE STUDENTS SCORING “PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Trenton ¹	Columbus School	0	0%	0	0%	0	0%	13	77%	3	67%	0	0%	0	0%
	Grant School	0	0%	0	0%	0	0%	21	67%	26	65%	0	0%	0	0%
	Jefferson School	0	0%	0	0%	0	0%	50	64%	2	50%	0	0%	0	0%
	Monument School	0	0%	1	100%	0	0%	51	57%	4	75%	0	0%	0	0%
	Stokes Elementary	0	0%	0	0%	0	0%	57	42%	0	0%	0	0%	0	0%
Union City ¹	Edison School	2	100%	0	0%	0	0%	2	0%	145	79%	0	0%	0	0%
	George Washington School	2	100%	0	0%	0	0%	0	0%	60	90%	0	0%	0	0%
	Robert Waters School	6	83%	1	100%	0	0%	0	0%	133	74%	0	0%	0	0%
	Sara M. Gilmore School	1	100%	0	0%	0	0%	2	100%	63	60%	0	0%	0	0%
	Veteran's Memorial School	1	0%	1	100%	0	0%	0	0%	65	51%	0	0%	0	0%
West New York Township ¹	Harry L. Bain	0	0%	1	100%	0	0%	2	100%	92	72%	0	0%	5	100%
	School #2	3	100%	1	0%	0	0%	0	0%	67	75%	0	0%	0	0%
	School #5	0	0%	0	0%	0	0%	0	0%	84	77%	0	0%	1	100%
	School #4	0	0%	0	0%	0	0%	1	100%	76	68%	0	0%	3	67%
Wildwood City	Glenwood Elementary	17	65%	0	0%	0	0%	10	80%	27	52%	1	100%	2	50%
TOTAL FOR NJ READING FIRST		701	80%	159	76%	11	73%	1,945	67%	2,901	68%	6	67%	52	73%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-13
PERCENTAGE OF FIRST GRADE STUDENTS SCORING “ADVANCED PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	0	0%	0	0%	0	0%	67	64%	9	78%	0	0%	0	0%
	New Jersey Avenue	1	0%	1	100%	5	60%	21	29%	12	42%	0	0%	0	0%
	New York Avenue School	1	0%	2	0%	0	0%	53	13%	11	18%	0	0%	0	0%
	Sovereign Avenue School	3	67%	22	45%	0	0%	4	25%	70	20%	0	0%	0	0%
	Texas Avenue School	0	0%	17	35%	0	0%	5	20%	35	14%	0	0%	0	0%
	Uptown School Complex	1	100%	0	0%	0	0%	62	16%	10	10%	0	0%	0	0%
Carteret	Columbus Elementary School	11	18%	14	21%	0	0%	29	21%	49	10%	0	0%	0	0%
	Nathan Hale School	12	42%	22	32%	0	0%	12	17%	39	18%	0	0%	0	0%
City of Orange ¹	Forest Street School	0	0%	0	0%	0	0%	23	26%	5	40%	0	0%	1	0%
	Lincoln Avenue School	0	0%	0	0%	0	0%	47	91%	33	27%	0	0%	1	100%
East Orange ¹	Ecole Toussaint L'Ouverture	0	0%	0	0%	0	0%	41	15%	0	0%	0	0%	0	0%
	George Washington Carver Institute	0	0%	0	0%	0	0%	76	14%	1	0%	0	0%	0	0%
	Langston Hughes	0	0%	0	0%	0	0%	79	18%	2	0%	0	0%	0	0%
	Mildred Barry-Garvin Elementary School	0	0%	0	0%	0	0%	33	48%	1	0%	0	0%	0	0%
Egg Harbor City	Charles L. Spragg Elementary School	21	71%	0	0%	0	0%	12	50%	20	35%	0	0%	0	0%

EXHIBIT D-13 (Continued)
**PERCENTAGE OF FIRST GRADE STUDENTS SCORING “ADVANCED PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL**

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elizabeth ¹	Abraham Lincoln School #14	17	65%	5	80%	0	0%	14	57%	122	49%	0	0%	6	0%
	Benjamin Franklin School #13	5	40%	0	0%	0	0%	19	32%	32	38%	0	0%	5	40%
	Charles J. Hudson School #25	0	0%	0	0%	0	0%	4	25%	27	41%	0	0%	0	0%
	George Washington School #1	6	50%	0	0%	0	0%	55	31%	101	27%	0	0%	1	0%
	Marquis DeLafayette #6	7	14%	0	0%	0	0%	52	23%	52	13%	0	0%	5	40%
	Nicholas Murray Butler School #23	8	63%	3	100%	1	0%	65	60%	65	49%	0	0%	5	40%
	Peterstown School #3	3	67%	0	0%	0	0%	20	10%	85	19%	0	0%	1	0%
	Theodore Roosevelt School #17	3	67%	0	0%	1	100%	40	35%	65	49%	0	0%	2	50%
	Winfield Scott School #2	2	100%	2	50%	1	100%	31	23%	27	26%	0	0%	1	100%
Englewood	Cleveland Elementary School	3	33%	1	100%	0	0%	45	36%	14	50%	0	0%	0	0%
	Donald A. Quarles	1	100%	0	0%	0	0%	30	30%	15	40%	2	0%	0	0%
Hackensack	Fairmount Elementary	14	29%	7	57%	0	0%	34	26%	42	26%	0	0%	0	0%
	Hillers Avenue School	7	71%	4	25%	0	0%	23	48%	30	43%	1	0%	1	0%
	Jackson Avenue School	3	67%	5	40%	0	0%	10	30%	48	17%	2	0%	0	0%
	Parker Elementary School	11	73%	12	58%	0	0%	29	48%	30	37%	0	0%	0	0%
Hoboken ¹	Calabro Primary School	4	25%	0	0%	0	0%	2	50%	11	36%	0	0%	0	0%
	Thomas G. Connors	4	50%	0	0%	0	0%	11	0%	26	23%	0	0%	1	0%
	Wallace Elementary School	14	14%	4	25%	0	0%	6	0%	50	26%	0	0%	0	0%
Jackson Township	Crawford-Rodriguez Elementary School	117	62%	4	50%	0	0%	8	63%	19	21%	0	0%	0	0%
	Switlick Elementary	141	54%	2	50%	0	0%	12	42%	4	0%	0	0%	0	0%
	Sylvia Rosenauer School	51	31%	4	75%	0	0%	2	0%	6	67%	0	0%	0	0%

EXHIBIT D-13 (Continued)
**PERCENTAGE OF FIRST GRADE STUDENTS SCORING “ADVANCED PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL**

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Jersey City ¹	Public School #41	0	0%	0	0%	2	0%	32	34%	1	0%	0	0%	0	0%
	Public School #14	0	0%	0	0%	0	0%	63	24%	3	100%	0	0%	0	0%
	Public School #15	0	0%	0	0%	0	0%	48	25%	4	0%	0	0%	0	0%
	Public School #22	0	0%	1	0%	0	0%	26	31%	33	33%	0	0%	0	0%
	Public School #34	2	50%	1	100%	0	0%	53	53%	14	29%	0	0%	1	100%
Keansburg	Port Monmouth Road School	99	26%	2	100%	0	0%	19	5%	20	20%	0	0%	2	0%
LEAP Academy	LEAP Academy University Charter School	0	0%	0	0%	0	0%	32	53%	21	38%	0	0%	0	0%
Linden	School #2	10	50%	1	0%	0	0%	23	30%	18	22%	0	0%	0	0%
	School #4	15	33%	2	100%	0	0%	47	32%	26	38%	0	0%	0	0%
	School # 5	23	43%	4	75%	0	0%	68	15%	20	20%	0	0%	0	0%
	School # 6	29	10%	2	100%	0	0%	7	43%	11	36%	0	0%	0	0%
New Brunswick ¹	A. Chester Redshaw School	0	0%	0	0%	1	100%	14	7%	62	11%	0	0%	0	0%
	Lord Stirling Elementary School	0	0%	0	0%	0	0%	16	13%	60	8%	0	0%	0	0%
	Paul Roberson Elementary School	0	0%	2	100%	0	0%	20	35%	42	33%	0	0%	0	0%
Passaic City ¹	School #10	2	0%	0	0%	0	0%	9	11%	102	20%	0	0%	1	0%
	School #11	3	0%	4	25%	0	0%	13	15%	138	36%	0	0%	0	0%
	School #2	0	0%	0	0%	0	0%	2	0%	21	5%	0	0%	0	0%
	School #6	2	50%	0	0%	0	0%	18	17%	91	14%	0	0%	0	0%
	School #7	1	100%	1	0%	0	0%	24	21%	62	18%	0	0%	0	0%
	School #8	0	0%	0	0%	0	0%	8	63%	76	53%	0	0%	0	0%
Pleasantville ¹	North Main Street School	1	100%	0	0%	0	0%	20	10%	22	0%	0	0%	0	0%
Salem City ¹	John Fenwick School	8	25%	0	0%	0	0%	81	27%	6	33%	0	0%	7	0%

EXHIBIT D-13 (Continued)
**PERCENTAGE OF FIRST GRADE STUDENTS SCORING “ADVANCED PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL**

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Trenton ¹	Columbus School	0	0%	0	0%	0	0%	13	54%	3	33%	0	0%	0	0%
	Grant School	0	0%	0	0%	0	0%	21	38%	26	31%	0	0%	0	0%
	Jefferson School	0	0%	0	0%	0	0%	50	24%	2	0%	0	0%	0	0%
	Monument School	0	0%	1	100%	0	0%	51	16%	4	25%	0	0%	0	0%
	Stokes Elementary	0	0%	0	0%	0	0%	57	9%	0	0%	0	0%	0	0%
Union City ¹	Edison School	2	100%	0	0%	0	0%	2	0%	145	41%	0	0%	0	0%
	George Washington School	2	100%	0	0%	0	0%	0	0%	60	67%	0	0%	0	0%
	Robert Waters School	6	33%	1	100%	0	0%	0	0%	133	38%	0	0%	0	0%
	Sara M. Gilmore School	1	100%	0	0%	0	0%	2	50%	63	40%	0	0%	0	0%
	Veteran's Memorial School	1	0%	1	0%	0	0%	0	0%	65	12%	0	0%	0	0%
West New York Township ¹	Harry L. Bain	0	0%	1	0%	0	0%	2	50%	92	36%	0	0%	5	20%
	School #2	3	33%	1	0%	0	0%	0	0%	67	34%	0	0%	0	0%
	School #5	0	0%	0	0%	0	0%	0	0%	84	32%	0	0%	1	100%
	School #4	0	0%	0	0%	0	0%	1	100%	76	30%	0	0%	3	0%
Wildwood City	Glenwood Elementary	17	35%	0	0%	0	0%	10	10%	27	22%	1	0%	2	0%
TOTAL FOR NJ READING FIRST		701	45%	159	47%	11	55%	1,945	30%	2,901	30%	6	0%	52	23%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-14
PERCENTAGE OF SECOND GRADE STUDENTS SCORING “PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	2	50%	0	0%	0	0%	48	44%	4	50%	0	0%	0	0%
	New Jersey Avenue	0	0%	1	0%	0	0%	28	46%	20	45%	0	0%	1	100%
	New York Avenue School	0	0%	2	0%	0	0%	45	20%	10	20%	0	0%	0	0%
	Sovereign Avenue School	2	50%	20	75%	0	0%	4	25%	66	39%	0	0%	0	0%
	Texas Avenue School	0	0%	15	53%	0	0%	9	33%	37	27%	0	0%	0	0%
	Uptown School Complex	1	100%	0	0%	0	0%	65	45%	11	64%	0	0%	0	0%
Carteret	Columbus Elementary School	11	64%	15	80%	3	67%	29	48%	44	66%	0	0%	0	0%
	Nathan Hale School	20	65%	12	75%	4	100%	12	67%	44	70%	1	100%	0	0%
City of Orange ¹	Forest Street School	0	0%	0	0%	0	0%	29	62%	9	56%	0	0%	0	0%
	Lincoln Avenue School	0	0%	1	100%	0	0%	51	61%	28	29%	0	0%	2	100%
East Orange ¹	Ecole Toussaint L'Ouverture	0	0%	0	0%	0	0%	59	34%	0	0%	0	0%	0	0%
	George Washington Carver Institute	0	0%	0	0%	0	0%	78	24%	2	0%	0	0%	0	0%
	Langston Hughes	0	0%	0	0%	0	0%	64	38%	2	0%	0	0%	0	0%
	Mildred Barry-Garvin Elementary School	0	0%	0	0%	0	0%	39	64%	1	0%	0	0%	0	0%
Egg Harbor City	Charles L. Spragg Elementary School	15	73%	0	0%	0	0%	11	64%	20	70%	0	0%	2	50%

EXHIBIT D-14 (Continued)
PERCENTAGE OF SECOND GRADE STUDENTS SCORING “PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elizabeth ¹	Abraham Lincoln School #14	18	56%	5	80%	0	0%	14	36%	105	71%	0	0%	6	50%
	Benjamin Franklin School #13	2	0%	0	0%	0	0%	16	50%	28	68%	0	0%	7	57%
	Charles J. Hudson School #25	1	100%	0	0%	0	0%	5	60%	40	35%	0	0%	1	100%
	George Washington School #1	4	25%	0	0%	0	0%	62	29%	107	43%	0	0%	2	0%
	Marquis DeLafayette #6	0	0%	0	0%	1	100%	31	29%	57	37%	0	0%	12	33%
	Nicholas Murray Butler School #23	7	86%	7	71%	2	100%	56	70%	44	80%	0	0%	11	100%
	Peterstown School #3	6	33%	3	0%	0	0%	17	41%	93	49%	0	0%	2	100%
	Theodore Roosevelt School #17	1	100%	0	0%	1	100%	23	43%	61	64%	0	0%	3	67%
	Winfield Scott School #2	3	100%	2	50%	0	0%	22	36%	17	35%	0	0%	2	50%
Englewood	Cleveland Elementary School	3	100%	5	80%	0	0%	39	69%	24	75%	0	0%	0	0%
	Lincoln Elementary School	2	100%	4	100%	0	0%	47	53%	34	47%	0	0%	0	0%
Hackensack	Fairmount Elementary	16	69%	9	44%	0	0%	46	54%	35	57%	1	100%	0	0%
	Hillers Avenue School	9	78%	5	80%	0	0%	31	61%	27	59%	0	0%	0	0%
	Jackson Avenue School	5	60%	5	60%	0	0%	6	50%	48	46%	0	0%	0	0%
	Parker Elementary School	14	71%	4	100%	0	0%	24	67%	25	68%	0	0%	0	0%
Hoboken ¹	Calabro Primary School	9	89%	2	100%	0	0%	1	100%	15	60%	0	0%	0	0%
	Thomas G. Connors	1	100%	0	0%	0	0%	8	38%	25	56%	0	0%	0	0%
	Wallace Elementary School	18	89%	5	80%	0	0%	7	43%	60	47%	0	0%	0	0%
Jackson Township	Crawford-Rodriguez Elementary School	103	76%	7	57%	0	0%	5	40%	11	73%	0	0%	0	0%
	Switlick Elementary	146	79%	2	100%	0	0%	12	83%	2	100%	0	0%	0	0%
	Sylvia Rosenauer School	63	83%	3	100%	0	0%	4	50%	1	100%	0	0%	0	0%

EXHIBIT D-14 (Continued)
PERCENTAGE OF SECOND GRADE STUDENTS SCORING “PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Jersey City ¹	Public School #41	0	0%	0	0%	0	0%	31	19%	4	25%	0	0%	0	0%
	Public School #14	0	0%	0	0%	0	0%	33	36%	6	67%	0	0%	0	0%
	Public School #15	0	0%	0	0%	0	0%	76	55%	6	33%	0	0%	1	100%
	Public School #22	2	50%	0	0%	0	0%	29	41%	31	55%	0	0%	0	0%
	Public School #34	0	0%	2	100%	0	0%	48	56%	15	73%	0	0%	4	50%
Keansburg	Port Monmouth Road School	87	71%	1	100%	0	0%	15	73%	19	58%	0	0%	0	0%
LEAP Academy	LEAP Academy University Charter School	0	0%	0	0%	0	0%	24	58%	30	63%	0	0%	0	0%
Linden	School #2	6	50%	1	0%	0	0%	17	47%	18	67%	0	0%	0	0%
	School #4	13	62%	2	100%	0	0%	35	51%	39	64%	0	0%	0	0%
	School # 5	15	67%	1	100%	0	0%	52	58%	25	52%	0	0%	0	0%
	School # 6	25	68%	1	100%	0	0%	6	33%	20	65%	0	0%	0	0%
New Brunswick ¹	A. Chester Redshaw School	1	100%	0	0%	0	0%	15	47%	59	47%	0	0%	1	0%
	Lord Stirling Elementary School	0	0%	0	0%	0	0%	17	35%	72	28%	0	0%	0	0%
	Paul Roberson Elementary School	0	0%	0	0%	0	0%	16	75%	43	40%	0	0%	0	0%
Passaic City ¹	School #10	2	0%	0	0%	0	0%	7	43%	96	56%	0	0%	0	0%
	School #11	2	100%	2	100%	0	0%	10	50%	142	55%	0	0%	0	0%
	School #2	1	100%	0	0%	0	0%	3	33%	39	33%	0	0%	0	0%
	School #6	0	0%	0	0%	0	0%	14	43%	93	52%	0	0%	0	0%
	School #7	2	0%	2	0%	0	0%	12	33%	55	55%	0	0%	0	0%
	School #8	1	0%	0	0%	0	0%	11	64%	80	69%	0	0%	0	0%
Pleasantville ¹	North Main Street School	0	0%	0	0%	0	0%	31	42%	14	64%	0	0%	0	0%
Salem City ¹	John Fenwick School	9	67%	0	0%	0	0%	82	49%	3	0%	0	0%	8	75%

EXHIBIT D-14 (Continued)
PERCENTAGE OF SECOND GRADE STUDENTS SCORING “PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Trenton ¹	Columbus School	0	0%	0	0%	0	0%	2	0%	6	100%	0	0%	0	0%
	Grant School	0	0%	0	0%	0	0%	15	20%	33	52%	0	0%	0	0%
	Jefferson School	0	0%	0	0%	0	0%	32	53%	2	100%	0	0%	0	0%
	Monument School	0	0%	0	0%	0	0%	48	38%	7	57%	0	0%	0	0%
	Stokes Elementary	0	0%	0	0%	0	0%	60	47%	3	0%	0	0%	0	0%
Union City ¹	Edison School	5	100%	1	100%	0	0%	2	100%	124	52%	0	0%	0	0%
	George Washington School	0	0%	0	0%	0	0%	3	67%	82	46%	0	0%	0	0%
	Robert Waters School	3	100%	0	0%	0	0%	2	50%	142	56%	0	0%	0	0%
	Sara M. Gilmore School	2	50%	0	0%	0	0%	0	0%	59	64%	0	0%	0	0%
	Veteran's Memorial School	3	33%	0	0%	0	0%	0	0%	61	44%	0	0%	0	0%
West New York Township ¹	Harry L. Bain	7	57%	1	100%	0	0%	3	0%	45	76%	0	0%	2	100%
	School #2	2	50%	1	100%	0	0%	0	0%	66	61%	0	0%	0	0%
	School #5	0	0%	0	0%	0	0%	0	0%	63	59%	0	0%	1	100%
	School #4	2	100%	0	0%	0	0%	0	0%	41	54%	0	0%	0	0%
Wildwood City	Glenwood Elementary	10	90%	0	0%	0	0%	8	63%	19	74%	2	50%	0	0%
TOTAL FOR NJ READING FIRST		682	73%	149	70%	11	91%	1,806	47%	2,819	54%	4	75%	68	65%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-15
PERCENTAGE OF SECOND GRADE STUDENTS SCORING “ADVANCED PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	2	0%	0	0%	0	0%	48	15%	4	0%	0	0%	0	0%
	New Jersey Avenue	0	0%	1	0%	0	0%	28	4%	20	0%	0	0%	1	0%
	New York Avenue School	0	0%	2	0%	0	0%	45	2%	10	0%	0	0%	0	0%
	Sovereign Avenue School	2	50%	20	35%	0	0%	4	25%	66	9%	0	0%	0	0%
	Texas Avenue School	0	0%	15	20%	0	0%	9	0%	37	3%	0	0%	0	0%
	Uptown School Complex	1	0%	0	0%	0	0%	65	17%	11	18%	0	0%	0	0%
Carteret	Columbus Elementary School	11	18%	15	27%	3	0%	29	10%	44	25%	0	0%	0	0%
	Nathan Hale School	20	5%	12	33%	4	50%	12	42%	44	23%	1	100%	0	0%
City of Orange ¹	Forest Street School	0	0%	0	0%	0	0%	29	0%	9	22%	0	0%	0	0%
	Lincoln Avenue School	0	0%	1	100%	0	0%	51	18%	28	11%	0	0%	2	50%
East Orange ¹	Ecole Toussaint L'Ouverture	0	0%	0	0%	0	0%	59	8%	0	0%	0	0%	0	0%
	George Washington Carver Institute	0	0%	0	0%	0	0%	78	6%	2	0%	0	0%	0	0%
	Langston Hughes	0	0%	0	0%	0	0%	64	6%	2	0%	0	0%	0	0%
	Mildred Barry-Garvin Elementary School	0	0%	0	0%	0	0%	39	8%	1	0%	0	0%	0	0%
Egg Harbor City	Charles L. Spragg Elementary School	15	20%	0	0%	0	0%	11	36%	20	30%	0	0%	2	0%

EXHIBIT D-15 (Continued)
**PERCENTAGE OF SECOND GRADE STUDENTS SCORING “ADVANCED PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL**

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elizabeth ¹	Abraham Lincoln School #14	18	6%	5	40%	0	0%	14	7%	105	37%	0	0%	6	0%
	Benjamin Franklin School #13	2	0%	0	0%	0	0%	16	6%	28	18%	0	0%	7	29%
	Charles J. Hudson School #25	1	0%	0	0%	0	0%	5	0%	40	10%	0	0%	1	0%
	George Washington School #1	4	0%	0	0%	0	0%	62	10%	107	11%	0	0%	2	0%
	Marquis DeLafayette #6	0	0%	0	0%	1	100%	31	0%	57	19%	0	0%	12	0%
	Nicholas Murray Butler School #23	7	57%	7	43%	2	100%	56	32%	44	57%	0	0%	11	55%
	Peterstown School #3	6	33%	3	0%	0	0%	17	24%	93	16%	0	0%	2	0%
	Theodore Roosevelt School #17	1	0%	0	0%	1	100%	23	13%	61	31%	0	0%	3	33%
	Winfield Scott School #2	3	33%	2	0%	0	0%	22	14%	17	6%	0	0%	2	50%
Englewood	Cleveland Elementary School	3	33%	5	40%	0	0%	39	28%	24	13%	0	0%	0	0%
	Lincoln Elementary School	2	0%	4	75%	0	0%	47	19%	34	9%	0	0%	0	0%
Hackensack	Fairmount Elementary	16	44%	9	0%	0	0%	46	24%	35	17%	1	0%	0	0%
	Hillers Avenue School	9	67%	5	40%	0	0%	31	23%	27	26%	0	0%	0	0%
	Jackson Avenue School	5	20%	5	20%	0	0%	6	0%	48	8%	0	0%	0	0%
	Parker Elementary School	14	14%	4	0%	0	0%	24	33%	25	32%	0	0%	0	0%
Hoboken ¹	Calabro Primary School	9	22%	2	0%	0	0%	1	0%	15	27%	0	0%	0	0%
	Thomas G. Connors	1	100%	0	0%	0	0%	8	13%	25	12%	0	0%	0	0%
	Wallace Elementary School	18	33%	5	60%	0	0%	7	0%	60	10%	0	0%	0	0%
Jackson Township	Crawford-Rodriguez Elementary School	103	28%	7	43%	0	0%	5	0%	11	18%	0	0%	0	0%
	Switlick Elementary	146	34%	2	0%	0	0%	12	33%	2	100%	0	0%	0	0%
	Sylvia Rosenauer School	63	43%	3	33%	0	0%	4	25%	1	0%	0	0%	0	0%

EXHIBIT D-15 (Continued)
**PERCENTAGE OF SECOND GRADE STUDENTS SCORING “ADVANCED PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL**

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Jersey City ¹	Public School #41	0	0%	0	0%	0	0%	31	3%	4	0%	0	0%	0	0%
	Public School #14	0	0%	0	0%	0	0%	33	15%	6	0%	0	0%	0	0%
	Public School #15	0	0%	0	0%	0	0%	76	11%	6	17%	0	0%	1	100%
	Public School #22	2	0%	0	0%	0	0%	29	7%	31	10%	0	0%	0	0%
	Public School #34	0	0%	2	100%	0	0%	48	10%	15	20%	0	0%	4	25%
Keansburg	Port Monmouth Road School	87	29%	1	100%	0	0%	15	27%	19	16%	0	0%	0	0%
LEAP Academy	LEAP Academy University Charter School	0	0%	0	0%	0	0%	24	13%	30	13%	0	0%	0	0%
Linden	School #2	6	33%	1	0%	0	0%	17	6%	18	22%	0	0%	0	0%
	School #4	13	23%	2	50%	0	0%	35	17%	39	8%	0	0%	0	0%
	School # 5	15	27%	1	0%	0	0%	52	12%	25	8%	0	0%	0	0%
	School # 6	25	32%	1	0%	0	0%	6	0%	20	5%	0	0%	0	0%
New Brunswick ¹	A. Chester Redshaw School	1	100%	0	0%	0	0%	15	7%	59	12%	0	0%	1	0%
	Lord Stirling Elementary School	0	0%	0	0%	0	0%	17	12%	72	1%	0	0%	0	0%
	Paul Roberson Elementary School	0	0%	0	0%	0	0%	16	19%	43	12%	0	0%	0	0%
Passaic City ¹	School #10	2	0%	0	0%	0	0%	7	0%	96	13%	0	0%	0	0%
	School #11	2	50%	2	50%	0	0%	10	10%	142	17%	0	0%	0	0%
	School #2	1	0%	0	0%	0	0%	3	0%	39	10%	0	0%	0	0%
	School #6	0	0%	0	0%	0	0%	14	29%	93	22%	0	0%	0	0%
	School #7	2	0%	2	0%	0	0%	12	0%	55	20%	0	0%	0	0%
	School #8	1	0%	0	0%	0	0%	11	27%	80	19%	0	0%	0	0%
Pleasantville ¹	North Main Street School	0	0%	0	0%	0	0%	31	16%	14	21%	0	0%	0	0%
Salem City ¹	John Fenwick School	9	11%	0	0%	0	0%	82	11%	3	0%	0	0%	8	13%

EXHIBIT D-15 (Continued)
**PERCENTAGE OF SECOND GRADE STUDENTS SCORING “ADVANCED PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY ETHNICITY AND READING FIRST SCHOOL**

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT													
		WHITE		ASIAN		AMERICAN INDIAN/ ALASKAN		AFRICAN AMERICAN		HISPANIC OR LATINO AMERICAN		HAWAIIAN/ PACIFIC ISLANDER		OTHER	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Trenton ¹	Columbus School	0	0%	0	0%	0	0%	2	0%	6	33%	0	0%	0	0%
	Grant School	0	0%	0	0%	0	0%	15	7%	33	21%	0	0%	0	0%
	Jefferson School	0	0%	0	0%	0	0%	32	22%	2	100%	0	0%	0	0%
	Monument School	0	0%	0	0%	0	0%	48	17%	7	0%	0	0%	0	0%
	Stokes Elementary	0	0%	0	0%	0	0%	60	3%	3	0%	0	0%	0	0%
Union City ¹	Edison School	5	40%	1	0%	0	0%	2	0%	124	14%	0	0%	0	0%
	George Washington School	0	0%	0	0%	0	0%	3	33%	82	7%	0	0%	0	0%
	Robert Waters School	3	0%	0	0%	0	0%	2	0%	142	11%	0	0%	0	0%
	Sara M. Gilmore School	2	50%	0	0%	0	0%	0	0%	59	19%	0	0%	0	0%
	Veteran's Memorial School	3	0%	0	0%	0	0%	0	0%	61	7%	0	0%	0	0%
West New York Township ¹	Harry L. Bain	7	29%	1	100%	0	0%	3	0%	45	40%	0	0%	2	100%
	School #2	2	0%	1	0%	0	0%	0	0%	66	18%	0	0%	0	0%
	School #5	0	0%	0	0%	0	0%	0	0%	63	19%	0	0%	1	0%
	School #4	2	100%	0	0%	0	0%	0	0%	41	24%	0	0%	0	0%
Wildwood City	Glenwood Elementary	10	60%	0	0%	0	0%	8	50%	19	21%	2	0%	0	0%
TOTAL FOR NJ READING FIRST		682	30%	149	30%	11	55%	1,806	13%	2,819	17%	4	25%	68	24%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-16
PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE/REDUCED
MEALS SCORING “PROFICIENT” ON THE TERRANOVA PLUS®
ASSESSMENT BY GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	54	76%	52	85%	38	39%
	New Jersey Avenue	19	84%	7	86%	21	43%
	New York Avenue School	46	65%	40	50%	39	21%
	Sovereign Avenue School	66	53%	69	62%	66	50%
	Texas Avenue School	67	33%	50	60%	58	34%
	Uptown School Complex	79	89%	69	61%	68	47%
Carteret	Columbus Elementary School	62	53%	76	54%	55	60%
	Nathan Hale School	52	48%	63	65%	67	66%
City of Orange ¹	Forest Street School	23	74%	23	78%	25	56%
	Lincoln Avenue School	44	48%	67	76%	66	50%
East Orange ¹	Ecole Toussaint L'Ouverture	28	82%	31	55%	45	33%
	George Washington Carver Institute	42	74%	38	55%	46	26%
	Langston Hughes	48	81%	57	68%	45	36%
	Mildred Barry-Garvin Elementary School	15	73%	23	91%	21	71%
Egg Harbor City	Charles L. Spragg Elementary School	41	51%	40	80%	34	74%
Elizabeth ¹	Abraham Lincoln School #14	158	68%	138	88%	116	66%
	Benjamin Franklin School #13	63	86%	52	81%	48	58%
	Charles J. Hudson School #25	37	73%	29	79%	42	38%
	George Washington School #1	153	63%	152	66%	163	37%
	Marquis DeLafayette #6	89	76%	104	56%	96	34%
	Nicholas Murray Butler School #23	135	69%	128	84%	115	75%
	Peterstown School #3	112	57%	94	61%	103	47%
	Theodore Roosevelt School #17	82	59%	93	73%	78	60%
Winfield Scott School #2	69	68%	58	64%	44	43%	
Englewood	Cleveland Elementary School	0	0%	33	79%	45	71%
	Donald A. Quarles	114	60%	37	65%	0	0%
	Lincoln Elementary School	0	0%	36	61%	59	47%
Hackensack	Fairmount Elementary	58	57%	37	49%	42	50%
	Hillers Avenue School	49	61%	37	84%	41	59%
	Jackson Avenue School	42	83%	42	52%	35	46%
	Parker Elementary School	41	61%	32	81%	26	65%
Hoboken ¹	Calabro Primary School	9	67%	12	58%	13	69%
	Thomas G. Connors	54	54%	40	65%	32	50%
	Wallace Elementary School	59	66%	56	68%	62	52%

EXHIBIT D-16 (Continued)
PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE/REDUCED
MEALS SCORING “PROFICIENT” ON THE TERRANOVA PLUS®
ASSESSMENT BY GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Jackson Township	Crawford-Rodriguez Elementary School	0	0%	15	73%	13	62%
	Switlick Elementary	8	75%	14	71%	15	87%
	Sylvia Rosenauer School	6	33%	2	100%	3	67%
Jersey City ¹	Public School #41	46	78%	32	66%	33	21%
	Public School #14	34	47%	65	54%	38	42%
	Public School #15	41	85%	52	62%	79	56%
	Public School #22	52	73%	59	64%	61	48%
	Public School #34	68	91%	71	86%	68	62%
Keansburg	Port Monmouth Road School	89	66%	97	59%	86	66%
LEAP Academy	LEAP Academy University Charter School	49	94%	46	78%	46	59%
Linden	School #2	23	74%	31	61%	33	58%
	School #4	51	84%	63	75%	58	60%
	School # 5	61	43%	70	56%	61	52%
	School # 6	18	61%	17	65%	27	63%
New Brunswick ¹	A. Chester Redshaw School	28	86%	52	44%	55	53%
	Lord Stirling Elementary School	89	60%	70	43%	84	30%
	Paul Roberson Elementary School	92	59%	57	79%	51	49%
Passaic City ¹	School #10	104	76%	109	65%	102	54%
	School #11	0	0%	149	72%	148	57%
	School #16	108	60%	0	0%	0	0%
	School #2	26	69%	22	41%	43	35%
	School #6	117	57%	101	48%	96	52%
	School #7	71	65%	82	61%	64	44%
	School #8	70	93%	63	76%	81	73%
	Vincent Capuana School #15	130	83%	0	0%	0	0%
Pleasantville ¹	North Main Street School	45	78%	37	43%	37	49%
Salem City ¹	John Fenwick School	96	68%	93	73%	95	49%
Trenton ¹	Columbus School	14	93%	15	73%	8	75%
	Grant School	32	97%	45	64%	46	43%
	Jefferson School	55	91%	47	60%	31	55%
	Monument School	37	43%	55	58%	54	41%
	Stokes Elementary	62	66%	56	41%	62	45%
Union City ¹	Edison School	190	86%	146	79%	132	55%
	George Washington School	40	85%	58	90%	83	47%
	Robert Waters School	103	85%	139	74%	139	59%
	Sara M. Gilmore School	61	72%	63	60%	58	64%
	Veteran's Memorial School	35	80%	62	48%	62	44%

EXHIBIT D-16 (Continued)
PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE/REDUCED MEALS SCORING “PROFICIENT” ON THE TERRANOVA PLUS®
ASSESSMENT BY GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
West New York Township ¹	Harry L. Bain	73	70%	68	69%	60	65%
	School #2	48	54%	51	76%	53	57%
	School #5	86	73%	79	77%	51	59%
	School #4	52	42%	71	69%	37	51%
Wildwood City	Glenwood Elementary	47	47%	50	60%	35	71%
TOTAL FOR NJ READING FIRST		4,467	69%	4,389	67%	4,242	52%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-17
PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE/REDUCED MEALS SCORING “ADVANCED PROFICIENT” ON THE TERRANOVA PLUS®
ASSESSMENT BY GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	54	46%	52	65%	38	18%
	New Jersey Avenue	19	53%	7	71%	21	0%
	New York Avenue School	46	46%	40	15%	39	0%
	Sovereign Avenue School	66	35%	69	25%	66	14%
	Texas Avenue School	67	12%	50	22%	58	7%
	Uptown School Complex	79	66%	69	16%	68	16%
Carteret	Columbus Elementary School	62	23%	76	14%	55	18%
	Nathan Hale School	52	23%	63	19%	67	22%
City of Orange ¹	Forest Street School	23	65%	23	22%	25	4%
	Lincoln Avenue School	44	30%	67	63%	66	17%
East Orange ¹	Ecole Toussaint L'Ouverture	28	54%	31	16%	45	7%
	George Washington Carver Institute	42	33%	38	13%	46	7%
	Langston Hughes	48	56%	57	21%	45	7%
	Mildred Barry-Garvin Elementary School	15	27%	23	43%	21	5%

EXHIBIT D-17 (Continued)
PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE/REDUCED
MEALS SCORING “ADVANCED PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY GRADE AND READING
FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Egg Harbor City	Charles L. Spragg Elementary School	41	20%	40	55%	34	32%
Elizabeth ¹	Abraham Lincoln School #14	158	41%	138	47%	116	33%
	Benjamin Franklin School #13	63	44%	52	35%	48	15%
	Charles J. Hudson School #25	37	35%	29	34%	42	10%
	George Washington School #1	153	22%	152	29%	163	10%
	Marquis DeLafayette #6	89	37%	104	20%	96	11%
	Nicholas Murray Butler School #23	135	30%	128	52%	115	45%
	Peterstown School #3	112	19%	94	20%	103	17%
	Theodore Roosevelt School #17	82	26%	93	42%	78	28%
Winfield Scott School #2	69	32%	58	28%	44	14%	
Englewood	Cleveland Elementary School	0	0%	33	24%	45	29%
	Donald A. Quarles	114	37%	37	30%	0	0%
	Lincoln Elementary School	0	0%	36	25%	59	19%
Hackensack	Fairmount Elementary	58	22%	37	24%	42	10%
	Hillers Avenue School	49	35%	37	41%	41	20%
	Jackson Avenue School	42	64%	42	12%	35	6%
	Parker Elementary School	41	46%	32	34%	26	31%
Hoboken ¹	Calabro Primary School	9	0%	12	33%	13	23%
	Thomas G. Connors	54	28%	40	20%	32	13%
	Wallace Elementary School	59	25%	56	23%	62	10%
Jackson Township	Crawford-Rodriguez Elementary School	0	0%	15	33%	13	31%
	Switlick Elementary	8	25%	14	29%	15	33%
	Sylvia Rosenauer School	6	17%	2	50%	3	67%
Jersey City ¹	Public School #41	46	48%	32	34%	33	3%
	Public School #14	34	26%	65	28%	38	13%
	Public School #15	41	51%	52	23%	79	13%
	Public School #22	52	62%	59	31%	61	8%
	Public School #34	68	78%	71	49%	68	16%
Keansburg	Port Monmouth Road School	89	27%	97	21%	86	26%
LEAP Academy	LEAP Academy University Charter School	49	73%	46	46%	46	13%
Linden	School #2	23	35%	31	26%	33	21%
	School #4	51	71%	63	29%	58	16%
	School # 5	61	11%	70	19%	61	8%
	School # 6	18	39%	17	24%	27	11%

EXHIBIT D-17 (Continued)
PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE/REDUCED
MEALS SCORING “ADVANCED PROFICIENT” ON THE
TERRANOVA PLUS® ASSESSMENT BY GRADE AND READING
FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
New Brunswick ¹	A. Chester Redshaw School	28	46%	52	8%	55	16%
	Lord Stirling Elementary School	89	28%	70	10%	84	4%
	Paul Roberson Elementary School	92	37%	57	33%	51	12%
Passaic City ¹	School #10	104	40%	109	18%	102	12%
	School #11	0	0%	149	33%	148	18%
	School #16	108	27%	0	0%	0	0%
	School #2	26	27%	22	5%	43	9%
	School #6	117	30%	101	16%	96	24%
	School #7	71	28%	82	18%	64	13%
	School #8	70	70%	63	51%	81	22%
Vincent Capuana School #15	130	55%	0	0%	0	0%	
Pleasantville ¹	North Main Street School	45	33%	37	8%	37	19%
Salem City ¹	John Fenwick School	96	40%	93	26%	95	11%
Trenton ¹	Columbus School	14	71%	15	47%	8	25%
	Grant School	32	78%	45	33%	46	17%
	Jefferson School	55	53%	47	23%	31	26%
	Monument School	37	24%	55	18%	54	15%
	Stokes Elementary	62	44%	56	9%	62	3%
Union City ¹	Edison School	190	58%	146	42%	132	14%
	George Washington School	40	33%	58	67%	83	8%
	Robert Waters School	103	56%	139	38%	139	12%
	Sara M. Gilmore School	61	49%	63	38%	58	21%
	Veteran's Memorial School	35	57%	62	10%	62	6%
West New York Township ¹	Harry L. Bain	73	34%	68	34%	60	35%
	School #2	48	25%	51	33%	53	13%
	School #5	86	45%	79	33%	51	16%
	School #4	52	15%	71	30%	37	24%
Wildwood City	Glenwood Elementary	47	32%	50	24%	35	31%
TOTAL FOR NJ READING FIRST		4,467	39%	4,389	30%	4,242	16%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-18
PERCENTAGE OF ESL STUDENTS SCORING
“PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY
GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	0	0%	0	0%	2	50%
	New Jersey Avenue	18	50%	7	57%	7	43%
	New York Avenue School	8	63%	5	40%	1	0%
	Sovereign Avenue School	49	59%	42	45%	32	47%
	Texas Avenue School	48	17%	25	36%	18	22%
Carteret	Columbus Elementary School	9	33%	13	62%	7	43%
	Nathan Hale School	16	31%	4	50%	11	27%
City of Orange ¹	Lincoln Avenue School	19	11%	23	52%	16	13%
Egg Harbor City	Charles L. Spragg Elementary School	4	50%	6	50%	2	0%
Elizabeth ¹	Abraham Lincoln School #14	115	66%	89	84%	62	74%
	Benjamin Franklin School #13	30	83%	19	74%	19	68%
	Charles J. Hudson School #25	21	67%	16	81%	27	33%
	George Washington School #1	50	64%	62	69%	56	30%
	Marquis DeLafayette #6	34	68%	43	51%	46	22%
	Nicholas Murray Butler School #23	62	68%	54	83%	49	73%
	Peterstown School #3	67	46%	60	58%	56	36%
	Theodore Roosevelt School #17	27	70%	42	81%	38	58%
Englewood	Winfield Scott School #2	22	82%	28	57%	15	47%
	Cleveland Elementary School	0	0%	0	0%	2	0%
	Donald A. Quarles	36	56%	0	0%	0	0%
Hackensack	Lincoln Elementary School	0	0%	28	61%	25	44%
	Fairmount Elementary	19	47%	10	0%	6	50%
	Hillers Avenue School	17	29%	1	100%	1	0%
	Jackson Avenue School	13	100%	7	14%	5	0%
Hoboken ¹	Parker Elementary School	4	0%	3	67%	1	0%
	Wallace Elementary School	9	0%	6	67%	5	40%
Jackson Township	Crawford-Rodriguez Elementary School	2	100%	24	83%	28	54%
	Sylvia Rosenauer School	3	33%	2	100%	2	50%
Keansburg	Port Monmouth Road School	1	100%	1	100%	1	100%
LEAP Academy	LEAP Academy University Charter School	0	0%	0	0%	2	0%
Linden	School #2	1	100%	0	0%	0	0%
	School #4	0	0%	0	0%	1	100%
	School #6	15	40%	10	40%	13	38%
New Brunswick ¹	A. Chester Redshaw School	5	100%	16	31%	19	42%
	Lord Stirling Elementary School	22	59%	18	44%	24	17%
	Paul Roberson Elementary School	25	64%	9	44%	17	29%

EXHIBIT D-18 (Continued)
PERCENTAGE OF ESL STUDENTS SCORING
“PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY
GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Passaic City ¹	School #10	31	71%	42	64%	31	26%
	School #11	0	0%	61	84%	22	36%
	School #16	53	38%	0	0%	0	0%
	School #2	9	56%	0	0%	20	20%
	School #6	46	65%	39	51%	38	37%
	School #7	25	64%	34	50%	22	36%
	School #8	23	91%	25	88%	18	72%
Pleasantville ¹	Vincent Capuana School #15	45	73%	0	0%	0	0%
	North Main Street School	0	0%	4	50%	0	0%
Trenton ¹	Grant School	3	100%	20	60%	30	50%
	Jefferson School	4	100%	4	75%	2	50%
	Monument School	0	0%	0	0%	2	50%
Union City ¹	Edison School	89	84%	68	81%	52	52%
	George Washington School	25	84%	30	83%	42	31%
	Robert Waters School	62	79%	66	56%	64	27%
	Sara M. Gilmore School	34	53%	33	48%	28	64%
	Veteran's Memorial School	15	73%	20	25%	22	14%
West New York Township ¹	Harry L. Bain	8	13%	13	38%	1	0%
	School #2	14	21%	4	50%	5	40%
	School #5	39	56%	23	57%	0	0%
	School #4	24	13%	19	42%	18	11%
Wildwood City	Glenwood Elementary	17	18%	12	33%	3	67%
TOTAL FOR NJ READING FIRST		1,337	59%	1,190	63%	1,036	41%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-19
PERCENTAGE OF ESL STUDENTS SCORING
“ADVANCED PROFICIENT” ON THE TERRANOVA PLUS®
ASSESSMENT BY GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	0	0%	0	0%	2	0%
	New Jersey Avenue	18	17%	7	43%	7	0%
	New York Avenue School	8	50%	5	20%	1	0%
	Sovereign Avenue School	49	43%	42	24%	32	9%
	Texas Avenue School	48	8%	25	4%	18	0%
Carteret	Columbus Elementary School	9	0%	13	8%	7	14%
	Nathan Hale School	16	19%	4	0%	11	0%
City of Orange ¹	Lincoln Avenue School	19	5%	23	13%	16	0%
Egg Harbor City	Charles L. Spragg Elementary School	4	0%	6	17%	2	0%
Elizabeth ¹	Abraham Lincoln School #14	115	30%	89	48%	62	53%
	Benjamin Franklin School #13	30	27%	19	37%	19	32%
	Charles J. Hudson School #25	21	48%	16	38%	27	7%
	George Washington School #1	50	16%	62	23%	56	5%
	Marquis DeLafayette #6	34	29%	43	14%	46	13%
	Nicholas Murray Butler School #23	62	26%	54	41%	49	53%
	Peterstown School #3	67	18%	60	17%	56	11%
	Theodore Roosevelt School #17	27	41%	42	52%	38	26%
Englewood	Winfield Scott School #2	22	50%	28	25%	15	7%
	Cleveland Elementary School	0	0%	0	0%	2	0%
	Donald A. Quarles	36	33%	0	0%	0	0%
Hackensack	Lincoln Elementary School	0	0%	28	21%	25	16%
	Fairmount Elementary	19	5%	10	0%	6	17%
	Hillers Avenue School	17	18%	1	100%	1	0%
	Jackson Avenue School	13	92%	7	0%	5	0%
Hoboken ¹	Parker Elementary School	4	0%	3	0%	1	0%
	Wallace Elementary School	9	0%	6	0%	5	20%
Jackson Township	Crawford-Rodriguez Elementary School	2	50%	24	42%	28	21%
	Sylvia Rosenauer School	3	0%	2	0%	2	50%
Keansburg	Port Monmouth Road School	1	100%	1	0%	1	0%
LEAP Academy	LEAP Academy University Charter School	0	0%	0	0%	2	0%
Linden	School #2	1	0%	0	0%	0	0%
	School #4	0	0%	0	0%	1	0%
	School #6	15	20%	10	0%	13	15%
New Brunswick ¹	A. Chester Redshaw School	5	80%	16	0%	19	0%
	Lord Stirling Elementary School	22	27%	18	6%	24	0%
	Paul Roberson Elementary School	25	32%	9	22%	17	0%

EXHIBIT D-19 (Continued)
PERCENTAGE OF ESL STUDENTS SCORING
“ADVANCED PROFICIENT” ON THE TERRANOVA PLUS®
ASSESSMENT BY GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Passaic City ¹	School #10	31	39%	42	19%	31	0%
	School #11	0	0%	61	46%	22	9%
	School #16	53	0%	0	0%	0	0%
	School #2	9	0%	0	0%	20	10%
	School #6	46	39%	39	10%	38	8%
	School #7	25	12%	34	12%	22	5%
	School #8	23	91%	25	84%	18	50%
Pleasantville ¹	Vincent Capuana School #15	45	40%	0	0%	0	0%
	North Main Street School	0	0%	4	0%	0	0%
Trenton ¹	Grant School	3	67%	20	30%	30	17%
	Jefferson School	4	100%	4	50%	2	50%
	Monument School	0	0%	0	0%	2	0%
Union City ¹	Edison School	89	47%	68	31%	52	13%
	George Washington School	25	40%	30	50%	42	5%
	Robert Waters School	62	45%	66	17%	64	3%
	Sara M. Gilmore School	34	26%	33	27%	28	11%
	Veteran's Memorial School	15	73%	20	0%	22	0%
West New York ¹	Harry L. Bain	8	0%	13	0%	1	0%
	School #2	14	0%	4	0%	5	0%
	School #5	39	18%	23	4%	0	0%
	School #4	24	0%	19	5%	18	0%
Wildwood City	Glenwood Elementary	17	12%	12	25%	3	0%
TOTAL FOR NJ READING FIRST		1,337	30%	1,190	26%	1,036	14%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-20
PERCENTAGE OF SPECIAL EDUCATION STUDENTS SCORING
“PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY
GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	14	79%	1	0%	6	17%
	New Jersey Avenue	2	100%	1	100%	6	0%
	New York Avenue School	2	0%	5	20%	4	25%
	Sovereign Avenue School	2	50%	4	25%	6	0%
	Texas Avenue School	1	100%	0	0%	2	50%
	Uptown School Complex	0	0%	1	0%	1	0%
Carteret	Columbus Elementary School	5	40%	11	9%	10	40%
	Nathan Hale School	5	20%	4	75%	2	50%
City of Orange ¹	Forest Street School	1	100%	2	100%	2	0%
	Lincoln Avenue School	6	83%	2	0%	4	50%
East Orange ¹	Ecole Toussaint L'Ouverture	0	0%	3	0%	0	0%
	George Washington Carver Institute	0	0%	0	0%	9	0%
	Langston Hughes	0	0%	2	50%	7	0%
	Mildred Barry-Garvin Elementary School	0	0%	3	100%	0	0%
Egg Harbor City	Charles L. Spragg Elementary School	6	17%	2	0%	5	20%
Englewood	Cleveland Elementary School	0	0%	6	67%	10	70%
	Donald A. Quarles	17	24%	13	46%	0	0%
	Lincoln Elementary School	0	0%	1	100%	10	40%
Hackensack	Fairmount Elementary	9	33%	8	13%	4	50%
	Hillers Avenue School	3	67%	3	67%	3	33%
	Jackson Avenue School	2	50%	0	0%	3	33%
	Parker Elementary School	7	57%	6	50%	4	100%
Hoboken ¹	Calabro Primary School	0	0%	0	0%	2	50%
	Thomas G. Connors	3	67%	2	50%	0	0%
	Wallace Elementary School	10	40%	10	30%	18	17%
Jackson Township	Crawford-Rodriguez Elementary School	20	40%	14	79%	19	37%
	Switlick Elementary	6	100%	9	44%	13	46%
	Sylvia Rosenauer School	4	25%	5	60%	7	43%
Jersey City ¹	Public School #41	1	100%	0	0%	0	0%
	Public School #14	0	0%	7	14%	4	0%
	Public School #15	2	100%	6	33%	10	40%
	Public School #22	2	50%	2	0%	10	20%
	Public School #34	2	50%	3	67%	4	100%
Keansburg	Port Monmouth Road School	21	52%	33	33%	29	52%
LEAP Academy	LEAP Academy University Charter School	0	0%	1	0%	3	33%

EXHIBIT D-20 (Continued)
PERCENTAGE OF SPECIAL EDUCATION STUDENTS SCORING
“PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY
GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Linden	School #2	3	67%	2	50%	6	17%
	School #4	5	60%	9	67%	11	36%
	School # 5	9	22%	17	24%	23	48%
	School # 6	7	86%	1	100%	4	50%
New Brunswick ¹	A. Chester Redshaw School	3	100%	20	50%	14	43%
	Lord Stirling Elementary School	3	67%	2	0%	15	20%
	Paul Roberson Elementary School	34	44%	20	80%	10	50%
Passaic City ¹	School #10	11	18%	24	38%	6	33%
	School #11	0	0%	19	53%	20	20%
	School #16	31	68%	0	0%	0	0%
	School #2	4	25%	1	0%	4	0%
	School #6	31	42%	11	73%	16	6%
	School #7	9	89%	11	55%	9	33%
	School #8	8	88%	14	71%	20	35%
	Vincent Capuana School #15	6	67%	0	0%	0	0%
Pleasantville ¹	North Main Street School	2	50%	6	67%	18	33%
Salem City ¹	John Fenwick School	11	91%	17	59%	19	5%
Trenton ¹	Columbus School	0	0%	0	0%	0	0%
	Grant School	0	0%	3	67%	2	0%
	Jefferson School	0	0%	1	100%	2	50%
	Monument School	0	0%	3	33%	9	0%
	Stokes Elementary	0	0%	3	33%	5	20%
Union City ¹	Edison School	9	56%	8	38%	13	8%
	George Washington School	0	0%	2	50%	2	50%
	Robert Waters School	1	100%	2	100%	7	57%
	Sara M. Gilmore School	1	100%	7	29%	8	13%
	Veteran's Memorial School	1	100%	2	0%	4	0%
West New York ¹	Harry L. Bain	6	83%	5	60%	11	36%
	School #2	12	8%	11	36%	12	33%
	School #5	11	36%	9	100%	2	0%
	School #4	5	20%	8	25%	3	0%
Wildwood City	Glenwood Elementary	1	100%	8	75%	3	33%
TOTAL FOR NJ READING FIRST		377	52%	416	48%	495	30%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-21
PERCENTAGE OF SPECIAL EDUCATION STUDENTS SCORING
“ADVANCED PROFICIENT” ON THE TERRANOVA PLUS®
ASSESSMENT BY GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	14	29%	1	0%	6	0%
	New Jersey Avenue	2	50%	1	0%	6	0%
	New York Avenue School	2	0%	5	0%	4	0%
	Sovereign Avenue School	2	50%	4	0%	6	0%
	Texas Avenue School	1	100%	0	0%	2	0%
	Uptown School Complex	0	0%	1	0%	1	0%
Carteret	Columbus Elementary School	5	20%	11	0%	10	10%
	Nathan Hale School	5	0%	4	25%	2	50%
City of Orange ¹	Forest Street School	1	100%	2	0%	2	0%
	Lincoln Avenue School	6	83%	2	0%	4	0%
East Orange ¹	Ecole Toussaint L'Ouverture	0	0%	3	0%	0	0%
	George Washington Carver Institute	0	0%	0	0%	9	0%
	Langston Hughes	0	0%	2	0%	7	0%
	Mildred Barry-Garvin Elementary School	0	0%	3	0%	0	0%
Egg Harbor City	Charles L. Spragg Elementary School	6	0%	2	0%	5	0%
Englewood	Cleveland Elementary School	0	0%	6	17%	10	20%
	Donald A. Quarles	17	6%	13	23%	0	0%
	Lincoln Elementary School	0	0%	1	0%	10	10%
Hackensack	Fairmount Elementary	9	11%	8	13%	4	0%
	Hillers Avenue School	3	67%	3	0%	3	33%
	Jackson Avenue School	2	0%	0	0%	3	0%
	Parker Elementary School	7	43%	6	17%	4	50%
Hoboken ¹	Calabro Primary School	0	0%	0	0%	2	50%
	Thomas G. Connors	3	67%	2	0%	0	0%
	Wallace Elementary School	10	30%	10	10%	18	0%
Jackson Township	Crawford-Rodriguez Elementary School	20	10%	14	43%	19	26%
	Switlick Elementary	6	17%	9	0%	13	8%
	Sylvia Rosenauer School	4	0%	5	20%	7	29%
Jersey City ¹	Public School #41	1	100%	0	0%	0	0%
	Public School #14	0	0%	7	14%	4	0%
	Public School #15	2	100%	6	17%	10	0%
	Public School #22	2	0%	2	0%	10	0%
	Public School #34	2	50%	3	0%	4	25%
Keansburg	Port Monmouth Road School	21	14%	33	12%	29	17%
LEAP Academy	LEAP Academy University Charter School	0	0%	1	0%	3	0%

EXHIBIT D-21 (Continued)
PERCENTAGE OF SPECIAL EDUCATION STUDENTS SCORING
“ADVANCED PROFICIENT” ON THE TERRANOVA PLUS®
ASSESSMENT BY GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Linden	School #2	3	33%	2	0%	6	0%
	School #4	5	40%	9	11%	11	9%
	School # 5	9	0%	17	0%	23	9%
	School # 6	7	57%	1	0%	4	25%
New Brunswick ¹	A. Chester Redshaw School	3	100%	20	30%	14	7%
	Lord Stirling Elementary School	3	67%	2	0%	15	0%
	Paul Roberson Elementary School	34	18%	20	20%	10	20%
Passaic City ¹	School #10	11	0%	24	0%	6	33%
	School #11	0	0%	19	21%	20	5%
	School #16	31	29%	0	0%	0	0%
	School #2	4	0%	1	0%	4	0%
	School #6	31	10%	11	9%	16	0%
	School #7	9	11%	11	9%	9	0%
	School #8	8	75%	14	29%	20	0%
	Vincent Capuana School #15	6	17%	0	0%	0	0%
Pleasantville ¹	North Main Street School	2	0%	6	50%	18	6%
Salem City ¹	John Fenwick School	11	64%	17	6%	19	0%
Trenton ¹	Columbus School	0	0%	0	0%	0	0%
	Grant School	0	0%	3	0%	2	0%
	Jefferson School	0	0%	1	0%	2	0%
	Monument School	0	0%	3	0%	9	0%
	Stokes Elementary	0	0%	3	0%	5	0%
Union City ¹	Edison School	9	22%	8	13%	13	0%
	George Washington School	0	0%	2	0%	2	0%
	Robert Waters School	1	100%	2	50%	7	0%
	Sara M. Gilmore School	1	0%	7	14%	8	0%
	Veteran's Memorial School	1	100%	2	0%	4	0%
West New York Township ¹	Harry L. Bain	6	33%	5	20%	11	9%
	School #2	12	0%	11	0%	12	8%
	School #5	11	18%	9	33%	2	0%
	School #4	5	20%	8	0%	3	0%
Wildwood City	Glenwood Elementary	1	100%	8	13%	3	33%
TOTAL FOR NJ READING FIRST		377	24%	416	13%	495	7%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-22
PERCENTAGE OF MALE STUDENTS SCORING “PROFICIENT”
ON THE TERRANOVA PLUS® ASSESSMENT BY GRADE AND
READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	38	76%	37	84%	32	38%
	New Jersey Avenue	32	75%	25	64%	24	29%
	New York Avenue School	30	67%	36	47%	26	19%
	Sovereign Avenue School	47	53%	49	61%	49	41%
	Texas Avenue School	34	26%	27	56%	32	31%
	Uptown School Complex	50	94%	35	54%	43	42%
Carteret	Columbus Elementary School	51	63%	55	51%	50	56%
	Nathan Hale School	42	48%	51	71%	48	65%
City of Orange ¹	Forest Street School	20	70%	14	79%	23	61%
	Lincoln Avenue School	36	47%	41	76%	37	46%
East Orange ¹	Ecole Toussaint L'Ouverture	15	80%	23	57%	29	34%
	George Washington Carver Institute	41	76%	32	41%	33	21%
	Langston Hughes	31	74%	40	68%	29	31%
	Mildred Barry-Garvin Elementary School	11	73%	16	88%	17	53%
Egg Harbor City	Charles L. Spragg Elementary School	35	66%	28	75%	23	65%
Elizabeth ¹	Abraham Lincoln School #14	108	69%	84	88%	69	59%
	Benjamin Franklin School #13	32	78%	34	79%	22	55%
	Charles J. Hudson School #25	17	82%	19	84%	21	43%
	George Washington School #1	74	57%	79	65%	97	32%
	Marquis DeLafayette #6	47	79%	58	53%	51	35%
	Nicholas Murray Butler School #23	90	70%	81	84%	70	83%
	Peterstown School #3	59	54%	70	53%	62	40%
	Theodore Roosevelt School #17	47	66%	61	66%	47	60%
Englewood	Winfield Scott School #2	43	65%	33	64%	30	40%
	Cleveland Elementary School	0	0%	38	79%	38	68%
	Donald A. Quarles	94	61%	23	70%	0	0%
Hackensack	Lincoln Elementary School	0	0%	23	57%	42	50%
	Fairmount Elementary	51	53%	54	56%	49	61%
	Hillers Avenue School	42	60%	33	88%	35	63%
	Jackson Avenue School	35	83%	36	64%	34	50%
Hoboken ¹	Parker Elementary School	56	64%	46	87%	32	81%
	Calabro Primary School	8	63%	9	78%	12	75%
	Thomas G. Connors	34	53%	24	67%	10	50%
	Wallace Elementary School	50	68%	36	69%	56	52%

EXHIBIT D-22 (Continued)
PERCENTAGE OF MALE STUDENTS SCORING “PROFICIENT”
ON THE TERRANOVA PLUS® ASSESSMENT BY GRADE AND
READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Jackson Township	Crawford-Rodriguez Elementary School	55	58%	77	87%	78	69%
	Switlick Elementary	70	86%	86	88%	65	77%
	Sylvia Rosenauer School	30	73%	37	70%	39	79%
Jersey City ¹	Public School #41	28	82%	22	55%	16	13%
	Public School #14	38	50%	35	49%	17	41%
	Public School #15	30	80%	22	45%	38	53%
	Public School #22	28	68%	30	63%	37	49%
	Public School #34	37	89%	32	78%	32	59%
Keansburg	Port Monmouth Road School	72	75%	69	46%	56	66%
LEAP Academy	LEAP Academy University Charter School	29	93%	21	76%	23	52%
Linden	School #2	21	62%	29	62%	23	43%
	School #4	36	78%	48	71%	47	55%
	School #5	54	43%	58	57%	45	60%
	School #6	28	75%	31	61%	29	62%
New Brunswick ¹	A. Chester Redshaw School	35	89%	44	50%	30	47%
	Lord Stirling Elementary School	51	61%	43	33%	49	29%
	Paul Roberson Elementary School	62	56%	45	76%	24	58%
Passaic City ¹	School #10	59	71%	65	60%	54	57%
	School #11	0	0%	85	67%	78	50%
	School #16	64	48%	0	0%	0	0%
	School #2	12	67%	15	47%	20	25%
	School #6	78	50%	60	52%	53	49%
	School #7	37	65%	45	58%	42	48%
	School #8	44	89%	37	78%	51	67%
	Vincent Capuana School #15	71	80%	0	0%	0	0%
Pleasantville ¹	North Main Street School	25	72%	19	47%	22	36%
Salem City ¹	John Fenwick School	57	70%	55	69%	52	56%
Trenton ¹	Columbus School	7	86%	9	67%	1	0%
	Grant School	22	91%	24	58%	16	25%
	Jefferson School	33	94%	27	59%	16	31%
	Monument School	23	30%	31	48%	31	39%
	Stokes Elementary	41	73%	25	32%	31	45%
Union City ¹	Edison School	106	84%	88	80%	58	50%
	George Washington School	25	84%	36	89%	35	60%
	Robert Waters School	64	80%	70	71%	81	53%
	Sara M. Gilmore School	33	70%	33	61%	31	65%
	Veteran's Memorial School	18	83%	34	56%	30	30%

EXHIBIT D-22 (Continued)
PERCENTAGE OF MALE STUDENTS SCORING “PROFICIENT”
ON THE TERRANOVA PLUS® ASSESSMENT BY GRADE AND
READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
West New York Township ¹	Harry L. Bain	46	72%	56	64%	46	61%
	School #2	37	54%	38	66%	30	47%
	School #5	54	65%	62	81%	45	58%
	School #4	33	58%	45	58%	30	53%
Wildwood City	Glenwood Elementary	30	53%	32	59%	23	74%
TOTAL FOR NJ READING FIRST		3,123	68%	3,070	66%	2,796	52%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-23
PERCENTAGE OF MALE STUDENTS SCORING “ADVANCED
PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY
GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	38	37%	37	59%	32	13%
	New Jersey Avenue	32	53%	25	28%	24	4%
	New York Avenue School	30	53%	36	11%	26	0%
	Sovereign Avenue School	47	38%	49	24%	49	14%
	Texas Avenue School	34	6%	27	15%	32	9%
	Uptown School Complex	50	70%	35	14%	43	14%
Carteret	Columbus Elementary School	51	20%	55	11%	50	12%
	Nathan Hale School	42	19%	51	20%	48	19%
City of Orange ¹	Forest Street School	20	70%	14	14%	23	4%
	Lincoln Avenue School	36	28%	41	66%	37	16%

EXHIBIT D-23 (Continued)
PERCENTAGE OF MALE STUDENTS SCORING “ADVANCED PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
East Orange ¹	Ecole Toussaint L'Ouverture	15	40%	23	17%	29	10%
	George Washington Carver Institute	41	41%	32	9%	33	3%
	Langston Hughes	11	27%	40	15%	29	7%
	Mildred Barry-Garvin Elementary School	108	44%	16	44%	17	18%
Egg Harbor City	Charles L. Spragg Elementary School	35	40%	28	50%	23	22%
Elizabeth ¹	Abraham Lincoln School #14	108	44%	84	52%	69	25%
	Benjamin Franklin School #13	32	38%	34	35%	22	23%
	Charles J. Hudson School #25	17	29%	19	37%	21	5%
	George Washington School #1	74	20%	79	32%	97	7%
	Marquis DeLafayette #6	47	34%	58	22%	51	14%
	Nicholas Murray Butler School #23	90	30%	81	51%	70	47%
	Peterstown School #3	59	15%	70	16%	62	11%
	Theodore Roosevelt School #17	47	30%	61	33%	47	28%
Winfield Scott School #2	43	28%	33	24%	30	13%	
Englewood	Cleveland Elementary School	0	0%	38	37%	38	24%
	Donald A. Quarles	94	35%	23	35%	0	0%
	Lincoln Elementary School	0	0%	23	26%	42	10%
Hackensack	Fairmount Elementary	51	18%	54	19%	49	29%
	Hillers Avenue School	42	43%	33	48%	35	34%
	Jackson Avenue School	35	60%	36	25%	34	9%
	Parker Elementary School	56	55%	46	50%	32	31%
Hoboken ¹	Calabro Primary School	8	0%	9	56%	12	25%
	Thomas G. Connors	34	26%	24	21%	10	0%
	Wallace Elementary School	50	32%	36	19%	56	14%
Jackson Township	Crawford-Rodriguez Elementary School	55	22%	77	55%	78	28%
	Switlick Elementary	70	39%	86	51%	65	38%
	Sylvia Rosenauer School	30	37%	37	35%	39	44%
Jersey City ¹	Public School #41	28	50%	22	18%	16	0%
	Public School #14	38	26%	35	26%	17	18%
	Public School #15	30	50%	22	14%	38	5%
	Public School #22	28	54%	30	37%	37	8%
	Public School #34	37	70%	32	41%	32	16%
Keansburg	Port Monmouth Road School	72	32%	69	22%	56	34%
LEAP Academy	LEAP Academy University Charter School	29	69%	21	38%	23	9%

EXHIBIT D-23 (Continued)
PERCENTAGE OF MALE STUDENTS SCORING “ADVANCED PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Linden	School #2	21	24%	29	24%	23	9%
	School #4	36	56%	48	31%	47	17%
	School # 5	54	15%	58	19%	45	11%
	School # 6	28	39%	31	26%	29	17%
New Brunswick ¹	A. Chester Redshaw School	35	49%	44	14%	30	7%
	Lord Stirling Elementary School	51	31%	43	5%	49	2%
	Paul Roberson Elementary School	62	31%	45	40%	24	17%
Passaic City ¹	School #10	59	36%	65	14%	54	17%
	School #11	0	0%	85	29%	78	18%
	School #16	64	22%	0	0%	0	0%
	School #2	12	17%	15	0%	20	10%
	School #6	78	27%	60	22%	53	21%
	School #7	37	32%	45	13%	42	14%
	School #8	44	68%	37	51%	51	18%
Vincent Capuana School #15	71	52%	0	0%	0	0%	
Pleasantville ¹	North Main Street School	25	28%	19	16%	22	18%
Salem City ¹	John Fenwick School	57	42%	55	24%	52	13%
Trenton ¹	Columbus School	7	71%	9	56%	1	0%
	Grant School	22	73%	24	21%	16	13%
	Jefferson School	33	48%	27	22%	16	6%
	Monument School	23	17%	31	13%	31	6%
	Stokes Elementary	41	41%	25	4%	31	3%
Union City ¹	Edison School	106	52%	88	36%	58	21%
	George Washington School	25	24%	36	61%	35	6%
	Robert Waters School	64	45%	70	36%	81	9%
	Sara M. Gilmore School	33	55%	33	33%	31	13%
	Veteran's Memorial School	18	61%	34	12%	30	7%
West New York Township ¹	Harry L. Bain	46	41%	56	36%	46	28%
	School #2	37	24%	38	24%	30	13%
	School #5	54	37%	62	48%	45	13%
	School #4	33	30%	45	29%	30	20%
Wildwood City	Glenwood Elementary	30	33%	32	19%	23	35%
TOTAL FOR NJ READING FIRST		3,123	38%	3,070	30%	2,796	17%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-24
PERCENTAGE OF FEMALE STUDENTS SCORING “PROFICIENT”
ON THE TERRANOVA PLUS® ASSESSMENT BY GRADE AND
READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	29	83%	39	90%	22	55%
	New Jersey Avenue	18	89%	15	100%	25	60%
	New York Avenue School	36	72%	27	48%	31	19%
	Sovereign Avenue School	41	61%	50	60%	43	53%
	Texas Avenue School	39	38%	30	60%	29	38%
	Uptown School Complex	35	80%	38	66%	34	56%
Carteret	Columbus Elementary School	51	63%	48	60%	52	69%
	Nathan Hale School	37	65%	35	69%	45	78%
City of Orange ¹	Forest Street School	17	82%	15	73%	15	60%
	Lincoln Avenue School	32	63%	40	83%	45	56%
East Orange ¹	Ecole Toussaint L'Ouverture	24	88%	18	56%	30	33%
	George Washington Carver Institute	29	79%	45	56%	47	26%
	Langston Hughes	33	82%	42	60%	37	41%
	Mildred Barry-Garvin Elementary School	9	78%	18	100%	23	70%
Egg Harbor City	Charles L. Spragg Elementary School	22	55%	25	92%	25	72%
Elizabeth ¹	Abraham Lincoln School #14	89	74%	80	90%	79	71%
	Benjamin Franklin School #13	35	91%	27	85%	31	61%
	Charles J. Hudson School #25	23	70%	12	75%	26	38%
	George Washington School #1	95	71%	84	67%	78	44%
	Marquis DeLafayette #6	50	76%	58	55%	50	34%
	Nicholas Murray Butler School #23	67	66%	66	89%	57	70%
	Peterstown School #3	71	59%	39	72%	59	54%
	Theodore Roosevelt School #17	50	52%	50	86%	42	60%
Englewood	Winfield Scott School #2	33	73%	31	68%	16	44%
	Cleveland Elementary School	0	0%	22	77%	33	79%
	Donald A. Quarles	78	67%	24	71%	0	0%
Hackensack	Lincoln Elementary School	0	0%	33	79%	42	57%
	Fairmount Elementary	58	62%	43	81%	58	53%
	Hillers Avenue School	38	82%	33	82%	37	65%
	Jackson Avenue School	36	92%	32	59%	30	47%
Hoboken ¹	Parker Elementary School	36	75%	36	83%	35	60%
	Calabro Primary School	9	100%	8	50%	15	73%
	Thomas G. Connors	23	61%	15	60%	20	60%
	Wallace Elementary School	40	78%	38	74%	34	65%

EXHIBIT D-24 (Continued)
PERCENTAGE OF FEMALE STUDENTS SCORING “PROFICIENT”
ON THE TERRANOVA PLUS® ASSESSMENT BY GRADE AND
READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Jackson Township	Crawford-Rodriguez Elementary School	44	80%	71	92%	48	79%
	Switlick Elementary	69	81%	73	93%	97	81%
	Sylvia Rosenauer School	35	80%	26	92%	32	84%
Jersey City ¹	Public School #41	18	72%	13	69%	19	26%
	Public School #14	26	54%	31	61%	22	41%
	Public School #15	20	90%	30	73%	45	56%
	Public School #22	27	78%	30	67%	25	48%
	Public School #34	42	81%	39	92%	37	62%
Keansburg	Port Monmouth Road School	61	69%	73	70%	66	73%
LEAP Academy	LEAP Academy University Charter School	24	96%	32	81%	31	68%
Linden	School #2	29	76%	23	61%	19	68%
	School #4	45	89%	42	79%	42	64%
	School #5	55	56%	57	75%	48	56%
	School #6	29	66%	18	89%	23	65%
New Brunswick ¹	A. Chester Redshaw School	35	89%	33	52%	46	48%
	Lord Stirling Elementary School	47	57%	33	55%	40	30%
	Paul Roberson Elementary School	49	69%	19	89%	35	43%
Passaic City ¹	School #10	49	82%	50	74%	51	51%
	School #11	0	0%	73	77%	78	62%
	School #16	48	73%	0	0%	0	0%
	School #2	15	67%	8	25%	23	43%
	School #6	59	59%	51	49%	54	52%
	School #7	37	65%	43	67%	29	48%
	School #8	27	100%	47	81%	41	68%
	Vincent Capuana School #15	79	87%	0	0%	0	0%
Pleasantville ¹	North Main Street School	23	74%	24	33%	23	61%
Salem City ¹	John Fenwick School	45	64%	47	79%	48	46%
Trenton ¹	Columbus School	9	89%	7	86%	7	86%
	Grant School	16	94%	23	74%	32	50%
	Jefferson School	26	88%	25	68%	18	78%
	Monument School	14	64%	25	72%	24	42%
	Stokes Elementary	26	58%	32	50%	32	44%
Union City ¹	Edison School	86	90%	61	77%	74	58%
	George Washington School	18	83%	26	92%	50	38%
	Robert Waters School	40	95%	70	77%	66	62%
	Sara M. Gilmore School	33	79%	33	64%	30	63%
	Veteran's Memorial School	21	81%	33	45%	34	56%

EXHIBIT D-24 (Continued)
PERCENTAGE OF FEMALE STUDENTS SCORING “PROFICIENT”
ON THE TERRANOVA PLUS® ASSESSMENT BY GRADE AND
READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
West New York Township ¹	Harry L. Bain	47	66%	47	85%	31	71%
	School #2	23	61%	33	85%	39	72%
	School #5	43	79%	43	81%	40	55%
	School #4	38	42%	35	83%	32	75%
Wildwood City	Glenwood Elementary	30	53%	25	64%	16	75%
TOTAL FOR NJ READING FIRST		2,790	73%	2,720	74%	2,792	57%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.

EXHIBIT D-25
PERCENTAGE OF FEMALE STUDENTS SCORING “ADVANCED
PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY
GRADE AND READING FIRST SCHOOL

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Atlantic City	Dr. Martin Luther King Jr., School Complex	29	59%	39	72%	22	14%
	New Jersey Avenue	18	50%	15	53%	25	0%
	New York Avenue School	36	47%	27	19%	31	3%
	Sovereign Avenue School	41	39%	50	30%	43	19%
	Texas Avenue School	39	18%	30	27%	29	3%
	Uptown School Complex	35	60%	38	18%	34	21%
Carteret	Columbus Elementary School	51	35%	48	21%	52	27%
	Nathan Hale School	37	35%	35	31%	45	31%
City of Orange ¹	Forest Street School	17	71%	15	40%	15	7%
	Lincoln Avenue School	32	41%	40	65%	45	18%

EXHIBIT D-25 (Continued)
**PERCENTAGE OF FEMALE STUDENTS SCORING “ADVANCED
PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY
GRADE AND READING FIRST SCHOOL**

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
East Orange ¹	Ecole Toussaint L'Ouverture	24	71%	18	11%	30	7%
	George Washington Carver Institute	29	45%	45	18%	47	9%
	Langston Hughes	33	61%	42	19%	37	5%
	Mildred Barry-Garvin Elementary School	9	44%	18	50%	23	0%
Egg Harbor City	Charles L. Spragg Elementary School	22	14%	25	56%	25	32%
Elizabeth ¹	Abraham Lincoln School #14	89	40%	80	49%	79	33%
	Benjamin Franklin School #13	35	46%	27	37%	31	10%
	Charles J. Hudson School #25	23	43%	12	42%	26	12%
	George Washington School #1	95	26%	84	26%	78	14%
	Marquis DeLafayette #6	50	44%	58	16%	50	10%
	Nicholas Murray Butler School #23	67	31%	66	61%	57	44%
	Peterstown School #3	71	23%	39	23%	59	24%
	Theodore Roosevelt School #17	50	22%	50	60%	42	26%
Winfield Scott School #2	33	36%	31	35%	16	13%	
Englewood	Cleveland Elementary School	0	0%	22	36%	33	24%
	Donald A. Quarles	78	44%	24	29%	0	0%
	Lincoln Elementary School	0	0%	33	42%	42	26%
Hackensack	Fairmount Elementary	58	40%	43	42%	58	17%
	Hillers Avenue School	38	55%	33	42%	37	27%
	Jackson Avenue School	36	75%	32	19%	30	10%
	Parker Elementary School	36	56%	36	47%	35	23%
Hoboken ¹	Calabro Primary School	9	22%	8	13%	15	20%
	Thomas G. Connors	23	30%	15	13%	20	25%
	Wallace Elementary School	40	43%	38	24%	34	21%
Jackson Township	Crawford-Rodriguez Elementary School	44	36%	71	58%	48	25%
	Switlick Elementary	69	42%	73	52%	97	32%
	Sylvia Rosenauer School	35	54%	26	38%	32	38%
Jersey City ¹	Public School #41	18	44%	13	54%	19	5%
	Public School #14	26	35%	31	29%	22	9%
	Public School #15	20	60%	30	30%	45	18%
	Public School #22	27	63%	30	27%	25	8%
	Public School #34	42	71%	39	56%	37	16%
Keansburg	Port Monmouth Road School	61	34%	73	25%	66	21%
LEAP Academy	LEAP Academy University Charter School	24	83%	32	53%	31	16%

EXHIBIT D-25 (Continued)
**PERCENTAGE OF FEMALE STUDENTS SCORING “ADVANCED
PROFICIENT” ON THE TERRANOVA PLUS® ASSESSMENT BY
GRADE AND READING FIRST SCHOOL**

DISTRICT	SCHOOL	NUMBER TESTED AND PERCENT PROFICIENT					
		KINDERGARTEN		FIRST GRADE		SECOND GRADE	
		#	%	#	%	#	%
Linden	School #2	29	45%	23	39%	19	26%
	School #4	45	76%	42	40%	42	12%
	School # 5	55	25%	57	28%	48	15%
	School # 6	29	45%	18	22%	23	17%
New Brunswick ¹	A. Chester Redshaw School	35	60%	33	9%	46	15%
	Lord Stirling Elementary School	47	28%	33	15%	40	5%
	Paul Roberson Elementary School	49	45%	19	26%	35	11%
Passaic City ¹	School #10	49	47%	50	24%	51	6%
	School #11	0	0%	73	37%	78	17%
	School #16	48	31%	0	0%	0	0%
	School #2	15	33%	8	13%	23	9%
	School #6	59	27%	51	8%	54	24%
	School #7	37	27%	43	26%	29	17%
	School #8	27	70%	47	55%	41	22%
Vincent Capuana School #15	79	59%	0	0%	0	0%	
Pleasantville ¹	North Main Street School	23	35%	24	0%	23	17%
Salem City ¹	John Fenwick School	45	38%	47	28%	48	8%
Trenton ¹	Columbus School	9	67%	7	43%	7	29%
	Grant School	16	81%	23	48%	32	19%
	Jefferson School	26	62%	25	24%	18	44%
	Monument School	14	36%	25	24%	24	25%
	Stokes Elementary	26	46%	32	13%	32	3%
Union City ¹	Edison School	86	66%	61	48%	74	9%
	George Washington School	18	39%	26	77%	50	10%
	Robert Waters School	40	75%	70	40%	66	14%
	Sara M. Gilmore School	33	48%	33	48%	30	27%
	Veteran's Memorial School	21	62%	33	12%	34	6%
West New York Township ¹	Harry L. Bain	47	32%	47	32%	31	39%
	School #2	23	35%	33	45%	39	21%
	School #5	43	47%	43	35%	40	23%
	School #4	38	24%	35	31%	32	28%
Wildwood City	Glenwood Elementary	30	37%	25	28%	16	38%
TOTAL FOR NJ READING FIRST		2,790	44%	2,720	35%	2,792	18%

Source: CTB McGraw Hill, New Jersey TerraNova Plus® Database, 2005-2006.

¹ Indicates Abbott Districts.

The following schools have no data because there are no kindergarten through second graders enrolled: Joseph C. Caruso (Keansburg), School #1 (Linden), and School #9 (Passaic City). Cleveland Elementary (Englewood), Lincoln Elementary (Englewood), School #11 (Passaic City) have no data because there are no kindergarten enrolled. Lincoln Elementary (Englewood) has no data because there are no kindergarten through first graders enrolled. School #15 (Passaic City) and School #16 (Passaic City) have no data because there are no first through second graders enrolled. D.A. Quarles (Englewood) has no data because there are no second graders enrolled. All other schools not listed in this table did not have any valid scores for the criteria described.