

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Gerry Bissinger

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

Official School Name Elizabeth Haddon School

(As it should appear in the official records)

School Mailing Address 501 West Redman Avenue

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

City Haddonfield State NJ Zip Code+4 (9 digits total) 08033-2699

County Camden County State School Code Number\* 080

Telephone 856-429-0811 Fax 856-429-8906

Web site/URL  
http://www.haddonfield.k12.nj.us/elizabeth/ E-mail gbissinger@haddonfield.k12.nj.us

Twitter Handle @HaddonES1 Facebook Page https://www.facebook.com/HaddonfieldSchoolDistrict Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Dr. Richard Perry,

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

E-mail: rperry@haddonfield.k12.nj.us

Other)

District Name Haddonfield Tel. 856-429-4130

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Glenn Moramarco

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date

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

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 5 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	10	11	21
K	22	22	44
1	32	23	55
2	29	36	65
3	21	26	47
4	22	30	52
5	33	26	59
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	169	174	343

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 0 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 89 % White
  - 7 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1	356
(5) Total transferred students in row (3) divided by total students in row (4)	0.039
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0 %  
 Total number students who qualify: 0

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 16 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 17 %  
59 Total number of students served

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

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>9</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The mission of Elizabeth Haddon School is to develop the unique potential of each individual, preparing our students to meet the Common Core Curriculum Standards. We strive to create a challenging and diverse learning climate that promotes the development of the whole student, and prepares students with the knowledge, skills, and integrity to meet life's challenges and enrich their community.

## **PART III – SUMMARY**

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Driving down the tree-lined streets of Haddonfield, New Jersey, a residential community of about 12,000 people, you can't miss the four large pillars that welcome you to Elizabeth Haddon Elementary School, home of The Dragons. Named after the founder of Haddonfield, our school is one of three neighborhood elementary schools in Haddonfield and is currently in its 101st year of enriching the lives of children. Elizabeth Haddon's 340 students, ranging from preschool through fifth grade, are able to walk to school because the town encompasses just 2.6 square miles.

Our caring and child-centered faculty is committed to creating a school community that meets the educational needs of all students and supports the acquisition of those skills that will enable our students to become life-long learners and caring community members. Classroom teachers lead instruction in the areas of English language arts, mathematics, social studies, science, and technology.

Our language arts program incorporates the most important principles of balanced literacy by engaging children in reading quality literature, writing, speaking, listening and observing as the teacher guides and encourages independent readers and writers. Teachers implement a common core aligned math curriculum, which emphasizes problem solving and hands-on strategies to learn mathematics. We have a comprehensive social studies/geography program, and an inquiry-based science program, which promotes active participation and a natural curiosity about the world. A school garden program and outdoor classroom space with picnic tables and stadium seating support learning about ecological concepts and healthy eating choices. The New Jersey Department of Agriculture recognized and featured the garden and school salad bar during Jersey Fresh Farm to School Week.

Additional programs are designed to support instruction. These incorporate a literacy specialist to serve the needs of children in the primary grades, a full-time language arts specialist to collaborate with teachers and provide instructional support and enrichment to students, and an Instructional Support Program in reading and math. Digital learning is facilitated by teacher leaders who utilize Smart Boards, technology maps, learning benchmarks, a computer lab, laptops, Apple TVs, and 90 student iPads. A school guidance counselor is available to work with students, teachers, and parents. Students attend classes in physical education, library science, art, choral music, technology, Spanish, health, and keyboarding.

At "Lizzy Haddon" our children are provided extensive opportunities to serve their school and community. Extra-curricular activities include peer mediation, student council, spirit week, field day, talent show, and safety patrol. Enrichment opportunities are available such as Noontime Enrichment, Battle of the Books, Science Olympiad, Chess Club, Art Goes to School, and Reflections Program. Students have an opportunity to publish original pieces of writing through the school's "Bookworm" publishing center. Serving others is at the heart of what we do; last year we raised over \$12,000 for the American Heart Association's Jump Rope and Hoops for Heart program.

Pillars of good character are developed, modeled, and taught through the Responsive Classroom Approach, which teaches students problem solving skills, cooperation, empathy, and responsibility. Each month classrooms study a "Character Trait of the Month," integrating this trait within various areas of the curriculum. At our monthly School Community Meetings classes share their learning and students are celebrated for displaying the attributes of the Word of the Month. This year, we introduced Universal School Rules to support an orderly and positive school climate using common, kid-friendly language.

Our school is fortunate to have an active and collaborative Parent/Teacher Association (PTA) that provides extensive support for programs and special activities. Parental involvement is extremely high. Parents arrange for assembly programs to extend the curriculum with topics ranging from anti-bullying, nutrition, and cultural diversity. Parents organize and lead many of the enrichment programs, chaperone school trips and parties, volunteer in classrooms, and raise funds to support student activities through a Fall Fair, Spaghetti Bingo, and 5K Fun Run. A Principal's Advisory Committee (PAC) composed of teachers, parents, and the principal promotes shared leadership, meeting monthly to discuss school related issues and make recommendations to improve our school. A new playground was recently built through a community build,

which included parents, alumni, faculty, and community members coming together on a Saturday to construct a new playground for our primary students.

The school staff works collaboratively to promote learning and ensure that every child succeeds in ways that reflect his or her own aptitudes and interests. Our staff continuously engages in professional development through graduate work, grade level meetings, district professional development, and outside seminars. Each summer teachers work together to evaluate and revise curriculum.

Our school song that we sing each month, written by a beloved music teacher who spent 40 years at our school, says it best, “Where do kids like to go-Lizzy Haddon School- Where do kids like to grow-Lizzy Haddon School. Reading, writing, working are what we like to do. When you come to our school, you learn something new. Teachers are the best. We always stand up tall. Lizzy Haddon- you’re the greatest of them all!”

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

The Common Core State Standards are the foundation of our curriculum in Haddonfield. At Elizabeth Haddon School, our faculty and staff are dedicated to high standards of learning for all students in order to best prepare them to reach their future goals. As Franklin Delano Roosevelt once said, “We cannot always build the future for our youth, but we can build our youth for the future.” Our core curriculum is designed to do just that.

Our English language arts curriculum reflects an integrated model of literacy to employ Common Core-aligned best practices while instilling a love of reading and writing in our students. Students engage in reader’s workshop mini-lessons, guided reading, literature circles, interactive read-alouds, shared reading experiences, and independent reading. Teachers utilize quality literature from our book room and the Journeys Common Core program to scaffold close reading routines so that students develop the skills needed to read a broad range of increasingly complex literary and informational text. Focused instruction begins with the foundational skills of print acquisition and the alphabetic principle in primary grades, and as word study builds, so does the focus on students’ vocabulary knowledge. Individual student needs are met through differentiated instruction, such as leveled guided reading and word study groups, where each student’s instructional level guides text selection and lesson objectives. Literacy interventions, such as multisensory phonics instruction and Fountas and Pinnell’s Leveled Literacy Intervention are utilized to improve the skills of students performing below grade level.

Our teachers employ a sequenced Common Core- aligned writing workshop program: Units of Study in Opinion, Information and Narrative Writing, by Lucy Calkins and the Teachers College Reading and Writing Project of Columbia University. Students develop numerous opinion/argument, informative/explanatory, and narrative pieces of writing throughout the year for a variety of purposes and audiences. They learn the importance of utilizing mentor texts, gathering and organizing information and thoughts, and developing form and content as they present their knowledge and ideas in diverse formats, including speeches, letters, lab reports, and digital media. As students improve their stamina during sustained periods of writing, teachers confer with individuals in order to provide feedback and to lift the level of student writing. Small guided writing groups gather when teachers need to further reinforce targeted concepts or skills. Mini-lessons, differentiated instruction, conferring and self-reflection are integral components of our language arts curriculum.

During 2013, our mathematics curriculum was collaboratively revised by district teachers and administrators to fully align with the Common Core standards, supplement the research-based Everyday Math program with outside resources, and integrate real-life problems and situations in order to develop our students’ number sense and critical-thinking skills. Our curriculum is spiraling, with repeated exposure to mathematical concepts and integrated benchmarks which are used to inform instruction and identify student need for support. Daily lessons incorporate and encourage the use of multiple methods and problem-solving strategies and have frequent opportunities to practice basic computational skills to develop fluency. Teachers utilize both formative and summative assessments and differentiate instruction to meet all learners’ needs as we move our students from the concrete to the abstract.

Our science curriculum was collaboratively revised by teachers and administrators in 2009 to reflect the New Jersey Core Curriculum Science standards. Our curriculum is an inquiry-based program that offers hands-on discovery activities at all grade levels. Through observation, trial-and-error, and experimentation, students draw conclusions about the world around them and develop an understanding of scientific principles. They record and analyze information and write about their discoveries and conclusions. They read for information and use critical-thinking skills to answer open-ended questions. Our community garden serves as an outside laboratory as teachers incorporate use of the garden into their lesson plans. We also enrich our science curriculum by offering an after-school Science Olympiad program to 4th and 5th-graders where they have the opportunity to participate in additional hands-on, discovery activities, as well as research science topics of particular personal interest.

Our social studies curriculum is fully aligned with the New Jersey Core Curriculum Standards. Students at all grade levels master developmentally-appropriate concepts within the spiraling themes of civics, history, geography, and economics. Teachers utilize varied resources, including informational texts, online resources, and field trips to enrich student understanding of the world in which they live. In addition to reading for information and to build chronological and spatial understanding of our nation and the world, students participate in hands-on activities, role-play, research topics of choice and/or interest, and create multi-media presentations to demonstrate their learning. In addition to traditional paper-and-pencil assessments, teachers incorporate Project-Based Learning opportunities and create rubrics that require students to use critical-thinking skills and synthesize their learning from across the four themes. We supplement the geography portion of our curriculum by offering the National Geographic Geography Bee for 4th and 5th-graders.

Using the Common Core State Standards as our base, the faculty and staff of Elizabeth Haddon have built a developmentally-appropriate curriculum that utilizes hands-on activities, project-based learning, and varied assessments to challenge our students to explore the world around them and become life-long learners.

Our Preschool class is an inclusive, differentiated, multi-aged program staffed with a special education certified teacher, educational assistants, and therapists who provide integrated OT, PT and speech services. Students develop and form relationships with their peers regardless of their abilities and develop respect and understanding of their differences as they begin their school experience together.

We implement purposeful play facilitated by highly intentional teaching, incorporating technology and the arts. Our developmentally appropriate curriculum links what children learn in preschool with what they will learn in elementary school. We focus on developing the whole child.

Our reading program is a language rich program with literacy focusing on vocabulary, phonological awareness, letters, words, print, comprehension, and books. Children focus on math skills through numbers, patterns, geometry and spatial awareness, measurement, data collection, organization and representation. They learn science through properties of objects, living things, the earth and environment. In social studies, our students discover how people live, work and get along with others.

The preschool curriculum supports the philosophy that when the content is taught with children's developmental stages in mind, children are more likely to be successful learners who feel excited about and challenged by what they are learning as they move forward into kindergarten and beyond.

## **2. Other Curriculum Areas:**

As part of our goal to develop the whole child as a critical thinker and life-long learner, students in grades K-5 are awarded daily opportunities to participate in various special areas including technology, art, Spanish, health, physical education, choral music, library, and guidance, with each class rotating on a 6-day cycle. Each class is led by a specialist who takes pride in the valuable role they play.

All specialists integrate technology, implementing our district-developed technology benchmark standards for grades 1-5. All classes, including our kindergarten classes, visit our computer lab once per cycle, utilizing technology to create, communicate, and collaborate. Students often explore content through project-based learning experiences.

Students in K-5 have art once every cycle. Students explore various processes and media and participate in viewing and discussing art, making connections and comparisons in the context of the time period in which it was made. At our annual Open House, student artwork is displayed throughout our school. Students often create artwork that relates to units of study they are learning in their classrooms, with many projects inspired by children's literature. Our art room is equipped with a kiln, enabling students to create work in a full range of media. Students build on knowledge and skills year after year. Through our Art Goes to School program students learn to evaluate artist's work. All lessons follow the NJ Visual Arts standards.

The world language study of Spanish evolves from grades 1-5. Children are immersed in Spanish language

and culture with two certified Spanish teachers, one of whom is a native speaker. Students have Spanish twice per cycle, experiencing a developmentally appropriate communicative approach within the second language acquisition environment. Our vision is progressive and follows the NJ CCCS emphasizing communication, culture, 21st century skills, and technology as major parts of teaching and language acquisition. We encourage learners to acquire and produce meaningful communication to be used in real life situations within our global society. Elementary students have placed in the state's speaking competition for 7 consecutive years. In 2009 and 2013, Elizabeth Haddon students won 1st and 2nd place respectively in the Foreign Language Educators of New Jersey (FLENJ) competition. Our Spanish teachers were selected as 2013 "NJ All-Star Teachers" for best teaching practices. They have shared their practices and resources at county and statewide professional development conferences including NJEA, FLENJ and HSD.

Our health curriculum follows the NJ CCCS, occurring once every cycle. Our physical education teacher teaches grades 1-3, and our certified school nurse (RN) teaches grades 4-5 once every cycle and kindergarten for 8 weeks. Our mission is to help students become health literate, self-directed learners who can obtain, interpret and understand basic health information and services and develop competencies to use such knowledge to enhance physical, social and emotional health. Students receive developmentally appropriate instruction in nutrition, dental health, heredity, drug/alcohol abuse, and bus-safety education. Most notably, our school recently won the American Academy of Dermatology's "Good Skin Knowledge" video contest, winning an \$8,000 grant for a sun-shade structure on our campus.

Students in grades K-5 have physical education twice every cycle. PE promotes coordination, balance, and strength, allowing participation in individual and team activities. Students learn a variety of sports-related skills that are regularly integrated with community service opportunities, including Hoops for Heart and Jump Rope for Heart. Special events include the third grade Bike Rodeo, thematic holiday-related activities, and Field Day; a strong tradition of sportsmanship, community building, and outdoor fun that has been in existence for over forty-five years.

Vocal music occurs once every cycle. In grades 1-5, students identify rhythm, rhythmic patterns and phrases, learn various movement activities to enhance their musical experience, and become familiar with their singing voices. Students perform at various school and community events. As the curriculum progresses, students learn to play the recorder and to read music. Grades 3-5 can participate in orchestra and fourth and fifth graders may also participate in band. 4th and 5th graders get to participate in chorus as a grade level. In conjunction with performing multiple times per school year, instrumentalists participate in Band Buddies, a partnership with our middle and high school instrumentalists, playing at high school football games and local Memorial Day parades.

A comprehensive guidance program led by a certified Guidance Counselor serves all students. Our program includes peer mediation, friendship groups, social stories, and "Changing Families" groups. Our counselor teaches classroom lessons on problem solving, anti-bullying and cyber-bullying. Our counselor organizes and facilitates a yearly Week-of-Respect centered on themes of respecting self, others, and community.

Students in grades K-5 visit our library once every cycle. Students participate in a technology-integrated mini-lesson which supports literacy instruction in the classroom. Students in grades 3-5 also receive targeted instruction in digital citizenship. Students have the opportunity to check out books and broaden their reading interests.

Elizabeth Haddon students are regularly immersed in meaningful, cultural experiences that provide a solid foundation for them to build upon in the future, enhancing their character, strengthening their intellect, and expanding their knowledge of the world around them.

### **3. Instructional Methods and Interventions:**

A Professor of Neuroanatomy, Marion Diamonds, once stated, "No two children are alike. An enriched environment for one is not necessarily enriched for another." This philosophy of differentiated instruction is one that the Elizabeth Haddon Elementary School fully embraces. We believe that instruction must be individualized to truly meet the needs of each unique, individual student in our classrooms. We use a

variety of practices to ensure we provide high-quality instruction to maximize learning for each and every student.

Elizabeth Haddon teachers strive to develop a love of learning within our students. We provide a variety of multi-sensory approaches to enable the diverse learners in our school to feel supported, safe, and successful. We understand that differentiated instruction addresses the variety of ways students learn and embraces the different backgrounds of our students. With a variety of past experiences, prior knowledge, and school readiness, we must drive instruction accordingly. Our common goal is to challenge all students while still providing necessary supports along the way.

Our faculty balances best teaching practices and data-driven instruction to optimize the learning among our students. We use a variety of student-centered approaches and engage in daily formative assessments to help drive instruction. The collaboration of these important teaching practices helps mold our classrooms at Lizzy Haddon.

A variety of strategies are used to address the needs of our struggling students. Flexible small group instruction is provided to students in the classroom across all academic areas. Our faculty provides necessary accommodations to ensure all students succeed in the classroom. The Instructional Support Program, a small-group before-and-after-school tutorial program, provides remedial instruction to struggling students in order to re-teach concepts and close the gap among students.

Teachers also engage in Response-to-Intervention (RTI). This practice provides high-quality instruction and interventions directly related to individual student needs. Based on academic school-wide screening, students who are not meeting grade level benchmarks receive tiered instruction. This includes extra support by the classroom teachers, specialists, and school support staff. The school's Intervention and Referral Services (I&RS) committee consists of a balanced team of faculty and meets every month to discuss action plans.

Necessary supports are provided for students with exceptional abilities by offering a Gifted and Talented program for students in grades K-5. Individualized gifted plans are created for students in collaboration with parents. Accepted students also receive individual opportunities for enrichment provided within the regular classroom and meet once per week after school.

Lizzy Haddon teachers strive to ensure students with disabilities are best supported in meeting grade-level expectations. Our in-class support model allows students with disabilities to learn among their peers through a co-teaching model, and provides an optimal learning experience for all students. For students who need more extensive support, instruction is provided in the resource room. Our resource room staff is trained to utilize a variety of methods, and employs different academic curriculums to meet the greater needs of students. Students in the resource room receive a variety of services in a small group format to provide the more individualized attention needed to help our students maximize success.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

The performance levels for the NJASK 3, 4, and 5 in both Language Arts Literacy and Mathematics fall into three categories: Partially Proficient (under the scale score of 200), Proficient (200 to 249), and Advanced Proficient (250-300). For the 2012-13 and 2013-14 school years we were named a “Reward School” by the New Jersey Department of Education for our achievement on NJASK. Reward Schools are described by the NJDOE as “Schools that are the highest-performing in the state, in terms of schoolwide proficiency, subgroup proficiency, and graduation rates.”

In a five year range of scores our percentage of students who were proficient or advanced far exceeded the state average. For the years 2009-2014 we exceeded the percentage of students who were proficient or advanced proficient as compared to the average in our demographic group 17 out of 30 times; this includes 10 out of 15 times in mathematics.

Furthermore, in 2014 on NJASK third grade language arts, 90% of our total student population scored Proficient or Advanced Proficient. At the state level 65% of students scored in this category, and in our demographic group, 89% of students did so. In this same year on the math NJASK third grade test, 100% of our total student population scored Proficient or Advanced Proficient. At the state level, 76% of students scored in this category and in our demographic group, 94% of students did so. Over the past 5 years we have had all students, including special education students, achieve 100% proficient or advanced proficient in mathematics three times.

We have also displayed strong results in language arts; this past year 93% of our exiting 5th graders scored proficient or advanced proficient exceeding the average of our demographic group (89%). Our 3rd grade language arts score of 90% proficient or advanced proficient also exceeded averages (89%).

While in certain years our percentage of special education students displayed a gap of 10% or greater between this subgroup's performance and that of all students we have met our state performance targets for this subgroup each year. In addition, we have targeted our instruction to address the needs of students not scoring proficient, especially in the area of language arts, where the largest gap exists. A detailed “Watch List” is created each year with various assessment data, which includes detailed results on school based assessments, as well as performance on standardized testing. Students on the watch list then receive targeted support and instruction through our Response-to-Intervention (RTI) model, which includes small group instruction from our early intervention and language arts specialists, as well as instruction through our after school Instructional Support Program.

The Elizabeth Haddon community is proud of our students’ achievement, and we will continue to effectively use assessments to inform our instruction.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

In addition to the state standardized testing data, which is discussed and analyzed at faculty meetings to identify trends, a broad range of assessment data is collected each year and utilized by faculty and administration to drive instructional decisions. Teachers review Student Assessment Portfolios containing common assessments from previous years, including DIBELS, Words Their Way Spelling Inventories, beginning and end-of-year District Writing Assessments, end-of-year standards-based math assessments, and Fountas and Pinnell Benchmark Assessments, and organize the results into spreadsheets for ease in guiding instruction and identifying student needs for enrichment and intervention.

After analyzing assessment data, teachers work collaboratively with grade level partners and administrators to develop Student Growth Objectives as specific goals for student improvement. Results from ongoing curriculum-based or teacher-created formative assessments such as Everyday Math tests, Journeys tests, and

rubric-scored, on-demand writing prompts are then used by teachers throughout the year to reflect on the efficacy of their instruction and students' progress toward instructional objectives.

A school "Watch List" identifies students at risk based on both standardized test and district assessment results. Those students falling below proficiency are closely monitored by our early intervention or language arts specialists with additional assessments to guide interventions. When students are referred to our Intervention and Referral Services (I&RS) team, results from assessment and progress-monitoring tools such as BAS, ORF, and DIBELS are analyzed when determining a personalized student action plan to be shared with parents and implemented in the classroom.

Both standardized test and district assessment results are also used to identify and invite students to participate in the SAGES (k-2) or SCAT (3-5) assessments, which determine eligibility for our Gifted & Talented program. Results from these assessments, combined with teacher and parent input, inform the development of personalized gifted plans that offer identified students the opportunity to extend their learning.

In Haddonfield, we believe that our educational community is best served when all stakeholders are fully informed about student achievement. Students in grades 3-5 self-reflect on their progress as they gather evidence of work to present to their parents at student-led conferences. Parents also meet with teachers in conferences, IEP meetings, and progress-review meetings. Information is shared regularly with families at PTA meetings, Back-to-School Night, and Open House, and through teacher eBoards, principal eBlasts, classroom newsletters, and the school website.

## Part VI School Support

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### 1. School Climate/Culture

Haddonfield was founded in 1713, making it one of the oldest towns in New Jersey. It has spent over 300 years growing into a thriving and vibrant community. That sense of community is due in no small part to its excellent schools, and Elizabeth Haddon Elementary School is a perfect example. The school culture is one that encourages caring, collaboration, respect and community. Our school day begins each day with morning announcements from our 5th graders who welcome everyone to school and share a “thought for the day.”

Elizabeth Haddon students are valued as caring individuals. In 4th grade, students have an opportunity to be trained by our guidance counselor as peer-mediators. They learn conflict resolution strategies and are able to put their training into action when peers request mediation sessions to solve interpersonal conflicts during the school day. The guidance counselor also holds Friendship Groups, facilitating relationships and the development of social skills. Mentor “buddy classes” offer opportunities for older children to demonstrate caring towards younger children, as they help them with reading, writing, and cooperative activities. Our school postage system, Wee Deliver, allows students and teachers to connect with one another through hand-written letters, which are then delivered by our 3rd grade mail carriers. Our younger learners can become “Bucket Fillers” by helping others, themselves, or their community.

We engage and motivate our students by fostering a climate of collaboration, providing them with a variety of opportunities to work with one another. Our students can choose to grow as scientists by taking part in Science Olympiad, where they work in teams to complete a variety of challenges related to STEM. Battle of the Books offers a chance for young readers to build book knowledge together, as they meet throughout the year to prepare for competition. Noontime enrichment allows our students to spend time together at lunch and recess doing what they love. Classes range from a chess club, to yoga, to computer programming, to Legos, and much more!

Respect is a common theme throughout the school year. Through the adoption of Universal School Rules, teachers facilitate student choice in creating expectations that detail how students can take care of themselves, others, and their school. Our school participates in “Week of Respect” where a Lizzy Haddon Chain of Uniqueness was created and hung up in the auditorium. Every classroom uses Responsive Classroom techniques, including Morning Meeting to teach students social skills and build a strong classroom community. Classrooms celebrate “Star Student” where each week a student shares about their interests and lives. Each month brings a new “Word of the Month” related to character development, which is integrated into instruction. School wide monthly Community Meetings provide a chance to share and celebrate students’ learning, achievements, strengths and differences.

Our sense of community is strong at Elizabeth Haddon, as we come together to support a variety of events throughout the year. The Elizabeth Haddon Talent Show provides a chance to celebrate our talented students (and staff). All interested students are able to join, and acts range from singing to dancing to magic shows. The annual Fall Fair, held on a Saturday in September, is complete with games, food, a dunk tank, a DJ (our principal), face painting, and “tombola” baskets where fair goers enter to win on a variety of items with the proceeds benefiting our school. Other popular family activities include a 5K Fun Run and a Friday night Spaghetti Bingo where teachers call numbers.

Teachers are able to uphold this climate because of the respect and rapport they have for each other and their profession. The school holds regular professional development for teachers. Teachers collaborate with each other to work on the curriculum and to remain current with best practices. Each new teacher is given a mentor to guide them through their first year. The school celebrates teachers’ birthdays and the Sunshine Club reaches out to staff to bring cheer when needed.

Our community works hard to create an environment where everyone is nurtured not only academically, but socially and emotionally as well.

## **2. Engaging Families and Community**

For over 100 years, the school year begins each year with the Ringing of the Bell Ceremony as students, parents, grandparents, and friends gather on the blacktop. As teachers greet their new classes, they receive a flower from each student marking the start of the new year. The principal welcomes everyone and is assisted by students in saying the Pledge of Allegiance. The principal then marks the start of the school year by ringing the bell. The ceremony ends with each class excitedly entering the school with their new teacher. On the night of the first day an Ice Cream Social is held to welcome new families to our school. These are the types of activities that make our school a unique community that brings families together.

The Elizabeth Haddon PTA has made significant contributions in terms of technology to our school's classrooms. Each classroom now has Smartboards, projectors, and Apple TVs thanks to the PTA's generous contributions. The PTA has partially funded the purchase of 90 iPads. Parents, with the help of teachers and students, have helped to create a community garden that grows a wide variety of vegetables and herbs that are served to our students during community garden salad bar days. Parents helped to build an outdoor, shaded classroom to help teachers bring our learning community outside and maximize student engagement. During the winter months, when the outdoor classroom is not available and students rarely get outside, parent volunteers run various noontime enrichment programs. Sessions with topics ranging from computer programming to chess clubs and, to water rockets are quickly filled up by eager students. When our school's playground equipment had become outdated, a team of parent, student and teacher volunteers worked together to construct a new playground - from the ground up.

School events are widely attended by parents. Classroom writing celebrations often have parents in attendance. Back-to-School Night, Open House and Parent Visitation Days are attended by a vast majority of parents. Parents help to organize and run our school's Field Day celebration. Parent volunteers are also utilized to assist younger students in the computer lab.

Teachers regularly communicate with parents in various ways. Teachers utilize e-boards, e-blasts, Smores and class newsletters to keep families informed. Our principal sends weekly newsletters and Twitter to inform families of what is happening in school. In addition, a monthly newsletter to families, called the Dragon Gazette, is sent out.

Students and teachers, with the support of parents, coordinate various fund raising programs. Students and parents donated non-perishable goods in a student council created food drive to the St. Paul Food Basket. Thousands of dollars were raised for the American Heart Association by families through the Hoops/Jump Rope for Heart program. Spare change was collected by students and parents in classrooms and in the lunch room to help disadvantaged districts buy books through our Scholastic Book Fair, also run by parent volunteers. This year, thanks to the contribution of the PTA, we will be holding a Boosterthon Fun Run. This 10-day program focuses on character education and physical fitness.

The PTA helps to coordinate stimulating assemblies that connect to learning in the classroom. Kindergarteners attended an assembly this year called "Incredible Insects." All students took part in an assembly from the Franklin Institute about the human body that connects to the curriculum in health. To help with character education, the entire school will participate in an assembly called "Feel the Power, Anti-Bully."

Parents and extended families, along with students and school employees, are the foundation of our school community. All parts are singularly focused on the goal of helping the students of Elizabeth Haddon maximize their potential and foster a life-long love of learning.

## **3. Professional Development**

The Haddonfield School District's vision of professional development is a truly participatory one. The district guarantees that required professional development will be meaningful and relevant by maintaining a teacher-led Local Professional Development Committee (LPDC) which has real responsibilities for the

creation and implementation of professional development that reflects our district goal of creating a learning climate that develops the potential of each student.

One way that our LPDC makes professional development relevant and meaningful is by surveying PD needs of faculty and staff and incorporating their suggestions into district offerings. When an annual building survey revealed that teachers were seeking support for collaboration as well as co-teaching strategies, both needs were addressed at the district level by offering pertinent PD sessions during our unique November PD week and during several half-days throughout the year.

Our School Professional Development Plan (SPDP) is developed collaboratively by the principal and School Improvement Panel (SciP) delegate and is based on building survey results. Our plan is constructed around three themes: Professional Learning Goals, Professional Learning Activities, and Essential Resources. The PDP is reviewed by the SciP, which is made up of teachers, the principal, and the school's LPDC representative.

On both the district and the building levels, teachers support a collegial culture by designing and leading professional development sessions that offer best practice skills and strategies for maximizing student achievement. Out of forty sessions offered during our recent three-day in-district professional development period, half were teacher-led. Teachers may also obtain "Self-Design" approval from their principals during these professional development days to spend some time working alone, or with colleagues, on special projects that impact their teaching. Three half-days during the school year provide opportunities for building-based professional development and are planned by the principal and faculty SciP representative and often led by faculty members, including the technology facilitator. Regularly-scheduled grade-level meetings allow teachers from across the district to share best practice ideas and collaborate on curriculum work or district initiatives. Faculty members serve as turnkey facilitators to educate and support colleagues during the implementation of state or district mandates such as the teacher evaluation system and changes in curriculum resulting from district audits. Faculty mentors receive professional development to guide them in their support of newly-hired teachers, and give feedback to faculty facilitators geared towards program improvement.

Each district teacher and administrator develops a Personal Development Plan (PDP) annually that ties personal professional development to specific district objectives such as critical thinking, differentiation, digital learning and improving instructional skills, as well as to the New Jersey Professional Development Standards. This PDP synthesizes district initiatives, building initiatives, and personal initiatives, and serves as a map for the user that leads the way to accomplishing the district goal of developing the potential of each and every student.

#### **4. School Leadership**

Elizabeth Haddon Elementary School's leadership is inclusive of various stakeholders that make up our school community, including students, faculty, parents, alumni, and community members. Our principal recognizes the unique talents of each individual in our school community. Together we work to carry out our district vision of developing the unique potential of each learner and preparing our students to meet the Common Core State Standards. We strive to create a challenging and diverse learning climate that promotes the development of the whole student and prepares students with the knowledge, skills, and integrity to meet life's challenges and enrich their community.

Our principal meets regularly with teachers as they gather at faculty meetings to review assessment data, analyze student work, develop curriculum initiatives, and receive professional development on best teaching practices. Faculty meetings are often characterized by lively discussion and the sharing of ideas around student learning. Teachers are encouraged to take risks in their professional learning through the creation of personal professional development plans. In-house workshops are often provided by colleagues focused on technology integration. New teachers are supported by an experienced mentor, and meet with this mentor weekly. Each grade level has a common planning time when they reflect on their teaching, share ideas, and plan instruction. Each staff member's strengths are valued, and trusting relationships exist

among school leadership and teachers.

Teachers share leadership responsibilities through being members of curriculum audit committees, presenting professional development to colleagues, leading various extra-curricular activities, mentoring, pursuing advanced degrees, and leading various district initiatives. Most recently teachers in the primary grades collaborated to revise report cards to align with the Common Core State Standards.

Our Principal's Advisory Committee is a collaborative team made up of teachers, parents, and the principal that reflects on the strengths of the school and makes thoughtful recommendations on ways our school can be improved. Our school embodies a child-centered philosophy of leadership, reflecting on the well-being of our students when making decisions.

Student leadership is also cultivated through our 4th and 5th grade student council, which works on special projects and leads various fundraisers throughout the school. This year the student council worked with the guidance counselor to create a school anti-bullying statement, which is displayed throughout the school. Furthermore, younger and older students often team up as "buddy classes" providing our older students the opportunity to mentor younger learners.

Our principal works closely with the central office administrators, which include the superintendent, assistant superintendent for teaching and learning, and the supervisor of curriculum. Twice a month the district's administrative team meets to develop various initiatives and receive professional development on aspects of effective and inclusive leadership.

Our principal positively impacts student learning by being an active and visible member of the school community. Each month the principal leads a School Community Meeting where students share various projects and celebrate their work. The principal holds "No Office Days" spending his day co-teaching and actively supporting student learning. To support the implementation of the Lucy Calkins Writing Units of Study the principal spent time co-teaching in a first grade classroom. This visible style of leadership motivates students and faculty to maximize their potential. Our principal believes that he is the "lead learner" of the school continuing to reflect on his leadership to best serve the Elizabeth Haddon community.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NJASK</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	100	92	96	89	90
Advanced Proficient	76	80	62	54	58
Number of students tested	50	49	69	61	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	100	78	71	70	85
Advanced Proficient	36	67	14	40	39
Number of students tested	11	9	7	10	13
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	100	91	97	88	91
Advanced Proficient	74	77	65	56	60
Number of students tested	43	44	62	59	53
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NJASK</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	97	97	98	95	85
Advanced Proficient	48	57	59	70	40
Number of students tested	59	62	59	56	75
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	91	83	100	82	57
Advanced Proficient	18	17	36	46	21
Number of students tested	11	6	11	11	14
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced Proficient					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	96	96	98	94	84
Advanced Proficient	44	57	59	72	39
Number of students tested	55	56	58	50	70
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>NJASK</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	97	98	100	95	100
Advanced Proficient	74	87	83	51	77
Number of students tested	73	46	59	75	69
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	75	100	100	80	100
Advanced Proficient	25	64	50	27	36
Number of students tested	8	11	14	15	11
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced Proficient					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	100	98	100	94	100
Advanced Proficient	74	87	84	51	79
Number of students tested	65	45	51	71	67
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>NJASK</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	90	86	88	77	80
Advanced Proficient	14	10	9	10	7
Number of students tested	50	49	69	61	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	73	44	43	30	69
Advanced Proficient	9	0	0	0	0
Number of students tested	11	9	7	10	13
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced Proficient					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	88	84	90	78	79
Advanced Proficient	14	9	10	10	4
Number of students tested	43	44	62	59	53
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>NJASK</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	83	90	85	89	76
Advanced Proficient	7	15	7	18	15
Number of students tested	59	62	59	56	75
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	55	33	64	64	43
Advanced Proficient	0	0	0	0	0
Number of students tested	11	6	11	11	14
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced Proficient					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	82	91	85	90	77
Advanced Proficient	4	15	7	18	14
Number of students tested	55	56	58	50	70
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>NJASK</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient and above	93	83	92	83	90
Advanced Proficient	12	17	12	8	28
Number of students tested	73	46	59	75	69
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	63	64	64	53	55
Advanced Proficient	0	27	0	7	9
Number of students tested	8	11	14	15	11
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced Proficient					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	94	82	92	85	90
Advanced Proficient	11	18	12	9	28
Number of students tested	65	45	51	71	67
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**