

**U.S. Department of Education**  
**2014 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. Michael Webb

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

Official School Name William F. Halloran School No. 22

(As it should appear in the official records)

School Mailing Address 1014 South Elmora Avenue

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

City Elizabeth State NJ Zip Code+4 (9 digits total) 07202-3151

County Union 39 State School Code Number\* 1320/250

Telephone 908-436-4861 Fax 908-436-4880

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

Facebook Page  
Twitter Handle \_\_\_\_\_ www.facebook.com/WilliamFHalloran22 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\* Mrs. Olga Hugelmeyer E-mail: HugelmOl@elizabeth.k12.nj.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Elizabeth Tel. 908-436-4861

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. Tony Monteiro  
(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, Office for Civil Rights (OCR) requirements is 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 2013-2014 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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):
- 25 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 6 High schools
  - 0 K-12 schools
- 31 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. 11 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	46	59	105
K	0	0	0
1	0	0	0
2	22	26	48
3	37	59	96
4	52	85	137
5	62	71	133
6	70	79	149
7	66	75	141
8	68	73	141
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	423	527	950

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 5 % Asian
  - 15 % Black or African American
  - 66 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 14 % White
  - 0 % 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 2012 - 2013 year: 2%

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, 2012 until the end of the school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1	949
(5) Total transferred students in row (3) divided by total students in row (4)	0.022
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 1%  
10 Total number ELL  
 Number of non-English languages represented: 21  
 Specify non-English languages: Arabic, Bengali, Chin, English, French, Greek, Haitian/Creole, Hebrew, Hindi, Japanese, Mandarin, Philipino (Tagaglong), Polish, Portuguese, Punjab, Korean, Italian, Serbo-Croat, Spanish, Tigringya, Urdu
8. Students eligible for free/reduced-priced meals: 70%  
 Total number students who qualify: 664

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 5 %  
49 Total number of students served

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

- |                                |  |
|--------------------------------|--|
| <u>2</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>7</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>17</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>2</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	3
Classroom teachers	48
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	20
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 20:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	96%
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 2013

<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. 2006

## **PART III – SUMMARY**

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The great Nelson Mandela once said, “Education is the most powerful weapon which you can use to change the world.” With this belief, the William F. Halloran School family strives to produce young minds ready to conquer the world. Halloran’s daily philosophy is driven by a shared vision to provide excellent educational experiences and services to inspire every student to think, to learn, to achieve, and to care. It is this mission, intertwined with rigorous curriculum and dedicated team members, that Halloran continues to outperform 100% of schools in New Jersey in Academic Achievement and surpasses 97% of schools statewide for College and Career Readiness.

Located in Elizabeth, New Jersey, the fourth largest district in the state, Halloran houses 950 students as part of the gifted and talented program beginning in second through eighth grade; students are selected through a rigorous assessment and must demonstrate positive character traits. Students can be identified to excel in four major components; Academics, Performing Arts, Visual Arts, and Physical Education. Beginning as early as second grade, students experience elements in all four components, allowing them the opportunity to develop their strengths through a variety of learning experiences which include classes in violin, piano, 2 foreign languages, and participation in visual and performing arts.

Only 12 miles from New York City, Halloran is rich with diversity and embraces its multicultural environment with students speaking over 20 languages at home, besides English. In addition to our gifted and talented student population, Pre- Kindergarten, Special Education and English Language Learners encompass the school family and actively participate in every aspect of the school’s programs.

Halloran runs on an extended day schedule beginning at 7:30 a.m. through 3:45 p.m. where students are challenged daily through rigorous instruction. School uniforms are mandatory daily. Students must also maintain good academic standing and exemplify strong moral character. Halloran’s school day begins with the recitation of our Pledge of Ethics, a statement of the core values that guide all members of our school community. Through this daily affirmation, students vow their rights and responsibilities, as well as their dedication to academic success and personal success in character and decision making.

To support our school’s mission, Halloran has infused a number of innovative programs into its repertoire. Every classroom at Halloran is equipped with state-of-the-art technological equipment, which includes a minimum of five laptops, 6 desktop computers, a printer, and a teacher’s computer station with a SMART Board. In addition, the school maintains a wireless iPad cart. Children regularly engage in the use of technology, further bolstering the skills and knowledge necessary for the 21st century.

At Halloran, departmentalization begins in fourth grade, as students change classes and have a highly certified teacher in every subject level. This fosters student responsibility and organizational skills, as well as an advanced specialization of the teacher which in turn transfers to the student. With the focus of one explicit subject, instructional time is maximized. Departmentalization allows for concentrated grade level instructional teams to coordinate teaching efforts across each discipline.

Extracurricular and enrichment activities are also critical components of the students’ day. Students have an array of opportunities to join a range of clubs related to art, dance, drama, music, robotics, chess, debate and multiculturalism. Project Based Learning across cross curricular learning experiences is used through the Renzulli Learning Differentiation Engine, a web-based program utilized to enhance student success centered on students’ interests and diverse learning styles. The school also maintains a student council, debate team, National Junior Honor Society, and several Destination Imagination™ teams.

Halloran includes a thriving Performing Arts department, which include Jazz Choir, Jazz Band, Wind Ensemble and String Orchestras. Performing Arts is a hallmark of our school, reflecting the key personal and social competencies of diligence and self-discipline. Students have performed at various events and consistently rank in First place with Superior ratings in choral and instrumental areas.

With the collective tenacity of the entire Halloran family, students are challenged to achieve at high levels

and demonstrate that education is truly the most powerful weapon. Together, our team members and families work to support our students and one another in pursuit of our mission: to provide excellent educational experiences and services to inspire every student to think, to learn, to achieve, and to care.



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

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### **1. Assessment Results:**

The William F. Halloran School family is committed to preparing all students for rigorous academic experiences with the shared mission to provide every student with excellent educational experiences to think, to learn, to achieve and to care. With this vision, all stakeholders work collaboratively and purposefully to maximize student achievement. Data is collected through various means, including formal and informal assessments. Our students at all grade levels continue to consistently demonstrate the highest levels of academic achievement in our school district, our county, and the state of New Jersey.

New Jersey's statewide assessment system is designed to measure student performance relative to New Jersey's Core Curriculum Content Standards up until the 2012 school year. In this system, the New Jersey Assessment of Skills and Knowledge (NJASK) is administered in grades three through eight. NJASK scores are reported as scale scores with a range of 100 to 300. Scores at or above 250 indicate "advanced proficiency." Scores from 200 to 249 indicate "proficiency." Students scoring at these levels meet or exceed the New Jersey State Standards. Scores below 200 indicate performance at a level of "partial proficiency." Students performing at this level have not met the standards set forth in the NJCCCS. Further information related to the New Jersey assessment system is accessible at <http://www.state.nj.us/education/assessment/>.

Halloran School has demonstrated among the highest levels of academic achievement in New Jersey over the past five years from 2008 to the present. In Mathematics, 97% of our students have consistently met state standards, while 37.5- 93.7% of our students exceeded state standards. In Literacy, 94% of our students have consistently met state standards, while 4-35.5% exceeded state standards. In Science, 95.6-100% of our students have consistently met state standards while 44-83.2% of our students exceeded state standards.

Our 2012-2013 academic year, proved exemplary. Out of 700 students who participated in state assessments, 104 students (or 15% of test-takers) achieved a perfect score of 300 in either mathematics or literacy on the NJASK.

According to the NJ School Performance Report, Halloran School outperforms 100% of schools statewide as noted by its statewide percentile and 99% of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Halloran meets all of its performance targets in the Area of Academic Achievement. It also outperforms 97% of schools statewide as noted by its statewide percentile and 99% of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Halloran meets all of its performance targets in the Area of Academic Achievement, College and Career Readiness, and Student Growth.

Halloran's Proficiency rate is 100% higher than its peer schools in Language Arts, and 97% higher than its peer schools in Mathematics. Halloran's Proficiency rate is 99% higher than all schools across the state in Language Arts, and 100% higher than all schools across the state in Mathematics.

The high levels of academic achievement demonstrated by the students at Halloran School stem from a number of factors, which include high academic standards that form the cornerstone of instructional planning and significantly influence student performance. The departmentalized faculty created learning experiences for students that are academically rigorous and based on thorough analysis of student performance data. Instruction and assessment are linked and used to drive curricular decision making throughout the academic disciplines. This approach to curriculum and instruction fosters the school's atmosphere of continual improvement and has served to drive high levels of student achievement.

The Halloran school family remains dedicated to providing every student with excellent educational experiences as the fabric of the school. Consequently over the last 5 years there has been little variation on performance among students in the different subgroups reported. We have taken advantage of innovations

including departmentalized instruction with subject specialists, differentiated instruction, intervention classes, elective classes aimed at unique student talents, academic and enriched based after school and Saturday programs, and consistent monitoring of student progress (based on data from the State based NJASK, district benchmark assessments, the Developmental Reading Assessment, teacher-developed formative and summative assessments and daily anecdotal notes to consistently monitor student progress). These innovations have bolstered our collective focus on helping students achieve their highest potential.

Teacher's analysis and use of data is the foundation and critical piece in the daily decision making process. Each teacher maintains a data binder of student's NJ ASK scores, district benchmark data, intervention, personal anecdotal notes and student growth plans to drive their teaching decisions. Personal teacher reflection is also a critical piece as teachers enhance and develop teaching strategies to maximize student learning.

Not only is data a measure of the success of our students, faculty, administration and staff; more significantly, it displays the collaboration between all stakeholders in the education of our students, the commitment to our continued progress, and the school pride that is felt by the entire William F. Halloran School family upon entering the doors daily.

## **2. Using Assessment Results:**

Halloran teachers and school leaders work collaboratively to continue the school's vision to provide excellent educational experiences for every child to reach their highest potential. As such, analysis of student performance data informs every aspect of instruction. The primary lever for the use and application of student performance data in instructional decision-making are: development of teacher data binders and professional goals, development of student data folders and personal learning goals, progress monitoring, and vertical and horizontal planning.

Teacher and student data collection is the cornerstone of our instructional decision-making. Each teacher maintains a binder of students' NJ Assessment of Skills and Knowledge (NJASK) scores, district designed benchmark data, interventions, and reflections on assessments. The data binder is utilized to identify areas of improvement for students, differentiate instruction, and develop class-wide goals which are reflected in teacher lesson plans and professional development plans. With careful review of cluster scores from state tests (e.g. comprehension of non-fiction texts, problem-solving) and focused instruction for students based on their specific areas of need, teaching and learning becomes individualized and student-centered. This process is then communicated to students, who track their own progress and develop personal learning goals. This is the basis of our instructional program.

Upon gathering and analyzing student performance data as described above, teachers and school leaders implement our progress monitoring procedures and action plans to drive student learning forward. Determination of the lowest-scoring 20% creates a proxy for initiating academic and social interventions, resulting in intervention blocks built into the students' schedule; identification of the highest-scoring 10% of students creates a proxy for initiating extension and supplemental learning opportunities. Our faculty has been trained extensively in Renzulli's Learning Differentiation Engine, a school wide Enrichment Model for gifted and talented education, an online Project Based Learning site. Halloran also implements a wide-range of engaging elective opportunities for our students throughout all grade levels and subject areas.

The school-wide focal point and clear vision unites all teachers towards common goals and drives both vertical and horizontal articulation. This is evident in weekly grade-level meetings, cross curricular collaboration, shared knowledge from departmental meetings, and professional learning community meetings led by teachers and administrators. The findings from these planning sessions drive in-school professional development offerings, which have focused most recently on subject-specific instruction, learning centers, data-informed planning, reflection, and research-based practices. This work supports our current school-wide instructional priorities: student's becoming self learners, comprehension and use of analytical texts, and mathematical problem solving.

### **3. Sharing Lessons Learned:**

Sharing successful practices is a critical aspect of Halloran's strong professional learning community. It is in sharing these successes that the school community supports the professional connections and effective strategies to sustain and strengthen the school's mission. The Halloran family exhibits numerous examples of sharing lessons learned which include staff contributions, curriculum pilots, administrator mentorships, and continuously striving for excellence in the performing arts.

Halloran teachers serve as district curriculum writers, provide professional development and are model teachers for data-informed instruction across the curriculum. Our physical education team members serve on the district-wide health and wellness committee, a partnership with the National Alliance for a Healthier Generation.

Several teachers serve on the Gifted and Talented Association, spearheading and actively participating in convocations for grades 2 through 8. These convocations are workshops where inter-district activities are set up to cognitively challenge students to actively work in heterogeneous teams with hands on problem solving activities that foster relationships amongst students. Currently, two Halloran team members serve as advisors for our Chapter of the National Junior Honor Society instilling the core values of Character, Academics, Leadership and Service. Students have contributed over 600 hours of community service to local organizations. Halloran teachers also serve as facilitators and judges for the national Destination Imagination competitions.

Staying current with technological advances, Halloran has served as a district pilot school for new technologies, including interactive whiteboards and iPad devices to supplement lessons in the classroom. This year, Halloran also piloted an online Mathematics program "I Can Learn" for our Special Education student population.

Keeping with our dedication to the arts, our Jazz Ensemble Director serves as the High School's Marching Band Percussion Instructor (2009-2010) earning "Best Percussion" in NJ State, as well as Nationals (2011, 2013). His students also marched in the 2013 Super Bowl at MetLife Stadium in New Jersey. Our Strings conductor presented at the New Jersey Music Education Association Conference, performed with Collegium Musicum at Rutgers, the State University, and was an assistant conductor for the Woodbridge Community Choir in Woodbridge, NJ. Our Choral Director has also performed at Carnegie Hall and participated in the Advanced Opera Artist Program at Opera Works in Northridge, CA (2013).

Halloran administrators continue these lessons learned by serving as mentors to new and aspiring school leaders, as well as presenting best practices to cohorts across the district; and to educators serving as mentors to novice teachers.

### **4. Engaging Families and Community:**

As the African proverb states, "It takes a village to raise a child," all Halloran family participants play an active role in student achievement. With the feeling of one community and one family, students and parents work together to ensure success through the strength of the Parent Teacher Association, a Halloran Husky Facebook page, and a school website that keeps all stakeholders connected.

Halloran has an active PTA that works closely with administration and staff throughout the year. The PTA has initiated and sponsored school productions/activities, such as *Suessical the Musical*, *Disney's Beauty and the Beast*, and *Mulan*, *Tricky Tray*, *Bake -Offs*, *Field Day*, *Fun Day*, and *Family Movie Nights*; all activities which bring families and community members together.

Families have access to Power School, the student information system that chronicles student progress to ensure parents are kept abreast of their child's growth. The system further enriches lines of communication between teacher and parent.

Additionally, meetings and functions are scheduled to further keep parents involved. These include Back to

School Nights when administrators and teachers share goals and expectations with families. American Education Week activities also take place where families observe and participate in classes. Other activities include Read Across America and Family Math and Literacy Night.

Student performances and functions are also a wonderful way to celebrate successes. These events allow parents to experience student learning first hand; activities range from science fairs, living wax museums, Native American exhibition, dinosaur displays, and award winning choral and band performances. In addition, monthly PTA meetings take place where parents share in the school's activity planning.

Halloran Husky pride is critical to the school community through community activities where school pride is celebrated through events such as our annual Family Fun 5K and a staff basketball game against the Harlem Wizards. School pride is continued through the Excellence Parade, Onefest, and Excellence Night where students share and celebrate their successes.

Halloran believes strongly in giving back to the community. Students and families participate in our annual St. Jude's Math-A-Thon where, over the past 5 years, our school family has donated over \$25, 000 to St. Jude's Children's Research Hospital. Student Council has contributed over \$10,000 to the Leukemia/Lymphoma Society, 125 Thanksgiving baskets to families in need, and approximately 1,100 pairs of socks to Socks for Soldiers. As evident, Halloran students are not only academically driven, but driven to give back to their communities.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Halloran's rigorous curriculum mirrors our high expectations for each student. These expectations are internalized by all; administrators, teachers, students and parents. To achieve our vision, Halloran's teaching methodologies are intentional and deliberate as part of our Instructional Core, which defines the relationship between three essential elements to student success; the teacher, student and content. Success is fostered through articulate curriculum including stimulating and challenging academic tasks aligned to meet the demands of the Common Core State Standards.

As the year begins, student strengths and weaknesses are identified and analyzed to maximize achievement. Teachers work to analyze data through various formal and informal assessments. Teachers reflect upon the data to meet the needs of the students. Progress is monitored through the use of student data binders to guarantee academic success. Individual learning goals for both the teacher and students are put into place. Strengths are identified and students are challenged through self-driven project based learning experiences as part of the gifted and talented program.

It is within our extended day schedule from 7:30 a.m. to 3:45 p.m. that students are offered innumerable opportunities across the four components of our program; academics, performing arts, visual arts and physical education. Our elementary students participate in expanded studies including three periods of physical education and health, two periods of visual arts instruction, as well as instruction in recorder, music theory, Spanish, French, and media literacy.

At Halloran, departmentalization begins in fourth grade. Students change classes and have highly qualified teachers certified in each subject. Focusing on one explicit subject, instructional time is better utilized. Departmentalization allows for concentrated grade level instructional teams to coordinate teaching efforts across each discipline.

As students progress into upper elementary grades, opportunities for specialization in advanced studies become possible. Students may engage in advanced studies in chorus, band, midi-piano, jazz choir, jazz band, forensics, debate, environmental sciences, French, and Spanish culture. The transition to middle school affords students two daily electives from an array of selections while meeting all core requirements.

It is within this array of electives the web-based program, Renzulli Learning Differentiation Engine, is utilized to enhance student success in all grades. The Renzulli philosophy is centered on students' interests and learning styles to encourage learning. Students engage in high interest topics through project based learning across subjects.

The Halloran family works collaboratively to keep abreast of the challenging demands and shifts in education today. Halloran's curriculum has been revamped to address the demands of the Common Core State Standards. To this end, second and third graders adopted a new reading series in 2012, Pearson Reading Street. Also, the L.E.A.D.S (Literacy is Essential to Adolescent Development and Success) program, which connects the relationship between English Language Arts and Social Studies begins in grade four to raise the rigor. This framework supports English Language Arts literacy and Social Studies standards through thematic novels, authentic readings, writing tasks in cooperative learning centers, and project-based learning; in turn promoting critical thinking.

Halloran's math curriculum was also updated to align to Common Core State Standards. In second through sixth grade, Everyday Mathematics is used to support the curriculum, while seventh and eighth grade utilizes an innovative technology based program, Connected Mathematics. Reading and Math consultants have been contracted to assist with the transition to Common Core State Standards and implementation of curriculum along with the supporting programs.

With the increase in writing demands, fourth through eighth grade adopted a computer based writing

program, MY Access, to enhance students' writing skills and ability to organize thoughts digitally. Science is also a critical component in challenging content. Science instruction is provided daily with a highly certified science teacher through the inquiry based program, FOSS. State of the art science labs give students opportunities to connect with critical thinking opportunities through investigations.

Professional development, instruction, student activities, benchmarks, and assessments are continuously examined to ensure the standards are being addressed in all aspects of the day. Halloran's goal is for all students to be active in their own learning. Halloran students are College and Career prepared through our challenging curriculum aligned to the standards, an array of elective opportunities, and state of the art technology. With these critical components, students attain a firm and solid foundation for high school and beyond.

## **2. Reading/English:**

Halloran utilizes a research-based, balanced literacy curriculum throughout grades two and three. It is enhanced by differentiated instruction, cooperative learning centers, and guided reading. Teachers instruct their students to expand insights and background knowledge. The curriculum focuses on data-driven instruction and lessons aligned with Common Core Standards to promote learning through developmentally appropriate experiences. The elementary literacy program, Pearson Reading Street, concentrates on specific areas of literacy which facilitate learning.

The English language arts literacy block of 90 minutes is divided in two: 30 minutes of whole group instruction and 60 minutes of student centered activities. Whole group instruction encompasses five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). The small group block targets challenges identified through assessments which include Developmental Reading Assessments 2 (DRA2), district benchmarks, formal/informal assessments, and daily anecdotal notes. Students engage in individual learning, partner work, and group work that focus on a themed question of the week to invoke higher order thinking. Center work involves literacy, writing, technology, and project based learning activities. The teacher meets with students for targeted instruction and guided reading lessons utilizing assessment results. Teachers also conduct conferences where students receive support and feedback.

Students in grades four through eight engage in curriculum aligned to the Common Core State Standards and the Literacy is Essential to Adolescent Development and Success (LEADS) framework, which connects English Language Arts and Social Studies. This interdisciplinary framework supports standards through thematic novels/authentic readings, multiple writing tasks in cooperative learning centers, and project-based learning, promoting critical thinking around fiction/nonfiction texts in a 120-minute block. Students begin with a mini lesson to engage the group in the reading of the novel. Writing is stimulated through anticipatory guides, activation of prior knowledge, peer discussion through Think-Pair-Share, and questioning based on Bloom's Taxonomy. Students break into cooperative learning centers based on learning styles, multiple intelligences, and academic aptitude. At this time, guided reading and writing are implemented.

If intensification is required, students are given time for one-on-one intervention. During this period, struggling students obtain specialized attention and students who have met or exceeded identified standards engage in activities to extend learning.

Teachers also administer benchmark assessments, aiding in the formulation of future objectives and lessons. Portfolios, hands-on projects, and reading/writing across disciplines form the foundation of the program. Independent readers, writers, and thinkers are given opportunities to experience activities which encourage inquiry skills and higher order thinking.

## **3. Mathematics:**

At Halloran, all students are capable of high levels of achievement in mathematics. This is accomplished through daily rigorous instruction, a strong alignment between data-driven instruction, the knowledge of the

Common Core State Standards, and materials from the Everyday Mathematics - The University of Chicago Project. Building on the intuitive and concrete foundations of student knowledge, teachers gradually expose children to the abstract and symbolic mathematical principles. Students address real life mathematical situations through cross curricular activities and develop skills in problem-solving, arithmetic, estimation, mental math, and algebra. Through individualization, small group study, and enrichment activities, children have the opportunity to become actively involved in their learning. Other researched-based practices in our mathematics curriculum include the use of educational technology, journal writing, exploratory studies, manipulatives, learning centers, mathematical games, and the use of children's literature. Students are provided opportunities to further explore mathematical concepts at their own pace through adaptive technologies like Carnegie Learning, Neufeld Learning Systems, and Renzulli Learning.

Students are instructed in 90-minute blocks with time allotted for whole group instruction, small group work, and one-on-one instruction. This allows the teachers to interact with students in various contexts, helping them make connections and provide the time to meet the state standards. Based on performance from class assessments, students needing intervention are offered small group instruction that targets the areas of concern, as well as an academic after-school program for further support.

Students are engaged during this period in open-ended questions, mental math, collaborative learning centers, hands-on explorations, writing activities, and the use of technology to develop mathematical reasoning and problem-solving skills. Math classes are structured to provide students opportunities to work collaboratively as well as independently, engage in meaningful experiences, and prepare each student for success.

#### **4. Additional Curriculum Area:**

Halloran family uses the Visual and Performing Arts curriculum to continue the mission of providing excellent educational experiences and services that will inspire every student to think, to learn, to achieve, and to care. The department works cohesively to create an environment for students to think critically through the arts.

The school offers award winning ensembles in choral, band, and orchestra. Music can be heard daily in the hallways and has become a staple in the students' daily schedule. A curriculum begins with pre-kindergarten and introduces the recorder in second grade. By fourth grade, students can enroll in the choral and instrumental department.

Instruments available include the clarinet, flute, saxophone, trumpet, trombone, and violin. Students study their instrument in small pullout groups, while receiving daily or bi-daily ensemble instruction. As the students progress, more opportunities become available. There are three highly selective ensembles which include the Jazz Band, Jazz Choir, and Wind Ensemble that meet daily. All three ensembles have been recognized with Superior ratings, which are the highest possible marks at music festivals. Students have travelled to various states including Massachusetts, Connecticut, Maryland, Pennsylvania and Virginia.

In 2013, the Halloran Jazz Ensemble and Jazz Choir competed in Williamsburg, Virginia where they both received Superior Rating. Halloran Wind Ensemble received Excellent Ratings. In addition to their superb performances, the Halloran performing arts team has invited renowned guest artists & conductors to perform with and for our students. The Halloran Jazz Ensemble has also participated in the "Jazz for Young People" concerts at Lincoln Center in New York City. Students learn through ensembles that individual skills are intricate to the achievement of a larger whole, and through interdependence they are able to achieve something bigger than themselves.

The Halloran's Visual Arts department focuses on the basic elements and principles of art which are applied in the areas of drawing, painting, sculpture, fiber design, printmaking and more. Students in the Visual Arts program experience concentrated art classes daily with advanced skill development in all areas, as well as art history and advanced critique. The program offers advanced students the opportunity to develop their skills on an individual level as well as within groups. Students participate in the Art club, individual art contests, and the New Jersey Teen Arts program.

Through Halloran's extensive arts program, students learn essential skills of being responsible for their craft and through hard work and persistence, they can achieve great things.

The Halloran school community is also home to 105 three and four year-old pre-kindergarten students. The children participate in multi-age classrooms where a certified pre-k teacher and a Child Development Associate (CDA) Assistant engage fifteen 3 and 4 year-old children in high quality activities that produce short- and long-term positive effects on their cognitive and social development.

The Preschool classrooms implement a curriculum that is aligned to the NJ Preschool Teaching and Learning Standards and the High/Scope Approach to early childhood education which promotes the development of independence, decision making and social interaction. Through the High/Scope Approach to learning, preschool children become active learners who share responsibility for their learning. Preschool students who participate in this program learn to make choices, carry out ideas and reflect on their learning with adults and peers. Young preschool children also have the opportunity to engage in small- and large-group activities, assist with clean up, and exercise large muscles during outdoor time. They work in centers that foster the development of both cognitive and social skills including language and literacy, math and science, art and music, writing, blocks and dramatic play.

Within the High/Scope Approach to learning, students' interactions with the world are captured in a series of key developmental indicators that help them encounter and understand their environment. Teachers use the key developmental indicators as a conceptual framework to help them plan activities, observe children, think about the day, and make sure they provide the variety of experiences that are essential to the healthy physical, intellectual, social, and emotional growth of young children that will give them a firm foundation for the years to follow to maximize student success.

In addition, the preschool program offers bilingual instruction in Spanish and English. With such a large population of students coming from Spanish speaking homes, there is great importance on maintaining the home language while introducing our preschool students to English as a second language. This bilingual instruction offers children a chance to acquire a second language (English/Spanish) through meaningful interaction with English and Spanish speaking peers and staff. It also enables native Spanish speakers to maintain and reinforce their heritage, language, and culture. Students learn to value each other's knowledge and life experiences - leading to meaningful respect and collaboration that will last a lifetime.

## **5. Instructional Methods:**

Halloran's instructional methodology is linked directly to the district's mission: to provide excellent educational experiences and services that will inspire every student to think, to learn, to achieve, and to care. To address the diverse array of student talents, our instructional program is driven by core practices that reflect the standards of excellence that Halloran strives to meet. We believe that differentiated, targeted instruction is the basis for successful student learning. Additionally, rigorous instruction is provided to challenge our students to reach the maximum level of achievement. Through our professional learning community's teamwork, ninety day goal setting plans, district and school progress monitoring, and rigorous instruction, our school continues to maintain a high achieving status within our state.

Our school's professional learning community believes in differentiated instruction to meet every child's needs. To ascertain the needs of each child, assessment tools are utilized to assist in determining the diverse learning styles of each individual student. Frequent ongoing measurement of student growth is assessed through a variety of means including: district benchmarks, Developmental Reading Assessment 2 (DRA2), Moving with Math, and Read 180. Student data is analyzed to devise individual learning goals. Daily progress monitoring and scheduled small daily intervention groups are used to realign goals as students' skills develop. Flexible grouping through guided reading, one-on-one, peer to peer, and small group instruction is then utilized to maximize student growth.

Halloran's strong focus on rigorous instruction involves technology to support and enhance learning. One major technological component is using the Renzulli Learning Differentiation Engine. Renzulli is used in



grades two through eight across the curriculum. The Renzulli philosophy is centered on students' interest, learning styles, and expression styles to encourage learning. Students engage in high interest topics to enhance learning. Furthermore, to advance mathematical concepts, Halloran utilizes the Neufeld Learning Systems in grades two through five. Neufeld uses technology to develop mathematical concepts along the spectrum of concrete to abstract. It supports rich math talk and differentiates learning. For grades six through eight, the Carnegie Learning Math Series is employed to focus students' thinking and learning. Their new knowledge is applied in mathematics and empowers students to take responsibility of their learning.

Halloran's instructional methods are adjusted for differences and enrichment opportunities which in turn increase student achievement, student engagement, creativity, and an overall attitude towards school and learning.

## **6. Professional Development:**

Halloran has a strong focus on creating a professional learning community (PLC) conducive to a positive school culture. Professional development involves everyone from the principal, district leaders, instructional coaches, program consultants, and teachers working collaboratively to focus on creating excellence in rigorous instruction. Halloran focuses on promoting teacher collaboration to maximize effective practices and increase student achievement.

Professional development occurs throughout the year through observations, walkthroughs, feedback, district and internal instructional rounds, and district workshops. These professional development opportunities have been essential in preparing and strengthening teachers' skills and knowledge and consequently, that of our students.

Our school-based PLC committee, School Improvement Panel, is comprised of teachers and administrators to assess school-wide needs and support planning. To this end, the committee has instituted internal instructional rounds to maximize effective teaching practices where reflection is a critical component to strengthen teaching. Descriptive and specific feedback is also given to teachers to enhance lessons.

Our school district has embedded two days within the calendar to provide professional development. In addition, Halloran gives teachers time to work together on professional growth plans, with common preparation periods daily. Teachers have the opportunity to keep abreast of current education initiatives by attending numerous professional development opportunities provided by the district's staff development through a web-based program, My Learning Plan. Additionally, teachers utilize Blackboard, a support system that allows teachers to access and share resources to enhance classroom instruction.

This year's major focus includes professional development on the Charlotte Danielson Framework for Teaching, Anti-Harassment, Intimidation and Bullying strategies, and content training which have been utilized to improve instruction and maximize learning. Various consultants for language arts and mathematics have been wonderful resources in aligning our lessons and teaching strategies to the shifts and demands of Common Core State Standards in the classrooms as well as the transition to PARCC.

Halloran uses teacher, district, state, and national assessments not only as guidelines for implementation of best practices, but as tools to pull our instructional team together to work collaboratively to help students reach their highest levels of achievement. Teachers are motivated to maintain their knowledge and skills to reflect current educational practices. Many of our teachers participate in workshops outside of the district, attend summer institutes, network with other teachers, and seek advanced degrees or certifications. Fifty-five percent of the instructional staff has attained a masters or doctoral degree while many teachers are currently engaged in graduate studies.

## **7. School Leadership**

Together Everyone Achieves More (TEAM) is the motto that drives Halloran to work collaboratively to assure student achievement and certify that all members contribute to the success of the school. Halloran's

mission is internalized by all team members with the shared vision that Halloran will provide excellent educational experiences to inspire every student to think, to learn, to achieve, and to care.

The role of leadership is assumed by the principal, vice principals, guidance counselor, social worker, nurse, teachers and support staff. Administrators monitor and work collaboratively with school committees to address specific needs of the school and create policies and procedures that work towards improving achievement.

The various committees include the Crisis Team who make certain the school is a safe place that allows students to concentrate on their learning. The Excellence Team promotes and acknowledges academic achievement through quarterly scholar assemblies and an end of the year celebration attended by staff and families. The Intervention and Referral Services Committee provides assistance to students who are struggling academically or emotionally and monitors their progress. The Parent Teacher Association (PTA) works diligently to bring school, home, and community together through workshops, activities, and fundraisers. The School Improvement Panel assesses the professional development needs of teachers to assure students are receiving optimal instruction.

Administrators support the professional growth of teachers with frequent formal and informal observations, evaluations, and one-on-one conferences with focused specific feedback creating knowledgeable, confident and motivated academic leaders. Working with the School Improvement Panel and Professional Learning Community, the Halloran family instituted internal instructional rounds to find patterns related to student engagement and learning, monitor progress, and identify the next level of work. Internal rounds maximize learning opportunities for students to meet the demands of the Common Core State Standards and prepare them to be 21st century learners.

Overall student achievement and the school's success is significantly influenced by Halloran leaders who are responsible for setting a clear vision that everyone understands and accepts, establishing high expectations, using data to track progress, and by providing all team members with the necessary support to succeed. Recognizing that every member of the Halloran family is an integral part of the school community and that their ideas and suggestions are valuable, boosts staff morale and culture.

Halloran's "TEAM" motto creates a culture of school pride where all members collaborate on areas of shared interest and commitment to all our students.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** New Jersey Assessment of Skills and Knowledge (NJASK)

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** New Jersey Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	Jan
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	97	99	100	100	
% Advanced	80	73	83	94	
Number of students tested	101	89	98	79	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	99	99	100	100	
% Advanced	77	71	83	94	
Number of students tested	66	65	75	54	
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	100	100	100	0	
% Advanced	73	55	100	0	
Number of students tested	11	11	9	0	
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	86	74	85	94	
Number of students tested	65	54	61	51	
<b>5. African- American Students</b>					
% Proficient plus % Advanced	83	91	100	100	
% Advanced	50	36	72	90	
Number of students tested	12	11	18	10	
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>9. White Students</b>					
% Proficient plus % Advanced	95	100	100	100	
% Advanced	81	94	92	92	
Number of students tested	21	17	13	13	
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** Grade Three was not part of William F. Halloran School No. 22 prior to 2009-2010 school year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** New Jersey Assessment of Skills & Knowledge (NJASK)

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** New Jersey Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	98	99	100	100	100
% Advanced	73	79	86	84	85
Number of students tested	118	118	92	88	95
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% 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 plus % Advanced	97	99	100	100	100
% Advanced	72	77	85	83	86
Number of students tested	89	90	72	64	72
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	97	100	100	100	100
% Advanced	74	82	82	80	88
Number of students tested	76	76	60	49	60
<b>5. African- American Students</b>					
% Proficient plus % Advanced	93	95	100	100	100
% Advanced	64	67	80	85	85
Number of students tested	14	21	10	20	13
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0

% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	81	86	100	93	77
Number of students tested	21	14	16	15	17
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** New Jersey Assessment of Skills & Knowledge (NJASK)

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** New Jersey Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	99	98	99	100	97
% Advanced	75	82	85	85	71
Number of students tested	131	119	107	95	105
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% 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 plus % Advanced	99	98	98	100	96
% Advanced	71	82	85	86	69
Number of students tested	97	89	81	59	77
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	99	98	100	97
% Advanced	78	82	82	88	71
Number of students tested	83	78	65	57	61
<b>5. African- American Students</b>					
% Proficient plus % Advanced	96	91	100	100	94
% Advanced	64	55	85	85	59
Number of students tested	25	11	20	13	17
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0

% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	100	95	100	100	100
% Advanced	73	86	94	75	79
Number of students tested	15	21	17	20	19
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**



**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** New Jersey Assessment of Skills & Knowledge (NJASK)

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:** New Jersey Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	98	98	98	100	88
% Advanced	48	53	66	61	63
Number of students tested	117	116	102	105	120
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% 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 plus % Advanced	98	100	97	100	83
% Advanced	48	49	68	61	58
Number of students tested	91	83	75	77	81
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	19
% Advanced	0	0	0	0	19
Number of students tested	0	0	0	0	16
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	99	97	98	100	88
% Advanced	48	56	68	60	65
Number of students tested	83	70	60	60	65
<b>5. African- American Students</b>					
% Proficient plus % Advanced	0	60	94	100	83
% Advanced	0	40	50	41	54
Number of students tested	0	20	18	17	24
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0

% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	94	100	100	100	93
% Advanced	47	58	65	70	71
Number of students tested	17	19	18	20	28
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** New Jersey Assessment of Skills & Knowledge (NJASK)

**All Students Tested/Grade:** 7

**Edition/Publication Year:** 2013

**Publisher:** New Jersey Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	89	91	96	97	
% Advanced	38	51	51	60	
Number of students tested	120	105	106	107	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	89	90	95	96	
% Advanced	35	45	49	62	
Number of students tested	83	67	79	73	
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	86	95	95	98	
% Advanced	34	48	48	69	
Number of students tested	77	62	63	61	
<b>5. African- American Students</b>					
% Proficient plus % Advanced	95	72	94	90	
% Advanced	25	44	35	35	
Number of students tested	20	18	17	20	
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	

% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>9. White Students</b>					
% Proficient plus % Advanced	94	90	100	100	
% Advanced	50	47	65	58	
Number of students tested	18	19	17	24	
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** Grade Seven was not part of William F. Halloran School No. 22 prior to 2009-2010 school year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** New Jersey Assessment of Skills & Knowledge (NJASK)

**All Students Tested/Grade:** 8

**Edition/Publication Year:** 2013

**Publisher:** New Jersey Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	97	99	93	96	
% Advanced	65	56	59	61	
Number of students tested	113	106	105	93	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	97	100	94	95	
% Advanced	64	55	63	64	
Number of students tested	74	71	71	66	
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	100	98	97	94	
% Advanced	64	54	66	57	
Number of students tested	70	63	59	46	
<b>5. African- American Students</b>					
% Proficient plus % Advanced	94	100	86	94	
% Advanced	65	19	32	63	
Number of students tested	17	16	22	16	
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	100	
% Advanced	0	0	0	83	
Number of students tested	0	0	0	12	
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	

% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0		0	
<b>9. White Students</b>					
% Proficient plus % Advanced	90	100	96	100	
% Advanced	65	78	68	58	
Number of students tested	20	18	22	19	
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** Grade Eight was not part of William F. Halloran School No. 22 prior to 2009-2010 school year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** New Jersey Assessment of Skills & Knowledge (NJASK)

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** New Jersey Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	Jan
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	94	93	93	98	
% Advanced	4	9	15	13	
Number of students tested	101	89	98	79	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	94	91	91	96	
% Advanced	5	11	15	9	
Number of students tested	66	65	75	54	
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	91	82	100	0	
% Advanced	0	0	22	0	
Number of students tested	11	11	9	0	
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	97	95	93	98	
% Advanced	3	9	16	18	
Number of students tested	65	54	61	51	
<b>5. African- American Students</b>					
% Proficient plus % Advanced	83	91	89	90	
% Advanced	0	9	0	10	
Number of students tested	12	11	18	10	
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	

% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>9. White Students</b>					
% Proficient plus % Advanced	91	94	100	100	
% Advanced	10	6	23	0	
Number of students tested	21	17	13	13	
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** Grade Three was not part of William F. Halloran School No. 22 prior to 2009-2010 school year.



**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** New Jersey Assessment of Skills & Knowledge (NJASK)

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** New Jersey Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	95	86	88	89	93
% Advanced	10	3	10	11	12
Number of students tested	118	118	92	88	95
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% 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 plus % Advanced	82	86	86	92	92
% Advanced	10	3	8	13	11
Number of students tested	89	90	72	64	72
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	84	87	93	94	95
% Advanced	9	3	12	12	10
Number of students tested	76	76	60	49	60
<b>5. African- American Students</b>					
% Proficient plus % Advanced	94	81	70	80	100
% Advanced	7	0	10	5	23
Number of students tested	14	21	10	20	13
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0

% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	81	86	81	80	77
% Advanced	14	7	0	7	6
Number of students tested	21	14	16	15	17
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** New Jersey Assessment of Skills & Knowledge (NJASK)

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** New Jersey Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	91	93	94	95	91
% Advanced	6	12	5	20	28
Number of students tested	131	119	107	95	105
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% 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 plus % Advanced	89	94	94	97	90
% Advanced	4	10	5	22	26
Number of students tested	97	89	81	59	77
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	90	95	91	98	89
% Advanced	7	9	6	18	26
Number of students tested	83	78	65	57	61
<b>5. African- American Students</b>					
% Proficient plus % Advanced	84	82	100	85	94
% Advanced	0	9	5	39	18
Number of students tested	25	11	20	13	17
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0

% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	100	86	94	90	89
% Advanced	7	14	0	10	37
Number of students tested	15	21	17	20	19
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** New Jersey Assessment of Skills & Knowledge (NJASK)

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:** New Jersey Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	92	91	94	98	85
% Advanced	4	5	11	11	15
Number of students tested	117	116	102	105	120
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% 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 plus % Advanced	90	94	92	99	83
% Advanced	3	4	9	9	14
Number of students tested	91	83	75	77	81
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	19
% Advanced	0	0	0	0	6
Number of students tested	0	0	0	0	16
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	90	91	97	98	88
% Advanced	4	7	10	8	11
Number of students tested	83	70	60	60	65
<b>5. African- American Students</b>					
% Proficient plus % Advanced	0	80	89	100	71
% Advanced	0	0	17	6	25
Number of students tested	0	20	18	17	24
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	0

% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	94	95	88	95	89
% Advanced	12	0	6	15	14
Number of students tested	17	19	18	20	28
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** New Jersey Assessment of Skills & Knowledge (NJASK)

**All Students Tested/Grade:** 7

**Edition/Publication Year:** 2013

**Publisher:** New Jersey Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	95	91	92	96	
% Advanced	13	18	13	29	
Number of students tested	120	105	106	107	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	93	87	90	76	
% Advanced	16	16	10	27	
Number of students tested	83	67	79	73	
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	95	92	94	95	
% Advanced	13	15	11	26	
Number of students tested	77	62	63	61	
<b>5. African- American Students</b>					
% Proficient plus % Advanced	90	78	77	95	
% Advanced	10	11	12	25	
Number of students tested	20	18	17	20	
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	

% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>9. White Students</b>					
% Proficient plus % Advanced	100	95	100	100	
% Advanced	0	21	24	38	
Number of students tested	18	19	17	24	
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** Grade Seven was not part of William F. Halloran School No. 22 prior to 2009-2010 school year.



**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** New Jersey Assessment of Skills & Knowledge (NJASK)

**All Students Tested/Grade:** 8

**Edition/Publication Year:** 2013

**Publisher:** New Jersey Department of Education

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	99	100	98	100	
% Advanced	19	28	27	36	
Number of students tested	113	106	105	93	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment	0	0	0	0	
% of students tested with alternative assessment	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	99	100	97	100	
% Advanced	18	28	27	33	
Number of students tested	74	71	71	66	
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	99	100	98	100	
% Advanced	14	24	22	37	
Number of students tested	70	63	59	46	
<b>5. African- American Students</b>					
% Proficient plus % Advanced	100	100	95	100	
% Advanced	18	19	23	25	
Number of students tested	17	16	22	16	
<b>6. Asian Students</b>					
% Proficient plus % Advanced	0	0	0	100	
% Advanced	0	0	0	42	
Number of students tested	0	0	0	12	
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced	0	0	0	0	

% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>9. White Students</b>					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	25	39	41	37	
Number of students tested	20	18	22	19	
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** Grade Eight was not part of William F. Halloran School No. 22 prior to 2009-2010 school year.