

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Geraldine Perez

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

Official School Name Woodrow Wilson Elementary School

(As it should appear in the official records)

School Mailing Address 80 Hauxhurst Avenue

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

City Weehawken State NJ Zip Code+4 (9 digits total) 07086-6837

County Hudson State School Code Number* 17-5240-140

Telephone 201-348-2701 Fax 201-348-2703

Web site/URL http://wilsonunioncity.sharpschool.com/ E-mail geperez@union-city.k12.nj.us

Twitter Handle _____ Facebook Page _____ 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*Mr. Stanley Sanger E-mail: ssanger@union-city.k12.nj.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Union City Tel. 201-271-2289

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 Ms. Jeannette Pena
(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

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

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):
- 8 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 12 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. 3 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	0	0	0
K	0	0	0
1	18	24	42
2	18	28	46
3	21	25	46
4	19	26	45
5	24	19	43
6	22	26	48
7	30	20	50
8	19	38	57
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	171	206	377

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 3 % Black or African American
 - 85 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 8 % 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: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1	377
(5) Total transferred students in row (3) divided by total students in row (4)	0.005
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 2 %
6 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 64 %
 Total number students who qualify: 240

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: 2 %
7 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>3</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</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:

	Number of Staff
Administrators	2
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	5
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.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	96%	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

Post-Secondary Status	
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. 2004

PART III – SUMMARY

Though situated in Weehawken, New Jersey, Woodrow Wilson Elementary School has been the proud product of the Union City School District since 1995. One of the most densely populated urban communities in the nation, Union City faced great challenges with overcrowding, and entered into a unique school lease agreement with neighboring Weehawken where low enrollment forced the school to close. For the past 18 years, students in grades 1-8 have been bussed into the charming building, which overlooks the New York City Skyline.

The mission of Woodrow Wilson School is to help students realize and develop their academic and artistic potential in a technology rich environment through the implementation of an arts integrated curriculum. The school philosophy is largely inspired by Howard Gardner's Theory of Multiple Intelligences. Wilson staff believes that intelligence manifests itself in a variety of ways, and all students possess special academic and artistic talents. It is the school's vision to identify and nurture these attributes, which in turn will foster and encourage the growth of self-esteem.

One of educational objectives of the Wilson staff is to expand the learning experiences of our students academically, socially and culturally. Many of these objectives are realized through participation in hands on activities made possible through partnerships with esteemed arts organizations. Visiting artists from the New York City Ballet, The American Ballroom Theater Company, Paper Mill Playhouse and the Chamber Music Society of Lincoln Center are frequent faces in our school. They work collaboratively with classroom teachers to extend content area instruction with engaging music and dance lessons. Students are deeply engaged in learning through these classroom interactions and are further enriched through field trips to see professional performances in these organizations. Over sixty percent of our student population is considered "Economically Disadvantaged." These unique partnerships give students the opportunity for experiences their families cannot afford to provide for them.

Wilson School is committed to providing a program of educational experiences that offer opportunities for every child to realize his/her maximum potential. Our staff recognizes that children with special needs, extraordinary learning abilities and/or outstanding talents need to have a differentiated school program that is based on the Common Core State Standards as well as students' unique developmental needs. The faculty has developed a unique elective course syllabus, Multiple Intelligence Arts Domains (MIADS) which serve to give the students choice in some of the courses they take throughout the day. MIADs meet four periods a week and run on a semester schedule, giving students the opportunity to select two different courses each school year. Some of the most popular course offerings include: Opera, Storytelling through Dance, Kiddie Court, Introduction to Guitar, Ballroom Dancing, Animation, Photography, Robotics, Video Production and Forensics. The MIAD Program received a "Best Practices Award" in 2000 from the State of New Jersey, and currently the program is being replicated in other schools where former staff members are now administrators.

Wilson School has received many accolades over the years. We were recognized as a New Jersey State Star School in 1998, and received the NCLB Blue Ribbon Award in 2004. Last year, Jersey Can listed Woodrow Wilson School as a top ten school in the state in three categories: Low Income Student Performance for both Elementary and Middle School students, and Latino Student Performance for Middle School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Students in grades three through eight at Woodrow Wilson School take the New Jersey Ask (Assessment of Skills and Knowledge.) The results are reported in scale scores in the content areas of Language Arts Literacy and Mathematics. Scores between 100 and 199 are considered below the state minimum proficiency level and are designated as "Partially Proficient." Scores between 200-250 meet state proficiency levels and are designated as "Proficient." Scores between 250-300 exceed state proficiency levels and are designated as "Advanced Proficient." Students at Wilson School consistently meet or exceed the state proficiency level in all grade levels in both Language Arts and Mathematics. Wilson Students have met or exceeded the NJ State passing rate in all grade levels for both Language Arts Literacy and Mathematics for the past five years.

The New Jersey PASS is given to students throughout the district in grades one and two each year. In first grade, students can earn up to 34 points in Language Arts Literacy and 38 points in Mathematics. In 2013, The Just Proficient Mean for Language Arts was 17, while the Just Proficient Mean for Mathematics was 22. Wilson School far surpassed the mean with 28.3% in Language Arts and 34.7% in Mathematics.

In second grade, students can earn up to 42 points in Language Arts Literacy. In 2013, the Just Proficient Mean was 21. Wilson's mean score for Language Arts was 29.8. For Mathematics, the total possible points was 40, with a Just Proficient Mean of 23. Wilson's mean score was 32.

Approximately 25 students in 7th and 8th grade participate in Resources Offered for Gifted and Talented Education (R.O.G.A.T.E) Through this program, students are able to take the Scholastic Aptitude Test (SAT.) Each year, approximately 50% of these students meet or exceed the National Average in one or more sub sections of the test which includes Reading, Writing and Mathematics.

b) Students at Wilson School consistently attain proficient scores on state tests. In spite of this success, review of test results indicated a slight decline on certain sections of the test in certain grade levels. For example, third grade Language Arts Literacy scores witnessed a steady decline from 97% in 2009 to 82% in 2010, all the way down to 77% for both 2010 and 2011. The Administrative Team took a careful look at each student score report and found that although we have a large population of avid, confident readers, test scores did not coincide with what we observed in our students. We found that students were having difficulty with responding to open ended questions. To address this, we had our eighth grade Language Arts Specialist train all students and staff members on effective ways to make authentic connections to literature. She provided demonstration lessons in each third grade classroom. We made a school-wide commitment to providing students with opportunities to respond to and reflect upon literature so that they become more fluent in their open-ended responses. As a result, scores increased drastically from 2013 from 77% to 93%. A similar trend can be detected in fifth grade Language Arts Literacy. Continued attention is being devoted to these skills at this grade level as well.

Significant gains were also realized in 7th grade Language Arts Literacy, improving from 76% in 2011 to 95% in 2013. During this period, diagnostic reading assessments were administered to determine each student's individual needs. Classroom focus shifted to more complex text materials and more rigorous vocabulary. Scores for economically disadvantaged students at this grade level increased from 79% in 2011 to 89% in 2012 to 90% in 2013.

2. Using Assessment Results:

Multiple forms of assessment data are analyzed yearly to plan programs and drive instruction. State Standardized test results are reviewed annually by grade level and student to determine areas of strength and weakness. Supplemental Programs are designed to aid students demonstrating specific weaknesses. Staff Professional development is planned based on these results.

Diagnostic Reading Assessments are administered three times each year to monitor student growth and development. Summary reports are distributed to parents along with strategies for assisting at home. Teachers are able to use these results to make informed decisions regarding student grouping. In addition, it helps with assigning leveled reading material tailored to each student's learning profile.

The Union City School district has created 8 week assessment tools in Language Arts and Mathematics for students in grades 3-8. These assessments are aligned to the Common Core State Standards and help teachers to measure readiness for State-Wide Assessments. Staff members review and analyze results to make modifications to lesson planning and pacing.

Weekly collaborative planning periods are embedded in teacher schedules so there is time for grade level team members to meet, review assessment results, and share best practices amongst themselves. Through these collaborative meetings, teachers have an opportunity to analyze results together, allowing for a more objective, comprehensive look at meaning.

Based upon the results of the many assessments administered, teachers set up after school and lunchtime tutoring groups in Language Arts Literacy and Mathematics. The focus of these groups will change through the school year as students are reassessed and needs are reprioritized.

The assessment results are also helpful to the Administrative Team as they plan for staff professional development. In closely scrutinizing the third grade reading scores from 2011 and 2012, it was evident that students across the board were demonstrating difficulties in formulating responses to open ended questions. Using a staff member who is exceptional in this area, we were able to provide professional development to both third grade teachers while arranging for demonstration lessons for the students so they could hear the information in another format from another respected adult. Scores improved drastically in 2013.

Assessment results are reported on the school report card which is available online for parents and community members. The Superintendent of Schools sends out a newsletter each year highlighting successful results. These are mailed to all households in the city, and are available in both English and Spanish as a great percentage of the citizens are Hispanic. Charts and graphs are frequently provided to assist the community in understanding the significance of the results.

3. Sharing Lessons Learned:

The Woodrow Wilson Staff is committed to sharing best practices with other schools throughout the district. Through district-wide administrative articulation meetings, the principal is able to share ideas for successful programs that have a positive impact on student achievement. The staff has created and implemented an arts-integrated elective program, which was inspired by Howard Gardner's Theory of Multiple Intelligences. The Multiple Intelligences Arts Domains (MIADS) give both students and teachers opportunities to explore the curriculum through creative, hands-on activities based on individual interests. Strategies for scheduling and planning have been shared with other schools in Union City and are currently in the process of being implemented.

Wilson School places a strong emphasis on the importance of public speaking skills and historically produces an award winning Forensics Team, which competes with other schools throughout the county. To further extend the success of this program to other district schools, Wilson School has taken the initiative of hosting a Union City Tournament, encouraging all students throughout the city to participate. Our seventy-student team is now joined by close to one hundred other students from throughout the city for an annual celebration of budding orators. Staff members from Wilson have created an instructional video teacher others about the criteria for each category. In addition, the school sponsors and hosts training for judges. The training includes student performers who model successful examples of each category.

Because of our partnerships with professional arts organizations, students and staff have many opportunities to share what they are learning with individuals outside of our district. Within our partnerships with the New York City Ballet, The Chamber Music Society of Lincoln Center, and the American Ballroom Theater Company, students are able to extend the boundaries of the classroom and interact with students in New

York City as they share field trips, performances and competitions.

Through membership in the Hudson County Gifted and Talented Consortium, all students in grades 5-8 are able to attend convocations each year with other students throughout the county. The Creativefest program offered to fifth graders was largely inspired by Wilson School's MIAD program. In this activity students are able to select from a variety of arts rich electives with students from other schools all throughout the county.

4. Engaging Families and Community:

Wilson School embraces parents as partners in Education. A dedicated PTO meets monthly to work in collaboration with the administration to assess and revisit goals. These parents advocate for the children by attending monthly board of education meetings and keeping abreast of current trends and changes in education, and how they may impact our students.

Parents are frequently visiting the school to volunteer in classrooms or even to offer their expertise in helping to teach elective courses. For example, a parent who is a renowned violinist formed a string ensemble out of students in grades 1-5. Another parent worked with a group of students to produce a short film that was selected for viewing in 2 state festivals.

Parents demonstrate their support and commitment to the school by joining the students and staff in several celebrations of learning throughout the year. When students see their parents come out to value their work, our efforts are reinforced.

We take every opportunity to engage in district-wide initiatives so that our students have the ability to work collaboratively with other students and share in our city's resources. We have forged a strong relationship with the city high school, and they frequently welcome us to their facility to use their state of the art stage for our performances and showcases. Our students work collaboratively with the high school students in programs such as Mock Trials and Drama. We also work with community leaders to schedule activities for the city's annual Health and Wellness Fair as well as for the Multi Arts Festival.

Because of our close proximity to New York City we have been fortunate to establish and maintain strong partnerships with arts organizations that provide students with rich, rewarding life experiences. These experiences help students to develop poise and confidence that extend into all areas of their lives.

Students are nurtured academically and socially by a strong team of teachers, parents, community leaders and arts partners who are working together towards a common goal.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

At Wilson School, all lessons are aligned to the district curriculum and Common Core State Standards, however, the implementation of our curriculum makes our learning environment effectively unique. Wilson School embraces an arts-integrated approach to curriculum delivery. Teachers work collaboratively across content areas to plan thoughtful, meaningful learning experiences that awaken students' intellectual curiosity while preparing them early on for the challenges of college and career.

Our school is student centered and every child is considered "unique and special." Education in and through the arts engages our students in learning while building confidence and self-esteem. Through collaborative, thematic planning, teachers inspire students to use imagination and creativity to achieve their academic goals. Visual and Performing Arts courses are rich in arts integrated learning projects that guide students towards self-discovery and a deeper understanding of both arts forms and the core subjects. All lessons tie back in to what content area specialists are exploring in the classrooms

The Physical Education Program emphasizes health and well-being as a healthy body is essential to a healthy mind. Proper nutrition is reinforced daily in our "Breakfast in the Classroom" program which ensures that students in all grades have access to a free, healthy breakfast after the bell to remain focused and attentive and energetic throughout the day. Language Arts Literacy instruction emphasizes listening, speaking, reading and writing skills, and encourages students to make connections between the topics they are studying and their real-life personal experiences.

Social Studies topics are embedded in an integrated Humanities Curriculum. Through the Socratic Method, students are taught to understand and appreciate their role in society and connect historical trends and current events. In Science, opportunities are provided for students to learn standards through appropriate hands on experiences. The Mathematics curriculum engages, challenges and prepares students for real-world application of skills. The goal of the mathematics curriculum is to have students become mathematically literate, and to be able to utilize a variety of strategies to solve problems.

The World Language curriculum serves to help students develop and reinforce an appreciation of the Spanish Language and culture through experiences in reading, speaking, listening and writing. The Technology Curriculum is vital in preparing students for college and career readiness. Laptops or iPads are available to all students in grades 3-8, while desk top computers are available to students in first and second grade. Students are encouraged to use these devices to solve problems and complete products. Students are frequently reminded about the importance of exercising cyber safety and are frequently engaged in conversations about responsible online habits.

While all content area instruction is delivered in a different manner, it is infused in a cross-curricular environment to include specialized programs such as MIADs, Arts Partnerships and Artist in Residence Programs.

2. Reading/English:

Woodrow Wilson School follows the Union City District's Curriculum, which centers on an integrated Humanities approach to Language Arts Literacy and Social Studies. There are four thematic units, which serve as springboards to reading, writing and literacy lessons. Literature selections relate to the ongoing theme in all grade levels. In the primary grades, we immerse our students in reading, writing, speaking, listening and viewing activities. We integrate technology to creative interactive experiences that can appeal to all learners. Our arts-integrated curriculum assists students who are struggling readers as well as challenges advanced students by providing opportunities for communication and self-experience which are essential to reading and writing.

Foundational reading skills are taught through text that maintains student interest while exposing them to

new information. For example, in first grade we are looking at print concepts, phonological awareness, phonics/word recognition and fluency. Students write persuasive letters to the Superintendent of Schools to build vocabulary, teach print concepts, and work on fluency while maintaining high interest.

In third grade, students analyze and interpret literature by creating an original opera. As a class, they read *The Fantastic Mr. Fox* by Roald Dahl. They explored story elements and literary devices and ultimately created their own adaptation of this plot incorporating all of the elements of Opera they studied in their elective class. Similar performance based activities are used across the grade levels to engage students in reading and bring the print material to life.

Teachers in all grades use benchmark assessments, classroom observations, guided reading and small groups to guide them in placing more or less emphasis on direct instruction for certain foundational reading skills.

Our struggling readers are offered extra help at lunch time through a “reading buddies” program in which upper grade students work with small groups of first and second graders to build their reading skills.

In our middle grades, there is a strong emphasis on increased text complexity, balancing fiction and non-fiction reading selections. Teachers strive to build content area knowledge while building literacy, so daily reading is evident across the content areas.

3. Mathematics:

At Woodrow Wilson, the math curriculum is designed to help students grow academically and socially. It is aligned with the Common Core standards that were adopted in New Jersey in 2010. The focus in the elementary grades is numbers, measurement & data, geometry and operations & algebraic thinking. In the middle school it switches more to the number system, expressions & equations, geometry, probability and even functions.

The Envision Math series is used at the elementary level, and a variety of instructional strategies are used to meet students’ needs. Strategies include individual or cooperative learning, arts integrated projects, electronic field trips as well as hands on learning activities. To prepare students for college and career, teachers engage students in real world problems. The rigor and hands on experience they get makes sense to them and they can apply it to their lives. Their process skills grow as they learn to analyze and draw conclusions. The active engagement with the teachers and fellow students gives them a sense that they are not alone in working on problems. Foundational math skills are acquired through practice in the form of games, textbook/workbook practice and real life, project-based activities.

In the middle school, students are using the Holt McDougal math series. We chose this series to transition from the NJCCCS to the Common Core. Teachers use different strategies to present lessons, referring to the book as a resource. Lessons are rich in hands on activities with real world meaning. Smart Board Technology engages students interactively, providing a variety of visual aids to assist in understanding complex concepts. Students are encouraged to evaluate, explain and reflect on their work, giving the teachers a clear sense of whether or not students understand concepts.

Woodrow Wilson offers help for students who perform below grade level as well as above grade level. Students who need more assistance work with peer tutors during our lunch tutoring program. Extended day classes give teachers a more relaxed setting for individual help for smaller groups. We also recommend student friendly websites that provide practice at home. Classroom learning centers also have basic skills practice for students who need more work on their foundation, as well as challenging problems for the advanced students, to go deeper than the lesson taught. We also utilize other math series like the Big Ideas Math to challenge the middle school students wanting to advance.

4. Additional Curriculum Area:

At Wilson School, the arts drive the curriculum and help our students to make strong connections to other disciplines. Many objectives are taught through hand-on activities and authentic experiences. As a result,

our faculty has developed an elective course strand referred to as Multiple Intelligences Arts Domains (MIADs.) This unique program offers students elective courses, which appeal to their unique learning profiles. Students with strong visual spatial skills tend to gravitate towards courses in the fine arts (Inventing the Line, Murals) while students who are more logical/mathematical may opt for Robotics or Personal Finance. Students with strong intrapersonal skills enjoyed the course 7 Habits of Highly Effective Kids as they had many opportunities to reflect upon their own personal development. Our bodily/kinesthetic learners enjoyed Salsa, Latin Dance and Fitness.

The MIAD elective program represents a unique opportunity for students to explore their potential in the arts and academic areas of the curriculum. These courses have been designed to give students free choice in the selection of classes that will further develop their talents. Therefore, students may participate in multi-age classes. The MIADS are offered in two 14 week cycles on Tuesdays and Wednesdays, and meet for the last two periods of the day.

Wilson School has had the great fortune of having many visiting artist working directly with students during MIADs. Among these artists have been dancers, musicians, painters and actors. Through their visits, these individuals have demonstrated to teachers how their discipline can be successfully integrated into the core curriculum. Teachers were then able to turnkey these strategies to other faculty members so the art experience extended throughout the school.

The MIAD Program is as flexible as our students' interests are diverse. The syllabus is ever changing and growing along with our student. Each year, we celebrate student success and accomplishment in these courses with performances or publications showcasing student work. Culminating activities are a great way for us to share student learning with parents and families.

5. Instructional Methods:

Woodrow Wilson School specializes in arts integration across the curriculum. Involvement in the arts helps unlock the curiosity, energy and imagination of young people, while building basic academic skills.

Our staff recognizes that children with special needs, extraordinary learning abilities and/or outstanding talents need to have a differentiated school program that is based on the core curriculum as well as their unique developmental areas. Through our strong partnerships with professional arts organizations, students are consistently exposed to creative and engaging lessons, often taught by visiting artists. Through the New York City Ballet Program, students sharpen their awareness of literary elements as they apply these concepts to dance moves and terms. They use dance as a tool for expressing their interpretations of art and literature, connecting their ideas during field trips to Lincoln Center and the Museum of Modern Art.

Artists work with children to create murals and paintings reflecting their deep understanding of topics taught in Social Studies and Science. Teachers work with artists so they can develop a tool kit of arts-rich strategies that engage, motivate, and excite students about learning.

Because many objectives are taught through hands-on activities and experiences, the faculty has developed an elective course syllabus to appeal to our students' diverse interests and learning needs. Based on Howard Gardner's theory of intelligence and creativity, Multiple Intelligences Arts Domain (MIAD) courses serve to meet the needs of all types of learners. Students get to choose their own classes based on their talents and interests. All courses are aligned to the Common Core State Standards with a strong focus on performance-based activities.

Technology is infused into all areas of learning. Smart Boards are used in all classrooms, and serve to strengthen our arts-integrated agenda. All third and fourth grade students have their own iPads to work on which they use for research projects as well as for supplemental learning. In grades five through eight, students have access to laptop carts. These tools allow for a host of creative, differentiated assignments. Students are able to use Garage Band to create their own songs reflective of current themes, as well as Power Point and Keynote to prepare presentations based on their research.

Wilson School creates an environment where children can challenge and motivate one another to realize their unique talents. Through the implementation of a differentiated arts curriculum, students experience the success of achievement.

6. Professional Development:

The Union City School District provides numerous opportunities for professional development. Teachers return to school each year two days prior the students in order to attend workshops/trainings that provide insight into revised curriculum and new resources. Additionally, the district pays stipends for the staff to attend a “Super Saturday” training session that focuses on the implementation of district wide goals and objectives.

Three times each year, arrangements are made for the early release of students so that staff can remain on site for additional trainings on important issues like Harassment, Intimidation and Bullying, Sexual Harassment, Affirmative Action and Child Abuse/Neglect.

Professional Development is so important to the success of the school and the district that our staff evaluation tool was developed around the continuous learning of each faculty member. As administrators assign ratings of teacher effectiveness, they have access to a host of professional development videos to assign to staff for review and comment.

Staff Development is also embedded into the fabric of the weekly school schedule. Collaborative planning time is scheduled for all grade level teams. This assigned meeting period is frequently devoted to shorter trainings in areas that help teachers navigate day-to-day tasks. Technology resources are modeled, and curriculum/assessment items are explained. Teacher leaders, at times, will turnkey information learned in an outside workshop, or may model best practices for the rest of the team. In monthly faculty meetings, a portion of the agenda is always devoted to some kind of staff training.

The success of our many arts partnerships hinges on the strong professional development experiences offered to the staff prior to implementation. The visiting artists help to train staff in effective arts integration practices that enhance the learning experience. The Wilson Staff can be highly regarded as a committed group of life-long learners.

7. School Leadership

The Woodrow Wilson Administrative Team consists of the Principal, Assistant Principal in charge of Support Services and Master Teacher who coordinates instructional programs and partnerships. The Administrative Team is firmly committed to empowering staff members to share in the decision-making processes for the school. Teachers vote among themselves to select core members of the School Leadership Council. These teachers work closely with the administrative team to share leadership responsibilities such as creating the school budget, interviewing new students and staff, and coordinating school wide events and activities.

One of the main goals of the Administrative Team is to encourage teachers to further their education. The Principal is currently mentoring four staff members who are pursuing Masters Degrees in Educational Administration and Supervision.

On a district level effective collaboration defines school leadership. The Superintendent and his team from Central Office visit the school twice each year for face-to-face meetings in which we review together our progress and challenges as a school. His team offers constructive feedback as well as valuable, concrete strategies for attaining continuous student improvement.

In addition, the Educational Director facilitates the scheduling of monthly articulation meetings with administrators from throughout the city. This allows school leaders to meet on a consistent basis to brainstorm solutions together as well as to share best practices.

On the school level, the Administrative Team meets weekly to bring together all initiatives in order to monitor progress and prioritize needs. In this forum, the team can reflect upon classroom observations and plan for Professional Development or focused assistance as a result of what is discussed.

Above all, Leadership is a team effort at Wilson School. By empowering stakeholders and giving everyone a voice in the issues of the school, we have created an environment of confident, concerned educators who work collaboratively to meet the needs of students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: NJASK3

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: The State of New Jersey

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	98	100	95	95	100
% Advanced	50	56	39	61	50
Number of students tested	42	39	41	38	34
Percent of total students tested	98	100	100	100	100
Number of students tested with alternative assessment	1	0	0	0	0
% of students tested with alternative assessment	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	96	92	100
% Advanced	48	59	39	60	59
Number of students tested	29	32	26	25	22
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	94	96	100
% Advanced	58	57	37	56	48
Number of students tested	31	35	35	27	25
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: One Special Needs Student assessed using the Alternate Proficiency Assessment as prescribed by the Individualized Education Plan.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: The State of New Jersey

Test: NJASK4
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	95	90	100	100	88
% Advanced	78	63	85	79	33
Number of students tested	40	41	41	38	48
Percent of total students tested	100	93	100	100	98
Number of students tested with alternative assessment	0	3	0	0	1
% of students tested with alternative assessment	0	7	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	97	95	100	100	86
% Advanced	84	71	89	77	28
Number of students tested	32	21	27	26	36
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	95	88	100	100	86
% Advanced	76	59	88	72	32
Number of students tested	38	34	32	29	44
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: The State of New Jersey

Test: NJASK 5
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	98	93	95	81	97
% Advanced	59	57	67	32	45
Number of students tested	46	44	42	47	38
Percent of total students tested	100	88	93	100	100
Number of students tested with alternative assessment	0	6	3	0	0
% of students tested with alternative assessment	0	12	7	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	93	81	97
% Advanced	61	67	66	32	43
Number of students tested	28	24	29	37	28
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	98	91	94	80	97
% Advanced	55	53	61	34	42
Number of students tested	40	34	31	44	33
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher: The State of New Jersey

Test: NJASK 6
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	90	92	82	86	91
% Advanced	40	40	31	16	36
Number of students tested	50	63	65	56	55
Percent of total students tested	98	94	100	100	98
Number of students tested with alternative assessment	1	4	0	0	1
% of students tested with alternative assessment	2	6	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	97	93	85	88	90
% Advanced	45	41	30	15	33
Number of students tested	31	42	47	41	40
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	87	91	82	84	90
% Advanced	36	40	31	14	33
Number of students tested	39	53	61	51	49
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: One Special Needs student was assessed using the Alternate Proficiency Assessment as prescribed by the Individualized Education Plan.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 7
Publisher: The State of New Jersey

Test: NJASK 7
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	84	75	88	88	92
% Advanced	25	28	24	30	55
Number of students tested	63	64	59	57	55
Percent of total students tested	100	100	100	98	98
Number of students tested with alternative assessment	0	0	0	1	1
% of students tested with alternative assessment	0	0	0	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	84	72	90	86	93
% Advanced	23	33	21	35	56
Number of students tested	43	46	42	43	45
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	84	76	88	86	92
% Advanced	24	29	20	26	55
Number of students tested	51	62	56	50	53
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 8
Publisher: State of New Jersey

Test: NJASK 8
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	92	93	87	93	98
% Advanced	49	35	37	67	53
Number of students tested	61	57	60	55	47
Percent of total students tested	100	100	92	98	94
Number of students tested with alternative assessment	0	0	1	1	3
% of students tested with alternative assessment	0	0	2	2	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	93	87	83	93	100
% Advanced	52	28	35	69	51
Number of students tested	44	36	46	42	35
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	91	90	86	93	98
% Advanced	50	33	38	68	51
Number of students tested	58	52	55	53	43
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: The State of New Jersey

Test: NJASK3
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	93	77	77	82	97
% Advanced	10	3	21	11	9
Number of students tested	42	39	41	38	34
Percent of total students tested	98	100	100	95	100
Number of students tested with alternative assessment	1	0	0	0	0
% of students tested with alternative assessment	2	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	90	78	73	80	95
% Advanced	3	3	23	16	5
Number of students tested	29	32	26	25	22
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	94	77	74	78	96
% Advanced	13	3	14	11	8
Number of students tested	31	35	35	27	25
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: One Special Needs student was assessed using the Alternate Proficiency Assessment as prescribed by the Individualized Education Plan.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: The State of New Jersey

Test: NJASK 4
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	98	90	90	95	57
% Advanced	20	10	21	24	6
Number of students tested	40	40	41	38	49
Percent of total students tested	100	95	93	100	100
Number of students tested with alternative assessment	0	2	3	0	0
% of students tested with alternative assessment	0	5	7	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	90	93	92	51
% Advanced	19	19	19	27	3
Number of students tested	32	21	27	26	37
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	97	91	88	93	50
% Advanced	18	9	16	17	4
Number of students tested	38	34	32	29	45
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: The State of New Jersey

Test: NJASK 5
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	78	82	88	72	92
% Advanced	11	11	14	11	8
Number of students tested	46	44	40	47	38
Percent of total students tested	100	88	100	100	100
Number of students tested with alternative assessment	0	6	100	0	0
% of students tested with alternative assessment	0	12	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	75	83	83	73	93
% Advanced	11	13	17	5	4
Number of students tested	28	24	29	37	28
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	78	76	87	71	91
% Advanced	10	9	13	11	38
Number of students tested	40	34	31	44	33
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher: The State of New Jersey

Test: NJASK 6
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% Proficient plus % Advanced	80	92	86	86	91
% Advanced	2	10	15	2	9
Number of students tested	50	63	65	56	55
Percent of total students tested	98	94	100	100	98
Number of students tested with alternative assessment	1	4	0	0	1
% of students tested with alternative assessment	2	6	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	87	95	87	85	95
% Advanced	0	7	11	0	8
Number of students tested	31	42	47	41	40
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	77	91	85	84	90
% Advanced	0	6	13	2	10
Number of students tested	39	53	61	51	49
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: One Special Need student was assessed using the Alternate Proficiency Assessment as prescribed by the Individualized Education Plan.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 7
Publisher: The State of New Jersey

Test: NJASK 7
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	95	83	76	93	91
% Advanced	25	19	9	19	27
Number of students tested	63	64	59	57	55
Percent of total students tested	100	100	100	98	98
Number of students tested with alternative assessment	0	0	0	1	1
% of students tested with alternative assessment	0	0	0	2	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	93	89	79	95	93
% Advanced	19	7	12	21	29
Number of students tested	43	46	42	43	45
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	94	82	75	92	91
% Advanced	20	19	7	18	26
Number of students tested	51	62	56	50	53
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 8
Publisher: State of New Jersey

Test: NJASK 8
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	92	97	95	96	100
% Advanced	21	21	30	36	11
Number of students tested	61	57	60	55	47
Percent of total students tested	100	100	98	98	94
Number of students tested with alternative assessment	0	0	1	1	3
% of students tested with alternative assessment	0	0	2	2	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	93	94	93	98	100
% Advanced	16	19	30	33	11
Number of students tested	44	36	46	42	35
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	91	96	95	96	100
% Advanced	22	21	31	36	7
Number of students tested	58	52	55	53	43
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: