

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

[X] Public or [] Non-public

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

Name of Principal Dr. Patrick Joseph Ciccone

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

Official School Name Mendham Township Middle School

(As it should appear in the official records)

School Mailing Address 16 Washington Valley Road

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

City Brookside State NJ Zip Code+4 (9 digits total) 07926-0510

County Morris State School Code Number* 027-3100-060

Telephone 973-543-2505 Fax 973-543-0701

Web site/URL http://www.mendhamtp.org/Domain/9 E-mail pciccone@mendhamtp.org

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*Dr. Salvatore Constantino E-mail: sconstantino@mendhamtp.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mendham Township School District Tel. 973-543-7107

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. Andrew Christmann
(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):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 2 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. 8 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	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	45	41	86
6	45	60	105
7	50	40	90
8	60	49	109
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	200	190	390

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 1 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85 % White
 - 2 % 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: 0%

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	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1	413
(5) Total transferred students in row (3) divided by total students in row (4)	0.002
(6) Amount in row (5) multiplied by 100	0

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 1

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.

For #14 there is no N/A option. MTMS has never earned the Blue Ribbon Award.

9. Students receiving special education services: 13 %
51 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>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>16</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>29</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</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	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	20
Paraprofessionals	1
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 10:1

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	96%	96%	96%	99%	99%
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 X

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

PART III – SUMMARY

Mendham Township Middle School (MTMS) is located in a suburban/rural town in northwestern New Jersey and serves 390 students in grades five through eight. Our students, parents, teachers, staff, administration, and Board of Education are committed to ensuring that the school's mission, "Provide the Best Education for Every Student - Every Day!" drives everything we do. Despite the fact that the New Jersey Department of Education (NJDOE) has ranked our students in the 100th percentile for overall Academic Achievement for the past two years (2012 and 2013), our fundamental vision remains focused on continuous improvement, as evidenced by the fact that our students are in the 100th percentile (2012) and 99th percentile (2013) for year-over-year Student Growth. We believe this parallel and unwavering commitment to the needs of Every Student-Every Day, Academic Achievement, and Student Growth (continuous improvement) have earned MTMS the NJDOE "Reward School Status" in 2012 and 2013. As only four other middle schools in New Jersey have earned this coveted "Reward School" status for two consecutive years, we believe that our school community deserves to be a National Blue Ribbon School.

Our MTMS school community continues to deeply embrace the notion that our rich co-curricular and extra-curricular offerings foster a great sense of pride in MTMS and connects our students to our school – ultimately, creating a learning environment conducive to every student meeting his/her greatest potential every day. We strongly believe that this connectedness is paramount to our school's top-notch academic performance over the last six years.

Athletic, music, theater, enrichment, guidance, and art programs are staunchly supported by our entire school community. Our students' above and beyond dedication to such programs is exemplary and has bred a tradition of success. During the 2012-2013 school year, our student athletes captured an unprecedented seven Morris County Championship Titles and more than 53% of the student body participated in voluntary zero period (before school) band, orchestra, chorus, or art classes. These are the same well-rounded students who are in the 100th percentile for Academic Achievement.

MTMS teachers play THE essential role in educating our students. They are highly qualified, highly skilled, and highly collaborative professionals whose success is measured not by their sweat equity or above and beyond efforts, but by the achievement and growth of their students - true ownership of student outcomes! Our teachers further recognize that their primary roles are to inspire students to learn, support and empower self-sufficiency, collaborate with parents and students to develop learning partnerships, and to implement systems of instruction and evaluation that drive student achievement for groups of students as well as guide systems of interventions for individual students.

The entire school community works commensurate with the belief that all students can meet all local benchmarks, but concedes that some students need more time and individualized programming in order to reach our extremely rigorous curricular goals. In that 95% of MTMS' instructional minutes each day occur in entirely heterogeneous student groupings, and a thorough system of supplemental programming is available to all students before school hours and/or during daily enrichment periods. Comprehensive yearlong interventions are commonplace for students who are struggling to meet more fundamental literacy benchmarks. But in the end, it is expected that all students will meet all benchmarks. It is this philosophy of coupling high expectations with high levels of support that invigorates and energizes the MTMS motto, "Every Student- Every Day!"

MTMS school community stakeholders are dedicated to the belief that our children learn best when they feel safe, accepted, and valued. In response, we maintain an extremely productive and reciprocal relationship with our local police department, who support our every endeavor. Additionally, we strive to cultivate students who are healthy in mind, body, and relationships – and who have balance in their lives. To this end, our Home & School Association of parents provides our students with cultural arts hands-on activities and performances, while at the same time raises funds to improve our school and programs. They are always ready to help when a teacher or administrator needs assistance to do something extra-special for our students.

High quality customer service is an essential component of superior student achievement. At MTMS we believe that high quality formal and informal systems of customer service have created a sense of trust between teachers/administration and our students' parents. As a small example, parent inquiries to the school via email, voicemail, or telephone are guaranteed to be returned by the close of the same business day by administration or within 24 hours by all instructional staff. This attention to detail and well executed follow-through related to all parent interaction have fostered a culture of trust and a belief that the school does have the students' best interests at heart. The school's main office and health office serve as the nucleus of our middle school community, through which all information flows efficiently, transparently, and in a timely manner. Although there is value added 'community building' inherent to such practices, most importantly in our community, this culture of trust enables our teachers, directors, and coaches to push and challenge our students to achieve their greatest potential every day – with the unprecedented support, backing, and assistance of our students' families!

In summation, MTMS students perform in the 100th percentile in State tests year after year and have earned NJDOE Reward School status every year since its inception. Their hard work, dedication, and discipline have earned them numerous championship titles, great respect, and admiration in the areas of athletics, music, and the arts. Their teachers work tirelessly to ensure that Every Student - Every Day is a reality that brings about success for each and every one of them. As such, it is without reservation that we believe the Mendham Township Middle School community is an Exemplary High Performing School and therefore, worthy of the National Blue Ribbon Award.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Mendham Township Middle School has exceeded the ESEA Performance Targets and has made Adequate Yearly Progress (AYP - No Child Left Behind) based upon the results of the mathematics and language arts sections of New Jersey Assessment of Skills and Knowledge (NJASK) in grades five through eight for all of the five years included in this application. In addition, we have met 100% of the performance targets in the areas of Academic Achievement, College and Career Readiness, and Student Growth as documented on the first two years of the newest New Jersey School Report Card (2011-2012 and 2012-2013).

The NJASK standardized test produces scores for all public school students in grades three through eight and rates each student's performance in mathematics and language arts (science in grades four and eight) as partially proficient (0-199), proficient (200-249), or advanced proficient (250-300). Any score over 199 is considered passing.

The current New Jersey School Report Card determines a school's achievement against "Peer Schools," which the State defines as schools "with similar configurations and that are educating students of similar demographic characteristics as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency, or Special Education Programs." Over the last two years of the new Report Card, MTMS students ranked in the 99th percentile in overall Academic Achievement for both years and in the 97th percentile both years for Student Growth within our "Peer School" group. These percentile rankings correspond to MTMS total population pass rates of 98% in language arts and 96% in mathematics.

More importantly, however, in the same time frame, 76% of our total population scored advanced proficient in mathematics and 36% scored advanced proficient in language arts. Twenty-six percent (26%) of our students earned a perfect score of 300 on the mathematics section of the NJASK. Such performance has been very consistent over the last five years. For three of the last five years, MTMS has produced the highest public school district middle school mean scale scores in the entire State of New Jersey. In 2012-2013, our mean scale scores were the second highest in the State.

Consistent with trends over the last five years, the 2013 special education subgroup pass rate was approximately 16 percentage points lower than the total population's pass rate on NJASK mathematics tests. This discrepancy has been the focus of numerous and ongoing interventions to strengthen our special education mathematics program. As a result, our special education population continues to score amongst the State's highest as compared to other special education populations across the State. As an example in 2013, our special education subgroup mean scale score averages in grades six, seven, and eight were the highest in the entire State of New Jersey in mathematics. Despite the differences in performance between the scores of our regular education students and our special education students, we are very proud of the performance and growth of our students with learning disabilities and their teachers.

With this in mind, we continue to provide rigorous and individualized learning plans for our special education students through exposure to the same high level and rigorous mathematics curriculum and instruction as their same age/grade peers. MTMS remains committed to our special education students by providing up to 85% more instructional time both inside and outside of the regular school day to accommodate the needs of our students.

There are a plethora of components that contribute to MTMS' academic success. Although many of the most important components are anecdotal and extremely difficult to consider causal, one measurable component that shines through is the rigor and high expectations that our local curricula hold for ALL of our students, which far exceeds academic expectations tested by our State. This is evidenced by the extremely high percentage of our students who earn advanced proficient scores and perfect scores on NJASK. As an example, in 2013, 79% of the students across the entire State of New Jersey earned a passing score on the grade six mathematics NJASK. In sharp contrast, 84% of MTMS grade six students earn an advanced proficient score on the same test. In this instance, like numerous others, our advanced proficiency rate

exceeds the State-wide passing rate by more than 6%. MTMS is in the highest socio-economic group (J District Factor Group – DFG) and therefore, data trends do suggest that our scores should be among the highest. However, this advanced proficiency rating was also 40% higher than the advanced proficiency average rate of peer schools in the J District Factor Group (highest socio-economic group).

An additional fundamental component of our instructional programs that contributes to the consistently high student achievement at MTMS over the last five years is the complex system of running records and benchmark assessments that measure the success of both our students and our instruction – focused and meaningful data collection. And, more importantly, our highly skilled and diligent teachers utilize this data to provide targeted instruction to bolster student fragilities through classroom and supplemental programming. As stated earlier, while the growth model might be acceptable as a fair model of teacher evaluation, in the end, instructional programs and teachers’/students’/parents’/administrators’ efforts are commensurate with the belief that we can bring all students to benchmark.

One of the ‘hard to measure’ components of MTMS’ success is the instructional team’s perseverance and patience with our most fragile learners. More specifically, many of our academic goals, especially for our learning disabled and skills fragile students, are discussed as, “by the time a student leaves our school in eighth grade, he/she will be able to...” Such a mission not only allows for focused effort towards bringing students to quarterly benchmarks, but also requires an understanding of a longer-term instructional picture. As a result, over the five-year reporting period of this application, MTMS has graduated 581 eighth graders, 577 of whom passed the NJASK language arts test the year they graduated from MTMS.

2. Using Assessment Results:

Despite the wide array of analysis and discussion related to State testing results required in this application, with the exception of a summative overview of our school’s yearly NJASK progress and using the scores to place our most fragile students into long term supplemental classes, an overwhelming majority of the data utilized to drive instruction is based on in-house assessments, benchmarking, and portfolio-based data collection.

As an example, all language arts teachers log data onto a local server that is reviewed at regular intervals by the teachers and the principal in a multitude of arenas and for various purposes. Teachers log the results of bi-monthly on-demand writing prompt scores and five reading comprehension/open-ended scores per year. They also maintain a portfolio of essay rewrites containing eight samples per year for each and every student. In addition, teachers in grades seven and eight log three data points related to students’ mastery of the reverse outline process commonly used at MTMS to rewrite essays. Fifth and sixth grade teachers maintain a log of weekly reading comprehension activities/assessments, which undergo item analysis followed by targeted instruction and lessons acutely focused on strengthening areas of fragility.

MTMS mathematics teachers log quarterly benchmark assessment results onto the local server as a grade distribution (e.g., 16% of the students scored between a 90% and 100%) and complete an item analysis to list the areas of common strengths and weakness. This process also aides the teachers in assessing their instructional approach to individual mathematics concepts. Teachers are encouraged to review the common areas of weakness with the class after the test, but more importantly, are required to spiral such content throughout the next units of study. Mathematics teachers also log grade level appropriate quarterly fact fluency assessment results regarding multiplication facts, division facts, percent-decimal-fraction equivalency tables, perfect squares, and square roots. As all mathematics teachers are required to utilize rigorous and complex problem of the week assignments, a portfolio of assignments is also housed by each teacher on lesson software. These data points along with an online parent portal for reporting on daily homework completion, quiz results, unit test results, and project results are accessible to parents and drive discussion during parent/teacher/student conferences. Data is used similarly to drive science and social studies instruction.

In addition to reviewing student data, MTMS staff spend time reviewing grade distribution after each marking period. As all of our classes are heterogeneously grouped (except for one math class at each grade level), it is very important that grades reflect our belief that our curriculum must be rigorous and

challenging. When questions arise, we are able to cross reference NJASK, benchmark, and marking period grades to gauge our progress towards providing a challenging yet highly supportive academic program for every student - every day!

3. Sharing Lessons Learned:

Sharing successful strategies is a way of life at MTMS. Teachers collaborate on lesson plans and strategies to create and continuously improve completely customized academic classroom programs to meet the needs of our students. Collaboration continues across districts as we welcome schools who visit our campus to learn about our unique programs and observe our methodologies. It extends across the State as our staff presents teaching models in a professional forum with other educators. It is the belief within MTMS that sharing ideas and best practices creates the most challenging, engaging, and successful learning environment for both the teachers and the students!

Internally, teachers in the MTMS are encouraged to participate in collegial visits throughout the year. Teachers have the chance to observe best practices taking place in the building in order to strengthen their own teaching practices and expand their repertoire. Visits are documented via a “Collegial Visits Workbook” that each teacher completes during the school year. Additionally, teachers attend an articulation meeting at the high school with the other middle schools that feed into the regional district in order to tweak our programs.

Externally, teachers from numerous districts visit MTMS classrooms in an effort to understand the home grown reading and writing programs implemented at MTMS. Beyond the observations of lessons, the teachers and the principal meet with our guests in department meetings and extend themselves further to discuss practices in one-on-one conversations. In addition to sharing lessons, the eighth grade language arts team utilized students from a sister district to serve as jurors in a best practice Mock Trial event to culminate a persuasive writing and speaking unit. As a result, the sister district has started its own Mock Trial process.

Our staff participated in the NJDOE sponsored Rutgers Inclusive School Grant by creating a model of core novels utilized to increase inclusion and decrease bullying. MTMS teachers presented these anti-bullying / inclusion based character education lessons to other districts from around the State over the past few years at semi-annual meetings. We are very excited to learn that other districts are replicating this reading based character education model. Finally, MTMS hosted a math convocation with its sister districts to “unpack” the new common core standards. The purpose was to demystify the jargon and to classify the learning objectives as skill, content, or concept.

While it is evident that MTMS takes great pride in all that it has to offer, it also places great value on collaborative learning. All sharing amongst internal and external educators is in the pursuit of providing excellence in education for every student - every day.

4. Engaging Families and Community:

MTMS has a long tradition of engaging its families and community for student success and school improvement. It is the belief of the leadership that administration and teachers have a responsibility to provide superior customer service. To that end, all policies and expectations are made transparent for the entire school community.

To begin, MTMS provides high levels of communication. The principal opens up every school year with a “Principal’s Chat.” This is a public forum in which the administration reviews expectations, clarifies any changes in programs, and updates results from recent standardized testing. The principal shares goals and building objectives for the year and highlights special events geared toward student growth and learning. Further, it is expected that all parent contact must be responded to within the same day by administrators and within 24 hours by teachers. MTMS has an accessible webpage with daily activities and announcements. It is updated on a regular basis and even includes photos and videos from same day events. The student handbook can be accessed through the webpage and contact information for all staff can be easily located there as well. Homework is posted online daily, and student grades can be viewed through a parent portal,

which is updated by teachers every Friday. In addition, grade level teams set aside 80 minutes per week to address parent concerns, and formal parent/teacher conferences are scheduled two times per year.

Parent workshops have been developed whenever a need arises in the school community. Specifically, a parent writing workshop was developed to educate families about the rigorous writing program at MTMS. Expectations were clarified, and tips were given on how parents could best support their children when they are working on writing at home. Additionally, parents were offered a workshop to demystify the recently enacted HIB laws and the related HIB policies instituted in the schools. Our local police department, in conjunction with MTMS, provides ongoing education through anti-drug and anti-bullying presentations.

Engaging the families and community is vital for school success and individual student growth. Keeping the lines of communication open is not just an added perk that is offered, but it is an integral part of the instructional responsibility of every educator at MTMS.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Mendham Township Middle School’s curricula reflect the 2009 New Jersey Core Curriculum Content Standards (NJCCCS) in science, social studies, world language, visual and performing arts, comprehensive health and physical education, technology, and 21st Century Learning. The 2010 Common Core Standards are reflected in our mathematics and English Language Arts curricula. The social studies courses are also informed by the Literacy in History/Social Studies and Writing components of the Common Core and our science program is quickly moving toward deeper implementation of the Literacy in Science Common Core components. Even our world language curriculum greatly reflects the Literacy and Writing components of the Common Core. Although they are not necessarily at the forefront of teachers’ formal lesson plans, ultimately, the Common Core Anchor Standards for College Career Readiness are the power base of all classroom instruction, activities, and projects.

It is essential to note that most middle schools throughout the state of New Jersey have very similar curricular documents to that of MTMS. What makes our students’ experiences so unique is our systematic laser-like focus on authentic literacy, which is defined in Mike Schmoker’s Focus as “purposeful and usually argumentative reading, writing, and talking.” As several academic departments have studied sections of Focus over the last few years, there is no doubt that “authentic literacy is integral to both what and how we teach.” This holds true not only in theory, but a simple walk through our building on any given day reveals full blown practice. Authentic literacy and reading to learn are consistent themes that run through most all learning in the MTMS curricula.

Mathematics courses follow the Common Core Math 5 – 8 learning outcomes, and the New Jersey Model Curriculum assessments serve as local benchmarks. Instructional units are derived from a backward design of these benchmark assessments, not from a textbook series. All students have 41 minutes of mathematics instruction per day and one 41 minute period of problem solving lab per week. There are no accelerated math sections in fifth grade, one accelerated math section in sixth grade, two accelerated sections in seventh grade, and three sections (approximately 50 to 60 percent of our students) of Honors Algebra in eighth grade. An Honors Geometry course is available to eighth grade students who participated in Honors Algebra in seventh grade. One of the strengths of our course succession is that each year our students have the opportunity to place into an accelerated math class. They are never pigeonholed or tracked. As middle school students mature and develop effective work habits at drastically different rates and ages, we feel this course succession keeps the door to acceleration open for all students all through their entire middle school experience.

Daily Language Arts 5 through Language Arts 8 classes are 82 minutes long, and students are heterogeneously grouped. There are no advanced or accelerated levels. Each course requires that students read no less than six to eight core novels (literature) as well as a multitude of self-selected reading throughout the year. Common Core based informational text (often corresponding to science topics), writing, speaking and listening, and language skills are also addressed during these courses. Analytical thinking and writing are the fundamental skills of the course. In the end, our curriculum sets a path to ensure that all students can represent themselves well on paper, which is certainly an essential building block to college and career readiness.

For science courses, MTMS students are heterogeneously grouped by grade level. They study general science, earth science, life science, and physical science in grades five through eight respectively. There is no one program or series that drives instruction; rather, the 5E instructional methodology (inquiry based learning) is facilitated regularly to address the NJCCCS through teacher driven /created lessons and a multitude of hands-on labs. Science courses complement our mathematics’ courses most specifically in the area of data analysis and utilizing charts and graphs to make predictions, draw conclusions, and solve problems. The fifth grade curriculum also focuses a ten-day unit on measurement. This decontextualization of skills keeps college and career readiness at the forefront of learning.

Related arts courses at MTMS are informed by the 2009 NJCCCS. At every grade level, students participate in a trimester of art (studio art and art history), music (history, theory, and composition), and technology (technology literacy, keyboarding, animation, video editing, and robotics). The technology curriculum also addresses digital citizenship and career exploration as informed by the NJCCCS 21 Century Learning standards. In addition, students participate in one health unit each year and physical education all year long. More than 50% of MTMS students also partake in the zero period (before school) music classes – band, orchestra, and chorus.

Irrespective of our students' academic capacity or future plans, they all experience rigorous curricular programming that provides a comprehensive education grounded in the attainment of content, skills, and concepts crucial to their success in high school, college, and the work place.

2. Reading/English:

The MTMS English program and curriculum are fundamentally focused on teaching our students to comprehend both fiction and non-fiction texts, analyze and think critically about what they read, and communicate their ideas effectively on paper and in person. Students read between six and eight core novels at each grade level and read numerous self-selected books throughout the course of the school year. Student-to-student learning and collaborative projects dominate novel discussions. In fact, a large majority of the MTMS character education program stems from the novels read in English class.

A writing assignment is paired with a reading assignment four nights per week to reinforce comprehension and analysis of the text while at the same time providing students with authentic practice crafting well-developed and supported open-ended responses. Teachers then review these night writes on a daily basis, using a variety of instructional strategies that include opportunities for peer and self-review.

Teachers diligently monitor student comprehension during the year by providing ample practice and maintaining running records of student progress. Students read both fictional and informational passages, answer questions, and craft open-ended responses to demonstrate understanding of the text. Teachers then use the New Jersey four point holistic rubric to score these responses. For further practice with informational text, students read articles reflecting respective science curricula and answer questions based on content, structure, and purpose. Additionally, fifth and sixth grade teachers administer weekly reading comprehension activities and complete subsequent item analyses in order to implement prescriptive mini lessons and guided practice that target areas of fragility.

The curriculum emphasizes argumentative, explanatory, and narrative on-demand writing. Students complete bi-monthly on-demand writing prompts, which teachers score against the New Jersey six point holistic rubric. Running records are utilized to track every student's progress and to inform both group and individual instruction. Through this cycle of rigorous practice and intensive guidance, MTMS strives to have every single student improve 'one point' on the rubric each year. Supplemental instruction is provided for students not on track to meet this goal.

Essay revision and the research process are integral components of the MTMS English program. All MTMS students select and rewrite eight of their own essays per year to add to their writing portfolio. Teachers provide explicit 're-write units' of instruction to effectively guide students through this process. Additionally, English teachers team with social studies teachers and the school media specialist/librarian to extend practice, sharpen formatting skills, and deepen understanding of the research process. Access skills and numerous research papers are infused into all four years at MTMS to ensure that students have a good handle on how to write a research paper. The research process extends to include a presentation component that enhances students' speaking and listening skills, which are certainly key components to increasing college and career readiness.

3. Mathematics:

The MTMS mathematics program is driven by the learning outcomes identified in the Common Core Standards and more specifically, by the New Jersey Model Curriculum benchmark units and assessments.

The program touts a balanced approach to curricular content, skills, and concepts as no one textbook, series, or mathematical learning philosophy dominates our approach. Rather, teachers utilize the most effective and efficient components from a plethora of sources to deliver rich and rigorous mathematics programming.

Students are required to be math-fact-fluent and must be able to perform all fundamental algorithms. To this end, teachers document quarterly progress for students' mastery of memorizing and reproducing basic fact sets of multiplication, division, equivalency tables (decimal / fraction / percent), and perfect squares / square roots. In addition to five days per week of regular mathematics instruction, all fifth and sixth graders spend an additional 41 minutes per week independently practicing, reviewing, and mastering grade level appropriate mathematical algorithms, for example, long division, multiplying fractions, and dividing decimals. As an added bonus, students build calculator proficiency by checking their own work with the calculator. To round out the teaching of fundamentals, all fifth and sixth grade students spend an additional 41 minutes per week working on a skill building software program that provides an individualized learning path for each student. We believe that this heavy focus on skills and facts is the foundation for developing a superior capacity for problem solving.

Although problem solving runs through much of the conceptual learning done in the regular classroom, every student completes a highly complex problem of the week to complement the current unit of study. A five-step school-wide problem solving process is utilized to teach students an organized and systematic approach to multifaceted problems. This process is tweaked to meet the sophistication level of the students. All students in grades five through eight have a dedicated problem solving period each week in addition to regular math class, which provides independent practice of the problem solving strategies learned in the classroom. Teacher-made unit assessments contain multi-step problems similar to the ones practiced in the problem solving class.

To ensure that all students are working to their potential, all mathematics teachers maintain running records of fact fluency and benchmark proficiency ratings to complement formative quizzes and tests. Students who are struggling to meet the benchmarks have access to 120 minutes of supplemental math instruction per week. While these services are often voluntary, many of our most skills fragile students are assigned these additional classes for extended periods of time.

4. Additional Curriculum Area:

The MTMS social studies curriculum is based upon the 2009 NJCCCS and the Common Core Standards for Literacy In Social Studies. Social studies content is based on geography, ancient civilizations, United States history part one, and United States history part two in grades five through eight respectively. Through the teaching of this content, the social studies department is committed to ensuring that all students can read, analyze, and synthesize very complex historical documents containing varying perspectives, and subsequently generate a thesis (or opinion), which they can defend via writing and or speaking. This commitment to authentic literacy in the context of learning lessons of history has grown into a very unique approach to middle school social studies and complements our English program.

Seventh and eighth graders at MTMS begin the school year learning an abundance of important facts, names, dates, events, and an overall timeline of the period of study. This is extremely rigorous and requires a great deal of memorization and retelling of events. After completing an assessment to ensure understanding, the remainder of the year is spent addressing four units of study centered on big ideas that apply the lessons of history to present-day society. More specifically, the seventh grade big idea units are subjugation and racism, legacy and impact (hero or zero?), intent in politics, and interpretation. Eighth grade big idea units are leadership, political polarization, conformity, and power. Each unit includes the study of six to eight complex primary or secondary source documents and or artifacts such as songs, pictures, speeches, poems, and other media. Each document study incorporates a close reading component, a student-to-student debate component, and a written response to an overarching question. Each of the four units culminates in a thesis-based four to six page essay, two of which undergo a complete editing and revision process similar to the one discussed in the English section of above. All of the writing of these essays takes place in school during social studies class time. Every teacher has one period during school hours to assist students who need help.

Preparation for such a skills based learning process originates in grades five and six, where students participate in two big idea type units each year. All grade five and six traditional unit tests include five paragraph essay sections. Additionally, all MTMS students participate in Wednesday Night Reading and Writing assignments every week of the school year. Such assignments require students to read a very complex document and answer six to ten reading comprehension questions, and then write an essay.

5. Instructional Methods:

The ultimate goal of daily instruction at MTMS is to ensure that every student attains every objective – every period. When this goal is met, success on quizzes, tests, benchmark assessments, and standardized tests becomes perfunctory. The process begins as teachers identify and write the daily objective on the classroom board every period followed by classifying the objective as content, skill, or concept. After objective classification, the teacher selects the most appropriate instructional methodology /activity and executes the lesson. These steps and alignment are critical to ensuring effective and efficient instruction – and more importantly, increase the probability that all MTMS students will attain the period’s objective. The building principal completes several hundred walkthrough teacher evaluations each year to provide regular and immediate feedback to teachers regarding the aforementioned process.

Like most of the programs at MTMS, the instructional strategies that teachers utilize are balanced and are dictated by the lesson’s objective – not by a one size fits all instructional initiative. However, all MTMS staff members are proficient in two basic instructional formats, interactive direct instruction and inquiry instruction.

When addressing more basic content and skills, teachers primarily utilize the Hunter model of direct instruction with the addition of strategies to maximize simultaneous interaction and active engagement, such as Kagan Structures. The most essential skills and concepts are addressed through more inquiry-based strategies such as the 5E Inquiry Model of Instruction. Six days per year, all MTMS teachers facilitate instruction using the 5E methodology, which creates a highly engaging learning climate for the students for the entire day. During the 5E days, teachers complete collegial visits and identify exemplary strategies in their colleagues’ classrooms for inclusion in their own repertoire.

To complement high quality lesson plans and skilled lesson execution, all teachers have a computer linked to a Smart Board and document camera. In addition, all language arts and social studies teachers have one-to-one laptops permanently in their classrooms. Several laptop carts are shared between teachers in the rest of the departments. When collaboration with the media specialist or computer teacher is desired, teachers utilize one of the two school computer labs.

As repeated throughout numerous sections of this application, students who are unable to attain daily learning objectives at the same rate and efficiency as their peers, participate in substantial supplemental instruction in mathematics, reading, and writing during the school day and during zero period. More traditional extra help classes are also available during the school day in most all other subject areas.

6. Professional Development:

The vast majority of professional development at Mendham Township Middle School is tightly aimed at student growth and achievement. Offerings are aligned to the required State and Professional Standards, but most importantly, are slated to drive the building level instructional goals set each year. The MTMS principal believes that continuous professional learning is paramount to expanding the instructional capacity of teachers. Ultimately, high quality teaching (the teacher) is exactly what spawns the stellar student achievement documented in Part 4, Section 1 of this application.

Professional Learning Communities design and implement staff development that reflects the needs of all student populations. Staff members have 120 minutes of grade level team time per week to discuss common student needs and another 40 minutes per week to meet with content area teams. Beyond regular meetings, the school offers on-site activities led by members of the district who are experts in their fields. Additionally, teachers attend off-site workshops and then share information in a turnkey presentation to the

staff. Most recently, teachers have had professional development opportunities in various areas including reading comprehension, PARCC, technology training, differentiated instruction, teacher evaluation, HIB policy and bullying prevention. Language arts and social studies teachers diligently collaborate to align writing expectations as part of a greater initiative to write across the curriculum. Staff members are required to complete many hours of on-line training to provide an even more comprehensive PD program. Several of these courses focus on student wellness.

About four years ago, the principal initiated collegial visits in order to showcase home grown best practices throughout the building. The idea is that, as experts in their content areas, our teachers provide superior professional development in both curriculum and instruction – focused on the needs of our students. Most of our best practices, instructional strategies, and programs are home grown, classroom tested, tweaked, and then institutionalized. Teachers make a minimum of four visits per year with one visit into the classroom of a teacher outside their content. The lesson observations offer a chance for reflection on individual teaching practices. Through this initiative, teachers gain a renewed sense of purpose for meeting the needs of Every Student - Every Day.

Additional support for professional learning is witnessed in the district's commitment to graduate coursework. Tuition reimbursement is granted to staff members who seek to further their education. The value that is placed on continued learning is embraced by the community of educators who take advantage of the opportunities provided. It is clear that the focused professional development at MTMS promotes a climate of excellence, continuous improvement, and above all – student achievement.

7. School Leadership

Leadership at Mendham Township Middle School is driven by its principal who inspires the teachers to live by the motto “Every Student - Every Day.” The principal believes that when the needs of each student are met on a daily basis, a culture of learning is created and sustained that allows the greatest potential for student growth. It is this environment that best prepares the students for success in high school and instills the desire for life-long learning.

The principal reaches out to staff, students, and parents to work collaboratively to set and achieve both short-term and long-term goals guided by the New Jersey State Common Core Standards/Core Curriculum Content and by the Mendham Township School District mission of excellence. Expectations relating to all aspects of academics, athletics, and conduct are transparent and made available for the entire school community. School-wide assemblies are held regularly to emphasize and clarify policy. Another venue for outlining expectations is the “Principal’s Chat,” which is held at the beginning of every school year and open to the public. The principal takes time and effort to meet with student leaders in order to assess the school climate and to exchange ideas about codes of conduct and other policies that impact student life. In addition, the principal includes teacher and parent representatives on committees that focus on student achievement and school safety. Dialogue also includes representatives from the local police department who interact positively and regularly with both staff and students. The principal also schedules time to discuss building concerns with staff to ensure that teachers have what they need to help students learn. Finally, the principal empowers teachers to take ownership of lesson planning and professional development by establishing and supporting Professional Learning Communities. Specifically, the principal encourages collegial visits among teachers across all subject areas and grade levels. Ample time is provided for teacher collaboration and the sharing of ideologies within the various disciplines.

The mission to provide a rigorous and comprehensive educational experience for every student, every day motivates and directs the leadership of Mendham Township Middle School. Further, it inspires all stakeholders of the school community to share in the vision of excellence that guides decision-making, focuses educators, and encourages collaboration in the areas of curriculum and instruction, school safety, buildings and grounds, and all crucial elements that create a secure and healthy environment which is most conducive to personal development and academic achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: NJASK

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: Pearson

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	97	100	100	94	94
% Advanced	82	77	79	69	53
Number of students tested	104	87	107	114	100
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
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	87	100	100	67	83
% Advanced	31	46	64	28	8
Number of students tested	16	13	25	18	12
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	96	100	100	93	95
% Advanced	81	75	79	68	53
Number of students tested	85	76	97	100	94
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: Pearson

Test: NJASK
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	100	98	95	91	91
% Advanced	84	75	61	50	60
Number of students tested	89	106	117	101	125
Percent of total students tested	100	100	98	100	99
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	100	87	71	50	67
% Advanced	36	62	29	7	8
Number of students tested	14	16	17	14	24
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	100	98	94	91	91
% Advanced	82	75	61	50	59
Number of students tested	78	93	101	101	122
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: 7
Publisher: Pearson

Test: NJASK
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	94	92	90	86	95
% Advanced	76	67	51	60	72
Number of students tested	106	117	105	122	120
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	0	0	1	0	0
% of students tested with alternative assessment	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	69	65	60	36	
% Advanced	50	25	7	8	
Number of students tested	16	20	16	26	
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	94	91	90	86	95
% Advanced	75	65	50	60	71
Number of students tested	94	104	94	122	115
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: Students receiving Special Education 2008-2009 data not provided due to insufficient special education enrollment.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 8
Publisher: Pearson

Test: NJASK
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	92	97	96
% Advanced	73	70	65	74	78
Number of students tested	111	108	119	121	119
Percent of total students tested	97	100	100	100	100
Number of students tested with alternative assessment	0	1	0	0	0
% of students tested with alternative assessment	0	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	68		67	83	75
% Advanced	32		22	17	35
Number of students tested	19		27	12	20
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	92	98	92	97	95
% Advanced	71	68	64	74	77
Number of students tested	98	94	112	121	112
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: Students receiving Special Education data for 2011-2012 not provided due to insufficient special education enrollment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Pearson

Test: NJASK
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	98	98	100	90	95
% Advanced	36	34	24	31	35
Number of students tested	104	87	107	114	100
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
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	87	92	100	67	75
% Advanced	31	31	16	0	0
Number of students tested	16	13	25	18	12
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	99	97	100	90	95
% Advanced	36	34	23	30	36
Number of students tested	85	76	97	100	94
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: Pearson

Test: NJASK
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	97	90	97	93
% Advanced	20	30	17	37	28
Number of students tested	89	106	117	101	125
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	79	100	59	93	74
% Advanced	0	25	6	0	0
Number of students tested	14	16	17	14	24
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	95	97	87	97	93
% Advanced	18	31	17	37	29
Number of students tested	78	93	101	101	122
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: 7
Publisher: Pearson

Test: NJASK
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	100	97	92	97	98
% Advanced	51	36	47	50	62
Number of students tested	106	117	105	122	120
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	0	0	1	1	0
% of students tested with alternative assessment	0	0	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	100	85	67	92	
% Advanced	50	20	0	8	
Number of students tested	16	20	16	26	
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	100	95	91	97	98
% Advanced	51	36	47	50	63
Number of students tested	94	104	94	122	115
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: Students receiving Special Education for 2008-2009 left blank as no data was provided due to insufficient special education enrollment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 8
Publisher: Pearson

Test: NJASK
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	97	100	99	100	99
% Advanced	31	49	47	62	43
Number of students tested	111	108	119	121	119
Percent of total students tested	97	100	100	99	100
Number of students tested with alternative assessment	0	1	1	0	0
% of students tested with alternative assessment	0	1	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	89		96	100	100
% Advanced	5		11	17	5
Number of students tested	19		27	12	20
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	97	100	99	100	99
% Advanced	32	53	47	62	42
Number of students tested	98	94	112	120	112
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: Students receiving Special Education Services 2011-2012 data not provided due to insufficient special education enrollment.