

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

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[X] Public or [ ] Non-public

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

Name of Principal Ms. Joanne Marie Hozeny

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

Official School Name Mount Prospect Elementary School

(As it should appear in the official records)

School Mailing Address 111 Hansom Road N/A

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

City Basking Ridge State NJ Zip Code+4 (9 digits total) 07920+1500

County Somerset State School Code Number\* 35-0350-100

Telephone 908-470-1600 Fax 908-470-1610

Web site/URL http://www.bernardsboe.com/MountProspectElementarySchool/ E-mail jhozeny@bernardsboe.com

Twitter Handle N/A Facebook Page \_\_\_\_\_ Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

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. Nick Markarian, N/A E-mail: nmarkarian@bernardsboe.com  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bernards Township Tel. 908-204-2600

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 Mrs. Robin McKeon, N/A  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

## **PART I – ELIGIBILITY CERTIFICATION**

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

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

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

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

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

| Grade                 | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK                  | 39         | 18           | 57          |
| K                     | 41         | 39           | 80          |
| 1                     | 51         | 53           | 104         |
| 2                     | 58         | 56           | 114         |
| 3                     | 63         | 56           | 119         |
| 4                     | 70         | 56           | 126         |
| 5                     | 52         | 58           | 110         |
| 6                     | 0          | 0            | 0           |
| 7                     | 0          | 0            | 0           |
| 8                     | 0          | 0            | 0           |
| 9                     | 0          | 0            | 0           |
| 10                    | 0          | 0            | 0           |
| 11                    | 0          | 0            | 0           |
| 12                    | 0          | 0            | 0           |
| <b>Total Students</b> | 374        | 336          | 710         |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 49 % Asian
  - 1 % Black or African American
  - 6 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 44 % 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: 6%

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

| <b>Steps For Determining Mobility Rate</b>   | <b>Answer</b> |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year             | 32            |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year | 12            |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 44            |
| (4) Total number of students in the school as of October 1   | 685           |
| (5) Total transferred students in row (3) divided by total students in row (4)   | 0.064         |
| (6) Amount in row (5) multiplied by 100  | 6             |

7. English Language Learners (ELL) in the school: 3 %  
20 Total number ELL  
 Number of non-English languages represented: 11  
 Specify non-English languages: French, Icelandic, Serbo-Croatian, Korean, Spanish, German, Portuguese, Swedish, Dutch, Danish, Chinese
8. Students eligible for free/reduced-priced meals: 1 %  
 Total number students who qualify: 6

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.

The actual percentage is 0.8% for our school. 6 students out of 710.

9. Students receiving special education services: 15 %  
108 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>75</u> Autism               | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>5</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>18</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>6</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>2</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

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

|   | <b>Number of Staff</b> |
|---|------------------------|
| Administrators  | 2                      |
| Classroom teachers  | 40                     |
| Resource teachers/specialists<br>e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.  | 17                     |
| Paraprofessionals   | 48                     |
| Student support personnel<br>e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 9                      |

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 18:1

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

| <b>Required Information</b> | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 96%       | 94%       | 94%       | 95%       | 95%       |
| High school graduation rate | 0%        | 0%        | 0%        | 0%        | 0%        |

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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

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

Yes\_                      No X

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

## **PART III – SUMMARY**

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Mount Prospect School houses almost seven hundred students in preschool through fifth grade. A rigorous curriculum, which fosters flexibility and diversification, is presented to all of our students. The staff employs current educational practices which promote our high academic and moral expectations. We are committed to the mission of our district which is to offer "a superior education that results in academic excellence, responsible behavior, and good citizenship and fosters social-emotional development so that ultimately each student will be able to maximize his/her potential, become a contributing member of society, and maintain a commitment to lifelong learning." In addition, we recognize and celebrate the similarities and differences of our multi-cultural population. We foster mutual respect of our community's diversity and incorporate our students' prior experiences throughout our daily lessons.

Our reading program is a balance of shared, guided and individual reading with phonetic integration. Process writing is a strong component of our language arts program. Our math program is a high interest, hands-on, inquiry-directed approach that complements our district curriculum goals and objectives in addition to the common core standards. Students' individual differences are met through a number of high quality services provided in the areas of enrichment programming, after school activities, English as a Second Language classes, literacy support and special education. All students are exposed to art, music, technology, library/media skills and physical education.

The faculty at Mount Prospect School takes pride in balancing a developmentally appropriate program with high expectations and opportunities for challenge and enrichment on all levels. We provide a nurturing environment which encourages the elementary student to problem-solve in real-life situations, make decisions to foster independence and willingly take risks to establish a natural curiosity about the surrounding world.

Our school community is very ethnically diverse. We are very fortunate to be able to celebrate many cultures and their traditions. There is a richness that comes from students working together to learn and understand perspectives of individuals from different backgrounds. Our curriculum supports multicultural connections as well as our community events such as International Day. For three years, our school highlights approximately 20 different countries each year. Students "travel" to each classroom which is decorated with traditional themes from the specific country. Parents from our school deliver informative presentations about their native country and students participate in an interactive activity such as soccer from Brazil, traditional dancing from Spain or Tai Chi moves from China. Our third grade students learn five different dances and perform for parents and peers. In addition, there is an evening activity called "Taste of the Nations" in which all guests can sample homemade traditional foods from all countries.

At Mount Prospect we strive to develop a student's character. We highlight the many pillars of character education through our Panther Pride initiative in which we focus on one trait per month. Each grade level hosts a service drive to collect donations for local and national causes. Programs such as Peer Mediators, Peer Mentors, and other sensitivity awareness groups for each grade level allow us to create opportunities to celebrate each child's uniqueness and individuality.

Mount Prospect School possesses a strong partnership between the school and the home which enables us to deliver the best possible education to our students. Parents are often found working with individual children as well as small groups during writing workshop, reading workshop, math games and in a variety of other projects and subject areas. Parents and the community are invited to read or share their expertise with the classes throughout the year. The PTO is a highly active organization, which sponsors student programs and assemblies such as International Day, visiting authors and writers in residence. They sponsor community events such as a book fair, family fun days that include pizza night and the ice cream social, field day, school dance and speakers at their meetings. Parents have been involved in various fund-raising activities to purchase numerous items such as playground equipment, landscaping for the school and technology equipment including laptops and Smart boards.

Most recently, Mount Prospect was named a 2013 Reward School for High Performance by the State of NJ

for overall student achievement. The school's academic performance is equal to or above the 80th percentile of NJ Schools. In the past five years over 90% of our students have consistently performed in the proficient or advanced proficient range in both Language Arts and Mathematics on the NJASK Standardized Assessment.

One of the great strength's of Mount Prospect School is that the entire staff works collaboratively with students, parents, and community members to foster productive, responsible citizens in the 21st century. Students will encounter rich, varied experiences that will accommodate their unique and individual learning styles.

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

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

a. The New Jersey Department of Education administers the New Jersey Assessment of Skills and Knowledge (NJ ASK) each year to our students in grades three, four and five. The NJASK reports both raw and scale scores. The total scores in ELA, Mathematics and Science are reported as scale scores with a range of 100 to 300. The scale score for ELA is a total score based on a combination of the number of correct answers to multiple-choice items and the number of points earned for constructed-response items and writing tasks. The scale score for Mathematics is a total score based on a combination of the number of correct answers to the multiple-choice items and the number of points received for constructed-response items.

There are three levels of proficiency on the NJASK: Partially Proficient, Proficient and Advanced Proficient. A conversion algorithm used by the State has determined the following score ranges: Partially Proficient (100-199), Proficient (200-249) and Advanced Proficient (250-300). Partially Proficient scores are considered to be below the state minimum level of proficiency. Students who fall in this range typically require additional instructional support through individual or programmatic intervention. In order to qualify for Instructional Support (small group instruction), students must score 215 or below on the NJASK assessment. Students who score in the Advanced Proficient Range may qualify for the school enrichment program in mathematics. NJASK is used as one criterion for entrance into these programs.

b. Testing on the NJASK shows that our students have greatly outperformed the average New Jersey school. From 2008-2012, students in third, fourth and fifth grade in Mount Prospect have not scored lower than a 90% average on the literacy, math or science ASK tests. State averages over that time range from 80% to 86%. Students at Mount Prospect School have consistently scored in the mid to upper nineties in proficiency on both the Mathematics and ELA sections of NJASK. Over the last four years 96% of students at Mount Prospect School passed the mathematics section of the NJASK. Most notably, 99% of students scored at the proficient (86% were advanced proficient) or higher level. All subgroups, including our special education and ELL population have made adequate yearly progress (AYP). Bernards Township examines the test scores in several ways. First, we compare the test scores with similar (DFG) districts or peer schools. We also analyze the scores from a multi-year perspective, in a longitudinal scope, from a building perspective and in conjunction with other assessments. The Curriculum Supervisors and Building Administrators will recognize the strengths and areas of need in our current programs and curricula. Lastly, we utilize Performance Tracker, our assessment data storage program, and NJSMART to create reports which show trends for our sub-groups (as noted above). In 2012, the district noted three areas to address: our special education subgroup, aligning curriculum with Common Core standards for 2014-2015 and setting expectations for students and parents in grades K-8 in regards to stress reduction.

We acknowledge several factors for our strong student academic performance. Most recently, for the 2013-2014 school year, we have adopted new curricula in both academic areas. Aligning with the Common Core Standards, students are exposed to learning goals that focus on research and evidence based instruction, rigorous content and application of knowledge as well as strengthening students' higher-order thinking skills. There is a strong focus on literacy instruction, particularly in the primary grades. Through the use of direct instructional strategies in small groups, teachers are able to differentiate instruction to meet student's needs and address a variety of ability levels. The district created an after-school program entitled the Wraparound Program. The goal of this program is to employ highly skilled teachers to instruct students who scored at the Partially Proficient level with a specific intervention program in ELA and/or Mathematics. The small group would meet twice a week for six weeks to review concrete skills in the content area and test taking strategies. The students' performance results would determine the effectiveness of the program in future years. Curriculum Supervisors train the reading and math specialists extensively so that they remain current with the latest theory and pedagogy. Lastly, the Director of Curriculum has proposed a systematic staff development program in the following areas: implementation of K-5 LA program evaluation recommendations; linking assessment to instruction; writing process; word study; reading comprehension/fluency; align curriculum with Common Core Standards; and Performance Tracker

(online data analysis tool).

At the building level, training is offered to grade level teachers on a monthly basis. Grade level teams develop Professional Learning Communities to further their knowledge in the content areas. Student data is assessed through Student Growth Objectives (SGOs). In turn, teachers develop tiered lesson plans in order to differentiate their instruction. This is an ongoing process which is reviewed annually by administration, Professional Development Committees and the School Improvement Panels (ScIP).

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

The Bernards Township School District is committed to utilizing data to drive instruction and program development. The Director of Curriculum, Academic Supervisors and Building Administrators work together to analyze data from many sources at a macro level. Data from State Standardized Testing (NJASK), District Testing (Measures of Academic Progress–MAP), and local formative assessments (DRAs, Writing Samples, Literacy Benchmark assessments, Math end of unit/quarterly tests, fact tests, etc) are analyzed from a longitudinal standpoint to identify trends across multiple subgroups such as gender, ethnicity, ELL or SPED. Each year, a district testing report is generated to evaluate the strengths and weaknesses of programs and curricula. New reports from the NJ State Department of Education called the NJ School Performance Report replace the former NJ School Report Card. These reports compare the school's academic performance and student growth to schools across the state. Peer schools are identified. These schools have similar grade levels and students with similar demographic characteristics such as the percentage of students qualifying for Free/Reduce Lunch, Limited English Proficiency programs or Special Education Programs.

Students in grades 3, 4 and 5 are administered the MAP Assessment in Language Arts and Mathematics. This is a computerized test that is adaptive. The difficulty of the question is based on how well the student answers the previous questions. Each student will receive an individual RIT score, a skills checklist and a Survey with Goals that teachers can use to support their instruction. It provides teachers with an efficient way to assess achievement levels of learners and will provide a plethora of information to guide instruction for skill development. The Descartes Chart of Skills allows teachers to create small groups for instruction in Language Arts and Mathematics. In addition, building administrators can identify needs across classes and grade levels.

All data is housed in an online storage program called Performance Tracker. It includes NJASK, MAP and local assessment information. This program can offer the viewer a quick checklist and visual for areas in which a student is deficient. We use this information for conversations with teachers and parents. The data and recommendations from each report are then used to develop staff professional development in-services as well as point out areas which may need to be adjusted in the curriculum. Professional Development will occur at both the district and building level. At the building level, we use faculty meetings and grade level meetings to communicate with teachers about the trends we see in the data. Monthly District Curriculum Meetings will all staff provides time for additional reflection and training.

Score reports, report cards and parent teacher conferences provide information to a student's parents. We offer PTO presentations to parents to review the reports, explain how to interpret them and discuss our future steps for Professional Development and student instruction.

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

The Bernards Township School District and its personnel (BOE, administrators and teachers) are very active at evaluating data results. We utilized the peer schools identified from the NJ School Performance Report to benchmark ourselves across the state. In addition, we are very proactive at communicating with similar high performing districts to share effective instructional strategies and identify areas of need. Quite often, we host staff from other schools at our professional development opportunities or send our staff to workshops and for peer visitations. The building principal communicates with other principals in the county on a monthly basis. At our meetings, we discuss performance on state tests and compare notes on new curricula being developed, especially in schools where techniques have proven successful. Our administrators and

teachers attend and present at statewide or regional conferences.

Most recently, the Mount Prospect School Principal worked with the State Department of Education to create state assessments for the ELA Common Core Curriculum Modules in Grades K and 1. Working with school administrators, college professors and published authors allowed her to acquire new knowledge to turnkey to her staff. Many of the content area supervisors are heavily involved in researching resources for curriculum development and communicating that to the staff as well. We are members of many professional associations such as NJASCD (Association for Curriculum & Development), Learning Forward New Jersey (Staff Development Association) and NJPSA (NJ Principals & Supervisors Association). The majority of Curriculum Supervisors are also members or on the Board of their content area association. Topics that have been presented are Using Data, Working with the Common Core, various literacy and mathematical workshops and technology workshops.

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

Mount Prospect firmly believes that involving families and communities in education is critical to improving outcomes for all students. Thus we have developed specific programs that engage these stakeholders that empower them as well as the school. At Mount Prospect, we strive to create a welcoming and engaging climate with strong relationships and communications between families and school staff. The Building Principal writes weekly newsletters called Friday Folder which includes information about upcoming school-wide events and happenings at the school. We host monthly PTO meetings or Principal Round table Chat Sessions which can focus on local events or large changes in curriculum, assessments or important relevant topics. The Principal has established a Parent Advisory Council (PAC) which meets monthly. The Parent Advisory Committee (PAC) is comprised of two parent representatives from each grade level (PreK-5) as well as the PTO President(s)/Designee. They meet with the Principal and other staff (as needed) on a monthly basis during the school year.

The members of the committee are charged with several tasks. First, the team will identify common needs and goals among the parents of students enrolled in Mount Prospect School and facilitate strategies to increase the efficiency and effectiveness of our parent organization. Following, the PAC will provide the Principal with feedback and insight from the parent's perspective on school process, policies and initiatives to ensure that the needs of parents and their families are included as decisions are made in the school. Existing and emerging issues expressed by parents at the school will be brought to the administration's attention.

It is important to note that the committee will serve as an advisory, not a decision-making body, that makes recommendations, encourages brainstorming and provides opportunities for parent involvement on committees and task forces. All information is used to determine school program development for the current and future years. The PAC is a unique committee in that they will facilitate communication between and among the school administration and the school community and serve as a forum for sharing innovations and best practices from different resources.

Annually, we explore the importance of family and community engagement as part of a systemic approach to improvement. We include family and community representatives in initial discussions and in decisions which allow for a wider range of perspectives on important issues related to student performance and communicate the need for a broad commitment from all stakeholders. Through small advisory groups or ad hoc committees, we analyze and identify problems and potential areas of improvement. We can then define ways to address the topic. We have found that open communication allows parents and the community to truly become invested in the events at Mount Prospect.

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

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### **1. Curriculum:**

Mount Prospect School's curricula span subject areas including language arts, Latin, science and technology, fine arts, mathematics, social studies, physical education and health. The district is completing realignment from the New Jersey Core Curriculum Content Standards to the Common Core Standards. All district curricula are reevaluated on a five-year cycle where strategies, materials, unit goals, and resources are analyzed and recommendations are made for revisions. The evaluation process includes faculty, administration, student, and parent input.

Students in grades Kindergarten through five participate in special-area subjects on a daily basis including: physical education, music, art, library, and computer technology. The K-5 physical education and health program provides each student the opportunity for maximum intellectual, physical, social and emotional development. The benefits of a comprehensive physical education program will also foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Art at Mount Prospect School provides opportunities for students to develop an appreciation of the visual world and what it offers to enrich their lives. The curriculum provides the students with learning opportunities in art history, criticism, aesthetics and production. Creativity is encouraged including originality, flexibility, fluency, being independent, constructive, and curious. Mount Prospect School has a very strong music program. The instrumental classroom holds instrumental lessons, and band and orchestral rehearsals for students in grades three, four, and five. Students perform in programs throughout the year, including winter and spring concerts. All Mount Prospect students visit the music room each week during the school day for their general music class. In class, musical activities are geared towards teaching the students music literacy, music history, music appreciation, and the personal enjoyment of music.

The Mount Prospect library program provides a collection of materials, instruction in the use of those materials, and cooperative planning as an integral part of the total educational program. Our librarian provides access to ideas and information by assisting students and staff in identifying information resources; formal and informal instruction in information skills; and the use of information and instructional technologies. At Mount Prospect, computer skills are taught through content areas to enhance the lifelong learning experience. This integration provides creative, unique and authentic educational experiences to accommodate various learning styles. The integration of technology provides a unique experience for students to collect, represent, and analyze data. The computer curriculum is delivered to students in a collaborative venture between classroom teachers and the computer teacher. The computer teacher works closely with classroom teachers to provide computer lab experiences that incorporate and extend regular classroom activities while building computer skills.

In Kindergarten through fifth grade, students work with classroom teachers for instruction in language arts, mathematics, social studies, science, Latin, and health education. Students begin most days assembling in morning classroom meetings. These meetings provide opportunities for daily routines as well as discussions and activities addressing issues such as anti-bullying and character education.

Students meet daily for instruction in English language arts including reading, writing, and handwriting. Instruction, aligned to the Common Core, includes reading, discussion, and response to both fictional and nonfictional works at students' instructional levels based on diagnostic reading assessments. Teachers incorporate the use of the Daily Five centers and guided-reading instruction to provide students with opportunities to develop an understanding of language skills including decoding, word recognition, and reading fluency. Students read and explore a variety of genres including mystery, historical fiction, science fiction, fantasy, and realistic fiction. Writing instruction, taught in conjunction with reading, enable students to develop from temporary spellings in Kindergarten, to more complex writings for a specific purposes in the upper grades. Writing projects are tied to cross curricular studies such as endangered species, national parks, and historical figures. In mathematics, students meet daily for sixty minutes of instruction. The K-5 mathematics curriculum relies on a mastery based approach which aligns directly to the standards at each grade level. Teachers use their knowledge and expertise to differentiate within the classroom. The

mathematics curriculum builds on repetition in order to build procedural fluency.

Students receive thirty minutes of Latin per week. Teachers utilize activities to help our students begin understanding foreign language study while supporting the English language arts curriculum.

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

Students meet daily for instruction in English language arts including reading, writing, and handwriting. The reading curriculum is tied to the writing curriculum. With the adoption of the Common Core standards, the K-5 curriculum is divided into units of study including: Building a Reading Life; Following Characters into Meaning Nonfiction; Folktales, Fables and Myths; Biography; Mystery; Poetry; and Authors Study Book Clubs. Classroom teachers and reading specialists in all grades utilize diagnostic reading assessments to determine students' reading levels and provide material that is appropriately challenging for each student. Reading assessments are performed three times a year to measure students' progress and to differentiate instruction accordingly.

Students in all grades utilize Daily Five centers which provide students with an opportunity to explore units of study through a variety of learning styles, independently and in small-groups. Centers provide teachers with an opportunity for guided-reading instruction where teachers can conduct additional formative assessments to differentiate instruction for individual students on a daily basis, providing students with "good-fit" books in a variety of genres including nonfiction. Through the reading curriculum students develop letter and word recognition, decoding skills, reading stamina, and critical thinking skills that translate into all aspects of students' education. Students respond both in writing and verbally to reading selections and genre studies often become the basis for extended writing projects. Many of these projects provide speaking opportunities and have cross-curricular applications to science and social studies. This individualized approach to reading education provides opportunities to differentiate for low, average, and high-achieving readers and writers.

Students who are identified as needing additional support in reading and writing work reading specialists as part of our instructional support program. These students meet with reading specialists both in the classroom and occasional pull-out situations to provide these students with intensive reading and writing instruction on a regular basis. These specialists perform several formative and diagnostic assessments in order to closely track and provide differentiated instruction for these students. All students K-5 participate in fall and spring district writing samples which provide additional, periodic assessment for students, teachers, and the district as a whole.

## **3. Mathematics:**

In the Bernards Township School District, we envision a K-12 mathematics program that provides all students with access to high quality mathematics instruction that empowers them to better understand the issues of a technological society. There are ambitious expectations for all students, along with provisions for students with different abilities and learning styles. The mathematics curriculum is rich. All students are engaged in worthwhile mathematical tasks that allow them to understand mathematics through a problem-centered, concept oriented instructional approach.

In order to align with the Common Core Standards, our District chose the 'Go Math' Program. The District Supervisor created a steering committee to review multiple math programs that were available. They were charged with three shifts to focus on: 1) Focus should be on standards; 2) Coherence should encourage links across all grade levels and major topics; and 3) The conceptual understanding, procedural skill and fluency and application must be rigorous. Programs were evaluated by several criteria. Mathematically proficient students should be able to make sense of problems and persevere in solving them. They should also be able to reason abstractly and quantitatively while constructing viable arguments to prove their thinking. Students should be able to make use of mathematical structure and attend to precision.

The 'Go Math' Program was developed by a team of researchers to rely on a mastery based approach. Quite similar to Singapore Math, this curriculum utilizes pictorial representations such as bar models. Lessons

incorporate repetition which is designed to build procedural fluency. Teachers are then able to use their knowledge and expertise to differentiate within the classroom.

Students are exposed to concepts throughout the year. Each lesson within the book has problems and skills for each different type of learner. For enrichment, students are offered a variety of mathematical problems or inquiry based activities to explore through self-regulated learning. In addition, they are able to use a variety of websites for additional higher order practice. Whereas, for struggling students, the program provides several options for re-teaching and practice. Students work in small groups or with the Instructional Support teacher to learn the concept in a variety of ways. The use of manipulatives, models, and partner work support the acumen of struggling mathematicians. The program also offers many resources to teachers and parents on their ThinkCentral.com website. Teachers are able to upload specific types of problems for students to practice. As well, teachers can administer assessments online. The program will automatically score the assessment and provide teachers with a myriad of data points to help design their lessons.

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

Science education in elementary school is multidisciplinary. In Science, we have different units that are inquiry based. Students develop understandings and skills necessary to function productively as problem-solvers in the world. Each “kit” or theme allows students to be involved in first-hand exploration and investigation of the topic. Instruction typically builds directly on the student’s conceptual framework.

Through a broad approach, students experience the content in large conceptual themes and interwoven with mathematics and language arts. The learning environment fosters positive attitudes for self and society. Scientific literacy is a focus in the Common Core standards and our curriculum supports the richness of engaging students in science investigations.

Our science lessons implement investigations that are guided by questions. The overarching questions start with what is in this world and how does it work? Students are then led on a journey which allows them to break the learning into smaller parts through the exploration of materials, the posing of credible hypotheses and the challenging of current findings. Students experiment, gather data, organize results, and develop conclusions based on their own actions. This leads to the development of scientific ways of thinking. We believe in collaboration and student-to-student learning. Most often, the science exploration is done in small groups which give the students a chance to debate and prove their findings. Working together is a skill that we explore in all content areas, but is so critical in science lessons. Through the interchange of ideas, students can create new ideas and communicate their discoveries. Guided conversation allows for students to synthesize the information and form new schema. Reflection on response sheets can elicit individual connections with different real-world topics. Students learn to be true scientists through the use of actual materials and simulated environments. Data collection and data analysis lend themselves to making mathematical connections. Students can learn multiple skills in a skillfully prepared science lesson.

#### **5. Instructional Methods:**

During the years of 2009-2012, differentiation of instruction was a district-wide goal. In turn, most of our school goals and Professional Development Plans were centered on this concept. Many staff college courses and in-service days offered explicit instruction for teachers on appropriate differentiation of instruction both at a general level (process, product, content) and within a specific content area. During faculty meetings and K-5 curriculum meetings, teachers are instructed in ways to use data to create small groups for targeted instruction. Most recently, we provided two hours of professional development time for staff to become familiar with the MAP data, understand how to access and manipulate it and then create lesson plans that provide tiered activities in each content area. As an example, in a first grade classroom, one teacher will administer a pre-assessment of the mathematical concepts being taught. Based upon this feedback, the teacher would teach the whole group lesson and then have the students break out into small groups. Some children may go to a center which uses mostly visuals and manipulatives; others would go to a center which encourages partners discussing the problems and creating their own; or the last group may go to the enrichment center to work on an independent long-term math project. Homework is then sent home to support practice in the appropriate area. This increases the motivation of the students, empowers them to

self direct their learning and provides the teacher time for direct instruction to students who may struggle.

Expert teachers are attentive to students' varied learning needs and it supports the teacher to become a more competent, creative and professional educator. One challenge that teachers have stated when leading a differentiated classroom is the need to reflect constantly on the quality of what is differentiated. During our training sessions, we help the teacher to use ongoing assessment that is linked directly to the instruction. We also encourage flexible grouping and long-term activities. In turn, students have the ability to work with like-ability peers or mixed-ability peers. Through peer visitations, teachers are able to observe a variety of ways to create lessons that are tiered and varied.

## **6. Professional Development:**

Mount Prospect School broadly defines student achievement as preparing learners for the twenty-first century. This preparation encompasses the development of critical thinking and problem solving skills and requires all learners to foster collaboration among their peers in order to improve overall achievement. Analytical interpretation of student work, utilizing both formative and summative assessments, has provided valuable information in the creation of school goals at Mount Prospect and aids teachers in monitoring their progress with these goals. All stakeholders completed surveys that required them to reflect on past practices and future needs. These surveys were in turn analyzed by the professional development committee in order to provide relevant professional development throughout the year. The establishment of a professional development committee at Mount Prospect School is the key component in analyzing staff feedback and ultimately facilitating topics and agendas for future professional development.

The Professional Development opportunities at Mount Prospect are aligned with staff professional plans. These plans are aligned with school and district goals. Through the reflective process and key elements for professional development there is a formative change in culture. This is accomplished through interdisciplinary collaboration and opportunities for staff involvement and accountability within the school community. Frequent evaluation by the Professional Development Committee of the process led to informal inference that student learning became more interactive in a cooperative learning environment addressing the needs of individual learners. Despite the challenges noted in the reflective process, such as availability of time, funds and a growing district, there will be a concerted effort to pool resources and create buy-in initiatives.

As an example of the process: We created a Professional Development goal, based upon analysis of the cumulative data. It is to support the improvement of effective writing techniques. Our school goals, as aligned with the district goal of differentiated instruction, focused on students increasing their writing proficiency by two or more points as delineated on the District Writing Sample from fall to spring. Each grade level had chosen a SMART goal within the confines of writing instruction to focus upon. These goals were developmentally appropriate and were determined through analysis of the fall writing samples. The evaluation of the school professional development plan will be attained in the following ways: 1) teachers will implement various writing interventions; 2) evaluate the teaching strategies using student work; 3) analyze the data gathered from the student work and 4) create a timeline for further intervention. Teachers will develop a deeper understanding of effective strategies in writing workshop. Skills will be identified in individual lesson plan objectives. Outcomes will be communicated through periodic review, reflection and final evaluation by school administration. The impact on student learning will be determined by a pre and post test, analysis of uniformed assessments and the performance by students on individual writing pieces. Additionally, future standardized test scores, district data analysis and the development of pre and post tests that are aligned with each grade level goal will be used. Currently, each teacher must create one or two SGOs (Student Growth Objective). This is a specific goal based directly on formative local student data. Based upon a specific time frame, teachers monitor student progress and adjust instructional lessons to meet the needs of the group. We are in the first year of implementation SGOs (state mandated). Preliminary results suggest successful student growth in most grade levels.

Professional Development Opportunities are provided at Mount Prospect using multiple venues that promote collaboration across disciplines. This professional development is fostered through monthly faculty meetings where grade level teams, including special education and special area teachers, will discuss

classroom strategies targeted towards the achievement of our school goal. Furthermore, each team will broaden these conversations during monthly grade level meetings, district curriculum meetings and weekly team meetings. Grade level meetings will typically be comprised of more than one grade level to provide vertical articulation. Additionally, opportunities will be presented for colleagues to observe one another on grade level and across grade level. Curriculum meetings will enable teachers to compare initiatives among all elementary schools within the district.

## **7. School Leadership**

Mount Prospect School is part of the Bernards Township Public School District. Our leadership structure starts with our Central Administration team which includes the superintendent, assistant superintendent, and the business administrator and assistant. There are three Directors which then oversee specific areas in the district: Director of Curriculum, Director of Special Services, and Director of Athletics. Each Director is responsible for Supervisors. Curriculum Supervisors in language arts, mathematics, science, social studies, world languages and fine/practical arts are all K-12 personnel. Additionally, there are two supervisors for special education (K-8 & 9-12) and a supervisor for the autistic program.

Mount Prospect School has a principal and one assistant principal. Building based administrators are empowered to make educational decisions based upon data and best practice. In addition, at our weekly cabinet meetings, administrators provide a great deal of input into the development and implementation of district policies that affect the elementary schools. We also work closely with the Board Of Education members in many different areas, but most importantly in curriculum and instruction and facilities improvement. The principal and assistant principal believe strongly in shared leadership. Staff members at each grade level and special area are invited to be part of a decision making committee called Staff Advisory. This committee is a decentralized process in which decisions and recommendations are made by these representatives. Effective leadership is instrumental to the success of school improvement. We discuss items such as curriculum & instruction, student learning and performance, instructional effectiveness, school-wide progress, and daily happenings at the school level. We are a reflective body that discusses the integration of new innovations and implementation process.

Additional committees such as Professional Development Committee (PDC), Crisis Management, School Safety Team, and Character Education allow a variety of staff members to provide input into programs and instruction at our school. These committees provide ideas for change. They work as a checks and balance system. Lasting improvement comes over time and we monitor progress so that the improvement can be significant and sustainable. Effective and appropriate development allows teachers to become knowledgeable so they can make informed decisions.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**All Students Tested/Grade:** 3

**Publisher:** Measurement Inc.

**Test:** NJASK

**Edition/Publication Year:** 2013

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   | 99        | 99        | 97        | 98        | 97        |
| % Advanced   | 86        | 81        | 76        | 80        | 72        |
| Number of students tested  | 117       | 110       | 112       | 117       | 117       |
| Percent of total students tested   | 100       | 97        | 99        | 100       | 98        |
| Number of students tested with alternative assessment                        | 6         | 9         | 8         | 4         | 5         |
| % of students tested with alternative assessment                             | 5         | 8         | 7         | 3         | 4         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| % Proficient plus % Advanced   | 89        | 93        | 96        | 89        | 100       |
| % Advanced   | 33        | 57        | 65        | 61        | 54        |
| Number of students tested  | 9         | 14        | 23        | 18        | 28        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced   | 100       | 100       | 98        | 100       | 100       |
| % Advanced   | 94        | 93        | 88        | 93        | 89        |
| Number of students tested  | 66        | 53        | 50        | 61        | 53        |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>9. White Students</b>                                     |    |    |    |    |    |
| % Proficient plus % Advanced                                 | 97 | 98 | 96 | 96 | 93 |
| % Advanced   | 79 | 68 | 67 | 64 | 59 |
| Number of students tested                                    | 38 | 50 | 52 | 52 | 61 |
| <b>10. Two or More Races identified Students</b>             |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>11. Other 1: Other 1</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>12. Other 2: Other 2</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |

**NOTES:** The Alternate Proficiency assessment is administered in each content area (i.e. language arts literacy, mathematics, and science) where the nature of the student’s disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment and the student cannot complete any of the types of questions on the assessment in the content area(s) even with accommodations and modifications. These students in this category are classified as Autistic.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 4  
**Publisher:** Measurement Inc.

**Test:** NJASK  
**Edition/Publication Year:** 2013

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   | 98        | 96        | 97        | 97        | 95        |
| % Advanced   | 87        | 72        | 77        | 71        | 60        |
| Number of students tested  | 104       | 116       | 115       | 117       | 156       |
| Percent of total students tested   | 96        | 99        | 100       | 98        | 100       |
| Number of students tested with alternative assessment                        | 10        | 9         | 6         | 6         | 3         |
| % of students tested with alternative assessment                             | 9         | 7         | 5         | 5         | 2         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| % Proficient plus % Advanced   | 88        | 91        | 82        | 100       | 82        |
| % Advanced   | 71        | 55        | 47        | 57        | 43        |
| Number of students tested  | 17        | 22        | 17        | 21        | 28        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced   | 100       | 96        | 100       | 100       | 97        |
| % Advanced   | 94        | 88        | 92        | 86        | 75        |
| Number of students tested  | 54        | 51        | 59        | 57        | 68        |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| Number of students tested                                    |    |    |    |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>9. White Students</b>                                     |    |    |    |    |    |
| % Proficient plus % Advanced                                 | 98 | 96 | 92 | 95 | 94 |
| % Advanced   | 79 | 59 | 67 | 58 | 47 |
| Number of students tested                                    | 42 | 54 | 51 | 57 | 77 |
| <b>10. Two or More Races identified Students</b>             |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>11. Other 1: Other 1</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>12. Other 2: Other 2</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |

**NOTES:** The Alternate Proficiency assessment is administered in each content area (i.e. language arts literacy, mathematics, and science) where the nature of the student’s disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment and the student cannot complete any of the types of questions on the assessment in the content area(s) even with accommodations and modifications. These students in this category are classified as Autistic.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 5  
**Publisher:** Measurement, Inc.

**Test:** NJASK  
**Edition/Publication Year:** 2013

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   | 99        | 97        | 99        | 99        | 98        |
| % Advanced   | 86        | 80        | 85        | 77        | 83        |
| Number of students tested  | 116       | 117       | 119       | 160       | 126       |
| Percent of total students tested   | 99        | 99        | 98        | 100       | 99        |
| Number of students tested with alternative assessment                        | 9         | 4         | 7         | 3         | 1         |
| % of students tested with alternative assessment                             | 8         | 3         | 6         | 2         | 1         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| % Proficient plus % Advanced   | 94        | 76        | 100       | 91        | 80        |
| % Advanced   | 60        | 53        | 82        | 41        | 53        |
| Number of students tested  | 15        | 17        | 22        | 22        | 15        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced   | 100       | 100       | 100       | 100       | 100       |
| % Advanced   | 91        | 93        | 97        | 87        | 94        |
| Number of students tested  | 55        | 60        | 60        | 74        | 50        |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| Number of students tested                                    |    |    |    |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>9. White Students</b>                                     |    |    |    |    |    |
| % Proficient plus % Advanced                                 | 98 | 92 | 98 | 99 | 96 |
| % Advanced   | 83 | 64 | 75 | 69 | 75 |
| Number of students tested                                    | 52 | 52 | 57 | 75 | 68 |
| <b>10. Two or More Races identified Students</b>             |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>11. Other 1: Other 1</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>12. Other 2: Other 2</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |

**NOTES:** The Alternate Proficiency assessment is administered in each content area (i.e. language arts literacy, mathematics, and science) where the nature of the student’s disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment and the student cannot complete any of the types of questions on the assessment in the content area(s) even with accommodations and modifications. These students in this category are classified as Autistic.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 3  
**Publisher:** Measurement Inc.

**Test:** NJASK  
**Edition/Publication Year:** 2013

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   | 97        | 97        | 94        | 91        | 95        |
| % Advanced   | 30        | 29        | 44        | 34        | 27        |
| Number of students tested  | 117       | 108       | 110       | 116       | 116       |
| Percent of total students tested   | 100       | 96        | 97        | 99        | 98        |
| Number of students tested with alternative assessment                        | 6         | 9         | 8         | 4         | 5         |
| % of students tested with alternative assessment                             | 5         | 8         | 7         | 3         | 4         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| % Proficient plus % Advanced   | 78        | 79        | 83        | 72        | 21        |
| % Advanced   | 0         | 29        | 35        | 28        | 3         |
| Number of students tested  | 9         | 14        | 23        | 18        | 28        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced   | 100       | 100       | 96        | 97        | 96        |
| % Advanced   | 41        | 40        | 62        | 42        | 36        |
| Number of students tested  | 66        | 53        | 50        | 60        | 53        |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| Number of students tested                                    |    |    |    |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>9. White Students</b>                                     |    |    |    |    |    |
| % Proficient plus % Advanced                                 | 92 | 96 | 90 | 85 | 95 |
| % Advanced   | 13 | 17 | 31 | 27 | 20 |
| Number of students tested                                    | 38 | 48 | 51 | 52 | 61 |
| <b>10. Two or More Races identified Students</b>             |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>11. Other 1: Other 1</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>12. Other 2: Other 2</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |

**NOTES:** The Alternate Proficiency assessment is administered in each content area (i.e. language arts literacy, mathematics, and science) where the nature of the student’s disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment and the student cannot complete any of the types of questions on the assessment in the content area(s) even with accommodations and modifications. These students in this category are classified as Autistic.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 4  
**Publisher:** Measurement Inc.

**Test:** NJASK  
**Edition/Publication Year:** 2013

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   | 94        | 87        | 93        | 60        | 90        |
| % Advanced   | 30        | 20        | 25        | 34        | 22        |
| Number of students tested  | 104       | 115       | 115       | 117       | 156       |
| Percent of total students tested   | 96        | 98        | 100       | 98        | 100       |
| Number of students tested with alternative assessment                        | 10        | 9         | 6         | 6         | 3         |
| % of students tested with alternative assessment                             | 9         | 8         | 5         | 5         | 2         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| % Proficient plus % Advanced   | 82        | 86        | 76        | 86        | 12        |
| % Advanced   | 24        | 9         | 24        | 24        | 1         |
| Number of students tested  | 17        | 22        | 17        | 21        | 28        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced   | 96        | 92        | 100       | 95        | 97        |
| % Advanced   | 33        | 31        | 39        | 51        | 32        |
| Number of students tested  | 54        | 51        | 59        | 57        | 68        |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| Number of students tested                                    |    |    |    |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>9. White Students</b>                                     |    |    |    |    |    |
| % Proficient plus % Advanced                                 | 93 | 87 | 86 | 95 | 86 |
| % Advanced   | 24 | 13 | 12 | 19 | 14 |
| Number of students tested                                    | 42 | 53 | 51 | 57 | 77 |
| <b>10. Two or More Races identified Students</b>             |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>11. Other 1: Other 1</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>12. Other 2: Other 2</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |

**NOTES:** The Alternate Proficiency assessment is administered in each content area (i.e. language arts literacy, mathematics, and science) where the nature of the student’s disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment and the student cannot complete any of the types of questions on the assessment in the content area(s) even with accommodations and modifications. These students in this category are classified as Autistic.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 5  
**Publisher:** Measurement, Inc.

**Test:** NJASK  
**Edition/Publication Year:** 2013

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | May       | May       | May       | May       | May       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   | 94        | 97        | 95        | 93        | 94        |
| % Advanced   | 39        | 30        | 25        | 42        | 32        |
| Number of students tested  | 114       | 115       | 119       | 159       | 125       |
| Percent of total students tested   | 97        | 98        | 98        | 99        | 98        |
| Number of students tested with alternative assessment                        | 9         | 4         | 7         | 3         | 1         |
| % of students tested with alternative assessment                             | 8         | 3         | 6         | 2         | 1         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| % Proficient plus % Advanced   | 73        | 82        | 82        | 68        | 67        |
| % Advanced   | 13        | 18        | 18        | 9         | 13        |
| Number of students tested  | 15        | 17        | 22        | 22        | 15        |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced   | 98        | 100       | 98        | 99        | 100       |
| % Advanced   | 54        | 42        | 37        | 56        | 49        |
| Number of students tested  | 54        | 59        | 60        | 73        | 49        |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| % Proficient plus % Advanced   |           |           |           |           |           |
| % Advanced   |           |           |           |           |           |

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| Number of students tested                                    |    |    |    |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>9. White Students</b>                                     |    |    |    |    |    |
| % Proficient plus % Advanced                                 | 92 | 92 | 91 | 89 | 91 |
| % Advanced   | 28 | 18 | 14 | 28 | 24 |
| Number of students tested                                    | 51 | 51 | 57 | 75 | 68 |
| <b>10. Two or More Races identified Students</b>             |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>11. Other 1: Other 1</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>12. Other 2: Other 2</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>13. Other 3: Other 3</b>                                  |    |    |    |    |    |
| % Proficient plus % Advanced                                 |    |    |    |    |    |
| % Advanced   |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |

**NOTES:** The Alternate Proficiency assessment is administered in each content area (i.e. language arts literacy, mathematics, and science) where the nature of the student’s disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the general statewide assessment and the student cannot complete any of the types of questions on the assessment in the content area(s) even with accommodations and modifications. These students in this category are classified as Autistic.