

**U.S. Department of Education**  
**2015 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 Mrs. Kerri L Walsifer

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

Official School Name H. W. Mountz Elementary School

(As it should appear in the official records)

School Mailing Address 411 Tuttle Avenue

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

City Spring Lake State NJ Zip Code+4 (9 digits total) 07762-1541

County Monmouth County State School Code Number\* 050

Telephone 732-449-6380 Fax 732-449-3178

Web site/URL http://www.hwmountz.k12.nj.us E-mail bmahon@hwmountz.k12.nj.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

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

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

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Mrs. Jennifer Cory

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

E-mail: jcory@hwmountz.k12.nj.us

Other)

District Name Spring Lake Tel. 732-449-6380

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. Vincent Daino

(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 and National Blue Ribbon Schools requirements, are true and correct.

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

## PART II - DEMOGRAPHIC DATA

---

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)
  - 0 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 1 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. 4 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	6	8	14
K	13	11	24
1	10	5	15
2	9	6	15
3	10	11	21
4	19	10	29
5	5	14	19
6	18	10	28
7	9	14	23
8	13	12	25
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	112	101	213

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 0 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 98 % 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 2013 - 2014 year: 5%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1	233
(5) Total transferred students in row (3) divided by total students in row (4)	0.047
(6) Amount in row (5) multiplied by 100	5

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

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

The state has reported that 17 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 11 %  
24 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>5</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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

	<b>Number of Staff</b>
Administrators	3
Classroom teachers	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	15

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 13:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	95%	96%	96%	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 2014

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

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

Yes  No

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

15. Please summarize your school mission in 25 words or less: To ensure all students meet the NJCCCS, develop their character, develop the skills necessary to be life-long learners and productive citizens of the 21st century.

## **PART III – SUMMARY**

---

Since its inception in 1897, H. W. Mountz School has remained the sole public school within the Spring Lake School District. This elementary school serves students in pre-kindergarten through eighth grade in the oceanfront, small-town-USA community of Spring Lake, New Jersey. Its level “P” classification places it in the second-highest of eight demographic district factor groupings identified by the New Jersey Department of Education.

Graduates of H.W. Mountz attend Manasquan High School or may apply to one of the career schools in the Monmouth County Vocational School District. Many of the students also attend private and parochial high schools.

H.W. Mountz School couples a progressive and rigorous educational environment with traditional best practices. Instructional delivery includes a strong focus on technology, the sciences, and foreign language, with continued emphasis on the arts and humanities, and a comprehensive math and language arts program grounded in solid fundamentals. Our small size allows us to identify the strengths and needs of each student and plan instruction to meet the individuality of our population. Our comprehensive curriculum focuses on the core proficiencies outlined by the New Jersey Core Curriculum Content Standards and Common Core Standards and is regularly evaluated and updated to meet the changing needs of our students by way of Professional Learning Teams that meet two to three times weekly. Our belief in educating the whole child is evident in the wide variety of enrichment and extracurricular activities we provide, including band, chorus, Student Council, yearbook, National Junior Honor Society, and an interscholastic sports program. The support of our Parent Teacher Association, the Mountz Booster Club, and the Spring Lake Educational Foundation provides additional extracurricular experiences, including a Drama Club, Chess Club, Tennis, Cross Country, and after-school enrichment opportunities at all grade levels.

At H.W. Mountz School, home of Team Mountz, students enjoy a safe, positive learning environment. Each school day begins in homeroom with a morning meeting that supports students in building relationships while transitioning them into their academic school day. Through our comprehensive anti-bullying and conflict resolution programs, students are taught six essential pro-social skills lessons that help them deal with bullying and normal conflict as well as how to be responsible bystanders and stand up against bullying. Pillars of character are integrated into weekly pro-social skills lessons, giving students a context for learning about trustworthiness, respect, responsibility, fairness, caring, and citizenship. Service learning projects build upon the idea that our actions make a difference in our school and in the community. Additionally, every student at Mountz has the opportunity to be a “buddy” to a student in another grade; our buddy activities build a sense of collective ownership for the school climate.

Our Professional Learning Teams and Data Teams allow teachers to experience job-embedded, collaborative professional learning during the school day. Teachers work together to analyze data, share ideas, review current research, develop new and innovative instructional strategies, examine student work, and continually reflect upon their practice. Key questions guide their work: What do we want students to know? How do we know when they know it? What do we do if they don't?

Technology, an integral part of the Mountz experience, allows teachers to communicate with parents through individual teacher web pages, an online information portal, and weekly e-blasts that allow students and parents to keep abreast of class activities, review homework assignments, and visit links to important websites related to current learning.

Every day teachers integrate technology and 21st century skills into the curriculum. Access to video streaming allows teachers to provide a fascinating visual component to lessons in all content areas. Both our technology lab and our 1:1 Google-based Chromebook initiative in grades 2-8 support optimal teaching and learning, while the addition of Smartboard technology in every classroom enhances bold and indelible instruction. Our fully equipped television studio allows students to learn and apply video creation and presentation skills, as project-based learning experiences challenge students to apply collaboration skills with understandings, skills, and knowledge drawn from multiple content areas.

Parental involvement is a significant factor in student progress at Team Mountz. As teachers develop new strategies, they share them with parents who provide the necessary reinforcement at home. A strong PTA, on-going communication, and an effort to include parents in our “community of learners” has encouraged parents to become true partners in their children's education; this has resulted in our school theme: “Team Mountz: Achieving Excellence Together.” On-going communication with parents through Superintendent Team Talks, parent workshops, and welcoming access to teachers and administration are a few of the highlights of our community; valuable members support our efforts through participation in the Booster Club and the Spring Lake Educational Foundation.

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

---

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

The curriculum at H. W. Mountz School is standards-based and directly tied to the 2010 Common Core Standards and 2009 NJ Core Curriculum Content Standards. Since 2009, it has been the work of the teachers, through Professional Learning Teams (PLTs), to use a “backward design” process to develop and reflect upon curriculum in English Language Arts, Mathematics, Science and Social Studies. When designing units of study for each grade level and subject area, teachers:

1. identify and analyze the appropriate standards to determine what students should know and be able to do at each grade level and in each unit of study;
2. analyze the expectation for what students should know and be able to do in order to identify both formative and summative evidence for what mastery of meeting those expectations looks like at each grade level;
3. design assessments, including both tests and projects, to evaluate the expectations and evidence;
4. gather and develop learning activities to help students practice the necessary knowledge and skills.
5. research programs and resources through the PLTs so the appropriate materials may be presented to the Board of Education for adoption;
6. collect data during instruction to determine how well students are meeting the goals so adjustments can be made in the instructional plan to help students successfully meet the goals of the units as evaluated in the assessments;
7. integrate relevant 21st century skills and technology applications into the units of study to help students gain skills in problem-solving, collaboration, and technology;  
make interdisciplinary connections between units to model the integration of knowledge and skills in the real world;
8. engage in professional development, and subsequently revise and adjust our curriculum framework accordingly.

In Reading/English Language Arts, the K-2 curriculum is focused on ensuring all students are proficient readers before entering third grade. Practices in place include a strong phonics program, a guided reading program that balances leveled books with grade-level books in both informational and literary text, and the building of stamina in their writing. In grades 3-5, the focus transitions to vocabulary over phonics, and student writers develop skills in argument writing, supporting ideas with text evidence, synthesis of reading from multiple sources, and writing based on the analysis of texts. Beginning in grade three, student Lexiles become a focus for keeping students on track for college and career readiness. While students in grades 6-8 continue to develop these skills, student readiness levels are used to identify students for accelerated ELA programs, where data is used to adjust placement on a monthly basis.

In Mathematics, the curriculum seeks to balance a fluency in facts and skills with the ability to explain and rationalize solutions. Beginning in the primary grades, grade-level fluency standards based on the Common Core are emphasized, and students are held to high levels of grit in solving and explaining solutions to both simple and complex mathematical problems. Progress is monitored through formative and summative data, including student Quantiles as measured by on-line assessment programs. This emphasis carries through to middle school with high fidelity Common Core Mathematical practices. Based on readiness levels, students in grades 6-8 are assessed regularly to gain placement into accelerated math programs, such as Accelerated 6th Grade Math, 7th Grade Algebra I, and 8th Grade Geometry.

Science and social studies emphasize the application of content and skills. In science, this is achieved through the dedication of a science specialist in grades K-5 who delivers the entire science curriculum in a laboratory setting. Upon entering 6th grade students continue this experience with 80-minute lab blocks and a flipped classroom instructional model. In the summer of 2014, state-of-the-art middle school and primary school science labs were constructed, ensuring the most current best practices in science education continue with the science department’s initiation of curriculum work based on the Next Generation Science Standards.

The goal of K-5 Social Studies is the integration of Social Studies content with literacy instruction. This supports the infusion of the Literacy in History/Social Studies Common Core Standards of our Social Studies program in grades 6-8.

The prekindergarten program has been elected by the Spring Lake community as our youngsters' first adventure on the road to college and career readiness. The Tools of the Mind curriculum is utilized for our integrated three-year-old and four-year-old four-hour program. The focus of this program is to ensure that students build strengths in cognitive and social-emotional self-regulation to achieve readiness for the Common Core Standards in literacy and mathematics as they continue into kindergarten. Instructional strategies used are child-initiated activities, cooperative paired learning, explicit instruction, individualization through scaffolding, and on-going use of assessment data to tailor interactions to meet individual needs.

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

H. W. Mountz School offers a variety of curricular opportunities outside of the four core subjects--ELA, Math, Science, and Social Studies. Our offerings provide exploratory access for each student based on individual interests and allow for the practice of Common Core and 21st Century skills in a variety of contexts. These key skills include collaboration skills, technology skills, and research skills.

Visual and Performing Arts, in the form of art class and music class, is provided to each grade level, K-8, once per week, while PreK attends music class once per week with art integrated into the classroom instruction. These curricula are based on the 2009 NJ Core Curriculum Standards (NJCCCS) and focus on appreciation, theory, and basic skills in the respective areas. Opportunities for more individualized instruction are given in each area to those students who elect to participate. These include before school band and chorus in grades 4-8, after school art club in grades 4-8, and instrumental lessons in a small group setting during the school day in grades 4-8.

Physical Education classes are provided to each grade level, PreK-8, two to three times per week, and all grade levels are given a 20 minute recess period every day. The physical education program has two main focuses tied to the 2009 NJCCCS: individual/team sports and personal fitness. A balance of character development skills and activity-based skills are incorporated into each curricular unit. Health class is offered to each grade level, K-8, once a week. In grade PreK, health topics are integrated throughout the program. In grades K-4 the classroom teacher provides health instruction based on the 2009 NJCCCS. In grades 5-8, the school nurse provides health instruction based on the 2009 NJCCCS. In grade 5 all students participate in the Drug Abuse Resistance Education (DARE) program, which is delivered by the Spring Lake Police Department. The focus of the Health Curriculum is to promote health literacy among the students.

An integrated technology-library/media curriculum is provided to all grades, K-8, twice weekly. Prekindergarten attends library class once a week for literature appreciation and book selection. The integrated program covers the 2009 NJCCCS in technology and the standards established by the American Association of School Librarians (AASL). The curricular approach involves teaching students technology applications, keyboarding, research skills, and mixed-media skills. In addition to essential applications, our school's focus on Google for Education is supported by the 1:1 Chromebook initiative in grades 2-8. The technology teacher and librarian attend Google for Education certification classes and meet with all teachers during their PLT meetings to turn-key instruction for the use of the Chromebooks in the classroom to classroom teachers. Their understanding, skills, and knowledge inform curriculum and instructional practices. As part of this curriculum, students utilize the TV studio and video-editing skills. The key focus of the 8th grade curriculum is the application of what they have learned in grades K-7 to school-based projects utilizing mixed media. Students conduct a Morning News Show each day and present various Public Broadcast Announcements related to school and community events. Some of these students also elect to participate in our Video Broadcasting Club. For the past two years, a strong focus has been placed on the Hour of Code program as part of the curriculum in grades 1-8.

The tiered World Language program at H.W. Mountz School begins in grades K-2, with students attending

a World Cultures course once a week. This course is based on the 2009 NJCCCS and strives to expose the students of this minimally-diverse community to a variety of cultures and languages. In grade 3-5 students transition into a Spanish class two times a week in which they learn both culture and conversational Spanish. The program is then set up to deliver the first half of the Spanish I curriculum in grade 6, the second half of the Spanish I curriculum in grade 7, and a pre-Spanish II curriculum in Grade 8. Students in grades 6-8 attend Spanish class four times per week.

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

All teachers at H.W. Mountz School follow a similar instruction model. Classes begin with a Warm Up that serves as a formative assessment while either focusing on connecting students back to prior learning or serving as an anticipatory set for what students are about to learn. Throughout the teacher modeling, guided practice, and independent practice, students are asked to share their comfort level on newly learned material with the teacher. A gradual release model is used to move the bulk of the learning from teacher direction to student application. For example, during guided practice the teacher will carefully monitor student work and give immediate feedback to students as s/he walks around. During independent practice the teacher pulls students who may have struggled during guided practice to provide more individualized instruction. Many of the activities students complete during these periods of practice provide real-time data. For example, on-line assignments students complete in either Google or other web-based applications on their Chromebooks allow the teacher to monitor student progress on their own computers and intervene. The culmination of all lessons is a final formative assessment, such as an exit card, that allows teachers to determine student proficiency. Teachers utilize all of the formative data from a lesson to differentiate homework assignments and to adjust the next day's lesson, which may be modified to create differentiated groups with varying tiers of assignments related to the learning expectation.

This process feeds into the gifted and talented and the intervention program. The before-school intervention program, in addition to addressing deficiencies on state testing, is utilized to isolate weaker skills discovered in formative data. Students push into and out of this program as needed and typically report for intervention for only one or two mornings. In the area of gifted and talented, formative assessment data may reveal a student is very strong in a skill and needs to be challenged. This is addressed within the classroom through the use of extension assignments given during flex periods. Each class in grades 1-5 has a built-in flex period each day that is used for differentiation in ELA or mathematics.

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

---

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

One glance at the NJASK scores for HW Mountz School reveals several telling trends. The students of Team Mountz have consistently shown higher rates of proficiency and advanced proficiency in mathematics than in ELA. In mathematics the students are performing at a higher mean than other students in the same District Factor Group and in the State in all topics. The approach to intervention in mathematics, the creation of accelerated courses in mathematics for grades 6-8, and curricular program changes made since 2011-2012 in mathematics are positively impacting student performance.

The trend for proficiency rates in ELA has increased over the past three years reaching the highest levels in the 2013-2014 school year. In all areas of writing, except 8th grade, students are performing at a higher mean than other students in the same District Factor Group. In all areas of reading students are performing at a higher mean than other students in the same District Factor Group. In a comparison to the State, students are performing at a higher mean in all areas of writing and reading. The approach to intervention in reading and writing, accelerated courses in grades 6-8, and program changes since 2011-2012 in ELA are positively impacting student performance. Some areas in our middle school writing curriculum are in need of continued adjustment and a writing portfolio program is being established to allow Professional Learning Teams to work together to analyze student writing as a means to inform the adjustments needed.

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

For the past two years, H.W. Mountz School has utilized ELA and Math Data Teams that meet once weekly for 80 minutes. The Data Teams analyze a variety of data: state assessments, school benchmark assessments, and district data such as Lexiles and Quantiles. The teams examine student data to determine frequencies and patterns within classes and subgroup populations in order to identify strengths and weaknesses in the curriculum. The teams examine individual student scores to identify needs for intervention and differentiation for both low-performing and high-performing students. The conclusions drawn from these analyses are delivered to grade-level Professional Learning Teams and individual teachers so they may make adjustments to curriculum, instruction, intervention, and differentiation within their grade-levels and classes. Teachers work with administration to revise curriculum, adjust instruction, and provide interventions. For example, if data in fourth grade reveals low performance in a skill area, the 3-5 PLT will explore causes and make recommendations to address it. This may involve curricular changes, recommendations for certain students to attend intervention, or further research of instructional strategies. Data Teams make presentations to the Board of Education and at parent workshops to inform them of the data findings and the suggested actions, while our Director of Student Services contacts individual parents if intervention is recommended.

The Data Team also examines correlations between the various data sources to ensure all assessment instruments are providing valid and reliable results and to identify any discrepancies that need to be examined further. For example, NJASK Informational Reading proficiency is correlated with student Lexiles.

Ultimately, the goal of the Data Teams is to conduct the analysis of all district data and to provide those conclusions to the PLTs. The PLTs and administration work together to establish action plans and to communicate those measures to stakeholders and parents.

## **Part VI School Support**

---

### **1. School Climate/Culture**

At H.W. Mountz School, home of Team Mountz, students enjoy a safe, positive learning environment that can be found consistently throughout our school. Each school day begins in homeroom with a morning meeting that supports students in building relationships while transitioning them into their academic school day. All non-homeroom teachers and paraprofessionals are assigned to a morning meeting as well. The morning meeting follows a similar structure in each classroom: greeting, sharing, activity, message. The focus on a weekly character education lesson and the morning meeting builds a relationship between students and between students and teachers.

Through our comprehensive anti-bullying and conflict resolution programs, students are taught six essential pro-social skills lessons that help them deal with bullying and normal conflict as well as how to be responsible bystanders and stand up against bullying. Pillars of character are integrated into weekly pro-social skills lessons, giving students a context for learning about trustworthiness, respect, responsibility, fairness, caring, and citizenship. Service learning projects build upon the idea that our actions make a difference in our school and in the community. Additionally, every student at Mountz has the opportunity to be a “buddy” to a student in another grade; our buddy activities build a sense of collective ownership for the school climate. To celebrate the positive, staff members send “Good News Cards” to parents, recognizing the accomplishments, both academic and social, of their students.

Our Professional Learning Teams and Data Teams allow teachers to experience job-embedded, collaborative professional learning. They work together to analyze data, share ideas, review current research, develop new and innovative instructional strategies, examine student work and continually reflect on their practice. Teachers follow norms for professional dialogue to promote sharing and discussion. Each faculty meeting is focused on a theme of accomplishment and celebration. For example, the February Faculty Meeting was a celebration of this Blue Ribbon Nomination. Administration sends out a weekly Motivation of the Week and Article of the Week. The administration and teachers also send each other “Good News Cards” to recognize each others’ support and help.

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

The key to engaging families and the community is to utilize various measures to foster strong communication. Our communication plan includes updating the school website, e-blasts updates, Code Red Emergency Alert announcements, and changing the lettered sign in front of school. The Superintendent hosts Superintendent Team Talks in the Late Fall and Late Winter to discuss topics with parents. The administration, Professional Learning Teams, and Data Teams host parent seminars on various topics throughout the school year. These have included, NJASK Data, PARCC Testing, College and Career Readiness, Common Core, and Tools of the Mind. Some of these have taken place at Board of Education meetings while others are hosted on special nights. Administration also hosts Parent Focus groups on various topics throughout the year. These have included the Student Code of Conduct, Report Card Revisions, Teacher of the Year, and Kindergarten Readiness.

Teachers at H.W. Mountz School participate in the communication plan as well. Teachers send out monthly e-blasts in the form of a newsletter to inform parents what is going on in the classroom. The teachers host Parent-Teacher Conferences in December and parent visitations to their classrooms during American Education Week. The teachers use our Student Information System as a portal for parents and students to access student grades in grades 3-8. The teachers also update their web pages on the Mountz website regularly.

At Mountz, a strong PTA, on-going communication and an effort to include parents in our “community of learners” has encouraged parents to become true partners in their children’s education and has resulted in our school theme: “Team Mountz: Achieving Excellence Together.” The PTA has been instrumental in working with the school to provide classroom mini-grants to the teachers, after-school enrichment activities

for students, and donations for upgrades to the technology in our All-Purpose Room. The Spring Lake Education Foundation works with the school to raise money for larger grant projects such as new equipment for our new science lab facilities, professional development grants for our teachers to attend conferences outside the state, and student programs such as our Drama Club. The Booster Club has been instrumental in providing Cross Country, Tennis, and Junior Varsity Basketball. All three of these organizations worked together to provide a new playground and basketball court for the school in the 2012-2013 school year.

### **3. Professional Development**

Throughout the school year, our teachers work in Professional Learning Teams (PLTs) to collaborate on common goals identified in the areas of student learning and peer relations. In addition, these PLTs meet during our seven district professional development days to receive direct instruction from topical experts within the district, from neighboring districts, or from outside organizations.

The goal of the School Climate and Safety team is to effectively implement the school pro-social skills program and participate in development of school theme activities to ensure student growth in social decision-making. This team also works to ensure the district has the most effective and appropriate critical emergency response plans. At least one member from each PLT serves as a liaison to this team and this team meets at least once per marking period.

The District Education Advisory Team assists in ensuring the educator evaluator tools and processes effectively support student growth. At least one member from each PLT serves as a liaison to this team and meets at least once a marking period.

The goal of the Curriculum/ Technology Team is to assist in the implementation of shifts outlined by the Common Core Standards, College and Career Anchor Standards and Technology Standards to ensure high levels of rigor and readiness for students in both preparation for high school and PARCC assessments. In addition, this team examines best practice strategies in the adoption, implementation, and reflection of our district's technology, meeting at least once per marking period.

The Special Education Team works to research best practices in special education to supplement curricular goals with appropriate accommodations and modifications. This team also generates awareness among students and the community for special education. There is at least one member of this team that serves as a special education teacher within each of the PLTs and this team meets at least once per month.

The Data Teams work to collect, analyze, and draw conclusions on the variety of data available to the district. They aim to provide the PLTs with information to drive curricular and instructional changes as needed. This team meets weekly during the school day and is composed of three ELA teachers and three math teachers.

Classroom teacher PLTs aim to inform and share best instructional practices and to provide age-appropriate academic and pro-social experiences for our students on the following teams: Primary School, Intermediate School, Middle School, and Special Areas. These teams work closely with the Data Teams and meet two to three times weekly during the school day.

### **4. School Leadership**

The H.W. Mountz Leadership Team is composed of a Superintendent/ Principal/ Supervisor of Curriculum and Instruction, a Director of Student Services/ Supervisor of Testing, School Business Administrator, Technology Coordinator, and four Lead Teachers: primary, intermediate, middle, and special areas.

The leadership philosophy of this team has constructs within a distributed and shared leadership model. The team meets monthly to discuss trends, topics, and concerns and uses this meeting as a springboard for the work of the various professional learning teams (PLT). Leadership of each of the PLTs is conducted by

a member of the leadership team. This includes agenda setting, sharing of minutes, and collaboration with other PLT leaders. This leadership structure ensures that policies, relationships, and resources are focused on student achievement. For example, in ensuring a shift in meeting the demands of writing on the PARCC assessments, this leadership model was critical. The rollout of information in September 2014 on the types of writing--Narrative, Literary Analysis, and Research Simulation--from the Supervisor of Curriculum and Instruction to the other members of the leadership team initiated conversations within each PLT about what was needed to enable the shifts. This was then conveyed back to the administrative team and enabled the coordination of budgetary resources, technology readiness, and professional development to ensure teachers had what they needed for students to be well prepared for the PARCC assessments in February. This back-and-forth flow of information created collaboration focused on the needs and readiness of students. The big ideas and needs were conveyed from the “top down” and the practical needs were conveyed from the “bottom up,” resulting in a coherent, invested, and collaborative approach to preparing our students for the PARCC assessment.

Because of the regular communication among school leadership, all concerns and ideas conveyed by stakeholders--parents, students, Board Members, and community organizations--to any one individual eventually ends up as a leadership discussion. This portrays a cohesive and collaborative team approach to ensuring all students are successful within the school.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>New Jersey Assessment of Skills and Knowledge</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	97	100	100	100	100
Advanced Proficient	87	85	82	86	68
Number of students tested	30	20	28	22	22
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	100	100	100	100	100
Advanced Proficient	100	100	50	67	0
Number of students tested	2	3	2	3	2
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	96	100	100	100	100
Advanced Proficient	89	89	82	86	68
Number of students tested	27	18	28	21	21
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>New Jersey Assessment of Skills and Knowledge</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	100	97	96	92	100
Advanced Proficient	90	76	46	42	92
Number of students tested	21	29	22	24	26
Percent of total students tested	100	100	100	100	93
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	7
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	100	100	100	67	100
Advanced Proficient	100	100	25	0	50
Number of students tested	2	1	4	3	2
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced Proficient					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	95	97	96	91	100
Advanced Proficient	85	76	46	44	92
Number of students tested	20	29	22	23	25
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>New Jersey Assessment of Skills and Knowledge</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	100	91	100	100	88
Advanced Proficient	78	50	65	66	50
Number of students tested	27	22	23	29	32
Percent of total students tested	96	100	100	94	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	0	0	6	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	100	50	100	100	20
Advanced Proficient	0	25	0	50	20
Number of students tested	2	4	2	6	5
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced Proficient					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	100	91	100	100	88
Advanced Proficient	78	50	64	68	50
Number of students tested	27	22	22	28	32
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>New Jersey Assessment of Skills and Knowledge</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	100	96	97	92	85
Advanced Proficient	83	35	52	43	33
Number of students tested	24	23	29	37	27
Percent of total students tested	100	100	94	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	6	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	100	50	80	57	100
Advanced Proficient	40	0	20	14	0
Number of students tested	5	2	5	7	1
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced Proficient					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	100	96	96	92	85
Advanced Proficient	83	35	54	43	31
Number of students tested	24	23	28	37	26
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>New Jersey Assessment of Skills and Knowledge</u>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	96	94	74	82	91
Advanced Proficient	62	32	23	26	48
Number of students tested	26	31	35	27	21
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	50	75	60	67	100
Advanced Proficient	0	25	0	0	0
Number of students tested	2	4	5	3	1
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced Proficient					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	96	97	74	81	91
Advanced Proficient	62	33	23	23	48
Number of students tested	26	30	35	26	21
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>New Jersey Assessment of Skills and Knowledge</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	89	79	100	100	100
Advanced Proficient	54	32	54	52	63
Number of students tested	28	34	26	21	35
Percent of total students tested	93	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	7	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	60	50	100	100	100
Advanced Proficient	20	17	33	0	0
Number of students tested	5	6	3	2	1
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced Proficient					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	93	79	100	100	100
Advanced Proficient	56	32	50	52	64
Number of students tested	27	34	24	21	33
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>New Jersey Assessment of Skills and Knowledge</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	97	100	96	91	86
Advanced Proficient	10	25	11	5	9
Number of students tested	30	20	28	22	22
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced Proficient					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	93	100	96	19	86
Advanced Proficient	11	22	11	0	95
Number of students tested	27	18	28	21	21
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>New Jersey Assessment of Skills and Knowledge</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	100	93	86	79	92
Advanced Proficient	19	31	0	4	27
Number of students tested	21	29	22	24	28
Percent of total students tested	100	100	100	100	93
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	7
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	100	0	75	0	100
Advanced Proficient	0	0	0	0	0
Number of students tested	2	1	4	3	2
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced Proficient					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	95	93	86	78	92
Advanced Proficient	15	31	0	4	28
Number of students tested	20	29	22	23	25
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>New Jersey Assessment of Skills and Knowledge</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	93	91	83	100	75
Advanced Proficient	18	14	4	3	6
Number of students tested	28	22	23	29	32
Percent of total students tested	97	100	100	94	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	0	0	6	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	0	100	0	100	20
Advanced Proficient	0	0	0	0	0
Number of students tested	2	4	2	6	5
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced Proficient					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	93	91	82	100	75
Advanced Proficient	18	14	5	0	6
Number of students tested	28	22	22	28	32
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>New Jersey Assessment of Skills and Knowledge</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	92	87	90	76	93
Advanced Proficient	33	0	17	8	19
Number of students tested	24	23	29	37	27
Percent of total students tested	100	100	94	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	6	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	60	0	60	14	100
Advanced Proficient	0	0	0	0	0
Number of students tested	5	2	5	7	1
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced Proficient					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	92	87	93	76	92
Advanced Proficient	33	0	18	8	19
Number of students tested	24	23	28	37	26
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>New Jersey Assessment of Skills and Knowledge</u>
<b>All Students Tested/Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	85	90	63	93	95
Advanced Proficient	27	26	3	22	29
Number of students tested	26	31	35	27	21
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	0	50	0	67	100
Advanced Proficient	0	0	0	0	0
Number of students tested	2	4	5	3	1
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced Proficient					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	85	93	63	92	96
Advanced Proficient	27	27	3	23	29
Number of students tested	26	30	35	26	21
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>New Jersey Assessment of Skills and Knowledge</u>
<b>All Students Tested/Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Educational Testing Service</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficient and above	93	79	89	100	97
Advanced Proficient	18	9	27	24	26
Number of students tested	28	34	26	21	35
Percent of total students tested	93	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	7	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient and above	60	17	0	100	0
Advanced Proficient	0	0	0	0	0
Number of students tested	5	6	3	2	1
<b>3. English Language Learner Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced Proficient					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	96	79	88	100	97
Advanced Proficient	19	9	25	24	27
Number of students tested	27	34	24	21	33
<b>10. Two or More Races identified Students</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
Advanced Proficient					
Number of students tested					

**NOTES:**