

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Dr. John Kenneth Amato, Ed.D.

Official School Name: Maple Place Middle School

School Mailing Address:
2 Maple Place
Oceanport, NJ 07757-1600

County: Monmouth State School Code Number*: 590

Telephone: (732) 229-0267 Fax: (732) 229-0961

Web site/URL: http://www.oceanport.k12.nj.us/mapleplace/mapleplace.htm E-mail:
jamato@oceanport.k12.nj.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Andrew Orefice

District Name: Oceanport Borough School District Tel: (732) 544-0885

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Rick McKenna

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

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application 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 has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress 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, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| | High schools |
| | Other |
| 2 | TOTAL |

2. District Per Pupil Expenditure: 9336

Average State Per Pupil Expenditure: 11521

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 8 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	40	52	92
K			0	8	48	34	82
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5	40	28	68	Other			0
6	42	41	83				
TOTAL STUDENTS IN THE APPLYING SCHOOL							325

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
2 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 3 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1.	332
(5)	Total transferred students in row (3) divided by total students in row (4).	0.027
(6)	Amount in row (5) multiplied by 100.	2.711

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 1

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 8

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %

Total Number of Students Served: 47

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>10</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>30</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>40</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 13 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	94%	93%	92%	94%	94%
Daily teacher attendance	93%	93%	91%	93%	92%
Teacher turnover rate	1%	0%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

As a K-8 district, we have no students who dropout. Therefore, our % is zero.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

The mission of the Maple Place Middle School is to provide a quality learning experience that enables each student to be successful. To achieve this, the administration, faculty, support staff and parents work together to ensure that skills are mastered, attitude & desire to progress improves, and the ideals of citizenship are enhanced.

Maple Place Middle School is involved in a variety of co-curricular programs. We are proud to have been selected by the NASSP (National Association of Secondary School Principals) as a chartered member of the National Junior Honor Society. Every spring we hold an initiation of newly selected students that meet all criteria. The selection is based on five ideals: Scholarship (95 GPA), Character, Leadership, Citizenship, and Service. Our Homework Club is available to meet with all students daily, in the morning and after school. While certified teachers oversee the operation, honor roll students and NJHS students work one on one with needy students. In addition, our Student Leadership Program promotes our student government, school dances, FunDays, character education activities, and conducts many fundraising events throughout the year for the less fortunate. These students are an integral part of our school. We offer athletics for all students in the form of: basketball, soccer, field hockey, competitive cheerleading, action adventure activities, baseball, softball, and intramurals. We are also very proud of our award winning school band. Over the past several years, many band members have been selected to the All-Shore Band, and the Regional Band. We are invited to perform at malls, art centers, and nearby schools throughout the year. We are always chosen to march in the Memorial Day & Columbus Day Parades in the area. Performing Arts is extremely important in Oceanport, and therefore, our Winter & Spring concerts require standing room only. The school play performs to three nights of sold out performances, and our PTO Variety Show annually sells more than five hundred tickets.

Our Academically Talented Program, for grades 5-8, is designed to challenge our highest achieving students by offering advanced research projects and accelerated activities, while allowing students to expand their creative abilities and enhance their academic skills. Over the past few years students have been involved in the following competitions: Invention Convention, Internaeet Investigations, Criminal Trial Simulation, Future Cities Engineering Program, the Academic Bowl, the Lockheed Martin Project, Geography & Travel Design, the Study of Ports New Jersey & New York, several technology competitions, and the West Point Bridge Design Contest just to name a few. In addition, we offer two sections of advanced math at every grade level, and the Virtual High School math program for advanced students. All students have an opportunity to participate in our accelerated math program that offers Algebra, Geometry, and pre-Calculus. In addition, we offer year-long Spanish that prepares students for high school Spanish II.

Highlights during the year include a two-day trip to Washington D.C. that is highlighted by a meeting with our Congressman and a private tour of the Capitol Building, the Holocaust Museum, Smithsonian Museums, the memorials, and a tour of the U.S. Naval Academy at Annapolis. We have gone to the NY Stock Exchange, seen a Broadway Play, visited the USS New Jersey, many NJ historic sites, and environmental centers where students have an opportunity to interact and become more aware of the delicate interrelationship with nature.

Additional student centered educational programs offered are: Project DARE for both 5th & 8th grades, our Cultural Night, Veteran's Day programs, Art & Science Fairs, Career Day, Black History Month, Women in History Month, Shakespeare Plays, mobile laptops, Ft. Monmouth Writing Program (student to soldiers), the Charger Beat (our school newspaper), the stock market game, student of the month (one selected from each grade), the Big Six Research Paper required of all grades, our annual Spelling Bee and Geography Bee, and participation in the convocation by the Shore Consortium for Gifted & Talented. Teachers enrich our students with regularly scheduled classroom speakers from the community.

We are very pleased to have an excellent relationship with the PTO. Their active involvement and support towards our children and faculty is ongoing. They have been supportive with school assemblies and have orchestrated the annual Holiday Festival, Book Fairs, Mini Grants for teachers, and the end of the year Wish List that allows teachers to order classroom items for instruction. Parents are the foundation by which all good schools are built.

Finally, our Board of Education have been active partners and strong supporters of the educational process. We work closely on policy, curriculum, budget, building needs, and parent involvement. While we are successful, there is always room for improvement.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

New Jersey continues to evolve when it comes to standardized testing. We initially had GEPA (Grade Eight Proficiency Assessment) and eventually went to the NJASK (New Jersey Assessment of Skills and Knowledge). The NJ ASK is now the main standardized test given all students throughout the state. In Oceanport, we give the NJASK to our 3-8 grade students. Our students have always done well with standardized testing. Prior to the NJASK, we used the Terranova Tests for grades 3-7. While we cannot compare the Terranova Tests with the NJASK, we can give a good assessment of our students as compared to the DFG (District Factor Group-like socio economic groups) using the NJASK results. The NJASK breaks down its scores in three categories: Practically Proficient 0-199, Proficient 200-249, and Advanced Proficient 250-300. Year after year, our students perform at/near 94% Proficient to Advanced Proficient level.

As we watch closely to the tested areas, when we notice a slight drop, we immediately make that area a building objective. In the past, we had focused on several areas of the test. When Language Arts scores slipped, we started an extra session of writing. Students were not only given five periods a week of Language Arts, but we also built into the schedule additional time each week for an extra period of writing. Because of its success, we have continued the extra period. When we felt as a district committee that Math had to be improved, we broke down the four math classes into five math classes. Each math class to be taught by a certified math teacher. Again, because of this attention, our math scores, which are already good, have continued to go up over the years. We also attempt to do a longitudinal study with certain grades and subjects. We do this for several reasons: 1) to see if our current curriculum is effective; 2) if we need to improve our classroom strategies; 3) where we must spend time and money for Professional Development; and 4) how we are to align ourselves with the high school and elementary school. In addition, we give release time to teams of teachers from each grade level to work on articulation. For example, our 5th grade teachers meet with both the 4th grade teachers and also 6th grade teachers during the year at separate meetings. This helps reinforce curriculum that is successful, and allows us to make changes and improvements in other areas. It also offers teachers more insight on students with learning disabilities, offers successful educational plans to other students, and gives additional focus on students at the top end of the spectrum. Sometimes, release time is for half a day meetings.

We have made it an annual process to do the following as soon as the test results come to the school: 1) our administrative team reviews the testing results as a team; 2) the principal forms an ad hoc committee to review specific problems within the school and within each major discipline; 3) full discussion then takes place at the faculty meeting; 4) recommendations are made to the Instructional Council; 5) the test results and plan for improvement is shared with the BOE, and then, with their approval, it is implemented. Once we have BOE approval, we share the results and plan with the parents. At times, the principal entertains small groups of parents that might have additional concerns or suggestions. We want to make sure everyone, all stake-holders in the school are involved in the corrective action plan. While this might sound excessive, it has been successful for our district. In many cases, the plan is designed to exceed the current excellent marks our students already receive from NJASK. Our goal is always to move more students from Proficient to Advanced Proficient.

Our special education population, while small, have historically done well considering their disabilities. In several cases, several students have actually achieved a grade of Proficient. Administration is very proud of the work of our students and teachers.

2. Using Assessment Results:

Every year when test results come back to the school, our administrative team meets and reviews the results. We review the results and then compare the results with previous years. We look at longitudinal studies and how the same group of students has performed in previous years. Once data collected in areas of Reading/Language Arts and Math are collected and compared, a decision is made on how to correct areas of weakness and improve those areas and how to continue to strengthen other areas. A formal presentation is made to the BOE by the administrative team. We discuss a plan (for improvement or enrichment) and then share that with veteran teachers in our building and eventually the entire faculty. Additional principal/teacher meetings result in a more concrete plan for students. Teachers are given every students' test results to examine carefully. Teacher groups form to address needs/enrichment. Students on each end of the spectrum are given a designed plan for improvement. We also engage our Special Education teachers for support and recommendations, and also share results and ask for recommendation from our Basic Skills teachers. Together we design a workable plan for students. Parent-teacher conferences are set up to share tests results and a plan. We share our plan with parents so that they understand our responsibilities and their responsibilities.

We must work together if the student is to improve. If necessary, weekly progress reports are developed so that information can be share between parent and teacher. Monthly IRS (pupil assistance committee) meetings share these results. If the plan is not working, a new plan is developed. Periodically, a grade may do poorly on a particular area of math or LA/reading. With that in mind, the school adopts a "building objective" for the year. Building objectives are shared with the faculty, the superintendent, administrative team, parents and the BOE. The focus is the improve on one or two specific areas with one or two grade levels.

3. Communicating Assessment Results:

Once the test data has returned to the school and disseminated, we collaborate with the superintendent and administrative team and arrange a date with the BOE to share results. The BOE is always eager to hear how our students have done on these state mandated tests, and how we compare with other similar socio-economic school districts (DFG). The administrative team sets the results into five year segments on each grade level for both Reading/Language Arts and Math. Our presentation to the BOE is a very detailed presentation and entertains many important questions. Most of the time, the focus is on the lower scores in specific areas and how to improve them. However, we also emphasize our great scores and how we maintain them with BOE support. The BOE has always been supportive with our recommendations. Parents and members of the community are welcome to this open session on the results of the NJASK.

For parents, we mail out the test results and offer an explanation of the results. We also encourage parents to contact us if they have any questions. For those that make that request, we meet as a team: the building principal, the guidance counselor, the teachers, with the parents. We further explain the results and then with the help of the parents, develop a plan for improvement for the child. Sometimes, for high achieving students, the plan is for a more challenging individual program for the student.

4. Sharing Success:

In New Jersey, all test results are advertized in the state paper, local papers, and on line with the NJ Department Of Education. Several radio stations also offer commentary on the results, usually negative comments toward educators and schools, and rarely anything positive about schools or results. Any citizen can easily access the results. The administrative team does mail out the results of every student to the parents. We offer an explanation of the results on every test. For nearby districts whose students go to the same high school, we meet to discuss the results. We share the specialties in our curriculum program that we have developed, the books (or testing aids) that we are using, and instructional methods that have been successful for us. It should be noted that Oceanport does not prescribe to Test Prep materials. We are strong believers of a low student-teacher ratio in class, and because of this, we do have five sections of math classes on every

grade level. Students also have an additional class of writing. This is in addition to students pulled out for special education math/LA. This, combined with excellent classroom instruction, has allowed us to continue to maintain an excellent score with 94% of our students at proficient or advanced proficient. We believe that being members of the Brookdale CC Science and Math Program Workshops, has allowed teachers to improve on their instructional strategies. This is an ongoing year-long program. This past year Brookdale CC has added a Language Arts/Reading component for ongoing professional development training. We continue to participate in these workshops also.

In the event we are awarded Blue Ribbon status, additional efforts will be made to reach schools in the surrounding areas. While we do work and communicate on a regular basis with several districts now, those areas will be expanded to include more school districts and several of the local newspapers. In addition, a power-point presentation could be assembled and shared with other districts.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum is always changing. We feel our curriculum is a working curriculum. Teachers make suggestions and revisions throughout the year. At the end of the year, we discuss the suggested changes and improvements. We share this with our Instructional Council. This council members include the administrative team, several BOE members, and two teachers from each school. When we discuss the recommendations at Instructional Council, a recommendation is made to the BOE to make the necessary changes in the said curriculum. It is then presented to the BOE, who vote on the recommendations. If it is approved, curriculum for that subject is then revised and placed into the BOE Policy Books. With that said, we offer five major disciplines and Spanish to all students. Students in all grades receive instruction in Language Arts, Literature, Math, Science, Social Studies, and Spanish. Our related arts program is a cycle program and offers Art, Industrial Arts, Consumer Science, and Computers. Students in eighth grade are offered Spanish as a year-long subject. Those that take Spanish for the year are prepared to enter Spanish II at the high school level.

Instruction is delivered in several modalities. We are sensitive to the fact that each student in class has a varied range of knowledge and understanding, and learns at different intervals. With that in mind, we have continued to train our teachers to differentiate their instruction, work with individual students on weak/strong areas, integrate technology when applicable, be sensitive and structured to low achieving students, and engage all students. Walking around our building, one might realize that our teachers are teaching using power point presentations, walking up and down isles challenging students, using "Bloom" in their questioning techniques, and developing higher order thinking skills on teacher made tests and daily questions.

Our performing arts program is an early morning and pull out program. Children enter school approximately thirty minutes prior to the beginning of school to begin band practice. This "zero period" as it is referred, continues through home room for ten additional minutes. This allows the band teacher almost forty minutes each morning to work with the band students. On alternating days, the teacher works with 5th & 6th grade band members, then 7th & 8th grade band members. Individual instruction occurs during a rotating scheduled, so that no students misses any subject more than once in an eight week cycle. Tests, class work, and home work are the responsibility for the students. For some reason, most of our band students are on the honor roll or members of the National Junior Honor Society and have not had any problems.

Our math programs is divided into five classes at each grade level. Three classes are heterogeneous grouped and two classes are "top math" students. They are selected based on final grades from the previous year, standardized tests scores, a placement test, and teacher recommendation. However, we are flexible with all students. When we find a student has been misplaced and doing extremely well in a regular class, a parent conference is held and a decision is made to move the student up to the "top math" class. It should be noted that not all parents (and students) want to make that move to the "top math" class. Conversely, students doing poorly in the "top math" class, which requires students to maintain a grade of no less than 85, are given a two week probation to improve or they will be removed from the class. All math teachers use calculators, the computer lab, lap tops, and smart boards in their regular classroom instruction. Our students are well prepared for the math section of the state tests.

Writing instruction is also a priority for our school. Therefore, we encourage "writing across the curriculum" in every subject. Language Arts teachers and Literature teachers are constantly collaborating on thematic units where students are writing for both classes. Science and Social Studies teachers have modified their curriculum over the years to include more paragraph writing with homework and classroom assignments. Tests for Science and Social Studies are now more essay dominant with all teachers focusing on higher order thinking skills. In addition, we have developed writing classes for every grade level. Because of this, many of

our students essays are selected by the Asbury Park Press-NIE (Newspaper In Education) monthly essay contest. For this, we are very proud of our students and teachers hard work.

A similar schedule is designed for members of the chorus and students that were selected for the play. The play does meet after school for almost three months to practice prior to the play. Our dress rehearsal is offered to the students of both schools. We give three (sold out) performances over the weekend...one Friday night, one Saturday night, and one afternoon performance on Sunday.

2b. (Secondary Schools) English:

Our Language Arts classes are separate from our Literature classes. Students have 5 major disciplines: Math, LA, Lit, Social Studies, and Science. With our LA classes, we focus on proficiencies with parts of speech, sentence structure, capitalization and punctuation, writing for a variety of purposes (persuade, inform, enjoy, entertain, respond to reading, solve problems), to write collaboratively and independently (experiences, self-selected topics, synthesize information), edit writing, and publish writing. The program also includes "study skills." The focus is on reference materials, identifying sources, evaluating sources, identifying parts of a book, using graphic organizers, venn diagrams, timelines, notetaking, and test-taking skills. Students are also to have activities in: oral reports, role playing, interview process, collaborative speaking, summarizing, and debating.

Our Literature classes do a lot of reading. We are reading classics (for grade level), short stories, fiction, biographies and novels. Students work with the online program called Bookadventure. They must do independent reading outside of school. With Bookadventure, they have up to 600 books to select. Once read, each student signs in, takes a brief test, and exports the results to the teacher. The teacher knows the name of the book, author, and the score. If the child did poorly (90 or below) he/she can take another test (different questions, same format). The purpose of this is to get kids to read as much as possible outside of school. It has been very successful. In addition, teachers run many writing and reading contests for the students throughout the year. Students are also entered in many essay contests run by different agencies.

Working with and improving our low achieving students is a process that all teachers are on board with. Across all curriculum, all teachers have students write more and read more. It is our belief that all students can learn and be successful. We pride ourselves on the fact that many students test out of Basic Skill Instruction every year. All of the instruction is delivered by the teacher, not through the computer lab and software. Our inclass support (along with pull out) instruction has been successful.

In addition, every student identified as a special education student has done extremely well on our state tests, with many of them exceeding our regular education students. Portfolios are used by both regular education and special education teachers, and communication with parents is ongoing by the phone, email, and our web site. The journals/portfolios move with each student (three pieces are kept each year). By the time they graduate, a student should have about 21 writing examples and many books marks (to indicate books read).

3. Additional Curriculum Area:

Our students do very well in math. One of the main reasons is that we have excellent teachers delivering excellent instruction. Another reason is that the student-teacher ratio is roughly 14:1, and a third reason is that we have divided the math classes into 5 groups for each grade level. The design is to have three classes grouped heterogeneous and two classes grouped as top math students. Selection into top math is by the following: teacher recommendation, final grades from the previous year, placement test, and the state test results. We are flexible with our groupings. If we see a student is misplaced in a regular class, we do not hesitate to move him/her up to the top math class. Our top 8th grade students are receiving instruction in Algebra, Algebra II, Geometry, and with the assistance of our Virtual High School, pre-calculus.

Recently, with the help of a \$600,000 referendum, we were able to renovate our science labs. All stations are now equipped with a flat screen computer, over head projector, sliding white boards, and a desk top computer for our teachers. This plus many other additions have made our science labs the envy of nearby districts. They are very beautiful to see and extremely useful to both students and teachers to work. Special ed teachers work in class support in all of our science classes. This helps ensure complete understanding, organization of materials, and helps create study guides for at home study.

Our social studies teachers do several thematic units together. One such unit, and a priority at our school, is the study of the Holocaust. All grades from 5-8 study the Holocaust. With the assistance of the Holocaust Museum at nearby Brookdale Community College, we have been able to share many important artifacts, on-line programs, information, speakers, and films. Our school has been visited by several Holocaust survivors throughout the past few years. In addition, grandparents share their insights during WW II and the many difficulties they had encountered. Our special ed teachers work an in-class support program for students in social studies also. Our special ed students and low performing students are given much attention from both teachers in an effort for them to be successful.

All of our students take a technology as one of the many related arts classes. However, with so many teachers using technology on a regular basis, students not only learn new programs in technology, but they are able to apply what they have learned in class. Classroom teachers communicate regularly to the technology teachers where they are in the curriculum and of the coming assignments. They share ideas and then allow students to develop power point presentations in class, develop charts, graphs, data sheets, design and produce tri-folds, and etc. It has been an excellent marriage for all. Students are using newly found information and applying it immediately to classroom activities.

4. Instructional Methods:

For several years, the district adopted Differentiated Instruction as its primary professional development for teachers. New teachers have received "turn-key" instruction from veteran teachers, or have attend necessary workshops. Our curriculum has been prepared to assist all students (this includes low and high achieving students) throughout the school years with assignments that focus on their level, yet are creative enough to help them develop higher order thinking skills. When our district writes new curriculum for any subject, assignments must be differentiated throughout the curriculum.

Our BSIP (Basic Skills Instruction Program) in which teachers do in class support in areas of math and language arts or literature has been very successful. Teachers get data from tests and then work with the classroom teachers to design a program for each student to become successful. Couple this with the CST (Child Study Team) and their input with our special ed students, and you have teachers all working together to help students overcome their deficiencies. Teachers meet regularly with CST members and ask for advise or recommendations for students.

Several students also receive a 504 plan. This plan comes under the direction of the Special Services Director, however, it is not an IEP (Individual Educational Plan) which is only given to special ed students. The 504 is designed as a series of interventions to help the child succeed. We bring parents in and explain the recommendations, because in many cases, the parents must follow through with interventions at home.

Finally, our guidance counselor sets several individual student interventions that have been agreed to by parents-teachers, and she meets with these students weekly.

5. Professional Development:

While many districts have had to reduce the Professional Development budgets (because of reduced state or federal monies, or failed budgets), ours included, we have made other in-roads to continue our professional development for our teachers.

We have several teachers on staff that have given excellent workshops in several areas. Teachers receive professional development hours and a certificate for this, and the presenter is rewarded with comp time for his/her efforts. Our administrators make presentations, and our technology supervisor also makes regular presentations.

We are also part of a consortium with several nearby districts. Because of this we have been successful in attracting several nationally recognized speakers. These presentations are high powered and offer many useful ideas to teachers. As a follow up to one such presenter, Dr. Willard Daggett, I was able to invite one of his most trusted colleagues, Rich TenEych, for two workshops during the past three years. Our effort was to gain better understanding with Data Driven Decision Making....and we did. As principal, I lead a professional development committee. We are required to design a year long program for continued teacher training, and with full BOE and superintendent approval, designed a two year program for DDDM for our school. Because of this newly found information, teachers began to review data, look at data in a more comprehensive manner, and then design a more applicable teaching strategies for students. The focus is now on improving weak areas while further developing strong areas. Student improvement has been excellent, test scores have improved, and parents have become supporters of this process.

In addition, we are members of the Brookdale Community College Consortium. Because of that, teachers can go to as many workshops throughout the year and gain information and new strategies on many areas of science, math, technology, Language Arts, and Literature. It has been a wonderful working relationship.

To further add, many of our teachers have recently finished (or are near completion) their masters. This newly added degree has allowed teachers the confidence to maintain and improve classroom instruction, better understand student difficulties, improve communication with parents, and in many cases, lead committees for school improvement.

6. School Leadership:

In many cases, the principal leads through consensus. The principal does not back down from making the very difficult decisions, however, in the daily routines of a school, administration does ask for volunteers and form many AD Hoc committees. Currently, the principal has several Ad Hoc committees operating right now. Recently, administration had seven volunteers to help develop a brand new school schedule. This is necessary because we are trying to include another language besides Spanish, to our daily curriculum. In addition to another language, we are trying to include time for a music appreciation class, individual band instruction, and a course on Globalization (with a focus on understanding different cultures). We have met several times already. When a new school schedule is prepared, we will present it to the entire faculty. As a bonus, the principal will allow a teacher(s) from the committee to present the information and answer the questions. This gesture gives the teacher new status amongst his/her peers...sort of a new found respect for their hard work and dedication. Another committee is the Principals Committee. This committee consists of teachers, students, and parents. We work on issues such as bullying, cell phones, name calling, texting, and instant messages. Our new young students are very technology smart, and because of this, we must continue to educate the parents.

There are also several teachers that are finished with their masters in administration, or are about to finish. They need administrative guidance and regular every day experience. While university advisors applaud this principals efforts to work with new aspiring administrators, administration has allowed classroom

teachers first hand experience in daily running a school. They have assisted the principal with scheduling, abbreviated days, discipline, budget issues, professional development, parent communications, sunshine, CST issues, and BSI scheduling, just to name a few areas. While administration knows each teacher appreciates the experience they have been given, administration is also appreciative for their input, support, and new and enthusiastic ideas. However, the principal still makes the final decisions and yet does so with some of their input, and 36 years of experience as an educator.

Because the principal has designed several policies in case of a principals absence (there is no vice principal), the faculty knows exactly what to do in an emergency. If there is a fight in the building, a fire alarm, a medical emergency, an accident etc....they know what to do. The principal feels very comfortable when there is a need to be out of the building, and so does the superintendent.

Administration trys to lead by example in the way we talk with students (no matter what they might have done), the professional way we dress every day (usually in a suit), and the pleasant way we talk and work with everyone. Administration trys to complement everyone....teachers for what they might consider little things, secretaries, lunch ladies, custodians, and aides. The principal writes thank you notes for any help, and special thank yous, in memo form, to be place in their personnel files when they have done something above the call of duty. Administration jokes with everyone in the building and trys to keep difficult days light and filled with some laughter. The principals office door is rarely closed. Teachers, students, and parents come in freely to talk with the principal. Administration truely respects all the faculty, students, parents, secretaries, aides, and everyone in the building. Administration truely believes that everyone likewise respects the building principal. There is certainly a mutual respect in the building.

Not many people can say they still look forward to coming to work after 36 years, but this principal can. Administration loves working with the faculty and students. That's not to say that we have some very difficult days, but there are many more good days to go around. This administrator enjoys his position, and because of that, has turned down several superintendent positions. This principal is happy to be a good principal. It is his decision to stay here where he thinks he can make the most impact on the lives of young people and new teachers. To me....that is the most important thing this principal can do!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Terranova

Edition/Publication Year: 2004

Publisher: Terranova

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	94	92	90	91	89
% Advanced	45	55	48	48	53
Number of students tested	88	89	92	90	91
Percent of total students tested	98	99	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2004

Grade: 5 Test: Terranova
Publisher: Terranova

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	92	96	94	93	92
% Advanced	50	55	48	48	49
Number of students tested	90	91	91	92	89
Percent of total students tested	99	98	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2006

Grade: 6 Test: NJ ASK 6/TN
Publisher: Riverside/Terrnova

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	94	91	87	88	93
% Advanced	45	55	61	54	56
Number of students tested	88	89	91	90	87
Percent of total students tested	99	100	100	98	99
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2006

Grade: 6 Test: NJ ASK 6/TN
Publisher: Riverside/Terrnova

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	96	92	92	89	88
% Advanced	64	65	67	68	60
Number of students tested	88	89	91	90	87
Percent of total students tested	99	98	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2007

Grade: 7 Test: NJ ASK Math 7/TN
Publisher: Riverside/Ternova

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	83	88	84	86	83
% Advanced	47	66	63	58	61
Number of students tested	85	86	86	88	92
Percent of total students tested	98	100	100	99	98
Number of students alternatively assessed	2	3	0	0	0
Percent of students alternatively assessed	1	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	2				
% Advanced	2				
Number of students tested	4				
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced	2				
% Advanced	1				
Number of students tested	2				
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2007

Grade: 7 Test: NJ ASK 7/TN
Publisher: Riverside/Terrnova

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	96	91	94	90	89
% Advanced	62	56	55	58	61
Number of students tested	88	90	91	87	88
Percent of total students tested	98	99	99	100	99
Number of students alternatively assessed	2	1	0	0	
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2007

Grade: 8 Test: NJ ASK
Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
NJ ASK 8 Math/GEPA	96	92	89	82	85
NJ ASK 8 Math/GEPA	50	56	48	48	53
Number of students tested	87	80	99	89	89
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	4	0	0	16	14
Percent of students alternatively assessed	1	0	0	19	16
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
NJ ASK Math 8/GEPA					
NJ ASK Math 8/GEPA					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Proficient is 200-249 and Advanced Proficient is 250-300. Students who score in the Advanced Proficient range are considered our top academic students in that discipline. Advanced Proficient student scores are used as one of six criteria for selection of Gifted and Talented students.

Subject: Reading
Edition/Publication Year: 2007

Grade: 8 Test: NJ ASK LA/Lit GEPA
Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	100	93	96	96	88
% Advanced	72	70	83	80	81
Number of students tested	87	80	99	89	89
Percent of total students tested	99	100	100	99	98
Number of students alternatively assessed	2	3	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: