

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mr. John J. Gibbs, III
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Sea Girt Elementary School
(As it should appear in the official records)

School Mailing Address 451 Bell Place
(If address is P.O. Box, also include street address)

Sea Girt NJ 08750-2599

City State Zip Code+4 (9 digits total)

County Monmouth School Code Number* 25 4690 050

Telephone (732) 449-3422, ext. 4 Fax (732) 449-1204

Website/URL seagirt.k12.nj.us E-mail jgibbs@seagirt.k12.nj.us

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

(Principal's Signature) Date _____

Name of Superintendent* Mr. John J. Gibbs, III
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sea Girt School District Tel. (732) 449-3422, ext. 33

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Dr. James Rotolo
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, 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.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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
 Middle schools
 Junior high schools
 High schools
 Other
- 1 TOTAL
2. District Per Pupil Expenditure: \$12,866
- Average State Per Pupil Expenditure: \$ 9,312

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. 13 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				7	14	10	24
K	8	8	16	8	11	15	26
1	11	7	18	9			
2	13	2	15	10			
3	10	7	17	11			
4	6	10	16	12			
5	10	7	17	Other			
6	19	11	30				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							179

10. Students receiving special education services: 6%
10 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

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

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>2</u>	<u> </u>
Classroom teachers	<u>16</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>4</u>	<u> </u>
Total number	<u> </u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 18

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	95%	96%	95%	95%
Daily teacher attendance	98%	97%	97%	97%	98%
Teacher turnover rate*	6%	11%	6%	18%	11%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	n/a	n/a	n/a	n/a	n/a

*There were numerous retirements of veteran teachers and a maternity leave over the past five years.

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

The Sea Girt Elementary School mission statement is to strive to provide for all students a safe and nurturing environment, empowering students with the knowledge, skills, and values needed to think critically, respect others and themselves, and achieve their highest potential as life-long learners.

Sea Girt Elementary School is recognized for its demanding and outstanding educational programs. A literature based reading program, writing, and mathematics are stressed throughout the grades. Great Books, Algebra, Spanish I, and a gifted and talented program are offered based on ability. The reading program emphasizes comprehension, literary skills, and vocabulary at all levels while promoting the habit of life long reading. There is an ongoing integration of reading skills throughout the curriculum. The mathematics program follows standards established by the National Council of Teachers of Mathematics, often using manipulatives and cooperative learning through groups to enhance problem solving skills. The writing program enables students to communicate effectively, coherently, and imaginatively through written expression. Spanish is taught in Grades K-8. The school has adopted the New Jersey Bar Foundation Managing Bullying Behavior, Positive Strategies for Conflict Resolution to maintain a wholesome school social climate.

A diversified extracurricular program with high levels of participation is available and encouraged. Athletic programs include soccer, basketball, baseball, softball, cheering, and tennis. School teams are noted for their winning traditions, discipline, and sportsmanship. The performing arts program consists of drama productions, class plays, chorus, band, and music lessons. Students can join the computer club, safety patrol, forensics, and the school newspaper staff. Students participate in grade level field trips. A variety of student service projects helps to develop a sense of social responsibility. Students visit nursing homes, run food and clothing drives for the needy, and prepare Thanksgiving and Christmas baskets. Peer Leaders offer lunch time tutoring.

Strong ties between home and school enrich the quality of Sea Girt Elementary School as parents generously support school activities with personal commitment and involvement. The Parent Teacher Organization donates time and effort to provide special opportunities and supplies. The PTO sponsors assembly programs for the school which are integrated into the curriculum. Programs change yearly and have included visiting authors, Indian dancers, a musician portraying Mozart, and motivational speakers.

The PTO runs programs that include Art in The Classroom, Christmas Bazaar, Breakfast with Santa, Book Fairs, Family Fun Bingo night and Accelerated Reader. The Booster Club supports our sports teams by purchasing uniforms and organizes Saturday soccer and basketball programs for all students coached by parent volunteers. Adult volunteers assist in the classrooms, two for over 25 years. Teachers invite parents into the classroom for Read-Along, Writing Workshop, Book Talk, VIP Day, Theme Projects, Winter Celebrations, Art in the Classroom and a "Polar Express" Pajama Reading.

Our technology program is outstanding with a networked multimedia computer lab in the Instructional Media Center. A local area network connects classroom computer stations and presentation monitors with the Internet and resources of the library. Digital White boards for classroom instruction will be installed in all classrooms this year. The library collection is computerized. Grade 6, 7, and 8 students are introduced to Microsoft Office XP Professional suite.

Academic performance is a priority at Sea Girt School. The school also emphasizes character values of self-discipline, honesty, fairness, courtesy, responsibility, and respect. Values are instilled by example, presentations, expectations and staff emphasis and the staff expects the best performance from each student both in and out of the classroom.

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.**

In New Jersey, elementary students take the NJ Assessment of Student Knowledge in fourth grade (NJASK 4) and the Grade Eight Proficiency Assessment in eighth grade (GEPA). Student scores are reported in two categories: Language Arts Literacy and Mathematics. The NJASK 4 and GEPA are the same assessment instruments used for No Child Left Behind. Student performance levels are partially proficient, proficient, and advanced proficient. To meet state standards, students must be proficient or advanced proficient.

Sea Girt Elementary School consistently placed almost all students in the Advanced Proficient and Proficient categories. In 2003-04, Sea Girt Elementary School is the only school in the state to have 100% of students score Advanced Proficient and Proficient on both the GEPA and NJASK4. The NJASK and GEPA instruments are designed to measure the New Jersey Core Curriculum Standards. The consistent high achievement of Sea Girt students reflects the school’s strong commitment to quality curriculum and outstanding instructional methodology. Teachers are dedicated professionals who enjoy teaching children. Lessons are constructed to promote student involvement in learning activities. The outstanding school assessment results are evidence of successful curricular delivery.

The district scores significantly above state averages. More importantly, the school outperforms a subgroup of similar socioeconomic status schools named District Factor Group (DFG). The reader should refer to the attached charts for Sea Girt Elementary School scores and comparisons to state averages.

Information on state assessment results may be found at: <http://education.state.nj.us/rc/rc04>

- 2. Show in one-half page how the school uses assessment data to understand and improve student and school performance.**

Assessment data is used in four different ways to understand and improve student and school performance.

1. Overall school performance is tracked over years to identify trends and patterns for areas of weakness needing curricular adjustment or curricular enhancement.
2. Student assessment data is used by each teacher for self analysis. Teaching staff members examine performance of their students for adjustment at their grade levels or subject areas.
3. Student assessment data is passed on to receiving teachers in the next higher grade level so that teacher has a good picture of each child as well as group performance, and can adjust curriculum accordingly. This articulation ensures continuity of curricular delivery.
4. The administration uses student assessment data as part of the annual evaluation for staff. This provides the opportunity to have individual teachers focused to improve instruction based on assessment results as part of their Professional Improvement Plan.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

State assessment data is communicated to parents and community in several ways. A full report of each individual's student performance is mailed home to parents. Follow-up conferences are encouraged and can be initiated by parents seeking further understanding of their child's results. A report of aggregated data is given at a public Board of Education meeting within 30 days of receipt of any aggregated results. Each October, a report of aggregated data is given to the community in the Quality Annual Assurance Report (QAAR) at a public Board of Education meeting. Information is provided to local print media. The district issues the district NJ School Report Card to parents. It contains a broad base of school information including school assessment data. The NJ School Report Card is available as a link on the District Web page: www.seagirt.k12.nj.us.

Student classroom performance is reported to parents two times each marking period and at scheduled parent teacher conferences for a total of 9 times per year. In addition, there is an open door policy that encourages parents to confer with teachers regarding student performance. Parents are able to use email and voice mail to communicate individual questions regarding student performance. Teachers and parents can communicate using school issued student planners for students requiring close monitoring of academic progress. Teachers reach out to parents of students who are not performing well, based on their ability.

4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.

The school and district conduct on-going articulation meetings with sending district elementary schools and our receiving high school. There are common curriculum development articulation meetings with sending districts to write subject specific grade level curriculum in alignment with the New Jersey Core Content Curriculum Standards. Workshop programs included Sea Girt teachers traveling to a neighboring K-8 district for articulation meetings to share successful grade level and subject area teaching methods and strategies with other teachers. Our art teacher annually attends a symposium sponsored by the Monmouth County Festival of Arts where 45 art educators assemble to share exemplary creative projects. Sending district music teachers share instruction styles for playing musically.

Sea Girt School District is a member of the local community college Math/Science Network where staff members attend pertinent math/science workshops with other schools. The superintendent/principal attends monthly sending district meetings to share ideas, proposals, problems, and successful strategies with six school districts that send students to the local receiving high school.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the core curriculum is an eligibility requirement in grades seven and higher).

1. The Sea Girt Elementary School Curriculum is based on the New Jersey Core Curriculum Content Standards augmented with challenging curricular content.

Language Arts Literacy – A comprehensive literature based program is stressed throughout the grades in which students are engaged in reading, writing, speaking and listening activities in a literature rich environment. Classrooms provide students with differentiated instructional strategies to address individual learning styles and diverse student needs. Content and process are designed to develop students who are independent readers, writers and thinkers. Activities encouraging inquiry skills and higher order thinking are viewed as critical attributes to the learning process.

Mathematics – In a sequential curriculum, students are taught concepts skills and problem solving with a mastery level goal. The program is based on conceptual knowledge while stressing a strong foundation in basic facts and operations. Application of mathematical concepts to real life situations is used to create relevance. The curriculum allows for remediation, enrichment and acceleration.

Science – Elements of Inquiry Methodology form the basis of curriculum delivery. Content varies by grade level, but the overriding theme requires students to investigate, understand and apply scientific concepts, skill building and refining concepts. Students prepare and present individual projects. There is a prehigh longitudinal beach survey project.

Social Studies – An instructional theme of discovery and discussion is used to provide historical perspective and concepts. Students explore civics, world history, United States history, New Jersey history, economics, and geography. Primary grades focus on respect, democratic concepts, and citizenship. Student projects emphasize individual learning culminating in the Grade 6, 7, and 8 “Worlds Fair”.

World Language – Spanish is taught to all students K-8. Students are enthusiastically engaged in meaningful, motivating and cognitively challenging activities, actively speaking, using language and learning Spanish cultures. Students are prepared to enroll in Spanish II by the end of grade 8.

Technology Literacy – Technology as a learning tool is employed throughout grade levels as all K-8 students use educational software to enrich programs. Students are taught computer skills through technology education. Grades six, seven and eight students are taught keyboarding to proficiency standards and introduced to Microsoft XP Professional Suite and Internet search techniques. (Refer to question V.3)

Performing Arts – Opportunities for performance provide the ability to be creative and expressive which develops an enhanced sense of poise, self-esteem, and confidence for an enriched quality of life. All students K-8 have music classes. Band and instrument lessons are offered to grades 4-8. Students in grades K-5 perform in grade level plays. There is a Prehigh Drama Club and spring choral presentation.

Comprehensive Health and Physical Education – Quality programs promote each student’s optimum physical, mental, emotional, and social development. Learning experiences support a variety of physical activity areas and address health education and issues that impact quality of life. In the early years, music and movement activities are used as a focus for skill development. Life-long sports are emphasized in the upper grades.

2a. Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

A comprehensive literature based reading program is stressed throughout the grades. In the primary grades, a balanced differentiated program offers varied instruction and strategies, including phonemic awareness, phonics, decoding, guided oral reading, comprehension strategies, and vocabulary in a literature rich environment. Grades K-5 have extensive classroom libraries for self-selected reading enrichment activities. Children experience themselves and each other as authors, editors and illustrators starting in the primary grades. The librarian promotes reading through children’s literature activities. Parents are invited in the primary classrooms for Read Along with their children to promote reading by example. In the intermediate grades, a literature-based cross curricular approach is used. There is a focus on grammar, content, and comprehension. Literature related student projects promote student self expression. Well-defined rubrics are used to help enable students to communicate effectively, coherently, and imaginatively through written expression. In grades 6, 7 and 8 classical and contemporary literature is used through which readers actively construct meaning, relating prior knowledge and experience to written text, respond with critical analysis, understand words, their variation and contexts. Universal themes, diverse cultures, perspective and common aspects of human existence are considered. There are grades 3,4,5 and grades 6,7,8 summer reading programs. The PTO generously funds and supports an Accelerated Reading Program in the summer, as well as during the school year.

The Sea Girt Elementary School offers a balanced approach to literature instruction and based on assessment results, the school is very successful. “Independent Reading and School Achievement” by Bernice E. Cullinan (School Library Research, 2000) of New York University supports our experience and the body of research that students who read independently become better readers, score higher on achievement tests and have more content-area knowledge than those who do not. Twenty-first century literacies and basic reading skills are integrated through our curriculum.

3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

The district is dedicated to providing the students at Sea Girt Elementary School with access to and understanding of new technologies to the point where these advances become an integral part of their knowledge base. As an essential part of the learning process, knowledge acquisition of technology will empower all students to function as self-directed learners, complex thinkers, collaborative workers, effective communicators, and functional and productive adults. This is an embodiment of the school’s mission statement “to empower our students with the knowledge, skills, and values needed to think critically, and achieve their highest potential as life-long learners”.

All students and teachers have access to information technology in every instructional area. Teachers use technology to help students achieve high academic standards, and digital content enhances instruction. There is a networked multimedia computer lab in the Instructional Media Center with Pentium personal computers using Windows XP Professional platform. Plans are in place to outfit each instructional area with a digital white board. A local area network connects classroom computer stations with the resources of the Instructional Media Center as well as the Internet. Each classroom has four multimedia computers, Internet access, and a 35” Sony presentation monitor. The library collection is computerized. Prehigh students are introduced to the Microsoft Office XP 2003 Professional suite which includes Word, Power Point and Excel, as well as Inspiration software and Internet search techniques. Through exploratory learning, students emerge with greater analytical and critical thinking skills.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Implementation of high performance standards for staff and students is integral to the success of Sea Girt Elementary School. There is a strong emphasis on organization of learning objectives. Objectives are linked to aspects of the curriculum. Instruction is designed to encourage student engagement and involvement in the instructional process. Lessons are designed to appeal to various learning styles. Well established procedures and routines are very much in evidence. Principals of Instructional Theory Into Practice (ITIP) form a basis for instructional methodology. Lecture, teacher questioning students, active participation, group work, technology, Power Point presentations, cooperative group work, student presentation projects, and traditional academics all form a part of various instructional delivery methods. Students are required to prepare project presentations throughout grade levels, culminating in the Social Studies “World’s Fair” and the Science Fair in grades 6-8. There is a longitudinal science Beach Profile Project, as well as a recently instituted Wetlands Project.

5. Describe in one-half page the school’s professional development program and its impact on improving student achievement.

The professional development program, formulated by the Professional Development Committee through surveys and administrative input, provides a stimulating work environment and meets the educational needs of our students by keeping staff abreast of current educational trends. District objectives, approved by the Board of Education each year, are based on pupil performance data, distributed to the teachers at the beginning of each school year, and discussed at faculty and team meetings throughout the year.

The district provides an on-going plan for professional development activities including the following areas: conferences and workshops relating to their areas of subject matter responsibility, on-going grade-level program assessment through regular planned meetings, and district-wide in-service workshops. The district is a member of the local community college Math/Science Network, allowing staff to attend pertinent subject-area workshops. The administration distributes relevant research articles to staff from ASCD Educational Leadership, Education Week, and Educational Research Service publications.

Students have benefited from faculty and staff attendance at out-of-district professional conferences and workshops. Our librarian, who is the curator of our Museum of Children’s Authors and Illustrators, completed a course on museum and information structures at Rutgers University with Dr. David Carr. Staff in-service days and workshops have benefited students by providing staff development in a variety of educational areas. More than half the staff holds Masters degrees in their fields and others are working towards completing their graduate work.

As a result of these programs, and to the delight of their parents and teachers, our students remain enthusiastic about learning and continue to perform extremely well in the classroom and on State assessment instruments.

PART VII - ASSESSMENT RESULTS

Table 1
No Child Left Behind - Blue Ribbon School

New Jersey ESPA/NJASK4
Grade 4 Language Arts Literacy

Testing month	2003-2004 March	2002-2003 March	2001-2002 March	2000-2001 March	1999-2000 March
SCHOOL SCORES					
% Partially Proficient	0	3	0	0	41
% Proficient	89	90	82	88	59
% Advanced Proficient	11	7	18	12	0
Number of students tested	18	31	22	25	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Partially Proficient	0	0	0	0	0
% Proficient	0	0	0	0	0
% Advanced Proficient	0	0	0	0	0
Number of Students Tested	0	0	0	0	0
2. Black					
% Partially Proficient	0	0	0	0	0
% Proficient	0	0	0	0	0
% Advanced Proficient	0	0	0	0	0
Number of Students Tested	0	0	0	0	0
3. White					
% Partially Proficient	0	3	0	0	41
% Proficient	89	90	82	88	59
% Advanced Proficient	11	7	18	12	0
Number of Students Tested	18	31	22	25	17
4. Hispanic					
% Partially Proficient	0	0	0	0	0
% Proficient	0	0	0	0	0
% Advanced Proficient	0	0	0	0	0
Number of Students Tested	0	0	0	0	0
STATE SCORES					
% Partially Proficient	18	22	21	15	39
% Proficient	78	74	73	75	57
% Advanced Proficient	5	4	6	10	4

Table 1
No Child Left Behind - Blue Ribbon School

New Jersey ESPA/NJASK4
Grade 4 Mathematics

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% Partially Proficient	0	3	5	20	18
% Proficient	29	45	55	56	65
% Advanced Proficient	70	52	41	24	18
Number of students tested	18	31	22	25	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Partially Proficient	0	0	0	0	0
% Proficient	0	0	0	0	0
% Advanced Proficient	0	0	0	0	0
Number of Students Tested	0	0	0	0	0
2. Black					
% Partially Proficient	0	0	0	0	0
% Proficient	0	0	0	0	0
% Advanced Proficient	0	0	0	0	0
Number of Students Tested	0	0	0	0	0
3. White					
% Partially Proficient	0	3	5	20	18
% Proficient	29	45	55	56	65
% Advanced Proficient	70	52	41	24	18
Number of Students Tested	18	31	22	25	17
4. Hispanic					
% Partially Proficient	0	0	0	0	0
% Proficient	0	0	0	0	0
% Advanced Proficient	0	0	0	0	0
Number of Students Tested	0	0	0	0	0
STATE SCORES					
% Partially Proficient	28	32	32	29	29
% Proficient	46	43	41	48	50
% Advanced Proficient	26	25	27	25	21

Table 1
No Child Left Behind - Blue Ribbon School

New Jersey Grade Eight Proficiency Assessment
Grade 8 Language Arts Literacy

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% Partially Proficient	0	4	0	0	0
% Proficient	77	65	83	65	89
% Advanced Proficient	24	30	17	35	11
Number of students tested	17	23	18	17	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Partially Proficient	0	0	0	0	0
% Proficient	0	0	0	0	0
% Advanced Proficient	0	0	0	0	0
Number of Students Tested	0	0	0	0	0
2. Black					
% Partially Proficient	0	0	0	0	0
% Proficient	0	0	0	0	0
% Advanced Proficient	0	0	0	0	0
Number of Students Tested	0	0	0	0	0
3. White					
% Partially Proficient	0	4	0	0	0
% Proficient	77	65	83	65	89
% Advanced Proficient	24	30	17	35	11
Number of Students Tested	17	23	18	17	18
4. Hispanic					
% Partially Proficient	0	0	0	0	0
% Proficient	0	0	0	0	0
% Advanced Proficient	0	0	0	0	0
Number of Students Tested	0	0	0	0	0
STATE SCORES					
% Partially Proficient	28	26	27	18	16
% Proficient	66	67	65	74	76
% Advanced Proficient	6	7	8	8	7

Table 1
No Child Left Behind - Blue Ribbon School

New Jersey Grade Eight Proficiency Assessment
Grade 8 Mathematics

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% Partially Proficient	0	13	6	0	6
% Proficient	41	35	50	59	67
% Advanced Proficient	59	52	44	41	28
Number of students tested	17	23	18	17	18
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% Partially Proficient	0	0	0	0	0
% Proficient	0	0	0	0	0
% Advanced Proficient	0	0	0	0	0
Number of Students Tested	0	0	0	0	0
2. Black					
% Partially Proficient	0	0	0	0	0
% Proficient	0	0	0	0	0
% Advanced Proficient	0	0	0	0	0
Number of Students Tested	0	0	0	0	0
3. White					
% Partially Proficient	0	13	6	0	6
% Proficient	41	35	50	59	67
% Advanced Proficient	59	52	44	41	28
Number of Students Tested	17	23	18	17	18
4. Hispanic					
% Partially Proficient	0	0	0	0	0
% Proficient	0	0	0	0	0
% Advanced Proficient	0	0	0	0	0
Number of Students Tested	0	0	0	0	0
STATE SCORES					
% Partially Proficient	38	43	42	30	33
% Proficient	42	41	42	48	48
% Advanced Proficient	20	16	16	22	20