

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mrs. Gina M. Hansen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name New Providence Middle School
(As it should appear in the official records)

School Mailing Address 35 Pioneer Drive
(If address is P.O. Box, also include street address.)

New Providence New Jersey 07974-1515
City State Zip Code+4 (9 digits total)

County Union State School Code Number* 39-3560-080

Telephone (908) 464-9161 Fax (908) 464-5927

Web site/URL http://www.npsd.k12.nj.us/ E-mail gina.hansen@npsd.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* Dr. David M. Miceli
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name New Providence School District Tel. (908) 464-9050

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 Mr. Ira Krauss
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(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

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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: 2 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
- 4 TOTAL
2. District Per Pupil Expenditure: \$11,293
 Average State Per Pupil Expenditure: \$12,567

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. 6 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	89	79	168
K				8	94	84	178
1				9			
2				10			
3				11			
4				12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							346

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| 85 | % White |
| 1 | % Black or African American |
| 6 | % Hispanic or Latino |
| 8 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

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

[This rate should be 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	8
(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)]	10
(4)	Total number of students in the school as of October 1	346
(5)	Total transferred students in row (3) divided by total students in row (4)	.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 1 %
3 Total Number Limited English Proficient

Number of languages represented: 2
 Specify languages: Spanish and Portuguese

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 federally supported lunch 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: 12 %
43 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>32</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>1</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>4</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>1</u>	<u> </u>
Classroom teachers	<u>20</u>	<u>9</u>
Special resource teachers/specialists	<u>5</u>	<u> </u>
Paraprofessionals	<u>2</u>	<u> </u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>30</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	95%	95%	96%	96%
Daily teacher attendance	99%	97%	97%	97%	96%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

The mission of the New Providence Middle School (NPMS) is to ensure an educational environment that meets the physical, intellectual, and social emotional needs of early adolescent learners while promoting individual success. Recognizing that students learn in different ways and at different rates, NPMS offers students an array of academic course offerings designed to challenge them at appropriate levels of ability. Students experience a rigorous comprehensive curriculum which includes math, science, language arts, world language, social studies, and physical education. Also embedded in our program is a daily 20-minute Advisor/Advisee program designed to provide an opportunity for students to work collaboratively in a small group setting to strengthen interpersonal and social skills. In addition, students enjoy an exploratory period which offers a rotation of courses designed to reinforce skills at the middle school, e.g. critical reading, and research skills, as well as to expose them to areas which they may wish to further explore in high school, e.g. robotics, drama, art, and music. Maintaining a focus on individual interests and needs, students may opt to end the day with an academic support study, a class in band, orchestra or chorus, or a combination of both.

Enhancing a comprehensive curricular program is a series of co-curricular experiences closely linked with our curricular goals. A three-day field trip to an environmental center is a critical component and highlight of our seventh grade program. This outdoor educational experience, which complements units within the earth science curriculum, allows students to participate in team-building activities based on real-life challenges. The opportunity for students to discover and develop individual strengths which support team goals helps build a cohesive community of learners which is the hallmark of NPMS. A variety of after-school clubs enable the students to develop their talents in such areas as math, ceramics, service, yearbook, student government, dance, peer leaders, and the literary magazine. Approximately seventy-five percent (75%) of the student body participates in the school's performing musical groups of band, chorus, orchestra, jazz band, girls and boys ensembles. Students continue to distinguish themselves at music festivals, in art contests, and with published writing competitions.

NPMS takes great pride in its commitment to broad-based and curriculum-integrated learning activities. Involving students, parents, teachers, and community members, these programs are infused throughout the curriculum to help students develop an appreciation of becoming active participants in their community. "Jump Rope for the Heart," which raised money for the American Heart Association, was integrated into our physical education program. Students have also supported special broader drives such as "Soldier's Angels," which collected DVDs for those serving in the armed forces, and "Oprah's Angels," which provided relief for victims of Hurricane Katrina. Responding to needs within our local community, students sponsor annual food, clothing, and toy drives.

With interdisciplinary teaming as the foundation, the continued integration of technology in the classroom, the exploration of careers, and the continued expansion of the curriculum, the New Providence Middle School remains on the "cutting edge" of middle school education.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

New Providence Middle School participates in the New Jersey assessment system which has included the Grade Eight Proficiency Assessment (GEPA) for many years and which introduced the Assessment of Skills and Knowledge Grade 7 (NJASK Grade 7) in 2006. Individual student scores are reported on a scale of 100 to 300. A score of 100-199 is Partially Proficient, which does not meet the minimum performance level. A score of 200-249 is considered Proficient and meets state standards. A score of 250-300 is labeled Advanced Proficient and exceeds state performance standards. A more detailed explanation can be found at www.state.nj.us/education/

For the past three years eighth grade students have consistently scored above state averages, with 92%-100% of the general education students meeting or exceeding state standards on both the language Arts Literacy and Mathematics sections of the GEPA. In the initial year of the NJASK Grade 7, 100% of the seventh grade general education students met or exceeded state standards on the NJ ASK 7 Language Arts Literacy assessment and 96% met or exceeded state standards on the NJ ASK 7 Mathematics Assessment.

Results of the 2005-06 GEPA in Language Arts Literacy reflected that 100% of the general population of the New Providence Middle School met or exceeded the state standards, with 22% scoring Advanced Proficient. In addition, 88% of students with disabilities met or exceeded the state standards on the GEPA in Language Arts Literacy. In 2004-05 99% of the general population met or exceeded the state standards on the GEPA in Language Arts Literacy, with 22% scoring Advanced Proficient. Students with disabilities performed 34% above the state average on the GEPA in Language Arts Literacy.

In 2005-2006, 88% of the student body met or exceeded state standards on the GEPA Mathematics assessment, with 43% scoring advanced proficient. 72% of students with disabilities met or exceeded state standards on the GEPA in Mathematics, with 32% of the students in this subgroup scoring Advanced Proficient. In 2004-05, 95% of the student body met or exceeded state standards on the GEPA Mathematics assessment, with 59% scoring advanced proficient. 85% of students with disabilities met or exceeded state standards on the GEPA Mathematics assessment, with 39% of the students in this subgroup scoring Advanced Proficient.

We are particularly proud of the performance of our students, who have consistently scored significantly above state standards in all tested areas. In addition, the prognosis for continued success is very strong as we enter additional areas of testing. Our scores on the GEPA Science test mirror the outstanding performance in language arts and mathematics. For the past three years eighth grade students have consistently scored above state averages, with 96%-99% of the general education students meeting or exceeding state standards and 80%-93% of the students with disabilities doing the same.

2. Using Assessment Results

To assess the growth and evaluate the academic needs of each child, NPMS administration, department heads, and staff utilize multiple measures. Results of the New Jersey Grade Eight Proficiency Assessment and the New Jersey Grade 7 Assessment of Skills and Knowledge standardized tests are provided to each teacher to allow them to best address the individual needs of their students. These results are also the focus of team meetings, departmental meetings, and discussions with guidance staff. In addition, students whose performance was partially proficient are specifically identified and are provided with basic skills courses in their area of need. Basic skills teachers work closely with all staff to monitor student progress across a range of disciplines.

NPMS offers students enriched programs in math and language arts. Placement in these programs is determined by a number of indicators including sixth grade standardized test scores, teacher recommendations, and final course grades. In addition, in the area of Language Arts students maintain portfolios which are used to assist in placement decisions. In the area of mathematics, students in grade 6 who meet the established criteria for enriched math 7 are invited to take an algebra predictive exam. These results, combined with teacher input, are used to determine placement in Algebra Theories and Application, the accelerated math 8 program.

On a district-wide basis, administrators, department heads, and teachers use the analysis of standardized testing data to guide changes in curriculum, revise existing programs, establish school-wide goals, and review instructional methodologies. A comprehensive professional development program, reviewed annually, assures the effectiveness of this process and helps staff address identified needs.

3. Communicating Assessment Results:

Individual reports of student performance on the New Jersey Grade Eight Proficiency Assessment and the New Jersey Grade 7 Assessment of Skills and Knowledge standardized tests are mailed to parents as soon as they are received from the state, generally in late June. These reports indicate student performance as Partially Proficient, Proficient or Advanced Proficient in the areas of Language Arts Literacy, Mathematics, and Science.

The principal provides information on the overall performance of students to parents at PTA meetings and Back-to-School nights. In addition, administrators and faculty engage parents in a dialogue to establish school goals based, in part, on the standardized test results.

In an annual written report and public presentation to the Board of Education, the Director of Curriculum, Instruction and Supervision summarizes the standardized testing data for the community. This is an overview of performance of all students, reflecting available disaggregated data. The New Jersey School Report Card, published annually, is mailed to all parents and is posted on the district website, www.npsd.k12.nj.us. The superintendent's newsletter, *Our Schools*, is also used to communicate test results to the community.

Maintaining ongoing communication with parents is a critical element in assuring the success of the middle school student. NPMS issues four reports cards annually as well as 4 mid-marking period progress reports. This provides parents with an update on student performance every four to five weeks, enabling them to contact teachers and work with their children on any areas of identified need. In addition, teachers communicate with parents by phone or email to alert parents

of any concerns as well as to compliment students on accomplishments. Students achieving honor roll and high honor roll status receive letters of commendation co-signed by the principal and superintendent. A list of these students is also published in the local newspaper.

4. Sharing Success:

Opportunities to share success present themselves in many different ways. On a local level, articles in the newspaper, features on the local TV 35 station, and district communications with parents and community provide ongoing opportunities to share success. Working with colleagues within the district provides opportunities to share best practices and to synthesize ideas which lead to better education for students. Teachers also participate in our district-wide professional development program, offering full-day and half-day programs focusing on individual areas of expertise and success.

Participation in national, state, and local professional conferences and meetings provides administrators and teachers the opportunity to share accomplishments as well as to learn about the successes of others. In 2005 the building principal accompanied a team of NPMS teachers to the National Middle School Convention in Philadelphia. Discussion opportunities at the many seminars attended provided opportunities for staff to share best practices and classroom successes. This year one of the school's math teachers will be presenting a session on vertical teaming at the National Council of Teachers of Mathematics Convention in Atlanta, Georgia. Faculty members also actively participate in statewide initiatives related to best practices, including most recently working with Grant Wiggins on implementing the NJCCS through lessons based on Understanding by Design.

We have also opened our doors to colleagues from nearby districts. Visits from teams of teachers, guidance counselors, and administrators have provided us the opportunity to showcase our school and to discuss the existing policies and practices designed to maximize the schools' overall effectiveness at meeting the needs of every child.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Language Arts: The language arts program emphasizes the development and refinement of literacy skills in five essential areas: reading, writing, speaking, listening, and viewing. Differentiated instruction is used to address and challenge students of various abilities and talents at appropriate levels. Reading skills, including understanding the structure of organized text, comprehension of informational and narrative selections, clarifying and expanding vocabulary, differentiating between ideas and themes, and responding critically to written text by identifying, analyzing, and applying knowledge, is taught through the use of an anthology, supplemental novels, and selected works in a variety of genres. Writing is an integral part of the curriculum and serves to reinforce the connection between reading, speaking, listening and viewing. Recognizing that consistency in evaluation of writing products is essential, all middle school teachers apply the same rubric in assessing essays, creative pieces, and open-ended questions. Speaking, listening, viewing, and research skills are also essential components of the language arts curriculum, and team efforts assure the extension of these skills to all subject areas.

Mathematics: Using the NJ standards as a guideline, the Middle School mathematics curricula engage students in a variety of activities in an environment where inquiry, experimentation, and technology play a major role in the learning process. By integrating concepts in real world applications and interdisciplinary connections, students perceive mathematics as an important and useful tool in their lives. The curriculum of grade 7 includes content, skills and applications related to proportional reasoning, rational numbers, geometry, measurements, probability and statistics. The curriculum of grade 8 relates algebraic and geometric ideas to other topics in mathematics, with focus on patterns, relationships and functions. Students identified as highly proficient, through a comprehensive assessment process may qualify for an enriched seventh grade course and Algebra Theories and Applications in grade 8.

Science: The New Providence Middle School science curriculum includes topics in both the Life and Earth Sciences, and is designed to prepare our students for the variety of experiences that they will have in the high school and beyond. Using an inquiry-based approach to learning, students are first introduced to the basic design of living things and examine how genetics and the inheritance of traits help to define the form and function of even the simplest organisms. Students then investigate the impact humans have had on living things and what actions are necessary to sustain life as we know it. They are also exposed to concepts that help them to understand theories of the formation of our universe and how those theories can be applied to the formation of our solar system and our Earth. Students apply their knowledge to real-world scenarios which help develop critical thinking and problem-solving skills.

Social Studies: In keeping with the NJ Core Content Standards, the Middle School social studies curriculum offers a chronological study of American history beginning with an examination of the earliest native cultures through the Reconstruction Era. Focus is on helping students develop higher level thinking skills and recognize the relationship between past and current events. Integrated into the course of study are discussions of contemporary issues, e.g. genocide, apartheid, racism, isolationism, and civic responsibility.

World Language: Following a comprehensive elementary school Spanish language program and exposure to French in the sixth grade, New Providence Middle School offers students a choice of French or Spanish. Using the communication approach to language acquisition, students are

immersed in the target language of their choice. Working through a series of thematic units based on real-life scenarios, students develop the ability to communicate comfortably at the novice level. Infused in the program are cultural units which support the communicative goals.

Exploratory Program: The Middle School offers an exploratory period which includes a rotation of courses designed to help develop skills at the middle school as well as to expose them to areas which they may wish to further explore in high school. Recognizing the importance of the arts as an integral part of the development of the total child, the program highlights opportunities to explore the visual, practical, and performing arts. The seventh grade program includes art, digital photo workshop, drama, music appreciation, reading, and research; the eighth grade program includes art, fabric arts, drama, music history, reading, and robotics. Each exploratory course consists of thirty days and the rotation permits each student to experience all six exploratories annually.

2. (Secondary Schools) English:

The English language program focuses on the development of skills in five essential areas: reading, writing, speaking, listening, and viewing. Taught in an integrated and interactive way, content in each of these areas is presented to challenge students of all ability levels and is characterized by a strong emphasis on the relationship of language to thinking and learning across the curriculum. Students are taught process writing with emphasis on sophistication of topic development, logical organization, effective use of detail, and sentence variety. Work is revised then edited for correct grammar, usage, and evidence of higher-level critical thinking skills. Individual portfolios, containing final products, are examined regularly by students and teachers to assess growth in writing skills. Using an anthology supplemented by selected works, reading skills including comprehension, vocabulary development, text analysis, and critical thinking are the focus of instruction. In addition, the thirty-day Reading Exploratory provides all students with additional exposure to strategies to improve their critical reading skills.

To address the specific needs of students who read below grade level, NPMS has developed a Basic Skills program based on current research on best practices. Students are provided with remediation twice a week in a small group setting. Individual profiles are established for each student based on assessment data and anecdotal information. Activities are designed to address individual needs and provide students the opportunity to progress at his or her own pace. Recognizing that these students needed additional support, NPMS initiated an eight-week after-school remediation program which has met with great success.

3. Additional Curriculum Area:

In keeping with our mission to provide an educational environment which provides students multiple opportunities to achieve success, NPMS has developed an outstanding music education program. The Music Education and Performing Arts program at New Providence Middle School is an all-inclusive, non-auditioning department whose enrollment encompasses two thirds of the student body. Students may choose to participate in Concert Band, Chorus, Orchestra, or a combination of any two. These programs occur during the last period of the school day. In addition students may elect to join smaller ensembles, e.g. jazz ensemble, girls' ensemble, which meet before and after school. Students perform in two concerts annually and participate in an annual competition at Music in the Parks. In addition, all students take general music as part of the exploratory program. The Middle School program provides a critical link between the elementary school and high school programs in music education. The benefits of music

education: self-discipline, responsibility, social awareness, and cognitive development, are vital tools for all our students.

4. Instructional Methods:

Helping students to maximize their individual potential and providing opportunities for students to discover their personal strengths are critical goals at NPMS. Instructional practices and activities are supported through current research and honor individual differences in learning styles. The school day is comprised of 9 instructional periods of 40 minutes each. Weekly team meetings are built into the schedule, allowing for extensive collaboration and planning.

To motivate and maintain student interest, teachers select from a wide repertoire of instructional strategies and resources. Teachers work collaboratively to assure an integrated approach to both content and skill acquisition that reinforces learning and provides meaningful context which aids in retention. The use of a school-wide writing rubric has helped provide student with clear and consistent expectations for writing assignments in different content areas. This strategy has proven very effective in improving the writing skills and scores of our students.

Problem-based and inquiry-based learning provides students opportunities to apply their knowledge to real-world scenarios and to think creatively about issues which are relevant to them. Infusing technology into the delivery of instruction has brought the classroom into the 21st century. Emailing pen pals in Spain, solving problems using the TI Navigator in math, and viewing the universe through a micro dome are just some examples of the ways in which technology is able to enhance and improve student learning. Recognizing that assessment is critical to instruction and learning and that students learn in different ways and at different paces, teachers provide multiple ways for students to demonstrate acquisition of knowledge.

Differentiating instruction has helped struggling, advanced, and all those in between become engaged in the learning process. Whether making accommodations or modifications to content, process, or product we work to keep our sights set on the individual needs of all students. This flexible yet carefully thought out approach, provides us with a recipe of *how to teach*, as the state standards continue to provide guidelines as to *what to teach*.

5. Professional Development:

All teachers new to the New Providence School District must attend a three-day workshop, Essential Elements of Instruction, held before school opens in August, which highlights the instructional goals of the district and provides insight into methods which are best suited to achieving these goals. Based initially on Madeline Hunter's framework, the program has developed over the past ten years to reflect current research-based best practices and to address district needs as identified based on studies of student performance. Emphasis is placed on instructional techniques which maximize student learning. During their second year, teachers attend a three-day cooperative learning workshop and during their third year a one day workshop on Peer Coaching. These three programs provide a very solid foundation and shared understandings for excellence in instruction.

The district provides two professional development days which involve all staff members. The topics for days are determined by a committee of teachers and administrators who carefully review data on student performance and current research on instructional practices, and who

receive input from all stakeholders in the educational community. During the past few years these programs have focused on social/emotional learning, gender equity, differentiated instruction, advisor/advisee, and integrating technology into the classroom. Complimenting these opportunities are regularly scheduled weekly team meetings and monthly departmental and building meetings. In addition, individual teachers also have the opportunity to attend conferences, seminars and workshops both within and outside the district which related to the NJCCS. The opportunities provided through our extensive professional development program have had direct and positive impact on student achievement.

PART VII - ASSESSMENT RESULTS

Attached you will find charts that display New Providence Middle School Grade Eight Proficiency Assessment Result in Language Arts Literacy, Mathematics, and Science from 2003-2006, in addition, we have included the assessment results for New Jersey Skills and Knowledge Assessment Grade 7 Results for Language Art Literacy and Mathematics from 2006.

STATE CRITERION-REFERENCED TEST

Subject: Language Arts Literacy Grade: 8 Test: Grade Eight Proficiency Assessment

Edition/Publication Year 1998 Publisher: Pearson Educational Measurement

	2005-2006	2004-2005	2003-2004
Testing Month	March	March	March
SCHOOL SCORES			
% Proficient plus Advanced Proficient	98	96	87
% Advanced Proficient	19	21	9
Number of Students tested	160	166	170
Percent of Students tested	100	100	100
Number of Students Alternatively Assessed	1	0	0
Percent of Students Alternatively Assessed	>1%	0	0
SUBGROUP SCORES			
1. Students with Disabilities			
% Proficient plus Advanced Proficient	88	62	52
% Advanced Proficient	0	8	0
Number of Students tested	25	13	25
2. Asian			
% Proficient plus Advanced Proficient	100	100	
% Advanced Proficient	20	43	
Number of Students tested	10	14	

STATE CRITERION-REFERENCED TEST

Subject: Mathematics

Grade: 8

Test: Grade Eight Proficiency Assessment

Edition/Publication Year 1998

Publisher: Pearson Educational Measurement

	2005-2006	2004-2005	2003-2004
Testing Month	March	March	March
SCHOOL SCORES			
% Proficient plus Advanced Proficient	88	95	91
% Advanced Proficient	43	59	42
Number of Students tested	162	166	171
Percent of Students tested	100	100	100
Number of Students Alternatively Assessed	1	0	0
Percent of Students Alternatively Assessed	>1	0	0
SUBGROUP SCORES			
1. Students with Disabilities			
% Proficient plus Advanced Proficient	72	85	52
% Advanced Proficient	32	39	0
Number of Students tested	25	13	25
2. Asian			
% Proficient plus Advanced Proficient	100	86	
% Advanced Proficient	60	79	
Number of Students tested	10	14	

STATE CRITERION-REFERENCED TEST

Subject: Science

Grade: 8

Test: Grade Eight Proficiency Assessment

Edition/Publication Year 1998

Publisher: Pearson Educational Measurement

	2005-2006	2004-2005	2003-2004
Testing Month	March	March	March
SCHOOL SCORES			
% Proficient plus Advanced Proficient	96	98	93
% Advanced Proficient	54	56	40
Number of Students tested	162	168	171
Percent of Students tested	100	100	100
Number of Students Alternatively Assessed	1	0	0
Percent of Students Alternatively Assessed	>1	0	0
SUBGROUP SCORES			
1. Students with Disabilities			
% Proficient plus Advanced Proficient	88	93	80
% Advanced Proficient	28	14	20
Number of Students tested	25	14	25
2. Asian			
% Proficient plus Advanced Proficient	100	86	
% Advanced Proficient	80	79	
Number of Students tested	10	14	

STATE CRITERION-REFERENCED TEST

Subject: Language Arts Literacy

Grade: 7

Test: New Jersey Assessment of Skills and Knowledge

Edition/Publication Year 2006

Publisher: Riverside Publishing

	2005-2006
Testing Month	April
SCHOOL SCORES	
% Proficient plus Advanced Proficient	97
% Advanced Proficient	22
Number of Students tested	178
Percent of Students tested	100
Number of Students Alternatively Assessed	0
Percent of Students Alternatively Assessed	0
SUBGROUP SCORES	
1. Students with Disabilities	
% Proficient plus Advanced Proficient	74
% Advanced Proficient	0
Number of Students tested	18

STATE CRITERION-REFERENCED TEST

Subject: Mathematics Grade: 7
Test: New Jersey Assessment of Skills and Knowledge

Edition/Publication Year 2006

Publisher: Riverside Publishing

	2005-2006
Testing Month	April
SCHOOL SCORES	
% Proficient plus Advanced Proficient	91
% Advanced Proficient	39
Number of Students tested	179
Percent of Students tested	100
Number of Students Alternatively Assessed	0
Percent of Students Alternatively Assessed	0
SUBGROUP SCORES	
1. Students with Disabilities	
% Proficient plus Advanced Proficient	47
% Advanced Proficient	11
Number of Students tested	18