

# ***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 Ms. Julie R. Andriolo  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Oak View Elementary School  
(As it should appear in the official records)

School Mailing Address 150 Garrabrant Avenue  
(If address is P.O. Box, also include street)

Bloomfield N.J. 07003 - 4510

City State Zip Code+4 (9 digits total)

Telephone ( 973 ) 680 - 8590 Fax ( 973 ) 893 - 0534

Web site/URL: www.bloomfield.k12.nj.us/ E-mail: jandriolo@bloomfield.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. Frank Digesere  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bloomfield Tel. ( 973 ) 680 - 8501 x 2013

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. Edmund Zilinski  
(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**

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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 finding

## **PART II - DEMOGRAPHIC DATA**

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       8   Elementary schools  
   1   Middle schools  
   0   Junior high schools  
   1   High schools  
   1   Other  
  
    11  TOTAL

2. District Per Pupil Expenditure:        \$9,891.00   
  
     Average State Per Pupil Expenditure:  \$12,567.00

**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.   11   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	13	25	38		7			
K	19	21	40		8			
1	27	17	44		9			
2	18	25	44		10			
3	23	20	43		11			
4	17	16	33		12			
5	19	19	38		Other	30	9	39
6	20	19	39					
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								<b>358</b>

6. Racial/ethnic composition of the school:
- |           |                                  |
|-----------|----------------------------------|
| <u>67</u> | % White                          |
| <u>9</u>  | % Black or African American      |
| <u>12</u> | % Hispanic or Latino             |
| <u>12</u> | % Asian/Pacific Islander         |
| <u>0</u>  | % 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: 12%

[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.	22
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	20
(3)	Total of all transferred students [sum of rows (1) and (2)]	42
(4)	Total number of students in the school as of October 1	358
(5)	Total transferred students in row (3) divided by total students in row (4)	.117
(6)	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient  
 Number of languages represented: 0

Specify languages: 9. Students eligible for free/reduced-priced meals: 21%

Total number students who qualify: 21

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: 16 %  
56 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>15</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>15</u>	<u>0</u>
Support staff	<u>2</u>	<u>17</u>
Total number	<u>39</u>	<u>17</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 18:1

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	95 %	95 %	95 %	95%	95 %
Daily teacher attendance	97 %	97 %	97 %	97 %	98 %
Teacher turnover rate	8 %	5 %	14 %	16 %	5 %
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

## **PART III - SUMMARY**

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Oak View Elementary School located in Bloomfield, New Jersey, is a suburban community that lies about 14 miles from New York City. The township of Bloomfield boasts a population of approximately 48,000 residents. Oak View School, with a population of 358 students and 56 staff members, is one of eight elementary schools in Bloomfield. Our school is a spacious, one-floor structure occupying an entire block in a suburban neighborhood. The school contains a large auditorium/gymnasium with a fully equipped stage that is used for school drama productions and hosts a variety of neighborhood events and activities. A state of the art Technology Activity Center enables our students to further meet the challenging demands of the 21<sup>st</sup> century. In addition to fourteen Pre-K-6 developmental classes, Oak View School is the home of seven multiple-disability and autistic classes. Oak View School, which reflects a culturally diverse student population, provides a multi-faceted educational program to meet the needs of each student as an individual and integral member of society.

Oak View School provides a nurturing environment where students are empowered with academic and social skills to become enthusiastic learners. This is accomplished by working in close partnership with parents and the community to provide child-centered programs that recognize and build on the unique potential of each child. The school's primary goal is to build the foundations that will sustain and promote lifelong learning. Our school provides an educational program that challenges children to learn as they participate in meaningful real-world experiences.

All instructional practices are based on district curriculum, which provides for the teaching of literacy, mathematics, science, social studies, and interpersonal development. In addition to being integrated with computer literacy, the curriculum is closely aligned with the New Jersey Core Curriculum Content Standards. At Oak View, children are immersed in language exploration. Teachers use research-based strategies as they provide direct instruction in decoding skills, word study, and comprehension. Children compile cumulative writing portfolios and are encouraged to write narrative stories, poems, journal entries, letters and persuasive pieces as they write across the curriculum. Math instruction is hands-on and focuses on learning basic computational functions, problem solving and making connections with real life. Through the study of science, social studies and health, students gain a greater respect for life and the environment.

In addition to our comprehensive academic grade level programs, we also provide technology instruction, media classes, vocal and instrumental music, fine arts, physical education, world languages, enrichment classes, and elementary guidance counseling. Additional services such as basic skills remediation, resource center, speech therapy, occupational therapy, and physical therapy are available for students needing these services. Students benefit from the services of a full-time nurse and an experienced child study team. Other programs contributing to the development of the total child include D.A.R.E. (Drug Awareness and Resistance Education), a program taught by local law-enforcement personnel, and TEAM JAZ, an after school program designed to develop academic and athletic skills.

Oak View School takes great pride in its very dedicated and hard-working Home and School Association. Parents fund raise to support the curriculum and special school programs such as educational classroom materials, field trips, assemblies and class parties. Their total efforts are endless in providing cultural and fun-filled annual events for the whole family. With cooperation and involvement of parents, students, teachers, and support staff, Oak View School is dedicated to providing its children with an environment that promotes integrity and advances education.

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

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**1. Assessment Results:** Students in Grades 3, 4, 5, and 6 are tested each spring through New Jersey’s Assessment of Skills and Knowledge (NJASK). These state instruments measure knowledge and critical thinking skills as defined in New Jersey’s Core Curriculum Content Standards for Language Arts Literacy and Mathematics. All students, including special education and limited English proficient students, are required to take the test.

NJASK scores are reported as scale scores in both disciplines and for each individual, group and sub-group. The scale scores are based on the number of correct answers to multiple-choice questions and the number of points earned for responses to open-ended questions and writing tasks. The possible scale scores for each subject are from 100 to 300. If the scale score is below 200, the student is scored “Partially Proficient” in that subject. If the scale score is at or above 200, but below 250, the student scores “Proficient” in that subject. If the scale score is at or above 250, the student scores “Advanced Proficient” in that subject. Under the standards set by New Jersey, students are expected to perform at the “Proficient Level” or above. Only the students in the “Partially Proficient” group are identified as being below the state’s minimum level of proficiency.

In the spring of 2006 Oak View School’s Grades 3, 4, 5, and 6 participated in the State Assessment NJ ASK. In the area of Language Arts Literacy the results of students meeting or exceeding state proficiency levels (combined Advanced Proficient and Proficient levels) are as follows: grade three—94%, grade four—98%, grade five—100%, grade six—100%. In the area of Mathematics, state testing results of students meeting and exceeding state proficiency levels (combined Advanced Proficient and Proficient levels) for the 2005—2006 school year are as follows: grade three—94%, grade four—89%, grade five—98%, grade six—94%.

In grades 3 through 5, Oak View School far exceeded the AYP (Adequate Yearly Progress) benchmark in both Language Arts Literacy and Mathematics. The Language Arts Literacy AYP for the ’05-’06 school year was 79% and the Mathematics AYP for ’05-’06 was 62%. Grade 6 also far exceeded the state AYP benchmarks of 66% in Language Arts Literacy and 49% in Mathematics.

A review of previous testing results indicates Oak View School has consistently achieved well beyond the state averages in Language Arts Literacy and Mathematics. Further information on Oak View’s testing scores and comparisons to state averages can be located by clicking on NJ School Report Card at both [www.state.nj.us/education/](http://www.state.nj.us/education/) and [www.bloomfield.k12.nj.us/](http://www.bloomfield.k12.nj.us/).

**2. Using Assessment Results:** Assessment data is used in a number of ways to understand and improve student and school performance. Analysis of assessment results identifies areas of weakness requiring curricular adjustment or enhancement and drives professional development choices. Assessment data provides information regarding individual students’ strengths and weaknesses and allows teachers to evaluate the effectiveness of their teaching methods and strategies.

District administrators conduct school grade level meetings to inform teachers of skills needing improvement. Articulation meetings for district grade level teachers are planned to brainstorm and research new materials and professional development to help teachers improve instruction. Student assessment data is provided to teaching staff for self-analysis as well as individual student analysis. Teachers examine student performance to create a class profile that can help determine areas of concern within their classrooms. When specific areas of weakness are identified, teachers focus on improving these skills and reevaluate their teaching methods and strategies.

Individual student profiles identify areas of weakness in reading, writing, and mathematics. Once these specific skills are identified, extra attention is provided to help these students achieve their maximum

potential. Assessment data is also utilized to determine students needing a more individualized program. For students not reaching minimum proficiency levels, a Basic Skills Program is provided; an Individualized Student Improvement Plan (ISIP) is developed for each student participating in this small group instruction program.

**3. Communicating Assessment Results:** Assessment results are communicated to the parents and the community in a variety of ways. Individual student assessment results, both state and district standardized testing, are mailed home to parents with a cover letter explaining how to interpret the results. Parents are encouraged to contact the principal or classroom teachers for further clarification or additional questions regarding results. School testing results are also discussed by the principal and teachers at a Home and School meeting.

Assessment data is presented annually at a public, televised Board of Education meeting and district scores are also published in local newspapers. Each year parents receive a copy of the NJ School Report Card, containing a broad base of school information, including school assessment data. The NJ School Report Cards are also posted on the district's web site for community review.

Student classroom performance is reported to parents two times a marking period through the use of mid-progress reports and report cards; mid-progress reports are sent each marking period to inform parents when student performance has fallen. Formal conferences are arranged annually, but parents are encouraged to confer with teachers regarding their children throughout the school year. All classrooms are connected to the Internet allowing parents to e-mail their child's teacher. Phones in each classroom allow parents to leave messages and access homework assignments daily.

Additional forms of communication consist of a monthly Home and School meeting and a school calendar highlighting events and activities. The district communicates with families through its own web site, television station, the local media, and by distributing an annual calendar listing upcoming events and activities for all the schools.

**4. Sharing Success:** At Oak View School staff meetings, the principal encourages teachers to share their experiences and their successes with each other. Teachers regularly present new ideas, programs, strategies, and materials at staff meetings and much sharing between staff members is frequently observed throughout the school. Teachers volunteer to serve on committees such as the I. R. & S. Committee. These teachers help other teachers design intervention strategies for students having difficulties in school.

The Bloomfield School District provides many opportunities for schools to share their successes. On-going articulation meetings with all eight elementary schools provide a forum to share school successes. Staff in-service days allow grade level teachers to discuss successful strategies and activities creating a natural flow of ideas between schools. More sharing occurs when selected teachers from each school work together on varied committees to develop curriculum, create district presentations and workshops, pilot new materials, score assessments, or assess current educational practices. District department meetings offer further exchange of ideas between schools.

Collaboration with other schools is encouraged. Each elementary school in Bloomfield has a "partner" school. Students and staff from partner schools participate in activities such as field days, pen pals, and special programs throughout the school year. The elementary schools gather together to participate in many town-wide events such as Track and Field Day, the D.A.R.E. picnic, Music Performances, Art Shows, Bengal Pride, Essay Contests, Poster Contests, and Enrichment Programs. School events and activities can be viewed on the district's web site, the school television station, or in the town newspaper.

District principals hold monthly round table meetings to discuss successes at their schools. Principals share their ideas and strategies with each other to help create a more effective school district.

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

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**1. Curriculum:** Oak View School offers a comprehensive curriculum that meets the needs of its diverse learning community. The curriculum is aligned with the New Jersey Core Curriculum Content Standards and is designed to help students grow academically, physically and socially. A committee of teachers and administrators thoroughly research curriculum choices and develop guides to be used by district schools.

The language arts curriculum is an integrated program designed to create independent and fluent readers that can write and speak with clear, concise, organized language. Students are encouraged to view information critically and to carefully evaluate and respond to what they hear and read. A balanced, comprehensive approach to instruction is implemented at all grade levels. Emphasis is placed on differentiated instructional strategies that address individual students' learning styles and diverse needs. A variety of materials and experiences are provided to promote language literacy and effective communication. Students are encouraged to become active learners and are immersed in reading, writing, listening, and speaking activities. Students are consistently exposed to good literature and are given frequent opportunities to write expressively across the curriculum.

Emphasis in mathematics is for children to acquire the mathematical skills and concepts they will need to be successful in their careers and daily lives. Through a hands-on approach, students learn how to apply mathematical concepts when problem solving. Additional focuses include writing and talking about math on a daily basis and using calculators and computers as learning tools. Teachers are encouraged to use a variety of assessment strategies including open-ended questioning.

A science curriculum, extending from Pre-K through grade six, encompasses several areas: life science, physical science, Earth science, astronomy and space, and environmental studies. Opportunities are provided for students to learn scientific processes through appropriate hands-on experiences. Science is viewed as a way of thinking about and investigating the world in which we live.

Our social studies curriculum fosters the ability to understand our world and to develop an appreciation of our country's heritage. Students are expected to achieve a high level of understanding in civics, history, economics and geography. The focus of the social studies curriculum is to develop active, informed, and responsible citizens that will contribute to the good of their communities.

French and Spanish are the world languages offered at Oak View School. Students in kindergarten through grade 4 are instructed in French while students in grades 5 and 6 are taught Spanish. By the end of their elementary experience, students at Oak View School have enthusiastically engaged in meaningful and challenging foreign language experiences. Students actively speak and use both the French and Spanish language as they learn about these cultures.

Technology is integrated throughout all the curriculum areas. Students are taught computer skills through technology education and use of related software involving word processing, databases, graphics, and spreadsheets. The goal for students is to build a strong foundation and to understand the concepts and application of technology in order to become productive adults of tomorrow. Our computer teacher and media specialist work together to help our students and staff build technological competencies.

Music and art classes are provided for all Oak View students. Weekly art and vocal music classes are enjoyed by students in PK through grade 6. Students in grades 5 and 6 are given the opportunity to receive free instrumental music lessons and join the school band, orchestra, and chorus. Two annual concerts (winter and spring), provide students with the opportunity to perform. An annual talent show or school play allows students to be creative and expressive and help develop poise, self-esteem, and confidence. Classroom studies of art and music history, related assembly programs, and grade level field trips, allow

the students to appreciate and realize the richness of the humanities. The arts are clearly a discipline that invites teachers to instruct to multiple intelligences.

The health and physical education curriculum emphasizes a program that educates students to develop skills that will help them to maintain a healthy, active lifestyle. Motor skill development and fitness are stressed as well as gaining knowledge about substances such as alcohol, drugs and medicine, human relationships, family life and sexuality. Extracurricular programs improve muscular strength, endurance, flexibility, agility, balance and coordination, as well as the knowledge and understanding of how these factors relate to lifelong physical fitness.

**2. Reading:** Oak View School's reading program features literature based instruction using both basal readers and trade books. Emphasis is on providing a balanced approach which focuses on word recognition, vocabulary, comprehension, and study strategies.

In the primary grades, a differentiated program offers varied instruction which includes phonemic awareness, phonics, decoding, vocabulary development, guided oral reading, and comprehension strategies in a literature rich environment. Pre-K and kindergarten use the Children's Literacy Initiative which encourages the integration of language arts—writing, speaking, listening and reading. Intermediate grades emphasize the development of higher-level comprehension skills such as inference and critical thinking. Written expression is integrated with reading and opportunities for writing are frequent and varied. Student writing portfolios include cumulative examples of their writing throughout the grade levels.

Several teachers supplement their programs with "Smart Centers" to promote the integration of language arts while encouraging independent reading and a lifelong love of exploration. All grades have access to extensive literature collections housed in the school's Whole Language Resource Center and library.

Corrective reading programs are available for students having difficulty attaining grade level performance. Special education classes utilize a multi-sensory approach to teaching reading.

**3. Additional Curriculum Area:** Oak View School's character education program focuses on helping students develop positive life-long character traits. Teaching good character and values is a partnership between home and school. Core values such as respect, responsibility, fairness, caring, trustworthiness and citizenship promote the good of the individual as well as the society. Our character education program fosters respect for self, respect for others, and responsibility for all actions. The school guidance counselor's character education program teaches students to: develop good self-esteem as a product of responsible behavior, assume responsibility for their actions, respect the rights of others, work cooperatively with others, develop problem-solving skills, know right from wrong, resist negative peer pressure, and use self-discipline to achieve goals.

Students can become members of K-Kids, a community service club that is a junior organization sponsored by Kiwanis International. Students learn the importance of positive activities on behalf of those in need. Students actively participate in fund raising, food and clothing drives for those less fortunate, and provide services for the school and community.

Our guidance program also addresses conflict resolution, social problem solving skills, and career awareness. Our counselor provides services through classroom instruction, small group meetings, and individual counseling.

**4. Instructional Methods:** Teachers at Oak View School apply a variety of research-based instructional methods and strategies to address specific needs of student learners. The school philosophy is based upon a strong belief that all students can learn if their identified needs and learning styles are met. Teachers are encouraged to employ differentiated instruction and cooperative learning to accommodate individual

differences in learning. The teaching staff has been trained in identifying a variety of learning styles and in providing ways to accommodate these various learning styles.

Over the years, teachers have been offered staff development classes based on the theories of Madeline Hunter. When creating lessons, teachers are encouraged to include Hunter's "Seven Elements of a Good Lesson": anticipatory set, teaching to an objective, input of information, modeling, checking for understanding, guided practice, and independent practice. Teachers are also encouraged to improve questioning strategies by striving for higher levels of understanding and by extending student thinking. Teachers provide opportunities for active participation and connecting the learning to real life.

Oak View School has consistently maintained small class sizes and offers remedial support programs for students needing more individualized instruction. Classroom teachers create flexible groups to address student areas of difficulty. Our special education teachers utilize a variety of methods and programs to achieve success: Wilson Reading System, Project READ, Attack Math, Semple Math and Touch Math have been used to develop language literacy and mathematical skills. The use of multi-sensory strategies, hands-on learning experiences, phonology, and mnemonics are common practices used in special education classes. Applied Behavior Analysis (ABA), discrete trial teaching, and the Miller Method have been used for children with autism. These components all add to the school's consistent success.

**5. Professional Development:** Professional development programs are formulated through district staff surveys, administrators' input, and an analysis of district needs from assessment data. These programs ensure the successful implementation of the New Jersey Core Curriculum Content Standards and allow district staff to continually refine their skills, develop new methods, and become lifelong learners.

Professional development is offered through in-service workshops, provided during the school day, or through in-district courses offered after school or in the summer. Two and a half in-service days are scheduled for staff training. Outside speakers present current ideas and trends, or staff members conduct workshops based on the identified needs of the district. Opportunities for school staff to attend out-of-district professional development workshops and seminars are also provided. Upon return from such workshops, teachers share their experience with colleagues at school staff meetings. Teachers continually learn from each other at in-service workshops and staff meetings. Teachers are encouraged to observe other teachers within the school or district when they wish to learn about a new grade level or program.

Administrators, instructional, and non-instructional staff attend district workshops that address practical strategies and techniques that will improve instruction for students. These workshops help staff to stay current with the ever-changing goals and expectations in the field of education.

## **PART VII - ASSESSMENT RESULTS**

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### **STATE CRITERION-REFERENCED TESTS OAK VIEW ELEMENTARY SCHOOL BLOOMFIELD, NJ**

#### **LANGUAGE ARTS GRADE 3**

<b>Testing Year</b>	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>
<b>SCHOOL SCORES</b>			
% Proficient	94	88	88
% Advanced Proficient	0	5	0
Number of students tested	36	42	41
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>Total Meeting/Exceeding State Standards</b>	94	93	88

#### **MATHEMATICS GRADE 3**

<b>Testing Year</b>	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>
<b>SCHOOL SCORES</b>			
% Proficient	61	67	71
% Advanced Proficient	33	21	15
Number of students tested	36	38	41
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
<b>Total Meeting/Exceeding State Standards</b>	94	88	86

**STATE CRITERION-REFERENCED TESTS  
OAK VIEW ELEMENTARY SCHOOL  
BLOOMFIELD, NJ**

**LANGUAGE ARTS  
GRADE 4**

<b>Testing Year</b>	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
<b>SCHOOL SCORES</b>					
% Proficient	95	95	81	95	94
% Advanced Proficient	3	5	14	0	6
Number of students tested	37	38	37	27	33
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
<b>Total Meeting/Exceeding State Standards</b>	98	100	95	95	100

**MATHEMATICS  
GRADE 4**

<b>Testing Year</b>	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
<b>SCHOOL SCORES</b>					
% Proficient	35	45	42	33	55
% Advanced Proficient	54	53	55	67	36
Number of students tested	37	38	38	27	33
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
<b>Total Meeting/Exceeding State Standards</b>	89	98	97	100	91

**STATE CRITERION-REFERENCED TESTS  
OAK VIEW ELEMENTARY SCHOOL  
BLOOMFIELD, NJ**

**LANGUAGE ARTS  
GRADE 5**

<b>Testing Year</b>	<b>2005-2006</b>
<b>SCHOOL SCORES</b>	
% Proficient	87
% Advanced Proficient	13
Number of students tested	39
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>Total Meeting/Exceeding State Standards</b>	<b>100</b>

**MATHEMATICS  
GRADE 5**

<b>Testing Year</b>	<b>2005-2006</b>
<b>SCHOOL SCORES</b>	
% Proficient	36
% Advanced Proficient	62
Number of students tested	39
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>Total Meeting/Exceeding State Standards</b>	<b>98</b>

**STATE CRITERION-REFERENCED TESTS  
OAK VIEW ELEMENTARY SCHOOL  
BLOOMFIELD, NJ**

**LANGUAGE ARTS  
GRADE 6**

<b>Testing Year</b>	<b>2005-2006</b>
<b>SCHOOL SCORES</b>	
% Proficient	83
% Advanced Proficient	17
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>Total Meeting/Exceeding State Standards</b>	<b>100</b>

**MATHEMATICS  
GRADE 6**

<b>Testing Year</b>	<b>2005-2006</b>
<b>SCHOOL SCORES</b>	
% Proficient	50
% Advanced Proficient	44
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>Total Meeting/Exceeding State Standards</b>	<b>94</b>