

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

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

Name of Principal: Mr. Robert Sileo

Official School Name: Julia A. Traphagen Elementary School

School Mailing Address:
153 Summit Avenue
Waldwick, NJ 07463-2133

County: Bergen State School Code Number*: 050

Telephone: (201) 445-0730 Fax: (201) 445-7196

Web site/URL: http://www.waldwick.k12.nj.us/waldwick/Traphagen/ E-mail:
robert.sileo@waldwick.k12.nj.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Robert Penna

District Name: Waldwick School District Tel: (201) 445-3131

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Patricia Levine

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

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

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

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 2 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 4 | TOTAL |

2. District Per Pupil Expenditure: 15038

Average State Per Pupil Expenditure: 14359

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. 9 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	3	2	5	7			0
K	34	35	69	8			0
1	31	33	64	9			0
2	34	21	55	10			0
3	40	37	77	11			0
4	31	32	63	12			0
5	34	30	64	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							397

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
7 % Asian
3 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
83 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 4 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1.	392
(5)	Total transferred students in row (3) divided by total students in row (4).	0.041
(6)	Amount in row (5) multiplied by 100.	4.082

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 1

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

10. Students receiving special education services: 15 %

Total Number of Students Served: 61

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>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>33</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>1</u>
Special resource teachers/specialists	<u>10</u>	<u>7</u>
Paraprofessionals	<u>10</u>	<u>2</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>44</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	6%	11%	0%	20%	14%

Please provide all explanations below.

The 2003-2004 and 2004-2005 Teacher turnover rate was higher than normal because of the high number of teacher retirements and teachers who resigned at the completion of their maternity leaves.

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

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

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

PART III - SUMMARY

Julia A. Traphagen Elementary School is located in the small suburban community of Waldwick, New Jersey. Our school encompasses grades pre-kindergarten through five with a population of approximately 400 students. The uniqueness of Traphagen School is evidenced by our California-style campus with its fourteen small, independent buildings, each housing two classrooms.

Traphagen's mission statement is to provide all students with a safe environment in which they can grow intellectually, emotionally, socially and physically. Our educational philosophy is based on enabling students to cultivate awareness of their own dignity and to develop respect and tolerance for all members of our community. In a positive school climate, children are encouraged to be critical thinkers and problem solvers as well as to express their ideas. They acquire the knowledge and skills needed to become lifelong learners, to live successful lives and to contribute to our world's society.

Since the adoption of NCLB, we have rewritten and aligned all curriculum with the New Jersey Core Curriculum Content Standards while maintaining best practices in our teaching methods. Our teachers have received extensive professional development in Differentiated Instruction and in the Reading and Writing Project of Columbia University. Our elementary mathematics program combines the practice of traditional skills with more current skills such as problem solving and higher level thinking, and teaches students how to apply mathematical knowledge to real-life situations. Over the years, we have more than doubled instructional time for both reading and mathematics.

Knowing each student's learning style and areas of weakness is an important factor in achieving learning success. We have created early intervention programs to assist students who are experiencing academic difficulty. As needed, we provide services such as basic skills support, resource center, speech therapy, occupational therapy, physical therapy and counseling. To accommodate the needs of our growing special education population, we have designed new programs that help these students integrate into our educational community. Classroom teachers and special services instructors work together to implement a variety of child-centered strategies that deliver dynamic lessons to our students.

In addition to a comprehensive academic program, we also encourage a love of the arts by offering vocal and instrumental music sessions as well as programs in the fine arts. Our students benefit from a full developmental program in physical education and from the services of a full-time nurse. We offer special programs such as D.A.R.E. (Drug Awareness and Resistance Education), taught by local law -enforcement personnel; B.E.S.T. (Building Everyone's Self - Esteem Together), a character education program that increases children's self-esteem through team building and social skills activities; and "High Five," a special education program to enhance social experiences, foster responsibility and contribute to the development of the whole child.

Traphagen School's faculty understands the value of being honest with ourselves, of repeatedly assessing our methods of instruction and of always working to improve our programs. It is our goal to create a culture of empowerment for all, a place where thinking outside the box reigns supreme. Our school fosters in our students a sense of responsibility and respect for all of creation. It continues its commitment to challenge all students to reach their full potential both in and out of school. Traphagen's mission statement is a living document, modeled first by our principal and then by our teachers and our parents.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Each spring students in grades 3, 4 and 5 are assessed using the New Jersey Assessment of Skills and Knowledge (NJASK). These assessments measure student performance as defined by the New Jersey Core Curriculum Content Standards. All students, including special education students and limited English proficient students, in grades 3, 4 and 5 are required to take assessments in Language Arts Literacy and Mathematics. Students in grade 4 are also assessed in the area of Science.

NJASK scores are reported as scale scores in each discipline assessed and for each individual, group and subgroup. The scale scores are based on the number of correct answers to multiple-choice questions along with the number of points earned for responses to open-ended questions and writing tasks. The possible scale score for each subject ranges from 100 to 300 points. 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, and below 250, the student scores "Proficient" in that subject. If the scale score is at or above 250, the student score is "Advanced Proficient" in that subject. Students are expected to perform at the "Proficient" level or better to meet the State of New Jersey standard. Only students in the "Partially Proficient" group are identified as below the state's minimum level of proficiency.

In the area of Language Arts Literacy, the results of Traphagen students meeting or exceeding state proficiency levels (combined Advanced Proficient and Proficient levels) are as follows:
Grade 3 - 98%, Grade 4 - 100%, Grade 5 - 92%.

In the area of Mathematics, the results of Traphagen students meeting or exceeding state proficiency levels (combined Advanced Proficient and Proficient levels) are as follows:
Grade 3 - 100%, Grade 4 - 100%, Grade 5 - 99%.

Our results in grades 3 through 5 far exceed the Adequate Yearly Progress (AYP) benchmark in both Language Arts Literacy and Mathematics. The New Jersey State standard for AYP in 2008 in Language Arts Literacy was 73% and the AYP for Mathematics was 69%.

School districts in New Jersey are organized according to District Factor Grouping (DFG) based on socio-economic status. In New Jersey, DFGs range from A-J with J being the most affluent. Our student assessment data shows Traphagen School scoring at the top of our factor group in all areas of performance. Further information regarding Julia A. Traphagen's assessment results and comparisons to state averages can be located by clicking on New Jersey School Report Card at both www.state.nj.us/education/ and www.waldwick.k12.nj.us.

2. Using Assessment Results:

The collected assessment data is analyzed at both the district and the school level. Results are shared with teachers who use the information to target students' weaknesses and strengths with the goal of improving overall group instruction. The consequences of the assessment review may result in modification and enhancement of our curriculum and professional development plan. The administration also investigates the assessment results. A schedule of grade level meetings and district articulation meetings is then developed for the school year related to any areas of weakness.

In our language arts curriculum the opening writing activity for third, fourth and fifth grade students revolves around using the returned writing tasks from the prior year's assessment. Teachers first examine the scored writing to set objectives for the class as well as goals for each student. Students then analyze their returned writing tasks and individually conference with their teacher on ways to improve their work. As specific areas of weakness are identified, teachers assist students to focus on improving those skills, reevaluating their methods throughout the year. Individual student writing folders are reviewed throughout the year to ensure that students are progressing, especially in any weak areas that may have been identified.

Our mathematics curriculum undergoes a similar analysis. If the assessment data indicates that students are not performing at the Proficient level or have scored low in a specific skill set, our staff, which has been trained in differentiated instruction, uses various strategies to boost student performance. For example, a Basic Skills program is provided to any child who continues to perform below our school standards. The basic skills instructor, along with the classroom teacher, develops an individualized plan for student improvement, which is implemented in a small group instruction setting. Basic skills and special education teachers also meet with homeroom teachers on a regular basis to plan and share specialized support strategies.

By designing our support and special services programs to act in concert with our homeroom classes, we deliver seamless instruction regardless of the setting. We also keep parents informed of our support strategies during parent conferences. This has resulted in a more coordinated approach to professional development and to setting schoolwide goals, as well as a more unified approach to delivering instruction. We have seen improvement not only in our assessment results but also in overall student performance in all areas of instruction.

3. Communicating Assessment Results:

At Traphagen School we recognize that parent participation in school is vital to a child's success. Consequently we have created an environment in which both students and parents can develop an understanding of academic progress. Each spring parents of incoming third and fourth grade students are invited to a transition workshop. Here parents are exposed to the curricula offered for the upcoming school year. Teachers model the writing process, provide an overview of mathematics and discuss their expectations and teaching strategies. Back-to-School Night, parent conferences, monthly PSO meetings, Principal's Round Table discussions, classroom visitations and a variety of school forums are all opportunities to foster dialogue between home and school.

Assessment results are communicated to parents in a number of ways. The students' individual results from the NJASK are mailed home during the summer. Parents are encouraged to contact the principal to discuss any questions or concerns they may have regarding their child's assessment. NJASK results are also presented to the Board of Education and subsequently to our school's PSO.

Our school district supplies each parent with a copy of the New Jersey State Report Card, which contains all assessment data and a wide range of school and district information. The assessment results are also published in the local newspaper, comparing our school with others in our district factor group as well as with schools in our county. In addition, we post a copy of the New Jersey State Report Card on our district's web site.

Individual student progress is formally reported to parents three times a year through our school report cards. Teachers also communicate student progress to parents on a regular basis through mid-marking period progress reports, parent conferences, e-mails, phone calls and by showing how students' writing samples have improved during the school year.

4. Sharing Success:

Our teachers seek opportunities to learn from one another. We have developed a program called Teachers Networking Teachers (TNT) in which our staff comes together monthly to share their knowledge on topics such as reader's and writer's workshop, differentiated instruction, technology and the integration of special needs students into the mainstream. Other topics for discussion help teachers enhance instruction within their classrooms and provide them with opportunities to grow as professionals.

We have formed a relationship with our local colleges in which students majoring in education are invited to attend our school's workshops and staff meetings and to have their student teaching experience under the guidance of our outstanding educators. We also have monthly articulation meetings in which our teachers gather with the staff from the other elementary school in town to share ideas for success. Additionally, our teachers volunteer to serve on various committees sharing educational strategies, dialoguing about student progress and assessing and developing curriculum. All of this is accomplished while we continue to implement exemplary programs for our students on a daily basis.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our goal at Julia A. Traphagen School has been to align our curriculum with the New Jersey Core Curriculum Content Standards. To achieve this goal our teachers have participated in rewriting all curricular areas over the past few years. We have incorporated best practices and developed essential questions to design a usable curricula document that will help students grow not only academically but also socially and physically.

Our language arts curriculum was created to allow students to develop the skills necessary to become fluent, independent readers. Many of our teachers attended workshops and researched the balanced literacy approach. We modeled much of our program after Columbia University's Reader's and Writer's Project. We trained our staff in differentiated instructional strategies and developed leveled reading libraries in each classroom. This literature-rich environment has helped teachers provide opportunities for students with diverse needs to immerse themselves in good literature. Our program has also developed students' phonological awareness, improved their writing and speaking skills and expanded their word usage and vocabulary. Our students have learned to transfer what they have learned in literacy to their writing. Throughout the year our students conference with their teachers and peers in order to enhance their writing skills. They celebrate their successes through publishing parties and invite their parents to school to see their writing portfolios.

In developing our mathematics curriculum our objective was to have students acquire the skills and understanding to think critically and problem solve. Our students develop a strong number sense through hands-on activities. For example, students use manipulatives to explore math concepts. In explaining solutions the students put into practice their writing and problem solving skills, which are essential for future success.

Our science and social studies curricula encourage students to explore and experiment as they participate in hands-on activities. Our teachers enhance these areas by exposing students to a variety of field trips. For example, students explore a unit on space through visits to the Buehler Challenger Science Center and Planetarium. History comes to life through museum trips, historical speakers and diverse school assemblies. Our students learn about one another, leadership and the environment through schoolwide programs such as book buddies, peer tutoring, our high five mentoring program, our school recycling program and our safety patrol. Traphagen students have raised more than eight thousand dollars per year for charitable organizations. Groups that have benefited from our work include St. Jude Children's Hospital, Juvenile Diabetes, Jump Rope for Heart, McDonald's House, Fisher House and food drives for our local food shelters.

Our students receive weekly instruction in art, music, physical education, enrichment and technology. During art instruction students explore all aspects of art and art history. Each June our school holds its annual Arts Festival. Hundreds of pieces of art ranging from sculptures to watercolors, all created by our students, are displayed for our entire community to appreciate. All students enjoy our vocal music instruction. Students in fourth and fifth grades also have the opportunity to learn a wind or percussion instrument. Both our art and instrumental music programs offer summer camp opportunities to expand student skills during the summer months. Traphagen's physical education program emphasizes skills that promote good sportsmanship as we build the foundation for an active, healthy life. The development of motor skills along with muscular strength, balance and coordination are important components to physical fitness. Technology is infused into our curriculum as students participate in enrichment activities that expand the classroom curriculum and develop their research skills. Students learn to research, edit, communicate and make presentations using PowerPoint and other programs. Our students explore and develop their technological skills to be prepared for the high tech world in which we live.

2a. (Elementary Schools) Reading:

Traphagen School's approach to reading has resulted in an eclectic program that is strongly influenced by Lucy Calkins and the Reading and Writing Project from the Teachers College at Columbia University. This balanced literacy approach includes guided reading and read aloud and literature circle opportunities, along with phonics and word analysis. Our kindergarten and first grade classes have also incorporated a phonics program, created by Irene Fountas and Gay Su Pinnell, that provides a hands-on experience to word study. In addition, we have developed a 90-minute literacy block that features direct instruction in all key components of reading and writing. Emphasis on higher level skills for comprehension and critical thinking increases as students' progress through the program. A variety of writing techniques are also explored as students develop their writing skills. Individual student writing portfolios are compiled each year, creating a cumulative collection of their work as they advance to the middle school experience.

Students having difficulty maintaining our grade level standards are identified for remedial programs. They receive specialized instruction in multisensory programs such as Preventing Academic Failure (PAF), Orton Gillingham, Sonday Program and Wilson Reading, as well as our balanced literacy program.

Over the years we have developed reading programs that foster a literature-rich environment. For example, in our book buddies program upper grade students team up with younger students to read and do activities related to books. In our reading incentive program, which begins with a green eggs and ham breakfast to celebrate Dr. Seuss's birthday, students read to earn points for their class and to raise money for charitable organizations. During our pajama night reading at school, kindergarteners and their parents gather to read their favorite books. In our hugely successful "Principal and Teacher Caught You Reading" program principal and teachers call students in the evening to catch them reading for enjoyment and to have a short book talk. All of these programs have had a positive impact on developing a culture of reading for enjoyment. On our walkways and in our lunchroom one can overhear students discussing books. Despite all of today's engaging technology, reading still has an important place in our students' lives - and that's a good thing.

3. Additional Curriculum Area:

Traphagen School offers a variety of enrichment and extended studies opportunities to help students develop their unique gifts. Enrichment classes are planned for differentiated instruction to challenge students who need more rigorous academic experiences while supporting those who need assistance. Classroom teachers collaborate with the enrichment teacher to infuse concepts and skills learned in enrichment into everyday instruction. In the Extended Studies Program, highly able students research topics presented in their regular and enrichment classes and create independent projects. All enrichment classes and Extended Studies Program sessions reinforce the New Jersey Core Curriculum Content Standards.

Every discipline – from math to science and technology, from language arts to social studies and geography – is incorporated into our enrichment and extended studies classes. For instance, the enrichment teacher involves kindergarteners through second graders in hands-on, interdisciplinary, multisensory extension activities. The program is modeled after a Curriculum for Higher Level Thinking developed by Jody Nichols and her associates. Second graders also participate in math enrichment classes by applying their skills in the Continental Math League. Third graders develop critical thinking skills as they learn about geography, immigration and space. Fourth graders participate in educational simulations while studying wonders of the world such as the Great Wall of China and the ancient Egyptian pyramids. Fifth graders investigate the fundamental principles of robotics and program binary robotics to perform a variety of movements and functions. Recently, after an enrichment class on Martin Luther King, Jr., fifth graders designed freedom stamps, which were displayed at the Waldwick Post Office. A schoolwide effort called the Disaster Relief Donation Program emerged from enrichment and extended studies research on natural disasters, and garnered a certificate from the American Red Cross for donations made to disaster survivors.

At Traphagen School we work diligently to provide enrichment and extended studies classes that expand the classroom curriculum and challenge students to improve their creative and critical thinking skills in every discipline. We strive to give students exciting educational experiences that present learning in a new light, strengthen existing skills, and lead students to discover new interests and abilities.

4. Instructional Methods:

Our school's curriculum is rooted in an educational philosophy that encourages children to be critical thinkers and problem solvers, and to express their ideas. To achieve these goals we use research-based instructional methods that help us identify the learning styles of our students and address their individual needs. Teachers use assessment results to develop mini-lessons for students at all levels of instruction. Multisensory strategies are employed not only in remedial programs but also across the curriculum. Teachers incorporate various methods to deliver instruction in reasonably sized classes – from the latest in Smartboard technology and PowerPoint to the more traditional lecture, cooperative learning and higher level questioning. Students actively engage in the process through class participation, nightly homework, oral and visual presentations and creative projects.

5. Professional Development:

Traphagen School views staff development as a continuous cycle of improving existing skills and exploring new teaching strategies and methods. Dialogue between teachers and their peers is essential to the success of this process. Our Teachers Networking Teachers (TNT) program enables teachers to share proven instructional methods with new faculty members and to offer Turn Key training for all staff members on new strategies learned at out-of-district workshops. Staff members visit schools both in-and out-of-district to view new methods in action. In addition, teachers attend eight professional development workshops each year and participate in monthly articulation meetings and faculty meetings.

6. School Leadership:

The community of Traphagen School has high expectations not only of its students but also of its staff. Our principal quietly motivates and inspires the entire school community by treating all staff members as valued contributors to the Traphagen team.

It is the all-embracing welcoming spirit which permeates through our school that was recognized in 2004 by the State of New Jersey. Traphagen School was presented with the Child Assault Prevention Program Award for its excellence in transitioning foster children year after year into a new school "home." The support, encouragement and understanding bestowed upon these youngsters begins when the principal escorts and introduces them to their new teacher and classmates, and the kindness continues for the duration of their stay.

A principal does not act in isolation. Leadership requires the collaboration of all team members. Our Board of Education and Superintendent of Schools not only support but also applaud and encourage the undertakings of our school community. Our administration expends tremendous effort in having parents, the primary educators of children, involved in the schooling and growth of their child. To achieve this, our staff, in its leadership role, establishes positive professional relationships with parents and guardians. Traphagen's PSO (Parent, School Organization) exercises its leadership responsibilities by overseeing numerous affairs. The organization works industriously and very successfully to raise funds to enhance our curriculum with programs, field trips, and many social family school events.

As a school community we bring students, staff and parents together at a social to kick off the beginning of each new school year. Our principal makes it a point to get to know every one of our 400 students through an open-door policy, one-on-one meetings to praise or encourage students and through his presence daily at every lunch and recess and at the start and end of each school day. Indeed, our principal sets the tone that gives Traphagen School its warm and welcoming personality.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: New Jersey Assessment of Skills and
3 Knowledge

Edition/Publication Year: New Jersey Department of
Education/all years

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced Proficient	100	100	93	85	93
Advanced Proficient	65	50	2	28	28
Number of students tested	59	68	67	66	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Special Education					
Proficient Plus Advanced Proficient	100	100	73	33	86
Advanced Proficient	72	57	0	0	0
Number of students tested	9	14	15	6	14
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: New Jersey Assessment of Skills and Knowledge

Edition/Publication Year: NJDOE/All Years Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced Proficient	98	99	93	93	94
Advanced Proficient	7	26	2	17	2
Number of students tested	59	68	67	66	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Special Education					
Proficient Plus Advanced Proficient	100	93	73	50	93
Advanced Proficient	0	0	0	0	0
Number of students tested	9	14	15	6	14
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: Test: New Jersey Assessment of Skills and
4 Knowledge

Edition/Publication Year: New Jersey Department of
Education/all years

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced Proficient	100	99	97	92	82
Advanced Proficient	79	79	69	38	29
Number of students tested	63	70	70	73	68
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Special Education					
Proficient Plus Advanced Proficient	100	100	86	71	58
Advanced Proficient	86	88	29	7	0
Number of students tested	14	17	14	16	12
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: Test: New Jersey Assessment of Skills and
4 Knowledge

Edition/Publication Year: New Jersey Department of
Education/all years

Publisher: ETS

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Plus Advanced Proficient	100	96	99	92	88
Advanced Proficient	24	37	13	29	4
Number of students tested	63	70	70	73	68
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Special Education					
Proficient Plus Advanced Proficient	100	82	93	60	67
Advanced Proficient	14	24	0	7	0
Number of students tested	14	17	14	16	12
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: New Jersey Assessment of Skills and Knowledge

Edition/Publication Year: NJDOE/2006-2008

Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Mar		
SCHOOL SCORES					
Proficient Plus Advanced Proficient	93	96	96		
Advanced Proficient	17	60	36		
Number of students tested	69	68	72		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Special Education					
Proficient Plus Advanced Proficient	89				
Advanced Proficient	0				
Number of students tested	18				
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New Jersey Assessment for Grade 5 did not start prior to 2005-06

Subject: Reading

Grade: 5

Test: New Jersey Assessment of Skills and Knowledge

Edition/Publication Year: NJDOE/2006-2008 Publisher: Riverside Publishing

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Mar		
SCHOOL SCORES					
Proficient Plus Advanced Proficient	93	100	97		
Advanced Proficient	17	30	17		
Number of students tested	69	67	72		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Special Education					
Proficient Plus Advanced Proficient	89				
Advanced Proficient	0				
Number of students tested	18				
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

New Jersey Assessment for Grade 5 did not start prior to the 2005-2006 field test. Subgroup scores were not provided on the 2005-06 and 2006-2007 report.