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 [**X**] (Pre-K-8)
[] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mr. John Haney

Official School Name: Cranbury Elementary School

School Mailing Address:
23 North Main Street
Cranbury, NJ 08512-3203

County: Middlesex State School Code Number*: 030

Telephone: (609) 395-1700 Fax: (609) 395-7561

Web site/URL: http://www.cranburyschool.org/index.html E-mail: jhaney@cranburyschool.org

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*: Mr. John Haney

District Name: Cranbury Township School District Tel: (609) 395-1700

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: Mrs. Joan Rue

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:

_____	Elementary schools
_____	Middle schools
_____	Junior high schools
_____	High schools
1	Other
1	**TOTAL**

2. District Per Pupil Expenditure: 17618

   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
   [X] Small city or town in a rural area
   [ ] Rural

4. 2 Number of years the principal has been in her/his position at this school.

   6 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	14	5	19	**7**	36	31	67
K	30	19	49	**8**	39	33	72
1	26	39	65	**9**			0
2	34	30	64	**10**			0
3	39	33	72	**11**			0
4	45	20	65	**12**			0
5	32	41	73	**Other**			0
6	30	41	71				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					617

6. Racial/ethnic composition of the school:

____	% American Indian or Alaska Native
20	% Asian
2	% Black or African American
2	% Hispanic or Latino
____	% Native Hawaiian or Other Pacific Islander
76	% White
____	% Two or more races
100	**% Total**

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

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

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	8
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	18
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1.	632
(5)	Total transferred students in row (3) divided by total students in row (4).	0.041
(6)	Amount in row (5) multiplied by 100.	4.114

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 8

Number of languages represented: 5
Specify languages:

Arabic, Chinese, German, Guajara, Spanish

9. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 7

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: 11 %

Total Number of Students Served: 66

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

0	Autism	0	Orthopedic Impairment
0	Deafness	5	Other Health Impaired
0	Deaf-Blindness	30	Specific Learning Disability
2	Emotional Disturbance	10	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
13	Multiple Disabilities	6	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	3	1
Classroom teachers	33	0
Special resource teachers/specialists	29	2
Paraprofessionals	10	0
Support staff	7	0
Total number	82	3

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 **19 :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	97%	97%	96%	97%	96%
Daily teacher attendance	98%	95%	97%	95%	93%
Teacher turnover rate	3%	5%	5%	0%	14%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

93% 2003-2004 Teacher Attendance due to maternity leaves and extended ilness.

14% 2003-2004 Teacher Turnover Rate due to retirements and leaves for maternity.

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

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

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

PART III - SUMMARY

The September 4, 1896 edition of the Cranbury Press described the newly built Cranbury School as a brick building, with a tower to overlook the whole town, and for the purpose of a first class grade school, and for the benefit of the whole town. More than one hundred years later, Cranbury School still occupies the same physical location and continues to serve as a centerpiece of the community. Cranbury School strength lies in the belief that an exemplary education focuses on the students, and the district prides itself on the school steadfast commitment to achieving academic excellence.

Cranbury School, located in Middlesex County, New Jersey, lies halfway between Philadelphia and New York City. Cranbury Township, historically a rural farming community, has recently become a rural/suburban community. As a pre-K-8 district housed in one school building, our students will not need to change schools until they attend high school. Our K-8 structure fosters a nurturing, supportive atmosphere and establishes an ongoing spirit of collaborative decision-making that serves every student. The school is connected to the Princeton Regional School District in a unique sending/receiving partnership.

According to its mission statement, Cranbury School "is committed to children and will empower them with skills and knowledge through comprehensive, innovative, and diverse educational experiences". Cranbury School offers rigorous core and co-curricular programs of studies and excels in having clear learning outcomes for all students. The staff works collaboratively in developing challenging curricula and clearly articulating the shared high expectations to the students. Special area teachers strive to develop co-curricular activities to support the content areas.
Over the past 12 years, Cranbury School has not only been designated as a National Blue Ribbon School and recognized four times as a benchmark school by Just for the Kids, but our students' scores on the state tests are consistently among the highest in the state. The students participate in challenging cross-curricular activities and have been recognized on the local, state, and national level for excellence.
Cranbury School is a uniquely special place for middle-level students. As part of a K-8 school and a community centered around its school, the middle school program strives to meet the academic, social, and developmental needs of its students. The structure of the school, the strong relationships that exist among teachers, students, families, and the wide array of academic, athletic, and cultural offerings create an exceptional school.

While academic and extra-curricular offerings, community involvement, and the physical plant play a strong role in creating a unique school, it is the relationships between students, teachers, and families which are the heart of the school's identity. Cranbury parents embody the spirit of the school community with their willingness to contribute to their children's development. Parents look for ways to improve their children's overall educational experience. The school is never at a loss for parental involvement and assistance in school activities. Parents perceive the school as the centerpiece of their children's lives, and they are thoroughly committed to being a part of. The community generously supports the school through the volunteer efforts of the Parent Teacher Organization, Municipal Alliance Committee, Cranbury Police Department, school business partnerships, Lions Club, etc. . Volunteers provide countless hours to help students and staff on the playground and cafeteria, and acts as classroom speakers, program organizers, and boosters of co-curricular and interscholastic sports programs.

After one hundred years, the clock tower still overlooks the town, and Cranbury School remains the focal point of a unique community as past and present merge. As reflected in the Cranbury School Mission Statement, the school strives to provide a balanced program that "will provide for the achievement of self-fulfillment and will lead to lifelong learning and productive citizenship, ensuring the physical, social, and emotional well-being of each individual."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Cranbury School consistently demonstrates high achievement in state testing and other measures in mathematics, language arts, and science.

In mathematics, 93% to 99% of students scored proficient or advanced proficient in math, with over 73% of 8th grade students achieving advanced proficiency in 2008. There was an overall rise in the percentage of students in each cohort group examined that reached advanced proficiency from one year to the next in mathematics. Prior to the introduction of the NJASK6 and NJASK7 in 2006, Cranbury's sixth and seventh graders demonstrated high levels of achievement by averaging at the 80th and 90th national percentiles on the Iowa Test of Basic Skills (ITBS).

In Language Arts Literacy, 96% or more of Cranbury School students were consistently proficient or advanced proficient on the language arts literacy portions of the New Jersey state tests, with 100% of 8th grade students achieving proficiency or advanced proficiency in 2008. The two cohort groups that had scores in the tests from 2006-2008 had an overall rise in the percentage of students attaining advanced proficiency from one year to the next in language arts literacy. Prior to the introduction of the NJ ASK6 and NJ ASK7, the two grades averaged at the 80th and 89th national percentiles on the ITBS Reading test.

In science, 97% or more of the Cranbury School students consistently score at the proficient or advanced proficient levels in science, with 100% of eighth grade students reaching proficiency or advanced proficiency on the GEPA Science test in 2008. Students in grades 6 and 7 who took the 2005 ITBS averaged 85th and 73rd national percentiles in science, respectively.

Subgroup Data: As a K-8 school in a one-school district, there are a relatively small number of students in grades 6-8 compared to larger, regional districts. Because of this, many of the subgroups have fewer than 20 members per grade, and are not always shown on NJ public record reports due to student privacy issues. However, subgroup totals for grades 6-8 combined could be tabulated for the 2006 test year for mathematics and language arts tests. The attached chart shows that mathematics scores met or exceeded state requirements for the reportable sized demographic subgroups in Cranbury's middle school grades. As the table indicates, students in the larger subgroups in Cranbury all performed well above what was designated as the state requirement for annual yearly progress in language arts literacy. Additionally, Cranbury School's special education students met or exceeded state requirements for AYP in both 2006 and 2007.

2. **Using Assessment Results:**

Data is continuously analyzed for the purpose of both addressing needs and deficiencies, as well as building on strengths. For example, based upon the New Jersey Performance Assessment Alliance (NJPAA) recommendations and research, a new literacy assessment instrument has been implemented in the language arts area for K-8. Analysis of holistic scoring results, which takes place three times a year, drives instruction and supports changes in the curriculum for the following year. Another example of interdependent collaboration to support change occurs at weekly meetings, when staff members are invited to voice concerns about program, instruction, individual students, discipline, and attendance issues. During the open forum, teachers are encouraged to create action plans to address and resolve these issues. In addition, at departmental meetings, teachers design formative and summative assessments. Rubrics and exemplars are developed for specific assignments to inspire high quality work and to establish clear expectations.

The NJASK and GEPA preparation programs are fine examples of developing programming around the changing needs of the students. Annually, the administration and teaching staff analyze student data and design programs to meet the needs of the middle school population. Teachers' schedules include small group instructional periods to reinforce language arts and mathematics skills.

In the ongoing effort to strive for academic achievement and raise students' performance on state-mandated tests, the language arts instructional council established writing benchmarks for each grade level. Performance assessment tools were developed to evaluate students' writing and drive instruction. A district wide writing portfolio was created to track the strengths and weaknesses of the language arts program and to ensure student proficiency in the various modes of writing. Although an improvement has been shown in the language arts component of the NJ ASK and GEPA test, an analysis of the students' written responses to the writing assessment has led to a discussion about the need for greater K-8 vertical articulation in writing instruction.

3. **Communicating Assessment Results:**

Many of the organizational structures in Cranbury School support and promote change for the purpose of sustaining a learning environment marked by excellence. The operation of the Total Quality Management (TQM) program is primarily designed to address concerns and issues by committee in a formalized way. Representatives from the parent community, student body, administration, and the support and teaching staff are involved in quarterly meetings during which the committee must respond to concerns and propose solutions. Recommendations are researched and implemented accordingly.

School board meetings in Cranbury are open to the public. Stakeholders are invited to express their thoughts and concerns. One school board meeting each year is devoted to the presentation of a report to the public, written by Vice Principal Michele Waldron, that highlights statewide assessment results, outlines annual objectives for achieving assessment success, and presents an action plan for fulfilling those objectives. This report includes a comprehensive overview of assessment results dating back to 1999 and also outlines action plans in the areas of technology, character education, assessment, and literacy. In addition, a letter is sent home to the parents/guardians of all students that presents and summarizes standardized assessment results by grade level.

Results from assessments such as the DRA II and the Learnia benchmark assessment are shared with staff and individual parents. at the Cranbury School staff takes great pride in informing parents both formally and informally. Data from state assessments and other "in-house" data was used to adopt the Univrsity of Columbia Writing Project and the administration reports assessment data at PTO meetings at apporpriate times.

4. **Sharing Success:**

Cranbury School is connected with the Princeton Regional School District in a unique sending/receiving partnership. Representatives from Cranbury's Middle School Mathematics and English Departments regularly attend meetings with Princeton faculty in order to ensure smooth transition and success for the students and to create an environment for dialogue and for the sharing of ideas. Curriculum revision at Cranbury School may occur based upon the expectations of the receiving district.

The school has hosted the Princeton Math Achievement Council, demonstrating the use of technology in the K-8 math curriculum. Cranbury School maintains an active partnership with the South Brunswick school district by collaborating in shared staff development programs.

Staff members also serve on the Language Arts Achievement Council (LAAC), comprised of regular teachers, special education teachers, reading specialists, and the language arts supervisor from Princeton Regional

Schools. The council shares best practices that the two districts currently employ as well as researches nationally recognized best practices. A relationship has also been established with the members of the Princeton Language Arts department who come to Cranbury to observe the Teacher's College method of writing instruction and participate in follow-up discussions.

Cranbury is also represented on the Mathematics Achievement Council that shares math best practices. Recently, members of the math council from Princeton came to observe the use of Smartboards for math instruction.

Cranbury staff members have also shared their expertise with the Princeton and South Brunswick school systems regarding use of the Senteo classroom response system as well as Learnia. Additional work has taken place regarding benchmark assessment in the lower grades.

Administration and staff have presented workshops regarding technology implementation in the humanities at Techspo—a technology-based convention of school superintendents, administrators, and technology specialists throughout New Jersey. The administration has regularly presented and shared ideas as a part of the Profressional Development School Network (PDSN) at The College of New Jersey as well as at roundtable meetings of the County Superintendent.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Casses in sixth, seventh, and eighth grades are departmentalized into science, social studies, math, language arts, and "specials". The schedule includes a double period for 8th grade English, one and half periods for 6th and 7th grade English and mathematics, and alternating double periods for 8th grade science, math, and social studies.

ENGLISH: We emphasize the internalization of language concepts and skills through an integrated program of vocabulary enrichment, writing, literature, and grammar instruction. Students receive a minimum of 350 minutes of instruction per week. In grades 6-8, students study classical authors as well as contemporary multi-cultural authors. Literature circles encourage students to self-level. Students learn to write through the five-step process approach. Daily writing opportunities include “Writer’s Notebook” based on the Columbia Writing Program. Portfolio maintenance engages writers 6-8. District writing benchmark assessments are administered twice a year and enable teachers to target the compositional skill areas in need of enrichment. Writing centers in every classroom foster the concept that every student is a WRITER.

MATH: Cranbury school curriculum provides the opportunity for students to take Algebra I by the eighth grade. Flexible grouping begins in grades 2-3, 4th grade students may take above level math, and by 6th grade students may elect to take math two-years above grade level. Teachers deliver data driven instruction through an inquiry/discovery approach. Last year, a Mathematician-In-Residence visited classrooms with hands-on activities, offered teacher workshops, and presented a “Family Math Night”. Technology enhances instruction through the use of SMART Board, mobile labs, and Study Island. Learnia benchmark tests enable teachers to differentiate instruction. Special education students are integrated and in class support is provided. Math Club, Mathcounts Program (a national competition program) are available for highly capable students, and a morning PLUS Program provides enrichment to struggling learners.

SOCIAL STUDIES: The K-8 curriculum focuses on developing the student’s understanding of themselves as members of a global community. Primary grades focus on developing a historical and geographical understanding of the world, las well as local government and community mindfulness. Middle school students participate in the National Geography Bee and the National Current Events League. Class trips to the National Constitution Center and the Franklin Institute annually, promote enthusiasm for learning.

SCIENCE: The Cranbury School’s K-8 curriculum focuses on biology, earth science and physical science taught through hands-on labs. Intermediate students build upon the science concepts introduced at the primary level. The middle school students participate in an Inquiry based Science Exposition in which they design an experiment, then analyze, present and discuss their data. Members of the scientific community are invited to evaluate and discuss. Ecology/Environmentalism is an important element of the curriculum K-8. Students learn science in a full science lab, greenhouse, courtyard, and computer room. Nature of science and technology, chemistry, physics, geology, astronomy, weather, earth science are spiraled throughout the eight years.

FOREIGN LANGUAGE (K-8): Our foreign language department offers French and Spanish instruction from K-8. The program culminates in an overnight immersion experience. Middle school French students ranked at the State and National Level in the Grand Concourse. The K-5 program focuses on creating positive associations with learning a second language through song, games, skits, miming and visuals. By grade 6, students read from authentic material. In response to the changing school demographics, ESL and ELL programs are now in place.

GIFTED AND TALENTED: Cranbury School includes a wealth of opportunities to address the needs of talented/motivated students through Cognetics, National Mathematics, Language Arts League, National Spelling Bee, John Hopkins CTY Talent Search, Mini-Model Congress, Mathcounts, and student directed morning book clubs for advanced readers.

TECHNOLOGY: See complete overview in Part V. 3. of the application.

ARTS:
The fine arts program includes art class, art club, field trips to museums, and art shows K-8. Students may participate in Concert Band, Jazz Orchestra, Percussion Ensemble, 4th grade Viking, 5th grade Cadette, and 6th grade Colonial Band, Concert and Advanced Choir. In addition to general music offered K-8, we offer instrumental (4-8) and choral music (6-8) programs. The Industrial Arts/Technology class allows students to explore robotics and engage in engineering and design activities.

PHYSICAL EDUCATION/HEALTH: Our curriculum focuses on the development of social skills, physical fitness, safety, healthy lifestyle, positive self-concept, and the identification of personal values. We develop sportsmanship, cooperation and life skills through National and Presidential fitness testing, multi-cultural dance/games, and a wide range of activities. We mainstream adaptive students and have designed our curriculum to enable every learner to achieve success. Community and teacher involvement is fostered through School Spirit Week Volleyball, Harlem Wizards Game, and Drug Free Community Fair.

2a. **(Elementary Schools) Reading:**

The rationale for the approach to reading is based upon a developmental focus ensuring success for every child through differentiated instruction.

The curriculum includes both the Wilson and Orton-Gillingham reading models servicing both classified and non-classified students. Teachers incorporate Kurweil reading and writing, enabling teachers to differentiate instruction and to help students overcome learning challenges. In the primary grades, Cranbury School utilizes a “4 Block” approach to language arts instruction providing daily practice and instruction in every block. This approach covers all areas of reading, fluency, comprehension and engagement. The four blocks are: 1) Working with Words 2) Guided Reading 3) Self-Selected Reading 4) Writing across the Curriculum. Materials include big books, McGraw Hill Anthology, trade books, leveled books (DRA & McGraw). Learning is facilitated through partner reading and small group reading. The curriculum services the challenged learner through BLAST, the replacement program in the resource room, DRA leveled books and other modifications facilitated daily by the teacher. Cranbury School offers a variety of reading opportunities for the gifted reader including the Breakfast Reading Club, and enrichment lessons taught by the gifted and talented teacher. K-3 teachers now use the DRA in order to differentiate instruction for the wide range of reading levels in their classrooms. Learnia 4-8 provides teachers with valuable reading level information for every student, identifying areas of strength and weakness in specific skill areas and providing teachers with focus areas for strengthening comprehension skills. Students learn in both large and small groups. Teachers integrate reading skill instruction with the literature so that students establish a clear purpose for acquiring better comprehension. Cranbury School Library shares its facility with the public library in a unique arrangement. Library staff provide a wealth of activities which promote reading such as book talks, read-alouds, storytelling, book theme displays, special events and contests, and other motivational activities. Students in grades K-5 visit the library weekly for 40 minutes.

3. **Additional Curriculum Area:**

The commitment to technology development at the Cranbury School is unparalleled. Every teacher has a laptop and mobile labs are available for webquests, research and word processing to all classes. In 2008-09 additional laptops were purchased to bring the number of mobile labs up to five. Teacher laptops have allowed teachers and students to research topics via Brain Pop and Netrekker educational subscriptions and other internet tools. Every classroom has been equipped with an LCD projector, camera, media screen, and at least five desktops for student use. The MAC labs in both the primary and intermediate grades invite students to use Garageband application in content areas. Teachers have been able to provide enriched lessons with differentiated instruction and incorporate photo editing, music composition, and productivity tools to enhance lessons and student projects. The use of projectors, video cameras, and SMART boards have enabled teachers to create cooperative learning groups, provide individualized instruction, share short video clips with classes, and create centers with immediate feed back for learning. The recently purchased e-Math books allow teachers to create lessons and provide instruction to best address the students' strengths and needs. In an effort to improve student achievement on state-wide assessments, teachers have explored various assessment programs. The Learnia program is being used as a benchmark assessment for grades 3-8 and Directed Reading Assessment is being used as a reading assessment. The Cranbury School District purchased an online subscription called Study Island as a tool for practice and reinforcement of mathematical skills. From remedial to enrichment, teachers can successfully instruct all students.

4. **Instructional Methods:**

Cranbury School not only provides an integrated and challenging curriculum, but also enables students with the resources they need to succeed. Students who need support receive services in programs before and after school, in resource centers, and within the classroom. Low student-to-teacher ratios, professional development on learning styles, and alternate assessment allow a large percentage of the students with special needs to be mainstreamed. Resource teachers frequently join regular education teachers to teach core-curriculum classes. This inclusion strategy fosters self-esteem and enables students to successfully handle a rigorous curriculum. This co-teaching experience has proved to be one of Cranbury's most successful approaches to supporting students who learn differently. The result is that 42.4% of the special education students are mainstreamed 80% or more of their day into the general education program. The school also offers small group instruction before and after school to help all students score academically proficient. To support the students who have special needs, teachers use SMARTBoards, Kurzweil 3000, FM systems, integrated overhead projection systems, Alphasmarts, and books on tape. The school provides individualized Orton-Gillingham reading instruction servicing both classified and non-classified students. In addition, the school provides physical and occupational therapy and adaptive physical education classes. Based on the individualized needs of students, speech and language services are offered in class or as a pull-out program. Since successful socialization impacts academic achievement, the school encourages students with special needs to be involved in all co-curricular and extra-curricular activities, including athletics, music, performing arts, and interscholastic contests.

5. **Professional Development:**

Teachers are given many opportunities to be rejuvenated through their participation in challenging and stimulating seminars, workshops, and training programs. In addition, the district provides financial support toward graduate level programs. Ten teachers are involved in earning the Masters in Educational Technology degree through Ramapo College with classes offered at Cranbury School.

Training will or have already included in-service days that focus on assessment (Learnia & Directed Reading Assessment), Responsive Classroom, Columbia University writing, Differentiated Instruction, and "Response to Intervention". During the summer of 2008, a week long intensive Columbia training was provided on site. Kathy Schraldi, a Smart Board certified trainer, was brought in for two days to provide training. The February

full day in-service will focus on Collaborative Classrooms with Dr. Matthew Jennings. Other areas of development will include technology, SMART boards, web pages, Backwards Design (Wiggins), and professional learning communities.

In order to maintain the momentum and quality of instruction using the Teachers College (Columbia) Writing Project, in 2009-2010 school year, eight more visitations will be scheduled as part of professional development. Our commitment to training all subject area teachers to be teachers of writing as a part of the writing across the curriculum initiative incorporates a more unified assessment tool (rubric) for all content areas and assists students in developing authentic literacy skills.

Cranbury School, through an ongoing connection with several New Jersey higher education institutions including Rutgers University, The College of New Jersey (TCNJ), and Kean University, disseminates information about workshops and other professional development opportunities to staff. The administration encourages staff to attend the TCNJ Teachers As Scholars program in order to develop more extensive content area knowledge to bring it back to the classroom. The Supervisor of Instruction takes an active role in identifying teachers for SMARTboard training and has facilitated the placement of the boards in 18 classrooms in the building. Within a two year projection period, the entire school will be outfitted with SMART board technology.

6. **School Leadership:**

In June 2007, the Board of Education hired Mr. John Haney as the chief school administrator. He replaces Carol Malouf, who retired after twenty-nine years of service. Ms. Michele Waldron, the Vice Principal, was hired on July 1, 2008.

Ms. Linda Penney, a thirty-year veteran of Cranbury School, serves as Supervisor of Instruction – a position that was created in 2003 in response to a need for program continuity and consistency. Ms. Penney is responsible for the coordination of the Math curriculum, and of the New Teacher Orientation Program, a mandatory program for all first year teachers and support for second and third year teachers. Departmental coordinators in the subject areas of Language Arts Literacy and Technology coordinate the K-8 curriculum to ensure continuity of a school-wide approach to those areas.

Many of the organizational structures in Cranbury School support and promote change for the purpose of sustaining a learning environment marked by excellence. The operation of the Total Quality Management (TQM) program is primarily designed to address concerns and issues by committee in a formalized way. Representatives from the parent community, student body, administration, and the support and teaching staff are involved in quarterly meetings during which the committee must respond to concerns and propose solutions. Recommendations are researched and implemented accordingly.

In an effort to provide a comprehensive program for the special needs students, the Child Study Team is led by Isabelle Perry. In collaboration with teachers and parents, the CST develops and monitors IR&S meetings, 504 plans, and IEP’s in an effort to improve student performance.

Committees exist to continually examine various aspects of the school program. These committees include: Technology, Professional Development, Safety, Security, Nutrition, Literacy, and Curriculum committees. Committees are provided with time during the summer and release time during the school year to develop proposals. Curriculum committees review textbook series and curricula every five years. Approval and budgetary support are given for new materials by the Board of Education.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: New Jersey Assessment of Skills and Knowledge
Edition/Publication Year: 2008 Publisher: Pearson Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	97	94	99	94	97
Advanced Proficient	54	47	45	41	37
Number of students tested	63	72	69	70	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	3	0	0
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100		94	88	100
% Advanced	75		68	50	38
Number of students tested	20		16	8	8
3. (specify subgroup): Special Education					
Proficient	100			86	
Advanced Proficient	60			13	
Number of students tested	15	5	4	15	6
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: 2008 Publisher: Measurement Inc./Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	91	99	97	97	91
Advanced Proficient	14	19	12	1	2
Number of students tested	63	72	69	70	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient					
Advanced Proficient					
Number of students tested	1	0	3	0	0
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient	100		100	100	100
Advanced Proficient	7		18	0	0
Number of students tested	20		16	8	8
3. (specify subgroup): Special Education					
Proficient	87			87	
Advanced Proficient	20			0	
Number of students tested	15	5	4	15	6
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics Grade: 4 Test: New Jersey Assessment of Skills and Knowledge
Edition/Publication Year: 2008 Publisher: Measurement Inc./Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	93	100	99	93	88
Advanced Proficient	54	60	55	51	49
Number of students tested	72	69	75	72	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient	100	100	100	100	
Advanced Proficient	91	88	78	50	
Number of students tested	12	16	9	10	
3. (specify subgroup): Special Education					
Proficient	77	80	93	73	55
Advanced Proficient	39	0	14	27	27
Number of students tested	13	5	14	11	11
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 4 Test: New Jersey Assessment of Skills and Knowledge
Edition/Publication Year: 2008 Publisher: Measurement Inc./Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	97	96	95	92	97
Advanced Proficient	27	22	9	10	8
Number of students tested	71	69	75	72	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	1	0
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient	100	100	100	54	73
Advanced Proficient	46	69	0	0	0
Number of students tested	12	16	9	11	11
3. (specify subgroup): Special Education					
Proficient	75	80	71	55	73
Advanced Proficient	0	0	0	0	0
Number of students tested	12	5	14	11	11
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: 2008 Publisher: Measurement Inc./Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Mar		
SCHOOL SCORES					
Proficient	100	99	95		
Advanced Proficient	30	78	61		
Number of students tested	72	71	74		
Percent of total students tested	99	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	0	0	0	0
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient	100				
Advancd Proficient	71				
Number of students tested	18				
3. (specify subgroup): Special Education					
Proficient	100	100	75		
Advanced Proficient	30	50	33		
Number of students tested	10	13	12		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Please note that the state changed the scoring to a highers standard for the 2007-2008 school year.

The state implemented this assessment for the 2005-2006 school year.

Subject: Reading Grade: 5 Test: New Jersey Assessment of Skills and Knowledge
Edition/Publication Year: 2008 Publisher: Measurement Inc./Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Mar		
SCHOOL SCORES					
Proficient	92	100	99		
Advanced Proficient	20	20	15		
Number of students tested	73	71	74		
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				
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	94				
% Advanced	28				
Number of students tested	18				
3. (specify subgroup): Special Education					
Proficient	60	100	92		
Advanced Proficient	0	17	0		
Number of students tested	10	12	12		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Please note that the state changed the scoring for this test to a more stringent standard for the 2007-2008 version.

This assessment was implemented by the state for the 2005-2006 school year.

Subject: Mathematics Grade: 6 Test: New Jersey Assessment of Skills and Knowledge
Edition/Publication Year: 2008 Publisher: Measurement Inc./Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Mar		
SCHOOL SCORES					
Proficient	95	99	97		
Advanced Proficient	48	56	49		
Number of students tested	69	74	74		
Percent of total students tested	100	99	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	1	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient					
Advanced Proficient					
Number of students tested	2				
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100				
% Advanced	63				
Number of students tested	8				
3. (specify subgroup): Special Education					
% Proficient plus % Advanced	100	91	90		
% Advanced	27	18	20		
Number of students tested	11	12	10		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Please note that the state changed the scoring on this assessment to a higher standard for the 2007-2008 school year.

This assessment was implemented during the 2005-2006 school year.

Subject: Reading Grade: 6 Test: New Jersey Assessment of Skills and Knowledge
Edition/Publication Year: 2008 Publisher: Measurement Inc./Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Mar		
SCHOOL SCORES					
Proficient	97	96	97		
Advanced Proficient	31	31	31		
Number of students tested	68	74	74		
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				
2. Racial/Ethnic Group (specify subgroup):					
Proficient	88				
Advanced Proficient	13				
Number of students tested	8				
3. (specify subgroup): Special Education					
% Proficient plus % Advanced	82	75	92		
% Advanced	0	0	0		
Number of students tested	10	10	10		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The state changed the scoring to higher standards for the 2007-2008 school year.

The state implemented this test for the 2005-2006 school year.

Subject: Mathematics Grade: 7 Test: New Jersey Assessment of Skills and Knowledge
Edition/Publication Year: 2008 Publisher: Measurement Inc./Pearson Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Apr	Mar		
SCHOOL SCORES					
Proficient	77	99	90		
Advanced Proficient	31	55	54		
Number of students tested	72	78	72		
Percent of total students tested	100	99	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	1	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1				
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient	100				
Advancd Proficient	73				
Number of students tested	11				
3. (specify subgroup): Special Education					
Proficient	77	90	61		
Advanced Proficient	31	10	15		
Number of students tested	13	11	13		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Please note that the state changed the scoring to a higher standard for theb 2007-2008 school year.

This assessment was implemented by the state for the 2005-2006 school year.

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

Edition/Publication Year: 2008 Publisher: Measurement Inc./Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar		
SCHOOL SCORES					
Proficient	93	99	96		
Advanced Proficient	47	40	24		
Number of students tested	72	78	72		
Percent of total students tested	100	99	100		
Number of students alternatively assessed	0	1	0		
Percent of students alternatively assessed	0	1	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1				
2. Racial/Ethnic Group (specify subgroup):					
Proficient	91				
Advanced Proficient	64				
Number of students tested	11				
3. (specify subgroup): Special Education					
Proficient	69	90	85		
Advanced Proficient	8	0	0		
Number of students tested	13	11	13		
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Please note that the state changed the scoring for this assessment to a higher standard for the 2007-2008 school year.

This assessment was implemented for the 2005-2006 school year.

Subject: Mathematics Grade: 8 Test: New Jersey Assessment of Skills and Knowledge
Edition/Publication Year: 2008 Publisher: Measurement Inc./Pearson Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	98	93	95	96	98
Advanced Proficient	73	69	72	53	76
Number of students tested	79	73	81	73	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0				
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced	100				
% Advanced	85				
Number of students tested	20				
3. (specify subgroup): Special Education					
Proficient	89	61		100	89
Advanced Proficient	44	23		33	23
Number of students tested	9	13	8	15	8
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 8 Test: New Jersey Assessment of Skills and Knowledge
Edition/Publication Year: 2008 Publisher: Measurement Inc./Pearson Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient	100	96	96	97	98
Advanced Proficient	30	26	36	21	21
Number of students tested	78	73	81	73	63
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient					
Advanced Proficient					
Number of students tested	0				
2. Racial/Ethnic Group (specify subgroup): Special Education					
Proficient	78	77		93	89
Advanced Proficient	22	15		20	0
Number of students tested	9	13	8	15	9
3. (specify subgroup): Asian					
% Proficient plus % Advanced	100				
% Advanced	45				
Number of students tested	20				
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: