

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Frank Vanalesti

Official School Name: Ocean Gate Elementary School

School Mailing Address:
126 West Arverne Avenue
P.O. Box 478
Ocean Gate, NJ 08740-0478

County: Ocean State School Code Number*: 050

Telephone: (732) 269-3023 Fax: (732) 269-9777

Web site/URL: http://www.oceangateschool.net/Ocean Gate School Home Page.html E-mail:
fvanalesti@oceangateschool.net

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. Frank Vanalesti

District Name: Ocean Gate School District Tel: (732) 269-3023

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. Rita (Peggie) Law

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.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba

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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- | | |
|----------|-------------------------------------|
| | 1 Elementary schools (includes K-8) |
| | Middle/Junior high schools |
| | High schools |
| | K-12 schools |
| 1 | TOTAL |

2. District Per Pupil Expenditure: 13308

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. 4 Number of years the principal has been in her/his position 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	5	9	14	6	11	6	17
K	14	11	25	7			0
1	13	17	30	8			0
2	10	13	23	9			0
3	7	8	15	10			0
4	11	7	18	11			0
5	10	8	18	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							160

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
3 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % 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: 19 %

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.	18
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	30
(4)	Total number of students in the school as of October 1.	161
(5)	Total transferred students in row (3) divided by total students in row (4).	0.186
(6)	Amount in row (5) multiplied by 100.	18.634

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: 51 %

Total number students who qualify: 81

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: 12 %

Total Number of Students Served: 19

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>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>2</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>2</u>	<u>0</u>
Classroom teachers	<u>7</u>	<u>3</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>0</u>	<u>0</u>
Total number	<u>19</u>	<u>3</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 10 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	94%	93%	93%	94%
Daily teacher attendance	100%	100%	100%	100%	98%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Our Pre-K students show a trend of higher absences than the other grade levels. We have a full-day Pre-K and some of the 3 and 4 year olds are too young to make a full day until later on in the school year. We also had more flu-like illness in 2007 and 2008 than in the recent years but remain near the State average.<

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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> </u>	%

PART III - SUMMARY

Small but mighty is a good way to describe the Ocean Gate School, a distinction that is well deserved as we continue to demonstrate excellence that can only be provided in a small-school district. Our seaside community has preserved the special, small-town lifestyle. This intimate environment of faculty, staff, administration and parents working together to nurture the whole children, works to not only enhance a child's educational experience, but to provide an elementary experience that is second to none, the mission that we strive for each and every day. Just ask any student and they will tell you just how special our school is to them. We educate approximately 160 students in a full-day, Pre-K through grade 6 school. We offer specials such as world language, art, music and technology along with specially designed literacy/math intervention courses for students. We provide mostly inclusion classes for special needs students in the least restrictive environment but also offer a full array of services. We offer Book Exchange, Reading Buddies, Scholastic Reading and a pull out enrichment program, while also differentiating instruction in every classroom.

Last year at our annual Grandparents/Senior Citizens Day, visitors met with us for lunch and then toured our unique one-room school house, built in 1914, which is still in operation. One gentleman described how he had kept his soup warm on the old coal stove that heated the building in the 1920's. Another explained how he had learned with children across a wide age span. Our Mayor and council, teachers, principal and many community members all come together for events such as the Founders Day celebration. There school children decorate clam shells and our principal plays music with his band. July 4th, our school band plays music at the annual parade. Holiday caroling by the chorus takes place at the tree lighting ceremony. All teachers and students perform a holiday concert for the whole town every year. Vets and their spouses share experiences with students for Veterans Day. The Historical Society opens its museum doors for our students and they use it as a classroom.

Many of the students who attend our school are economically disadvantaged and from single parent families. They overcome adversity each day and appreciate the unique, wholesome environment known as the Ocean Gate School. The teachers here are a special breed who care deeply about each child and follow their education throughout the grades. As a result, students from all backgrounds have a better chance for success. The last several years can be defined as banner years for the Ocean Gate School District. Our special little school received acclaim in the Asbury Park press for high student achievement as a record number of our students have passed the NJASK examination. We were ranked in the highest echelon in the state of New Jersey among students in our demographic or District Factor Group (DFG), Group B. Once again our students made Adequate Yearly Progress (AYP) and of particular significance, is the extraordinary number of our students who passed the NJASK Science portion, with 100% passing and 75% in the Advanced Proficient range. We are also proud of our sixth grade graduates who perform extremely well in middle and high school as compared with their peers from other districts. Each morning we begin the school announcements the flag salute but then our children also sing a chant about the pride they have in their school. This is why our school has come to be known as The Ocean Gate School Family. We don't just say we are a family; we all experience it firsthand.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

As part of its emphasis on raising academic standards, the New Jersey Department of Education changed its statewide testing program to a more rigorous test of Language Arts Literacy and Mathematics at grades 5 and 6 during the 2007-08 school-years, and at grades 3 and 4 in 2008-09. It is important to note that the redesigned NJ ASK for LAL and mathematics differ significantly in terms of item type, passage length, and testing time. Therefore direct comparisons of student performance across these tests are inappropriate. This so called "Standard Setting" has implications for AYP affecting every school district in New Jersey as it changed the previous definition of Proficient. The NJDOE uses something called "Cut Scores" which represent a higher level of mastery in order for students to be considered at least Proficient. Therefore, not only did the examination change but the performance targets changed for all tested grades. According to the State of New Jersey's Commissioner of Education, the impact of the 2007 to 2008 passing rates were from 89% passing down to 61%.

The current standard for passing Mathematics in grades 3-5 is 66.

The current standard for passing Language Arts in grades 3-5 is 59.

The current standard for passing Mathematics in grade 6 is 61.

The current standard for passing Language Arts in grade 6 is 72.

Our District has demonstrated significant gains each year. This was demonstrated beginning in 2006-07 when 100% of our students passed the mathematics portion of the NJASK in grades 3, 4, and 5. That year, 75.6% of students were advanced proficient in grade 3 ranking our school in the top 6 in New Jersey in grade 3. This trend continued with increases well above AYP in every grade.

In 2007-08 Standard Setting occurred in grades 5 and 6 changing proficiency rates and AYP levels, yet we continued to make AYP benchmarks in those grades affected. We scored from 95 to 100% proficiency in the unaffected grade levels.

One major trend we see in 2009 is that after Standard Setting and State AYP adjustment in all tested grades, a greater percentage of passing students were in the Advanced Proficiency range, particularly in grade 4. Most notable is that of the 100% of students who passed the Science portion, 75% of those were in the Advanced Proficient range. However, in grade 3 in Language Arts Literacy only 40.9% of students passed that year. An analysis of sub groups shows that of the 22 students were tested. Of the Partially Proficient students in that grade, 6 were Economically Disadvantaged, 3 were special education with 2 on the Autistic Spectrum, 2 were Black/ African American and 11 were White. Of that group, 8 were Title 1. Since we have some transient population, Of those students who failed, 4 moved into our district after July 1 of that year and therefore do not count towards AYP. They have already moved out of district. Due to the small sizes in our district, class makeup and demographics can vary widely from year to year causing great differences in grade level test results. Many students who may not make the "proficient cut off" have missed the bar by only a few points. Small class size and having only one class on each testing grade level, means that individual results have a great impact on the total results. Given the community makeup, outside influences also impact test results.

A comparison of scores by grade level shows consistent improvement each year, even with the introduction of new tests. Passing rates are much higher than state averages as compared to other schools in our demographic.

The only time our scores appear to drop is when the state changes the format and did Standard Setting. More importantly but less visible on the assessment data charts is the fact that when we follow each students individual progress from grade to grade, students who have consistently attended our school show improvement each year, even if they did not meet assessment goals.

<http://www.state.nj.us/education/educators/assessment.htm>

<http://www.nj.gov/education/title1/accountability/ayp/0910/>

2. **Using Assessment Results:**

The Ocean Gate School utilizes several instruments and a variety of tools to gather information for making informed decisions on student outcome results in order for them to achieve success. This includes demographic data, attendance/mobility data, benchmark assessments and the personal knowledge attained by working in a small school.

First, Cluster Analysis takes place as students are given samples that mimic state exams. Teachers monitor strengths and weaknesses of the NJASK cluster areas. In the Language Arts Literacy Area, we review “analyzing text, expository tasks, and Reading, persuasive writing, and working with text” in Language Arts Literacy. In Mathematics, we look at “number analysis, geometry, problem solving, patterns and algebra, discrete mathematics, probability and data analysis”. The administration uses data collected to make decisions about academic programming, placement, remediation, tutorial, scheduling, teacher assignments and professional development needs. Teachers use the data to provide each child with instruction that meets their individual needs. Decisions as to instructional methods, modifications, small grouping arrangements, and instructional materials are based upon the specific needs of each individual student.

Sub Group Analysis takes place as each sub group is reviewed once NJASK results are received. Due to our District’s “Inclusive” philosophy, students are educated in the least restrictive environment. All subgroups are in a regular educational setting for the majority of the day and are exposed to similar instruction and curriculum. Pull-out, supplemental, and resource room replacement is done on a limited basis. This approach has special education students at an advantage as evidenced by the high percentage of students in this subgroup who pass the NJASK, as compared with their peers. The Economically Disadvantaged Subgroup is the only subgroup where we have significant numbers for validity. In this subgroup, we perform well in the Proficient range and have met AYP. However, student mobility remains an issue.

3. **Communicating Assessment Results:**

The Ocean Gate School prides itself on communication with stakeholders, community outreach, and participation in the educational process. At each Back To School Night, the CSA/Principal, Mr. Vanalesti, reminds parents that “The single most important thing you can do for the education of your children is to get involved”. He exemplifies this through continual community involvement. Some of the more traditional ways of communicating student performance are carried out through report card dissemination and progress reports. But, due to our small size and the fact that we are a walking school district, parents have a direct link to their child’s teacher each morning at drop off and again at dismissal time. Parent/Teacher conferences are held at several intervals throughout the year and periodic school news-letters and messages are sent home. Students and their families are kept informed in every grade level by their teachers in a variety of ways. The news media annually posts test results and our principal/superintendent takes the time to explain the results of the NJASK to all the parents in Ocean Gate so that they understand the information that is presented to them.

4. **Sharing Success:**

The Ocean Gate School District's Board of Education, administration, staff, parents and students are elated to have been nominated for the prestigious Blue Ribbon Schools Award. For a small district like ours, with so many hurdles, it would be a dream come true if we were to attain this recognition. Although we may be small, we are mighty. We pride ourselves in being a great little ship surrounded in a sea of larger schools.

Administration is in constant communication with representatives from larger school districts who have asked us "how we did it?" We meet monthly at county-wide curriculum round table meetings to share curriculum and assessment models, as well as Small School Consortium meetings regularly. Our school has worked hard to improve assessment scores and continue to communicate every success. We also work directly with several universities providing pre-service teachers with mentoring and classroom experience. Our school works with an organization known as "Standard Solutions" to focus on student test strategies, instructional practices and data collection. This past year we hosted a tea party for curriculum directors and principals from other districts to share our success story and our strategies. Should we attain Blue Ribbon Status we would do so once again.

Our entire community has been made aware of the fact that we have been nominated for this prestigious award. The Mayor has placed a congratulatory comment about our nomination on the local television channel. Should we attain Blue Ribbon Status, immediate press releases would be sent to all state news media and television. As a past district-level public relations coordinator, our principal will generate great press coverage to all print media as well as professional organizations such as the NJASA, ASCD, The New Jersey School Boards Association and the NJEA.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Ocean Gate Curriculum is directly aligned with the recent NJ Content Standards in all content areas. Instruction uses whole class instruction and small group or individualized instruction that addresses the needs of individual students in achieving the progress indicators. Instruction and materials are also designed to infuse interdisciplinary connections and appropriate use of technology, as well as to provide opportunities for students to learn career and life skills and develop an awareness of the multi-cultural nature of society. Currently, all special needs and 504 students receive the same curriculum/instruction as their regular education peers in the regular education setting with very limited pull-out for replacement or supplemental instruction. This is also the case for students identified as in need of Basic Skills, who experience supplemental intervention courses in Math and Reading. All students are all challenged to perform at their best and expected to learn the curriculum being presented. Our grading criterion is set higher than the traditional calculation which also raises the bar.

The Mathematics Curriculum is designed to enable all students to acquire the skills, understandings, and attitudes that they will need to be successful in their daily lives. We require a learning environment in which all students fully participate and take responsibility for their learning; they actively question, create and help decide what to do. Students regularly use manipulatives, calculators, and computers as important tools of learning. They frequently work together, sharing and discussing ideas. Students are required to reflect on their thinking both orally and in writing. Assessment is integrated into instruction as it focuses on what students can do rather than on what they do not know or cannot do.

Our Language Arts Literacy Curriculum requires that literacy skills are addressed, taught and reinforced in all content areas, as appropriate to the content and activity. The curriculum further requires that students be provided instruction with text materials that are appropriately complex for the age and ability level of the learner.

The instructional focus of our Science Curriculum is to ensure that our students learn enough science to assume their role as concerned citizens, equipped with necessary information and decision-making skills. Instruction reflects the understanding that science is not merely a collection of facts, and theories, but a process: a way of thinking about and investigating the world we live in.

Our Social Studies Curriculum is designed to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible citizens and contributing members of their communities. Instruction includes interdisciplinary connections between the four areas of history, geography, civics and economics, as well as cross grade-level and community based activities. One example would be the creation of a Walking Tour of our community in cooperation with our local Historical Society.

The expectation of our Arts Curriculum is that all students communicate at a basic level in each of the four arts disciplines; dance, music, visual arts and theatre. While all students participate in our music program, students in grades three through six have the opportunity to voluntarily participate in instrumental music instruction. Emphasis is placed on rhythm, notation, form, expressive qualities, appreciation and harmony. Visual Arts instruction is provided to all students with an emphasis on using imagination to respond to and create art, exploring themes in art, and identifying and utilizing the principles of emphasis, proportion, balance, harmony and unity. In addition, we offer students in grades 3 through 6 the opportunity to participate in an annual musical play as an extracurricular activity.

Our World Language program is designed to enable students to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. Our instructional focus is on the Spanish language and culture, and is provided through direct classroom instruction and individualized computer based instruction in both the spoken word and with written language skills.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Our school-wide reading program is fully integrated as reading and writing are utilized in all content areas. By design, instruction is provided in all content areas as a mixture of whole class instruction, as well as small or leveled groups. In addition to the classroom based instruction, identified students are provided with supplemental, targeted instruction or limited, individualized replacement instruction. Our teachers build word knowledge and teach skills and strategies for word analysis such as; phonemic awareness, phonics, word recognition, structural analysis, context clues, vocabulary and comprehension. We routinely monitor and assess the reading levels and progress of individual students as ongoing evaluation directs and informs instruction. Teachers self-reflect and collaborate during articulation meetings on instructional practices and student progress. Students have daily opportunities for sustained silent or oral reading at their own level to increase their fluency and vocabulary. Using a range of genres, students are given opportunities to apply comprehension strategies such as; making and confirming predictions, visualizing, summarizing, drawing inferences, making connections, and self-monitoring.

Classroom libraries present students with opportunities to immerse themselves in a wide range of high-interest fiction and non-fiction books at developmentally appropriate reading levels. We chose not to have one single core text series for the entire school. Instead, we use a combination of instructional programs such as, the Houghton Mifflin Invitations to Literacy Program, Reading Street Intensive Reading Intervention Program, Guided Reading programs, the Edmark Reading Program and leveled- reading books.

Student growth and improvement is monitored using the Scholastic Reading Inventory, Dynamic Indicators of Basic Early Literacy Skills, Phonological Awareness Skills Test, and the Literacy 1st Assessment. While the expectation of yearly Lexile growth is 75 – 100 points, the average Lexile growth of students assessed is 142.17 points per year. Since we moved to this research-based approach in reading instruction, State test results demonstrate significant and steady growth. Since the year 2005, reading clusters, particularly in the difficult growth areas of analyzing text and vocabulary have shown improvement. In addition, data also demonstrates that 80% of students identified as two grade levels below in reading, read at or above grade level within one to two years after attending Coaches Corner, our Basic Skills reading component.

3. Additional Curriculum Area:

Within our school, we have developed a variety of hands-on experiences which incorporate all aspects of our science curriculum and the NJCCCS. Current events give us opportunities to create many of our lessons. The curriculum enables us to include home science experiments in grade 4, an independent computer science program on Study Island, explorative class trips to Insectropolis and Island Beach State Park, and environmental awareness programs. Students use an innovative science program and laptop computers to interact with classrooms in other states. They are involved in science/health based plays performed for the entire community, environmental projects in our enrichment program, and a recycling mural project created by our Art Club.

As a small, bayside community that has committed itself to “Going Green.” This philosophy has extended to our school. Assembly programs included an environmentalist who demonstrated the importance of rainwater run-off and its impact on the community. Another fostered the awareness of electric and gas energy conservation in their homes.

One of the most significant contributions to our students' science awareness has been the installation of a wind turbine in our town. The entire school was involved as we're the first town in New Jersey to use wind power for our municipal complex. The students were involved with the dedication and one of our students received an award for naming the turbine GALE (Great Americans Love the Environment). Last year, 100% of our students passed the science portion of the NJ ASK, with 75% scoring advanced proficient.

The Ocean Gate School learning environment has afforded us the opportunity to create programs that meet students individual needs, make smooth instructional transitions from one grade to the next, and motivate students and teachers to incorporate learned scientific concepts into their everyday lives. Ocean Gate believes that students invested in learning, are learning for life.

4. Instructional Methods:

Instructional methodology focuses on meeting the needs of each individual student where they are in the inclusive setting. At the core of our program is the use of small, flexible, group instruction, while providing students with the opportunity to achieve mastery of each concept. First, we use a variety of assessment instruments such as the DIBELS to identify every student's ability level, skill level or readiness. Based upon Bloom's taxonomy we adjust questions and assessments with student ability levels. We provide alternative activities for the student who has already mastered curriculum content. Assignments are tiered based on essential understanding of key skills needed to acquire. Students who require individualized instruction may receive help from a support teacher. They are also paired with a reading buddy, as we find both students profit from the experience. We also observe learning styles and look at what motivates each individual child.

All of our classrooms incorporate the use of small teacher-lead "Learning Centers" where students are able to work at their own levels at an appropriate manageable pace. An example of how we employ these strategies would be a small group of 3 struggling readers in Grade 2. Students work toward the goal of segmenting three-phoneme words into individual phonemes, although they may need some prerequisite skills first. In addition, they learn letter-sound correspondence and directly practice blending letter sounds in words. Students read both phonetically regular and high frequency words so that they can read sentences as quickly as possible. Word meaning is emphasized during instruction. Some students may need intervention in addition to the instruction they are receiving during this reading block.

Some independent student center activities might include:

- Letter-Sound Bingo Students play an initial sound bingo game
- Say It Now where students make words by playing an onset and rhymes game.

5. Professional Development:

The District Professional Development program is focused on ensuring that our teachers understand what the state requires students to know, what they need to understand and do at each grade level, while providing teachers with the tools to enable them to assist each child in meeting those goals. The district program emphasizes the utilization of high-performing professionals who formally communicate with their peers using regularly scheduled cross grade level articulation meetings, curriculum mapping activities, school-wide professional development seminars and data analysis. This is in conjunction with providing opportunities for all staff to identify specific areas of need, either for current or future students, and attend workshops or training that address those needs, and then allowing the sharing of information that is received.

By focusing on the NJ state standards and communication between all staff members, we feel that we have created a learning community where lesson plans, ideas, suggestions and support flow freely between teachers, staff and administration. This communication allows for consistency across grade levels, and allows

teachers to begin to work with the students on their level from the first day of school, maximizing the instructional time for each student. The impact on student achievement is demonstrated by the fact that when we monitor student progress from grade to grade, we see consistent improvement, even if some students do not meet the state goals. Ocean Gate's teachers are serious about student achievement and hold themselves accountable for student test results.

Recent activities have included sending teachers to outside workshops to learn more about individualizing math instruction to maximize student achievement, in-house sessions with a consultant to review student work products in Language Arts Literacy, and cross grade level and cross curricular articulation meetings to address individual student needs and ensure coordinated instruction in all classrooms.

6. School Leadership:

Our district is blessed with very simple leadership structure consisting of one level of administration between the teaching staff and the Board of Education. Our Chief School Administrator, Mr. Frank Vanalesti, is both our principal and superintendent. Our business administrator's office and the Board of Education office are located in the main section of our school, as is our Child Study Team. The physical proximity alone creates an environment where all who are employed here work together closely. This is demonstrated by the fact that our CSA has an open door policy, which allows any member of the staff to go "directly to the top" regarding any concerns or problems.

Our CSA/principal views his role as one of a facilitator, who meets with the staff on a regular basis, works with community leaders on both in school and out of school programs and issues. He and our Board of Education members encourage the teaching staff to actively participate in policy and academic decision making, and welcome community feedback and support. He is an instructional leader who is highly attuned to student achievement and because of our small size; he is able to focus on the needs of individual students. He initiated a successful NJASK, professional development program that has helped to dramatically increase our test scores.

Because of the strong level of communication between the teaching staff and our CSA the district has been able to quickly adapt to the needs of our students to ensure that student achievement continues to rise. This has included updating our science programs, creating and implementing supplemental and replacement programs for special education students, and the creation of Mathematics and Literacy intervention courses. He also facilitated use of a consultant who has assisted in viewing student achievement progress from a different perspective.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NJ ASK 3

Edition/Publication Year: 2008-2009/2003-2005

Publisher: Measurement Inc./EDS Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Apr	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	86	96	100	94	86
% Advanced	27	35	77	47	43
Number of students tested	22	23	17	17	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	4	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		91			
% Advanced		27			
Number of students tested		11			
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

As suggested by the instructions, we are not able to report many subgroup testing results but an occasional socioeconomically disadvantaged sub group. This is due to the fact that each sub group contains less than 10 students per grade level. More sub group information is available in the "Assessment Results" section. New Jersey state "Standards Setting" and "Cut Scores" changed test results in 2007 and again in 2008 so one can't compare data with prior years as exam and scoring was changed.

Subject: Mathematics

Grade: 3 Test: NJ ASK 3

Edition/Publication Year: 2008-2009

Publisher: Pierson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Apr	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	86	96	100	94	86
% Advanced	27	35	77	47	43
Number of students tested	22	23	17	17	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1			
Percent of students alternatively assessed	0	4	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		91			
% Advanced		27			
Number of students tested		11			
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3

Test: NJASK3

Edition/Publication Year: 2008-2009/2003-2005

Publisher: Measurement Inc/ETS - Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Apr	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	41	100	100	95	93
% Advanced	0	0	6	12	7
Number of students tested	22	23	17	17	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		100			
% Advanced		0			
Number of students tested		11			
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

As suggested by the instructions, we are not able to report many subgroup testing results but an occasional socioeconomically disadvantaged sub group. This is due to the fact that each sub group contains less than 10 students per grade level. More sub group information is available in the "Assessment Results" section. New Jersey state "Standards Setting" and "Cut Scores" changed test results in 2007 and again in 2008 so one can't compare data with prior years as exam and scoring was changed.

Subject: Mathematics

Grade: 4

Test: NJ ASK 4

Edition/Publication Year: 2008-2009/2003-2005 Publisher: Measurement Inc/ETS Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Apr	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	75	100	100	87	60
% Advanced	35	55	8	20	8
Number of students tested	20	20	13	15	26
Percent of total students tested	100	100	100	100	92
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	77				
% Advanced	33				
Number of students tested	10				
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4

Test: NJ ASK 4

Edition/Publication Year: 2008-2008/2003-2005

Publisher: Measurement Inc/ ETS Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Mar	Mar	Apr	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	75	95	77	67	60
% Advanced	5	0	0	0	4
Number of students tested	20	20	13	15	26
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	78				
% Advanced	6				
Number of students tested	10				
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

As suggested by the instructions, we are not able to report many subgroup testing results but an occasional socioeconomically disadvantaged sub group. This is due to the fact that each sub group contains less than 10 students per grade level. More sub group information is available in the "Assessment Results" section. New Jersey state "Standards Setting" and "Cut Scores" changed test results in 2007 and again in 2008 so one can't compare data with prior years as exam and scoring was changed.

Subject: Mathematics

Grade: 5

Test: NJ ASK 5

Edition/Publication Year: 2006,2007/2007-2009

Publisher: Measurement Inc Riverside/Measurement Inc

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	75	100	100	68	
% Advanced	25	29	23	4	
Number of students tested	20	17	13	27	
Percent of total students tested	100	100	100	92	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

As suggested by the instructions, we are not able to report many subgroup testing results but an occasional socioeconomically disadvantaged sub group. This is due to the fact that each sub group contain less than 10 students per grade level. The NJASK 5 was not given prior to March 2006.

Subject: Reading

Grade: 5

Test: NJASK 5

Edition/Publication Year: 2006,2007/2007-2009

Publisher: Measurement Inc Riverside/Measurement Inc

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	85	65	100	80	
% Advanced	0	0	16	4	
Number of students tested	20	17	13	27	
Percent of total students tested	100	100	100	92	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

As suggested by the instructions, we are not able to report many subgroup testing results but an occasional socioeconomically disadvantaged sub group. This is due to the fact that each sub group contains less than 10 students per grade level. More sub group information is available in the "Assessment Results" section. New Jersey state "Standards Setting" and "Cut Scores" changed test results in 2007 and again in 2008 so one can't compare data with prior years as exam and scoring was changed.

The NJASK 5 was not given prior to March 2006.

Subject: Mathematics

Grade: 6

Test: NJ ASK 6

Edition/Publication Year: 2006,2007/2007-2009

Publisher: Measurement Inc Riverside/Measurement Inc

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	90	93	69	58	
% Advanced	32	39	19	8	
Number of students tested	19	13	26	26	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

As suggested by the instructions, we are not able to report many subgroup testing results but an occasional socioeconomically disadvantaged sub group. This is due to the fact that each sub group contain less than 10 students per grade level. The NJASK 6 was not given prior to March 2006. Please see Assessment Results section for mrea subgroup information.

Subject: Reading

Grade: 6

Test: NJ ASK 6

Edition/Publication Year: 2006,2007/2007-2009

Publisher: Measurement Inc Riverside/Measurement Inc

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	79	69	85	62	
% Advanced	5	0	8	0	
Number of students tested	19	13	26	26	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

As suggested by the instructions, we are not able to report many subgroup testing results but an occasional socioeconomically disadvantaged sub group. This is due to the fact that each sub group contains less than 10 students per grade level. More sub group information is available in the "Assessment Results" section. New Jersey state "Standards Setting" and "Cut Scores" changed test results in 2007 and again in 2008 so one can't compare data with prior years as exam and scoring was changed.

The NJASK 6 was not given prior to March 2006.