



## PART I - ELIGIBILITY CERTIFICATION

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11NJ1

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

11NJ1

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 3 Elementary schools  
 (per district designation) 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
5 Total schools in district
2. District per-pupil expenditure: 13843

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	35	12	47		<b>6</b>	0	0	0
K	34	28	62		<b>7</b>	0	0	0
1	35	23	58		<b>8</b>	0	0	0
2	30	21	51		<b>9</b>	0	0	0
3	10	15	25		<b>10</b>	0	0	0
4	12	10	22		<b>11</b>	0	0	0
5	25	13	38		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>303</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
3 % Black or African American  
18 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
77 % 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 2009-2010 school year: 16%

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, 2009 until the end of the school year.	29
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	44
(4)	Total number of students in the school as of October 1, 2009	273
(5)	Total transferred students in row (3) divided by total students in row (4).	0.16
(6)	Amount in row (5) multiplied by 100.	16

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 12%  
 Total number of students who qualify: 36

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 37%  
 Total number of students served: 111

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>12</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>14</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>3</u> Multiple Disabilities	<u>48</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>6</u>
Paraprofessionals	<u>34</u>	<u>0</u>
Support staff	<u>3</u>	<u>4</u>
Total number	<u>69</u>	<u>10</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: 14:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	95%	96%
Daily teacher attendance	95%	95%	94%	98%	95%
Teacher turnover rate	7%	24%	6%	7%	14%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Maternity leaves and retirements were responsible for the 24% teacher turnover rate in 2008-2009.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	_____ <b>0%</b>

Jefferson Elementary School -- Leading the Way in Education for *All* Students

Jefferson Elementary School is a comprehensive primary school that leads the way in education excellence. Perhaps its most unique feature is that it has fostered a highly successful primary special education program, with 36.6% of the 303 student population classified for special education services. Although it is the sending school for the district for the Autism program and Preschool Disabilities (PreK) programs, Jefferson has an outstanding K-5 instructional program for regular education students as well.

The preschool through fifth grade program encompasses four PreK Disabilities sections, and two Learning/Language Disabilities (LLD) classes for each grade level: Kindergarten, first and second grade. Resource Center, Basic Skills Instruction (BSI), and speech, occupational and physical therapies are also provided. Jefferson also has three PreK Applied Behavior Analysis (ABA) classes for students with autism, and Special Teaching for Exceptional People (STEPS) for students ages 5-9 years old with autism. The goal of the school's special education program is to hopefully actualize the potential of its students. The regular education program prepares our students to become independent thinkers and decision makers and to have the ability to readily accept and embrace change in a global situation. Our goal also embraces the idea that our inclusion program will foster acceptance of all individuals and create life-long learners who will grow to become independent, responsible citizens.

Jefferson students lead the way in scoring significantly higher than the state levels of achievement. The Jefferson School students have surpassed the challenge goals set forth by their teachers. Using the Core Curriculum Content Standards as a guide, the staff and administration are constantly engaged in the development of enhancing teaching practices and fostering the principles of dynamic classroom environments. Our staff is comprised of a dedicated group of educators who have always placed the students as their top priority. New and creative ideas are constantly employed to actualize the potential of the students. The district has instituted Learnia, a computer-based assessment tool, to help in determining areas of need for preparation for the NJ ASK tests.

The Jefferson School Family, which consists of students, teachers, support staff, parents and administrators, work together to create a unifying bond that makes all endeavors fun and exciting. Character Education is woven into the tapestry of life, whereby all members of the Jefferson community share in the heartwarming experience of helping people. With the guidance of the Parent Teacher Organization (PTO) students aided in a Thanksgiving Food Drive for and Holiday Toy Drive for the underprivileged children.

Character Education Program also bonds older students and younger students. The fifth graders often assist the younger children in various school-wide projects. Our Book Buddy program enables fifth grade students to read to first graders. Students from Hawthorne High School have come to our third grade classrooms to teach environmental issues under the "Kids to Kids" program. In addition, Hawthorne High School Peer Listeners (students trained as student peer-counselors) have come to speak to second graders about peer pressure. Character education is an integral component of what makes our school a family. Every child is treated as a central part of our school, and children are encouraged to accept and celebrate the diversity of our family. Students participate in the Random Acts of Kindness and learn that Random Acts of Kindness are everyday occurrences, not just a once-a-year experience. In addition, every year our school adopts an organization to sponsor. In the past all students rallied together to show our appreciation for the dedicated service our soldiers give to keep our country safe. Students also undertook the Halloween UNICEF challenge and gathered donations for less fortunate children in poorer world countries. "Jefferson Jumps for Haiti" was a huge fundraiser in the spring, whereby our students secured sponsors to make donations to the earthquake stricken people of Haiti.

Jefferson is surrounded by a very supportive community, which is comprised of parents, local organizations, and town businesses. One family continues to donate their time, labor and talents to maintain an environmental center on the school grounds. The PTO contributed money to enable the fourth grade gardening classes to maintain and enlarge a planted butterfly garden adjacent to the patio. Hence, it is gestures of this type that enable us to utilize a wealth of educational resources that extends learning beyond the classroom.

Our school/community partnership serves as an integral foundation which supports student needs and promotes high student achievement in all areas. Under the leadership of the Superintendent of Schools, principal, and the Board of Education, Jefferson will continue to grow, prosper and be prepared to meet the ever-increasing challenges of our society. We are preparing our children for a technologically sophisticated world where they will have to be able to work cooperatively, think independently, and function in the 21st century.

## 1. Assessment Results:

In addressing the indicators of academic success in regard to the assessment results as reflected in the performance trends as found in Jefferson Elementary School (JES) data tables, the following must be noted as indicated on the New Jersey Department of Education (NJDOE) web site (<http://www.nj.gov/education/schools/achievement/2011/>). New test designs and achievement standards for New Jersey Assessment of Skills and Knowledge for grades 5 through 8 (NJ ASK 5-8) Language Arts Literacy (LAL) and Mathematics were implemented in 2008; thus direct comparison between pre-2008 NJ ASK 5-8 data and NJ ASK 5-8 data from 2008 and subsequent years are inappropriate. New tests designs and achievement standards for NJ ASK 3-4 LAL and Mathematics were implemented in 2009; thus direct comparison between pre-2009 NJ ASK 3-4 data and NJ ASK 3-4 data from 2009 and subsequent years are inappropriate.

In referring to the Executive Summary provided by the NJDOE, the NJ ASK 5-8 was administered for the first time in Spring 2008, and for grades 3 and 4 in Spring 2009 with a new test design. This state assessment is designed to give an early indication of the progress students are making in mastering the skills and knowledge put forth by the Core Curriculum Content Standards. Hence, the results of these assessments are to be used by schools and districts to identify strengths and weaknesses in their educational programs. In discussing JES trends in assessments results, one must consider the change in test designs in LAL and Mathematics in said years: Grade 5-2008 and Grades 3 and 4 in 2009.

The NJ ASK scores are reported as scale scores in each of the content areas. The scores range from 100-199 (Partially Proficient), 200-249 (Proficient), and 250-299 (Advance Proficient). Students who score the Partially Proficient level are considered to be below the state minimum of proficiency, and therefore are targeted for additional instructional support. JES offers Basic Skills Instruction (BSI) for those students scoring in the Partial Proficient range.

JES has done exceptionally well for the past five years, receiving above 90% proficiency and advance proficiency at the grade 3 level in both LAL and Mathematics. Test results reflect the school's educational programs aligned to the NJCCCS, excellent teaching strategies and profound parental support from the home. Grade 4 test results reflect the same as grade 3 in Mathematics for five years, but LAL showed a change in 2009-2010. The redesigning of the test is the variable to consider. JES students' scores indicate stronger performance in the math areas overall in all grade levels.

Addressing Grade 5 assessments, years 2005-2006 and 2006-2007 indicate high percentages of proficiency in both LAL and Mathematics. Although scores for years 2007-2008 and 2008-2009 were more challenged with the new test design and achievement standards, 2009-2010 results indicated an increase of 16% proficiency in grade 5 LAL and 25% proficiency increase in Mathematics. In fact, Mathematics indicated an advance proficiency increase from 22.2% in 2008-2009 to 61.8% advance proficiency in 2009-2010. When the scores in 2007-2008 and 2008-2009 caused a red flag, a new assessment tool, Learnia, was employed to drill down to provide a better understanding. Data driven instruction provided more avenues to deliver better programs to the students.

In summary, a school-wide increase in test results was reflected from 2008-2009 to 2009-2010 with the new state assessment design and achievement standards. LAL reflected a 2% increase and Mathematics reflected 8.8% increase. JES students continued to be given the best offerings in educational programs to increase knowledge and skills aligned to the NJCCCS.

Using this URL you may obtain the results discussed in the above scenario:  
<http://education.state.nj.us/rc/rc09/menu/31-2100.html>

## **2. Using Assessment Results:**

The Jefferson Elementary School (JES) uses data to analyze and improve student and school performance on a daily basis to ensure students are making progress in mastering the knowledge and skills described in the Core Curriculum Content Standards. The positive aspects of the JES School Professional Development Plan are dedicated to the mission of providing quality educational opportunities to all students. JES has a high number of special education students which influences the professional definition of student achievement. Student achievement is defined by our school as students making progress in the Core Curriculum Content Standards.

Systemically, this progress is observed through data consisting of the NJ School Report Card, NJPASS 2, NJASK 3-5 statewide testing, Adequate Yearly Progress Benchmarks, Benchmark Tests in Language Arts, *Journey's Reading Program*, Benchmark and Unit Tests in Mathematics, Houghton Mifflin Harcourt (HMH) Math Program, and Learnia Formative Assessment, Language Arts and Mathematics Pre and Post Test analysis reports for individual students, grade levels, sub groups and classrooms in grades 3-5. Additionally the School Level Professional Development Committee (SLPDC) surveyed the teachers and staff to retrieve information on what professional learning needs the staff felt is important to their everyday teaching.

An example of the how the assessment data is used in the decision making process to improve teaching and learning occurs on the second and third Monday of every month. The teachers and staff alternate between horizontal, vertical and topic specific collaboration in Professional Learning Communities (PLC) relevant to their everyday work. The analyzed results of data are used along with other indicators of student progress to identify those students who need instructional support, which is in the form of individual or programmatic intervention, as a means to address any identified knowledge or skill gaps.

Professional Learning Communities using assessment results will maximize student learning by placing emphasis on specialized instruction, student-centered teaching strategies, collaborative teaching, and teaching to individual student learning styles, cooperative learning, practical application, and multi-sensory learning. JES's established student learning goals will review and collaborate continually on successful teaching strategies to increase learning of the Core Curriculum Content Standards for future generations of our families.

## **3. Communicating Assessment Results:**

The Jefferson Elementary School (JES) conveys student performance, including assessment data, to parents, students and the community through various means of communication, ensuring that parents, students and the community understand the data received.

The parents or guardians receive eight school district required reports during each school year. The reports include one Progress Report at the middle of each marking period and one Report Card at the end of each of the four marking periods. Parent or guardian conferences are scheduled in November for each parent or guardian to review the student's progress. Parents understanding of the data are ensured by reviewing benchmark tests, standardized test results, Learnia Formative Assessment Pre and Post Reports, Progress Report, Report Card and Goals and Objectives of Individualized Educational Plans at the conference. Parent or guardian conferences are scheduled as needed during the next three marking periods.

The students receive results of multiple assessments, both formative and summative, aligned to the New Jersey Core Curriculum Content Standards (NJCCCS). Measures of student progress, developed and implemented at the school level, include opportunities for students to demonstrate mastery through performance assessments using Learnia Formative Assessment Pre and Post Language Arts and Mathematics in Grade 3-5, *Journey's Language Arts Reading Program* Benchmarks, HMH Mathematics Benchmarks in Grades K-5, and analysis of individual or programmatic plans goals and objectives.

The JES and district annually report to the district Board of Education and the public on the progress of all students at key grade levels in mastering the NJCCCS. The district, after each state test administration, reports to the district board of education on the performance of all students and on the performance of students' subgroups on state tests. The report includes data on Adequate Yearly Progress, highly qualified teachers, attendance and dropout data as required for meeting federal proficiency levels Under No Child Left Behind. The report respects the confidentiality of individual students.

The JES posts annually on the school and district internet website the JES New Jersey School Report Card. The goal of the information of the report card is to increase school and district accountability for educational progress by communicating useful information to members of JES and the public to use the data in measuring how well their school is doing in comparison to schools in the district, region, and state.

#### **4. Sharing Lessons Learned:**

Jefferson Elementary School (JES) has shared successful strategies with other schools in the district or state or professional associations through the development of the School Professional Development Plan developed by the School Profession Development Committee (SPDC). JES has established student learning goals and lessons to maximize learning by placing emphasis on specialized instruction , student centered teaching strategies, collaborative teaching, teaching to individual learning styles, cooperative learning, practical application, and multi-sensory learning.

The staff reviews and collaborates on successful teaching strategies of the New Jersey Core Curriculum Content Standards (NJCCCS) to increase student learning. To improve training of staff, the turnkey method of training staff is used to increase the number of student resources in the classroom. The collaboration occurs on specified topics on the second and third Monday of each month, as well as three professional development days scheduled by the School Professional Development Committee (SPDC) and the Local Professional Development Committee (LPDC) in October, January and April of each school year.

Examples of how Horizontal, Vertical and Topic Specific Collaborations are accomplished are evidenced in the shared successful strategies imparted on the second and third Mondays each month and the three staff development days. In October, Topic Specific collaboration by the School Behaviorists imparted strategies on Applied Behavior Analysis to teachers and support staff paraprofessionals. The strategies focused on serving our ever increasing autistic student population in Grades Pre K-5. In January, the staff collaborated on *How to Handle with Care Restraint Training* to better serve the inclusion of special education students in our PreK-5 classrooms.

Professional Learning Communities (PLC) were formed to analyze standardized test data. The results of the analysis were used in vertical staff meetings among grade levels to address the needs of the identified students who need instructional support in the tested content areas of Language Arts and Mathematics. Teachers of grades 3-5 meet to discuss "drilling down data" obtained from *Learnia*, an assessment tool for preparing for the NJ ASK standardized tests. Individual and Programmatic interventions were planned using the OnCourse Lesson Plan application to address the knowledge or skill gaps.

Lesson plans are shared using the On Course Lesson Plan application. Staff members are able to access plans demonstrating Best Practices to share with colleagues in our three elementary schools and secondary schools in the district. Using OnCourse Staff Blogs on critical topics of information is another example of how Best Practices may be shared by all.

## 1. Curriculum:

Jefferson Elementary School (JES) is dedicated to the mission of delivering quality education to all students. A safe and vibrant learning environment with a broad curriculum that is aligned with the New Jersey Core Curriculum Standards (NJCCCS) is provided. The professional staff is all highly qualified teachers who consistently provide an academic program where students are able to reach their maximum potential in accordance with their specific individual needs, abilities and talents. The success of programs at Jefferson is reflected in the performance of our students on the State assessments where JES students score above the state benchmarks of academic proficiency set by the NJDOE.

Core curriculum areas are:

1. **Language Art Literacy**, which encompasses reading, phonics, English, writing, and spelling. The Hawthorne district recently purchased a new reading (LAL) system, *Journey's*, which includes many resources for differentiated instruction. With an all-encompassing reading system, the students attain a strong foundation on which to build to become lifelong learners.
2. **Mathematics**, which is a systematic approach, beginning in the primary grades learning the basic math functions, as well as mathematical concepts necessary to be successful adults.
3. **Science**, includes the use of the FOSS Science Program, is a K-5 hands-on interactive program, which is enhanced by teacher resources. A variety of topics taught are magnetism, electricity, sound, light, solar system, oceanography, water, landforms, models and design and the overall appreciation of our global environment and the its preservation. Students participate in the annual Cel-Earth-Bration, a town-wide celebration of Earth Day, with handmade projects focused on the 5R's, Go Green, Clean Air and Sustainability. Fifth graders annually partake in an environmental trip to the Environmental Center and do a *School Clean-up for Clean Communities*.
4. **Social Studies**, which emphasizes the fostering an understanding of their world and appreciation for the heritage of the USA. Students will gain knowledge, skills, and attitudes they need to become active, informed, responsible citizens and contributing members of their communities.
5. **Health** continues to be an increasing important component of the education of our students. Working in tandem with the classroom teacher, the physical education teacher emphasizes wellness and fitness. Many students strive to meet the rigorous requirements of the Presidential Fitness Award. JES adheres to the state and federal guidelines for wellness and a healthy nutritional diet. Yoga has been added to the curriculum to teach stress relief and relaxation.
6. **Visual and Performing Arts** curriculum adheres to NJCCCS as well encompassing an enrichment program provided by the parents entitled *Art in Motion*. In the Art Room talented parent artists work along with the art teacher to present various famous painters and their painting styles. A distinctive art gallery of student work is always displayed. A field trip to the Metropolitan Museum of Art in New York has been a highlight for the fifth graders. **Music** goes beyond the classroom walls to incorporate not only music appreciation, instrumental lessons and singing for the annual grade level concerts, but also choreography is taught to enhance the musical productions. JES has an Annual Talent Show, which showcases the talents of our students. The music teacher volunteers after school time to coordinate all the music and organize the acts. JES music teacher also works in tandem with the classroom teachers to produce grade level educational shows for the parents and the school audience. An interdisciplinary production

is the *Women in History Show* that is presented each year. The show encompasses social studies, LAL, art, and music at the third grade level.

7. **Computers/Technology** is a K-5 program taught by the technology teacher, but an integrated program also exists in all grade levels provided by the classroom teachers. Not only are computers used but interactive boards have contributed to delivering differentiated instruction to all types of learners.

The delivery of the curriculum varies depending upon the needs of the students. Differentiated instruction is the key component of success of student learning. In reading for example, struggling children are supported on their own grade level, allowing him/her to stay with the weekly goals of their classroom peers just at their level. Employing technology such as the interactive boards and the endless availability of web based learning sites, educating the 21<sup>st</sup> century student is a success. Immediate positive reinforcement by teacher and technology aids result in learning and increase in test scores.

For the student who requires additional help due to scoring below the proficiency level in the NJ ASK, JES provides an inclusion program of basic skills, as well as collaborative teaching for special education students by resource center teachers working with the classroom teachers. The district also supports a Gifted and Talented Program. Grades 3-5 identified students partake in specialized projects and for grades K-2, the G&T teacher does inclusion working with the classroom teacher.

## **2. Reading/English:**

The Hawthorne District instituted a new reading series, HMH's *Journey's* in September 2010. After many meetings and articulation among the elementary school teachers, *Journey's* was selected since it offered a balanced approach to teaching reading. It is a guided reading program, influenced and mentored by Irene Fountas, a professor in the School of Education at Lesley University in Cambridge, MA. A noted writer and educator, her expertise helps new *and* experienced teachers grow in the art of meaningful whole- and small-group instruction and meeting children at their level of need. Fountas has developed the country's most-used standard on leveling text for small-group instruction. Her books include *Guided Reading*, *Teaching for Comprehending and Fluency* and *When Readers Struggle*. Her influence on the quality of leveled materials and the instructional support that accompanies them simply can not be measured.

Because of the strong background supporting the *Journey's Reading Series*, JES is in the process of acclimating to all *Journey's* has to offer.

Each week begins with a look at the Focus Wall, a "blue print", for the week's work. The Focus Wall continually draws the students back to an essential question, identification of the genre of the texts. The weekly lessons offer the opportunity to meet in both large and small instructional groups. The incredible vocabulary instruction at every level builds better readers and writers. Students hear, see, and apply the vocabulary words. Leveled readers directly connect to the main selection's topic, high frequency words, strategy and skills. Each week stories include fiction and non-fiction selections and everyday students have the opportunity to write. Many options are offered to modify for individual student needs in all areas.

The key component to the reading system is the differentiated learning offering. Struggling students are supported on their own grade level, allowing the student to stay with the weekly goals of their classroom peers, just at their own level. There are many resources for catering to the students at their individual level. There are Write-In Readers and Teacher Toolkits for special education, and also many leveled resources for general education students. The *Journey's Program* has strategic interventions. There is an abundance of assessment and progress monitoring opportunities. The text is rich and appealing; and the opportunities to make the reading program truly interactive with digital resources are endless through the use of our interactive boards and classroom desktop computers.

### **3. Mathematics:**

JES's mathematics curriculum was designed with the success of all students in mind. It centers upon the notion that all children need to acquire math skills to be successful in their careers and daily lives. The goals and objectives of the math program implemented at JES meet the NJ CCCS to ensure success on the NJ ASK assessments. The Math series we are currently using is quite extensive in the material it covers and requires students not only to find the answers but to explain how they found the answer. This strategy further aligns our curriculum to the requirements put forth by the State of New Jersey.

JES has an incredibly dedicated staff that does not hesitate to go above and beyond the basic curriculum to ensure success. The math textbook is merely the vehicle by which the teachers introduce and assess individual student performance and success. At the start of each chapter there is a prerequisite skill test to assess the children's prior knowledge and conceptual understanding before the information is taught. This is a critical tool that enables teachers to identify students performing below grade level during any given chapter of study. The prerequisite skills test alerts teachers to students who may struggle in a given area. Teachers may then plan lessons for the entire class while being sure to include additional strategies to use with the student(s) that is/are having difficulty. Jefferson School's teachers provide regular after-school help sessions and bring their own resources and manipulatives into the classroom to reach all learners and make certain that all students are successful.

Technology has also provided a plethora of opportunity to engage all learners and reach struggling students. The ability to create games and interactive lessons means that students are much more involved in their learning and eager to participate. Learnia is another area of assessment that has been effective at identifying students that are having difficulty in a certain area. The data provided from this technology tool allows teachers to see which areas of study need to be developed further.

If a student had tested partially proficient on the NJ ASK or was identified by the teacher as having significant difficulties with Math, the student would be placed in the school's Basic Skills Program. Through this program the student works with a basic skills teacher and a group of peers facing similar obstacles. The benefit to such a program is that students are in a more relaxed, smaller setting where the skills being taught in the classroom are reinforced.

### **4. Additional Curriculum Area:**

One curriculum area that relates to the students' acquisition of essential skills and knowledge based on the school's mission of having students become lifelong learners is social studies. Every October a fourth grade teacher builds a 4' by 6' "Lenape" longhouse out of saplings, cables and paper bag "bark" with the students to arouse their curiosity and excite them about the Native Americans that lived in the region. Sitting around a "fire circle", using reproduced Lenape tools, students "become" Native Americans as they pound corn, dry pumpkin and tell stories. They forget they are learning, because they are enjoying themselves in the process. Students have the opportunity to become immersed and passionate about the Native Americans. In addition to allowing them to use their imaginations, working around the hearth is a socializing experience where they learn about getting along with others and sharing. As part of the Lenape curriculum, a lesson about stereotypes is included. Students study a collection of photographs and learn about stereotypes that have hurt Native Americans in the past. The fourth graders learn that Native Americans live much as we do today, and they develop a genuine respect for all cultures.

The students are also responsible for researching and making a Lenape-style item to share with the class. They have a chance to investigate what interests them, and regardless of their academic ability, can feel accomplished because they become an expert on a topic and have something to share. Students, who don't excel in written classroom work, often shine when making a hands-on project. Parents often enjoy working with their children, carrying the lessons further through additional research. Differentiated instruction is employed to meet the different needs of the students. The resource center teacher lends support to the classified students by working in tandem with the classroom teacher. The students begin to realize that the people of the past were very much like them and that history does not have to be boring. In

the past students ground so much corn flour they couldn't wait to make it into bread. Former students have come back years later to see the longhouse built by the current class. Others have built a longhouse in their own back yard. This shows that the students have connected to the subject matter and material. Getting students connected is not only satisfying, but students are successfully fulfilling the school's mission to be lifelong learners

## **5. Instructional Methods:**

JES is unique in that it is a blend of many types of learners. Because of its 36.6% special education population, differentiated instruction is not only a necessity but a powerful tool. For example the beauty of differentiated instruction in a Language Learning Disabilities classroom is the ability to meet the needs of all students in the manner that best suits their needs. The mainstream classroom is a great setting to expose students to the school curriculum while practicing and further expanding the skills learned in a smaller group setting. The small group classroom is a learning zone where students can build a strong foundation and the confidence needed to experience educational successes.

Another unique aspect of Jefferson School is the team atmosphere. On a weekly basis, teachers have a grade level meeting to brainstorm how to expand on the curriculum as well as a collaborative team meeting where they further delve into how to further modify lessons successfully. The success of the students depends upon the creativity of the teachers who employ the proper resources and each other to make differentiated instruction what it should be.

Wonderful collaborative teachers, who have open minds when it comes to diverse needs of students, provide the key to delivering differentiated instruction successfully. At any given time, a variety of reinforcement systems may be in place to suit the needs of each individual student. Each and every student receives the reinforcement that they personally need to experience success. In a mainstream class, the teacher provides differentiated instruction in reading by creating small groups within the class. By working in the smaller groups, below, on-level and above-level readers obtain instruction to meet their needs. Through the guidance of collaborative teaching, students can have both the support and the independence all within one learning experience! Differentiated instruction in Jefferson School can best be compared to a road map. There are many ways to reach a destination, one not being better than another. Each student is given a map that is made just for him or her, an individual, personal map that leads to academic, social and behavioral success.

Paraprofessionals also play a key piece in the educational puzzle. Although a paraprofessional may be assigned to shadow and support a particular student, it is important to be able to give a student the space they need to make independent choices and ultimately learn from the decisions they have made

## **6. Professional Development:**

Jefferson Elementary School provides its staff with continuous opportunity for Professional Development. Staff members are invited to attend monthly collaboration meetings which focus on needed topics. Meetings are often set up for horizontal and vertical articulation. Staff is encouraged to create individual Professional Learning Committees (PLC's) to enhance development. Focus topics include, but are not limited to: Smart Board and Promethean board training, new curriculum training, inclusion, behavior modification, website development, etc. Jefferson Elementary School's School Level Professional Development Committee (SLPDC) continuously surveys the staff to ensure the needs of the staff and students are being addressed.

Staff is trained to maximize student learning by placing emphasis on specialized instruction, student-centered teaching strategies, collaborative teaching, differentiating for individual learning styles, cooperative learning, practical application and multi-sensory learning. Jefferson School staff is given the opportunity to review and collaborate on successful teaching strategies for current curriculum (as aligned with the NJCCCS) to increase student learning and success.

The SLPDC surveys the staff to obtain feedback regarding such important questions as:

What is the school's definition of student achievement? Is it high test scores on standardized tests? Is it improvement on local assessments? Or should the definition include other positive student outcomes such as confidence in academic and social situations, student responsibility for learning, or the ability to apply new skills to real life situations? What changes in student behavior are teachers trying to create? What will student success look like in our school? Answers to these questions provide the foundation for professional development workshops and articulation meetings.

The School Level Professional Development Committee aligns PD opportunities to the Professional Development Standards and the Professional Standards for Teachers and identifies multiple professional development structures and processes to differentiate professional learning inclusive of collaborative teams, networks, and online workshops. The SLPDC has the responsibility to include evidence that professional learning occurs in collaborative learning teams and to include district professional development that supports individual schools' needs. Another responsibility of the SLPDC is to provide partnerships and networks for learning support professional development goals. In essence the focus of the SLPDC is to enhance student learning by providing professional development for the staff, who will in turn meet the learning needs of the students.

## **7. School Leadership:**

JES holds true the mission of the Hawthorne Public School district to provide a learning environment that fosters student learning of the NJCCCS. Therefore, in doing so students shall be able to reach their maximum potential in accordance with specific individual needs, abilities and talents. By providing meaningful instruction, JES students will develop their communication skills, acquire knowledge of economic responsibility, and good citizenship. As principal, I support and provide curriculum that is responsive to the sociological and technological changes in our ever expanding and evolving community.

Upholding the Professional Standards for School Leaders, as principal, I am committed to operating JES as an integral part of the larger community. Since parents are partners in the education of their children, student achievement reflects this partnership. Parents are encouraged to be active participants in collaborating and communicating with teachers, support staff, and the principal. Both the home and school operate under the premise that education of the child is the first and foremost top priority.

JES students continually perform well on standardized testing because of the student comes first philosophy. The integration of the community and other Hawthorne resources contribute to student success because there is no line of delineation between school, home and community. Parents and town leaders have joined together to form an active Hawthorne Education Foundation (HEF), which organizes fundraisers in order to contribute money in the form of grants to the schools. JES teachers have applied for HEF grants and have been successful in receiving them, an average of seven per year. Community leaders take an active part in attending school functions, such as the Autism Plus Awareness Night held at JES every April to emphasize Autism Awareness in Hawthorne. Many individuals, including staff, parents, and community members also participate in the *Annual Autism Speaks Walk for Autism Awareness*. Such involvement indicates support for our students and bonds the community to the school. The police chief and fire chief have donated their time to host a special day for students to be "Police Chief for the Day" and "Fire Chief for a Day". JES also has "Principal for a Day" where a student has the opportunity to experience being the school's leader.

JES students realize early in their elementary school career that they are nurtured, educated, supported and loved by a caring family composed of home, school and community members. This positive influence impacts their education and high achievement.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NJ ASK 3 MATH

Edition/Publication Year: Up to 2008-ETS; 2009-2010-Measurement Incorporated

Publisher: Up to 2008-ETS; 2009-2010-Measurement Incorporated

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advance Prof.	96	100	97	100	100
Advanced	68	57	59	26	53
Number of students tested	25	37	34	35	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advance Prof.					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient/Advance Prof.					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Advance Prof.	100	100	100	100	100
Advanced	100	40	25	0	0
Number of students tested	3	5	4	2	1
<b>4. Special Education Students</b>					
Proficient/Advance Prof.	100	100	75	100	100
Advanced	80	60	75	29	43
Number of students tested	5	5	4	7	7
<b>5. English Language Learner Students</b>					
Proficient/Advance Prof.					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advance Prof.					
Advanced					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NJ ASK 3 LAL

Edition/Publication Year: Up to 2008-ETS; 2009-2010  
Measurement Incorporated

Publisher: Up to 2008-ETS; 2009-2010-  
Measurement Incorporated

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advance Prof.	92	95	100	97	100
Advance Proficient	13	8	6	9	3
Number of students tested	24	37	34	35	35
Percent of total students tested	96	100	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advance Prof.					
Advance Proficient					
Number of students tested					
<b>2. African American Students</b>					
Proficient/Advance Prof.					
Advance Proficient					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Advance Prof.	100	100	100	100	100
Advance Proficient	33	0	0	0	0
Number of students tested	3	5	4	2	1
<b>4. Special Education Students</b>					
Proficient/Advance Prof.	80	100	100	100	100
Advance Proficient	0	0	0	0	0
Number of students tested	5	5	4	7	6
<b>5. English Language Learner Students</b>					
Proficient/Advance Prof.					
Advance Proficient					
Number of students tested					
<b>6.</b>					
Proficient/Advance Prof.					
Advance Proficient					
Number of students tested					
<b>NOTES:</b>					

11NJ1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NJ ASK 4 MATH

Edition/Publication Year: Up to 2008-ETS; 2009-2010-Measurement Incorporated

Publisher: Up to 2008-ETS; 2009-2010-Measurement Incorporated

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advance Prof.	100	94	100	100	91
Advanced Proficiency	46	31	53	65	47
Number of students tested	37	35	36	34	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advance Prof.					
Advanced Proficiency					
Number of students tested					
<b>2. African American Students</b>					
Proficient/Advance Prof.					
Advanced Proficiency					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Advance Prof.	100	100	100	100	60
Advanced Proficiency	43	25	50	0	40
Number of students tested	7	4	2	2	5
<b>4. Special Education Students</b>					
Proficient/Advance Prof.	86	100	100	100	89
Advanced Proficiency	29	40	50	83	67
Number of students tested	7	5	8	6	9
<b>5. English Language Learner Students</b>					
Proficient/Advance Prof.					
Advanced Proficiency					
Number of students tested					
<b>6.</b>					
Proficient/Advance Prof.					
Advanced Proficiency					
Number of students tested					
<b>NOTES:</b>					

11NJ1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NJ ASK 4 LAL

Edition/Publication Year: Up to 2008-ETS; 2009-2010-Measurement Incorporated

Publisher: Up to 2008-ETS; 2009-2010-Measurement Incorporated

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advance Prof.	78	86	92	97	91
Advance	3	3	3	0	3
Number of students tested	37	35	36	34	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advance Prof.					
Advance					
Number of students tested					
<b>2. African American Students</b>					
Proficient/Advance Prof.					
Advance					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Advance Prof.	57	100	50	100	100
Advance	0	0	0	0	0
Number of students tested	7	4	2	2	5
<b>4. Special Education Students</b>					
Proficient/Advance Prof.	29	80	88	100	67
Advance	0	0	0	0	0
Number of students tested	7	5	8	6	9
<b>5. English Language Learner Students</b>					
Proficient/Advance Prof.					
Advance					
Number of students tested					
<b>6.</b>					
Proficient/Advance Prof.					
Advance					
Number of students tested					
<b>NOTES:</b>					

11NJ1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: NJ ASK 5 MATH

Edition/Publication Year: Spring 2006 and Spring 2007- Publisher: Spring 2006 and Spring 2007-

Riverside Press Publishing; 2008-2010-Mesurement Incorporated

Riverside Press Publishing; 2008-2010-Mesurement Incorporated

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/AdvanceProf.	100	75	86	97	100
Advanced Proficiency	62	22	39	38	64
Number of students tested	34	36	36	37	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/AdvanceProf.					
Advanced Proficiency					
Number of students tested					
<b>2. African American Students</b>					
Proficient/AdvanceProf.					
Advanced Proficiency					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/AdvanceProf.	100	0	100	100	100
Advanced Proficiency	50	0	50	17	75
Number of students tested	4	2	2	6	4
<b>4. Special Education Students</b>					
Proficient/AdvanceProf.	86	17	63	89	100
Advanced Proficiency	43	0	12	11	100
Number of students tested	7	6	8	9	1
<b>5. English Language Learner Students</b>					
Proficient/AdvanceProf.					
Advanced Proficiency					
Number of students tested					
<b>6.</b>					
Proficient/AdvanceProf.					
Advanced Proficiency					
Number of students tested					
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: NJ ASk 5 LAL

Edition/Publication Year: Spring 2006 and Spring 2007-

Publisher: Spring 2006 and Spring 2007-

Riverside Press Publishing; 2008-2010-Measurement Incorporated

Riverside Press Publishing; 2008-2010-Measurement Incorporated

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advance Prof.	88	72	81	97	100
Advanced	6	3	3	11	25
Number of students tested	34	36	36	37	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advance Prof.					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient/Advance Prof.					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Advance Prof.	100	0	100	100	100
Advanced	0	0	50	0	25
Number of students tested	4	2	2	6	4
<b>4. Special Education Students</b>					
Proficient/Advance Prof.	71	33	63	89	100
Advanced	0	0	0	11	0
Number of students tested	7	6	8	9	1
<b>5. English Language Learner Students</b>					
Proficient/Advance Prof.					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advance Prof.					
Advanced					
Number of students tested					
<b>NOTES:</b>					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advance Prof.	99	90	94	99	97
Advanced Proficiency	59	37	50	43	55
Number of students tested	96	108	106	106	98
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advance Prof.					
Advanced Proficiency					
Number of students tested					
<b>2. African American Students</b>					
Proficient/Advance Prof.					
Advanced Proficiency					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Advance Prof.	100	67	100	100	87
Advanced Proficiency	64	22	42	6	38
Number of students tested	14	11	8	10	10
<b>4. Special Education Students</b>					
Proficient/Advance Prof.	91	72	79	96	96
Advanced Proficiency	51	33	46	41	70
Number of students tested	19	16	20	22	17
<b>5. English Language Learner Students</b>					
Proficient/Advance Prof.					
Advanced Proficiency					
Number of students tested					
<b>6.</b>					
Proficient/Advance Prof.					
Advanced Proficiency					
Number of students tested					
<b>NOTES:</b>					

11NJ1

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advance Prof.	86	84	91	97	97
Advanced Proficiency	7	5	4	7	10
Number of students tested	95	108	106	106	97
Percent of total students tested	99	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advance Prof.					
Advanced Proficiency					
Number of students tested					
<b>2. African American Students</b>					
Proficient/Advance Prof.					
Advanced Proficiency					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Advance Prof.	86	67	83	100	100
Advanced Proficiency	11	0	17	0	8
Number of students tested	14	11	8	10	10
<b>4. Special Education Students</b>					
Proficient/Advance Prof.	60	71	87	96	89
Advanced Proficiency	0	0	0	4	0
Number of students tested	19	16	20	22	16
<b>5. English Language Learner Students</b>					
Proficient/Advance Prof.					
Advanced Proficiency					
Number of students tested					
<b>6.</b>					
Proficient/Advance Prof.					
Advanced Proficiency					
Number of students tested					
<b>NOTES:</b>					

11NJ1