U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Jim Miller

Official School Name: Tewksbury Elementary School

School Mailing Address: 109 Fairmount Road East
Califon, NJ 07830-3199

County: Hunterdon State School Code Number: 055

Telephone: (908) 832-2594 E-mail: jmiller@tewksburyschools.org
Fax: (908) 832-6296 Web URL: www.tewksburyschools.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. William Petrick Superintendent e-mail: wpetrick@tewksburyschools.org

District Name: Tewksbury Township Schools District Phone: (908) 439-2010

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: Mr. John Santoro

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 Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
   (per district designation) 1 Middle/Junior high schools
   0 High schools
   0 K-12 schools
   2 Total schools in district
2. District per-pupil expenditure: 14185

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 26

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	0	0	0		6	0	0	0
K	22	28	50		7	0	0	0
1	38	30	68		8	0	0	0
2	33	42	75		9	0	0	0
3	49	37	86		10	0	0	0
4	53	44	97		11	0	0	0
5	0	0	0		12	0	0	0
					Total in Applying School:			376

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
5 %	Asian
1 %	Black or African American
2 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
87 %	White
5 %	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: 5%

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

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	7
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1, 2009	415
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

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: 5%

   Total number of students who qualify: 1

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

    Total number of students served: 22

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

0	Autism	0	Orthopedic Impairment
0	Deafness	5	Other Health Impaired
0	Deaf-Blindness	17	Specific Learning Disability
0	Emotional Disturbance	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	17	4
Special resource teachers/specialists	10	1
Paraprofessionals	0	6
Support staff	7	2
Total number	35	13

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 19:1

13. Show the attendance patterns of teachers and students as a percentage. Only 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	95%	95%	94%	96%	97%
Daily teacher attendance	96%	97%	97%	96%	97%
Teacher turnover rate	5%	5%	11%	2%	6%
High school graduation rate	0%	0%	0%	0%	0%

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

The daily student attendance of 94% in 2007-2008 is due to a high percentage of influenza cases.

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	_____%
Total	**0**%

PART III - SUMMARY

Coming up our tree-lined driveway, you are immediately drawn to the pastoral beauty surrounding our "state of the art" school. Tewksbury Elementary (TES) opened its doors to 460 students in September, 2005. This Kindergarten through fourth grade school is nestled in the northern part of Hunterdon County, NJ, about equal distance between New York City and Philadelphia. This is a rural area made up of 5 small villages set in the rolling hills. Our new building was part of the district's long-term, strategic plan to maintain its commitment to excellence and education, small class size, and outstanding facilities. Our district is of high socio-economic stature where education is held in high esteem.

As you walk into our building you immediately see a mural of a rural landscape created by students and staff. As you continue your tour, creative street signs throughout the hallways, such as "Caring Court" and "Responsibility Road" reflect our focus on character development. Adjacent to our lobby is a high-tech Media Center, home to 14,000 books, 12 student computers, and a SmartBoard. Next door is our spacious Computer Lab which houses 24 new computers. The technology enhances instruction by accommodating various learning styles. This facility along with all classrooms houses computers, SmartBoards, printers and, ELMOs (Electricity Light Machinery Organization), which is digital image technology providing high resolution images, are utilized daily to integrate our curriculum. Each teacher is equipped with a laptop which provides links to the latest resources. Some of the latest technological strategies, such as Skype and Podcasting, connect TES students to students around the world.

A distinguished feature of our school is one that is hard to measure, but quick to be felt. Visitors to our school have made the following comments: "The students and staff seem so happy and enjoy being in school!", "The school feels like a family", and "The atmosphere is unique and special". These quotes reflect our school as child-centered, collegial, and philosophically cohesive. Teachers, parents, and students work together to make our school an exciting, supportive environment where risk-taking is valued, higher level thinking and creativity are nurtured, and the love of learning is fostered.

The sense of school community is evident in monthly school-wide assemblies held in our beautiful cafetorium, equipped with a huge stage. These provide an opportunity for students and staff to share talent and performances (i.e. skits, songs, choral readings) where everyone learns and enjoys being part of the school community. Other activities include First Grade "Moon Breakfast", Second Grade "Study Buddies", Third Grade "Science Fair" and Fourth Grade "Multi-Cultural Feast". We also enjoy talent shows and the annual "Dr. Seuss Night" which encourages families, local police, firemen, and politicians to participate! Our teachers develop a sense of community through grade-level articulation, "book studies", and "Just an Hour" workshops which provide opportunities for staff to share best practices. School-wide curriculum committees keep our curriculum current and aligned with state core standards.

A significant part of our community spirit comes from the involvement of our PTA, Education Foundation, and parents. Even during these difficult economic times, we can count on community support for the passing of the school budget. Contributions from our PTA include a new playground and cafetorium curtains which control heat and light and allow for technology to be used during our assemblies. Our Foundation has contributed extensive technology, including computers, ELMO projectors, and SmartBoards. The Foundation has funded world-class staff development by inviting nationally known guest speakers in their fields. Outstanding authors and scientists are regularly funded by the Foundation for in-school extended residencies to enhance our curriculum in language arts and science. With the inspiration of our teachers and author support our students have demonstrated tremendous potential as young authors. In fact each year the Tri County Reading Association (representing 3 counties and 22 schools) sponsors a Young Authors Contest. Over the past three years our students have stood out achieving many honors. As part of the Character Education program, our large "Victory Garden" provides approximately 300 pounds of vegetables annually for the local food pantry. It is tended by students during the school year and families in the summer. Other community and school-service activities include

Canned Compassion Campaign (also for the food pantry), the March of Dimes Reading Champions program, Pennies for Patients, the American Heart Association Wear Red Campaign, and the Hearts for Haiti Fund.

Tewksbury Elementary School is the perfect example of what can be accomplished when a community works together for a common purpose. We are at the heart of this community that strives for educational excellence for our children.

Such a strong educational community provides a great foundation to achieve our district's mission which is: Tewksbury Township Schools value the uniqueness of all students and will provide child centered innovative learning experiences which enable each student to explore new areas and to develop self-esteem, academic excellence, creativity, social awareness and an enthusiasm for learning.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The analysis of assessment data enables Tewksbury Elementary faculty the opportunity to reflect on the effectiveness of our curriculum and instruction. The past five years demonstrates our Proficient and Advanced Proficient scores consistently exceeding the state averages in both language arts and math. We are comparable to our demographic (J) group averages and in some instances scored above.

• 2006 -2010 Grade 3 scored higher than the demographic group in math
• 2006 and 2008 Grade 4 scored higher than the demographic group in language arts.

The third and fourth grade NJASK scores showed a high percentage of proficient and advanced proficient as noted below.

• 2006 - 2008 Grade 3 and 4 Language Arts scores ranged from 91.8% to 97.6%
• 2006 - 2010 Grade 3 and 4 Math scores ranged from 94.6% to 100%

The state of New Jersey considers a student to be proficient with a scale score between 200 and 249, and Advanced Proficient with a scale score between 250 and 300. In a five year range of scores; the scale mean of every one of our assessment scores has been above the state mean. Also, for the years 2006-2010, 8 out of the 20 times that the 3rd and 4thgrade assessments were administered, Tewksbury Elementary School scored above our demographic (J) group.

We scored above Adequate Yearly Progress for all five years in both Language Arts and Math.

In spite of our solid successes, Tewksbury experienced a slight decline in some test scores in 2009. In 2009, revisions were made by the state of New Jersey to our state assessment (NJASK) test. The test was not only made more challenging but Proficiency and Advanced Proficiency benchmarks were raised. Our scores coincided with an overall decline in state results; however, the percentage of our decline was significantly less than the state average. For example, in Grade 3 Language Arts, our decline was 10 percentage points as compared to the state's decline of 23.3 percentage points. We stayed even with our demographic group as the average decline there was also 10 percentage points. This trend stayed the same when one looks at the cumulative scores in grade 3 Math and both subject areas in grade 4. Along with Tewksbury Elementary School's strong assessment scores, Special Education has earned outstanding marks. For the years of 2006-2010, Tewksbury Special Education students' scores showed a higher percentage of Proficient and Advanced Proficient then state averages. Likewise, 19 out of the 20 times the assessments were administered, Tewksbury Special Education students scored higher than the demographic (J) subgroup. Although we are not required to provide the information for subgroups less than 10 we feel this is significant and worth mentioning.

In looking at our combined average results for Grades 3 & 4 in Reading, our students have demonstrated a steady improvement in achieving a level of advanced proficiency. In fact, the percentage has more than doubled with students in 2006 achieving 8% while students in 2010 achieved 17%. In Math students demonstrated an improvement of 7% from 2006 to 2010 going from 50% to 57% in the performance of Advanced Proficient. They also demonstrated a consistency in maintaining 57% for three of the remaining four years. The only drop was in 2008 which correlated with a change in the NJASK. During the same time period students scoring at the Proficient and Advanced Proficient level decreased. In Math this was only 2% ('98-'96) while Reading showed a decrease of 13%. ('94-'81) As mentioned above there was a significant decline in 2008 which correlated with the change in the NJASK.

During the past three years, 95.5% of our students in first and second grade scored Proficient or above in Math on the NJPASS, our standardized test for those grade levels. During the same time period, 94.5%

were proficient and above in Language Arts. During those years, 56% of our first and second graders were Advanced Proficient in Math and 67% were Advanced Proficient in Language Arts. Unfortunately 05-06 and 06-07 could not be found. However, it is recalled that each year that the NJPASS was administered the range of scores have been comparable.

Tewksbury is proud of our students 'achievement, and we will continue to use the assessments to inform our instruction.

More information regarding the state assessment is available at
http://www.state.nj.us/education/assessment/

2. Using Assessment Results:

Assessments are woven throughout the daily fabric of our teaching here at TES. They provide information that drives our decisions as we plan for student needs, as well as providing official data for broader school based district-wide curricular decisions.

Our unique Language Arts Portfolio originally developed with the Educational Testing Service provides multiple purposes. Several of the assessments, i.e., the Johnston Primary, DRA, and scored writing samples are repeated at benchmark level periods throughout the year. New assessment guides, teacher's daily instruction, and support decisions for flexible groupings, differentiation, and large group instruction. In addition to being a resource for teachers this portfolio is a powerful tool when communicating student progress during parent/teacher conferences. Furthermore the individual Language Arts Portfolio follows students as they progress through the grades, providing valuable history relative to student progress and related to grade level benchmarks and personal growth.

State testing results from the NJ ASK and NJ PASS provide additional data that is used for teacher planning, prescribing programs for remedial and enrichment support for our students, as well as giving the community a snapshot of district academic achievement. State testing results help us identify staff development needs as we endeavor to sustain the high quality of instruction in our classrooms. Professional Development needs are based on patterns in student assessments. For example, this led to the decision to provide training in the Multisensory Approach to reading. This approach has revealed good progress in targeted students. At the beginning of each year teachers, along with the support of the Principal and Curriculum Director, review test data as a means of meeting individual student needs.

A new component to our system of assessment is a student data profile which encompasses pre and post assessments for all other subjects in grades 2 – 4 and Language Arts and Math in K – 1. The pre-test results guide instruction for the unit as well as differentiation for those needing greater support or challenges. The post test results guide the decisions for the teacher to further instructor differentiate for those students not yet reaching proficiency in addition to measuring yearly growth.

Our I & RS (Intervention and Referral Service) committee utilize these assessments when making decisions to provide support and strategies to the classroom teacher with struggling students. The Language Arts Portfolio, Subject Post Testings, as well as State Testing results provide a common denominator for members of this committee to compare the child being addressed to the norm of his/her grade level. This committee bases recommendations for remedial support or referral to the Child Study Team, in part, on all common school assessments. Furthermore, the criteria assessments are excellent tools for progress monitoring to ensure that students are meeting specific goals and thus determine the success of the committee suggested strategies.

3. Communicating Assessment Results:

Tewksbury Elementary School is a learning community. To ensure the success of our students in their educational journey communication among all stakeholders is key. This communication includes formal and informal presentation of information regarding the progress of our students.

Our first obligation for communicating assessment results is to our students. Students need regular feedback to guide them in their educational growth. This feedback comes in the form of teacher/student conferences and written/verbal feedback on daily work and unit testing. Students are involved in the assessment process as well as through utilization of rubrics crafted to meet the goals of various learning units. The combination of these communication assessment tools gives students ownership and responsibility for their learning.

As a child journeys through our school the Literacy Portfolio follows him/her, providing a history of the student's reading and writing development. This history is a resource for the child's teacher (s) to see patterns in learning style and growth.

At TES we view parents as partners in their child's learning process. One of the strengths of our staff is their pro-activity in communicating with parents. On-going feedback is given to parents through emails, phone calls, report cards and conferences. Once a year each teacher schedules a formal parent conference to review and explain their child's literacy portfolio as well as other curriculum assessments. Together the teacher and parent plan for the best support each can give their child for a successful experience in that grade. Parents receive scores of standardized tests during the summer. A detailed explanation pinpointing areas of excellence and weakness accompanies the NJASK/NJPASS scores. Parents are welcomed to discuss results with past or present teachers and/or the building principal.

In addition standardized test results are analyzed by a team of district professionals to extract strengths of curriculum practice. Areas needing growth are also identified so that they can be targeted for focused staff development. This analysis is presented annually to the district Curriculum Committee and at a public Board of Education meeting to inform the Tewksbury community.

4. Sharing Lessons Learned:

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PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Tewksbury curriculum is directly aligned to the NJ Content Standards in all content areas. The format and philosophy is based on the Understanding by Design model which emphasizes the use of essential questions to capture broad concepts which are connected to skills and knowledge within the context of interdisciplinary lessons when possible. Teachers provide these using whole class, small group and individualized instruction which seek to meet the needs of individual students. Our curriculum emphasizes within each subject clear learning goals which honor various learning styles and levels of proficiency. Our curriculum is taught on a 6 day weekly cycle. Attention to assessment data results in feedback for teachers to plan future instruction.

Student engagement is a primary goal when designing lessons. Through the incorporation of brain based strategies which encourages active learning, teachers support these through the selection of materials and resources which are hands on, manipulative and encourage inquiry and comprehension of concepts. The ongoing use of technology utilizes interactive smart boards, websites, projection cameras, video streaming as an example of resources that encourages active involvement. Learning outside the classroom walls foster student involvement through such activities as using the schools beautiful environment to investigate science concepts and traveling to other locations in New Jersey to encourage excitement as well as learning.

Our Language Arts curriculum is the core of our program at TES. It is designed to support a child centered learning environment where each student is viewed as an individual learner within a community of readers and writers. To accomplish this we use a balanced literacy approach providing teachers the opportunity to work with students within a full group, small group and individual setting. Students read for a purpose, discuss content and respond to leveled text to develop fluency and comprehension. To enhance the reading process, students learn and apply the six essential components of reading as mentioned in the next section . These develop through reading quality literature of various genre. Our writing program emphasizes writing as a recursive process which includes: prewriting, revising, editing, publishing, sharing and assessing the works of others. Students learn to express thoughts, feelings and ideas while communicating understanding and clear messages. They accomplish this by mastering conventions, enhancing vocabulary and learning to write for different purposes. We give students as many opportunities as possible to achieve the latter. In addition to Young Authors, we have our students enter different contests as part of our Language Arts program. Young Authors is just one of many contests over the years which our students have been recognized. Also, a local newspaper features student articles based on monthly themes which all 4th graders participate. Letters to pen pals and grandparents are some of the other purposes which our students write for. Developing strong readers and writers is important and the key in part to success across the curriculum. To that end it is a priority during the day to schedule grade levels for two to almost three hours in Language Arts instruction while also reading and writing in other subject areas.

Our Math curriculum is developed to provide students with a variety of opportunities to acquire and master skills and concepts needed to solve problems and think critically. Our primary resource is the Scott-Foresman/Addison Wesley program, however, many other materials and resources are available to staff. These include Investigations and Math Their Way which provide staff with a variety of hands-on materials to go along with the regular diet of interactive smart board activities. Teachers encourage students to explore concepts in depth, allowing active engagement, investigation and risk taking. Students work with teammates using a variety of manipulatives to model math concepts in a concrete setting.

The Science curriculum is based primarily on a hand-on inquiry based approach to learning. Students observe closely the world around them, ask questions, and lead investigations through experimentation. These inquiries are further developed through the reading of non-fiction text, writing, math, and technology curricula. As mentioned, later our program seeks to broaden the students' knowledge and

experience through opportunities outside the classroom while also incorporating experts from their field. Throughout the K-4 spectrum, students experience concepts in the areas of life, physical and earth science.

Tewksbury prides itself on the thorough development of the Social Studies Curriculum. We prepare our students to become active, informed citizens embracing a multi-cultural perspective in today's global world. Integrating the Social Studies Curriculum throughout content areas fosters methods of reasoning such as: thinking critically and deeply, applying problem-solving and preparing students for the 21st Century workplace. This cross-curricular approach ensures that students build an enduring understanding between history and daily life as a citizen within their community and global society. Instruction at each grade level supports specific concepts which grow in complexity throughout the years. Kindergarten concepts focus on citizenship, community and America, extending to families and our world in first grade. Previously introduced content will broaden and grow in complexity in second grade with community and the beginning of American history. The instruction of America in third grade continues and the study of government will deepen. Fourth grade continues the tradition of understanding New Jersey, the five regions of the United States, government, and world cultures. Current issues, economics, and technology resources are embedded in instruction maintaining students' understanding and ability to make real-life connections. The intent is to provide our students with a course of study that encourages developmentally appropriate decision making as contributing, responsible members of their immediate society and world community.

As part of our goal to develop the whole child, all students in K – 4 have an opportunity to experience a number of special area subjects once a weekly cycle and taught by a specialist. Physical Education is taught twice a week with health to be addressed in a cycle with Physical Education. Each teacher takes pride in the valuable role they play at TES and make a concerted effort to integrate their program with grade level staff.

Art is well known to all who enter TES as results from art class abound around the school. Creativity, self expression and problem solving are evident as all grade level students produce art in the areas of drawing, painting, sculpture, weaving, collage and print making. Parents and visitors are continually impressed by the quality of student work. This was never more evident than our school-wide art show where student products were framed and on display for perusal or purchase! For fourth grade students who love art and want to extend their skills Art Studio is available twice a week where students work on independent or collaborative projects.

Our music program gives students the opportunity to learn music theory and improve vocal techniques. Students in the 4th grade are offered instrumental and string lessons in addition to general music classes. Over 90% of our students participate in either concert band or symphony orchestra. All students K – 4 participate in our winter and spring concerts. If special talent is evident additional opportunities are provided such as last year's fourth grade Show Choir.

Technology is an integral part of learning at TES with weekly classes for all students in the computer lab where students learn keyboarding, making a power point and other skills. Classes typically integrate computer skills using grade level content or themes. Third and fourth graders have additional opportunities to utilize technology as a computer cart housing up to 24 computers is available. All classrooms as mentioned are equipped with a smart board, two desk top computers, printer and an Elmo. These tools have provided exciting learning opportunities in all subject areas. Video streaming has brought to life concepts and places in Science and Social Studies, students writing to pen pals in Texas can see firsthand their school and surrounding area and even talk to their class. Interactive activities reinforce Math and Language Arts concepts and skills while in Art students see the works of a great artist.

Our World Language program for kindergarten through fourth grade classes is designed to enable students to obtain a working knowledge of beginning Spanish. Using all the modalities of listening, writing, speaking, reading, and doing, students are encouraged to discover another language and culture. Thematic units are taught through use of poetry, songs, skits, dances, children's books, photographs, puppets, visual aids, and body language are used as tools for teaching pupils the target language and

increasing participation opportunities. Student performance is evaluated through the use of formative and summative assessments, including district benchmark tests given twice a year.

Our Physical Education program promotes in students coordination, balance, and strength while participating in individual, group and team activities. Students learn the skills and rules of basic sports. Students benefit from a regulation size gym and an abundance of outside field area.

Our Health curriculum promotes the concept of personal wellness and healthy habits. All students K – 4 receive instruction and participate in activities to support good hygiene and illness prevention, stress the importance of healthy eating and regular exercise, encourage safety in school and at home, and increase awareness of the dangers of drugs and alcohol.

2. Reading/English:

Our teachers and principal formed a task force to research best practices for reading instruction. The results of this research led to Tewksbury adopting a balanced literacy program which is endorsed by the International Reading Association. This approach takes into account the range of students' abilities emphasizing a variety of grouping formats used. Our reading program is geared toward developing enthusiastic readers in the six essential components of reading. They are phonemic awareness, phonics, fluency, vocabulary development, reading comprehension strategies and, motivation and prior knowledge. We pride ourselves that students apply these strategies by using authentic literature within a variety of genres that extend across content areas. Each grade level has a shared common area filled with a variety of organized Fountas and Pinnell leveled books where teachers have the availability to make decisions for reading instruction. Classrooms are also equipped with a rich library where students are taught to self-select books for Independent Reading practice.

Guided Reading instruction takes place daily within each grade level. Teachers adjust and scaffold explicit lessons according to the needs of each group. Within guided reading, new vocabulary is developed, effective reading strategies are modeled, practiced, and applied, and multisensory methods are infused. Shared Reading also provides similar practices. Comprehension strategies that include visualizing, questioning, inferring meaning, connecting, and determining importance are developed and used at each grade level. All staff use consistent terminology and visual aids when discussing these comprehension strategies.

Along with guided reading, teachers immerse students in literature and model reading strategies during Read Aloud. Teachers use this time to demonstrate comprehension strategies through a practice known as "think aloud". When a teacher is reading, he or she models, as well as discusses thought processes that occur during reading. This opportunity exposes students to more sophisticated text and themes that they may not be able to read independently. Our teachers embrace this opportunity to give all students a chance to participate and connect with literature. This dynamic approach fosters higher level thinking, risk taking, and opportunities for students to connect to each other and to their own lives.

Tewksbury Elementary invests in a variety of means to service students who are performing below grade level in reading. The Reading Recovery program services at-risk first graders. Our Academic Skills Assistance Programs further supports students. This instruction utilizes Project Read and other multisensory methods. In addition, general education teachers apply multisensory methods within the classroom environment.

We enjoy celebrating reading in a variety of ways. Recently, an outdoor reading room was established where students and teachers can relax in a beach chair and enjoy the experience of reading outdoors and connecting with nature. Dr. Seuss Night and the March of Dimes Reading Olympics extend the opportunity for students to read outside of the school day. Finally, various grade levels have extended author visits to enhance the love of literacy and develop our students' talents as writers.

Reading is woven into the fabric of our curriculum and promotes a life-long love of learning.

3. Mathematics:

Inspiring students to become actively engaged in the math process and teaching them how to thoughtfully solve real-life problems embodies our most important goals in math at the Tewksbury Elementary School. We believe that shaping and sculpting active thinkers, problem solvers, and confident risk takers will ultimately lead Tewksbury students to succeed in our ever-changing and technologically sophisticated world.

Dedicated teachers in Tewksbury painstakingly and collaboratively designed the TES curriculum, which mirrors the NJ State and National Core Curriculum Standards. They also selected a core math program that supports the skeleton of our math curriculum. This was particularly true related to problem solving and real-life applications. TES instructors have a myriad of reference tools at their fingertips and an abundance of experience, as they provide a hands-on, developmentally appropriate, teacher-created, differentiated, integrated math curriculum. We consider ourselves to be researchers, scavengers and scientists on an infinite quest to find the very BEST way to REACH and TEACH our students.

We are committed to a developmentally appropriate philosophy. Resources such as Math Their Way are utilized to promote student learning from concrete, to symbolic and abstract levels. Having a nationally trained Math Their Way specialist on staff is a great resource. Students regularly use manipulative learning materials, calculators, and a wealth of interactive Smart Board activities as foundational resources. In addition, the program for students in grades 3 and 4 is supplemented by Star Math (Renaissance Learning) and Learnia. Both programs consist of assessments which identify individual student performance relative to proficiency in each strand of the NJ Standards. Both systems provide diagnostic information to differentiate instruction as well as indicate student's yearly progress. Accelerated Math, an individualized technology program, is available and used by staff as a method of differentiating instruction.

Commitment to meeting each child's needs and learning style is the thread that ties our TES staff together. Teachers collaborate and design tools that determine student levels of understanding and ability. In addition to formative assessment systems, grade levels have pre and post assessments to monitor yearly growth. Rocket Math is used specifically to individualize students' progress related to the acquisition of math facts.

Also, teachers regularly seek authentic assessments to measure grade level objectives. Our kindergarten yearly assessments serve as a prime example. Through the use of hands on multisensory tools, student progress is individually measured. Although this is a lengthy process, the resulting data gives a clear picture of student levels. Instructional aides, who are typically certified teachers, assist with this process.

We continually strive to meet the needs of all students. While some students are accelerated to the next grade for instruction, or qualify for our Project Aspire program, others are provided support as needed in a variety of ways including our Academics Skills Assistance Program, collaborative grouping, peer mentoring, flexible small group instruction, and enrichment extensions to learning. Frequently, staff members volunteer their time before and after school hours to support student learning.

4. Additional Curriculum Area:

Our Science program has been developed to foster a love of Science which is based on a balanced understanding of processes and concepts. This love is nurtured through a hands-on, inquiry based approach to learning. Teachers gather live specimen such as monarch larva, milkweed, and fish. Likewise, students are asked to gather materials as a part of their personal investigations. In addition, outside the classroom, there is a tree-lined drive leading up to the school, accented by a stocked pond. This bucolic aquatic habitat has been utilized by staff to pique students' interest.

As the children's curiosity ignite the integration with the Language Arts and Math programs have been essential to further develop the students' scientific understandings. Students are immersed in a wide variety of non-fiction text and websites. They write about their discoveries, while also applying

mathematical concepts as a means to infer and communicate data. Scientific inquiries are closely aligned with the reading comprehension strategies of visualizing (observing), questioning, predicting, inferring, and synthesizing. The students' zeal for practicing Science is fostered through a combination of essential questions, teacher created units and Full Option Science System (FOSS) kits.

Teachers have also enriched the Science program though resources and experts found beyond the TES campus. Students at each grade level at Tewksbury Elementary School participate in trips, events and programs to support and extend what occurs in the classroom. Kindergarten and first grade students have enjoyed presentations on physical and chemical concepts in recent years by a Vermont certified high school science teacher and graduate of Ringling Brothers Clown College. An annual trip to the peninsula of Sandy Hook in early spring gives the second graders an opportunity to work with a marine biologist to apply their knowledge of ecosystems by seining for marine life, and by classifying bivalves. Our third graders study solar system concepts through the annual week-long program lead by staff of the Pearl Observatory. An astronomer visits to provide the students the opportunity to view the sun through a solar telescope. Students also apply their understanding of the properties of matter by creating a comet out of dry ice and other ingredients. In addition, they plan, build and launch a real rocket. During this same unit, NJ Astronomical Society members assist with "Telescope Night" during which students and their parents return to school after dark to observe Saturn, Jupiter, Mars, Venus, and the Orion Nebula through impressive hand-made telescopes. Fourth grade students conclude their unit on geology with a visit to the Franklin Mineral Mine, where they collect and identify different rocks and minerals. In addition, every year there are trips to planetariums, creeks, farms, ponds, museums and other environments supporting scientific exploration.

A unique aspect of our science program is the provision of enrichment for all students in grades 1 – 4. This occurs through utilization of our Gifted and Talented teacher who integrates one of the units during a 6-7 week cycle.

The results of such hands-on, inquiry based, integrated units have resulted in our school's 100% proficiency performance on the NJASK Science Assessment in the last two years. During that time our students scored 80.2% and 82.2% respectively at the Advanced Proficient level.

5. Instructional Methods:

To develop a love of learning and a strong academic foundation for all learners requires an educational philosophy and instructional programs which are based on the individual needs of each student. To achieve this goal the teachers of TES use a variety of strategies to meet the differences in learning styles and proficiency levels exhibited by our students.

The guidelines and philosophy of the National Association of Education of Young Children are incorporated into our primary classrooms. These guidelines emphasize a hands-on, experiential approach that incorporates visual, auditory, tactile and kinesthetic learning activities. In addition, many staff members are knowledgeable in Brain Based Learning techniques. Our second graders are taught a unit on the Multiple Intelligences and the Brain. This unit makes our students aware of the variety of ways in which people learn and the need to support each of them in the classroom.

Training for all K-4 teachers in the Project Read Program for multi-sensory phonics and reading instruction has enhanced our ability to reach even more diverse learners in the general education classroom setting.

Our reading classes regularly incorporate small group instruction during guided reading and writing instruction based on the needs of the learners in the room. In the K-2 classrooms teachers assign students an activity which allows them to work on the same concepts, but with varying degrees of complexity, abstractness, and open-endedness based on their abilities. The fourth grade has instituted a writing club which meets three times a week for twelve weeks. The students groups are based on homogenous skill levels and learning styles. They meet in cross classroom groupings where they are instructed in specific

skills of the writing craft. Math classrooms often break into groups for re-teaching, practice or enrichment activities based on student performance after an initial group lesson. Grade acceleration in Language Arts and Math occur to meet student needs by participating in above grade level classrooms or special programs as need indicates.

The inclusion of Smartboards, computers, and digital imaging cameras has further increased our ability to bring differentiated instruction into the classroom. This technology affords teachers the ability to incorporate a multi-media and therefore, multi-modality component into all lessons. Students are afforded instruction in the use of computers in a formal lab classroom and are given the opportunity to practice and apply those skills in classroom activities and assignments.

Teachers and administrators ascertain the level of proficiency of their students through analysis of standardized testing, pre and post assessments, and teacher observation.

Students who are identified to be at risk due to these factors are placed in the Academic Skills Assistance Program (ASAP). This program supports students experiencing difficulty in math and or language arts skills. First graders may take part in the one-on-one Reading Recovery Program that is designed to bring them to grade level in twelve to twenty weeks. Seventy percent of the successful graduates of this program do not require further remediation. The ASAP program also offers two additional tracks to all identified students. One is a more eclectic approach which includes multi-sensory instruction the second is a more specific skilled based, Project Read multi-sensory approach. This exclusive track, which began last year to match instructional approach to student learning style, has resulted in early success. An example is that 3 out of 5 third grade students who were below grade level in reading demonstrated a year and a half growth in less than a year. The other students experienced growth and success as well. Math instruction focuses on hands on use of manipulatives and the fostering of number sense and problem solving. The ASAP sessions are delivered in small groups in the regular education classrooms and pull-out depending on student need.

Students determined by above measures to be talented in math or language arts are provided with the opportunity to extend their learning in the Project Aspire Program. They are pulled twice a cycle for small group instruction taught by a specialist. Math instruction focuses on problem solving and higher order thinking with practical applications the norm. Language Arts classes include reading and responding to high quality literature with a strong focus on writing as a process. Elaboration, originality, and logic are emphasized and encourage peer response and critique. Our specialist, a former Broadway actress, provides opportunities for students to write and perform their own plays, often at school-wide assemblies.

Students with IEP's are serviced in the resource room and/or in-class with the assistance of a special education teacher. Our resource room staff has extensive training in various methods and is regularly sought out for training purposes. A special autism program is provided for identified students.

6. Professional Development:

The primary goal of Professional Development at Tewksbury Elementary School is to determine the needs of our students and facilitate activities that give teachers the knowledge and tools they require to help their students be successful. Student need is ascertained through careful analysis of standardized test scores, ongoing school based achievement tests and student portfolios. This information is supplemented by need assessment surveys completed by teachers, students and community members. We believe it is essential that professional development be consistent with the district's philosophy, based on school and district goals and in alignment with the State Core Curriculum Standards.

The district has responded to these assessed needs in a variety of ways. Experts in the field have been brought in to give an overview to all staff. When the district moved toward the tenets of By Design, Grant Wiggins initially offered lectures to all staff. This was followed by classroom observations and open communication support to employees via telephone and email correspondence. Next, monthly curriculum

meetings were created to provide the opportunity for small groups of teachers to work together to incorporate this new understanding into our school curriculum and classrooms.

When test results revealed student difficulty in phonemic awareness and phonological understanding at TES, the expertise of Fairleigh Dickinson based Orton Gillingham instructors were invited to the Tewksbury Elementary School. Interactive workshops, provided teachers a larger knowledge base, demonstrated techniques, observed classroom application, assisted teachers in reflecting on their teaching and helped generate more intentionality in applying learned strategies. Small group discussion during team meetings allows a forum for further growth and change in multi-sensory techniques.

The expertise of these professionals has provided motivation for change. Our small collegial learning communities have made change a reality. The multi-sensory instruction has moved our students to greater reading success.

The mentor program is provided to all new staff each. New teachers are paired with an experienced staff member to address individual needs, whether the teacher is new to teaching or just new to the district. New teachers are trained in methodologies and programs currently implemented throughout the school.

The district has provided the teaching staff with technology to make our classrooms a window to the world at large through the use of computers, Smartboards, and most recently Elmos. Formal technology training along with the other opportunities for enhancing skills described above has made these tools a viable part of daily lessons. This technology provides a visual interactive component, enhanced opportunities for diverse learners, and offering methods for assessing and analyzing student performance to inform instruction. These technology tools have in turn become a vehicle for enhancing our professional development.

In order to meet the professional development needs of its teachers, the Tewksbury administration provides full and half-day sessions for training intermittently throughout the year. Tewksbury Elementary School honors the importance of small collegial group learning experiences through guided book study sessions, weekly team planning meetings, and faculty meetings. The school also has a system called "Just-An-Hour" which allows teachers knowledgeable in a particular topic to meet with small groups and turn key information. This process has proven very helpful in bringing teachers at all levels of technology expertise to the necessary level of understanding, and bringing a variety of special skills into the classroom. It also affords leadership opportunities for master teachers. Our professional development plan has been used as a model at the request of the County Board of Education.

7. School Leadership:

The uniqueness and special quality of the environment in Tewksbury Elementary School is directly related to the style and vision of our instructional leader, Mr. Jim Miller.

Mr. Miller is a member of our district administrative team consisting of the Superintendent, Director of Curriculum, and Director of Special Services. This team works collaboratively to insure that policies, programs and resources focus on improving student achievement.

Mr. Miller's evolving vision for our school guides us in our continued success. He sees himself as a learner in his administrative role, just as teachers are learners in their classrooms. He constantly seeks best practices based on current research. He demonstrates this by reading extensively from professional journals and resources written by experts in the field. He communicates his findings in an open forum with the faculty to stir and challenge their educational paradigms. He is also an active member of Tri-County Reading Council, the National Association of Elementary School Principals and the Association for Supervision and Curriculum Development. In addition, Mr. Miller has presented workshops for teachers and administrators in the areas of language arts, teacher supervision, and student assessment.

To support teacher growth Mr. Miller prefers a developmental supervision model. This model depends on the experience, expertise and sense of efficacy of the teachers and results in either more direct, collegial or non-direct approach. As teachers address individual differences in students, Mr. Miller uses the same approach with his staff. His past training in cognitive coaching enhances his approach in using this model.

To help develop a maximum environment for student progress great care is given to the development of the building schedule. Mr. Miller gives the highest priority to establishing large uninterrupted blocks of time devoted to language arts. Common planning time is also built into the schedule, which promotes collaboration among grade level teams. These meetings are often attended by Mr. Miller.

The mission of our school thrives in a healthy culture that builds collaboration and trust. Teachers are empowered to explore continuous opportunities to grow and lead their students in their learning. By Mr. Miller's support, encouragement and modeling the staff is mobilized to adapt common practices and beliefs so that every child's learning and growth are optimized. He makes us see ourselves as leaders. Staff meetings are lively discussions on current school issues. Teachers are encouraged and supported to be risk takers. They provide in-house workshops to their peers who voluntarily participate for the sake of professional growth. Teacher-led book studies are a common practice for exploring current curriculum trends. This sense of global leadership can't help but spill into our classrooms. A teacher who feels empowered in this way emits an unspoken confidence, which in turn creates trust for the teacher's expertise with students and parents.

Our school is based on a child-centered philosophy and so is the leadership. Mr. Miller is driven by the well-being of each and every child in our school by encouraging them to be the best they can. A trip to his office, more often than not, means an encouraging word, a pat on the back for a shared achievement, or a lesson on character education. In more challenging situations involving a student, Mr. Miller works in tandem with teachers to bring the best solution to light. His respect of the teacher's expertise expedites the change process for the child and his or her family.

As stated by Gordon Donaldson in his book, Cultivating Leadership in Schools (2006), "In a school where every adult is both 'shaper and shaped,' each person owns a share of influence and responsibility not just over one's individual job but over school wide concerns as well. Such an approach multiplies exponentially the possibilities for making leadership work. It is an approach that encourages participation, ownership, and commitment." (p. 48) Tewksbury Elementary School is a perfect example of this philosophy put into action.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: NJ ASK

Edition/Publication Year: 2007-2011 Publisher: Measurement, Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced Proficient	95	95	97	100	97
Advanced Proficient	54	50	50	56	29
Number of students tested	96	93	101	77	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3			
Percent of students alternatively assessed	2	3			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	2	3	2	3	0
2. African American Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	2	0	3	2	2
3. Hispanic or Latino Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	4	1	8	1	3
4. Special Education Students					
Proficient/Advanced Proficient	100				
Advanced Proficient	46				
Number of students tested	11	9	6	6	9
5. English Language Learner Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	0	0	0	0	0
6. Asian					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	5	1	5	2	4
NOTES:					

11NJ4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: NJ ASK

Edition/Publication Year: 2007-2011 Publisher: Measurement, Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced Proficient	80	86	96	94	92
Advanced Proficient	16	14	8	10	3
Number of students tested	96	93	101	77	97
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	3			
Percent of students alternatively assessed	2	3			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	2	3	2	3	0
2. African American Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	2	0	3	2	2
3. Hispanic or Latino Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	4	1	8	1	3
4. Special Education Students					
Proficient/Advanced Proficient	82				
Advanced Proficient	0				
Number of students tested	11	9	6	6	9
5. English Language Learner Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	0	0	0	0	0
6. Asian					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	5	1	5	2	4
NOTES:					

11NJ4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: NJ ASK

Edition/Publication Year: 2007-2011 Publisher: Measurement, Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced Proficient	97	91	98	94	100
Advanced Proficient	61	40	67	59	76
Number of students tested	91	101	82	101	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	5			
Percent of students alternatively assessed	5	5			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	2	2	0	0	0
2. African American Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	0	2	2	2	5
3. Hispanic or Latino Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	4	2	3	3	6
4. Special Education Students					
Proficient/Advanced Proficient		83		86	
Advanced Proficient		17		29	
Number of students tested	9	12	4	14	5
5. English Language Learner Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	0	0	0	0	0
6. Asian					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	1	4	4	5	4
NOTES:					

11NJ4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: NJ ASK

Edition/Publication Year: 2007-2011 Publisher: Measurement, Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced Proficient	83	83	96	92	98
Advanced Proficient	18	9	15	5	14
Number of students tested	91	101	82	101	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	5			
Percent of students alternatively assessed	5	5			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	2	2	0	0	0
2. African American Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	0	2	2	2	0
3. Hispanic or Latino Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	4	2	3	3	6
4. Special Education Students					
Proficient/Advanced Proficient		75		86	
Advanced Proficient		0		0	
Number of students tested	9	12	4	14	5
5. English Language Learner Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	1	0	0	0	0
6. Asian					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	1	4	4	5	4
NOTES:					

11NJ4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced Proficient	96	92	97	97	98
Advanced Proficient	57	44	57	57	50
Number of students tested	187	194	183	178	177
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	8			
Percent of students alternatively assessed	7	8			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	4	5	2	3	0
2. African American Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	2	2	5	4	2
3. Hispanic or Latino Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	8	3	11	4	9
4. Special Education Students					
Proficient/Advanced Proficient	65	81		90	
Advanced Proficient	0	24		35	
Number of students tested	20	21	10	20	14
5. English Language Learner Students					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	1	0	0	0	0
6. Asian					
Proficient/Advanced Proficient					
Advanced Proficient					
Number of students tested	6	5	9	7	8
NOTES:					

11NJ4

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient/Advanced Proficient	81	85	96	93	94
Advanced	17	11	11	7	8
Number of students tested	187	194	183	178	177
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	8			
Percent of students alternatively assessed	7	8			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced Proficient					
Advanced					
Number of students tested	4	5	2	3	0
2. African American Students					
Proficient/Advanced Proficient					
Advanced					
Number of students tested	2	2	5	4	7
3. Hispanic or Latino Students					
Proficient/Advanced Proficient					
Advanced					
Number of students tested	8	3	11	4	9
4. Special Education Students					
Proficient/Advanced Proficient	65	76		85	
Advanced	0	0		0	
Number of students tested	20	21	10	20	14
5. English Language Learner Students					
Proficient/Advanced Proficient					
Advanced					
Number of students tested	0	0	0	0	0
6. Asian					
Proficient/Advanced Proficient					
Advanced					
Number of students tested	6	5	9	7	8
NOTES:					

11NJ4