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: Mrs. Jennifer Cedeno

Official School Name: Terence C. Reilly School No. 7

School Mailing Address: 436 First Avenue
Elizabeth, NJ 07206-1122

County: Union State School Code Number: 39-1320-030

Telephone: (908) 436-6030 E-mail: cedenoje@elizabeth.k12.nj.us

Fax: (908) 436-6012 Web URL: http://elizabeth.nj.schoolwebpages.com/reilly

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. Pablo Munoz Superintendent e-mail: munozpa@elizabeth.k12.nj.us

District Name: Elizabeth Public Schools District Phone:

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. Carlos Trujillo

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: 24 Elementary schools
   (per district designation) 0 Middle/Junior high schools
   6 High schools
   0 K-12 schools
   30 Total schools in district
2. District per-pupil expenditure: 15678

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

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

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	60	55	115		6	46	63	109
K	0	0	0		7	56	74	130
1	0	0	0		8	43	69	112
2	41	43	84		9	0	0	0
3	46	69	115		10	0	0	0
4	50	61	111		11	0	0	0
5	54	76	130		12	0	0	0
							Total in Applying School:	906

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
4 %	Asian
13 %	Black or African American
69 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
14 %	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: 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.	9
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1, 2009	504
(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: 1%

Total number of limited English proficient students in the school: 9

Number of languages represented, not including English: 20

Specify languages:

Arabic, Bengali, Cantonese, German, Greek, Gujarati, Haitian/Creole, Hindi, Italian, Malayalam, Mandarin, Nepali, Filipino(Tagalog), Polish, Portuguese, Punjab, Pushto, Serbo-Croat, Spanish, Urdu

9. Percent of students eligible for free/reduced-priced meals: 89%

   Total number of students who qualify: 811

   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: 1%

    Total number of students served: 8

    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	0	Other Health Impaired
0	Deaf-Blindness	1	Specific Learning Disability
0	Emotional Disturbance	6	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	1	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	54	0
Special resource teachers/specialists	30	0
Paraprofessionals	10	0
Support staff	32	0
Total number	127	0

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: 17:1

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	98%	96%	96%	96%	97%
Daily teacher attendance	96%	97%	96%	95%	95%
Teacher turnover rate	2%	0%	0%	0%	0%
High school graduation rate	%	%	%	%	%

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

Student and teacher attendance remains consistently high, reflecting the care they bring to Reilly.

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

The Reilly Motto, “Together We Can,” exemplifies the spirit of the Terence C. Reilly School No. 7 family. A Gifted and Talented Academy within the Elizabeth Public Schools, the school has a clear mission: to provide excellent educational experiences and services to inspire every student to think, to learn, to achieve and to care. At Reilly, teachers, students and parents are committed to achieving excellence for themselves, their families, and their community.

Set in the seaport section of Elizabeth near the city's Hope VI zone, the school is a reflection of the community it serves. A port of entry for families from across the globe, our city exemplifies the greatest challenges and the highest hopes of schooling in an urban setting. Our students hail from homes where 20 languages other than English are spoken, and 89% of our population is eligible for free/reduced lunch. At the same time, Reilly remains among the highest achieving schools in Union County and has been recognized with countless awards in the arts and athletics. That our families have crossed oceans and continents to touch the American Dream; that the majority of our students will be the first in their families to attend college; and that our school has demonstrated excellence in preparing students to secure a lifetime of fulfilled dreams: these qualities and more make Terence C. Reilly School No. 7 an excellent candidate for designation as a National Blue Ribbon School of Excellence.

Our school is named for Terence Christopher Reilly, a local boy who was class valedictorian of the Gifted and Talented program in 1988 before tragically losing his life in a motor accident. As a student, Terence was known for his good character and gentle spirit, as well as his enthusiasm for learning. These qualities reflect the greatest traditions of our school community, and, in recognition of this, the school bears his name.

Reilly opened its doors in 1994, originally designed to serve middle school students from Elizabeth’s Gifted and Talented Program; our school has since expanded to include elementary grades in 2009, totaling 906 students. Reilly is located in one of Elizabeth’s historic school buildings that has been renovated for 21st century teaching and learning. The building is equipped with interactive StarBoards and Renaissance responder units in every classroom, four technology labs, two iPod Touch stations, an interactive television studio and media center, and a piano midi lab.

Reilly maintains high expectations for students in terms of academics, attendance, and discipline. All Reilly students are expected to attend an extended day program that runs from 7:45am to 3:45pm and wear school uniforms. Student uniforms highlight the school colors, blue and gold, and feature the school emblem.

The school offers a rigorous curriculum in all disciplines and instruction highlights four components: academics, performing arts, visual arts, and physical education. Elementary-age students at Reilly experience the breadth of the components and take advanced classes in each of these areas. Students in grades two through five undertake advanced classes in visual arts, study two foreign languages, and also participate in performing arts and dance classes led by professional performing arts teachers. As early as second grade, our students receive instruction in how to play the recorder, and our upper elementary students study piano in our state-of-the-art midi lab. To further enhance students’ academic capabilities, fourth and fifth graders attend departmentalized classes akin to secondary education settings, with specialist teachers in literacy, mathematics, social studies, science, and other disciplines. Teachers across grade levels work in collaborative teams to foster effective instructional practice and high levels of student achievement.

Our middle school students also participate in rigorous academic coursework, while also choosing electives that allow them to advance their respective talents. Electives include: digital art, rock wall, robotics, journalism, musical and Spanish theater, leadership, painting, photography, show choir, sports

clinic, public speaking, Destination Imagination, music history and theory, debate, television/video production, human body systems, Project Adventure, art history, French, Portuguese, guitar, bookmaking, stage design, alternative drawing, creative writing, literature studies and ballet—to name a few. We also feature award-winning performing organizations including dance troupes, several choral ensembles and the Reilly Band.

These practices have proven successful: in 2009-2010, 95.6% of students met state standards in literacy/mathematics, and 47% of student exceeded them. Our school seeks to enroll creative, spirited thinkers who demonstrate talents in all four components of the program. Past alumni have included star athletes, artists, musicians, performers, and scholars that have excelled in high school and beyond.

With the collective resolve of our school community, these practices and accomplishments serve to support the vision of our school: to change the face of education in our city forever—a bold aim, and "together we can."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Terence C. Reilly School No. 7 is committed to preparing all students for rigorous academic experiences in high school and beyond. Our students at all grade levels have consistently demonstrated the highest levels of academic achievement in our school district, our county and our state at large. The summary below includes analysis of the following:

- Key aspects of the NJ statewide assessment system
- Performance on state tests for students in Grades 7-8 (2005-2010)
- Performance on state tests for students in Grades 3-6 (2009-2010)*
- Brief discussion of performance on the district-administered Terra Nova Multiple Assessment for students in Grade 2 (2009-2010)**

New Jersey's statewide assessment system is designed to measure student performance relative to New Jersey's Core Curriculum Content Standards (NJCCCS); this system, the New Jersey Assessment of Skills and Knowledge (NJASK), is administered in grades three through eight. NJASK scores are reported as scale scores with a range of 100 to 300. Scores at or above 250 indicate "advance proficiency". Scores from 200 to 249 indicate "proficiency". Students scoring at these levels meet or exceed the New Jersey State standards. Scores below 200 indicate performance at a level of "partial proficiency;" students performing at this level have not met the standards set forth in NJCCCS. Further information related to the New Jersey assessment system is accessible at http://www.state.nj.us/education/assessment/.

In grades seven and eight, Reilly has demonstrated among the highest levels of academic achievement in New Jersey over the past five years. In mathematics, 83-100% of our students have consistently met state standards, and the percentage of our students exceeding state standards has tripled to over 60%. In literacy, our students' achievements have been equally successful. Although the NJASK 7-8 were adjusted in 2008 to raise the bar for establishing proficiency, Reilly students and teachers met these challenges together. Although the adjustment of the NJASK 7-8 decreased the percentage of students achieving proficiency across the state by as much as 7-10% in literacy, 86-100% of Reilly students consistently performed at the proficient level; and levels of advanced proficiency have grown ten-fold in grade seven and six-fold in grade eight. These results show the remarkable results of a challenging curriculum aligned to the state standards, instructional practices which take into consideration the abilities and talents of each student and both horizontal and vertical articulation among teachers.

During the 2009-2010 school year, Reilly expanded to include students in grades two through six. In literacy, 91% of our student body met state standards, with 13% of those students exceeding state standards. In mathematics, 98% of Reilly students met state standards, of which 59% exceeded state standards. Our second graders, who were assessed using the Terra Nova Multiple Assessment**, demonstrated 100% proficiency in both language arts and mathematics; remarkably, this group of students and teachers, all of whom were new to the second grade, demonstrated the highest levels of achievement in all of Elizabeth.

Our 2009-2010 also marked a significant milestone for Reilly School No. 7: out of 419 students who participated in state assessments, 59 students (or 14% of test-takers) achieved a perfect score of 300 in either mathematics or literacy on the NJASK.

Terence C. Reilly School No. 7 remains dedicated to providing every student with excellent educational experiences. Consequently, over the last five years there has been little variation in performance among students in the different subgroups reported. We have taken advantage of innovations including departmentalized instruction with subject specialists, differentiated instruction, elective classes aimed at unique student talents, academic and enrichment-based afterschool programs, and consistent monitoring of student progress (based on data from the NJASK, Terra Nova, district benchmark assessments, the Developmental Reading Assessment, and teacher-developed formative assessments). These innovations have bolstered our collective focus on helping students achieve their highest potential.

The data from our testing program is one measure of the success of our students, faculty, administration and staff. It displays the collaboration between all stakeholders in the education of our students, the commitment to continued progress which is reflected in the goal of 100% proficiency in all testing areas in all grades for the upcoming school year and the pride that is felt by students and adults to be a member of the Terence C. Reilly School No. 7 family.

* 2009-2010 marked the first year that Reilly School included Grades 2-6.

** There is no New Jersey state assessment for Grade 2.

2. Using Assessment Results:

Reilly teachers and school leaders work collaboratively to provide students with excellent educational experiences; together, we know that this leads to positive differences in academic achievement. To this end, analysis of student performance data informs every aspect of instruction. The primary levers for the use and application of student performance data in instructional decision-making are: development of teacher data binders and professional goals, development of student data notebooks and personal learning goals, progress monitoring and vertical and horizontal planning.

Teacher and student data collection is the cornerstone of our instructional decision-making. Each teacher maintains a data binder of students' NJASK scores, district benchmark data, interventions, and reflections on assessments. This data binder is utilized to identify areas of improvement for students, differentiate instruction, and develop class-wide goals which are reflected in teacher lesson plans and professional development plans. With careful review of cluster scores from state tests (e.g. comprehension of non-fiction texts, problem-solving) and focused instruction for students based on their specific areas of need, teaching and learning becomes individualized and student-centered. This process is then communicated to students, who track their own progress and develop personal learning goals. This is the basis of our instructional program.

Upon gathering and analyzing student performance data as described above, teachers and school leaders implement our progress monitoring protocol to drive student learning forward. Determination of the lowest-scoring 20% of students creates a proxy for initiating academic and social interventions, resulting in intervention blocks built into student schedules; identification of the highest-scoring 10% of students creates a proxy for initiating extension and supplemental learning opportunities. Our faculty has been trained extensively in Renzulli's Schoolwide Enrichment Model for gifted and talented education, and we implement a varied, engaging series of elective opportunities for our students.

These school-wide foci unite all teachers in common goals and drive both vertical and horizontal articulation. This is evident in weekly grade-level and cross-curricular collaboration meetings led by teachers, our instructional coach, or our school principal. The findings from these planning sessions drive in-school professional development offerings, which have focused most recently on subject-specific instruction, learning centers, data-informed planning, reflection, and research-based practices. This work supports our current school-wide instructional priorities: comprehension and use of non-fiction texts, and mathematical problem-solving.

3. Communicating Assessment Results:

Reilly works collaboratively with students, families, staff and the community to ensure that students achieve academic excellence. We understand that in order for all stakeholders to work toward a common goal, all must be informed as to how students are assessed and how these results are used to inform instruction. To communicate these results a number of systems are utilized.

Discussions around student performance begin between teachers and students early in their enrollment, and build with each successive year. Students begin crafting learning goals as early as second grade, and teachers meet regularly with students one-on-one and in larger groups to discuss progress. Teachers also have daily, scheduled team meeting periods which offer extensive opportunities for parent-teacher-student articulation; indeed, it is common for teacher teams to meet with two to five families per week to help foster communication between school and home.

Parents and guardians, like students and teachers, have access to PowerSchool, our student information system that chronicles student grades and progress over the academic year. To further keep parents informed, family meetings are scheduled throughout the year. These meetings include:

- Back to School Night, every September, when the principal and staff share and explain testing results with families and students.

- American Education Week, our yearly celebration of public education, where parents are welcomed to observe classroom practices and embark on student-led learning tours.

- Read Across America Week and Family Math Night, which invite parents to participate in literacy and mathematical problem-solving that students do daily.

- Student performances and presentations, where parents and community members have the opportunity to observe student learning in action; activities range from science fairs and student-run museum exhibits to choral, band, and theatrical performances.

- Monthly Parent Teacher Organization, Parent Advisory Council meetings and regular Title I meetings where parents have the opportunity to share in the school's vision-setting and future planning.

- Monthly Student Advisory meetings which afford students the opportunity to offer feedback to educators on classroom practices and rigorous instruction.

Countless additional venues exist for sharing student performance information with the greater community, including our school website and newspaper, our public gifted and talented education information sessions, and our district newsletter (Excellence News). These media, combined with the practices outlined above, form a powerful repertoire for informing our school community about where Reilly has been, where it is now, and where we are going: together.

4. Sharing Lessons Learned:

The Reilly school community has learned a great deal from colleagues across our district and beyond, and has been equally tireless in sharing our successes with others. Over the past five years, there are countless examples of members of our professional learning community having devoted their time and expertise to share lessons learned, including:

- A math coach, and former Reilly Teacher of the Year, serving as a professional development provider for all Elizabeth Public Schools and advising the district's curriculum task force.

- A fourth grade teacher, current Reilly Teacher of the Year and Elizabeth Public Schools Teacher of the Year, serving as a district model teacher in the areas of guided reading and student literacy.

- A choral director, former Reilly Teacher of the Year, Elizabeth Public Schools Teacher of the Year, and Union County Teacher of the Year, serving as a representative for the teaching profession to the Union County Teacher Professional Development Board and for the New Jersey Education Association.

- Reilly teachers serving as district curriculum writers, professional development providers, and model teachers for data-informed instruction and literacy across the curriculum.

- A literacy coach serving as advisor to the district's curriculum selection committees, while also serving as the district's leading expert in the field of data-informed instruction and early literacy.

- Reilly serving as a district pilot school for new technologies, including interactive whiteboards, interactive television, student responder units, iPod and iPad devices, and tablet personal computers.

- Four Reilly teachers serving on our new district-wide team developing models of rigorous instruction to enhance current curricula.

- Selection of Reilly as the site for district leaders' instructional rounds practicum.

- Our administrators and instructional coaches serving as mentors to new and aspiring school leaders, as well as presenting best practices to administrator cohorts across the district.

- Physical education teachers serving on our district-wide health and wellness committee, a partnership with the Alliance for a Healthier Generation.

- Reilly hosting foreign dignitaries and learning teams from Japan, Angola, and Portugal.

- Three of our team-members serving as adjunct instructors at local universities.

- Our school leaders and teachers selected to attend state, national, and international conferences hosted by the New Jersey Association for Gifted Children, National Science Teachers Association, Merck Institute for Science Education, the Neag Center for Gifted Education and Talent Development, the Panasonic Foundation, and the American Educational Research Association.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Reilly reflects our high expectations for students. Every teacher, upon being interviewed for a position is asked a common question: "if visiting your classroom, what would one see that would be indicative of effective, rigorous instruction?" The answers are evident in our classrooms everyday: coherent, aligned curriculum including challenging academic tasks and just-in-time interventions for students when appropriate; student work published through displays and student presentations; and individual student learning goals. Teachers maintain data binders reflecting student performance, and utilize formative/summative assessments to ensure academic success for every student. Students maintain their own data binders, analyze trends and predict their performance on state assessments, district benchmarks and teacher-created assignments. From professional development addressed in every faculty meeting, to lesson plan articulation led by the school principal, to weekly meetings with our instructional coach and principal to review student progress, every aspect of instruction reflects our shared belief that, together, committed teachers and support professionals make a positive difference in student achievement.

Our extended day schedule affords students countless opportunities across the four components of our program: academics, visual arts, performing arts, and physical education. Each week, our elementary students engage in an expanded course of study including two periods of visual arts instruction, three periods of physical education and health, as well as instruction in the recorder, music theory, French, Spanish, media literacy, dance, and performing arts.

The aim of our scheduling system is to provide for breadth of learning opportunity at the earliest grades while allowing for specialization as students mature. As students move into the upper elementary grades, they may engage in advanced studies in dance, midi-piano, band, chorus, performing arts, book-making, French, Spanish theater, and Spanish journalism. The transition to middle school brings the opportunity to participate in two daily electives while meeting all core academic requirements; over 30 electives are offered across the four components.

Mathematics/ Science:

Mathematics and science instruction begins and ends with the mastery of objectives set forth by the NJCCCS and fosters students' abilities to reason and solve problems. As one walks through our classrooms, one finds students articulating their thinking, posing questions, generating hypotheses and engaging in differentiated tasks to address the wide spectrum of their talents. Students attend to real mathematical/scientific problems through cross-curricular tasks such as determining the slopes of classmates' noses using tools embedded in our iPods, measuring kinetic and potential energy of student-created roller coasters with iPad devices, calculating the surface area of our fourth floor to support budgeting for our recent renovation, and applying orienteering skills to navigate our gymnasiums. At Reilly, an engaged learning community experiences success.

Literacy /Social Studies:

Literacy and citizenship are evident across our curriculum. Every day, one may observe the range of instruction at Reilly, from second and third graders developing the foundational skills of literacy; to upper elementary students using vivid language and creative ideas as they study American history; to seventh and eighth graders crafting platforms for student council elections or developing museum exhibits on the origins of man. Our curriculum includes aspects of balanced literacy, guided reading, project-based learning, and writers' workshop, as students engage with authentic literature ranging from *Mufaro's Beautiful Daughters* and *Where the Sidewalk Ends* to *Beowulf* and *The Odyssey.*

Physical Education:

Our physical education curriculum supports our students in maintaining lifelong habits of health and fitness. Activities such as rock climbing, weight training, dance, sports-specific fitness classes, afterschool and Saturday sports clinics along with our school-wide *Wellness Committee* serve to improve the physical well-being of students, as well as the rest of our school community. For these efforts, Reilly has received the National Bronze Level Award from the *Alliance for a Healthier Generation*.

Performing Arts/ Visual Arts/ Music:

Replete with bright bulletin boards, paintings adorning the walls and students moving between rehearsals and choir practice, Reilly is alive with the spirit of the arts. As the first elementary school in Elizabeth to offer performing arts/dance education, our curriculum offers students the opportunity to express themselves artistically through theatrical productions, dance troupes, and countless other venues. Students also study choreography, play-writing, photography, sculpture, puppetry, book-making, alternative drawing/painting, and numerous musical instruments (including percussion, strings, and wind). At Reilly, students explore the range of artistic endeavors to learn about themselves, their community, and the world around them.

World Languages:

Across all grade levels, students participate in world language instruction at the basic, intermediate and advanced levels. French, Spanish and Portuguese Culture are offered, and students engage in language study through reading literature, exploring arts and culture, and consistent practice in listening, speaking, reading, and writing. Upon leaving Reilly, our students are prepared for advanced language study at the high school level and, more importantly, for entering their adult lives with a wider understanding of their place in the world.

2. Reading/English:

Reilly utilizes a research-based, balanced literacy curriculum throughout grades 2-4. It is enhanced by differentiated instruction, rigorous cooperative learning centers, and guided reading. Designed to address learning styles and diverse needs, the curriculum focuses on data-driven instructional strategies aligned with NJCCCS. Literacy instruction is comprised of two components within an uninterrupted 90-minute block. The 30-minute whole group instruction encompasses five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). The 60-minute small group, student-centered activities target academic challenges that are identified through diagnostic assessments (DRA2, running records, district benchmarks, and formal and informal assessments). Learning experiences aligned to unique student gifts come alive through our use of the online Renzulli Learning System, where students connect with enrichment activities targeting their learning styles and interests. Writing centers are enhanced with opportunities to explore instructional themes studied across the curriculum. Guided reading, geared towards instructional reading levels to increase fluency, comprehension, and vocabulary, is also implemented within the small group component.

As an extension to the foundational skills gained in the grades 2-4, upper elementary students, grades 5-8, engage in rigorous instruction through a curriculum aligned to NJCCCS and the Literacy is Essential to Adolescent Development and Success (LEADS) framework. This interdisciplinary framework supports literacy and social studies standards through thematic novels/authentic readings, multiple writing tasks in cooperative learning centers, and project-based learning; promoting critical thinking around fiction and nonfiction texts in a 120-minute block. The 3-Tiered approach of LEADS is designed to target academic needs of all students through differentiated instruction. The mini-lesson in Tier 1 initiates whole group instruction; literal and verbal engagement of the thematic novel/authentic reading occurs. These read-aloud/read-along materials serve as mentor texts that model Power Standards for reading comprehension or model exemplary writing strategies. Learning is stimulated through anticipatory guides, activation of prior knowledge, peer discussions through Think-Pair-Share, and questioning based on Bloom's

Taxonomy. The cooperative learning centers in Tier 2 are differentiated based on student learning styles, multiple intelligences, and academic aptitude. Students gain insight into complex ideas as they collaborate and share strategies on multi-faceted tasks. During this tier, guided reading and guided writing are implemented by language arts literacy and social studies teachers. If intensification of academic instruction is required beyond Tier 2, Tier 3 offers time for one-on-one intervention; during this period, struggling students obtain specialized attention and students who have met/exceeded identified standards engage in activities to extend their learning.

3. Mathematics:

At Reilly, we believe all students will achieve excellence in mathematics. This is accomplished through rigorous instruction and a tightly aligned, standards-based curriculum. Students begin their exploration of mathematics utilizing the Everyday Mathematics program, which focuses on real-life problem solving as students acquire skills in algebra, data analysis, geometry, measurement, numeracy, patterns, functions and operations. Building on an array of life experiences, students are shown how to make connections between their background knowledge and new mathematical concepts. In the seventh and eighth grades, students study advanced mathematics with courses in pre-algebra, algebra and geometry using instructional materials from the University of Chicago School Mathematics Project. Students scoring at the highest levels of proficiency in mathematics participate in an accelerated curriculum comprising algebra in seventh grade and geometry in eighth grade.

Students are instructed in 90-minute blocks with time allotted for whole group instruction, small group work and one-on-one instruction. This allows teachers to interact with students in various contexts, helping them to make connections and provide the time necessary to meet state standards. Based on performance from class assessments, students needing intervention are offered small group instruction that targets identified areas of concern, as well as an academic after school program for further support.

Lessons are designed to accommodate diverse student needs by initially identifying student baseline performance, presenting concepts through concrete and pictorial representations, and following with opportunities for student practice and sense-making. Students are provided opportunities to further explore mathematical concepts at their own pace through adaptive technologies like Carnegie Learning, Neufeld Learning Systems and Renzulli Learning.

Students are engaged in open-ended questioning, mental math, collaborative learning centers, hands-on explorations, writing activities and the use of technology to develop mathematical reasoning and problem solving skills. Each day, students focus on questions that are designed to elicit a mathematical discourse. Students and teachers discuss brainstorming techniques, strategies used, and the plausibility of suggested answers. Math classes across all grade levels are structured to provide students opportunities to work collaboratively as well as independently, engage in meaningful learning experiences and prepare each student for success at Reilly and beyond.

4. Additional Curriculum Area:

The Reilly mission is to provide excellent educational experiences and services to inspire every student to think, to learn, to achieve and to care. To spur this charge, science education at our school begins with the understanding that science is a journey, not a final destination. This is accomplished through the implementation of the inquiry-based FOSS (Full Option Science System) curriculum, which is departmentalized starting in third grade for Reilly students. Every year, students are instructed in all areas of science (i.e. physical, life, and earth), affording them opportunities to build upon their knowledge and refine their critical thinking skills. The curriculum offers rigorous explorations that actively engage students in hands-on investigations, enabling them to generate scientific evidence and use reasoning to answer research questions.

At Reilly, the classroom environment becomes a science laboratory where students are presented with real-life questions that promote independent thinking and analysis, providing students with the necessary

parameters to apply scientific concepts to problems under investigation. Students develop and test their hypotheses and predict results, leading to learning experiences that promote examination, observation, explanation and analysis. As a result, students utilize and further develop their problem-solving skills and innovative thinking. Through cooperative learning, students take ownership for their learning, building confidence and pride in their accomplishments. At Reilly, students work as a community of learners who establish the educational habits of collaboration and self-reflection.

Additionally, the science department often supports and enhances cross-curricular activities. For example, sixth grade students are studying angles in math class, concurrently students study how light travels and apply the Law of Reflection by measuring angles of incident and reflection. Moreover, in our fifth grade science classes, students read *The Lorax* and utilize literary devices in persuasive writing to communicate the importance of recycling in our community. As teams, teachers focus on open-ended questions, which require students to use scientific evidence to support their responses. This fosters students' development of cognitive skills, as well as the ability to communicate scientific knowledge through writing. Our students gain the understanding by making scientific discoveries. Students also learn the importance of taking risks in scientific explorations as they engage in iterative study using the scientific method. These skills provide the foundation for critical thinking and effective decision-making that can be applied across students' lives in school and out of school.

5. Instructional Methods:

At Reilly, teachers believe that differentiated, targeted instruction drives successful student learning. To address the diverse array of talents and gifts that students bring to school each day, our instructional program is driven by goal setting, team collaboration, progress monitoring and pedagogy aligned to the Elizabeth Public Schools Principles of Rigorous Instruction. These core instructional practices reflect both a framework around which to plan instruction, and standards of excellence in teaching that we strive to meet. The four principles are:

1. Effective and rigorous instruction is predicated on an understanding of students' baseline performance and abilities. This is evidenced by: frequent analysis of student performance data, crafting of individual learning goals, monthly progress monitoring to realign goals as students' skills develop, and flexible scheduling of small daily intervention groups.

2. Effective and rigorous instruction occurs when teachers place information to be taught within an appropriate context which enables students to make connections between information they already know and what they are about to learn. This is evidenced by: clearly aligned curricula in all disciplines and electives, interdisciplinary thematic units, independent learning projects, and just-in-time interventions when appropriate.

3. Effective and rigorous instruction occurs when students are engaged intellectually using instruction strategies that are appropriately challenging and cognitively complex. This is evidenced by: daily identification of learning objectives and "big ideas" that form the non-negotiables for units of instruction, engaging learning centers, appropriate application of tiered instruction, and extensive use of open-ended questioning and student-student discourse using Bloom's Taxonomy.

4. Effective and rigorous instruction includes opportunities for sense-making embedded in the lesson as well a focus on continuous assessment of student progress. This is evidenced by: numerous curricular options for students in core academic classes and electives, learning-adaptive software (e.g. Carnegie Learning and Neufeld Mathematics), Cornell note-taking, double-entry journals, daily opportunities for independent reading and writing, and real world problem solving opportunities.

Our current school and district-wide Teacher of the Year, already one of the city's most successful elementary teachers before coming to our school, described the Reilly experience this way: "even though I came here as a veteran teacher, I truly feel that, in my time at Reilly, I have grown more professionally than ever before." Her daily efforts, along with those of the remainder of our Reilly family, have helped to make our school the success that it is today.

6. Professional Development:

The professional development structures at Reilly involve the principal, district leaders, instructional coach and teachers in collaborative learning opportunities that focus on creating excellence in academics, athletics, and fine arts as well as on boosting performances on all state exams. As a school professional learning community, we focus on advancing pedagogical approaches and techniques in order to improving student learning outcomes. Through the melding of formative and summative assessments, teachers analyze student data and utilize the results for purposeful planning of lessons. Professional learning focuses on differentiated instruction and fostering alignment between assessment and instruction.

Professional growth occurs both incrementally during the school year through observations, walkthroughs, feedback, district workshops and more broadly through general professional development experiences:

- district/school after-school and weekend workshops (scheduled through www.MyLearningPlan.com)
- district-wide Institute for Teaching and Learning offers over 100 professional development opportunities per year
- traditional coaching
- peer coaching
- job-embedded training sessions; which include four district half-day workshops
- professional readings addressing individual teacher needs drawn from school and district virtual libraries

Our school-based professional development committee, comprised of teachers, coaches, and administrators is elected by the faculty. It assesses school-wide needs, coordinates professional offerings, and supports future planning. This information is then utilized to formulate yearly professional development plans based on individual teacher goals. Educators are also encouraged to participate in professional development opportunities outside of the district. Several teachers are engaged in graduate level studies at local universities and more than 50% of our teachers have attained a master's or doctoral degree. In addition, every year a cadre of teachers attends the University of Connecticut Gifted and Talented Summer Institute (Confratute), the Merck Institute for Science Education, and the Rutgers Reading and Writing Conference. These opportunities provide teachers with practical strategies that foster creativity and improved instructional decision-making.

Reilly's definition of student achievement is rooted in the belief that all students can learn, think independently, communicate effectively, use mathematical reasoning, problem solve, and care for the community. To this end, professional development experiences are aligned to specific goals around student achievement: 100% proficiency in language arts, mathematics, and science. Our professional development system and commitment to excellence has yielded one of the highest achieving schools in New Jersey, a student body prepared well for the rigors of 21st century life, and a community of educators who are masters of their craft.

7. School Leadership:

"Together we can" is the philosophy we use not only to encourage achievement for our students and families, but also to lead all individuals to contribute to the overall success of our community.

As the administrator, our principal initiates the leadership chain reaction, and the responsibility of leading our building is shared with teacher-leaders. It is our belief that we can attain success by working collectively and collaboratively to achieve the high standards and goals we set for students and ourselves.

The link between administration and faculty is the Instructional Leadership Team (ILT), a team comprised of staff members that represent the various instructional departments. Working in concert, the ILT determines practices that are relayed at faculty meetings and in-service professional development sessions. Support for and reinforcement of these concepts continues at grade-level meetings where the goals are tailored to fit the subject area and student group. This is evidenced in our establishment of the school-wide 90-day plan, which identifies areas that need improvement and the strategies that can be implemented to meet these needs. The entire staff contributed to the production of the 90-day plan, from identifying areas of concern to selecting strategies to meet the problems head on. This system ensures that teachers return to their classrooms confident, equipped with techniques, and prepared to be leaders for their students.

The principal works closely with the instructional coach and the ILT to determine if goals, plans, and policies are positively impacting the teaching and learning environment. Encouraging the success of teachers with frequent formal/informal observations, evaluations, monthly one-on-one meetings and targeted feedback creates confident, motivated, and knowledgeable academic leaders.

Individual staff members have many opportunities to participate in school leadership. Teachers are encouraged to present successful lessons/techniques during staff meetings. They engage in distributed leadership and decision-making through numerous instructional committees which allow individuals to work together on areas of shared interest and commitment, such as Family Math/Literacy Night, the Wellness Committee, and the eighth grade end-of-year celebrations.

A vigorous work ethic is evident throughout our building. We are constantly searching for ways to help faculty develop and meet their professional goals. Recognizing that all members of the school community are important and that their ideas are valuable creates a collegiality that supports the exploration of innovative ideas.

These are the links that connect Reilly in a common cause, as we are reminded daily that "together, we can."

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: NJASK 3

Edition/Publication Year: 2010 Publisher: Measurement Inc

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/Advance Prof.	100	0	0	0	0
Advance Proficient	78	0	0	0	0
Number of students tested	73	0	0	0	0
Percent of total students tested	100	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advance Prof.	100	0	0	0	0
Advance Proficient	77	0	0	0	0
Number of students tested	62	0	0	0	0
2. African American Students					
Proficient/Advance Prof.	100	0	0	0	0
Advance Proficient	69	0	0	0	0
Number of students tested	13	0	0	0	0
3. Hispanic or Latino Students					
Proficient/Advance Prof.	100	0	0	0	0
Advance Proficient	74	0	0	0	0
Number of students tested	43	0	0	0	0
4. Special Education Students					
Proficient/Advance Prof.	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advance Prof.	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. WHITE					
Proficient/Advance Prof.	100	0	0	0	0
Advance Proficient	91	0	0	0	0
Number of students tested	11	0	0	0	0

NOTES: Special Education Students and English Language Learners students are not included in the total numbers because the total number in each population is less than 10. Grade Three was not part of Terence C. Reilly School prior to 2009-2010 school year.

11NJ9

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: NJASK 3

Edition/Publication Year: 2010 Publisher: Measurement Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficent/Advance Proficient	88	0	0	0	0
Advance Proficient	3	0	0	0	0
Number of students tested	73	0	0	0	0
Percent of total students tested	100	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficent/Advance Proficient	89	0	0	0	0
Advance Proficient	3	0	0	0	0
Number of students tested	62	0	0	0	0
2. African American Students					
Proficent/Advance Proficient	85	0	0	0	0
Advance Proficient	8	0	0	0	0
Number of students tested	13	0	0	0	0
3. Hispanic or Latino Students					
Proficent/Advance Proficient	88	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	43	0	0	0	0
4. Special Education Students					
Proficent/Advance Proficient	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficent/Advance Proficient	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. WHITE					
Proficent/Advance Proficient	91	0	0	0	0
Advance Proficient	9	0	0	0	0
Number of students tested	11	0	0	0	0

NOTES: Special Education Students and English Language Learners students are not included in the total numbers because the total number in each population is less than 10. Grade Three was not part of Terence C. Reilly School prior to 2009-2010 school year.

11NJ9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: NJASK 4

Edition/Publication Year: 2010 Publisher: Measurement Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/AdvanceProf.	96	0	0	0	0
Advance Proficient	66	0	0	0	0
Number of students tested	73	0	0	0	0
Percent of total students tested	100	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/AdvanceProf.	95	0	0	0	0
Advance Proficient	65	0	0	0	0
Number of students tested	62	0	0	0	0
2. African American Students					
Proficient/AdvanceProf.	93	0	0	0	0
Advance Proficient	50	0	0	0	0
Number of students tested	14	0	0	0	0
3. Hispanic or Latino Students					
Proficient/AdvanceProf.	98	0	0	0	0
Advance Proficient	70	0	0	0	0
Number of students tested	47	0	0	0	0
4. Special Education Students					
Proficient/AdvanceProf.	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/AdvanceProf.	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. WHITE					
Proficient/AdvanceProf.	91	0	0	0	0
Advance Proficient	64	0	0	0	0
Number of students tested	11	0	0	0	0

NOTES: Special Education Students and English Language Learners students are not included in the total numbers because the total number in each population is less than 10. Grade Four was not part of Terence C. Reilly School prior to 2009-2010 school year.

11NJ9

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: NJASK 4

Edition/Publication Year: 2010 Publisher: Measurement Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/Advance Proficient	80	0	0	0	0
Advance Proficient	10	0	0	0	0
Number of students tested	73	0	0	0	0
Percent of total students tested	100	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advance Proficient	77	0	0	0	0
Advance Proficient	5	0	0	0	0
Number of students tested	62	0	0	0	0
2. African American Students					
Proficient/Advance Proficient	79	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	14	0	0	0	0
3. Hispanic or Latino Students					
Proficient/Advance Proficient	81	0	0	0	0
Advance Proficient	9	0	0	0	0
Number of students tested	47	0	0	0	0
4. Special Education Students					
Proficient/Advance Proficient	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advance Proficient	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. WHITE					
Proficient/Advance Proficient	73	0	0	0	0
Advance Proficient	18	0	0	0	0
Number of students tested	11	0	0	0	0

NOTES: Special Education Students and English Language Learners students are not included in the total numbers because the total number in each population is less than 10. Grade Four was not part of Terence C. Reilly School prior to 2009-2010 school year.

11NJ9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: NJASK 5

Edition/Publication Year: 2010 Publisher: Measurement Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/Advance Prof.	99	0	0	0	0
Advance Proficient	51	0	0	0	0
Number of students tested	74	0	0	0	0
Percent of total students tested	100	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advance Prof.	99	0	0	0	0
Advance Proficient	49	0	0	0	0
Number of students tested	65	0	0	0	0
2. African American Students					
Proficient/Advance Prof.	100	0	0	0	0
Advance Proficient	73	0	0	0	0
Number of students tested	11	0	0	0	0
3. Hispanic or Latino Students					
Proficient/Advance Prof.	98	0	0	0	0
Advance Proficient	44	0	0	0	0
Number of students tested	48	0	0	0	0
4. Special Education Students					
Proficient/Advance Prof.	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advance Prof.	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. WHITE					
Proficient/Advance Prof.	100	0	0	0	0
Advance Proficient	60	0	0	0	0
Number of students tested	15	0	0	0	0

NOTES: Special Education Students and English Language Learners students are not included in the total numbers because the total number in each population is less than 10. Grade Five was not part of Terence C. Reilly School prior to 2009-2010 school year.

11NJ9

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: NJASK 5

Edition/Publication Year: 2010 Publisher: Measurement Inc

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/Advance Prof.	93	0	0	0	0
Advance Proficient	8	0	0	0	0
Number of students tested	74	0	0	0	0
Percent of total students tested	100	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advance Prof.	92	0	0	0	0
Advance Proficient	9	0	0	0	0
Number of students tested	65	0	0	0	0
2. African American Students					
Proficient/Advance Prof.	100	0	0	0	0
Advance Proficient	9	0	0	0	0
Number of students tested	11	0	0	0	0
3. Hispanic or Latino Students					
Proficient/Advance Prof.	90	0	0	0	0
Advance Proficient	8	0	0	0	0
Number of students tested	48	0	0	0	0
4. Special Education Students					
Proficient/Advance Prof.	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advance Prof.	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. WHITE					
Proficient/Advance Prof.	100	0	0	0	0
Advance Proficient	7	0	0	0	0
Number of students tested	15	0	0	0	0

NOTES: Special Education Students and English Language Learners students are not included in the total numbers because the total number in each population is less than 10. Grade Five was not part of Terence C. Reilly School prior to 2009-2010 school year.

11NJ9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: NJASK 6

Edition/Publication Year: 2010 Publisher: Measurement Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/Advance Prof.	99	0	0	0	0
Advance Proficient	54	0	0	0	0
Number of students tested	72	0	0	0	0
Percent of total students tested	100	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advance Prof.	98	0	0	0	0
Advance Proficient	56	0	0	0	0
Number of students tested	61	0	0	0	0
2. African American Students					
Proficient/Advance Prof.		0	0	0	0
Advance Proficient		0	0	0	0
Number of students tested		0	0	0	0
3. Hispanic or Latino Students					
Proficient/Advance Prof.	98	0	0	0	0
Advance Proficient	56	0	0	0	0
Number of students tested	52	0	0	0	0
4. Special Education Students					
Proficient/Advance Prof.	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advance Prof.	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient/Advance Prof.		0	0	0	0
Advance Proficient		0	0	0	0
Number of students tested		0	0	0	0

NOTES: Special Education Students and English Language Learners students are not included in the total numbers because the total number in each population is less than 10. Grade Six was not part of Terence C. Reilly School prior to 2009-2010 school year.

11NJ9

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: NJASK 6

Edition/Publication Year: 2010 Publisher: Measurement Inc

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/Advance Proficient	88	0	0	0	0
Advance Proficient	7	0	0	0	0
Number of students tested	72	0	0	0	0
Percent of total students tested	100	0	0	0	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advance Proficient	87	0	0	0	0
Advance Proficient	3	0	0	0	0
Number of students tested	61	0	0	0	0
2. African American Students					
Proficient/Advance Proficient		0	0	0	0
Advance Proficient		0	0	0	0
Number of students tested		0	0	0	0
3. Hispanic or Latino Students					
Proficient/Advance Proficient	87	0	0	0	0
Advance Proficient	6	0	0	0	0
Number of students tested	52	0	0	0	0
4. Special Education Students					
Proficient/Advance Proficient	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advance Proficient	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Proficient/Advance Proficient		0	0	0	0
Advance Proficient		0	0	0	0
Number of students tested		0	0	0	0

NOTES: Special Education Students and English Language Learners students are not included in the total numbers because the total number in each population is less than 10. Grade Six was not part of Terence C. Reilly School prior to 2009-2010 school year.

11NJ9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: NJASK 7

Edition/Publication Year: 2010 Publisher: Measurement Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/Advance Prof.	97	84	95	88	91
Advance Proficient	43	48	50	24	22
Number of students tested	74	110	103	106	110
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advance Prof.	97	81	94	89	90
Advance Proficient	44	44	52	22	11
Number of students tested	59	79	52	63	62
2. African American Students					
Proficient/Advance Prof.		80	91	63	93
Advance Proficient		50	24	5	15
Number of students tested		20	21	19	27
3. Hispanic or Latino Students					
Proficient/Advance Prof.	98	79	94	95	88
Advance Proficient	42	40	52	25	18
Number of students tested	45	58	54	56	56
4. Special Education Students					
Proficient/Advance Prof.	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advance Prof.	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. WHITE					
Proficient/Advance Prof.	100	90	100	89	95
Advance Proficient	50	50	64	27	38
Number of students tested	16	20	25	26	21

NOTES: Special Education Students and English Language Learners students are not included in the total numbers because the total number in each population is less than 10. The NJ Department of Education adjusted Proficiency Standards for grade 7 Language Arts and Mathematics for the 2007-2008 school year assessment.

11NJ9

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: NJASK 7

Edition/Publication Year: 2010 Publisher: Measurement Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/Advance Proficient	97	86	93	96	96
Advance Proficient	32	26	17	23	3
Number of students tested	74	110	103	106	110
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advance Proficient	97	85	94	95	92
Advance Proficient	34	20	10	22	2
Number of students tested	59	79	52	63	62
2. African American Students					
Proficient/Advance Proficient		80	95	90	96
Advance Proficient		10	0	11	4
Number of students tested		20	21	19	27
3. Hispanic or Latino Students					
Proficient/Advance Proficient	98	91	90	96	95
Advance Proficient	36	15	15	21	2
Number of students tested	45	54	54	56	56
4. Special Education Students					
Proficient/Advance Proficient	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advance Proficient	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. WHITE					
Proficient/Advance Proficient	100	95	96	100	95
Advance Proficient	25	35	36	27	5
Number of students tested	16	20	25	26	21

NOTES: NJ Department of Education adjusted proficiency Standards for Grade 7 Language Arts ans Mathematics for the 2007-2008 school year assessment. Special Education Students and English Language Learners students are not included in the total numbers because the total number in each population is less than 10.

11NJ9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: NJASK8

Edition/Publication Year: 2010 Publisher: Measurement Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/Advance Prof.	100	87	90	88	83
Advance Proficient	62	52	49	36	17
Number of students tested	53	111	109	111	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advance Prof.	100	83	88	89	80
Advance Proficient	59	47	48	34	13
Number of students tested	46	71	65	65	46
2. African American Students					
Proficient/Advance Prof.		77	65	93	83
Advance Proficient		23	18	28	0
Number of students tested		22	17	29	12
3. Hispanic or Latino Students					
Proficient/Advance Prof.	100	87	95	86	82
Advance Proficient	65	50	52	34	16
Number of students tested	46	60	62	56	55
4. Special Education Students					
Proficient/Advance Prof.	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advance Prof.	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. WHITE					
Proficient/Advance Prof.		100	92	85	81
Advance Proficient		80	62	55	23
Number of students tested		25	26	20	31

NOTES: Special Education Students and English Language Learners students are not included in the total numbers because the total number in each population is less than 10. The NJ Department of Education adjusted Proficiency Standards for grade 8 Language Arts and Mathematics for the 2007-2008 school year assessment.

11NJ9

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: NJASK 8

Edition/Publication Year: 2010 Publisher: Measurement Inc.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/Advance Proficient	100	89	97	94	92
Advance Proficient	19	14	10	5	3
Number of students tested	53	111	109	111	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advance Proficient	100	86	95	93	89
Advance Proficient	17	14	8	5	4
Number of students tested	46	71	65	65	45
2. African American Students					
Proficient/Advance Proficient		82	94	93	92
Advance Proficient		0	6	0	0
Number of students tested		22	17	29	12
3. Hispanic or Latino Students					
Proficient/Advance Proficient	100	88	97	93	89
Advance Proficient	22	15	7	5	2
Number of students tested	46	60	62	56	55
4. Special Education Students					
Proficient/Advance Proficient	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advance Proficient	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. WHITE					
Proficient/Advance Proficient		100	100	95	97
Advance Proficient		28	15	10	3
Number of students tested		25	26	20	31

NOTES: NJ Department of Education adjusted proficiency Standards for Grade 8 Language Arts and Mathematics for the 2007-2008 school year assessment. Special Education Students and English Language Learners students are not included in the total numbers because the total number in each population is less than 10.

11NJ9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/Advance Proficient	98	86	93	88	87
Advance Proficient	59	50	49	30	19
Number of students tested	419	221	212	217	216
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advance Proficient	98	82	91	89	86
Advance Proficient	58	45	50	28	12
Number of students tested	355	150	117	128	107
2. African American Students					
Proficient/Advance Proficient	97	79	79	81	90
Advance Proficient	59	36	21	19	10
Number of students tested	58	42	38	48	39
3. Hispanic or Latino Students					
Proficient/Advance Proficient	99	83	95	90	85
Advance Proficient	58	45	52	30	17
Number of students tested	281	118	116	112	111
4. Special Education Students					
Proficient/Advance Proficient	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advance Proficient	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. White					
Proficient/Advance Proficient	98	96	96	87	87
Advance Proficient	62	67	63	39	29
Number of students tested	60	45	51	46	52
NOTES: Special Education Students and English Language Learners students are not included in in the total numbers because the total number in each population is less than 10					

11NJ9

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/ Advance Proficient	91	87	95	95	94
Advance Proficient	13	20	13	13	3
Number of students tested	419	221	212	217	216
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/ Advance Proficient	90	85	95	95	91
Advance Proficient	12	17	9	13	3
Number of students tested	355	150	117	128	107
2. African American Students					
Proficient/ Advance Proficient	90	81	95	92	95
Advance Proficient	9	5	3	4	3
Number of students tested	58	42	38	48	39
3. Hispanic or Latino Students					
Proficient/ Advance Proficient	90	85	94	95	92
Advance Proficient	13	19	10	13	2
Number of students tested	281	118	116	112	111
4. Special Education Students					
Proficient/ Advance Proficient	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/ Advance Proficient	0	0	0	0	0
Advance Proficient	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. WHITE					
Proficient/ Advance Proficient	93				
Advance Proficient	13				
Number of students tested	60				

NOTES: Special Education Students and English Language Learners students are not included in the total numbers because the total number in each population is less than 10.

11NJ9