



# PART I - ELIGIBILITY CERTIFICATION

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12NJ4

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12NJ4

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)  
 (per district designation): 2 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
9 Total schools in district
2. District per-pupil expenditure: 13149

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 15
5. Number of students as of October 1, 2011 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		<b>6</b>	0	0	0
K	31	38	69		<b>7</b>	0	0	0
1	44	40	84		<b>8</b>	0	0	0
2	47	40	87		<b>9</b>	0	0	0
3	41	40	81		<b>10</b>	0	0	0
4	41	36	77		<b>11</b>	0	0	0
5	37	41	78		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								476

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
9 % Asian  
0 % Black or African American  
5 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
83 % White  
3 % 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 2010-2011 school year: 3%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2010	489
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 0%  
 Total number of ELL students in the school: 2  
 Number of non-English languages represented: 2  
 Specify non-English languages:

Japanese and Norwegian

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 2

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: 46

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

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>8</u>
Paraprofessionals	<u>17</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>2</u>
Total number	<u>55</u>	<u>10</u>

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

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Willard Elementary School, established in 1912, has a rich heritage of excellence. During this, our centennial year, teachers, parents, students, and other community members have been reflecting upon the milestones in our history that have contributed to the school as it exists today. Willard's Mission Statement is more than words on paper – it is a way of life. “We believe all our students will be prepared intellectually, academically, socially, culturally, and physically to be effective learners and productive citizens in a rapidly changing world.”

Willard is a dynamic learning community with a population of 479 students in grades kindergarten through five. Upon entering the school, visitors immediately sense the energy, warmth, and spirit of cooperation that is Willard. Teachers and parents work together to provide an academically challenging curriculum and culturally rich environment for their children. Each group encourages the other to create lasting, positive change at Willard.

Our community lives its Mission Statement daily. One of Willard's greatest strengths lies in the pervasive belief that there is always room for improvement. This is evidenced by the students' ability to consistently achieve high levels of performance in all areas. Our programs are based on the belief that students must be self-regulated and self-motivated learners. We have created a standard of excellence by insisting that students demonstrate high task-persistence, take pride in their work, and be willing to take intellectual risks to creatively solve problems. Learning to fail can be just as important as learning to succeed. Our community offers support in both instances, and our children understand that. Our students demonstrate respect for themselves and the rights and property of others, and are able to work both independently and cooperatively. Our outstanding educational program is delivered in a caring environment that encourages academic excellence, mutual respect, honesty and appreciation for cultural diversity. We seek to develop self-confident and capable individuals who are lifelong learners.

Just as our students learn to build on success, so do our teachers. We live by the goals of Blue Ribbon Schools, and we have shown that we possess the talent, dedication, energy and enthusiasm to develop a successful learning environment. Willard School's faculty members are deeply committed to their profession and to the students they serve. They work tirelessly to craft multidisciplinary instruction while creating authentic learning experiences for the children. Lifelong learners themselves, these professionals share with students their love of learning and enthusiasm for education on a daily basis. Every teacher at Willard School is not “just a teacher”, but rather “a teacher of teachers” in a professional learning community of inquiry and improvement.

The shared commitment of parents and staff members to the children in this school is paramount. Ridgewood is a community that values education and values its children. The children are the basis for every decision that is made and every action that is taken at Willard. Parent involvement in the programs and activities here is instrumental in the overall success of the school. Our Home and School Association supports many of the co-curricular and enrichment programs offered to our students. In addition, parent volunteers help in our art, library, and recess programs, as well as coordinate activities such as the Book Fair, Willard Carnival, and Family Nights. The Home and School Association also works with the school to promote community service awareness in our students. The children truly benefit from the dedicated efforts of parents and their partnership with the school. Willard School is truly a Community of Learners.

Nothing we do at Willard is an isolated event. Everything has strong ties to the curricular areas and are not celebrated in a day and then simply forgotten. Events become initiatives, which are imbedded into Willard's daily life. For instance, Earth Day is celebrated not in the traditional month of April, but in November, so students are encouraged to be environmentally aware the entire year. “Stamp Out Bullying”, a school wide assembly, was selected at the end of the previous school year and presented

early in the following year to have the most impact on students and their behavior. This year, Willard School's 100th anniversary year, is being marked by a series of events culminating in the renaming of the street on which Willard is located. Blue Ribbon recognition would be a beautiful way to embark on our next hundred years of excellence!

## 1. Assessment Results:

A. At Willard Elementary School (WES) the study of assessment data is a process used to gather information about student progress and make instructional changes. Using assessment results is critical to the success of all learners as it drives changes in instruction, teaching techniques, student groupings and program delivery. The New Jersey Assessment of Skills and Knowledge (NJASK) is one standardized test that is administered to grades three through five in language arts literacy, mathematics, and science (grade four only). This state test is designed to give annual benchmarks of the progress students are making in mastering the skills and knowledge put forth by the Core Curriculum Content Standards. WES uses these results to identify the strengths and weaknesses of the entire student population including all sub groups and individual students. The NJASK scores are reported as scale scores in each of the content areas. The scores range from 100-199 (partially proficient), 200-249 (proficient) and 250-300 (advanced proficient). Students who score in the partially proficient range are closely monitored under the Response to Intervention model's Tier 1 guidelines. At Willard, we have two academic goals for our students – to achieve proficiency or higher for all students, and to maximize the learning potential of each and every child. Our proficiency rates are consistently above 90%, last year at 99.2% in mathematics and 93.5% in language arts. As a result of thoughtful and systemic implementation of new programs and practices in both mathematics and language arts, last year's advanced proficiency data soared to the highest differential ever in the last six years – exceeding our District Factor Group by over 12 percentage points in language arts and by over 12 percentage points in mathematics.

B. The staff at Willard works on a daily basis to raise the achievement of all students, whether high performing, at risk, or in between. Our standard for all learners can be summed up in two words, “upward movement.” Over the past five years, scores revealed fluctuations that are likely typical given changes in populations. In the most recent year's data, all subgroups, with the sole exception of special education in literacy, were no more than two percentage points away from the results of the total population. To address the needs of our special education students, we have made and continue to monitor improvements in our literacy program. One of the changes includes a shift toward word work and away from a more traditional spelling program. This word work includes a more extensive word study program teaching phonics, word structure, vocabulary and small group instruction based on each child's tested level. Small fluency groups, both in and out of the classroom, are conducted on a regular basis to increase comprehension along with fluency. Guided reading groups in grades K-2 and strategy groups in grades 3-5 enable teachers to pinpoint areas of particular strengths and weaknesses. Students have access to computer software and tools such as classroom SMART Boards, student laptops, and iPads which help motivate each and every learner to practice language concepts and master skills in an innovative, non-threatening fashion. Students seem to find these learning experiences to be less stressful and therefore become more confident in their abilities and are proud of their new successes. This highly focused approach allows teachers to reinforce and/or extend those targeted skills which enable students to continue their upward momentum that is so important to the Willard School philosophy. This is also reflected in the district's Mission Statement: “Maximizing the unique potential of every learner.”

## 2. Using Assessment Results:

Formative assessment has become part of the teaching culture of WES. We have studied with Dylan Wiliam, the world-renowned expert in formative assessment, we have integrated authentic reading assessments into our instruction, and we have utilized on-line formative assessments. All are used to modify instruction for individual students and classes as a whole. WES teachers ask themselves these essential questions: Before I start this unit, what do my students already know? Is there anything that needs re-teaching before moving forward?

In every classroom, teachers, in reading and writing, individually and authentically assess children every two weeks. For each individual conference, teachers give a compliment, identify a specific goal for improvement, and teach a strategy to enable the learner to attain their goal. The feedback is reflective of the student work and process. Teachers track individual student progress by using Confer, an application for the iPad, which helps teachers improve instruction and learning.

Phonics and spelling are taught through the process of sorting which identifies patterns and irregularities in the English language. Ongoing assessments are administered and used to determine the level given to a student, insuring that every child is challenged and supported appropriately.

Early in the school year, teachers review each student's educational history and discuss with the previous year's teachers and support staff any assessment data in a child's cumulative file that may highlight particular strengths and weaknesses. They also administer either portfolio assessments developed by the district or standardized assessments. These become benchmarks for monitoring progress and creating extensions for enrichment opportunities.

Students who demonstrate an exceptional ability or strength in any area(s) are identified based upon teacher observation and/or summative assessments. Teachers complete an Individualized Differentiation Plan (IDP) to identify specific strategies and extensions based on learning domains. Cognitive, affective, and psychomotor skills are addressed and stimulated. These IDPs are discussed at parent conferences. If a student demonstrates a weakness in a subject area or a behavioral concern, the teacher completes a checklist and a Pupil Identification Form (PIF) for the Intervention and Referral Services (I&RS) team. The checklist categories include content area, strategies related to time, processing and recall as well as behavioral and organizational concerns. The assessment information from functional as well as standardized tests is included.

Parents are notified and asked to read and sign the PIF. The teacher attends a meeting, held bi-weekly, with the Intervention and Referral Services (I&RS) team, and brings samples of the child's work. After the team develops recommendations for use within the general education classroom, action plans are created with specific time lines to monitor student progress. Progress on the PIF is monitored through teacher observation, conferring notes, weekly word study inventories, and other indicators of student performance. This portion of the process is considered Tier One of the I&RS.

Students who require additional support may receive a pull-out or push-in program of Basic Skills Instruction in the areas of reading, writing, and/or mathematics. It is an individualized program that provides pre-teaching, post teaching and practice to strengthen the student's skills in the classroom and is usually given two to three times per week. It is taught by an Educational Specialist and is considered Tier Two.

Students' progress is closely monitored and those not making progress will receive a full assessment by the Child Study Team. If a learning disability is found, Tier Three special education services begin. Intensive interventions that are individualized and delivered as supplemental instruction and replacement programs are implemented.

The community is made aware of students' academic achievements in a number of interactive and traditional ways. The school and teacher websites are available 24 hours a day and the eNews is sent out weekly to 543 recipients including Willard parents, staff and Board of Education members. Newspaper coverage of both classroom and school achievements is extensive. Some of the covered events include the dinosaur museum, parade of American symbols, the ancestry project, immigration simulation, journey to Revolutionary Philadelphia, and the school-wide science fair. It should be noted that there are numerous community outreach programs including the Law Enforcement Torch Run for the Special Olympics and the Hoops for Heart campaign which promotes heart-healthy living. Beyond these notable efforts are significant interpersonal interactions. WES teachers consider their students' parents as partners and there are frequent dialogues and meetings, such as parent conferences, informal meetings, and HSA meetings.

Monthly meetings of the Home and School Association include updates on student achievement and challenges. Our aim is to continually promote the partnership between parents and WES staff.

### **3. Sharing Lessons Learned:**

As lifelong learners, Willard School staff is committed to sharing expertise and challenges across school, district, and professional organizations. The staff shares their knowledge and cutting edge programs with other professionals at the local, state and national levels. Staff members communicate their expertise with other teachers at the district level by planning and implementing staff development. Some of the topics have addressed Common Core implementation, social-emotional learning, RTI and its impact on the Ridgewood Public Schools, and advanced reading/writing workshops. Our librarian presented a workshop for parents *To Google or Not to Google* enabling them to better assist their children in regard to research and homework using our Britannica Online Encyclopedia and Webpath Express. Both provide students with safe, accurate websites at their reading levels. Articulation is undertaken in a number of curricular areas such as the Elementary Vocal Music Networking Association, which shares best practices on a regular basis. The Mathematics Vision Committee insures both horizontal and vertical articulation throughout district schools.

The expertise of staff is recognized far beyond the district. Staff members are continually asked to present their vision and practices to audiences at conferences and conventions. A presentation on web technology and student publishing practices was delivered to graduate students at both Columbia University Teachers College and Iona College. Other Bergen County school districts attended the presentation called, "Positive Psychology/Mindset & PreSchool Inclusion". Educators at the N.J. State Bar Foundation's annual Law Related Education Conference attended a workshop on the Paws For Literacy Club, a canine reading program for emergent first grade readers presented by both Willard staff and the principal. The principal also serves as a certified state mentor for administrators. In addition, staff members have been selected to deliver the keynote address to the LA Unified School District. A number of staff instruct graduate level courses at area universities and colleges. Several staff members serve on the boards of nonprofit associations such as the Ridgewood Historical Society and the New Jersey State Bar Foundation's Law Related Education Committee. All staff members serve as trustees on the Willard Home and School Association ensuring that professional outreach across the United States hones our local practice and benefits our students as well as the multitude of students affected by those outreach effort.

### **4. Engaging Families and Communities:**

The staff, students, and parents at Willard School share a deep love and enthusiasm for their experience with the local community and beyond.

Each year staff inform parents of both student progress and curricular advances and modifications through back-to-school night presentations, regularly scheduled conferences, and traditional open door policies. Communication between teachers and parents is paramount to Willard's overall achievement. Willard hosts theme days with presentations by local and national leaders in the field, many of whom are parents. Working closely with the HSA, Willard is able to continue the tradition of sharing with new and existing families through events. These events are regularly scheduled and keep the community closely knit. This relationship gives parents an opportunity to participate. These events and activities include theme days, OWL (Opportunities at Willard Lunch) programs, art docent program, library volunteers, class parents, and chaperones for academically-based field trips.

Websites, emails, and newsletters created by teachers are important vehicles for open communication in the Willard community. The school also makes regular use of digital networking systems that inform parents through email and login about their students' daily movement through many curricular areas.

Willard takes pride in being an environmentally conscious school and shares its green movement through community education and its green websites. The school-wide recycling/composting programs help support families in making ecologically, responsible decisions. Students take the responsibility to recycle everything from paper, plastic, bottle caps, juice pouches, and aluminum while food scraps are recycled and/or composted. The website includes a Google Maps project on green contributions and a “How To” section on composting. The school-wide recycling and composting programs have been highlighted in local and national news, and WES staff have mentored staff from other schools interested in starting a similar program.

Willard’s latest initiative was started through a grant from the Ridgewood Education Foundation. The Willard Wellness program includes educational assemblies and events by local farms, teachers and parents. This initiative has spread significantly beyond the local community through exposure in national news, the school website, and a student-authored blog.

## 1. Curriculum:

Willard School's mission is to prepare all students intellectually, academically, socially and physically to be effective learners and productive citizens in a rapidly changing world. The curriculum achieves this mission by meeting and exceeding Common Core Standards in meaningful and authentic experiences for all students. The diverse staff, has the unique ability to present dynamic lessons in a multidisciplinary fashion.

At Willard, a balanced approach to literacy affords students the opportunity to explore multiple paths while constructing meaning in their world using spoken and written words. They reflect upon and are held accountable for their learning. Ongoing assessment shapes future teaching. Educators differentiate and scaffold instruction throughout the workshop model, according to students' individual levels. Clear expectations for readers and writers are established. Our word study program uses a developmentally appropriate approach to phonics, spelling, and vocabulary instruction. The Reading/Writing Workshop model utilized by WES is successful because it intrinsically motivates students along a continuum. Reading workshop is a time to involve students in authentic experiences that focus on the strengths and needs of all. Writing workshop, which involves both expressive and receptive language, is a way of organizing written expression by writing frequently, for extended periods of time, on topics of their choosing.

Conceptual learning in mathematics instruction includes attention to sequential, visual and verbal learning, computation fluency, and problem solving skills. The workshop model is utilized as students work within their own zone of proximal development. Learning in mathematics progresses from concrete, to representational, to abstract, utilizing models and reasoning to develop computational fluency and problem solving skills. Students are challenged and supported by open-ended problems and various mathematical puzzles. By requiring students to justify their conclusions, the workshop model of mathematics embraces multiple solution paths and levels of thinking.

The research-based science curriculum at WES affords students the opportunity to observe, record, and think critically as they draw conclusions in a hands-on, minds-on format. Student interest and Willard's environmental focus come together to develop a unique and engaging environmentally responsive science program.

The WES social studies program provides students with the knowledge, skills, and differing perspectives to become informed, contributing citizens of the world. It relies heavily on technological resources that are infused into more traditional methods of study. Concepts are presented in a spiraling, multi-disciplinary format that begins at the neighborhood and community level. All students are prepared for a rapidly changing world upon graduation.

The Arts are an integral part of the Willard experience. The vocal music department follows the Orff-Schulwerk approach of a child-centered atmosphere using their creative ideas to lead the way. Students learn about rhythm, melody, harmony, texture, form and other elements of music in a differentiated format. The performing arts calendar is filled with concerts. To prepare for them, students are exposed to various genres of music. In fourth grade, students begin to play the recorder, which transitions into orchestra and band in fifth grade where students learn fundamental mechanics of tone production on a self-chosen instrument.

The Wellness program at Willard is designed to offer students information to make well-informed decisions about their personal fitness. Understanding and improvement is the main focus of the program. The overriding goal for each child is to develop a healthy lifestyle for optimal growth and development.

Students are assessed using the Fitnessgram program which provides students and their families with feedback about personal fitness. The multifaceted Wellness program offers students the opportunity to demonstrate healthy, nutritional choices for themselves and for the environment.

WES students go far beyond the required curriculum and are involved in a school-wide commitment to the Willard Green Initiative. This includes recycling, TerraCycling, gardening and composting. With guidance and training, the Willard community has structured its daily routines around this commitment. All gain inspiration and encouragement from an in-depth and regularly updated Ning site (<http://willardgreen.ning.com>) and are witness to the ways in which being green and being well go together.

WES remains on the cutting edge of technology to both support and enhance the learning for all students. Equipment and programs include, SMART Boards, Flip cameras, iPads, podcasts, Keynote presentations, mind mapping software, and word prediction software. The fully equipped computer lab and three wireless computer carts allow for whole class use of computers.

Our teachers challenge themselves each year to deliver an enriching curriculum that meets the needs of our diverse student population.

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

Beginning eight years ago, WES staff had the opportunity to train with experts at Columbia University Teachers College Reading and Writing Project. Consultants worked directly with teachers to develop units of study utilizing a workshop model. This model has surpassed our expectations for delivering quality, differentiated instruction. Staff has worked continuously to develop and adapt the model to meet the needs of our population. Reading Workshop enables teachers to meet the needs of each child, allowing them to achieve success whether reading below, at, or above grade level.

In Reading Workshop, teachers deliver interactive, mini-lessons, approximately ten minutes long, teaching and modeling the learning objective. Students practice that learning objective in their just-right books. These books are student-selected from the classroom library, which consists of baskets of books leveled according to the Fountas and Pinell leveling system. Students are individually assessed on a monthly basis to ensure that they are reading books at their appropriate level – 96% accuracy, with comprehension of the text. Following the designated independent practice session, the class reconvenes for an instructional share that reinforces the teaching point. Reading logs provide accountability for the students and enable teachers to monitor progress and reading choices.

Components include individual bi-weekly conferences, small strategy groups to address areas of concern, partner-shares during which children practice listening and speaking with a peer, and book groups. Guided reading groups of two to five students allow teachers to provide a scaffold for students reading a text at their instructional level (a level above their independent level). Supported reading of texts at this level helps students transition to independently reading higher-level texts. Genre-based book clubs are an extension of partnerships. Students reflect upon their reading while participating in quality, accountable talk. These instructional strategies encourage active involvement through reading assigned pages, preparing notes from which to speak, and interacting in friendly discussions. Classes are partnered with other grade levels as Book Buddies. Older students mentor younger students, teaching and modeling skills. The workshop model ensures that each and every student is reading challenging texts and working on skills aligned with individual performance levels.

The thoughtful and systemic implementation of these practices enabled last year's advanced proficiency data for language arts to soar to the highest differential ever in the last six years – exceeding our comparison group, the highest performing group in the state, by over 12 percentage points.

### **3. Mathematics:**

WES mathematics curriculum is continually improving in both content and delivery. It reflects the beliefs that conceptual understanding, computational fluency, and problem solving skills are mutually supportive, each facilitating learning of the other. WES staff participated in the evaluation and selection of the new materials being used. While these materials provided a fresh perspective on mathematics, the staff recognized the importance of individualized, differentiated instruction for all learners. All students, high performing, at risk, or in between, participate in a high quality, engaging mathematics program regardless of their ability. While the topics taught are aligned with the New Jersey Core Curriculum Content Standards, the staff, in keeping with the WES philosophy of upward movement, has already adjusted the curriculum to meet the requirements of the Common Core. Conceptual learning in mathematics instruction includes attention to sequential, visual and verbal learning, computation fluency, and problem solving skills. The workshop model is utilized as students work within their own zone of proximal development. Learning in mathematics progresses from concrete to representational to abstract, utilizing models and reasoning to develop computational fluency and problem solving skills. Students are challenged and supported by open-ended problems and various mathematical puzzles. By requiring students to justify their conclusions, the workshop model of mathematics embraces multiple solution paths and levels of thinking.

Individualized Differentiation Plans are written for those students who excel. They are challenged by participating in Exemplars, Think Tank, and Continental Mathematics League. Students who require support receive additional services. Knowing that all students have the capacity for improvement, the methods utilized by the staff go far beyond those formally written. Morning mathematics routines set the stage for a full day of critical thinking and include Problem of the Day, Mad Minute, and Spiral Review. Students having difficulty participate in math support, such as Basic Skills Instruction and Friendly Facts. Willard School is using iPads along with SMART Boards for support and extension of the mathematics curriculum. At Willard, we have two academic goals for our students – to achieve proficiency or higher for all students, and to maximize the learning potential of each and every child. Our proficiency rates are consistently above 90%, with last year’s rate at 99.2% in mathematics. As a result of the thoughtful and systemic implementation of new programs and practices described, last year’s advanced proficiency data for mathematics soared to the highest differential ever in the last six years – exceeding our comparison group, the highest performing group in the state, by over 12 percentage points.

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

While WES excels at delivering a standards-based curriculum, we go far beyond those standards. Our mission for all learners can be summed up in two words, “upward movement”. The research based science curriculum affords students the opportunity to observe, record, and think critically as they draw conclusions in a hands-on, minds-on format. Students are active learners constructing their own understanding from experiences rather than as passive recipients. Authentic experiences at every grade level provide the foundation for conceptual development, exposing students to all branches of science.

Willard students begin their life science journey in the grant-funded ABC garden. Plants native to New Jersey represent each letter of the alphabet. Students grow, measure, observe and document their plants before transplanting them to the garden where observations continue.

Animal explorations allow for humane education opportunities by studying individual organisms. In addition to the typical classroom pets such as guinea pigs and gerbils, classrooms at Willard boast of living native organisms including corn snakes, box turtles, tortoises, painted lady butterflies, ladybugs, and fiddler crabs. They are not studied for a few weeks and forgotten, but remain in our classrooms all year, embedded in everyday life. Units address lifecycles, behavioral observation, identification of structures and function, and habitat design. The habitat design is so refined that many of the classroom reptiles are successfully breeding.

Earth science investigations are undertaken throughout the grade levels. From the study of rocks and minerals to the study of space and its effects on our planet, WES students access, evaluate, and synthesize information. Every effort is made to take advantage of the wide range of educational opportunities that abound in northern New Jersey, including trips to the Hayden Planetarium, Sterling Hill Mine, Thomas Edison Laboratory and Museum, and the Bronx Zoo.

Hands-on, intellectually challenging experiments highlight the physical sciences. Chemical and physical changes, acids and bases, and structures of matter are explored. An extensive interactions of matter and sound unit culminates in the design and construction of musical instruments. These are some of the experiences ensuring that WES students are developing and applying scientific thinking processes.

As a result of the thoughtful and systematic implementation of our science program, Willard fourth graders have exceeded the performance of our District Factor Group on the NJASK, four out of the last six years in science at the advanced proficiency level. WES takes great pride in this distinguished achievement.

## **5. Instructional Methods:**

WES is a community of diverse learners with a wide variety of needs and interests. Daily instruction is designed to raise the scores of all students whether high performing, at risk, or in between. Differentiated instruction is intricately woven throughout all that we teach, with the expectation that each student is given the best academic experience for his/her needs. In the state's nine sub-groups, all but two of the Special Education students passed at either a Proficient or Advanced Proficient level. Therefore, differentiation in the classroom with attention to differing learning styles is key to our success.

Some of the changes include an emphasis on word work instead of the traditional spelling program. This word work includes a more extensive word study program teaching phonics, word structure, vocabulary and small group instruction based on each child's tested level. Small fluency groups, both in and out of the classroom, are conducted on a regular basis to increase comprehension along with fluency. Guided reading groups in grades K-2 and strategy groups in grades 3-5 enable teachers to pinpoint areas of particular strength and weakness.

In mathematics, each student can make use of enrichment and reinforcement materials both in the classroom and at home on-line. In an effort to reduce cognitive dissonance, there is an increased emphasis on the use of manipulatives and hands-on activities. Lessons are scaffolded with "brain breaks" to allow for increased learning potential. Children still faced with a challenge are given the opportunity to work in Friendly Facts groups, and with iPads and other technology to reinforce and assess student levels and progress. Instruction is provided by classroom teachers and instructional assistants in small groups for the targeted areas of concern or extension. Interventions are designed to supplement and support the general education instruction.

Both support staff and classroom teachers monitor progress. Interventions can include Basic Skills Instruction and Supplemental Instruction in small groups, IEPs, 504s, and replacement services. As part of Special Programs, the ELL model is utilized to differentiate instruction so students can become successful members of their classroom communities. All achievers advance their learning opportunities by utilizing SMART Boards, Flip cameras, podcasts, Keynote presentations, Inspiration, Exemplars, word processing, and iPads.

## **6. Professional Development:**

The staff at Willard School has many and varied opportunities for professional growth and development. All are required to meet the developmental needs of our students and the New Jersey Professional Development Standards and Common Core. They are individually linked to each staff member's Professional Development Plan. This ensures enhanced student learning through scholarship and

experience.

Staff members show initiative in pursuing opportunities for professional growth in all educational arenas. At faculty meetings, staff is grouped to provide both horizontal and vertical articulation when discussing topics of professional interest or concern. Staff members are encouraged to provide their colleagues with “Best Practices” from their own classrooms. Recently discussed “Best Practices” include iPad applications for student monitoring, improvement, and extension activities, Teacher-to-Teacher SMART Board activity share, and utilizing identified literature to reinforce appropriate social behaviors and skills in students.

A yearly staff survey provides real-time data on teacher perceptions of student and teacher needs and concerns. In recent years, conversations have included technology, curriculum, student social and emotional health, diversity, collaborative and cooperative learning and differentiated instruction. All offerings are aligned with the Common Core. Willard School belongs to, and staff members participate in, the Montclair State University Network for Educational Renewal, the Columbia University Teachers College Reading and Writing Project, Wellesley College Open Circle Social Competency Program, and Conquer Mathematics of Fairfield.

There is an extensive in-district staff development program. Recent course offerings include Children’s Literature Book Group, iPad Infusion, and Smart Response Clickers: Using Senteo to Create Interactive Assessments. Staff members have attended numerous conferences including The Bully Proof Classroom, Teachers College 81st Annual Saturday Reunion, and the Professional Resources in Science and Mathematics Conference.

Student achievement is first and foremost in all professional activities at WES. Each year, test scores are reviewed and the previous year’s professional development’s effectiveness is evaluated for its practical application in the classroom and to determine the following year’s school goals. All requests for professional development are evaluated against our goal of aligning student learning with academic standards. Each member of the Willard teaching community encourages the others to strive for excellence by sharing best practices and modeling new skill sets. Just as we support upward movement for our students, we strive for upward movement within ourselves.

## **7. School Leadership:**

At WES, leadership is not a concept that begins or ends at the threshold of the principal’s office. Leadership flows throughout the building – assumed by teachers, secretaries, parent partners, and the students themselves – to lift the school community in a common effort.

To bring our school’s philosophy to life, students must be self-regulated and self-motivated learners. These 21st century goals are only attainable when success is measured communally, and not solely by individual scores on standardized tests.

The principal’s belief in an open-door policy allows for an effective assessment of the needs of students and staff, cultivating a sense of community. This approach facilitates an effective sharing of pedagogical best practices. Dynamic planning is further implemented by grade level chair people who help foster effective working relationships and peer-to-peer support to lift the level of instruction.

Willard parents are enthusiastic partners in realizing the educational mission of the school. Parents work to help facilitate celebrations, support field trips, and extend the educational mission as art docents and guest lecturers. Willard’s numerous and diverse after-school programs are made possible with the support and dedication of the community’s parent leaders and tireless volunteers.

The principal recognizes that classrooms can only serve as a fertile ground for learning when they are equipped to meet the needs of students and teachers. Through an aggressive, values-based budgeting of

funds, the principal has overseen the installation of state-of-the-art SMART Boards throughout the building, in addition to ensuring classroom libraries are constantly replenished to meet curricular needs. Students and staff have access to up-to-date technology including desktop and laptop computers and mobile laptop carts. Teachers are utilizing iPads, making use of this innovative tablet technology for classroom management and to improve delivery of instruction for all learners. While much of the venerable school building is over 85 years old, Willard is a state-of-the-art facility.

Shaping student leaders is an ongoing process at WES. Fourth graders manage the school's playground equipment each lunchtime. Our 5th graders participate in an annual Leadership Week in which they apprentice to adults- teachers, secretaries, and custodians. Willard is in its fifth year of a multi-dimensional recycling program. Students, or Green Ambassadors, help lead our school-wide commitment to an eco-friendly, impact-reducing environment. Older students routinely mentor younger children in both social and instructional areas.

When the opportunity arises, all at Willard are expected to step up and lead.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NJ ASK 3 Math

Edition/Publication Year: Up to 2007-08 Pearson; 2008-09 forward Measurement Inc.

Publisher: Up to 2007-08 Pearson; 2008-09 forward Measurement Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient 200-249; Advanced Proficient 250-300	99	97	96	97	100
Advanced Proficient 250-300	76	56	53	67	48
Number of students tested	79	73	88	73	87
Percent of total students tested	100	100	98	97	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested					
<b>2. African American Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested			1		
<b>3. Hispanic or Latino Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	1		4	2	2
<b>4. Special Education Students</b>					
Proficient 200-249; Advanced Proficient 250-300		100	88		100
Advanced Proficient 250-300		55	35		18
Number of students tested	8	11	17	7	11
<b>5. English Language Learner Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested		1	1	2	1
<b>6. Asian</b>					
Proficient 200-249; Advanced Proficient 250-300			100	100	
Advanced Proficient 250-300			64	67	
Number of students tested	7	5	11	15	9
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NJ ASK 3 Language Arts  
Literacy

Edition/Publication Year: Up to 2007-08 Pearson; 2008-09 forward Measurement Inc.

Publisher: Up to 2007-08 Pearson; 2008-09 forward Measurement Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient 200-249; Advanced Proficient 250-300	92	93	90	94	99
Advanced Proficient 250-300	27	6	9	10	9
Number of students tested	79	73	89	71	87
Percent of total students tested	100	100	99	95	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested					
<b>2. African American Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested			1		
<b>3. Hispanic or Latino Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	1		3	2	2
<b>4. Special Education Students</b>					
Proficient 200-249; Advanced Proficient 250-300		82	89		100
Advanced Proficient 250-300		0	17		0
Number of students tested	8	11	18	7	11
<b>5. English Language Learner Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested		1	1		1
<b>6. Asian</b>					
Proficient 200-249; Advanced Proficient 250-300			100	92	
Advanced Proficient 250-300			17	8	
Number of students tested	7	5	12	13	9
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4      Test: NJ ASK 4 Math

Edition/Publication Year: Up to 2007-08 Pearson; 2008-09 forward Measurement Inc.

Publisher: Up to 2007-08 Pearson; 2008-09 forward Measurement Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient 200-249; Advanced Proficient 250-300	99	97	96	99	97
Advanced Proficient 250-300	72	66	54	68	69
Number of students tested	75	95	71	87	64
Percent of total students tested	100	100	97	100	99
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively assessed	0	0	1	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested		1			
<b>2. African American Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested		1			
<b>3. Hispanic or Latino Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	1	4	2	2	1
<b>4. Special Education Students</b>					
Proficient 200-249; Advanced Proficient 250-300	100	89		100	
Advanced Proficient 250-300	50	56		36	
Number of students tested	12	18	9	14	6
<b>5. English Language Learner Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested		2	3	1	3
<b>6. Asian</b>					
Proficient 200-249; Advanced Proficient 250-300		100	94		100
Advanced Proficient 250-300		80	50		71
Number of students tested	6	15	16	7	14
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NJ ASK 4 Language Arts Literacy

Edition/Publication Year: Up to 2007-08 Pearson; 2008-09 forward Measurement Inc.

Publisher: Up to 2007-08 Pearson; 2008-09 forward Measurement Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient 200-249; Advanced Proficient 250-300	95	88	92	99	95
Advanced Proficient 250-300	43	23	34	8	16
Number of students tested	75	93	71	87	64
Percent of total students tested	100	98	97	100	99
Number of students alternatively assessed	0	0	1	0	2
Percent of students alternatively assessed	0	0	1	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested		1			
<b>2. African American Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested		1			
<b>3. Hispanic or Latino Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	1	4	2	2	1
<b>4. Special Education Students</b>					
Proficient 200-249; Advanced Proficient 250-300	83	61		100	
Advanced Proficient 250-300	0	6		0	
Number of students tested	12	18	9	14	6
<b>5. English Language Learner Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested			2	1	3
<b>6. Asian</b>					
Proficient 200-249; Advanced Proficient 250-300		100	80		93
Advanced Proficient 250-300		31	40		14
Number of students tested	6	13	15	7	14
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NJ ASK 5 Math

Edition/Publication Year: 2006-07 thru 2010-11

Publisher: 2006-07 thru 2010-11

Measurement Inc.

Measurement Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	Mar
<b>SCHOOL SCORES</b>					
Proficient 200-249; Advanced Proficient 250-300	100	94	95	94	95
Advanced Proficient 250-300	77	58	53	37	37
Number of students tested	91	72	87	65	84
Percent of total students tested	100	99	100	99	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	1	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	1	2			
<b>2. African American Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	4	2	2	2	3
<b>4. Special Education Students</b>					
Proficient 200-249; Advanced Proficient 250-300	100		100		83
Advanced Proficient 250-300	45		33		8
Number of students tested	20	8	15	6	12
<b>5. English Language Learner Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	1	3	2	3	1
<b>6. Asian</b>					
Proficient 200-249; Advanced Proficient 250-300	100	94		100	
Advanced Proficient 250-300	100	82		56	
Number of students tested	10	17	8	16	6
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NJ ASK 5 Language Arts  
Literacy

Edition/Publication Year: 2006-07 thru 2010-11  
Measurement Inc.

Publisher: 2006-07 thru 2010-11  
Measurement Inc.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	Mar
<b>SCHOOL SCORES</b>					
Proficient 200-249; Advanced Proficient 250-300	93	89	88	95	100
Advanced Proficient 250-300	21	27	19	6	36
Number of students tested	91	71	86	64	83
Percent of total students tested	100	97	99	97	99
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	1	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	1	2			
<b>2. African American Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	4	2	2	2	3
<b>4. Special Education Students</b>					
Proficient 200-249; Advanced Proficient 250-300	85		60		100
Advanced Proficient 250-300	0		7		8
Number of students tested	20	8	15	6	12
<b>5. English Language Learner Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	1	2	1	2	
<b>6. Asian</b>					
Proficient 200-249; Advanced Proficient 250-300	100	94		100	
Advanced Proficient 250-300	40	19		13	
Number of students tested	10	16	7	15	5
<b>NOTES:</b>					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient 200-249; Advanced Proficient 250-300	99	96	95	96	97
Advanced Proficient 250-300	75	60	53	58	49
Number of students tested	245	240	246	225	235
Percent of total students tested	100	99	98	98	99
Number of students alternatively assessed	0	1	1	2	1
Percent of students alternatively assessed	0	0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	1	3	0	0	0
<b>2. African American Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	0	1	1	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	6	6	8	6	6
<b>4. Special Education Students</b>					
Proficient 200-249; Advanced Proficient 250-300	100	92	92	89	89
Advanced Proficient 250-300	52	51	41	37	13
Number of students tested	40	37	41	27	29
<b>5. English Language Learner Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	1	6	6	6	5
<b>6.</b>					
Proficient 200-249; Advanced Proficient 250-300	100	97	97	100	96
Advanced Proficient 250-300	91	80	60	65	58
Number of students tested	23	37	35	38	29
<b>NOTES:</b>					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient 200-249; Advanced Proficient 250-300	93	89	89	96	98
Advanced Proficient 250-300	29	18	19	8	20
Number of students tested	245	237	246	222	234
Percent of total students tested	100	98	98	97	99
Number of students alternatively assessed	0	1	1	2	2
Percent of students alternatively assessed	0	0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	1	3	0	0	0
<b>2. African American Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	0	1	1	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	6	6	7	6	6
<b>4. Special Education Students</b>					
Proficient 200-249; Advanced Proficient 250-300	82	64	73	81	93
Advanced Proficient 250-300	2	5	9	0	6
Number of students tested	40	37	42	27	29
<b>5. English Language Learner Students</b>					
Proficient 200-249; Advanced Proficient 250-300					
Advanced Proficient 250-300					
Number of students tested	1	3	4	3	4
<b>6.</b>					
Proficient 200-249; Advanced Proficient 250-300	100	97	88	97	96
Advanced Proficient 250-300	30	20	23	8	10
Number of students tested	23	34	34	35	28
<b>NOTES:</b>					