

PART I - ELIGIBILITY CERTIFICATION

12NJ5

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

12NJ5

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 3 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
5 Total schools in district
2. District per-pupil expenditure: 14850

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: 5
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	25	18	43		6	0	0	0
K	42	35	77		7	0	0	0
1	47	41	88		8	0	0	0
2	59	47	106		9	0	0	0
3	47	55	102		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								416

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
5 % Asian
1 % Black or African American
5 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
87 % White
1 % 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: 5%
 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.	14
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	21
(4)	Total number of students in the school as of October 1, 2010	421
(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 of English Language Learners in the school: 3%
 Total number of ELL students in the school: 10
 Number of non-English languages represented: 12
 Specify non-English languages:

Chinese, Danish, French, German, Gujarti, Haitian, Korean, Portuguese, Serbo-Croatian, Spanish, Sinhala, Telugu

9. Percent of students eligible for free/reduced-priced meals: 4%
 Total number of students who qualify: 16

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: 14%
 Total number of students served: 54

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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>16</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>24</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>8</u>
Paraprofessionals	<u>14</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>5</u>
Total number	<u>48</u>	<u>13</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: 17:1

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%	95%	95%	96%	96%
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:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

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?

Hubbard School is a pre-kindergarten through grade 3 school in Ramsey, New Jersey. We currently serve 416 students. Our school family is made up of teachers, administrators, support staff, parents, and students from various ethnic backgrounds. We strive to celebrate our differences and focus on learning everyday. The Ramsey Community is integral to our school family. We are offered on-going support from many local organizations. The fire department, police department, Ramsey Responds, the Parent – Teacher Organization, the Rotary Club, and local banks all help us enhance the strong educational program we provide to our students. From our website, to school functions, Hubbard works to include all school and community members in the education of our students.

The strengths and accomplishments of Hubbard School are many. First and foremost our school family prides itself on our positive student centered environment. When you enter the building, you enter a bright, welcoming place of learning. The positive energy emanating from the entire school community is palpable as you walk through the hallways. When you peek into classrooms you see children actively engaged in learning tasks. Teachers and support staff are caring individuals who focus completely on student needs. The collaboration that is fostered between school and home helps to reinforce the learning that occurs daily.

Hubbard School focuses on the education of each child as a whole. We value our students as individuals and work to promote an understanding and acceptance of cultural differences. The Hubbard School Community participates in a school wide comprehensive character education program. This program is developed and implemented by a committee of teachers and parents. Each month a different character education trait is chosen and students participate in classroom activities focused on that trait. To begin the monthly celebration, we have a school wide assembly that involves a teaching skit and carefully selected songs performed by students. The school website lists resources for parents to support this initiative.

In addition Hubbard School picks School Pride Winners each month who demonstrate good behavior based on the character education program. These students serve as role models and are recognized at the school assembly. The Hubbard School Rules serve as our code of conduct and are the basis for our character education program. In 2011, Hubbard School received an award of Honorable Mention from the New Jersey Schools of Character. We were recognized for “our commitment to implementing quality character education initiatives and helping form good character in New Jersey’s youth.”

Hubbard's Vision Statement is proudly displayed in the school entrance, main office, website, and the principal's office.

Mary A. Hubbard Elementary School Vision

At Hubbard Elementary School we believe that children have the right to a caring, safe, and joyful learning environment. We value friendship, responsibility, and respect for each other. Our differences and similarities are celebrated and accepted each day as we learn.

Our school community promotes life-long learning and curiosity by encouraging independence, critical-thinking, and questioning. We strive to give our students the tools for success: strong academic content, problem-solving skills, cooperative learning experiences, technological awareness, and the ability to make real world connections.

Our goal is to encourage enthusiastic learning by addressing the needs of all students as they work to reach their full potential. Through collaboration and communication all students, parents, teachers, staff and administrators continuously engage in the process of improvement within our learning environment.

As a school family, we fully commit to excellence in education at Hubbard Elementary School.

Hubbard School is a vibrant learning environment that encompasses all the varied members of a complex learning community. Each year, we sponsor learning activities for parents such as 2nd Cup of Coffee, which are instructional meetings on current educational topics. We host outside performers and expert teachers through assembly programs to enhance our curriculum. Additionally, we strive for continuous growth through on-going professional development activities that include book study groups, grade level meetings, and vertical articulation meetings.

Our school family thrives within the child-centered Ramsey Community. We are able to focus on growth and achievement because of the high level of family support for education. Our school community alliance is cemented through activities such as Games Day, Hubbard Health Day, Bingo Night, Book Fairs, Hubbard Exhibit Night, Hubbard Basketball Clinic, and Hubbard Theater Week. To foster and support our strong literacy emphasis, we engage in the *One School, One Book* program yearly. We succeed in building a community of readers at our school. Everyone – students, parents, teachers and administrative staff – participates. At the conclusion of the program, we collect our materials and share them with another school outside of the Ramsey Community. Our School is a special place for students, parents, teachers, staff and the entire Ramsey Community. We strive to nurture the whole child through academic, social, emotional and physical experiences.

1. Assessment Results:

A. The Hubbard School NJASK scores for grade 3 have consistently been exceptional. During the past five years, we have had an average of a 96% proficiency rate for our third grade students in mathematics with an average of 65% of students scoring Advanced Proficient. These numbers reflect consistent instructional excellence in the area of math. In language arts, we have had an average of a 93% proficiency rate, with an average of 54% of students scoring Advanced Proficient. These scores reflect a concerted effort by students, teachers, parents, and the school community to emphasize the importance of learning and achievement.

Each year, the Hubbard School teachers set high expectations for our students. Our continuous goal is improvement. We look closely at our students who score at an Advanced Proficient level. Hubbard School consistently has a high number of Advanced Proficient students. We look to constantly improve the Advanced Proficient percentage each year. In addition, we examine the scores and the on-going class performance of those students who score Partially Proficient. The mantra of “No Child Left Behind” rings true at Hubbard School. We work hard to identify and provide appropriate interventions to those students who may need extra assistance to perform at grade level.

Hubbard students have many advantages. We have extremely supportive parents who value education. They help the school community by providing pre-school experiences, reading consistently with their children, completing homework and valuing the importance of education. We look to build on those advantages by identifying areas of improvement for all students, setting clear instructional goals, and striving for continuous educational improvement.

B. The performance trends found in the data of Hubbard School’s NJASK scores are compelling. In both language arts and math, the first trend is one of consistently high performance. Hubbard students work hard and perform well on state testing as well as school benchmark assessments. Since 2007 the school has established clear grade level expectations for each marking period in the areas of language arts and math. This helps us identify students who need additional help. We have tiered intervention programs available to help students who are in need.

The second trend is of continued improvement with more students achieving Advanced Proficient in language arts each year. Hubbard School has implemented a formal writing instructional program. This has established shared writing experiences for all students across grade levels. A workshop approach, that involves the use of similar language, an overlap of instructional skills, and use of writing rubrics is incorporated throughout the school.

Next, when considering subgroup performance, it is important to note the small number of students in each subgroup at Hubbard School. The third trend involves our Special Education Students. For four out of the past five years in language arts and two out of the past five years in math, there has been an achievement gap of 10 or more percentage points between our Special Education Students and the overall achievement numbers. This is also consistently our largest subgroup. These scores include students who attend schools other than Hubbard along with those who have Individualized Educational Plans at Hubbard School. Our special education teachers work diligently to meet the individualized needs of their students. They collaborate with regular education teachers, use the same benchmark assessments, differentiate materials to support their students as they work towards grade level. More frequent and specific assessments are used to monitor progress as well as to provide consistent communication with parents. Our students make progress each year even if not yet meeting grade level proficiency on state tests.

In 2010-2011 there were four subgroups, with achievement gaps of 10 percentage points or more. These included the Socio-economic Disadvantaged Students, Hispanic Students, Special Education, and English Language Learners. In all of these subgroups except Special Education, the number of students is below ten. In addition, these numbers reflect the same students listed in multiple subgroups. To address these achievement differences, Hubbard School works to provide intervention to identified students as early as possible. Students who are bilingual or speak a primary language other than English, are offered full day kindergarten as compared with their peers who receive half day kindergarten. Once a student is identified as being in need academically, he or she is brought to the Intervention and Referral Services Team. This team of educational experts, including the school psychologist, school principal, classroom teacher, special education teacher, and parents, develop a plan of interventions to bring the student to grade level. If necessary, a translator is provided to help with parent communication. Hubbard School offers tiered classroom support as well as individual interventions to help support any student in need. To help address our educational concerns with students who come from Spanish speaking homes, we have started parent education classes and encourage the parents to consider pre-school opportunities for their children.

2. Using Assessment Results:

Assessment results are used to analyze and improve student and school performance at Hubbard School. Test scores are analyzed by multiple staff members. This ensures that varied stakeholders consider and understand the results and their implications. Third grade teachers are given scores of their particular students. These scores are compared to the grade level benchmark scores. This helps us in two ways. First, we are able to assess the accuracy of our benchmark assessments as predictors for overall student achievement. Second, it helps us to analyze which specific areas were difficult for individual students. This information is integral to providing an adequate education to the student in the next school year. Individual student results on state assessments become part of a larger picture of student achievement. They may impact decisions involving interventions or enrichment attendance when viewed within the whole academic context of the student. The results of this analysis are shared with the student's next teacher. If trends are identifiable in specific classrooms, instructional decisions in a specific subject may be made. A teacher may decide to add, delete or change specific writing units or emphasize different math concepts in the future.

The third grade classroom teachers then meet to consider grade level results. Identifiable trends are discussed for the grade level. The purpose of this is to improve our school wide curriculum and material selection. In addition, it acts as the springboard for an in-depth look at success in each sub unit area reported from the tests. Teachers share the results of their classroom analysis and a discussion of the implications for the grade level are considered.

At the same time, special education teachers and child study team members are also looking at the data from both an individual student perspective and a grade level view. Student achievement is compared to progress made on grade level benchmarks and the analysis is factored into the larger academic context of each child. This additional data component is factored into making placement decisions for students with Individualized Education Plans.

The principal analyzes the data by starting with the whole picture and drilling down to a specific student perspective. The current years' results are compared to past years' performance. If trends are identified, they are interpreted to identify factors which contributed to gains and losses. In addition, a comparison of the Hubbard scores to other comparable elementary schools in the district, the District Factor Group, and the State Scores is performed. The information that is most helpful is the cluster means results which report grade level scoring on specific concept units of the test. Next, the principal considers which specific students scored Advanced Proficient and Partially Proficient. Discussions are held with classroom teachers about trends across the grade level involving those two sections of learners. Instructional decisions to emphasize or de-emphasize specific content concepts are often made during this discussion. The principal then looks at students across the grade level that scored Proficient but within ten points of Partially Proficient. These scores are analyzed with teachers about performance as compared to

achievement expectations. Discussions are held on how to improve instruction to move this type of student to be more securely Proficient. This same analysis is completed for students who scored Proficient but within 10 points of Advanced Proficient. This discussion focuses on what can be modified instructionally to move this type of student to Advanced Proficient.

All stakeholders meet to consider the smaller group discussions and analysis. The result of this meeting usually includes program modifications and specific instructional differences to help target specific subgroups of students. All stakeholders use the writing samples the state provides to compare the effectiveness of our writing rubric. We have adjusted our assessment to better align with our perceived scoring methodology of the state.

This information is shared with the principal of the students' next school. Students in the district of Ramsey transition to a new building after third grade. Students, parents, and the community are informed of test results through individual test scores being sent home, the Ramsey District Assessment, through extensive discussion at Parent Teacher Organization Meetings, and the annual district State of Our Schools Presentation which is then posted on the district website. The local newspapers also report annual school assessment results. The State of NJ publishes the school report card on their website which includes assessment results.

3. Sharing Lessons Learned:

Hubbard Elementary School is one of three elementary schools in the Ramsey School District. The other schools are Tisdale School which serves students pre-k through 3rd grade and Dater School which serves 4th and 5th grade students. Our assessment data is shared between the schools. This is important because students transition from 3rd to 4th grade between buildings. Third grade teachers work to analyze data from a programmatic and instructional standpoint which affects their instruction. Specific student analysis impacts students and teachers who are in a different building. This additional difficulty is noted and therefore communication between the building administrators is enhanced. Additionally, because there are two Pre-K through 3rd grade buildings in the district, data analysis can impact both schools. For instance if major curriculum revision needs to occur or if materials need to change, these decisions are done collaboratively.

All district grade 3 teachers meet periodically throughout the school year. Benchmark assessments are consistent for both schools and student progress is measured the same way. NJASK results are analyzed through a similar process in each building. Principals compare identified trends for similarities and differences. As necessary, teachers will analyze specific areas for program and instructional changes. The District Subject Supervisors are also involved in these discussions.

Hubbard School has hosted visits from other New Jersey elementary schools looking to improve their NJASK scores. We welcome these professional conversations and view them as learning opportunities. The establishment of benchmark scores, using consistent assessments to drive instruction, an increased focus on writing, and a discussion of intervention ideas are some of the topics that have been discussed with other educators.

4. Engaging Families and Communities:

Hubbard School has highly supportive and invested parents. We are fortunate to be able to use them as active team members in the education of their children. All teachers work to provide opportunities for parent involvement in classes including mystery readers, library volunteers, center helpers, field trip chaperones, writing celebrations, and classroom support positions. This is enhanced by regular opportunities from the Parent Teacher Organization through Meet the Masters and Accelerated Reader. We believe including the parents in the school day allows them to understand how Hubbard works, and why we need their on-going support at home.

Parent education is one way Hubbard School works to include the community. Each Parent Teacher Organization meeting begins with a short informational or educational component about a specific topic of interest. In addition the elementary principals sponsor “2nd Cup of Coffee” on educational topics such as homework involvement, child physical fitness, the writing process, the Fine Arts District Progression, and an NJASK Information Session.

Parents are also included in all interventions provided to students. They are invited to Intervention and Referral Services meetings, and have a voice and responsibility in decision making for their child. This encourages collaboration and communication between home and school. It also reinforces the total commitment to educational excellence for the child.

The Hubbard School and Ramsey District websites serve as wonderful educational resources for the parents. There are many interesting and informative links, as well as up to date information on programs and materials used. Teachers post monthly newsletters and curriculum information as well.

Finally, the Board of Education sponsors an annual State of Our School presentation for the community. Each school is given an opportunity to present on their implementation of critical thinking and problem solving skills in their instruction. Additionally, the state test scores, AP exam scores, High School graduation rate, and other statistical information is provided and explained.

1. Curriculum:

The Hubbard School Curriculum reinforces the schools' mission to promote life long learning. We do this by focusing on the needs of the whole child. The schedule for curricula review is based on a five year process. Teams of teachers work with the principal and subject supervisors to connect state and federal standards to learning objectives. Common assessments are identified at each grade level. This systematic process helps to ensure the regular updating and inclusion of new educational practices to enhance our students' learning. Although our curricula are written as independent subject areas they are fully integrated within the classrooms. Our teachers are skilled practitioners and work to make the natural connections for students. Beyond district curricula documents, each grade level has created more specific curriculum maps that address learning goals by unit and include formative and performance based assessments.

Hubbard School's Language Arts Curriculum focuses on enabling students to become proficient in the application of basic reading, writing, speaking and listening skills. The emphasis is to instill an attitude in students that reading is an enjoyable, worthwhile and lifelong activity.

Our mathematics program addresses computational skills, mathematical concepts of number strategies for problem-solving, applications to the real world and provides opportunities for students to work cooperatively. We incorporate critical thinking skills as well as integrating technology.

Likewise, science is an active process during which students develop sound habits of mind, apply process skills, and increase their knowledge base. Through inquiry based activities students will develop and exercise science skills such as predicting, observing, measuring, asking questions, experimenting, and constructing explanations.

The social studies curriculum encourages systematic ways of thinking and studying about society through the use of a set of expanding communities. We begin with the family and expand to include the child's school, neighborhood, local community, state, region, country and world communities. The focus is on an appreciation for the strength and vitality of groups and what can be achieved when people work in harmony. Students are encouraged to discover and embrace their own cultural heritage while appreciating that of others.

Art and music are integral parts of our student curriculum. The art program for the K-3 level centers on introductory tactile and sensory activities to develop fine motor skills using a variety of media. The art lessons are designed to create a positive learning experience for all learners regardless of one's artistic abilities. Our music program focuses on development of basic music skills, which provides a basis for musical literacy for our students. Students are encouraged to explore musical expression with both vocal and instrumental modes of activity. All students have the opportunity to participate in grade level performances.

Physical Education contributes to the development of the individual through the natural medium of physical activity. Our carefully planned program provides continuing opportunities for the enforcement of organic, neuromuscular, interpretive, emotional, and social development as our students move from grade level to grade level. In addition, our students complete the "Here's Looking At You" program on drug, alcohol and substance abuse.

Technology at Hubbard is integrated across all content areas as a tool which supports the curriculum. Gaining literacy in technology allows students a basic understanding of the skills they will be using and

gives them the confidence to utilize them successfully. While working with technology, all individuals need to understand and practice ethical behavior as well as internet safety.

2. Reading/English:

Literacy is a main emphasis for Hubbard School. We maintain high expectations for all learners. We use systematic and frequent assessment to monitor student progress and differentiate instruction based on students' needs. In the area of reading/language arts, Hubbard School embraces the instructional practices of shared and guided reading. These strategies allow teachers flexibility in their lesson design which includes whole group, small group, partner reading, independent reading, and technology based literacy activities daily.

Our goal is to help students become self-directed readers and writers. We encourage students to analyze, plan, make decisions, apply skills, monitor their understanding and respond to and use ideas as they read and write.

The students at Hubbard School are given early reading exposures in which they can be successful. From the very beginning our students see themselves as readers and writers through authentic literacy experiences. Children are taught the alphabetic principle and they are exposed to how sounds of language work through phonemic awareness and phonics lessons. Instruction is differentiated to provide support for students who struggle and challenge all students. Hubbard School offers small group instruction to students who are not meeting grade level standards. Specific intervention strategies are utilized to meet students' individual needs. Explicit multi-sensory instruction is provided to ensure success of all students.

Through our reading program we build lifelong readers as students learn traits of successful readers and writers. Our reading program teaches children specific comprehension skills to make sense of text through predicting, asking questions, self-monitoring and summarizing. We encourage our learners to make connections in order to use background knowledge to understand text. Understanding literacy devices supports critical thinking as students learn about story elements, author's purpose and how fiction works. In order to gain factual information from text, our students learn features of non-fiction text. They learn to take notes and use graphic organizers as tools to help them make meaning of texts.

Ultimately students independently apply habits of strong readers and writers. Teachers at Hubbard School have high expectations and our positive environment focuses on what students do correctly. We focus on instilling a joy of learning and a love of reading.

3. Mathematics:

The Hubbard School Math Curriculum addresses concepts of a number, strategies for problem-solving, applications to the real world, and computational skills. Students read, write and think using math concepts. Hubbard's math curriculum contains varied activities and opportunities to develop students' understanding of mathematical concepts. Our emphasis is on deep content understanding.

The students at Hubbard greatly benefit from a variety of hands on activities and manipulative use. Work mats, counting tools, pattern blocks, rulers, hand held clocks, and plastic measuring tools help students understand math concepts through a multi-sensory experience. Instruction is differentiated to meet student needs. Some students receive basic skills instruction to review taught concepts, while other students use their learned skills to solve complex problems. Problem based cooperative group activities enhance learning because they allow the students to think critically.

The students at Hubbard School are assessed regularly in order to provide the teacher with valuable formative data. Each marking period, an assessment that reviews all concepts taught is conducted and placed in the student's portfolio to measure student growth.

Each classroom library has a complete section of math books. Teachers use engaging literature to help teach and reinforce math concepts. Writing is incorporated into math lessons. Writing during math targets explanation of learned skills, and provides the teacher with an increased understanding of their students' thought processes.

A math-rich calendar routine is a part of each day in pre-kindergarten, kindergarten, and first grade classes at Hubbard School. Our students benefit from daily reinforcement to strengthen their awareness of everyday math. By connecting math with our daily routines the students are benefit from the repetition they need to master a concept.

Teachers use technology to help plan and enrich their lessons. The classroom Smart Board, teacher selected websites, programs such as Success Maker and Math Trek all help to enhance our mathematics curriculum. In math, technology is used as a motivational and instructional tool at all levels.

4. Additional Curriculum Area:

Hubbard School's vision encompasses independence through critical thinking and questioning. In Science, the students are charged to question, think, and solve. They are challenged to understand the diversity of interacting objects and their properties, conditions that govern change, and the operation of systems of interacting objects. Students are exposed to the world of science by participating in inquiry units designed by FOSS (Full Option Science System). Grade level teachers' on-going collaboration creates opportunities for the students to build upon their prior knowledge of science areas as they progress through the grades at Hubbard School.

The Hubbard School Science Lab was established to provide the students with an area to explore the application of scientific principles to their everyday life. The science lab setting allows students to view animal and plant life on a daily basis and use modern technology to guide their studies. The learning goals for this setting are created to have students develop a curiosity about the surrounding environment through systematic techniques which allow them to observe and test nature.

By taking part in hands-on inquiry based lessons, the students are able to become aware of the interaction between organisms and the environment, as well as develop an awareness of the ecological implications of man's use of science. By partaking in both whole group and small group inquires, students are able to explore new and unexpected findings. Through the process of analyzing evidence and forming conclusions, students reflect on their new learning. The science lab creates a place where students and teachers are observing, inquiring, analyzing, and concluding.

During the 2011-2012 school year Hubbard School was excited to have a Science Residency Week sponsored by the Ramsey Education Foundation. Each grade level worked with artists from Project Impact: Arts in Education to explore science concepts in a new and exciting way. The students gained new knowledge about air pressure, gravity, and force. At the end of the week, the entire school gathered for a closing assembly where the grade levels applied their new knowledge to teach their peers new information.

5. Instructional Methods:

Hubbard School teachers employ a wide variety of methods to engage and teach all of our students. The collaborative tenor of our building allows us to have students work with classroom and cross grade level peers to build knowledge and confidence. Teachers employ a range of methods, such as manipulative

use for math and letter families for reading and high tech approaches such as Smart board technology and use of iPads.

Depending upon the subject and the needs of the learners, various instructional groupings are used. These can include whole group, small group, partners, peer sharing and independent learning. Such groups are chosen with care, considering the “chemistry” of students, including their learning styles, academic strengths and weaknesses, and personality traits. Reading buddies stretch across the grades here at Hubbard School. Our third graders work with our youngest children to help them learn sight words and increase their reading comprehension. A secondary benefit is the increase in confidence this gives the older students.

Throughout Hubbard School and throughout subject areas we employ inquiry based learning. The student is encouraged to learn actively and to discover his or her own answers to questions posed. Such discovery of answers helps the children to own and retain knowledge.

Judicious use of technology is encouraged here at Hubbard. We have an up to date computer lab, where teachers instruct the children in the use of software such as Kidspiration, Math Trek, and Type to Learn. Each classroom has a Smart board and teachers are encouraged to share lessons and knowledge, both for the Smart board and in all areas. We make use of outside programs such as Books on Tape and Bookshare.

Hubbard School teachers design lessons using research-based instructional methods. The components include setting clear objectives for their student’s learning, strong direct instruction, modeling, and the incorporation of guided practice. Formative assessments are used to check for understanding. Student and teacher reflection is a key component in lesson design.

6. Professional Development:

The Ramsey Board of Education offers their teachers, supervisors, and therapists a wide variety of opportunities for professional development. Building on the varied skills of our staff, Ramsey teachers have created a resource entitled R.E.A.L.: Ramsey Education Academy of Learning. This academy promotes quality professional learning opportunities by tapping the knowledge base and experience of our Ramsey teachers. Workshops are established based on the needs expressed by staff during yearly professional development surveys, careful analysis of district goals, as well as the desire for increased student achievement. A large variety of workshops are offered throughout the school year. They are taught by Ramsey teachers to Ramsey teachers.

Additionally, Hubbard staff is invited to participate in ongoing professional development opportunities. These include outside organizations such as *The Madison Institute*, *ETTC of Middlesex County* and *Bergen County Special Services*. Our district believes in the ongoing training for staff always with the focus on the education of our students. A large portion of our staff has earned masters and advanced degrees in their chosen fields. Special Education teachers are encouraged to get certification in subject specific areas.

There are many in-district committees, such as the 21st Century committee, which encompasses all of the Ramsey schools enabling each grade level to assess the impact of 21st Century instruction. Our teachers participate in cross-grade level vertical articulation meetings as well as in-house grade level meetings, all with the primary focus on effectively educating our students.

The Hubbard School staff work as a professional learning community every year. The entire staff reads, shares, gives presentations, and works with student data around one core professional book. This year, we are working with Mike Schmoker’s book, Focus. The use of this book in our professional learning community has sparked in-depth analysis of current classroom practices in our school.

Through focused professional development, our school has noted significant impact on the successful compilation of joint units of study employing a common language and rubrics resulting in higher numbers on benchmarks and assessments. Student achievement continues to drive the on-going professional development of all educators at Hubbard School.

7. School Leadership:

The leadership philosophy of Hubbard School is defined by servant leadership with an emphasis on sharing leadership opportunities whenever possible. The school principal works to help all students, staff, parents, and community members become as effective as possible in their roles within the school community. All decisions are made with the idea of promoting individual and collective expertise within each role. The principal purposefully provides resources and trust to stakeholders to accomplish goals based upon the Hubbard School Vision. Collaboration across stakeholder groups results in effective educational opportunities for our students.

Through professional development and goal setting teachers are supported as they improve their professional skills. The principal encourages teachers to handle decisions that affect their classrooms and tries to promote leadership opportunities for those who want to take on extra roles in the school building. Through our committee system, many teachers choose to act as team leaders and run committees that are based on goals tied to our school vision. These include the Character Education Committee, Student Responsibility Committee, Hubbard Celebrations Committee, and School Assembly Committee. Teachers are encouraged to work collaboratively to address tasks and solve problems. Teachers work within many different circles within the school. Through grade level teams, vertical articulation teams, curriculum committees, and various school committees teachers interact with each other constantly. Each of these groups allows for the teachers to play an important role in forming the future of Hubbard School.

Parents are encouraged to take on leadership roles through this forum and work to be involved in the day to day running of the school. The Parent Teacher Organization helps implement the school's Accelerated Reader Program, Meet the Master's Programs, and as classroom volunteers. All of the extra-curricular activities sponsored by the PTO help to enhance the strong educational program offered by Hubbard School.

Community members take a leadership role at Hubbard School by actively engaging with the students and staff in collaborative activities. The Ramsey Fire Department, Police Department, the NJ National Guard, and FBI have all held extensive learning opportunities for the students of Hubbard School. Through this collaboration, students are taught skills in addition to respect and understanding of the Ramsey Community.

The Ramsey Education Foundation has helped Hubbard School by providing laptops, Smart Boards and multiple educational programs. In recent years we have been provided with Artists in Residence in the areas of science and the arts. The contribution of these various groups contribute to the success of Hubbard School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NJASK

Edition/Publication Year: 2010-2011 Publisher: Measurement Incorporated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	96	95	96	94	100
Advanced Proficient	61	59	67	70	69
Number of students tested	108	112	105	104	112
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					
Advanced Proficient					
Number of students tested	6	1	6	1	1
2. African American Students					
Proficient					
Advanced Proficient					
Number of students tested		1			
3. Hispanic or Latino Students					
Proficient			70		
Advanced Proficient			40		
Number of students tested	9	4	10	3	2
4. Special Education Students					
Proficient	94	82	100	87	100
Advanced Proficient	41	53	44	65	62
Number of students tested	17	17	18	23	18
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested	2	1			
6. Asian					
Proficient					
Advanced Proficient					
Number of students tested	4	5	4	5	6
NOTES:					

12NJ5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: NJASK

Edition/Publication Year: 2010-2011 Publisher: Measurement Incorporated

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	93	87	91	99	96
Advanced Proficient	27	20	29	18	18
Number of students tested	108	112	105	104	112
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					
Advanced Proficient					
Number of students tested	6	1	6	1	1
2. African American Students					
Proficient					
Advanced Proficient					
Number of students tested		1			
3. Hispanic or Latino Students					
Proficient					
Advanced Proficient					
Number of students tested	9	4	10	3	2
4. Special Education Students					
Proficient	83	65	78	96	83
Advanced Proficient	12	6	6	9	6
Number of students tested	17	17	18	23	18
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested	2	1			
6. Asian					
Proficient					
Advanced Proficient					
Number of students tested	4	5	4	4	6
NOTES:					

12NJ5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient	96	95	96	94	100
Advanced Proficient	61	59	67	70	69
Number of students tested	108	112	105	104	112
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					
Advanced Proficient					
Number of students tested	6	1	6	1	1
2. African American Students					
Proficient					
Advanced Proficient					
Number of students tested	0	1	0	0	0
3. Hispanic or Latino Students					
Proficient			70		
Advanced Proficient			40		
Number of students tested	9	4	10	3	2
4. Special Education Students					
Proficient	94	82	100	87	100
Advanced Proficient	41	53	44	65	62
Number of students tested	17	17	18	23	18
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested	2	1	0	0	0
6.					
Proficient					100
Advanced Proficient					100
Number of students tested	4	5	4	5	6
NOTES:					

12NJ5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient	93	87	91	99	96
Advanced Proficient	27	20	29	18	18
Number of students tested	108	112	105	104	112
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
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Number of students tested	17	17	18	23	18
5. English Language Learner Students					
Proficient					
Advanced Proficient					
Number of students tested	2	1	0	0	0
6.					
Proficient					
Advanced Proficient					
Number of students tested	4	5	4	4	6
NOTES:					

12NJ5