

PART I - ELIGIBILITY CERTIFICATION

12NJ7

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

12NJ7

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 4 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
6 Total schools in district
2. District per-pupil expenditure: 13770

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: 1
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 | | 6 | 0 | 0 | 0 |
| K | 28 | 23 | 51 | | 7 | 0 | 0 | 0 |
| 1 | 24 | 31 | 55 | | 8 | 0 | 0 | 0 |
| 2 | 33 | 32 | 65 | | 9 | 0 | 0 | 0 |
| 3 | 31 | 29 | 60 | | 10 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | | 11 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 231 |

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
9 % Asian
2 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
82 % 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: 2%

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. | 1 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 6 |
| (4) | Total number of students in the school as of October 1, 2010 | 256 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.02 |
| (6) | Amount in row (5) multiplied by 100. | 2 |

8. Percent of English Language Learners in the school: 3%

Total number of ELL students in the school: 7

Number of non-English languages represented: 6

Specify non-English languages:

German, Punjabi, Portuguese, Chinese, Spanish, and Telegu

9. Percent of students eligible for free/reduced-priced meals: 2%

Total number of students who qualify: 4

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: 8%

Total number of students served: 19

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>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>2</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>13</u> | <u>0</u> |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>8</u> | <u>0</u> |
| Paraprofessionals | <u>5</u> | <u>6</u> |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | <u>3</u> | <u>0</u> |
| Total number | <u>30</u> | <u>6</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: 18:1

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 | 97% | 96% | 96% | 96% | 97% |
| High school graduation rate | % | % | % | % | % |

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?

Describing her “best memory” of Betsy Ross School, a second grader once wrote in her yearbook, “I love my cozy school.” This is a sentiment shared by many children and parents as they begin their first journey through school at Betsy Ross. As primary educators, the staff of Betsy Ross School recognizes the awesome responsibility we have to frame each child’s first school experiences. We realize the powerful impact we have on the lives of children both academically and emotionally. We strive to educate the whole child, meet his/her developmental needs, celebrate individual efforts, inspire academic achievement, and include the family in all we do as a community of learners. Currently, our school houses approximately 240 children in three half-day kindergartens, three first grades, three second grades, a self-contained second grade, and three third grade classes.

Our school is in Mahwah, a sprawling, diverse community, which covers approximately 26.5 square miles in northwest Bergen County, NJ. The name of our town comes from the native Lenni Lenape word “mawewi,” which means “meeting place.” Our school’s mission is to meet the varied needs of our culturally and economically diverse student population so that each student is provided with the opportunity to maximize his or her educational and career potential.

The acquisition of reading, computational, and writing skills is a priority at the primary level. Children are instructed using a research-based Balanced Literacy program designed to increase their confidence and fluency through direct phonics instruction and leveled reading of both fiction and non-fiction texts. Our writing program is based on the Columbia University Teachers College Writer’s Workshop model, which emphasizes author study, writing in multiple genres, and writing for real world audiences. Students learn writing crafts that help them to write authentically, with purpose and voice, and to assess their own writing through the use of rubrics. The importance of non-fiction reading and writing is emphasized, and our students have many opportunities to read and write across the curriculum in content areas such as math, science, social studies, the arts, and physical education/health. Our mathematics program, *Everyday Math*, emphasizes problem solving and the development of higher level thinking skills. Daily “Home Links” assignments connect math topics from the classroom to the home. Student support services include remedial reading and mathematics, speech, ESL and special education programs for qualifying students.

Our collaborative staff is committed to continual professional development that improves teaching craft and student learning outcomes. They regularly engage in deep analysis of multiple sources of assessment data to inform instructional practices and best meet the varied needs of our students. Teachers frequently meet both horizontally and vertically across the grades to plan, share best practices, conduct action research, and examine student work. We believe that this continual focus on educational excellence, coupled with tremendous support from our students’ families, is largely responsible for our success.

The Library/Media Center is the hub of our school, providing instruction in research and technology skills, as well as the development of lifelong readers. Students have supervised Internet access in all classrooms, through the Library/Media Center, our computer lab, and a wireless mobile cart with a class set of laptops. Almost all classrooms are equipped with Promethean interactive white boards. These provide the opportunity for teachers to deliver lessons using multiple sources that provide dynamic auditory, visual, and kinesthetic experiences for all students. Teachers can immediately assess student understanding of lesson concepts through the use of ActiVotes, a wireless, hand-held student response system tied to the Promethean boards.

Learning is brought to life in the Betsy Ross Nature Center. It has a pond with waterfall, bird feeding stations, and butterfly and perennial gardens. Our annual Science Day, Walk-a-Thon, Field Day, Author Days, and themed reading incentive program, as well as monthly curriculum-related assembly programs,

provide school-wide enrichment. Our teachers seek mini-grants to fund innovative curricular projects through the Mahwah Schools Foundation, a volunteer group of parents and community members who, supported through local businesses and fund-raising efforts, have donated over a million dollars to the Mahwah schools.

Character and citizenship education is infused with daily and monthly activities for all students. This program, called “Responsive Classroom,” teaches children to value honesty, responsibility, and respect and actively teaches caring for one another. The entire school community begins each day in our All-Purpose Room with a morning meeting and recitation of the Betsy Ross School pledge: “I am a citizen of Betsy Ross School. I will do my best to treat others with kindness and respect and follow the school rules.” Each class assumes the responsibility of leading opening exercises on Color Day by presenting a patriotic program with all students wearing red, white, and blue in honor of our namesake, Betsy Ross, who, legend tells us, crafted our nation’s first flag.

Parents are an integral part of Betsy Ross School. Our Home School Organization has thirty-five committees that sponsor numerous events. The staff is a close-knit family of dedicated professionals providing a nurturing school environment – a “home away from home.”

1. Assessment Results:

A. The performance levels for the NJASK 3 in both Language Arts Literacy and Mathematics fall into three categories: Partially Proficient (under the scale score of 200), Proficient (200 to 249), and Advanced Proficient (250-300).

As per the NJDOE's explanation of NJASK performance levels:

Scores indicative of Advanced Proficient performance reflect performance that has clearly met or exceeded state standards. It is rare for students falling in this range to be in need of instructional intervention.

Scores indicative of Proficient performance reflect performance that generally has met the state standards. It is typically true that students falling in this range are not in need of instructional intervention, but one may wish to look more closely at students whose scores approach the lower end of this distribution to confirm that instructional intervention is in fact not needed.

Scores indicative of Partially Proficient performance reflect performance that has not met the state standards. Students falling into this range are most likely to be in need of instructional support, particularly those lower in the range.

For Betsy Ross School, as for the entire state of New Jersey, the goal is to have all students meet or exceed proficiency standards. Our focus over the years has been to use data gleaned from formative, summative, and standardized assessment data to better target instruction to match students' needs. In doing so, we aim to bolster strengths and remediate weaknesses and move our students to ever higher levels of proficiency.

Information about interpreting NJASK 3 data can be found in the 2011 Score Interpretation Manual: <http://www.nj.gov/education/assessment/ms/5-8/ref/SIM11.pdf>

B.) The 2006-2007 through 2010-2011 performance trends in our data tables for state criterion-reference tests in both Language Arts Literacy and Mathematics show that Betsy Ross School students have historically achieved at high levels of combined Proficiency/Advanced Proficiency. Our students have consistently performed at or above our district levels, far above state levels, and at levels approximately commensurate with or above our district factor (socioeconomic) group (known as DFG) on the NJASK 3. For example: In 2011, 97% of our total student population scored Proficient or Advanced Proficient in Language Arts. At the state level, 63% of students scored in this category, and in our district factor group (I), 79% of students did so. In the same year in Mathematics, 98% of our total student population scored Proficient or Advanced Proficient. At the state level, 79% of students scored in this category, and in our district factor group (I), 91% of students did so.

Even more remarkable than the above is the fact that a comparison of the Advanced Proficient Language Arts and Mathematics scores of Betsy Ross students with those statewide and in our DFG reveal that our students scored *significantly* higher than other third graders in the state and higher than those in our DFG each year! For example, in 2011, 28% of Betsy Ross students scored Advanced Proficient in Language Arts compared to 7% statewide and 13% in our DFG. Similarly, in Mathematics, 76% of Betsy Ross students scored Advanced Proficient, compared to 38% statewide and 54% in our DFG.

The 2009 and 2010 NJASK 3 results revealed a decline in our Language Arts scores relative to our scores in the previous two years, with Betsy Ross students scoring 87% and 74% combined Proficient/Advanced Proficient in 2009 and 2010, respectively. (For comparison's sake, in 2009, 63% of students in the state scored at this level, and in 2010, 60% of students in the state did so. In 2009, 79% of the students in our DFG scored at this level, and in 2010, 76% of students did so.) One possible cause for the lower scores may have been the 2009 redesign of the NJASK 3. According to a July 15, 2009 NJ Department of Education memo: "The new language arts literacy assessments include more reading passages, new types of writing tasks, and more items overall." The test's cut scores were also raised. According to the same memo: "Under the new standards, students must attain at least 50 percent of the possible points to attain proficiency. Previously, the proficiency cut points represented between 40 and 45 percent at these grade levels." To bolster our students' reading skills, during the 2010-2011 school year our staff undertook a school-wide effort to study and implement essential instructional strategies that foster deeper student comprehension: comparing/contrasting, making predictions, drawing conclusions and making inferences, recognizing cause and effect, understanding sequence, and understanding main idea and details. Our efforts proved fruitful; 97% of our total student population achieved Proficiency or Advanced Proficiency in Language Arts on the NJASK 3 in 2011.

Another consideration for Betsy Ross School in 2010 was the greater drop in Language Arts scores for our special education students. That year, the cohort contained a larger number of special education students (18, or 20%) compared to other years. Data analysis indicated that our special education students' Language Arts scores (17% Proficient/Advanced Proficient) trailed those in the state (33%) and DFG (47%). To address this deficiency and to ensure that these students met grade level benchmarks in the future, our special education teacher visited a number of districts in our DFG who were seeing better results for their special education students on state assessments. She learned that the most successful of these districts were keeping students in the mainstream for all or most of the school day, exposing them to grade level expectations, materials, lessons, and assessments, with modifications when appropriate. With the help of our district's Special Services Director, the teacher developed an In-Class Resource (ICR) and flexible Small Group Instruction (SGI) collaborative teaching model that she piloted for the 2010-2011 school year. The results were outstanding: 100% of our special education students scored Proficient on the Language Arts portion of the 2011 NJASK 3. (This percentage does not include the 3 students who took the APA [alternate] assessment. When those students' scores are factored in, 89% of special education students scored Proficient.) The ICR/SGI model is now the district standard for all elementary schools.

Detailed New Jersey state and DFG testing reports for the targeted years can be found at: <http://www.nj.gov/education/assessment/es/results/>

We believe our overall high levels of student proficiency to be directly attributable to the following: district curricula aligned to the New Jersey Core Curriculum Content Standards (and, beginning with the 2011-2012 school year, the Common Core Standards); regular and deep data analysis of formative, summative, and standardized assessments; the use of this data analysis to inform instructional decisions at the individual student, classroom, and programmatic levels; a dedicated teaching staff committed to professional excellence; and parents who ardently support their children and our school mission.

2. Using Assessment Results:

Simply put, the focus of Betsy Ross School is continually fixed on student learning. Data from formative, summative, and standardized assessments is regularly analyzed by individual classroom teachers, by grade level teams, and by vertical teams composed of representatives from all grades, subject areas, and the building administrator. Students' progress toward and achievement of grade level standards, the quality of their work products, and their individual and collective strengths and weaknesses is the topic of our professional conversations, the heart of our lesson planning, the subject of administrative formal and informal observations, and the driving force behind our teachers' professional development.

Our data analysis begins when results of the last year's standardized assessments are delivered to our school. Teachers and the principal look at student results and patterns within and across classrooms, our district, and the state. Cluster means in each subject area are examined and student achievement by subtests is analyzed. Standardized tests are but one of multiple data sources that will inform instruction throughout a school year. Each September, teachers examine student portfolios to understand the academic history of their new students. Benchmark common assessments in the subject areas and regular unit tests and projects/products give teachers more information about progress toward mastering grade level learning goals. We utilize *Performance Matters* software to track and understand student results on standardized and selected common assessments. Since 2008, our teachers have received training in designing and implementing formative assessments. These short, frequent assessments tell teachers what a child has (and has not) learned and the effectiveness of the instruction to date. Formative assessments give "real time information" that helps our teachers adjust and differentiate future instruction, curricular materials, and student groupings to best meet the needs of all levels and types of learners. We are excited by the positive student learning outcomes we have experienced by integrating formative assessments into our instructional toolkit and have high expectations for its continued powerful impact on teaching and learning.

Incoming kindergarten, first grade, and all new students are screened upon entrance to ascertain their unique learning needs and help our staff make decisions regarding their best placement and academic program. When data analysis indicates that a particular student may be struggling, we meet in the Intervention and Referral Services team setting with the child's parent/guardian to review all student data and develop an action plan to positively affect student achievement. We also use assessment data to inform the application of the various leveled interventions of the RtI model (differentiation within the classroom, tutoring, remedial assistance/small group instruction, and special education services) when indicated.

Some of our multiple assessment data sources include: NJPASS 2, NJASK 3, DRA2, DIBELS, *Foundations* unit tests and probes, Fountas and Pinnell running records, Woodcock Johnson Diagnostic Reading Battery, Test of Early Mathematics Ability (TEMA), beginning/middle/end of year *Everyday Math* benchmark tests, *Everyday Math* unit tests, Math Fact Mastery assessments, *Buckle Down* assessment, *Accelerated Reader* quizzes, common assessments, teacher-made assessments, benchmark writing assessments in multiple genres, and ongoing, flexible formative classroom assessments. Special education students receiving Orton-Gillingham multisensory reading instruction are also monitored using the program's progression of skills acquisition.

We know that informing students, parents, and the community about our students' academic achievement is crucial to students' partnership in their learning, their parents' home involvement, and the larger community's support of our educational mission.

Students are active participants in classroom instructional conferences and may participate in triangular parent-teacher-student meetings about their progress. Parents are informed of their children's progress at informal conferences, scheduled twice-yearly parent/teacher conferences, and I&RS and Child Study Team meetings. Information about our school program is shared with parents at Back to School Night, Kindergarten and New Parent Orientation, Kindergarten and New Families' Tea, annual Family Curriculum Night, Home School Organization meetings, Principal/Parent "Second Cup of Coffee" meetings, parent book discussion groups, classroom visitations, NJASK 3 parent presentations, student concerts and programs, and in our school newsletter and on our website. Community members learn of our students' achievement through local and hyper-local news outlets, our school and district website, Board of Education meetings, and district mailings to the larger community.

3. Sharing Lessons Learned:

Betsy Ross staff members share successful strategies and collectively examine instructional practices and student work products with colleagues within our school at both formal and informal collegial meetings

and with district colleagues at periodic district-wide grade level meetings, professional development workshops, and committee work sessions. Examples include district grade level meetings to look at student writing using rubrics, professional development for Promethean board users to learn new skills and share ideas, and formative assessment meetings for teachers across the district to work together on developing common formative assessments and student projects. Our technology department has instituted both a building and district-based share drive where teachers can share lesson plans and other instructional materials with colleagues in our school and across the district.

Within our district, Betsy Ross teachers have shared their successful alternative assessments and curricular projects with grade level colleagues in other primary schools. They have shared materials and strategies related to more effective instruction in reading and writing (e.g., leveled book room and classroom literature collections, FOCUS strategy materials, targeted reading and writing craft lessons, conferring log templates), math, and other content areas.

Betsy Ross teachers have mentored many pre-service and student teachers and have annually welcomed the Mahwah High School Future Teachers. Our principal has also served as a mentor to aspiring administrators and hosted site visitations.

Our staff members are active members of state and national organizations that allow them to learn from and share with colleagues from across the state, country, and, in some cases, the world. Betsy Ross teachers have attended (and presented at) conferences, shared technology lessons on Promethean Planet, and worked on a new mathematics curriculum that incorporated the Common Core standards with fellow Everyday Math Consortium members from other New Jersey districts and representatives from the New Jersey Department of Education.

Our principal is also a member of the county, state, and national education associations and meets regularly with colleagues from other districts to share ideas and best practices. Our superintendent and assistant superintendent attend county roundtable meetings and state and national educational conferences. They share information and best practices with their colleagues and bring back information to our principal, who, in turn, shares with our staff.

4. Engaging Families and Communities:

Betsy Ross School celebrates our many learning successes throughout the year by involving our family and community members in meaningful ways. Classroom writing celebrations punctuate the end of units of study and families come to witness and applaud our young authors' published pieces. Our annual Science Day, Walk-a-thon, reading incentive program, Author Day, and Field Day are each enriched by the participation of a legion of parent volunteers and participants. Parents and extended family members cheer on our student musicians, singers, and performers in our musical concerts and grade level Color Day assemblies. Our Back to School Night, parent/teacher conferences, and end of year Family Curriculum Night are very well-attended occasions that allow us to share our many accomplishments with our students' families.

Our parents/guardians attend monthly Home School Organization (HSO) meetings, periodic Principal's Second Cup of Coffee informal gatherings where curriculum topics are discussed, and parent book groups on educational topics. (This year our group read *The Bully, the Bullied, and the Bystander* by Barbara Coloroso and *NurtureShock* by Po Bronson and Ashley Merryman.)

Betsy Ross School influences and is influenced by the larger community, which has a vested interest in our students' success. Each year, Betsy Ross students invite local veterans to our Flag Day assembly and participate in our town's Veterans Day celebration. With their parents, students take part in school-run food drives that benefit the Center for Food Action, an organization that provides food and other essential items to local needy families. Our students and teachers are supported by the Mahwah Education

Foundation, which funds innovative curriculum projects through its Mini-Grant program. The Bergen Highlands Rotary Club visits our third grade classes each year as part of their Dictionary Project, and we are the recipients of exciting curricular-related assemblies offered through grants obtained by local agencies who support our school.

Our staff believes that communication is the key to understanding and support. Toward that end, our teachers and principal work collaboratively and tirelessly with our students' parents and families, local agencies and businesses, and community members to enlist their support for our programs and educational mission.

1. Curriculum:

The Betsy Ross (Mahwah) curriculum is aligned to New Jersey and Common Core standards. We recognize state and national core requirements and place them as the foundation of our curriculum. We have layered on essential questions, goals, objectives, activities, and assessments that challenge our students to explore curricular concepts in complex, deep, and meaningful ways. Our students are expected to access common educational experiences, achieve common benchmarks, and take common assessments. Teacher expertise and the sharing of best practices are actively encouraged.

Our Reading/Language Arts curriculum employs a Balanced Literacy approach that incorporates Fountas and Pinnell's leveled guided reading structures and the Columbia University Teachers College Writer's Workshop model. Mini-lessons, shared/interactive writing, supported practice, flexible groupings, independent practice, conferring, and self-reflection are all components of reading and writing lessons. Students read and write in multiple genres for authentic audiences and purposes, study mentor texts for craft lessons, and engage in activities that build their reading and writing stamina and stretch them to improve their skills. We have recently begun a more intense focus on non-fiction reading and writing, as indicated by the Common Core standards in Language Arts.

In the summer of 2011, our Mathematics curriculum was revised by a consortium of district and area math teachers who were assisted by educational specialists from the New Jersey Department of Education. The resultant document integrated the Common Core standards and the updated research-based *Everyday Math* program with experiences that allow our students to function as sophisticated and analytical mathematical thinkers. The curriculum is a spiral one, with expected benchmarks at certain intervals. Lessons emphasize the use of real-life examples, repeated exposure to mathematical concepts and skills, the use of multiple methods and problem-solving strategies, and frequent practice of basic computational skills.

Our Science curriculum was updated this year to meet the expectations of our state's most recent science standards revision. Students master unit objectives through learning activities that incorporate subject-specific non-fiction literature (books, magazines, and other high quality texts), written responses about topics of study, and investigative and illustrative demonstrations/hands-on explorations. Student achievement is measured through common assessments for each unit. Our program is augmented by visits from Sensational Science, an outside presenter procured through a Mahwah Schools Foundation Mini-Grant, and our annual Science Day, a day-long exploration of a number of dynamic curricular-related science workshops.

Our Social Studies curriculum offers units focused on history, civics, geography, and economics. As in science, our students master unit objectives through learning activities that incorporate subject-specific non-fiction literature and written responses about topics of study. Students synthesize their learning by engaging in assessments that integrate all skill areas (chronological thinking, spatial thinking, critical thinking, and presentational skills). Unit topics include All About Me, American Heritage/Holidays, Government (Kindergarten), Rights and Responsibilities, People and the Past, Mapping Skills (Gr. 1), Geography Skills, Communities, People and Where They Live (Gr. 2), Native Americans, Regional Economics, and American Government (Gr. 3).

Our dynamic Visual and Performing Arts curricula (Art and Music) are presented to our students by subject-area certificated teachers once per week. Students are grounded in the history, theory, and principles of the arts and participate in musical performance opportunities and the creation of their own artwork.

Physical Education/Health classes are offered to students twice weekly, and the curriculum focuses on developmentally appropriate lessons that produce students who are both health literate and physically educated. The overarching curricular goal of our Physical Education/Health curriculum is to foster positive health and fitness practices that will serve students throughout their lives.

Technology is not a stand-alone curriculum at the primary level, as we recognize that technology is a tool that serves all curricular areas. As such, it is infused in instruction in multiple ways. Teachers use the Promethean board to deliver dynamic interactive lessons, and students use the Promethean ActiVotes to record their answers (allowing teachers to formatively assess their learning). Students access the Internet to conduct research and practice curricular skills. They use multiple software programs for a variety of skills practice, word processing, and presentation purposes. Most recently, we have added Elmo document cameras and webcams/Skype to our technological toolkit.

2. Reading/English:

Betsy Ross School utilizes a research-based, Balanced Literacy approach to teaching reading, writing, and related skills. Starting in kindergarten, students are provided structures to support an integrated approach to acquiring important foundational literacy skills such as phonemic awareness, phonics, comprehension, vocabulary development, spelling, writing crafts, grammar, and writing mechanics/conventions. Whole class shared reading experiences are taught in mini-lesson form, focusing on the development of deep and increasingly sophisticated comprehension strategies matched to specific literature genres. Based on current thinking in the field (especially Lucy Calkins and Mary Ehrenworth's latest work with the Columbia University Teachers College Reading and Writing Project) and the revised demands of the Common Core Standards in Language Arts Literacy, we have placed an increasing emphasis on non-fiction reading and writing. Whole class read-alouds, leveled guided reading groups on a child's instructional level, and independent reading are other important components of the literacy block. Each classroom has its own leveled library and the school's well-stocked book room is an additional source of leveled instructional texts. Students are assessed through the periodic administration of Fountas and Pinnell's running records, thrice-yearly DRAs, DIBELS, and various other teacher-created formative and summative assessments. Students needing additional reading support meet daily with either our school's reading specialist or our Orton-Gillingham certified teacher.

Reading/writing connections are explicitly taught, with concepts and skills simultaneously delivered and reinforced in both reading and writing lessons. Writer's Workshop provides for the focused study of writers' craft, grammar, mechanics, and conventions through targeted mini-lessons and interactive shared writing experiences. Students apply strategies through guided and independent practice and revise their writing through frequent conferences with the teacher, feedback from peers, and self-reflection. Common assessments, called Assured Writing Experiences (AWEs) allow teachers at and across grade levels to better monitor student writing progress toward grade level benchmark expectations. Our staff has continually improved their expertise in these practices through professional development, participation in collegial study groups and alternative assessment projects, the sharing of best practices, and a communal commitment to the ongoing analysis of student work products and assessment data to inform future instruction.

In addition to the above, students in Grades K through 2 (and at-risk students in Grade 3) receive multisensory instruction in phonological and phonemic awareness, phonics, and spelling through the Wilson *Foundations* program. Since piloting the program three years ago, we have seen a dramatic improvement in students' early spelling skills and reading fluency, with students exiting these grades reading at higher levels than in previous years. To bolster vocabulary development, shown by research to be a critical component of comprehension, this year we have instituted the *Word Wisdom* program in Grade 3.

3. Mathematics:

We agree with the National Council of Teachers of Mathematics, which has said, “All students deserve an opportunity to understand the power and beauty of mathematics and to learn a new set of mathematics basics that enable them to compute fluently and to solve problems creatively and resourcefully.” Along with the other elementary schools in Mahwah, we use the *Everyday Math* program, which utilizes a spiraled problem-based teaching and learning approach to support mastery of complex mathematical topics. Since implementing this program eight years ago, we have seen a tremendous increase in our students’ ability to find multiple solutions to problems; our standardized math scores as measured by the NJASK 3 have risen dramatically, and the majority of our students perform in the advanced proficient range on that assessment. The new *Everyday Math* eSuite online program has also proven to be an effective vehicle for additional at-home practice of new concepts and skills. To bolster the acquisition of basic math facts, we have developed a Math Facts Mastery program, which challenges our K-3 students to memorize their basic math facts with the goal of improving recall speed in order to solve problems more quickly and accurately.

Teachers monitor student progress in mathematics through common benchmark assessments, unit tests, and ongoing formative assessments. Lesson concepts are introduced to the whole group, with in-class flexible grouping and math centers utilized to better meet individual differentiated needs, including those students in need of extra help or working above grade level. Students who are not meeting grade-level benchmarks benefit from small group remedial math classes taught by our school’s math specialist. In third grade, we use data from the mid-year administration of an assessment modeled on the NJASK 3 to identify individual strengths and weaknesses according to standards. We then group students for an additional "flex" math group once per week.

Our K-2 math curriculum was revised last summer by participants from a number of districts who participate in our regional Everyday Math Consortium, which is headed by a Mahwah teacher. Officials from the NJ State Department of Education provided ongoing consultative services to the curriculum writing team, with the resultant document being a highly usable guide to exemplary mathematics instruction. The curriculum incorporates the new Common Core Standards in Mathematics and interdisciplinary, technology, and workplace readiness NJ state standards.

4. Additional Curriculum Area:

For well over a decade, before other schools in our district adopted the program and before New Jersey became the state with the toughest anti-bullying laws in the country, Betsy Ross has embraced Responsive Classroom principles and philosophies. Responsive Classroom is an evidence-based school-wide program that “emphasizes social, emotional, and academic growth in a strong and safe school community.” Our teachers are committed to applying this approach to their own classroom practices and in our larger school community with the goal being to optimize student learning. Our intention is to help our students foster cooperation, assertion, responsibility, empathy, and self-control – skills that research has shown positively impact school climate and children’s capacity for learning.

As part of Responsive Classroom in action, we hold a whole school morning meeting at the beginning of each day. Familiar songs of community, friendship, and respect are sung, the Pledge of Allegiance and our school pledge are recited, and we share school, class, and individual news and successes. Each class also holds its own morning meeting, where students greet each other and the teacher by name, give authentic compliments, share news, and discuss issues of importance to the classroom community. Every September, we create school-wide rules for our common spaces (lunchroom, playground, buses), homerooms develop class rules and a Constitution of Caring for their class, and all students and staff members create “Hopes and Dreams” for the school year. We celebrate our successes with our students’ families at our annual Family Curriculum Night each June, when our “Hopes and Dreams” are revisited.

Central to Responsive Classroom are the following components: rule creation, interactive modeling, positive teacher language, logical consequences, guided discovery, academic choice, classroom organization, working with families, and collaborative problem solving. This year, to directly address New Jersey's new anti-bullying legislation, we have added developmentally appropriate lessons from two highly regarded anti-bullying programs to our Responsive Classroom curriculum: *Don't Laugh At Me* (from Operation Respect) and *Bully Busting: A Violence Prevention Program Focusing on the Prevention of Teasing and Bullying in Schools* (from the NJ State Bar Foundation). Lessons explicitly teach children how to empathize with others, solve problems with win-win strategies, the difference between teasing and taunting, and the important role of the bystander in the bully-bullied-bystander triangle, among other lessons critical to reducing the incidences of bullying in our schools.

5. Instructional Methods:

Betsy Ross School has embraced data-driven instruction, seeing the fruit of this endeavor in the high achievement levels of our students, the elevated professional standards of our staff, and the ongoing support of our families. We use the results of our data analyses from multiple measures to deeply understand the academic and affective needs of every student, to work collaboratively to plan and implement high quality differentiated instruction for optimal learning outcomes, and to flexibly group to bolster strengths and remediate weaknesses.

Teachers infuse best teaching/learning practices as indicated by current thinking in the subject areas, the latest research in educational neuroscience, and Howard Gardner's Multiple Intelligence theory. Classrooms are designed to optimize the learning process, with spaces for whole group, small group, cooperative groups/partnerships, and independent practice. Twenty-first century skills are embedded in activities, and technology is used as a tool to access the curriculum.

Betsy Ross teachers recognize that students come to the classroom with different backgrounds, abilities, experiences, interests, and other variables that can impact their academic achievement. They know that despite these variables, students need to meet or exceed grade level expectations and that most learning happens when students are encouraged to work at levels slightly beyond what they can do without assistance. To encourage these highest levels of learning, teachers engage in continual formative assessment to ascertain progress levels and adjust instruction and groupings accordingly.

To address a historical gap between the achievement patterns of special education and their regular education peers, last year Betsy Ross teachers piloted a new instructional model to ensure that our special education students were supported in meeting grade level benchmarks: flexible Small Group Instruction (SGI) and In-Class Resource (ICR). Special education and regular education teachers worked together to plan and co-teach in the mainstream setting. This model proved so successful that it has since expanded to other elementary schools in the district.

Our school employs RtI practices to support different tiers of intervention for struggling learners; we offer remedial reading and math small group instruction, our ELL students are serviced through a combination of push-in and pull-out support, and the needs of our identified gifted and talented students are met through differentiation in the classroom setting. Extracurricular tutoring is offered to at-risk students. Differentiation for all students is met through careful matching of materials, instructional methods, and flexible instructional groupings, which allows us to meet students' varied needs.

6. Professional Development:

As is required in the state of New Jersey, Betsy Ross School has a School Professional Development Committee (SPDC) comprised of teachers and the school principal. The Betsy Ross SPDC is charged with the annual development of a school-based professional development plan that becomes part of the larger district plan. The plan must consider student achievement data trends, align with both state

academic standards and professional development standards, and reflect our larger district goals. Our SPDC collaborates closely with the district's other school-based teams to ensure continuity of focus across the district. Our current plan integrates the analysis of student achievement data to address literacy, mathematics, technology, and assessment goals. In addition to the professional development full and half-days provided by the district, staff members pursue professional development through outside conferences and graduate coursework related to their professional assignment.

Our professional development program identifies the following as continuing priorities: 1. Collaboration between teachers and administrators to plan staff development that addresses students' learning needs as revealed by data analysis; 2. Communication within and across grade levels and schools for seamless articulation of shared goals; and 3. A culture of sharing that believes all professional development should relate to student learning outcomes; and 4. The sharing of professional development standards and successes both within the school and larger district community.

To realize these priorities, we employ the following practices: ongoing analysis of formative, summative, and standardized assessment data; professional development opportunities that reflect collegial collaboration and a culture of sharing; evaluation surveys for all workshops, courses, and teacher turnkey training; feedback from the Mahwah Education Association representative council on the effectiveness of professional development offerings; evaluations from mentor teachers and first-year and second-year teaching novices regarding the effectiveness of our district mentoring plan; a review of teacher alternative assessment plans and their impact on student achievement; and input from building and district administrators.

The following are some examples that illustrate how our district and school's professional development activities support student learning and are aligned with academic standards:

Teachers participated in multi-year training in formative assessment; teachers gained additional knowledge in best practices in literacy instruction by participating in professional development in Writer's Workshop, *Step Up to Writing*, Orton-Gillingham and *Foundations* multisensory instruction, and the administration of DRA2 and DIBELS reading assessments; training in various educational technologies (including Promethean interactive whiteboards and peripheral components, Performance Matters and RealTime data analysis/tracking software, DIBELS V-Tech tools, and *Everyday Math* online tools) was conducted; introductory training in Response to Intervention (RTI) was given to all elementary certificated staff, workshops on reading and interpreting IEPs was conducted for paraprofessionals; and staff members participated in Responsive Classroom professional development consisting of weeklong institutes and workshops in appropriate adult language and cooperative recess games that follow Responsive Classroom principles. In addition, teams of teachers collaborated on developing alternative assessment curricular projects that tied directly to student learning needs.

7. School Leadership:

Betsy Ross School's leadership is multidimensional, inclusive of traditional leadership, teacher leadership, and the leadership provided by various stakeholder groups of the school community.

The Mahwah Board of Education and Central Office administrators are committed to supporting all Mahwah students in their pursuit of educational excellence by providing a comprehensive education in a safe and supportive school environment. This goal informs all decisions regarding the district's educational policies and programs.

K-12 administrators and supervisors meet frequently with Central Office administrators to share achievement data, best practices, and ideas for the continuous improvement of all Mahwah schools. Administrators, supervisors, and teachers regularly present updated curricula, programs, and instructional materials to the Board of Education's Instructional Committee. The Mahwah Schools Foundation (MSF),

a dedicated volunteer group made up of parents and supported by local businesses, offers a teacher Mini-Grant program that funds innovative curricular programming. To date, the MSF has given over one million dollars to the Mahwah schools.

The Betsy Ross principal relays the district vision of educational excellence to the school community. High expectations for Betsy Ross staff and students are clearly articulated and supported, with an emphasis on improving instruction in all curricular areas by nurturing collaborative professional learning communities that fearlessly discuss professional practice and student achievement and continuously use formative, summative, and standardized assessment data to analyze student progress and plan for future instruction and programs.

The principal promotes teacher leadership in the various decision-making processes of the school. The principal guides all endeavors initiated by her, a team of teachers, or by an individual teacher. Each staff member's strengths are developed, trusting working relationships are nurtured, and sights are always set on meeting students' individual needs and those of the school.

Each teacher and paraprofessional has been trained and encouraged to be a vital member of their grade level team, vertical teams, and the larger school community. At monthly faculty and grade level meetings, best practices in education are communally researched, discussed, and implemented. Assessment data is continually reviewed, trends recognized, and instructional practices adjusted to best meet students' needs. Staff members receive abundant training in new philosophies and practices and are provided with all necessary resources to deliver high quality instruction, including classroom and professional materials and ongoing training. Professional collegial partnerships are encouraged through alternative assessment projects tied to student learning goals and grade level subject area studies.

Families play a vital role in the shared leadership of Betsy Ross School. Through formal avenues such as our Home School Organization's many committees or informal settings such as our Parent Book Discussion Group and Second Cup of Coffee meetings, parents' and guardians' input and participation is encouraged as a critical component of Betsy Ross students' success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Test: Grade 3 New Jersey Assessment of Skills and
 3 Knowledge

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

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 98 | 96 | 91 | 98 | 96 |
| % Advanced | 76 | 57 | 51 | 66 | 64 |
| Number of students tested | 90 | 90 | 87 | 93 | 67 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 3 | 0 | 0 | 1 | 1 |
| Percent of students alternatively assessed | 3 | 0 | 0 | 1 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 1 | 8 | 4 | 3 | 4 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 1 | 4 | 1 | | 1 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 5 | 5 | 5 | 4 | 1 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | 83 | 73 | | 73 |
| % Advanced | | 22 | 13 | | 36 |
| Number of students tested | 9 | 18 | 15 | 8 | 11 |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 2 | | | 1 | |
| 6. | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: In 2008-2009, the assessment was revised. It was made more challenging and the proficiency standard was raised. In 2007, 2008, and 2011, some students took the NJ Alternate Proficiency Assessment (APA) rather than the NJASK3. The APA is a portfolio assessment designed to measure progress toward achieving New Jersey's state educational standards for those students with severe disabilities who are unable to participate in the NJASK. School scores and subgroup scores in these years include APA students, as per the directions of our state Blue Ribbon liaison. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Grade 3 New Jersey Assessment of Skills and
3 Knowledge

Edition/Publication Year: 2007-
2011

Publisher: Measurement, Inc.

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | May | May | May | May | May |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 97 | 74 | 87 | 97 | 93 |
| % Advanced | 28 | 22 | 29 | 26 | 24 |
| Number of students tested | 90 | 90 | 87 | 93 | 67 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 3 | 0 | 0 | 1 | 1 |
| Percent of students alternatively assessed | 3 | 0 | 0 | 1 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 1 | 8 | 4 | 3 | 4 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 1 | 4 | 1 | | 1 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 5 | 5 | 5 | 4 | 1 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | 17 | 53 | | 55 |
| % Advanced | | 6 | 0 | | 9 |
| Number of students tested | 9 | 18 | 15 | 8 | 11 |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 2 | | | 1 | |
| 6. | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| <p>NOTES: In 2008-2009, the assessment was revised and made more challenging. The proficiency standard was also raised. In 2007, 2008, and 2011, some students took the NJ Alternate Proficiency Assessment (APA) rather than the NJASK3. The APA is a portfolio assessment designed to measure progress toward achieving New Jersey's state educational standards for those students with severe disabilities who are unable to participate in the NJASK. School scores and subgroup scores in these years include APA students, as per the directions of our state Blue Ribbon liaison.</p> | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | | | |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 98 | 96 | 91 | 98 | 96 |
| % Advanced | 76 | 57 | 51 | 66 | 64 |
| Number of students tested | 90 | 90 | 87 | 93 | 67 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 3 | 0 | 0 | 1 | 1 |
| Percent of students alternatively assessed | 3 | 0 | 0 | 1 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 1 | 8 | 4 | 3 | 4 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 1 | 4 | 1 | 0 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 5 | 5 | 5 | 4 | 1 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | 83 | 73 | | 73 |
| % Advanced | | 22 | 13 | | 36 |
| Number of students tested | 9 | 18 | 15 | 8 | 11 |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 2 | 0 | 0 | 1 | 0 |
| 6. | | | | | |
| % Proficient plus % Advanced | 0 | 0 | 0 | 0 | 0 |
| % Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| NOTES: | | | | | |

12NJ7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | | | |
| SCHOOL SCORES | | | | | |
| % Proficient plus % Advanced | 97 | 74 | 87 | 97 | 93 |
| % Advanced | 28 | 22 | 29 | 26 | 24 |
| Number of students tested | 90 | 90 | 87 | 93 | 67 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 3 | 0 | 0 | 1 | 1 |
| Percent of students alternatively assessed | 3 | 0 | 0 | 1 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 1 | 8 | 4 | 3 | 4 |
| 2. African American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 1 | 4 | 1 | 0 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 5 | 5 | 5 | 4 | 1 |
| 4. Special Education Students | | | | | |
| % Proficient plus % Advanced | | 17 | 53 | | 55 |
| % Advanced | | 6 | 0 | | 9 |
| Number of students tested | 9 | 18 | 15 | 8 | 11 |
| 5. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | 2 | 0 | 0 | 1 | 0 |
| 6. | | | | | |
| % Proficient plus % Advanced | 0 | 0 | 0 | 0 | 0 |
| % Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| NOTES: | | | | | |

12NJ7