

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mr. William Demetroulakos
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Branch Brook School
(As it should appear in the official records)

School Mailing Address 228 Ridge Street
(If address is P.O. Box, also include street address)

Newark NJ 07104-1213
City State Zip Code+4 (9 digits total)

Tel. (973) 268-5220 Fax (973) 483-5916

Website/URL www.nps.k12.nj.us/branch_brook E-mail: wdemetroula@nps.k12.nj.us

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

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Marion A. Bolden
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Newark Public Schools Tel. (973) 733-7333

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Anibal Ramos Jr.

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 58 Elementary schools
 5 Middle schools
 0 Junior high schools
 13 High schools
 0 Other (Briefly explain)

 76 TOTAL

2. District Per Pupil Expenditure: \$11,310
 Average State Per Pupil Expenditure: \$9,598

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 6 Number of years the principal has been in her/his position at this school.

N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	11	14	25	7			
1	9	15	24	8			
2	13	10	23	9			
3	11	8	19	10			
4	11	6	17	11			
5				12			
6				Other			56
TOTAL STUDENTS IN THE APPLYING SCHOOL →							164

6. Racial/ethnic composition of the students in the school: 6 % White
14 % Black or African American
80 % Hispanic or Latino
_____ % Asian/Pacific Islander
_____ % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 15%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	25
(4)	Total number of students in the school as of October 1	163
(5)	Subtotal in row (3) divided by total in row (4)	15%
(6)	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: 14%
23 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: Spanish
Portuguese

9. Students eligible for free/reduced-priced meals: 88.34%

144 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 25.6%
42 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> 15 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 5 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 3 </u> Speech Language Impairment
<u> </u> Mental Retardation	<u> 1 </u> Traumatic Brain Injury
<u> 7 </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
	<u> 9 </u> Pre School Disabled

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> </u>
Classroom teachers	<u> 10 </u>	<u> </u>
Special resource teachers/specialists	<u> 8 </u>	<u> </u>
Paraprofessionals	<u> 10 </u>	<u> </u>
Support staff	<u> 2 </u>	<u> </u>
Total number	<u> 31 </u>	<u> </u>

12. Average school student-“classroom teacher ratio: special education: 1:10.5; general classes: 1:20.3
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	91.4	92.0	90.4	91.4	90.0
Daily teacher attendance	93.9	94.5	95.5	95.4	94.5
Teacher turnover rate	0%	20%	0%	20%	10%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	0%	0%	0%	0%	0%

PART III: SCHOOL SNAPSHOT INCLUDING SUMMARY OF SCHOOL VISION AND MISSION

Branch Brook School is a diminutive structure in Newark, New Jersey that houses highly motivated and successful students and staff. Branch Brook School provides a broad range of educational opportunities to our general education students, (60.3 %) as well as our special needs population, (25.6%) and Limited English Proficient students. (14.1%) Over eighty-eight percent of our student population is considered disadvantaged, i.e. eligible for free/reduced meals.

Branch Brook School's **mission** provides "stakeholders" (students, parents, staff and community) with an opportunity to collaborate in a governance structure that supports ongoing instructional improvement through the utilization of the philosophy of multiple intelligences, authentic cross-curricular activities and informed attention to individual learning styles. This mission is accomplished in part through the establishment of viable sub-committees, e.g. curriculum, technology, parental involvement and school climate, whose combined purpose is to provide collegial support as well as to vivify and validate instructional practices.

In a challenging, yet supportive environment that fosters unity of purpose, and through the collaborative efforts of all stakeholders who are supportive of a powerful learning community, Branch Brook School students become accountable learners who exhibit positive attitudes in the academic, emotional and social arenas of their lives. Our students learn through real life discovery experiences to enhance their sense of personal competence and self-esteem, focusing on the process of learning as well as learning itself. Rigorous implementation of the New Jersey Core Curriculum Content Standards against a backdrop of a strong character education program enable our students to become responsible, empowered and productive citizens. The goals of our **mission** are accomplished through:

- Highlighting of various teaching strategies utilized to affirm unique talents
- Maintenance of a school environment in which strengths and abilities are truly valued
- Multi-sensory instructional approaches to all curricular areas to meet individual needs
- Collaborative planning to focus and adjust instruction
- Staff development to enable implementation of a well aligned, standards based curriculum
- Ongoing Needs Assessment to maximize performance levels of students
- Parental Involvement to provide our students with a twenty-four hour per day educational experience
- Curriculum letters sent to each parent on the first of each month informing them of the focus for each curricular area and outlining meaningful, appropriate, and related activities
- Supportive supervision that encourages innovative thought and educationally sound experimentation based upon best practices
- Generalized practice of inclusion designed to maximize performance of ALL students as well as to inculcate a true appreciation of mutual strengths and abilities
- Scheduled grade level meetings to encourage meaningful discourse related to improved academic performance
- High quality extended day programs and extra curricular clubs to enhance student learning and fulfill other needs

As our **vision** states, "Within this nurturing and stimulating setting we continue to empower our students to take responsibility for their own learning and foster a level of maturity in which students discover the intrinsic value in the concept that '**learning is its own reward**'."

PART IV: INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The New Jersey Assessment of Skills and Knowledge, formerly New Jersey Elementary School Proficiency Assessment, is given in the spring of each year and is designed to measure student mastery of New Jersey Core Curriculum Content Standards in both Language Arts Literacy and Mathematics. All students with a grade 4 designation, including special education and limited English Proficient students, are required to take the test. Special education students whose Individualized Educational Plans indicate that an Alternate Proficiency Assessment is required, have portfolios submitted to the state for assessment.

NJASK scores are reported as scale scores in both disciplines and for each group and sub-group. In addition, each group and sub-group of students, as well as each individual student taking the test, is reported as Partially Proficient - scores from 100-199, Proficient - scores from 200-249, or Advanced Proficient - scores from 250-300. Only the students in the Partially Proficient group are identified as being below the state's minimum level of proficiency. To further refine each group, Language Arts Literacy is disaggregated into: Writing, Writing About Pictures, Writing About Poems, Reading, Working with Text, and Analyzing Text. Mathematics is disaggregated as follows: Number Sense and Numerical Operations, Geometry and Measurement, Patterns and Algebra, Data Analysis, Probability and Discrete Mathematics, Problem Solving and Knowledge. Identification of these measured sub-skills serves to focus instruction toward both students and curricular areas in need of additional support.

The results of the New Jersey Assessment of Skills and Knowledge for spring 2003 are as follows:

- 100% of our general population and 100% of our ESL students scored Proficient in Language Arts Literacy. Of this 100% for the general population, 18.8% scored in the Advanced Proficiency category
- 100% of our general population and 100% of our ESL students scored Proficient in Mathematics. Of this 100% for our general population, 31.3% scored in the Advanced Proficiency category.
- The two special education students who were given the NJASK, though only scoring in the Partially Proficient range, managed to reach a respectable score of 157.5 in Language Arts Literacy and 194 in Math...6 points below the Proficient rating.
- Of our two students who took the Alternative Proficiency Assessment, one scored in the Proficient range and the other in the Advanced Proficient range.

2. Use of Assessment Data to Understand and Improve Student and School Performance

Assessment data is an integral tool that drives instruction at Branch Brook School. Assessment information provides the basis for sound decision making regarding teaching and learning. Information contained therein is disaggregated and discussed at grade level meetings.

Each individual strand is examined to determine what specific skills and strategies require enhancement of instruction. At this juncture the curriculum sub-committee, whose membership is flexible, meets to brainstorm and construct meaningful activities to guide and refine future instruction. The members of the technology sub-committee research web sites to locate relevant data and appropriate educational activities aligned with the identified areas of needed supplemental instruction. The results of these actions are

discussed at grade level meetings and a realistic, concrete plan of action is then created and implemented. Benchmarks measuring incremental success or failure of instructional changes are established to monitor and adjust instruction as needed. Concurrently, cooperative learning groups are established to facilitate peer coaching and promote a comfortable and independent learning environment.

Within this framework we maintain a strong belief that assessment data can sometimes focus too narrowly on specific skills and cannot be singularly relied upon to evaluate the general abilities of our students.

3. Communication of Student Performance to Parents, Students and Community.

The value of frequent and meaningful communication among “stakeholders” regarding student performance cannot be ignored. Strong lines of communication are developed early and maintained throughout the school year. The means of communication vary according to constituency but overlap to provide an accurate and complete snapshot of assessment results.

Parents

- “Back to School Night”
 - Each classroom teacher gives to parents an oral presentation and a written syllabus outlining curriculum and assessments in the main curricular areas for the academic year
- Personalized congratulatory post cards are mailed quarterly to the homes of Honor Roll students
- Quarterly report card conferences
- Grade level curriculum letters that focus on instruction, relevant activities and expected student performance are sent home on the first school day of each month
- New Jersey Department of Education Annual School Report Card in English/Spanish

Students

- Rubrics to reduce assessment to understandable terms and enable personal responsibility for learning
- Portfolio Assessment at which student and teacher conference privately
- Instructional Management System of computer-based “SuccessMaker” provides students with daily evaluations based upon performance during functionally leveled Language Arts Literacy and Math courses
- Awards Assemblies
- Quarterly Honor Roll Assemblies

Community

- Updated Web Page
- Quarterly Newsletters
- Home School Association meetings
- Open Forums
- Annual Fiesta in June to conclude the school year

4. Sharing of Successes with Other Schools

The Newark School district presently provides many avenues for schools to share our successes. Because Branch Brook School has scored well on standardized tests for the last few years, we have hosted district literacy coaches as well as teachers and administrators from other schools in Newark who thought that

they would benefit by observing our best practices. With continued assistance from central office to support these efforts, we will continue the practice of sharing our successes by:

- Participating in the superintendent’s cable television show
- Submitting articles for the district newsletter, “Headliner”
- Providing such information via updated district and school based web sites
- Providing information to parents at Open House and Open Forum meetings as well as written documentation in English/Spanish
- Participating in district wide staff development days that highlight accomplishments
- Preparing announcements for the Newark Public School cable station

Information will also be disseminated through:

- School leadership team and district administrative meetings
- District school governance workshops
- Scheduled literacy coach meetings to share successes or concerns
- Quarterly school newsletters in English/Spanish containing articles applauding student achievement
- Site visitation by district parent council
- Departmental meetings and workshops
- New Jersey School Report Card in English/Spanish
- Home School Association meetings
- Site based parent liaison workshops with parents
- Annual community Fiesta in June celebrating our successes

PART V: CURRICULUM AND INSTRUCTION

1. School’s Curriculum

The curriculum at Branch Brook School is that which is mandated by The Newark Public Schools within the framework of the New Jersey Core Curriculum Content Standards. The curriculum includes a balanced literacy approach to a Language Arts Literacy program that enables students to become informed and literate; a Mathematics program that relies heavily upon the use of appropriate manipulative materials that encourage students to think independently and to problem solve; a hands-on Science program that is based on Full Option Science System (Foss) that exposes students to Life, Physical and Earth Sciences; a Social Studies program that explores the human condition and attempts to prepare all students to become responsible and contributing members of society; a World Language program that prepares our students for the global society in which they will compete; a Bilingual program that supports instruction while assisting students in making the transition from the native language to the second language; Art and Music programs to foster talents and to bring beauty and appreciation to their lives; and an Adaptive Physical Education program that encourages **all** students to live healthy lives regardless of the disabilities that they might have. All special education students are assigned a grade level within their Individual Education Program. Instruction in all curricular areas takes place according to the designated grade level of these students. With these objectives in mind, the curriculum committee within Branch Brook School serves to research and identify implementation processes that best meet the needs of our students.

In an effort to make learning authentic and powerful, we strive to teach across the curriculum whenever possible. For example, while teaching science, skills and strategies that are employed in language arts literacy – such as analyzing text and narrative writing are utilized. Mathematics often becomes a dominant theme within the study of science, e.g. distances, weights and time lapses. The societal

implications of scientific research many times become the topic in social studies. Social studies now, and how it has evolved, is highlighted in part through an active reciprocal relationship with the New Jersey Historical Society and the Morristown National Historical Park. The visual and performing arts teachers validate the classroom curriculum by implementing lessons that relate to the core areas. Extended experiences (field trips) are planned and designed to relate to specific areas of the curriculum while appropriate pre-planning and follow-up activities serve to supplement instruction and to incorporate the “real world” value into classroom instruction. Technology is the interface for all of the above and provides a vehicle for additional research and creative reporting. Curricular areas do not exist in isolation nor are they taught in isolation.

Finally, student and community participation in activities such as “Celebrity Read”, “Newark Math Fair”, “Newark Science Fair” and “Newark Computer Fair” brings validity and authenticity to the aforementioned disciplines.

2. Language Arts Literacy Curriculum

The Branch Brook School staff believes that successful readers and writers are students who immerse themselves in high quality text. Toward that end, we have moved from a whole language basal program to a balanced literacy program that emphasizes the use of novels and thematic units. The comprehensive components of a balanced literacy program mirror the elements of the Cognitive Apprenticeship Model:

- Modeling – Teachers model successful reading/writing behaviors
- Coaching – Shared reading/writing between teachers and students
- Scaffolding – Teachers support and guide readers/writers at identified levels
- Articulation – Teachers and students discuss quality literature via Literature Circles
- Reflection – Teachers and students critique learning and set new goals

Adherence to this model supports the movement of our students from dependent to independent readers/writers through demonstration, shared demonstration, guided practice and independent practice.

These activities provide an interactive forum in which students and teachers communicate in a meaningful way through discussions, dialogue journals and literature logs, and serve to give students an increased level of responsibility for learning.

A balanced literacy program adheres to the New Jersey Core Curriculum Content Standards as well as those of the National Reading Panel.

3. Character Education as it Relates to School Mission

Because Branch Brook School is located in an urban setting with all of the incumbent problems, because we have many special education students with severe impairments, and because our students are exposed to many of the more negative values that the world has to offer, the value of full implementation of our character education program must not be ignored. Within the framework of other curricular areas, character education provides a means of sharing with our students the stories of ethical dilemmas to enable them to better understand the moral dilemmas of their own lives, while building skills and strategies that will benefit them in unrelated readings. The stories contain six pivotally important core ethical values: caring, respect, responsibility, justice/fairness, trustworthiness, and citizenship/civic virtue. The relevance of these values is especially important to us because the benefits are demonstrated daily in how our general and our orthopedically impaired population interact. Learning to know another’s feelings, beliefs, outlooks or conditions enables our students to apply this awareness to themselves. Our students created two character education themed quilts, “Self Esteem” and “September 11th”. The quilts have received recognition from the New Jersey Historical Society, television and cable news channels, the

Star Ledger (New Jersey statewide newspaper) and a chapter in the book, Leadership in Crisis. These values are further instilled in our students when they become part of the “Do Something” club. The members of this club provide services to the school and the community. In providing a supportive environment in which to explore these values, we encourage individual student development academically, socially and emotionally.

4. Instructional Methods Used to Improve Student Learning

Based upon a strong belief that all students can learn if their identified needs and learning styles are met, all staff members strive to provide such a program with high expectations for our students. Toward that end Branch Brook School employs a wide variety of instructional methods.

Among those that we deem to be the most successful within our school are:

- Implementation of Children’s Literacy Initiative
- Inquiry based learning in all curricular areas
- Multi-sensory approach to all learning
- Teacher modeling of appropriate learning behaviors (e.g.. dialogue journal writing)
- Authentic learning (students participate in math, science and technology fairs as well as participate in the Star Ledger (state newspaper) Newspaper in Education program)
- Portfolios to ensure students’ self assessment
- Pretests to guide unit planning
- Technology used to promote research and publish findings
- Thematic units/cross curricular activities to incorporate student interests
- Inclusion to expose all students to a variety of learning styles and content
- Employment of reach out programs-Newark Museum partnership, N.J Historical Society partnership, Banneker Science Center and Liberty Science Center experiences, Shoestring Theater Co.
- Developmental Reading Assessment
- Developmental Writer’s Assessment
- Flexible grouping to address identified needs and build upon identified strengths
- Scheduled time for peers and teachers to confer

It is our belief that when properly implemented, the above approaches that provide for a wide modality of learning styles help to promote learning for one and all.

5. Professional Development Program

The Newark Public Schools provides regular staff development in all curricular areas to ensure successful implementation of the New Jersey Core Curriculum Content Standards. All teachers are expected to incorporate knowledge, skills and strategies acquired therein into their instructional practices. In addition, teachers, including special education teachers based on the assigned grade levels of their students, participate in a continuing professional development program at Branch Brook School. Though linear and goal oriented, on site staff development remains flexible and teacher directed. Topics for staff development emanate primarily from individual teacher self-assessment/annual professional improvement forms, administrative observation forms and weekly grade level meetings.

Though all of these will positively influence student achievement over time, information discussed at weekly grade level meetings seems to provide the most immediate and measurable impact. At the grade level meetings the results of both ongoing in-class assessments and standardized tests are discussed and disaggregated. Areas needing attention are identified and a plan of action is created. If identified areas

can be successfully addressed collegially, scheduling arrangements are made and needed staff development takes place. If such is not the case, the facilitator, via the principal, reaches out to the appropriate department at central office and arranges for a resource teacher to provide additional site based staff development on identified topic(s). Special activity teachers are included in these sessions to ensure that cross-curricular strands are maintained in a way that is meaningful to the students.

PART VII: ASSESSMENT RESULTS

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Grade 4

Test **New Jersey Assessment of Skills and Knowledge**

Edition/publication year 2003 Publisher New Jersey Department of Education

Number of students in the grade in which the test was administered 22

Number of students who took the test 20

What groups were excluded from testing? Why, and how were they assessed?

Two special education students were exempt from the NJASK via their Individualized Education Programs. These students submitted Alternate Proficiency Assessments to the State of New Jersey. One was returned to us rated as Proficient, the other was rated as Advanced Proficient.

Number excluded 2

Percent excluded 9%

The results of the New Jersey Assessment of Skills and Knowledge identify each student as Partially Proficient, Proficient or Advanced Proficient per their scale scores. Those in the Proficient or Advanced Proficient categories are considered to have passed the test. Those in the Partially Proficient category are deemed to be in need of additional instructional support.

New Jersey Assessment of Skills and Knowledge Definitions

Partially Proficient	Scale Score between 100-199	Below state minimum level of proficiency
Proficient	Scale Score between 200-249	Meets state proficiency standard
Advanced Proficient	Scale Score between 250-300	Exceeds state proficiency standard

STATE CRITERION-REFERENCED TESTS
NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE (NJASK) 2002-2003
ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT (ESPA) 1998-2002
Branch Brook School, Newark, New Jersey
LANGUAGE ARTS
GRADE 4

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month – March/April					
SCHOOL SCORES					
Total – Percent of students...					
At or above Below Standards	100%	100%	100%	100%	100%
At or above Meeting Standards	90%	73%	69.2%	87.6%	55.6%
At or above Exceeds Standards	15%	3.8%	7.7%	6.3%	0%
Number of students tested	20	26	26	16	18
Percent of total students tested	91%	86.7%	100%	100%	100%
Number of students excluded per IEP *	2	4	0	0	0
Percent of students excluded per IEP	9%	13.3%	0%	0%	0%
Subgroup Scores					
1. General Education					
At or above Below Standards	100%	100%	100%	100%	100%
At or above Meeting Standards	100%	100%	94.4%	87.6%	58.8%
At or above Exceeds Standards	18.8%	6.3%	11.1%	6.3%	0%
2. Low Income					
At or above Below Standards	100%	100%	100%	100%	100%
At or above Meeting Standards	87.6%	73.7%	69.2%	77.8%	38.5%
At or above Exceeds Standards	18.8%	5.3%	7.7%	11.1%	0%
3 Hispanic					
At or above Below Standards	100%	100%	100%	100%	100%
At or above Meeting Standards	94.5%	81.3%	61.5%	87.6%	47.1%
At or above Exceeds Standards	17.6%	6.3%	12.5%	6.3%	0%
4 African American					
At or above Below Standards	100%	100%	100%	N/A	N/A
At or above Meeting Standards	0%	50%	0%	N/A	N/A
At or above Exceeds Standards	0%	0%	0%	N/A	N/A
5. LEP Students					
At or above Below Standards	100%	N/A	100%	N/A	N/A
At or above Meeting Standards	100%	N/A	100%	N/A	N/A
At or above Exceeds Standards	0%	N/A	0%	N/A	N/A
6 Special Education Students					
At or above Below Standards	100%	100%	100%	N/A	100%
At or above Meeting Standards	0%	30%	0%	N/A	0%
At or above Exceeds Standards	0%	0%	0%	N/A	0%
State Scores All Students					
Total– Percent of students...					
At or above Below Standards	100%	100%	100%	100%	100%
At or above Meeting Standards	77.6%	79.1%	79%	55.1%	56.7%
At or above Exceeds Standards	3.8%	6%	9.1%	3.4%	2.6%

* These students were tested using New Jersey Alternate Proficiency Assessment (APA).

STATE CRITERION-REFERENCED TESTS
NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE (NJASK) 2002-2003
ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT (ESPA) 1998-2002
Branch Brook School, Newark, New Jersey
MATHEMATICS
GRADE 4

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month – March/April					
SCHOOL SCORES					
Total – Percent of students...					
At or above Below Standards	100%	100%	100%	100%	100%
At or above Meeting Standards	90%	53.9%	48%	100%	50%
At or above Exceeds Standards	25%	7.7%	12%	18.8%	11.1%
Number of students tested	20	26	25	16	18
Percent of total students tested	91%	86.7%	96%	100%	100%
Number of students excluded per IEP *	2	4	0	0	0
Percent of students excluded per IEP	9%	13.3%	0%	0%	0%
Subgroup Scores					
1. General Education					
At or above Below Standards	100%	100%	100%	100%	100%
At or above Meeting Standards	100%	75%	66.7%	100%	53%
At or above Exceeds Standards	31.3%	12.5%	16.7%	18.8%	11.8%
2. Low Income					
At or above Below Standards	100%	100%	100%	100%	100%
At or above Meeting Standards	87.5%	57.9%	48%	100%	46.2%
At or above Exceeds Standards	25%	5.3%	12%	33.3%	7.7%
3. Hispanic					
At or above Below Standards	100%	100%	100%	100%	100%
At or above Meeting Standards	94.1%	62.6%	44%	100%	52.9%
At or above Exceeds Standards	23.5%	6.3%	12%	18.8%	11.8%
4. African American					
At or above Below Standards	100%	100%	100%	N/A	N/A
At or above Meeting Standards	0%	25%	0%	N/A	N/A
At or above Exceeds Standards	0%	12.5%	0%	N/A	N/A
5. LEP Students					
At or above Below Standards	100%	N/A	100%	N/A	N/A
At or above Meeting Standards	100%	N/A	0%	N/A	N/A
At or above Exceeds Standards	0%	N/A	0%	N/A	N/A
6. Special Education Students					
At or above Below Standards	100%	100%	100%	N/A	100%
At or above Meeting Standards	0%	20%	0%	N/A	0%
At or above Exceeds Standards	0%	0%	0%	N/A	0%
State Scores All Students					
Total– Percent of students...					
At or above Below Standards	100%	100%	100%	100%	100%
At or above Meeting Standards	68%	68.5%	65.9%	65.8%	60.5%
At or above Exceeds Standards	25.2%	27.2%	21.7%	19.3%	16.2%

* These students were tested using New Jersey Alternate Proficiency Assessment (APA).