

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

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

Official School Name Woodrow Wilson School
(As it should appear in the official records)

School Mailing Address 80 Hauxhurst Avenue
(If address is P.O. Box, also include street address)

Weehawken New Jersey 07086 -6837
City State Zip Code+4 (9 digits total)

Tel. (201) 348-2701 Fax (201) 348-2704

Website/URL http://www.union-city.k12.nj.us/school/wilson/index.html
E-mail rtreanor@union-city.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* Mr. Stanley Sanger
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Union City Tel. (201) 348-5851

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 Ms. Felina Del Nodal
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 progress 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: 11 Elementary schools
 1 Middle schools
 0 Junior high schools
 2 High schools
 0 Other (Briefly explain)

 13 TOTAL
2. District Per Pupil Expenditure: \$11,655

 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. 9 Number of years the principal has been in her/his position at this school.
 _____ 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				7	48	36	84
1	7	12	19	8	24	45	69
2	13	10	23	9			
3	14	21	35	10			
4	16	15	31	11			
5	16	19	35	12			
6	21	29	50	Other	6	3	9
TOTAL STUDENTS IN THE APPLYING SCHOOL →							355

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|--------------------------------|
| <u>6%</u> | White |
| <u>1%</u> | Black or African American |
| <u>90%</u> | Hispanic or Latino |
| <u>3%</u> | Asian/Pacific Islander |
| <u>0%</u> | American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 15.9 %

(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.	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	24
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	41
(4)	Total number of students in the school as of October 1	383
(5)	Subtotal in row (3) divided by total in row (4)	9.34
(6)	Amount in row (5) multiplied by 100	93.4

8. Limited English Proficient students in the school: 2.8 %
10 Total Number Limited English Proficient
 Number of languages represented: 5
 Specify languages: Arabic, Cantonese, Gujarati, Portuguese, Spanish

9. Students eligible for free/reduced-priced meals: 84 %
300 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: 5.9 %
21 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> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>1</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </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>25</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u>5</u>
Paraprofessionals	<u>6</u>	<u> </u>
Support staff	<u>6</u>	<u> </u>
Total number	<u>39</u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 12.8

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	96.8	95.7	95.1	94.7	95.2
Daily teacher attendance	96.5	95.1	97.1	96.1	96.4
Teacher turnover rate	13.3	0	3.7	0	0
Student dropout rate	0	0	0	0	0
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Woodrow Wilson is an urban Prek,1-8 school located in Union City, New Jersey. Union City is a small municipality in Hudson County, just across the river from New York City. It is considered one of the most densely populated cities in the United States and one of the most economically challenged inner cities in New Jersey. The median family income in Union City ranks the lowest in the state. Due to the lack of space in Union City, our school is actually located in the neighboring town of Weehawken. Wilson has a largely Hispanic, immigrant population. The school includes in its population a fair proportion of English language learners and Pre-School Disabled students.

In many ways Woodrow Wilson School is a paradox: On one hand, it is typical of many inner city schools of the northeast United States. It has a typical student to teacher ratio, a very lean administrative staff, and has a large immigrant population. On the other hand, it is an unusual school, designed to address Union City School District's artistically ambitious children. Wilson School specializes in arts integration across the curriculum. It is very much influenced by Gardner's theory of the Multiple Intelligences and Bloom's Taxonomy. Wilson has been recognized as a New Jersey State Star School in 1998 and received the "Best Practices" award for its MIAD (Multiple Intelligences Arts Domain) program in 2000.

Wilson's staff is always willing to explore new ideas in curriculum, instruction and assessment that help to address and nourish the unique needs of our students. Students' talents are consistently assessed, and as a result, students are given "Studio Time" to work with artists and teachers in a specific art discipline.

The idea behind the school's format was to provide a challenging program whereby instruction in all the core subjects would be enhanced by the integration of the visual and performing arts. Through reflection activities and the exploration of the creative process, students have the opportunity to gain a deeper understanding of themselves and an appreciation for each other's uniqueness. Activities are designed to build connections to district curriculum and themes regarding acceptance and tolerance. As a member of the Coalition of Essential Schools, we are mindful of its 10th principle...democracy and equity.

Our parents are a valuable resource. As members of our extended family, they are encouraged to participate in all phases of our program. Parents and teachers work together to promote student success and to make sure no child is left behind.

We believe that all students possess special academic and artistic potentials and talents. It's the school's vision to identify, nurture and realize these attributes, which in turn will foster and encourage the growth of self-esteem. Our mission is to realize and develop the academic and artistic potential of all our students so they may each reach their maximum potential.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Assessment becomes a lens through which we evaluate our instructional strategies, curriculum, and curriculum alignment, through our students' work. We chart our students' progress to see how well they learn and develop over time.

Our fourth grade students take the state's ESPA (Elementary School Proficiency Assessment) now replaced by the NJ ASK (New Jersey Assessment of Skills and Knowledge) standardized test. The ESPA scores are reported as scale scores in the content areas of Reading/ language Arts Literacy and Mathematics. The scale scores have a range of 100-300 and take account not only the number of correct responses, but also the level of difficulty of each question on the test.

The following chart summarizes the New Jersey Proficiency levels:

Partially Proficient	Score between 100-199	Below state minimum proficiency level
Proficient	Score between 200-250	Meets state proficiency level
Advance Proficient	Score between 250-300	Exceed state proficiency level

Our eighth grade students take the state’s Grade Eight Proficiency Assessment (GEPA) each spring. In reporting GEPA standardized test scores, the NJ Department of Education divides students into three categories: Partially Proficient, Proficient, and Advanced Proficient. A review of the attached tables indicates that in each of the past three years Woodrow Wilson has achieved well beyond the state average in Language Arts and Mathematics.

The Terra Nova Test is given district wide to all other grade level students who do not take the state exams. This test offers a wide variety of reports enabling precise measures of both individual and group performance. From their results we are able to see the distribution of content area scores by several benchmarks. The Objective Performance Index (OPI) provides a clear look at the number of items a student would answer correctly if 100 items were given. It shows us the objectives in each content area by mastery level, high, moderate, and low. By scanning a row of data for an objective, the teacher can easily identify students who are above or below our district average as well as get an individual profile of student’s strengths and weaknesses according to content area and objectives.

As a community of learners, the Union City School District uses assessment data to improve instruction, to shape our staff development programs, and to develop parent workshops to support our students in developing habits of mind. Wilson School does not rely only on standardized tests scores as a diagnostic tool. In addition, we use district benchmark exams, student exhibitions, and student portfolios to measure student achievement.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Woodrow Wilson School uses assessment data to understand and improve student and school performance. Results from analysis of assessment data are utilized to address and revise the curriculum, create programs that give supplemental focused instruction, and implement suitable professional development, including assistance from hired consultants. Test scores from standardized tests are examined and utilized to create a class profile, which becomes a vital tool in helping teachers to maximize student growth.

Wilson School uses assessment to measure student learning and development. Finding out how well our students achieve educational objectives is one of the primary means by which we demonstrate our institutional effectiveness. Evidence of student achievement helps us create new courses and redesign existing courses to develop or foster desired knowledge. Last year’s tests results reflected a need for focus groups in math for our seventh and eighth grade students. As a result, we created after school Extended Day Courses and a summer MIAD program specifically to target the areas in need of improvement.

A number of innovative programs have been created and implemented so that the needs of students, as defined and revealed through assessment data, are addressed. In addition to providing children with the opportunity to realize their unique talents, MIADs (Multiple Intelligence Arts Domain) serve to stimulate students who require supplemental instruction in Math and Language Arts.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Assessment data is communicated to parents, students, and the community through the distribution of the NJ State School Report Card, school-wide rubric assessment, quarterly student progress reports, and electronic report cards. Each June, Individual Student Score Reports of state and district standardized testing are sent home for parental review. To facilitate parent-teacher communication and chart student progress, an intranet database is available to instructional staff that includes students' yearly results of standardized tests. Digital portfolios, mandatory for exiting eight-graders, provide demonstrable progress in all content areas. Student-based web-site projects and school profiles are created through the teaching of HTML (Hyper Text Mark-up Language) computer language in web design, the source code for all Internet web sites.

Traditional approaches to student evaluation do not completely assess achievement in an arts-integrated environment. Woodrow Wilson School, being an arts-integrated learning institution, uses many venues to showcase student performance in student-based exhibitions. Employing an arts-integrated curriculum throughout grades 1-8, student performance is communicated via on-stage productions in collaboration with the New York City Ballet, the New York City Opera, the Metropolitan Opera Guild, NJPAC (New Jersey Performing Arts Center), and ACES (Arts Creates Excellent Students), and the Artists In Residence Program.

Our Parent Liaison, coordinating PTO and parent meetings, facilitates our communication with parents and the community. As with all student presentations, parents are invited to school to see their children exhibit the ability to articulately and artistically express what they have learned. Moreover, these performances and exhibitions are often showcased on our local cable network further reaching the community. Our participation and successes in our city and county Science Fairs have exemplified creativity and achievement, as is further shown by our involvement in the National Talent Network which includes, Marsville, Mini-model Congress, Forensics, Symposium, Project Astro Nova and R.O.G.A.T.E.

4. Describe in one-half page how the school will share its successes with other schools.

Woodrow Wilson's administrators, faculty and staff have always had the vision of sharing our successes with not only schools within our district, but also within the metropolitan areas. Wilson has become a learning center and partner in sharing the educational experiences with other communities. Our faculty and students have facilitated thematic convocations at Wilson and out of district schools. Convocations were also offered through our electronic V-Tel distant learning program. Students have entertained and introduced their individual mentorship disciplines throughout our district and surrounding communities by presenting and performing, as well as, creating student facilitated workshops where they have shared their knowledge with other students.

Our school has collaborated with the NYC Opera, NYC Ballet, Metropolitan Opera Guild, NJPAC, Project Impact, community theater and dance schools, and other professional artists integrating the philosophies of Howard Gardner throughout our original multiple intelligence art domain curriculum. This curriculum has been shared with other boroughs, such as Emerson, as well as, at the state and national forums of Coalition of Essential Schools as we pursue our mission to share our knowledge and our success.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).

Woodrow Wilson School follows the Union City School District curriculum, which incorporates the New Jersey State Workplace Readiness Standards and Core Content Standards as mandated by the

state of New Jersey. Also, we fully embrace the federal mandate of “No Child Left Behind”. Yet, it is the implementation of our curriculum that truly makes our learning environment effective.

Our school is student-centered where every child is considered "unique and special". The curriculum was developed and is implemented with a focus on the individual intelligences and disciplines of our students. Education in and through the arts plays a vital role in changing the agenda, environment, methods, and effectiveness of our school in contrast to the other elementary schools in our district.

Through collaborative teaching that is thematic, students fully exercise imagination and creativity in the context of meeting broader academic goals. **Art instruction and arts-integrated learning projects** start in a cross-curricular framework and end in discovery about the self, the imagination, the art forms, and core subjects. Marking period themes in our curriculum provide a basis for projects to encompass all subjects.

Language Arts, with emphasis on listening, speaking, reading, and writing skills, forms the foundation for interdisciplinary projects, which require research, and evaluating information.

Social Studies concepts are integrated, active and meaningful in order to provide powerful learning in the humanities and the social sciences. Through the Socratic Method, students are taught to understand and appreciate their role in society and connect historical trends and current events.

In **Science**, opportunities are provided for students to learn science standards through appropriate hands on experiences. The quantity of factual knowledge and routine skills focus on what is essential so that students have the time to attain deep understanding and the thinking power defined by the content standards.

Our **Mathematics** curriculum and instruction engages, challenges, and prepares students for continued study and growth in mathematical skills and understandings. Its goal is to have students become mathematically literate, and be able to use a variety of mathematical methods to solve problems. The Mathematics curriculum is organized around thematic units that enable students to comprehend concepts, analyze and synthesize information needed to be independent problem solvers.

The **World Language** curriculum assures that every student will realize his/her potential as a Spanish language learner and communicator. Our students in grades 1, 2, 3, 4, 7, and 8 participate in the world language classes of Spanish twice a week for a total of 90 minutes. The Spanish language classes are based on the state and district approved curriculum, which is integrated with grade level themes. Lastly, students develop and reinforce an appreciation of the Spanish language and culture through experiences in reading, speaking, listening and writing in the target language.

Even though each content area is taught in a definite manner, it is infused in a cross-curricular environment to include specialized programs such as Wilson’s MIAD’s, educational partnerships, and artists in residence programs.

2. **(Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.**

Wilson follows the district’s Humanities Curriculum, which is developed through the Whole Language Philosophy. There are four thematic units that are used as the starting point for our reading program. Through carefully selected literature that relates to the ongoing theme- students are introduced to big books that are used during whole group reading activities. In addition, partner reading is used to provide emergent readers a chance to read with developing or fluent readers.

Infused within our whole language philosophy is a phonetic component in which students learn the various sounds and blends through meaningful literature. Phonics is not taught in isolation but as an extension of our literacy based reading program. We chose a **balanced reading approach**, because it ‘s research based and focuses on five the components of effective reading instruction: fluency, comprehension strategies, vocabulary development and motivation.

Technology is also implemented in our early childhood classrooms and supports the reading program. It provides opportunities for students to record their reading progress and read literature through curriculum-supported software such as Wiggeworks.

Students keep reading response journals as well as daily writing journals. Reading is the core of the early childhood classroom and students are given numerous opportunities throughout the day for independent reading in our classroom library that consists of approximately 500 books of various reading levels. Effective parent partnerships strengthen reading instruction and help our students develop a joy for reading.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Woodrow Wilson School specializes in an arts integrated approach to teach the district curriculum. At Wilson the arts drive the curriculum and helps our students make strong connections to other disciplines. Many objectives are taught through hands-on activities and authentic experiences. As a result our faculty has developed an elective course strand referred to as MIADS. This unique MIAD (Multiple Intelligences Arts Domain) program offers studio courses in the arts to students. These courses range from ballet, opera, instrumental music, drama, forensics, visual arts, architectural design, dance, poetry, to creative writing (to name a few).

The MIAD elective course program represents a unique opportunity for students to explore their potential in the arts and academic areas of curriculum. These courses have been designed to give students free choice in the selection of the classes that will further develop and define their talents. Students therefore participate in multiage classes. The MIADS are offered in three 10-week cycles on Tuesdays and Wednesdays for 80 minutes.

Wilson School has had the great fortune of having many artists coming into the school to work directly with students. Among these artists -in -residence have been photographers, poets, playwrights, visual artists, musicians, folklorists and drama specialists. These individuals came into the classrooms to teach our students and demonstrated to teachers how their discipline could be successfully integrated into the core curriculum. Artists actively engaged students and teachers in the arts in order to facilitate instructional practices in each domain. Teachers were then able to turnkey these strategies to other faculty members so the art experience extended throughout the school. Students have the opportunity to work with professional artists who help them develop their talents towards mentorship. Our MIAD program received the NJ Best Practices award for excellence in student programs.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Teachers at Woodrow Wilson apply a variety of teaching methods to address specific needs of student learners. Daily lessons reflect the school's commitment to individualize instruction through the multiple intelligences. Cooperative learning, the Socratic Method, and Bloom's Taxonomy are used to enhance higher level thinking skills. Research based strategies, such as hands on learning activities, differentiated instruction, and cross- curricular learning centers create an authentic learning experience for students. Our focus is student as worker, and therefore, activities are student centered and designed to foster problem solving and critical thinking.

Teacher made rubrics and checklists are analyzed to provide valuable information about the attainment of the core and cross content workplace standards within the curriculum. Students are engaged in the assessment process by reflecting upon their work and saving it as entries in their portfolio for further analysis. The empowerment of the student as learner of the process focuses on self-reflection and self-knowledge to fully understand the educational focus of their uniqueness.

Teachers work collaboratively during common planning periods to provide cross-curricular thematic instruction. Students are challenged to create interdisciplinary projects that encompass multiple content areas. In addition, small group instruction is utilized in the classroom and is maximized through our MIAD (Multiple Intelligences Arts Domain) elective courses. Our Basic Skills Instruction is also implemented in a small group setting in an effort to address the needs of targeted students. Student

learning is extended beyond the classroom environment, through participation in field trips that address the themes being covered in the classrooms. V-Tel, or Distance Learning is also used to expand and compliment in-class instruction. For instance, our eighth graders were able to observe a live open-heart surgery during a distance learning experience offered by The Liberty Science Center.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

At Woodrow Wilson School teacher professional development is seen as a career-long endeavor and a fundamental aspect of our educational system. Staff development is planned and implemented in partnerships between the schools, the district, and institutions of higher education.

Our professional development is an ongoing process, which takes on many forms. It enables our instructional staff to develop, refine, and expand their content knowledge, pedagogical repertoire, organization and management skills, and the ability to integrate the curriculum. Our artist- in-residence programs and professional arts partnerships help to train our teachers in effective arts integration practices that enhance the learning experience for our students. We place particular emphasis on the multiple intelligences, brain based learning, and the cognitive and affective domains.

At Wilson, we conduct annual staff development surveys in order to directly align workshops with teacher needs. This makes the content of our professional development both relevant and meaningful.

Weekly grade level collaborative planning time allows for a sharing of ideas and teaching strategies. It provides a safe forum for teachers to examine, refine and improve their own practice and develop close, productive working relationships with colleagues. These informal meetings allow our teachers to take responsibility to enhance the positive growth of their students.

Administrators, instructional, and non-instructional staff attend district directed workshops which address practical strategies and techniques that will improve instruction for students. The workshops help us to stay current with the ever-changing goals and expectations in the field of education. With a population of diverse learners in each classroom, we find it is imperative to understand the latest methodologies.

ASSESSMENT RESULTS FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test: New Jersey Elementary School Proficiency Assessment (ESPA), which became the New Jersey Assessment of Skills and Knowledge (ASK) IN 2002-2003_

Edition/publication year NA Publisher State of New Jersey

Number of students in the grade in which the test was administered 33 to 50

Number of students who took the test 33 to 50

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

The following categories summarize the New Jersey Proficiency levels:

Partially Proficient	Score between 100-199	Below state minimum proficiency level
Proficient	Score between 200-250	Meets state proficiency level
Advance Proficient	Score between 250-300	Exceed state proficiency level

WOODROW WILSON SCHOOL, UNION CITY, NJ

NEW JERSEY ELEMENTARY SCHOOL ASSESSMENT (ESPA) 2001-02 AND 2000-2001, WHICH BECAME THE NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE (NJ ASK) 2002-2003
LANGUAGE ARTS/LITERACY RESULTS

LANGUAGE ARTS/LITERACY RESULTS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
SCHOOL SCORES					
% Partially Proficient	3.0	0.0	4.9	18.0	0.0
% Proficient	81.8	78.4	73.2	82.0	95.9
% Advanced Proficient	15.2	21.6	21.9	0.0	4.1
Number of students tested	33	37	41	50	48
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Total Meeting State Standards	97.0	100.0	95.1	82.0	100.0
SUBGROUP SCORES					
1. Hispanic					
% Partially Proficient	3.5	0.0	5.7	NA	NA
% Proficient	79.3	78.1	71.4	NA	NA
% Advanced Proficient	17.2	21.9	22.9	NA	NA
Number of students tested	29	32	35	NA	NA
Total Meeting State Standards	96.5	100.0	94.3	NA	NA
2. Economically Disadvantaged					
% Partially Proficient	7.7	0.0	7.4	NA	NA
% Proficient	76.9	85.7	63.0	NA	NA
% Advanced Proficient	15.4	14.3	29.6	NA	NA
Number of students tested	13	21	27	NA	NA
Total Meeting State Standards	92.3	100.0	92.6	NA	NA
STATE SCORES					
% Partially Proficient	22.4	20.9	21.0	44.9	43.3
% Proficient	73.8	73.1	69.9	51.7	54.1
% Advanced Proficient	3.8	6.0	9.1	3.4	2.6
School Mean Score for Lang Arts/Lit	233.4	235.8	233.4	213.6	222.0
District Mean Score for Lang Arts/Lit	204.6	210.0	207.7	188.1	186.0
State Mean Score for Lang Arts/Lit	214.6	216.8	218.1	197.4	199.7

Note: Disaggregated information on Hispanic and Economically Disadvantaged was not available for 1998-1999 and 1999-2000 because during those years, Wilson students were considered part of their sending schools and their scores were reported at their home schools.

ASSESSMENT RESULTS FOR STATE CRITERION-REFERENCED TESTS
WOODROW WILSON SCHOOL, UNION CITY, NJ

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WOODROW WILSON SCHOOL, UNION CITY, NJ
NEW JERSEY ELEMENTARY SCHOOL ASSESSMENT (ESPA) 2001-02 AND 2000-2001,
WHICH BECAME THE NEW JERSEY ASSESSMENT OF SKILLS AND KNOWLEDGE (ASK)
2002-2003 MATHEMATICS RESULTS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	May	May	May	May
SCHOOL SCORES					
% Partially Proficient	6.1	0.0	7.3	4.0	0.0
% Proficient	24.2	40.5	41.5	36.0	33.3
% Advanced Proficient	69.7	59.5	51.2	60.0	66.7
Number of students tested	33	37	41	50	48
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Total Meeting State Standards	93.9	100.0	92.7	96.0	100.0
SUBGROUP SCORES					
1. Hispanic					
% Partially Proficient	6.9	0.0	8.6	NA	NA
% Proficient	24.1	46.9	45.7	NA	NA
% Advanced Proficient	69.0	53.1	45.7	NA	NA
Number of students tested	29	32	35	NA	NA
Total Meeting State Standards	93.1	100.0	91.4	NA	NA
2. Econ. Disadvantaged					
% Partially Proficient	15.4	0.0	7.4	NA	NA
% Proficient	23.1	42.9	33.3	NA	NA
% Advanced Proficient	61.5	57.1	59.3	NA	NA
Number of students tested	13	21	27	NA	NA
Total Meeting State Standards	84.6	100.0	92.6	NA	NA
STATE SCORES					
% Partially Proficient	32.0	31.5	34.1	34.2	39.4
% Proficient	42.8	41.3	44.2	46.5	44.3
% Advanced Proficient	25.2	27.2	21.7	19.3	16.2
School Mean Score for Math	253.5	252.3	242.6	248.9	252.7
District Mean Score for Math	211.7	207.2	197.4	198.2	191.4
State Mean Score for Math	217.3	218.1	214.6	214.2	209.5

Note: Disaggregated information on Hispanic and Economically Disadvantaged was not available for 1998-1999 and 1999-2000 because during those years, Wilson students were considered part of their sending schools and their scores were reported at their home schools.

ASSESSMENT RESULTS FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics.
Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 8

Test: New Jersey Grade Eight Proficiency Assessment (GEPA)

Edition/publication year NA Publisher State of New Jersey

Number of students in the grade in which the test was administered 58 to 69

Number of students who took the test 58 to 69

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

*No students were excluded: in 2000-01, one student's test scores were voided, because the student completed less than 20% of the test.

The following categories summarize the New Jersey Proficiency levels:

Partially Proficient	Score between 100-199	Below state minimum proficiency level
Proficient	Score between 200-250	Meets state proficiency level
Advance Proficient	Score between 250-300	Exceed state proficiency level

WOODROW WILSON SCHOOL, UNION CITY, NJ
NEW JERSEY GRADE EIGHT PROFICIENCY ASSESSMENT (GEPA)
LANGUAGE ARTS/LITERACY RESULTS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
% Partially Proficient	10.2	22.7	12.0	1.4	9.0
% Proficient	88.4	65.2	75.9	94.3	69.6
% Advanced Proficient	1.4	12.1	12.1	4.3	21.4
Number of students tested	69	66	58	69	56
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Total Meeting State Standards	89.8	77.3	88.0	98.6	91.0
SUBGROUP SCORES					
1. Hispanic					
% Partially Proficient	9.4	22.2	16.3	NA	NA
% Proficient	90.6	64.8	74.4	NA	NA
% Advanced Proficient	0	13.0	9.3	NA	NA
Number of students tested	64	54	43	NA	NA
Total Meeting State Standards	90.6	77.8	83.7	NA	NA
2. Economically Disadvantaged					
% Partially Proficient	4.3	29.4	10.0	NA	NA
% Proficient	93.6	58.8	83.3	NA	NA
% Advanced Proficient	2.1	11.8	6.7	NA	NA
Number of students tested	47	34	30	NA	NA
Total Meeting State Standards	95.7	70.6	90.0	NA	NA
STATE SCORES					
% Partially Proficient	26.2	26.8	26.9	24.9	21.6
% Proficient	67.2	64.9	66.1	68.8	71.4
% Advanced Proficient	6.6	8.3	7.1	6.3	7.1
School Mean Score for Lang Arts/Lit	218.5	220.5	228.3	227.0	233.3
District Mean Score for Lang Arts/Lit	201.4	208.8	205.5	206.6	201.5
State Mean Score for Lang Arts/Lit	212.8	215.0	213.8	214.3	216.9

Note: Disaggregated information on Hispanic and Economically Disadvantaged was not available for 1998-1999 and 1999-2000 because during those years, Wilson students were considered part of their sending schools and their scores were reported at their home schools.

ASSESSMENT RESULTS FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics.
Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 8

Test: New Jersey Grade Eight Proficiency Assessment (GEPA)

Edition/publication year NA Publisher: State of New Jersey

Number of students in the grade in which the test was administered 58 to 69

Number of students who took the test 57 to 69

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0* Percent excluded 0

*No students were excluded: in 2000-01, one student's test scores were voided, because the student completed less than 20% of the test.

The following categories summarize the New Jersey Proficiency levels:

Partially Proficient	Score between 100-199	Below state minimum proficiency level
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Proficient	Score between 200-250	Meets state proficiency level
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Advance Proficient	Score between 250-300	Exceed state proficiency level
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WOODROW WILSON SCHOOL, UNION CITY, NJ
NEW JERSEY GRADE EIGHT PROFICIENCY ASSESSMENT (GEPa)
MATHEMATICS RESULTS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March	March
SCHOOL SCORES					
% Partially Proficient	30.5	31.8	10.5	43.6	35.7
% Proficient	56.5	53.0	49.1	49.2	55.3
% Advanced Proficient	13.0	15.2	40.4	7.2	9.0
Number of students tested	69	66	57	69	56
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
Total Meeting State Standards	69.5	68.2	89.5	56.4	64.3
SUBGROUP SCORES					
1. Hispanic					
% Partially Proficient	29.7	35.2	11.9	NA	NA
% Proficient	57.8	51.9	50.0	NA	NA
% Advanced Proficient	12.5	13.0	38.1	NA	NA
Number of students tested	64	54	42	NA	NA
Total Meeting State Standards	70.3	64.9	88.1	NA	NA
2. Econ. Disadvantaged					
% Partially Proficient	29.8	38.2	10.0	NA	NA
% Proficient	57.4	50.0	60.0	NA	NA
% Advanced Proficient	12.8	11.8	30.0	NA	NA
Number of students tested	47	34	30	NA	NA
Total Meeting State Standards	70.2	61.8	90.0	NA	NA
STATE SCORES					
% Partially Proficient	43.3	41.8	38.2	40.2	37.9
% Proficient	40.8	42.2	43.2	42.7	43.0
% Advanced Proficient	15.9	16.0	18.6	17.0	19.2
School Mean Score for Math	215.7	212.2	236.5	209.1	209.7
District Mean Score for Math	202.4	205.7	205.5	201.0	195.8
State Mean Score for Math	209.2	209.3	212.4	210.8	213.7

Note: Disaggregated information on Hispanic and Economically Disadvantaged was not available for 1998-1999 and 1999-2000 because during those years, Wilson students were considered part of their sending schools and their scores were reported at their home schools.