

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mrs. Carol Lentine

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

Official School Name Parkway Elementary School

(As it should appear in the official records)

School Mailing Address 142 Ramblewood Parkway

(If address is P.O. Box, also include street address)

Mount Laurel,

New Jersey

08054-2367

City

State

Zip Code+4 (9 digits total)

County Burlington

School Code Number* 05-3440-065

Telephone (856) 235-3364

Fax (856) 222-9758

Website/URL http://parkway.mountlaurel.k12.nj.us E-mail clentine@mountlaurel.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.

Date February 7, 2005

(Principal's Signature)

Name of Superintendent* Dr. Antoinette Rath

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

District Name Mount Laurel Township Schools Tel. (856) 235-3387

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.

Date February 7, 2005

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Helen Siegel

(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.

Date February 7, 2005

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

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 progress requirement in the 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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

DISTRICT:

1. Number of schools in the district: 7 Elementary schools
 1 Middle schools
 0 Junior high schools
 0 High schools
 0 Other
- 8 TOTAL
2. District Per Pupil Expenditure: \$9,243
- Average State Per Pupil Expenditure: \$8,983

SCHOOL:

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 position at this school.
- n/a If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	28	32	60	8			
1	31	41	72	9			
2	51	38	89	10			
3	43	40	83	11			
4	40	37	77	12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							381

6. Racial/ethnic composition of the students in the school: 84 % White
11 % Black or African American
2 % Hispanic or Latino
3 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 9.2%

(This rate should be 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 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	27
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	34
(4)	Total number of students in the school as of October 1 (same as in #5 above)	371
(5)	Subtotal in row (3) divided by total in row (4)	.092
(6)	Amount in row (5) multiplied by 100	9.2

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: n/a
 Specify languages: n/a

9. Students eligible for free/reduced-priced meals: 6%

Total number students who qualify: 22

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 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: 10%
37 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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>7</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>9</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness
<u>3</u> Emotionally Disturbed	

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>	_____
Classroom teachers	<u>27</u>	<u>2</u>
Special resource teachers/specialists	<u>7</u>	_____
Paraprofessionals	_____	_____
Support staff	<u>18</u>	_____
Total number	<u>43</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio: 13.1 : 1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96.4%	96.2%	96.9%	95.9%	96.5%
Daily teacher attendance	97.4%	96.9%	97.4%	97.0%	96.9%
Teacher turnover rate	2.9%	1.8%	8.8%	5.5%	2.9%
Student dropout rate (middle/high)	n/a%	n/a%	n/a%	n/a%	n/a%
Student drop-off rate (high school)	n/a %				

PART III - SUMMARY

As the beacon illuminating direction for the future, the Mount Laurel School District declares that its mission is to prepare its students to responsibly succeed in a global society by providing an exemplary educational foundation.
- Mission Statement of the Mount Laurel Township Schools

The Parkway Elementary School in Mount Laurel, New Jersey welcomes you with a visible message. Before you even enter the building, you are apprised that in this elementary school, **Every Child Is A Promise**. Our 45 staff members, fortified by the support of the entire Mount Laurel community, involved parents, and a progressive board of education and administration, are currently nurturing the promise of 381 children in Grades K-4.

Allow us to share some of that synergy through this brief tour.

A walk down our hallway in either direction will demonstrate Parkway's commitment to all styles of learners as we implement our well-articulated curriculum. Differentiated instruction and student-centered learning may be seen as the foundation of every classroom, while the latest learning tools serve as a backdrop. Here, a mobile laptop computer lab has energized students involved in a collaborative research project online. Across the hall, an interactive whiteboard serves as an invisible modification for inclusion students requiring a multi-sensory cue.

In our all-purpose room, students on stage are rehearsing for the production of "Oliver" while others below are acquiring the physical agility necessary to qualify for the Presidential Fitness Award, won by some 75-percent of the Parkway population each year. Natural light shines through the next set of windows, where budding artists are developing their own portfolios. In the library, youngsters have completed studies of their family ancestry and are proudly presenting their findings in a multi-media format to classmates.

Today is a special day – one of many throughout the year when all of Parkway gathers for the culmination of a **Circle of Giving** activity. Funds have been raised, cards designed, letters of encouragement penned and food collected for delivery to Ronald McDonald House in Camden. Student Council members will take a leadership role in representing our school during delivery tomorrow in this continuing school-wide charitable effort.

In the faculty room, several teachers have gathered for an **@My School** lunchtime discussion of advanced instructional practices or are engrossed in the latest book on increasing student learning through the district's **Study Group** program of professional development. As we enter the principal's office, we find staff and administration hard at work on building-level goals that will be interwoven with those of our eight-school district and the board of education to assure that our work each day honors the covenant made with all Mount Laurel students.

Alas, the bell has sounded, signaling an end to our tour. We step aside to make way for the day's end exodus. Our fourth-grade bus buddies are escorting their kindergarten partners to the waiting yellow fleet. The Homework Club gathers for some quiet time and individual tutoring. A new teacher and her mentor close the classroom door for a private conversation in the spirit of collegial support. Our parent volunteers are arriving to set-up for tonight's Ice Cream Social, and the school counselor is welcoming a concerned father for a discussion of additional support we might provide ... to help fulfill his child's promise.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Parkway Elementary School's Assessment Results

Assessment of student progress is an important part of the educational process at Parkway Elementary School. All students in Grades 3 and 4 are tested each spring through New Jersey's Assessment of Skills and Knowledge (NJ ASK3 and NJ ASK4). These state instruments measure knowledge and critical thinking skills as defined in New Jersey's Core Curriculum Content Standards for Language Arts Literacy, Mathematics and Science. For information on New Jersey's assessment program, go to <http://www.nj.gov/njded/assessment>.

Parkway's students, as demonstrated in the attached charts, have far surpassed the state average over the past five years in proficient and advanced proficient scores on the ASK4 test. An average of fourth-grade scores from 1999 through 2003 shows that 91-percent of all Parkway students met or exceeded the proficiency level in Language Arts Literacy and 85-percent of the same students were proficient or above in Mathematics.

The 2003 Field Test of the NJ ASK3 test at Parkway demonstrates similar success at the third-grade level, with more than 90-percent of all third-graders achieving proficient or advanced proficient scores in both Language Arts and Mathematics.

Most notable is Parkway's achievement on the state standardized testing at all levels in identified subgroups. More than 90-percent of special education students scored proficient or above in Language Arts over the five-year period shown, while more than 80-percent of special education students scored proficient or above in Mathematics.

These standardized measures are but one means to determine whether Parkway School students possess the knowledge and skills necessary to succeed at higher grade levels, or if remedial help is needed.

In addition, Mount Laurel utilizes the Measures of Academic Progress (MAP) test in Grades 2-4 at the Parkway Elementary School twice each year. The first school district in New Jersey to participate in the MAP program developed by Northwest Evaluation Association (NWEA), Mount Laurel piloted the program district-wide in 2003.

MAP testing is delivered by computer and the level of difficulty adjusts to a student's performance as questions are answered. Aligned with New Jersey's Core Curriculum Content Standards, the MAP program focuses on internal accountability and measurement of student growth. Test anxiety has been greatly diminished through the use of this computer-administered assessment, which is not timed. Teacher reports are available within 24 hours, and full reports are provided by NWEA within 72 hours, allowing staff to identify special needs, group appropriately, differentiate instruction, monitor progress and evaluate curriculum in real-time.

Parkway's MAP scores for the Fall of 2004 indicate that 50-percent of all second, third and fourth-graders achieved at the highest level of achievement in Language Usage, Mathematics and Reading.

2. How Parkway School's Assessment Data Is Used

In years past, receipt of scores for standardized tests administered each spring were of little value to the students who actually took those tests. Results coming back each fall were clearly dated and not indicative of the current proficiency level of each student, now at a new grade level. A single year-end standardized test produced only general data that was analyzed and employed in developing new curricula or building future class configurations.

Today, teachers at the Parkway School are able to assess each individual student's knowledge at the beginning of each year and again each spring. Through the Measures of Academic Progress (MAP) test, administrators and staff receive a full report of results within 72 hours of test administration. This essential report allows for immediate classroom modification or differentiation. The Northwest Evaluation Association (NWEA) provides comprehensive test data along with additional resources clearly delineating the learning continuum of each child.

This longitudinal data, coupled with New Jersey's disaggregation of NJ ASK3 and NJ ASK4 test scores has assisted greatly in the Parkway School staff's ability to distinguish those students or student groups in need of additional support for a successful year of educational growth. Tests results are analyzed and shared by all administrators at the district level. Parkway's principal reviews this information with staff and assures that all teachers have a clear understanding of the results and their implications, methods of improvement and availability of support resources.

Parkway's individual staff and school-wide annual goals are predicated upon this data-driven method of continual improvement.

3. How Parkway School's Student Performance Is Communicated

The Parkway School is particularly proud of the method by which it shares student progress with its public. Public engagement has long been a tradition at Parkway, with new technology significantly improving our continuous communication efforts. On the first day of the school year, each student receives a Calendar and Family Handbook with critical information on all aspects of our school and district. Our monthly newsletter to all families, Parkway Prints, provides continuous updates of ongoing activities. Our school and district websites feature up-to-the-minute news of achievements, accomplishments, programs and events. On average, our website is viewed by 3,000 visitors per month.

Parkway's 100-percent connectivity to all classrooms allows our staff members to communicate with parents via e-mail, and a new telephone system installed last year has placed phones in each classroom for accessibility improvement. Daily student progress is noted in student assignment books and classroom tests and projects go home weekly in the Tuesday Folder.

Parkway School's Parent-Teacher Organization (PTO) is an extremely supportive and involved partner in the educational process. Through the PTO, parent volunteers witness student and staff achievements first-hand and provide endorsement throughout the entire community. Many of Parkway's parents, staff members and its administrator also serve on Mount Laurel School District Focus Groups. Six groups meet monthly, include central administrators and board of education members, and serve in an advisory capacity to discuss, research, review and recommend changes and improvements across the district.

Our assessment data is presented publicly at a board of education meeting annually, and individual student results of MAP tests are shared by teachers in easy to understand reports at all parent conferences.

4. How Parkway's Successes Are Shared With Other Schools

Throughout the Mount Laurel School District, there are many opportunities for staff members to share successful methodology, pedagogy and programs. Parkway staff members serve on the Curriculum and Instruction and Information and Analysis Focus Groups of the district, the District Chairperson Committee, and the Local Professional Development Committee. Additionally, our educators participate in district-wide professional development initiatives such as lunchtime book discussion groups and @ My School teacher-led study groups.

Mount Laurel's web-based Curriculum Corner (<http://www.curriculumcorner.net/home.html>) has become another integral means of sharing teacher resources, programs, lesson plans and links. Teachers from throughout the region routinely access this popular local website.

As a sending district to the Lenape Regional High School District, our staff members meet with staff from eight surrounding school systems to coordinate programs and curriculum assuring each student's successful progression through the educational system. Parkway School is represented on the West Jersey Reading Council, the New Jersey Principal and Supervisors Association and numerous other professional associations where educational successes are routinely hailed.

Parkway's student artwork, musical performances and cultural projects are shared with the community-at-large on numerous occasions throughout the school year. Our Circle of Giving projects extend the school's humanity to those in need within the region on a consistent basis through community service work by students and staff.

Parkway School's activities are provided on a monthly basis to the local media through the district's Office of Communication Services. That office facilitates regional newspaper and television coverage of worthy student and staff achievements on an ongoing basis.

PART V – CURRICULUM AND INSTRUCTION

1. Parkway School’s Curriculum

Aligned with the Core Curriculum Content Standards adopted by the New Jersey Department of Education, Parkway School’s curriculum is revised on a five-year cycle.

Language Arts/Literacy

The goal of the Language Arts Program is to develop effective communicators of the language. Although there are specific skills and strategies identified for instruction, these are not developed in isolation, since a natural interdependence exists among the communication skills. As in the core standards, our curriculum applies the integration of reading, writing, listening, speaking and viewing to support comprehension and effective communication.

Mathematics

Parkway School’s Mathematics Program was developed with the foundation of the latest research from the National Council of Teachers of Mathematics. In an effort to develop independent mathematical thinkers, the program is organized by grouping related content for instruction into clusters. We use student-centered, hands-on, constructivist approaches to Mathematics and Science.

Social Studies

Our Social Studies Program was developed to align with the eleven content standards mandated by the New Jersey Department of Education. These standards outline what all students must know and be able to do as effective “citizens of a culturally diverse, democratic society in an interdependent world”. Our social studies curriculum includes the impact of economic, political and social programs on local, state, national and international communities.

Science

The Science curriculum is anchored in experiencing, observing, measuring and inferring in the Parkway School. A variety of instructional techniques utilizing models, experimentation, simulation and interactive technology are employed to accommodate students’ numerous cognitive levels and learning styles. Students are encouraged to use higher level thinking skills as well as scientific process skills.

Health/Physical Education

The ten outcomes that comprise our district’s Comprehensive Health and Physical Education Guide are designed to provide students with the knowledge and ability needed to maintain an active, healthy lifestyle. Fourteen core course proficiencies for Comprehensive Health and Physical Education identified by the New Jersey Department of Education are accomplished within the outcomes. Our curriculum addresses the physical, mental, emotional and social dimensions of health.

Visual and Performing Arts

The visual and performing arts at Parkway School offer unique possibilities for the development of the whole child. The ultimate goal is to cultivate and exercise the individual student’s aesthetic awareness, creative thinking and critical thinking skills, of observation, analysis, interpretation and evaluation of artistic content and form.

Technology

Technology is integrated throughout the standard curriculum. The learner must acquire user skills and an understanding of the role of technology in their lives today in order to build competencies for the workplace of the future.

World Languages

Parkway School’s World Languages curriculum is predicated upon precepts adopted by state framework and enables the belief that language learning is an innate human capacity. Delivered in a student-centered curriculum based on inquiry, problem solving and application of concepts, our curriculum explores themes and issues across content areas and makes connections to the greater multicultural world of the future, thereby fostering greater understanding of an appreciation for different cultures.

2a. Parkway School's Reading Program

Parkway School utilizes the guided reading program, employing small group and differentiated instructional methods. Students are grouped based upon individual testing through the Diagnostic Reading Assessment (DRA) and taught at levels that match their particular needs.

Our program features literature-based instruction using tradebooks, with corrective reading available for all at-risk students. As is our entire Language Arts curriculum, reading at Parkway School is integrated with writing, speaking, listening and viewing to encourage an effective grasp of language use. The curriculum is supported by technology through DRA Online.

This reading curriculum was selected in Mount Laurel because it is research-based and meets the needs of the individual learner. It provides a balanced literacy program and abundant opportunity for integration of content from other subject areas. It provides teachers with the flexibility to create guided reading groups and introduce all genres of material. This multi-faceted approach to reading instruction encourages students to develop inferential and critical thinking skills that cross content lines.

3. Parkway School's Character Education Program

The purpose of Parkway School's Character Education Curriculum is to help students develop good lifelong character traits. Our program consists of understanding, caring about and acting upon core ethical values.

First and foremost, developing good character is a parental responsibility. However, as the challenge to raise moral and ethical children increases, teaching good character and values as a shared effort between home and school is advantageous. Universal core values such as respect, responsibility, fairness, caring, trustworthiness and citizenship affirm the dignity of all, promote the good of the individual and the group, and protect our human rights.

We utilize the six pillars to character education in the Parkway School in meaningful ways, through modeling and good works. Our Circle of Giving Program engenders a sense of responsibility and citizenship in students who build personal self-esteem through the many projects they undertake and accomplish.

Through Parkway's Circle of Giving, students not only raise funds or collect needed goods for Ronald McDonald House. They present their donations in a school-wide assembly where a representative from the charity explains the House's mission and details how the contribution will assist in that mission. Student Council members personally travel to Ronald McDonald House to deliver holiday food baskets and view first-hand the appreciation of the recipients.

All of our students participate in the school-wide celebration of milestones reached in our aluminum tab collection, our printer cartridge-recycling program, or the filling of the final branch on our mitten tree for needy children in a nearby urban area.

These precepts of kindness, generosity, caring and respect extend into our hallways, our classrooms and our community, thus improving the quality of education our successful and self-confident students are able to achieve.

4. Instructional Methods Employed at Parkway School to Improve Student Learning

Small group instruction based on diagnostic feedback from several areas, including Diagnostic Reading Assessment (DRA) and Measures of Academic Progress (MAP) testing, is one of the instructional methods employed at the Parkway School to improve student learning. Wherever possible, learning is student-centered, such as in our Guided Reading, Math Investigations and Science inquiry programs.

Parkway School's ability to maintain small class sizes and offer remedial support programs in both reading and mathematics is crucial to student success. Our staff's training and implementation of subject skills integration makes learning meaningful across content lines, and the integration of technology in all subject areas provides greater student motivation and interest.

In many of our classrooms, use of the interactive whiteboard with mobile laptop computer labs has helped the student become the teacher. The incorporation of visual materials that can easily be manipulated by students from their desk has given rise to a new level of class participation as students compete to demonstrate the numerous ways information can be presented via chart, graph and illustration.

At Parkway School, we routinely assess the success of our research-based instructional methods, and search for the latest information on best practices for improvement.

5. Parkway School's Professional Development Program

Recognizing that the profession of teaching can very often be isolating, we are committed to maintaining a community of learners at the Parkway School. We maintain an emphasis on using a common vocabulary for teaching and learning that we employ throughout numerous teaching and learning initiatives.

Our staff members participate in in-house workshops on a wide variety of topics ranging from use of the interactive whiteboard and digital photography to content reading strategies and tools for differentiation and enrichment. A complete course list is offered to all staff three times each year, and summer institutes in more extensive teaching methods are also well attended. Two full in-service days each year are dedicated to training in new district initiatives.

Throughout the Mount Laurel School District, @ **My School** sessions have become a popular form of teacher-initiated and teacher-led professional development. Staff members organize and hold lunchtime or after-school sessions with colleagues to review the latest educational research or study best practice data.

Parkway School staff members continue to train alongside district peers on using test data to inform instruction, and are well represented in district professional training institutes offered in numerous subject areas throughout the school year. A curriculum supervisor housed at the Parkway School provides job-embedded, just-in-time staff development, responding to the immediate and specific needs of the individual student or staff member.

Parkway School's commitment to ongoing and extensive professional development guides the teacher as a decision-maker and informs their choices in the classroom each day. Our goal is to involve the educational practitioner as a major stakeholder in our school's success while reinforcing Parkway's theme of every child as a promise.

Subject- Language Arts Literacy

Grade – 4

Test – New Jersey Elementary School Proficiency Assessment (ESPA) 1999-2003
New Jersey Assessment of Skills & Knowledge (NJASK4) 2003-2004

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% Partially Proficient	3.8	3.4	3.5	14.0	18.6
% Proficient	87.3	82.8	82.3	70.2	72.6
% Advanced Proficient	8.9	13.8	14.2	15.8	8.8
Number of students tested	79	87	113	114	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. General Education Students					
% Partially Proficient	0.0	0.0	1.0	9.3	15.1
% Proficient	89.9	84.5	82.3	73.2	75.3
% Advanced Proficient	10.1	15.5	16.7	17.5	9.7
Number of Students Tested	69	71	96	97	93
2. Special Education Students					
% Partially Proficient	30.0	18.8	29.4	37.5	57.1
% Proficient	70.0	75.0	70.6	56.3	42.9
% Advanced Proficient	0	6.3	0.0	6.3	0.0
Number of Students Tested	10	16	17	16	7
3. Limited English Proficient					
% Partially Proficient	0.0	0.0	0.0	100.0	50.0
% Proficient	0.0	0.0	0.0	0.0	50.0
% Advanced Proficient	0.0	0.0	0.0	0.0	0.0
Number of Students Tested	0	0		1	2
STATE SCORES					
% Partially Proficient	17.9	22.4	20.9	21.0	38.9
% Proficient	77.5	73.8	73.1	69.9	57.2
% Advanced Proficient	4.7	3.8	6.0	9.1	3.9

Subject-Mathematics Grade – 4

Test – New Jersey Elementary School Proficiency Assessment (ESPA) 1999-2003
New Jersey Assessment of Skills & Knowledge (NJASK4) 2003-2004

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	May	May	May	May
SCHOOL SCORES					
% Partially Proficient	19.0	11.5	20.5	10.5	12.7
% Proficient	53.2	37.9	50.0	48.3	55.0
% Advanced Proficient	27.8	50.6	30.1	41.2	32.3
Number of students tested	79	87	113	114	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. General Education Students					
% Partially Proficient	13.0	7.0	13.5	6.2	9.7
% Proficient	55.1	35.2	51.0	48.5	54.8
% Advanced Proficient	31.9	57.7	35.4	45.4	35.5
Number of Students Tested	69	71	96	97	93
2. Special Education Students					
% Partially Proficient	60.0	31.3	58.8	31.3	57.1
% Proficient	40.0	50.0	41.2	50.0	42.9
% Advanced Proficient	0	18.8	0.0	18.8	0.0
Number of Students Tested	10	16	17	16	7
3. Limited English Proficient					
% Partially Proficient	0.0	0.0	0.0	100.0	0.0
% Proficient	0.0	0.0	0.0	0.0	100.0
% Advanced Proficient	0.0	0.0	0.0	0.0	0.0
Number of Students Tested	0	0	0	1	2
STATE SCORES					
% Partially Proficient	32.0	31.5	34.1	34.2	39.6
% Proficient	42.8	41.3	44.2	46.5	44.2
% Advanced Proficient	25.7	27.2	21.7	19.3	16.2

Subject- **Language Arts Literacy & Mathematics**

Grade – **3**

Test - **New Jersey Assessment of Skills & Knowledge (NJASK3) 2003-2004**

	Language Arts Literacy	Mathematics
Testing month	May	May
SCHOOL SCORES		
% Partially Proficient	5.3	6.6
% Proficient	84.2	56.6
% Advanced Proficient	10.5	36.8
Number of students tested	76	76
Percent of total students tested	100	100
Number of students alternatively assessed	0	0
Percent of students alternatively assessed	0	0
SUBGROUP SCORES		
1. Economically Disadvantaged		
% Partially Proficient	0.0	50.0
% Proficient	100.0	50.0
% Advanced Proficient	0.0	0.0
Number of Students Tested	4	4
2. Black		
% Partially Proficient	12.5	12.5
% Proficient	87.5	75.0
% Advanced Proficient	0.0	12.5
Number of Students Tested	8	8
3. White		
% Partially Proficient	4.7	4.8
% Proficient	84.4	54
% Advanced Proficient	10.9	41.3
Number of Students Tested	64	63
4. Hispanic		
% Partially Proficient	0.0	33.3
% Proficient	100.0	66.7
% Advanced Proficient	0.0	0.0
Number of Students Tested	3	3
STATE SCORES		
% Partially Proficient	20.7	23.4
% Proficient	75.6	53.8
% Advanced Proficient	3.8	22.8