

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12   
Charter

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

Official School Name James F. Cooper Elementary School  
(As it should appear in the official records)

School Mailing Address 1960 Greentree Road  
(If address is P.O. Box, also include street address.)

Cherry Hill NJ 08003-1121  
City State Zip Code+4 (9 digits total)

County Camden State School Code Number\* 07-0800-083

Telephone (856) 424-4554 Fax (856) 751-0954

Web site/URL http://cooper.cherryhill.k12.nj.us E-mail mkline@chclc.org

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 02/07/2007

Name of Superintendent\* Dr. David Campbell  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cherry Hill Tel. (856) 429-5600

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 02/07/2007

Name of School Board  
President/Chairperson Mr. John Galie  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date 02/07/2007

## **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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
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

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All data are the most recent year available.

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

1. Number of schools in the district:
- 12 Elementary schools
  - 3 Middle schools
  - 0 Junior high schools
  - 3 High schools
  - 1 Other
- 19 TOTAL

2. District Per Pupil Expenditure: \$11,821.00

Average State Per Pupil Expenditure: \$12,567.00

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

5 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	0	0	0	7			
K	30	20	50	8			
1	24	28	52	9			
2	20	27	47	10			
3	26	22	48	11			
4	21	34	55	12			
5	20	28	48	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>300</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- |                  |                                |
|------------------|--------------------------------|
| <u>70</u>        | White                          |
| <u>4</u>         | Black or African American      |
| <u>3</u>         | Hispanic or Latino             |
| <u>22</u>        | Asian/Pacific Islander         |
| <u>0</u>         | American Indian/Alaskan Native |
| <b>100 Total</b> |                                |

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: 2

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	4
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	2
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	6
<b>(4)</b>	Total number of students in the school as of October 1	297
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.020
<b>(6)</b>	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school:  $\frac{1}{2}$  Total Number Limited English Proficient

Proficient

Number of languages represented: 21

Specify languages: Albanian, Arabic, Bisaya, Cantonese, English, Filipino, Finnish, German, Gujarati, Hindi/Hindustani, Korean, Mandarin, Polish, Portuguese, Punjabi, Spanish, Tagalog, Turkish, Ukrainian, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals: 11

Total number students who qualify: 33

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: 15  
46 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	

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)	1	0
Classroom teachers	21	5
Special resource teachers/specialists	2	12
Paraprofessionals	N/A	N/A
Support staff	17	6
Total number	42	23

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 12:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96	95	96	96	96
Daily teacher attendance	97	96	97	96	96
Teacher turnover rate	8	8	5	8	8
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

## PART III - SUMMARY

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Here at James Fennimore Cooper Elementary School, our learning community is committed to its mission of teaching all children to love learning, exceed expectations, and contribute to the human community. We firmly support the ideal underlying the federal No Child Left Behind legislation that all children can learn when provided with the appropriate supports. That ideal is also reflected in our district's four Board of Education goals for 2006-2007:

1. Continue to improve student achievement at all grade levels and close achievement gaps where they exist.
2. Begin implementation of an integrated curriculum, instruction, assessment, and professional development framework that will assure continuous student progress within an aligned PreK-12 educational program.
3. Develop an action plan to improve school facilities with a focus on learning, safety, space, infrastructure, and maintenance.
4. Review special education programs to ensure that every child's needs are met in accordance with the Individual Educational Program (IEP) and in compliance with state-mandated program requirements.

Aligned with these district goals are our building goals for 2006-2007, which are posted in the entranceway of the building:

1. By June 15, 2007, 85 of all kindergarten students will score above the at risk band on the consolidated kindergarten DIBELS assessment.
2. By June 15, 2007, 80 of at-risk students in grade 1 will improve at least 5 points on the nonsense words subtest of the DIBELS grade 1 winter to spring benchmark assessment.
3. By June 15, 2007, Cooper students will meet state AYP in all tested areas on the NJASK 3-5.
4. By June 15, 2007, Cooper students will meet or exceed building goals of 99 percent proficiency in language arts and 93 percent proficiency in mathematics on the NJASK 3-5.
5. By June 15, 2007, grade three students will demonstrate a 10 percent increase in the number of students scoring advanced proficient in language arts literacy on NJASK3.

Teachers, parents, support staff, and students labor together to maintain the Cooper tradition of a cooperative and collaborative school culture. Together, staff, parents, and community members have joined together to mentor students who have not yet reached their social, emotional, or intellectual potentials. It is that very diversity that makes Cooper such a rich learning environment. In addition, at each grade level, students with learning challenges learn in inclusive settings where classified students and typical students learn together throughout the day with the help of a skilled teaching team. These same students join together to serve the school community. Over 10 percent of Cooper's students serve the school and community through participation in the charitable and civic projects of student council. Nearly all fourth and fifth grade students serve younger students as reading buddies, recess friends, or safety patrol members.

As self-managing professionals, Cooper staff members are firmly committed to continuous learning. Teachers and assistants participate in on-site training sessions intended to develop their ability to meet the needs of all students through skilled differentiated instruction. Teachers meet together weekly to align learning goals across the classrooms of each grade level and to perfect the newly implemented mathematics curriculum. Striving to present a world-class education we continue work toward authorization as a Primary Years Programme (PYP) School. This framework incorporates acknowledged best practices, multiple means of assessment, and the lens of inquiry to provide rigorous academic training, yet there is much more. The most important goal of a PYP school is to develop students who will be inquirers and responsible learners with positive attitudes about themselves and others. These are habits of mind that last a lifetime.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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**1. Assessment Results:** Students at James Fennimore Cooper Elementary School participate in the NJ state assessment system. These annual tests of language arts literacy and mathematics measure students' ability to read, write, and problem-solve. The language arts portion of the test is administered over two days. On the reading portion, students are asked to read extended texts, answer multiple choice questions, and provide extended responses to open-ended questions. The writing section asks students to write to picture and/or poetry prompts depending on the grade level. The mathematics portion of the test is administered on a single day in third and fifth grade and over two days for fourth grade. This section requires students to demonstrate proficiency in numeracy, geometry, probability, and problem-solving. Both open-ended and multiple choice problems are included in the mathematics portion. Scores are classified as partially proficient (199 or less), proficient (199-249), and advanced proficient (250 or more). A score in the proficient or advanced proficient is considered passing.

Over the past four years, scores for all students in the grades three to five band have risen from 91 proficient or advanced proficient to 98 in language arts literacy. Statistically significant sub-groups during the 2005-2006 school year included Asian (100 passing), White (97 passing), Special Needs (86 passing), and Economically-Disadvantaged (100 passing). There is no data availability on non-majority sub-groups prior to this year due to the small sample size prior to the establishment of grade cluster reporting (grades 3 to 5). The disparity between the total population and Special Needs students is currently being addressed by enhanced training in code-based strategies, direct instruction, strategic instruction in multiple cueing systems, push-in/pull-out support classes, and parent education. Parent education for both language arts literacy and mathematics includes provision of home support materials, education nights, and assessment support seminars.

During that same period, scores for all students have risen from 91 to 97 passing in mathematics. When grade cluster results are analyzed, statistically significant sub-groups for the 2005-2006 school year include Asian (100 passing), White (97 passing), Special Needs (91 passing), and Economically-Disadvantaged (100 passing). Again, there is no availability of data on sub-groups prior to the commencement of grade cluster reporting in 2005-2006. The disparity between the total population and Special Needs students is being addressed by a greater reliance on inquiry-based teaching methods, kinesthetic and visual mathematical tools, cooperative learning protocols, push-in/pull-out support, and parent education.

Additional information on the NJ state assessment system may be found on <http://www.state.nj.us>.

**2. Using Assessment Results:** Teachers at James Fennimore Cooper School rely on assessment data to differentiate instruction, guide flexible grouping, indicate the need for reteaching, and to inform grade level colleague discussions on instructional design. Together, teachers at our school have formulated essential agreements for assessment. These practices occur in developmentally appropriate ways across all grade levels. They include:

1. Daily informal assessment of performance tasks in all disciplines;
2. Completion and reflection upon quarterly locally-drafted reading and writing assessments;
3. Completion and reflection upon quarterly benchmark assessments based on the *Scott-Foresman* and *Investigations* series;
4. Provision and/or creation of coaching rubrics to guide student performance tasks during units of inquiry;

5. Cooperatively drafted (students and teachers) checklists to support task completion, routine mastery, and procedural compliance.
6. Reassessment opportunities for students who do not meet the established standard on summative evaluations; and
7. Participation in an annual student-led conference.

In addition, teachers review results of all assessments on a monthly basis and determine which students are not meeting the grade level standard for student achievement across all disciplines. A comprehensive report on assessment levels and the effectiveness of current classroom intervention strategies is provided to the building's Intervention and Referral Services Committee. This committee may recommend additional diagnostic testing, changes in the intervention pattern, additional push in/pull out support, lesson observations by content area specialists, as well as parent conferences.

**3. Communicating Assessment Results:** Assessment data is communicated to all members of our learning community. Students participate regularly in one-on-one performance conferences in mathematics and language arts literacy. During these conferences, teachers provide the results of written and oral assessments, reflect with the student upon areas of relative strength, plan ways to address relative weaknesses, and collaboratively set goals for future performance. In addition, NJ state assessment results are posted in school hallways by grade level. Student understanding of assessment results is also supported by standards-based coaching checklists and rubrics. These tools provide clear expectations and explain performance outcomes in kid-friendly language.

Report cards are issued on a trimester basis for grades one to five and on a semester basis for students in kindergarten. These report cards include academic, social, and emotional benchmarks. Students in grades kindergarten through five are rated as emerging, developing, transitional, and proficient. Students in grades three to five receive standard letter grades and supplemental standards-based checklists in world language and transdisciplinary unit work. During the first marking period, Cooper students begin a portfolio of exemplars in language arts, mathematics, and transdisciplinary studies. These pieces are selected on a monthly basis to show areas of growth and areas of challenge. Students systematically reflect on their progress. These reflections are included in their portfolios. These portfolios are shared by students with parents during the first marking period in lieu of a traditional parent-teacher conference. They are maintained throughout the year.

Home reports generated through state testing are provided to parents as well as consultation services with the building reading and mathematics specialists upon request. In addition, a parent information night is held annually to explain the methods and purpose of the test, its scoring system, and ways to support student success in key content areas. School assessment results are also published on state department of education website and in local papers for community review. One Board of Education meeting per year is devoted to an analysis of state assessment performance for all district schools.

**4. Sharing Success:** James Fennimore Cooper Elementary School regularly hosts visiting teacher observations upon request. Requests to see guided reading and inquiry-based mathematics instruction are most frequent. In addition, staff members participate in designing and conducting district-wide professional development and parent education meetings. Building instructional specialists and the principal have also participated in critical colleague visitations to other schools to help support the development of differentiated instruction in language arts literacy and mathematics. Staff members have participated as presenters, facilitators, or convenors in conferences hosted by Minority Student Achievement Network, West Jersey Reading Council,

and New Jersey Writing Association. A transdisciplinary program of inquiry that includes units of instruction in science and social studies has been drafted by our staff and posted on our website.

As a Blue Ribbon School, James Fennimore Cooper staff would be even more committed to sharing their successes. Staff members could be released to teach demonstration lessons at other school sites, model descriptive review protocols that inform collaboration, and host visiting teachers during class sessions or in-services. Teacher-leaders will continue to make themselves available for conference presentations and in-services. Our current Pro-Pals email mentor program might also be expanded to include interested teachers and administrators from other schools. Finally, ongoing teacher research will be released for possible publication.

## PART V – CURRICULUM AND INSTRUCTION

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**1. Curriculum:** Instruction in reading focuses on decoding, comprehension, fluency, and vocabulary development. Students read leveled books to enhance fluency. Teachers conduct interactive read alouds with more challenging texts to expand oral vocabulary and provide skilled modeling. In addition, students are taught a variety of methods for creating written responses to texts. These responses frequently require the ability to analyze and synthesize.

Writing instruction focuses on the application of conventions in composition, mechanics, and usage. Students are encouraged to develop an author’s voice through the use of crafting techniques. In addition, students are taught to use speaking, viewing, and listening as sources of ideas for writing. A variety of compositional risks are taught through exposure to mentor texts. Students’ writing stamina is developed through times and extended freewriting opportunities. Students are also taught to create and use rubrics and checklists to self-monitor, edit, and revise.

The course of study in mathematics focuses on the development of mathematical thinking. Students manipulate mathematical tools to discover the properties of spatial configurations and algorithms for problem-solving. Objects and data are sorted to determine similarities and differences. Classification rules are developed. In addition, students are taught to describe and explain their mathematical thinking to other learners. The probability of specific outcomes in given situations is also investigated.

Science and social studies instruction are delivered through transdisciplinary units. These units incorporate a variety of state and local standards and benchmarks across disciplines. Students are taught physical, life, and earth sciences as they explore critical questions like “What can we learn from rocks?” and “Where do we find evidence of growth and development in the natural world?” Unit themes like “How We Organize Ourselves” prompt social studies explorations into systems thinking, history, and geography.

In art, students are taught to see and create one, two, and three dimensional forms. The use of shape, color, tone, and texture are explored using a variety of media including, but not limited to, paper, clay, paint, pastels, and found objects. Art instruction is included in transdisciplinary units focusing on culture (native art forms) and communities (models). Art instruction is continued in the classroom where proprioceptive vocabulary instruction takes place. In addition, students are taught to use graphic representations to summarize and extend learning.

During music instruction, students are taught the rudiments of rhythm, musical notation, and sight singing. Music is explored as an expressive form that varies across time and cultures. Students are taught to understand and appreciate diversity in music. In the process, they sing, dance, move, play instruments, and use body percussion in creative ways.

Physical education instruction supports the development of lifelong fitness through exposure to recreational fitness options including dancing, stepping, jumping rope, and playing team sports. In addition, students participate in standards-based physical fitness testing designed to motivate an increased commitment to a healthy lifestyle. Basic nutrition, character education, and safety concerns are explored in developmentally appropriate ways.

World language instruction employs FLES methodology to help students develop a skilled speaking vocabulary. Total physical response approaches allow students to learn oral language using visual, auditory, and kinesthetic cueing by the teacher. Courtesy phrases, counting, dates, common question and answer stems, and geography are the focus of world language instruction. In addition, students explore the similarities and differences between Spanish and English history, customs, values, and idioms.

All courses of study meet or exceed the requirements of NJ core curriculum standards.

**2. Reading:** The reading curriculum followed at James Fennimore Cooper Elementary School is based on local standards and benchmarks that meet or exceed state standards in all grade levels. Several strands of research-based instruction described in the *Report of the National Reading Panel* are carried out. For example, word study begins in kindergarten where students learn the alphabetic principle, letter-sound correspondence, and phonemic segmentation. This knowledge is used to create emergent writing compositions that employ developing code-based knowledge. Students learn to stretch and crash phonemes to form words. Word study continues throughout the grades as students learn Dolch sight words, Benchmark word families, and content-based vocabulary.

Fluency is also supported at all grade levels (Rasinski, 2005). Running records are used to determine student reading levels. Once identified, students read and re-read leveled books in individual, partnered, and small group settings. Identified students participate in duolog reading with a trained mentor. Other fluency strategies, including reader's theater and choral reading, are modeled by our reading specialist and practiced in our classrooms.

Strategic instruction in reading comprehension also occurs at all grade levels as informed by the works of Keene and Miller. Whether received through whole class direct instruction, a guided reading group lesson, or as part of a literature circle assignment, comprehension strategies are taught, modeled, supported, and encouraged. Among these strategies are mental imagery, making connections, inferring, predicting, questioning, monitoring comprehension, and determining importance. Students maintain readers' journals to reflect upon the ways they use strategies to improve comprehension.

Student performance is measured quarterly by the Cherry Hill District Literacy Assessment. Performance is recorded and analyzed using a school level data base. An item analysis is done for each student performing below the grade level standard. This is used to inform the creation of a remediation plan by the student's teacher, the building reading specialists, and the principal. The outcomes of this plan are reported three times yearly by both the classroom teacher and any associated support teacher.

**2b English:** The remaining language arts are explored as part of writing instruction using materials developed by the National Writing Project at Teachers' College of Columbia University. Listening, viewing, and speaking are used to generate ideas, focus topics, and provide background knowledge for writing. Each day, students receive a mini-lesson on a discrete skill in composition, usage, or mechanics. These skills are applied to students' working pieces, reflected upon in writers' notebooks, and discussed with writing partners. Daily peer and teacher conferences help students to solve problems and receive constructive feedback on their works in progress. Each grade level focuses on developing writer's craft in a particular genre. For example, while first graders work on "small moment" stories, third graders examine memoir.

Students begin their journey as writers in kindergarten. With the aid of their own drawings, they attempt to create a sentence description. They tell their stories to an attentive adult who adds the "adult translation" in sub-script to the story. As students begin to manipulate sounds and words more easily, no translation is needed. In grades one and two, students work on elaboration, revision, editing, beginnings, and endings. They use their notebooks to capture writing ideas and to maintain a number of works in progress. Spelling words are gleaned by the teachers from the error patterns found in students' writings. Third, fourth, and fifth graders explore the world of personal narratives, fiction, and essays. Mentor texts are used to teach mechanics and usage by example. Students also use mentor texts as structural patterns for their own attempts to master these genres.

Student performance is evaluated three times yearly using locally-developed writing

prompts. Student responses are holistically scored against developmentally appropriate rubrics based on NJ state writing assessments. Collaborative grade level groups blind-score student work and create instructional recommendations for each child based on his or her performance. When needed, content area specialists perform more in-depth diagnostic testing to inform instructional interventions.

**3. Additional Curriculum Area:** Social studies and science instruction are delivered through transdisciplinary units of inquiry at James Fennimore Cooper Elementary School. The first step in creating the units is an analysis of the NJ state standards. State standards are used to identify the central ideas for the units and to describe the course of associated inquiries. The school's program of inquiry follows the guidelines of the International Baccalaureate Primary Years Programme (PYP). PYP themes provide guidelines for content connections. For example, "Where We are in Place and Time" usually promotes units that explore history, geography, and social studies, while "How We Express Ourselves" encourages the development of units focused on the fine and performing or language arts.

Within these coordinating frameworks, teachers develop units by defining the concepts and big ideas of the unit as well as the student knowledge and skills to be developed. Using the work of Wiggins and McTighe (1998), teachers develop summative assessments that are performance-based and multi-faceted. They assess a variety of student strengths, learning modalities, and opportunities for success. Teachers then collect resources to provide background knowledge and stimulate student questions. Unit explorations are based on questions generated by both the teacher and his or her students. Questions are characterized as form, function, causation, change, connection, perspective, reflection, or responsibility inquiries. By generating and exploring different types of questions, students are encouraged to develop higher order thinking skills. Activity development rests on the teacher's knowledge of the performance tasks required to complete the summative assessment and reach the higher levels of Bloom's taxonomy.

PYP units of inquiry foster self-directed and self-monitored learning consistent with our school's goal of fostering love of learning. Because of the varied opportunities to create and demonstrate knowledge, students who would rarely experience school success in other academic settings find success in the PYP classroom. Action and internationalism are the foundation of the PYP program. At the completion of a unit, students are encouraged to take action on their knowledge and to make international connections. In this way, they are taught to contribute to the human community. For example, third graders recently completed a "Read to Feed" initiative in support of the Heifer Project.

**4. Instructional Methods:** The workshop method is used to support instruction in all disciplines. Workshops begin with pre-assessment of target skills and dispositions. Based on this preassessment and the demands of the unit in progress, teachers design 10 to 12-minute segments of direct instruction focusing on the needs of the students in their classrooms. When needed, flexible groups are formed to differentiate instruction. Following the mini-lesson, students are given opportunities to apply the target skill or disposition in a small group or partnered setting. Teachers monitor the progress of the groups and partnerships, often providing supportive coaching and specific feedback to enhance student achievement. Two or three students are then selected to "report out" what they have learned to classmates. Divergent thinking is encouraged. These students are generally chosen to help push the thinking of the entire class forward. Independent practice or reflection follow the student demonstration.

Many times, teachers begin a workshop unit with questions. Students and teachers refer back to these questions throughout the unit to determine if they have been answered and how their

answers influence student thinking. These questions are also considered by teachers as they design opportunities for hands-on inquiry and skills applications. Both student and teacher differentiation techniques are used to maximize success for all students. Interest and aptitudes are surveyed, readiness assessed, rigorous objectives established, and scaffolds for student achievement prepared. Throughout the process, teachers employ the gradual release of responsibility method to create an atmosphere of high expectations and high support.

**5. Professional Development:** Professional development at Cooper School is based on the communities of practice model developed by Wenger and popularized by DuFour. All professional development shares three characteristics: it enhances teacher practice, elevates student learning, and is sustained over time. To this end, teachers devote at least 30 minutes to collaboration weekly with subject matter specialists. During these collaborative times, teachers craft lessons, examine student work, create intervention plans for students scoring below standard, and share professional books or articles. Once each month, teachers meet with the building PYP coordinator to review, revise, or create transdisciplinary units of instruction and to align units vertically.

In addition, teachers participate in district level training based on their assignments. For example, special needs teachers have received social skills training, restraint training, IDEA refresher seminars, and differentiated instruction workshops. All teachers were eligible to participate in workshops on literacy applications across the curriculum. Site-based workshops have focused on backwards design principles, assessment interpretation, and team-building. This spring, the district academy program will resume with content and pedagogy offerings across all disciplines. Monthly faculty meetings are used to explore the book *Fulfilling the Promise of the Differentiated Classroom* and to plan implementation of suggested differentiation protocols.

## PART VII - ASSESSMENT RESULTS

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**Subject:** *Language Arts*

**Grade:** *5*

**Edition/Publication Year:** *Annual*

**Test:** *NJASK/ESPA*

*State of New*

**Publisher:** *Jersey*

		<b>2005-2006</b>
Testing Month		March
<b>SCHOOL SCORES</b>		
"Proficient" plus "Advanced Proficient"		100
Advanced Proficient		31
Number of students tested		45
Percent of total students tested		100
Number of students alternatively assessed*		0
Percent of students alternatively assessed		0
<b>SUBGROUP SCORES</b>		
1. Asian Students		
"Proficient" plus "Advanced Proficient"		100
Advanced Proficient		39
Number of students tested		18

*\*The State of New Jersey provides Alternate Proficient Assessments (APA) for the most severe cognitively disabled students.*

**Subject:** *Mathematics*  
**Grade:** 5

**Edition/Publication Year:** *Annual*

**Test:** *NJASK/ESPA*  
*State of New*  
**Publisher:** *Jersey*

		<b>2005-2006</b>
Testing Month		March
<b>SCHOOL SCORES</b>		
"Proficient" plus "Advanced Proficient"		98
Advanced Proficient		58
Number of students tested		45
Percent of total students tested		100
Number of students alternatively assessed*		0
Percent of students alternatively assessed		0
<b>SUBGROUP SCORES</b>		
1. Asian		
"Proficient" plus "Advanced Proficient"		100
Advanced Proficient		67
Number of students tested		18

*\*The State of New Jersey provides Alternate Proficient Assessments (APA) for the most severe cognitively disabled students.*

**Subject:** Language Arts

**Grade:** 4

**Test:** NJASK/ESPA  
State of New

**Edition/Publication Year:** Annual

**Publisher:** Jersey

		2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month		March	March	March	March	March
<b>SCHOOL SCORES</b>						
"Proficient" plus "Advanced Proficient		98	100	93	87	98
Advanced Proficient		11	26	10	6	7
Number of students tested		44	42	42	54	46
Percent of total students tested		98	100	100	100	98
Number of students alternatively assessed*		1	0	0	0	0
Percent of students alternatively assessed		2	0	0	0	0
<b>SUBGROUP SCORES**</b>						
1. Asian Students						
"Proficient" plus "Advanced Proficient			100			
Advanced Proficient			47			
Number of students tested		9	15	9	7	8

*\*The State of New Jersey provides Alternate Proficient Assessments (APA) for the most severe cognitively disabled students.*

*\*\*Having reviewed the counts of subgroups for ethnic groups, students with disabilities, economically disadvantaged students, and Limited English Proficient students, the White student subgroup is the only subgroup that exceeds 10 students for 3 or more years.*

**Subject:** *Mathematics*  
**Grade:** *4*

**Test:** *NJASK/ESPA  
State of New  
Jersey*

**Edition/Publication Year:** *Annual*

**Publisher:** *Jersey*

	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
"Proficient" plus "Advanced Proficient"	95	98	88	89	83
Advanced Proficient	73	60	43	37	43
Number of students tested	44	42	42	54	46
Percent of total students tested	98	100	100	100	98
Number of students alternatively assessed*	1	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
<b>SUBGROUP SCORES**</b>					
1. Asian					
"Proficient" plus "Advanced Proficient"		100			
Advanced Proficient		80			
Number of students tested	9	15	9	7	8

*\*The State of New Jersey provides Alternate Proficient Assessments (APA) for the most severe cognitively disabled students.*

*\* \*Having reviewed the counts of subgroups for ethnic groups, students with disabilities, economically disadvantaged students, and Limited English Proficient students, the White student subgroup is the only subgroup that exceeds 10 students for 3 or more years.*

**Subject:** Language Arts  
**Grade:** 3

**Test:** NJASK/ESPA  
 State of New Jersey  
**Publisher:** Jersey

**Edition/Publication Year:** Annual

		2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month		March	March	March	March	March
<b>SCHOOL SCORES</b>						
	"Proficient" plus "Advanced Proficient"	95	90	98	N/A***	N/A***
	Advanced Proficient	7	21	14	N/A***	N/A***
Number of students tested		55	42	43	N/A***	N/A***
Percent of total students tested		98	98	100	N/A***	N/A***
Number of students alternatively assessed*		0	1	0	N/A***	N/A***
Percent of students alternatively assessed		0	2	0	N/A***	N/A***
<b>SUBGROUP SCORES**</b>						
1. Asian students						
	"Proficient" plus "Advanced Proficient"			100	N/A***	N/A***
	Advanced Proficient			19	N/A***	N/A***
Number of students tested		9	8	16	N/A***	N/A***

\*The State of New Jersey provides Alternate Proficient Assessments (APA) for the most severe cognitively disabled students.

\* \*Having reviewed the counts of subgroups for ethnic groups, students with disabilities, economically disadvantaged students, and Limited English Proficient students, the White student subgroup is the only subgroup that exceeds 10 students for 3 or more years.

\*\*\* The first operational administration of the state test for third grade students was in March 2004.

**Subject:** *Mathematics*  
**Grade:** 3

**Test:** *NJASK/ESPA  
State of New  
Jersey*

**Edition/Publication Year:** *Annual*

**Publisher:** *Jersey*

	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
"Proficient" plus "Advanced Proficient"	93	98	98	<i>N/A</i> ***	<i>N/A</i> ***
Advanced Proficient	45	60	67	<i>N/A</i> ***	<i>N/A</i> ***
Number of students tested	56	42	43	<i>N/A</i> ***	<i>N/A</i> ***
Percent of total students tested	100	98	100	<i>N/A</i> ***	<i>N/A</i> ***
Number of students alternatively assessed*	0	1	0	<i>N/A</i> ***	<i>N/A</i> ***
Percent of students alternatively assessed	0	2	0	<i>N/A</i> ***	<i>N/A</i> ***
<b>SUBGROUP SCORES**</b>					
1. Asian students					
"Proficient" plus "Advanced Proficient"			100	<i>N/A</i> ***	<i>N/A</i> ***
Advanced Proficient			75	<i>N/A</i> ***	<i>N/A</i> ***
Number of students tested	9	8	16	<i>N/A</i> ***	<i>N/A</i> ***

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*\* \*Having reviewed the counts of subgroups for ethnic groups, students with disabilities, economically disadvantaged students, and Limited English Proficient students, the White student subgroup is the only subgroup that exceeds 10 students for 3 or more years.*

*\*\*\* The first operational administration of the state test for third grade students was in March 2004.*