

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Michael Webb

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

Official School Name Victor Mravlag School No. 21

(As it should appear in the official records)

School Mailing Address 1014 South Elmora Avenue

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

Elizabeth

City

New Jersey

State

07202-3151

Zip Code+4(9 digits total)

County Union

State School Code Number* 39-1320-240

Telephone (908) 436-4860

Fax (908) 436-4880

Web site/URL http://sc.elizabeth.k12.nj.us/education/ E-mail webbmi@elizabeth.k12.nj.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Pablo Munoz

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

District Name Elizabeth Board of Education

Tel. (908) 436-5010

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Armando Da Silva

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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.

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 5 | % Asian or Pacific Islander |
| 12 | % Black or African American |
| 59 | % Hispanic or Latino |
| 24 | % White |

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 2 %

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

| | | |
|--------------|--|------|
| (1) | Number of students who transferred to the school after October 1 until the end of the year | 1 |
| (2) | Number of students who transferred from the school after October 1 until the end of the year | 4 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 5 |
| (4) | Total number of students in the school as of October 1 | 249 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | 0.02 |
| (6) | Amount in row (5) multiplied by 100 | 2 |

8. Limited English Proficient students in the school: 4 %
 10 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Spanish, Portuguese, and Punjabi

9. Students eligible for free/reduced-priced meals: 52 %
Total number students who qualify: 130

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: $\frac{2}{6}$ %
 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>1</u> | Autism | <u>1</u> | Orthopedic Impairment |
| <u>0</u> | Deafness | <u>1</u> | Other Health Impairment |
| <u>0</u> | Deaf-Blindness | <u>0</u> | Specific Learning Disability |
| <u>0</u> | Emotional Disturbance | <u>3</u> | Speech or Language Impairment |
| <u>0</u> | Hearing Impairment | <u>0</u> | Traumatic Brain Injury |
| <u>0</u> | Mental Retardation | <u>0</u> | Visual Impairment Including Blindness |
| <u>0</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) | <u>1</u> | <u>0</u> |
| Classroom teachers | <u>13</u> | <u>0</u> |
| Special resource teachers/specialists | <u>10</u> | <u>0</u> |
| Paraprofessionals | <u>8</u> | <u>0</u> |
| Support Staff | <u>3</u> | <u>0</u> |
| Total number | <u>35</u> | <u>0</u> |

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 $\frac{19}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95 % | 95 % | 94 % | 96 % | 94 % |
| Daily teacher attendance | 97 % | 97 % | 97 % | 97 % | 95 % |
| Teacher turnover rate | 0 % | 9 % | 0 % | 3 % | 0 % |
| Student drop out rate (middle/high) | 0 % | 0 % | 0 % | 0 % | 0 % |
| Student drop-off rate (high school) | 0 % | 0 % | 0 % | 0 % | 0 % |

Please provide all explanations below

During the 2005-2006 school year, the district opened two new schools. Two teachers left to assist in launching the new schools; another teacher also left that year. With such a small faculty, the nine percent teacher turnover rate reflects the departure of three teachers.

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

| | | |
|--|-----|---|
| Graduating class size | 0 | |
| Enrolled in a 4-year college or university | 0 | % |
| Enrolled in a community college | 0 | % |
| Enrolled in vocational training | 0 | % |
| Found employment | 0 | % |
| Military service | 0 | % |
| Other (travel, staying home, etc.) | 0 | % |
| Unknown | 0 | % |
| Total | 100 | % |

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Victor Mravlag School No. 21 is an extended day school serving children in prekindergarten through grade three in Elizabeth, New Jersey: one of the state's urban centers. Students in grades prekindergarten through one are drawn from the school's neighborhood community. Beginning in grade two, students from all over the city are admitted to the school based on demonstrated talents in one of four component areas: academics, performing arts, physical education, and visual arts. Working in concert with the upper elementary and middle schools that serve these students, the teachers and staff at School No. 21 work towards a clear mission: to provide excellent educational experiences and services to inspire every student to think, to learn, to achieve and to care.

Our school district's whole school reform model, Excellent Educational Experiences (E3) in Elizabeth, provides school leadership with a framework through which to refine our instructional program. Rooted in three areas of instructional focus (i.e. social emotional learning, language arts literacy, and mathematics), teachers work diligently to align curriculum, instruction, and assessment with student needs and state standards. Our instructional program features research-based teaching practices and materials, which include Open Court Reading/Language Arts and Everyday Mathematics. The school also considers the four component areas to assess student talent and uses this information as a framework to develop unique learning opportunities for individual students. Beginning in second grade, students experience elements of all four components: academics, visual arts, performing arts, and physical education. In the third grade, students are assigned to one of the four components based on individual abilities and interests, allowing them the opportunity to develop their strengths through a variety of learning experiences (e.g. studying piano/viola/violin, engaging in voice development, participating in visual arts programs, developing student-directed projects, taking part in various sports). Overall, our school's instructional emphases reflect our mission in fostering the development of the whole child through a rich array of practices.

To support this mission, School No. 21 has infused a number of innovative strategies and programs into its repertoire, including the use of school uniforms and implementation of a rigorous Reading Recovery program for first grade students. The school also maintains an afterschool academic program and afterschool arts program. Every classroom at Mravlag School is equipped with state-of-the-art technological equipment which includes a minimum of four computers, a printer, and a teacher's computer station with a SMART Board. The school also maintains a wireless laptop cart that holds 25 computers, all of which have internet access and a complete inventory of educational software. With the assistance of their teachers, children regularly engage in the use of technology, further bolstering the skills and knowledge so necessary for 21st century citizens.

Daily, the entire school community challenges students to think and perform at high levels of achievement and demonstrate our most treasured values: integrity, perseverance, and kindness. To support this effort, the school maintains eleven highly qualified classroom teachers, two full time tutors, a special education teacher, guidance counselor, social worker, technology coordinator, and family liaison. The Instructional Leadership Team comprised of teachers, as well as the principal and an instructional coach, work to develop methods and expectations for our students' academic success; currently, the ILT has developed several school-wide goals around an instructional focus on writing skills. School No. 21 also features a highly active and supportive PTA, who facilitate the connection between school and students' homes. Together, our team members work to support our students and each other in pursuit of our mission: to provide excellent educational experiences and services to inspire every student to think, to learn, to achieve and to care.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

New Jersey's statewide assessment system is designed to measure the extent to which students are performing in accordance with New Jersey's Core Content Curriculum Standards (NJCCCS). NJCCCS clearly define what students should know and be able to do at each grade level. Presently, statewide assessments are implemented in grades three, four, five, six, seven, eight, and eleven. The statewide assessment for third grade is the New Jersey Assessment of Skills and Knowledge 3 (NJ ASK3) which began in 2003. Part VII of this application includes NJ ASK3 results from the past four academic years.

The NJ ASK3 scores are reported as scale scores with a range of 100 to 300. Scores at or above 250 indicate 'advanced proficiency'. Scores from 200 to 249 indicate 'proficiency'. Children scoring at these levels meet or exceed the New Jersey State standards. Scores below 200 indicate performance at a level of 'partial proficiency'. Children performing at this level have not met the standards set forth by the State of New Jersey. Further information related to the New Jersey assessment system may be found at www.state.nj.us/njded/assessment.

In language arts literacy, the NJ ASK3 assesses skills in four content clusters: writing, reading, interpreting text, and analyzing text. The NJ ASK3 designated 1.1% of Mravlag students as partially proficient, 74.7% as proficient, and 24.2% as advanced proficient (Spring 2007 NJ ASK3 Cycle II Report). This data shows that 98.9% of third grade students are performing at or above levels of proficiency in accordance with New Jersey standards for language arts literacy. There are no significant disparities among subgroups.

In mathematics, the NJ ASK3 assesses skills in four content clusters: numerical operations, geometry/measurement, patterns/algebra, and data analysis/probability/discrete mathematics. The NJ ASK3 designated 1.1% of students as partially proficient, 20.9% as proficient, and 78% as advanced proficient in mathematics (Spring 2007 NJ ASK3 Cycle II Report). This data shows that 98.9% of third grade students are performing at or above proficient levels in accordance with NJCCCS for mathematics. There are no significant disparities among subgroups.

2. Using Assessment Results

The NJ Department of Education (DOE) provides cluster performance data (i.e. how students perform in specific areas of skills and knowledge) in terms of Just Proficient Means (JPM). JPM are the statewide raw score means for students whose scale score is 200. Teachers analyze the JPM data and determine which students require interventions in any of the content cluster areas (e.g. analysis of text, numerical operations). JPM data is analyzed by grade, by class group, and by individual student. Teachers keep this information readily available when lesson planning in order to align instructional interventions with students' individual needs and curricular outcomes.

Classroom instruction occurs in 90-minute blocks of time in which teachers are able to differentiate instruction. Learning centers, developed using JPM data, are carefully tailored to support instructional goals, allowing the teacher to work with individual students and small groups of students. These learning centers are targeted, prescriptive activities that provide students with supplemental instruction, enrichment, and authentic technological learning experiences.

The faculty has identified a school-wide instructional focus to improve student writing through the utilization of benchmark writing assessments and journaling. This school-wide focus unites the school in a common goal that is a necessary component of every content area. It is infused throughout the curriculum of all disciplines, including health, the arts, social studies, science, and foreign languages.

Throughout the school year, student work is systematically collected and organized. This portfolio collection is used by the teacher and student to monitor growth of the student's skills and learning dispositions. Teachers use the student portfolios in order to further develop their instructional practices. The portfolios are also used in tandem with other student assessment data to determine eligibility for the school's after-school program. The program provides targeted, academic support for students in need or enrichment activities.

Teachers meet daily in grade levels to examine student work, including individual student writing, and formative data gathered in the classroom. They then collaborate, sharing thoughts and concerns. This professional discourse maintains a healthy morale and provides much needed opportunities for planning and reflection. This time set aside to reflect on curriculum, instruction, and assessment is crucial to improving student and school performance.

3. Communicating Assessment Results

High levels of student, parent, and community involvement are among the school's most important priorities. For this reason, Mravlag School maintains a School Leadership Council (SLC). The SLC is comprised of staff, parents, and community-members and acts as a steering and planning committee for the school community. The actions of the SLC have served to facilitate communication regarding school performance and student achievement.

In order to foster open communication with parents and the community at large, assessment results are reviewed at public Board of Education meetings and published in local newspapers. The school district also offers links to all schools' performance data and state report cards on the district website. In order to communicate assessment results to parents directly, the school schedules numerous opportunities for parent-teacher conferences where results are reviewed and instructional plans are discussed. In addition, after yearly standardized assessment scores are reported, parents are contacted by the principal outlining school results in content cluster proficiencies (i.e. specific academic skills). Communication to parents includes individual student reports that illustrate the child's proficiency levels in an easy-to-read bar graph, as well as other pertinent data. Parents are then invited to further contact the school with any requests for further clarification.

Assessment results are communicated to students through frequent, teacher-student dialogue and targeted instructional planning. Students also participate in special events scheduled throughout the year, allowing them the opportunity to engage in hands-on learning experiences with their parents. On Math Night, parents work with their children on problem-solving activities aligned with the New Jersey curriculum standards. On Family Literacy Night, parents work with their children on writing and reading skills aligned with the NJASK 3. During American Education Week, parents and guardians visit the school and sit in on classroom lessons. These special events provide further opportunities to communicate assessment specifications and results to parents and students.

4. Sharing Success:

Sharing successful practices is an important aspect of our district's professional learning community. It is in openly sharing successes and failures that school communities strengthen their professional bonds. Mravlag School works in concert with its sister upper elementary and middle schools through shared faculty and collaborative teaming. The goal of these cooperative efforts is to improve instructional continuity and provide students with high quality educational experiences. Our schools have also collaborated through joint community service projects, performing arts events, and extracurricular activities. In addition, the school has participated in joint professional development opportunities focusing on student-centered instructional planning and educational technology. Monthly submissions to the school district newsletter, Excellence News, have highlighted a number of these efforts and assisted in communicating Mravlag School's successes to the broader community.

Mravlag instructional coaches meet regularly with teachers in order to monitor intervention strategies that impact student progress and review effective instructional methods; these efforts support lesson planning tied to specific learning outcomes. Instructional coaches assist teachers in the administration, collection, analysis and dissemination of formative and summative assessment results to facilitate the use of data in teacher decision-making with regards to student achievement. Instructional coaches and teachers participate in monthly professional development days which afford the opportunity to meet with educators from across the city, collaborating and sharing to improve all areas of instructional planning and school management.

Mravlag School maintains an Instructional Leadership Team (ILT) that meets weekly with school leadership. At these meetings, the team reports promising practices that can be modified or adapted for use in other schools. Through the ILT, issues regarding performance data, student relationships, school climate, individual student needs, failure prevention, and student recognition are reviewed. The ILT brainstorms, plans, implements, and reviews policies and procedures

aimed at continued success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Reading/Language Arts: To improve student literacy, Mravlag teachers use standards-driven instruction, a system of ongoing assessments (e.g. formative and summative benchmark testing, Developmental Reading Assessment 2), and Open Court curriculum materials. Our balanced literacy program features an organized, explicit scaffolding of skills and strategies aimed at improving student proficiency in the language arts, including reading, writing, speaking, viewing and listening. In keeping with our school focus on writing skills, student work emphasizes writing as an iterative process leading to tangible reflections of children's best work. Other research-based practices in our literacy curricula include cooperative learning, thematic instruction, and guided reading.

Mathematics: Our mathematics curriculum draws on continual assessment (e.g. benchmark testing, portfolios), tight alignment between instruction and state standards, and materials from the Everyday Mathematics program. Building on the intuitive and concrete foundations of student knowledge, teachers gradually expose children to abstract and symbolic mathematical principles. Students address real life mathematical situations through cross curricular activities and develop skills in problem solving, arithmetic, estimation, mental math, and algebra. Through individualization, small group study, and enrichment activities, children have the opportunity to become actively involved in their learning. Other research-based practices in our mathematics curriculum include the use of educational technology, journal writing, exploratory studies, manipulatives, learning centers, mathematical games, and use of children's literature.

Visual Arts and Performing Arts: The performing and visual arts curricula are the foundation of a comprehensive and sequential program that develop not only skilled musicians and artistic individuals, but students who love and appreciate all styles of art. All students participate in weekly general lessons aligned with the state standards. Within visual arts, students have opportunities to explore a variety of media and techniques fostering the development of artistic problem solving strategies. In performing arts, students have the opportunity to explore the recorder, piano, clarinet, trumpet, and strings instruments. Students also participate in a weekly chorus class. Through our music and visual arts curricula, students gain an understanding of the influences of fine arts throughout history and across world cultures.

Science: The science curriculum is rooted in hands-on student work, ongoing assessment, and materials developed for the Full Option Science System (FOSS). Students learn important scientific knowledge and skills as they develop critical thinking skills through questioning, investigation, and analysis. Students utilize multiple learning modalities to attain scientific literacy and explore the natural world.

Social Studies: The social studies curriculum focuses on developing community among students, teachers, and parents. Instruction is aligned with state standards and focuses on community issues, government, geography, and American history. Teachers emphasize emergent citizenship and the rights, duties, and privileges associated with participation in a democratic society. Students also develop projects related to both curricular content (e.g. mock elections) and service learning. In terms of the latter, our students have been involved in numerous community activities since the school's inception; recent examples include the procurement of Thanksgiving baskets for needy families, donation of food and clothing to victims of a recent fire in our community, and raising funds for both St. Jude's Children's Research Hospital and victims of Hurricane Katrina.

Foreign Language: Students receive instruction in French and Spanish and are involved in exploratory activities using multiple instructional approaches including music, multimedia presentations, children's literature, and storytelling. The understanding of a second language opens the door to more advanced study in the future and deeper understanding of the cultural diversity present in today's global marketplace.

2a. (Elementary Schools) Reading:

Victor Mravlag School utilizes a balanced literacy curriculum rooted in an organized and explicit scaffolding of skills. Teachers instruct students as a means to expand their insights and background knowledge, facilitating the comprehension process and the development of student understanding across the curriculum. Lessons are aligned with New Jersey Core Curriculum Content Standards (NJCCCS) and promote student learning through

developmentally appropriate learning experiences.

The language arts literacy block period of 90 minutes is divided into two parts: 30 minutes of high-quality whole group instruction and 60 minutes of guided reading (i.e. small group instruction based on individual student needs). During the first 30 minutes of instruction, teachers pose anticipatory questions to stimulate students' background knowledge, model thinking aloud, and utilize Bloom's Taxonomy to form critical questions about the literacy experience that move beyond simple comprehension. The remaining 60 minutes is spent in small group instruction and individualized learning centers that focus on content and skills discussed during the whole group lesson. During this time, teachers meet with students for targeted instruction and guided reading lessons. Throughout this block, teachers also conduct teacher-student conferences where students receive the individual support and feedback needed to succeed.

Classrooms radiate energy with creative lessons and learning centers aligned with NJCCCS. Writing centers provide opportunities for students to explore instructional themes studied in class and promote creativity by fostering the use of imagination. Students also engage in peer-editing activities to improve their writing. Based on the work ideas of Irene Fountas and Gay Sue Pinnell, each classroom houses an extensive library with a variety of genres that allow students to become independent readers. Students use the Renzulli Learning Differentiation Engine to work with engaging, individualized resources specifically selected for their interest areas and diverse learning styles. Software and internet sites aligned with the reading series are used in the technology center; students also engage in theme based projects which correlate to material being taught in class.

Teachers chose Open Court to frame our language arts literacy curriculum for many reasons. The division of reading bands concentrates on specific areas of literacy which facilitates learning. Additionally, the decodable books found in the program help students practice fluency and attain mastery of phonetic concepts. Finally, Open Court provides students with a spiraled academic program throughout primary grade levels, enabling pupils to continually revisit and reinforce strategies and skills necessary to become proficient readers.

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

Social Studies:

One of Mravlag School's most important goals is to prepare our students to be active members in a diverse, democratic society. We seek to develop a learning community of students, teachers, and parents to meet this challenge. Our social studies curriculum is aligned with state standards and encompasses both teacher-developed service learning projects and materials from the Harcourt Horizons series'all of which serves to support the development of emergent citizenship.

The local community, teachers, guidance counselors, social worker, parent liaison, student council, and PTA work in tandem to develop service learning experiences for our students in pursuit of our school mission. Such activities have included our multi-year effort to raise funds for St. Jude's Children's Research Hospital (i.e. more than \$12,000 raised over the last five years), our yearly Thanksgiving food drives, penny drives aimed at supporting victims of Hurricane Katrina, support for Locks of Love through student donations, and efforts to assist those in need within our local community (e.g. recent drive to collect clothing and food supplies for victims of a local fire). Throughout these efforts, parent involvement in our social studies program has been significant. Parents interact with children through homework, projects, and active discussions around civics and citizenship.

Active inclusion of students with special needs in our school community also fosters our social studies curriculum's emphasis on diversity and democracy. As a preparation for each school year, teachers meet to disseminate information about students with special needs and make necessary plans for a smooth transition into a new year; no effort is spared to allow all students to thrive socially, emotionally, and academically. School staff and parents also work to educate the student body and work as a support for students in

need. This practice not only supports students with disabilities, but offers general education students important lessons about diversity and compassion. In the past two years, the school community has rallied together to support two unique children, one having Dystrophic Epidermolysis Bullosa and another with prosthetic legs. Through an ethic of service and our shared values of integrity, perseverance, and kindness, the school helps to prepare students for 21st century citizenship.

4. **Instructional Methods:**

Victor Mravlag School's instructional methods are aligned closely with our mission: to provide excellent educational experiences and services that will inspire every student to think, to learn, to achieve, and to care. To meet this mission, the faculty has focused on several research-based instructional practices, including:

- high-quality whole group instruction
- flexible grouping (e.g. guiding reading, small group, one-on-one, peer-to-peer)
- ongoing analysis of standardized assessment results
- ongoing measurement of student growth through district benchmarks and diagnostic testing (e.g. Measures of Academic Progress [MAP], Dynamic Indicators of Basic Early Literacy Skills [DIBELS], Developmental Reading Assessment 2 [DRA2])
- collaborative vertical and horizontal planning
- promotion of social-emotional competencies
- challenging enrichment activities for gifted students
- incorporation of the Renzulli Learning Differentiation Engine and additional tools to support technological literacy
- use of individualized learning centers to address the needs of all students

The school's instructional methods are prescriptive and student-centered. Teachers rely on ongoing assessment to develop high-quality instruction that is geared to the needs of individual learners.

5. **Professional Development:**

Our school is committed to providing teachers with high-quality professional development opportunities which have been essential in strengthening teachers' knowledge and skills and, consequently, that of our students. Our school district incorporates four days into the school calendar to provide teachers with sufficient time for organized professional development activities. In addition, our principal and instructional staff utilize common preparation periods to align professional development with daily work experiences.

Our instructional teams at Mravlag School use teacher, district, state, and national assessments as guidelines for implementation of best practice. Mravlag School teachers focus collaborative efforts on a shared vision of exemplary teaching and learning. To this end, professional development in our school is planned collaboratively by our School Leadership Council and reflects the needs and concerns of the school community.

School leadership engages in constant research and reflection to invigorate the teaching we offer through new initiatives. Implementation of the Renzulli Learning System in our school is a recent example. This learning system, based on research developed at the University of Connecticut, uses technology to provide students with challenging and differentiated curricular choices based on individual strengths, interests, and learning styles.

Teachers at Victor Mravlag School are highly motivated to advance their professional knowledge and skills. Many of our teachers elect to participate in professional development activities outside of those sponsored by our school district, attend summer institutes, network with other teachers, and pursue advanced degrees and credentials. Several teachers at our school are engaged in graduate studies at local universities; indeed, more than 75% of the instructional staff has attained masters or doctoral degrees.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test New Jersey Assessment of Skills and Knowledge 3
Edition/Publication Year NA Publisher Educational Testing Services

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | March | March | March | March | March |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| % Proficient plus % Advanced | 99 | 98 | 97 | 96 | |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 24 | 10 | 12 | 7 | |
| Number of students tested | 91 | 94 | 99 | 101 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | |
| SUBGROUP SCORES | | | | | |
| 1. African American | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 96 | 100 | |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 11 | 5 | 8 | 0 | |
| Number of students tested | 18 | 20 | 24 | 22 | |
| 2. Hispanic | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 98 | 100 | 98 | 98 | |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 23 | 8 | 15 | 52 | |
| Number of students tested | 52 | 48 | 47 | 42 | |
| 3. Economically Disadvantaged | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 98 | 100 | 96 | 98 | |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 21 | 8 | 11 | 4 | |
| Number of students tested | 61 | 48 | 53 | 49 | |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | March | March | March | March | March |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| % Proficient plus % Advanced | 99 | 97 | 98 | 97 | |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 78 | 69 | 69 | 51 | |
| Number of students tested | 91 | 94 | 99 | 101 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | |
| SUBGROUP SCORES | | | | | |
| 1. African American | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 96 | 100 | |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 78 | 60 | 67 | 46 | |
| Number of students tested | 18 | 20 | 24 | 22 | |
| 2. Hispanic | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 98 | 98 | 98 | 93 | |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 75 | 75 | 68 | 7 | |
| Number of students tested | 52 | 48 | 47 | 42 | |
| 3. Economically Disadvantaged | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % Proficient plus % Advanced | 98 | 98 | 96 | 98 | |
| % "Exceeding" State Standards | | | | | |
| % Advanced | 75 | 73 | 68 | 51 | |
| Number of students tested | 61 | 48 | 53 | 49 | |
| 4. | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | | |
| % "Exceeding" State Standards | | | | | |
| Number of students tested | | | | | |

**FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS**

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 3 Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | | | |
| SCHOOL SCORES* | | | | | |
| Total Score | | | | | |
| Number of students tested | | | | | |
| Percent of total students tested | | | | | |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. | | | | | |
| Number of students tested | | | | | |
| 2. | | | | | |
| Number of students tested | | | | | |
| 3. | | | | | |
| Number of students tested | | | | | |
| 4. | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATIO | | | | | |

Subject Math Grade 3 Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | | | | | |
| SCHOOL SCORES* | | | | | |
| Total Score | | | | | |
| Number of students tested | | | | | |
| Percent of total students tested | | | | | |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. | | | | | |
| Number of students tested | | | | | |
| 2. | | | | | |
| Number of students tested | | | | | |
| 3. | | | | | |
| Number of students tested | | | | | |
| 4. | | | | | |
| Number of students tested | | | | | |

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|
| NATIONAL MEAN SCORE | | | | | |
| NATIONAL STANDARD DEVIATIO | | | | | |