

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 A Pallante

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

Official School Name Robert Treat Academy Charter School, Inc.

(As it should appear in the official records)

School Mailing Address 443 Clifton Avenue

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

Newark

New Jersey

07104-1339

City

State

Zip Code+4(9 digits total)

County Essex

State School Code Number* 80-7730-970

Telephone (973) 482-8811

Fax (973) 482-7681

Web site/URL www.roberttreatacademy.org

E-mail mapallantera@aol.com

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. Michael A Pallante

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

District Name Robert Treat Academy Charter School, Inc. Tel. (973) 482-8811

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. Ralph J Ciallella

(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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 1 Elementary schools
 _____ Middle schools
 _____ Junior High Schools
 _____ High schools
 _____ Other
 _____ 1 TOTAL
2. District Per Pupil Expenditure: _____ 10807
 Average State Per Pupil Expenditure: _____ 13169

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 are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 10 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students 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
Pre K			0	7	19	31	50
K	22	28	50	8	18	33	51
1	29	20	49	9			0
2	24	26	50	10			0
3	20	30	50	11			0
4	28	22	50	12			0
5	22	28	50	Other			0
6	22	27	49				
TOTAL STUDENTS IN THE APPLYING SCHOOL							449

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 2 | % American Indian or Alaska Native |
| 17 | % Asian or Pacific Islander |
| 78 | % Black or African American |
| 3 | % Hispanic or Latino |
| 3 | % 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	4
(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)]	8
(4)	Total number of students in the school as of October 1	450
(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: 1 %
- | | |
|---|---|
| 3 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 65 %

Total number students who qualify: 291

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: $\frac{6}{26}$ % 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>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>1</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>2</u>	Specific Learning Disability
<u>3</u>	Emotional Disturbance	<u>19</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</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>2</u>	<u>1</u>
Classroom teachers	<u>32</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support Staff	<u>2</u>	<u>0</u>
Total number	<u>47</u>	<u>1</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 $\frac{14}{1}$: 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	97 %	96 %	96 %	97 %	97 %
Daily teacher attendance	96 %	97 %	96 %	96 %	96 %
Teacher turnover rate	5 %	3 %	3 %	%	%
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

PART III - SUMMARY

At first, students at Robert Treat Academy Charter School seem typical of Newark District students. They are urban, minority children from economically disadvantaged families who face all the challenges of growing up in the inner city. But the similarities end there. RTA's students consistently score in the top ten percent on New Jersey's annual tests. A significant number have participated in the Johns Hopkins Center for Talented Youth and they go on to attend some of the most prestigious secondary schools in the country.

Visitors are always impressed with the cleanliness of the school and the appearance of the students in their green and white uniforms. They look you in the eye when they speak to you and they look happy to be here ' they smile. It's about the culture of success built carefully over the past ten years. When RTA opened in 1997 as part of New Jersey's first cohort of charter schools, a lottery was utilized to randomly select 100 students in kindergarten and first grade. Using the lottery system, the school grew slowly, adding a grade each year until we reached grade eight in 2004-05. During that time, we developed a learning community with an atmosphere where success is valued and academic achievement is something for which students strive. It's 'cool' to be smart at RTA. All children participate including special needs students who attend general education classes with additional support provided by a resource room.

Character education isn't a class we teach; it is embedded in everything we do. The entire school community comes together for a daily morning ceremony, the main vehicle for getting our message to students. This time is used to motivate students, build their self-esteem and teach them the importance of hard work, kindness to others, and always being the 'best they can be'.

The school day is longer; the school week is longer (Saturday classes); the school year is longer (205-210 days). All this additional time-on-task allows our students to perform at higher levels. An extended school day (until 5:30 p.m.) offers remediation in math and language arts to struggling students and enrichment activities including the Debate Club, Intramurals, the Student Newspaper, the Wall Street Club and Peer Tutoring. Student government offers ownership opportunities. Community Service is a requirement for graduation.

RTA was founded by a community-based organization, The North Ward Center, led by former educator, Stephen N. Adubato. The vision was to develop a school with a total commitment to high academic standards and socially acceptable behavior. Our ongoing relationship with the Center strengthens the Academy and teaches us the value of using outside resources. Through partnerships with community groups we provide students with activities like T-Ball and Little League Baseball, Soccer and Basketball. A distance learning dance program was piloted through a relationship with the NJ Performing Arts Center. In university partnerships with Princeton, Seton Hall, Kean and Rutgers universities, we train student teachers and participate in research projects. Parent participation is valued and expected at the Academy. More than 75% attend monthly meetings and 100% attend parent conferences twice a year.

Over the years RTA has been honored for student achievement. In 2004, Channel 12 News chose RTA as the winner of the School Bell Award given to one elementary school annually. Banners proclaiming us as a 'Just for the Kids NJ Benchmark School' for each of the last four years hang in our lobby. We were named one of three 2005 New Jersey Title I Schools of Distinction.

Visitors always ask how we do what we do. A qualified, committed teaching staff and strong leadership are key. Principal Michael A. Pallante has led the school since 1998. In the end though, it comes down to two things: high expectations and hard work.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In addition to creating an entity for parental school choice, New Jersey's Charter School Program Act of 1995 required these experiments in education to 'establish a new form of accountability for schools'. Believing this to be the most important charge to charter schools, the founders of Robert Treat Academy (RTA) included in its charter application a plan to measure student achievement using a nationally-normed standardized test. The Stanford Achievement Test, 9th Edition (SAT-9) is administered annually in grades K-7.

New Jersey began its statewide accountability program with the introduction of testing in Language Arts/Literacy, Mathematics and Science in three benchmark grades - four, eight and eleven in 1999. RTA opened with kindergarten and grade one in 1997. In 2001 our first fourth grade class became eligible for the Elementary School Proficiency Assessment (ESPA)/New Jersey Assessment of Skills & Knowledge (NJ ASK4). In 2005 our first eighth grade class became eligible for the Grade Eight Proficiency Assessment (NJ GEPA). Testing in Language Arts/Literacy and Mathematics began in third grade (NJ ASK-3) in 2002 and in grades five through seven (NJ ASK 5-7) in 2005. One hundred percent of all RTA students including Special Education and Limited English Proficient students are tested.

All three tests are designed to measure the progress of students in meeting New Jersey's Core Curriculum Content Standards (NJCCCS). Student mastery of these skills is tested and scored using three categories: Partially Proficient (100-199), Proficient (200-249) and Advanced Proficient (250-300). Scores in the Partially Proficient range do not meet the state's minimum standards. Information on the NJ assessment program can be found at www.nj.gov/education/assessment.

The Academy's scores on the ESPA/NJ ASK and the GEPA are provided in the tables beginning on page 12. In each test area and in every testing year, RTA's mean scores have been significantly higher than the state's mean scores. On the NJ ASK-3 we present four years of data. In Language Arts/Literacy, first year results were 91.8%. Scores increased and peaked with 100% of students meeting or exceeding state standards. Scores in the Advanced Proficient category increased steadily, reaching 32.7% in 2006-2007.

On the ESPA/NJ ASK-4, we report the desired five years of data. Language Arts/Literacy results in the lowest scoring year was 97.8%, peaking at 100% for two consecutive years. On the GEPA, we report data gathered over a three year period. In Language Arts/Literacy our students' scores in the Advanced Proficient range have steadily increased, nearly doubling in 2006-2007.

In Mathematics, NJ ASK-3 scores began at 91.8% and increased steadily, reaching 100% Proficient in each of the last two years. Advanced Proficiency scores reached 59.6% in 2006-2007. The ESPA/NJ ASK-4 Mathematics scores reached 98.0%. Advanced Proficient scores reached 50.0% in 2006-2007. In 2006-2007, after increasing in each test year, GEPA Mathematics scores reached 93.1% with Advanced Proficient scores peaking at 34.9%

NJ ASK-4 Science results ranged from 95.8% and 100% with Advanced Proficient scores peaking at 56.3% while GEPA Science scores reached 93.0% Proficient and 30.2% Advanced Proficient in 2006-2007.

Statewide testing results for grades five through seven range between 98.1% and 98.7% in Language Arts/Literacy and between 84% and 100% in Mathematics. No disaggregated data is available for the NJ ASK 5-7.

Stanford Achievement Test results in Reading, Mathematics and Language Arts are reported in Normal Curve Equivalents (NCE's) beginning on page 26. Scores were available from 1997 through 2007 and are reported for the past five years on each grade level. The Academy uses item analysis data to determine individual student deficiencies and teaching patterns and for the longitudinal study of students. The data is used to plan for the upcoming school year.

With regard to sub-groups, we report disaggregated data for Hispanic students, Economically Disadvantaged students and Black students (when the sub-group size of ten was reached). No disparities exist for any sub-group.

2. Using Assessment Results

Student achievement is constantly assessed at RTA. Two certified teachers or a certified teacher and a highly qualified teacher assistant are assigned to every classroom. By using this staffing method, RTA allows teachers to assess student progress as a team, using chapter and unit tests, homework, quizzes and teacher-made tests. RTA's Curriculum Assessment Committee focuses on accountability for academic goals by setting benchmarks for each subject area. In horizontal grade level meetings the curriculum is reviewed to assure its correlation to and alignment with the NJ CCCS. In vertical grade level meetings the committee identifies gaps that occur in the curriculum from grade to grade and develops a corrective action plan. Student data is used to select participants for remediation during the regular school day and the extended school day program. Academy students have scored consistently in the top ten percent of New Jersey schools in Language Arts/Literacy and Mathematics.

3. Communicating Assessment Results

RTA believes that the communication of assessment data to parents sets the stage for high academic achievement. There are five formal progress reports issued at 40 day intervals. In the interim, a narrative report is issued. There are ten reporting cycles annually. At a Parent Council meeting the principal provides an explanation of student scores on both the NJ ASK/GEPa and the SAT-9. In addition, the Annual Principal's Report provides parents with an interpretation and understanding of data comparing the students at RTA to all New Jersey students. Two required parent/teacher conferences are held each year to provide continuous reporting of student achievement. Parents also receive monthly newsletters from both the classroom teachers and the administration. Teachers post homework and messages to parents on the internet weekly. Reporting of student progress to the community-at-large takes place at public meetings of the Board of Trustees, RTA's governance structure, and through reports to the Academy's community-based partner organizations.

4. Sharing Success:

RTA believes in its role as a laboratory for innovation in education. Sharing our success with other schools (charter, public and private) is part of our mission. In 2005 and 2006, the Academy was the recipient of a National Charter School Dissemination Grant. In partnership with The New Jersey Charter Public Schools Association, RTA hosted a Tenth Anniversary Summit attended by over 250 charter school teachers and administrators, professional development providers and the staff of the NJ Charter Schools Office. Over two days, seminars and workshops provided professional development opportunities. An awards ceremony recognized top performing schools and the successful practices of other charter schools. A website was created to provide information on charter schools to the educational community and the public. During the second year, RTA and the other high performing schools provided individual technical assistance to other charters, through its Leader to Leader program. An anthology of best practices was also created and distributed statewide. RTA has received a great deal of positive press coverage over the years which we use along with an annual informational brochure to share our story with the public. RTA is a NJ registered professional development provider. Our university partnerships create student teaching opportunities. RTA's principal and Kean University created a distance learning project used for teacher training. For several years we have hosted aspiring urban charter school leaders from Building Excellent Schools, a Boston-based organization.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Academy provides a comprehensive and varied curriculum program designed to meet the needs of all students. The goal of the curriculum is to provide students with the framework and skill sets to achieve academic proficiency, develop into responsible citizens, meet the rigors of high school and to meet the challenges of technologically advanced work environments. As mandated by NJAC6A:8 our curriculum is aligned to the NJCCS and is managed through curriculum alignments for each grade level.

Language Arts: The program focuses on spelling, vocabulary, writing process strategies, grammar, speaking, listening, and communication skills. Students practice the writing process daily for a variety of purposes including creative and essay writing. Students in all grades produce monthly writing samples to evidence progression through the process. Students in 8th grade apply their writing skills when completing high school applications which include short answer responses and extensive essay writing. The language arts program works in tandem with our reading program.

Math: The program incorporates essential skills through the use of manipulatives, cross content activities (science) and real world applications. Students are grouped heterogeneously with the exception of 7th and 8th grades. Depending on math ability, 7th grade students are instructed in general math or pre-algebra and in 8th grade, in general math or algebra-1. Students spend 30 minutes per day on The Success Maker Program. This technology based program is designed to supplement teacher instruction in math by individualizing instruction to the specific needs of each student.

Science: To meet the federal government's educational agenda for schools to better prepare students in science and math the Academy has invested considerable resources into implementing a comprehensive science program. In our state of the art science laboratory our inquiry-based, hands on program, teaches students to ask questions, experiment, develop theories, and communicate ideas. The three areas covered are Life, Physical, and Earth Sciences. The science program relies upon the application of math skills and seeks to have students make real life connections between these two content areas.

Social Studies: The program focuses on the concept of what it means to be a good citizen and a contributing member of society. Transferring what is taught in school students are able to make real life applications through a wide variety of activities, including, community service, peer tutoring, student government, and participation in cultural events. Students are taught these concepts and ideas through the study of New Jersey, United States and World Histories, Civics, Economics and Geography.

Technology: Students receive developmentally appropriate instruction in a 30 station computer laboratory and on 5 networked computers in each classroom. Students are expected to apply the learned skills in cross-content projects. For example, they do internet searches to accumulate data and produce projects using appropriate presentation applications.

World Language: Spanish is taught in grades Kindergarten through 8th grade. In grades 6th through 8th the program is accelerated into a multimedia technology language laboratory. The program focuses on four key spiraling language skills; listening, reading comprehension, speaking, and writing.

Visual & Performing Arts: The arts program is a process where students develop and practice sensory skills, learn a unique symbol system, and mature with an understanding of the parts and the whole of musical and graphic composition. The program is designed and implemented with the use of printed texts, historical and cultural recordings, live performances, technology, and instruments such as recorders and Orff. Skills and concepts are further developed through small group instruction in our Music Technology Laboratory, where students learn piano and music composition. Band, Orchestra, and Chorus programs prepare our graduates for participation and synthesis in high school art

and music programs.

Physical Education: Through sports, movement and health instruction all students participate in a developmental program that teaches personal health, fitness, and safety. Exposure to a variety of activities and instruction fosters an understanding of maintaining a healthy lifestyle, theories concerning fitness, teamwork, cooperation and sportsmanship.

2a. (Elementary Schools) Reading:

The program is basal based with strong emphasis placed on phonics and decoding in the lower grades. The program is constructed with scaffolding skills to maximize mastery. The program places strong emphasis on teaching reading strategies; visualizing, predicting, asking questions, making connections, monitoring and clarifying, summarizing, and when necessary adjusting reading rate. Reading instruction emphasizes pre-reading, reading for purpose, and inquiry and investigation.

The program utilizes research-based SRA Open Court to provide the vehicles for grade appropriate reading material. Additional reading material is provided in our 10,000 volume library where stacks are grade coded. Through these two reading material sources students are exposed to all reading genres.

Our reading program was designed to address the issue of students who come from homes that are not language rich. Hence the deliberate emphasis on phonemic awareness, phonics, and word attack skills. Intensive remedial instruction is given to those students deemed 'at risk' in Kindergarten and first grade using the Reading Recovery and Wilson Reading methods. In the middle grades students progress to more complex anthology and novel reading. These more complex texts provide students with the opportunity to utilize higher order thinking skills and discuss real world issues and dilemmas. Students spend 30 minutes per day on The Success Maker Program. This technology based program is designed to supplement teacher instruction in reading by individualizing instruction to the specific needs of each student.

3. Additional Curriculum Area:

The HSP is offered as an additional curriculum area because we feel it exemplifies the goal of our curriculum and defines the work of RTA within the framework of our mission. The uniqueness of this program is due to the fact we are a one school urban district. Thereby, the status quo of sending our students off to district high schools does not exist.

The objective of HSP is to ensure students are given the opportunity to be placed in high schools that best meet their needs and abilities both academically and socially. HSP is the culmination of the desired effect of the Academy's curriculum and RTA's New Venture's Curriculum which is to adequately prepare students for a wide variety/range of high schools. HSP's curriculum has four components; 1. The New Ventures Curriculum is a comprehensive preparation plan to address issues related to transition from elementary to high school. This component provides a curricular framework to support sixth, seventh, and eighth grade students in the development of essential academic and social adjustment skills, habits, and attitudes required for success in high school. Major emphasis is placed upon the development of practices that will ease the transfer to high school, promote academic achievement, maintain student placements and provide teacher development. 2. Student Education: In addition to core instruction, Saturday Academy prepares and guides students through the high school application process which includes instructional preparation for admission testing. HSP draws heavily upon the Language Arts/Literacy curriculum to assist students through the variety of required essays. 3. Parent Education: Prepares and guides parents by providing application and financial aid workshops. This component includes educating parents about school choice. An integral part of this education comes in the form of Interview Day where more than 40 schools visit RTA to provide information and interview students and parents to determine the viability of their candidacy. 4. Alumni Program; is designed to track academic and social progress of alumni to ensure students are making adequate adjustments. This component is designed to accomplish its work by establishing, cultivating, and maintaining ongoing communications

with Alumni, Alumni parents, and high school advisors by assisting in corrective action plans for students when necessary.

Over the past three years our students have been offered \$12 million dollars in financial aid and merit scholarships to selective private day and boarding schools including Phillips Academy Andover, Phillips Exeter Academy, Choate Rosemary Hall, St. Paul's School, Episcopal High School, and The Lawrenceville School.

4. Instructional Methods:

In order for teachers to meet the demands of our mission of holding all students to the high standards of our accelerated curriculum, RTA relies upon a variety of teaching strategies, instructional methods, and classroom configurations. Classrooms are staffed with either two certified teachers, or one certified teacher and one highly qualified teacher assistant. Using this configuration, lead teachers are able to provide whole group instruction with careful monitoring of students by the second teacher.

Differentiated instruction is achieved through monitoring students' independent work and their progress on the Success Maker Program which gives clear indicators of skill proficiencies/deficiencies. Differentiated instruction is delivered through small group and one to one instruction in the classroom. Those students needing more attention receive instruction during the extended school day and on Saturdays. A tenet of our instructional philosophy is time on task and smooth transitions from one activity to the next. Therefore, those traditional 'pull outs' take place during the extended school day. Special need students are instructed in accordance with their IEP's in inclusive settings with supplemental resource instruction provided.

Teachers employ a variety of teaching strategies and multisensory instruction (SmartBoard, computer and video technology) to address the varied learning styles of students. When planning, teachers rely upon Hunter's lesson design to implement instruction. Teachers use Bloom's taxonomy in their plans to identify the stage (thinking skill) students will use for independent activities.

5. Professional Development:

Annually, the Professional Development Committee crafts a plan that reflects the eight key elements of high quality professional development for teachers. The plan must meet New Jersey's Professional Development Standards for teachers, address the Core Curriculum Content Standards and align with the Academy's needs. Following a needs assessment survey of the staff, program activities are chosen. The previous year's plan is also reviewed during this process to determine if its goals were met and to identify any challenges or obstacles to achieving those goals.

Professional Improvement Plans (PIPs), are developed by each staff member, reflecting individual goals. These PIPs, prepared at the beginning of the school year, outline initiatives for professional growth and set goals for the coming school year.

One of the innovations responsible for the academic success of our students is the assignment of our certified teachers and teacher assistants to two-member teams. This staffing method assures that mentoring and peer coaching become embedded in the Academy's staff development efforts. New teachers are assigned to team with more experienced staff members who guide them and serve as models during the critical first years of teaching. As a New Jersey registered professional development provider, the Academy is authorized to issue professional development hours for training in the delivery of instruction. Funds are also budgeted to allow teachers and teacher assistants to take advantage of outside opportunities. All professional development activities are designed in support of the Academy's vision that high academic achievement is possible for urban minority students provided they are given the necessary tools and held to high expectations.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test NJ ASK 3

Edition/Publication Year 2004 Publisher Educational Testing Service

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	98	100	96	92	
% "Exceeding" State Standards	33	16	4	10	
Number of students tested	52	50	51	49	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	97	100	95	89	
% "Exceeding" State Standards	28	11	3	5	
Number of students tested	39	35	37	45	
2. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	97	100	97	90	
% "Exceeding" State Standards	28	12	3	7	
Number of students tested	29	34	37	37	
3. Black					
% "Meeting" plus % "Exceeding" State Standard	100	100			
% "Exceeding" State Standards	50	27			
Number of students tested	10	15			
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	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100	96	94	
% "Exceeding" State Standards	60	54	37	37	
Number of students tested	52	50	51	49	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100	95	97	
% "Exceeding" State Standards	56	57	35	35	
Number of students tested	39	35	37	45	
2. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	100	95	93	
% "Exceeding" State Standards	52	47	30	33	
Number of students tested	29	34	37	37	
3. Black					
% "Meeting" plus % "Exceeding" State Standard	100	100			
% "Exceeding" State Standards	60	47			
Number of students tested	10	15			
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	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	98	100	100	98	98
% "Exceeding" State Standards	10	2	10	4	11
Number of students tested	48	47	49	50	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	97	100	100	98	97
% "Exceeding" State Standards	9	0	11	4	11
Number of students tested	33	35	35	37	37
2. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	100	100	97	97
% "Exceeding" State Standards	3	0	12	3	3
Number of students tested	31	30	26	30	30
3. Black					
% "Meeting" plus % "Exceeding" State Standard	100				
% "Exceeding" State Standards	13				
Number of students tested	15				
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	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	98	98	98	98	90
% "Exceeding" State Standards	50	49	45	42	31
Number of students tested	48	47	49	50	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	97	97	97	98	87
% "Exceeding" State Standards	52	43	49	42	32
Number of students tested	33	35	35	37	37
2. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	97	97	96	97	83
% "Exceeding" State Standards	48	43	39	30	30
Number of students tested	31	30	26	30	30
3. Black					
% "Meeting" plus % "Exceeding" State Standard	100		100		
% "Exceeding" State Standards	47		27		
Number of students tested	15				
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	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	94	98			
% "Exceeding" State Standards	10	8			
Number of students tested	50	52			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	98	100			
% "Exceeding" State Standards	56	63			
Number of students tested	50	52			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	98	98			
% "Exceeding" State Standards	26	10			
Number of students tested	53	51			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	98			
% "Exceeding" State Standards	72	37			
Number of students tested	53	51			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	96	98			
% "Exceeding" State Standards	26	14			
Number of students tested	51	44			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	96	84			
% "Exceeding" State Standards	29	30			
Number of students tested	51	44			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	88	89	96		
% "Exceeding" State Standards	16	6	9		
Number of students tested	43	47	45		
Percent of total students tested	100	98	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard		86	97		
% "Exceeding" State Standards		6	12		
Number of students tested		37	34		
2. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard		90	95		
% "Exceeding" State Standards		3	5		
Number of students tested		30	21		
3. Black					
% "Meeting" plus % "Exceeding" State Standard		100			
% "Exceeding" State Standards		9			
Number of students tested		11			
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		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	93	79	78		
% "Exceeding" State Standards	35	21	22		
Number of students tested	43	47	45		
Percent of total students tested	100	98	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard		81	79		
% "Exceeding" State Standards		19	27		
Number of students tested		37	34		
2. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard		76	76		
% "Exceeding" State Standards		19	19		
Number of students tested		29	21		
3. Black					
% "Meeting" plus % "Exceeding" State Standard		73			
% "Exceeding" State Standards		27			
Number of students tested		11			
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					