QUALITY ASSURANCE ANNUAL REPORT

Nutley School District

This Quality Assurance Annual Report will be presented to the public at the October 28, 1996 meeting of the Nutley Board of Education by Dr. Frank T. Votto, Chief School Administrator.

1. Implementation of School-level Plans (N.J.A.C. 6:8-4.4)

School-level plans have been developed and implemented as specified by the Statement of Assurances. The School-level Planning Teams met during the months of May, June, and July and recommended the following objectives which were approved by the County Superintendent on :

School	Principal	Years	Pupil Performance/Behavior Objectives
Nutley High	Mr. Jacone	96-97	By June 1997, 70% of the students enrolled in the geometry curriculum will have demonstrated related proficiency with the use of calculators by achieving a score of at least 70% on a locally administered criterion referenced test. By June 1997, students enrolled in biology will demonstrate proficiency skills in understanding the inter-relationship of living systems. At least 70% of the students will achieve a composite score of 70% or above on a related criterion referenced test.
Franklin	Dr. Vivinetto	96-97	Students participating in the seventh grade computer course will demonstrate proficiency skills in the computer applications of word processing and keyboarding by at least 70% of the students achieving a composite score of 70% or above, on a criterion referenced test administered in June, 1997. Students in grade 7 will demonstrate proficiency skills in understanding the nature of conservation problems affecting our environment by at least 75% of the students achieving a composite score of 70% or above, on a criterion referenced test administered in June, 1997.

Implementation of School-level Plans (cont'd.)

Lincoln	Mr. Conrad	96-97	By June 1997 at least 70% of the students in grades four through five (4-5) will achieve a score of 70% or better on a grade-level, criterion-referenced test to demonstrate proficiency skills in understanding the structure, characteristics, and basic needs of selected organisms. By June 1997 at least 70% of students in grades two through three (2-3) will achieve a national percentile score of 70% or above on the Iowa Tests of Basic Skills in mathematics skills (concepts, problem solving, computation).
Radcliffe	Mrs. Serafino	96-97	By June 1997, students in grades three through six will demonstrate proficiency in science through authentic problem-based learning using the following progress indicators: . Problem formulation . Strategies/skills for information-gathering and problem solving . Organize, interpret, and analyze data . Draw conclusions/inferences and communicate results A minimum of 80% of the students will successfully complete a group science project, keep a journal record of data observations/summary of findings, and present results to the class. The project will be holistically scored using a 5-point rubric with a passing score of 2. By June 1997, students in grades four through six will demonstrate proficiency in the use of the computer to access information for a science research project through an on-line data base/telecommunications. A minimum of 85% of the students in grades 4-6 will demonstrate proficiency by scoring at least 70% on a teacher-made criterion-referenced assessment.

Spring Garden	Ms. Anello	96-97	By June 1997, at least 70% of the students in grades one through four (1-4) will demonstrate mathematical problem solving proficiency by achieving a national percentile score of 70% or above, on the IOWA Test of Basic Skills. By June 1997 at least 70% of the students in grades five and six (5-6) will demonstrate proficiency in the scientific method (interpreting and analyzing data, drawing conclusions and communicating results) on directed experiments by achieving a score of 70% on a criterion referenced test.
Washington	Miss DiGeronimo	96-97	By June 1997, at least 70% of the students in grades five and six (5-6) will achieve a score of 70% or above on a teacher made test involving the use of a calculator. The students will demonstrate awareness and application of the calculator through the process of adding, subtracting, multiplying, dividing, problem solving and changing fractions into decimals. By June 1997, 70% of the students in grade four (4) will be able to achieve a score of 70% of above on a teacher made test identifying the major systems of the human body and how their functions are interrelated.
Yantacaw	Mr. Calicchio	96-97	By June 1997, 70% of the students in grades two and three (2-3) will demonstrate proficiency regarding the state(s) of matter by achieving a score of 70% or above on a locally administered criterion referenced. By June 1997, 70% of the students in grades five and six (5-6) will achieve a score of 70% or above on a locally administered criterion referenced test identifying the physical and chemical properties of matter.

II. Achievement of Performance Objectives (N.J.A.C. 6:8-4.4)

The following details the district's progress in meeting the student performance objectives which were approved by the County Superintendent of Schools on October 13, 1995.

Progress of District Objectives

School	Principal	Years
Nutley High	Mr. Jacone	95-96

By June 1996, students in grade 12 will demonstrate proficiency skills in understanding the nature of discrimination and prejudice by at least 75% of the students achieving a composite score of 70% or above, on a criterion-referenced test administered in May 1996.

Results

In September 1995, a committee comprised of members of the Social Studies Department was formed to review instruction in the United States History IV curriculum regarding discrimination and prejudice, and to develop a criterion-referenced test. The committee met each month during the academic year.

Instruction regarding the nature of discrimination and prejudice was infused into appropriate units of the curriculum. The criterion-referenced test was administered during the end of May, with over 75% of the students in Grade 12 receiving a grade of 70% or above.

Seventy-five percent (75%) of the United States History IV students will demonstrate proficiency skills scoring scoring 70% or better on a department generated test regarding the nature and history of the Holocaust.

Results

A committee consisting of members of the Social Studies Department was formed in September, 1995 to review instruction concerning the Shoah in the United States History IV curriculum, and to develop a department generated test to assess student knowledge of the nature and history of the Holocaust. The committee met monthly during the course of the academic year.

Instruction concerning the Holocaust was infused into the United States History IV curriculum where appropriate. The completed department generated test was administered to all students in United States History IV, with more than 75% of the students scoring 70% or better.

Franklin Dr. Vivinetto 95-96

In May, 1996 75% of the students enrolled in grade eight social studies curriculum will have demonstrated proficiency skills in understanding the nature of discrimination and prejudice by achieving a composite score of 70% or above, on a criterion-referenced test.

Results

In the September 1995/96 school year Franklin School social studies teachers met with the social studies coordinator and principal to formulate a review of the social studies curriculum regarding skills in understanding the nature of discrimination and prejudice within the course objectives, skills arrays and course proficiencies. Monthly department meetings and additional meetings resulted in the development of a grade eight Tolerance Test. This test was administered on May 31, 1996 and 93.46% of the students scored 70% or higher.

By June 1996, at least 40% of the students entering grade 8 September 1995, who scored below the State School Standard (MLP) on the Iowa Test on Basic Skills for grade 7 in mathematics, will demonstrate attainment of the grade 8 State Standard(s) by passing the Early Warning Test.

Results

In September 1995-96 school year Franklin School 8th grade math teachers met with the math coordinator and principal to review and formulate a program focusing on EWT preparation. Both math classes and basic skills math classes of these students presented appropriate skills needed to take the Early Warning Test. This test was administered in March, 1996. 92.8% of the BSIP students passed the EWT as reported in the June 1996 results.

Lincoln	Mr. Conrad	95-96
Radcliffe	Mrs. Serafino	
Spring Garden	Miss Anello	
Washington	Miss DiGeronimo	
Yantacaw	Mr. Walker	

This is a common objective for the listed schools:

Students in grades four through six (4-6) will demonstrate proficiency skills in understanding the nature of discrimination and prejudice by at least 75% of the students achieving a composite score of 70% or above, on a criterion-referenced test(s) administered in May, 1996.

Results

During the 1995/96 school year, grade level meetings were held with the fourth through sixth grade teachers and the principals to analyze skill areas and plan appropriate strategies to meet the school level objective. Teachers and principals carefully monitored and assessed class activities, skill development and instruction related to the teaching of tolerance.

In May, 1996 district grade-level criterion-referenced assessments were administered to students in grades four through six (4-6). More than 75% of the pupils achieved a passing score of 70% or above.

Lincoln Mr. Conrad 95-96

By June 1996, at least 75% of the students in grades one and two (1-2) will achieve a score of 70% or better on a teacher-made test involving the use of calculators. The students will demonstrate awareness and application of the calculator through the process of adding, subtracting, patterning, problem solving, or multiplying.

Results

The principal and teachers of grades one and two (1-2) met to review the calculator curriculum. Grade chairpersons and teachers analyzed skill areas and monitored class activities for congruence with related skill development in calculator usage and evaluated student achievement through class work and teacher-made tests. One hundred percent (100%) of the students in grades one and two (1-2) achieved a score of 70 or better on the locally administered grade calculator tests and met the school's performance objective.

Radcliffe Mrs. Serafino 95-96

By June 1996, students in grades one and two will be provided with opportunities to apply and extend mathematical concepts and skills through the use of the calculator as a tool in problem solving. The calculator will be integrated throughout the school year, when appropriate, as a tool in assessment of mathematical word problem solving. Proficiency will be demonstrated by at least 70% of the students achieving a score of 70% or higher on a calculator-active grade-level criterion-referenced test(s) in June 1996.

Results

During the 1995/96 school year, monthly grade level meetings were held with the first and second grade teachers and the principal to analyze calculator proficiencies and plan appropriate strategies to meet our school level objective. Teachers carefully monitored and assessed classroom activities, providing students with opportunities to apply and extend mathematical concepts and skills through the use of the calculator as a tool in problem solving. The calculator was integrated throughout the school year, when appropriate, as a tool assessment of mathematical word problem solving.

In June 1996 grade-level criterion referenced calculator tests were administered to the students in grades one and two: 98 of 99 children, 99%, achieved a score of 70% or above.

Spring Garden Miss Anello 95-96

By June 1996, 75% of the students in grades four through six (4-6) will demonstrate calculator proficiency on the mathematics concepts of place value, estimation, and rounding off by achieving a score of 75% or above on a locally administered, criterion-referenced exam(s).

Results

During the 1995/96 school year, monthly grade level meetings were held with the fourth, fifth, and sixth grade teachers to review calculator proficiencies and plan appropriate strategies to meet our school-level objective. Teachers analyzed skill areas and monitored class activities for congruence with related skill development. During this time, criterion-reference exam(s) were designed for grades four through six (4-6) to evaluate student achievement. More than 75% of the students in grades four through six achieved a score of 75% or better on a locally administered grade calculator tests and successfully met the school level objectives.

Washington Miss DiGeronimo 95-96

By June, 1996, at least seventy-five percent (75)% of the students in grades three and four (3-4) will have achieved a score of seventy (70) or above on a teacher-made test involving the use of calculators. The students will demonstrate awareness and application of the calculator through the process of adding, subtracting, multiplying, dividing, problem solving, determining place value, and/or patterning.

Results

During the 1995-96 school year, monthly grade level meetings were held with the third and fourth grade teachers to plan appropriate methods of presenting the calculator to all students. With the knowledge acquired through in-service workshops, the teachers presented many interesting lessons and activities in the use of this instrument. The youngsters were highly motivated and learned much from the experience. They also learned when or when not to use the calculator.

The children of grades three and four, throughout the year, have achieved eighty or above on numerous teacher-made and book presented tests. They first reviewed the calculator keyboard and then were challenged with many mathematical tasks in the aforementioned skills and concepts. The current text also emphasized the use of the calculator at various intervals, stressing these skills and concepts thoroughly.

More than eighty percent (80%) of the students in grades three and four (3-4) demonstrated calculator proficiency in addition, subtraction, multiplication, division, problem solving, determining place value, and number patterns on the final test in June, 1996.

Yantacaw Mr. Walker 95-96

By June 1996, 75% of the students in grades one through three (1-3) will demonstrate proficiency in calculator usage (development of associative and commutative concepts and the application of adding, subtracting, problem solving and patterning) by achieving a score of 70% or above on a locally administered criterion referenced exam(s).

Results

Grade level (teacher) meetings were scheduled. Suggestions for designing instruments to measure the success were developed by grade, adjusted and administered in June. More than 75% of the students in grades one through three (1-3) demonstrated calculator proficiency in mathematical concepts by achieving a score of 70%, or above on the exams.