

QUALITY ASSURANCE ANNUAL REPORT

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Nutley School District

This Quality Assurance Annual Report will be presented to the public at the October 27, 1997 meeting of the Nutley Board of Education by Dr. Frank T. Votto, Chief School Administrator.

I. 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 August 26, 1997.

<u>School</u>	<u>Principal</u>	<u>Years</u>	<u>Pupil Performance/Behavior Objectives</u>
Nutley High	Mr. Cocchiola	97-98	<p>By June of 1998, 70% of the tenth grade class will receive a composite passing grade of 70% on criterion referenced vocabulary tests comprised of words selected from novels and readings studied throughout the year. This objective will also aid in the development of student vocabulary skills addressed on the ATP.</p> <p>By June of 1998, high school students enrolled in the microbiology program will demonstrate proficiency skills in understanding eukaryotic, parasitic, protozoan, and helminthic infections. At least 70% of the students will achieve a composite score of 70% or above, on the related criterion referenced tests in June 1998.</p>
Franklin	Dr. Vivinetto	97-98	<p>Eighth grade students enrolled in the computer program will demonstrate proficiency skills in expanded word processing concepts on database, key-boarding, and paragraph construction. A minimum of 70% of the students will achieve a composite score of 70% or above, on a related criterion referenced test administered in June, 1998.</p>

Franklin (contd.)

Students in grade 8 will demonstrate proficiency skills in the understanding of the structure, dynamics, and geo-physical systems of the earth by at least 70% of these students achieving a composite score of 70% or above on a criterion referenced test administered in June, 1998.

Spring Garden Miss Anello 97-98

By June 1998, at least 70% of the students in grades one and two(1 and 2) will achieve a score of 70% or above on a criterion referenced test demonstrating their understanding of the solar system, the composition of the earth, and the forces that shape it.

By June 1998, at least 70% of the students in grades three through six (3-6) will demonstrate proficiency in public speaking and will achieve a minimum score of 2 on the state-developed speaking rubric. Teacher-made prompts will be provided along with time/preparation for visuals.

Washington Mr. D'Aloia 97-98

By June 1998, 70% of the students in grades two and three(2-3) will achieve a score of three or above(3-4 state developed rubric grading) on a two(2) minute speech related to a given prompt. This task will be developed over the school year with oral presentations by the children.

By June 1998, at least 70% of the students in grades four through six(4-6) will achieve a score of 70% or above on a teacher-made criterion referenced science test involving force, motion, and the concept of energy. Areas included in this assessment will be heat, light, and sound.

(contd)

Yantacaw Mr. Calicchio 97-98

By June 1998, 70% of the students in grades three, four, five, and six(3-4-5-6) will demonstrate speaking proficiency by achieving a score of 3 or above on the state-developed speaking rubric. Teacher-made prompts and visual preparation will be effectuated.

By June 1998, 70% of the students in grades one and two(1-2) will achieve a score of 70% or above on a locally administered criterion referenced test on the selected principles of toxicology and the process of related environmental health risk assessment.

Lincoln Dr. Mutch 97-98

By June 1998, 70% of the students in grades three(3) through six(6) will demonstrate proficiency in expository speaking skills. Prompts will be given. Preparation of speech and demonstration of a specific object will occur within a 60 minute time frame. Oral speeches will be presented within a 2 minute time frame. Individual speeches will be holistically scored using the state's 4 point rubric. The minimum passing score will be a score of 2.

By June 1998, 70% of the students in grades kindergarten(K) through two(2) will demonstrate proficiency in selected fundamental understandings of life sciences. Indicators include:

- . Describing life cycles of organisms.
- . Showing that plants and animals are composed of different parts serving different purposes and working together for the well being of the organism.
- . Comparing and contrasting of living and non-living things.

Lincoln (contd)

These proficiencies will be measured via related teacher-made criterion referenced tests. The 70% standard will be the passing score.

Radcliffe Mrs. Serafino 97-98

By June 1998, students in kindergarten, first and second grades 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 and interpret data
- . Draw conclusions and communicate results

A minimum of 80% of the students will successfully complete a minimum of three hands-on science experiments, record data/ observations, and present results to the class. Each experiment will be holistically scored using teacher-developed 5 point rubric (s) with a passing score of 2.

By June 1998, students in grades three through six will demonstrate proficiency in speaking through preparing a speech based on a given prompt(s). Students will be given preparation time and materials to develop visuals. A minimum of 80% of the students in grades 3-6 will demonstrate proficiency by scoring at least a 2 on the state-developed rubric for scoring the speaking component.

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 7, 1996.

<u>Progress of District Objectives</u>		
<u>School</u>	<u>Principal</u>	<u>Years</u>
<u>Nutley High</u>	<u>Mr. Cocchiola</u>	<u>96/97</u>

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.

Results

Instruction on calculator usage regarding geometry problems was implemented throughout the school year. A criterion referenced test was administered locally to our 234 geometry students at Nutley High School in June, 1997. The test incorporated items on the Pythagorean Theorem, area of triangles and trapezoids, radius, and circumference of circles, proportions, and interior and exterior angles of polygons. Simple and complex calculator computations were effectuated. Of the 234 students who took the test, 224 passed it at the 70% level of proficiency. This was a passing rate of 95%.

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.

Results

The material covered selected chapters in the Modern Biology textbook. Instruction emphasized the biosphere and biomes, the structure of and relationships of ecosystems, population growth, and natural resources and pollution. Their inter-relationships regarding living systems were thoroughly addressed. The 176 students in biology were administered the criterion referenced ecology test in June, 1997. The results are as follows: The median score was 86%; the mean was 85%. The two modes were 82% and 91%. Eighty-one percent of the students scored 70% or above.

<u>Franklin</u>	<u>Dr. Vivinetto</u>	<u>96-97</u>
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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

Franklin (contd.)

of 70% or above, on a criterion referenced test administered in June, 1997.

Results

In September of the 1996-97 school year computer teachers at Franklin met with the principal to formulate a review of the computer curriculum regarding the use of the computer within the course objectives, skills arrays and content core standards. Monthly department meetings and additional meetings resulted in the development of a grade seven computer test. Topics included function of a modem, variables and techniques to access on-line information services, use of database (field, record, file) and define spreadsheet. These tests were administered in June of 1997 and 90% of the students enrolled received a score of 70% or above.

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.

Results

In September of the 1996-97 school year the science teachers at Franklin School met with the science coordinator and principal to formulate a review of the science curriculum course objectives, skill arrays and content core standards focus on the area of environmental conservation and its problems. Monthly department meetings and additional meetings resulted in the development of a grade seven test. The material covered selected chapters in the Principles of Science: Book One textbook. Conservation test/study items included soil, water, air, forest, and wildlife conservation, natural resources, and pollution. 234 students in grade 7 science took the conservation test on the above. The results are as follows: the median score was 82%; the mean was 81%, the two modes were 88% and 76%. This test was administered in June, 1997 and 85% of the students scored 70% or above. The teachers feel the students worked and achieved a good understanding of conservation and what can be done to preserve our environment.

Spring Garden

Miss 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.

Spring Garden (contd)

Results

The IOWA Test of Basic Skills were administered by June 1997 to the students in grades one through four (1-4) During monthly faculty meetings, the staff analyzed skill areas and monitored class activities for related skill development in mathematical problem solving applications. Teachers monitored student achievement in math problem solving techniques and strategies for assessment. After analysis of the results of the ITBS, students successfully met the objective by at least 70% of the students achieving scores of 70% or higher.

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.

Results

Through the process of applying the scientific method to specific experiments prepared by the classroom teachers, practice sessions were conducted to provide an appropriate review of curricular skills and related materials. Grade chairpersons and staff analyzed skill areas with class activities, experiments and data to interpret, hypothesize and evaluate progress. After careful analysis of results on a series of criterion referenced tests on same for each student, more than 70% of the classes achieved 70% or higher.

Washington

Mr. D'Aloia

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.

Results

During the 1996-97 school year, monthly grade level meetings were held with the fifth and sixth grade teachers to determine the proficiencies expected above in the use of the calculator for all students. Appropriate strategies were also discussed. The teachers constantly monitored and assessed the children's performance in the use of the calculator in solving challenging activities involving addition, subtraction, multiplication, division, word problems and changing fractions into decimals. The current mathematics text also emphasized

Washington (contd)

the use of the calculator at various intervals, stressing these skills and concepts thoroughly. The children of grades five and six, throughout the year, have achieved eighty or above on numerous teacher-made and book presented calculator tests. On final tests in June, 1997, over 80% of the pupils scored over the 70% level of proficiency.

By June 1997, 70% of the students in grade four(4) will be able to achieve a score of 70% or above on a teacher-made test identifying the major systems of the human body and how their functions are interrelated.

Results

The principal and fourth grade teachers met monthly during the 1996-97 school year to review the health and science lessons emphasizing the major systems of the human body. Different teaching techniques and strategies were put into use as needed. The children viewed videos on how the systems worked together and their importance in making the body function properly. The health and science text stressed these concepts and provided many supplemental work sheets. More than 80% of the fourth graders met the 70% standard on a teacher-made criterion referenced test.

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 locally administered criterion referenced test.

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.

Results (For both objectives above)

During the 1996/97 school year, monthly grade level meetings were held with grades 2-3 and 5-6 instructors regarding states of matter and physical and chemical properties of matter. Teachers analyzed skill areas and monitored class activities for related skill development. During this time, criterion referenced exam(s) were designed for grades(2-3 and 5-6) to evaluate student achievement. More than 70% of the students in each grade(2-3 and 5-6) achieved a score of 70% or better on a locally administered test and successfully met the school level objectives.

(contd)

Lincoln

Dr. Mutch

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.

Results

The principal and teachers met to discuss related science content for grades four and five. The teachers taught the designated curricula regarding organisms at their specific grade levels. The teachers prepared and administered criterion referenced science tests on same. With the combined effort of the staff and the learners, the average score on the criterion referenced science test for grade four(4) was 93 and grade five(5) was 91. Thusly, the goals for understanding the structure, characteristics and basic needs of selected organisms at each grade level were met. More than 70% met the standard.

By June 1997, at least 70% of the 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).

Results

The principal and the teachers met throughout the year to analyze math skills which needed development. The teacher then prepared skill exercises for students to practice in the classroom and at home that focused on problem solving, math concepts, and computation. With the combined effort of the staff and the learners, the average score on the IOWAs for grade two in the area of mathematics was 94%; and for grade three, the average score was 85%. Thusly, the 70% standard was achieved.

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.

Radcliffe, (contd)

Results

During the 1996/97 school year, 94% of the students in grades three through six(3-6) successfully completed a group science project, kept a journal record of data observations/summary of findings, and presented results to the class. Problem formulation, strategies and conclusions/communication proficiency were all achieved at this 94% passing rate. The project was holistically scored using a 5-point rubric with a passing score of 2.

By June 1997, students in grades four through six(4-6) will demonstrate proficiency in the use of the computer to access information for a science research project through an on-line database/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.

Results

During the 1996/97 school year, 100% of the students in grades 4-6 demonstrated proficiency at the 70% standard by using the computer to access information via the internet for their science projects. The school librarian assessed student groups re a search on their topics using criterion referenced skills tests.

III. SCHOOL REPORT CARD

The district's School Report Card(s) - forwarded by New Jersey State Department of Education.

IV. PROFESSIONAL DEVELOPMENT ACTIVITIES (N.J.A.C.6:8-4.8)

The district Superintendent's Advisory Committee conducted ten (10) monthly meetings in 1996/97. Curriculum committee and professional development priorities were drafted from those deliberations. Additional input was obtained from parents, students, and the Board of Education. The priorities were adopted (see attached) and work was effected during the course of the 1996/97 school year. Curricula were completed in K-8 reading, health, math, self-esteem, world cultures and critical thinking. Inservice programs were conducted in guidance, computer education, Inclusion, science, special education, teaching tolerance, and gifted and talented. Further, a comprehensive articulation program was effected through the grades.

In addition to the above, professional development was augmented by many staff visitations off-site to schools, workshops, PSA and NJASA and NJECC activities.

Affirmative action activities included a workshop on conflict resolution for all staff.

All principals participated in a number of summer meetings re priorities, staff development and curriculum.

V. CONDITION OF SCHOOL FACILITIES (N.J.A.C.6:8-4.8)

A. SUBSTANDARD APPROVALS

An application for approval of one substandard room at Radcliffe School was submitted to the County Superintendent on September 5, 1997.

B. COST OF MAJOR BUILDING PROJECTS/RENOVATIONS

Roof restoration projects were completed on one section of the Franklin Middle School and the remainder of the maintenance warehouse at a cost of \$18,930.

Fire door replacements (an ongoing project) were made at Lincoln, Spring Garden and Yantacaw schools (one pair each) and Washington School (two pairs) at a cost of \$20,650.

A contract for window replacements in several classrooms at Spring Garden School and the gymnasium at Franklin Middle School was awarded and should be completed by December 1997, at a cost of \$74,240.

C. COMPREHENSIVE MAINTENANCE SUMMARY

The Facility Maintenance Plan 1995-96 was approved by the Board of Education on February 24, 1997. It is anticipated that an updated plan will be approved during the 1997/98 school year.

The following major maintenance projects were completed or will be completed by the conclusion of the 1997/98 school year:

High School

1. Replacement of side legs, masking borders and speaker's curtain on auditorium stage.
2. Replaced sidewalk sections at main entrance area.
3. Extended coverage of security alarm system.

Franklin School

1. Replaced four electrical panel boxes.
2. Upgraded lighting in five classrooms and west end of first floor corridor.
3. Spray painted approximately one half of hallway lockers on second floor.

Lincoln School

1. Installed new tile floor in cafeteria.
2. Replaced two electrical panel boxes.
3. Upgraded lighting in eight classrooms and west section of basement corridor.
4. Replaced chalkboard surfaces in nine classrooms.

Radcliffe School

1. Replaced rear curtain, side legs, and masking border on stage in multi-purpose room.
2. Replaced sidewalk sections on Bloomfield Avenue and at Chestnut Street walkway.
3. Repaired, repointed and waterproofed chimney.
4. Upgraded lighting in multi-purpose room.
5. Renovated supply room to make suitable for classroom.
6. Improved baseball field.

Spring Garden School

1. Installed new tile floor and sub floor in room 203.
2. Upgraded lighting in two classrooms.
3. Replaced chalkboard sections in four(4) classrooms.
4. Began project to upgrade fire alarm system (phase 1 of 2 phases)

Washington School

1. Repaved macadam on south perimeter of building.
2. Replaced sidewalk sections on Washington Avenue.
3. Completed upgrade to fire alarm system.
4. Replaced two electrical panel boxes.
5. Replaced chalkboard sections in two classrooms.

Yantacaw School

1. Sanded and refinished wood floors in three classrooms.
2. Replaced two electrical panels.
3. Upgraded lighting in gymnasium.
4. Replaced chalkboard sections in seven classrooms.
5. Improved baseball field.

D. STATUS OF LONG RANGE FACILITY PLAN

The Long Range Facility Plan was approved by the Board in June 1995 and approved by the County Superintendent on August 7, 1995.

E. STATUS OF REQUIRED ANNUAL HEALTH AND SAFETY REVIEW

In 1996/97 the Manager of Buildings and Grounds conducted three comprehensive inspections of each building.

Principals conducted semi-annual fire inspections in 1996/97.

Custodians conducted inspection of safety devices (eye wash, exit signs, emergency lights, eye glass cabinets, fire blankets, etc.) five times during 1996/97. Fire extinguishers and fire hoses are checked monthly.

All deficiencies on the reports are given to the Manager of Buildings and Grounds for resolution by the maintenance staff, outside contractors or inclusion in summer projects.

Food License Certificates are on display at each school.

Elevator inspections are performed by the State of New Jersey.

Life Hazard Use Registration from the New Jersey Department of Community Affairs, Bureau of Fire Safety, are on file in each school and at the Board of Education office.

A Right-to-Know central file exists in each school and at the Board of Education Office.

An AHERA management plan is on file at each school and at the Board of Education office.

All boilers were inspected and approved and all boiler operator licenses for employees are kept up to date.

VI. STATUS OF MANDATED PROGRAM REVIEWS (N.J.A.C. 6:84-4.109(a)1)

A. Affirmative actions: The Multi-Year Equity Plan 1996-1999 was approved on April 19, 1996 by the Office of Equal Education Opportunity. School and classroom objectives for 97/98, as well as the sexual harassment policy, were deemed acceptable.

B. Programs and services for pupils at risk*

C. Bilingual education*

D. English as a second language*

E. Desegregation: Our district is not required to have a desegregation plan.

F. Special Education: During the 96-97 school year, board policies were reviewed and found to be in compliance with law and regulation, no corrective action was necessary. Monitoring to be conducted between October 1, 1997 and April 1, 1998. A compliance letter will follow.

G. Vocational education*

H. Child Nutrition: On February 13, 15, and 16, 1996 an administrative review of the school nutrition program was conducted by the Bureau of Child Nutrition Programs. The findings of that review were forwarded to the district on May 3, 1996. As a result of the review, the district

submitted a corrective action plan dealing with meal counting and claiming procedures, refinement of production records and a coding change in the pupil rosters. This plan was submitted on May 23, 1996.

*Checklist to be developed.

VII. COMMUNITY SUPPORT

1. Community environmental conditions: There have been no environmental conditions identified at this time which need to be addressed for the 1997/98 school year.
2. Barriers to community participation: There were no mitigating factors for this section.
3. Community involvement: The district involved the community in the following ways during the 1996/97 school year:
 - . Beautification projects for the schools
 - . Extended Day Program development
 - . Comprehensive adult education and recreation programs
 - . Contests and Drives
 - . Parenting programs
 - . Drug Awareness - Elks
 - . Red Cross - CPR
 - . D.A.R.E. - Instruction K-12
 - . Senior Citizens lunch program
 - . Community Survey (attached)
4. Parental Involvement: During the past year, we were able to sustain participation by parents in parent-teacher conferences. Parents were also involved in the following activities:
 - . The Parenting Committee was organized to bring together representatives from each of Nutley's schools for the purpose of informing parents and teachers of resources available to support parenting efforts. The intention was to have each school initiate the formation of its own parenting group, in which ideas could be shared for the overall benefit of students, families, and teachers.
 - . Reading - elementary evening programs
 - . Extended Day Initiatives
 - . Career activities for high school
 - . Open Houses at the schools
 - . Involvement in the School-level Planning Teams
 - . Participation on co-op and guidance advisory committees

- . **Parent volunteers in the library program**
- . **Critical Thinking Committee**
- . **Cultivating Academic Talent(CAT) - Saturday and evening programs**
- . **Orientations for Parents - Grades 7-12 - Evening programs**
- . **Academic Booster activity - day and evening programs**
- . **New Parents' Nights**

NUTLEY PUBLIC SCHOOLS
Nutley, New Jersey

COMMUNITY SURVEY

In order to obtain and assess community perceptions regarding the schools, the Nutley school district mailed a related questionnaire in May, 1997 to every Nutley household. This broad-based assessment of community perceptions regarding the schools was the most comprehensive ever undertaken by the school district. The questionnaire dealt with questions regarding selected operations, programs, student performance, facilities and finances. Nearly 900 responses were received. Approximately 15% of those were received from people who never had children in the schools. In general, the survey results indicated that a very sizable majority of the respondents who had, or have, children enrolled in the Nutley schools are satisfied with the education they receive(d) and also indicated that the district demonstrated a commitment to improvement, towards that end. One survey question, seeking major concerns facing the school district, as perceived by all respondents, listed the areas of: student interest, costs/tax increases, lack of interest/family support, student discipline, substance abuse, and financial support as the possible responses. In a rank order of the top three concerns, the highest tally regarding the question was school costs/tax increases. This was followed by drugs/substance abuse and discipline, respectively.

Three (3) notable areas listed in the returns were questions on community involvement in education, and community suggestions and opinions. Approximately one-half of the respondents agreed that the district could do more in this regard. This was in light of the fact that nearly 80% of all respondents felt they were kept informed about what is occurring in the district.

An overwhelming majority of the respondents indicated that the school district makes the community feel welcome and part of extra-curricular activities and recognizes exceptional performance by students and staff. Further, the survey revealed that parents with children in the schools received most of their information from school publications, the PTO, and district employees. Those with no children received most of their information from the local media and neighbors. The communication most important to those with children in the district is curriculum, followed closely by pupil progress, and teaching methods. The information most important to the respondents with children who have graduated, or those with no children in the district, is school finance. Future plans for the district were considered to be an important element by a clear majority of all respondents.

APPENDIX D-1

STATEMENT OF ASSURANCES

School Year 1996-97

NUTLEY 3750
DISTRICT NAME AND CODE

ESSEX 13
COUNTY NAME AND CODE

The Nutley School District verifies that the following plans and actions are in compliance pursuant to N.J.A.C. 6:8-4.4, N.J.A.C. 6:8-4.5 and N.J.A.C. 6:8-4.7:

- School-level plans that are based on pupil performance and behavior data and which include pupil performance objectives were developed and implemented for each school in the district as verified by the building principal.
- Written curricula for all students including mandated programs specified in N.J.A.C. 6:8-4.5 were approved by the Board of Education on Aug. 25, 1997.
(date)
- A curriculum evaluation schedule was developed and implemented for all content areas at all grade levels.
- Curriculum articulation involving teaching staff was implemented in accordance with N.J.A.C. 6:8-4.5(a)3 between and among grades, schools and districts.
- The district developed and implemented a board-approved Substance Abuse Prevention Program for all grades in accordance with N.J.A.C. 6:8-4.7(a)4.

CERTIFICATION: I certify that the preceding programs and activities were implemented for the 1996-97 school year.

Dr. Frank T. Votto
Typed Name of
Chief School Administrator

Frank T. Votto
Signature of Chief School Administrator

Sept 8, 1997
Date
(Due 11/14/97)

(9/14/94)

APPENDIX D-2

6:8-4.3(2) SCHOOL-LEVEL PLAN
STATEMENT OF ASSURANCES

School Year 1996-97

In accordance with the provisions of N.J.A.C. 6:8-4.4(a)2, I certify that the following plans and actions were implemented for the 1996-97 school year in the

NUTLEY HIGH School.

name of school

- A school-based planning team comprised of parents, teachers and the principal was established.
- A school-level plan based on pupil performance and behavior data was developed and implemented.
- The plan included pupil performance objectives approved by the county superintendent.
- Parents have been involved in the plan development.
- A review of progress of the 1996-97 plan was conducted with teaching and administrative staff on 10/7/96 and 6/2/97 (at least once per semester).
(date) (date)

Mario Cocchiola
Typed Name of Principal

Mario Cocchiola 9/11/97
Signature of Principal Date

(Due 11/14/97)

(9/14/94)

APPENDIX D-2

6:8-4.3(2) SCHOOL-LEVEL PLAN
STATEMENT OF ASSURANCES

School Year 1996-97

In accordance with the provisions of N.J.A.C. 6:8-4.4(a)2, I certify that the following plans and actions were implemented for the 1996-97 school year in the

RADCLIFFE School.

name of school

- A school-based planning team comprised of parents, teachers and the principal was established.
- A school-level plan based on pupil performance and behavior data was developed and implemented.
- The plan included pupil performance objectives approved by the county superintendent.
- Parents have been involved in the plan development.
- A review of progress of the 1996-97 plan was conducted with teaching and administrative staff on 10/7/96 and 6/2/97 (at least once per semester).
(date) (date)

Kathleen C. Serafino
Typed Name of Principal

K.C. Serafino
Signature of Principal

9/11/97
Date
(Due 11/14/97)

(9/14/94)

APPENDIX D-2

6:8-4.3(2) SCHOOL-LEVEL PLAN
STATEMENT OF ASSURANCES

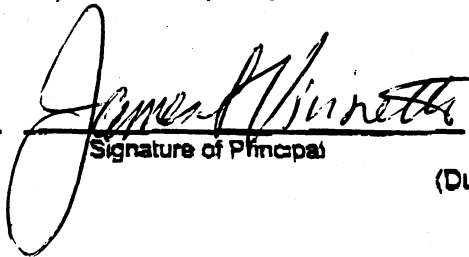
School Year 1996-97

In accordance with the provisions of N.J.A.C. 6:8-4.4(a)2, I certify that the following plans and actions were implemented for the 1996-97 school year in the

FRANKLIN School.
name of school

- A school-based planning team comprised of parents, teachers and the principal was established.
- A school-level plan based on pupil performance and behavior data was developed and implemented.
- The plan included pupil performance objectives approved by the county superintendent.
- Parents have been involved in the plan development.
- A review of progress of the 1996-97 plan was conducted with teaching and administrative staff on 10/7/96 and 6/2/97 (at least once per semester).
(date) (date)

Dr. James S. Vivinetta
Typed Name of Principal


Signature of Principal

9/11/97
Date
(Due 11/14/97)

(9/14/94)

APPENDIX D-2

6:8-4.3(2) SCHOOL-LEVEL PLAN
STATEMENT OF ASSURANCES

School Year 1996-97

In accordance with the provisions of N.J.A.C. 6:8-4.4(a)2, I certify that the following plans and actions were implemented for the 1996-97 school year in the

LINCOLN School.
name of school

- A school-based planning team comprised of parents, teachers and the principal was established.
- A school-level plan based on pupil performance and behavior data was developed and implemented.
- The plan included pupil performance objectives approved by the county superintendent.
- Parents have been involved in the plan development.
- A review of progress of the 1996-97 plan was conducted with teaching and administrative staff on 10/7/96 and 6/2/97 (at least once per semester).
(date) (date)

Dr. Dorothy Mutch

Typed Name of Principal

Dorothy Mutch

Signature of Principal

9/11/97

Date

(Due 11/14/97)

(9/14/94)

APPENDIX D-2

6:8-4.3(2) SCHOOL-LEVEL PLAN
STATEMENT OF ASSURANCES

School Year 1996-97

In accordance with the provisions of N.J.A.C. 6:8-4.4(a)2, I certify that the following plans and actions were implemented for the 1996-97 school year in the

SPRING GARDEN School.

name of school

- A school-based planning team comprised of parents, teachers and the principal was established.
- A school-level plan based on pupil performance and behavior data was developed and implemented.
- The plan included pupil performance objectives approved by the county superintendent.
- Parents have been involved in the plan development.
- A review of progress of the 1996-97 plan was conducted with teaching and administrative staff on 10/7/96 and 6/2/97 (at least once per semester).
(date) (date)

Lucy P. Anello

Typed Name of Principal

Lucy P. Anello

Signature of Principal

9/11/97

Date

(Due 11/14/97)

(9/14/94)

APPENDIX D-2

6:8-4.3(2) SCHOOL-LEVEL PLAN
STATEMENT OF ASSURANCES

School Year 1996-97

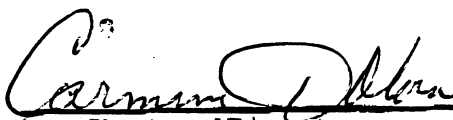
In accordance with the provisions of N.J.A.C. 6:8-4.4(a)2, I certify that the following plans and actions were implemented for the 1996-97 school year in the

WASHINGTON School.

name of school

- A school-based planning team comprised of parents, teachers and the principal was established.
- A school-level plan based on pupil performance and behavior data was developed and implemented.
- The plan included pupil performance objectives approved by the county superintendent.
- Parents have been involved in the plan development.
- A review of progress of the 1996-97 plan was conducted with teaching and administrative staff on 10/7/96 and 6/2/97 (at least once per semester).
(date) (date)

Carmine D'Aloia
Typed Name of Principal


Signature of Principal

9/11/97
Date
(Due 11/14/97)

(9/14/94)

APPENDIX D-2

6:8-4.3(2) SCHOOL-LEVEL PLAN
STATEMENT OF ASSURANCES

School Year 1996-97

In accordance with the provisions of N.J.A.C. 6:8-4.4(a)2, I certify that the following plans and actions were implemented for the 1996-97 school year in the

YANTACAW School.
name of school

- A school-based planning team comprised of parents, teachers and the principal was established.
- A school-level plan based on pupil performance and behavior data was developed and implemented.
- The plan included pupil performance objectives approved by the county superintendent.
- Parents have been involved in the plan development.
- A review of progress of the 1996-97 plan was conducted with teaching and administrative staff on 10/7/96 and 6/2/97 (at least once per semester).
(date) (date)

John Calicchio *John Calicchio* 9/11/97
Typed Name of Principal Signature of Principal Date
(Due 11/14/97)

(9/14/94)

1997/1998 PRIORITIES

CONTINUING PRIORITIES

- . The implementation of the K-8 reading curriculum
- . The development/implementation of the five-year strategic planning model for district-wide technology
- . The implementation of the K-8 health education curriculum
- . The implementation of the K-12 Inclusion faculty in-service program
- . The development of the K-12 teaching tolerance program
- . The implementation of the K-12 chemical health services program (IASA grant)
- . The development of the K-12 critical thinking skills faculty in-service program
- . The implementation of the high school pre-algebra mathematics program
- . Review and interpret the results of the 1996/1997 State Proficiency Testing Program (Elementary School Proficiency Assessment, Early Warning and HSPT 11 tests)
- . The implementation of the state-mandated school level objectives(2) for each school

NEW PRIORITIES

- . Review the K-8 science curriculum and make appropriate recommendations for improvement (IASA grant)
- . Review the K-8 mathematics curriculum and make appropriate recommendations for improvement
- . Review the K-12 art curriculum and make appropriate recommendations for improvement
- . Review the Board of Education policy and regulation manual and make appropriate recommendations
- . In-service training for K-12 faculty in computer education technology development
- . Review the K-12 music education curriculum and make appropriate recommendations for improvement

OTHER IMPORTANT CURRICULUM RELATED ITEMS

- . The development of the district's Instructional Theory into Practice (ITIP) inservice program
- . In-service training for K-12 faculty in mathematics (IASA grant)
- . A review of the K-8 language arts textbook materials
- . Review the feasibility of elementary school guidance initiatives and how they could relate to the district (budget committee)
- . Review and development of district-wide health and medical services information for parents

Indicator 4.1: Fourth Grade Achievement, Spring 1997

Please enter the information below and submit this form to your county office by July 25, 1997.

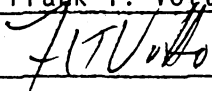
Instructions: Use the attached minimum levels of proficiency to determine the number and percent of fourth-grade students above state standards. Do not include limited English proficient or special education students.

Number and Percent of Fourth Grade Students Meeting State Standard

Name of School	Reading			Writing			Mathematics		
	# Tested	# at or above	% at or above	# Tested	# at or above	% at or above	# Tested	# at or above	% at or above
Lincoln	56	55	98	56	56	100	56	55	98
Radcliffe	52	52	100	52	52	100	52	52	100
Spring Garden	39	39	100	39	39	100	39	37	95
Washington	61	56	92	61	59	97	61	57	93
Yantacaw	76	75	99	76	76	100	76	74	97
DISTRICT TOTAL	284	277	98	284	282	99	284	275	97

Name of District: Nutley

Name of Superintendent: Dr. Frank T. Votto

Signature of Superintendent: 

NUTLEY PUBLIC SCHOOLS
Nutley, New Jersey

FIVE-YEAR PLAN: CURRICULUM DEVELOPMENT AND EDUCATIONAL SERVICES

School Year 1996/97	School Year 1997/98	School Year 1998/99	School Year 1999/2000	School Year 2000/2001
Reading Curriculum K-8	Mathematics Curriculum K-8	State Monitoring Program	Review K-12 Library Skills Program	Review Talented Program
Health Education Curriculum K-8	Science Curriculum K-8	Foreign & Classical Languages	Social Studies K-8	Review World Languages (Core Standards)
Special Education Curriculum/Inclusion K-12	Faculty Inservice Math/Science K-8	Family Life Education	K-12 Study Skills Program	Industrial Arts Technology Program
Compositional Writing Skills Program K-8	Music Curriculum K-12	Kindergarten Program	Spelling Curriculum K-6	Language Arts Curriculum K-8
Self-Esteem Program K-12	Art K-12	Physical Education K-8		
Strategic Planning for Computer Technology	Technology Plan	Chemical Health Education Curriculum K-12		
Middle States Curriculum(All subjects 9-12)				
Instructional Theory Into Practice(ITIP)				
Critical Thinking Skills Development				
Teaching Tolerance Initiatives Development K-12				
Chemical Health Education Inservice Development				
Inservice for Computer Education				
NJSDOE Proficiency Testing Development				
Affirmative Action Inservice Development				
NJSDOE School-Level Objectives Development				

*The Five-Year Plan will be effected pursuant to district procedure for curriculum and education services development. Each study culminates in a Board of Education review/adoption/approval. This flexible planning guide will be updated annually in order to assess its progress and timeliness for all future development.