School	Principal	Year	Pupil Performance/Behavior Objectives
Nutley High	Mr. Cocchiola	98-99	By June 1999, students enrolled in Geometry and Transition Math will demonstrate proficiency in solving open-ended questions in mathematical problem solving where a situation is presented and students are asked to communicate a response. The questions will have two or more parts, and require both numerical responses and explanations or mathematical arguments, which help reveal thought processes employed by the students. Responses will be holistically scored using the New Jersey HSPT Mathematics Generic Rubric (3-0). A minimum of 80% of the students will achieve an average score of at least 2 or better on a grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving, to be administered during the first week in May. By June, 1999, 70% of the ninth grade class will achieve a score of 70% or better in a criterion referenced test comprised of vocabulary words selected from works studied throughout the year. This common list of words will reinforce the development of vocabulary skills addressed on the PSAT and SAT.
Franklin	Dr. Vivinetto	98-99	By June 1999 students in grade 8 will demonstrate proficiency in solving open-ended questions in mathematical problem solving, where a situation is presented and students are asked to communicate a response. The questions will have two or more parts and require both numerical responses and thought processes employed by the students. Responses will be

Franklin (contd)		holistically scored using the New Jersey GEPA Mathematics Generic Rubric (3-0). A minimum of 80% of the students will achieve an average score of at least two or better on a grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving, to be administered during the first week of May, 1999. Students in grade 8 will demonstrate proficiency skills in understanding the composition, cycling, and distribution of the world's oceans and other naturally occurring sources of water by at least 78% of the students achieving a composite score of 78% or above on a criterion referenced test administered in June, 1999. The material will be covered by Chapter 17-20 in the Glencoe Earth Science text. It will emphasize ocean motion, oceanography, ocean life, impact of pollution on marine life and water, and conservation of our water resources.
Spring Garden Miss Anello	98-99	By June 1999, students in grades three through six (3-6) will demonstrate proficiency in solving open-ended questions in mathematical problem solving, where a situation is presented and students are asked to communicate a response. The questions will have two or more parts, and require both numerical responses and explanations or mathematical arguments, which help reveal thought processes employed by the students. -- Possible responses may include the following: . Demonstration of a procedure . Written explanation . Diagram to fit specific condition or enhance an explanation . Description or extension of a pattern.

Spring Garden (contd)

			Responses will be holistically scored using the New Jersey ESPA Mathematics Generic Rubric (3-0). A minimum of 80% of the students will achieve an average score of at least 2 or better on a grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving, to be administered during the first week of May. By June 1999, students in first and second grades (1-2) will demonstrate proficiency in speaking through preparing a speech based on a given prompt. Students will be given preparation time and materials to develop visuals. A minimum of 85% of the students in grades 1-2 will demonstrate proficiency by scoring at least a 2 on the state-developed rubric for scoring the speaking component of the fourth grade ESPA.
Washington	Mr. D'Aloia	98-99	By June 1999, students in first and second grades (1-2) will demonstrate proficiency in speaking through preparing a speech based on a given prompt. Students will be given preparation time and materials to develop visuals. A minimum of 85% of the students in grades 1-2 will demonstrate proficiency by scoring at least a 2 on the state-developed rubric for scoring the speaking component of the fourth grade ESPA. By June 1999, students in grades three through six (3-6) will demonstrate proficiency in solving open-ended questions in mathematical problem solving, where a situation is presented and students are asked to communicate a response. The questions will have two or more parts, and require both numerical responses and explanations or mathematical arguments, which help reveal thought processes employed by the students.

Washington (contd)			Possible responses may include the following: . Demonstration of a procedure . Written explanation . Diagram to fit specific condition or enhance an explanation . Description or extension of a pattern. Responses will be holistically scored using the New Jersey ESPA Mathematics Generic Rubric (3-0). A minimum of 80% of the students will achieve an average score of at least 2 or better on a grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving, to be administered during the first week of May.
Yantacaw	Mr. Calicchio	98-99	By June 1999, students in first and second grades (1-2) will demonstrate proficiency in speaking through preparing a speech based on a given prompt. Students will be given preparation time and materials to develop visual aids for the speaking activity. A minimum of 85% of the students in grades 1-2 will demonstrate proficiency by scoring a two or better on the state-developed rubric for scoring the speaking component of the fourth grade ESPA Test. By June 1999, students in grades three through six (3-6) will demonstrate proficiency in solving open-ended questions in mathematical problem solving where a situation is presented and students are asked to communicate a response. The questions will have two or more parts, and require both numerical responses and explanations or mathematical arguments, which help reveal thought processes employed by the students.

Yantacaw (contd)			Possible responses may include the following: . Demonstration of a procedure . Written explanation . Diagram to fit specific condition or enhance an explanation. . Description or extension of a pattern. Responses will be holistically scored using the New Jersey ESPA Mathematics Generic Rubric (3-0). A minimum of 80% of the students will achieve a score of a two or better on a grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving, to be administered prior to June 1, 1999.
Lincoln	Dr. Mutch	98-99	By June 1999, students in first and second grades (1-2) will demonstrate proficiency in speaking through preparing a speech based on a given prompt. Students will be given preparation time and materials to develop visuals. A minimum of 85% of the students in grades 1-2 will demonstrate proficiency by scoring at least a 2 on the state-developed rubric for scoring the speaking component of the fourth grade ESPA. By June 1999, students in grades three through six (3-6) will demonstrate proficiency in solving open-ended questions in mathematical problem solving where a situation is presented and students are asked to communicate a response. The questions will have two or more parts, and require both numerical responses and explanations or mathematical arguments, which help reveal thought processes employed by the students.

Lincoln (contd)			Possible responses may include the following: . Demonstration of a procedure . Written explanation . Diagram to fit specific condition or enhance an explanation . Description or extension of a pattern Responses will be holistically scored using the New Jersey ESPA Mathematics Generic Rubric (3-0). A minimum of 80% of the students will achieve an average score of at least 2 or better on a grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving, to be administered during the first week in May.
Radcliffe	Dr. Serafino	98-99	By June 1999, students in first and second grades (1-2) will demonstrate proficiency in in speaking through preparing a speech based on a given prompt. Students will be given preparation time and materials to develop visuals. A minimum of 85% of the students in grades 1-2 will demonstrate proficiency by scoring at least a 2 on the state-developed rubric for scoring the speaking component of the fourth grade ESPA. By June 1999, students in grades three through six will demonstrate proficiency in solving open-ended questions in mathematical problem solving, where a situation is presented and the students are asked to communicate a response. The questions will have two or more parts, and require both numerical responses and explanations or mathematical arguments, which help reveal thought processes employed by the students.

Possible responses may include the following:

- Demonstration of a procedure
- Written explanation
- Diagram to fit specific condition or enhance an explanation
- Description or extension of a pattern.

Responses will be holistically scored using the New Jersey ESPA Mathematics Generic Rubric (3-0). A minimum of 80% of the students will achieve an average score of at least 2 or better on a grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving, to be administered during the first week in May.

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 August 26, 1997.

Progress of District Objectives

School	Principal	Year
Nutley High	Mr. Cocchiola	97/98

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.

Results

A committee of sophomore English teachers was formed in September, 1997 to develop vocabulary lists selected from literary works studied throughout the year. Teachers developed vocabulary lists corresponding to works studied. These words were infused each marking period into the English II vocabulary instruction. A criterion referenced test was administered to all English II classes in June, 1998 with 78% of English II students receiving a grade of 70% or above.

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.

Results

The material covered chapters 15 and 16 in the Fundamentals of Microbiology: Fourth edition textbook by Edward Alcamo. It emphasized diseases due to protozoans: amebas, flagellates, ciliates, and sporozoa: flatworms:liver fluke, blood fluke, Chinese fluke, and tapeworms; and roundworms: pinworm, whipworm, Trichinosis, hookworm, Filariasis, Guinea worm, and eyeworm. It also emphasized disease transmission and prevention.

The 122 students in microbiology took the test on the above material. The results were as follows:

The median and mean scores were 95%.

97% of the students scored 70% or above.
95% of the students scored 75% or above.
91% of the students scored 78% or above.
89% of the students scored 83% or above.

84% of the students scored 86% or above.
72% of the students scored 91% or above.
57% of the students scored 94% or above.
32% of the students scored 98% or above.
5% of the students scored a 100%.

The microbiology teachers, Ms. Kasner and Mrs. Stave, were pleased with the results. The teachers felt that the students worked and achieved a good understanding of the relationship of parasitic diseases and what can be done to prevent them.

Franklin Dr. Vivinetto 97/98

By June 1998, 70% of the students enrolled in the eighth grade computer course at Franklin School will have demonstrated proficiency skills in expanded word processing concepts by achieving a composite score of 70% or above, on a criterion referenced test administered in June, 1998.

Results

In September of the 1997-98 school year computer teachers at Franklin met with the principal to formulate a review of the computer curriculum re the use of the computer with the eighth grade course objectives, skills arrays and content core standards. Monthly department meetings and additional meetings resulted in the development of a grade eight computer word processing test. This test was administered in June of 1998 and 86% of the students enrolled in the computer course received a grade score of 78% or above.

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

Results

In September of the 1997-98 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 focusing on the area of geophysical system of the earth. Monthly department meetings and additional meetings resulted in the development of a grade eight test. This test was administered in June, 1998 and 88% of the students scored 70% or above.

Spring Garden Miss Anello 97-98

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

Results

During the 1997/98 school year, monthly grade-level meetings were held with the first and second grade teachers to review curricula and core content standard proficiencies regarding the solar system, earth and the forces that influence it. Class activities were carefully monitored for congruence with related concepts and projects. Teachers assessed student achievement, by utilizing continuous evaluative techniques and strategies. After careful analysis of a criterion referenced test administered in June 1998, 70% of the students achieved a score of 70% or better.

By June 1998 at least 70% of the students in grades three through six (3-6) will achieve a score of 70% or above on teacher-made prompts to demonstrate proficiency in public speaking.

Results

During the 1997/98 school year, an overview of the ESPA speaking component, prompts, rubric and holistic scoring procedures were discussed at monthly faculty and grade-level meetings. Teachers constructed original prompts and monitored student progress utilizing a rubric and second rater to assess proficiency in public speaking.

After careful analysis of a two-three minute speaking prompt assessment, more than 70% of the students achieved a score of 70% or above.

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.

Results

During the 1997-98 school year, monthly grade-level meetings were held with the second and third grade teachers to determine strategies to accomplish our school level objective. One basic strategy was to prepare the students through practice sessions using activities such as "show and tell," and reading and telling stories in class.

The second and third grades were tested in March 1998. The students gave a two minute speech on a given topic. The second grades selected a Dr. Seuss book they read. The third grades had a choice of three given prompts. The scorers used a state-developed rubric for grading. The results indicated that the students successfully met the objective. More than 70% of the students scored a three or better on their two minute speech.

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.

Results

During the 1997/98 school year, monthly grade-level meetings were held with fourth, fifth, and sixth grade faculty to determine proficiencies expected for our school level objective involving science. Appropriate strategies were discussed. Lesson plans were designed in conjunction with the major concepts of chapters involving force, motion, and energy. In addition audio-visual materials, computers, and hands-on experiments were utilized to reinforce strategies.

In June 1998, a teacher-made, criterion referenced science test involving force, motion, and the concept of energy was administered to the students. The results indicated that more than 70% of the students in grades four through six (4-6) passed with a score of 70% or above, enabling us to meet our objective for this year.

Yantacaw Mr. Calicchio 97-98

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

By June 1998, 70 % of the students in grades 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.

Results (For both objectives above)

During the 1997/98 school year, monthly grade level meetings were held with grades 1-6 instructors. Teachers analyzed skill areas and closely monitored class activities for related skill development. During this time, criterion referenced exams were designed for grades 1-2, and speaking prompts were developed for grades 3-6 to evaluate student achievement. Eighty percent of

the students in grades 1-2 scored 70% or above on the locally administered criterion referenced test. Seventy-five percent of the students in grades 3-6 scored a three or better on the speaking objective using the state developed rubric.

Lincoln Dr. Mutch 97-98

By June 1998, at least 70% of the students in grades three through six (3-6) 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 a 4 point rubric. The passing score will be 2.

Results

The principal and the teachers met to discuss related expository speaking skills, as well as the rubric of evaluation for grades three through six (3-6). The teachers taught designated Language Arts Literacy curricula regarding speaking presentations at specific grade levels. Then the teachers prepared topics, materials, and prompts for various grade level speeches. With the combined effort of the staff and the learners, the average rubric score for grade three (3) was a 3, for grade four (4) a 2.5, for grade five (5) a 2.5, and for grade (6) a 2.7. Thusly, the goals for demonstrating proficiency in expository speaking skills at each grade level were met. More than 70% of the students met the standard.

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

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

This proficiency will be measured through a teacher made criterion reference test whereby 70% will be a passing score.

Results

In grades kindergarten (K) through grade two (2) the principal and teachers met throughout the school year to analyze science skills which needed development. Mrs. Gurney and Mrs. Paschal offered an inservice program to assist primary grade teachers with "hands-on" science activities. Mrs. Gurney and Mrs. Paschal also participated in and conducted science activities at the New Jersey Liberty Science Center. They then shared their experiences with the Lincoln School

primary grade staff members. Moreover, Mrs. Gurney took part in the revision of the Science curriculum for the district. She shared these revisions at various faculty meetings throughout the school year.

With the combined effort of the teachers (grades K-2), grade level criterion referenced science tests were created. Tests were administered, and the average score for learners at the kindergarten (K) level was 100%., the first grade (1) was 96%, and the second grade (2) level was 89%. Thusly, the 70% standard was achieved.

Radcliffe Dr. 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, interpret, and analyze data
. Draw conclusions/inferences and communicate results

A minimum of 80% of the students will successfully complete a minimum of three group hands-on science experiments, record data observations, and present results to the class. Each experiment will be holistically scored using a teacher-developed 4 point (3-0) rubric with a passing score of 2.

Results

During the 1997/98 school year, 97% of the students in kindergarten, first and second grades (K-2) successfully completed three group science projects, kept a journal record of data observations/summary of findings, and presented results to the class. The project was holistically scored using a 4-point rubric (3-0) with a passing score of 2.

By June 1998, students in grades three through six (3-6) will demonstrate proficiency in speaking through preparing a speech based on a given prompt. Students will be given preparation time and materials to develop visuals. A minimum of 85% 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 of the fourth grade ESPA.

Results

During the 1997/98 school year, the students in grades three through six (3-6) demonstrated proficiency in speaking through preparing a speech based on a given prompt. Students were given preparation time and materials to develop visuals. Results showed that 93% of the students in grades 3-6 scored a 2 or better on the state-developed rubric for scoring the speaking component of the fourth grade ESPA.

Dated:
October 26, 1998