

<u>School</u>	<u>Principal</u>	<u>Year</u>	<u>Pupil Performance/Behavior Objectives</u>
Nutley High	Mr. Zarra	2000-2001	<p>By June 2001, students in the grade 9 World Cultures program will demonstrate proficiency skill in geography by at least 75% of the students achieving a score of 2 or above in a department-generated project-based learning activity. This project will be graded according to a department-generated rubric (3-0), and be administered during the month of May, 2001.</p> <p>By June of 2001, 70% of students enrolled in basic skills language arts will achieve an average score of 2 or better on three open-ended questions which will assess their proficiency in writing. These open-ended questions will be written following the reading text. This assessment of student proficiency in the writing of open-ended questions will be administered in May. These written responses will be scored holistically using the New Jersey HSPT Rubric for open-ended response.</p>
Franklin	Mr. Calicchio	2000-2001	<p>By June 2001 students in grade 7 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 question will have two or more parts and require both numerical responses and thought processes employed by the students. Responses will be 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 grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving, to be administered during the first week of May, 2001.</p> <p>By June 2001, students participating in grade eight will demonstrate proficiency skills in world geography by at least 75% of the students achieving a score of 2 or above on a department generated project-based</p>

Franklin School (cont'd)

learning activity, graded according to a standardized department rubric (3-0) to be administered during the first week of May, 2001.

Spring Garden Mrs. Clerico

2000-2001

By June 2001, students in grades kindergarten through four (K-4) will demonstrate proficiency in language arts literacy which includes vocabulary, comprehension, listening, writing, and speaking. This will be accomplished by reading each day for enjoyment for a minimum of 15 minutes, by keeping a reading log, a word wall, and a vocabulary journal of new words as well as phrases in order to improve all language literacy skills. A minimum of 80% of the students will achieve a score of 80% on a teacher-constructed assessment which will include multiple choice and open-ended questions. Open-ended questions will be scored by a rubric.

By June 2001, students in grades five and six (5 & 6) will demonstrate proficiency in utilizing mental maps to organize information about people, places, and environments appropriate to the curriculum. A minimum of 80% of the students will achieve a minimum score of 2 on a teacher-developed performance assessment which is appropriate to each grade level. The assessment will be scored according to a four point rubric, similar to that utilized by the state, ranging from 0 to 3.

Washington Dr. Boyd

2000-2001

By June 2001, students in grade four (4) at Washington School will be at 70% proficient or advanced proficient on the Language Arts Literacy portion of ESPA 2001.

By June 2001, students in grade four(4) at Washington School will be at 70% proficient or advanced proficient on the Mathematics portion of ESPA 2001.

Yantacaw Mrs. Dowse 2000-2001

By June 2001, students in grade four (4) at Yantacaw School will be at 70% proficient or advanced proficient on the Language Arts Literacy portion of ESPA 2001.

By June 2001, students in grades five and six (5 & 6) will demonstrate proficiency in utilizing mental maps to organize information about people, places, and environments appropriate to the curriculum. A minimum of 80% of the students will achieve a minimum score of 2 on a teacher-developed performance assessment which is appropriate to each grade level. The assessment will be scored according to a four point rubric, similar to that utilized by the state, ranging from 0 to 3.

Lincoln Dr. Mutch 2000-2001

By June 2001, students in grade four (4) at Lincoln School will be at 70% proficient or advanced proficient on the Language Arts Literacy portion of ESPA 2001.

By June 2001, students in grade four(4) at Lincoln School will be at 75% proficient or advanced proficient on the Mathematics portion of ESPA 2001.

Radcliffe Mrs. Francioso 2000-2001

By June 2001, students in grade four (4) at Radcliffe School will be at 70% proficient or advanced proficient on the Language Arts Literacy portion of ESPA 2001.

By June 2001, students in grades five and six (5 & 6) will demonstrate proficiency in utilizing mental maps to organize information about people, places, and environments appropriate to the curriculum. A minimum of 80% of the students will achieve a minimum score of 2 on a teacher

Radcliffe (cont'd)

developed performance assessment which is appropriate to each grade level. The assessment will be scored according to a four point rubric, similar to that utilized by the state, ranging from 0 to 3.

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 24, 1999.

Progress of District Objectives

<u>School</u>	<u>Principal</u>	<u>Year</u>
<u>Nutley High</u>	<u>Mr. Cocchiola</u>	<u>1999/2000</u>

By June of 2000, students enrolled in a level one world language class (Latin, French, Italian, Spanish), will achieve a score of 70% or better in a criterion-referenced test comprised of selected vocabulary words in English with Latin roots and also used in French, Italian and Spanish. These words will be studied throughout the year in their respective language class. This common list of words will reinforce the development of vocabulary skills addressed on the PSAT and SAT.

Results

In May of 2000, 192 students enrolled in level one world language classes (Latin, French, Italian and Spanish), were given a vocabulary test which consisted of English words with Latin roots and also used in French, Italian, and Spanish. The words were studied throughout the school year in the respective language classes. The list reinforced development of important vocabulary skills and also addressed vocabulary skills tested on the PSAT and SAT. Ninety-one percent of all students tested received a grade of 70% or higher on this criterion-referenced test.

By June of 2000, 70% or better of the students enrolled in the computer applications classes will pass a criterion-referenced test comprised of questions concerning the proper use of the Internet focusing on internet ethics and etiquette with a grade of 70% or better.

Results

Instruction on the above referenced subjects was given during the course of this school year to all students in the required Computer Applications classes. Students were then evaluated using both an Internet based quiz and a written quiz.

Of the 263 students who were evaluated, 231 or 87% achieved a score of 70% or better.

<u>Franklin</u>	<u>Dr. Vivinetto</u>	<u>1999/2000</u>
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By June 2000, students in level one world language class (Latin, Italian, Spanish, French), will achieve a score of 70% or better in a criterion-referenced test comprised of selected vocabulary words in English with Latin roots also used in French, Italian and Spanish. These words will be studied throughout the year in their respective language class. This common list of words will reinforce the development of vocabulary skills addressed on the GEPA (Grade Eight Proficiency Assessment) and the PSAT and SAT.

Results

In September of the 1999/2000 school year world language teachers at Franklin School met with the principal to formulate a review of the world language curriculum re the use of vocabulary studied in relation to the seventh and eighth grade course objectives, skills arrays and content core standards. Monthly department meetings and additional meetings resulted in the development of a vocabulary test which consisted of English words with Latin roots and also used in French, Italian, and Spanish. The test was administered in May of 2000 to 229 students enrolled in the world language classes. The words were studied throughout the school year in the respective language classes. The list reinforced development of important vocabulary skills and also addressed vocabulary skills tested on the GEPA and future PSAT and SAT tests. Ninety-nine percent of all students tested received a grade of 70% or higher on this criterion test.

By June 2000, given a problem-based research project in the area of social studies utilizing computer technology, as well as other related resources, 80% of the students at each grade level (7-8) will score a grade of C or better.

Results

In September of the 1999-2000 school year, the social studies teachers at the Franklin School met with the principal and social studies coordinator to review the integration of computer technology in the social studies curriculum. In-service training in the use of the Internet and web-quests was provided by department members proficient in the fusion of computer technology. A problem-based research project concerning the history of constitutional issues was designed by the staff. Students researched the historical origins of the United States Constitution and the application of the Bill of Rights throughout the nation's history. Eighty-eight percent (88%) of the students scored a grade of C or better on the final written research project. In addition, a web site incorporating much of the student research was added to the Franklin School web page.

Spring Garden

Mrs. Clerico

1999-2000

By June 2000, at least 80% of the students in grades one and two (1&2) 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 question 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

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- 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 June.

Results:

More than 95% of the students in grades one and two (1&2) achieved an average score of at least two or better on a grade level assessment consisting of five open-ended questions scored using the New Jersey ESPA Mathematics Generic Rubric.

By June 2000, students in grades three through six (3-6) will demonstrate proficiency in a problem-based research project in the area of social studies utilizing computer technology as well as related resources. A minimum of 80% of the students at each grade level, three through six, will score a grade of C or better. The final written project will be evaluated by the classroom teacher.

Results

More than 95% of the students in grades three to six (3-6) have demonstrated proficiency in a variety of social studies projects and have successfully achieved a grade of C or better on a final written project.

Washington

Mr. D'Aloia

1999/2000

By June 2000, students in grades three through six (3-6) will be given a problem-based research project in the area of social studies, utilizing computer technology, as well as other related resources. Eighty percent (80%) of the students at each grade level (3-6) will score a grade of C or better. The final written project will be evaluated by the classroom teacher.

Results

During the 1999/2000 school year, monthly grade level meetings were held with third, fourth, fifth and sixth grade faculty to determine proficiencies expected for our school level objective involving a problem-based research project in the area of social studies, utilizing computer technology, as well as other related resources. Appropriate strategies were also discussed. Lesson plans for social studies were designed in conjunction with the projects to be researched.

The third and fourth grade students used the Internet program encyclopedia.com to access information about the U.S. states. The fifth graders researched a decade

Washington (cont'd)

of the past century and selected famous people and historic events to write about. The sixth graders researched Ancient Egypt and developed research projects around this theme.

The final written projects were evaluated by the individual classroom teachers. Eighty percent (80%) of the students at each level (3-6) scored a grade of C or better. These results enabled us to meet our objective for this year.

By June 2000, students in grades one and two (1&2) 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.

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.

Results

During the 1999/2000 school year, monthly grade level meetings were held with first and second grade faculty to determine proficiencies expected for our school level objective involving mathematical open-ended questions. Appropriate strategies were also discussed. Lesson plans for math classes were designed in conjunction with open-ended questions. Five practice problems, developed by teachers, were administered and corrected the week before the actual testing. In addition audio-visual materials, and computer software programs, were utilized to reinforce strategies.

In June 2000, five open-ended mathematical problems were administered to grades one and two. One problem was given each day in math class. The teachers used holistic scoring for grading each question. The results proved to be very successful. More than 80% of the students at Washington School, grades one and two, scored at least a 2 or better for an average score of the five problems tested. These results enabled us to meet our objective for this year.

By June 2000, students in grades three through six (3-6) will be given a problem-based research project in the area of social studies utilizing computer technology as well as other computer related resources. Eighty percent (80%) of the students at each grade level (3-6) will score a grade of C or better. The final written project will be evaluated by the classroom teacher.

By June 2000, students in grades one and two (1&2) 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.

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, 2000.

Results (for both objectives)

During the 1998-1999 school year, monthly grade level meetings were held with grade 1-6 instructors. Teachers analyzed skill areas and then class activities were developed that enabled all the learners to correctly complete the open-ended math questions that were introduced in grades one and two. Practice math questions were utilized to check for recall of knowledge.

In mathematics open-ended questions, grade one, 100% of the students scored a two or better. In grade two, 100% of the students scored a two or better.

In grades three through six (3-6) teachers provided and monitored related skills in the area of computer technology and related resources. The youngsters utilized the Internet, Grolier's Multimedia Encyclopedia, and other research related materials.

The students in grade three were given a problem-based research project in the area of social studies utilizing computer technology as well as other computer related resources.

The students have been studying the Italian this year. In order to incorporate, and integrate this area, the project was to research historic sites in Italy. Each child was assigned a particular site. The Internet and Web sites were located for gathering information on the library computers and the computers in the classrooms.

The students gathered information and then answered a list of prepared questions relating to each site.

The students in grade three successfully completed the questions and 100% of the students received a grade of 'C' or better.

The students in grade four were to research a famous New Jerseyan or a famous place in New Jersey. Each student was required to complete an outline, utilize several sources from the Internet, and Grolier's Multimedia Encyclopedia (GME) to incorporate five out of the nine questions into a report. In grade five, 100% of the class scored a 'C' or better and 83% of the class received an 'A'.

Students in 6th grade social studies were required to complete a report on various topics of ancient Egyptian history (pyramids, cuneiform, pharaohs, etc.).

1. Each student was required to complete an outline of questions for their topic and then address their questions in their research.
2. Students had to use at least five sources. Three of these sources had to be from the Internet. The other sources could be books, encyclopedias, etc. Students were taught how to paraphrase information from sources and document in a bibliography.
3. A bibliography was also required when reports were submitted.
4. All reports were to be a maximum of four pages.
5. In grade 6, 100% of the students wrote fulfilling requirements and received a grade of 'C' or better.

Lincoln

Dr. Mutch

1999/2000

By June 2000, students in grades three through six (3-6) will complete a problem-based research project in the area of social studies. The students will utilize computer technology as well as other related resources to gather information and produce a written product. Eighty percent (80%) of the students at each grade level (3-6) will score a letter grade of C or better. The final written project will be evaluated by the classroom teacher.

Results

In grades three (3) through six (6), the principal and the teachers along with the school librarian met throughout the school year to plan and to execute research in the area of social studies through the use of computer technology. The students were also given the opportunity to utilize other related resources to gather

information and produce a written product. With the combined effort of the staff and learners, social studies projects were completed. The letter grade for the papers was given by each homeroom teacher. The average score for pupils at the third grade level was a (B+), at the fourth grade level a (B+), at the fifth grade level a (B+), and at the sixth grade level a (B). Thusly, 80% of the youngsters achieved a score of (B+) or better on their final projects.

By June 2000, students in grades one and two (1&2) will demonstrate confidence 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

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 last months of the school year. 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 80% 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.

Results

The principal and the teachers met to discuss related open-ended math responses, as well as the rubric of evaluation for grades one (1) and two (2). The teachers taught designated Mathematics curricula and methods of answering open-ended math questions at their specific grade levels. Then, the teachers prepared open-ended math questions for the different grade levels performance. With the combined efforts of the staff and the learners, the average rubric score for grades two (2) was 2.5 and for grade one (1) a 2.5. Thusly, the goals for demonstrating proficiency in responding to open-ended math questions at each grade level were met. More than 80% of the students met the standard.

By June 2000, students grades three through six (3-6) will be given a problem-based research project in the area of social studies, utilizing computer technology, as well as other related resources. Eighty percent (80%) of the students in each grade level (3-6) will score a C or better. The final written project will be evaluated by the classroom teacher.

Results

During the 1999/2000 school year, students in grades three through six (3-6) were given a problem-based research project in the area of social studies, utilizing computer technology, as well as other related resources. Eighty percent (80%) of the students in each grade level (3-6) scored a "C" or better. The final written project was evaluated by the classroom teacher.

By June 2000, students in grades one and two (1&2) 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
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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 June, 2000.

Results

During the 1999/2000 school year, more than 95% of the students in grades one and two (1-2) demonstrated proficiency in five open-ended mathematical questions, achieving an average score of at least 2 or better on a grade level assessment.

Dated:
October 23, 2000