

**II. ACHIEVEMENT OF PERFORMANCE OBJECTIVES [N.J.A.C.6:8-2.2(a)3]**

**2003-2004 BUILDING OBJECTIVES  
RESULTS**

**Calvin Coolidge School  
420 Grandview Avenue**

Principal - Dr. Richard Schuck

**A. GOAL 1 -**

Students in grade three will participate in the new district-developed Spanish communications component of the World Languages Curriculum. As a result, eighty percent of the non-classified students will demonstrate 80% proficiency on the communications skills through a locally-developed oral language assessment, by June 2004.

**Cumulative Progress Indicators:**

- 7.1.1 Respond to and initiate simple statements and comments;
- 7.1.2 Express attitudes, reactions and courtesy using short phrases and simple sentences;
- 7.1.3 Express likes, dislikes and preferences;
- 7.1.4 Describe people, places, things and events using short phrases and simple sentences.

**B. RESULTS -**

Third grade students were given a series of four pictures that were to be used to tell a story in Spanish. On the pre-test, students were asked to tell the story without learning the specific vocabulary necessary for the story. Not one student in 3<sup>rd</sup> grade passed the pre-test in September. After learning the vocabulary through TPR Storytelling method, the students were then asked to retell the story using newly learned vocabulary, as well as words previously learned. Of the 66 non-classified Grade 3 students taking the post-test in June, 2004, the results were as follows:

- a. 17 (25%) of the 3<sup>rd</sup> grade class scored 85 to 90;
- b. 49 (74%) of the 3<sup>rd</sup> grade class scored 100.

The performance standards of this goal were met successfully.

## **A. GOAL 2 -**

Students in grade two will participate in the district-developed open-ended questions component of the mathematics curriculum. As a result, eighty percent of non-classified grade two students will demonstrate a score of 2 or higher on open-ended questions as measured through the state's Holistic Scoring Guide for mathematics Open-Ended (OE) Items Rubric, by June, 2004.

Holistic Scoring Guide for Mathematics Open-Ended (OE) Items Rubric:

3- Point Response: The response shows complete understanding of the problem's essential mathematical concepts. The student executes procedures completely and gives relevant responses to all parts of the task. The response contains few minor errors, if any. The response contains a clear, effective explanation detailing how the problem was solved so that the reader does not need to infer how and why decisions were made.

2- Point Response: The response shows nearly complete understanding of the problem's essential mathematical concepts. The student executes nearly all procedures and gives relevant responses to most parts of the task. The response may have minor errors. The explanation detailing how the problem was solved may not be clear, causing the reader to make some inferences.

1- Point Response: The response shows limited understanding of the problem's essential mathematical concepts. The response and procedures may be incomplete and/or may contain major errors. An incomplete explanation of how the problem was solved may contribute to questions as to how and why decisions were made.

0- Point response: The response shows insufficient understanding of the problem's essential mathematical concepts. The procedures, if any, contain major errors. There may be no explanation of the solution or the reader may not be able to understand the explanation. The reader may not be able to understand how and why decisions were made.

### **Cumulative Progress Indicators:**

This goal is aligned with the New Jersey Mathematics Curriculum Framework, Standard 4.9, and the related Cumulative Progress indicators.

## **B. RESULTS -**

A review of the data for the 56 non-classified students participating in this goal indicate that 53 (95%) achieved a score of 2 or higher on open-ended questions as measured through the Holistic Scoring Guide for mathematics Open-Ended Items Rubric, by June 2004. The performance standards of this goal were met successfully.

**Abraham Lincoln School  
324 Mason Avenue**

Principal - Dr. Mary Orr

**A. GOAL 1 -**

Students in grade three will participate in the new district-developed Spanish communications component of the World Languages Curriculum. As a result, eighty percent of the non-classified students will demonstrate 80% proficiency on the communications skills through a locally-developed oral language assessment, by June 2004.

**Cumulative Progress Indicators:**

- 7.1.5 Respond to and initiate simple statements and comments;
- 7.1.6 Express attitudes, reactions and courtesy using short phrases and simple sentences;
- 7.1.7 Express likes, dislikes and preferences;
- 7.1.8 Describe people, places, things and events using short phrases and simple sentences.

**B. RESULTS -**

Third grade students were given a series of four pictures that were to be used to tell a story in Spanish. On the pre-test, students were asked to tell the story without learning the specific vocabulary necessary for the story. Not one student in 3<sup>rd</sup> grade passed the pre-test in September. After learning the vocabulary through TPR Storytelling method, the students were then asked to retell the story using newly learned vocabulary, as well as words previously learned. Of the 66 non-classified Grade 3 students taking the post-test in June, 2004, the results were as follows:

- c. 53 students achieved a score of 100%;
- d. 15 students achieved a score of 90%.

The performance standards of this goal were met successfully.

**A. GOAL 2 -**

Students in grade two will participate in the district-developed open-ended questions component of the mathematics curriculum. As a result, eighty percent of non-classified grade two students will demonstrate a score of 2 or higher on open-ended questions as measured through the state's Holistic Scoring Guide for mathematics Open-Ended (OE) Items Rubric, by June, 2004.

Holistic Scoring Guide for Mathematics Open-Ended (OE) Items Rubric:

3- Point Response: The response shows complete understanding of the problem's essential mathematical concepts. The student executes procedures completely and gives relevant responses to all parts of the task. The response contains few minor errors, if any. The response contains a clear, effective explanation detailing how the problem was solved so that the reader does not need to infer how and why decisions were made.

2- Point Response: The response shows nearly complete understanding of the problem's essential mathematical concepts. The student executes nearly all procedures and gives relevant responses to most parts of the task. The response may have minor errors. The explanation detailing how the problem was solved may not be clear, causing the reader to make some inferences.

1- Point Response: The response shows limited understanding of the problem's essential mathematical concepts. The response and procedures may be incomplete and/or may contain major errors. An incomplete explanation of how the problem was solved may contribute to questions as to how and why decisions were made.

0- Point response: The response shows insufficient understanding of the problem's essential mathematical concepts. The procedures, if any, contain major errors. There may be no explanation of the solution or the reader may not be able to understand the explanation. The reader may not be able to understand how and why decisions were made.

### **Cumulative Progress Indicators:**

This goal is aligned with the New Jersey Mathematics Curriculum Framework, Standard 4.9, and the related Cumulative Progress indicators.

### **B. RESULTS -**

Post-test results indicate very significant growth with grade two students' abilities responding successfully to mathematics open-ended questions after a year of instruction with the district-developed instructional program. As a result of participating in a district-developed, year-long instructional program aligned with the open-ended questions component of the mathematics curriculum, non-classified grade two students demonstrated over 98% proficiency as measured through the state's Holistic Scoring Guide for mathematics Open-ended (OE) Items Rubric.

64 Students scored 2 or higher on the Rubric

1 student scored below 2 on the Rubric

The performance standards of this goal were met successfully.

**Sicomac School  
256 Sicomac Avenue**

Principal - Mrs. Debra K. Kirsch

**A. GOAL 1 -**

Students in grade three will participate in the new district-developed Spanish communications component of the World Languages Curriculum. As a result, eighty percent of the non-classified students will demonstrate 80% proficiency on the communications skills through a locally-developed oral language assessment, by June 2004.

**Cumulative Progress Indicators:**

7.1.9 Respond to and initiate simple statements and comments;

7.1.10 Express attitudes, reactions and courtesy using short phrases and simple sentences;

7.1.11 Express likes, dislikes and preferences;

Describe people, places, things and events using short phrases and simple sentences.

**B. RESULTS -**

Fifty-one non-classified students participated in the district-developed Spanish communications component of the World Languages Curriculum. When tested in June, 2004, one hundred percent (100%) of the students demonstrated 85% proficiency or higher on the language assessment.

The performance standards of this goal were met successfully.

**A. GOAL 2 -**

Students in grade two will participate in the district-developed open-ended questions component of the mathematics curriculum. As a result, eighty percent of non-classified grade two students will demonstrate a score of 2 or higher on open-ended questions as measured through the state's Holistic Scoring Guide for mathematics Open-Ended (OE) Items Rubric, by June, 2004.

Holistic Scoring Guide for Mathematics Open-Ended (OE) Items Rubric:

3- Point Response: The response shows complete understanding of the problem's essential mathematical concepts. The student executes procedures completely and gives relevant responses to all parts of the task. The response contains few minor errors, if any. The response contains a clear,

effective explanation detailing how the problem was solved so that the reader does not need to infer how and why decisions were made.

2- Point Response: The response shows nearly complete understanding of the problem's essential mathematical concepts. The student executes nearly all procedures and gives relevant responses to most parts of the task. The response may have minor errors. The explanation detailing how the problem was solved may not be clear, causing the reader to make some inferences.

1- Point Response: The response shows limited understanding of the problem's essential mathematical concepts. The response and procedures may be incomplete and/or may contain major errors. An incomplete explanation of how the problem was solved may contribute to questions as to how and why decisions were made.

0- Point response: The response shows insufficient understanding of the problem's essential mathematical concepts. The procedures, if any, contain major errors. There may be no explanation of the solution or the reader may not be able to understand the explanation. The reader may not be able to understand how and why decisions were made.

### **Cumulative Progress Indicators:**

This goal is aligned with the New Jersey Mathematics Curriculum Framework, Standard 4.9, and the related Cumulative Progress indicators.

### **B. RESULTS -**

Fifty-seven non-classified students participated in the math program throughout the school year. When tested in June, 2004, ninety-six percent (96%) of the students (55 children) attained a mastery level of 2 or higher on open-ended questions as measured through the state's Holistic Scoring Guide for mathematics Open-Ended (OE) items Rubric.

The performance standards of this goal were met successfully.

**George Washington School  
270 Woodland Avenue**

Principal - Mr. Joseph Desiderio

**A. GOAL 1 -**

Students in grade three will participate in the new district-developed Spanish communications component of the World Languages Curriculum. As a result, eighty percent of the non-classified students will demonstrate 80% proficiency on the communications skills through a locally-developed oral language assessment, by June 2004.

**Cumulative Progress Indicators:**

- 7.1.12 Respond to and initiate simple statements and comments;
- 7.1.13 Express attitudes, reactions and courtesy using short phrases and simple sentences;
- 7.1.14 Express likes, dislikes and preferences;
- 7.1.15 Describe people, places, things and events using short phrases and simple sentences.

**RESULTS -**

Third grade students were given a series of four pictures that were to be used to tell a story in Spanish. On the pre-test, students were asked to tell the story without learning the specific vocabulary necessary for the story. Not one student in 3<sup>rd</sup> grade passed the pre-test in September. After learning the vocabulary through TPR Storytelling method, the students were then asked to retell the story using newly learned vocabulary, as well as words previously learned. Of the 62 non-classified Grade 3 students taking the post-test in June, 2004, all 62 students scored wither 90% or 100% on the post-test.

Pre-Test:

- A. 99% of the 2<sup>nd</sup> grade class scored 0%
- B. 1% of the 2<sup>nd</sup> grade class scored 50%.

Post-Test:

- A. 19% of the 2<sup>nd</sup> grade class scored 90%
- B. 81% of the 2<sup>nd</sup> grade class scored 100%.

The performance standards of this goal were met successfully.

**A. GOAL 2 -**

Students in grade two will participate in the district-developed open-ended questions component of the mathematics curriculum. As a result, eighty percent of non-classified grade two students will demonstrate a score of 2 or higher on

open-ended questions as measured through the state's Holistic Scoring Guide for mathematics Open-Ended (OE) Items Rubric, by June, 2004.

Holistic Scoring Guide for Mathematics Open-Ended (OE) Items Rubric:

3- Point Response: The response shows complete understanding of the problem's essential mathematical concepts. The student executes procedures completely and gives relevant responses to all parts of the task. The response contains few minor errors, if any. The response contains a clear, effective explanation detailing how the problem was solved so that the reader does not need to infer how and why decisions were made.

2- Point Response: The response shows nearly complete understanding of the problem's essential mathematical concepts. The student executes nearly all procedures and gives relevant responses to most parts of the task. The response may have minor errors. The explanation detailing how the problem was solved may not be clear, causing the reader to make some inferences.

1- Point Response: The response shows limited understanding of the problem's essential mathematical concepts. The response and procedures may be incomplete and/or may contain major errors. An incomplete explanation of how the problem was solved may contribute to questions as to how and why decisions were made.

0- Point response: The response shows insufficient understanding of the problem's essential mathematical concepts. The procedures, if any, contain major errors. There may be no explanation of the solution or the reader may not be able to understand the explanation. The reader may not be able to understand how and why decisions were made.

### **Cumulative Progress Indicators:**

This goal is aligned with the New Jersey Mathematics Curriculum Framework, Standard 4.9, and the related Cumulative Progress indicators.

### **C. RESULTS –**

A pre-test was administered by the second grade teachers in September, 2003, the results were as follows:

- A. 75% of the 2<sup>nd</sup> grade class scored 0 to 1
  - B. 25% of the 2<sup>nd</sup> grade class scored a 2.
- No one received a 3.

A post-test was administered in June, 2004 by the second grade teachers. The results were as follows:

- A. 18 students or 19% of the 2<sup>nd</sup> grade scored a 3
- B. 46 students or 69% of the 2<sup>nd</sup> grade scored a 2

C. 9 students or 12% of the 2<sup>nd</sup> graders scored a 1 or less.

Overall 88% of the 2<sup>nd</sup> graders at Washington School successfully achieved our intended goal for the 2003/2004 school year.

The performance standards of this goal were met successfully.

**Dwight D. Eisenhower School**  
**344 Calvin Court**

Principal - Richard Kuder

**GOAL 1** - Students in grade six will participate in a district-developed, open-ended questions component of the mathematics curriculum. As a result, eighty percent of the non-classified grade six students will demonstrate a score of 2 or higher on open-ended questions as measured through the state's Holistic Scoring Guide for mathematics Open-Ended (OE) Items Rubric, by June, 2004.

Holistic Scoring Guide for Mathematics Open-Ended (OE) Items Rubric:

3- Point Response: The response shows complete understanding of the problem's essential mathematical concepts. The student executes procedures completely and gives relevant responses to all parts of the task. The response contains few minor errors, if any. The response contains a clear, effective explanation detailing how the problem was solved so that the reader does not need to infer how and why decisions were made.

2- Point Response: The response shows nearly complete understanding of the problem's essential mathematical concepts. The student executes nearly all procedures and gives relevant responses to most part of the task. The response may have minor errors. The explanation detailing how the problem was solved may not be clear, causing the reader to make some inferences.

1- Point Response: The response shows limited understanding of the problem's essential mathematical concepts. The response and procedures of how the problem was solved may contribute to questions as to how and why decisions were made.

0- Point response: The response shows insufficient understanding of the problem's essential mathematical concepts. The procedures, if any, contain major errors. There may be no explanation of the solution or the reader may not be able to understand the explanation. The reader may not be able to understand how and why decisions were made.

**RESULTS** -

A pre-test was administered in the fall of 2003 to provide teachers with direction and to measure the achievement level of students. In 6<sup>th</sup> grade the year was spent with intensive instruction in teaching students how to approach and answer open-ended questions. In addition, the following activities were a part of this process:

1. Problem of the day
2. Independent problem solving
3. Cooperative think-pair problem solving

4. Question Quest activities
  - i. Judge (evaluate) other students' open-ended solutions
  - ii. Study scoring guides (Rubrics) and their use to judge others' solutions
  - iii. Solve a wide variety of open-ended problems
5. Include open-ended problems on quizzes and unit tests

As a result, 80% of all 6<sup>th</sup> grade students scored a 2 or higher on the six items that were used to measure their progress with students scoring an average of 2.4 on the open-ended Rubric.

The performance standards of this goal were met successfully.

**GOAL 2** - As measured by the Terra Nova standardized test, non-classified students in grade seven will improve 2% in their overall OPI (Objective Performance Index) score in the areas of Extending Meaning and Evaluating Text. Results will be measured by using data from the 2002/03 and 2003/04 Terra Nova Multiple Assessment Battery.

This goal is aligned with the New Jersey Language Arts Literacy Standards #3.1 and #3.5 and the Science Standard #5.1.

### **Language Arts Standard 3.1**

**All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers, and will read a variety of texts with fluency and comprehension.**

#### **Cumulative Progress Indicators:**

1. Speculate about text by generating literal and inferential questions.
2. Distinguish between essential and non essential information.
3. Differentiate between fact/opinion and bias and propaganda newspapers, periodicals and electronic texts.
3. Analyze themes found in texts.
4. Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of non fiction and provide textual evidence of understanding.
5. Respond critically to text ideas and craft by using textual evidence to support interpretations.
6. Read critically and analyze poetic forms.

7. Identify and understand the author's use of idioms analogies metaphors and similes in poetry and prose
8. Interpret text ideas through journal writing discussion and enactment.

### **Language Arts Standard 3.5**

**All students will access, view, evaluate and respond to print, non-print, and electronic texts and resources.**

#### **Cumulative Progress Indicators:**

1. Identify aspects of print and electronic texts that support the author's point of view.
2. Recognize and respond to visual and print images of humor, irony, and metaphor.
3. Evaluate media messages for credibility

### **Science Standard 5.1**

**All students will develop problem solving , decision making, and inquiry skills reflected by formulating usable questions and hypotheses, planning experiments, conducting systematic observations and interpreting and analyzing data drawing conclusions and communicating results.**

#### **Cumulative Progress Indicators:**

1. Evaluate the strengths and weaknesses of data, claims and arguments.
2. Identify questions and make predictions that can be addressed by conducting investigations.

### **RESULTS -**

Over the past year, reading teachers met periodically with administrators to develop activities and lessons to improve student performance in the area of Extending Meaning and evaluating Text. Eleven sub skills were identified as vital components of Objective Four (Extending Meaning and evaluating Text). Using resources from the CTB McGraw-Hill "Classroom Connections," reading teachers developed lessons and activities focusing on these sub skills to be implemented in their classes. During team meetings, reading teachers met with content area teachers to discuss reading strategies associated with our school goal, serve as support for teachers, and share resources. Content area teachers incorporated these strategies into their daily lessons and unit plans.

Analysis of results indicate that overall growth was demonstrated in the area of Extended Meaning and evaluating Text when comparing results from the TerraNova Multiple Assessments 2002-2003 and 2003-2004. While the improvement did not reach the 2% level indicated in our goal, improvement by 1% was realized. Furthermore, 56% of non-classified students improved their Objective Performance Index (OPI) score in the area of Extending Meaning and Evaluating Text. While significant improvement was made, the benchmark for this goal was not met.