

PEQUANNOCK VALLEY SCHOOL

Seventh Quarter Report

May 2008

2007-2008 PV SCHOOL INITIATIVES

New Schedule featuring...

- ❖ **Extended Learning Time in Math and Language Arts**
- ❖ **Blocked Science and Social Studies classes meeting on alternate days (or one period everyday).**
- ❖ **Expanded slate of electives and exploratory classes**
- ❖ **Daily PLC Meeting Time**

Instruction

- ❖ **Curriculum Mapping**
- ❖ **Pacing**
- ❖ **Lesson Planning**
- ❖ **Active Learning**
- ❖ **Interdisciplinary projects**

2007-2008 PV SCHOOL INITIATIVES

Expanded Resources

- ❖ **Time**
- ❖ **Technology and Software**
- ❖ **Instructional Materials**

Focus on Individual Improvement and Use of Data

- ❖ **Teacher Expectations – Classroom Performance**
- ❖ **Testing History – NJ SMARTS**
- ❖ **Benchmark Data – NWEA and Riverside**
- ❖ **Study Island – Web-based Improvement Program**
- ❖ **PROPEL - Academic Coaching.**

2007-2008 PV SCHOOL INITIATIVES

Expanded Leadership Opportunities for Staff

- ❖ **Team Leaders**
- ❖ **Director of Secondary Education**
- ❖ **PLC participation and decision-making**
- ❖ **Use of PLC Time**
- ❖ **Faculty Committees**

Other Initiatives

- ❖ **Character Education**
- ❖ **Addressing drug and alcohol issues.**

Key Accomplishments

- ❖ Implementation of a New Schedule
- ❖ Strategies for Extended Learning
- ❖ High Interest Elective Program
- ❖ English Honors, Social Studies, Science GT
- ❖ Math and English Enrichment – Grade 6
- ❖ Increased Technology Capacity
- ❖ Software to Support Learning

Key Accomplishments

- ❖ Implementation of NWEA Benchmarks
- ❖ Daily PLC meetings
- ❖ Character Education Initiative
- ❖ Random Drug Testing (implementation of EtG and Breathalyzer Testing)
- ❖ Girls Basketball Championship
- ❖ PROPEL Program (academic coaching)

Key Learnings

- ❖ Core Teachers continue to adjust to 80-minute class periods. (Students also)
- ❖ Science and Social Studies teachers are more frequently using the option of having classes meet daily instead of every other day.
- ❖ Technology access in the classroom via laptop carts adds significantly to our repertoire for active learning.
- ❖ We have installed some additional “Airports” to expand wireless coverage in the building.

Key Learnings

- ❖ Active learning is crucial to the success of extended learning periods. (IPI)
- ❖ Increased Technology requires extensive support and training.
- ❖ To use data effectively, it must be presented in a useable format.
- ❖ Multiple data points present a clearer picture of student ability vs. achievement.
- ❖ There are no predictive studies on the correlation between Benchmark tests and success on NJASK.
- ❖ PROPEL coaching seems to have had traction in helping individual students.

Key Learnings

- ❖ Amount of Homework assigned and test schedules are primary concerns of parents.
- ❖ Team (PLC) based decision-making is an acquired behavior.
- ❖ Elective classes need to be balanced with core academics in terms of rigor and homework.
- ❖ Special subject teachers need to consider Level 2 courses for next year to meet student needs.
- ❖ World Language study is compromised by every-other-day scheduling. Continuity is a problem.

2006-2007 OBJECTIVES FOR PV SCHOOL

GEPA Language Arts

Baseline 2005-06 %	Target 2006-07 %	Actual 2006-07 %
14.4%	18.8%	12.4%\

GEPA Mathematics

Baseline 2005-06 %	Target 2006-07%	Actual 2006-07%
32.3 %	36.7%	33.9%

GEPA Science

Baseline 2005-06%	Target 2006-07%	Actual 2006-07%
25.8%	30.2%	31%

Performance of the Class of 2007 met the stated goal only in Science. While Math scores showed a slight improvement, Language Arts scores dipped to 12.4 %. These results reinforce the need to make some major systemic changes at PV for the 2007-2008 School Year.

2007-2008 OBJECTIVES FOR PV SCHOOL

NJASK8 Language Arts

Baseline 2006-07 %	Target 2007-08 %	Actual 2007-08 %
12.4%	17.5%	???

NJASK8 Mathematics

Baseline 2006-07 %	Target 2007-08%	Actual 2007-08 %
33.9%	39.0%	???

NJASK8 Science

Baseline 2006-07%	Target 2007-08%	Actual 2007-08 %
31%	36.1%	???

The above numbers represent the new goals for 2007-2008. The aggregate goal for the year is ...

Totals: Baseline 2006-07%	Target 2007-08%	Percentage Increase
77.3%	92.7%	19.9%

2007-2008 OBJECTIVES FOR PV (ALL GRADES)

Language Arts

	Baseline 2006-07 %	Target 2007-08 %	Actual 2007-08%
NJASK6	24.9%	30.0%	
NJASK 7	9.7%	14.8%	
NJASK8	12.4%	17.5%	???

Mathematics

	Baseline 2006-07 %	Target 2007-08%	Actual 2007-08 %
NJASK6	24.9%	30.0%	
NJASK 7	14.6%	19.7%	
NJASK8	33.9%	39.0%	???

Science

	Baseline 2006-07%	Target 2007-08%	Actual 2007-08 %
NJASK8	31%	36.1%	???

Student Achievement

PV SCHOOL GRADE DISTRIBUTION - MP3

Class	Enroll	A Range	A%	B Range	B%	C Range	C%	D Range	D%	F	F%	NG	NG%
English 8 Totals	196	41	20.9%	98	50.0%	48	24.5%	9	4.6%	0	0.0%	4	2.0%
English 7 Totals	174	75	43.1%	65	37.4%	26	14.9%	7	4.0%	1	0.6%	4	2.3%
English 6 Totals	185	51	27.6%	95	51.4%	30	16.2%	8	4.3%	1	0.5%	4	2.2%
	555	167	30.1%	258	46.5%	104	18.7%	24	4.3%	2	0.4%	12	2.2%
Class	Enroll	A Range	A%	B Range	B%	C Range	C%	D Range	D%	F	F%	NG	NG%
Math 8 Totals	196	59	30.1%	66	33.7%	52	26.5%	16	8.2%	3	1.5%	4	2.0%
Math 7 Totals	174	50	28.7%	77	44.3%	35	20.1%	8	4.6%	4	2.3%	4	2.3%
Math 6 Totals	185	86	46.5%	80	43.2%	15	8.1%	4	2.2%	0	0.0%	4	2.2%
	555	195	35.1%	223	40.2%	102	18.4%	28	5.0%	7	1.3%	12	2.2%
Class	Enroll	A Range	A%	B Range	B%	C Range	C%	D Range	D%	F	F%	NG	NG%
Science 8 Totals	196	59	30.1%	86	43.9%	32	16.3%	14	7.1%	5	2.6%	4	2.0%
Science 7 Totals	173	76	43.9%	66	38.2%	27	15.6%	4	2.3%	0	0.0%	5	2.9%
Science 6 Totals	185	87	47.0%	74	40.0%	20	10.8%	2	1.1%	2	1.1%	4	2.2%
	554	222	40.1%	226	40.8%	79	14.3%	20	3.6%	7	1.3%	13	2.3%
Class	Enroll	A Range	A%	B Range	B%	C Range	C%	D Range	D%	F	F%	NG	NG%
So Studies 8 Totals	196	96	49.0%	59	30.1%	26	13.3%	13	6.6%	2	1.0%	4	2.0%
So Studies 7 Totals	172	47	27.3%	53	30.8%	55	0.0%	15	8.7%	2	1.2%	5	2.9%
So Studies 6 Totals	184	133	72.3%	34	18.5%	15	8.2%	2	1.1%	0	0.0%	5	2.7%
	552	276	50.0%	146	26.4%	96	17.4%	30	5.4%	4	0.7%	14	2.5%

PV SCHOOL GRADE DISTRIBUTION - MP3 - BY SUBJECT

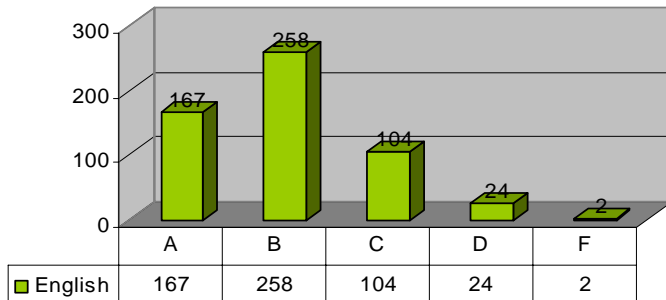
Class	Enroll	A Range	A%	B Range	B%	C Range	C%	D Range	D%	F	F%	NG	NG%
English Totals	555	167	30.1%	258	46.5%	104	18.7%	24	4.3%	2	0.4%	12	2.2%
Math Totals	555	195	35.1%	223	40.2%	102	18.4%	28	5.0%	7	1.3%	12	2.2%
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Student Achievement

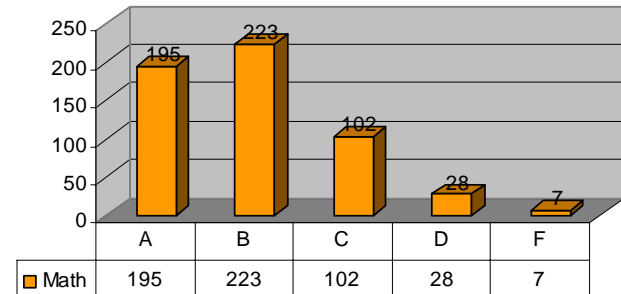
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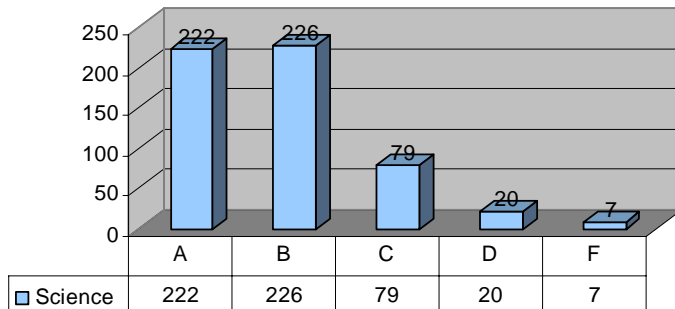
MP3 English Grades



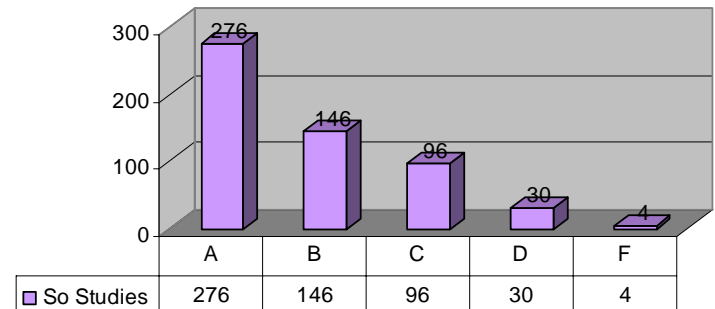
MP3 Math Grades



MP3 Science Grades

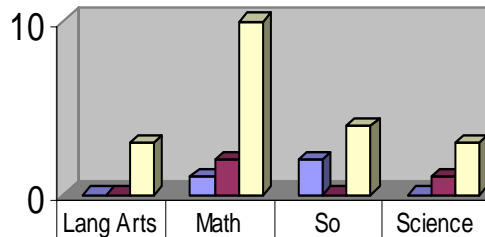


MP3 Social Studies Grades



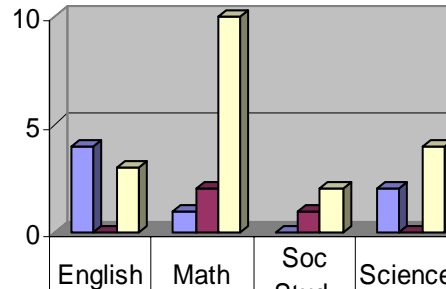
Student Achievement

MP 1 Failures



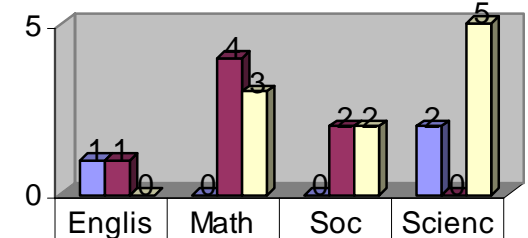
Grade	Lang Arts	Math	So	Science
Grade 6	0	1	2	0
Grade 7	0	2	0	1
Grade 8	3	10	4	3

MP 2 Failures



Grade	English	Math	Soc Stud.	Science
GRADE 6	4	1	0	2
GRADE 7	0	2	1	0
GRADE 8	3	10	2	4

MP3 Failures



Grade	Englis	Math	Soc	Scienc
Grade 6	1	0	0	2
Grade 7	1	4	2	0
Grade 8	0	3	2	5

In comparing these failure reports, we see notable reductions in failures in Eighth Grade English and Math. Included in these numbers are some students with multiple failures. Our guidance department is working with eighth graders in order to help all of them graduate with their class. Students who are in danger of failing for the year may have to attend summer school in order to avoid retention.

Student Achievement

**Pequannock Township Public Schools
Study Island Report
% Correct through Seventh Quarter**

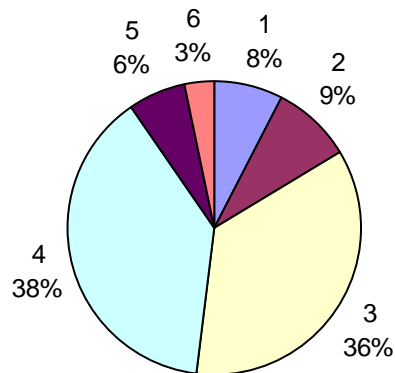
Grade	Total Students in Grade	Questions	% Correct
Grade 6	186	On Grade Level:	92,004 73.4%
		Off Grade Level:	6,717 71.1%
Grade 7	176	On Grade Level:	85,290 74.5%
		Off Grade Level:	59,571 79.4%
Grade 8	197	On Grade Level:	53,635 74.9%
		Off Grade Level:	8,159 58.5%
TOTAL	559	305,376	74.7%

Study Island is a program that is based on the New Jersey Core Curriculum Content Standards and allows students to answer questions in Math and Language in Grades 6 -7-8 and in Science in Grade 8. The program is web-based and students can use it at school or at home. Usage in the third quarter equalled total usage for Q1 and Q2 combined. **Seventh Grade Special Needs students had an outstanding quarter!**

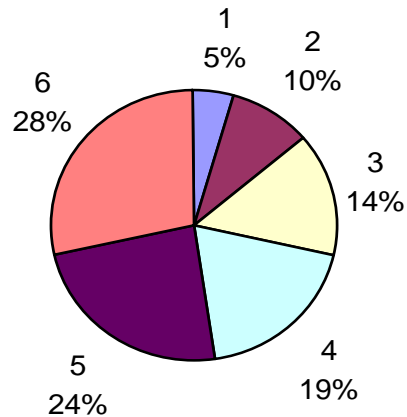
MP1 Active Learning*

Level of Engagement	All Subjects Level of Engagement	Core Subjects Level of Engagement	Non Core Subjects Level of Engagement
1	11	11	0
2	13	13	0
3	67	52	15
4	72	56	16
5	9	9	0
6	15	5	10

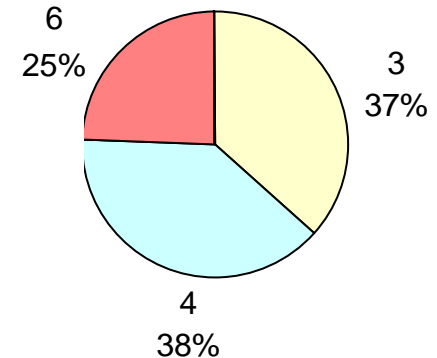
**Level of Engagement
All Subjects**



**Level of Engagement
Core Subjects**



**Level of Engagement
Non-Core Subjects**

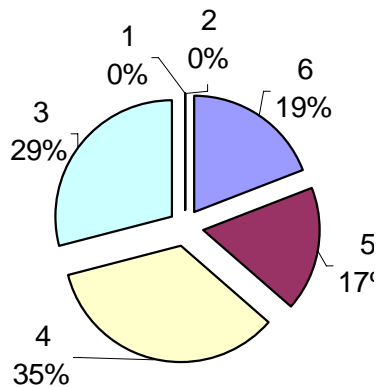


* These charts are based on IPI observations where many short walk-in observations create a picture of the level of engagement in the school's classrooms – This walk-through occurred in October and nine administrators participated.

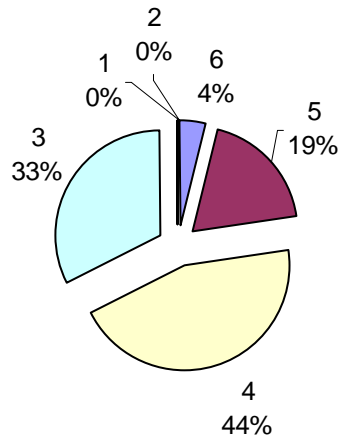
MP2 Active Learning*

Level of Engagement	All Subjects Level of Engagement	Core Subjects Level of Engagement	Non Core Subjects Level of Engagement
1	0	0	0
2	0	0	0
3	29	23	6
4	34	31	3
5	17	13	4
6	19	3	16

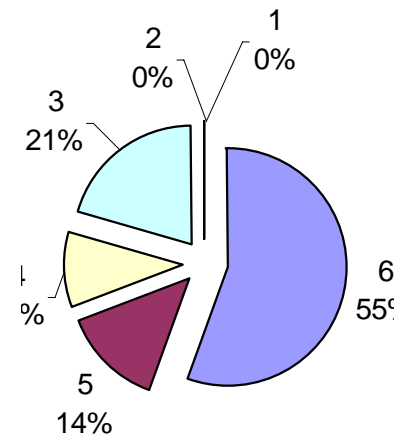
**Level of Engagement
All Subjects**



**Level of Engagement
Core Subjects**



**Level of Engagement
Non-Core Subjects**

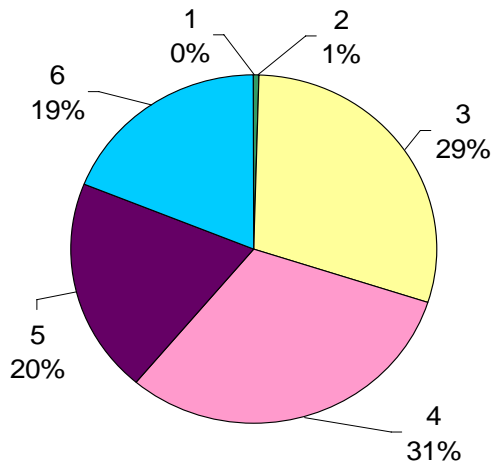


* These charts are based on IPI observations where many short walk-in observations create a picture of the level of engagement in the school's classrooms. This walk-through occurred in February 2008 – Five administrators participated.

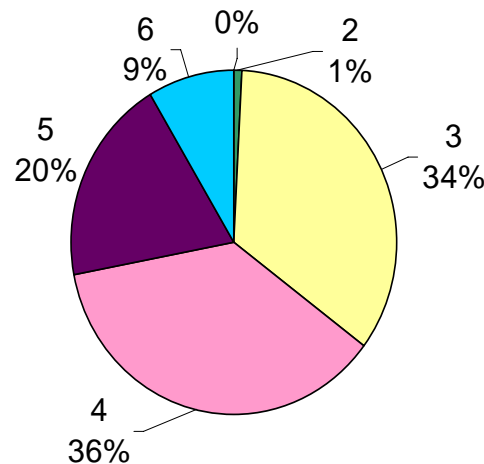
MP3 Active Learning*

Level of Engagement	All Subjects Level of Engagement	Core Subjects Level of Engagement	Non Core Subjects Level of Engagement
1	0	0	0
2	1	1	0
3	50	44	6
4	53	47	6
5	34	25	9
6	32	11	21

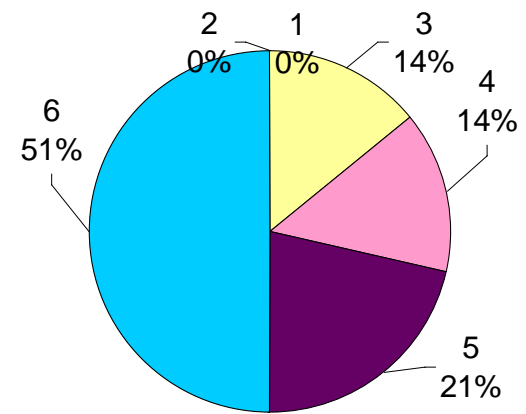
**Level of Engagement
All Subjects**



**Level of Engagement
Core Subjects**



**Level of Engagement
Non-Core Subjects**



* These charts are based on IPI observations where many short walk-in observations create a picture of the level of engagement in the school's classrooms. This walk-through occurred in April 2008 – Eight administrators participated.

MP1-MP3 IPI Comparison*

Level of Engagement	All Subjects Level of Engagement						Core Subjects Level of Engagement						Non Core Subjects Level of Engagement					
	MP1		MP2		MP3		MP1		MP2		MP3		MP1		MP2		MP3	
1	11	6%	0	0%	0	0%	11	8%	0	0%	0	0%	0	0%	0	0%	0	0%
2	13	7%	0	0%	1	1%	13	9%	0	0%	1	1%	0	0%	0	0%	0	0%
3	67	36%	29	29%	50	29%	52	36%	23	33%	44	34%	15	37%	6	21%	6	14%
4	72	39%	34	34%	53	31%	56	38%	31	44%	47	37%	16	39%	3	10%	6	14%
5	9	5%	17	17%	34	20%	9	6%	13	19%	25	20%	0	0%	4	14%	9	21%
6	15	8%	19	19%	32	19%	5	3%	3	4%	11	9%	10	24%	16	55%	21	50%

* These charts compare the IPI ratings from MP1 to MP3. There is a significant shift in IPI percentages toward more active classrooms. There was a another increase in the percentage of ratings of 5 and 6. The chart below shows an overall 300% increase in the incidence of these ratings from MP1 to MP 3. These are the ratings indicating student-centered classes.

	All Subjects		Core Subjects		Non-Core Subjects	
	MP1	MP3	MP1	MP3	MP1	MP3
Ratings of 5 or 6	13%	39%	9%	29%	24%	50%
Increase of:		300%		322%		208%

Improvement Strategies

Organizing all schools for success

Increased learning time for English and Math – In PV's new schedule, we have increased time spent in English and Math to an 80-minute instructional period each day. This new schedule has increased instructional time in Math and English by 1035 minutes per marking per subject.

Re-organize the learning day -- The new schedule provides students with three 80-minute academic periods per day. Math and English meet everyday and Science and Social Studies alternate every other day or meet daily for one period. In addition, PV is now offering an Exploratory/Elective Program that features a total of **48 new exploratory and elective courses** which are designed for high interest and engagement.

Improvement Strategies

Organizing all schools for success

- **Execute Watch and Concerns list** – Each PLC has identified students from their PLC who are within range of Advanced Proficiency and those who are working toward proficiency. Teachers are using a variety of data points to monitor the work of these students. The students on the Concerns list are also working with a Basic Skills teacher or their special education teachers on programs such as Study Island. PROPEL coaches are also working with students from both lists.
- **Focus on Essential Learning** – In our PLC meetings we have discussed essential core learnings in the academic subjects. Teachers are identifying the main essential learning for every lesson and making sure that the students understand the point of the lesson.

Improvement Strategies

Implement Sophisticated Learning Tools

Increased computer capacity throughout PV School – We deployed 120 additional laptop computers in the school. These were assigned to math and English classrooms in each PLC. Through this move, we have increased our lab capacity twofold. Through wireless networking, teachers have the opportunity to use these computers in different configurations – segmented lessons, one-to-one computing, pairing and sharing – to introduce a higher level of technological infusion in the core academic areas.

Student exposure to classroom computing has been increased significantly. All students now have a daily opportunity for classroom computer use in both Math and English. In past years, this did not even exist.

Re-Tooled Sixth Grade Computer Program – Sixth graders exposure to classroom computer instruction has been increased 150% in their computer class alone. The new program introduces them to basic industry-standard software applications through Microsoft Office and other software packages. This sixth grade intro program prepares students to complete technology-infused projects in the subject areas in Grades 7 & 8.

Improvement Strategies

Implement Sophisticated Learning Tools

Increased access to subject-specific software:

New software packages in Math and Language Arts have been purchased and installed to assist in the Mac Laptops. This provides supplementary material for lesson planning and technology infusion in extended teaching periods.

Opportunity for technology innovation and experimentation:

Teachers have the opportunity to explore new ways to use technology in their classrooms. One such example is podcasting. A PV School teacher is exploring podcasting through an APPLES project and will be providing professional development to colleagues. Several iPods and microphone units will be made available to teachers who wish to explore this new approach.

Improvement Strategies

Implement Sophisticated Learning Tools

Better use of data and data analysis:

Last year, we started to use benchmark data as well as classroom assessments and standardized tests to develop a profile of student achievement and success. This year, we have formalized this approach into a weekly exercise in the PLCs. We are tracking various data points for each student using an Excel spreadsheet format along with data forms for individual students. This more clearly shows progress and identifies anomalies in the data. PROPEL coaches are using a single page student profile form.

Improvement Strategies

Implement Sophisticated Learning Tools

Benchmark Programs:

We have completed the mid-year administration of NWEA Benchmarking. The NWEA provides a RIT number which identifies students performing at or above grade level. Students took the NWEA in Math, Language Usage, and Reading. We have applied for a research study using **LEARNIA**, a new benchmark program which is approved by the state and connected to the state CCCS Standards. With the standardized testing scheduled for the end of April, we opted not to administer the MP3 Riverside Benchmarks until after standardized testing was over. We will administer MP4 Benchmarks in Riverside and we will do an end of the year NWEA in June for Grades 6 & 7.

Improvement Strategies

Professional Development Opportunities for Staff:

Professional Training:

Teachers continue to meet with PLCs on a daily basis and there are some opportunities for professional development as part of these meetings. After school voluntary workshops have been discontinued because of the ongoing negotiations and lack of teacher contract.

Rigor and Relevance:

We continue to stress the importance of rigor and relevance in our teaching. This continues to be a point of discussion in PLCs. Teachers continue to look for ways of moving lessons into Quadrant D by increasing the both the rigor and the relevance of instruction.

Improvement Strategies

Professional Development Opportunities for Staff:

Teaching in Extended Time Periods:

This year provides a lab experience in this subject. Core academic teachers are doing this every day with their 80-minute academic periods. Teachers' impressions of this change is that they are able to teach to a greater depth because of the extended time available. We are looking at our current schedule configuration and await the results of standardized testing to see the impact of our programmatic changes.

Active Learning:

AS we move through the school year, teachers and students are becoming more acclimated to extended periods and using instructional time wisely. The increase in active learning is indicated by our IPI visits in the second and third marking period which show a dramatic increase in Active Learning throughout our school.

Improvement Strategies

New Program Implementation:

Honors English: New honors English courses were designed and implemented in seventh and eighth grade. These courses significantly raise the bar for student achievement. The curriculum is demanding and there is a high expectation for high quality work. The new English courses are also focused on helping students prepare to meet the challenge of a 2000 average on the SAT when they are in high school. Approximately half of each grade is enrolled in the honors level courses. We feel that this number is too high for a true “honors” program and we are considering a 25% enrollment in honors to be more logical.

English and Math Enrichment (Grade Six): Students scoring at the advanced proficient levels have been placed in “enriched” sections of Math and English. These students will complete additional enrichment activities for each topic studied. There are four sections of Math Enrichment and two sections of English Enrichment currently offered. Teachers report that this model of enrichment is working successfully. However, we would like to use multiple data points in the future to select students for this program.

Improvement Strategies

New Program Implementation:

Science and Social Studies GT: During the Third Marking Period, the Science 7 and Social Studies 8 GT electives were offered on each team. These programs were very successful. During Marking Period 4, we are offering Science/Social Studies 7 GT in a team-teaching model and Science 8 GT. We are planning on using these experiences as we plan these programs for future years. It is the current feeling of the faculty to refine this model for Science and Social Studies rather than developing an honors section in these subjects.

Exploratory/Elective Program: This year we have implemented a new program of electives and exploratory classes to give students a wider choice of high interest courses. A total of 48 new or re-worked courses have been added to our program this year alone. Students seem to be enjoying these electives, although some are more rigorous than students expected. We are discussing the direction of the elective program for next year. Issues such as the level of rigor, homework, and grading are under discussion so that we will be more consistent in our expectations in the future. Second levels of electives will need to be considered for next year. These will be necessary in order to accommodate eighth graders who took the first level of these electives in seventh grade this year.

Improvement Strategies

New Program Implementation:

Study Island: This program is a web-based program which is connected to the NJ Core Curriculum Content Standards. Students can use this program wherever they can connect to the web. Students have logons and passwords and their use of the program is managed by the software. Students answer questions on a particular topic and the software tracks the number of responses and the number of correct responses. There is a simple rewards program for students who have a high degree of correct responses. This program was originally identified for use with special education students and basic skills students, but its value also extends to the general education population. To date PV students have responded to over 174,000 questions with a correct response rate of over 73%.

Accelerated Math: The implementation of this program is still on hold until the tech problems can be resolved. Several teachers tried to use this program on a trial basis without success. They found it cumbersome to implement in their classes. The implementation of Accelerated Math has not been successful this year.

Improvement Strategies

The PROPEL Program:

This program was implemented at the beginning of the third marking period. PROPEL stands for “Preparing Our Students for Excellence in Learning.” Four academic coaches work with students of all ability levels to help them succeed. They are working hand-in-hand with English and Math teachers to identify those skills that would help our students move to the next level of achievement.



Our first groups of students in this program have started work with our PROPEL coaches. They are meeting twice per week in twenty minutes time slots. Their schedules rotate so that they will only miss a given class for twenty minutes every other week - some less. Our four coaches are working with over 160 students. Students are added to the program based on need or parent request.

We expect PROPEL to give our students a BOOST in learning!

Improvement Strategies

The PROPEL Program:

This program continued throughout the third marking period. Over 160 students participated in this program which provided small group and individual assistance in Math and Language Arts. The PROPEL coaches surveyed their students to get an idea of their reactions to the program. Students who did respond to the survey were very positive about the effects of this program. They felt that what they learned about writing was of particular value. They liked the small groups and individual attention. They felt the program made learning fun and that it should be continued. According to most students, Propel helped give them confidence on the NJ ASK and they felt prepared (some felt over-prepared) to take the test, although they also felt some apprehension because of the importance of the NJ ASK. They felt Propel should be offered in future years to help students succeed!

Propel Survey

1. In your opinion, have you had a positive experience in the Propel Program?
2. What was your favorite part about Propel?
3. Is there anything about Propel that could be improved?
4. Would you recommend Propel to a friend? Why?
5. Do you feel that your academic coach was knowledgeable about the subject matter?
6. Do you think that PV should make Propel a permanent program each year prior to NJ ASK?
7. Do you feel fully prepared for NJ ASK?
8. Additional Comments:

Standardized Testing

- ❖ This year, NJ ASK testing for 6-7-8 Grades was held later in the school year.
- ❖ Grades 7 & 8 completed their testing on May 1. Grade 6 will test the week of May 5. Make-ups will continue until May 15.
- ❖ Grade 8 students took tests in Language Arts Literacy, Math, and Science.
- ❖ Tested subjects in Grades 6 & 7 are Language Arts Literacy and Math.

Standardized Testing

- ❖ Our major improvement initiatives this year were pointed towards improving student achievement on these tests. Extended time in Math and Language Arts, the PROPEL program, and many PLC activities focused on this improvement.
- ❖ Immediate feedback from students in Grades 7 & 8 indicated that our students felt particularly well prepared in both Math and Language Arts.
- ❖ Students felt confident about their performance on the writing tasks on these tests.
- ❖ We were disappointed in the quality of the testing materials from the state and also the form of some of the writing prompts. Some of these did not resemble the samples provided by the state.

Standardized Testing

- ❖ Teachers met to debrief the testing experience and provided some valuable feedback.
- ❖ This year, we grouped students by team. Teachers felt this was a definite advantage.
- ❖ Teachers felt that by offering Language Arts first, students would perform better on the writing prompts and open-ended responses.
- ❖ Teachers noticed that on Day 2 of LAL, students were experiencing writing “burn-out.”
- ❖ Science teachers felt that by having the science test last in eighth grade, “burn-out” affected the students’ focus and effort.

Standardized Testing

- ❖ Teachers mentioned problems with particular items on both seventh and eighth grade tests.
- ❖ Test booklet problems (seals and missing pages) were more prevalent this year than in previous years.
- ❖ Teachers recommended that all special ed students receive the accommodation for extra paper.
- ❖ Time issues were mentioned – too much time for LA, not enough for Math responses – not enough space for math open ended responses.
- ❖ Teachers recommended half days on testing days. With this being impractical, we discussed alternate activities for afternoons during testing.
- ❖ Consider providing snacks during testing.
- ❖ Teachers also recommended using longer reading passages during regular instruction. This would help students process the volume of information that they encounter during testing.

School Culture

Statistics for 9/5/07 – 11/7/07

MP 1 Statistics

❖ Number of Suspensions: 20 ISS, 14 OSS

- ❖ These figures include additional suspensions resulting from holding to a higher standard with regard to bullying and harassment. Initial consequences are more severe now than in previous years. This sends an important message about what is acceptable in our school.

❖ Number of Disciplinary Referrals: 137

- ❖ Does not include such issues as dress guidelines, cell phone visibility, unprepared for PE, or gum, though these issues are still addressed and documented.
- ❖ Referrals included such offenses as rudeness, not following directions, hallway and classroom safety, name-calling, general classroom disruption, and skipping teacher/central detentions.

School Culture

Statistics for 11/12/07 – 1/25/08

MP 2 Statistics

❖ **Number of Suspensions: 8 ISS, 1 OSS**

- ❖ The drop in these numbers indicate that the more aggressive stance on bullying taken during the first marking period has paid off. Far fewer of these incidents are now occurring and these number show that decrease.

❖ **Number of Disciplinary Referrals: 128**

- ❖ Does not include such issues as dress guidelines, cell phone visibility, tardiness to school, or gum, though these issues are still addressed and documented.
- ❖ Referrals included such offenses as rudeness, not following directions, hallway and classroom safety, name-calling, general classroom disruption, and skipping teacher/central detentions.

School Culture

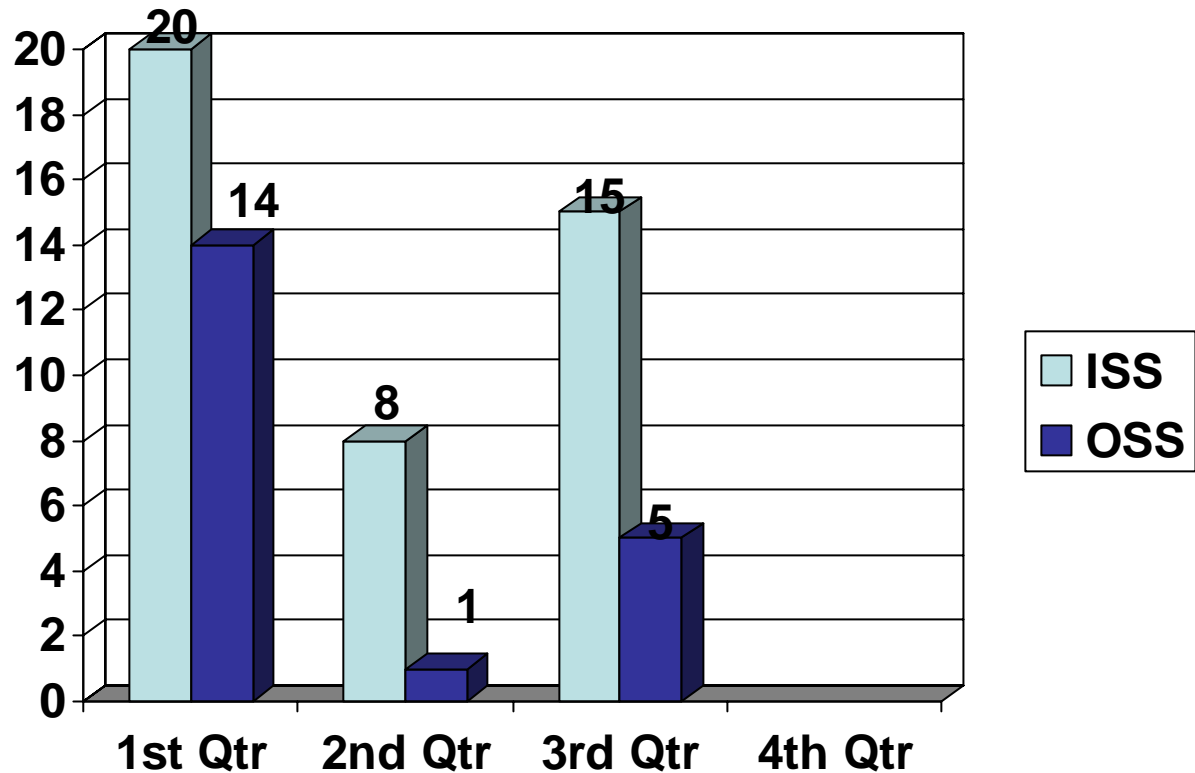
Statistics for 1/28/08 – 4/04/08

MP 3 Statistics

- ❖ **Number of Suspensions: 15 ISS, 5 OSS**
- ❖ **Number of Disciplinary Referrals: 163**
 - ❖ Does not include such issues as dress guidelines, cell phone visibility, tardiness to school, or gum, though these issues are still addressed and documented.
 - ❖ Referrals included such offenses as rudeness, not following directions, hallway and classroom safety, name-calling, general classroom disruption, and skipping teacher/central detentions.

School Culture

ISS/OSS Comparisons



The incidences of ISS and OSS were higher in the Third Marking Period than in the second. The rise is due to several isolated incidents of repeat behavior. One such incident resulted in an out-of-district placement.

School Culture

Statistics for 1/28/08 – 4/04/08

- ❖ **The PV HSA has created a Sunshine Committee that works collaboratively with PV Administration to develop ways to raise money for local families in need. Vendor night was held in March, raising over \$300 for families in need.**
- ❖ **The PV Faculty and Pomptonian continue to provide donations that help to purchase monthly lunch cards for our students in need of assistance.**
- ❖ **Our PLCs have continued to effectively communicate and share strategies and ideas about helping our student population academically, behaviorally, and emotionally.**
- ❖ **Our Grade 8 students continue to demonstrate outstanding leadership skills as they plan and carry out their Take Action Projects. The students have successfully worked with their peers, teachers, and administration to create meaningful activities that raise awareness and funds for community charities.**

School Culture

Statistics for 1/28/08 – 4/04/08

- ❖ **The PV Student Council continues to provide activities for the school. During this marking period, the Math-A-Thon raised almost \$5,000 for St. Jude's Children's Hospital.**
- ❖ **Students have continued to display positive camaraderie by supporting these Take Action Projects, PV School's athletic teams, PV School's Drama Club, and maintaining active participation in school clubs.**
- ❖ **PV students continue to demonstrate appropriate manners and etiquette during school assemblies and meetings.**
- ❖ **Zero discipline issues at school-run dances and fun nights.**

Other Activities

- **Character Education:**

- Rutgers FSCCCE Project:**

- We continued to mentor Oxford Central School – our partner school – in character education. We visited Oxford in March and we will participate in a program showcase where we will do a presentation on our experiences in this mentoring project.

Other Activities

- **Character Education:
Rutgers FSCCCE Project.**



On Friday, March 7, members of PV's Character Education Mentoring Team visited our partner school - Oxford Central School. We spent the day learning more about Oxford's efforts to improve their school climate through Character Education activities.

Other Activities

- **Character Education:**

- In April, we wrote a grant to support an expansion of our character education initiative across the district. This application was based on the “Character Development” Objective which was part of the District’s Strategic Plan which was developed in Spring 2006. This grant application asks for \$25,000 to be shared by the five district schools to support various programs which enhance our district character education initiative. This grant opportunity was made available through a SPRINT/Nextel grant program

Other Activities

- **Drug and Alcohol Prevention:**

- US Department of Education Grant:**

- We have written a application in response to a grant opportunity for innovative programs to reduce alcohol abuse in secondary schools. This grant would provide full funding for our EtG testing program as well as curricular initiatives regarding student attitudes and behaviors about binge drinking, the risk of underage drinking, and resistance to alcohol use. The grant asks for approximately \$156,000 over a three year period to address the alcohol problems so prevalent in our society. We should receive notification by the end of the school year in anticipation of a Fall 2008 implementation plan.

Other Activities

❖ Parent Communication:

- ❖ Continued use of K12 Planet and Homework Hero to share grades, assignments, and messages.
- ❖ Implementation of “Instant Alert” to communicate emergency closings and other items of importance.
- ❖ New format for monthly Principally Speaking includes news items and articles of interest on a monthly basis.

❖ Student Recognition:

- ❖ Programs such as Student of the Month and Artist of the Month continue.
- ❖ The PV Literary Magazine “Images” received a rating of “Excellent” from the NCTE – we were one of only two middle schools in NJ and 18 nation-wide to receive this recognition. Championship.
- ❖ The Student Council is recognized for raising over \$23,000 for St. Jude’s Children’s Hospital through a program called “Math-A-Thon.”
- ❖ The Drama Club did an excellent job in presenting “Bedside Manor”

Other Activities

- PV Hosted the District Art Festival

On Wednesday, March 26, 2008, Pequannock Valley School was the site of the District Art Festival, "Growing With Art In Our Schools."

Representative art work from all schools in the district was exhibited and students demonstrated art works in progress that were typical of

projects done at various grade levels. The most impressive aspect of the show was being able to view, firsthand, the progression of artistic ability and sophistication from the earliest works of our kindergarten students through the highly diversified art portfolios of our high school students.



Other Activities

- MATH-A-THON for St. Jude's

For the past three years, our Student Council has sponsored a "Math-a-thon" to benefit St. Jude's Hospital. Students volunteered to get pledges for doing math problems and the money raised is donated toward cancer research.



This year, about one hundred students participated and raised \$4,439.45. Over the past three years, this activity has raised \$23,279.19 to help find a cure for childhood cancers.

Other Activities

- Literary Magazine is rated “Excellent”

This year, our annual issue of "Images" - our literary magazine which contains student writing and student artwork - was awarded an "Excellent" rating by the NCTE. We are one of eighteen schools nationally

and one of only two New Jersey middle schools to attain this high a rating. Congratulations to our student editors and to faculty advisors Gillian Freebody and Jeri Asaro for an excellent job!



Other Activities

❖ All School Musical - “Bedside Manor”



In April, the PV Drama Club presented their spring musical production of "Bedside Manor." This musical was written expressly for middle school performance and our students did a terrific job on stage. The play presented a glimpse into an eccentric medical facility and a cast of characters each with their own hang-up. Congratulations to the entire cast and crew for an outstanding and enjoyable performance!

Concerns & Issues to Consider

- ❖ Teachers with courses that meet every other day have experimented with meeting every day from time to time. There is a mixed reaction to the success of extended periods in these subjects.
- ❖ Elective/Exploratory courses need to be adjusted so that expectations are reasonable. Most teachers of these courses have already made these adjustments.
- ❖ We need to find a way to capture multiple data points in a meaningful way. An additional database may be the way to go for this. Excel is a good way to hold the data, but a database would allow for better data manipulation into various formats and reports.
- ❖ We need to build an I&RS component into our PLC structure. Many of our students need this assistance particularly in light of the increased rigor of our program across all grades.
- ❖ We need to refocus on some of the things we have traditionally done very well. Character Ed programs are important and need to be continued. Hopefully, the SPRINT grant will allow for this.
- ❖ We need to take time to celebrate what we have accomplished!

Next Steps

- ❖ Continue our high expectations of student performance.
- ❖ Assess the effectiveness of the PROPEL program as an initiative to promote student achievement. Is this a program that should continue to be offered?
- ❖ Use input from faculty and students to refine our new programs. Consider concerns that have been voiced as we look to the future.
- ❖ Refine the way that we use data on individual students.
- ❖ Continue to stress the importance of writing and work with students on those things which will help them on the various writing prompts.
- ❖ Work on reading comprehension of longer passages and help students develop strategies for analyzing text.
- ❖ Develop a plan to reinstitute the Advisory program piloted last year.