

# Instruction and Program

Unless otherwise indicated, the District Performance Review indicators will be used to evaluate conditions and performance in the district over the preceding three year period. To attain points for this section of the DPR, the district must answer “yes” to each numbered indicator or block of indicators. Partial points are not awarded.

SECTION A: STUDENT ACHIEVEMENT: The district meets the NCLB targets for all students and for students in all subgroups. The district uses student performance data across all New Jersey Core Curriculum Content Standards (NJCCCS) to guide instructional programs.		Suggested Documentation	Point Value	District Score	County Score	County Comments
A1: The district meets the current district definition of Adequate Yearly Progress (AYP) in language arts literacy.	DPR Assessment Worksheet provided by NJDOE	10	1	0		
A2: The district meets the current district definition of Adequate Yearly Progress (AYP) in mathematics.		10	1	0		
Indicator 3 below addresses student progress in language arts literacy. If you answer “yes” to either sub-indicator “a” (percentage) or “b” (95%), you receive 5 points.						

<p>A3: When comparing current and prior year assessment data for total students, the district shows one of the following:</p> <p>a. An increase in the prior year’s percentage of students that achieved proficiency (proficient plus advanced proficient) of at least five percentage points.</p> <p>OR</p> <p>b. At least 95% of the total student population achieves proficiency (proficient plus advanced proficient) in language arts literacy in the current year.</p>	<p>DPR Assessment Worksheet provided by NJDOE</p>	<p>5</p>	<p>1</p>	<p>0</p>	
<p><u>A4: This indicator is intentionally left blank.</u></p>					
<p><b>Indicator 5 below addresses student progress in mathematics. If you answer “yes” to either sub-indicator “a” (percentage) or “b” (95%), you receive 5 points.</b></p>					
<p>A5: When comparing current and prior year assessment data for total students, the district shows one of the following:</p> <p>a. An increase in the prior year’s percentage of students that achieved proficiency (proficient plus advanced proficient) of at least five percentage points.</p> <p>OR</p> <p>b. At least 95% of the total student population achieves proficiency (proficient plus advanced proficient) in mathematics in the current year.</p>	<p>DPR Assessment Worksheet provided by NJDOE</p>	<p>5</p>	<p>0</p>	<p>0</p>	

A6: <u>The district has no schools in "Schools in Need of Improvement" (SINI) status pursuant to No Child Left Behind (20 U.S.C. Sec 6301 et seq).</u>	DPR Assessment Worksheet provided by NJDOE	10	1	0	
A7: At least 70% of the district's total student population, across all grades tested in science, achieves proficient or advanced proficient status on the most recent state science assessments.	DPR Assessment Worksheet provided by NJDOE	4	1	0	
<b>A8. The district prepares an analysis of student achievement data, using the state assessment data profile by doing the following:</b>					
A8a: The district compares achievement for each grade level across all schools within the district	District analysis; Summary of assessment results by content; Explanation of how district prepared analysis; Methodology behind each data set and results	4	1	0	
A8b: The district compares achievement data for each school and with other schools within the district.			1	0	
A8c: The district compares achievement data with comparable districts (by DFG).			1	0	
A8d: The district compares achievement data with state averages.			1	0	
A8e: The district provides the analysis to each district principal and verifies that the data analysis drives instruction and professional development.			1	0	

<p>A9a: Based on state assessment data, the district analyzes the achievement of all subgroup populations at the district and school levels. For those populations not meeting AYP targets or showing a stagnant or declining trend, the district investigates and identifies possible causes, including but not limited to those below.</p> <p>Check all identified causes.</p> <ul style="list-style-type: none"> <li>• Lack of curriculum that is aligned to the NJCCCS</li> <li>• Lack of district/school assessments or the use of assessments not aligned to the curriculum and the NJCCCS</li> <li>• Lack of consistent focus on academic work</li> <li>• Insufficient exposure to the NJCCCS</li> <li>• Use of unaligned instructional materials</li> <li>• Inadequate support and/or professional development for teachers for new content and materials</li> <li>• Teacher vacancy/substitute teacher</li> <li>• Students with disabilities are not taught the aligned curriculum or unaligned materials are used</li> <li>• ELLs are not taught the aligned curriculum or unaligned materials are used</li> <li>• Student attendance or mobility</li> <li>• Other:</li> </ul>	<p>District analysis by total population, subgroup, concentration; Minutes from curriculum meetings; Review of information, issues, and status; District action plan to correct areas of concern</p>	<p>2</p>	<p>1</p>	<p>0</p>	
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<p>A9b: For those subgroup populations at the district and school levels that have shown improvement or growth, the district investigates and identifies factors that may have contributed to improvement, including but not limited to those below.</p> <p>Check all identified factors.</p> <ul style="list-style-type: none"> <li>• Curriculum aligned to the NJCCCS</li> <li>• Appropriate use of aligned assessments, both formative and summative</li> <li>• Consistent focus on academic work</li> <li>• Increased exposure to the NJCCCS</li> <li>• Adoption and implementation of aligned instructional materials</li> <li>• Targeted professional development for teachers</li> <li>• Employment of full-time, highly qualified teachers</li> <li>• Students with disabilities receive aligned instruction and support</li> <li>• English language learners receive aligned instruction and support</li> <li>• Improved student attendance</li> <li>• Additional learning support (tutoring, after school, summer school, etc.)</li> <li>• Increased parent involvement</li> <li>• Other:</li> </ul>	<p>District analysis by total population, subgroup, concentration; Minutes from curriculum meetings; Review of information, issues, and status; District action plan to correct areas of concern</p>		J	1	0	
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<p>A10a: The district documents that strategies are being implemented to support the progress or to address deficiencies identified in numbers 1-9 above. The strategies must explicitly link changes in instruction, curriculum, materials, staffing, teacher support, or other areas to address any and all hypothesized causes. The district also specifies a timeline for implementation with expected outcomes and target dates for resolution.</p> <p><b>OR</b></p> <p>A10b: For Title I districts in need of improvement status:</p> <p>i. The strategies and action steps for district improvement are aligned with the school improvement goals and objectives; and</p> <p>ii. The district improvement plan is implemented as developed.</p>	<p>Analysis and related plan; Revised curriculum, teacher hires or other changes identified in the analysis</p>	<p>3</p>	<p>1</p>	<p>0</p>	
<p>A11a: The district regularly schedules meetings with central office and school-level staff (not less than quarterly) to evaluate sustained progress and address any identified problem areas. Strategies are modified to address continued shortcomings.</p> <p><b>OR</b></p> <p>A11b. For Title I districts in need of improvement status:</p> <p>i. The means for evaluating the effectiveness of the district improvement plan are established; and</p> <p>ii. The district evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.</p>	<p>Meeting schedules and agendas; Attendance lists; District plans or action items</p>	<p>1</p>	<p>1</p>	<p>0</p>	

<b>A12: The district assesses the progress of each student in mastering the NJCCCS at least two times each year including content areas not included on statewide assessments by completing the following:</b>					
A12a: Multiple assessments, both formative and summative, are aligned to the NJCCCS and the district's curriculum.	Assessment schedule for district, schools, and classroom; Samples of tests; Assessment reports; Meeting agendas that show review of test scores; Test contracts	3	1	0	
A12b: Measures of student progress, developed and implemented at the district, school, and classroom level, include opportunities for students to demonstrate mastery through performance assessments.			1	0	
A12c: Assessments at the district, school and classroom level are used to evaluate, adjust, and improve instructional programs and services.			1	0	
A12d: Assessments at the district, school and classroom level are rigorous and consistently used to monitor student progress.			1	0	
A12e: The district requires teacher-designed lesson plans to include assessment measures to be used and reflect multiple forms of assessments that are used as part of instruction.			1	0	
A12f: The district annually reports to the district board of education and the public on the progress of all students at key grade levels in mastering the NJCCCS.			1	0	
A13: The district, after each state test administration, reports to the district board of education on the performance of all students and on the performance of student subgroups on state tests. The report respects the confidentiality of individual students. (N.J.A.C. 6A:8-3.1)	Board minutes; District's report of progress	1	1	0	
<b>Total Section A</b>		<b>59</b>	<b>54</b>	<b>0</b>	

SECTION B: CURRICULUM: The district curriculum supports student achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) in every school and for all students.	Suggested Documentation	Point Value	District Score	County Score	County Comments
To earn points for Section B, the district must respond to each indicator as it relates to each of the nine content areas. Dates of adoption for B1 must be included.					
B1: The district board of education has annually approved written curriculum that clearly and specifically aligns with the most recent State Board adopted version of the NJCCCS (2004). Enter date of local board approval for each area. (N.J.A.C. 6A:8-3.1)	Board Minutes: Curriculum in each area	Date of district adoption:		4/22/2008	
	Arts	4	1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
B2: The district requires and verifies that the curriculum for each NJCCCS area is fully implemented at all grade levels and uses a monitoring process for continually improving curriculum implementation	Class Schedules; Lesson Plans	To earn points for Section B, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts		1	0	
	P.E./Health		1	0	
	LAL		1	0	



	Math	3	1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
B3: The district requires and verifies that the curriculum specifies the content to be mastered for each grade and includes clear grade level benchmarks and interim assessments.	Curriculum in each area	To earn points for Section B, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts	2	1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
B4: The district curriculum, in each content area, specifies ways to support integrated/cross disciplinary instruction to address the implementation of all nine of the NJCCCS areas.	Curriculum in each area	To earn points for Section B, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts	1	1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	

B5: The district curriculum is horizontally and vertically articulated among all grades, content areas, and schools through the use of strategies such as curriculum mapping.	Curriculum in each area; Curriculum audit or map	To earn points for Section B, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts	1	1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
B6: The district convenes curriculum articulation meetings across regional and in-district schools, grades, and content areas at least two times each school year to address curriculum issues, such as curriculum development, <u>preparation for high school graduation</u> , alignment and revision, assessments and key transition points.	Meeting schedules; Agendas; Attendance Lists	To earn points for Section B, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts	2	1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	

B7: The district implements a planned systematic approach to key curriculum and developmental transition points between and among building levels (e.g. Pre-K to kindergarten, elementary to middle school, middle school to high school) and within school buildings (e.g. from K -3 to grade 4/5, grade 9 to 10). Attention is focused on student strengths and needs, student work, and planned interventions to accommodate transition.	Meeting schedules; Agendas; Attendance Lists	1	1	0	
<u>B8: The district is planning and taking steps at all grade levels to prepare all students to meet new high school graduation requirements set forth at N.J.A.C. 6A: 13-2.2(f)</u>	Meeting schedules; Agendas; Curriculum	3	1	0	
Total Section B		17	17	0	

<b>SECTION C: INSTRUCTION: Instructional strategies and processes support the achievement of the New Jersey Core Curriculum Content Standards (NJCCCS) for all students.</b>	<b>Suggested Documentation</b>	<b>Point Value</b>	<b>District Score</b>	<b>County Score</b>	<b>County Comments</b>
<b>C1: The district completes each of the following instructional strategies for each content area:</b>					
C1a: Implements a supervisory process that ensures that the aligned, board-adopted curriculum is taught in every district classroom and that teachers receive meaningful feedback from principals/supervisors and use it to strengthen and sustain instruction.	District policies and procedures; Teacher evaluation schedules; Lesson plans; Professional improvement plans	<i>To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas.</i>			
	Arts		1	0	

	P.E./Health
	LAL
	Math
	Science
	Social Studies
	World Language
	Technology
	Career Education
C1b: Requires and verifies that lesson plans are aligned with the board-adopted curriculum and the NJCCCS and are reviewed at least monthly by principals/supervisors and that principals/supervisors provide teachers with feedback on lesson design and implementation.	Teacher observations and evaluation schedules; Lesson plans and feedback loop; Meeting agendas
	Arts
	P.E./Health
	LAL
	Math
	Science
	Social Studies
	World Language
	Technology
	Career Education
C1c: Requires and verifies that supervisory practices focus on classroom instruction as evidenced by teacher-principal/supervisor discussions and meetings, teacher evaluations and observations, lesson planning, and walk-throughs.	Teacher observations and evaluation schedules; Lesson plans and feedback loop; Meeting agendas
	Arts
	P.E./Health

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	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
C1d: Requires and verifies that teachers and supervisors analyze student work to determine if instruction is aligned with the curriculum.	Teacher observations and evaluation schedules; Lesson plans and feedback loop; Meeting agendas				
	Arts		1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
C2: The district requires and verifies that teachers meet collaboratively to develop lessons and units that are culturally responsive, and that accommodate various learning styles.	Teacher observations and evaluations; Lesson plans; Common planning time; Report cards	To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts	3	1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	

	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
C3: The district requires and verifies that students and parents/guardians receive meaningful ongoing feedback on achievement and performance in all NJCCCS areas.	Teacher/parent conference schedules; District Web site	To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts	3	1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
C4: The district requires and verifies that integrated/cross disciplinary instruction is intentionally planned, implemented, and observed in all NJCCCS areas and at all grade levels.	Lesson plans: Teacher observations and evaluations	To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts	2	1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	

<b>C5: The district requires and verifies that instruction for students with disabilities:</b>					
C5a: Is based on the district's curriculum and instructional materials;	Curriculum; Lesson plans; Assessment data and analysis; Assessment action plan for subgroups	<i>To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas.</i>			
	Arts		1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
<u>C5b: This indicator is intentionally left blank.</u>					
C5c: Is modified and adapted according to the student's IMP and that such modifications are clearly communicated to all teachers;	Curriculum; Lesson plans; Assessment data and analysis; Assessment action plan for subgroups				
	Arts		1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	

C5d: Includes instructional strategies, activities, and content that meet individual student needs;	Curriculum; Lesson plans; Assessment data and analysis; Assessment action plan for subgroups	3			
	Arts		1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
C5e: Addresses the subgroup’s performance on statewide and district assessments.	Curriculum; Lesson plans; Assessment data and analysis; Assessment action plan for subgroups				
	Arts		1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
C6: The district requires and verifies instruction for ELL:					



C6a: Is based on the district's curriculum and instructional materials;	Curriculum; Lesson plans; Instructional materials; Assessment data and analysis; Assessment action Plan for subgroups	To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts	3	1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
C6b: Uses aligned materials in their native language, when bilingual programs are implemented;	Curriculum; Lesson plans; Instructional materials; Assessment data and analysis; Assessment action Plan for subgroups				
	Arts	3	1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
C6c: Is adapted as necessary, aligned to the EL Proficiency Standards, and communicated to all teachers;	Curriculum; Lesson plans; Instructional materials; Assessment data and analysis; Assessment action Plan for subgroups				

	Arts	1	0	
	P.E./Health	1	0	
	LAL	1	0	
	Math	1	0	
	Science	1	0	
	Social Studies	1	0	
	World Language	1	0	
	Technology	1	0	
	Career Education	1	0	
C6d: Addresses the subgroup's performance on statewide and district assessments.	Curriculum; Lesson plans; Instructional materials; Assessment data and analysis; Assessment action Plan for subgroups			
	Arts	1	0	
	P.E./Health	1	0	
	LAL	1	0	
	Math	1	0	
	Science	1	0	
	Social Studies	1	0	
	World Language	1	0	
	Technology	1	0	
	Career Education	1	0	
<b>C7: The district requires and verifies that instructional materials and software:</b>				
C7a: Are aligned with the NJCCCS and the board-approved curriculum;	Textbook and materials adoption policies and procedures; Reviews of materials and textbooks; Review committee proceedings and recommendations; Bilingual program policies and procedures	<i>To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas.</i>		
	Arts	1	0	
	P.E./Health	1	0	

	LAL	3	1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
C7b: Are age and developmentally appropriate, responsive to diversity, and further student learning.	Textbook and materials adoption policies and procedures; Reviews of materials and textbooks; Review committee proceedings and recommendations; Bilingual program policies and procedures				
	Arts		1	0	
	P.E./Health		1	0	
	LAL		1	0	
	Math		1	0	
	Science		1	0	
	Social Studies		1	0	
	World Language		1	0	
	Technology		1	0	
	Career Education		1	0	
C8: The district requires and verifies that teachers and other instructional staff effectively use technology to support learning, increase productivity and create products across all NJCCCS areas.	Textbook and materials adoption policies and procedures; Reviews of materials and textbooks; Review committee proceedings and recommendations; Bilingual program policies and procedures	To earn points for Section C, the district must respond to each indicator as it relates to each of the nine content areas.			
	Arts		1	0	
	P.E./Health		1	0	
	LAL		1	0	

	Math	<i>1</i>	<b>1</b>	<b>0</b>	
	Science		<b>1</b>	<b>0</b>	
	Social Studies		<b>1</b>	<b>0</b>	
	World Language		<b>1</b>	<b>0</b>	
	Technology		<b>1</b>	<b>0</b>	
	Career Education		<b>1</b>	<b>0</b>	
<b>Total Section C</b>		<b>24</b>	<b>24</b>	<b>0</b>	

<b>SECTION D: MANDATED PROGRAMS: The district supports the achievement of the NJCCCS for English Language Learners, Students with Disabilities, and Gifted and Talented Students</b>	<b>Suggested Documentation</b>	<b>Point Value</b>	<b>District Score</b>	<b>County Score</b>	<b>County Comments</b>
D1a: A bilingual, ESL plan, or an English Language Services plan, approved by the NJDOE, has been implemented by the district. (N.J.A.C. 6A:15-1.6)	DOE approval letter; Student roster; Board policy; Sample school staff list; Detailed list of services; Review of assessment data	<i>2</i>	<b>1</b>	<b>0</b>	
D1b: Students enrolled in the bilingual, ESL, and English language services programs have full access to educational services available to other students in the school district.			<b>1</b>	<b>0</b>	
D1c: The district has met the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English.			<b>1</b>	<b>0</b>	
D1d: The district has met the annual measurable achievement objective for the percentage of students attaining English proficiency.			<b>1</b>	<b>0</b>	

D2a: The Special Education Improvement Plan is submitted to the Office of Special Education Programs. (N.J.A.C. 6A:14-9.1)	SPIP; DOE approval letter; DOE implementation letter	2	1	0	
D2b: The district implemented the required activities in the Special Education Improvement Plan.			1	0	
D3a: The district has a gifted and talented program at all grade levels in the district. (N.J.A.C. 6A:8-3.1)	Board approved identification process that uses multiple measures; Test contracts; Recommendation forms; Letters to parents/guardians about identification process; Program description; Curriculum; Student roster	2	1	0	
D3b: The district uses multiple measures to identify gifted and talented students at all grade levels in the district.			1	0	
D3c: The district provides appropriate educational services for identified students at all grade levels.			1	0	
D3d: The district requires and verifies that instruction for gifted and talented students reflects adaptations in content, product, process and learning environment. Adaptations are communicated to all teachers.			1	0	
<b>Total Section D</b>		<b>6</b>	<b>6</b>	<b>0</b>	

<b>SECTION E: EARLY CHILDHOOD PROGRAMS: The district implements early childhood programs that support student achievement of the NJCCCS.</b>	<b>Suggested Documentation</b>	<b>Point Value</b>	<b>District Score</b>	<b>County Score</b>	<b>County Comments</b>
E1a: <u>The Five-year preschool program plan and/or annual updates have been submitted, and approved by the department (e.g., universal and targeted school districts).</u>			NA	NA	

E1b: The <u>comprehensive</u> curriculum <u>approved by the department within the district's five-year plan or annual update</u> is aligned with the Preschool Teaching and Learning Expectations: Standards of Quality (2004), linked to the NJCCCS.	DOE approval letter; <u>Comprehensive curriculum</u> ; <u>Five-year preschool program plan or annual updates</u> ; <u>Articulation meetings between PK and K teachers, between PK and K administrators, results of performance-based assessments passed on to Kindergarten staff</u> ; Evidence of outreach such as parent letters, community meetings, website announcements; Contracts for services; <u>Percentage of universe served</u> ; <u>SAVS documentation</u> , <u>Preschool enrollment and OFAC limited review audits</u> ; <u>Student work samples or portfolios</u> ; Evidence of parent/guardian conferences	NA	NA	NA	
E1c: The <u>comprehensive</u> curriculum is articulated between PreK and K programs to ensure a seamless transition to kindergarten			NA	NA	
E1d: Outreach efforts have increased or maintained the enrollment of the district's universe of eligible three and four-year old children.			NA	NA	
E1e: Class size meets appropriate regulations with one teacher and one <u>teacher assistant</u> in all classes, where applicable.			NA	NA	
E1f: Systematic and adequate <u>administrative and fiscal</u> oversight occurs in district and private providers of preschool programs, as applicable.			NA	NA	
E1g: The district uses a performance-based system for measuring student progress <u>and improving instruction</u> and regularly communicates to parents about student progress.			NA	NA	
Total Section E		NA	NA	NA	

SECTION F: HIGH SCHOOL/GRADUATION: The district implements programs that prepare students for graduation, post-secondary education, and careers.	Suggested Documentation	Point Value	District Score	County Score	County Comments
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F1: The percentage of students from the most recent June high school graduating class who were reported on the ASSA three years earlier, minus the number of students from that class that transferred out-of-district, is at least 80%.	District calculation of graduation rate; ASSA	NA	NA	NA	
F2a: The percentage of seniors who graduated from high school in the last academic year by way of the Special Review Assessment (SRA) was less than 10%.	DOE reporting form: District plan outlining strategies: District calculations of SRA rate	NA	NA	NA	
F2b: The district implements strategies to reduce the number of students using the SRA process for graduation.			NA	NA	
F3a: The district's approved <b>vocational-technical education program</b> is aligned with the State Plan for Vocational Technical Education as approved by the State Board of Education and the United States Department of Education. (N.J.A.C. 6A:19)	DOE approval letter; Vocational plan; Curriculum; Vocational Education Data Report	NA	NA	NA	
F3b: The district conducts an annual evaluation of vocational-technical education programs that includes an analysis of student achievement of the NJCCCS, student achievement of technical competencies, program completion, gender equity and student participation in nontraditional training and employment and placement status of program completers.			NA	NA	
F3c: The district has adopted and implemented a vocational-technical safety and health program that includes safety and health training for students and staff, a safety and health hazard analysis for each vocational course or program, periodic inspections of equipment and materials, and procedures to ensure compliance with health and safety practices.			NA	NA	

F4a: The district provides <b>alternative education</b> programs to address individual learning styles and needs of students at risk of school failure or for those mandated for removal from general education. (N.J.A.C. 6A:16-9)	BOE meeting minutes; Alternative education plan; Sample IPP	NA	NA	NA	
F4b: <i>If applicable</i> , the district places students in approved alternative education programs. (N.J.A.C. 6A:16-9)			NA	NA	
F4c: The alternative education program addresses the achievement of the NJCCCS through the use of Individualized Program Plans for each student. (N.J.A.C. 6A:16-9.2).			NA	NA	
F4d: The district's alternative education program provides support services, case management, and transition services.			NA	NA	
F4e: Instruction in the district's alternative education program is provided by appropriately certified staff.			NA	NA	
<u>F5: For students entering the ninth grade in 2008-2009 and thereafter, the district has established graduation requirements that meet the requirements set for at N.J.A.C. 6A:13-2.2(f).</u>	<u>Board of Education resolution, minutes, student policy manual</u>	NA	NA	NA	
<u>F6: The district has communicated its graduation requirements to all high school students, their families, and the community.</u>	<u>Student policy manual, communications to parents and community</u>	NA	NA	NA	
Total Section F		NA	NA	NA	



<b>Instruction and Program District Performance Review</b>		<b>District Score</b>	<b>County Score</b>
Total Section A: Student Performance	<i>59</i>	<b>54</b>	<b>0</b>
Total Section B: Curriculum	<i>17</i>	<b>17</b>	<b>0</b>
Total Section C: Instruction	<i>24</i>	<b>24</b>	<b>0</b>
Total Section D: Mandated Programs	<i>6</i>	<b>6</b>	<b>0</b>
Total Section E: Early Childhood Programs	<i>NA</i>	<b>NA</b>	<b>NA</b>
Total Section F: High School/Graduation	<i>NA</i>	<b>NA</b>	<b>NA</b>
<b>Total Points</b>	<b><i>106</i></b>	<b>101</b>	<b>0</b>
<b>Score (Earned points divided by total points)</b>		<b>95.3</b>	<b>0</b>