Metuchen Leads

Metuchen Public Schools
State of the Schools Address

Dr. Vincent Caputo
Superintendent of Schools
August 29, 2018
Presentation of Colors

**Drum Majors:**
- Chris Wu
- Abby Brooks
- Nayana Prakash

**Color Guard Captains:**
- Amy Bellows
- Noah Fong
- Emily Park
- Rachel Sandbeck

**Drum Captain:**
- Eric Bernheimer

**Chorus:**
- Rebecca Perlmutter
- Nelson Shi
- Regina Wilcox
- Alexandra Wong
- Nathan Zipf
- Amy Bellows
- Noah Fong
- Jordan Valiquette
- Emma Rogers
- Kiley Thomas
Governor’s Educators of the Year

Metuchen High School
Steve Cichetti
Edgar Middle School
Karen Logan
Campbell Elementary School
Kelli Holleran
Moss School
Sivan Baumgartner
Educational Services Professionals of the Year

Metuchen High School
William Latta

Edgar Middle School
Mary Jo Paulmenn

Campbell Elementary School
Meghan Jeney

Moss School
Allison Sullivan
Paraprofessional of the Year

Patricia Reed
Edgar Middle School
# Newly-tenured Employees

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Assignment</th>
<th>Tenure Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Stike</td>
<td>Edgar</td>
<td>Assistant Principal</td>
<td>8/2/18</td>
</tr>
<tr>
<td>Michelle McCorkle</td>
<td>MHS</td>
<td>Athletic Trainer</td>
<td>8/14/18</td>
</tr>
<tr>
<td>Elisabeth Sato</td>
<td>Edgar, MHS</td>
<td>Music</td>
<td>9/1/2018</td>
</tr>
<tr>
<td>William Schlavis</td>
<td>MHS</td>
<td>Social Studies</td>
<td>9/1/2018</td>
</tr>
<tr>
<td>Eileen Wagenblast</td>
<td>MHS</td>
<td>English</td>
<td>9/1/2018</td>
</tr>
<tr>
<td>Chad Murray</td>
<td>MHS</td>
<td>Math</td>
<td>9/18/18</td>
</tr>
<tr>
<td>Maryrose Little</td>
<td>Edgar</td>
<td>Medical Specialist</td>
<td>10/21/2018</td>
</tr>
<tr>
<td>Beth McLaughlin</td>
<td>Edgar</td>
<td>Special Education</td>
<td>9/1/2018</td>
</tr>
<tr>
<td>Christofer Peckhardt</td>
<td>Edgar</td>
<td>Music</td>
<td>9/1/2018</td>
</tr>
<tr>
<td>Sofia Lopes</td>
<td>Campbell</td>
<td>Elementary</td>
<td>9/1/2018</td>
</tr>
<tr>
<td>Kathleen Zaleck</td>
<td>Campbell</td>
<td>Special Education</td>
<td>9/1/2018</td>
</tr>
<tr>
<td>Erin Santasieri</td>
<td>Campbell</td>
<td>Elementary</td>
<td>9/1/2018</td>
</tr>
</tbody>
</table>
Congratulations are in order!

Ken Smith

- Master’s Degree
- Educational Administration
- University of Scranton
Congratulations are in order!

Dr. Sandra Vorensky

- Doctorate degree
- Rowan University in Educational Leadership (May 2018)
- “Exploring Teachers' Self-Efficacy About Technology Use In Learning Design And Student Performance in Mathematics: A Qualitative Study About Math Anxiety”
New Teacher Orientation - 2018

• August 21-23 at Edgar Middle School
• Academic sessions
• Technical sessions
• Meetings with students and mentors
• Bus tour with borough councilman, Todd Pagel
• Thanks for organizing a great program - Rick Cohen and Amy Opitz
New Hires

Linda Garfinkel

• French
• Edgar and MHS
• Bachelor’s Degree in French from Hartford
• Master’s Degree in Teaching from Monmouth
• Prior experience in Old Bridge and in several private schools
New Hires

Lindsey Omark

- Special Education
- Campbell School
- Bachelor’s Degree in Sociology from Rutgers
- Master’s Degree in Special Education from Rutgers
- Student taught at Moss
- Two years prior experience in Titusville, NJ and in South Korea
New Hires

Scott Delaney

- Third grade
- Campbell School
- Bachelor’s Degree in elementary education and history from TCNJ
- Two years experience in Edison
New Hires

Elizabeth Smith

- Special Education
- Campbell School
- Bachelor’s Degree in elementary education and dance from Rider
- Three years experience in Franklin
New Hires

Pamela Lemansky

- Special Education
- Campbell School
- Bachelor’s Degree in social work from Rutgers
- Master’s Degree in special education from New Jersey City University
- Prior experience in Scotch Plains-Fanwood
New Hires

Jennifer Pasquale

- Third grade
- Campbell School
- Bachelor’s Degree in education and interdisciplinary studies from Lakehead University in Ontario
- Leave replacement at Campbell in 2017-18
- Prior experience in Union County and Berlin Schools
New Hires

Susan Whitlock

- School Social Worker
- Moss and Campbell
- Bachelor’s Degree in Marketing from Saint Joseph’s
- Master’s Degree in social work from Rutgers
- Prior experience in Delaware Township Schools
New Hires

Daniel Scanlon

- English
- Metuchen High School
- Bachelor’s Degree in Secondary Ed/English Literature from Rider University
- Experience in Hopewell Valley and West Windsor Plainsboro
- Leave replacement at MHS in 2017-18
New Hires

Holly Hagman

- English (leave replacement)
- Metuchen High School
- Bachelor’s Degree in Creative Writing from FDU
- Master’s Degree in secondary education from FDU
- Student taught in Union Beach
New Hires

Frank Jones

- Technology Education
- Edgar School
- Bachelor’s Degree in industrial arts
- Experience includes 8 years at Edgar
New Hires

Neyda Evans

- Supervisor of Math and Instructional Technology (k-12)
- Bachelor’s Degree in Fine Arts from Montclair State
- Master’s Degree in Math Education and additional work in education leadership from Western Governor’s
- Experience as a teacher, STEM specialist, dean of students, math supervisor, and regional math coach and project specialist for the NJDOE
New Hires

Christine Lee

- First grade (full year leave)
- Campbell School
- Bachelor’s Degree in psychology from Rutgers
- Master’s Degree in elementary and special education from Rutgers
- Student taught at Campbell
- Prior experience as para in Metuchen
New Hires

Alyssa Polesky

• Special Education
• Campbell School
• Bachelor’s Degree in psychology from Rutgers
• Master’s Degree in early childhood and special education from Rutgers
• Prior experiences in Bound Brook and Hillsborough
New Hires

Katie Tencza

- English (leave replacement)
- Edgar School
- Bachelor’s Degree in English/secondary education from TCNJ
- Prior experience in Rahway and Scotch Plains-Fanwood
New Hires

Isabelle Filiciello

- Speech Therapist
- Edgar and MHS
- Bachelor’s Degree from Loyola University
- Master’s Degree from Seton Hall
- Prior experience in Roselle, and at Lakeview School and JFK Mediacal Center
New Hires

Marissa Dusheck

- Physical Education / Health (leave replacement)
- Edgar School
- Bachelor’s Degree in PE/Health from Kean University
- Student taught in Union
New Hires

Alexa Baird

- English
- Metuchen High School
- Bachelor’s Degree in psychology and deaf studies from Ramapo College
- Prior experience in Middletown
New Hires

Wally Cook

- ELA (leave replacement)
- Edgar School
- Bachelor’s Degree in Secondary Ed from TCNJ
- Prior para and leave replacement experiences in Metuchen
New Hires

Michele Reed

- Preschool special education (leave replacement)
- Moss School
- Bachelor’s Degree in English and Education from Monmouth University
- Prior experience at preschool in Piscataway
New Paraprofessionals

• Tina Huber – Moss
• Swathi Yeluguri – Campbell
• Jaclyn Dancsecs - Edgar
• Matthew Sellitri – MHS
• Michael Molfetto – MHS
• Rhonda Silverman – MHS
Extended School Year 2018

**ESY Program Highlights:**
- July 9 through Aug 16
- 18 sections of special education programs
- 110 students
- Grades preschool through high school
- Instruction to minimize regression
- Instruction in core academics
- Support for social skills

**CST:**
- IEP meetings
- Referrals and Evaluations
- Case Management services
- 130 students in ESY programs (in/out of district)
<table>
<thead>
<tr>
<th>Session</th>
<th>Instructor(s)</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Essay Writing</td>
<td>Lauren Volosin, Eileen Wagenblast, and Dianne Kuenzel</td>
<td>49</td>
</tr>
<tr>
<td>AP Edge: AP US History: Part 1</td>
<td>Chris Giddes</td>
<td>16</td>
</tr>
<tr>
<td>AP Edge: AP US History: Part 2</td>
<td>William Schlavis</td>
<td>14</td>
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<tr>
<td>The Common Application</td>
<td>Elizabeth DeMott</td>
<td>27</td>
</tr>
<tr>
<td>SAT Test Prep</td>
<td>Jane Harmon, Jonathan Stevens</td>
<td>13</td>
</tr>
<tr>
<td>Algebra 1 Prep</td>
<td>Janis Lewandowski, Sherry Lifson</td>
<td>17</td>
</tr>
<tr>
<td>Algebra 2 Prep</td>
<td>Janis Lewandowski, Sherry Lifson</td>
<td>14</td>
</tr>
<tr>
<td>AP Edge: Calculus AB/BC</td>
<td>Jonathan Stevens</td>
<td>4</td>
</tr>
<tr>
<td>AP Edge: English Language</td>
<td>Lauren Volosin, Eileen Wagenblast</td>
<td>34</td>
</tr>
<tr>
<td>AP Edge: Physics 1</td>
<td>Joseph Keagle</td>
<td>5</td>
</tr>
</tbody>
</table>
Metuchen Leads

Dan Benderly
– Collaborative School Leadership state and national presenter

Vince Caputo
– president of NJASCD, 2018-2020
– keynote presenter at NJASCD Whole Child Conference
– Collaborative School Leadership state and national presenter
– Instructor for NJPSA NJEXCEL
– NJASA superintendent candidate mentor

Rick Cohen
– Middlesex County Curriculum Council vice chair
– keynote presenter at NJASCD Whole Child Conference
– Collaborative School Leadership state and national presenter
– problem-based learning at Learning Forward National Conference (December 2018)
Ed Porowski
- ETS Praxis Core Reading Panelist
- National Forum on Character Presenter (October 2018)
- NJASECD Presenter (May 2018)
- National & New Jersey School of Character Evaluator
- School Safety Specialist Certificate

Susan Paredes
- Child Fatality and Near Fatality Review Board: Suicide Subcommittee (NJ Department of Children and Families)
- NJ Principal and Supervisors Council

Brooke Kirschner
- National Forum on Character Presenter (October 2018)
- NJASECD Presenter (May 2018)
- New Jersey School of Character Evaluator
Metuchen Leads

Suzy Azevedo
– Middlesex County Guidance Council co-president

Neyda Evans
– Co-Adjunct for the Mathematics Alternate Route 250 Hour Course at Rutgers

Derek Khoudja
– AP reader for World History
Metuchen Leads

Evan Robbins
  – Collaborative School Leadership state and national presenters

Sarah Karger
  – Collaborative School Leadership state and national presenters

Lisa Levin
  – National Forum on Character Presenter (October 2018)

Lisa Chango
  – County Traumatic Loss Coalition

Sandy Vorensky
  – national presenter
Metuchen Leads

Lisa Granados
  – County Traumatic Loss Coalition

Liliana Falzon
  – Waksman Student Scholars Program

Jonathan Nolde
  – science standards state advisory board

Karin Flores
  – AP Reader

Liz DeMott
  – Executive Committee member and awards committee chair, NJ Association for College Admission Counseling
Metuchen Leads

Karen Van de Castle
- Local businesses through the Downtown Alliance
- High School Fed Challenge with the AP Macroeconomics students through the Federal Reserve Bank of NY

Elisabeth Sato
- Research Associate for the Center for Arts Education Research (CAER) at Teachers College, Columbia University

Melissa Harley
- Completed a two-week seminar through National Endowment for the Humanities called "The Company Town at Seabrook Farms, NJ: Internment, Migration, and Resettlement in the WWII Era."
Metuchen Leads

Roseanna Misuraca

– Code.org facilitator
– Presented Introduction to Computer Science class for middle school teachers at Kean University
– Delivered a one day Creative Problem Solving with Computer Science class at TCNJ
– NJDOE Standards task force to review and revise the NJ K-12 technology standards
Metuchen Leads

• Registered Behavior Technician (RBT) Training – Katie McKenna, Brittany Okoszko, and Kathy Rice
• Orton-Gillingham Week-Long Training – Erin Santasieri, Melissa Savarese, Kathleen Zaleck
• Orton-Gillingham Training through FDU – Alaina Warakomski, Becky Smith, Ellissa Cadel, Julie Anderson, Stephanie Angus, Staci Gil
• Hall of fame coaches: Val Gazda, Kelli Holleran, Martin Holleran, Kathy Glutz
Collaborative School Leadership

School Leadership Teams (SLTs) in 17-18:

Moss
#1: establish peer collaboration time
#2: disruptive, challenging student behaviors

Campbell
#1: disruptive hallway transitions
#2: improve music lesson schedule
#3: support needs of all students

Edgar
Revise format & topics of advisory program

MHS
#1: parent-teacher conference schedule
#2: at-risk (at-promise) students and advisory program

Special Ed
#1: needs assessment conducted
#2: dept mission and vision drafted
#3: expanded /enhanced SEPAC advisory team
Collaborative School Leadership

2018-19

• Refinement of our DLT and SLTs
• Involve more stakeholders
• Rutgers University climate survey
7-point decision making continuum

Consortium for Educational Change, 2013

1. Our decision
2. Our decision; we will inform you prior to implementing
3. Our decision; we will consult with you before we decide
4. Joint decision; we will co-construct this decision
5. Your decision; you will consult with us before you decide
6. Your decision; you will inform us before you implement
7. Your decision
An alternate look at the 7-point decision making continuum (Metuchen, 2017)
## District-wide Committees 2018-2019

<table>
<thead>
<tr>
<th>Group A – Sept 25, Nov 27, Jan 29, Mar 26</th>
<th>Group B – Oct 30, Dec 18, Feb 26, Apr 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPDC – DeSimone and Logan</td>
<td>Policy – Paredes and TBD</td>
</tr>
<tr>
<td>SECD – Kirschner and Cheung</td>
<td>Staff Wellness – Cathcart, LButler, Zaneto</td>
</tr>
<tr>
<td>Attendance – Henn and Karger</td>
<td>Service Learn. – Kamin, JAnderson, Khoudja</td>
</tr>
<tr>
<td>Safety – Stike and Miller</td>
<td>Technology – Evans and Little</td>
</tr>
<tr>
<td>Instructional Council</td>
<td>All-Committees Celebration – May 21</td>
</tr>
<tr>
<td>(admin reps: Herzog, Porowski, Azevedo)</td>
<td></td>
</tr>
</tbody>
</table>
Homework Survey Results

Who are you?
797 responses

- 53.6% Student
- 33.8% Parent
- 12.7% Teacher

Total: 100%
1. Homework is designed to advance the academic objectives of a course.

- 52.6% All of the time
- 36.8% Most of the time
- 10.5% Once in a while

798 responses
Homework Survey Results

2. Teachers create homework assignments that are (check all that apply):

- interesting to students: 271 (37.3%)
- challenging for students: 490 (67.5%)
- meaningful for students: 409 (56.3%)
- engaging for students: 272 (37.5%)

726 responses
Homework Survey Results

3. The learning objective and purpose of the assignment is made apparent to the student at the time of assignment.

787 responses

- All of the time: 34.1%
- Most of the time: 15.4%
- Once in a while: 50.6%
4. Homework relates to current instruction within a course.

794 responses

- All of the time: 51.4%
- Most of the time: 45%
- Once in a while: 3.6%
5. Standards of academic integrity apply to homework completion.

790 responses

- 52.5% Strongly agree
- 35.4% Agree
- 8.6% Disagree
- 3.5% Strongly disagree
6. Meaningful feedback on assigned work is provided for students.
789 responses

- All the time: 46.9%
- Most of the time: 31.6%
- Once in a while: 21.5%
7. When homework is to be graded, the grading criteria is made clear to students at the time of assignment.

766 responses

- All of the time: 33.6%
- Most of the time: 20.9%
- Once in a while: 45.6%
8. The amount of time needed to complete homework is appropriate.

790 responses

- Strongly agree: 48.5%
- Agree: 27.5%
- Disagree: 9.1%
- Strongly disagree: 14.9%
9. Efforts are made to “even out” homework loads. Such measures may include assigning homework over several...ble, consulting with students, etc...

796 responses
10. When homework is assigned on religious holidays or over school breaks, additional time is provided for completion.

782 responses
As recommended by the District Professional Development Committee

2018-19 Professional Development should focus on student outcomes. Metuchen has a wealth of data, both scores and anecdotal. Supervisors and/or experts will guide and support teachers to create Collaborative Teacher Inquiries (CTIs) that work to improve student outcomes through collaborative inquiry, research and learning. CTIs will select one of the following Focus Areas to collaboratively research:

- Curriculum
- Instruction
- Assessment

CTI’s will then work collaboratively through Metuchen’s Inquiry-Based Research Cycle to make shared decisions on how to improve student outcomes.

- **Select a Focus**
  - “What are we trying to improve?”
  - “How do we know?”

- **SMART Goal**
  - “What do we want to achieve?”

- **Gathering Information**
  - “How can we gather information?”

- **Acting and Observing**
  - “How is it going?”

- **Brainstorming and Planning**
  - “What are possible solutions?”

- **Reflecting**
  - “Did student learning increase?”
  - “How do we know?”

- **Developing a Focus Question**
  - “What do we need to know?”
Collaborative Teacher Inquiries
2018-2019

Instead of choosing tracks by content (like was done last year), 2018 -2019 CTIs will be developed within Departments:

– Teachers will collaboratively identify the student outcomes we are trying to improve based on data.

– Teachers form their own CTIs. CTIs can be large or a small group. Individual requests can also be considered pending administrative approval.

– Each CTI will form their own Focus Question (which must be curriculum, instruction or assessment driven), SMART Goal, and follow the inquiry process

– All-day sessions in August, November and May and Department Meetings (if helpful) throughout the year.

– Implementation of improvements made to curriculum, instruction or assessment - after the November In-service. Data collection on student outcomes will be on-going.

– May In-service: Data collected on student outcomes for 2018-2019 will drive Reflections of how the action research and plan contributed to attaining the student outcomes observed.
Frontline

• Significant changes
• Single log in
• See the following link to the Frontline ID Account Simulation Course:
School Improvement Panels (ScIP) - 2018

The members of the ScIP have the following specific responsibilities under the TEACHNJ/AchieveNJ Act:

- Ensuring that evaluation procedures are implemented;
- Ensuring that procedures for Corrective Action Plans are implemented;
- Identifying PD opportunities for staff members; and
- Overseeing the mentorship of new teachers at the building level.

- In addition, members of the ScIP may choose to pursue other locally-determined responsibilities

- Moss: Rick Cohen, Tania Herzog, and Robin Darrah
- CES: Ed Porowski, Brooke Kirschner, and Jonathan Nolde
- EMS: Kevin McPeek, Brian Stike, and Michele Gouveia
- MHS: Bruce Peragallo, Susan Paredes, and Jonathan Stevens
NJQSAC

• Originally enacted by the Legislature in 2005, New Jersey Quality Single Accountability Continuum (NJQSAC) is an evaluation system created to ensure that districts are providing a thorough and efficient education to all students. The five key component areas are:
  – Instruction and program
  – Fiscal management
  – Governance
  – Operations
  – Personnel
• Districts must score 80 percent in each.
• The most recent revisions were adopted by the State Board in November 2017.
• https://www.state.nj.us/education/genfo/qsac/overview.pdf

The QSAC Team will be comprised of the following members:
• Chief School Administrator
  Dr. Vincent Caputo
• District Administrative Staff Member
  Dr. Tania Herzog
• Teacher
  Michele Gouveia
• School Business Administrator
  Mike Harvier
• Curriculum and Instruction Representative – Rick Cohen
• Local Collective Bargaining Representative – Jonathan Stevens
• District Board of Education member
  Dan Benderly
PARCC Status

• **State BOE**: Discussion on proposed changes to PARCC will resume at the Board's regularly scheduled September meeting, which will be held **Wednesday, September 12**.

• **Right now, the Commissioner's proposal for PARCC changes includes the following:**
  
  – Reduce the number of assessments required for graduation from six tests to two tests-Algebra 1 and ELA 10
  – Reduce the length of assessments in all grades by 25%
  – Require that school districts present assessment data to parents/communities in a timely manner
  – Allow first year English Language Learners (ELL's) to substitute an NJ DOE-approved assessment for ELA 10
  – Reduce the weight of median Student Growth Percentile (mSGP) in teacher and administrator evaluations (more specific information to follow from the DOE)
Metuchen: By the numbers

Celebrate our successes!

&

“Confront the brutal facts”

(Good to Great)

16-17 data

- School Performance Reports Growth
- Attendance

17-18 data

- Statewide Assessments
- AP Exams
School Performance Report – MHS (16-17 data)

<table>
<thead>
<tr>
<th>Accountability Indicator</th>
<th>Indicator Score</th>
<th>Indicator Weight</th>
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<tbody>
<tr>
<td>English Language Arts Proficiency</td>
<td>91.8</td>
<td>17.5%</td>
</tr>
<tr>
<td>Mathematics Proficiency</td>
<td>88.4</td>
<td>17.5%</td>
</tr>
<tr>
<td>Graduation - 4-Year</td>
<td>54.7</td>
<td>25.0%</td>
</tr>
<tr>
<td>Graduation - 5-Year</td>
<td>35.3</td>
<td>25.0%</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>27.7</td>
<td>15.0%</td>
</tr>
<tr>
<td>Progress Towards English Language Proficiency (coming 2018)</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Summative Score:** Sum of all indicator scores multiplied by indicator weights

**Summative Rating:** Percentile rank of Summative Score

- **Summative Score:** 58.2
- **Summative Rating:** 59.4
## School Performance Report – Edgar (16-17 data)

<table>
<thead>
<tr>
<th>Accountability Indicator</th>
<th>Indicator Score</th>
<th>Indicator Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts Proficiency</td>
<td>86.9</td>
<td>17.5%</td>
</tr>
<tr>
<td>Mathematics Proficiency</td>
<td>66.8</td>
<td>17.5%</td>
</tr>
<tr>
<td>English Language Arts Growth</td>
<td>89.3</td>
<td>25.0%</td>
</tr>
<tr>
<td>Mathematics Growth</td>
<td>76.9</td>
<td>25.0%</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>45.5</td>
<td>15.0%</td>
</tr>
<tr>
<td><strong>Progress Towards English Language Proficiency (coming 2018)</strong></td>
<td>-</td>
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</table>

**Summative Score:** Sum of all indicator scores multiplied by indicator weights

→ **75.3**

**Summative Rating:** Percentile rank of Summative Score

→ **85.4**
## School Performance Report – Campbell (16-17 data)

<table>
<thead>
<tr>
<th>Accountability Indicator</th>
<th>Indicator Score</th>
<th>Indicator Weight</th>
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</thead>
<tbody>
<tr>
<td>English Language Arts Proficiency</td>
<td>75.2</td>
<td>17.5%</td>
</tr>
<tr>
<td>Mathematics Proficiency</td>
<td>86.8</td>
<td>17.5%</td>
</tr>
<tr>
<td>English Language Arts Growth</td>
<td>91.1</td>
<td>25.0%</td>
</tr>
<tr>
<td>Mathematics Growth</td>
<td>78.5</td>
<td>25.0%</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>23.3</td>
<td>15.0%</td>
</tr>
<tr>
<td>Progress Towards English Language Proficiency  (coming 2018)</td>
<td>-</td>
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</table>

**Summative Score**: Sum of all indicator scores multiplied by indicator weights

> 74.2

**Summative Rating**: Percentile rank of Summative Score

> 84.5
### Student Growth Indicators (from 2017 assessment data)

<table>
<thead>
<tr>
<th></th>
<th>Student Growth in Language Arts: SGP</th>
<th>Student Growth in Math: SGP</th>
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</thead>
<tbody>
<tr>
<td>Campbell</td>
<td>66</td>
<td>60</td>
</tr>
<tr>
<td>Edgar</td>
<td>64</td>
<td>57</td>
</tr>
</tbody>
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## Chronic Absenteeism Trends

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Campbell</td>
<td>10.1%</td>
<td>6.8%</td>
<td>5.02%</td>
<td>6.7%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Edgar</td>
<td>6.5%</td>
<td>4.5%</td>
<td>2.75%</td>
<td>3.4%</td>
<td>6.8%</td>
</tr>
<tr>
<td>MHS</td>
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<td>n/a</td>
<td>n/a</td>
<td>11.2%</td>
<td>15.3%</td>
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<tr>
<td>Moss</td>
<td>n/a</td>
<td>n/a</td>
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## PARCC ELA Results 2018

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### PARCC Math Results 2018

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# AP Exam Results - 2018

<table>
<thead>
<tr>
<th>AP Exam</th>
<th>Total Exams</th>
<th>Mean Score</th>
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<tbody>
<tr>
<td>Art History</td>
<td>3</td>
<td>3.667</td>
</tr>
<tr>
<td>Biology</td>
<td>7</td>
<td>2.714</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>14</td>
<td>3.000 ↑</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>16 ↑</td>
<td>3.500</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
<td>1.000</td>
</tr>
<tr>
<td>Chinese</td>
<td>1 (new)</td>
<td>3.000</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>3</td>
<td>4.333</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>2 (new)</td>
<td>3.500</td>
</tr>
<tr>
<td>English Language and Comp</td>
<td>32</td>
<td>4.313 ↑</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>12</td>
<td>2.250</td>
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<tr>
<td>European History</td>
<td>4</td>
<td>4.250 ↑</td>
</tr>
<tr>
<td>Human Geography</td>
<td>2</td>
<td>2.000</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>4 (new)</td>
<td>4.250</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AP Exam</th>
<th>Total Exams</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Theory</td>
<td>9 (new)</td>
<td>2.556</td>
</tr>
<tr>
<td>Physics 1</td>
<td>86 ↑</td>
<td>2.442</td>
</tr>
<tr>
<td>Physics 2</td>
<td>9 ↑</td>
<td>2.444</td>
</tr>
<tr>
<td>Physics C</td>
<td>3</td>
<td>4.000</td>
</tr>
<tr>
<td>Psychology</td>
<td>3 (new)</td>
<td>4.000</td>
</tr>
<tr>
<td>Spanish Language &amp; Culture</td>
<td>9 ↑</td>
<td>4.000</td>
</tr>
<tr>
<td>Statistics</td>
<td>39 ↑</td>
<td>2.769</td>
</tr>
<tr>
<td>Studio Art</td>
<td>2</td>
<td>2.500</td>
</tr>
<tr>
<td>U.S. Government &amp; Politics</td>
<td>26 ↑</td>
<td>3.346</td>
</tr>
<tr>
<td>US History</td>
<td>57</td>
<td>3.570 ↑</td>
</tr>
</tbody>
</table>

TOTAL # EXAMS TAKEN = 360 (↑) by 153 students (↑)
AP Leaderboard - 2018

Most Exams
- Physics 1
- US History
- Statistics
- English Language
- US GoPo

Highest % Enrollment Increase
- Physics 1
- US GoPo
- Statistics

Rookies of the Year
- Microeconomics
- Psychology
- Music Theory

Highest Average Score
- Computer Science
- English Language
- European History
- Microeconomics
- Physics C
- Psychology
- Spanish Language

Biggest Score Increase
- English Language
- European History
- Calculus AB
- US History
District Goals 2018-2019
District Mission Statement

The Metuchen Public School District will provide all students with a **safe and nurturing environment** in which to foster **academic, social and emotional growth**. The District is committed to allowing **every student to develop to their fullest potential** by providing a strong foundation of skills based on **academic excellence** and high performance standards. The district expects all students to achieve the New Jersey Student Learning Standards at all grade levels. The district will provide a **curriculum which is fully inclusive and recognizes the high expectations of the community.**
District Priorities 2018-2019

• We believe that students should be independent problem solvers, challenged through comprehensive and cohesive programming, particularly in science, technology, engineering, and mathematics.

• We believe that a culturally-sensitive school climate in combination with career exploration and real world experiences best prepares students for success.

• We believe that quality instruction for students is contingent on best practices in recruitment, professional growth, and empowerment of staff.

• We believe that student achievement increases with collaboration among all stakeholders.

• We believe that up-to-date and modern school facilities ensure learning environments that support the health and well-being of all staff and students.
ASCD’s The Whole Child

- Healthy
- Safe
- Challenged
- Engaged
- Supported
District Goals from last year

• Organized around ASCD’s Whole Child
  – Healthy: “cultural sensitivity”
  – Safe: “SEL competencies”
  – Engaged: “homework guidelines”
  – Supported: “career readiness”
  – Challenged: “STEM programming”
  – Sustainability: “communication and collaboration”

• Activities to accomplish each goal

• Developed with input from board members, from community, from staff, and from students
District Goals from last year: How did we do?

One way to tell...the annual results from the ASCD School Improvement Tool:

- Needs assessment based on Whole Child; includes indicators on the tenets and the school improvement components of climate & culture, C&I, leadership, family & community engagement, PD & staff capacity, and assessment

- Survey response = 1261 (largest-ever survey return and a 9.5% higher response rate than last year’s previous high): students (n=951), staff (n=149), board members/central office (n=14), and parents (n=147)

- Overall, results say our students are especially safe, engaged, and challenged. High scores also in PD & staff capacity and social & emotional climate.

- Parent scores were lower in sustainability, family engagement, assessment, health services, employee wellness, and policy/process/practice

- Staff scores were lower in healthy, leadership, family engagement, nutrition, and employee wellness

- Students scores were lower in sustainability, family engagement, and policy/process/practice
Metuchen Public Schools
2018-2019 District Goals

Healthy
Promote mental health and cultural sensitivity

Safe
Ensure physical, social, and emotional safety

Engaged
Provide real-world learning opportunities

Supported
Meet the differentiated needs of students

Challenged
Offer rich cross-curricular learning opportunities

Sustainability
Ensure continuous improvement
Healthy: Each student enters schools healthy and learns about and practices a healthy lifestyle

Promote mental health and cultural sensitivity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person Responsible</th>
<th>Timeline</th>
<th>Measure(s) of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Title IV funds to train students as mentors</td>
<td>Assistant Superintendent; Guidance Supervisor</td>
<td>January - April</td>
<td>Types &amp; number of referrals to CES &amp; EMS guidance; class performance and attendance data</td>
</tr>
<tr>
<td>Implement small group interventions and assessment with Rutgers psychology dept interns</td>
<td>Assistant Superintendent; Guidance Supervisor</td>
<td>December - May</td>
<td>Types &amp; number of referrals to CES &amp; EMS guidance; class performance, attendance data; anecdotal interview data</td>
</tr>
<tr>
<td>Application of social problem solving</td>
<td>Assistant Superintendent; Assistant Principals; Guidance Supervisor</td>
<td>October - February - May</td>
<td>Outcome of summer Peace Squad; number of peer mediations; discipline office data</td>
</tr>
<tr>
<td>Embed cultural sensitivity into curriculum</td>
<td>Principals; Supervisors</td>
<td>December - March (August)</td>
<td>Principals highlight model lessons; partnership with Alliance; EMS RIISA participation; curriculum revisions; PARCC evidence statement data-ELA</td>
</tr>
<tr>
<td>Students lead world language workshops for staff</td>
<td>World Language Supervisor</td>
<td>December - May</td>
<td>Staff attendance and feedback; student participation and feedback</td>
</tr>
</tbody>
</table>
Safe: Each student learns in an environment that is physically and emotionally safe for students

Ensure physical, social, and emotional safety

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person Responsible</th>
<th>Timeline</th>
<th>Measure(s) of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>District wide commitment to stigma-free mental health</td>
<td>Principals; Assistant Principals; Guidance Supervisor</td>
<td>January May</td>
<td>Partnership with County; collect data (w/o PII on mental health referrals); updated directory of mental health services; training to address microaggressions</td>
</tr>
<tr>
<td>Embed SEL Competencies into curriculum across multiple grade levels</td>
<td>Assistant Superintendent; Principals; Supervisors</td>
<td>November March</td>
<td>Partnership w/Alliance – teacher prof development; STAT in social studies; track SEL instruction in lessons</td>
</tr>
<tr>
<td>Pilot an app that supports SEL skills</td>
<td>Assistant Superintendent</td>
<td>November March</td>
<td>Usage report; interview data;</td>
</tr>
<tr>
<td>Balance technology use</td>
<td>Assistant Superintendent; Principals; District Tech Committee</td>
<td>December March May</td>
<td>Show Screenagers to community; facilitate discussion groups, panels, parent group partnerships; CES screen-free week</td>
</tr>
<tr>
<td>Safety/security</td>
<td>Superintendent, Business Administrator, Principals</td>
<td>October February May</td>
<td>Audit/threat assessment; Develop plan</td>
</tr>
</tbody>
</table>
Engaged: Each student is actively engaged in learning and is connected to the school and the broader community

**Provide real-world learning opportunities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person Responsible</th>
<th>Timeline</th>
<th>Measure(s) of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student engagement in internships</td>
<td>Supervisors</td>
<td>January-April</td>
<td>Number of opportunities; Number of students</td>
</tr>
<tr>
<td>Develop plan for career exploration vision</td>
<td>Guidance Supervisor</td>
<td>November</td>
<td>Stakeholder input; Public presentation</td>
</tr>
<tr>
<td>Develop the career clusters vision from the STEM plan</td>
<td>Math and Science supervisors</td>
<td>December</td>
<td>2019-2020 program of studies</td>
</tr>
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</table>
Supported: Each student has access to personalized learning and is supported by qualified, caring adults

Meet the differentiated needs of students

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person Responsible</th>
<th>Timeline</th>
<th>Measure(s) of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide daily support for struggling students</td>
<td>Director of Special Services; Principals; Supervisors</td>
<td>November March May</td>
<td>Growth of struggling students; supports for staff, students previously in skills classes; best practices in co-teaching; data collected</td>
</tr>
<tr>
<td>Differentiated Instruction in all classes</td>
<td>Director of Special Services; Principals; Supervisors</td>
<td>November March May</td>
<td>Implementation of iReady math; use of K-10 benchmark data; walkthrough &amp; observation data</td>
</tr>
<tr>
<td>Investigate Google vs Microsoft; investigate lesson planning and teacher website tools</td>
<td>IT coordinator; Supervisors; District Technology Committee; Teachers</td>
<td>January May</td>
<td>Stakeholder input from board and district tech committees, teachers, student advisory board, students, and parents</td>
</tr>
</tbody>
</table>
Challenged: Each student is challenged academically, prepared for success in college, further study & for employment, participation in global environment

Offer rich cross-curricular learning opportunities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person Responsible</th>
<th>Timeline</th>
<th>Measure(s) of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a plan to provide science lab experiences for all levels</td>
<td>Principals; Science supervisor</td>
<td>December April (August)</td>
<td>Create inventory of labs; plan now for future implementation at MHS; scheduling recommendations to minimize financial impact</td>
</tr>
<tr>
<td>Implement year one of STEM plan</td>
<td>Assistant Superintendent; Principals; Math and Science supervisors</td>
<td>December March May</td>
<td>Number and quality of STEM experiences; recommendations for future clubs and classes; revisit (and revise if needed) the STEM plan timeline</td>
</tr>
<tr>
<td>K-12 computer science curriculum</td>
<td>Supervisor; Teachers</td>
<td>October (September)</td>
<td>K-8 by October 2018 9-12 by Sept 2019</td>
</tr>
<tr>
<td>SAMR model: Substitution, Augmentation, Modification, Redefinition</td>
<td>Principals; Supervisors</td>
<td>January May</td>
<td>Prof dev for teachers; walkthrough data; feedback from district tech committee and student advisory board</td>
</tr>
<tr>
<td>Conduct authentic research across the district</td>
<td>Assistant Superintendent; Supervisors</td>
<td>April</td>
<td>Service learning; professional development for teachers; MHS research paper; district handbook; student presentations</td>
</tr>
</tbody>
</table>
Ensure continuous improvement

<table>
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<th>Timeline</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Digital communications strategy and identity enhancement</td>
<td>Superintendent; Business Administrator; IT Coordinator</td>
<td>May</td>
<td>Improved website; track FB &amp; Twitter engagement; monthly Supt lunches; HW survey in May</td>
</tr>
<tr>
<td>Can we change the way we think about scheduling?</td>
<td>Superintendent; Principals; SLTs</td>
<td>October January April</td>
<td>Principals’ public reports</td>
</tr>
<tr>
<td>Collaborative leadership</td>
<td>Superintendent; Business Administrator; Principals; DLT</td>
<td>December April</td>
<td>Additional stakeholder group involvement; Rutgers climate survey in fall or winter; ASCD survey in spring</td>
</tr>
<tr>
<td>Science labs</td>
<td>Superintendent and Business Administrator</td>
<td>Regular updates</td>
<td>Completion for fall 2019</td>
</tr>
</tbody>
</table>
Business Office Update

- Awarded contracts for construction of Science Labs at MHS
- Resurfaced locker room floors at MHS
- Installation of new phone system
- Continued proactive maintenance in all buildings
Technology Update

- Upgraded access points throughout District
- Surface tablets for Guidance and Special Services
- Phase 2 of one-to-one Chromebook initiative
- New file storage system
- Infrastructure upgrades
- Computer upgrades to add years to equipment
- District internet bandwidth increased 150 percent
Moss School 2018-19 Preview

• iReady use at centers and for math benchmarking
• Additional teacher resources for math
• Enhanced social problem solving assessment with support from Dr. Elias and Rutgers University Psychology Department
• Site visits from a therapy dog
Campbell School 2018-19 Preview

- Fully implement grade level NJSLS for Mathematics through new curriculum and materials.
- Continue to engage students through differentiated instruction.
- Continue to examine and implement the NJDOE’s Social-Emotional Learning Competencies and Sub-Competencies.
- Examine disciplinary models and how to best support desired student behaviors at Campbell School.
- Increase intrinsic motivators while decreasing extrinsic motivators.
Edgar School 2018-19 Preview

• 2017-2021 New Jersey Sustainable School Bronze Level Award Recipient
• Safe Route to Schools – Gold Level Recognition
• The National MATHCLUB – Gold Level Club
• First Student Wellness Day run in collaboration with the Metuchen YMCA
• Jump Rope for Heart – School record $13,450 raised
• Edgar Athletics: Undefeated Girls Cross Country and Girls Basketball
• 49 8th graders received Honors or higher on the National Spanish Exam
MHS 2018-19 Preview

• Seven seniors will receive recognition in the 2019 National Merit Scholarship program.
• Ninety-two percent of the class of 2018 pursued higher education.
• Construction has started on two state-of-the-art Science labs.
• Advisory program for our “at promise” students.
• Introduction of MILE (Metuchen Internship Learning Experience) and Unified PE for our special education and regular education students.
• Introduction of new restorative justice practices.
• MHS regularly participates in the Advanced Placement (AP) Testing Program. In 2018, 153 students took 360 exams.
Focus on 3 Areas Identified from Department Needs Assessment:

Increase Opportunities for **Communication and Articulation**
Focus of the Special Ed Leadership Team

Expand **Specialized Programs**
- New Co-Teaching sessions (3rd, 4th, 6th)
- Metuchen Internship Learning Experience (MILE) with job sampling, job coaching and school store
- MHS Unified PE for meaningful inclusion
- Planning for 18-21 Transition Programming

**Special Education Specific PD**
- Focus on Co-Teaching and Inclusion
- FDU Orton Gillingham Teacher Training Cohort
Sustainable Jersey for Schools

- Campbell School remains **Bronze certified** through June 2020
- Edgar School remains **Bronze certified** through June 2021
- Metuchen High School remains **Bronze certified** through June 2020
- Great work, Green Teams
Celebrating Campbell School

- 2018 Recipient of National Best Practice in Character Award – The Happiness Initiative
- 2018 Recipient of National Best Practice in Character Award – Creating a Culturally Sensitive Community
Celebrating Moss School

- 2018 National School of Character
- 2018 New Jersey School of Character
- 2018 National Promising Practice Award – Moss Problem Solving Curriculum and Instruction
- Recognized by County for embedding NJ SEL Competencies and Subcompetencies into NJSLA ELA
On Twitter and Facebook...

• Follow me on Twitter @MSD_Caputo
• Like us on Facebook (Metuchen Public School District)
• Keep up with the Tweets and Posts and all kinds of news and updates through our district website (www.metuchenschools.org)
Thank you. Have a great school year.