

Kinnelon Public Schools

School Goals 2010-2011 School Year

Definition of Student Achievement (Compiled from School Definitions)

The common elements of student achievement from the individual building definitions are:

- Student achievement is measurable in many ways, and includes social and emotional as well as academic skills and knowledge
- Student achievement is when students can demonstrate the transfer of academics, social and emotional skills, and knowledge in novel situations both in and beyond the classroom.
- Student learning priorities throughout the definitions are critical thinking and problem solving, communication, collaboration, and creativity and innovation. These skills transcend the simple content knowledge of the past and will prepare students with the requisite knowledge to live and work effectively and function culturally, politically and economically in a global society.

Kiel Elementary School (K-2):

- Due to differentiated instruction within the classroom, our students will increase their fluency, decoding and comprehension skills as measured an increase in reading level by 3 levels or more as measured by the Developmental Reading Assessment.
- Due to the infusion of “The Seven Habits of Happy Kids” and “The Leader in Me”, our students will be given leadership opportunities as measured by our Kiel School Leadership graph.

Stonybrook Elementary (Grade 3-5):

- Student Scores on the NJ-ASK 3, 4, and 5 will meet or exceed the advanced proficient scores for the DFG in both LAL and Math. This goal will be realized through the increased implementation of differentiated instruction, analysis of current NJASK scores, guided reading and adherence to appropriate pacing of the math instruction.
- No more than 5% of the students will score below proficient on the NJ ASK grades 3, 4 and 5 in both LAL and Math This goal will be realized through the increased implementation of differentiated instruction, analysis of current NJASK scores, guided reading and adherence to appropriate pacing of the math instruction.
- We will meet the AYP benchmark goals for the NJ ASK 3, 4, and 5 for the subgroup of students with disabilities in both LAL and Math. This goal will be realized through the increased implementation of differentiated instruction, analysis of current NJASK scores, guided reading and adherence to appropriate pacing of the math instruction.

Pearl R. Miller Middle School (6-8) *:

- There will be an overall increase in students’ proficiency levels in mathematics.
- There will be an overall increase in students’ proficiency levels in language arts.
- There will be increased articulation from 5th to 6th grade, with a focus on skills that promote readiness for middle school (especially with regard to organizational skills).
- There will be increased education regarding Internet safety and elimination of “cyber-bullying,” including initiatives designed to address students and parents.
- There will be a continued focus on the principles represented by the DSACS initiative that promote a positive school climate.

*These represent preliminary areas for school goals as proposed in the first meeting of the School Planning Committee. These general guidelines will be formalized into measurable goals at the final School Planning Committee meeting in May.

Kinnelon High School (9-12):

- At least 95% of 11th grade students will perform in the Proficient or Advanced Proficient range on HSPA Math and LAL. (No more than 5% of the students will score below Proficient on the HSPA in both Math and LAL)
- We will continue to focus on improving SAT scores through a focus on the skills required to address complex SAT questions.
- No less than 75% of the students enrolled in Advanced Placement Courses will achieve a grade of 3 or more on the Advanced Placement Examinations.
- *Behavior Management through Adventure* will be integrated into all special education classes.