

## **MIDDLE STATES EVALUATION**

The Middle States Association of Colleges and Schools (MSA) provide schools with the opportunity to be evaluated for the purpose of documenting accreditation as a school of quality. Previously, this certification process involved a systematic self-study every ten years. Our school last conducted a self-study during the 1992-1993 school year. The start of the next cycle is upon us.

MSA has developed a more responsive and vital form of self-study called Accreditation for Growth (AFG). The AFG model is visionary and future-oriented. The evaluative tool calls for a Strategic Planning Team to start by developing a mission statement. A variety of stakeholders, including teachers, students, parents, administrators, and community members, were involved. With this in mind, the planning team developed the following mission statement, which is posted throughout the building.

*“The mission of Wallington Jr/Sr High School is to utilize the assets of a supportive, safe, and harmonious small school setting in order to foster academic excellence and provide for the social, emotional, intellectual, and physical development of its students. Significantly, the staff is aware of and responsive to the varied developmental needs of students at the junior and senior high school levels. Drawing strength from a tradition of strong community ties and shared values, the school further seeks to guide students into becoming key contributors to the broader community.”*

Additionally, the AFG protocol requires the development of two to four measurable objectives. The objectives will serve as the priorities for growth in student performance over a seven-year cycle. Three broad objectives have been approved by MSA.

By the end of the 2009-2010 school year Wallington Jr./Sr. High School students,

- 1. Will demonstrate improved learning and language arts literacy*
- 2. Will demonstrate improved learning and mathematical comprehension*
- 3. Will demonstrate increased responsibility, respect, and sense of community*

A variety of indicators (goals) will be used to measure the attainment of each objective. The indicators include results on state testing instruments, such as the GEPA (grade 8), HSPA (grade 11), and the SAT. There are also measures related to student activities, attendance, and citizenship.

The AFG protocol provides a means for continuous review of programs and services. To meet the requirements of accreditation, a team of five educators will visit the school from November 18-21 to validate the school’s program. The Wallington educational community has much of which to be proud. We are confident that the visiting team will acknowledge the quality of the educational program that is in place at our school.

COMMISSION ON SECONDARY SCHOOLS

REPORT OF THE ACCREDITATION FOR GROWTH VALIDATION TEAM

Wallington High School  
Wallington, New Jersey  
November 19-21, 2003

Dr. Michael Pinker  
CHAIR OF THE VALIDATION TEAM

Dr. Joseph M. Pompeo  
PRINCIPAL

Gary Kicinski  
Barbara Sondej  
INTERNAL COORDINATORS

# TABLE OF CONTENTS

Pages

Introduction

The Context of Wallington High School

The Planning Process

    The Planning Team

    Role of the Administration

    Role of the Governing Body

    Role of the Internal Coordinator

    Role of the External Facilitator

    Communication and Awareness Activities

    Action Plan / Implementation Teams

    Annual Review

Content of the Plan

    Mission

    Beliefs

    Objectives

    Action Plans

Standards of the Middle States Association

Accreditation Recommendation

Next Steps

Conclusion

Appendices

Validation Team Roster

    Wallington High School Mission

    Wallington High School Belief Statements

Wallington High School Objectives

## INTRODUCTION

The Middle States Association of Colleges and Schools is a non-governmental, nonprofit, peer-administered organization of diverse educational institutions committed to the highest quality education for students. Its purpose is to ensure the continuous improvement of its member schools through effective leadership, self-study, peer evaluation, accreditation, exemplary programs, and supportive services. For more than 75 years, the Association has provided leadership in school improvement for its member schools in six states in the United States, the Caribbean, Europe, the Middle East, the subcontinent of Asia, and Africa.

Accreditation for Growth (AFG) is a unique accreditation process that uses strategic and site-based planning as vehicles for school improvement and growth in student performance. The process, developed by the Commission on Secondary Schools (CSS), Middle States Association of Colleges and Schools, provides linkages between district and site planning efforts. The primary determinants of progress are actual student results rather than the input of resources. AFG requires the school to base its objectives on a vision of a preferred future and thus is a future-oriented process. AFG provides for a continuous review of programs and services and allows diverse constituent groups to participate in charting the future of the school.

The Accreditation for Growth process requires that the school meet CSS standards. A school site plan, developed by a planning team of representative stakeholders from the school and community, should be consistent with the vision of the district's strategic plan. It should contain the following components: mission, beliefs, two to four measurable student performance objectives, and action plans that detail activities, timelines, individuals/groups responsible, and resources provided to accomplish these objectives.

In addition, a planning process should be in place that will ensure that the school has both the capacity and the will to implement its action plans. The planning process typically includes an internal coordinator responsible for monitoring the plan, procedures for communicating planning activities to the school community, provision for annual reviews of the plan, and one or more action plan teams responsible for implementing the plans.

By choosing AFG, Wallington High School has made several commitments.

It has committed to focusing on the end result--improved student performance--as the primary priority for school improvement efforts.

It has committed to operating from a vision of where it wants and needs to go with the mission and beliefs serving as a unifying force for change.

It has committed to including a varied spectrum of stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing action plans developed by these stakeholders.

It has committed to a process where progress will be continuously reviewed.

It has agreed to participate in a peer review and external validation process by accepting outside visitors.

The Middle States Validation Team is a group of professional educators appointed by the Commission on Secondary Schools to visit a school using the Accreditation for Growth process. The purpose of the team visit is threefold. First, the team assesses the planning processes used by the school in developing the plan; the team determines the school's adherence to planning requirements as outlined by the Commission as well as whether the planning processes will ensure continuous improvement and commitment. Second, the team reviews the content of the school's plan to judge the validity and clarity of the plans along with the level of commitment to implementation. Finally, it is the team's responsibility to review the school's maintenance and implementation of the CSS standards.

The five members of the Validation Team to Wallington High School used the three day visit to review written documents regarding the plan and its development. The Team interacted with as many of the school's stakeholders as possible regarding their knowledge, understanding, and support for the plan. The groups interviewed included the Internal Coordinators (who also serve as director of student activities and curriculum coordinator, respectively), teaching staff, administration, parent members of the Home & School Organization, student leaders, a randomly selected group of students, guidance counselors, librarian, department supervisors, the Planning Committee, head custodian, supervisor of special education, athletic director, and various class activity advisors. The Team concluded that it had a full and rich experience of the school, leading to the following report and assessment.

## CONTEXT OF THE SCHOOL

The Borough of Wallington in southwestern Bergen County, New Jersey, is a small suburban community, slightly less than one square mile in area. The borough offers library facilities, recreational programs, community and county parks, arts and crafts programs, student clubs, and senior citizen activities for residents. Located in the greater New York metropolitan area not far from the Lincoln Tunnel, which provides direct access for commuters to New York City, Wallington also lies in close proximity to a number of significant social and cultural sites, including Giants Stadium in the Meadowlands Complex. Bergen County itself, Hudson County to the south, and Essex (including Newark) and Passaic Counties to the west are also major industrial, commercial, and economic centers for the Wallington populace. In addition, the New Jersey Turnpike, U.S. Route 46, and New Jersey Routes 3, 17, and 21 afford access to the commercial, industrial, and cultural facilities of the rest of New Jersey and New York City.

Wallington's population has not changed appreciably over the past decade. The 1990 census reported 10,828 residents, while the 2000 census showed an increase to 11,583. This largely blue-collar working population includes a strong ethnic Slavic component, primarily of Polish extraction, which has been in place for several generations. As a result, a significant number of families speak more than one language at home, a continuing concern for the school in dealing with what amounts to an entrenched ESL student population that influences HSPA and SAT-I scores. At present the student body is roughly 78% Caucasian, 11% Hispanic, 7% Asian/Pacific Islanders (primarily of Indian origin), and 3% African-American. The school's LEP profile indicates at least 21 different languages are spoken in the homes of students, of which the largest proportions are Polish, Spanish, Arabic, and Gujarati. The high school's district factor group is B, placing it among the lowest-income populations in Bergen County, itself one of the wealthiest counties in the United States.

The Wallington High School building, the main portion of which was built in 1924 as an elementary school, was converted to its current use as a high school in 1951. It now serves as a Junior / Senior High School, grades 7-12. The main building consists of three floors, of which the Main and Guidance Offices are located on the second floor, the Media Center in the center of the first floor, while the Gym is at the back of this main portion of the building. A first-floor-level wing was added in 1968 to house Related Arts classes. Athletic fields are adjacent to the back of the

building, at the far end of which is the Frank W. Gavlak School, the lone sending public elementary school in Wallington. Wallington Junior / Senior High School is located in a residential area consisting of one- and two-family homes, with one apartment complex also adjoining one end of the athletic field.

Wallington High School (to which hereafter it shall be referred) is part of a K-12 school district with an overall student population of 1,172. Two elementary schools, Jefferson School, housing only grades K-3 as well as the central administrative offices, and Gavlak School, with students from K-6, are the other buildings in the district. Wallington High School enrolls 572 students in grades 7-12. This enrollment has not varied substantially over the last six years, ranging from a high of 596 students in 1997-98 to a low of 556 in 2001-02. 46 professional instructional staff members are employed, divided among Business, English, Foreign Languages, Mathematics, Physical Education, Related Arts, Science, Social Studies, and Special Education Departments. Programs in Comprehensive Basic Skills and English-as-a-Second-Language deal with remedial needs. A full-time nurse, three guidance counselors, and a full-time student assistance counselor comprise support personnel. Students are offered a full range of academic subjects to meet state and local requirements, in addition to advanced placement and college-level enrichment classes, the latter in conjunction with Fairleigh Dickinson University. Complementing the regular academic component of the school are a parenting program, SAT-I preparation courses, Saturday enrichment programs, summer reading requirements, DARE, Lions Quest (a self-esteem program), and National Honor Society chapters for the Junior and Senior High Schools.

The Philosophy of Wallington High School grew out of a conviction that the home and school share responsibility for developing the intellectual, emotional, and social capabilities of each student. The largely cohesive nature of the Wallington community, which strongly emphasizes traditional, family-centered values, contributes to a sense of shared purpose and friendly intimacy that leads students to take pride in their community and desire to remain as residents upon completion of their formal education. The Validation Team consistently heard comments from students, staff, and parents that the school highly values its small, intimate nature. Comments such as "our school is like a family" were heard throughout the visit.

A very active Home & School Organization reflects the sincere interest and involvement of Wallington residents, amply demonstrating the very close ties existing between school and community. Residents often serve as guest speakers,

assist at social events, and participate in fund-raising activities. Likewise, school facilities are readily available for community groups to use after hours. Also helping to facilitate communication between the Board of Education and the public are the Key Communicators, volunteers who show their interest in the school by their willingness to share information about district activities with friends and neighbors. They also bring public concerns to the attention of school officials.

Wallington High School has largely been successful in achieving its aims despite several issues of note. While facilities are sufficient to meet most student needs, the school does not have an auditorium or cafeteria. Financially, the district has faced perennial budgetary constraints, as demonstrated by its B District Factor Group rating and failure to pass a school budget 29 of the last 31 years. While major technology initiatives have enabled every classroom to be wired to the internet as well as providing several classrooms and the Media Center with banks of workstations, a disproportionate number of students whose first language is not English must be prepared each year to meet statewide graduation testing requirements. Thus the challenges facing the school likely will remain significant for the foreseeable future.

As stated in its New Jersey School Report Card for 2001-02, the staff of Wallington High School believes that a broad education, emphasizing academic and ethical values, is essential to enable each student to participate effectively in a humanistic and democratic society. They maintain that education must prepare students for their post-secondary school experience from both personal and educational perspectives. Parents and community members attest to their faith in Wallington High School's efforts to make the best not only of opportunities but also of challenges, for they affirm that what the school undertakes in behalf of their children complements and supports what they instill at home. In thus conforming aspiration to practice, meeting community needs while reinforcing community values, Wallington High is a true local school in the best sense of the term.

## THE PLANNING PROCESS

Wallington High School has been engaged in the Planning Process for AFG for the past three years, although a formal committee structure was not adopted until the beginning of last academic year. The Planning Committee met ten times between its formation in September, 2002, and the date of the Validation Team visit. A consensus decision-making procedure was adopted at the outset, so that, while no

quorum figure was established, all members would be consulted prior to finalizing any decisions. It is the Validating Team's belief that this process reflects the school's Mission Statement. The Validation Team found that the faculty appears very satisfied with the expectations and implementation of the Plan that has been developed. Many faculty members said that the goals will be hard to achieve, but that they should not be made easy. We found no evidence of opposition or that any key stakeholder groups were omitted from the Planning Process. The New Jersey GEPA and HSPA and the College Board SAT-I were used as means of identifying academic problems that the Planning Committee agreed need to be improved for Wallington High School to continue to serve its community according to its mandate and the desires of its stakeholders.

Two members of the Planning Committee attended a Middle States Association AFG Workshop. Prior to this Wallington High School had appointed two Internal Coordinators, so one of them went to the workshop. The Validation Team feels that there was a common awareness present among Planning Committee members of what the Planning Process and the establishment of expectations entails, although there is some confusion about the eventual organization of possible Action Plan / Implementation Teams as the Planning Process moves forward.

It was evident to the Planning Committee that as a concomitant of implementing the Plan, further dialogue among administration and staff should occur before final role-playing commitments during this phase of the process can be made. Still, in talking in a group setting with the Planning Committee, the Validation Team found that this would not present a problem. We heard statements such as, when I joined the Planning Committee, I thought that it would just carry on. It is the Validation Team's judgment that eventual appointment of an Action Plan / Implementation Team or formal reassignment of the Planning Committee as the Team (as seems most likely at this stage) will be handled in due course.

## THE PLANNING TEAM

The Planning Committee is a sixteen-member team, which includes eight administrators / supervisors / coordinators, two Board of Education members, two parents, the Mayor, one teacher, and the student council presidents of the junior and senior high schools.

The Principal chose the two Internal Coordinators. These Internal Coordinators, in consultation with the Principal, then selected the rest of the Planning Committee,

as well as appointing the chairpersons and other members of the subcommittees to deal with the MSA Standards. In order to establish a sense of ownership among faculty in the AFG process, every member of the professional staff served as a member of an MSA Standards subcommittee. The Internal Coordinators and the Principal noted that one of the objectives in selecting the members of the different subcommittees was to keep the numbers on any particular subcommittee to a manageable level.

The Validation Team is concerned that, due to the way the AFG process was conceived and initial appointments made, decisions affecting the entire planning process many times have come from the top down, since administrators are the leaders of the entire AFG process. While in fairness it also must be pointed out that collaborative discussions have been held and decisions made, a strong, continuing commitment to AFG requires consent from all stakeholders to be most successful. This might be kept in mind as Committee members may be replaced.

As noted above, it also was evident to the Validation Team that the implementation phase of the Plan needed further dialogue among faculty and administration before final commitments to playing roles in its actual implementation could be made. For now, it seems the Planning Committee will serve as the Implementation Team.

The Validation Team agrees that, in organizing its Planning Committee, a school should include more than one non-supervisory member of the teaching staff. The more that faculty members feel they have significant input and an important share in any plan, the better its chance for success. The Validation Team concedes that, other than having only one teacher on the Planning Committee, a matter which at least at present does not seem to be an issue, Wallington's Internal Coordinators have certainly tried to include a representative cross-section of stakeholders.

In addition, the Validation Team suggests that a more formal system be devised to replace departing members of the Planning Committee to assure that the role of the Planning Committee as set forth by AFG is maintained, more specifically, that its responsibilities remain ongoing and oversee matters such as the Annual Review.

The Planning Committee strives to publicize its affiliation with AFG as well as to celebrate its successes. Among other venues, school newspaper articles are published, mailings are sent to district residents, presentations are made at Board of Education meetings, and bulletin boards are displayed noting student successes.

## ROLE OF THE ADMINISTRATION

The Principal, Dr. Joseph M. Pompeo, after attending a Middle States Association workshop, chose the AFG protocol. Dr. Pompeo then selected two administrators as Internal Coordinators, Gary Kicinski, Vice-Principal, and Barbara Sondej, Curriculum Coordinator. The Superintendent of Schools, Dr. Frank A. Cocchiola, Jr., demonstrated knowledge of the process, although he was not directly involved in its planning. Planning Committee members included department supervisors, a teacher, student council leaders, and members of the Board of Education and community. Information was disseminated on a regular basis to staff in faculty meetings and to students via their student council representatives. The Board of Education and Superintendent of Schools also were kept regularly informed of the Committee's progress.

It will continue to be important for the administration to monitor progress of the AFG process and provide support where necessary for its implementation. The administration is to be commended on the smooth organization of the Planning Process and selection of coordinators and subcommittee chairpersons.

## ROLE OF THE GOVERNING BODY

The Wallington Board of Education has been involved in the Planning Process since its inception. Board approval was sought and granted to use the AFG protocol as the means to obtain re-accreditation. The Board also approved the selection of the Planning Committee, and as the plan took shape, Board members were informed of developments in written reports and public presentations. The Validation Team has every confidence the Board's continued interest and involvement in the process will provide the support and financial resources necessary for the school to implement its Action Plans. It is anticipated that the Board will receive regular progress reports as part of the Annual Review process.

## ROLE OF THE INTERNAL COORDINATORS

Gary Kicinski, Vice-Principal, and Barbara Sondej, Curriculum Coordinator, were appointed by the Principal as Internal Coordinators for the AFG process. Both Mr. Kicinski and Ms. Sondej are among the most senior staff members at Wallington High School and have comprehensive knowledge of the school's traditions, facilities, and offerings. After careful consideration, the Internal Coordinators selected a Planning Committee that included members of the teaching staff (most of whom were also department supervisors), students, Board of Education, and community members. The Committee has regularly met during the two years since its formation, including evening and summer sessions.

After formulating a Mission Statement and Belief Statements, a comprehensive Plan was developed that included three principal Objectives, two academic and one character-building in orientation. The Validation Team concurs that these Objectives are directly related to the school's Mission and Belief Statements. Planning Committee members are to be commended for their commitment to establishing clear Objectives. It also is worthy of mention that the Internal Coordinators have agreed to stay with the assessment process along with the original Planning Committee members (other than those students who graduate) for the entire seven-year AFG period.

The Validation Team would suggest that the Internal Coordinators continue to be supported by the administration in the latter's understanding that their positions are extremely important but also very taxing and time-consuming. Such consideration should also be extended to other Planning Committee members.

## ROLE OF THE EXTERNAL FACILITATOR

Wallington High School chose Co-nect as External Facilitator for its Plan from among three competing firms. Co-nect, a New Jersey-accredited Whole School Reform Model provider, was selected by Wallington not because this district is an Abbott District but because low test scores in Mathematics and the Language Arts entitled the school district to receive a \$150,000 per year, three-year state grant to improve instruction. This reform model has as its guiding philosophy the realignment of the curriculum with New Jersey Core Curriculum Standards, not its replacement. 50% of the grant funding is allotted for Co-nect's services, while the remainder funds supplemental programs for student and community benefit.

Provision for long-range implementation seems well-planned, and present usage of Co-nect methods is evident in classroom instruction. Co-nect provides 21 days of in-school, in-service and classroom support per academic year. This model was adopted by 100% of the faculty, and a very conscientious, consistent attempt to follow it is evident in instruction. Furthermore, since the consensus of the administration and faculty is that the school was already doing what Co-nect has fostered even before their relationship was established, the likelihood of further successful collaboration appears strong. Still, since funding for the model ends after three years, when this supplemental support will terminate, the Validation Team recommends assuring a school-based effort to continue implementation of Co-nect methods exists beyond this period, to assure new faculty receive appropriate training to guide instruction.

## COMMUNICATION AND AWARENESS ACTIVITIES

Communication and awareness activities are channeled through a top-down hierarchy that begins with the Planning Committee. Membership on the Planning Committee was designed to foster communication via department supervisors and other organizational leaders. Thus, members of the Planning Committee included parents, board members, teachers, administrators, guidance counselors, and student leaders. The findings of the Planning Committee were to be disseminated by members to the school and community via faculty and department meetings, MSA Standards committee meetings, e-mail communications, assemblies, student council meetings, announcements, the guidance newsletter, a summer newsletter, the Home & School Organization, the district website and Parent Advisory Council, the Board newsletter, the Key Communicators Group, Board reports, and newspaper publications. Members of the Planning Committee suggest that two-way communication into the Planning Process arrived in the form of information gathered by Committee members during their respective organizational meetings.

What is clear is that the school and community were aware that a Middle States Association evaluation was pending and that a plan was needed to meet stated guidelines. Communication about the Middle States Association AFG process generally was fostered by the posting of District Mission and Belief Statements throughout the school. Externally, the AFG process was mentioned at Board of Education meetings and referenced in school publications sent home to parents

What remains unclear, however, is the extent to which the nature and purposes of the AFG process itself were disseminated and understood by the community. One of the key components of AFG is the gathering and incorporation of information from students, teachers, and the community-at-large into the needs assessment component of the school plan. At Wallington, it appears that the impetus for many of the stated objectives of the plan were derived exclusively from members of the Planning Committee. As such, it is unclear whether or not the suggestions of the community were incorporated back into the Planning Committee's meetings and eventually into the goals of the Plan.

## ACTION PLAN / IMPLEMENTATION TEAMS

It soon became apparent to the Validation Team that Planning Committee members are positively committed to the growth of their school through achievement of their objectives. Since the beginning of the process, efforts have been made to foster communication and formulate objectives through achieving consensus. The Internal Coordinators selected chairpersons of the MSA Standards subcommittees, most of whom were also Planning Committee members. The various groups met regularly, including evening and summer sessions.

Wallington presented its Planning Committee to the Validation Team on the first day of the AFG visit. It was indicated in the "Planning Process" portion of Wallington's AFG manual that separate Action Plan and Implementation Teams have not yet been established. Nonetheless, it seems apparent that the Planning Committee is expected to become the Implementation Team, which will continue to assess the accreditation process through its subcommittees. When specifically asked whether or not members of the Planning Committee were advised about their continued role, all expressed that they expected to continue their commitment and had not delineated any separation of the planning period prior to the Visitation from the assessment period afterward. The members of the Planning Committee are to be commended for their dedication.

The Validation Team does wish to express several concerns in the following areas regarding the Action Plans. As noted earlier, Wallington High School successfully received a grant tied to the selection of a Whole School Reform Model. Co-nect subsequently was selected to perform this service. Co-nect and its various assessments receive specific mention in Wallington's AFG objectives. Yet Wallington has a three-year, non-renewable grant and relationship with Co-nect.

In light of substantial teacher turnover during the last three to five years, the Wallington teaching staff would appear to have a vested interest in becoming expertly familiar with Co-nect strategies and regularly evaluate their effectiveness on this head. Co-nect will provide a contracted 21 professional development visits for teachers during this academic year, yet renewal is on a year-to-year basis. The administration is to be commended for providing development opportunities during the school day for which the teachers are compensated, should instruction occur during their prep periods. Yet supervisors also need to become stakeholders in the Co-nect process, as well as in evaluating its implementation by teachers.

The Validation Team also recommends that the Action Plan / Implementation Teams include new members not presently on the Planning Committee. The initial configuration was selected and recommended by the Principal. An invitation should be extended to other staff and / or community members to participate. A blend of old and new members would assure continuity in the planning process and its objectives and also allow for decreased participation by members with personal commitments who may already have served during a prior two-year period. Additional students might also be selected this year to replace and augment participation by the Planning Committee's graduating senior.

## ANNUAL REVIEW PROCESS

Data for an Annual Review Process is envisioned to be used as specified in the Action Plan, refined by the data-driven focus of the Co-nect model, which is laid out quite extensively (and impressively) in the Wallington Plan. Discussions with stakeholders imply that initial responsibility will rest with the Planning Committee, the composition of which will be modified on an as-needed, ad hoc basis. The caveats previously noted about the apparent vagueness in foreseeing the ongoing Planning Process with respect both to overall responsibility (for instance, in forming a possible Action Plan / Implementation Team) and the role of the External Facilitator, which is slated to expire at year three of the seven-year AFG period, are of some concern to the Validation Team. Although specific results are currently seen as an outgrowth of the Planning Process, the consensus-creating, cooperative modus operandi of the Wallington school community still points to an optimistic assessment of success. This is, however, contingent on continuation of the same ethos and commitment that initially drove creation of the Action Plan.

Ensuring that the entire Planning Committee reviews progress each year should help Wallington High School keep on track. The strength of the Planning

Committee is the diversity of its membership. Representation of the various stakeholders on the Planning Committee helps not only to elicit suggestions and viewpoints from each stakeholder group, but also should keep each of these groups informed and involved during the implementation phase of the AFG process.

Signs of steady progress toward growth will be seen in changes made to the Action Plans over the next seven years. Wallington High School has a definite Plan in place to guide its growth. As the school moves towards its goal, it should adapt and alter its Plan to assure maximum growth. A clear, organized Annual Review Process can be the main driving force to ensure this progress in coming years.

## CONTENT OF THE PLAN

The Validation Team found Wallington High School's plan appropriately focuses both on academic and affective improvement. The plan appears broad enough to emphasize involvement by the entire staff and to influence all disciplines. There is present a total educational community involvement, from the Governing Body through individual students and parents. The plan has every chance of being successful, as long as appropriate personnel and financial resources continue to be provided.

## MISSION

A school's Mission should reflect the school community members' deepest desires for what they want the school to become. Therefore, it is inappropriate for a Validation Team fundamentally to alter the direction or focus that the Mission sets. The same is true of Belief Statements. Only members of the school community can define their vision and identify their deeply held beliefs.

A Validation Team can, however, offer an objective perspective on what is unclear or seems inconsistent or incomplete in these documents. Ultimately, it is the school that has to decide if the Team's comments are legitimate and relevant. It is in this spirit that the following observations on Wallington High School's Mission and Belief Statements are made.

A Mission Statement should describe in broad, visionary terms what the school is and is striving to become. It should be outcome-based, providing clarity about the school's audience (those whom it serves), action (what it does), aim (the purpose for which it exists), and function (how, in broad terms, it will do this).

Wallington High School's Mission Statement, appended to this document, meets the criteria as set forth by the Commission on Secondary Schools. It provides assurance that all Wallington High School students are afforded a supportive, safe, and harmonious environment in which to come to terms with and extend their academic capabilities and development as human beings. The statement also recognizes the tradition of strong community which sustains the school's efforts in the community-at-large. This overarching sense of community is the foundation on which the school relies to serve the interests of its student body.

The Mission Statement was a consensual outcome of the Planning Process, developed by Planning Committee members at the inauguration of their work. The Validation Team applauds the school for establishing this focus and promulgating the document, which is prominently displayed throughout the building in hallways and all classrooms. We further urge the school to incorporate its Mission Statement in mailings and other public communications to assure that the broader community may continually be made aware of the school's Mission.

## BELIEF STATEMENTS

Belief statements serve as the foundation of a strong strategic plan. They are the formal expression of a school's fundamental values and serve as its ethical code. Beliefs describe the moral character of a school. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members.

Because Belief Statements are a matter of faith, not a matter of fact, they express the school's overriding convictions, its inviolate commitments. They outline what members of the school community are willing to "go to the mat" defending. Because such beliefs demark a "line in the sand," they can be used to chart the worthiness of the school's potential decisions or future actions.

The Validation Team in its review of Wallington High School's list of Beliefs, also appended to this document, affirms the presence of these core values in the actions of the school and staff. Like the Mission Statement, these Beliefs were composed and refined in the Planning Process over a period of three months, during which the Planning Committee reached out to all stakeholders for input and affirmation. These Belief Statements are focused on education and character development, affirming the central importance of learning while recognizing its dependence on

motivation and a sense of self-worth. They emphasize the need for high standards as preparation for future challenges. If learning is the highest priority, proper planning, organizational skills, and industriousness are keys to achievement in a school culture that stresses continuous assessment and improvement. Yet without mutual respect, positive social interaction, and a sensitive appreciation of individual differences, learning may be impeded if not entirely forestalled. It is within such a context that Wallington's Belief Statements were developed and in which their ramifications influence student life, especially faculty and student relations. In conversations with staff the Validation Team repeatedly found evidence of their commitment to teaching and student welfare, while students attested to their teacher's sincere interest in instilling in them the values and capabilities they will need to achieve their goals.

It is the considered opinion of the Validation Team that the school and staff of Wallington High School are committed to what they say they wish to become. As we are heartened and assured that everyone in this learning community has made a commitment to live its mission and beliefs, we feel confident that this commitment will sustain staff members as they work together to achieve their Objectives.

## OBJECTIVES

The Accreditation for Growth protocol requires schools to distinguish two-to-four measurable student performance Objectives. Wallington High School has selected three student performance Objectives that meet all Middle States criteria for AFG Objectives:

### Objective 1

By the end of the 2009-2010 school year, Wallington Jr. / Sr. High School students will demonstrate improved learning and language arts literacy as measured by:

Indicators:

1. Meet or exceed a 90% passing rate on the New Jersey Grade Eight Proficiency Assessment in Language Arts for all students

- |                                |                                 |
|--------------------------------|---------------------------------|
| 1.1 Incremental Indicator 2006 | 3 year Average Passing Rate 85% |
| 1.2 Incremental Indicator 2008 | 5 year Average Passing Rate 87% |

a. Baseline Year: 2003

% passing=81.4

2. Meet or exceed a 90% passing rate on the New Jersey Grade Eleven Proficiency Assessment in Language Arts for all students

2.1 Incremental Indicator 2006                      3 year Average Passing Rate 84%

2.2 Incremental Indicator 2008                      5 year Average Passing Rate 87%

a. Baseline Year: 2003    % passing=80.2

3. SAT I Five (5) year average verbal score--                      450

a. Baseline Average Score 1998-2002--                      439

Objective 2

By the end of the 2009-2010 school year, Wallington Jr. / Sr. High School students will demonstrate improved learning and mathematical comprehension as measured by:

Indicators:

1. Meet or exceed a 79% passing rate on the New Jersey Grade Eight Proficiency Assessment in Mathematics for all students

1.1 Incremental Indicator 2006                      3 year Average Passing Rate 65%

1.2 Incremental Indicator 2008                      5 Year Average Passing Rate 72%

a. Baseline Year: 2003    % passing=58.4%

2. Meet or exceed an 88% passing rate on the New Jersey Grade Eleven Proficiency Assessment in Mathematics for all students

2.1 Incremental Indicator 2006                      3 year Average Passing Rate 83%

2.2. Incremental Indicator 2008                      5 year Average Passing Rate 86%

a. Baseline Year: 2003    % passing=80.2%

3. SAT I Five (5) year average math score--                      500

a. Baseline Average Score 1998-2002--                      486



Middle States Association as the focus for improvement to meet the AFG requirement. The Governing Body gave this support in a formal motion and authorized Wallington High School to submit its plan to CSS. After a technical review and approval to proceed by CSS, the school began baseline data collection during the 2002-2003 school year for most Objectives, reaching back to 1997-98 in the case of the Objectives tied to SAT-I scores, so as to be able to measure growth and determine the kinds of activities and strategies that needed to be implemented to achieve these Objectives.

The Objectives criteria have been more than adequately met. They are indeed achievable but very ambitious, especially as they are predicated on a considerable LEP student population. Nonetheless, given the commitment of the stakeholders, their professional work ethic, and the inherently respectful, hard-working tradition in the community (obviously including students), these Objectives have a reasonable chance for success, especially Objective 3, in view of the fact that dropping below the 80% level in citizenship has predictable, consistent, serious academic and social consequences. Objectives 1 and 2 might be considerably advanced if more funds were available, as the human coefficient of success is most emphatically present. Given the LEP, specifically Polish-speaking, handicap in comprehending the New Jersey-mandated tests, every effort should be made to teach the buzz words inherent in multi-step mathematical word / open-ended problems and to enhance literary comprehension of English in a community environment where, for good or ill, for a significant proportion of the population the primary language is and will remain Polish. In this regard, increased affirmative action in recruiting and hiring bilingual teaching staff and administrators who appreciate the urgent need for proficiency in coping with American culture and can motivate students to improve English skills would be most helpful.

The baseline data have been used to generate an Action Plan that will allow the school the opportunity to track progress toward achievement of these goals.

## ACTION PLANS

The Wallington High School Plan is focused upon the improvement of student learning in language arts literacy and mathematical comprehension. The Plan also seeks to increase student involvement in and respect for the Wallington community.

With respect to Objectives 1 and 2, improvement in language arts literacy and mathematical comprehension, the Plan begins with the analysis of student performance data as measured by the New Jersey Grade Eight Proficiency Assessment (GEPA), the New Jersey Grade Eleven Proficiency Assessment (HSPA), and the College Board SAT-I Verbal and Mathematics examinations. The disaggregation of test scores is the responsibility of the Curriculum Coordinator, guidance department, administration, and teachers. Implementation of procedures designed to improve these scores is then shifted to the various department heads and Co-nect consultants. The latter is to provide a series of in-service workshops designed to improve instructional strategies in language arts literacy and mathematical comprehension. Faculty members then become responsible for implementation of differentiated classroom instruction in accordance with data received from Co-nect. The faculty is also responsible for providing a series of initiatives in mathematics and reading that include weekend enrichment programs, summer reading, SAT-I preparation classes, and feedback surveys.

Objective 3 focuses on increasing current levels of student responsibility, respect, and sense of community. Implementation of this Objective falls upon guidance personnel, department supervisors, administrative staff, and, of course, teachers. The five Objective goals are to be achieved through such measures as compiling a list of community-based service activities, disaggregation of teacher referrals, schedule modification, and disciplinary resource intervention.

Each Objective includes several activities meant to coordinate with the whole-school thrust of its implementation. Each activity is aligned in a chart with personnel responsible for its completion, timelines, resources, indicators, and date of expected completion. This Action Plan outlines a well-conceived and focused set of actions to enhance student performance in the language arts, mathematics, and civic responsibility, for the benefit of the entire school community.

In the case of Objective 1, increased language arts literacy, a review of student performance data, its analysis and disaggregation have been performed, which followed an analysis of the summer reading program and is being supported by book discussion clubs, an English language immersion program, a literacy Best Practices survey, and institution of electronic portfolios for student writing samples, leading to the development of an Implementation Plan based upon the Evidence of Quality Teaching survey administered by Co-nect, the External Facilitator. This accounts for the first year's activities. The second year adds a

Saturday Enrichment program; SAT preparation classes; a workshop series, Instructional Quality in Literacy; differentiated classroom instruction (one of the non-AFG goals); an implementation feedback survey; the alignment of curriculum, instruction, and assessment; creation of a Literacy Resource Team; and a school progress review, most of these activities to remain ongoing throughout the AFG seven-year period, all supported by Co-nect during its affiliation with the school.

The first indicator designed to increase student language arts literacy predicates an average increase in GEPA scores of a little over a percentage point per year over the seven years of AFG, which, while ambitious, seems to be a reasonable target to shoot for. Given the array of activities devoted to its achievement and the fact that the faculty stands four-square behind it, this goal would appear to stand a good chance of succeeding.

The second indicator for Objective 1 predicates an average increase in HSPA scores slightly higher than the rate for the GEPA, which might seem even more ambitious than indicator 1, were it not for the supposition that, if the activities undertaken to raise the GEPA are successful, a consequent increase in the later test scores would seem more likely. Once again, for the reasons already adduced in behalf of Objective 1, this goal would appear to stand a good chance of success.

The third indicator for Objective 1 predicates a five-year increase in the SAT-I Verbal scores of Wallington students of eleven points. It seems that, in agreeing to accept the new seven-year AFG period as opposed to the old, five-year period, revision of this goal may have been overlooked by the Planning Committee, for if this score is to be averaged for the next five years, two years would unaccounted for. Still, whether the Committee wishes to retain this average for the seven-year AFG period or extend it slightly upward, the benefits meant to be accrued from the activities proposed to meet this goal should have as their outcome a concomitant increase in this indicator to match those for the others for this Objective. In effect, the entire structure stands or falls on the success of its foundational element and the dedication of the Wallington staff, in partnership with Co-nect, to achieving it.

In the case of Objective 2, increased mathematical proficiency, a range of activities similar and in some cases almost identical to those for Objective 1 are arrayed: a review of performance data, analysis, and disaggregation for the first year, followed by a Saturday Enrichment program, SAT prep classes, differentiated instruction, a workshop series (Instructional Quality in Mathematics), a Best Practices survey (in this case, taken a year later than the one for English), and an

expectation of faculty accessing online content via Co-nect as provider, to begin in the second year and remain ongoing.

The first indicator designed to increase student's mathematical proficiency predicates an average increase in GEPA scores of about two percentage points per year over the seven years of AFG, which is ambitious indeed, yet does not seem to be an unreasonable target at which to aim. As with Objective 1, the array of activities to be undertaken in its behalf and the strong desire of the faculty to reach this goal argue for its being within the capability of the school, so long as care and thoroughness characterize every stage of this process. This probably will be the hardest indicator to reach for any of the Objectives in this Action Plan.

The second indicator for Objective 2 predicates an average increase in HSPA scores of slightly more than a percentage point per year, and for that reason alone makes it less risky a chance than indicator 1. Yet even if the first indicator fails to be reached at quite the rate predicated, it does not appear unreasonable to assume that the carryover from the rate actually achieved will meet if not exceed its target in this instance. If the first indicator is reached, it seems more than likely the second will, as well, given the nature of mathematical knowledge.

The third indicator for Objective 2 predicates an average increase in SAT-I Mathematics scores of two percentage points per year. What has already been affirmed with respect to the second indicator for this Objective holds here: if the measures undertaken to achieve indicator 1 are successful, this indicator also should be achieved. The entire structure stand or falls on its foundation, which, given the nature of the activities planned to underpin it and the good faith effort of Wallington's students, does not appear beyond the reach of a coordinated effort.

As for Objective 3, a slightly different set of activities is charted, as accords with the affective orientation of this goal. In the first year, there is a review of student performance data, teacher referral data, and student behavioral data; teacher workshops on disaffected students, bullying, disciplinary procedures, and accountability; provision to staff of printed materials and website resources for disciplinary intervention; targeting of students for disciplinary intervention, and a modification of the school schedule. This is augmented in the second and subsequent years by goal familiarization sessions with parents, staff, and students; compilation of a list of community-based service activities; revision of the student activity sheet and modification of graduation requirements to involve community-based service; disaggregation of teacher referrals; and a review and revision of

disciplinary policies and procedures. This goal will be met largely by the work of in-house staff, as outlined.

The first indicator designed to increase student participation in community service activities predicates a rise in participation of just under two percentage points per year. While this does not appear unreasonable, it should be pointed out that in this case as well as in those of the other indicators for this goal, the emphasis appears to fall on the stick far more than on the carrot. Raising graduation requirements and bringing greater attention and training of staff to bear on this goal are certainly praiseworthy activities, but other than a presumption of good feeling attained in helping others, what are the rewards for students who may not be so selfless in orientation? The Planning Committee cum Action Plan / Implementation Team may need to alter, adapt, and / or extend the details of the Plan as data analysis occurs. Student input into this process also needs to be given more attention.

The second indicator for Objective 3 focuses on reducing teacher disciplinary referrals. It seemed apparent (and was corroborated by Wallington staff) that discipline is not a large issue at this school, for a relatively small proportion of the student population is responsible for most referrals. The activities planned to deal with this matter may be excellent in intent, but as previously noted, somewhat more consideration might perhaps be given to what's in it for the malefactor to change his or her behavior? What seems to be desired is a change in culture at the school, at least as far as its small core of misbehaving students is concerned. Incentives as well as punishments need to be more thoughtfully addressed.

The third indicator for Objective 3 focuses on reducing Saturday detentions as a result of tardiness. What alternative methods for dealing with this problem have been explored? Notwithstanding the potential effectiveness of the activities outlined, a creative way of dealing with this perennial concern might derive from conversations between students and faculty, with administrators on the sidelines.

The fourth indicator for Objective 3 probably deals with largely the same constituency as the second, a small group of hard-core disaffected students. In this case the same comments apply. Who is reaching out to these students?

The fifth indicator for Objective 3 is largely a giveaway, since the citizenship grade already is so high, once again proving that, by and large, the students of Wallington High School are a well-behaved, civic-minded group of young people. Whether this indicator is reached or not, the school should be proud and pleased to

serve such students, as these fine students are quite happy to be in attendance. Still, what about those who do fail here? They too may stay on as citizens of Wallington. What kind of citizens do we want them to be? What do we want them to think about school?

One last remark is in order in this regard. It should be remembered that the Action Plan is a "working document." It is recommended that the Planning Committee review the Action Plans generally and the timelines for data collection specifically, to assure that evaluation data is collected promptly to compare progress against the stated baseline benchmark data. Lest we forget, as the members of the future Action Plan / Implementation Team convene over the next seven years, they should celebrate each success--as well as adapt and alter their Action Plan to suit the circumstances--to mark progress, to show how much they care. The kindness and care of celebration will repay itself immeasurably as student performance improves over the life of AFG and beyond.

The indicators and timelines for implementation of the Plan's academic directives seem reasonable. The Wallington Plan establishes clear benchmarks for improvement and delineates responsibility for ensuring the various quality initiatives are met in a timely fashion. There also appear to be sufficient resources available to permit full implementation of the Plan without undue hardship or constraint. Of course, due to the likelihood that certain aspects of the Plan may need to change over time, perhaps after severance of the relationship with Co-nect or in some other way(s) as yet unforeseen, Wallington High School will be presented with opportunities to demonstrate organizational growth by realigning its Objectives to meet any changes in current conditions. Still, over the next two to three years, Wallington High School, through its partnership with Co-nect and the support of its community and staff, appears poised to improve student performance in language arts literacy and mathematical comprehension as well as to increase student community involvement in a positive direction. And by what has been indicated of the intent of the Plan over the entire seven years of the AFG process, Wallington High School seems likely to command the human and material resources necessary to achieve if not exceed its Objectives.

The affective Objective is more troubling, not because of any lack of sincerity or effort devoted to facing it squarely, but because it raises questions about most schools, for no school is without the disaffected, yet they, too, for hours on end share a human community with us. The Validation Team clearly wishes Wallington High School all success in trying to achieve this worthy goal. We are

heartened to recall that we are talking about only a small number of high school students. Still, the entire Wallington community should be getting together on this, for Wallington, like its high school, is a small, close-knit community that cares a lot about itself.

## STANDARDS OF THE MIDDLE STATES ASSOCIATION

Wallington High School gathered information on how well the school meets the Commission on Secondary Schools standards by having subcommittees of faculty members complete the survey provided by Middle States. The Validation Team found that Wallington is in continued compliance with the standards set forth for accredited members of the Middle States Association.

C.1. Philosophy, Mission, Beliefs, and/or Objectives. The institution has clearly written statements of philosophy, mission, beliefs, and / or objectives that convey the general and specific purposes of the educational programs and that express expectations for quality. Stakeholders, including staff, parents, and governing body members, understand, accept, and give input into the development of the organization's philosophy, mission, beliefs, and / or objectives. These documents are appropriate for the groups served and are reviewed periodically.

The Philosophy, Mission, Beliefs, and / or Objectives standard is met.

The Philosophy of Wallington High School has guided the development of its Mission and Belief Statements. As stated in the self-study, "The home and school share responsibility for the intellectual, emotional and social capabilities of each student. We believe that a broad education, emphasizing academic and ethical values, is essential to enable each student to participate effectively in a humanistic and democratic society. The educational process must prepare the students for their post-secondary school experiences, from both a personal and educational perspective. Attainment rests in the provision of a curriculum that will stimulate the intellectual development of each child. An active Academic Booster Club and Academic Hall of Fame support this philosophy."

The Validation Team found ample evidence that the school staff lives by its Philosophy. Comments from staff, students, and parents on the cooperative nature of Wallington's educational climate, founded in a traditional, family-oriented setting, being a major strength of the school support this judgment. In addition, student comments on their respect for the staff and the school, student conduct in halls and classrooms, the clean, well-maintained appearance of the school, listings of college acceptances, and parent commentary on preparation of and support for the students affirm that the school's practices are well aligned with its Philosophy.

As mentioned in the first part of this report on the Content of the Plan, the Mission and Belief Statements, which are appended, have guided the school toward creating Objectives and developing Action / Implementation Plans.

It was evident to the Validation Team that the Philosophy, Mission, and Belief Statements have been widely distributed throughout the educational community and internalized by stakeholders. Since we believe the entire staff has accepted ownership of these guiding documents, we are confident that given the continued support of the governing body, the Plan that Wallington High School has developed has an excellent chance of being accomplished.

C.2. Governance and Leadership. The governance and administration work in partnership to ensure the integrity, effectiveness, and reputation of the organization through the establishment of policy and oversight of leadership. There is an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. The administration of the organization provides a productive work environment, timely and open communication, and the leadership necessary to plan both day-to-day operations and the long-term future of the institution. The school is chartered, licensed, or authorized by a state, nation, or authority, which operates in the public interest.

The Governance and Leadership standard is met.

The governance and leadership at Wallington High School maintain a fair, consistent relationship with students and faculty. It was evident during our visit that administrators are receptive to dialogue and support an "open door policy. It would appear that the administration offers positive, committed leadership and is respectful of the importance of maintaining consensus through positive working relations with its faculty.

Wallington has been and is a largely bilingual community. Consideration is given to this factor in the practice of providing translations of some guidance and discipline-related documents in Polish.

The leadership of Wallington High School is to be commended for taking great pains to foster a positive, supportive atmosphere at the school. It was evident to the Validation Team that the entire staff strives to maintain a friendly, collegial environment that was frequently referred to as a "family."

The Planning Document does refer to importance of addressing the distribution of leadership for the future as a non-AFG goal. The Internal Coordinators, Planning Committee, and MSA Standards subcommittee chairpersons have expressed their commitment to the AFG process for the next seven years. It is suggested that inclusion of new members either to replace or complement existing leaders might well be considered a priority for the post-visit period.

C.3. Organizational Design and Staff. The organizational structure of the institution provides the vehicle for carrying out the established philosophy, mission, beliefs, and/or objectives of the educational program and support services. A clearly defined set of reporting relationships exists, and administrative, instructional, and support staff are qualified, competent, and sufficient in number to foster the effective delivery of quality education to students. Staff assessment procedures which are in place are clear to all involved and collaborative in nature. On-going professional development, clearly defined roles and responsibilities, and collegial relationships among staff and administration are evident and conducive to cooperative action.

The Organizational Design and Staff standard is met.

Job descriptions, policy manuals, personnel policies and regulations are readily available to all stakeholders. Their essential and most useful features are included in faculty and student handbooks as well as in communications to parents. The teaching staff and administration are highly dedicated, qualified, and professional. Key administrators, the Superintendent, the WHS Principal and Vice-Principal, all long-term, local career educators in this building, actively foster a cooperative, collaborative, caring working relationship among all stakeholders. Classes are full but do not appear to be oversized. Staffing appears to be adequate, with the possible exception of custodial care, in which a single person is on duty during the school day. Considerable efforts yearly are made to get the district budget passed. Nonetheless, only two budgets have been approved in the last 31 years. A dearth of funds is apparent in such particulars as an antiquated boiler system that overheats some rooms at the expense of others, buckling chalkboards, etc. The staff is also at the low end of the Bergen County pay scale, so that economic necessity often drives many dedicated educators to seek employment elsewhere. There is no detectable undercurrent of discontent due to nepotism, cronyism, or patronage anywhere, so that even if these do exist, they do not substantively detract from staff morale. Conversely, if there is even a hint of these practices, it is probably

unintentional, remaining incidental to the caring modus operandi of a tightly knit community attempting to help one another.

On first appearance, to judge from the appointive composition of the Planning Committee, it seems as if communication is primarily top down. In all fairness, instructional leadership from the administrative hierarchy of Superintendent, Principal, and Vice-Principal, supported by the department supervisors, seems motivating, strong, and driving. Nonetheless, observing their interaction with staff, Board members, parents, students, and other stakeholders, one comes to the conclusion that their management style is truly cooperative and collaborative. Their doors are truly open, and one feels free to drop in and speak one's mind with the assurance that one will be heard respectfully and attentively. Every effort is made to do anything reasonable to improve instruction, regardless of the provenance of the idea or suggested initiative. Teaching staff observations, with a goal of five annually and three annually per non-tenured and tenured staff member, respectively, are consistently followed in writing. In addition to the Co-nect provision of 21 working days of in-service and classroom support, an additional two-and-a-half days of formal in-service training are provided. Departmental and monthly faculty meetings have a primarily instructional focus that amplifies the work of Co-nect. The decision to contract with Co-nect, as has before been mentioned, was supported by 100% of the instructional staff. This is again indicative of the collaborative, cooperative environment prevalent even in the shape and form of staff development. Mention should also be made of the extensive efforts, such as through weekly meetings, made to mentor and assist alternate route and other teachers new to the school.

The Validation Team commends Wallington High School for its exceptionally strong administrative and teaching staff commitment to ongoing improvement of instruction and sincere concern for their students and community, as well as for the exceptionally productive, collaborative, and cooperative relationships existing among all stakeholders in a community with limited resources to fund its educational operations.

C.4. Educational Programs. The educational programs consist of carefully planned and well-executed curricula that include appropriate standards, solid instructional pedagogy, and appropriate assessment based on research and best practices. The educational programs are sufficiently financed, periodically reviewed, and mission-appropriate. They are developed to meet and address the needs of students and designed to produce student learning at all levels. Effective policies and

practices are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well-maintained.

The Educational Programs standard is met.

Wallington High School serves 574 students in grades 7-12. Wallington provides its students with a comprehensive, challenging instructional plan. The courses offered at Wallington are diverse and more than adequately satisfy the 120 credit requirement of the State of New Jersey as well as the local Board of Education. Graduation requirements at Wallington include four years of English, three of Mathematics, Social Studies, and Science, and two years of Computer Applications. Wallington offers Advanced Placement courses in Biology, English Literature and Composition, Government & Politics, Calculus, and United States History. Teachers at Wallington attest that the administration is open to adding additional Advanced Placement courses and believe that any implementation of additional curriculum can be done economically and efficiently.

Professional development is a priority at Wallington. Recently, Wallington High School chose to implement a Whole School Reform Model offered by an assistance organization named Co-nect. Co-nect, founded in 1992, has been involved in the national school reform movement for more than ten years. The Co-nect Model has been implemented successfully in over 33 states and 145 districts nationwide. Co-nect offers the faculty at Wallington considerable assistance toward achieving many of the goals outlined in Wallington's AFG Action Plan. Co-nect will assign trained field staff to ensure that the faculty at Wallington can successfully align existing school initiatives with state-wide requirements such as New Jersey's Core Curriculum Content Standards. The goal, of course, is to improve instructional techniques in an effort to boost language arts literacy and mathematical comprehension.

Documentation reveals that most curricula have not been revised since the last Middle States visit in 1993. One of concomitant articulated in the Plan of the relationship between Wallington High School and Co-nect is to bring about a much-needed alignment of educational programs with New Jersey Core Curriculum Standards, a state requirement now long overdue.

The Board of Education is aware of the programs at Wallington High School and supports the educational directives outlined in the Plan. Board members are confident in the ability of the district to achieve its goals and confident in the

quality of the faculty and administration at Wallington. The only notable obstacle appears to be the difficulty which the school board has had in obtaining approval of its yearly budget, since over the last 31 years the budget has been approved only two times, as the administration explains it, largely due to the intransigence of a considerable senior citizen population and the prevalence of a substantial number of non-United States citizens among its Polish-speaking contingent.

Technological advances are readily in evidence at Wallington. Every classroom is wired for internet research, and computer workstations are readily available for student use throughout the building. All computers are connected to a central, secure network, which students may access from outside the building.

Essential to any district's educational plan is communication among departments and buildings. The Validation Team found evidence of considerable interdisciplinary dialogue among departments and between teachers and administrators.

Wallington High School offers a friendly, safe environment for students. Teachers and administrators are present throughout the building between classes to ensure timely attendance and reduce congestion in the halls. After school, teachers are available for additional instruction and appear committed to fostering student participation in numerous clubs, athletic teams, and meetings.

Wallington High School is a great environment for learning.

C.5. Learning Media Services and Technology. Learning media services and technology function as important tools to enhance classroom instruction and other school activities as grade-level appropriate. Well-organized information resources reinforce knowledge, skills, and attitudes learned in other program areas and broaden minds by providing opportunities to conduct research and interact with information.

The Learning Media Services and Technology standard is met.

The Validation Team found that the school has made great strides since the last Middle States Association visit in its acquisition, adoption, and use of technology, despite severe financial constraints. The school's Media Center, within the limits of its budget, does all it can to support faculty and student needs. The entire district is networked. Wallington High School has installed a teacher computer in

each classroom. The second and third floors of the building each contain a classroom that all teachers can use on a sign-up basis in which ten computers are available. All three floors have access to ten additional wireless laptop computers on a rolling cart. The first floor has two computer labs, each containing 24 computers, while the Media center supports an additional ten computers.

While observing students using the Media Center it became apparent that the staff has trained students well on how to navigate around the school network. Any questions that students might have had also were quickly answered by the staff. In addition, the Media Center's materials and technology equipment are clean and well-maintained, as well as easily accessible.

In talking with the staff and students Validation Team members were assured that adequate orientation was provided for the learning media services, its resources and equipment. It is apparent to this Team that Wallington has a serious commitment to continually improving the school's technology as the world's technology advances.

The Validation Team recommends that, within the resources available to the Wallington school district, the Board and administration make provision for a long-term budget for new and updated technology as well as maintaining what Wallington has acquired.

C.6. Student Services. The school provides services to students that optimize their preparation for learning. Chief among these services are health services and, at appropriate levels, guidance, including academic and personal counseling. Preventive and emergency health care services are provided, and health and safety policies are clear and well understood. Other services that may be provided include transportation, food service, services for special needs students, and admissions and placement.

The Student Services standard is met.

Wallington High School and its counselors are very sensitive to the non-academically oriented student. School personnel readily help such students in applying to the Bergen County Technical Schools. Conversations with teachers, administrators, and guidance staff indicate that members of the school community work together to help support students in many ways. The school at times will acquire an interpreter to work with non-English-speaking parents to support their

children's needs. The school has a full-time Student Assistance Counselor. The Guidance Department strongly adheres to and supports the Mission Statement. It is never an inconvenience for any teacher to talk to a counselor about any aspect of a particular student's conduct or performance. The school presents numerous career awareness programs as well as inviting many colleges to visit the school to talk to prospective students.

Guidance staff, all untenured except for the director, who was on maternity leave during the MSA visit, are doing an excellent job, but they need help. Assistance is needed throughout the year, but especially when students require aid in applying to college. Funding should be provided for taking students who might otherwise not be able to visit colleges on tours of local post-secondary institutions, to broaden awareness and provide motivation for continuing with their education.

When speaking with students it was pointed out that many wished they had more time to spend with their guidance counselors. These students mentioned that in 7th grade, the latter part of 11th grade, and during senior year the meeting times usually are greater, but opportunities for meetings remain inadequate throughout the 8th to 11th grade years. While students recognized that they only have three counselors, follow-up discussions with administrators for the purpose of enabling more frequent guidance-related meetings to take place seem desirable.

The Validation Team believes that basic health needs of students and faculty are very adequately met. The school nurse provides regular health services. A trainer is present at home football games, while EMS personnel from the community also are available when the situation warrants. Individual care when appropriate is provided. Students with special needs receive accommodations commensurate with their disabilities. Records are kept up-to-date, in good condition, and available in case of emergency. Training for staff is provided to handle accidents and possible building evacuation. Fire and evacuation drills are performed, as required by code (one unexpected fire drill took place during the Team visit). CPR and AED training are provided to the staff by the district. Required programs and classes help students to develop good attitudes and practices for a healthy life.

Transportation services are not provided except for school trips and interscholastic athletic competition. This does not appear to be a problem for the school.

Wallington High School has no cafeteria but does provide students with a clean environment in which to eat the lunch they may bring from home. The school also

will provide lunch from a nearby store at a nominal fee for those students who qualify for nutritional support. Nutrition is taught in regular Health classes.

Wallington High School does provide adequate psychological and social services for students who need them. A relatively low percentage of students are classified and receive special services and support. In cases in which such services prove inadequate, referrals are quickly made.

As a public secondary school, Wallington does not have criteria for admission other than residence in the district. Entering students and their parent receive a student handbook, in which are explained the Philosophy, Mission Statement, and expectations for each student.

C.7. Student Life and Student Activities. A healthy atmosphere exists for all students. At all levels, non-discriminatory, appropriate student activities that supplement classroom experiences or community life are provided. An appropriate student activities program fosters a positive intellectual, cultural, and social climate, promotes growth in student leadership and social interaction skills, and encourages students' special interests.

The Student Life and Student Activities standard is met.

Student activities at Wallington High School are diverse and offer the student population opportunities to be successful in athletic, academic, and general-interest endeavors. The school website, [wboe.org](http://wboe.org), contains a list of weekly events at Wallington and assists the administration's efforts to promote community awareness and involvement. The only noted obstacle to increasing the number of student activities appears to be the financial circumstances confronting many of the students. Specifically, the guidance department has suggested that extensive extracurricular involvement is beyond the reach of those students whose families require them to work in order to sustain academic and personal necessities.

Students who are involved in athletics, academic, and general-interest pursuits take pride in Wallington's accomplishments. In recent years, the Wallington boy's soccer team has risen to statewide prominence alongside an already accomplished football program.

A cross-section of students at the high school met with the Validation Team to offer their perspective on life at Wallington. Generally, students were enthusiastic

about the school's activities and believed that the administration and teachers would support any new organizations or athletic clubs of interest. The students were also extremely positive about the level of instruction being provided in the various activities offered after school.

Much like the parents in Wallington, students at Wallington High School felt that they had a strong part to play in the academic and athletic direction of the school. Moreover, the students at Wallington perceived their involvement in the governing process as an honor bestowed upon the best and brightest. The students involved on the Planning Committee were clearly participants in the Plan's development, and these and other students appear eager to assist the administration in the implementation and maintenance of the Plan's goals now and in the future.

Wallington High School offers a challenging yet supportive climate for learning for all students who wish to participate.

C.8. Facilities. The school facilities, consisting of the site, building(s), and equipment, provide a safe, well-maintained physical environment that supports optimal student development and achievement. The school facilities are appropriate to implement the stated philosophy, mission, beliefs, and/or objectives of the school.

The Facilities standard is met.

Although the school building is old, it is well maintained. The Validation Team found it to be clean and repaired where needed. With only one custodian working during the day, it is amazing how clean the school is and how well it runs. Other than the old heating system, which cannot be adjusted for more comfort, and the aforementioned lack of an auditorium and cafeteria, the Team believes that the infrastructure is adequate to support the needs of students and staff. The school has an ongoing inspection program that is up to code. An outside firm comes into the school to do a safety walkthrough. All code requirements seem to be met.

While space remains a significant problem in the school, the Validation Team commends Wallington High School on how well rooms are shared and used. We also recommend, however, that a concerted effort be made as soon as possible to come into compliance with the Americans with Disabilities Act, specifically on easing passage from floor to floor in this multi-level building.

C.9. Health and Safety. A safe and healthy environment for teaching and learning is provided. Both preventive and emergency health and safety procedures are clear and well-documented. The school environment is productive and orderly.

The Health and Safety standard is met.

The health and safety of every person in Wallington High School seem to be paramount for the district. The school makes adequate provision for health care and emergency health care at school functions that take place away from the school premises. A trainer is in attendance at home football games, as well as EMS personnel from the community. The school has a written student health policy that includes medical examinations for all entering students, immunization against common diseases, and the maintenance of comprehensive health records. The personnel in charge of health and safety were well informed about procedures to be adopted in case of various emergencies. Records are current and handy in case of need. Health and safety inspections are done in-house as well as by an outside firm. These inspections are held within code guidelines. The school meets all health and safety requirements of the local government authorities. These include but are not limited to regular fire drills, emergency evacuations, vaccinations, safety procedural training, and written codes. The nurse's office is small but clean and well-ventilated. It also was nice to see that the nurse has an air conditioner.

The Validation Team recommends that one safety priority should be to better equip the speed bag. It should contain but not be limited to a megaphone, cell phone, highly visible jackets for people in charge of any emergency, a list of all students and faculty with addresses, telephone numbers, and medication requirements, a large flashlight, and a portable radio.

C.10. Finances. Financial resources are sufficient to provide the educational opportunities defined in the school's philosophy, mission, beliefs, and / or objectives. The business practices of the institution promote confidence in the organization's ability to manage fiscal and material resources in a responsible manner and to follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes must be dedicated to school operations.

The Finances standard is met.

Only two budgets in the past 31 years have been approved by the Wallington community. Resources are far short of what students and their dedicated educators need to do an optimal job. It is really remarkable that such a competent staff and worthwhile program are maintained with so little funding. Accounts are consistently audited on a regular basis by an outside auditing firm. The budget and its utilization are well-documented and available to the community and all other stakeholders. Serious efforts, including bilingual mailings, are made to pass budgets that nonetheless are consistently defeated due to a supposed inability to get out the vote (due to lack of citizenship documentation on the part of many residents), a cultural hands-off attitude prevalent in the community, senior citizen's negative votes, factionalism, and / or simple lack of financial resources. Suggested strategies to encourage passing future budgets, if there really is money to be had from the community, would be more aggressive, door-to-door campaigning; more accessibility of senior citizens to the schools, both to capitalize upon their skills and to assist with their needs and concerns; and development of service-learning projects with that constituency, such as offering student assistance with filing tax forms, immigration papers, etc.

The Planning Committee has developed a fiscally responsible Plan focused on student achievement. In developing Action Plans much of the projected work to be completed focuses on what can be accomplished by the grant-funded relationship with Co-nect. The district also has provided funds for professional development, a critical prerequisite to achieving academic achievement and character development among students. To assure success over the next seven years, it is important that adequate funding be provided for future development of the Action Plans. It is recommended that the Internal Coordinators work in close contact with department supervisors to assure necessary finances are built into the budget each year as the school undertakes its Action Plans. The Principal and the Curriculum Coordinator are key players in assuring achievement of necessary central office support.

The Validation Team commends all stakeholders in the Wallington High School community for their prudent, careful, and creative management of meager financial resources. Yet we also recommend a more proactive outreach to senior citizens to use their skills as school resources, drawing on their life experiences, as well as developing such inducements as service-learning projects as a means of persuading this key constituency not only to appreciate the intrinsic community service value of the schools but also to render critical support for passage of school budgets.

C.11. Assessment of Student Learning. The assessment of student learning outcomes enables students to monitor their own learning progress and allows teachers to adapt their instruction to the specific learning needs of students. The school's effectiveness is assessed by examining areas such as student learning and performance, program evaluation, performance results for support services, graduate success, and client satisfaction. Results are used to develop strategies for improving service and program quality. Assessment results are communicated appropriately to parents / guardians, students, staff, and school community.

The Assessment of Student Learning standard is met.

Wallington High School is working diligently to align its curriculum with Middle States and New Jersey Core Curriculum Standards. Teachers have expressed that Middle States goals have been well-articulated as specific criteria have been presented and incorporated into their lesson plans. There is also greater emphasis being placed on alternate and performance-based assessment. It is evident that through professional development and the Co-nect Whole School Reform Model, teachers are actively developing alternative and varied methods of assessment.

Classrooms are well-maintained and meant to appear inviting to students. Each classroom is supplied with a computer with an internet connection. Students may also use computer pods in the Media Center, wireless laptops, or labs in individual rooms. It is apparent that technology is being infused into the curriculum at every opportunity. Teachers are to be commended for their spirit of cooperation by displaying flexibility when called upon to switch rooms to accommodate lesson plans that use the computer labs.

There are visible signs affirming academic excellence in the school, including an Academic Hall of Fame permanent display and Student of the Week from both the junior and senior high schools. Students who have achieved four consecutive terms with honor roll grades are invited to a Family Night of Recognition (held during the Team's visit). Wallington High School is to be commended for placing such strong and appropriate emphasis on academic achievement.

Student assessment is not limited to academic performance. Wallington is also to be commended for its emphasis on Citizenship, which is assigned a regular grade on the term report card. The curriculum, instruction, and assessment procedures of Wallington High School are aligned in a coherent system consistent with the district's Mission and Beliefs.

Wallington High School has adopted ambitious goals to improve student performance on standardized tests like the GEPA, HSPA, and SAT-I. It was noted that Wallington has discontinued the practice of holding midterm and final examinations. While it is recognized that students are increasingly expected to take standardized tests, the Validation Team is concerned that students become familiar with comprehensive tests that entail different methods of assessment in specific subject areas. It is suggested that supervisors and administration continue to hold dialogue with teachers about sufficient test preparation, mindful that the Middle States Objectives target improved performance in this area and particularly because test scores in all proficiencies lately have decreased, as reported in 2003. Especially noteworthy is that average SAT-I Verbal and Mathematics scores have also decreased. In this respect the Validation Team does recognize that the LEP population is increasing and further notes that 55% of the present student body has been enrolled in the LEP program. The Team recommends that teachers continue to share best practices as well as be provided with opportunities to model successful strategies to colleagues, especially the large number of newer teachers.

Wallington High School has four marking periods, and report cards are distributed in a timely fashion to parents and guardians. Faculty members may provide up to two comments on report cards but are not required to do so. It is recommended that faculty members be required to address at least one comment to each student.

Lesson plans reviewed by the Validation Team are presented in a coherent, well-organized manner. Teachers submit plans every Monday for the coming week on a template. Plans are required to include references to Core Curriculum Standards and indicators. In addition, Dr. Pompeo introduced in September 2003 a method of distinguishing differentiated learning. Using the acronym WINS, teachers must identify instruction as being Whole Group, Individual, Nodules, or Small Group in orientation. Technology is referenced with specific mention to Co-nect activities. Wallington High School is to be commended for its organized presentation of lesson plans and its continuous effort to differentiate instruction.

C.12. Planning. The school makes use of strategic, long-range, and operational planning to continuously improve its educational programs and services. Improvement plans focus on student performance and organizational growth and engender continuous improvement across all aspects of the school organization. Externally validated processes for evaluation, strategic planning, and school/district improvement are continuously maintained. Systematic analysis

regarding student performance and organizational growth is coupled with analyses of instructional and organizational practices to ensure alignment with the school's philosophy, mission, beliefs, and / or objectives. Trends in outcomes and results are projected, and goals of demonstrated strategic merit are identified.

The Planning standard is met.

Wallington High School has a well-defined Plan that appears likely to be implemented with success. Widespread participation in development of the Plan, ownership of the Plan by the entire staff of the school, approval by the governing body and central office, and efforts to promote community awareness have paved the way for such success. The Plan establishes baseline data against which to measure performance over the next seven years. It further establishes an Action Plan that can and should be accomplished within that time frame. The Plan focuses attention on student performance and inculcation of values. Instruments are in place or being developed to measure improvement against the baseline data. An Annual Review process is in place that should enable the school to stay on track as well as provide periodic progress reports to the governing body and community.

## ACCREDITATION RECOMMENDATION

As a Validation Team we are asked to make an accreditation recommendation to the Commission on Secondary Schools at the conclusion of our visit. Our five-person team has unanimously concluded that:

The school has clearly defined appropriate Objectives.

The school has established conditions under which they can be achieved.

The school is working now toward achieving these Objectives.

The school should be able to continue to do so for the foreseeable future.

In addition, the Validation Team believes that Wallington High School has shown evidence that each of the following Accreditation for Growth parameters is in place.

### A Focus on Student Performance and Growth

There is a focus on student performance, and school improvement efforts are aimed at student learning, student performance, and student results.

### A Culture of Accountability in Student Performance

The Objectives are measurable, and a viable monitoring process and accountability system for monitoring accomplishment of the Action Plans has been developed.

### A Planning Ethic

The school is engaged in continuous clarification of its unique Mission, Beliefs, and expected student performance Objectives. The school is action-oriented, as shown by its development of long-term, strategic Action Plans to integrate program, services, facilities, and support to address critical growth needs.

### Commitment to Continuous Improvement

The school is committed to continuous evaluation, an Annual Review process, peer review, and a dynamic overall process with sufficient flexibility to modify its Action Plans.

### Involvement of Representative Constituents

There is a climate of inclusiveness, while evidence exists of the involvement and collaboration of all stakeholders in the Planning Process.

The Validation Team is pleased to recommend continued accreditation for Wallington High School under the AFG protocol for the next seven years.

### NEXT STEPS

As Wallington High School proceeds with implementation of its strategic Plan, there are a number of "next steps" the school will be expected to take in order to maintain accredited status. These include the following:

#### Conduct Annual Reviews

While Middle States does not collect evidence of the school's annual review, Wallington High School is expected to conduct such a review each year. The purpose of the annual update is to review progress that has been made on Action Plans, update the Plans as needed, and pause to celebrate successes. Wallington High School should keep a record of what transpired during each annual review. The meeting agenda, minutes, documented changes to the plans, and summaries of progress made over the past year are examples of evidence to be collected. The Mid-Point Reviewer and the next Validation Team will want to see these examples of growth.

#### Host an On-site Mid-Point Review

In a sense, the annual review conducted by the Planning Team takes the place of the traditional progress reports that used to be submitted to MSA. In addition, the Commission on Secondary Schools will appoint a reviewer at the midpoint of the five-year accreditation cycle to conduct an onsite visit to the school. When possible, the reviewer will be someone from the original Validation Team, since this individual should require less explanation of what the school is aiming to do in its planning activities. S/he should be able readily to see the progress that the school has been made.

Typically, the visit will last one day; the school will be responsible for the Mid-Point Reviewer's travel expenses. The school will not be expected to prepare extensive materials in advance of the visit. Rather, the visit should be perceived as an "informal visit from a critical friend." The school will want to show the

reviewer evidence of progress to date, and interviews with key personnel should be scheduled.

#### Prepare for Reaccreditation

Some time during the fourth year of the school's accreditation cycle, thought will need to be given to the visit of the next Validation Team. Yet if the Accreditation for Growth process has been an ongoing process, as expected, preparing for the next team visit should be an extension of work already underway.

As the school prepares for the Validation Team visit, the planning team will want to do the following:

Revisit the mission statement to assure that it still describes the preferred vision for the school.

Reconfirm commitment to the belief statements.

Conduct internal and external scans.

Examine the objectives to determine if new objectives need to be developed, if current objectives need to be modified, or if current objectives need to be recycled.

#### CONCLUSION

Wallington High School is to be commended on the comprehensive, quality self-study its staff has completed. Coupled with the open, warm cordiality the Validation Team received throughout our visit, the school's AFG report enabled the Team to obtain a clear picture of the culture and commitment of the school. The Planning Process used to prepare the Objectives and Action Plans was a total group effort. From the governing Board of Education through the student body and their parents, it was evident that the entire educational community played a vital role in preparing the Plan. Furthermore, throughout our visit, Validation Team members heard repeated references by staff and students to the AFG process, the value of focusing on the Objectives they have chosen, and their strong sense of ownership of the overall Planning Process. In particular, Internal Coordinators Gary Kicinski and Barbara Sondej should be commended for their leadership, drive, and the conscientious way in which they fulfilled their manifold obligations.

As noted in the closing Oral Report, the real work in the school has just begun. Its stakeholders now must do what they have said they want to do to move Wallington High School forward. Yet it is the unanimous opinion of this Validation Team that Wallington High School has the necessary means and will to implement its Plan and accomplish its Objectives. We congratulate the entire staff on a fine effort.

## VALIDATION TEAM ROSTER

Dr. Michael Pinker  
Leonia High School  
Leonia, New Jersey  
CHAIR

Michael Ben-David  
Hoboken High School  
Hoboken, New Jersey

Sheryl Colligan  
Dover High School  
Dover, New Jersey

Rudolph Magyar  
Colonia High School  
Colonia, New Jersey

Yuriy Zacharia  
Wheatley High School  
East Williston, New York

## MISSION STATEMENT

The mission of Wallington Jr / Sr High School is to utilize the assets of a supportive, safe, and harmonious small school setting in order to foster academic excellence and provide for the social, emotional, intellectual, and physical development of its students.

Significantly, the staff is aware of and responsive to the varied developmental needs of students at the junior and senior high school levels. Drawing strength from a tradition of strong community ties and shared values, the school further seeks to guide students into becoming key contributors to the broader community.

## BELIEF STATEMENTS

We believe that:

Education is the key element to a successful future.

Community involvement and support enhance the success of a school.

Students deserve a safe and healthy learning environment.

Student learning is the highest priority in the school.

Schools must cultivate a culture of respect for oneself and others.

A well-rounded educational program enhances overall student development.

Everyone can learn.

Every individual has intrinsic worth.

Self-motivation is an important attribute.

Adult behavior influences student confidence and performance.

Students must be taught how to learn.

Positive self-image and outlook empower individuals and promote constructive social interactions.

Social interaction enhances learning.

Students develop at different rates and through different means.

Proper planning, organizational skills, and industriousness are keys to achievement.

An awareness of options assists students in effective decision-making.

It is important to understand and appreciate diversity.

Volunteerism promotes personal growth.

The school culture should emphasize continuous assessment and improvement.



a. Baseline Year: 2003 % passing=58.4%

2. Meet or exceed an 88% passing rate on the New Jersey Grade Eleven Proficiency Assessment in Mathematics for all students

2.1 Incremental Indicator 2006 3 year Average Passing Rate 83%

2.2. Incremental Indicator 2008 5 year Average Passing Rate 86%

a. Baseline Year: 2003 % passing=80.2%

3. SAT IóFive (5) year average math score-- 500

a. Baseline Average Score 1998-2002 486

### Objective 3

By the end of the 2009-2010 school year, Wallington Jr. / Sr. High School students will demonstrate increased responsibility, respect, and sense of community as measured by:

#### Indicators:

1. Sixty percent (60%) of the senior class will have participated in 4 or more school or community related activities.

a. Baseline Year: 2003 Participation Rate=47%

2. A 15% reduction in the number of teacher discipline referrals.

a. Baseline Year: 2003 Discipline Referrals=423

3. A .8% reduction in the percentage of students assigned Saturday detention as a result of being tardy to school 6 or more times.

a. Baseline Year: 2003 Percentage of Students=4.3

4. A .5% reduction in the percentage of students receiving discipline referrals 8 or more times.

a. Baseline Year: 2003 Percentage of Students=3.5

5. A 1% increase in the passing rate for citizenship.

a. Baseline Year: 2003 Passing Rate=94%