

NEW JERSEY SCHOOLS TO WATCH

MODEL SCHOOL—VISITOR'S GUIDE

Mountain View Middle School



Designated in 2008

Mountain View Middle School • Mendham Borough School District • Morris County • Patricia Lambert, Principal
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<http://mendhamboro.schoolwires.com/mountainview/site/default.asp>

2008 School Statistics

Mendham Borough is largely a residential community and is home to 5097 residents. Occupying only six square miles, Mendham Borough is tightly-knit community and people are attracted to because of its location, character, and services. Even with a small population base, Mendham Borough invests in itself, supporting youth programs, recreation, and education. (Source: Borough of Mendham 2006 Master Plan)

Enrollment: 302

Grade Levels: 5-8

School Schedule: The school implements a modified block schedule with six blocks daily. Students have four academic blocks that allocate 58 minutes to their core subjects daily. There is also one additional block daily for Spanish and Health & PE alternating on "A" and "B" days, while another block offers two related arts or "specials" that are offered every other day for a semester.

Student Demographics

- 2.2% Hispanic
- 96.4% White
- 0% African American
- 0% American Indian
- 1.4% Asian/Pacific Islander

- 0.9% Free/Reduced Lunch
- 0% English Learners

(Source: 2007 STW application)

(Visit the New Jersey Department of Education <http://www.state.nj.us/education/> to view this school's data for prior years.)

School Characteristics and Replicable Practices

Academic Excellence

- The school uses the Teachers College Reading and Writing Project across content areas.
- The school participates in the New Jersey STAMP pilot in world languages.
- The school commits to Algebra for all students.
- The school provides for a variety of challenging and engaging activities to promote and support student learning. For example, in music class, students were comparing and critiquing opera and popular music; in a world languages

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class, students spoke in Spanish about travel to Spanish-speaking countries; students were observed working in pairs of small groups in many classes.

- The school's modified block schedule, with class periods of fifty-eight minutes for core subjects, fifty minutes for related arts, and the thirty minute "EEE" period (Elective, Enrichment, and Extended Learning), provides students with numerous opportunities to become successful learners and to explore interests beyond the classroom.

Developmental Responsiveness

- The school supports grade level teams that meet daily to share insights and concerns about students and to plan relevant and engaging lessons.
- The school recognizes the special needs of young adolescents through character education and the implementation of the Friends of Rachel Program.
- The school supports the thirty minute "EEE" period (Elective, Enrichment, and Extended Learning), where students participate in many different opportunities to explore interests not traditionally addressed in the curriculum.

Social Equity

- The school commits to heterogeneous grouping and open access for all students, as exemplified in the commitment to Algebra for all.
- The school supports regular and consistent parent and student communication about learning and behavior expectations.

Organizational Support

- The school's leadership is shared with clear goals and lines of responsibility and accountability.
- The school supports the use of data during team meetings and as part of professional development.
- The school has district support for continuing improvement.

Focus for the Future—Continuing Improvement

- Observers noted a desire amongst related arts teachers to learn more about the Teachers College program. The school should capitalize on this interest to expand the process across grade levels and content areas and to make connections across disciplines.
- The school supports learning for students and adults. To move to the next level, the school might consider peer coaching and peer observation as part of the school's professional development plan.
- The school is small and students feel they know where to go if they have problems or concerns. However, the school should consider mentoring or advisory. The related arts team expressed a desire to increase character education and service opportunities for all students. Perhaps the EEE period could be used to accomplish these goals.