



ACHIEVING OUR GOALS: ACADEMIC ACHIEVEMENT SPRING 2010

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Montclair Public Schools
November 2010



MONTCLAIR PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT

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FRANK R. ALVAREZ, ED.D.

Superintendent of Schools

November 1, 2010

Dear Community Member:

The Montclair Public Schools' Academic Achievement Report is published annually to provide all stakeholders with data related to the attainment of identified academic goals.

The report is presented to the Montclair Board of Education each fall in an effort to provide insight into district and school level outcomes on benchmark measures required by the New Jersey Department of Education and used to measure each district's overall quality and improvement.

The data contained in the Academic Achievement Report 2010 includes historic as well as current assessment results for NJASK 3-8, HSPA, and other benchmark measures in the form of comparative charts and graphs for both the district and each individual school. The data presentation is preceded by an informative Executive Summary.

Information contained in the presentation made to the Montclair Board of Education, as well as the Academic Achievement Report 2010 in its entirety, will be posted on the Montclair Public Schools website in early November.

Sincerely,

A handwritten signature in black ink, appearing to read 'Frank Alvarez', written in a cursive style.

Frank Alvarez
Superintendent

FA:nad



Achieving Our Goals: Academic Achievement Spring 2010

Montclair Public Schools
November 2010

Montclair Public Schools

District Goals

- **Goal 1:** *To improve academic achievement for all students through the use of differentiated instruction and performance assessment to address diverse learning needs.*
- **Goal 2:** *To continue to achieve equality and improve efficiency in all programs and services in an effort to serve all students more effectively.*
- **Goal 3:** *To promote community engagement in examining implications and needs related to emerging educational issues.*

What We Do to Improve Student Outcomes

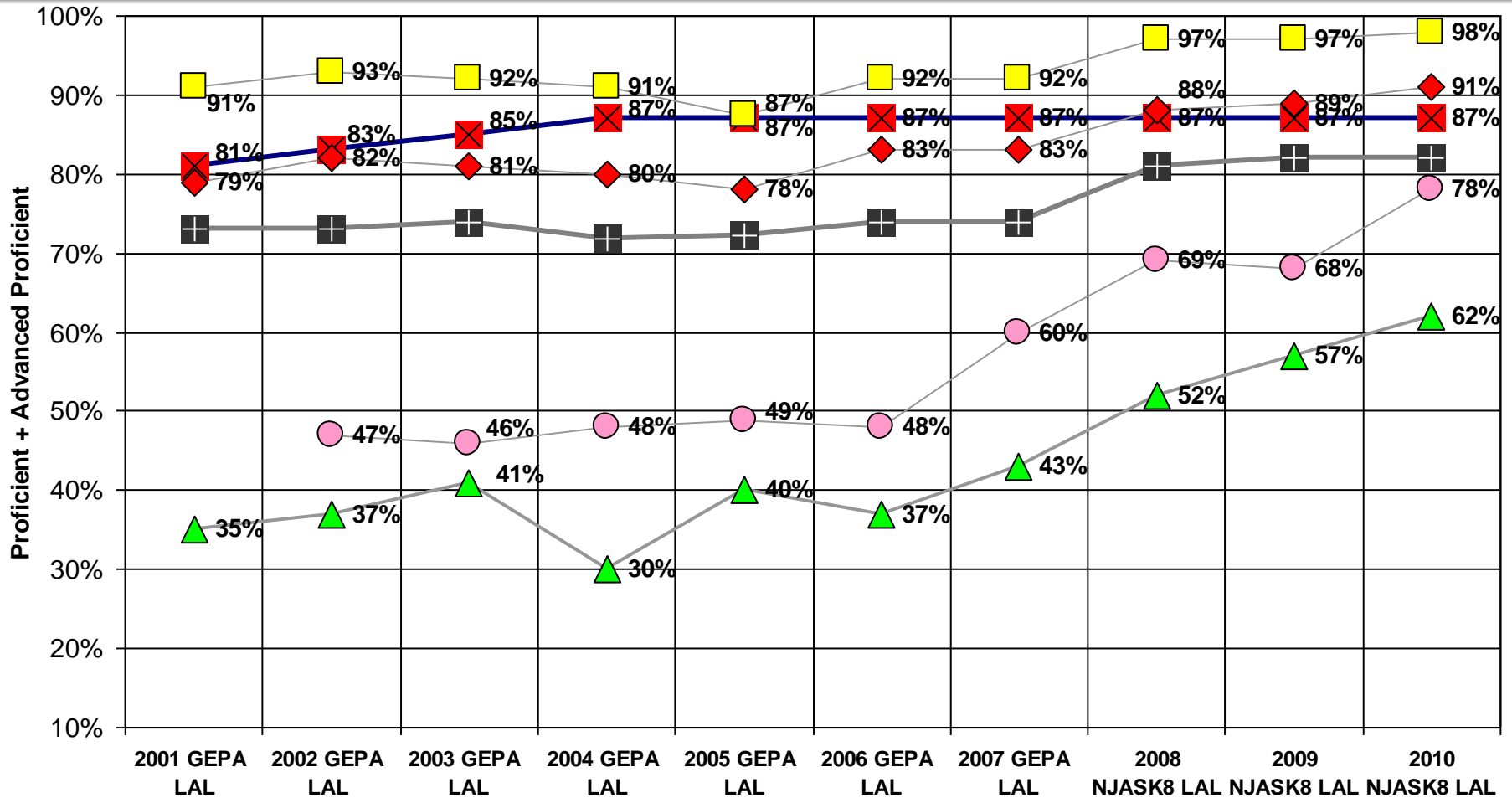
- **Review data** to identify gaps in achievement levels.
- **Provide training** for teachers in the differentiation of instruction, use of research-based materials, and foster a deeper understanding of the content to be taught.
- **Monitor the quality of instruction** provided to students.

What the Data Tells Us Over Time

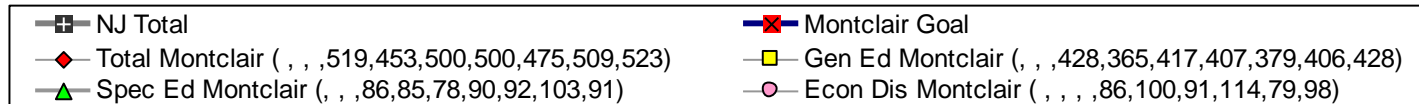
- As a whole, the **achievement gap is more narrow** than it once was.
- Although it has lessened, a gap still persists between our “**general population**” and **some sub-groups**.
- *There is **opportunity** for a deeper level of improvement for all students, and a continued reduction in the gap between levels of student academic achievement.*

Grade 08 LAL (NJASK8) CYCLE II Prof/AdvProf DISTRICT BY GROUP: 2001 - 2010

* NOTE: NJ INCREASED THE NUMBER OF QUESTIONS AND RAISED THE STANDARDS FOR NJASK 5, 6, 7, 8 FROM SPRING 2008



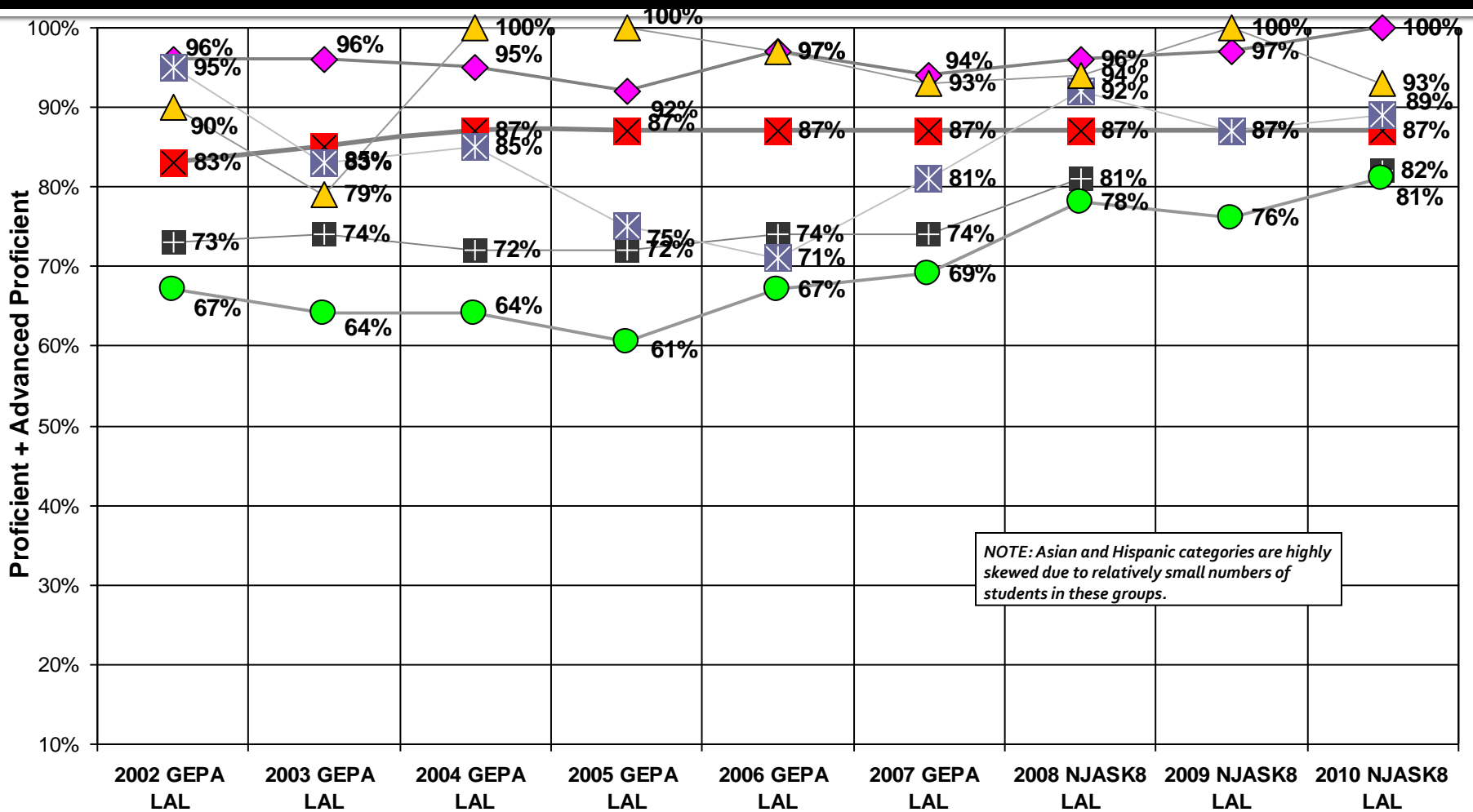
No. of Valid Scores by year:



NJASK8= New Jersey Assessment of Skills and Knowledge_Gr8
GEPALAL = Grade Eight Proficiency Assessment

Grade 08 LAL (NJASK8) CYCLE II Prof/AdvProf DISTRICT BY ETHNICITY: 2002 - 2010

* NOTE: NJ INCREASED THE NUMBER OF QUESTIONS AND RAISED THE STANDARDS FOR NJASK 5, 6, 7, 8 FROM SPRING 2008



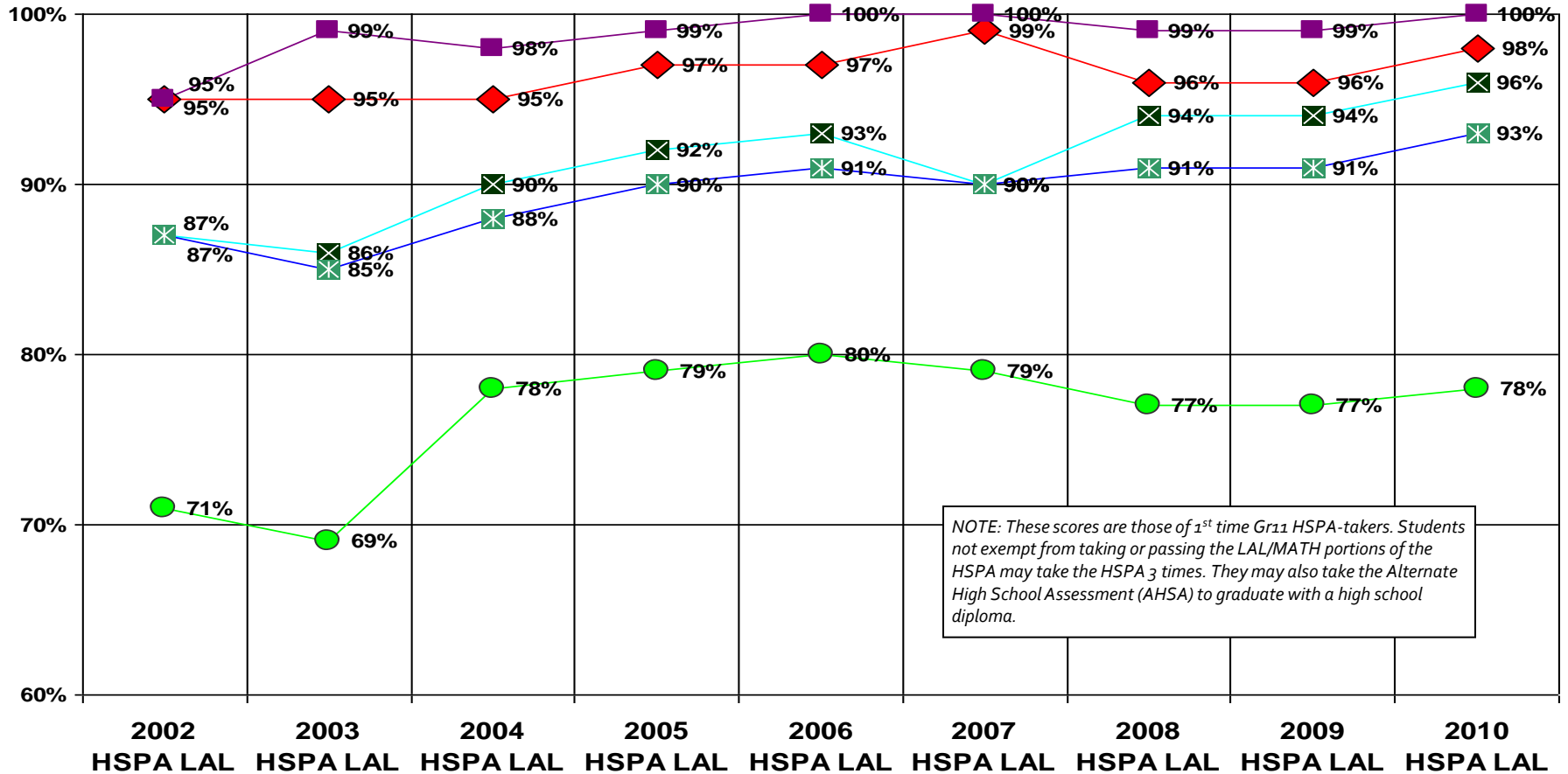
NOTE: Asian and Hispanic categories are highly skewed due to relatively small numbers of students in these groups.

No. of Valid Scores by year:

- NJ Total
- ◆ Gr 8 White (, , 239,216,230,254,224,271,245)
- Gr 8 Afr Amer (, , 237,190,208,205,206,191,209)
- ⊠ Gr 8 Hispanic (, , 26, 28, 31, 26, 26, 30,38)
- ⊠ Gr 8 Goal
- ▲ Gr 8 Asian/PI (, , 12, 17, 29, 14, 18, 17,30)

MHS HSPA LAL Results W and AA 2002-2010

Prof+Adv Prof



NOTE: These scores are those of 1st time Gr11 HSPA-takers. Students not exempt from taking or passing the LAL/MATH portions of the HSPA may take the HSPA 3 times. They may also take the Alternate High School Assessment (AHSA) to graduate with a high school diploma.

Total Valid Scores:

- W Total (157,168,204,219,229,230,220,238,242)
- W Gen Ed (136,151,171,204,201,216,193,216,215)
- AA Total (168,172,183,206,185,237,176,186,189)
- AA Gen Ed (No EcDis) (95,116,95,117,104,136,90,105,94)
- AA Gen Ed (w Ec Dis) (121,126,146,162,136,182,132,141,127)

What Data Determines AYP?

- NJDOE uses **40 indicators** to determine Adequate Yearly Progress (AYP)
 - Percentage of students who take the ***NJASK 3-8, HSPA***;
 - Percentage “Proficient” and “Advanced Proficient” in Language Arts and Mathematics;
 - Demographic Groups
 - ***Ethnicity***
 - ***Economic Disadvantage***
 - ***Special Needs***

Comparison with DFG

- **District Factor Grouping (DFG):** This designation is used to compare demographically similar school districts (including socio-economics).
- Comparison of levels of student achievement between our students and students in other districts where demographics are similar to those of Montclair (DFG "I").

Comparison with DFG & State

- **NJASK 4 Language Arts Literacy**

<i>Grade 4 LAL</i>	DFG "I" Mean	Montclair	NJ
Total	218	216	204
General	223	220	210
Sp Ed	193	186	179
Ec Dis	195	190	188
W	218	226	211
AA	201	201	187
A	228	226	221
H	204	208	190

Comparison with DFG & State

■ NJASK 4 Mathematics

Grade 4 Math	DFG "I" Mean	Montclair	NJ
Total	244	240	229
General	249	245	235
Sp Ed	219	210	206
Ec Dis	216	208	211
W	245	256	238
AA	217	217	206
A	262	260	254
H	224	224	215

Comparison with DFG & State

- **NJASK 8 Language Arts Literacy**

Grade 8 LAL	DFG "I" Mean	Montclair	NJ
Total	236	234	224
General	241	242	230
Sp Ed	210	205	199
Ec Dis	218	211	209
W	237	247	231
AA	221	218	209
A	247	251	240
H	223	237	211

Comparison with DFG & State

- **NJASK 8 Mathematics**

Grade 8 Math	DFG "I" Mean	Montclair	NJ
Total	239	229	220
General	246	239	229
Sp Ed	192	183	178
Ec Dis	205	191	198
W	239	252	230
AA	205	200	191
A	264	252	253
H	215	219	202

Comparison with DFG & State

- **HSPA Grade 11 Language Arts Literacy**

Grade 11 LAL	DFG "I" Mean	Montclair	NJ
Total	240	233	227
General	244	242	234
Sp Ed	217	197	198
Ec Dis	221	207	211
W	242	246	234
AA	224	216	210
A	246	237	239
H	228	235	214

Comparison with DFG & State

- HSPA Grade 11 Mathematics





Grade 11 Math	DFG "I" Mean	Montclair	NJ
Total	238	227	222
General	244	238	229
Sp Ed	204	185	187
Ec Dis	212	193	203
W	239	245	230
AA	212	202	197
A	253	245	244
H	220	227	206

District Data Analysis

- Look for “Bright Spots” in the data.
- Analyze data to determine what contributed to the attainment of these bright spots.
- Replicate successful strategies where appropriate.
- Replace ineffective strategies with those proven to be successful.

District Bright Spots: NJASK 8, NJPASS, & HSPA Language Arts




- NJASK 8, NJPASS 9&10, and HSPA Language Arts scores indicate positive outcomes for Total Population.

Assessment	Proficient	Advanced Proficient	Increase from 2009
NJASK 8	91%	32.0%	 P & AP
NJPASS 9	90%	34.2%	 AP
NJPASS 10	85%	39.7%	 AP
HSPA	89%	30.5%	 P & AP

- Individual school data can be found in the Academic Achievement Report that will be posted on the district web-site in early November, 2010.*

District Bright Spots: NJASK 3-5 Math

- NJASK 3-5 Math scores indicate positive outcomes for **Total Population** (inclusive of all sub-groups).

Grade Level	Proficient	Adv. Proficient	Increase from 2009
3	86%	52.6%	 P & AP
4	83%	46.1%	 AP
5	90%	53.7%	 AP

- *Individual school data can be found in the district Academic Achievement Report – Spring 2010, which will be posted on the district web-site in early November, 2010.*

District Bright Spots: ADP Algebra Assessment

- New Jersey End of Course Algebra I Assessment: District results exceeded the State average for proficiency/advanced proficiency.

Performance Level	Middle School Average	High School Average	District Average	State Average
Advanced Proficient	14.2%	1%	6%	5%
Proficient	49.6%	26%	35%	24%
Basic	21.1%	24%	23%	25%
Below Basic	14.2%	49%	36%	46%

- *Only students in grades 7-12, completing Algebra I in 2009-2010 took this assessment.*

District Bright Spots: End Of Course Biology Assessment

- Grade 9 NJDOE End of Course Biology Assessment

Grade 9 Biology	Montclair Proficient	Montclair Adv Prof	NJ Proficient	NJ Adv Proficient
Total	62%	19.6%	56%	38.4%
General	69%	22.6%	63%	45.8%
Sp Ed	23%	3.8%	21%	3.7%
Ec Dis	22%	2.5%	30%	10.9%
W	81%	28.7%	68%	63.5%
AA	36%	6.3%	27%	12.8%
A	70%	35.3%	78%	61.1%
H	48%	12.0%	33%	18.5%

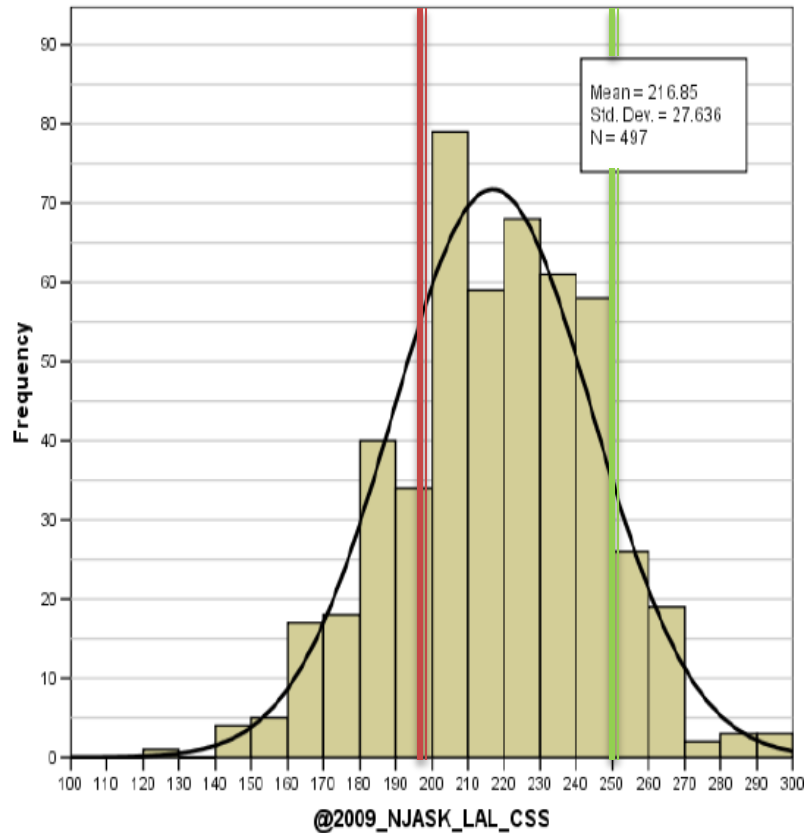
- This assessment is a new graduation requirement for the class of 2014. (current 9th grade students)

Cohort Data

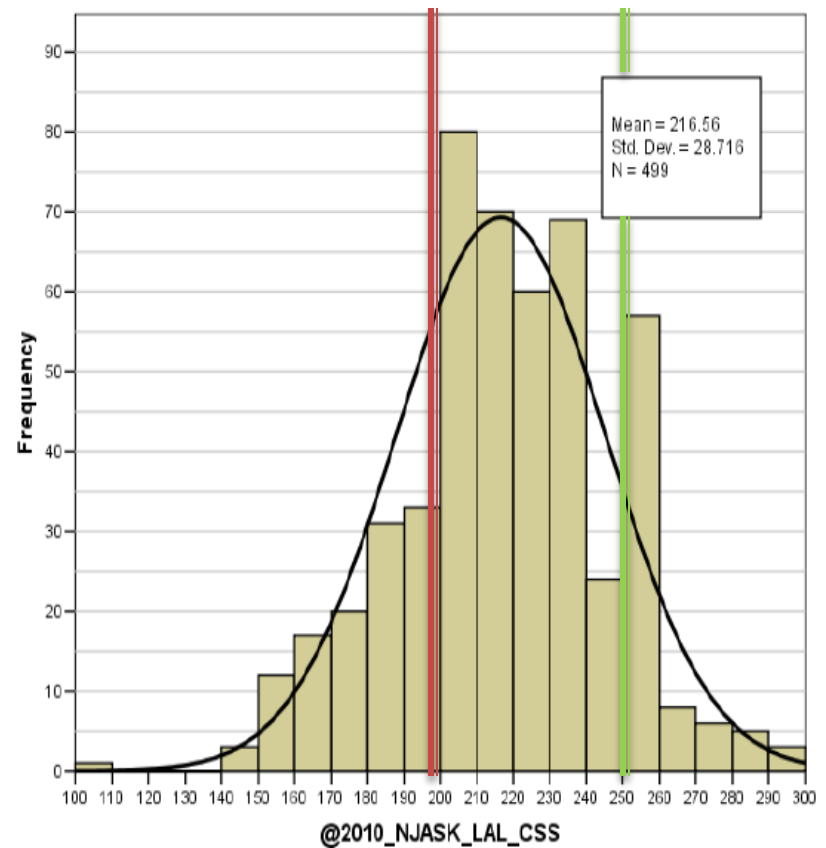
- **NJDOE** compares like grade level data to calculate AYP. *{Different Students}*
- **District Cohort Data**
 - Student academic growth from year to year. *{Same Students}*

Grade 4 2009 – Grade 5 2010 LAL

COHORT ANALYSIS: 2009 NJASK GR4 LAL

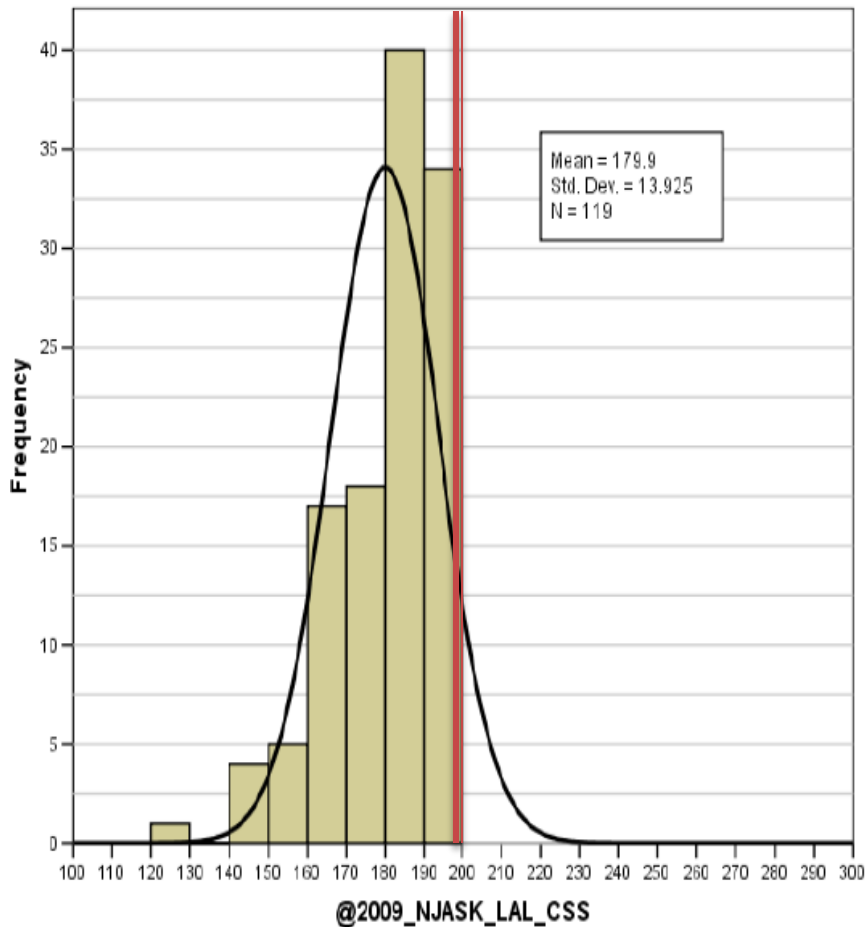


COHORT ANALYSIS: 2010 NJASK GR5 LAL

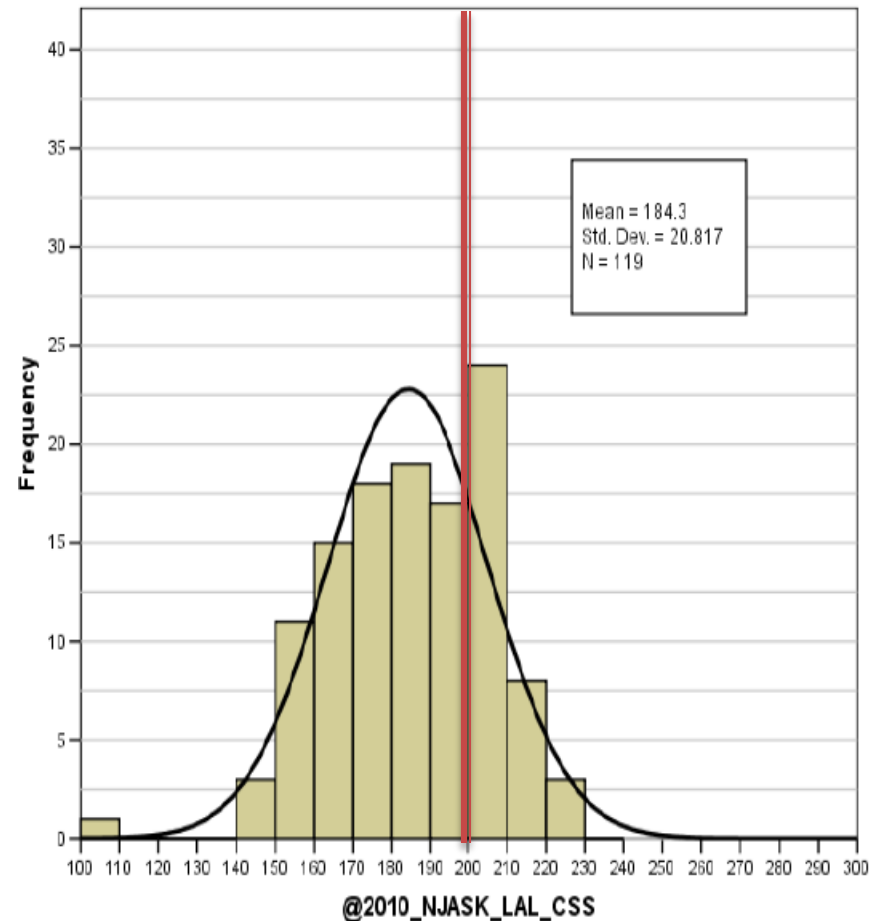


Grade 5: Partially Proficient in Grade 4 LAL

PART PROF COHORT ANALYSIS: 2009 NJASK GR4 LAL

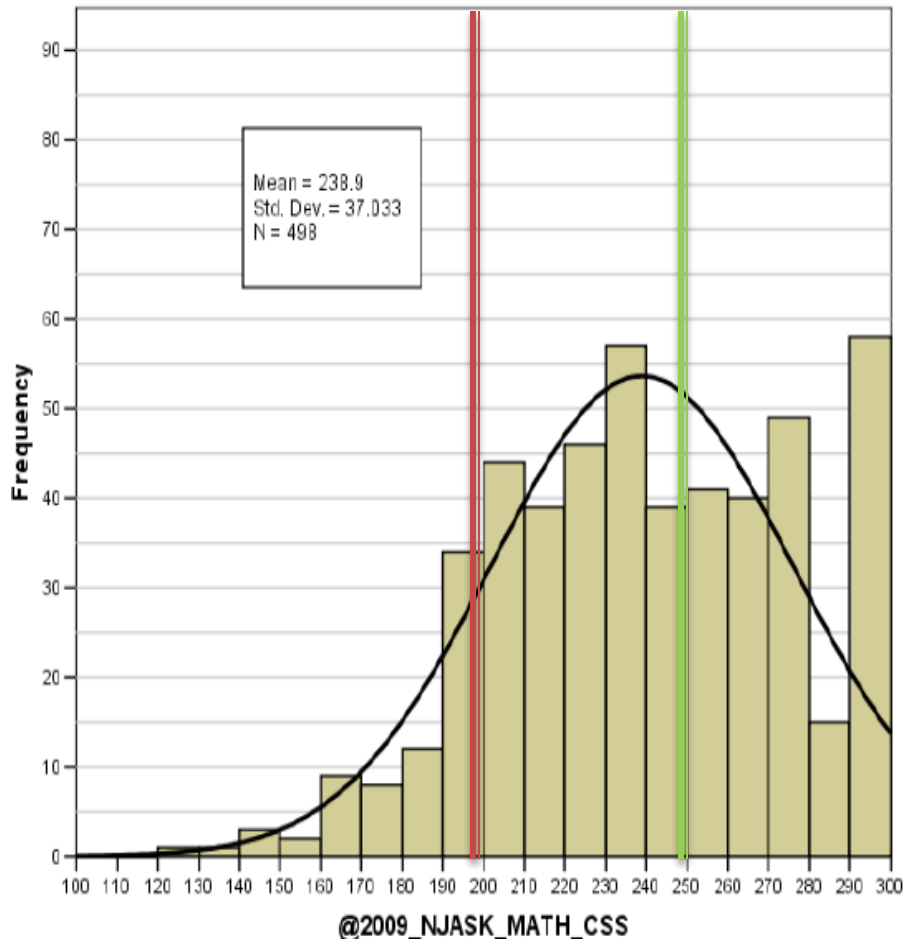


PART PROF COHORT ANALYSIS: 2010 NJASK GR5 LAL

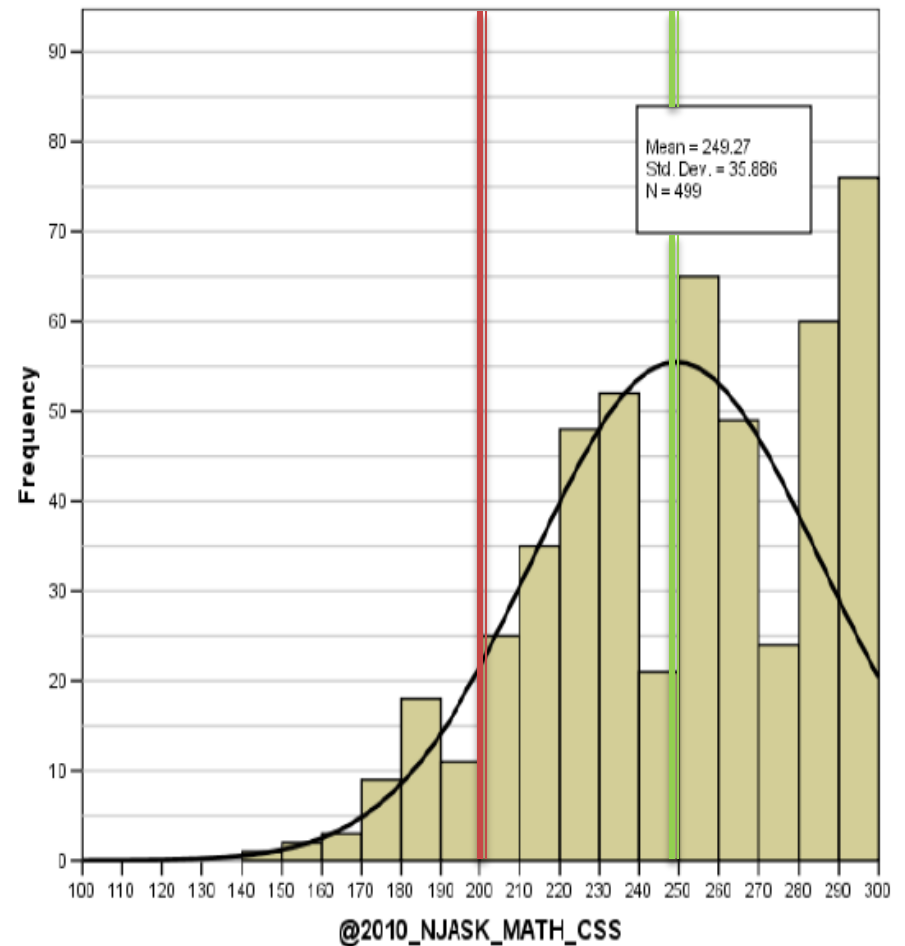


Grade 4 2009-Grade 5 2010 Math

COHORT ANALYSIS-2009 NJASK GR4 MATH

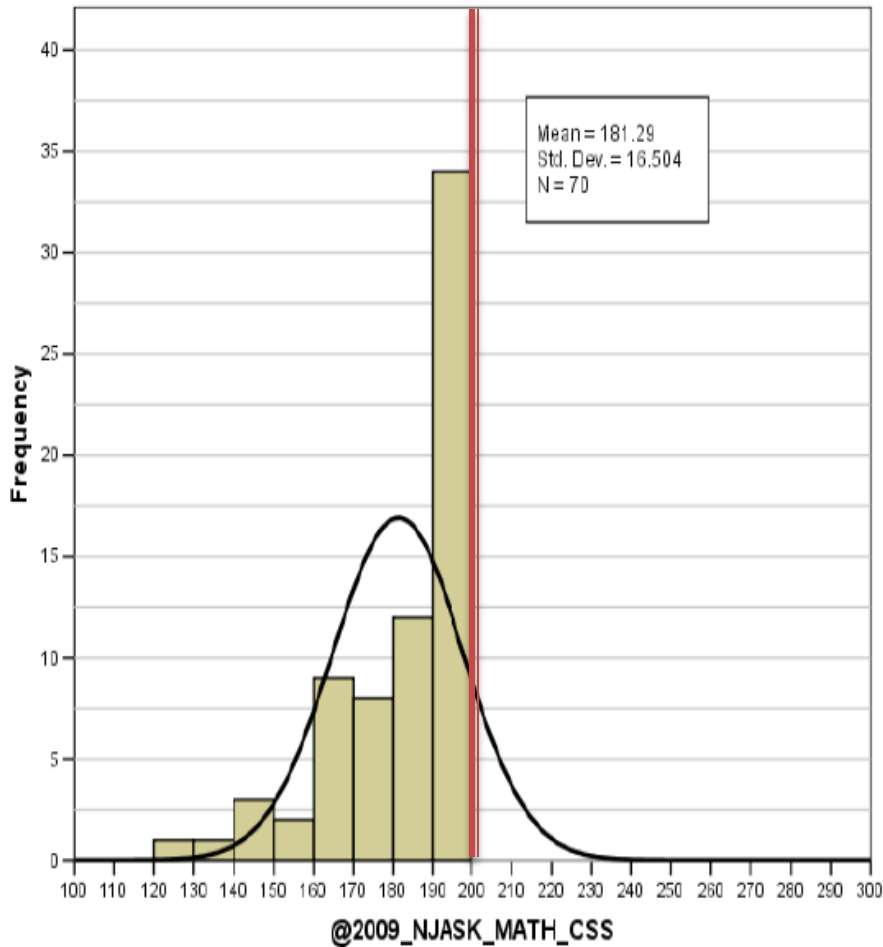


COHORT ANALYSIS-2010 NJASK GR 5 MATH

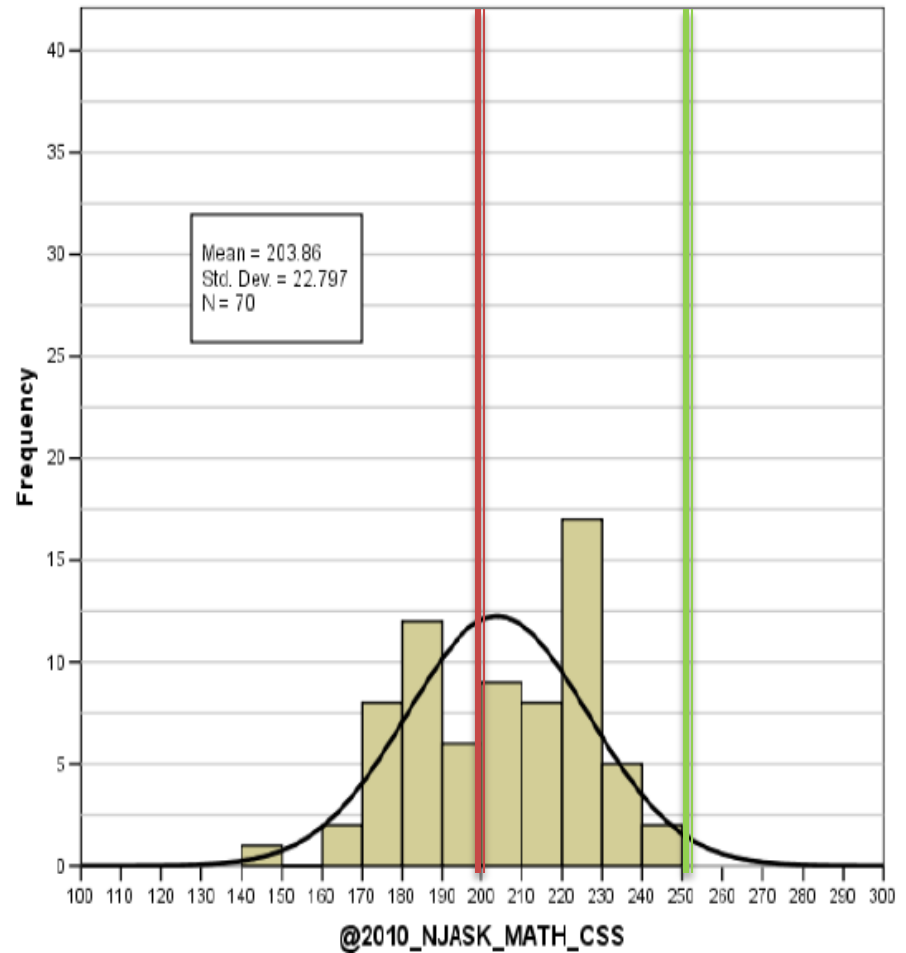


Grade 5: Partially Proficient in Grade 4 Math

PART PROF COHORT ANALYSIS: 2009 NJASK GR4 MATH

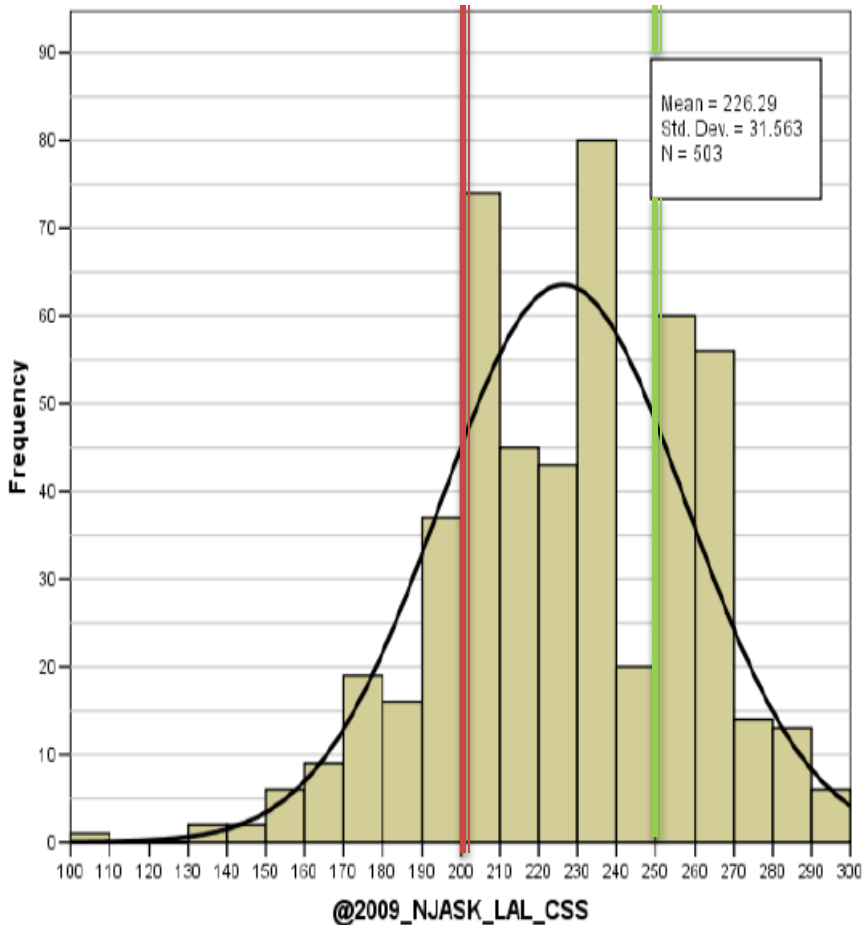


PART PROF COHORT ANALYSIS: 2010 NJASK GR5 MATH

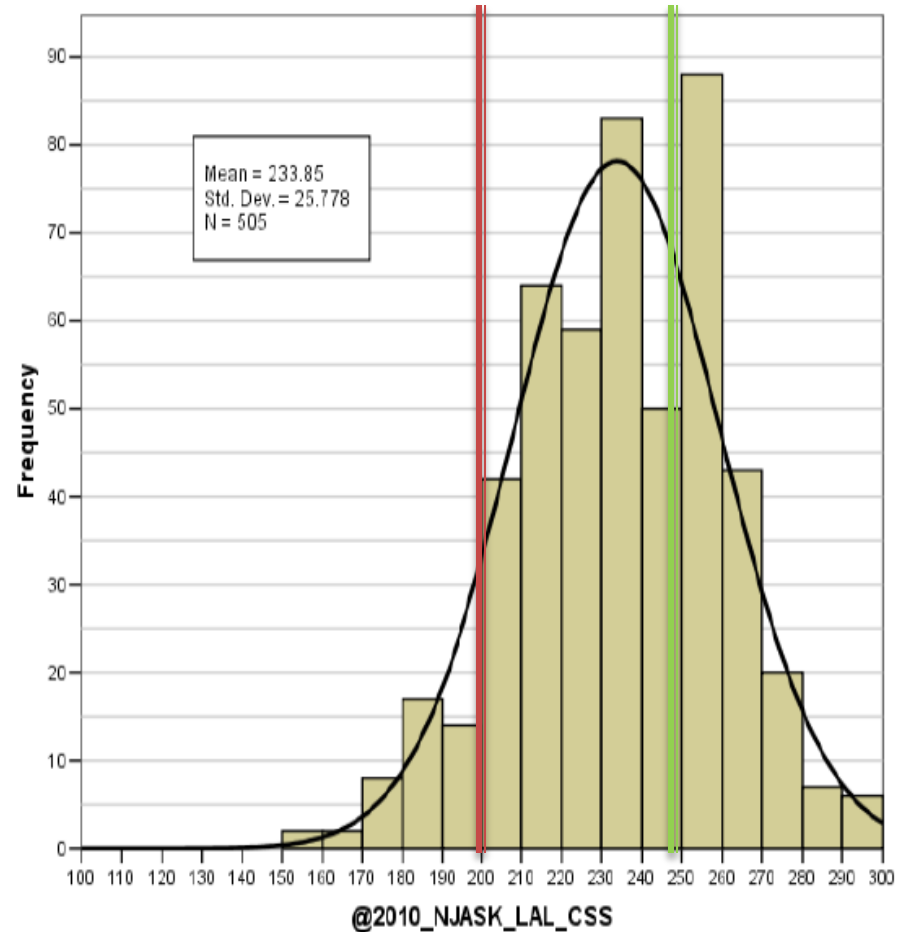


Grade 7 2009-Grade 8 2010 LAL

COHORT ANALYSIS: 2009 NJASK GR7 LAL

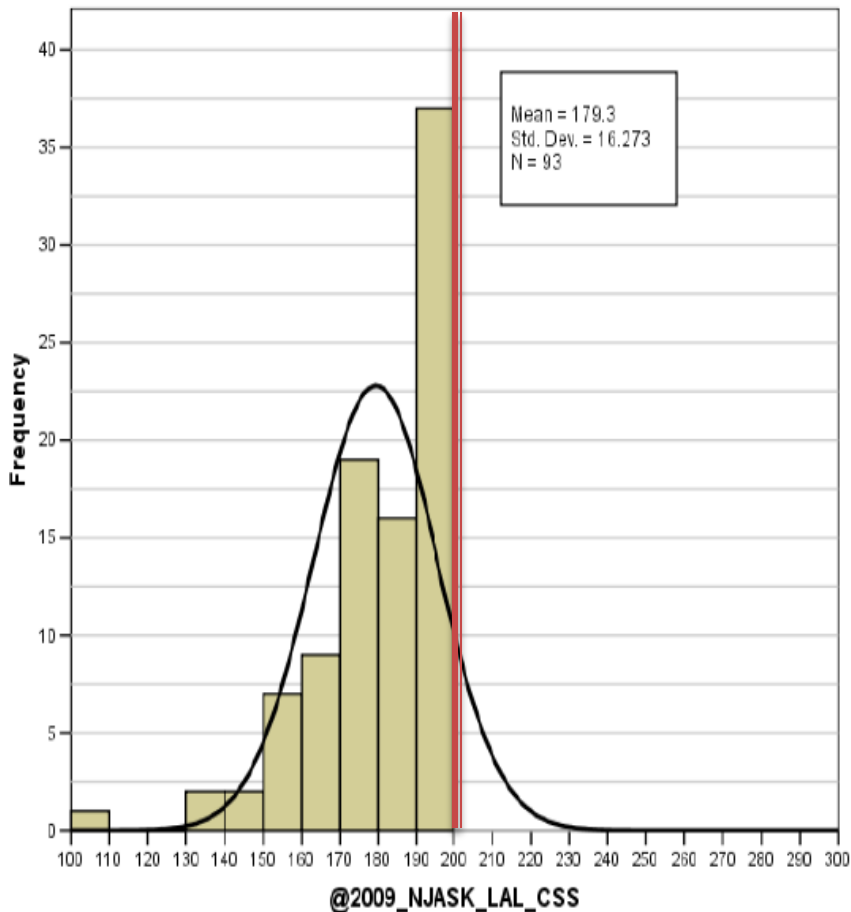


COHORT ANALYSIS: 2010 NJASK GR8 LAL

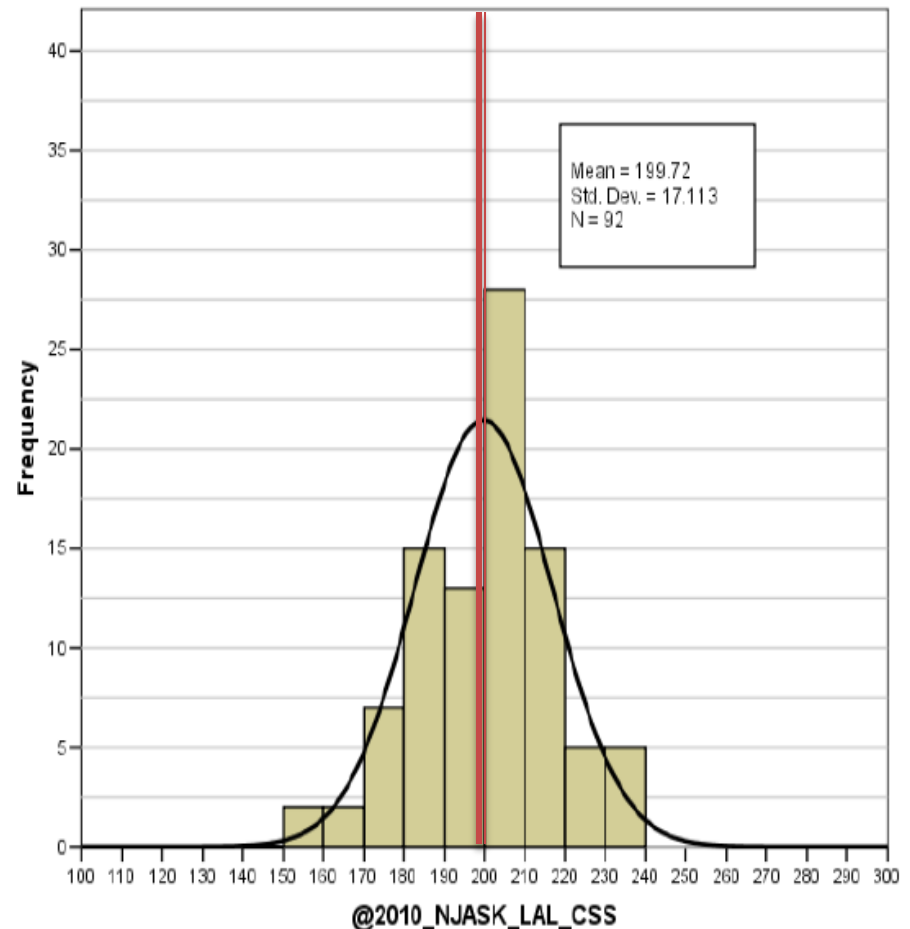


Grade 8: Partially Proficient in Grade 7 LAL

PART PROF COHORT ANALYSIS: 2009 NJASK GR7 LAL

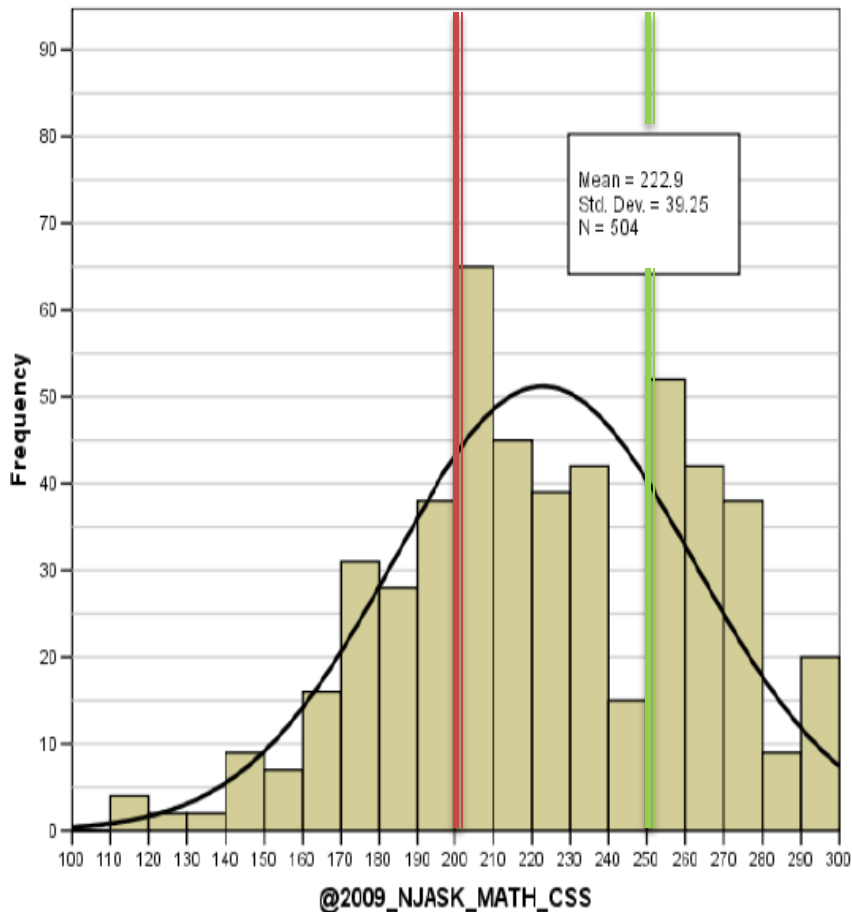


PART PROF COHORT ANALYSIS: 2010 NJASK GR8 LAL

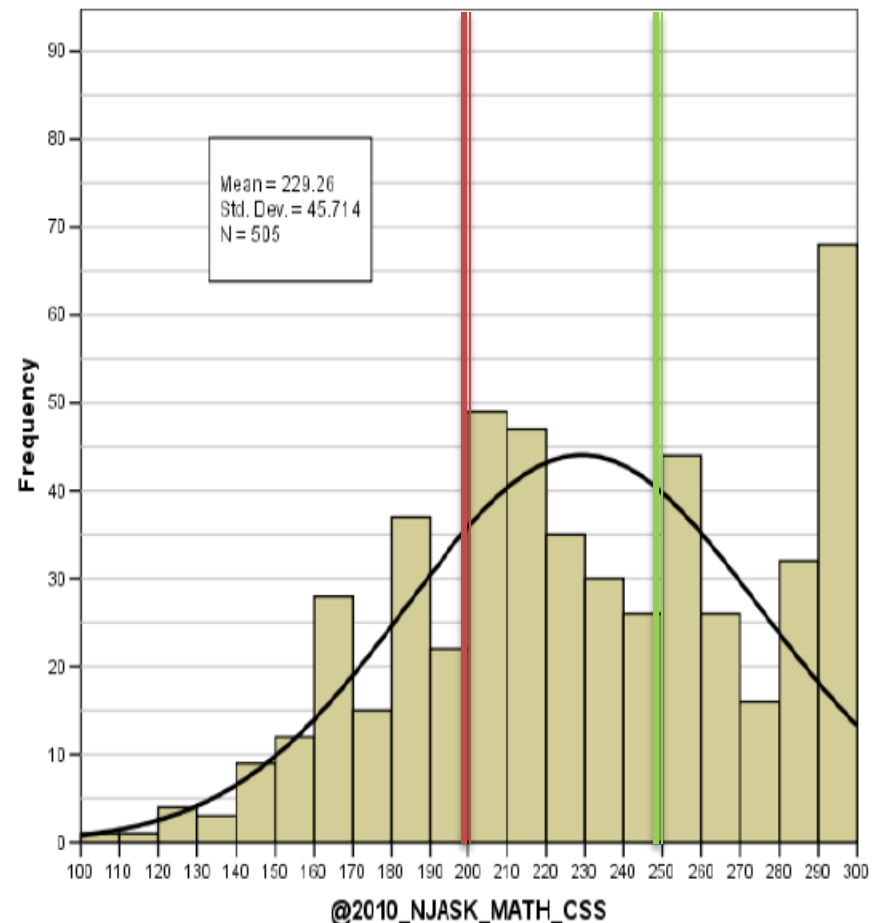


Grade 7 2009-Grade 8 2010 Math

COHORT ANALYSIS: 2009 NJASK GR7 MATH

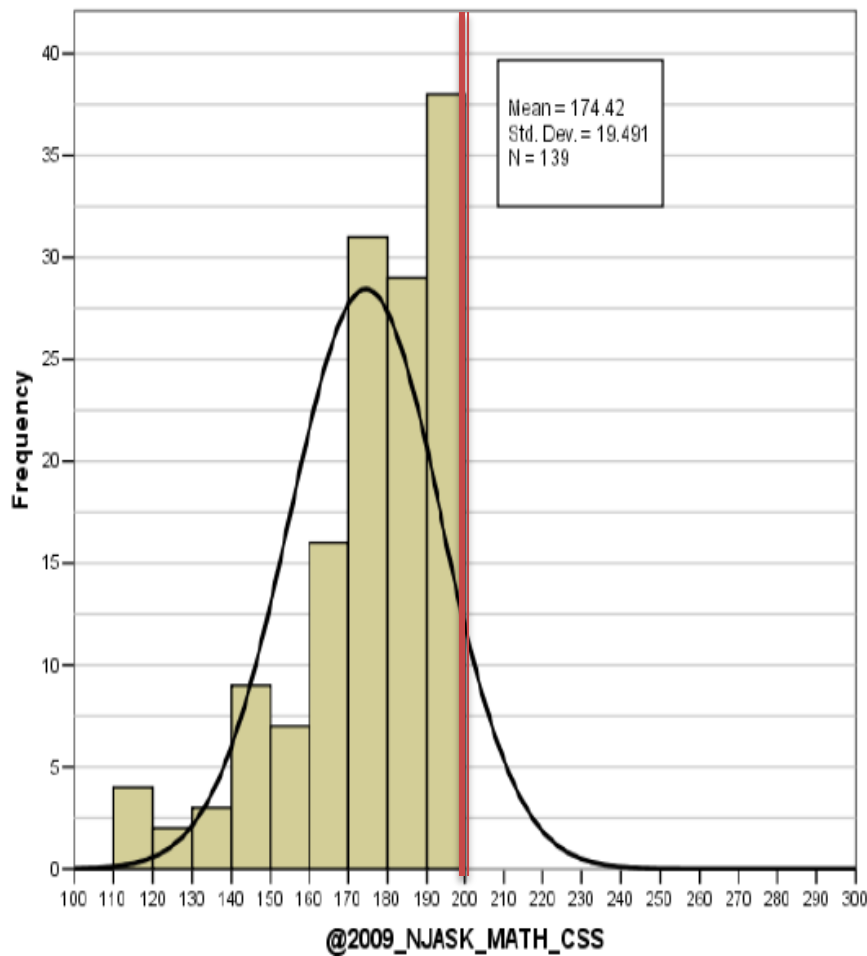


COHORT ANALYSIS: 2010 NJASK GR8 MATH

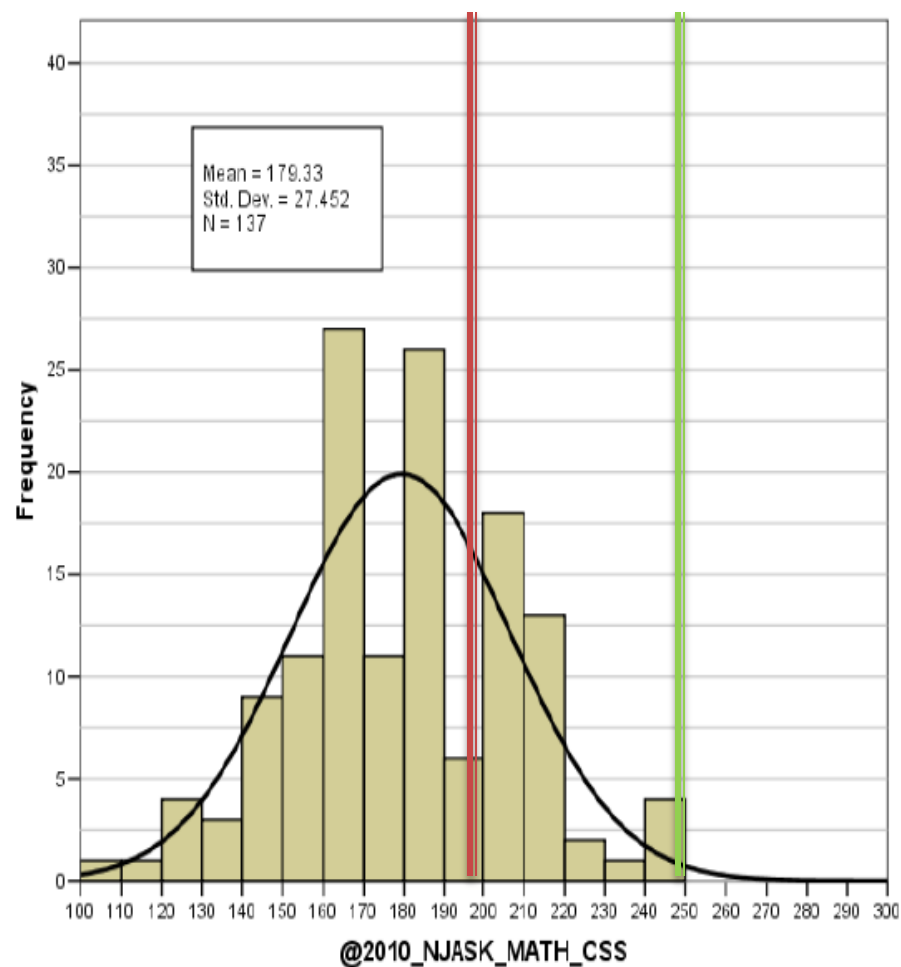


Grade 8: Partially Proficient in Grade 7 Math

PART PROF COHORT ANALYSIS: 2009 NJASK GR7 MATH



PART PROF COHORT ANALYSIS: 2010 NJASK GR8 MATH



HSPA Comparison Language Arts

Grade 11 HSPA	Partially Prof 2009	Partially Prof 2010	Proficient 2009	Proficient 2010	Adv. Prof. 2009	Adv. Prof 2010
Total	11.8%	10.9%	88.2%	89.1%	21.4%	30.5%
General	3.7%	2.4%	96.3%	97.6%	25.2%	37.7%
Sp Ed	54.7%	42.4%	45.3%	57.6%	1.3%	2.2%
Ec Dis	30.4%	26.9%	69.5%	73.1%	4.3%	3.0%
W	3.8%	2.1%	96.2%	97.9%	31.1%	48.3%
AA	23.1%	21.7%	76.8%	78.4%	9.1%	7.4%
A	0.0%	8.3%	100%	91.6%	37.0%	33.3%
H	16.7%	12.0%	83.4%	88.0%	6.7%	32.0%

HSPA Comparison Math

Grade 11 HSPA	Partially Prof 2009	Partially Prof 2010	Proficient 2009	Proficient 2010	Adv. Prof. 2009	Adv. Prof 2010
Total	20.3%	23.0%	79.7%	76.9%	30.1%	34.3%
General	10.2%	10.4%	89.8%	89.6%	34.5%	41.9%
Sp Ed	75.3%	72.5%	24.6%	27.5%	6.8%	4.4%
Ec Dis	46.4%	63.6%	53.6%	36.4%	1.4%	6.1%
W	7.6%	5.3%	92.4%	94.6%	46.8%	54.7%
AA	36.6%	47.3%	63.4%	52.6%	7.7%	8.5%
A	3.7%	8.3%	96.3%	91.7%	51.9%	50.0%
H	36.7%	16.0%	63.4%	84.0%	16.7%	24.0%

Educational Proficiency Plans

- **NJDOE Educational Proficiency Plans** for any student who does not achieve proficiency in any area of the ***NJASK 8*** or ***HSPA***. (September 2010)
- EPPs intended to ***document interventions and supports*** provided to students as they strive to earn a high school diploma.
- **All MHS students** (*other than those exempt from passing the HSPA*) ***attained proficiency as measured by HSPA, or AHSA by the end of the 2009-2010 school year.***

Montclair High School College Going Rate Comparison of 1999 with 2010

	1999		2010	
GRADS	338		459	
	<i>ATTENDING COLLEGE:</i>			
W	124	86%	207	94%
AA	118	69%	160	85%
H	8	66%	21	77%
A	11	100%	21	100%
Total	261	77%	409	89%

The Value of Each Child

- This data set tells a story; provides threads in a tapestry of learning.
- As educators, we strive never to forget that the data represents the levels to which each child demonstrates attainment of skills and knowledge.
- While this is in no way the whole story, The Montclair Public Schools know that it is critical that we do not lose sight of the learning outcomes for one single child.

MONTCLAIR PUBLIC SCHOOLS

EXECUTIVE SUMMARY

ACADEMIC ACHIEVEMENT REPORT

**LANGUAGE ARTS LITERACY
2009-2010**

Montclair Public School students demonstrate growth in the area of Language Arts Literacy over time; however, a change in the cut point required for proficiency at grades three and four requires spring 2009 data to be deemed as baseline. The district focus on a balanced approach to Language Arts, inclusive of both reading and writing contribute to student understanding of the New Jersey Core Curriculum Content Standards (NJCCCS), on which state assessments are constructed.

The requirements for the level of proficiency on the NJ ASK for grades 3 and 4 were adjusted for the spring 2009 assessment. The assessments contained greater emphasis on open-ended questions (constructed responses) and reading, with the introduction of a new writing task, speculative writing. This more rigorous cut point was again used during the spring 2010 administration of NJASK.

NJ ASK Adjustment in Proficiency Cut-Point for Grade 3

Grade 3	2008	2009	2010
Total Points Required for Proficiency	40	50	50
Percent Correct for Proficiency	40	50	50

Table 1

NJ ASK Adjustment in Proficiency Cut-Point for Grade 4

Grade 3	2008	2009	2010
Total Points Required for Proficiency	43	59	59
Percent Correct for Proficiency	44	54	54

Table 2

NJ ASK 3

Grade 3 students continue to show growth in the area of Language Arts Literacy, however, some groups of students have not achieved proficiency to the level of the New Jersey state benchmark percentage. It should be noted that NJDOE lowered the benchmark target for proficiency to 59% due to the implementation of a more rigorous cut score. This target moves to 79% in 2011.

- 71% of the TOTAL student population at Grade 3 performed at the Proficient/Advanced Proficient level, 12% above the state target.
- 79% of the General Education students performed at the Proficient/Advanced Proficient level, 20% above the State target.
- 31% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 28% below the state target.
- 31% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 28% below the state target.
- 45% of the African American students performed at the Proficient/Advanced Proficient level, 14% below the State target.
- 66% of the Hispanic students performed at the Proficient/Advanced Proficient level, 7% above the State target.

NJ ASK 4

Grade 4 students continue to show growth, however some groups of students have not achieved proficiency to the level of the NJ State benchmark percentage. Again, NJDOE lowered the benchmark target for proficiency to 59% due to the implementation of a more rigorous cut score. This target moves to 79% in 2011.

- 74% of the TOTAL student population at Grade 4 performed at the Proficient/Advanced Proficient level, 15% above the state target.
- 81% of the General Education students performed at the Proficient/Advanced Proficient level, 22% above the State target.
- 32% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 27% below the state target.
- 39% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 20% below the state target.
- 53% of the African American students performed at the Proficient/Advanced Proficient level, 6% below the State target.
- 63% of the Hispanic students performed at the Proficient/Advanced Proficient level, 4% above the State target.

NJ ASK 5

Grade 5 students continue to show growth, however some groups of students have not achieved proficiency to the level of the NJ State benchmark percentage. Again, NJDOE lowered the benchmark target for proficiency to 59% due to the implementation of a more rigorous cut score. This target moves to 79% in 2011.

- 75% of the TOTAL student population at Grade 5 performed at the Proficient/Advanced Proficient level, 16% above the state target.

- 81% of the General Education students performed at the Proficient/Advanced Proficient level, 22% above the State target.
- 45% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 14% below the state target.
- 49% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 10% below the state target.
- 56% of the African American students performed at the Proficient/Advanced Proficient level, 3% below the State target.
- 69% of the Hispanic students performed at the Proficient/Advanced Proficient level, 10% above the State target.

NJ ASK 6

Grade 6 students continue to show growth, however some groups of students have not achieved proficiency to the level of the NJ State benchmark percentage of 72%. This target moves to 86% in 2011.

- 80% of the TOTAL student population at Grade 6 performed at the Proficient/Advanced Proficient level, 8% above the state target.
- 88% of the General Education students performed at the Proficient/Advanced Proficient level, 16% above the State target.
- 37% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 35% below the state target.
- 52% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 20% below the state target.
- 65% of the African American students performed at the Proficient/Advanced Proficient level, 7% below the State target.
- 82% of the Hispanic students performed at the Proficient/Advanced Proficient level, 10% above the State target.

NJ ASK 7

Grade 7 students continue to show growth, however some groups of students have not achieved proficiency to the level of the NJ State benchmark percentage of 72%. This target moves to 86% in 2011.

- 82% of the TOTAL student population at Grade 7 performed at the Proficient/Advanced Proficient level, 10% above the state target.
- 88% of the General Education students performed at the Proficient/Advanced Proficient level, 16% above the State target.
- 50% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 22% below the state target.
- 54% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 18% below the state target.
- 65% of the African American students performed at the Proficient/Advanced Proficient level, 7% below the State target.
- 67% of the Hispanic students performed at the Proficient/Advanced Proficient level, 5% below the State target.

NJ ASK 8

Grade 8 students continue to show growth, however some groups of students have not achieved proficiency to the level of the NJ State benchmark percentage of 72%. This target moves to 86% in 2011.

- 91% of the TOTAL student population at Grade 8 performed at the Proficient/Advanced Proficient level, 19% above the state target.
- 98% of the General Education students performed at the Proficient/Advanced Proficient level, 26% above the State target.
- 62% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 10% below the state target.
- 78% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 6% above the state target.
- 81% of the African American students performed at the Proficient/Advanced Proficient level, 9% above the State target.
- 89% of the Hispanic students performed at the Proficient/Advanced Proficient level, 17% above the State target.

HSPA

Grade 11 students continue to show growth, however some groups of students have not achieved proficiency to the level of the NJ State benchmark percentage of 85%. This target moves to 92% in 2011.

- 89% of the TOTAL student population at Grade 11 performed at the Proficient/Advanced Proficient level, 4% above the state target.
- 98% of the General Education students performed at the Proficient/Advanced Proficient level, 13% above the State target.
- 58% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 27% below the state target.
- 73% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 1% above the state target.
- 78% of the African American students performed at the Proficient/Advanced Proficient level, 7% below the State target.
- 88% of the Hispanic students performed at the Proficient/Advanced Proficient level, 3% above the State target.

RECOMMENDATIONS

The data generated and the information gained from the NJ ASK will be analyzed and used by teachers and administrators to directly inform instruction. The information provides teachers the means to develop appropriate differentiated instruction strategies to ensure that students are afforded every opportunity to learn and achieve. Language Arts teachers should review the Language Arts (Writing and Reading) cluster scores, as well as the district's standards-based curriculum and teacher-developed curriculum maps in order to properly differentiate instruction for all students. In addition, technology based instruction and assessment tools such as DRA2, Read 180, System 44, Learnia and Study Island should continue to be employed as a means for supporting student academic growth.

Teachers of students in need of academic support inclusive of students with special needs should continue to implement differentiated instruction strategies to increase students' transfer of knowledge.

Professional development in the use of research-based instructional programs such as DRA2, Learnia,

Ramp Up Literacy, and System 44 should continue to be provided. Student progress will be monitored at both the district and school levels.

These instructional strategies will continue to be supported via the services of the Department of Instruction, The Department of Pupil Services, and the District Literacy Consultant during the 2010-11 school year.

The district will continue to look closely at programs in place, transitions from elementary to middle and from middle to high school language arts, and alignment of the curriculum to the newly adopted Common Core Standards for Language Arts, in preparation for implementation as required by the timetable provided by NJDOE.

MATHEMATICS
2008-2009

Montclair Public School students demonstrate long term growth over time. However, a change in the cut-point required for proficiency at grades 3 and 4 requires the treatment of spring 2009 data as baseline at those two grade levels. Developmental growth over time has been sustained with systemic professional development of content knowledge and pedagogy with the Creative University School Partnership (CUSP) at Montclair State’s Professional Resource in Science and Math (PRISM) Center and the New Jersey Statewide Systemic Initiative (NJSSI). New to the District Math teachers were trained in grade level content knowledge as well as strategies to present concepts for standards-based math, at Montclair State. Middle School Mathematics teachers participated in on-site, individualized professional development provided through a coaching model by a consultant from Stevens Institute of Technology (CEISE).

The requirements for the level of proficiency on the NJASK for grades 3 and 4 were adjusted for the spring 2009 assessment. The assessments contained new features such as greater emphasis on numerical operations, additional constructed response items, and a greater number of items overall. The tables below represent the adjustment to the cut-point for proficiency effective spring 2009, and its continuance in 2010.

NJ ASK Adjustment in Proficiency Cut-Point for Grade 3

Grade 3	2008	2009	2010
Total Points Required for Proficiency	33	50	50
Percent Correct for Proficiency	42	52	52

Table 1

NJ ASK Adjustment in Proficiency Cut-Point for Grade 4

Grade 4	2008	2009	2010
Total Points Required for Proficiency	43	50	50
Percent Correct for Proficiency	42	50	50

Table 2

NJ ASK 3

Grade 3 students continue to show growth in the area of Mathematics, however, some groups of students have not achieved proficiency to the level of the New Jersey state benchmark percentage.

It should be noted that NJDOE lowered the benchmark target for proficiency to 66% due to the implementation of a more rigorous cut score. This target moves to 83% in 2011.

- 86% of the TOTAL student population at Grade 3 performed at the Proficient/Advanced Proficient level, 20% above the state target.
- 87% of the General Education students performed at the Proficient/Advanced Proficient level, 21% above the State target.
- 81% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 15% above the state target.
- 49% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 17% below the state target.
- 63% of the African American students performed at the Proficient/Advanced Proficient level, 3% below the State target.
- 80% of the Hispanic students performed at the Proficient/Advanced Proficient level, 14% above the State target.

NJ ASK 4

Grade 4 students continue to show growth in the area of Mathematics, however, some groups of students have not achieved proficiency to level of the New Jersey state benchmark percentage.

Again, NJDOE lowered the benchmark target for proficiency to 66% due to the implementation of a more rigorous cut score. This target moves to 83% in 2011.

- 83% of the TOTAL student population at Grade 4 performed at the Proficient/Advanced Proficient level, 17% above the state target.
- 88% of the General Education students performed at the Proficient/Advanced Proficient level, 22% above the State target.
- 56% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 10% below the state target.
- 54% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 12% below the state target.
- 67% of the African American students performed at the Proficient/Advanced Proficient level, 1% above the State target.
- 69% of the Hispanic students performed at the Proficient/Advanced Proficient level, 3% above the State target.

NJ ASK 5

Grade 5 students continue to show growth in the area of Mathematics, **all groups of students have achieved proficiency above the level of the New Jersey state benchmark percentage.**

Again, NJDOE lowered the benchmark target for proficiency to 66% due to the implementation of a more rigorous cut score. This target moves to 83% in 2011.

- 90% of the TOTAL student population at Grade 5 performed at the Proficient/Advanced Proficient level, 24% above the state target.
- 93% of the General Education students performed at the Proficient/Advanced Proficient level, 27% above the State target.

- 70% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 4% above the state target.
- 68% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 2% above the state target.
- 79% of the African American students performed at the Proficient/Advanced Proficient level, 13% above the State target.
- 83% of the Hispanic students performed at the Proficient/Advanced Proficient level, 17% above the State target.

NJ ASK 6

Grade 6 students continue to show growth in the area of Mathematics, however, some groups of students have not achieved proficiency to level of the New Jersey state benchmark percentage of 61%. This target moves to 80% in 2011.

- 80% of the TOTAL student population at Grade 6 performed at the Proficient/Advanced Proficient level, 19% above the state target.
- 87% of the General Education students performed at the Proficient/Advanced Proficient level, 26% above the State target.
- 41% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 20% below the state target.
- 59% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 2% below the state target.
- 61% of the African American students performed at the Proficient/Advanced Proficient level, meeting the State target.
- 82% of the Hispanic students performed at the Proficient/Advanced Proficient level, 21% above the State target.

NJ ASK Grade 7

Grade 7 students continue to show growth in the area of Mathematics, however, some groups of students have not achieved proficiency to level of the New Jersey state benchmark percentage of 61%. This target moves to 80% in 2011.

- 75% of the TOTAL student population at Grade 7 performed at the Proficient/Advanced Proficient level, 14% above the state target.
- 81% of the General Education students performed at the Proficient/Advanced Proficient level, 20% above the State target.
- 35% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 26% below the state target.
- 45% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 16% below the state target.
- 53% of the African American students performed at the Proficient/Advanced Proficient level, 8% below the state target.
- 62% of the Hispanic students performed at the Proficient/Advanced Proficient level, 1% above the State target.

NJ ASK 8

Grade 8 students continue to show growth in the area of Mathematics, however, some groups of students have not achieved proficiency to level of the New Jersey state benchmark percentage of 61%. This target moves to 80% in 2011.

- 73% of the TOTAL student population at Grade 8 performed at the Proficient/Advanced Proficient level, 12% above the state target.
- 83% of the General Education students performed at the Proficient/Advanced Proficient level, 22% above the State target.
- 32% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 29% below the state target.
- 40% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 21% below the state target.
- 52% of the African American students performed at the Proficient/Advanced Proficient level, 9% below the state target.
- 63% of the Hispanic students performed at the Proficient/Advanced Proficient level, 2% above the State target.

HSPA – Grade 11

Grade 11 students continue to show growth, however some groups of students have not achieved proficiency to the level of the NJ State benchmark percentage of 74%. This target moves to 86% in 2011.

- 77% of the TOTAL student population at Grade 11 performed at the Proficient/Advanced Proficient level, 3% above the state target.
- 90% of the General Education students performed at the Proficient/Advanced Proficient level, 16% above the State target.
- 28% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 46% below the state target.
- 36% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 38% below the state target.
- 53% of the African American students performed at the Proficient/Advanced Proficient level, 18% below the State target.
- 84% of the Hispanic students performed at the Proficient/Advanced Proficient level, 10% above the State target.

RECOMMENDATIONS

The data generated and the information gained from the NJASK, should be analyzed by teachers and administrators to directly inform instruction. The information provides teachers the means to develop appropriate differentiated instruction strategies to ensure that students are afforded every opportunity to learn and achieve. Math teachers should review math cluster data, the district standards-based curriculum, teacher developed curriculum maps, and instructional pacing in order to properly differentiate instruction for all students. Differentiation occurs in the regular classroom setting and as part of the SAIL model, STARS, and programs for Students with Disabilities. The district mid-year and end of year assessments in mathematics will continue at all levels.

In addition, technology based instruction and assessment tools, such as Study Island, and Learnia should be employed as a means of supporting student academic growth.

Teachers of students in need of academic support, inclusive of students with special needs should continue to implement differentiated instruction strategies to increase students' transfer of knowledge. Professional development in the use of research-based instructional programs such as Mathematics Navigator, Ramp-Up Mathematics, Learnia, and Study Island will be provided. Student progress will be monitored at both the district and school levels.

The district will continue to look closely at programs in place, transitions from elementary to middle and from middle to high school mathematics, and alignment of the curriculum to the newly adopted Common Core Standards for Mathematics, in preparation for implementation as required by the timetable provided by NJDOE.