

## STATE TESTING REPORT 2006-07

### NJ ASK - Grade 3

	<u># Students</u>	<u>Partially Proficient</u>	<u>Proficient</u>	<u>Advanced Proficient</u>	<u>Percent Passing</u>
<u>Lang. Arts</u>					
Gen. Ed.	83	9.6% (-.4)	72.3% (-18.5)	18.1%(+18.1)	90.4% (-.4)
Sp. Ed.	9	88.9% (+22.2)	11.1% (-22.2)	- -	11.1% (-22.1)
LEP 5-3 voids		0 % (-66.7)	100 % (+100)	- -	100 % (+66.6)
Total	97	17 % (+1.9)	67 % (-17.9)	16 % (+16)	83 % (-1.9)

The district scores show a slight decline in the “general ed” and “total” scores in Language Arts which is statistically insignificant in the “general ed” section (.4%) and may be due to the impact of the increase from 6 to 9 students in the special education student section.

It is especially encouraging to see the number of students achieving in the advanced proficient range increasing from none in 2005-06 to 18.1% in the “general ed” and 16% in the “total” sections of the class in 2006-07.

The Adequate Yearly Progress (SYP) threshold is 75% at this level. There is a difference between the Jefferson and Gavlak scores that will be addressed.

### Math

Gen. Ed.	83	7.2 % (-.5 )	47 % (-6.8)	45.8% (+7.3)	92.8% (+.5 )
Sp. Ed.	9	77.8 % (+44.5)	22 % (-44.7)	-	22 % (-44.7 )
LEP	5	40 % (+11.4)	40 % (-31.4)	20 % (+20)	60 % (+11.4)
Total	97	15.5% (+3.8)	44.3% (+.1)	40.2% (+7.7)	84.5% (-2.8 )

District scores are relatively consistent with a slight increase in the “general ed” and small decrease in “total” scores. The “total” scores are impacted by the number of special education students in this grade. Again the increase in “advanced proficient” is excellent.

The district surpasses the AYP (62%) by a wide margin.

## NJ ASK – Grade 4

	<u># Students</u>	<u>Partially Proficient</u>	<u>Proficient</u>	<u>Advanced Proficient</u>	<u>Percent Passing</u>
<u>Lang. Arts</u>					
Gen. Ed.	67	10.4% (+1.6)	88.1% (+1.3)	1.5% (-2.9)	89.6% (-1.6)
Sp. Ed.	9	44.4 % (-30.6)	55.6% (+30.6)	-	55.6% (+30.6)
LEP 4-2 voids	0	0 % (-50)	100 % (+50)	- -	100 % (+50)
Total	80	14.1% (-.6)	84.6% (+2.2)	1.3% (-2.8)	85.9% (-.6)

The small decreases in the “general ed” and “total” scores are relatively insignificant. The increase in the passing percentage of the special ed and LEP students is encouraging. Results far exceed the AYP (75%) in the “general ed” and “total” sections.

### Math

Gen. Ed.	67	10.4% (+.1)	50.7% (+4.9)	38.8% (-4.3)	89.5% (+5.9)
Sp. Ed.	9	22.2% (-27.8)	55.6% (+5.6)	22.8% (+22.8)	78.4% (+22.4)
LEP	4	0 % (-75)	75 % (+50)	25 % (+25)	100% (+100)
Total	80	11.3 % (-4.5)	52.5% (+7.8)	36.3% (-3.2)	88.8% (+4.6)

The curriculum revision and focus on this area has paid dividends. I am especially pleased with the dramatic increase in the success rate of the LEP and special ed students. Once again the scores are well above the AYP level (62%).

### Science

Gen. Ed.	67	7.5% (-13.1)	38.8% (-21.4)	55.2 % (+36.4)	94 % (+11.2)
Sp. Ed.	9	22.2% (-17.3)	44.4 % (-5.6)	33.3% (+21.8)	77.7% (+22.7)
LEP	4	0 % (-64.3)	100 % (+50)	- (-3.6)	100 % (+64.3)
Total	80	7.5 % (-18.3)	42.5 % (-67.9)	50 % (+35.9)	92.5% (+18.4)

The science scores in grade four have shown the greatest increase of any area tested. This may be due to the concentration resulting from departmentalization at this grade level plus a coordinated scope and sequence resulting from the mapping initiative. There is no AYP in science.

## NJ ASK – Grade 5

<u># Students</u>	<u>Partially Proficient</u>	<u>Proficient</u>	<u>Advanced Proficient</u>	<u>Percent Passing</u>
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### Lang. Arts

Gen. Ed.	63	6.3% (+2.4)	85.7% (-5.2)	7.9% (+2.7)	93.6% (-2.5)
Sp. Ed.	9	22.2 % (-44.3)	77.8% (+44.5)	0	77.8% (+44.5)
LEP 5-3 voids	100	% (+100)	0 (-100)	0	0 (-100)
<b>Total</b>	<b>77</b>	<b>10.8% (+2.5)</b>	<b>82.4% (-2.5)</b>	<b>6.8% (+2)</b>	<b>89.2% (-2.5)</b>

This is the first year that we have had a comparison score to assess in grade 5. The failure of the 2 LEP students to pass the test appears to be responsible for the slight decrease in “total” passing scores. However, the advanced proficient increase is a good sign, and the overall scores are good. There is no specific AYP for grade 5. It will either be judged in relation to the grade 4 or grade 8 level. In either case it surpasses those levels.

### Math

Gen. Ed.	63	7.9% (-9)	42.9% (-19.1)	49.2% (+27.1)	92.1% (+9)
Sp. Ed.	9	22.2% (-27.8)	33.3% (-16.7)	44.4% (+11.3)	77.7% (+22.7)
LEP	5	40% (-10)	60 % (+10)	-	60 % (+10)
<b>Total</b>	<b>77</b>	<b>11.7 % (-39.3)</b>	<b>42.9% (-17.1)</b>	<b>45.5% (+25.5)</b>	<b>88.4% (+4.4)</b>

The gap has been closed between the language arts and math scores in grade 5. The number of students in the advanced proficient level is especially significant. This was a goal entering the 2006-07 school year. Once again the full departmentalization in this grade for the first time appears to have made a difference.

**NJ ASK – Grade 6**

	<u># Students</u>	<u>Partially Proficient</u>	<u>Proficient</u>	<u>Advanced Proficient</u>	<u>Percent Passing</u>
<u>Lang. Arts</u>					
Gen. Ed.	71	22.5% (+5.8)	70.4% (-2.3)	7% (-3.6)	77.4% (-6.9)
Sp. Ed.	8	62.5% (-14.4)	37.5% (+14.4)	0 (-)	37.5% (+14.4)
LEP	5-3 voids	100 % (-)	0 (-)	0 (-)	0 (-)
Total	84	28.4% (-.9)	65.4% (+3.2)	6.2% (-2.3)	71.6 % (+.3)

Although the “total” scores have increased a small margin, the decrease in the results for “general ed” students is a trend we want to reverse. The success of the special education students is a good sign for the special services program.

Math

Gen. Ed.	71	8.5% (-6.7)	71.8% (+14.2)	19.7% (-7.6)	91.5% (+6.6)
Sp. Ed.	8	50 % (-26.9)	50 % (+26.9)	0 (-)	50 % (+26.9)
LEP	5	20 % (-30)	60 % (+10)	20 % (+20)	80 % (+30)
Total	84	13.1% (-14)	69 % (+8.2)	17.9 % (-3.3)	86.9% (+13.9)

The math results are consistent with those in grades 4 & 5 in that they show an increase in every area. This scope and sequence of the curriculum has been very successful.

**NJ ASK – Grade 7**

<u># Students</u>	<u>Partially Proficient</u>	<u>Proficient</u>	<u>Advanced Proficient</u>	<u>Percent Passing</u>
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Lang. Arts

Gen. Ed.	66	6.1% (+1.8)	81.8% (-5.3)	12.1% (+3.5)	93.9% (-1.8)
Sp. Ed.	10	30 % (-28.3)	70 % (+36.9)	0 (-8.3)	70 (+28.4)
LEP	14-7 voids	57 % (-42.9)	42.9% (+42.9)	0 -	42.9% (+42.9)
Total	90	13.3% (-3.9)	77.1% (+2.4)	9.6 % (+1.6)	86.7% (+4)

This is the first year comparisons are available in grade 7 also, just the second year of testing. The increase in the “total” passing score is a good sign. The large increases in special ed and LEP students passing the test indicated a good level of articulation between these two programs and the regular curriculum. I am also pleased with the increase in the “advanced proficient” level.

Math

Gen. Ed.	66	31.8% (+2.2)	50 % (-4.3)	18.2% (+1.1)	68.2% (-3.2)
Sp. Ed.	10	50 % (-41.7)	50 % (+41.7)	0 -	50 % (+41.7)
LEP	14	28.6% (+22.6)	71.4 % (+31.4)	0 -	71.4% (+31.4)
Total	90	33.3% (-5.8)	53.3% (+5.8)	13.3% (-.5)	66.6% (+5.7)

Increasing the passing score at this level was a school-based objective for the 2006-07 school year. This was met at the “total” level. Once again the increase in passing rate in the special ed and LEP student population is very encouraging. Grade 7 will most likely be compared to the grade AYP 8 level (49%).

**GRADE EIGHT PROFICIENCY ASSESSMENT (GEPa)**

	<u># Students</u>	<u>Partially Proficient</u>	<u>Proficient</u>	<u>Advanced Proficient</u>	<u>Percent Passing</u>
<u>Lang. Arts</u>					
Gen. Ed.	73	20.8% (-1.4)	75 % (+4.6)	4.2% (-3.2)	79.2% (+1.4)
Sp. Ed.	12	83.3% (+8.3)	16.7% (-8.3)	0 -	16.7% (-9.3)
LEP	5	100 % (+16.7)	0 (-16.7)	0 -	0 % (-16.7)
Total	90	33.7% (+2.2)	62.9% (-.3)	3.4% (-2.9)	66.3% (-3.2)

The total passing rate shows a slight decline. This appears to be largely due to all of our LEP (12) and all but two of our special ed (12) students not passing. This will be analyzed regarding the curriculum and staffing. AYP is 66%.

	<u># Students</u>	<u>Partially Proficient</u>	<u>Proficient</u>	<u>Advanced Proficient</u>	<u>Percent Passing</u>
<u>Math</u>					
Gen. Ed.	73	19.2% (-6.7)	49.3% (-11.2)	31.5% (+21.1)	80.8% (+6.7)
Sp. Ed.	12	100 % (+12.5)	0 (-12.5)	0 -	0 (-12.5)
LEP	5	40 % (-26.7)	60 % (+26.7)	0 -	60 (+26.7)
Total	95	31.1% (-2.6)	43.3% (-11.4)	25.6% (+14)	68.9% (+2.6)

The increases in the “advanced proficient” level are extremely encouraging. This, along the increase in the “total” and “general education” sections shows that a great deal of work is being done in math in grade 8. AYP is 49%.

Science

Gen. Ed.	81	12.3% (+3.7)	53.4% (+2.5)	34.2% (-5.3)	87.6% (-3.8)
Sp. Ed.	8	58.3% (+45.8)	41.7% (-45.8)	0 -	41.7% (-45.8)
LEP	6	80 % (-20)	20 % (+20)	20 % (+20)	40 % (+40)
Total	95	22.2% (+7.5)	50 % (-1.6)	27.8% (-5.9)	77.8% (-7.5)

The State has not set minimum passing rates for science. However, the passing rates are good, especially considering the increases for special ed and LEP students.

**HIGH SCHOOL PROFICIENCY ASSESSMENT (HSPA) – Grade 11**

	<u># Students</u>	<u>Partially Proficient</u>	<u>Proficient</u>	<u>Advanced Proficient</u>	<u>Percent Passing</u>
<u>Lang. Arts</u>					
Gen. Ed.	82	6.1% (-1)	78 % (+3.3)	15.9% (-2.3)	93.9% (+1)
Sp. Ed.	6	33.3% (+8.3)	66.7% (-8.3)	0 -	66.7% (-8.3)
LEP	10	60 % (-23.3)	40 % (+23.3)	0 -	40 % (+23.3)
Total	98	13.3% (-2.4)	73.5% (+6.8)	13.3% (+2.4)	86.8% (+2.4)

The passing rate for “general ed” and “total” categories has increased for the second consecutive year. This has been helped by the success rate of the LEP students at this level. The ATP is 79%.

Math

Gen. Ed.	82	6.2% (+1.1)	69.1% (+1.4)	24.7% (-2.6)	91.8% (-3.2)
Sp. Ed.	6	16.7% (-8.3)	83.3% (+33.3)	0 (-25)	83.3% (+8.3)
LEP	10	10 % (-15)	80 % (+5)	10 % (+10)	90 % (+15)
Total	98	7.2% (-.6)	71.1% (+3.3)	21.6% (-2.7)	92.7% (+.6)

After a significant increase last year a slight decline in the “general ed” student section is not surprising. The total “passing” rate increased significantly in 2006, and continued that trend in 2007. The AYP is 64%.

## General Comments:

- In the areas of general ed and total students there were a total of 32 assessments. We showed an increase in 19 of the 32 areas (59%). Among the decreases were amounts of -.4%, -1.9%, -1.6%, -.6%, and -1.8%, all of which are statistically negligible.
- The special education and LEP areas showed a significant amount of improvement from 2006. This implies strong articulation of these programs into the regular curriculum. Each of these categories was assessed in 16 areas.

Special ed - Increased in 10 of the 16 areas (63%)

LEP – Increased in 13 of the 16 areas (81%), with one area remaining the same as in 2006.

- Each department supervisor (English, Math and Science) will receive detailed statistics re: the results in their specific areas.
- All secondary and elementary school subject area teachers will receive an analysis of the results.
- Plans for improving the scores will be requested from each supervisor by Sept. 15.
- The district-wide mapping initiative and the departmentalization in grades 4, 5 and 6 are changes that will have a long-range impact on the district and the assessment scores, but there are signs of improvement that can be attributed to these innovations in their first year.
- In the general ed and total scores the advanced proficient ranking increased in 17 of the 32 sections (53%).
- The grade 7 scores indicate a drop-off from the same group in prior years. We will reinforce the articulation between the elementary and junior high school programs.
- Having the department supervisors directly involved in the day-to-day program at the secondary school level appears to have made a difference. They will be asked to involve the grade 4, 5 and 6 subject area teachers more directly into their assessment, department meetings, planning, etc.
- Following the results of a particular grade level over a span of years is not definitive due to the high level of student mobility that we experience from year-to-year, but does give us a glimpse into the matter of articulating instruction from grade-to-grade and building-to-building.