

# MIDLAND PARK PUBLIC SCHOOLS

## DISTRICT ASSESSMENT REPORT PRESENTED AT THE BOARD OF EDUCATION MEETING OCTOBER 17, 2017

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**Home of the Panthers**

*“Our students, with the support of educators and parents, continue to rise to the challenge of meeting New Jersey’s academic standards. We remain committed to using a high-quality assessment, as required by federal and state laws, that quickly returns results to schools and provides an accurate picture of whether students are developing the skills and knowledge they need to maximize their options beyond high school.” NJ Education Commissioner Kimberley Harrington*

# NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- *NJDOE: Purpose of the assessment system is to promote and measure educational achievement at benchmark grade levels.*
- *New Jersey has had statewide assessments since the 1970s.*
- *In 2001, under the federal No Child Left Behind Act, every state was required to test students in grades 3-8 and grade 11. That mandate is still in effect.*
- *In 2014, New Jersey transitioned from its former NJ ASK and HSPA assessments to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in mathematics and English Language Arts.*
- *2017 marks the third administration of PARCC and the second opportunity to compare year-to-year results.*
- *The importance of ensuring PARCC participation rates: rich, reliable data stores.*

# NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- *PARCC English Language Arts/Literacy assessments (ELA/L) in grades 3 - 11.*
- *PARCC Mathematics assessments in grades 3-8 and End of Course (EOC) assessments in Algebra I, Geometry, Algebra II.*
- *NJ ASK Science assessments in grades 4 and 8.*
- *NJ Biology Competency Test (NJBCT) in grades 9 and 10.*

# THE DATA ANALYSIS PROCESS

## What do we ask?

- **How will we use student achievement data as a tool to address areas in need of improvement or enhancement?**
- **How will we use student achievement data to identify strengths and gaps that exist in our curriculum and instruction?**
- **How can we provide additional resources and support for our educators to meet the learning needs of all our students?**

# USES OF STUDENT ACHIEVEMENT DATA

## *How do we use the data?*

- *To plan meaningful instruction that meets the needs of all students. Teachers analyze and evaluate the score reports to identify which skills represent areas of strength and areas in need of growth.*
- *The I&RS Committees and Child Study Team review data as one measure among multiple measures to support students experiencing academic difficulties.*
- *Parents are provided specific information on how their child has performed on various subtests.*

# COMPARISON OF MIDLAND PARK'S AND THE STATE'S SPRING 2017 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY

	Not Yet Met – Approached Expectations (Levels 1-3)		Met and Exceeded Expectations (Levels 4 and 5)	
	State	Highland Elem.	State	Highland Elem.
Grade 3	50%	49%	50%	51%
Grade 4	45%	25%	56%	75%
Grade 5	41%	16%	59%	85%
Grade 6	47%	35%	53%	66%

Notes: Percentages may not total 100 due to rounding.

Not all students participated in state mandated test administration in 2016.

# COMPARISON OF MIDLAND PARK'S AND THE STATE'S SPRING 2017 PARCC ADMINISTRATIONS **MATHEMATICS**

	Not Yet Met – Approached Expectations (Levels 1-3)		Met and Exceeded Expectations (Levels 4 and 5)	
	State	Highland Elem.	State	Highland Elem.
Grade 3	48%	36%	53%	63%
Grade 4	53%	43%	48%	57%
Grade 5	54%	51%	46%	49%
Grade 6	57%	51%	44%	50%

Notes: Percentages may not total 100 due to rounding.

**Not all students participated in state mandated test administration in 2016.**

# SPRING 2017 NJ ASSESSMENT OF SKILLS AND KNOWLEDGE (SCIENCE) GRADE 4

Grade Level	Advanced Proficient	% Proficient	% Partially Proficient
Grade 4	71.4%	25.4%	3.2%
(63 students tested)	Statewide: 49%	Statewide: 40.8%	Statewide: 10.2%
<b>Total Proficiency Midland Park: 97%</b>		<b>Total Proficiency Statewide: 89.8%</b>	
<b>Total Partial Proficiency Midland Park: 3%</b>		<b>Total Partial Proficiency Statewide: 10.2%</b>	



# COMPARISON OF MIDLAND PARK'S AND THE STATE'S SPRING 2017 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY

	Not Yet Met – Approached Expectations (Levels 1-3)		Met and Exceeded Expectations (Levels 4 and 5)	
	State	MPHS	State	MPHS
Grade 7	40%	33%	59%	67%
Grade 8	41%	33%	59%	67%
Grade 9	49%	20%	51%	80%
Grade 10	55%	35%	45%	65%
Grade 11	62%	55%	37%	45%

**\*Grade 11 does not include students who took an AP/IB test.**

Notes: Percentages may not total 100 due to rounding.

**Not all students participated in state mandated test administration in 2016.**

# COMPARISON OF MIDLAND PARK'S AND THE STATE'S SPRING 2017 PARCC ADMINISTRATIONS MATHEMATICS

	Not Yet Met – Approached Expectations (Levels 1-3)		Met and Exceeded Expectations (Levels 4 and 5)	
	State	MPHS	State	MPHS
Grade 7	60%	63%	40%	37%
Grade 8	72%	77%	28%	23%
Algebra I	58%	57%	42%	43%
Algebra II **	73%	77%	27%	24%
Geometry**	70%	78%	30%	22%

\*Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8<sup>th</sup> grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

Notes: Percentages may not total 100 due to rounding.

Not all students participated in state mandated test administration in 2016.

\*\* Individualized programs at the high school level impact cohorts.

# MPHS MATH PROGRAM OF STUDIES

## Honors Math Track

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math 7 H (Pre-Algebra)	Math 8 H (Algebra I)	Algebra II H	Geometry H		

## CP Math Track

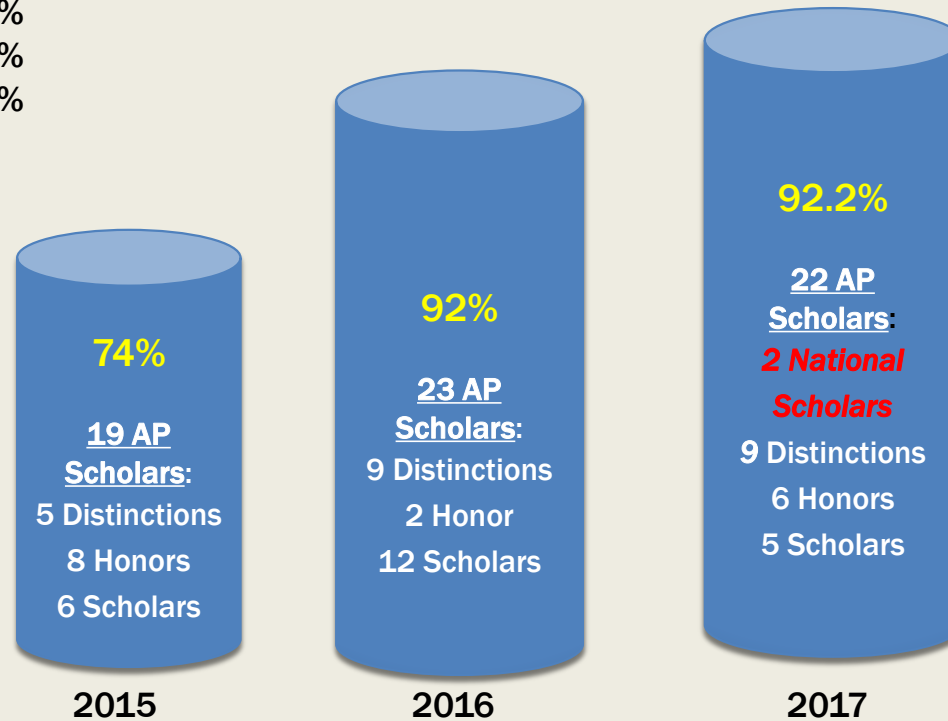
Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math 7 (Pre-Algebra)	Math 8 (Pre-Algebra)	Algebra I	Geometry	Algebra II	

# AP DATA RESULTS

2017-2018

## AP Students with Score 3+

MPHS	92.2%
New Jersey Avg.	70.8%
National Avg.	60.3%



# SPRING 2017 COLLEGE BOARD ADMISSIONS TESTING

2017 SAT I Mean Scores	Math	Reading/Writing	
<b>MPHS</b>	<b>530</b>	<b>573</b>	
New Jersey Avg.	514	539	
National Avg.	508	538	

COMPARISON OF MIDLAND PARK'S  
STUDENTS TESTED  
SPRING 2016 AND SPRING 2017 PARCC  
ADMINISTRATIONS  
**MATHEMATICS**

	% of Students Tested		Year to Year Difference
	2016	2017	
Grade 3	82%	97%	15%
Grade 4	78%	94%	12%
Grade 5	74%	91%	13%
Grade 6	83%	93%	19%
Grade 7	99%	96%	-3%
Grade 8*	86%	98%	12%
Algebra I	93%	100%	7%
Algebra II	84%**	93%	9%
Geometry	92%	96%	4%
<b>TOTAL</b>	<b>86%</b>	<b>95%</b>	<b>+9%</b>

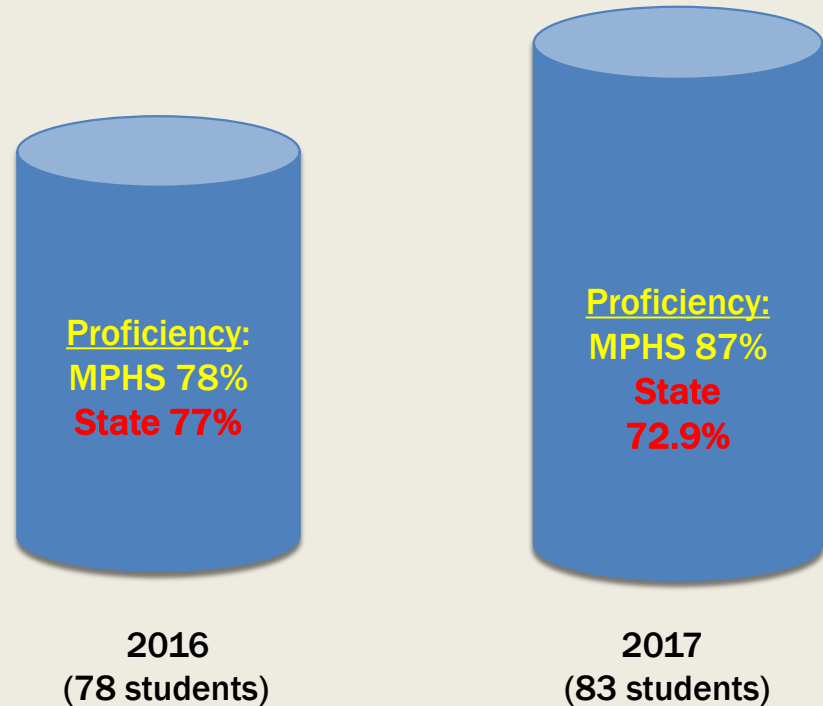
\*Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8<sup>th</sup> grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

\*\*Juniors who meet the graduation requirement by the state of New Jersey may refuse the test without penalty.

Notes: "Students Tested" represents individual valid test scores for Mathematics.

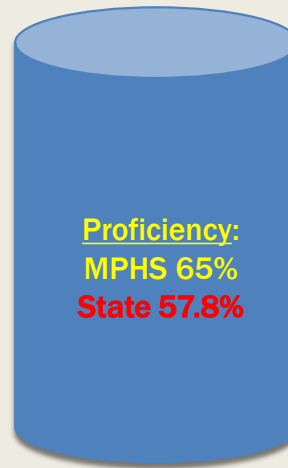
# SPRING 2017 NJ ASSESSMENT OF SKILLS AND KNOWLEDGE (SCIENCE): GRADE 8

Grade Level	Advanced Proficient	% Proficient	% Partially Proficient
Grade 8	26.5%	60.2%	13.3%
	Statewide: 26.3%	Statewide: 46.6%	Statewide: 27.1%

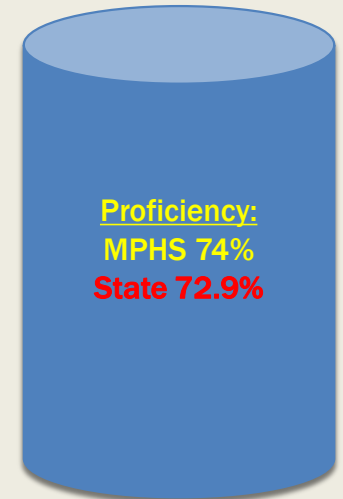


# NJ BIOLOGY COMPETENCY TEST: SPRING 2017

Grade Level	Advanced Proficient	% Proficient	% Partially Proficient
Grade 9	25%	48.5%	26.5%
	Statewide: 16%	Statewide: 40.7%	Statewide: 43.3%



2016  
( 94 students)



2017  
(69 students)



# ACTION PLANS FOR **ELA/LITERACY**

Through professional development and curricular revisions, focus is on:

- *Building a common vision and language of writing across the content areas;*
- *implementation of best practices in reading and writing to nurture independence and transfer of skills;*
- *conversations developing the writer and not necessarily the writing;*
- *modeling of strategies and methods to support differentiation;*
- *alignment with the NJ Student Learning Standards and developmentally appropriate sequencing of instruction.*

# ACTION PLANS FOR MATHEMATICS

Through professional development and curricular revisions, focus is on:

- *The mathematical practices at developmental stages;*
  - *conversations about pacing instruction according to skill clusters by emphasis (major (70%), supporting (20%), and additional (10%));*
  - *modeling of strategy and methods to support differentiation;*
  - *infusion of resources and manipulatives to scaffold instruction in mathematics;*
  - *alignment with the NJ Student Learning Standards and developmentally appropriate sequencing of instruction.*
- Potential revision of K-2 curriculum (specials) to provide more time for mathematics during the instructional day.



**THANK YOU FOR ATTENDING!**