



ACHIEVING OUR GOALS: ACADEMIC ACHIEVEMENT SPRING 2011

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MONTCLAIR PUBLIC SCHOOLS

OCTOBER 2011



MONTCLAIR PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT

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FRANK R. ALVAREZ, ED.D.

Superintendent of Schools

October 2011

Dear Community Members:

The Montclair Public Schools publishes an academic achievement report annually in an effort to provide insight into district and school-level outcomes on student performance measures required by the New Jersey State Department of Education.

This year's report—*Achieving Our Goals: Academic Achievement Spring 2011*—is a promising reflection of the efforts of our students and the work of our teachers. The report compares our achievement over time. The data contained herein include historic as well as current assessment results for the New Jersey Assessment of Skills and Knowledge (NJASK) Grades 3-8, the High School Proficiency Assessment (HSPA), and other benchmark measures in the form of comparative charts and graphs for both the district and individual schools.

Overall, the district is making great strides in raising achievement levels for all students. Our efforts to close achievement gaps among the various *No Child Left Behind* identified sub-groups are being realized. The report acknowledges that while our students continue to make progress, there is still work to do in support of student academic needs. To that end, the district continues to focus on the provision of targeted supports to students, differentiation of instruction in classrooms, and teacher professional development.

The report that follows and the presentation to the Montclair Board of Education are posted, for your convenience, on the district's website—www.montclair.k12.nj.us. I hope you find this information useful in understanding both our successes and our challenges.

Sincerely,

A handwritten signature in black ink, appearing to read "Frank Alvarez". The signature is fluid and cursive, with the first name "Frank" being more prominent than the last name "Alvarez".

Frank Alvarez
Superintendent

FA:nad



Achieving Our Goals: Academic Achievement Spring 2011

Montclair Public Schools
October 2011

Montclair Public Schools

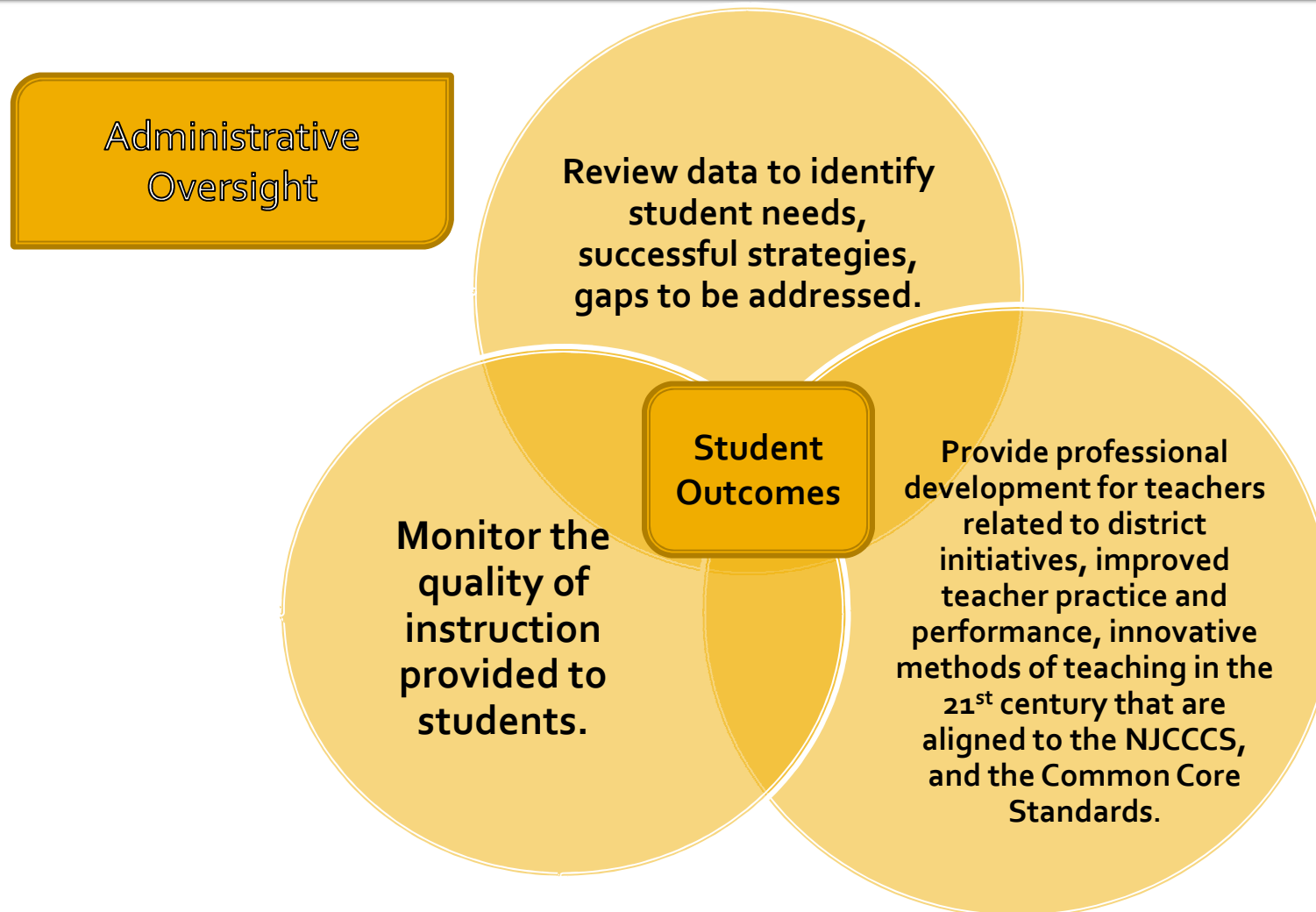
District Goals

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.

Student Outcomes Drive Our Goals and Our Work



NJDOE 40 Indicators for AYP

Percentage of students

- *NJASK 3-8*
- *HSPA*

Percentage of students

- *Proficient, plus*
- *Advanced Proficient*

Percentage of students proficient by group

- *Ethnicity*
- *Economic Disadvantage*
- *Special Needs*

New NJDOE Benchmarks for AYP

Content Area	Grade Span	AYP Benchmark 2008-2010	AYP Benchmark 2011-2013
Language Arts	Elementary 3-5	59%	79%
	Middle School 6-8	72%	86%
	High School Grade 11	85%	92%
Math	Elementary 3-5	66%	83%
	Middle School 6-8	61%	80%
	High School Grade 11	74%	86%

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").
- There are 103 districts in DFG "I", including Montclair.

Comparison with DFG & State

Above NJ

Above
NJ &
DFG

■ NJASK 4 Language Arts

Grade 4	NJ Mean	DFG I Mean	Montclair Mean
Total	204.7	218.2	215.5
General	210.3	223.0	221.6
Sp Ed	182.0	196.2	191.7
Ec Dis	189.5	197.3	191.0
<u>W</u>	212.2	218.5	226.9
AA	187.7	200.2	196.2
A	222.4	228.9	228.8
<u>H</u>	192.3	203.9	206.1

Comparison with DFG & State

Above NJ

Above
NJ &
DFG

■ NJASK 4 Mathematics

<i>Grade 4 Math</i>	NJ Mean	DFG I Mean	Montclair Mean
Total	229.2	244.3	240.5
General	234.6	249.1	244.4
<u>Sp Ed</u>	208.6	222.4	225.3
Ec Dis	211.8	218.4	213.7
<u>W</u>	237.8	244.4	254.1
AA	206.6	217.1	214.8
A	254.5	261.5	257.5
<u>H</u>	215.3	224.6	233.6

Comparison with DFG & State

■ NJASK 8 Language Arts Literacy

Above NJ

Above
NJ &
DFG

Grade 8 LAL	NJ	DFG "I" Mean	Montclair
Total	223.4	237.0	234.1
General	229.3	241.6	238.9
Sp Ed	197.7	210.0	208.8
Ec Dis	208.4	217.1	214.6
<u>W</u>	230.3	236.9	244.6
AA	207.2	221.5	220.7
A	240.6	250.0	244.7
H	211.1	225.8	224.9

Comparison with DFG & State

Above NJ

Above
NJ &
DFG

■ NJASK 8 Mathematics

Grade 8 Math	NJ Mean	DFG "I" Mean	Montclair Mean
Total	222.5	241.5	236.4
General	231.4	248.8	244.3
Sp Ed	181.8	198.4	194.6
Ec Dis	201.4	208.9	202.7
W	232.0	241.0	256.3
AA	195.2	211.1	211.3
A	255.8	267.5	258.0
H	205.1	221.0	219.2

Comparison with DFG & State

Above NJ

Above
NJ &
DFG

■ HSPA Grade 11 Language Arts Literacy

Grade 11 LAL	NJ Mean	DFG "I" Mean	Montclair Mean
Total	229.9	241.2	234.8
General	235.9	245.3	241.2
Sp Ed	203.4	218.4	207.7
Ec Dis	216.1	223.3	218.0
W	236.0	242.2	245.9
AA	215.5	227.4	223.0
A	241.1	246.7	234.4
H	217.9	230.3	227.9

Comparison with DFG & State

Above NJ

Above
NJ &
DFG

■ HSPA Grade 11 Mathematics

Grade 11 Math	NJ Mean	DFG "I" Mean	Montclair Mean
Total	222.8	238.1	228.8
General	229.6	243.8	236.4
Sp Ed	189.7	204.3	193.5
Ec Dis	204.9	211.8	204.1
W	230.8	239.1	246.7
AA	199.3	212.3	208.6
A	244.3	252.5	232.7
H	207.3	218.9	217.3

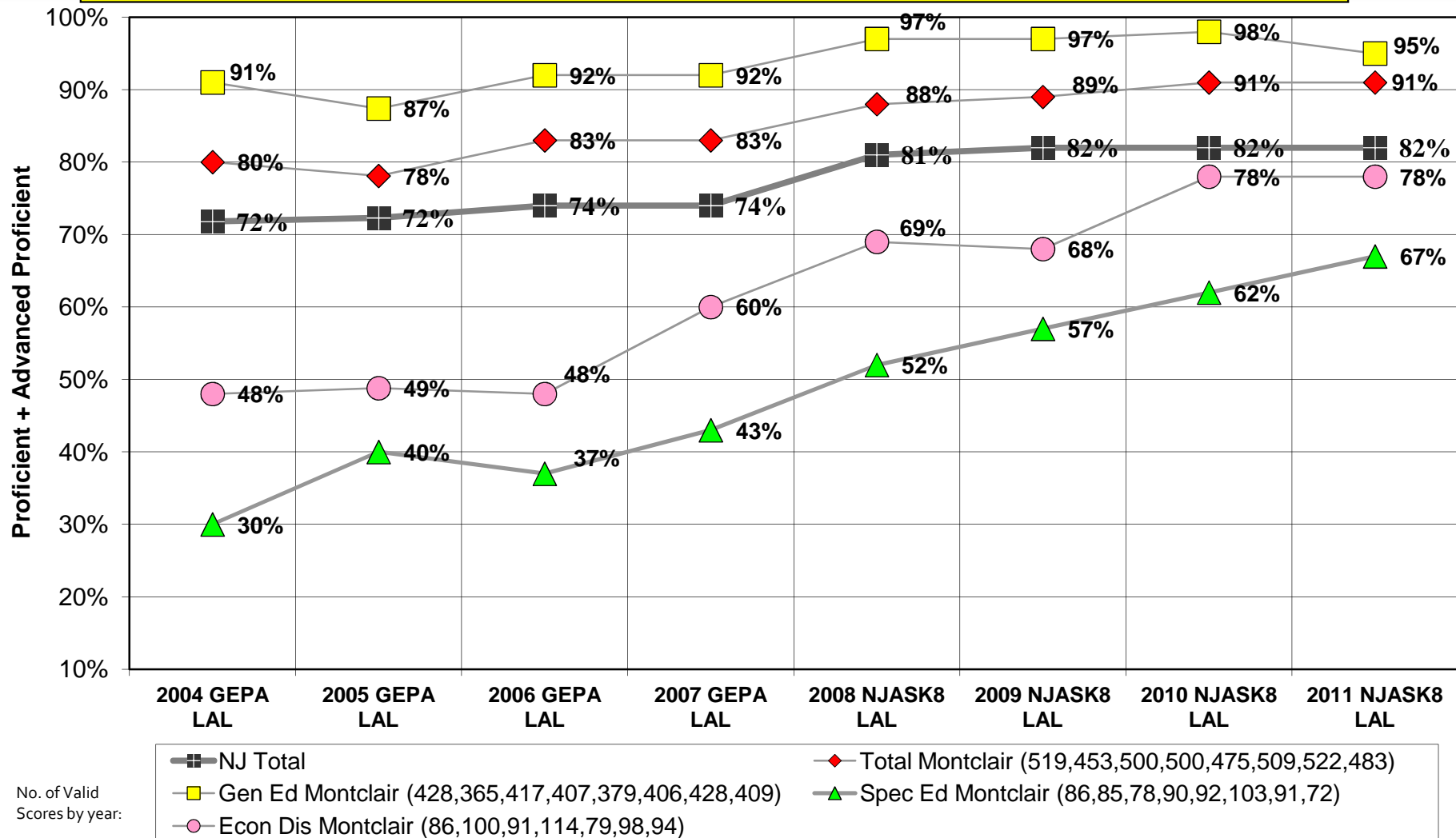
The Montclair Edge: Language Arts

Grade 08 LAL (NJASK8) CYCLE II Prof/AdvProf

DISTRICT by GROUP: 2002 - 2011



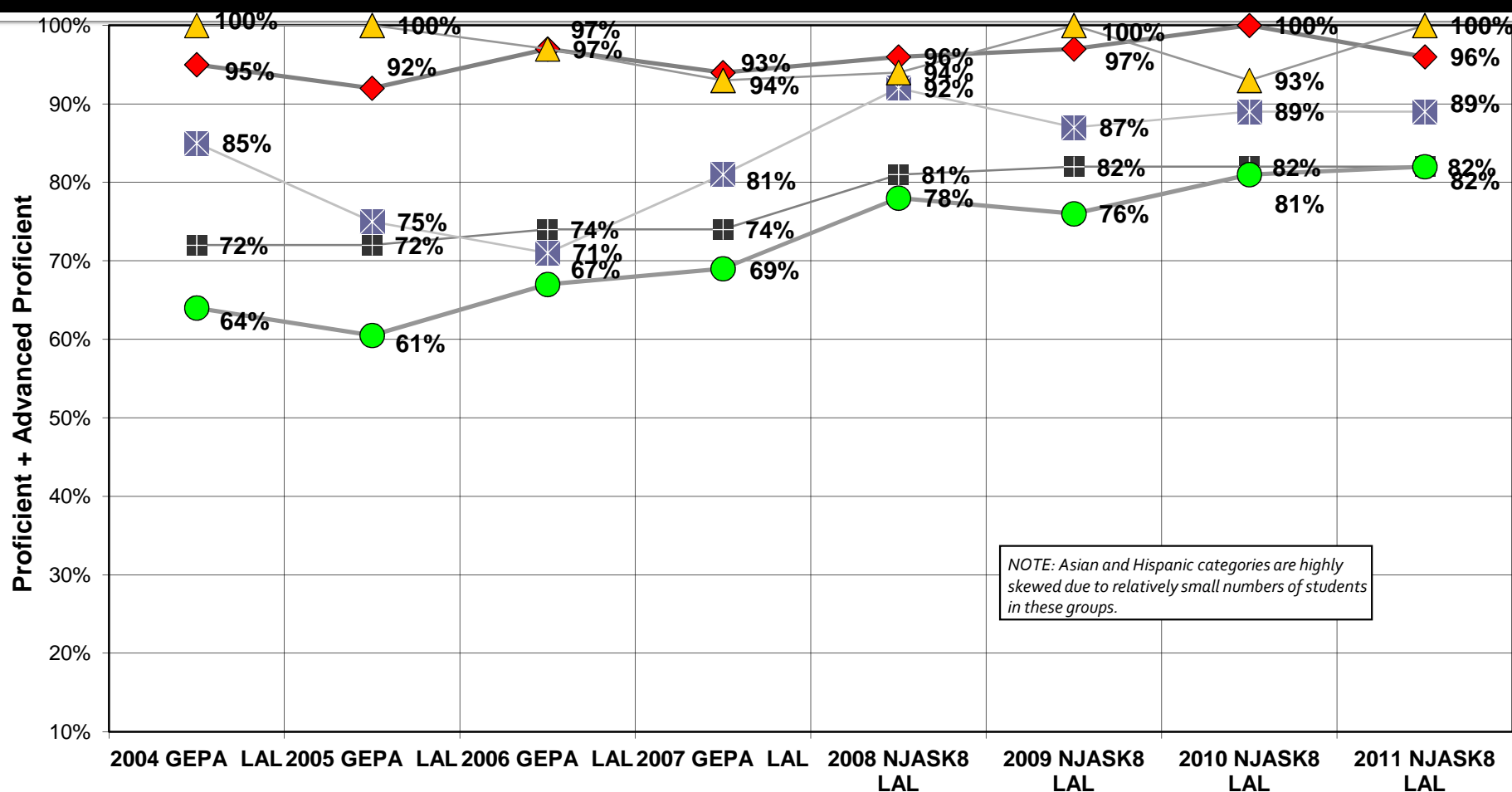
* NOTE: NJ INCREASED THE NUMBER OF QUESTIONS AND RAISED THE STANDARDS FOR NJASK 5, 6, 7, 8 FROM SPRING 2008



The Montclair Edge: Language Arts: Grade 08 LAL (NJASK8) CYCLE II Prof/AdvProf DISTRICT by ETHNICITY: 2002 - 2011



* 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 Afr Amer (237,190,208,205,206,191,209,182)
▲ Gr 8 Asian/PI (12, 17, 29, 14, 18, 17, 30, 24)

◆ Gr 8 White (239,216,230,254,224,271,245,236)
■ Gr 8 Hispanic (26, 28, 31, 26, 26, 30, 38, 38)

HSPA Comparison Language Arts

Grade 11 HSPA	NJ Proficient & Adv. Prof. 2011	NJ Adv. Prof. 2011	Montclair Proficient & Adv. Prof. 2011	Montclair Adv. Prof. 2011
Total	89.6%	20.8%	91.4%	31.1%
General	96.1%	24.5%	97.4%	36.3%
Sp Ed	61.7%	3.1%	66.2%	8.4%
Ec Dis	78.7%	6.1%	80.0%	12.4%
W	94.8%	26.0%	97.3%	47.1%
AA	78.1%	5.9%	86.7%	13.3%
A	94.8%	40.7%	85.0%	35.0%
H	80.4%	7.5%	84.4%	25.0%

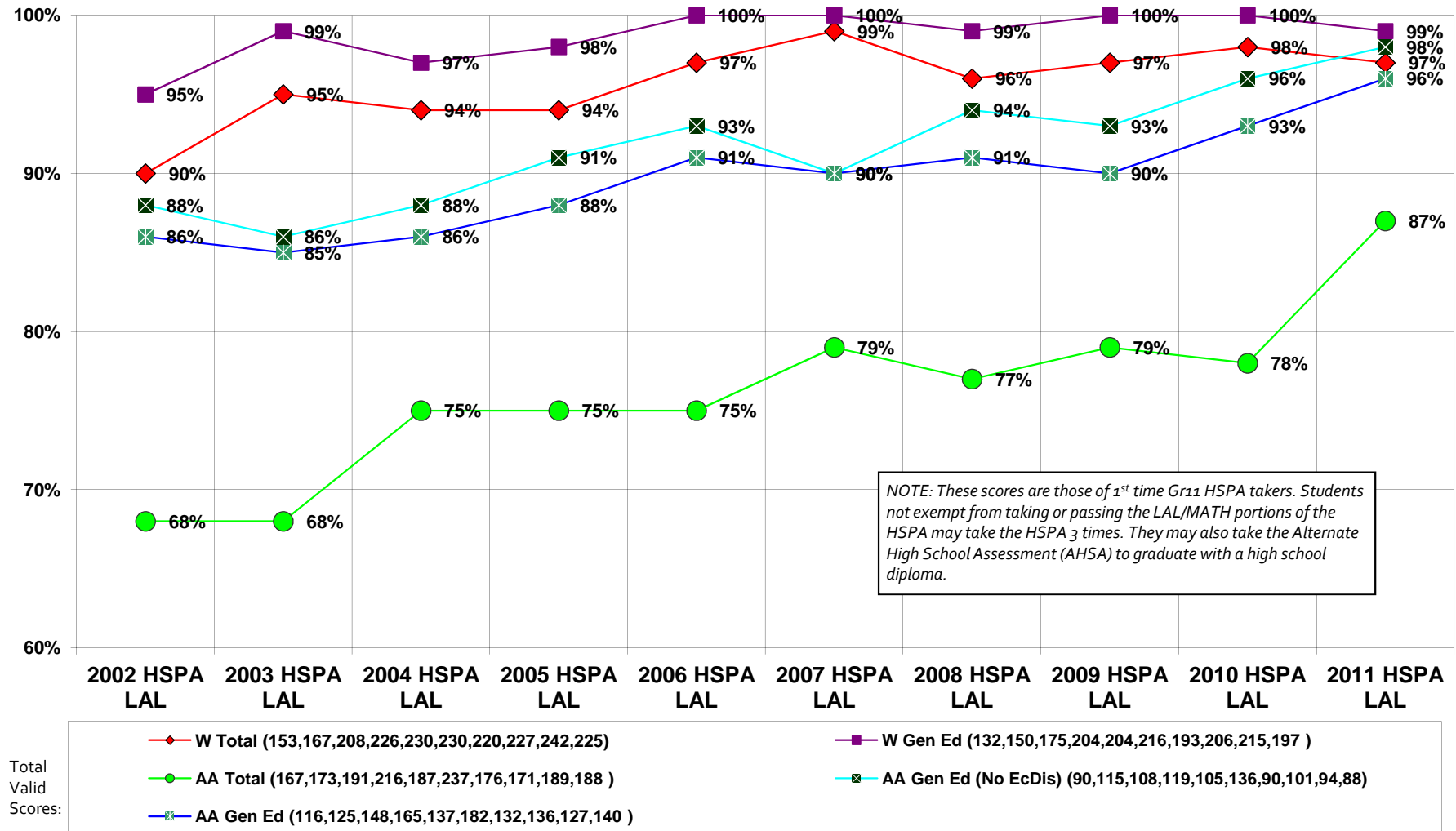
Above NJ

Above
NJ &
DFG

The Montclair Edge: Language Arts

MHS HSPA LAL Results W and AA 2002-2011

Prof+Adv Prof



The Montclair Edge: Math

Above NJ ✖

Above
NJ &
DFG

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

Grade Level	<u>NJ</u> Prof/Adv Prof 2011	NJ Adv Prof 2011	Montclair Prof/Adv Prof 2011	Montclair Prof/Adv Prof 2011	Montclair Prof Adv Prof 2010
3	78%	38.4%	88%	54.8%	86% ↑
4	79%	32.1%	88%	45.3%	84% ↑
5	81%	39.5%	91%	57.3%	90% ↑

The Montclair Edge: Math

- ✖ NJASK 3-5 Math scores indicate positive outcomes for Special Education population (compared with NJ)

Grade Level	<u>NJ</u> SPE Prof/Adv Prof 2011	<u>NJ</u> SPE Adv. Prof. 2011	Montclair SPE Prof/Adv Prof 2011	Montclair SPE Adv. Prof. 2011	Montclair SPE Growth from 2010 to 2011 <div>Above NJ</div>
3	63.1%	24.1%	77.4%	34.3%	P ↓ (-3.6%) AP ↑ (7.5%)
4	60.9%	16.6%	75%	24.6%	P & AP ↑ (19% / 9.1%)
5	55.5%	16.9%	70.3%	25.9%	P ↑ (0.3%) AP ↓ (-0.6%)

The Montclair Edge: Math at the Middle

✖ NJASK 6-8 Math scores indicate positive outcomes for
Total Population (inclusive of all sub-groups).

Above NJ

Grade Level	<u>NJ</u> Prof/Adv Prof 2011	Montclair Prof/Adv Prof 2010	Montclair Prof/Adv Prof 2011	Montclair Growth from 2010 to 2011
6	77%	80%	83%	↑
7	66%	75%	72%	
8	72%	73%	81%	↑

ADP Algebra in Montclair

NEW JERSEY PROFICIENT & ADVANCED PROFICIENT (7-12)

NJ Results	Percentage
Proficient	28%
Advanced Proficient	7%

MONTCLAIR PROFICIENT & ADVANCED PROFICIENT (7-12)

Montclair Results	Percentage
Proficient	41%
Advanced Proficient	11%

It should be noted that our Middle School students achieved **80%** Proficiency / Advanced Proficiency on the ADP Algebra Assessment in 2011

The Montclair Edge: Math at the Middle Preparation for Higher Mathematics

Populations	Enrollment	Prof / Adv Prof
NJASK 8 Spring 2011	491	81%
NJDOE ADP Algebra I Assessment Spring 2011 (Middle Schools Only)	260	80%

HSPA Comparison Math

Grade 11 HSPA	NJ Proficient & Adv. Prof. 2011	NJ Adv. Prof. 2011	Montclair Proficient & Adv. Prof. 2011	Montclair Adv. Prof. 2011
Total	75.2%	25.3%	78.1%	34.4%
General	83.7%	29.6%	86.1%	40.7%
Sp Ed	34.5%	4.2%	39.3%	5.1%
Ec Dis	56.3%	8.1%	52.0%	11.8%
W	84.8%	31.4%	95.1%	55.1%
AA	48.7%	5.4%	59.2%	12.5%
A	91.7%	54.2%	85.0%	40.0%
H	59.7%	9.0%	62.5%	15.6%

Above
NJ

Above
NJ &
DFG

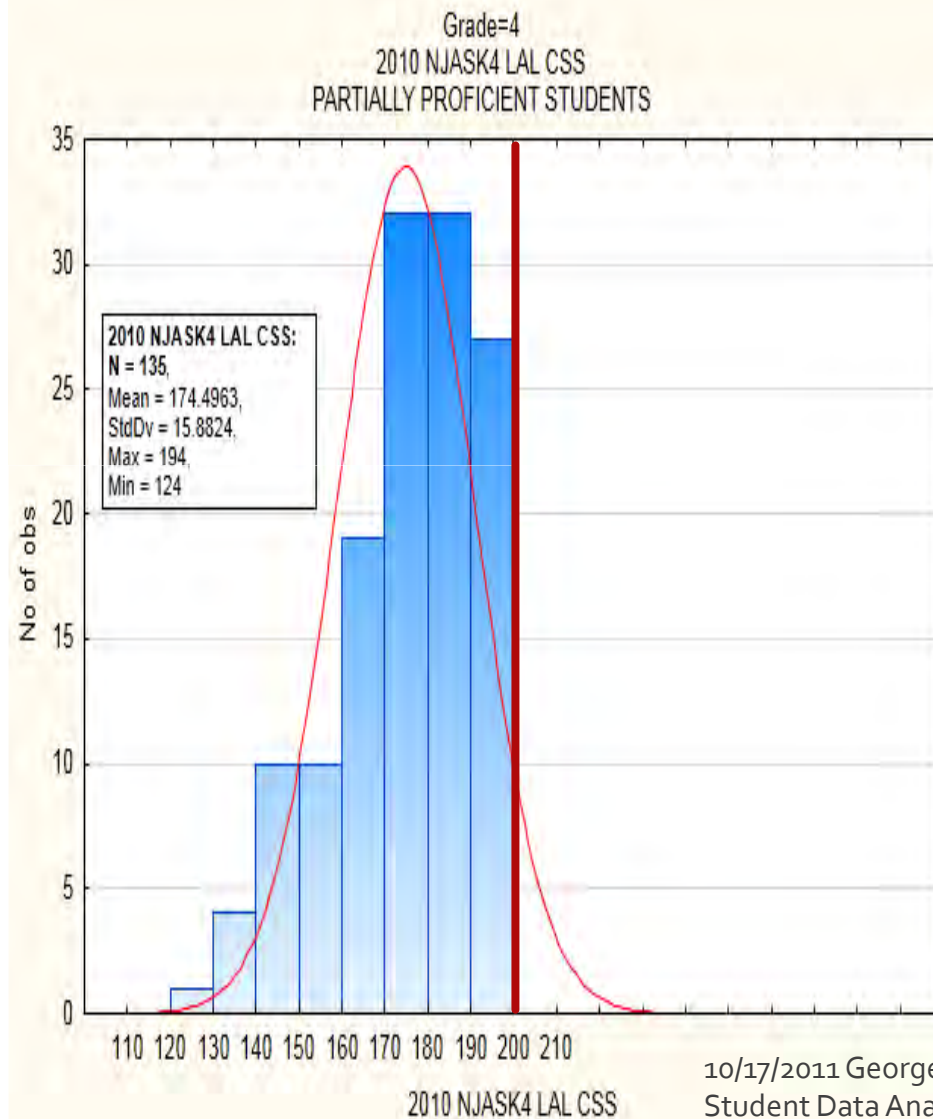
End Of Course Biology Assessment

Above NJ

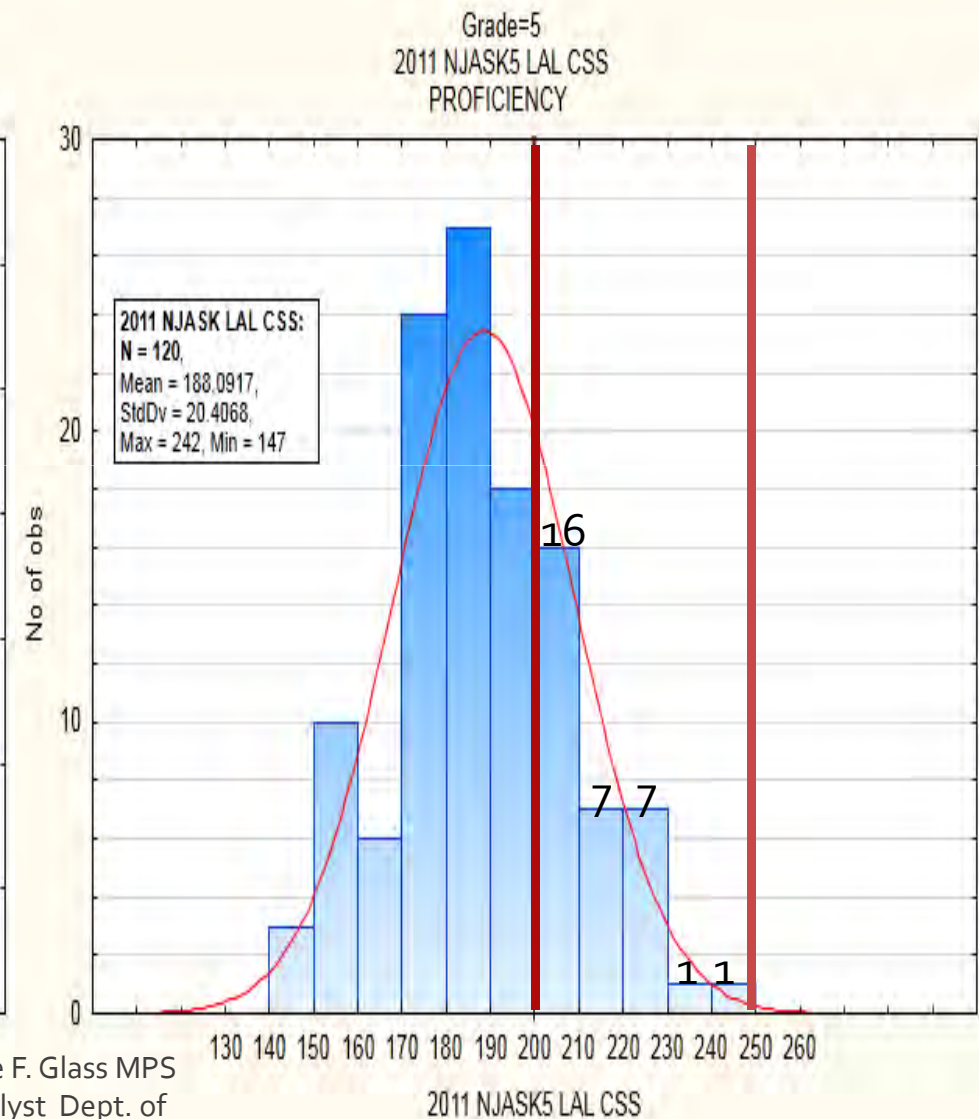
Grade 9 NJDOE End of Course Biology Competency Test (NJBCT)

Grade 9 Biology	Montclair Proficient	Montclair Adv Prof	NJ Proficient	NJ Adv Proficient
Total	67%	23.6%	57%	19.3%
General	77%	28.2%	65%	22.6%
Sp Ed	21%	3.3%	20%	2.9%
Ec Dis	29%	1.0%	31%	5.0%
W	90%	38.7%	70%	24.2%
AA	38%	6.8%	29%	3.9%
A	90%	40.0%	81%	44.5%
H	55%	10.0%	36%	11.6%

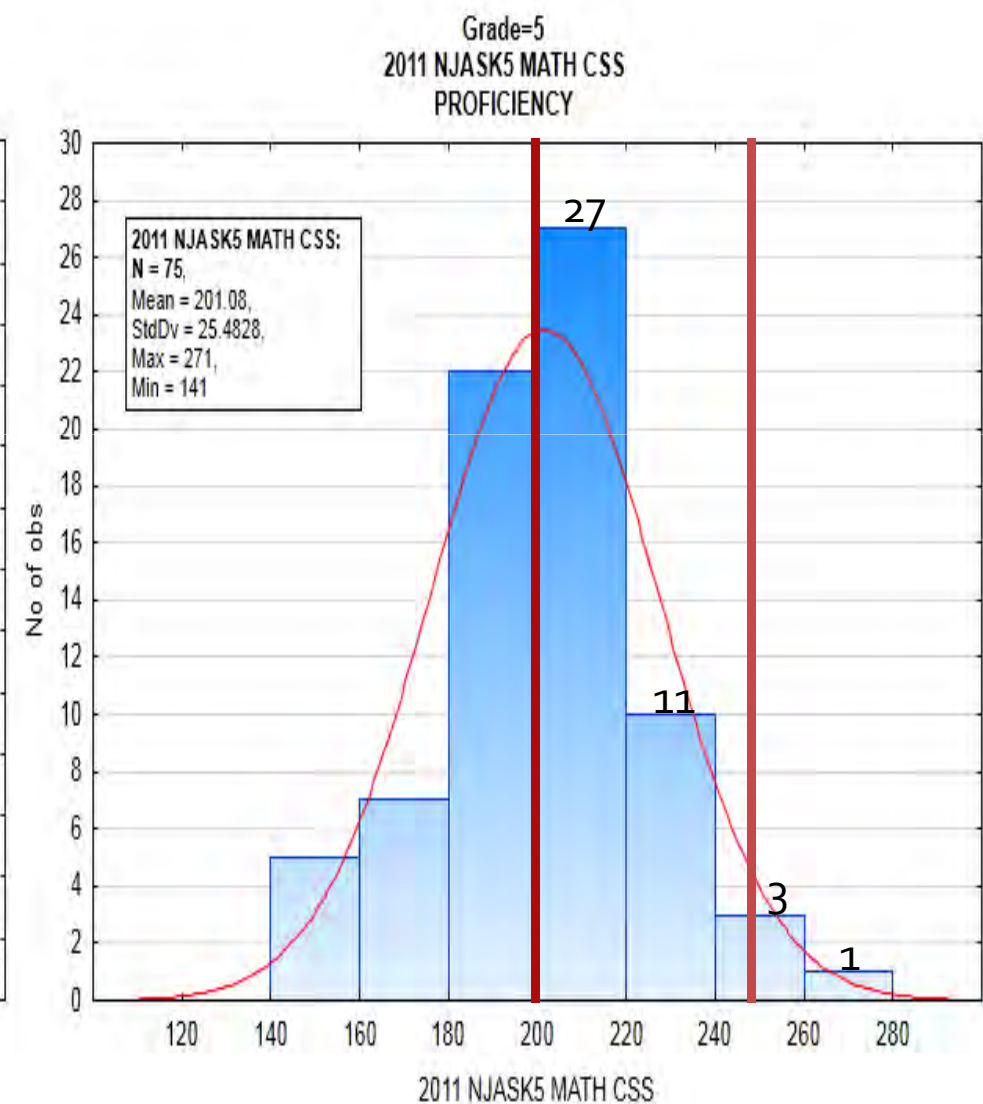
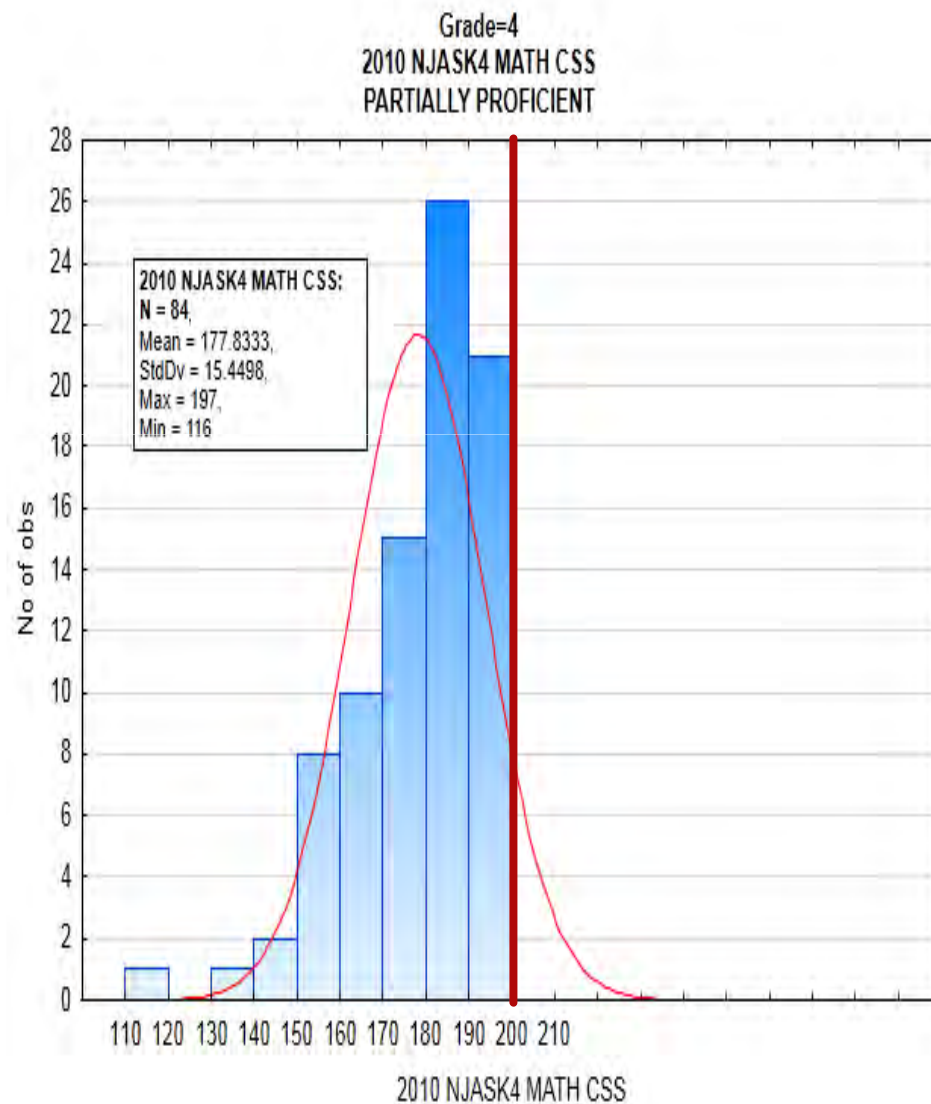
2010 NJASK₄ LAL PARTIALLY PROF STUDENTS PERFORMANCE ON THE 2011 NJASK₅ LAL



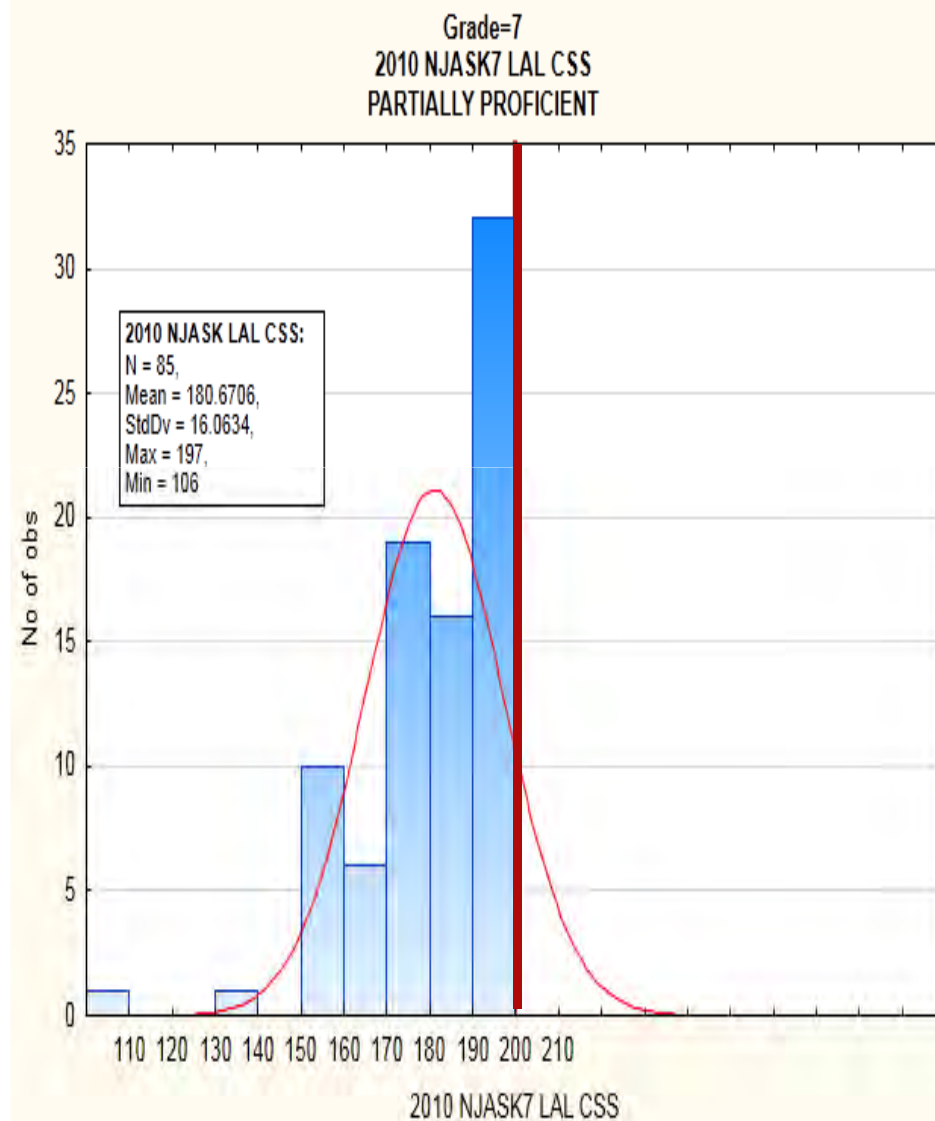
10/17/2011 George F. Glass MPS
Student Data Analyst Dept. of
Instruction



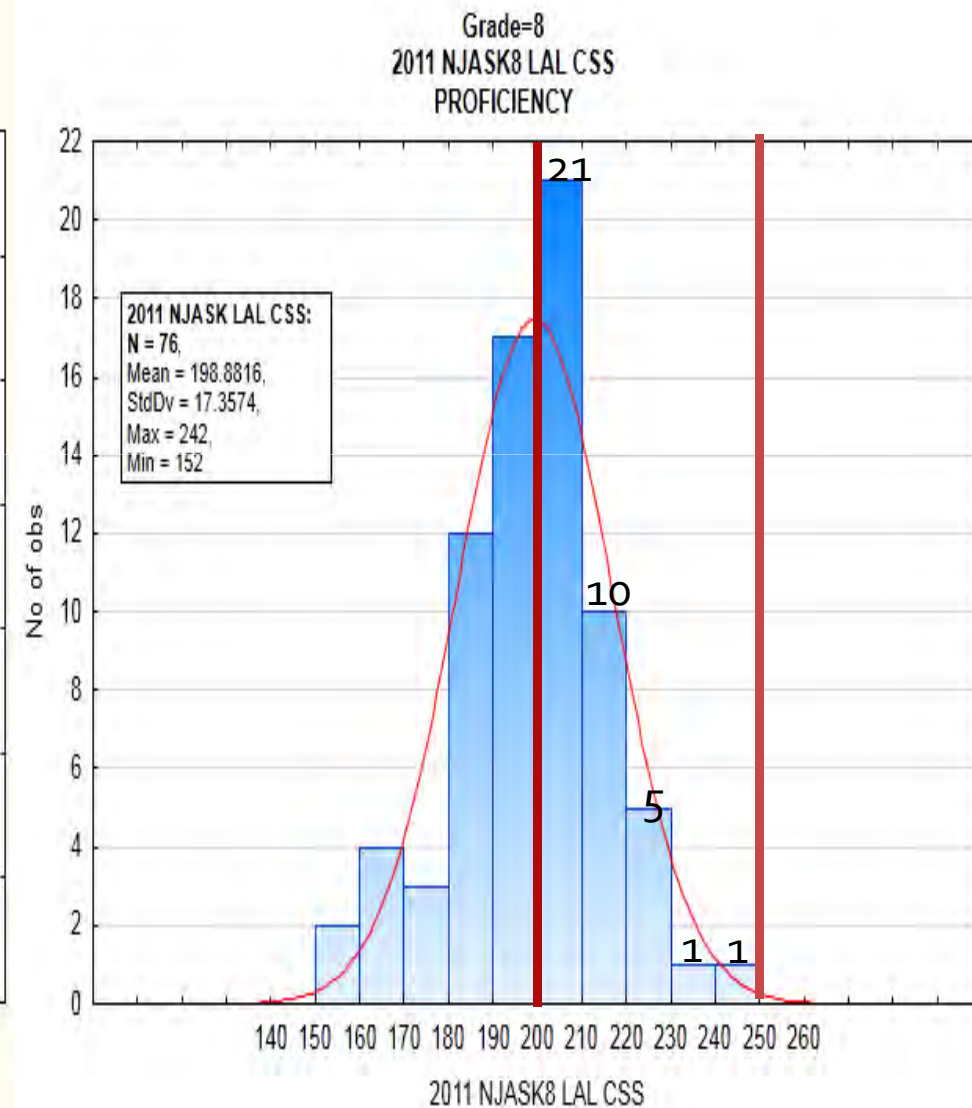
2010 NJASK₄ MATH PARTIALLY PROF STUDENTS PERFORMANCE ON THE 2011 NJASK₅ MATH



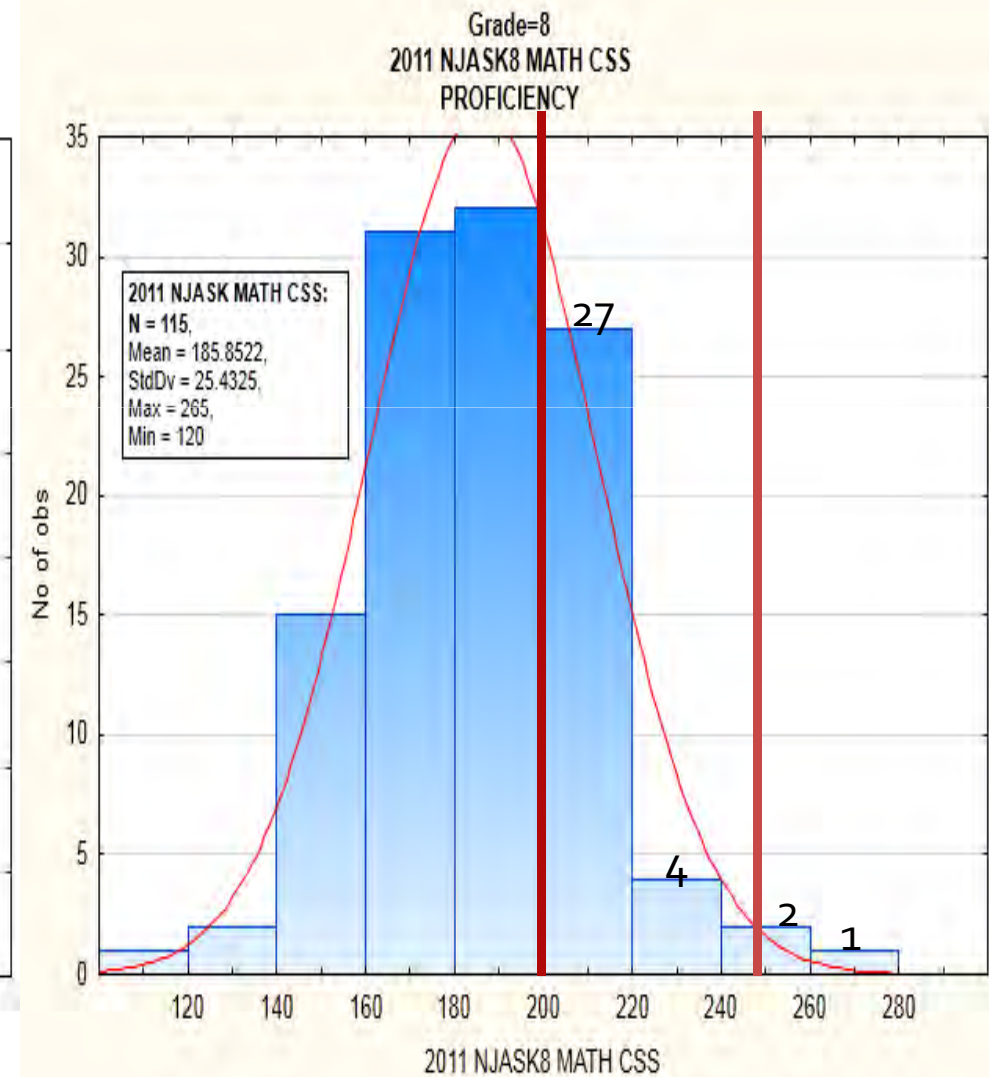
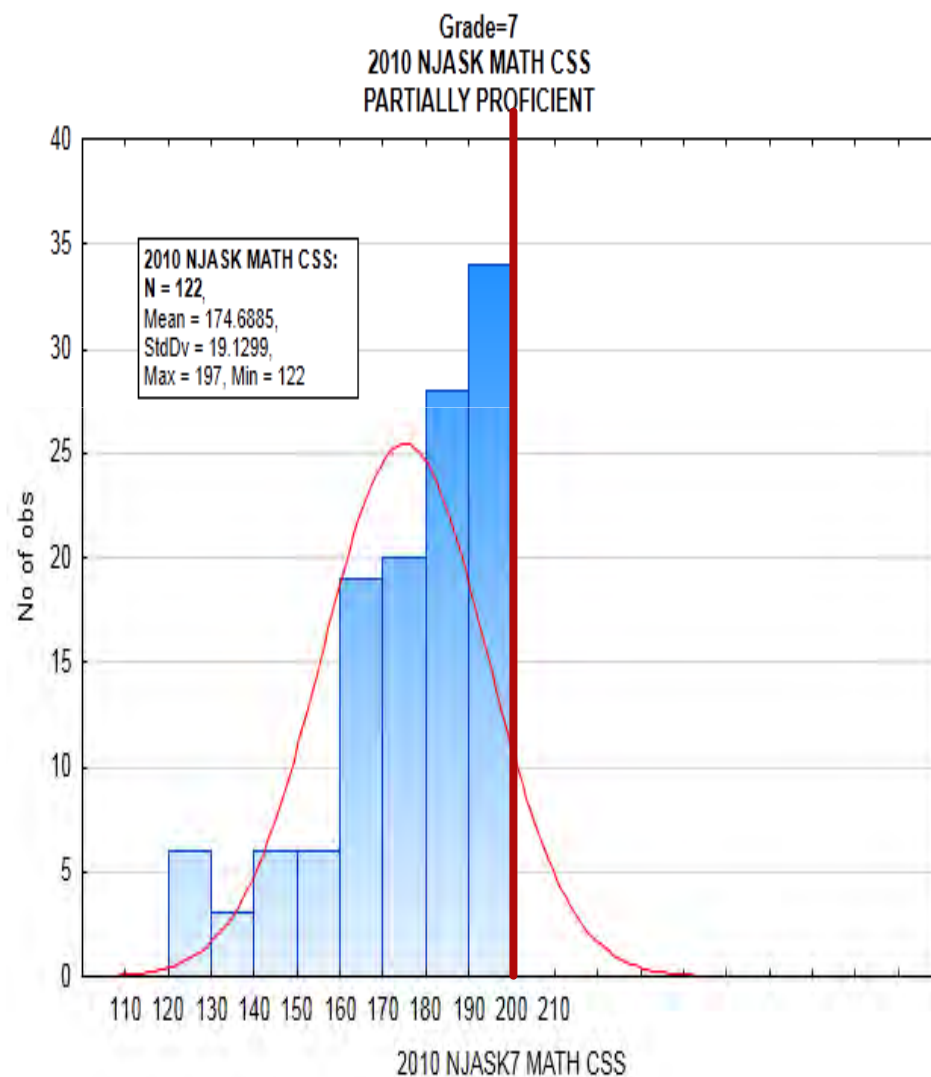
2010 NJASK7 LAL PARTIALLY PROF STUDENTS PERFORMANCE ON THE 2011 NJASK8 LAL



Instruction

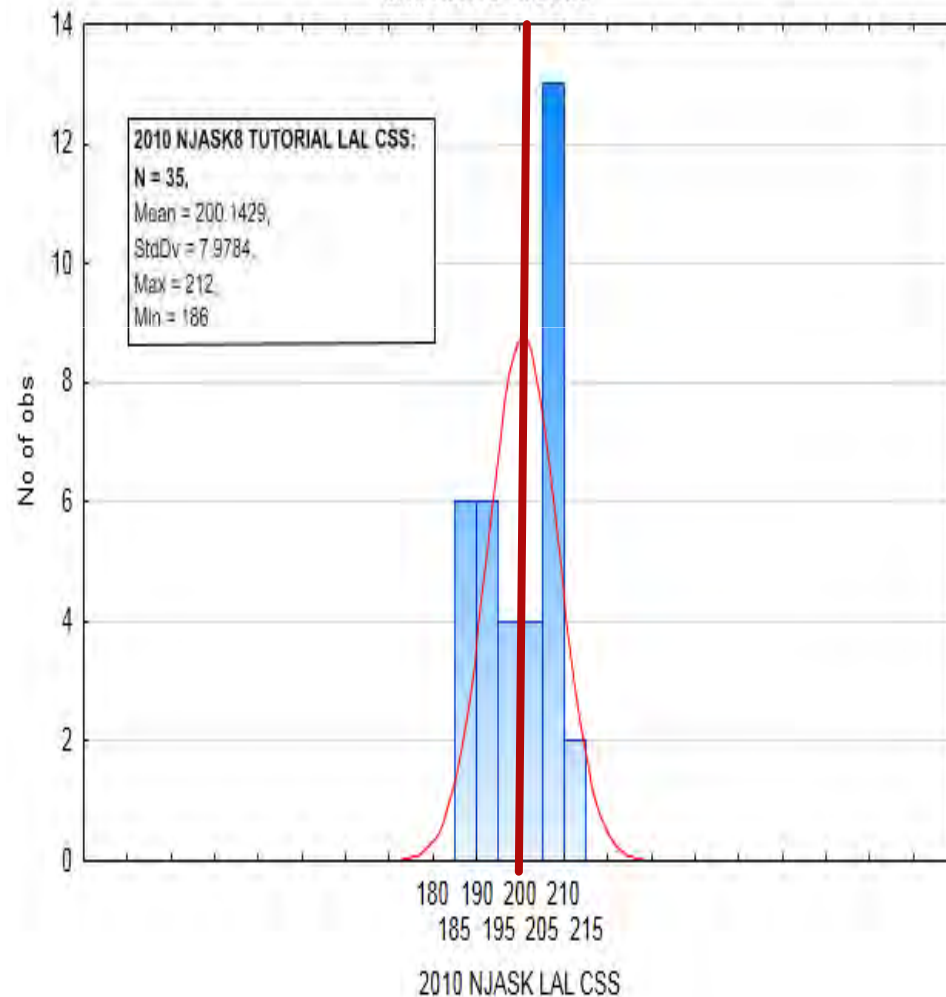


2010 NJASK7 MATH PARTIALLY PROF STUDENTS PERFORMANCE ON THE 2011 NJASK8 MATH

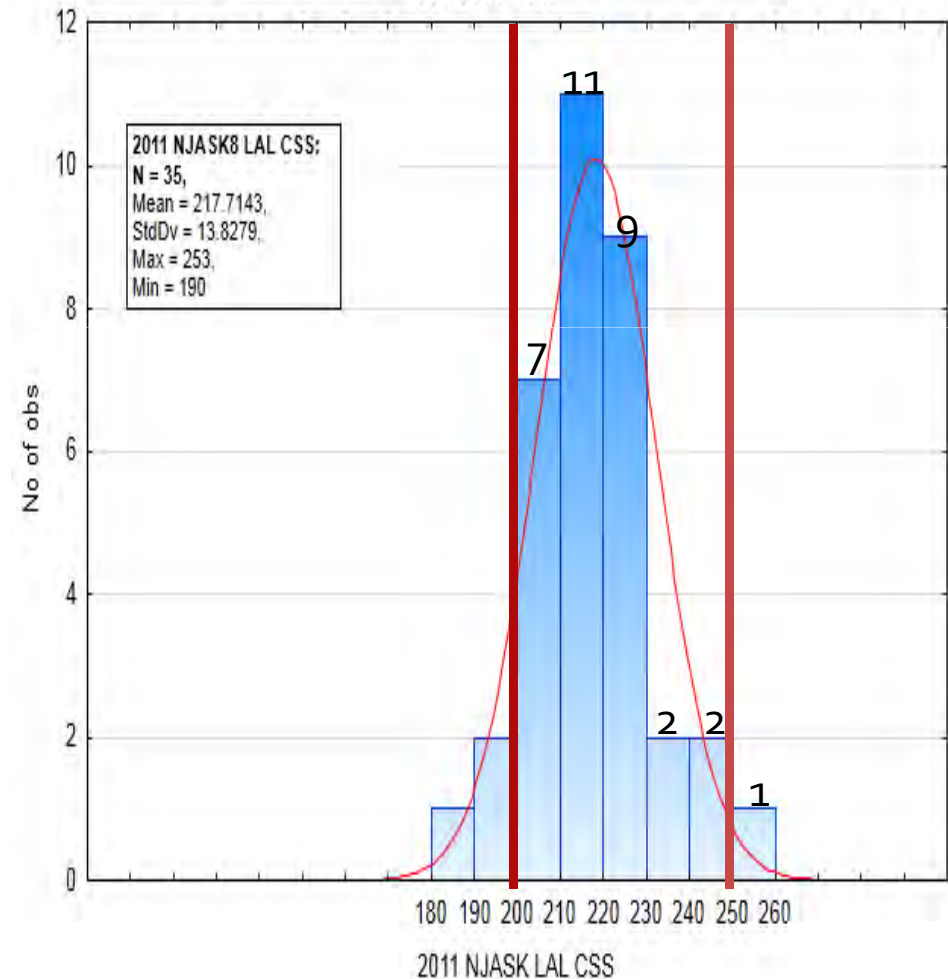


NJASK 8 TUTORIAL STUDENTS' PREFORMANCE ON NJASK7 AND NJASK8 LAL

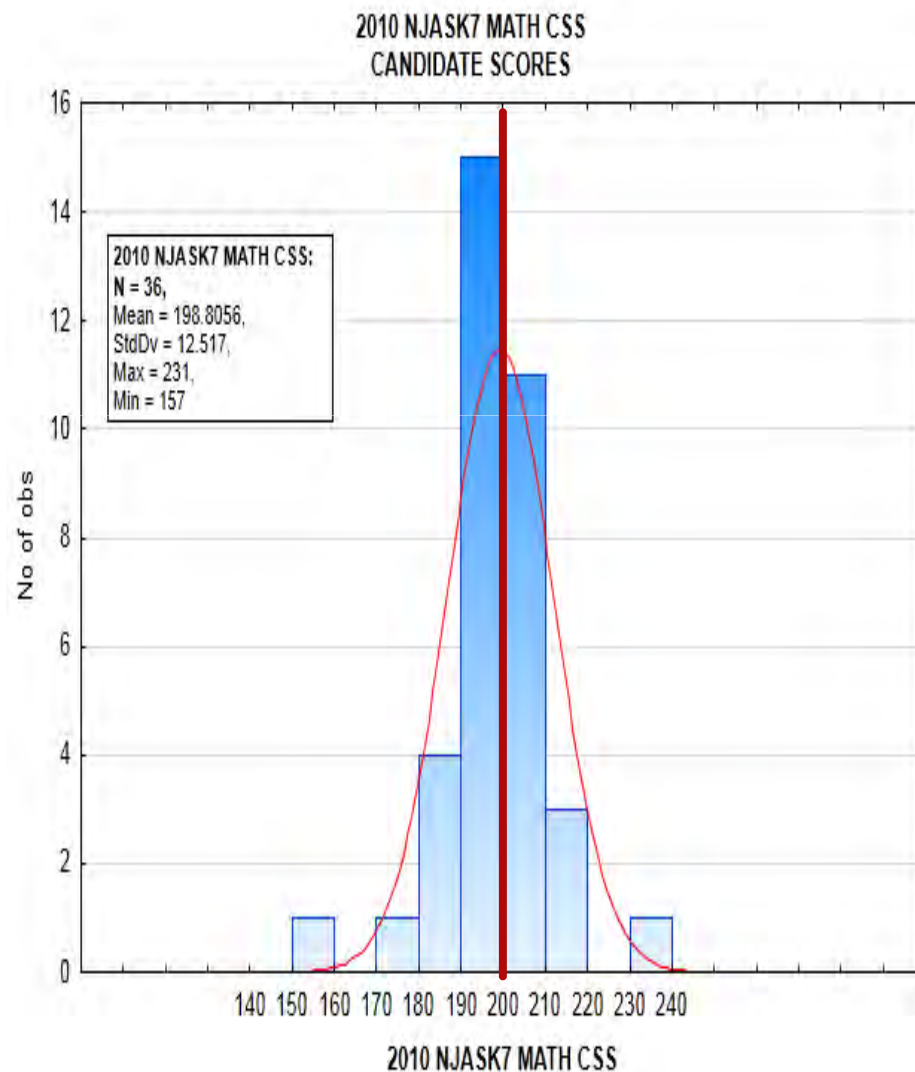
2010 NJASK7 LAL CSS
CANDIDATE SCORES



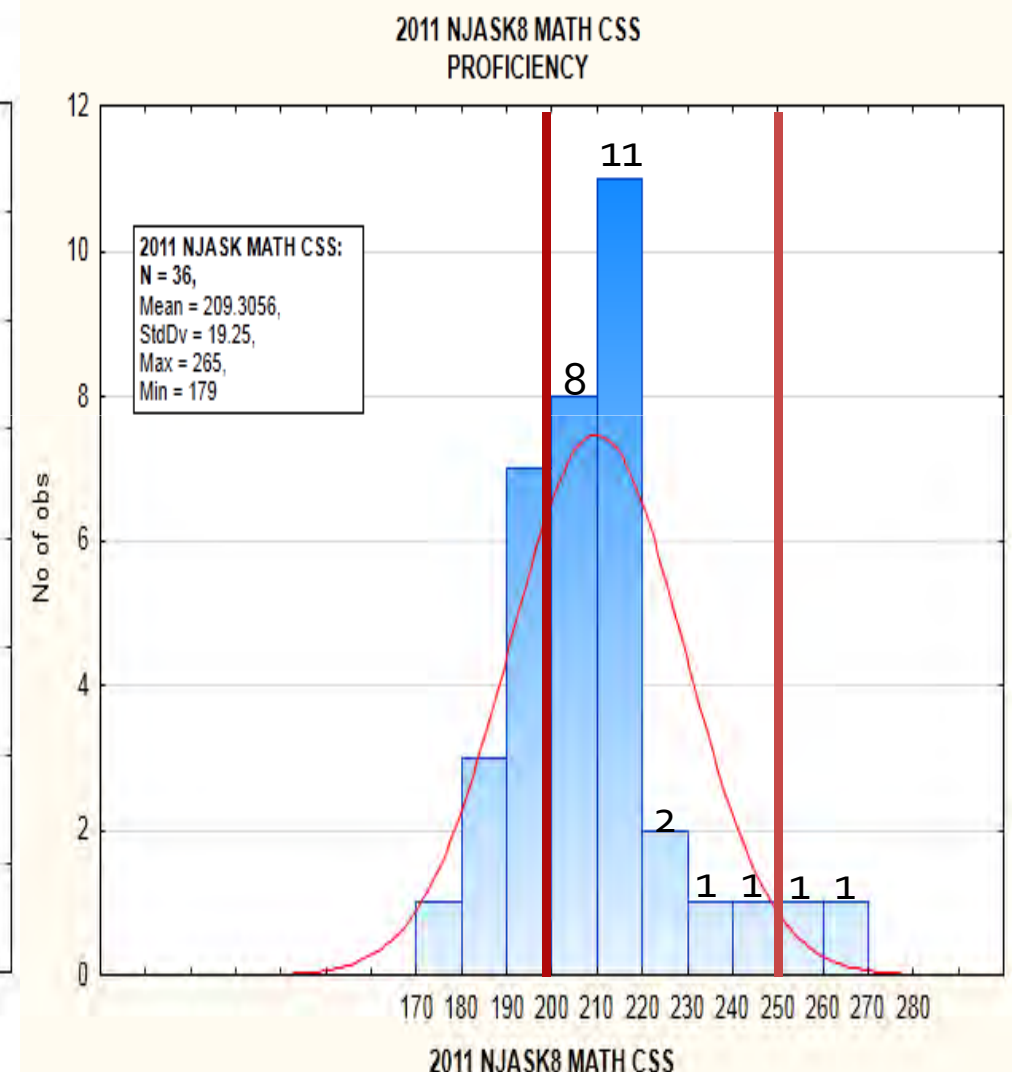
2011 NJASK8 LAL CSS
PROFICIENCY



NJASK 8 TUTORIAL STUDENTS' PREFORMANCE ON NJASK7 AND NJASK8 MATH



INSTRUCTION



Montclair High School Student College and University Attendance by Ethnicity

	1999		2005		2007		2009		2011	
GRADS	338		427		451		426		442	
W	124	86%	180	95%	218	98%	195	95%	225	94%
AA	118	69%	143	82%	157	83%	152	86%	148	91%
H	8	66%	25	73%	16	76%	26	96%	26	96%
A	11	100%	14	93%	10	100%	16	100%	10	100%
Total	261	<div>77%</div>	362	<div>84%</div>	400	<div>87%</div>	389	<div>91%</div>	409	<div>93%</div>

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, Montclair Teachers and Administrators understand 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 2010-2011

Montclair Public School students have demonstrated 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 contributes 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 NJASK 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, and spring 2011 administrations of NJASK.

NJ ASK Adjustment in Proficiency Cut-Point for Grade 3

Grade 3	2008	2009	2011
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 4	2008	2009	2011
Total Points Required for Proficiency	43	59	59
Percent Correct for Proficiency	44	54	54

Table 2

In addition, the benchmark percentage needed for schools to achieve AYP in the area of Language Arts Literacy was also raised in accordance with requirements of the *No Child Left Behind Act of 2001*.

Language Arts Literacy Percent Proficient/Advanced Proficient on NJASK / HSPA needed for AYP

<u>Content Area</u>	<u>Grade Span</u>	<u>2008-2010</u>	<u>2011-2013</u>
Language Arts Literacy	Elementary (Grades 3-5)	59%	79%
	Middle School (Grades 6-8)	72%	86%
	High School (Grade 11)	85%	92%

Table 3

NJASK 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, as noted above. This target moved to 79% for Grades 3-5 in 2011.

- 77.7% of the TOTAL student population at Grade 3 performed at the Proficient/Advanced Proficient level, 1.3% below the new State target.
- 82.2% of the General Education students performed at the Proficient/Advanced Proficient level, 3.2% above the new State target.
- 51.4% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 27.6% below the new state target. It should be noted however that Students with Disabilities performed 20% higher on the NJASK3 in 2011 than the same sub-group performed in 2010.
- 46.4% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 32.6% below the new State target. It should be noted however that Economically Disadvantaged students performed 15.4% higher on the NJASK 3 in 2011 than the same sub-group performed in 2010.
- 54.6% of the African American students performed at the Proficient/Advanced Proficient level, 24.4% below the new State target. It should be noted however that African American students performed 9.6% higher on the NJASK 3 in 2011 than the same sub-group performed in 2010.
- 76.6% of the Hispanic students performed at the Proficient/Advanced Proficient level, 2.6% below the new State target. It should be noted however that Hispanic students performed 10.6% higher on the NJASK3 in 2011 than the same sub-group performed in 2010.

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 in 2009. This target moved to 79% in 2011.

- 73.3% of the TOTAL student population at Grade 4 performed at the Proficient/Advanced Proficient level, 5.7% below the new State target.
- 80.4% of the General Education students performed at the Proficient/Advanced Proficient level, 1.4% above the new State target.
- 46.6% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 32.4% below the new State target. It should be noted however that Students with Disabilities performed 14.6% higher on the NJASK4 in 2011 than the same sub-group performed in 2010.
- 41.7% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 37.3% below the new State target.
- 49.4% of the African American students performed at the Proficient/Advanced Proficient level, 29.6% below the new State target.
- 70.5% of the Hispanic students performed at the Proficient/Advanced Proficient level, 8.5% below the new State target. It should be noted however that Hispanic students performed 7.5% higher on the NJASK4 in 2011 than the same sub-group performed in 2010.

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 in 2009. This target moved to 79% in 2011.

- 78.9% of the TOTAL student population at Grade 5 performed at the Proficient/Advanced Proficient level, which when rounded meets the new State target.
- 87.3% of the General Education students performed at the Proficient/Advanced Proficient level, 8.3% above the new State target.
- 39.6% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 39.4% below the new State target.
- 50.5% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 28.5% below the state target.
- 56% of the African American students performed at the Proficient/Advanced Proficient level, 28.5% below the new State target.
- 89.6% of the Hispanic students performed at the Proficient/Advanced Proficient level, 10.6% above the new State target. It should also be noted that Hispanic students performed 26.6% higher on the NJASK5 in 2011 than the same sub-group performed in 2010.

NJ ASK 6

Grade 6 students continue to show growth, however some groups of students have not achieved proficiency to the level of the new NJ State benchmark percentage of 86%.

- 74.8% of the TOTAL student population at Grade 6 performed at the Proficient/Advanced Proficient level, 11.8% below the new State target.
- 82.6% of the General Education students performed at the Proficient/Advanced Proficient level, 3.4% below the new State target.
- 35.6% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 50.4% below the new State target.
- 52.8% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 33.2% below the new State target.
- 53.8% of the African American students performed at the Proficient/Advanced Proficient level, 32.2% below the new State target.
- 74.4% of the Hispanic students performed at the Proficient/Advanced Proficient level, 11.6% below the new 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 new NJ State benchmark percentage of 86%.

- 77.8% of the TOTAL student population at Grade 7 performed at the Proficient/Advanced Proficient level, 8.2% below the new State target.
- 87.2% of the General Education students performed at the Proficient/Advanced Proficient level, 1.2% above the new State target.
- 27.3% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 58.7% below the state target.
- 43.6% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 42.4% below the new State target.
- 56.4% of the African American students performed at the Proficient/Advanced Proficient level, 29.6% below the new State target.
- 70.6% of the Hispanic students performed at the Proficient/Advanced Proficient level, 15.4% below the State target. It should be noted however that Hispanic students performed 3.6% higher on the NJASK7 in 2011 than the same sub-group performed in 2010.

NJ ASK 8

Grade 8 students continue to show growth, however some groups of students have not achieved proficiency to the level of the new NJ State benchmark percentage of 86%.

- 90.5% of the TOTAL student population at Grade 8 performed at the Proficient/Advanced Proficient level, 4.5% above the new State target.
- 95.1% of the General Education students performed at the Proficient/Advanced Proficient level, 9.1% above the new State target.
- 66.6% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 19.4% below the new State target. It should be noted however that Students with Disabilities performed 4.6% higher on the NJASK8 in 2011 than the same sub-group performed in 2010.

- 77.7% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 8.3% below the new State target.
- 81.8% of the African American students performed at the Proficient/Advanced Proficient level, 4.2% below the new State target.
- 89.4% of the Hispanic students performed at the Proficient/Advanced Proficient level, 3.4% above the new State target.

HSPA

Grade 11 students continue to show growth, however some groups of students have not achieved proficiency to the level of the new NJ State benchmark percentage of 92%.

- 91.4% of the TOTAL student population at Grade 11 performed at the Proficient/Advanced Proficient level, 0.6% below the new State target.
- 97.4% of the General Education students performed at the Proficient/Advanced Proficient level, 5.4% above the new State target.
- 66.2% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 25.8% below the new State target. It should be noted however that Students with Disabilities performed 8.2% higher on the HSPA in 2011 than the same sub-group performed in 2010.
- 80% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 12% below the new State target. It should be noted however that Economically Disadvantaged students performed 7% higher on the HSPA in 2011 than the same sub-group performed in 2010.
- 86.7% of the African American students performed at the Proficient/Advanced Proficient level, 5.3% below the new State target. It should be noted however that African American students performed 8.7% higher on the HSPA in 2011 than the same sub-group performed in 2010.
- 84.4% of the Hispanic students performed at the Proficient/Advanced Proficient level, 7.6% the new State target.

RECOMMENDATIONS

The data generated and the information gained from the NJASK and HSPA will be analyzed and used by teachers and administrators to directly inform instruction. The information provides teachers the means to develop appropriate differentiated instructional 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. To that end, professional development in the use of research-based instructional programs such as DRA2, Learnia, Ramp Up Literacy, Read 180, 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 2011-12 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
2010-2011**

Montclair Public School students have demonstrated 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, professional development provided by a consultant from Stevens Institute of Technology (CEISE). In addition, district Algebra teachers at the middle and high school levels engaged in articulation sessions throughout the 2010-2011 school year. These articulation sessions continue will during the 2011-2012 academic year.

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 2011.

NJ ASK Adjustment in Proficiency Cut-Point for Grade 3

Grade 3	2008	2009	2011
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	2011
Total Points Required for Proficiency	43	50	50
Percent Correct for Proficiency	42	50	50

Table 2

In addition, the benchmark percentage needed for schools to achieve AYP in the area of Mathematics was also raised in accordance with requirements of the *No Child Left Behind Act of 2001*.

Mathematics Percent Proficient/Advanced Proficient on NJASK / HSPA needed for AYP

<u>Content Area</u>	<u>Grade Span</u>	<u>2008-2010</u>	<u>2011-2013</u>
Mathematics	Elementary (Grades 3-5)	66%	83%
	Middle School (Grades 6-8)	61%	80%
	High School (Grade 11)	74%	86%

Table 3

NJASK 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 in 2009. This target moved to 83% in 2011.

- 87.7% of the TOTAL student population at Grade 3 performed at the Proficient/Advanced Proficient level, 4.7% above the new State target.
- 91.2% of the General Education students performed at the Proficient/Advanced Proficient level, 8.2% above the new State target.
- 71.4% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 11.6% below the new State target.
- 62.2% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 20.8% below the new State target. It should be noted however, that Economically Disadvantaged students performed 13.2% higher on the NJASK3 in 2011 than the same sub-group performed in 2010.
- 71% of the African American students performed at the Proficient/Advanced Proficient level, 12% below the new State target. It should be noted however, that African American students performed 8% higher on the NJASK3 in 2011 than the same sub-group performed in 2010.
- 86.7% of the Hispanic students performed at the Proficient/Advanced Proficient level, 3.7% above the new State target. It should also be noted that Hispanic students performed 6.7% higher in 2011 than the same sub-group performed in 2010.

NJASK 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 in 2009. This target moved to 83% in 2011.

- 87.6% of the TOTAL student population at Grade 4 performed at the Proficient/Advanced Proficient level, 4.6% above the new State target. It should also be noted that the TOTAL student population performed 4.6% higher in 2011 than the same group performed in 2010.
- 88.9% of the General Education students performed at the Proficient/Advanced Proficient level, 5.9% above the new State target.
- 83.5% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 0.5% above the new State target. It should also be noted that Students with Disabilities performed 27.5% higher in 2011 than the same group performed in 2010.
- 67.9% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 15.1% below the new State target. It should also be noted that Economically Disadvantaged students performed 13.9% higher in 2011 than the same group performed in 2010.
- 72.7% of the African American students performed at the Proficient/Advanced Proficient level, 10.3% below the new State target. It should be noted however, that African American students performed 5.7% higher in 2011 than the same group performed in 2010.
- 78.7% of the Hispanic students performed at the Proficient/Advanced Proficient level, 4.3% below the new State target. It should also be noted that Hispanic students performed 9.7% higher in 2011 than the same group performed in 2010.

NJ ASK 5

Grade 5 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 in 2009. This target moved to 83% in 2011.

- 90.8% of the TOTAL student population at Grade 5 performed at the Proficient/Advanced Proficient level, 7.8% above the new State target.
- 94.6% of the General Education students performed at the Proficient/Advanced Proficient level, 11.6% above the new State target.
- 72.8% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 10.2% below the new State target. However, it should be noted that Students with Disabilities performed 2.8% higher in 2011 than the same sub-group performed in 2010.
- 74.2% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 8.8% below the new State target. It should be noted however that Economically Disadvantaged Students performed 6.2% higher in 2011 than the same sub-group performed in 2010.
- 80.2% of the African American students performed at the Proficient/Advanced Proficient level, 2.8% below the new State target.
- 89.7% of the Hispanic students performed at the Proficient/Advanced Proficient level, 6.7% above the new State target. It should also be noted that Hispanic students performed 6.7% higher in 2011 than the same sub-group performed in 2010.

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 New Jersey state benchmark percentage of 80%. (see table 3, p. 8)

- 82.2% of the TOTAL student population at Grade 6 performed at the Proficient/Advanced Proficient level, 2.2% above the new State target.
- 91.7% of the General Education students performed at the Proficient/Advanced Proficient level, 11.7% above the new State target.
- 37.9% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 42.1% below the new State target.
- 59.8% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 20.2% below the new State target.
- 66.6% of the African American students performed at the Proficient/Advanced Proficient level, 13.4% below the new State target. It should be noted however that African American students performed 5.6% higher in 2011 than the same sub-group performed in 2010.
- 74.3% of the Hispanic students performed at the Proficient/Advanced Proficient level, 5.7% below the new 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 New Jersey state benchmark percentage of 80%. (see table 3, p. 8)

- 71.7% of the TOTAL student population at Grade 7 performed at the Proficient/Advanced Proficient level, 8.3% below the new State target.
- 79.1% of the General Education students performed at the Proficient/Advanced Proficient level, 0.9% below the new State target.
- 31.2% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 48.8% below the new State target.
- 40.4% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 39.6% below the new State target.
- 51.9% of the African American students performed at the Proficient/Advanced Proficient level, 28.1% below the new State target.
- 64.8% of the Hispanic students performed at the Proficient/Advanced Proficient level, 15.2% below the new 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 New Jersey state benchmark percentage of 80%. (see table 3, p. 8)

- 80.7% of the TOTAL student population at Grade 8 performed at the Proficient/Advanced Proficient level, 0.7% above the new State target. It should also be noted that the TOTAL population of Grade 8 students performed 7.7% higher in 2011 than the same group performed in 2010.

- 88% of the General Education students performed at the Proficient/Advanced Proficient level, 8% above the State target. It should also be noted that General Education students performed 5% higher in 2011 than the same sub-group performed in 2010.
- 41.1% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 38.9% below the new State target. It should be noted however that Students with Disabilities performed 9.1% higher in 2011 than the same sub-group performed in 2010.
- 57.4% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 22.6% below the new State target. It should be noted however, that Economically Disadvantaged students performed 17.4% higher in 2011 than the same sub-group performed in 2010.
- 66.5% of the African American students performed at the Proficient/Advanced Proficient level, 13.5% below the new State target. It should be noted however, that African American students performed 14.5% higher in 2011 than the same sub-group performed in 2010.
- 63.1% of the Hispanic students performed at the Proficient/Advanced Proficient level, 16.9% below the new 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 new NJ State benchmark percentage of 86%. (see table 3, p. 8)

- 78.1% of the TOTAL student population at Grade 11 performed at the Proficient/Advanced Proficient level, 7.9% below the new State target.
- 86.1% of the General Education students performed at the Proficient/Advanced Proficient level, meeting the new State target.
- 39.3% of the Students with Disabilities performed at the Proficient/Advanced Proficient level, 46.7% below the new State target. It should be noted however, that Students with Disabilities performed 11.3% higher in 2011 than the same sub-group performed in 2010.
- 52% of the Economically Disadvantaged Students performed at the Proficient/Advanced Proficient level, 34% below the new State target. It should be noted however that Economically Disadvantaged students performed 16% higher in 2011 than the same sub-group performed in 2010.
- 59.2% of the African American students performed at the Proficient/Advanced Proficient level, 26.8% below the new State target. It should be noted however, that African American students performed 6.2% higher in 2011 than the same sub-group performed in 2010.
- 62.5% of the Hispanic students performed at the Proficient/Advanced Proficient level, 23.5% below the new State target.

RECOMMENDATIONS

The data generated and the information gained from the NJASK and HSPA, should be analyzed by teachers and administrators to directly inform instruction. The information provides teachers the means to develop appropriate differentiated instructional 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.