

South Plainfield Public Schools
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District Testing Report
2010 – 2011

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Overview of the Testing Procedure

South Plainfield's testing program includes mandated state tests required by the New Jersey Department of Education. The New Jersey Core Curriculum Content Standards (NJCCCS) were first adopted in 1996, revised in 2004 and again in 2009. The district is working on revising the curriculum by instituting the new Common Core State Standards in Math and Language Arts. In order to determine whether all students were making satisfactory progress, a system of state assessments for grades 3 – 8 and 11 has been developed. All of the state assessments measure achievement of standards in language arts literacy and mathematics. The fourth and eighth grade tests also assess achievement of standards in science. In addition, the state has implemented End of Course (EOC) assessments in Algebra I which will be operational with the 2011 testing, Algebra II which is still in its piloting status, and Biology which will be operational in 2011.

The language arts literacy sections include multiple choice questions and open-ended questions that require written responses. Students are presented with reading passages and then answer related comprehension questions. The writing component requires students to respond to prompts that might include a picture, a poem, and a speculative or persuasive essay topic.

The mathematics sections also include multiple choice and open-ended questions that assess students' knowledge in these areas: number sense, operations, estimation, geometry, measurement, data analysis, probability, algebra and discrete math.

The science section measures knowledge and skills in three content clusters: life science, physical science and earth science. The science section includes multiple choice and open-ended questions.

Test data is given in each of the content areas for all students. With the advent of the No Child Left Behind Act of 2002 (NCLB), the federal government required that all the test data be disaggregated into subgroups. Those subgroups include students with disabilities, limited English proficient students, ethnicity (White, African American, Asian, Pacific Islander, American Indian/Alaskan Native and Hispanic) and economically disadvantaged.

The NCLB legislation uses the phrase adequate yearly progress (AYP) to refer to the benchmarks that schools must attain in any given year to meet state assessment standards. The number indicates the percent of all students and all subgroups that must fall into the proficient or advanced proficient categories for each test.

AYP Results

The calculation of the district's AYP results is a complex process that involves student mobility, amount of time in the district, participation rate and minimum subgroup sizes. Grade levels are aggregated in this way: participation data for grades 3 and 4 are combined and data for grades 7 and 8 are combined. Data for grade 5 (considered elementary) and grade 6 (considered middle school) are calculated separately, as is the data for grade 11. Each grade span is responsible for meeting 40 indicators. Of the 40, 20 involve participation rate, 10 the language arts literacy section of the test, 10 the mathematics section of the test and one is a secondary measure (attendance rate for elementary and middle schools & graduation rate for high school).

In some subgroups the status of “Safe Harbor” was reached. The “Safe Harbor” provision give schools credit for making significant progress, even if they missed one or more proficiency targets. If a school reduces the number of students below proficient by at least 10% from the prior year the school can still make AYP.

GRADE SPAN	MET AYP BENCHMARKS?	Indicators Met
SPHS: HSPA – Grade 11	No	39 out of 40
SPMS: NJASK– Grades 7 & 8	NO Year 3 SINI	35 out of 40
Grant School: NJASK – Grade 6	NO Year 5 SINI	39 out of 40
Grant School: NJASK – Grade 5	NO Year 5 SINI	38 out of 40
Franklin School: NJASK – Grades 3 & 4	YES Still Year 2 SINI	40 out of 40
Kennedy School: NJASK – Grades 3 & 4	YES	40 out of 40
Riley School: NJASK – Grades 3 & 4	YES	40 out of 40
Roosevelt School: NJASK – Grades 3 & 4	NO	39 out of 40

Interpretation of AYP chart:

It should first be noted that the passing threshold for AYP assessment has been revised as per the 2011 assessments.

	<u>Lang Arts</u>	<u>Math</u>
Grades 3-5	73% to 86%	69% to 84%
Grades 6-8	72% to 86%	61% to 80%
Grade 11	85% to 92%	74% to 86%

(In 2014 the passing threshold will be raised to 100% in both content areas in all grade levels.)

High School: The Total Students, White, African American, Asian/Pacific Islander, Economically Disadvantaged and Hispanic subgroups met the 2011 AYP benchmarks in language arts. The Students with Disabilities subgroup made Safe Harbor in Mathematics Disadvantaged, while the

African American subgroup did not make AYP in math. Consequently, the high school did not make AYP.

Middle School: The Total Students, Students with Disabilities, LEP and African American subgroups did not make AYP in Language Arts. Economically Disadvantaged made Safe Harbor in Language Arts. In mathematics the total population, Economically Disadvantaged and African American made Safe Harbor, but Students with disabilities did not. The school is in year three of SINI status.

Grant School: Grade 6: Grant School made AYP or Safe Harbor in all areas except Hispanic in language Arts.

Grade 5: All subgroups made AYP in mathematics. In the Language Arts domain the Total Population and the white subgroup did not make AYP.

Grant School is in year 5 of SINI status.

Roosevelt School: Made AYP or Safe Harbor in all subgroups except Economically Disadvantaged in mathematics.

Kennedy, Riley and Franklin made AYP in all subgroups. **Franklin** made AYP in the subgroup of White in both math and Language Arts Literacy. The Total Population made AYP in Math, but not in Language Arts Literacy. Economically disadvantaged made AYP in math and made Safe Harbor in Language Arts Literacy.

High School Proficiency Assessment (HSPA)

In grade eleven, students must take the High School Proficiency Assessment (HSPA). The HSPA replaced the High School Proficiency Test (HSPT), which was administered from 1993-2001. Students have three chances to pass all sections of the HSPA in order to obtain a diploma.

Longitudinal Data for HSPA

YEAR	LANGUAGE ARTS LITERACY				MATHEMATICS			
	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %
2011	294	6.5	77.0	16.5	294	21.1	56.8	22.1
2010	307	9.2	83.7	7.2	307	25.1	52.1	22.8
2009	307	11.5	83.3	5.2	307	21.0	61.0	18.0
2008	289	12.2	71.7	16.1	289	21.1	51.9	27.0
2007	280	9.3	74.6	16.1	279	20.1	57.7	22.2
2006	290	5.5	77.6	16.9	290	13.1	59.3	27.6

The longitudinal data indicates that there has been an increase in the percent passing in mathematics in 2011 as compared to 2010 (+4%). In addition the language arts passing percentage has increased from 90.9% to 93.5% (+2.6%), including a significant increase in the Advanced Proficient category of 9.3%.

2011 Comparison: Language Arts

	% Partial Proficient	% Proficient	% Advanced Proficient	Total % “passed”
South Plainfield	6.5	77.0	16.5	93.5
State	10.5	68.8	20.8	89.6
DFG FG	7.2	72.8	20.0	92.8

2011 Comparison: Mathematics

	% Partial Proficient	% Proficient	% Advanced Proficient	Total % “passed”
South Plainfield	21.1	56.8	22.1	78.9
State	24.8	49.9	25.3	75.2
DFG FG	21.3	54.9	23.8	78.7

The high school scored at a higher level than the State and common DFG districts in both language arts and math.

Dr. Pedersen (Principal) and Elaine Gallo (Director of Guidance) will implement the following:

Continue the integration of HSPA concepts into the daily instruction program across all curricula to maintain/improve student scores;

- (1) Instructional techniques would continue to be implemented in reading, writing, and math across the curriculum. Continue to schedule HSPA prep classes and the Algebra I double periods. The continued use or implementation of calculators, manipulative devices, and illustrations will be incorporated into math teachers’ daily instruction.
- (2) The Special Education Department will review their student testing pool to ensure that students receive the instructional techniques and developmental curriculum to prepare them for the HSPA Language Arts and Mathematics tests.
- (3) Varied instructional methodology will be applied to improve student scores from the Proficient category to the Advanced Proficient category. For example, the implementation of non-standard forms of assessment, such as academic prompts and performance tasks will replace the typical forms of assessment (quizzes and tests). These forms of assessment are more likely to lead to greater understanding and long-term retention.
- (4) With the recent change in the HSPA Language Arts writing test protocols, the details of the testing changes must be obtained and shared with the entire High School faculty;
- (5) Research statistically validated technologies that can be integrated into our curriculum. This research can be done by teachers, team leaders, and administrators.
- (6) Enrichment Programs, closer scrutiny of lesson plans and walk-throughs are among the new techniques to be implemented in the instructional program and supervisory procedure.
- (7) Variations of scheduling will be explored under the advisement of consultant, Elliott Merenbloom.

NJASK 8

In grade eight, students take the NJASK 8. The NJASK replaced the Grade Eight Proficiency Assessment (GEPA), which was given to eighth graders through 2007. The NJASK is not tied to promotion to grade nine but is designed to give the district, students and the family feedback about student progress in achieving state standards. The assessment is also used by the school to determine strengths and weaknesses of the district programs and as one of the criteria for placing students in English and mathematics courses at the High School.

Longitudinal Data for NJASK 8

YEAR	LANGUAGE ARTS LITERACY				MATHEMATICS			
	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %
2011	306	11.8	69.7	18.4	306	24.7	49.7	25.7
2010	283	8.2	73.2	18.6	283	30.3	46.2	23.5
2009	307	7.9	82.3	9.8	307	22.6	52.5	24.9
2008	311	14.4	79.1	6.5	311	24.8	43.0	32.2

The longitudinal data indicates that there has been a decrease in students passing in language arts of 3.7%. In math, however, the number of students who passed increased by 5.7%. In addition the Advanced Proficient results in math indicate a 2.2% increase.

2011	SCIENCE			
	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %
South Plainfield	306	9.8	55.7	34.4
State	104,506	18.8	51.9	29.3
DFG/FG	13,742	13.4	55.8	30.8

Grade 8 science scores indicate that our students performed well with over 30% scoring in the advanced proficient category.

2011 Comparison: Grade 8 NJASK - Language Arts

	% Partial Proficient	% Proficient	% Advanced Proficient	Total % "passed"
South Plainfield	11.8	69.7	18.4	88.1
State	17.8	63.0	19.1	82.1
DFG FG	13.0	67.9	19.1	87

2011 Comparison: Grade 8 NJASK – Mathematics

	% Partial Proficient	% Proficient	% Advanced Proficient	Total % “passed”
South Plainfield	24.7	49.7	25.7	75.4
State	28.5	41.1	30.4	71.5
DFG FG	25.6	45.0	29.4	74.4

In grade 8 of the Middle School students scored at a higher level than the State and common DFG districts in both language arts and math.

New Jersey Assessment of Skills and Knowledge

In grades five through seven, students must take the New Jersey Assessment of Skills and Knowledge. These assessments are used for informational purposes rather than promotion and retention. The NJASK8 and NJASK 7 scores are combined to determine AYP.

Longitudinal Data for NJASK 7

YEAR	LANGUAGE ARTS LITERACY				MATHEMATICS			
	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %
2011	283	30.5	59.1	10.4	283	25.9	46.1	28.0
2010	301	24.2	63.0	12.8	301	31.7	43.7	24.7
2009	289	22.8	61.8	15.4	289	34.0	44.8	21.2
2008	317	28.7	62.1	9.2	317	29.7	51.1	19.2
2007	297	12.8	75.8	11.4	297	21.5	63.0	15.5
2006	308	15.1	78.9	5.9	308	27.7	59.4	12.9

There was a 5.7% increase in math scores, however language arts scores decreased by 6.3%.

2011 Comparison Grade 7 NJ ASK - Language Arts

	% Partial Proficient	% Proficient	% Advanced Proficient	Total % “passed”
South Plainfield	30.5	59.1	10.4	69.5
State	36.7	51.0	12.3	63.3
DFG FG	29.9	57.9	12.2	70.1

2011 Comparison Grade 7 NJ ASK – Mathematics

	% Partial Proficient	% Proficient	% Advanced Proficient	Total % “passed”
South Plainfield	25.9	46.1	28.0	74.1
State	34.3	41.4	24.3	65.7
DFG FG	30.3	45.6	24.1	69.7

In grade 7 students scored at a higher level than the state and DFG totals in mathematics. In Language Arts they exceeded the state level, but fell under the DFG passing threshold.

Mr. Hajduk has implemented the following Action Plan for Language Arts:

- Homework Club 2:30-3:00 PM after school 4 days a week;
- NJ ASK prep courses after school for targeted 7th and 8th grade students;
- BSI instruction during the instructional day for students not passing the previous year.
- Revising the language arts instruction to integrate all components into a single period each day.
- Professional Development for educators.
- All teachers will emphasize Language Arts “Do Now’s” on a daily basis;
- Guidance department meeting with at risk students on a regular basis;
- Required summer reading;
- Continual reminders of the Breakfast program before school to ensure that all students have the opportunity to begin the school day with adequate nutritional breakfast;
- Data analysis of common assessments of all students during monthly department meetings.

Mr. Hajduk has implemented the following Action Plan for math:

- Mathematics Basic Skills Diagnostic Test will measure deficiencies. Students scoring low will be highly recommended to attend a special class after school twice a week;
- Homework club 2:30-3:00 PM 4 days a week;
- NJ ASK prep course in the a.m. for approximately 80 eighth grade targeted students;
- Professional Development for educators; The RIISA (Rutgers Institute for Improving Student Achievement) program will aid the staff of the Middle School to continue to improve scores;
- Two Math periods for students at risk, not back to back classes;
- BSI instruction during the instructional day for students not passing the previous year.
- Regular meetings with the entire Math department grades 7 and 8 to ensure that the curriculum is aligned, followed, and understood. These meetings will continue to incorporate the Professional Learning Community model begun last school year;
- Continual reminders of the Breakfast program before school to ensure that all students have the opportunity to begin the school day with adequate nutritional breakfast;
- Data analysis of common assessments of all students during monthly department meetings.

Longitudinal Data for NJASK 6

YEAR	LANGUAGE ARTS LITERACY				MATHEMATICS			
	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %
2011	272	27.0	64.9	7.1	272	14.6	45.7	39.7
2010	279	29.5	64.7	5.8	279	19.8	53.6	26.6
2009	294	29.4	68.9	1.7	294	23.5	45.7	30.7
2008	287	48.2	51.8	0.0	287	21.8	57.7	20.4
2007	312	21.8	71.8	6.4	311	14.1	64.3	21.5
2006	294	21.1	74.1	4.8	296	15.9	59.1	25.0

Grade 6 students have increased their passing totals by 1.5% in language arts and 5.2% in mathematics. There has also been an increase in the Advanced Proficient score of 1.3% in language arts and **13.1% in math**.

2011 Comparison: Grade 6 NJ ASK - Language Arts

	% Partial Proficient	% Proficient	% Advanced Proficient	Total % "passed"
South Plainfield	27.0	64.9	7.1	72
State	33.3	57.4	7.3	64.7
DFG FG	27.5	64.9	7.6	72.5

2011 Comparison Grade 6 NJ ASK – Mathematics

	% Partial Proficient	% Proficient	% Advanced Proficient	Total % "passed"
South Plainfield	14.6	45.7	39.7	85.4
State	22.7	49.8	27.6	77.4
DFG FG	19.1	52.0	28.9	80.9

Grade 6 students passed the language arts and math sections of the NJ ASK at a far greater percentage than those across the state or in common DFG districts.

Longitudinal Data for NJASK 5

YEAR	LANGUAGE ARTS LITERACY				MATHEMATICS			
	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %
2011	278	27.0	58.3	2.9	272	14.6	49.1	40.1
2010	269	33.7	59.9	6.4	269	19.5	42.1	38.3
2009	283	30.5	61.3	8.2	283	17.1	54.1	28.8
2008	287	44.8	53.5	1.7	287	18.5	57.5	24.0
2007	275	7.6	81.5	10.9	274	12.8	65.7	21.5
2006	309	11.0	84.8	4.2	309	10.6	60.6	28.7

The longitudinal data indicate that 5th grade students improved their passing rates in math by 8.8%. Language arts decreased by 5.1%.

2011 Comparison Grade 5 NJ ASK - Language Arts

	% Partial Proficient	% Proficient	% Advanced Proficient	Total % “passed”
South Plainfield	38.8	58.3	2.9	61.2
State	39.1	54.8	6.1	60.9
DFG FG	32.2	62.3	5.5	67.8

2011 Comparison: Grade 5 NJ ASK – Mathematics

	% Partial Proficient	% Proficient	% Advanced Proficient	Total % “passed”
South Plainfield	10.8	49.1	40.1	89.2
State	19.4	41.1	39.5	80.6
DFG FG	15.3	44.3	40.4	84.7

Grade 5 language arts passing scores exceeded the state in language Arts slightly, but was below DFG results in that area. In math the South Plainfield grade 5 students surpassed the passing totals of state and DFG grade 5 students.

Mr. Whalen was the principal of Grant School in 2010-11. He has moved to Riley School, and been replaced by Mrs. Decker-Lorys. She will continue the initiatives begun by Mr. Whalen and his Asst. Principal, Mr. Richkus.

- All students were required to participate in the South Plainfield Public Library’s Summer Reading Club;
- Carefully monitor students in basic skills classes;
- Establish Basic Skills classes for all “at risk” students during the regular school day.
- Include special services students where appropriate.
- Create common planning time for staff.
- Students will use rubrics to assess quality of student work in reading and writing;
- Continue to in-service staff or workshops on current best practices that reflect the NJ Core Curriculum Content Standards in reading and writing and the NJASK;
- Continue with an after school Language Arts/Literacy program to prepare students for the 2010-2011 NJASK;
- Continue professional development for all teachers to reinforce and extend the concept of writing across the curriculum;
- Teacher and administrators will work more closely to align the language art/literacy curriculum with the NJCCCS and the NJASK;
- Continue to provide Supplemental Educational Services (SES) to students that qualify;
- Continue the use a Study Island to supplement classroom instruction;

Mr. Whalen, Principal of Grant School, has implemented the following Action Plan to improve scores in math:

- Expectations for student achievement will be raised by emphasizing independent practice, careful monitoring to ensure that all students work accepted is reflective of a good effort, homework assignments that challenge application of subject matter and critical thinking skills and assessments that measure the independent mastery of subject matter and are accurately reflected in grades;
- Carefully monitor students in basic skills classes;
- Establish Basic Skills classes for all “at risk” students during the regular school day.
- Include special services students where appropriate.
- Create common planning time for staff.
- Begin math portfolios for students.
- Continue to in-service staff on current best practices that reflect the NJ Core Curriculum Content Standards in mathematics and the NJASK;
- Develop an after school Mathematics program to prepare students for the 2010-2011 NJASK;
- Implementation of Study Island to supplement classroom instruction;
- Continue to provide SES to students that qualify.

**NJ ASK Grades Three and Four
District Longitudinal Data for NJASK 4**

YEAR	LANGUAGE ARTS LITERACY				MATHEMATICS			
	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %
2011	266	30.3	64.0	5.7	266	9.5	44.3	46.2
2010	277	45.8	46.6	7.6	277	13.0	51.6	35.4
2009	265	37.1	58.3	4.5	265	17.7	51.7	30.6
2008	284	14.5	84.8	0.7	284	9.5	51.8	38.7
2007	286	15.5	81.7	2.8	286	8.4	43.9	47.7
2006	272	10.5	88.8	0.7	272	3.8	40.6	55.6

The longitudinal data demonstrate that 4th grade scores in the area of Language Arts increased By 15.5%. A new K- 6 writing program has been implemented. Teachers are also piloting a new reading program. In the area of mathematics, improvement is also shown (+3.5). The 2010 science data indicate that our grade 4 students did extremely well with 54.5 % scoring Advanced Proficient.

Science	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %	Total % “passed”
South Plainfield	266	5.3	29.0	65.6	94.6
State	103,338	10.0	42.3	47.7	90
DFGFG	12,401	6.4	39.1	55.5	94.6

2011 Comparison: Grade 4 NJASK -- Language Arts

	% Partial Proficient	% Proficient	% Advanced Proficient	Total % “passed”
South Plainfield	30.3	64.0	5.7	69.7
State	37.3	55.5	7.2	62.7
DFG FG	30.4	62.0	7.6	69.6

District-wide the grade 4 students exceeded the state results and compared favorably to DFG results.

2011 Comparison: Grade 4 NJASK – Mathematics

	% Partial Proficient	% Proficient	% Advanced Proficient	Total % “passed”
South Plainfield	9.5	44.3	46.2	90.5
State	20.7	47.2	32.1	79.3
DFG FG	16.3	49.8	33.8	83.6

District wide the grade 4 students **far exceeded the results at the state (+11.2%) and DFG (+6.9%)** levels.

Franklin

YEAR	LANGUAGE ARTS LITERACY				MATHEMATICS			
	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %
2011	68	43.3	52.2	4.5	68	10.4	52.7	26.9
2010	90	66.7	32.2	1.1	90	18.9	64.4	16.7
2009	72	59.7	40.3	0.0	72	29.2	59.7	11.1

Franklin School results in math showed a **huge increase of 23.4% in language arts**, and a slight decrease of 1.5% in math.

Kennedy

YEAR	LANGUAGE ARTS LITERACY				MATHEMATICS			
	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %
2011	43	11.9	81.0	7.1	43	4.8	31.0	64.3
2010	43	34.9	53.5	11.6	43	11.6	34.9	53.5
2009	63	27.4	61.3	11.3	63	12.7	46.0	41.3

Kennedy School increased its grade 4 passing rate by **23% in language arts and 6.9% in math**.

Riley

YEAR	LANGUAGE ARTS LITERACY				MATHEMATICS			
	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %
2011	83	21.0	72.8	6.2	83	2.5	37.0	60.5
2010	64	40.6	54.7	4.7	64	6.3	50.0	43.8
2009	62	30.6	64.5	4.8	52	11.3	46.8	41.9

Riley School grade 4 students’ passing levels increased by **19.6% in language arts and 3.7% in math.**

Roosevelt

YEAR	LANGUAGE ARTS LITERACY				MATHEMATICS			
	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %
2011	72	39.4	54.9	5.6	72	19.4	43.1	37.5
2010	80	32.5	52.5	15.0	80	12.5	47.5	40.0
2009	68	27.9	69.1	2.9	68	16.2	52.9	30.9

Roosevelt School results declined in both language arts (-7%) and math (-6.9%)

District Longitudinal Data for NJASK 3

YEAR	LANGUAGE ARTS LITERACY				MATHEMATICS			
	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %
2011	248	26.7	63.8	9.5	248	17.6	46.9	35.5
2010	257	39.6	56.9	3.5	257	18.4	49.0	32.5
2009	267	32.0	65.4	2.6	267	23.2	47.9	28.8
2008	266	8.7	87.1	4.2	266	11.0	57.2	31.8
2007	284	11.3	83.8	4.9	287	10.5	60.6	28.9
2006	279	13.6	85.7	0.7	279	6.5	64.5	29.0
2005	257	9.7	84.4	5.8	261	13.8	58.2	28.0

District longitudinal data demonstrates that 3rd grade scores increased in both areas of **Language Arts (12.9%)** and math (.9%).

Comparison: Grade 3 NJASK - Language Arts

	% Partial Proficient	% Proficient	% Advanced Proficient	Total % “passed”
South Plainfield	26.7	63.8	9.5	73.3
State	37.0	55.8	7.2	63
DFG FG	30.3	62.5	7.2	69.7

District language arts scores in grade 3 **far surpassed the state levels (+10.3%)** and exceeded the DFG level by 3.6%.

Comparison: Grade 3 NJASK – Mathematics

	% Partial Proficient	% Proficient	% Advanced Proficient	Total % “passed”
South Plainfield	17.6	46.9	35.5	82.4
State	21.1	40.5	38.4	78.9
DFG FG	15.7	42.8	41.6	84.4

Math results **exceeded the state level by 3.5%**, but fell below the DFG scores by 5.5%.

The elementary Principals have continued to follow an Action Plan to improve Language Arts:

- On-going opportunities for students to write to a given prompt and to self-evaluate and/or provide feedback using the New Jersey Registered Holistic Scoring Rubric;
- Continue to support and encourage our new writing program *Being a Writer* by making sure the teachers have the resources they need and facilitate opportunities for teacher reflection, discussion and planning;
- NJASK Preparation classes will be available for third and fourth grade students that require extra help in language arts, so they are able to reach the proficiency level on the NJASK;
- Study Island – Implementation of grade level, content specific contests to encourage use at home in addition to the classroom;
- Professional Learning Communities- Continue professional development by creating and maintaining a positive culture of Collaborative Professional Learning;
- Carefully monitor students in basic skills classes;
- Teachers will provide specific targeted needs instruction to small groups of students identified with NJASK scores between 180 and 210 to ensure continued success;
- Grade level collaboration to compare progress and revise plans as indicted by response to intervention and assessments;
- Staff collaboration focusing on commonalities that cut across grades and subjects (i.e. recurring themes or concerns);
- Teachers will continue to use NJASK preparation materials in third and fourth grade classes.
- Writing portfolios
- Align special education instruction to the NJCCCS

The elementary Principals have written the following Action Plan to improve mathematics:

- On-going opportunities for students to answer open-ended (OE) questions providing feedback using the Mathematics Scoring Guide;
- NJASK Preparation classes will be available for third and fourth grade students that require extra help, so they are able to reach the proficiency level on the NJASK;
- Study Island - Implementation of grade level, content specific contests to encourage use at home in addition to the classroom;
- Professional Learning Communities- Continue professional development by creating and maintaining a positive culture of Collaborative Professional Learning;
- Carefully monitor students in basic skills classes;
- Grade level collaboration to compare progress and revise plans as indicted by response to intervention and assessments;
- Staff collaboration focusing on commonalities that cut across grades and subjects (i.e. recurring themes or concerns);
- Teachers will continue to use NJASK preparation materials in third and fourth grade classes.
- Align special education programs to the NJCCCS

Franklin – Grade 3

YEAR	LANGUAGE ARTS LITERACY				MATHEMATICS			
	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %
2011	51	16.0	70.0	14.0	51	5.9	51.0	43.1
2010	57	33.3	63.2	3.5	57	21.1	52.6	26.3
2009	91	39.6	59.3	1.1	91	30.8	48.4	20.9

Franklin School grade 3 scores **increased significantly in language arts (+17.3%) and math (+15.2%)**

Kennedy – Grade 3

YEAR	LANGUAGE ARTS LITERACY				MATHEMATICS			
	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %
2011	52	25.5	64.7	9.8	52	13.5	51.9	34.6
2010	44	36.4	56.8	6.8	44	18.2	43.2	38.6
2009	46	37.0	56.5	6.5	46	19.6	52.2	28.3

Kennedy School grade 3 scores also **increased in both language arts (+10.9%) and math (+4.7%)**

Riley – Grade 3

YEAR	LANGUAGE ARTS LITERACY				MATHEMATICS			
	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %
2011	66	22.2	68.3	9.5	66	20.6	54.0	25.4
2010	79	46.2	52.6	1.3	79	14.1	52.6	33.3
2009	61	31.1	68.9	0.0	61	29.5	47.5	23.0

Riley School grade 3 students' scores **increased in language arts by 24%, and in math by 6.5%**

Roosevelt – Grade 3

YEAR	LANGUAGE ARTS LITERACY				MATHEMATICS			
	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %	No. of Students	Partially Proficient %	Proficient %	Advanced Proficient %
2011	79	38.0	55.7	6.3	79	25.3	35.4	39.2
2010	77	39.5	56.6	3.9	77	21.1	46.1	32.9
2009	69	19.1	76.5	4.4	69	10.1	44.9	44.9

Roosevelt School third graders' language arts scores increased slightly (+1.5%), while the math scores dropped by 4.4%.

Analysis Summary of HSPA and NJ ASK 3, 4, 5, 6, 7, 8 Results:

HSPA – Grade 11

- Scores increased from the 2010 assessments by 4% in math and 2.6% in language arts. The results were higher than the state and DFG mean scores in both areas. The math scores (78.9% passing) need attention. Curriculum is in the process of being reviewed for revision. The addition of a district Supervisor of Math & Science will help with this effort.

NJ ASK

Grade 8

- Math increased (+5.7%) to 75.4%, but language arts decreased (-3.7%) to 88.1%. Despite the increase, math needs much more focus. The daily BSI program should help with this, as should the revision in language arts instruction at both the 7 and 8 grade levels.

Grade 7

- Language Arts scores dropped by 6.3% to a level of 69.5%. Math increased 5.7% to 74.1%. Both subject areas at this grade level need to be reinforced. Again, daily BSI in both areas in addition to scheduling revisions will help in this initiative.

Grade 6

- The language arts increase of 1.5% brings the total to 72% passing. In math the increase was 5.2%, and total passing score 85.4%. Students' passing scores in both areas were much higher than the state mean.

Grade 5

- The math results in grade 5 were a very respectful 89.2%, a 4% increase over the 2010 scores. However, language arts decreases by 5.1% and is below the DFG mean passing level. A renewed emphasis is required here.

Grade 4

- District math results in the fourth grade increased by 3.5% to 90.5%. Language arts, which is at a level of 69.7%, increased by 15.5%

Science is at a 94.6% level, well above the state average.

Grade 3

- District math results were 82.4% (+.9%), however it is the language arts area that needs attention. The 73.3% passing score in language arts is a 12.9% increase, but still at a level that needs to be increased.

There were 7 grades levels tested; 3, 4, 5, 6, 7, 8, & 11 in language arts and math. That gives the district 14 areas of assessment. The good news is that scores increased in 11 of the 14 areas. The three areas where district scores decreased were grade 5, 7 & 8 language arts. Curriculum and scheduling changes, and an enhanced BSI program will help to address this need.

In addition, there are differences in the performance of students in the various elementary schools. An emphasis on consistency and issues such as lesson plans, daily supervision, curriculum analysis should result in a positive change in a reasonable amount of time.

Non-Mandated Tests
SAT
SAT Longitudinal Data
Average SAT Combined Scores

Year	South Plainfield Average	State Average	National Average
2011*	1423*	1508*	1500*
2010*	1438*	1506*	1509*
2009	1006	1009	1016
2008	971	1008	1017
2007	963	1005	1017
2006	969	1011	1021
2005	1006	1020	1028
2004	985	1015	1026
2003	978	1016	1026
2002	973	1011	1020
2001	991	1012	1020
2000	1001	1011	1019
1999	988	1008	1016
1998	1002	1005	1017
1997	1026	1005	1016
1996	1020	1003	1013

* SAT Consists of three sections of tests Critical Reading, Mathematics, and Writing.

The longitudinal data indicate that South Plainfield H.S continues to be slightly below state and national averages. This needs to be addressed by the articulation of the curricula in math and language arts as per the content and format of SAT level material.

Advanced Placement Tests (AP)

Students choose to take courses in their junior and senior years of high school that culminate with the Advanced Placement (AP) tests, which give students an opportunity to earn college credit for courses taken in high school. Students are, however, not required to take the AP exam.

Longitudinal Data by Course for AP Courses

ART HISTORY	2007	2008	2009	2010	2011			
5								
4								
3	1							
2	4							
1	15							
Average								
TOTAL	20							

BIOLOGY	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
5		1	5	1		3	4	2	3	8	0	6
4		1	8	5	7	4	3	6	6	6	4	7
3		1	6	11	9	6	5	10	6	8	5	6
2	4	5	6	13	11	13	10	8	2	6	8	6
1	1	6	5	4	3	6	7		12	3	8	2
Average									2.517	3.323	2.200	
TOTAL	5	14	30	34	30	32	29	26	29	31	25	

CALCULUS AB	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
5	4		3	1	2		1	6	5	1	0	8
4	5		1	4	5	2	2	2	5	5	4	0
3		4	4	3	6	9	2	6	2	9	12	0
2	2	3	1	7	3	8	6	5	1	3	4	0
1		2		2	3	6	3	8	2	0	5	0
Average									3.667	3.222	2.600	5
TOTAL	11	9	9	17	19	27	14	27	15	18	25	8

CALCULUS BC	2008	2009	2010	2011					
5	5	10	12						
4	3	2	0						
3	3	1	0						
2	0	1	0						
1	1	0	0						
Average	3.917	4.500	5.000						
TOTAL	12	14	12						

CHEMISTRY	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
5		1	1	1	1	2	1	0	3	3	0
4	2		5	2	4	2	3	1	2	1	3
3	1		2	9	5	4	5	4	2	2	3
2	1	1	3	1	4		7	2	0	2	3
1				1	1	1		6	1	0	1
Average								2.000	3.750	3.625	2.800
TOTAL	4	2	11	14	15	9	16	13	8	8	10

COMPUTER SCIENCE	2006	2007	2008	2009	2010	2011			
5	3	1	1	0					
4	1	1	3	3					
3	2	1	1	1					
2				0					
1		3		0					
Average			4.000	3.750					
TOTAL	6	6	5	4					

ENGLISH LANGUAGE	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
5				2		4	1	3	1	3
4	4	1	3	5	4	7	2	6	2	4
3	2	4	4		2	4	1	2	2	0
2	1					1	1	0	0	0
1								0	0	0
Average							3.600	4.091	3.80	4.429
TOTAL	7	5	7	5	6	16	5	11	5	7

ENGLISH LITERATURE	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
5	3	2		2	2		1	3	0	0
4	3		4	2	4	4	2	5	1	2
3	1	1	2	1		11	2	3	4	5
2		2	1			1		0	0	0
1								0	0	0
Average							3.800	4.000	3.200	3.268
TOTAL	7	5	7	5	6	16	5	11	5	7

ENV. SCIENCE	2004	2005	2006	2007	2008	2009	2010	2011
5	1		1		5	2	2	0
4	5	5	5	3	4	8	5	8
3	8	4	4	7	5	13	9	2
2	10	7	6	6	11	4	9	7
1	8	4	3	6	8	5	6	1
Average					2.606	2.938	2.613	2.944
TOTAL	32	20	19	22	33	32	31	18

MUSIC THEORY	2004	2005	2006	2007	2008	2009	2010	2011
5	1		1			0	0	
4	1			1	2	0	0	
3	2		3	1	4	2	1	
2			2	1		1	4	
1			1			1	2	
Average					3.333	2.250	1.857	
TOTAL	4		7	3	6	4	7	

Physics B	2009	2010	2011					
5	1	4	1					
4	0	1	4					
3	0	0	0					
2	0	0	1					
1	0	0	0					
Average	5.000	4.800	3.833					
TOTAL	1	5	6					

