

Spring 2012
New Jersey Assessment of Skills & Knowledge
(NJASK) Results



Presented by:

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Purpose of Tonight's Presentation



- ❧ Growth Clarification: Annual Yearly Progress (AYP) vs. Annual Measurable Objectives (AMO)
- ❧ Share the Hess School's Results
- ❧ Share the Davies School Results
- ❧ What's Next

Annual Yearly Progress (AYP)

vs.

Annual Measurable Objectives (AMO)



- ❧ NCLB Requirement Waived: The requirement for the State to determine AYP for all schools and districts.
- ❧ Changes for the 2012-2013 School Year: Annual Measurable Objectives = The NJDOE will calculate annual measurable objectives (AMOs) for its school and districts based on the goal of closing the achievement gap by half within six years. AMOs , also known as performance targets, were calculated for the state, districts, schools and subgroups based on closing this gap in equal increments each year.

Changes for the 2012-2013 School Year continued.....



- ❧ The AMOs were set in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The current proficiency rates based on assessments administered in the 2010–2011 school year were used as the starting point for setting its AMOs.
- ❧ For example, if the ‘all students’ group is currently demonstrating a proficiency rate of 40 percent, the methodology would take the 60 percent point gap between 100 percent proficiency and the current rate ($100 - 40 = 60$) and then divide the gap in half to determine the target for the sixth year – a gain of 30 percentage points ($60 / 2 = 30$).
- ❧ Then, the 30-percentage point gain is divided into six equal increments ($30/6 = 5$) so that annual targets can be set. Thus, the school in this example begins this process with a rate of 40 percent and is then expected to move to proficiency rates of 45 percent, 50 percent, 55 percent, 60 percent, 65 percent, and finally 70 percent in each of the following years of the six-year period.

Changes for the 2012-2013 School Year continued.....



- ❧ The NJDOE also determined that for the highest performing schools and subgroups, this will likely present unreasonable increments as the performance targets approach 100 percent proficiency with the result of identifying schools at the absolute top of the performance level as failing to meet their performance targets. The NJDOE therefore established that schools and subgroups could meet expectations by either reaching their individually determined performance targets or a proficiency rate of 90 percent. This rate will be increased to 95 percent in 2015.

NJDOE Classification Status Relative to AMO



- ☞ **Priority Schools:** the lowest-performing five percent of Title I schools across the state based on proficiency rates and lack of student progress. Any non-Title I school that would otherwise meet the same criteria will also be designated as a Priority School.
- ☞ **Focus Schools:** ten percent of Title I schools that are not categorized as Priority Schools identified based upon achievement gaps between subgroups, low performance among particular subgroups, or low graduation rates. Any non-Title I school that would otherwise meet the same criteria will also be designated as a Focus School.
- ☞ **Reward Schools:** identified based on high proficiency levels or high levels of growth, including progress toward closing achievement gaps. This will allow for a range of schools from across the state to attain Reward status, regardless of their absolute starting point.
- ☞ **Not in Status Schools:** school not classified by the NJDOE for one of the above statuses.

Hamilton Township School District's AMO Status



- ❧ The NJDOE actually began using AMO's for performance targets with the Spring 2011 NJASK results.
- ❧ Both the Hess School & the Davies School were schools identified as “not in status” based on the Spring 2011 NJASK results.
- ❧ Schools remain in status as identified based on the Spring 2011 NJASK results for three years, regardless of their performance from year to year.
- ❧ Both the Hess School & the Davies School are in “not in status” for the following school years: 2011-2012, 2012-2013 & 2013-2014.

Hess

ESEA Waiver - Annual Progress Targets

CDS CODE :	01-1940-055	Baseline Year TITLE I Status :	Yes
DISTRICT :	HAMILTON TWP	Baseline Year DFG :	CD
SCHOOL :	GEORGE L HESS EDUC COMP	Baseline Year Grade Range :	PK-5

The tables represent the annual proficiency targets, established for this school under ESEA Waiver. Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	886	59.4	3.4	62.8	66.2	69.6	73	76.4	79.8
White	502	67.8	2.7	70.5	73.2	75.9	78.6	81.3	84
Black	209	42.1	4.8	46.9	51.7	56.5	61.3	66.1	70.9
Hispanic	140	51.5	4.1	55.6	59.7	63.8	67.9	72	76.1
American Indian	-	-	-	-	-	-	-	-	-
Asian	35	74.3	2.2	76.5	78.7	80.9	83.1	85.3	87.5
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	145	21.4	6.6	28	34.6	41.2	47.8	54.4	61
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	357	43.4	4.7	48.1	52.8	57.5	62.2	66.9	71.6

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	888	80.4	1.6	82	83.6	85.2	86.8	88.4	90
White	501	85	1.3	86.3	87.6	88.9	90.2	91.5	92.8
Black	212	70.8	2.4	73.2	75.6	78	80.4	82.8	85.2
Hispanic	140	73.6	2.2	75.8	78	80.2	82.4	84.6	86.8
American Indian	-	-	-	-	-	-	-	-	-
Asian	35	100	-	90	90	90	90	90	90
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	146	48	4.4	52.4	56.8	61.2	65.6	70	74.4
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	359	70.2	2.5	72.7	75.2	77.7	80.2	82.7	85.2

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

⌋ Indicates too few students to determine (N<30)

Title I Accountability System

9/28/2012

Hess

ESEA Waiver - Preliminary School Profiles

CDS CODE : 01-1940-055
 DISTRICT : HAMILTON TWP
 SCHOOL : GEORGE L HESS EDUC COMP

This table presents the participation and performance determinations for this school under New Jersey's Elementary and Secondary Act Waiver

School Performance - Language Arts Literacy

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	984	0.0	YES	894	58.0	62.8	NO
White	502	0.0	YES	471	65.8	70.5	NO
Black	255	0.0	YES	226	46.5	46.9	YES*
Hispanic	185	0.0	YES	160	48.8	55.6	YES*
American Indian			-			-	-
Asian	41	0.0	YES	36	69.5	76.5	YES*
Two or More Races			-			-	-
Students with Disabilities	168	0.0	YES	157	23.5	28	YES*
Limited English Proficiency			-			-	-
Economically Disadvantaged	443	0.0	YES	421	47.8	48.1	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	984	0.1	YES	893	80.1	82	YES*
White	502	0.2	YES	470	87.1	86.3	YES
Black	255	0.0	YES	226	69.9	73.2	YES*
Hispanic	185	0.0	YES	160	73.2	75.8	YES*
American Indian			-			-	-
Asian	41	0.0	YES	36	86.1	90	YES*
Two or More Races			-			-	-
Students with Disabilities	168	0.0	YES	157	61.1	52.4	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	443	0.2	YES	420	72.4	72.7	YES*

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

MET GOAL Met Performance Goal of 90%

YES Met Progress Target or Participation Rate

YES* Met Progress Target (Confidence Interval applied)

NO Missed Progress Target or Participation Rate

Title I
 Accountability
 System

9/28/2012

Davies

ESEA Waiver - Annual Progress Targets

CDS CODE : 01-1940-120
 DISTRICT : HAMILTON TWP
 SCHOOL : WILLIAM DAVIES MIDDLE SCH

Baseline Year TITLE I Status : Yes
 Baseline Year DFG : CD
 Baseline Year Grade Range : 6-8

The tables represent the annual proficiency targets, established for this school under ESEA Waiver. Schools and Subgroups could meet expectations either by meeting the statewide proficiency rate of 90 percent, or reaching their individually determined progress targets. The statewide proficiency rate will be increased to 95 percent in 2015.

Performance Targets - Language Arts Literacy

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	875	66.1	2.8	68.9	71.7	74.5	77.3	80.1	82.9
White	474	72.3	2.3	74.6	76.9	79.2	81.5	83.8	86.1
Black	232	51.8	4	55.8	59.8	63.8	67.8	71.8	75.8
Hispanic	118	64.4	3	67.4	70.4	73.4	76.4	79.4	82.4
American Indian	-	-	-	-	-	-	-	-	-
Asian	49	75.5	2.1	77.6	79.7	81.8	83.9	86	88.1
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	173	26.6	6.1	32.7	38.8	44.9	51	57.1	63.2
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	379	54.4	3.8	58.2	62	65.8	69.6	73.4	77.2

Performance Targets - Mathematics

Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target (%P)	2012-2013 Target (%P)	2013-2014 Target (%P)	2014-2015 Target (%P)	2015-2016 Target (%P)	2016-2017 Target (%P)
Schoolwide	876	71.9	2.4	74.3	76.7	79.1	81.5	83.9	86.3
White	475	78.5	1.8	80.3	82.1	83.9	85.7	87.5	89.3
Black	233	57.9	3.5	61.4	64.9	68.4	71.9	75.4	78.9
Hispanic	117	67.6	2.7	70.3	73	75.7	78.4	81.1	83.8
American Indian	-	-	-	-	-	-	-	-	-
Asian	49	85.8	1.2	87	88.2	89.4	90.6	91.8	93
Two or More Races	-	-	-	-	-	-	-	-	-
Students with Disabilities	174	36.2	5.3	41.5	46.8	52.1	57.4	62.7	68
Limited English Proficiency	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	378	62.1	3.2	65.3	68.5	71.7	74.9	78.1	81.3

Baseline Year 2010-2011

Only Includes full year students (Time In School < Year students are removed)

^ Indicates too few students to determine (N<30)

Title I Accountability System

9/28/2012

Davies

ESEA Waiver - Preliminary School Profiles

CDS CODE : 01-1940-120
 DISTRICT : HAMILTON TWP
 SCHOOL : WILLIAM DAVIES MIDDLE SCH

This table presents the participation and performance determinations for this school under New Jersey's Elementary and Secondary Act Waiver

School Performance - Language Arts Literacy

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	1,016	0.9	YES	926	67.7	68.9	YES*
White	515	0.4	YES	480	77.5	74.6	YES
Black	278	1.4	YES	245	48.9	55.8	NO
Hispanic	158	0.6	YES	143	58.7	67.4	NO
American Indian			-			-	-
Asian	61	3.3	YES	56	89.3	77.6	YES
Two or More Races			-			-	-
Students with Disabilities	205	1.0	YES	182	33.0	32.7	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	448	1.3	YES	415	57.1	58.2	YES*

School Performance - Mathematics

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	1,016	0.8	YES	926	69.7	74.3	NO
White	515	0.6	YES	479	77.5	80.3	YES*
Black	278	0.7	YES	247	52.6	61.4	NO
Hispanic	158	1.3	YES	142	63.4	70.3	YES*
American Indian			-			-	-
Asian	61	1.6	YES	56	94.6	87	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	205	1.0	YES	182	31.9	41.5	NO
Limited English Proficiency			-			-	-
Economically Disadvantaged	448	0.7	YES	417	56.6	65.3	NO

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

MET GOAL

Met Performance Goal of 90%

YES*

Met Progress Target (Confidence Interval applied)

YES

Met Progress Target or Participation Rate

NO

Missed Progress Target or Participation Rate

Title I
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9/28/2012

What's Next



- Based on the NJDOE's approved NCLB/ESEA Waiver request, districts without priority and/or focus schools will be contacted by the NJDOE to develop a plan documenting their efforts to support the student populations that did not meet their identified Progress Targets.
- Administration and teaching staff will continue to analyze assessment data to drive instructional decision making practices, to evaluate program options and to enhance the written curriculum.

That concludes our presentation
for this evening!



We will kindly receive Questions & Comments
from the Board of Education Members.

Thank you!