

# HW Mountz School Analysis of NJ Performance Report Data for 2012-2013

**SPRING LAKE BOARD OF EDUCATION MEETING**

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SUPERINTENDENT**

**FEBRUARY 24, 2014**

Behind the numbers are children, stories, successes, and often difficulties.

- We know our students...
  - Benefit of being a small district
  - Where you see numbers and percentages, we see stories & challenges & celebrations
  - We focus on growth - success is defined by their stories
  - We are interested in the individual's story, often hidden by the aggregated numbers
  - We never allow our students to only become statistics, we keep their stories before us to stay in touch with the reality

# Performance Report Areas

Academic Achievement

+ Student Growth

+ College & Career Readiness

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Peer & State School Percentile

# Purpose of Peer & School Percentiles

“These reports are designed to provide meaningful data to school and district staff in a range of areas, from state test scores to arts participation, in order to drive improvement at the local level. These reports are not designed for statewide rankings, or to focus on which school is outperforming which other school. In that spirit, we held a conference call with reporters yesterday in advance of the release specifically to stress that we do not support, and will not participate in, any effort to create a statewide ranking of schools. Data is meant to drive reflection, not judgment, and we will do our best to keep the conversation focused on that productive rather than reductionist dialogue.”

- NJDOE Commissioner of Education Chris Cerf

# What is a peer school?

Schools that have....

- **similar grade levels** (clarification: similar means they have at least some of the same grade levels)
- **students with similar demographic characteristics**
  - % of students qualifying for Free/Reduced Lunch
  - % Limited English Proficiency
  - % Special Education eligibility

Note: Only 17 of the 31 2011-2012 Peer Schools for HW Mountz are the same as the Peer School grouping for 2012-2013.

# Academic Achievement

- measures student performance in language arts and mathematics on the New Jersey Assessment of Skills and Knowledge (NJASK) in grades 3-8
- calculated by summing the count of students who scored either proficient or advanced proficient on the NJASK and dividing by the count of valid test scores
- NJDOE Goal: 90% of students Proficient or Advanced Proficient in ELA and Math

# Academic Achievement

2011-2012

2012-2013

Number of HWM goals met: 1 out of 2

Number of HWM goals met: 2 out of 2

90% Proficient or Advanced Proficient  
in Math: 93%

90% Proficient or Advanced Proficient  
in Math: 92%

Math Achievement:  
Peer 84% State 96%

Math Achievement:  
Peer: 78% State: 96%

90% Proficient or Advanced Proficient  
in ELA: 83%

90% Proficient or Advanced Proficient  
in ELA: 90%

ELA Achievement:  
Peer 23% State 80%

ELA Achievement:  
Peer 55% State 95%

Academic Achievement State  
Percentile: 88%

Academic Achievement State  
Percentile: 96%

Academic Achv Peer Percentile: 54%

Academic Achv Peer Percentile: 67%

# Student Growth

- measures student performance in language arts and mathematics on the New Jersey Assessment of Skills and Knowledge (NJASK) from one year to the next
- calculated by comparing the growth of students in Year 2 with students who performed similarly to them in Year 1
- NJDOE Goal: 35% growth for all students in Grades 3-8 in ELA and Math
- NJDOE “Caveat”: Student growth data is not normally distributed. This means the growth score for high performing schools is less meaningful because as students approach 90% pass rates their growth would plateau.
  - For example, a school with a 95% pass rate on the ELA portion of NJASK would have a growth percentile of only 49%.



# Student Growth

2011-2012

**Number of goals HWM met: 2 out of 2**

**90% Proficient or Advanced  
Proficient in Math: 93%**

**Math Growth:  
School 51% Peer 33% State 57%**

**90% Proficient or Advanced  
Proficient in ELA: 83%**

**ELA Growth:  
School 42% Peer 3% State: 23%**

**St Growth State Percentile: 38%**

**St Growth Peer Percentile: 15%**

2012-2013

**Number of HWM goals met: 2 out of 2**

**90% Proficient or Advanced  
Proficient in Math: 92%**

**Math Growth\*:  
School 36% Peer 7% State 10%**

**90% Proficient or Advanced  
Proficient in ELA: 90%**

**ELA Growth:  
School 60% Peer 68% State: 92%**

**St Growth State Percentile: 51%**

**St Growth Peer Percentile: 38%**

\* Impact coming from 6-8 Math

# What does this tell us?

- The money we are spending in a fiscally responsible budget is having a positive impact on student performance.
- The decision-making protocols carried out by the BOE and administration are having a positive impact on student performance.
- The dedicated efforts of our teachers and staff is having a positive impact on student performance.
- The hard work and talents of our students is having a positive impact on student performance.

# College & Career Readiness

- measures the degree to which students are demonstrating behaviors that are indicative of future participation and success in college and careers
- calculated by measuring
  - how many of students are absent more than 10% of the days they are enrolled in the school
  - how many students take Algebra I
- NJDOE Goal for Algebra I: 20%
- NJDOE Goal for Absenteeism: No more than 6%

# College & Career Readiness

2011-2012

2012-2013

Number of HWM goals met: 1 out of 2

Number of HWM goals met: 1 out of 2

90% Proficient or Advanced Proficient  
in Math: 93%

90% Proficient or Advanced Proficient  
in Math: 92%

Math Growth: 50%

Math Growth: 36%

Algebra I:

School 21% Peer 44% State 58%

Algebra I:

School 35% Peer 20% State 64%

Absenteeism:

School 7% Peer 13% State 55%

Absenteeism:

School 10% Peer 6% State 37%

C & C Readiness State Percentile: 57%

C & C Readiness State Percentile:  
51%

C & C Readiness Peer Percentile: 29%

C & C Readiness Peer Percentile: 13%

# What does this mean for us moving forward?

- Math Growth & Algebra I: Peer schools intensifying middle school math program with increased access to higher level mathematics such as Algebra I and getting greater growth
- Absenteeism: Peer and State schools maintaining absentee levels and may have more rigorous absentee policies and regulations or a variance in culture
- Math Growth & Algebra I: Spring Lake District Plan to be presented this evening on modifying course sequence in 6-8 mathematics and associating with new text materials
- Absenteeism: Examine absentee policies and regulations from those districts and NJSBA and make policy recommendations to BOE

Caveat: Is absenteeism a predictor of non-college and career participation and success by our students based on the reasons they are absent?

## TEAM Mountz

“Achieving Excellence Together”

**“We are what we repeatedly do.  
Excellence, then, is not an act, but a  
habit.”**

**-Aristotle  
(384-322);Philosopher**