



Westampton Township Public Schools

State of the Schools Report

Highlights and Achievements

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Tracy McGuire, Board Secretary
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Student Achievement and District Initiatives

NJ ASK Reports

NJCCS Curricular Initiatives


BOE Goals

Student Discipline Reports



History of the NJ ASK

Year	NJ ASK History
1988	8th graders were administered the Early Warning Test (EWT)
1997	4th graders were administered the Elementary School Performance Assessment (ESPA)
1998	Grade Eight Performance Assessment (GEPA) replaced EWT
2003	NJASK 4 replaced ESPA NJASK 3 administered for the first time
2005	Targets for adequate yearly progress (AYP) raised at grades 3, 4, and 8.
2006	NJASK 5-7 administered for the first time
2008	New tests introduced for NJASK 5-7 AYP targets reset based on new test, 5-7 NJASK 8 replaced GEPA New subgroup size determined for all grades
2009	New tests introduced for NJASK 3 & 4 AYP targets reset based on new test, 3 & 4 Changes made in scoring procedures at all grades
2010	Change in scoring company and automatic rescore procedures at all grades
2011	Targets for AYP were raised again at all grade levels
2012	Annual Measurable Objectives replace Adequate Yearly Progress





Annual Measurable Objective

Annual Measurable Objectives (AMOs): The NJDOE will calculate AMOs for schools and districts based on the goal of closing the achievement gap by half within six years.

The AMOs 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.



AMO's

- The 'all students' group has a proficiency rate of 40%, so there is a 60% point gap between 100% proficiency and the current rate.
(100 – 40 = 60)
- Divide the gap in half to determine the target for the sixth year – a gain of 30 percentage points.
(60 / 2 = 30)
- Divide the 30-percentage point gain into six equal increments to set annual targets.
(30/6 = 5)
- The school in begins with 40% proficiency rate, and obtain proficiency rates of **45%, 50%, 55%, 60%, 65%**, and finally **70%** in each of the following years of the six-year period.

AMO Holly Hills School -LAL

HHS LAL									
Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target	2012-2013 Target	2013-2014 Target	2014-2015 Target	2015-2016 Target	2016-2017 Target
Schoolwide	187	57.8	3.5	61.3	64.8	68.3	71.8	75.3	78.8
White	79	64.6	3	67.6	70.6	73.6	76.6	79.6	82.5
Black	58	48.3	4.3	52.6	56.9	61.2	65.5	69.8	74.1
Hispanic	-								
American Indian	-								
Asian	-								
Two or More Races	-								
Students with Disabilities	42	23.8	6.4	30.2	36.6	43	49.4	55.8	62.2
Limited English Proficiency	-								
Economically Disadvantaged	34	44.1	4.7	48.8	53.5	58.2	62.9	67.6	72.3

AMO Holly Hills School - Math

HHS Math Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target	2012-2013 Target	2013-2014 Target	2014-2015 Target	2015-2016 Target	2016-2017 Target
Schoolwide	187	72.7	2.3	75	77.3	79.6	81.9	84.2	86.5
White	79	81	1.6	82.6	84.2	85.8	87.4	89	90.5
Black	58	62	3.2	65.2	68.4	71.6	74.8	78	81.2
Hispanic	-								
American Indian	-								
Asian	-								
Two or More Races	-								
Students with Disabilities	42	52.4	4	56.4	60.4	64.4	68.4	72.4	76.4
Limited English Proficiency	-								
Economically Disadvantaged	34	55.9	3.7	59.6	63.3	67	70.7	74.4	78.1

AMO Westampton Middle - LAL

WMS LAL									
Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target	2012-2013 Target	2013-2014 Target	2014-2015 Target	2015-2016 Target	2016-2017 Target
Schoolwide	416	74.3	2.2	76.5	78.7	80.9	83.1	85.3	87.5
White	189	82.5	1.5	84	85.5	87	88.5	90	91.5
Black	147	62.6	3.1	65.7	68.8	71.9	75	78.1	81.2
Hispanic	46	73.9	2.2	76.1	78.3	80.5	82.7	84.9	87.1
American Indian	-								
Asian	-								
Two or More Races	-								
Students with Disabilities	61	36	5.6	41.3	46.6	51.9	57.2	62.5	67.8
Limited English Proficiency	-								
Economically Disadvantaged	65	52.3	4	56.3	60.3	64.3	68.3	72.3	76.3

AMO Westampton Middle - Math

WMS Math									
Subgroup	# of Valid Test Scores	Baseline % Proficient	Yearly Increment	2011-2012 Target	2012-2013 Target	2013-2014 Target	2014-2015 Target	2015-2016 Target	2016-2017 Target
Schoolwide	415	77.4	1.9	79.3	81.2	83.1	85	86.9	88.8
White	188	82.4	1.5	83.9	85.4	86.9	88.4	89.9	91.4
Black	147	67.4	2.7	70.1	72.8	75.5	78.2	80.9	83.6
Hispanic	46	84.7	1.3	86	87.3	88.6	89.9	91.2	92.5
American Indian	-								
Asian	-								
Two or More Races	-								
Students with Disabilities	60	38.3	5.2	43.5	48.7	53.9	59.1	64.3	69.5
Limited English Proficiency	-								
Economically Disadvantaged	65	55.4	3.7	59.1	62.8	66.5	70.2	73.9	77.6



NJ ASK Subgroups

- Total Population
- Ten Subgroups:
 - Students with Disabilities
 - Limited English Proficient
 - White
 - African American
 - Asian
 - Pacific Islander
 - Native American
 - Hispanic
 - Other
 - Economically Disadvantaged

NJ ASK DATA 2012

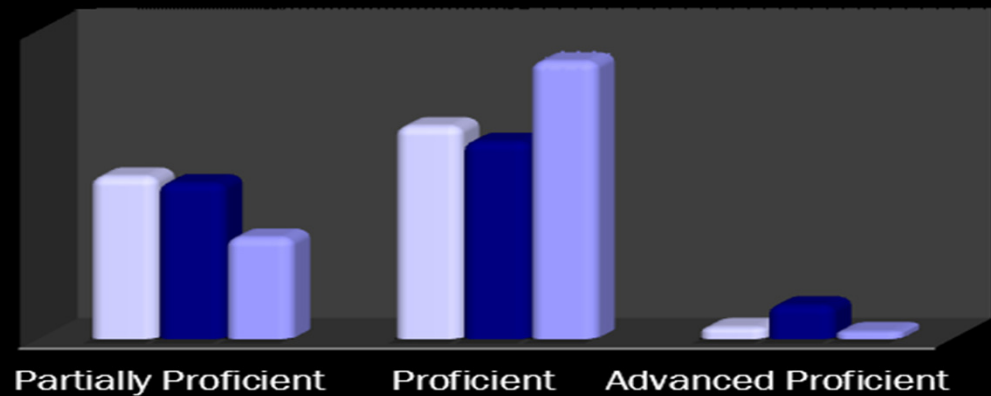


NJ ASK 3 Language Arts

Grade 3	Partially Proficient	Proficient	Advanced Proficient
2010	42	55	3
2011	40.3	51	8.7
2012	26.2	72	1.9

Year to Year Comparison Grade 3 Language Arts Literacy

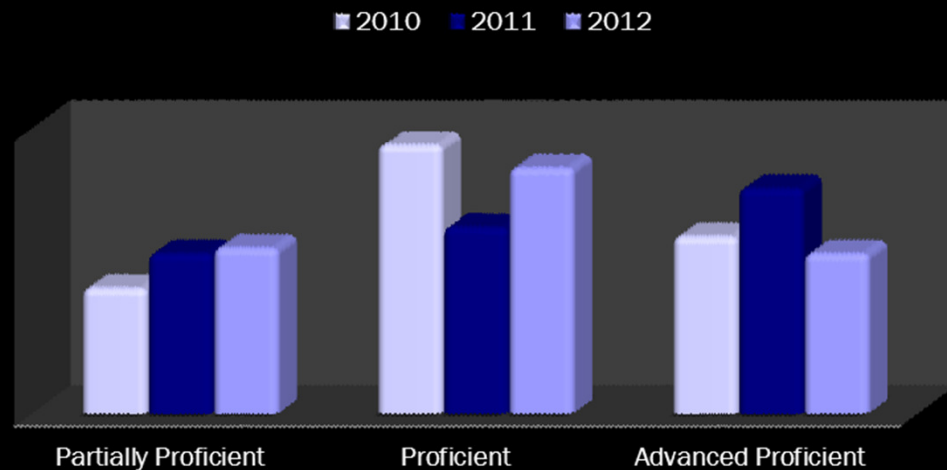
■ 2010 ■ 2011



NJ ASK 3 Mathematics

Grade 3	Partially Proficient	Proficient	Advanced Proficient
2010	22	47	31
2011	28	32.6	39.4
2012	29	43	28

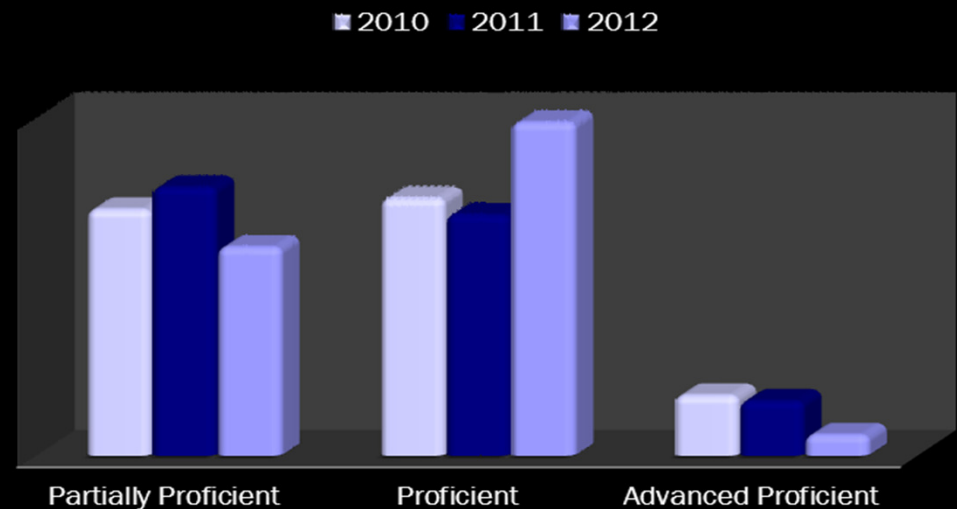
Year to Year Comparison
Grade 3 Mathematics



NJ ASK 4 Language Arts

Grade 4	Partially Proficient	Proficient	Advanced Proficient
2010	43.7	45.6	10.7
2011	47.6	42.7	9.7
2012	37	59.3	3.7

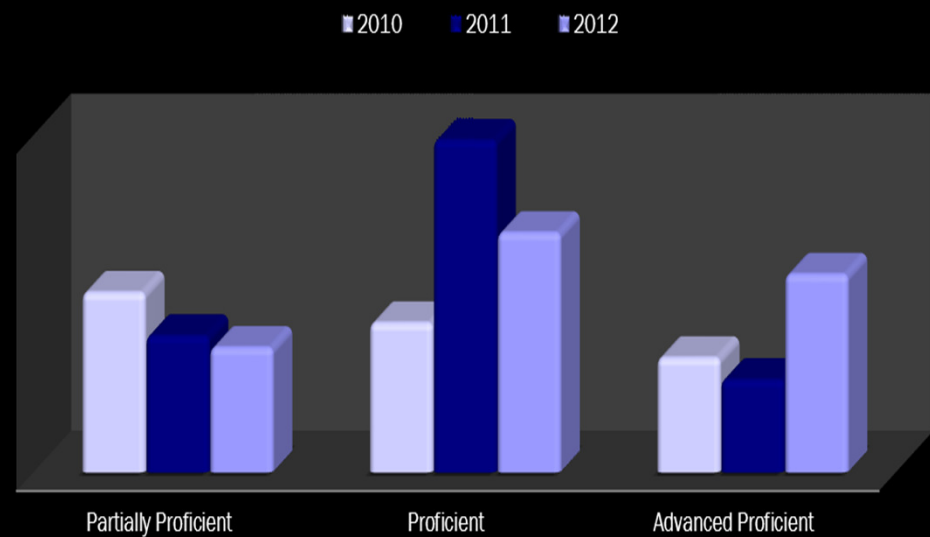
Year to Year Comparison
Grade 4 Language Arts Literacy



NJ ASK 4 Mathematics

Grade 4	Partially Proficient	Proficient	Advanced Proficient
2010	42.7	36.9	20.4
2011	24.3	59.2	16.5
2012	22.2	42.6	35.2

Year to Year Comparison
Grade 4 Mathematics

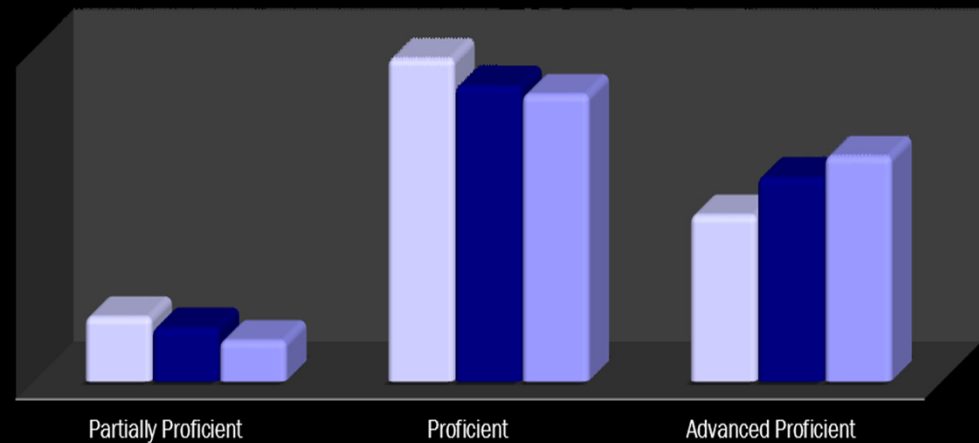


NJ ASK 4 Science

Grade 4	Partially Proficient	Proficient	Advanced Proficient
2010	11.7	58.3	30.1
2011	9.7	53.4	36.9
2012	7.4	51.9	40.7

Year to Year Comparison
Grade 4 Science

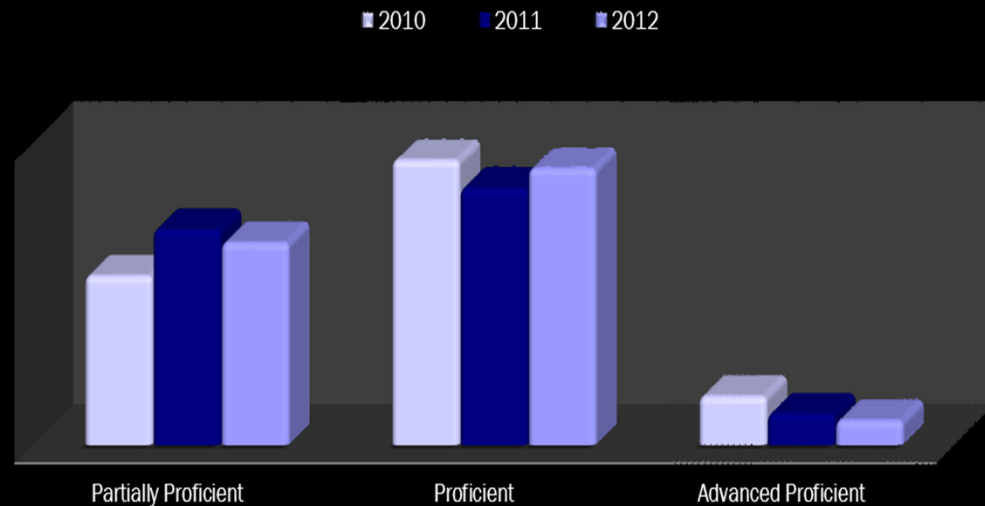
■ 2010 ■ 2011 ■ 2012



NJ ASK 5 Language Arts

Grade 5	Partially Proficient	Proficient	Advanced Proficient
2010	33.6	56.6	9.7
2011	42.8	51	6.2
2012	40.2	54.9	4.9

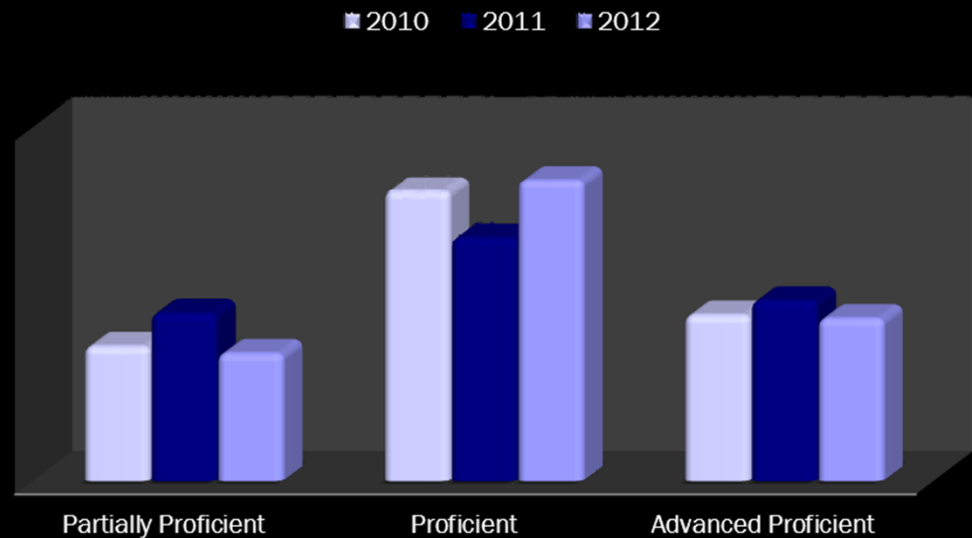
Year to Year Comparison
Grade 5 Language Arts Literacy



NJ ASK 5 Mathematics

Grade 5	Partially Proficient	Proficient	Advanced Proficient
2010	22.8	49.1	28.1
2011	28.4	41.1	30.5
2012	21.6	51	27.5

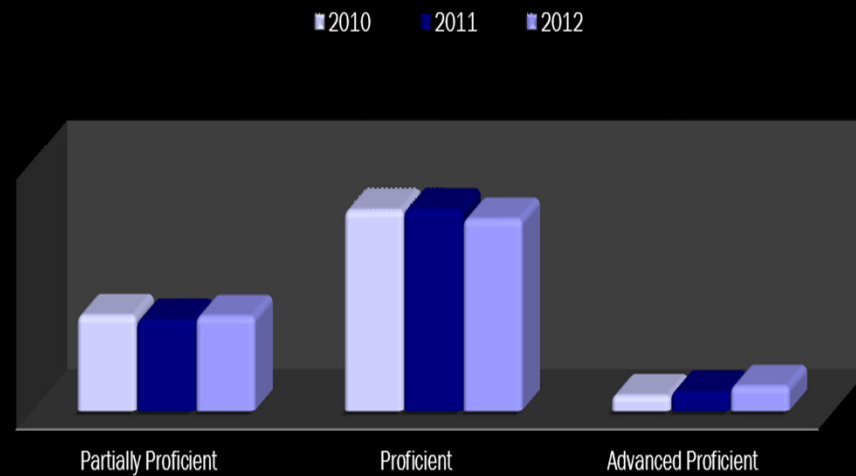
Year to Year Comparison
Grade 5 Mathematics



NJ ASK 6 Language Arts

Grade 6	Partially Proficient	Proficient	Advanced Proficient
2010	30.7	64.4	5
2011	29.2	64.6	6.2
2012	30.4	61.6	8

Year to Year Comparison
Grade 6 Language Arts Literacy

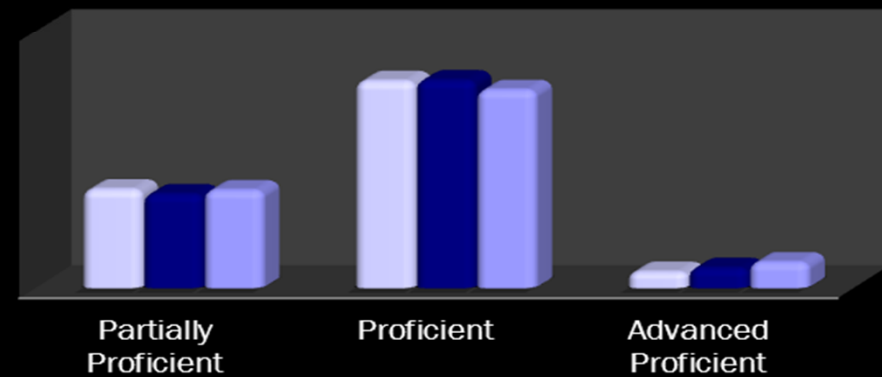


NJ ASK 6 Mathematics

Grade 6	Partially Proficient	Proficient	Advanced Proficient
2010	30.7	64.4	5
2011	29.2	64.6	6.2
2012	30.4	61.6	8

Year to Year Comparison Grade 6 Language Arts Literacy

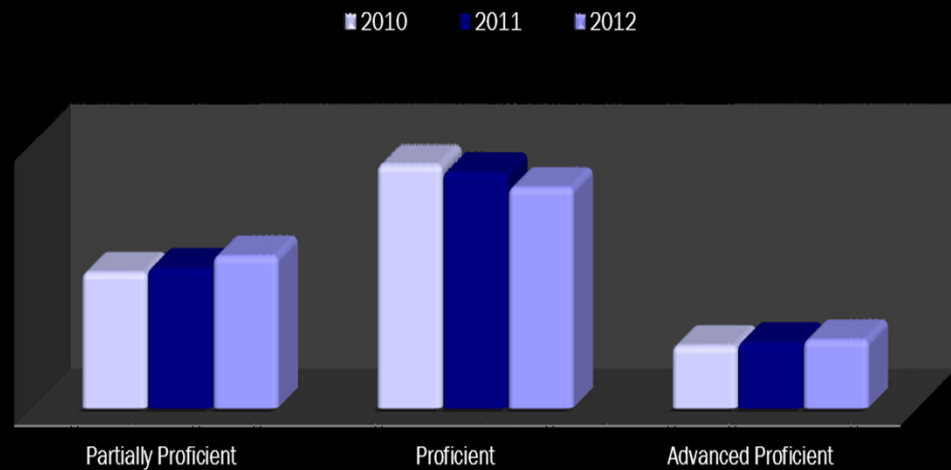
■ 2010 ■ 2011
■ 2012



NJ ASK 7 Language Arts

Grade 7	Partially Proficient	Proficient	Advanced Proficient
2010	30.8	55	14.2
2011	31.7	53.4	14.9
2012	34.5	50	15.5

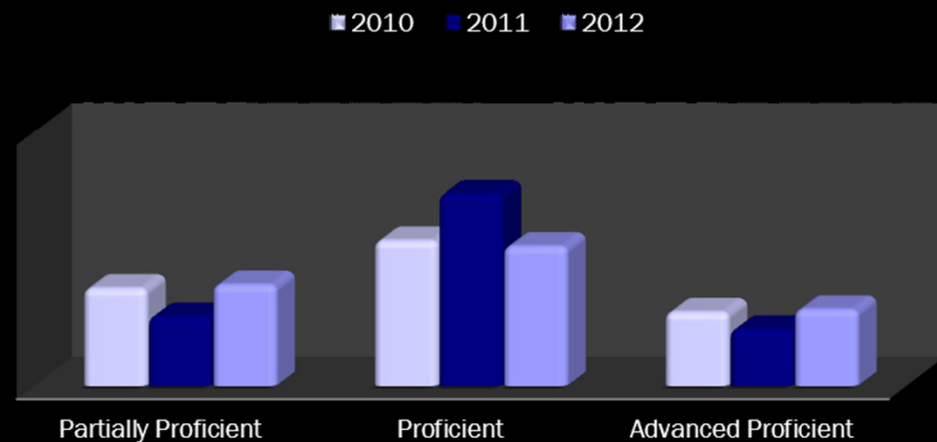
Year to Year Comparison
Grade 7 Language Arts Literacy



NJ ASK 7 Mathematics

Grade 7	Partially Proficient	Proficient	Advanced Proficient
2010	30.8	45.8	23.3
2011	21.8	60.4	17.8
2012	31.9	44	24.1

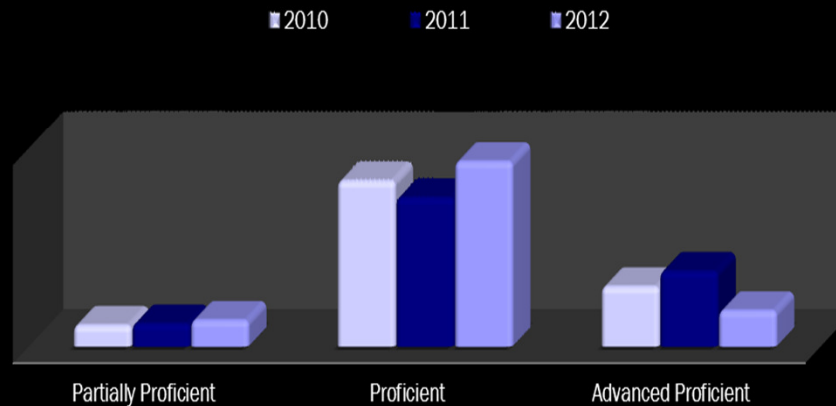
Year to Year Comparison
Grade 7 Mathematics



NJ ASK 8 Language Arts

Grade 8	Partially Proficient	Proficient	Advanced Proficient
2010	8.7	67	24.3
2011	9.3	60.2	30.5
2012	10.7	74.8	14.6

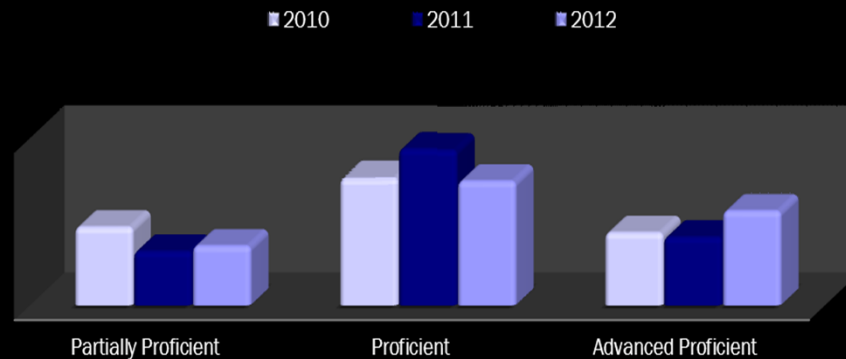
Year to Year Comparison
Grade 8 Language Arts Literacy



NJ ASK 8 Mathematics

Grade 8	Partially Proficient	Proficient	Advanced Proficient
2010	28.2	45.6	26.2
2011	19.5	55.9	24.6
2012	21.4	44.7	34.0

Year to Year Comparison
Grade 8 Mathematics

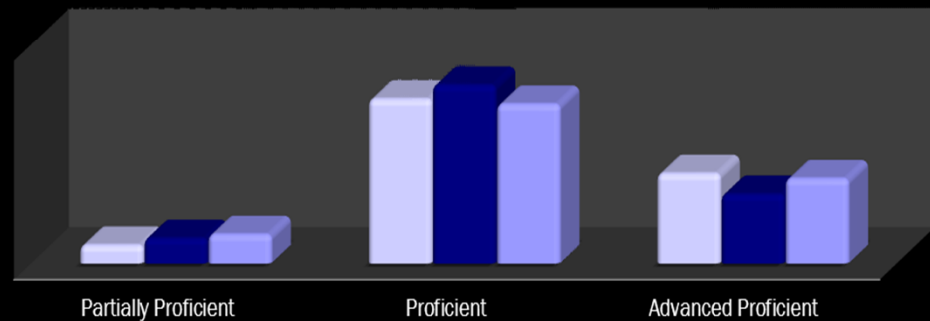


NJ ASK 8 Science

Grade 8	Partially Proficient	Proficient	Advanced Proficient
2010	6.8	60.2	33
2011	9.3	65.3	25.4
2012	10.7	58.3	31.1

Year to Year Comparison
Grade 8 Science

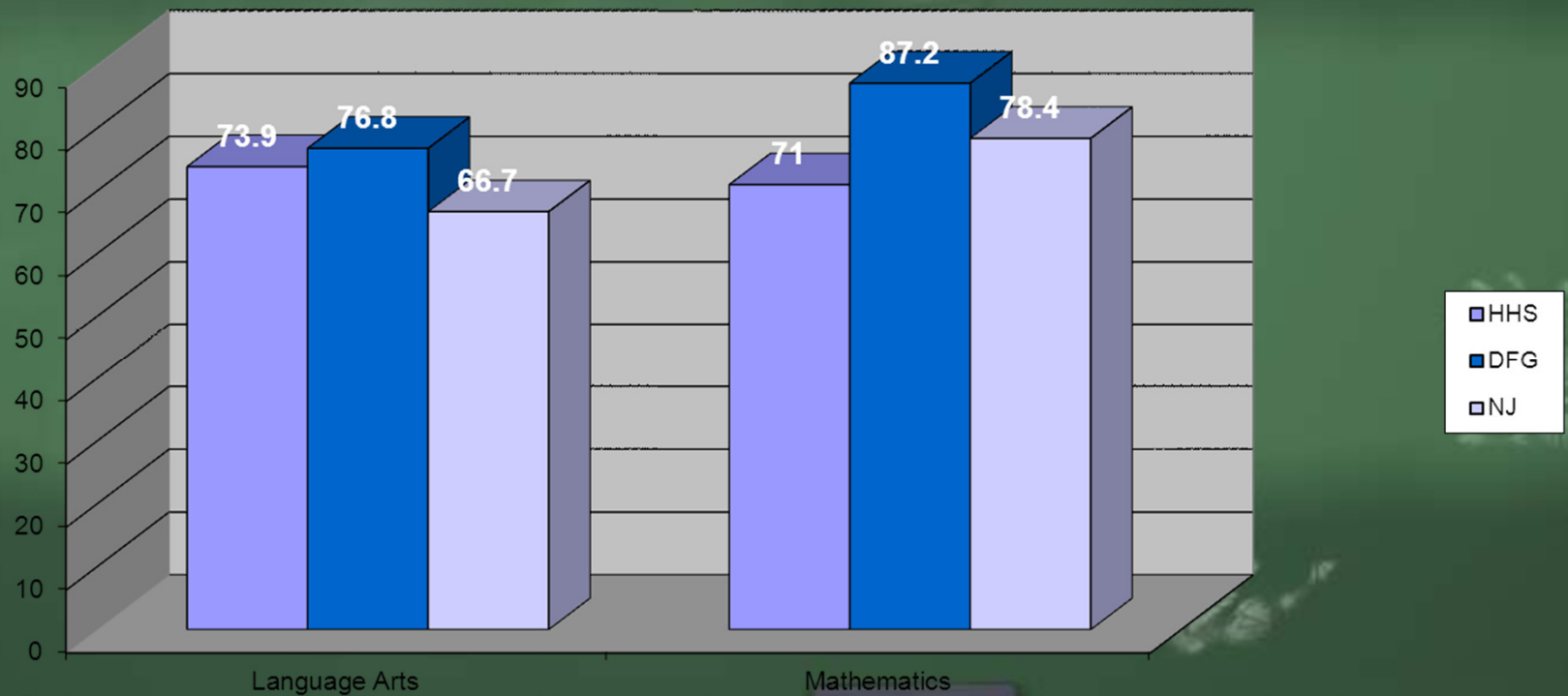
■ 2010 ■ 2011 ■ 2012



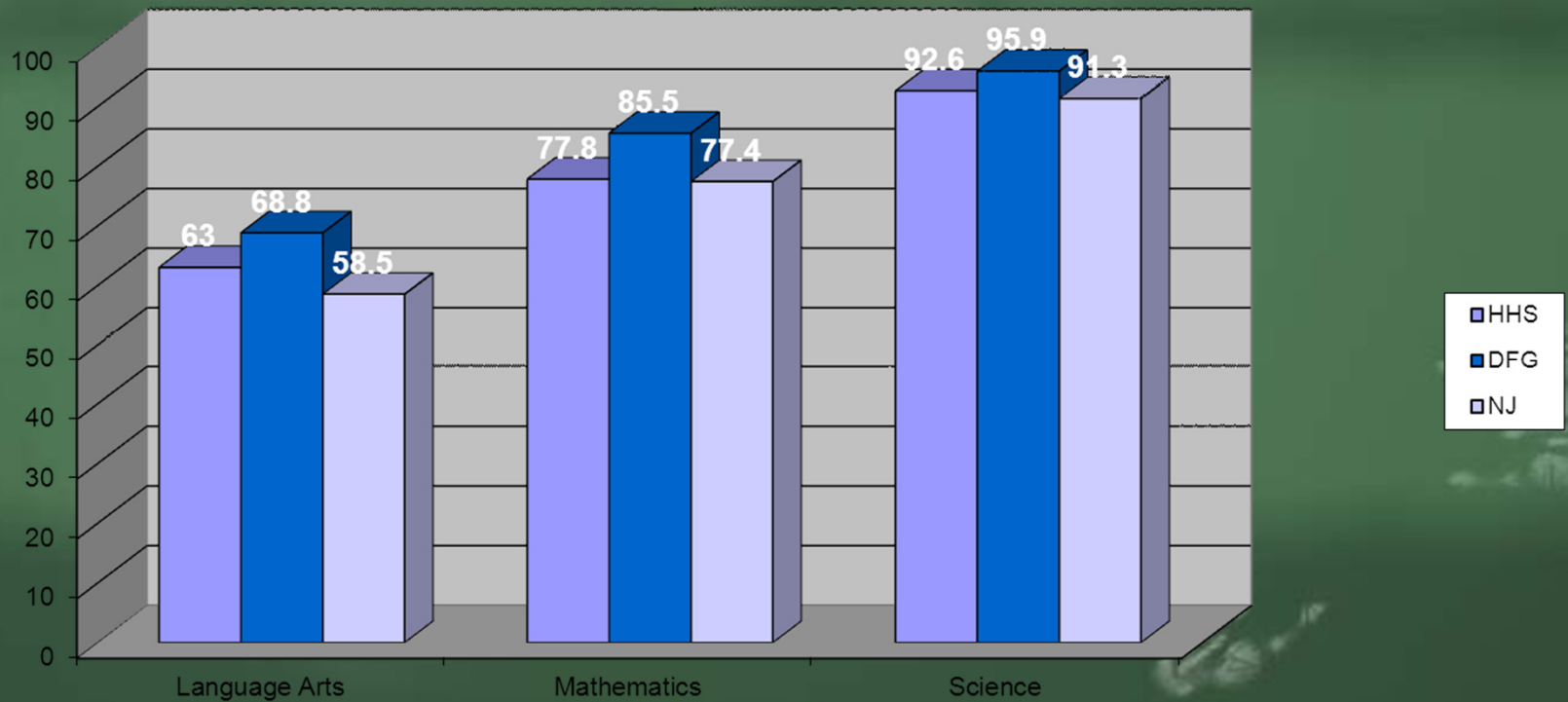
NJASK Cohort Data

Test	Language Arts Literacy						Mathematics					
	2007	2008	2009	2010	2011	2012	2007	2008	2009	2010	2011	2012
NJASK 3	88.5	86.9	62.6	58.0	59.7	73.9	93.9	86.9	70.7	78.0	72.0	71.0
NJASK 4	79.8	86.0	65.1	56.3	52.4	63.0	87.5	84.0	69.8	57.3	75.7	77.8
NJASK 5	91.7	59.6	73.8	66.3	57.2	59.8	91.7	69.3	81.9	77.2	71.6	78.5
NJASK 6	77.7	56.1	69.8	69.5	70.8	69.6	90.4	64.3	61.2	76.3	76.2	77.7
NJASK 7	90.3	72.1	76.0	69.2	68.3	65.5	82.5	65.8	64.4	69.1	78.2	68.1
NJASK 8	89.0	85.2	86.0	91.3	90.7	89.4	83.5	74.8	78.1	71.8	90.7	78.7

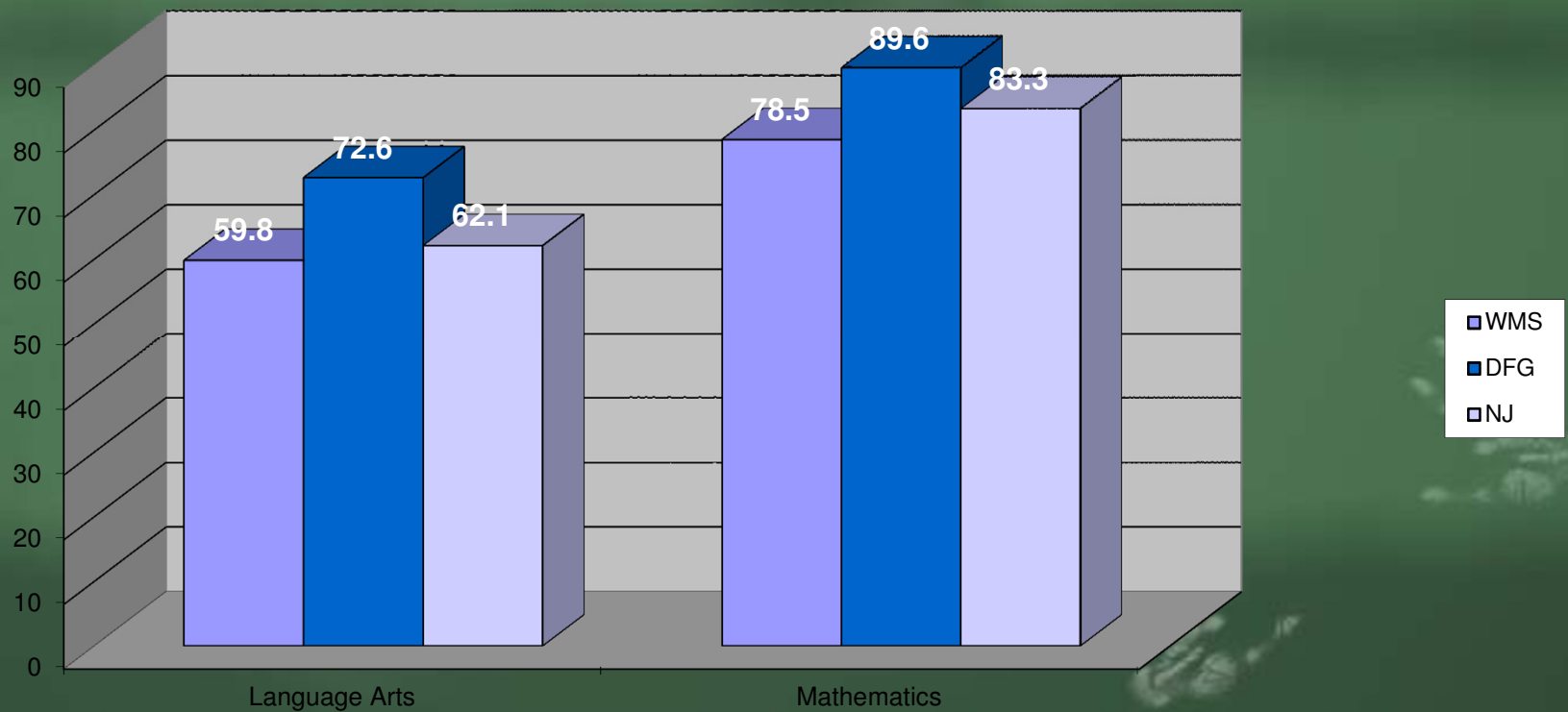
HHS Grade 3 v. DFG V. State of NJ



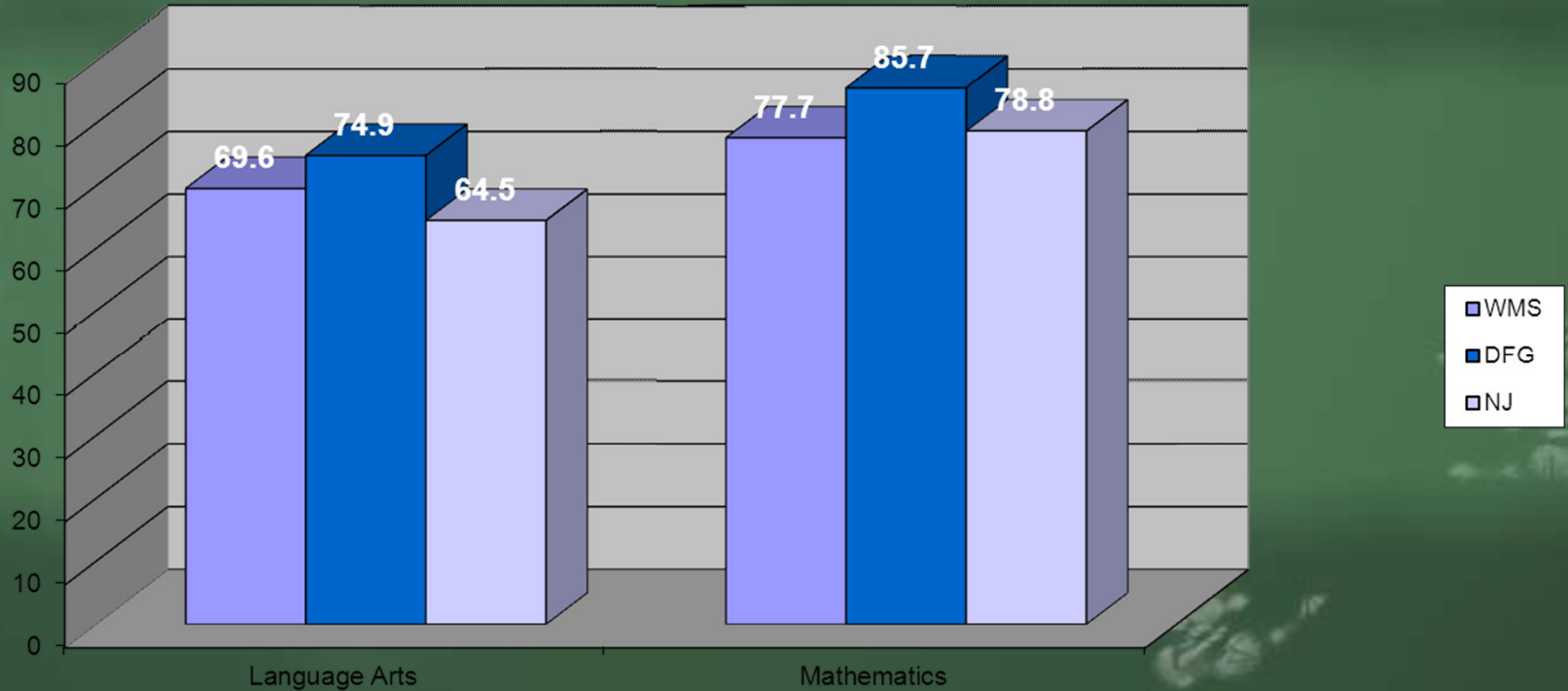
HHS Grade 4 v. DFG V. State of NJ



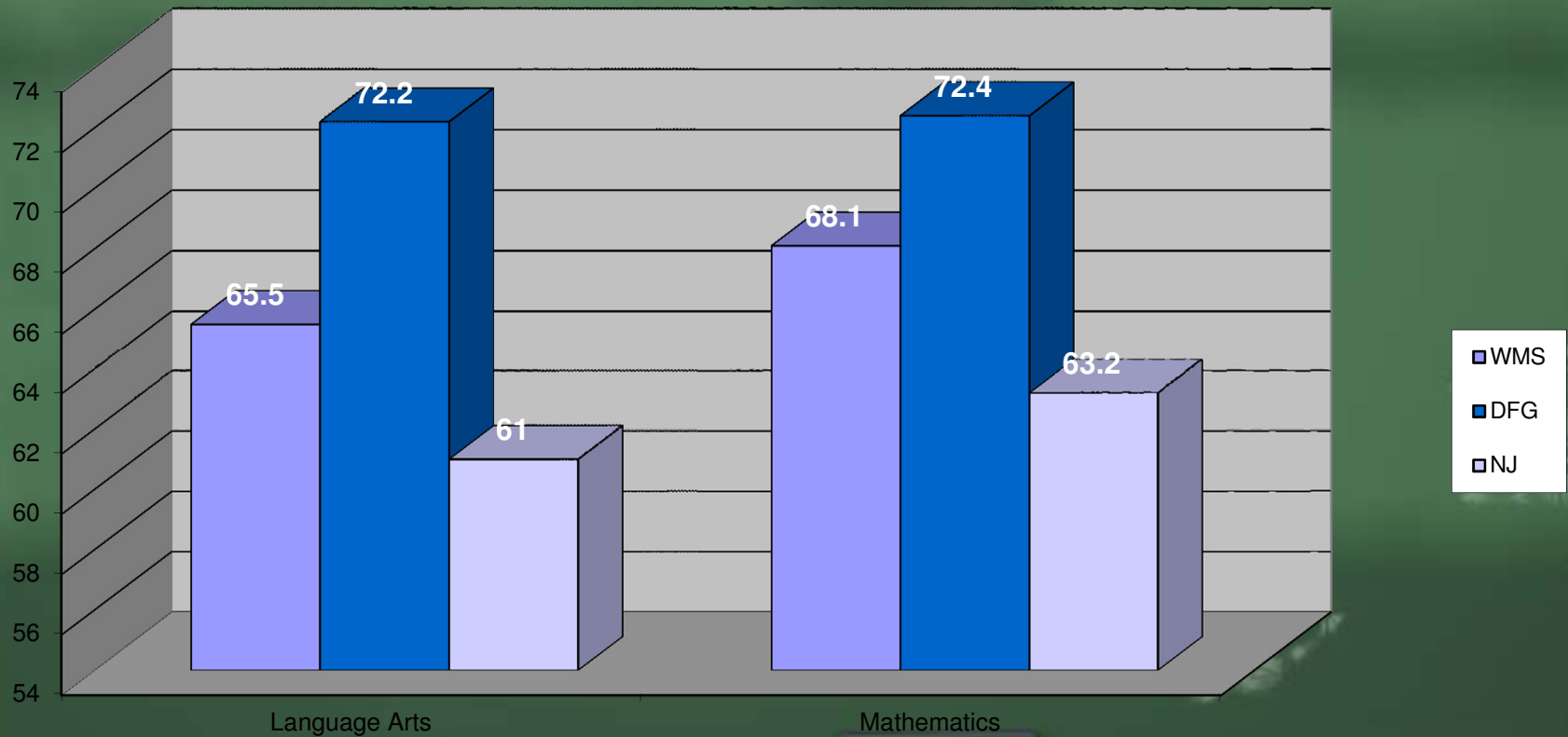
WMS Grade 5 v. DFG V. State of NJ



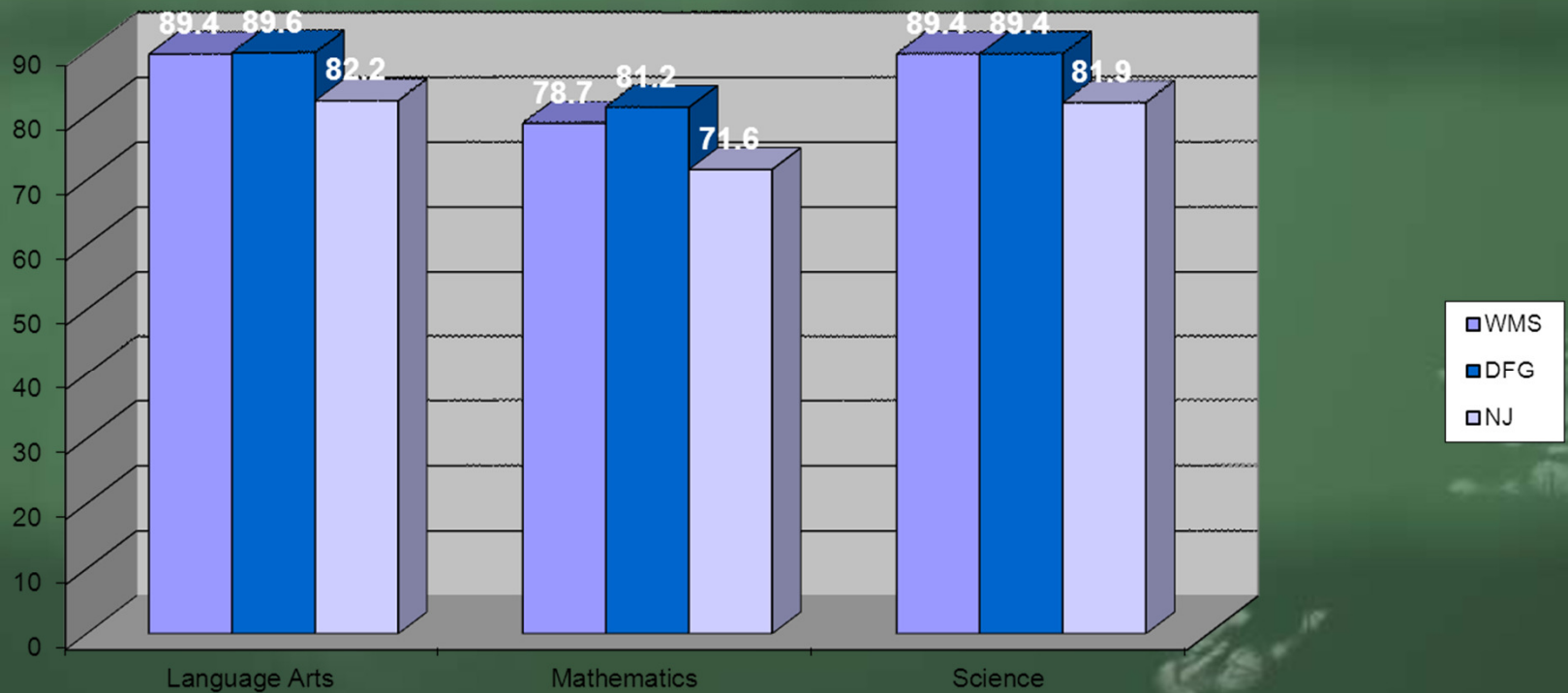
WMS Grade 6 v. DFG V. State of NJ



WMS Grade 7 v. DFG V. State of NJ



WMS Grade 8 v. DFG V. State of NJ





Common Core Instructional Initiatives

Align Curricula to the NJ CCCS

- 📁 Mathematics
- 📁 Language Arts Literacy
- 📁 Science (2011)
- 📁 Social Studies
- 📁 Technology
- 📁 World Language
- 📁 Health and Physical Education
- 📁 Visual and Performing Arts

Align Lesson Plans to NJ CCCS

Benchmark Assessments



HHS MAP Data Fall 2011-Spring 2012

Reading Quadrant

		Growth Index	
		Below	Above
Projected Proficiency	Above	30.0% (94)	48.6% (152)
	Below	12.8% (40)	8.6% (27)

Math Quadrant

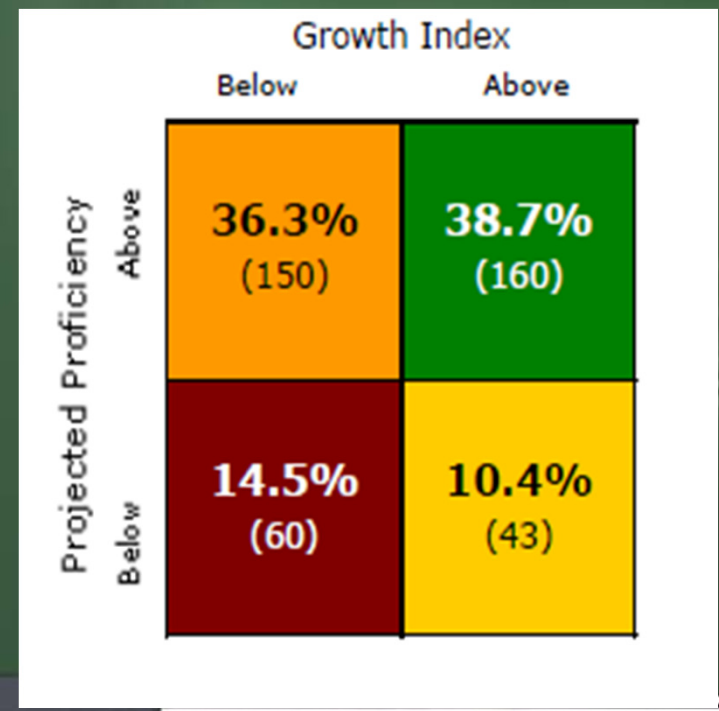
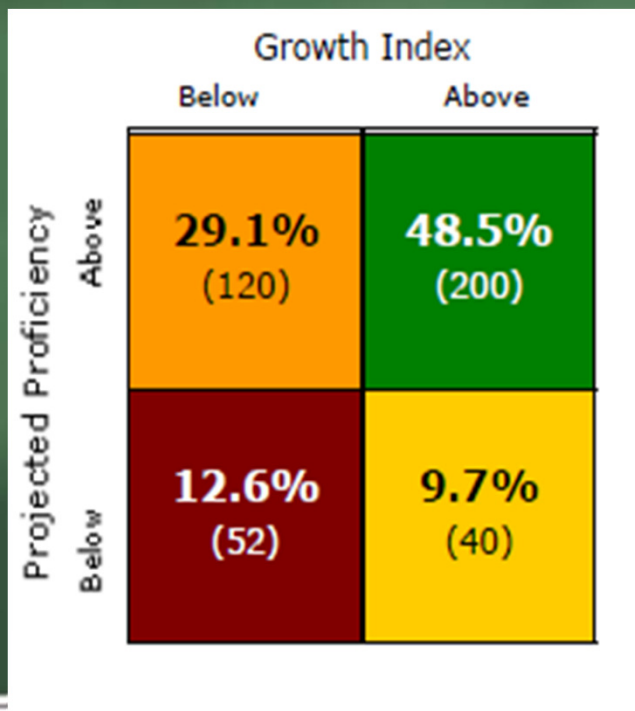
		Growth Index	
		Below	Above
Projected Proficiency	Above	31.9% (100)	52.7% (165)
	Below	11.8% (37)	3.5% (11)

WMS MAP Data

Fall 2011-Spring 2012

Reading Quadrant

Math Quadrant



Kindergarten Data

Kindergarten Literacy Data (Orton and Small Group Literacy Instruction)

	KDI (Mean)	KDI (Median)		Fox in the Box (Mean)	Fox in the Box (Median)	Fox in the Box (High Score)	Fox in the Box (BSIP cut-off)
05-06	118	123		130	130	168	121
06-07	118	122		124	125	165	120
07-08	119	124	Intro. Guided Reading	161	157	294	141
08-09	122	123	Intro. Orton- Gillingham	181	168	315	162
09-10	128	128		186	171	337	171
10-11	117	120		187	178	305	170
11-12	119	122		175	170	321	162

KDI - Incoming Kindergarten Assessment Tool

Fox in the Box - Outgoing Kindergarten Assessment Tool

Guided Reading Level Data

	07-08	08-09	09-10	10-11	11-12
Kindergarten	77%	89%	87%	89%	86%
Grade 1	79%	92%	96%	82%	98%
Grade 2	87%	94%	94%	87%	89%
Grade 3	86%	80%	70%	86%	87%
Grade 4	73%	79%	73%	79%	84%

% = % of students on or above grade level

Special Education Growth

	07-08	08-09	09-10	10-11	11-12
4+ Levels	47%	62%	29%	59%	35%
3 Levels	33%	15%	24%	13%	38%
2 Levels	10%	15%	29%	13%	15%
1 Level	7%	8%	13%	8%	6%
No measurable growth	3%	0	5%	5%	6%
Total # of Students:	30	39	43	42	48



Literacy Plus

	October 2011 Text Level	January 2012 Text Level	May 2012 Text Level	
Student 1	2	9	16	BSIP '12-13
Student 2	1	10	16	BSIP '12-13
Student 3	2	12	20	
Student 4	1	9	18	
Student 5	n/a	5	16	BSIP '12-13
Student 6	n/a	6	14	BSIP '12-13
Student 7	n/a	8	18	
Student 8	n/a	8	18	



On-Grade Level for June = Text Level 16



Data Outcomes

- 📁 Data Review and Analysis
- 📁 Teacher Data Review and Analysis
- 📁 Goal Setting for district, buildings and grade levels
- 📁 Individual Student Score Analysis
- 📁 PD planning



Violence and Vandalism Report

This report includes the following:

- ✓ A comparison of the V & V statistics from previous years.
- ✓ A break down of V & V incidents and H.I.B. data in each school.
- ✓ A review of suspension totals related to V&V for report period 2 from last year.
- ✓ An opportunity for the public to ask questions.



Summary of Incidents

Reportable Incidents

- 2011-12 RP2 (12)
- 2011-12 RP1 (8)
- 2010-11 (4)
- 2009-10 (11)
- 2008-09 (11)
- 2007-08 (17)

Incident Category Totals

2011-12 RP 2 (1/1/12 – 6/30/12)

- Violence (9)
- Weapon(s) (3)
- Vandalism (0)
- Substance Abuse (0)



What Gets Reported

- Incidents that meet the criteria established by the NJ Department of Education.
- Any situation involving behaviors that meet the definition of harassment, intimidation, or bullying



Report Period

The following is a summary of the data submitted to the state as required by law for all known reportable incidents for the 2011-2012 School Year.

(Reporting Period 2 - Data from 1/1/12 - 6/30/12).



Incidents

- There were a total of (12) reportable incidents district wide. These incidents included the following:
 - (8) Harassment, Intimidation, Bullying
 - (3) Situation(s) involving a weapon
 - (1) Threat
 - (0) Assault(s)
 - (0) Fights(s)
 - (0) Substance Offense (Possession of alcohol)
 - (0) Theft
 - (0) Sexual harassment.
 - (0) Incident of vandalism (Damage to Property)

Note: Incidents may fit into more than one category.



WMS - Incident Details

- (0) Assault(s)
- (0) Fights (involves mutual physical exchange)
- (0) Substance Offense (Possession of Alcohol)
- (4) Incidents of H.I.B. (6 reports were investigated)
- (2) Weapon
- (1) Threat(s) of violence
- (0) Incidents of sexual harassment.
- (0) Damage to Property

Note: Incidents may fit into more than one category.



HHS - Incident Details

- (0) Assault
- (0) Fights involving mutual physical exchange.
- (0) Substance Offense
- (4) Incidents of H.I.B. (10 reports were investigated)
- (1) Weapon
- (0) Threats of violence
- (0) Incidents of sexual harassment.
- (0) Damage to Property

Note: Incidents may fit into more than one category.



Notes:

Six different students received an out-of-school suspension as a result of the 12 reportable incidents during this reporting period (HHS 1 and WMS 5).

~No incidents were reported to the police.



Definitions:

- **Threat** - Attempting by physical menace (e.g., verbal threats) to put another in fear of future serious bodily injury. (Do not include bomb threats in this category). One needs to consider age and developmentally appropriate behavior before using this category.
- **Weapon** - Includes any instrument readily capable of lethal use or of inflicting bodily injury, but is not limited to: handguns, rifles, knives; clubs or other bludgeons; chains; sling shots; leather bands studded with metal filings; razor blades; stun guns; and any device that projects, releases, or emits tear gas or any other substance (e.g., pepper spray) that is intended to produce temporary discomfort or permanent injury through being vaporized or otherwise dispensed in the air. • A toy gun is no longer considered a weapon and its possession would not be reported. An imitation firearm imitation firearm (e.g., an object that looks like a real handgun but cannot be fired or converted to a handgun) would be reported. .. Possession: Having on one's person, in one's locker or vehicle one or more of the types of weapons listed on the VV-SA form.



H.I.B. Definition

H.I.B. means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, on a school bus, or off school grounds as provided for in section 16 of P.L. 2010, c.122 (C. 18A:37-15.3), that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- ✓ a reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
- ✓ has the effect of insulting or demeaning any student or group of students; or
- ✓ creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.



Miscellaneous

- ✓ Both the HHS and WMS continue to utilize character education programs.
- ✓ Administration receives EVVRS training online.
- ✓ Questions?



BOE Goals

Area of Focus: Communication

Goal 1: The Westampton Public Schools Board of Education will follow communications procedures to support the goals and objectives of the district, providing for appropriate dissemination of information via technological resources.



BOE Goals

Area of Focus: Technology

Goal 2: The Westampton Township Public Schools Board of Education will reduce the use of paper by utilizing technology actively, and will support the technology goals and objectives of the district, providing for the acquisition and dissemination of knowledge via technological resources and in concert with the New Jersey Core Curriculum Content Standards. The district will continue to modify its program as students' needs and technologies change. Technology infrastructure and training will be major components of the district plan.




Financial Update

- ✓ District spending frozen as of November 1, 2012
- ✓ In doing this, we hope to maintain our surplus to retain all service and stay under the mandated 2% cap
- ✓ We remain on course for reaching this goal



Facility Update

- ✓ No significant roof leaks or serious damage from Super-storm Sandy was reported. Downed limbs and roof flashing was uplifted at WMS.
 - ✓ Upcoming projects include installation of Promethean Boards in grade 4 classrooms
 - ✓ Scheduled floor maintenance in both schools
- 



THANK YOU!