

A hand holding a yellow pencil is pointing to a multiple-choice test paper. The paper has several questions, each with four options labeled A, B, C, and D. The text '2013 NJ ASK State Assessment Profile' is overlaid in red, and 'Bloomfield Public Schools' is overlaid in black.

2013 NJ ASK
State Assessment Profile

Bloomfield
Public Schools



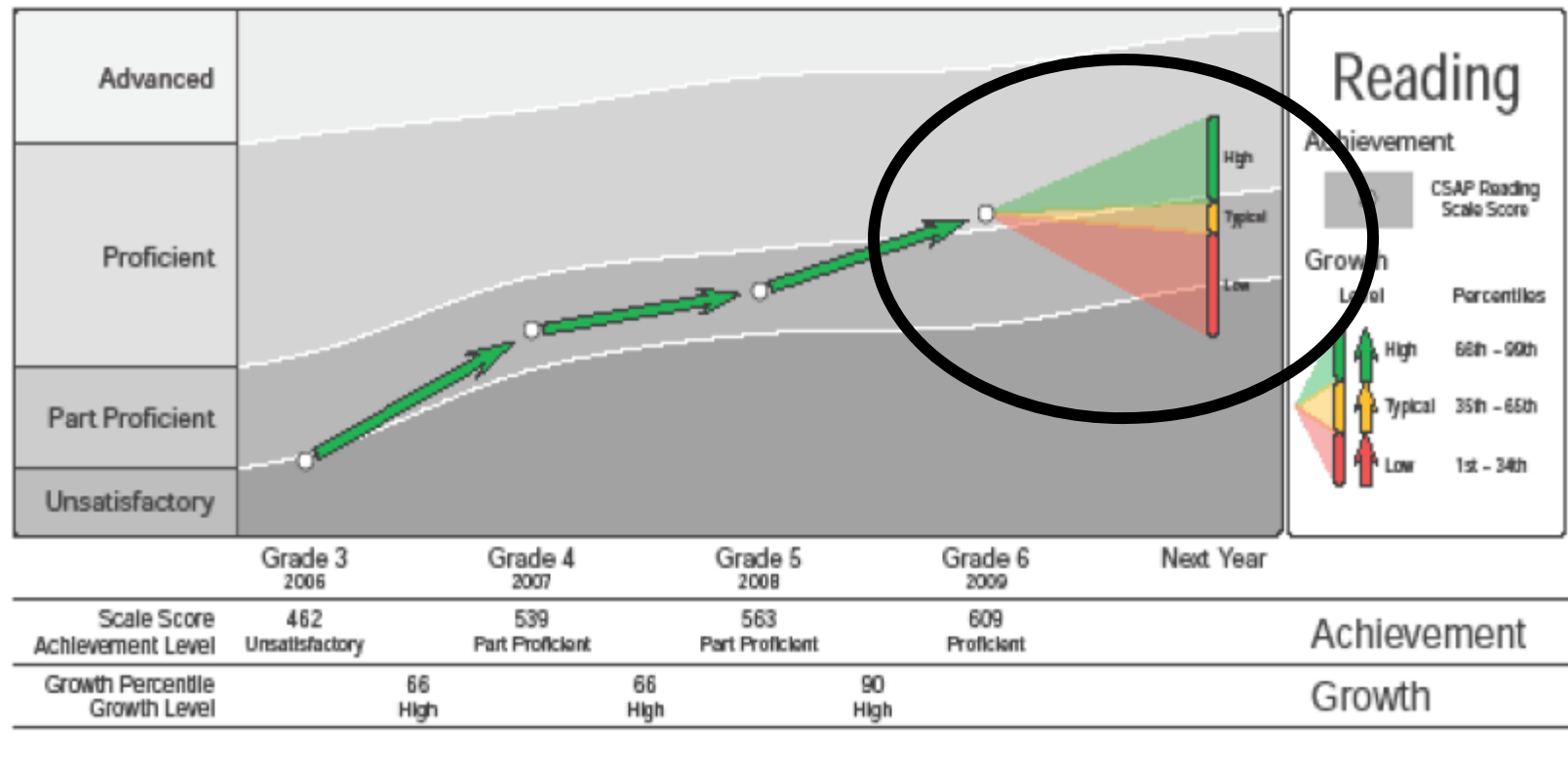
NJASK State Assessment Program

- All students are required to participate in the State Assessment Program for grades 3-8.
- State assesses students in the areas of Language Arts, Mathematics and Science (grades 4, 8).
- Alternative Proficiency Assessment (APA) portfolios replace the NJ ASK requirements for specific cases
- NJ DOE has replaced the AYP requirement with Student Growth Percentile for grades 3-8.

New Accountability Mandates

Grades 3-8: SGP

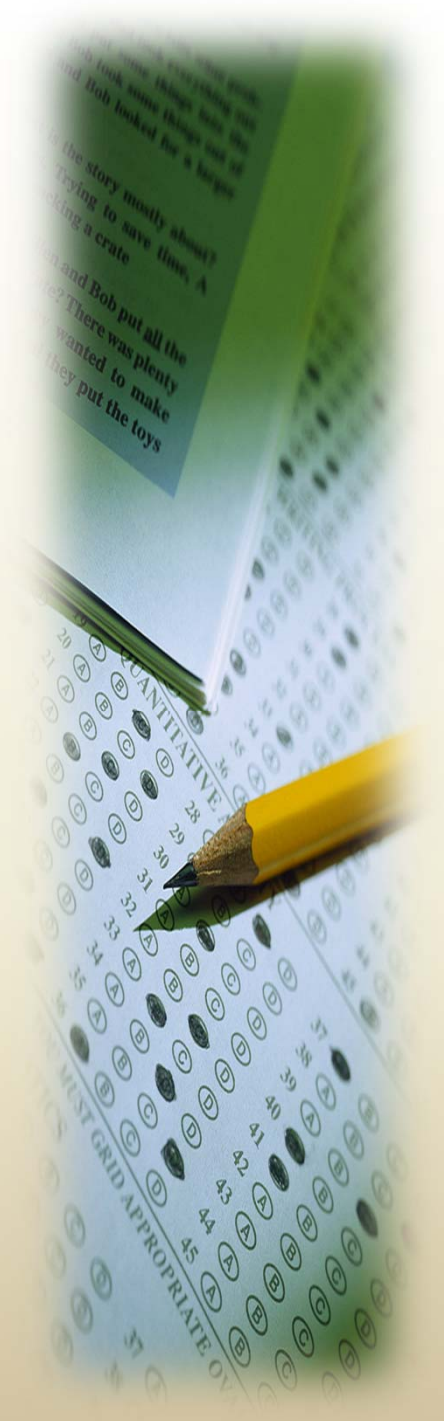
- Student Growth Percentiles
 - Focuses on student growth/ improvement over time
 - Tells us whether a student grew faster or slower than other NJ students with similar NJ ASK history (same grade, same NJ ASK test, similar results)
 - NJ DOE defines typical growth between 35th and 65th percentile



District Snapshot

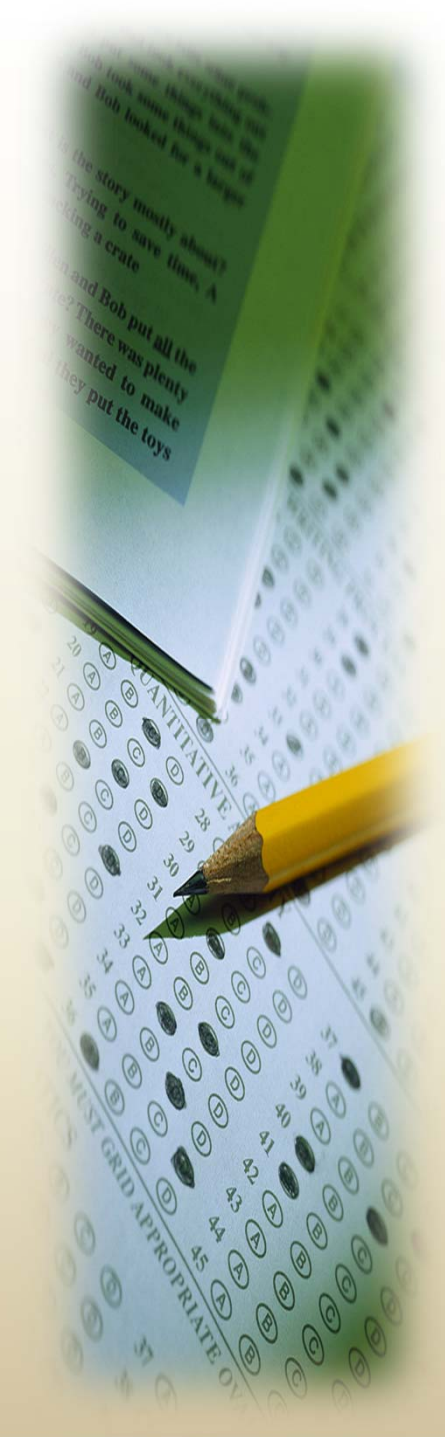
Language Arts

Grade Level	District Total Proficiency %	DFG Total Proficiency %	State Total Proficiency %
3	70.8	67.9	66.4
4	61.1	59.8	59.4
5	62.4	61.5	61.3
6	64.9	67.4	66.2
7	62.1	66.0	65.2
8	80.2	84.2	81.9



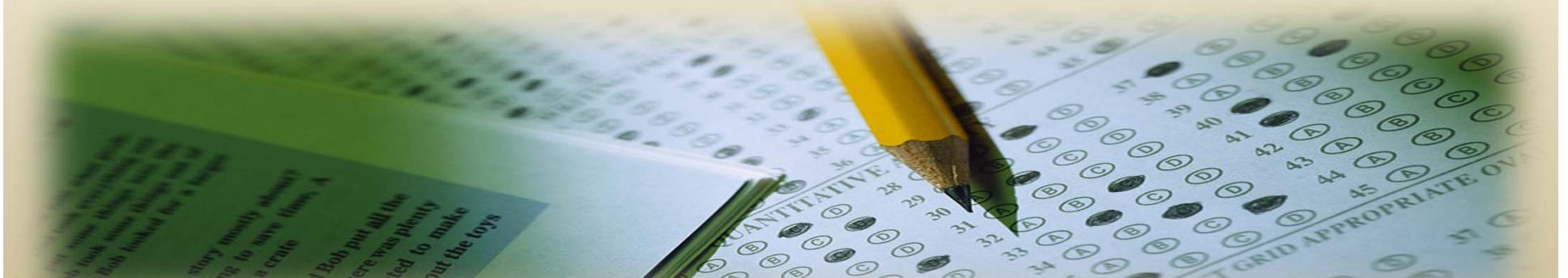
District Snapshot Mathematics

Grade Level	District Proficiency %	DFG Proficiency %	State Proficiency %
3	86.0	80.3	77.7
4	80.7	80.4	78.3
5	80.7	82.4	79.9
6	79.9	81.2	78.9
7	62.9	64.3	63.5
8	64.8	68.9	69.3



Data Analysis Highlight

Demographic subgroups in both language arts and mathematics (Grades 3-8) achieved significantly higher proficiency percentages than the state average in both language arts and mathematics, grades 3-8.



Building Specific Goals

BERKELEY

- **Grade Level Professional Learning Communities (PLC) to regularly review assessment data; identify skill deficits and individualize instruction.**
- **Literacy Coach to work with at-risk students and to collaborate with teachers to support excellence in instruction (co-teaching, lesson modeling etc.)**
- **Tutoring to address skill deficiencies for those students most at-risk.**

BROOKDALE

- **More frequent progress monitoring of targeted groups (Gr. 5) in specific skill areas and applying results to fluent tiered groupings at FLEX time.**
- **Focus on improved open ended Math responses with targeted skill lessons, benchmark assessments, self-scored open-ended responses, modeling, volume and volume as an additive, STAR testing etc.**
- **Increased focus on 6th grade testing areas: Numbers & Operations , Problem Solving and Data Analysis. CMP2, Study Island, Star Assessment and RTI will be utilized to achieve this goal.**





Building Specific Goals (cont.)

CARTERET

- Following analysis of test data individual class/student strengths and weaknesses were placed in graph format to giving visual meaning to student/teacher responsibilities regarding improvement goals.
- Additional writing component added to RTI period to meet writing needs of all students.
- Continuous monitoring of student progress through frequent and systemic assessment (Teacher's College Assessment in ELA; small group instruction & technology supported interventions etc.).

DEMAREST

- Utilize school based writing prompts to provide additional practice in different styles of writing.
- Develop an after school program to assist students who demonstrate weaknesses in ELA and Math.
- Increase student practice in working with informational text via use of newspapers, purchase of non-fiction texts for classroom use and use of QAR strategies.

Building Specific Goals

FAIRVIEW

- Exposure to various non-fiction informational text features to support comprehension.
- To strengthen student open-ended responses research based techniques will be consistently reviewed.
- To assist students with reading longer passages in a limited time frame students will be given timed reading to build up stamina.

FRANKLIN

- Promotion of higher level questioning using Bloom's taxonomy to provide practice with close reading of text.
- 6+1 Trait writing lessons related to school wide themes followed by assemblies focusing on student work that highlights exemplary student created artifacts.
- Data analysis to address math skill improvement.



Building Specific Goals

OAK VIEW

- During Language Arts, teachers will instruct students using informational text and provide them with strategies that will help them to be proficient in close analytical reading.
- During Math, teachers in grades K-2 will continue to increase student knowledge of numerical operations. Teachers in grades 3 through 6 will continue to increase student knowledge of fractions, geometry, measurement and data, and the ability to solve problems.
- Teachers will use RTI period to assist students that need additional help in all parts of the reading and writing process and math skills.

WATSESSING

- Grade level action plans have been developed and implemented to specifically target skill weaknesses/deficiencies and to enhance student achievement.
- Through differentiated instruction/flexible grouping/PLC's there will be ongoing identification of students and intervention strategies provided to those in need of ELA or math assistance.
- Continued use of STAR for data analysis and instructional planning.



Building Specific Goals

MIDDLE SCHOOL

- Renaissance Star Testing (quarterly benchmark testing; data-driven instruction; instructional software e.g. Accelerated Reader)
- Block Schedule/Lesson Redesign in Mathematics (increased instructional time in all core subjects; ELA and Math curriculum aligned to the Common Core; professional development for Connected Math and differentiation)
- Data Analysis (data mining of NJASK scores by class, teacher, grade ; STAR analysis for data-driven instruction; formative/summative assessment.



