

Westampton Township Public Schools

State of the Schools Report

Highlights and Achievements 2013

Presented By: Ginny Grossman, M.A., Ed., Superintendent
Jennifer Murray, M.A., Ed., Supervisor of Curriculum and Instruction

Rachel Feldman, Ed. D., Holly Hills Principal
Mathew Andris, M.A., Ed., Westampton Middle School Principal

Debbie Keeney, M.A., Ed., Child Study Team Supervisor

Tracy McGuire, Board Secretary

Michael Milnes, Technology

Presentation Date: October 16, 2013

District Goals 2013-2014

- The Westampton Township Public School District will promote the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning. Collection and study of data will be used to identify and assess organizational effectiveness; implement district plans to enhance achievement; promote continual and sustainable district improvement; and to evaluate and revise district plans as supported by all district stakeholders.

District Goals 2013-2014

- The Westampton Township Public School District will promote the success of every student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

District Goals 2013-2014

- The Westampton Township Public School District will promote the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth, while promoting the most effective and appropriate district technologies to support teaching and learning.

Student Achievement and WTPS District Initiatives

District Goals

State Mandated Assessment Reports

NJCCS Curricular Initiatives

Student Discipline Reports

A Brief 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
2014	NJ ASK Replaced by PARCC on -line Assessment

NJ ASK and School Funding

- Participation in Annual State Assessments , NJ ASJK, is mandatory. Participation is tied to state and federal funding to our district:
 - State Funding: \$3,150,851.00
 - NCLB Federal Grant Funding: \$124,224.00

Progress Targets

NCLB Progress Targets (Formerly AMOs): The NJDOE has calculated Progress Targets for schools and districts based on the goal of closing the achievement gap by half within six years.

The Progress Targets are 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.

Progress Target Calculations

- 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.

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

 - (*Must have 30 participants for group report)

LAL Progress Targets: Holly Hills School

Subgroups	Total Valid Scores	Pass Target Rate	Target	Met Target?
School-wide	200	68.0	61.3	Yes
White	91	74.7	67.6	Yes
Black	54	59.3	52.6	Yes
Hispanic	- N IS LESS THAN 30	-	-	-
American Indian	-	-	-	-
Asian	-	-	-	-
Two or More Races	-	-	-	-
Students with Disability	43	27.9	30.2	Yes* (Confidence Interval)
Limited English Proficient Students	-	-	-	-
Economically Disadvantaged Students	35	60	48.8	Yes

Mathematics Progress Targets: Holly Hills School

Subgroups	Total Valid Scores	Pass Target Rate	Target	Met Target?
School-wide	200	73.0	75.0	Yes*
White	91	85.8	82.6	Yes
Black	54	57.4	65.2	Yes*
Hispanic	- N IS LESS THAN 30	-	-	-
American Indian	-	-	-	-
Asian	-	-	-	-
Two or More Races	-	-	-	-
Students with Disability	43	44.2	56.4	Yes*
Limited English Proficient Students	-	-	-	-
Economically Disadvantaged Students	35	48.6	59.6	Yes*

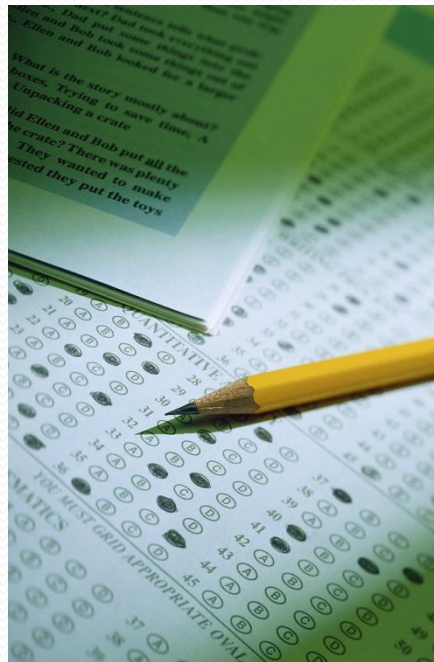
LAL Progress Targets: Westampton Middle School

Subgroups	Total Valid Scores	Pass Target Rate	Target	Met Target?
School-wide	410	70.3	76.5	No
White	158	74.0	84	No
Black	150	60.7	65.7	Yes* (Confidence Interval)
Hispanic	49	77.5	76.1	Yes
American Indian	- N IS LESS THAN 30	-	-	-
Asian	-	-	-	-
Two or More Races	-	-	-	-
Students with Disability	61	26.3	41.3	No
Limited English Proficient Students	-	-	-	-
Economically Disadvantaged Students	76	50.0	56.3	Yes* (Confidence Interval)

Mathematics Progress Targets: Westampton Middle School

Subgroups	Total Valid Scores	Pass Target Rate	Target	Met Target?
School-wide	410	74.8	79.3	No
White	158	79.1	83.9	Yes*
Black	150	67.3	70.1	Yes*
Hispanic	49	79.6	86.0	Yes*
American Indian	- N IS LESS THAN 30	-	-	-
Asian	-	-	-	-
Two or More Races	-	-	-	-
Students with Disability	61	27.9	43.5	No
Limited English Proficient Students	-	-	-	-
Economically Disadvantaged Students	76	52.6	59.1	Yes* <small>(Confidence Interval)</small>

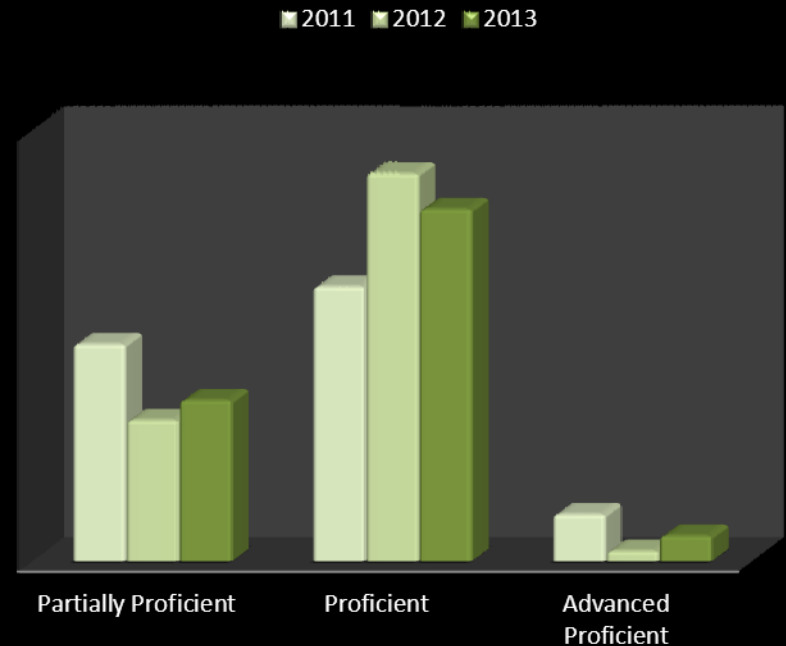
NJ ASK DATA 2013



NJ ASK 3 Language Arts

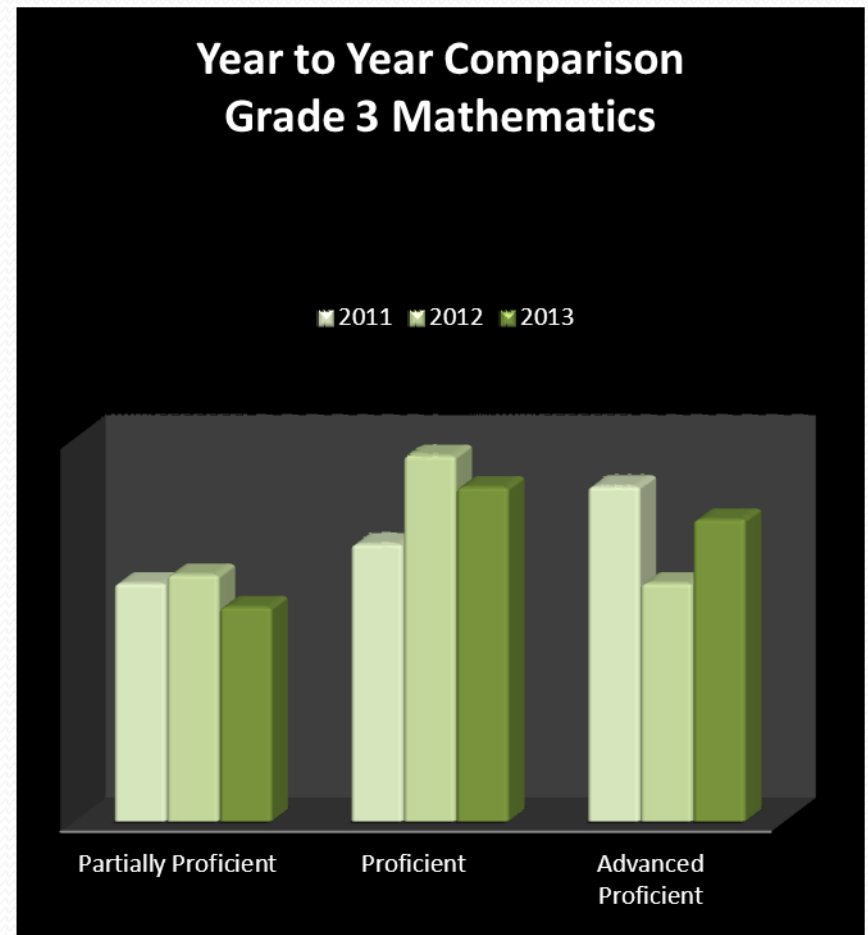
Grade 3	Partially Proficient	Proficient	Advanced Proficient
2011	40.3	51	8.7
2012	26.2	72	1.9
2013	29.9	65.4	4.7

Year to Year Comparison
Grade 3 Language Arts Literacy



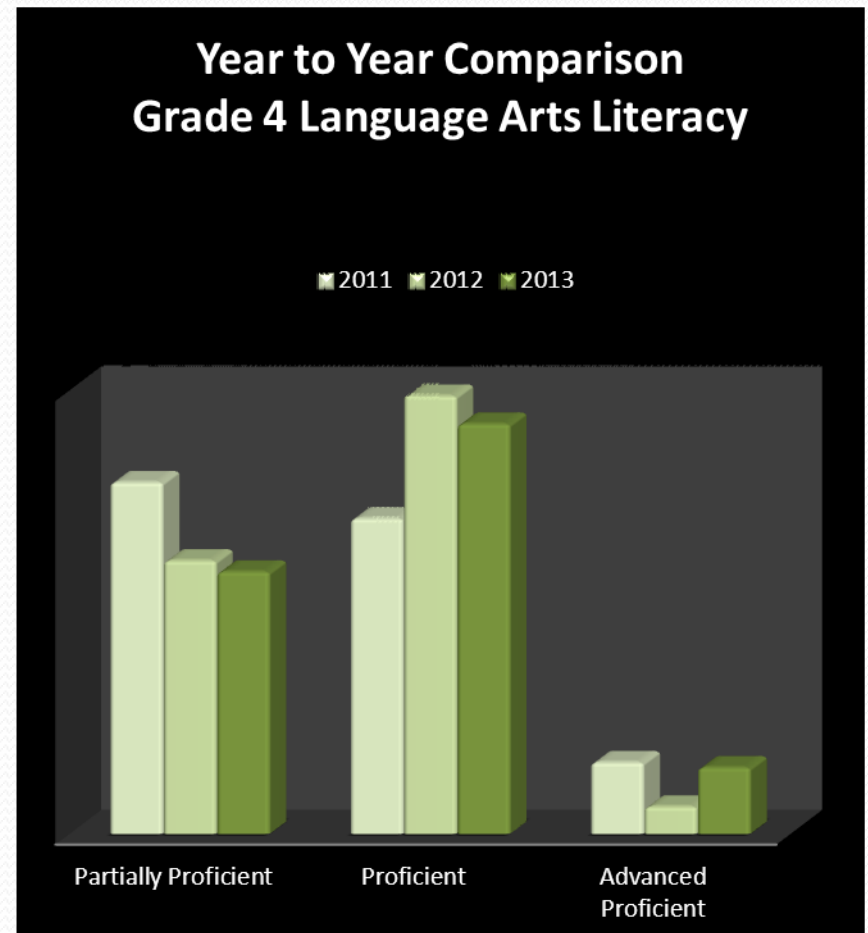
NJ ASK 3 Mathematics

Grade 3	Partially Proficient	Proficient	Advanced Proficient
2011	28	32.6	39.4
2012	29	43	28
2013	25.2	39.3	35.5



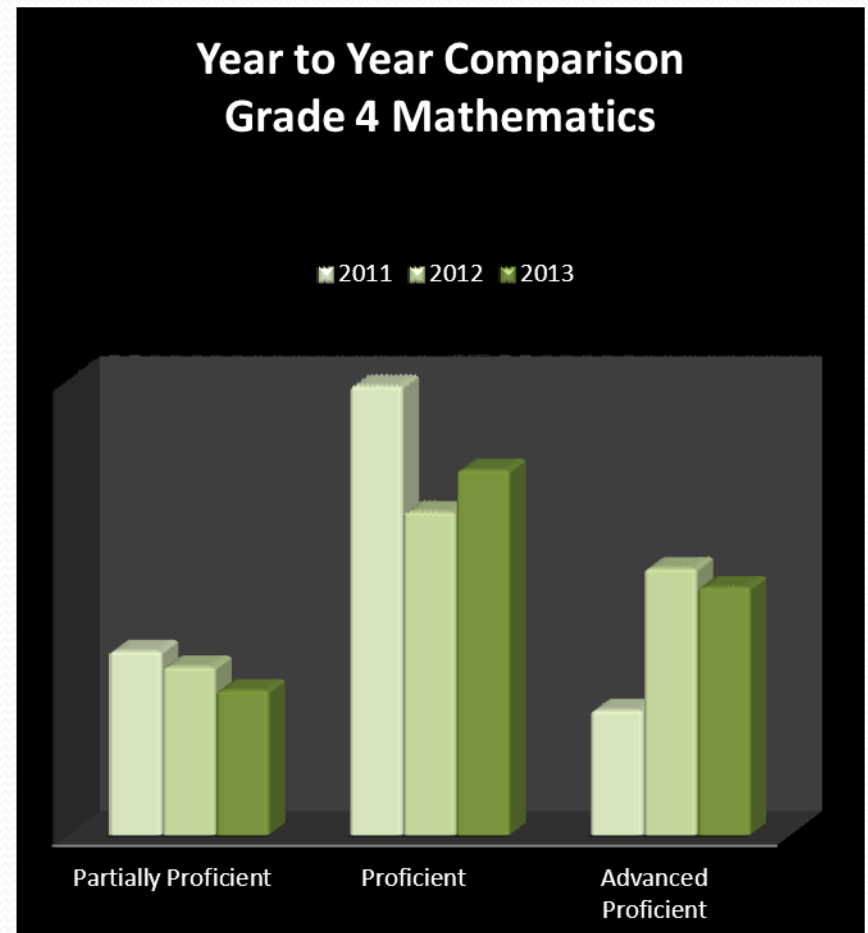
NJ ASK 4 Language Arts

Grade 4	Partially Proficient	Proficient	Advanced Proficient
2011	47.6	42.7	9.7
2012	37	59.3	3.7
2013	35.5	55.5	9



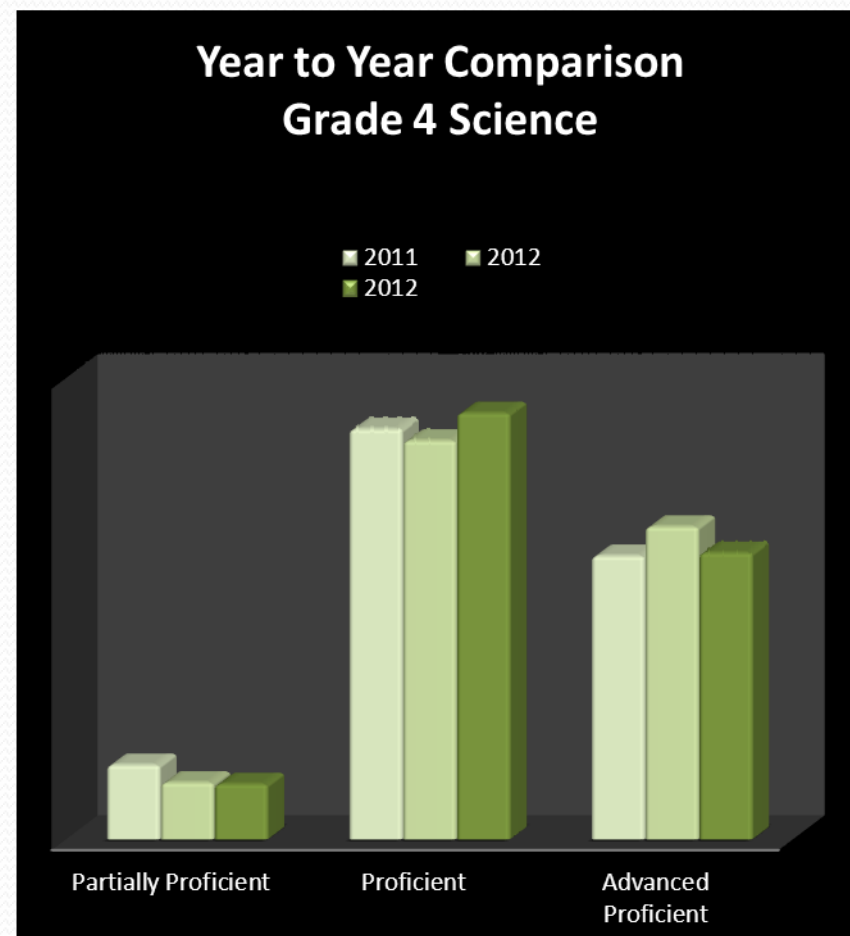
NJ ASK 4 Mathematics

Grade 4	Partially Proficient	Proficient	Advanced Proficient
2011	24.3	59.2	16.5
2012	22.2	42.6	35.2
2013	19.1	48.2	32.7



NJ ASK 4 Science

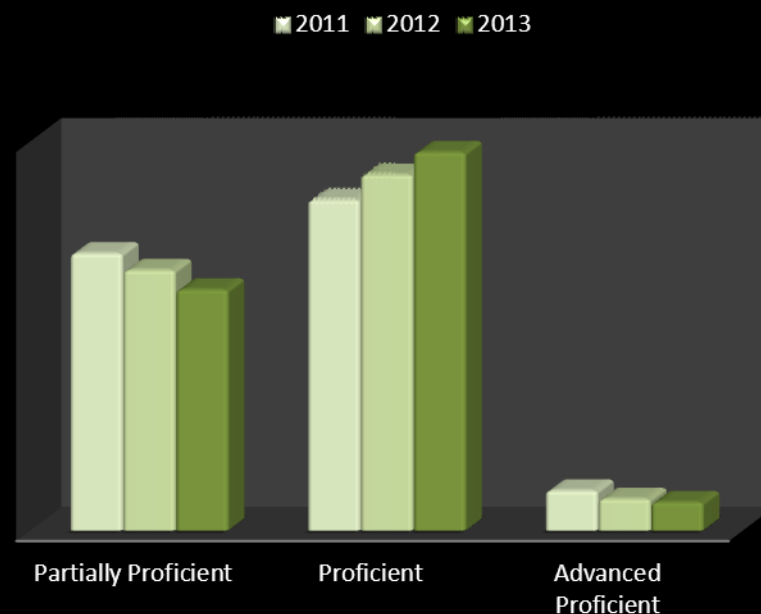
Grade 4	Partially Proficient	Proficient	Advanced Proficient
2011	9.7	53.4	36.9
2012	7.4	51.9	40.7
2013	7.2	55.5	37.3



NJ ASK 5 Language Arts

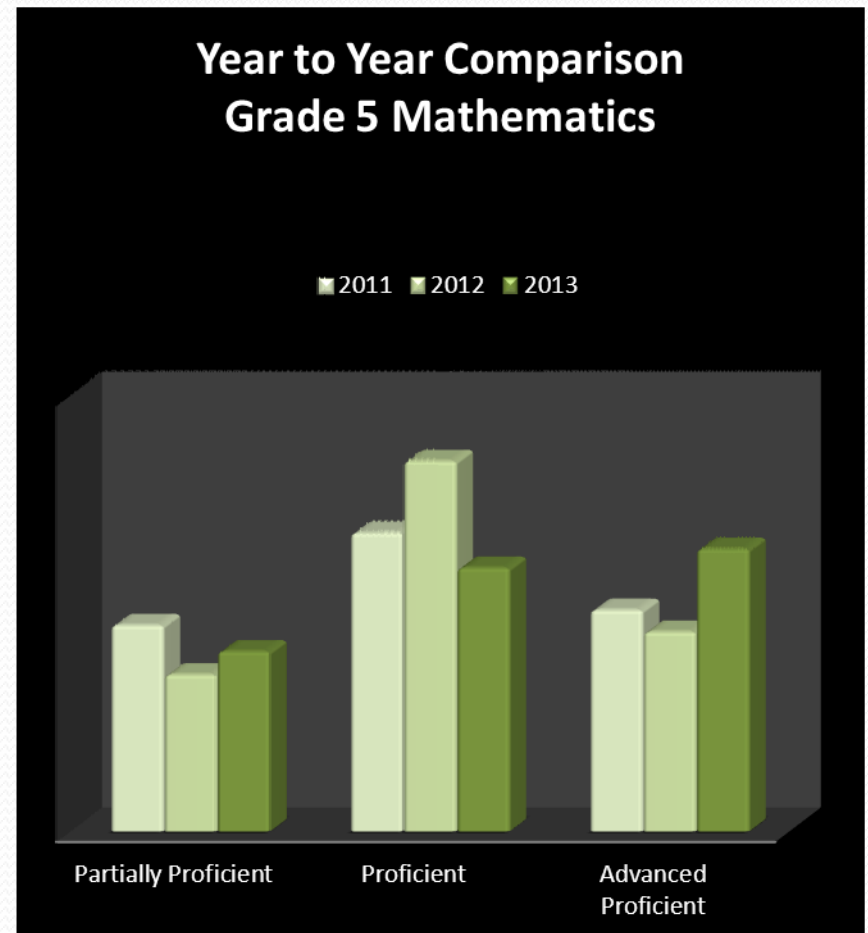
Grade 5	Partially Proficient	Proficient	Advanced Proficient
2011	42.8	51	6.2
2012	40.2	54.9	4.9
2013	37.2	58.4	4.4

Year to Year Comparison Grade 5 Language Arts Literacy



NJ ASK 5 Mathematics

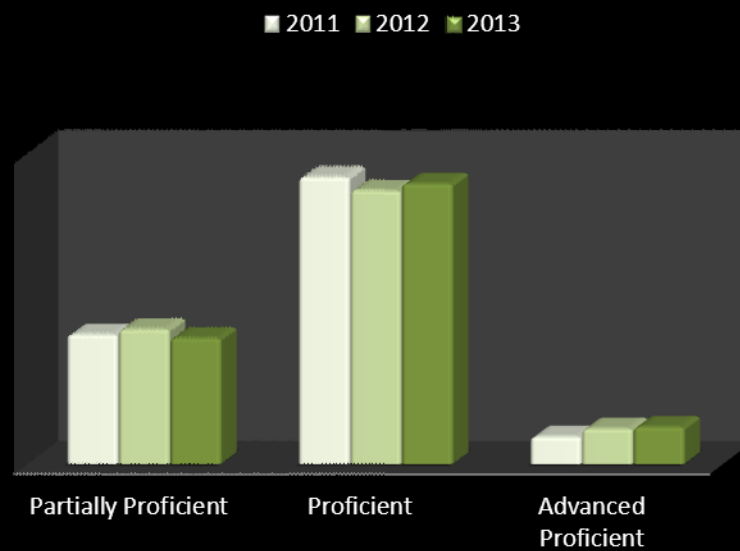
Grade 5	Partially Proficient	Proficient	Advanced Proficient
2011	28.4	41.1	30.5
2012	21.6	51	27.5
2013	24.8	36.3	38.9



NJ ASK 6 Language Arts

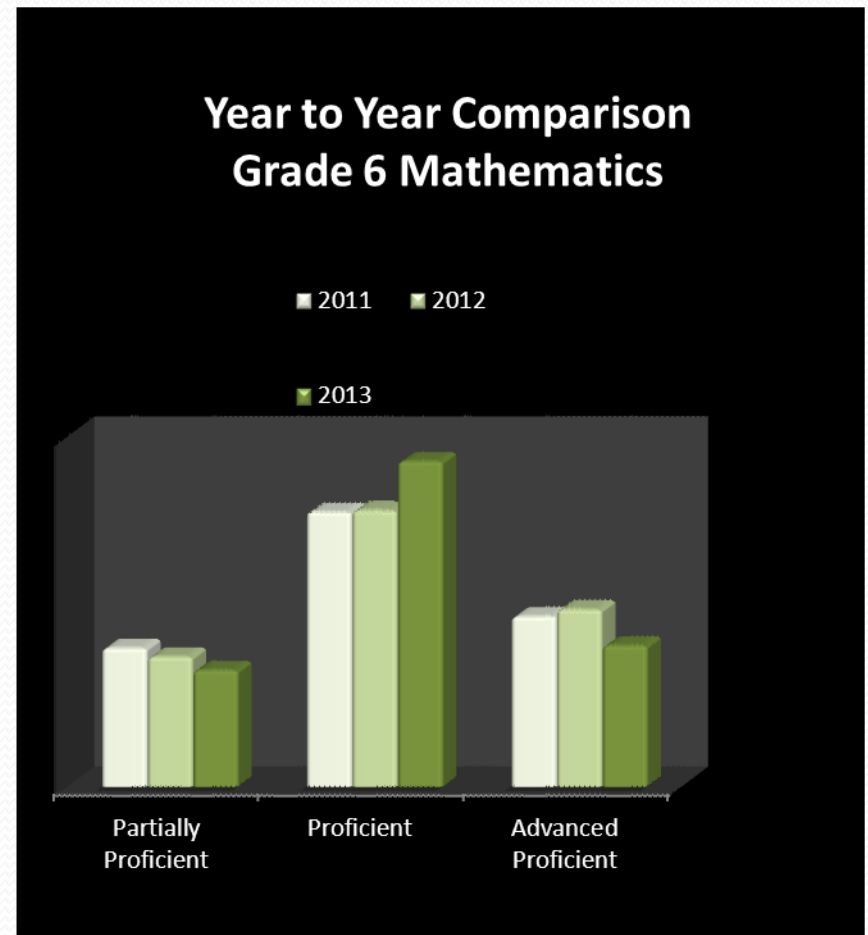
Grade 6	Partially Proficient	Proficient	Advanced Proficient
2011	29.2	64.6	6.2
2012	30.4	61.6	8
2013	28.4	63.2	8.4

Year to Year Comparison Grade 6 Language Arts Literacy



NJ ASK 6 Mathematics

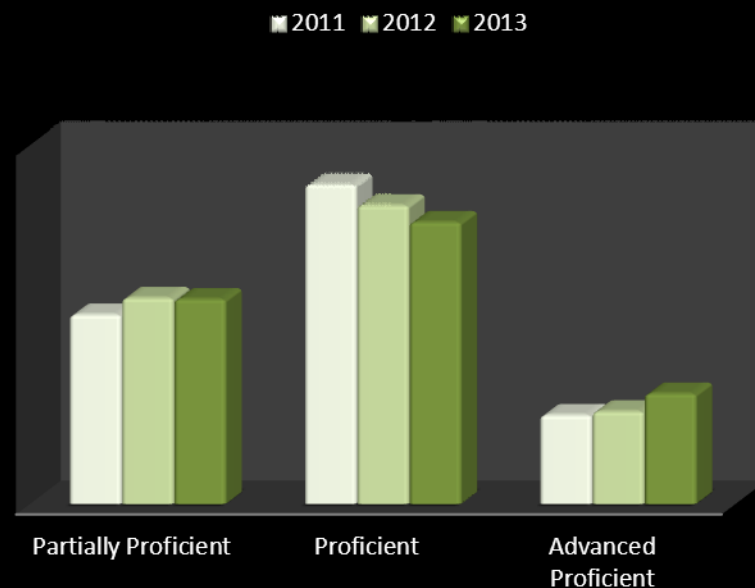
Grade 6	Partially Proficient	Proficient	Advanced Proficient
2011	23.8	47	29.2
2012	22.3	47.3	30.4
2013	20	55.8	24.2



NJ ASK 7 Language Arts

Grade 7	Partially Proficient	Proficient	Advanced Proficient
2011	31.7	53.4	14.9
2012	34.5	50	15.5
2013	34.3	47.2	18.5

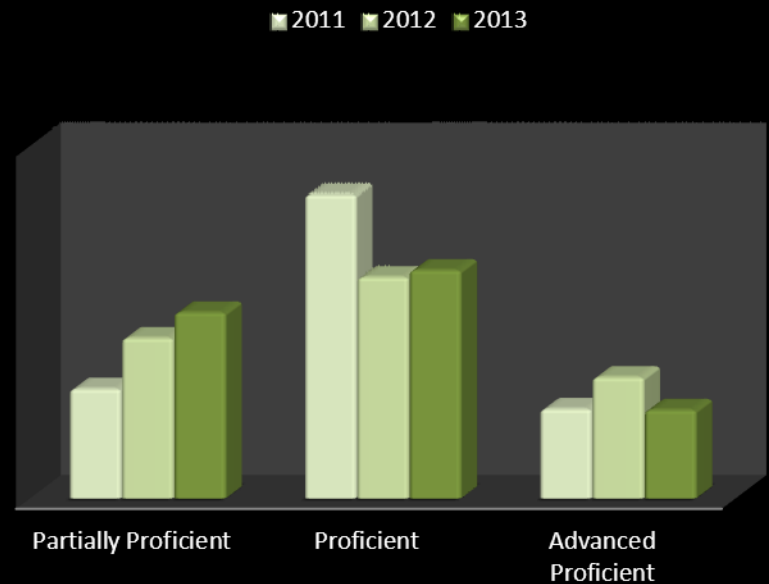
Year to Year Comparison Grade 7 Language Arts Literacy



NJ ASK 7 Mathematics

Grade 7	Partially Proficient	Proficient	Advanced Proficient
2011	21.8	60.4	17.8
2012	31.9	44	24.1
2013	37	45.4	17.6

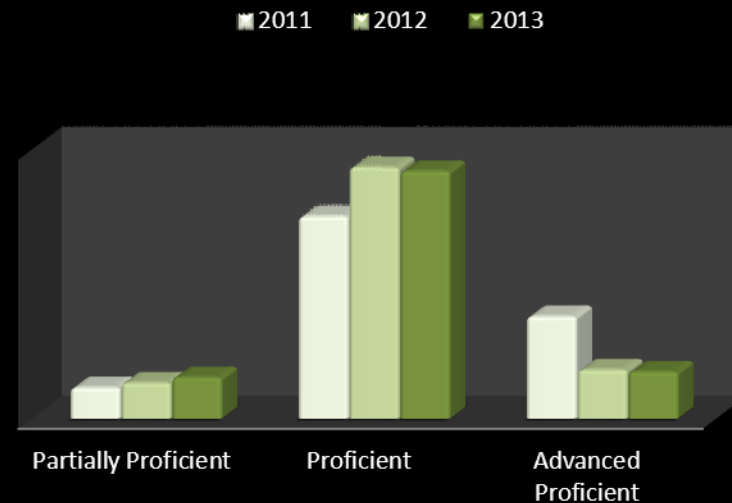
Year to Year Comparison Grade 7 Mathematics



NJ ASK 8 Language Arts

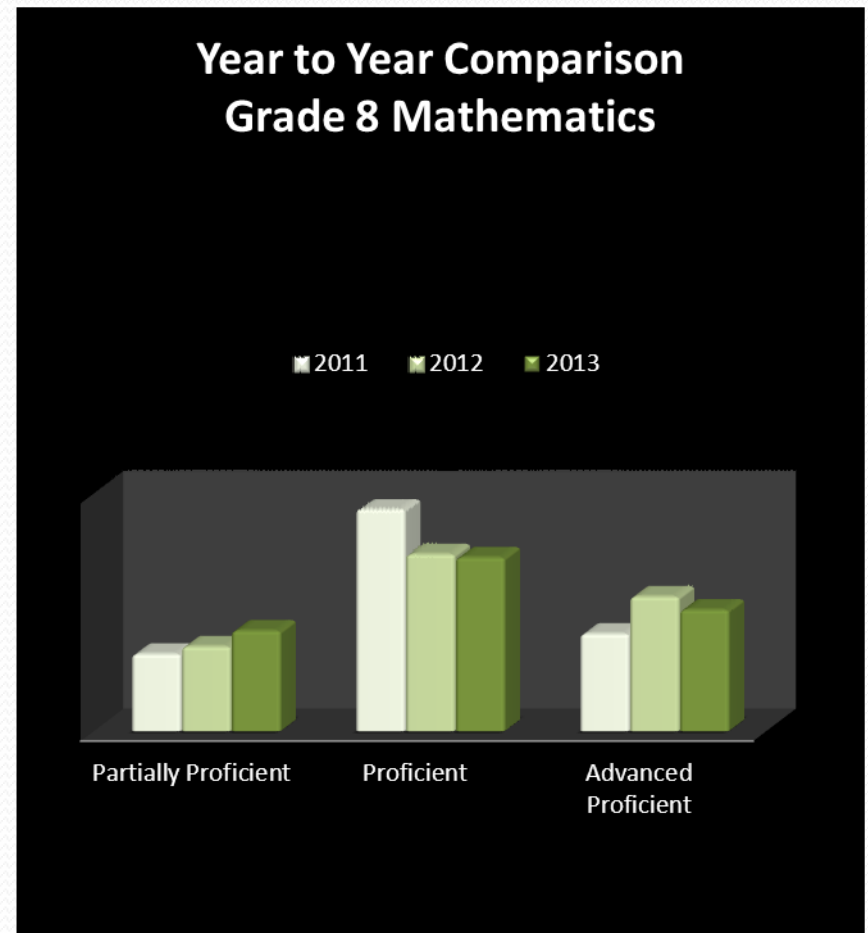
Grade 8	Partially Proficient	Proficient	Advanced Proficient
2011	9.3	60.2	30.5
2012	10.7	74.8	14.6
2013	12.3	73.7	14

Year to Year Comparison Grade 8 Language Arts Literacy



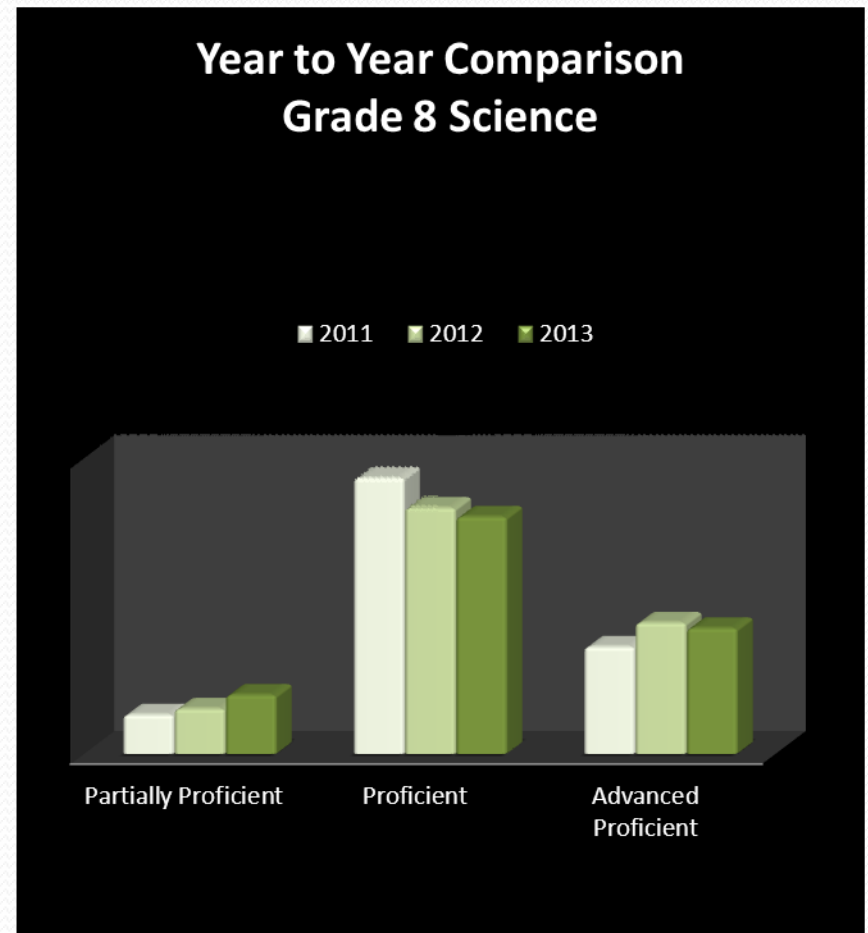
NJ ASK 8 Mathematics

Grade 8	Partially Proficient	Proficient	Advanced Proficient
2011	19.5	55.9	24.6
2012	21.4	44.7	34
2013	25.4	43.9	30.7



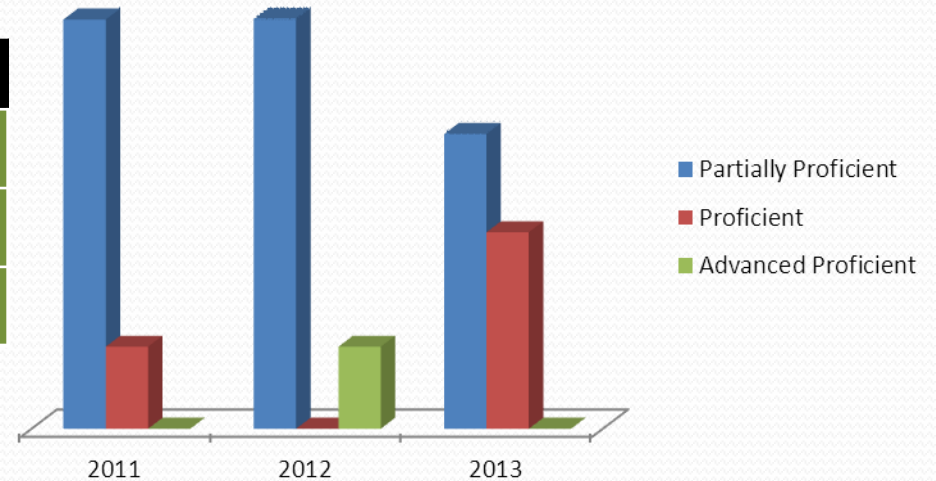
NJ ASK 8 Science

Grade 8	Partially Proficient	Proficient	Advanced Proficient
2011	9.3	65.3	25.4
2012	10.7	58.3	31.1
2013	14	56.2	29.8



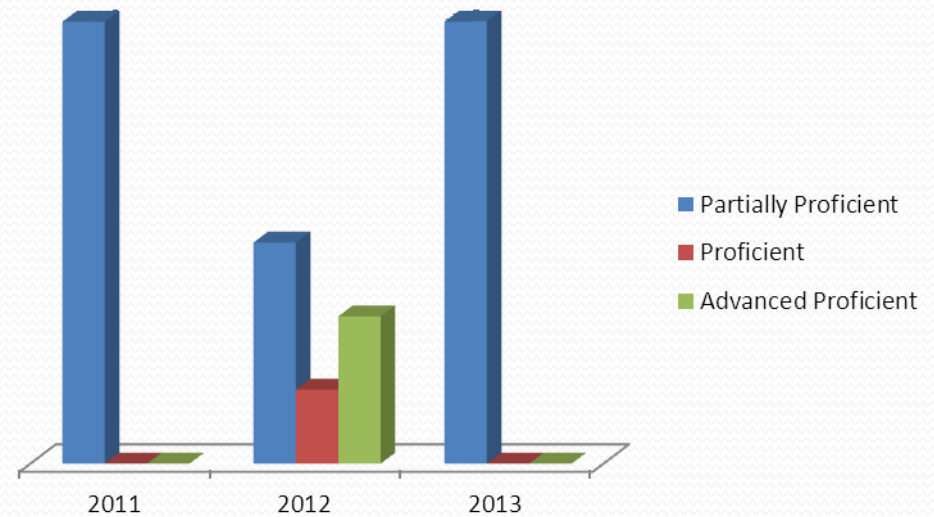
APA Results Language Arts

APA	Partially Proficient	Proficient	Advanced Proficient
2011	5	1	0
2012	5	0	1
2013	6	4	0



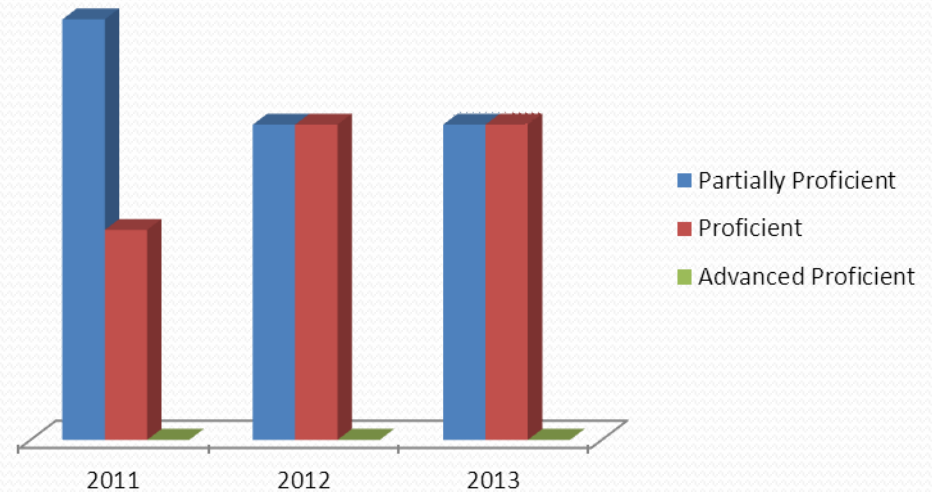
APA Mathematics

APA	Partially Proficient	Proficient	Advanced Proficient
2011	6	0	0
2012	3	2	1
2013	10	0	0



APA Science

APA	Partially Proficient	Proficient	Advanced Proficient
2011	2	1	0
2012	1	1	0
2013	1	1	0



Child Study Team Initiatives

- Developed a Procedures Manual with new forms and updated guidelines
- Revised forms and created new forms for more professional look and for consistency
- Implemented the use of the Battelle for preschool evaluations to be part of Preschool Outcomes
- Organized CST Open Houses for staff to meet with the Team, review IEPs, and sign off on review

Child Study Team Initiatives

- Staff Development to include topics strategies for working with students who have Autism, writing IEPs, and Traumatic Brain Injury
- Increasing the use of technology to help special education students (Bookshare, Dyslexic font)
- Hired an Occupational Therapist to provide a more collaborative approach to therapy and instruction, as well as a cost-savings measure

Instructional Initiatives

Update Curricula with alignment to the NJ CCCS

- Mathematics
- Language Arts Literacy

Align Lesson Plans to NJ CCCS

Utilize Benchmark Assessments for Student Learning Objectives

Guided Reading at WMS

- Recently, the board approved a guided reading pilot program to be implemented in “lab classrooms” at the middle school beginning with the 5th grade. Lab classrooms are classes where teacher colleagues re view the guided reading model. Incoming 5th graders will find comfort with the familiarity of the reading instruction they have previously received. Guided reading allows for maximum growth because while students are instructed at their level, they do not become frustrated with text which is too complex or bored because the material is too low.

Guided Reading at WMS

- Students will have the opportunity to work in small groups while the teacher facilitates the learning and targets specific skills. It gives children the opportunity for equal instructional time with the teacher and develops individual readers while participating in a socially supported activity. Teachers benefit because they are able to observe students as they process new texts and practice reading strategies. Overall, guided reading develops the abilities needed for independent reading and gives students a successful reading experience.

WMS Guided Reading Timeline

2013-2014	2014-2015	2015-2016	2017-2018
Grade 5 Pilot Begins	Grade 5 Implementation	Grade 7-8 Pilots Begin	Grade 7-8 Implementation
Grade 5 Lab Classrooms open	Grade 6 Pilot Begins	Grade 6 Implementation	Continue Lab Classrooms
Grade 6 visits Lab Classroom	Grades 5-6 Lab Classroom	Grades 5-6 Lab Classroom	
	Grades 7-8 visits Lab Classrooms	Grades 7-8 visit Lab Classrooms	

Kindergarten Literacy Data

Kindergarten Literacy Data (Guided Reading and Orton)

	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
12-13	127	128		183	176		316	173

KDI - Incoming Kindergarten Assessment Tool

Fox in the Box - Outgoing Kindergarten Assessment Tool

HHS Guided Reading Data

	07-08	08-09	09-10	10-11	11-12	12-13
Kind.	77%	89%	87%	89%	86%	83%
Grade 1	79%	92%	96%	82%	98%	83%
Grade 2	87%	94%	94%	87%	89%	90%
Grade 3	86%	80%	70%	86%	87%	80%
Grade 4	73%	79%	73%	79%	84%	80%

% = % of students on or above grade level

	07-08	08-09	09-10	10-11	11-12	12-13
4+ Levels	47%	62%	29%	59%	35%	50%
3 Levels	33%	15%	24%	13%	38%	21%
2 Levels	10%	15%	29%	13%	15%	17%
1 Level	7%	8%	13%	8%	6%	6%
No measurable growth	3%	0	5%	5%	6%	6%
Total # of Students:	30	39	43	42	48	48

Literacy Plus

	October 2012 Text Level	February 2013 Text Level	May 2013 Text Level	
Student 1	3	9	16	BSIP 13-14
Student 2	3	12	20	
Student 3	3	12	20	
Student 4	3	9	18	BSIP 13-14
Student 5	n/a	3	12	interventions put in place for September
Student 6	n/a	6	16	retained due to frequent absence
Student 7	n/a	5	16	BSIP 13-14
Student 8	n/a	5	18	

On-Grade Level for June = Text Level 17

HHS MAP 2012-13

Reading Quadrant

		Growth Index	
		Below	Above
Projected Proficiency	Above	26.4% (78)	47.1% (139)
	Below	17.6% (52)	8.8% (26)

Mathematics Quadrant

		Growth Index	
		Below	Above
Projected Proficiency	Above	22.9% (68)	65.7% (195)
	Below	7.1% (21)	4.4% (13)

WMS MAP 2012-13

Reading Quadrant

		Growth Index	
		Below	Above
Projected Proficiency	Above	30.9% (128)	47.1% (195)
	Below	12.1% (50)	9.9% (41)

Mathematics Quadrant

		Growth Index	
		Below	Above
Projected Proficiency	Above	32.4% (134)	43.2% (179)
	Below	15.7% (65)	8.7% (36)

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

BOE Goals 2013-2014

- The Westampton Township Public Schools Board of Education will promote and encourage best practices for the Board of Education by participating in professional development with the New Jersey School Boards Association (NJSBA). The Board will research and undergo a minimum of three Board of Education Training Opportunities annually and utilize a three-year plan to become fully Board Certified through NJSBA.
- The Westampton Township Public Schools Board of Education will represent our community by emphasizing regular attendance at monthly Board of Education Meetings. Each Board member will also serve on at least one Board of Education committee to further represent our community.

Student Discipline Report Summary

Incident Category Totals 2012-13 Full Year

(7/1/12 - 6/30/13)

- Violence (5)
- Weapon(s) (2)
- Vandalism (2)
- Substance Abuse (1)
- H.I.B. (Confirmed) (3)

Facility Update

- The dehumidification and drainage projects at HHS have successfully resulted in lower humidity in the building.
- The Kindergarten playground has been fenced in thanks to the generosity of the Westampton Township Recreation Department.
- The drainage project in the WMS courtyard has successfully resulted in pulling rainwater drainage away from the building.

Financial Update

- District spending frozen as of October 1, 2013.
- In doing this, we hope to maintain our surplus to retain all service and stay under the mandated 2% cap.
- Contract negotiations for WEA and WAA begin this winter.

THANK YOU!