



**Norwood Public School**

# Annual Assessment Report



**Results for 2008-2009  
and  
Implications for Instruction in 2009-2010**

**Presented to the  
Norwood Board of Education  
23 November 2009**

# Annual Assessment Report



## AGENDA

### Why Do We Assess?

Guiding Principles and Assessment Cycle

Dr. Jeffrey Feifer

### How Do We Assess?

An Overview of Our Assessment Program

Mrs. Charmaine Della Bella

### How Did We Do?

A Review of Test Results

Dr. Jeffrey Feifer

### How Do We Use Assessment?

Analysis and Action Plans

Mrs. Betty Johnson

Questions/Discussion

# Guiding Principles of Assessment



We're all here to increase student learning.

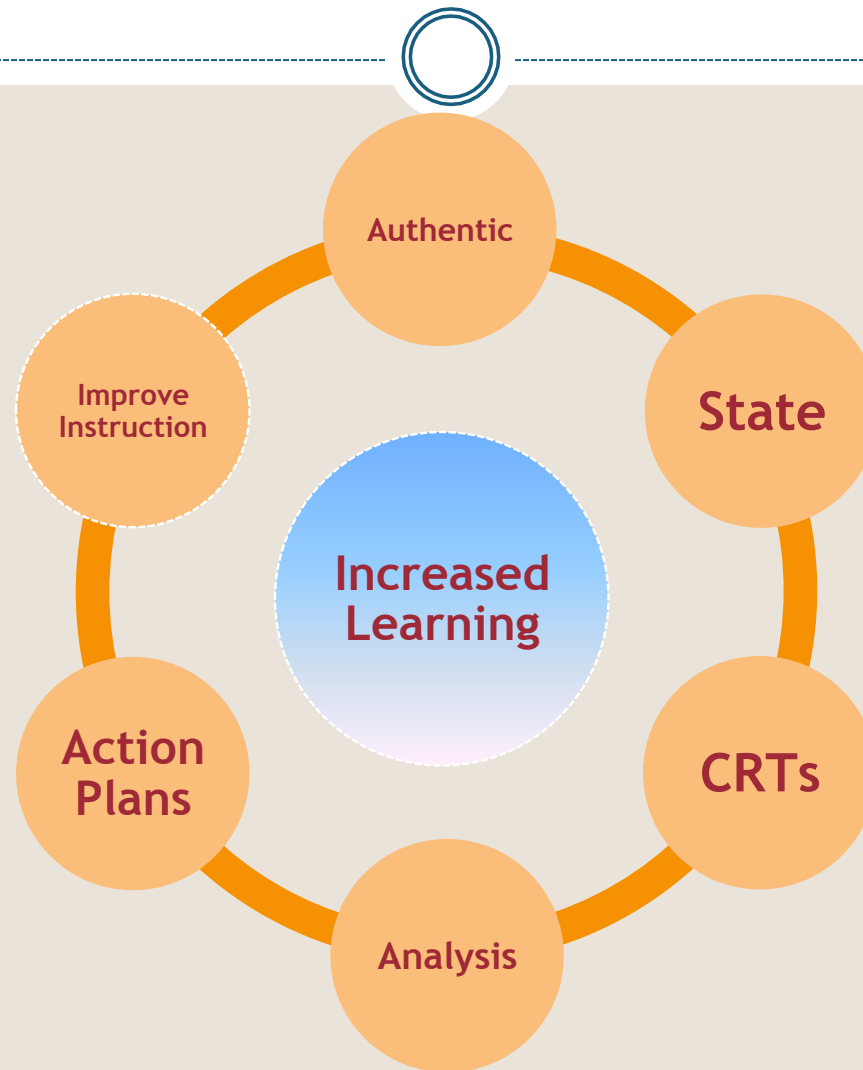
To increase learning we must improve instruction.

To improve instruction we must plan together.

To effectively plan together we must have reliable data.

To get data we must assess.

# Instructional Cycle



# Annual Assessment Report



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# Multifaceted Assessment Program



Annual  
Yearly  
Progress

Authentic  
Assessment

State  
Assessments

Criterion  
Referenced  
Tests

# How Do We Assess?



- **Summative Assessment** focuses on accountability and is often done to label, sort or classify students. (NJ ASK, CRTs, Final Exams)
- **Formative assessment** focuses on improving student performance and classroom instruction. (Unit tests, Teacher Observations, Student Work, Student Responses, etc.)
- **Criterion Referenced Tests (CRTs)** are intended to measure how well a person has learned a specific body of knowledge and skills. Ours are designed by the Northern Valley Teachers in the following areas Writing, Science, Health, Study Skills, Spanish, Algebra and Social Studies
- **Authentic Assessment** “A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills” -- Jon Mueller

# Annual Yearly Progress



- 2008-2009—We did not meet AYP. We met 40 out of 41 indicators.

Students with disabilities did not make AYP in Math in both clusters: 3-5 and 6-8.

- 2009-2010—Currently on hold due to the change in the NJASK 3 and NJASK 4.
- We should receive our AYP status the week of November 30<sup>th</sup>.

<b>SCHOOL NAME:</b>	NORWOOD
<b>SCHOOL CODE:</b>	020
<b>DISTRICT NAME:</b>	NORWOOD BORO
<b>DISTRICT CODE:</b>	3740
<b>COUNTY NAME:</b>	BERGEN
<b>COUNTY CODE :</b>	03

<b>SCHOOL MADE AYP</b>	<b>NO</b>
<b>NUMBER OF INDICATORS MET</b>	<b>40 of 41</b>

**STATE ASSESSMENT GRADE SPAN :**                    **ELEMENTARY**

GROUPS	Made 95% Participation Rate		Made AYP Benchmark Target		Made Safe
	A (-) denotes fewer than 40 students in a group		A (-) denotes fewer than 30 students in a group		
	LAL	MATH	LAL	MATH	LAL
Population	YES	YES	YES	YES	
Students with Disabilities	-	-	<b>NO</b>	<b>NO</b>	YES
Limited English Proficient Students	-	-	-	-	
Hispanic/Latino	YES	YES	YES	YES	
African American	-	-	-	-	
Pacific Islander	YES	YES	YES	YES	
Native Hawaiian / Other Pacific Islander	-	-	-	-	
Alaska Native / Native American	-	-	-	-	
Native American	-	-	-	-	
Economically Disadvantaged	-	-	-	-	
<b>Chronic Absence Rate : Met Target</b>	<b>YES</b>		<b>Drop-Out Rate : Met Target</b>		

## New Jersey Department of Education

### School Improvement Status Summary: School Year 2008-2009

**FOR SCHOOL YEAR:** 08-09  
**YEARLY STATUS:** YEAR 1

**COUNTY CODE:** 03    **COUNTY NAME:** BERGEN  
**DISTRICT CODE:** 3740    **DISTRICT NAME:** NORWOOD BORO  
**SCHOOL CODE:** 020    **SCHOOL NAME:** NORWOOD

#### SCHOOL AYP SUMMARY

GRADE SPAN	SUBJECT	PREVIOUS STATUS	HOLD	CURRENT AYP	YR	HOLD
MIDDLE	L	N/A		YES	0	
MIDDLE	M	N/A		<b>NO</b>	1	
ELEMENTARY	L	N/A		YES	0	
ELEMENTARY	M	N/A		<b>NO</b>	1	

#### SCHOOL IMPROVEMENT STATUS SUMMARY

SCHOOL YEAR	IMPROVEMENT STATUS	HOLD STATUS
03-04	N/A	
04-05	N/A	
05-06	N/A	
06-07	N/A	
07-08	N/A	
08-09	YEAR 1	

# Assessment Calendar



Who	What	When
Kindergarten	Screening	Prior to September
K-8	Authentic Assessments	Ongoing
3 and 6	Writing Samples	Fall and Spring
8	World Language	8
3-8	NJASK	Spring
2-8	Criterion Referenced Tests	Spring
6-8	Locally Designed Final Exams	Spring

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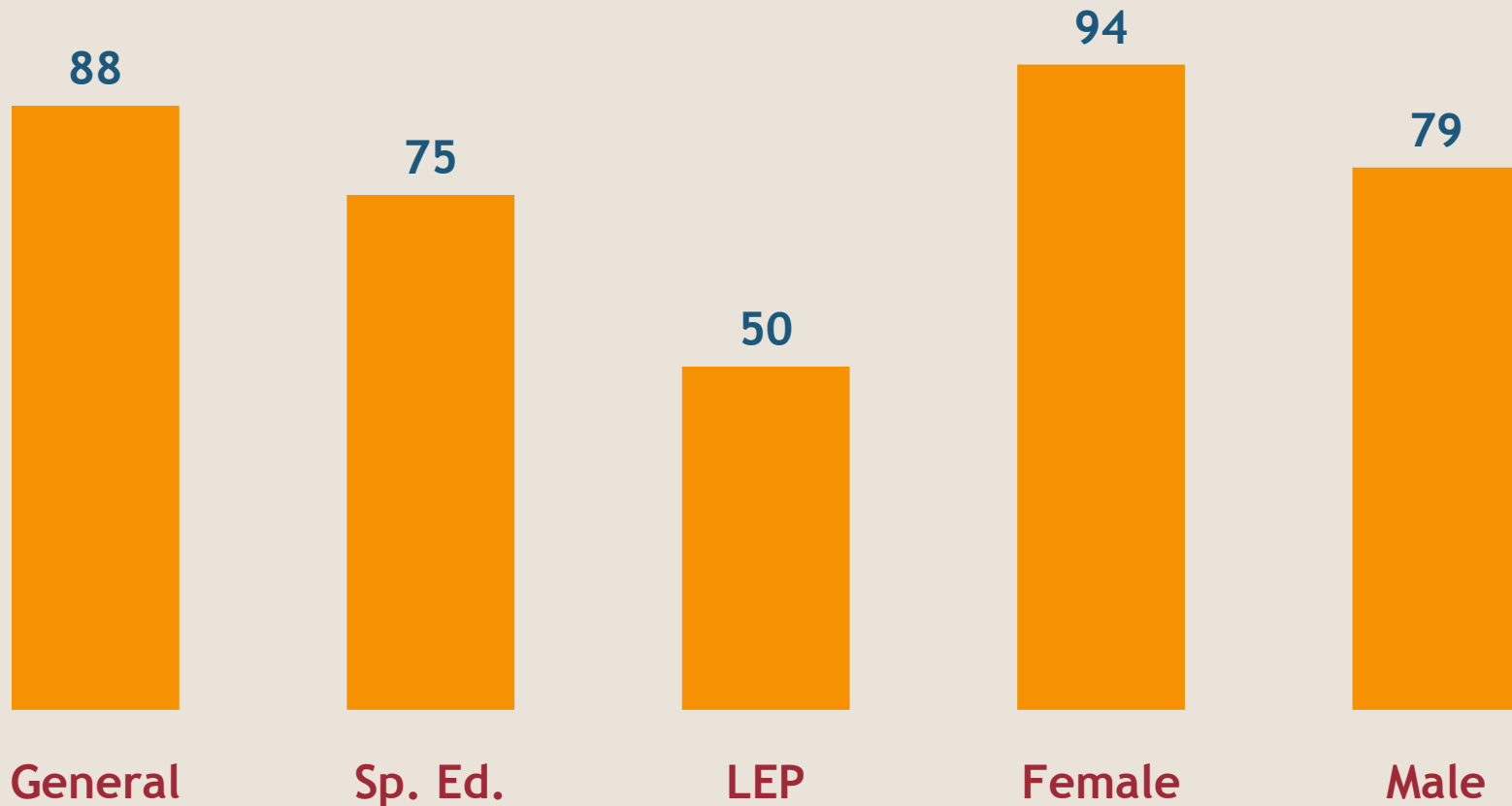
## Demographic Subgroup Comparisons

**2008-2009 NJASK Scores  
Grades 3-8**

# Grade 3 Language Arts



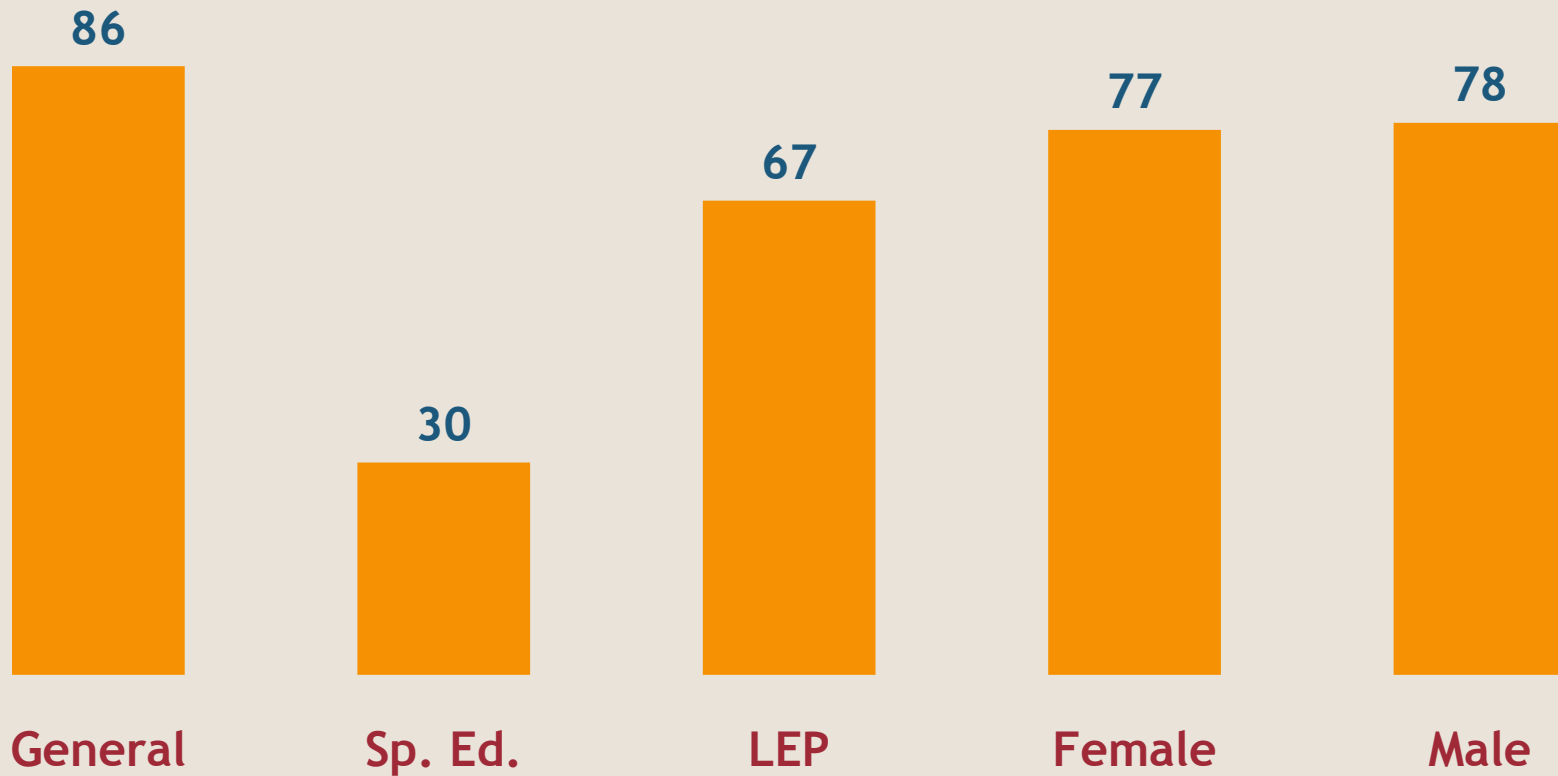
## % Proficient and Advanced Proficient



# Grade 4 Language Arts



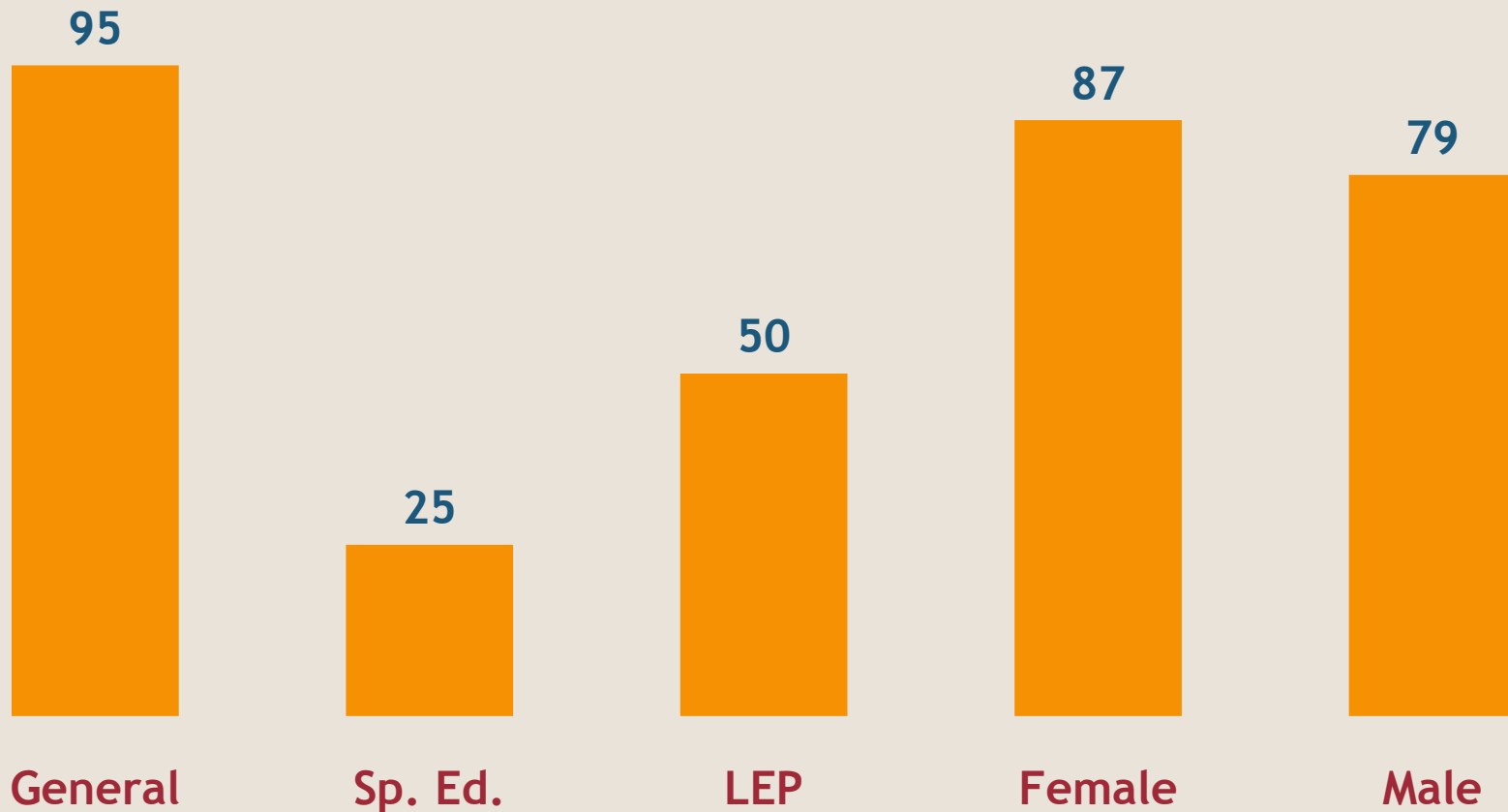
## % Proficient and Advanced Proficient



# Grade 5 Language Arts



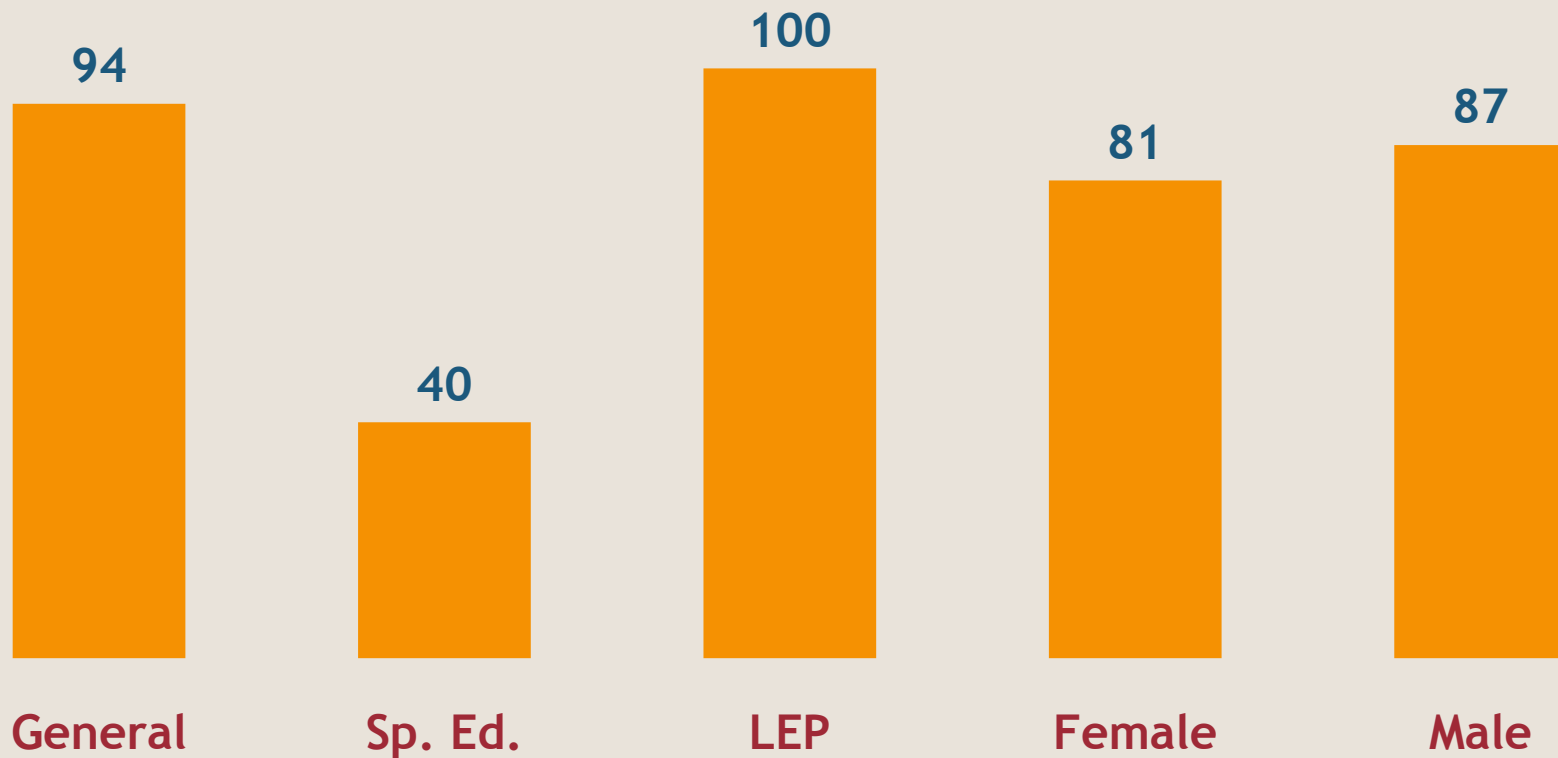
**% Proficient and Advanced Proficient**



# Grade 6 Language Arts



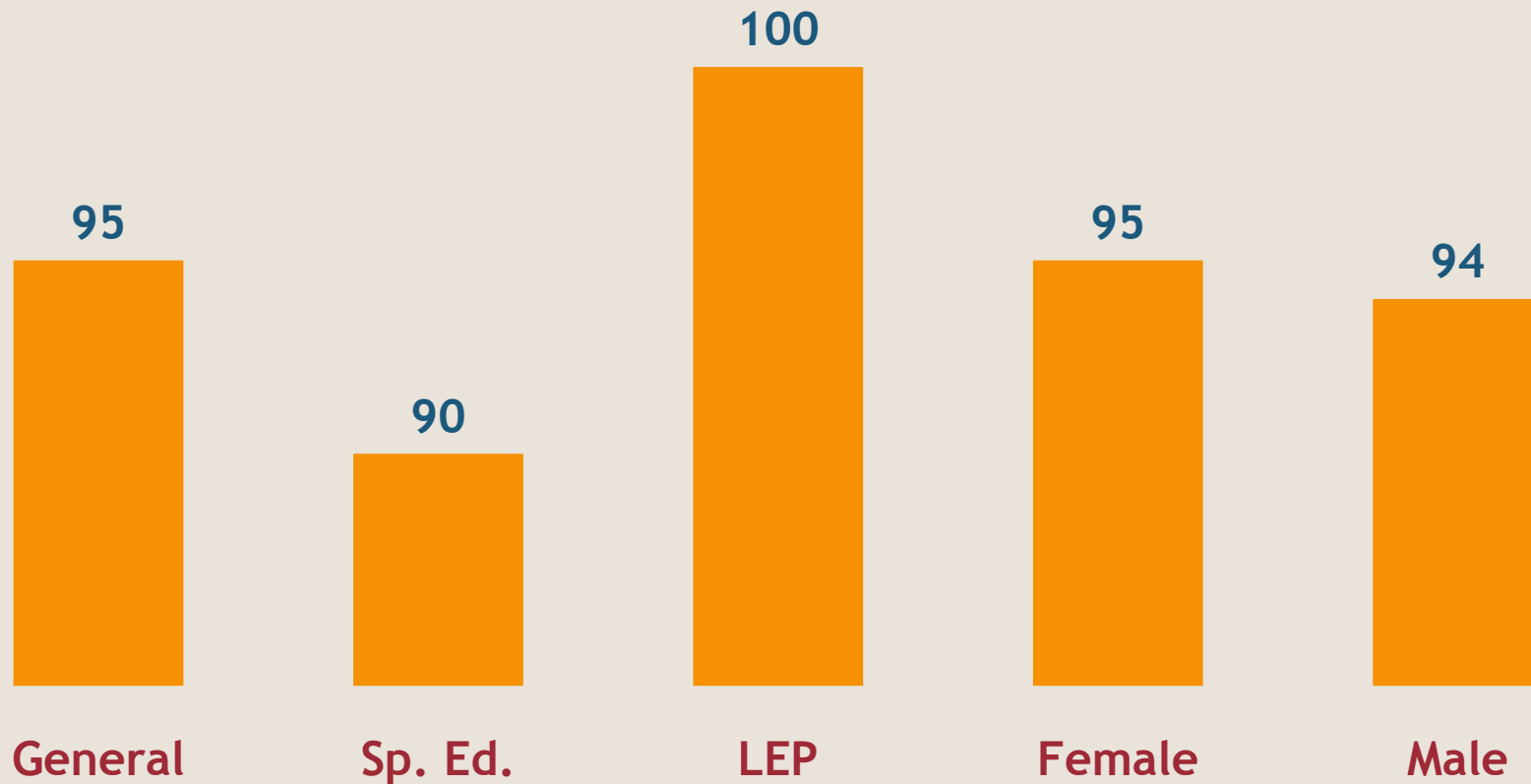
## % Proficient and Advanced Proficient



# Grade 7 Language Arts



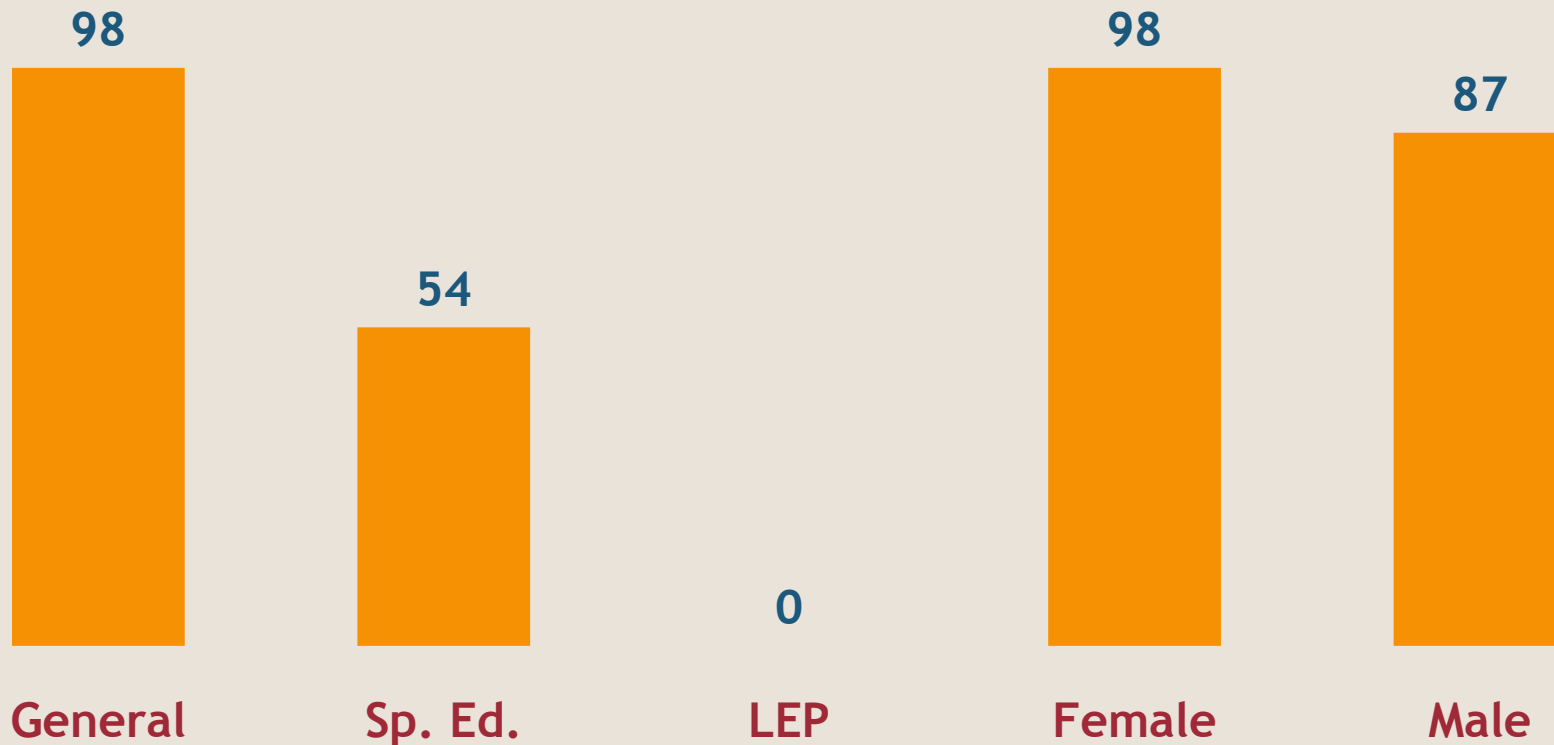
**% Proficient and Advanced Proficient**



# Grade 8 Language Arts



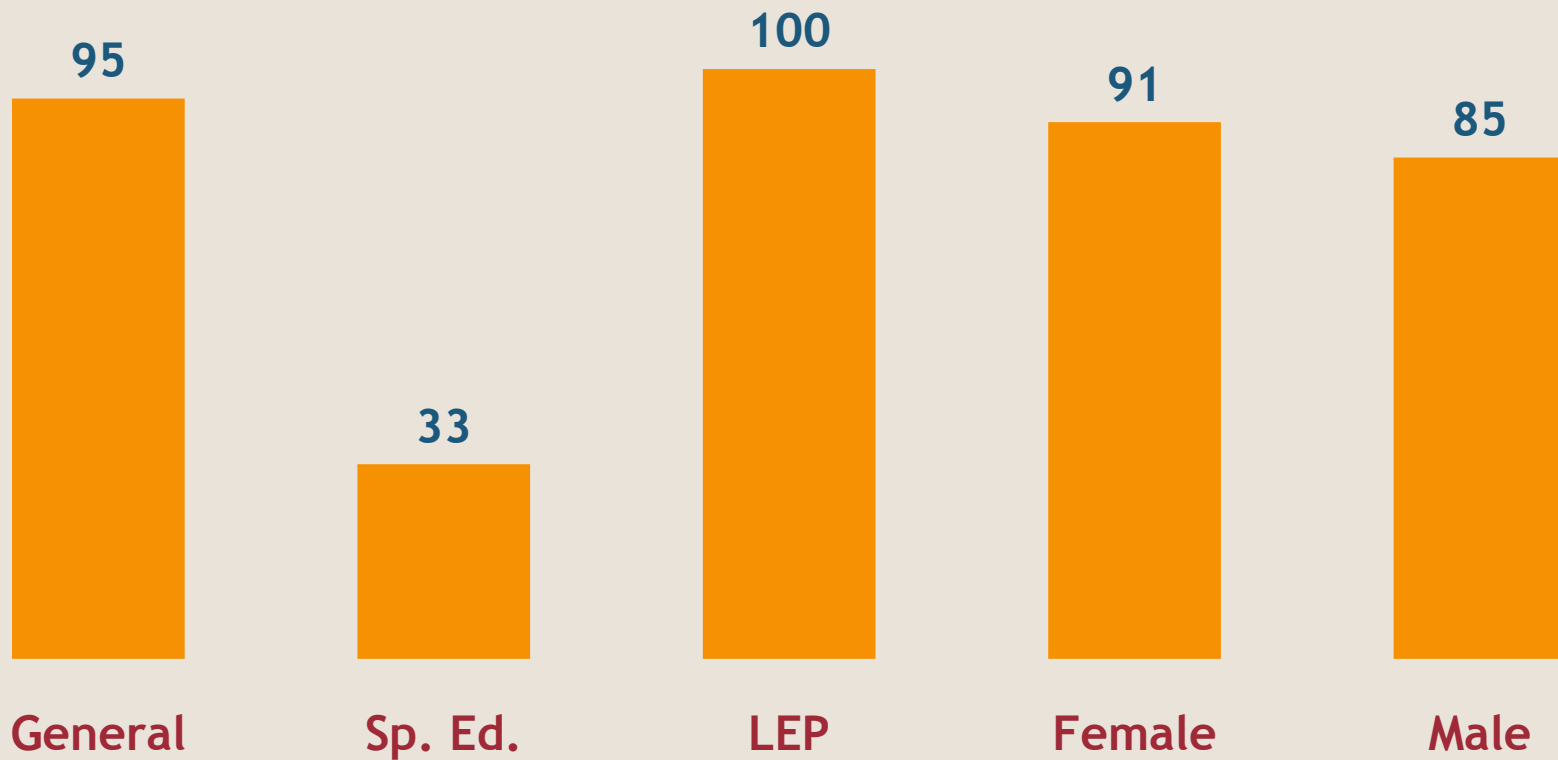
## % Proficient and Advanced Proficient



# Grade 3 Mathematics



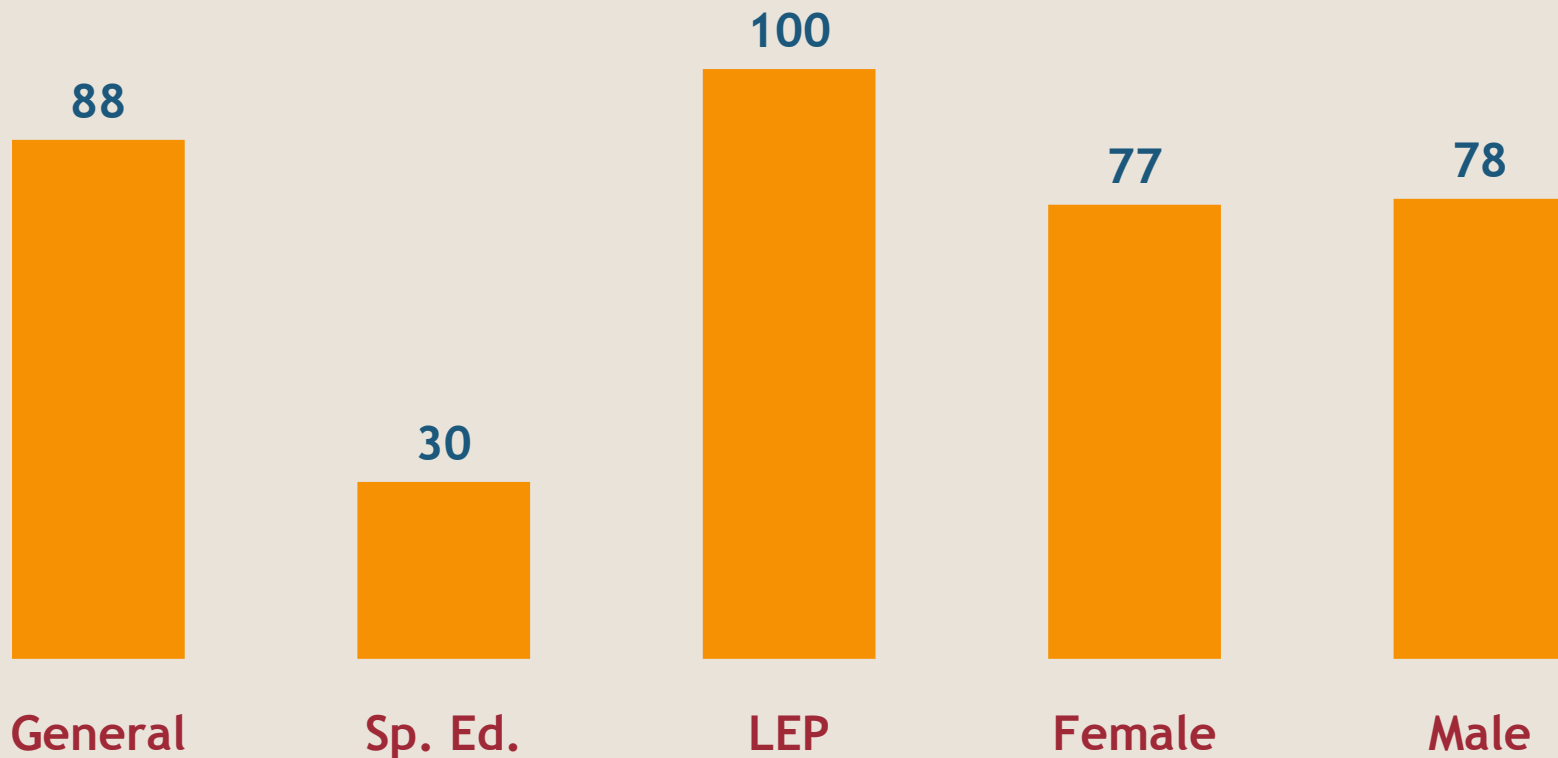
## % Proficient and Advanced Proficient



# Grade 4 Mathematics



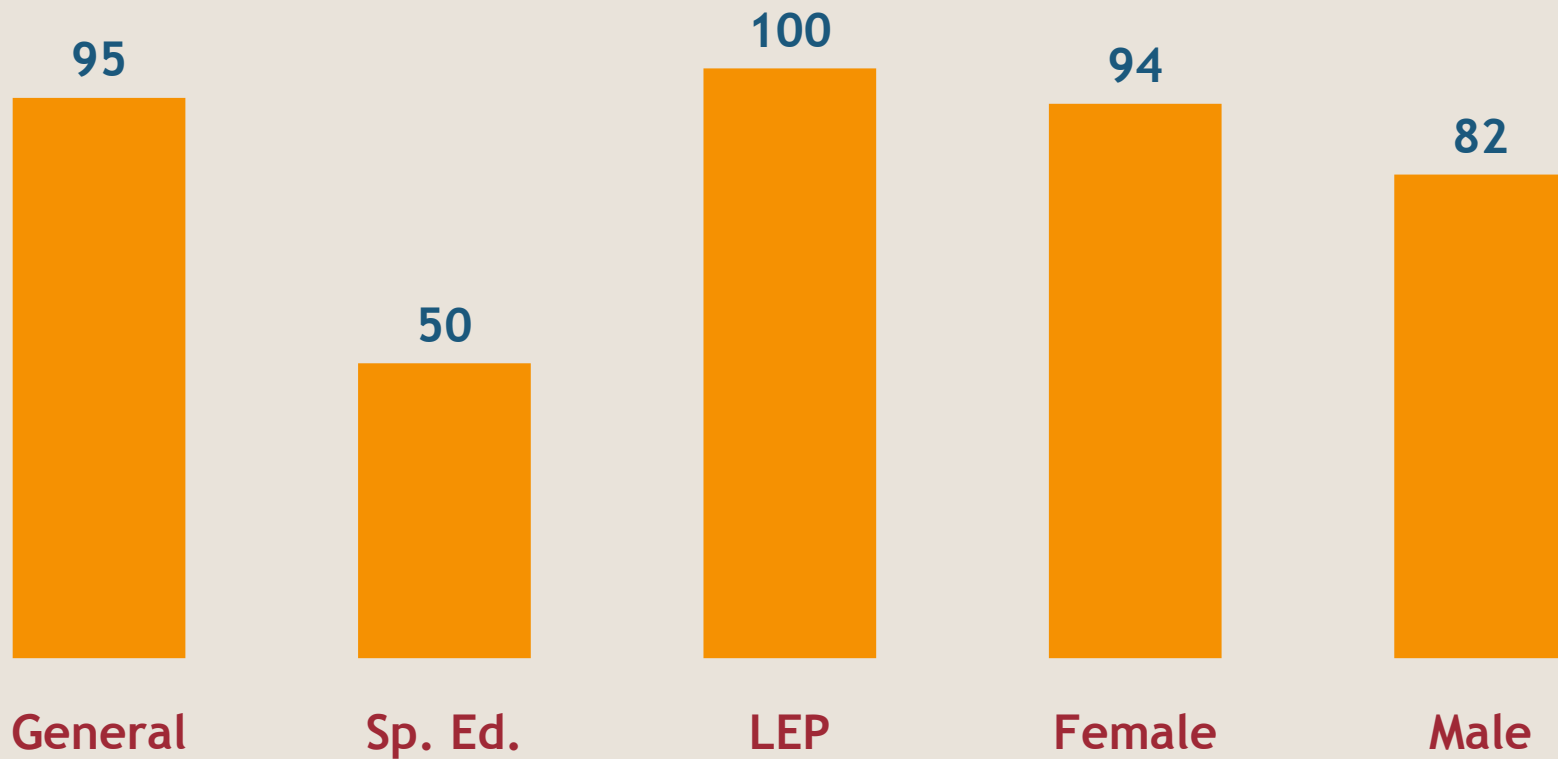
## % Proficient and Advanced Proficient



# Grade 5 Mathematics



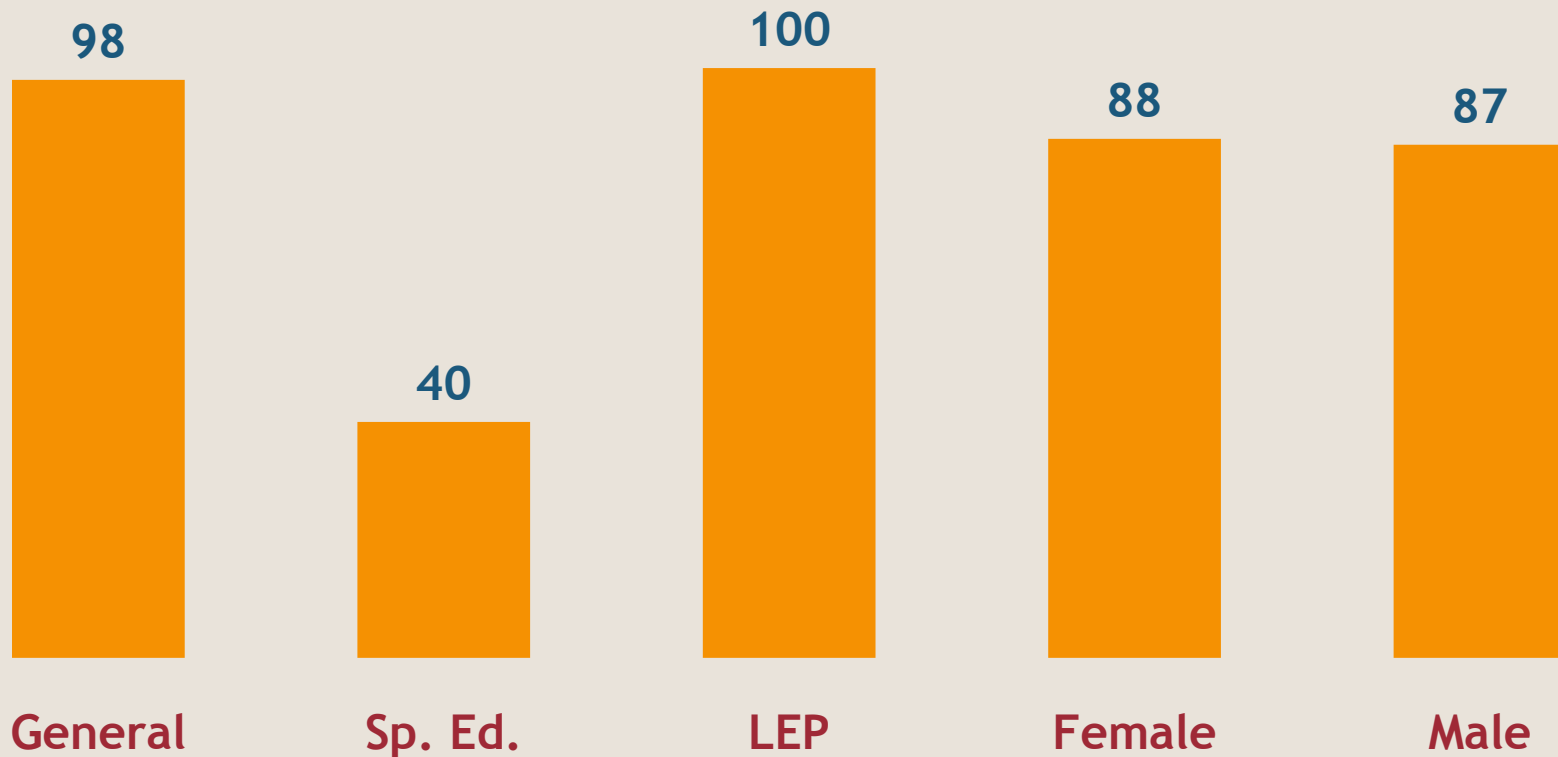
## % Proficient and Advanced Proficient



# Grade 6 Mathematics



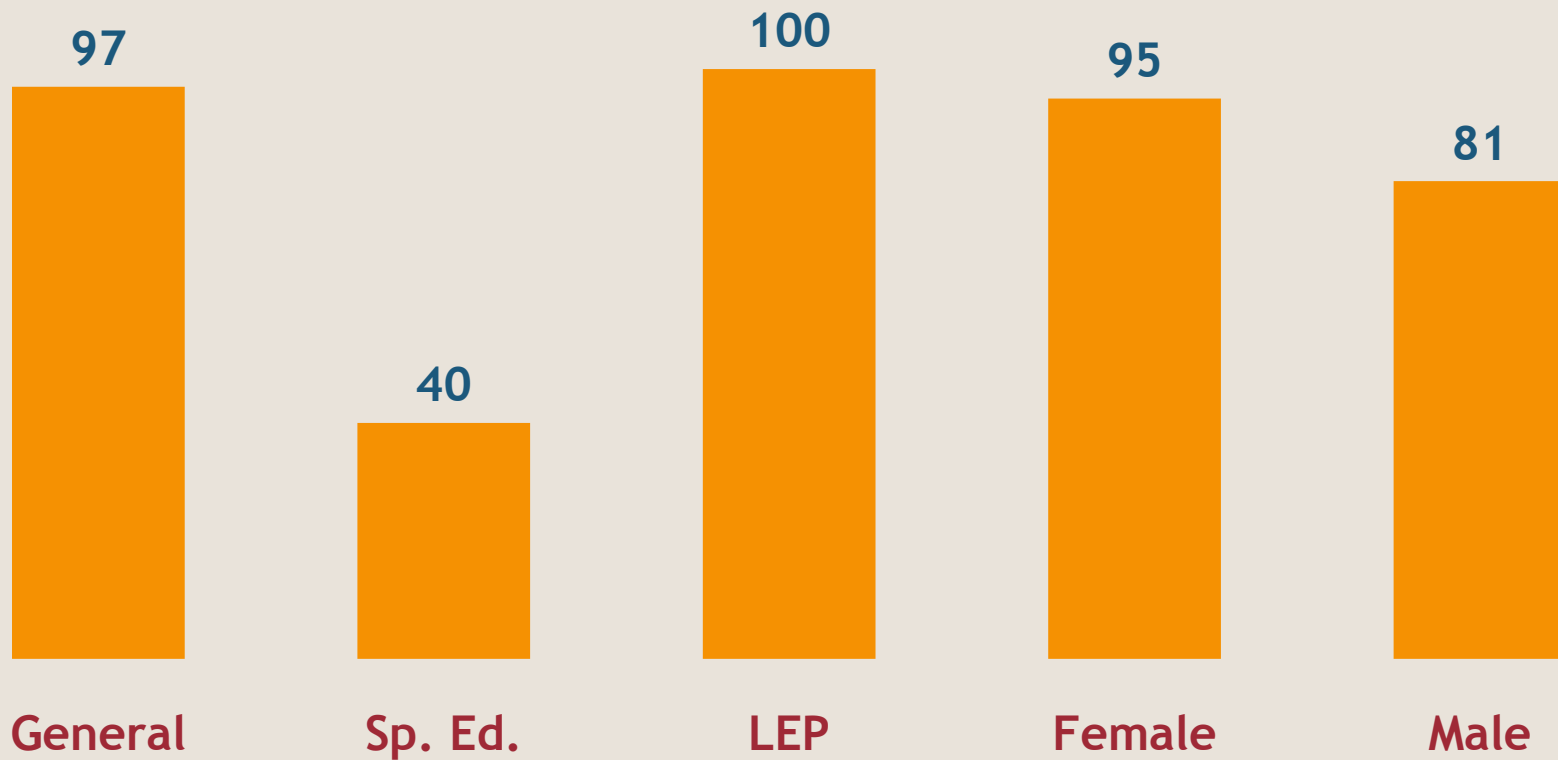
## % Proficient and Advanced Proficient



# Grade 7 Mathematics



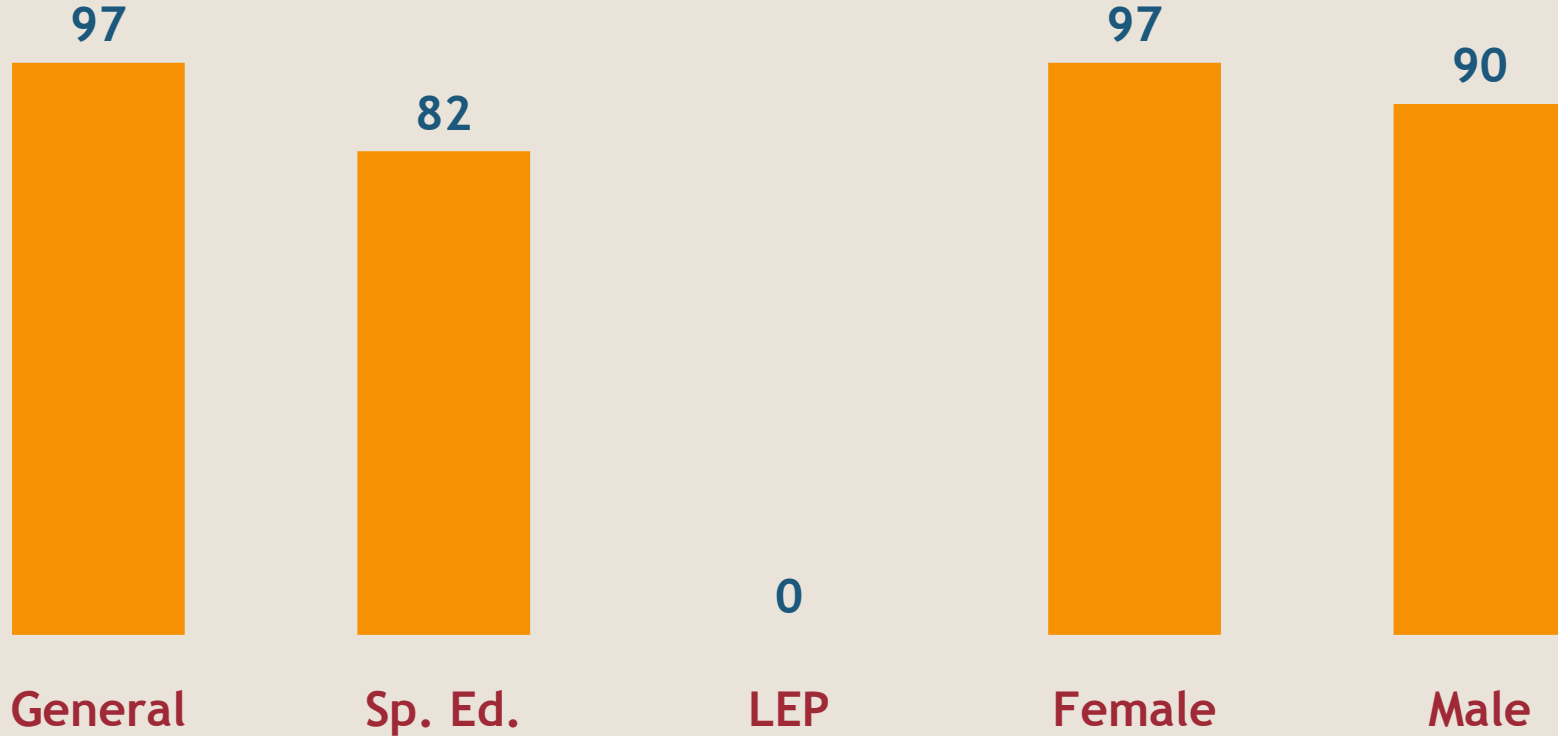
## % Proficient and Advanced Proficient



# Grade 8 Mathematics



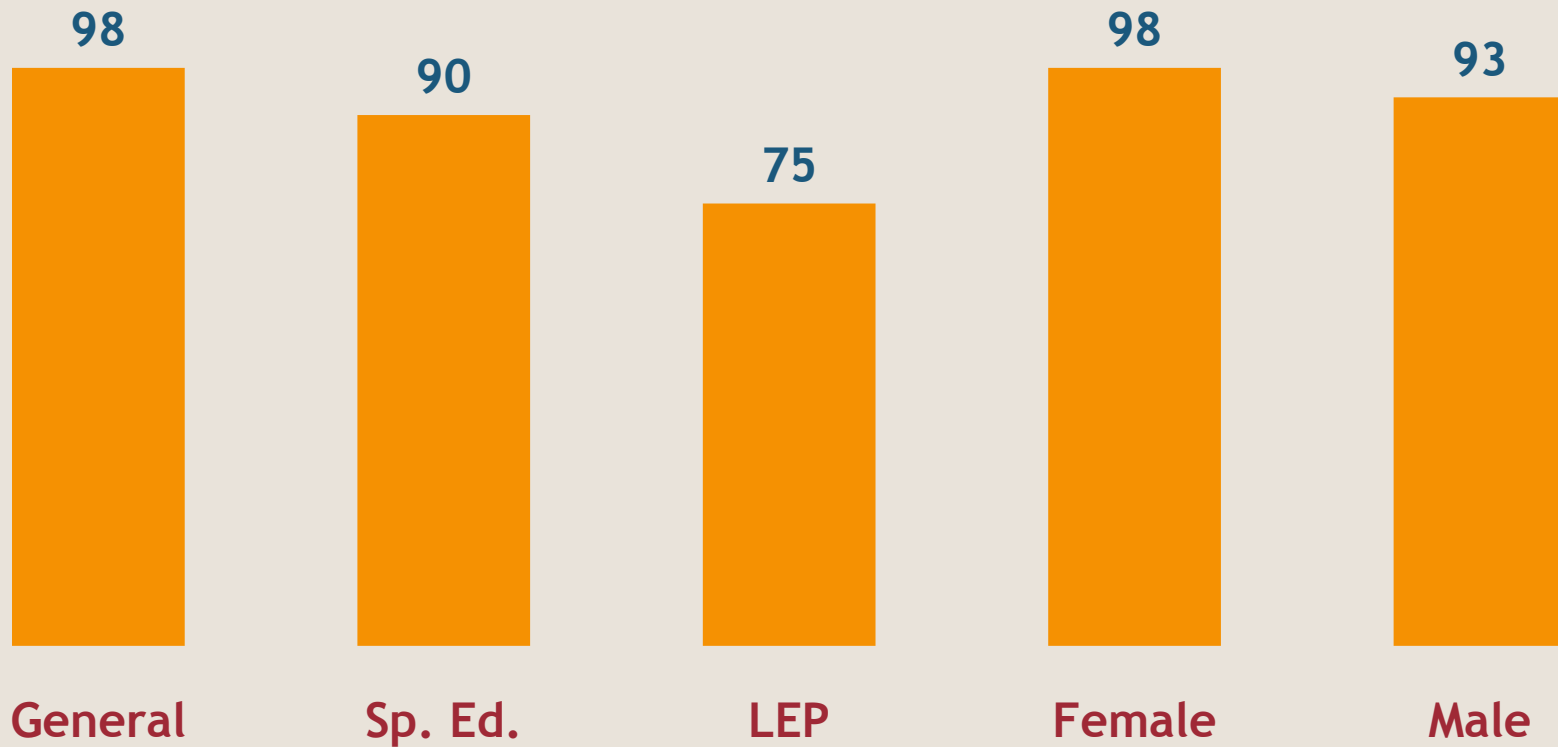
## % Proficient and Advanced Proficient



# Grade 4 Science



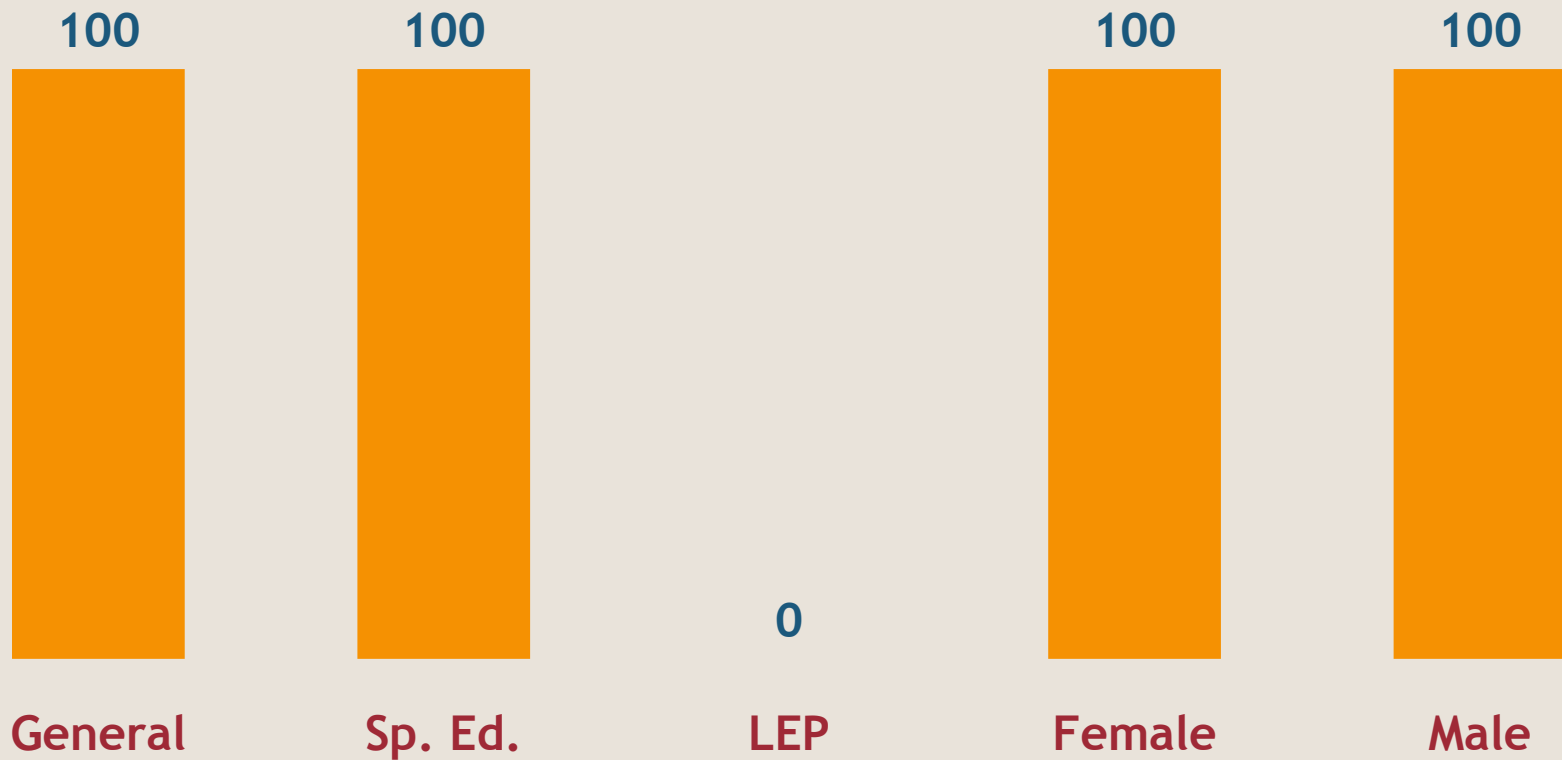
## % Proficient and Advanced Proficient



# Grade 8 Science

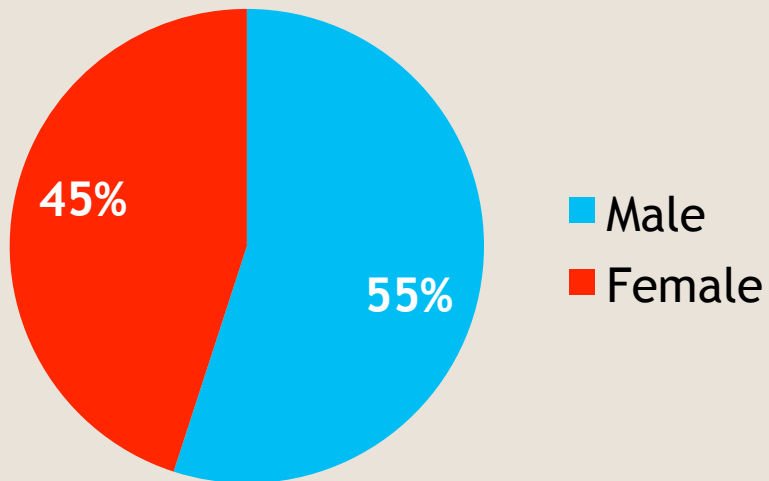


## % Proficient and Advanced Proficient

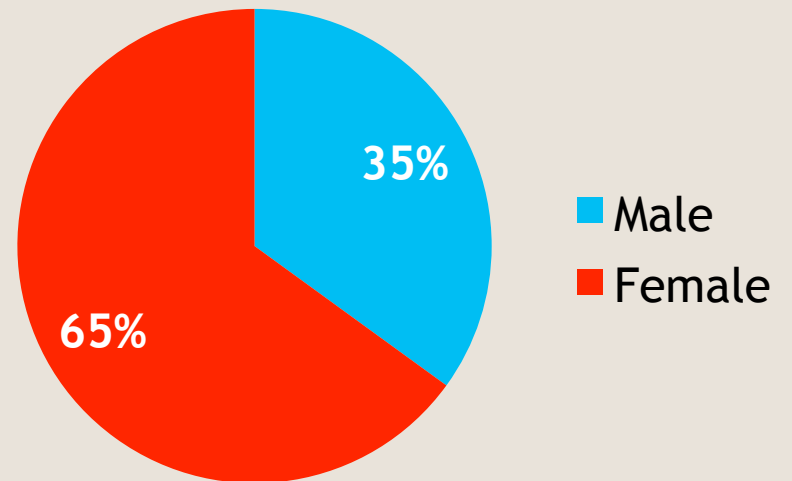


# Gender Comparisons

## Partially Proficient



## Advanced Proficient



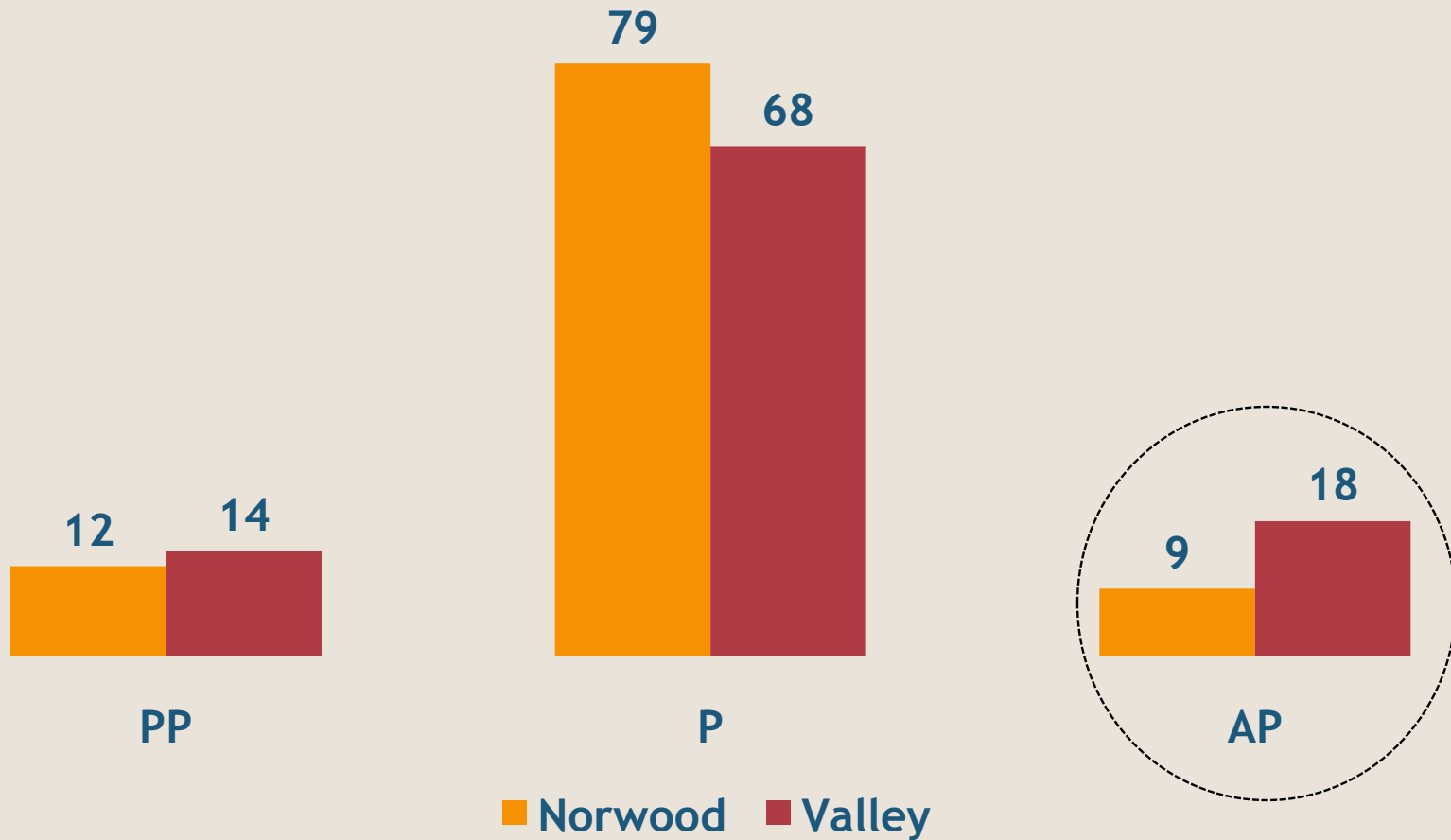
# Annual Assessment Report



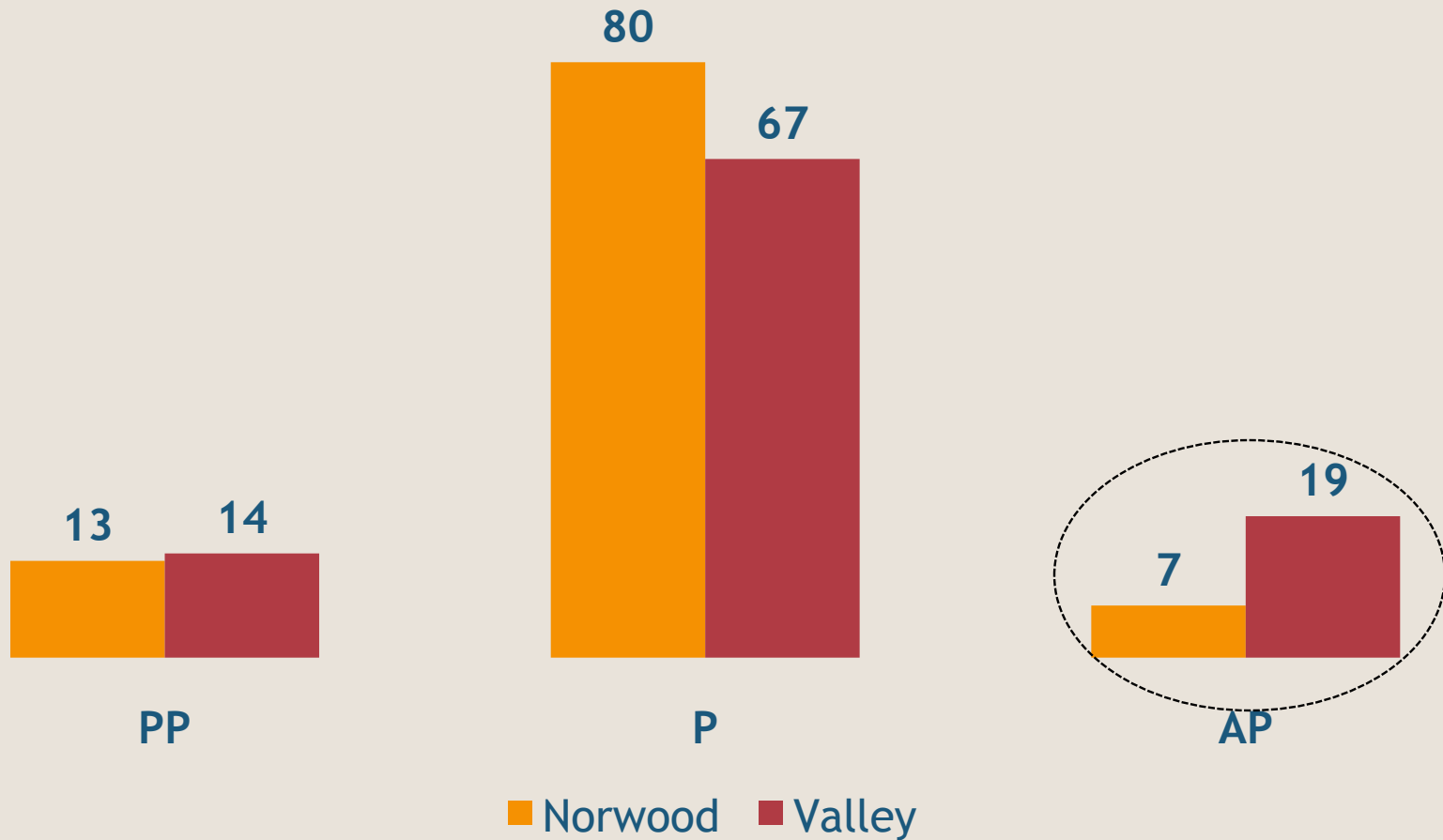
## Local Comparisons of Proficiency

**2008-2009 NJASK Scores  
General Education**

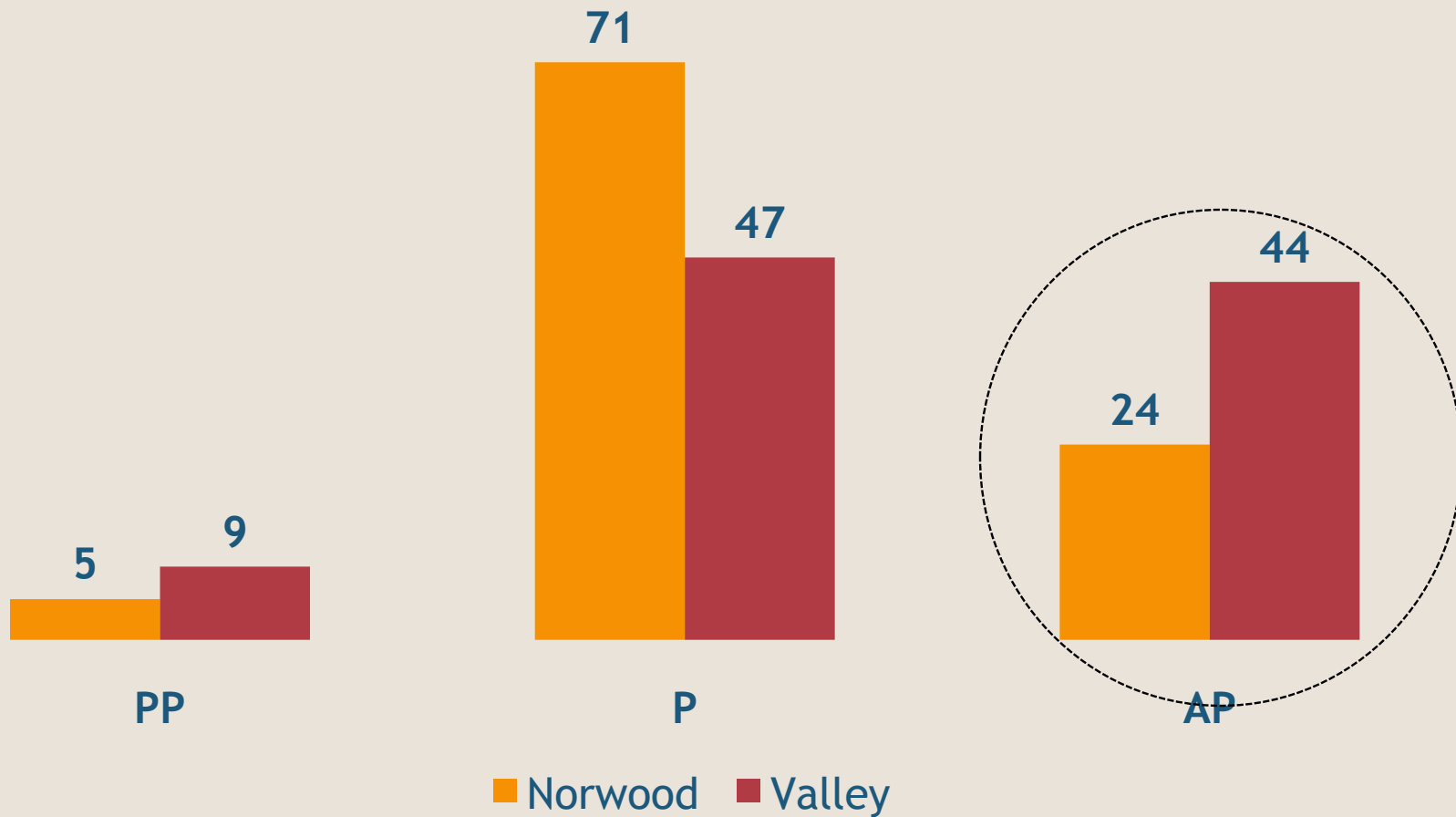
# Grade 3 Language Arts



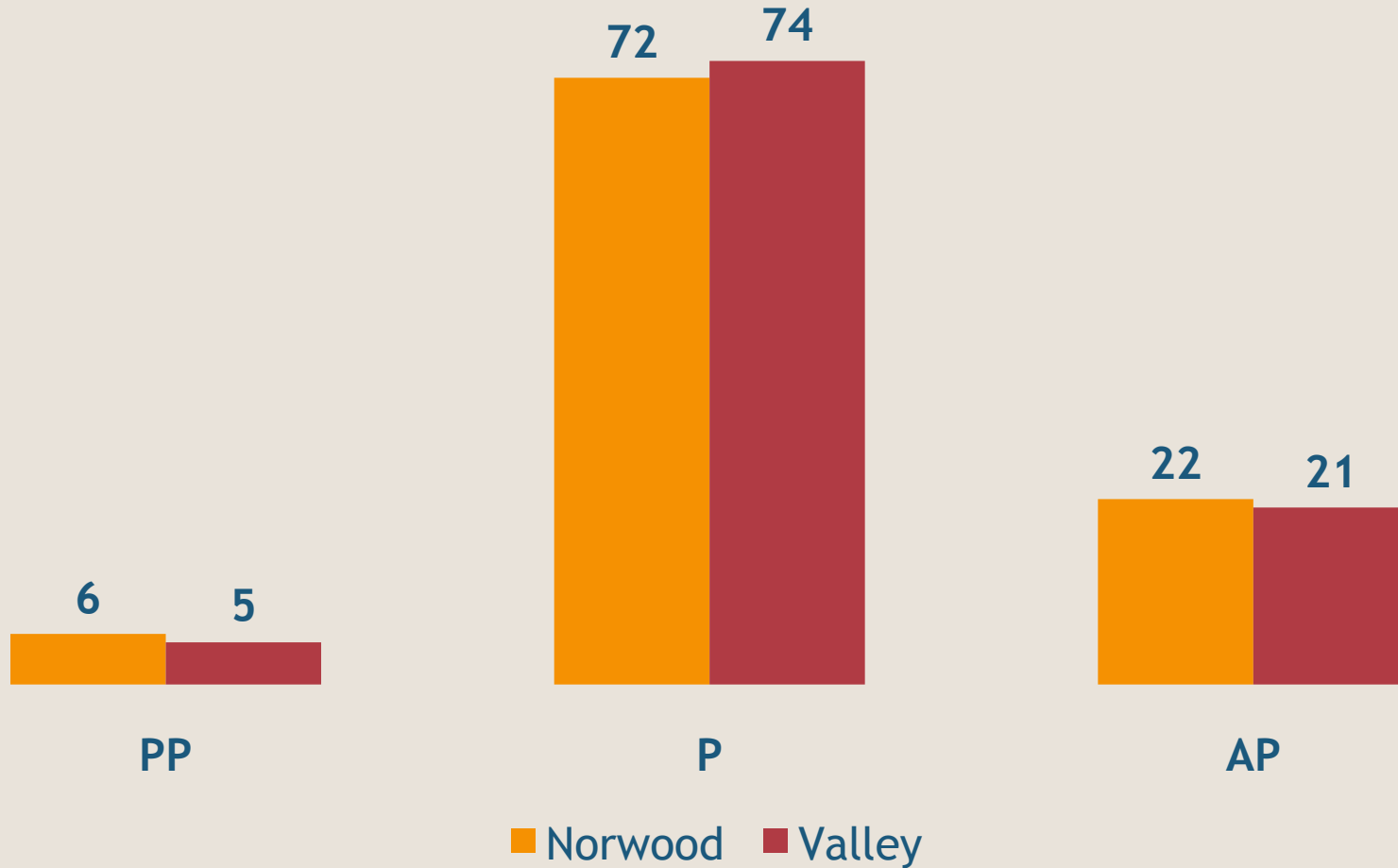
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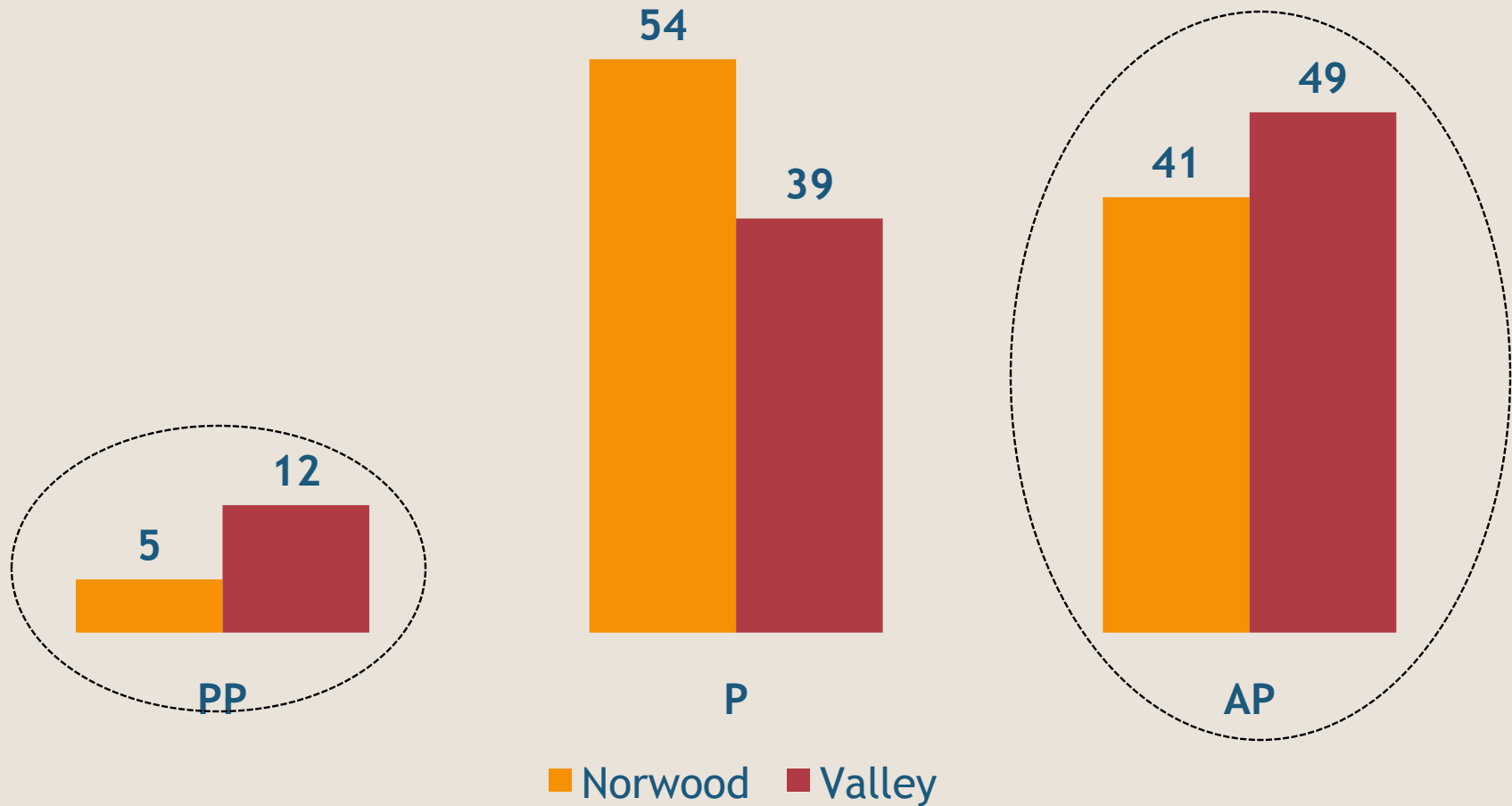
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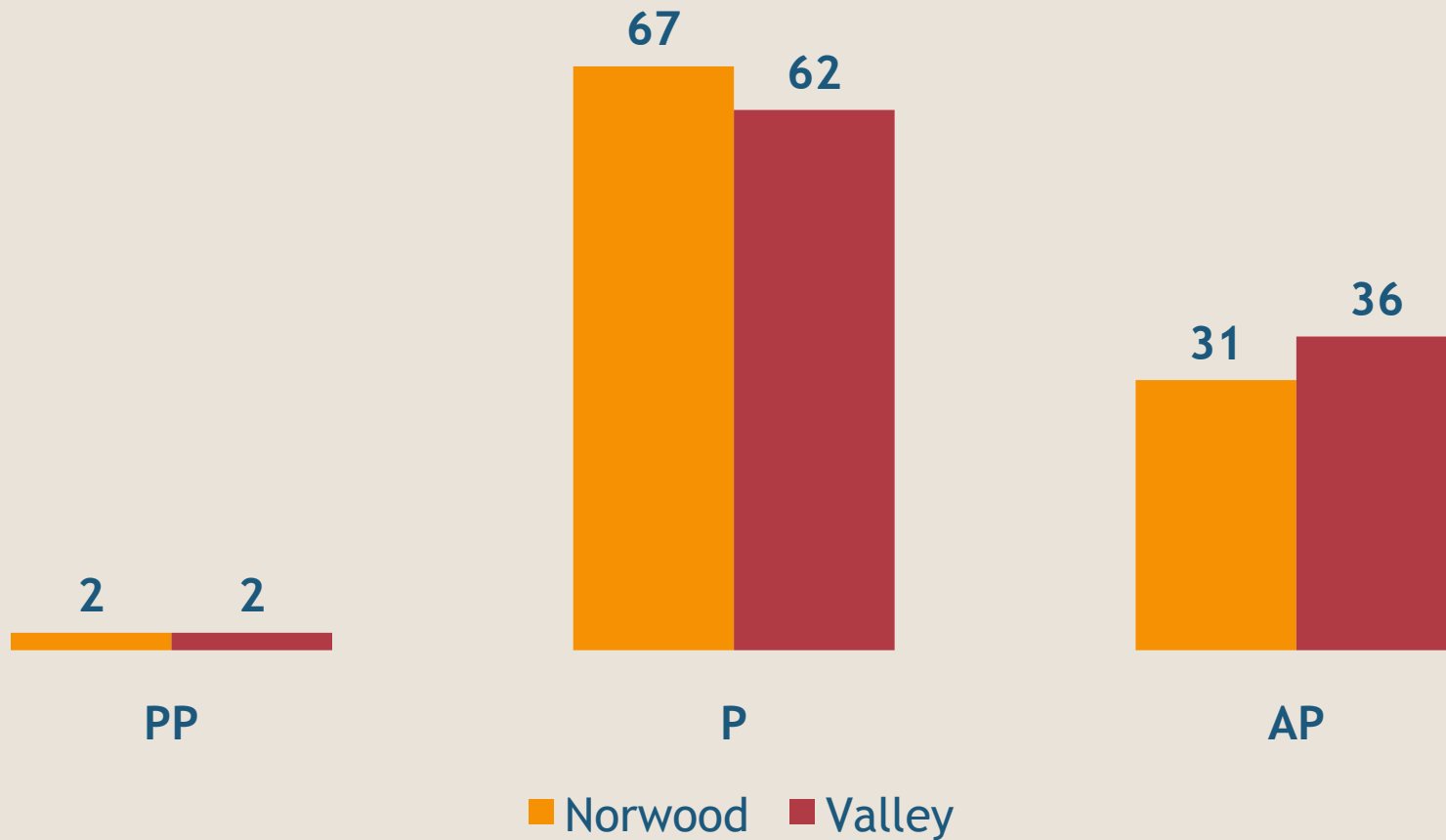
# Grade 6 Language Arts



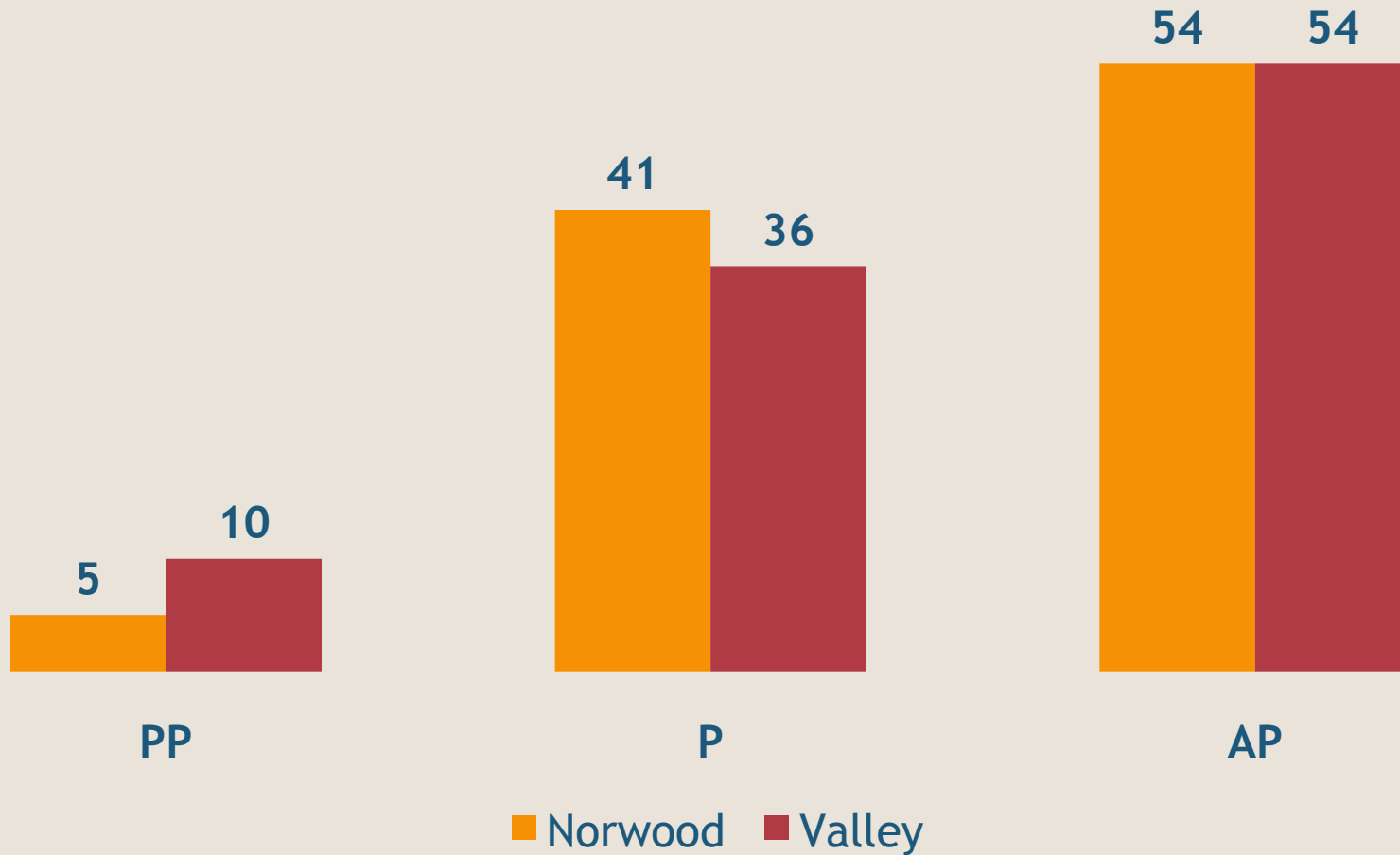
# Grade 7 Language Arts



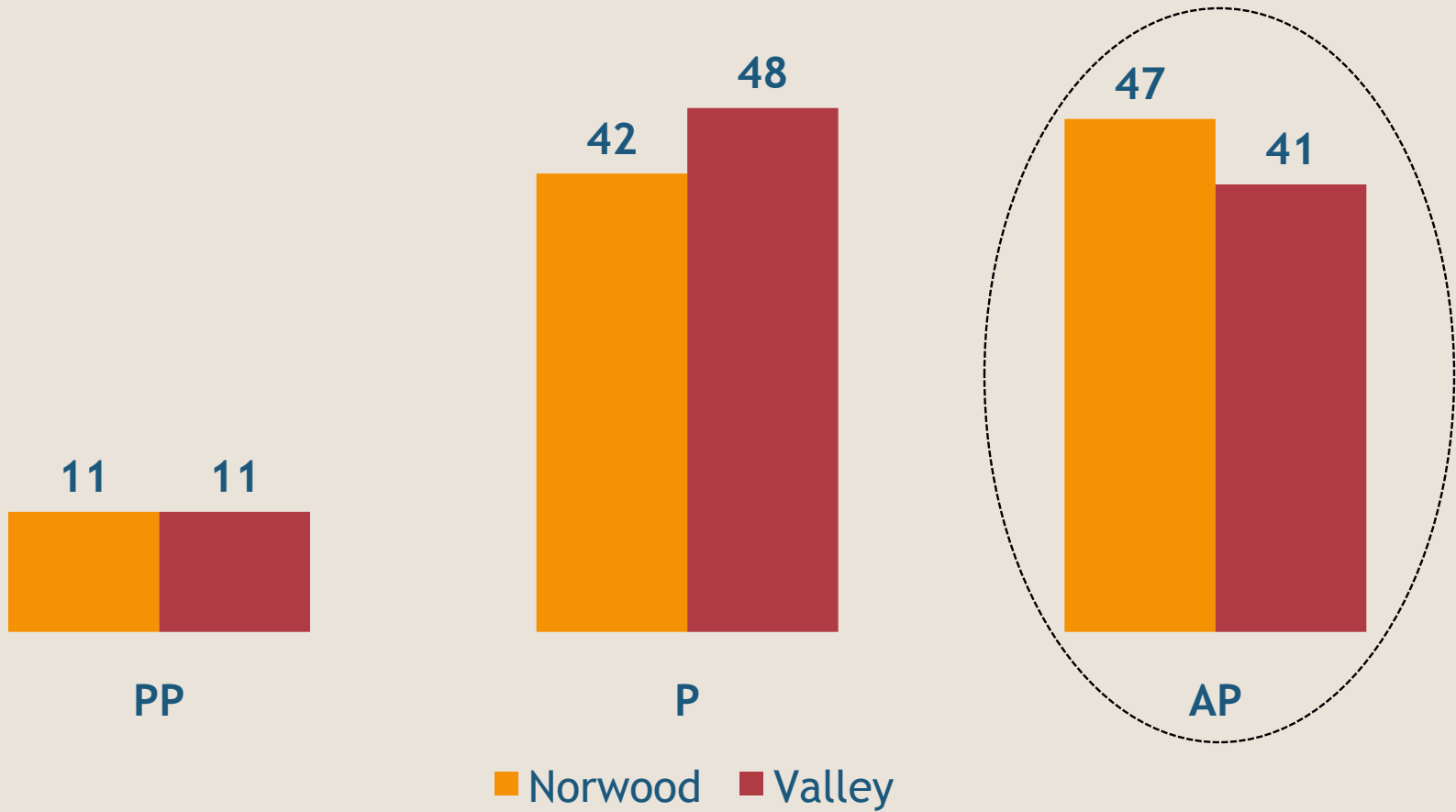
# Grade 8 Language Arts



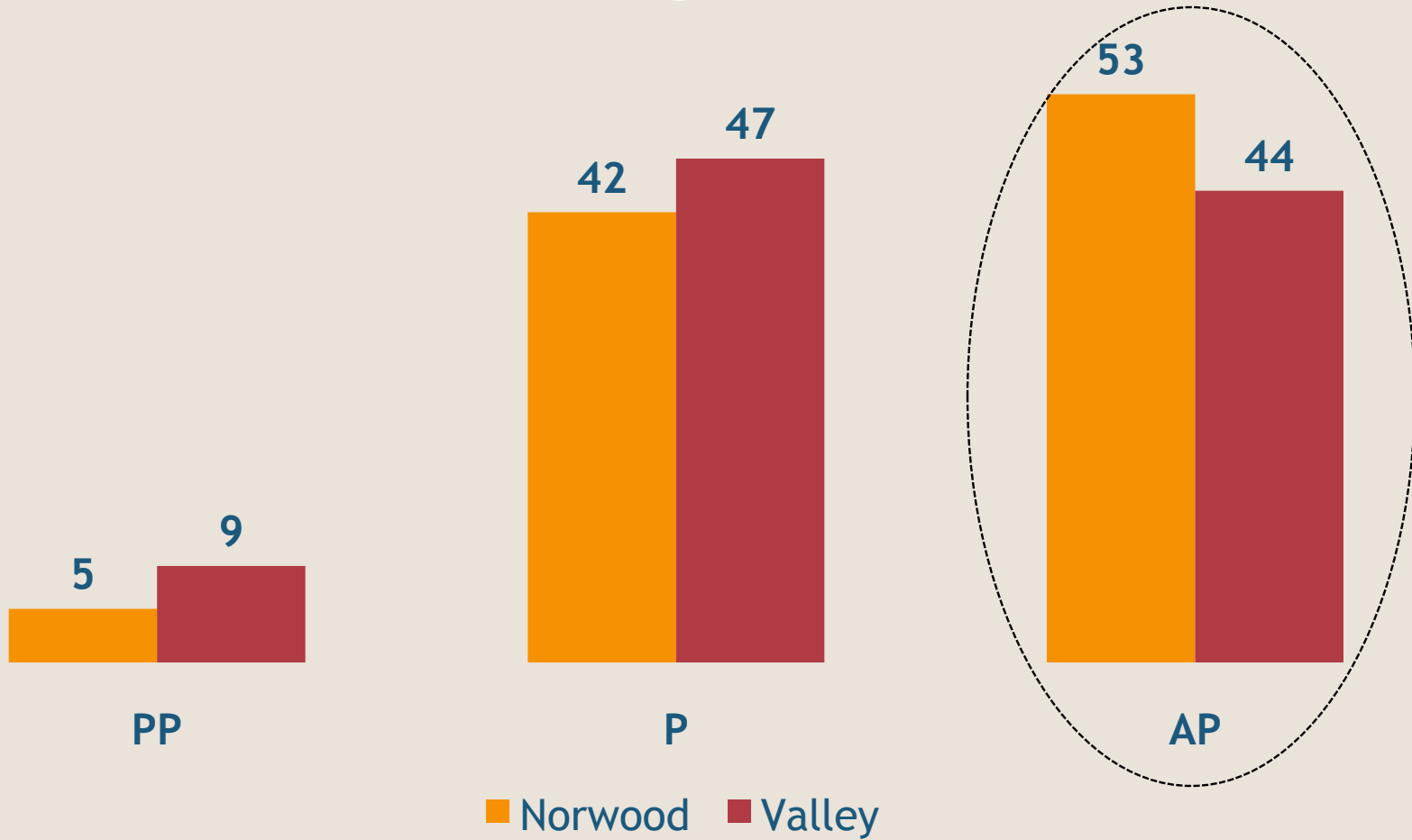
# Grade 3 Mathematics



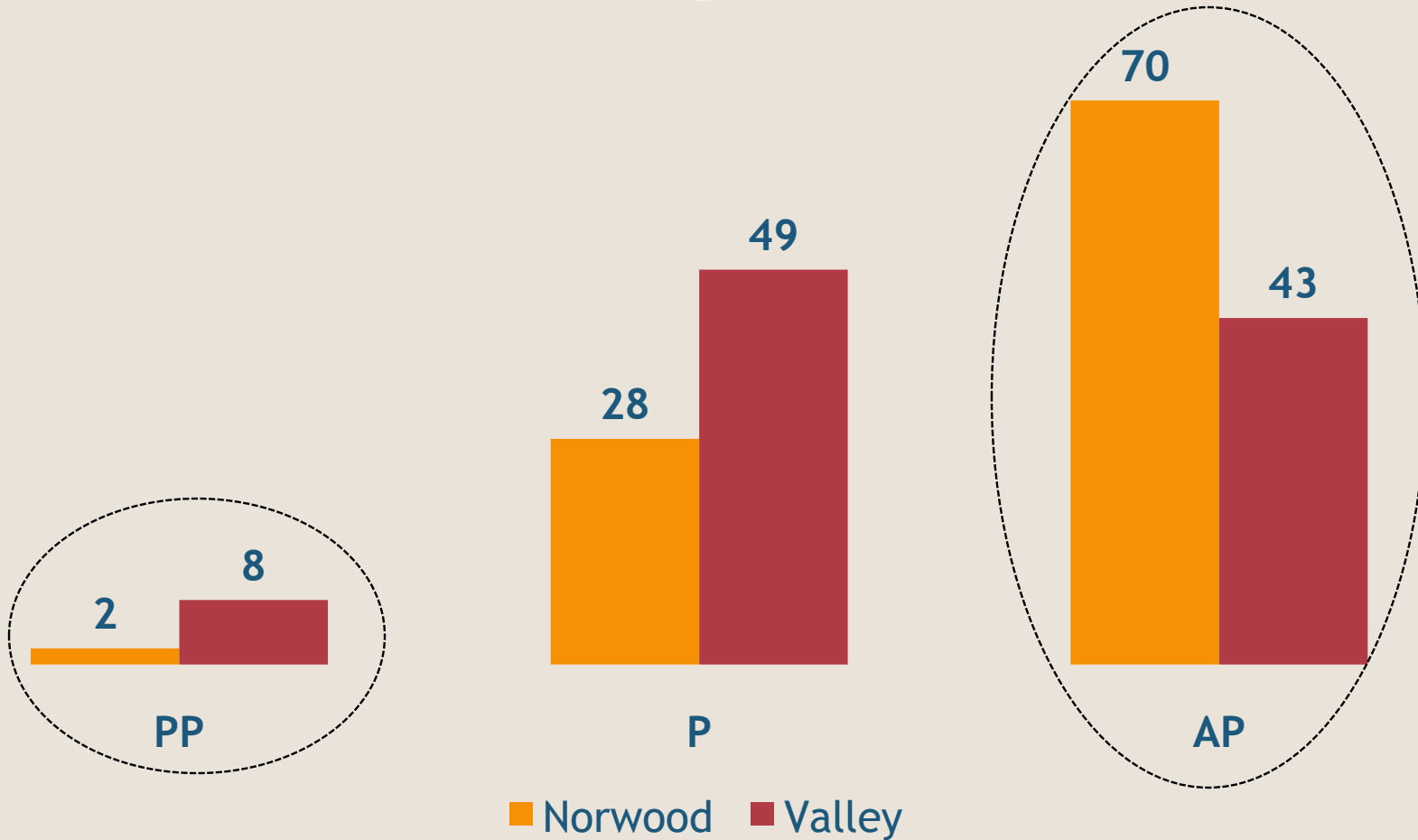
# Grade 4 Mathematics



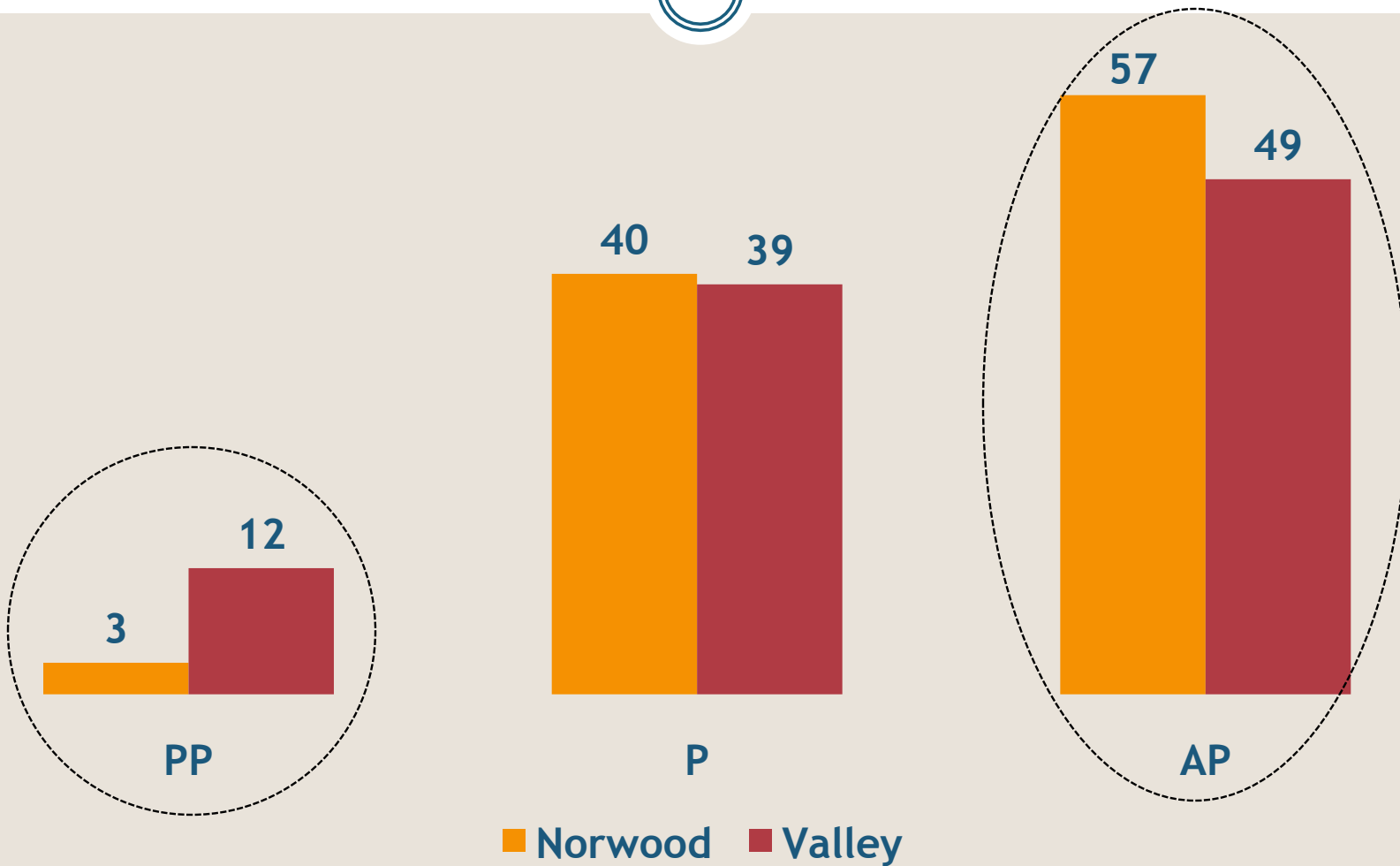
# Grade 5 Mathematics



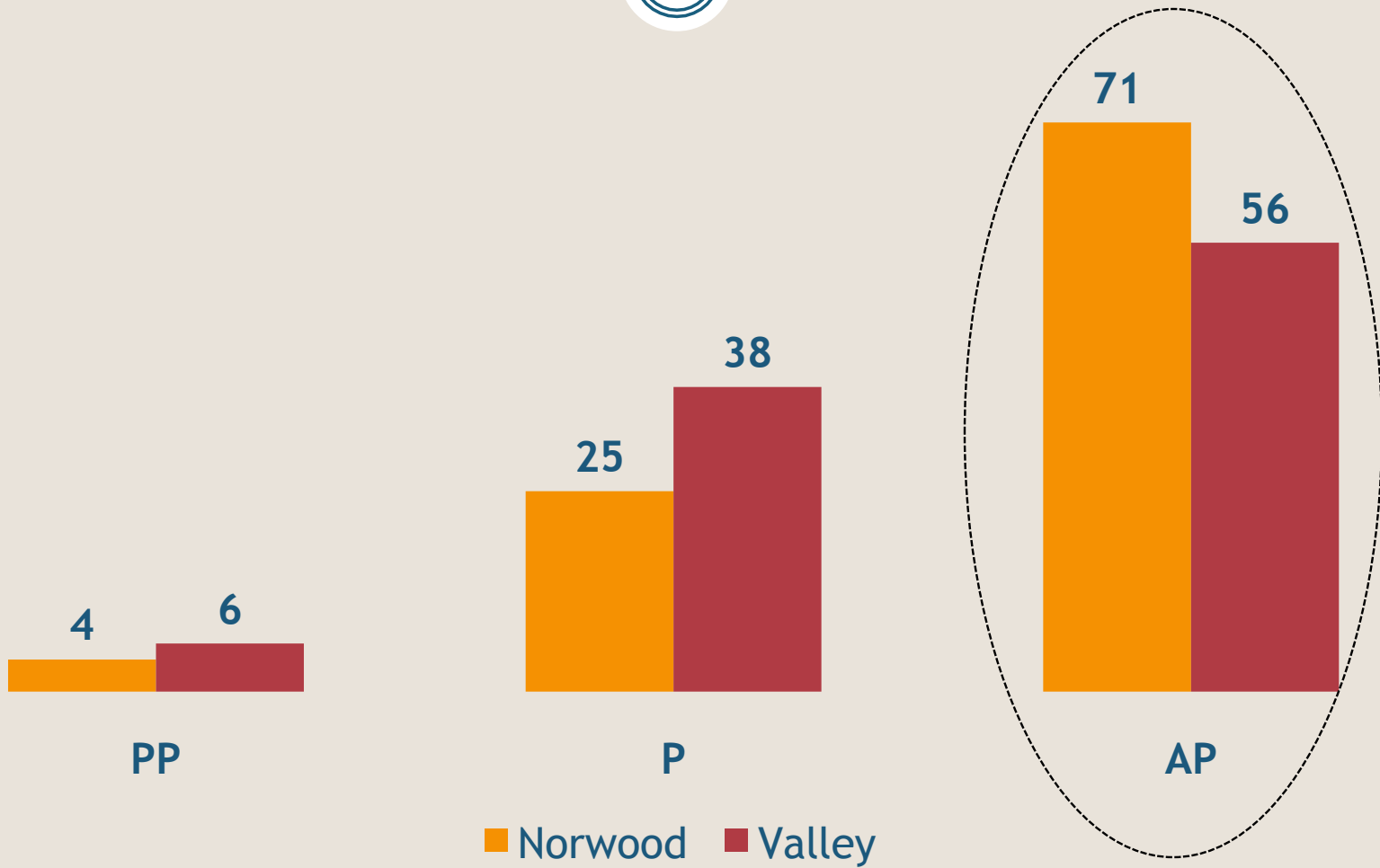
# Grade 6 Mathematics



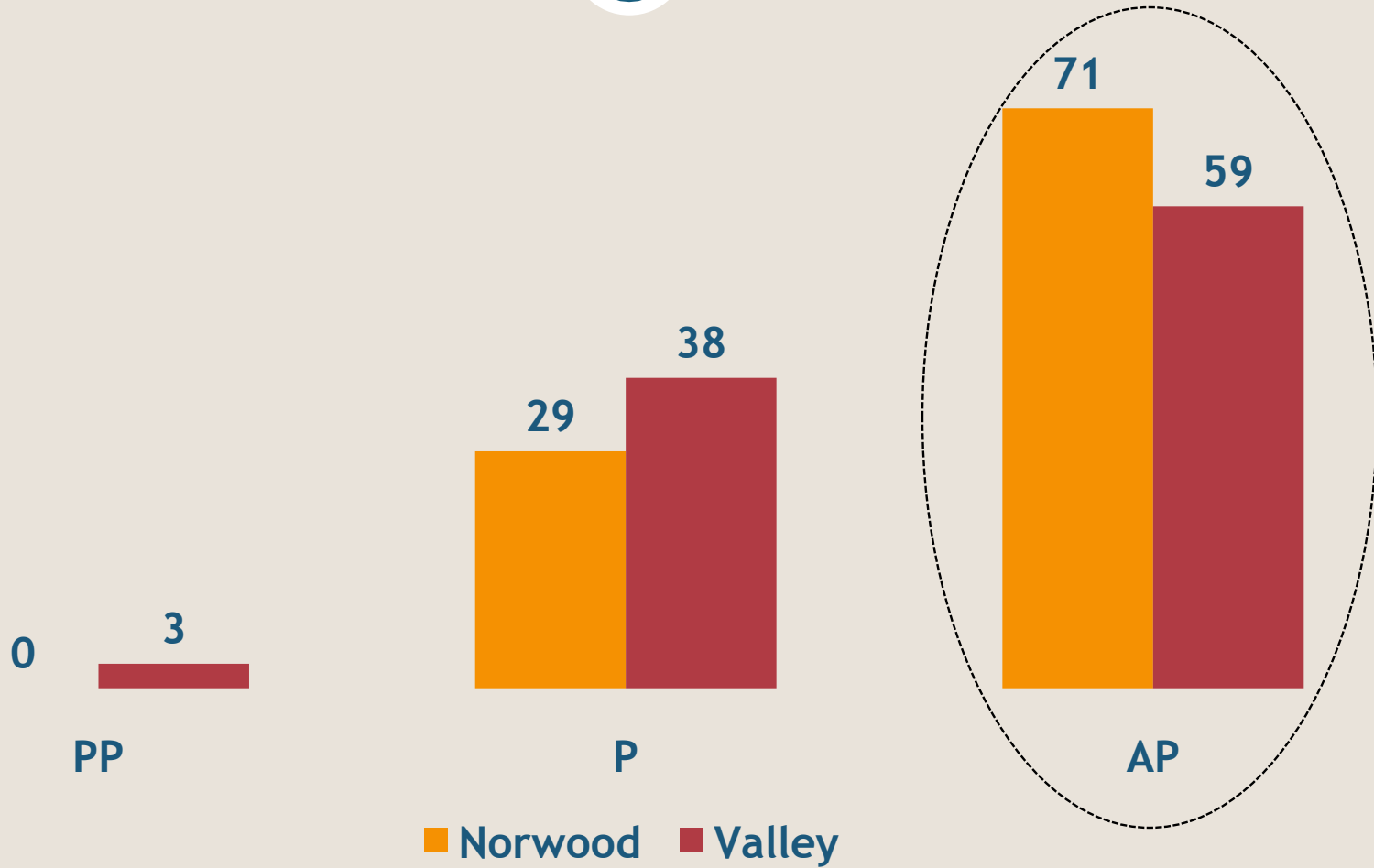
# Grade 7 Mathematics



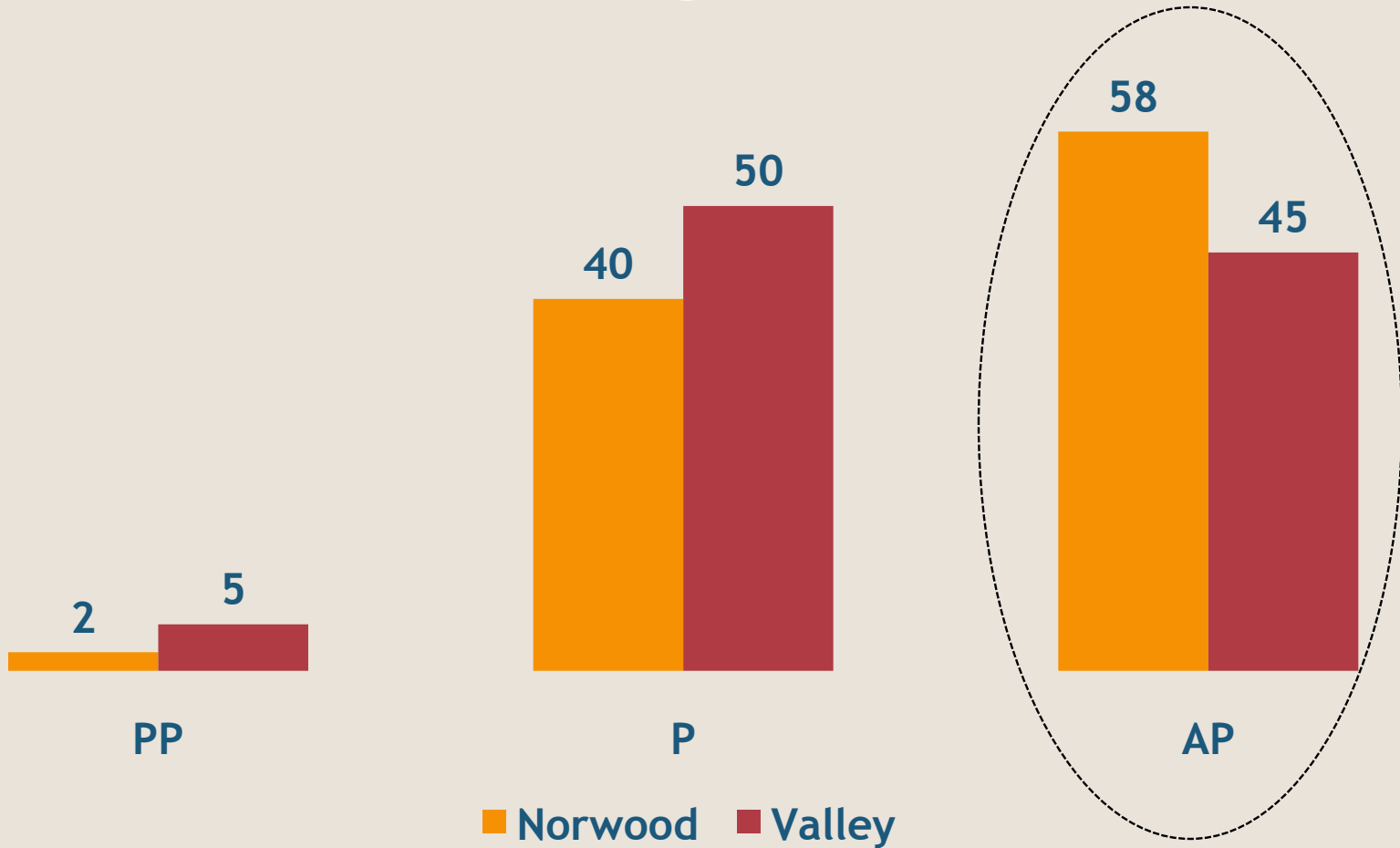
# Grade 8 Mathematics



# Grade 4 Science



# Grade 8 Science



# Annual Assessment Report

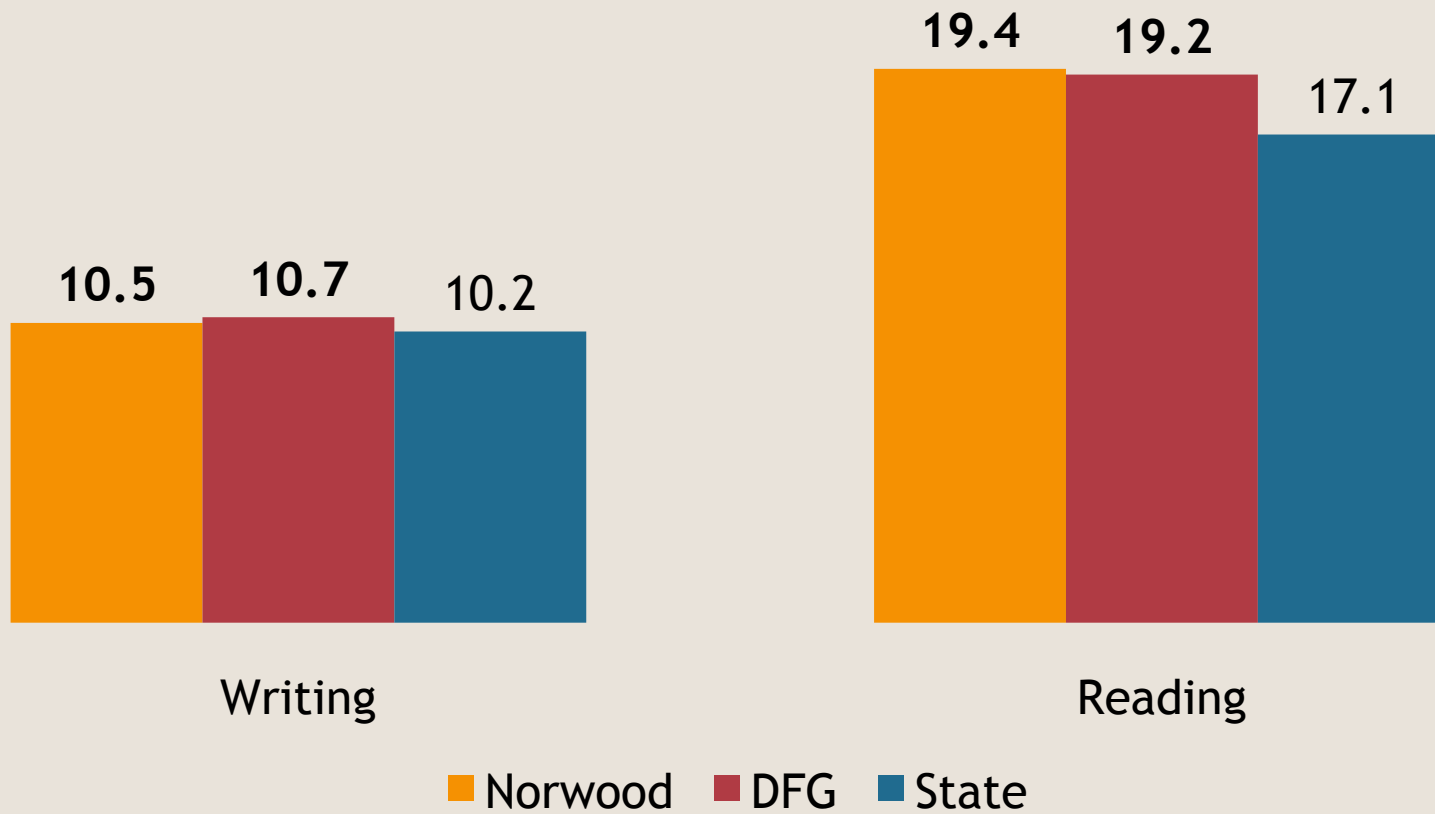


**State and District Factor Group  
Comparisons**

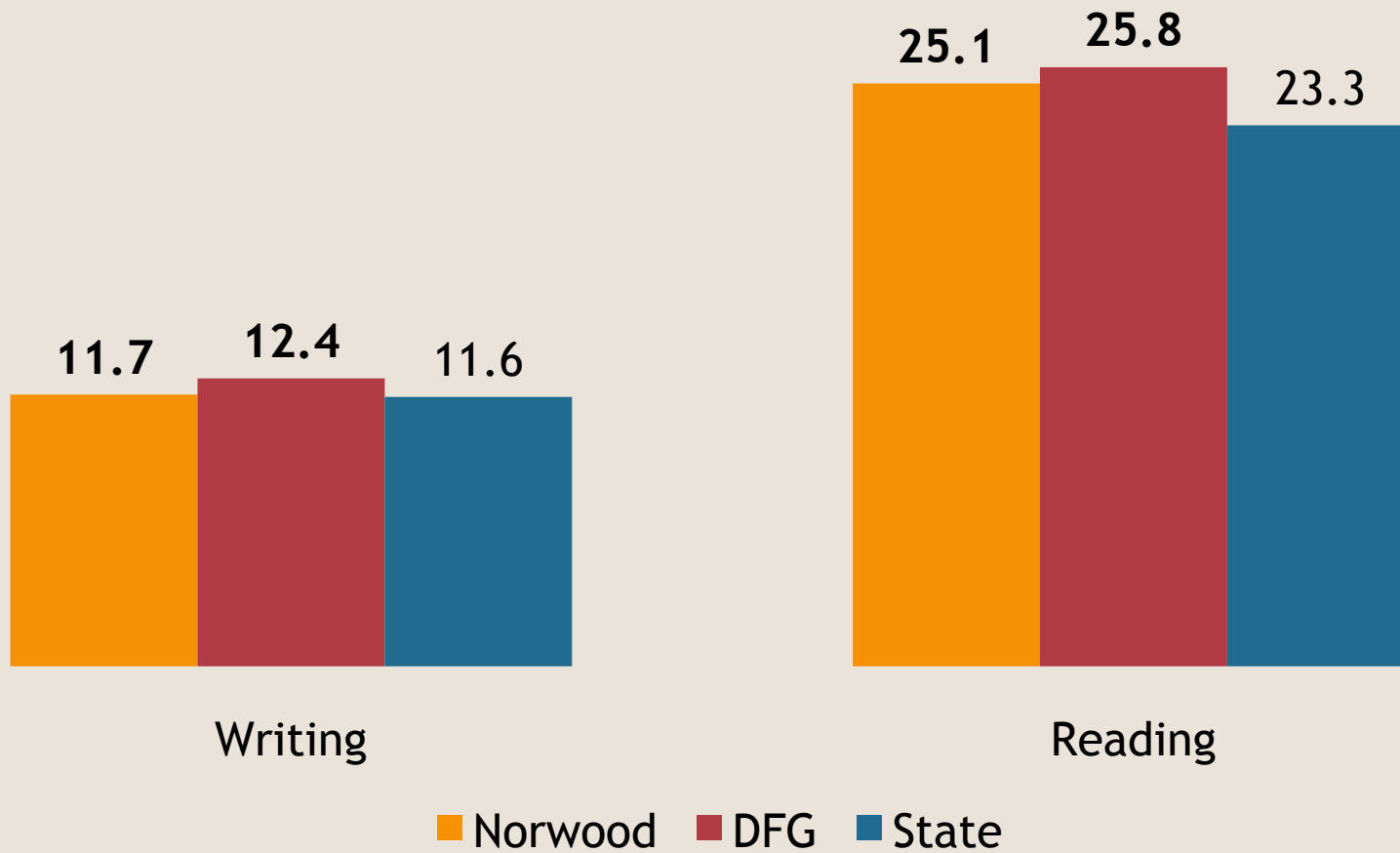
**Mean Scores of Critical Sections**

**General Education**

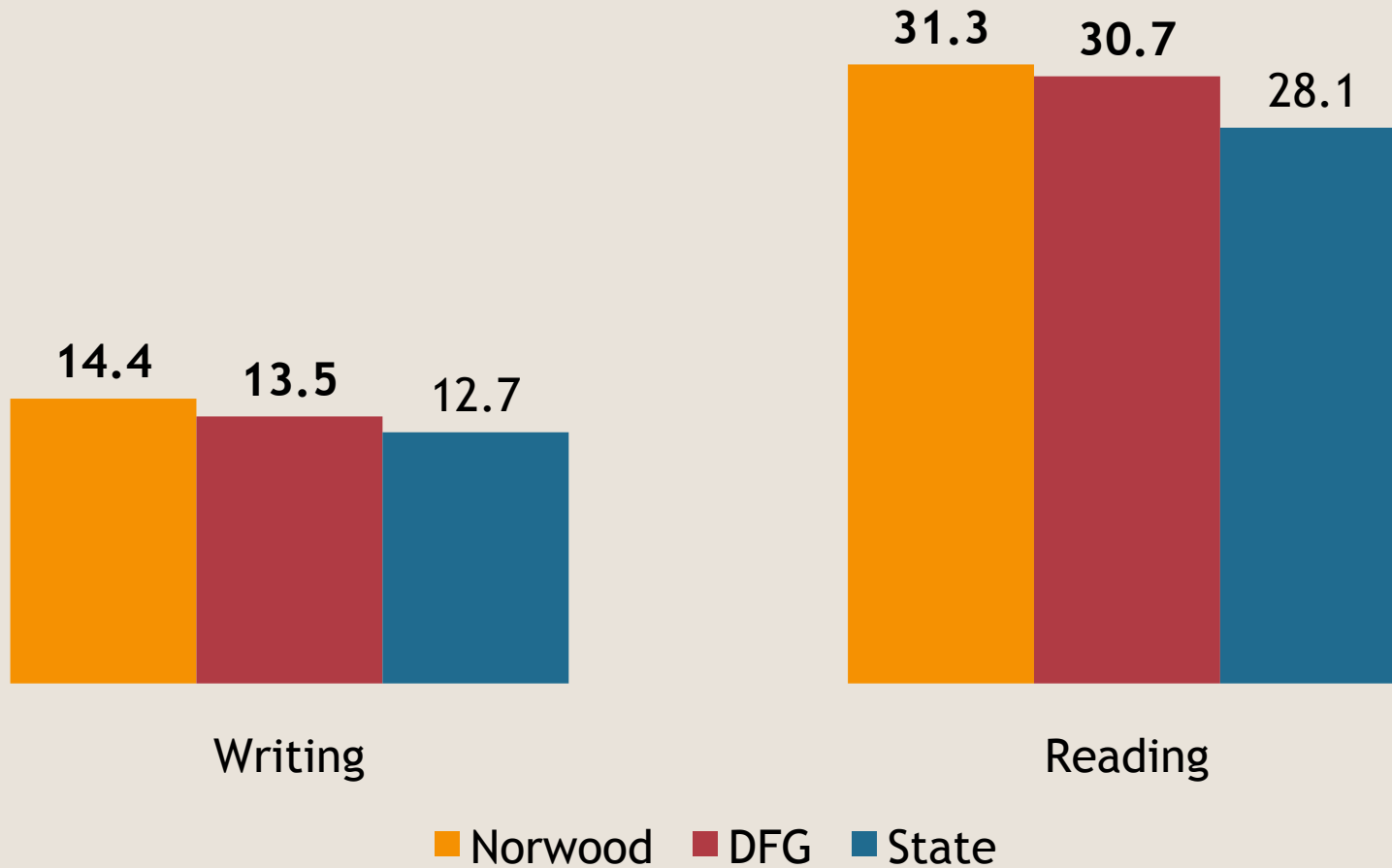
# Grade 3 Language Arts



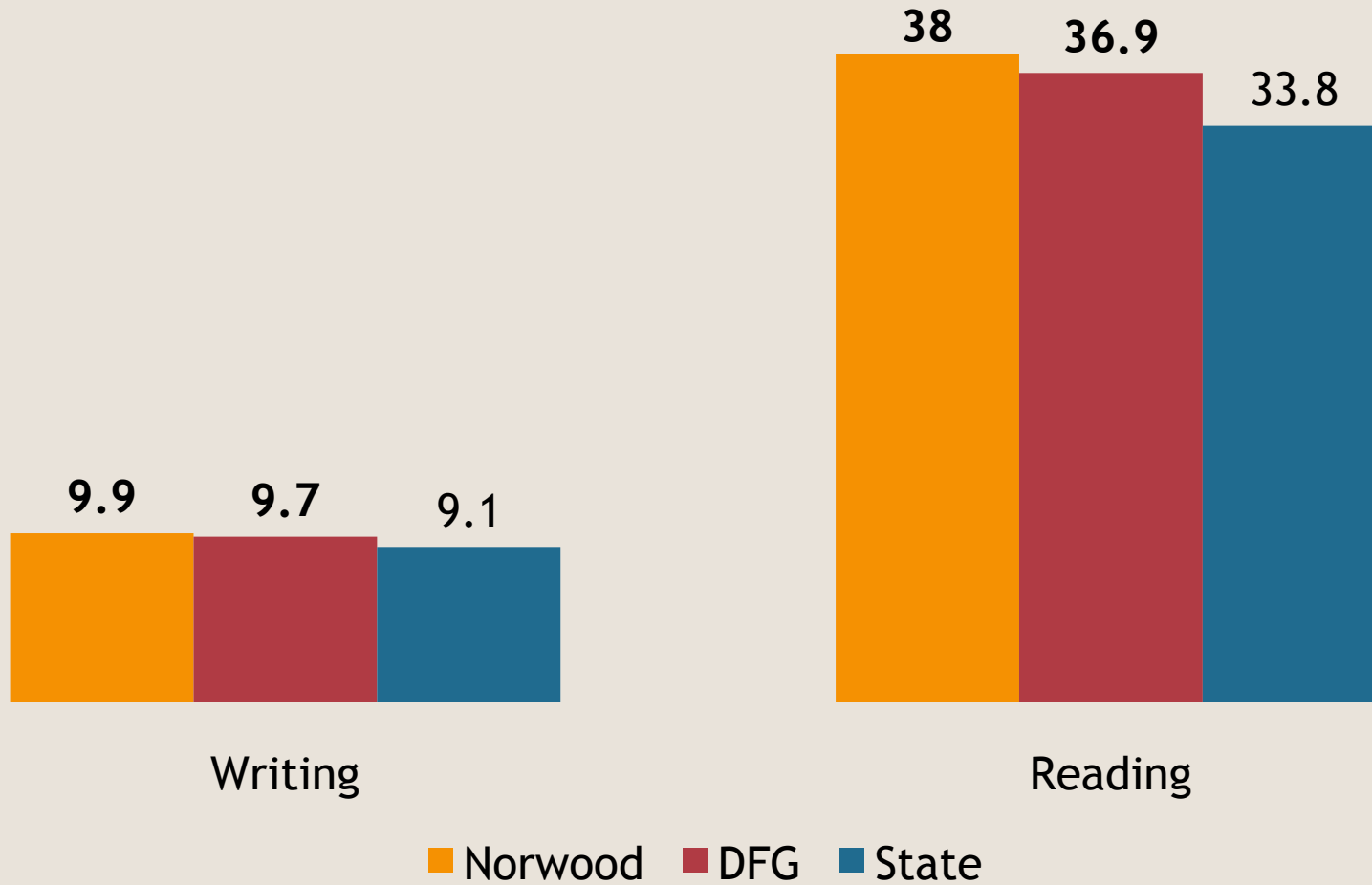
# Grade 4 Language Arts



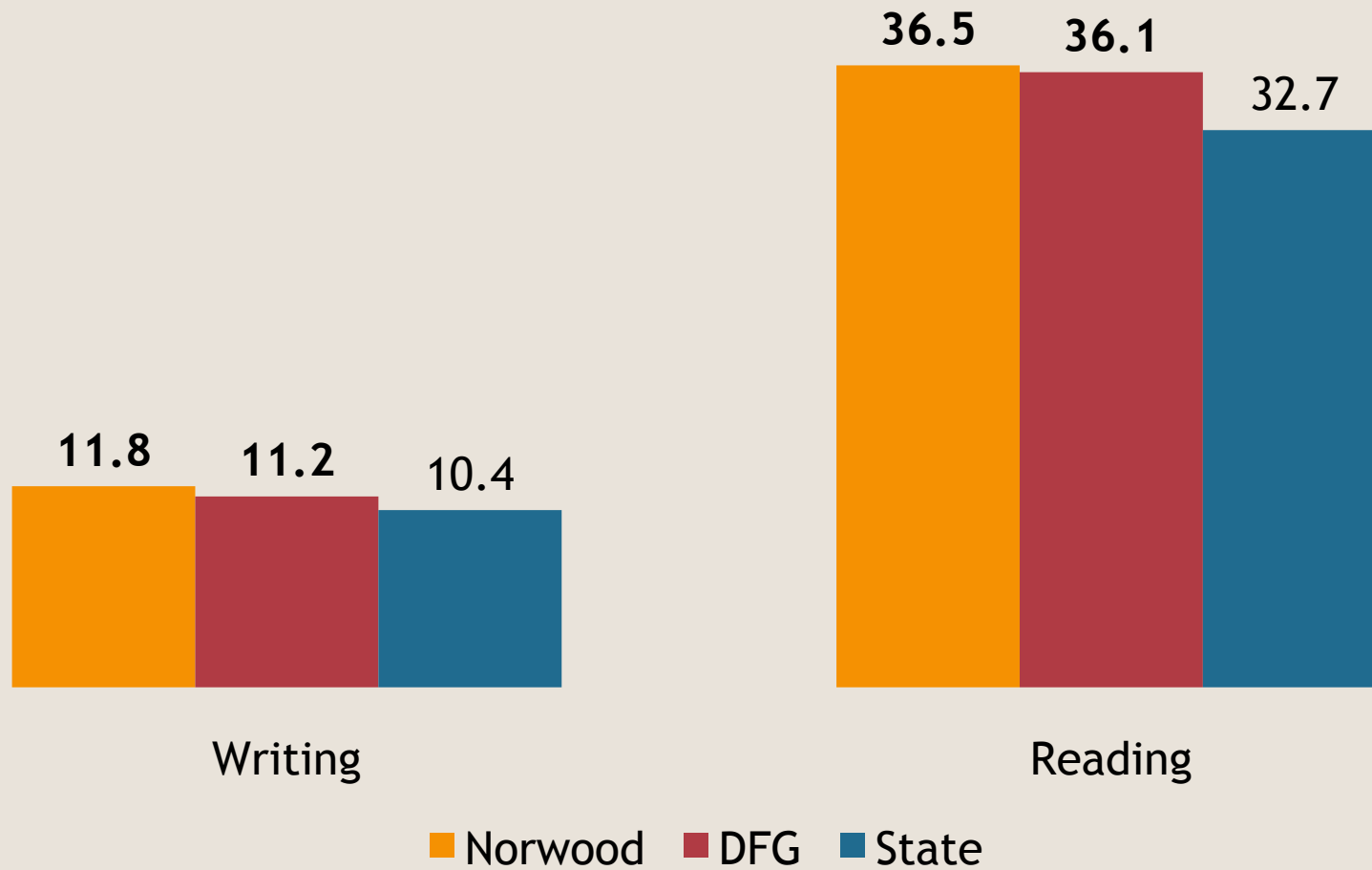
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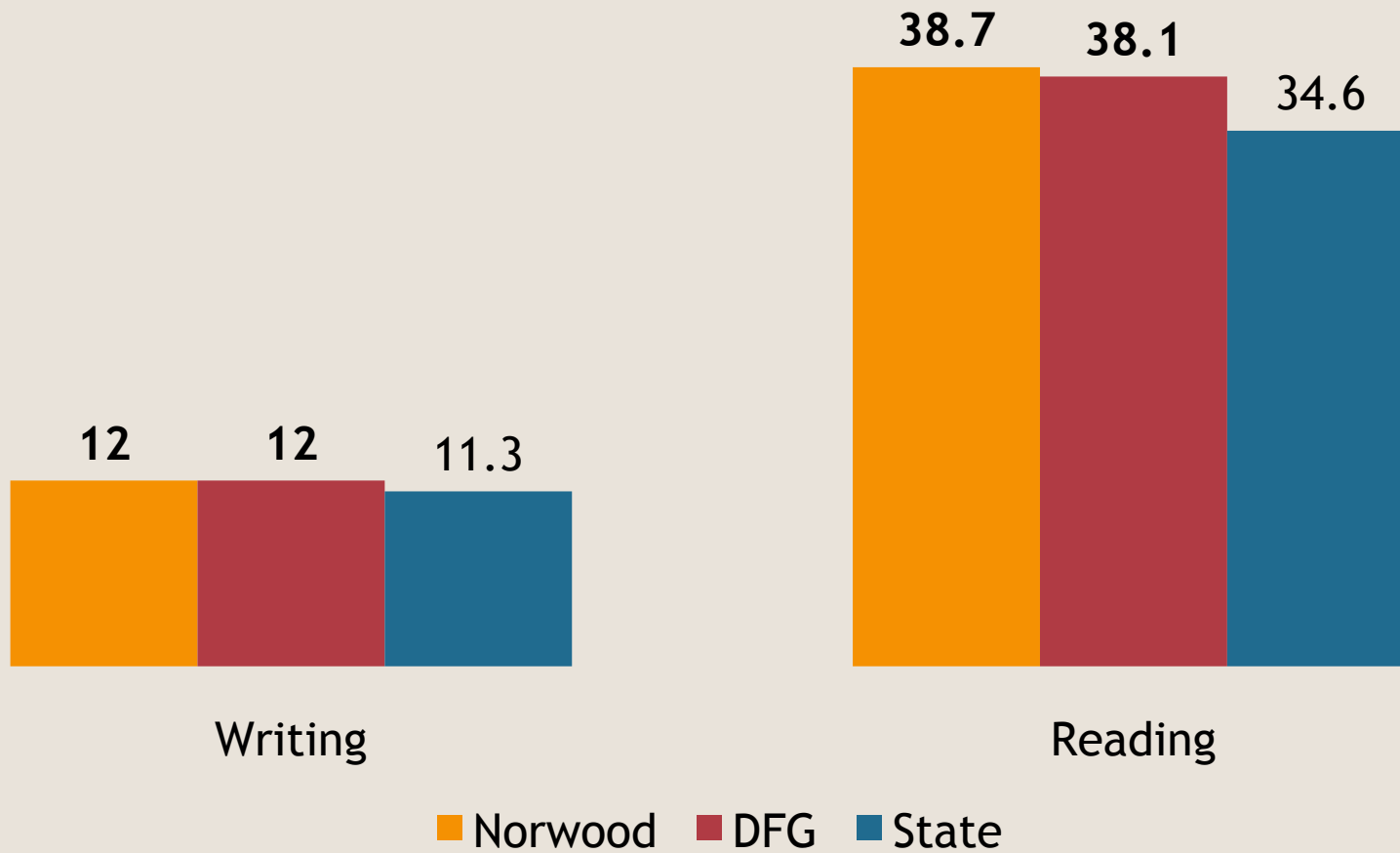
# Grade 6 Language Arts



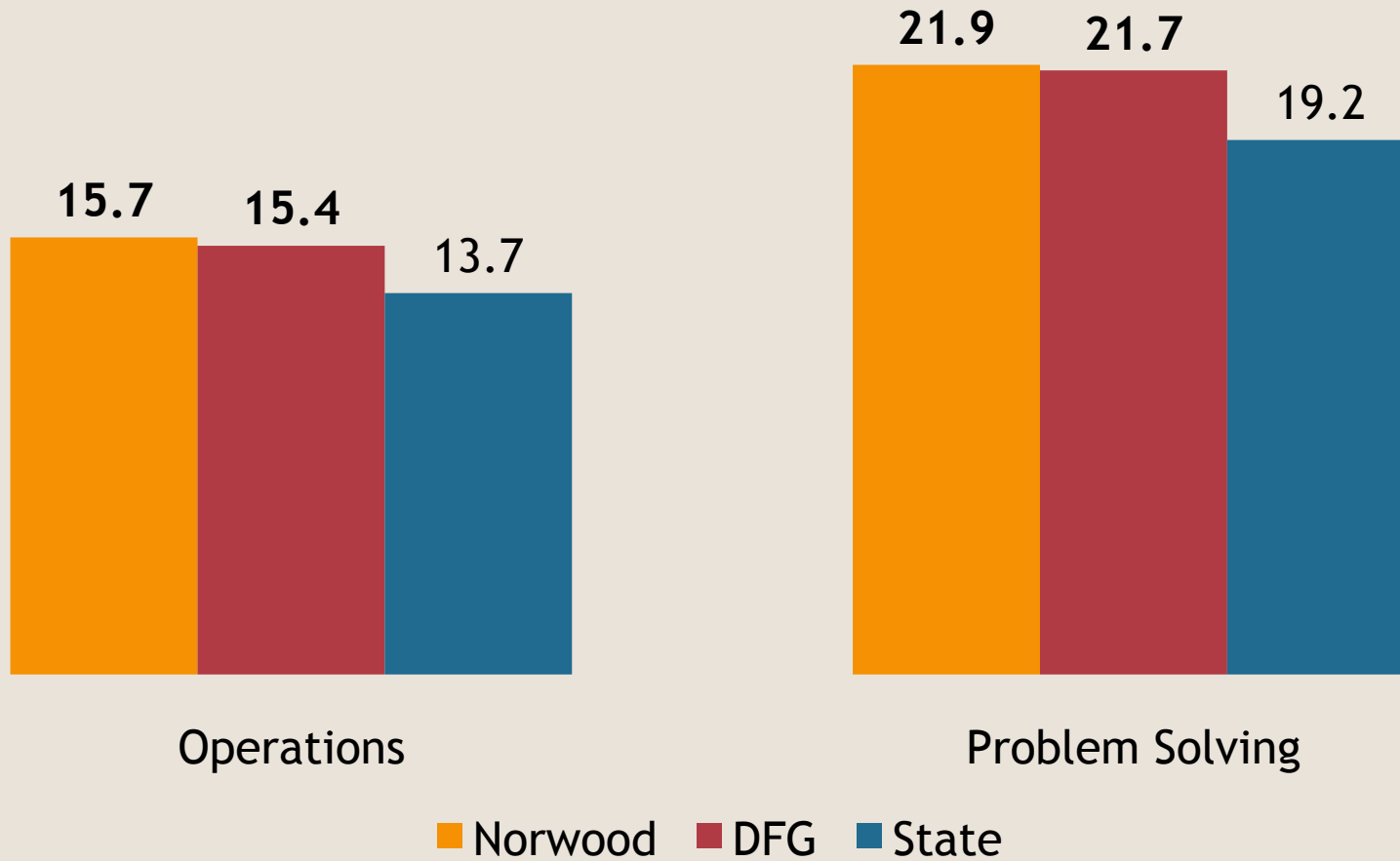
# Grade 7 Language Arts



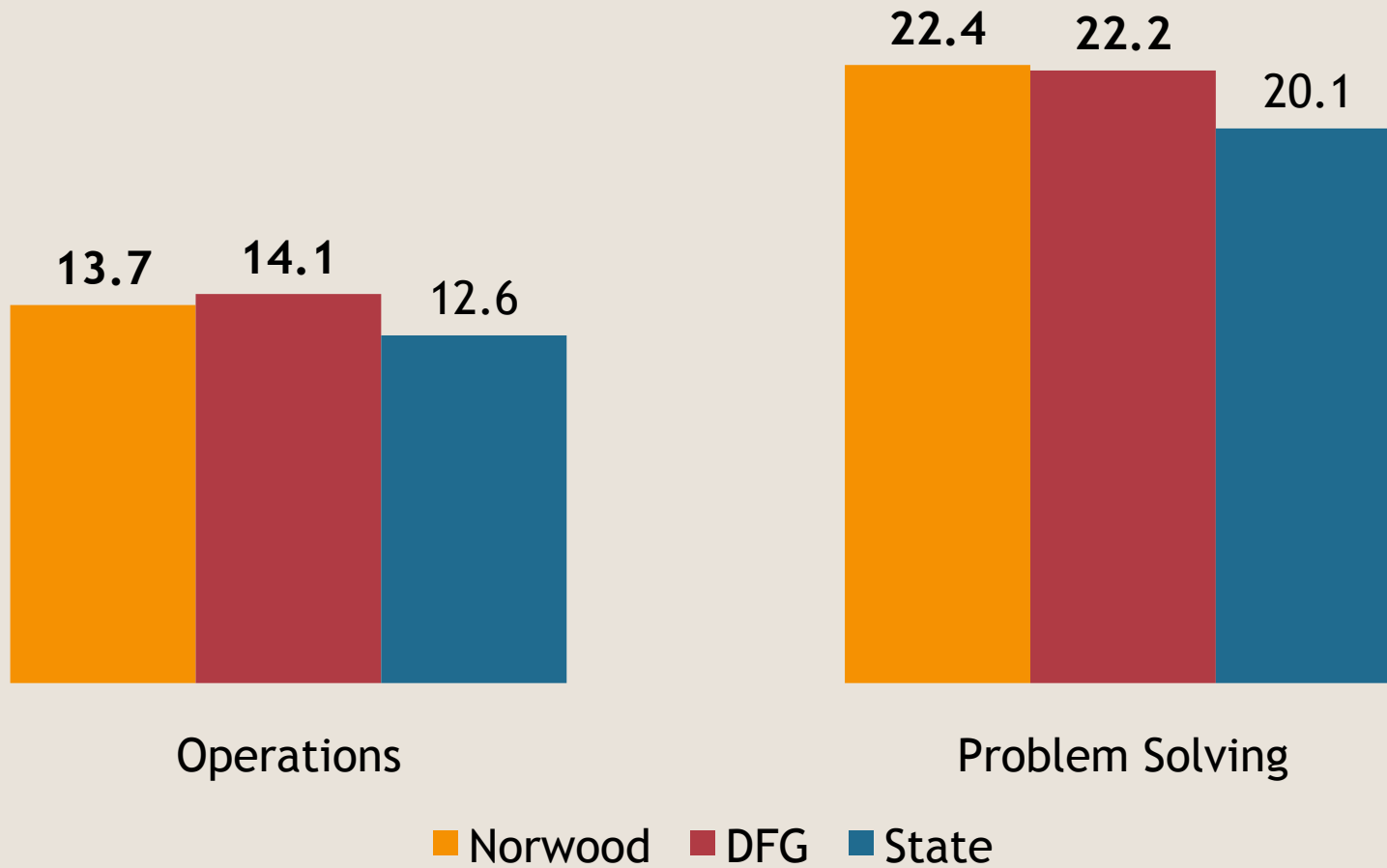
# Grade 8 Language Arts



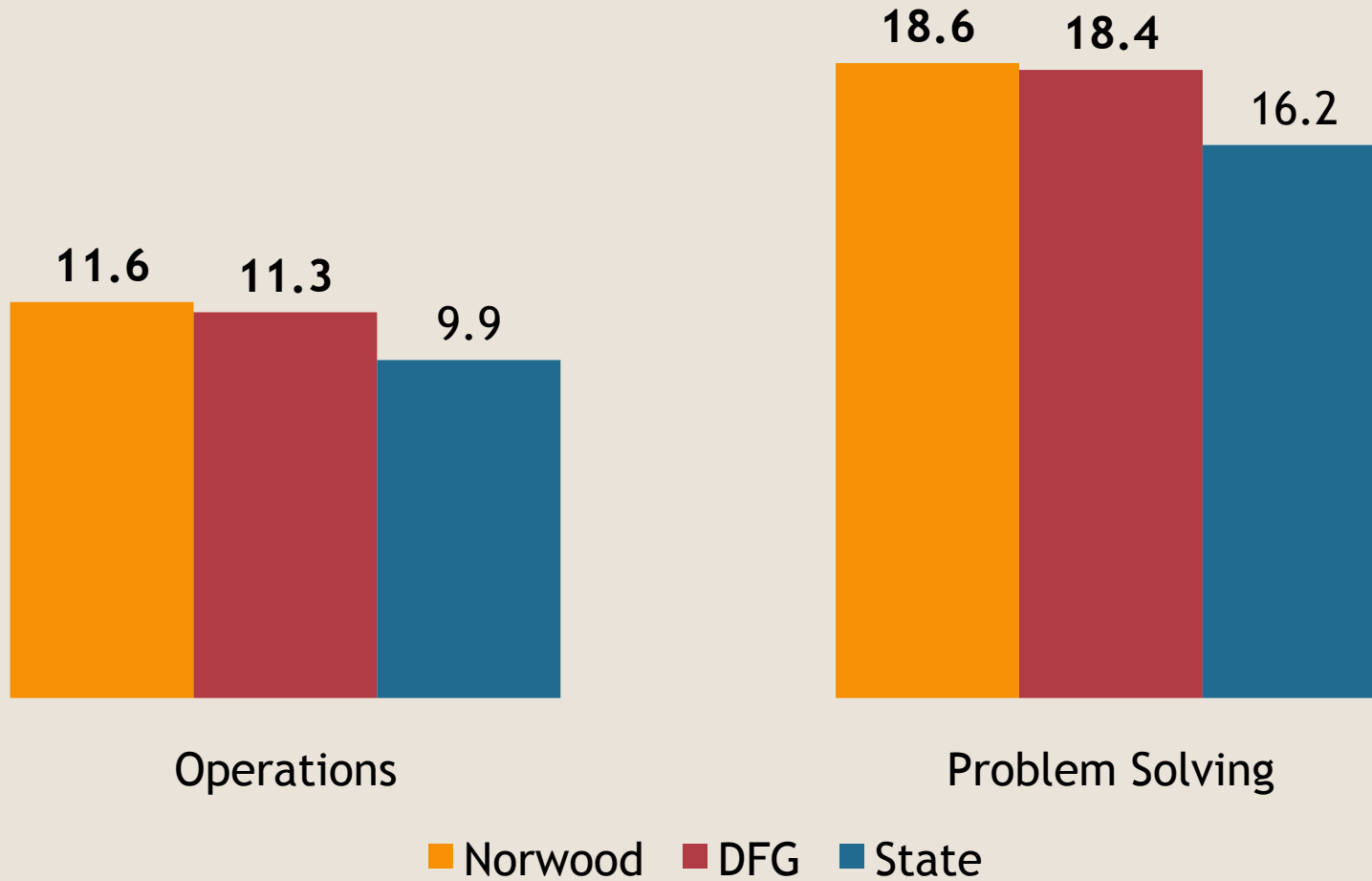
# Grade 3 Mathematics



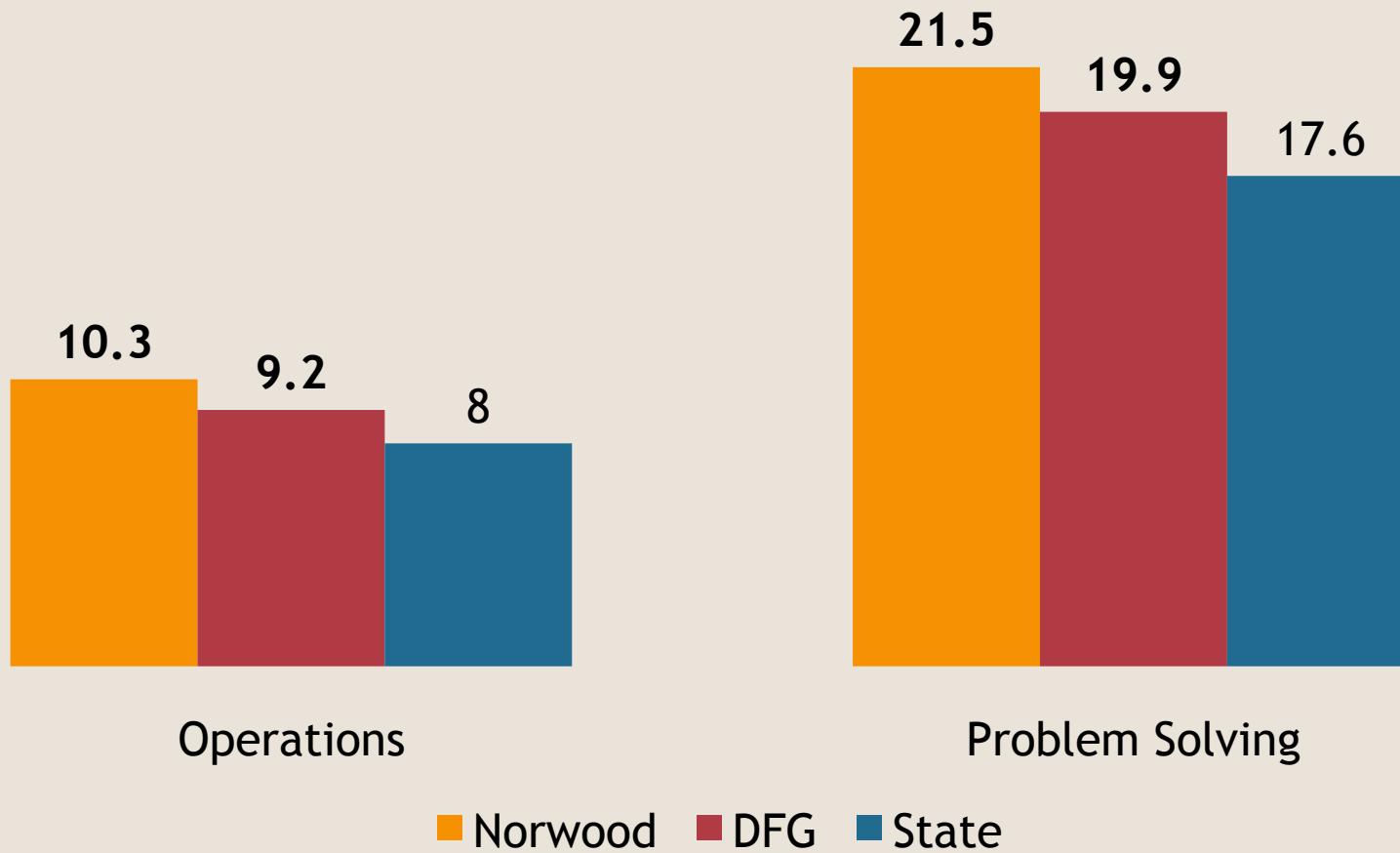
# Grade 4 Mathematics



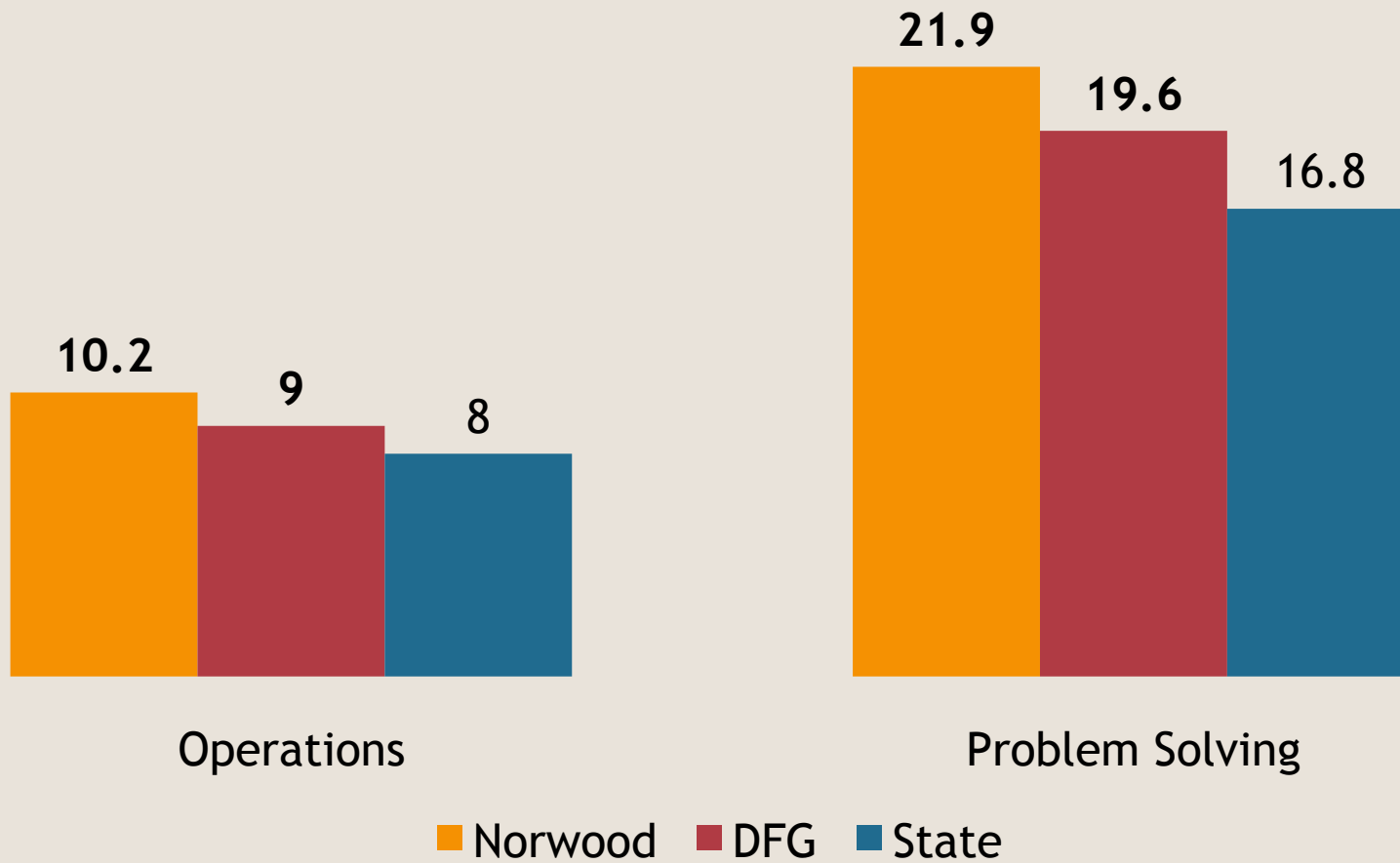
# Grade 5 Mathematics



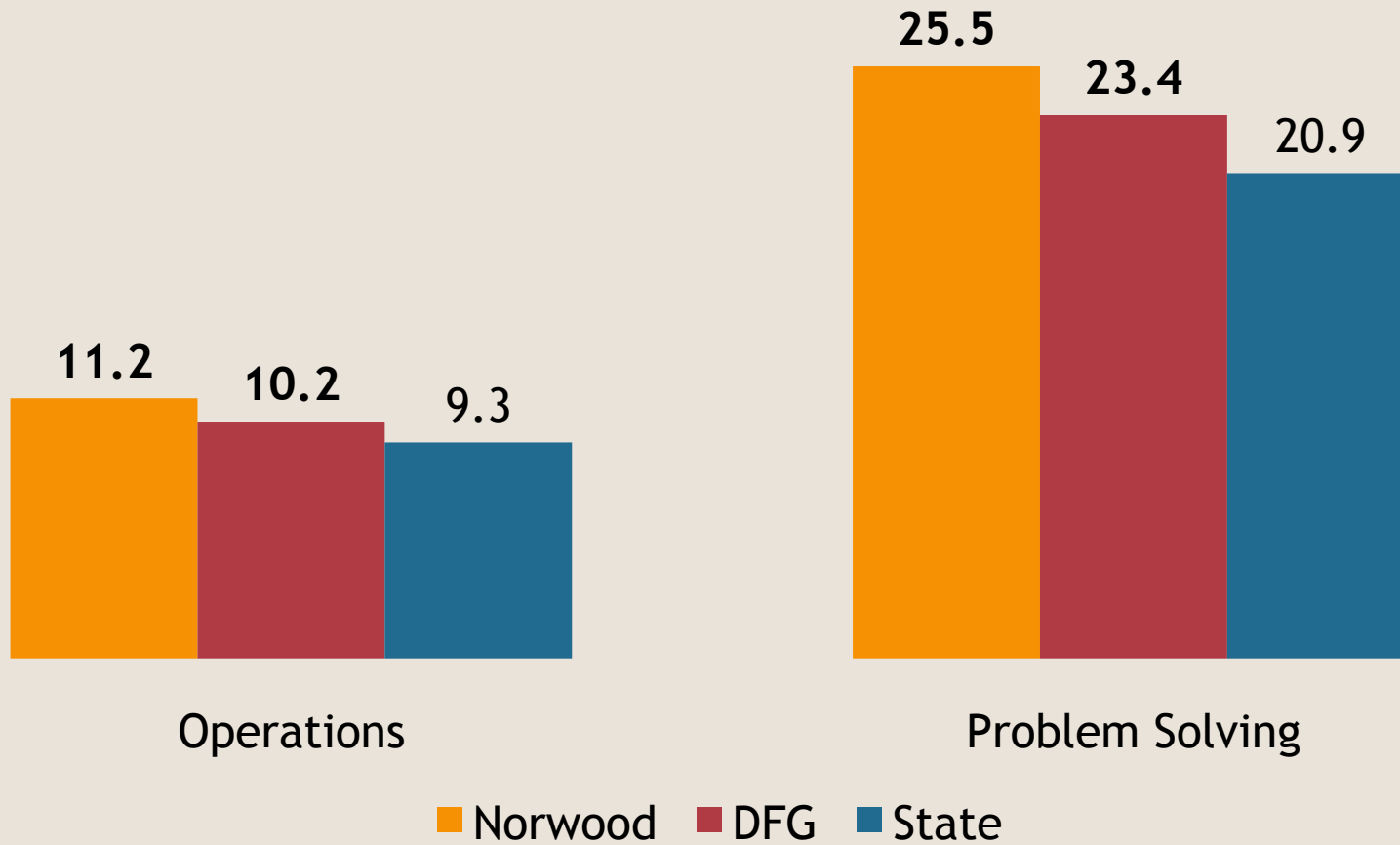
# Grade 6 Mathematics



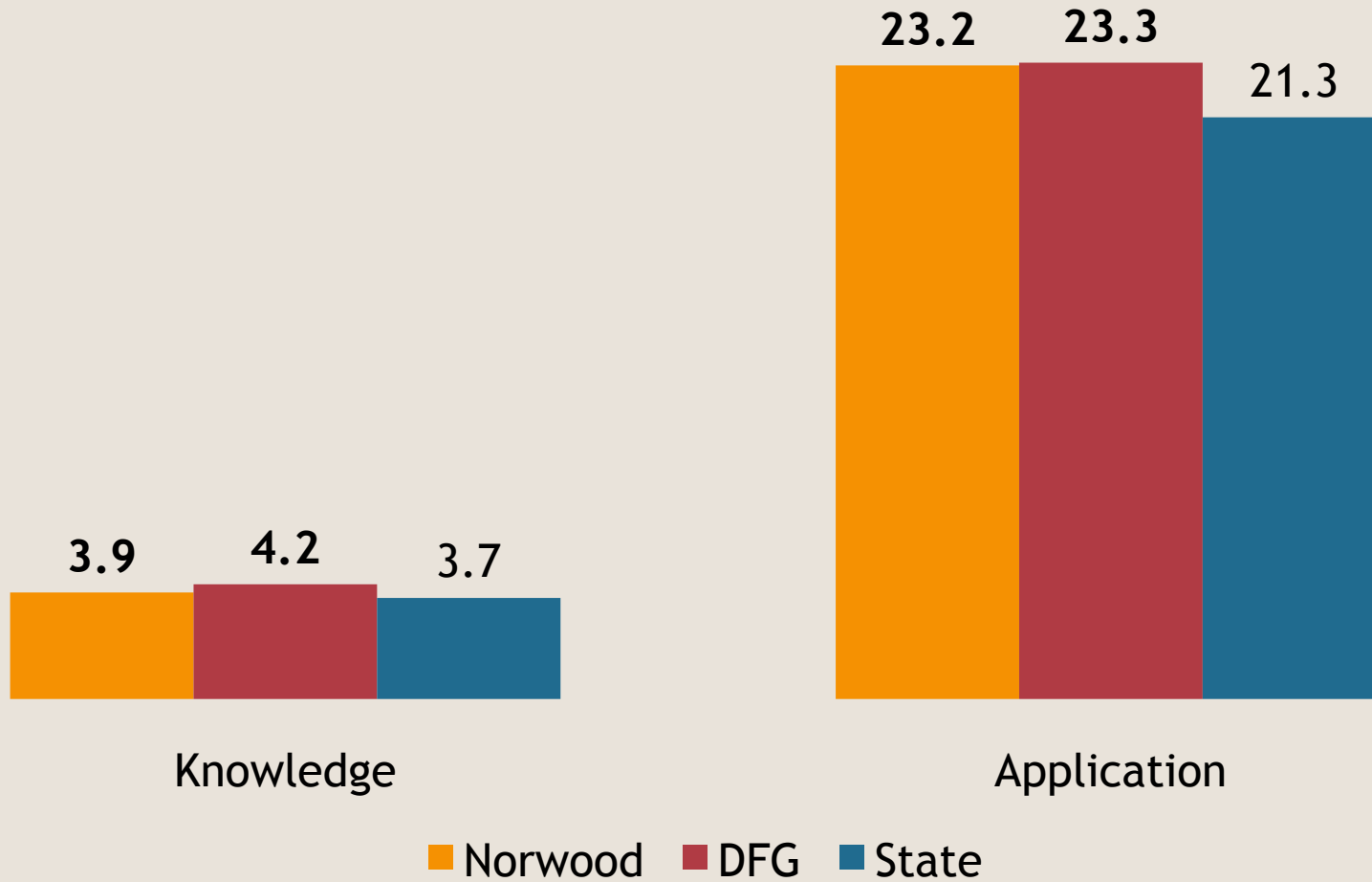
# Grade 7 Mathematics



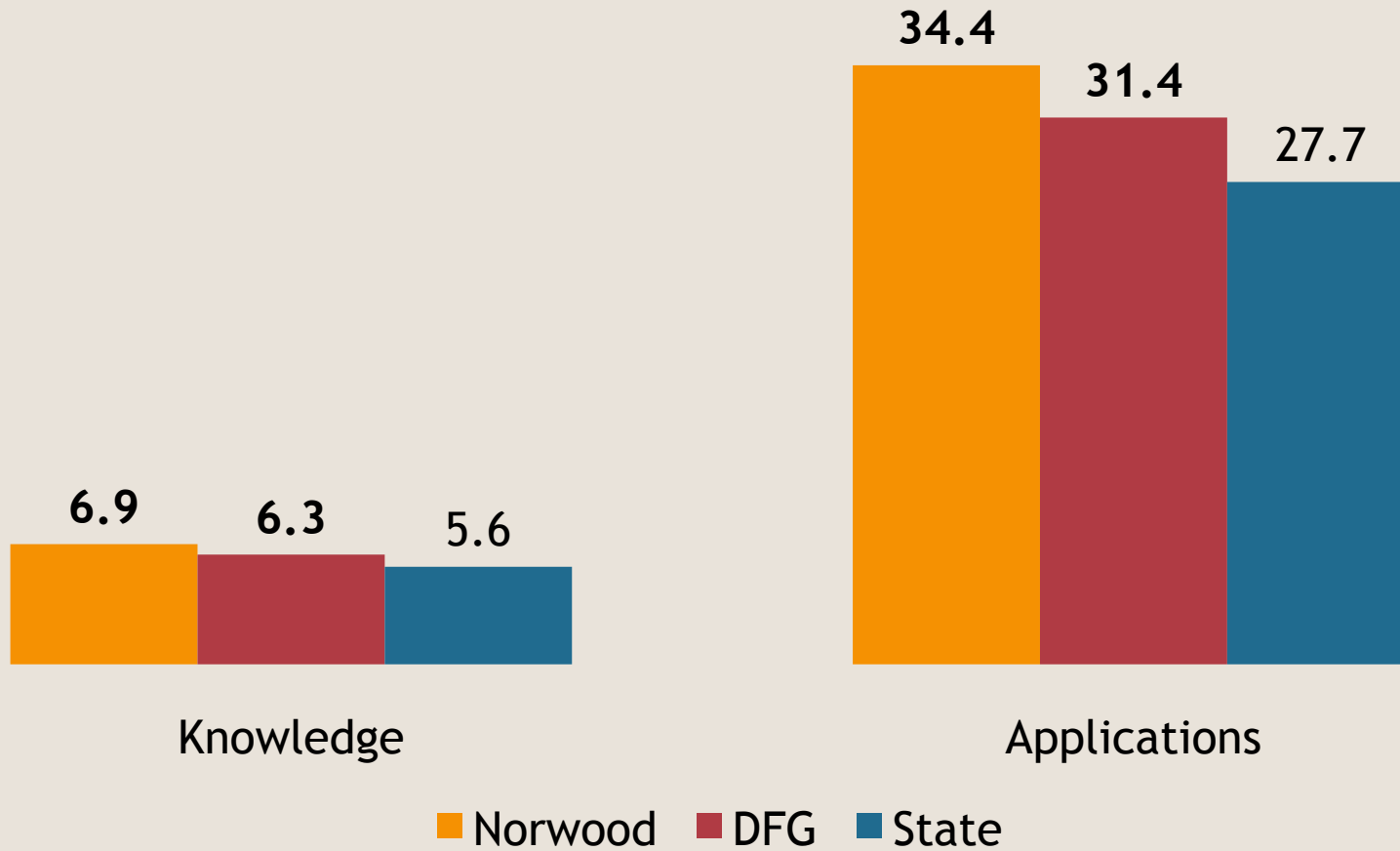
# Grade 8 Mathematics



# Grade 4 Science



# Grade 8 Science



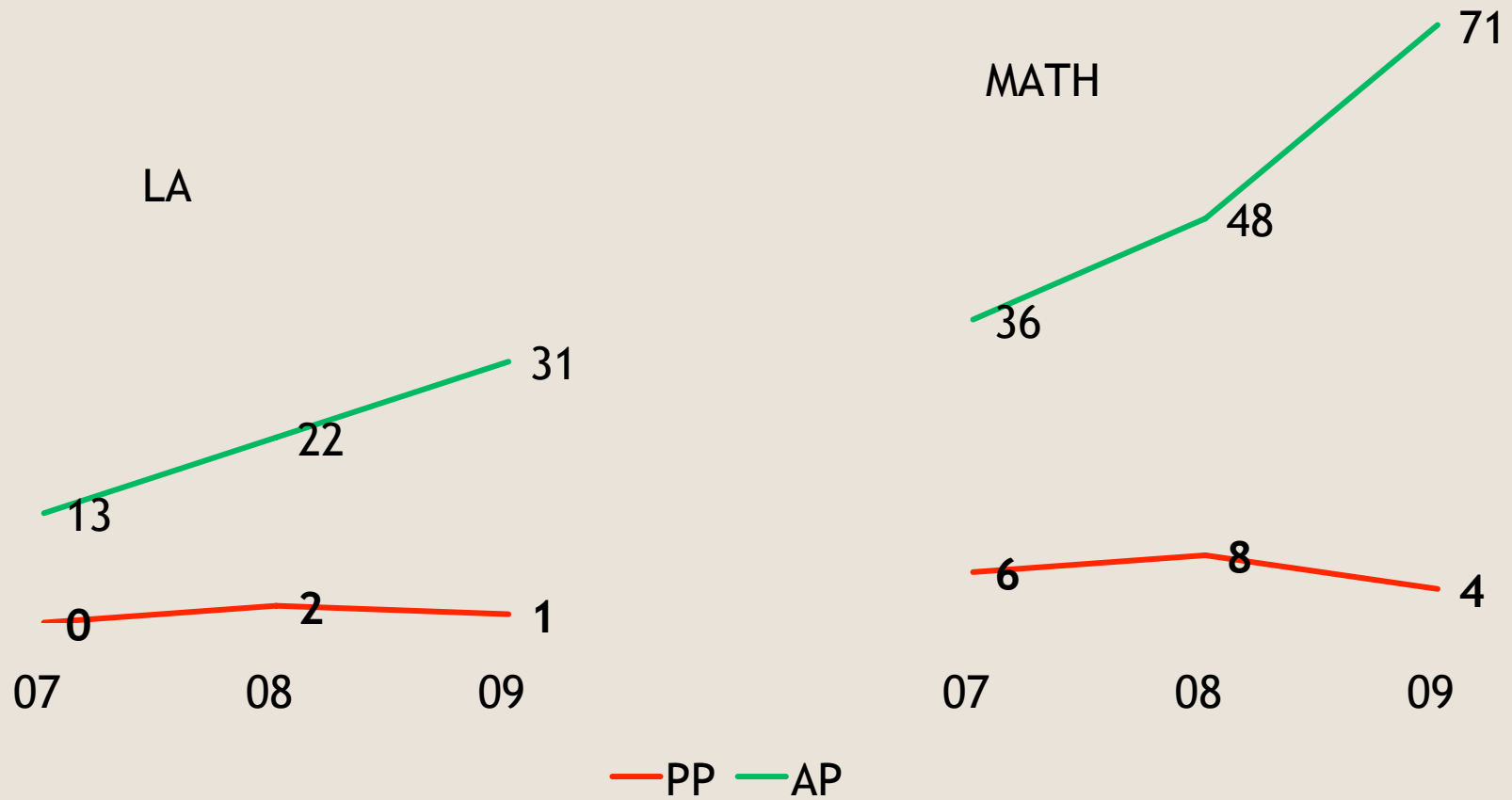
# Annual Assessment Report



**Longitudinal Progress  
Tracking the Same Groups**

**Partial and Advanced Proficiency  
General Education**

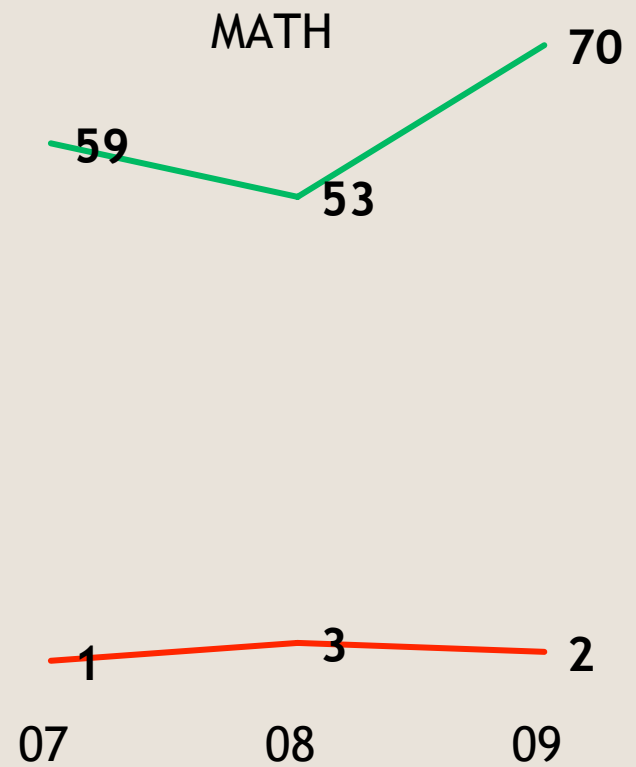
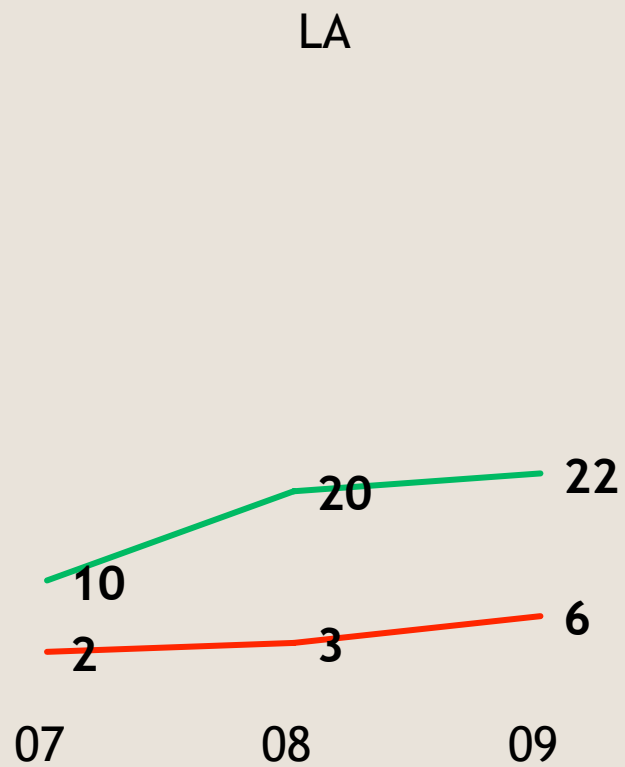
# Grade 6 in 06-07, Grade 7 in 07-08, Grade 8 in 08-09



# Grade 5 in 06-07, Grade 6 in 07-08, Grade 7 in 08-09

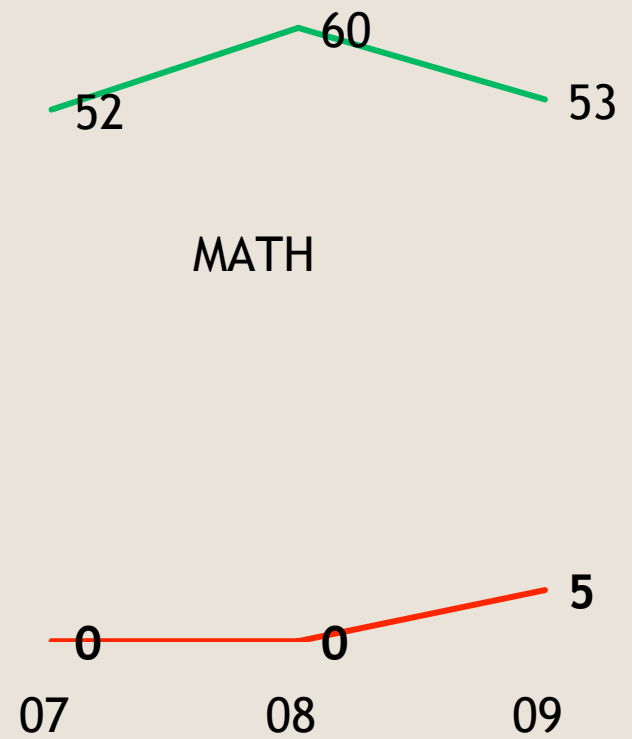
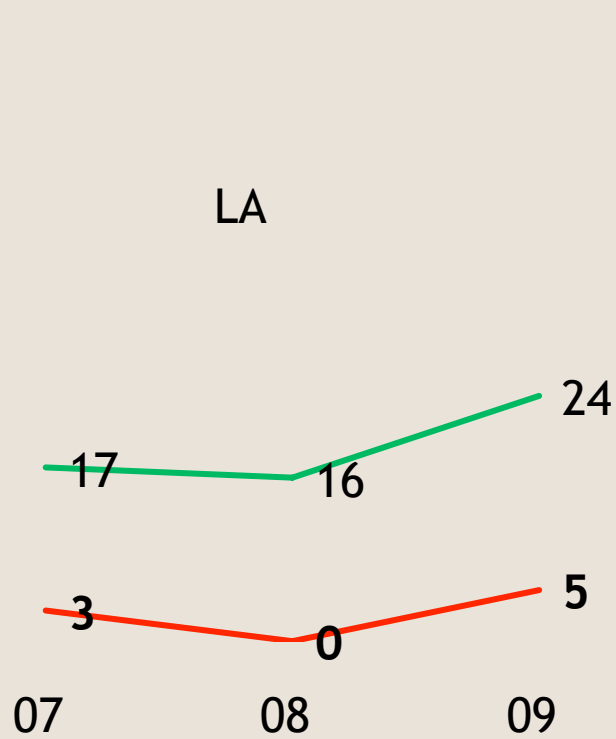


Grade 4 in 06-07, Grade 5 in 07-08, Grade 6 in 08-09,



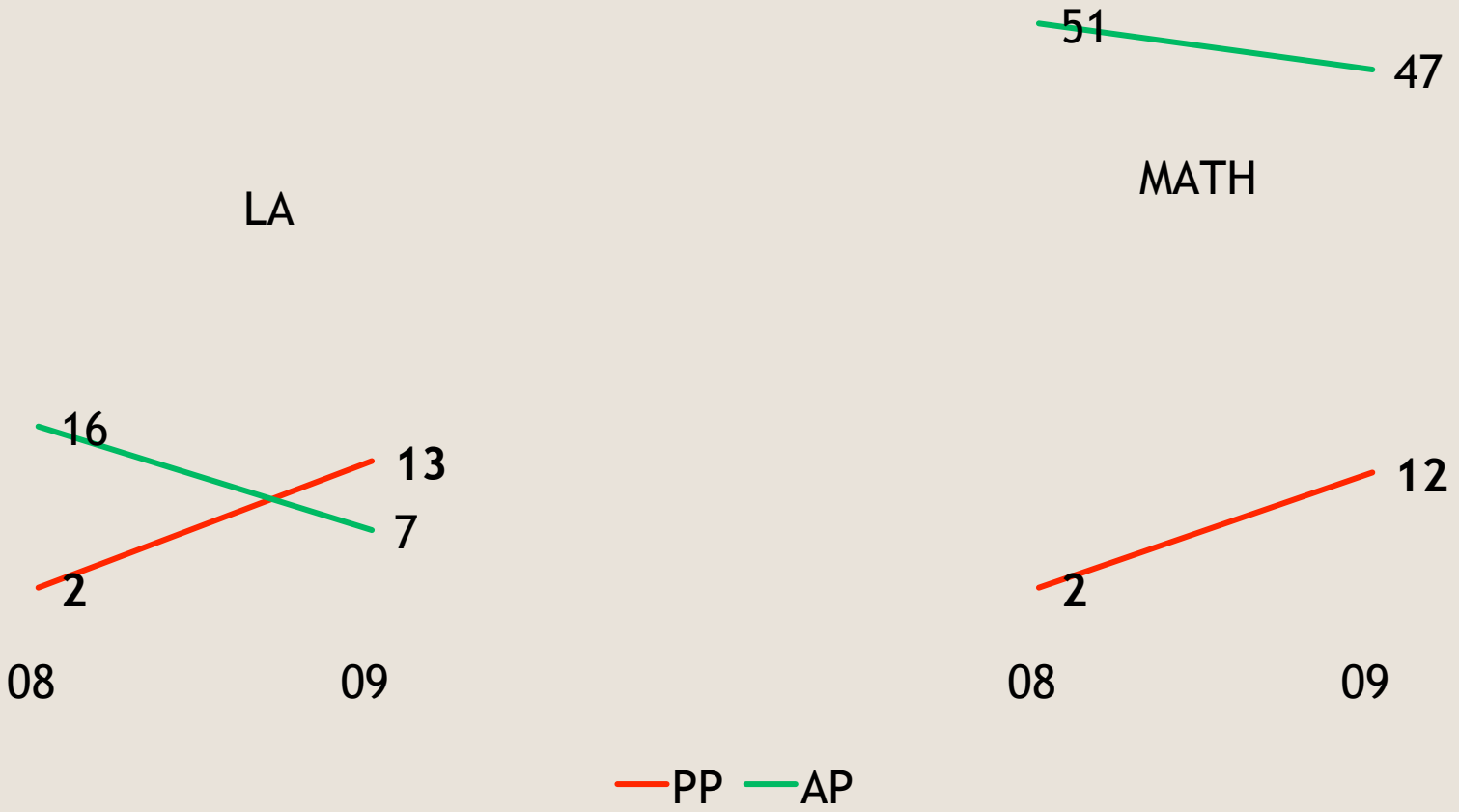
— PP — AP

# Grade 3 in 06-07, Grade 4 in 07-08, Grade 5 in 08-09



— PP — AP

# Grade 3 in 07-08, Grade 4 in 08-09



# Annual Assessment Report



**Criterion Referenced Tests**

**Three Year History  
and  
Comparisons with 2008-2009  
Valley Scores**

# Criterion Referenced Tests



Test/Grade	06-07	07-08	08-09	Valley
Science/2	95	93	93	92
Writing /3	3.9	3.5	3.4	3.4
Soc. St./5*	90	83	78	88
Health/5	90	90	81	83
Writing /6	4.2	3.5	3.7	3.3
St. Skills/6	88	88	88	88
Science/7	75	80	84	84
Algebra/8	99	99	99	94

\*Test results are invalid and unreliable due to error.

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# Analysis of Data



## How Do We Use Assessment?

Teachers analyze individual student test data

Teachers meet in grade level learning communities to analyze class scores, do item analyses, and create action plans

Testing coordinator and principal meet with teachers to determine instructional and curricular priorities

Teachers meet by grade levels and subjects to compare results, adjust planning, and develop additional instructional strategies

Principal and instructional staff meet to discuss staff development needs, modified instructional approaches, instructional materials, staffing , and parental involvement

# Action Plans



## Work for 09-10

Language Arts - Improvement of Writing Skills

Mathematics - Improvements in Problem Solving and teaching higher order thinking skills

Social Studies - Item analysis of Grade 5 CRT to determine specific areas in need of improvement

Music and Art - Increase in number of inter-disciplinary units

Kindergarten - Pilot a screening assessment for incoming kindergarten students

Gifted and Talented - Collaborate with colleagues to develop a different outreach opportunity for grades 3-5

Physical Education - Analyze the results of the Presidential Fitness Test to Identify skill areas that need to be strengthened

K-2 - Develop a skills checklist to replace Terra Nova testing

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