



**Parsippany-Troy Hills School
District**

2011

Assessment Report

October 18, 2011

No Child Left Behind Law

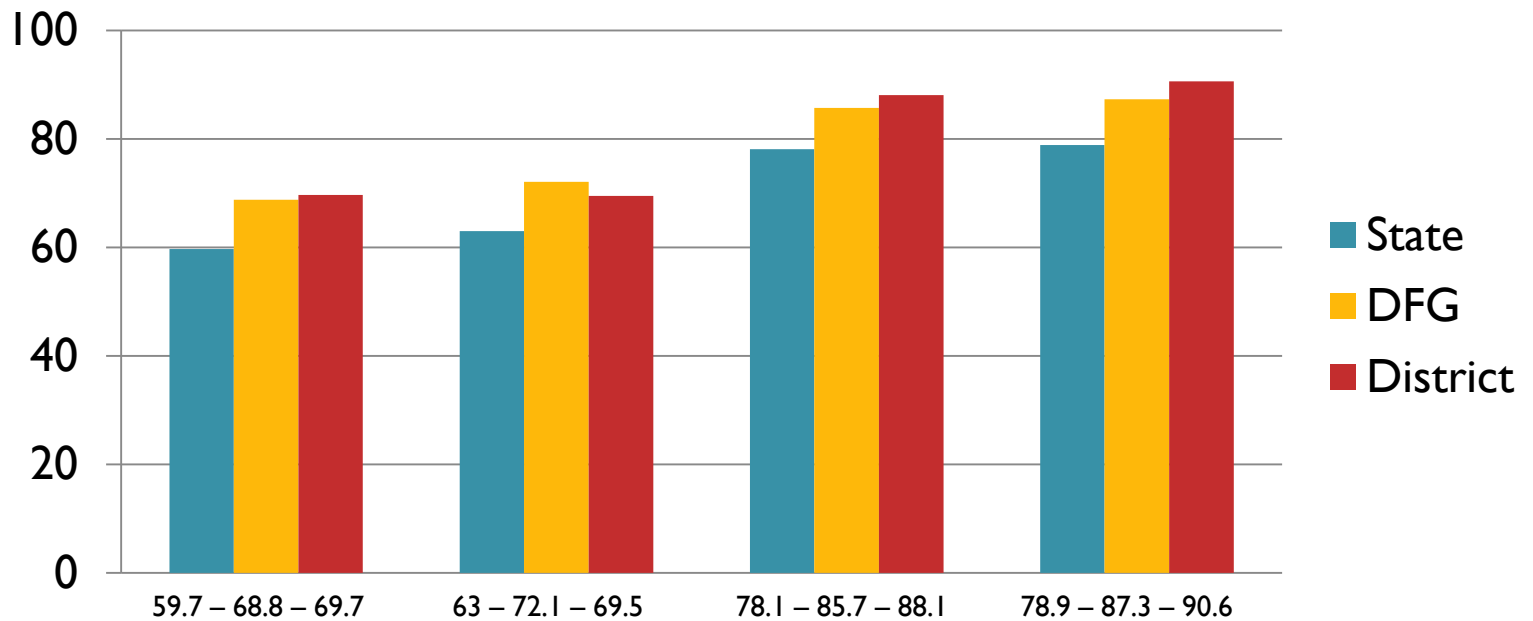
- Required states to design assessments that are based on the Core Curriculum Content Standards for New Jersey
- Required states to establish benchmark percentages of proficiency leading to ALL children reaching 100% proficiency on those assessments by 2014
- Required states to identify successful schools and those in varying stages of inadequacy

Benchmark Chart

Content	Grade Span	2003	2005-2007	2008-2010	2011-2013	2014
LAL	Elem. (Grades 3-5)	68	75	59	79	100
	Mid. Sch. (Grades 6-8)	58	66	72	86	100
	High Sch.(Grade 11)	73	79	85	92	100
Math	Elem. (Grades 3-5)	53	62	66	83	100
	Mid. Sch. (Grades 6-8)	39	49	61	80	100
	High Sch. (Grade 11)	55	64	74	86	100

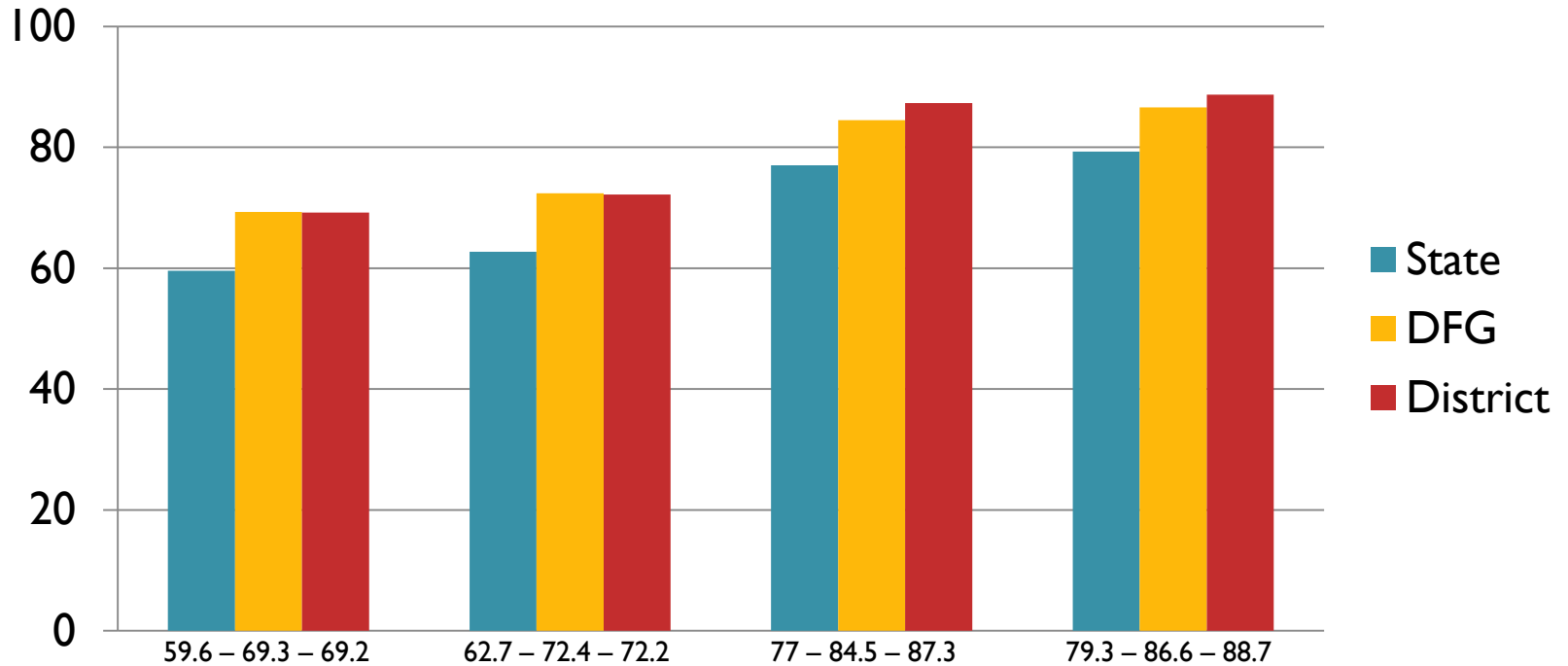
Grade 3

LAL LAL Math Math
(2010-59) (2011-79) (2010-66) (2010-83)



Grade 4

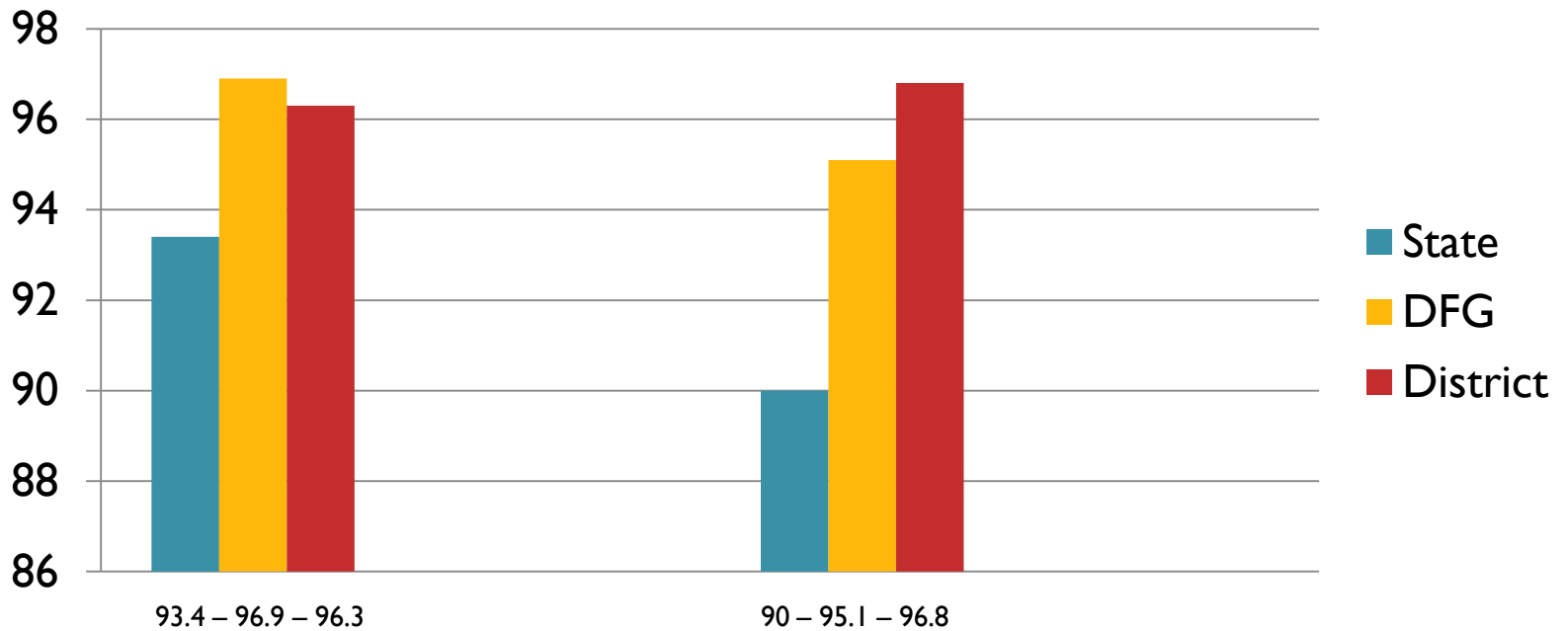
LAL LAL MATH MATH
(2010-59) (2011-79) (2010-66) (2011-83)



Grade 4

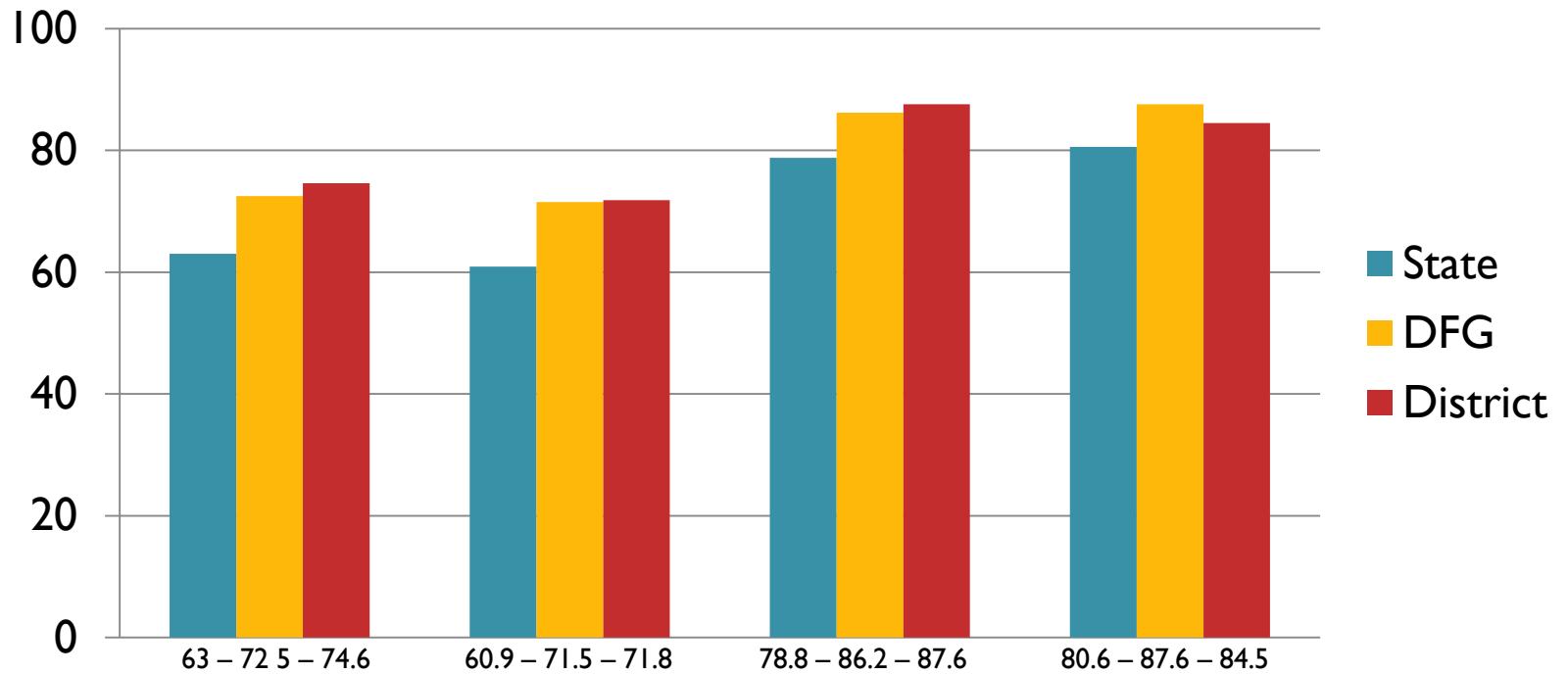
Science
(2010)

Science
(2011)



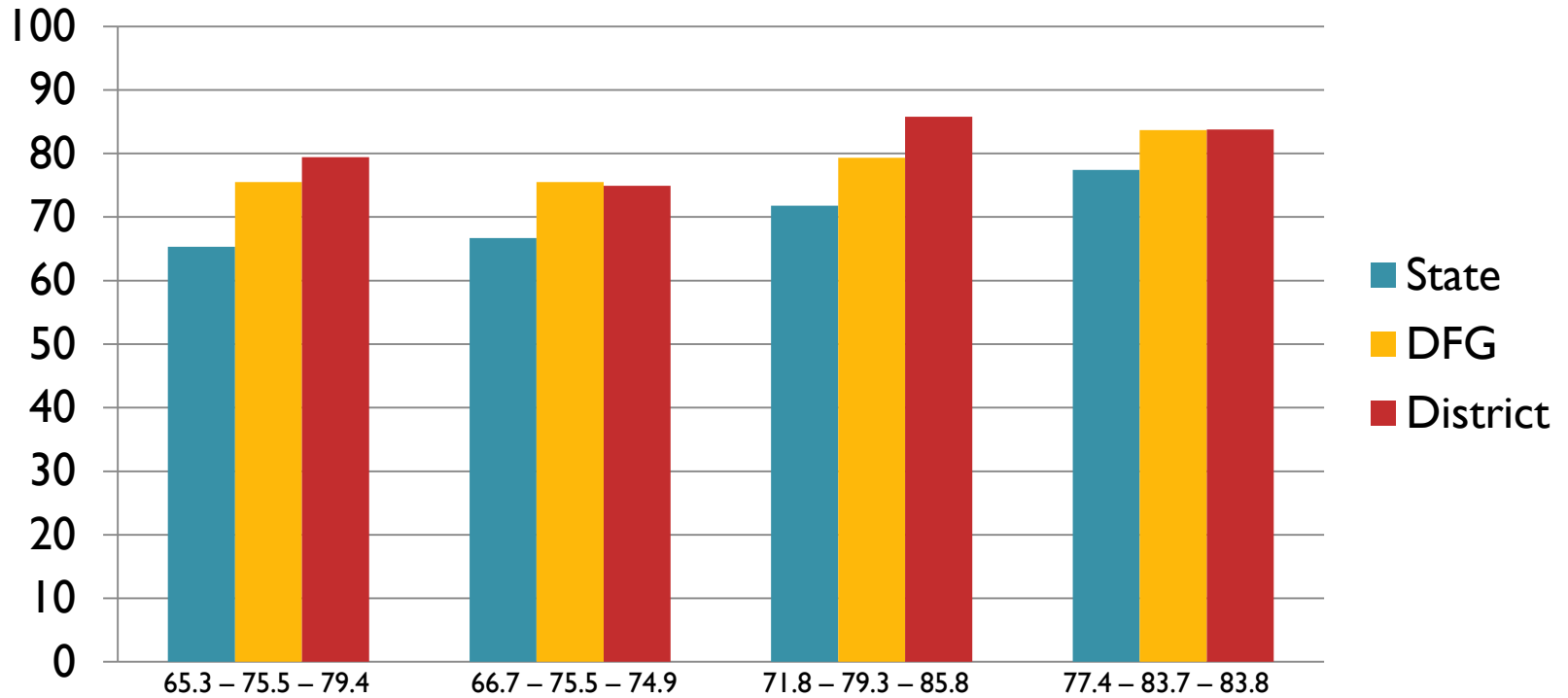
Grade 5

LAL (2010-59) LAL (2011-79) MATH (2010-66) MATH (2011-83)



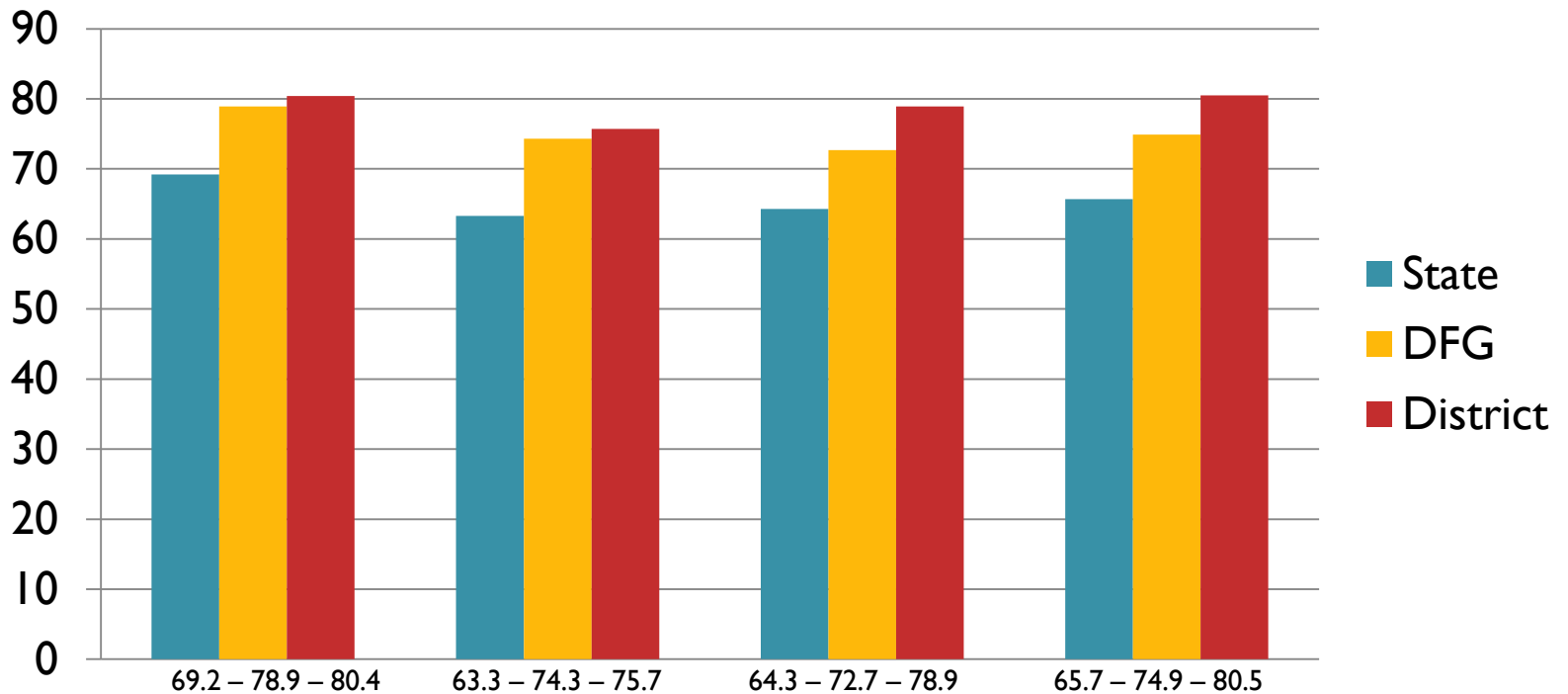
Grade 6

LAL LAL MATH MATH
(2010-72) (2011-86) (2010-61) (2011-80)



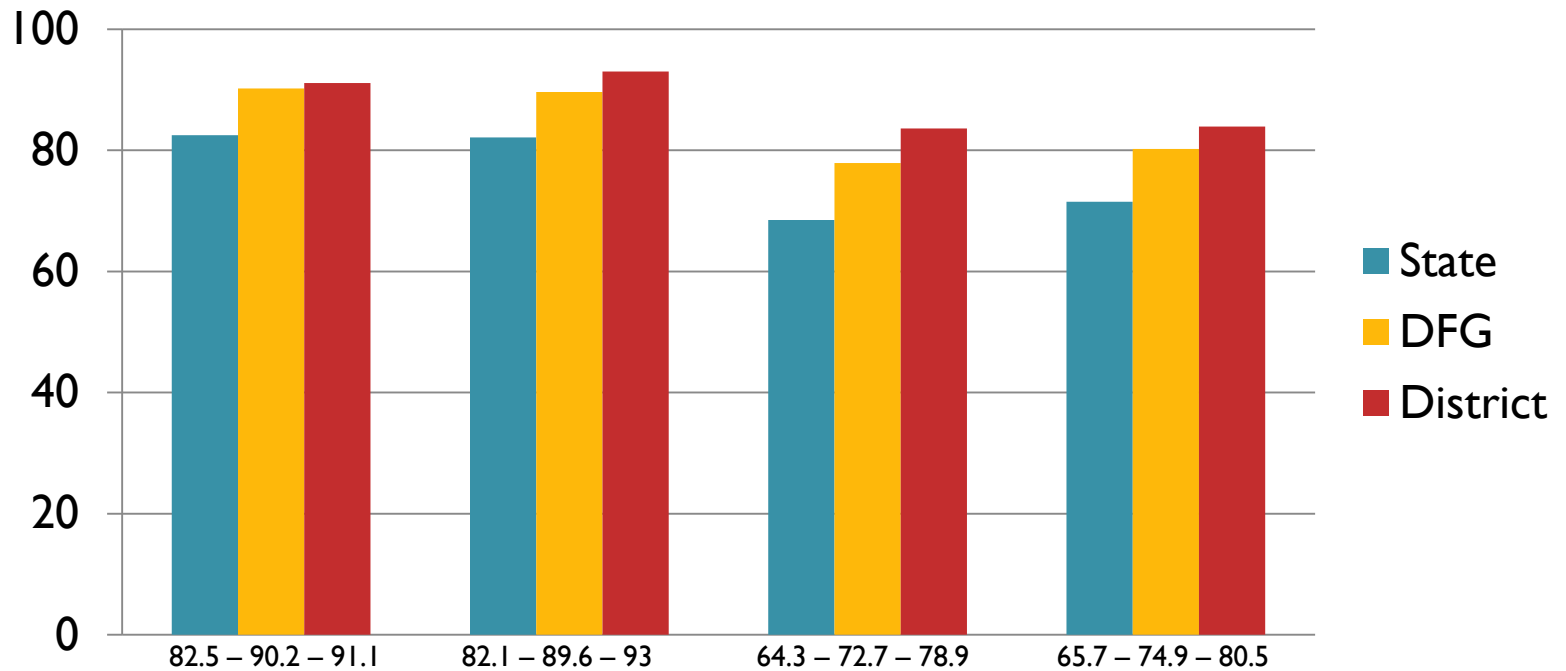
Grade 7

LAL LAL MATH MATH
(2010-72) (2011-86) (2010-61) (2011-80)



Grade 8

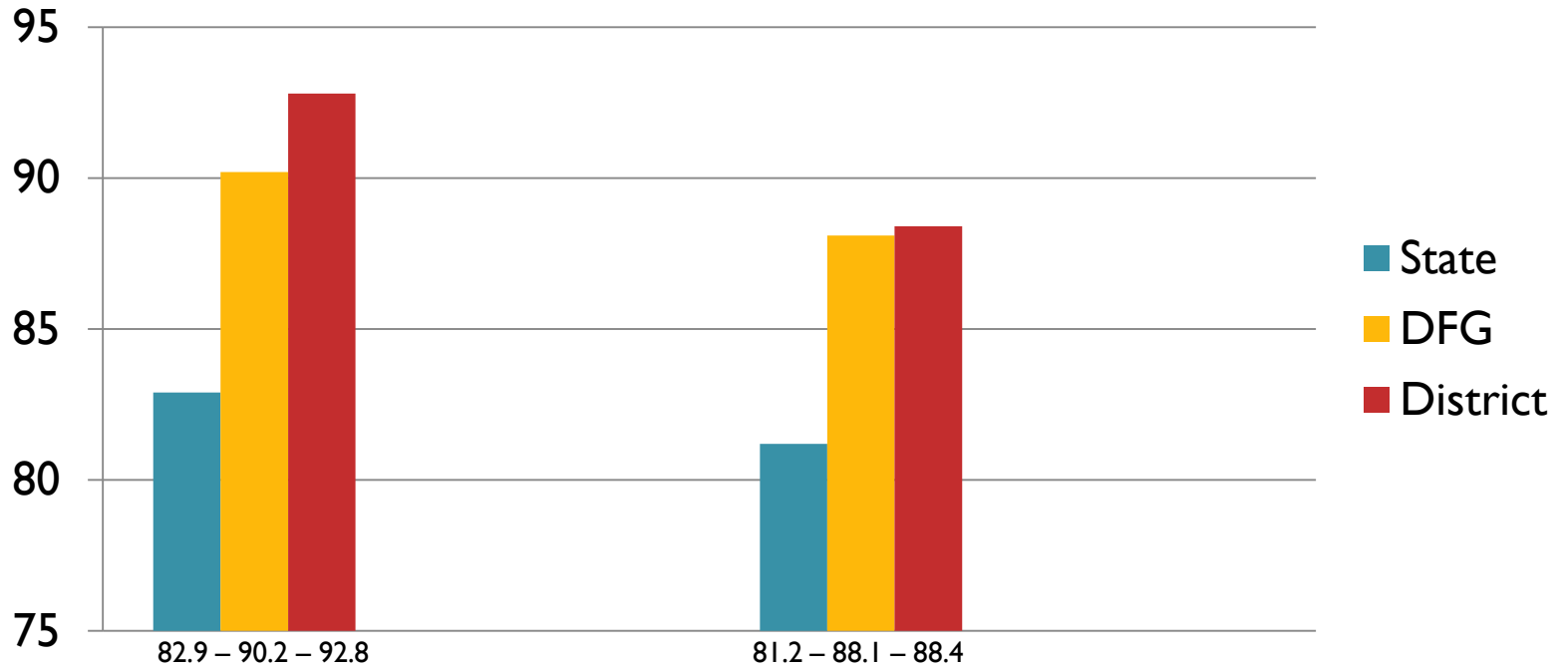
LAL LAL MATH MATH
(2010-72) (2011-86) (2010-61) (2011-80)



Grade 8

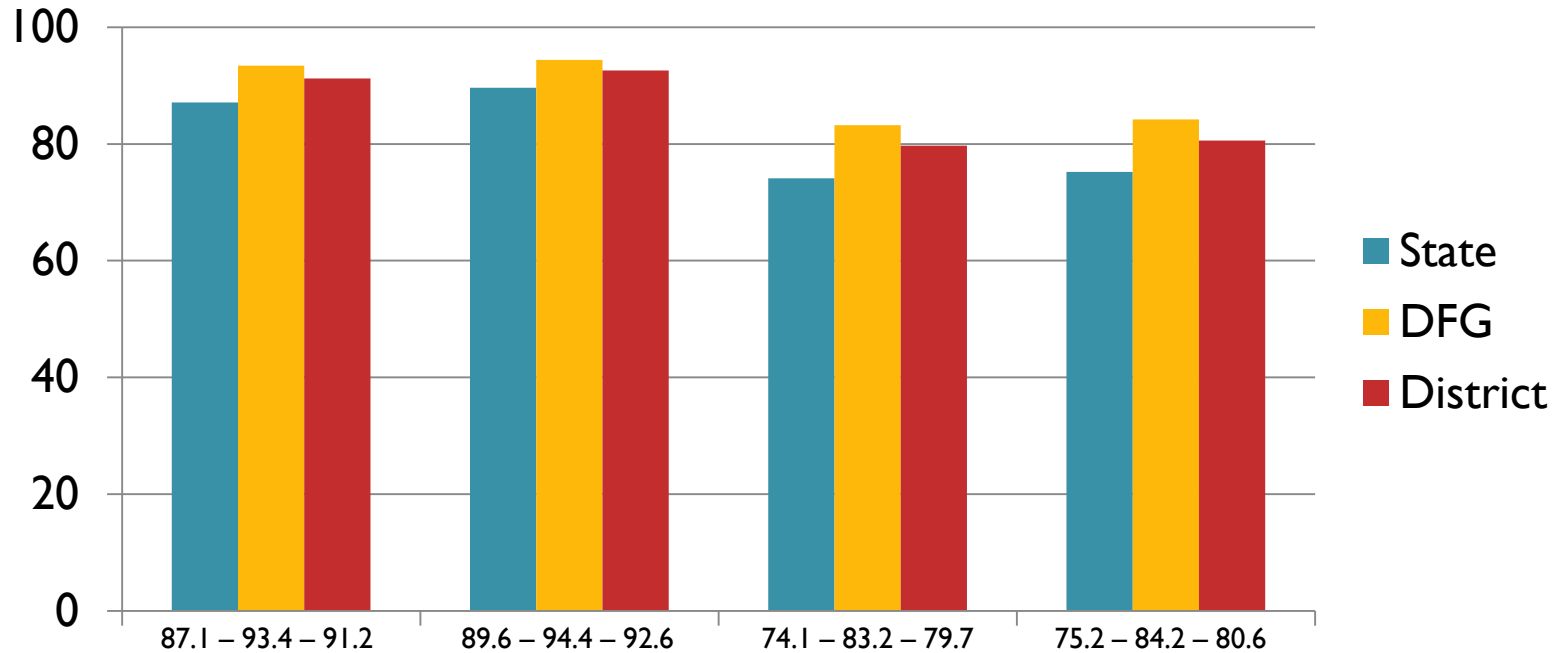
Science
(2010)

Science
(2011)



HSPA

LAL LAL MATH MATH
(2010-85) (2011-92) (2010-74) (2011-86)



Action Plans

- Analyze NJ ASK data, analyze cluster reports, and delineate target areas of concern
- Choose effective instructional strategies
- Identify Partially Proficient students and create an EPP (Educational Proficiency Plan) for these students
- Provide professional development for writing across the curriculum (persuasive/expository writing and analyzing /critiquing text tasks)

Action Plans Continued -

- Provide an increased number of interim assessments & give students feedback and guidance on their results
- Identify “at risk” students as a result of interim assessments
- Teach students time management for writing and other portions of the test
- Provide simulated testing conditions

Action Plans Continued -

- Review & revise, if necessary, student IEP's based on the state testing requirements
- ESL teachers increase collaboration with classroom teachers to provide strategies for ESL student success in General Ed.
- Special Ed. teachers attend content area team meetings
- Align PDP's with school objectives

Action Plans Continued -

- Provide interdisciplinary lessons incorporating non-fiction writing
- Use NJ ASK released test items as a teaching tool
- Use the state's scoring rubrics to measure student progress
- Administrative review of lesson plans and student work folders monitoring the increased efforts for improvement

Administrative Action Plans

- Barbara Sidote, English Supervisor
- Pam Freund, Math Supervisor
- Mark Gray, Eastlake School Principal
- Angelina Martino Finnegan, Rockaway Meadow School
- Norman Francis, Central Middle School Principal
- Nancy Gigante, Parsippany Hills High School