

Office of Curriculum and Instruction School Performance Report

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School Performance Report

- Comprehensive Picture of Overall School Performance.
- Compare school performance to overall state performance and state targets.
- Highlight a school's strengths and identify areas for improvement.
- Include student longitudinal and growth data.
- [NJ School Performance Report Tutorial](#)

School Performance Report Indicators

- Overview
- Demographic
- Academic Achievement
- Student Growth
- College and Career
- Climate and Environment
- Staff
- Accountability
- Narrative

School Performance Summary Report Indicators (1-pager)

- School and district Information
- Student and teacher information
- Are Students On Track For Success?
 - English and Math Assessments
 - Chronic Absenteeism

School Performance Summary Report (1-pager)

- How much are students learning? (PK-8 reports only)
 - ELA and Math Growth
- Are students graduating and going to college? (High school reports only)
 - Graduation
 - College Enrollment
- School Highlights

School Summative Ratings

- Based on new regulations in the Every Student Succeeds Act states must meaningfully differentiate schools' performance based on a variety of metrics and public that information on a school report card.

- The schools' summative rating is embedded in the School Performance Report on approximately page 23.
- High School Rating
 - PARCC Proficiency
 - Graduation Rate
 - Chronic Absenteeism (students who miss more than 10 percent of the school year)
- Middle and Elementary School Rating
 - PARCC Proficiency
 - Student Improvement on PARCC Scores
 - Chronic Absenteeism

School Summative Ratings High and Middle Schools

- Alternative
 - Score: No Score
 - Percentile: No Score
- East
 - Score: 90.3
 - Percentile: 89
- West
 - Score: 27.6
 - Percentile: 21
- Beck
 - Score: 69
 - Percentile: 79
- Carusi
 - Score: 34
 - Percentile: 24
- Rosa
 - Score: 74.3
 - Percentile: 85

School Summative Ratings Elementary Schools

- Barclay
 - Score: No Score
 - Percentile: No Score
- Barton
 - Score: 41.1
 - Percentile: 36
- Cooper
 - Score 64.2
 - Percentile: 72
- Harte
 - Score: 56.3
 - Percentile: 60
- Johnson
 - Score: 38.2
 - Percentile: 31
- Kilmer
 - Score: 38.7
 - Percentile: 32
- Kingston
 - Score: 53.8
 - Percentile: 55
- Knight
 - Score: 57.4
 - Percentile: 62
- Mann
 - Score: 45.4
 - Percentile: 42
- Paine
 - Score: 39.6
 - Percentile: 34
- Sharp
 - Score: 87.7
 - Percentile: 97
- Stockton
 - Score: 73.4
 - Percentile: 84
- Woodcrest
 - Score: 49.2
 - Percentile: 49

What have we done with the data?

Administrative Meetings

1. Individual analysis of the data
2. Cluster review of the data
3. Recommendations to improve in specific areas – sharing of strategies
4. Ideas for facilitating the conversation with staff
5. Targeted support from the Office of Curriculum and Instruction

Questions to Consider

1. What stands out?
2. Brainstorm questions based on what you noticed. Prioritize questions.
3. Using the factual data, make inferences about what the data is telling us, root causes, next steps.
4. Share strategies that have been successful in addressing areas in need of improvement.
5. Plan to bring this discussion model back to your buildings/level meetings. What will it look like?
6. Plan to bring this discussion model back to your stakeholders. What will it look like?

Data Highlights by Level

Elementary School Data Highlights

1. Every school is showing progress or excelling in English and math based on the state assessment.
2. Every school is showing progress or excelling in English and math based on the state assessment except Carusi math.
3. Chronic absenteeism needs to be addressed in three schools – Cooper, Mann, Paine
4. Math achievement needs to be addressed in four schools – Barton, Harte, Kilmer, Paine

Middle School Data Highlights

1. Every school is showing progress or excelling in English and math based on the state assessment except Carusi math.
2. Every school is showing progress or excelling in English and math based on student growth percentiles.
3. Chronic absenteeism needs to be addressed at Beck.

High School Data Highlights

1. East is showing progress or excelling in English and Math based on state assessment and chronic absenteeism.
2. East and West are showing progress and strength in graduation rates and enrollment in college.
3. English and Math achievement need to be addressed at West.
4. Chronic absenteeism needs to be addressed at West.

CLOSING THE ACHIEVEMENT GAP – Data Highlights

Closing the Achievement Gap – ELA Data Highlights

1. Decrease in the subgroup African American in levels 1/2/3 but increases in levels 4&5. This subgroup had the highest increase percentage at levels 4&5 up 8% from 16-17 school year. This is larger than the percentage gain by both the White and Asian subgroups.
2. Similar data showed for the Hispanic subgroup. With an increase at levels 4&5 up 4.5% from 16-17 school year.
3. The subgroups Economically Disadvantaged and Student with Disabilities also showed gains of 3.7% and 3.0% respectively. Although this is not as high as the AA, Hispanic, White or Asian subgroups, the % gap has decreased.

Closing the Achievement Gap – Math Data Highlights

1. For the subgroup African American performance is up 1%. This group showed a decrease in level 3 performance and an increase in levels 4&5 performance.
2. This same trend occurred in the subgroup Students with Disabilities with performance up 1% and decrease in level 3 performance and an increase in levels 4&5 performance.
3. MS Geometry - excellent results with 100% of the students performing at levels 4&5.
4. MS Algebra - excellent results all double the State performance.
5. Again for Math, we had mixed data results however the following sub groups African American (1%), Multi-race (2.2%), Students with disabilities (1%), and White (.5%) all showed an increase in performance in levels 4&5.

Questions???