



# Mountain Lakes School District

Superintendent/Assist. Superintendent Update  
Tuesday, September 5, 2023

# NJ School Performance Reports

You can find the School Performance Reports at [njschooldata.org](https://njschooldata.org).



The screenshot shows the top navigation bar with links for 'School Year' (set to 2021-2022), 'Resource Documents', 'Take Feedback Survey', 'Download Data', and 'Contact Us'. Below the navigation is the 'NJ SCHOOL PERFORMANCE REPORT' logo and a paragraph explaining the reports' purpose. A 'What's New' section lists updates for 2020-2021 reports and the expected 2021-2022 release. A search bar is present with a search icon. At the bottom, three green buttons are labeled 'Schools A-Z', 'Districts A-Z', and 'State Report'. On the right side, a map of New Jersey is shown with counties labeled: Sussex, Passaic, Bergen, Warren, Morris, Essex, Hudson, Union, Hunterdon, Somerset, Middlesex, Mercer, Monmouth, Ocean, Burlington, Gloucester, Camden, Salem, Atlantic, Cumberland, and Cape May.

# NJ School Performance Reports

Federal accountability under ESSA (*Every Student Succeeds Act*):

- ▶ Requires states to set long term goals for academic achievement
  - ▷ Graduation rates
  - ▷ Subgroups making progress
- ▶ NJ's goal: By 2032, at least 80% of all students in each tested grade will meet/exceed grade-level expectations on NJSLA.
  - ▷ In the reports, this is referred to as 'Annual Target'
- ▶ District provides data to state in early August through NJ SMART

# MLHS: Accountability Indicator Scores and Summative Ratings for the 2021-2022 School Year

ESSA Accountability Indicator	Score	Weight
ELA Proficiency Indicator Score	75.14	17.5%
Math Proficiency Indicator Score	69.09	17.5%
ELA Growth Indicator Score	N	N
Math Growth Indicator Score	N	N
4-Year Graduation Rate Indicator Score	98.79	25.0%
5-Year Graduation Rate Indicator Score	76.96	25.0%
Progress toward English Language Proficiency Indicator Score	**	**
Chronic Absenteeism Indicator Score	16.14	15.0%
<b>Summative Score</b>	 71.60	
<b>Summative Rating</b>	 78.33	
<b>Comprehensive Support: Overall Low Performing</b>	No	
<b>Comprehensive Support: Low Graduation Rate</b>	No	

Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state.

# MLHS: English Language Arts

Student Group	Valid Scores	% of students taking test	School: % of testers met/exceeded expectations	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Schoolwide	135	100%	➔ 65.9%	➔ 81.6%	49%	65.9%	➔ 80%	Not Met
White	100	100%	64%	79%	58.2%	64%	80%	Not Met
Hispanic	15	100%	53.3%	76.9%	35%	53.3%	**	**
Black or African American	*	*	*	*	30.9%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100%	88.2%	90.4%	78%	88.2%	**	**
American Indian or Alaska Native	*	*	*	*	48.7%	*	**	**
Two or More Races	*	*	*	90.5%	55.4%	*	**	**
Female	*	100%	69.8%	86.1%	55.1%	69.8%		
Male	*	100%	62%	77.8%	43.2%	62%		
Non-binary/undesignated gender	*	*	*	*	63.8%	*		
Economically Disadvantaged Students	*	*	*	*	30.9%	*	**	**
Non-Economically Disadvantaged Students	*	100%	67.4%	82.1%	57.8%	67.4%		
Students with Disabilities	20	100%	20%	48.1%	17.9%	20%	35.6%	Not Met
Students without Disabilities	115	100%	73.9%	88.1%	55.7%	73.9%		
English Learners	*	*	*	*	21.9%	*	**	**
Non-English Learners	*	100%	66.4%	81.8%	52%	66.4%		
Homeless Students	*	*	*	*	20.4%	*		
Students in Foster Care	*	*	*	*	17.9%	*		
Military-Connected Students	*	*	*	*	46%	*		
Migrant Students	*	*	*	*	<10%	*		

# MLHS: English Language Arts

Areas in need of attention:

- ▶ Reading: Informational Text “analyze and reflect”
  - ▷ Occurs in English classes + Other content areas
  - ▷ Disciplinary literacy in Social Studies and Science
- ▶ Vocabulary
- ▶ Writing: Written Expression
- ▶ Prose Constructed Response (PCR)
  - ▷ Research Simulation - Analyze an informational topic (either several texts or multimedia stimuli). Answer a series of questions and writing an analytic response to a prompt, synthesizing information from multiple sources.
  - ▷ Narrative Writing Task - read a literary text from a grade-appropriate short story, novel, poem, or other type of literature. Students write a narrative response to a prompt based on this literary text

**2019 to 2022  
20% increase  
in Level 3 on  
NJSLA  
(Approaching)**

# MLHS: English Language Arts

## Strategies:

- ▶ ELA Supervisor guide teachers in:
  - ▷ Analyze NJSLA data
  - ▷ Analyze curriculum units/lessons/pacing as well as resources, e.g. texts, rubrics
- ▶ Professional development focused on
  - ▷ ‘Deconstructing Depth of Knowledge’ tied to NJ standards
  - ▷ Disciplinary literacy in Social Studies and Science
- ▶ Review NJSLA released items, compare to our tasks and assessments

# MLHS: Geometry

Student Group	Valid Scores	% of students taking test	School: % of testers met/exceeded expectations	District: % of testers met/exceeded expectations	State: % of testers met/exceeded expectations	Proficiency Rate for Federal Accountability	Annual Target	Met Annual Target
Schoolwide	134	100%	➔ 38.1%	➔ 66.7%	36%	38.1%	➔ 64.6%	Not Met
White	100	100%	34%	62.1%	46.2%	34%	64%	Not Met
Hispanic	14	100%	21.4%	53.8%	19.9%	21.4%	**	**
Black or African American	*	*	*	*	15.7%	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100%	76.5%	84.2%	71.3%	76.5%	**	**
American Indian or Alaska Native	*	*	*	*	37.3%	*	**	**
Two or More Races	*	*	*	85.7%	44.1%	*	**	**
Female	*	100%	37.7%	67.2%	34.5%	37.7%		
Male	*	100%	39.7%	66.8%	37.4%	39.7%		
Non-binary/undesignated gender	*	*	*	*	35%	*		
Economically Disadvantaged Students	*	*	*	*	17.3%	*	**	**
Non-Economically Disadvantaged Students	*	100%	38.6%	67%	45.2%	38.6%		
Students with Disabilities	19	100%	<10%	35.9%	14.7%	<10%	**	**
Students without Disabilities	115	100%	43.5%	72.5%	40.5%	43.5%		
English Learners	*	*	*	50%	16%	*	**	**
Non-English Learners	*	100%	38.3%	66.9%	38.4%	38.3%		
Homeless Students	*	*	*	*	<10%	*		
Students in Foster Care	*	*	*	*	10%	*		
Military-Connected Students	*	*	*	*	34.5%	*		
Migrant Students	*	*	*	*	<10%	*		



# MLHS: Geometry

Areas in need of attention:

- ▶ Geometry First
  - ▷ Students do not have Algebra I prerequisite skills
- ▶ High quality resources
  - ▷ Exploring other resources, e.g. Illustrative Math

# MLHS: Geometry

Strategies:

- ▶ Math Supervisor guide teachers in:
  - ▷ Analyze NJSLA data
  - ▷ Analyze curriculum units/lessons/pacing as well as resources
  - ▷ Delta Math
    - Platform standards-based practice
    - Tutorial videos embedded
    - On-the-spot corrective feedback to students
    - Teachers have immediate access to items students are struggling with
- ▶ Professional development focused on
  - ▷ Conquer Math training
    - Content-specific pedagogy
    - Modeling and reasoning
    - Problem-solving
  - ▷ ‘Deconstructing Depth of Knowledge’ tied to NJ standards
- ▶ Review NJSLA released items, compare to our tasks and assessments

# Chronic Absenteeism and Attendance

Student Group	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Schoolwide	➔ 188	➔ 31.4%	19.8%	Not Met
White	152	32.5%	19.8%	Not Met
Hispanic	11	25.6%	19.8%	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	19	25.0%	19.8%	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	*	32.4%		
Male	*	30.5%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	27	34.2%	19.8%	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

# Chronic Absenteeism and Attendance

Areas that were identified as problematic in 21-22 SY:

- ▶ Erroneous data:
  - ▷ PowerSchool settings
    - Half days counted as full days
  - ▷ Coding errors that were flagged as absences
    - Remote instruction
    - Nurse visits
  - ▷ Report - Chronic vs. Typical Absences

# Chronic Absenteeism and Attendance

Today using Genesis :

- ▶ Coding errors corrected
- ▶ 22-23 SY report to state indicated 6% chronic absenteeism
- ▶ Monthly monitoring by HS Assistant Principal

# Dual Enrollment

Areas that were identified as problematic in 21-22 SY:

- ▶ Dual enrollment courses were not coded properly in PowerSchool; therefore, data upload to the state excluded our dual enrollment courses

Today using Genesis :

- ▶ Coding errors corrected
  - ▶ Course Roster Submission for 22-23 SY was coded properly to identify DE courses

**Thank  
You!**

**Questions?**