

Parsippany-Troy Hills School District Review of Student Achievement SAT and HSPA Test Scores PART 1



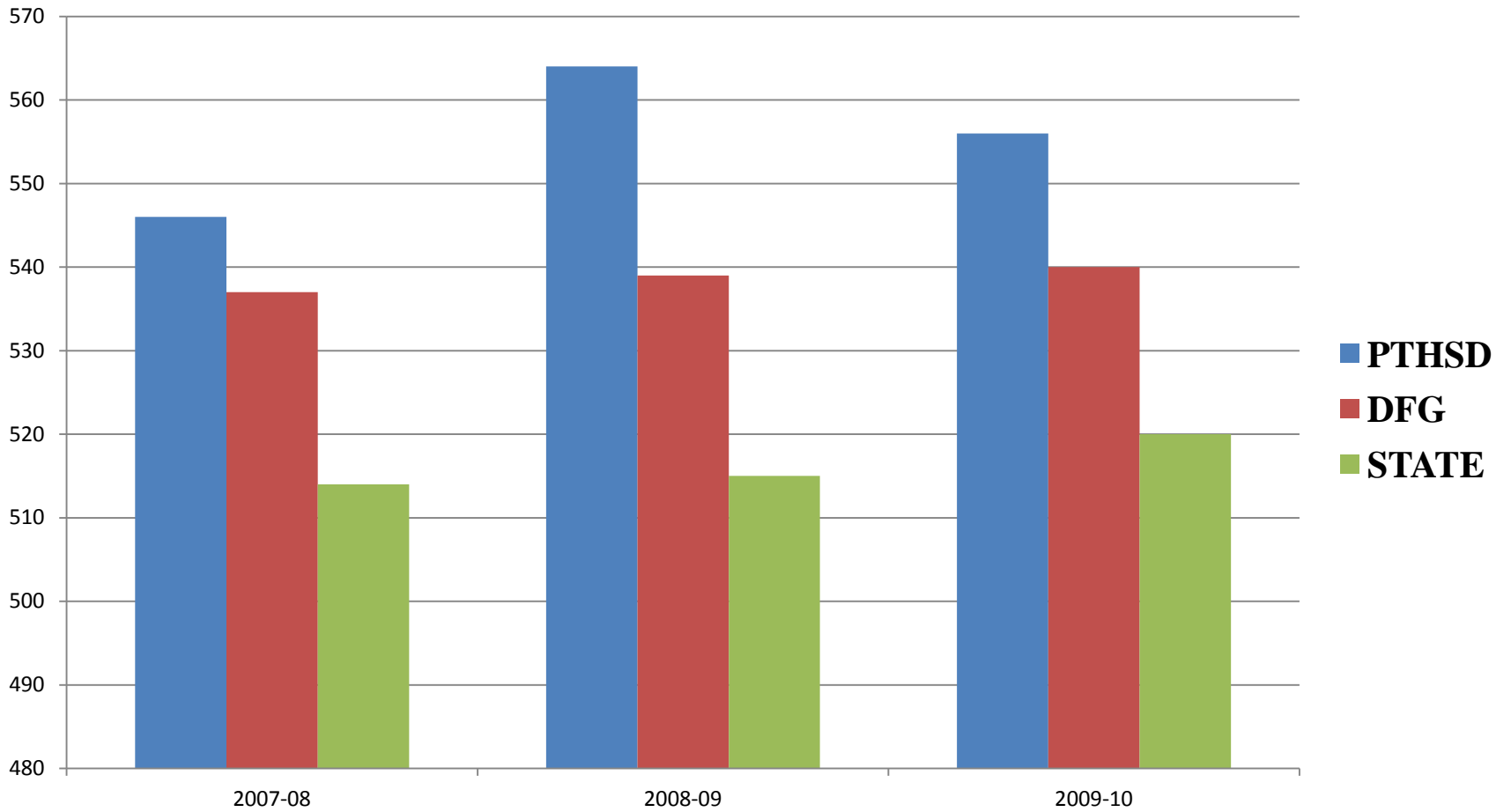
BOARD OF EDUCATION MEETING

FEBRUARY 9, 2012

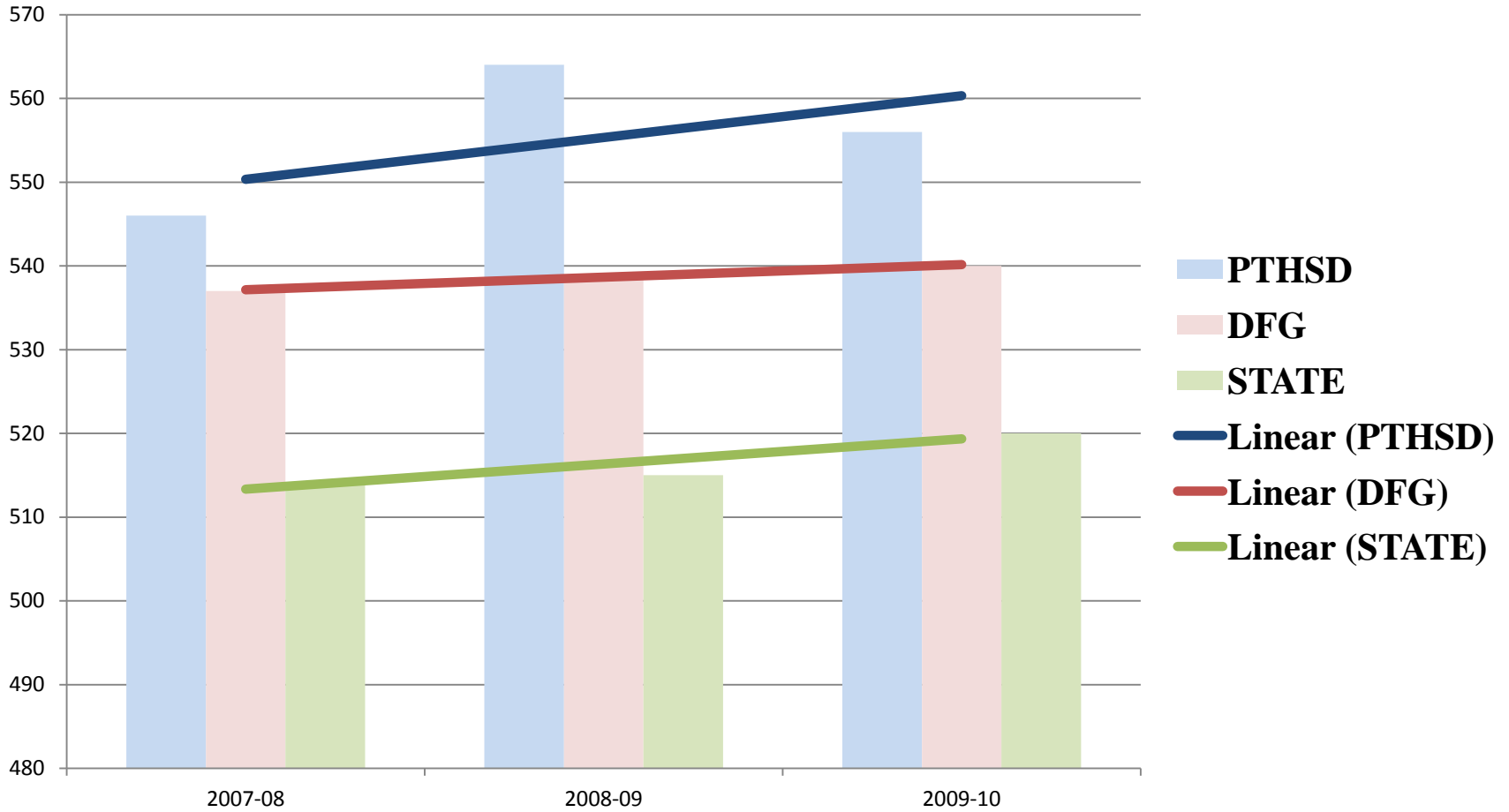
PRESENTED BY DR. LEE SEITZ, SUPERINTENDENT OF SCHOOLS

DATA SOURCE – NEW JERSEY SCHOOL REPORT CARD

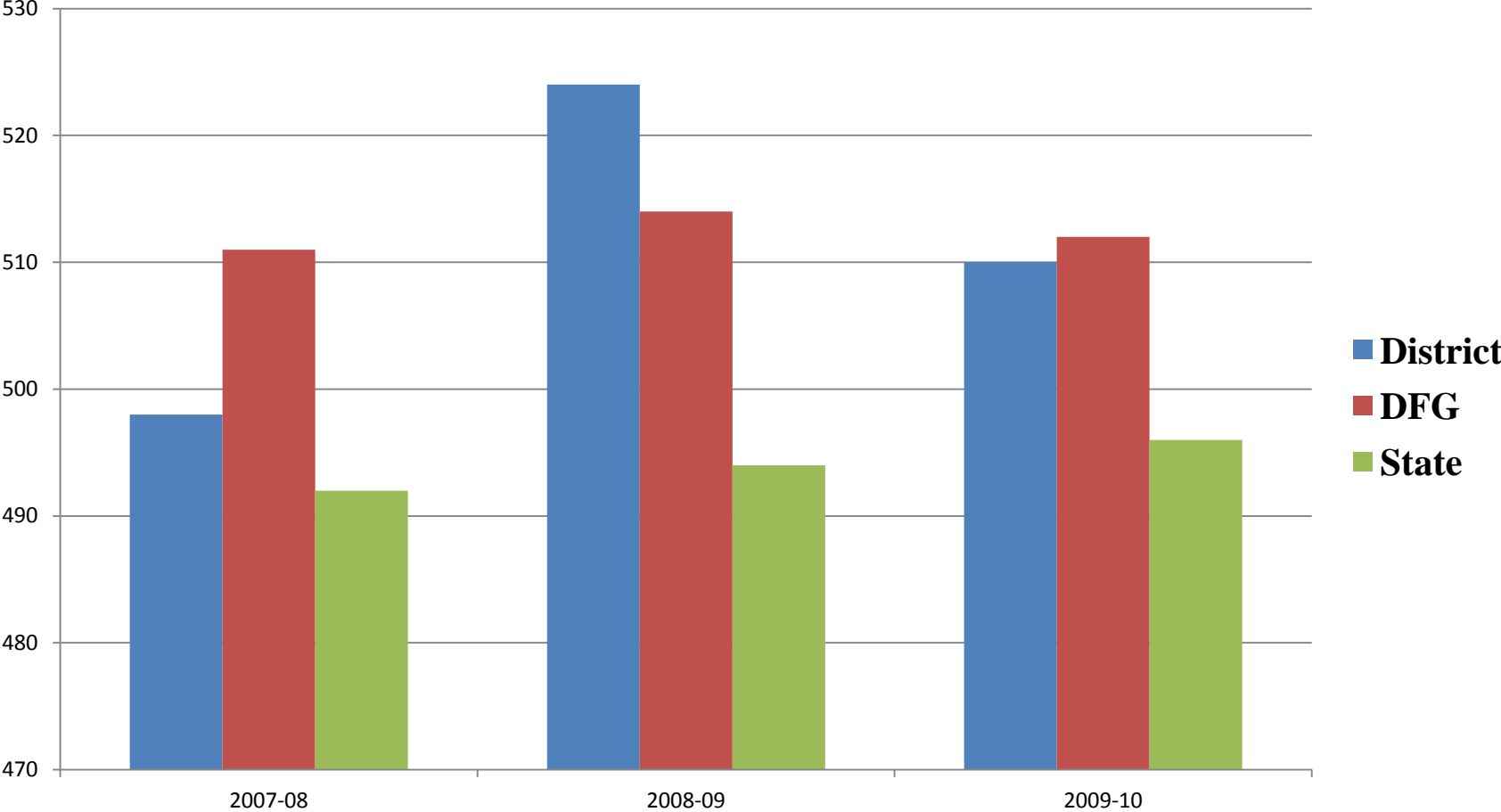
SAT MATH TEST SCORES



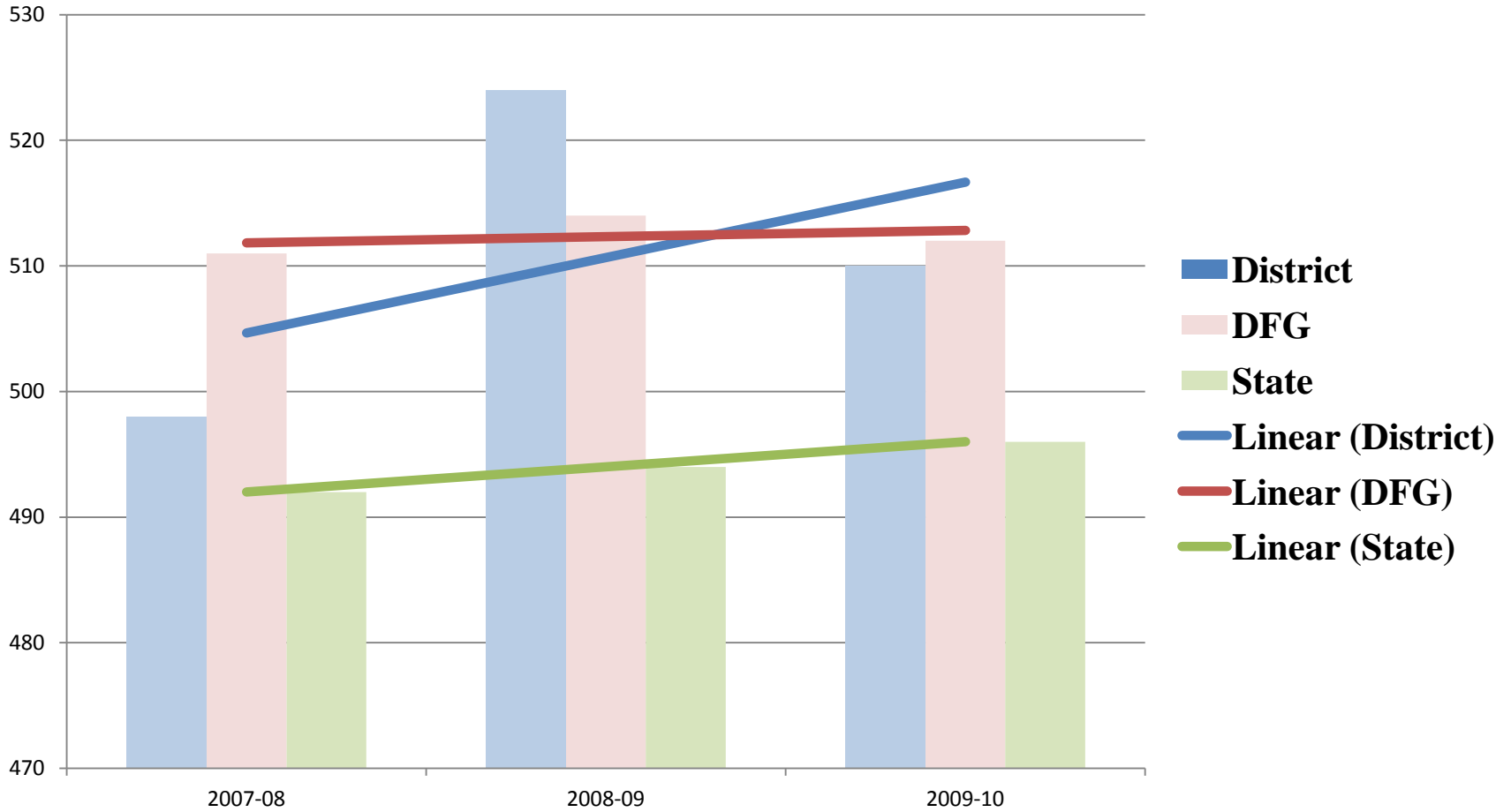
SAT MATH TEST TRENDLINE



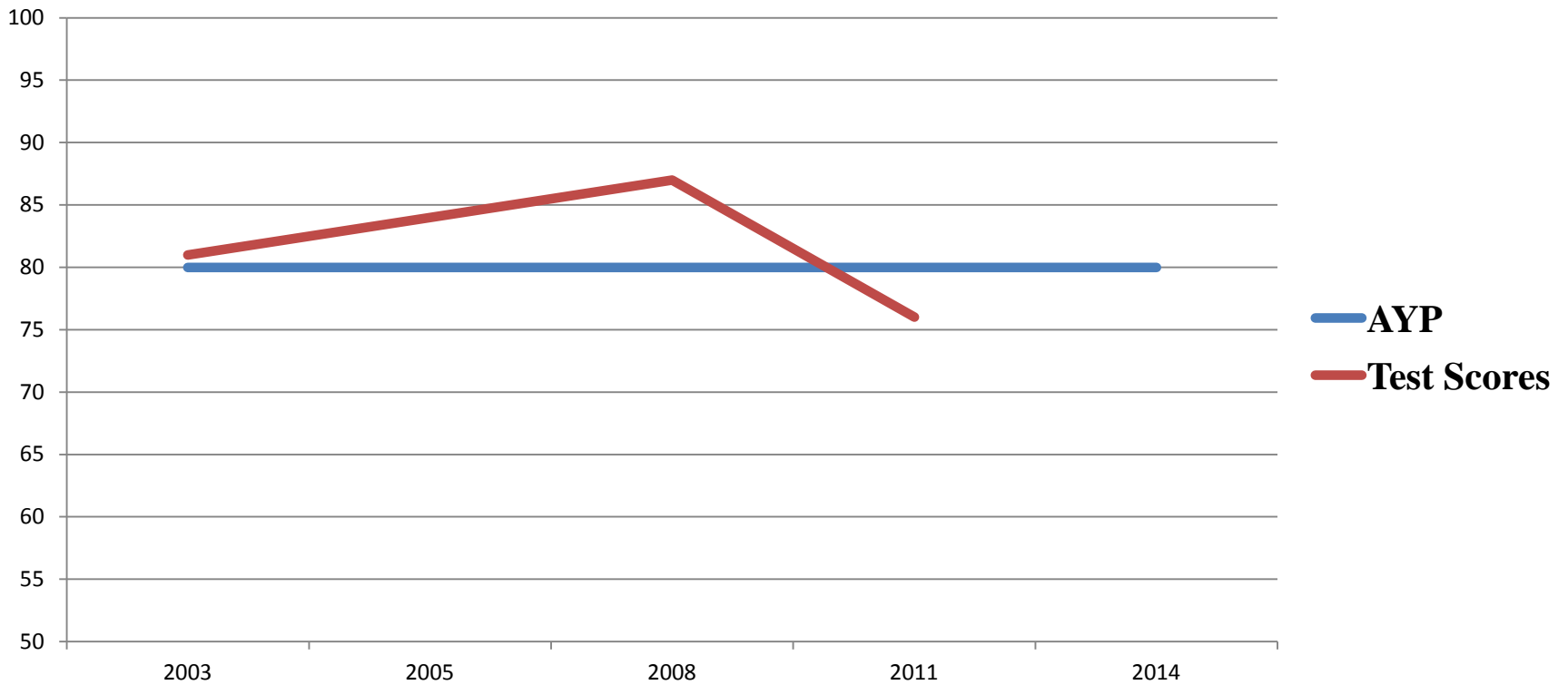
SAT LA TEST SCORES



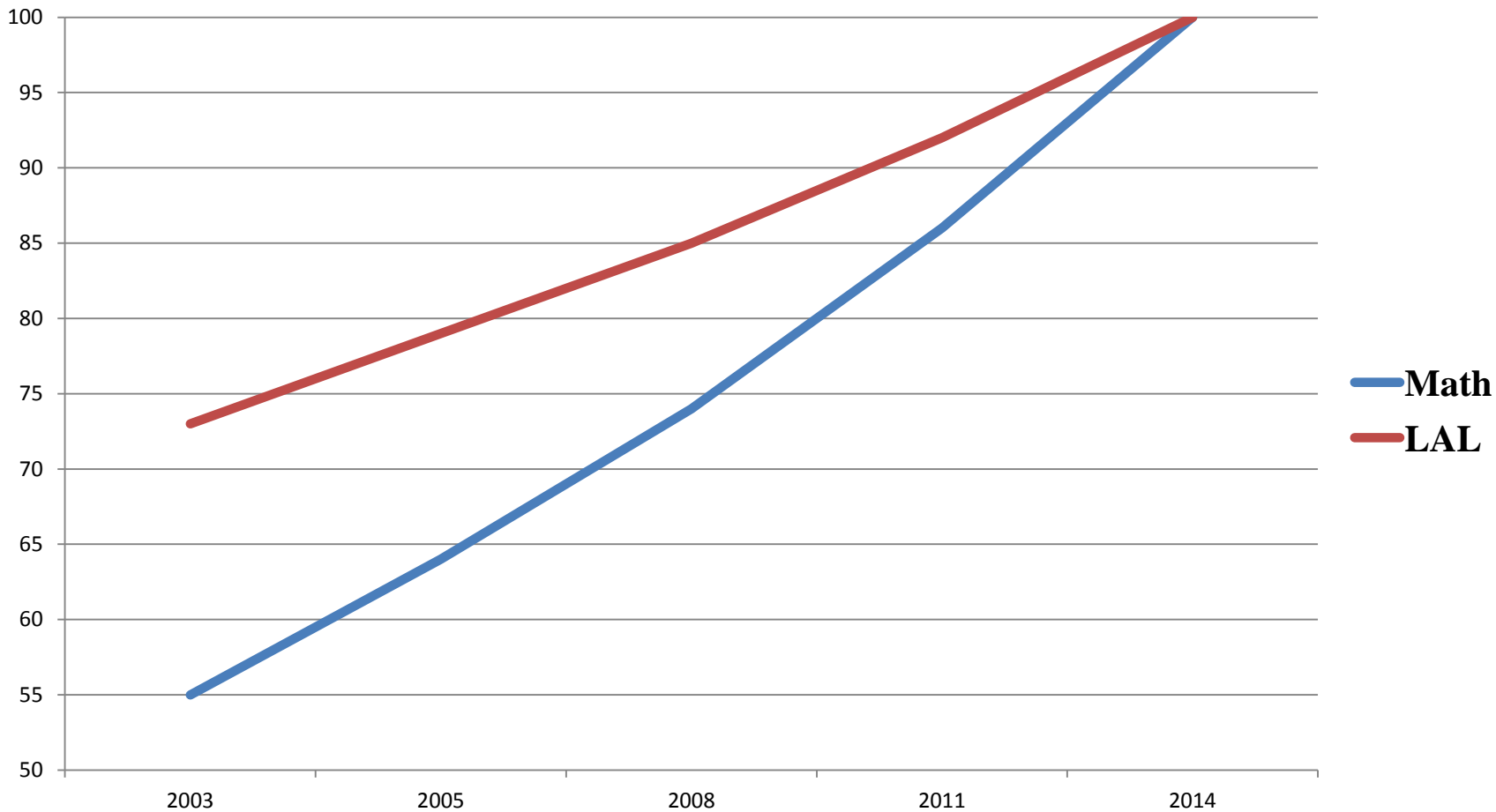
SAT LA TEST TRENDLINE



Is This The Way We Look At Test Scores?

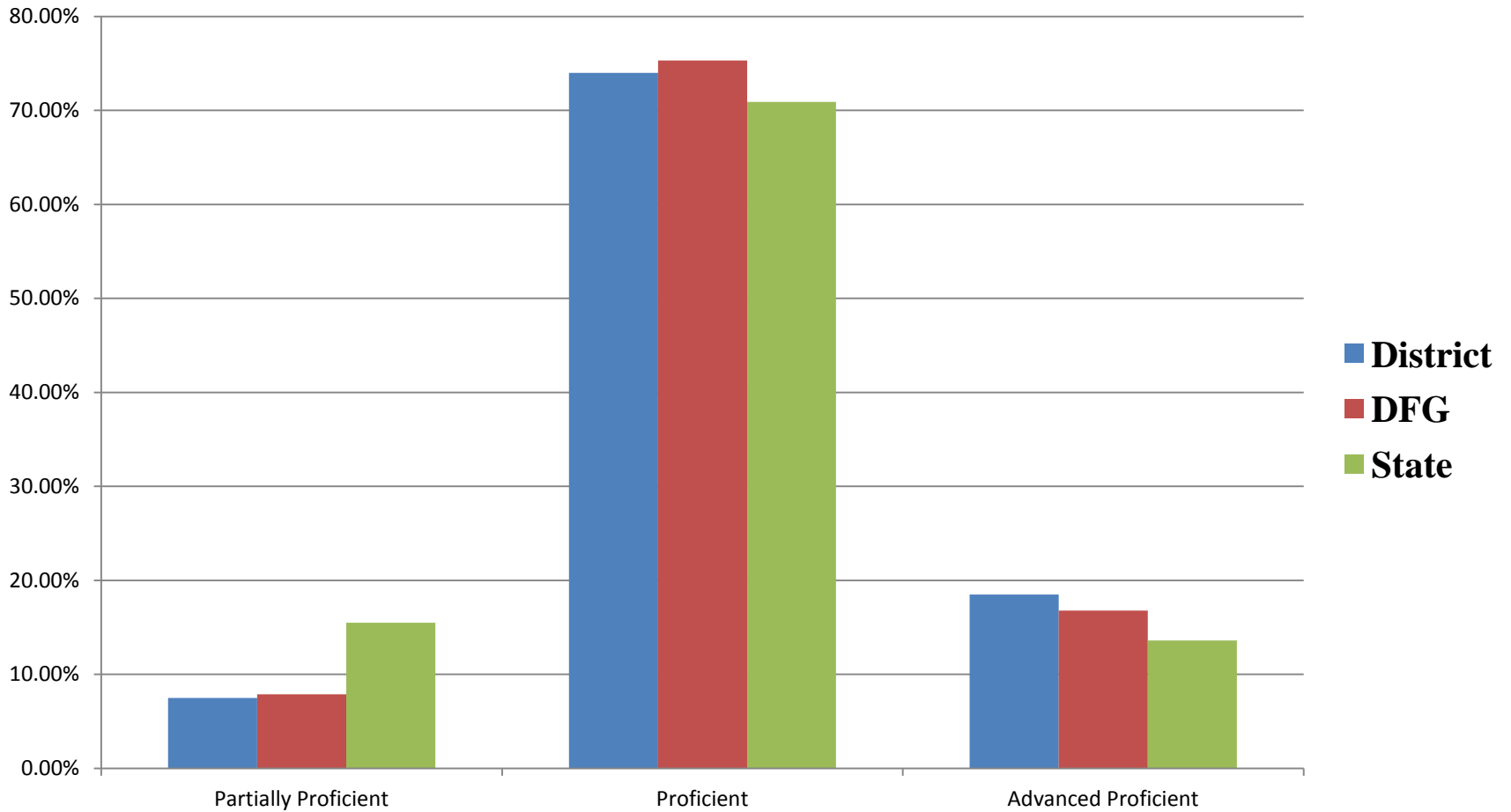


New Jersey Benchmarks for AYP (Adequate Yearly Progress)



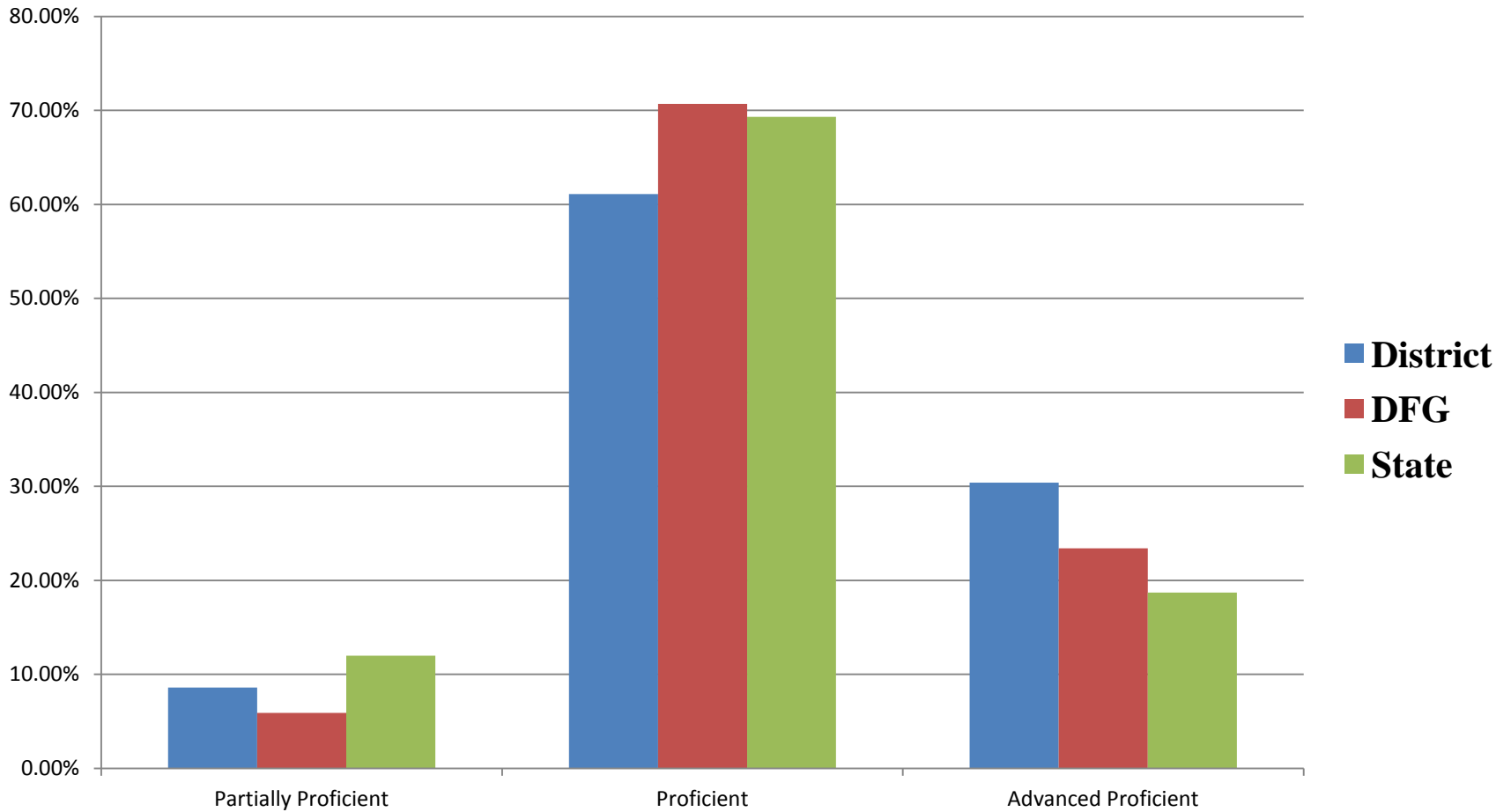
HSPA Scores

2008-09 Language Arts Literacy



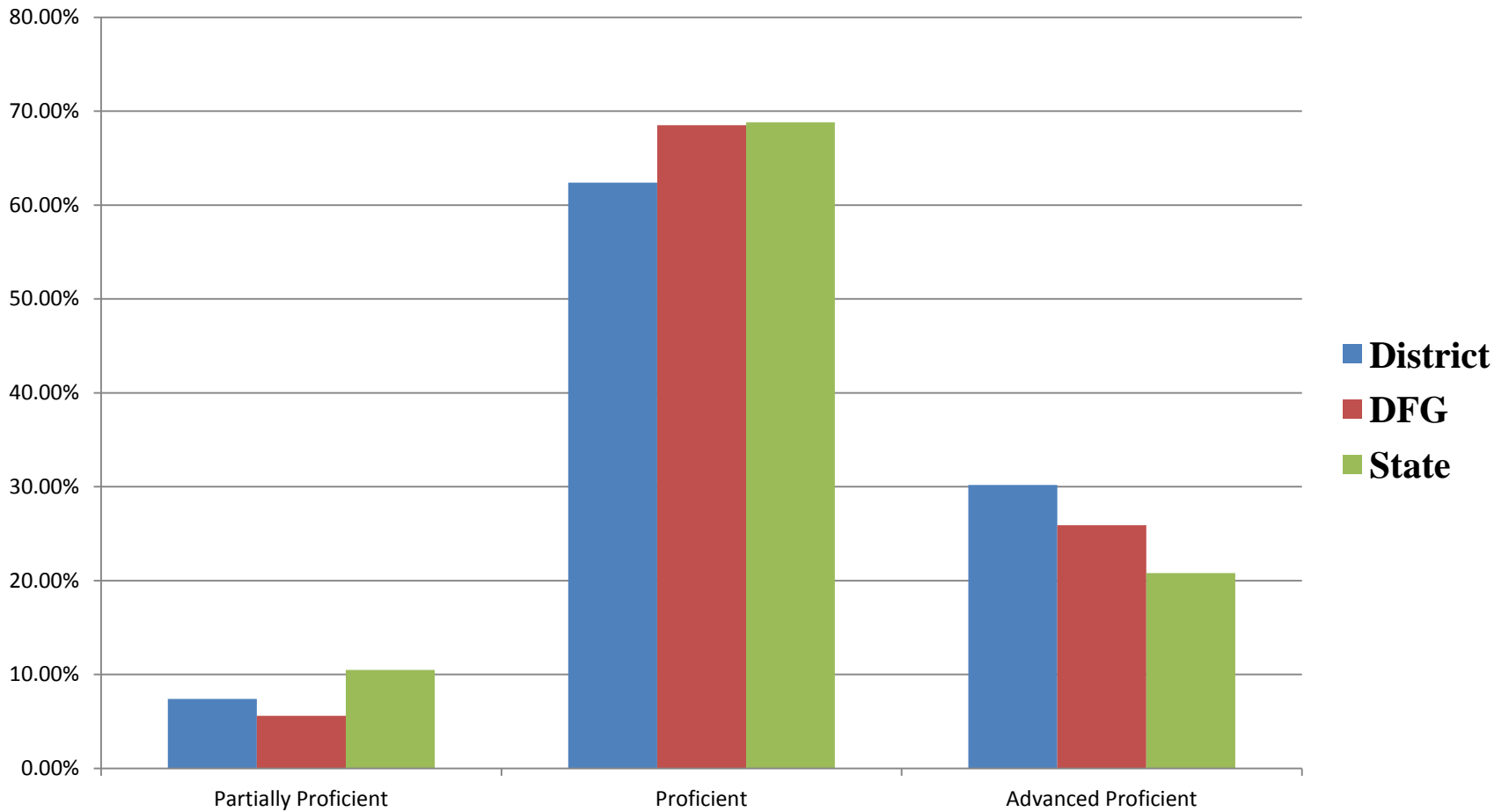
HSPA Scores

2009-10 Language Arts Literacy

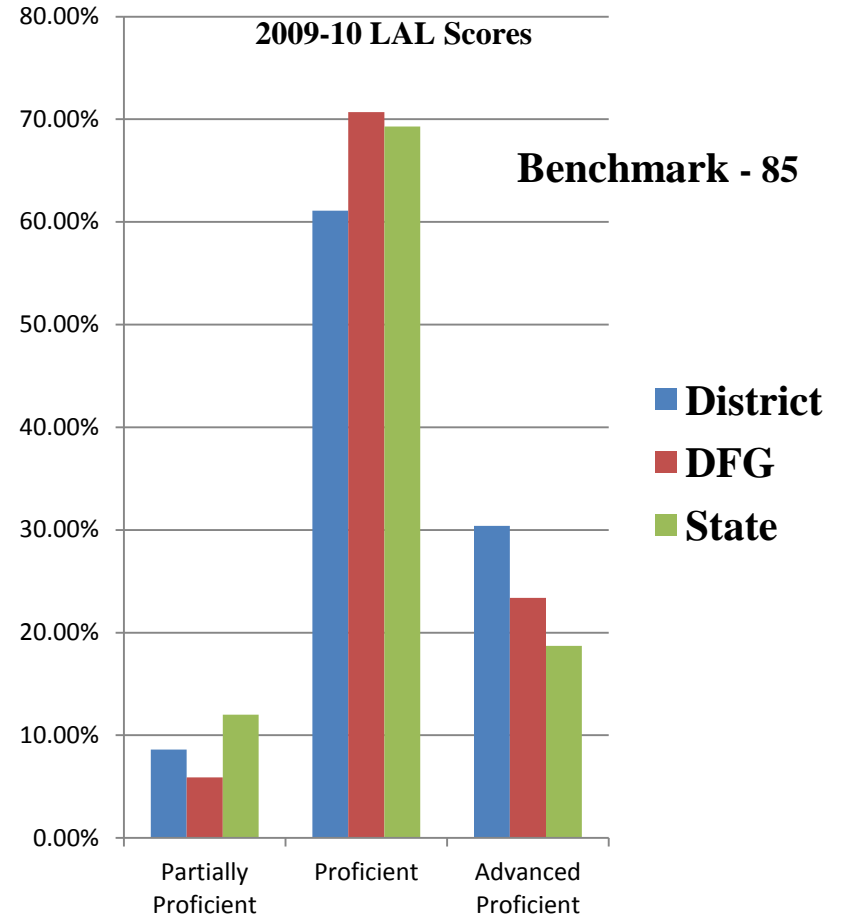
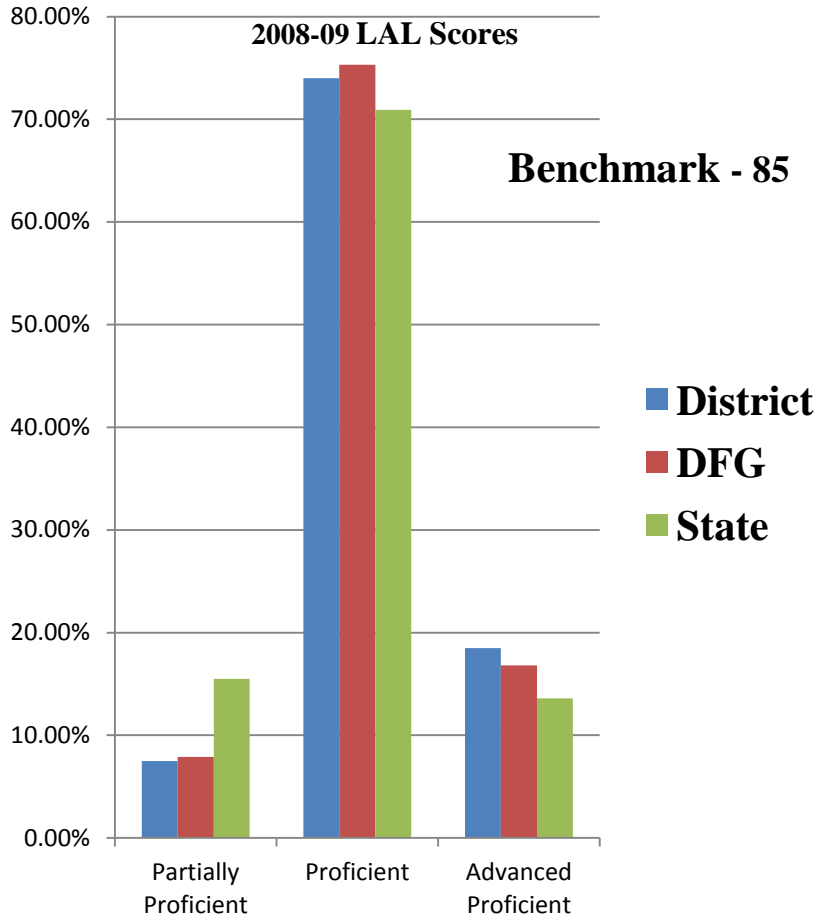


HSPA Scores

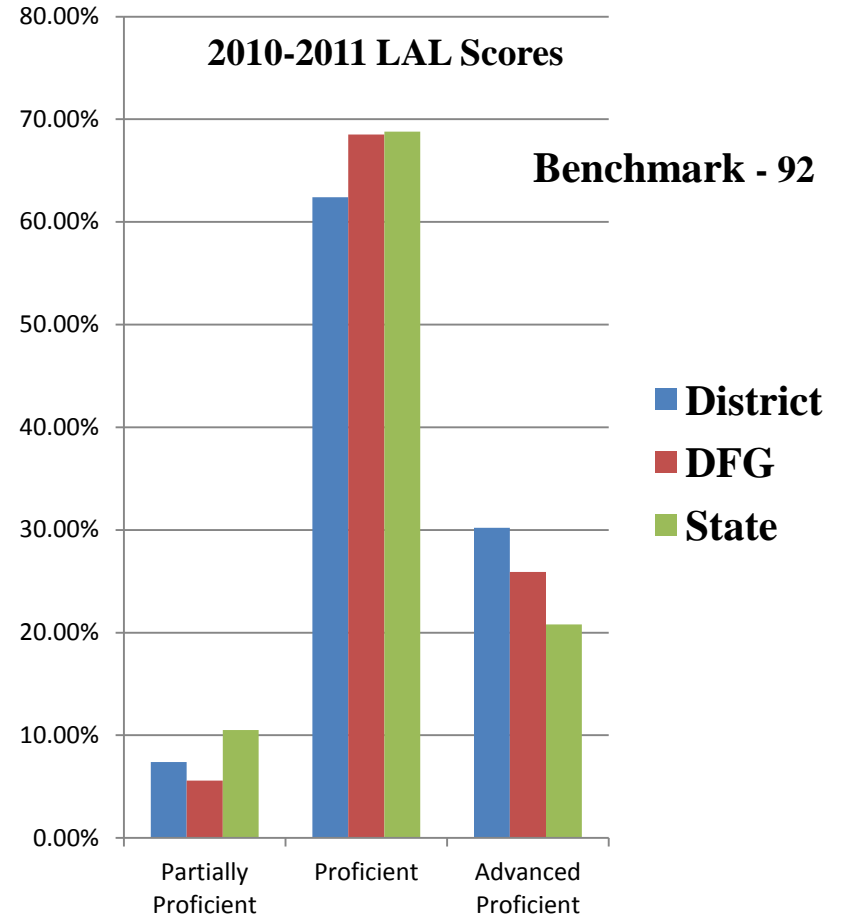
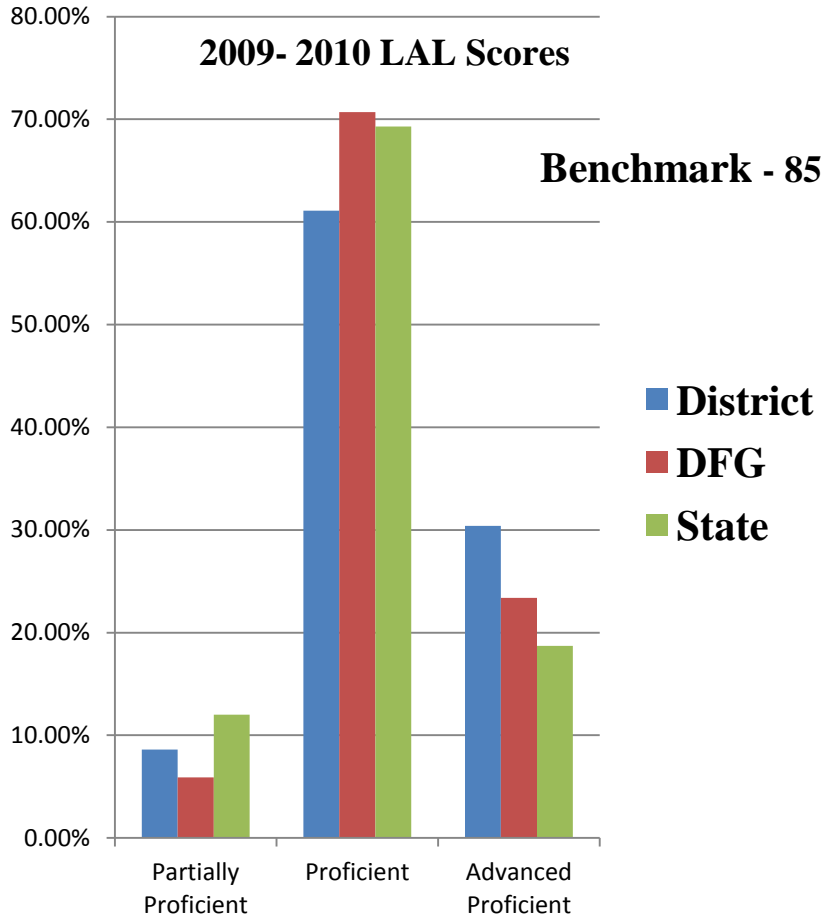
2010-2011 Language Arts Literacy



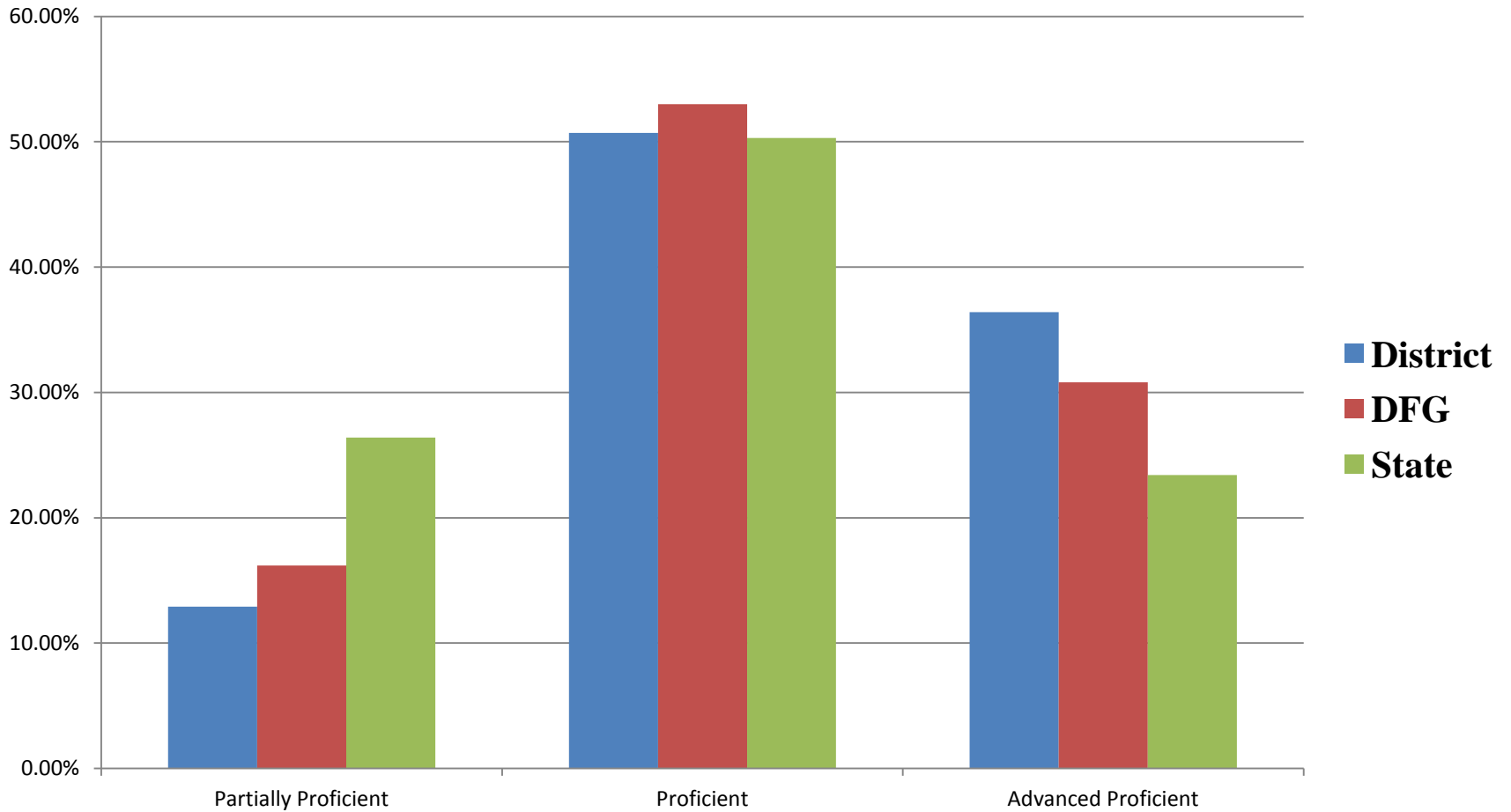
2008-09 and 2009-10 HSPA LAL Comparison



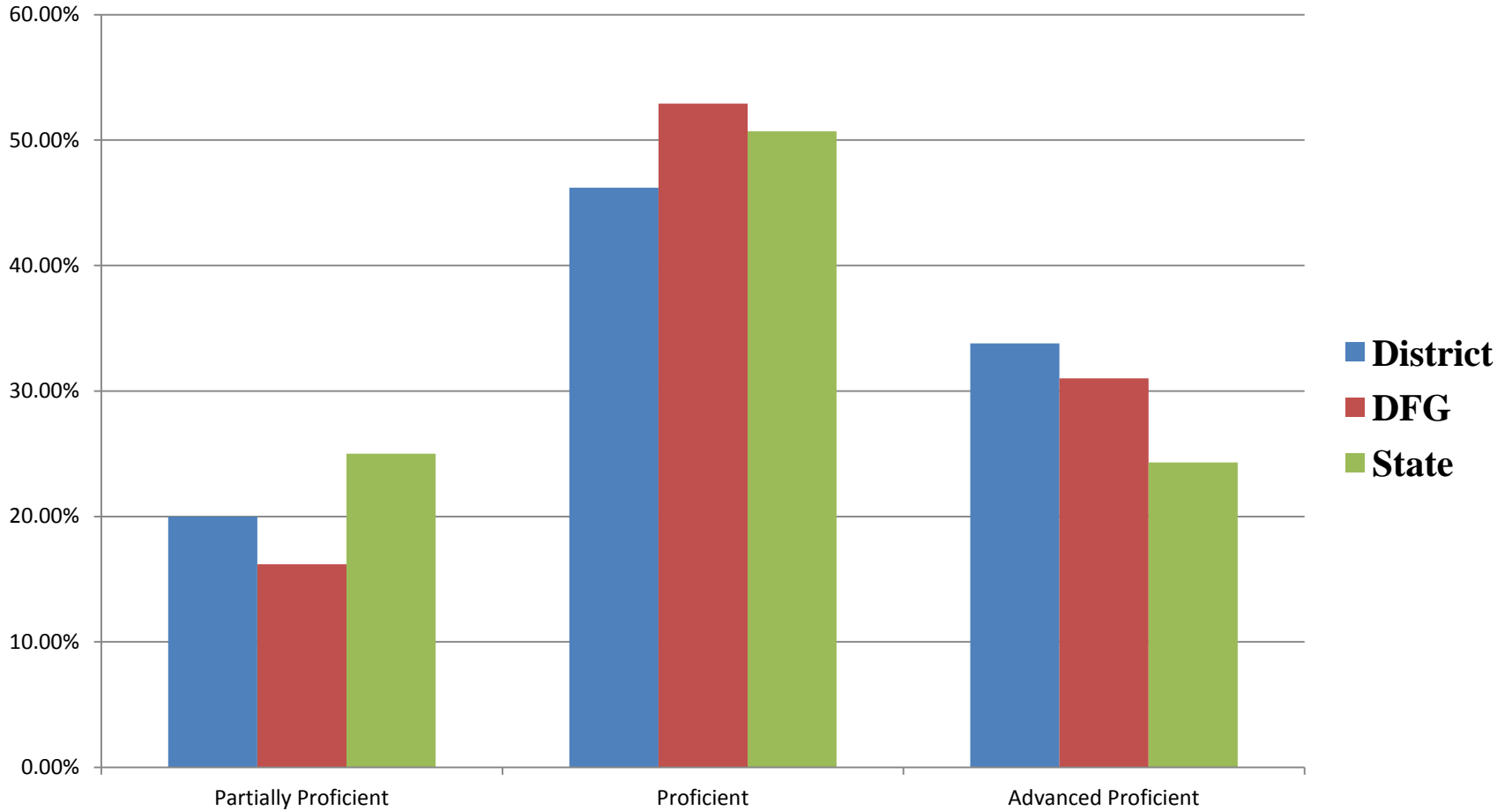
2009-2010 and 2010-2011 HSPA LAL Comparison



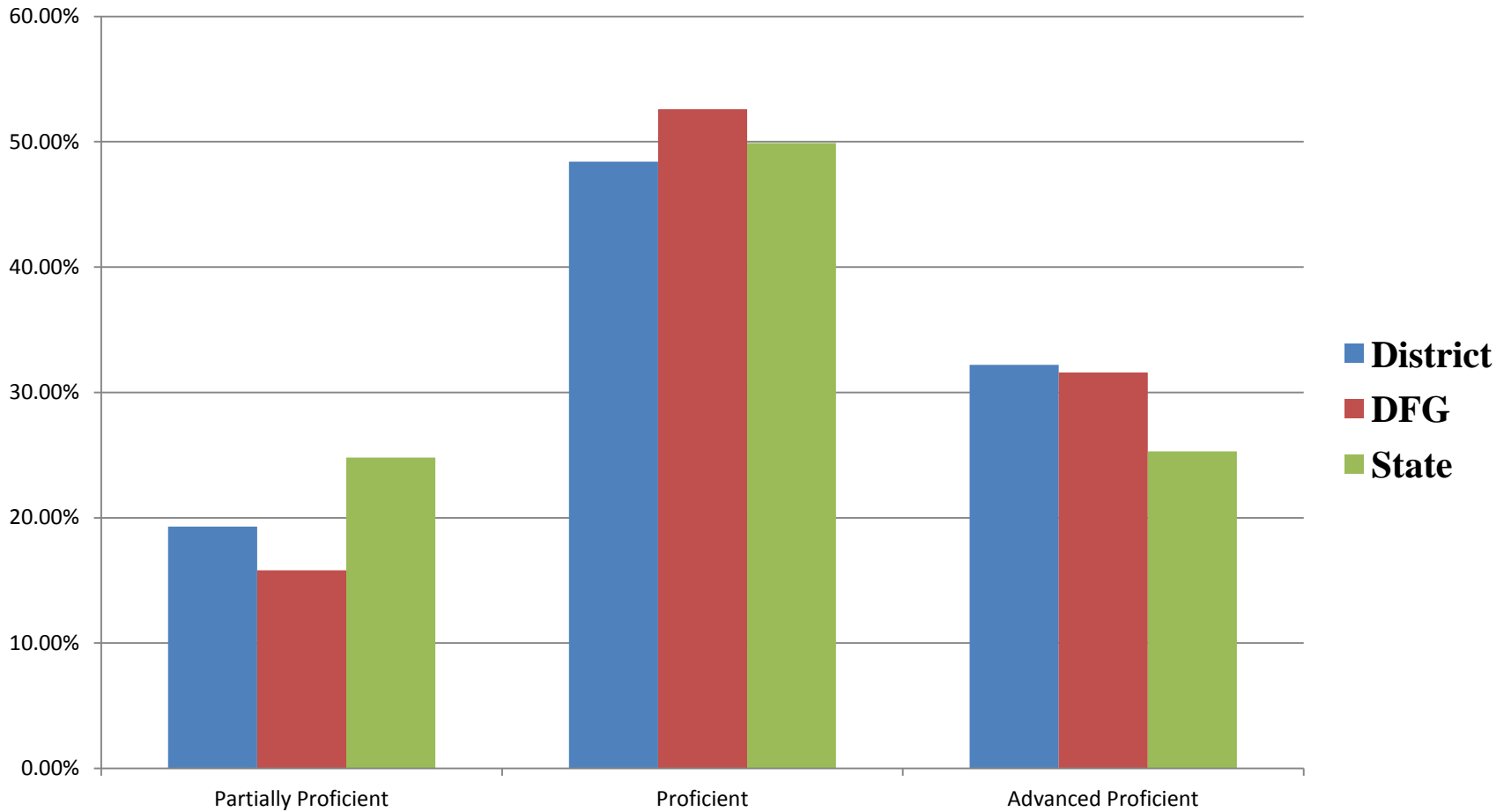
2008-2009 HSPA Mathematics Scores



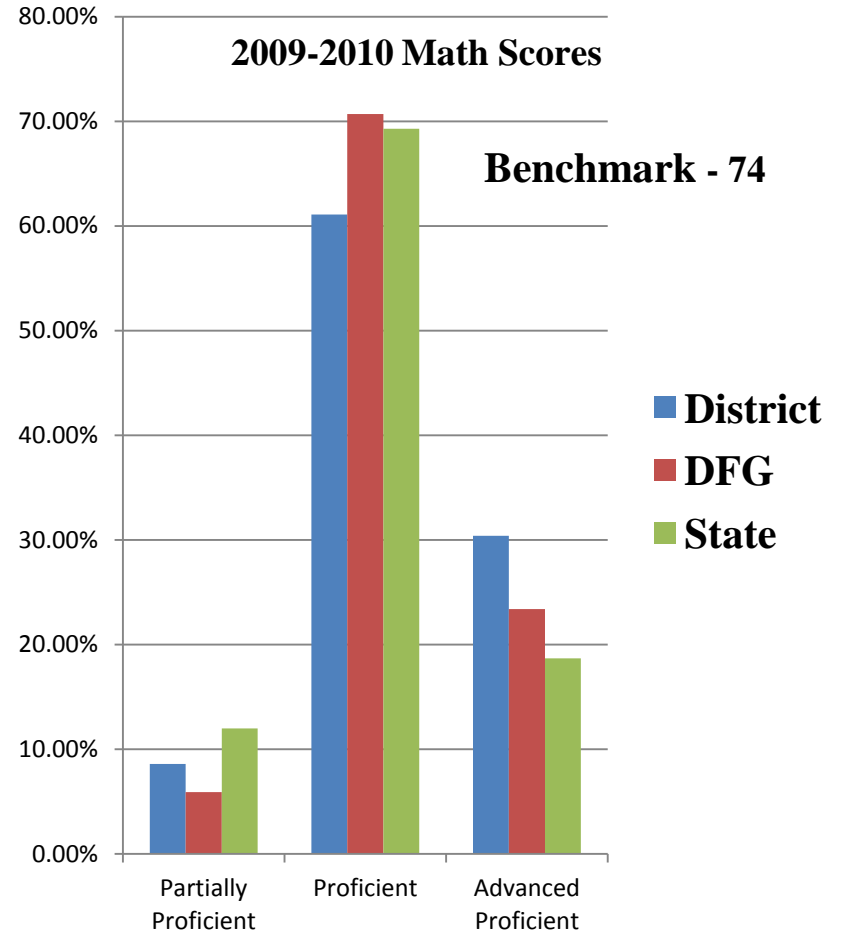
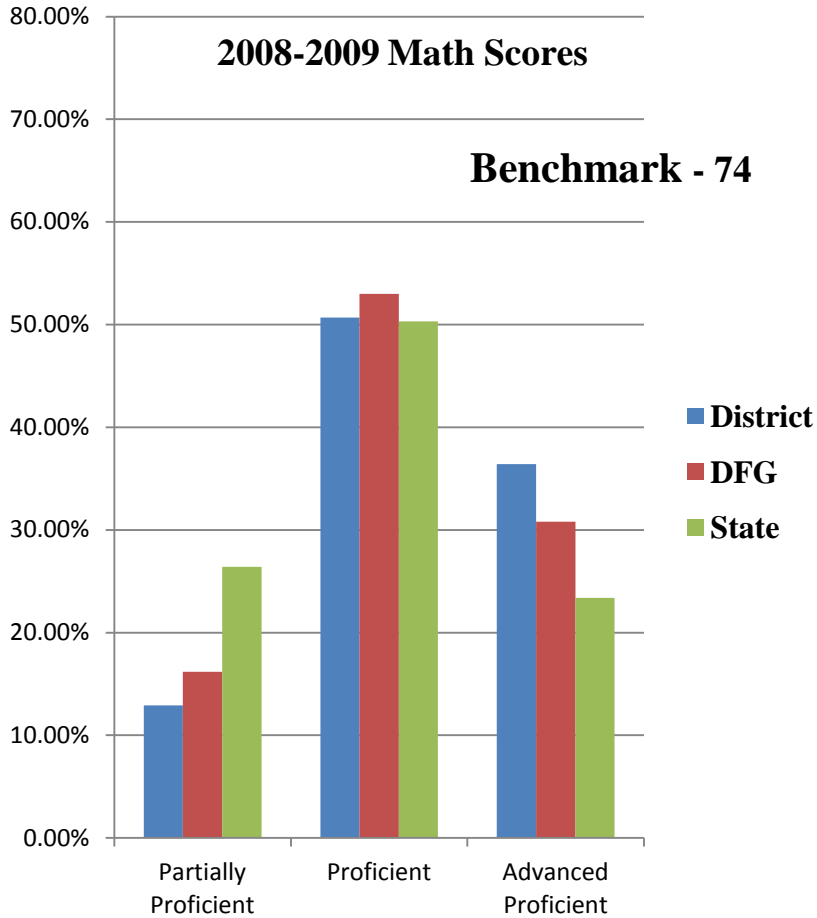
2009-2010 HSPA Mathematics Scores



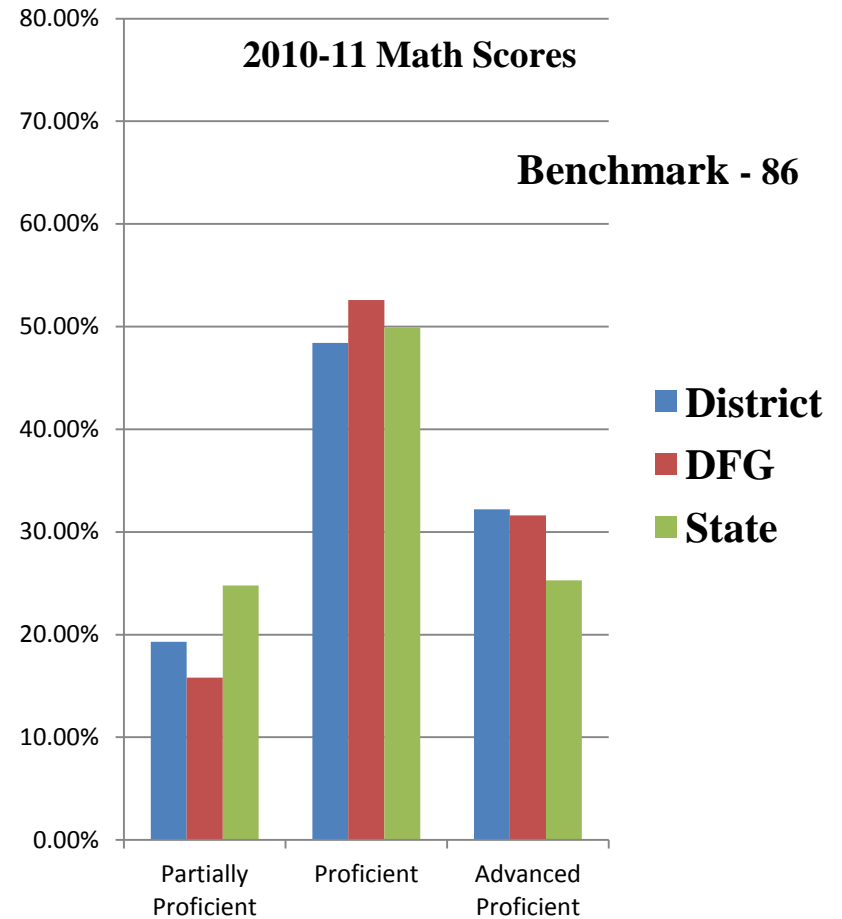
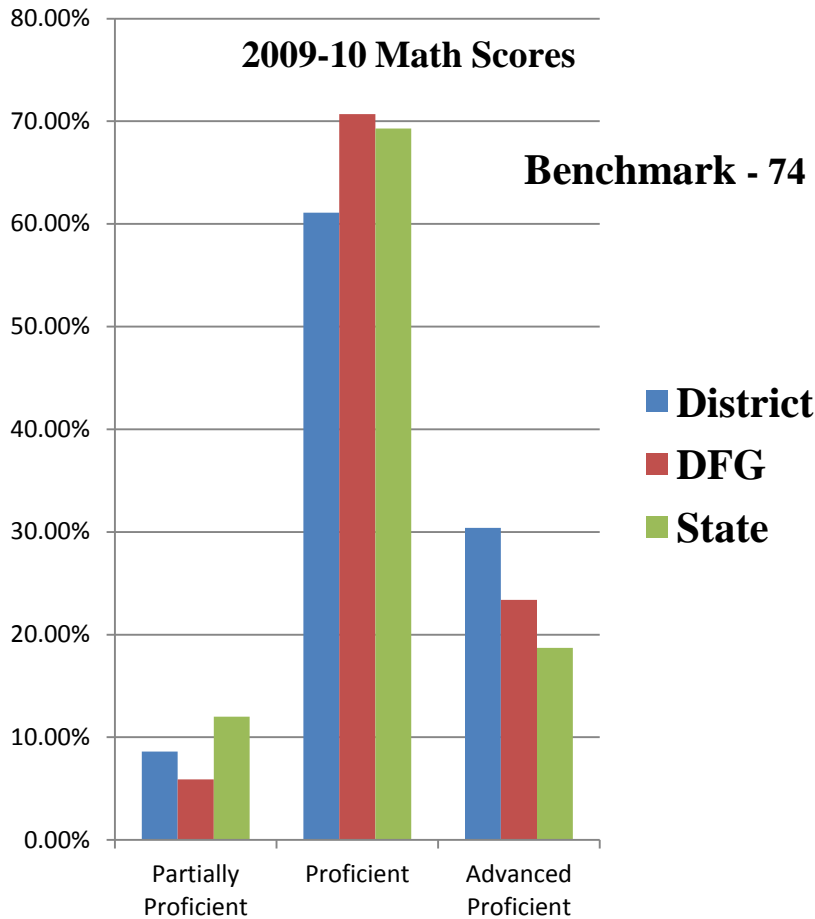
2010-2011 HSPA Mathematics Scores



2008-09 and 2009-10 HSPA Math Score Comparison



2009-10 and 2010-11 HSPA Math Score Comparison



What Do These Test Scores Tell Us?

- Regardless of the status of NCLB, we need to move students from partially proficient to proficient and proficient students to advanced proficient. **This must be a District objective**
- The District is making appropriate adjustments to our curriculum and instructional programs to meet the ever changing State testing program as evidenced by student achievement over time and in comparison to other DFG districts
- Test scores will always vary over time due to testing different students from year-to-year, the ever increasing benchmarks, and the changes in the weight of various sections of the test.

What Are We Doing To Improve Test Scores?

Our District Supervisors for Mathematics and Language Arts will discuss at our next Board meeting on February 23, 2012:

- A. The short-term actions we are taking
- B. The long-term actions we are taking
- C. The essential resources (staffing, programs, curriculum and technology) needed to address students that are partially proficient and proficient

End of Part I