



Moorestown Township Public Schools

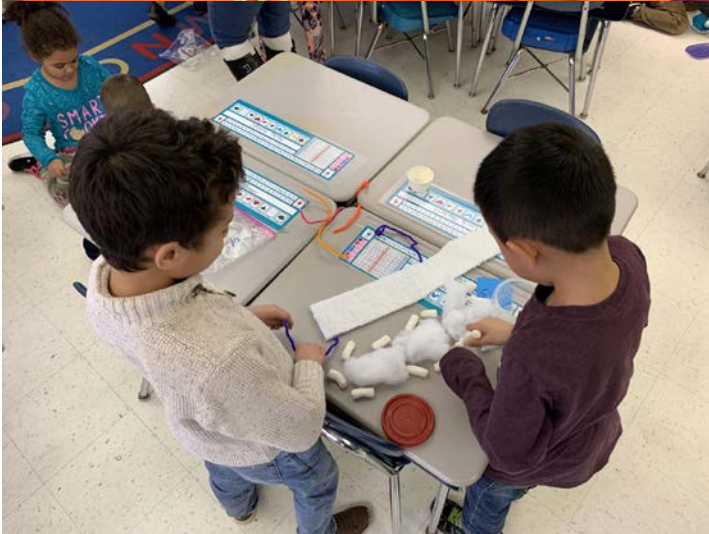
State of the District 2019

Director of Curriculum & Instruction,
Carole Butler

Content K- 12 Supervisors

- Jacqueline Brownell , Language Arts
- Julie Colby, Mathematics
- Gavin Quinn, Science
- Roseth Rodriguez, Social Studies, World Language
- Patricia Rowe, Arts & Technology
- Kat D'Ambra, Guidance
- Shawn Counard, Physical Education & Health
- Cynthia Moskalow, 7-12 Special Education, ELL
- Leslie Wyers, Pre-K-6 Special Education

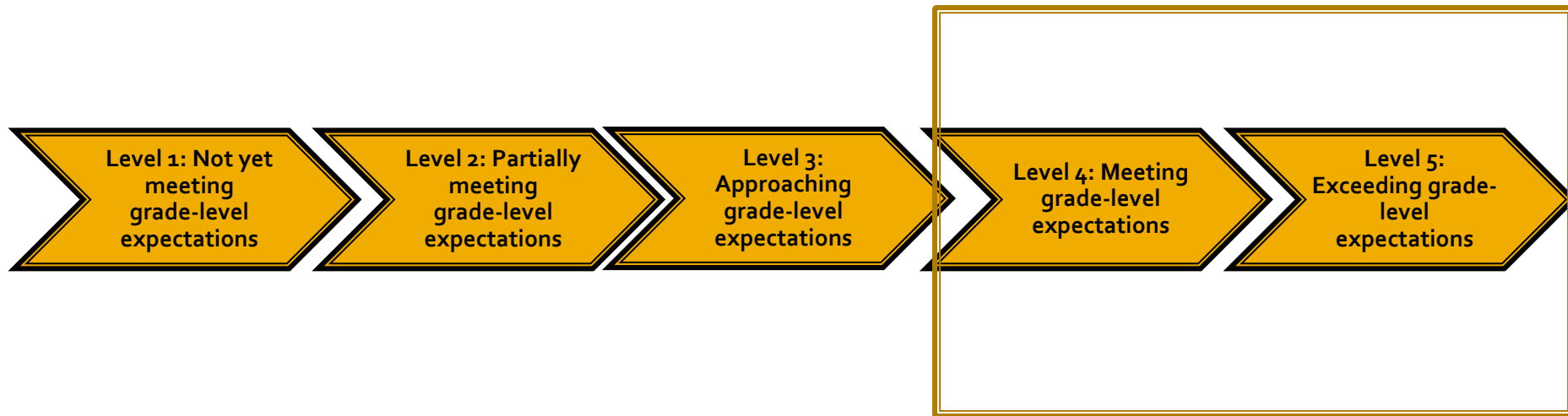
Academics



NJ's Statewide Assessment Program

- Students took NJSLA English Language Arts and Literacy Assessments (ELA/L) in grades 3 – 11.
- Students took NJSLA Mathematics Assessments in grades 3 – 8 and End of Course Assessments in Algebra I, Geometry, and Algebra II.
- Students participated in field testing of new NJSLA-Science assessments in grades 5, 8 and 11.

NJSLA Performance levels



Graduation Requirements

Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
<p>First Pathway: Demonstrate proficiency in the high school end-of-course NJSLA/PARCC assessments in ELA-10 and/or Algebra I</p>	NJSLA/PARCC ELA Grade 10 \geq 750 (Level 4)	NJSLA/PARCC Algebra I \geq 750 (Level 4)
<p>Second Pathway: Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments</p>	<ul style="list-style-type: none"> NJSLA/PARCC ELA Grade 9 \geq 750 (Level 4), <i>or</i> NJSLA/PARCC ELA Grade 11 \geq 725 (Level 3) <i>or</i> SAT Critical Reading (taken before 3/1/16) \geq 400, <i>or</i> SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) \geq 450, <i>or</i> SAT Reading Test (taken 3/1/16 or later) \geq 22, <i>or</i> ACT Reading or ACT PLAN Reading¹ \geq 16, <i>or</i> ACCUPLACER WritePlacer \geq 6, <i>or</i> ACCUPLACER WritePlacer ESL \geq 4, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) \geq 40, <i>or</i> PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) \geq 22, <i>or</i> ACT Aspire Reading¹ \geq 422, <i>or</i> ASVAB-AFQT Composite \geq 31 	<ul style="list-style-type: none"> NJSLA/PARCC Geometry \geq 725 (Level 3), <i>or</i> NJSLA/PARCC Algebra II \geq 725 (Level 3) <i>or</i> SAT Math (taken before 3/1/16) \geq 400, <i>or</i> SAT Math Section (taken 3/1/16 or later) \geq 440, <i>or</i> SAT Math Test (taken 3/1/16 or later) \geq 22, <i>or</i> ACT or ACT PLAN Math¹ \geq 16, <i>or</i> ACCUPLACER Elementary Algebra \geq 76, <i>or</i> Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019)² \geq 255, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) \geq 40, <i>or</i> PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) \geq 22, <i>or</i> ACT Aspire Math¹ \geq 422, <i>or</i> ASVAB-AFQT Composite \geq 31
<p>Third Pathway: Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals</p>	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

Class of 2020, 2021 and 2022

Multiple pathways are available for students in the Classes of 2020, 2021, and 2022, pursuant to an amended Consent Order received by the NJDOE from the Appellate Division of the Superior Court of New Jersey.

For the full document: <https://www.state.nj.us/education/assessment/parents/GraduationAssessmentRequirements.pdf>

2019 Graduation Assessment

- Class of 2019= 345 students
- Graduation assessment requirements met = 338
- All Portfolio Appeals Granted

ELA Results based on 2017/18 Data

Focus	Actions/Results
Elementary and Middle Grades: Increase opportunities for students to read and analyze informational texts.	Implemented a pilot in grades 4-6 from January through June using Newsela Pro for all content areas. Multiple PD opportunities were offered. 75 teachers from all disciplines signed up with 993 students actively using the site last year. The free version of the resource was shared with WAMS English teachers in early spring of last year.
High School: Continue to support instructional strategies that increase written expression and vocabulary in context.	Shared 9th grade writing samples and expectations with grade 8 English teachers. Analyzed PARCC results and identified areas of specific concern. Shared PARCC resources with the high school English department to support instruction.
Special Education: Continue to work towards improving performance on the PARCC assessment through targeted instruction.	Afforded special education teachers various leveled resources to target instruction including IXL, ELA, Reading A to Z, and Newsela. Collaborated on instructional practices to meet specific needs during 8 fall and winter professional development opportunities

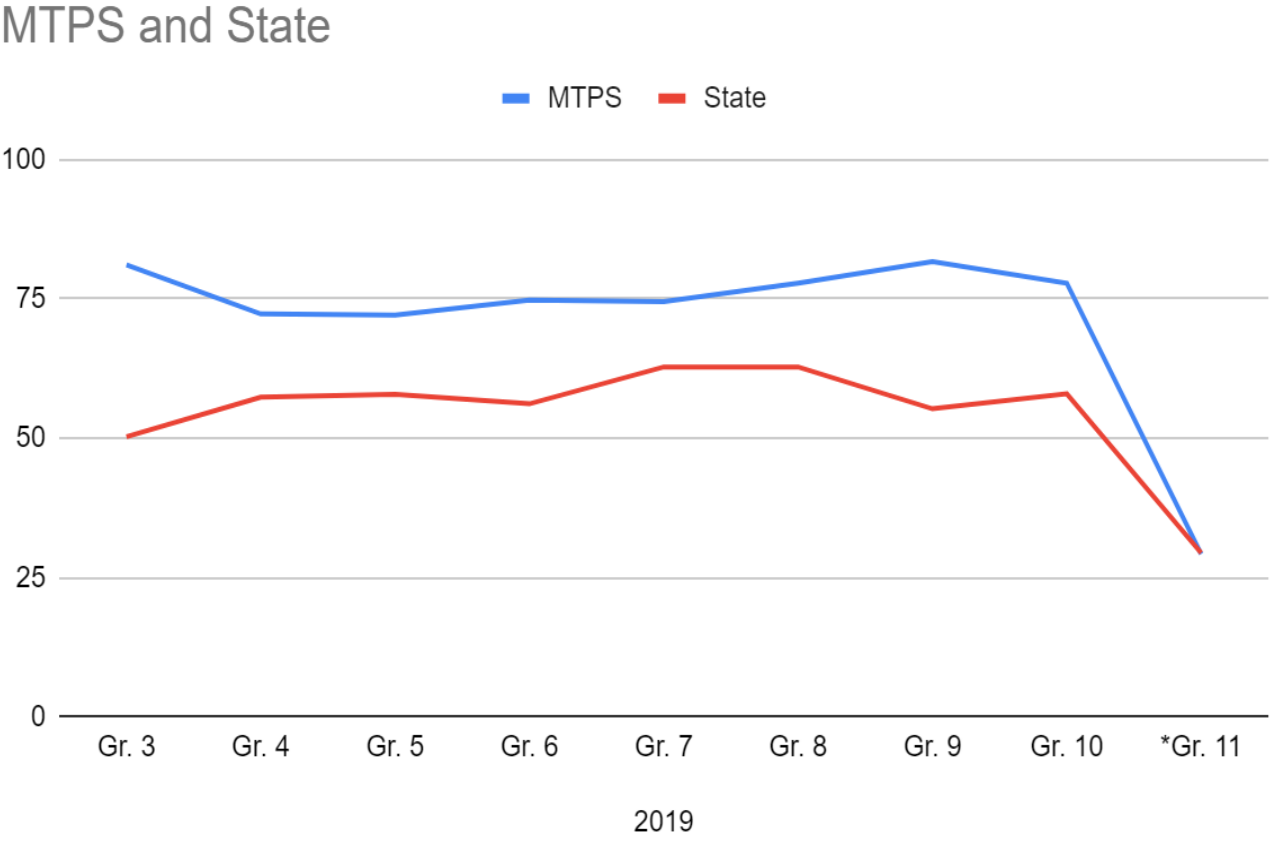
2018/19 ELA Areas of Strength

- Reading scores were above the NJ average scores for grades 3-9.
- Average reading and writing scores exceeded grade level expectations, grades 3-9.
- Scores in 'Reading Information' increased for grades 4-6. This demonstrates an increase in student achievement.

2018/19 MTPS vs. State vs. NJSLA

Met or Exceeded Expectations (% score of 4/5)

Grade	MTPS	State
Gr. 3	81.1	50.3
Gr. 4	72.3	57.4
Gr. 5	72.1	57.9
Gr. 6	74.8	56.2
Gr. 7	74.5	62.8
Gr. 8	77.8	62.8
Gr. 9	81.7	55.3
Gr. 10	77.8	58
*Gr. 11	29.3	29.5



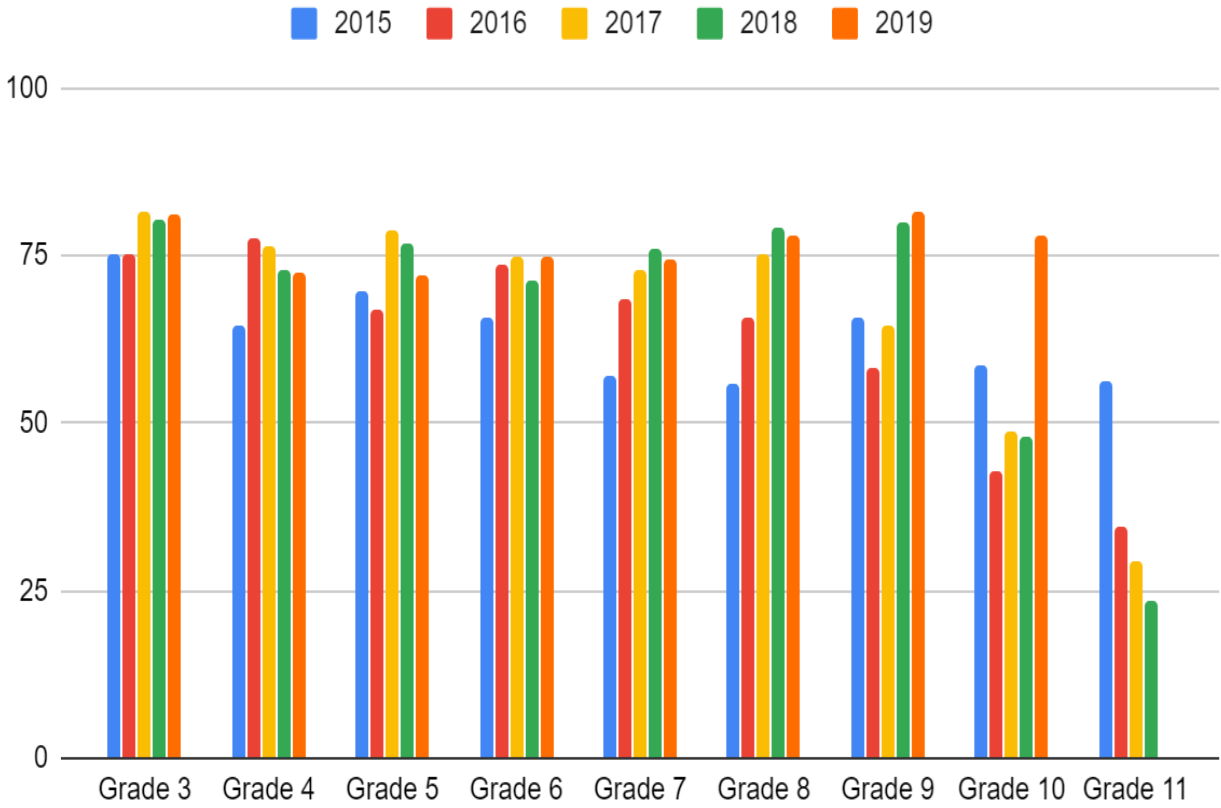
* Scores are not reflective of our program due to low participation rate

2015-2019 ELA Met/Exceeded Expectations

Grade	2015	2016	2017	2018	2019
Gr. 3	75.3	75.2	81.7	80.4	81.1
Gr. 4	64.6	77.5	76.3	72.9	72.3
Gr. 5	69.5	66.8	78.8	76.7	72.1
Gr. 6	65.7	73.7	74.8	71.3	74.8
Gr. 7	57.1	68.4	72.9	76.1	74.5
Gr. 8	56	65.9	75.3	79.3	77.8
Gr. 9	65.6	58.3	64.6	80.1	81.7
Gr. 10	58.8	43	48.6	48.1	77.8
*Gr. 11	56.2	34.7	29.3	23.5	29.3

Class of 2025
 Class of 2024

MTPS % Met/Exceeded Expectations



* Scores are not reflective of our program due to low participation rate

Subgroups Passing Rate ELA 2018/19

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Female	87.1	76.5	76.5	77.6	83.1	91.9	89.2	82.8	*0
Male	74.8	67.4	68.2	72.2	67.1	65	75	72.5	*14.3
Hispanic/ Latino	*57.9	54.2	*75	*46.7	66.7	61.9	*61.5	*69.2	*0
Asian	89.4	86.2	81.1	85.3	88.2	97.1	91.2	89.8	*0
Black/ African American	*50	*61.1	*47.4	*31.3	*50	50	66.7	54.5	*0
White	83.4	73.7	71	77.2	75.2	79.3	81.7	77.9	*16.7
2+ races	87	*68.8	77.3	85.7	*66.7	*84.2	*95	*77.8	*0
Economically Disadvantaged	51.4	40.7	35.5	29.7	50	54.8	56.3	*40	*0

* population is 20 or less students

Moving Forward 2019/2020: Area of Focus -ELA

- **Elementary and Middle Grades:** Continue to infuse informational texts into reading and writing to support NJSLS and use data to target individual needs in support classes
- **High School:** Build opportunities for students to experience research simulation tasks to meet NJSLS
- **Special Education:** Use specific data to further identify students' needs and implement targeted instruction
- Continue to explore SAMR and AMT

Math Results based on 2017/18 Data

Focus	Actions/Results
Grades 3-8: increase student growth of mathematical modeling and application	Teacher PD included reviewing many pedagogical strategies such as 3-Act Math lessons, Open Middle problems, and Number Talks. Teachers explored the idea of productive struggle and using it as a tool in the classroom. Students scored better on the higher-level NJSLA questions using reasoning and application.
Grades K - 5: continue to strengthen problem solving skills through modeling of higher-order thinking problems	UES End-of-the-Year Assessments were rewritten to reflect higher learning expectations regarding modeling, application, and higher-order thinking problems. Teacher PD (topics above) included specific focus on modeling, application, and higher-order thinking problems.

Math Results based on 2017/18 Data

Focus	Actions/Results
HS Courses: increase student growth of mathematical reasoning	Supervisor and teachers discussed course data and made curricular improvements. Curriculum was rewritten and new resources were purchased. HS scores show a score increase for Type II and Type III (reasoning). Areas of weakness were exclusively standards that were not taught before the test.
Special Education: improve performance on the NJSLA assessment (increase individual student passing score, i.e., students who score a 1 or 2 will score a 2 or 3)	Students received targeted instruction. Many grades showed an increase in students passing. Grades that didn't show a passing increase showed students who previously scored 1's and 2's increased to 2's and 3's.

2018/19 Areas of Strength - Math

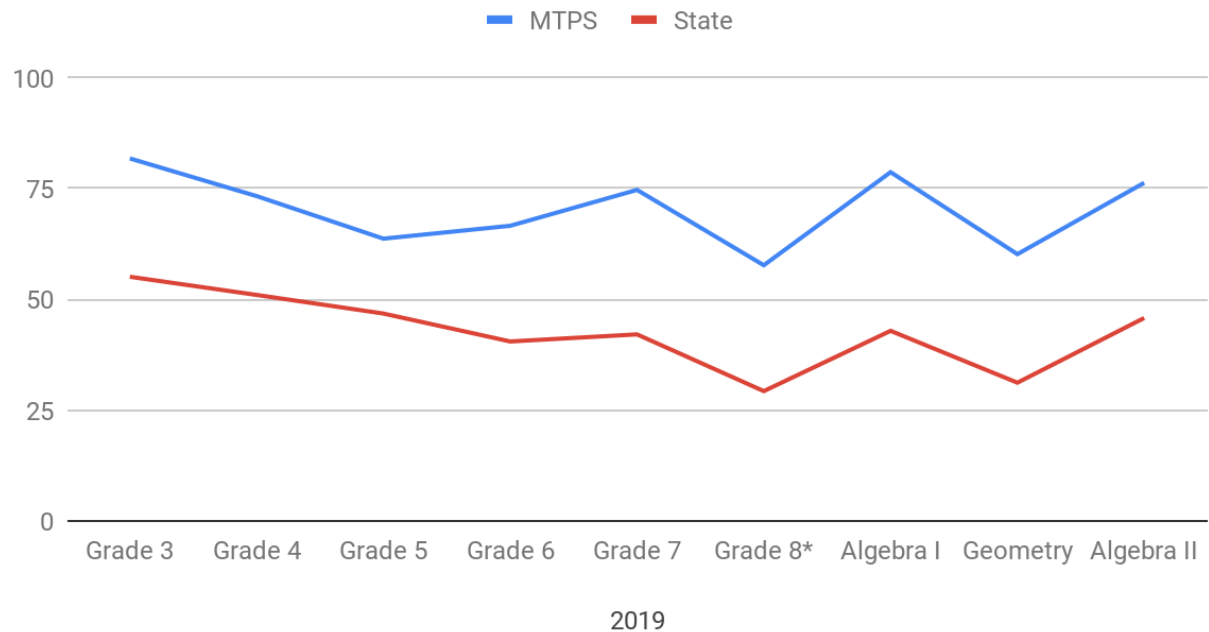
- Every grade, including High School courses, had scores above the NJ average scores.
- Algebra I, Algebra II, and Geometry all increased significantly this year. This data demonstrates the continued success of student learning.
- Grades 3-4, 7-8, and all HS courses saw increases in their reasoning scores. This highlights student success with our curriculum, resources, and shifts in pedagogy.

Math ~ MTPS vs. State

Met or Exceeded Expectations (% score of 4/5)

Grade	MTPS	State
Grade 3	81.8	55.1
Grade 4	73.3	51
Grade 5	63.7	46.8
Grade 6	66.6	40.5
Grade 7	74.7	42.1
Grade 8*	57.7	29.3
Algebra I	78.7	42.9
Geometry	60.2	31.2
Algebra II	76.3	45.8

MTPS vs. State



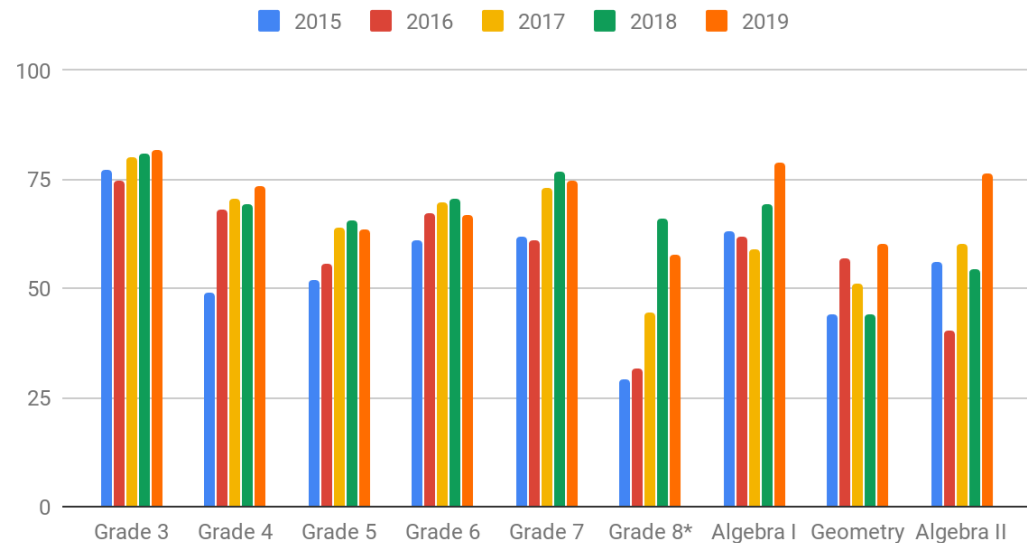
* Scores are not reflective of our program due to low participation rate.

Math ~ MTPS

Met or Exceeded Expectations (% score of 4 or 5)

	2015	2016	2017	2018	2019
Grade 3	77	74.8	80.2	80.8	81.8
Grade 4	49	68	70.4	69.1	73.3
Grade 5	52	55.5	63.9	65.6	63.7
Grade 6	61	67.3	69.5	70.4	66.6
Grade 7	62	61.1	73	76.7	74.7
Grade 8*	29	31.7	44.3	66.1	57.7
Algebra I	63	61.9	58.9	69.2	78.7
Geometry	44	56.8	51	44.1	60.2
Algebra II	56	40.5	60	54.2	76.3

MTPS % Met/Exceeded Expectations



* Low participation rate

	Class of 2025
	Class of 2024

Subgroups Passing Rate MATH

2018/19

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I	Geometry	Algebra II
Female	63.2	71.0	62.1	64.2	74.6	67.1	82.3	55.9	78.6
Male	75.0	76.1	65.1	68.8	74.7	50.0	75.0	64.5	73.9
Hispanic/ Latino	71.4*	50.0	65.0*	26.7*	61.9	37.5*	69.2*	50.0*	100.0*
Asian	100.0	82.8	77.4	81.8	88.2	85.7*	92.3	83.9	80.8
Black/ African American	42.9*	38.9*	21.1*	6.3*	21.4*	33.3	71.4	20.0*	57.1*
White	75.4	77.0	63.1	70.4	78.3	62.9	78.8	60.2	76.0
2+ races	28.6	81.3*	71.4	76.2	57.1*	63.6*	63.2*	75.0*	66.7*
Economically Disadvantaged	50.0	33.3	20.0	10.8	34.4	26.9	63.9	20.0	0.0

* population is 20 or less students

Moving Forward 2019/20: Area of Focus - MATH

- **Elementary & Middle Grades:** continue to increase student growth and understanding with mathematical modeling, reasoning, and application.
- **High School:** update pedagogy to address specific mathematical modeling and reasoning opportunities to continue to grow student understanding.
- **Special Education & Math Support:** use specific data to identify students' needs and implement targeted instruction
- Exploring using SAMR and AMT in math lessons

Students assessed on DLM

The DLM Alternate Assessment System helps educators facilitate student success by illustrating the interrelation among the knowledge, skills, and understandings necessary to meet academic content standards in a *learning map model*.

The learning map model helps parents and educators identify a student's current knowledge and skills, see how the student has developed over time, and look forward to more advanced academic content the student can learn next.

Grades 3-6*	ELA	Math		Grades 7-12*	ELA	Math
Emerging	36%	64%		Emerging	20%	40%
Approaching Target	50%	36%		Approaching Target	29%	47%
At Target	14%			At Target	50%	13%
Advanced				Advanced	1%	

* population is 20 or less students

English Language Learners

WIDA ACCESS

- Is administered to Kindergarten through Grade 12 students who have been identified as English language learners (ELLs)
- Is given annually to monitor students' progress in learning academic English
- Meets U.S. federal requirements of the Every Student Succeeds Act (ESSA) for monitoring and reporting ELLs' progress toward English language proficiency
- Is anchored in the WIDA English Language Development Standards
- Assesses the four language domains of Listening, Speaking, Reading and Writing

Grade	K- 3*	4-6*	7-12*
Entering/ Emerging	36%	0%	15%
Developing	26%	55%	70%
Expanding	33%	36%	15%
Bridging/ Reaching	5%	9%	0%

* population is 20 or less students

Science

- All state tests have been changed to reflect new science standards
- Baseline data for grades 5, 8 and 11 has been collected and will be available late October 2019

Areas of Strength:

- All MTPS curriculum is aligned to the Next Generation Science Standards
- Lessons are structured around the three dimensions of the standards
 - Core Ideas, Science and Engineering Practices, Cross Cutting Concepts

2018/19 Area of Focus- Science

- Exploring SAMR and AMT in all science lessons
- Assessment in all grades (selecting appropriate and varied assessment tools for each grade level or course)
- Grades 1-5: Hands on activities, streamline curriculum, utilizing new TCI and Mystery Science resources
- Grades 6-12: Emphasis on student engagement in explaining natural phenomena through authentic learning that utilize science and engineering practices

MHS District Pride- School Profile

Award	Number of Students
National Merit Program: Finalists	5
National Merit Program: Commended	19
Quaker Scholars	23
AP Scholar	41
AP Scholar with Honors	37
AP Scholar with Distinction	63
National AP Scholar	17
National French Exam: Gold	2
National Latin Exam: Gold- Summa Cum Laude	25
National Spanish Exam: Oro	21
Community Service 100-400+ hours	247

MHS students either participate or receive awards yearly from the following:

West Point Dwight D. Eisenhower Leadership Award	American Mathematics Competition
Governor's School of Engineering/Technology	College Book Award: Wellesley College
Minorities in Engineering - Lockheed Martin	College Book Award: Yale University
Boys State Delegate	Rotary Youth Leadership Academy
Girls State Delegate	Hugh O'Brien Leadership Academy
Girls Career Institute Delegate	

PSAT

Juniors

School Year		EBRW	Math	Total	# Test Takers	% Test Takers
2016-2017		560	563	1123	314	99%
2017-2018		567	570	1137	281	84%
2018-2019	MHS	556	558	1114	278	90%
	NJ	491	490	982	79,996	
	National	512	502	1013	1,746,721	

PSAT

Sophomores

School Year		EBRW	Math	Total	# Test Takers	% Test Takers
2016-2017		530	525	1055	335	99%
2017-2018		522	525	1047	289	96%
2018-2019	MHS	522	521	1044	305	99%
	State	467	468	935	77,009	
	National	470	462	932	1,863,477	

SAT

	Critical Reading		Math	
	MHS	NATIONAL	MHS	NATIONAL
2017*	594	538	591	533
2018	606	536	616	531
2019	610	531	617	528

ACT

Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2014	111	26,182	24.7	22.8	25.0	23.7	25.2	23.1	23.7	22.4	24.8	23.1
2015	130	30,263	24.4	22.9	25.8	23.7	25.1	23.3	23.8	22.6	24.9	23.2
2016	152	33,646	25.6	22.7	26.7	23.3	26.0	23.5	25.1	22.5	26.0	23.1
2017	200	35,257	25.2	23.8	25.6	23.8	25.0	24.1	24.2	23.2	25.1	23.9
2018	165	32,590	26.6	23.8	25.7	23.6	25.8	24.0	24.4	23.0	25.7	23.7

AP

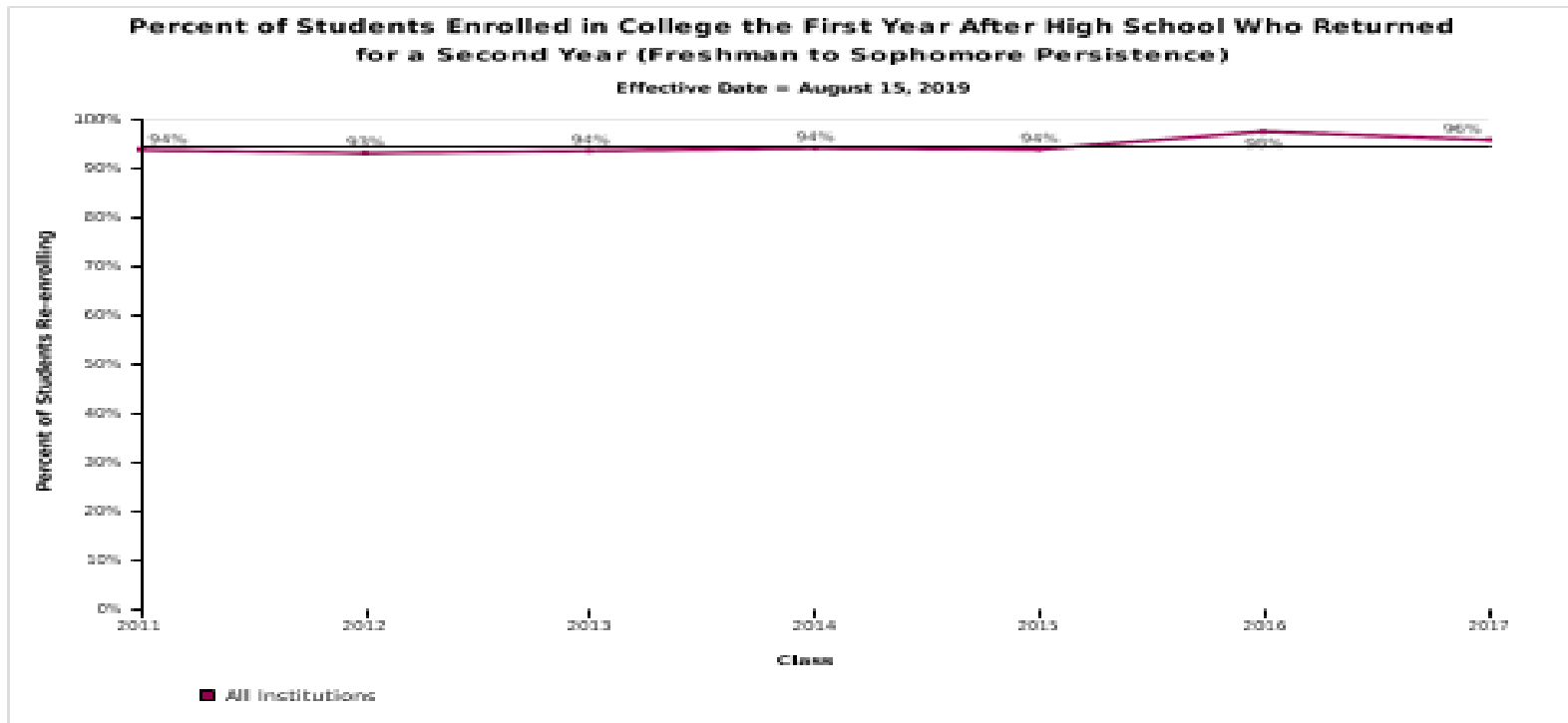
	2015	2016	2017	2018	2019
Total AP Students	307	337	348	349	351
Number of Exams	555	590	659	703	728
AP Students with Scores of 3+	254	262	395	312	305
Percent of Total AP Students with Scores of 3+	82.7%	77.7%	85%	89.4%	86.9%

After High School

	Out- come	2 Yr College	4 Yr College	Apprentice- ship Program	Career Education	Employed	Military	Other Schools	Undecided/ No Plans	Un- known	Year Off	Totals
2017	Number	54	279	0	0	5	1	5	1	6	0	351
	% of students	15.4%	79.5%	0.0%	0.0%	1.4%	0.3%	1.6%	0.3%	1.9%	0.0%	
2018	Number	36	258	0	1	4	0	9	1	10	4	323
	% of Students	11.0%	80.0%	0.0%	0.0%	1.2%	0.0%	2.1%	0.3%	3.1%	1.2%	
2019	Number	49	248	0	3	3	4	3	2	11	3	326
	% of Students	14.7%	74.3%	0.0%	0.9%	0.9%	1.2%	0.9%	0.6%	3.3%	0.9%	

Post-high school planning is a deeply personal process for our students and families. In a college-going culture, it is our philosophy to work with students to find institutions that are **best fit** based on individual needs, preferences and aspirations.

College Persistence: Year Two



Avg = 94%

MOORESTOWN HIGH SCHOOL

Report Run Date: 09/23/2019 03:55 PM

Page 17 of 47

NATIONAL STUDENT CLEARINGHOUSE

©2010 National Student Clearinghouse. All rights reserved.

	2011	2012	2013	2014	2015	2016	2017
MHS % Persistence	94%	93%	94%	94%	94%	98%	96%

Class of 2019 College Acceptances

(not in rank order, nor complete list)

Rutgers University-New Brunswick, Newark & Camden	The Catholic University of America
Rowan University, Rowan College at Burlington County	Carnegie Mellon University
Pennsylvania State University	Bucknell University
Clemson University	University of Miami
Saint Joseph's University	University of Rhode Island
The College of New Jersey	Montclair State University
Monmouth University	Fordham University
University of Delaware	Northeastern University
University of South Carolina	Princeton University
John Hopkins University	Ursinus College
La Salle University	Arizona State University
Rider University	The Ohio State University

University of Maryland, College Park	Duquesne University
Temple University	Baylor University
University of Pittsburgh	Boston College
Loyola University Maryland	Duke University
Stockton University	Elon University
The University of Alabama	University of Colorado at Boulder
Seton Hall University	University of Maine
Cornell University	Gettysburg College
Boston University	University of Vermont
Auburn University	Bryn Mawr College
Virginia Tech	Lehigh University
Widener University	Drexel University
The University of Tampa	Villanova University
Quinnipiac University	Syracuse University
Emory University	West Chester University of Pennsylvania

Arts & Technology



Visual & Performing Arts

Category	County/Regional Awards	State/National Awards
Teen Arts: Photography	2	1 (State-level representative)
Teen Arts: Graphic Arts	2	
Teen Arts: Visual Arts	2	2 (State-level representative)
All South Jersey Orchestra	13	2 (All- State)
All South Jersey Junior Orchestra	8	1 (All- State)
Western Burlington County Honors Band	28	
All South Jersey Band	6	1 (All- State)
All South Jersey Junior Band	2	
All South Jersey Brass Ensemble	1	
All South Jersey Chorus	5	4 (All-State Chorus Ensembles)
All South Jersey Junior Chorus	4	

Theater Arts



Fall Play, CLUE
Montclair State University Theatre Night
Awards/Nominations

Winner

--Outstanding Achievement by Acting Ensemble in a Comedic Adaptation

Nominations:

- Outstanding Overall Production of a High School Play
- Outstanding Production of a Comedic Adaptation
- Outstanding Achievement in Stage Direction (Erica Scanlon Harr)
- Outstanding Performance by Lead Actor, Comedic Adaptation (Alex Zambrano, Wadsworth)
- Outstanding Performance by Supporting Actor, Comedic Adaptation: (Sam Elder, Col. Mustard)
- Outstanding Performance by Supporting Actress, Comedic Adaptation: Tierney Lee Howard, Mrs. Peacock)
- Outstanding Achievement in Lighting Design: Chris Miller & Dee Dugan
- Outstanding Achievement in Scenic Design: Chris Miller & Kirsten Sheetz



HS Spring Musical 9 TO 5
Paper Mill Playhouse Rising Star Awards
Nominations/Honorable Mentions

Winner (1 of 10)

--Student Achievement Award (Erin Cramer, Stage Manager)

Nomination:

--"Theatre for Everyone" Access & Inclusion Award

Honorable Mention:

--Outstanding Performance by a Supporting Actress (Ann Comegno, Roz)

Service to Others

- Volunteerism is fostered through school wide service organizations and community related projects where MHS students are involved at all levels, including nationally and internationally recognized programs.
- MHS recorded over 35,924 community service hours during the 2018 - 2019 school year.

Athletics



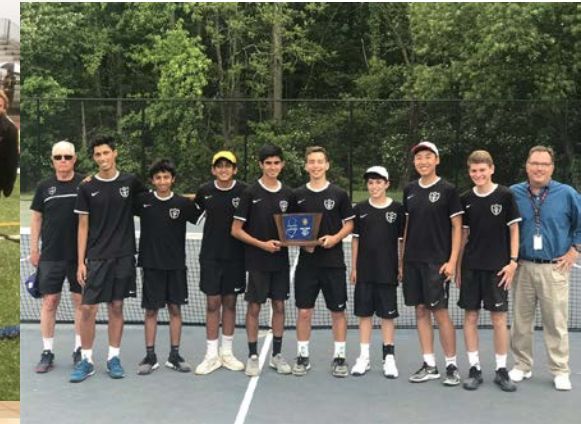
Division Champions

- Girls Cross Country
- Girls Tennis
- Girls Soccer
- Girls Volleyball
- Field Hockey
- Boys Basketball
- Boys Swimming
- Girls Golf
- Boys Golf
- Boys Tennis



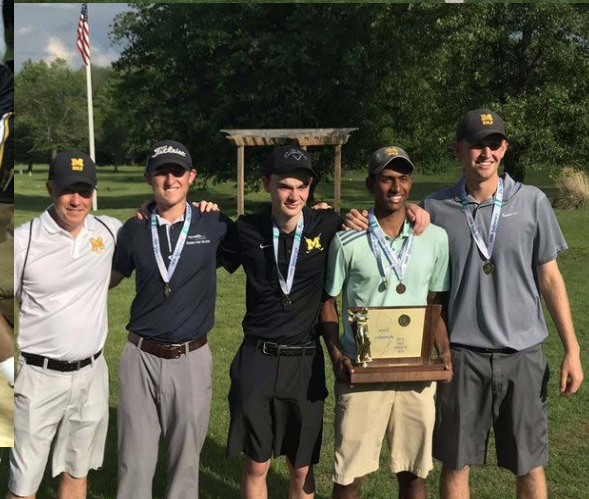
Sectional Champions

- Field Hockey
- Girls Tennis
- Girls Soccer
- Boys Basketball
- Girls Swimming
- Unified Basketball
- Unified Bowling
- Girls Lacrosse
- Boys Lacrosse
- Boys Tennis
- Boys Golf



State Championships

- Field Hockey
- Girls Swimming
- Boys Basketball
- Boys Lacrosse
- Girls Lacrosse
- Boys Golf



Student Representatives



- Senior Leadership Luncheon
 - Delaney Lawler
- National Girls & Women in Sports Day Celebration
 - Grace Hill
- NJSIAA Scholar Athlete Award
 - Akhil Giri

Basketball 1,000 Point Club

Jagger Zrada

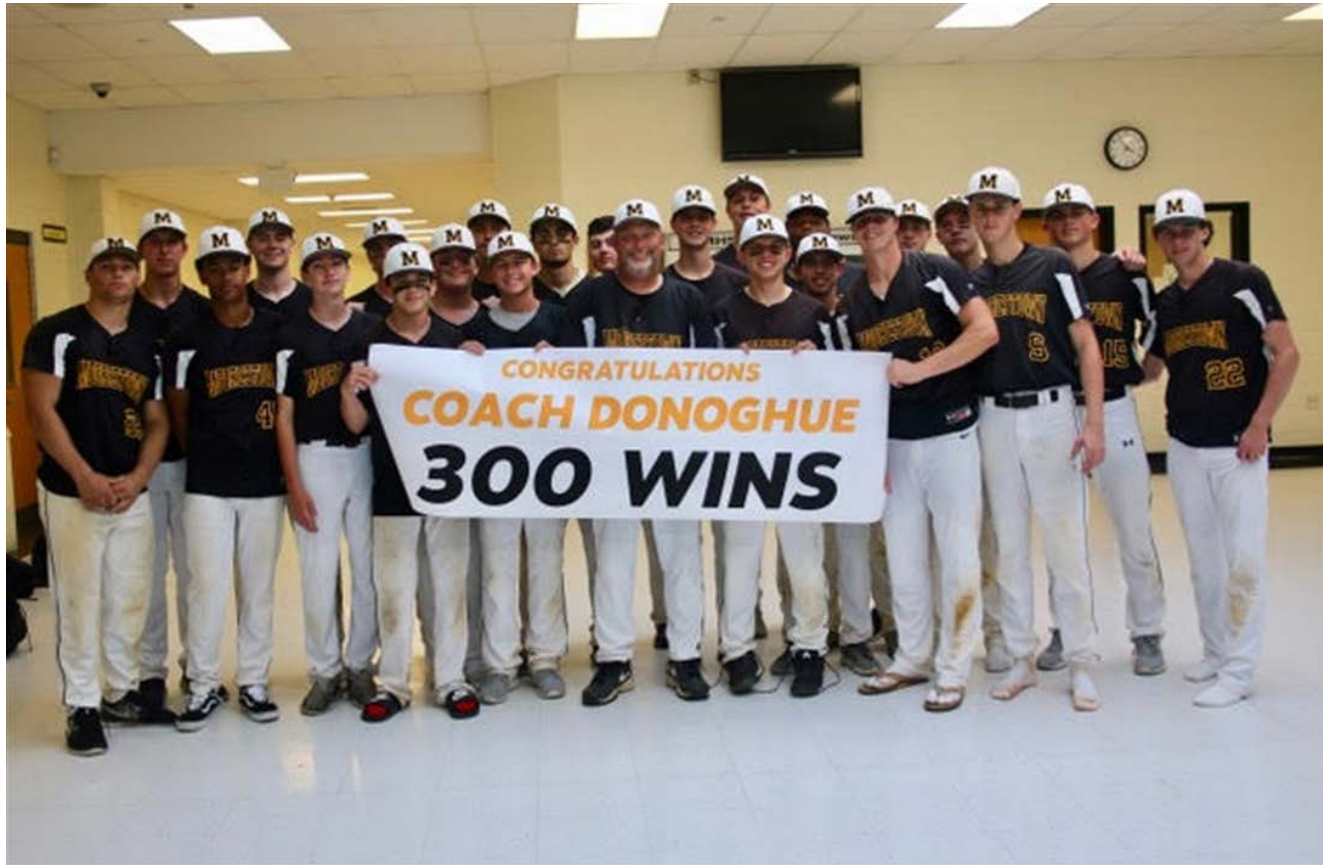


Grace Hill



300 Win Club!

Coach Bill Donoghue



2018-2019 NJSIAA Group III ShopRite Cup Winner for BEST Athletic Program



- Six Cups are awarded (one per group) based on most points earned during state championship competitions
- Moorestown High Schools' 2nd Consecutive Cup
 - 5th Cup overall

- **Thank you for your continued support of our programs and educational experiences our staff administration and the BOE has created for our students.**