

# NJSLA and District Assessment Presentation

## Central Office Staff

Dr. Stacey Brown  
Ms. Sarah Pauch  
Mrs. Staci Beegle  
Mr. Anthony Tumolo

## School Principals

Mr. Tim Charleston & Mrs. Jennifer Mooney  
Dr. Jonathan Moss  
Dr. Kristen Higgins  
Dr. Ann DeRosa

# NJSLA ELA Grades 3-8

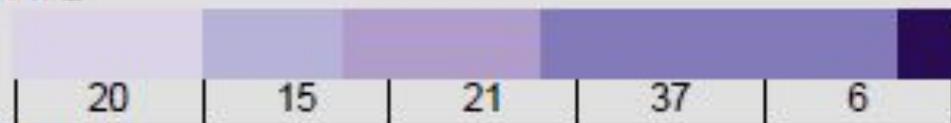
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# ENGLISH LANGUAGE ARTS

## Grade 3 Assessment, 2023–2024

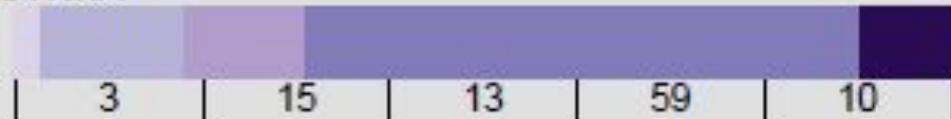
### PERFORMANCE DISTRIBUTION BY %

#### STATE



43% meeting and exceeding

#### DISTRICT



69% meeting and exceeding

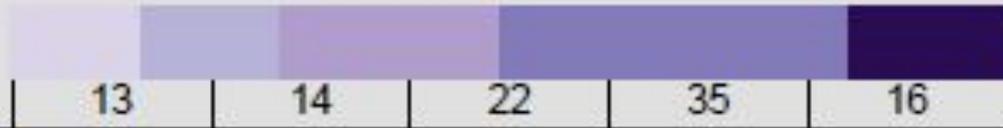


# ENGLISH LANGUAGE ARTS

## Grade 4 Assessment, 2023–2024

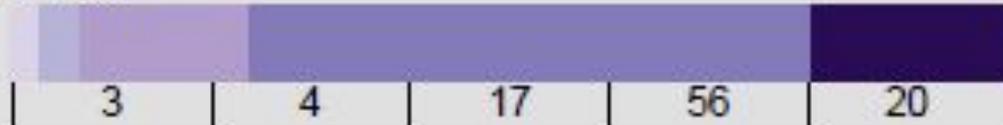
### PERFORMANCE DISTRIBUTION BY %

#### STATE



51% meeting and exceeding

#### DISTRICT



76% meeting and exceeding

**1** **Did Not Yet Meet**  
Expectations  
(650-699)

**2** **Partially Met**  
Expectations  
(700-724)

**3** **Approached**  
Expectations  
(725-749)

**4** **Met**  
Expectations  
(750-789)

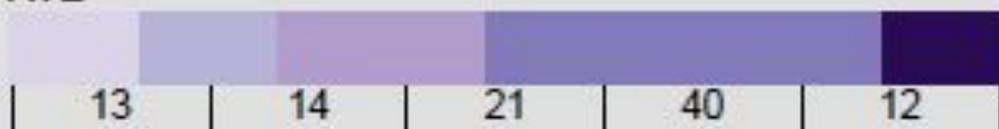
**5** **Exceeded**  
Expectations  
(790-850)

# ENGLISH LANGUAGE ARTS

## Grade 5 Assessment, 2023–2024

### PERFORMANCE DISTRIBUTION BY %

#### STATE



52% meeting and exceeding

#### DISTRICT



77% meeting and exceeding

**1**

**Did Not Yet Meet**

Expectations  
(650-699)

**2**

**Partially Met**

Expectations  
(700-724)

**3**

**Approached**

Expectations  
(725-749)

**4**

**Met**

Expectations  
(750-798)

**5**

**Exceeded**

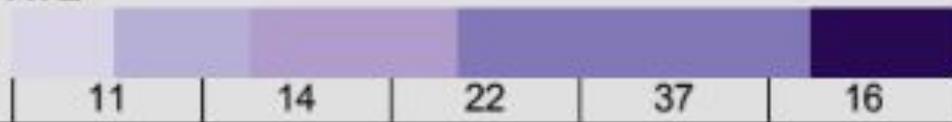
Expectations  
(799-850)

# ENGLISH LANGUAGE ARTS

## Grade 6 Assessment, 2023–2024

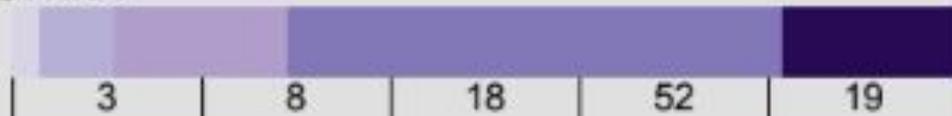
### PERFORMANCE DISTRIBUTION BY %

#### STATE



53% meeting and exceeding

#### DISTRICT



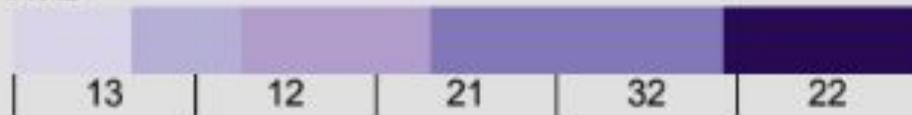
71% meeting and exceeding

- |   |  |   |  |   |
|---|--|---|--|---|
| <b>1</b> <b>Did Not Yet Meet</b><br>Expectations<br>(650-699) | <b>2</b> <b>Partially Met</b><br>Expectations<br>(700-724) | <b>3</b> <b>Approached</b><br>Expectations<br>(725-749) | <b>4</b> <b>Met</b><br>Expectations<br>(750-789) | <b>5</b> <b>Exceeded</b><br>Expectations<br>(790-850) |
|---|--|---|--|---|

# ENGLISH LANGUAGE ARTS Grade 7 Assessment, 2023–2024

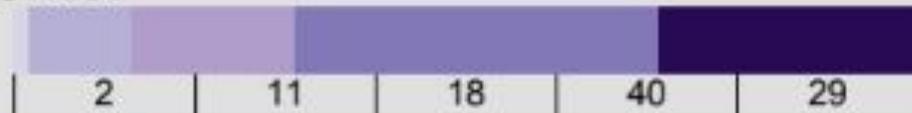
## PERFORMANCE DISTRIBUTION BY %

### STATE



54% meeting and exceeding

### DISTRICT



69% meeting and exceeding

**1** **Did Not Yet Meet**  
Expectations  
(650-699)

**2** **Partially Met**  
Expectations  
(700-724)

**3** **Approached**  
Expectations  
(725-749)

**4** **Met**  
Expectations  
(750-784)

**5** **Exceeded**  
Expectations  
(785-850)

# ENGLISH LANGUAGE ARTS

## Grade 8 Assessment, 2023–2024

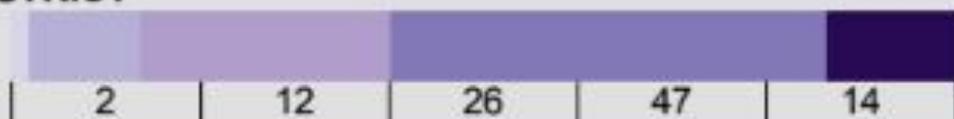
### PERFORMANCE DISTRIBUTION BY %

#### STATE



56% meeting and exceeding

#### DISTRICT



61% meeting and exceeding

- |   |  |   |  |   |
|---|--|---|--|---|
| <b>1</b> <b>Did Not Yet Meet</b><br>Expectations<br>(650-699) | <b>2</b> <b>Partially Met</b><br>Expectations<br>(700-724) | <b>3</b> <b>Approached</b><br>Expectations<br>(725-749) | <b>4</b> <b>Met</b><br>Expectations<br>(750-793) | <b>5</b> <b>Exceeded</b><br>Expectations<br>(794-850) |
|---|--|---|--|---|

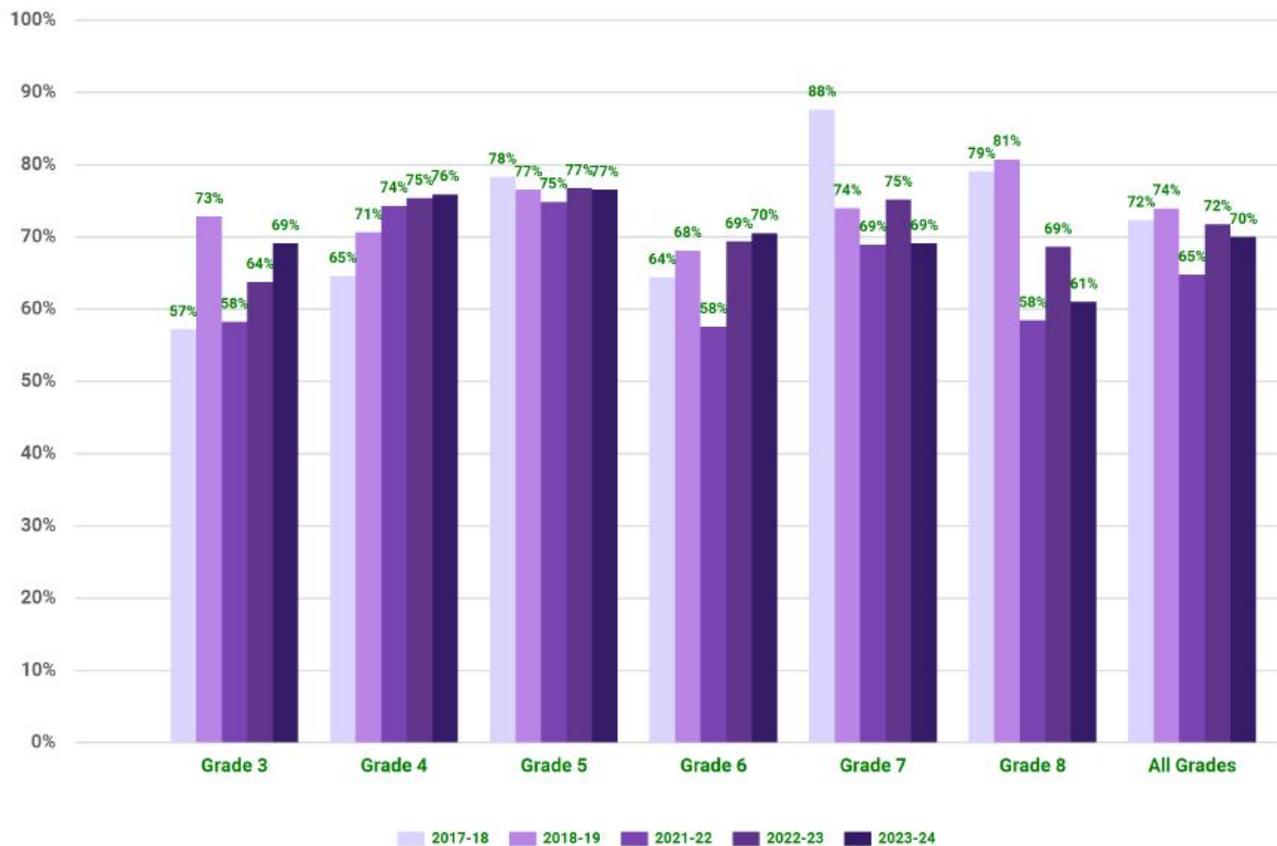
# NJSLA ELA Longitudinal Scores

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# ELA Achievement and Growth

*Same grade, different students*

**% Meeting + Exceeding**



# ELA Cohort Achievement and Growth

*Same students, consecutive grades*

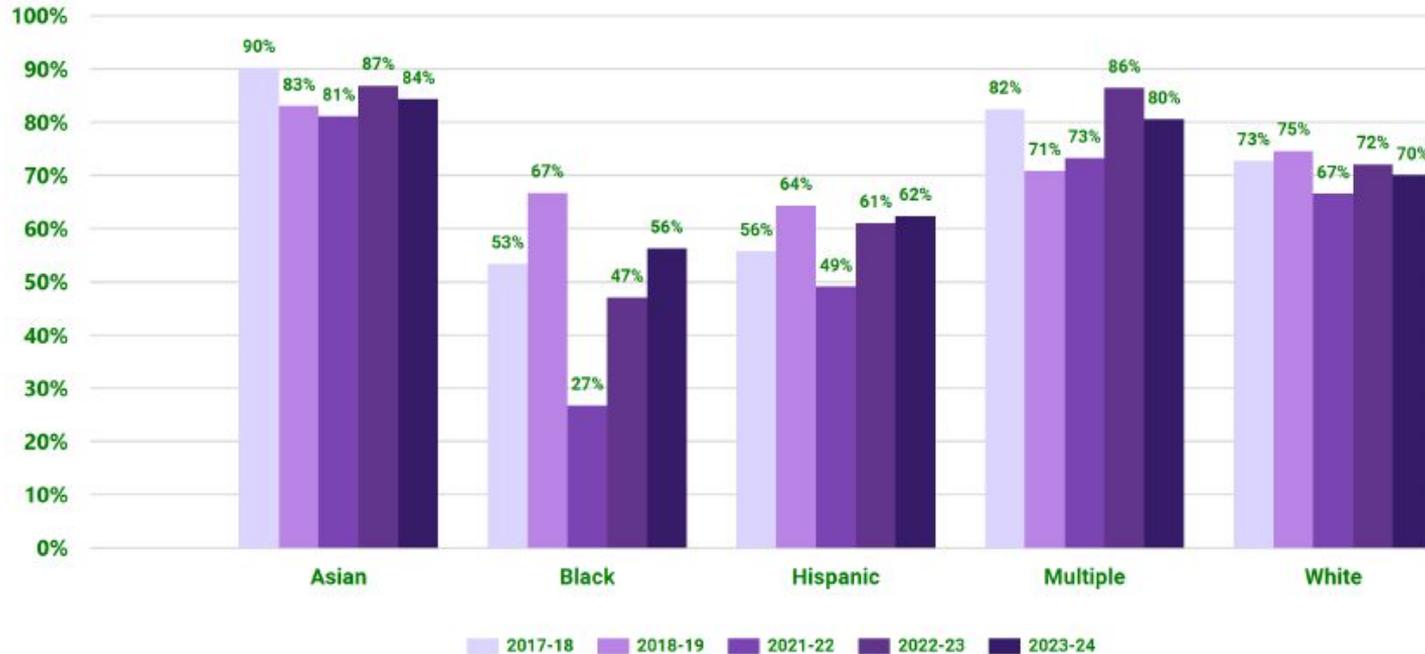


# ELA Subpopulations

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# Proficiency by Race

% Meeting + Exceeding (ELA All Grades)



Asian= 6% of population  
Black= 2% of population

Hispanic= 13% of population  
Multiple= 4% of population

White= 74% of population

# Proficiency by Gender

% Meeting + Exceeding (ELA All Grades)

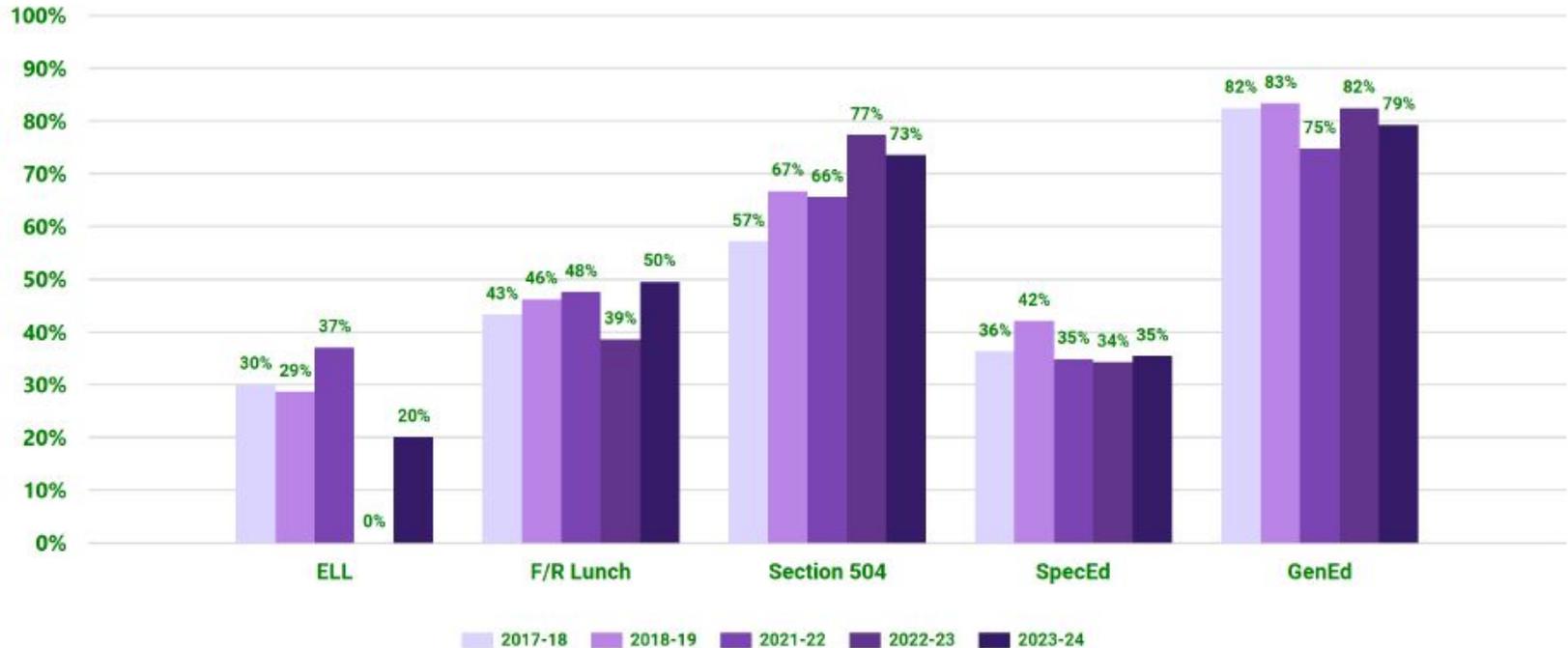


Female= 47% of population

Male= 52% of population

# Proficiency by Program

% Meeting + Exceeding (ELA All Grades)



F/R Lunch= 11% of population  
Section 504= 5% of population

ELL= 2% of population  
Spec Ed= 20% of population

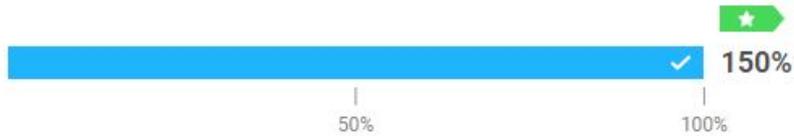
Gen Ed= 79% of population

# iReady Reading Diagnostic Grades K-8

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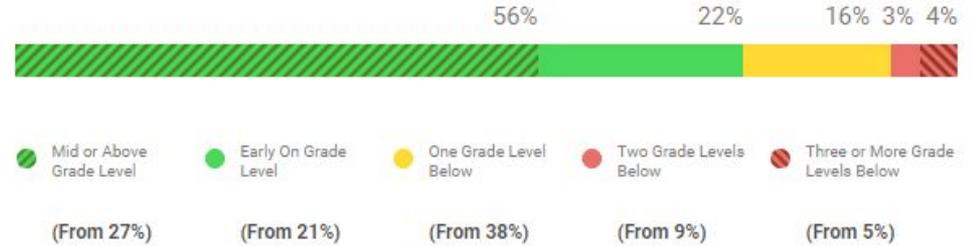
# Diagnostic Growth K-8

## Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 150%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

## Current Placement Distribution



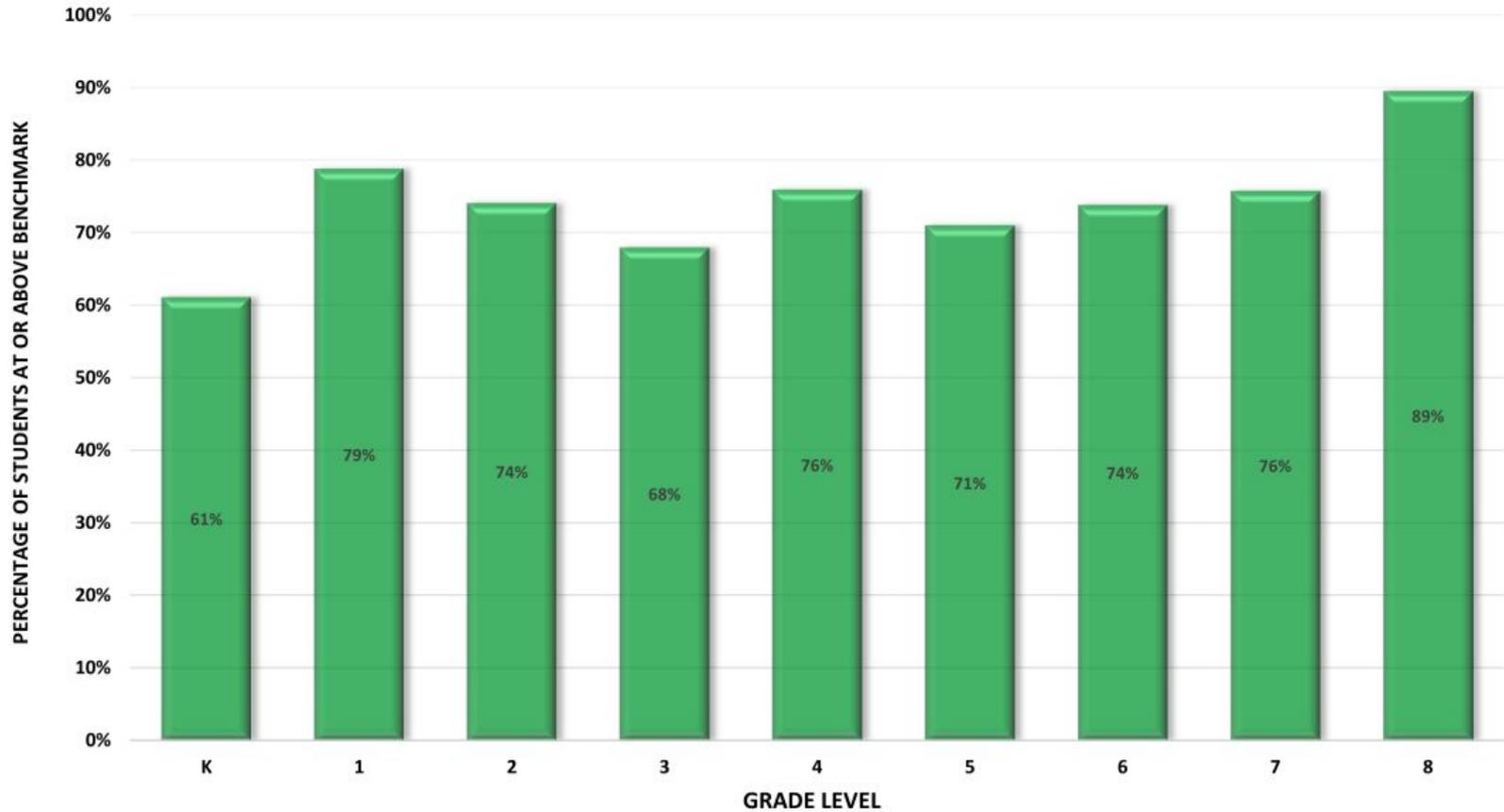
# Overall Placement K-8

Grade		Overall Grade-Level Placement					<span style="color: green;">●</span>	<span style="color: lightgreen;">●</span>	<span style="color: yellow;">●</span>	<span style="color: red;">●</span>	<span style="color: red;">●</span> <span style="color: black;">▨</span>
Grade K	93%		70%	23%	7%	0%	0%				
Grade 1	83%		66%	17%	17%	0%	0%				
Grade 2	82%		59%	23%	14%	4%	0%				
Grade 3	84%		62%	22%	10%	4%	1%				
Grade 4	81%		65%	16%	16%	0%	2%				
Grade 5	76%		50%	26%	17%	6%	1%				
Grade 6	70%		52%	18%	18%	6%	7%				
Grade 7	74%		44%	30%	16%	4%	6%				
Grade 8	57%		37%	20%	23%	5%	14%				

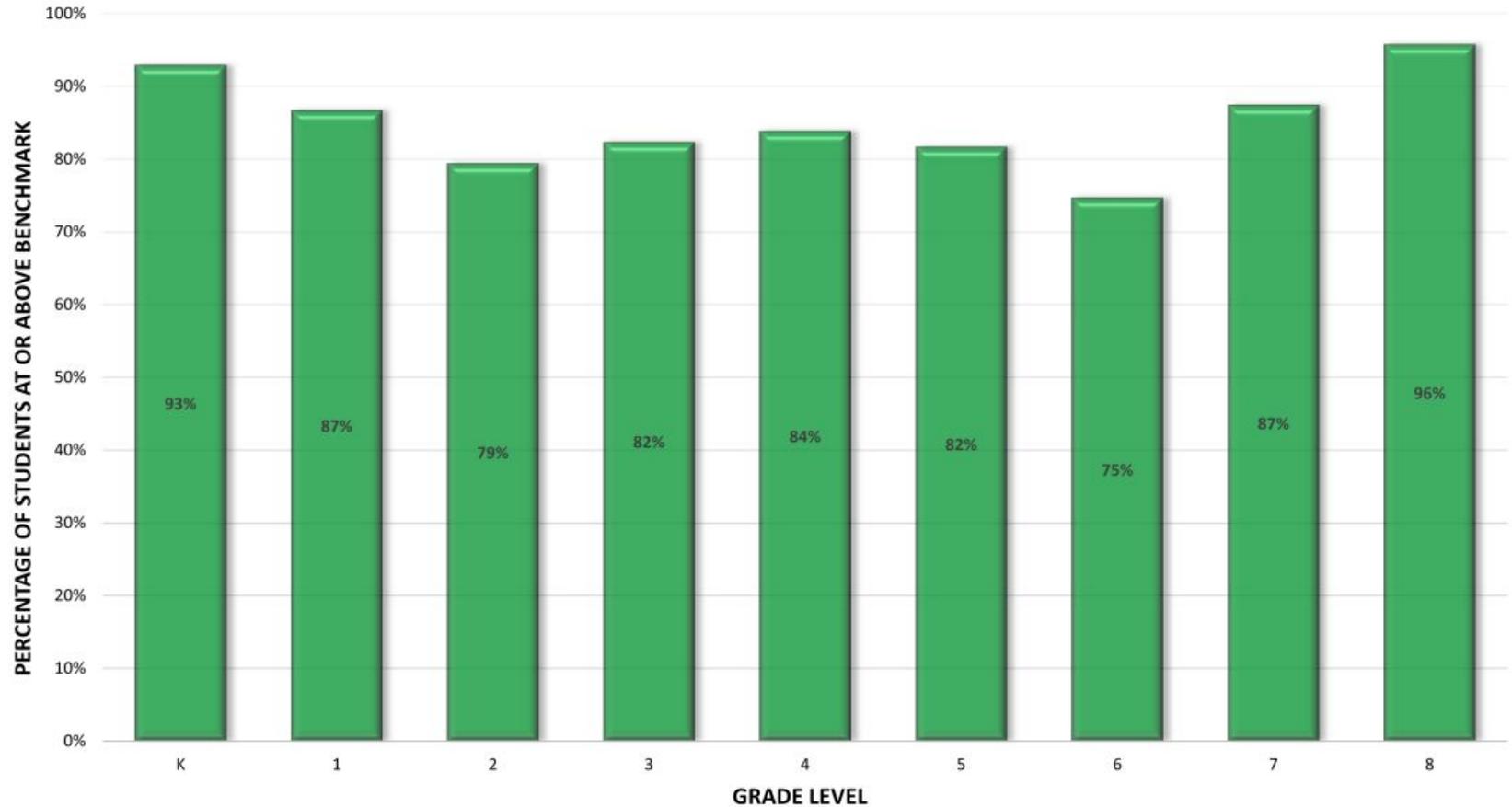
# Writing Benchmarks

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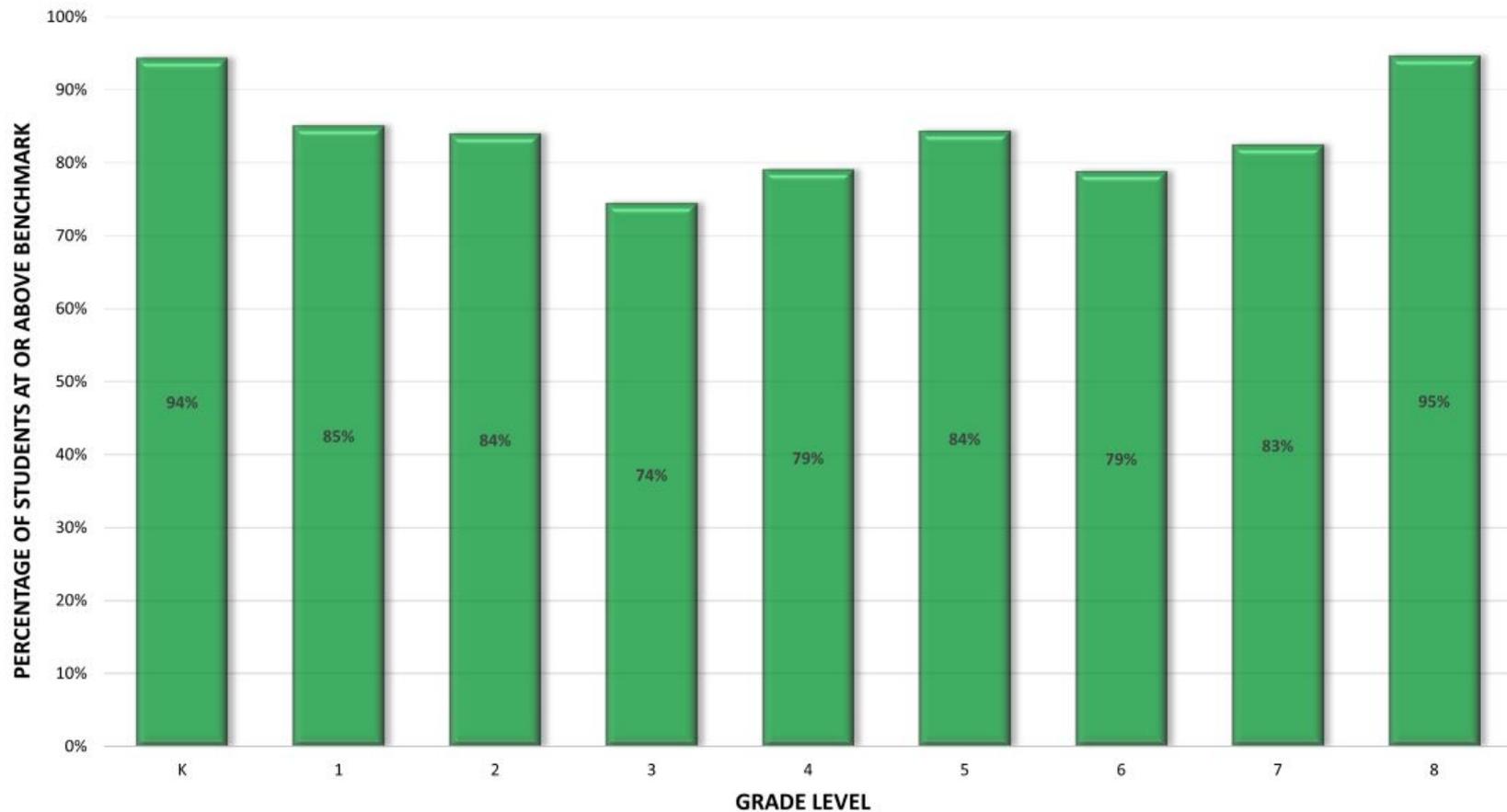
## 2023-2024 NARRATIVE WRITING BENCHMARK ASSESSMENTS



## 2023-2024 INFORMATIONAL WRITING BENCHMARK ASSESSMENTS



## 2023-2024 OPINION/ARGUMENT WRITING BENCHMARK ASSESSMENTS



# NJSLA Math Grades 3-8

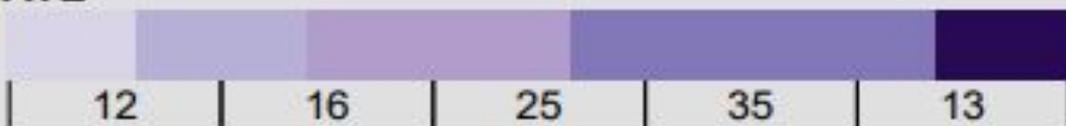
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# MATHEMATICS

## Grade 3 Assessment, 2023–2024

### PERFORMANCE DISTRIBUTION BY %

#### STATE



48% meeting and exceeding

#### DISTRICT



65% meeting and exceeding

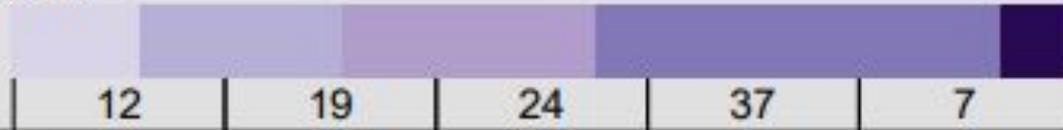
- |   |  |   |  |   |
|---|--|---|--|---|
| <b>1</b> <b>Did Not Yet Meet</b><br>Expectations<br>(650-699) | <b>2</b> <b>Partially Met</b><br>Expectations<br>(700-724) | <b>3</b> <b>Approached</b><br>Expectations<br>(725-749) | <b>4</b> <b>Met</b><br>Expectations<br>(750-789) | <b>5</b> <b>Exceeded</b><br>Expectations<br>(790-850) |
|---|--|---|--|---|

# MATHEMATICS

## Grade 4 Assessment, 2023–2024

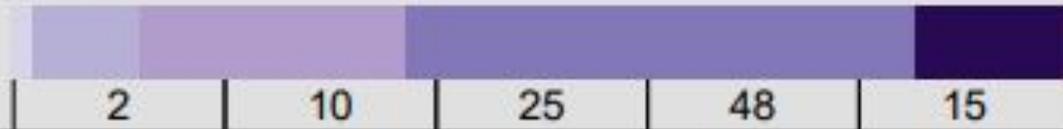
### PERFORMANCE DISTRIBUTION BY %

#### STATE



44% meeting and exceeding

#### DISTRICT



63% meeting and exceeding

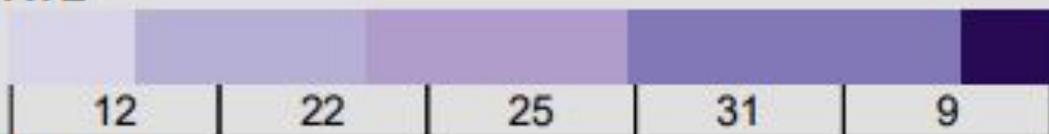
- |   |  |   |  |   |
|---|--|---|--|---|
| <b>1</b> <b>Did Not Yet Meet</b><br>Expectations<br>(650-699) | <b>2</b> <b>Partially Met</b><br>Expectations<br>(700-724) | <b>3</b> <b>Approached</b><br>Expectations<br>(725-749) | <b>4</b> <b>Met</b><br>Expectations<br>(750-795) | <b>5</b> <b>Exceeded</b><br>Expectations<br>(796-850) |
|---|--|---|--|---|

# MATHEMATICS

## Grade 5 Assessment, 2023–2024

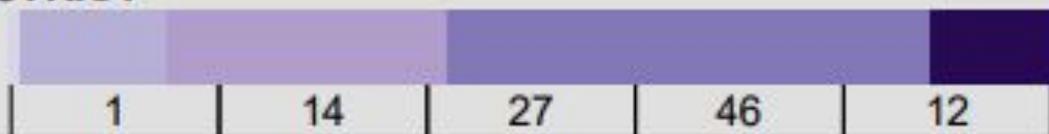
### PERFORMANCE DISTRIBUTION BY %

#### STATE



40% meeting and exceeding

#### DISTRICT



58% meeting and exceeding

**1**

**Did Not Yet Meet**

Expectations  
(650-699)

**2**

**Partially Met**

Expectations  
(700-724)

**3**

**Approached**

Expectations  
(725-749)

**4**

**Met**

Expectations  
(750-789)

**5**

**Exceeded**

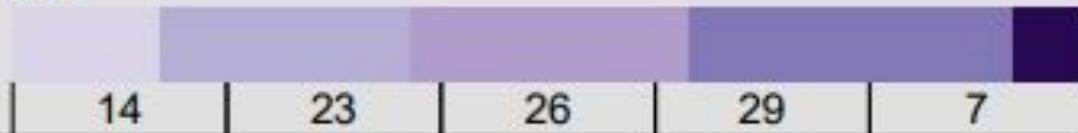
Expectations  
(790-850)

# MATHEMATICS

## Grade 6 Assessment, 2023–2024

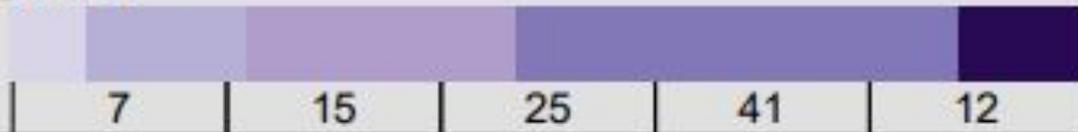
### PERFORMANCE DISTRIBUTION BY %

#### STATE



36% meeting and exceeding

#### DISTRICT



53% meeting and exceeding

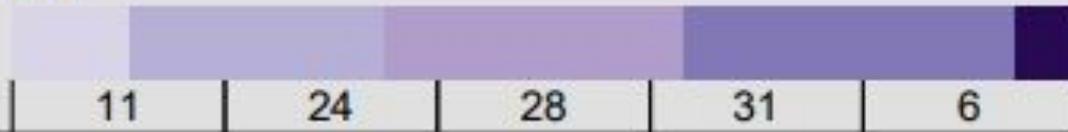


# MATHEMATICS

## Grade 7 Assessment, 2023–2024

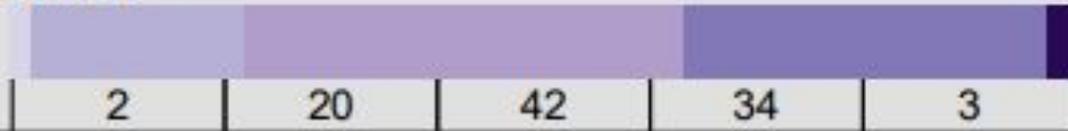
### PERFORMANCE DISTRIBUTION BY %

#### STATE



37% meeting and exceeding

#### DISTRICT



37% meeting and exceeding

1

**Did Not Yet Meet**

Expectations  
(650-699)

2

**Partially Met**

Expectations  
(700-724)

3

**Approached**

Expectations  
(725-749)

4

**Met**

Expectations  
(750-785)

5

**Exceeded**

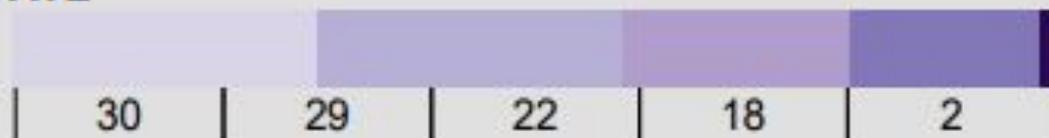
Expectations  
(786-850)

# MATHEMATICS

## Grade 8 Assessment, 2023–2024

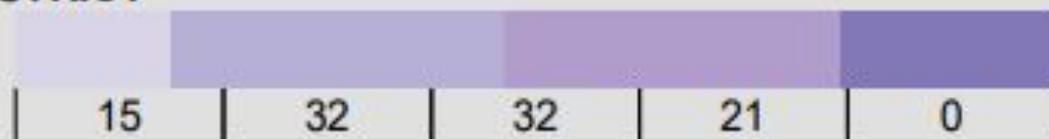
### PERFORMANCE DISTRIBUTION BY %

#### STATE



20% meeting and exceeding

#### DISTRICT



21% meeting and exceeding

**1**

**Did Not Yet Meet**

Expectations  
(650-699)

**2**

**Partially Met**

Expectations  
(700-724)

**3**

**Approached**

Expectations  
(725-749)

**4**

**Met**

Expectations  
(750-800)

**5**

**Exceeded**

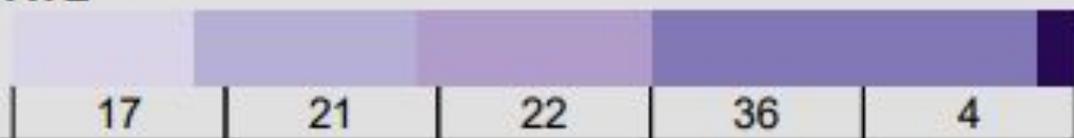
Expectations  
(801-850)

# MATHEMATICS

## Algebra I Assessment, 2023–2024

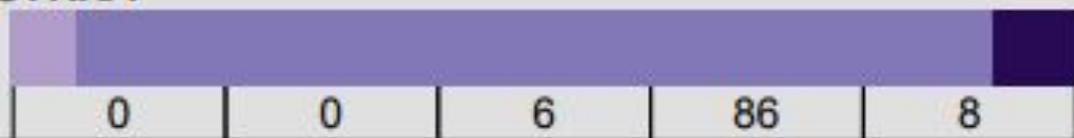
### PERFORMANCE DISTRIBUTION BY %

#### STATE



40% meeting and exceeding

#### DISTRICT



94% meeting and exceeding

1

**Did Not Yet Meet**

Expectations  
(650-699)

2

**Partially Met**

Expectations  
(700-724)

3

**Approached**

Expectations  
(725-749)

4

**Met**

Expectations  
(750-804)

5

**Exceeded**

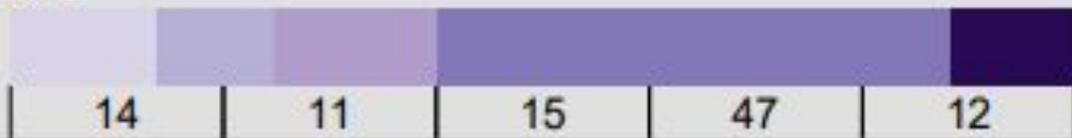
Expectations  
(805-850)

# MATHEMATICS

## Algebra II Assessment, 2023–2024

### PERFORMANCE DISTRIBUTION BY %

#### STATE



59% meeting and exceeding

#### DISTRICT



80% meeting and exceeding

**1**

**Did Not Yet Meet**

Expectations  
(650-699)

**2**

**Partially Met**

Expectations  
(700-724)

**3**

**Approached**

Expectations  
(725-749)

**4**

**Met**

Expectations  
(750-807)

**5**

**Exceeded**

Expectations  
(808-850)

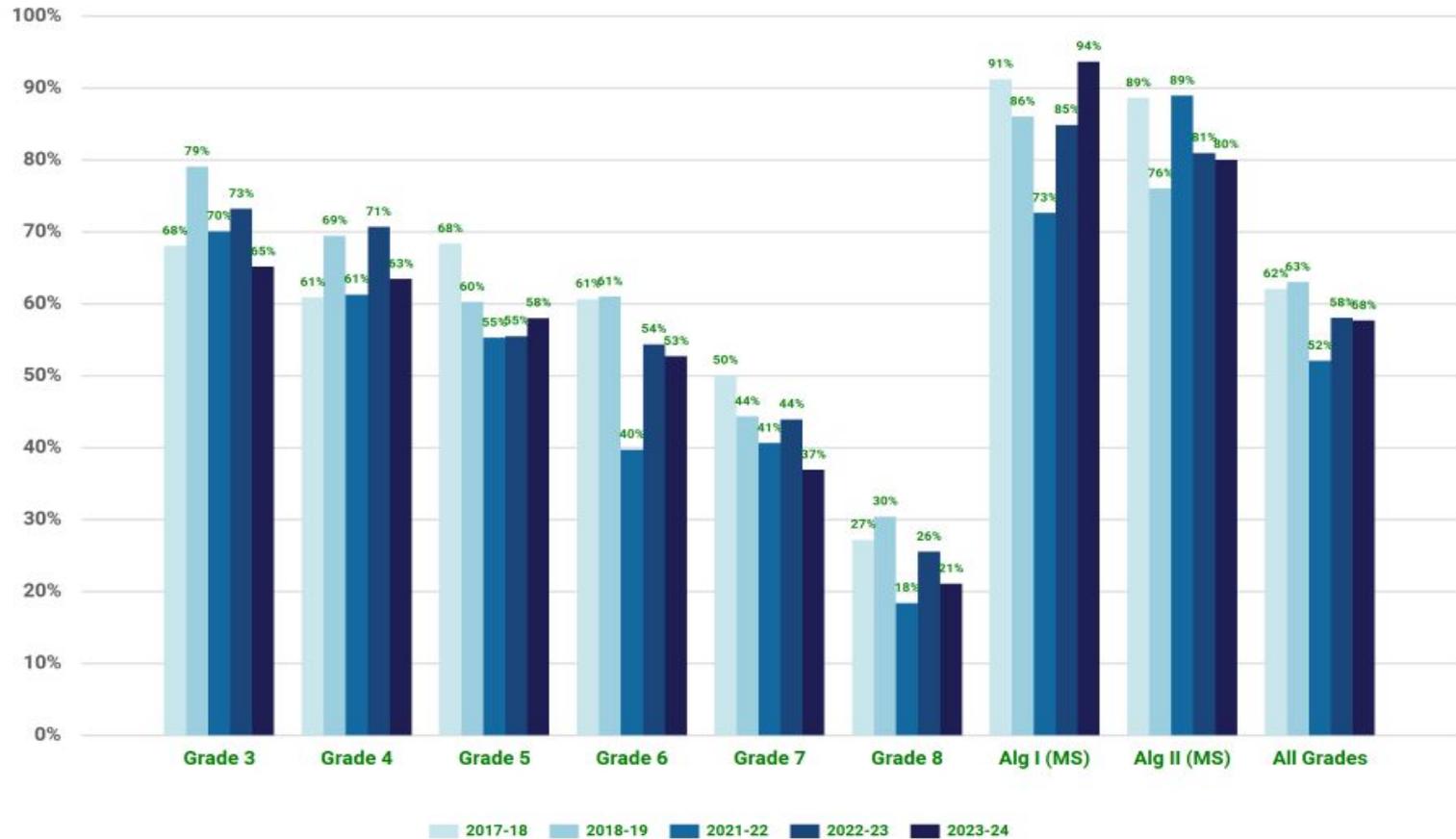
# Math NJSLA Longitudinal Scores

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# Math Achievement and Growth

Same grade, different students

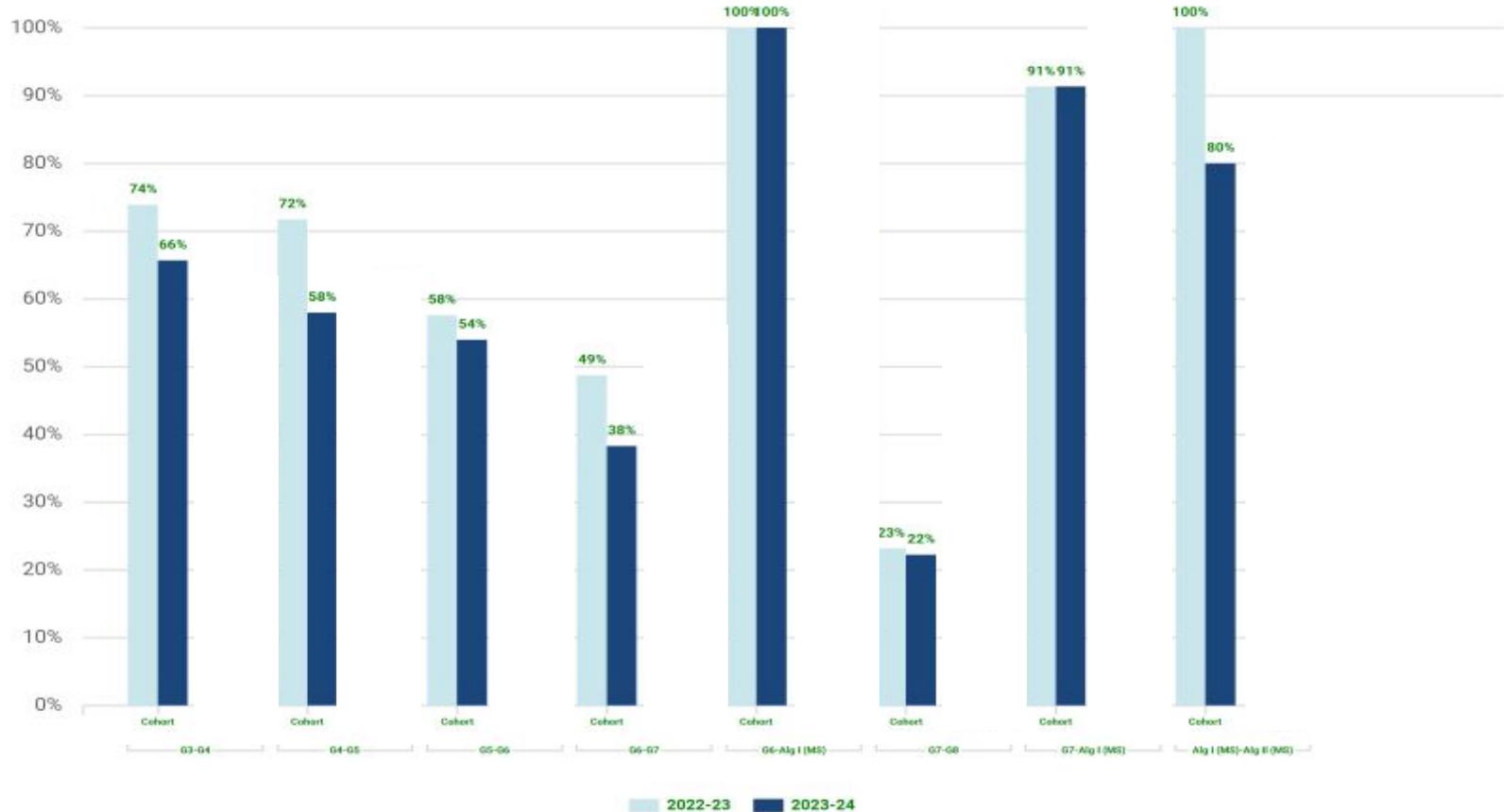
% Meeting + Exceeding



# Math Cohort Achievement and Growth

*Same students, consecutive grades*

**% Meeting + Exceeding**

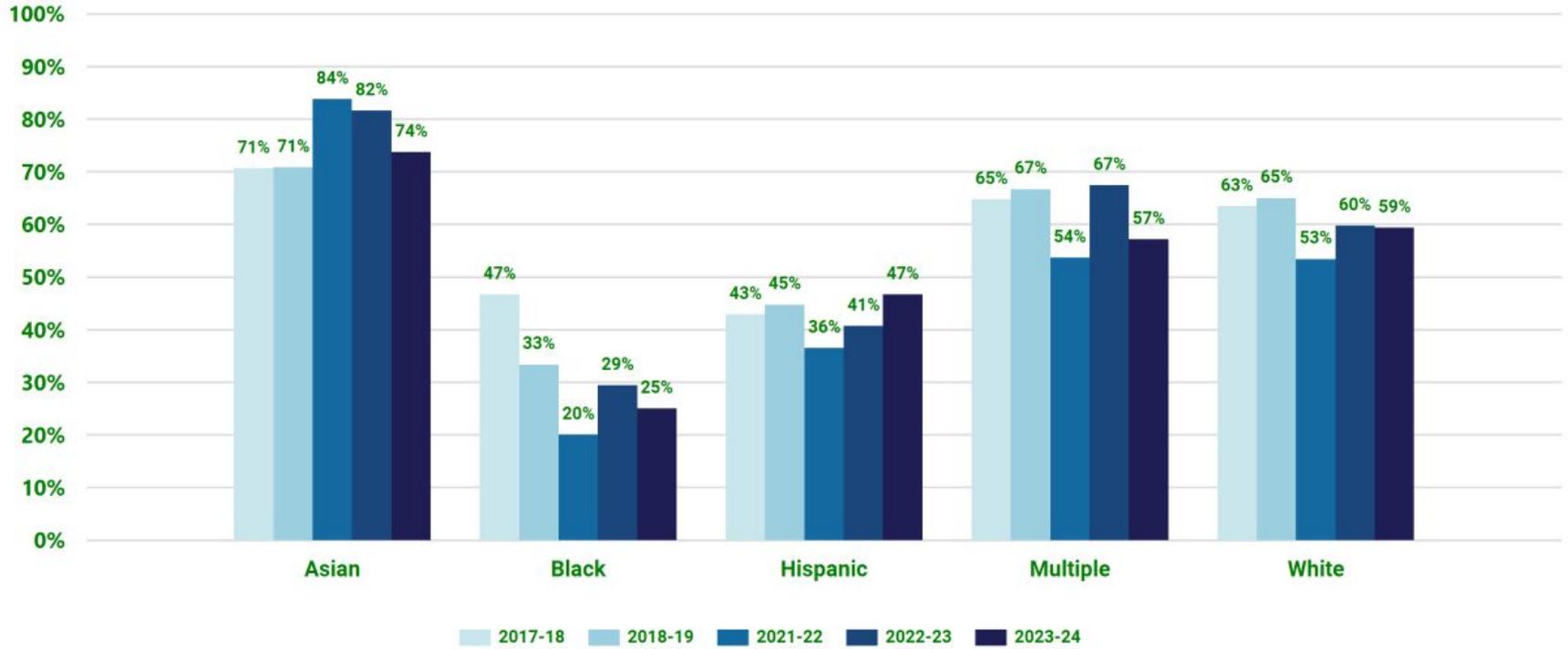


# Math Subpopulations

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# Proficiency by Race

% Meeting + Exceeding (Math All Grades)



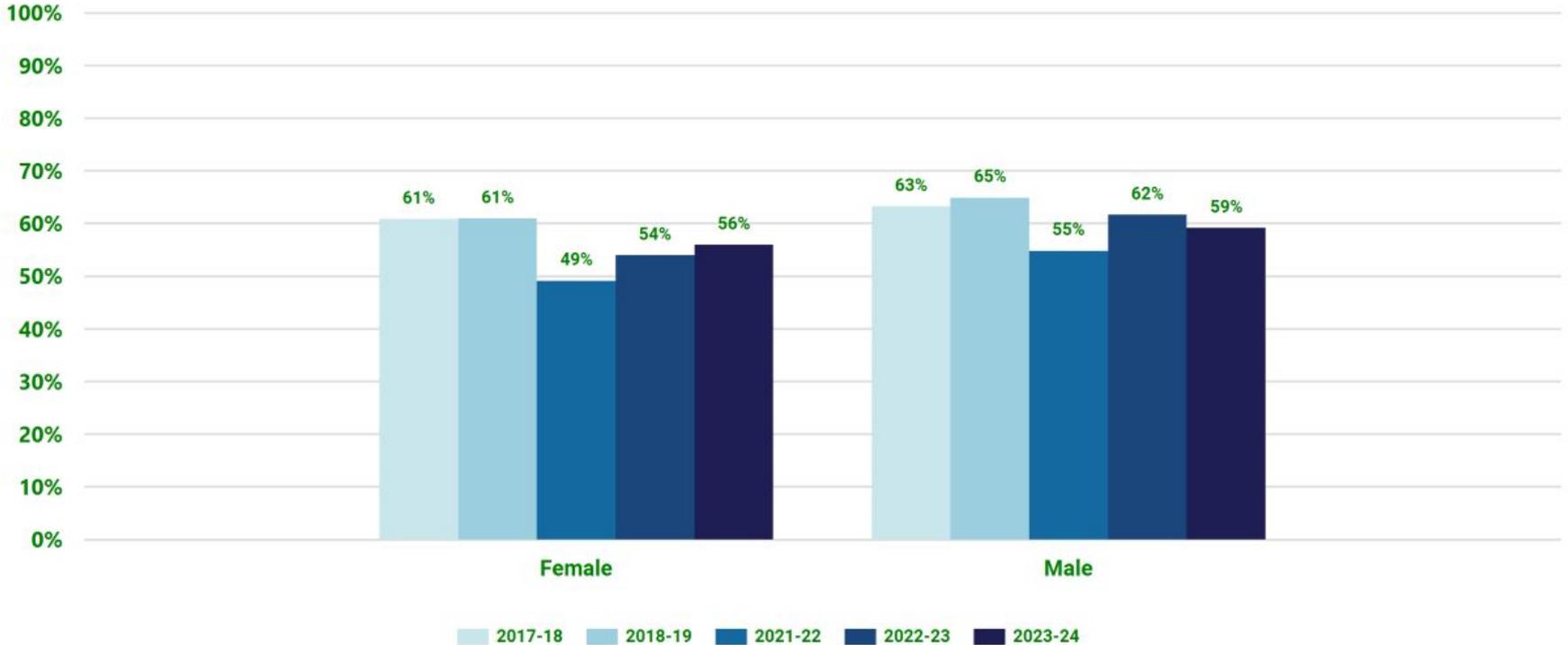
Asian= 6% of population  
Black= 2% of population

Hispanic= 14% of population  
Multiple= 4% of population

White= 74% of population

# Proficiency by Gender

% Meeting + Exceeding (Math All Grades)

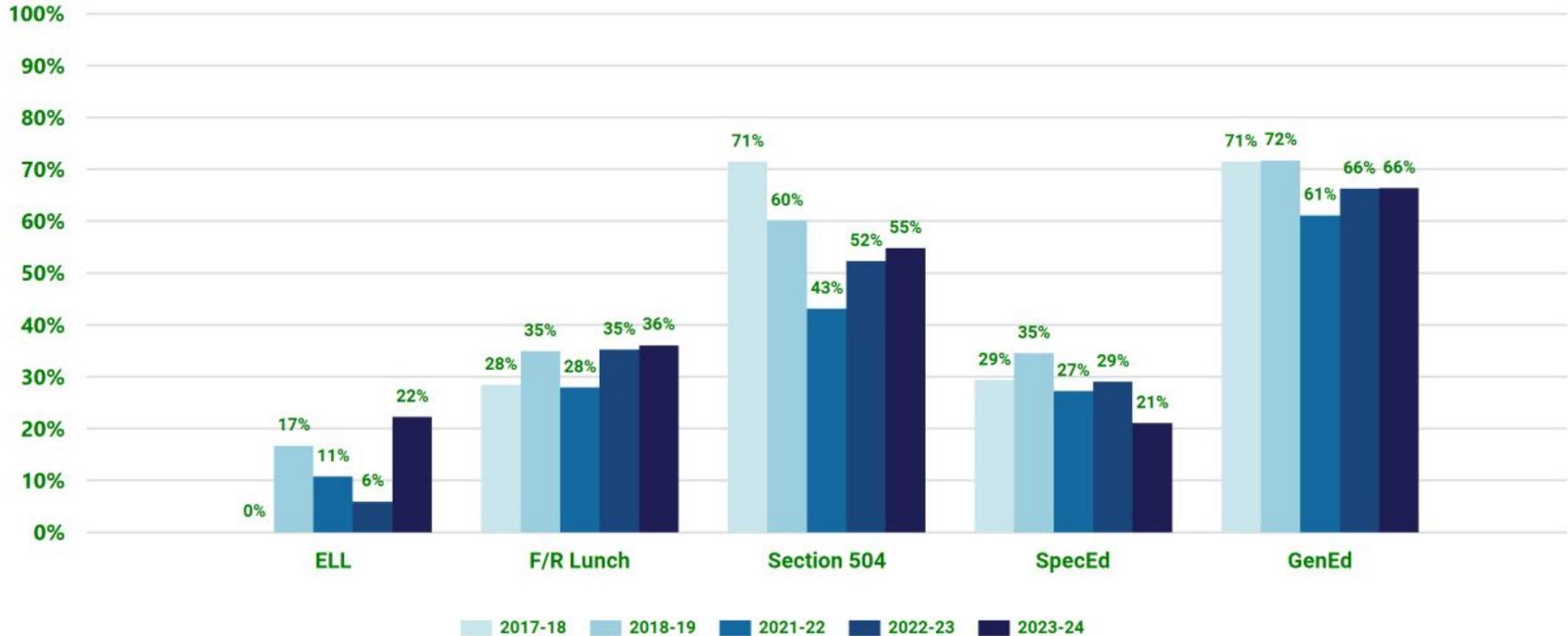


Female= 47% of population

Male= 52% of population

# Proficiency by Program

% Meeting + Exceeding (Math All Grades)



F/R Lunch= 11% of population  
Section 504= 5% of population

ELL= 2% of population  
Spec Ed= 18% of population

Gen Ed= 81% of population

# District Cumulative Assessments and Diagnostic Results

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## Cumulative Math Assessments

Course	Average Score	% of students scoring 80% or higher
Fourth Grade	76%	52%
Fifth Grade	75%	54%
Sixth Grade	79%	58%
Adv. Sixth Grade	92%	97%
Honors Sixth Grade	89%	89%
Seventh Grade	84%	71%
Adv. Seventh Grade	88%	86%
Honors Seventh (Algebra I)	95%	100%
Eighth Grade	84%	68%
Algebra I	82%	75%
Algebra II	83%	69%

# K-8 Math

## End of Year Diagnostic Growth

2023 - 2024

Final Diagnostic

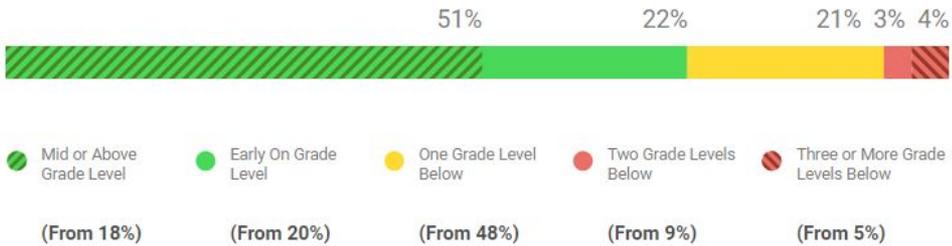
Students Assessed/Total: 1,360/1,378

### Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

### Current Placement Distribution



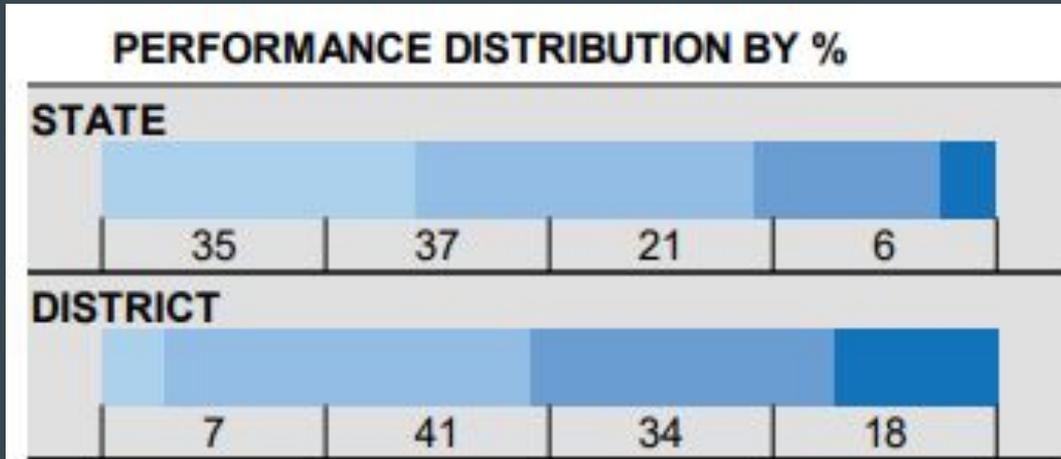
# End of Year Math Diagnostic Results

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	84%		76%	8%	16%	0%	0%	135/137
Grade 1	74%		62%	12%	24%	2%	0%	133/137
Grade 2	69%		49%	20%	27%	5%	0%	146/147
Grade 3	81%		58%	23%	15%	1%	2%	158/160
Grade 4	87%		62%	25%	11%	1%	1%	146/147
Grade 5	80%		56%	24%	17%	3%	1%	156/156
Grade 6	72%		45%	27%	16%	5%	8%	154/155
Grade 7	59%		25%	34%	30%	6%	5%	142/142
Grade 8	53%		31%	22%	29%	5%	13%	197/197

# NJSLA Science

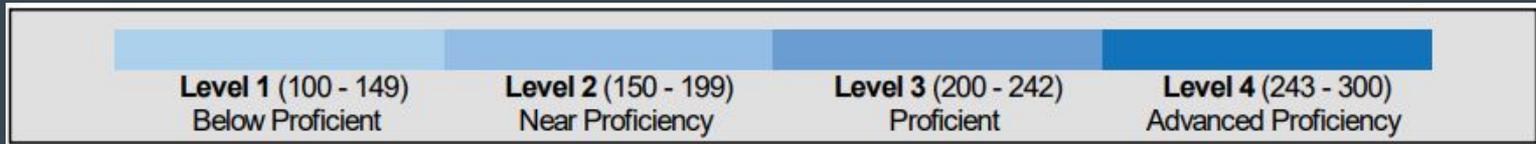
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# NJSLA-Fifth Grade Science



27% proficient or advanced proficient

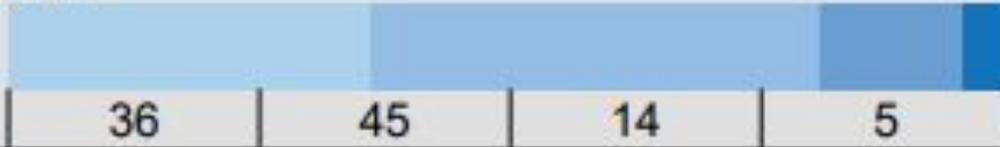
52% proficient or advanced proficient



# NJSLA Eighth Grade Science

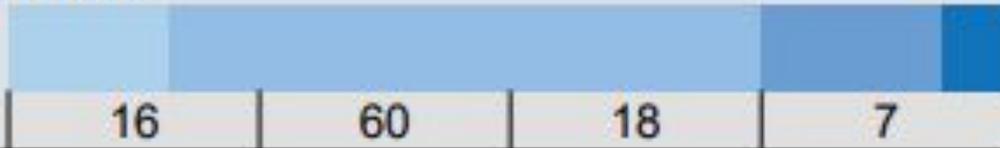
## PERFORMANCE DISTRIBUTION BY %

### STATE



19% proficient or advanced proficient

### DISTRICT



25% proficient or advanced proficient

**Level 1** (100 - 149)  
Below Proficient

**Level 2** (150 - 199)  
Near Proficiency

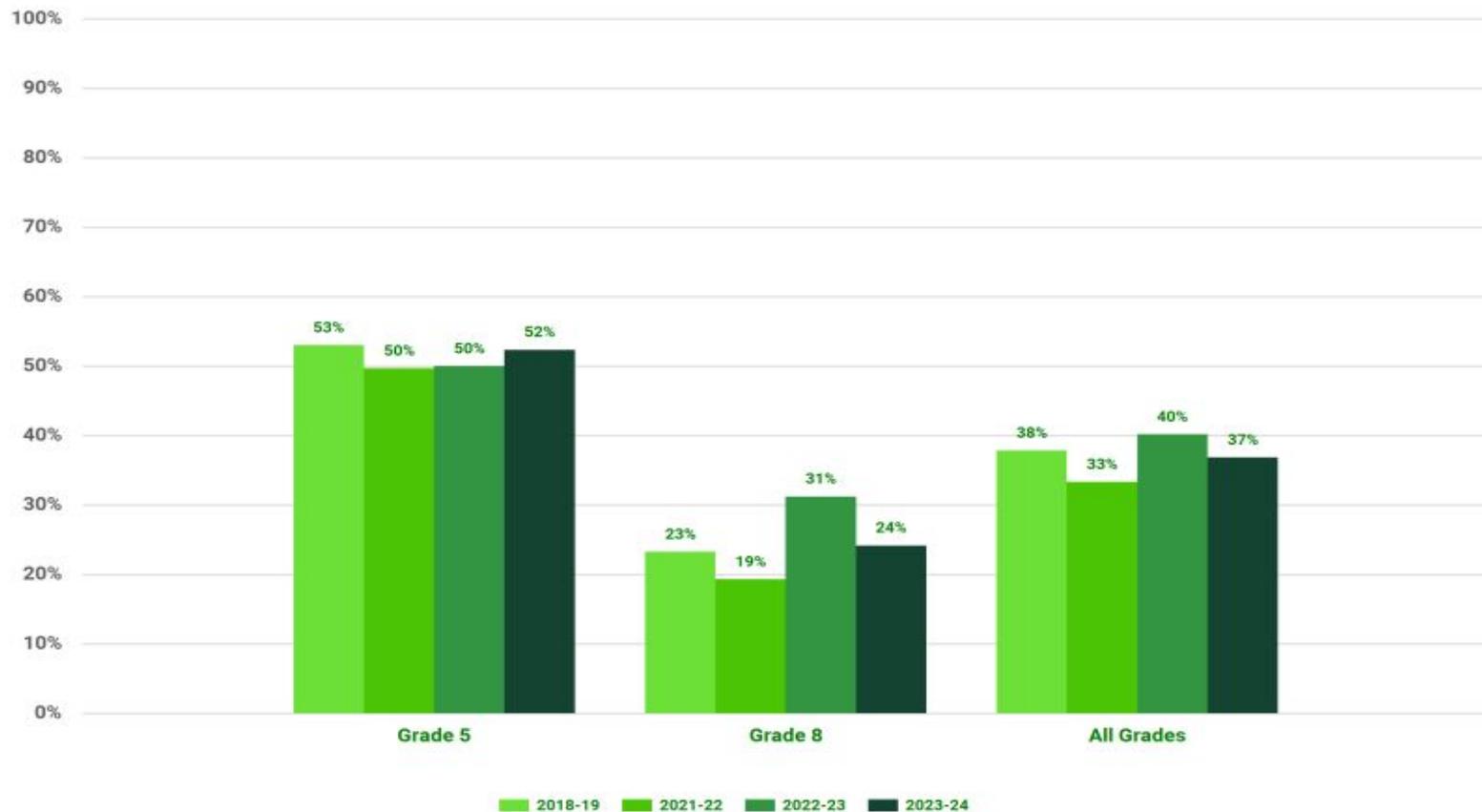
**Level 3** (200 - 230)  
Proficient

**Level 4** (231 - 300)  
Advanced Proficiency

# Science Achievement and Growth

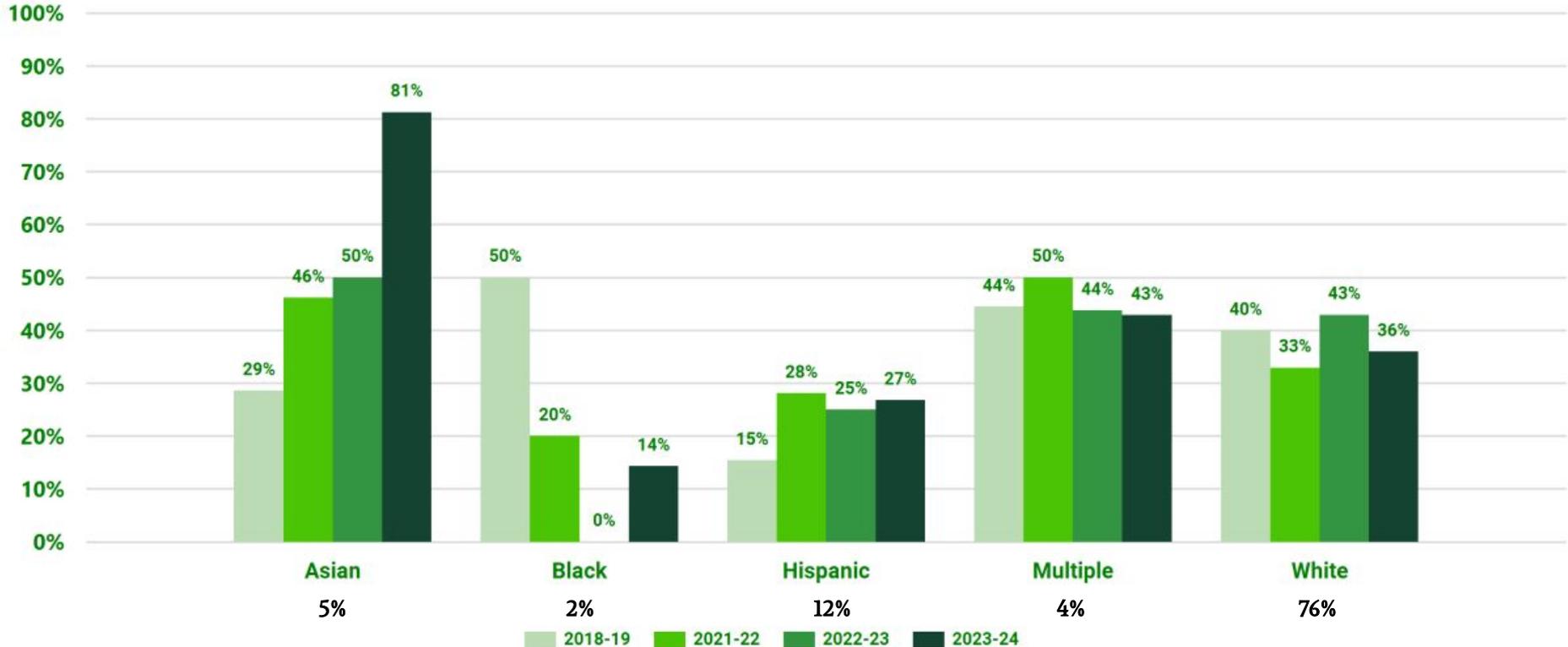
*Same grade, different students*

**% Proficient + Advanced Proficiency**



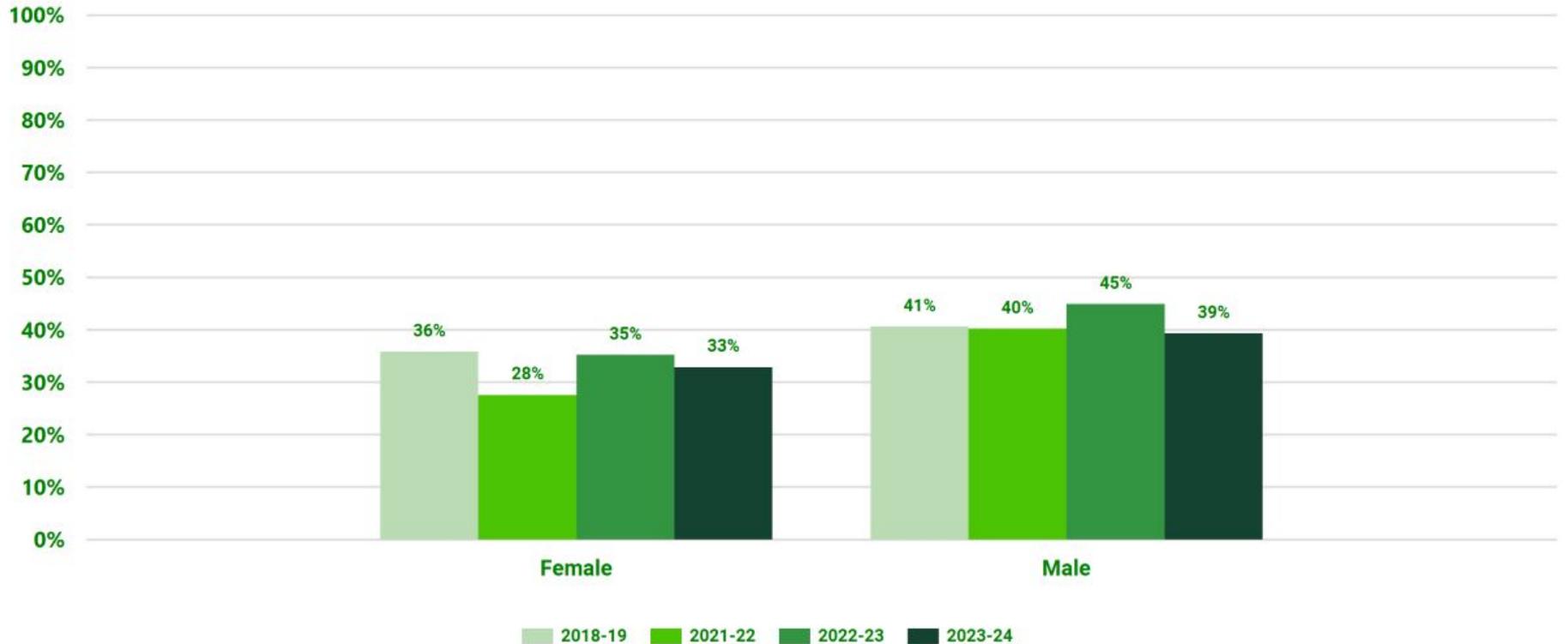
# Proficiency by Race

## % Proficient + Advanced Proficiency (Science All Grades)



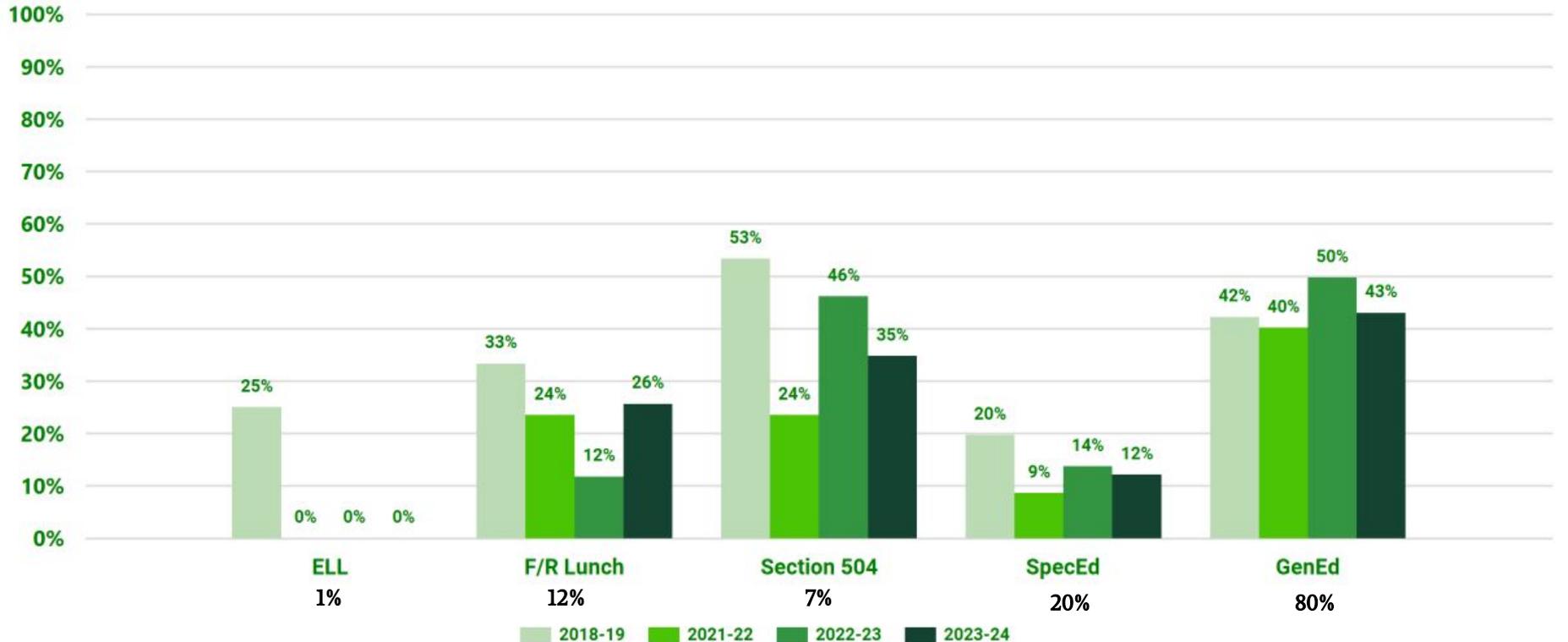
# Proficiency by Gender

## % Proficient + Advanced Proficiency (Science All Grades)



# Proficiency by Program

**% Proficient + Advanced Proficiency (Science All Grades)**



# Alternate Assessment (DLM)

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# District wide results

Subject	Number of Students Assessed in Grades 3-8	% of students scoring in the At Target of Advanced range
Language Arts Literacy	12	58.3%
Mathematics	13	53.8%
Science	3 (Assessed only grades 5 and 8)	66.6%

# Multilingual Learners & ACCESS for ELLs

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# Meet Our Multilingual Learners

- a. Languages spoken
  - i. Spanish
  - ii. Gujarati
  - iii. Hindi
  - iv. Ukrainian
  - v. Portuguese
  - vi. Polish
- b. Years in Readington's ESL Program-
  - i. In program less than a year: 8 students
  - ii. In program for 1 year: 15 students
  - iii. In program for 2 years: 5 students
  - iv. In program for 3 or more years: 7 students

# ACCESS for ELLS

## (English Language Proficiency Test)

Measures language development of students identified as Multilingual Learners.

- Students are assessed in the areas of Reading, Writing, Listening and Speaking.
- Six Proficiency Levels
- Proficiency score is comprised of: 35% Reading + 35% Writing + 15% Listening + 15% Speaking
- Criteria for Program Exit
  - 4.5 or Higher on English Language Proficiency Test
  - Class performance
  - Reading Level
  - Teacher Recommendations
- During the 2023-2024 school year, 34 students were assessed.
- F1 students: Students who have exited the program for 1 year (3 students)
- F2 students: Students who have exited the program for 2 years or more (6 students)

Proficiency Level	Entering	Emerging	Developing	Expanding	Bridging	Reaching
% of Students	18%	12%	44%	18%	8%	0%

# Interventions

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# Current Interventions

- ELA and Math curricular revisions
- All buildings have a designated intervention period
- Use of a district data conversation guide
- Analysis of Evidence Statements from NJSLA
- Administrative goals set based on data
- Professional development offered to staff to target areas of concern
- Targeted work with math and literacy coaches grades K-8
- New literacy coach at RMS
- i-Ready training to increase quality of data analysis and individualized instruction
- Multiple measures used to identify students for Intervention
- Handwriting pilot for Kindergarten and First Grade
- Update to K-5 math primary resources and pilot for new 6-8 math primary resource

# Building Areas of Focus and Action Steps

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# WHS - Areas of focus from 2023-2024

LOOKING BACK to results from Spring 2022 ~ The good news was that there were no major deficits in any area when we reviewed the Evidence Statements.

## Mathematics

- Challenge Area - Operations & Algebraic Thinking - mastering the concept of inverse operations with multiplication and division
- Current Update: Continues to be an area of focus

## English Language Arts

- Challenge Area - Reading-Informational Text (Synthesis~e.g., comparing text-to-text)
- Current Update: Reading-Informational Text (Describe logical connections between sentences and paragraphs in a text~e.g., comparisons,, cause & effect, etc.)

# WHS - Areas of focus and action steps for 2024-2025

## Background Information

- *Delving Deeper with Data Days - fifth year teachers devote Faculty Meeting time to data discussions with the support of principal, supervisors, and coaches*
- *Third year that the District Data Conversation Guide is used by all*
- *Teachers routinely use iReady data to inform instruction in CPT & on Data Days*
- *Student SGO's (Student Growth Goals) for non-tenured will focus on iReady in Grades 1-3*
- *NJSLA & iReady Diagnostic data review by principal and coaches*

NJSLA-3 - Evidence Statement Analysis Good News: Met or far exceeded State results in all areas

## English Language Arts (Strength: Retelling & identifying main ideas)

- Challenge Area - Reading-Informational Text: Non-Fiction - finding text-based evidence
- Teachers & coaches will continue working with this standard.
- Excellent practice for the lifelong learner, reader & researcher

## Mathematics (Strength: Fractions, again!)

- Challenge Area - Operations & Algebraic Thinking - mastering the concept of inverse operations with multiplication and division
- Continued conversations - exposure w/ sample problems, CPT, modeling & sharing ideas

# TBS - Areas of focus from 2023-2024

## English Language Arts

- focus will be understanding author's message through the analysis of characters' interactions, mood, and theme in order to enhance students' comprehension

## Results

- Utilized the Art of Comprehension to identify mood in writing - professional development during CPTs, classroom visits and supplied materials (posters, lessons, test question samples)
- TBS soared above the state in this area by approx. 20 Points

## Math

- Focus on multiple step problems including modeling and reasoning

## Results

- Results show there is a deficit with modeling multiplication and division and their relationships. TBS performed at or slightly below state level in the areas focused on multiplication and division

# TBS - Areas of focus and action steps for 2024-2025

## Overall Data Review

- NJSLA data review as whole school - focus in third grade - utilize faculty meetings, CPT and coaching sessions
- i-Ready Diagnostic - Review with principal, supervisor, coach, team

## English Language Arts

- TBS substantially outperformed the state in every area
- Research based questions: Provides a comparison and contrast of the most important and/or key details presented in two texts on the same topic

## Math

- Use division within 100 (both factors less than 10) to solve word problems in situations involving measurement quantities other than area by using drawings and equations with a symbol for the unknown number to represent the problem
- Plan is created to make this standard an administrative goal, based on iReady Standards data  
Focus with third grade team and coach to create daily review and keeping this area current through the year.

# HBS - Areas of focus from 2023-2024

## Whole School Review

- NJSLA data review as whole school w/ supervisors using data conversation guide
  - Shared Focus at HBS
- Concentration on Strategy Groupings (small groups) in math and ELA
- Group of teachers did an inquiry project on non-fiction text with coaches
- Any of area of focus, a document was created for staff that provided sample items, skills to target and lessons to teach in small groups.

## English Language Arts

- Area of focus: Reading of Literature
- Evidence Statement - 4.2.1, 4.2.2 5.2.1, 5.6.1 are all related to Reading Literature, HBS improved on these and was above the state.

## Math

- Area of focus: Measurement and Data
- Above the state in all evidence statements from NJSLA
- Staff had access to NJSLA sample problems based on each lesson. These were used to enhance test taking skills as well as content knowledge.
- Teacher assigned i-Ready lessons so the students had more exposure throughout the whole year rather than just the unit.

# HBS - Areas of focus for 2024-2025

## Whole School

- Intervention period for all students where extension activities are provided.
- Enrichment of 20 minutes added to the end of the day where students can get support on skills that are identified.
- Math in Action - Connecting math to real life
- Create small groups based on i-Ready data

## Mathematics

- Challenge Area - Multiplication
- Current focus : Improvement in both grade levels, emphasis on small group instruction
- Continue with NJSLA sample problems
- Revisit pacing guide to allow more time for identified skills

## English Language Arts

- Challenge Area - Comparing and contrasting two texts.
- Current focus: Intervention teachers will place emphasis on this topic.
- Non-fiction for fourth and fifth grade
  - Comparing within a text and across multiple texts
- Literacy Coach will provide resources to staff in identified focus areas.

# RMS - Areas of focus from 2023-2024

## Whole School Review

- NJSLA data review as whole school w/ supervisors using data conversation guide
  - Shared Focus at RMS
- Concentration on Strategy Groupings (small groups) in math and ELA
- New Intervention Model
- Sheltered English Instruction training for Math and ELA teachers for ML students
- Instructional Rounds - Peer to Peer Modeling for teachers on small groups, differentiation, innovation

## English Language Arts

- Literacy Consultant and Coach - working with ELA teams during CPT's with conferring and strategy groups
- Lesson Plans and Walkthroughs addressing larger concepts of Informational Text

## Math

- Area of focus: fractions and integer operations
- Extra Math Help (Lunch), i-Ready Learning Paths (Academic Support)
- Co-Teaching focus and structured prep time for co-planning
- Focused on 8th Grade Math - Evidence Statement Analysis w/ staff, incorporate resources weekly in plans
- 6-8 Math Coach worked with staff on iReady, individually conferencing with students for goal setting

# RMS - Areas of focus for 2024-2025

## Whole School

- RMS has a brand new schedule for the 24-25 school year that emphasizes equal Mathematics and Language Arts time
- Rotating periods to address needs of young adolescents
  - Focus on decreasing time away from school and class
- Daily Recess, Lunch, and Flex
- ELA and Math coaches at 6-8 level
- Sheltered English Instruction for Social Studies, Science, and Encore Teachers

## Mathematics

- Challenge Area - Geometry
- Current focus : Improvement in all three grade levels, particularly in 6th grade to close the transition gap and to improve instruction in those in grade level.

## English Language Arts

- Challenge Area - Informational Text
- Current focus: Lesson Plans and Walkthroughs addressing larger concepts of Informational Text in all subject areas