

Standardized Assessment School
Performance & College Dual
Enrollment Results:
2021

Carlstadt-East Rutherford (Becton)
Regional High School District

**Measuring
College and
Career
Readiness**

NJSLA ELA & MATH 2021

- No NJSLA Assessment & No Data due to NJDOE 2021 state waiver on standardized testing.
- English Language Arts/Literacy - Grade 9,10, 11 & Performance Trends
 - Math- Algebra 1, Geometry, & Algebra 2

ACCESS FOR ELLS

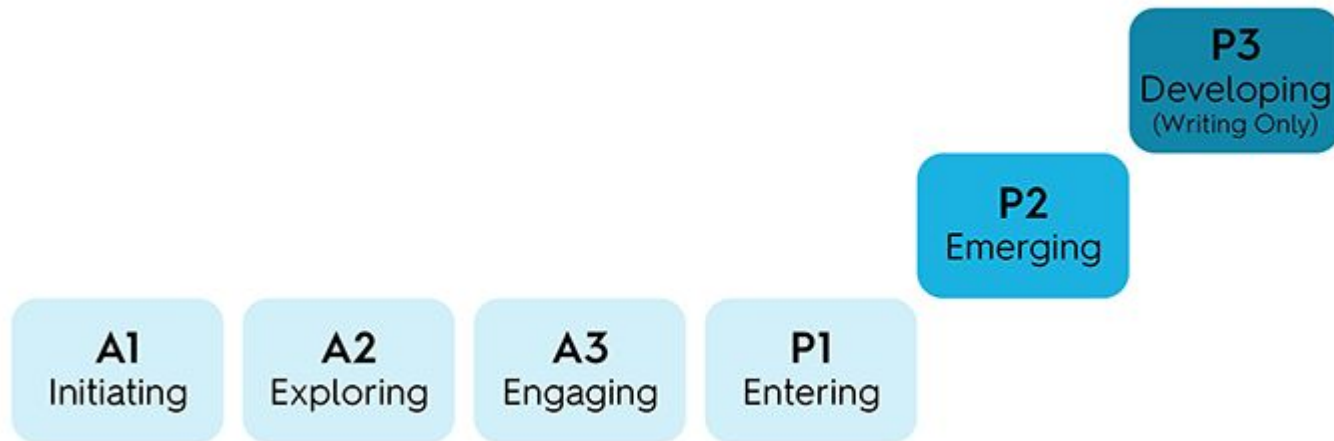
- A suite of secure, large-scale English language proficiency summative assessments
- Is available to WIDA Consortium member states as a primary benefit of membership
- Is administered to Kindergarten through 12th-grade students who have been identified as English language learners (ELLs)
- Is given 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
- Corresponds to the WIDA English Language Development Standards
- Assesses the four language domains of Listening, Speaking, Reading and Writing

<https://wida.wisc.edu/assess/access>

ACCESS FOR ELLS PROFICIENCY LEVEL SCORES

These provide an interpretation of scale scores. On WIDA tests, they are described in terms of WIDA's six English language proficiency levels.

Proficiency levels on Alternate ACCESS range from A1-P3. These proficiency levels are interpretations of scale scores, and are unique from other ACCESS assessments. A student who scores a P1 on the Alternate ACCESS is not necessarily at the entering level on the ACCESS for ELLs Online and Paper assessments. At the same time, if the majority of your students are scoring in the P1 and P2 levels (or P3 levels in Writing), be sure to check your state's participation criteria as the students might be better served on the ACCESS for ELLs Online or Paper test.



<https://wida.wisc.edu/assess/access>

2020-21 ACCESS for ELLs

Grade	# of Students Tested	Avg Scale Score (100-600)	Avg Proficiency Level (1.0 - 6.0)	# of Students Exited *
9	*	354	3.3	0
10	*	365	3.3	0
11	*	365	3.1	0
Total	13	361	3.23	0

* Students must reach Proficiency Level 4.5 to exit

2020-21 ACCESS for ELLs

Grade Cluster	# of Students Tested	Avg Scale Score (100-600)	Avg Proficiency Level (1.0 - 6.0)	# of Students Exited *
9-12	13	361	3.2	0
Total	13	361	3.2	0

* Students must reach Proficiency Level 4.5 to exit

ACCESS for ELLs

Year	# of students tested	Level 1 Entering		Level 2 Emerging		Level 3 Developing		Level 4 Expanding		Level 5 Bridging		Level 6 Reaching	
		#	%	#	%	#	%	#	%	#	%	#	%
2016-17	11	0	0%	*	27%	*	55%	*	18%	0	0%	0	0
2017-18	*	0	0%	*	30%	*	40%	*	20%	*	10%	0	0
2018-19	14	0	0%	*	36%	*	57%	*	7%	0	0%	0	0
2019-20	15	*	7%	*	33%	*	47%	*	13%	0	0%	0	0
2020-21	13	*	8%	*	23%	*	62%	*	8%	0	0%	0	0

2020-21 ACCESS for ELLs

Score Type	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
Listening	1	0	3	3	2	4
Speaking	5	6	2	0	0	0
Reading	2	1	5	1	3	1
Writing	2	1	9	1	0	0
Oral Language	2	2	7	1	1	0
Literacy	1	3	9	0	0	0
Comprehension	1	2	4	2	2	2
Overall Score	1	3	8	1	0	0

Graduation Pathways 2021

Graduation Rate (4 Year Adjusted Cohort =92%)

ELA and MATH	White	Black	Hispanic	Asian	American Indian	Pacific Islander	Two or More	Total	Students with Disability	Economically Disadvantaged	English Learners
Meets both Math and ELA Requirements	56	*	46	12	*	*	*	126	18	31	*
Fails to meet both Math and ELA (not denied)	0	0	0	0	0	0	0	0	0	0	0
Denied Graduation	0	0	0	0	0	0	0	0	0	0	0

INTERVENTIONS AND ACTION PLAN TO IMPROVE NJSLA PERFORMANCE CARRIED INTO 2021-2022 SCHOOL YEAR

In order to improve NJSLA performance within Becton Regional High School, the following interventions and action plans are recommended:

- Review 8th grade NJSLA student performance in order to provide appropriate remedial support for students in need of additional help.
- Increase vertical articulation professional development meetings between the high school middle school and middle and high school in Mathematics and Language Arts. These meetings will allow teachers to vertically align their curriculum to meet the required standards necessary for the subject, grade level and to succeed on the end of year NJSLA test.
- Ensure lesson plans meet appropriate curriculum standards and observations are aligned with lesson plans. Provide peer teacher mentoring, support and additional resources to teachers struggling with implementing the required curriculum.
- Share student performance on standardized tests with teacher student had and create SGO's and PDP's specific to the trends in NJSLA scores.
- Use 8th grade state assessment results to properly place students in need of remediation as soon as they enter the 9th grade.
- Improve communication with parents on importance of schooling and success on standardized assessments with the use of PR memos, the school website, and social media.
- Purchase new LinkIt software and generate custom reports for individual teachers as well as departments that will help determine specific areas of deficiencies within standards and appropriate interventions.
- Review Start Strong Data and use results to assess areas needing interventions.

Student Safety Data System Report 2020-2021 Incidents

(Violence, Vandalism, HIB, Substance, Weapons, Removals)

2020-21 INCIDENTS

Report Period 1

School	Incident Total	Violence	Vandalism	Substances	Weapons	HIB Confirmed	Other Incidents Leading to Removal	HIB Alleged
(050) Henry P. Becton Regional	1	0	1	0	0	0	0	0
Total	1	0	1	0	0	0	0	0

Report Period 2

School	Incident Total	Violence	Vandalism	Substances	Weapons	HIB Confirmed	Other Incidents Leading to Removal	HIB Alleged
(050) Henry P. Becton Regional	2	0	0	2	0	0	1	3
Total	2	0	0	2	0	0	1	3

2020-21 School Year

School	Incident Total	Violence	Vandalism	Substances	Weapons	HIB Confirmed	Other Incidents Leading to Removal	HIB Alleged
(050) Henry P. Becton Regional	3	0	1	2	0	0	1	3
Total	3	0	1	2	0	0	1	3

DLM ALTERNATE ASSESSMENT

- No DLM Assessments in 2021 to Report