

# NJSLA Results: Spring 2019 Administrations

Clinton Public School  
September 24, 2019

Measuring  
College and  
Career  
Readiness

# Comparison of **Clinton Public's** Spring 2017, Spring 2018 & Spring 2019 NJSLA Administrations English Language Arts - Percentages

## COMPARISON OF CLINTON PUBLIC SCHOOL Spring 2017, Spring 2018 and Spring 2019 NJSLA/PARCC Administrations English Language Arts/Literacy - Percentages

Grade	Not Yet Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)			Change in Level 1 + 2 from 2017-2019	Change in Level 4 + 5 from 2017-2019**
	2017	2018	<b>2019</b>	2017	2018	<b>2019</b>	2017	2018	<b>2019</b>	2017	2018	<b>2019</b>	2017	2018	<b>2019</b>		
3	2.1	16.7	<b>2.3</b>	6.4	4.8	<b>15.9</b>	23.4	16.7	<b>13.6</b>	61.7	45.2	<b>61.4</b>	6.4	16.7	<b>6.8</b>	9.7	0.1
4	2.4	0.0	<b>7.3</b>	11.9	15.7	<b>7.3</b>	16.7	15.7	<b>7.3</b>	52.4	47.1	<b>48.8</b>	16.7	21.6	<b>29.3</b>	0.3	9.0
5	10.0	4.7	<b>2.0</b>	7.5	14.0	<b>10.0</b>	32.5	32.6	<b>22.0</b>	37.5	41.9	<b>58.0</b>	12.5	7.0	<b>8.0</b>	-5.5	16.0
6	0.0	2.4	<b>0.0</b>	10.6	2.4	<b>18.6</b>	23.4	23.8	<b>30.2</b>	63.8	50.0	<b>48.8</b>	2.1	21.4	<b>2.3</b>	8.0	-14.8
7	4.9	0.0	<b>2.2</b>	9.8	0.0	<b>8.7</b>	21.3	15.7	<b>13.0</b>	42.6	56.9	<b>30.4</b>	21.3	27.5	<b>45.7</b>	-3.9	12.2
8	0.0	3.1	<b>0.0</b>	3.6	3.1	<b>1.9</b>	5.4	15.6	<b>11.3</b>	64.3	48.4	<b>60.4</b>	26.8	29.7	<b>26.4</b>	-1.7	-4.3

\*Grade 11 test was optional for 2018-2019 assessment year. \*\*Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Note: Data shown is preliminary. Percentages may not total 100 due to rounding.

# Comparison of **Clinton Public's** Spring 2017, Spring 2018 & Spring 2019 NJSLA Administrations **Mathematics - Percentages**

## COMPARISON OF CLINTON PUBLIC SCHOOL Spring 2017, Spring 2018 and Spring 2019 NJSLA/PARCC Administrations **Mathematics - Percentages**

Grade	Not Yet Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)			Change in Level 1 + 2 from 2017-2019	Change in Level 4 + 5 from 2017-2019**
	2017	2018	<b>2019</b>	2017	2018	<b>2019</b>	2017	2018	<b>2019</b>	2017	2018	<b>2019</b>	2017	2018	<b>2019</b>		
3	0.0	4.7	<b>0.0</b>	6.4	14.0	<b>11.6</b>	27.7	32.6	<b>20.9</b>	46.8	39.5	<b>58.1</b>	19.1	9.3	<b>9.3</b>	5.2	1.5
4	2.4	3.9	<b>2.4</b>	11.9	3.9	<b>7.3</b>	33.3	41.2	<b>26.8</b>	47.6	45.1	<b>51.2</b>	4.8	5.9	<b>12.2</b>	-4.5	11.0
5	0.0	2.3	<b>2.0</b>	25.0	7.0	<b>13.7</b>	20.0	39.5	<b>41.2</b>	40.0	44.2	<b>33.3</b>	15.0	7.0	<b>9.8</b>	-9.3	-11.9
6	0.0	2.4	<b>7.0</b>	8.5	14.3	<b>18.6</b>	27.7	33.3	<b>32.6</b>	55.3	26.2	<b>34.9</b>	8.5	23.8	<b>7.0</b>	17.1	-22.0
7	5.1	0.0	<b>7.5</b>	6.8	5.8	<b>7.5</b>	27.1	26.9	<b>22.5</b>	54.2	59.6	<b>47.5</b>	6.8	7.7	<b>15.0</b>	3.1	1.5
8*	18.8	22.7	<b>17.6</b>	12.5	18.2	<b>11.8</b>	37.5	40.9	<b>29.4</b>	31.3	18.2	<b>41.2</b>	0.0	0.0	<b>0.0</b>	-1.8	9.9
ALG I	0.0	0.0	<b>0.0</b>	0.0	0.0	<b>2.4</b>	7.3	7.1	<b>7.1</b>	82.9	83.3	<b>71.4</b>	9.8	9.5	<b>19.0</b>	2.4	-2.2

\* Approximately 30,000 New Jersey students in grade 8 participated in the PARCC Algebra I assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

\*\* Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

# Comparison of **Clinton Public School's** Spring 2019 NJSLA Administrations English Language Arts to New Jersey Percentages for 2019

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
<b>3</b>	2	<b>14.0</b>	16	<b>14.4</b>	14	<b>21.4</b>	61	<b>42.8</b>	7	<b>7.4</b>
<b>4</b>	7	<b>8.6</b>	7	<b>12.6</b>	7	<b>21.4</b>	49	<b>39.1</b>	29	<b>18.3</b>
<b>5</b>	2	<b>7.4</b>	10	<b>12.5</b>	22	<b>22.2</b>	58	<b>45.6</b>	8	<b>12.3</b>
<b>6</b>	0	<b>7.3</b>	19	<b>12.6</b>	30	<b>23.9</b>	49	<b>40.9</b>	2	<b>15.2</b>
<b>7</b>	5	<b>8.9</b>	10	<b>10.5</b>	21	<b>17.8</b>	43	<b>33.1</b>	21	<b>29.7</b>
<b>8</b>	0	<b>9.2</b>	2	<b>10.3</b>	11	<b>17.7</b>	60	<b>38.0</b>	26	<b>24.9</b>

\*Grade 11 does not include students who took an AP/IB test.

\*\* NJSLA 2018-2019 assessments were optional for 11<sup>th</sup> Grade students, state results do not include Grade 11 results.

Notes: Percentages may not total 100 due to rounding.

# Comparison of **Clinton Public School's** Spring 2019 NJSLA Administrations Mathematics to New Jersey - Percentages for 2019

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
3	0	8.0	12	13.9	21	23.0	59	41.2	9	13.9
4	2	8.6	7	14.7	27	25.7	51	43.3	12	7.7
5	2	6.4	14	20.9	41	25.8	33	35.8	10	11.0
6	7	9.6	19	22.5	33	27.4	35	33.1	7	7.5
7	7	7.6	7	21.1	22	29.3	49	33.8	15	8.3
8*	17	23.3	12	23.1	29	24.3	41	28.2	0	1.1
Algebra I**	0	9.3	2	26.0	7	21.4	71	37.7	19	5.6

\*Some students in grade 8 participated in the Algebra I assessment in place of the 8<sup>th</sup> grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

\*\* NJSLA 2018-2019 assessments were optional for 11<sup>th</sup> Grade students, state results do not include Grade 11 results.

Notes: Percentages may not total 100 due to rounding.

# COMPARISON OF CLINTON PUBLIC SCHOOL 2017 to 2019 Spring NJSLA/PARCC Administrations

## English Language Arts/Literacy - Percentage Changes

Grade	Levels 1 & 2				Level 3				Levels 4 & 5**			
	District		State		District		State		District		State	
3	+	9.7%	+	1.3%	-	9.8%	-	1.1%	+	0.1%	-	0.1%
4	+	0.3%	+	0.7%	-	9.3%	-	2.3%	+	9.0%	+	1.5%
5	-	5.5%	+	0.9%	-	10.5%	+	0.1%	+	16.0%	-	1.1%
6	+	8.0%	-	1.1%	+	6.8%	-	1.7%	-	14.8%	+	2.8%
7	-	3.9%	-	1.0%	-	8.3%	-	2.7%	+	12.2%	+	3.6%
8	-	1.7%	-	1.2%	+	6.0%	-	2.6%	-	4.3%	+	3.7%

\*Grade 11 test was optional for 2018-2019 assessment year. District and State Percentages do not include results for Grade 11.

\*\*Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Percentages may not total 100 due to rounding.

# COMPARISON OF CLINTON PUBLIC SCHOOL 2017 to 2019 Spring NJSLA/PARCC Administrations

## Mathematics - Percentage Changes

Grade	Levels 1 & 2				Level 3				Levels 4 & 5**			
	District		State		District		State		District		State	
3	+	5.2%	-	0.5%	-	6.7%	-	2.1%	+	1.5%	+	2.6%
4	-	4.5%	-	2.3%	-	6.5%	-	1.4%	+	11.0%	+	3.7%
5	-	9.3%	+	3.2%	+	21.2%	-	3.8%	-	11.9%	+	0.6%
6	+	17.1%	+	3.4%	+	4.9%	-	0.3%	-	22.0%	-	3.1%
7	+	3.1%	+	0.7%	-	4.6%	-	3.7%	+	1.5%	+	1.6%
8*	-	1.8%	+	2.1%	-	8.1%	-	0.4%	+	9.9%	+	2.6%
Algebra I	+	2.4%	+	2.0%	-	0.2%	-	3.0%	-	2.2%	+	1.0%

\*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole. \*\*\* NJSLA 2018-2019 assessments were optional for 11th Grade students, District and State results do not include Grade 11 results.

\*\*Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

The Plus Sign (+) indicates an increase of % change where a Minus Sign (-) indicates a decrease in change. Any change that shows improvement (negative change of Levels 1 & 2, or positive change of Levels 4 & 5) is colored in green, while a change that shows a decline (positive change of Levels 1 & 2, or negative change of Levels 4 & 5) is colored in red.





# Clinton Public School's

## 2019 Spring NJSLA Grade-Level Outcomes

### Mathematics - Percentages

<b>MATH</b>	<b>Not Yet Meeting Expectations (Level 1)</b>	<b>Partially Meeting Expectations (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectations (Level 5)</b>	<b>% of students at Level 4 and 5</b>	<b>% of students at level 4 and 5 State</b>
<b>Grade 3</b>	0	11	20	58	9	67%	55%
<b>Grade 4</b>	2	7	26	51	12	63%	51%
<b>Grade 5</b>	2	14	41	33	10	43%	46%
<b>Grade 6</b>	7	19	33	34	7	41%	40%
<b>Grade 7</b>	7	7	22	47	15	62%	42
<b>Grade 8</b>	17	12	29	41	0	41%	29%
<b>Algebra</b>	0	2	7	71	19	90%	43%

# Statewide LGP Cut-Off Points (Form A to Form C)

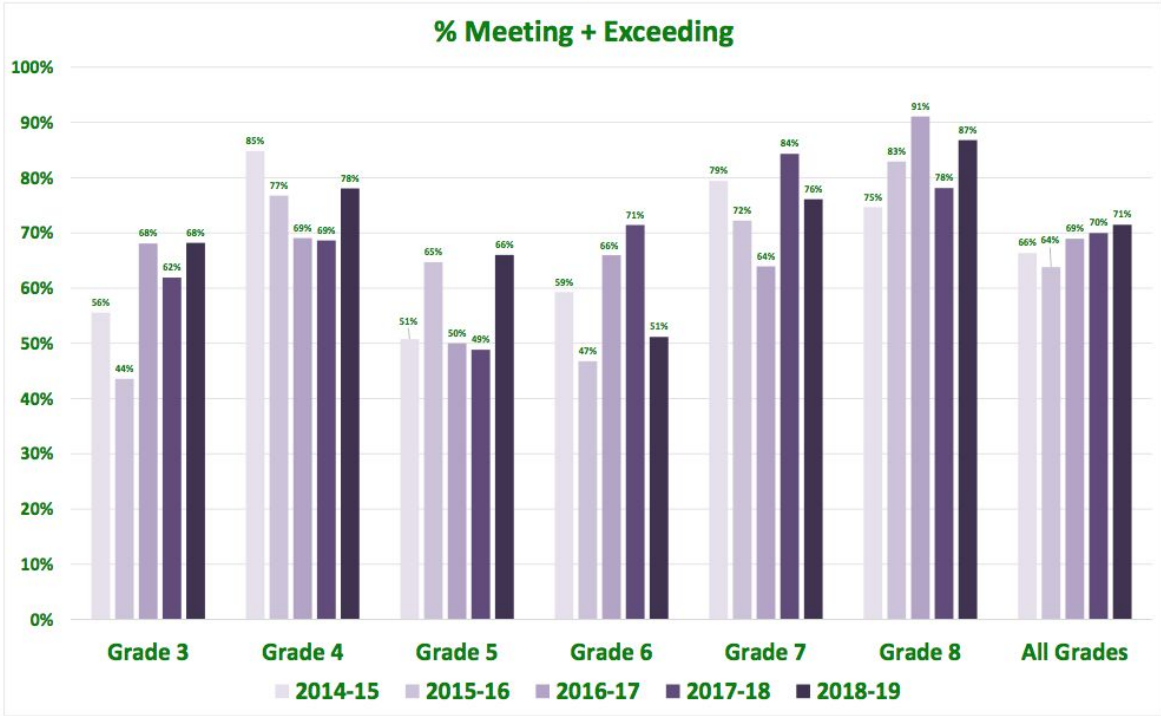
Grade / Subject	Proficiency on Form A:	Average Score				Positive Growth		Negative Growth		Growth level Cut-Offs		
		Form A	Form B	Form C	A-C	%	Growth	%	Growth	Low	Typical	High
G6 ELA	Exceeding	85%	82%	83%	-3%	34%	6%	66%	-7%	< -6%	-6% to 3%	>= 3%
G6 ELA	Meeting	67%	68%	72%	5%	66%	12%	34%	-7%	< 0%	0% to 11%	>= 11%
G6 ELA	Bubble	50%	55%	62%	12%	80%	17%	20%	-9%	< 6%	6% to 17%	>= 17%
G6 ELA	Approaching	34%	43%	48%	14%	75%	21%	25%	-7%	< 6%	6% to 20%	>= 20%
G6 ELA	Partial	19%	34%	38%	20%	86%	24%	14%	-3%	< 9%	9% to 26%	>= 26%
G6 ELA	Not Meeting	2%	43%	42%	40%	100%	40%	0%		< 26%	26% to 57%	>= 57%
G7 ELA	Exceeding	81%	78%	77%	-4%	29%	7%	71%	-8%	< -9%	-9% to 0%	>= 0%
G7 ELA	Meeting	61%	63%	65%	4%	61%	11%	39%	-8%	< 0%	0% to 9%	>= 9%
G7 ELA	Bubble	49%	51%	57%	8%	71%	15%	29%	-8%	< 3%	3% to 14%	>= 14%
G7 ELA	Approaching	36%	42%	47%	11%	71%	19%	29%	-8%	< 3%	3% to 17%	>= 17%
G7 ELA	Partial	20%	32%	36%	16%	82%	21%	18%	-4%	< 9%	9% to 20%	>= 20%
G7 ELA	Not Meeting	5%	33%	34%	29%	97%	30%	3%	0%	< 17%	17% to 31%	>= 31%
G8 ELA	Exceeding	79%	80%	84%	4%	66%	9%	34%	-5%	< 0%	0% to 9%	>= 9%
G8 ELA	Meeting	60%	66%	74%	14%	88%	17%	12%	-8%	< 11%	11% to 20%	>= 20%
G8 ELA	Bubble	46%	55%	63%	18%	86%	22%	14%	-9%	< 14%	14% to 26%	>= 26%
G8 ELA	Approaching	33%	44%	52%	19%	81%	25%	19%	-7%	< 11%	11% to 29%	>= 29%
G8 ELA	Partial	19%	35%	40%	21%	87%	25%	13%	-4%	< 11%	11% to 29%	>= 29%
G8 ELA	Not Meeting	5%	36%	43%	38%	100%	38%	0%		< 29%	29% to 46%	>= 46%

The LGP compares the change in a student's score to a cohort of peers with the same Form A achievement level. The LGP data provides a method to examine the growth in student achievement by placing them in one of three growth bands: Low, Typical, and High.

# ELA GROWTH

## ELA Achievement and Growth

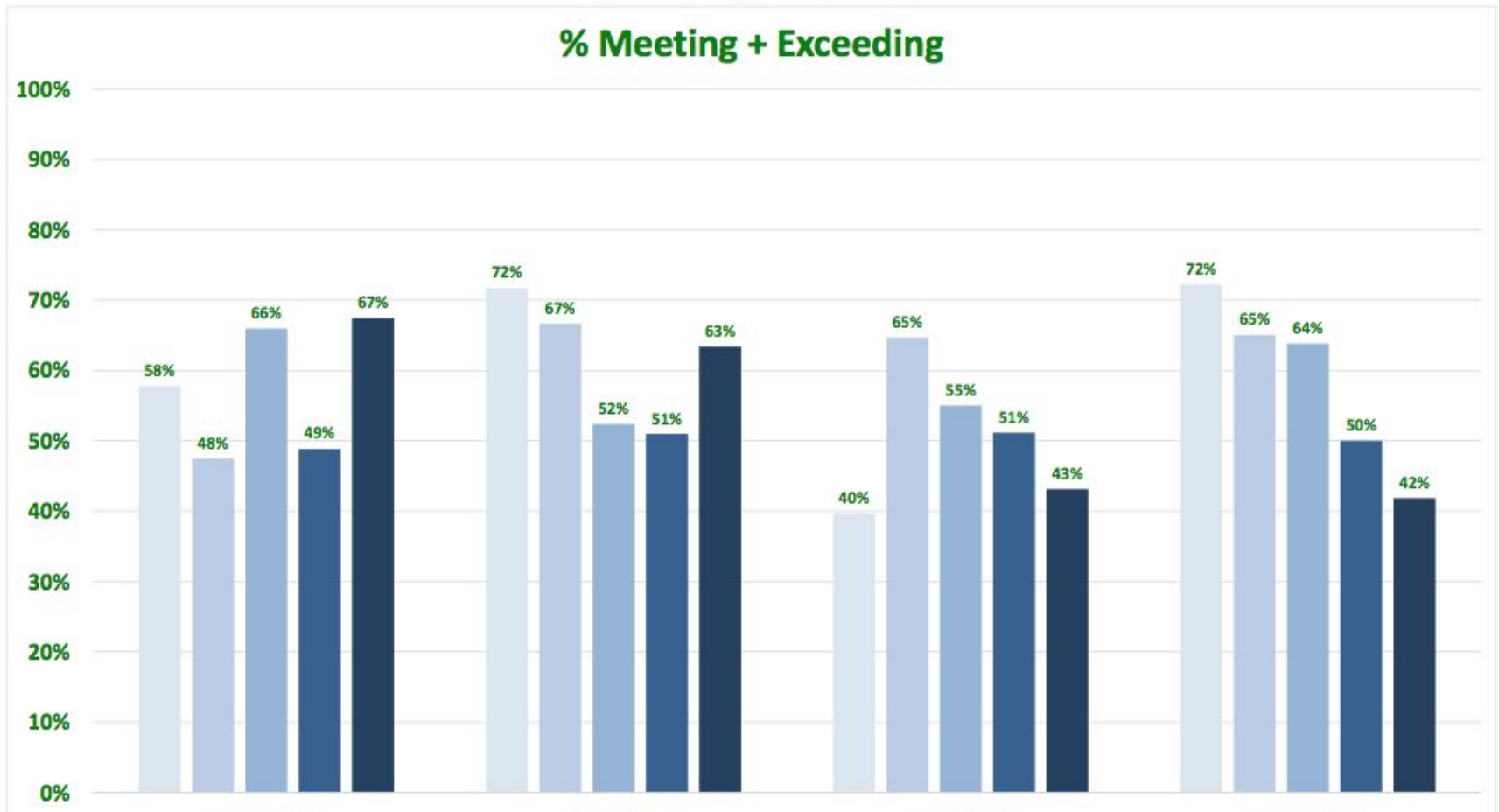
*Same grade, different students*



# MATH GROWTH

## Math Achievement and Growth (1/2)

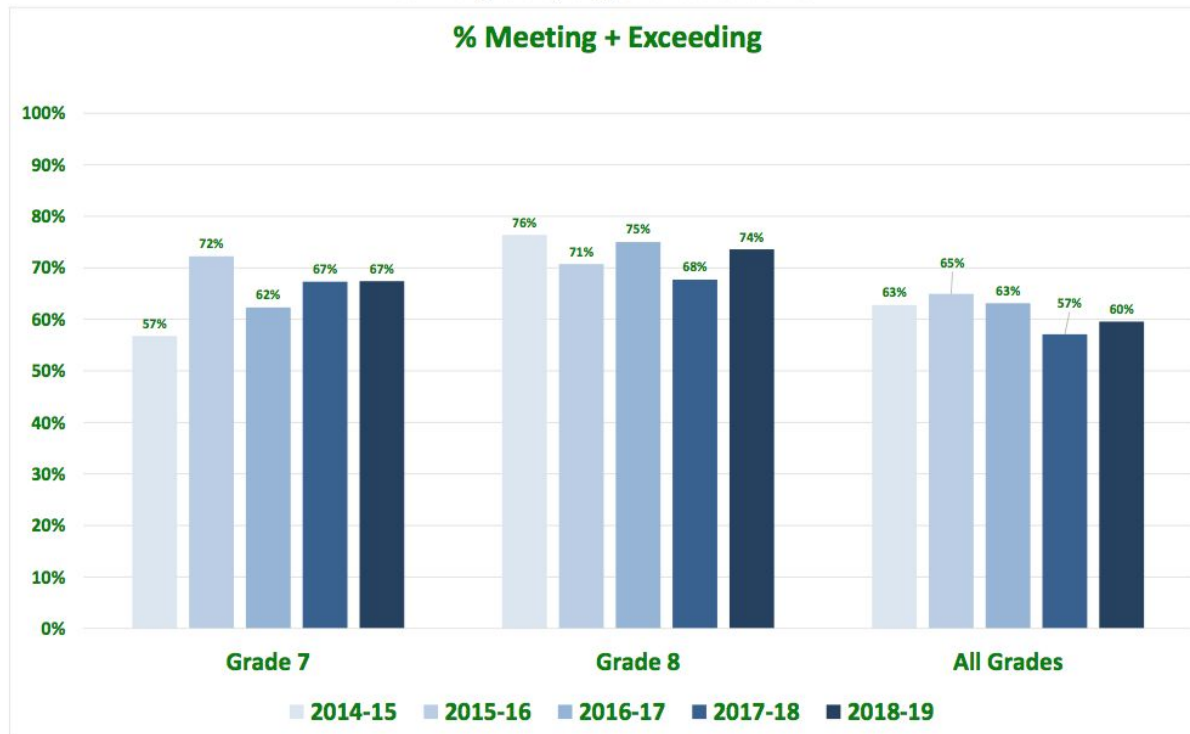
*Same grade, different students*



# MATHEMATICS GROWTH

## Math Achievement and Growth (2/2)

*Same grade, different students*



# SUB GROUP: SPECIAL EDUCATION STUDENTS MATH

## Math Cohort Summary - Special Ed Students

*Same students, consecutive grades*

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2017-18 G3 PARCC	6	0%	33%	33%	17%	17%	33%		33%	
2018-19 G4 NJSLA	6	17%	33%	17%	33%	0%	33%	0%	50%	17%
2016-17 G3 PARCC	9	0%	22%	22%	56%	0%	56%		22%	
2017-18 G4 PARCC	9	0%	0%	67%	33%	0%	33%	-22%	0%	-22%
2018-19 G5 NJSLA	9	0%	22%	44%	33%	0%	33%	0%	22%	22%
2015-16 G3 PARCC	10	0%	10%	20%	70%	0%	70%		10%	
2016-17 G4 PARCC	10	0%	20%	20%	60%	0%	60%	-10%	20%	10%
2017-18 G5 PARCC	10	0%	10%	40%	40%	10%	50%	-10%	10%	-10%
2018-19 G6 NJSLA	10	10%	20%	20%	50%	0%	50%	0%	30%	20%
2014-15 G3 PARCC	10	0%	40%	20%	40%	0%	40%		40%	
2015-16 G4 PARCC	10	0%	20%	40%	40%	0%	40%	0%	20%	-20%
2016-17 G5 PARCC	10	0%	20%	30%	50%	0%	50%	10%	20%	0%
2017-18 G6 PARCC	10	0%	20%	40%	40%	0%	40%	-10%	20%	0%
2018-19 G7 NJSLA	10	10%	10%	30%	50%	0%	50%	10%	20%	0%
2014-15 G4 PARCC	7	0%	43%	29%	29%	0%	29%		43%	
2015-16 G5 PARCC	7	14%	0%	71%	14%	0%	14%	-14%	14%	-29%
2016-17 G6 PARCC	7	0%	57%	29%	14%	0%	14%	0%	57%	43%
2017-18 G7 PARCC	7	0%	14%	71%	14%	0%	14%	0%	14%	-43%
2018-19 G8 NJSLA	7	14%	14%	29%	43%	0%	43%	29%	29%	14%
2014-15 Math All Grades	17	0%	41%	24%	35%	0%	35%		41%	
2015-16 Math All Grades	27	4%	11%	41%	44%	0%	44%	9%	15%	-26%
2016-17 Math All Grades	36	0%	28%	25%	47%	0%	47%	3%	28%	13%
2017-18 Math All Grades	42	0%	14%	50%	31%	5%	36%	-12%	14%	-13%
2018-19 Math All Grades	42	10%	19%	29%	43%	0%	43%	7%	29%	14%

- Some of the cohort groups do not include data from 2014-15 and 2015-16 because PARCC was not tested before grade 3.
- This exclusion may positively or negatively impact the "All Grades" growth comparison of 2017-18 and 2018-19 relative to 2014-15, 2015-16 and 2016-17.

# SUB GROUP: SPECIAL EDUCATION STUDENTS ELA

## ELA Cohort Summary - Special Ed Students

*Same students, consecutive grades*

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2017-18 G3 ELA PARCC	6	33%	17%	17%	0%	33%	33%		50%	
2018-19 G4 ELA NJSLA	6	33%	33%	0%	17%	17%	33%	0%	67%	17%
2016-17 G3 ELA PARCC	9	0%	11%	33%	56%	0%	56%		11%	
2017-18 G4 ELA PARCC	9	0%	11%	33%	44%	11%	56%	0%	11%	0%
2018-19 G5 ELA NJSLA	9	0%	11%	44%	44%	0%	44%	-11%	11%	0%
2015-16 G3 ELA PARCC	10	20%	0%	30%	50%	0%	50%		20%	
2016-17 G4 ELA PARCC	10	0%	20%	0%	80%	0%	80%	30%	20%	0%
2017-18 G5 ELA PARCC	10	0%	10%	30%	60%	0%	60%	-20%	10%	-10%
2018-19 G6 ELA NJSLA	10	0%	20%	30%	50%	0%	50%	-10%	20%	10%
2014-15 G3 ELA PARCC	10	10%	50%	30%	10%	0%	10%		60%	
2015-16 G4 ELA PARCC	10	10%	10%	20%	60%	0%	60%	50%	20%	-40%
2016-17 G5 ELA PARCC	10	20%	20%	40%	20%	0%	20%	-40%	40%	20%
2017-18 G6 ELA PARCC	10	10%	0%	40%	50%	0%	50%	30%	10%	-30%
2018-19 G7 ELA NJSLA	10	0%	20%	10%	50%	20%	70%	20%	20%	10%
2014-15 G4 ELA PARCC	7	0%	14%	43%	29%	14%	43%		14%	
2015-16 G5 ELA PARCC	7	0%	43%	43%	14%	0%	14%	-29%	43%	29%
2016-17 G6 ELA PARCC	7	0%	57%	14%	29%	0%	29%	14%	57%	14%
2017-18 G7 ELA PARCC	7	0%	0%	57%	29%	14%	43%	14%	0%	-57%
2018-19 G8 ELA NJSLA	7	0%	0%	14%	71%	14%	86%	43%	0%	0%
2014-15 ELA All Grades	17	6%	35%	35%	18%	6%	24%		41%	
2015-16 ELA All Grades	27	11%	15%	30%	44%	0%	44%	21%	26%	-15%
2016-17 ELA All Grades	36	6%	25%	22%	47%	0%	47%	3%	31%	5%
2017-18 ELA All Grades	42	7%	7%	36%	40%	10%	50%	3%	14%	-16%
2018-19 ELA All Grades	42	5%	17%	21%	48%	10%	57%	7%	21%	7%

- Some of the cohort groups do not include data from 2014-15 and 2015-16 because PARCC was not tested before grade 3.
- This exclusion may positively or negatively impact the "All Grades" growth comparison of 2017-18 and 2018-19 relative to 2014-15, 2015-16 and 2016-17.

# ELA SUB-GROUP BY RACE

## Proficiency by Race

*Same grade, different students*

Subject	Grade	Race	N-Count		% of		N-Count		% of		N-Count		% of		% Meeting + Exceeding				
			2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18	2018-19	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19		
ELA	3	Asian	8	18%	2	5%	6	13%	2	5%	4	9%	75%	0%	67%	100%	75%		
ELA	3	Black	1	2%	0	0%	0	0%	1	2%	2	5%	100%			0%	50%		
ELA	3	White	34	76%	34	87%	39	83%	36	86%	38	86%	53%	47%	69%	61%	68%		
ELA	3	All	45		39		47		42		44		56%	44%	68%	62%	68%		
ELA	4	Asian	1	2%	8	19%	4	10%	6	12%	3	7%	100%	88%	50%	67%	100%		
ELA	4	Other	0	0%	0	0%	1	2%	1	2%	1	2%			100%	100%	0%		
ELA	4	White	37	80%	32	74%	35	83%	43	84%	37	90%	92%	78%	74%	67%	78%		
ELA	4	All	46		43		42		51		41		85%	77%	69%	69%	78%		
ELA	5	Asian	2	3%	1	2%	5	13%	3	7%	6	12%	50%	100%	40%	33%	67%		
ELA	5	Hispanic	7	11%	9	18%	0	0%	1	2%	1	2%	43%	44%		100%	100%		
ELA	5	Other	0	0%	0	0%	0	0%	1	2%	1	2%				0%	100%		
ELA	5	White	53	82%	40	78%	33	83%	37	86%	42	84%	55%	70%	55%	49%	64%		
ELA	5	All	65		51		40		43		50		51%	65%	50%	49%	66%		
ELA	ES Total	Asian	11	7%	11	8%	15	12%	11	8%	13	10%	73%	73%	53%	64%	77%		
ELA	ES Total	Black	5	3%	2	2%	3	2%	2	1%	2	1%	20%	50%	0%	50%	50%		
ELA	ES Total	Hispanic	15	10%	12	9%	2	2%	4	3%	1	1%	47%	33%	0%	75%	100%		
ELA	ES Total	Other	0	0%	1	1%	2	2%	3	2%	2	1%		100%	100%	67%	50%		
ELA	ES Total	White	124	79%	106	80%	107	83%	116	85%	117	87%	65%	65%	66%	59%	70%		
ELA	ES Total	All	156		133		129		136		135		62%	62%	63%	60%	70%		



# MATHEMATICS SUB GROUP BY RACE

## Proficiency by Race

*Same grade, different students*

Subject	Grade	Race	N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	% Meeting + Exceeding				
			2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18	2018-19	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19
Math	3	Asian	8	18%	3	8%	6	13%	2	5%	4	9%	88%	0%	67%	100%	100%
Math	3	Black	1	2%	0	0%	0	0%	1	2%	2	5%	0%			0%	50%
Math	3	White	34	76%	34	85%	39	83%	36	84%	37	86%	53%	53%	69%	50%	65%
Math	3	All	45		40		47		43		43		58%	48%	66%	49%	67%
Math	4	Asian	1	2%	8	19%	4	10%	6	12%	3	7%	100%	63%	50%	83%	100%
Math	4	Other	0	0%	0	0%	1	2%	1	2%	1	2%			100%	0%	100%
Math	4	White	37	80%	31	74%	35	83%	43	84%	37	90%	76%	71%	54%	49%	59%
Math	4	All	46		42		42		51		41		72%	67%	52%	51%	63%
Math	5	Asian	2	3%	1	2%	5	13%	3	7%	6	12%	50%	100%	40%	67%	67%
Math	5	Hispanic	6	10%	9	18%	0	0%	1	2%	1	2%	17%	56%		0%	0%
Math	5	Other	0	0%	0	0%	0	0%	1	2%	1	2%				100%	0%
Math	5	White	53	84%	40	78%	33	83%	37	86%	43	84%	43%	68%	61%	49%	42%
Math	5	All	63		51		40		43		51		40%	65%	55%	51%	43%
Math	ES Total	Asian	11	7%	12	9%	15	12%	11	8%	13	10%	82%	50%	53%	82%	85%
Math	ES Total	Black	4	3%	2	2%	3	2%	2	1%	2	1%	0%	0%	0%	50%	50%
Math	ES Total	Hispanic	14	9%	12	9%	2	2%	5	4%	1	1%	43%	50%	0%	20%	0%
Math	ES Total	Other	0	0%	1	1%	2	2%	3	2%	2	1%		100%	50%	33%	50%
Math	ES Total	White	124	81%	105	79%	107	83%	116	85%	117	87%	56%	64%	62%	49%	55%
Math	ES Total	All	154		133		129		137		135		55%	60%	58%	50%	57%

# MATHEMATICS SUBGROUP BY RACE

## Proficiency by Race

*Same grade, different students*

Subject	Grade	Race	N-Count		% of		N-Count		% of		N-Count		% of		% Meeting + Exceeding				
			2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18	2018-19	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19		
Math	6	Asian	1	2%	3	5%	1	2%	5	12%	3	7%	100%	67%	100%	60%	33%		
Math	6	Black	2	4%	1	2%	2	4%	1	2%	2	5%	0%	0%	0%	0%	0%		
Math	6	Hispanic	7	13%	8	13%	9	19%	1	2%	1	2%	57%	25%	56%	100%	0%		
Math	6	Other	1	2%	0	0%	0	0%	0	0%	1	2%	100%				100%		
Math	6	White	43	80%	51	81%	35	74%	35	83%	36	84%	77%	73%	69%	49%	44%		
<i>Math</i>	6	<i>All</i>	54		63		47		42		43		72%	65%	64%	50%	42%		
Math	7	Asian	1	3%	1	2%	3	5%	3	6%	5	11%	100%	100%	67%	67%	80%		
Math	7	Black	1	3%	1	2%	1	2%	3	6%	3	7%	0%	0%	0%	0%	0%		
Math	7	Hispanic	2	5%	7	13%	9	15%	10	19%	1	2%	100%	43%	33%	50%	100%		
Math	7	White	33	89%	45	83%	48	79%	36	69%	37	80%	55%	78%	69%	78%	70%		
<i>Math</i>	7	<i>All</i>	37		54		61		52		46		57%	72%	62%	67%	67%		
Math	8	Asian	8	11%	1	2%	1	2%	4	6%	4	8%	75%	100%	100%	75%	50%		
Math	8	Black	3	4%	1	2%	1	2%	2	3%	3	6%	0%	0%	0%	0%	33%		
Math	8	Hispanic	4	6%	1	2%	7	13%	10	15%	9	17%	75%	100%	57%	50%	78%		
Math	8	White	57	79%	38	93%	47	84%	49	75%	37	70%	81%	71%	79%	73%	78%		
<i>Math</i>	8	<i>All</i>	72		41		56		65		53		76%	71%	75%	68%	74%		
Math	MS Total	Asian	10	6%	5	3%	5	3%	12	8%	12	8%	80%	80%	80%	67%	58%		
Math	MS Total	Black	6	4%	3	2%	4	2%	6	4%	8	6%	0%	0%	0%	0%	13%		
Math	MS Total	Hispanic	13	8%	16	10%	25	15%	21	13%	11	8%	69%	38%	48%	52%	73%		
Math	MS Total	Other	1	1%	0	0%	0	0%	0	0%	1	1%	100%				100%		
Math	MS Total	White	133	82%	134	85%	130	79%	120	75%	110	77%	73%	74%	72%	68%	65%		
<i>Math</i>	<i>MS Total</i>	<i>All</i>	163		158		164		159		142		71%	69%	67%	63%	62%		

# SUB GROUP BY GENDER (ELA)

## Proficiency by Gender

*Same grade, different students*

Subject	Grade	Gender	N-Count		% of		N-Count		% of		N-Count		% of		% Meeting + Exceeding				
			2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18	2018-19	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19		
ELA	3	Female	30	67%	18	46%	21	45%	23	55%	24	55%	60%	39%	71%	83%	75%		
ELA	3	Male	15	33%	21	54%	26	55%	19	45%	20	45%	47%	48%	65%	37%	60%		
ELA	3	All	45		39		47		42		44		56%	44%	68%	62%	68%		
ELA	4	Female	30	65%	29	67%	18	43%	22	43%	25	61%	83%	83%	56%	77%	92%		
ELA	4	Male	16	35%	14	33%	24	57%	29	57%	16	39%	88%	64%	79%	62%	56%		
ELA	4	All	46		43		42		51		41		85%	77%	69%	69%	78%		
ELA	5	Female	32	49%	32	63%	27	68%	17	40%	22	44%	69%	69%	48%	59%	73%		
ELA	5	Male	33	51%	19	37%	13	33%	26	60%	28	56%	33%	58%	54%	42%	61%		
ELA	5	All	65		51		40		43		50		51%	65%	50%	49%	66%		
ELA	ES Total	Female	92	59%	79	59%	66	51%	62	46%	71	53%	71%	67%	58%	74%	80%		
ELA	ES Total	Male	64	41%	54	41%	63	49%	74	54%	64	47%	50%	56%	68%	49%	59%		
ELA	ES Total	All	156		133		129		136		135		62%	62%	63%	60%	70%		

# SUB-GROUP BY GENDER: ELA

## Proficiency by Gender

*Same grade, different students*

Subject	Grade	Gender	N-Count		% of		N-Count		% of		N-Count		% of		% Meeting + Exceeding				
			2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18	2018-19	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19		
ELA	6	Female	29	54%	30	48%	27	57%	26	62%	16	37%	66%	63%	74%	73%	56%		
ELA	6	Male	25	46%	32	52%	20	43%	16	38%	27	63%	52%	31%	55%	69%	48%		
ELA	6	All	54		62		47		42		43		59%	47%	66%	71%	51%		
ELA	7	Female	16	47%	29	54%	30	49%	30	59%	28	61%	88%	90%	83%	90%	89%		
ELA	7	Male	18	53%	25	46%	31	51%	21	41%	18	39%	72%	52%	45%	76%	56%		
ELA	7	All	34		54		61		51		46		79%	72%	64%	84%	76%		
ELA	8	Female	37	52%	20	49%	30	54%	30	47%	31	58%	81%	95%	93%	93%	90%		
ELA	8	Male	34	48%	21	51%	26	46%	34	53%	22	42%	68%	71%	88%	65%	82%		
ELA	8	All	71		41		56		64		53		75%	83%	91%	78%	87%		
ELA	MS Total	Female	82	52%	79	50%	87	53%	86	55%	75	53%	77%	81%	84%	86%	83%		
ELA	MS Total	Male	77	48%	78	50%	77	47%	71	45%	67	47%	64%	49%	62%	69%	61%		
ELA	MS Total	All	159		157		164		157		142		70%	65%	74%	78%	73%		

# SUB GROUP-GENDER MATHEMATICS

## Proficiency by Gender

*Same grade, different students*

Subject	Grade	Gender	N-Count		% of		N-Count		% of		N-Count		% of		% Meeting + Exceeding				
			2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18	2018-19	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19		
Math	3	Female	30	67%	19	48%	21	45%	23	53%	24	56%	53%	42%	67%	70%	63%		
Math	3	Male	15	33%	21	53%	26	55%	20	47%	19	44%	67%	52%	65%	25%	74%		
Math	3	All	45		40		47		43		43		58%	48%	66%	49%	67%		
Math	4	Female	30	65%	28	67%	18	43%	22	43%	25	61%	67%	68%	56%	55%	68%		
Math	4	Male	16	35%	14	33%	24	57%	29	57%	16	39%	81%	64%	50%	48%	56%		
Math	4	All	46		42		42		51		41		72%	67%	52%	51%	63%		
Math	5	Female	32	51%	32	63%	27	68%	17	40%	22	43%	38%	59%	56%	53%	45%		
Math	5	Male	31	49%	19	37%	13	33%	26	60%	29	57%	42%	74%	54%	50%	41%		
Math	5	All	63		51		40		43		51		40%	65%	55%	51%	43%		
Math	ES Total	Female	92	60%	79	59%	66	51%	62	45%	71	53%	52%	58%	59%	60%	59%		
Math	ES Total	Male	62	40%	54	41%	63	49%	75	55%	64	47%	58%	63%	57%	43%	55%		
Math	ES Total	All	154		133		129		137		135		55%	60%	58%	50%	57%		

# SUB GROUP-GENDER MATHEMATICS

## Proficiency by Gender

*Same grade, different students*

Subject	Grade	Gender	N-Count		% of		N-Count		% of		N-Count		% of		% Meeting + Exceeding				
			2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18	2018-19	2018-19	2014-15	2015-16	2016-17	2017-18	2018-19		
Math	6	Female	29	54%	31	49%	27	57%	26	62%	16	37%	86%	68%	63%	50%	44%		
Math	6	Male	25	46%	32	51%	20	43%	16	38%	27	63%	56%	63%	65%	50%	41%		
Math	6	All	54		63		47		42		43		72%	65%	64%	50%	42%		
Math	7	Female	16	43%	29	54%	30	49%	30	58%	28	61%	63%	83%	67%	70%	68%		
Math	7	Male	21	57%	25	46%	31	51%	22	42%	18	39%	52%	60%	58%	64%	67%		
Math	7	All	37		54		61		52		46		57%	72%	62%	67%	67%		
Math	8	Female	37	51%	20	49%	30	54%	30	46%	31	58%	84%	85%	83%	70%	74%		
Math	8	Male	35	49%	21	51%	26	46%	35	54%	22	42%	69%	57%	65%	66%	73%		
Math	8	All	72		41		56		65		53		76%	71%	75%	68%	74%		
Math	MS Total	Female	82	50%	80	51%	87	53%	86	54%	75	53%	80%	78%	71%	64%	65%		
Math	MS Total	Male	81	50%	78	49%	77	47%	73	46%	67	47%	60%	60%	62%	62%	58%		
Math	MS Total	All	163		158		164		159		142		71%	69%	67%	63%	62%		

# DLM and ESL

- $N = <20$  DLM
- $N = <20$  ESL

# NJSLA SCIENCE SCORES 2019

TBA

NOT AVAILABLE YET FROM STATE



# Intervention Strategies

- Targeted BSI instruction at all grade levels
- LINK-IT Data Analysis and Targeted Re-Teaching in grades 3-8
- Small Group Instruction for ELL students
- Targeted PLCs and PDPs that focus on analysis of available benchmark data throughout the year.

# Notable Achievements

- Performance on ELA Assessments has increased over the last 5 years in 4 out of 5 grade levels.
- 90% OF Algebra I students either meet or exceed state standards
- 86% of 8th Grade ELA Students either meet or exceed state standards