

**2024 Student
Achievement
Data:
WIDA Access
NJGPA
AP Exams
NJSLA**

2024 WIDA Access 2.0

Administered to all English language learners in grades K-12 who are actively enrolled during the testing window (typically February-April each year). Assesses acquisition of English through speaking, listening, reading and writing.

Scale score 0-6 for each domain and overall is determined with reading and writing being weighted more heavily. Students achieving an overall score of 4.5 or higher are considered to have “met” acquisition expectations and can exit services. New for this year, teachers must also meet to validate the ending of ESL services using other assessment criteria.

District Snapshot of Multilingual Learners



Current Enrollment	342 in K-12	Increase of almost 20% from last year (288)
Languages Spoken	25	Down 2 from 2023
Bilingual Waiver Requirements	Spanish, Portuguese, Ukrainian	Same as 2023

Overall Performance

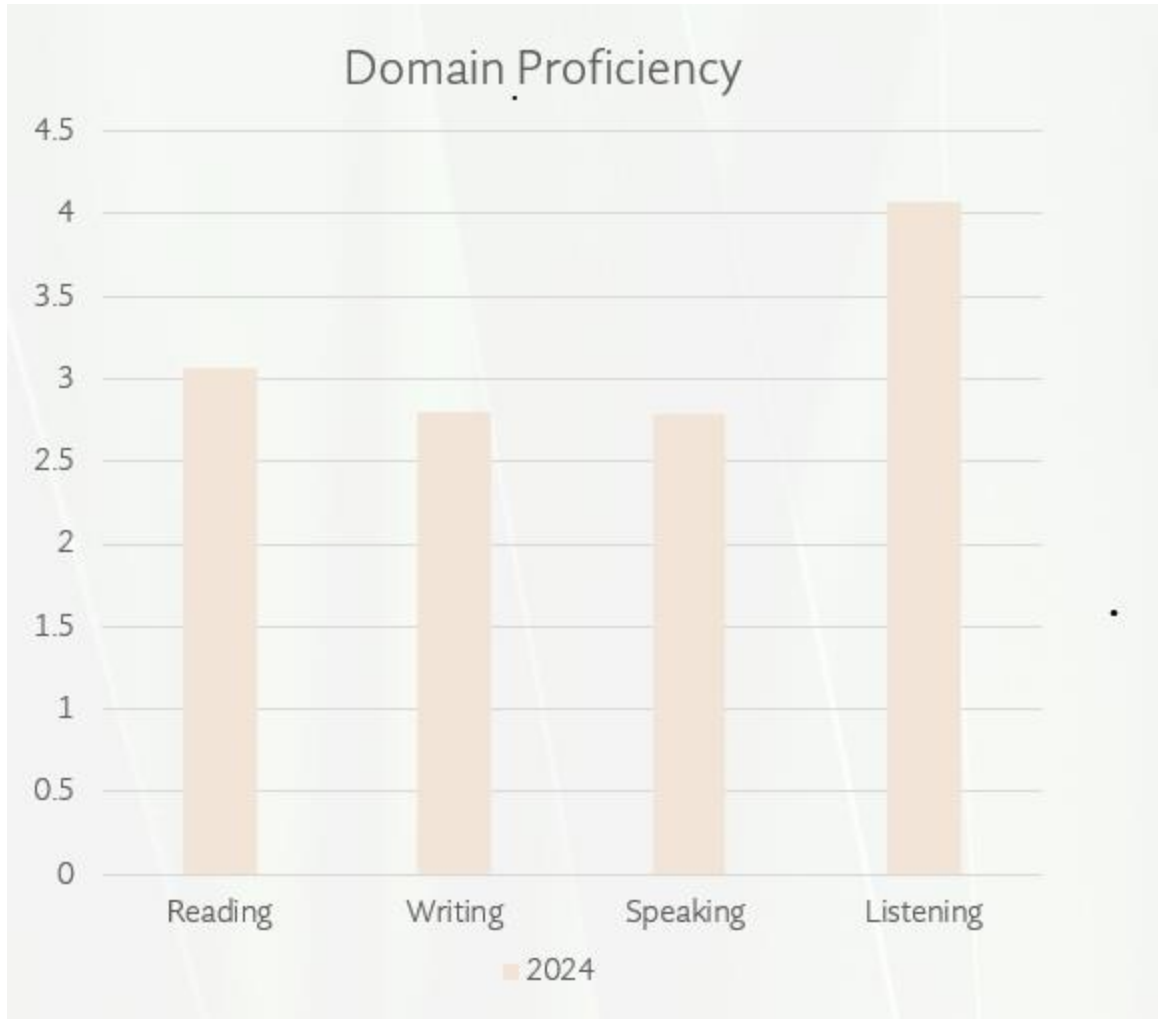
Total Scores Received	334
Overall Proficiency Score Average Highest score is 6.0	2024: 2.92 2023: 2.90
Number of Students Meeting Exit Cut Score of 4.5 (percent of group tested)	2024: 16 students (4.8%) 2023: 10 students (3.6%)

Overall- composite score for reading, writing, speaking and listening that is based on NJDOE establish weighting.

Comparative Year to Year



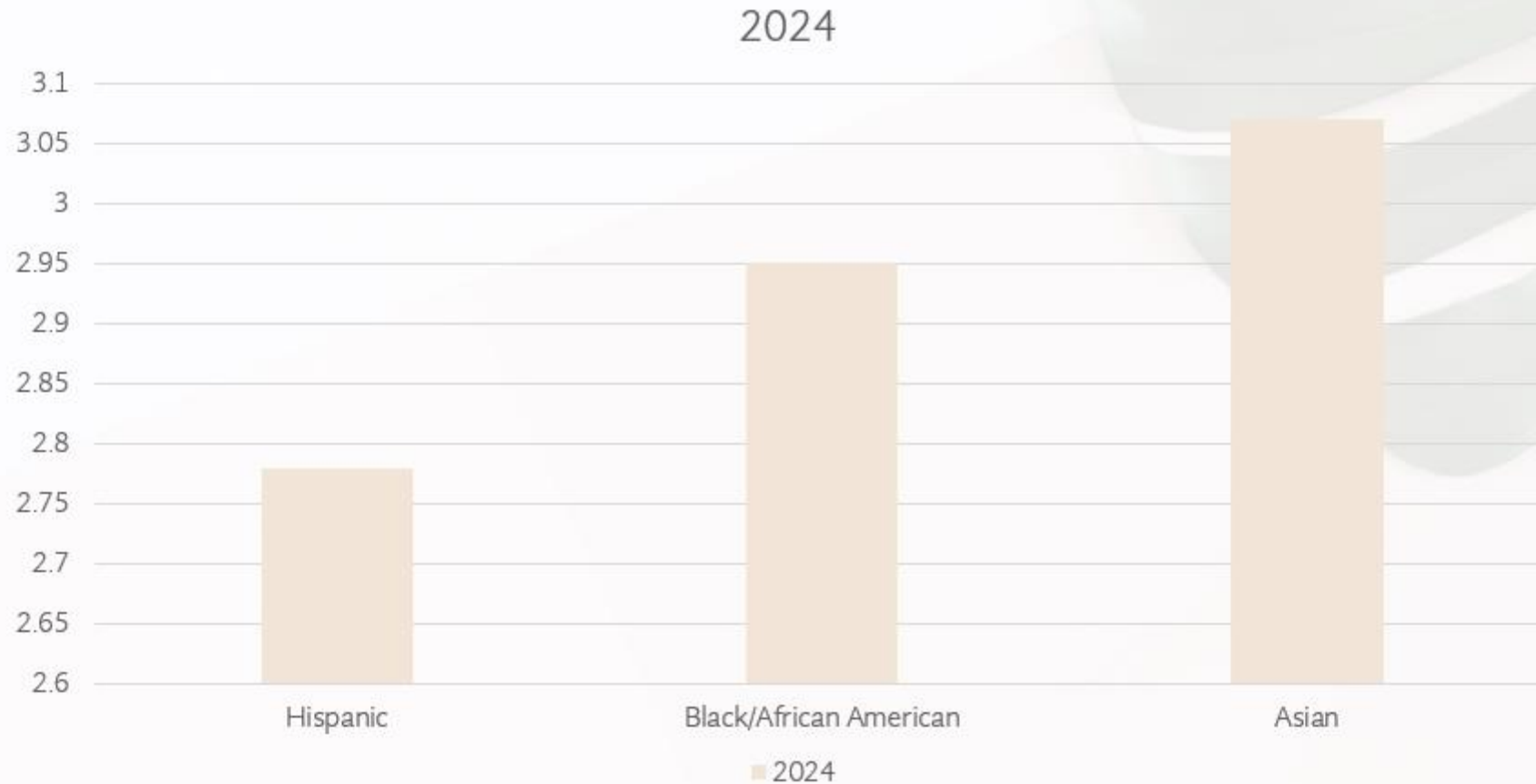
	2024	2023	2022	2021	2020	2019	2018
# Tested	334	277	241	130	94	168	139
Average	2.92	2.91	3.6	3.18	3.12	3.14	3.15
% of Exits	4.8%	3.6%	5.8%	10%	8.5%	8.9%	4%



Average Proficiency Score by Domain

Historically, speaking and writing are the lower performing areas. Writing is the last domain acquired for many and speaking is often correlated to confidence.

Subgroup Statistics



In 2023, the Hispanic population was lowest performing. 2024 shows improved performance for this group. The other subgroups saw a dip in performance but we had a significant increase of newcomers in 23-24.

Department Reflection

Goals We Set	Performance
Increase % of students meeting proficiency cut score to 10%	While we saw a 1% growth, we did not meet this goal.
Increase average speaking domain score to 3.0	Increase by .1%. Achieved 2.79
Increase average writing domain score to 3.25	Dipped by .1%. Achieved 2.8

Looking ahead to 24-25



Conduct a thorough needs assessment for our ESL curriculum and to research and adopt strategies and materials that support students in foundational literacy skills to supplement the current program which focuses on integrating content area knowledge for science and social studies. Possibilities including using Heggerty in ESL as well as exploring the new tier 3 program, Sondays, for MLs.

Increase domains scores in writing and reading in 2024 by .5 as measured by WIDA Access 2.0 2025.

Initiate a ML Parent Advisory Council to help us better identify the needs and research strategies, tools and services to enhance our current program.

Increase number of staff trained in SIOP to better meet needs in gen ed classes.

Steps we will take:



- .
1. Language Domain Scores were analyzed during the 3 Year Language Instruction Education Program (LIEP) shared with SBOE last month and submitted to NJDOE this month to identify **instructional focus** for supporting continuing Multilingual Learners in 24-25.
 2. Overall composite scores and can-do reports will be shared with classroom teachers to provide information to **differentiate and better address student needs**
 3. Individual Score Reports shared with families **communicating progress** of student.
 4. Analysis indicates **curricular tool is needed to support foundational skills in reading and writing as well as phonics and phonemic awareness** to support our current use of Nat Geo series.
 5. **Adding a certified ESL teacher** for 2024-2025 for district that will provide instruction at schools with high enrollment. Projected SMS/SWMHS for 2024-2025.

NJGPA

- The New Jersey Graduation Proficiency Assessment was administered to juniors at SWMHS. Proficiency was assessed in literacy and mathematics.
- Students are required to take the exam in order to graduate. Proficiency in both content areas has been established by the NJDOE with a cut score of 725.



Graduation Readiness

Sayreville students outperformed the state average by over 8% in English Language Arts and just under 7% in mathematics.

	Graduation Ready	State Data
English Language Arts	89.8%	81.6%
Mathematics	61.6%	54.7%

With the summer administration results being considered, the percentage of SWMHS students meeting the required 725 on the NJGPA increased:

	Additional Students	Graduation Ready
English Language Arts	8	91.2%
Mathematics	9	63.7%

Subgroup Data: Ethnicity/Race

	ELA Graduation Ready	Mathematics Graduation Ready
Hispanic or Latino	86.7%	46.7%
American Indian or Alaskan Native	100.0%	40.0%
Asian	97.0%	83.5%
Black or African American	84.1%	52.4%
Native Hawaiian or Other Pacific Islander	100.0%	50.0%
White	91.0%	68.0%
Two or More Races	93.8%	62.5%


Subgroup Data: Programs

	ELA Graduation Ready	Mathematics Graduation Ready
Economically Disadvantaged	84.2%	49.7%
Students with Disabilities	67.6%	24.3%
Students with 504 plan	96.2%	68.0%
English Learner (Multilingual Learners)	38.9%	11.8%

NJGPA	ELA Graduation Ready %	Math Graduation Ready %
2024	89.8%	61.6%
2023	87.0%	56.5%
2022	48.2%	56.6%

Year to Year Comparison

Goal Reflection and Successes

- 
- 1. This is the third year for the NJGPA and the % of students identified as Graduation Ready has increased each year in both math and English language arts.
 - 2. The interventions put in place during 2023-2024 resulted in significant growth from 2022-2023. These interventions included High Impact Tutoring in Algebra, access to free 1:1 tutoring in math as well as writing, and after school NJGPA tutoring.
 - 3. The students that did not demonstrate readiness in the Spring were provided NJGPA tutoring in July and the opportunity to take the exam again at the end of July due to the dedication of our counseling department, SWMHS teachers and district Supervisors.

Action Steps Based on Data Analysis

Quantitative Goals for 2024-2025

- **NJGPA English language arts:** Increase the % of graduation ready for students with disabilities and multilingual learners by 5%
- **NJGPA Mathematics:** Increase the % of graduation ready students by 5% overall.

In analyzing subgroup performance, the district will research strategies and resources to support our students with disabilities and multilingual learners during September through February to better prepare students for the expectations of the NJGPA

Interventions that were funded through grant monies will be locally funded to continue providing support for all students through tutoring and after school academies.

A district wide writing assessment will be implemented in 2024-2025 in grades 4-11 to provide teachers with student ability data that will enable them to meet differentiated needs of our learners.

AP 2024 Results

In May 2024, Students in grades 10-12 at SWMHS took 416 Advancement Placement Exams. Exams were administered in 20 subject areas in English, Mathematics, Fine Arts, History, Computer Science, World Language, and Business.

314 students received a 3, 4 or 5 (Passing according to College Board)

106 students earned a 5 on at least exam.

2 Fives	3 Fives	4 Fives	5 Fives	6 FIVES!
12	7	4	2	1



Mean Score by Exam

Course	2020	2021	2022	2023	2024
Art History	2.58	1.77	2.08	2.36	2.66
Biology	3.64	2.77	2.8	3.96	3.44
Calculus AB	3.24	2.67	3.18	4.38	3.74
Calculus BC		3.65	3.78	4.56	4.67
Chemistry	3.75	2.79	3.79	3.87	3.88
Computer Science A	2.68	1.82	2.57	2.61	2.84
Computer Science Principles			3.3	2.86	3.25
English Lang and Comp (gr 11)	3.97	3.25	3.39	3.36	3.05
English Lit and Comp (gr 12)	3.64	2.65	3.56	3.92	3.89
Environmental Science	3.64	2.79	2.51	2.98	3.45
French (Imagine Learning)					4.0
Macroeconomics (APEX)	2.33	2.06	1	2.56	2.09
Microeconomics (APEX)	3	1.63	2	1.8	2.07
Physics C: Mechanics		3			4
Precalculus (First Year!)					4.92
Psychology (APEX)	3.13	2	1.73	1.95	2.15
Spanish	3.33	2.78	2.82	3.36	3.29
Statistics	4.11	2.92	3.54	4.26	4.29
US Govt and Politics (APEX)	3.67	2.38	3	1.7	3.86
US History	3.79	2.94	3.5	3.77	4.14
Overall Average Score for all					3.48

Notable Numbers:

11 courses saw an increase in the average score

AP Precalculus was year 1 at SWMHS and the average score was 4.92

5 classes had an average of over 4 points.

Sayreville student passing average exceeded national rate in 15 of our 20 AP courses, including those taken through an online provider!



District vs. National Passing Rates

Course	Sayreville 2024	National 2024
Art History	52% (29)	63%
Biology	81% (27)	68%
Calculus AB	89% (19)	64%
Calculus BC	95% (21)	80%
Chemistry	100% (16)	75%
Computer Science A	60% (25)	66%
Computer Science Principles	73% (40)	65%
English Lang and Comp (gr 11)	65% (57)	54%
English Lit and Comp (gr 12)	93% (27)	72%
Environmental Science	79% (29)	54%
French (Imagine Learning)	100% (1)	71%
Macroeconomics (APEX)	27% (11)	62%
Microeconomics (APEX)	29% (14)	65%
Physics C: Mechanics/	100% (1)	75%
Precalculus (First Year!)	100% (13)	75%
Psychology (APEX)	38% (13)	61%
Spanish	86% (14)	83%
Statistics	82% (17)	62%
US Govt and Politics (APEX)	86% (7)	73%
US History	100% (14)	72%




NJSLA 2024

**Language Arts
Literacy and
Mathematics**

NJSLA ELA 2024

Grade Level	District:	State:
9	52.8%	58%
8	54.1%	52.9%
7	49.8%	54%
6	50%	53.2%
5	57.6%	52.2%
4	49.9%	50.8%
3	41.5%	43.6%

Grade 3 School	District Rate	State Rate
Arleth	38%	43%
Eisenhower	38%	43%
Truman	46%	43%
Wilson	45%	43%



	2016	2017	2018	2019		2022	2023	2024
Grade 3	51.8	53.9	54.2	61.0		47.0	43.6	41.5
Grade 4	57.2	57.4	64.3	55.2		50.3	54.4	49.9
Grade 5	60.9	62.1	62.4	59		54	51.7	57.6
Grade 6	47.4	54.2	54.5	51.0		55	53.7	50
Grade 7	52.7	50.3	60.3	61.5		53.1	53.4	49.8
Grade 8	50.4	62.4	50.3	50.8		49.8	45.3	54.1
Grade 9	48.6	49.4	50.8	44		56.5	54.3	52.8

NJSLA ELA Longitudinal Data

Boldface indicates increase year to year. Color coded cohort data.

Areas of Concern:

Current Grade 7 cohort decrease

Grade levels below state percentage

NJSLA Disaggregated Data: ELA

	9	8	7	6	5	4	3
District %	52.8%	54.1%	49.8%	50.0%	57.6%	49.9%	41.5%
Female	58.9%	60.4%	55.6%	53.6%	63.1%	57.5%	49.8%
Male	47.2%	48.1%	44.1%	46.7%	52.7%	42.7%	33.3%
Hispanic	33%	46.8%	34.4%	45.8%	53.1%	33.3%	40.4%
American Indian/Alaskan	33.3%	60.0%	28.6%	33.3%		66.7%	25.0%
Asian	79.2%	74.3%	71.0%	71.4%	75.4%	63.0%	56.3%
Black/African American	57.7%	54.2%	43.8%	41.8%	57.5%	46.3%	53.2%
Native Hawaiian Pacific Islander		100%		50.0%			14.3%
White	55.6%	47.8%	53.5%	49.3%	60.1%	50.8%	33.9%
Two or More	52.6%	64.7%	55.0%	34.3%	41.9%	46.7%	36.7%
Econ. Disadvantaged	37.3%	47.0%	34.2%	40.0%	46.1%	37.1%	34.1%
IEP	17.1%	9.0%	23.4%	16.0%	16.7%	24.2%	14.8%
504	63.6%	50.0%	44%	41.7%	45.0%	46.2%	35.7%
MLL	19.0%	9.1%	0%	14.3%	14.3%	5.3%	3.2%

Identified LAL Standards to Target in 2024-25 as indicated in Evidence Statement Reports

Grade Level	Domain(s)	Standard	Standard	Standard	Standard	Standard
Grade 3	Reading/Writing	RI3.3.2	RL3.2.2	Written Expression	Narrative Writing	RST
Grade 4	Reading/Writing	RL.4.6.1	RI.4.2.1	RI4.6.1	Writing Knowledge	Narrative Writing
Grade 5	Reading/Writing	RI.5.6.2	RI.5.5.1	Literary Analysis	RST	
Grade 6	Reading RST/Writing	RST.6.6.4	RST.6.1.3	L.6.4.1	Written Expression and Writing Knowledge	Narrative
Grade 7	Reading/Writing	RL.7.2.3	RL.7.2.3	RST.7.8.4	Writing Knowledge	Narrative and RST
Grade 8	Reading Literary Text/Writing	RL 8.5.1	RL 8.3.1	RL 8.3.2	Written Expression	Narrative
Grade 9	Reading/Writing	RL.9.2.1	RST.9.6.4	RST.9.9.3	Written Expression/Writing Knowledge	Narrative/RST

2024-2025 Action Plan for ELA

Grade level and building data meetings to evaluate evidence statements (Sept 2024)

Grade 2-3 Targeted and consistent PD for ELA with 4 the Love of Literacy related to foundational language arts development driven by NJSLA data

Expanded use of Heggerty Phonics to include Grade 2

Expanded use of Age of Learning to include Grade 3

Realignment of Supervisors K-5 to allow one to focus on the vertical alignment of ELA



Pilot of Study Sync in grades 6-8 during 2024-2025 for possible 2025-2026 adoption

Implementation of new guides in 3-12 for ELA

New Intervention Reading Program implementation 2024-2025 and professional development for Special Education ELA teachers

Explore, pilot and possible implementation of a K-5 literacy program

Departmental development of scope and sequence guides for staff based on NJSLA

NJSLA Math Longitudinal Data

- State data not yet release for comparison
- 7 grade levels/courses had increase from 2023 including grade 8 which was a focus for district in 2023-24
- Math grade 3 was approved recently and will be implemented for 2024-2025

	2016-2017	2017-2018	2018-2019	COVID	2021-2022	2022-2023	2023-2024
Grade 3	55%	58%	69%		58%	55%	52%
Grade 4	46%	47%	56%		49%	53%	46%
Grade 5	51%	48%	49%		45%	48%	48%
Grade 6	43%	39%	37%		31%	32%	34%
Grade 7	32%	42%	38%		28%	32%	33%
Grade 8	4%	3%	3%		4%	5%	8%
Algebra I MS	60%	45%	55%		48%	55%	73%
Algebra I HS	7%	7%	7%		5%	5%	9%
Geometry MS						100%	100%
Geometry HS							26%

NJSLA Math 2024

Notable Achievements:

- Exceeded State Average: Grades 3,4 and 5
- 100% of our grade 8 Geometry students met or exceeded
- 87% of Algebra II grade 9 met or exceeded

Grade Level/Course	District Percentage	State Percentage
Algebra I (all)	36.3%	39.5%
Algebra I (Grade 9)	9%	39.5%
Algebra I (MS)	73%	39.5%
Algebra II (Grade 9)	86.7%	58.9%
Geometry (All)	34.6%	49.0%
Geometry (Grade 9)	36%	49.0%
Geometry (Grade 8)	100%	49.0%
8	8.2%	19.5%
7	33.3%	37.5%
6	34.1%	36.2%
5	48.4%	40.2%
4	45.6%	44.9%
3	51.6%	47.5%

NJSLA Disaggregated Data: Mathematics

	Alg I	Alg II	Geo	8	7	6	5	4	3
District %	36.3%	86.7%	34.6%	8.2%	33.3%	34.1%	48.4%	45.6%	51.6%
Female	32.6%	85.7%	32.1%	6.9%	32.4%	33.7%	48.3%	41.0%	46.8%
Male	39.5%	87.5%	37%	9.8%	34.5%	34.4%	48.4%	50.0%	56.3%
Hispanic	21.0%	100%	10.5%	8.9%	16.7%	31.3%	36.4%	21.7%	44.2%
American Indian/Alaskan	100.0%		50%		28.6%	8.3%	40.0%	55.6%	25.0%
Asian	62.9%	90%	51.4%	21.7%	56.6%	55.8%	76.9%	63.4%	75.0%
Black/African American	25.3%		28%	5.7%	22.2%	25.5%	37.8%	39.7%	52.6%
Native Hawaiian Pacific Islander						50.0%			42.9%
White	40.3%	100%	28.8%	5.1%	39.5%	33.1%	52%	48.6%	47.7%
Two or More	37.9%		87.5%	11.8%	42.1%	17.1%	43.8%	40.0%	43.3%
Econ. Disadvantaged	21.4%	0%	17.8%	6.7%	18.0%	23.6%	37.7%	29.5%	42.8%
IEP	10.8%	0%	0%	3.3%	17.2%	8.8%	16.7%	29.7%	28.4%
504	61.5%	100%	0%	0%	28%	25.0%	40%	38.5%	64.3%
MLL	5.4%	0%	0%	8.3%	4%	6.3%	23.5%	7.7%	6.5%

Identified Standards to Target in 2024-25 based on NJSLA Evidence Statement Reports



Course:	Domain	Target Standard:	Target Standard:	Target Standard:	Target Standard:	Target Standard:	Target Standard:
Algebra I	Algebra/ Functions/Model and Reasoning	A-APR.3-1	A-REI.3	F-IF.6-6a	HS-D.1-1	F-BF.3-1	A-CED.3-1
Algebra II	Algebra/Statistics and Probability/Modeling and Reasoning	HS-D.2-13	A-SSE.2-6	N-CN.7	S-ID.6a-1	S-CP.Int.1	
Geometry	Geometry/Modeling and Reasoning	HS-C.14.1 and 6	G-Int.1	G.GPE.1-2	G-SRT.5-6	G-GMD.4	G-CO.3 and 5
Grade 8	Geometry/Expressions and Equations/Modeling and Reasoning/Expressions and Equations	8.G.1b	8.EE.2	8.C.5-2	8.EE.8c		
Grade 7	Geometry/Modeling and Reasoning/Ratios & Proportional Relationships/Stats and Prob	7.D.2 and 4	7.RP.3-1	7.G.1 and 8	7.C.8	7.SP.4	
Grade 6	Modeling and Reasoning/Expressions and Equations/Geometry	6.D.1 and 3	6.EE.4	6.G.2-1	6.EE.1		
Grade 5	Modeling and Reasoning/Geometry/Masurement and Data	5.C.4-2	5.G.3-4	5.MD.4			
Grade 4	Geometry/Numbers and Operations Base 10/Operations and Algebraic Thinking	4.G.2	4.NBT.5-1	4.OA.1-1			
Grade 3	Measurement and Data/Modeling and Reasoning	3.MD.7d	3.C.4-5	3.MD.4			

NJSLA Math Action Plan

- Grade Level and Building Data meetings to evaluate evidence statements (Sept 2024)
- Revising Math 4 and 5 curriculum guides
- Targeted, consistent PD for math teachers in grades 3-5 with NJ Teacher to Teacher
- Expanding Age of Learning, MyMath Academy to include grade 3 in 2024-25
- Reassigned Supervisor K-5 to allow one to focus on vertical alignment in math and science
- Dan Toye to develop a prompting guide (similar to F&P in ELA) to share with grade levels at department meetings
- Explore new tools such as Envision SuccessMaker to enhance our program for 2025-2026
- Explore, pilot, and potentially purchase a new math textbook and electronic resources for grades 6-7.
- Explore, pilot, and potentially purchase a new research-based alternative math program for resource centers in grade 4-8

NJSLA-Science Spring 2024



NJSLA Science: Grades 5,8 and 11

Year to Year Comparison

	2023 District Percentage	2024 District Percentage	Change
Grade 11	26%	28%	Increase 2%
Grade 8	13%	18%	Increase 5%
Grade 5	27%	29%	Increase 2%

Compared to State 2024

	District 2024	State 2024
Grade 11	28.3%	28.1%
Grade 8	18.4%	18.8%
Grade 5	29%	27.6%



Grade 11 Disaggregated Data

SPRING 2024

New Jersey Student Learning Assessment - Science (NJSLA-S)

Grade 11

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Total Number of Student Records	No Scores Reported	Number of Students with Valid Scores	Average Scale Score	Performance Levels								≥ Level 3	
					Level 1 Below Proficient		Level 2 Near Proficiency		Level 3 Proficient		Level 4 Advanced Proficiency			
					#	%	#	%	#	%	#	%	#	%
State	104,265	5,384	98,881	169	44,857	45.4%	26,224	26.5%	19,179	19.4%	8,621	8.7%	27,800	28.1%
District	410	3	407	171	167	41.0%	125	30.7%	90	22.1%	25	6.1%	115	28.3%
Gender														
Female	214	0	214	169	92	43.0%	70	32.7%	41	19.2%	11	5.1%	52	24.3%
Male	196	3	193	173	75	38.9%	55	28.5%	49	25.4%	14	7.3%	63	32.6%
Non-Binary/Undesignated	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	97	0	97	154	55	56.7%	25	25.8%	14	14.4%	3	3.1%	17	17.5%
American Indian or Alaska Native	5	0	5	157	3	60.0%	1	20.0%	1	20.0%	0	0.0%	1	20.0%
Asian	65	0	65	197	13	20.0%	19	29.2%	20	30.8%	13	20.0%	33	50.8%
Black or African-American	77	1	76	159	41	53.9%	19	25.0%	15	19.7%	1	1.3%	16	21.1%
Native Hawaiian or Other Pacific Islander	2	0	2	217	1	50.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%
White	149	2	147	177	46	31.3%	58	39.5%	37	25.2%	6	4.1%	43	29.3%
Two or more races	15	0	15	168	8	53.3%	3	20.0%	3	20.0%	1	6.7%	4	26.7%
Not Indicated	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities														
IEP - Yes	60	1	59	141	41	69.5%	12	20.3%	5	8.5%	1	1.7%	6	10.2%
504	24	1	23	173	5	21.7%	15	65.2%	3	13.0%	0	0.0%	3	13.0%
Multilingual Learner														
Current ML	17	0	17	129	17	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Former ML	6	0	6	167	2	33.3%	3	50.0%	1	16.7%	0	0.0%	1	16.7%
Other														
Economically Disadvantaged	146	1	145	157	85	58.6%	34	23.4%	18	12.4%	8	5.5%	26	17.9%
Non-Economically Disadvantaged	264	2	262	178	82	31.3%	91	34.7%	72	27.5%	17	6.5%	89	34.0%
Homeless	1	0	1	127	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Grade 8: Disaggregated Data

SPRING 2024

New Jersey Student Learning Assessment - Science (NJSLA-S) Grade 8

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Total Number of Student Records	No Scores Reported	Number of Students with Valid Scores	Average Scale Score	Performance Levels								≥ Level 3	
					Level 1 Below Proficient		Level 2 Near Proficiency		Level 3 Proficient		Level 4 Advanced Proficiency			
					#	%	#	%	#	%	#	%	#	%
State	102,058	2,373	99,685	164	35,946	36.1%	45,018	45.2%	13,823	13.9%	4,898	4.9%	18,721	18.8%
District	466	5	461	166	157	34.1%	219	47.5%	60	13.0%	25	5.4%	85	18.4%
Gender														
Female	227	3	224	165	80	35.7%	106	47.3%	25	11.2%	13	5.8%	38	17.0%
Male	237	2	235	167	77	32.8%	111	47.2%	35	14.9%	12	5.1%	47	20.0%
Non-Binary/Undesignated	2	0	2	172	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	110	2	108	156	46	42.6%	55	50.9%	6	5.6%	1	0.9%	7	6.5%
American Indian or Alaska Native	6	1	5	173	1	20.0%	3	60.0%	0	0.0%	1	20.0%	1	20.0%
Asian	74	0	74	186	7	9.5%	38	51.4%	21	28.4%	8	10.8%	29	39.2%
Black or African-American	60	1	59	163	22	37.3%	29	49.2%	7	11.9%	1	1.7%	8	13.6%
Native Hawaiian or Other Pacific Islander	1	0	1	145	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	181	1	180	164	71	39.4%	76	42.2%	23	12.8%	10	5.6%	33	18.3%
Two or more races	34	0	34	171	9	26.5%	18	52.9%	3	8.8%	4	11.8%	7	20.6%
Not Indicated	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities														
IEP - Yes	67	1	66	135	51	77.3%	15	22.7%	0	0.0%	0	0.0%	0	0.0%
504	27	1	26	164	9	34.6%	12	46.2%	4	15.4%	1	3.8%	5	19.2%
Multilingual Learner														
Current ML	24	0	24	136	17	70.8%	7	29.2%	0	0.0%	0	0.0%	0	0.0%
Former ML	9	0	9	171	0	0.0%	8	88.9%	1	11.1%	0	0.0%	1	11.1%
Other														
Economically Disadvantaged	155	3	152	157	66	43.4%	67	44.1%	16	10.5%	3	2.0%	19	12.5%
Non-Economically Disadvantaged	311	2	309	171	91	29.4%	152	49.2%	44	14.2%	22	7.1%	66	21.4%
Homeless	2	1	1	191	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Migrant	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

For more information see the Score Interpretation Guide at www.njdoe.org/assessment

Grade 5: Disaggregated Data

SPRING 2024

New Jersey Student Learning Assessment - Science (NJSLA-S) Grade 5

Purpose: This report describes group achievement in terms of average scale scores and performance levels.

	Total Number of Student Records	No Scores Reported	Number of Students with Valid Scores	Average Scale Score	Performance Levels								≥ Level 3	
					Level 1 Below Proficient		Level 2 Near Proficiency		Level 3 Proficient		Level 4 Advanced Proficiency			
					#	%	#	%	#	%	#	%	#	%
State	97,918	1,455	96,463	169	34,093	35.3%	35,769	37.1%	20,392	21.1%	6,209	6.4%	26,601	27.6%
District	432	4	428	170	141	32.9%	163	38.1%	102	23.8%	22	5.1%	124	29.0%
Gender														
Female	204	1	203	170	66	32.5%	81	39.9%	50	24.6%	6	3.0%	56	27.6%
Male	228	3	225	170	75	33.3%	82	36.4%	52	23.1%	16	7.1%	68	30.2%
Non-Binary/Undesignated	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	102	3	99	157	41	41.4%	44	44.4%	13	13.1%	1	1.0%	14	14.1%
American Indian or Alaska Native	5	0	5	135	4	80.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%
Asian	65	0	65	194	13	20.0%	11	16.9%	30	46.2%	11	16.9%	41	63.1%
Black or African-American	74	0	74	158	30	40.5%	29	39.2%	15	20.3%	0	0.0%	15	20.3%
Native Hawaiian or Other Pacific Islander	5	0	5	133	4	80.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%
White	149	1	148	175	39	25.7%	63	42.6%	38	25.7%	9	6.1%	47	31.8%
Two or more races	32	0	32	169	11	34.4%	14	43.8%	6	18.8%	1	3.1%	7	21.9%
Not Indicated	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Students with Disabilities														
IEP - Yes	73	1	72	134	54	75.0%	13	18.1%	5	6.9%	0	0.0%	5	6.9%
504	20	0	20	175	4	20.0%	10	50.0%	5	25.0%	1	5.0%	6	30.0%
Multilingual Learner														
Current ML	17	0	17	131	14	82.4%	2	11.8%	1	5.9%	0	0.0%	1	5.9%
Former ML	14	0	14	155	7	50.0%	2	14.3%	5	35.7%	0	0.0%	5	35.7%
Other														
Economically Disadvantaged	168	1	167	156	76	45.5%	62	37.1%	28	16.8%	1	0.6%	29	17.4%
Non-Economically Disadvantaged	264	3	261	178	65	24.9%	101	38.7%	74	28.4%	21	8.0%	95	36.4%
Homeless	2	0	2	123	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

College Board: SAT Data for Class of 2024




SAT Performance Data: Class of 2024

# of students taking the SAT Exam	225
# of students taking optional essay portion	1
Mean Score for Evidence Based Reading Writing	544
Mean Score of Math	547
Mean Score Overall	1091

Disaggregated Groups	Mean Score	EBRW Mean Score	Math Mean Score
Female	1079	543	536
Male	1105	545	560
Asian	1221	596	624
Black/African American	987	493	493
Hispanic	1054	533	521
White	1066	535	531
Multilingual Learner (English and Another Language)	1088	544	544
Multilingual Learner (Other Language)	1085	537	549

Utilized SAT Fee Waiver	39 students (17%)
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Notable SAT Results for Class of 2024



Number of students with total score of 1400-1600	18 (8%)
Percent of students with total EBRW of 700-800	5%
Percent of students with total Reading of 35-40	6%
Percent of students with total Writing and Language of 35-40	11%
Percent of students with total Math of 700-800	12%

SAT Class of 2024 Data of Interest

Top Careers Identified as Interest:

- Health Professions/ Related Clinical Science
- Computer and Information Sciences
- Business Management, Marketing, and Related Support Services
- Biological and Biomedical Sciences
- Engineering
- Psychology

Intended College Major	Test Takers	Percent	Total	ERW	Math
Agriculture, Agriculture Operations, and Related Sciences	2	1%			
Architecture and Related Services	8	4%			
Area, Ethnic, Cultural, and Gender Studies	0				
Biological and Biomedical Sciences	36	16%	1154	570	584
Business, Management, Marketing, and Related Support Services	38	17%	1102	546	556
Communication, Journalism, and Related Programs	5	2%			
Computer and Information Sciences and Support Services	39	17%	1191	586	605
Construction Trades, General	0				
Education	7	3%			
Engineering	28	12%	1162	570	592
Engineering Technologies/Technicians	10	4%	1078	538	540
English Language and Literature/Letters	3	1%			
Family and Consumer Sciences/Human Sciences	1	0%			
Foreign Languages and Literatures, General	5	2%			
Health Professions and Related Clinical Sciences	46	20%	1059	528	531
History, General	3	1%			
Legal Studies, General	8	4%			
Liberal Arts and Sciences, General Studies and Humanities	4	2%			
Library Science/Librarianship	0				
Mathematics and Statistics	4	2%			
Mechanic and Repair Technologies/Technicians	3	1%			
Military Technologies	2	1%			
Multi/Interdisciplinary Studies	3	1%			
Natural Resources and Conservation	1	0%			
Parks, Recreation and Leisure Studies	0				
Personal and Culinary Services, General	0				
Philosophy and Religious Studies	1	0%			
Physical Sciences	9	4%			
Psychology, General	25	11%	1109	573	536
Public Administration and Social Service Professions	1	0%			
Security and Protective Services	13	6%	1082	534	548
Social Sciences	9	4%			
Theology and Religious Vocations	0				
Visual and Performing Arts, General	16	7%	1186	587	599
Other	6	3%			
Undecided	22	10%	968	487	481