



# NJSLA, NJGPA, & ACCESS Results 2023 - 2024 Administrations



October 16, 2024

# Palisades Park School District

**Tonight, we will be reviewing the following data metrics for the district:**

- NJSLA - Lindbergh and PPHS, Mathematics, ELA, and Science
- NJGPA - High School Graduation Ready Proficiency Exam
- ACCESS for English Language Learners - ECC/LS/HS - All Multilingual Learners in our ESL/ML programs take this assessment to gauge their language proficiency.
- Dynamic Learning Maps (DLM) - Special Education exam but we did not have any test takers in 2023.

# Lindbergh Elementary School

## Grades 1-6



# Lindbergh Elementary School



## 2024-25 Lindbergh Demographics

**\*\*Data as of 10/15/24**

|  |           |
|--|-----------|
| Enrollment (total)                                       | 761       |
| Number of students who will take the NJSLA in Grades 3-6 | 486       |
| Hispanic   | 566 (74%) |
| Asian  | 129 (17%) |
| White  | 21 (3%)   |
| African American   | 37 (5%)   |
| Other  | 8 (1%)    |
| Multilingual Learners (ML)                               | 220 (29%) |
| IEP Learners   | 98 (13%)  |

- 2017-18 Hispanic (46%) Asian (41%) Other (13%) African American (1%)- ML 20% IEP 11%
- 2018-19 Hispanic (50%) Asian (36%) Other (14%) African American (1%) - ML 25% IEP 11%
- 2019-20 Hispanic (57%) Asian (33%) Other (10%) African American (1.5%) - ML 28% IEP 11%
- 2020-21 Hispanic (58%) Asian (31%) Other (11%) African American (1.5%) - ML 29% IEP 11%
- 2021-22 Hispanic (63%) Asian (25%) Other (12%) African American (1.9%) - ML 32% IEP 9%
- 2022-23 Hispanic (67%) Asian (23%) Other (14%) African American (2.3%) - ML 32% IEP 11%
- **2023-24 Hispanic (71%) Asian (20%) Other (9%) African American (3%) - ML 30% IEP 12%**

# New Jersey's Statewide Program Overview:

- The New Jersey Student Learning Assessments (NJSLA) are statewide assessments that assess students' progress toward the New Jersey Student Learning Standards in English Language Arts (ELA), mathematics, and science.



# Interpreting Scores

## NJSLA - ELA & Math

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Level 4 is the target, demonstrating that a child has met expectations and is well prepared for the next grade level.

## NJSLA - Science

- Level 1: Below proficient
- Level 2: Near proficiency
- Level 3: Proficient
- Level 4: Advanced proficiency

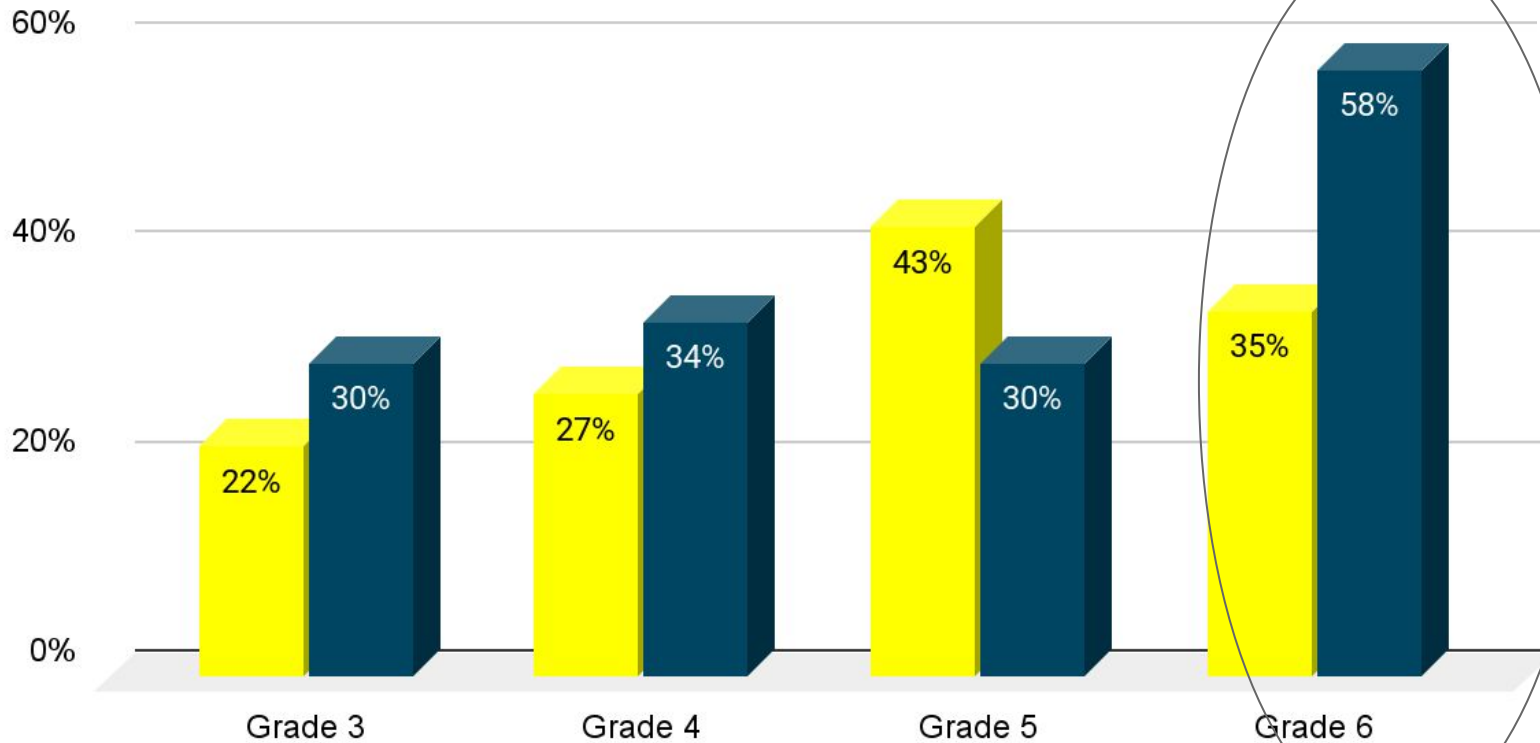
Level 3 is the target, demonstrating that a child has demonstrated understanding of the NJ Student Learning Standards in Science.



# NJSLA Comparison 23-24 in Language Arts



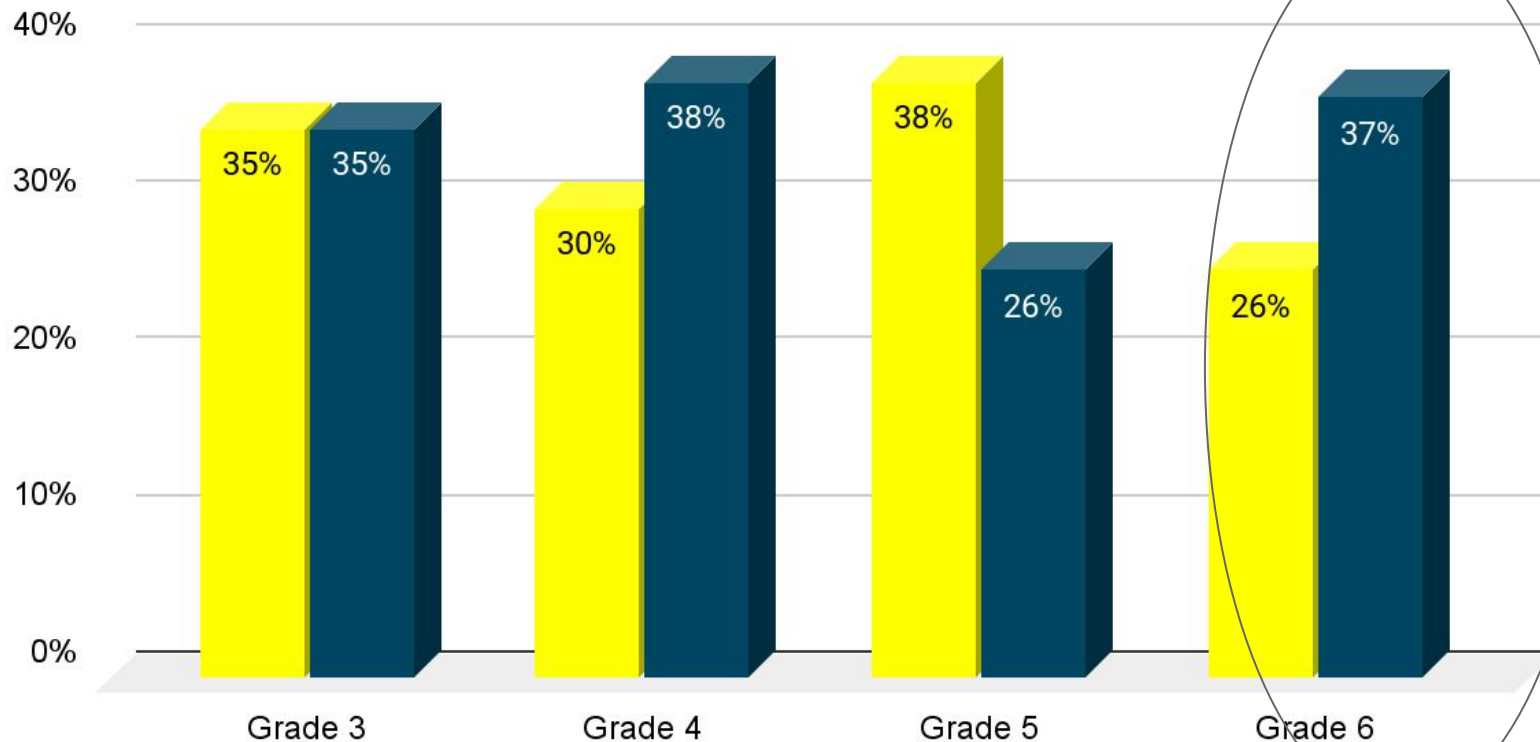
2023 2024



# NJSLA Comparison 23-24 in Mathematics, Lindbergh School



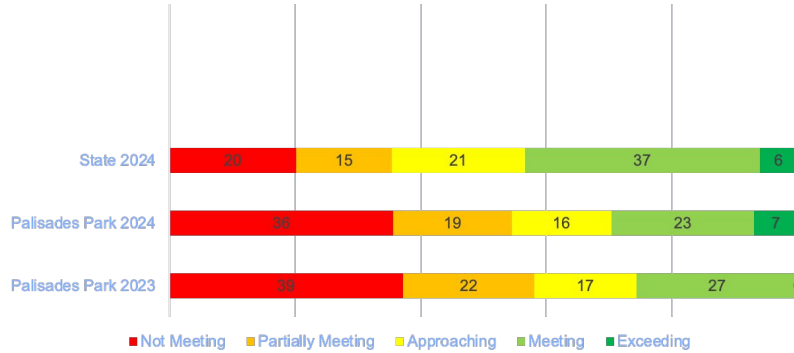
2023 2024



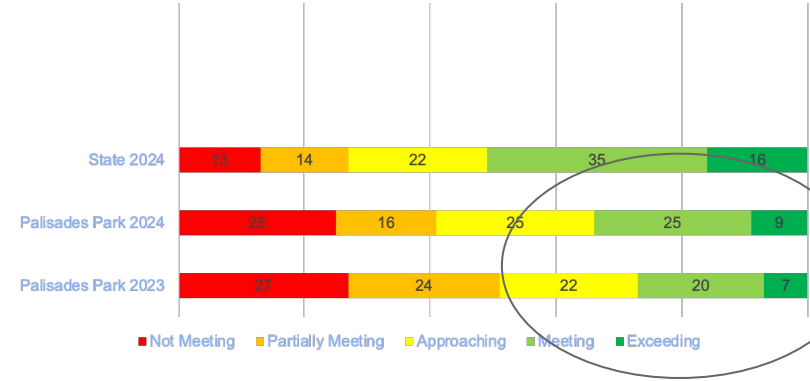


# English Language Arts - Lindbergh School

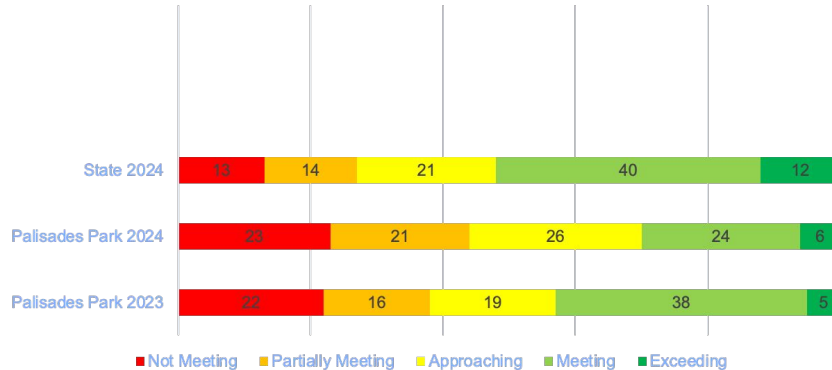
## Grade 3



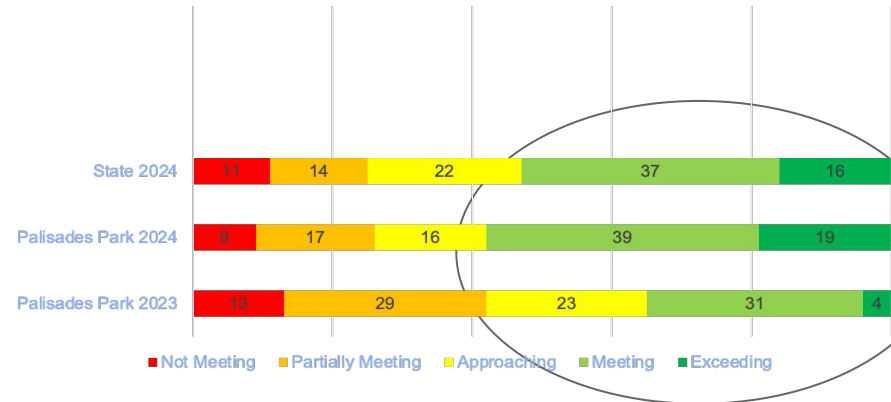
## Grade 4



## Grade 5

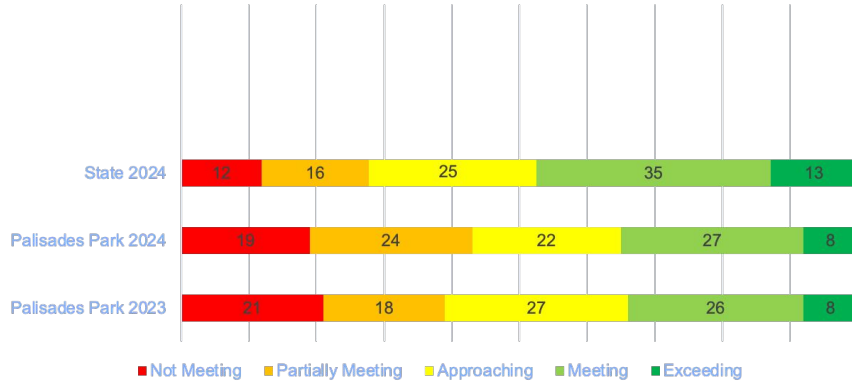


## Grade 6

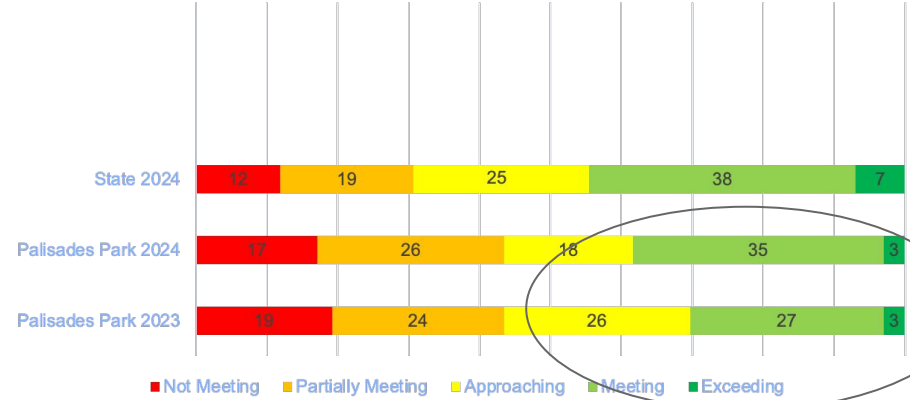


# Mathematics - Lindbergh School

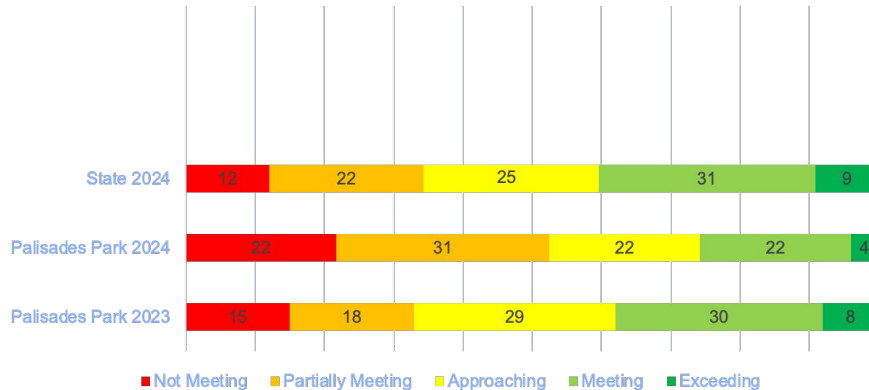
## Grade 3



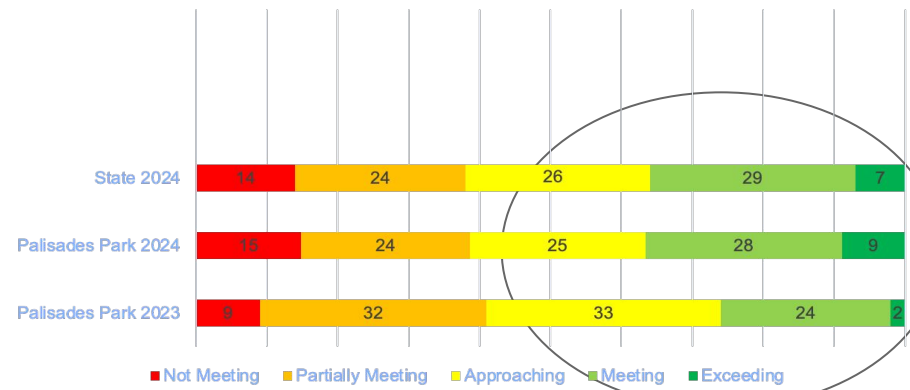
## Grade 4



## Grade 5



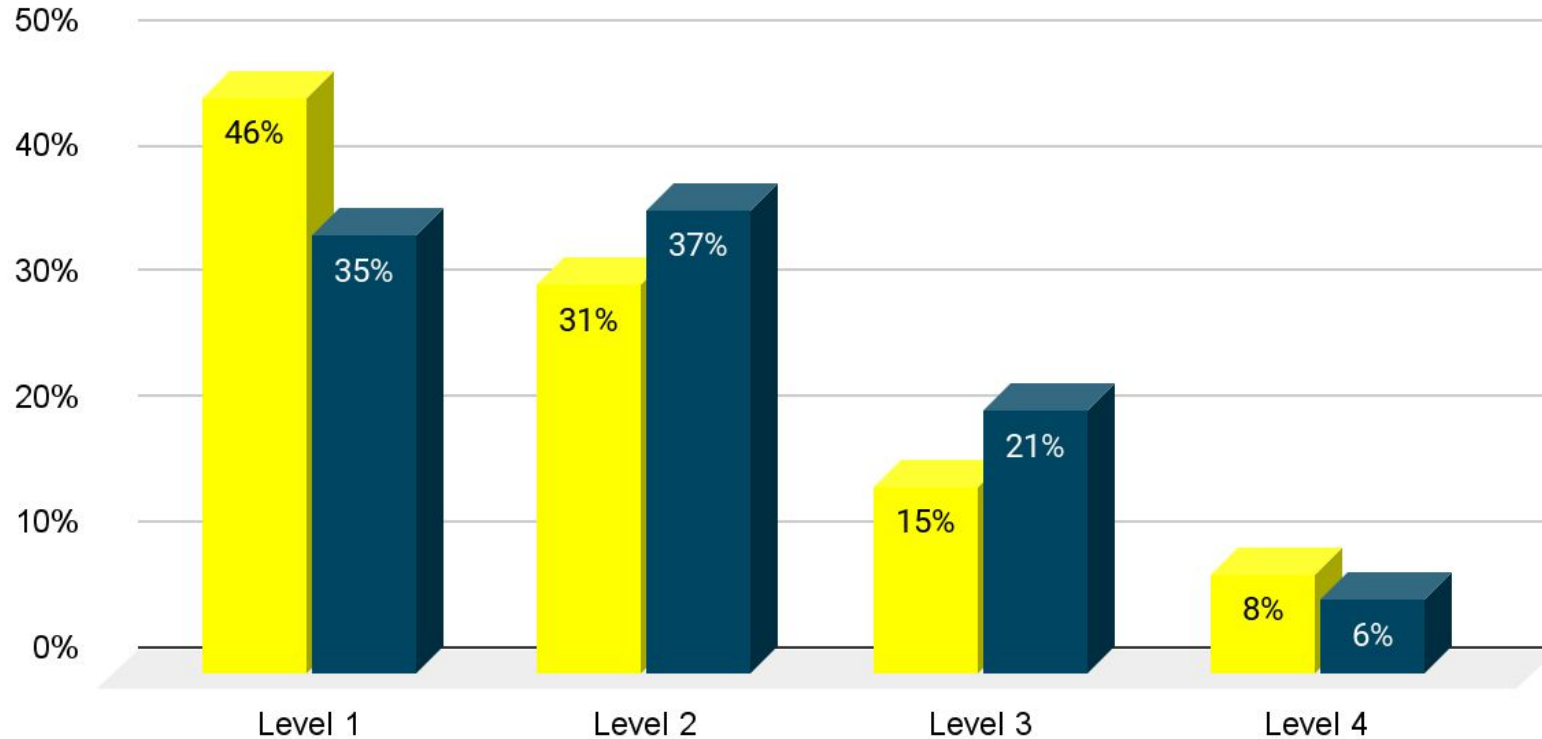
## Grade 6



# NJSLA - Science, Grade 5 Lindbergh School



2023 2024





# Lindbergh School Cohort Analysis



| Lindbergh School Growth Measures:<br>**From 2023 to 2024 | Percentage Increase:<br>**From 2023 to 2024 |
|--|---|
| Grade 3 ELA  | +8% (Across) +12% (Cohort)                  |
| Grade 3 Math   | +1% (Across) +6% (Cohort)                   |
| Grade 4 ELA  | +7% (Across) +3% (Cohort)                   |
| Grade 4 Math   | +9% (Across) -5 (Cohort)                    |
| Grade 5 ELA  | -13 (Across) +15 (Cohort)                   |
| Grade 5 Math   | -13% (Across) -1 (Cohort)                   |
| Grade 6 ELA  | +23% (Across) +1 (Cohort)                   |
| Grade 6 Math   | +11% (Across) +2 (Cohort)                   |

\*\*Across are the same teachers, with a new group of students from 2023 to 2024.

\*\* Grade 5 students were the first graders in the hybrid year. They did not have a traditional K, or Grade 1 experience.

\*\*Cohort is a group of students as they rise to the following Grade level. For example, third graders in 2023 and now tracked as 4th graders in 2024.



# Notable Achievements at Lindbergh School:



## ELA, Language Arts:

- Overall proficiency increase in **Language Arts of 8 points** from 2023-24 for Grades 3 through 6.
- Grade 3 and 4 ELA positive increases:
  - **Grade 3 ELA - 3% points increase in Meeting/Exceeding, 3%points decrease in Not Meeting**
  - **Grade 4 ELA 7% points increase in Meeting/Exceeding, 2%points decrease in Not Meeting, 8%points decrease in Partially Meeting**
- Grade 6 Language Arts students scored 58% proficient, raising 23 points from when they were in Grade 5.
- Grade 6 Language Arts scored 5 percentage points above the State of New Jersey average of 53%.

## Mathematics:

- Overall proficiency increase in **Mathematics of 2 points** from 2023-24 for Grades 3 through 6.
  - **Grade 4 Math - 9% points increase in Meeting/Exceeding, 2% points decrease in Not Meeting**
  - **Grade 6 Math - 11% points increase in Meeting/Exceeding, 6% points decrease in Not Meeting**
- Grade 6 Mathematics scored 1 percentage points above the State of New Jersey average of 36%.

## Science, Grade 5:

- Scored above State of New Jersey in Level 4 (8% - Lindbergh) when the average last year was 6%.



# ACCESS for Multilingual Learners (ML)



ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English learners in kindergarten (paper test) through grade 12 (1-12 online) in WIDA Consortium member states. ACCESS is anchored in the WIDA English Language Development Standards. Assesses the four language domains of Listening, Reading, Speaking and Writing.

Educators use ACCESS results, along with other WIDA resources, to make decisions about students' English academic language and to facilitate their language development.

Students' scores reflect proficiency levels ranging from Level 1 (Entering) to Level 6 (Reaching).

Test scores can be used:

- For accountability purposes
- As benchmarks against which educators can measure future performance
- As a measure to make reclassification decisions about whether a student can exit English language support services
- To support decisions about placing students into appropriate classes or groups for instruction, instructional planning
- To show the progress students have made



# ACCESS for Multilingual Learners (ML)



## Proficiency Levels:

- **Entering** (minimal social language with visual and graphic support)
- **Emerging** (knows and uses some social English and general academic language with visual and graphic support)
- **Developing** (knows and uses social English and specific academic language with visual and graphic support)
- **Expanding** (knows and uses social English and some technical academic language)
- **Bridging** (knows and uses social and academic language working with grade level material)
- **Reaching** (knows and uses social and academic language at the highest level measured by this test)



# ACCESS for Multilingual Learners



| School                 | Level 1<br>Entering | Level 2<br>Emerging | Level 3<br>Developing | Level 4<br>Expanding | Level 5<br>Bridging | Level 6<br>Reaching |
|------------------------|---------------------|---------------------|-----------------------|----------------------|---------------------|---------------------|
| ECC (K only)           | 36%                 | 7%                  | 22%                   | 29%                  | 5%                  | 0%                  |
| Lindbergh (Grades 1-6) | 20%                 | 26%                 | 35%                   | 18%                  | 2%                  | 1%                  |
| PPHS (Grades 7-12)     | 38%                 | 23%                 | 19%                   | 9%                   | 0%                  | 0%                  |

At Lindbergh School, the Multilingual (ML) After School Academy will focus on students who scored within the Level 3 and 4 range on their assessments, providing targeted remediation and tutoring to help improve their language proficiency.



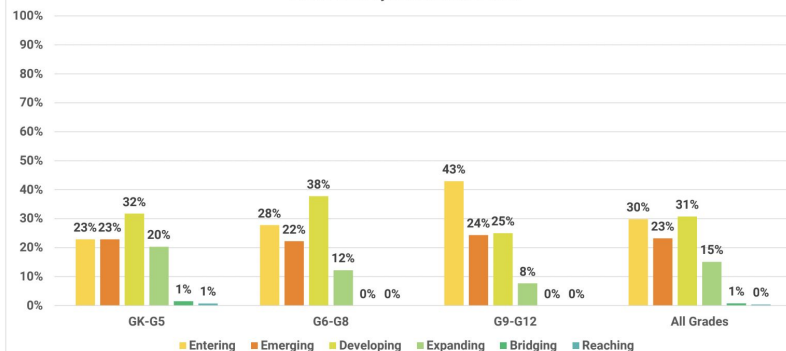


# ACCESS for Multilingual Learners



## PALISADES PARK 2023-24 ACCESS for ELLs

Distribution by Achievement Level



## PALISADES PARK 2023-24 ACCESS for ELLs

| Grade             | Total Tested | Achievement Levels |            |                    |            |                      |            |                     |            |                    |            |                    |            |
|-------------------|--------------|--------------------|------------|--------------------|------------|----------------------|------------|---------------------|------------|--------------------|------------|--------------------|------------|
|                   |              | Entering (Level 1) |            | Emerging (Level 2) |            | Developing (Level 3) |            | Expanding (Level 4) |            | Bridging (Level 5) |            | Reaching (Level 6) |            |
|                   |              | # of students      | % of total | # of students      | % of total | # of students        | % of total | # of students       | % of total | # of students      | % of total | # of students      | % of total |
| K                 | 57           | 20                 | 35%        | <10                | 7%         | 13                   | 23%        | 17                  | 30%        | <10                | 5%         | <10                | 0%         |
| 1                 | 45           | 13                 | 29%        | 20                 | 44%        | 11                   | 24%        | <10                 | 2%         | <10                | 0%         | <10                | 0%         |
| 2                 | 44           | <10                | 11%        | 19                 | 43%        | 15                   | 34%        | <10                 | 11%        | <10                | 0%         | <10                | 0%         |
| 3                 | 50           | 11                 | 22%        | <10                | 18%        | 20                   | 40%        | 10                  | 20%        | <10                | 0%         | <10                | 0%         |
| 4                 | 37           | <10                | 16%        | <10                | 16%        | 14                   | 38%        | <10                 | 24%        | <10                | 3%         | <10                | 3%         |
| 5                 | 38           | <10                | 18%        | <10                | 11%        | 13                   | 34%        | 13                  | 34%        | <10                | 0%         | <10                | 3%         |
| <b>GK-G5</b>      | <b>271</b>   | <b>62</b>          | <b>23%</b> | <b>62</b>          | <b>23%</b> | <b>86</b>            | <b>32%</b> | <b>55</b>           | <b>20%</b> | <b>&lt;10</b>      | <b>1%</b>  | <b>&lt;10</b>      | <b>1%</b>  |
| 6                 | 24           | <10                | 21%        | <10                | 25%        | <10                  | 38%        | <10                 | 17%        | <10                | 0%         | <10                | 0%         |
| 7                 | 33           | 11                 | 33%        | <10                | 9%         | 17                   | 52%        | <10                 | 6%         | <10                | 0%         | <10                | 0%         |
| 8                 | 33           | <10                | 27%        | 11                 | 33%        | <10                  | 24%        | <10                 | 15%        | <10                | 0%         | <10                | 0%         |
| <b>G6-G8</b>      | <b>90</b>    | <b>25</b>          | <b>28%</b> | <b>20</b>          | <b>22%</b> | <b>34</b>            | <b>38%</b> | <b>11</b>           | <b>12%</b> | <b>&lt;10</b>      | <b>0%</b>  | <b>&lt;10</b>      | <b>0%</b>  |
| 9                 | 44           | 20                 | 45%        | 11                 | 25%        | <10                  | 20%        | <10                 | 9%         | <10                | 0%         | <10                | 0%         |
| 10                | 42           | 21                 | 50%        | <10                | 21%        | <10                  | 21%        | <10                 | 7%         | <10                | 0%         | <10                | 0%         |
| 11                | 40           | 16                 | 40%        | 10                 | 25%        | 11                   | 28%        | <10                 | 8%         | <10                | 0%         | <10                | 0%         |
| 12                | 30           | 10                 | 33%        | <10                | 27%        | 10                   | 33%        | <10                 | 7%         | <10                | 0%         | <10                | 0%         |
| <b>G9-G12</b>     | <b>156</b>   | <b>67</b>          | <b>43%</b> | <b>38</b>          | <b>24%</b> | <b>39</b>            | <b>25%</b> | <b>12</b>           | <b>8%</b>  | <b>&lt;10</b>      | <b>0%</b>  | <b>&lt;10</b>      | <b>0%</b>  |
| <b>All Grades</b> | <b>517</b>   | <b>154</b>         | <b>30%</b> | <b>120</b>         | <b>23%</b> | <b>159</b>           | <b>31%</b> | <b>78</b>           | <b>15%</b> | <b>&lt;10</b>      | <b>1%</b>  | <b>&lt;10</b>      | <b>0%</b>  |

# Interventions to Increase Achievement at Lindbergh School

- At Back to School Night, all parents received their child's performance report. For those unable to attend, the reports were mailed home. The Principal and Vice Principal are currently meeting with each teacher to review their class rosters and determine action steps to improve scores for the 2024-2025 school year.
- The 2023-24 NJSLA Academy saw 33 of the 63 registered students (52%) in Grades 3-6 move from Approaching Expectations to Proficient in ELA and/or Mathematics.
- We are restructuring the school schedule to include 9 periods (an additional period) for all students in Grades 1 through 6. Each student and teacher will have a designated intervention period (WIN - "What I Need") built into their daily schedule, providing small group instruction opportunities.
- We are transitioning from Linkit! and DRA2 to STAR Renaissance and DIBELS for benchmarking and assessing students. These new programs offer parent reports and differentiated intervention plans, which students will work on during the WIN periods.
- Additionally, we are piloting the Amplify Core Knowledge Curriculum in Grades 1 through 6, which will serve as our new ELA curriculum. Our Science curriculum has also been aligned to support Science interventions.
- Basic Skills teachers (5) are assigned to small group intervention periods, ensuring each classroom has at least two teachers for small group instruction. Furthermore, 9 staff members are working with small reading groups for students in Grades 1 through 6 who are reading below grade level. These groups meet in our reading intervention room multiple times per week.
- We have partnered with Tracey Marinelli from Pathways to Success, who visits Lindbergh School monthly to meet with our teachers and guide data-driven instruction. She is also leading our professional development sessions on 10/16, 1/15, and 3/19, focusing on data-driven strategies.
- Our New Jersey Student Learning Academy (NJSLA) will begin this week, targeting students who scored in the "Approaching Expectations" category. About 60 students are currently enrolled. Additionally, we have a Multilingual Academy for 30 students who nearly passed the ACCESS/WIDA assessment last March (Levels 3 and 4).
- Last year, Lindbergh School received the High Impact Tutoring Grant, securing \$115,000 to run a tutoring program for 4th and 5th graders. We have partnered with Proximity Learning to offer virtual tutoring for 48 of our 4th and 5th grade students at no charge. Tutoring sessions are held from 4:30 to 6:30 PM, with each student receiving two hours of tutoring per week. We will also be offering small group tutoring after school for 4th and 5th graders led by our Lindbergh teachers.

# PPHS Met Criteria to Exit Status

Due to intensive interventions and a comprehensive improvement plan, we are no longer identified as a school in need of support and improvement.

| School Year          | NJDOE Status                       |
|----------------------|------------------------------------|
| Prior to 2022 - 2023 | “In Need of Comprehensive Support” |
| 2023 - 2024          | “In Need of Targeted Support”      |
| 2024 - 2025          | “No Support Needed”                |

# 2023 - 2024



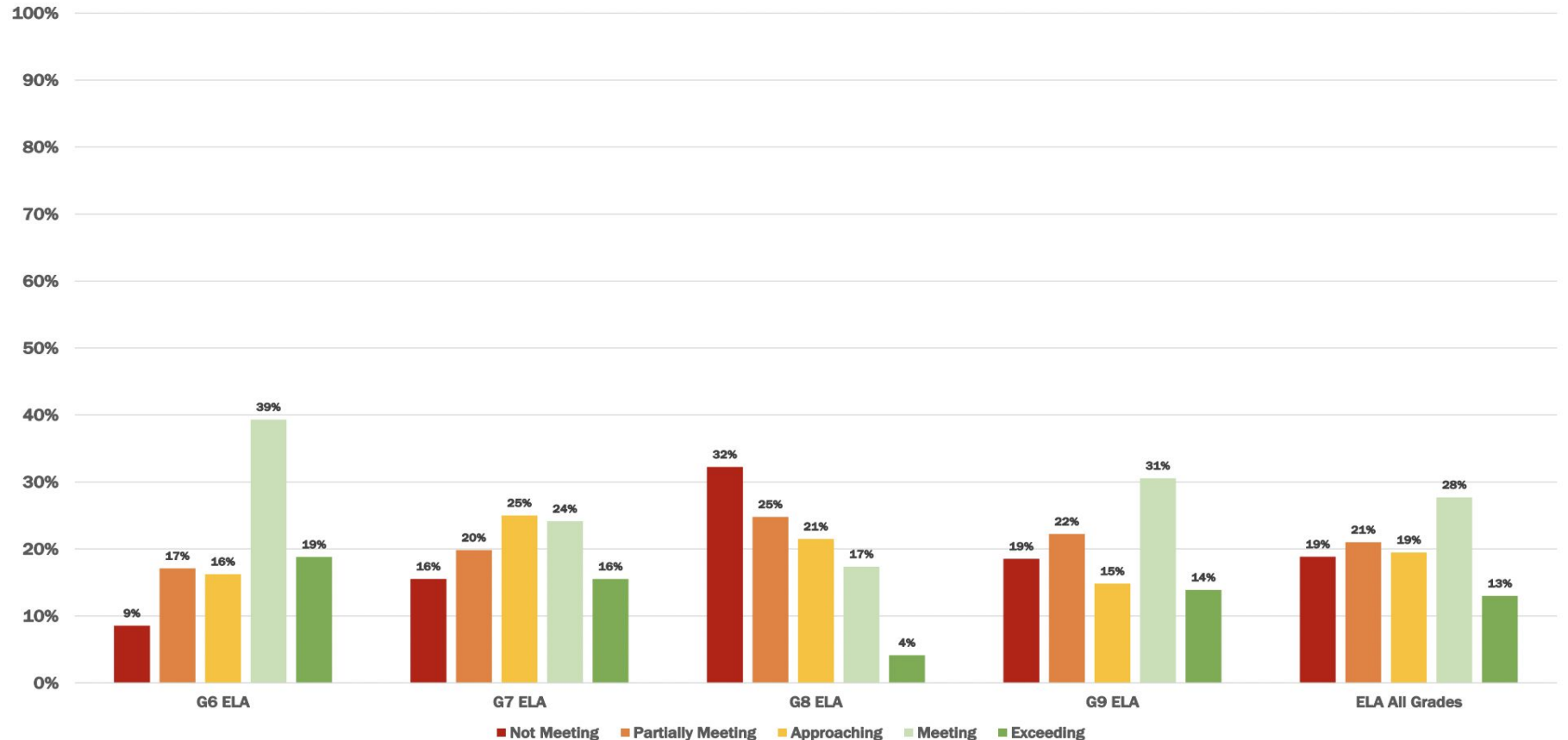
Palisades Park Jr./Sr. High School

|          |     |
|----------|-----|
| Grade 7  | 123 |
| Grade 8  | 127 |
| Grade 9  | 128 |
| Grade 10 | 140 |
| Grade 11 | 123 |
| Grade 12 | 107 |
| Total    | 748 |

- 57.4% Econ. Disadvantaged
- 65% Hispanic/Latino
- 25% Asian
- 8% White non Hisp
- 2% other

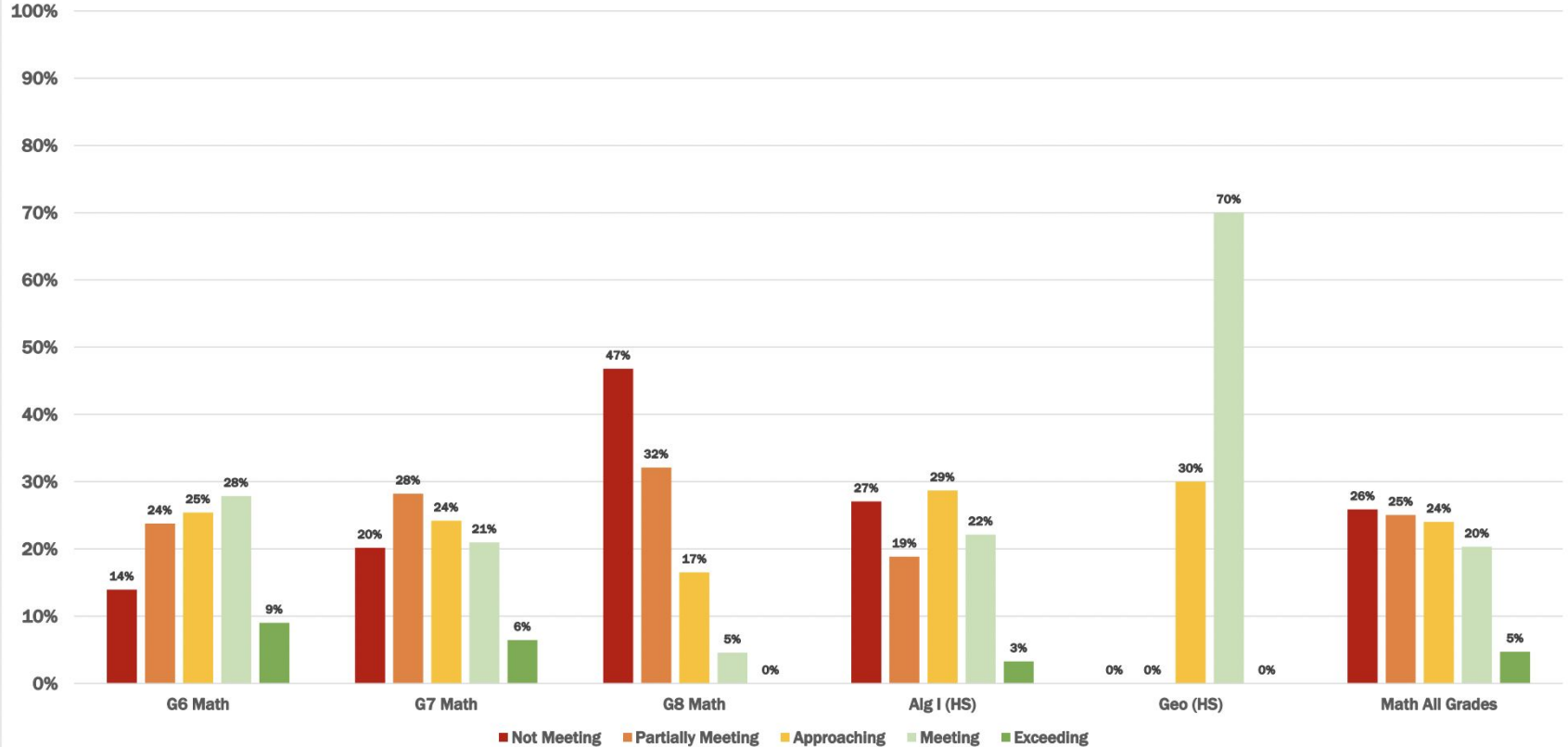
**PALISADES PARK  
2023-24 Spring NJSLA  
ELA/Language Arts**

**Distribution by Achievement Level (2023-24)**



PALISADES PARK  
2023-24 Spring NJSLA  
Mathematics

Distribution by Achievement Level (2023-24)



**PALISADES PARK**  
**2023-24 Spring NJSLA**  
**Science**

| Grade      | % Below Proficiency<br>(Level 1) |       |       | % Near Proficiency<br>(Level 2) |       |       | % Proficient<br>(Level 3) |       |       | % Advanced Proficiency<br>(Level 4) |      |      | Change in<br>Level 1 &<br>Level 2<br>(2023 to<br>2024) | Change in<br>Level 3 &<br>Level 4<br>(2023 to<br>2024) |
|------------|----------------------------------|-------|-------|---------------------------------|-------|-------|---------------------------|-------|-------|-------------------------------------|------|------|--|--|
|            | 2022                             | 2023  | 2024  | 2022                            | 2023  | 2024  | 2022                      | 2023  | 2024  | 2022                                | 2023 | 2024 |  |  |
|            | %                                | %     | %     | %                               | %     | %     | %                         | %     | %     | %                                   | %    | %    |  |  |
| 5          | 40.0%                            | 45.9% | -     | 34.2%                           | 31.1% | -     | 18.3%                     | 14.8% | -     | 7.5%                                | 8.2% | -    | -  | -  |
| 8          | 50.0%                            | 54.1% | 57.0% | 37.5%                           | 32.8% | 34.4% | 9.7%                      | 9.8%  | 5.5%  | 2.8%                                | 3.3% | 3.1% | +4.5%  | -4.5%  |
| 11         | 53.6%                            | 55.4% | 56.9% | 28.2%                           | 22.3% | 22.0% | 12.7%                     | 17.9% | 18.7% | 5.5%                                | 4.5% | 2.4% | +1.2%  | -1.2%  |
| All Grades | 47.9%                            | 51.7% | 57.0% | 33.7%                           | 28.9% | 28.3% | 13.4%                     | 14.0% | 12.0% | 5.1%                                | 5.3% | 2.8% | +4.6%  | -4.6%  |

Percentages may not total 100 due to rounding.

# AP Courses Offered

2-D Art and Design

Biology

Calculus AB/BC

Chemistry

Computer Science A

Drawing

English Language and Composition

English Literature and Composition

Environmental Science

Italian Language and Culture

Physics 1

Psychology

Spanish Language and Culture

Statistics

US Government and Politics

United States History

World History: Modern

## AP Scores

|                                       | 2023  | 2024  |
|---------------------------------------|-------|-------|
| Total AP Students                     | 78    | 73    |
| Number of Exams                       | 153   | 161   |
| AP Students with Scores 3+            | 48    | 51    |
| % of Total AP Students with Scores 3+ | 61.54 | 69.86 |



# NJGPA – Overview (1 of 2)

- The New Jersey Graduation Proficiency Assessment (NJGPA) shall be administered to all 11th grade pupils and to any 11th grade or 12th grade pupil who has previously failed to demonstrate mastery of State graduation proficiency standards on said test (N.J.S.A. 18A:7C-6)
- NJGPA is designed to measure the extent to which students are graduation ready in English Language Arts (ELA) and Mathematics.
- Graduation readiness is reported separately for each content component.
- The ELA component is aligned to the grade 10 standards.
- The Mathematics component is aligned to Algebra I and Geometry standards.

## NJGPA – Overview (2 of 2)

- Students who take but do not meet the minimum required score (725) on each component of the assessment will have the opportunity to receive additional supports and may take the following steps:
- Retake the ELA and/or mathematics components of the New Jersey Graduation Proficiency Assessment in the following summer or fall;
- Meet a designated cut score from the menu of substitute competency tests; or
- Complete a portfolio appeal.

# PPHS Participation Rates

## Number of Students Tested

| Content Component           | Grade 11 | Grade 12 | Total |
|-----------------------------|----------|----------|-------|
| English Language Arts (ELA) | 122      | 0        | 122   |
| Mathematics                 | 124      | 0        | 124   |

## Participation Rate

| Content Component           | Grade 11 |
|-----------------------------|----------|
| English Language Arts (ELA) | 100%     |
| Mathematics                 | 100%     |

# 2023 v 2024 Comparison

|      | Not Yet Graduation Ready |           | Graduation Ready |           | Change in % Grad Ready |
|------|--------------------------|-----------|------------------|-----------|------------------------|
|      | Spring 23                | Spring 24 | Spring 23        | Spring 24 | % change               |
| ELA  | 39.3%                    | 34.4%     | 60.7%            | 65.6%     | +4.9                   |
| Math | 61.9%                    | 65.3%     | 38.1%            | 34.7%     | -3.4                   |

# Grad Rates 2021 – 2023



Palisades Park Jr./Sr. High School

| 2021 - 2022 | 2022 -2023 | 2023 - 2024 |
|-------------|------------|-------------|
| 89.1%       | 94.2%      | 94.6%       |

\*5% increase in grad. rate over 3 years

\*\*2 appeals for 23-24 were approved which will translate into an increased graduation rate sometime in November

# Notable Successes

Comparing 2023 and 2024 administrations, the following were notable successes

- Grade 7 ELA - 5% increase in Meeting/Exceeding
- Grade 7 ELA - 8% decrease in Not Meeting. Meaning, even those students who are not yet meeting/exceeding are making progress
- Grade 7 Math - 11% increase in Meeting/Exceeding
- Grade 9 ELA - 5% increase in Meeting/Exceeding
- Grade 9 ELA - 5% decrease in Not Meeting. Meaning, even those students who are not yet meeting/exceeding are making progress
- Algebra 1 - 2% increase in Meeting/Exceeding
- Geometry - 20% increase in Meeting/Exceeding. Above state performance and 2% decrease in partially Meeting
- Increase in the number of AP exams taken by 8 tests and an 8% increase in students who passed (earned 3 or higher)

# PPHS Interventions to Increase Achievement

- Organized analysis of education and achievement trends paired with continued horizontal and vertical curriculum articulation;
- PLCs in core content areas focused on data analysis to drive instructional practice.
- Partnership with Pathways 2 Success for the Elementary and High School to train our teaching staff on using data to drive instruction with fidelity. District Wide focus on data analysis (e.g. School Evidence Statements) and creation of centralized digital data and resource center for teachers
- Use of digital supplemental materials such as IXL and Newsela to target specific standards deemed in need of support while tracking student progress
- ELA Lab courses integrated into daily schedule at PPHS
- Continued implementation of a formalized I&RS protocol to ensure students at risk of academic failure receive targeted supports and interventions;
- Peer tutoring opportunities provided through the Honor Societies;
- Increase in positive school climate and culture, resulting in a significant decrease behavioral issues and chronic absenteeism leading to increased learning time
- Continued support of a school-based mental team to support students' social-emotional and academic needs.
- Regular after school academic support provided by teachers four days/week;
- NJGPA "Boot Camp"
- NJGPA Fall Administration