

1BARNEGAT

SY 2023-24 State Assessment Summary Results



- NJGPA
- NJSLA
- ACCESS for ELLs
- DLM

Jim Barbieri
Director of Curriculum & Instruction

October, 2024

Note: to protect student privacy, data for cohorts with fewer than ten students are excluded from this report
Also, some cohort results may not sum to 100% due to rounding.

Table of Contents

- Section 1: Highlights, Areas of Focus, & Next Steps
- Section 2: New Jersey Graduation Proficiency Assessment (NJGPA)
- Section 3: New Jersey Student Learning Assessment (NJSLA)
- Section 4: ACCESS for English Language Learners (ELLs)
- Section 5: Dynamic Learning Maps (DLM)
- Section 6: Interventions and Strategies to Improve Student Learning

Outcomes



Highlights & Areas of Focus

Celebrations

- A majority of BHS students passed the NJGPA and are “graduation ready” !
- For NJSLA in ELA Grades 3-9, a majority of grades showed an increase in the % of 4s and 5s from last year to this year.
- Grade 5 ELA had a **14.8%** increase in the number of students Meeting/Exceeding !
- In Math, students at BHS saw huge gains in Algebra I (+13.2%) and Geometry (+22%) from last year
- Grade 4 Math saw double-digit gains (+10.2%) in proficiency
- 8th Grade Science proficiency on the DLM assessment +29% from last year

Areas of Focus:

- For NJGPA, students with 504s and IEPs did better this year in ELA but struggled more in Math
- For the ELA portion of the NJGPA, the number of students passing this vs. last year went from 77% to 76%.
- In the NJSLA, students in Grades 3, 6, and 8 took a step backwards this year vs. last year performance in both ELA and Math, making those grades areas of focus at this time.



Going Forward ~ Steps to Improve Student Achievement



Professional Development Academy

Year 1 through Year 3 of the PD Academy is geared toward **providing a foundation** within the Barnegat classroom.

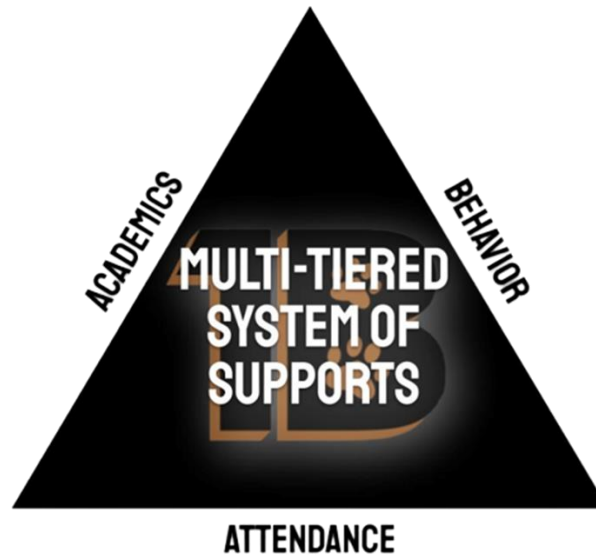
Year 4 and beyond of the PD Academy represents an exciting opportunity for staff to pursue **differentiated professional development** based on modules of staff members' own proposal and choosing.



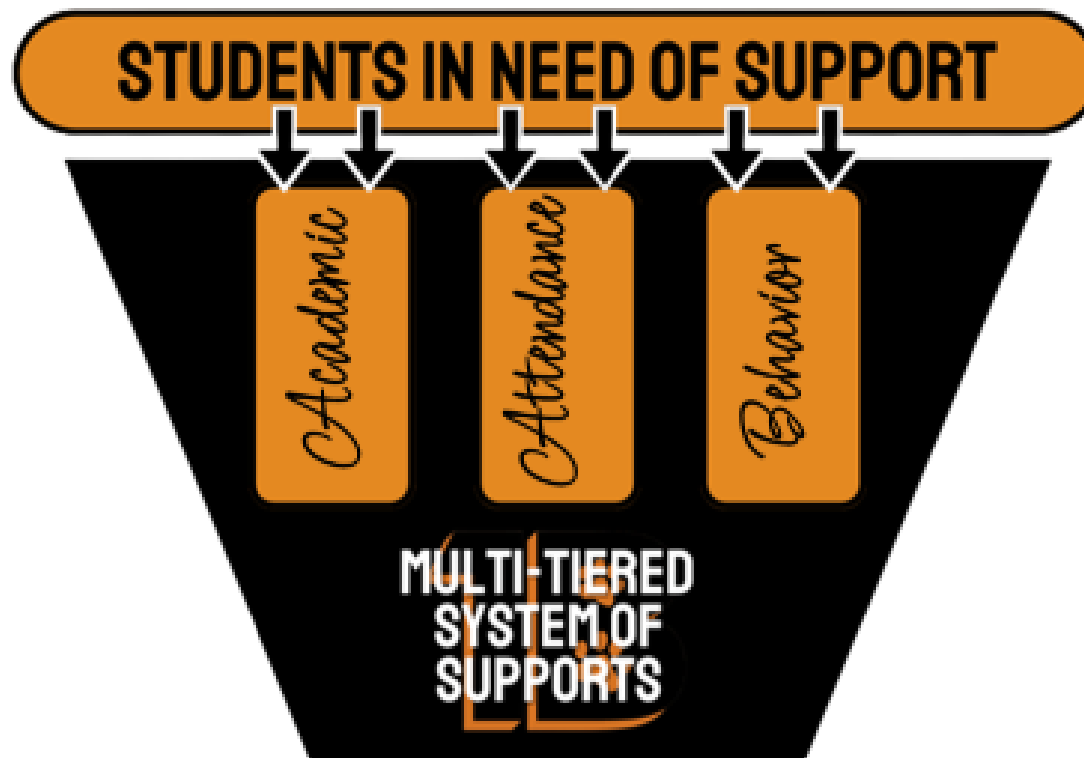
10 BARNEGAT

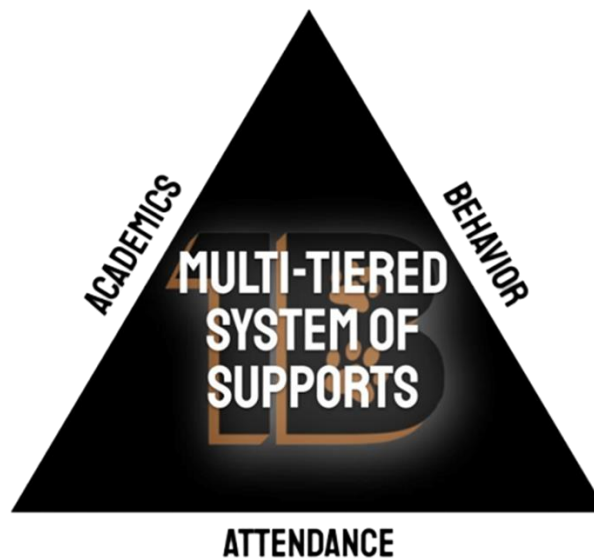
'24-'25 BARNEGAT TOWNSHIP SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT ACADEMY CURRICULUM (YEARS 1-3)

	YEAR ONE	YEAR TWO	YEAR THREE
DAY ONE (FULL) JANUARY 20TH	<u>Classroom Management</u> <u>Unit/Lesson Planning and Assessment Design</u> <u>Building an Inclusive Classroom & SEL</u>	Topics to Cover: <u>Educational Technology 2.0</u> <u>Highly Effective PLCs 2.0</u> <u>Understanding Your Standards / DOK Levels</u> <u>Reading and Interpreting Data/Linkit</u>	Topics to Cover: <u>Fostering Learner Independence</u> <u>Questioning and Discussion & Metacognition</u> <u>Brain-Based Learning: Effective Strategies to Maximize Student Learning</u> <u>Multiple Pathways of Learning</u>
DAY TWO (FULL) MARCH 10TH	<u>Differentiation 1.0</u> <u>Motivating the Unmotivated 2.0</u>	Session 1: <u>Differentiation 2.0</u> Session 2: <u>The Whole Child</u>	Session 1: <u>Developing Autonomous Learners, Part 1</u> Session 2: <u>Developing Autonomous Learners, Part 2</u>



MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)





MTSS FRAMEWORK

Overall MTSS Subgroup Framework			
	Academic	Attendance	Behavioral / Social-Emotional
Team Leader	Principal, or designee		
Team members	Vice principal(s), supervisor(s) instructional coach, teacher(s)	Vice principal(s), attendance officer, nurse, counselor(s)/CST	Vice principal(s), dean(s) of discipline, counselors/CST, behaviorist, teacher(s)
What data is utilized?	<ul style="list-style-type: none"> ★ New Jersey Student Learning Assessment (NJSLA) ★ LinkIt Benchmark ★ i-Ready Diagnostic ★ Star Reading ★ ESGI ★ Marking Period / Assessment Grades ★ Teacher and/or counselor referral 	<ul style="list-style-type: none"> ★ Genesis Daily Attendance reports (unexcused absences and tardies) ★ Class Attendance Reports ★ Teacher and/or counselor referral 	<ul style="list-style-type: none"> ★ Genesis Conduct Reports ★ Teacher and/or counselor referral
How often does the team meet?	~ 10 weeks (to coincide with the start of each marking period)		

ACADEMIC MTSS

TIER 1
prevention



TIER 2
intervention



TIER 3
remediation

MTSS Academics K-4

Universal Screening	Indicators for Intervention
D/SLA (3-4)	Partially Meeting or Not Meeting Expectations
Grade Benchmark Assessments (3-4)	Partially Meeting or Not Meeting
i-Ready Diagnostic	Two or More Grade Levels Below
ITeL Reading	Percentile Rank Below (40%)
Student Survey (K-2)	Below

Did the student(s) score within the band of "Indicators for Intervention"?

Yes	No
Is the student also not meeting expectations on multiple classroom assessments with the implementation of Tier 1 strategies?	Review Tier 1 strategies to support standard/skill deficits in district environment.

Yes	No
Meet with Supervisor and/or Instructional Coach to develop Tier 2 plan.	Review Tier 1 strategies to support standard/skill deficits in district environment.

Is a Tier 2 plan needed?

Yes	No
Meet with Supervisor and/or Instructional Coach to review Tier 2 plan and the document below to ensure data-informed use of resources. Linkage Matrix	Review Tier 1 strategies to support standard/skill deficits in district environment.

After 8 weeks, meet with the Supervisor and/or Instructional Coach. Did the student(s) show progress and meet their goal with Tier 2 interventions?

Yes	No
Student(s) exit Tier 2 and transition back to Tier 1.	Consider movement to Tier 3 and use the following documents to help you assess data-informed use of resources to place in the correct MTSS group. Linkage Matrix

MTSS - ACADEMICS 5-12

Universal Screening	Indicators for Intervention
D/SLA	Partially Met or Did Not Yet Meet Expectations
Grade Benchmark Assessments	Partially Meeting or Not Meeting
i-Ready Diagnostic (RISS & ROBMS)	Two or More Grade Levels Below
STAR Reading (RISS)	Percentile Rank Below (40%)

Did the student(s) score within the band of "Indicators for Intervention"?

Yes	No
Is the student also not meeting expectations on multiple classroom assessments with the implementation of Tier 1 strategies?	Is the student not meeting expectations on multiple classroom assessments with the implementation of Tier 1 strategies?

Yes	No
Complete i-Ready retest form. Meet with MTSS Academic Lead to develop a plan. See Appendix C: Intervention (Tier 2) Student Data Collection .	Consider grade retention and revised Tier 1 strategies to support standard/skill deficits in environment.

Is a Tier 2 plan needed?

Yes	No
Meet with MTSS Academic Lead to develop a plan. Monitor student(s) for 10 weeks.	Review Tier 1 strategies to support standard/skill deficits in district environment.

After 10 weeks, meet with the MTSS Academic Lead. Did the student(s) show progress and meet their goal with Tier 2 interventions?

Yes	No
Student(s) exit Tier 2 and transition back to Tier 1.	Consider movement to Tier 3: <ul style="list-style-type: none"> RISS/ROBMS- Basic Skills Intervention Class RISS-Struggling Beginning / Schedule Adjustment

ACADEMIC MTSS - Pro Tip

- Consider using a template that allows teachers to track those “on watch” students efficiently.
- Minimizes the “paperwork” a bit.

Appendix C: Intervention (Tier 1) Student Data Collection Form

★ Click to create a copy of this template: [Intervention \(Tier 1\) Student Data Collection](#)

MTSS Intervention (Tier 1) Student Data Collection

Academic & Behavioral



The purpose of this document is to record Tier 1 students who are currently “on-watch” for possible movement to Tier 2. The teacher should document attempted interventions and record relevant assessment data (minimum of 5).

Time Frame:

Teacher Name:

Subject/Course:

Name	MTSS Strand: Academic or Behavior	Intervention Attempted (brief description of tool used)	Assessment Scores	Notes/Summary
	Choose... ▾			
	Choose... ▾			
	Choose... ▾			
	Choose... ▾			
	Choose... ▾			

Progress monitoring notes:

-

Students to be recommended for Tier 2:

★ **CLICK THE IMAGE TO GET A COPY OF THIS TEMPLATE.**

BEHAVIOR & ATTENDANCE

TIER 1
prevention

TIER 2
intervention

TIER 3
remediation

MTSS – BEHAVIOR / SOCIAL-EMOTIONAL

Universal Screening	Indicators for Intervention
Genesis Monthly Conduct Audit	At the end of the month... - Student has accumulated an identified number of points (as set by each building's discipline guide) At any point... - Student has accumulated an identified number of points (as set by each building's discipline guide)
Teacher referral (SEL)	A clear pattern of behaviors that impact the learning environment.

Did the student(s) meet one or more of the "Indicators for Intervention"?

Yes	No
<input checked="" type="checkbox"/> MTSS Behavior Lead conferences with student to discuss referrals. Identify root causes and/or external factors that may be contributing to behaviors. <input checked="" type="checkbox"/> Provide strategies to address identified root causes/external factors.	Revisit Tier 1 strategies.

Monitor students' behavior after parent/guardian notification and student conference for 10 weeks. Is behavior still a concern?

Yes	No
<input checked="" type="checkbox"/> MTSS Behavior Lead and/or Guidance/CST conferences with student to discuss referrals. <input checked="" type="checkbox"/> Work with MTSS Behavior Lead and/or Guidance/CST to develop a Tier 2 plan and monitor for 10 weeks. *Note- add plan to Genesis after monitoring completion. <input checked="" type="checkbox"/> See Appendix F: Functions of Student Behavior	Continue in Tier 1.

After 10 weeks, meet with the MTSS Behavior Lead and/or Guidance/CST. Did the student(s) show progress and meet their goal with Tier 2 interventions?

Yes	No
Student(s) exits Tier 2 and transitions back to Tier 1.	<input checked="" type="checkbox"/> Guidance/CST/behaviorist completes a classroom observation. <input checked="" type="checkbox"/> PAWS consideration <input checked="" type="checkbox"/> Guidance/CST, behaviorist and teacher will meet to create a Tier 3 plan in LinkIt! Intervention Manager.

MTSS – ATTENDANCE

Universal Screening	Indicators for Intervention
Genesis Monthly Attendance Reports	At the end of the month... - Student has five (5) unexcused absences and/or five (5) unexcused tardies At any point... - Student has accumulated five (5) unexcused absences.
Daily Attendance - The Attendance Officer/Nurse calls the parent/guardian to verify absence.	Three (3) or more absences in a row; identified pattern. The Attendance Officer/Nurse will call the parent to verify absence. Referral will be made to counselor/CST if the situation permits their attention.
Teacher Referral	A clear pattern of absences/tardies that impacts learning

Did the student(s) meet one or more of the "Indicators for Intervention"?

Yes	No
<input checked="" type="checkbox"/> Notify the parent/guardian of the attendance policy for the school and an overview of the student's current attendance. Document in Genesis notes. <input checked="" type="checkbox"/> Discuss with the student the importance of attendance. Document in Genesis notes. <input checked="" type="checkbox"/> Does the student have a history of chronic absenteeism? (If yes, skip to Tier 2).	Revisit Tier 1 strategies.

Monitor students' attendance after parent/guardian notification for 10 weeks. Is attendance still a concern?

Yes	No
<input checked="" type="checkbox"/> Request an in-person meeting with both parent/guardian and student. <input checked="" type="checkbox"/> Consider assigning a mentor. Identify root causes of attendance issues and create a Tier 2 plan. <input checked="" type="checkbox"/> See Appendix E: School Refusal vs. Truancy (CST/Guidance will administer)	Continue in Tier 1.

Monitor students' attendance after parent/guardian notification for 10 weeks. Is attendance still a concern?

Yes	No
<input checked="" type="checkbox"/> Request an in-person meeting with both parent/guardian and student. Consider Tier 3 intervention <input checked="" type="checkbox"/> Student paired with a mentor.	Continue in Tier 2

MTSS MEETINGS-*Pro Tip*

- Consider having these meetings quarterly.
- The team leader and/or designees should come prepared to discuss data/trends.
- Allows for more consistency and collaboration



MTSS Quarterly Summary Report

Time Frame:

Meeting Date:

MTSS Team Members:

Discussion:

- What trends are there across multiple strands?
- What are the areas of strength and improvement across the student population?
- What might be some root causes for these issues?

Strand	Data Trends & Highlights
Attendance	
Academics	
Conduct/ Discipline	
SEL/Mental Health	
Reflection / Notes / Questions	
Actionable Next Steps / Goals	

★ **CLICK THE IMAGE TO GET A COPY OF THIS TEMPLATE.**

HOW DO WE KNOW THIS WORKS?

- Quarterly “Data Harvests”
- Board of Education Meeting Gallery Walk presentations

**Join us at the
November BOE
Meeting to see the
Data Harvest
Cycle #1 in action!**

School District
Data Harvest ~ Quarterly Audit Cycle #

School 1

What have you and your leadership team done to further our “Just Cause”?
(Mission/Vision/Core Values/High Expectations)

Parents/
Community

Staff

Students

Staff empowerment

Attendance Data
(Average Daily Attendance ~ % present by month)

Student

Staff

Action Plan (If applicable)

Persons
Responsible

Next Steps

Indicators of
Measurable

★ **CLICK THE IMAGE TO GET A
COPY OF THIS TEMPLATE.**

New Jersey Graduation Proficiency Assessment (NJGPA)

Assessments designed to measure student readiness for graduation.



Barnegat's Number of Students Tested for Spring 2024 NJGPA Administration

Subject	Grade 11		Grade 12		Total	
	2023	2024	2023	2024	2023	2024
	#	#	#	#	#	#
ELA	222	237	-	-	222	237
Math	221	237	-	-	221	237
All Results	443	474	-	-	443	474

Barnegat's Spring 2024 NJGPA Administration Results - Percentages

Subject	Graduation Ready 2024	Not Yet Graduation Ready 2024	Graduation Ready 2024	Not Yet Graduation Ready 2024	Graduation Ready 2024	Not Yet Graduation Ready 2024
	Grade 11	Grade 11	Grade 12	Grade 12	All Students	All Students
	%	%	%	%	%	%
ELA	75.5%	24.5%	-	-	75.5%	24.5%
Math	43.5%	56.5%	-	-	43.5%	56.5%
All Results	59.5%	40.5%	-	-	59.5%	40.5%

Percentages may not total 100 due to rounding.

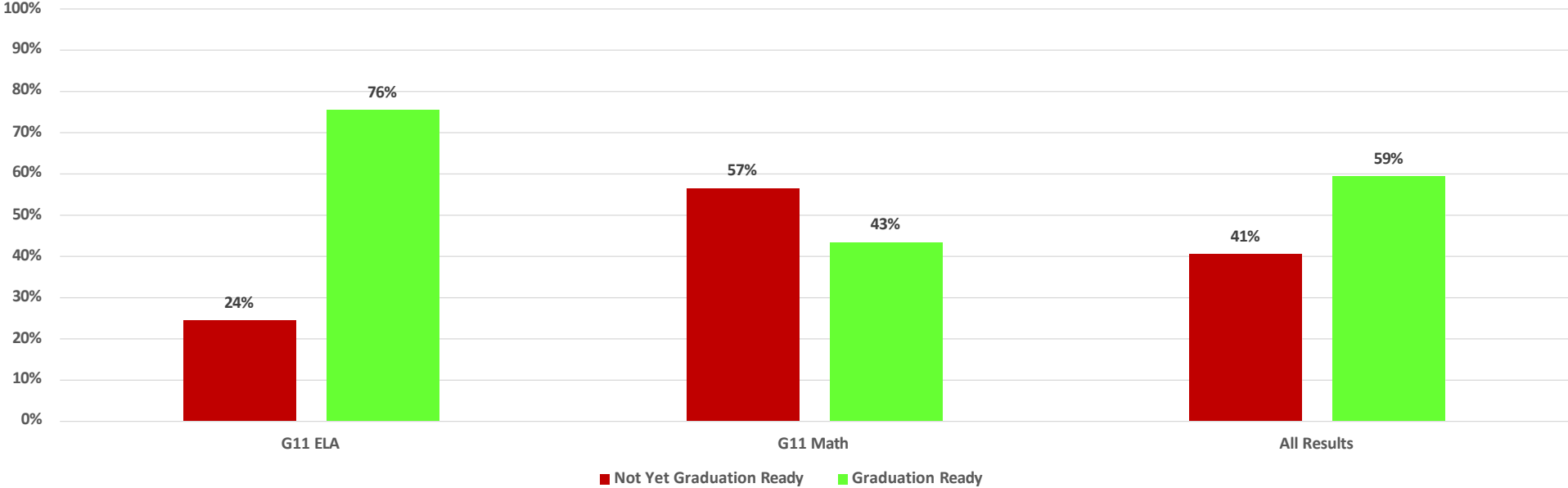
Barnegat's Spring 2024 NJGPA Administration Results - Percentages (Grade 11 Students Only)

Subject	Graduation Ready				Not Yet Graduation Ready				Change in % Graduation Ready (2023 to 2024)
	2023		2024		2023		2024		
	#	%	#	%	#	%	#	%	
ELA	171	77.0%	179	75.5%	51	23.0%	58	24.5%	-1.5 %
Math	106	48.0%	103	43.5%	115	52.0%	134	56.5%	-4.5 %
All Results	277	62.5%	282	59.5%	166	37.5%	192	40.5%	-3 %

Percentages may not total 100 due to rounding.

BARNEGAT 2023-24 Spring NJGPA

Distribution by Achievement Level (2023-24)



**Comparison of Barnegat's Spring 2023 and 2024 NJGPA Administrations - Percentages
(Graduation Ready, Grade 11 Students)**

Subject	Graduation Ready 2023	Graduation Ready 2023	Graduation Ready 2024	Graduation Ready 2024
	Barnegat	State	Barnegat	State
ELA	77.0%	80.5%	75.5%	82.5%
Math	48.0%	55.0%	43.5%	55.6%
All Results	62.5%	67.8%	59.5%	69.1%

Section 2

Demographic Analysis

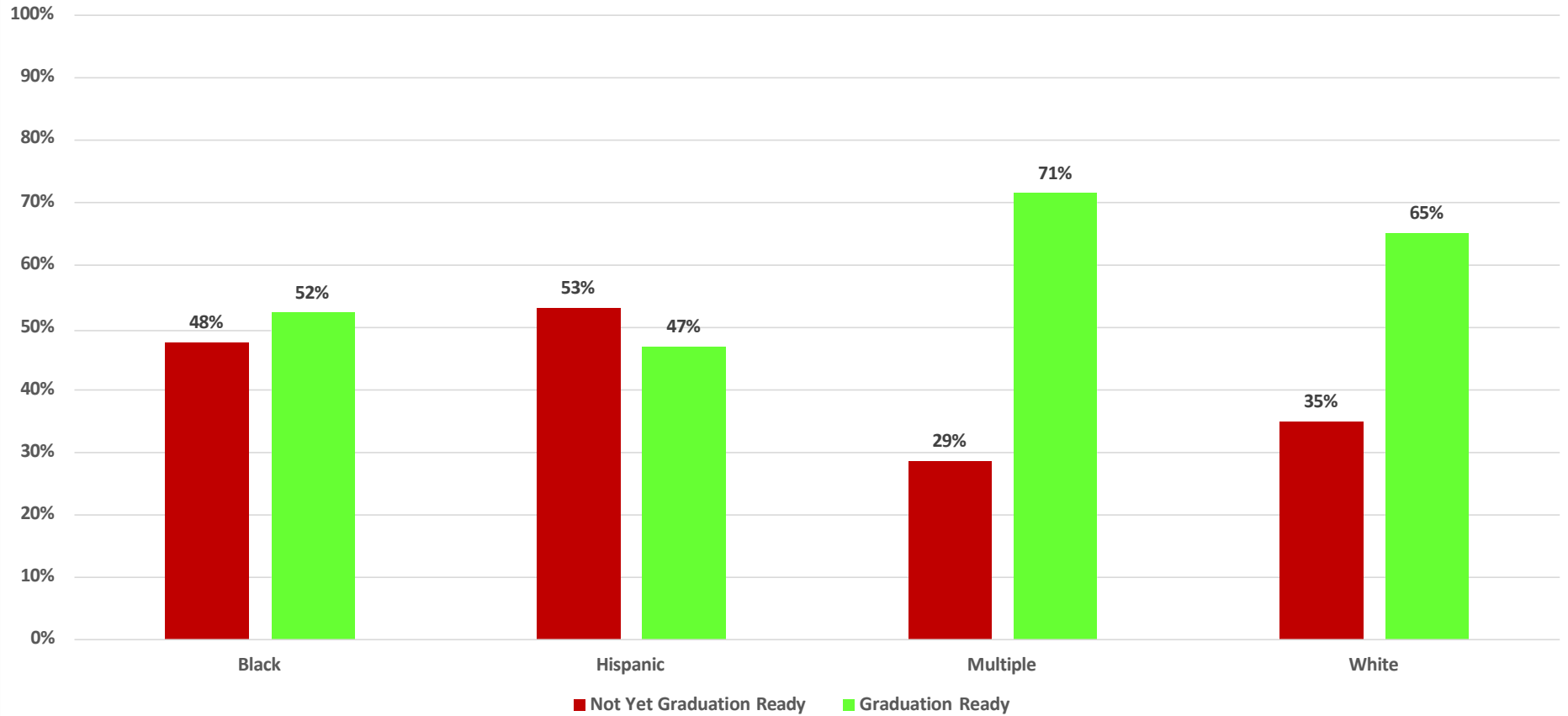
BARNEGAT 2023-24 Spring NJGPA by Subgroup Race

Subject	Race	Total Tested 2024	% of Tested 2024	Not Yet Graduation Ready		Graduation Ready	
				% 2023	% 2024	% 2023	% 2024
ELA	Asian	<10	1%	-	-	-	-
	Black	32	14%	40%	34%	60%	66%
	Hispanic	48	20%	33%	33%	67%	67%
	Multiple	<10	3%	-	-	-	-
	Other	<10	1%	-	-	-	-
	White	144	61%	18%	20%	82%	80%
	<i>All Students</i>	237		23%	24%	77%	76%
Math	Asian	<10	1%	-	-	-	-
	Black	31	13%	75%	61%	25%	39%
	Hispanic	48	20%	66%	73%	34%	27%
	Multiple	<10	3%	-	-	-	-
	Other	<10	1%	-	-	-	-
	White	145	61%	44%	50%	56%	50%
	<i>All Students</i>	237		52%	57%	48%	43%
All Subjects	Asian	<10	1%	0%	-	100%	-
	Black	63	13%	57%	48%	43%	52%
	Hispanic	96	20%	50%	53%	50%	47%
	Multiple	14	3%	-	29%	-	71%
	Other	<10	1%	-	-	-	-
	White	289	61%	31%	35%	69%	65%
	<i>All Students</i>	474		37%	41%	63%	59%

BARNEGAT

2023-24 Spring NJGPA by Subgroup Race

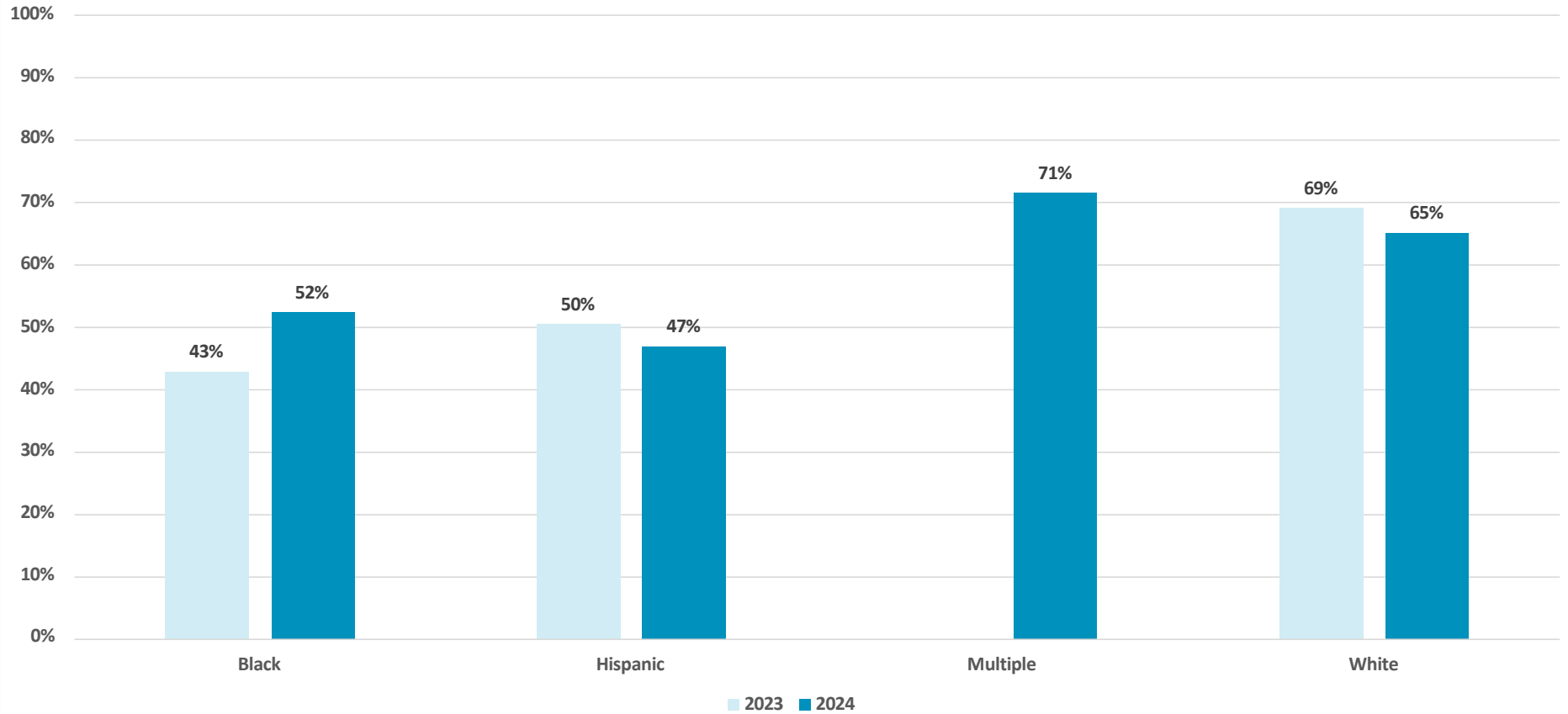
Distribution by Achievement Level (All Subjects)



BARNEGAT

2023-24 Spring NJGPA by Subgroup Race

Year over Year % Graduation Ready (All Subjects)



BARNEGAT

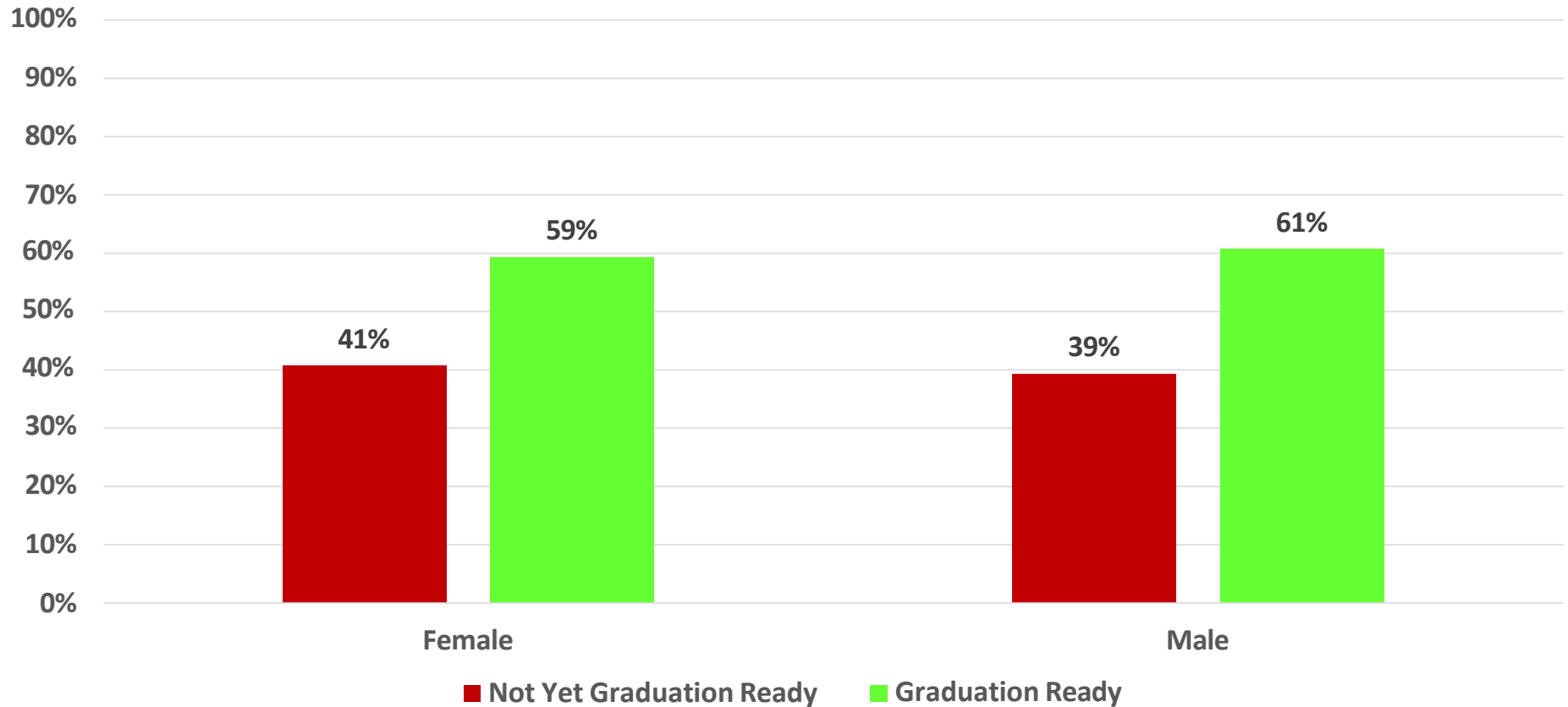
2023-24 Spring NJGPA by Subgroup Gender

Subject	Gender	Total Tested 2024	% of Tested 2024	Not Yet Graduation Ready		Graduation Ready	
				% 2023	% 2024	% 2023	% 2024
ELA	Female	105	44%	13%	19%	87%	81%
	Male	128	54%	31%	28%	69%	72%
	Other	<10	0%	-	-	-	-
	Unknown	<10	1%	-	-	-	-
	<i>All Students</i>	237		23%	24%	77%	76%
Math	Female	104	44%	51%	63%	49%	38%
	Male	129	54%	53%	50%	47%	50%
	Other	<10	0%	-	-	-	-
	Unknown	<10	1%	-	-	-	-
	<i>All Students</i>	237		52%	57%	48%	43%
All Results	Female	209	44%	32%	41%	68%	59%
	Male	257	54%	42%	39%	58%	61%
	Other	<10	0%	-	-	-	-
	Unknown	<10	1%	-	-	-	-
	<i>All Students</i>	474		37%	41%	63%	59%

BARNEGAT

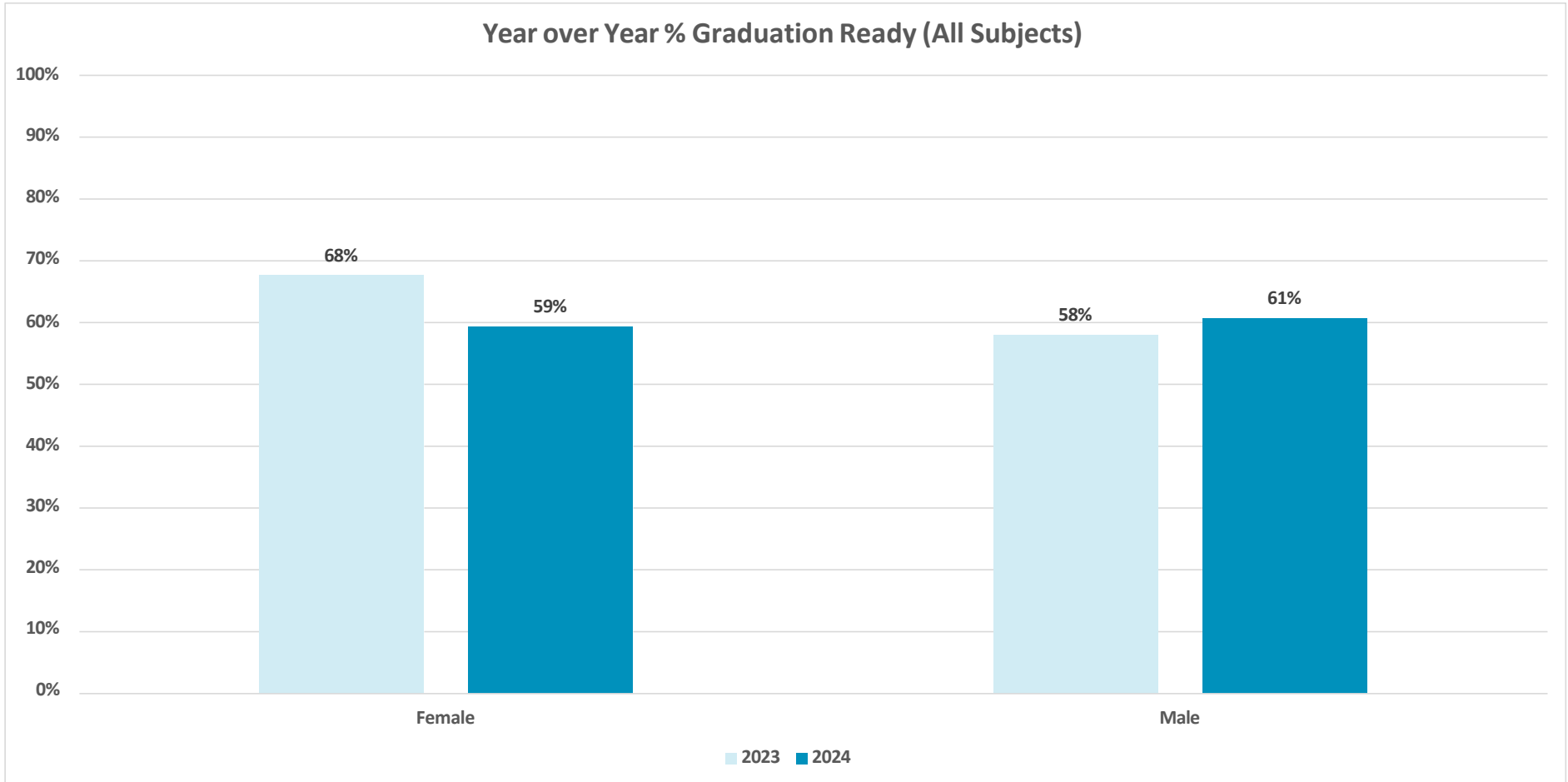
2023-24 Spring NJGPA by Subgroup Gender

Distribution by Achievement Level (All Subjects)



BARNEGAT

2023-24 Spring NJGPA by Subgroup Gender



BARNEGAT

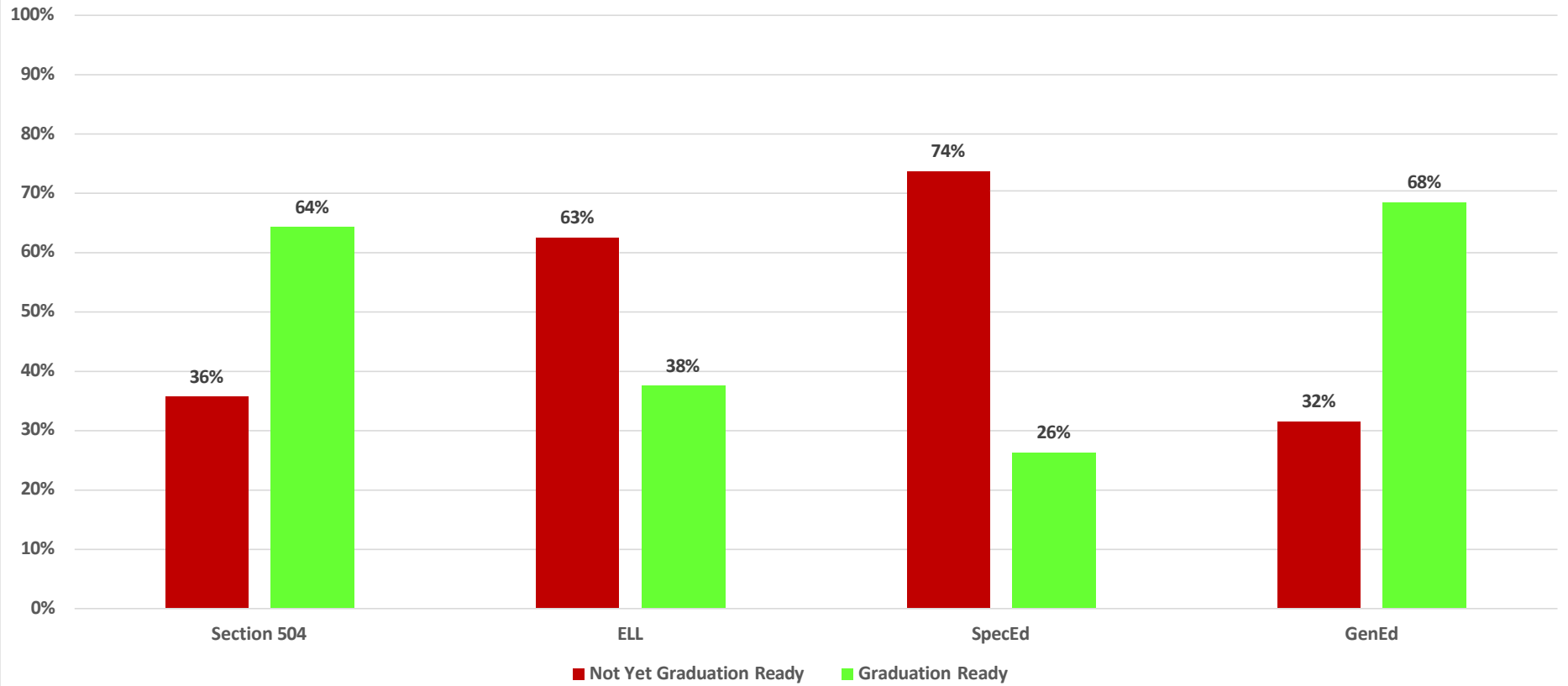
2023-24 Spring NJGPA by Subgroup Program

Subject	Program	Total Tested 2024	% of Tested 2024	Not Yet Graduation Ready		Graduation Ready	
				% 2023	% 2024	% 2023	% 2024
ELA	Section 504	21	9%	19%	14%	81%	86%
	ELL	<10	2%	-	75%	-	25%
	SpecEd	48	20%	63%	56%	38%	44%
	GenEd	185	78%	13%	15%	87%	85%
	<i>All Students</i>	237		23%	24%	77%	76%
Math	Section 504	21	9%	44%	57%	56%	43%
	ELL	<10	2%	-	50%	-	50%
	SpecEd	47	20%	87%	91%	13%	9%
	GenEd	186	78%	43%	48%	57%	52%
	<i>All Students</i>	237		52%	57%	48%	43%
All Results	Section 504	42	9%	31%	36%	69%	64%
	ELL	<10	2%	71%	63%	29%	38%
	SpecEd	95	20%	75%	74%	25%	26%
	GenEd	371	78%	28%	32%	72%	68%
	<i>All Students</i>	474		37%	41%	63%	59%

BARNEGAT

2023-24 Spring NJGPA by Subgroup Program

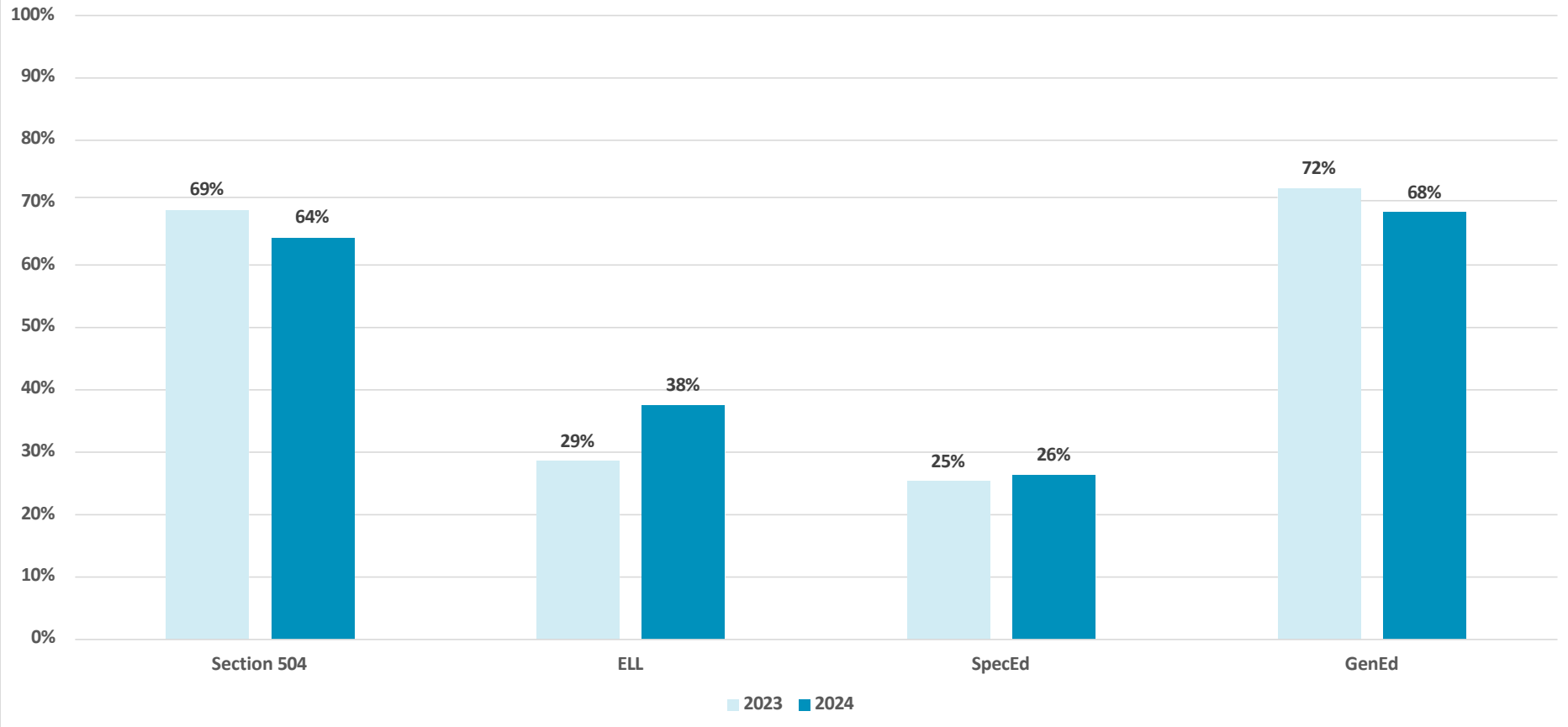
Distribution by Achievement Level (All Subjects)



BARNEGAT

2023-24 Spring NJGPA by Subgroup Program

Year over Year % Graduation Ready (All Subjects)



New Jersey Student Learning Assessment (NJSLA)

Assessments designed to measure annual student proficiency in the NJ Student Learning Standards.



New Jersey
Student Learning
Assessment

BARNEGAT TOWNSHIP SCHOOL DISTRICT 2023-24 Spring NJSLA

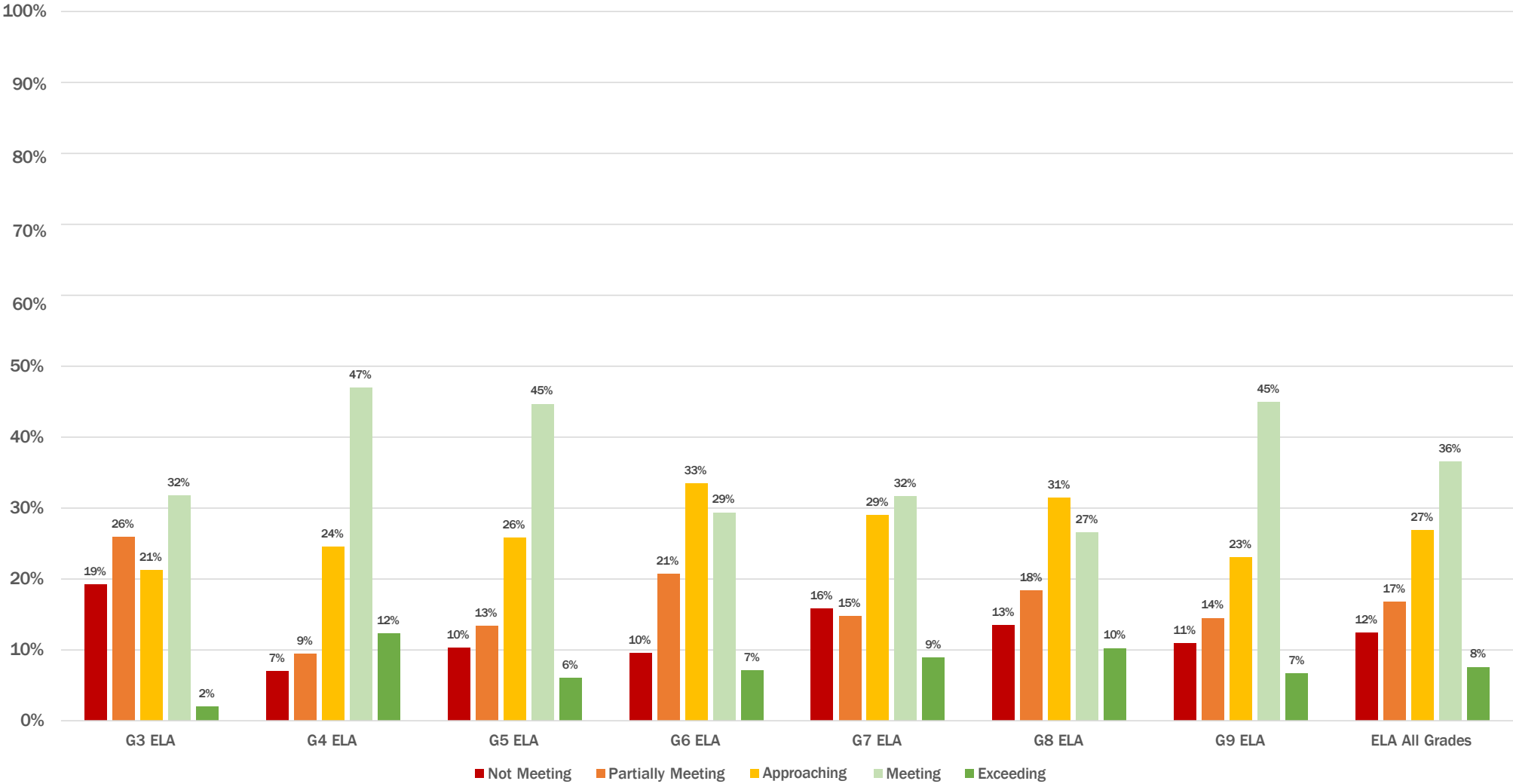
English Language Arts

Grade	% Not 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 & Level 2 (2023 to 2024)	Change in Level 4 & Level 5 (2023 to 2024)
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%		
3	16.2%	16.5%	19.2%	12.7%	12.9%	25.9%	21.8%	24.2%	21.2%	44.1%	44.0%	31.8%	5.2%	2.4%	2.0%	+15.7%	-12.6%
4	15.5%	7.8%	6.9%	14.2%	10.0%	9.4%	23.8%	25.5%	24.5%	33.1%	47.6%	46.9%	13.4%	9.1%	12.2%	-1.4%	+2.5%
5	16.5%	13.6%	10.3%	10.9%	19.8%	13.3%	22.6%	30.9%	25.8%	45.6%	31.3%	44.6%	4.4%	4.5%	6.0%	-9.7%	+14.8%
6	12.1%	11.0%	9.5%	18.3%	13.1%	20.7%	35.0%	35.1%	33.5%	26.3%	36.3%	29.3%	8.3%	4.5%	7.0%	+6.1%	-4.5%
7	11.9%	20.1%	15.8%	15.9%	15.4%	14.7%	24.2%	28.3%	29.0%	36.1%	27.6%	31.7%	11.9%	8.7%	8.9%	-4.9%	+4.3%
8	12.4%	13.5%	13.5%	16.3%	13.9%	18.4%	20.9%	24.6%	31.4%	41.5%	41.3%	26.5%	8.9%	6.8%	10.2%	+4.4%	-11.3%
9	18.3%	14.6%	10.9%	15.7%	17.4%	14.5%	29.1%	21.9%	23.0%	34.3%	39.7%	44.9%	2.6%	6.5%	6.6%	-6.6%	+5.4%
All Grades	14.6%	14.0%	12.4%	14.9%	14.6%	16.7%	25.3%	27.2%	26.9%	37.3%	38.2%	36.5%	8.0%	6.1%	7.6%	+0.5%	-0.2%

Percentages may not total 100 due to rounding. Grade 9 row includes grade 9 students only.

BARNEGAT TOWNSHIP SCHOOL DISTRICT
2023-24 Spring NJSLA
ELA/Language Arts

Distribution by Achievement Level (2023-24)



BARNEGAT TOWNSHIP SCHOOL DISTRICT 2023-24 Spring NJSLA

Mathematics

Grade	% Not 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 & Level 2 (2023 to 2024)	Change in Level 4 & Level 5 (2023 to 2024)
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%		
3	7.9%	8.4%	9.0%	16.2%	16.1%	23.9%	28.1%	25.3%	27.8%	35.5%	39.4%	32.9%	12.3%	10.8%	6.3%	+8.4%	-11.0%
4	7.9%	8.2%	6.5%	30.0%	11.6%	11.4%	27.9%	33.6%	24.9%	30.8%	42.7%	53.1%	3.3%	3.9%	4.1%	-1.9%	+10.6%
5	17.4%	19.0%	11.4%	23.9%	25.5%	26.7%	22.7%	25.5%	26.7%	32.4%	23.1%	26.3%	3.6%	6.9%	8.9%	-6.4%	+5.2%
6	14.6%	9.0%	14.0%	30.8%	21.6%	27.3%	25.8%	31.0%	26.9%	22.5%	33.1%	25.6%	6.3%	5.3%	6.2%	+10.7%	-6.5%
7	15.3%	14.5%	10.8%	20.9%	26.1%	26.8%	32.8%	33.6%	28.8%	28.7%	23.2%	30.8%	2.2%	2.5%	2.8%	-3.1%	+7.9%
8	26.5%	28.5%	29.9%	32.5%	25.1%	35.8%	28.0%	27.2%	20.4%	13.0%	19.1%	13.4%	0.0%	0.0%	0.5%	+12.1%	-5.2%
Alg I (MS)	1.8%	0.0%	0.0%	1.8%	0.0%	0.0%	21.1%	11.8%	5.0%	73.7%	78.4%	90.0%	1.8%	9.8%	5.0%	0.0%	+6.8%
Alg I (HS)	23.1%	24.0%	15.7%	25.6%	37.8%	31.3%	37.9%	27.6%	29.0%	13.3%	10.7%	24.0%	0.0%	0.0%	0.0%	-14.7%	+13.2%
Geo (MS)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	15.4%	0.0%	0.0%	76.9%	100.0%	100.0%	7.7%	0.0%	0.0%	0.0%	0.0%
Geo (HS)	3.2%	0.0%	0.0%	6.5%	7.9%	5.9%	41.9%	55.3%	35.3%	48.4%	36.8%	58.8%	0.0%	0.0%	0.0%	-2.0%	+22.0%
Alg II (HS)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades	14.8%	14.8%	12.7%	24.1%	21.8%	24.6%	28.6%	28.9%	25.9%	28.5%	30.1%	32.7%	3.9%	4.4%	4.2%	+0.7%	+2.3%

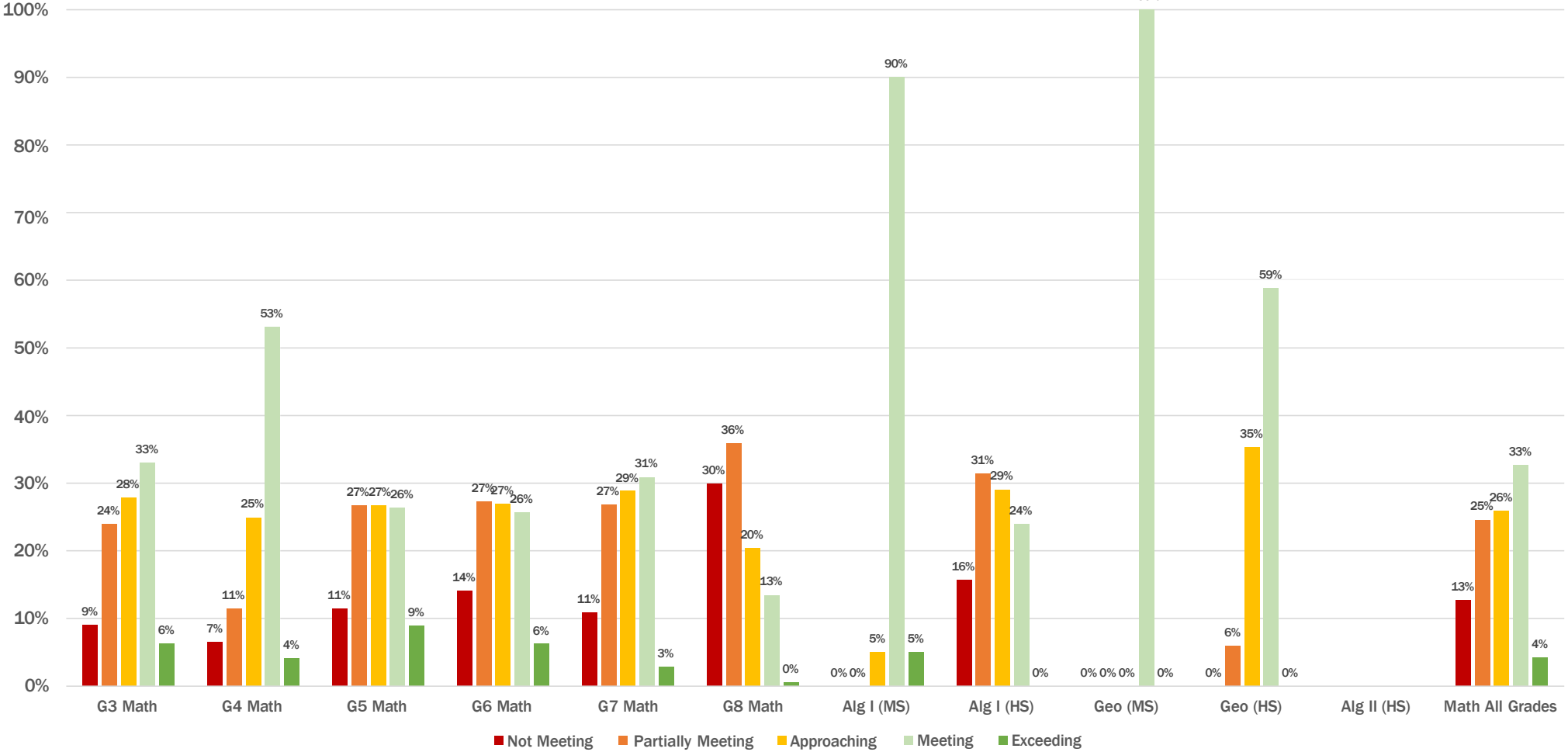
Percentages may not total 100 due to rounding.

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Mathematics

Distribution by Achievement Level (2023-24)



BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

English Language Arts

Grade	Change in Level 1 & Level 2 (2023 to 2024)	Change in Level 1 & Level 2 (2023 to 2024)	Change in Level 4 & Level 5 (2023 to 2024)	Change in Level 4 & Level 5 (2023 to 2024)
	Barnegat Township School District	State	Barnegat Township School District	State
3	+15.7%	+1.6%	-12.6%	-0.6%
4	-1.4%	-0.5%	+2.5%	-0.1%
5	-9.7%	-1.0%	+14.8%	+0.4%
6	+6.1%	+4.2%	-4.5%	-1.8%
7	-4.9%	-1.7%	+4.3%	+1.0%
8	+4.4%	-2.5%	-11.3%	+2.8%
9	-6.6%	+5.9%	+5.4%	-4.4%
All Grades	+0.5%		-0.2%	

Percentages may not total 100 due to rounding. Grade 9 row includes grade 9 students only.

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Mathematics

Grade	Change in Level 1 & Level 2 (2023 to 2024)	Change in Level 1 & Level 2 (2023 to 2024)	Change in Level 4 & Level 5 (2023 to 2024)	Change in Level 4 & Level 5 (2023 to 2024)
	Barnegat Township School District	State	Barnegat Township School District	State
3	+8.4%	+1.6%	-11.0%	-1.4%
4	-1.9%	+0.6%	+10.6%	-0.4%
5	-6.4%	+0.1%	+5.2%	+0.1%
6	+10.7%	+1.9%	-6.5%	+0.3%
7	-3.1%	+3.7%	+7.9%	-0.9%
8	+12.1%	+1.7%	-5.2%	-1.8%
Alg I (MS)	0.0%	+4.3%	+6.8%	-3.3%
Alg I (HS)	-14.7%	+4.3%	+13.2%	-3.3%
Geo (MS)	0.0%	-2.2%	0.0%	+1.6%
Geo (HS)	-2.0%	-2.2%	+22.0%	+1.6%
Alg II (HS)	-	-2.7%	-	+4.0%
All Grades	+0.7%		+2.3%	

Percentages may not total 100 due to rounding.

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

English Language Arts

Grade	Number of Students Tested	Number of Students Tested	Number of Students Tested	Difference 2023-2024
	2022	2023	2024	
3	229	248	255	+7
4	239	231	245	+14
5	248	243	233	-10
6	240	245	242	-3
7	277	254	259	+5
8	258	281	245	-36
9	230	247	256	+9
All Grades	1,721	1,749	1,735	-14

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Mathematics

Grade	Number of Students Tested	Number of Students Tested	Number of Students Tested	Difference 2023-2024
	2022	2023	2024	
3	228	249	255	+6
4	240	232	245	+13
5	247	247	236	-11
6	240	245	242	-3
7	268	241	250	+9
8	200	235	201	-34
Alg I (MS)	57	51	40	-11
Alg I (HS)	195	196	217	+21
Geo (MS)	13	11	13	+2
Geo (HS)	31	38	34	-4
Alg II (HS)	<10	10	<10	#VALUE!
All Grades	1,725	1,755	1,739	-16

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

ELA/Language Arts

Grade	% Not Meeting Expectations (Level 1)		% Not Meeting Expectations (Level 1)		% Not Meeting Expectations (Level 1)		% Partially Meeting Expectations (Level 2)		% Partially Meeting Expectations (Level 2)		% Partially Meeting Expectations (Level 2)	
	2022		2023		2024		2022		2023		2024	
	District	State	District	State	District	State	District	State	District	State	District	State
3	16.2%	20.1%	16.5%	20.7%	19.2%	19.8%	12.7%	15.5%	12.9%	14.9%	25.9%	15.2%
4	15.5%	14.4%	7.8%	12.8%	6.9%	13.0%	14.2%	14.3%	10.0%	14.6%	9.4%	14.3%
5	16.5%	12.5%	13.6%	12.3%	10.3%	13.0%	10.9%	14.7%	19.8%	14.1%	13.3%	13.8%
6	12.1%	10.6%	11.0%	12.0%	9.5%	10.7%	18.3%	15.6%	13.1%	14.4%	20.7%	14.0%
7	11.9%	12.3%	20.1%	11.7%	15.8%	13.0%	15.9%	13.5%	15.4%	12.7%	14.7%	12.3%
8	12.4%	14.3%	13.5%	12.9%	13.5%	13.7%	16.3%	13.2%	13.9%	11.6%	18.4%	13.6%
9	18.3%	11.8%	14.6%	14.8%	10.9%	12.5%	15.7%	15.6%	17.4%	14.9%	14.5%	12.8%
All Grades	14.6%	13.7%	14.0%	13.8%	12.4%	13.6%	14.9%	14.6%	14.6%	13.9%	16.7%	13.7%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

ELA/Language Arts

Grade	% Approaching Expectations (Level 3)		% Approaching Expectations (Level 3)		% Approaching Expectations (Level 3)		% Meeting Expectations (Level 4)		% Meeting Expectations (Level 4)		% Meeting Expectations (Level 4)	
	2022		2023		2024		2022		2023		2024	
	District	State	District	State	District	State	District	State	District	State	District	State
3	21.8%	22.0%	24.2%	22.5%	21.2%	21.4%	44.1%	36.2%	44.0%	36.7%	31.8%	37.2%
4	23.8%	21.9%	25.5%	21.3%	24.5%	21.9%	33.1%	35.3%	47.6%	36.5%	46.9%	34.6%
5	22.6%	23.2%	30.9%	20.3%	25.8%	21.0%	45.6%	40.4%	31.3%	43.3%	44.6%	40.4%
6	35.0%	26.3%	35.1%	24.6%	33.5%	22.2%	26.3%	37.4%	36.3%	37.6%	29.3%	37.4%
7	24.2%	21.5%	28.3%	19.9%	29.0%	20.7%	36.1%	31.4%	27.6%	32.5%	31.7%	31.5%
8	20.9%	21.2%	24.6%	20.1%	31.4%	19.8%	41.5%	35.8%	41.3%	35.8%	26.5%	35.2%
9	29.1%	23.6%	21.9%	18.2%	23.0%	16.8%	34.3%	36.5%	39.7%	36.8%	44.9%	35.5%
All Grades	25.3%	22.8%	27.2%	21.0%	26.9%	20.5%	37.3%	36.1%	38.2%	37.0%	36.5%	35.9%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

ELA/Language Arts

Grade	% Exceeding Expectations (Level 5)		% Exceeding Expectations (Level 5)		% Exceeding Expectations (Level 5)	
	2022		2023		2024	
	District	State	District	State	District	State
3	5.2%	6.2%	2.4%	5.3%	2.0%	6.4%
4	13.4%	14.1%	9.1%	14.8%	12.2%	16.2%
5	4.4%	9.2%	4.5%	9.9%	6.0%	11.9%
6	8.3%	10.2%	4.5%	11.4%	7.0%	15.8%
7	11.9%	21.3%	8.7%	23.2%	8.9%	22.4%
8	8.9%	15.6%	6.8%	19.5%	10.2%	17.7%
9	2.6%	12.4%	6.5%	15.3%	6.6%	22.5%
All Grades	8.0%	12.8%	6.1%	14.3%	7.6%	16.2%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Mathematics

Grade	% Not Meeting Expectations (Level 1)		% Not Meeting Expectations (Level 1)		% Not Meeting Expectations (Level 1)		% Partially Meeting Expectations (Level 2)		% Partially Meeting Expectations (Level 2)		% Partially Meeting Expectations (Level 2)	
	2022		2023		2024		2022		2023		2024	
	District	State	District	State	District	State	District	State	District	State	District	State
3	7.9%	13.3%	8.4%	12.5%	9.0%	11.8%	16.2%	18.3%	16.1%	16.7%	23.9%	16.0%
4	7.9%	13.1%	8.2%	13.1%	6.5%	11.6%	30.0%	22.6%	11.6%	17.8%	11.4%	19.0%
5	17.4%	15.1%	19.0%	13.1%	11.4%	12.2%	23.9%	23.0%	25.5%	21.4%	26.7%	22.3%
6	14.6%	15.3%	9.0%	14.2%	14.0%	14.2%	30.8%	24.9%	21.6%	23.2%	27.3%	23.5%
7	15.3%	10.9%	14.5%	12.7%	10.8%	10.7%	20.9%	23.6%	26.1%	22.8%	26.8%	23.9%
8	26.5%	30.4%	28.5%	33.9%	29.9%	30.2%	32.5%	31.9%	25.1%	26.9%	35.8%	28.9%
Alg I (MS)	1.8%	17.7%	0.0%	15.8%	0.0%	17.0%	1.8%	22.6%	0.0%	25.8%	0.0%	21.4%
Alg I (HS)	23.1%	17.7%	24.0%	15.8%	15.7%	17.0%	25.6%	22.6%	37.8%	25.8%	31.3%	21.4%
Geo (MS)	0.0%	6.4%	0.0%	5.3%	0.0%	6.2%	0.0%	18.3%	0.0%	13.8%	0.0%	14.4%
Geo (HS)	3.2%	6.4%	0.0%	5.3%	0.0%	6.2%	6.5%	18.3%	7.9%	13.8%	5.9%	14.4%
Alg II (HS)	-	10.2%	-	10.6%	-	14.5%	-	13.1%	-	11.2%	-	11.3%
All Grades	14.8%	15.4%	14.8%	15.2%	12.7%	14.4%	24.1%	23.1%	21.8%	21.5%	24.6%	21.3%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Mathematics

Grade	% Approaching Expectations (Level 3)		% Approaching Expectations (Level 3)		% Approaching Expectations (Level 3)		% Meeting Expectations (Level 4)		% Meeting Expectations (Level 4)		% Meeting Expectations (Level 4)	
	2022		2023		2024		2022		2023		2024	
	District	State	District	State	District	State	District	State	District	State	District	State
3	28.1%	23.0%	25.3%	24.8%	27.8%	24.6%	35.5%	32.8%	39.4%	34.0%	32.9%	34.6%
4	27.9%	24.8%	33.6%	24.7%	24.9%	24.5%	30.8%	33.2%	42.7%	37.2%	53.1%	37.5%
5	22.7%	25.9%	25.5%	25.5%	26.7%	25.3%	32.4%	28.9%	23.1%	31.4%	26.3%	31.0%
6	25.8%	28.5%	31.0%	28.3%	26.9%	26.1%	22.5%	26.0%	33.1%	27.7%	25.6%	29.0%
7	32.8%	31.5%	33.6%	30.7%	28.8%	28.0%	28.7%	28.9%	23.2%	29.0%	30.8%	31.0%
8	28.0%	22.3%	27.2%	21.4%	20.4%	21.5%	13.0%	14.6%	19.1%	16.7%	13.4%	17.9%
Alg I (MS)	21.1%	24.7%	11.8%	23.2%	5.0%	22.2%	73.7%	32.1%	78.4%	29.8%	90.0%	35.6%
Alg I (HS)	37.9%	24.7%	27.6%	23.2%	29.0%	22.2%	13.3%	32.1%	10.7%	29.8%	24.0%	35.6%
Geo (MS)	15.4%	30.5%	0.0%	29.7%	0.0%	30.3%	76.9%	38.5%	100.0%	41.7%	100.0%	41.4%
Geo (HS)	41.9%	30.5%	55.3%	29.7%	35.3%	30.3%	48.4%	38.5%	36.8%	41.7%	58.8%	41.4%
Alg II (HS)	-	18.9%	-	16.6%	-	15.3%	-	49.2%	-	50.5%	-	47.1%
All Grades	28.6%	26.1%	28.9%	25.7%	25.9%	24.8%	28.5%	29.5%	30.1%	30.7%	32.7%	32.3%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Mathematics

Grade	% Exceeding Expectations (Level 5)		% Exceeding Expectations (Level 5)		% Exceeding Expectations (Level 5)	
	2022		2023		2024	
	District	State	District	State	District	State
3	12.3%	12.6%	10.8%	11.9%	6.3%	13.0%
4	3.3%	6.2%	3.9%	7.1%	4.1%	7.5%
5	3.6%	7.1%	6.9%	8.7%	8.9%	9.1%
6	6.3%	5.3%	5.3%	6.6%	6.2%	7.2%
7	2.2%	5.1%	2.5%	4.8%	2.8%	6.5%
8	0.0%	0.8%	0.0%	1.1%	0.5%	1.5%
Alg I (MS)	1.8%	2.9%	9.8%	5.3%	5.0%	3.9%
Alg I (HS)	0.0%	2.9%	0.0%	5.3%	0.0%	3.9%
Geo (MS)	7.7%	6.3%	0.0%	9.5%	0.0%	7.7%
Geo (HS)	0.0%	6.3%	0.0%	9.5%	0.0%	7.7%
Alg II (HS)	-	8.7%	-	11.1%	-	11.8%
All Grades	3.9%	5.9%	4.4%	6.9%	4.2%	7.2%

Section 2

School Analysis

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

ELA/Language Arts Grade 3

School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Joseph T. Donahue School	255	16.2%	16.5%	19.2%	12.7%	12.9%	25.9%	21.8%	24.2%	21.2%	44.1%	44.0%	31.8%	5.2%	2.4%	2.0%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

ELA/Language Arts Grade 4

School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Joseph T. Donahue School	245	15.5%	7.8%	6.9%	14.2%	10.0%	9.4%	23.8%	25.5%	24.5%	33.1%	47.6%	46.9%	13.4%	9.1%	12.2%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

ELA/Language Arts Grade 5

School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Robert L. Horbelt School	233	16.5%	13.6%	10.3%	10.9%	19.8%	13.3%	22.6%	30.9%	25.8%	45.6%	31.3%	44.6%	4.4%	4.5%	6.0%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

ELA/Language Arts Grade 6

School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Robert L. Horbelt School	242	12.1%	11.0%	9.5%	18.3%	13.1%	20.7%	35.0%	35.1%	33.5%	26.3%	36.3%	29.3%	8.3%	4.5%	7.0%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

ELA/Language Arts Grade 7

School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Russell O. Brackman MS	259	11.9%	20.1%	15.8%	15.9%	15.4%	14.7%	24.2%	28.3%	29.0%	36.1%	27.6%	31.7%	11.9%	8.7%	8.9%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

ELA/Language Arts Grade 8

School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Russell O. Brackman MS	245	12.4%	13.5%	13.5%	16.3%	13.9%	18.4%	20.9%	24.6%	31.4%	41.5%	41.3%	26.5%	8.9%	6.8%	10.2%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

ELA/Language Arts Grade 9

School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Barneгат HS	256	18.3%	14.6%	10.9%	15.7%	17.4%	14.5%	29.1%	21.9%	23.0%	34.3%	39.7%	44.9%	2.6%	6.5%	6.6%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Mathematics Grade 3

School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Joseph T. Donahue School	255	7.9%	8.4%	9.0%	16.2%	16.1%	23.9%	28.1%	25.3%	27.8%	35.5%	39.4%	32.9%	12.3%	10.8%	6.3%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Mathematics Grade 4 School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Joseph T. Donahue School	245	7.9%	8.2%	6.5%	30.0%	11.6%	11.4%	27.9%	33.6%	24.9%	30.8%	42.7%	53.1%	3.3%	3.9%	4.1%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Mathematics Grade 5 School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Robert L. Horbelt School	236	17.4%	19.0%	11.4%	23.9%	25.5%	26.7%	22.7%	25.5%	26.7%	32.4%	23.1%	26.3%	3.6%	6.9%	8.9%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Mathematics Grade 6 School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Robert L. Horbelt School	242	14.6%	9.0%	14.0%	30.8%	21.6%	27.3%	25.8%	31.0%	26.9%	22.5%	33.1%	25.6%	6.3%	5.3%	6.2%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Mathematics Grade 7 School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Russell O. Brackman MS	250	15.3%	14.5%	10.8%	20.9%	26.1%	26.8%	32.8%	33.6%	28.8%	28.7%	23.2%	30.8%	2.2%	2.5%	2.8%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Mathematics Grade 8 School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Russell O. Brackman MS	201	26.5%	28.5%	29.9%	32.5%	25.1%	35.8%	28.0%	27.2%	20.4%	13.0%	19.1%	13.4%	0.0%	0.0%	0.5%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Algebra I (MS)

School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Russell O. Brackman MS	40	1.8%	0.0%	0.0%	1.8%	0.0%	0.0%	21.1%	11.8%	5.0%	73.7%	78.4%	90.0%	1.8%	9.8%	5.0%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Algebra I (HS)

School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Barnegat HS	217	23.1%	24.0%	15.7%	25.6%	37.8%	31.3%	37.9%	27.6%	29.0%	13.3%	10.7%	24.0%	0.0%	0.0%	0.0%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Geometry (MS)

School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Russell O. Brackman MS	13	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	15.4%	0.0%	0.0%	76.9%	100.0%	100.0%	7.7%	0.0%	0.0%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Geometry (HS)

School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Barnegat HS	34	3.2%	0.0%	0.0%	6.5%	7.9%	5.9%	41.9%	55.3%	35.3%	48.4%	36.8%	58.8%	0.0%	0.0%	0.0%

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA

Algebra II (HS)

School Comparison

School	Total Tested 2024	Achievement Levels														
		Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
		2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Barnegat HS	<10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Section 3

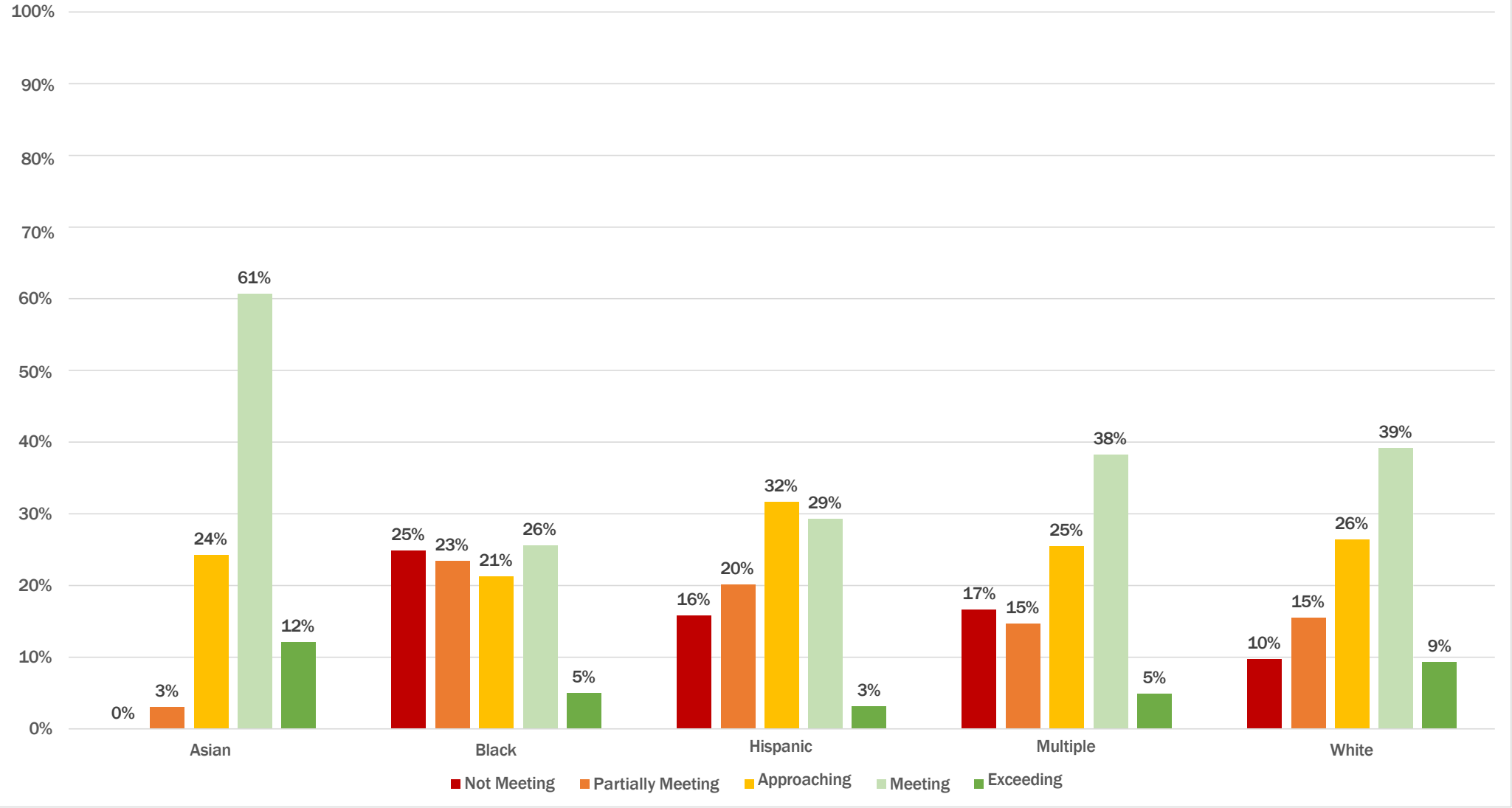
Demographic Analysis

BARNEGAT TOWNSHIP SCHOOL DISTRICT
Spring NJSLA by Subgroup Race
ELA/Language Arts

Grade Band	Race	Total Tested 2024	% of Tested 2024	Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)			
				2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	
ES (G3-G5)	Asian	12	2%	0.0%	-	0.0%	7.7%	-	0.0%	15.4%	-	33.3%	61.5%	-	66.7%	15.4%	-	0.0%	
	Black	53	7%	31.7%	23.2%	28.3%	18.3%	17.9%	18.9%	21.7%	33.9%	18.9%	25.0%	23.2%	30.2%	3.3%	1.8%	3.8%	
	Hispanic	143	20%	20.5%	14.7%	14.0%	13.2%	19.1%	20.3%	28.5%	25.0%	25.9%	32.5%	37.5%	37.1%	5.3%	3.7%	2.8%	
	Multiple	41	6%	16.7%	21.1%	22.0%	6.7%	7.9%	17.1%	23.3%	28.9%	22.0%	43.3%	39.5%	34.1%	10.0%	2.6%	4.9%	
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	White	482	66%	13.1%	10.6%	9.5%	12.2%	12.9%	15.4%	21.1%	26.9%	23.7%	45.1%	43.3%	43.2%	8.5%	6.3%	8.3%	
	All Students	733		16.1%	12.7%	12.3%	12.6%	14.3%	16.4%	22.8%	26.9%	23.7%	40.9%	40.9%	40.9%	7.7%	5.3%	6.7%	
MS (G6-G8)	Asian	16	2%	13.0%	5.6%	0.0%	8.7%	5.6%	6.3%	13.0%	33.3%	18.8%	47.8%	44.4%	50.0%	17.4%	11.1%	25.0%	
	Black	71	10%	28.6%	30.5%	25.4%	25.0%	23.7%	25.4%	16.1%	13.6%	22.5%	21.4%	25.4%	21.1%	8.9%	6.8%	5.6%	
	Hispanic	164	22%	18.8%	18.7%	17.1%	12.0%	14.8%	20.7%	37.6%	36.1%	38.4%	27.8%	27.1%	20.7%	3.8%	3.2%	3.0%	
	Multiple	41	5%	8.7%	13.6%	12.2%	19.6%	11.4%	12.2%	32.6%	38.6%	31.7%	32.6%	29.5%	36.6%	6.5%	6.8%	7.3%	
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	White	452	61%	8.9%	12.4%	10.2%	17.2%	13.4%	16.6%	24.8%	27.5%	30.5%	37.8%	39.1%	31.9%	11.2%	7.6%	10.8%	
	All Students	746		12.1%	14.9%	13.0%	16.8%	14.1%	17.8%	26.5%	29.1%	31.2%	34.8%	35.3%	29.2%	9.8%	6.7%	8.7%	
HS (G9)	Asian	<10	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Black	17	7%	22.2%	25.0%	11.8%	14.8%	25.0%	29.4%	22.2%	25.0%	23.5%	37.0%	20.8%	29.4%	3.7%	4.2%	5.9%	
	Hispanic	41	16%	18.8%	21.8%	17.1%	18.8%	23.6%	17.1%	31.3%	16.4%	24.4%	31.3%	36.4%	36.6%	0.0%	1.8%	4.9%	
	Multiple	20	8%	-	25.0%	15.0%	-	25.0%	15.0%	-	16.7%	20.0%	-	16.7%	50.0%	-	16.7%	0.0%	
	White	173	68%	17.7%	10.2%	9.2%	15.0%	13.6%	12.7%	29.3%	23.8%	23.1%	34.7%	44.9%	46.8%	3.4%	7.5%	8.1%	
	All Students	256		18.3%	14.6%	10.9%	15.7%	17.4%	14.5%	29.1%	21.9%	23.0%	34.3%	39.7%	44.9%	2.6%	6.5%	6.6%	
All Grades	Asian	33	2%	10.0%	2.8%	0.0%	7.5%	11.1%	3.0%	20.0%	25.0%	24.2%	47.5%	52.8%	60.6%	15.0%	8.3%	12.1%	
	Black	141	8%	28.7%	26.6%	24.8%	20.3%	21.6%	23.4%	19.6%	23.7%	21.3%	25.9%	23.7%	25.5%	5.6%	4.3%	5.0%	
	Hispanic	348	20%	19.6%	17.6%	15.8%	13.6%	17.9%	20.1%	32.5%	28.6%	31.6%	30.4%	32.7%	29.3%	3.9%	3.2%	3.2%	
	Multiple	102	6%	11.3%	18.1%	16.7%	15.0%	11.7%	14.7%	27.5%	31.9%	25.5%	38.8%	31.9%	38.2%	7.5%	6.4%	4.9%	
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	White	1,107	64%	11.8%	11.3%	9.8%	14.9%	13.2%	15.4%	23.9%	26.8%	26.4%	40.4%	41.7%	39.1%	9.1%	7.0%	9.3%	
	All Students	1,735		14.6%	14.0%	12.4%	14.9%	14.6%	16.7%	25.3%	27.2%	26.9%	37.3%	38.2%	36.5%	8.0%	6.1%	7.6%	

BARNEGAT TOWNSHIP SCHOOL DISTRICT
2023-24 Spring NJSLA by Subgroup Race
ELA/Language Arts

Distribution by Achievement Level (All Grades)

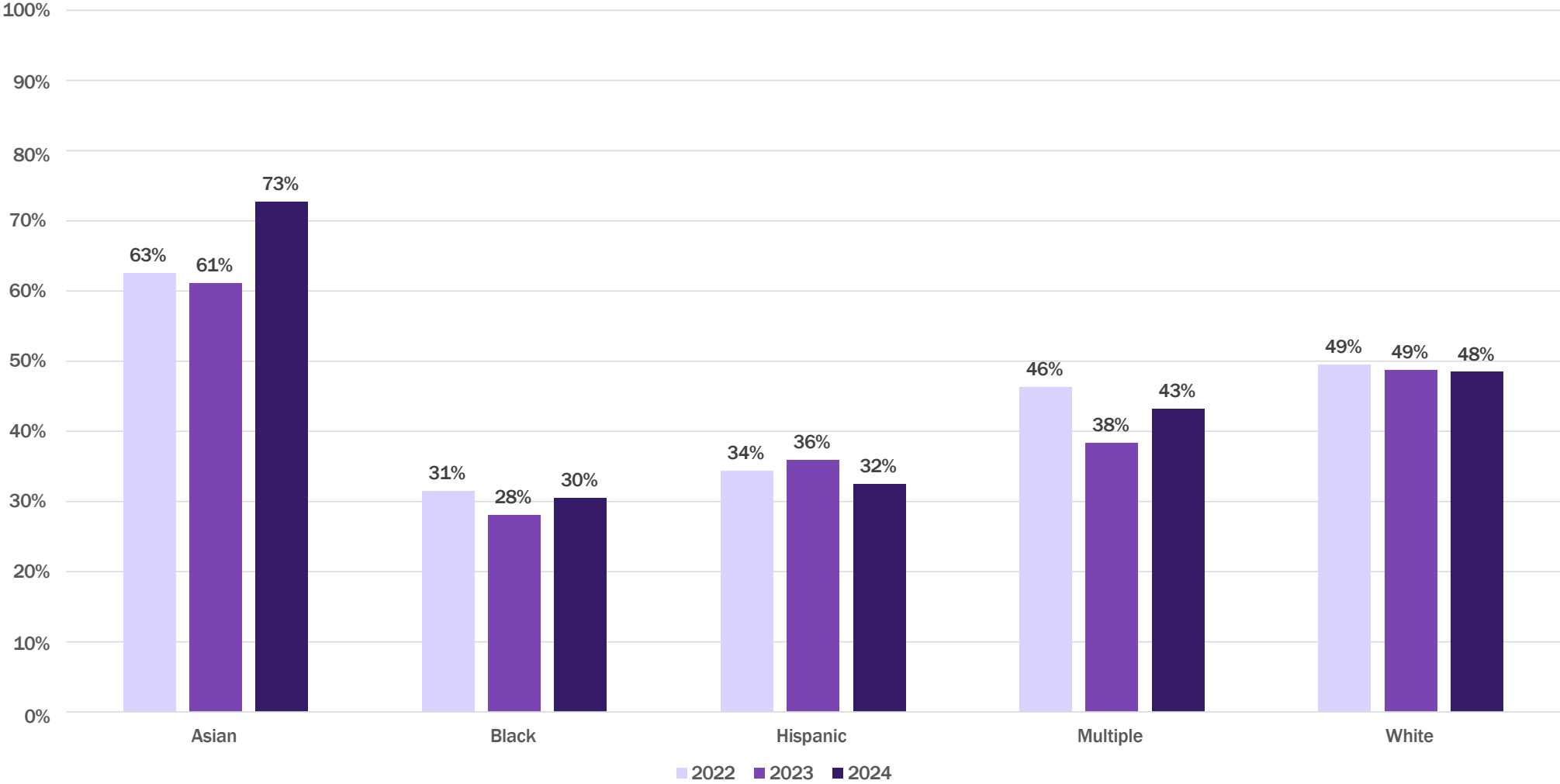


BARNEGAT TOWNSHIP SCHOOL DISTRICT

Spring NJSLA by Subgroup Race

ELA/Language Arts

% Meeting + Exceeding (All Grades)



BARNEGAT TOWNSHIP SCHOOL DISTRICT

Spring NJSLA by Subgroup Race

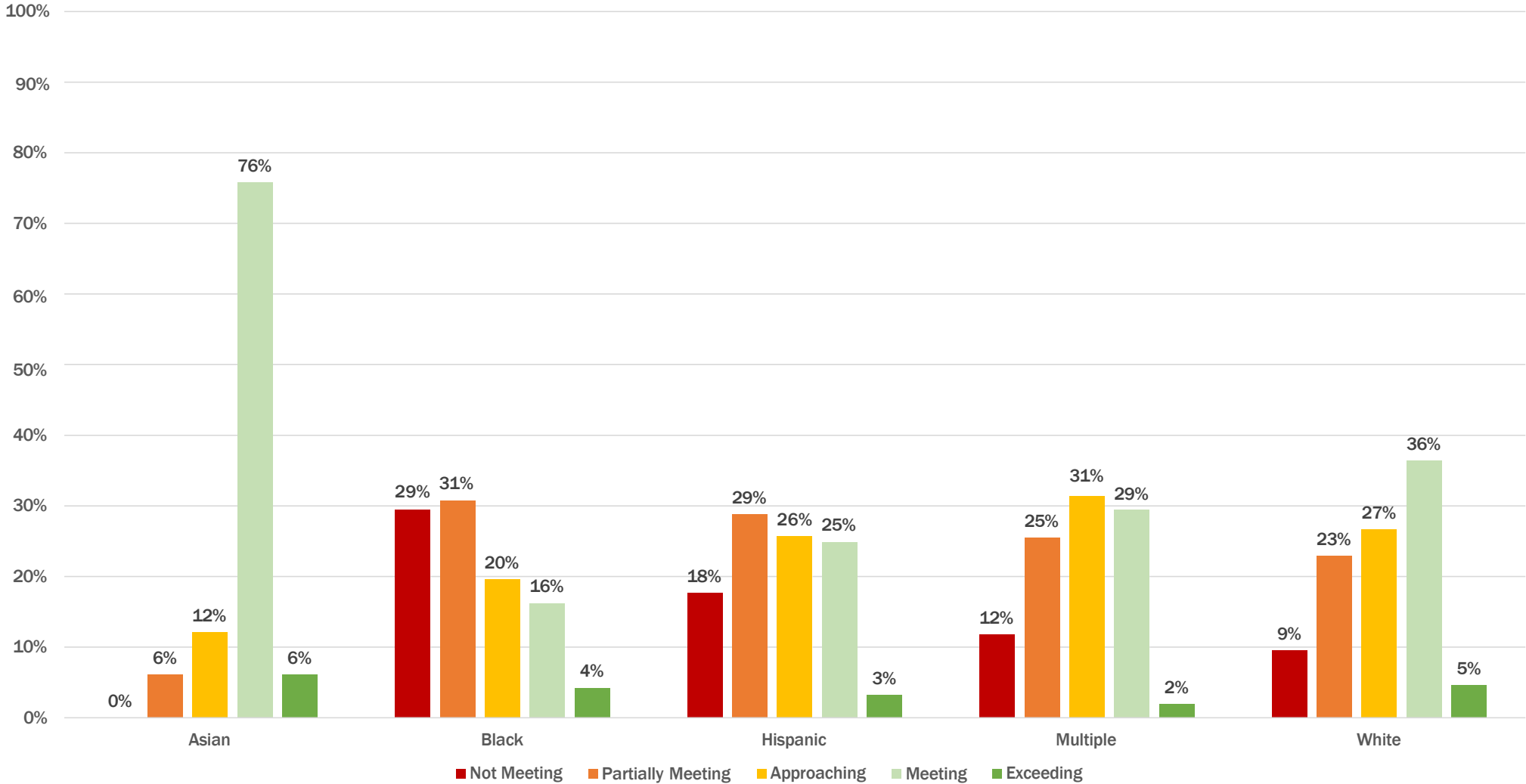
Mathematics

Grade Band	Race	Total Tested 2024	% of Tested 2024	Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)			
				2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	
ES (G3-G5)	Asian	12	2%	0.0%	-	0.0%	7.7%	-	0.0%	7.7%	-	8.3%	84.6%	-	91.7%	0.0%	-	0.0%	
	Black	53	7%	15.0%	26.3%	17.0%	45.0%	17.5%	28.3%	26.7%	29.8%	26.4%	10.0%	22.8%	20.8%	3.3%	3.5%	7.5%	
	Hispanic	146	20%	15.1%	18.4%	13.0%	23.0%	17.0%	28.8%	30.3%	28.4%	26.7%	28.3%	34.0%	26.0%	3.3%	2.1%	5.5%	
	Multiple	41	6%	10.0%	15.8%	7.3%	23.3%	13.2%	19.5%	23.3%	39.5%	29.3%	36.7%	21.1%	41.5%	6.7%	10.5%	2.4%	
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	White	482	65%	9.8%	8.3%	7.3%	21.4%	18.8%	18.0%	25.4%	27.3%	26.8%	35.4%	36.5%	41.1%	7.9%	9.2%	6.8%	
	<i>All Students</i>	736		11.2%	12.0%	9.0%	23.5%	17.9%	20.7%	26.2%	28.0%	26.5%	32.9%	34.9%	37.5%	6.3%	7.3%	6.4%	
MS (G6-G8)	Asian	16	2%	8.7%	5.6%	0.0%	26.1%	5.6%	12.5%	17.4%	27.8%	6.3%	39.1%	50.0%	68.8%	8.7%	11.1%	12.5%	
	Black	73	10%	37.5%	33.9%	39.7%	30.4%	30.5%	30.1%	17.9%	20.3%	16.4%	12.5%	10.2%	11.0%	1.8%	5.1%	2.7%	
	Hispanic	164	22%	26.3%	22.6%	20.1%	26.3%	27.7%	29.9%	30.8%	30.8%	26.8%	16.5%	18.2%	21.3%	0.0%	0.6%	1.8%	
	Multiple	41	5%	17.4%	9.1%	14.6%	21.7%	22.7%	26.8%	32.6%	36.4%	34.1%	26.1%	31.8%	22.0%	2.2%	0.0%	2.4%	
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	White	450	60%	12.2%	12.6%	11.8%	24.7%	20.2%	26.7%	28.8%	28.8%	24.0%	30.7%	34.8%	33.8%	3.7%	3.6%	3.8%	
	<i>All Students</i>	746		16.6%	15.8%	16.2%	25.2%	22.3%	27.5%	28.3%	29.0%	24.1%	26.9%	29.8%	28.8%	3.0%	3.1%	3.4%	
(Alg I-Alg II)	Asian	<10	2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Black	17	7%	42.9%	27.3%	23.5%	14.3%	59.1%	41.2%	32.1%	9.1%	11.8%	10.7%	4.5%	23.5%	0.0%	0.0%	0.0%	
	Hispanic	41	16%	24.5%	30.9%	24.4%	34.7%	38.2%	24.4%	26.5%	21.8%	17.1%	14.3%	9.1%	34.1%	0.0%	0.0%	0.0%	
	Multiple	20	8%	-	27.3%	15.0%	-	45.5%	35.0%	-	18.2%	30.0%	-	9.1%	20.0%	-	0.0%	0.0%	
	White	174	68%	14.9%	15.0%	9.8%	20.3%	25.2%	26.4%	41.2%	38.1%	33.3%	23.6%	21.1%	29.9%	0.0%	0.7%	0.6%	
	<i>All Students</i>	257		20.2%	19.7%	13.2%	22.3%	31.6%	27.2%	37.3%	31.6%	29.2%	20.2%	16.8%	30.0%	0.0%	0.4%	0.4%	
All Grades	Asian	33	2%	7.5%	2.8%	0.0%	20.0%	8.3%	6.1%	15.0%	27.8%	12.1%	52.5%	55.6%	75.8%	5.0%	5.6%	6.1%	
	Black	143	8%	29.2%	29.7%	29.4%	33.3%	29.7%	30.8%	24.3%	22.5%	19.6%	11.1%	14.5%	16.1%	2.1%	3.6%	4.2%	
	Hispanic	351	20%	21.0%	22.3%	17.7%	26.0%	25.1%	28.8%	29.9%	28.5%	25.6%	21.6%	23.1%	24.8%	1.5%	1.1%	3.1%	
	Multiple	102	6%	13.8%	14.0%	11.8%	21.3%	21.5%	25.5%	31.3%	35.5%	31.4%	30.0%	24.7%	29.4%	3.8%	4.3%	2.0%	
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	White	1,106	64%	11.6%	11.1%	9.5%	22.8%	20.2%	22.9%	29.0%	29.4%	26.7%	31.7%	33.7%	36.3%	4.9%	5.6%	4.6%	
	<i>All Students</i>	1,739		14.8%	14.8%	12.7%	24.1%	21.8%	24.6%	28.6%	28.9%	25.9%	28.5%	30.1%	32.7%	3.9%	4.4%	4.2%	

Middle School (MS) Grade Band includes any Algebra I or Geometry results taken in Middle School

BARNEGAT TOWNSHIP SCHOOL DISTRICT
2023-24 Spring NJSLA by Subgroup Race
Mathematics

Distribution by Achievement Level (All Grades)

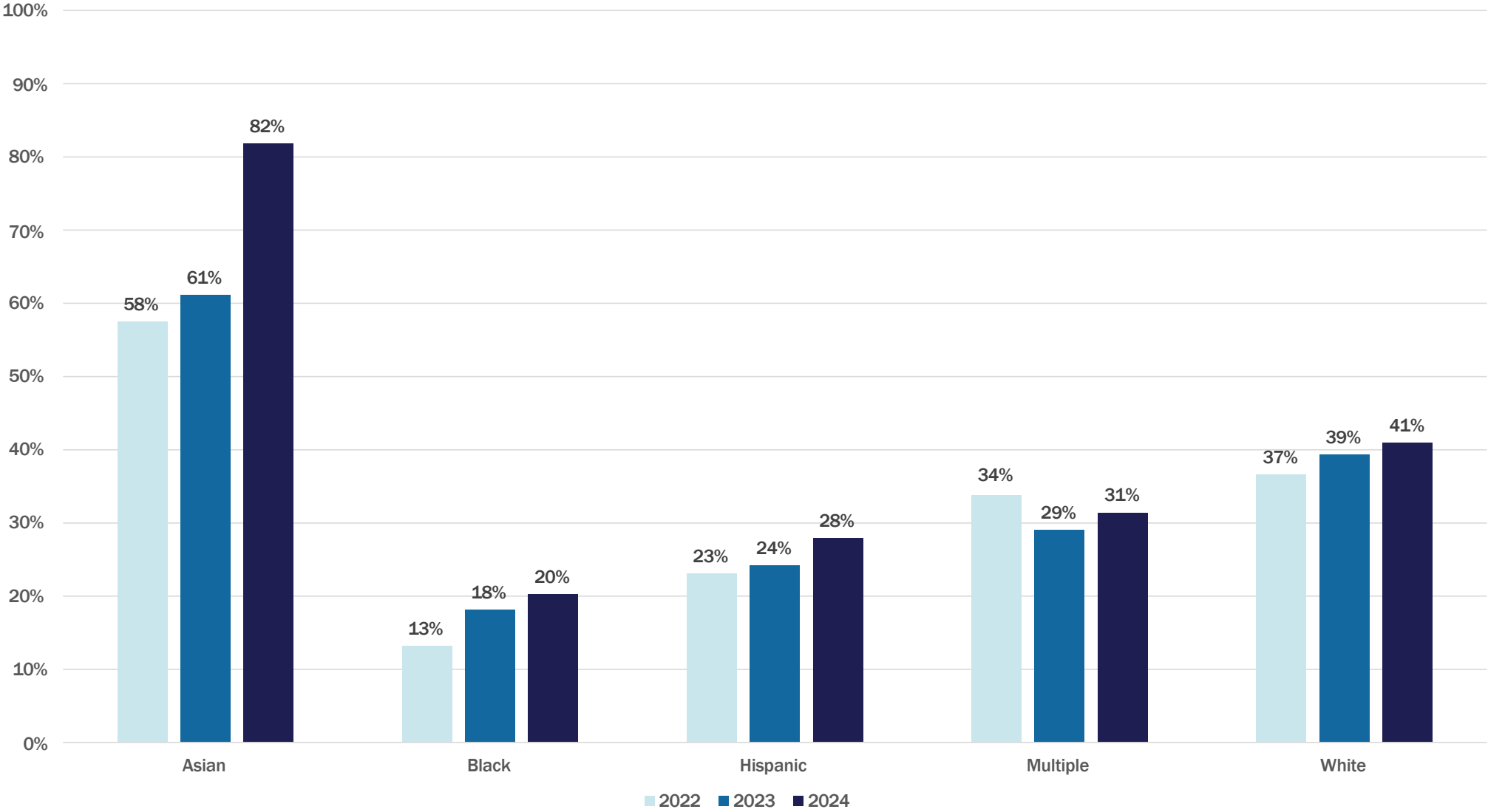


BARNEGAT TOWNSHIP SCHOOL DISTRICT

Spring NJSLA by Subgroup Race

Mathematics

% Meeting + Exceeding (All Grades)



BARNEGAT TOWNSHIP SCHOOL DISTRICT

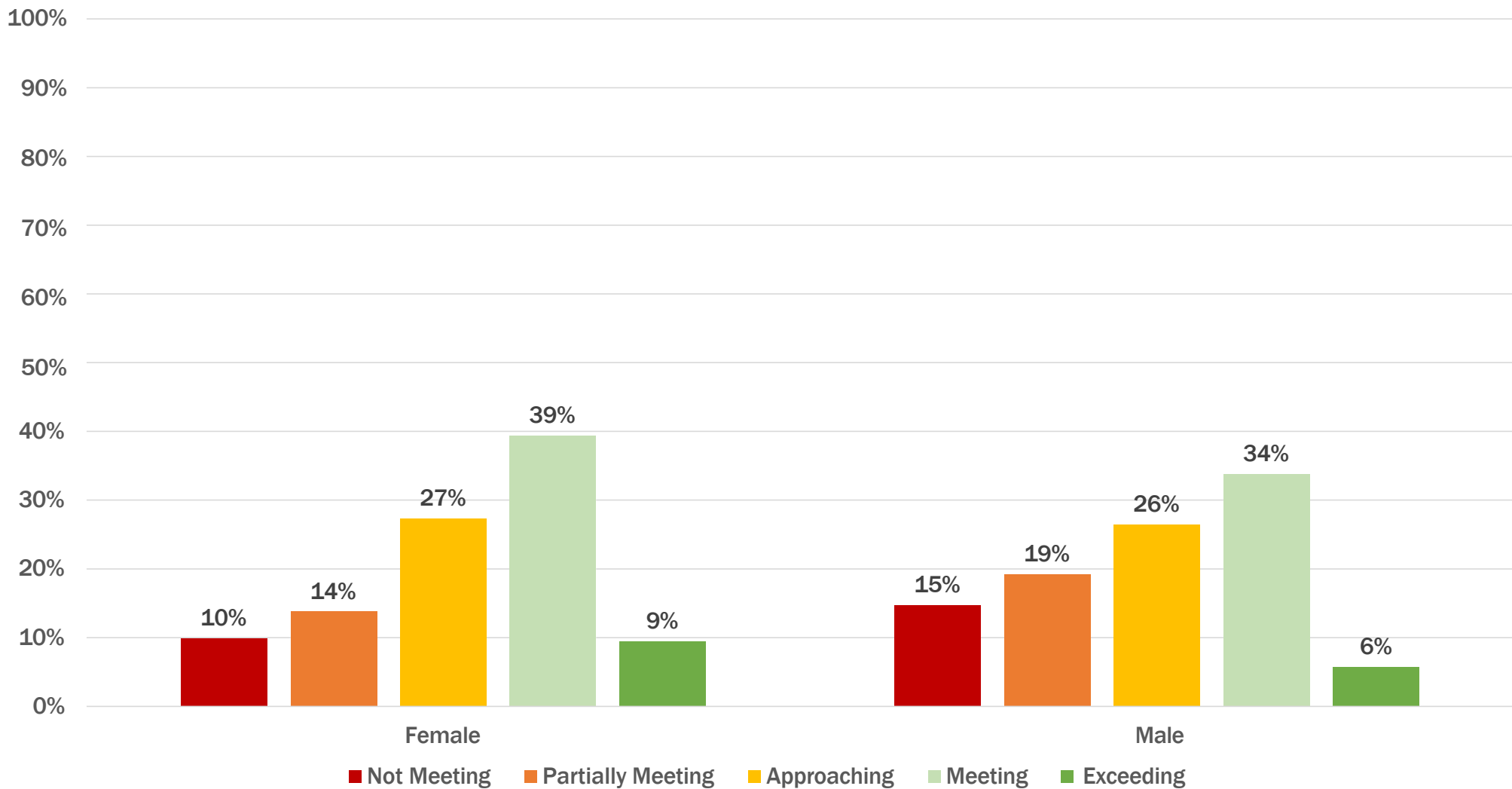
Spring NJSLA by Subgroup Gender

ELA/Language Arts

Grade Band	Gender	Total Tested 2024	% of Tested 2024	Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
				2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
ES (G3-G5)	Female	359	49%	12.7%	8.3%	10.3%	12.7%	10.6%	15.3%	21.3%	26.4%	21.7%	45.0%	48.9%	43.7%	8.3%	5.7%	8.9%
	Male	374	51%	19.5%	16.8%	14.2%	12.4%	17.6%	17.4%	24.3%	27.3%	25.7%	36.7%	33.4%	38.2%	7.1%	4.8%	4.5%
	All Students	733		16.1%	12.7%	12.3%	12.6%	14.3%	16.4%	22.8%	26.9%	23.7%	40.9%	40.9%	40.9%	7.7%	5.3%	6.7%
MS (G6-G8)	Female	377	51%	10.6%	11.1%	9.5%	12.7%	14.0%	13.3%	27.6%	30.3%	33.4%	36.6%	36.1%	32.6%	12.5%	8.4%	11.1%
	Male	367	49%	13.6%	18.5%	16.6%	20.5%	14.0%	22.1%	25.3%	27.8%	29.2%	33.3%	34.6%	25.9%	7.3%	5.0%	6.3%
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	All Students	746		12.1%	14.9%	13.0%	16.8%	14.1%	17.8%	26.5%	29.1%	31.2%	34.8%	35.3%	29.2%	9.8%	6.7%	8.7%
HS (G9)	Female	109	43%	11.0%	10.4%	10.1%	15.0%	13.4%	11.0%	27.0%	19.4%	24.8%	44.0%	46.3%	48.6%	3.0%	10.4%	5.5%
	Male	147	57%	23.8%	19.5%	11.6%	16.2%	22.1%	17.0%	30.8%	24.8%	21.8%	26.9%	31.9%	42.2%	2.3%	1.8%	7.5%
	All Students	256		18.3%	14.6%	10.9%	15.7%	17.4%	14.5%	29.1%	21.9%	23.0%	34.3%	39.7%	44.9%	2.6%	6.5%	6.6%
All Grades	Female	845	49%	11.6%	9.9%	9.9%	13.0%	12.5%	13.8%	24.8%	27.1%	27.3%	41.1%	42.9%	39.4%	9.5%	7.7%	9.5%
	Male	888	51%	17.5%	17.9%	14.8%	16.6%	16.6%	19.3%	25.7%	27.2%	26.5%	33.8%	33.7%	33.8%	6.5%	4.5%	5.7%
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	All Students	1,735		14.6%	14.0%	12.4%	14.9%	14.6%	16.7%	25.3%	27.2%	26.9%	37.3%	38.2%	36.5%	8.0%	6.1%	7.6%

BARNEGAT TOWNSHIP SCHOOL DISTRICT
2023-24 Spring NJSLA by Subgroup Gender
ELA/Language Arts

Distribution by Achievement Level (All Grades)

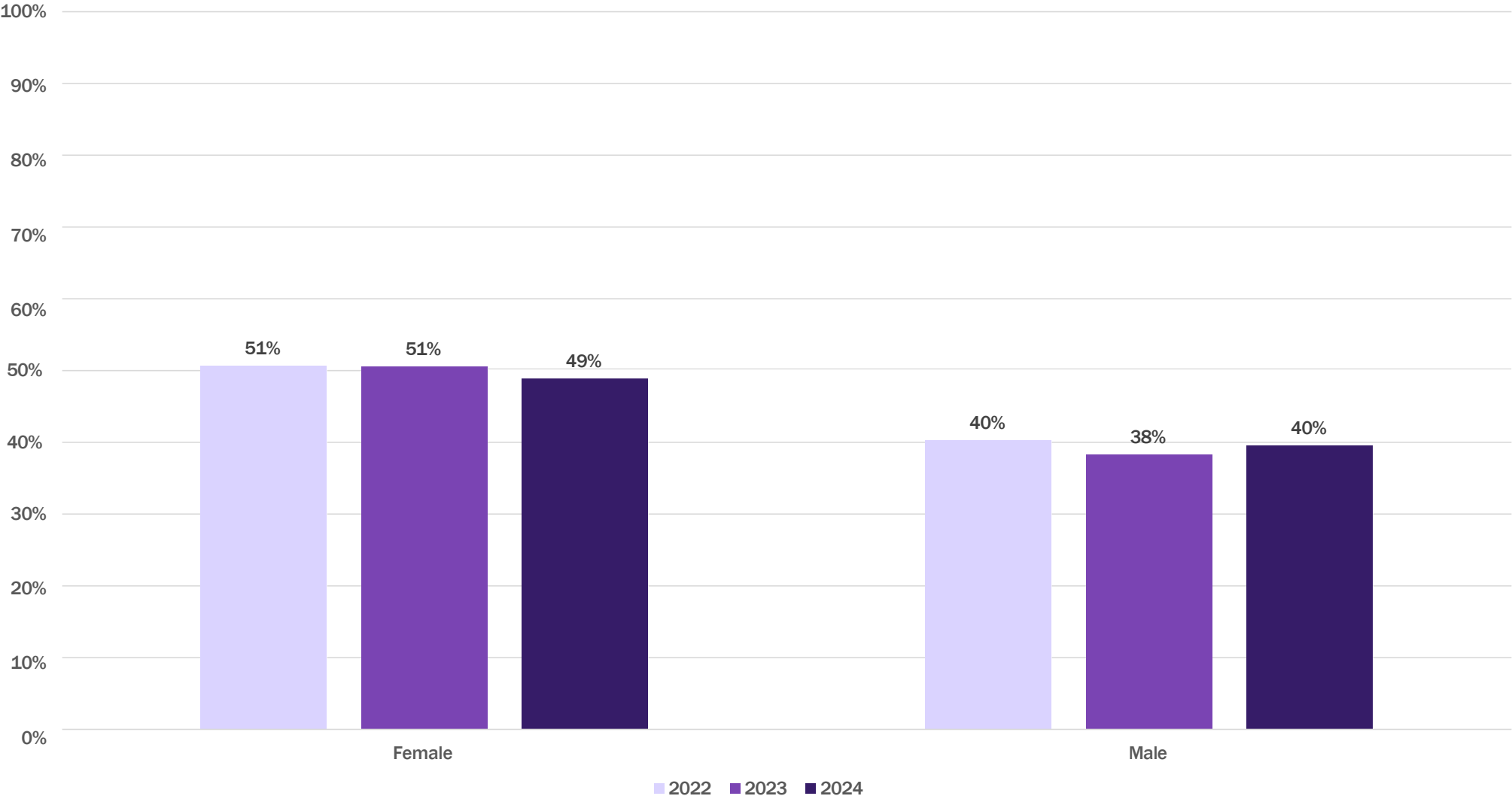


BARNEGAT TOWNSHIP SCHOOL DISTRICT

Spring NJSLA by Subgroup Gender

ELA/Language Arts

% Meeting + Exceeding (All Grades)



BARNEGAT TOWNSHIP SCHOOL DISTRICT

Spring NJSLA by Subgroup Gender

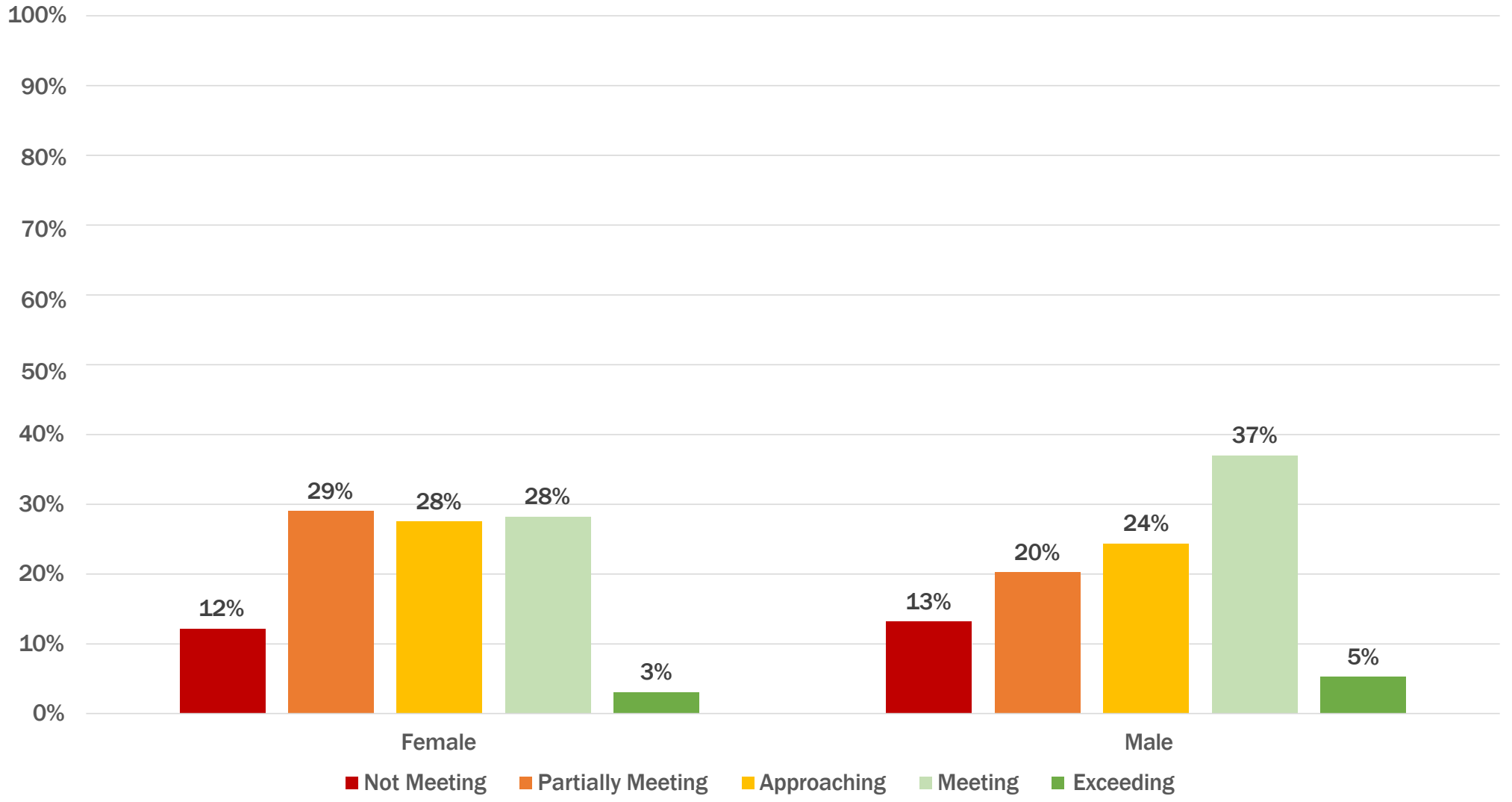
Mathematics

Grade Band	Gender	Total Tested 2024	% of Tested 2024	Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
				2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
ES (G3-G5)	Female	359	49%	9.4%	9.1%	8.4%	24.0%	15.6%	26.5%	29.6%	34.7%	27.9%	33.4%	36.1%	33.4%	3.6%	4.5%	3.9%
	Male	377	51%	13.0%	14.6%	9.5%	22.9%	19.9%	15.1%	22.7%	21.8%	25.2%	32.3%	33.8%	41.4%	9.1%	9.8%	8.8%
	<i>All Students</i>	736		11.2%	12.0%	9.0%	23.5%	17.9%	20.7%	26.2%	28.0%	26.5%	32.9%	34.9%	37.5%	6.3%	7.3%	6.4%
MS (G6-G8)	Female	379	51%	15.6%	15.4%	15.6%	27.8%	25.4%	29.8%	31.0%	31.4%	26.6%	23.0%	25.4%	24.8%	2.6%	2.4%	3.2%
	Male	365	49%	17.6%	16.0%	16.7%	22.4%	19.3%	24.9%	25.9%	26.8%	21.6%	30.7%	34.1%	33.2%	3.3%	3.8%	3.6%
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	<i>All Students</i>	746		16.6%	15.8%	16.2%	25.2%	22.3%	27.5%	28.3%	29.0%	24.1%	26.9%	29.8%	28.8%	3.0%	3.1%	3.4%
HS (Alg I-Alg II)	Female	109	42%	17.6%	19.4%	12.8%	23.5%	29.9%	34.9%	45.1%	35.8%	29.4%	13.7%	14.2%	22.9%	0.0%	0.7%	0.0%
	Male	148	58%	22.1%	20.0%	13.5%	21.4%	33.6%	21.6%	31.3%	26.4%	29.1%	25.2%	20.0%	35.1%	0.0%	0.0%	0.7%
	<i>All Students</i>	257		20.2%	19.7%	13.2%	22.3%	31.6%	27.2%	37.3%	31.6%	29.2%	20.2%	16.8%	30.0%	0.0%	0.4%	0.4%
All Grades	Female	847	49%	13.2%	13.5%	12.2%	25.7%	22.1%	29.0%	32.1%	33.4%	27.5%	26.4%	28.0%	28.2%	2.7%	3.0%	3.1%
	Male	890	51%	16.5%	15.9%	13.1%	22.5%	21.4%	20.2%	25.4%	24.6%	24.4%	30.5%	32.2%	37.0%	5.1%	5.9%	5.3%
	Other	<10	0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	<i>All Students</i>	1,739		14.8%	14.8%	12.7%	24.1%	21.8%	24.6%	28.6%	28.9%	25.9%	28.5%	30.1%	32.7%	3.9%	4.4%	4.2%

Middle School (MS) Grade Band includes any Algebra I or Geometry results taken in Middle School

BARNEGAT TOWNSHIP SCHOOL DISTRICT
2023-24 Spring NJSLA by Subgroup Gender
Mathematics

Distribution by Achievement Level (All Grades)

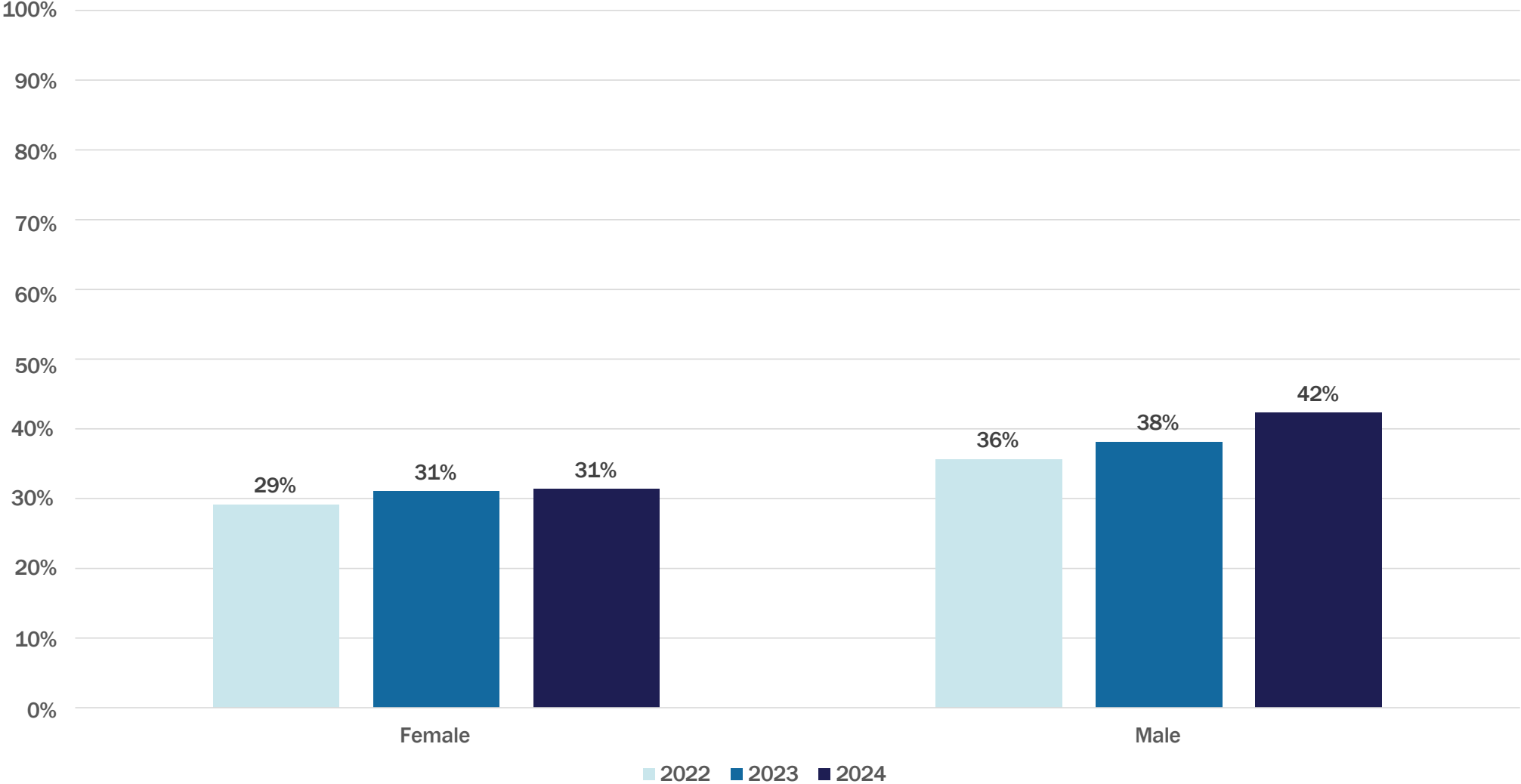


BARNEGAT TOWNSHIP SCHOOL DISTRICT

Spring NJSLA by Subgroup Gender

Mathematics

% Meeting + Exceeding (All Grades)

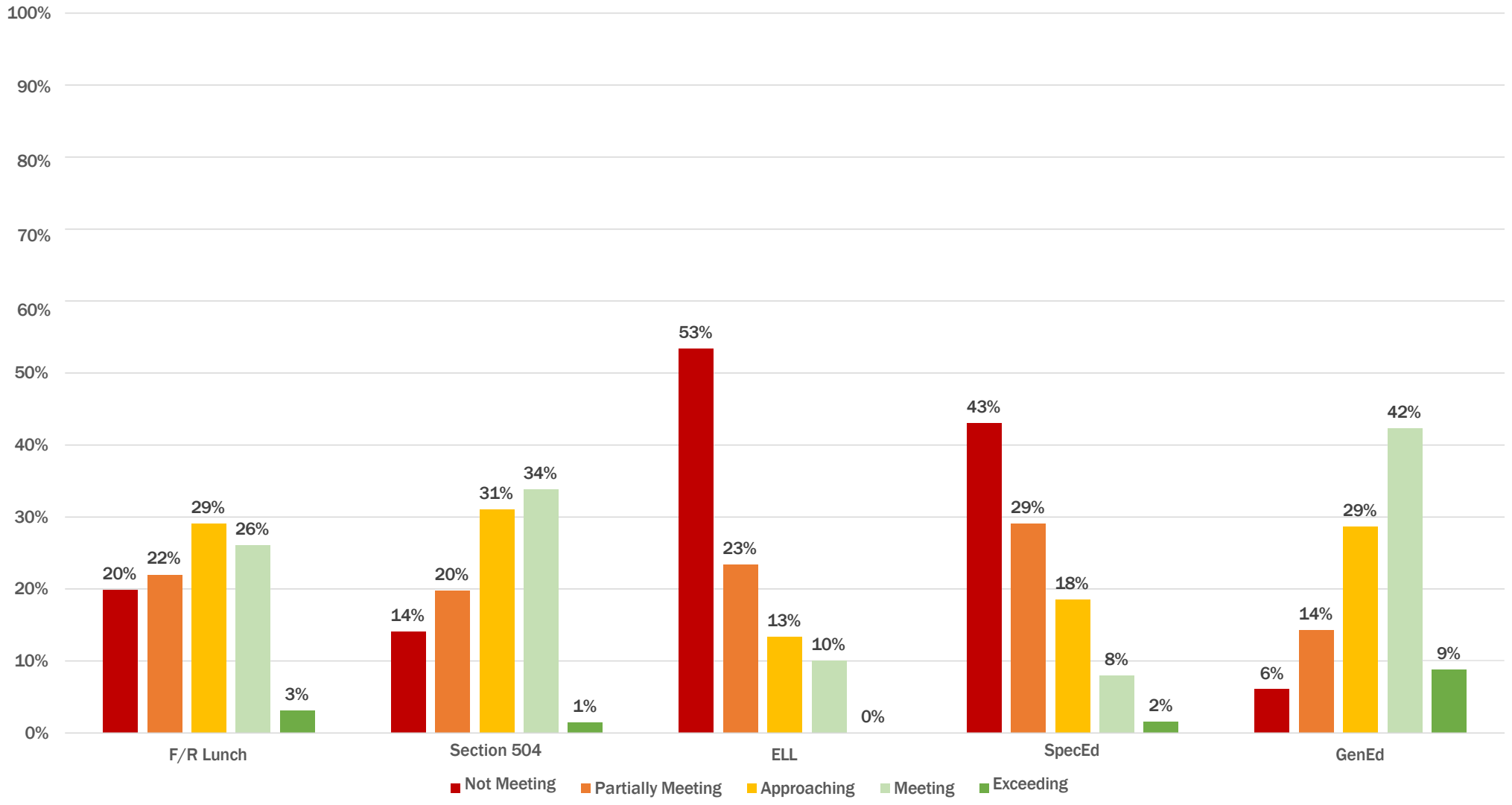


BARNEGAT TOWNSHIP SCHOOL DISTRICT
Spring NJSLA by Subgroup Program
ELA/Language Arts

Grade Band	Program	Total Tested 2024	% of Tested 2024	Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
				2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
ES (G3-G5)	F/R Lunch	262	36%	26.3%	21.2%	20.2%	12.5%	17.1%	21.0%	26.7%	26.0%	25.6%	30.2%	33.8%	29.8%	4.3%	1.9%	3.4%
	Section 504	52	7%	21.2%	17.5%	17.3%	18.2%	17.5%	17.3%	27.3%	36.8%	26.9%	30.3%	28.1%	36.5%	3.0%	0.0%	1.9%
	ELL	19	3%	43.8%	35.0%	26.3%	31.3%	20.0%	36.8%	18.8%	30.0%	21.1%	6.3%	15.0%	15.8%	0.0%	0.0%	0.0%
	SpecEd	103	14%	54.8%	45.0%	41.7%	19.0%	16.0%	25.2%	14.3%	26.0%	20.4%	10.3%	12.0%	9.7%	1.6%	1.0%	2.9%
	GenEd	612	83%	7.4%	6.8%	7.0%	10.7%	13.7%	14.2%	24.5%	27.0%	24.3%	48.2%	46.4%	46.9%	9.2%	6.1%	7.5%
	All Students	733		16.1%	12.7%	12.3%	12.6%	14.3%	16.4%	22.8%	26.9%	23.7%	40.9%	40.9%	40.9%	7.7%	5.3%	6.7%
MS (G6-G8)	F/R Lunch	278	37%	22.3%	21.4%	18.7%	21.3%	18.2%	22.7%	30.2%	30.4%	35.3%	22.3%	26.1%	20.9%	4.0%	3.9%	2.5%
	Section 504	64	9%	11.9%	11.5%	12.5%	33.3%	23.1%	23.4%	28.6%	38.5%	34.4%	19.0%	23.1%	29.7%	7.1%	3.8%	0.0%
	ELL	<10	1%	-	81.8%	-	-	9.1%	-	-	9.1%	-	-	0.0%	-	-	0.0%	-
	SpecEd	115	15%	47.4%	56.7%	46.1%	33.8%	27.6%	33.0%	10.5%	12.6%	13.9%	7.5%	3.1%	6.1%	0.8%	0.0%	0.9%
	GenEd	624	84%	4.1%	5.9%	5.9%	13.4%	11.5%	15.2%	29.9%	32.6%	34.8%	40.9%	42.0%	33.8%	11.8%	8.1%	10.3%
	All Students	746		12.1%	14.9%	13.0%	16.8%	14.1%	17.8%	26.5%	29.1%	31.2%	34.8%	35.3%	29.2%	9.8%	6.7%	8.7%
HS (G9)	F/R Lunch	79	31%	34.6%	23.8%	22.8%	23.1%	21.3%	22.8%	23.1%	23.8%	19.0%	19.2%	30.0%	31.6%	0.0%	1.3%	3.8%
	Section 504	26	10%	16.7%	9.1%	11.5%	33.3%	0.0%	15.4%	25.0%	45.5%	30.8%	25.0%	36.4%	38.5%	0.0%	9.1%	3.8%
	ELL	<10	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SpecEd	47	18%	62.8%	45.0%	38.3%	16.3%	25.0%	27.7%	16.3%	15.0%	25.5%	4.7%	10.0%	8.5%	0.0%	5.0%	0.0%
	GenEd	206	80%	7.1%	6.5%	3.4%	15.2%	15.1%	11.7%	32.6%	24.1%	22.8%	41.8%	47.2%	53.9%	3.3%	7.0%	8.3%
	All Students	256		18.3%	14.6%	10.9%	15.7%	17.4%	14.5%	29.1%	21.9%	23.0%	34.3%	39.7%	44.9%	2.6%	6.5%	6.6%
All Grades	F/R Lunch	619	36%	25.5%	21.6%	19.9%	17.3%	18.1%	22.0%	27.8%	27.7%	29.1%	25.7%	29.9%	26.0%	3.7%	2.7%	3.1%
	Section 504	142	8%	16.1%	14.2%	14.1%	27.6%	18.3%	19.7%	27.6%	38.3%	31.0%	24.1%	26.7%	33.8%	4.6%	2.5%	1.4%
	ELL	30	2%	57.7%	53.8%	53.3%	23.1%	20.5%	23.3%	15.4%	17.9%	13.3%	3.8%	7.7%	10.0%	0.0%	0.0%	0.0%
	SpecEd	265	15%	52.6%	50.6%	43.0%	25.2%	22.8%	29.1%	12.9%	18.0%	18.5%	8.3%	7.5%	7.9%	1.0%	1.1%	1.5%
	GenEd	1,442	83%	5.9%	6.4%	6.0%	12.5%	12.9%	14.3%	28.0%	29.1%	28.6%	44.0%	44.5%	42.2%	9.6%	7.1%	8.8%
	All Students	1,735		14.6%	14.0%	12.4%	14.9%	14.6%	16.7%	25.3%	27.2%	26.9%	37.3%	38.2%	36.5%	8.0%	6.1%	7.6%

BARNEGAT TOWNSHIP SCHOOL DISTRICT
2023-24 Spring NJSLA by Subgroup Program
ELA/Language Arts

Distribution by Achievement Level (All Grades)

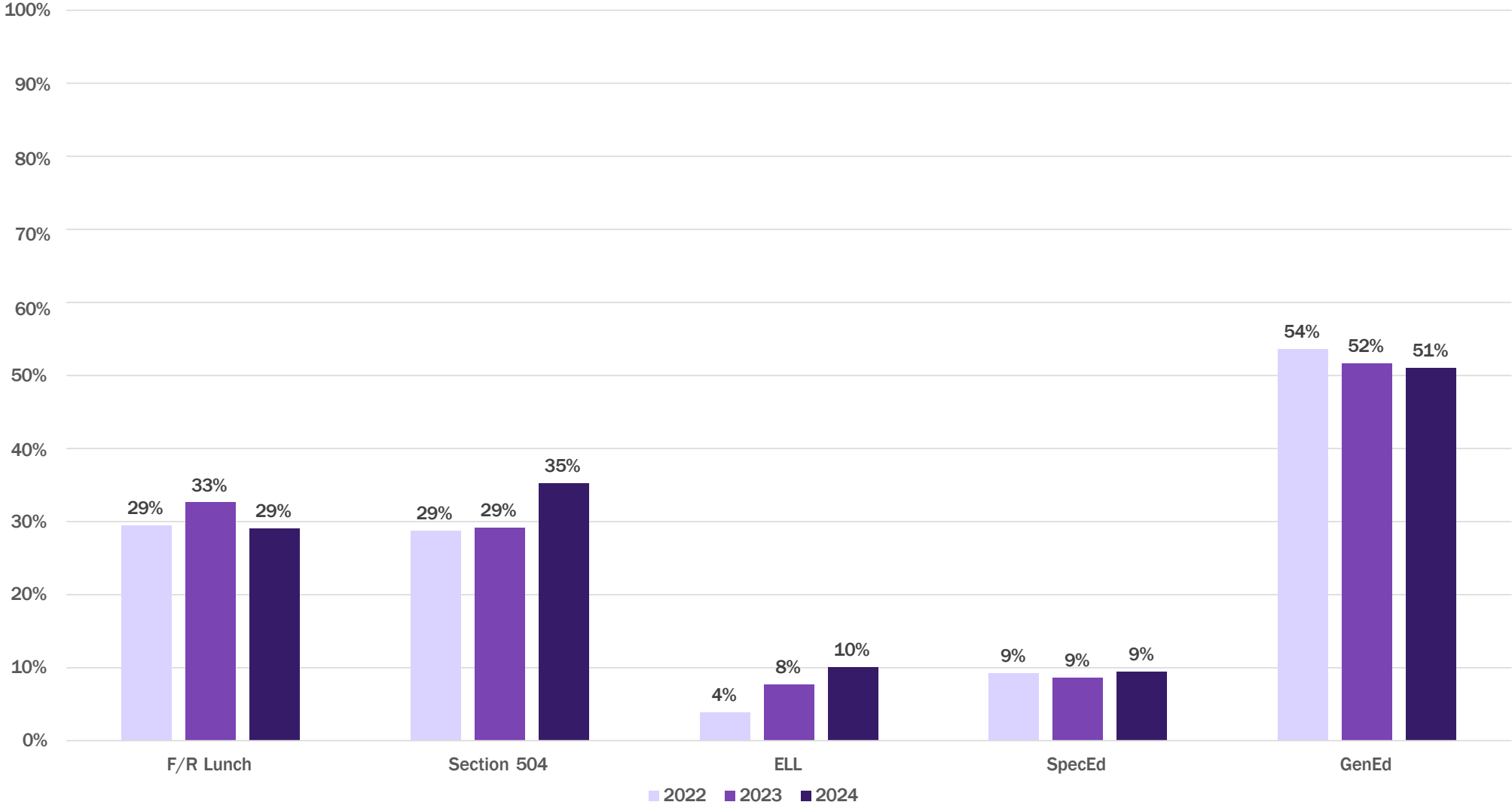


BARNEGAT TOWNSHIP SCHOOL DISTRICT

Spring NJSLA by Subgroup Program

ELA/Language Arts

% Meeting + Exceeding (All Grades)



BARNEGAT TOWNSHIP SCHOOL DISTRICT

Spring NJSLA by Subgroup Program

Mathematics

Grade Band	Program	Total Tested 2024	% of Tested 2024	Not Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
				2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
ES (G3-G5)	F/R Lunch	265	36%	19.4%	18.4%	13.6%	28.9%	22.8%	30.9%	27.6%	31.6%	21.9%	21.6%	23.9%	30.6%	2.6%	3.3%	3.0%
	Section 504	52	7%	12.5%	14.0%	11.5%	31.3%	22.8%	30.8%	28.1%	33.3%	26.9%	25.0%	22.8%	30.8%	3.1%	7.0%	0.0%
	ELL	22	3%	35.3%	46.2%	27.3%	35.3%	15.4%	50.0%	23.5%	34.6%	9.1%	5.9%	3.8%	13.6%	0.0%	0.0%	0.0%
	SpecEd	103	14%	40.5%	32.3%	35.9%	28.6%	25.3%	24.3%	15.1%	21.2%	20.4%	14.3%	20.2%	17.5%	1.6%	1.0%	1.9%
	GenEd	612	83%	4.7%	7.3%	3.8%	21.8%	16.7%	19.1%	28.6%	28.9%	28.1%	37.4%	38.5%	41.7%	7.5%	8.6%	7.4%
	All Students	736		11.2%	12.0%	9.0%	23.5%	17.9%	20.7%	26.2%	28.0%	26.5%	32.9%	34.9%	37.5%	6.3%	7.3%	6.4%
MS (G6-G8)	F/R Lunch	277	37%	26.0%	21.8%	23.5%	34.8%	28.6%	30.7%	23.0%	30.7%	26.4%	14.7%	16.8%	18.1%	1.5%	2.1%	1.4%
	Section 504	64	9%	16.7%	9.6%	14.1%	42.9%	30.8%	34.4%	21.4%	38.5%	29.7%	16.7%	19.2%	17.2%	2.4%	1.9%	4.7%
	ELL	<10	1%	-	73.3%	-	-	13.3%	-	-	13.3%	-	-	0.0%	-	-	0.0%	-
	SpecEd	115	15%	48.1%	52.0%	47.0%	36.8%	34.6%	40.9%	11.3%	11.8%	7.8%	3.0%	0.8%	4.3%	0.8%	0.8%	0.0%
	GenEd	623	84%	9.6%	7.6%	10.0%	22.9%	20.2%	24.9%	32.0%	32.6%	27.4%	32.1%	36.0%	33.7%	3.4%	3.6%	4.0%
	All Students	746		16.6%	15.8%	16.2%	25.2%	22.3%	27.5%	28.3%	29.0%	24.1%	26.9%	29.8%	28.8%	3.0%	3.1%	3.4%
HS (Alg I-Alg II)	F/R Lunch	80	31%	35.8%	25.3%	18.8%	35.8%	38.0%	41.3%	18.9%	25.3%	17.5%	9.4%	11.4%	22.5%	0.0%	0.0%	0.0%
	Section 504	26	10%	8.3%	9.1%	11.5%	25.0%	36.4%	34.6%	41.7%	45.5%	26.9%	25.0%	9.1%	26.9%	0.0%	0.0%	0.0%
	ELL	<10	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SpecEd	47	18%	53.3%	35.0%	38.3%	31.1%	40.0%	38.3%	8.9%	12.5%	21.3%	6.7%	12.5%	2.1%	0.0%	0.0%	0.0%
	GenEd	207	81%	11.4%	15.8%	6.8%	20.1%	28.6%	24.6%	44.6%	36.7%	31.4%	23.9%	18.4%	36.7%	0.0%	0.5%	0.5%
	All Students	257		20.2%	19.7%	13.2%	22.3%	31.6%	27.2%	37.3%	31.6%	29.2%	20.2%	16.8%	30.0%	0.0%	0.4%	0.4%
All Grades	F/R Lunch	622	36%	23.9%	20.8%	18.6%	32.1%	27.3%	32.2%	24.7%	30.4%	23.3%	17.4%	19.2%	24.0%	1.8%	2.4%	1.9%
	Section 504	142	8%	14.0%	11.7%	12.7%	36.0%	27.5%	33.1%	26.7%	36.7%	28.2%	20.9%	20.0%	23.9%	2.3%	4.2%	2.1%
	ELL	34	2%	46.4%	53.1%	41.2%	28.6%	22.4%	44.1%	21.4%	22.4%	5.9%	3.6%	2.0%	8.8%	0.0%	0.0%	0.0%
	SpecEd	265	15%	45.7%	42.1%	41.1%	32.6%	32.0%	34.0%	12.5%	15.4%	15.1%	8.2%	9.8%	9.1%	1.0%	0.8%	0.8%
	GenEd	1,442	83%	7.8%	8.6%	6.9%	22.1%	19.9%	22.4%	32.2%	31.6%	28.3%	33.2%	34.7%	37.5%	4.6%	5.3%	4.9%
	All Students	1,739		14.8%	14.8%	12.7%	24.1%	21.8%	24.6%	28.6%	28.9%	25.9%	28.5%	30.1%	32.7%	3.9%	4.4%	4.2%

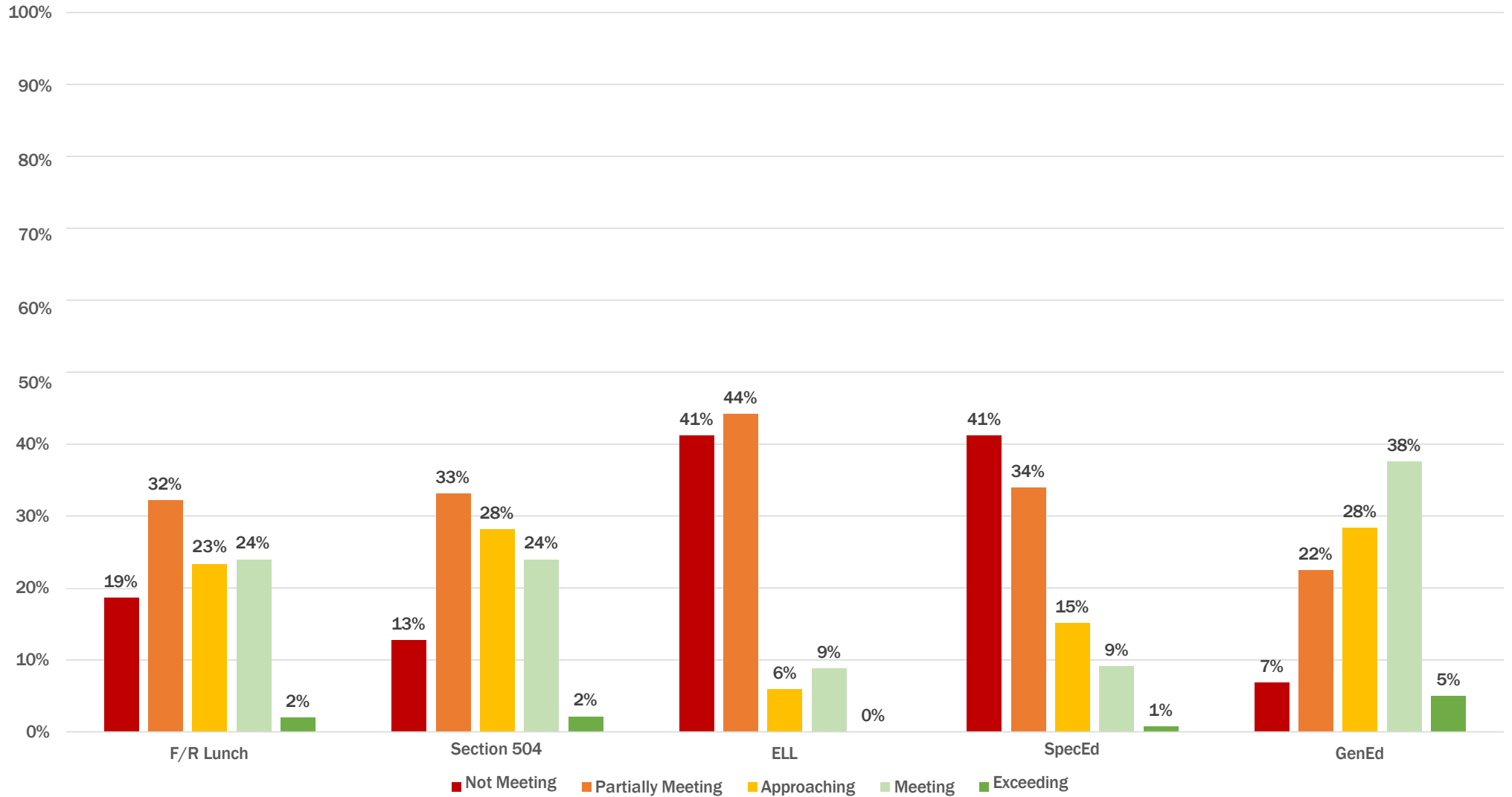
Middle School (MS) Grade Band includes any Algebra I or Geometry results taken in Middle School

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring NJSLA by Subgroup Program

Mathematics

Distribution by Achievement Level (All Grades)

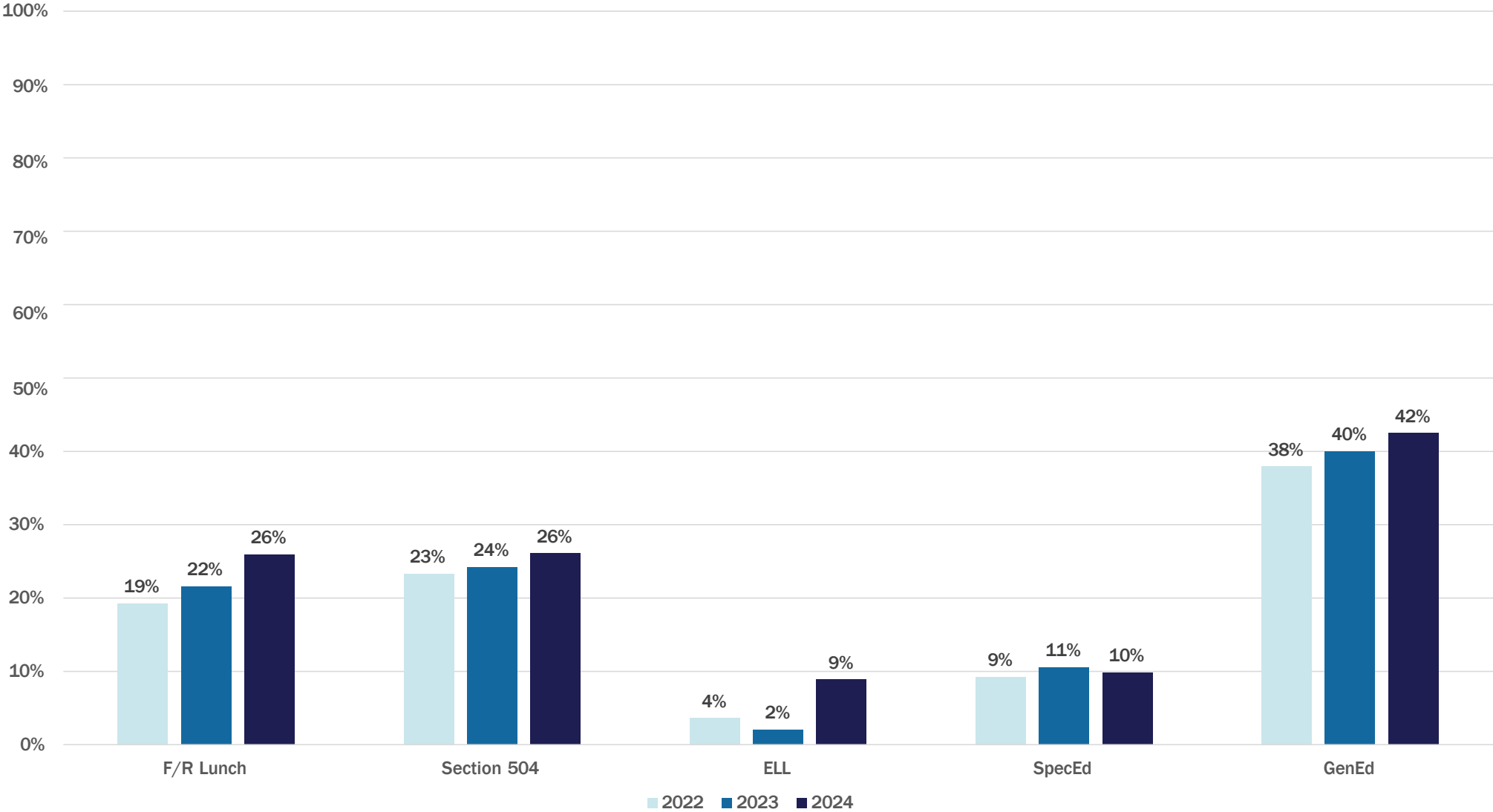


BARNEGAT TOWNSHIP SCHOOL DISTRICT

Spring NJSLA by Subgroup Program

Mathematics

% Meeting + Exceeding (All Grades)



ACCESS for ELLs

Assessments designed to measure language proficiency for English Language Learners (ELLs).



WIDA[™]

Table of Contents

- Section 1: District Analysis - pg. 3
- Section 2: School Analysis - pg. 6
- Section 3: Demographic Analysis - pg. 20

Section 1

District Analysis

BARNEGAT

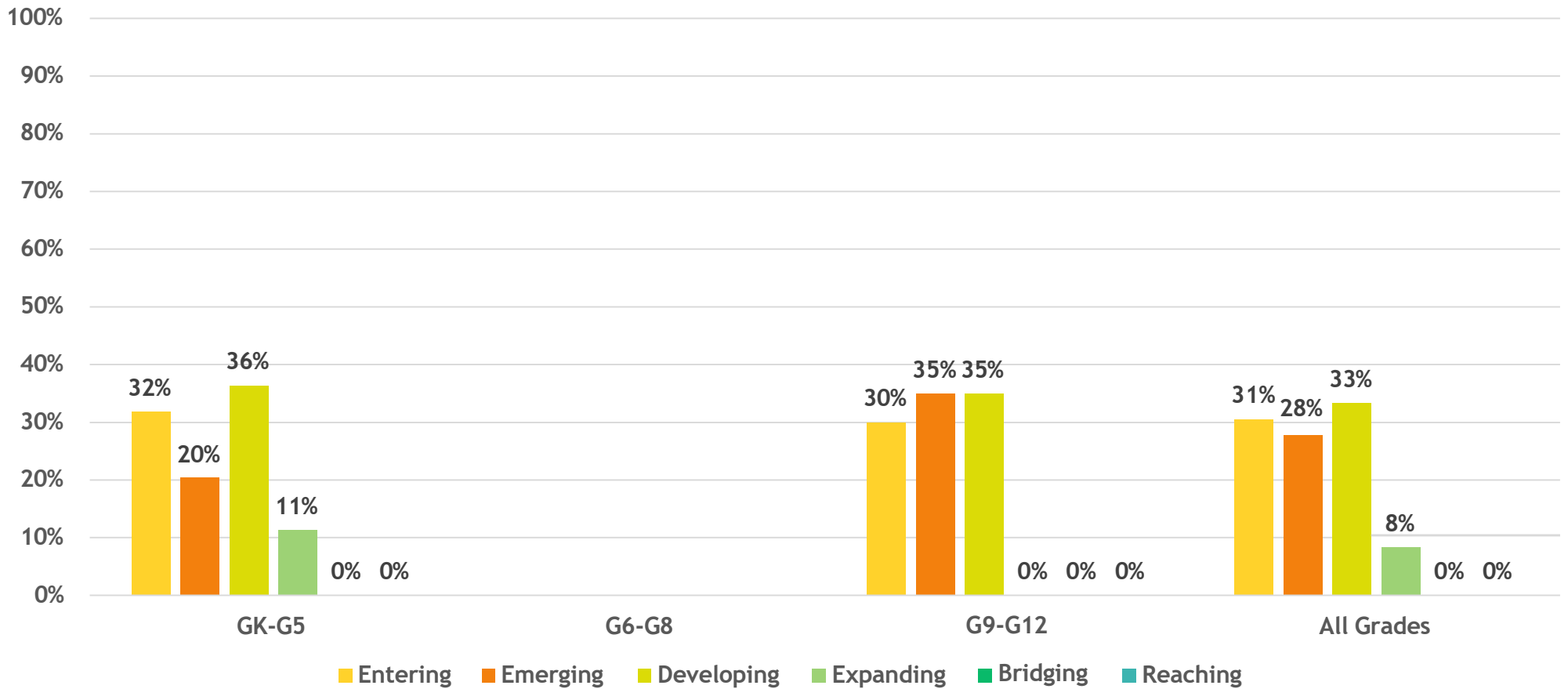
2023-24 ACCESS for ELLs

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	<10	-	-	-	-	-	-	-	-	-	-	-	
1	<10	-	-	-	-	-	-	-	-	-	-	-	
2	<10	-	-	-	-	-	-	-	-	-	-	-	
3	14	<10	0%	<10	7%	11	79%	<10	14%	<10	0%	<10	0%
4	<10	-	-	-	-	-	-	-	-	-	-	-	-
5	<10	-	-	-	-	-	-	-	-	-	-	-	-
GK-G5	44	14	32%	<10	20%	16	36%	<10	11%	<10	0%	<10	0%
6	<10	-	-	-	-	-	-	-	-	-	-	-	-
7	<10	-	-	-	-	-	-	-	-	-	-	-	-
8	<10	-	-	-	-	-	-	-	-	-	-	-	-
G6-G8	<10	-	-	-	-	-	-	-	-	-	-	-	-
9	<10	-	-	-	-	-	-	-	-	-	-	-	-
10	12	<10	33%	<10	33%	<10	33%	<10	0%	<10	0%	<10	0%
11	<10	-	-	-	-	-	-	-	-	-	-	-	-
12	<10	-	-	-	-	-	-	-	-	-	-	-	-
G9-G12	20	<10	30%	<10	35%	<10	35%	<10	0%	<10	0%	<10	0%
All Grades	72	22	31%	20	28%	24	33%	<10	8%	<10	0%	<10	0%

BARNEGAT

2023-24 ACCESS for ELLs

Distribution by Achievement Level



Section 2

School Analysis

BARNEGAT
2023-24 ACCESS for ELLs
Grade K
School Comparison

School	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
Cecil S. Collins School	<10	-	-	-	-	-	-	-	-	-	-	-	-

BARNEGAT
2023-24 ACCESS for ELLs
Grade 1
School Comparison

School	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
Cecil S. Collins School	<10	-	-	-	-	-	-	-	-	-	-	-	-

BARNEGAT
2023-24 ACCESS for ELLs
Grade 2
School Comparison

School	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
Cecil S. Collins School	<10	-	-	-	-	-	-	-	-	-	-	-	-

BARNEGAT
2023-24 ACCESS for ELLs
Grade 3
School Comparison

School	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
Joseph T. Donahue School	14	<10	0%	<10	7%	11	79%	<10	14%	<10	0%	<10	0%

BARNEGAT
2023-24 ACCESS for ELLs
Grade 4
School Comparison

School	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
Joseph T. Donahue School	<10	-	-	-	-	-	-	-	-	-	-	-	-

BARNEGAT
2023-24 ACCESS for ELLs
Grade 5
School Comparison

School	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
Robert L. Horbelt School	<10	-	-	-	-	-	-	-	-	-	-	-	-

BARNEGAT
2023-24 ACCESS for ELLs
Grade 6
School Comparison

School	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
Robert L. Horbelt School	<10	-	-	-	-	-	-	-	-	-	-	-	-

BARNEGAT
2023-24 ACCESS for ELLs
Grade 7
School Comparison

School	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
Russell O. Brackman MS	<10	-	-	-	-	-	-	-	-	-	-	-	-

BARNEGAT
2023-24 ACCESS for ELLs
Grade 8
School Comparison

School	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
Russell O. Brackman MS	<10	-	-	-	-	-	-	-	-	-	-	-	-

BARNEGAT
2023-24 ACCESS for ELLs
Grade 9
School Comparison

School	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
Barneгат HS	<10	-	-	-	-	-	-	-	-	-	-	-	-

BARNEGAT
2023-24 ACCESS for ELLs
Grade 10
School Comparison

School	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
Barnegat HS	12	<10	33%	<10	33%	<10	33%	<10	0%	<10	0%	<10	0%

BARNEGAT
2023-24 ACCESS for ELLs
Grade 11
School Comparison

School	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
Barneгат HS	<10	-	-	-	-	-	-	-	-	-	-	-	-

BARNEGAT
2023-24 ACCESS for ELLs
Grade 12
School Comparison

School	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
Barnegat HS	<10	-	-	-	-	-	-	-	-	-	-	-	-

Section 3

Demographic Analysis

BARNEGAT

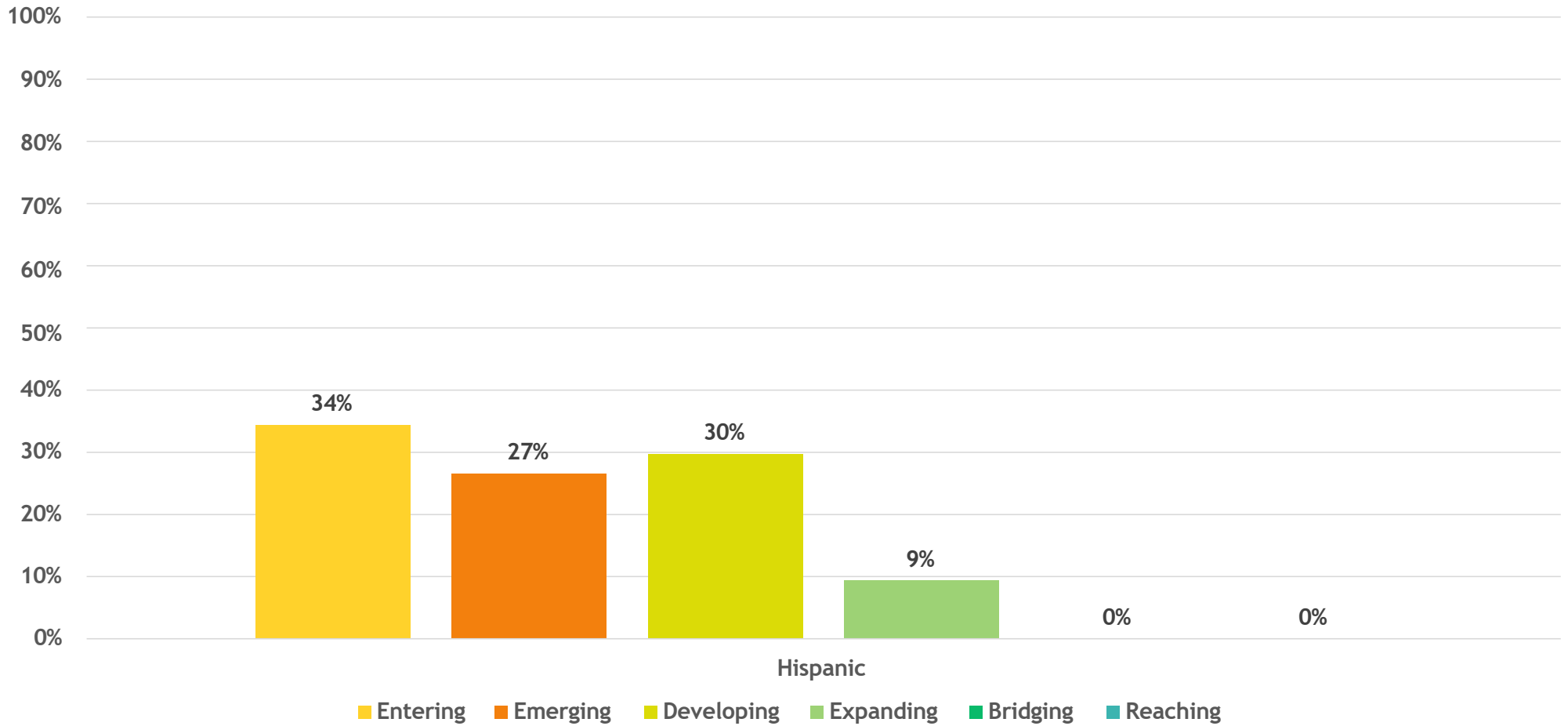
2023-24 ACCESS for ELLs by Subgroup Race

Grade Band	Race	Total Number Tested	% of Number 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
ES (GK-G5)	Black	<10	2%	-	-	-	-	-	-	-	-	-	-	-	
	Hispanic	41	93%	14	34%	<10	20%	14	34%	<10	12%	<10	0%	<10	0%
	White	<10	5%	-	-	-	-	-	-	-	-	-	-	-	
	All Students	44		14	32%	<10	20%	16	36%	<10	11%	<10	0%	<10	0%
MS (G6-G8)	Black	<10	13%	-	-	-	-	-	-	-	-	-	-	-	
	Hispanic	<10	88%	-	-	-	-	-	-	-	-	-	-	-	
	All Students	<10		-	-	-	-	-	-	-	-	-	-	-	
HS (G9-G12)	Black	<10	15%	-	-	-	-	-	-	-	-	-	-	-	
	Hispanic	16	80%	<10	38%	<10	38%	<10	25%	<10	0%	<10	0%	<10	0%
	White	<10	5%	-	-	-	-	-	-	-	-	-	-	-	
	All Students	20		<10	30%	<10	35%	<10	35%	<10	0%	<10	0%	<10	0%
All Grades	Black	<10	7%	-	-	-	-	-	-	-	-	-	-	-	
	Hispanic	64	89%	22	34%	17	27%	19	30%	<10	9%	<10	0%	<10	0%
	White	<10	4%	-	-	-	-	-	-	-	-	-	-	-	
	All Students	72		22	31%	20	28%	24	33%	<10	8%	<10	0%	<10	0%

BARNEGAT

2023-24 ACCESS for ELLs by Subgroup Race

Distribution by Achievement Level (All Grades)



BARNEGAT

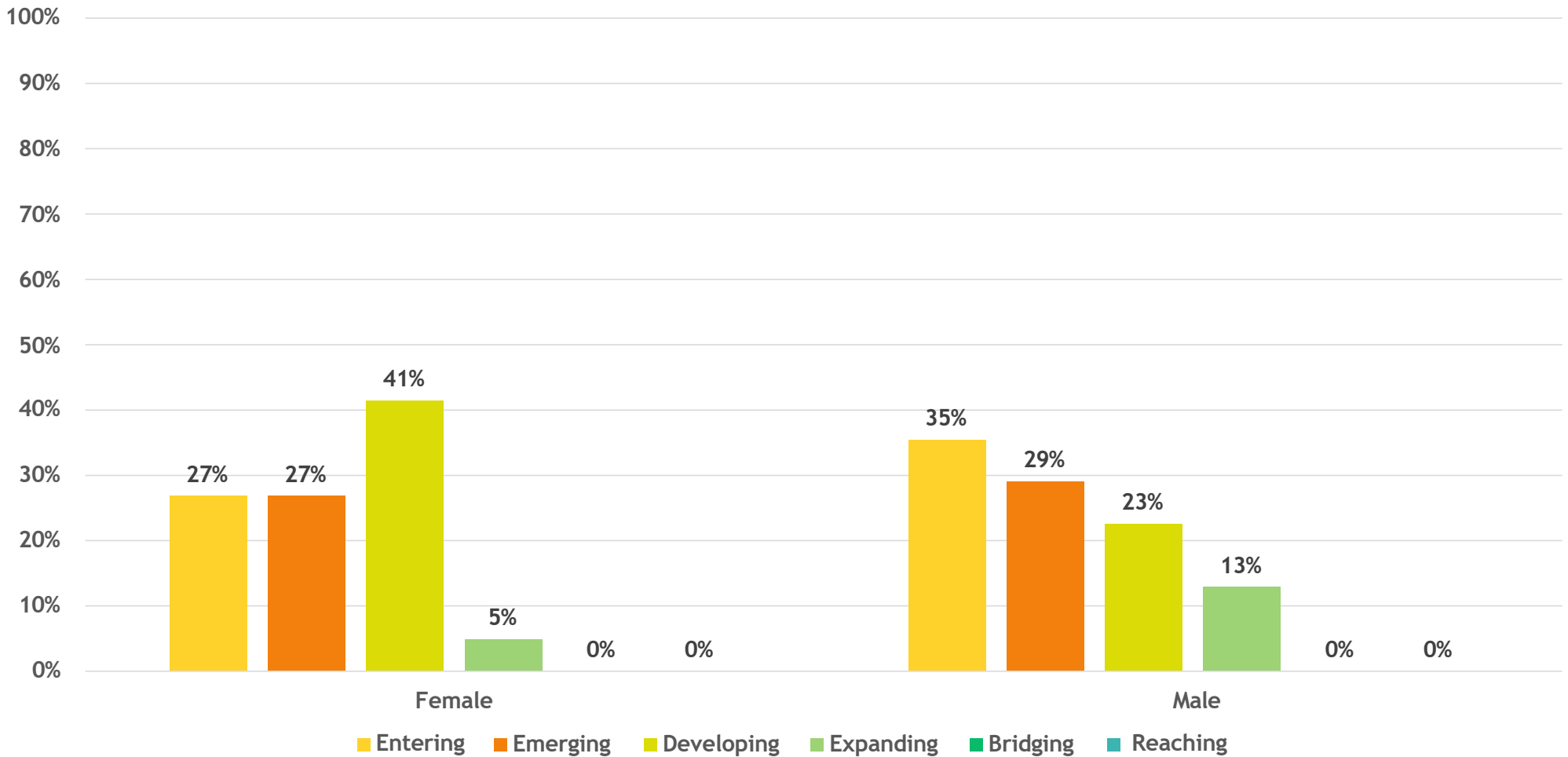
2023-24 ACCESS for ELLs by Subgroup Gender

Grade Band	Gender	Total Number Tested	% of Number 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
ES (GK-G5)	Female	25	57%	<10	28%	<10	20%	11	44%	<10	8%	<10	0%	<10	0%
	Male	19	43%	<10	37%	<10	21%	<10	26%	<10	16%	<10	0%	<10	0%
	All Students	44		14	32%	<10	20%	16	36%	<10	11%	<10	0%	<10	0%
MS (G6-G8)	Female	<10	50%	-	-	-	-	-	-	-	-	-	-	-	-
	Male	<10	50%	-	-	-	-	-	-	-	-	-	-	-	-
	All Students	<10		-	-	-	-	-	-	-	-	-	-	-	-
HS (G9-G12)	Female	12	60%	<10	25%	<10	33%	<10	42%	<10	0%	<10	0%	<10	0%
	Male	<10	40%	-	-	-	-	-	-	-	-	-	-	-	-
	All Students	20		<10	30%	<10	35%	<10	35%	<10	0%	<10	0%	<10	0%
All Grades	Female	41	57%	11	27%	11	27%	17	41%	<10	5%	<10	0%	<10	0%
	Male	31	43%	11	35%	<10	29%	<10	23%	<10	13%	<10	0%	<10	0%
	All Students	72		22	31%	20	28%	24	33%	<10	8%	<10	0%	<10	0%

BARNEGAT

2023-24 ACCESS for ELLs by Subgroup Gender

Distribution by Achievement Level (All Grades)



BARNEGAT

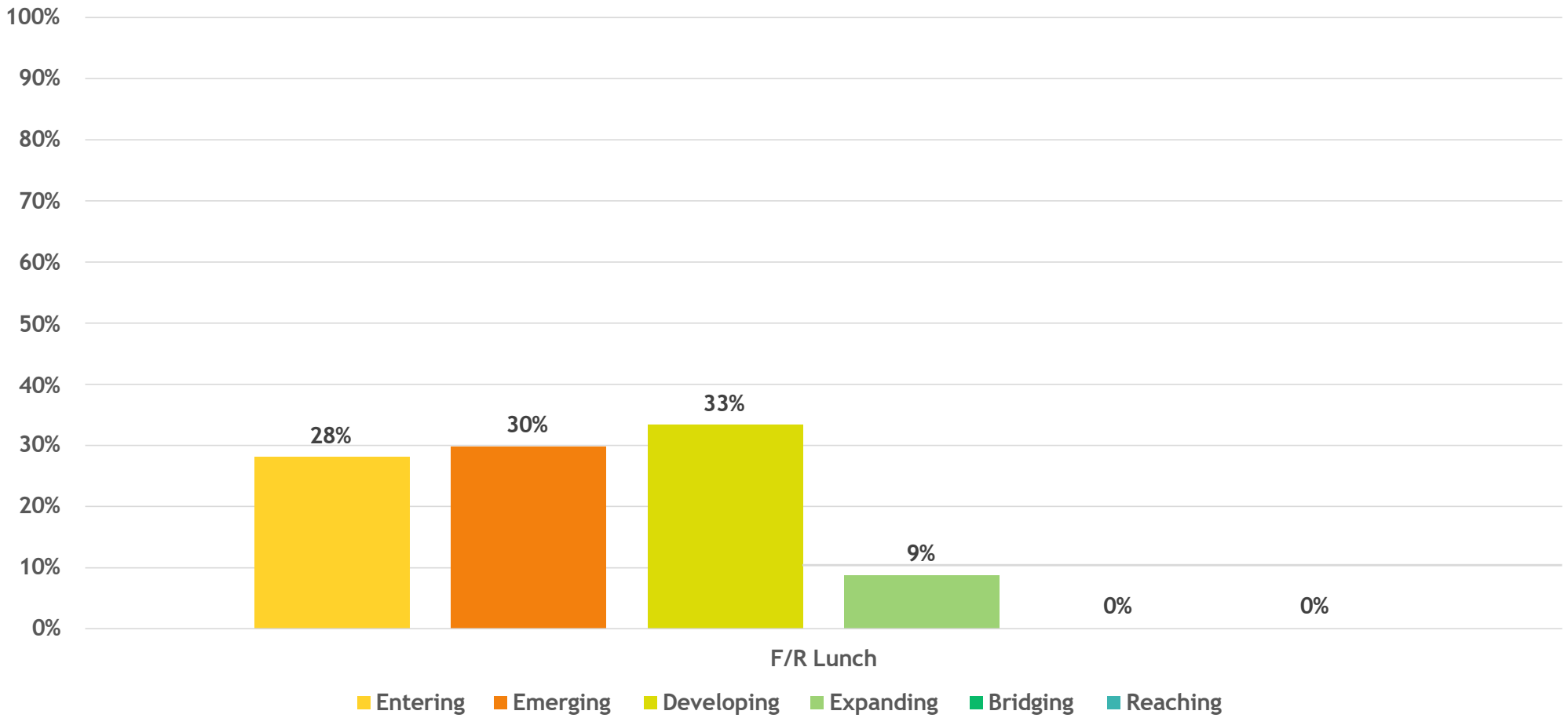
2023-24 ACCESS for ELLs by Subgroup Program

Grade Band	Program	Total Number Tested	% of Number 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
ES (GK-G5)	F/R Lunch	35	80%	11	31%	<10	23%	12	34%	<10	11%	<10	0%	<10	0%
	SpecEd	<10	7%	-	-	-	-	-	-	-	-	-	-	-	-
	All Students	44		14	32%	<10	20%	16	36%	<10	11%	<10	0%	<10	0%
MS (G6-G8)	F/R Lunch	<10	88%	-	-	-	-	-	-	-	-	-	-	-	-
	SpecEd	<10	13%	-	-	-	-	-	-	-	-	-	-	-	-
	All Students	<10		-	-	-	-	-	-	-	-	-	-	-	-
HS (G9-G12)	F/R Lunch	15	75%	<10	20%	<10	40%	<10	40%	<10	0%	<10	0%	<10	0%
	Section 504	<10	5%	-	-	-	-	-	-	-	-	-	-	-	-
	All Students	20		<10	30%	<10	35%	<10	35%	<10	0%	<10	0%	<10	0%
All Grades	F/R Lunch	57	79%	16	28%	17	30%	19	33%	<10	9%	<10	0%	<10	0%
	Section 504	<10	1%	-	-	-	-	-	-	-	-	-	-	-	-
	SpecEd	<10	6%	-	-	-	-	-	-	-	-	-	-	-	-
	All Students	72		22	31%	20	28%	24	33%	<10	8%	<10	0%	<10	0%

BARNEGAT

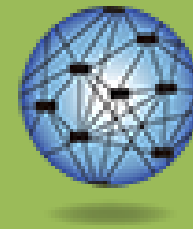
2023-24 ACCESS for ELLs by Subgroup Program

Distribution by Achievement Level (All Grades)



Dynamic Learning Maps

Dynamic Learning Maps® (DLM®) assessments are designed for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in mathematics, English language arts, and science.
(Source: dynamiclearningmaps.org)



DYNAMIC®
LEARNING MAPS

BARNEGAT TOWNSHIP SCHOOL DISTRICT

2023-24 Spring DLM

ELA / Math / Science

Grade & Subject	Total Tested in District	Achievement Levels							
		Emerging (Level 1)		Approaching (Level 2)		At Target (Level 3)		Advanced (Level 4)	
		# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
3 – ELA	<10	<10	86%	<10	0%	<10	14%	0	0%
3 – Math	<10	<10	86%	<10	0%	<10	14%	0	0%
4 – ELA	<10	<10	67%	<10	22%	<10	11%	0	0%
4 – Math	<10	<10	67%	<10	11%	<10	22%	0	0%
5 – ELA	<10	<10	29%	<10	43%	<10	29%	0	0%
5 – Math	<10	<10	29%	<10	14%	<10	57%	0	0%
5 – Science	<10	<10	33%	<10	17%	<10	50%	0	0%
6 – ELA	<10	<10	33%	<10	0%	<10	67%	0	0%
6 – Math	<10	<10	67%	<10	0%	<10	0%	<10	33%
7 – ELA	0	-	-	-	-	-	-	-	-
7 – Math	0	-	-	-	-	-	-	-	-
8 – ELA	<10	<10	0%	<10	29%	<10	71%	0	0%
8 – Math	<10	<10	14%	<10	57%	<10	29%	0	0%
8 – Science	<10	<10	14%	<10	13%	<10	43%	<10	29%
11 – ELA	<10	<10	100%	<10	0%	<10	0%	0	0%
11 – Math	<10	<10	0%	<10	100%	<10	0%	0	0%
11 – Science	<10	<10	100%	<10	0%	<10	0%	0	0%

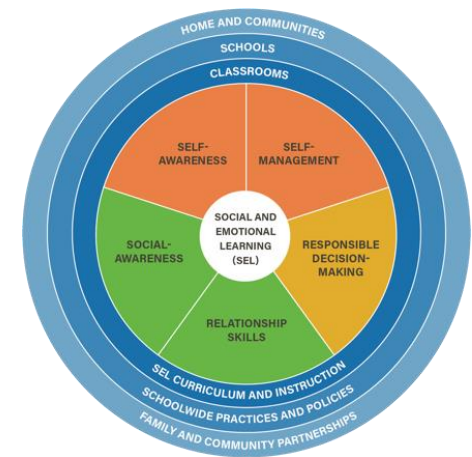
Going Forward ~ Steps to Improve Student Achievement



Professional Development Academy

Year 1 through Year 3 of the PD Academy is geared toward **providing a foundation** within the Barnegat classroom.

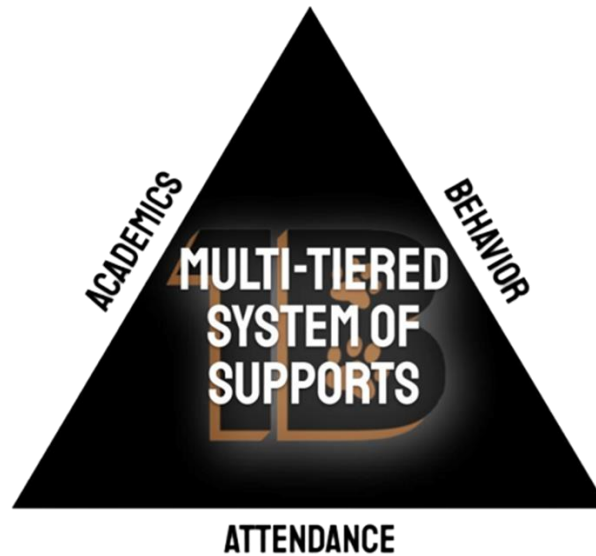
Year 4 and beyond of the PD Academy represents an exciting opportunity for staff to pursue **differentiated professional development** based on modules of staff members' own proposal and choosing.



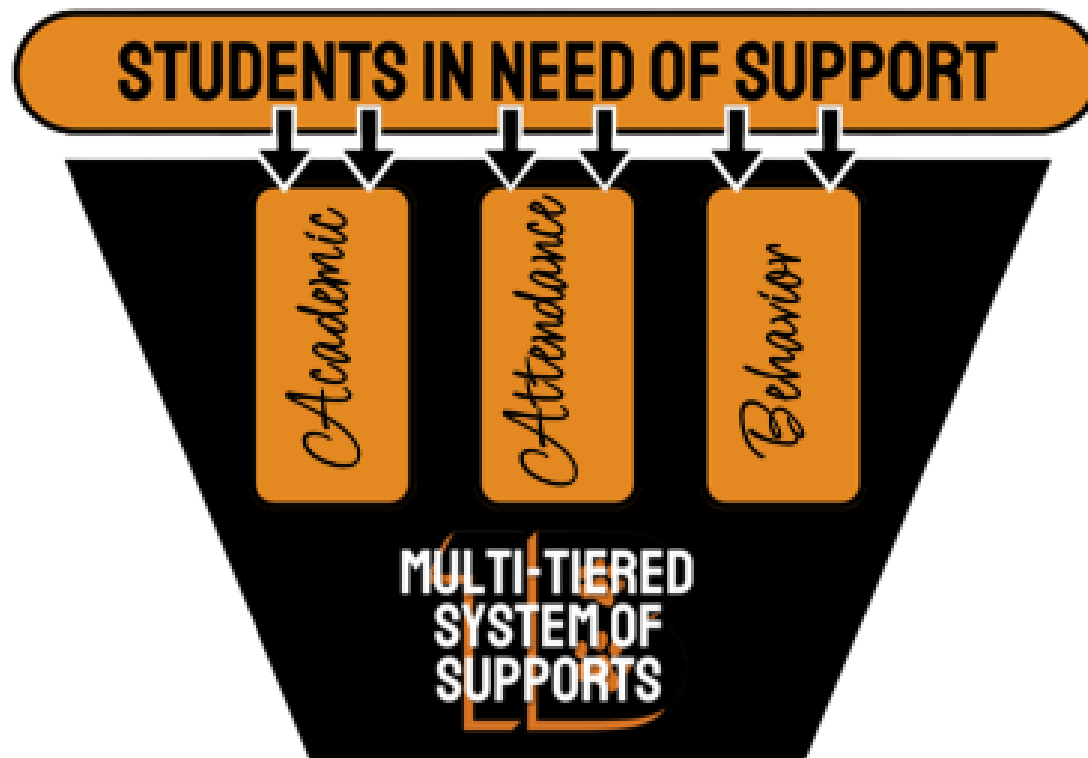
10 BARNEGAT

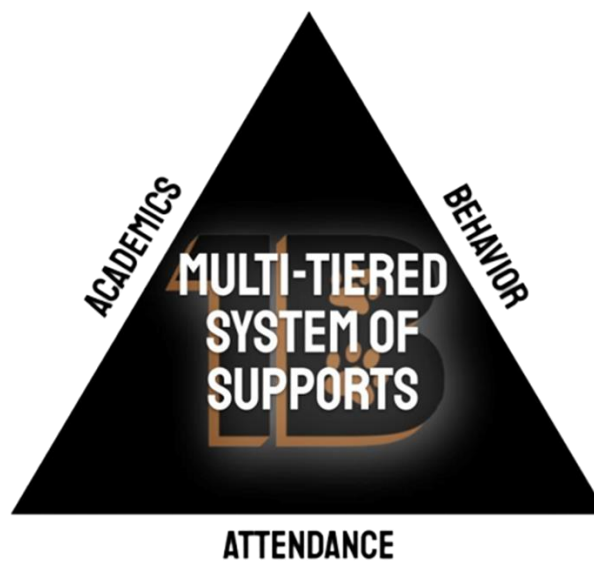
'24-'25 BARNEGAT TOWNSHIP SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT ACADEMY CURRICULUM (YEARS 1-3)

	YEAR ONE	YEAR TWO	YEAR THREE
DAY ONE (FULL) JANUARY 20TH	<u>Classroom Management</u> <u>Unit/Lesson Planning and Assessment Design</u> <u>Building an Inclusive Classroom & SEL</u>	Topics to Cover: <u>Educational Technology 2.0</u> <u>Highly Effective PLCs 2.0</u> <u>Understanding Your Standards / DOK Levels</u> <u>Reading and Interpreting Data/Linkit</u>	Topics to Cover: <u>Fostering Learner Independence</u> <u>Questioning and Discussion & Metacognition</u> <u>Brain-Based Learning: Effective Strategies to Maximize Student Learning</u> <u>Multiple Pathways of Learning</u>
DAY TWO (FULL) MARCH 10TH	<u>Differentiation 1.0</u> <u>Motivating the Unmotivated 2.0</u>	Session 1: <u>Differentiation 2.0</u> Session 2: <u>The Whole Child</u>	Session 1: <u>Developing Autonomous Learners, Part 1</u> Session 2: <u>Developing Autonomous Learners, Part 2</u>



MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)





MTSS FRAMEWORK

Overall MTSS Subgroup Framework			
	Academic	Attendance	Behavioral / Social-Emotional
Team Leader	Principal, or designee		
Team members	Vice principal(s), supervisor(s) instructional coach, teacher(s)	Vice principal(s), attendance officer, nurse, counselor(s)/CST	Vice principal(s), dean(s) of discipline, counselors/CST, behaviorist, teacher(s)
What data is utilized?	<ul style="list-style-type: none"> ★ New Jersey Student Learning Assessment (NJSLA) ★ LinkIt Benchmark ★ i-Ready Diagnostic ★ Star Reading ★ ESGI ★ Marking Period / Assessment Grades ★ Teacher and/or counselor referral 	<ul style="list-style-type: none"> ★ Genesis Daily Attendance reports (unexcused absences and tardies) ★ Class Attendance Reports ★ Teacher and/or counselor referral 	<ul style="list-style-type: none"> ★ Genesis Conduct Reports ★ Teacher and/or counselor referral
How often does the team meet?	~ 10 weeks (to coincide with the start of each marking period)		

ACADEMIC MTSS

TIER 1
prevention



TIER 2
intervention



TIER 3
remediation

MTSS Academics K-4	
Universal Screening	Indicators for Intervention
DJFLA (3-4)	Partially Meeting or Not Meeting Expectations
LinkIt! Benchmark Assessments (3-4)	Partially Meeting or Not Meeting
i-Ready Diagnostic	Two or More Grade Levels Below
ITeL Reading	Percentile Rank Below (40%)
Student Sense (K-2)	Below
Did the student(s) score within the band of "Indicators for Intervention"?	
Yes	No
<p>Did the student also not meeting expectations on multiple classroom assessments with the implementation of Tier 1 strategies?</p> <p>↓</p> <p>Meet with Supervisor and/or Instructional Coach to develop Tier 2 plan.</p>	<p>Review Tier 1 strategies to support standard/skill deficits in district environment.</p> <p>↓</p> <p>Review Tier 1 strategies to support standard/skill deficits in district environment.</p>
Is a Tier 2 plan needed?	
Yes	No
<p>Meet with Supervisor and/or Instructional Coach to review Tier 2 plan and the document below to ensure data-informed use of resources.</p> <p>LinkIt! i-Ready ITeL</p> <p>After 8 weeks, meet with the Supervisor and/or Instructional Coach. Did the student(s) show progress and meet their goal with Tier 2 interventions?</p>	<p>Review Tier 1 strategies to support standard/skill deficits in district environment.</p>
Yes	No
<p>Student(s) exit Tier 2 and transition back to Tier 1.</p>	<p>Consider movement to Tier 3 and use the following documents to help you assess data-informed use of resources to place in the correct MTSS group.</p> <p>LinkIt! i-Ready ITeL</p>

MTSS - ACADEMICS 5-12	
Universal Screening	Indicators for Intervention
DJFLA	Partially Met or Did Not Yet Meet Expectations
LinkIt! Benchmark Assessments	Partially Meeting or Not Meeting
i-Ready Diagnostic (RISS & ROBMS)	Two or More Grade Levels Below
STAR Reading (RISS)	Percentile Rank Below (40%)
Did the student(s) score within the band of "Indicators for Intervention"?	
Yes	No
<p>Did the student also not meeting expectations on multiple classroom assessments with the implementation of Tier 1 strategies?</p> <p>↓</p> <p>Complete i-Ready/LinkIt! form. Meet with MTSS Academic Lead to develop possible Tier 2 plan. See Appendix C: Intervention (Tier 2) Student Data Collection.</p>	<p>Did the student not meeting expectations on multiple classroom assessments with the implementation of Tier 1 strategies?</p> <p>↓</p> <p>Consider explicit instruction and revised Tier 1 strategies to support standard/skill deficits in environment.</p>
Is a Tier 2 plan needed?	
Yes	No
<p>Meet with MTSS Academic Lead to develop a plan. Monitor student(s) for 10 weeks.</p>	<p>Review Tier 1 strategies to support standard/skill deficits in district environment.</p>
After 10 weeks, meet with the MTSS Academic Lead. Did the student(s) show progress and meet their goal with Tier 2 interventions?	
Yes	No
<p>Student(s) exit Tier 2 and transition back to Tier 1.</p>	<p>Consider movement to Tier 3.</p> <ul style="list-style-type: none"> • RISS/ROBMS- Basic Skills Intervention Class • ROB-Strategic Bootcamp / Schedule Adjustments

ACADEMIC MTSS - Pro Tip

- Consider using a template that allows teachers to track those “on watch” students efficiently.
- Minimizes the “paperwork” a bit.

Appendix C: Intervention (Tier 1) Student Data Collection Form

★ Click to create a copy of this template: [Intervention \(Tier 1\) Student Data Collection](#)

MTSS Intervention (Tier 1) Student Data Collection

Academic & Behavioral



The purpose of this document is to record Tier 1 students who are currently “on-watch” for possible movement to Tier 2. The teacher should document attempted interventions and record relevant assessment data (minimum of 5).

Time Frame:

Teacher Name:
Subject/Course:

Name	MTSS Strand: Academic or Behavior	Intervention Attempted (brief description of tool used)	Assessment Scores	Notes/Summary
	Choose... ▾			
	Choose... ▾			
	Choose... ▾			
	Choose... ▾			
	Choose... ▾			

Progress monitoring notes:

-

Students to be recommended for Tier 2:

★ **CLICK THE IMAGE TO GET A COPY OF THIS TEMPLATE.**

BEHAVIOR & ATTENDANCE

TIER 1
prevention

TIER 2
intervention

TIER 3
remediation

MTSS – BEHAVIOR / SOCIAL-EMOTIONAL

Universal Screening	Indicators for Intervention
Genesis Monthly Conduct Audit	At the end of the month... - Student has accumulated an identified number of points (as set by each building's discipline guide) At any point... - Student has accumulated an identified number of points (as set by each building's discipline guide)
Teacher referral (SEL)	A clear pattern of behaviors that impact the learning environment.

Did the student(s) meet one or more of the "Indicators for Intervention"?

Yes	No
<input checked="" type="checkbox"/> MTSS Behavior Lead conferences with student to discuss referrals. Identify root causes and/or external factors that may be contributing to behaviors. <input checked="" type="checkbox"/> Provide strategies to address identified root causes/external factors.	Revisit Tier 1 strategies.

Monitor students' behavior after parent/guardian notification and student conference for 10 weeks. Is behavior still a concern?

Yes	No
<input checked="" type="checkbox"/> MTSS Behavior Lead and/or Guidance/CST conferences with student to discuss referrals. <input checked="" type="checkbox"/> Work with MTSS Behavior Lead and/or Guidance/CST to develop a Tier 2 plan and monitor for 10 weeks. *Note- add plan to Genesis after monitoring completion. <input checked="" type="checkbox"/> See Appendix F: Functions of Student Behavior	Continue in Tier 1.

After 10 weeks, meet with the MTSS Behavior Lead and/or Guidance/CST. Did the student(s) show progress and meet their goal with Tier 2 interventions?

Yes	No
Student(s) exits Tier 2 and transitions back to Tier 1.	<input checked="" type="checkbox"/> Guidance/CST/behaviorist completes a classroom observation. <input checked="" type="checkbox"/> PAWS consideration <input checked="" type="checkbox"/> Guidance/CST, behaviorist and teacher will meet to create a Tier 3 plan in LinkIt! Intervention Manager.

MTSS – ATTENDANCE

Universal Screening	Indicators for Intervention
Genesis Monthly Attendance Reports	At the end of the month... - Student has five (5) unexcused absences and/or five (5) unexcused tardies At any point... - Student has accumulated five (5) unexcused absences.
Daily Attendance - The Attendance Officer/Nurse calls the parent/guardian to verify absence.	Three (3) or more absences in a row; identified pattern. The Attendance Officer/Nurse will call the parent to verify absence. Referral will be made to counselor/CST if the situation permits their attention.
Teacher Referral	A clear pattern of absences/tardies that impacts learning

Did the student(s) meet one or more of the "Indicators for Intervention"?

Yes	No
<input checked="" type="checkbox"/> Notify the parent/guardian of the attendance policy for the school and an overview of the student's current attendance. Document in Genesis notes. <input checked="" type="checkbox"/> Discuss with the student the importance of attendance. Document in Genesis notes. <input checked="" type="checkbox"/> Does the student have a history of chronic absenteeism? (If yes, skip to Tier 2).	Revisit Tier 1 strategies.

Monitor students' attendance after parent/guardian notification for 10 weeks. Is attendance still a concern?

Yes	No
<input checked="" type="checkbox"/> Request an in-person meeting with both parent/guardian and student. <input checked="" type="checkbox"/> Consider assigning a mentor. Identify root causes of attendance issues and create a Tier 2 plan. <input checked="" type="checkbox"/> See Appendix E: School Refusal vs. Truancy (CST/Guidance will administer)	Continue in Tier 1.

Monitor students' attendance after parent/guardian notification for 10 weeks. Is attendance still a concern?

Yes	No
<input checked="" type="checkbox"/> Request an in-person meeting with both parent/guardian and student. Consider Tier 3 intervention <input checked="" type="checkbox"/> Student paired with a mentor.	Continue in Tier 2

MTSS MEETINGS-*Pro Tip*

- Consider having these meetings quarterly.
- The team leader and/or designees should come prepared to discuss data/trends.
- Allows for more consistency and collaboration



MTSS Quarterly Summary Report

Time Frame:

Meeting Date:

MTSS Team Members:

Discussion:

- What trends are there across multiple strands?
- What are the areas of strength and improvement across the student population?
- What might be some root causes for these issues?

Strand	Data Trends & Highlights
Attendance	
Academics	
Conduct/ Discipline	
SEL/Mental Health	
Reflection / Notes / Questions	
Actionable Next Steps / Goals	

★ **CLICK THE IMAGE TO GET A COPY OF THIS TEMPLATE.**

HOW DO WE KNOW THIS WORKS?

- Quarterly “Data Harvests”
- Board of Education Meeting Gallery Walk presentations

**Join us at the
November BOE
Meeting to see the
Data Harvest
Cycle #1 in action!**

School District
Data Harvest ~ Quarterly Audit Cycle #

School 1

What have you and your leadership team done to further our “Just Cause”?
(Mission/Vision/Core Values/High Expectations)

Parents/
Community

Staff

Students

Staff empowerment

Attendance Data
(Average Daily Attendance ~ % present by month)

Student

Staff

Action Plan (If applicable)

Persons
Responsible

Next Steps

Indicators of
Measurable

★ **CLICK THE IMAGE TO GET A
COPY OF THIS TEMPLATE.**

Thank you!

Please reach out with any questions.

Office of Curriculum & Instruction

