Hanover Township
PUBLIC SCHOOLS

District Testing Report

October 29, 2024

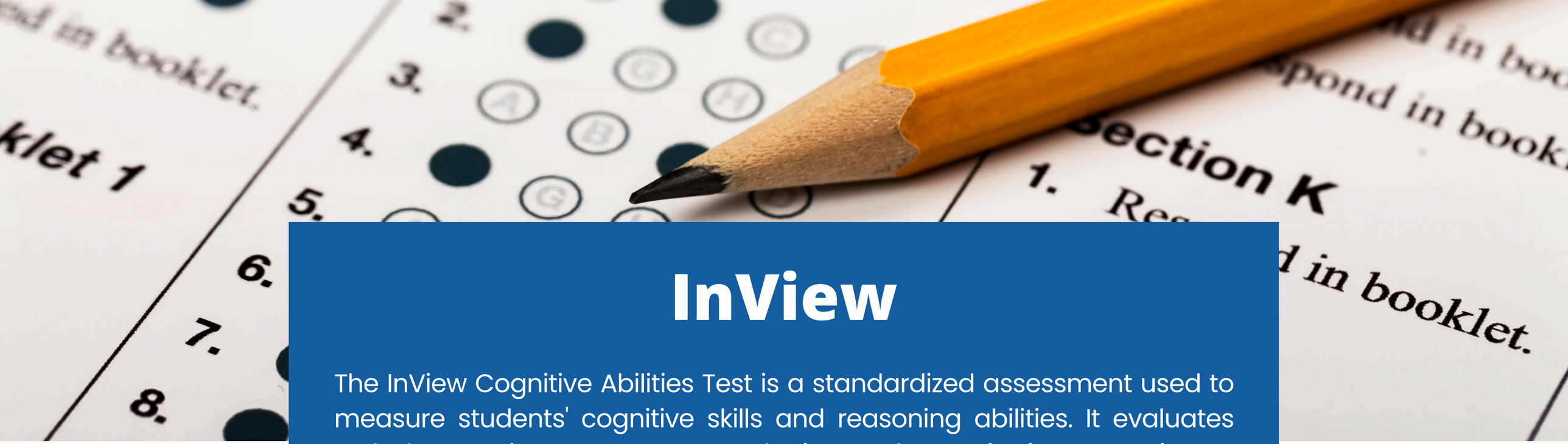


Overview

- InView (Test of Cognitive Skills) 01
- WIDA ACCESS for ELLs 02
- NJSLA 03
- Dynamic Learning Maps (DLM) 04
- Moving Forward 05

NEW JERSEY

STATE ASSESSMENTS



InView

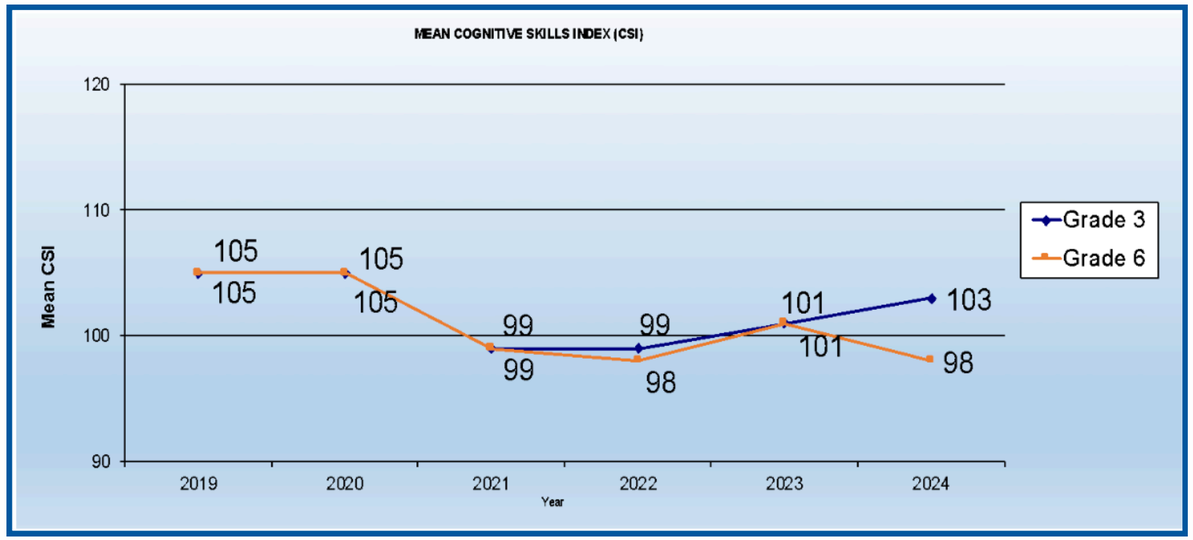
The InView Cognitive Abilities Test is a standardized assessment used to measure students' cognitive skills and reasoning abilities. It evaluates verbal reasoning, sequences, analogies, and quantitative reasoning to provide insight into a student's potential for academic success. The test is designed to help educators identify strengths and areas for growth, guide instruction, and make placement decisions for gifted and talented programs.

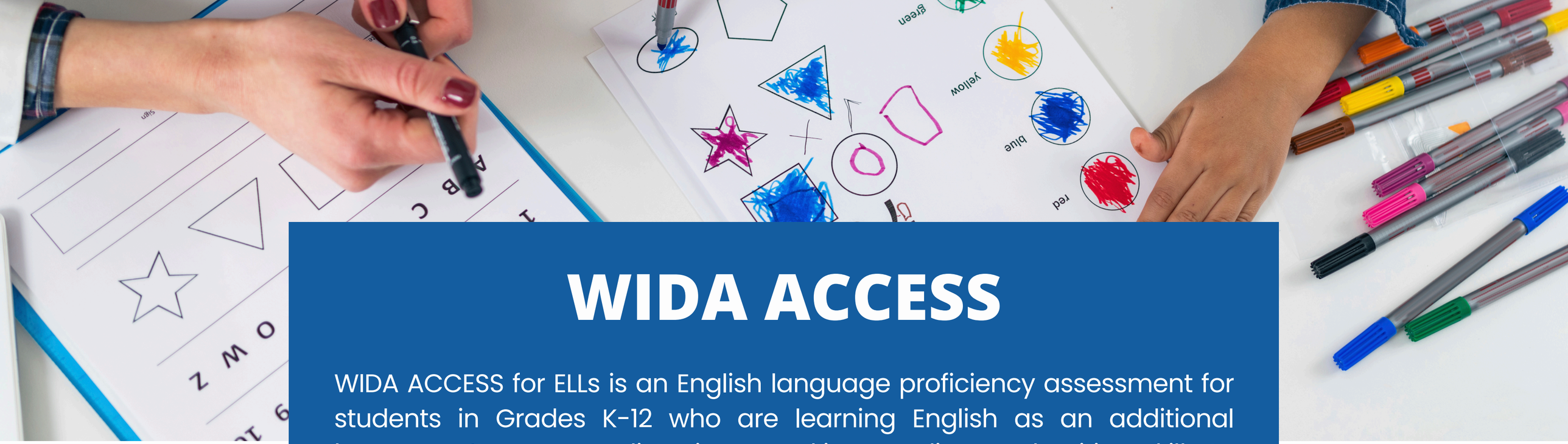
Grade 3: January 2024

Grade 6: September 2023

InView

Mean Cognitive Skills Index (CSI)						
	2019	2020	2021	2022	2023	2024
Grade 3	105	105	99	99	101	103
Grade 6	105	105	99	98	101	98





WIDA ACCESS

WIDA ACCESS for ELLs is an English language proficiency assessment for students in Grades K-12 who are learning English as an additional language. It measures listening, speaking, reading, and writing skills to determine a student's English language development level. The results help educators guide instruction, monitor progress, and make decisions about language support services.

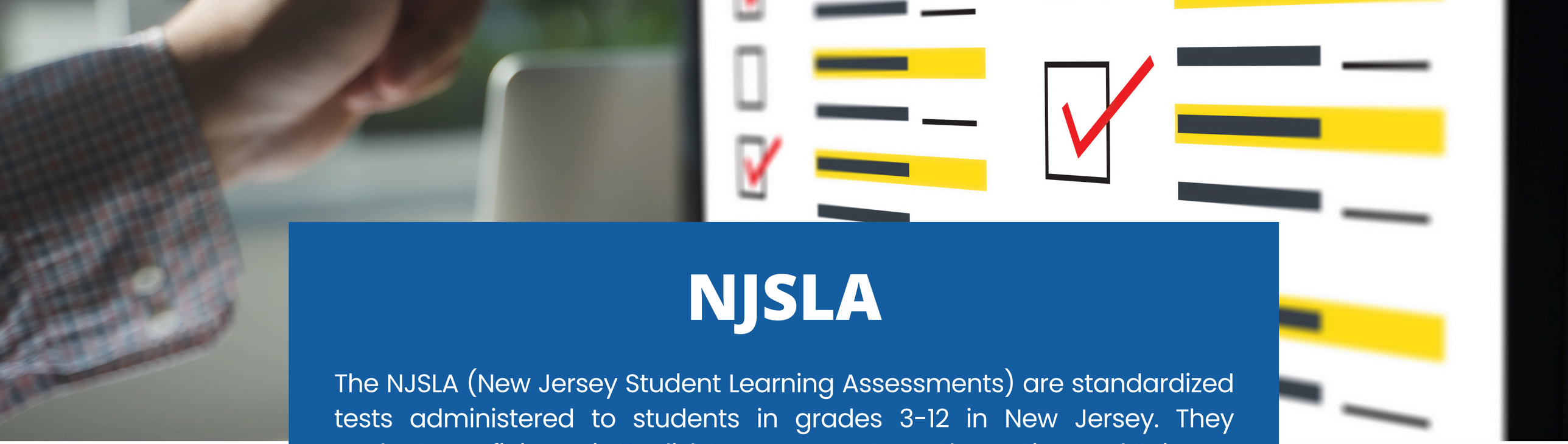
44 students in Grades K-8 completed the assessment.

Overall Score = 35% reading + 35% Writing + 15% Listening + 15% Speaking

A minimum score of 4.5 is used to determination readiness for program exit

WIDA ACCESS

Proficiency Level	% Students overall score
1- Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	9/44 = 20%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	7/44 = 16%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	14/44 = 32%
4 – Expanding Knows and uses social English and some technical academic language	11/44 = 25%
5 – Bridging Knows and uses social and academic language working with grade level material	3/44 = 7%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	0/44 = 0%



NJSLA

The NJSLA (New Jersey Student Learning Assessments) are standardized tests administered to students in grades 3-12 in New Jersey. They evaluate proficiency in English Language Arts, Mathematics, and Science, measuring how well students meet state learning standards. The results help educators identify strengths and areas for improvement, guide instruction, and inform decisions to enhance student learning outcomes.

Administered in Spring 2024

Performance Levels

ELA & Math (Grades 3-8)

- Level 1: **Did Not Yet Meet** Expectations
- Level 2: **Partially Met** Expectations
- Level 3: **Approached** Expectations
- Level 4: **Met** Expectations
- Level 5: **Exceeded** Expectations

Science (Grades 5&8)

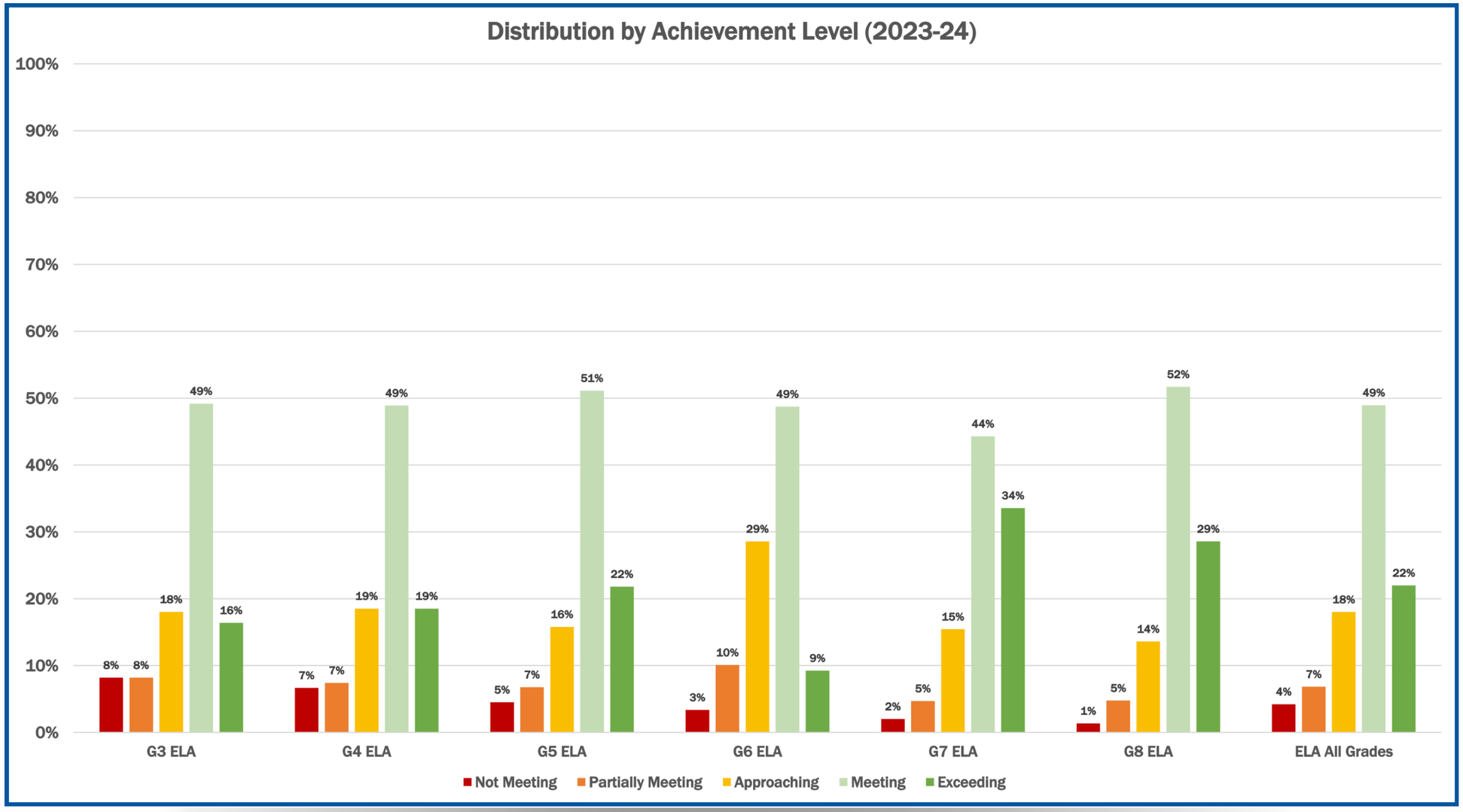
- Level 1: **Below** Proficient
- Level 2: **Near** Proficiency
- Level 3: **Proficient**
- Level 4: **Advanced** Proficiency



NJSLA ELA

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	11.9%	6.5%	8.2%	9.5%	8.9%	8.2%	19.8%	16.9%	18.0%	53.2%	54.8%	49.2%	5.6%	12.9%	16.4%	+1.1%	-2.2%
4	2.6%	7.0%	6.7%	11.4%	8.6%	7.4%	15.8%	18.0%	18.5%	44.7%	46.1%	48.9%	25.4%	20.3%	18.5%	-1.6%	+1.0%
5	2.0%	1.7%	4.5%	4.0%	4.3%	6.8%	10.7%	18.8%	15.8%	63.3%	65.0%	51.1%	20.0%	10.3%	21.8%	+5.3%	-2.3%
6	6.5%	0.7%	3.4%	18.1%	6.9%	10.1%	31.0%	26.9%	28.6%	39.4%	51.7%	48.7%	5.2%	13.8%	9.2%	+5.9%	-7.5%
7	5.7%	5.2%	2.0%	9.4%	6.5%	4.7%	25.8%	13.1%	15.4%	35.8%	40.5%	44.3%	23.3%	34.6%	33.6%	-5.1%	+2.7%
8	10.3%	2.5%	1.4%	10.3%	7.6%	4.8%	26.5%	17.2%	13.6%	39.4%	46.5%	51.7%	13.5%	26.1%	28.6%	-4.1%	+7.7%
All Grades	6.5%	3.9%	4.2%	10.5%	7.2%	6.8%	22.0%	18.4%	18.0%	45.6%	50.1%	48.9%	15.4%	20.4%	22.0%	+0.0%	+0.4%

NJSLA ELA


Distribution by Achievement Level (2023-24)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
8% 8% 18% 49% 16%
7% 7% 19% 49% 19%
5% 7% 16% 51% 22%
3% 10% 29% 49% 9%
2% 5% 15% 44% 34%
1% 5% 14% 52% 29%
4% 7% 18% 49% 22%
G3 ELA
G4 ELA
G5 ELA
G6 ELA
G7 ELA
G8 ELA
ELA All Grades
Not Meeting
Partially Meeting
Approaching
Meeting
Exceeding

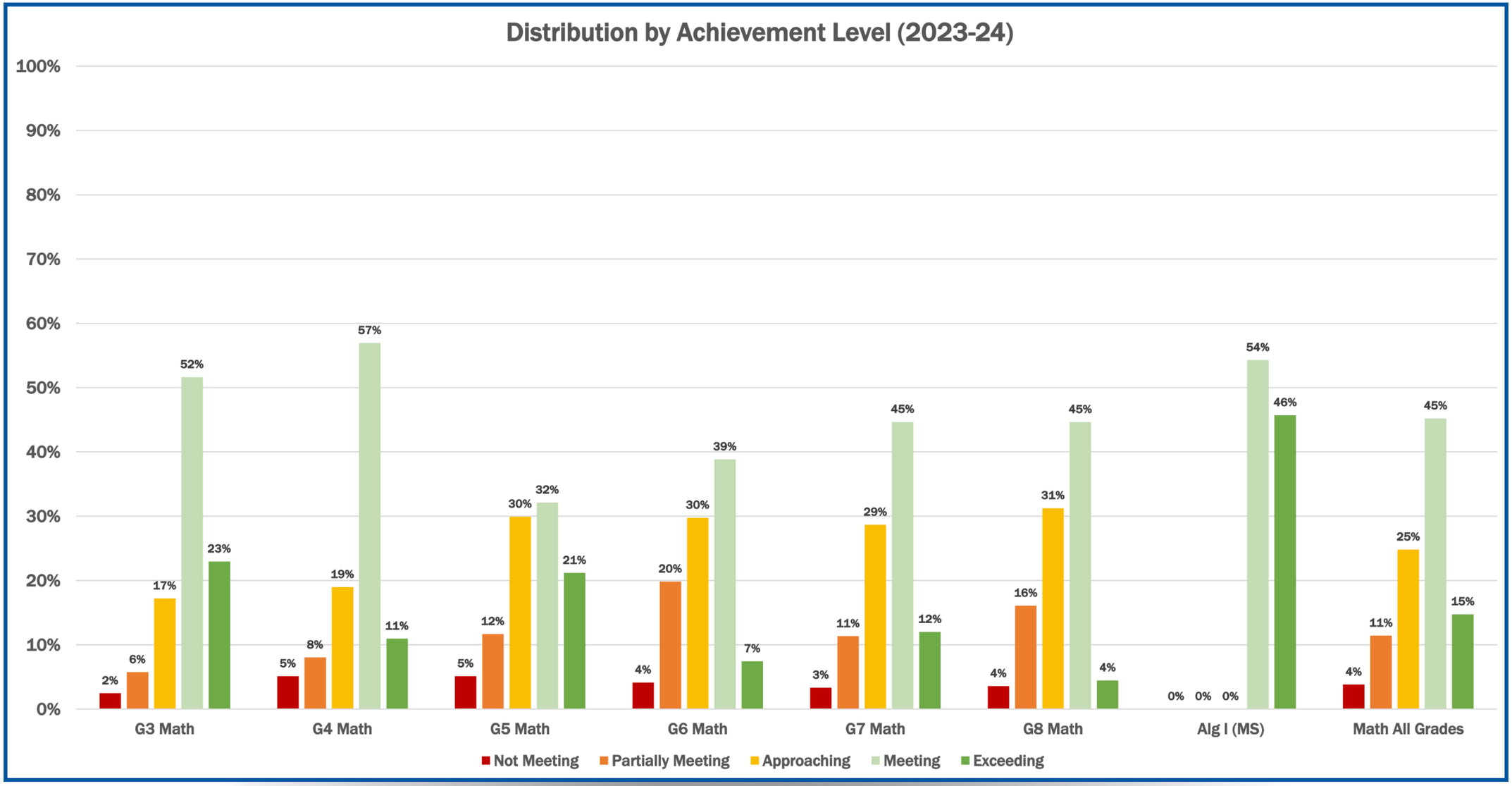
NJSLA ELA (3 Year Comparison)

	2022			2023			2024		
GRADE	% Meeting and Exceeding Standard DISTRICT	% Meeting and Exceeding Standard STATE	% Above or Below State Average	% Meeting and Exceeding Standard DISTRICT	% Meeting and Exceeding Standard STATE	% Above or Below State Average	% Meeting and Exceeding Standard DISTRICT	% Meeting and Exceeding Standard STATE	% Above or Below State Average
3	58.7%	42.4%	16.3%	67.7%	41.9%	25.8%	65.6%	37.7%	27.9%
4	70.2%	49.4%	20.8%	66.4%	51.3%	15.1%	67.4%	50.8%	16.6%
5	83.3%	49.6%	33.7%	75.2%	53.3%	21.9%	72.9%	52.3%	20.6%
6	44.5%	47.5%	(3.0%)	65.5%	49.0%	16.5%	57.9%	53.2%	4.7%
7	59.1%	52.7%	6.4%	75.2%	55.7%	19.5%	77.9%	53.9%	24.0%
8	52.9%	51.3%	1.6%	72.0%	55.3%	16.7%	80.3%	52.9%	27.4%

NJSLA Math

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	7.1%	6.3%	2.5%	11.8%	8.6%	5.7%	15.0%	18.0%	17.2%	38.6%	41.4%	51.6%	27.6%	25.8%	23.0%	-6.6%	+7.4%
4	2.6%	5.4%	5.1%	17.4%	8.5%	8.0%	21.7%	27.7%	19.0%	52.2%	42.3%	56.9%	6.1%	16.2%	10.9%	-0.7%	+9.4%
5	4.0%	1.7%	5.1%	8.1%	16.1%	11.7%	26.8%	28.0%	29.9%	46.3%	39.8%	32.1%	14.8%	14.4%	21.2%	-1.0%	-1.0%
6	9.0%	4.8%	4.1%	20.5%	12.4%	19.8%	31.4%	30.3%	29.8%	31.4%	41.4%	38.8%	7.7%	11.0%	7.4%	+6.7%	-6.1%
7	6.9%	3.9%	3.3%	18.9%	17.5%	11.3%	34.0%	37.0%	28.7%	30.8%	27.3%	44.7%	9.4%	14.3%	12.0%	-6.8%	+15.1%
8	16.2%	9.8%	3.6%	25.6%	24.4%	16.1%	29.1%	30.1%	31.3%	26.5%	30.9%	44.6%	2.6%	4.9%	4.5%	-14.5%	+13.3%
Alg I (MS)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.6%	2.9%	0.0%	89.7%	73.5%	54.3%	7.7%	23.5%	45.7%	0.0%	+2.9%
All Grades	7.2%	5.0%	3.8%	16.1%	13.9%	11.4%	25.8%	27.8%	24.8%	39.7%	38.5%	45.2%	11.3%	14.8%	14.7%	-3.8%	+6.7%

NJSLA Math


Distribution by Achievement Level (2023-24)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2%
6%
17%
52%
23%
5%
8%
19%
57%
11%
5%
12%
30%
32%
21%
4%
20%
30%
39%
7%
3%
11%
29%
45%
12%
4%
16%
31%
45%
4%
0%
0%
0%
54%
46%
4%
11%
25%
45%
15%
G3 Math
G4 Math
G5 Math
G6 Math
G7 Math
G8 Math
Alg I (MS)
Math All Grades
Not Meeting
Partially Meeting
Approaching
Meeting
Exceeding

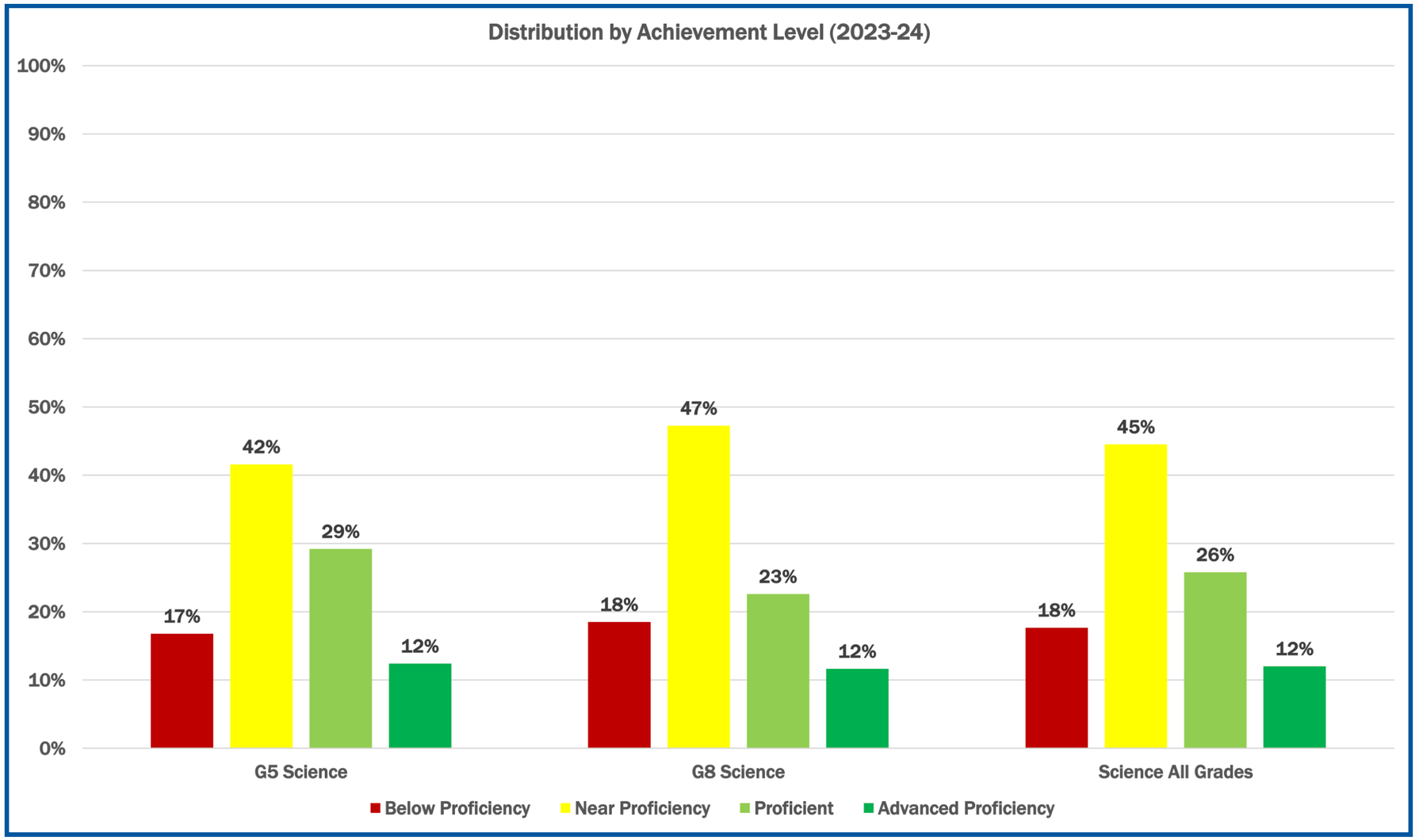
NJSLA Math (3 Year Comparison)

	2022			2023			2024		
GRADE	% Meeting and Exceeding Standard DISTRICT	% Meeting and Exceeding Standard STATE	% Above or Below State Average	% Meeting and Exceeding Standard DISTRICT	% Meeting and Exceeding Standard STATE	% Above or Below State Average	% Meeting and Exceeding Standard DISTRICT	% Meeting and Exceeding Standard STATE	% Above or Below State Average
3	66.1%	45.4%	20.7%	67.2%	45.9%	21.3%	74.6%	47.6%	27.0%
4	58.3%	39.4%	18.9%	58.2%	44.4%	13.8%	67.8%	45.0%	22.8%
5	61.1%	36.1%	25.0%	54.2%	40.0%	14.2%	53.3%	40.1%	13.2%
6	39.1%	31.3%	7.8%	52.4%	34.3%	18.1%	46.2%	36.2%	10.0%
7	40.3%	34.1%	6.2%	41.6%	33.8%	7.8%	56.7%	37.5%	19.2%
8	29.2%	15.4%	13.7%	35.8%	17.8%	18.0%	49.1%	37.1%	12.0%
Algebra I	97.4%	34.8%	62.6%	97.1%	35.0%	62.1%	100%	39.5%	60.5%
Combined 8	46.2%	NA	NA	49.0%	NA	NA	61.2%	NA	NA

NJSLA Science

Grade	% Below Proficiency (Level 1)			% Near Proficiency (Level 2)			% Proficient (Level 3)			% Advanced Proficiency (Level 4)			Change in Level 1 & Level 2 (2023 to 2024)	Change in Level 3 & Level 4 (2023 to 2024)
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024		
	%	%	%	%	%	%	%	%	%	%	%	%		
5	19.5%	18.6%	16.8%	28.9%	46.6%	41.6%	31.5%	31.4%	29.2%	20.1%	3.4%	12.4%	-6.9%	+6.9%
8	27.6%	22.9%	18.5%	47.4%	42.7%	47.3%	17.9%	26.1%	22.6%	7.1%	8.3%	11.6%	+0.1%	-0.1%
All Grades	23.6%	21.1%	17.7%	38.4%	44.4%	44.5%	24.6%	28.4%	25.8%	13.4%	6.2%	12.0%	-3.3%	+3.3%

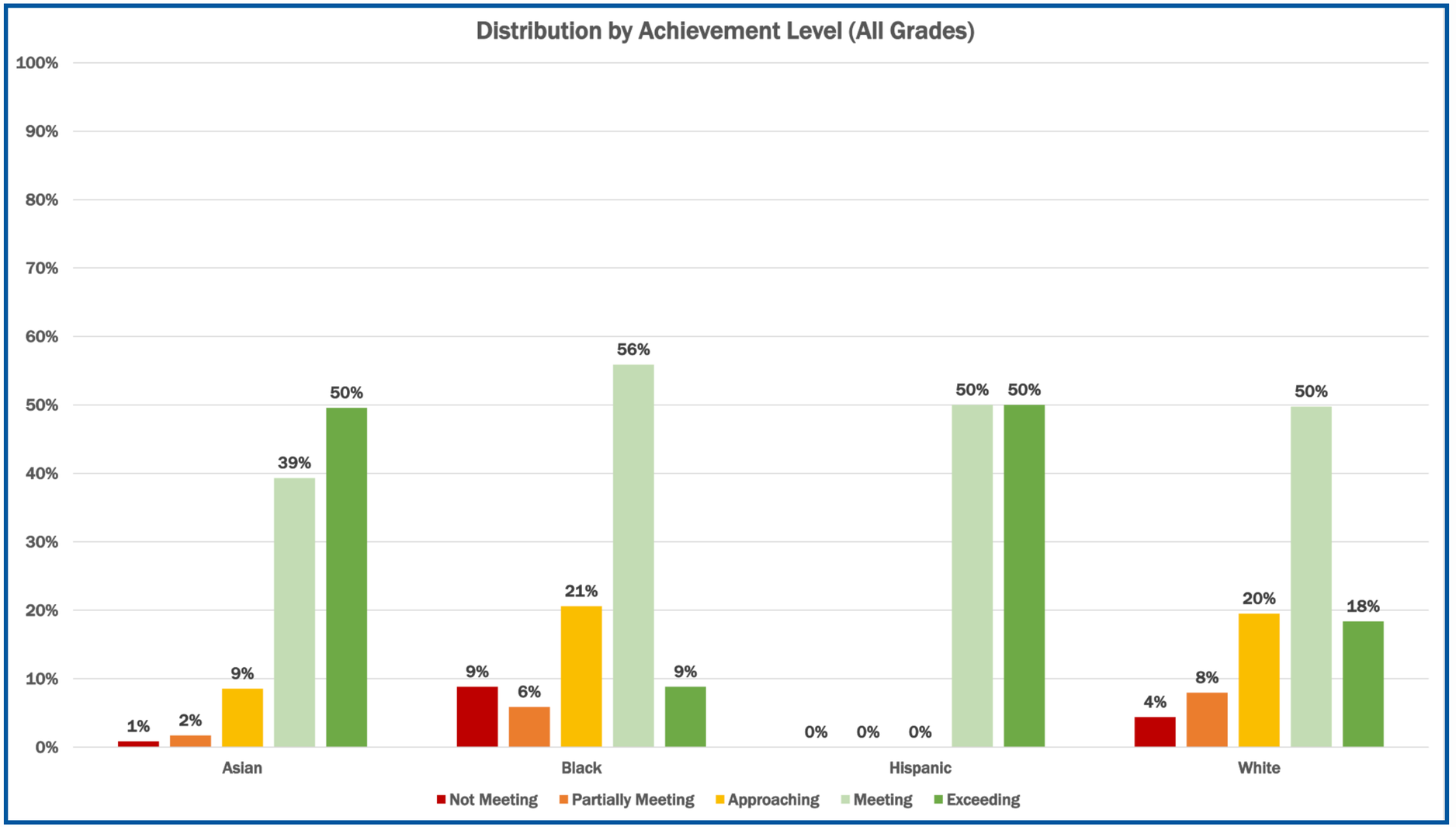
NJSLA Science



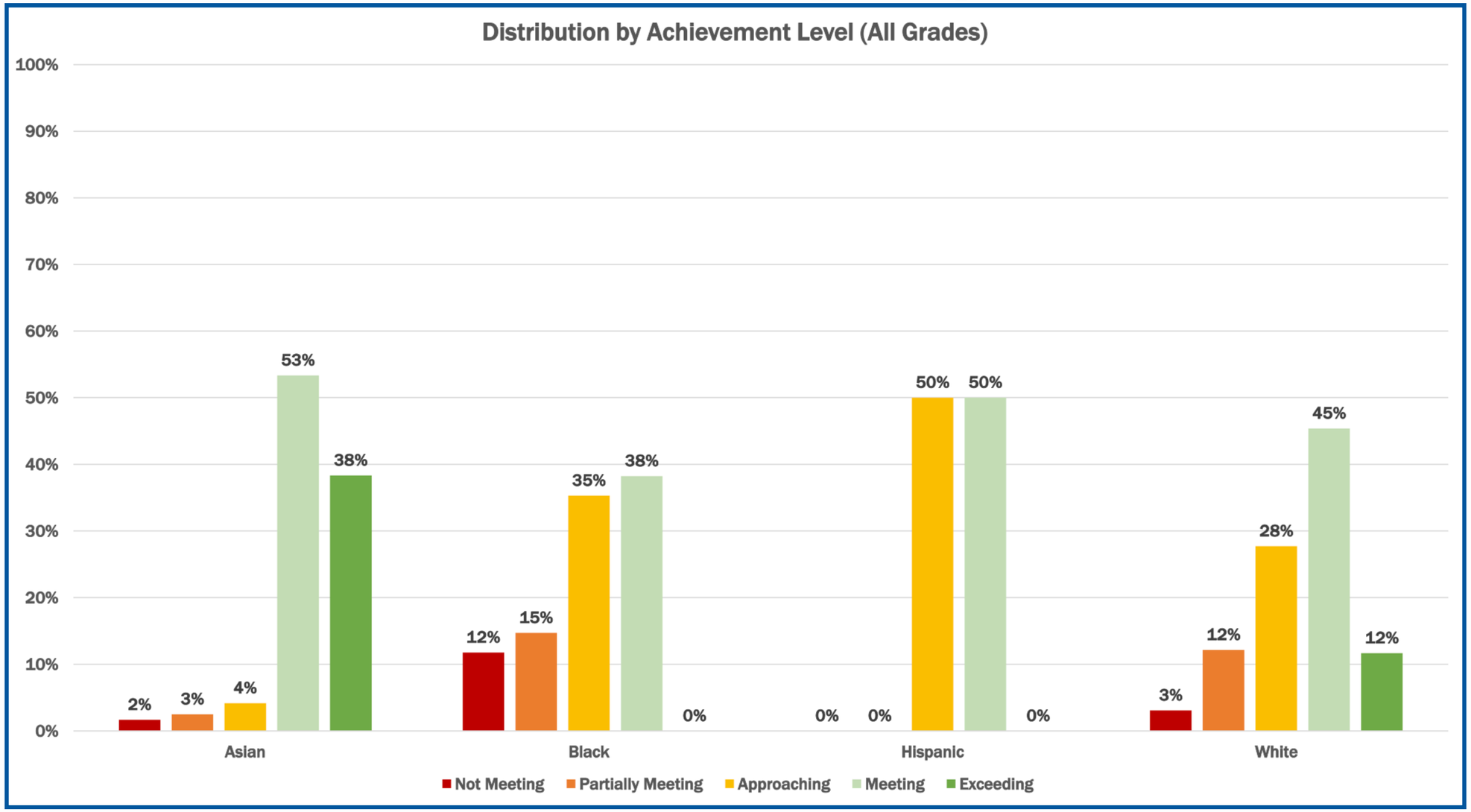
NJSLA Science (3 Year Comparison)

	2022			2023			2024		
Grade	Percent Demonstrating PROFCIENT or ADVANCED PROFICIENCY DISTRICT	Percent Demonstrating PROFCIENT or ADVANCED PROFICIENCY STATE	% Above or Below State Average	Percent Demonstrating PROFCIENT or ADVANCED PROFICIENCY DISTRICT	Percent Demonstrating PROFCIENT or ADVANCED PROFICIENCY STATE	% Above or Below State Average	Percent Demonstrating PROFCIENT or ADVANCED PROFICIENCY DISTRICT	Percent Demonstrating PROFCIENT or ADVANCED PROFICIENCY STATE	% Above or Below State Average
5	51.7%	25.5%	26.2%	34.7%	26.8%	7.9%	41.6%	27.5%	14.1%
8	25.0%	15.6%	9.4%	34.4%	18.5%	15.9%	34.2%	18.8%	15.4%

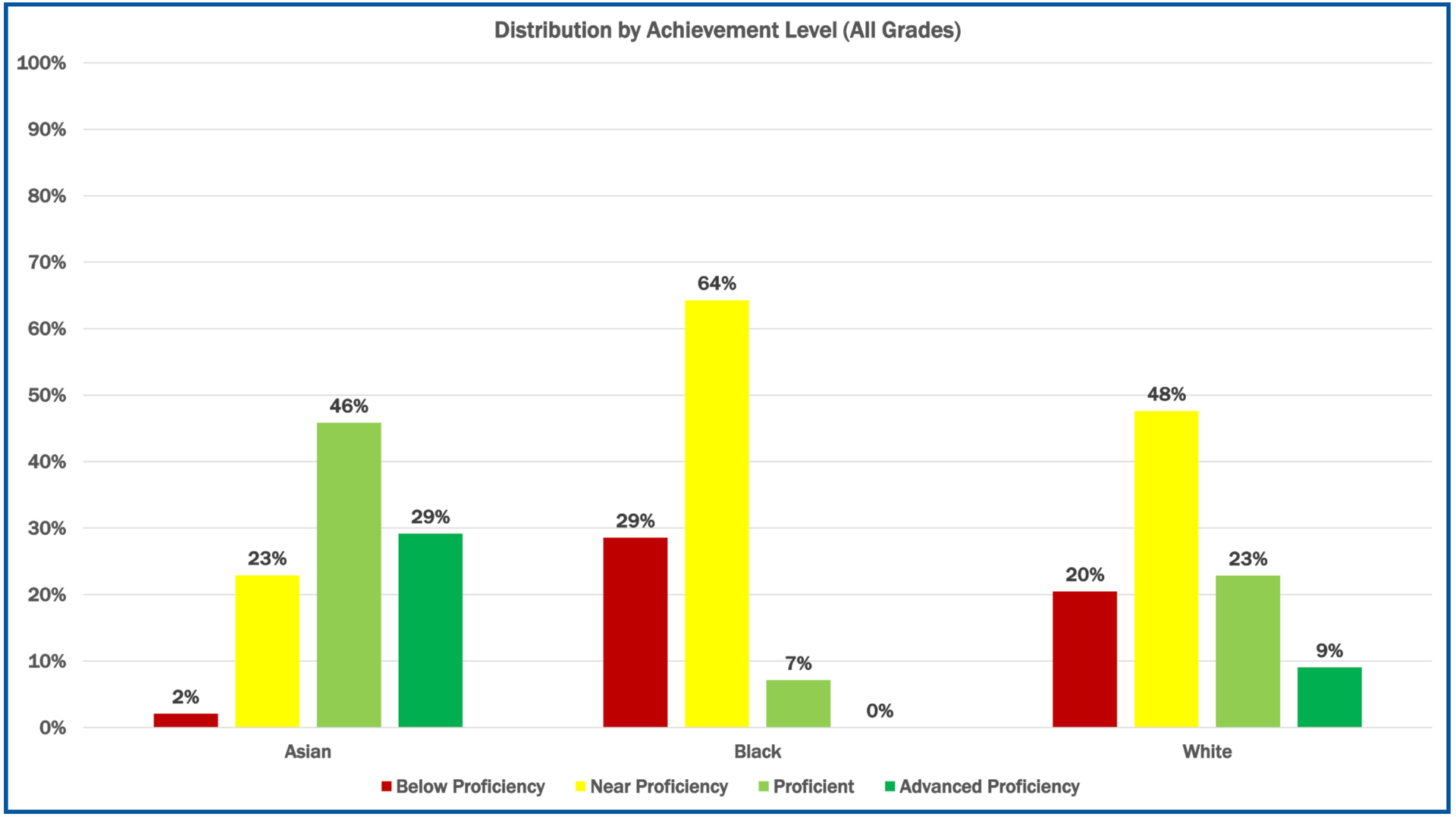
NJSLA ELA (Subgroup Race)



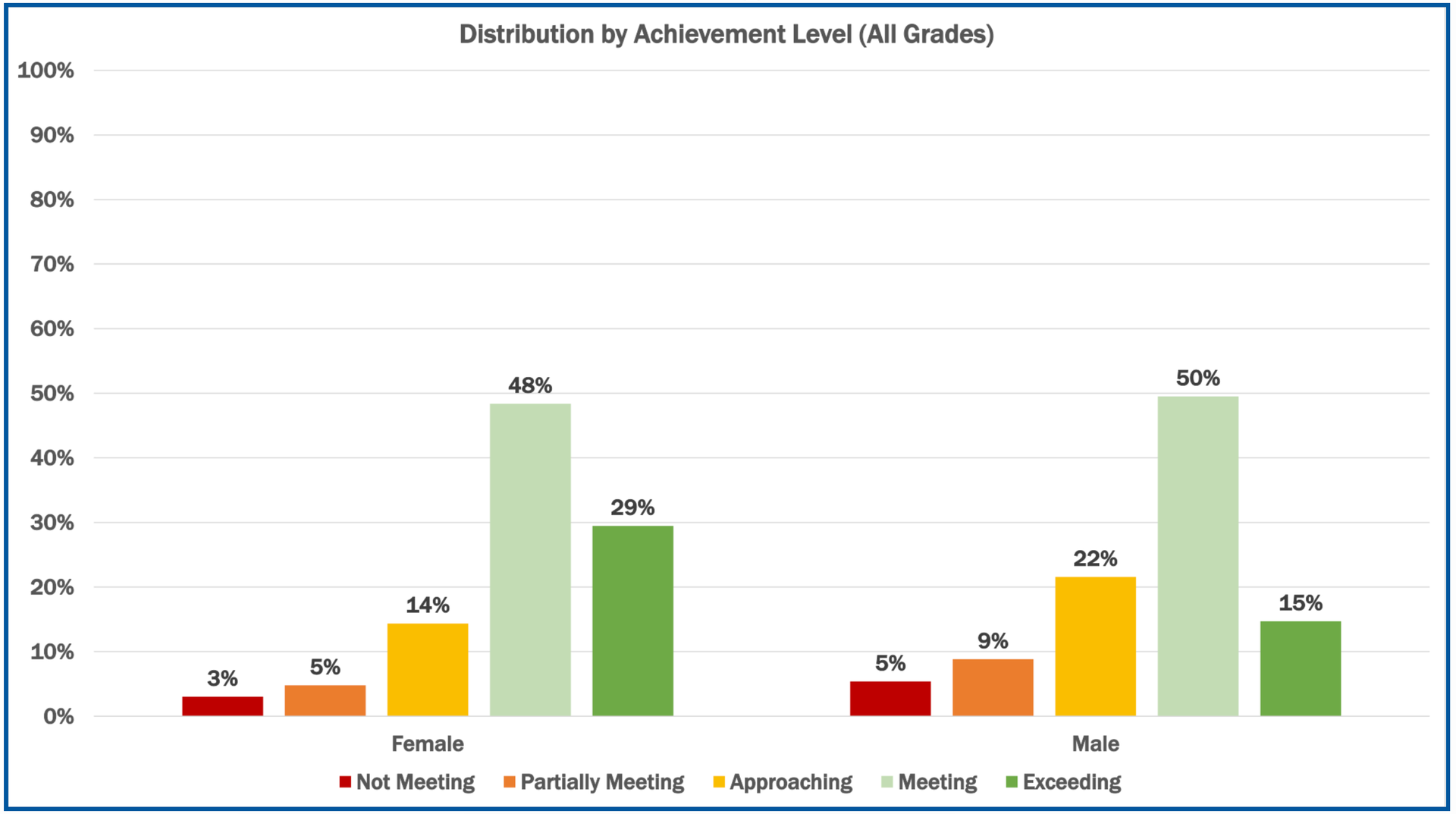
NJSLA Math (Subgroup Race)



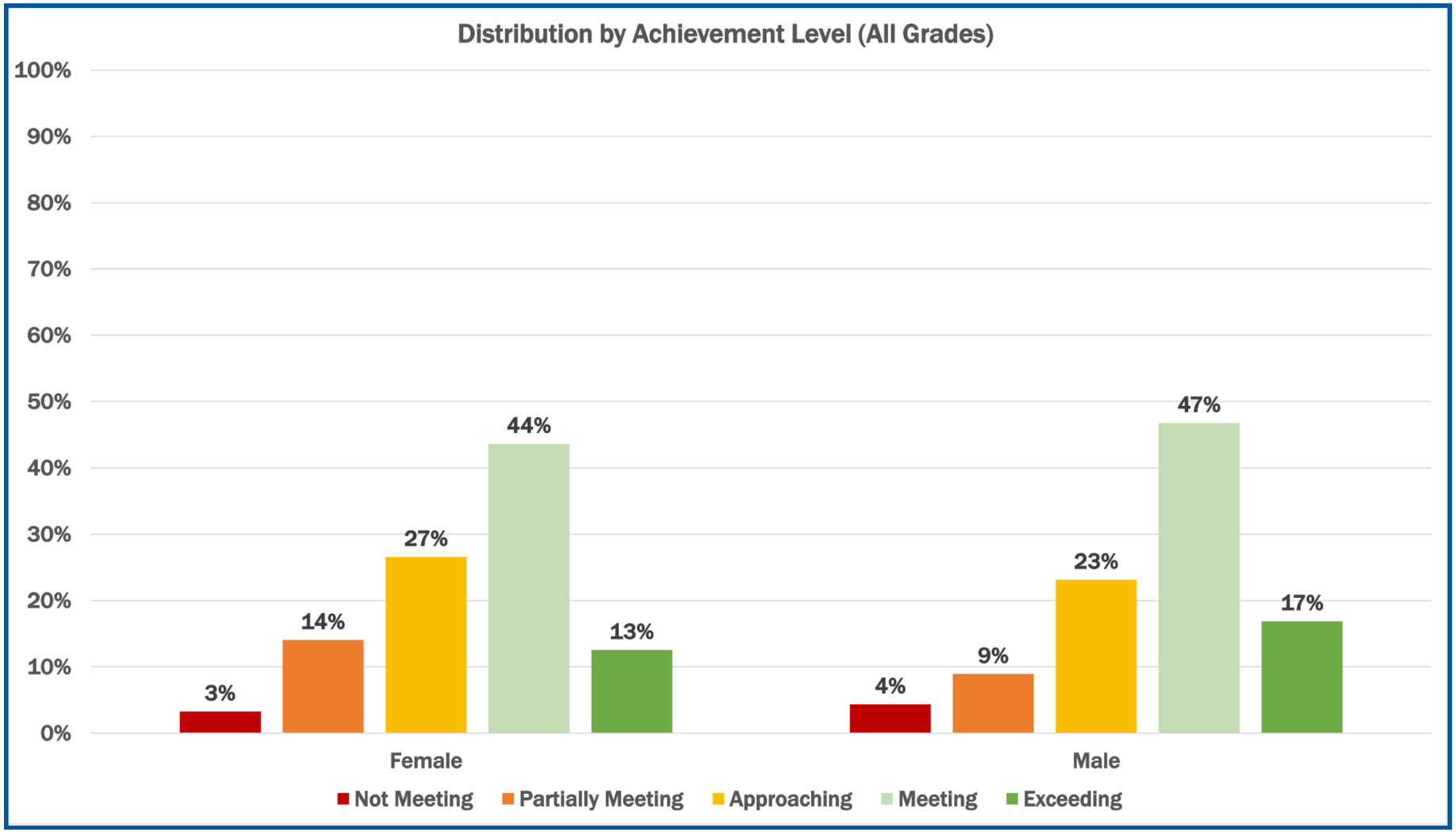
NJSLA Science (Subgroup Race)



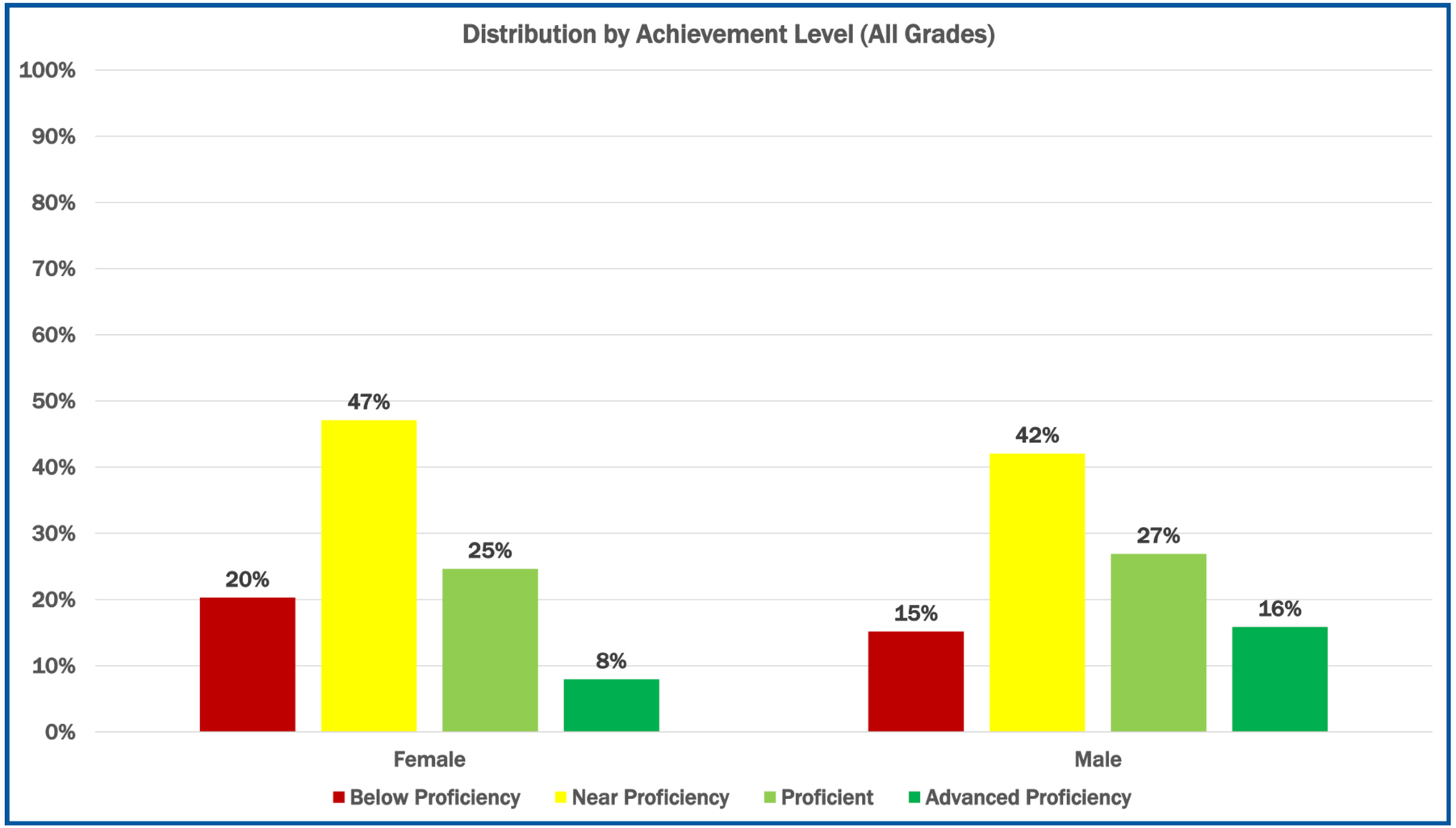
NJSLA ELA (Subgroup Gender)



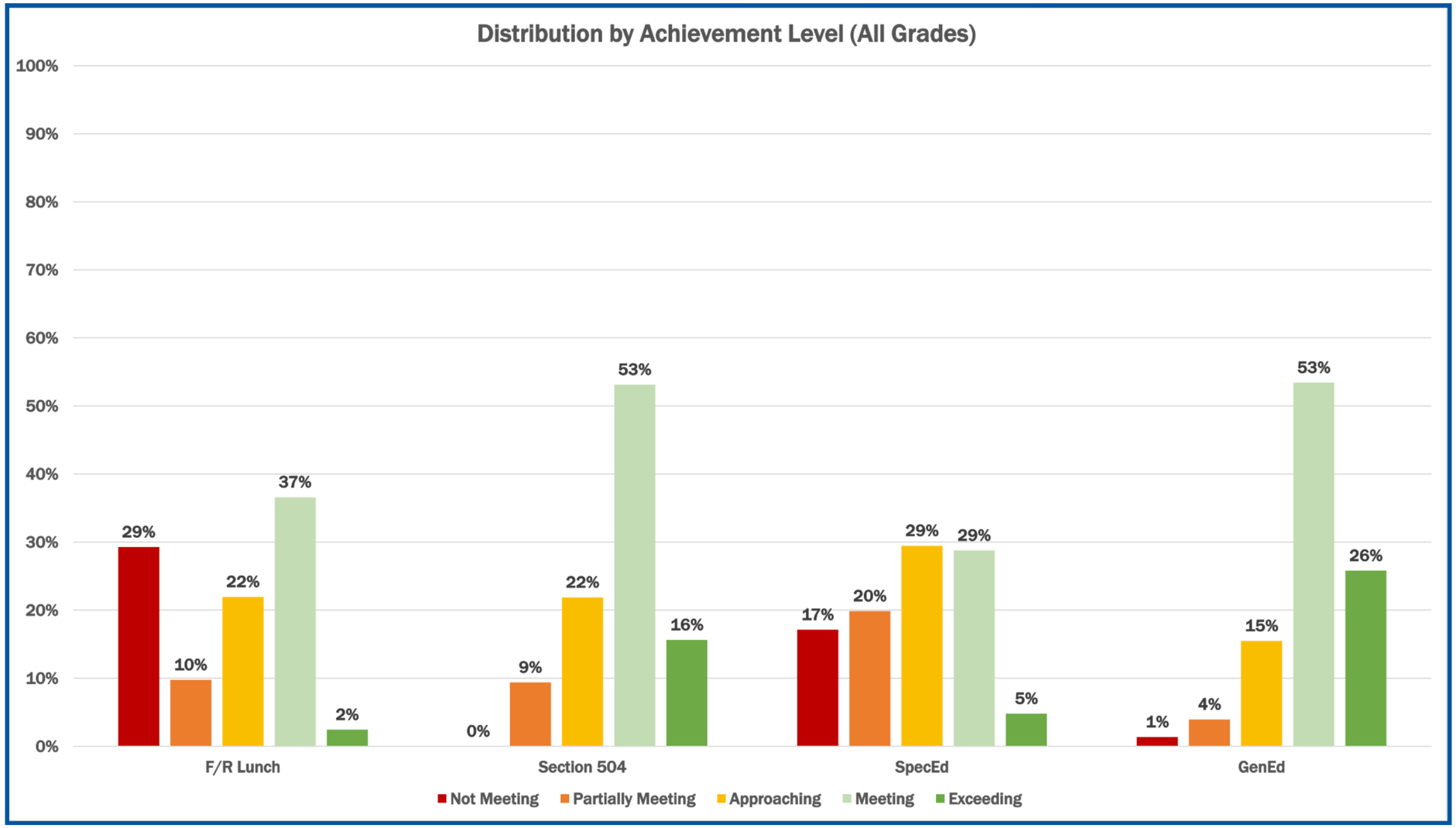
NJSLA Math (Subgroup Gender)



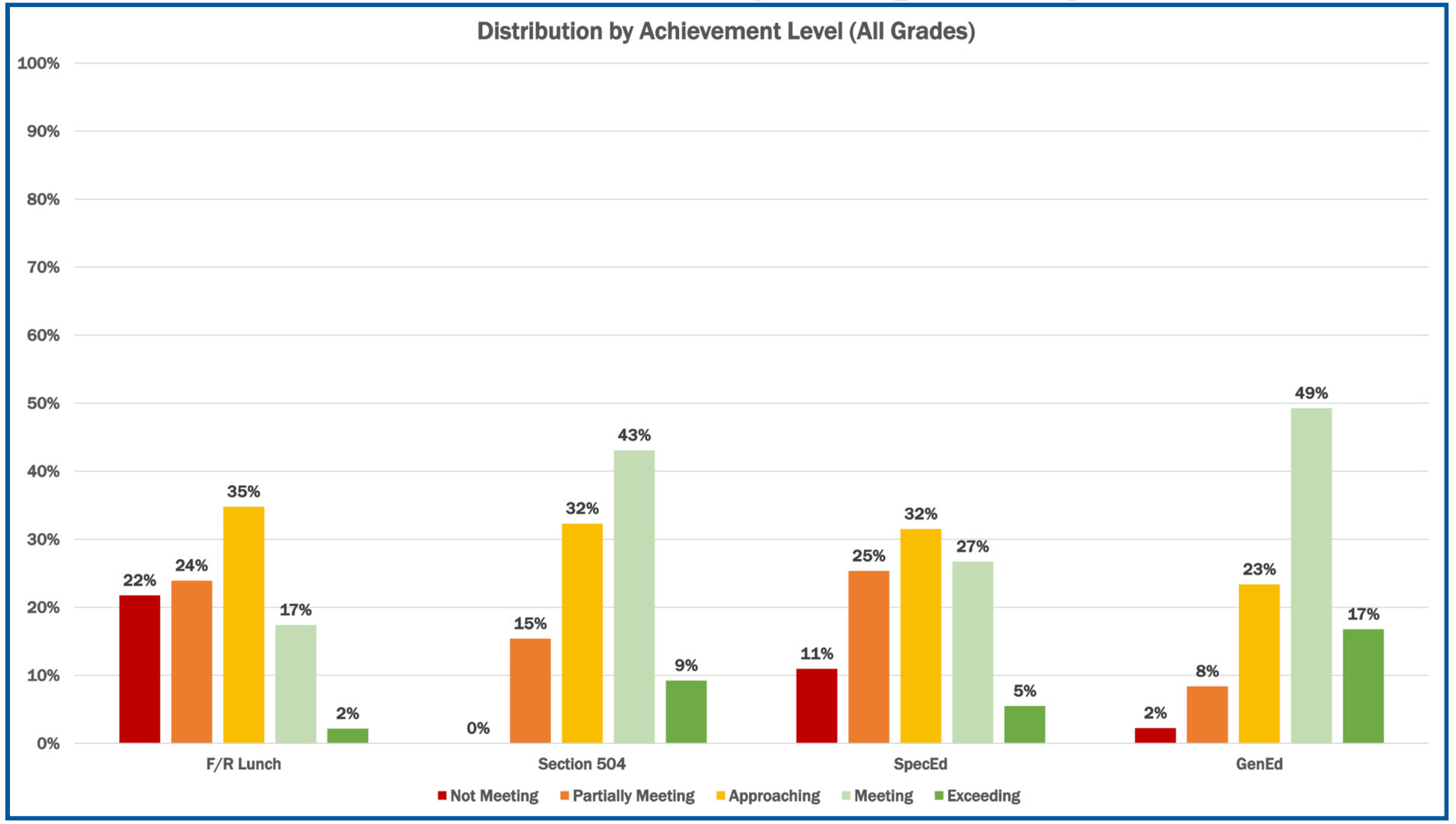
NJSLA Science (Subgroup Gender)



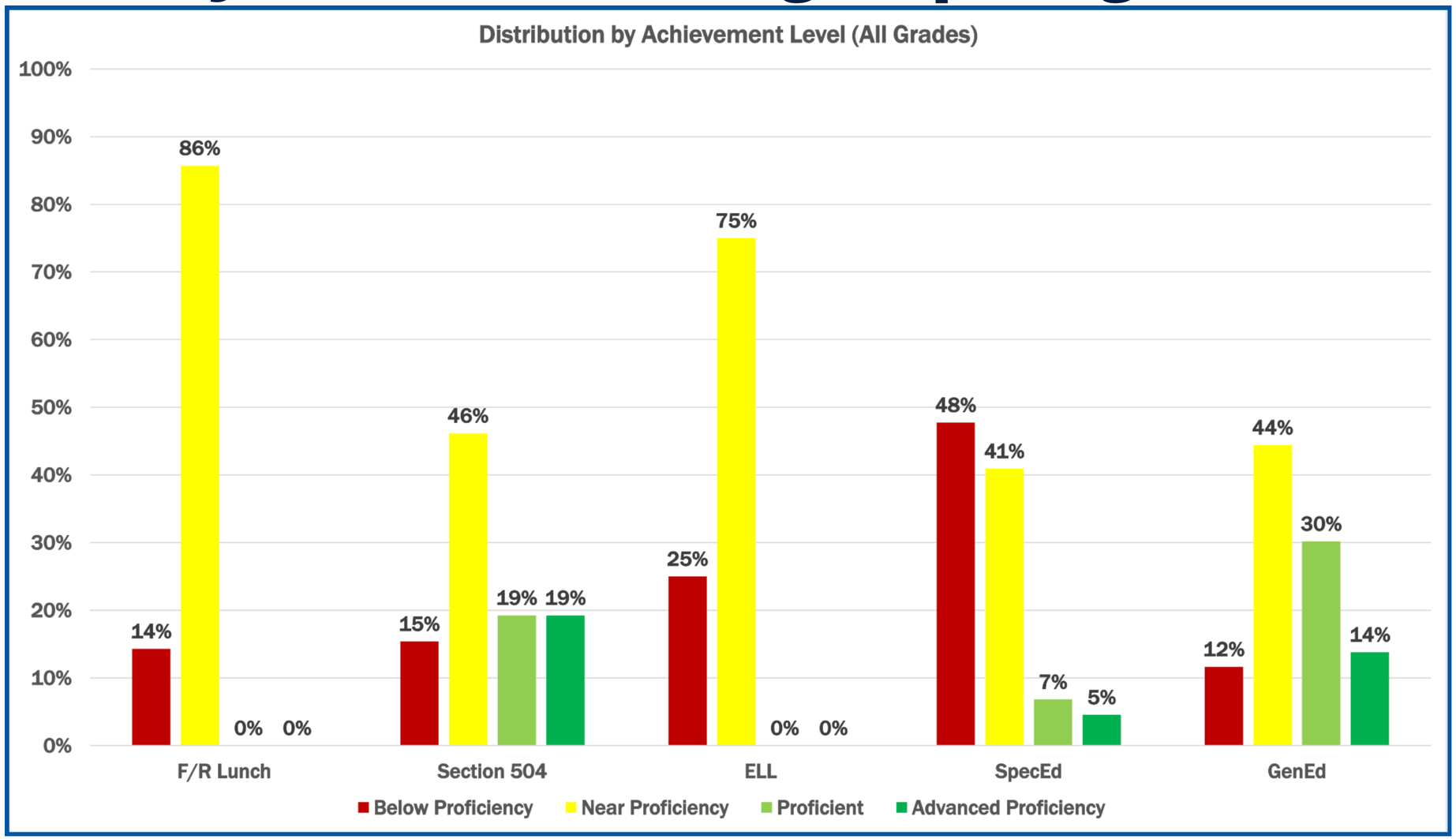
NJSLA ELA (Subgroup Program)

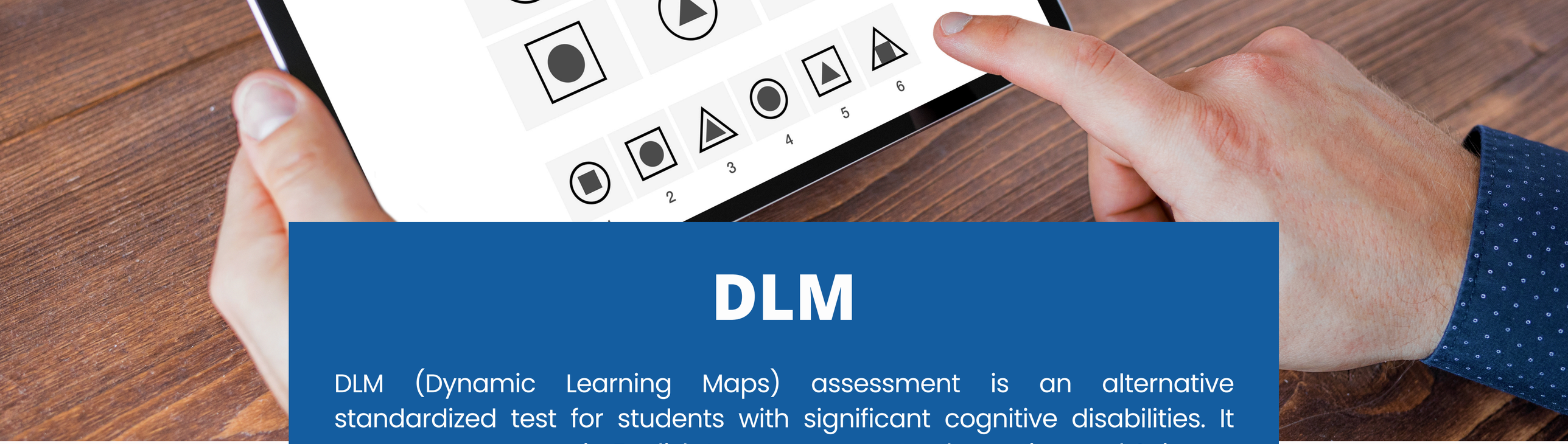


NJSLA Math (Subgroup Program)



NJSLA Science (Subgroup Program)





DLM

DLM (Dynamic Learning Maps) assessment is an alternative standardized test for students with significant cognitive disabilities. It measures progress in English Language Arts, Mathematics, and Science, focusing on essential skills and knowledge aligned with state standards. The DLM is designed to provide meaningful information about a student's learning and help educators tailor instruction to meet individual needs.

This was administered to less than 10 students so no report is issued.

Moving Forward

In the Hanover Township Public Schools, we regularly examine and analyze student assessment data to guide instructional practices and decision-making. This process involves reviewing standardized test results, classroom assessments, and other performance data to identify trends, strengths, and areas for growth.

We use these insights to adjust teaching strategies, differentiate instruction, and make informed curricular and programmatic decisions. By focusing on data-driven practices, we aim to ensure that all students receive the support and resources they need to succeed and achieve their full potential.



Actionable Steps for 2024-2025

- Implement formative, summative, and benchmark assessments to improve specific standards and drive student growth.
- Deliver training on the LinkIt! Data Warehouse to equip teachers with data analysis skills for targeting key academic areas and enhancing student achievement.
- Coach K-8 math teachers using best practices in engagement and assessment to foster student success.
- Guide K-2 teachers in applying reading comprehension strategies through focused ELA coaching to boost student achievement.
- Reconvene the Grades 3-5 ELA Steering Committee to research and recommend resources for the 2025-2026 school year.
- Provide Leveled Literacy Intervention as a K-8 targeted ELA intervention for students who need additional support and to accelerate growth.
- Establish school-based and district-wide data teams to analyze trends, monitor progress, and support data-driven decisions to improve student outcomes.
- Offer professional development on the topic of multilingual learners, focusing on differentiated instruction, small groups, and understanding the needs of this student population.

2024-2025 Assessment Schedule

InView

Grades 3 & 6
January 22, 2025

WIDA ACCESS

ELLs
*February 3 - April 4, 2025
NJDOE Testing Window

NJSLA

Grades 3-8
*April 28 - May 30, 2025
NJDOE Testing Window

DLM

*April 7 - May 30, 2025
NJDOE Testing Window

"A Community That Inspires Excellence"

Hanover Township PUBLIC SCHOOLS

InView™

New Jersey Student Learning Assessment

WIDA™

DYNAMIC® LEARNING MAPS



THANK YOU!