NJSLA and District Assessment Presentation

Central Office Staff	School Principals
Dr. Stacey Brown Ms. Sarah Pauch Mrs. Rebecca Burns	Mr. Tim Charleston & Mrs. Jennifer Mooney Dr. Jonathan Moss Dr. Kristen Higgins Dr. Ann DeRosa

NJSLA ELA Grades 3-8

ENGLISH LANGUAGE ARTS

Grade 3 Assessment, 2024–2025

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS
STATE 19 16 20 37 8	94,053
DISTRICT 11 16 24 45 4	147

45% meeting and exceeding

49% meeting and exceeding

1 Did Not Yet Meet Expectations (650-699)	**2** Partially Met Expectations (700-724)	**3** Approached Expectations (725-749)	**4** Met Expectations (750-809)	**5** Exceeded Expectations (810-850)

ENGLISH LANGUAGE ARTS

Grade 4 Assessment, 2024–2025

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS
STATE 14 13 20 38 16	93,576
DISTRICT 5 3 16 47 28	156

54% meeting and exceeding

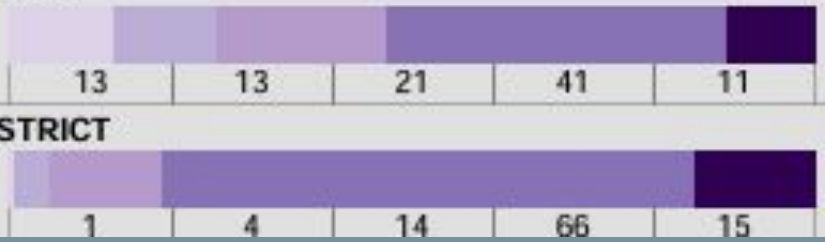
75% meeting and exceeding

1 Did Not Yet Meet Expectations (650-699)	**2** Partially Met Expectations (700-724)	**3** Approached Expectations (725-749)	**4** Met Expectations (750-789)	**5** Exceeded Expectations (790-850)

ENGLISH LANGUAGE ARTS

Grade 5 Assessment, 2024–2025

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS
STATE	95,157
DISTRICT	142



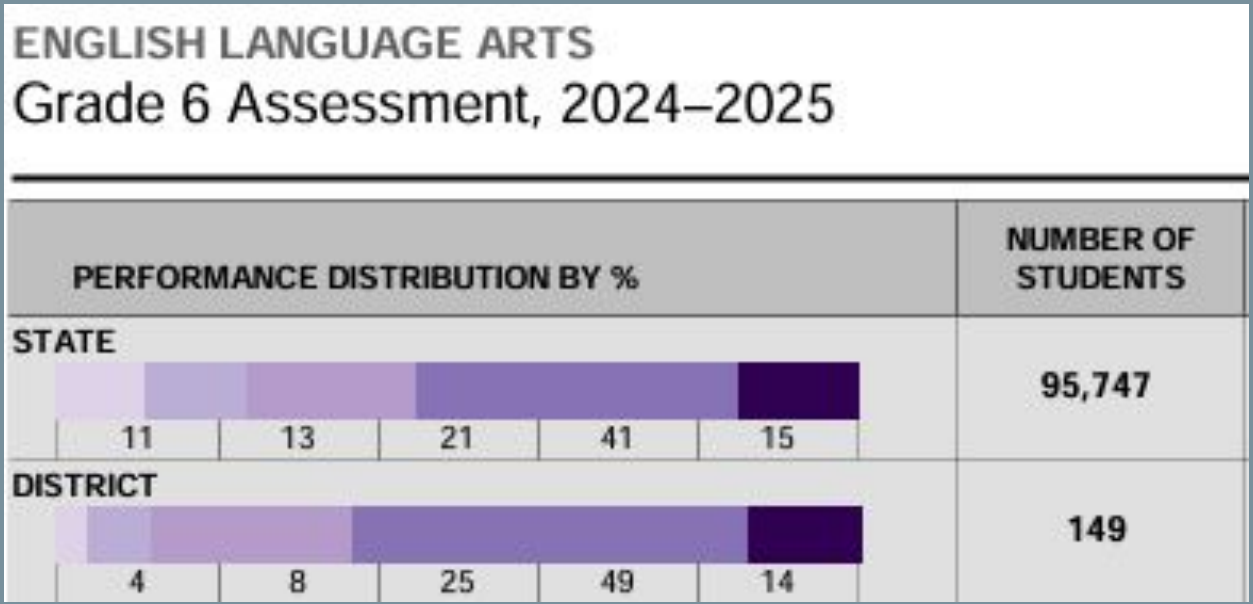
52% meeting and exceeding

81% meeting and exceeding

1 Did Not Yet Meet Expectations (650-699)	**2** Partially Met Expectations (700-724)	**3** Approached Expectations (725-749)	**4** Met Expectations (750-798)	**5** Exceeded Expectations (799-850)

ENGLISH LANGUAGE ARTS

Grade 6 Assessment, 2024–2025



56% meeting and exceeding

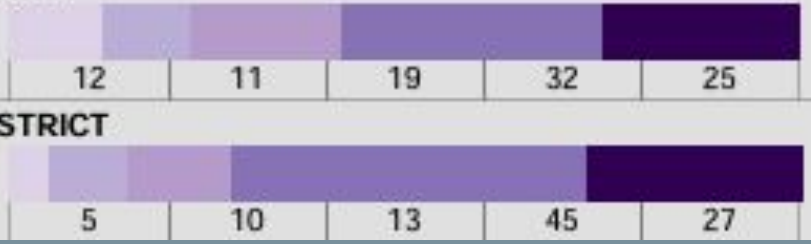
63% meeting and exceeding

1	2	3	4	5
Did Not Yet Meet Expectations (650-699)	**Partially Met** Expectations (700-724)	**Approached** Expectations (725-749)	**Met** Expectations (750-789)	**Exceeded** Expectations (790-850)

ENGLISH LANGUAGE ARTS

Grade 7 Assessment, 2024–2025

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS
STATE	96,926
DISTRICT	150



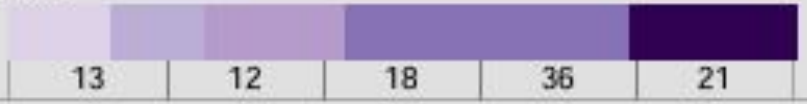
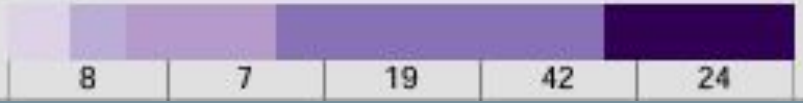
57% meeting and exceeding

72% meeting and exceeding

1	**Did Not Yet Meet** Expectations (650-699)	2	**Partially Met** Expectations (700-724)	3	**Approached** Expectations (725-749)	4	**Met** Expectations (750-784)	5	**Exceeded** Expectations (785-850)

ENGLISH LANGUAGE ARTS

Grade 8 Assessment, 2024–2025

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS
STATE  	98,336
DISTRICT  	136

57% meeting and exceeding

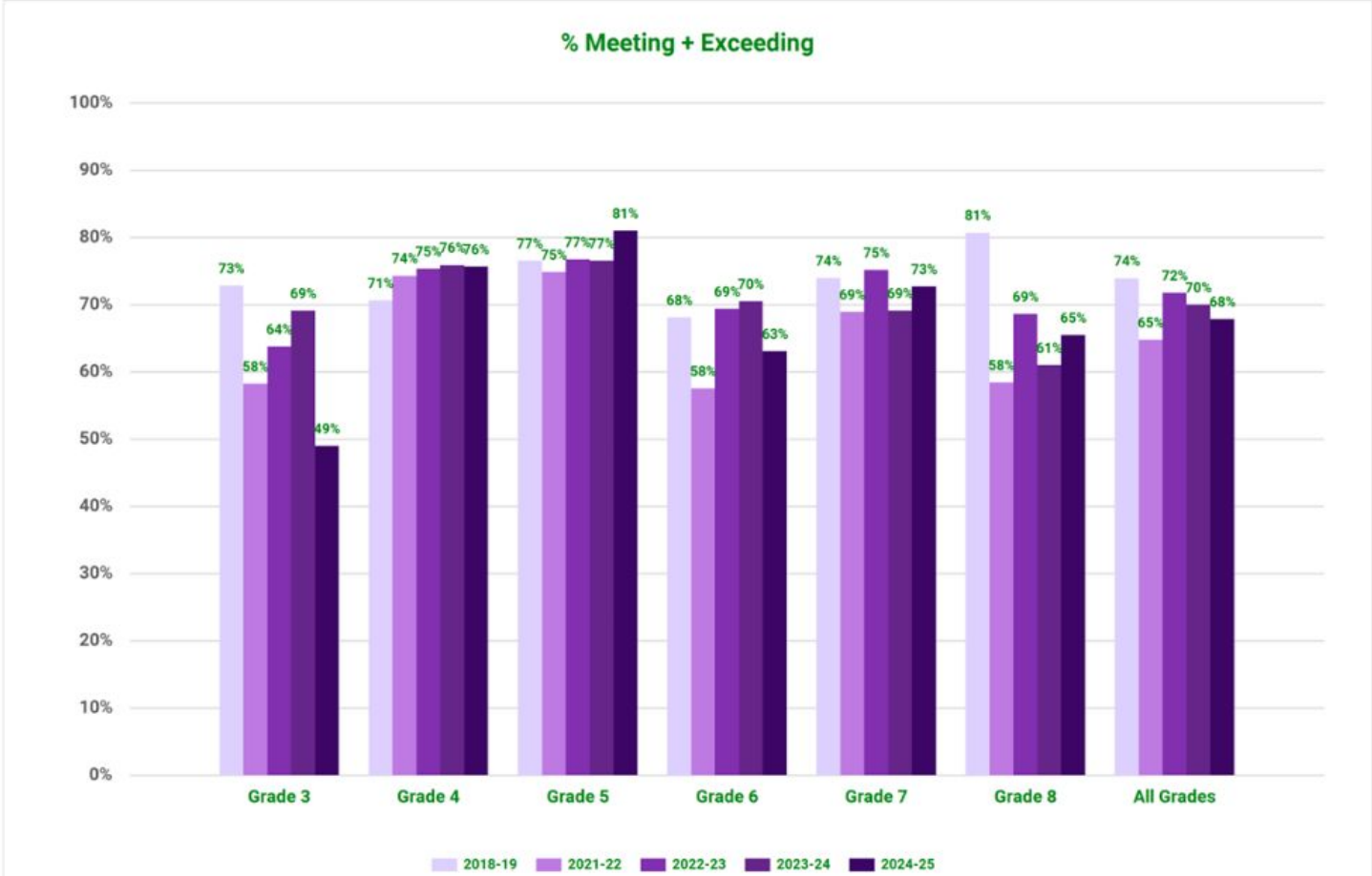
66% meeting and exceeding

1 **Did Not Yet Meet** Expectations (650-699)	2 **Partially Met** Expectations (700-724)	3 **Approached** Expectations (725-749)	4 **Met** Expectations (750-793)	5 **Exceeded** Expectations (794-850)

NJSLA ELA Longitudinal Scores

ELA Achievement and Growth

Same grade, different students

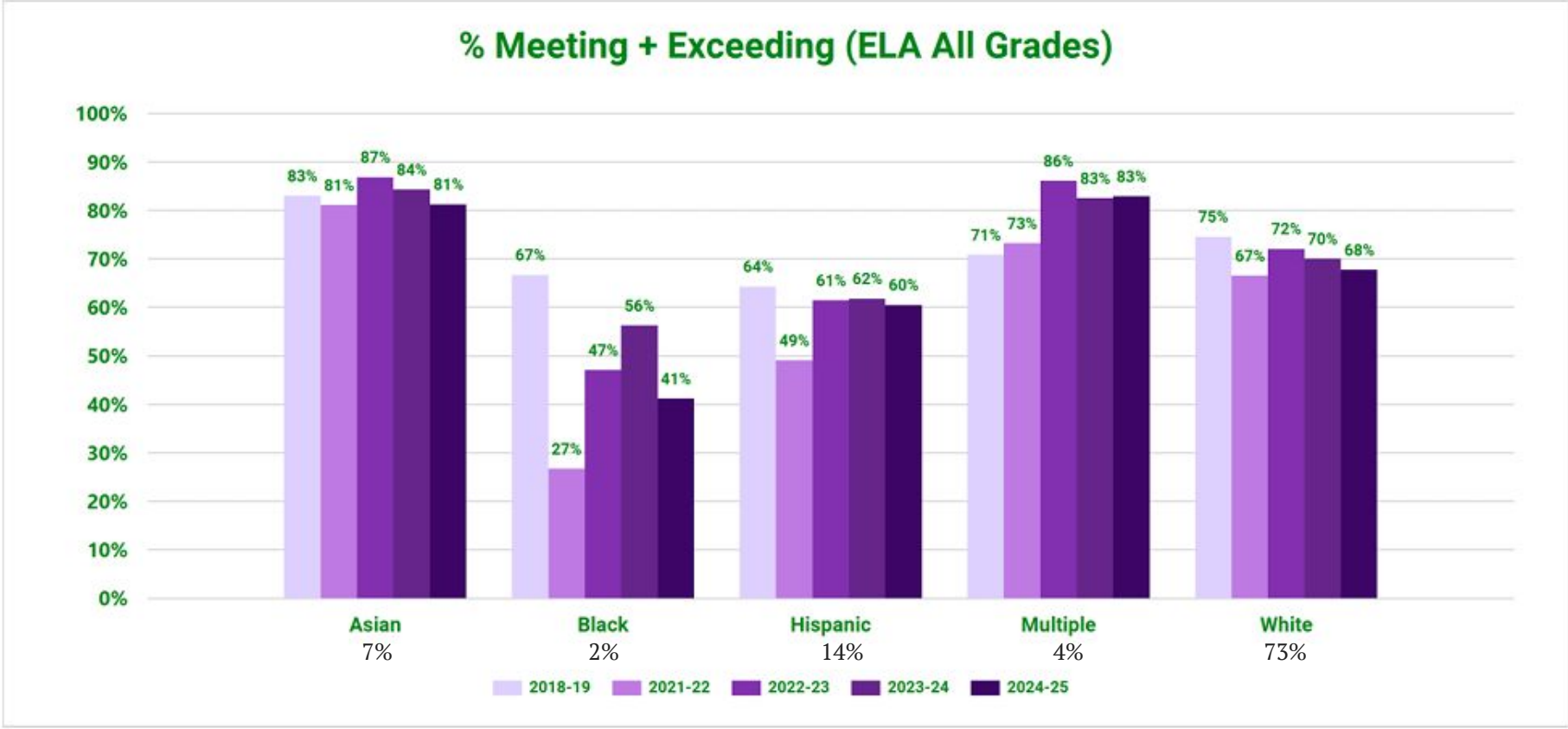


ELA Cohort Achievement and Growth

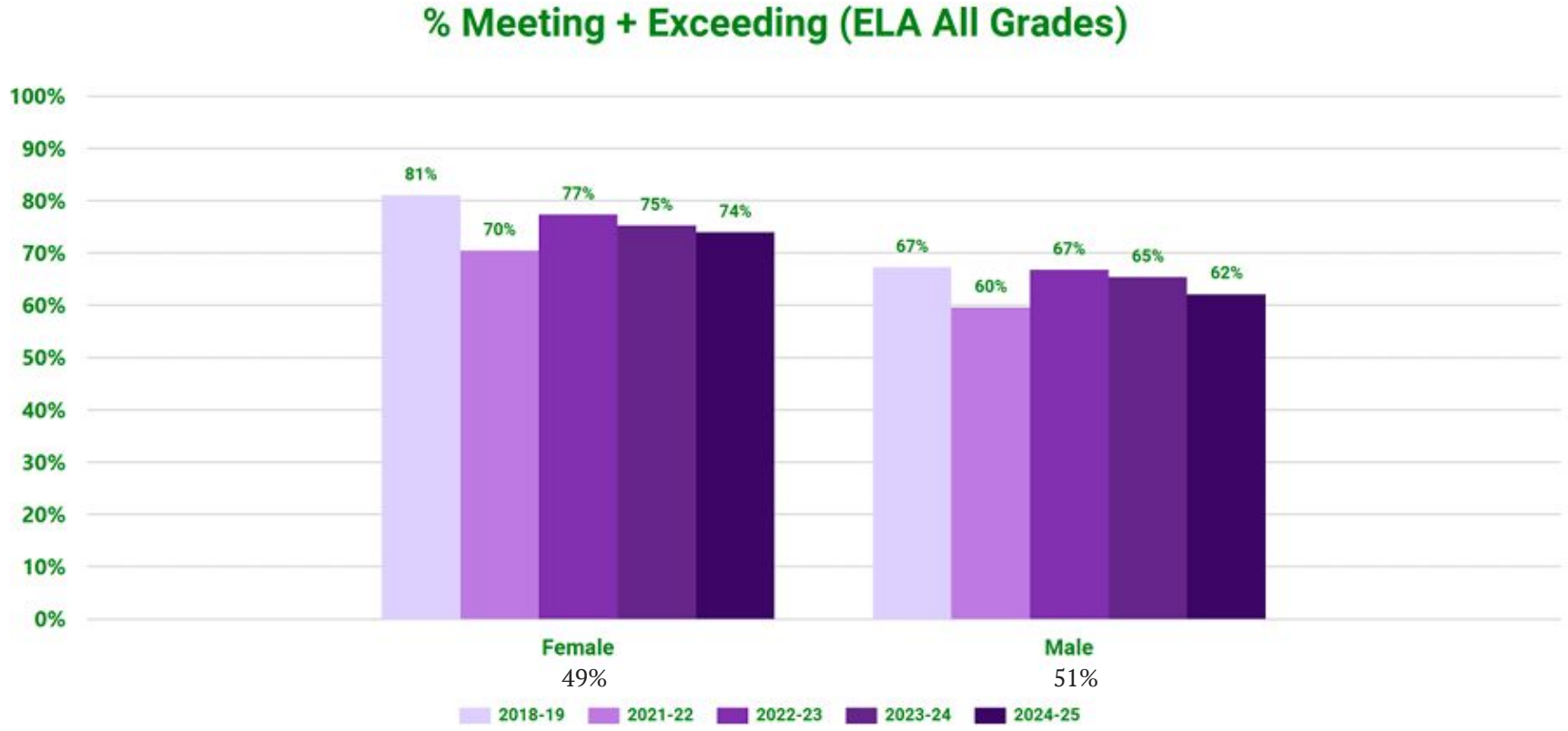
Same students, consecutive grades

ELA Subpopulations

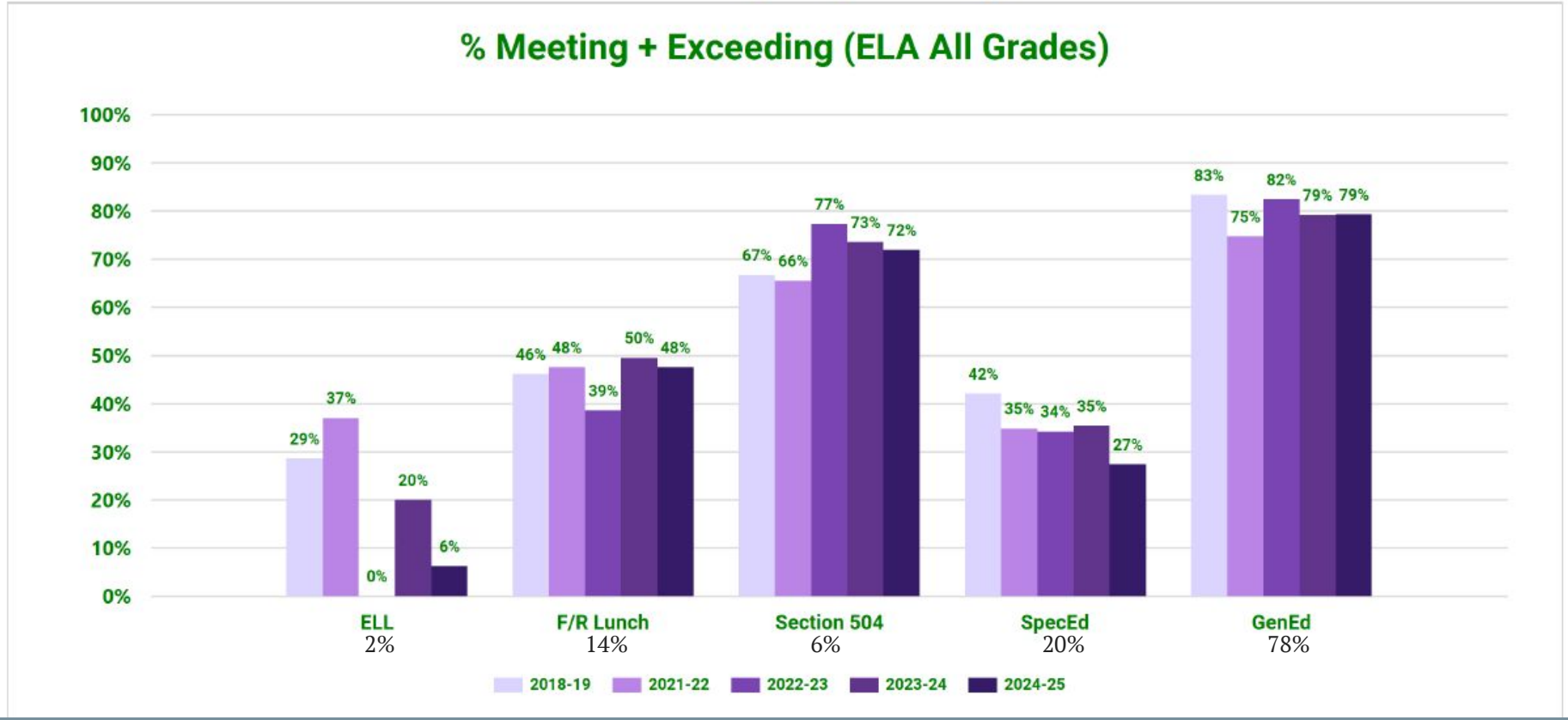
Proficiency by Race



Proficiency by Gender



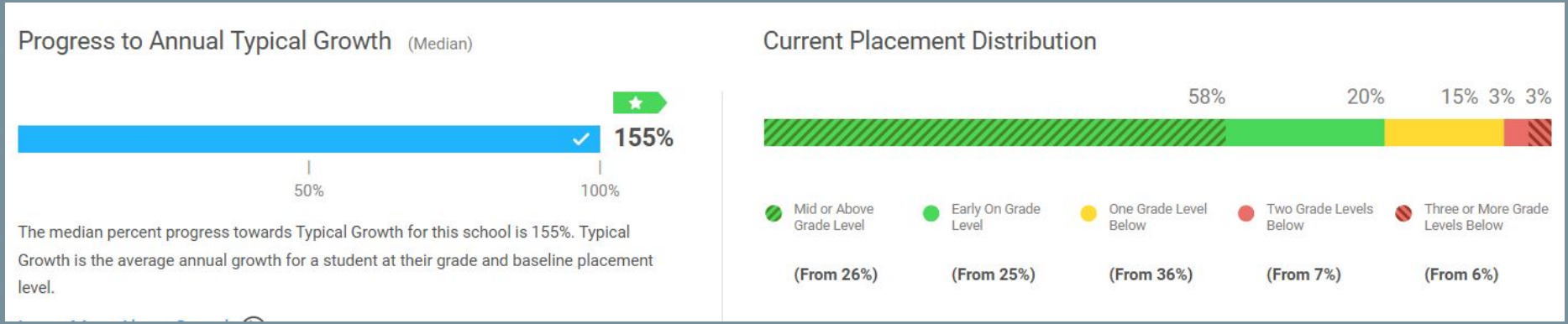
Proficiency by Program



i-Ready Reading Diagnostic Grades K-8

Diagnostic Growth K-8

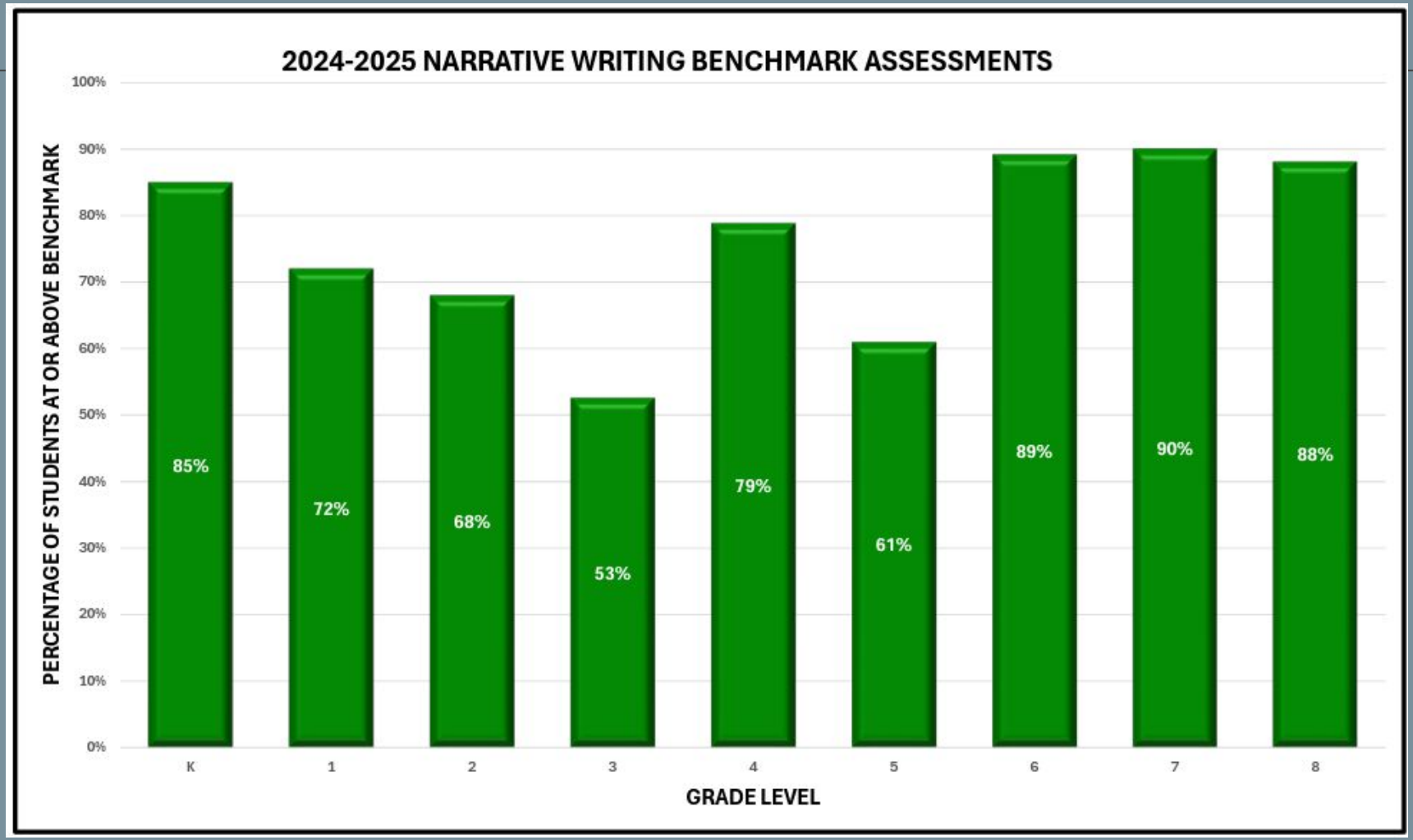
Diagnostic Growth K-8

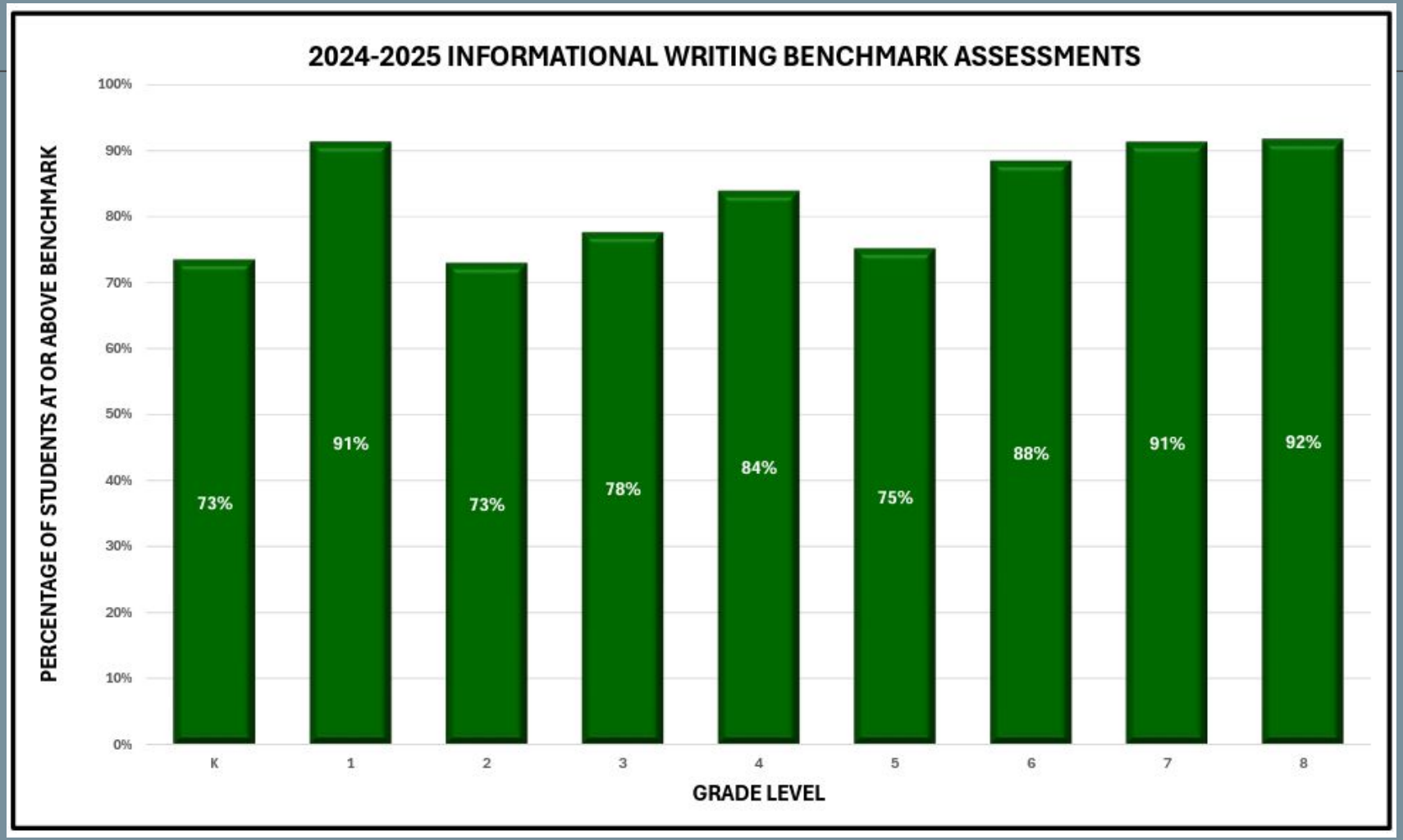


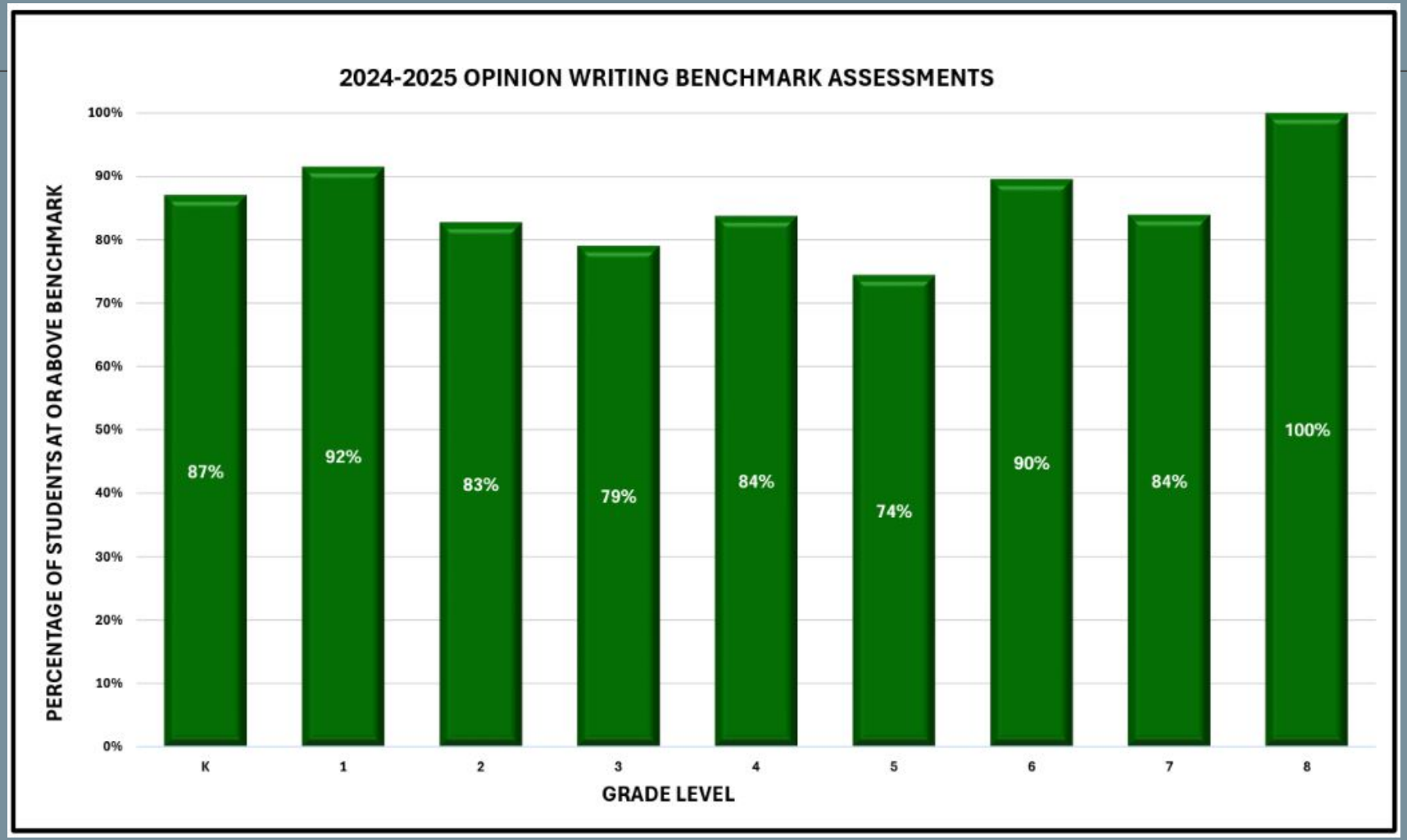
Overall Placement K-8

Grade		Overall Grade-Level Placement					
Grade K	91%		73%	18%	9%	0%	0%
Grade 1	87%		78%	9%	12%	1%	0%
Grade 2	86%		64%	22%	12%	2%	0%
Grade 3	81%		51%	30%	11%	5%	1%
Grade 4	79%		68%	11%	18%	1%	2%
Grade 5	80%		47%	33%	16%	3%	1%
Grade 6	67%		54%	13%	21%	6%	6%
Grade 7	76%		51%	25%	11%	6%	7%
Grade 8	56%		39%	17%	24%	6%	14%

Writing Benchmarks


2024-2025 NARRATIVE WRITING BENCHMARK ASSESSMENTS
PERCENTAGE OF STUDENTS AT OR ABOVE BENCHMARK
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
85%
72%
68%
53%
79%
61%
89%
90%
88%
K
1
2
3
4
5
6
7
8
GRADE LEVEL


2024-2025 INFORMATIONAL WRITING BENCHMARK ASSESSMENTS
PERCENTAGE OF STUDENTS AT OR ABOVE BENCHMARK
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
73%
91%
73%
78%
84%
75%
88%
91%
92%
K
1
2
3
4
5
6
7
8
GRADE LEVEL


2024-2025 OPINION WRITING BENCHMARK ASSESSMENTS
PERCENTAGE OF STUDENTS AT OR ABOVE BENCHMARK
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
87%
92%
83%
79%
84%
74%
90%
84%
100%
K
1
2
3
4
5
6
7
8
GRADE LEVEL

NJSLA Math Grades 3-8

MATHEMATICS

Grade 3 Assessment, 2024–2025

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS
STATE 10 16 24 37 13	95,272
DISTRICT 5 14 21 39 22	147

50% meeting and exceeding

61% meeting and exceeding

1	2	3	4	5
Did Not Yet Meet Expectations (650-699)	**Partially Met** Expectations (700-724)	**Approached** Expectations (725-749)	**Met** Expectations (750-789)	**Exceeded** Expectations (790-850)

MATHEMATICS

Grade 4 Assessment, 2024–2025

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS
STATE 9 19 25 39 8	94,868
DISTRICT 3 9 12 63 13	156

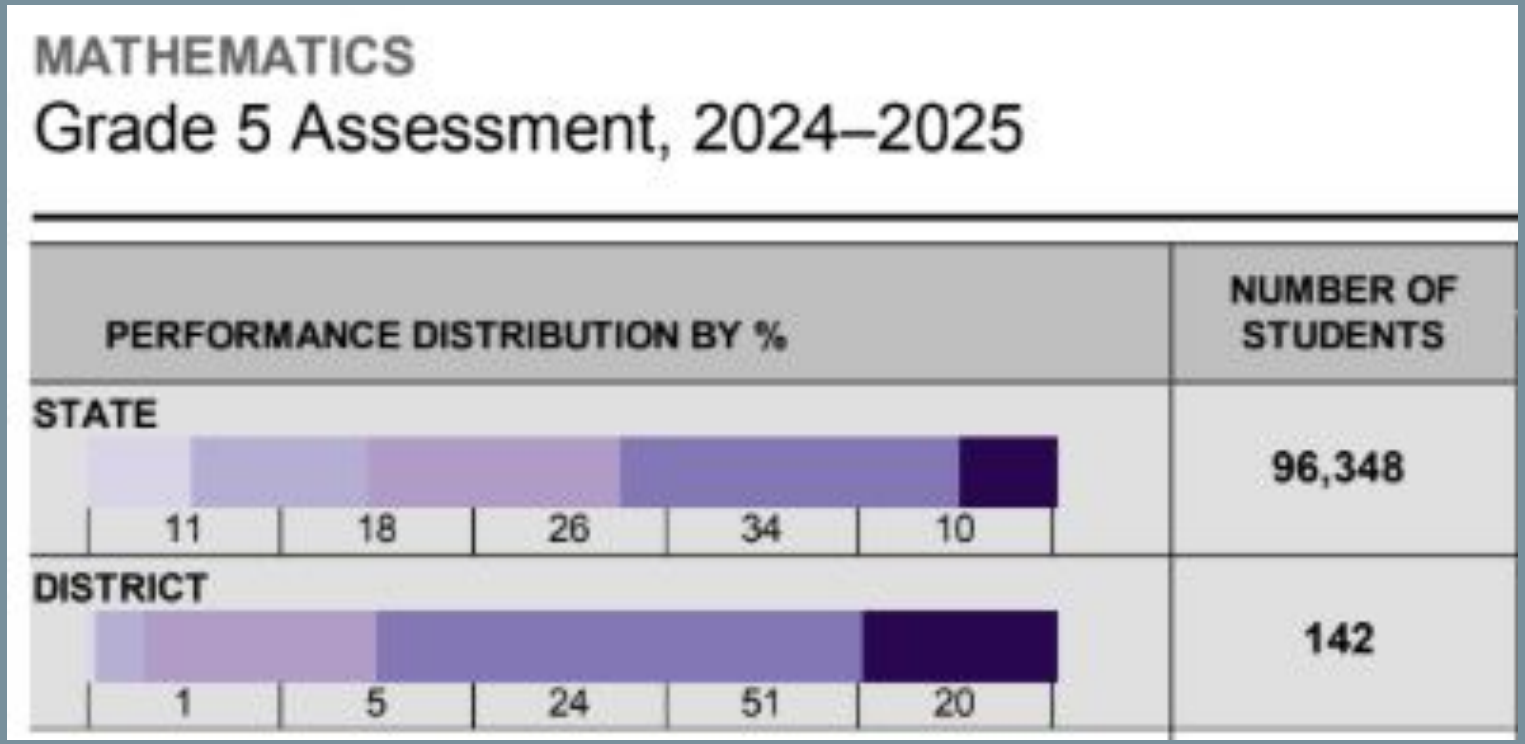
47% meeting and exceeding

76% meeting and exceeding

1	2	3	4	5
Did Not Yet Meet Expectations (650-699)	**Partially Met** Expectations (700-724)	**Approached** Expectations (725-749)	**Met** Expectations (750-795)	**Exceeded** Expectations (796-850)

MATHEMATICS

Grade 5 Assessment, 2024–2025



44% meeting and exceeding

71% meeting and exceeding

1 **Did Not Yet Meet** Expectations (650-699)	**2** **Partially Met** Expectations (700-724)	**3** **Approached** Expectations (725-749)	**4** **Met** Expectations (750-789)	**5** **Exceeded** Expectations (790-850)

MATHEMATICS

Grade 6 Assessment, 2024–2025

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS
STATE 11 23 26 31 9	96,917
DISTRICT 2 14 33 33 18	148

40% meeting and exceeding

51% meeting and exceeding

1 Did Not Yet Meet Expectations (650-699)	**2** Partially Met Expectations (700-724)	**3** Approached Expectations (725-749)	**4** Met Expectations (750-787)	**5** Exceeded Expectations (788-850)

MATHEMATICS

Grade 7 Assessment, 2024–2025

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS
STATE 10 21 30 32 7	92,818
DISTRICT 2 11 35 47 4	127

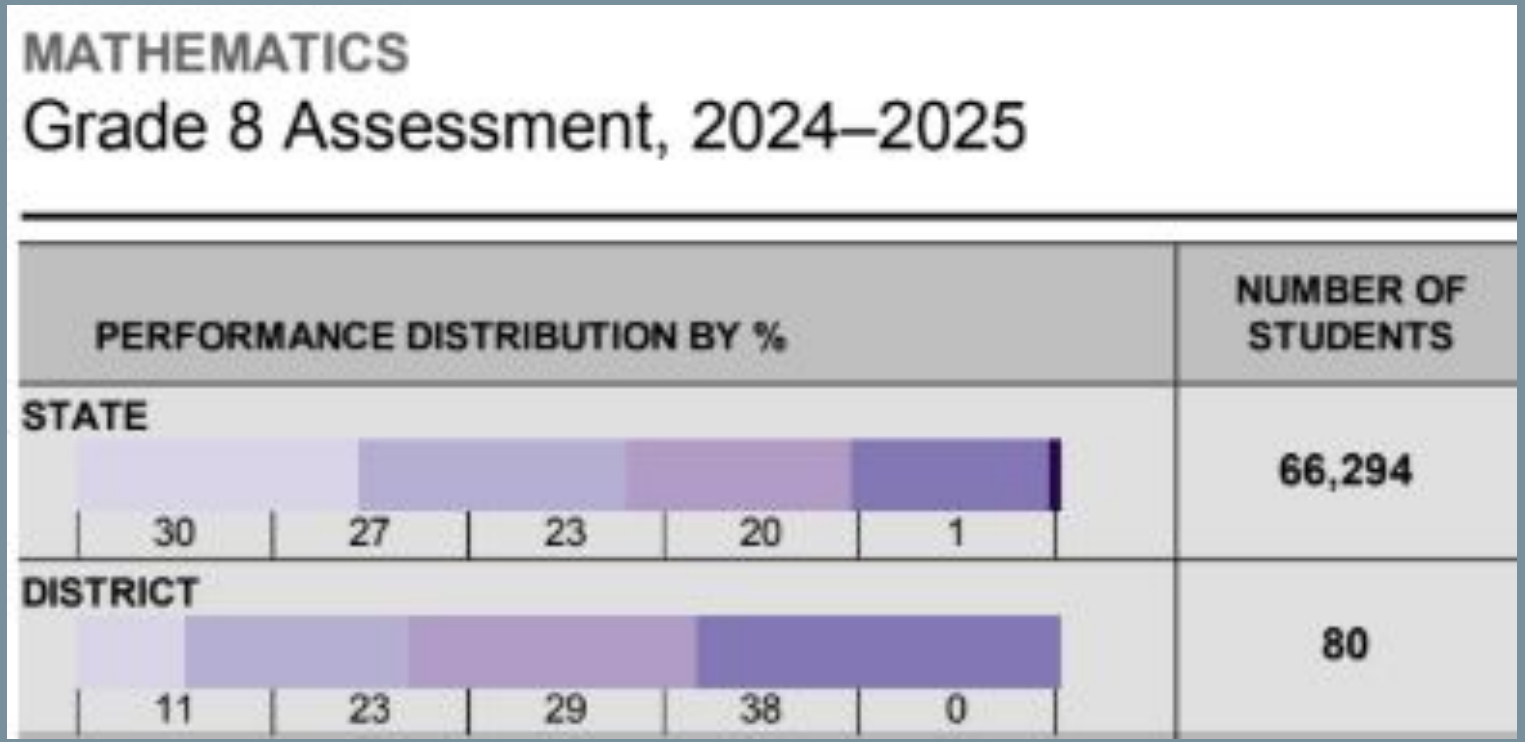
39% meeting and exceeding

51% meeting and exceeding

1	2	3	4	5
Did Not Yet Meet Expectations (650-699)	**Partially Met** Expectations (700-724)	**Approached** Expectations (725-749)	**Met** Expectations (750-785)	**Exceeded** Expectations (786-850)

MATHEMATICS

Grade 8 Assessment, 2024–2025



21% meeting and exceeding

38% meeting and exceeding

1	**Did Not Yet Meet** Expectations (650-699)	2	**Partially Met** Expectations (700-724)	3	**Approached** Expectations (725-749)	4	**Met** Expectations (750-800)	5	**Exceeded** Expectations (801-850)

MATHEMATICS

Algebra I Assessment, 2024–2025

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS
STATE 13 26 23 31 7	103,037
DISTRICT 0 3 5 83 8	59

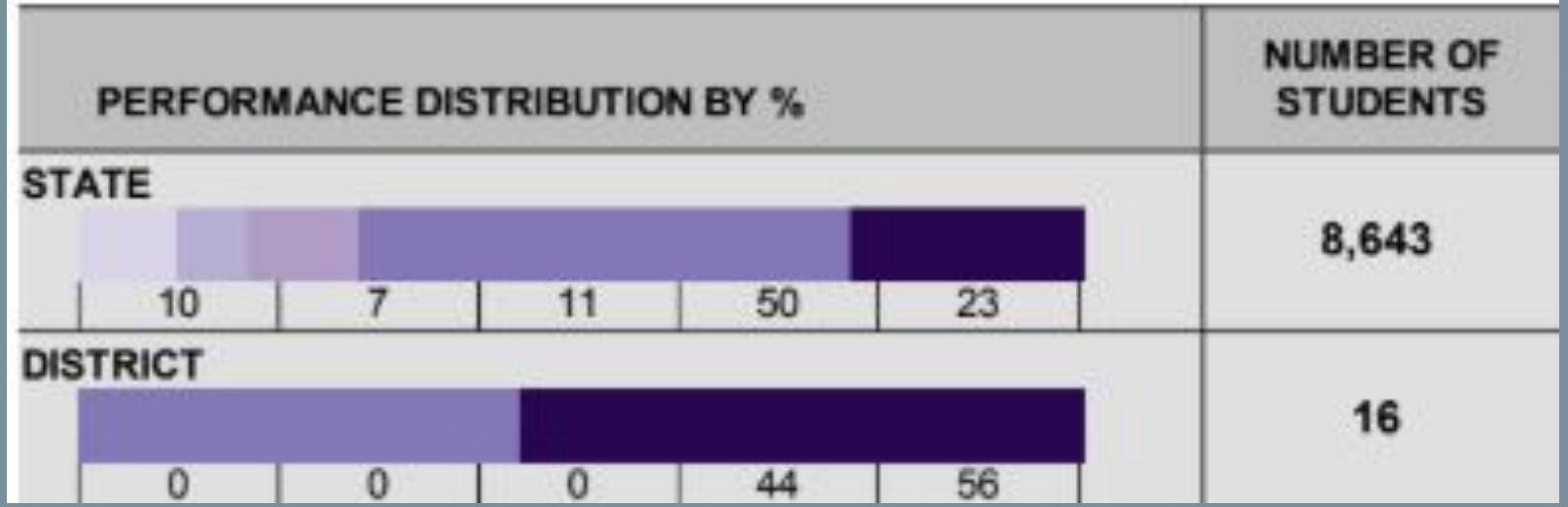
38% meeting and exceeding

91% meeting and exceeding

1 Did Not Yet Meet Expectations (650-699)	**2** Partially Met Expectations (700-724)	**3** Approached Expectations (725-749)	**4** Met Expectations (750-804)	**5** Exceeded Expectations (805-850)

MATHEMATICS

Algebra II Assessment, 2024–2025



73% meeting and exceeding

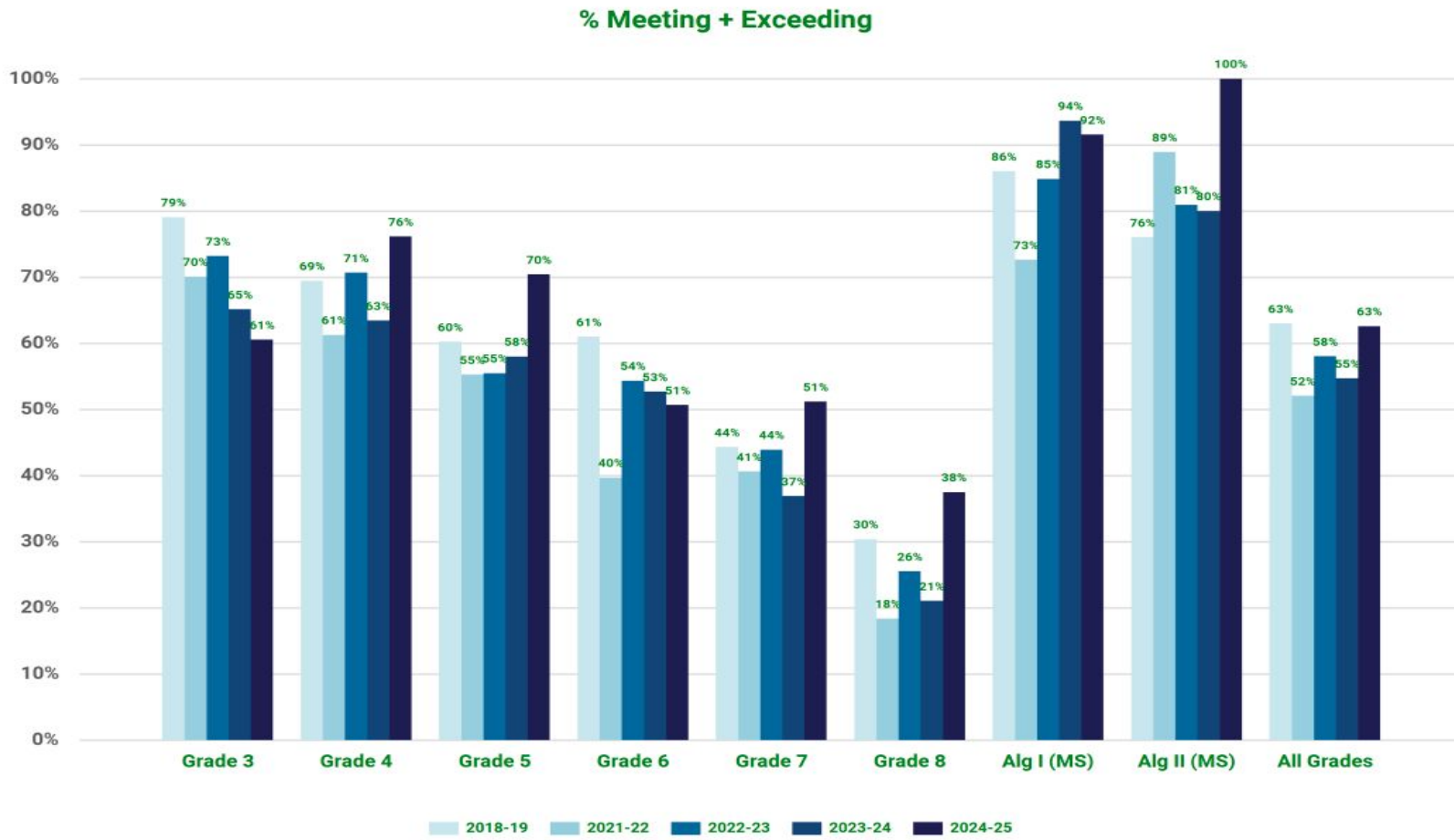
100% meeting and exceeding

1	2	3	4	5
Did Not Yet Meet Expectations (650-699)	**Partially Met** Expectations (700-724)	**Approached** Expectations (725-749)	**Met** Expectations (750-807)	**Exceeded** Expectations (808-850)

Math NJSLA Longitudinal Scores

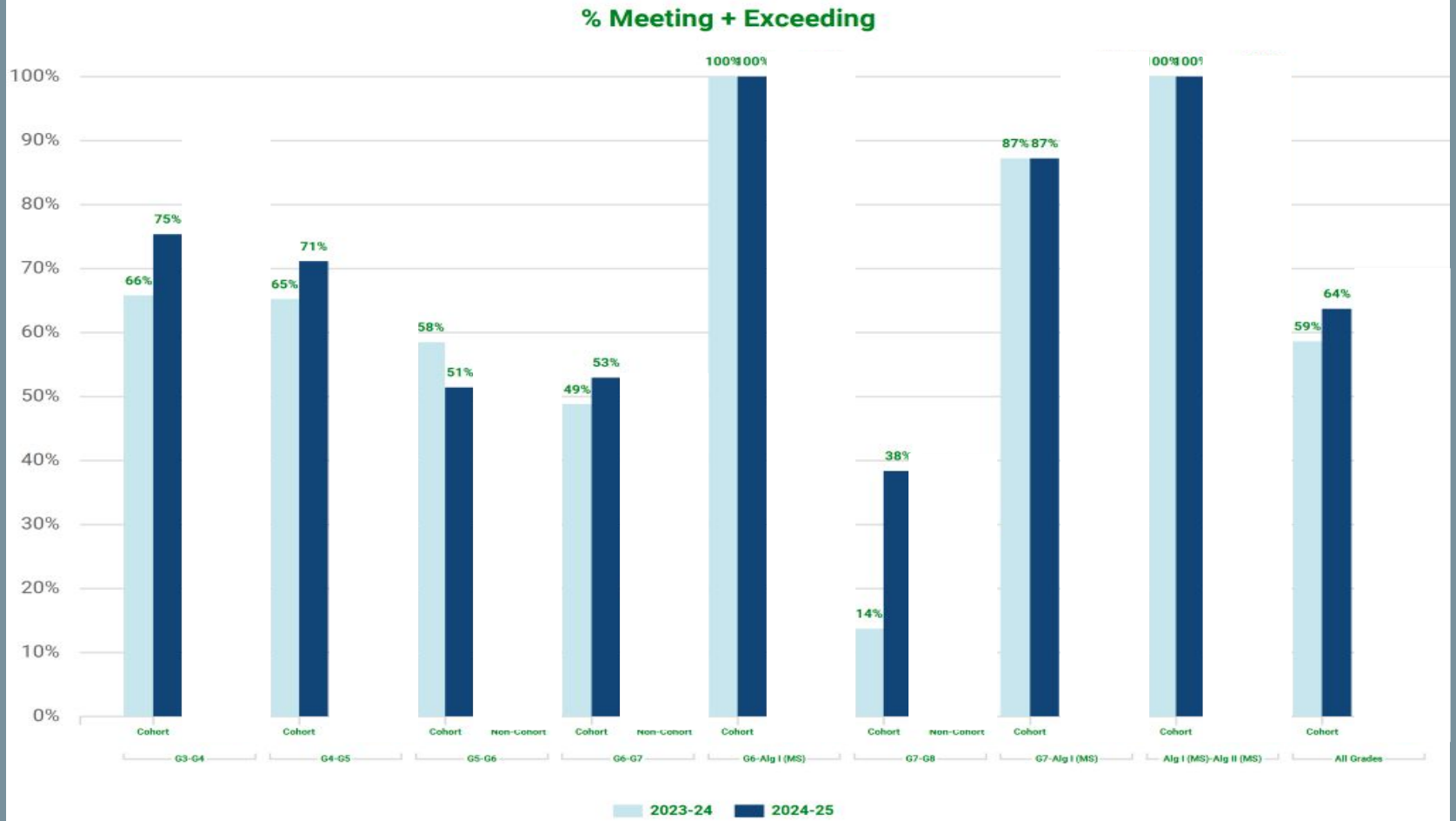
Math Achievement and Growth

Same grade, different students



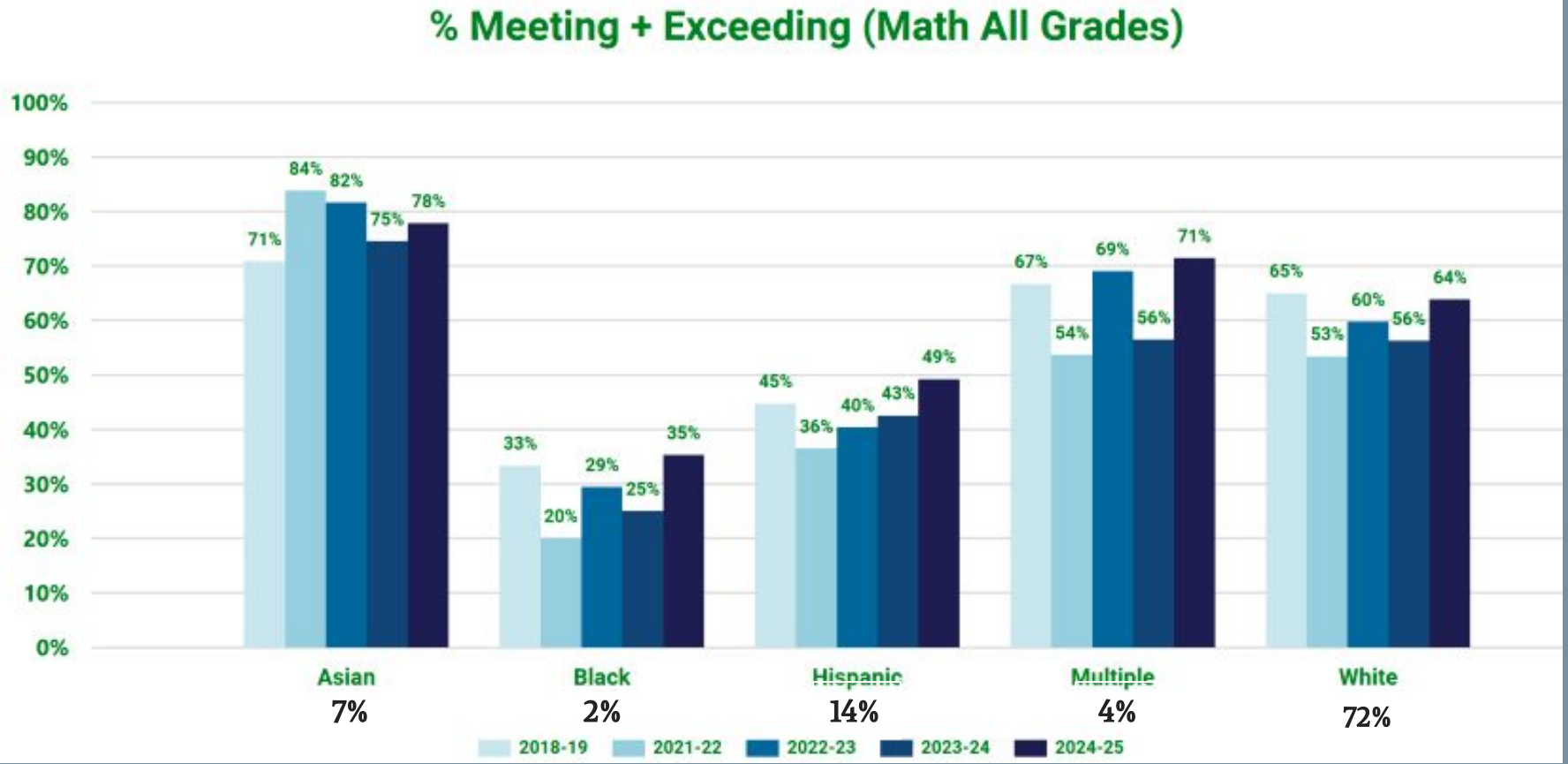
Math Cohort Achievement and Growth

Same students, consecutive grades

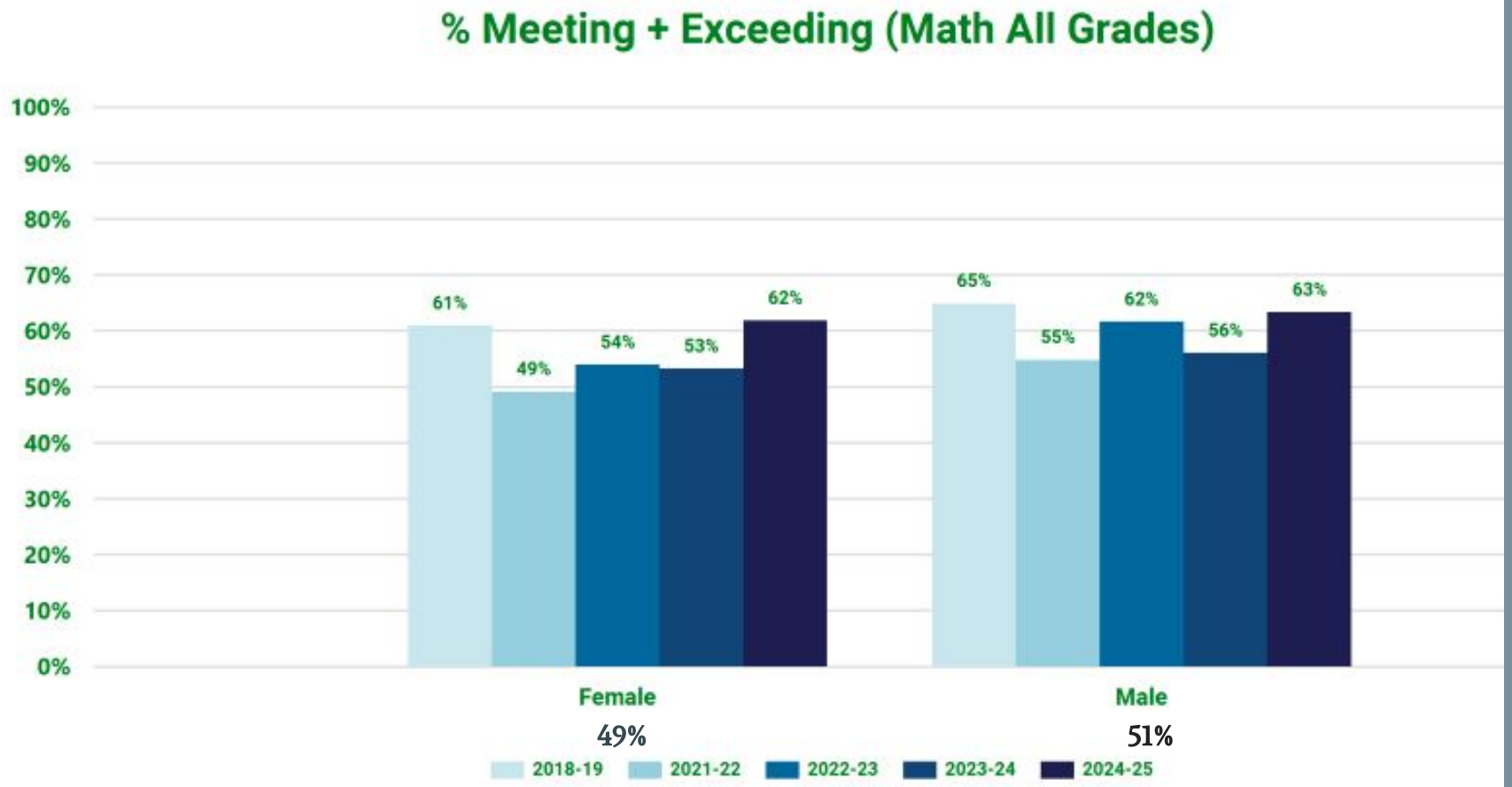


Math Subpopulations

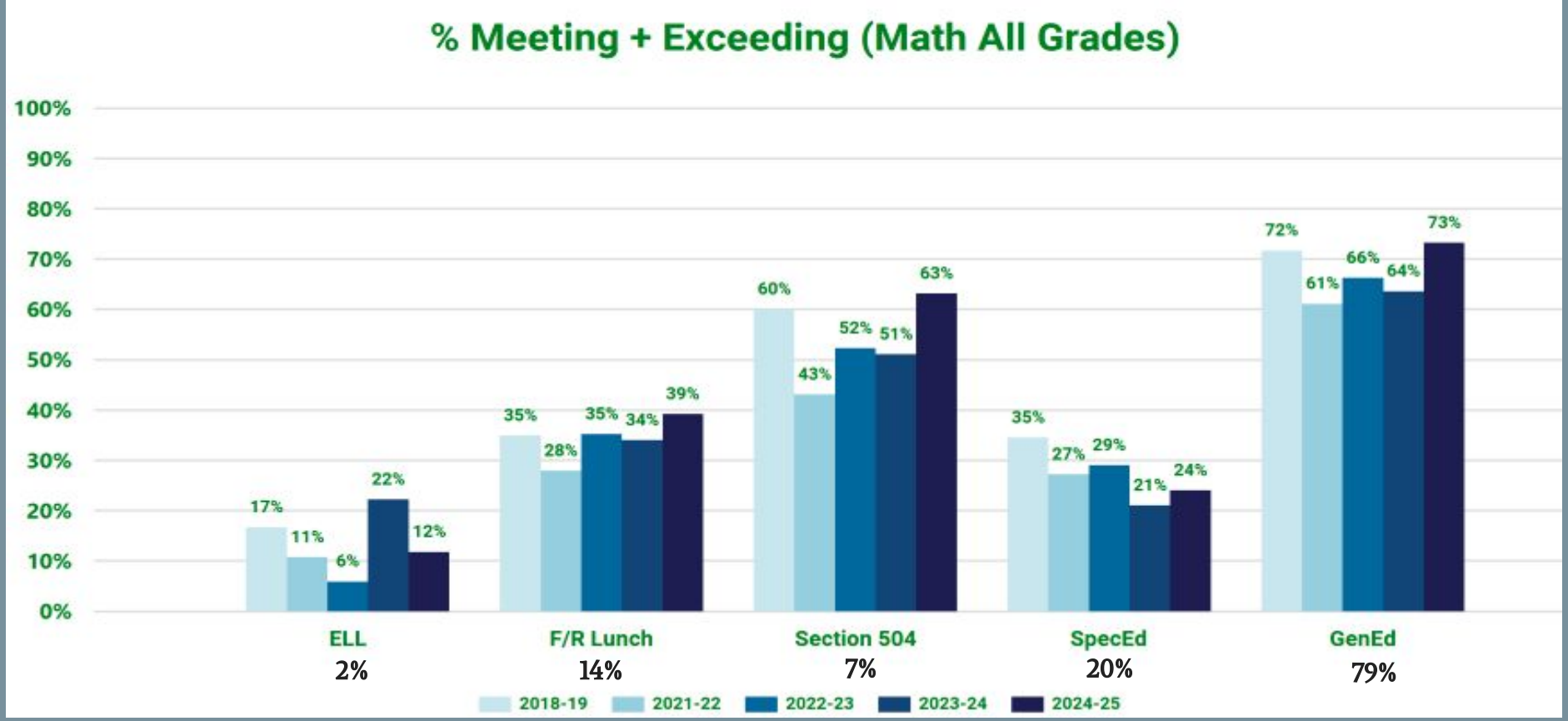
Proficiency by Race



Proficiency by Gender



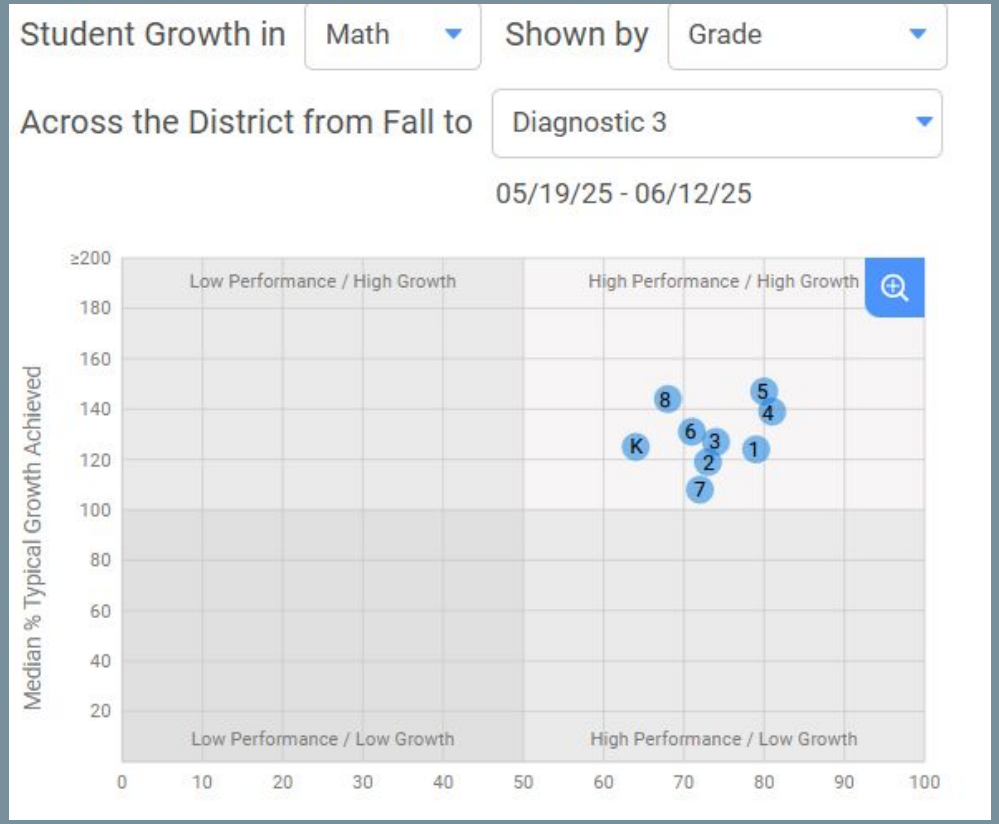
Proficiency by Program



District Cumulative Assessments and Diagnostic Results

End of Year Cumulative Math Assessment		
Course	**Average Score**	**% of students scoring 80% or higher**
Fourth Grade	77%	62%
Fifth Grade	72%	40%
Sixth Grade	83%	67%
Adv. Sixth Grade	94%	100%
Honors Sixth Grade	89%	86%
Seventh Grade	85%	75%
Adv. Seventh Grade	91%	96%
Honors Seventh (Algebra I)	90%	90%
Eighth Grade	77%	54%
Algebra I	83%	68%
Algebra II	83%	62%

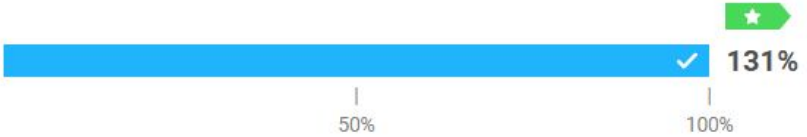
K-8 Math
End of Year Diagnostic Growth



K-8 Math
End of Year Diagnostic Growth

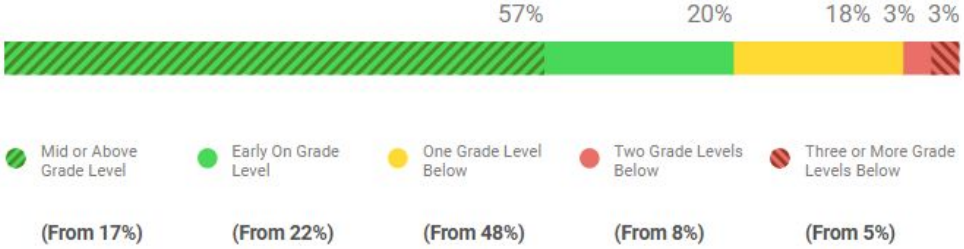
Students Assessed/Total: **1,319/1,356**

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 131%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Current Placement Distribution

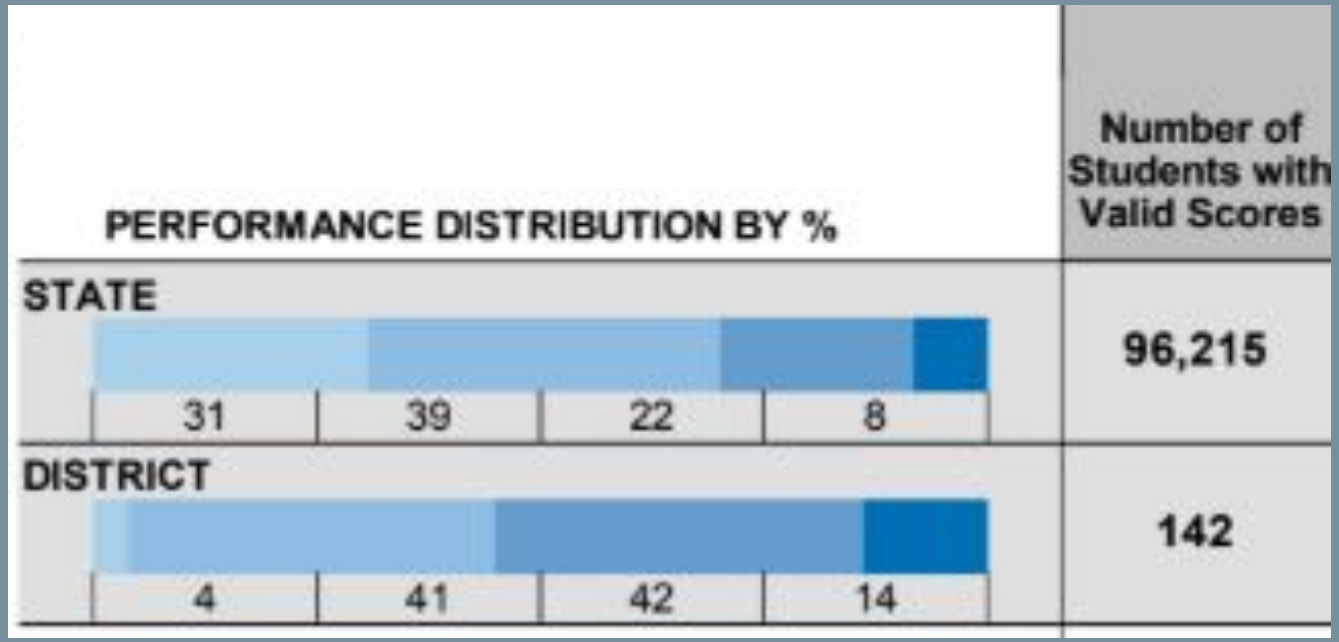


End of Year Math Diagnostic Results

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K	83%		69%	14%	17%	0%	0%	153/157
Grade 1	82%		70%	12%	17%	1%	0%	141/143
Grade 2	74%		58%	16%	25%	1%	0%	129/134
Grade 3	71%		55%	16%	26%	3%	1%	149/150
Grade 4	84%		72%	12%	11%	2%	3%	161/163
Grade 5	88%		68%	20%	9%	3%	0%	147/148
Grade 6	74%		44%	30%	19%	4%	4%	155/155
Grade 7	67%		32%	35%	18%	6%	9%	158/158
Grade 8	62%		40%	22%	24%	7%	7%	148/148

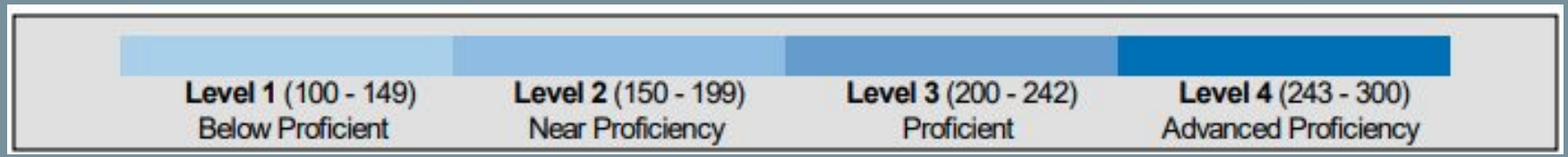
NJSLA Science

NJSLA-Fifth Grade Science

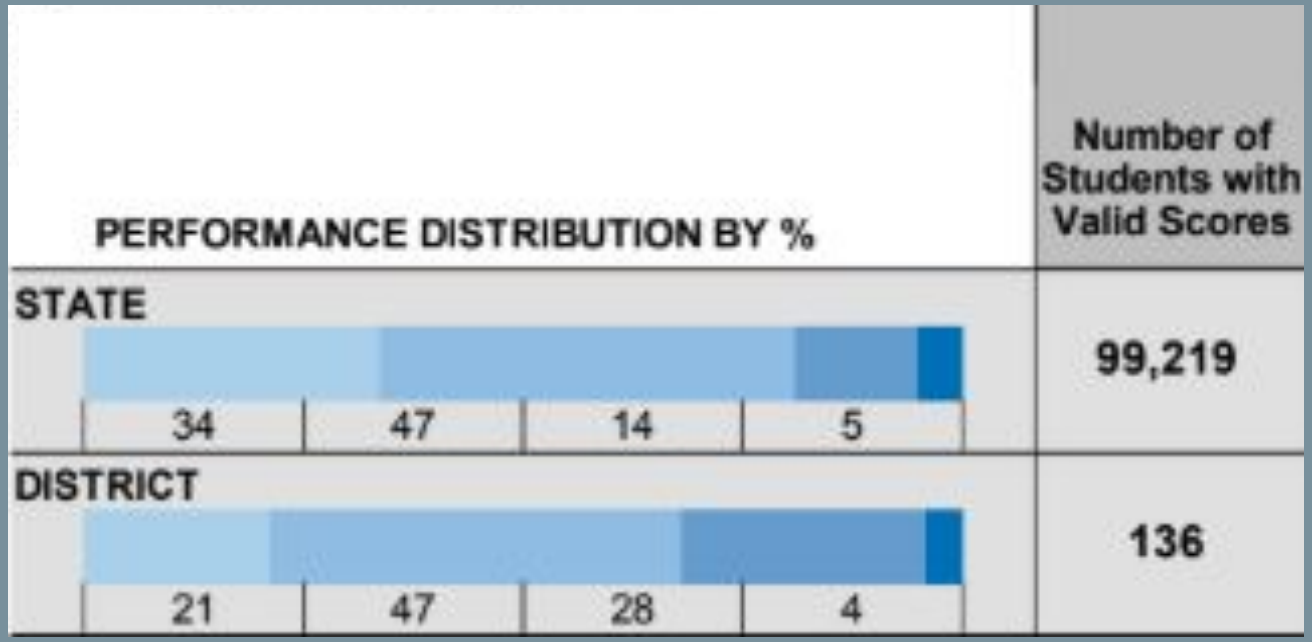


30% proficient or advanced proficient

56% proficient or advanced proficient

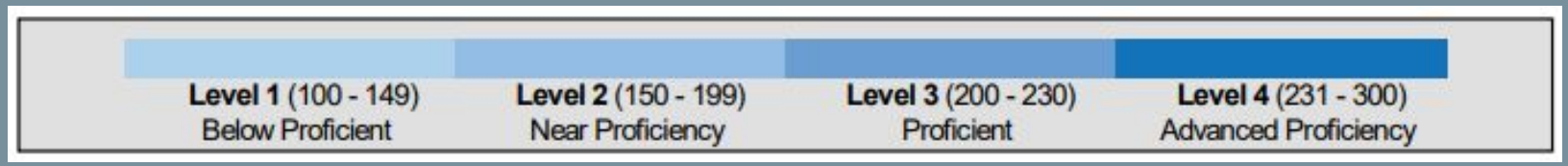


NJSLA Eighth Grade Science



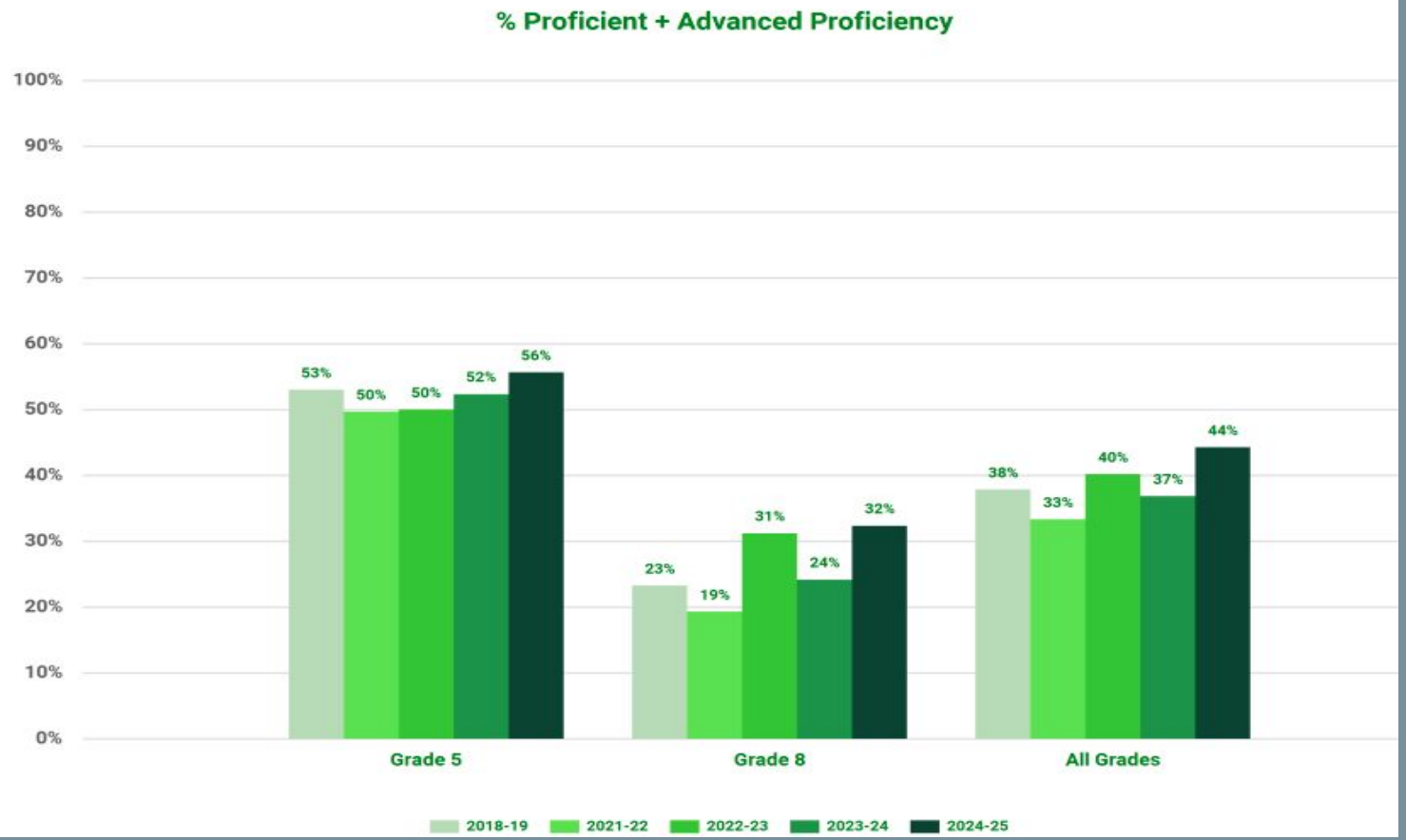
19% proficient or advanced proficient

32% proficient or advanced proficient

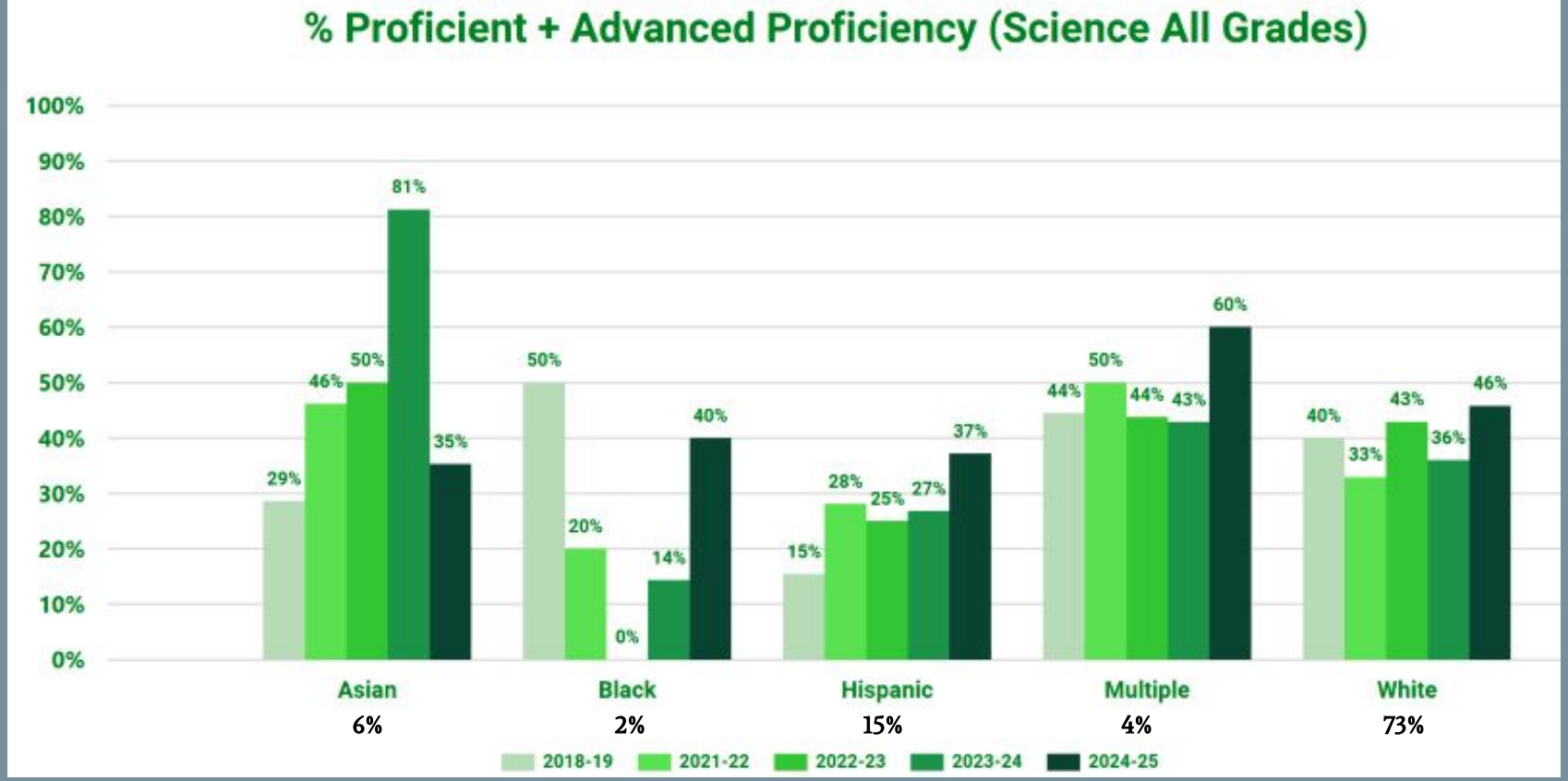


Science Achievement and Growth

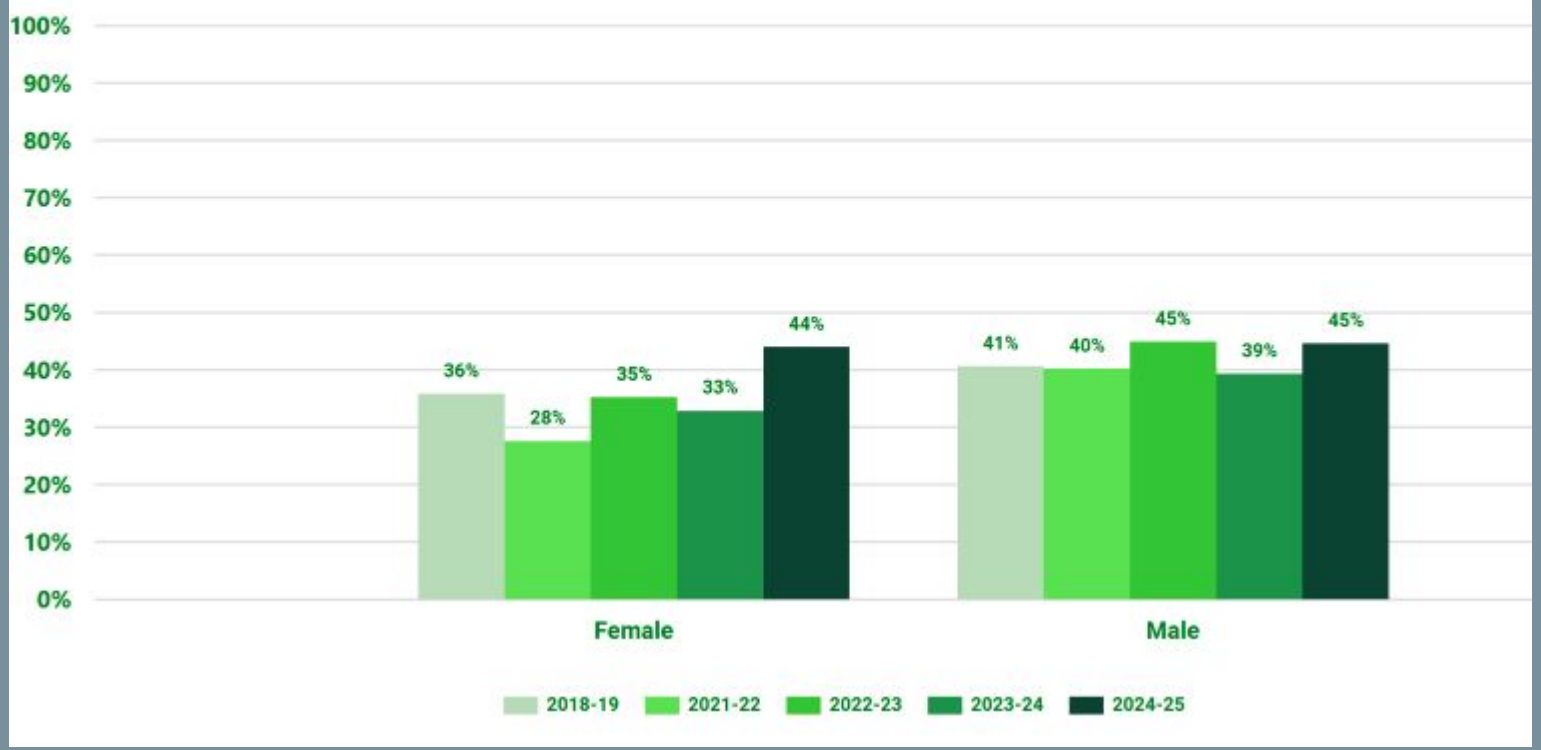
Same grade, different students



Proficiency by Race



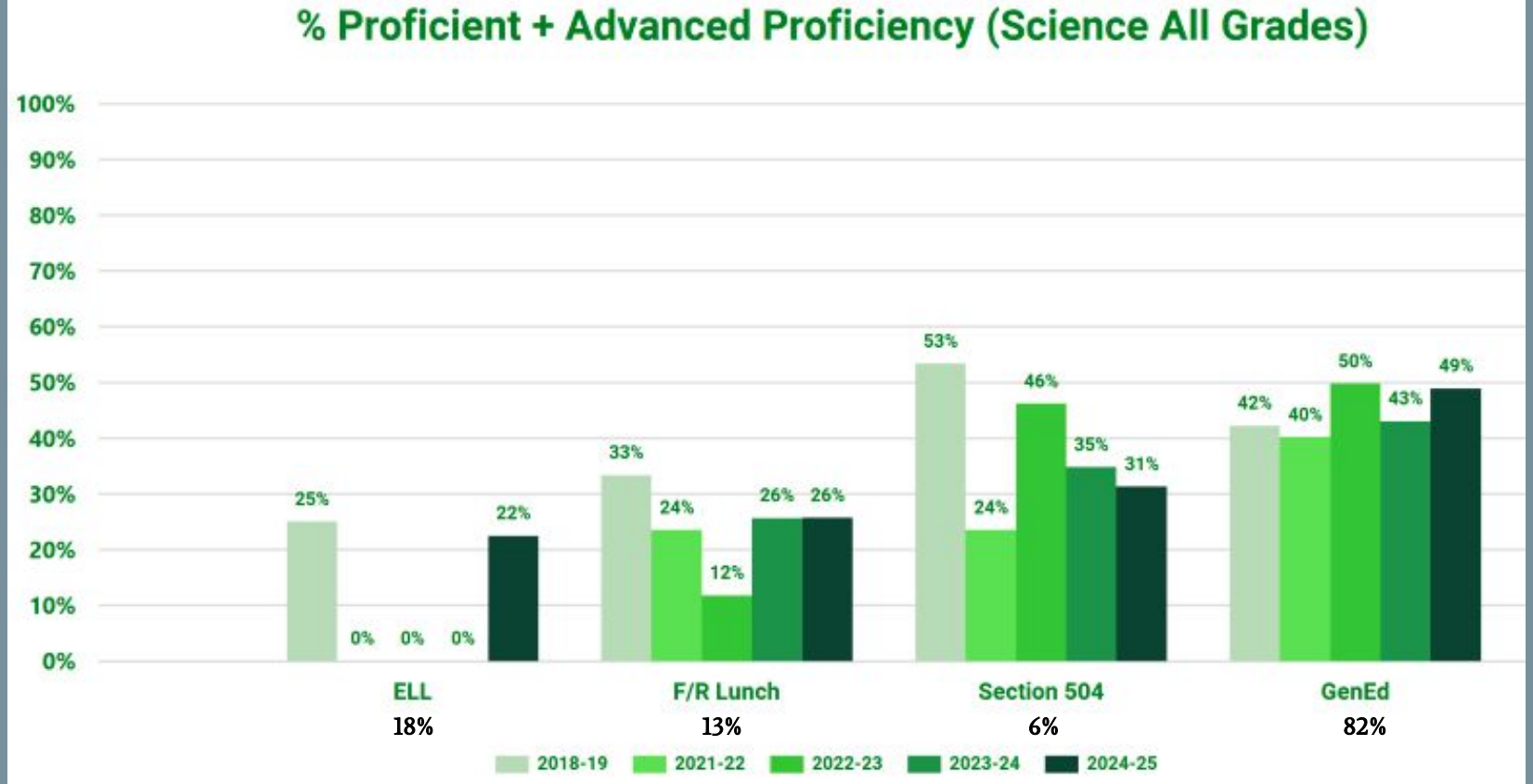
Proficiency by Gender



Female 54%

Male 46%

Proficiency by Program



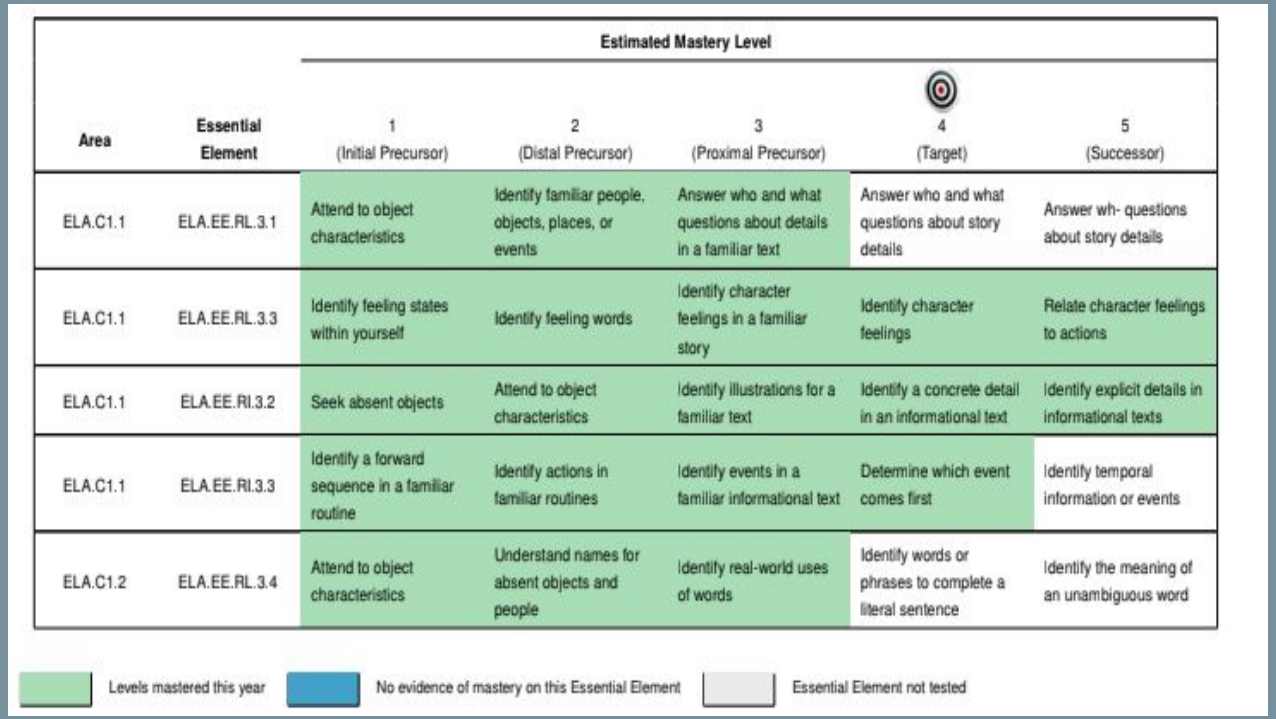
District Interventions

Current District Interventions

- ELA curricular revisions K-8
- All buildings have a designated intervention period
- Analysis of Evidence Statements from NJSLA
- Administrative goals based on data
- Professional development offered to staff to target areas of concern
- Targeted work with math and literacy coaches grades K-8
- i-Ready training to increase quality of data analysis and individualized instruction
- New handwriting program for Kindergarten and First Grade
- Revised writing benchmarks in grades 6-8
- Updated primary resources for 6-8 Mathematics and 4-8 Science
- AM Homework room (HBS & RMS)/ PM Homework room (RMS)
- MTSS process review

Alternate Assessment Dynamic Learning Map (DLM)

Dynamic Learning Maps (DLM) Alternate Assessment System tests academic achievement in English language arts (reading and writing), math, and/or science. This assessment is designed for students with many types of significant cognitive disabilities and is an alternative to the traditional state assessment, NJSLA.

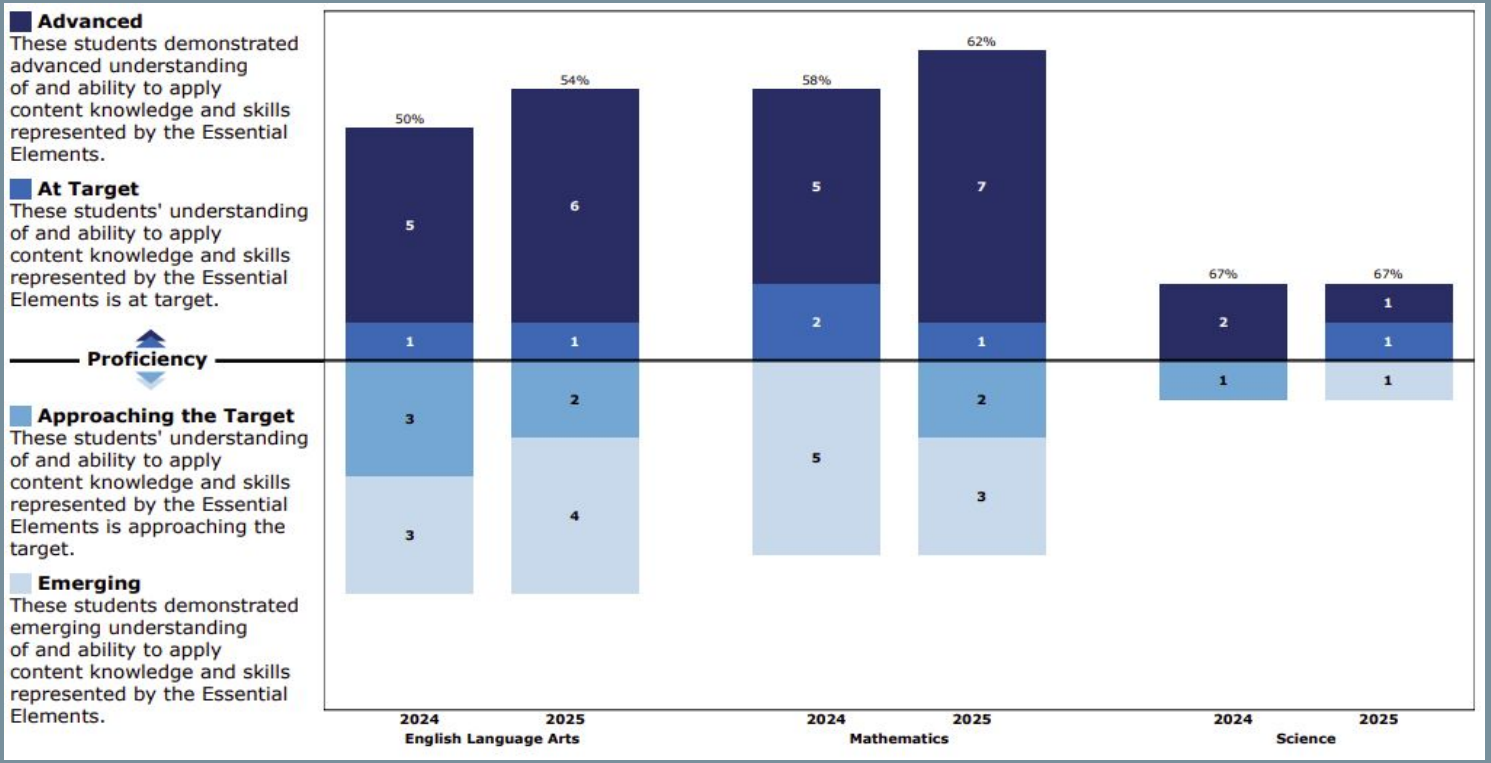


		Estimated Mastery Level				
Area	Essential Element	1 (Initial Precursor)	2 (Distal Precursor)	3 (Proximal Precursor)	4 (Target)	5 (Successor)
ELA.C1.1	ELA.EE.RL.3.1	Attend to object characteristics	Identify familiar people, objects, places, or events	Answer who and what questions about details in a familiar text	Answer who and what questions about story details	Answer wh- questions about story details
ELA.C1.1	ELA.EE.RL.3.3	Identify feeling states within yourself	Identify feeling words	Identify character feelings in a familiar story	Identify character feelings	Relate character feelings to actions
ELA.C1.1	ELA.EE.RI.3.2	Seek absent objects	Attend to object characteristics	Identify illustrations for a familiar text	Identify a concrete detail in an informational text	Identify explicit details in informational texts
ELA.C1.1	ELA.EE.RI.3.3	Identify a forward sequence in a familiar routine	Identify actions in familiar routines	Identify events in a familiar informational text	Determine which event comes first	Identify temporal information or events
ELA.C1.2	ELA.EE.RL.3.4	Attend to object characteristics	Understand names for absent objects and people	Identify real-world uses of words	Identify words or phrases to complete a literal sentence	Identify the meaning of an unambiguous word

Levels mastered this year | No evidence of mastery on this Essential Element | Essential Element not tested

During the 2024-2025 School Year 15 out of 921 RTSD students (grades 3-8), inclusive of our out of district students, was assessed using the DLM. Therefore 2.0% of our district population is provided an alternative assessment.

District wide results



Action Steps:

- Annually participation criteria is reviewed, and eligibility to participate in the DLM is determined.
- Parents are informed in the development of their child's IEP and their achievement measured on alternative standards.
- Data dives are conducted to review student's individualized results and if needed, IEP programs are adjusted

Building Areas of Focus and Action Steps

WHS - Areas of focus from 2024 - 2025

Mathematics

- Challenge Area - Operations & Algebraic Thinking - mastering the concept of inverse operations with multiplication and division
- Teachers focused on the goal daily with the support & resources from the math coach, as well as our i-Ready program
- Current Update: WHS performed at or above the State level in all areas of Operations & Algebraic Thinking - this is a celebration because those questions can be categorized as more difficult
- Two first grade teachers along with another district teacher & the math coach were invited to become i-Ready Insiders! This opportunity allowed them to connect and collaborate with other teachers across New Jersey.

English Language Arts

- Challenge Area - Reading-Informational Text (Synthesis~e.g., comparing text-to-text)
- Current Update: WHS performed above the State level in all complex areas Reading involving Informational Text

WHS - Areas of focus and action steps for 2025 - 2026

Whole School : NJSLA & i-Ready Diagnostic data review by principal and coaches

- WHS has more growth areas to concentrate on this year, as compared to last year.
- Enhanced action steps to address areas of growth: curricular feedback, increased focus on specialized populations, more utilization of instructional coaches, classroom visits for new third-grade teachers, vertical articulation meetings for teachers as a whole school to identify gaps from grade to grade level
- Delving Deeper with Data Days - Faculty Meeting time devoted to data discussions with the support of the Principal and coaches using the district Data Conversation Guide & other protocols

English Language Arts (Strength: Understanding content and explaining with text evidence when constructing a response)

- Challenge Areas - Reading-Informational Text: (1) Continue synthesizing by comparing multiple texts & (2) Describing non-fiction text relationships with historical events or scientific concepts in terms of time, sequence, and cause/effect
- Teachers will continue working with students in these areas

Mathematics (Strength: Understanding and comparing fractions)

- Challenge Area - Modeling & Reasoning - decomposing word problems & solving with models
- Continued conversations - expose students to sample problems, modeling, and ongoing discussions during Common Planning Time

TBS - Areas of focus from 2024 - 2025

English Language Arts

- Research based questions: Provides a comparison and contrast of the most important and/or key details presented in two texts on the same topic
- Scored significantly above the state average - big improvement!

Math

- Use division within 100 (both factors less than 10) to solve word problems in situations involving measurement quantities other than area by using drawings and equations with a symbol for the unknown number to represent the problem
- Plan is created to make this standard an administrative goal, based on iReady Standards Data Focus with third grade team and coach to create daily review and keeping this area current through the year.
- Scored 20 points higher in this focus area! Go team!

i-Ready celebration: Nationally recognized for being an iReady Super Stretch School for 60% of students meeting stretch growth!

TBS - Areas of focus and action steps for 2025 - 2026

Overall Data Review

- NJSLA data review as whole school - focus in third grade - utilize faculty meetings, CPT and coaching sessions
- i-Ready Diagnostic - Review with principal, supervisor, coach, team

English Language Arts

- TBS substantially outperformed the state in every area - except with low test numbers (only 24 students given the question)
- Literary analysis - we performed at the State Level - Let's do better!

Math

- Above state ave in all areas except...
- Understand a fraction on the number line - represent a fraction on a number line - fractions larger than 1 and whole numbers represented as a fraction
- Focus with third grade team to enhance number line work - defining intervals and focusing on fraction with denominators 2, 3, 4, 6, 8

HBS - Areas of focus from 2024-2025

Whole School Review

- NJSLA data review as whole school w/ supervisors using data conversation guide
  - Shared Focus at HBS
- Concentration on Strategy Groupings (small groups) in Math and ELA
  - Intervention in all student schedules
- Once a month faculty meetings were CART projects (Collaborative Action Research Teams) Thank you Coaches!
- Created schedules for delayed openings and early dismissals that prioritized instruction in Math and ELA

English Language Arts

- Area of focus: Comparing and contrasting two texts.
- All evidence statements associated with comparing and contrasting texts we were above the state.
- ELA teachers associated their CART projects with comparing and contrasting.
- In March all staff put enhanced focus on small group instruction to target specific areas of need.

Math

- Area of focus: Multiplication - Math in Action, Real life Connection
- Passing statistics in NJSLA: 4th grade went from 63% to 76% 5th grade went from 58% to 70% also large increases as cohorts.
- Above the state in all evidence statements from NJSLA
- Staff had access to NJSLA sample problems based on each lesson. These were used to enhance test taking skills as well as content knowledge.
- Teacher assigned i-Ready lessons so the students had more exposure throughout the whole year rather than just the unit.

HBS - Areas of focus for 2025-2026

Whole School

- Departmentalization of 4th grade. Allows teachers to become specialized in their content.
- New Bobcat Block which prioritizes longer times in lunch and recess that supports student wellness
- Data chats with individual staff members on In-Service days in October
- Continuing whole school (CART Model) Round 1 first half of year will be content specific based on data analysis.

Mathematics

- Area of Focus - Evidence statements showed both 4th and 5th were secure in their grade level standards but could show improvement in modeling. Even though we outperformed the state it was noted as an area of focus.
- Current focus: Emphasis in using modeling to explain math thinking.
- Continue with NJSLA sample problems
- Incorporate modeling tasks with each unit.
- Coaching support in classrooms

English Language Arts

- Area of Focus - Comparing and contrasting two texts.
- Current focus: Intervention teachers will place emphasis on this topic.
- Non-fiction for fourth and fifth grade
    - Comparing within a text and across multiple texts
- Literacy Coach will provide resources to staff in identified focus areas.

RMS - Areas of focus from 2024-2025

Whole School Review

- RMS had a brand new schedule for the 24-25 school year that emphasizes equal Mathematics and Language Arts time
- Rotating periods to address needs of young adolescents
- Daily Recess, Lunch, and Flex - The OPPORTUNITY PERIOD
- ELA and Math coaches at 6-8 level
- Sheltered English Instruction in year 2 for Social Studies and Science

Results:

- Schedule and new materials have resulted in an increase in both Math and ELA in multiple grades and areas
    - New high water mark for 8th grade math
- Most grades in ELA and Math showed high performance AND high growth by years end

RMS - Areas of focus for 2025-2026

Whole School

- Renewed focus on I&RS and MTSS
- Sheltered English Instruction for Special Education and Encore Teachers
- Shifting focus to new adaptable test for Fall field testing and Spring window
- RMS goal of knowing every child, who they are, and how we can best serve their needs
- Keeping students in school; absences have a detrimental effect to long term learning
    - Continuing to promote a wonderful learning environment for ALL students

Mathematics and English Language Arts Focus

- Closing transition gap between HBS and RMS, specifically with Special Education students
- Settling into year 2 of new RMS schedule
- Dialing in on new materials (EdGems) in Math and for Writing Benchmarks