

# Haddon Township School District

2025

Report of State Assessment Data



Haddon Township  
Public Schools  
Where Students Thrive

# Comparative View

- Multiple Benchmark Assessments
- Statewide Averages
- District Factor Groups
- Strengths & Improvement Opportunities

# Preview

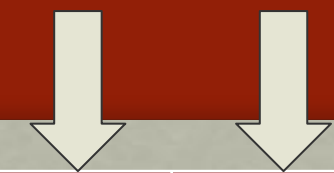
- Outperforming state and DFG districts
- Demonstrated gains in all subject areas and in almost all grade levels
- Benefits
  - iReady
  - Amplify
  - Individualized Approaches {e.g. Tutoring, Acceleration, etc.}
- Student Cohorts (Same Students/Different Grades)
  - Math Increases
  - ELA
    - Growth {Informational Text, Literary Text, Writing Conventions, & Written Expression}
    - Continued Work-Reading Vocabulary
- Looking Ahead
  - Continued Data Analysis & Groupings
  - Targeted Support
- Science Growth

# Haddon Township

## 2025 New Jersey Student Learning Assessments(NJSLA)

### GRADE-LEVEL Outcomes

### Mathematics



	Percent Taking Test	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	District % ≥ Level 4	NJ % ≥ Level 4
<b>Grade 3</b>	98%	5%	11%	17%	49%	18%	<b>67%</b>	<b>50%</b>
<b>Grade 4</b>	99%	6%	11%	22%	53%	8%	<b>61%</b>	<b>47%</b>
<b>Grade 5</b>	99%	8%	9%	11%	54%	18%	<b>72%</b>	<b>44%</b>
<b>Grade 6</b>	100%	8%	9%	29%	45%	9%	<b>55%</b>	<b>40%</b>
<b>Grade 7</b>	98%	4%	9%	34%	41%	12%	<b>53%</b>	<b>39%</b>
<b>Grade 8</b>	64%	19%	20%	25%	37%	0%	<b>37%</b>	<b>21%</b>
<b>*Algebra I</b>	71% (HTHS) 29% (RMS)	6%	26%	23%	41%	4%	<b>45%</b>	<b>38%</b>
<b>*Geometry</b>	100% (HTHS)	0%	0%	19%	81%	0%	<b>81%</b>	<b>56%</b>

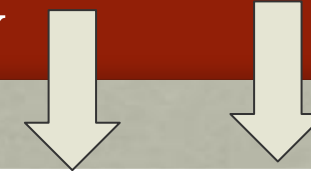
**Highlights :**  
 ↓ Gr. 4, 61% vs. Prev. Year 68%  
 ↓ Gr. 6, 55% vs. Prev. Year 56%  
 ↑ Gr. 5-72% vs. Prev. Year 67%  
 ↑ Gr. 7-53% vs. Prev. Year 44%  
 - Geometry 81% vs. Prev. Year's Stud. 59%  
 -Continue to outperform state

Note: Numbers may not sum to 100% due to rounding.

# Haddon Township

## 2025 NJSLA GRADE-LEVEL Outcomes

### English Language Arts/Literacy



	Percent Taking Test	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	District % ≥ Level 4	State NJ % ≥ Level 4
<b>Grade 3</b>	99%	9%	13%	23%	50%	6%	<b>55%</b>	<b>45%</b>
<b>Grade 4</b>	99%	4%	9%	25%	41%	21%	<b>62%</b>	<b>54%</b>
<b>Grade 5</b>	99%	7%	5%	18%	57%	13%	<b>70%</b>	<b>53%</b>
<b>Grade 6</b>	100%	2%	12%	21%	57%	9%	<b>66%</b>	<b>56%</b>
<b>Grade 7</b>	98%	5%	9%	23%	46%	17%	<b>63%</b>	<b>57%</b>
<b>Grade 8</b>	98%	8%	5%	10%	45%	32%	<b>77%</b>	<b>57%</b>
<b>Grade 9</b>	100%	9%	8%	25%	50%	8%	<b>58%</b>	<b>50%</b>

**Highlights :**

- ↑ -Gr. 4-62% Prev. Year 60%
- ↑ -Gr.6 -66% vs. 60% Prev. Year
- ↑ -Gr. 7-63% vs. 55% Prev. Year
- ↑ -Gr. 8-77% vs. 68% Prev. Year
- ↓ -Gr. 5-70% vs. 73% Prev. Year

Note: Numbers may not sum to 100% due to rounding.

# Haddon Township 2024-2025 Mathematics Proficiency Comparison

	NJSLA 2024 <u>District</u> % ≥ Level 4	2024 NJSLA <u>State</u> % ≥ Level 4	NJSLA 2025 <u>District</u> % ≥ Level 4	2025 NJSLA <u>State</u> % ≥ Level 4
<b>Grade 3</b>	<b>68%</b>	48%	<b>67%</b>	50%
<b>Grade 4</b>	<b>67%</b>	45%	<b>61%</b>	47%
<b>Grade 5</b>	<b>56%</b>	40%	<b>72%</b>	44%
<b>Grade 6</b>	<b>44%</b>	36%	<b>55%</b>	40%
<b>Grade 7</b>	<b>63%</b>	38%	<b>53%</b>	38%
<b>Grade 8</b>	<b>24%</b>	20%	<b>37%</b>	21%
<b>Algebra 1</b>	<b>45%</b>	40%	<b>45%</b>	38%
<b>Geometry</b>	<b>59%</b>	49%	<b>81%</b>	56%

### Highlights :

- Outperforming state
- Closing gaps, Prev.Concerns, Gr. 5 & 6

↓-Gr. 6/Prev. Gr. 5, 55% vs. 56%

↑-Gr. 7/Prev. Gr. 6, 53% vs. 44%

### Add'l Highlights:

↑-Gr. 5/Prev. Gr.4, 72% vs. 67%

↑-Gr. 7/Prev. Gr. 6, 53% vs. 44%

# Haddon Township 2024-2025 ELA Proficiency Comparison

	NJSLA 2024 <u>District</u> % ≥ Level 4	2024 NJ <u>State</u> % ≥ Level 4	NJSLA 2025 <u>District</u> % ≥ Level 4	2025 NJSLA <u>State</u> % ≥ Level 4
<b>Grade 3</b>	<b>60%</b>	<b>44%</b>	<b>55%</b>	<b>45%</b>
<b>Grade 4</b>	<b>73%</b>	<b>51%</b>	<b>62%</b>	<b>54%</b>
<b>Grade 5</b>	<b>60%</b>	<b>52%</b>	<b>70%</b>	<b>53%</b>
<b>Grade 6</b>	<b>55%</b>	<b>53%</b>	<b>66%</b>	<b>56%</b>
<b>Grade 7</b>	<b>68%</b>	<b>54%</b>	<b>63%</b>	<b>57%</b>
<b>Grade 8</b>	<b>59%</b>	<b>53%</b>	<b>77%</b>	<b>57%</b>
<b>Grade 9</b>	<b>60%</b>	<b>58%</b>	<b>58%</b>	<b>50%</b>

### Highlights :

- Outperforming state
- Had improv. opp. in Gr. 5 & 6 last year
- Closed Gaps
- Gr. 6/Prev. Gr. 5, 66% vs. 60%
- Gr. 7/Prev. Gr. 6, 63% vs. 55%
- Streamlined blocks, Small Groups, & Intervention

# Haddon Township

## 2024 NJSLA School & Grade-Level Outcomes

### Mathematics

	Grade 3 % ≥ Level 4	Grade 4 % ≥ Level 4	Grade 5 % ≥ Level 4	Grade 6 % ≥ Level 4	Grade 7 % ≥ Level 4	Grade 8 % ≥ Level 4	Alg. I % ≥ Level 4	Geometry % ≥ Level 4
Edison	56%	84%	34%					
Jennings	45%	38%	42%					
Stoy	75%	53%	85%					
Strawbridge	72%	79%	71%					
Van Sciver	81%	66%	57%					
RMS				44%	63%	24%	98%	
HTHS							29%	59%
<b>District</b>	68%	67%	56%	44%	63%	24%	45%	59%
<b>State</b>	48%	45%	40%	36%	38%	20%	40%	49%

**Highlights :**  
 -Outperforming state  
 -Improv. Opp., Gr. 6

\*Dark shaded fields indicate N/A

# Haddon Township

## 2025 NJSLA School & Grade-Level Outcomes

### Mathematics

	Grade 3 % ≥ Level 4	Grade 4 % ≥ Level 4	Grade 5 % ≥ Level 4	Grade 6 % ≥ Level 4	Grade 7 % ≥ Level 4	Grade 8 % ≥ Level 4	Alg. I % ≥ Level 4	Geometry % ≥ Level 4
Edison	79%	48%	89%					
Jennings	50%	41%	54%					
Stoy	59%	59%	71%					
Strawbridge	78%	54%	68%					
Van Sciver	66%	84%	75%					
RMS				54%	53%	36%	93%	
HTHS							26%	81%
<b>District</b>	67%	61%	72%	55%	53%	37%	45%	81%
<b>State</b>	50%	47%	44%	40%	39%	21%	38%	56%

**Highlights :**  
 -Outperforming state  
 -Last Year, Imp. Opp. 6th Same Students, Gr.7/Prev. Gr. 6, 53% vs Prev. Year, 51%

\*Dark shaded fields indicate N/A

# Haddon Township

## 2024 NJSLA School & Grade-Level Outcomes

### English Language Arts/Literacy

	Grade 3 % ≥ Level 4	Grade 4 % ≥ Level 4	Grade 5 % ≥ Level 4	Grade 6 % ≥ Level 4	Grade 7 % ≥ Level 4	Grade 8 % ≥ Level 4	Grade 9 % ≥ Level 4
Edison	52%	90%	45%				
Jennings	48%	57%	62%				
Stoy	55%	60%	58%				
Strawbridge	57%	79%	48%				
Van Sciver	74%	72%	60%				
RMS				55%	68%	59%	
HTHS							60%
<b>District</b>	60%	73%	60%	55%	68%	59%	60%
<b>State</b>	44%	51%	52%	53%	54%	53%	58%

**Highlights :**  
 ↑ -Gr. 9-60% vs. Prev. Yr. 49%  
 -Growth/Surpassing state  
 -Amplify/Daily Writing

\*Dark shaded fields indicate N/A

# Haddon Township

## 2025 NJSLA School & Grade-Level Outcomes

### English Language Arts/Literacy

	Grade 3 % ≥ Level 4	Grade 4 % ≥ Level 4	Grade 5 % ≥ Level 4	Grade 6 % ≥ Level 4	Grade 7 % ≥ Level 4	Grade 8 % ≥ Level 4	Grade 9 % ≥ Level 4
Edison	71%	65%	84%				
Jennings	42%	59%	53%				
Stoy	58%	41%	59%				
Strawbridge	71%	46%	76%				
Van Sciver	40%	91%	70%				
RMS				66%	63%	77%	
HTHS							57%
<b>District</b>	55%	62%	70%	66%	63%	77%	58%
<b>State</b>	45%	54%	53%	56%	57%	57%	50%

**Highlights :**  
 ↑ -Outperforming State  
 -Amplify/Daily Writing  
 -Gr. 7/Prev. Gr.6, 63% vs 55%,  
 Same Students  
 -Gr. 8/Prev. Gr.7, 77% vs 68%,  
 Same Students

\*Dark shaded fields indicate N/A

# Haddon Township Cohort Achievement Math Proficiency Comparison

All Grades Math	Major Content <i>(Solving Problems w/Proportional Relationships)</i>	Additional and Supporting Content <i>(Circumference, Statistics, Probability)</i>	Modeling and Application <i>(Solving Real World Problems, Symbols)</i>	Expressing Mathematical Reasoning <i>(Logical Math Reasoning &amp; Explanation)</i>	Overall All Grades, Math <i>(Includes Alg. &amp; Geo.)</i>
	% ≥ Level 4	% ≥ Level 4	% ≥ Level 4	% ≥ Level 4	% ≥ Level 4
<b>2023-24</b>	57%	57%	55%	58%	54%
<b>2024-25</b>	62%	59%	59%	61%	59%

## Highlights :

- Outperforming ourselves, More Rigorous Test
- Same students, different grades
- Increased in all math areas
- Beneficial: Small Group Instruction & Tutoring

# Haddon Township Cohort Achievement ELA Proficiency Comparison

All Grades ELA	Reading- Informational Text <i>(Analyze Non-Fiction, History, etc.)</i>	Reading- Literary Text <i>(Analyze Fiction, Poetry, &amp; Drama)</i>	Reading Vocabulary <i>(Context Clues)</i>	Writing Conventions <i>(Capitalization, Punctuation, etc.)</i>	Writing- Expression <i>(Detailed Writing)</i>	Overall All Grades (3-9) ELA
	% ≥ Level 4	% ≥ Level 4	% ≥ Level 4	% ≥ Level 4	% ≥ Level 4	% ≥ Level 4
<b>2023-24</b>	57%	59%	61%	55%	60%	62%
<b>2024-25</b>	62%	62%	59%	61%	60%	64%

## Highlights :

- Same students, diff. grades
- Outperforming ourselves, most areas
- More rigorous test
- Strengths: Info. text, writing conv., & written exp. increased
- Improvement Opp.- Vocabulary

# SUBGROUP PERFORMANCE

- The New Jersey Department of Education and the ESSA accountability plan contain sample size limits of:
  - $N = 20$  for school and district accountability (previously 30)
  - $N = 10$  for reporting
- The rationale for establishing sample size boundaries is to assure statistical validity and reliability while making sure that districts have information helpful in addressing the needs of students.

# NJDOE Subgroup Statement

“Conversations with stakeholders revealed diverse opinions about balancing the goals of ensuring accuracy and stability in our data as compared to including as many subgroups as possible in our accountability system. The NJDOE attempted to balance both perspectives by setting a minimum n-size of 20 students for accountability. At this n-size, thousands more students will be included than under the previous minimum n-size of 30; and the NJDOE expects that compared to a lower n-size, school performance will not drastically fluctuate based on a few students. New Jersey will maintain 10 as its minimum n-size for school and district reporting.”

# Subgroups in Haddon Township

- Beginning with the child in mind, we are intentional about focusing on:
  - Identifying instructional opportunities with targeted interventions
  - Removing barriers to ensure equitable access to programming
  - Providing an instructional program appropriate, with acceleration and remediation supports, for individual students

# 2024 MATH SUBGROUP DATA

GRADE LEVEL	DISTRICT % ≥ Level 4	HISPANIC/LATINO		ECONOMICALLY DISADVANTAGED		IEP/ SPECIAL EDUCATION		504 PLANS	
		%	Count	%	Count	%	Count	%	Count
<b>3</b>	68%	46%	5(11)	45%	9(20)	40%	14(35)	<b>70%</b>	7(10)
<b>4</b>	67%	50%	8(16)	27%	6(22)	39%	12(31)	<b>78%</b>	7(9)
<b>5</b>	56%	31%	5(16)	20%	4(20)	26%	8(31)	27%	4(15)
<b>6</b>	44%	47%	7(15)	24%	4(17)	15%	3(20)	<b>58%</b>	11(19)
<b>7</b>	63%	46%	5(11)	43%	6(14)	26%	7(27)	46%	6(13)
<b>8</b>	24%	8%	1(12)	16%	3(19)	3%	1(30)	18%	2(11)
<b>ALG I</b>	45%	0%	0	23%	5(22)	4%	1(25)	<b>69%</b>	11(16)
<b>GEO</b>	59%	0%	0	<b>100%</b>	2(2)	33%	1(3)	<b>50%</b>	2(4)

\*No data/exam not required.

Support: After-school instruction, Summer Programming, ELL/ML support, Stable Education for All

# 2025 MATH SUBGROUP DATA

GRADE LEVEL	DISTRICT % ≥ Level 4	HISPANIC/LATINO		ECONOMICALLY DISADVANTAGED		IEP/ SPECIAL EDUCATION		504 PLANS	
		%	Count	%	Count	%	Count	%	Count
<b>3</b>	67%	31%	5(16)	30%	8(27)	31%	10(32)	65%	11(17)
<b>4</b>	61%	55%	6(11)	42%	11(26)	40%	16(40)	59%	10(17)
<b>5</b>	72%	64%	9(14)	35%	10(29)	30%	9(30)	50%	9(18)
<b>6</b>	55%	27%	4(15)	29%	7(24)	8%	2(24)	35%	6(17)
<b>7</b>	53%	40%	6(15)	27%	7(26)	13%	3(24)	<b>63%</b>	12(19)
<b>8</b>	37%	43%	3(7)	N/A	N/A	20%	5(25)	<b>50%</b>	6(12)
<b>ALG I</b>	45%	33%	6(18)	28%	8(29)	6%	2(33)	<b>60%</b>	9(15)
<b>GEO</b>	81%	N/A	N/A	<b>100%</b>	1(1)	N/A	N/A	67%	4(6)

\*No data/exam not required.

-Support: After-school instruction, Summer Programming, ELL/ML support, Stable Education for All

# 2024 ELA SUBGROUP DATA

GRADE LEVEL	DISTRICT % ≥ Level 4	HISPANIC/LATINO		ECONOMICALLY DISADVANTAGED		IEP/ SPECIAL EDUCATION		504 PLANS	
		%	Count	%	Count	%	Count	%	Count
3	60%	73%	8(11)	35%	7(20)	29%	10(35)	60%	6(10)
4	73%	56%	9(16)	27%	6(22)	42%	13(31)	67%	6(9)
5	60%	56%	9(16)	42%	8(19)	32%	10(31)	20%	3(15)
6	55%	53%	8(15)	24%	4(17)	14%	3(21)	63%	12(19)
7	68%	46%	5(11)	43%	6(14)	22%	6(27)	54%	7(13)
8	59%	33%	4(12)	32%	6(19)	16%	5(31)	63%	12(19)
9	60%	11%	1(9)	53%	10(19)	16%	4(25)	58%	7(12)

-Support: After-school instruction, Summer Programming, ELL/ML support, Stable Education for All

# 2025 ELA SUBGROUP DATA

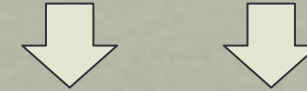
GRADE LEVEL	DISTRICT % ≥ Level 4	HISPANIC/LATINO		ECONOMICALLY DISADVANTAGED		IEP/ SPECIAL EDUCATION		504 PLANS	
		%	Count	%	Count	%	Count	%	Count
<b>3</b>	55%	38%	6(16)	37%	10(27)	15%	5(33)	<b>59%</b>	10(17)
<b>4</b>	62%	73%	8(11)	50%	13(26)	40%	16(40)	53%	9(17)
<b>5</b>	70%	64%	9(14)	24%	7(29)	40%	12(30)	50%	9(18)
<b>6</b>	66%	47%	7(15)	38%	9(24)	25%	6(24)	41%	7(17)
<b>7</b>	63%	53%	8(15)	35%	9(26)	17%	4(24)	58%	11(19)
<b>8</b>	77%	60%	6(10)	47%	8(17)	12%	3(25)	<b>86%</b>	12(14)
<b>9</b>	58%	36%	4(11)	27%	6(22)	8%	2(26)	<b>67%</b>	12(18)

-Support: After-school instruction, Summer Programming, ELL/ML support, Stable Education for All

# Haddon Township

## 2025 NJSLA GRADE-LEVEL Outcomes

### Science (Grades 5, 8, & 11)



	Percent Taking Test	Minimal (Level 1)	Limited (Level 2)	Proficient (Level 3)	Advanced (Level 4)	District % Prof. & Adv. (2024 Data)	NJ % Prof. & Adv. (2024 Data)
<b>Grade 5</b>	100%	13%	35%	37%	16%	52.3% (43%)	30% (28%)
<b>Grade 8</b>	100%	17%	53%	26%	4%	30% (26%)	19% (19%)
<b>Grade 11</b>	100%	24%	33%	32%	11%	43% (41%)	31% (28%)

**Highlights :**  
 -HT outperformed ourselves & state

- **Note:** Numbers may not sum to 100% due to rounding.

# Haddon Township

## 2023-24

### District Factor Group Proficiency (DFG) Comparison

	Haddon Township % ≥ Level 4	DFG % ≥ Level 4	State Average % ≥ Level 4
<b>ELA Grade 3</b>	60%	47%	44%
<b>Math Grade 3</b>	68%	53%	48%
<b>ELA Grade 4</b>	73%	55%	51%
<b>Math Grade 4</b>	67%	49%	45%
<b>ELA Grade 5</b>	60%	60%	52%
<b>Math Grade 5</b>	56%	47%	40%
<b>ELA Grade 6</b>	56%	56%	53%
<b>Math Grade 6</b>	44%	38%	36%

**Highlights :**

- Delayed Data
- Comparison: 9 K-12 Districts
- Outperforming all DFG districts & state

# Haddon Township

## 2023-24

### District Factor Group Proficiency (DFG) Comparison

	Haddon Township % ≥ Level 4	DFG % ≥ Level 4	State Average % ≥ Level 4
<b>ELA Grade 7</b>	55%	56%	54%
<b>Math Grade 7</b>	64%	42%	38%
<b>ELA Grade 8</b>	59%	56%	53%
<b>Math Grade 8</b>	24%	17%	20%
<b>ELA Grade 9</b>	60%	54%	58%
<b>Algebra I</b>	45%	41%	40%
<b>Geometry</b>	60%	45%	49%

**Highlights/Prev. Area of Curiosity :**  
 2021/22 vs. 2022/23  
 –ELA Gr. 8 Increased 41% to 49%  
 2023/24  
 –ELA Gr. 8 Increased from 58% to 59%  
 –ELA Gr. 9/Prev. Gr. 8, 60% vs Prev. Year  
 49%, ELA Gr. 9, Prev. Gr. 8 DFG Decreased  
 57% to 54%  
 –Amplify strides are evident, ELA

# ACCESS for Multilingual Learners (MLs)

Proficiency Level	Total Number of Students Scoring in This Category
<b>1. Entering:</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	2
<b>2. Emerging:</b> Knows and uses some social and general academic with visual and graphic support	6
<b>3. Developing:</b> Knows and uses social English and some specific academic language with visual and graphic support	14
<b>4. Expanding:</b> Knows and uses social English and some technical academic language	2
<b>5. Bridging:</b> Knows and uses social and academic language working with grade level material	1
<b>6. Reaching:</b> Knows and used social and academic language at the highest level measured by this test	0
	Total Students: 25 Average Score: 3.2

\*Grade level data has been suppressed to protect student privacy.

\*Reporting on Alternate ACCESS for ELLs has been suppressed to protect student privacy.

–Domains: Speaking, Listening, Writing, and Reading

# Dynamic Learning Maps (DLM)



- Dynamic Learning Maps<sup>®</sup> (DLM<sup>®</sup>) 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.
  - <https://dynamiclearningmaps.org/about/tests>
- Students Tested: 5
  - In District: 3
  - Out-of-District: 2
- **ELA:** Combination of *Emerging, Approaching the Target, or At Target*
- **Math:** Combination of *Emerging, Approaching the Target, or At Target*
- **Science :** *Approaching the Target*

# Other Assessments

## PSAT

- Preliminary Scholastic Assessment Test (PSAT)
  - Provided by the district for all students (Grades 10 & 11)
  - Mathematics
  - Evidence-based Reading & Writing
  - Practice for the SAT and an alternate option to meet current graduation requirements until 2025
  - Students receive personalized feedback to prepare for the SAT
  - Score range: 320-1520

# PSAT Data





Year	Grade Level	# HT Students Assessed	HT Mean Total Score	State	National	Difference State/Nat'l
2023/24	10	154	939	902	901	+37/+38
2023/24	11	145	993	947	976	+46/+17
 2024/25	10	158	949	907	910	+42/+39
 2024/25	11	157	1001	952	997	+49/+4

# Other Assessments

## SAT

- Scholastic Assessment Test (SATs)
  - Evidence-based Reading and Writing
  - Mathematics
  - Writing (optional since 2017)
  - Key indicator of a high school's standing when compared to other districts; non-mandatory
  - Admission Decision Factors
    - SAT (if not test optional)
    - GPA
    - Schedule/Courses
  - Score Range: 400-1600

# SAT Data

Subtest Area/Year	HT Students	State	National	Difference State/Nat'l	Seniors	Tested	% Tested
Evidenced-based Reading and Writing							
2022	579	543	529	+36/+50	152	87	57%
 2023	580	538	520	+42/+60	152	107	70%
 2024	595	538	521	+57/+74	149	95	64%
Mathematics							
2022	571	537	521	+34/+50	152	87	57%
 2023	566	528	508	+38/+58	152	107	70%
 2024	577	523	508	+54/+69	149	95	64%

# 2025 AP Highlights

- Total Students Enrolled in AP: 324
- Total Tested: 261\*
- Tests with a score of 3 or better: 91%
- Tests with a score of 4 or better: 66%

\*Some students took more than one AP exam.

# AP Tests

Subject	Students Tested	Scoring 3 or Better	% Scoring 3 or Better
	2024-25	2024-25	2024-25
Biology	21	16	76%
Calculus AB	23	20	87%
Calculus BC	18	18	100%
Chemistry	7	7	100%
English Language/Comp	42	37	88%
English Lit/Comp	13	13	100%

# AP Tests

Subject	Students Tested	Scoring 3 or Better	% Scoring 3 or Better
	2024-25	2024-25	2024-25
AP German	1	1	100%
AP French	0	0	0
AP US Gov. & Politics	46	41	89%
AP US History	15	15	100%

# AP Tests

Subject	Students Tested	Scoring 3 or Better	% Scoring 3 or Better
	2024-25	2024-25	2024-25
AP Physics I	12	10	83%
AP Physics II	2	2	100%
AP Spanish	7	5	71%
AP Statistics	16	16	100%

# New Jersey Graduation Proficiency Assessment (NJGPA) Math Data

Math	District/ State	Number of Students	Average Scale Score	Not Yet Graduation Ready	Graduation Ready
Spring 2023 (Class of 2024)	HTHS	152	739	36%	65%
	NJ	99,012	734	45%	55%
Spring 2024 (Class of 2025)	HTHS	156	743	34%	66%
	NJ	104,811	735	45%	55%
Spring 2025 (Class of 2026)	HTHS	159	740	35%	65%
	NJ	102,910	736	42%	58%

## Highlights :

- Score Range: 650-850
- 65%% Graduation Ready (Math)

# New Jersey Graduation Proficiency Assessment (NJGPA) ELA Data

ELA	District/ State	Number of Students	Average Scale Score	Not Yet Graduation Ready	Graduation Ready
Spring 2023 (Class of 2024)	HTHS	152	759	15%	85%
	NJ	93,329	765	20%	81%
Spring 2024 (Class of 2025)	HTHS	156	763	13%	87%
	NJ	104,084	767	18%	82%
Spring 2025 (Class of 2026)	HTHS	159	766	13%	87%
	NJ	102,406	768	19%	81%

## Highlights :

- Score Range: 650-850
- 87% Graduation Ready (ELA)

# Graduation Rate

2024/25 Graduation Rate

\*Pending Report

2023/24 Graduation Rate

95%

# Summary

## Highlights

- Demonstrated Gains
  - Every subject area
  - Almost all grade levels
  - Less staffing, committed stakeholders
- Outperforming state & DFG in ALL cases
- Subgroups making strides
- Building strengths & continuing to work on improvement opportunities

## Focus

- Continue to meet students where they are
- Compete against ourselves
- Continue to increase rigor & robust professional development

# Now What?

- **Tailored Reporting**
  - Continue to identify patterns & trends
  - Continue to target learning opportunities
- **Customizing OnCourse Data/Data Driven Instruction**
  - Teachers & Administrators
  - Streamlining data with purpose
- **Measurable Goals**
- **Daily Practice for Students**

# GOING FORWARD

## District

- Engaging learning environments
- Targeted data analysis (e.g. OnCourse, Benchmark Data, Formative & Summative Assessments)
- Data driven, small group instruction
- Learning extension opportunities (e.g. After-school, Summer Programming, etc.)
- Goal Setting/Self-Monitoring

## High School

- Engaging learning environments
- Individual, small group and whole class support
  - Support every student's ability to meet the assessment requirements for graduation
- **Math**
  - Tailored math exposure & skill based instruction
- **Language Arts**
  - Robust literary experiences

# GOING FORWARD

## Middle School

- **Math**
  - Provide math support (NJ Tutoring Corps & Magma Math)
  - Provide additional support for students during LEAP & WIN
  - Continue to focus on skill based instruction
  - Continue to provide targeted professional development
- **Language Arts**
  - Continue to embrace for continued growth & progress
  - Continue Amplify based instruction due to evident growth
  - Continue to provide additional acceleration and remediation support for students during LEAP & WIN
  - Continue to focus on skill based instruction

# GOING FORWARD

## Elementary Schools

- **Math**
  - Continue to utilize iReady (My Path), General & Special Education
  - Guided Math Groups
  - In-Person Tutoring (NJ Tutoring Corps)
  - Remediation & Acceleration via Magma Math
- **Language Arts**
  - Appreciate growth in informational text, reading literary text, writing conventions, and written expressions
  - Continue to focus on reading vocabulary
  - Continue Direct Instruction {Special Education}
  - Writing Offerings–Mystery Writing, Gr. 2 Added
  - Professional Development–Foundations {Pre-K} and Guided Reading
- **Extensions**
  - Foundations for Gr. 3
  - Review student data growth

# Questions?



