# HADDON TOWNSHIP SCHOOL DISTRICT 

Report of NJ Student Learning Assessment - Science 2019 April 23, 2020

## ASSESSMENT INSTRUMENT

- Science (NJSLA-S)
- Grades 5, 8, and 11
- Summative assessments based on grade bands
- Spring of 2018 - field test year, no data received
- Spring of 2019 - data received in March 2020
- The New Jersey Department of Education and the ESSA accountability plan contain sample size limits of:
- $\mathrm{N}=20$ for school/district accountability (previously 30)
- $\mathrm{N}=10$ for reporting


# PROFICIENCY LEVELS BY GRADE 

| Grade | Level 1** | Level 2** | Level 3* | Level 4* |
| :---: | :---: | :---: | :---: | :---: |
| 5 | $100-149$ | $150-199$ | $200-242$ | $243-300$ |
| 8 | $100-149$ | $150-199$ | $200-230$ | $231-300$ |
| 11 | $100-157$ | $158-199$ | $200-249$ | $250-300$ |

*Levels 3 \& 4 are considered to be proficient and above ${ }^{*}$ Levels 1 \& 2 are considered to be below proficient

## GRADE 5 - DISTRICT DATA

| Category | \# of Valid Test Scores | Average Scale Score | \% Level 1 | \% Level 2 | \% <br> Level 3 | \% Level 4 | $\begin{gathered} \% \\ \geq \text { Level } 3 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State | 101,220 | 170 | 34.8 | 36.0 | 22.7 | 6.6 | 29.2 |
| District | 161 | 184 | 19.9 | 41.6 | 31.1 | 7.5 | 38.5 |
| Gender: |  |  |  |  |  |  |  |
| Female | 85 | 180 | 17.6 | 48.2 | 28.2 | 5.9 | 34.1 |
| Male | 76 | 187 | 22.4 | 34.2 | 34.2 | 9.2 | 43.4 |
| Economic Background: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 18 | 163 | 44.4 | 22.2 | 27.8 | 5.6 | 33.3 |
| Non- <br> Economically Disadvantaged | 143 | 186 | 16.8 | 44.1 | 31.5 | 7.7 | 39.2 |

## GRADE 5 - DISTRICT DATA (CONTINUED)

| Category | \# of <br> Valid Test <br> Scores | Average <br> Scale <br> Score | \% <br> Level 1 | \% <br> Level 2 | \% <br> Level 3 | \% <br> Level 4 | \% <br> (Level 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State | 101,220 | 170 | 34.8 | 36.0 | 22.7 | 6.6 | 29.2 |
| District | 161 | 184 | 19.9 | 41.6 | 31.1 | 7.5 | 38.5 |
| Hispanic | 12 | 174 | 25.0 | 58.3 | 8.3 | 8.3 | 16.7 |
| White | 138 | 187 | 18.1 | 39.1 | 34.8 | 8.0 | 42.8 |
|  |  | Ethnicity/Race*: |  |  |  |  |  |
| IEP | 22 | 150 | 59.1 | 27.3 | 4.5 | 9.1 | 13.6 |

*Other subgroup data (such as ELL students, students with 504s, homeless students, and students of other ethnicities/races) has been suppressed due cohort sizes being less than 10

## GRADE 5 - SCHOOL DATA

| Category | \# of <br> Valid Test <br> Scores | Average <br> Scale <br> Score | \% <br> Level 1 | \% <br> Level 2 | \% <br> Level 3 | \% <br> Level 4 | \% <br> Level 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| District | 161 | 184 | 19.9 | 41.6 | 31.1 | 7.5 | 38.5 |
| Edison | 20 | 183 | 30.0 | 30.0 | 35.0 | 5.0 | 40.0 |
| Jennings | 21 | 197 | 14.3 | 33.3 | 33.3 | 19.0 | 52.4 |
| Stoy | 24 | 172 | 25.0 | 45.8 | 29.2 | 0.0 | 29.2 |
| Strawbridge | 36 | 168 | 22.2 | 63.9 | 13.9 | 0.0 | 13.9 |
| Van Sciver | 60 | 193 | 15.0 | 33.3 | 40.0 | 11.7 | 51.7 |

## GRADE 8 - DISTRICT DATA

| Category | \# of Valid Test Scores | Average Scale Score | \% Level 1 | \% Level 2 | \% <br> Level 3 | \% Level 4 | $\begin{gathered} \% \\ \geq \text { Level } 3 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State | 99,852 | 165 | 35.7 | 44.5 | 15.3 | 4.5 | 19.8 |
| District | 163 | 177 | 20.2 | 46.6 | 24.5 | 8.6 | 33.1 |
| Gender: |  |  |  |  |  |  |  |
| Female | 76 | 175 | 25.0 | 40.8 | 28.9 | 5.3 | 34.2 |
| Male | 87 | 179 | 16.1 | 51.7 | 20.7 | 11.5 | 32.2 |
| Economic Background: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 23 | 161 | 34.8 | 52.2 | 8.7 | 4.3 | 13.0 |
| Non- <br> Economically Disadvantaged | 140 | 180 | 17.9 | 45.7 | 27.1 | 9.3 | 36.4 |

## GRADE 8 - DISTRICT DATA (CONTINUED)

| Category | \# of <br> Valid Test <br> Scores | Average <br> Scale <br> Score | \% <br> Level 1 | \% <br> Level 2 | \% <br> Level 3 | \% <br> Level 4 | \% <br> (Level 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State | 99,852 | 165 | 35.7 | 44.5 | 15.3 | 4.5 | 19.8 |
| District | 163 | 177 | 20.2 | 46.6 | 24.5 | 8.6 | 33.1 |
| Hispanic | 18 | 166 | 22.2 | 50.0 | 22.2 | 5.6 | 27.8 |
| White | 128 | 181 | 15.6 | 49.2 | 26.6 | 8.6 | 35.2 |
|  |  | Ethnicity/Race*: |  |  |  |  |  |
| Additional Student Subgroups*: |  |  |  |  |  |  |  |
| IEP | 34 | 159 | 44.1 | 32.4 | 14.7 | 8.8 | 23.5 |
| 504 | 13 | 191 | 7.7 | 53.8 | 23.1 | 15.4 | 38.5 |

*Other subgroup data (such as English Language Learners, homeless students, and students of other ethnicities/races) has been suppressed due cohort sizes being less than 10

## GRADE 11 - DISTRICT DATA

| Category | \# of <br> Valid Test Scores | Average Scale Score | \% <br> Level 1 | \% Level 2 | \% <br> Level 3 | \% Level 4 | $\begin{gathered} \% \\ \geq \text { Level } 3 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State | 90,024 | 163 | 49.1 | 23.6 | 19.5 | 7.8 | 27.3 |
| District | 149 | 180 | 32.2 | 26.8 | 33.6 | 7.4 | 40.9 |
| Gender: |  |  |  |  |  |  |  |
| Female | 62 | 180 | 27.4 | 29.0 | 40.3 | 3.2 | 43.5 |
| Male | 87 | 180 | 35.6 | 25.3 | 28.7 | 10.3 | 39.1 |
| Economic Background: |  |  |  |  |  |  |  |
| Economically Disadvantaged | 24 | 150 | 62.5 | 16.7 | 20.8 | 0.0 | 20.8 |
| Non- <br> Economically Disadvantaged | 125 | 186 | 26.4 | 28.8 | 36.0 | 8.8 | 44.8 |

## GRADE 11 - DISTRICT DATA (CONTINUED)

| Category | \# of <br> Valid Test <br> Scores | Average <br> Scale <br> Score | \% <br> Level 1 | \% <br> Level 2 | \% <br> Level 3 | \% <br> Level 4 | \% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State | 90,024 | 163 | 49.1 | 23.6 | 19.5 | 7.8 | 27.3 |
| District | 149 | 180 | 32.2 | 26.8 | 33.6 | 7.4 | 40.9 |
| Hispanic | 14 | 164 | 50.0 | 14.3 | 35.7 | 0.0 | 35.7 |
| White | 124 | 187 | 25.8 | 29.8 | 35.5 | 8.9 | 44.4 |
| IEP |  | Ethnicity/Race*: |  |  |  |  |  |
| Additional Student Subgroups*: |  |  |  |  |  |  |  |
| 504 | 12 | 125 | 83.9 | 16.1 | 0.0 | 0.0 | 0.0 |

*Other subgroup data (such as English Language Learners, homeless students, and students of other ethnicities/races) has been suppressed due cohort sizes being less than 10

## INDIVIDUAL SCORE REPORTS

Figure 1. Sample Individual Student Report (ISR)

FIRSTNAME M. LASTNAME Spring 2019 Grade: 5 SID: 0123456789 DOB: 01/01/9999 Local Student Identification: $\mathbf{0 1 2 3 4 5 6 7 8 9}$ SAMPLE DISTRICT NAME SAMPLE SCHOOL NAME

New Jersey Student Learning Assessment - Science (NJSLA-S) Individual Student Report
This report shows how FIRSTNAME performed on the How Can You Use This Report? [elementary/middle/high] school science assessment. This assessment is just one measure of how well your child is performing academically.

To learn more about the test and to view sample questions and practice tests, visit the Score Interpretation Guide (SIG) at
www.measinc.com/nj/science.
See side 2 of this report for specific information on your student's performance using domains and practices.
How did FIRstname perform on the NJSLA-S
Your student's score: $\mathbf{2 2 6}$
Performance: Level 3


Your student's score

| 100 | Level 1 | $\mid 150$ | Level 2 | $\mid 200$ | Level 3 | $\mid 250$ | Level 4 | $300 \mid$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## FIRSTNAME'S score on the NJSLA-S indicates that your student is at Level 3.

Students who are at Level 3 demonstrated appropriate grade-level understanding of the New Jersey Student Learning Standards-Science (NJSLS-S) by comprehending information from a variety of sources (e.g., text, charts, graphs, tables) and applying the knowledge gained from scientific investigations to develop accurate explanations and models of observed phenomena. The students often chose and used the appropriate tools to make observations and to gather, classify, and present data. The students used both essential and non-essential information to recognize patterns and relationships between data and designed systems. The students were able to use information to make real-world connections and predictions.


| $15 \%$ |  |  |  |
| :---: | :---: | :---: | :---: |
| $\begin{array}{c}30 \% \\ \text { Level1 }\end{array}$ |  | $\begin{array}{c}\text { 40\% } \\ \text { Level2 } 2\end{array}$ | $\begin{array}{c}15 \% \\ \text { Level3 }\end{array}$ |
| $\begin{array}{c}\text { Level4 }\end{array}$ |  |  |  |

Level 1
Percentage of students at ${ }^{\text {Level }} \mathbf{2}$

## INDIVIDUAL SCORE REPORTS



## E. Graphical Representation of Performance: Scale Score The shaded horizontal bar in the middle of the page shows the four performance levels, and the black inverted triangle positioned along the bar indicates the point along the continuum that corresponds to the student's score.

F. Description of Level Below the graphic representation of the scale score is a brief description of that score's meaning within the context of the associated performance level.

## CONTINUED

## Figure 1. Sample Individual Student Report (continued)

FIRSTNAME M. LASTNAME

## How did your student perform using the domains and practices?

The domains are the content components related to specific disciplines of science.

## ! Earth \& Space Science

Your student's performance is Below Expectations. A student designated as Near/Met Expectations demonstrates knowledge of the processes that the solar system and galaxy.

The practices are methods by which scientists investigate and build models and theories about the (V).

Investigating Practices
Your student's performance is Above Expectations. A student designated as Near/Met Expectations asks questions, plans and carries out investigations based effectively.

## ! Sensemaking Practices

Your student's performance is Below Expectations. A student designated as Near/Met Expectations

## $\approx$ Critiquing Practices

Your student's performance is Near/Met Expectations.
A student designated as Near/Met Expectations evaluates and creates arguments regarding different to convey a deeper understanding of the natural world.
develop explanations or models of the phenomena.

## Physical Science

Your student's performance is Above Expectations. A student designated as Near/Met Expectations demonstrates knowledge of the mechanisms of
cause and effect in all systems and processes that cause and effect in all systems and processes th
can be understood through a common set of physical and chemical processes.

## Life Science

Your student's performance is Above Expectations.
A student designated as Near/Met Expectations demonstrates knowledge of patterns, processes, and relationships of living organisms.


How will my student's school use the test results?
Results from the test give your student's teacher information about his/her academic performance. The results also give your school and school district important information to make improvements to the education program and to teaching.

## Learn more about the New Jersey Learning Standards

Explore your school website, or ask your principal, for information on your school's annual assessment schedule; the curriculum chosen by your district to give students more hands-on learning experiences that meet state standards; and to learn more about how test results contribute to school improvements. You can also learn more about New Jersey's K-12 standards at https://www.nj.gov/education/aps/cces/science/.

Districts may assign Not Tested or Void codes for students that did not receive a scale score. For more information see the Score Interpretation Guide at www.measinc.com/nj/science.

- The domains are the overarching scientific fields of study within which fall the disciplinary core ideas.
- The domains form subjects of separate courses in science.
- The practices refer to the techniques and procedures that cut across all the domains.
- The practices are the methodologies applied to those subjects/domains.


# CONTINUED 

## FIRSTNAME M. LASTNAME


L. Legend: The reports provide graphical representations of information about what students know and can do with respect to the domains and practices that comprise the NJSLA-S. For each of the domains and practices:

- An exclamation point in a yellow diamond indicates that the student is performing Below Expectationsthat is, the student's performance with respect to this domain or practice is statistically significantly below expectations, and the student is likely in significant need of instructional support.
- A double tilde in a purple square indicates that the student is performing "Near/Met Expectations"-that is, the student's performance with respect to this domain or practice does not differ to a statistically significant extent from expectations, and the student may need some degree of instructional support or not.
- A check mark in a green circle indicates that the student is performing Above Expectations-that is, the student's performance with respect to this domain or practice is statistically significantly above expectations, and the student is likely academically well prepared.


## DOMAINS

|  | Earth and Space Science |  |  | Life Science |  |  | Physical Science |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $\begin{gathered} \text { \% } \\ \text { Below } \end{gathered}$ | \% Near or Met | \% Above | \% Below |  | \% Above | \% Below |  | \% Above |
| State | 50 | 38 | 11 | 52 | 40 | 8 | 48 | 39 | 13 |
| Grade 5 | 38 | 45 | 17 | 41 | 50 | 9 | 35 | 48 | 17 |
| State | 54 | 40 | 6 | 60 | 33 | 7 | 65 | 28 | 7 |
| Grade 8 | 36 | 58 | 7 | 53 | 38 | 9 | 52 | 36 | 12 |
| State | 53 | 35 | 12 | 56 | 33 | 11 | 54 | 36 | 10 |
| Grade 11 | 32 | 52 | 16 | 39 | 48 | 13 | 40 | 52 | 9 |

## PRACTICES (DEFINED)

| Investigating <br> Practices | Sensemaking <br> Practices | Critiquing Practices |
| :--- | :--- | :--- |
| 1. Asking Questions <br> and Defining <br> Problems | 1. Developing and <br> Using Models | 1. Engaging in <br> Argument from <br> Evidence |
| 2. Planning and <br> Carrying Out <br> Investigations | 2. Analyzing and <br> Interpreting Data | 2. Obtaining, <br> Evaluating, and <br> Communicating <br> Information |
| 3. Using <br> Mathematical and <br> Computational <br> Thinking3. Constructing <br> Explanations and <br> Designing Solutions | N/A |  |

## PRACTICES

|  | Investigating <br> Practices |  | Sensemaking <br> Practices |  |  | Critiquing <br> Practices |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Below | \% <br> Near <br> or <br> Met | \% <br> Above | \%elow <br> Near <br> or Met | \% <br> Above | \% <br> Below <br> \%ear <br> or Met | \% <br> Above |  |  |  |
| State | 48 | 44 | 8 | 53 | 34 | 12 | 48 | 43 | 9 |
| Grade 5 | 37 | 49 | 14 | 37 | 45 | 17 | 37 | 50 | 14 |
|  |  |  |  |  |  |  |  |  |  |
| State | 64 | 30 | 6 | 62 | 31 | 7 | 59 | 34 | 7 |
| Grade 8 | 52 | 38 | 10 | 50 | 39 | 11 | 47 | 44 | 9 |
| State | 54 | 32 | 14 | 60 | 27 | 14 | 52 | 36 | 12 |
| Grade 11 | 43 | 43 | 14 | 45 | 40 | 15 | 34 | 48 | 17 |

## DISTRICT FOLLOW UP

- Review curriculum and assessments to ensure that the scientific practices are included in each appropriate unit of study and across the grade bands.
- Summer curriculum work - concept review opportunities to ensure domain area knowledge is reinforced

