HADDON TOWNSHIP SCHOOL DISTRICT

2019

Report of State Assessment Data

October 17, 2019

TO BE DISCUSSED

The chief school administrator (CSA) reports participation and performance results of annual Statewide assessments to the district board of education within 60 days of receipt of the finalized information from the Department. The reports include aggregated and disaggregated subgroup data, as well as trend and comparative analyses and appropriate intervention strategies. (N.J.A.C. 6A:8-4.3)

HADDON TOWNSHIP 2019 NJSLA ELA-MATH PARTICIPATION RATES

ELA	Count of Valid Test Scores	Percent Taking Test	Math	Count of Valid Test Scores	Percent Taking Test
Grade 3	145	98%	**Grade 3**	146	99%
Grade 4	166	95%	**Grade 4**	166	95%
Grade 5	160	99%	**Grade 5**	160	99%
Grade 6	151	99%	**Grade 6**	153	100%
Grade 7	145	97%	**Grade 7**	146	98%
Grade 8	162	96%	**Grade 8**	116	95%
Grade 9	150	97%	**Algebra I**	151	98%
Grade 10	162	96%	**Geometry**	140	78%
			Algebra II	53	42%

HADDON TOWNSHIP
2019 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	NJ % ≥ Level 4
Grade 3	98%	4%	14%	23%	55%	3%	59%	**50%**
Grade 4	95%	5%	9%	28%	45%	14%	58%	**57%**
Grade 5	99%	3%	8%	21%	59%	9%	69%	**58%**
Grade 6	99%	3%	5%	34%	54%	5%	59%	**56%**
Grade 7	97%	3%	5%	24%	52%	15%	68%	**63%**
Grade 8	96%	3%	11%	17%	41%	29%	70%	**63%**
Grade 9	97%	7%	8%	24%	40%	21%	61%	**55%**
Grade 10	96%	9%	17%	22%	38%	14%	51%	**58%**

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

HADDON TOWNSHIP
2019 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
Grade 3	99%	3%	13%	21%	53%	10%	63%	**55%**
Grade 4	95%	5%	13%	28%	52%	1%	54%	**51%**
Grade 5	99%	4%	14%	29%	46%	7%	53%	**47%**
Grade 6	100%	5%	22%	33%	33%	7%	40%	**41%**
Grade 7	98%	2%	10%	39%	45%	5%	49%	**42%**
Grade 8	95%	18%	20%	35%	28%	0%	28%	**29%**
***Algebra I**	98%	7%	25%	25%	40%	5%	44%	**43%**
***Geometry**	78%	4%	29%	37%	29%	2%	31%	**31%**
***Algebra II**	42%	2%	15%	21%	55%	8%	62%	**46%**

- Algebra and Geometry data represents both Middle School and High School results
- Note: Numbers may not sum to 100% due to rounding.

HADDON TOWNSHIP
2017-2019 ELA
PROFICIENCY COMPARISON

	PARCC 2017 District % ≥ Level 4	2017 NJ % ≥ Level 4	PARCC 2018 District % ≥ Level 4	2018 NJ % ≥ Level 4	NJSLA 2019 District % ≥ Level 4	2019 NJ % ≥ Level 4
Grade 3	60%	50%	56%	52%	59%	**50%**
Grade 4	58%	56%	69%	58%	58%	**57%**
Grade 5	66%	59%	60%	58%	69%	**58%**
Grade 6	59%	53%	54%	56%	59%	**56%**
Grade 7	65%	59%	70%	63%	68%	**63%**
Grade 8	42%	59%	68%	60%	70%	**63%**
Grade 9	54%	51%	43%	54%	61%	**55%**
Grade 10	51%	45%	56%	50%	51%	**58%**

HADDON TOWNSHIP 2017-2019 MATHEMATICS PROFICIENCY COMPARISON

	PARCC 2017 District % ≥ Level 4	2017 NJ % ≥ Level 4	PARCC 2018 District % ≥ Level 4	2018 NJ % ≥ Level 4	NJSLA 2019 District % ≥ Level 4	2019 NJ % ≥ Level 4
Grade 3	60%	53%	52%	53%	63%	**55%**
Grade 4	51%	47%	47%	49%	54%	**51%**
Grade 5	52%	46%	48%	49%	53%	**47%**
Grade 6	52%	44%	49%	44%	40%	**41%**
Grade 7	43%	40%	51%	43%	49%	**42%**
Grade 8	15%	28%	23%	28%	28%	**29%**
Algebra 1	49%	41%	53%	46%	44%	**43%**
Geometry	31%	30%	32%	30%	31%	**31%**
Algebra 2	30%	27%	34%	29%	62%	**46%**

HADDON TOWNSHIP
2018 PARCC 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	Grade 10 % ≥ Level 4	Grade 11 % ≥ Level 4
Edison	57%	75%	32%						
Jennings	55%	81%	69%						
Stoy	69%	63%	85%						
Strawbridge	56%	62%	45%						
Van Sciver	59%	70%	65%						
RMS				53%	70%	68%			
HTHS							43%	56%	39%
District	56%	69%	60%	53%	70%	68%	43%	56%	39%
State	52%	58%	58%	56%	63%	60%	54%	50%	38%

HADDON TOWNSHIP
2019 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	Grade 10 % ≥ Level 4
Edison	65%	52%	70%					
Jennings	52%	64%	72%					
Stoy	55%	53%	58%					
Strawbridge	59%	66%	53%					
Van Sciver	60%	56%	81%					
RMS				59%	68%	70%		
HTHS							61%	51%
District	59%	58%	69%	59%	68%	70%	61%	51%
State	50%	57%	58%	56%	63%	63%	55%	58%

HADDON TOWNSHIP
2018 PARCC 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	Alg. II % ≥ Level 4
Edison	39%	60%	47%						
Jennings	37%	57%	69%						
Stoy	61%	37%	54%						
Strawbridge	56%	22%	33%						
Van Sciver	56%	59%	48%						
RMS				49%	51%	23%	95%	*	
HTHS							31%	31%	34%
District	52%	48%	47%	49%	51%	23%	53%	32%	34%
State	53%	50%	48%	44%	43%	28%	45%	30%	29%

* Data has been suppressed to protect student privacy.

HADDON TOWNSHIP
2019 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	Alg. II % ≥ Level 4
Edison	57%	43%	60%						
Jennings	68%	36%	62%						
Stoy	56%	57%	46%						
Strawbridge	66%	53%	28%						
Van Sciver	65%	63%	66%						
RMS				40%	49%	28%	97%	91%	
HTHS							28%	26%	62%
District	63%	54%	53%	40%	49%	28%	44%	31%	62%
State	55%	51%	47%	41%	42%	29%	43%	31%	46%

* Data has been suppressed to protect student privacy.

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."

https://www.state.nj.us/education/ESSA/plan/Overview.pdf

SUBGROUPS IN HADDON TOWNSHIP

- Beginning with the child in mind
  - Identifying instructional opportunities, interventions
  - Removing barriers to ensure equitable access to programming
  - Providing an instructional program appropriate for the student
    - Supports including remediation and acceleration

2019 ELA SUBGROUP DATA

GRADE LEVEL	DISTRICT % ≥ Level 4	HISPANIC/LATINO		ECONOMICALLY DISADVANTAGED		IEP/ SPECIAL EDUCATION		504 PLANS	
3	59%	20%	2(10)	30%	6(20)	23%	7(30)	*	*
4	58%	50%	7(14)	32%	10(31)	25%	7(28)	*	*
5	69%	75%	9(12)	50%	9(18)	27%	6(22)	*	*
6	59%	45%	9(20)	35%	8(23)	22%	6(27)	47%	8(17)
7	68%	50%	6(12)	32%	6(19)	29%	8(28)	63%	10(16)
8	70%	56%	10(13)	46%	10(22)	29%	10(34)	79%	11(14)
9	61%	47%	9(19)	39%	10(26)	18%	6(33)	93%	14(15)
10	51%	27%	4(15)	42%	8(19)	25%	8(32)	46%	6(13)

* Subgroup does not meet NJDOE reporting standards

2019 MATH SUBGROUP DATA

GRADE LEVEL	DISTRICT % ≥ Level 4	HISPANIC/LATINO		ECONOMICALLY DISADVANTAGED		IEP/ SPECIAL EDUCATION		504 PLANS	
3	63%	27%	3(11)	50%	10(20)	23%	7(30)	*	*
4	54%	14%	2(14)	39%	12(31)	18%	5(28)	*	*
5	53%	33%	4(12)	28%	5(18)	18%	4(22)	*	*
6	40%	27%	6(22)	13%	3(24)	0%	0(27)	29%	5(17)
7	49%	23%	3(13)	19%	4(21)	21%	6(28)	50%	8(16)
8	28%	31%	5(16)	10%	2(20)	13%	4(32)	*	*
ALG I	44%	18%	3(17)	30%	8(27)	11%	4(35)	65%	11(17)
GEO	31%	25%	3(12)	7%	1(14)	4%	1(24)	47%	7(15)
ALG II	62%	*	*	*	*	*	*	*	*

* Subgroup does not meet NJDOE reporting standards

2019 NJSLA ELA AND MATH SUBGROUP DATA - GENDER

ELA	% HT Females ≥ Level 4	% HT Males ≥ Level 4	% NJ Females ≥ Level 4	% NJ Males ≥ Level 4	Math	% HT Females ≥ Level 4	% HT Males ≥ Level 4	% NJ Females ≥ Level 4	% NJ Males ≥ Level 4
Grade 3	65%	51%	55%	46%	**Grade 3**	61%	65%	54%	56%
Grade 4	67%	49%	62%	53%	**Grade 4**	52%	54%	50%	52%
Grade 5	74%	63%	64%	52%	**Grade 5**	52%	55%	47%	47%
Grade 6	65%	52%	64%	48%	**Grade 6**	46%	33%	42%	40%
Grade 7	74%	60%	71%	55%	**Grade 7**	44%	56%	42%	42%
Grade 8	73%	67%	71%	55%	**Grade 8**	36%	19%	31%	27%
Grade 9	73%	52%	63%	49%	**Algebra I - MS**	100%	95%	45%	42%
Grade 10	65%	39%	67%	51%	**Algebra I - HS**	31%	25%	45%	42%
					Geometry	31%	22%	33%	32%
					Algebra II	56%	71%	53%	60%

ACCESS FOR ELLS

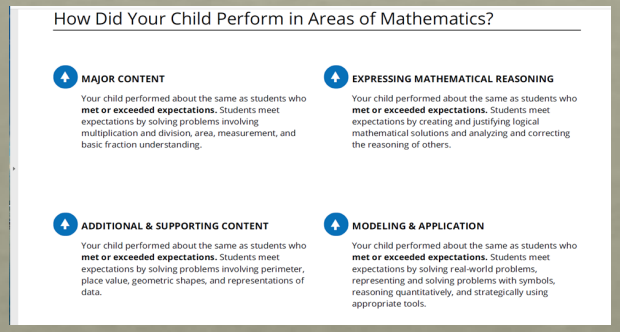
Proficiency Level	Total Number of Students Scoring in This Category
1. Entering: Knows and uses minimal social language and minimal academic language with visual and graphic support	2
2. Emerging: Knows and uses some social and general academic with visual and graphic support	2
3. Developing: Knows and uses social English and some specific academic language with visual and graphic support	15
4. Expanding: Knows and uses social English and some technical academic language	13
5. Bridging: Knows and uses social and academic language working with grade level material	1
6. Reaching: Knows and used social and academic language at the highest level measured by this test	0
	33 students total; average score 3.6
*Grade level data has been suppressed to protect student privacy. *Reporting on Alternate ACCESS for ELLs has been suppressed to protect student privacy.	

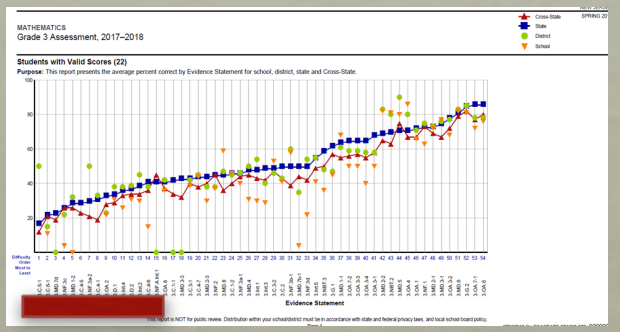
DYNAMIC LEARNING MAPS (DLM)

- 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.
  - https://dynamiclearningmaps.org/about/tests
- 2019 Spring Administration data suppressed to protect student privacy.

MAKING SENSE AND TAKING ACTION

CORE FORM	OVERALL		3.MD.A.1 3.MD.A.2		3.MD.B.3 3.MD.B.4		3.MD.C.5 3.MD.C.5.a 3.MD.C.5.b 3.MD.C.6 3.MD.C.7 3.MD.C.7.a 3.MD.C.7.b 3.MD.C.7.c 3.MD.C.7.d		3.MD.D.8		3.G.A.1 3.G.A.2		On Grade Level		Securely Held Knowledge	
	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST
O22	61	21	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	13	45	20
O22	61	71	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	38	45	50
O22	61	50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	38	45	50
O22	61	57	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	31	45	60
O22	61	57	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	56	45	80
O22	61	50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	25	45	40
O21	54	50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45	38	47	20
O22	61	29	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	13	45	40
O22	61	43	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	13	45	20
O22	61	50	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	19	45	30
O21	54	20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45	6	47	10
O22	61	64	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	31	45	60
O22	61	21	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	25	45	30
O22	61	43	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41	19	45	10
O21	54	40	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45	50	47	20





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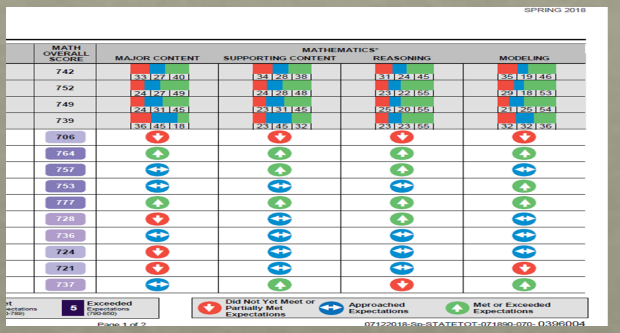
MATHEMATICS
Grade 3 Assessment, 2017–2018

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	School Student Count
34	3.Int.5	3.MD.A.2 3.NBT.A.1 3.NBT.A.2 3.NBT.A.3	Measurement & Data Number & Operations in Base Ten	Math - Type I	17
35	3.NBT.3	3.NBT.A.3	Number & Operations in Base Ten	Math - Type I	22
36	3.G.1	3.G.A.1	Geometry	Math - Type I	22
37	3.MD.1-1	3.MD.A.1	Measurement & Data	Math - Type I	22
38	3.OA.7-2	3.OA.C.7	Operations & Algebraic Thinking	Math - Type I	22
39	3.OA.3-3	3.OA.A.3	Operations & Algebraic Thinking	Math - Type I	22
40	3.OA.3-4	3.OA.A.3	Operations & Algebraic Thinking	Math - Type I	22
41	3.OA.3-1	3.OA.A.3	Operations & Algebraic Thinking	Math - Type I	22
42	3.MD.2-2	3.MD.A.2	Measurement & Data	Math - Type I	17
43	3.NBT.2	3.NBT.A.2	Number & Operations in Base Ten	Math - Type I	22
44	3.MD.5	3.MD.C.5 3.MD.C.5.A	Measurement & Data	Math - Type I	5
45	3.OA.4	3.OA.A.4	Operations & Algebraic Thinking	Math - Type I	22
46	3.OA.1	3.OA.A.1	Operations & Algebraic Thinking	Math - Type I	22
47	3.NF.1	3.NF.A.1	Number & Operations–Fractions	Math - Type I	22
48	3.MD.2-1	3.MD.A.2	Measurement & Data	Math - Type I	22
49	3.MD.3-1	3.MD.B.3	Measurement & Data	Math - Type I	22
50	3.OA.3-2	3.OA.A.3	Operations & Algebraic Thinking	Math - Type I	22
51	3.MD.6	3.MD.C.6	Measurement & Data	Math - Type I	17
52	3.G.2	3.G.A.2	Geometry	Math - Type I	22
53	3.OA.7-1	3.OA.C.7	Operations & Algebraic Thinking	Math - Type I	22
54	3.OA.6	3.OA.B.6	Operations & Algebraic Thinking	Math - Type I	17



KEY QUESTIONS

- Where are our students performing well?
- Where are our students in need of targeted learning opportunities to address deficiencies?
- How can we help our teachers better meet the needs of our students?
- How do multiple assessments, state and local, paint a picture of student performance?

GOING FORWARD

- **District**
  - Continue to provide means and opportunities by which teachers and administrators can more easily access and analyze a variety of data in order to compare, plan and make focused instructional decisions to support student growth and achievement
- **High School**
  - Analyze data throughout the school year in both language arts and math utilizing LinkIt benchmark data in conjunction with local assessment data, with a focus on growth
  - Continue to provide individual, small group and whole class support in order to support every student's ability to meet the assessment requirements for graduation
  - Ensure that all question types are utilized within the context of regular instruction and classroom experiences

GOING FORWARD (CONT')

- **Middle School**
  - Math
    - Implement the new math program with fidelity, with opportunities for teacher support through professional development
    - Place additional emphasis on statistics and geometry, which the evidence statements show are areas in need of growth
  - Language Arts
    - Provide additional rich opportunities for students to read, analyze and write about informational text
    - Ensure that students continue engage in deep analysis of fiction texts to support their ability to identify and infer the author's meaning

GOING FORWARD (CONT')

- **Elementary Schools**
  - Math
    - Ensure a focus on "measurement and data" and "operations in base 10"
      - Additional focus on fractions in 3rd grade
    - Review the scope and sequence for Math in Focus align with LinkIt benchmark results and identified NJ SLA priorities
    - Look for ways to incorporate math fact fluency
  - Language Arts
    - Provide additional opportunities for students to engage in literary analysis, particularly in terms of comparing texts and providing evidence-based responses
    - Incorporate additional ways in which strategies for inferring and identifying theme may be used throughout content areas