



**Colts Neck**

Township Schools

# NJSLA Results: Spring 2023 Administrations

Colts Neck Township Schools  
October 4, 2023

Measuring  
College and  
Career  
Readiness

# What is NJSLA?

According to the New Jersey Department of Education:

The New Jersey Student Learning Assessments (NJSLA) are statewide assessments that assess students' progress toward the New Jersey Student Learning Standards in English Language Arts (ELA), mathematics, and science....

Each assessment is typically administered in computer-based (CBT) format, although paper-based testing (PBT) is available as an accommodation. ELA assessments will focus on writing effectively when analyzing text. Mathematics assessments will focus on applying skills and concepts and understanding multi-step problems that require abstract reasoning and modeling real-world problems, precision, perseverance, and strategic use of tools. Science assessments will focus on applying scientific concepts and practices within the domains of Earth & space, life, and physical science. Students will demonstrate their acquired skills and knowledge by answering selected-response items, constructed response items and technology-enhanced questions.

<https://www.nj.gov/education/assessment/resources/district/index.shtm>

# Grades 3-8: What is being assessed? English -Language Arts (ELA)

The NJSLA-English-Language Arts (ELA) Assessments:

- align to a representative **sampling of standards** and evidence statements;
- reflect the balance between **literary and informational texts**;
- include a **writing task** in each unit and associated scoring rubrics;
- align to the ELA Task Models;
- maintain all item types (**Evidence-Based Selected Response; Technology-Enhanced Constructed Response; and Prose Constructed Response**); and
- report on all five subclaims and performance levels.

<https://www.nj.gov/education/assessment/resources/district/blueprtsguide/elacompanionguide3to8.shtml>

# Grades 3-8: What is being assessed? Mathematics

The NJSLA-Mathematics Assessments:

- On the NJSLA-M, subclaim categories will remain **Major Content, Additional and Supporting Content, Reasoning, and Modeling**
- All performance indicators will continue to accurately reflect student achievement of the corresponding evidence statements

<https://www.nj.gov/education/assessment/resources/district/blueprtsguide/elacompanionguide3to8.shtml>

# Grades 3-8: What is being assessed?

The New Jersey Student Learning Assessment is a series of state assessments designed to measure the district's implementation of its curriculum.

Each [curriculum](#) is aligned to New Jersey State Learning Standards.

Therefore, results from state assessments are viewed as data points that inform the district about its curricula, the implementation of the curricula, and students' acquisition of the skills and content identified in state standards.

# NJSLA Performance Levels

**NJSLA uses five performance levels to determine student attainment of grade level expectations**

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Not yet meeting grade-level expectations	Partially meeting grade-level expectations	Approaching grade-level expectations	Meeting grade-level expectations	Exceeding grade-level expectations

# English Language Arts

# Spring 2023 NJSLA ELA Score Ranges

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3rd	650-699	700-724	725-749	750-809	810-850
4th	650-699	700-724	725-749	750-789	790-850
5th	650-699	700-724	725-749	750-798	799-850
6th	650-699	700-724	725-749	750-789	790-850
7th	650-699	700-724	725-749	750-784	785-850
8th	650-699	700-724	725-749	750-793	794-850



# Achievement and Growth

*Same Grade, Different Students*

# ELA

# Conover Road Elementary School Spotlight Highlight & Focus -ELA

## Spotlight Highlight

- Level 5 / Exceeding Expectations: 40% of 4th Graders Exceeded Expectations, compared to 15% of students statewide
- Level 4 / Meeting & Level 5/ Exceeding Expectations: Three-year trend of percentage of 3-5 students meeting and exceeding expectations in written expression strand increased from 68% (2019) to 81% (2023). \*No NJSLA 2020 & 2021

## Spotlight Focus

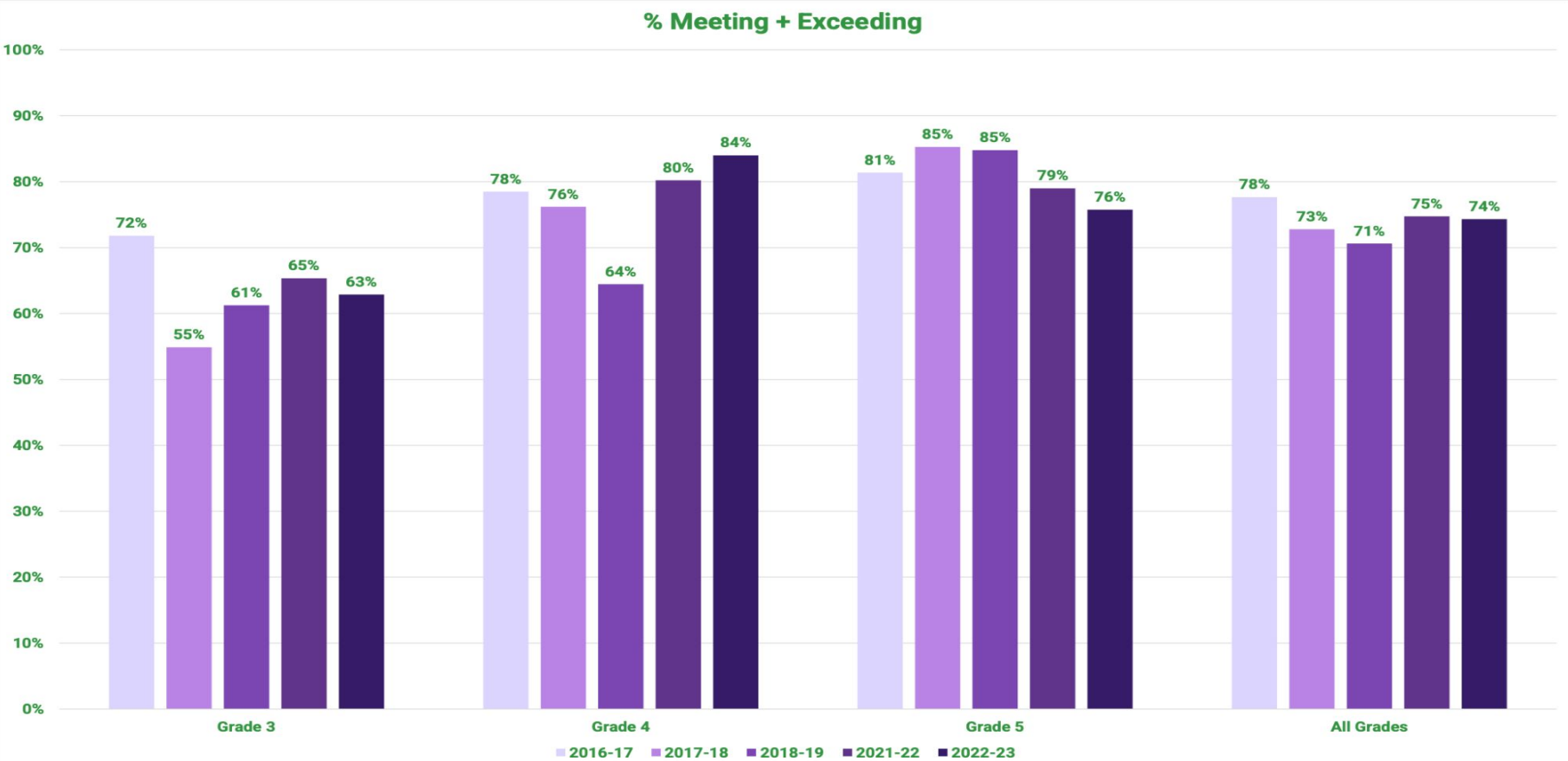
- Emphasis on students reading informational texts & literary texts, all students, 3-5
- Structure targeted intervention instruction / small groups by specific skill
- While students in grades 3 & 4 are exceeding pre-pandemic Level 4 & Level 5 performance, grade 5 students are not yet demonstrating pre-pandemic levels of Level 4 & Level 5 performance

# Conover Road Elementary School ELA Grades 3-5

## ELA Achievement and Growth

*Same grade, different students*

**% Meeting + Exceeding**



# Conover Road Elementary School Subscore Achievement - ELA

## Data Driven Focus on Subscore Strands

In alignment with our District Goals and Strategic Plan focusing on data-driven instruction, we:

- Developed and implemented targeted action plans to increase student performance in each school throughout the year
- Trained staff and analysed data with a focus on coding and scoring oral reading and fluency.
- Determined guiding reading groups and text selection that would serve to most effectively drive instruction.
- Monitored student progress and identified students in need of intervention and enrichment services
- Identify students who may be at risk for reading difficulties and identify areas of instructional support

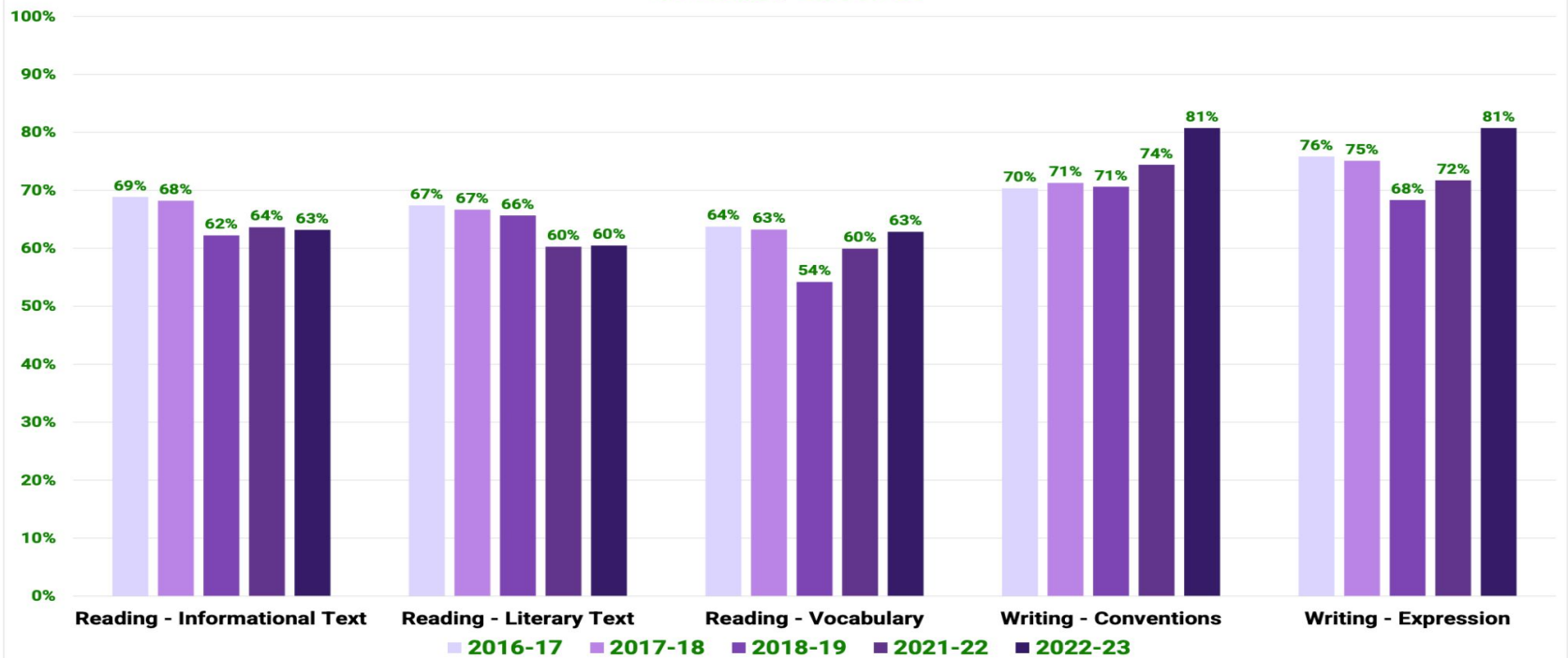
# Conover Road Elementary School Subscore Achievement - ELA

## Data Driven Focus on Subscore Strands

### ELA Subscore Achievement (ES)

*Same grade, different students*

**% Meets / Exceeds**



# Cedar Drive Middle School Achievement and Growth -ELA

## Areas to Highlight

- 83% of MS students met or exceeded expectations in Writing-Expression and Writing Conventions. This represents an improvement of 11% from the previous year.
- The percentage of students who did not meet expectations decreased in every grade level 6-8, and in every subscore in a year-over-year comparison of 2022 to 2023.
- 87% of all general education students meet or exceeded expectations in grades 6-8.
- Achievement levels in grades 7 and 8 improved substantially. The percentage of students meeting or exceeding expectations in grade 7 went from 73% in 2022 to 83% in 2023. In grade 8, the percentage of students meeting or exceeding expectations went from 60% in 2022 to 73% in 2023.

# Cedar Drive Middle School Achievement and Growth -ELA

## Areas of Focus

- Reading vocabulary and reading literary text
- Targeted T.I.P. and ELO
- Improving engagement for 8th grade students
- Working with cross curricular reading and writing activities in all content areas

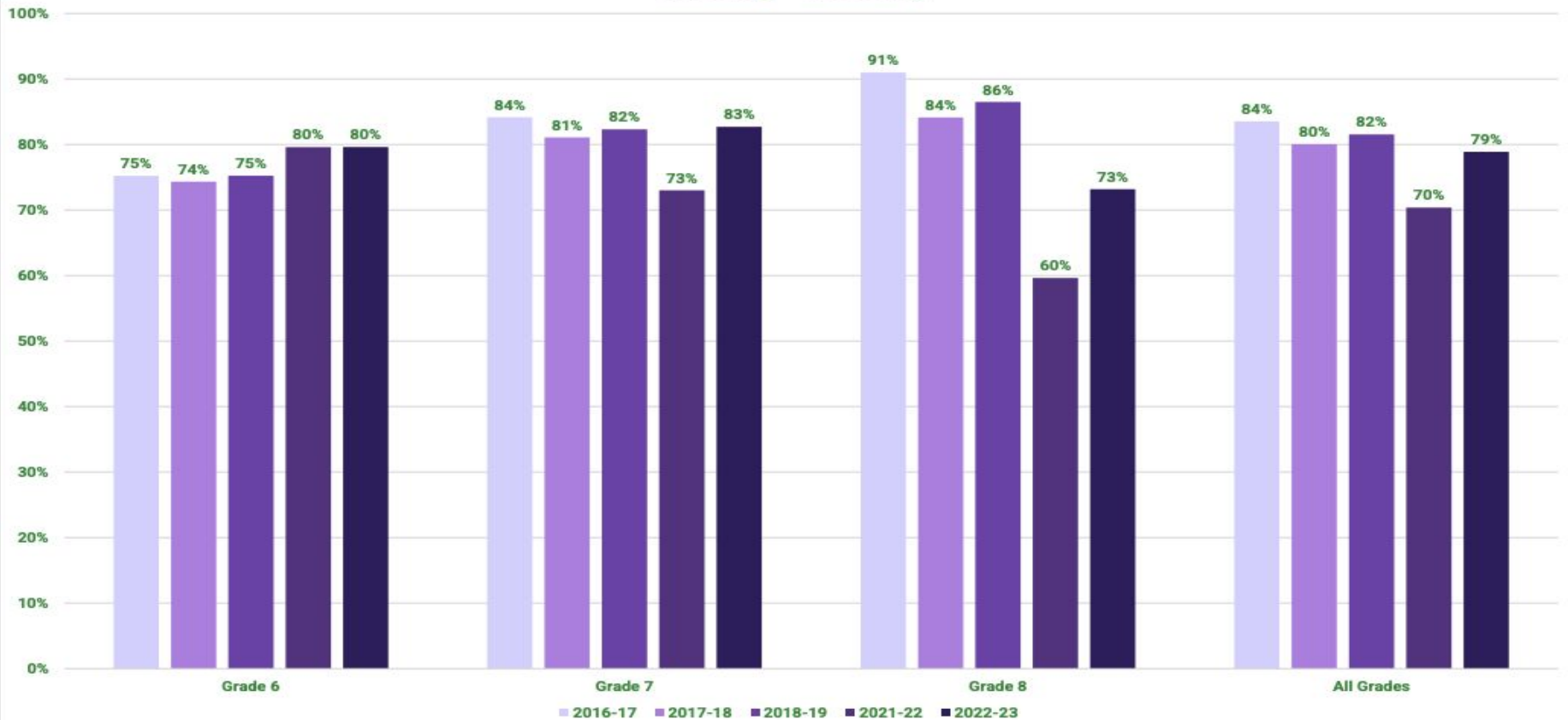
# Cedar Drive Middle School

## ELA Grades 6-8

### ELA Achievement and Growth

*Same grade, different students*

% Meeting + Exceeding





# Cedar Drive Middle School Subscore Achievement - ELA

## Data Driven Focus on Subscore Strands

In alignment with our **District Goals and Strategic Plan** focusing on data-driven instruction, we:

- Developed and implemented targeted action plans to increase student performance in each school throughout the year
- Monitored student progress and identified students in need of intervention and enrichment services
- Identify students who may be at risk for reading and writing difficulties and identify areas of instructional support
- Used NWEA MAP data to identify students who were predicted as “approaching” levels of meeting or exceeding expectations on the NJSLA
- Infused NJSLA released test items to provide students the opportunity to read and translate the wording of math questions as it appears on the state test, while simultaneously supporting the learning objectives for each lesson
- Designed authentic fluency practice to maintain engaging and exciting opportunities outside of the Middle School classroom by performing Reader’s Theatres and Halloween Read-Alouds for the primary school students

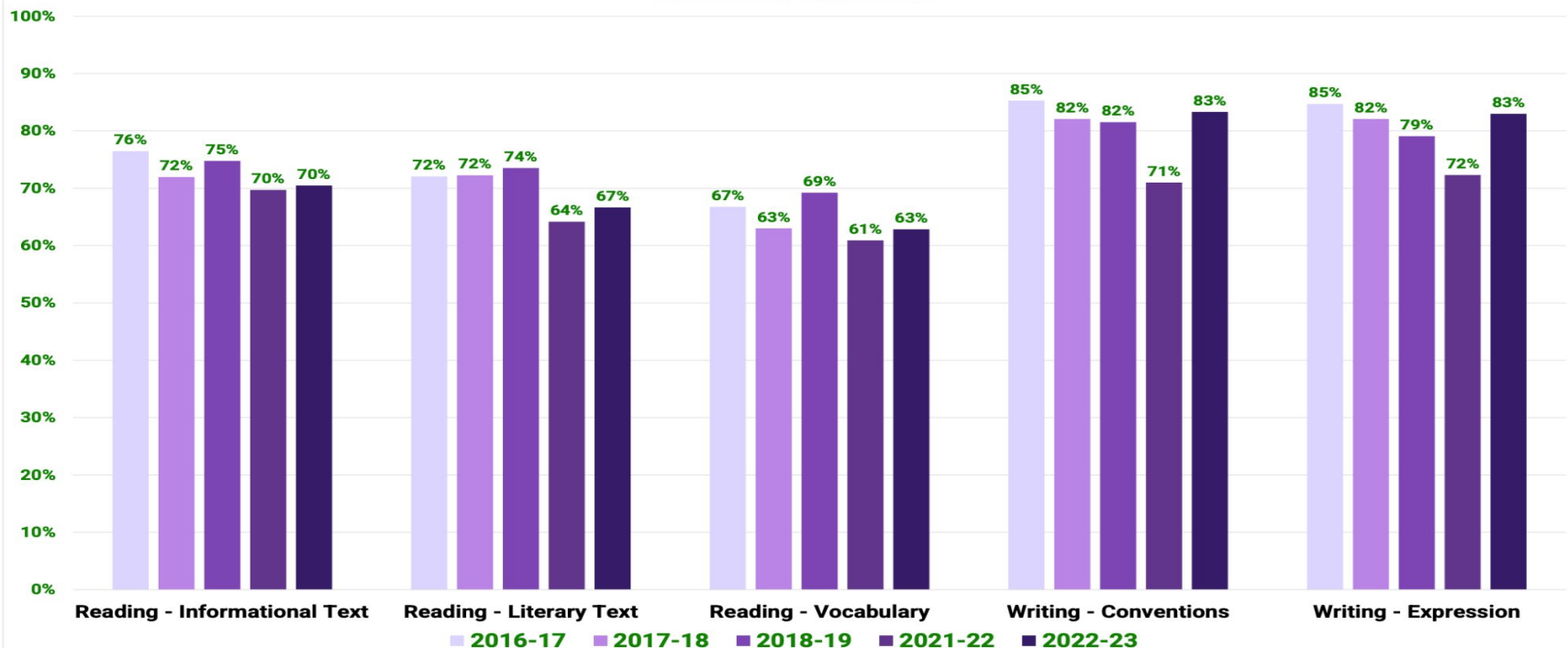
# Cedar Drive Middle School Subscore Achievement - ELA

## Data Driven Focus on Subscore Strands

### ELA Subscore Achievement (MS)

*Same grade, different students*

**% Meets / Exceeds**



# Proficiency by Program

*Same Grade, Different Students*

**ELA**

# Proficiency by Program -ELA

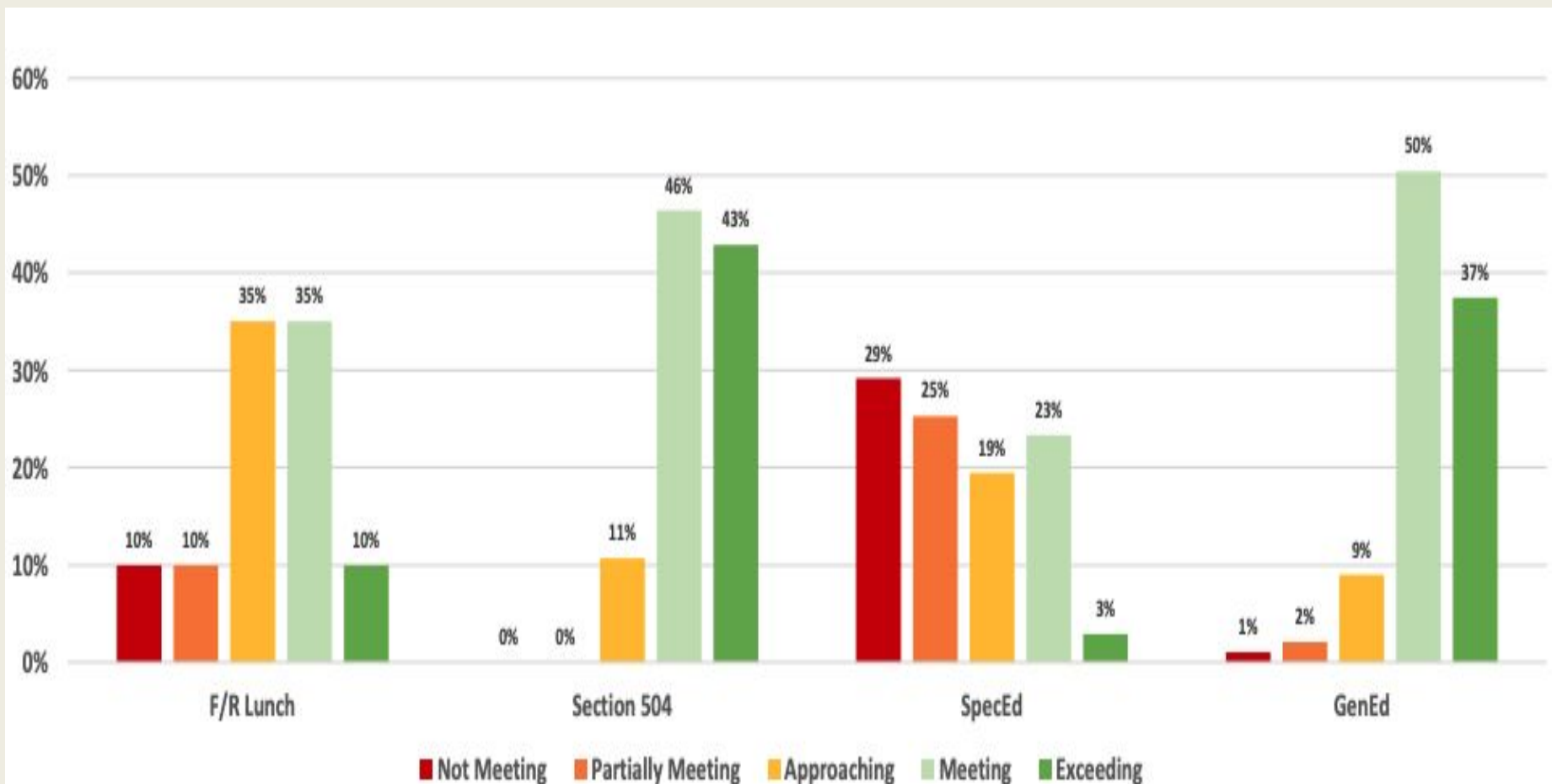
## Areas to Highlight

- In grade 4, 100% of ML formerly ELL students Met or Exceeded Expectations
- In grade 5, 100% of students with 504's Met or Exceeded Expectations.
- All 3-5 TEP students met or exceeded expectations.
- Grade 678

## Areas of Focus

- Special Education resources and curriculum
- Phonics instruction for identified students in grade 3
- Utilizing Title III money to target instruction for ML students

# Proficiency by Program in ELA All Grades



# English Language Arts

## T.I.P. Students in ELA Grades 3-8

Grade	Total # of Students	Exceeding	Meeting	Approaching	Parital	Did Not Meet	Total Met
<b>3</b>	<b>15</b>	<b>0</b>	<b>7</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>47%</b>
<b>4</b>	<b>16</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>69%</b>
<b>5</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>43%</b>
<b>6</b>	<b>12</b>	<b>0</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>42%</b>
<b>7</b>	<b>19</b>	<b>1</b>	<b>10</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>58%</b>
<b>8</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>75%</b>

# English Language Arts

## T.E.P. Students in ELA Grades 3-8

Grade	Total # of Students	Exceeding	Meeting	Approaching	Parital	Did Not Meet	Total Met
3	14	4	10	0	0	0	100%
4	18	16	2	0	0	0	100%
5	17	13	4	0	0	0	100%
6	18	13	5	0	0	0	100%
7	25	22	3	0	0	0	100%
8	25	20	5	0	0	0	100%

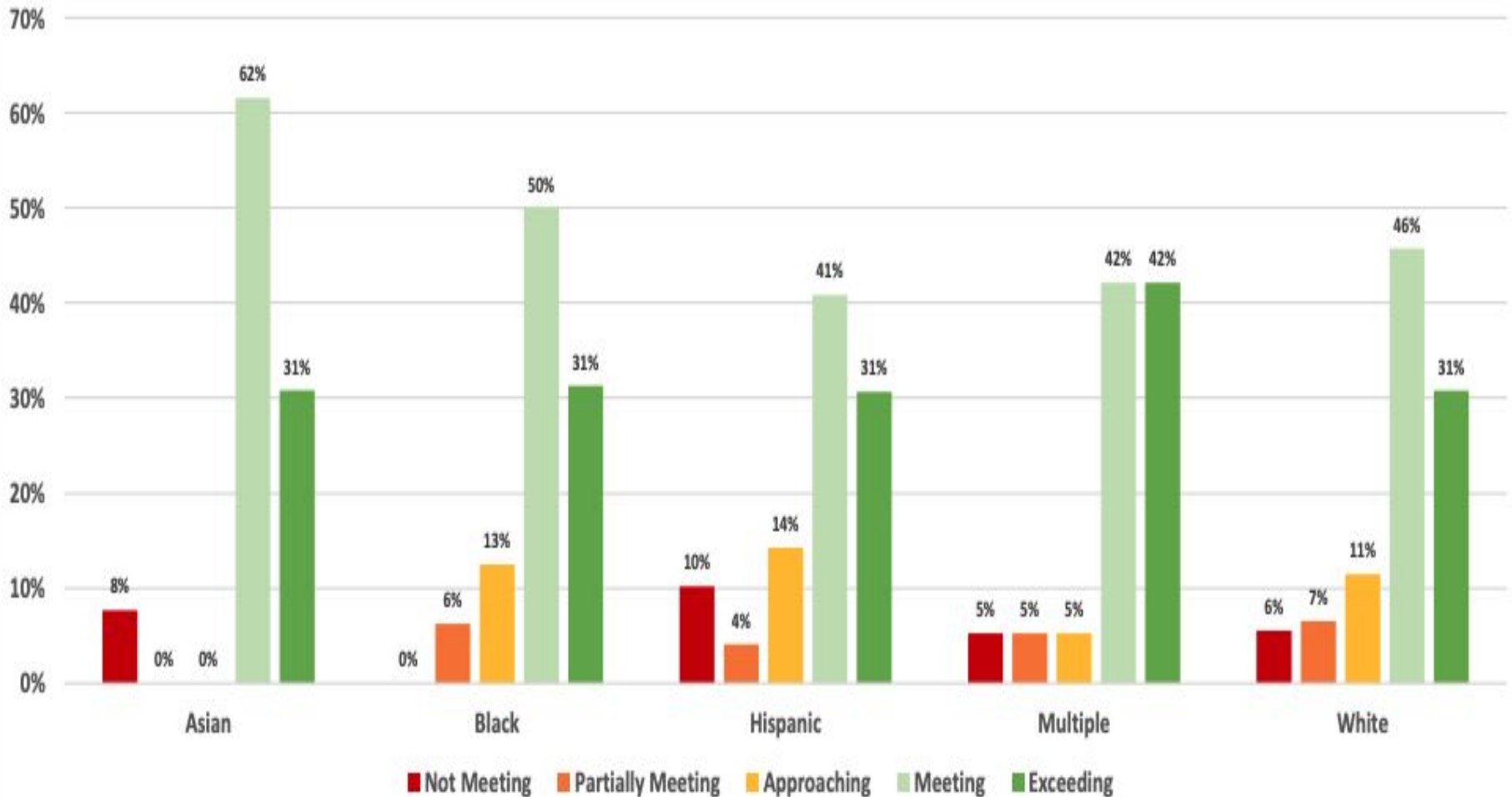
# Proficiency by Race

*Same Grade, Different Students*

**ELA**



# Distribution by Achievement Level in ELA - All Grades



# Proficiency by Cohort

*Same Students, Different Grade*

ELA

# English Language Arts Cohort Comparison

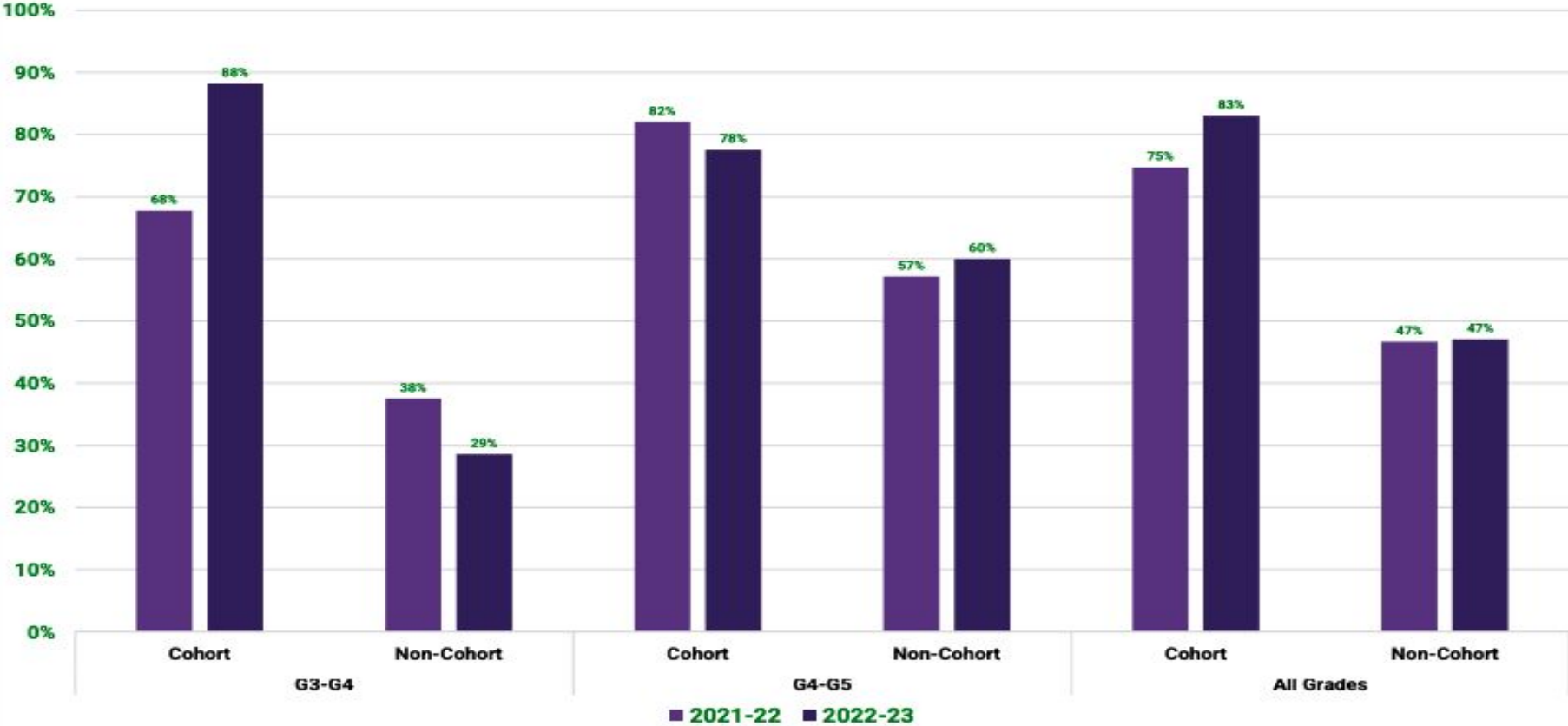
- Cohort data is gathered to reflect the “trend” of the progress of our students over the years.

# Cohort Comparison Current Grades 3-5

## ELA Cohort Achievement and Growth

*Same students, consecutive grades*

**% Meeting + Exceeding**

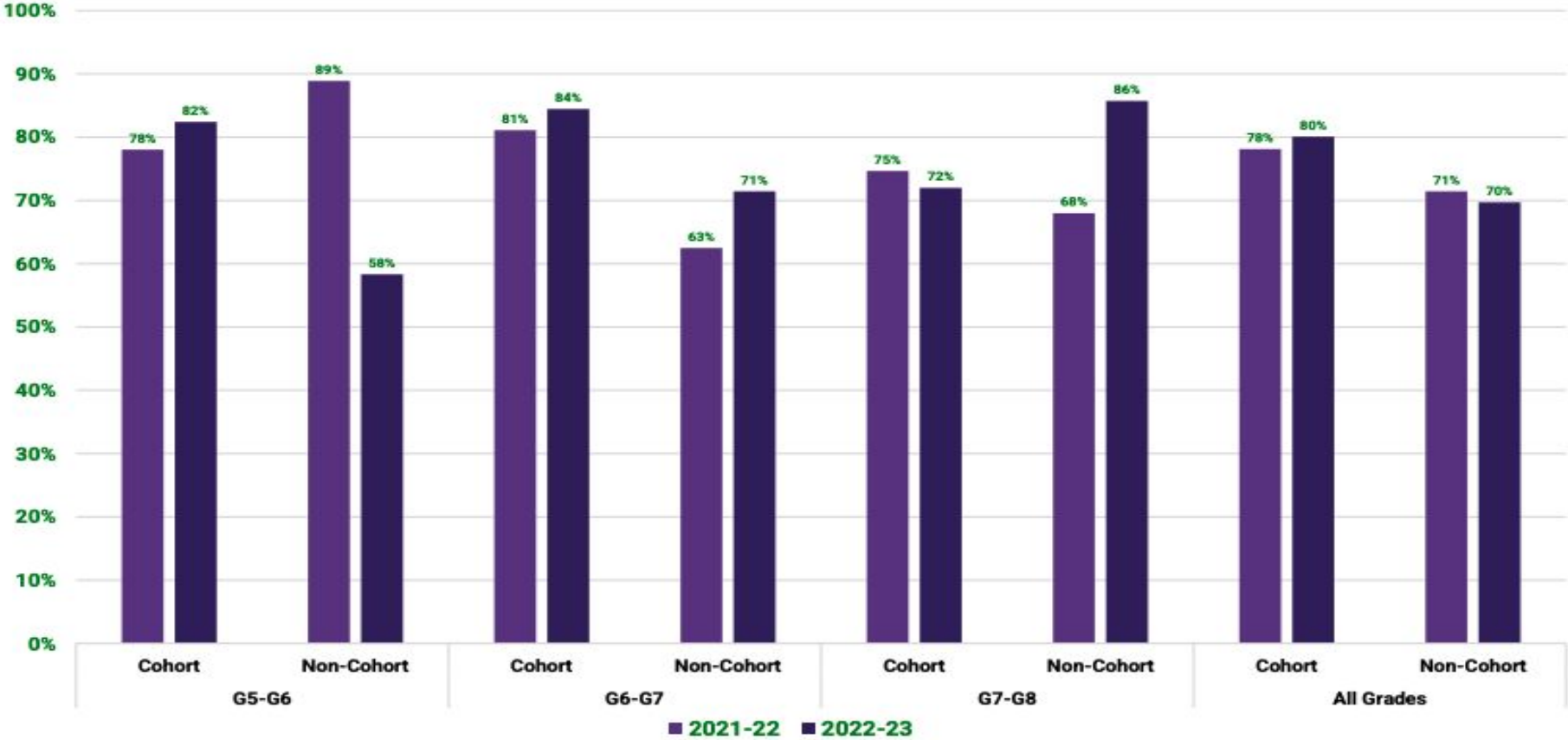


# Cohort Comparison Current Grades 6-8

## ELA Cohort Achievement and Growth

*Same students, consecutive grades*

**% Meeting + Exceeding**

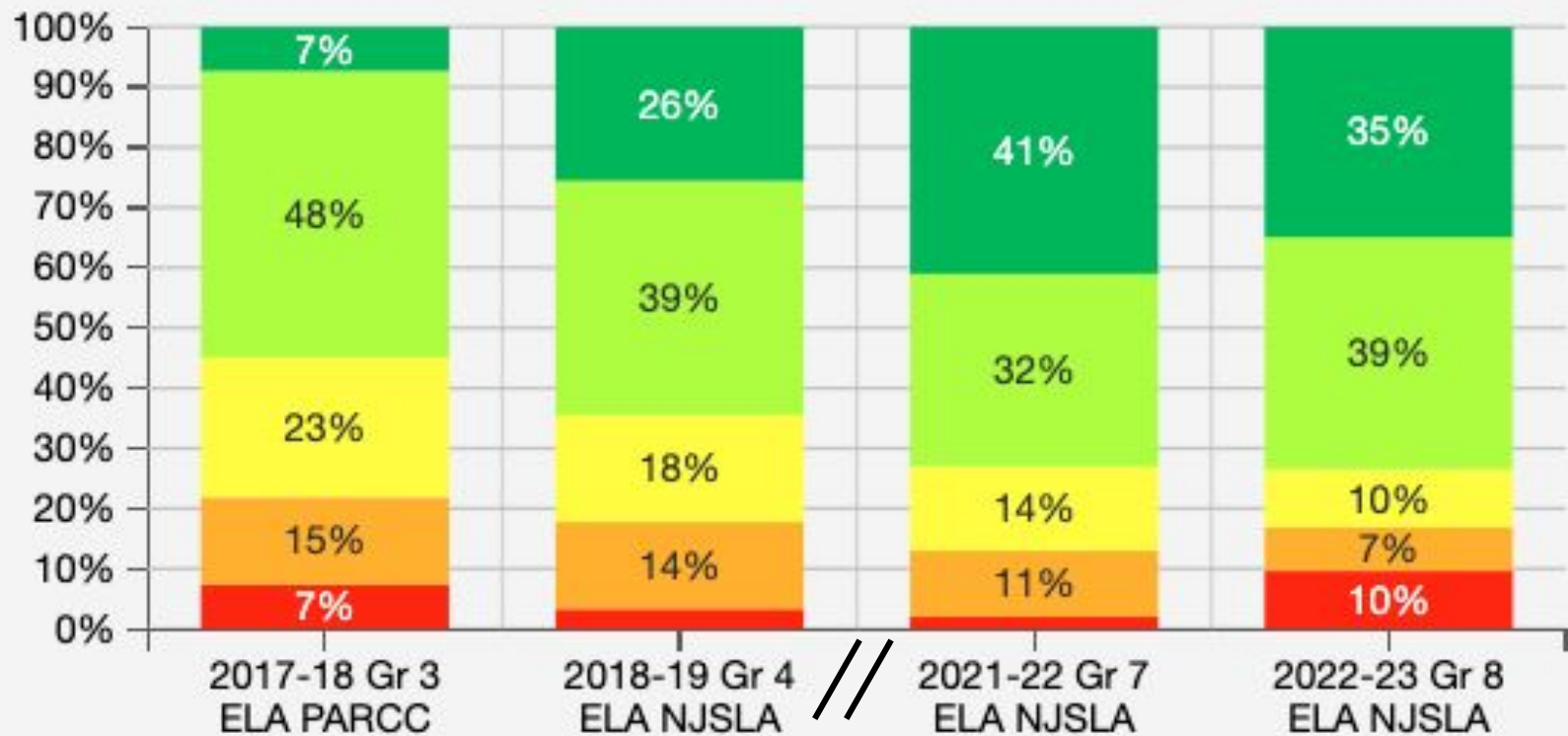


# English Language Arts Cohort Comparison

- The current Grade 9 has the largest collection of cohort data as we can report on progress from Grades 3, 4, 7, and 8 ONLY.

# Cohort Comparison Current Grade 9

Not Meeting Partially Meeting Approaching Meeting Exceeding



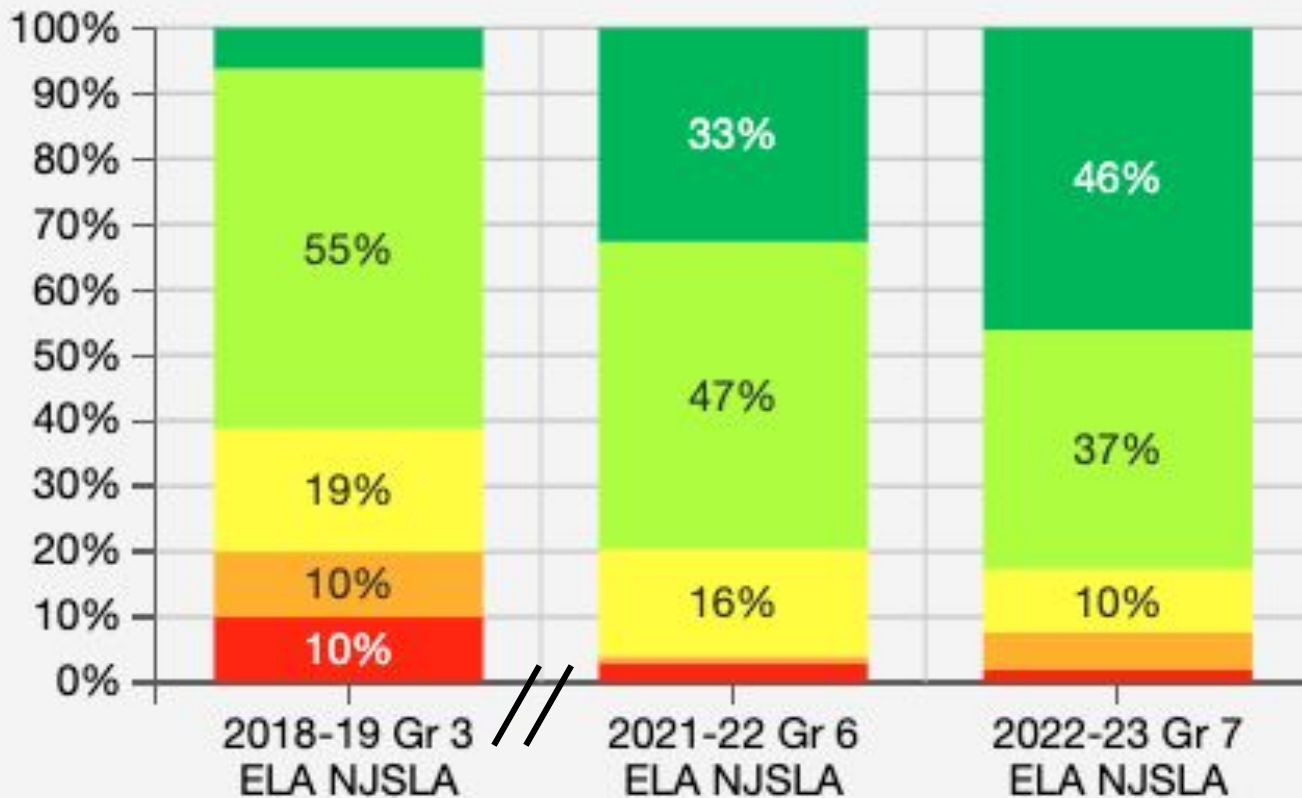
# English Language Arts Cohort Comparison

- The current Grade 8 has data to show progress from grades 3, 6 and 7 ONLY.



# Cohort Comparison Current Grade 8

Not Meeting Partially Meeting Approaching Meeting Exceeding

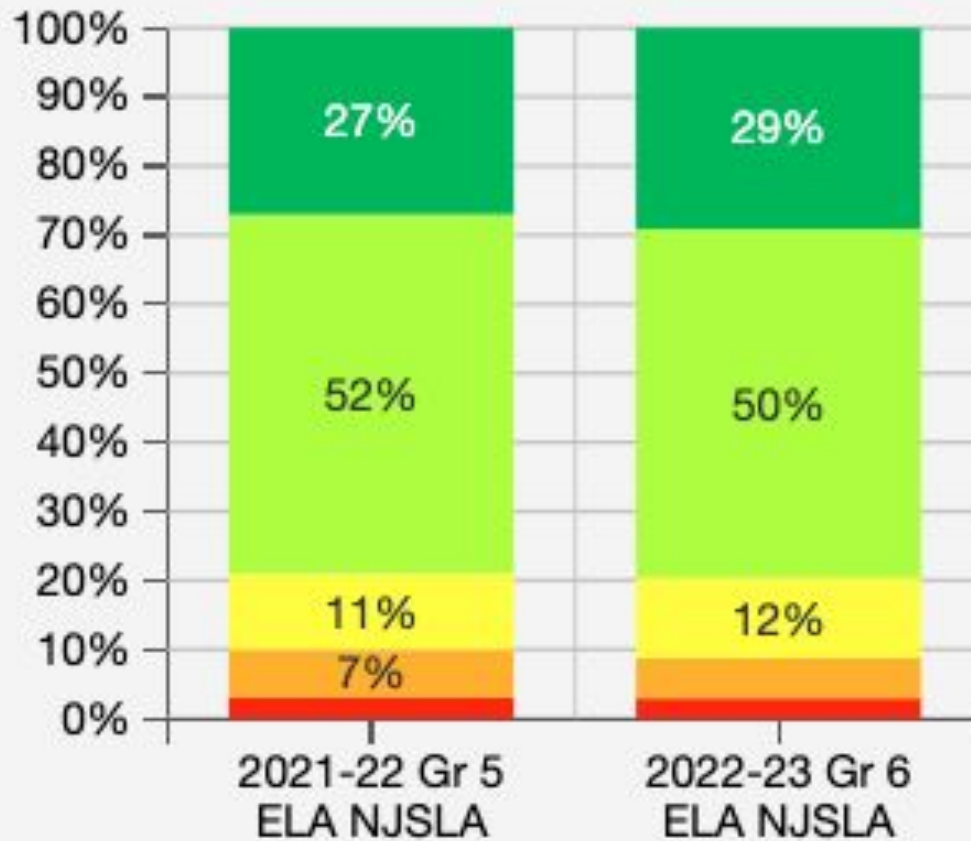


# English Language Arts Cohort Comparison

- The current Grade 7 has data to show progress from Grades 5 and 6 ONLY.

# Cohort Comparison Current Grade 7

Not Meeting Partially Meeting Approaching Meeting Exceeding

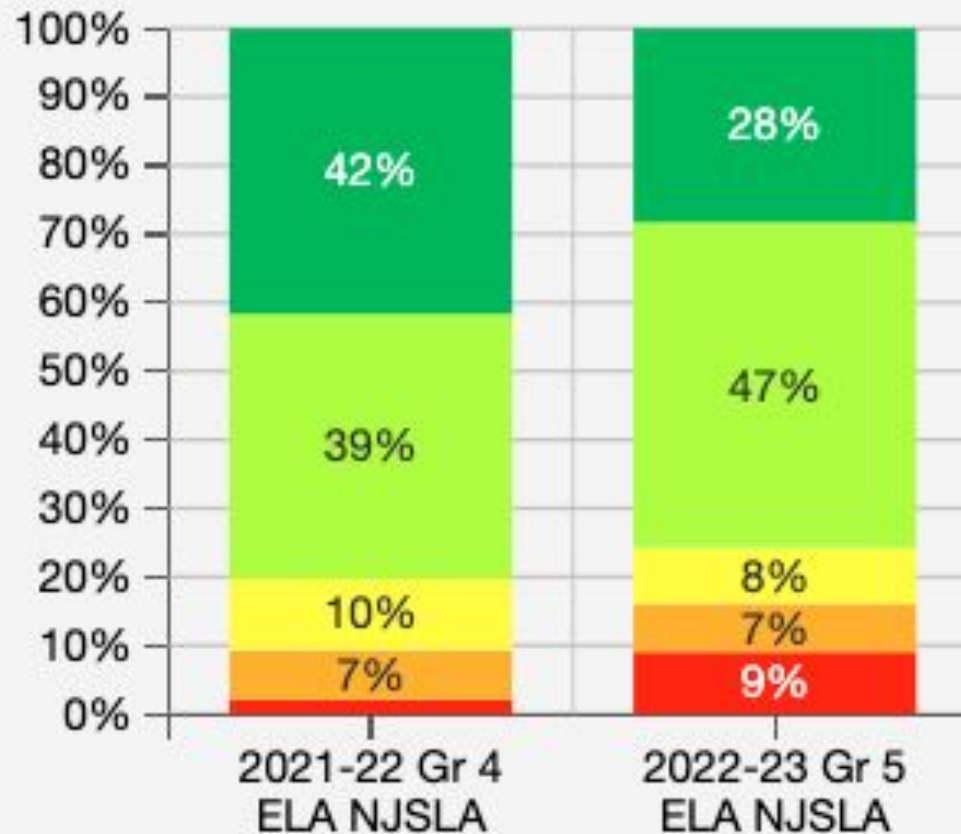


# English Language Arts Cohort Comparison

- The current Grade 6 has data to show progress from Grades 5 and 4 ONLY.

# Cohort Comparison Current Grade 6

Not Meeting Partially Meeting Approaching Meeting Exceeding

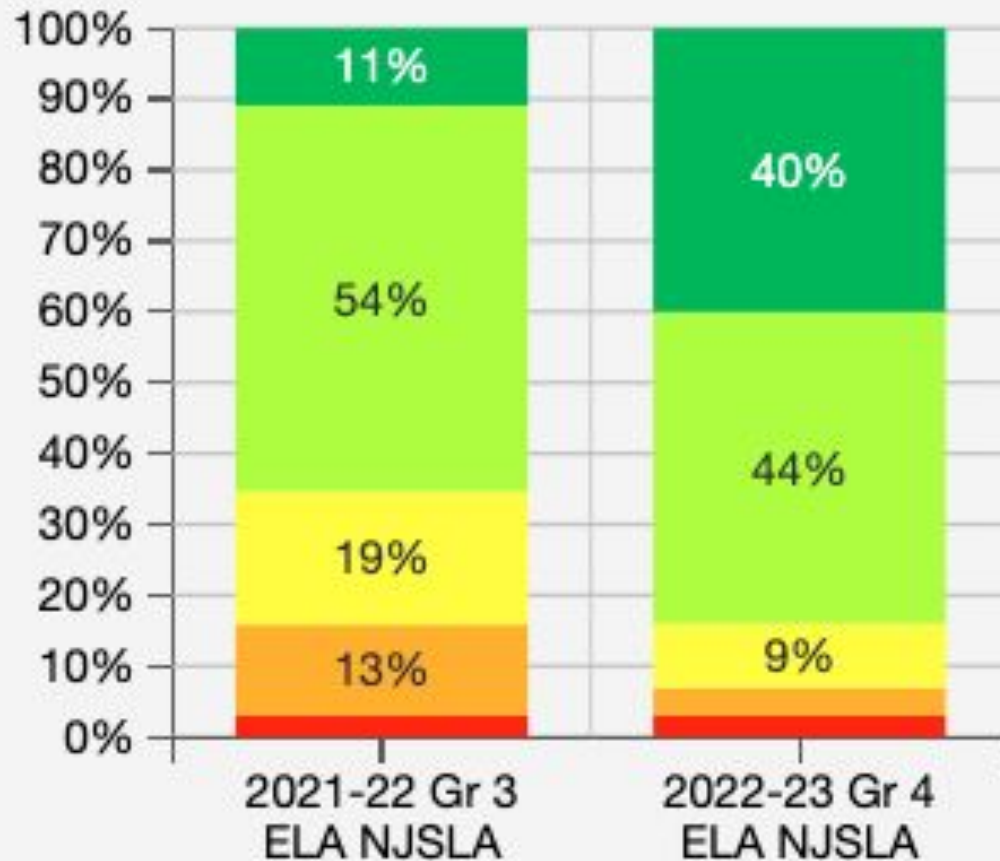


# English Language Arts Cohort Comparison

- The current Grade 5 has data to show progress from Grades 4 and 3 ONLY.

# Cohort Comparison Current Grade 5

Not Meeting Partially Meeting Approaching Meeting Exceeding



# English Language Arts Cohort Comparison

- There is only one set of data for current Grades 3 and 4
- No COHORT comparisons



# NEXT STEPS in ELA

- After School Title I Programs
  - Offered Before and After School Programs designed to meet the needs of students based on data collected
  - NJSLA Prep Program
- Data Digs with Linkit! Fingertip Reports
- 2024 Summer Bridge Program...to be determined...
- T.I.P. and T.E.P. instruction evolved in response to NJSLA strand data results detailed on the the School Evidence Statement Analysis
- Assessment Team
  - Gather data quickly to target our interventions without interruptions to classroom instruction

# Mathematics

# Spring 2023 NJSLA Math Score Ranges

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3rd	650-699	700-724	725-749	750-789	790-850
4th	650-699	700-724	725-749	750-795	796-850
5th	650-699	700-724	725-749	750-789	790-850
6th	650-699	700-724	725-749	750-787	788-850
7th	650-699	700-724	725-749	750-785	786-850
8th	650-699	700-724	725-749	750-800	801-850
Algebra	650-699	700-724	725-749	750-804	805-850
Geometry	650-699	700-724	725-749	750-782	783-850

# Achievement and Growth

*Same Grade, Different Students*

## Math

# Conover Road Elementary School Spotlight Highlight & Focus-Math

## Spotlight Highlight

- Level 4 / Met Expectations & Level 5 Exceeding Expectations: 82% of 4th grade students met or exceeded expectations
- All students, grades 3-5, are at or exceeding pre-pandemic Level 4 & Level 5 performance

## Spotlight Focus

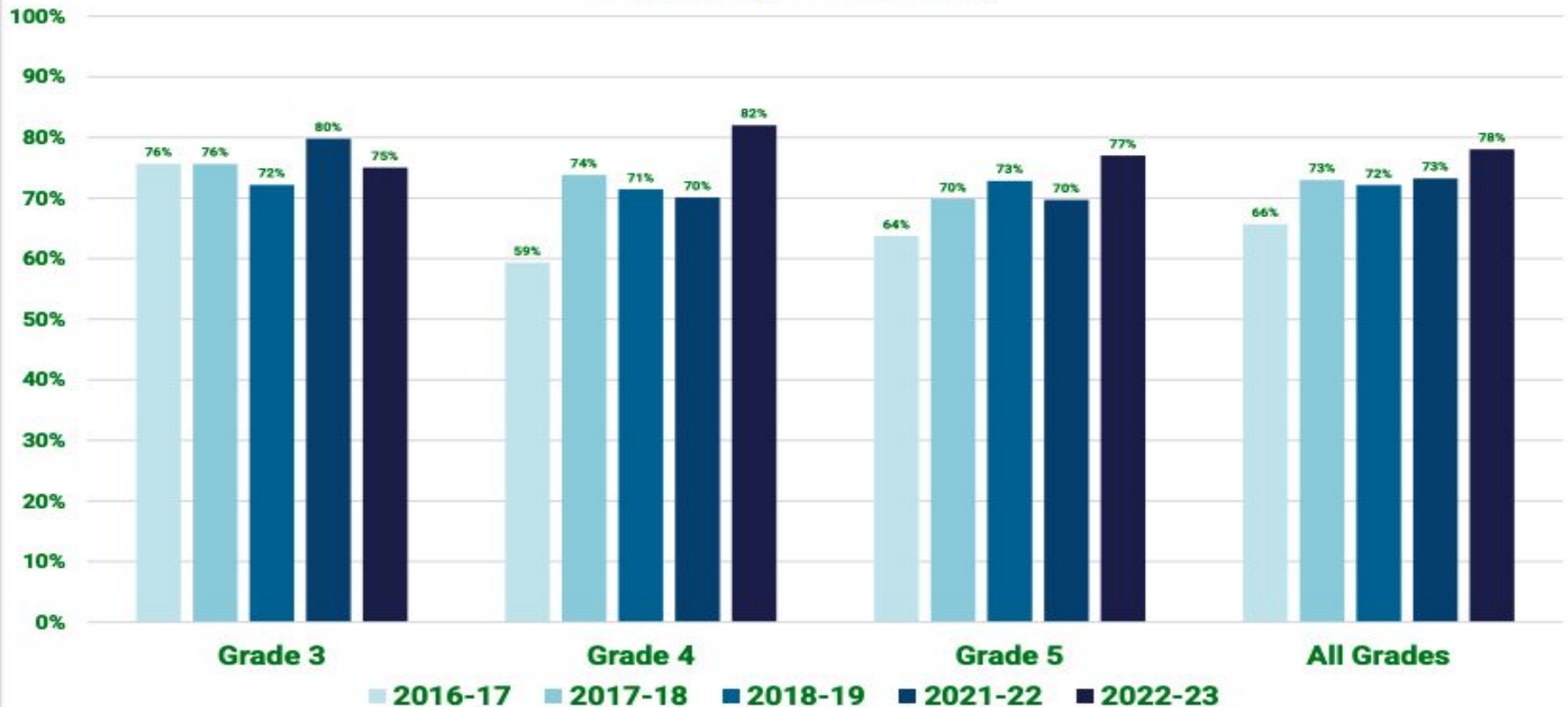
- Facilitating Tier 2 math groups focused on specific strands:
  - Grade 3- Measurement & Data/ Modeling & Reasoning
  - Grade 4- Operations & Algebraic Thinking
  - Grade 5- Numbers & Operations & Fractions

# Conover Road Elementary School Math Grades 3-5

## Math Achievement and Growth

*Same grade, different students*

**% Meeting + Exceeding**



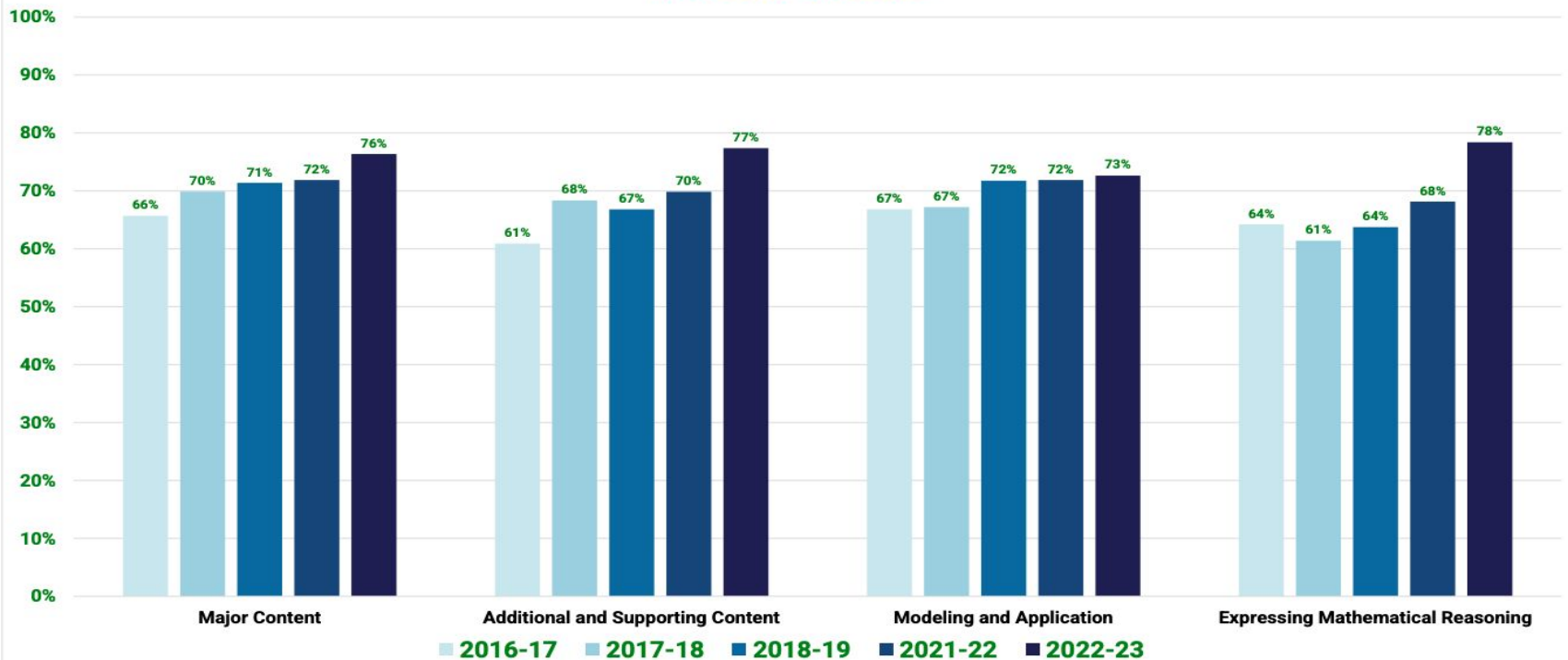
# Conover Road Elementary School Subscore Achievement - MATH

## Data Driven Focus on Subscore Strands

### Math Subscore Achievement (ES)

*Same grade, different students*

**% Meets / Exceeds**

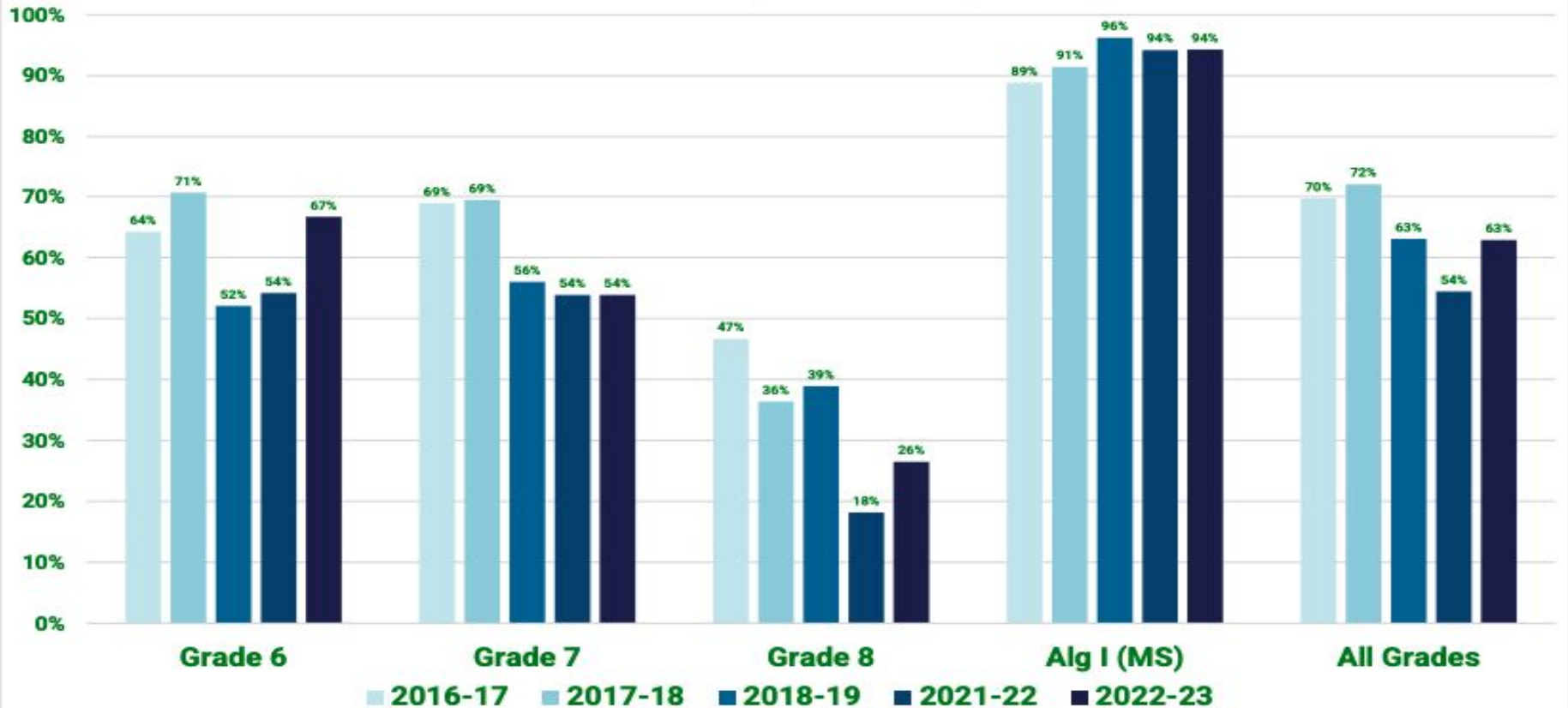


# Cedar Drive Middle School Math Grades 6-8

## Math Achievement and Growth

*Same grade, different students*

**% Meeting + Exceeding**





# Cedar Drive Middle School

## Spotlight Highlight & Focus-Math

### Spotlight Highlight

- Level 5 / Exceeding Expectations and Level 4/ Meeting Expectations: 100% of all Geometry students met or exceeded expectations
- Approximate 10% increase among all students in every subscore
- In 2 subscore areas (major content & modeling and applications), students are demonstrating/exceeding pre-pandemic Level 4 & Level 5 performance

### Spotlight Focus

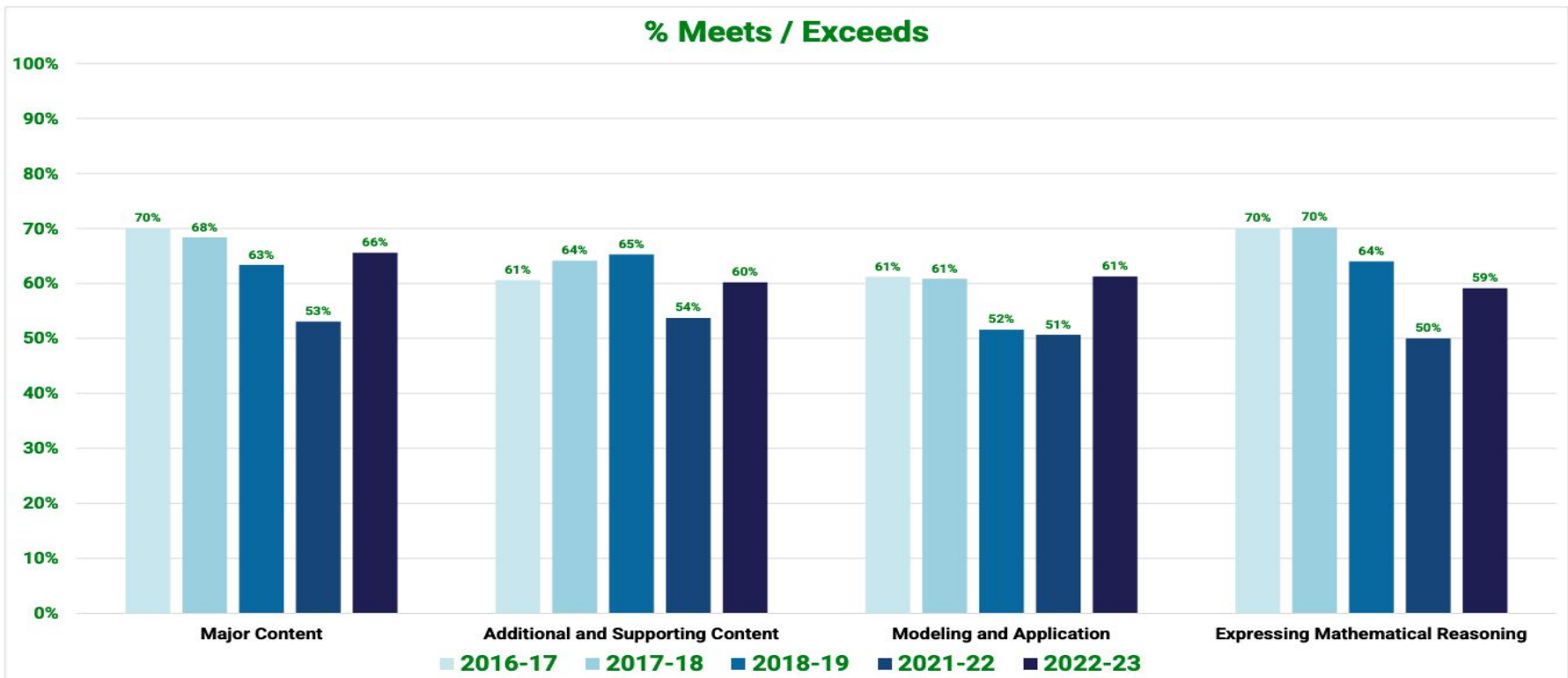
- Continued focus on expressing mathematical reasoning and major content, all students, 6-8
- Additional resources to supplement current math program
- Individualized targeted instruction lessons to address deficits in specific skills, all strands, TIP students.
- Enhanced focus on subscore areas where students are demonstrating growth but they are not yet demonstrating pre-pandemic Level 4 & Level 5 Performance

# Cedar Drive Middle School Subscore Achievement - MATH

## Data Driven Focus on Subscore Strands

### Math Subscore Achievement (MS)

*Same grade, different students*



# Proficiency by Program

*Same Grade, Different Students*

## Math

# Proficiency by Program-Math

## Areas to Highlight

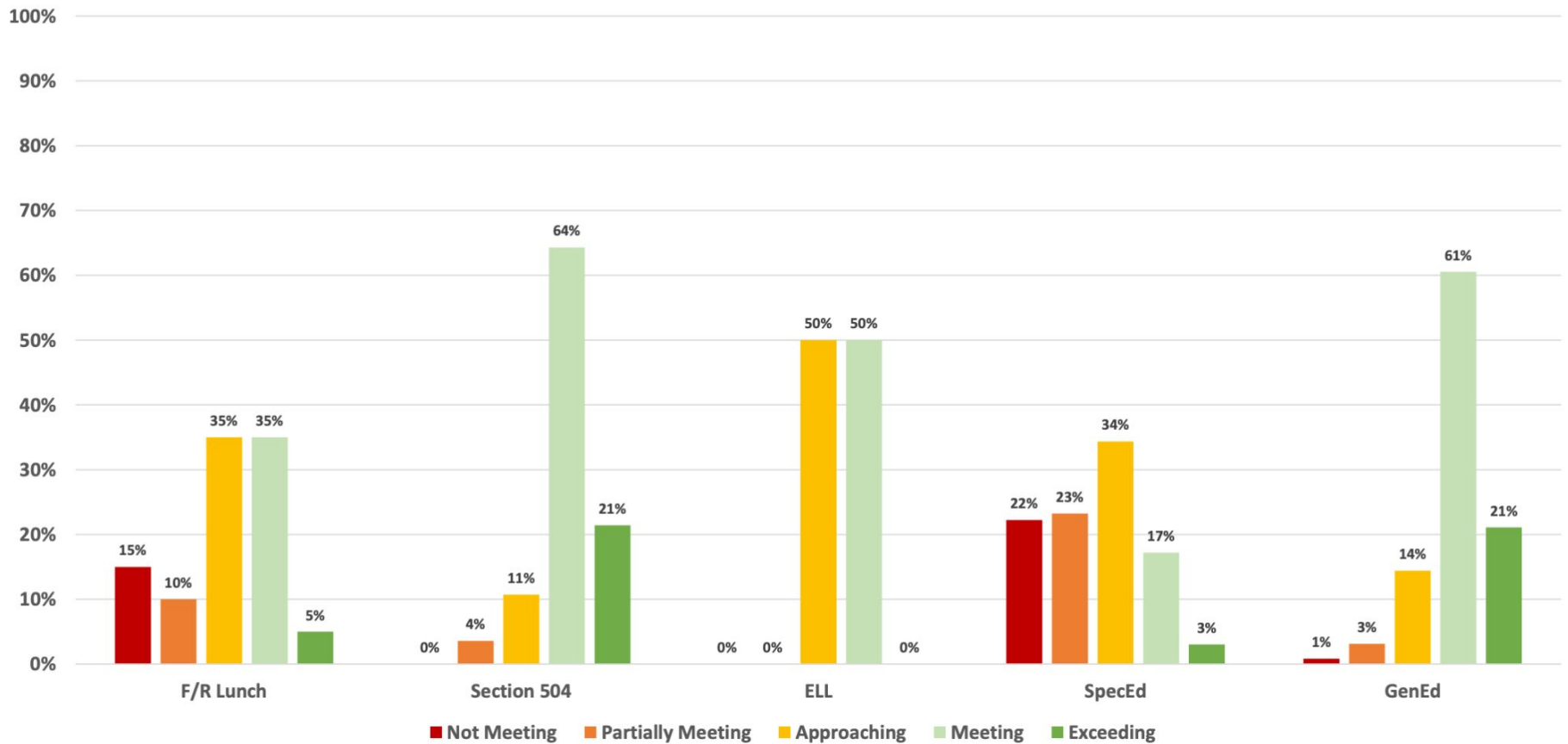
- The general education population has maintained consistent levels of meeting and exceeding expectations throughout the pandemic.
- 100% of male and female students in Geometry Met or Exceeded Expectations
- 100% of Economically Disadvantaged students Met or Exceeded Expectations

## Areas of Focus

- Identifying students in special programs who are in need of intervention services during ELO in grades 6, 7 and 8.
- Facilitating Tier 2 math groups focused on targeted strands in grades 3, 4, and 5.
- Increasing the amount of time for Tier 2 math groups

# Proficiency by Program in MATH All Grades

Distribution by Achievement Level (All Grades)



# Mathematics

## T.I.P. Students in MATH Grades 3-8

Grade	Total # of Students	Exceeding	Meeting	Approaching	Parital	Did Not Meet	Total Met %
<b>3</b>	<b>11</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>36.4</b>
<b>4</b>	<b>11</b>	<b>0</b>	<b>4</b>	<b>6</b>	<b>1</b>	<b>0</b>	<b>36.4</b>
<b>5</b>	<b>8</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>25</b>
<b>6</b>	<b>18</b>	<b>0</b>	<b>4</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>22%</b>
<b>7</b>	<b>19</b>	<b>0</b>	<b>1</b>	<b>13</b>	<b>5</b>	<b>0</b>	<b>5%</b>
<b>8</b> <b>Alg1</b> <b>Geo</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>40%</b>

# Mathematics

## T.E.P. Students in MATH CRES

Grade	Total # of Students	Exceeding	Meeting	Approaching	Parital	Did Not Meet	Total Met
<b>3</b>	<b>12</b>	<b>9</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100%</b>
<b>4</b>	<b>12</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100%</b>
<b>5</b>	<b>17</b>	<b>14</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100%</b>

# Mathematics

## Accelerated/Advanced Math Students CDMS

Grade	Total # of Students	Exceeding	Meeting	Approaching	Parital	Did Not Meet	Total Met %
Acc Math 6	12	9	3	0	0	0	100%
Adv Math 6	13	4	9	0	0	0	100%
Adv Math 7	29	2	25	2	0	0	93.1%
Alg I - 7th	11	6	5	0	0	0	100%
Alg I - 8th	42	5	34	2	1	0	92.8%
Geometry 8	8	5	3	0	0	0	100%

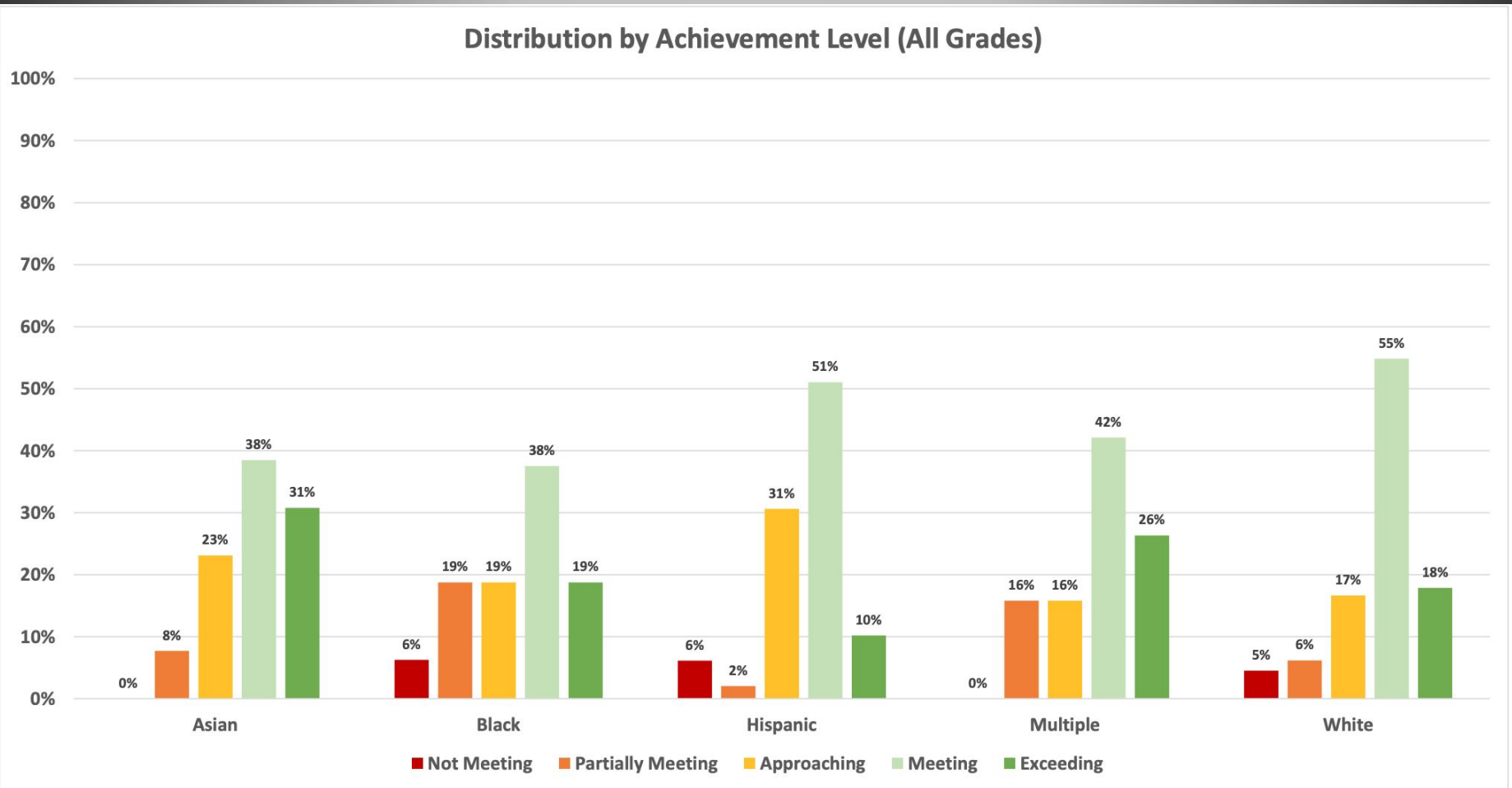


# Proficiency by Race

*Same Grade, Different Students*

## Math

# Distribution by Achievement Level in MATH - All Grades



# Proficiency by Cohort

*Same Students, Different Grade*

## Math

# Mathematics Cohort Comparison

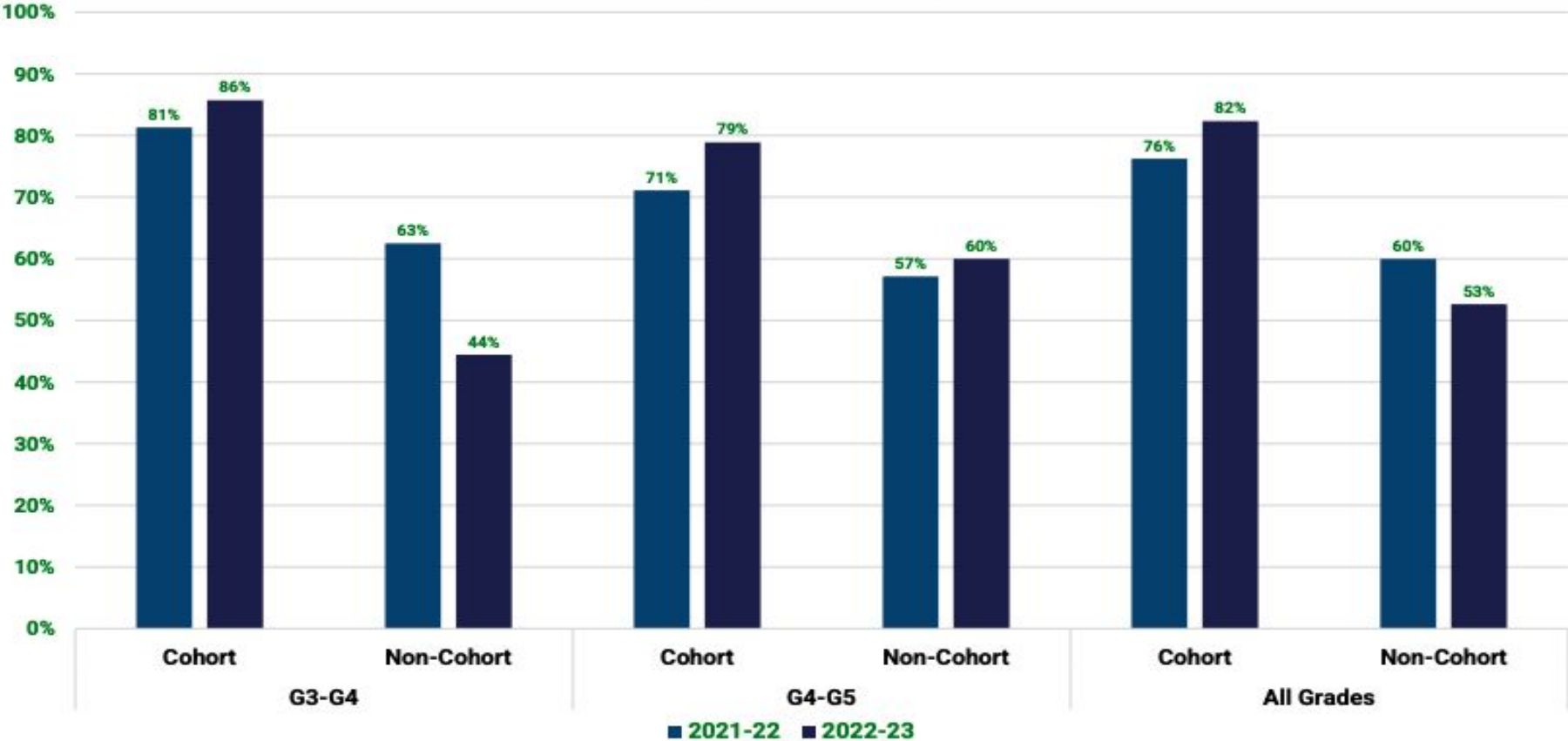
- Cohort data is gathered to reflect the “trend” of the progress of our students over the years.

# Cohort Comparison Current Grades 3-5

## Math Cohort Achievement and Growth

*Same students, different grades*

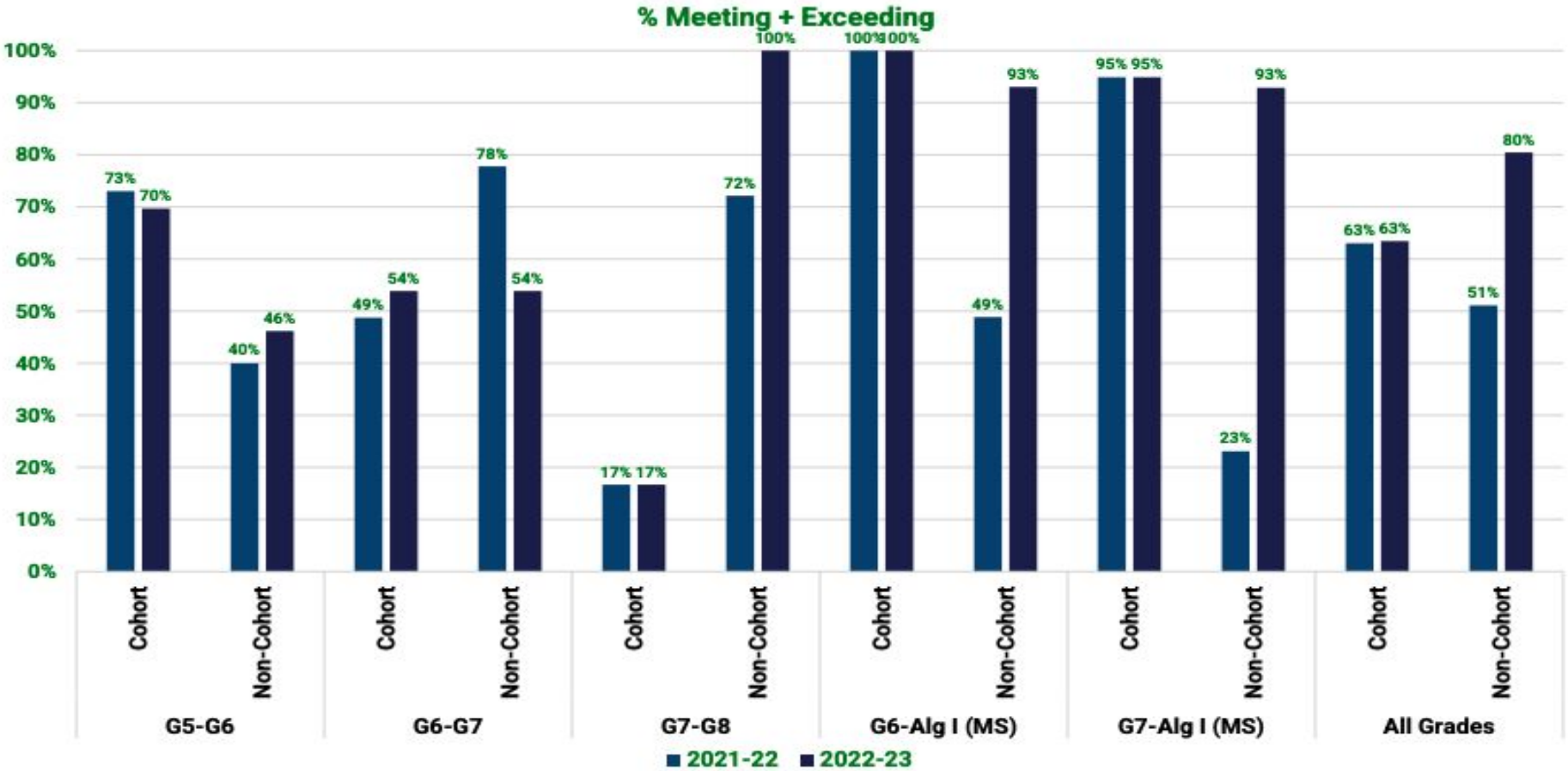
**% Meeting + Exceeding**



# Cohort Comparison Current Grades 6-8

## Math Cohort Achievement and Growth

*Same students, different grades*

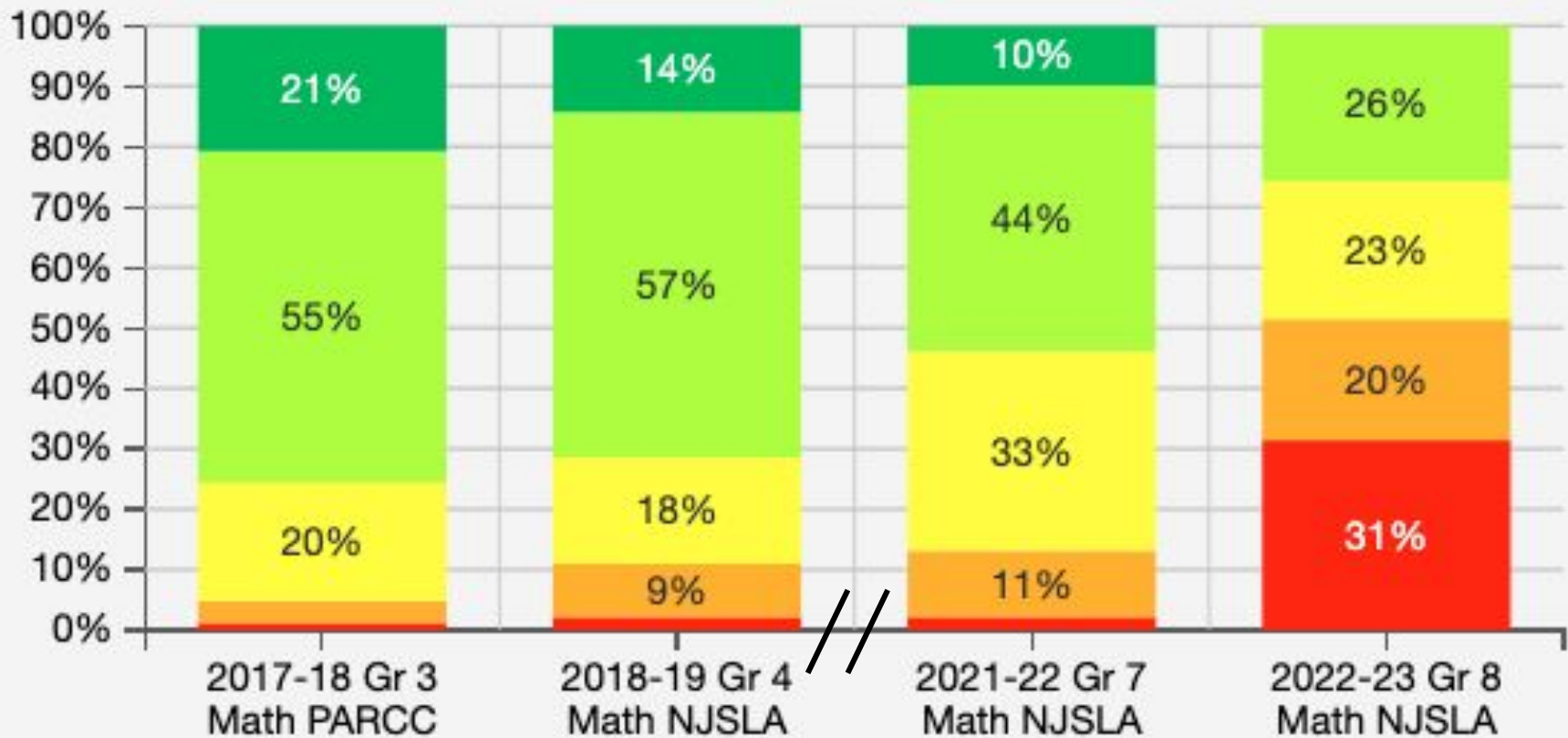


# Math Cohort Comparison

- The current Grade 9 has the largest collection of cohort data as we can report on progress from Grades 3, 4, 7, and 8 ONLY.
- The next 3 slides show progress for students who were enrolled in Geometry, Algebra I, and Math 8 when in 8th grade.
- The data is not disaggregated in Grades 3 and 4. Therefore the cohort data for current 9th grade students shows only a comparison to the entirety of the cohorts' grade level and not a true cohort comparison of all three levels.

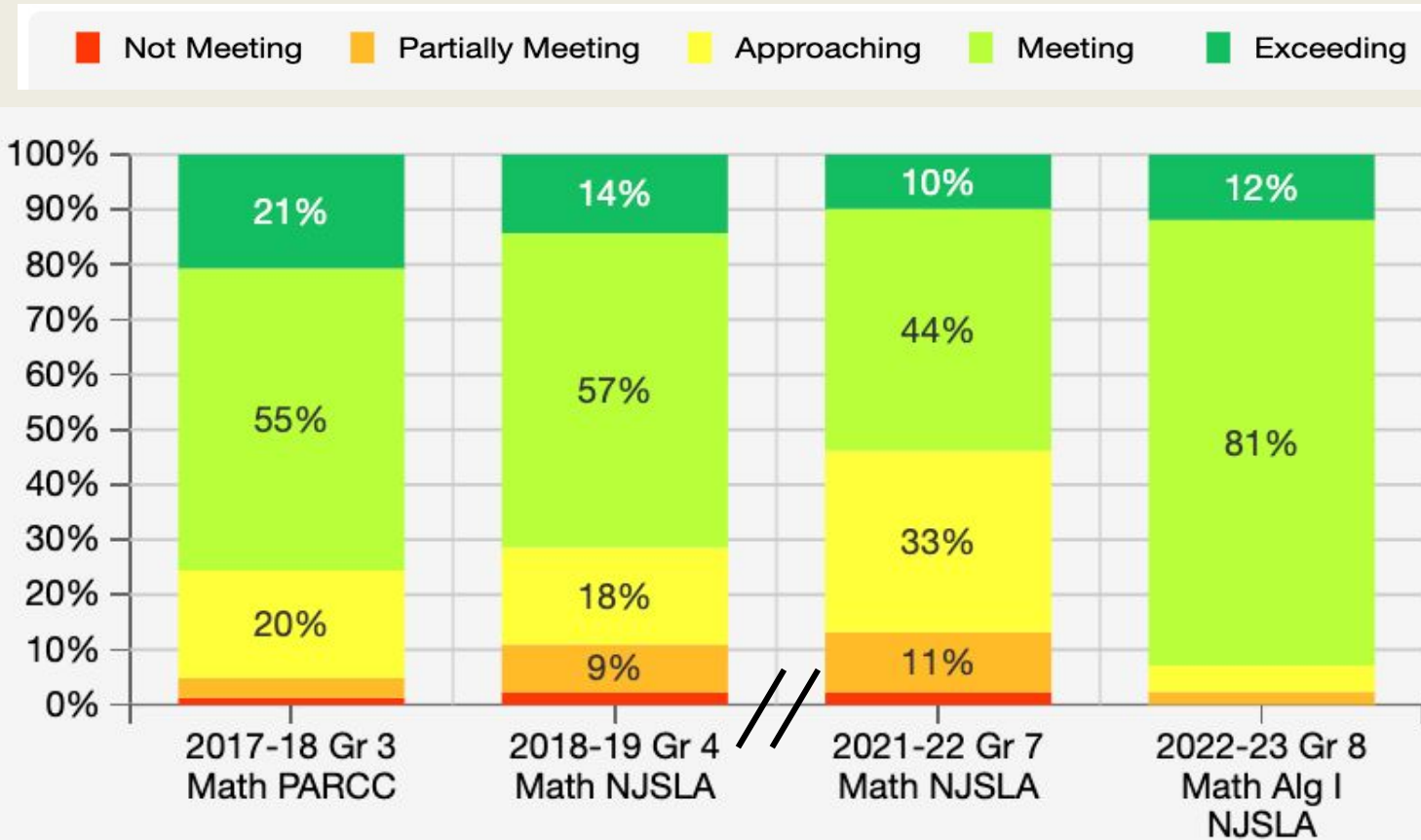
# Cohort Comparison Current Grade 9 (Enrolled in *Math 8* in 8th Grade)

Not Meeting Partially Meeting Approaching Meeting Exceeding



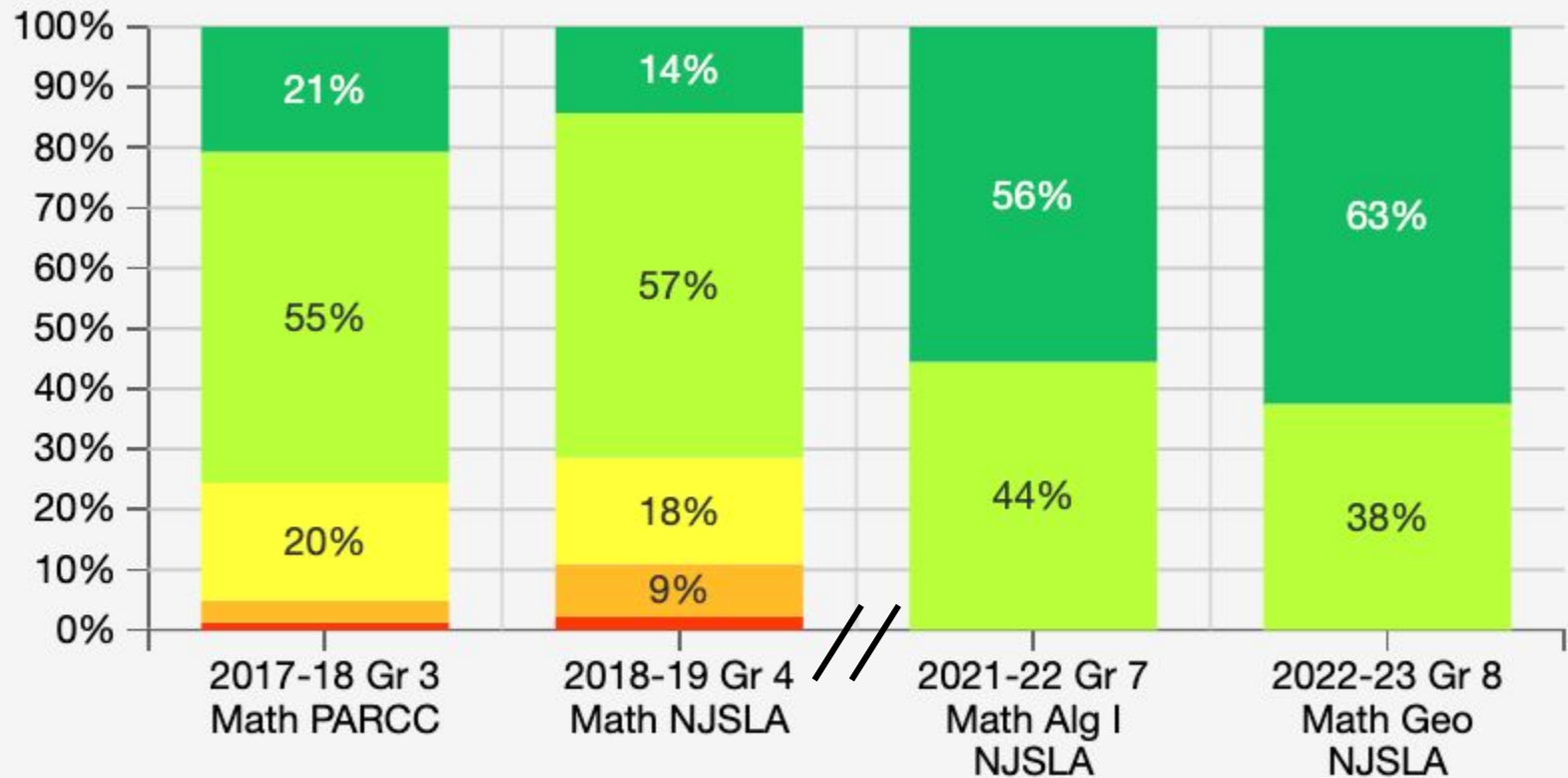


# Cohort Comparison Current Grade 9 (Enrolled in *Algebra I* in 8th Grade)



# Cohort Comparison Current Grade 9 (Enrolled in *Geometry* in 8th Grade)

Not Meeting Partially Meeting Approaching Meeting Exceeding

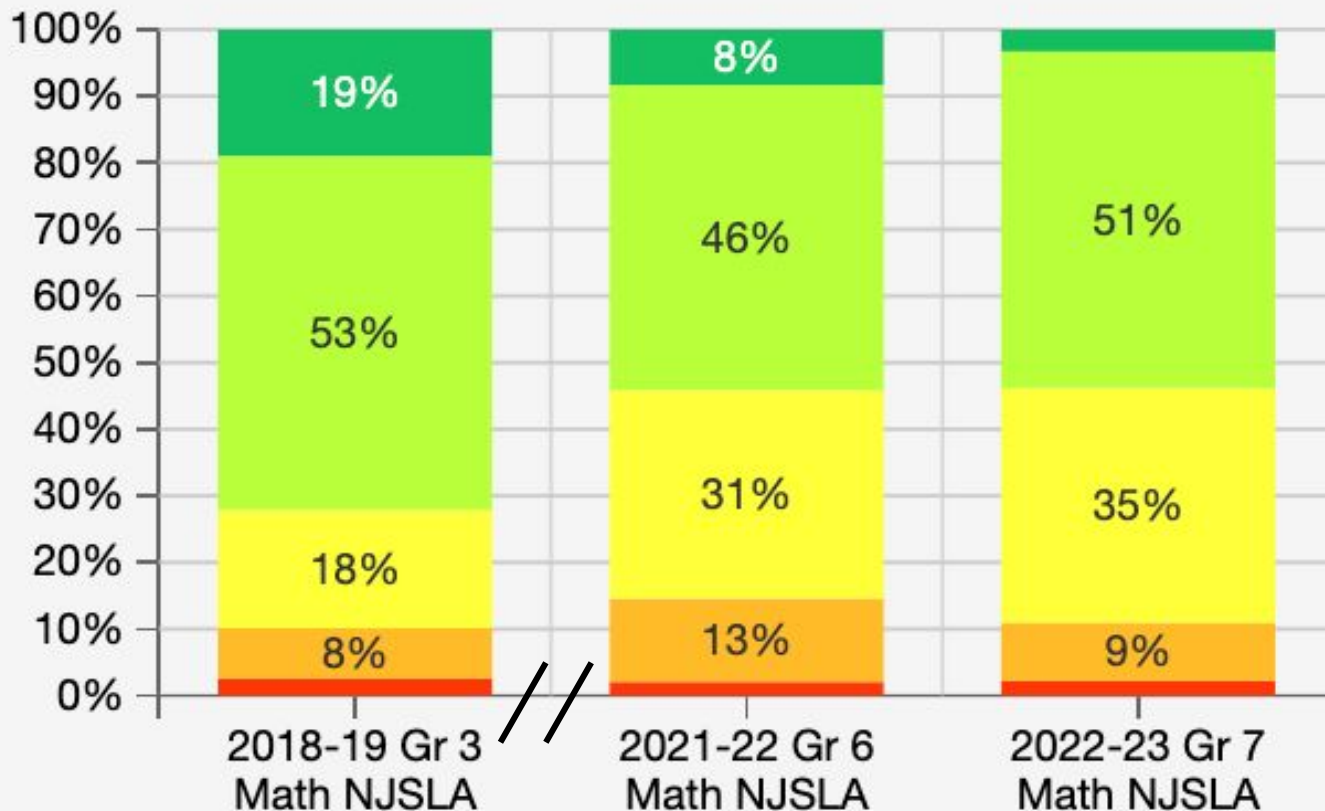


# Math Cohort Comparison

- The current Grade 8 has data to show progress from grades 3, 6 and 7 ONLY.
- The next 2 slides show progress for students currently enrolled in Geometry and students enrolled in either Algebra I or Math 8.
- The data is not disaggregated in Grades 3 and 6 and is only disaggregated in Grade 7 for students enrolled in Algebra while in 7th grade. Therefore the cohort data for Grade 8 shows only a comparison to the entirety of the cohorts grade level and not a true cohort comparison of all three levels.

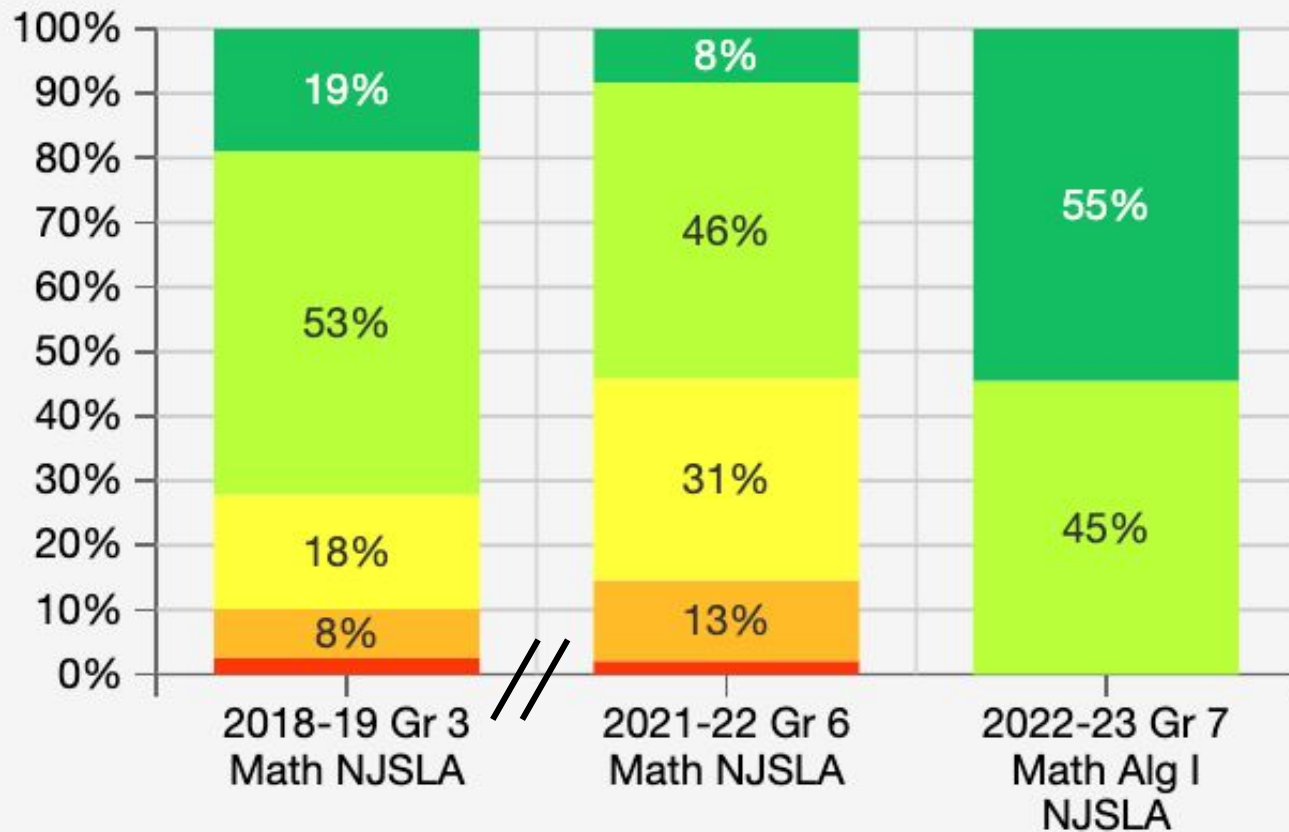
# Cohort Comparison Current Grade 8 (Currently Enrolled in Math 8 or Algebra I in 8th Grade)

■ Not Meeting ■ Partially Meeting ■ Approaching ■ Meeting ■ Exceeding



# Cohort Comparison Current Grade 8 (Currently Enrolled in Geometry in 8th Grade)

■ Not Meeting ■ Partially Meeting ■ Approaching ■ Meeting ■ Exceeding

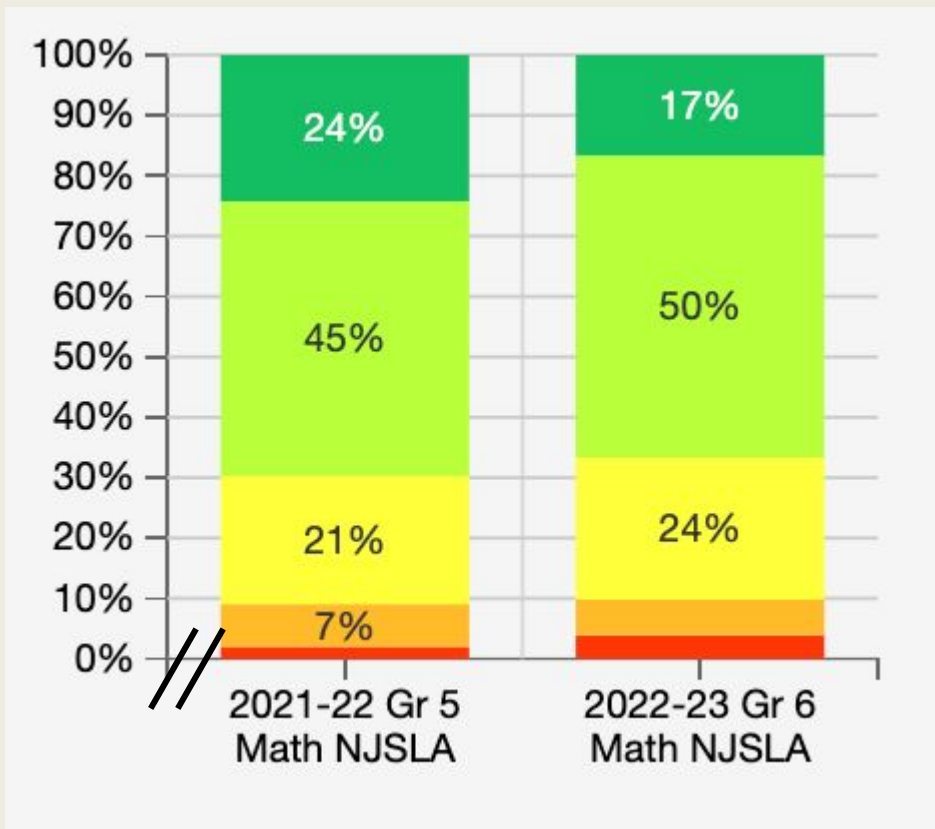


# Math Cohort Comparison

- The current Grade 7 has data to show progress from Grades 5 and 6 ONLY.

# Cohort Comparison Current Grade 7

Not Meeting Partially Meeting Approaching Meeting Exceeding



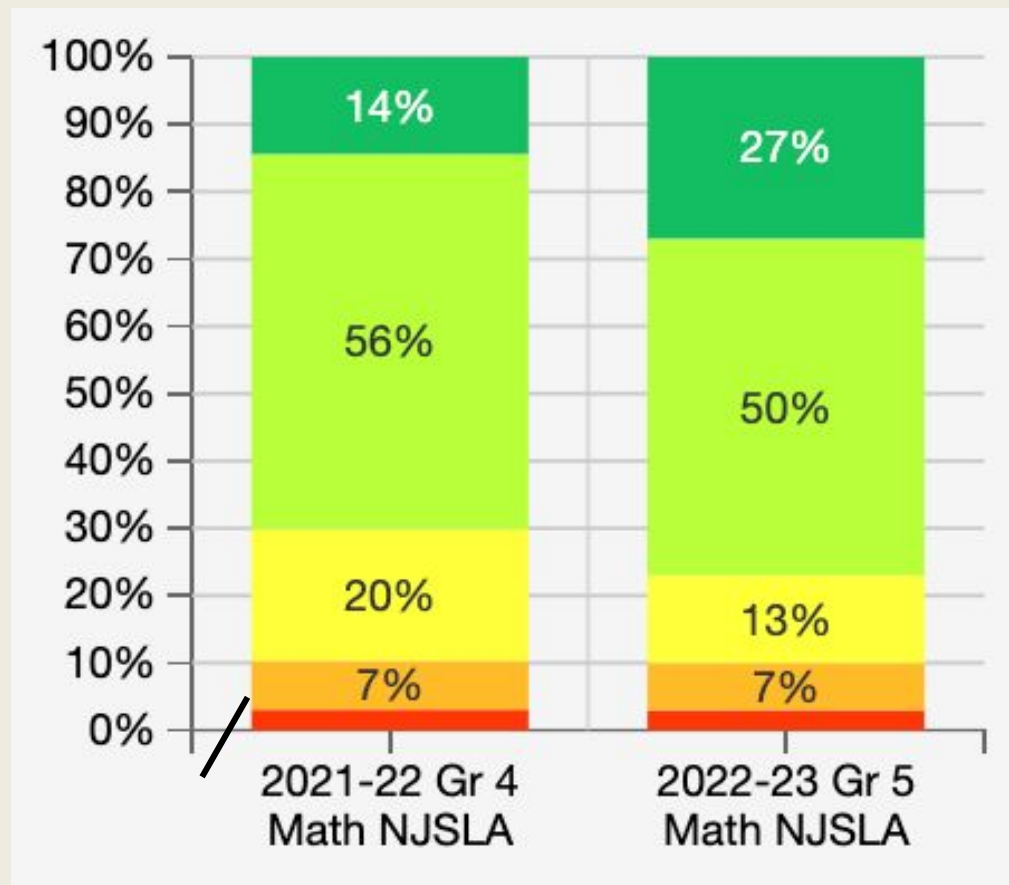
# Math Cohort Comparison

- The current Grade 6 has data to show progress from Grades 5 and 4 ONLY.



# Cohort Comparison Current Grade 6

Not Meeting Partially Meeting Approaching Meeting Exceeding

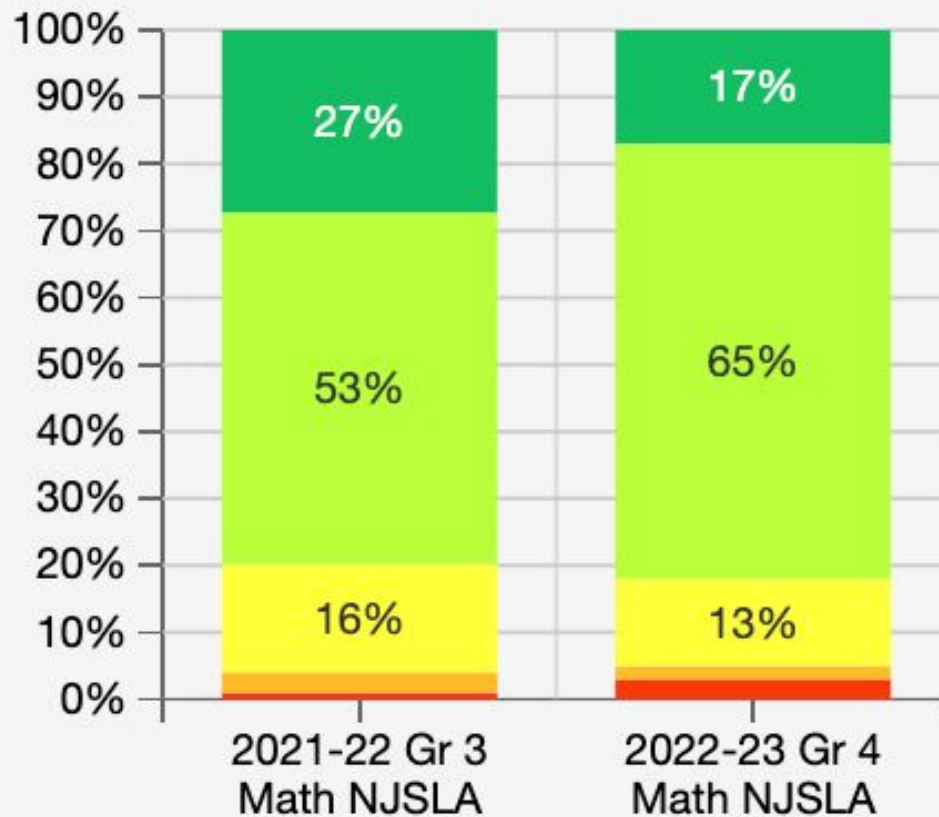


# Math Cohort Comparison

- The current Grade 5 has data to show progress from Grades 4 and 3 ONLY.

# Cohort Comparison Current Grade 5

Not Meeting Partially Meeting Approaching Meeting Exceeding



# Math Cohort Comparison

- There is only one set of data for current Grades 3 and 4
- No COHORT comparisons

# NEXT STEPS in MATH

- **After School Title I Programs**
  - **NJSLA Test Prep**
  - **Final Stretch**
- **Data Digs with Linkit! Fingertip Reports**
- **2024 Summer Bridge Program**
- **T.I.P. teacher pushes into Grades 3, 4, and 5 and Grade 5 math classes in addition to providing T.I.P. services for identified students**
- **Students in Grades 3, 4, and 5 who did not meet or exceed expectations will be invited to participate in programs designed to target their learning needs.**
- **Grade 3 students will be assessed on the Fall NWEA MAP which will provide an additional piece of data to place students in programs designed to target their learning needs.**

# NEXT STEPS in MATH

- **T.I.P. and T.E.P. instruction evolved in response to NWEA and/or NJSLA strand data results detailed on the the School Evidence Statement Analysis**
- **IXL for Math in grades 1-8**
  - **Learning Pathways for students is differentiated according to NWEA Map results**
- **XtraMath in Grades K-5 for Fact Fluency**
- **Delta Math in Grades 6-8 to create personalized assignments to match class rigor and curriculum**
- **Elementary T.I.P Program was designed to emphasize prerequisite skills for each enVisions topic.**
  - **EnVisions topic tests and NWEA Map subscores by strand were used to identify these groups of students.**
  - **Only students not meeting expectations were identified.**

# Proficiency for Students Receiving an Intervention Service

**MATH**

# Science



# Spring 2023 NJSLA Science Ranges

Grade	Level 1	Level 2	Level 3	Level 4
5th	100-149	150-199	200-242	243-300
8th	100-149	150-199	200-230	231-300

# Conover Road Elementary School

## Science Grade 5

### New Jersey Student Learning Assessment - Science (NJSLA-S) Grade 5

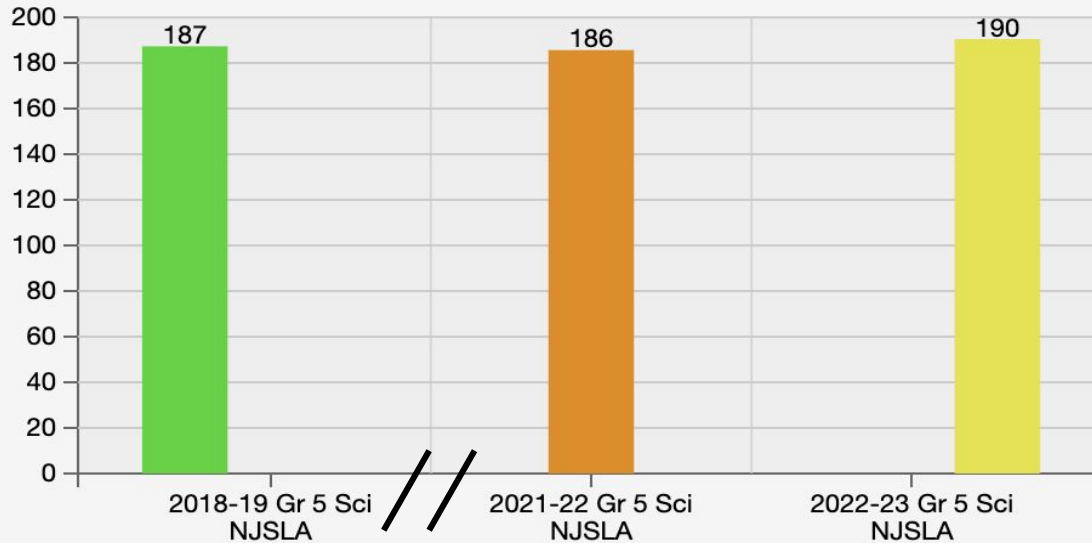
**Purpose:** This report describes group achievement in terms of average scale scores and performance levels.

	Total Number of Student Records	No Scores Reported	Number of Students with Valid Scores	Average Scale Score	Performance Levels							
					Level 1 Below Proficient		Level 2 Near Proficiency		Level 3 Proficient		Level 4 Advanced Proficiency	
					#	%	#	%	#	%	#	%
State	97,808	1,416	96,392	166	37,055	38.4%	33,531	34.8%	20,318	21.1%	5,488	5.7%
District	107	6	101	190	20	19.8%	30	29.7%	42	41.6%	9	8.9%

# Conover Road Elementary School Science Grade 5

Test	2018-19 Gr 5 Sci NJSLA	2021-22 Gr 5 Sci NJSLA	2022-23 Gr 5 Sci NJSLA
2018-19 Gr 5 Sci NJSLA	187		
2021-22 Gr 5 Sci NJSLA		186	
2022-23 Gr 5 Sci NJSLA			190

■ 2018-19 Gr 5 Sci NJSLA   ■ 2021-22 Gr 5 Sci NJSLA   ■ 2022-23 Gr 5 Sci NJSLA



# Cedar Drive Middle School

## Science Grade 8

### New Jersey Student Learning Assessment - Science (NJSLA-S) Grade 8

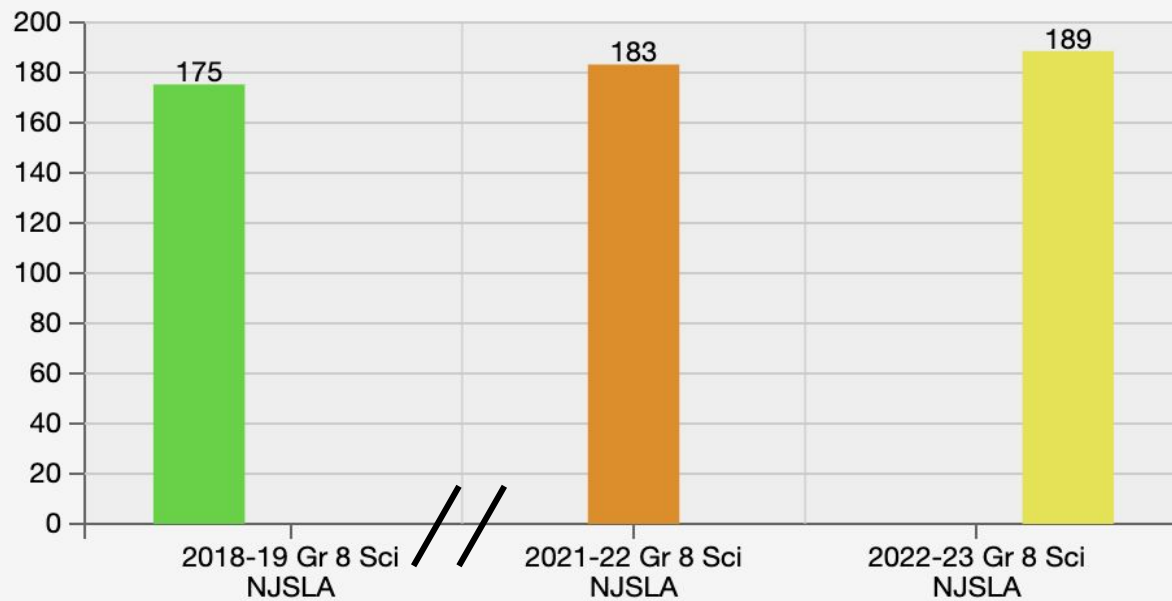
**Purpose:** This report describes group achievement in terms of average scale scores and performance levels.

	Total Number of Student Records	No Scores Reported	Number of Students with Valid Scores	Average Scale Score	Performance Levels							
					Level 1 Below Proficient		Level 2 Near Proficiency		Level 3 Proficient		Level 4 Advanced Proficiency	
					#	%	#	%	#	%	#	%
<b>State</b>	<b>104,014</b>	<b>2,536</b>	<b>101,478</b>	<b>162</b>	<b>40,568</b>	<b>40.0%</b>	<b>42,093</b>	<b>41.5%</b>	<b>14,386</b>	<b>14.2%</b>	<b>4,431</b>	<b>4.4%</b>
District	109	21	88	189	13	14.8%	35	39.8%	25	28.4%	15	17.0%

# Cedar Drive Middle School Science Grade 8

Test	2018-19 Gr 8 Sci NJSLA	2021-22 Gr 8 Sci NJSLA	2022-23 Gr 8 Sci NJSLA
2018-19 Gr 8 Sci NJSLA	175		
2021-22 Gr 8 Sci NJSLA		183	
2022-23 Gr 8 Sci NJSLA			189

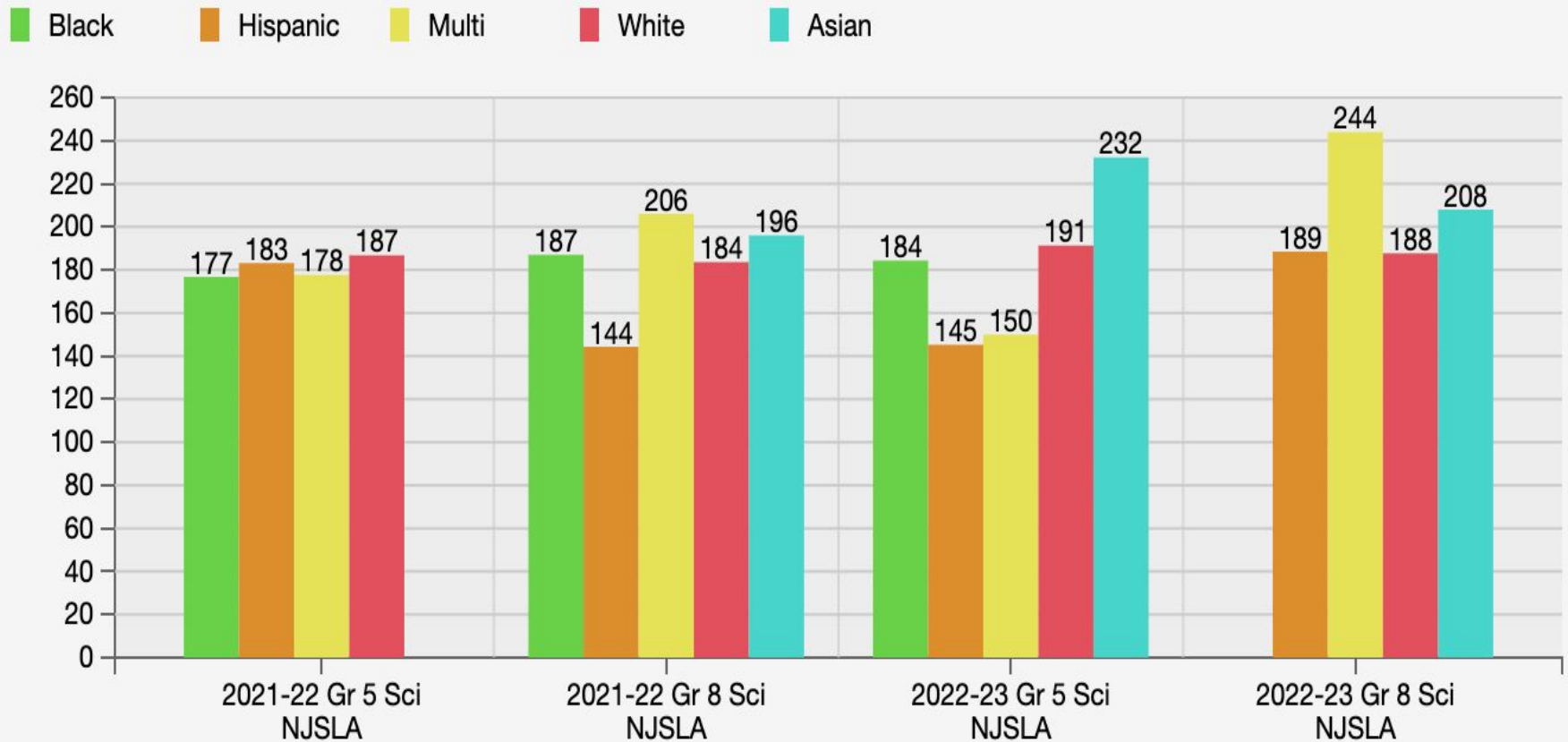
■ 2018-19 Gr 8 Sci NJSLA   ■ 2021-22 Gr 8 Sci NJSLA   ■ 2022-23 Gr 8 Sci NJSLA



# Proficiency by Race Science

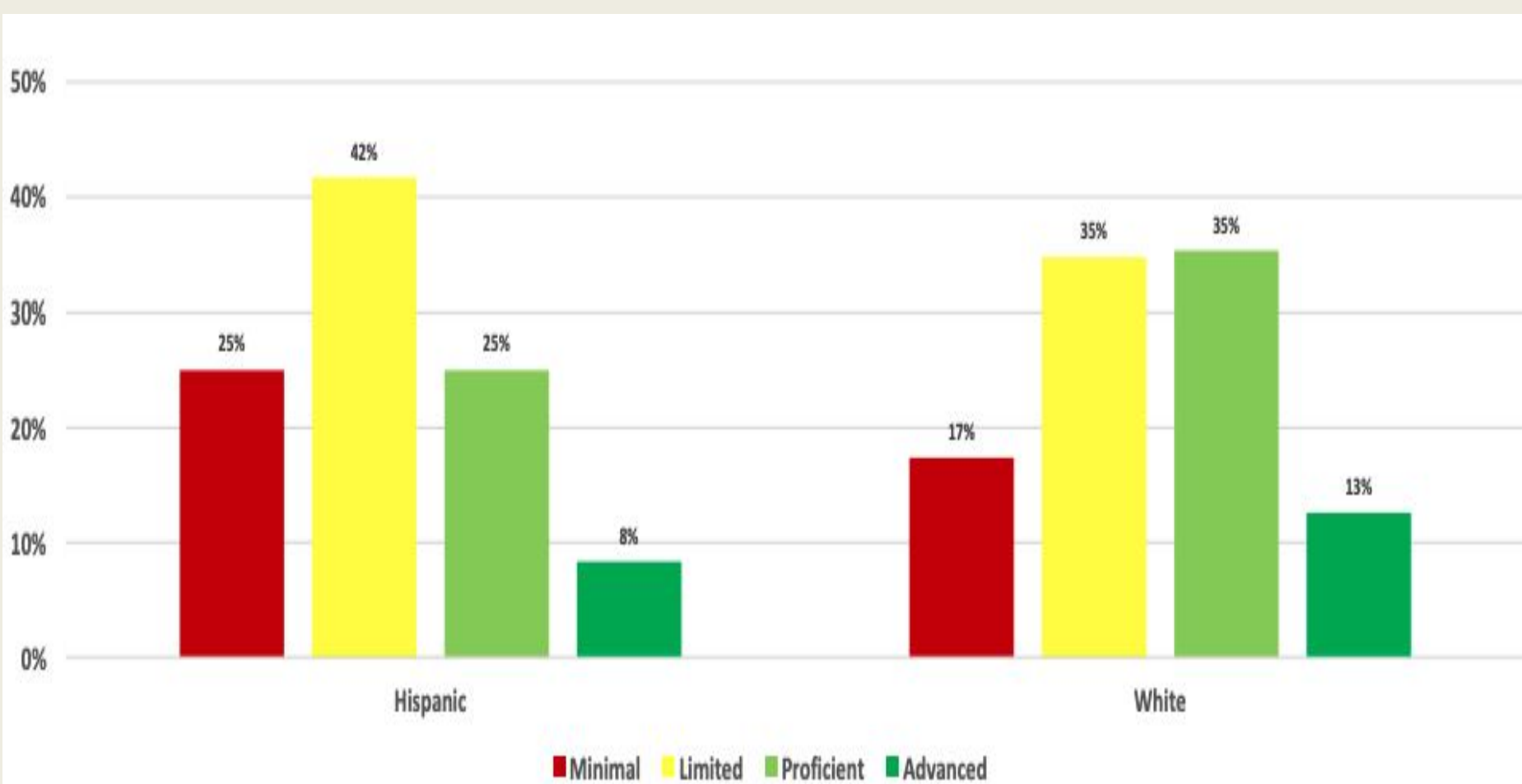
# CRES & CDMS

## Science Grade 5 & 8 by Race



# CRES & CDMS

## Science Grade 5 & 8 by Race





# NEXT STEPS in SCIENCE

- Look at Science Programs through a different lens
- Included Science in Summer Bridge Program
- Science Clubs at Conover Road Elementary School
- NWEA Map Assessment in Science in grades 4, 5, 7, and 8

# Dynamic Learning Map Assessment (DLM)



**DYNAMIC<sup>®</sup>**  
LEARNING MAPS

# DLM

- The alternate assessment for students with the significant intellectual disabilities in English Language Arts, Mathematics, and Science is called the Dynamic Learning Maps (DLM) NJ uses the Year-End Model Subjects Tested: English Language Arts, Mathematics, and Science

**1.7 percent of our total population took the Dynamic Learning Map in lieu of the New Jersey Student Learning Assessment.**

# DLM

- The number of students for reporting is a minimum of 10 as per suppression rules applied to student data to protect student confidentiality.
- Districts must complete this reporting to meet the NJQSAC requirements.

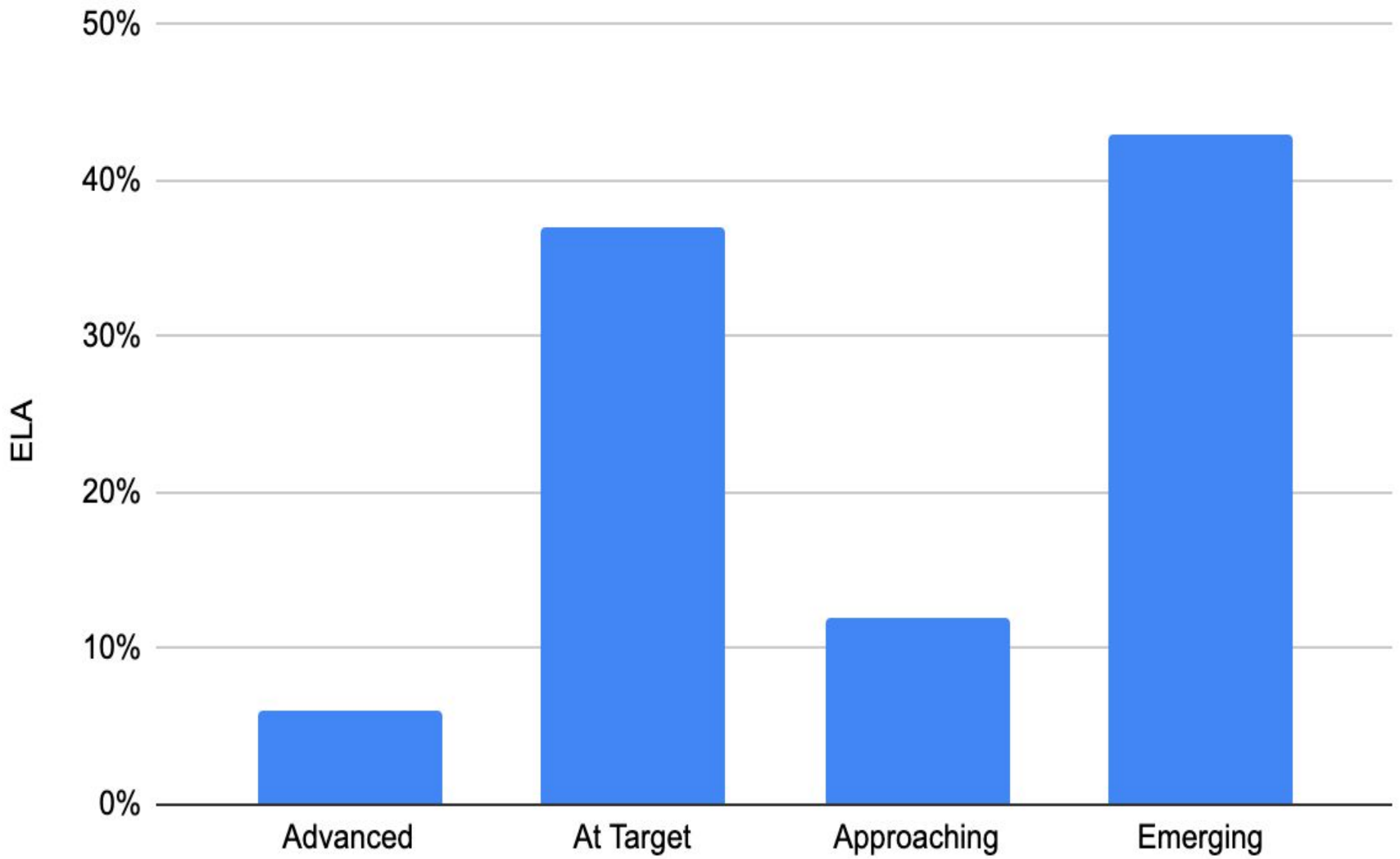
# DLM Performance Categories

- **EMERGING**: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- **APPROACHING TO THE TARGET**: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
- **AT TARGET**: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- **ADVANCED**: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

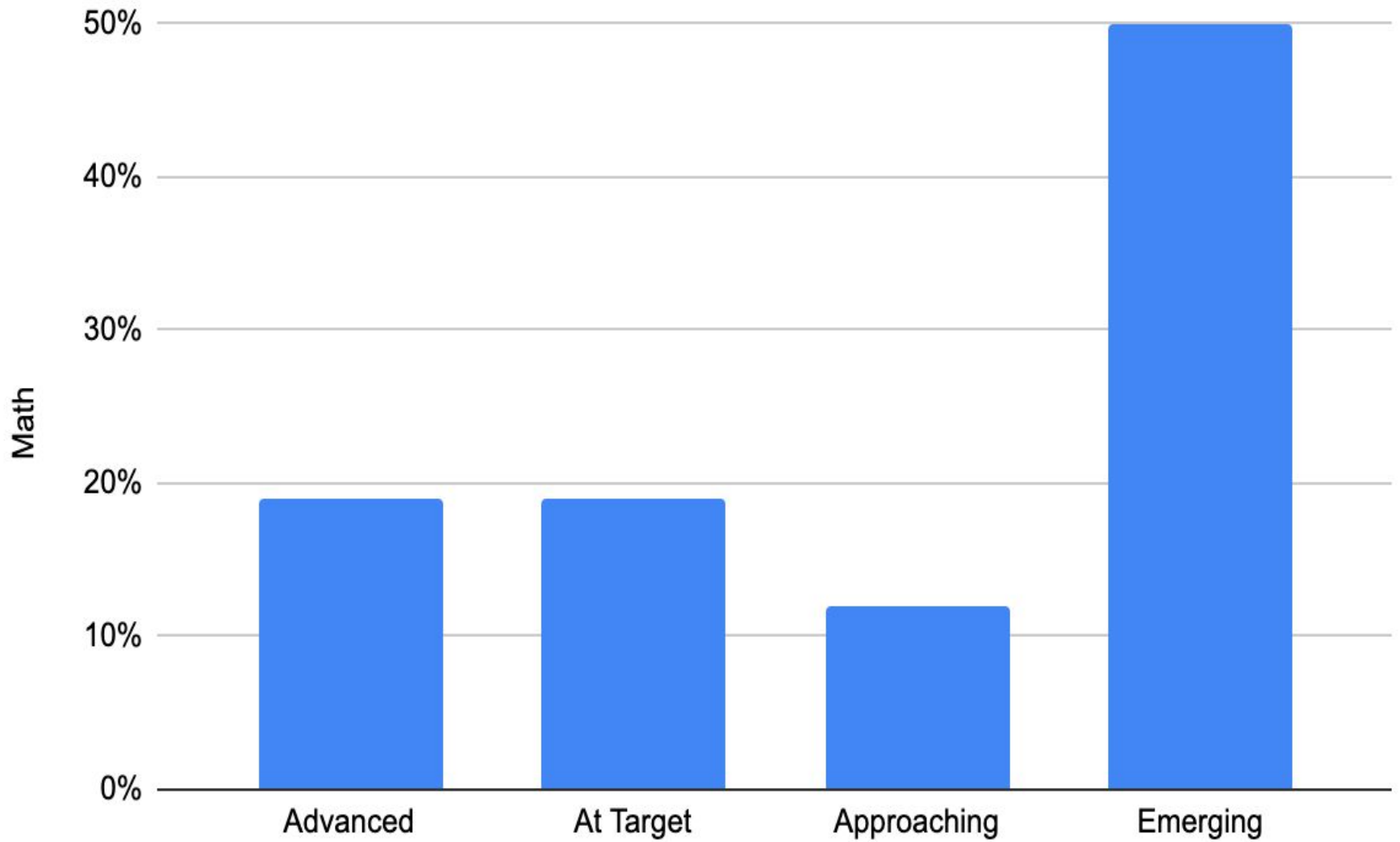
# DLM Scores

- Students in grades 3 to 8, including out-of-district students as well as students who participate in self-contained, special education programs.
- 16 students participated in the DLM assessment.
- Every grade level has less than 10 students; therefore we cannot report the scores by grade level.
- The graph on the next slide will show districtwide performance.

# ELA -DLM

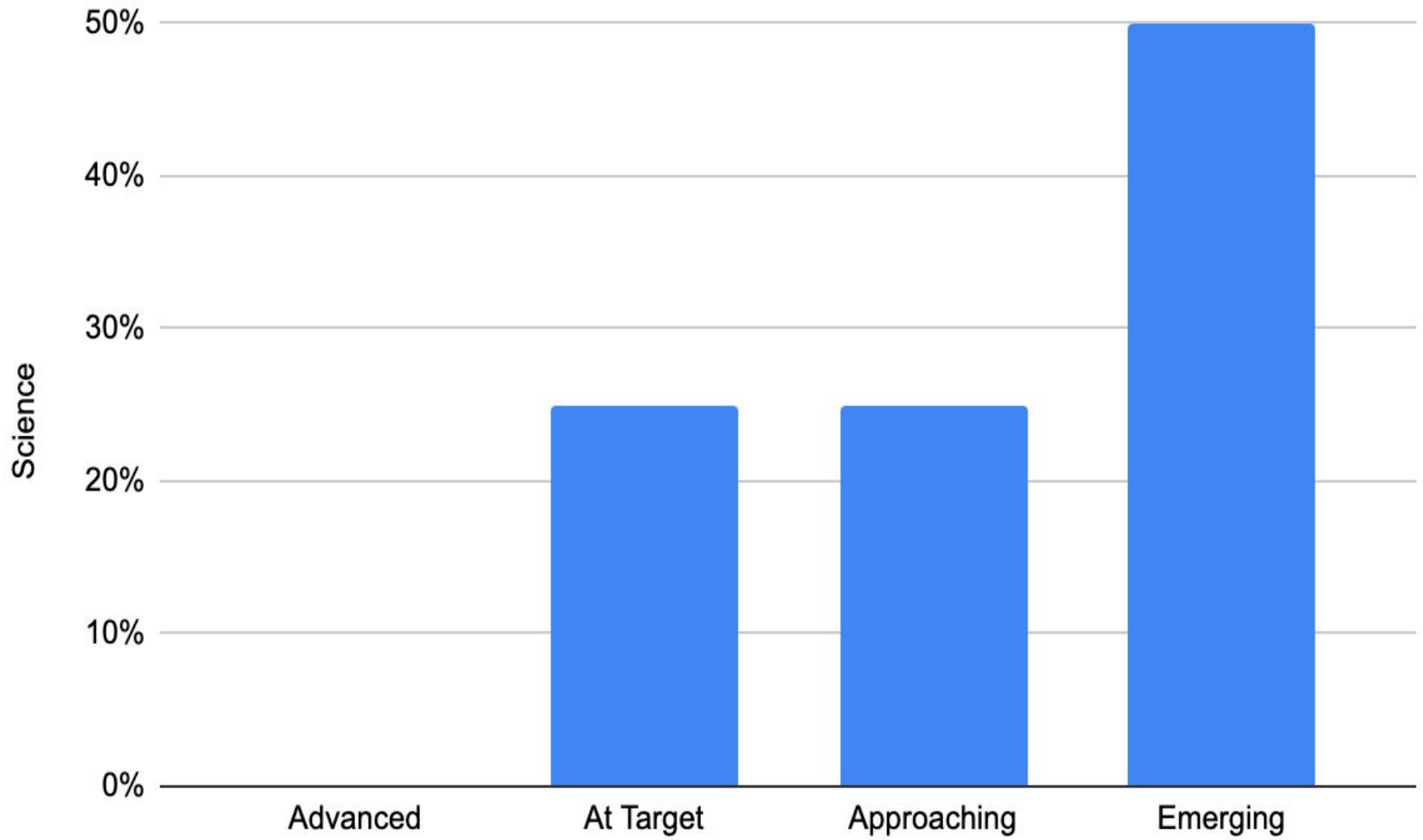


# Math





# Science-DLM





# ACCESS for ELLs



# Terms to Know

- **ACCESS:** Assessing Comprehension and Communication in English State-to-State Secure, Mandated Assessment, Alternate ACCESS for MLs Available
- **WIDA:** World-Class Instructional Design & Assessment Consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English Language Learners

WIDA develops the ACCESS assessments that all Multilingual Learners take

Measures academic English language in four domains:

Listening, Speaking, Reading & Writing

Administered to all K-8 students coded as Multilingual Learners (MLs)

Scores reflect proficiency from Level 1 (Entering) to Level 6 (Reaching)

# Terms to Know

- **Multilingual Learner (MLs):** *\*Formerly ESL\** A student whose native language is other than English and who has varying degrees of English language proficiency in any one of the domains.
- **Newcomer:** A student new to the U.S.
- **English as a Second Language (ESL):** Services designed to improve English reading, writing, speaking and listening for MLs. This is in addition to the regular school program and taught by an ESL certified teacher.  
An ESL Teacher DOES NOT have to speak another language.

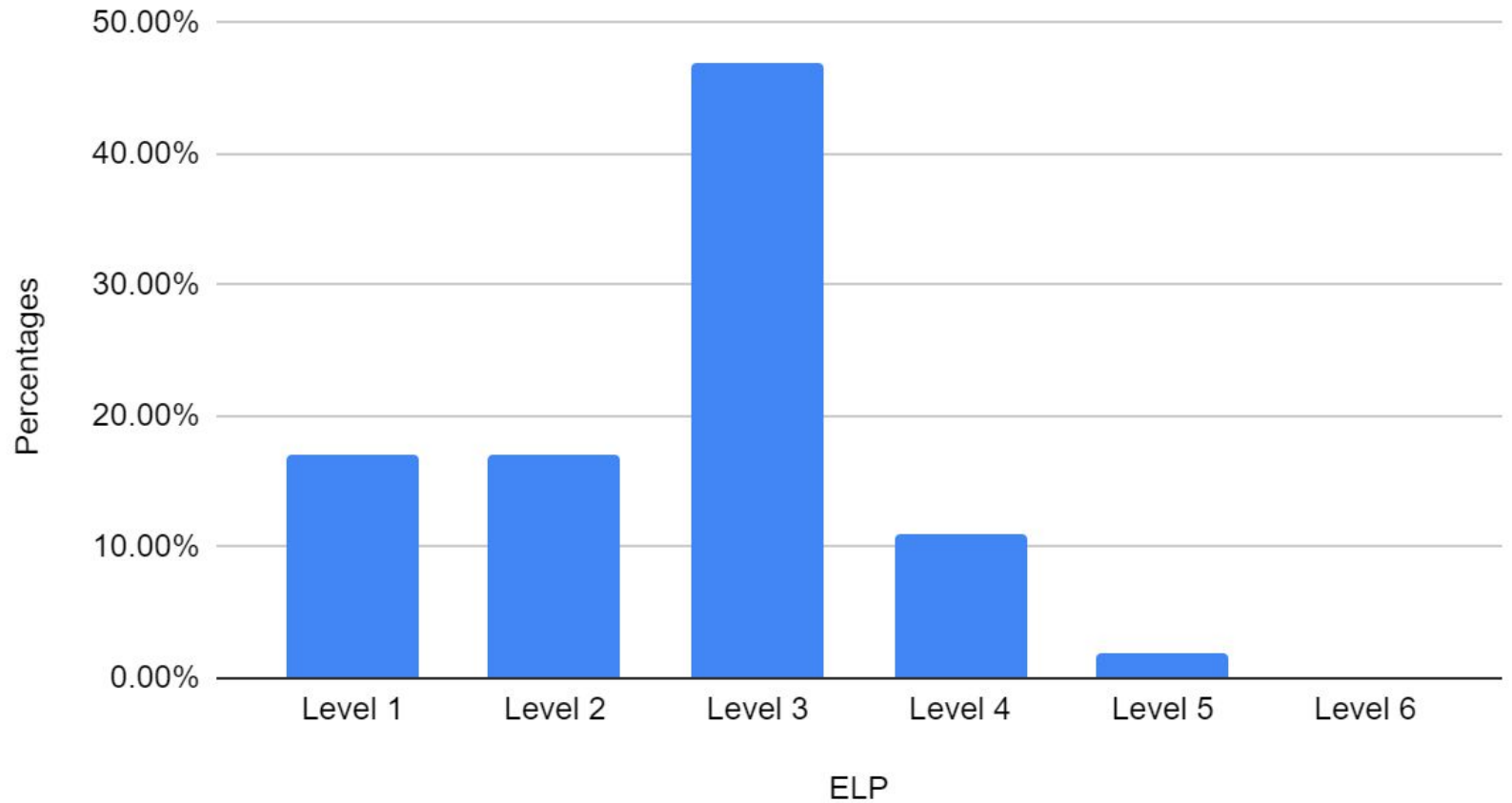
# ACCESS Proficiency Scores

The proficiency level score describes the student's performance in terms of the six WIDA English Language Proficiency Levels:

<b>LEVEL 1</b>	Entering
<b>LEVEL 2</b>	Emerging
<b>LEVEL 3</b>	Developing
<b>LEVEL 4</b>	Expanding
<b>LEVEL 5</b>	Bridging
<b>LEVEL 6</b>	Reaching (near native speaker level)

# 2023 ACCESS Results

## ACCESS



# Multilingual Learners Accomplishments

**The proficiency level score describes the student's performance in terms of the six WIDA English Language Proficiency Levels:**

- Our ESL teacher services all buildings daily. The teacher is using pull-out and push-in class time to instruct students in grades 1-8 for the 17 identified students.
- Although an ESL teacher does not need to speak a second language, our ESL teacher is fluent in Spanish. She translates communication home and is a translator for in-person meetings and conferences. This is available for the spanish-speaking families in Colts Neck even if their child is not in the program.
- Students in our ESL program speak Russian, Slovak, Georgian, and Spanish. These countries are represented: Ukraine, Russia, Slovakia , Georgia, Peru, Honduras, Mexico, and Puerto Rico



# Multilingual Learners Accomplishments

- Our ELL teacher provides support to content area teachers to help ML students meet grade level expectations or modify content to their English Language Proficiency (ELP )level.
- The ELL teacher works collaboratively with classroom teachers to be able to design and deliver lessons that address the academic and linguistic needs of English language learners. These strategies actually benefit all students, not just those learning English as their second language.
- Instruction incorporates strategies that make the content comprehensible to students.
- Students that test above 4.5 will be monitored for two years.



Questions?  
Thank you for  
coming!

**Erica Reynolds, Ed.D.**

**Director of Curriculum and Instruction**

**[reynolds@coltsneckschools.org](mailto:reynolds@coltsneckschools.org)**

**732-946-0055 ext. 4107**