

# FLEMINGTON-RARITAN REGIONAL SCHOOL DISTRICT



## *NEW JERSEY STUDENT LEARNING ASSESSMENT RESULTS SPRING 2022*

*OCTOBER 10, 2022*



# NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

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## New Jersey Assessment Programs - History



- 2003-2014 – New Jersey Assessment of Skills and Knowledge (NJASK)
- 2015-2018 – Partnership for Assessment of Readiness for College and Careers (PARCC)
- 2019 to present - New Jersey Student Learning Assessment (NJSLA) implemented
  - Spring 2019 – 1<sup>st</sup> year of NJSLA implementation
  - Spring 2020 – NJSLA cancelled due to the pandemic
  - Spring 2021 – NJSLA cancelled with NJDOE agreement to implement Fall Start Strong assessment
  - Spring 2022 – 2<sup>nd</sup> year of NJSLA implementation NJSLA implemented
- 2021 to present – Fall Start Strong Assessment mandated
  - Fall 2021 – 1<sup>st</sup> year of mandated administration
  - Fall 2022 – 2<sup>nd</sup> year of mandated administration

# NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

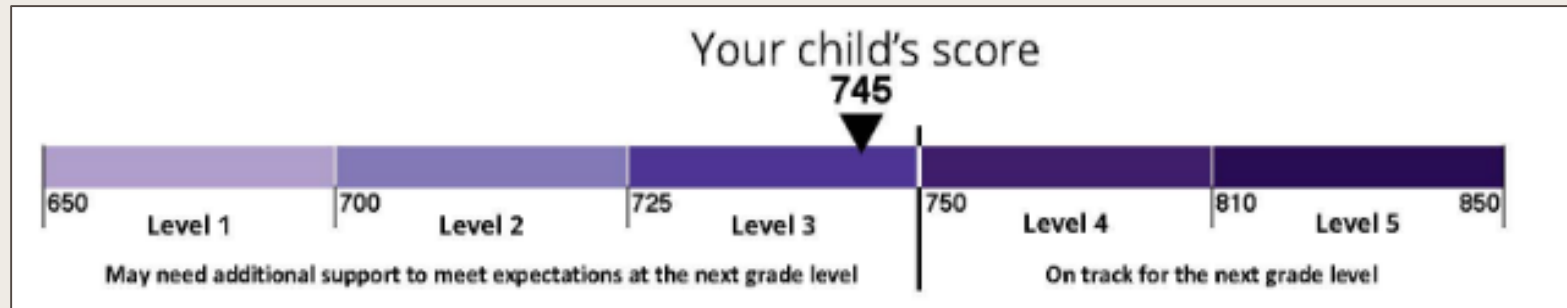
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## New Jersey Student Learning Assessment – 2022 Administration

- Who is tested?
  - All students in grades 3-8 must take the NJSLA.
  - A small percentage of our students qualify for the Dynamic Learning Maps (DLM) assessment designed specifically for the severely cognitively impaired.
  - ESL students who arrived in the US after June 1 may be exempted from testing.
- Testing occurred in May 2022
  - ELA Grade 3 – two units over two days; each 75 minutes
  - ELA Grades 4-8 – two units over two days; each 90 minutes
  - Math Grade 3-8 – three units over days; each 60 minutes
  - Algebra 1/Geometry – two units over days; each 90 minutes
  - Science 5 & 8 – four units over 2 days; each unit 45 minutes
- Test Format
  - Unless otherwise specified by in a child's Individual Education Program (IEP), all testing occurs digitally.
  - ESL students may be offered the NJSLA Mathematics test in Spanish.



# NJSLA PERFORMANCE LEVELS



- LEVEL 1: NOT YET MEETING GRADE-LEVEL EXPECTATIONS
- LEVEL 2: PARTIALLY MEETING GRADE-LEVEL EXPECTATIONS
- LEVEL 3: APPROACHING GRADE-LEVEL EXPECTATIONS
- LEVEL 4: MEETING GRADE-LEVEL EXPECTATIONS
- LEVEL 5: EXCEEDING GRADE-LEVEL EXPECTATIONS



SCORE RANGE IS 650-850

# ENGLISH LANGUAGE ARTS/ LITERACY

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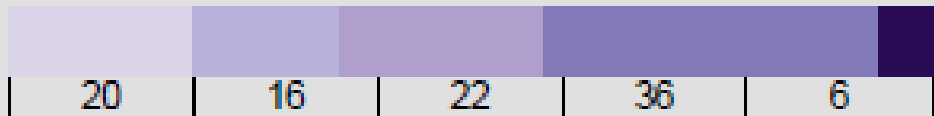







SPRING 2022 ADMINISTRATION

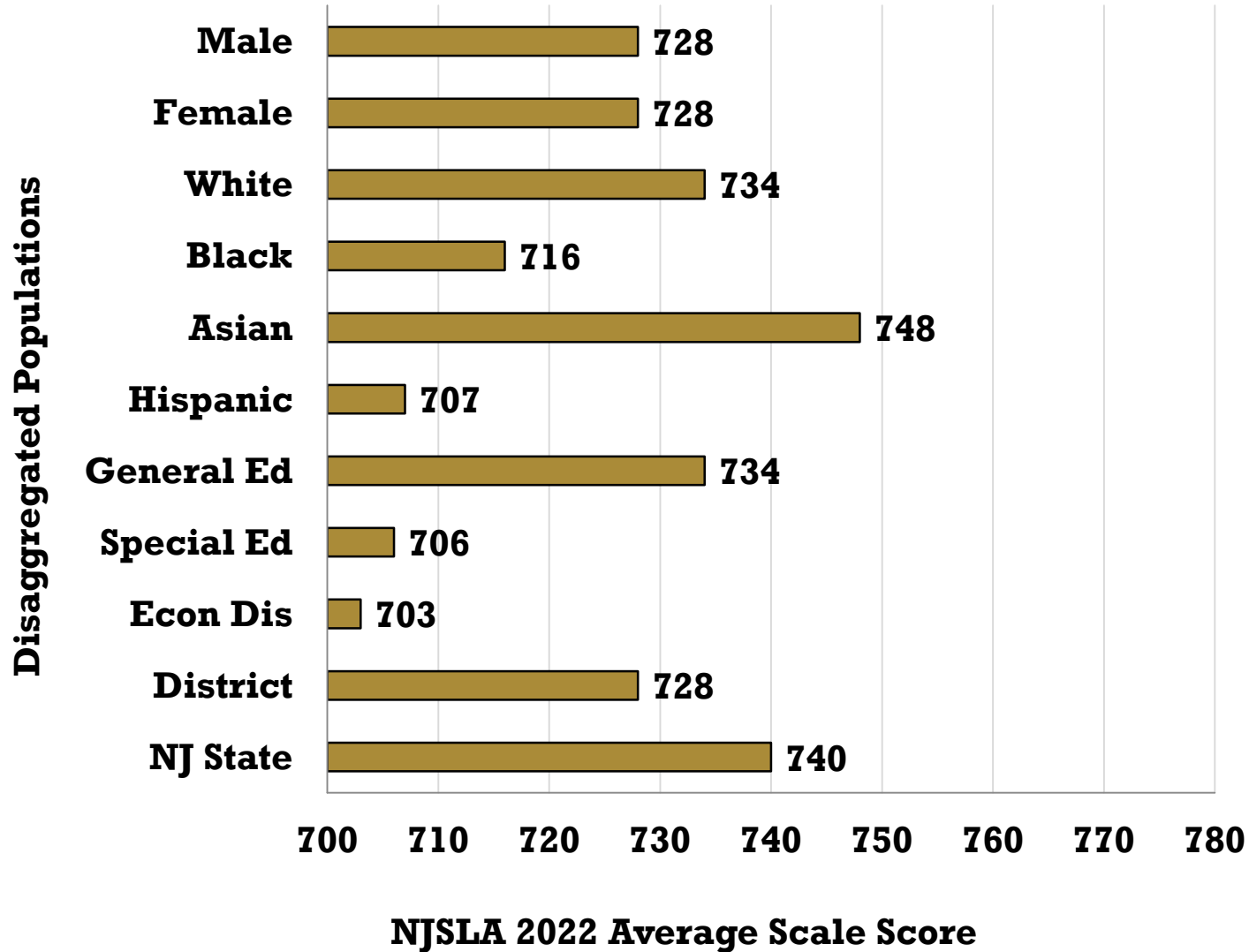


# ENGLISH LANGUAGE ARTS

## Grade 3 Assessment, 2021–2022

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE
<b>STATE</b> 	92,131	740	46
<b>DISTRICT</b> 	313	728	43
<b>BARLEY SHEAF ELEMENTARY SCHOOL</b> 	79	738	47
<b>COPPER HILL ELEMENTARY SCHOOL</b> 	61	736	46
<b>FRANCIS A. DESMARES ELEMENTARY SCHOOL</b> 	91	717	38
<b>ROBERT HUNTER ELEMENTARY SCHOOL</b> 	82	725	42

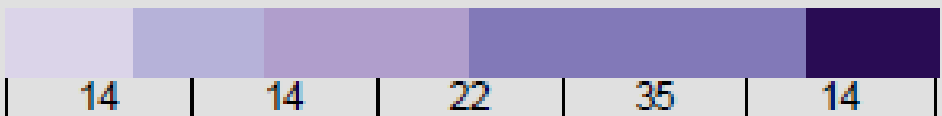
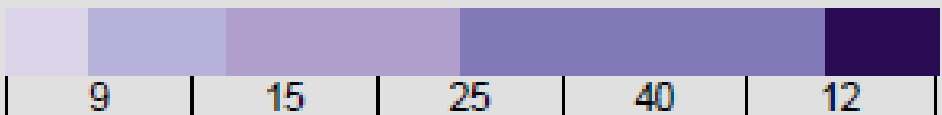


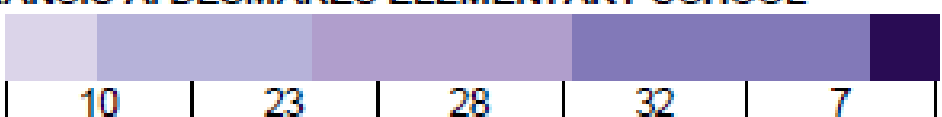

# Grade 3 - English Language Arts





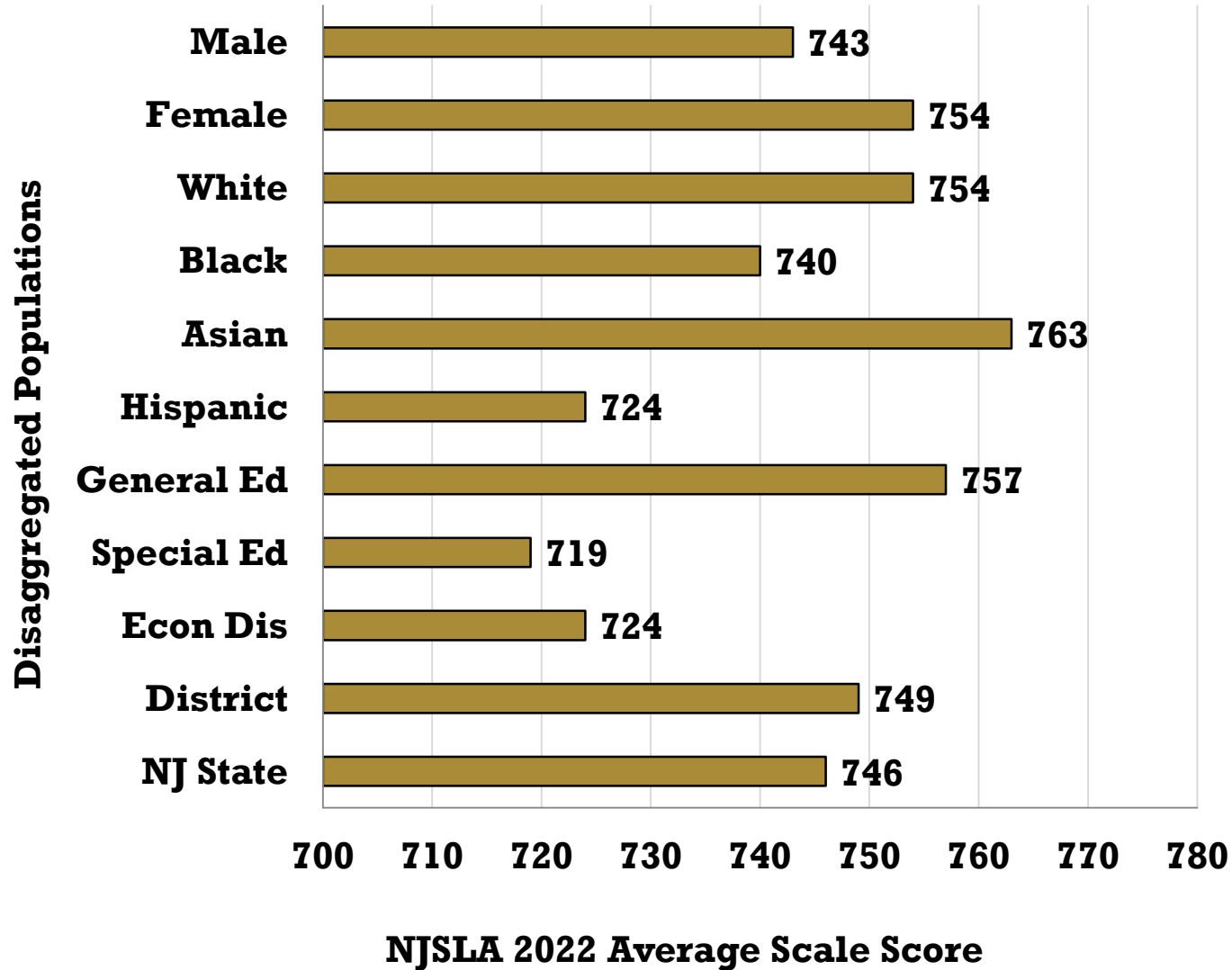
# ENGLISH LANGUAGE ARTS

## Grade 4 Assessment, 2021–2022

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE
<b>STATE</b> 	93,632	746	49
<b>DISTRICT</b> 	346	749	51
<b>BARLEY SHEAF ELEMENTARY SCHOOL</b> 	73	761	55
<b>COPPER HILL ELEMENTARY SCHOOL</b> 	81	754	54
<b>FRANCIS A. DESMARES ELEMENTARY SCHOOL</b> 	110	742	48
<b>ROBERT HUNTER ELEMENTARY SCHOOL</b> 	82	742	49






# Grade 4 - English Language Arts



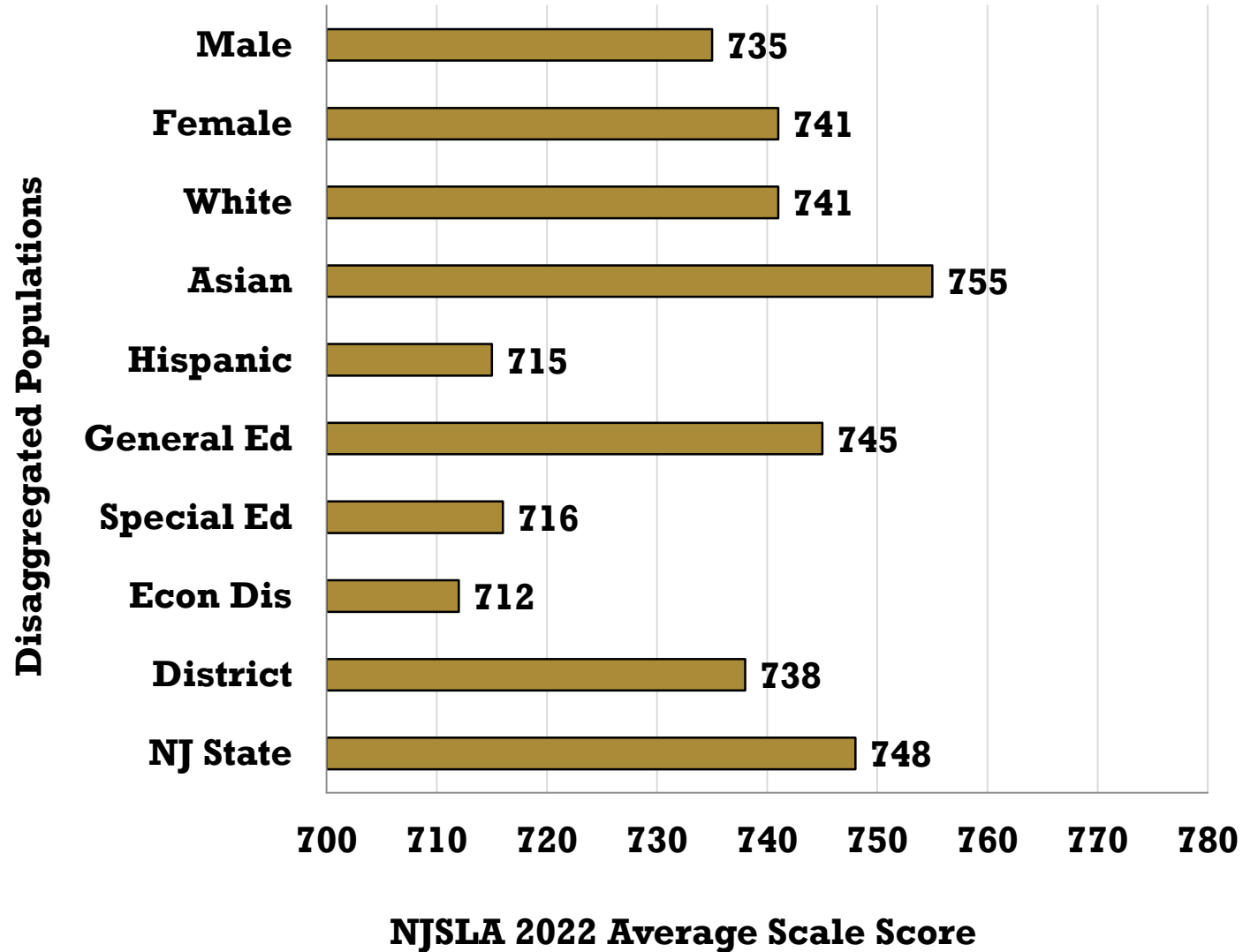


# ENGLISH LANGUAGE ARTS

## Grade 5 Assessment, 2021–2022

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE
<b>STATE</b>  13    15    23    40    9	95,314	748	49
<b>DISTRICT</b>  12    20    31    36    2	337	738	48
<b>READING-FLEMING INTERMEDIATE SCHOOL</b>  12    20    31    36    2	337	738	48

# Grade 5 - English Language Arts



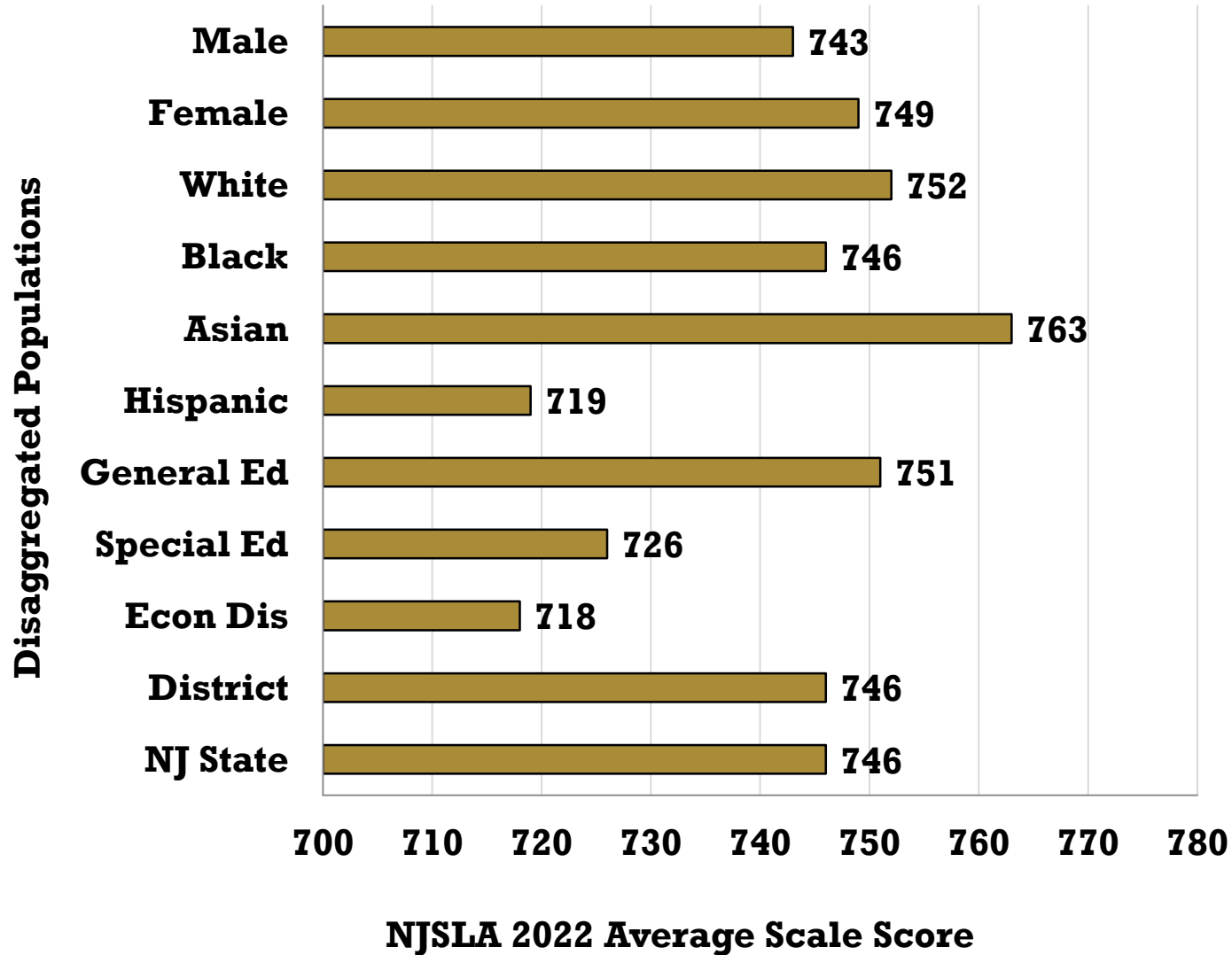


# ENGLISH LANGUAGE ARTS

## Grade 6 Assessment, 2021–2022

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE
<b>STATE</b> 	96,334	746	49
<b>DISTRICT</b> 	299	746	50
<b>READING-FLEMING INTERMEDIATE SCHOOL</b> 	299	746	50

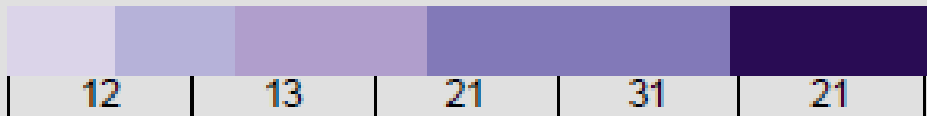
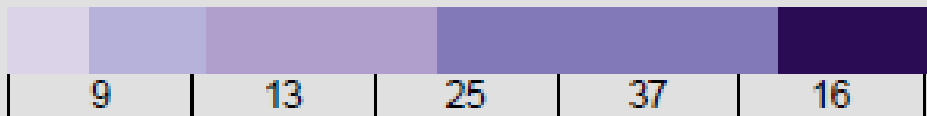
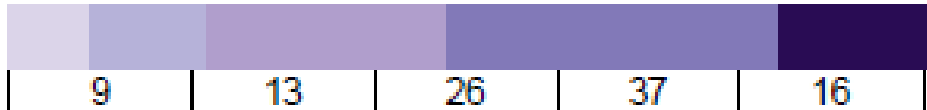
# Grade 6 - English Language Arts



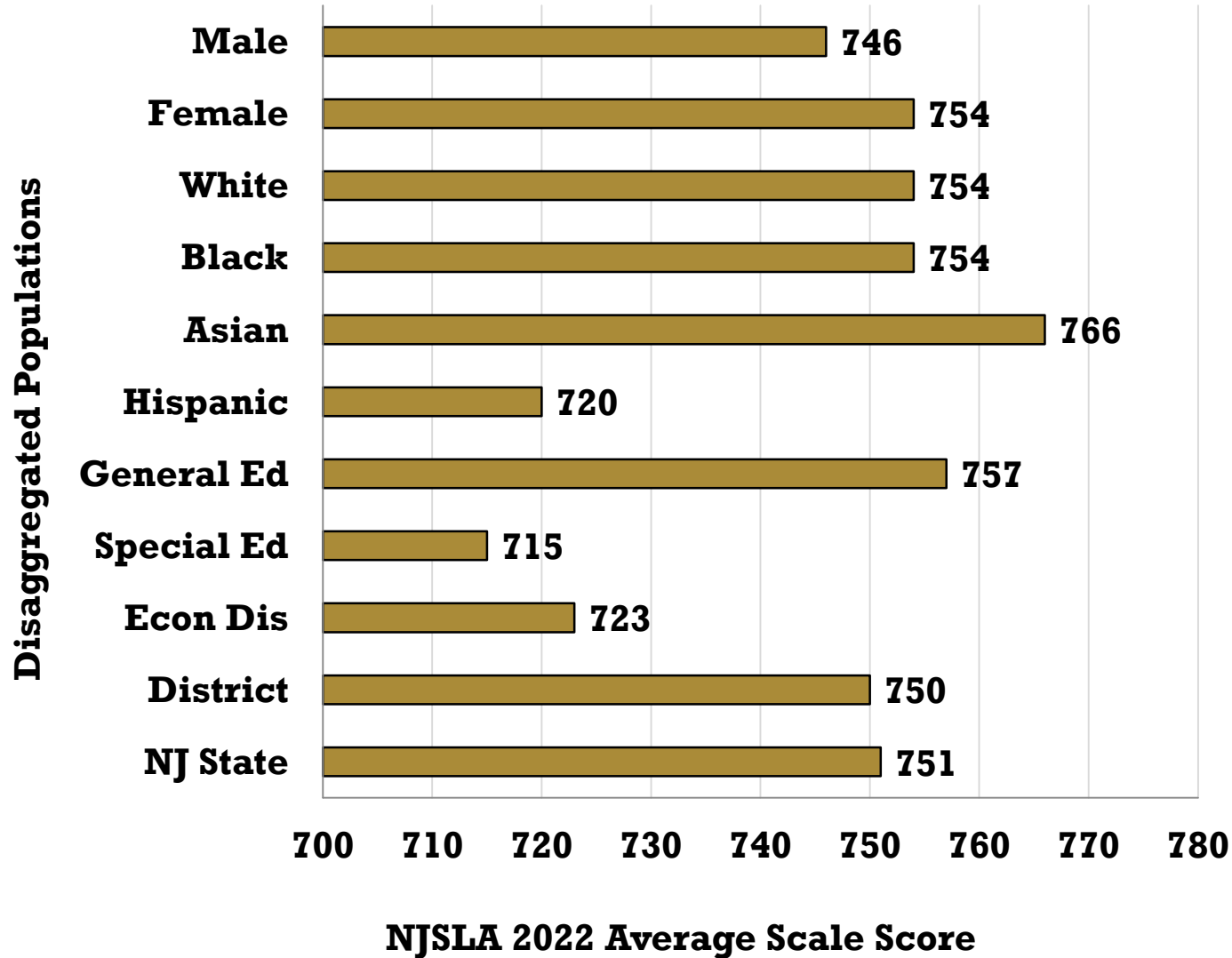


# ENGLISH LANGUAGE ARTS

## Grade 7 Assessment, 2021–2022

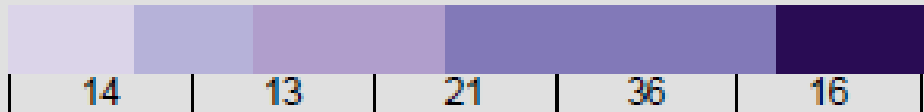
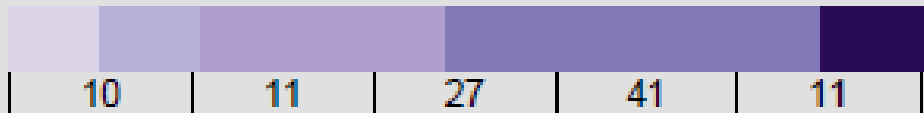
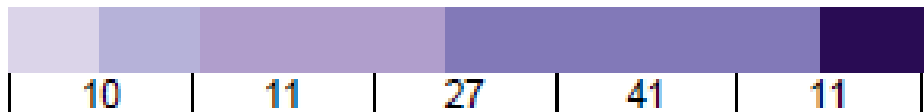
PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE
<b>STATE</b> 	99,427	751	50
<b>DISTRICT</b> 	346	750	53
<b>BARLEY SHEAF ELEMENTARY SCHOOL</b>	1		
<b>J.P. CASE MIDDLE SCHOOL</b> 	345	750	53

# Grade 7 - English Language Arts



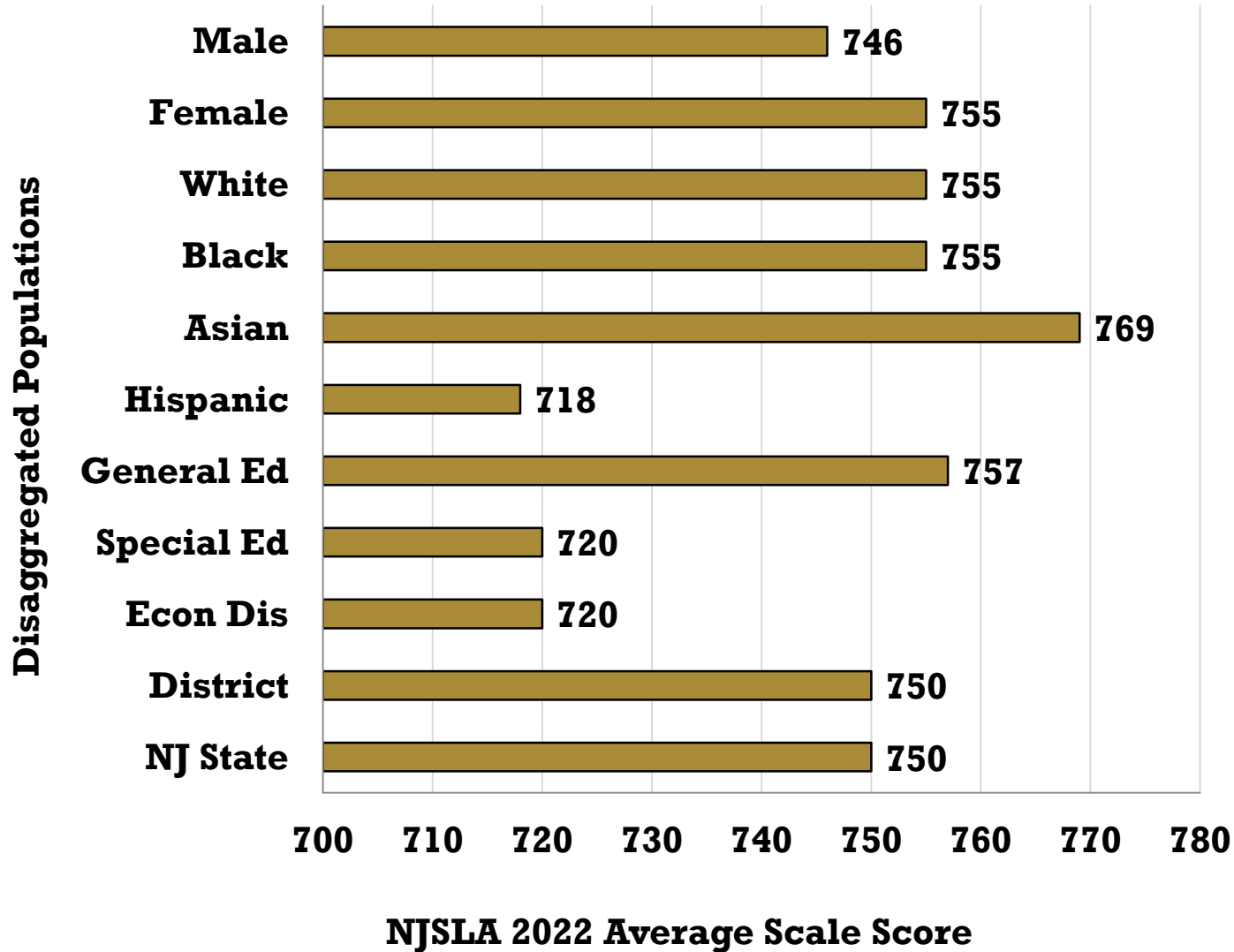


## ENGLISH LANGUAGE ARTS Grade 8 Assessment, 2021–2022

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE
<b>STATE</b> 	100,781	750	50
<b>DISTRICT</b> 	315	750	52
<b>J.P. CASE MIDDLE SCHOOL</b> 	315	750	52

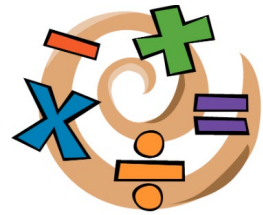


# Grade 8 - English Language Arts



# MATHEMATICS

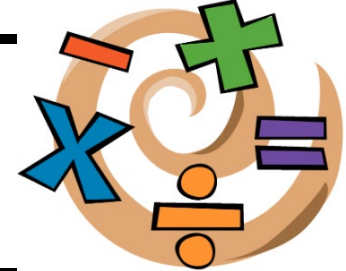
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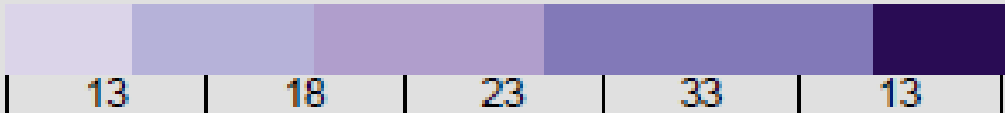
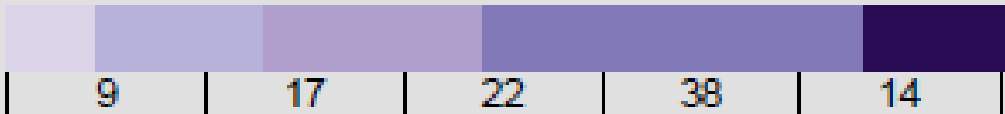






SPRING 2019 ADMINISTRATION

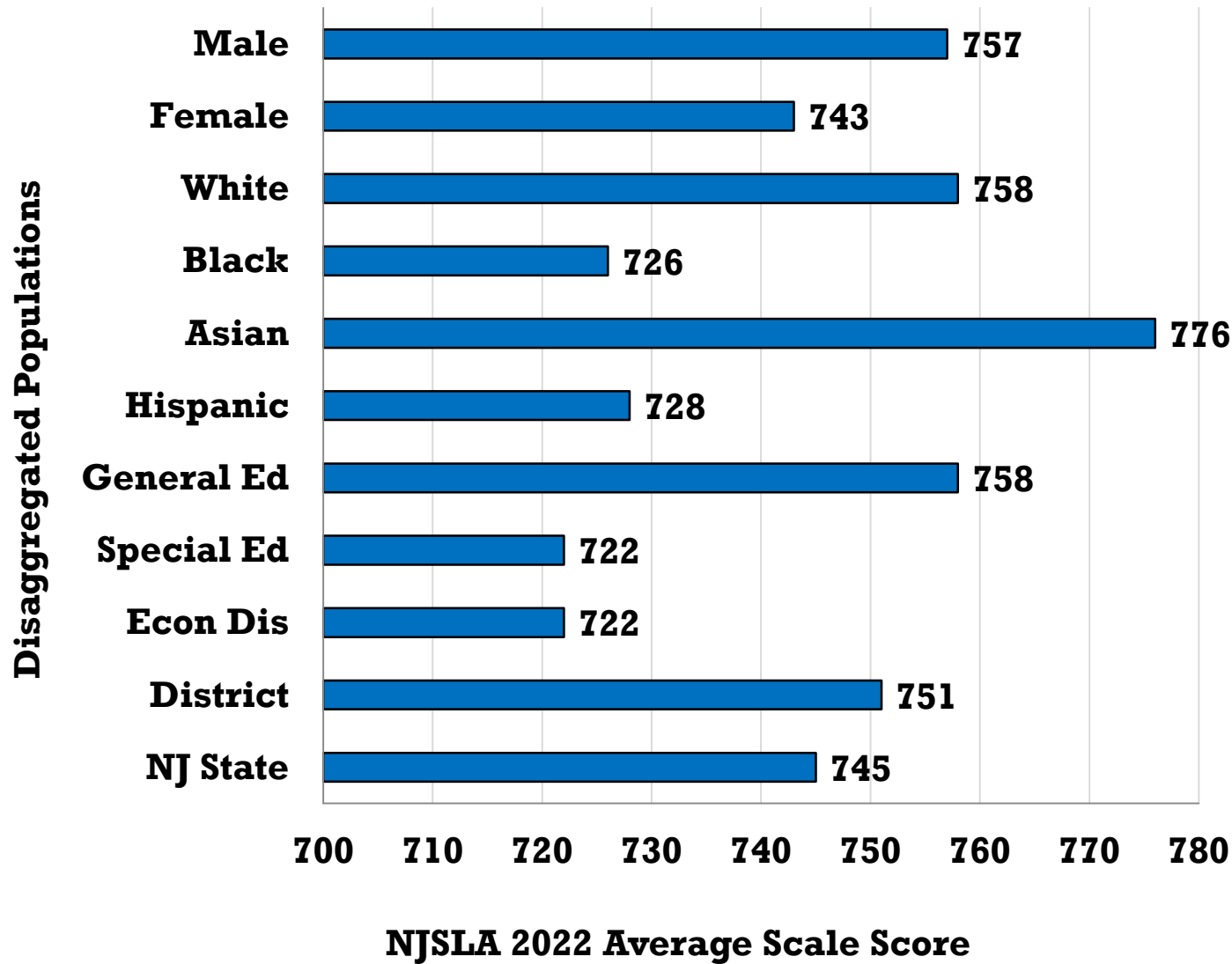
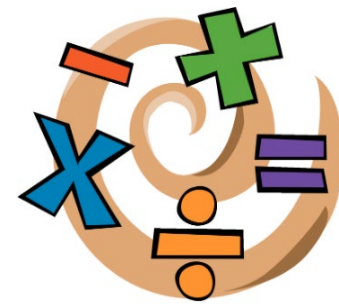
# MATHEMATICS

## Grade 3 Assessment, 2021–2022



PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	
<b>STATE</b> 	93,502	745	
<b>DISTRICT</b> 	320	751	
<b>BARLEY SHEAF ELEMENTARY SCHOOL</b> 	79	755	
<b>COPPER HILL ELEMENTARY SCHOOL</b> 	61	762	
<b>FRANCIS A. DESMARES ELEMENTARY SCHOOL</b> 	97	741	
<b>ROBERT HUNTER ELEMENTARY SCHOOL</b> 	83	749	

# Grade 3 - Mathematics



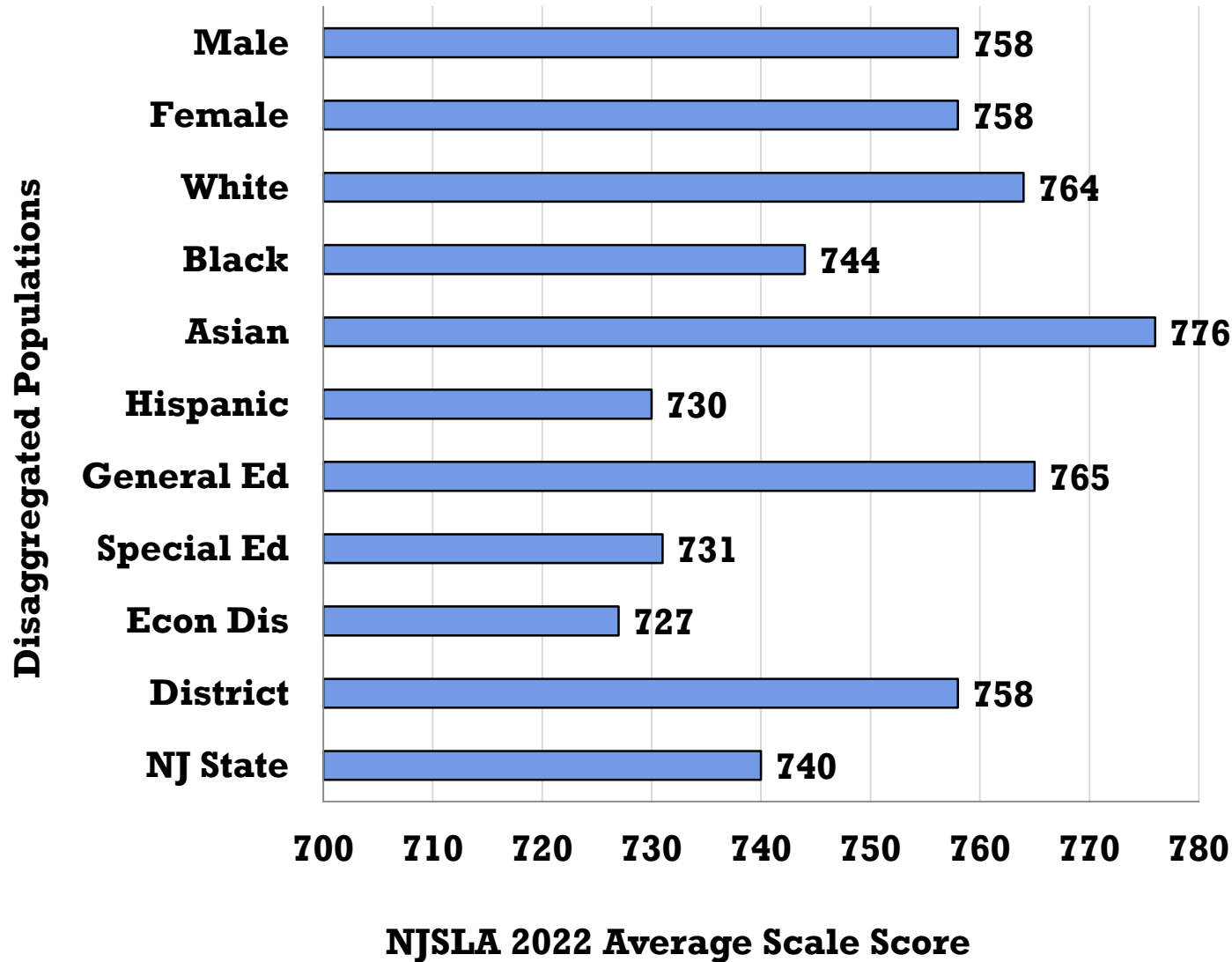
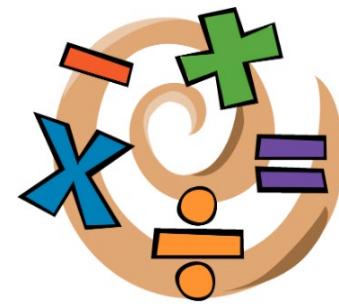
# MATHEMATICS

## Grade 4 Assessment, 2021–2022



PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	
<b>STATE</b>  13    23    25    33    6	94,953	740	
<b>DISTRICT</b>  6    12    20    49    13	348	758	
<b>BARLEY SHEAF ELEMENTARY SCHOOL</b>  1    4    18    60    16	73	769	
<b>COPPER HILL ELEMENTARY SCHOOL</b>  5    5    17    57    16	81	767	
<b>FRANCIS A. DESMARES ELEMENTARY SCHOOL</b>  10    20    22    42    6	112	746	
<b>ROBERT HUNTER ELEMENTARY SCHOOL</b>  5    16    22    41    16	82	755	


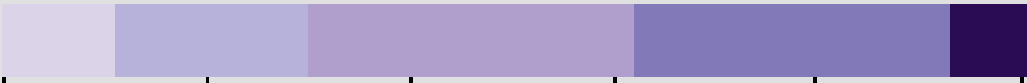

# Grade 4 - Mathematics



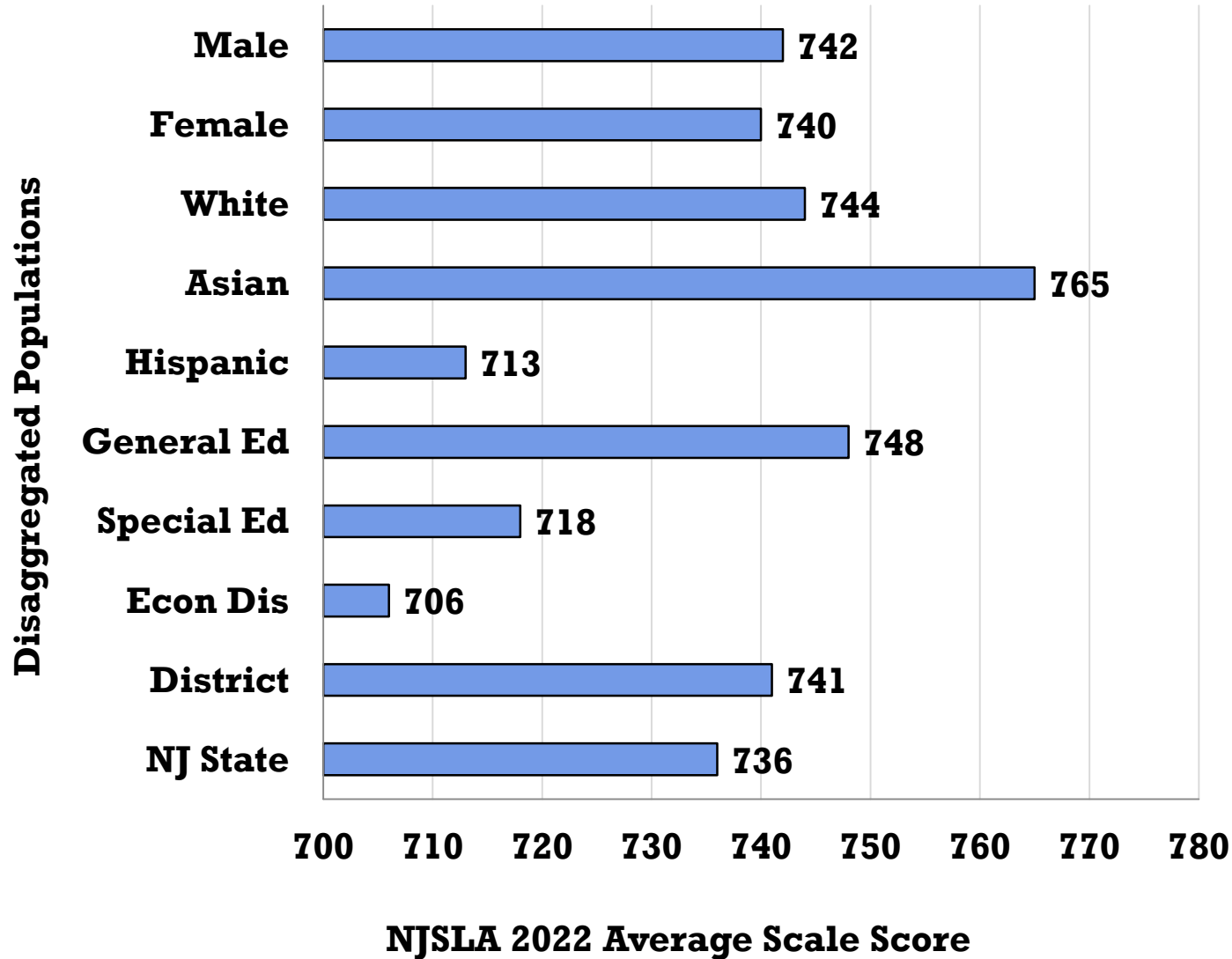
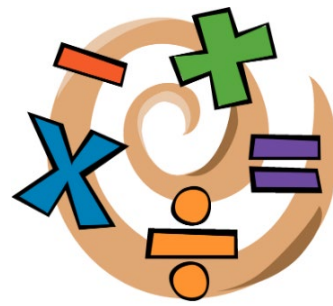


# MATHEMATICS

## Grade 5 Assessment, 2021–2022

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE
<b>STATE</b>  15    23    26    29    7	96,601	736
<b>DISTRICT</b>  11    19    31    31    7	340	741
<b>READING-FLEMING INTERMEDIATE SCHOOL</b>  11    19    31    31    7	340	741

# Grade 5 - Mathematics

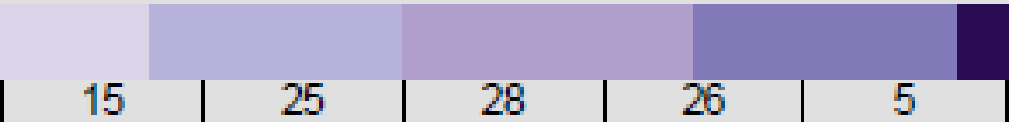

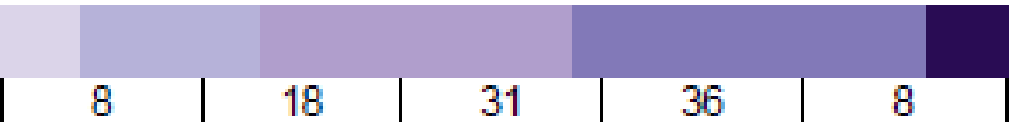




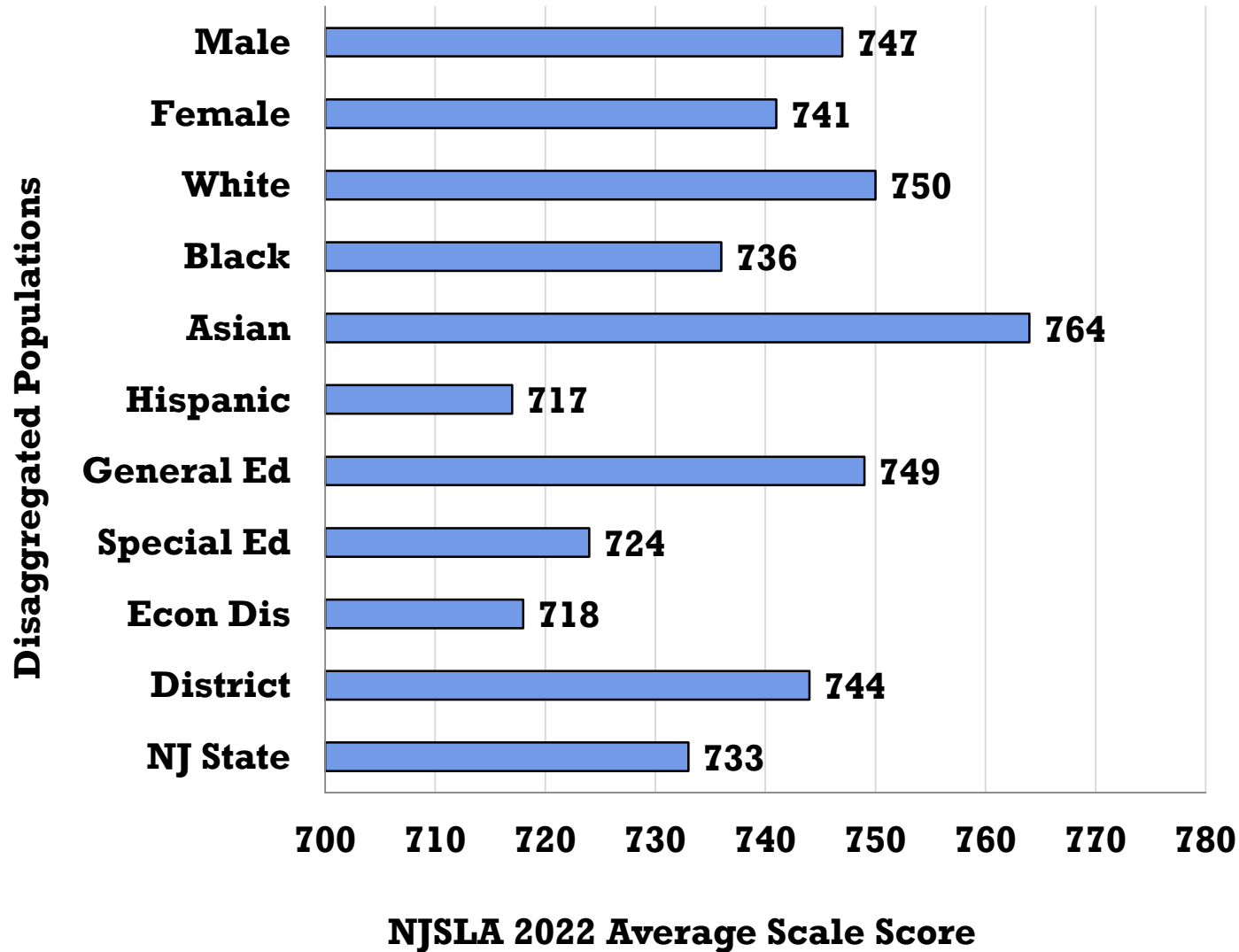
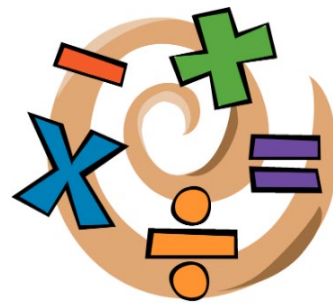


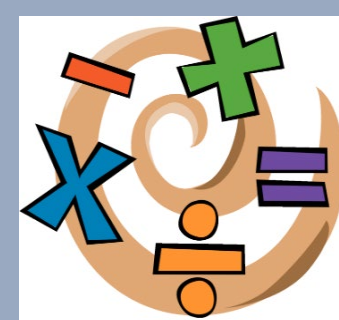
# MATHEMATICS

## Grade 6 Assessment, 2021–2022

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	
<b>STATE</b> 	97,548	733	
<b>DISTRICT</b> 	305	744	
<b>READING-FLEMING INTERMEDIATE SCHOOL</b> 	305	744	




# Grade 6 - Mathematics



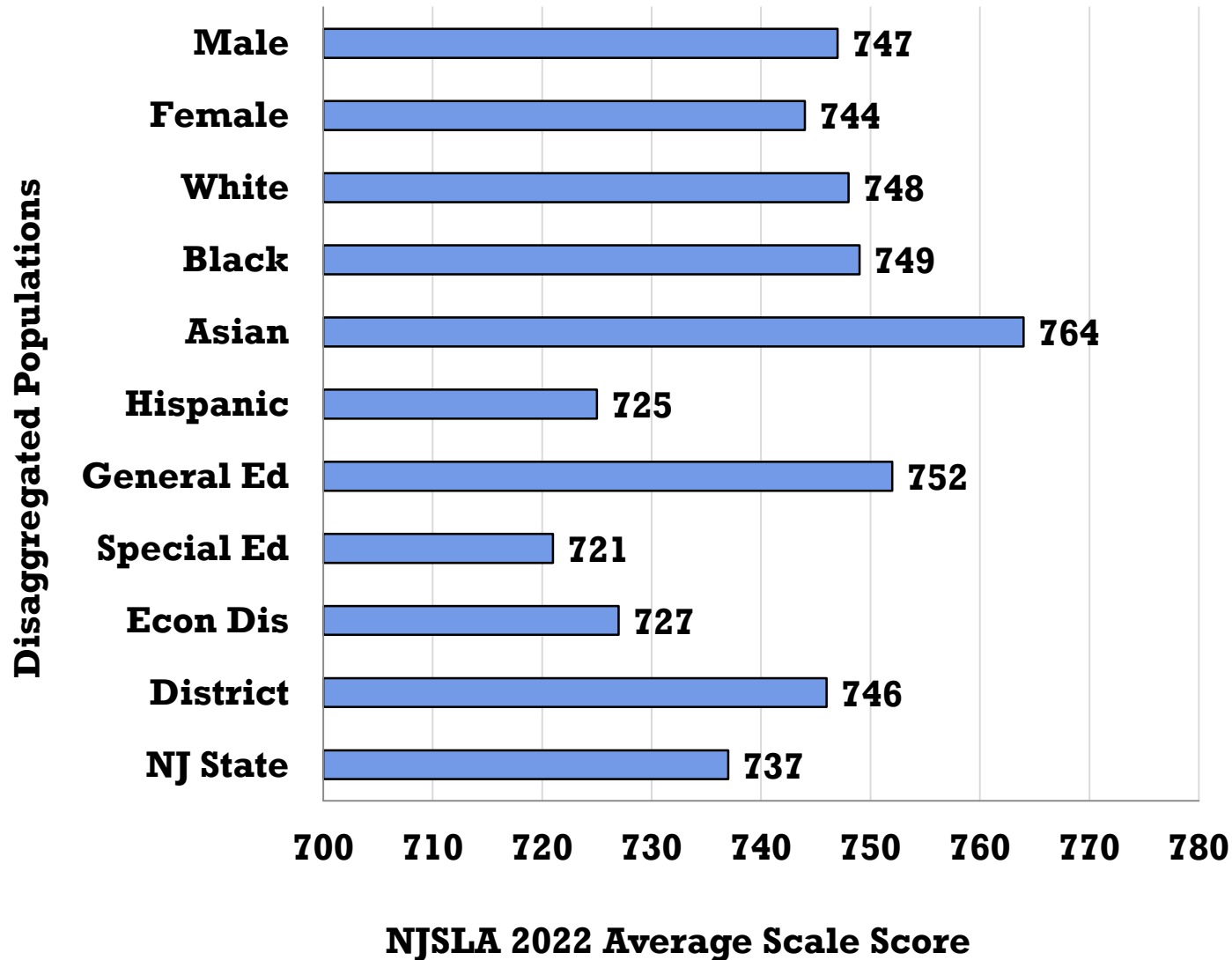
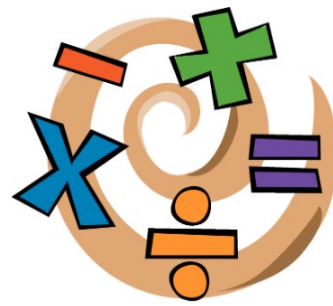


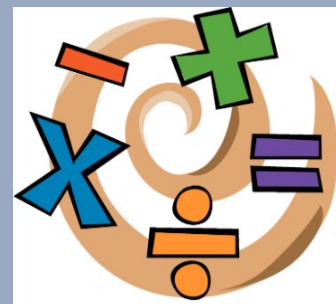
## MATHEMATICS

### Grade 7 Assessment, 2021–2022

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE	
<b>STATE</b>  11    24    31    29    5	95,340	737	
<b>DISTRICT</b>  5    13    35    43    4	289	746	
<b>BARLEY SHEAF ELEMENTARY SCHOOL</b>	1		
<b>J.P. CASE MIDDLE SCHOOL</b>  5    13    35    43    4	288	746	

# Grade 7 - Mathematics



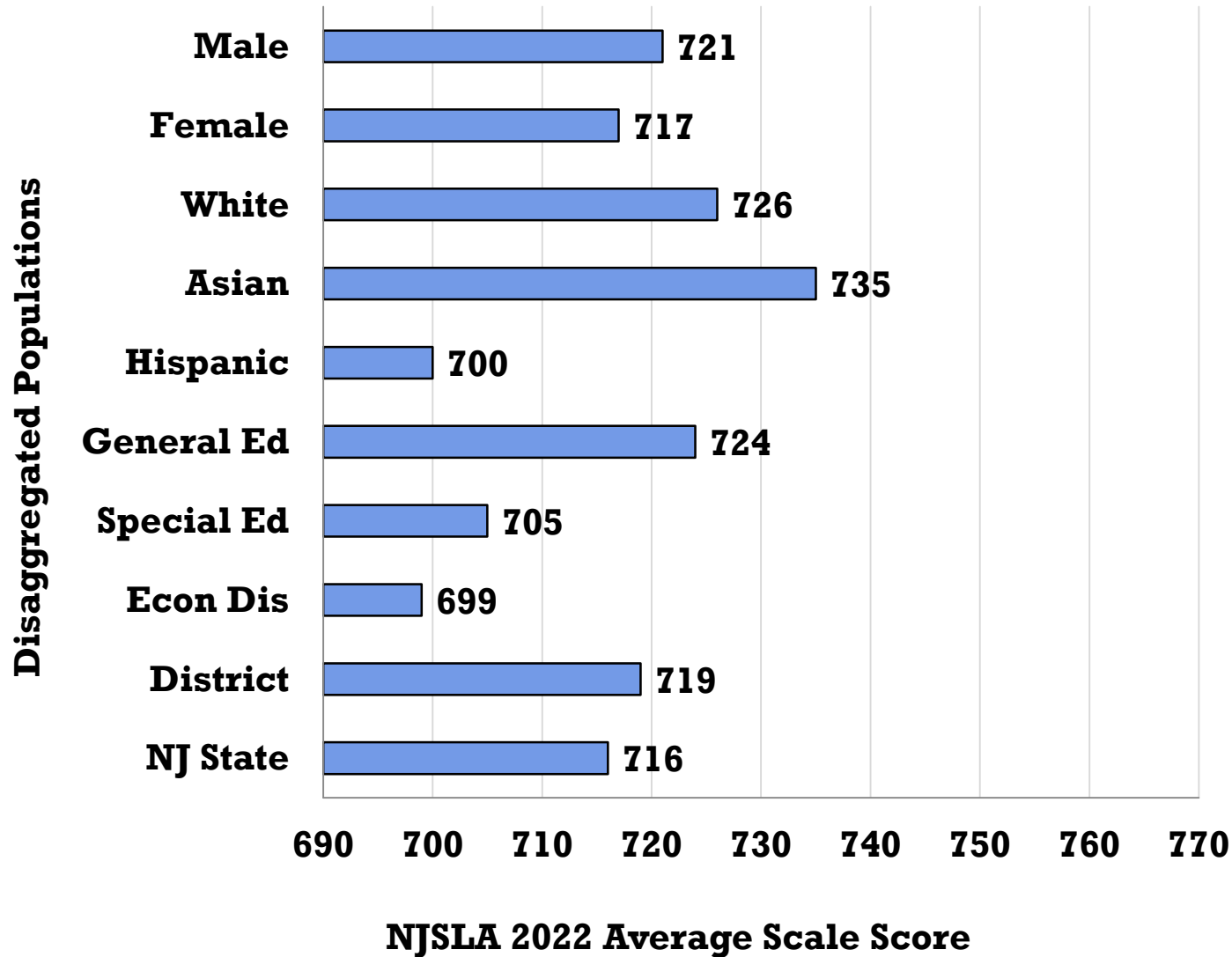
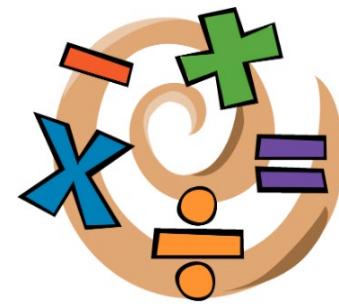


# MATHEMATICS

## Grade 8 Assessment, 2021–2022

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE
<b>STATE</b> <div> <div>30</div> <div>32</div> <div>22</div> <div>15</div> <div>1</div> </div>	66,241	716
<b>DISTRICT</b> <div> <div>21</div> <div>32</div> <div>33</div> <div>14</div> <div>0</div> </div>	213	719
<b>J.P. CASE MIDDLE SCHOOL</b> <div> <div>21</div> <div>32</div> <div>33</div> <div>14</div> <div>0</div> </div>	213	719




# Grade 8 - Mathematics



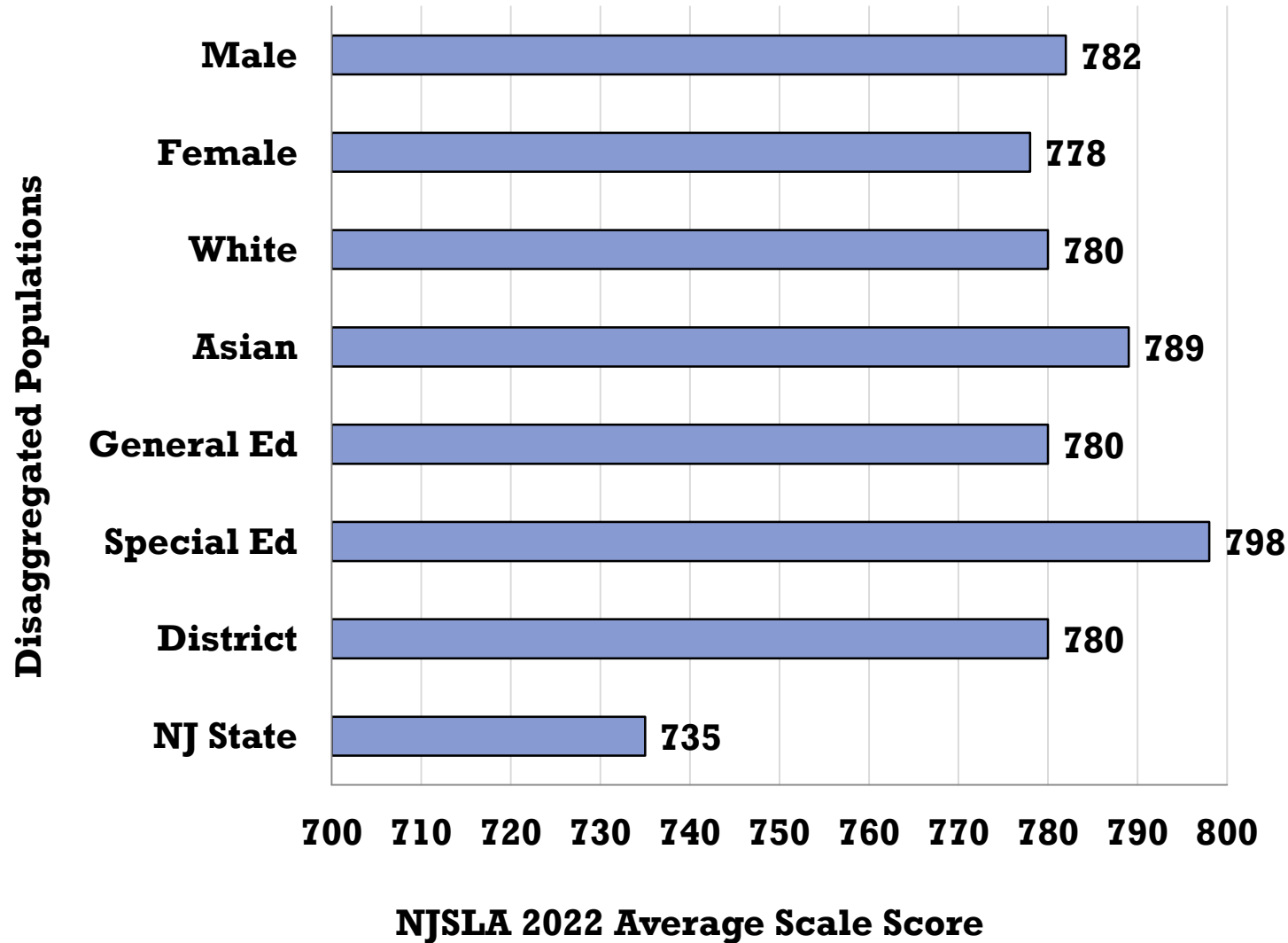
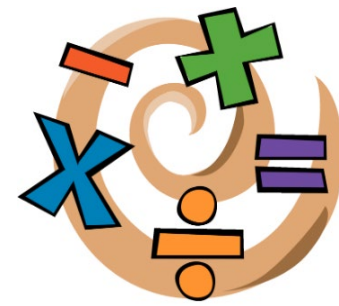


## MATHEMATICS

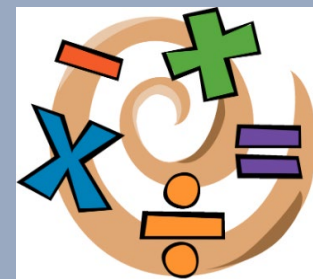
### Algebra I Assessment, 2021–2022

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE
<b>STATE</b>  <div>182325323</div>	107,790	735
<b>DISTRICT</b>  <div>0197615</div>	128	780
<b>J.P. CASE MIDDLE SCHOOL</b>  <div>0197615</div>	128	780

# Grade 7 & 8 - Algebra I





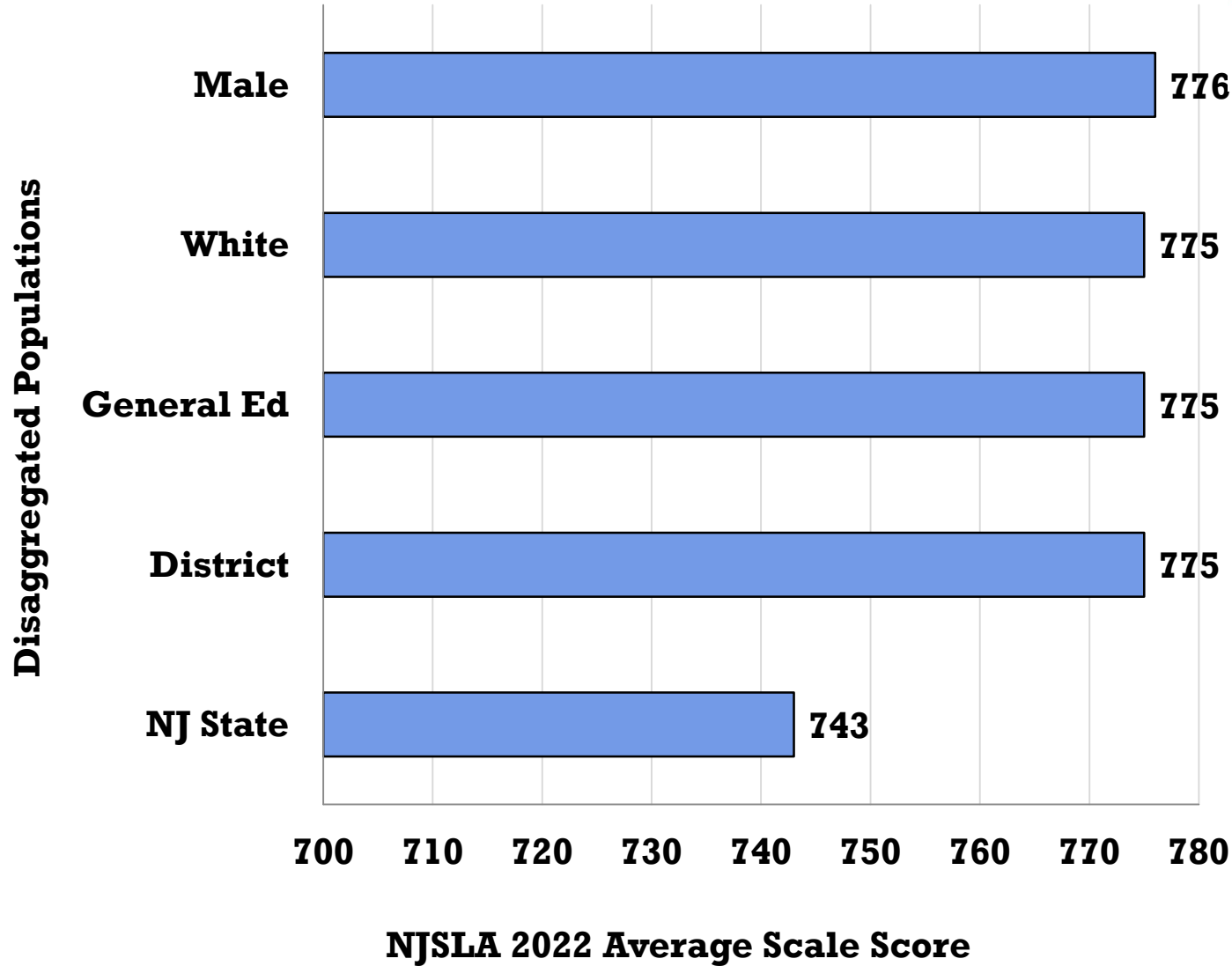
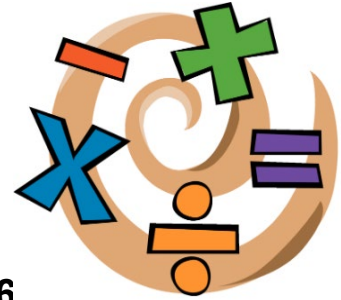


# MATHEMATICS

## Geometry Assessment, 2021–2022

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE
<b>STATE</b> <div>71930386</div>	33,590	743
<b>DISTRICT</b> <div>006629</div>	35	775
<b>J.P. CASE MIDDLE SCHOOL</b> <div>006629</div>	35	775

# Grade 8 - Geometry

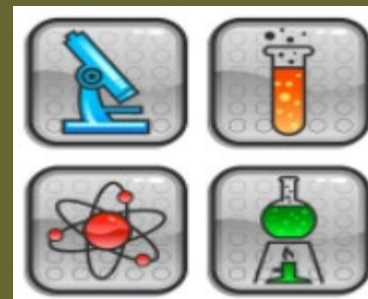


# SCIENCE



New Jersey  
Student Learning  
Assessment

SPRING 2022 ADMINISTRATION



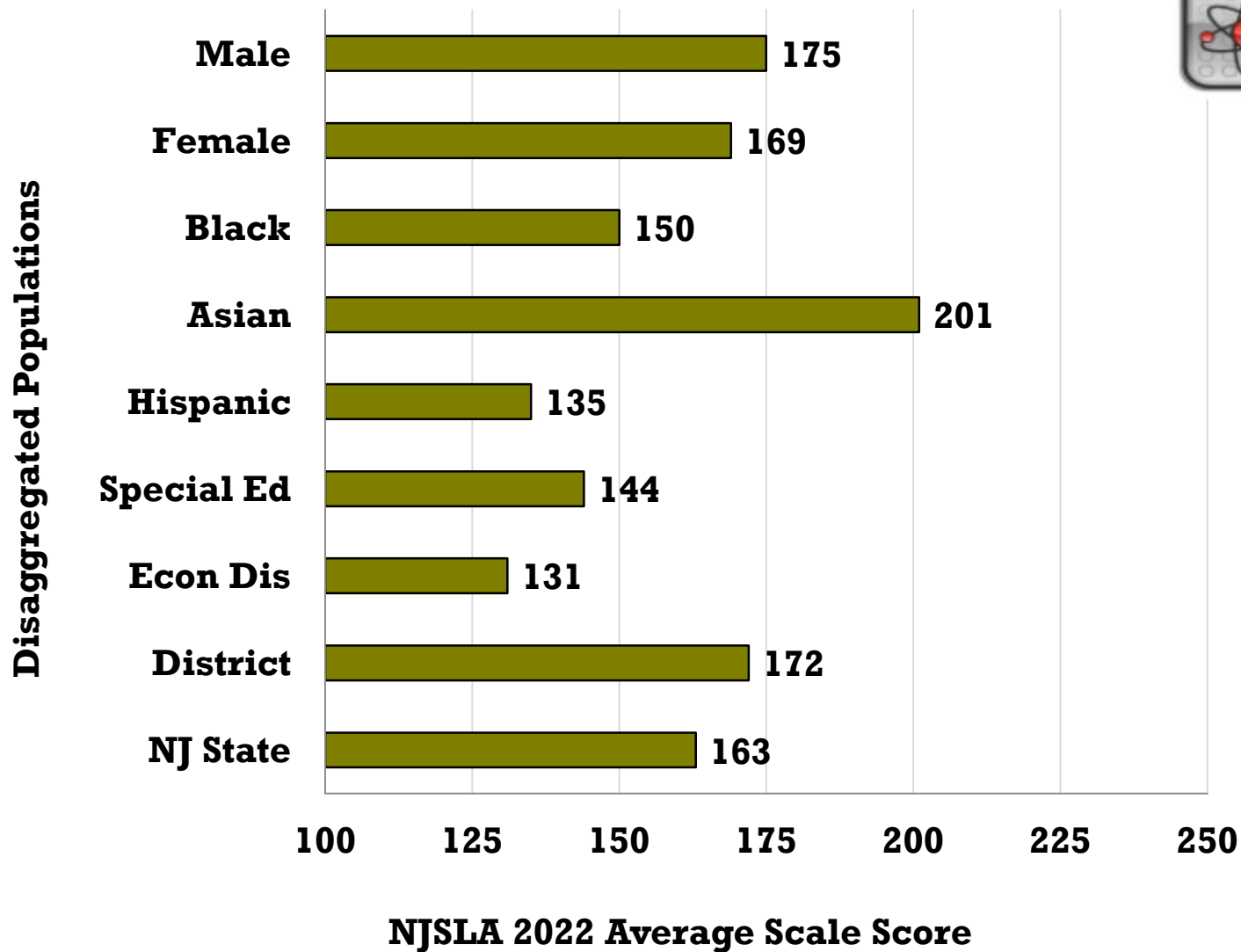
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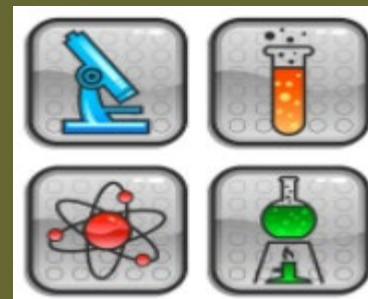
# New Jersey Student Learning Assessment - Science (NJSLA-S)

## Grade 5

<div> <div> Purpose: This report describes group performance in using the domains and practices, in comparison to state and district averages. </div> <div> PERFORMANCE DISTRIBUTION BY % </div> </div>	Number of Students with Valid Scores	Student Performance Using Domains and Practices (Percent)					
		EARTH & SPACE SCIENCE	LIFE SCIENCE	PHYSICAL SCIENCE	INVESTIGATING PRACTICES	SENSEMAKING PRACTICES	CRITIQUING PRACTICES
<div>STATE</div> <div> <div>42</div> <div>33</div> <div>18</div> <div>7</div> </div>	96,288	<div> <div>58</div> <div>31</div> <div>11</div> </div>	<div> <div>60</div> <div>29</div> <div>12</div> </div>	<div> <div>54</div> <div>37</div> <div>9</div> </div>	<div> <div>55</div> <div>37</div> <div>7</div> </div>	<div> <div>60</div> <div>29</div> <div>11</div> </div>	<div> <div>55</div> <div>33</div> <div>12</div> </div>
<div>DISTRICT</div> <div> <div>33</div> <div>37</div> <div>22</div> <div>9</div> </div>	339	<div> <div>48</div> <div>38</div> <div>13</div> </div>	<div> <div>53</div> <div>32</div> <div>15</div> </div>	<div> <div>45</div> <div>42</div> <div>13</div> </div>	<div> <div>48</div> <div>40</div> <div>12</div> </div>	<div> <div>51</div> <div>33</div> <div>16</div> </div>	<div> <div>49</div> <div>38</div> <div>13</div> </div>
<div>READING-FLEMING INTERMEDIATE SCHOOL</div> <div> <div>33</div> <div>37</div> <div>22</div> <div>9</div> </div>	339	<div> <div>48</div> <div>38</div> <div>13</div> </div>	<div> <div>53</div> <div>32</div> <div>15</div> </div>	<div> <div>45</div> <div>42</div> <div>13</div> </div>	<div> <div>48</div> <div>40</div> <div>12</div> </div>	<div> <div>51</div> <div>33</div> <div>16</div> </div>	<div> <div>49</div> <div>38</div> <div>13</div> </div>

# Grade 5 - Science





SPRING 2022

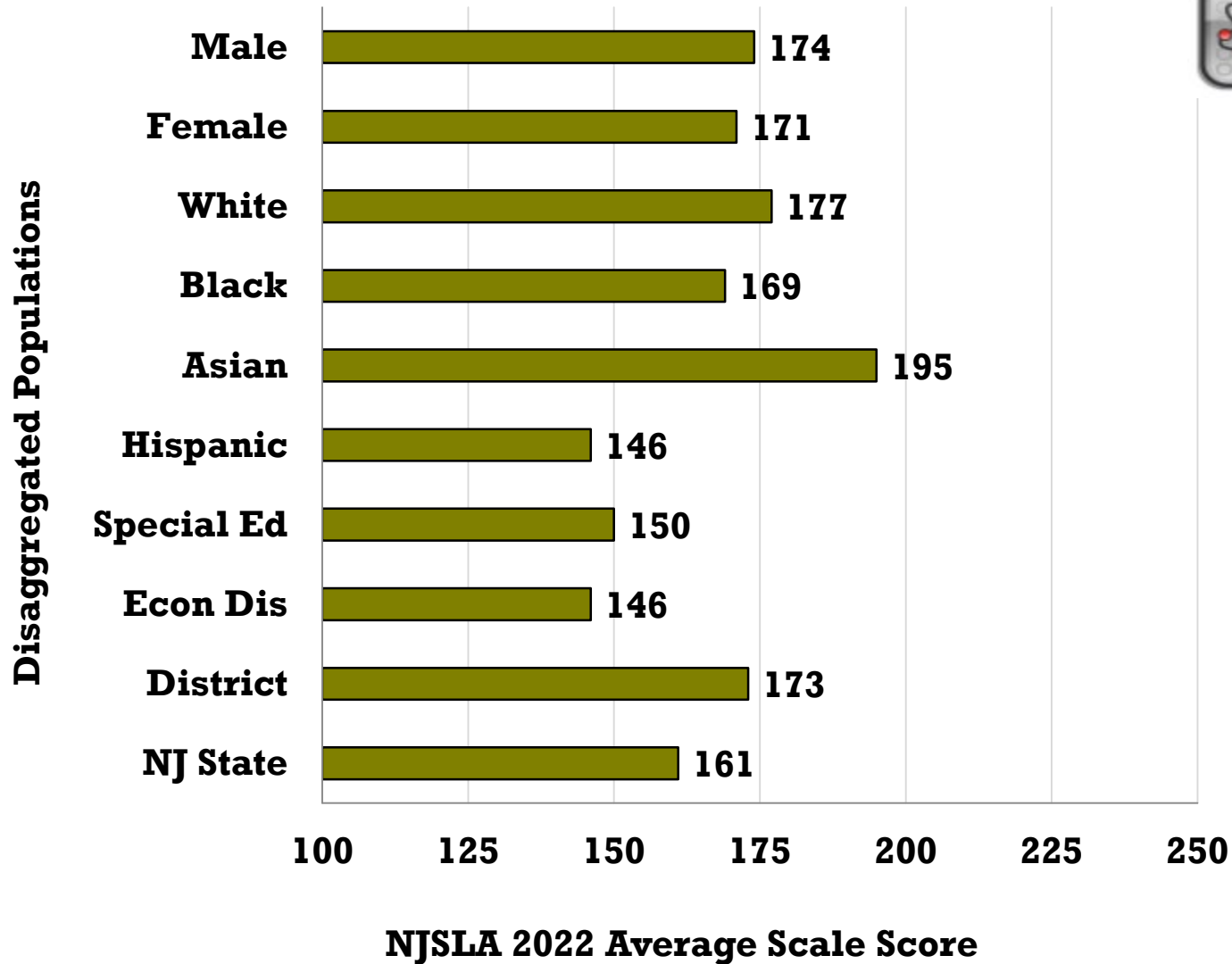
# New Jersey Student Learning Assessment - Science (NJSLA-S) Grade 8

Purpose: This report describes group performance in using the domains and practices, in comparison to state and district averages.

## PERFORMANCE DISTRIBUTION BY %

Purpose: This report describes group performance in using the domains and practices, in comparison to state and district averages.	Number of Students with Valid Scores	Student Performance Using Domains and Practices (Percent)					
		EARTH & SPACE SCIENCE	LIFE SCIENCE	PHYSICAL SCIENCE	INVESTIGATING PRACTICES	SENSEMAKING PRACTICES	CRITIQUING PRACTICES
PERFORMANCE DISTRIBUTION BY %							
STATE	101,371						
		41   43   12   4	62   23   7	67   27   6	63   32   5	71   23   5	63   30   8
DISTRICT	319						
		24   53   18   5	57   32   11	52   40   8	49   45   7	57   36   8	52   39   8
J.P. CASE MIDDLE SCHOOL	319						
		24   53   18   5	57   32   11	52   40   8	49   45   7	57   36   8	52   39   8

# Grade 8 - Science



# INDICATORS OF ACHIEVEMENT

Using Data for Continuous Improvement



# Questions We Ask

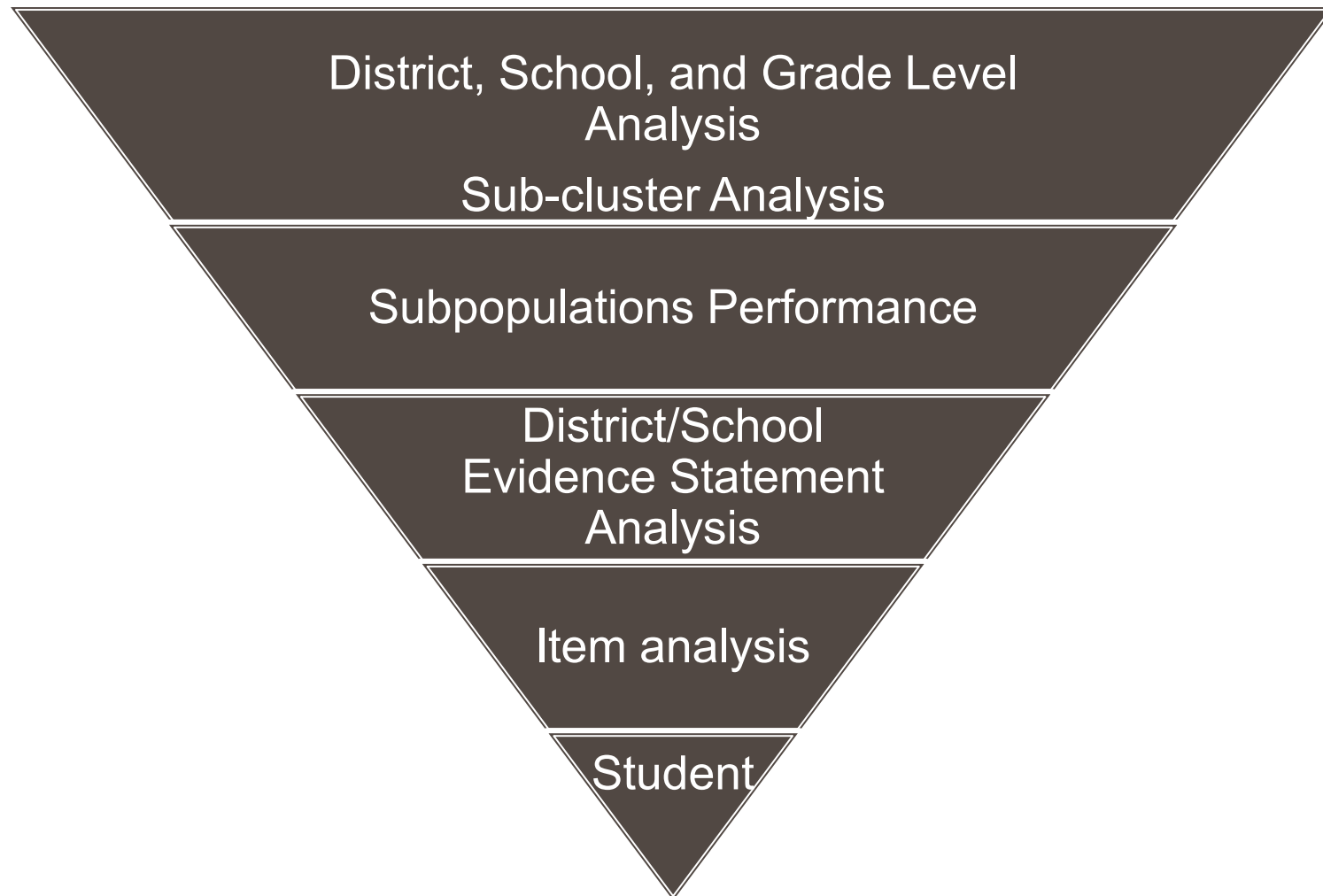
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- Does the curriculum adequately address the standard?
- Are instructional resources aligned to the standards, do they require appropriate rigor, and do they engage learners?
- Is additional professional development needed to ensure the use of consistent, high quality instructional strategies?
- Are teachers using the Board approved curriculum and resources with fidelity?
- Are benchmark and classroom assessments successfully identifying students who are struggling to meet expectations?
- Are appropriate resources/technology available to support students – both those who are struggling and who are exceeding expectations?
- What additional resources are needed?
- Are there subgroups of students who are not meeting expectations?
- What other variables may be affecting student performance (chronic absenteeism, teacher absence, testing environment, etc.)?

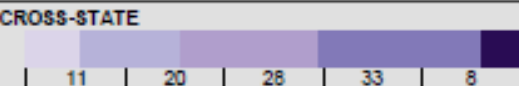
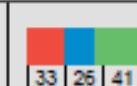
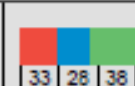
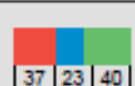
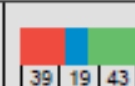
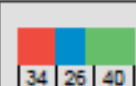
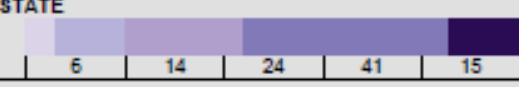

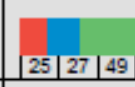
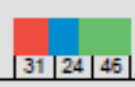


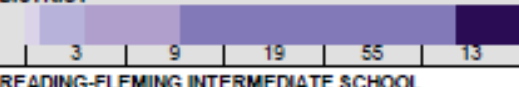


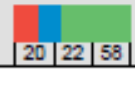



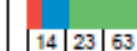
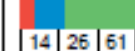


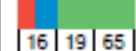
# Data Analysis: Drilling Down

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## ENGLISH LANGUAGE ARTS / LITERACY Grade 6 Assessment, 2017–2018

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
<b>CROSS-STATE</b> 	345,435	742	47				31		
<b>STATE</b> 	99,421	754	50				35		
<b>DISTRICT</b> 	380	760	54				36		
<b>READING-FLEMING INTERMEDIATE SCHOOL</b> 	380	760	54				36		

*How are we doing compared to available benchmarks?*

# DISTRICT PERFORMANCE LEVEL SUMMARY

Grade 7



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

CONFIDENTIAL - DO NOT DISTRIBUTE

FLEMINGTON-RARITAN REG  
NEW JERSEY

SPRING 2018

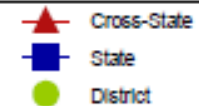
## ENGLISH LANGUAGE ARTS / LITERACY Grade 7 Assessment, 2017–2018

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

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	339,954	745	48,915	14.4%	53,312	15.7%	78,370	23.1%	103,587	30.5%	55,770	16.4%	159,357	46.9%
State	98,295	760	8,434	8.6%	10,054	10.2%	18,161	18.5%	33,551	34.1%	28,095	28.6%	61,646	62.7%
District	375	774	13	3.5%	20	5.3%	64	17.1%	134	35.7%	144	38.4%	278	74.1%
Gender														
Female	180	782	4	2.2%	6	3.3%	28	15.6%	60	33.3%	82	45.6%	142	78.9%
Male	195	766	9	4.6%	14	7.2%	36	18.5%	74	37.9%	62	31.8%	136	69.7%
Ethnicity/Race														
Hispanic or Latino	Redacted due to Student Privacy Concerns													
American Indian or Alaska Native														
Asian														
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White														
Two or more races														
Not indicated														
Economic Disadvantage														
No	How are our subpopulations doing compared to other benchmark data?													
Yes														
Student														
IEP -														
IEP -														
504														

Redacted due to Student Privacy Concerns

*How are our subpopulations doing compared to other benchmark data?*



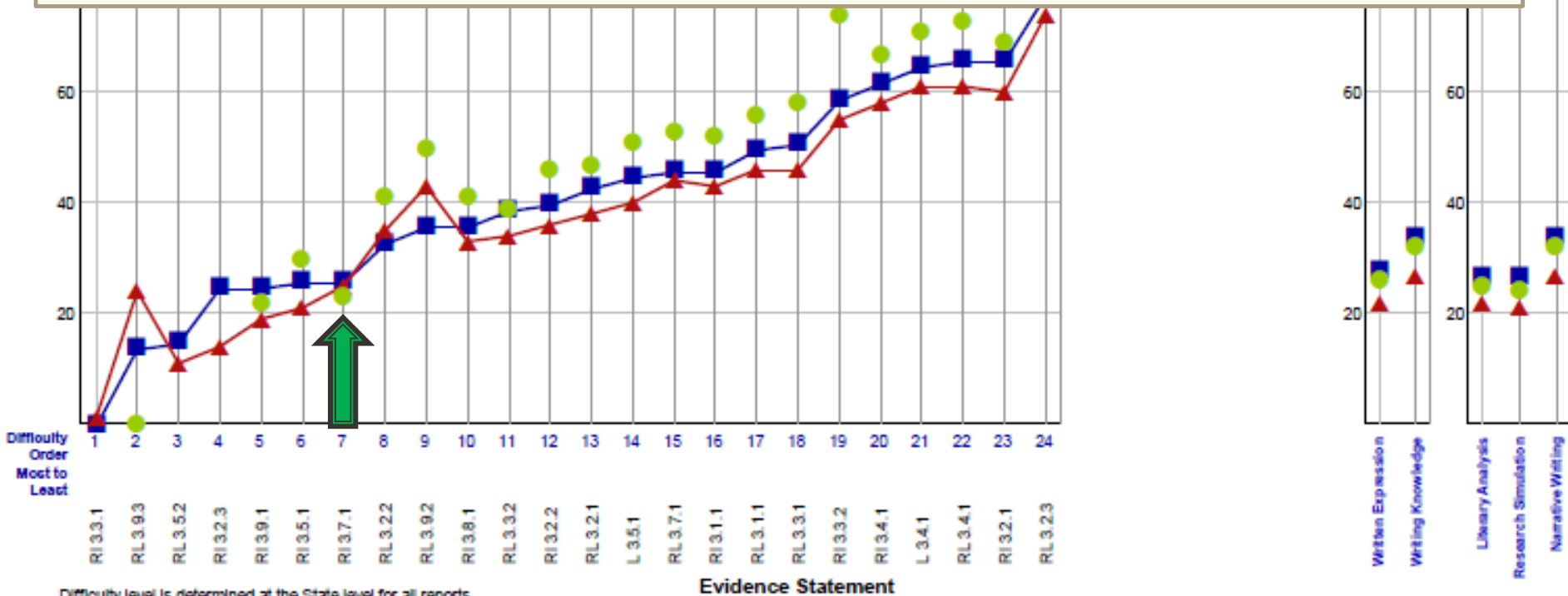
## ENGLISH LANGUAGE ARTS / LITERACY Grade 3 Assessment, 2017–2018

### Students with Valid Scores (327)

Purpose: This report presents the average percent correct by Evidence Statement for district, state and Cross-State.

Writing Categories PCR Task

*What content standards are we meeting or exceeding, & what content standards need attention?*



Difficulty level is determined at the State level for all reports.

Evidence Statements not tested in district or school are left blank.

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.

# Evidence Statement Content Analysis

**RL 9:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

- Provides a comparison and contrast of the **themes** of stories written by the same author about the same or similar characters (e.g., in books from a series). (1)
- Provides a comparison and contrast of the **settings** of stories written by the same author about the same or similar characters (e.g., in books from a series). (2)
- Provides a comparison and contrast of the **plots** of stories written by the same author about the same or similar characters (e.g., in books from a series). (3)

**Goal 2:** Reading across multiple texts, readers compare and contrast characters' motivations, actions, journeys, and life-lessons.

**Skills:** (Students will be able to ...)

1. Notice and note how a character's actions, thoughts and words are similar to or different from another character in a separate text.
  - a. In what ways are these characters similar?
  - b. In what ways are these characters different?
  - c. Do they say and do similar things?
  - d. Do they care about the same things?
2. Compare and contrast the problems different characters face.
3. Compare and contrast how different characters respond and react to their struggles and/or problems.
4. Compare and contrast the lessons different characters learn.
5. Create a note-taking system that records and tracks ideas, theories and

*What content standards should be targeted and what steps can we take to show student growth?*