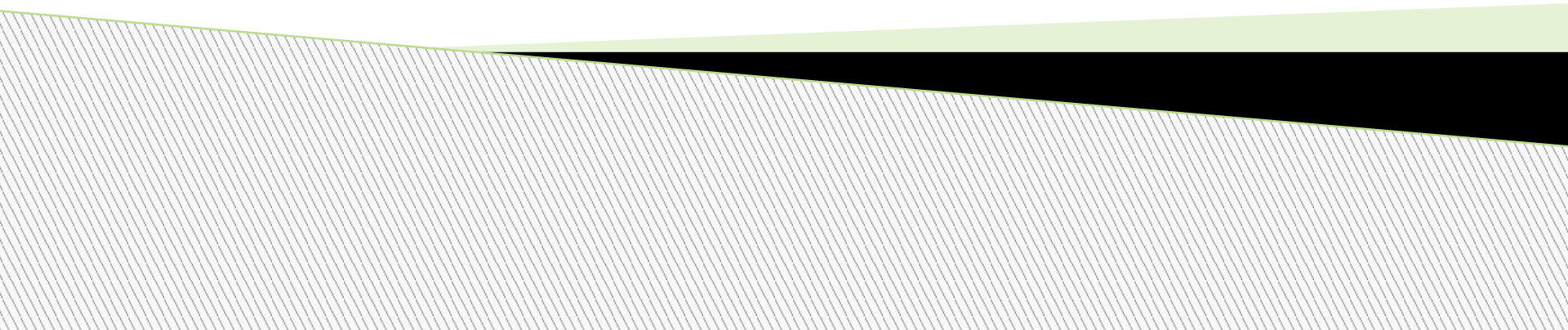


NJSLA Data Spring 2024 Administration

Board of Education Presentation

10/16/24



English Language Arts

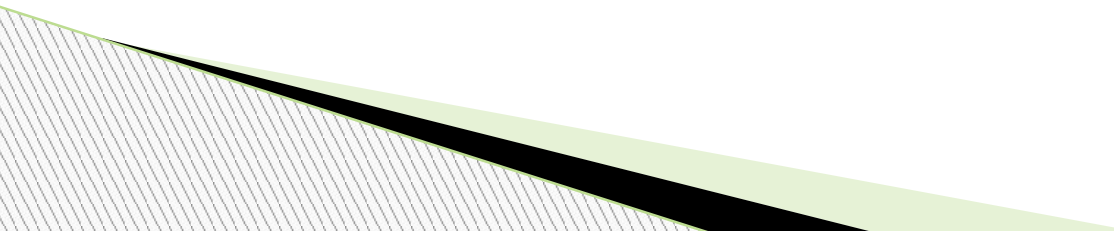
Number of Students at Each Level

Grade Level	Level 1	Level 2	Level 3		Level 4	Level 5
3	2	2	9		24	0
4	3	7	12		23	11
5	1	2	12		26	12
6	0	2	6		12	18
7	3	5	0		9	24
8	0	1	1		16	22
Total Students: 265						

English Language Arts

Percentage of Students at Each Level

Grade Level	Level 1	Level 2	Level 3		Level 4	Level 5
3	5.4	5.4	24.3		64.8	0
4	5.3	12.5	21.4		41.1	19.6
5	1.9	3.8	22.6		49.1	22.6
6	0	5.4	13.5		32.4	48.6
7	5	12.5	0		22.5	60
8	0	2.5	2.5		40	55
Total Students: 265						



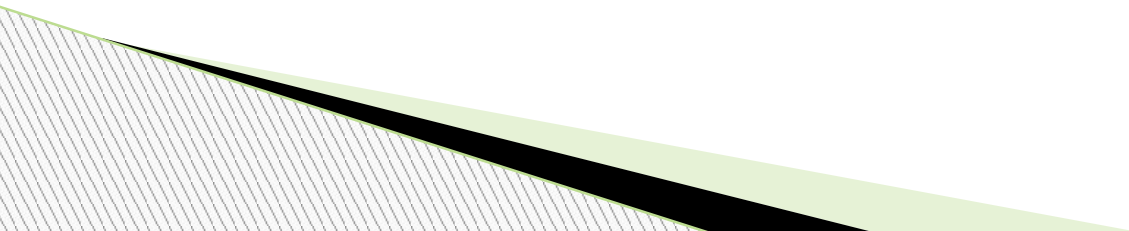
English Language Arts

Number / Percentage Students Per Level

Grade Level	Level 1 Level 2 Level 3	Percentage		Level 4 Level 5	Percentage	State Pass Rate
Gr. 3 37 Students	13	35.1%		24	64.9%	43.6%
Gr. 4 56 Students	22	39.3%		34	60.7%	50.8%
Gr. 5 53 Students	15	28.3%		38	71.7%	52.2%
Gr. 6 38 Students	8	21.1%		30	78.9%	53.2%
Gr. 7 41 Students	8	19.5%		33	80.1%	54%
Gr. 8 40 Students	2	5%		38	95%	52.9%
Total Students: 265						

AVERAGE RATE OF PROFICIENCY - ELA

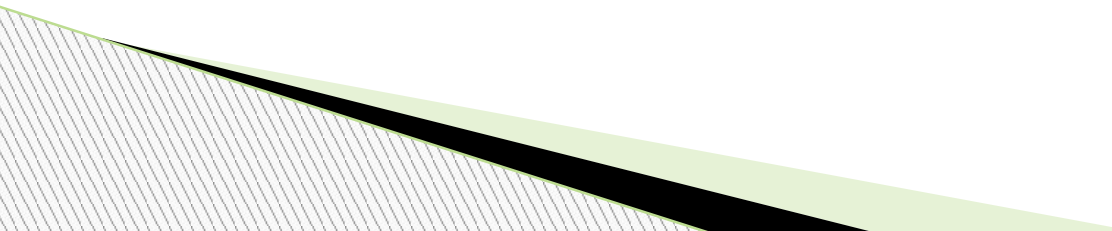
74.3% Proficient
Grades 3-8



Number of Students at Each Level

Grade Level	Level 1	Level 2	Level 3		Level 4	Level 5
3	1	2	8		20	6
4	4	11	14		24	3
5	3	10	17		21	2
6	0	5	11		17	5
7	2	4	11		16	8
8	3	3	7		10	3
Algebra	0	0	0		12	2
Total Students: 265						

Percentage of Students at Each Level

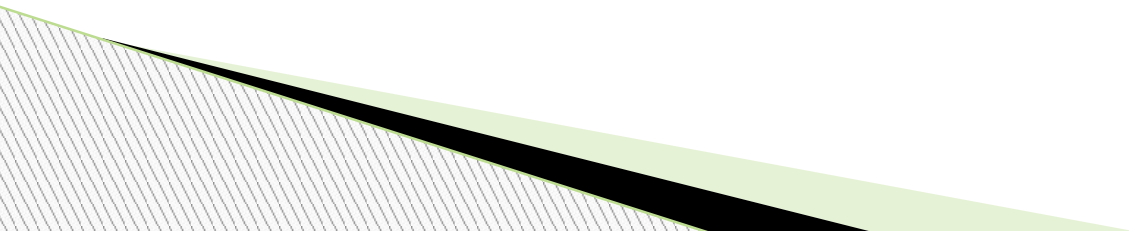


Math Number / Percentage Students Per Level

Grade Level	Level 1 Level 2 Level 3	Percentage		Level 4 Level 5	Percentage	State Pass Rate
Gr. 3 37 Students	11	29.7%		26	70.3%	47.5%
Gr. 4 56 Students	29	51.8%		27	48.2%	44.9%
Gr. 5 53 Students	30	56.6%		23	43.4%	40.2%
Gr. 6 38 Students	16	42.1%		22	57.9%	36.2%
Gr. 7 41 Students	17	41.5%		24	58.5%	37.5%
Gr. 8 26 Students	13	50%		13	50%	19.5%
Algebra 14 Students	0	0%		14	100%	39.5%
Total Students: 265						

AVERAGE RATE OF PROFICIENCY - Math

56.2% Proficient
Grades 3-8



Student Growth Comparison

Class Of _____	2023 NJSLA ELA	2024 NJSLA ELA		2023 NJSLA Math	2024 NJSLA Math
2028 (3rd to 4th)	54.5%	60.7%		54.6%	48.3%
2027(4th to 5th)	67%	71.7%		48.9%	43.4%
2026 (5th to 6th)	68%	81%		54%	59.4%
2025 (6th to 7th)	75%	82.5%		55%	60%
2024 (7th to 8th)	89.7%	95%		63.2%	72.5%

Science

Number of Students at Each Level

Grade Level / # of Students	Level 1	Level 2		Level 3	Level 4
Gr. 5 53 Students	14	23		14	2
Gr. 8 40 Students	8	18		12	2
Total Students: 93					

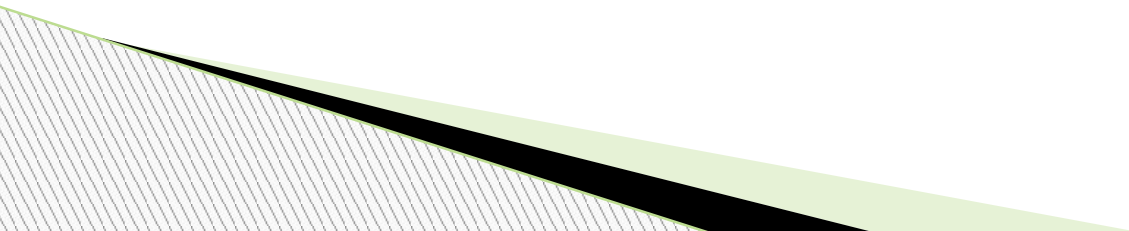
Science

Number of Students at Each Level

Grade Level / # of Students	Level 1 Level 2	Percentage		Level 3 Level 4	Percentage	State Pass Rate
Gr. 5 53 Students	37	69.8%		16	30.2%	27.6%
Gr. 8 40 Students	26	65%		14	35%	18.8%
Total Students: 93						

AVERAGE RATE OF PROFICIENCY - Science

32.3% Proficient
Grades 5 and 8



Subgroup Data

Gender

ELA	Level 1	Level 2	Level 3	Level 4	Level 5
Female	2%	7%	12%	40%	38%
Male	4%	7%	18%	42%	28%
Math	Level 1	Level 2	Level 3	Level 4	Level 5
Female	8%	12%	27%	44%	10%
Male	2%	14%	24%	47%	12%
Science	Level 1	Level 2	Level 3	Level 4	
Female	26.8%	43.9%	22%	7.3%	
Male	20.4%	42.6%	31.5%	1.9%	

Subgroup Data

Ethnicity

ELA	Level 1	Level 2	Level 3	Level 4	Level 5
Black/African American	9%	0%	9%	45%	36%
Hispanic or Latino	7%	22%	7%	52%	11%
White	2%	6%	17%	41%	34%
Math	Level 1	Level 2	Level 3	Level 4	Level 5
Black/African American	0%	18%	27%	45%	9%
Hispanic or Latino	15%	19%	33%	33%	0%
White	4%	13%	25%	46%	12%

*9 or fewer students in the following subgroups: Asian & Two or More Races

** 9 or fewer students in subgroups that took the NJSLA Science

Subgroup Data

Students with IEP and 504

IEP	Level 1	Level 2	Level 3	Level 4	Level 5
ELA	15%	28%	23%	26%	8%
Math	17%	32%	34%	15%	2%
504	Level 1	Level 2	Level 3	Level 4	Level 5
ELA	0%	13%	7%	60%	20%
Math	7%	7%	47%	33%	7%

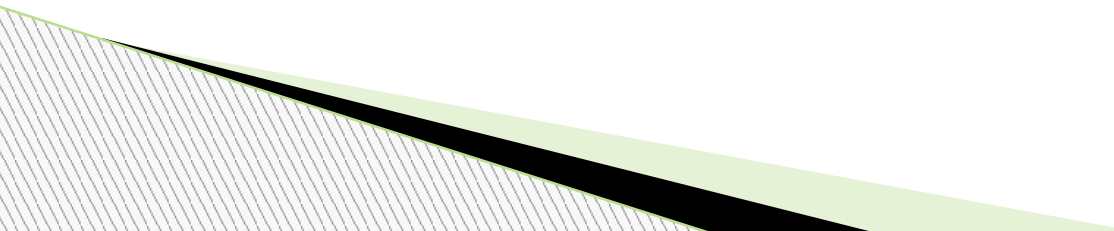
*9 or fewer students identified as multi-lingual learners

Subgroup Data

Economics

Econ. Disadvantaged	Level 1	Level 2	Level 3	Level 4	Level 5
ELA	0%	40%	20%	27%	13%
Math	20%	13%	33%	27%	7%
Non Econ. Disadvantaged	Level 1	Level 2	Level 3	Level 4	Level 5
ELA	4%	5%	15%	42%	34%
Math	4%	13%	25%	46%	11%

*9 or fewer students identified as Homeless



Chronic Absenteeism and NJSLA Achievement

29 students in grades 3-8 were chronically absent (18+ days absent)

26 of those students participated in the NJSLA

	Math	ELA
Exceeded Expectations	3.8%	26.9%
Met Expectations	42.3%	42.3%
Approaching Expectations	26.9%	11.5%
Partially Met Expectations	11.5%	7.7%
Did Not Meet Expectations	11.5%	3.8%

Overall Passing Rate for GHS Students:

Mathematics-56.2%

ELA- 74.3%

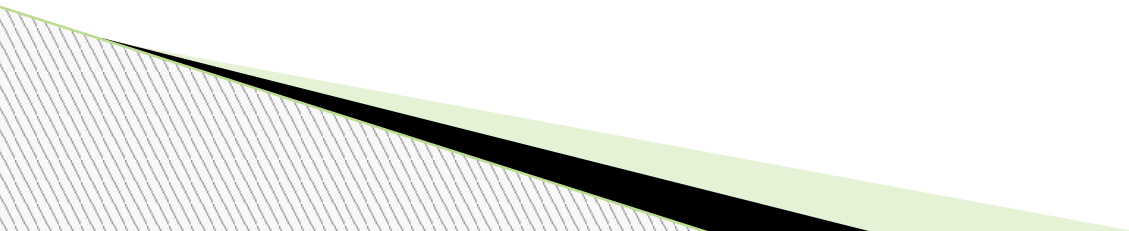
Passing Rate for Chronically Absent Students:

Mathematics- 46.1%

ELA- 69.1%



ELA and Math Action Plans



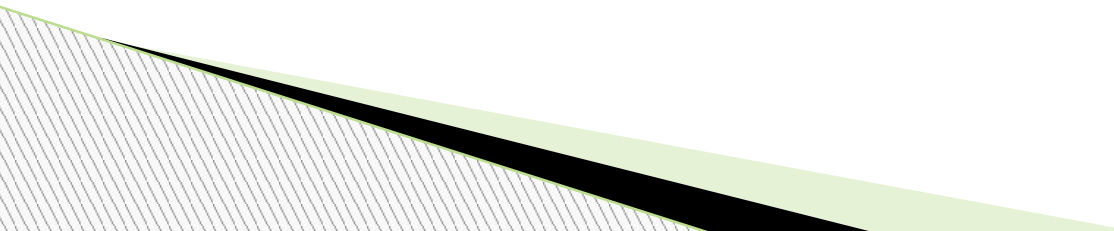
Current Staffing

- ELA
 - 2.5 Dedicated ELA Interventionists
- Math
 - 1.5 Dedicated Math Interventionists
- Flex time is being utilized to support middle school students who are not on level.

English Language Arts Plan

- Wilson Training for several staff members
 - A multisensory program that helps students learn to read and write by teaching the structure of the English language
 - Practicum with 3 students who fit the specific criteria
- OG- Morphology Training for several staff members
 - Grades 3-4
 - History of the English language, how to work with students with reading difficulties and EL students, structured literacy on morphology, vocabulary, fluency, and comprehension
- Response to Intervention
 - Three Tiered Model
 - Tier 1 – Whole Class Supports and Interventions
 - Orton Gillingham, Fountas and Pinnell, Vocabulary development (Sadlier), Small Group reading, and Intervention
 - Tier 2 – Blended Push In and Pull Out Programming
 - Targeted Assistance to Learners who Require Additional Support
 - Tier 3 – Intensive Supports
 - Pull Out Model of Instruction with Explicit Instruction to Develop areas of known weakness, 1:1

English Language Arts Plan

- Schedule and Training
 - K-4 have 3 periods or 3 hours a day of ELA
 - Utilize PLC time to delve into instructional plans and curricular development to support achievement
 - Utilize PLC time to update/modify curriculum to align with the new state standards
- 

ELA Intervention Plan

K	Tier 1 Intervention by Classroom Teacher
Grades 1-4	Tier 1 Intervention by Classroom Teacher Tier 2 Intervention by Classroom Teacher and Interventionist Consult and Support Tier 3 Intervention by Interventionist, 5x a week/35 minute each session
Grades 5 - 8	Tier 1 Intervention by Classroom Teacher Tier 2 and Tier 3 Intervention via use of Flex Time to support student needs

Mathematics Plan

- Push in and pull out intervention with primary focus in grades 4-6.
- Math articulation to plan and maximize 80 minutes of math instruction
 - Focus on spiraling and differentiation
 - Universal strategies for modeling
 - Identifying resources to support instruction

Mathematics Plan

- Evaluation of current model for instruction and grade reporting in grade four
 - Areas to Evaluate during the 24/25 School Year
 - Self Contained v. Departmentalized
 - Standard Based Grades v. Letter Grades

Recommendations to be shared with BOE during Spring 2025.

Thank You!

We will continue to refine our practices to provide all students with as many supports as possible to attain grade level status.

Questions and Comments

