NJSLA
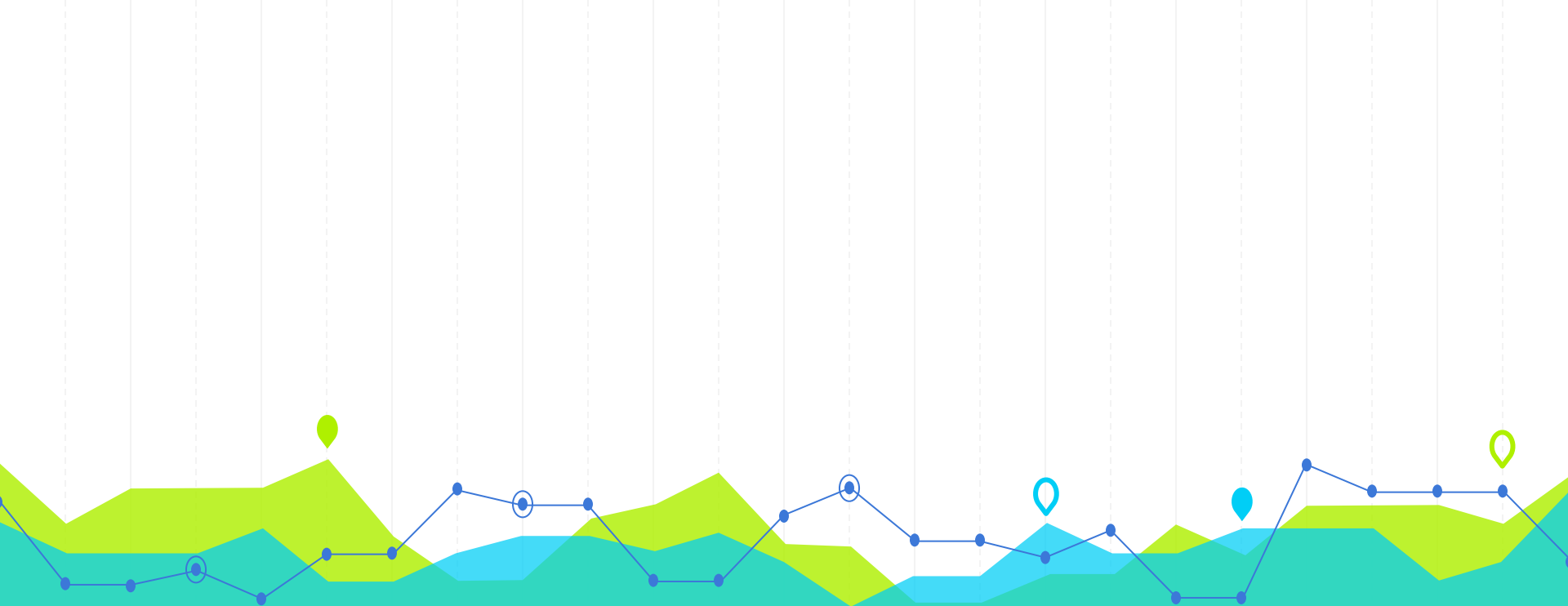# 2018-2019 Results

Delran Township School District
**Presentation to the Board of Education 9/9/19**

2019 NJSLA Mathematics Results

Mary Jo Hutchinson, K-12 Supervisor of Mathematics, Business, Robotics & Coordinator of STEM Initiatives

# THE STORY IN THE NUMBERS: DELRAN INTERMEDIATE SCHOOL

◉ 3rd Grade continued an upward trend, 4th Grade maintained, and 5th Grade dropped in year-to-year performance levels. However, all 3 grade levels are still performing well above 2017 levels, representing the implementation of new math curriculum and the My Math program, and continue to show an overall upward trend since 2015.

◉ Continued decrease in students at Level 1 "Did Not Yet Meet Expectations."

Year-to-Year Comparison: Percentage of DIS Students Meeting or Exceeding Expectations in Math
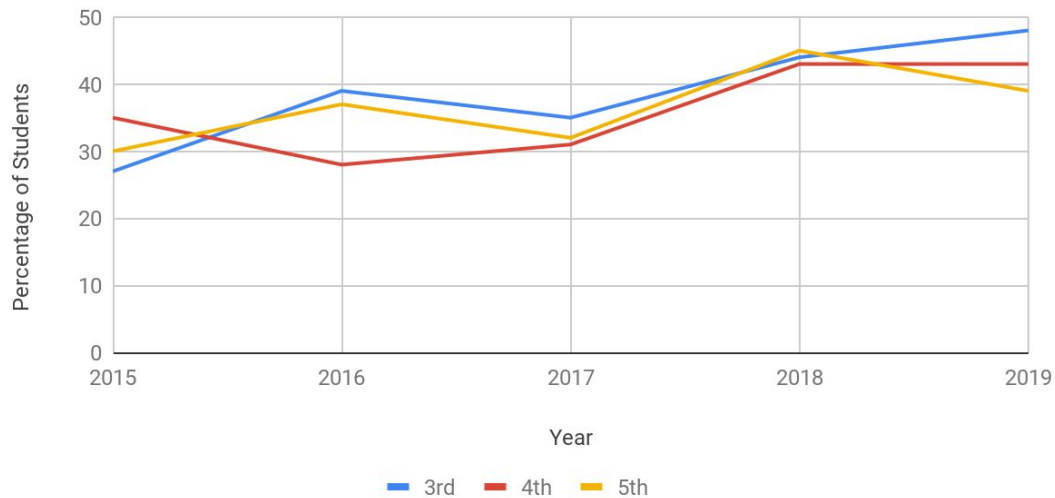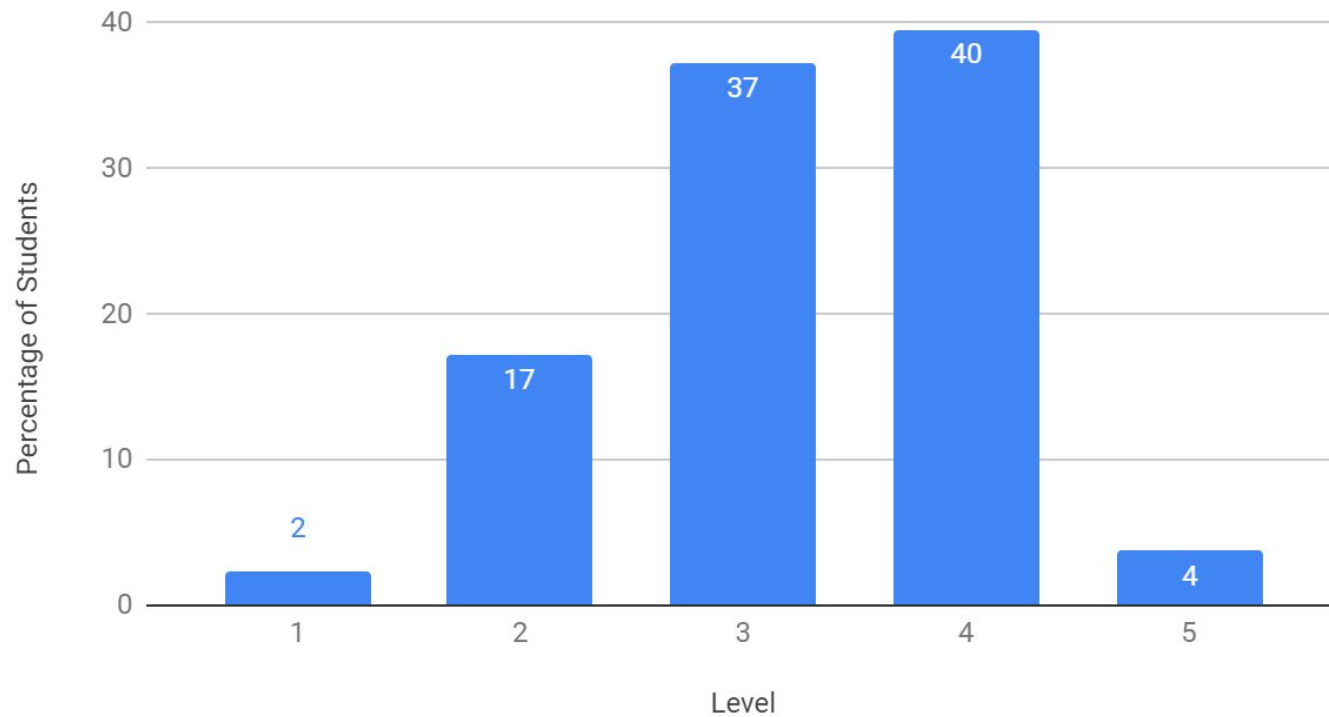
Grade 3 Mathematics

2019 3rd Grade Math NJSLA
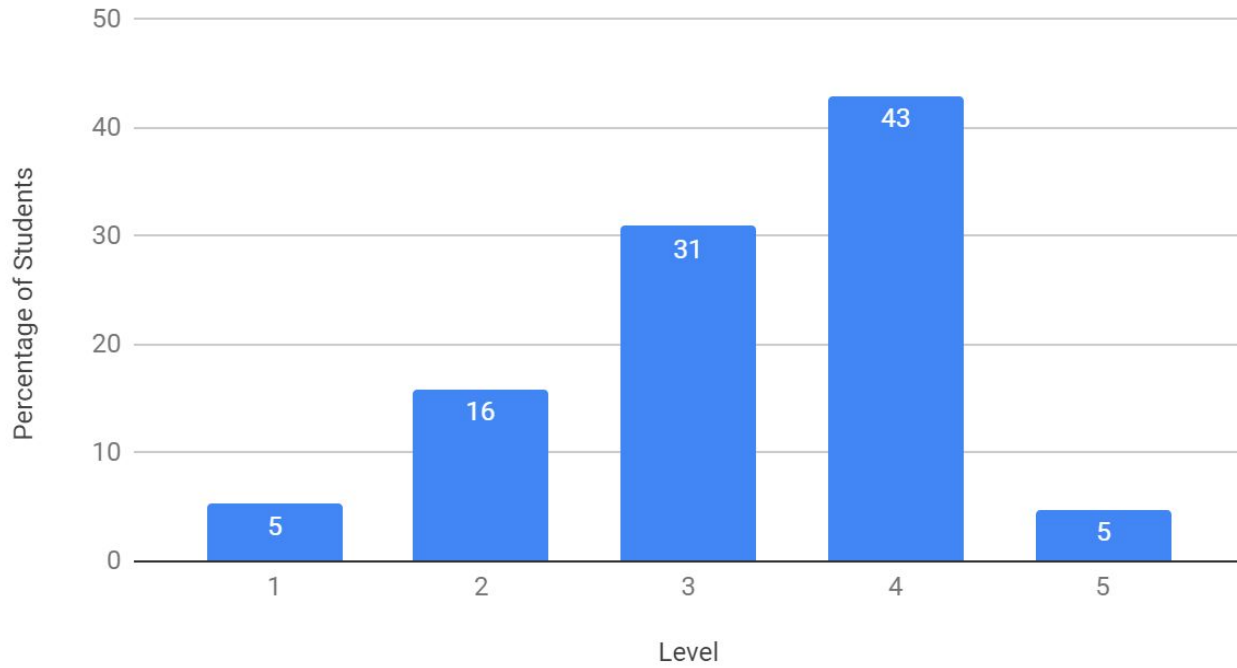
Number of students tested: 207
Refusals: 13

Grade 4 Mathematics

2019 4th Grade Math NJSLA

Number of students tested: 215
Refusals: 8
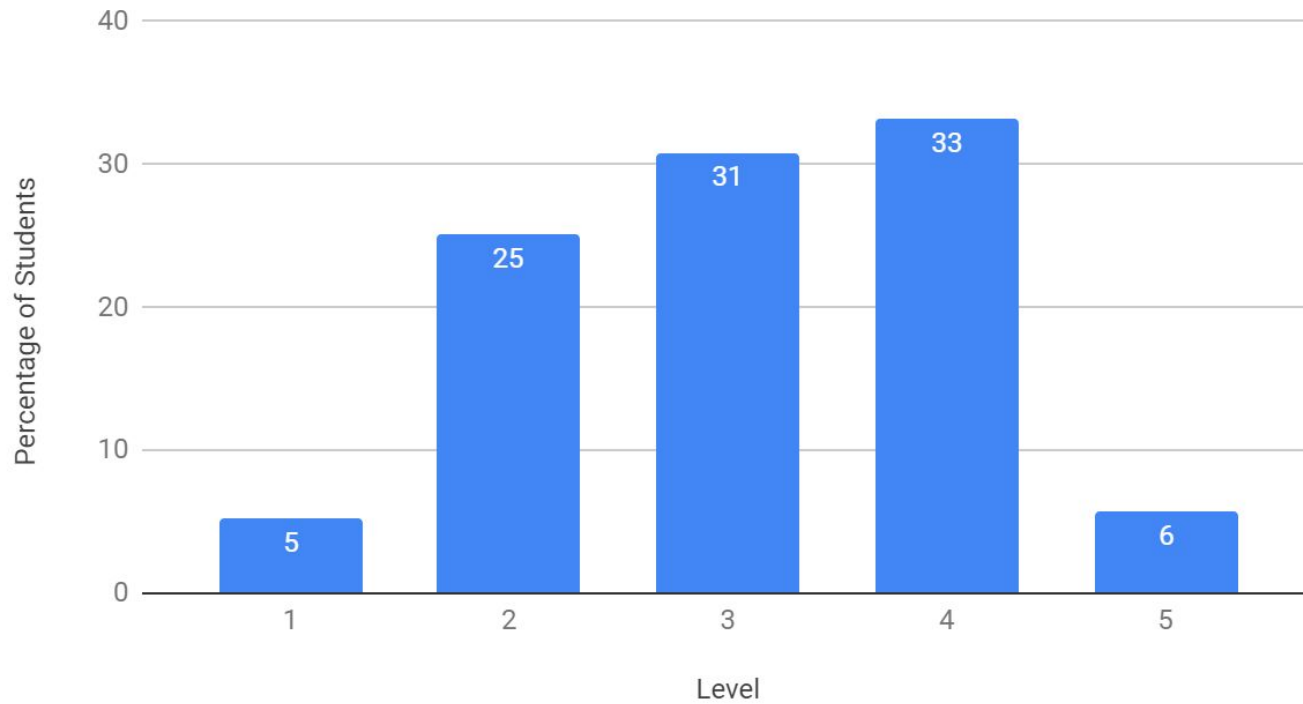
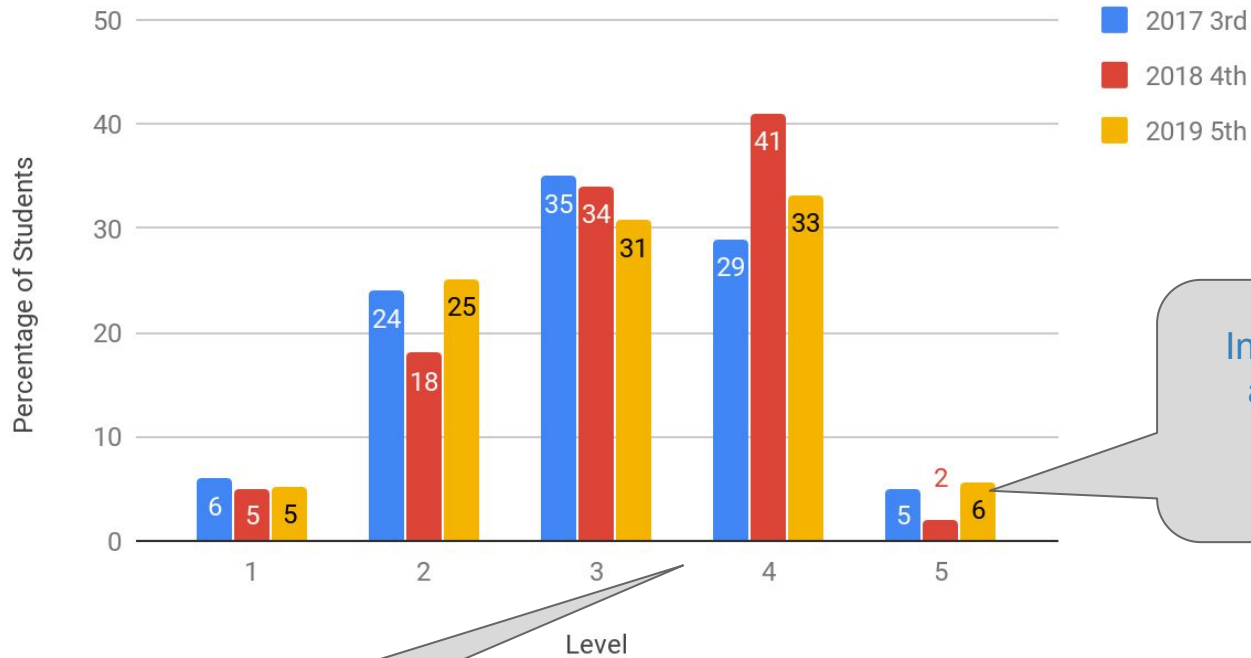# Group Comparison for the Class of 2027

Grade 5 Mathematics

2019 5th Grade Math NJSLA

Number of students tested: 211
Refusals: 30

Group Comparison for the Class of 2026

Class of 2026 Comparison

DISAGGREGATED SUBGROUPS: DELRAN INTERMEDIATE SCHOOL

Gender: Average scale scores are comparable, however, passing rates are not. Female students have passing rates 7-13 percentage points lower than their male peers.

Ethnicity: Black students achieve an average scale score 7-23 points lower and Hispanic/Latino students achieve an average scale score 14-19 points lower than White students. Passing rates of Black students in 3rd and 4th grade are 29-31 percentage points lower than White students. Passing rates of Hispanic/Latino students are 20-24 percentage points lower than White students.

Economically Disadvantaged: Average scale score 15-32 points lower, passing rates 21-29 percentage points lower than non-economically disadvantaged peers.

Students with Disabilities: Average scale score 15-20 points lower than non-disabled peers, passing rates 17-28 percentage points lower than non-disabled peers.

English Language Learners: Average scale score 21-27 points lower than native English speakers. One ELL student in grades 3-5 achieved a passing score.

NEXT STEPS FOR MATH: DELRAN INTERMEDIATE SCHOOL

◉ Continue to work with teachers to analyze student performance data at the classroom level, including NJSLA results and Benchmark Assessments, to identify students with particular skill weaknesses, and tailor instruction to remediate.

◉ Continue to focus on retention of math content, from one course to the next, through targeted skill review exercises.

◉ Continue to focus on multi-step problem solving exercises.

◉ Continue to focus on Math Practice Standards across all grade levels.

◉ Work with teachers and building administration to discuss potential causes of achievement gaps among minority and economically disadvantaged students, and define and implement strategies close gaps.

◉ Math Supervisor, Math Subject Area Leaders, and teachers will analyze the Evidence Statement Reports, once available, to look for patterns in commonly missed topics from year to year, and determine if there is a curricular cause, or a need for greater instructional focus.

THE STORY IN THE NUMBERS: DELRAN MIDDLE SCHOOL

◉ Year-to-Year Comparison graph shows 2019 percentage of students meeting and exceeding expectations similar to 2015 percentages.

◉ A large group of our students are achieving a Level 3 "Approached Expectations" at each grade level (35% in 6th, 42% in 7th, 26% in 8th).

Year-to-Year Comparison: Percentage of DMS Students
Meeting or Exceeding Expectations in Math
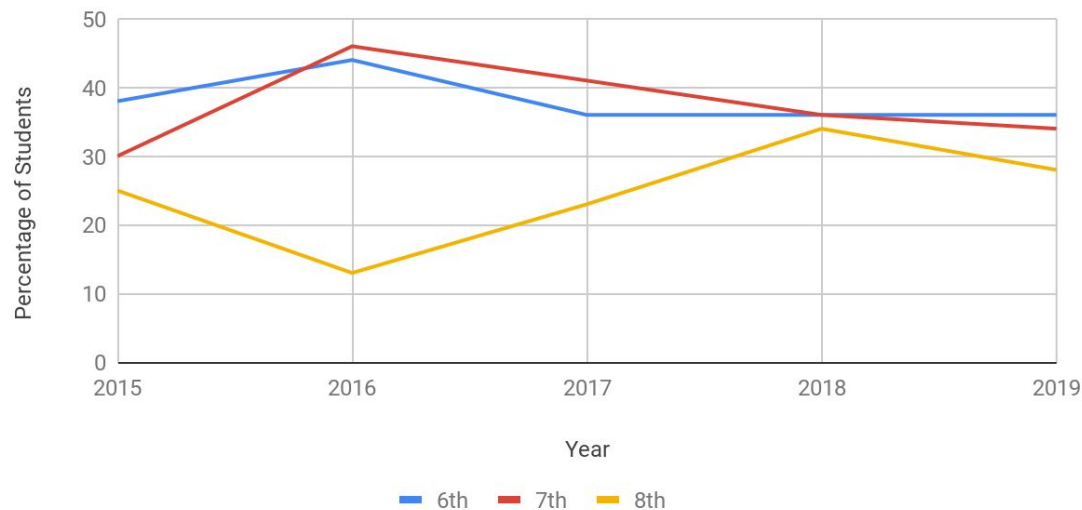
Grade 6 Mathematics

2019 6th Grade Math NJSLA
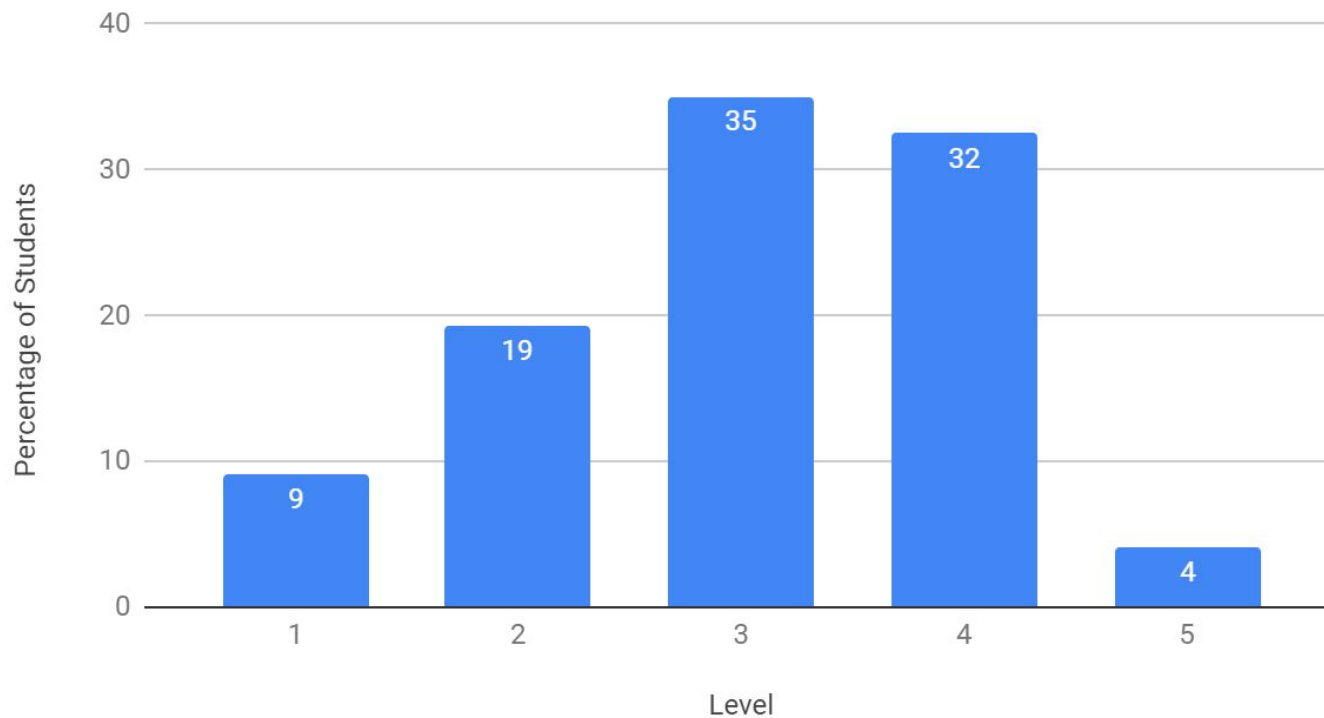
Number of students tested: 197
Refusals: 17

Group Comparison for the Class of 2025

Class of 2025 Comparison

Legend:
- 2016 3rd
- 2017 4th
- 2018 5th
- 2019 6th

Increase in students achieving Level 1 "Did Not Yet Meet Expectations" and Level 2 "Partially Met Expectations"

Decrease in students achieving Level 4 "Met Expectations" and Level 5 "Exceeded Expectations," although still above 2017 levels
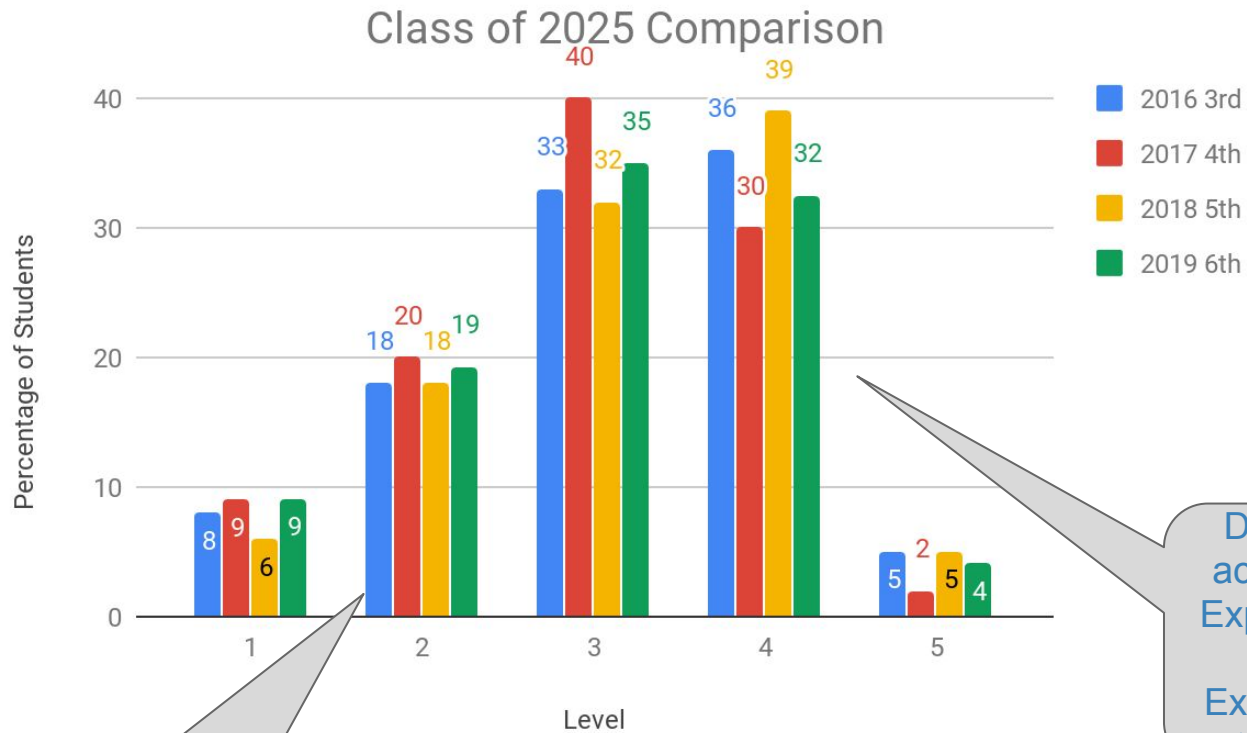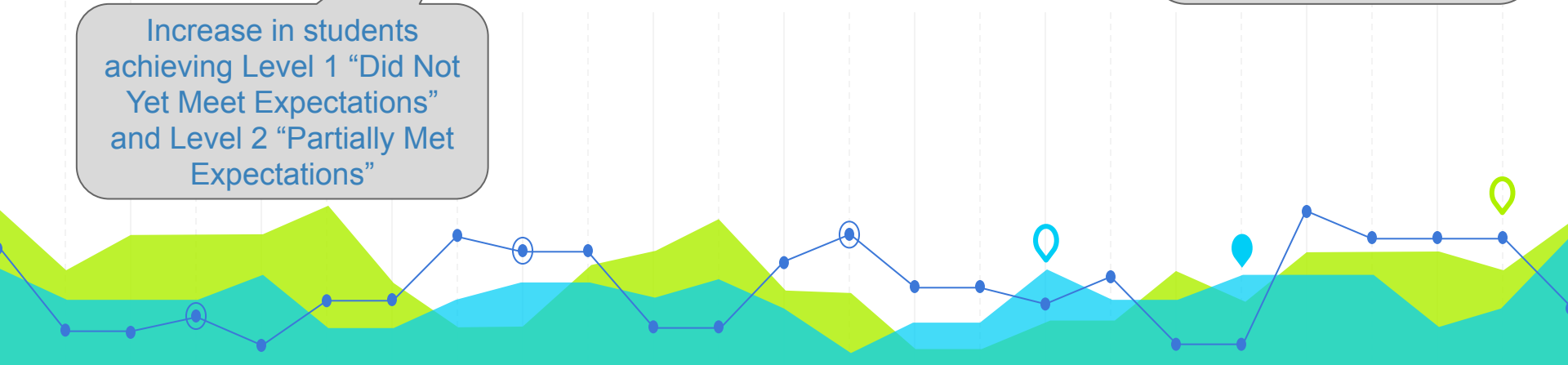
Grade 7 Mathematics

2019 7th Grade Math NJSLA
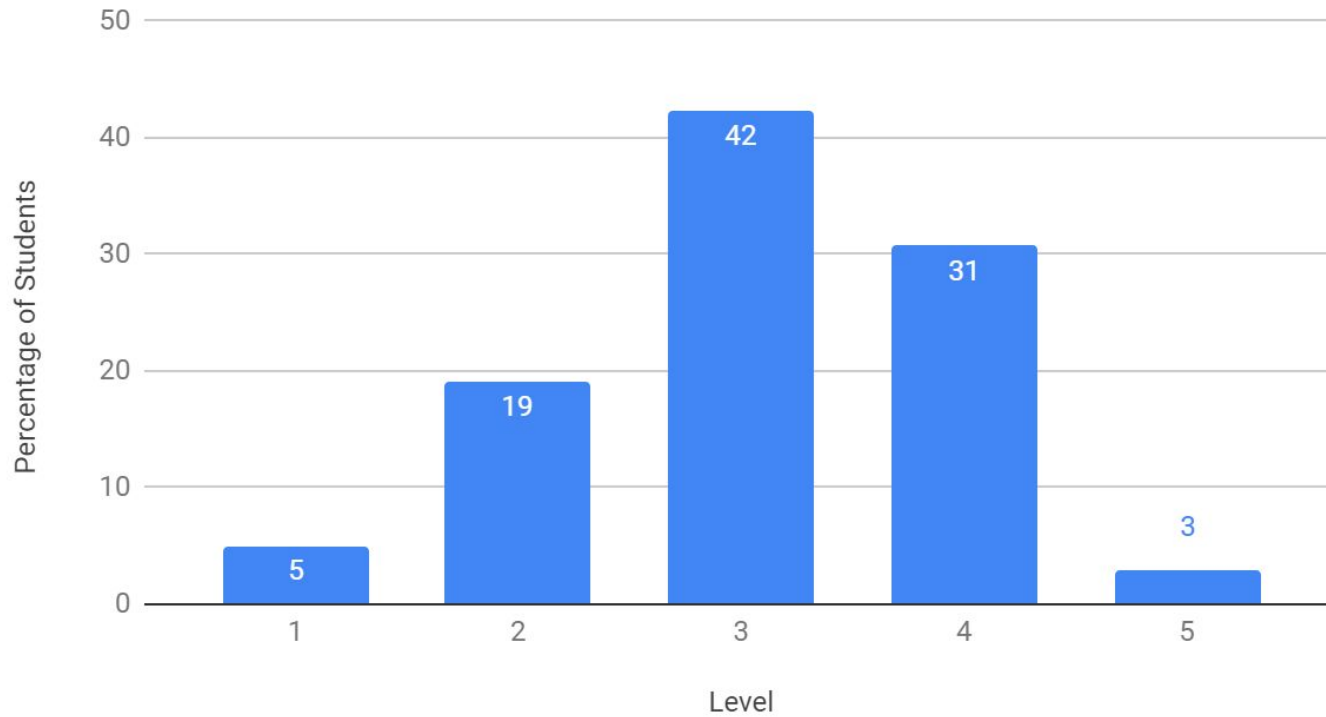
Number of students tested: 241
Refusals: 4

Group Comparison for the Class of 2024

Class of 2024 Comparison

Legend:
- 2015 3rd
- 2016 4th
- 2017 5th
- 2018 6th
- 2019 7th
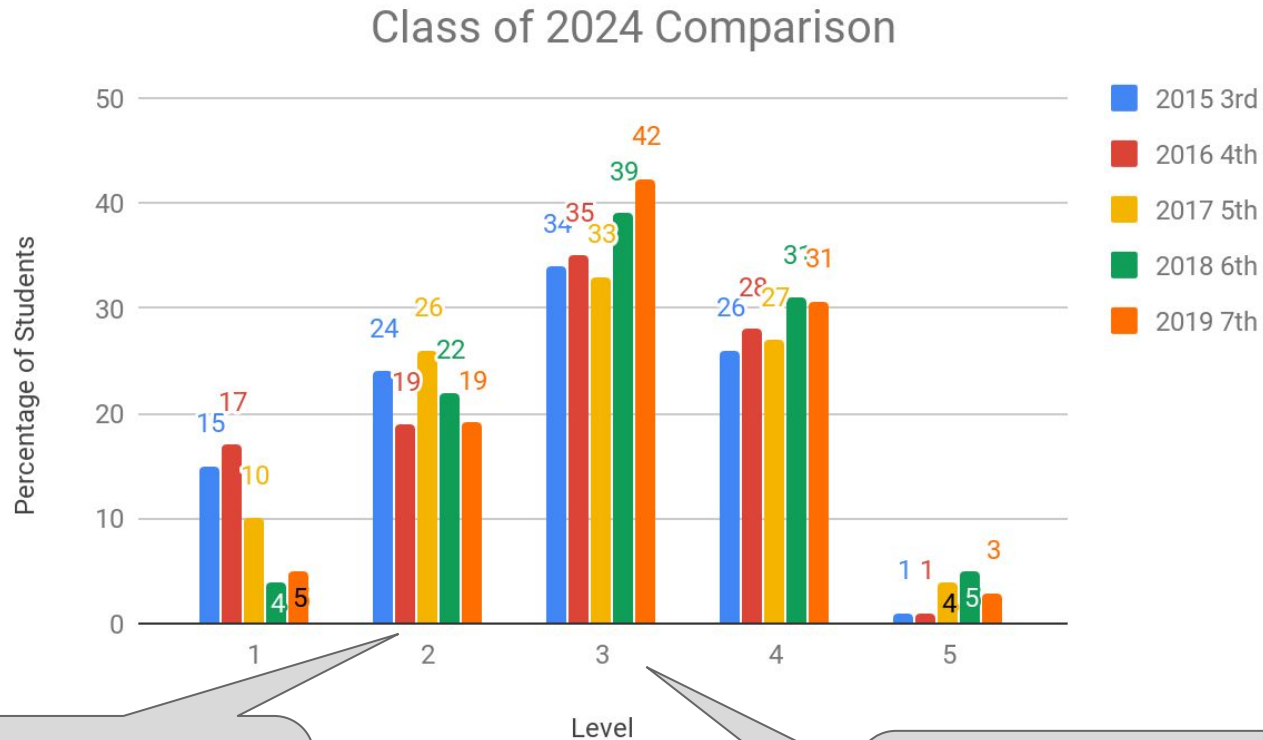
Decrease in students achieving Level 2 "Partially Met Expectations"

Increase in students achieving at Level 3 "Approached Expectations"

Grade 8 Mathematics

2019 8th Grade Math NJSLA

Number of students tested: 165
Refusals: 9

DISAGGREGATED SUBGROUPS: DELRAN MIDDLE SCHOOL

Gender: Average scale scores are comparable, however, passing rates are not. In grade 6, passing rates of male students are 7 percentage points lower than female peers, while in grades 7 & 8, passing rates of male students are 5-7 percentage points higher than their female peers.

Ethnicity: Black students achieve an average scale score 8-29 points lower and Hispanic/Latino students achieve an average sca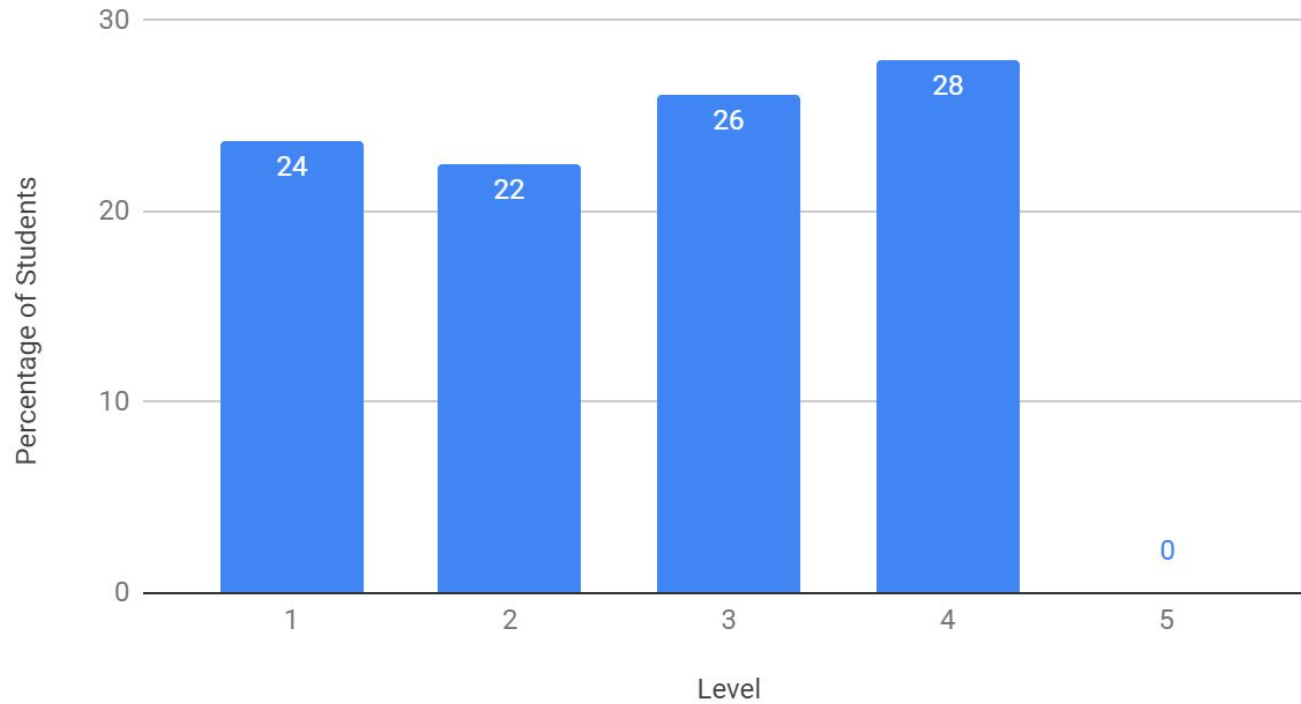le score 11-19 points lower than White students. Passing rates of Black students are 3-27 percentage points lower than White students. Passing rates of Hispanic/Latino students are 15-23 percentage points lower than White students.

Economically Disadvantaged: Average scale scores 9-14 points lower, and passing rates 13-22 percentage points lower than non-economically disadvantaged peers.

Students with Disabilities: Average scale scores 23-38 points lower than non-disabled peers, and passing rates 19-34 percentage points lower than non-disabled peers.

English Language Learners: Average scale scores 16-49 points lower than native English speakers. No ELL students in grades 6-8 achieved a passing score.

NEXT STEPS FOR MATH: DELRAN MIDDLE SCHOOL

◉ Continue to work with teachers to analyze student performance data at the classroom level, including NJSLA results and Benchmark Assessments, to identify students with particular skill weaknesses, and tailor instruction to remediate.

◉ Continue to focus on retention of math content, from one course to the next, through targeted skill review exercises.

◉ Continue to focus on multi-step problem solving exercises.

◉ Continue to focus on Math Practice Standards across all grade levels.

◉ Explore new programs & resources to support recently updated curricula.

◉ Work with teachers and building administration to discuss potential causes of achievement gaps among minority and economically disadvantaged students, and 8th grade girls, and define and implement strategies close gaps.

◉ Math Supervisor, Math Subject Area Leaders, and teachers will analyze the Evidence Statement Reports, once available, to look for patterns in commonly missed topics from year to year, and determine if there is a curricular cause, or a need for greater instructional focus.

Group Comparison for the Class of 2023 or Algebra I

*Group Comparison data is not available for the **Class of 2023** (Rising 9th graders).

Students follow one of two course sequences from 7th grade into 8th grade math:

> 7th Grade Accelerated Math in 2017 > Algebra I in 2018 (58 students)
> 7th Grade On-Level Math in 2017 > 8th Grade On-Level Math in 2018 (179 students)

The 8th grade (2018) data for Grade 8 Mathematics includes ONLY those students who took 8th Grade On-Level Math. Students who took Algebra I as 8th graders took the Algebra I PARCC test, and their scores are included in the Algebra I results.

Algebra I results include all students taking Algebra I, some of whom took the course at DMS as 8th graders, and some of whom took the course at DHS as 9th graders or higher.

THE STORY IN THE NUMBERS: DELRAN HIGH SCHOOL

- ◉ Large increase in percentage of students "passing" Algebra I assessment with a score of level 4 or 5.
- ◉ Nearly 30% of our Algebra I students are achieving a Level 3 "Approached Expectations." There is a need to explore why a large number of our students are coming close to, but not quite meeting expectations, and falling short of achieving what is considered a "passing" score.
- ◉ A lower number of students were tested in Algebra II this year. Because 11th graders were not required to test, the Algebra II results reflect students who had accelerated at some point, placing them in Algebra II in 10th grade.
- ◉ 55% of our students achieved passing scores in Geometry and 66% in Algebra II.
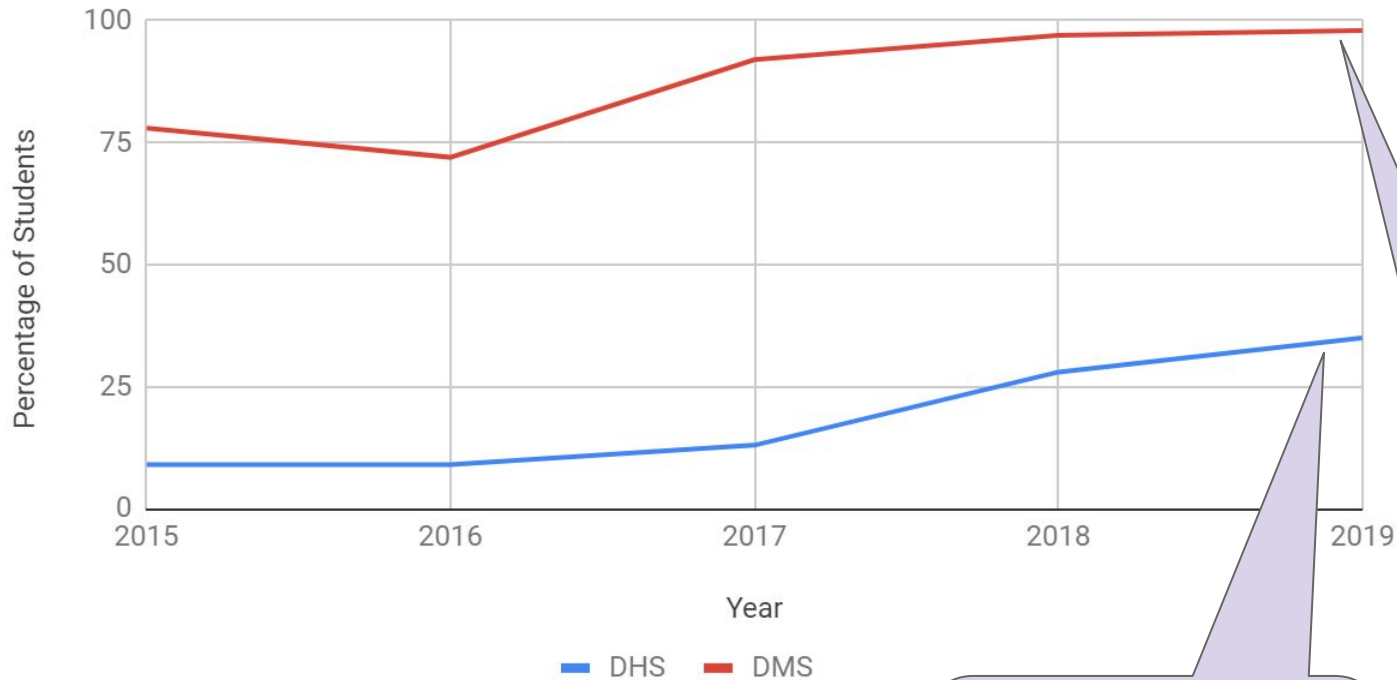
Algebra I

2019 Algebra I NJSLA
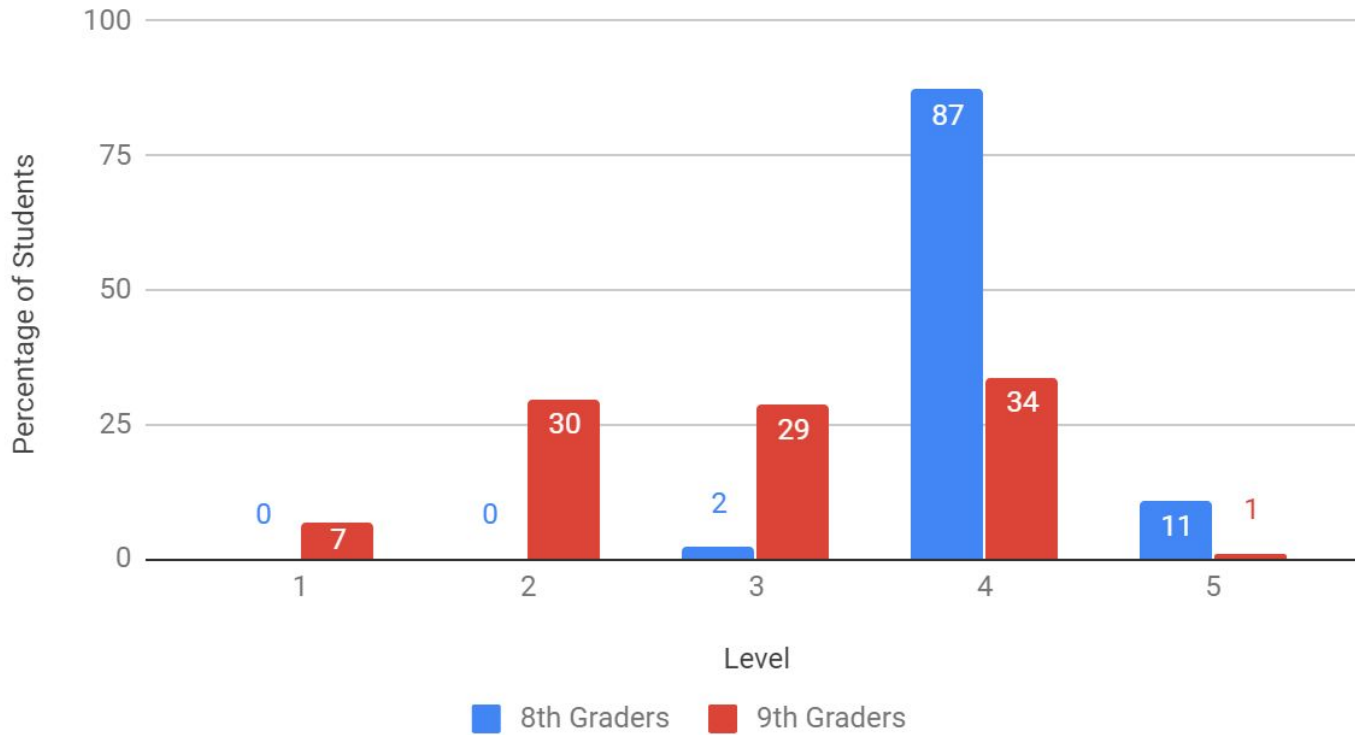
Number of students tested: 242
Refusals/No Score: 5

Percentage of Algebra I Students Meeting and Exceeding Expectations

Geometry

2019 Geometry NJSLA
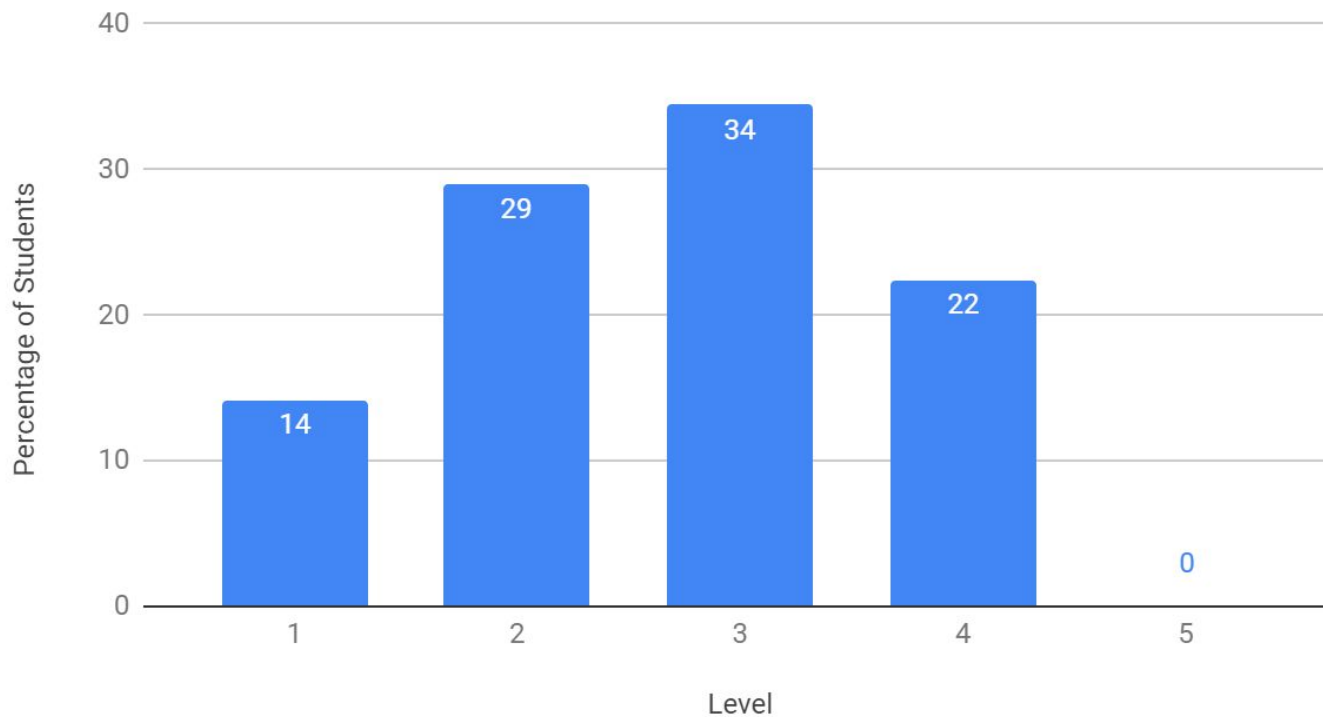
Level 3 & above is considered "passing" for Geometry & Algebra II.

Number of students tested: 183
Refusals/No Score: 3

Algebra II

2019 Algebra II NJSLA

Level 3 & above is considered "passing" for Geometry & Algebra II.

Number of students tested: 101
Refusals/No Score: 6

DISAGGREGATED SUBGROUPS: DELRAN HIGH SCHOOL

Gender: Average scale scores are comparable, however, passing rates are not. In Algebra I and II, passing rates of female students are 11-12 percentage points lower than their male peers.
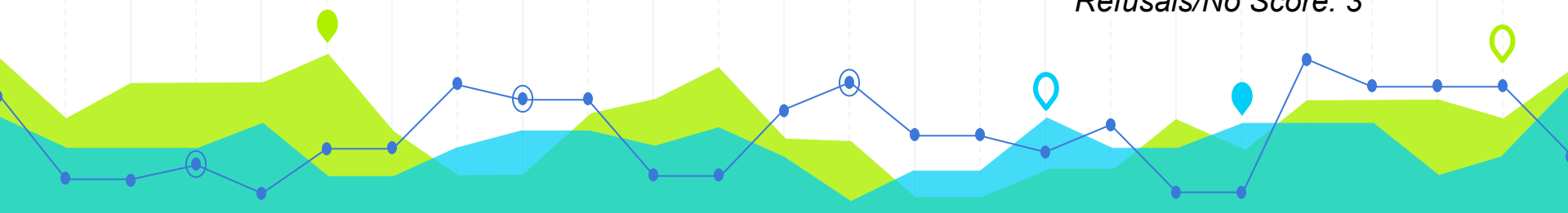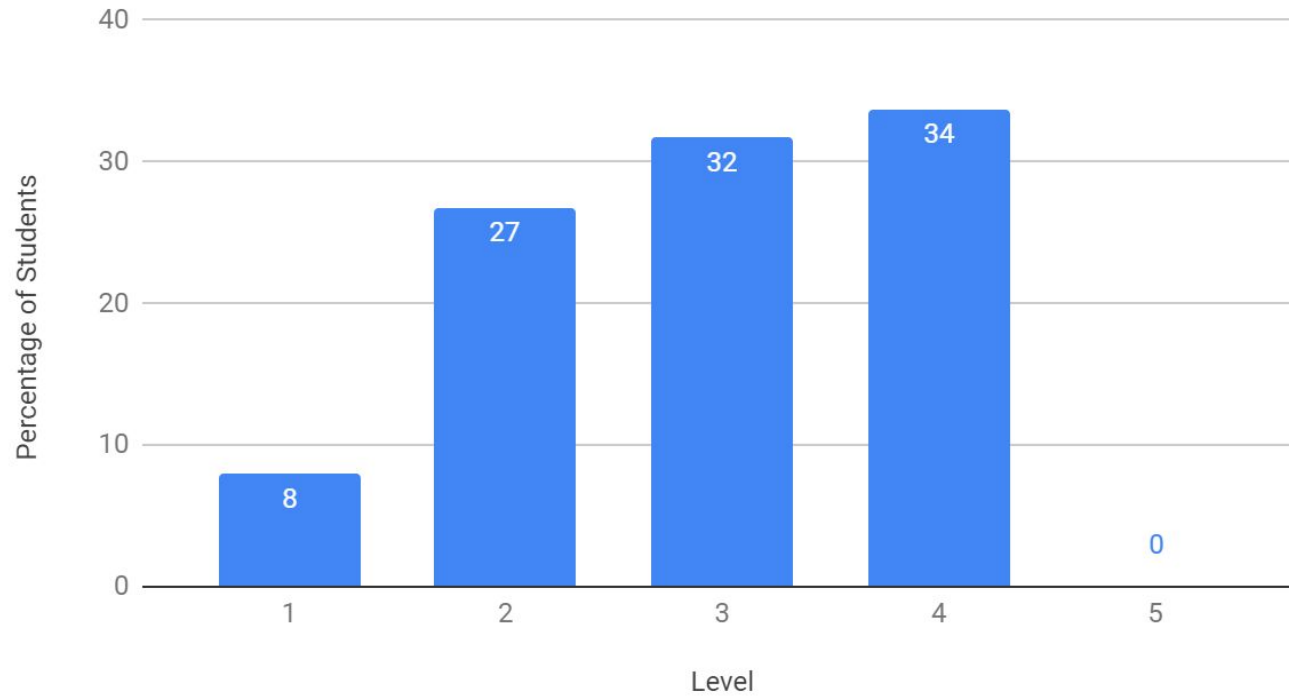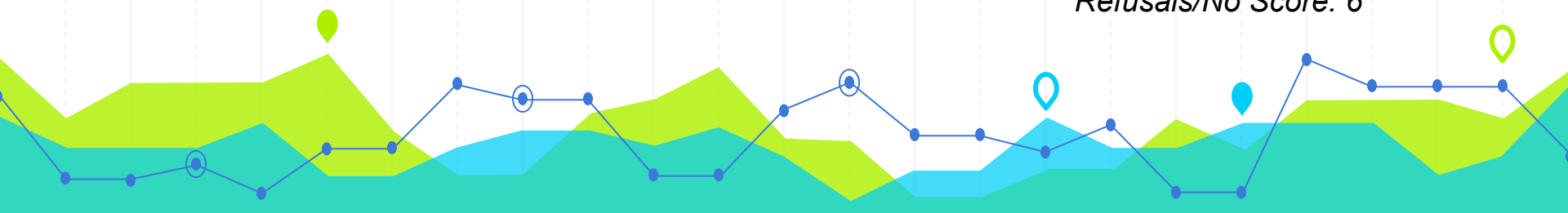
Ethnicity: Black students achieve an average scale score 7-29 points lower and Hispanic/Latino students achieve an average scale score 15-20 points lower than White students. Passing rates of Black students are 8-38 percentage points lower than White students. Passing rates of Hispanic/Latino students are 10-38 percentage points lower than White students.

Economically Disadvantaged: Average scale scores 14-19 points lower, and passing rates 16-23 percentage points lower than non-economically disadvantaged peers.

Students with Disabilities: Average scale scores 27-34 points lower than non-disabled peers, and passing rates 17-42 percentage points lower than non-disabled peers.
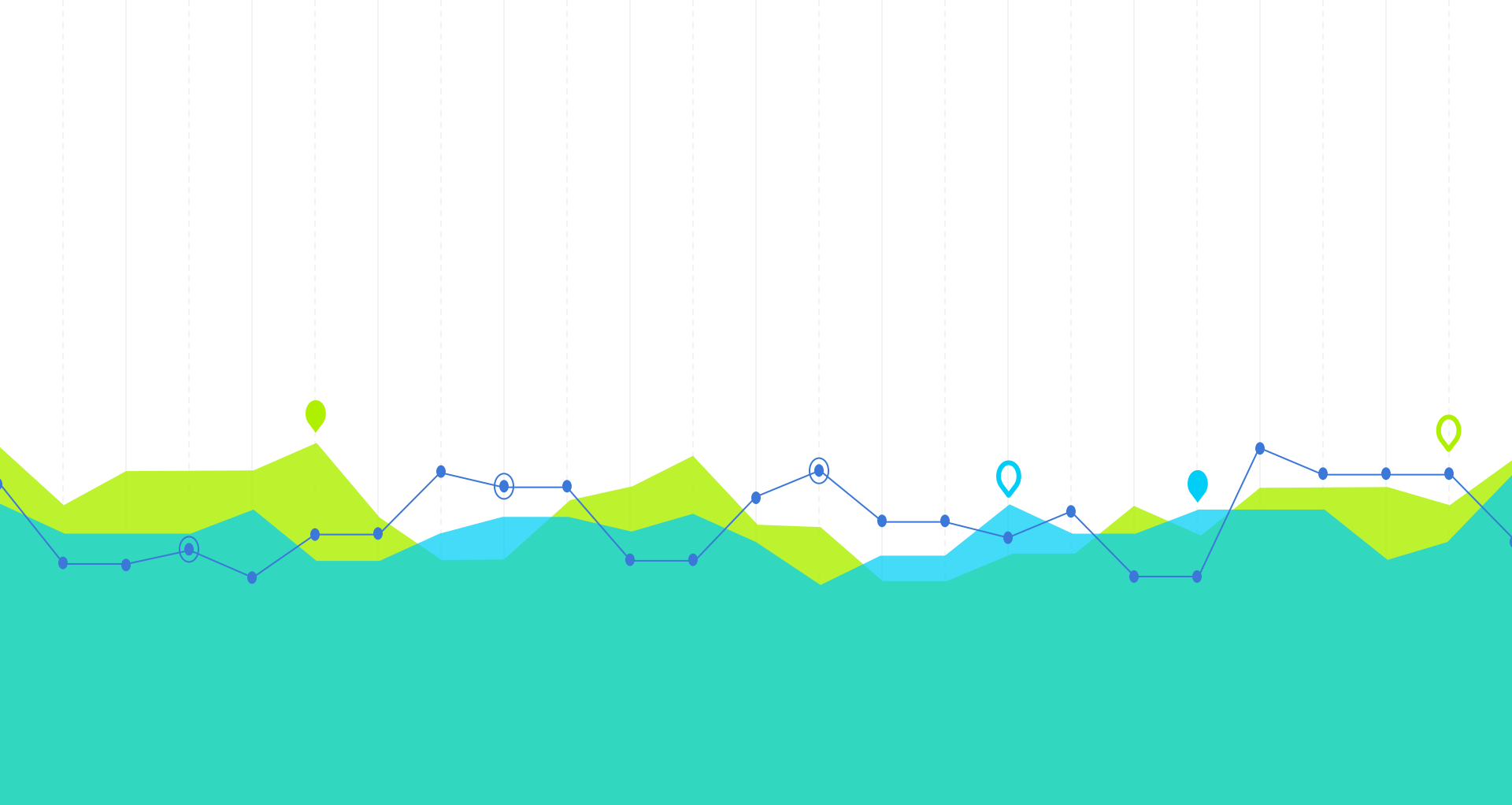
English Language Learners: Average scale scores 23-44 points lower than native English speakers. No ELL students in grades 9-11 achieved a passing score.

NEXT STEPS FOR MATH: DELRAN HIGH SCHOOL

◉ Continue to work with teachers to analyze student performance data at the classroom level, including NJSLA results,Benchmark Assessments, and common assessments, to identify students with particular skill weaknesses, and tailor instruction to remediate.

◉ Continue to focus on retention of math content, from one course to the next, through targeted skill review exercises.

◉ Continue to focus on Math Practice Standards across all grade levels.

◉ Work with teachers and building administration to discuss potential causes of achievement gaps among minority and economically disadvantaged students, and define and implement strategies close gaps.

◉ Math Supervisor, Math Subject Area Leaders, and teachers will analyze the Evidence Statement Reports, once available, to look for patterns in commonly missed topics from year to year, and determine if there is a curricular cause, or a need for greater instructional focus.

2019 NJSLS English Language Arts Results

Prepared by Eileen Baker, K-12 Supervisor of English Language Arts, World Language, ESL, and Media Specialists

THE STORY IN THE NUMBERS: DELRAN INTERMEDIATE SCHOOL

- Overall, fewer students are performing at levels one and two, with significant & consistent decreases.
- Significant increases in Level four (meets expectations) in both 4th & 5th grade.
- Increase in 4th grade in number of students at level five.
- Third grade had a decrease in Level one and an increase in Level four from 2018.

Year-to-Year Comparison: Percentage of DIS Students Meeting and Exceeding Expectations in ELA
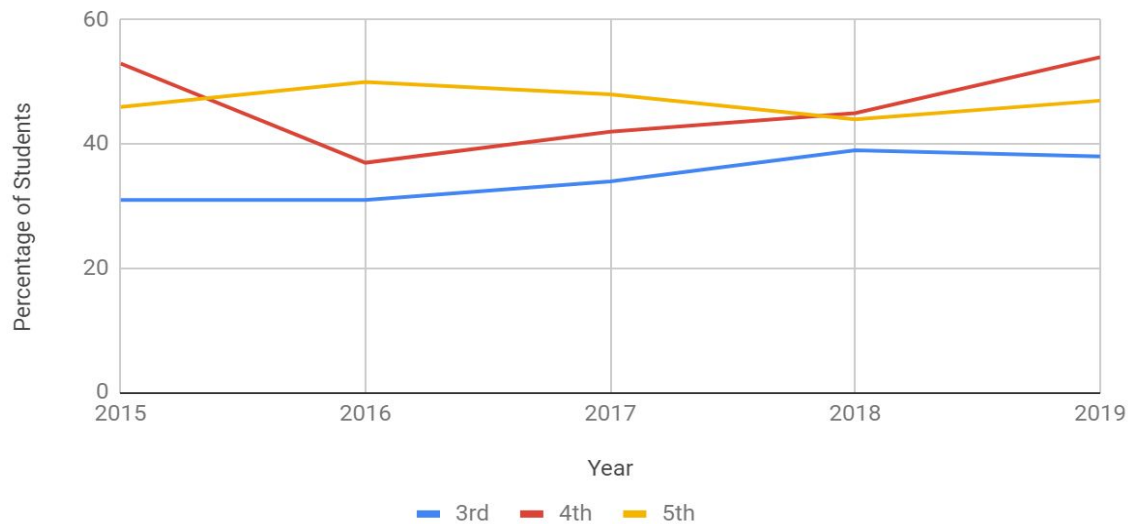
Grade 3 English Language Arts

2019 3rd Grade ELA NJSLA
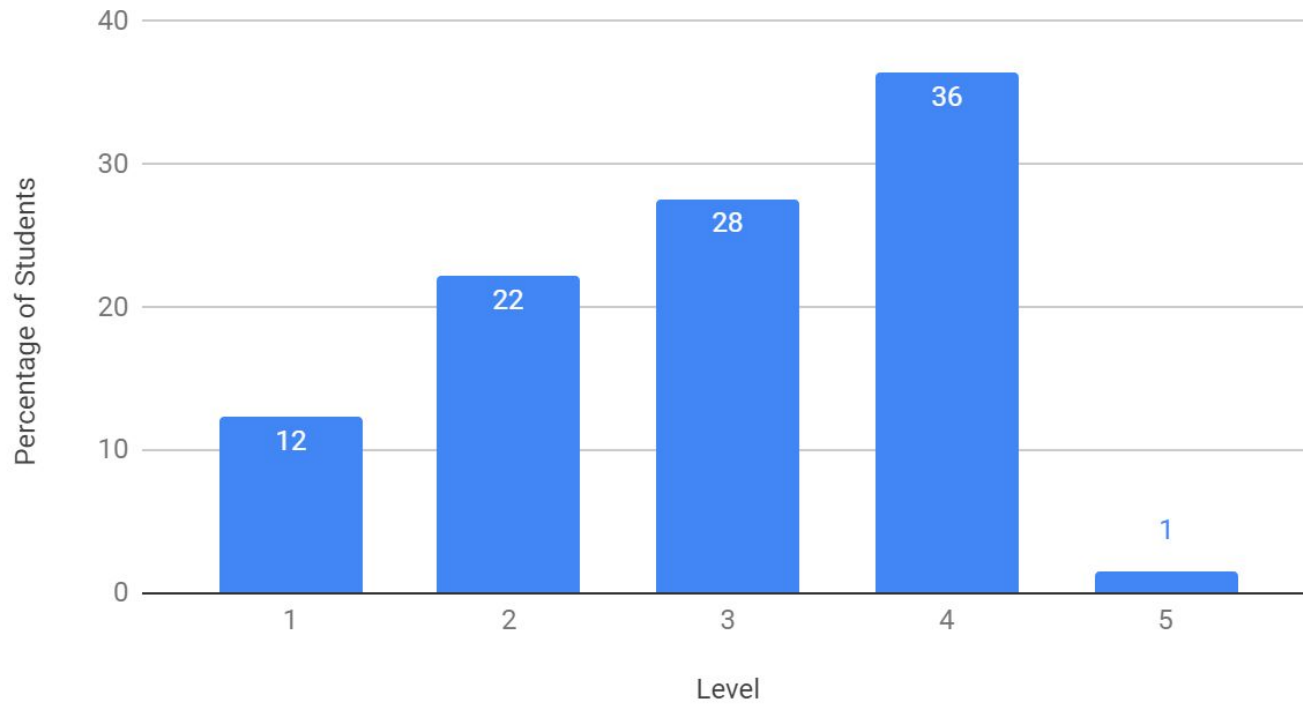
Number of students tested :203

Refusals: 13

ENGLISH LANGUAGE ARTS
Grade 3 Assessment, 2018–2019

PERFORMANCE DISTRIBUTION BY %						NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITTEN*	WRITING*
									LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
STATE						95,830	748	48	33 16 51	30 25 44	32 19 49	33	28 22 50	25 17 58
14	14	21	43	7										
DISTRICT						203	738	46	36 21 43	36 28 36	33 21 46	29	40 28 33	29 26 45
12	22	28	36	1										
DELRAN INTERMEDIATE SCHOOL						203	738	46	36 21 43	36 28 36	33 21 46	29	40 28 33	29 26 45
12	22	28	36	1										

Grade 4 English Language Arts

2019 4th Grade ELA NJSLA

Bar chart showing Percentage of Students by Level:
- Level 1: 4
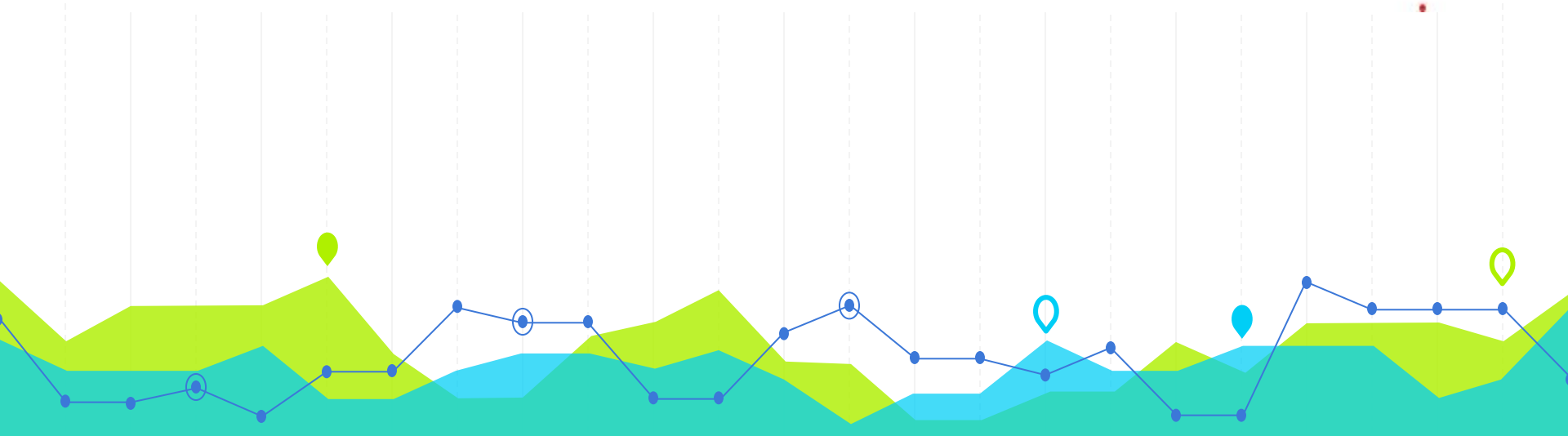- Level 2: 14
- Level 3: 29
- Level 4: 46
- Level 5: 8

Number of students tested:213
Refusals: 8

ENGLISH LANGUAGE ARTS
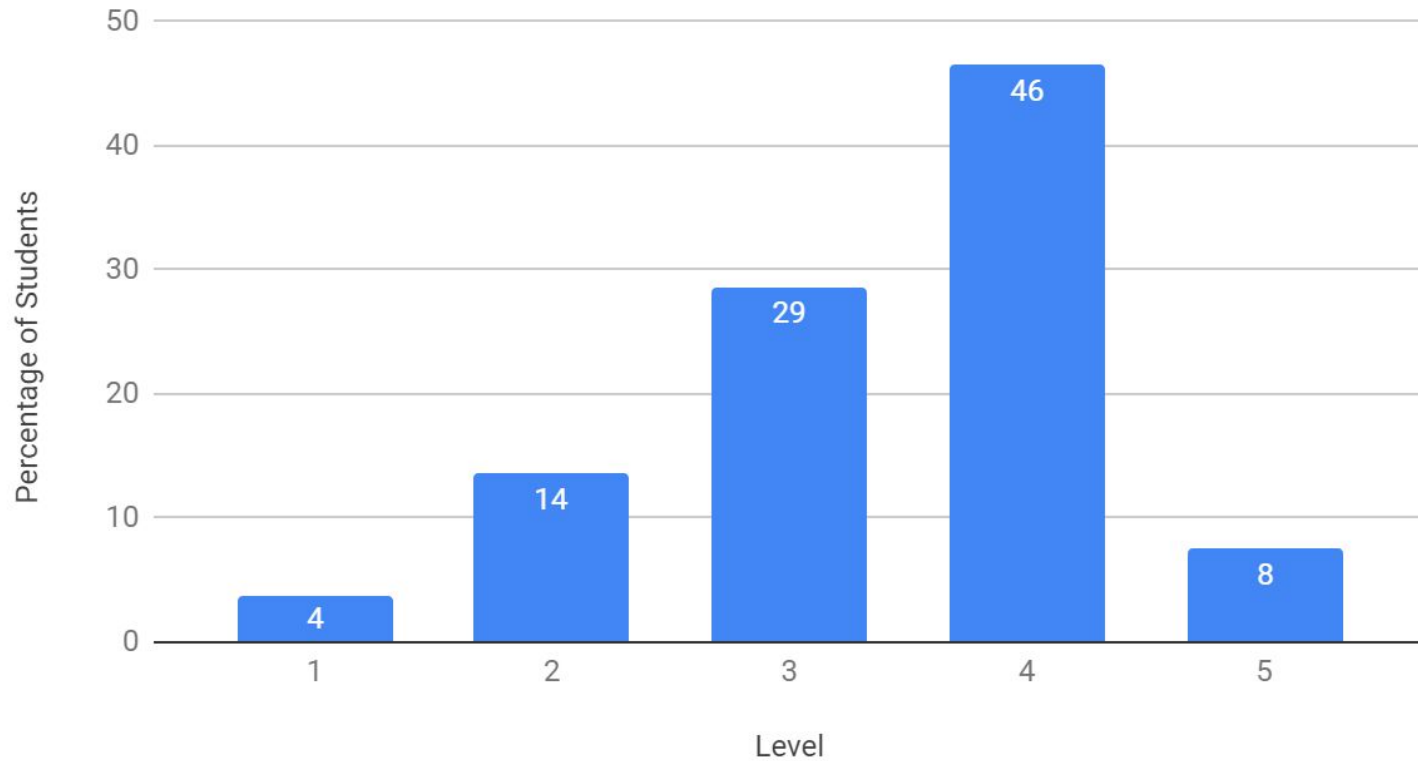Grade 4 Assessment, 2018–2019

PERFORMANCE DISTRIBUTION BY %		NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE	9 13 21 39 18	**98,985**	755	51	25 22 53	24 24 52	34 21 46	36	29 20 51	23 24 53
DISTRICT	4 14 29 46 8	**213**	751	51	22 21 57	15 31 54	32 24 44	34	35 33 32	31 32 37
DELRAN INTERMEDIATE SCHOOL	4 14 29 46 8	**213**	751	51	22 21 57	15 31 54	32 24 44	34	35 33 32	31 32 37
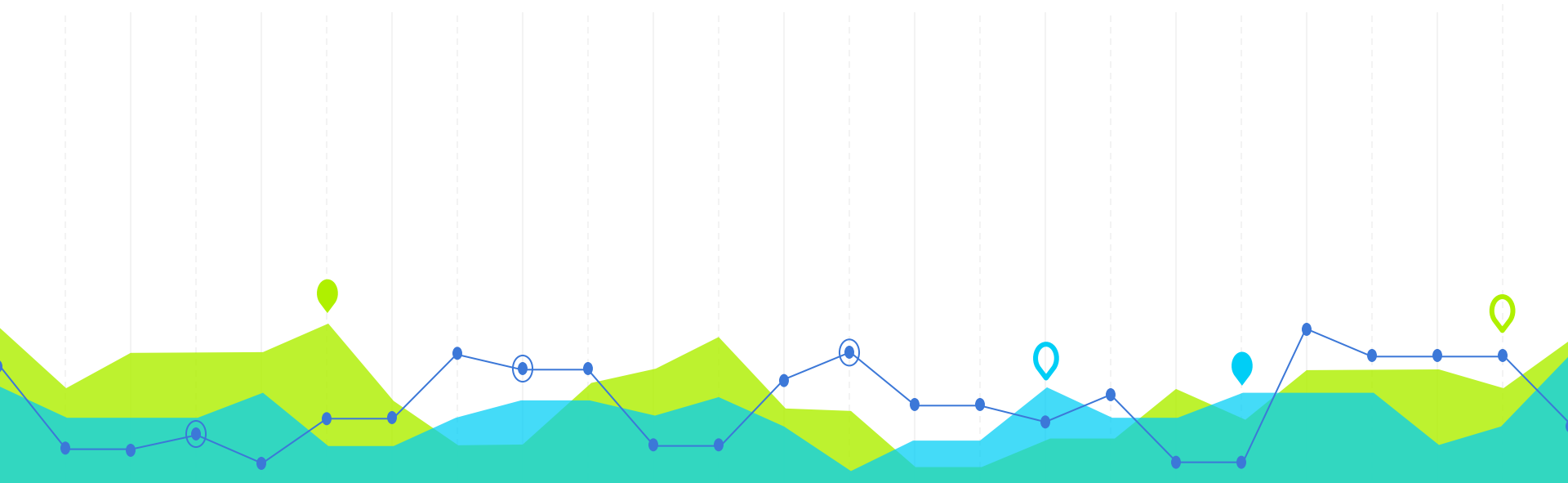
Group Comparison for the Class of 2027

Grade 5 English Language Arts

2019 5th Grade ELA NJSLA

Percentage of Students vs Level

- Level 1: 4
- Level 2: 15
- Level 3: 33
- Level 4: 45
- Level 5: 2
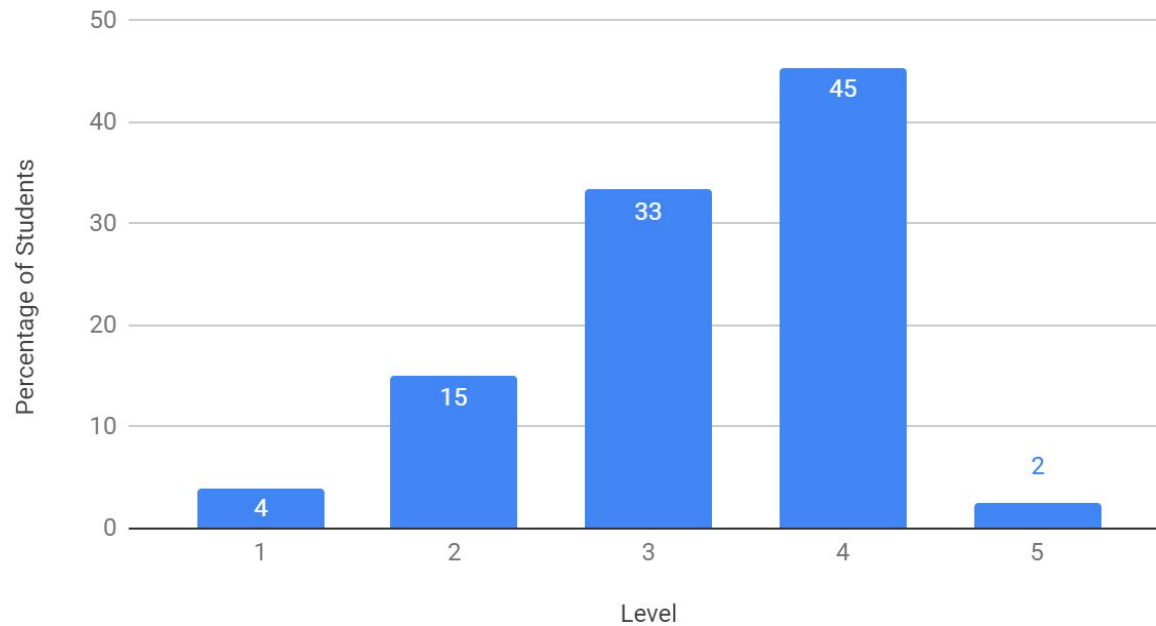
Number of students tested: 207
Refusals: 29

ENGLISH LANGUAGE ARTS
Grade 5 Assessment, 2018–2019

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	READING* LITERARY	READING* INFORMATION	READING* VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE 7 / 13 / 22 / 46 / 12	100,316	756	51	25 22 53	27 15 59	27 23 50	35	17 19 64	22 21 56
DISTRICT 4 / 15 / 33 / 45 / 2	207	748	49	23 29 48	29 14 57	25 26 50	33	16 37 46	26 34 40
DELRAN INTERMEDIATE SCHOOL 4 / 15 / 33 / 45 / 2	207	748	49	23 29 48	29 14 57	25 26 50	33	16 37 46	26 34 40

Group Comparison for the Class of 2026

DISAGGREGATED SUBGROUPS: DELRAN INTERMEDIATE SCHOOL

Gender: Comparable in 3rd & 4th grade, with a higher average scale score (1-3 pts.) of females in all three grades, with a higher increase in 5th grade (10 points higher)

Ethnicity: Somewhat comparable in 3rd grade, with Black and Hispanic/Latino students achieving an average scale score 10-14 pts. lower than White students 3rd gr (***significant*** decrease from 2018 with 29 pt.discrepancy); 4th grade Hispanic students scored 2 pts. lower/Black 18 pts. lower; 5th grade Hispanic Ss scored 9 pts. lower/Black/African Amer. scored 8 pts. lower than White Ss (slight decrease from 2018)

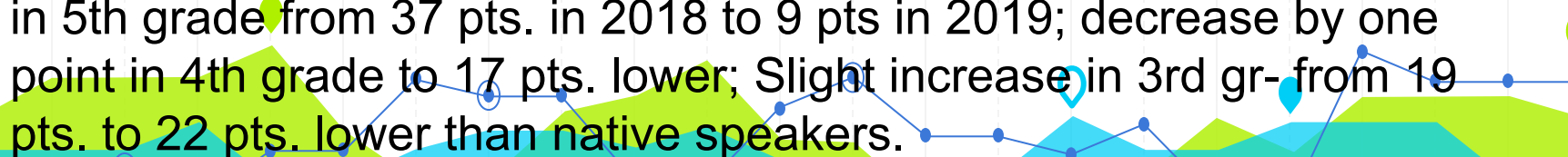**Economically Disadvantaged:** Average scale score 10 pts. lower in 4th & 5th grade; 12 pts. lower in 3rd grade(compared to 14-17 points lower in 2018) than non-economically disadvantaged peers

Students with Disabilities: Average scale score points 14-17 points lower than non-disabled peers (compared to 28 average in 2018)

English Language Learners: Marked decrease in average scale score in 5th grade from 37 pts. in 2018 to 9 pts in 2019; decrease by one point in 4th grade to 17 pts. lower; Slight increase in 3rd gr- from 19 pts. to 22 pts. lower than native speakers.

NEXT STEPS FOR ELA: DELRAN INTERMEDIATE SCHOOL

- ◎ Continue to work together to analyze student performance data at the classroom/grade level.
  - ◎ This will continue to be done at grade level articulations
    - ■ Norming our students' writing
    - ■ Identifying standards in reading that may need more focus
    - ■ Additional common assessments with varied question types
- ◎ Analyze the Evidence Statement Reports, once available, to look for patterns in commonly missed topics/standards from year to year to determine if there is a curricular cause.
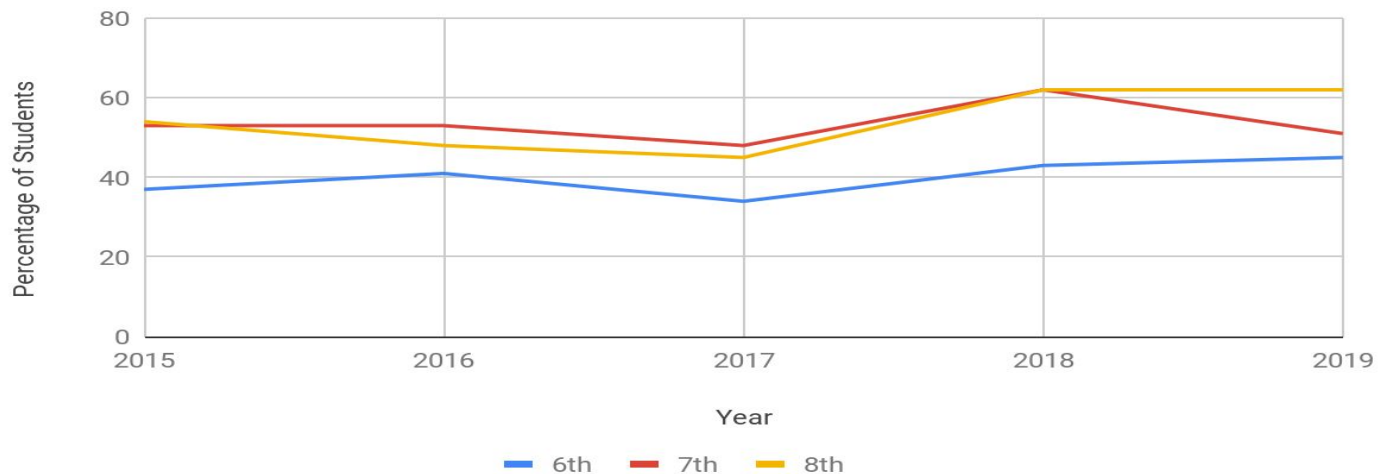 - ◎ Work together at grade level articulations to identify strength & needs
  - ◎ Use this data to drive our instruction
- ◎ Continue to integrate grammar and vocabulary via authentic means.
  - ◎ Resources/guides were developed this summer to assist in 3rd, 4th & 5th grade in various areas
  - ◎ Supports and guides were created this summer for Fundations (3rd)
  - ◎ Holding students accountable
- ◎ Continue to elevate the rigor of our instruction and assessment.
- ◎ Build background knowledge for our ELLs and Black/African American students; using literature to build and create empathy and background knowledge
- ◎ Celebrate our successes!

THE STORY IN THE NUMBERS: DELRAN MIDDLE SCHOOL

◉ Significant increase in performance compared to 2015 + which indicates our Workshop approach & support is working!

◉ Overall, decreases in levels one, two and three

◉ Increase in Level 5 in 6th & 7th grade

◉ Triple the percentage of Level 5 in 8th grade(from 2017) , while maintaining percentages from last year

Year-to-Year Comparison: Percentage of DMS Students Meeting and Exceeding Expectations in ELA

Grade 6 English Language Arts

2019 6th Grade ELA NJSLA

Bar chart showing Percentage of Students by Level:
- Level 1: 7
- Level 2: 15
- Level 3: 32
- Level 4: 41
- Level 5: 5
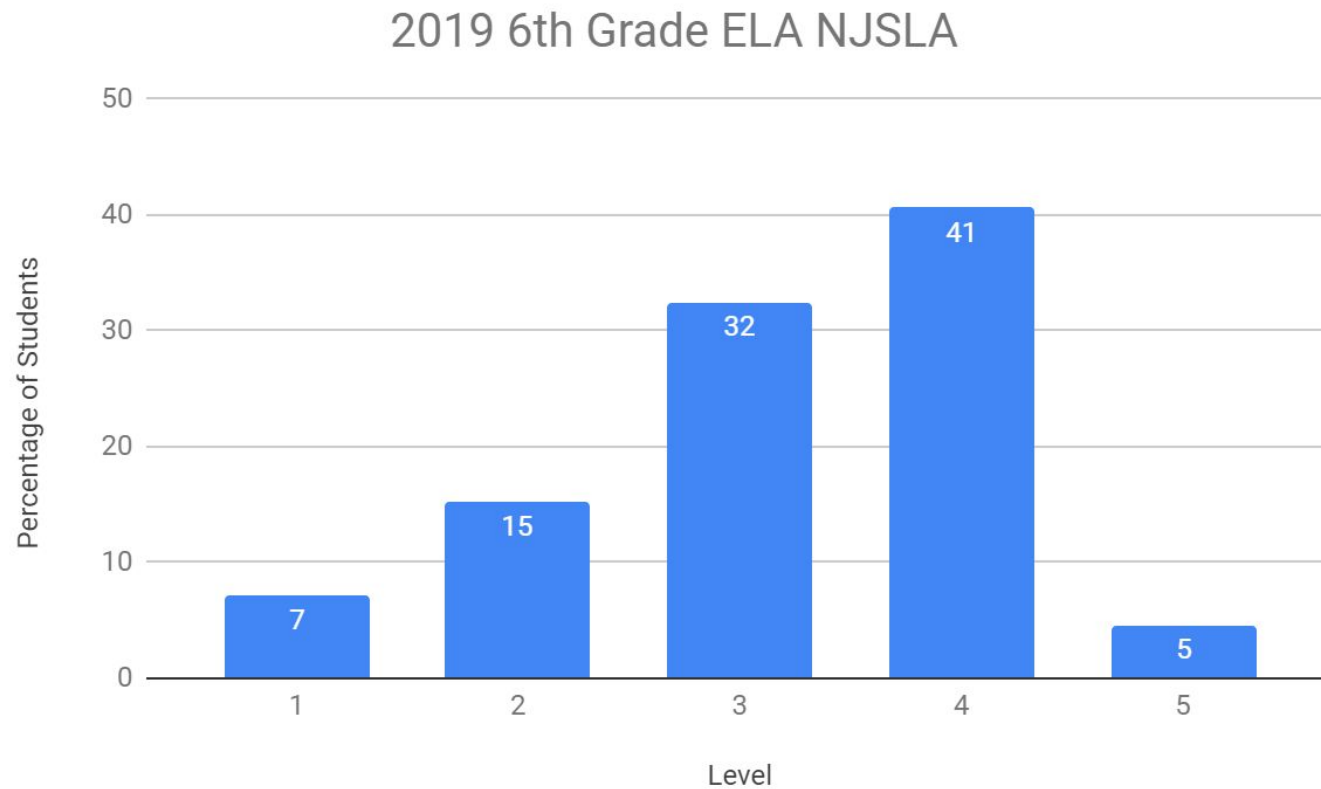
Number of students tested: 197
Refusals: 17

ENGLISH LANGUAGE ARTS
Grade 6 Assessment, 2018–2019

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITING*	
				LITERARY	INFORMATION	VOCABULARY		WRITTEN EXPRESSION	WRITING CONVENTIONS
STATE 7 / 13 / 24 / 41 / 15	**102,052**	754	51	25 24 51	24 23 53	33 16 51	35	20 23 57	20 24 56
DISTRICT 7 / 15 / 32 / 41 / 5	**197**	745	49	25 28 47	28 25 47	36 15 50	31	25 38 38	29 36 35
DELRAN MIDDLE SCHOOL 7 / 15 / 32 / 41 / 5	**197**	745	49	25 28 47	28 25 47	36 15 50	31	25 38 38	29 36 35

Group Comparison for the Class of 2025

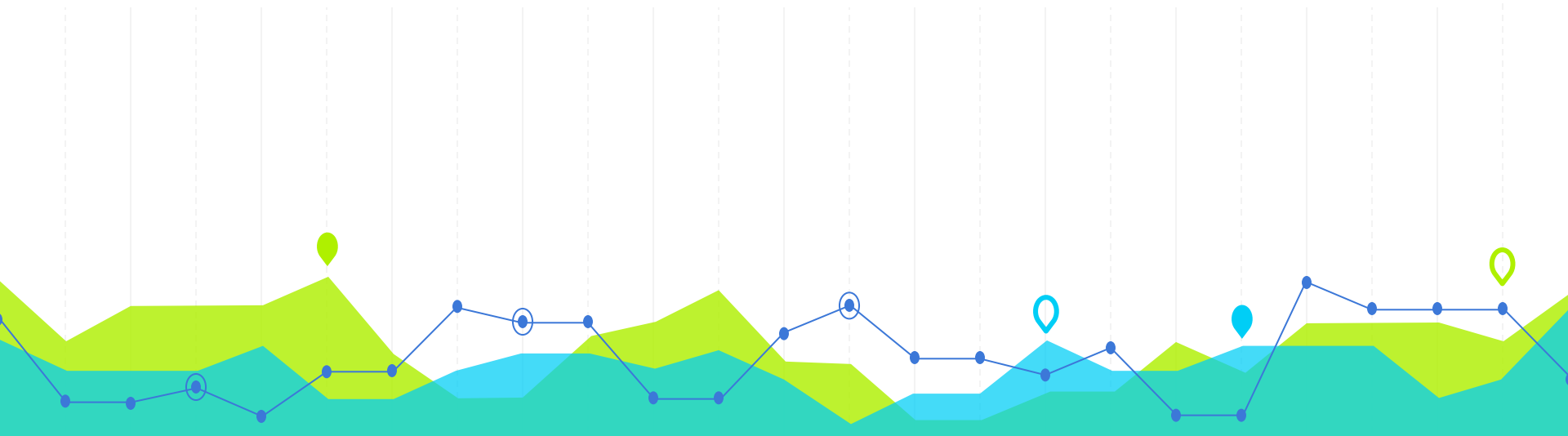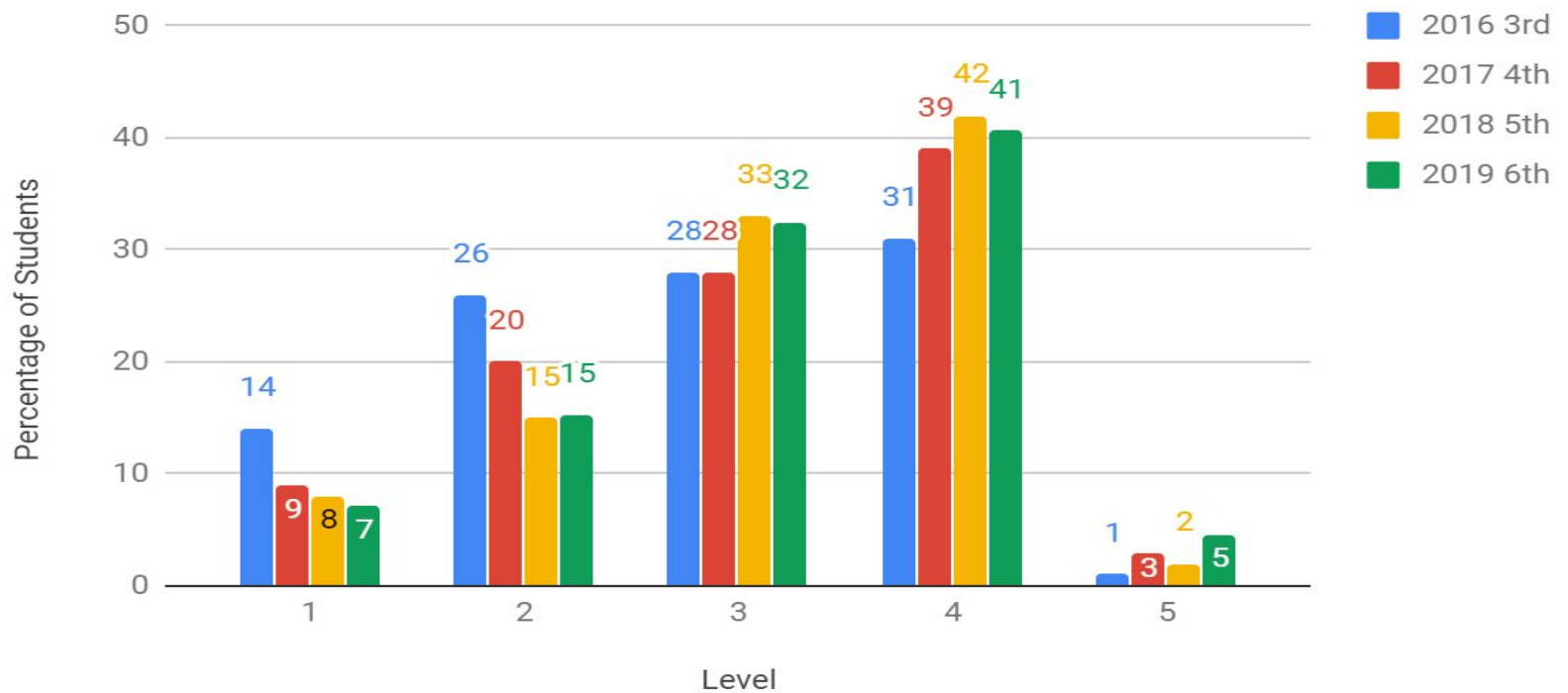# Grade 7 English Language Arts

2019 7th Grade ELA NJSLA
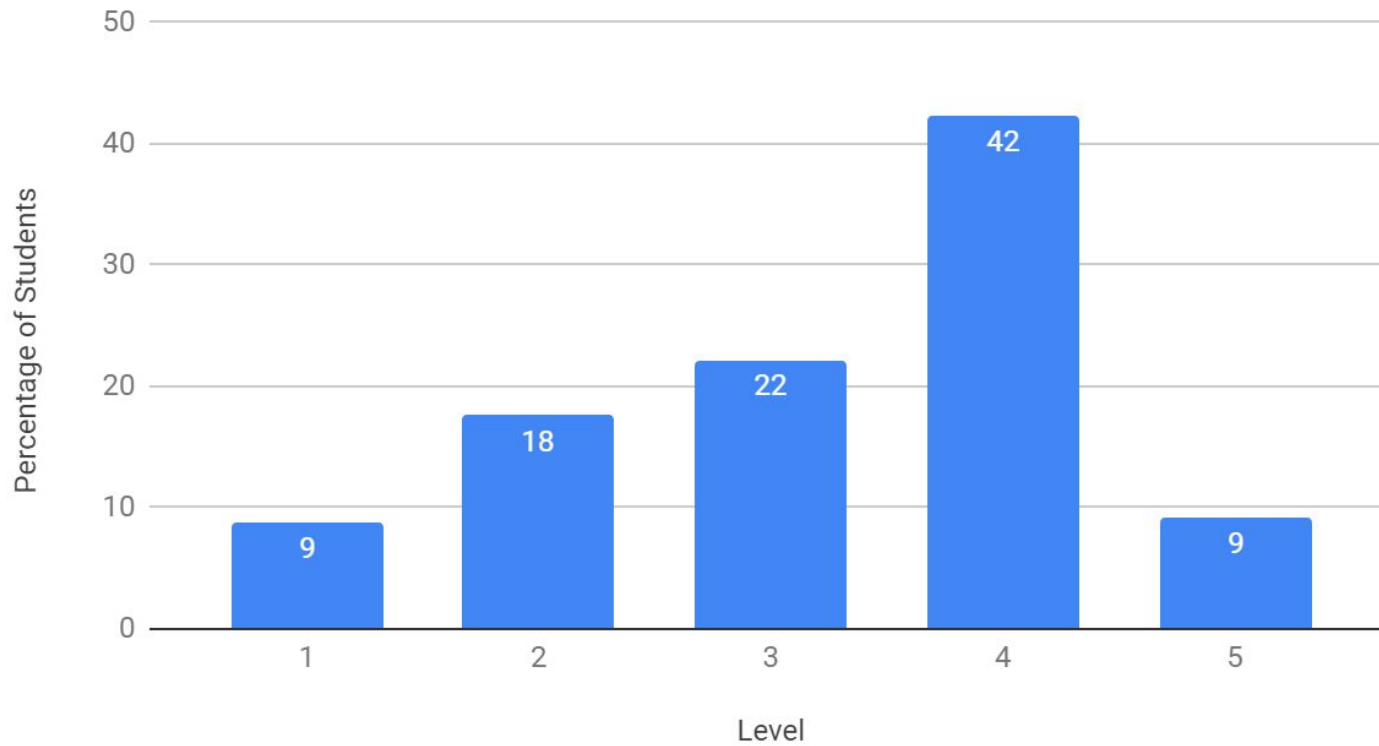
Number of students tested: 239
Refusals: 5

ENGLISH LANGUAGE ARTS
Grade 7 Assessment, 2018–2019

PERFORMANCE DISTRIBUTION BY %					NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	LITERARY	READING* INFORMATION	VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE					100,347	761	53	24 | 20 | 56	27 | 18 | 55	26 | 21 | 52	38	19 | 18 | 63	20 | 12 | 68
9	10	18	33	30									
DISTRICT					239	746	49	27 | 23 | 50	31 | 21 | 48	23 | 26 | 51	32	28 | 28 | 43	30 | 20 | 50
9	18	22	42	9									
DELRAN MIDDLE SCHOOL					239	746	49	27 | 23 | 50	31 | 21 | 48	23 | 26 | 51	32	28 | 28 | 43	30 | 20 | 50
9	18	22	42	9									
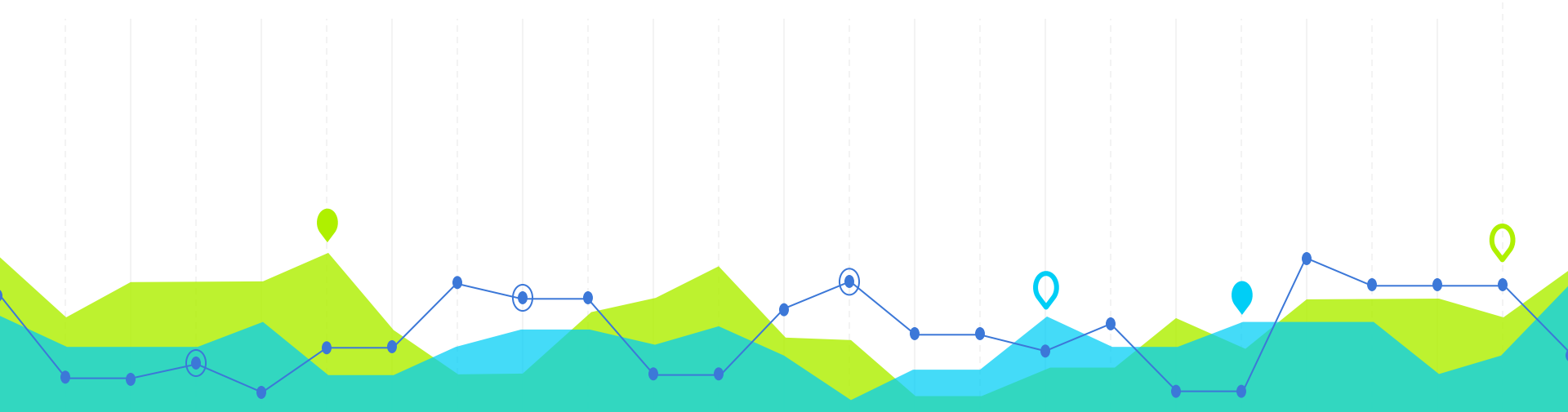
Group Comparison for the Class of 2024

Increases in Levels 1&2 (Did Not Meet, Partially Met, Decrease in Level 3- Approaching Expectations)

Marked increase in Level 5

Grade 8 English Language Arts

2019 8th Grade ELA NJSLA

Bar chart showing Percentage of Students by Level:
- Level 1: 8
- Level 2: 11
- Level 3: 19
- Level 4: 45
- Level 5: 17
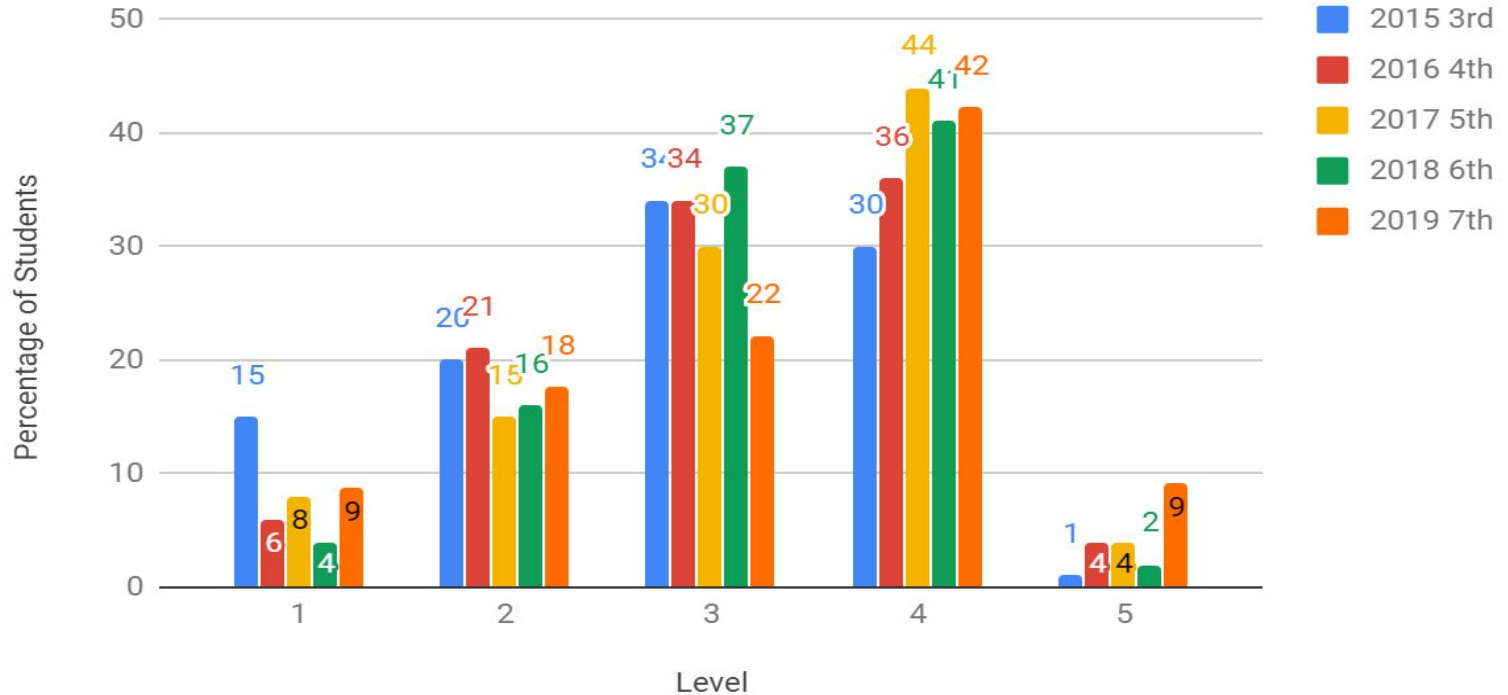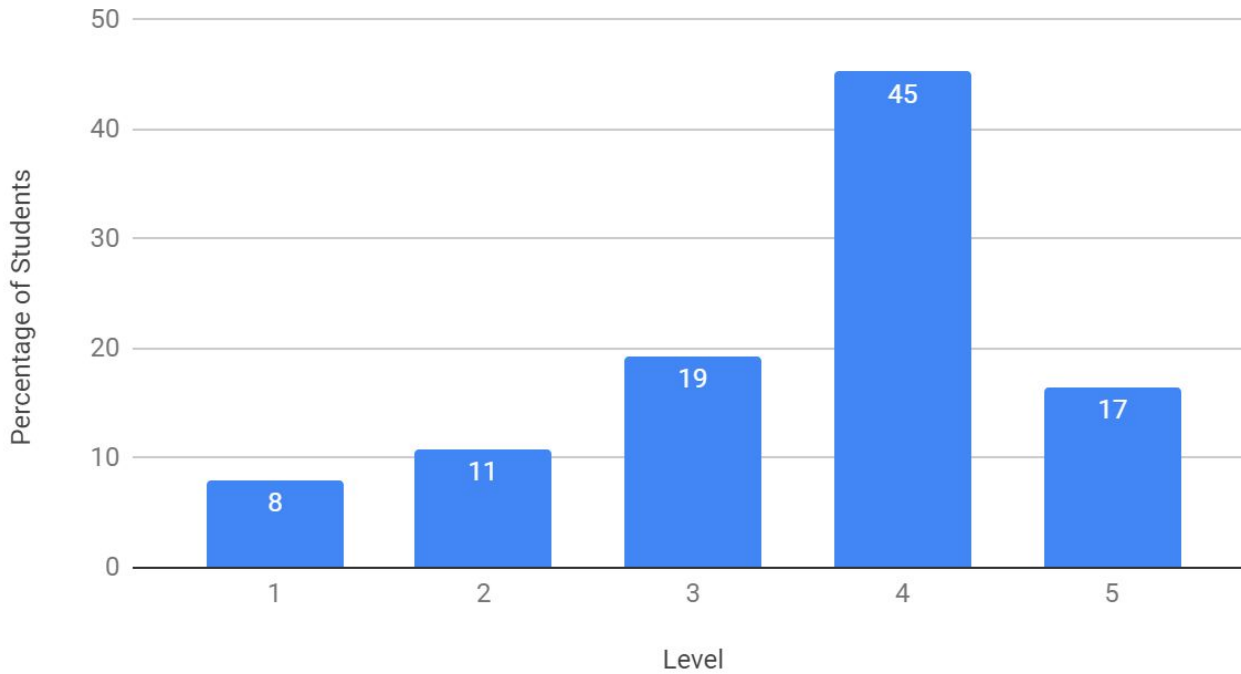
Number of students tested: 212
Refusals: 7
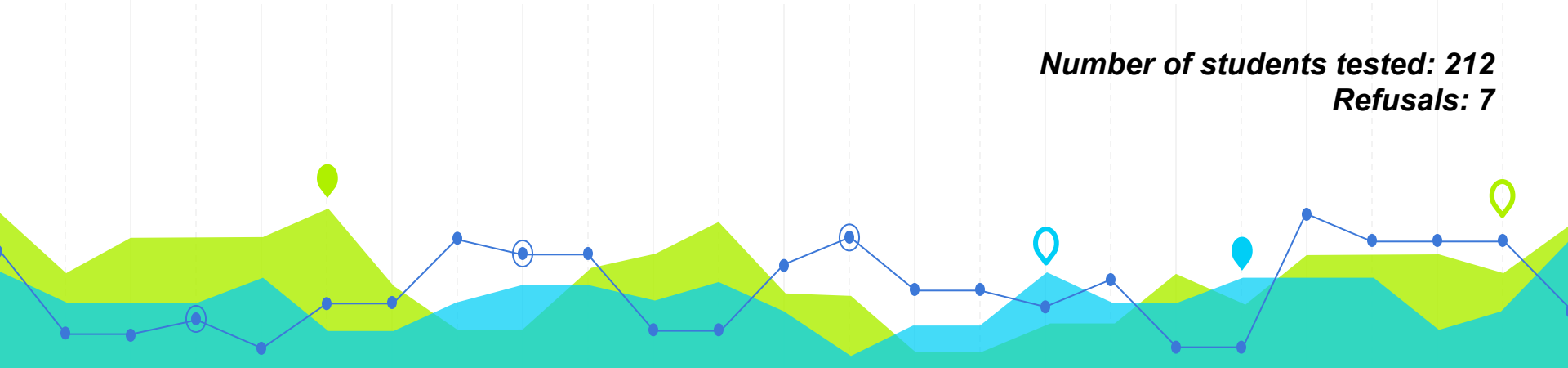
ENGLISH LANGUAGE ARTS
Grade 8 Assessment, 2018–2019

PERFORMANCE DISTRIBUTION BY %					NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITTEN*	WRITING*
---	---	---	---	---	---	---	---	LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
STATE					99,118	762	53	26 19 56	25 17 58	31 18 50	37	22 13 65	20 13 67
9	10	18	38	25									
DISTRICT					212	758	52	24 22 54	25 17 58	30 25 45	36	22 14 64	23 14 63
8	11	19	45	17									
DELRAN MIDDLE SCHOOL					212	758	52	24 22 54	25 17 58	30 25 45	36	22 14 64	23 14 63
8	11	19	45	17									
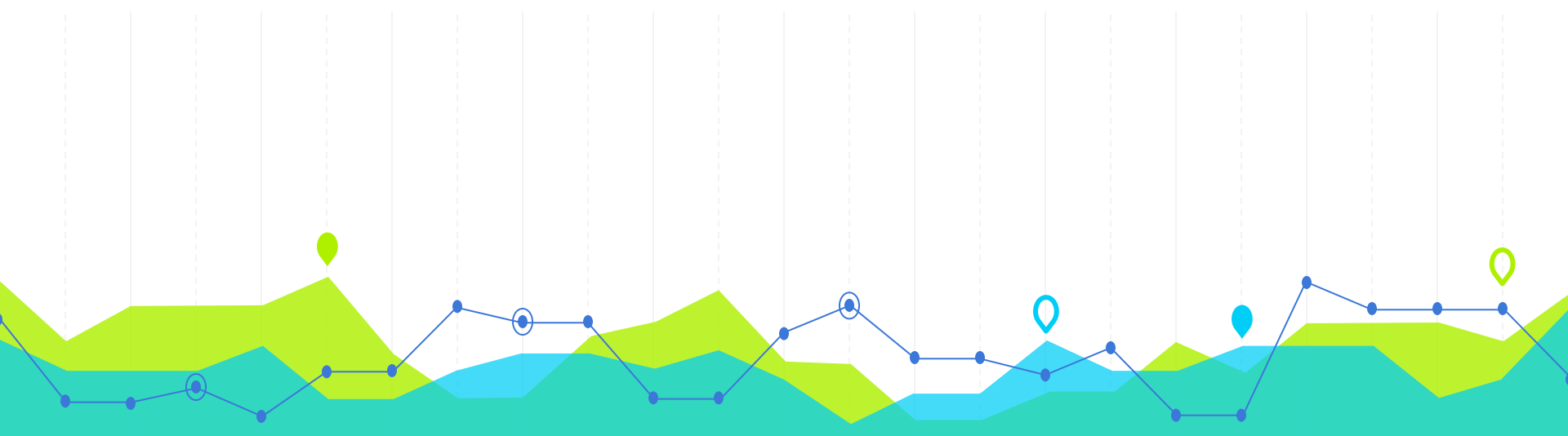
Cohort Comparison for the Class of 2023

Decreases in Levels 2 & 3 (Partially Met, Approached Expectations)

Increase in Level 4- Met Expectations

Maintained Level 5- Exceeded Expectations

Class of 2023 Comparison

Legend:
- 2015 4th
- 2016 5th
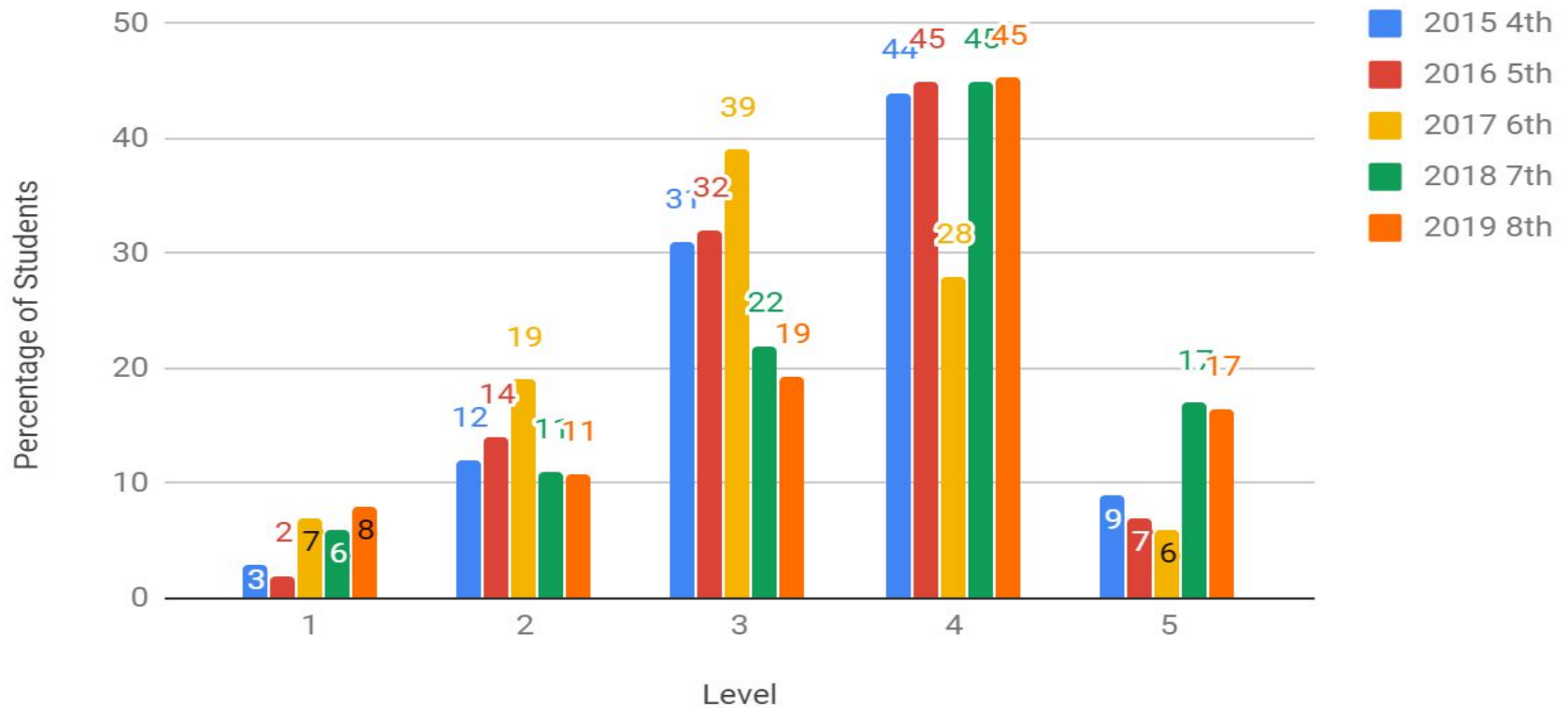- 2017 6th
- 2018 7th
- 2019 8th

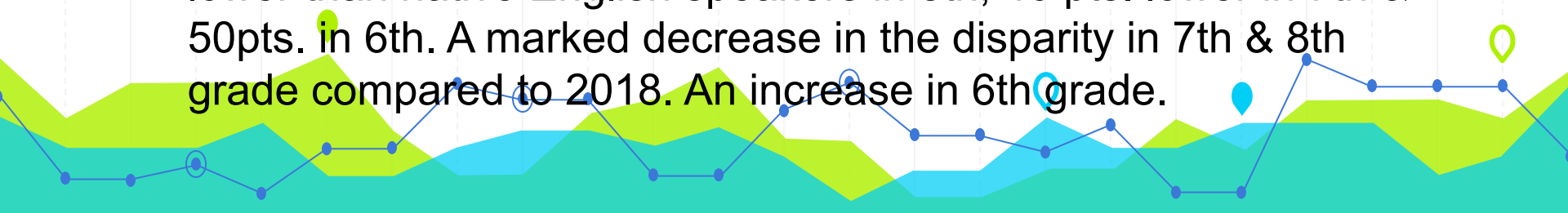# DISAGGREGATED SUBGROUPS: DELRAN MIDDLE SCHOOL

<u>Gender:</u> Comparable in all three grades, with females having a higher average scale score (ranging from 11-17)

<u>Ethnicity:</u> Hispanic/Latino students achieved an average scale score of 7-15 points lower than White students in 6th -8th grades, Black students achieved an average scale score 2 points higher than White students in 6th grade ELA, 16 pts. lower in 7th & 23 pts. lower in 8th grade.

<u>Economically Disadvantaged:</u> A decrease in the average scale scores overall, with 17 pts lower in 6th, 15 pts. lower in 7th & 8th than non-economically disadvantaged peers

<u>Students with Disabilities:</u> Average scale score 30 points lower overall with 17 pts. lower in 6th, 30 pts. lower in 7th & 44 pts. lower in 8th when compared with non-disabled peers. (average was 28 last year)

<u>English Language Learners:</u> Average scale score 63 points lower than native English speakers in 8th, 46 pts. lower in 7th & 50pts. in 6th. A marked decrease in the disparity in 7th & 8th grade compared to 2018. An increase in 6th grade.

NEXT STEPS FOR ELA: DELRAN MIDDLE SCHOOL

◉ Work together to analyze student performance data at the classroom/grade level.
  - ◉ Use [common assessments](#) & benchmarks to identify areas of strength & need
  - ◉ Norm our students' writing- use data gained to drive instruction
  - ◉ Continue to use small group instruction to hone in on specific needs (Dept. goal)
◉ Analyze the Evidence Statement Reports, once available, to look for patterns in commonly missed topics from year to year to determine if there is a curricular cause.
  - ◉ Use the data to drive our instruction
◉ Continue to use PD to hone in and support areas of need (small group instruction, strategy groups, conferences, etc.)
◉ Continue to focus on building stamina in both reading and writing.
  - ◉ Increase use of informational text
  - ◉ Prioritize time for students to authentically read and write
  - ◉ Value the read aloud time-provides on level + exposure to all
  - ◉ Continue to increase exposure to multicultural books
◉ Continue to integrate grammar and vocabulary via authentic means.
◉ Continue to elevate the rigor of our instruction and assessment.
  - ◉ Adding additional Units of Study as they become available
    - ■ Essential Research Skills for Teens
  - ◉ Use our newly created [common reading assessments](#) and articulate areas of need if necessary(living document)
◉ We have a full time ESL teacher this year! New Resources have been purchased for instruction and independent reading.

THE STORY IN THE NUMBERS: DELRAN HIGH SCHOOL

- 9th grade scores in reading & writing are higher than the average State scores.
- 10th grade is higher than the state in reading with a specific strength in vocabulary(one point lower in writing -average)
- 10th grade has marked increases in desired Levels 4 & 5, as well as decreases in Levels 1-3
- Significant drop in refusals (from 24 in 2018 9th gr. to 2 in 2019)
- Significant increases in scores overall in 9th & 10th grade

Year-to-Year Comparison: Percentage of DHS Students Meeting and Exceeding Expectations in ELA
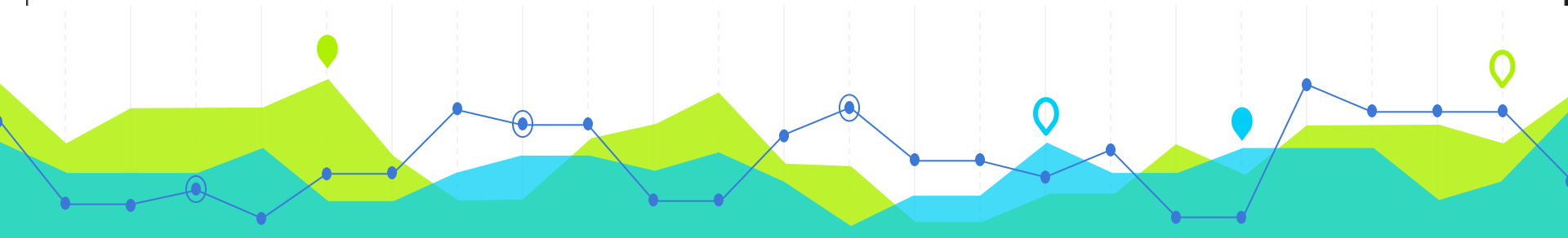
Grade 9 English Language Arts

2019 9th Grade ELA NJSLA
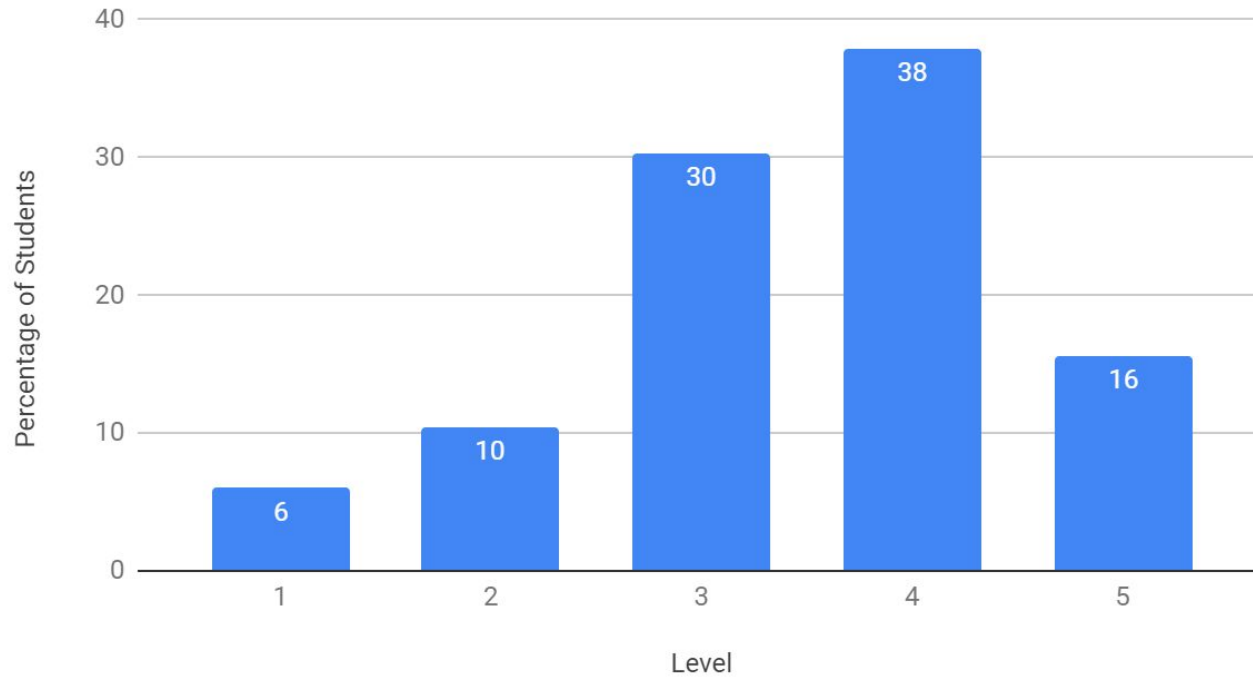
Number of students tested: 251
Refusals: 7

ENGLISH LANGUAGE ARTS
Grade 9 Assessment, 2018–2019

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA AVG OVERALL SCORE	AVG SCORE	READING* LITERARY	READING* INFORMATION	READING* VOCABULARY	AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE — 12 / 12 / 21 / 36 / 19	**98,327**	753	51	28 / 19 / 53	26 / 21 / 53	27 / 18 / 55	34	26 / 24 / 50	26 / 25 / 50
DISTRICT — 6 / 10 / 30 / 38 / 16	**251**	754	52	23 / 20 / 57	24 / 25 / 52	18 / 25 / 57	35	23 / 34 / 43	23 / 33 / 44
DELRAN HIGH SCHOOL — 6 / 10 / 30 / 38 / 16	**251**	754	52	23 / 20 / 57	24 / 25 / 52	18 / 25 / 57	35	23 / 34 / 43	23 / 33 / 44

Group Comparison for the Class of 2022

Grade 10 English Language Arts

2019 10th Grade ELA NSLA
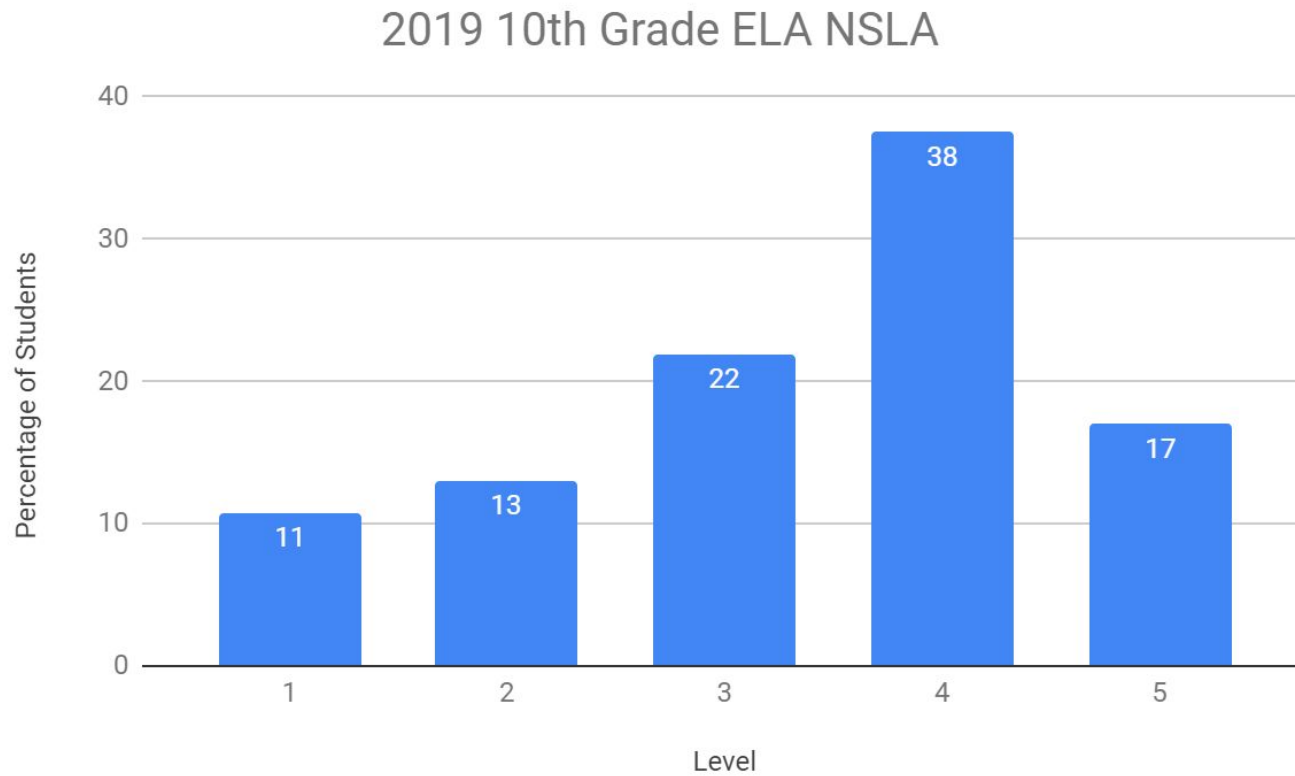
Number of students tested: 224
Refusals: 2

ENGLISH LANGUAGE ARTS
Grade 10 Assessment, 2018–2019

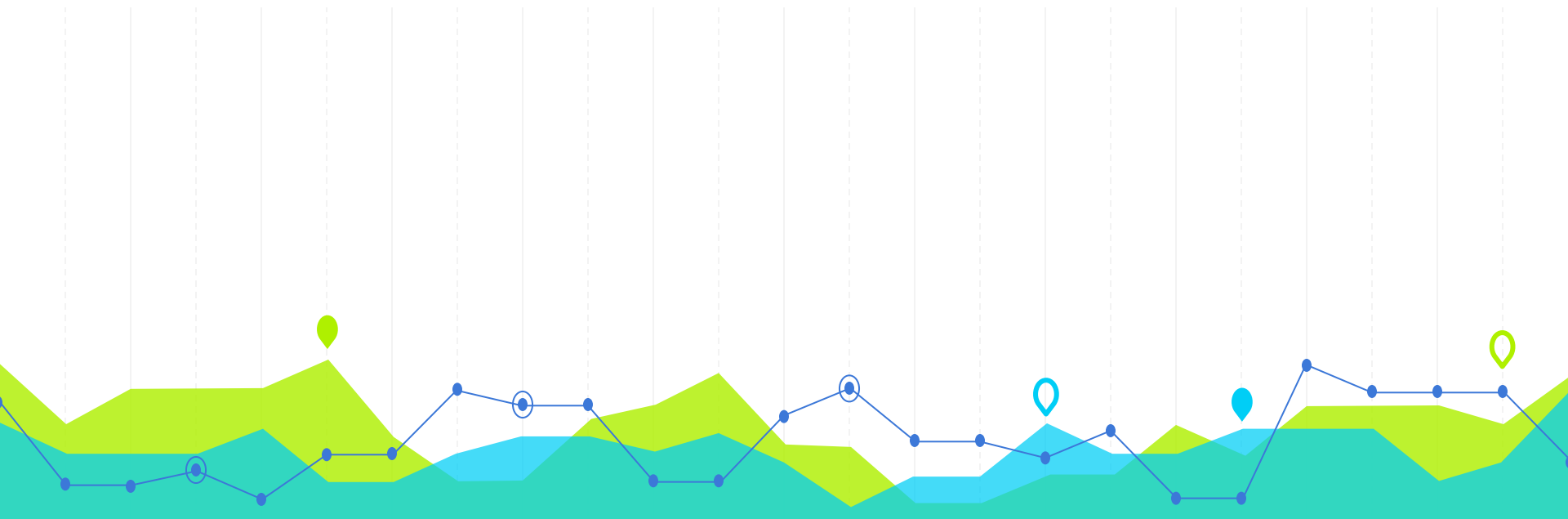| PERFORMANCE DISTRIBUTION BY % | NUMBER OF STUDENTS | ELA AVG OVERALL SCORE | AVG SCORE | READING* | | | AVG SCORE | WRITTEN* | WRITING* |
				LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
STATE 15 / 11 / 16 / 33 / 25	96,240	757	52	29 20 52	27 20 53	27 20 53	35	27 14 59	26 13 60
DISTRICT 11 / 13 / 22 / 38 / 17	224	753	53	26 21 53	22 28 50	18 21 60	34	30 17 52	29 16 55
DELRAN HIGH SCHOOL 11 / 13 / 22 / 38 / 17	224	753	53	26 21 53	22 28 50	18 21 60	34	30 17 52	29 16 55

Group Comparison for the Class of 2021

Decrease in Levels 1,2,&3- Did Not Meet & Partially Met, Approaching Expectations

Marked increase in desired outcome- Level 4 - Met Expectations

Significant increase in Level 5- Exceeded Expectations

Class of 2021 Comparison
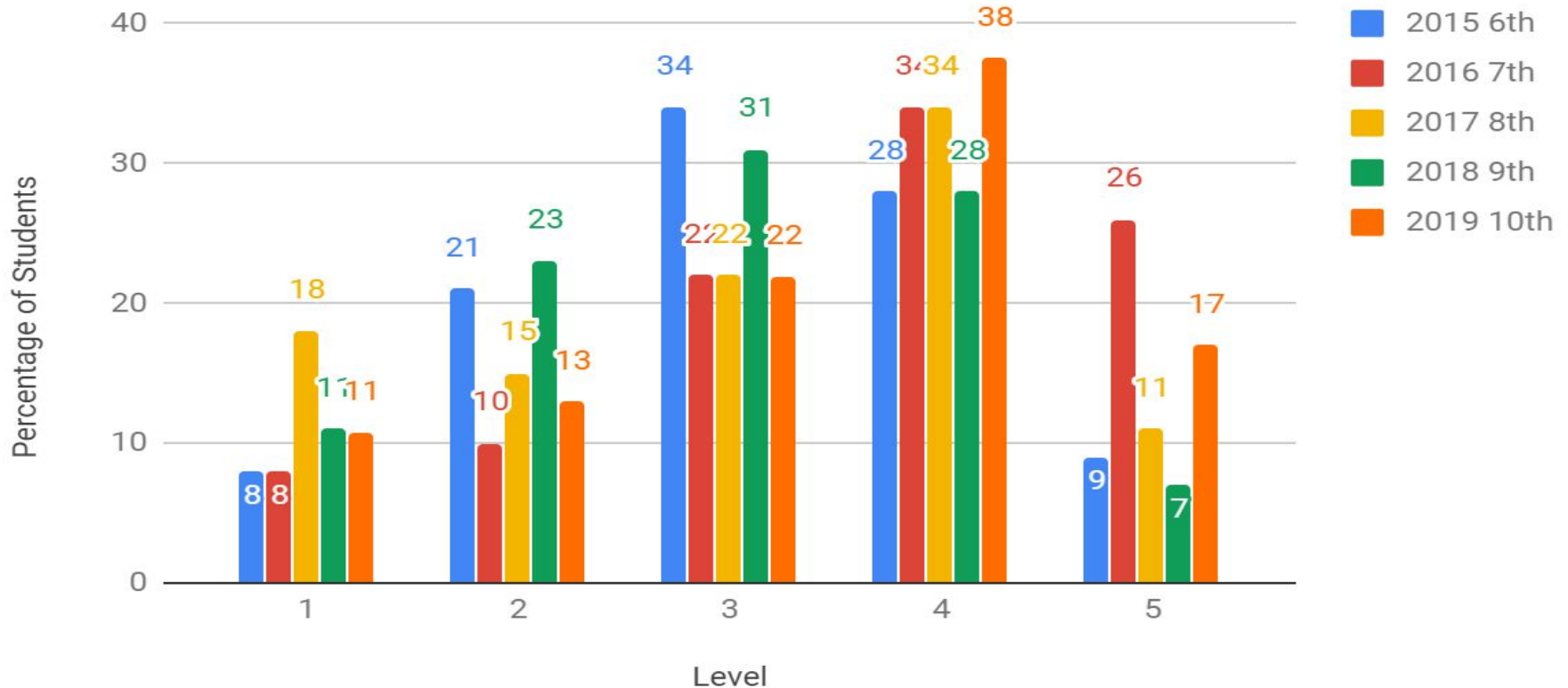
DISAGGREGATED SUBGROUPS: DELRAN HIGH SCHOOL

Gender: Females scored higher than males in both 9th & 10th grade with a significant difference in 10th grade (22 pts. higher) and 9 pts. higher in 9th grade (all based on average scale scores).

Ethnicity: Slightly comparable with Black & Hispanic students scoring 14-25 pts. lower than White Ss in 9 &10th grade, with the exception of Blacks scoring an average scale score of 5 points higher in 9th grade.

Economically Disadvantaged: Average scale score of 22 pts. in 9th grade, and 9 points lower in 10th grade than non-disadvantaged

Students with Disabilities: Average scale score points -24 lower in 9th (same as 2018), and 35 pts lower in 10th (41 pts. lower in 2018)

English Language Learners: Average scale score 55 points lower than native English speakers in 9th (53 lower in 2018), 66 pts. lower in 10th(up from 44 in 2018)

NEXT STEPS FOR ELA: DELRAN HIGH SCHOOL

◎ Work together to analyze student performance data at the classroom/course/grade level. Use Benchmarks & other common assessments. Use PLC time to articulate and generate solutions.

◎ Analyze the Evidence Statement Reports, once available, to look for patterns in commonly missed topics from year to year to determine if there is a curricular cause.

◎ Continue to focus on building stamina in both reading and writing.
  ◎ Continue to work in PLCs to analyze our time spent in books and the number of writing pieces expected-
  ◎ Book Club- *A Novel Approach* to begin the process of infusing Reader's Workshop with whole class novels, implementing at least one unit with Book Club choices this year.
  ◎ Additional time on informational texts
  ◎ Continue to add new texts to our repertoire

◎ Continue to integrate grammar and vocabulary via authentic means.

◎ Continue to increase the number of teachers trained in Sheltered Instruction for our ELLs

◎ Continue to elevate the rigor of our instruction and assessment.

2018-2019 NJSLS ELA & Math Results

Board Discussion