NJSLA Results: Spring 2019 Administrations

High Point Regional H.S September 17, 2019

Measuring College and Career Readiness

PARCC/NJSLA Three Year Trend: 2017, 2018, 2019	2017 % Met or Exceeded Expectations	2018 % Met or Exceeded Expectations	2019 % Met or Exceeded Expectations
Algebra I	20%	40%	38%
Geometry	30%	22%	33%
Algebra II	32%	23%	54%
MATH - ALL	24%	28%	40%
ELA 9	48%	52%	57%
ELA 10	42%	40%	59%
ELA 11	24%	12%	20%
ELA - ALL	38%	36%	58%
Overall Passing Rate	32%	33%	50%

Three Year Growth	Change in % of Level 1 & Level 2 2017 to 2019	Change in % of Level 4 & Level 5 2017 to 2019
Algebra I	-15%	19%
Geometry	-12%	3%
Algebra II	-33%	22%
ELA 9	-8%	10%
ELA 10	-3%	18%

NJSLA Local & Statewide Comparison	2019 New Jersey % Met or Exceeded Expectations	2019 High Point % Met or Exceeded Expectations
Algebra I	43%**	38%**
Geometry	31%	33%
Algebra II	46%	54%
**30% take in 8th Grade		
ELA 9	55%	57%
ELA 10	58%	59%

Notable Achievements

■ High Point Regional High School's 2019 NJSLA results indicate strong and persistent improvements in student performance. This increase in student proficiency is clearly visible, and the results contained in this report demonstrate:

● Performance levels which meet or exceed state averages for almost every assessment.
● Dramatically increased high achievement (Level 4 or 5) and decreased poor performance (Level 1 or 2) over a three year period - 2017-2019.
● An overall passing rate which soared from 33% in 2018 to 50% in 2019.

Dynamic Learning Maps (DLM)

- High Point administered the Dynamic Learning Maps (DLM) to students whose Individualized Education Plan (IEP) called for an alternate assessment.

- More information regarding NJ's Dynamic Learning Maps is available: https://dynamiclearningmaps.org/newjersey

- The cohort of students who took the DLM assessment in 2019 was too small to be reported. Assessment cohorts with less than 20 students are excluded in order to maintain student privacy.

Strategies Used in 2018-2019

■ High Point's high levels of student achievement on the 2019 NJSLA Math and English assessments can be significantly attributed to:

A) District-wide use of data analytics software (LinkIt) for benchmarking and targeted support in Math and ELA.

B) Professional Learning Communities (PLC's) focused on increasing literacy in all subjects.

C) Math and English interventionists assigned to work with students identified through benchmark assessments as being in need of academic support.

Interventions Planned for 2019-2020

■ High Point is committed to continuing to utilize data to identify students in need of support, and to use benchmark assessments to shape classroom instruction. Strategies to increase student performance in 2019-2020 will include:

A) Professional development focused on Depth of Knowledge (DOK) in an attempt to strengthen teacher's capacity to develop assessment questions and classroom activities focused on strengthening critical thinking.

B) Adjust the schedule of in-house benchmarks (to be administered in September 2019) so that our Math and English interventionists have adequate time to assist struggling students.

Interventions Planned for 2019-2020, continued

■ High Point is committed to continuing to utilize data to identify students in need of support, and to use benchmark assessments to shape classroom instruction. Strategies to increase student performance will include:

C)   The use of formal, structured midterm and final assessments so as to empower classroom teachers to develop a stronger connection between daily instruction and standards-based, high quality assessments.

Comparison of High Point Regional High School Spring 2017, Spring 2018 & Spring 2019 NJSLA Administrations
English Language Arts - Percentages

Grade	Level 1 2017	Level 1 2018	Level 1 2019	Level 2 2017	Level 2 2018	Level 2 2019	Level 3 2017	Level 3 2018	Level 3 2019	Level 4 2017	Level 4 2018	Level 4 2019	Level 5 2017	Level 5 2018	Level 5 2019	Change in Level 1 and 2 2017 to 2019	Change in Level 4 and 5 2017 to 2019**
9	10%	8%	**11%**	16%	12%	**7%**	26%	29%	**26%**	41%	41%	**37%**	7%	11%	**21%**	-8%	+10%
10	18%	18%	**11%**	18%	12%	**12%**	23%	30%	**17%**	30%	31%	**40%**	12%	9%	**20%**	-3%	+18%

*Grade 11 test was optional for 2018-2019 assessment year. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

Comparison of High Point Regional High School's Spring 2017, Spring 2018 & Spring 2019 NJSLA Administrations
Mathematics - Percentages

Grade	Level 1 2017	Level 1 2018	Level 1 2019	Level 2 2017	Level 2 2018	Level 2 2019	Level 3 2017	Level 3 2018	Level 3 2019	Level 4 2017	Level 4 2018	Level 4 2019	Level 5 2017	Level 5 2018	Level 5 2019	Change in Level 1 and 2 2017 to 2019	Change in Level 4 and 5 2017 to 2019**
ALG I ***	19%	9%	**7%**	29%	20%	**25%**	33%	32%	**31%**	20%	39%	**37%**	0%	1%	**2%**	-15%	+19%
GEO* **	14%	10%	**5%**	25%	34%	**22%**	31%	34%	**40%**	28%	20%	**31%**	2%	2%	**2%**	-12%	+3
ALG II ***	37%	29%	**9%**	16%	26%	**11%**	15%	22%	**26%**	31%	22%	**48%**	1%	2%	**6%**	-33%	+22%

*Approximately 30,000 New Jersey students in grade 8 participated in the Algebra I assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.
*** NJSLA 2018-2019 assessments were optional for 11th Grade students

11

Comparison of High Point Regional High School's
Spring 2019 NJSLA Administrations
English Language Arts to New Jersey - Percentages for 2019

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
9	10.6%	**11.3%**	6.5%	**11.8%**	25.8%	**21.1%**	36.4%	**36.7%**	20.7%	**19.2%**
10	11.3%	**14.3%**	12.2%	**10.9%**	17.2%	**15.9%**	29.8%	**33.4%**	19.5%	**25.5%**

*Grade 11 does not include students who took an AP/IB test.

** NJSLA 2018-2019 assessments were optional for 11th Grade students, state results do not include Grade 11 results.

Notes: Percentages may not total 100 due to rounding.

12

Comparison of High Point Regional High School's
Spring 2019 NJSLA Administrations
Mathematics to New Jersey - Percentages for 2019

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
Algebra I**	6.5%	**9.3%**	24.7%	**26.0%**	30.6%	**21.4%**	36.6%	**37.7%**	1.6%	**5.6%**
Algebra II**	9.4%	**10.6%**	10.6%	**11.7%**	25.9%	**21.4%**	48.2%	**49.7%**	5.9%	**6.6%**
Geometry**	4.9%	**10.4%**	22.3%	**24.6%**	39.8%	**32.8%**	31.1%	**26.9%**	1.9%	**5.3%**

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.
** NJSLA 2018-2019 assessments were optional for 11th Grade students, state results do not include Grade 11 results.
Notes: Percentages may not total 100 due to rounding.

13

Subgroups

English Language Arts - Grade 9
Spring 2018/2019
A Comparison of Various Student Subgroups

- *Each subgroup is required to have 20 or more students in order to be included in this report.*

ENGLISH LANGUAGE ARTS / LITERACY
Grade 9 Assessment, 2017–2018

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
Purpose: This report describes group achievement in terms of average scale scores and performance levels.			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	129,057	746	18,114	14.0%	19,187	14.9%	29,182	22.6%	45,456	35.2%	17,118	13.3%	62,574	48.5%
State	**99,370**	**751**	**12,220**	**12.3%**	**12,427**	**12.5%**	**20,980**	**21.1%**	**37,746**	**38.0%**	**15,997**	**16.1%**	**53,743**	**54.1%**
District	227	750	18	7.9%	27	11.9%	65	28.6%	93	41.0%	24	10.6%	117	51.5%
Gender														
Female	113	761	3	2.7%	9	8.0%	27	23.9%	54	47.8%	20	17.7%	74	65.5%
Male	114	739	15	13.2%	18	15.8%	38	33.3%	39	34.2%	4	3.5%	43	37.7%
Ethnicity/Race														
Hispanic or Latino														
American Indian or Alaska Native	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian														
Black or African-American														
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	199	751	15	7.5%	23	11.6%	58	29.1%	82	41.2%	21	10.6%	103	51.8%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	182	756	9	4.9%	14	7.7%	50	27.5%	87	47.8%	22	12.1%	109	59.9%
Yes	45	727	9	20.0%	13	28.9%	15	33.3%	6	13.3%	2	4.4%	8	17.8%
Students with Disabilities														
IEP - Yes	48	717	13	27.1%	14	29.2%	18	37.5%	3	6.3%	0	0.0%	3	6.3%
IEP - No	179	759	5	2.8%	13	7.3%	47	26.3%	90	50.3%	24	13.4%	114	63.7%
504														

ENGLISH LANGUAGE ARTS / LITERACY
Grade 9 Assessment, 2017–2018

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			
			#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner														
No	225	751	17	7.6%	27	12.0%	64	28.4%	93	41.3%	24	10.7%	117	52.0%
Yes														
Migrant														
No	227	750	18	7.9%	27	11.9%	65	28.6%	93	41.0%	24	10.6%	117	51.5%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

ENGLISH LANGUAGE ARTS
Grade 9 Assessment, 2018–2019

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				
			#	%	#	%	#	%	#	%	#	%	#	%
State	**98,327**	**753**	**11,527**	**11.7%**	**11,737**	**11.9%**	**20,667**	**21.0%**	**35,708**	**36.3%**	**18,688**	**19.0%**	**54,396**	**55.3%**
District	217	756	23	10.6%	14	6.5%	56	25.8%	79	36.4%	45	20.7%	124	57.1%
Gender														
Female	100	768	7	7.0%	4	4.0%	18	18.0%	41	41.0%	30	30.0%	71	71.0%
Male	117	746	16	13.7%	10	8.5%	38	32.5%	38	32.5%	15	12.8%	53	45.3%
Ethnicity/Race														
Hispanic or Latino														
American Indian or Alaska Native														
Asian														
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	199	757	21	10.6%	11	5.5%	52	26.1%	73	36.7%	42	21.1%	115	57.8%
Two or more races														
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	186	760	15	8.1%	10	5.4%	48	25.8%	72	38.7%	41	22.0%	113	60.8%
Yes	31	735	8	25.8%	4	12.9%	8	25.8%	7	22.6%	4	12.9%	11	35.5%
Students with Disabilities														
IEP - Yes	46	720	17	37.0%	4	8.7%	17	37.0%	6	13.0%	2	4.3%	8	17.4%
IEP - No	171	766	6	3.5%	10	5.8%	39	22.8%	73	42.7%	43	25.1%	116	67.8%
504														

ENGLISH LANGUAGE ARTS
Grade 9 Assessment, 2018–2019

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			
			#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner														
No	216	758	23	10.6%	13	6.0%	56	25.9%	79	36.6%	45	20.8%	124	57.4%
Yes														
Migrant														
No	217	756	23	10.6%	14	6.5%	56	25.8%	79	36.4%	45	20.7%	124	57.1%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Subgroups

English Language Arts - Grade 10
Spring 2018/2019
A Comparison of Various Student Subgroups

- *Each subgroup is required to have 20 or more students in order to be included in this report.*

ENGLISH LANGUAGE ARTS / LITERACY
Grade 10 Assessment, 2017–2018

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	190,651	744	37,822	19.8%	26,689	14.0%	37,094	19.5%	58,254	30.6%	30,792	16.2%	89,046	46.7%
State	95,296	748	17,396	18.3%	12,195	12.8%	18,123	19.0%	30,340	31.8%	17,242	18.1%	47,582	49.9%
District	193	740	35	18.1%	24	12.4%	57	29.5%	60	31.1%	17	8.8%	77	39.9%
Gender														
Female	105	751	8	7.6%	14	13.3%	30	28.6%	44	41.9%	9	8.6%	53	50.5%
Male	88	726	27	30.7%	10	11.4%	27	30.7%	16	18.2%	8	9.1%	24	27.3%
Ethnicity/Race														
Hispanic or Latino														
American Indian or Alaska Native														
Asian														
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	170	739	32	18.8%	23	13.5%	46	27.1%	53	31.2%	16	9.4%	69	40.6%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	161	741	29	18.0%	17	10.6%	45	28.0%	55	34.2%	15	9.3%	70	43.5%
Yes	32	731	6	18.8%	7	21.9%	12	37.5%	5	15.6%	2	6.3%	7	21.9%
Students with Disabilities														
IEP - Yes	28	714	11	39.3%	6	21.4%	8	28.6%	2	7.1%	1	3.6%	3	10.7%
IEP - No	165	744	24	14.5%	18	10.9%	49	29.7%	58	35.2%	16	9.7%	74	44.8%
504														

ENGLISH LANGUAGE ARTS / LITERACY
Grade 10 Assessment, 2017–2018

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			
			#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner														
No	192	740	34	17.7%	24	12.5%	57	29.7%	60	31.3%	17	8.9%	77	40.1%
Yes														
Migrant														
No	193	740	35	18.1%	24	12.4%	57	29.5%	60	31.1%	17	8.8%	77	39.9%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

ENGLISH LANGUAGE ARTS
Grade 10 Assessment, 2018–2019

	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
Purpose: This report describes group achievement in terms of average scale scores and performance levels.			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	96,240	757	14,429	15.0%	10,688	11.1%	15,304	15.9%	31,738	33.0%	24,081	25.0%	55,819	58.0%
District	221	755	25	11.3%	27	12.2%	38	17.2%	88	39.8%	43	19.5%	131	59.3%
Gender														
Female	115	767	7	6.1%	9	7.8%	20	17.4%	46	40.0%	33	28.7%	79	68.7%
Male	106	741	18	17.0%	18	17.0%	18	17.0%	42	39.6%	10	9.4%	52	49.1%
Ethnicity/Race														
Hispanic or Latino														
American Indian or Alaska Native														
Asian														
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	195	755	22	11.3%	25	12.8%	31	15.9%	79	40.5%	38	19.5%	117	60.0%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	188	757	21	11.2%	19	10.1%	29	15.4%	81	43.1%	38	20.2%	119	63.3%
Yes	33	739	4	12.1%	8	24.2%	9	27.3%	7	21.2%	5	15.2%	12	36.4%
Students with Disabilities														
IEP - Yes	42	718	12	28.6%	10	23.8%	12	28.6%	7	16.7%	1	2.4%	8	19.0%
IEP - No	179	763	13	7.3%	17	9.5%	26	14.5%	81	45.3%	42	23.5%	123	68.7%
504														

ENGLISH LANGUAGE ARTS
Grade 10 Assessment, 2018–2019

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			
			#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner														
No	220	755	24	10.9%	27	12.3%	38	17.3%	88	40.0%	43	19.5%	131	59.5%
Yes														
Migrant														
No	221	755	25	11.3%	27	12.2%	38	17.2%	88	39.8%	43	19.5%	131	59.3%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Subgroups

ALGEBRA I

Spring 2018/2019
A Comparison of Various Student Subgroups

- *Each subgroup is required to have 20 or more students in order to be included in this report.*

MATHEMATICS
Algebra I Assessment, 2017–2018

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	223,497	741	30,526	13.7%	49,672	22.2%	55,939	25.0%	76,535	34.2%	10,825	4.8%	87,360	39.1%
State	110,972	746	12,513	11.3%	20,661	18.6%	27,007	24.3%	43,621	39.3%	7,170	6.5%	50,791	45.8%
District	152	741	13	8.6%	30	19.7%	48	31.6%	59	38.8%	2	1.3%	61	40.1%
Gender														
Female	81	742	2	2.5%	18	22.2%	30	37.0%	31	38.3%	0	0.0%	31	38.3%
Male	71	739	11	15.5%	12	16.9%	18	25.4%	28	39.4%	2	2.8%	30	42.3%
Ethnicity/Race														
Hispanic or Latino														
American Indian or Alaska Native														
Asian														
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	138	742	11	8.0%	26	18.8%	43	31.2%	56	40.6%	2	1.4%	58	42.0%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	121	744	10	8.3%	20	16.5%	37	30.6%	52	43.0%	2	1.7%	54	44.6%
Yes	31	728	3	9.7%	10	32.3%	11	35.5%	7	22.6%	0	0.0%	7	22.6%
Students with Disabilities														
IEP - Yes	31	717	8	25.8%	11	35.5%	9	29.0%	2	6.5%	1	3.2%	3	9.7%
IEP - No	121	747	5	4.1%	19	15.7%	39	32.2%	57	47.1%	1	0.8%	58	47.9%
504														

MATHEMATICS
Algebra I Assessment, 2017–2018

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			
			#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner														
No	151	741	13	8.6%	29	19.2%	48	31.8%	59	39.1%	2	1.3%	61	40.4%
Yes														
Migrant														
No	152	741	13	8.6%	30	19.7%	48	31.6%	59	38.8%	2	1.3%	61	40.1%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

MATHEMATICS
Algebra I Assessment, 2018–2019

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			
			#	%	#	%	#	%	#	%	#	%	#	%
State	109,328	744	10,403	9.5%	28,747	26.3%	23,310	21.3%	40,833	37.3%	6,035	5.5%	46,868	42.9%
District	186	741	12	6.5%	46	24.7%	57	30.6%	68	36.6%	3	1.6%	71	38.2%
Gender														
Female	90	743	4	4.4%	22	24.4%	27	30.0%	36	40.0%	1	1.1%	37	41.1%
Male	96	739	8	8.3%	24	25.0%	30	31.3%	32	33.3%	2	2.1%	34	35.4%
Ethnicity/Race														
Hispanic or Latino														
American Indian or Alaska Native														
Asian														
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	167	742	11	6.6%	38	22.8%	51	30.5%	64	38.3%	3	1.8%	67	40.1%
Two or more races														
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	152	741	11	7.2%	37	24.3%	44	28.9%	58	38.2%	2	1.3%	60	39.5%
Yes	34	742	1	2.9%	9	26.5%	13	38.2%	10	29.4%	1	2.9%	11	32.4%
Students with Disabilities														
IEP - Yes	53	723	8	15.1%	24	45.3%	12	22.6%	9	17.0%	0	0.0%	9	17.0%
IEP - No	133	748	4	3.0%	22	16.5%	45	33.8%	59	44.4%	3	2.3%	62	46.6%
504														

MATHEMATICS
Algebra I Assessment, 2018–2019

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			
			#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner														
No	185	741	12	6.5%	45	24.3%	57	30.8%	68	36.8%	3	1.6%	71	38.4%
Yes														
Migrant														
No	186	741	12	6.5%	46	24.7%	57	30.6%	68	36.6%	3	1.6%	71	38.2%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Subgroups

ALGEBRA II

Spring 2018/2019
A Comparison of Various Student Subgroups

- *Each subgroup is required to have 20 or more students in order to be included in this report.*

MATHEMATICS
Algebra II Assessment, 2017–2018

	Number of Valid Scores	Average Scale Score	Performance Levels											≥ Level 4 Met or Exceeded Expectations	
Purpose: This report describes group achievement in terms of average scale scores and performance levels.			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	125,419	724	38,772	30.9%	29,913	23.9%	23,577	18.8%	28,948	23.1%	4,209	3.4%	33,157	26.4%
State	**78,508**	**725**	**24,373**	**31.0%**	**17,572**	**22.4%**	**14,131**	**18.0%**	**19,280**	**24.6%**	**3,152**	**4.0%**	**22,432**	**28.6%**
District	176	722	51	29.0%	45	25.6%	39	22.2%	38	21.6%	3	1.7%	41	23.3%
Gender														
Female	87	726	21	24.1%	19	21.8%	25	28.7%	21	24.1%	1	1.1%	22	25.3%
Male	89	719	30	33.7%	26	29.2%	14	15.7%	17	19.1%	2	2.2%	19	21.3%
Ethnicity/Race														
Hispanic or Latino														
American Indian or Alaska Native														
Asian														
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White														
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	161	722	46	28.6%	42	26.1%	36	22.4%	34	21.1%	3	1.9%	37	23.0%
Yes														
Students with Disabilities														
IEP - Yes														
IEP - No	168	724	45	26.8%	43	25.6%	39	23.2%	38	22.6%	3	1.8%	41	24.4%
504														

MATHEMATICS
Algebra II Assessment, 2017–2018

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			
			#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner														
No	176	722	51	29.0%	45	25.6%	39	22.2%	38	21.6%	3	1.7%	41	23.3%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	176	722	51	29.0%	45	25.6%	39	22.2%	38	21.6%	3	1.7%	41	23.3%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

MATHEMATICS
Algebra II Assessment, 2018–2019

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

	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
State	**45,865**	**741**	**9,758**	**21.3%**	**6,558**	**14.3%**	**8,563**	**18.7%**	**18,552**	**40.4%**	**2,434**	**5.3%**	**20,986**	**45.8%**
District	85	751	8	9.4%	9	10.6%	22	25.9%	41	48.2%	5	5.9%	46	54.1%
Gender														
Female	50	745	6	12.0%	5	10.0%	16	32.0%	22	44.0%	1	2.0%	23	46.0%
Male	35	761	2	5.7%	4	11.4%	6	17.1%	19	54.3%	4	11.4%	23	65.7%
Ethnicity/Race														
Hispanic or Latino														
American Indian or Alaska Native														
Asian														
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	77	750	8	10.4%	8	10.4%	21	27.3%	36	46.8%	4	5.2%	40	51.9%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	78	751	8	10.3%	7	9.0%	21	26.9%	37	47.4%	5	6.4%	42	53.8%
Yes														
Students with Disabilities														
IEP - Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
IEP - No	85	751	8	9.4%	9	10.6%	22	25.9%	41	48.2%	5	5.9%	46	54.1%
504														

MATHEMATICS
Algebra II Assessment, 2018–2019

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			
			#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner														
No	85	751	8	9.4%	9	10.6%	22	25.9%	41	48.2%	5	5.9%	46	54.1%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	85	751	8	9.4%	9	10.6%	22	25.9%	41	48.2%	5	5.9%	46	54.1%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Subgroups

Geometry

Spring 2018/2019
A Comparison of Various Student Subgroups

- *Each subgroup is required to have 20 or more students in order to be included in this report.*

MATHEMATICS
Geometry Assessment, 2017–2018

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations		≥ Level 4 Met or Exceeded Expectations	
			#	%	#	%	#	%	#	%	#	%	#	%
Cross-State	131,696	734	12,674	9.6%	42,989	32.6%	38,619	29.3%	31,279	23.8%	6,135	4.7%	37,414	28.4%
State	90,159	734	8,510	9.4%	28,382	31.5%	26,712	29.6%	22,181	24.6%	4,374	4.9%	26,555	29.5%
District	151	729	15	9.9%	52	34.4%	51	33.8%	30	19.9%	3	2.0%	33	21.9%
Gender														
Female	79	732	6	7.6%	22	27.8%	33	41.8%	17	21.5%	1	1.3%	18	22.8%
Male	72	726	9	12.5%	30	41.7%	18	25.0%	13	18.1%	2	2.8%	15	20.8%
Ethnicity/Race														
Hispanic or Latino														
American Indian or Alaska Native														
Asian														
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	130	729	14	10.8%	43	33.1%	45	34.6%	25	19.2%	3	2.3%	28	21.5%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	127	731	11	8.7%	41	32.3%	44	34.6%	28	22.0%	3	2.4%	31	24.4%
Yes	24	721	4	16.7%	11	45.8%	7	29.2%	2	8.3%	0	0.0%	2	8.3%
Students with Disabilities														
IEP - Yes	27	711	7	25.9%	14	51.9%	5	18.5%	1	3.7%	0	0.0%	1	3.7%
IEP - No	124	733	8	6.5%	38	30.6%	46	37.1%	29	23.4%	3	2.4%	32	25.8%
504														

MATHEMATICS
Geometry Assessment, 2017–2018

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			
			#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner														
No	151	729	15	9.9%	52	34.4%	51	33.8%	30	19.9%	3	2.0%	33	21.9%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	151	729	15	9.9%	52	34.4%	51	33.8%	30	19.9%	3	2.0%	33	21.9%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

MATHEMATICS
Geometry Assessment, 2018–2019

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			
			#	%	#	%	#	%	#	%	#	%	#	%
State	**84,300**	**734**	**9,330**	**11.1%**	**21,416**	**25.4%**	**27,217**	**32.3%**	**22,025**	**26.1%**	**4,312**	**5.1%**	**26,337**	**31.2%**
District	103	738	5	4.9%	23	22.3%	41	39.8%	32	31.1%	2	1.9%	34	33.0%
Gender														
Female	60	737	4	6.7%	15	25.0%	22	36.7%	18	30.0%	1	1.7%	19	31.7%
Male	43	740	1	2.3%	8	18.6%	19	44.2%	14	32.6%	1	2.3%	15	34.9%
Ethnicity/Race														
Hispanic or Latino														
American Indian or Alaska Native														
Asian														
Black or African-American														
Native Hawaiian or Other Pacific Islander														
White	94	739	5	5.3%	19	20.2%	39	41.5%	29	30.9%	2	2.1%	31	33.0%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	97	739	4	4.1%	22	22.7%	38	39.2%	31	32.0%	2	2.1%	33	34.0%
Yes														
Students with Disabilities														
IEP - Yes														
IEP - No	96	739	4	4.2%	20	20.8%	39	40.6%	31	32.3%	2	2.1%	33	34.4%
504														

MATHEMATICS
Geometry Assessment, 2018–2019

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			
			#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner														
No	103	738	5	4.9%	23	22.3%	41	39.8%	32	31.1%	2	1.9%	34	33.0%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Migrant														
No	103	738	5	4.9%	23	22.3%	41	39.8%	32	31.1%	2	1.9%	34	33.0%
Yes	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

NJSLA Science Results: Spring 2019 Administrations

High Point Regional High School
Public Presentation: Spring 2020

New Jersey Student Learning Assessment – Science (NJSLA-Science)

- Federally required assessment

- **New Jersey Student Learning Standards** for Science (NJSLS-Science).

- Mr. Brian Drelick consulted with NJDOE on creation of this assessment

- Individual Scores mailed home to parent.

New Jersey Student Learning Assessment – Science (NJSLA-Science)

New Jersey Student Learning Assessment – Science (NJSLA-Science)

THREE DIMENSIONS OF THE FRAMEWORK

What scientists do — PRACTICES

What scientists know — CORE IDEAS

What scientists think & link — CROSSCUTTING

Phenomena

Sample Question #1

1. Higher concentrations of atmospheric carbon dioxide have led to increased biomass of many species, while biomass of coral reefs has decreased across the Great Barrier Reef in the hydrosphere.

   Carbon is cycled through the atmosphere and hydrosphere by photosynthesis and cellular respiration, as shown in Figure 1.
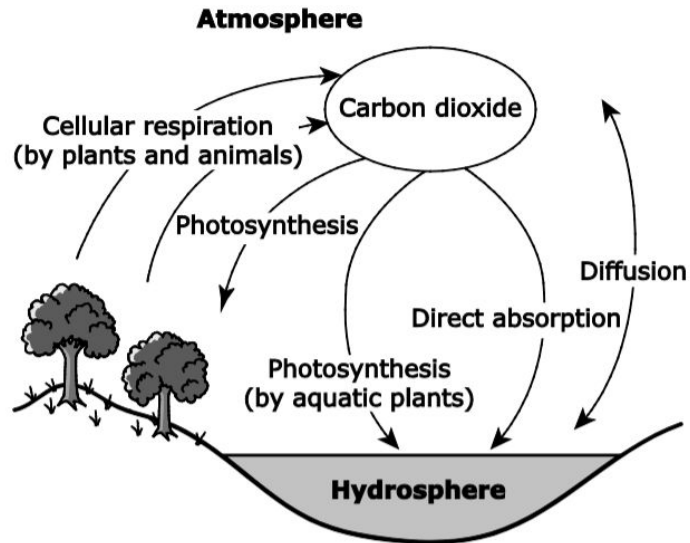
Figure 1. Carbon Cycle between Atmosphere and Hydrosphere

Figure 2 shows ocean acidity. Ocean acidity is expressed as a measure of the concentration of hydrogen ions present in a liter of ocean water, with higher concentrations indicating a higher acidity.

Ocean Acidity
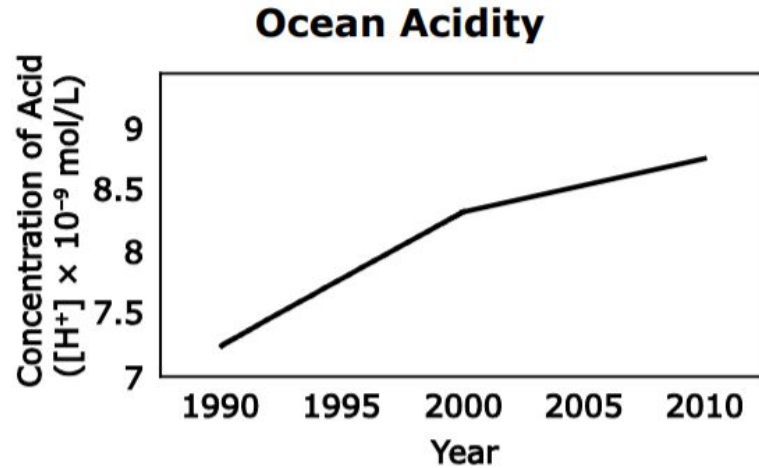
Figure 2.

Figure 3 shows the percentage of reef surface covered by live coral across the Great Barrier Reef from 1990 to 2010.

Percentage of Reef Surface Covered by Live Coral
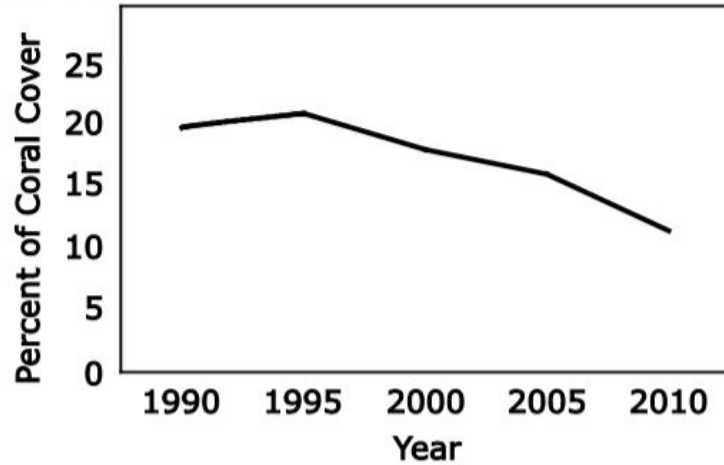
Figure 3.

Figure 4 shows the concentration of atmospheric carbon dioxide over the same span of time.

Concentration of Atmospheric Carbon Dioxide
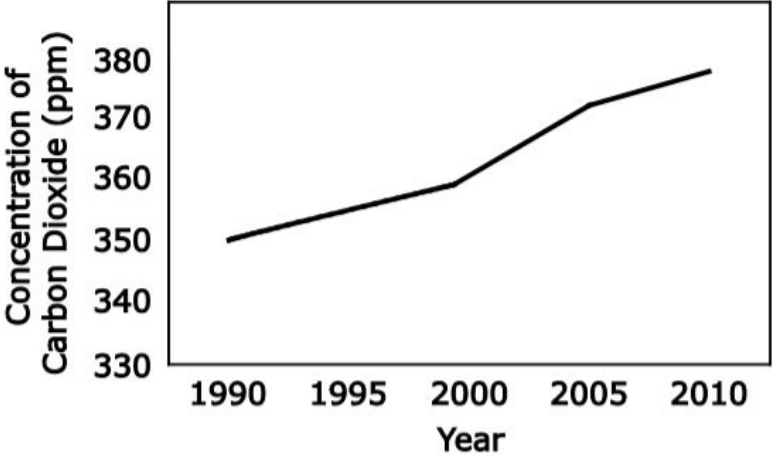
Figure 4.

Based on data, which statement **best** describes the relationship causing the decreased biomass of the coral reef species in the hydrosphere?

A. Ocean acidity is increasing because atmospheric carbon dioxide and absorption in the hydrosphere are increasing.
B. Atmospheric carbon dioxide and absorption in the hydrosphere are increasing because ocean acidity is increasing.
C. Ocean acidity is decreasing because atmospheric carbon dioxide and absorption in the hydrosphere are increasing.
D. Atmospheric carbon dioxide and absorption in the hydrosphere are decreasing because ocean acidity is increasing.

New Jersey Student Learning Assessment – Science (NJSLA-Science)

Sample Question #2
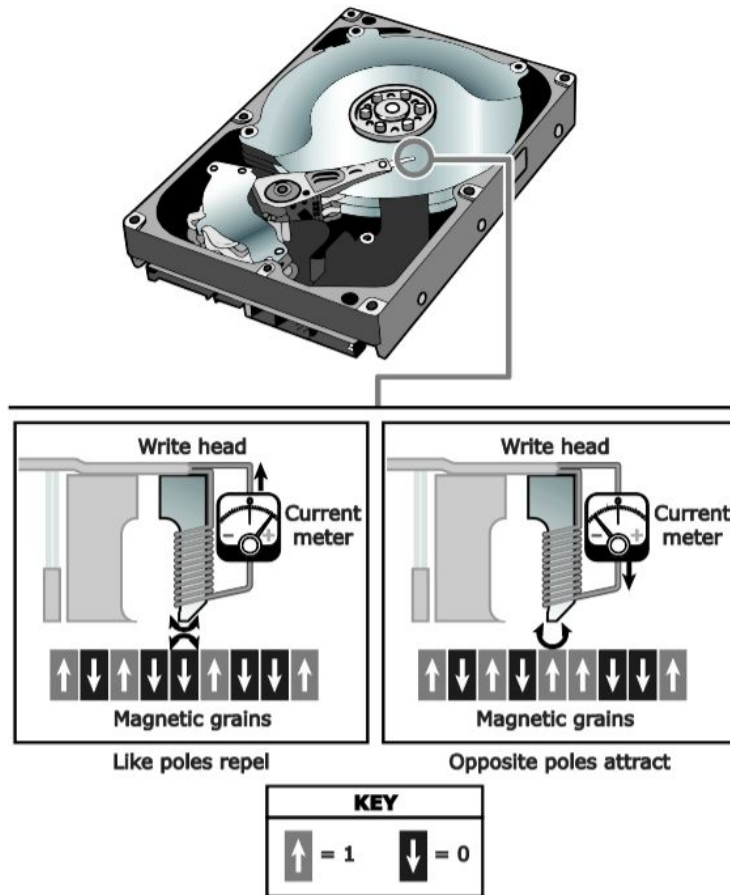
Figure 1. Hard Disk Drives Store Information

Each capital English letter is stored by a sequence of magnetic interactions between the write head and the magnetic grains, as shown in Table 3. A bit string is obtained by writing bits 1–8 from left to right.

Table 3. 8-Bit Strings Representing Two English Capital Letters

Magnetic Interaction Sequence

Bit Number	Letter "O"	Letter "R"
1	repulsive	repulsive
2	attractive	attractive
3	repulsive	repulsive
4	repulsive	attractive
5	attractive	repulsive
6	attractive	repulsive
7	attractive	attractive
8	attractive	repulsive

Make an argument and support your claim with evidence:

Make a claim about:

- the type of magnetic interaction that is produced when a current is applied to the write head;
- why this magnetic interaction is produced; and
- the bit that results from this interaction.

Support your claim using evidence from Figure 1.

Student Performance

Comparison of High Point Regional High School's Spring 2019 NJSLA Administrations
Science to New Jersey Percentages for 2019

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State
11	46.3	49.0	30.3	23.6	18.1	19.5	5.3	7.8

Notes: Percentages may not total 100 due to rounding.

Number of Students Tested in Spring 2019 NJSLA Administrations **Science**

	Grade 11 Students Tested 2019
New Jersey	90,024
High Point	188

Note: "Students Tested" represents individual valid test scores for Science.

Number of Students Tested in Spring 2019 NJSLA Administrations **Science**

DISTRICT PERFORMANCE SUMMARY
DOMAINS AND PRACTICES
CONFIDENTIAL - DO NOT DISTRIBUTE

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Grade 11

HIGH POINT REGIONAL HIGH SCHOOL DISTRICT

NEW JERSEY
SPRING 2019

New Jersey Student Learning Assessment - Science (NJSLA-S)
Grade 11

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
STATE	90,024	53 35 12	56 33 11	54 36 10	54 32 14	60 27 14	52 36 12
DISTRICT	188	46 45 9	54 40 6	52 41 6	56 34 10	57 33 10	47 43 10
HIGH POINT REGIONAL HIGH SCHOOL DISTRICT	188	46 45 9	54 40 6	52 41 6	56 34 10	57 33 10	47 43 10

Note: "Students Tested" represents individual valid test scores for Science.

HIGH POINT REGIONAL HIGH SCHOOL DISTRICT

NEW JERSEY

SPRING 2019

New Jersey Student Learning Assessment - Science (NJSLA-S)
Grade 11

	Total Number of Student Records	No Scores Reported	Number of Students with Valid Scores	Average Scale Score	Performance Levels								≥ Level 3	
					Level 1		Level 2		Level 3		Level 4			
					#	%	#	%	#	%	#	%	#	%
State	95,572	5,548	90,024	163	44,205	49.1%	21,243	23.6%	17,568	19.5%	7,008	7.8%	24,576	27.3%
District	195	7	188	165	87	46.3%	57	30.3%	34	18.1%	10	5.3%	44	23.4%
Gender														
Female	106	4	102	166	42	41.2%	38	37.3%	19	18.6%	3	2.9%	22	21.6%
Male	89	3	86	163	45	52.3%	19	22.1%	15	17.4%	7	8.1%	22	25.6%
Ethnicity/Race														
Students with Disabilities														
IEP - Yes	27	2	25	120	24	96.0%	0	0.0%	1	4.0%	0	0.0%	1	4.0%
Other														
Economically Disadvantaged	27	1	26	145	16	61.5%	7	26.9%	3	11.5%	0	0.0%	3	11.5%
Non-Economically Disadvantaged	168	6	162	168	71	43.8%	50	30.9%	31	19.1%	10	6.2%	41	25.3%

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

Improvement Plan 2020-2021

■ Increase collaboration between science teachers through structured PLC's.

■ Provide specific professional development related to the Next Generation Science Standards.

58

Improvement Plan 2020-2021

■ Expand science department's use of literacy based resources and assessments

■ SUBGROUPS:

▪ Promote broader participation in science electives by students in underperforming groups.

Frequently Asked Questions

When will the NJSLA-Science scores be utilized in OSAC?

- Test from 2020-21 will be used for QSAC auditing starting in 2021-22

Does a student have to pass the NJSLA-Science to graduate?

- The NJSLA-Science is not a state graduation assessment requirement.

62

RESOURCES:

- The NJDOE Office of Standards has a repository of various resources to help support educators and districts with the implementation of the NJSLS-Science:

  - https://www.nj.gov/education/aps/cccs/science/mc.htm

- NJSLA-Science practice tests are also available online at the following site:

  - https://measinc-nj-science.com/