NJSLA Results
Spring 2019 Administration

South Orange-Maplewood Public Schools

October 28, 2019

Measuring College and Career Readiness

The School District of SOUTH ORANGE & MAPLEWOOD
525 Academy Street • Maplewood, NJ 07040

Purpose

In compliance with NJDOE mandates, the purpose of this brief presentation is to share with the public and Board our district's Spring 2019 New Jersey Student Learning Assessment data, including the following:

- Grade Year-to-Year Comparisons
- Multi-Year Comparisons for Single Classes
- Subgroup Comparisons

New Jersey's Statewide Assessment Program

NJSLA = New Jersey Student Learning Assessment

- Students take the NJSLA English Language Arts and Literacy Assessment (ELA/L) in grades 3–10.
- Students take the NJSLA Mathematics Assessment in grades 3–7, either the Mathematics Assessment or an End-of-Course Assessment in Algebra I or Geometry in grade 8, and an End-of-Course Assessment in Algebra I, Algebra II, or Geometry in grades 9 and 10.

New Jersey's Statewide Assessment Program

The NJSLA measures the extent of student progress toward college readiness or career readiness in its two subject areas.

- The ELA/L test assesses student proficiency in reading and comprehending a range of grade-appropriate material independently. It also provides a measure of how effectively a student writes when analyzing or otherwise using source material.

- The Mathematics Assessment measures competency in the major and additional/supporting mathematics content for the student's grade or course, as well as grade-appropriate mathematical reasoning and modeling skills.

NJSLA and PARCC Comparisons

In previous years, students took the PARCC assessment. The New Jersey Department of Education introduced the NJSLA assessment this year as the PARCC's replacement. The NJSLA is shorter and more concise.

Note: Please keep in mind that since the NJSLA differs from the PARCC, our presentation can only show general trends. Comparisons of this year's NJSLA percentages to previous years' PARCC data cannot be considered completely definitive, only generally informative.

PREVIOUS PARCC 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

New NJSLA Performance Levels

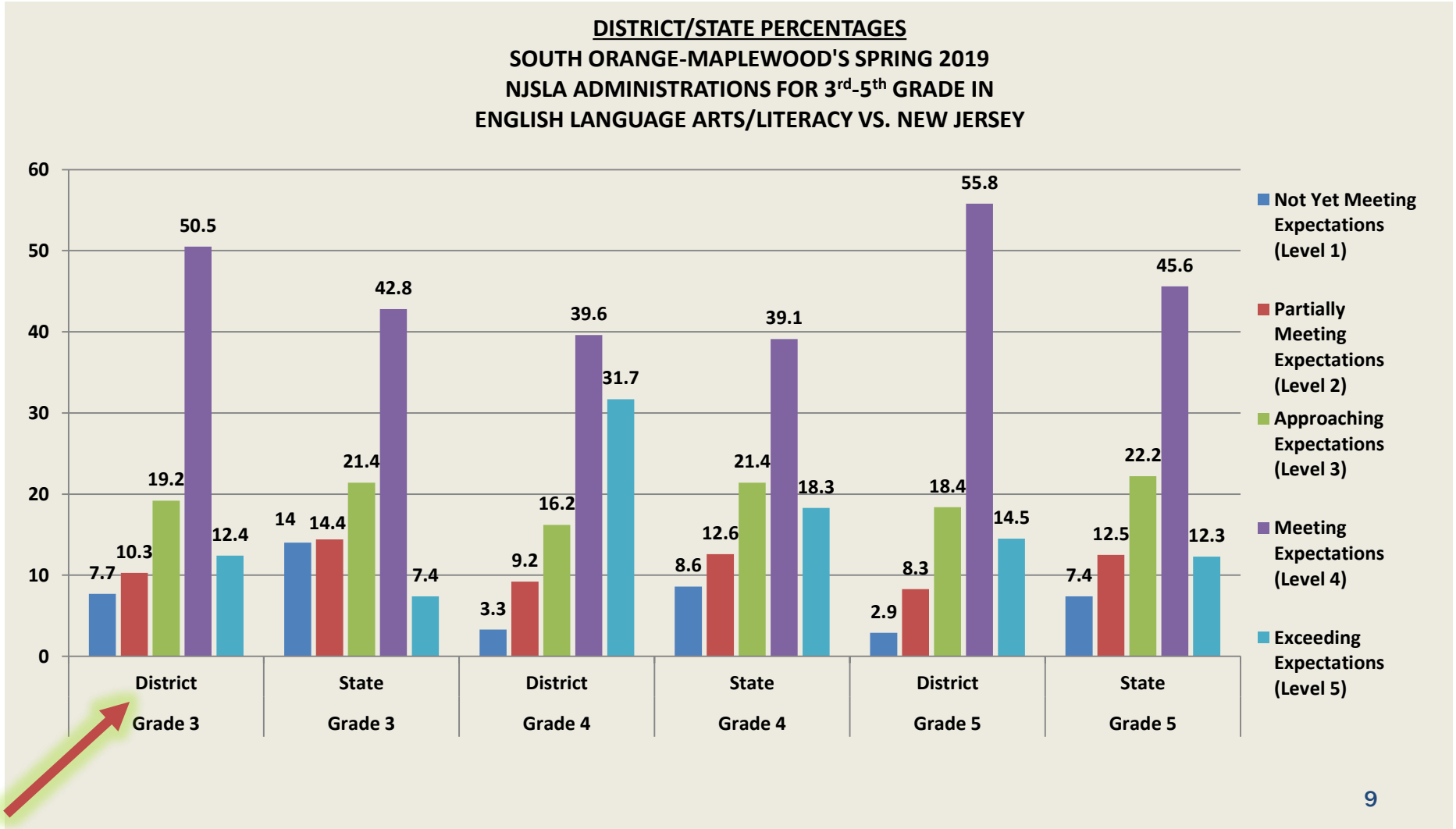
Similarly, the NJSLA uses five performance levels to rate the knowledge, skills, and practices students have demonstrated on the assessment:

- Level 1 - Did not meet expectations
- Level 2 - Partially met expectations
- Level 3 - Approached expectations
- Level 4 - Met expectations
- Level 5 - Exceeded expectations

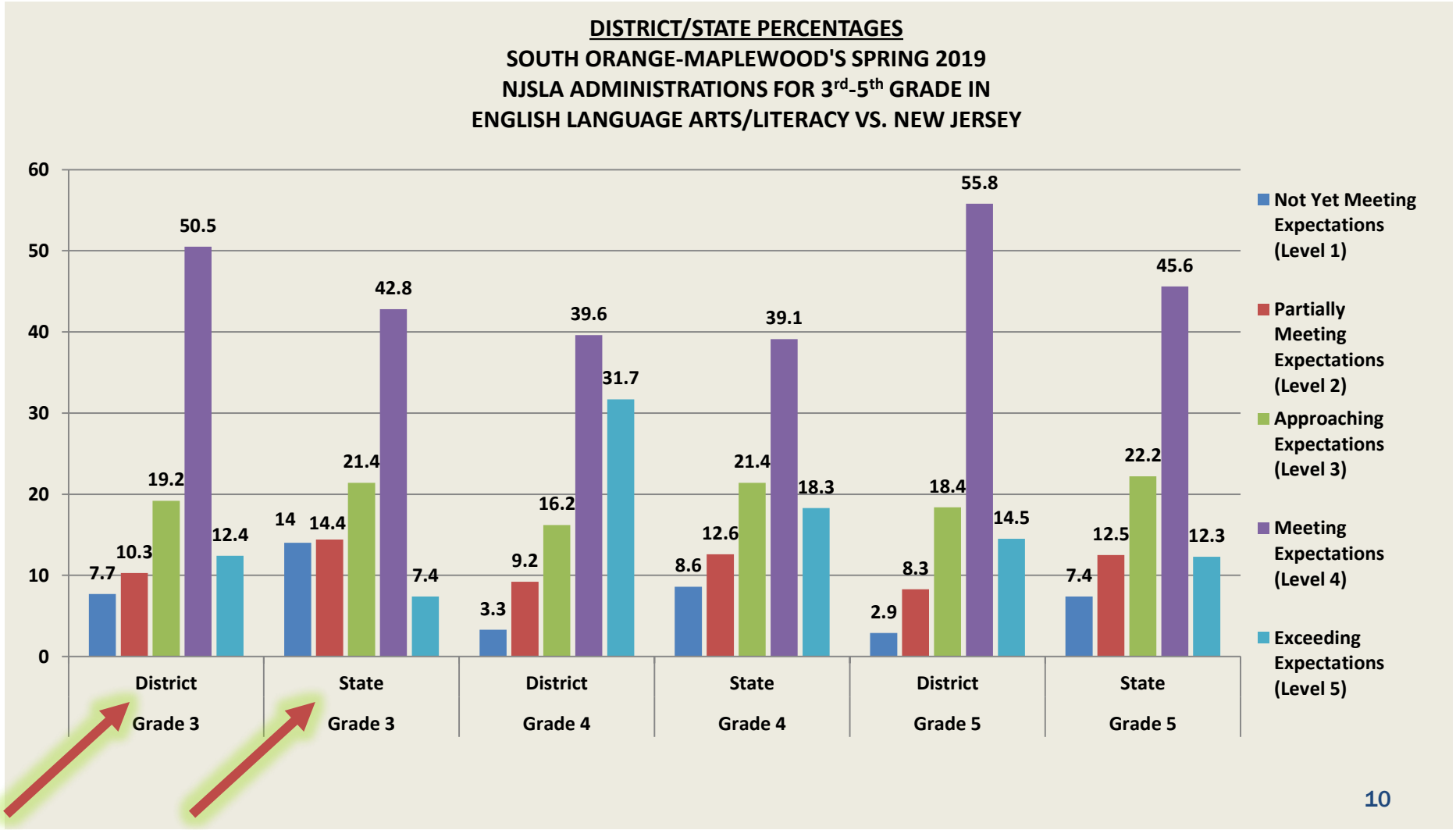
State Averages vs. SOMSD Averages:

English Language Arts/Literacy

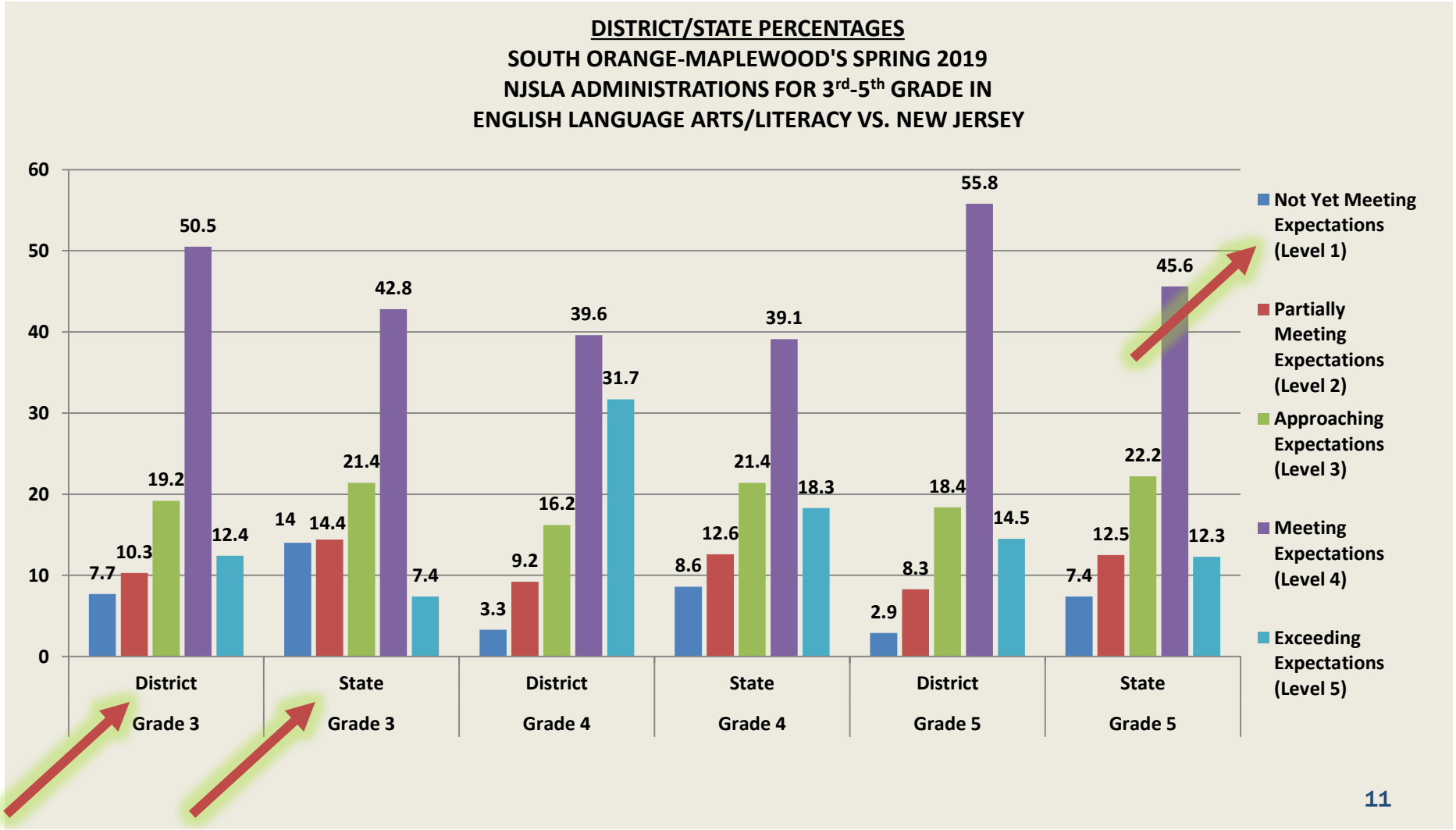
Overall, SOMSD exceeded the state in the percentages of students at Levels 4 and 5 in ELA/A in 3rd through 5th grades.



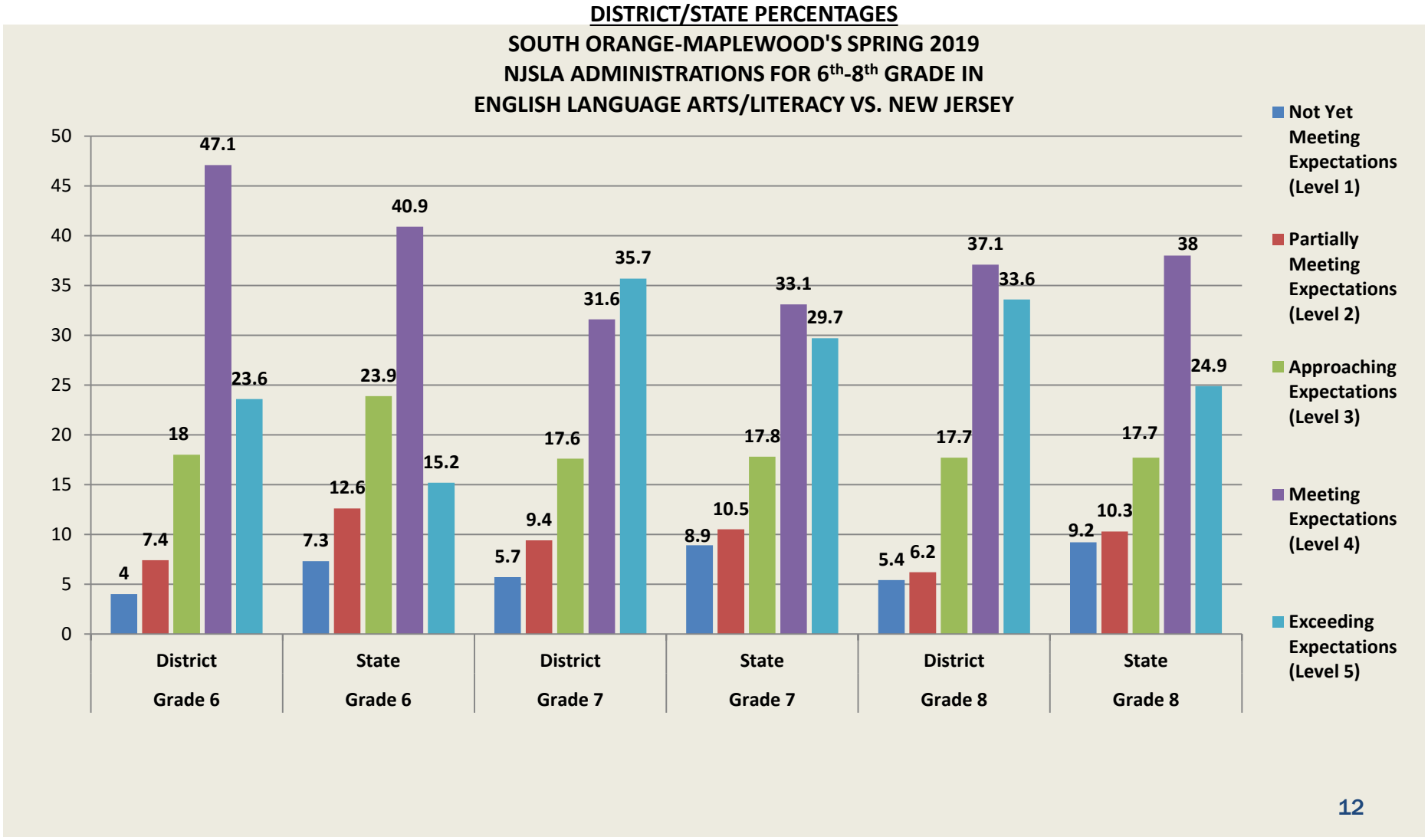
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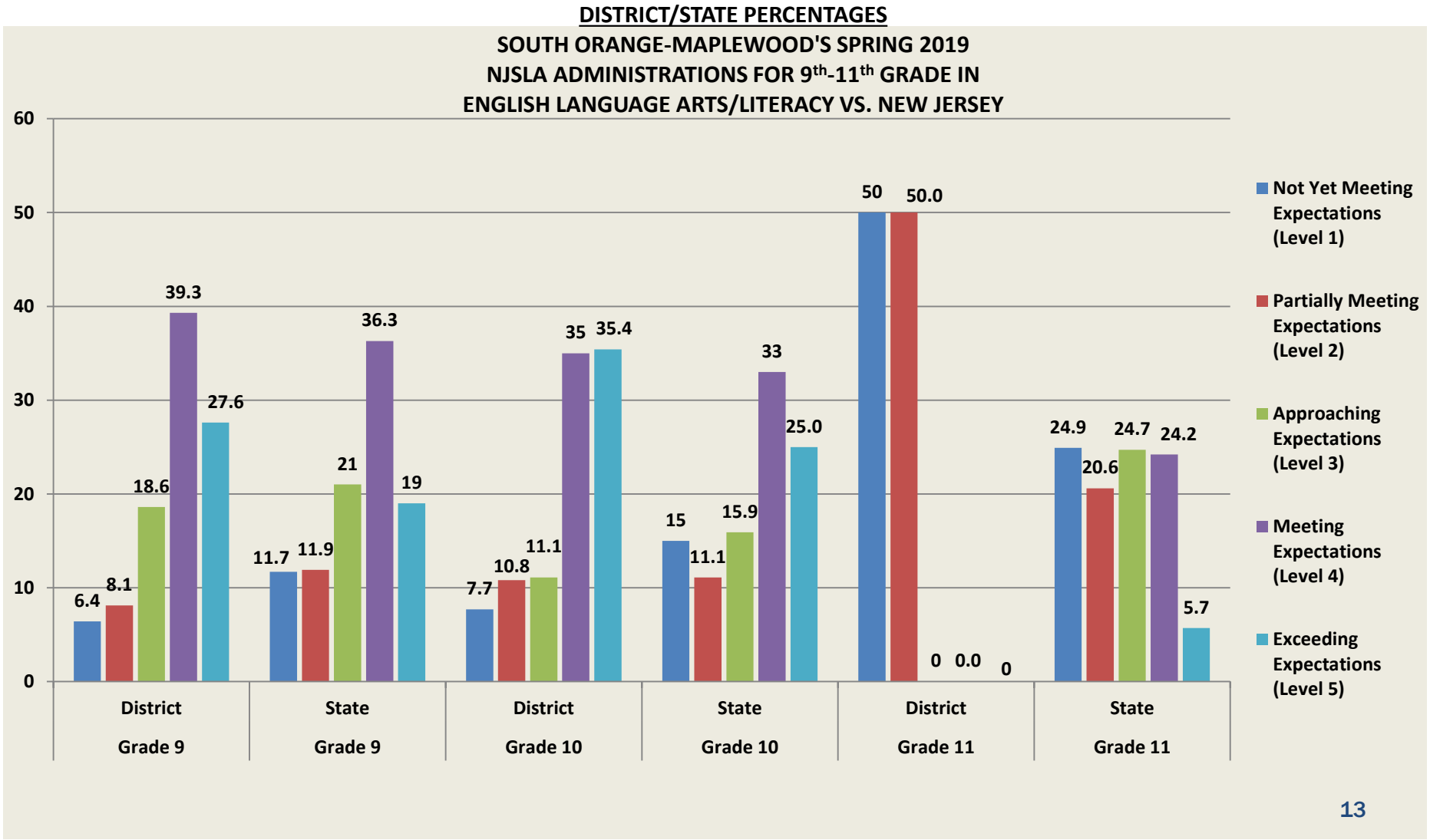
Overall, SOMSD 3rd- through 5th-grade students exceeded the state in percentages of scores at Levels 4 and 5.



Our middle school students also exceeded state averages for Levels 4 and 5.



Our 9th- and 10th-graders likewise exceeded state averages for Levels 4 and 5. Most 11th-grade students at CHS met the state's requirements for waiving participation and did not take the assessment.



Highlights….

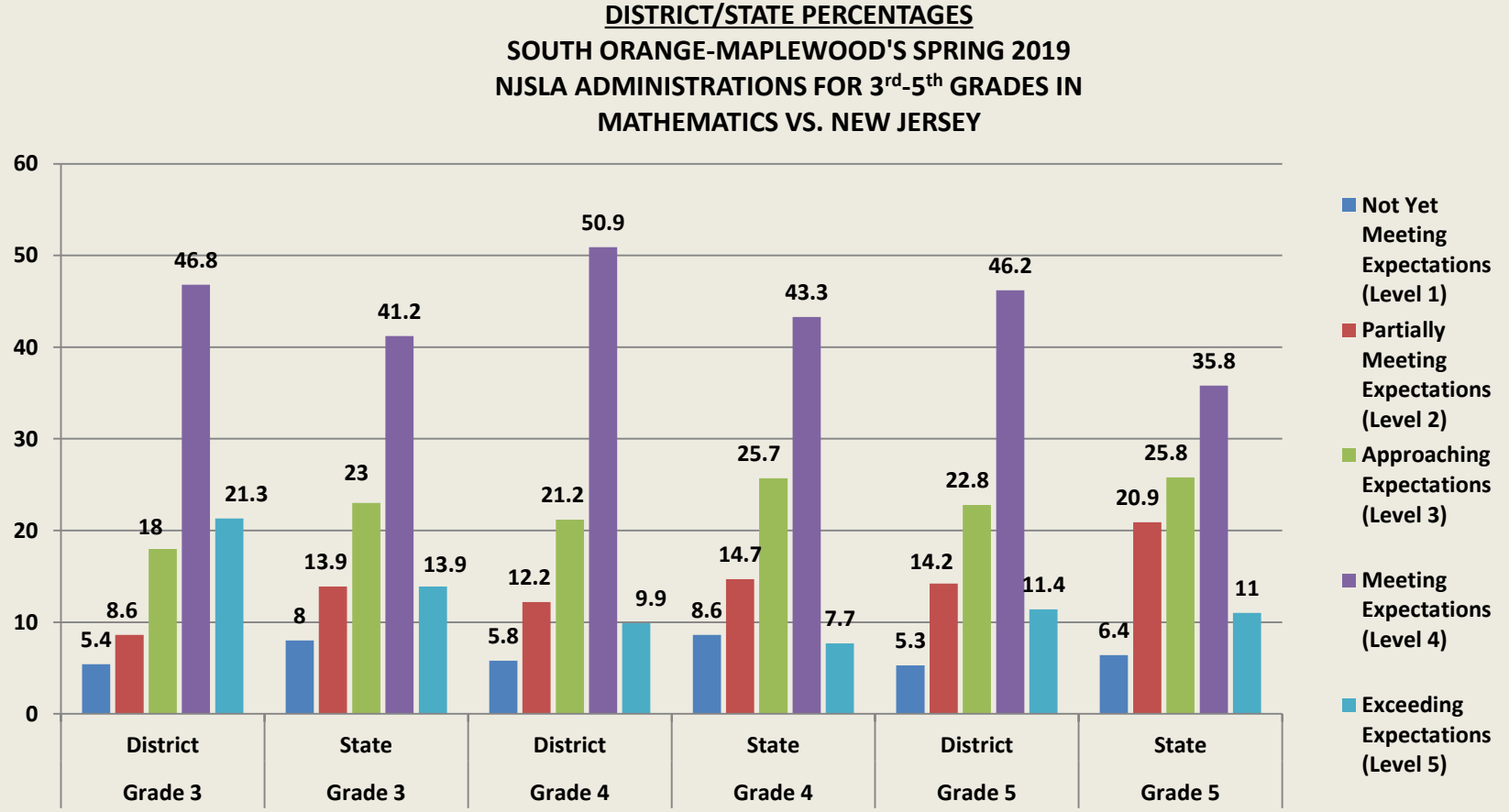
English Language Arts/Literacy

- SOMSD outscored the state in grades 3rd through 10th
- SOMSD 3rd-graders outscored the state average for students meeting and exceeding expectations by +13%
- SOMSD 5th-graders outscored the state average for students meeting or exceeding expectations by +12%
- SOMSD 6th-graders outscored the state average for students meeting or exceeding expectations by +15%

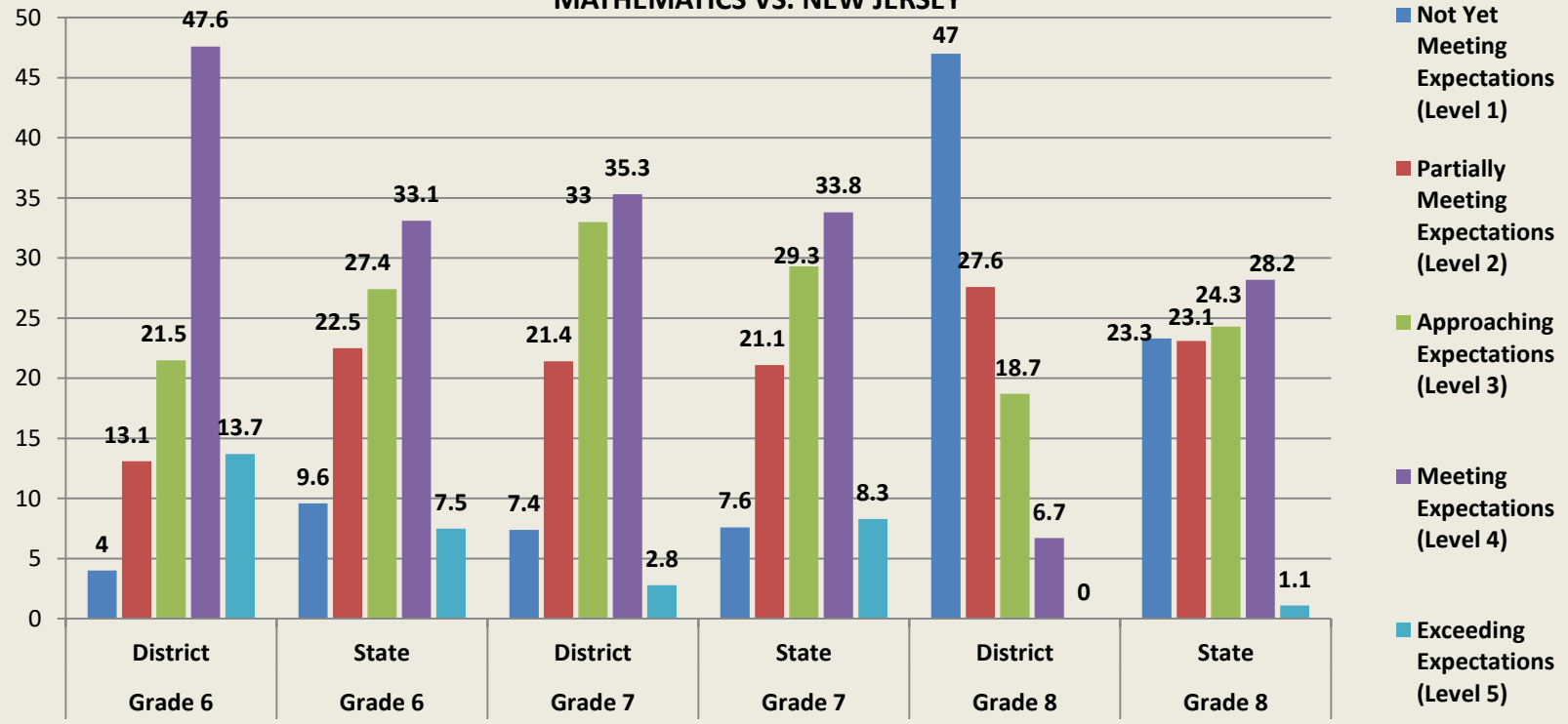
State Averages vs. SOMSD Averages:

Mathematics

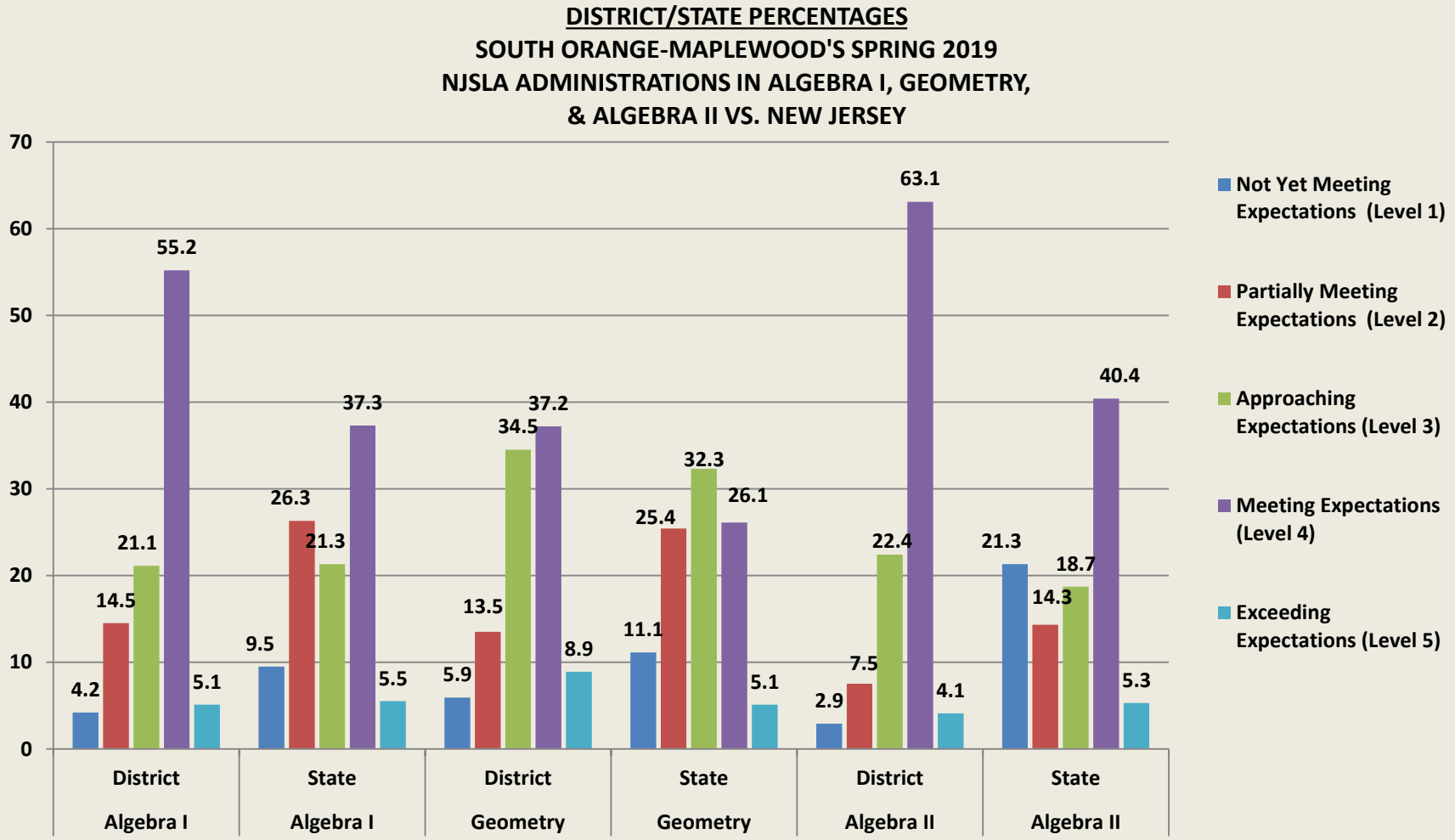
Overall, SOMSD students in 3rd through 5th grades exceeded the state in percentages of scores in Math at Levels 4 and 5.



For 8th grade, although SOMSD has a higher percentage of students scoring Level 1 and Level 2 than the state average, this data does not reflect our overall 8th grade class, as it does not include 8th-graders taking Algebra or Geometry.



SOMSD performed significantly better than the state in Algebra I, Geometry, and Algebra II.



Highlights….

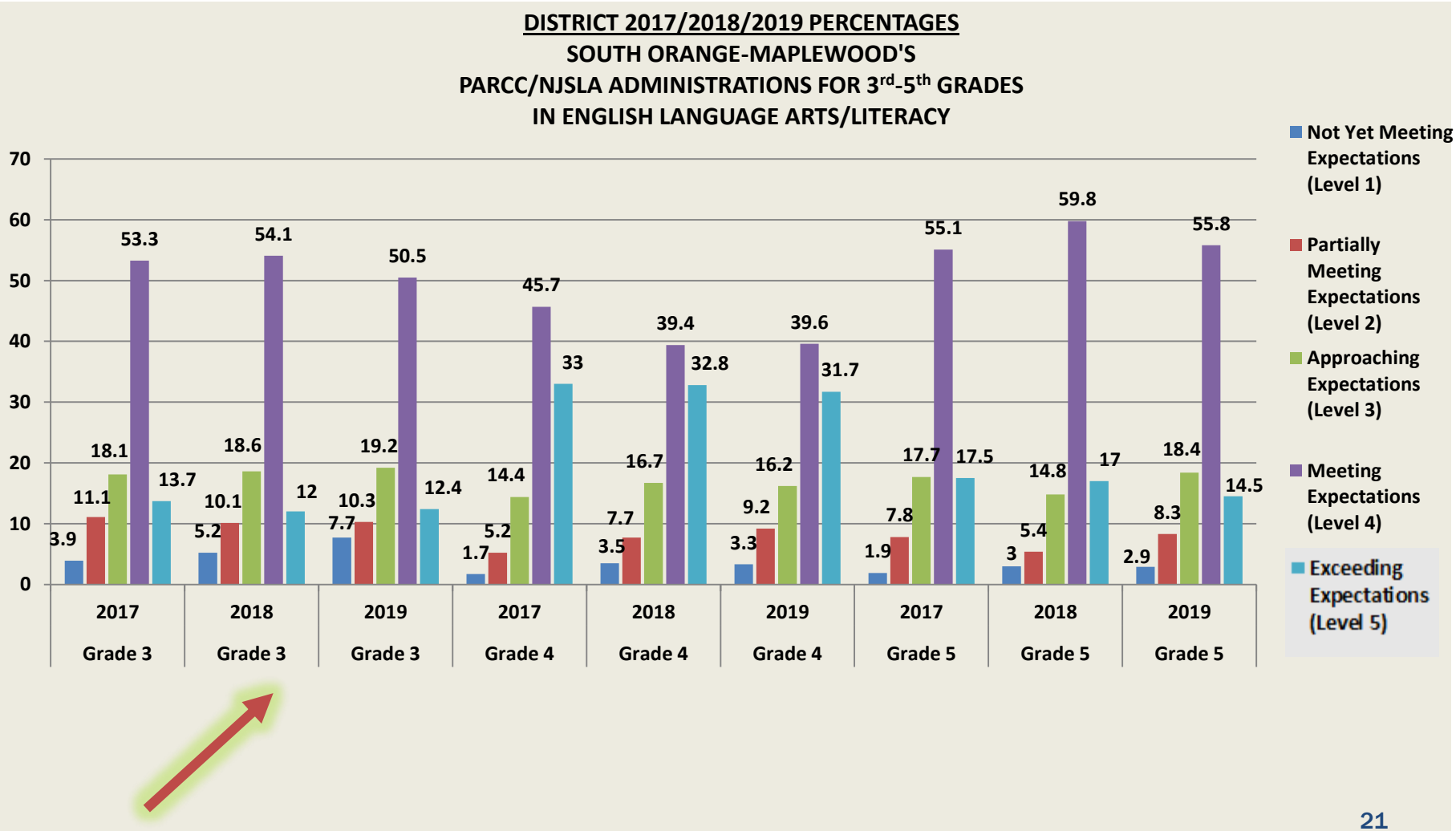
Mathematics

- SOMSD outscored the state in the majority of outcomes for 3rd grade through Algebra II*
- SOMSD 3rd-graders outscored the state average for students meeting and exceeding expectations by +13%
- SOMSD 6th-graders outscored the state average for students meeting or exceeding expectations by +20%
- SOMSD Algebra II students outscored the state average for students meeting or exceeding expectations by +22%

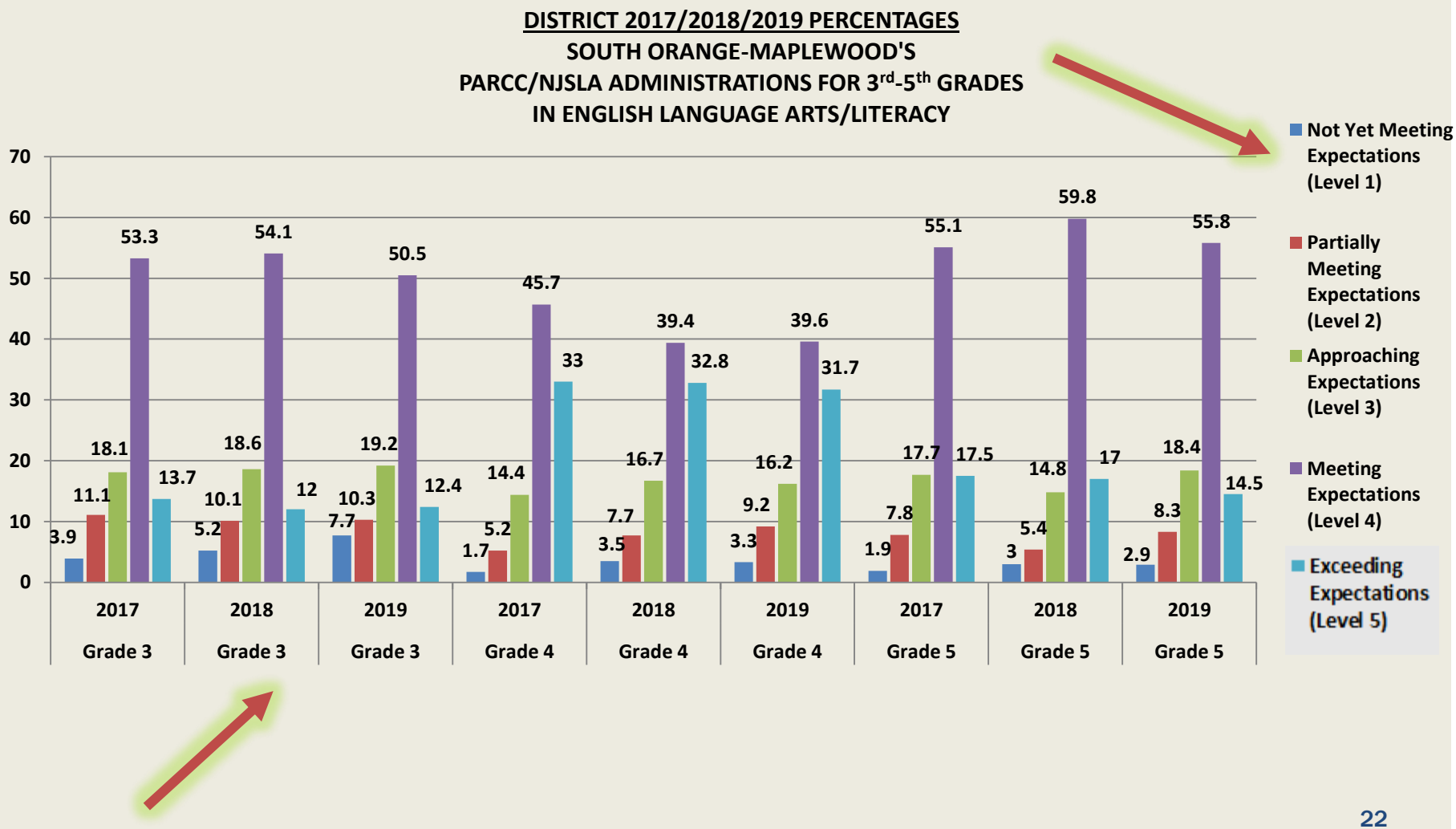
*As noted, the higher percentage of 8th-graders scoring Level 1 and Level 2 than the state average does not reflect the overall performance of the 8th grade, since students taking Algebra or Geometry significantly outperformed the state on those end-of-course assessments.

Multi-Year Comparisons (Digging Deeper)

When attempting to compare PARCC and NJSLA year-over-year (same grade, different years)

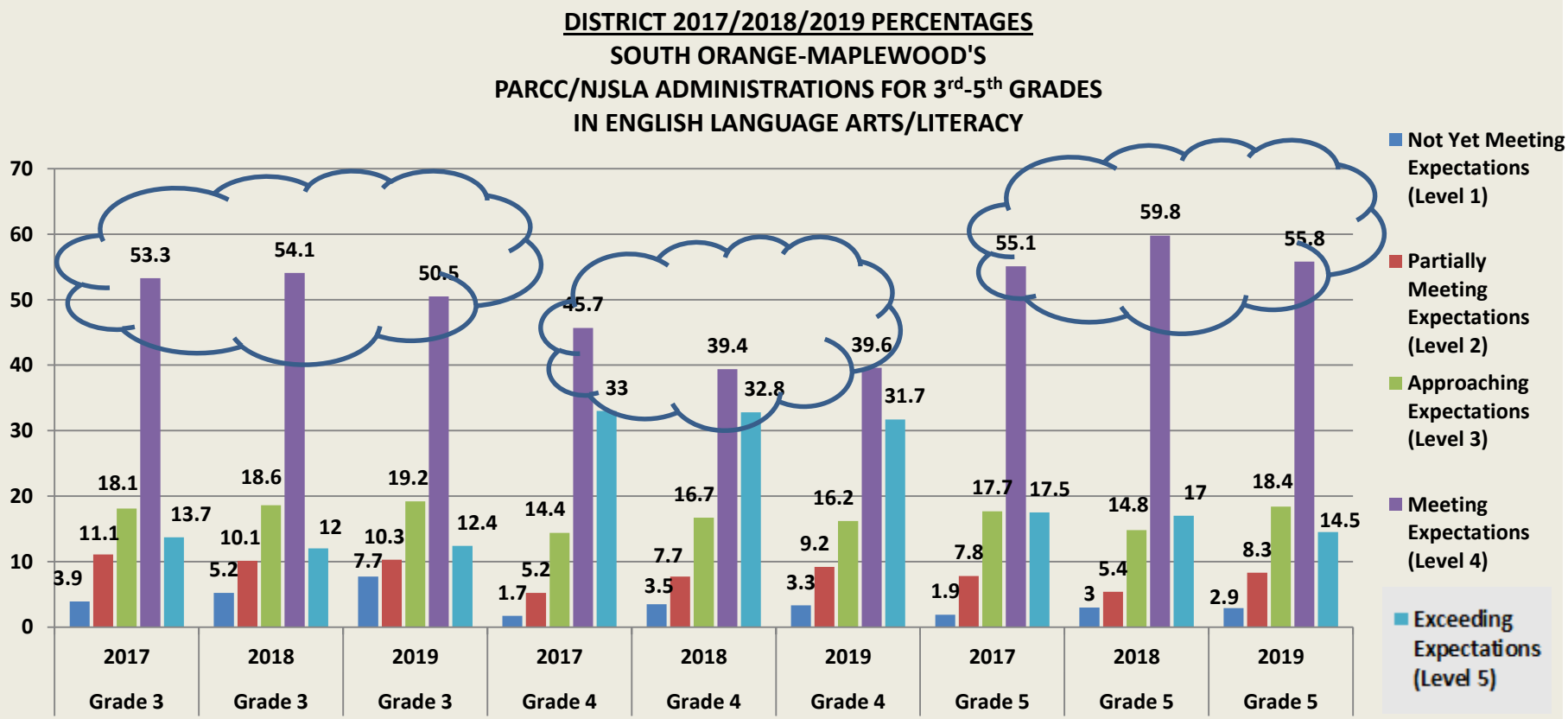


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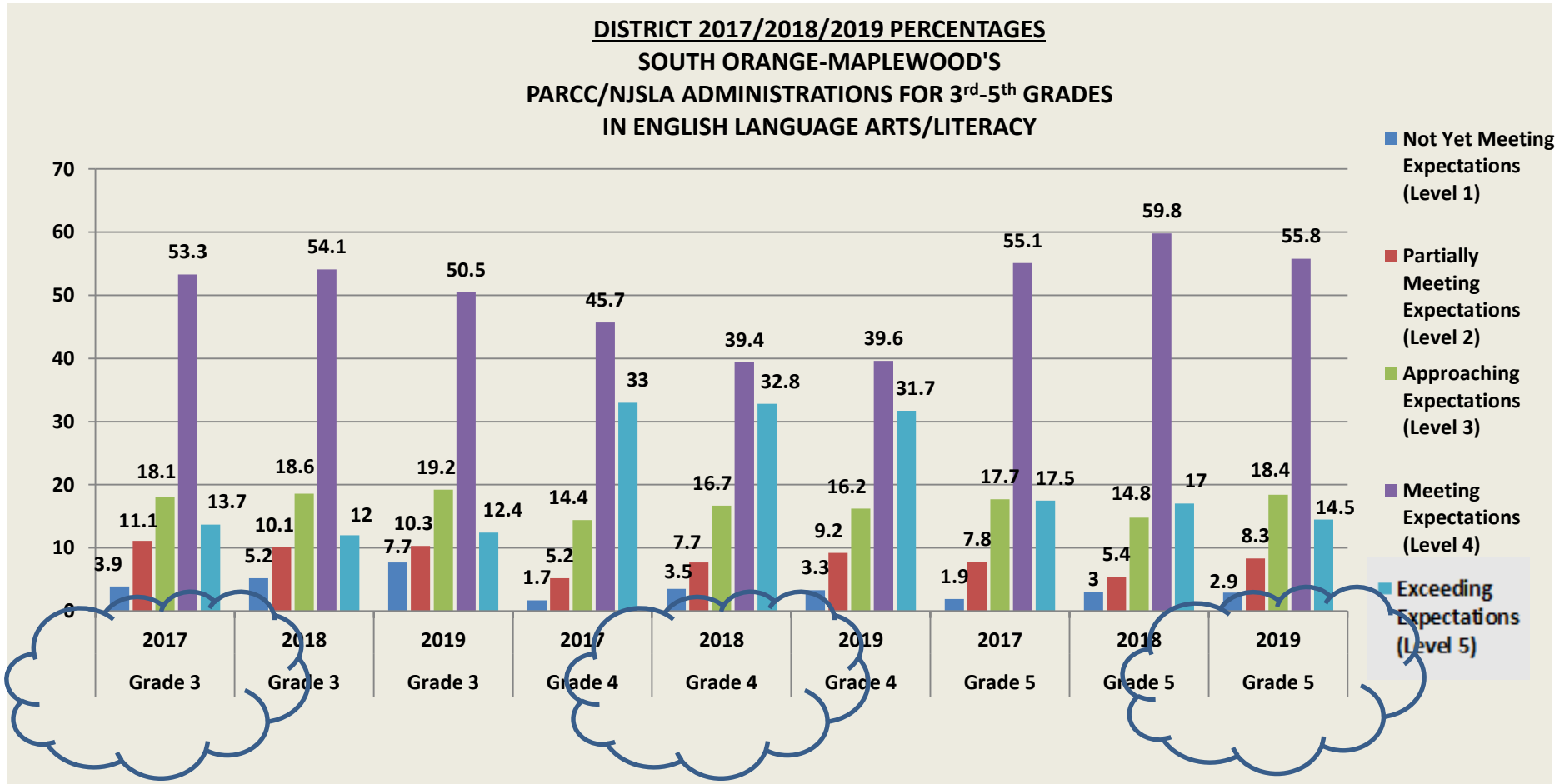
We do not just analyze grade level to grade level annually; we also, and even more usefully, compare class years to themselves in different grades to look for growth or regression.

When attempting to compare PARCC and NJSLA year-over-year (same grade, different years)

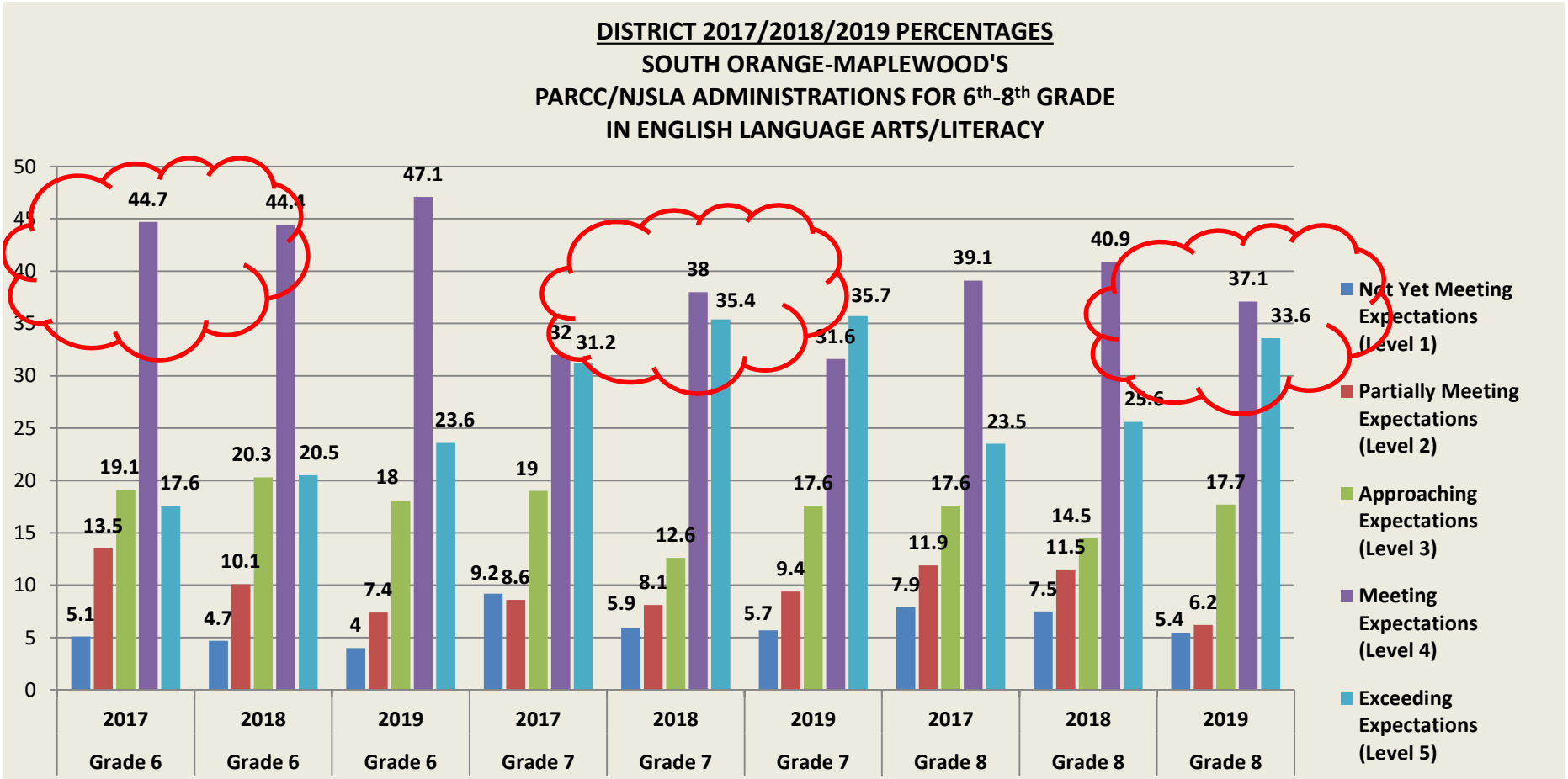


In the next table, when we follow 2017's 3rd-graders as they become 2018's 4th-graders and ultimately 2019's 5th-graders, we can analyze their trajectory of growth (while remembering that the NJSLA results may not offer an exact comparison to the PARCC results).

Comparing classes to themselves in successive grades (PARCC/NJSLA): The Class of 2026 in 3rd, 4th, and 5th grade



Comparing classes to themselves in successive grades (PARCC/NJSLA): The Class of 2023 in 6th, 7th, and 8th grade



Number of Columbia High School students taking PARCC vs. NJSLA

	2017-2018		2018-2019
Algebra 1	532		649
Algebra II	229		241
Geometry	505		406
ELA 09	507		456
ELA 10	422		452
ELA 11	86		2

New state mandates do not require 11th-graders to take the NJSLA if they have previously passed the ELA 10 exam. As a result, only two juniors at CHS took this assessment in 2019.

Content updated June 5, 2019 (Format updated for clarity on July 30, 2019)

ELA and Mathematics Assessment Graduation Requirements for the Classes of 2019, 2020, 2021, and 2022

This document reflects the high school graduation assessment requirements for the Classes of 2019, 2020, 2021, and 2022, pursuant to an amended Consent Order received by the NJDOE from the Appellate Division of the Superior Court of New Jersey on June 5, 2019.

The requirements for the Class of 2019, including the cut scores, remain unchanged from the requirements that were applied to the Classes of 2017 and 2018. These requirements now apply to the Classes of 2020, 2021, and 2022.

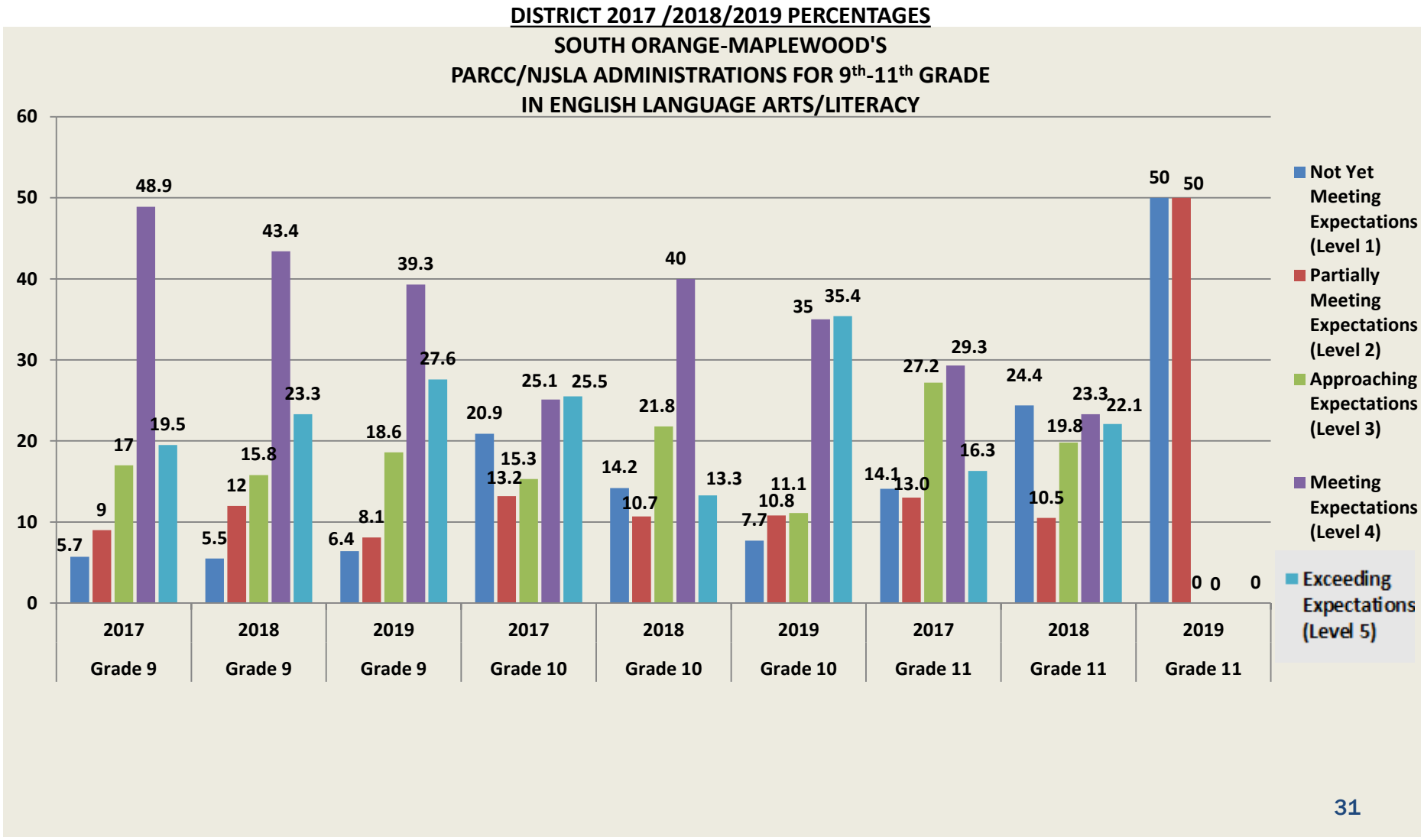
Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
First Pathway: ***Demonstrate proficiency in the high school end-of-course NJSLA/PARCC assessments in ELA-10 and/or Algebra I***	NJSLA/PARCC ELA Grade 10 ≥ 750 (Level 4)	NJSLA/PARCC Algebra I ≥ 750 (Level 4)
Second Pathway: ***Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments***	NJSLA/PARCC ELA Grade 9 ≥ 750 (Level 4), *or* NJSLA/PARCC ELA Grade 11 ≥ 725 (Level 3) *or* SAT Critical Reading (taken before 3/1/16) ≥ 400, *or* SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) ≥ 450, *or* SAT Reading Test (taken 3/1/16 or later) ≥ 22, *or* ACT Reading or ACT PLAN Reading[1] ≥ 16, *or* ACCUPLACER WritePlacer ≥ 6, *or* ACCUPLACER WritePlacer ESL ≥ 4, *or* PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) ≥ 40, *or* PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) ≥ 22, *or* ACT Aspire Reading[1] ≥ 422, *or* ASVAB-AFQT Composite ≥ 31	NJSLA/PARCC Geometry ≥ 725 (Level 3), *or* NJSLA/PARCC Algebra II ≥ 725 (Level 3) *or* SAT Math (taken before 3/1/16) ≥ 400, *or* SAT Math Section (taken 3/1/16 or later) ≥ 440, *or* SAT Math Test (taken 3/1/16 or later) ≥ 22, *or* ACT or ACT PLAN Math[1] ≥ 16, *or* ACCUPLACER Elementary Algebra ≥ 76, *or* Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019)[2] ≥ 255, *or* PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) ≥ 40, *or* PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) ≥ 22, *or* ACT Aspire Math[1] ≥ 422, *or* ASVAB-AFQT Composite ≥ 31
Third Pathway: ***Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals***	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

[1] Test is no longer administered but can be used for the graduating year.

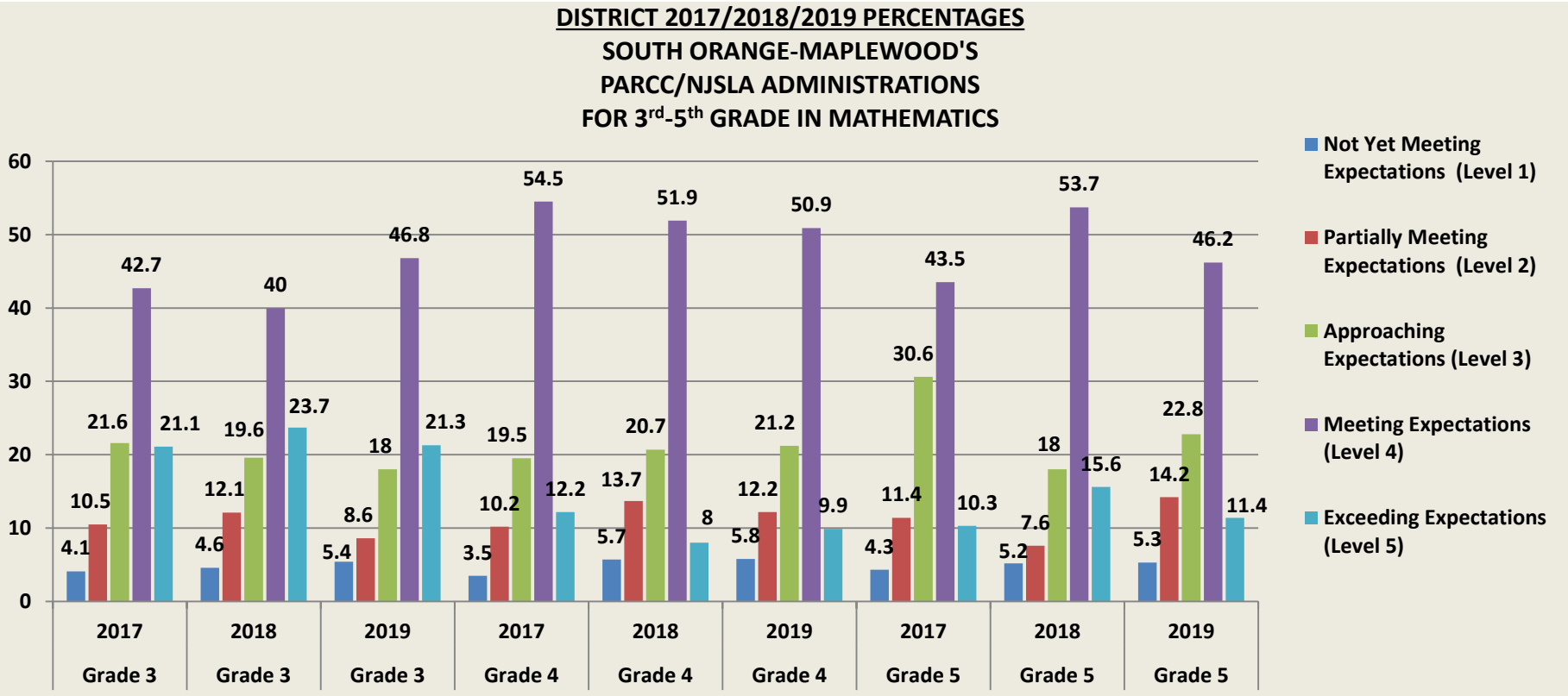
[2] Beginning on **Monday, January 28, 2019**, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra.

For questions or concerns, please reach out to assessment@doe.nj.gov.

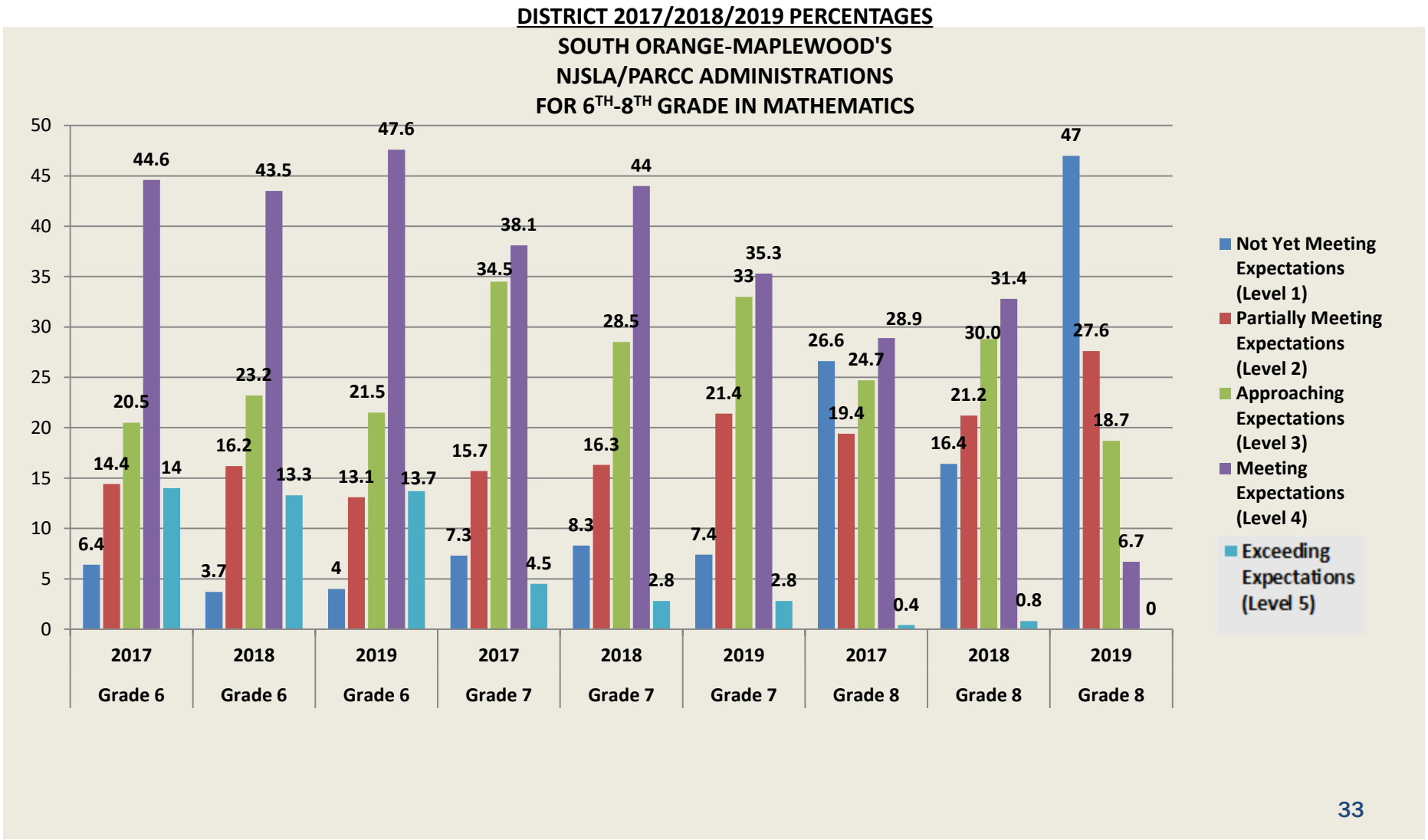
Changes in state graduation mandates are impacting student data consistency.



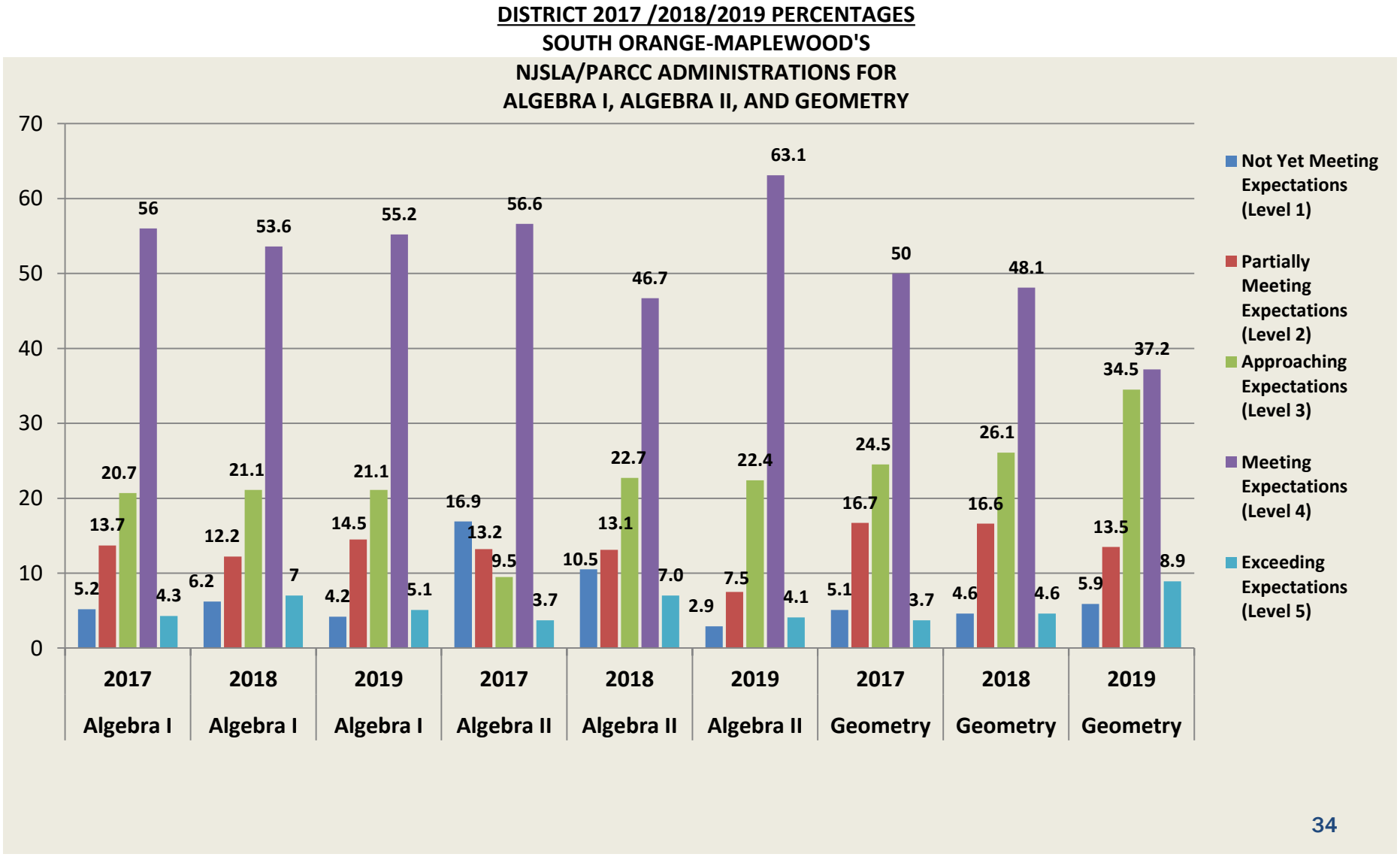
5th-grade performance on the NJSLA Mathematics test as compared to past years' PARCC assessments



As previously noted, advanced math courses skew the 8th-grade results. For 6th-graders, however, performance improved on the NJSLA in Mathematics when compared to previous PARCC assessments.



Performance on the NJSLA Algebra II assessment shows a very noteworthy increase when compared to the previous year's PARCC results.



PARCC vs. NJSLA Scores by Subgroups (Digging Deeper)

2019 NJSLA Outcomes
English Language Arts / Literacy

ELA 03	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	574	7.7%	10.3%	19.2%	50.5%	12.4%	62.9%	50.3%
Black	135	19.3%	18.5%	28.1%	31.9%	2.2%	34.1%	
White	333	2.7%	7.2%	16.8%	57.7%	15.6%	73.3%	
Special Ed.	94	27.7%	23.4%	25.5%	22.3%	1.1%	23.4%	
Econ. Disadvan.	94	23.4%	22.3%	25.5%	27.7%	1.1%	28.7%	

When attempting to compare 3rd-grade NJSLA results in ELA/L to the previous year's PARCC results, every subgroup decreased in Level 4 and 5 achievement except for our Special Education population, which had an achievement increase of +7%. The achievement gap between the Black and White subgroups is 39% (NJSLA) compared to 32% for 2018 (PARCC).

2017-2018	District% >= Level 4
Total	**66.1%**
Black	**43.9%**
White	**76.4%**
Special Ed.	**16.4%**
Econ. Disadvan.	**33.3%**

2019 NJSLA Outcomes
English Language Arts / Literacy

ELA 04	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	543	3.3%	9.2%	16.2%	39.6%	31.7%	71.3%	57.4%
Black	144	7.6%	13.9%	28.5%	36.8%	13.2%	50.0%	
White	302	1.3%	6.3%	11.6%	38.4%	42.4%	80.8%	
Special Ed.	77	18.2%	35.1%	26.0%	14.3%	6.5%	20.8%	
Econ. Disadvan.	89	11.2%	19.1%	29.2%	32.6%	7.9%	40.4%	

Relative to last year, the percentage of 4th-graders scoring at least Level 4 in ELA/L is similar (1% difference). The gap between the Black and White subgroups decreased from 38.3% on the PARCC to 30.8% on the NJSLA. The Black subgroup increased their achievement levels on the NJLSA by 5% when compared to PARCC.

2017-2018	District% >= Level 4
Total	**72.2%**
Black	**45.6%**
White	**83.9%**
Special Ed.	**29.9%**
Econ. Disadvan.	**37.3%**

2019 NJSLA Outcomes
English Language Arts / Literacy

ELA 05	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	543	2.9%	8.3%	18.4%	55.8%	14.5%	70.3%	57.9%
Black	141	7.1%	17.7%	34.0%	36.9%	4.3%	41.1%	
White	304	1.0%	3.3%	11.5%	64.8%	19.4%	84.2%	
Special Ed.	99	14.1%	24.2%	37.4%	21.2%	3.0%	24.2%	
Econ. Disadvan.	89	10.1%	23.6%	33.7%	28.1%	4.5%	32.6%	

Every sub-group category (and the district overall) lost ground when comparing the NJSLA results to the last year of the PARCC for 5th-grade ELA/L. The gap between the Black and White subgroups increased from 37% to 43%.

2017-2018	District% >= Level 4
Total	**76.9%**
Black	**50.0%**
White	**87.6%**
Special Ed.	**43.2%**
Econ. Disadvan.	**42.2%**

2019 NJSLA Outcomes
English Language Arts / Literacy

ELA 06	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	529	4.0%	7.4%	18.0%	47.1%	23.6%	70.7%	56.2%
Black	131	13.0%	19.1%	21.4%	38.2%	8.4%	46.6%	
White	303	0.7%	3.3%	16.2%	52.5%	27.4%	79.9%	
Special Ed.	74	18.9%	25.7%	29.7%	23.0%	2.7%	25.7%	
Econ. Disadvan.	79	13.9%	22.8%	21.5%	34.2%	7.6%	41.8%	

For 6th grade, SOMSD had a 5% increase in students scoring Level 4 or 5 in ELA/L on the NJSLA relative to the PARCC. Black (+4%) and White (+1%) and Special Education (+10%) subgroups had gains. The gap between the Black and White subgroups decreased from 36.3% to 33%.

2017-2018	District% >= Level 4
Total	**64.9%**
Black	**42.4%**
White	**78.7%**
Special Ed.	**15.8%**
Econ. Disadvan.	**34.7%**

2019 NJSLA Outcomes
English Language Arts / Literacy

ELA 07	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	510	5.7%	9.4%	17.6%	31.6%	35.7%	67.3%	62.8%
Black	166	13.9%	20.5%	24.1%	26.5%	15.1%	41.6%	
White	245	0.4%	2.0%	15.5%	34.3%	47.8%	82.0%	
Special Ed.	70	25.7%	22.9%	32.9%	14.3%	4.3%	18.6%	
Econ. Disadvan.	98	16.3%	23.5%	25.5%	28.6%	6.1%	34.7%	

When comparing NJSLA results to PARCC, there were decreases overall and across all subgroups for 7th-grade ELA/L. The gap between the Black and White subgroups decreased only slightly, from 42% to 40.4%.

2017-2018	District% >= Level 4
Total	**73.4%**
Black	**45.5%**
White	**87.8%**
Special Ed.	**27.9%**
Econ. Disadvan.	**37.8%**

2019 NJSLA Outcomes
English Language Arts / Literacy

ELA 08	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	485	5.4%	6.2%	17.7%	37.1%	33.6%	70.7%	62.8%
Black	145	12.4%	15.2%	28.3%	29.7%	14.5%	44.1%	
White	251	0.4%	1.2%	13.9%	40.2%	44.2%	84.5%	
Special Ed.	81	22.2%	16.0%	42.0%	13.6%	6.2%	19.8%	
Econ. Disadvan.	79	16.5%	22.8%	27.8%	21.5%	11.4%	32.9%	

There were ELA/L gains overall for the 8th grade year-over-year. The Black and Economically Disadvantaged sub-groups both had gains. The gap between the Black and White subgroups decreased from 47% to 40%.

2017-2018	District% >= Level 4
Total	**66.5%**
Black	**38.0%**
White	**85.2%**
Special Ed.	**19.7%**
Econ. Disadvan.	**26.8%**

2019 NJSLA Outcomes
English Language Arts / Literacy

ELA 09	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	456	6.4%	8.1%	18.6%	39.3%	27.6%	66.9%	55.3%
Black	146	12.3%	16.4%	34.2%	29.5%	7.5%	37.0%	
White	229	2.2%	1.7%	9.2%	45.9%	41.0%	86.9%	
Special Ed.	62	21.0%	21.0%	29.0%	21.0%	8.1%	29.0%	
Econ. Disadvan.	90	12.2%	22.2%	34.4%	26.7%	4.4%	31.1%	

The 9th-graders' overall ELA/L performance was almost identical. Each subgroup showed an increase in performance. The gap between the Black and White subgroups remained at 50%.

2017-2018	District% >= Level 4
Total	**66.7%**
Black	**35.6%**
White	**85.5%**
Special Ed.	**22.4%**
Econ. Disadvan.	**27.0%**

2019 NJSLA Outcomes
English Language Arts / Literacy

ELA 10	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	452	7.7%	10.8%	11.1%	35.0%	35.4%	70.4%	58.0%
Black	125	16.8%	24.0%	17.6%	32.8%	8.8%	41.6%	
White	264	2.3%	5.3%	7.6%	37.1%	47.7%	84.8%	
Special Ed.	52	30.8%	15.4%	21.2%	13.5%	19.2%	32.7%	
Econ. Disadvan.	66	25.8%	25.8%	12.1%	30.3%	6.1%	36.4%	

There was a significant increase in SOMSD overall performance of 10th-graders meeting or exceeding expectations in ELA/L (+17%). All subgroups saw increases in performance. The gap between the Black and White subgroups increased from 42% to 43%.

2017-2018	District% >= Level 4
Total	**53.3%**
Black	**30.7%**
White	**72.5%**
Special Ed.	**25.8%**
Econ. Disadvan.	**31.0%**

2019 NJSLA Outcomes
English Language Arts / Literacy

ELA 11	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	2	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black	2	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	
White	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Special Ed.	1	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Econ. Disadvan.	1	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

As noted earlier, only two students attempted this exam due to changes in graduation requirement with the NJSLA.

2017-2018	District% >= Level 4
Total	**45.3%**
Black	**24.0%**
White	**74.1%**
Special Ed.	**0.0%**
Econ. Disadvan.	**22.9%**

2019 NJSLA Outcomes Mathematics

MAT 03	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	573	5.4%	8.6%	18.0%	46.8%	21.3%	68.1%	55.1%
Black	134	11.2%	19.4%	27.6%	37.3%	4.5%	41.8%	
White	332	2.7%	4.2%	15.4%	53.3%	24.4%	77.7%	
Special Ed.	94	21.3%	18.1%	25.5%	31.9%	3.2%	35.1%	
Econ. Disadvan.	94	18.1%	21.3%	21.3%	36.2%	3.2%	39.4%	

For 3rd grade overall in Math, achievement levels increased by 5%. The Black (+9%), Special Education (+10%), and Economically Disadvantaged (+21%) subgroups saw significant increases. The gap between the Black and White subgroups **decreased significantly from 48% to 36%.**

2017-2018	District% >= Level 4
Total	**63.7%**
Black	**32.0%**
White	**80.4%**
Special Ed.	**25.5%**
Econ. Disadvan.	**18.4%**

2019 NJSLA Outcomes Mathematics

MAT 04	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	548	5.8%	12.2%	21.2%	50.9%	9.9%	60.8%	51.0%
Black	145	11.7%	24.8%	28.3%	33.8%	1.4%	35.2%	
White	303	2.3%	6.6%	17.2%	59.7%	14.2%	73.9%	
Special Ed.	79	29.1%	30.4%	19.0%	19.0%	2.5%	21.5%	
Econ. Disadvan.	92	16.3%	28.3%	25.0%	30.4%	0.0%	30.4%	

Overall 4th-grade Mathematics results stayed consistent, with 60% scoring at or above Level 4. The Black (-3%) and Special Education (-5%) subgroups law a decrease in achievement outcomes. The gap between the Black and White subgroups decreased from 41% to 38%.

2017-2018	District% >= Level 4
Total	**60.0%**
Black	**32.7%**
White	**73.4%**
Special Ed.	**26.0%**
Econ. Disadvan.	**27.4%**

2019 NJSLA Outcomes Mathematics

MAT 05	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	543	5.3%	14.2%	22.8%	46.2%	11.4%	57.6%	46.8%
Black	142	13.4%	33.1%	26.8%	22.5%	4.2%	26.8%	
White	302	2.0%	6.0%	19.9%	56.3%	15.9%	72.2%	
Special Ed.	97	19.6%	33.0%	23.7%	21.6%	2.1%	23.7%	
Econ. Disadvan.	89	19.1%	28.1%	29.2%	21.3%	2.2%	23.6%	

5th-grade Mathematics achievement decreased from 69% to 57% of students scoring Level 4 or 5. Each subgroup experienced a decrease. The gap between the Black and White subgroups increased from 44.6% to 46%.

2017-2018	District% >= Level 4
Total	**69.3%**
Black	**37.5%**
White	**82.1%**
Special Ed.	**31.1%**
Econ. Disadvan.	**31.3%**

2019 NJSLA Outcomes Mathematics

MAT 06	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	525	4.0%	13.1%	21.5%	47.6%	13.7%	61.3%	40.5%
Black	130	14.6%	25.4%	33.1%	24.6%	2.3%	26.9%	
White	300	0.3%	7.0%	18.7%	58.7%	15.3%	74.0%	
Special Ed.	73	16.4%	41.1%	23.3%	16.4%	2.7%	19.2%	
Econ. Disadvan.	79	15.2%	26.6%	36.7%	17.7%	3.8%	21.5%	

Overall 6th-grade Mathematics achievement increased from 57% to 61% scoring at or above Level 4. The gap between the Black and White subgroups increased from 44% to 47%.

2017-2018	District% >= Level 4
Total	**56.9%**
Black	**30.6%**
White	**74.4%**
Special Ed.	**14.3%**
Econ. Disadvan.	**21.4%**

2019 NJSLA Outcomes Mathematics

MAT 07	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	351	7.4%	21.4%	33.0%	35.3%	2.8%	38.2%	42.1%
Black	139	11.5%	36.0%	37.4%	13.7%	1.4%	15.1%	
White	147	3.4%	8.8%	29.3%	55.8%	2.7%	58.5%	
Special Ed.	67	25.4%	32.8%	23.9%	17.9%	0.0%	17.9%	
Econ. Disadvan.	87	11.5%	41.4%	33.3%	12.6%	1.1%	13.8%	

7th-grade Mathematics achievement outcomes decreased from 47% to 38% of students scoring Level 4 or 5. Each subgroup experienced a decrease. The gap between the Black and White subgroups increased from 36% to 43%.

2017-2018	District% >= Level 4
Total	**46.8%**
Black	**25.9%**
White	**61.4%**
Special Ed.	**19.5%**
Econ. Disadvan.	**20.8%**

2019 NJSLA Outcomes Mathematics

MAT 08	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	134	47.0%	27.6%	18.7%	6.7%	0.0%	6.7%	29.3%
Black	80	57.5%	20.0%	18.8%	3.8%	0.0%	3.8%	
White	32	25.0%	40.6%	21.9%	12.5%	0.0%	12.5%	
Special Ed.	59	67.8%	16.9%	10.2%	5.1%	0.0%	5.1%	
Econ. Disadvan.	52	53.8%	17.3%	23.1%	5.8%	0.0%	5.8%	

8th-grade Mathematics decreased from 34%* to 6.7% receiving Level 4 or 5. This is our most vulnerable math population, as these are 8th-graders are not taking Algebra I by 8th grade. The number of students in this testing group decreased from 250 students to 134.

2017-2018	District% >= Level 4
Total	**33.6%**
Black	**24.3%**
White	**48.9%**
Special Ed.	**13.0%**
Econ. Disadvan.	**22.5%**

* Note: Approximately 30,000 New Jersey students participated in the PARCC Algebra 1 assessment while in middle school. PARCC Math 8 outcomes are thus not representative of grade 8 performance as a whole.

2019 NJSLA Outcomes Mathematics

ALG 01	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	649	4.2%	14.5%	21.1%	55.2%	5.1%	60.2%	42.9%
Black	203	7.9%	29.6%	24.6%	37.4%	0.5%	37.9%	
White	322	0.6%	5.0%	20.5%	65.8%	8.1%	73.9%	
Special Ed.	84	17.9%	40.5%	23.8%	16.7%	1.2%	17.9%	
Econ. Disadvan.	123	8.9%	32.5%	24.4%	33.3%	0.8%	34.1%	

Algebra I results remained steady districtwide.*
The gap between our Black and White subgroups **decreased significantly from 57% to 36%.**

2017-2018	District% >= Level 4
Total	**60.5%**
Black	**24.9%**
White	**82.0%**
Special Ed.	**21.4%**
Econ. Disadvan.	**24.7%**

* Note: Approximately 30,000 New Jersey students participated in the PARCC Algebra 1 assessment while in middle school. PARCC Math 8 outcomes are thus not representative of grade 8 performance as a whole.

2019 NJSLA Outcomes Mathematics

GEO	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	406	5.9%	13.5%	34.5%	37.2%	8.9%	46.1%	31.2%
Black	120	15.0%	30.0%	35.8%	15.8%	3.3%	19.2%	
White	220	1.4%	5.5%	33.2%	46.4%	13.6%	60.0%	
Special Ed.	45	28.9%	22.2%	35.6%	13.3%	0.0%	13.3%	
Econ. Disadvan.	57	21.1%	26.3%	35.1%	17.5%	0.0%	17.5%	

Overall Geometry results decreased from 52% to 46% of students scoring Level 4 or 5. The gap between the Black and White subgroups **decreased significantly from 50% to 40.8%.**

2017-2018	District% >= Level 4
Total	**52.7%**
Black	**20.9%**
White	**70.8%**
Special Ed.	**11.1%**
Econ. Disadvan.	**12.5%**

2019 NJSLA Outcomes Mathematics

ALG 02	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Total	241	2.9%	7.5%	22.4%	63.1%	4.1%	67.2%	45.8%
Black	28	21.4%	17.9%	17.9%	42.9%	0.0%	42.9%	
White	171	0.0%	4.7%	22.2%	67.8%	5.3%	73.1%	
Special Ed.	10	10.0%	10.0%	40.0%	20.0%	20.0%	40.0%	
Econ. Disadvan.	15	20.0%	33.3%	26.7%	20.0%	0.0%	20.0%	

Algebra II results increased from 54% to 67% of students scoring at or above Level 4. The gap between the Black and White subgroups **decreased very significantly from 66% to 30%.**

2017-2018	District% >= Level 4
Total	**53.7%**
Black	**10.4%**
White	**76.9%**
Special Ed.	**---**
Econ. Disadvan.	**11.8%**

Highlights….

With regards to the achievement gap between Black and White students assessed, we observed the following:

- The achievement gap **decreased** for 10 different grade-level/subject matter assessments, including
  - A 36% gap decrease in Algebra II;
  - A 21% gap decrease in Algebra I; and
  - A 10% gap decrease in Geometry.

- The achievement gap **increased** for 5 different grade-level/subject matter assessments, including
  - A 7% gap increase in 7th-grade Math and
  - A 6% gap increase in 5th-grade Math.

Purpose revisited

In compliance with NJDOE mandates, the purpose of this brief presentation is to share with the public and Board our district's Spring 2019 New Jersey Student Learning Assessment data, including the following:

- Grade Year-to-Year Comparisons
- Multi-Year Comparisons for Single Classes
- Subgroup Comparisons