NJSLA Results: Spring 2019 Administrations

Folsom School District September 24, 2019

Measuring College and Career Readiness

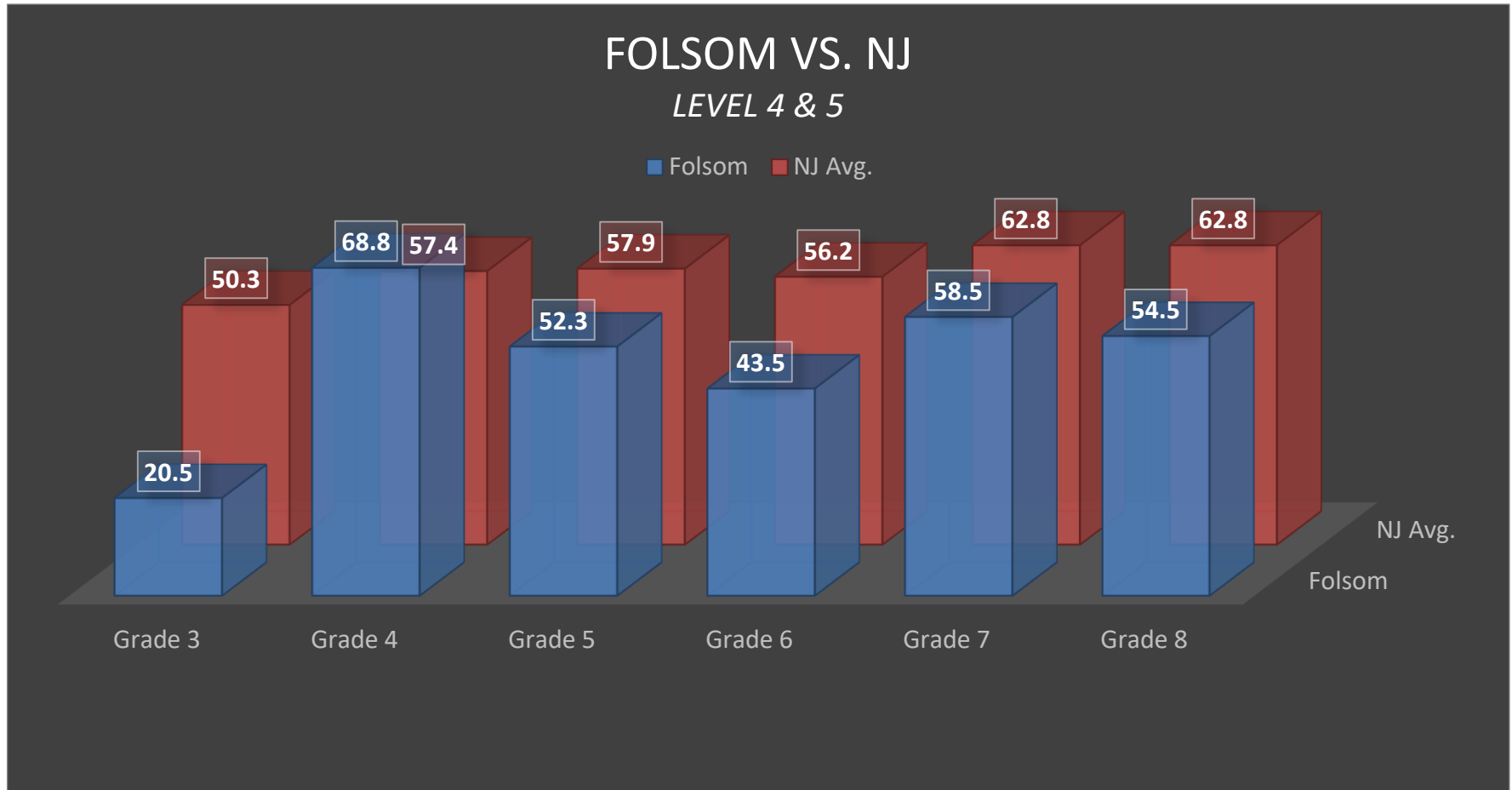# ANALYSIS OF THE 2019 NEW JERSEY STATE ASSESSMENTS

- NJSLA | ACCESS | DLM | Science
  - Participation & Performance Data
  - Aggregated & Disaggregated by Subgroup
  - Trend & Comparative Analyses
  - Intervention Strategies
  - Folsom had 1 student participate in the ACCESS and 3 students participate in the Dynamic Learning Map (DLM), thus, results are not reported to the public due to confidentiality (less than 10 students)

Comparison of Folsom School District's
Spring 2019 NJSLA Scores to the NJ State Average
Participation Rate

NJSLA: Participation Rate

99.6   99.6

Participation Rate

■ 2018 ■ 2019
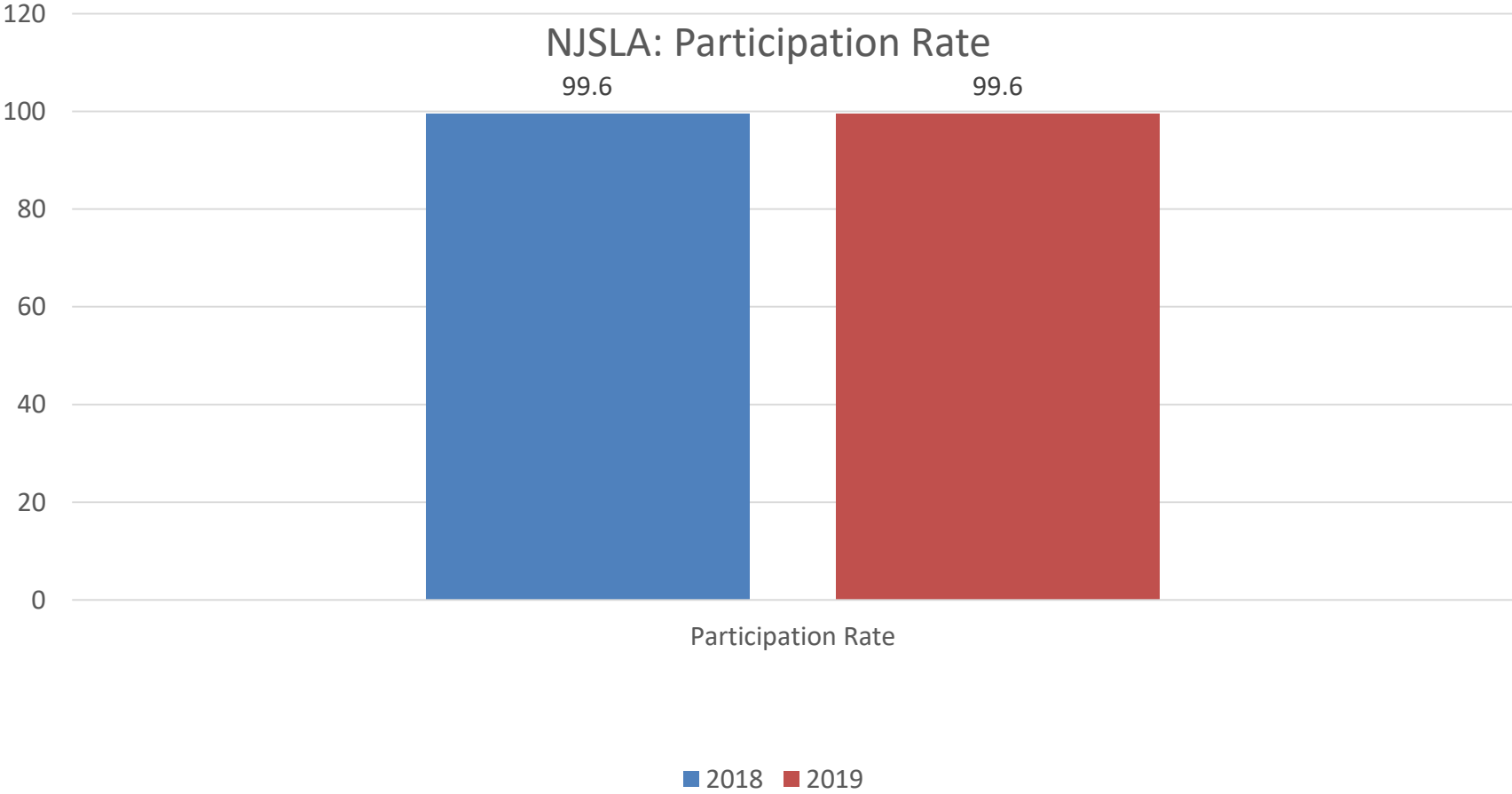
Comparison of Folsom School District's
Spring 2019 NJSLA Scores to the NJ State Average
English Language Arts/Literacy - Percentages

FOLSOM VS. NJ
LEVEL 4 & 5

■ Folsom ■ NJ Avg.

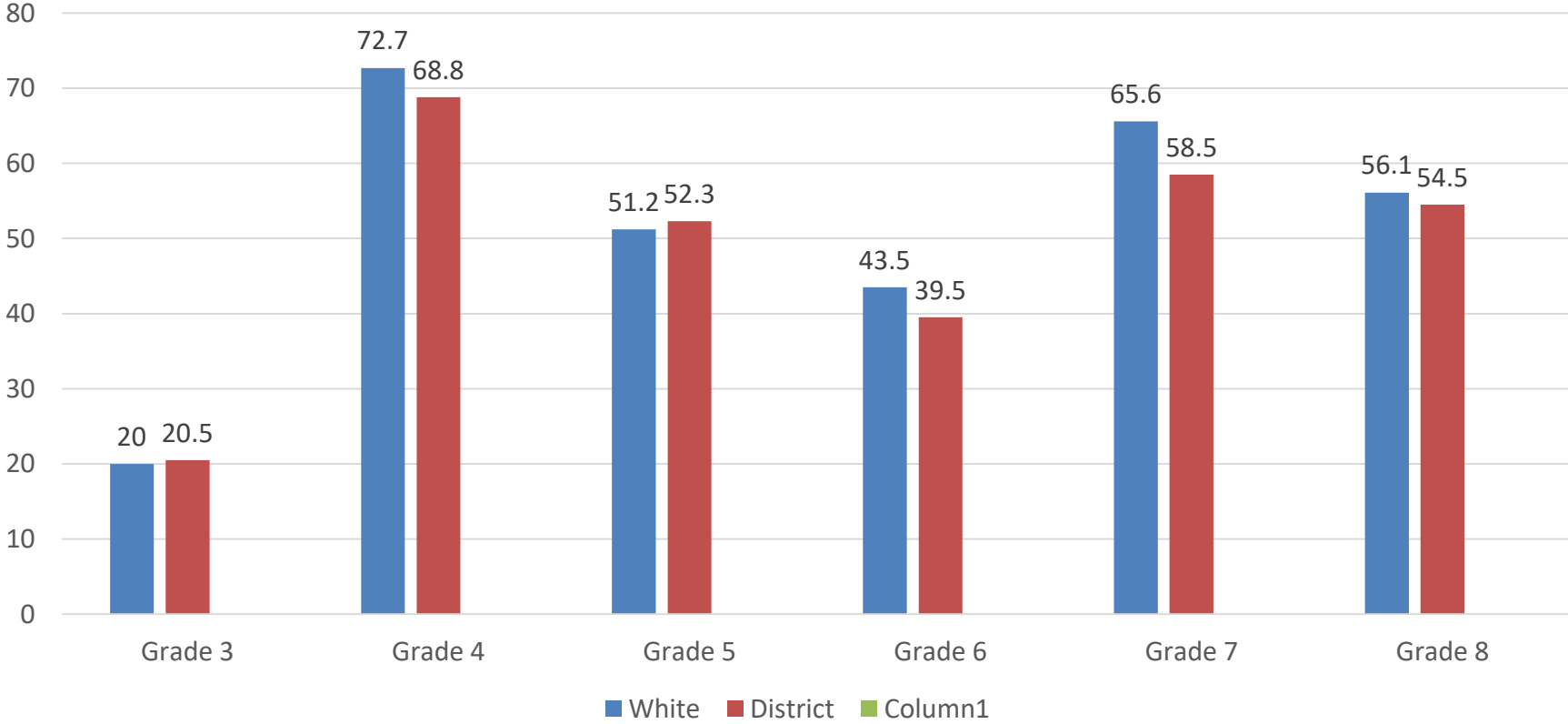| Grade	Folsom	NJ Avg.
Grade 3	20.5	50.3
Grade 4	68.8	57.4
Grade 5	52.3	57.9
Grade 6	43.5	56.2
Grade 7	58.5	62.8
Grade 8	54.5	62.8

Comparison of Folsom School District's
Spring 2019 NJSLA Administrations
English Language Arts/Literacy 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
3	38.5	14.0	12.8	14.4	28.2	21.4	15.4	42.8	5.1	7.4
4	10.4	8.6	8.3	12.6	12.5	21.4	43.8	39.1	25	18.3
5	2.3	7.4	15.9	12.5	29.5	22.2	52.3	45.6	0	12.3
6	8.7	7.3	13	12.6	34.8	23.9	41.3	40.9	2.2	15.2
7	9.8	8.9	12.2	10.5	19.5	17.8	46.3	33.1	12.2	29.7
8	9.1	9.2	9.1	10.3	27.3	17.7	45.5	38	9.1	24.9

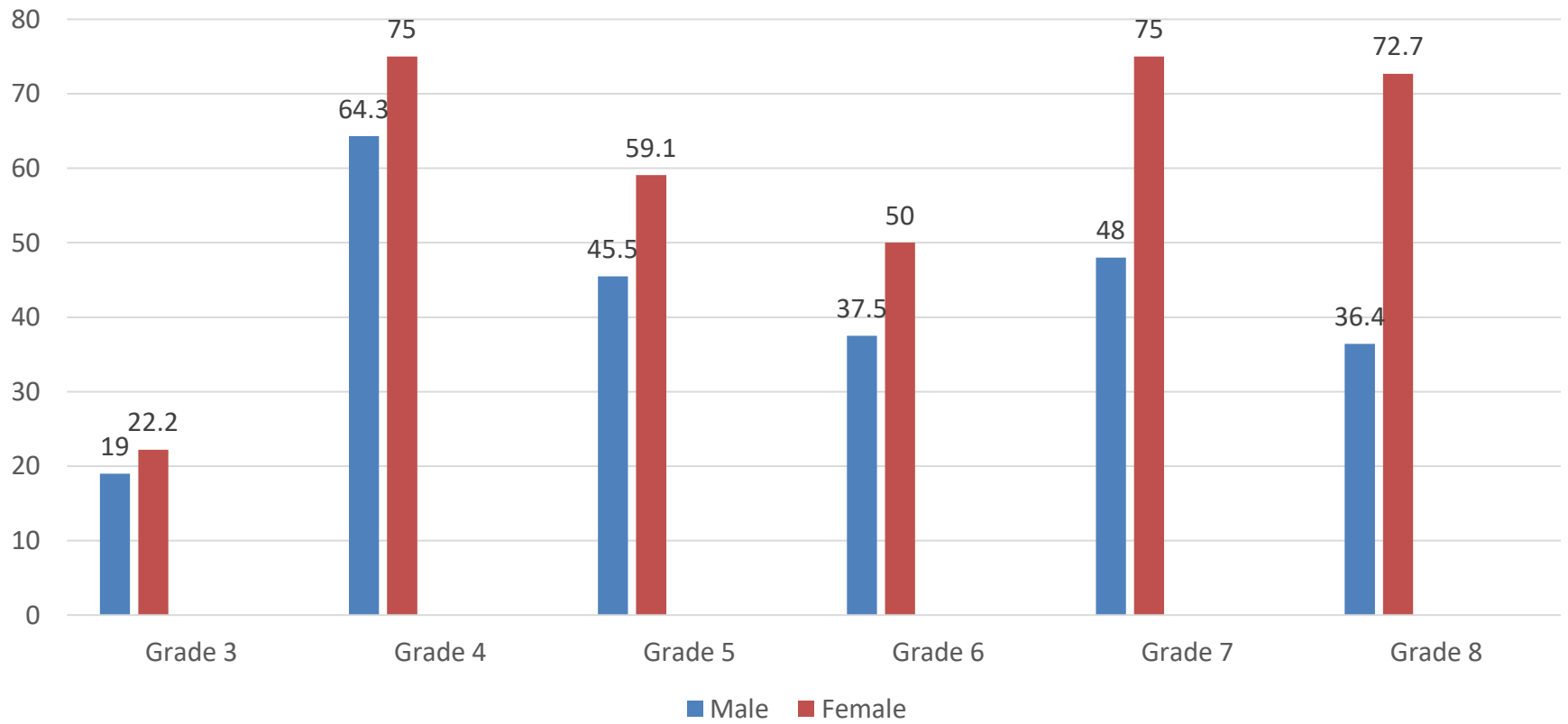Notes: Percentages may not total 100 due to rounding.

Comparison of Folsom School District's Spring 2019 NJSLA Administrations
English Language Arts/Literacy Subgroup Percentages for 2019
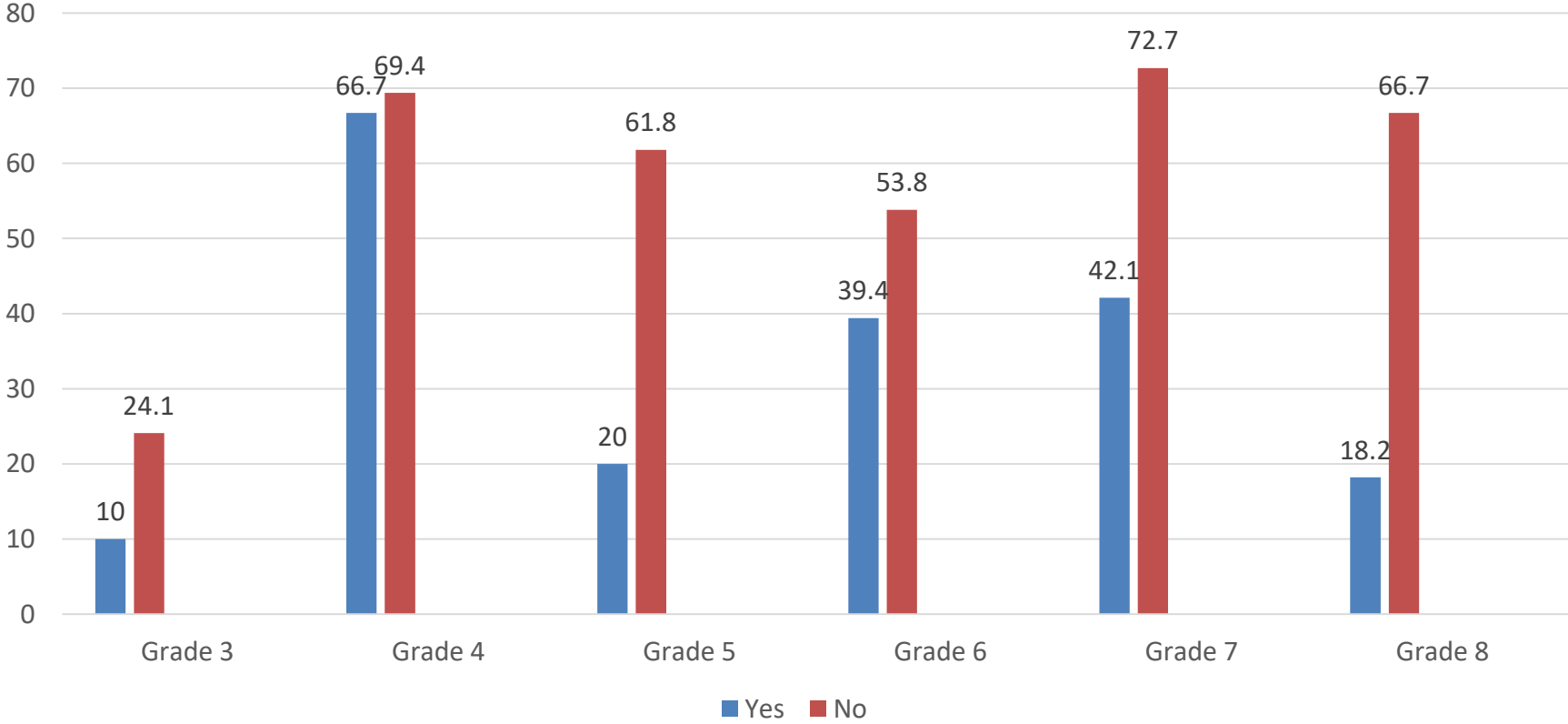
Ethnicity/Race Comparison

Grade	White	District
Grade 3	20	20.5
Grade 4	72.7	68.8
Grade 5	51.2	52.3
Grade 6	43.5	39.5
Grade 7	65.6	58.5
Grade 8	56.1	54.5

Legend: ■ White ■ District ■ Column1

Comparison of Folsom School District's Spring 2019 NJSLA Administrations
English Language Arts/Literacy Subgroup Percentages for 2019

Gender Comparison

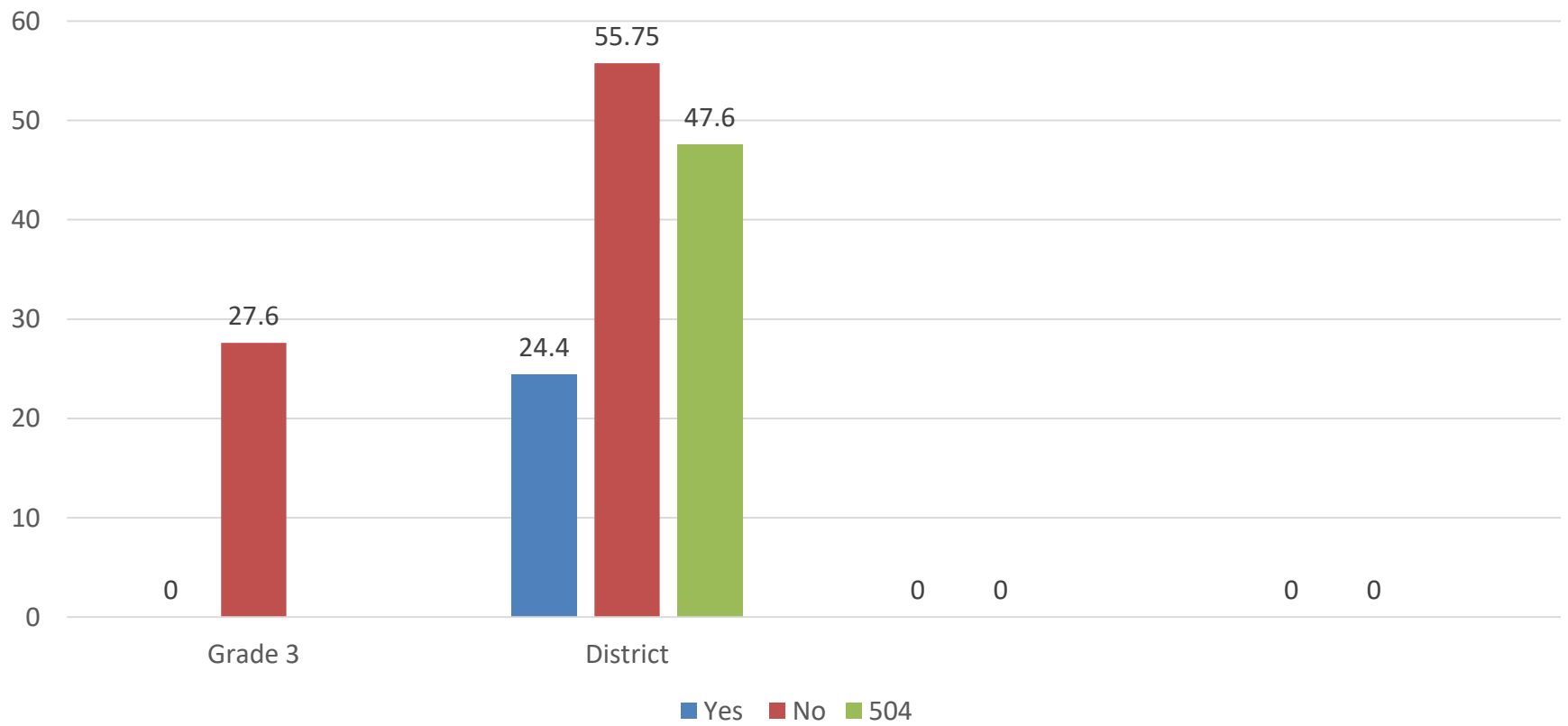| Grade	Male	Female
Grade 3	19	22.2
Grade 4	64.3	75
Grade 5	45.5	59.1
Grade 6	37.5	50
Grade 7	48	75
Grade 8	36.4	72.7

■ Male ■ Female

Comparison of Folsom School District's
Spring 2019 NJSLA Administrations
**English Language Arts/Literacy Subgroup
Percentages for 2019**

Economically Disadvantaged Comparison

Comparison of Folsom School District's
Spring 2019 NJSLA Administrations
**English Language Arts/Literacy Subgroup
Percentages for 2019**

Students with Disabilities Comparison *-19.4 % of testing population*

	Yes	No	504
Grade 3	0	27.6	
District	24.4	55.75	47.6

Comparison of Folsom School District's Spring 2016 – Spring 2019 NJSLA Administrations
English Language Arts/Literacy - Percentages

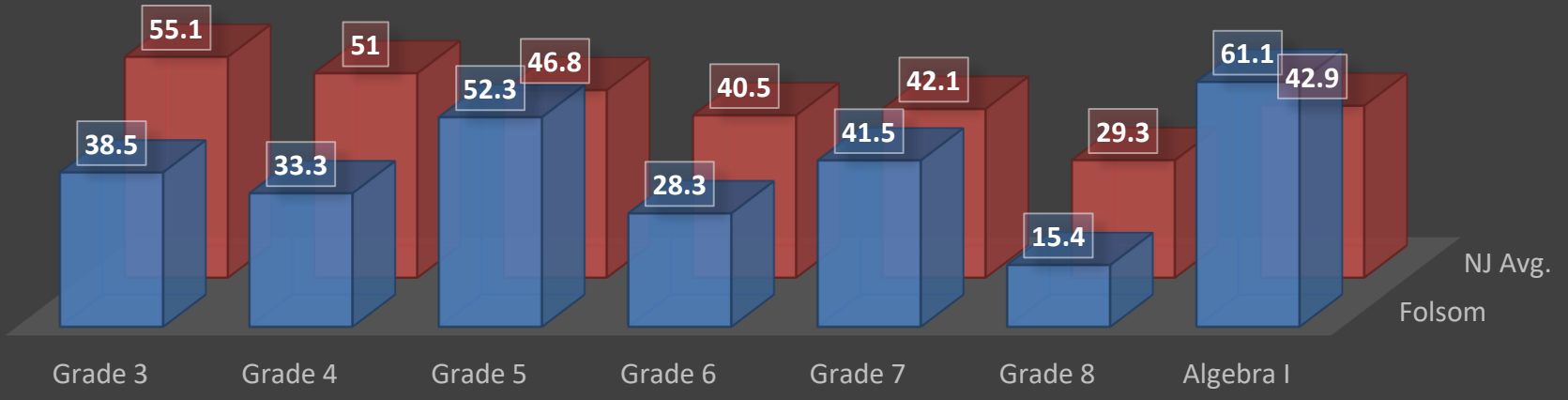| Grade	1 & 2 2016	1 & 2 2017	1 & 2 2018	1 & 2 2019	3 2016	3 2017	3 2018	3 2019	4 & 5 2016	4 & 5 2017	4 & 5 2018	4 & 5 2019	
3	42	39	29.5	51.3	34	19.5	31.8	28.2	24	41.4	38.7	20.5	
4	40	32.7	21	18.7	32.5	32.7	25.6	12.5	27.5	34.7	53.5	68.8	
5	22.8	5	17	18.2	29.5	30	25.5	29.5	47.7	65	57.5	52.3	
6	26.7	16.3	23.7	21.7	40	34.9	34.2	34.8	33.3	48.9	42.1	43.5	
7	20	34.1	26.1	22	22.2	12.8	26.1	19.5	57.8	53.2	47.8	58.5	
8	9.8	21.8	27.6	18.2	29.4	34.8	21.3	27.3	60.7	43.5	51	54.6	

**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 Folsom School District's Spring 2018 NJSLA Scores to the NJ State Average
Mathematics - Percentages


FOLSOM VS. NJ
LEVEL 4 & 5

■ Folsom   ■ NJ Avg.

Grade	Folsom	NJ Avg.
Grade 3	38.5	55.1
Grade 4	33.3	51
Grade 5	52.3	46.8
Grade 6	28.3	40.5
Grade 7	41.5	42.1
Grade 8	15.4	29.3
Algebra I	61.1	42.9

Comparison of Folsom School District'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
3	7.7	8	28.2	13.9	25.6	23	35.9	41.2	2.6	13.9
4	2.1	8.6	14.6	14.7	50	25.7	22.9	43.3	10.4	7.7
5	2.3	6.4	15.9	20.9	29.5	25.8	45.5	35.8	6.8	11
6	10.9	9.6	30.4	27.4	23.9	33.1	4.3	7.5	28.3	40.5
7	2.4	7.6	22	21.1	34.1	29.3	39	33.8	2.4	8.3
8	11.5	23.3	26.9	23.1	46.2	24.3	15.4	28.2	0	1.1
ALG	0	9.5	5.6	26.3	33.3	21.3	61.1	37.3	0	5.5

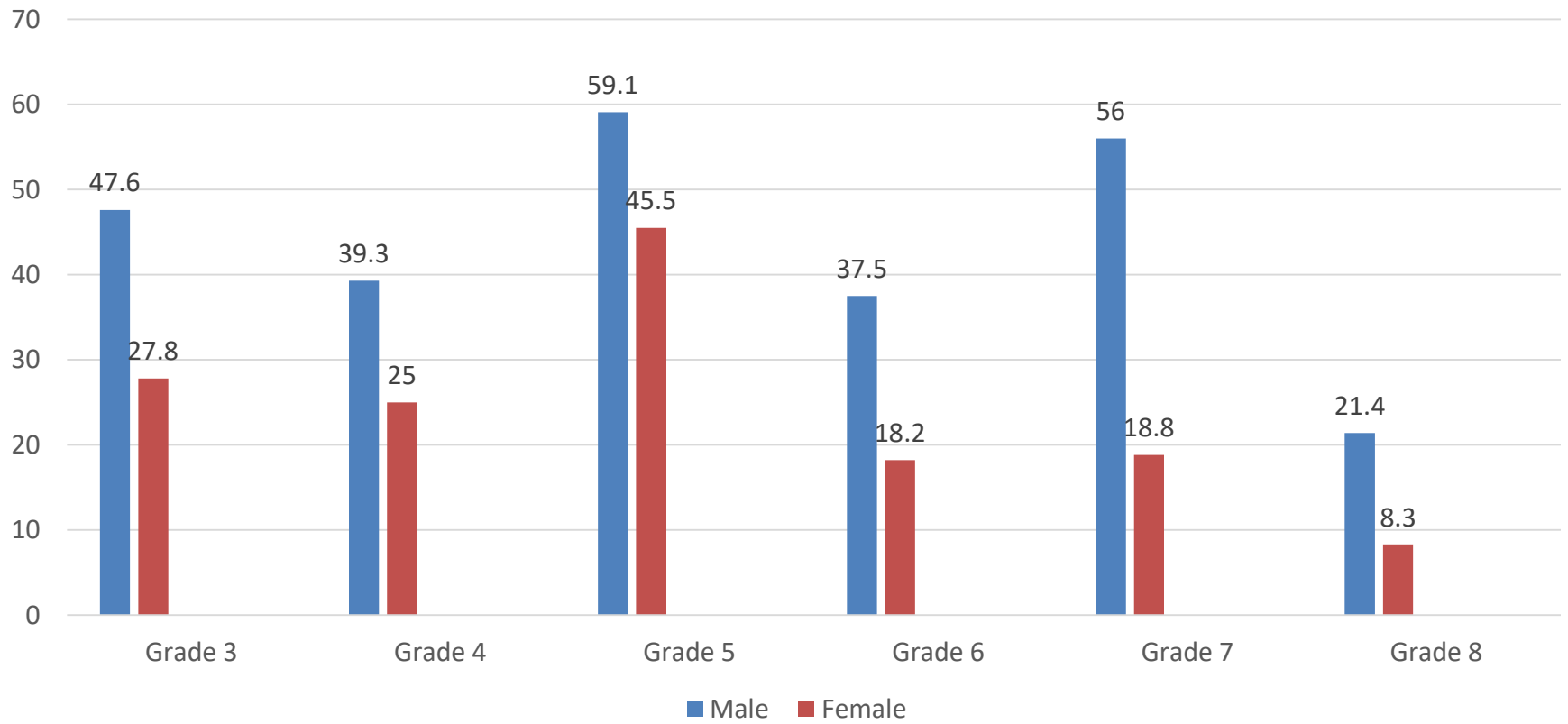Notes: Percentages may not total 100 due to rounding.

Comparison of Folsom School District's
Spring 2019 NJSLA Administrations
**Mathematics Subgroup
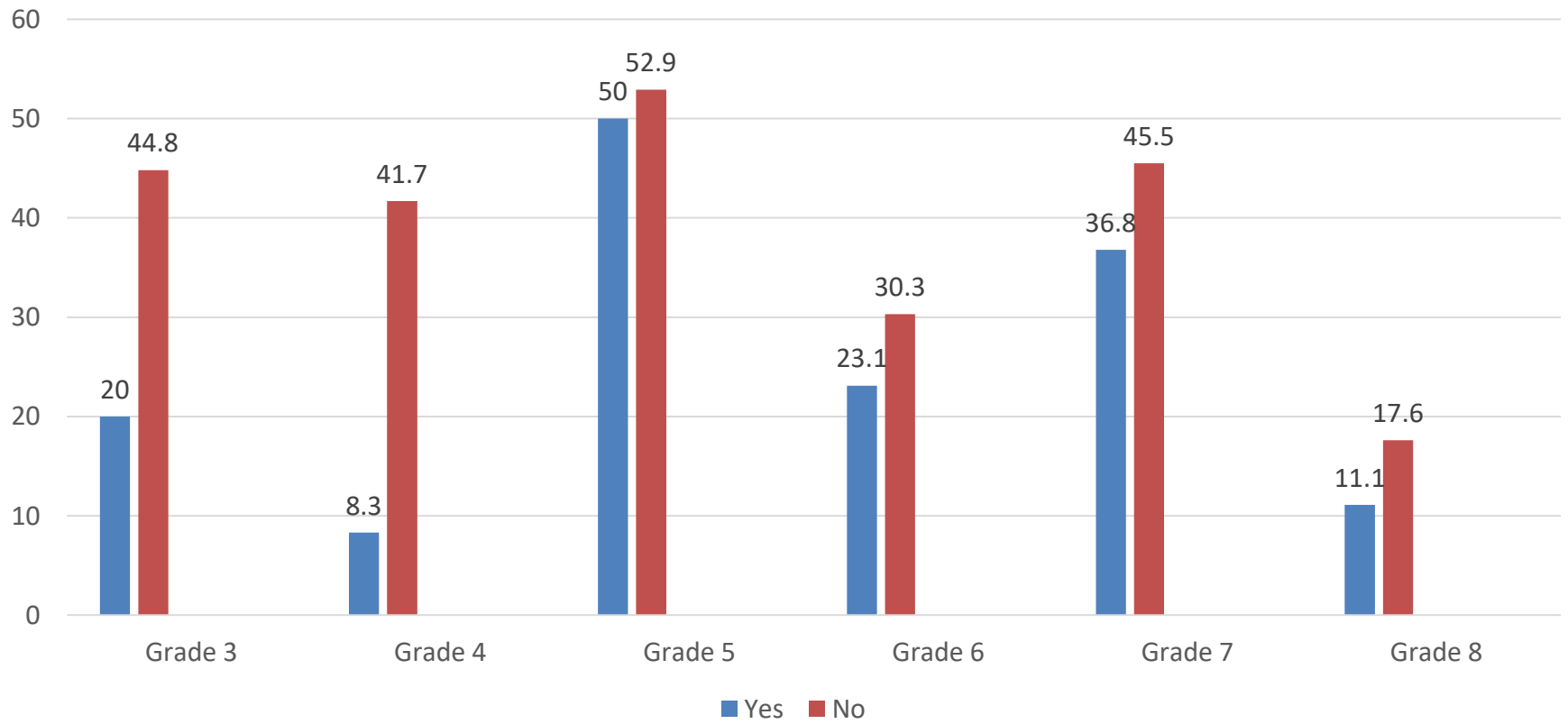Percentages for 2019**

Ethnicity/Race Comparison
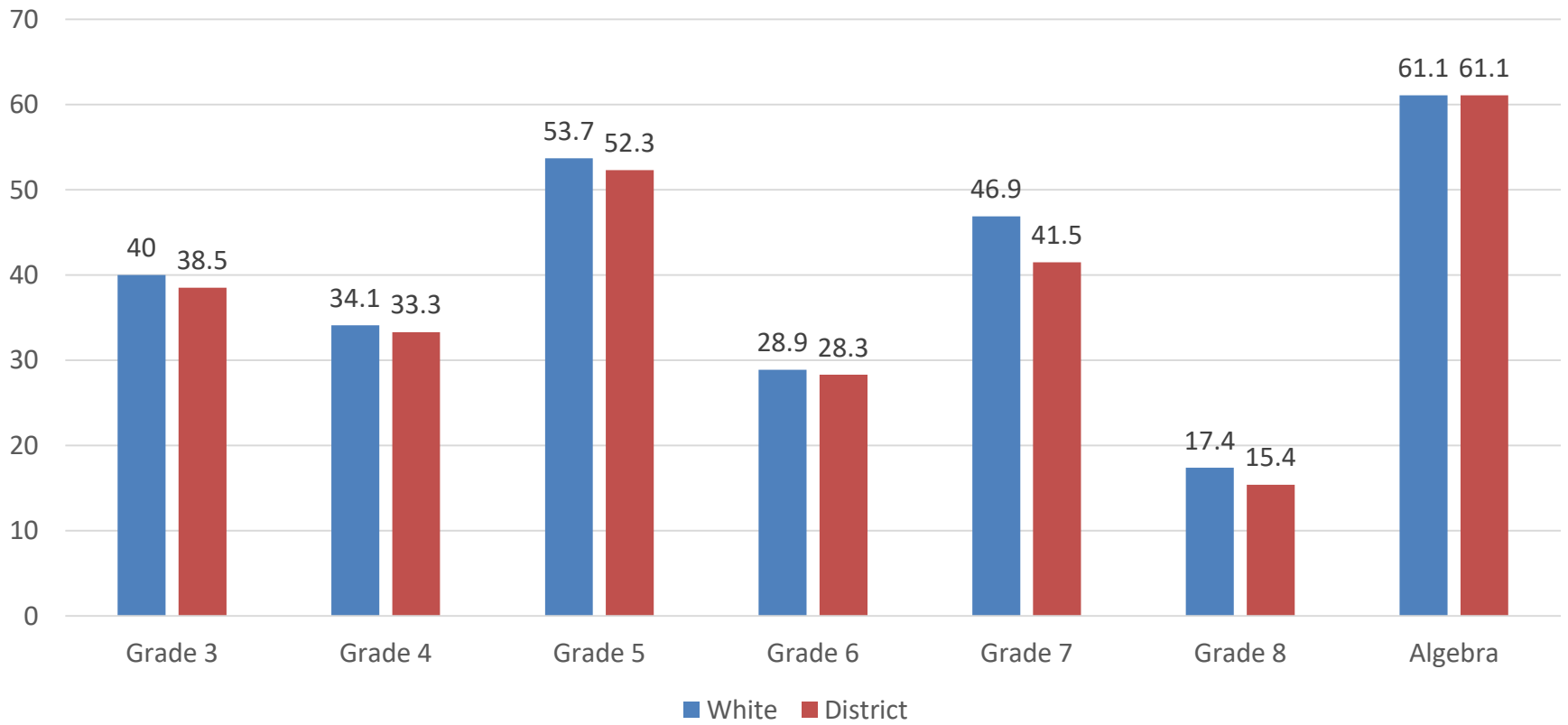
Comparison of Folsom School District's
Spring 2019 NJSLA Administrations
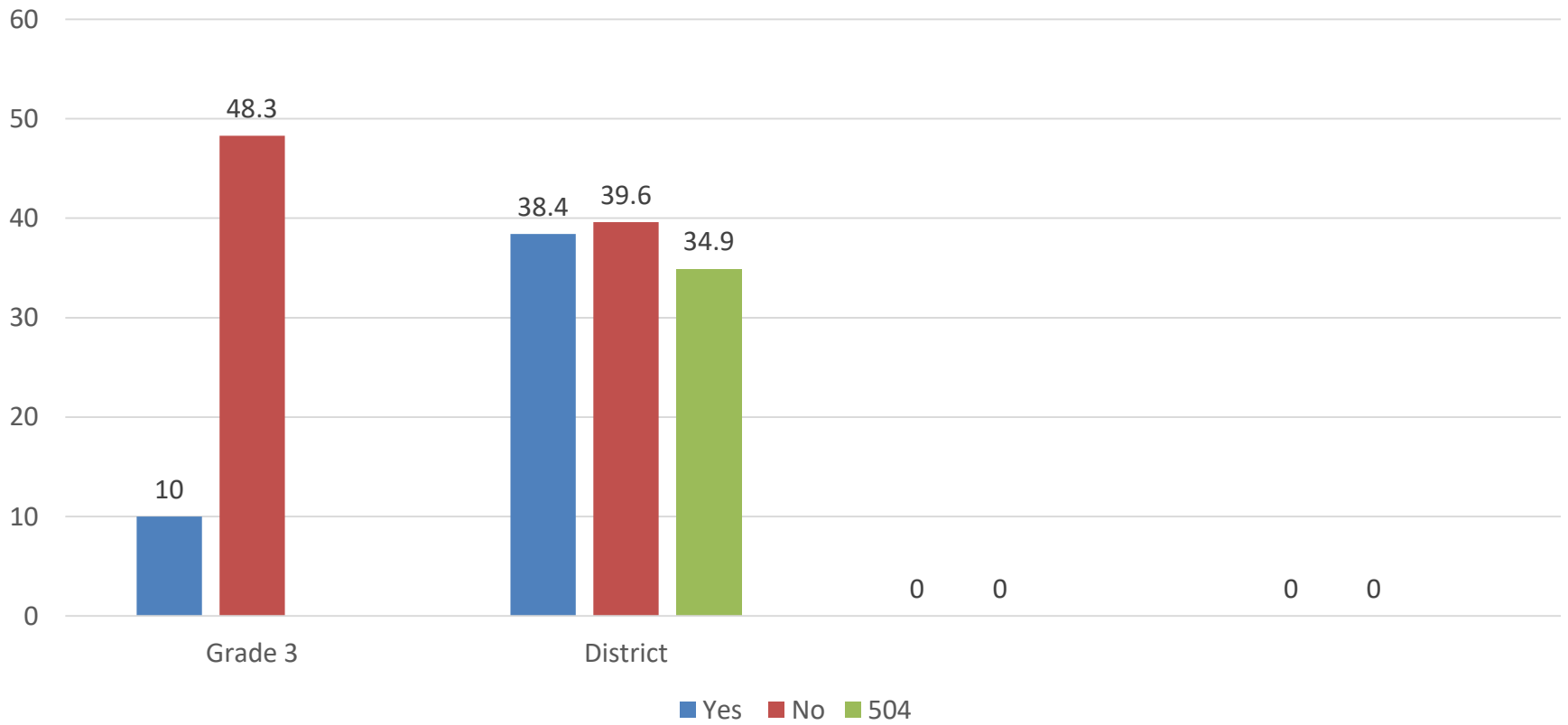**Mathematics Subgroup
Percentages for 2019**

Gender Comparison

Comparison of Folsom School District's
Spring 2019 NJSLA Administrations
Mathematics Subgroup
Percentages for 2019

Economically Disadvantaged Comparison

■ Yes ■ No

Comparison of Folsom School District's
Spring 2019 NJSLA Administrations
**Mathematics Subgroup
Percentages for 2019**

Students with Disabilities Comparison *-19.4 % of testing population*

Comparison of Folsom School District's Spring 2016 - Spring 2019 NJSLA Administrations
Mathematics - Percentages

Grade	1 & 2 2016	1 & 2 2017	1 & 2 2018	1 & 2 2019	3 2016	3 2017	3 2018	3 2019	4 & 5 2016	4 & 5 2017	4 & 5 2018	4 & 5 2019	
3	28	30.9	31.1	35.9	34.0	26.2	28.9	25.6	38	42.9	40	38.5	
4	45	49	27.3	16.7	32.5	26.5	38.6	50	22.5	24.5	34.1	33.3	
5	15.9	12.5	27.6	18.2	47.7	40.0	25.5	29.5	36.4	47.5	46.8	52.3	
6	20	23.3	26.3	41.3	33.3	41.9	42.1	23.9	46.7	34.9	31.6	28.3	
7	17.8	23.4	28.2	24.4	55.6	44.7	39.1	34.1	26.6	31.9	32.6	41.5	
8	38.3	40	46.4	38.4	32.4	40.0	32.1	46.2	29.4	20	21.4	15.4	
ALG	0	5.9	0	5.6	5.9	17.6	31.6	33.3	94.1	76.5	68.4	61.1	

*Approximately 30,000 New Jersey students in grade 8 participated in the PARCC Algebra I assessment. Thus, PARCC 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.
Notes: ALG 1 Is Algebra 1;

District Goals

1. **Continued growth in student academic achievement and social emotional well-being**

   Continue to monitor student academic progress through the assessment criteria and performance standards

   Continue to foster a learning environment where all students are engaged and have an opportunity to achieve academic excellence

   Implement Positive Behavior Supports & Interventions in School (PBSIS) to promote a positive and caring school environment

   Create and implement protocols to reduce chronic absenteeism and increase rates of attendance

   Create and implement health and wellness opportunities for all students and staff through curriculum and school-wide activities

   Implement a Social Emotional Learning (SEL) framework that includes school-wide practices, classroom instruction, and family and community outreach to reduce incidents leading to student removal and student crisis situations

Goal 2:

Ensure a school environment that is welcoming and inviting, accessible, safe and secure

Goal 3:

Maximize communication by providing meaningful feedback and input opportunities in order to strengthen family, school and community partnerships

Goal 4:

Successfully complete the New Jersey Quality Single Accountability Continuum (QSAC) review process

DISTRICT INITIATIVES

Math

1. Professional Learning Communities – CAR Framework
2. Math Coach
3. Go Math Grades K-5
4. Big Ideas Grades 6-8
5. 3-5 Departmentalized Instruction
6. Professional Development Plan

ELA

1. Professional Learning Communities – CAR Framework
2. 3-5 Departmentalized Instruction
3. Progress Monitoring of student achievement
4. Professional Development Plan

SUMMARY OF THE HIB SELF-ASSESSMENT

Areas of Strength:

▶ Informing and training certificated staff on site

▶ School wide programs to promote positive climate amongst peers and colleagues. i.e. Week of Respect, PBSIS assemblies, SOAR program, Character Education program, PLC's

▶ We work together as a team, through separate committees, to ensure all areas of the school are informed of procedures and district policy.

▶ Thorough investigations are always completed on time and reviewed by ABC, ABS and CSA.

Areas Of Improvement:

▶ Include more parent and community feedback/recommendations in our programs and activities

▶ Make sure all full-time and part-time employees are trained and offered professional development on Anti-Bullying Law, Folsom BOE policy and Folsom School District Procedures related to HIB.

District Professional Development Plan
2019-2020

Folsom School District
Atlantic County