

# Allendale Testing Report

ALLENDALE BOARD OF EDUCATION  
September 25 , 2019

Measuring  
College and  
Career Readiness

# NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

Assessment	Students
■ NJSLA English Language Arts and Literacy	■ All students Grades 3 – 8
■ NJSLA Mathematics*	■ All students Grades 3 – 8
■ (ACCESS) WIDA	■ English Language Learners

\*Note:

- 8<sup>th</sup> grade Algebra students took NJSLA Mathematics Algebra 1.
- 8<sup>th</sup> grade students enrolled in a Math course at the High School took a NJSLA Mathematics Assessment in either Geometry or Algebra II.

■ NJSLA-S (Science) <b>RESULTS PENDING</b>	■ 5th and 8th grade students
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# NJSLA 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

ALLENDALE'S Spring NJSLA/PARCC Administrations 2016-2019  
A Four Year Comparison - Achievement and Growth  
ENGLISH LANGUAGE ARTS/LITERACY

Same Grade Different Students

	Not yet Meeting Expectations Level 1				Partially Meeting Expectations Level 2				Approaching Expectations Level 3				Meeting Expectations Level 4				Exceeding Expectations Level 5			
	'16	'17	'18	'19	'16	'17	'18	'19	'16	'17	'18	'19	'16	'17	'18	'19	'16	'17	'18	'19
Grade 3	1%	1%	2%	1%	9%	6%	3%	5%	13%	6%	7%	11%	53%	62%	63%	58%	24%	23%	25%	25%
Grade 4	2%	2%	0%	0%	4%	0%	6%	3%	11%	12%	6%	7%	44%	47%	54%	39%	39%	38%	35%	51%
Grade 5	1%	0%	0%	1%	1%	4%	4%	0%	20%	11%	13%	8%	63%	49%	56%	64%	15%	36%	26%	26%
Grade 6	1%	0%	0%	0%	3%	1%	4%	2%	6%	7%	7%	9%	43%	50%	35%	35%	47%	42%	54%	54%
Grade 7	1%	1%	1%	0%	5%	1%	1%	2%	11%	4%	1%	6%	43%	23%	20%	21%	40%	72%	76%	72%
Grade 8	2%	0%	1%	0%	4%	3%	1%	2%	19%	12%	6%	3%	44%	49%	22%	39%	32%	37%	70%	56%

Notes: Percentages may not total 100 due to rounding.

ALLENDALE'S Spring PARCC/NJSLA Administrations  
A Four Year Comparison - Cohort Achievement and Growth  
ENGLISH LANGUAGE ARTS/LITERACY

*Same students, Consecutive Grades*

	Not yet Meeting Expectations Level 1				Partially Meeting Expectations Level 2				Approaching Expectations Level 3				Meeting Expectations Level 4				Exceeding Expectations Level 5			
	'16	'17	'18	'19	'16	'17	'18	'19	'16	'17	'18	'19	'16	'17	'18	'19	'16	'17	'18	'19
<b>Grade 4 Cohort</b>	x	x	2%	0%	x	x	3%	3%	x	x	7%	7%	x	x	63%	39%	x	x	25%	51%
<b>Grade 5 Cohort</b>	x	1%	0%	1%	x	6%	6%	0%	x	6%	6%	8%	x	62%	54%	64%	x	23%	35%	26%
<b>Grade 6 Cohort</b>	1%	2%	0%	0%	9%	0%	4%	2%	13%	12%	13%	9%	53%	47%	56%	35%	24%	38%	26%	54%
<b>Grade 7 Cohort</b>	2%	0%	0%	0%	4%	4%	4%	2%	11%	11%	7%	6%	44%	49%	35%	21%	39%	36%	54%	72%
<b>Grade 8 Cohort</b>	1%	0%	1%	0%	1%	3%	1%	2%	20%	12%	1%	3%	63%	49%	20%	39%	15%	37%	76%	56%

Percentages may not total 100 due to rounding.

## ALLENDALE AND STATE COMPARISON SPRING 2019 NJSLA ADMINISTRATION ENGLISH LANGUAGE ARTS/LITERACY

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	State	Allendale	State	Allendale	State	Allendale	State	Allendale	State	Allendale
<b>Grade 3</b>	<b>14%</b>	<b>1%</b>	<b>14%</b>	<b>5%</b>	<b>21%</b>	<b>11%</b>	<b>43%</b>	<b>58%</b>	<b>7%</b>	<b>25%</b>
<b>Grade 4</b>	<b>9%</b>	<b>0%</b>	<b>13%</b>	<b>3%</b>	<b>21%</b>	<b>7%</b>	<b>39%</b>	<b>39%</b>	<b>18%</b>	<b>51%</b>
<b>Grade 5</b>	<b>7%</b>	<b>1%</b>	<b>13%</b>	<b>0%</b>	<b>22%</b>	<b>8%</b>	<b>46%</b>	<b>64%</b>	<b>12%</b>	<b>26%</b>
<b>Grade 6</b>	<b>7%</b>	<b>0%</b>	<b>13%</b>	<b>2%</b>	<b>24%</b>	<b>9%</b>	<b>41%</b>	<b>35%</b>	<b>15%</b>	<b>54%</b>
<b>Grade 7</b>	<b>9%</b>	<b>0%</b>	<b>11%</b>	<b>2%</b>	<b>18%</b>	<b>6%</b>	<b>33%</b>	<b>21%</b>	<b>30%</b>	<b>72%</b>
<b>Grade 8</b>	<b>9%</b>	<b>0%</b>	<b>10%</b>	<b>2%</b>	<b>18%</b>	<b>3%</b>	<b>38%</b>	<b>39%</b>	<b>25%</b>	<b>56%</b>

Notes: Percentages may not total 100 due to rounding.

ALLENDALE AND STATE COMPARISON  
 SPRING 2019 NJSLA ADMINISTRATION  
 ENGLISH LANGUAGE ARTS/LITERACY  
 Meeting Expectations

	State % > = Level 4	District % >= Level 4
Grade 3	50%	83%
Grade 4	57%	90%
Grade 5	58%	91%
Grade 6	56%	89%
Grade 7	63%	93%
Grade 8	63%	95%

ALLENDALE'S  
2019 NJSLA  
Subgroups  
ENGLISH LANGUAGE ARTS/LITERACY

	<b>Not Yet Meeting (Level 1)</b>	<b>Partially Meeting (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectation (Level 5)</b>	<b>District % &gt;= Level 4</b>
Special Education	1 (1%)	9 (13%)	19 (26%)	31 (43%)	12 (17%)	<b>60%</b>
White	1 (0%)	11 (2%)	33 (7%)	206 (45%)	207 (45%)	<b>90%</b>
Hispanic	0 (0%)	3 (9%)	6 (17%)	14 (40%)	12 (34%)	<b>74%</b>
Asian	0 (0%)	0 (0%)	4 (5%)	21 (25%)	59 (70%)	<b>95%</b>

\* Numbers represent number of students per subgroup in district



# ALLENDALE'S Spring NJSLA/PARCC Administrations 2016-2018

## A Four Year Comparison - Achievement and Growth

### MATHEMATICS

#### Same Grade Different Students

	Not yet Meeting Expectations Level 1				Partially Meeting Expectations Level 2				Approaching Expectations Level 3				Meeting Expectations Level 4				Exceeding Expectations Level 5			
	'16	'17	'18	'19	'16	'17	'18	'19	'16	'17	'18	'19	'16	'17	'18	'19	'16	'17	'18	'19
<b>Grade 3</b>	0%	1%	0%	0%	5%	0%	2%	3%	17%	15%	8%	9%	37%	33%	37%	52%	40%	50%	53%	36%
<b>Grade 4</b>	0%	0%	0%	0%	3%	3%	1%	0%	14%	17%	18%	8%	60%	53%	59%	61%	23%	27%	24%	31%
<b>Grade 5</b>	1%	0%	0%	0%	2%	3%	5%	1%	11%	15%	14%	15%	60%	44%	44%	53%	26%	38%	36%	31%
<b>Grade 6</b>	2%	2%	1%	1%	2%	3%	3%	6%	18%	8%	14%	20%	39%	62%	49%	44%	39%	26%	34%	29%
<b>Grade 7</b>	1%	1%	0%	0%	9%	1%	4%	3%	23%	11%	4%	13%	55%	40%	60%	44%	12%	47%	31%	40%
<b>Grade 8</b>	6%	4%	4%	8%	15%	6%	7%	6%	24%	31%	30%	14%	52%	54%	56%	69%	3%	4%	4%	3%
<b>Algebra</b>	0%	0%	0%	0%	1.5%	0%	0%	0%	0%	0%	0%	0%	60.5	49%	8%	49%	38%	51%	92%	51%

**Notes**

1. Algebra II and Geometry Data Suppressed
2. Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8<sup>th</sup> grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.
3. Percentages may not total 100 due to rounding.

# ALLENDALE'S Spring NJSLA/PARCC Administrations 2016-2019

## A Four Year Comparison - Cohort Achievement and Growth

### Mathematics

Same students, Consecutive Grades

	Not yet Meeting Expectations Level 1				Partially Meeting Expectations Level 2				Approaching Expectations Level 3				Meeting Expectations Level 4				Exceeding Expectations Level 5			
	'16	'17	'18	'19	'16	'17	'18	'19	'16	'17	'18	'19	'16	'17	'18	'19	'16	'17	'18	'19
<b>Grade 4 Cohort</b>	X	x	0%	0%	X	x	1%	0%	X	x	15%	8%	X	x	60%	61%	X	x	24%	31%
<b>Grade 5 Cohort</b>	x	0%	0%	0%	x	3%	6%	1%	x	18%	13%	15%	x	53%	45%	53%	x	26%	36%	31%
<b>Grade 6 Cohort</b>	0%	0%	1%	1%	3%	3%	3%	5%	15%	15%	14%	20%	60%	44%	51%	44%	21%	37%	34%	29%
<b>Grade 7 Cohort</b>	0%	0%	0%	0%	1%	2%	2%	3%	11%	9%	4%	13%	65%	66%	60%	44%	23%	23%	31%	40%

**Note**

8th grade Math students take 4 separate assessments, therefore; 8th grade cohort data cannot be accurately reported.

Notes: Percentages may not total 100 due to rounding.

# ALLENDALE AND STATE COMPARISON SPRING 2019 NJSLA ADMINISTRATION MATHEMATICS

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	State	Allendale	State	Allendale	State	Allendale	State	Allendale	State	Allendale
Grade 3	8%	0%	14%	3%	23%	9%	41%	52%	14%	36%
Grade 4	9%	0%	15%	0%	26%	8%	43%	61%	8%	31%
Grade 5	6%	0%	21%	1%	26%	15%	36%	53%	11%	31%
Grade 6	10%	1%	23%	6%	27%	20%	33%	44%	8%	29%
Grade 7	8%	0%	21%	3%	29%	13%	34%	44%	8%	40%
Grade 8*	23%	8%	23%	6%	24%	14%	28%	69%	1%	3%
Algebra I	9%	0%	26%	0%	21%	0%	37%	49%	6%	51%
Geometry	Data Suppressed									
Algebra II	Data Suppressed									

\*Some students in grade 8 participated in Algebra I, II or Geometry assessments in place of the 8<sup>th</sup> grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

Notes: Percentages may not total 100 due to rounding.

ALLENDALE AND STATE COMPARISON  
 SPRING 2019 NJSLA ADMINISTRATION  
 Mathematics  
 Meeting Expectations

Grade	State % $\geq$ Level 4	District % $\geq$ Level 4
Grade 3	51%	89%
Grade 4	51%	92%
Grade 5	47%	84%
Grade 6	41%	72%
Grade 7	41%	84%
Grade 8	29%	72%
Algebra I	43%	100%

# ALLENDALE'S 2019 SPRING NJSLA ADMINISTRATION Subgroups Mathematics

	<b>Not Yet Meeting (Level 1)</b>	<b>Partially Meeting (Level 2)</b>	<b>Approaching Expectations (Level 3)</b>	<b>Meeting Expectations (Level 4)</b>	<b>Exceeding Expectation (Level 5)</b>	<b>District % &gt;= Level 4</b>
Special Education	4 (6%)	10 (14%)	17 (24%)	29 (40%)	12 (17%)	<b>57%</b>
White	3 (0%)	11(2%)	64 (14%)	247 (53%)	137 (30%)	<b>83%</b>
Hispanic	1 (3%)	3 (9%)	4 (11%)	16 (46%)	11 (31%)	<b>77%</b>
Asian	0 (0%)	2 (2%)	2 (2%)	29 (35%)	50 (60%)	<b>95%</b>

\* Numbers represent number of students per subgroup in district

## COMPARISON OF TEST REFUSALS

2016	2017	2018	2019
14 students	8 students	1 student	5 students

# NJSLA-S

## Grades 5 and 8

- Results have not been released, will be reported within a 60 day window after we receive them
- Assessment will be administered again this school

# ACCESS 2.0 Assessment for English Language Learners

## ■ 6 Levels

6 (Reaching), 5 (Bridging), 4 (Expanding), 3 (Developing), 2 (Beginning), 1 (Entering)

## ■ 12 Students

- Level 1 - 1
- Level 2 - 3
- Level 3 - 4
- Level 4 - 2
- Level 5 - 2
- Level 6 - 0

## ■ 6 Students Exited Program



# Analyzing Data



STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION

## District Evidence Statement Analysis

Grade 3

CONFIDENTIAL - DO NOT DISTRIBUTE

ALLEDALE PUBLIC SCHOOL DISTRICT  
NEW JERSEY  
SPRING 2019

**MATHEMATICS**  
Grade 3 Assessment, 2018–2019

■ State  
● District

### Students with Valid Scores (105)

**Purpose:** This report presents the average percent correct by Evidence Statement for district and state.



- How do we use assessment data to identify strengths and gaps that exist in our curriculum and instruction?
- How do we use assessment data as a tool to address areas in need of improvement or enhancement?
- How can we provide additional resources and support for our educators to meet the learning needs of all our students?

## **QUESTIONS TO GUIDE DATA REFLECTION**