2019 District Assessment Results (NJSLA, DLM, ACCESS):
Spring Administrations

Branchburg Township School District
October 3, 2019

Measuring College and Career Readiness

New Jersey's Statewide Assessment Program

- Last Spring, Branchburg students in grades 3-8 participated in the New Jersey Student Learning Assessment (NJSLA) in both English/Language Arts and Mathematics
  - They were administered the grade-level assessment for the given content areas, as well as Algebra I and Geometry, for students enrolled in those courses.

- The computer-based assessment remains aligned to the NJ Student Learning Standards, which are the foundation for our curriculum.

- Last year, the State of New Jersey reduced the number of sections, the number of questions and the amount of time spent completing the assessment in each content area, as compared to the year before.
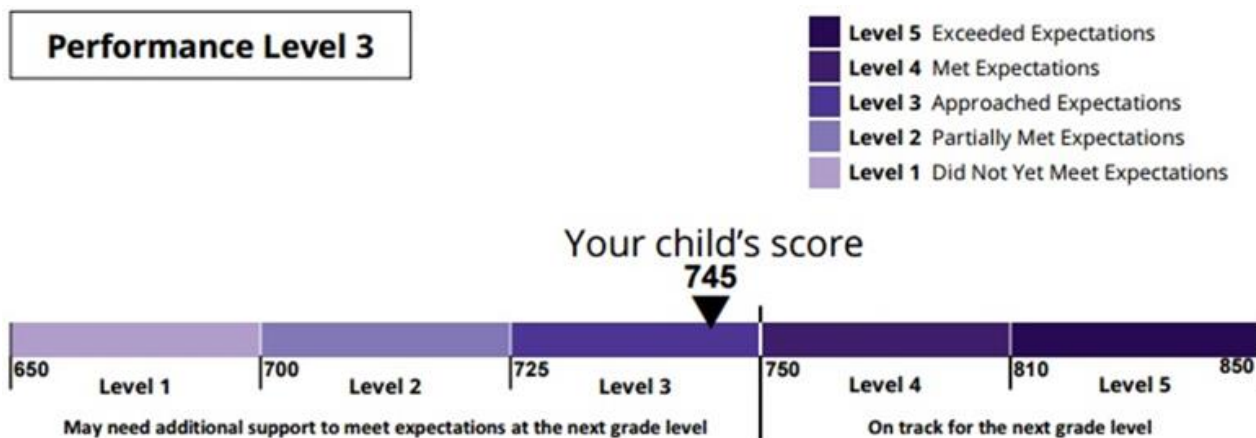
New Jersey's Statewide Assessment Program

- Additionally, students in grades 5 & 8 also participated in the New Jersey Student Learning Assessment for Science.
    - Results from this assessment have not yet been provided to the school district.

- The Dynamic Learning Maps (DLM), an alternative assessment to the NJSLA in ELA, Math & Science, was provided to eligible students within the district during the same NJSLA testing window.

- Finally, the English Language Learners within the district were administered the ACCESS for ELLs 2.0 to assess individual progress in learning English.

NJSLA Performance Levels

NJSLA defines five levels in characterizing whether a student's performance on the assessment meets the expectations of the grade level standards:

- 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

Each level has a specific cut score which is displayed on individual student reports.

Performance Level 3

Level 5 Exceeded Expectations
Level 4 Met Expectations
Level 3 Approached Expectations
Level 2 Partially Met Expectations
Level 1 Did Not Yet Meet Expectations

Your child's score
745

| 650 | 700 | 725 | 750 | 810 | 850 |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | |

May need additional support to meet expectations at the next grade level   On track for the next grade level

Participation in NJSLA

Grade/Test	Total Population	Number Tested	2019 Percentage Tested
Grade 3 ELA	135	130	96%
Grade 3 Math	135	131	97%
Grade 4 ELA	136	131	96%
Grade 4 Math	136	131	96%
Grade 5 ELA	175	175	100%
Grade 5 Math	175	175	100%
Grade 6 ELA	178	166	93%
Grade 6 Math	178	166	93%
Grade 7 ELA	151	142	94%
Grade 7 Math	151	143	95%
Grade 8 ELA	175	164	94%
Grade 8 Math	109	104	95%

The State of New Jersey requires a 95% participation rate.

English/Language Arts

2019 & 5-year Comparison Data

All Students and Individual Cohort Results

ELA Achievement and Growth (1/2)

Same grade, different students

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2014-15 G3 ELA PARCC	136	4%	13%	25%	55%	3%	58%		17%	
2015-16 G3 ELA PARCC	160	9%	15%	21%	54%	1%	56%	-2%	24%	7%
2016-17 G3 ELA PARCC	161	7%	16%	21%	52%	4%	55%	0%	24%	0%
2017-18 G3 ELA PARCC	130	12%	11%	35%	39%	3%	42%	-13%	22%	-1%
2018-19 G3 ELA NJSLA	130	2%	16%	24%	52%	5%	58%	15%	18%	-4%
2014-15 G4 ELA PARCC	160	3%	9%	19%	52%	18%	69%		12%	
2015-16 G4 ELA PARCC	137	1%	4%	20%	61%	14%	75%	6%	5%	-7%
2016-17 G4 ELA PARCC	166	6%	10%	15%	51%	19%	69%	-6%	16%	11%
2017-18 G4 ELA PARCC	168	6%	10%	17%	45%	22%	67%	-2%	16%	0%
2018-19 G4 ELA NJSLA	131	1%	10%	22%	44%	23%	67%	0%	11%	-5%
2014-15 G5 ELA PARCC	154	1%	9%	21%	60%	8%	68%		10%	
2015-16 G5 ELA PARCC	161	3%	9%	24%	57%	7%	64%	-4%	12%	2%
2016-17 G5 ELA PARCC	147	4%	7%	19%	53%	17%	70%	6%	11%	-2%
2017-18 G5 ELA PARCC	161	2%	11%	22%	52%	12%	65%	-5%	14%	3%
2018-19 G5 ELA NJSLA	175	1%	13%	14%	57%	15%	72%	7%	14%	0%
2014-15 ELA All Grades	906	2%	9%	20%	52%	16%	68%		11%	
2015-16 ELA All Grades	910	4%	8%	22%	51%	15%	66%	-2%	13%	1%
2016-17 ELA All Grades	959	4%	9%	20%	48%	18%	66%	1%	13%	1%
2017-18 ELA All Grades	931	5%	8%	18%	44%	26%	70%	3%	12%	-1%
2018-19 ELA All Grades	907	1%	8%	13%	44%	34%	78%	8%	9%	-3%

*data highlighted in gray is the most recent NJSLA data

ELA Achievement and Growth (2/2)

Same grade, different students

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2014-15 G6 ELA PARCC	159	1%	7%	16%	51%	25%	76%		8%	
2015-16 G6 ELA PARCC	153	2%	7%	15%	45%	31%	76%	0%	8%	1%
2016-17 G6 ELA PARCC	162	3%	5%	22%	49%	20%	70%	-7%	8%	0%
2017-18 G6 ELA PARCC	142	1%	3%	13%	46%	37%	84%	14%	4%	-5%
2018-19 G6 ELA NJSLA	165	1%	3%	8%	44%	44%	88%	4%	4%	0%
2014-15 G7 ELA PARCC	132	3%	8%	19%	45%	25%	70%		11%	
2015-16 G7 ELA PARCC	151	5%	4%	22%	40%	29%	69%	-1%	9%	-2%
2016-17 G7 ELA PARCC	158	4%	7%	22%	35%	32%	66%	-2%	11%	2%
2017-18 G7 ELA PARCC	162	5%	7%	14%	38%	36%	74%	8%	12%	1%
2018-19 G7 ELA NJSLA	142	1%	4%	3%	25%	68%	92%	18%	5%	-7%
2014-15 G8 ELA PARCC	165	3%	8%	22%	52%	15%	67%		12%	
2015-16 G8 ELA PARCC	148	4%	11%	30%	46%	9%	55%	-11%	15%	3%
2016-17 G8 ELA PARCC	165	2%	8%	22%	49%	19%	68%	12%	10%	-5%
2017-18 G8 ELA PARCC	168	2%	3%	13%	40%	42%	82%	14%	5%	-4%
2018-19 G8 ELA NJSLA	164	2%	1%	10%	38%	48%	86%	4%	4%	-2%
2014-15 ELA All Grades	906	2%	9%	20%	52%	16%	68%		11%	
2015-16 ELA All Grades	910	4%	8%	22%	51%	15%	66%	-2%	13%	1%
2016-17 ELA All Grades	959	4%	9%	20%	48%	18%	66%	1%	13%	1%
2017-18 ELA All Grades	931	5%	8%	18%	44%	26%	70%	3%	12%	-1%
2018-19 ELA All Grades	907	1%	8%	13%	44%	34%	78%	8%	9%	-3%

*data highlighted in gray is the most recent NJSLA data

ELA Cohort Achievement and Growth

Same students, consecutive grades

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels) ⬆		Not Meeting + Partially Meeting (Lowest Two Levels) ⬇	
							District	Yr-Yr	District	Yr-Yr
2017-18 G3 ELA PARCC	122	11%	11%	36%	39%	2%	42%		22%	
2018-19 G4 ELA NJSLA	122	1%	11%	21%	45%	22%	67%	25%	11%	-11%
2016-17 G3 ELA PARCC	149	7%	16%	20%	53%	3%	56%		23%	
2017-18 G4 ELA PARCC	149	6%	10%	16%	46%	22%	68%	11%	16%	-7%
2018-19 G5 ELA NJSLA	149	1%	13%	15%	56%	15%	71%	3%	14%	-2%
2015-16 G3 ELA PARCC	127	6%	15%	24%	54%	1%	55%		21%	
2016-17 G4 ELA PARCC	127	2%	9%	16%	53%	20%	72%	17%	12%	-9%
2017-18 G5 ELA PARCC	127	1%	9%	19%	57%	13%	71%	-2%	10%	-2%
2018-19 G6 ELA NJSLA	127	0%	2%	6%	46%	46%	92%	21%	2%	-8%
2014-15 G3 ELA PARCC	108	1%	12%	25%	59%	3%	62%		13%	
2015-16 G4 ELA PARCC	108	0%	3%	17%	64%	17%	81%	19%	3%	-10%
2016-17 G5 ELA PARCC	108	0%	4%	20%	58%	18%	76%	-5%	4%	1%
2017-18 G6 ELA PARCC	108	0%	1%	11%	48%	40%	88%	12%	1%	-3%
2018-19 G7 ELA NJSLA	108	0%	4%	1%	24%	71%	95%	7%	4%	3%
2014-15 G4 ELA PARCC	123	2%	9%	17%	56%	16%	72%		11%	
2015-16 G5 ELA PARCC	123	2%	7%	21%	63%	7%	69%	-3%	10%	-1%
2016-17 G6 ELA PARCC	123	0%	2%	20%	56%	22%	78%	9%	2%	-8%
2017-18 G7 ELA PARCC	123	4%	4%	11%	40%	41%	81%	3%	8%	7%
2018-19 G8 ELA NJSLA	123	1%	0%	10%	38%	51%	89%	8%	1%	-7%
2014-15 ELA All Grades	231	1%	10%	21%	58%	10%	68%		12%	
2015-16 ELA All Grades	358	3%	9%	21%	60%	8%	68%	0%	12%	0%
2016-17 ELA All Grades	507	3%	8%	19%	55%	15%	70%	2%	11%	-1%
2017-18 ELA All Grades	629	4%	7%	19%	46%	23%	69%	0%	12%	1%
2018-19 ELA All Grades	629	1%	6%	11%	43%	39%	82%	13%	7%	-5%

- Some of the cohort groups do not include data from 2014-15 and 2015-16 because PARCC was not tested before grade 3.
- This exclusion may positively or negatively impact the "All Grades" growth comparison of 2017-18 and 2018-19 relative to 2014-15, 2015-16 and 2016-17.

ELA Proficiency by Program Special Education

Same grade, different students

Subject	Grade	Program	N-Count 14-15	% of 14-15	N-Count 15-16	% of 15-16	N-Count 16-17	% of 16-17	N-Count 17-18	% of 17-18	N-Count 18-19	% of 18-19	% Meeting + Exceeding				
													14-15	15-16	16-17	17-18	18-19
ELA	3	SpecEd	19	14%	35	22%	30	19%	22	17%	20	15%	5%	14%	10%	18%	35%
ELA	4	SpecEd	26	16%	23	17%	38	23%	32	19%	24	18%	38%	39%	26%	28%	42%
ELA	5	SpecEd	30	19%	29	18%	24	16%	39	24%	32	18%	23%	24%	17%	23%	31%
ELA	ES Total	SpecEd	75	17%	87	19%	92	19%	93	20%	76	17%	24%	24%	18%	24%	36%
ELA	ES Total	All	450		458		474		459		436		66%	64%	65%	59%	66%
ELA	6	SpecEd	0	0%	31	20%	35	22%	20	14%	39	24%		16%	34%	50%	59%
ELA	7	SpecEd	0	0%	0	0%	31	20%	34	21%	20	14%		19%	26%	60%
ELA	8	SpecEd	0	0%	0	0%	0	0%	35	21%	32	20%			43%	50%
ELA	MS Total	SpecEd	0	0%	31	7%	66	14%	89	19%	91	19%		16%	27%	38%	56%
ELA	MS Total	All	456		452		485		472		471		71%	67%	68%	80%	89%

ELA Cohort Summary - Special Ed Students

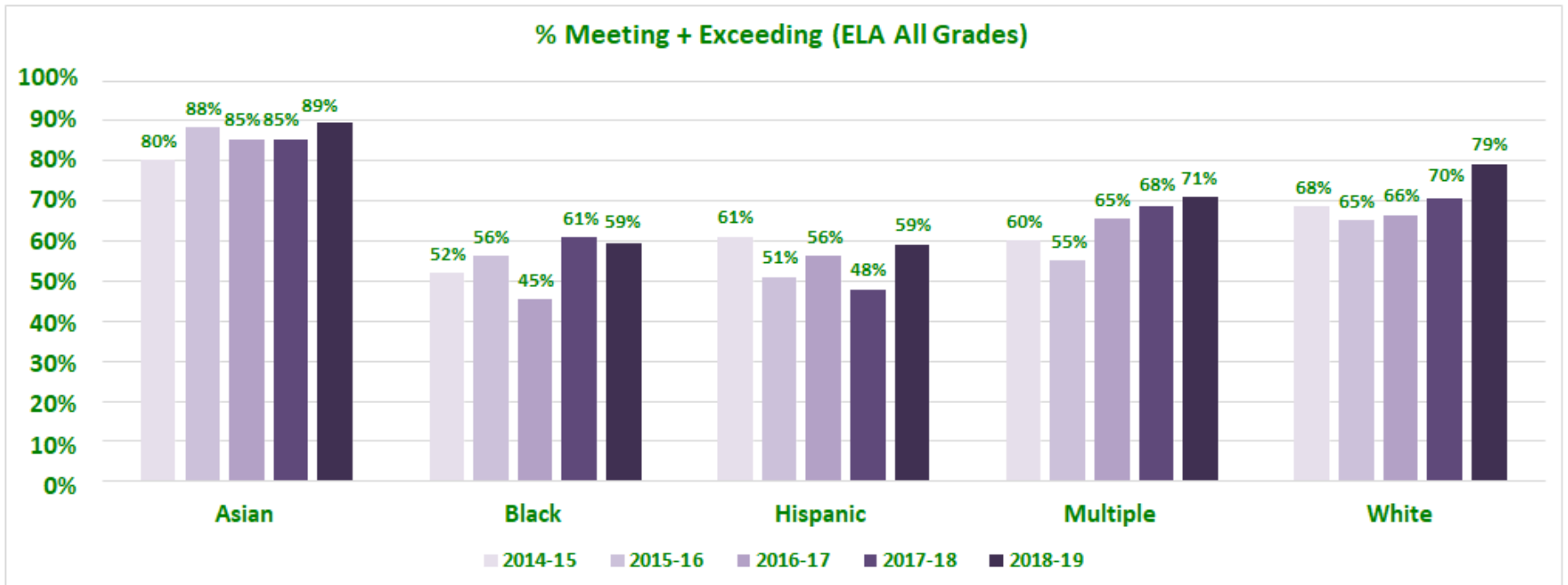*Same students, consecutive grades*

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2017-18 G3 ELA PARCC	21	38%	14%	29%	19%	0%	19%		52%	
2018-19 G4 ELA NJSLA	21	0%	33%	24%	33%	10%	43%	24%	33%	-19%
2016-17 G3 ELA PARCC	28	21%	43%	29%	7%	0%	7%		64%	
2017-18 G4 ELA PARCC	28	18%	32%	21%	21%	7%	29%	21%	50%	-14%
2018-19 G5 ELA NJSLA	28	7%	32%	29%	25%	7%	32%	4%	39%	-11%
2015-16 G3 ELA PARCC	27	22%	33%	26%	19%	0%	19%		56%	
2016-17 G4 ELA PARCC	27	11%	30%	26%	30%	4%	33%	15%	41%	-15%
2017-18 G5 ELA PARCC	27	4%	41%	26%	26%	4%	30%	-4%	44%	4%
2018-19 G6 ELA NJSLA	27	0%	11%	19%	56%	15%	70%	41%	11%	-33%
2014-15 G3 ELA PARCC	11	9%	36%	45%	9%	0%	9%		45%	
2015-16 G4 ELA PARCC	11	0%	18%	45%	36%	0%	36%	27%	18%	-27%
2016-17 G5 ELA PARCC	11	0%	27%	45%	27%	0%	27%	-9%	27%	9%
2017-18 G6 ELA PARCC	11	0%	9%	36%	45%	9%	55%	27%	9%	-18%
2018-19 G7 ELA NJSLA	11	0%	27%	0%	45%	27%	73%	18%	27%	18%
2014-15 G4 ELA PARCC	20	10%	35%	15%	35%	5%	40%		45%	
2015-16 G5 ELA PARCC	20	15%	25%	30%	30%	0%	30%	-10%	40%	-5%
2016-17 G6 ELA PARCC	20	0%	10%	40%	45%	5%	50%	20%	10%	-30%
2017-18 G7 ELA PARCC	20	20%	20%	25%	10%	25%	35%	-15%	40%	30%
2018-19 G8 ELA NJSLA	20	5%	0%	35%	30%	30%	60%	25%	5%	-35%
2014-15 ELA All Grades	**31**	**10%**	**35%**	**26%**	**26%**	**3%**	**29%**		**45%**	
2015-16 ELA All Grades	**58**	**16%**	**28%**	**31%**	**26%**	**0%**	**26%**	**-3%**	**43%**	**-2%**
2016-17 ELA All Grades	**86**	**10%**	**29%**	**33%**	**26%**	**2%**	**28%**	**2%**	**40%**	**-4%**
2017-18 ELA All Grades	**107**	**17%**	**26%**	**26%**	**22%**	**8%**	**31%**	**3%**	**43%**	**3%**
2018-19 ELA All Grades	**107**	**3%**	**21%**	**23%**	**37%**	**16%**	**53%**	**22%**	**23%**	**-20%**

- Some of the cohort groups do not include data from 2014-15 and 2015-16 because PARCC was not tested before grade 3.
- This exclusion may positively or negatively impact the "All Grades" growth comparison of 2017-18 and 2018-19 relative to 2014-15, 2015-16 and 2016-17.

ELA Proficiency by Race

Same grade, different students

% Meeting + Exceeding (ELA All Grades)

	2014-15	2015-16	2016-17	2017-18	2018-19
Asian	80%	88%	85%	85%	89%
Black	52%	56%	45%	61%	59%
Hispanic	61%	51%	56%	48%	59%
Multiple	60%	55%	65%	68%	71%
White	68%	65%	66%	70%	79%

Branchburg's 2019 Spring NJSLA English Language Arts/Literacy Results

	Count of Valid Test Scores	Not Yet Meeting Expectations (% Level 1)	Partially Meeting Expectations (% Level 2)	Approaching Expectations (% Level 3)	Meeting Expectations (% Level 4)	Exceeding Expectations (% Level 5)	District % of students at Level 4 & 5	State % of students at Level 4 & 5
Grade 3	130	2.3	16.2	23.8	52.3	5.4	57.7	50.3
Grade 4	131	0.8	9.9	22.1	44.3	22.9	67.2	57.4
Grade 5	175	1.1	12.6	14.3	56.6	15.4	72.0	57.9
Grade 6	166	0.6	3.0	9.0	44.0	43.4	87.3	56.2
Grade 7	142	0.7	4.2	2.8	24.6	67.6	92.3	62.8
Grade 8	164	2.4	1.2	10.4	38.4	47.6	86.0	62.8

Mathematics

2019 & 5 year Comparison Data

All Students and Individual Cohort Results

Math Achievement and Growth (1/2)

Same grade, different students

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2014-15 G3 Math PARCC	136	4%	6%	14%	59%	17%	76%		10%	
2015-16 G3 Math PARCC	160	4%	10%	21%	43%	22%	65%	-11%	14%	4%
2016-17 G3 Math PARCC	162	6%	10%	23%	46%	15%	61%	-4%	15%	1%
2017-18 G3 Math PARCC	130	7%	12%	18%	48%	15%	64%	3%	18%	3%
2018-19 G3 Math NJSLA	131	2%	6%	21%	56%	15%	72%	8%	8%	-11%
2014-15 G4 Math PARCC	160	3%	11%	24%	54%	8%	62%		14%	
2015-16 G4 Math PARCC	139	5%	8%	12%	65%	11%	76%	14%	13%	-1%
2016-17 G4 Math PARCC	164	5%	7%	20%	49%	18%	67%	-8%	13%	0%
2017-18 G4 Math PARCC	168	3%	8%	14%	59%	17%	76%	9%	11%	-2%
2018-19 G4 Math NJSLA	131	1%	7%	13%	63%	16%	79%	4%	8%	-3%
2014-15 G5 Math PARCC	154	3%	7%	22%	53%	14%	68%		10%	
2015-16 G5 Math PARCC	161	2%	4%	23%	54%	17%	71%	3%	6%	-4%
2016-17 G5 Math PARCC	148	3%	7%	18%	55%	18%	73%	2%	9%	3%
2017-18 G5 Math PARCC	162	3%	5%	22%	55%	15%	70%	-3%	8%	-1%
2018-19 G5 Math NJSLA	175	1%	8%	10%	57%	25%	81%	11%	9%	1%
2014-15 Math All Grades	904	4%	11%	23%	53%	9%	62%		15%	
2015-16 Math All Grades	912	4%	9%	23%	54%	11%	65%	3%	13%	-2%
2016-17 Math All Grades	960	4%	8%	23%	52%	13%	65%	0%	13%	0%
2017-18 Math All Grades	937	4%	8%	21%	57%	10%	68%	3%	12%	-1%
2018-19 Math All Grades	909	1%	7%	17%	60%	15%	74%	7%	9%	-3%

*data highlighted in gray is the most recent NJSLA data

Math Achievement and Growth (2/2)

Same grade, different students

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2014-15 G6 Math PARCC	160	1%	11%	24%	54%	10%	64%		12%	
2015-16 G6 Math PARCC	153	3%	10%	21%	56%	10%	66%	2%	13%	1%
2016-17 G6 Math PARCC	161	2%	8%	24%	50%	17%	66%	0%	10%	-3%
2017-18 G6 Math PARCC	143	0%	9%	21%	62%	8%	70%	3%	9%	-1%
2018-19 G6 Math NJSLA	165	1%	12%	22%	51%	14%	65%	-5%	13%	4%
2014-15 G7 Math PARCC	108	3%	15%	39%	43%	1%	44%		18%	
2015-16 G7 Math PARCC	126	4%	13%	35%	48%	0%	48%	5%	17%	-1%
2016-17 G7 Math PARCC	130	5%	14%	36%	43%	2%	45%	-4%	19%	3%
2017-18 G7 Math PARCC	136	3%	7%	35%	53%	2%	55%	11%	10%	-9%
2018-19 G7 Math NJSLA	127	0%	7%	22%	59%	12%	71%	16%	7%	-3%
2014-15 G8 Math PARCC	80	16%	36%	25%	23%	0%	23%		53%	
2015-16 G8 Math PARCC	66	14%	18%	41%	27%	0%	27%	5%	32%	-21%
2016-17 G8 Math PARCC	75	9%	12%	33%	45%	0%	45%	18%	21%	-10%
2017-18 G8 Math PARCC	73	18%	16%	33%	33%	0%	33%	-12%	34%	13%
2018-19 G8 Math NJSLA	78	9%	10%	27%	54%	0%	54%	21%	19%	-15%
2014-15 Alg I (MS) PARCC	82	0%	1%	21%	76%	2%	78%		1%	
2015-16 Alg I (MS) PARCC	82	1%	4%	20%	74%	1%	76%	-2%	5%	4%
2016-17 Alg I (MS) PARCC	95	0%	3%	11%	78%	8%	86%	11%	3%	-2%
2017-18 Alg I (MS) PARCC	99	0%	2%	12%	81%	5%	86%	0%	2%	-1%
2018-19 Alg I (MS) NJSLA	77	0%	0%	5%	90%	5%	95%	9%	0%	-2%
2014-15 Geo (MS) PARCC	24	0%	0%	0%	92%	8%	100%		0%	
2015-16 Geo (MS) PARCC	25	0%	0%	4%	88%	8%	96%	-4%	0%	0%
2016-17 Geo (MS) PARCC	25	0%	0%	0%	88%	12%	100%	4%	0%	0%
2017-18 Geo (MS) PARCC	26	0%	0%	0%	73%	27%	100%	0%	0%	0%
2018-19 Geo (MS) NJSLA	25	0%	0%	0%	68%	32%	100%	0%	0%	0%
2014-15 Math All Grades	904	4%	11%	23%	53%	9%	62%		15%	
2015-16 Math All Grades	912	4%	9%	23%	54%	11%	65%	3%	13%	-2%
2016-17 Math All Grades	960	4%	8%	23%	52%	13%	65%	0%	13%	0%
2017-18 Math All Grades	937	4%	8%	21%	57%	10%	68%	3%	12%	-1%
2018-19 Math All Grades	909	1%	7%	17%	60%	15%	74%	7%	9%	-3%

Math Cohort Achievement and Growth

Same students, consecutive grades

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels)		Not Meeting + Partially Meeting (Lowest Two Levels)	
							District	Yr-Yr	District	Yr-Yr
2017-18 G3 PARCC	122	7%	11%	18%	49%	16%	65%		17%	
2018-19 G4 NJSLA	122	1%	7%	12%	65%	15%	80%	15%	8%	-9%
2016-17 G3 PARCC	149	5%	10%	22%	48%	15%	62%		15%	
2017-18 G4 PARCC	149	3%	7%	14%	59%	17%	77%	14%	9%	-6%
2018-19 G5 NJSLA	149	1%	7%	10%	57%	25%	82%	5%	8%	-1%
2015-16 G3 PARCC	125	3%	10%	18%	47%	22%	69%		13%	
2016-17 G4 PARCC	125	2%	6%	23%	48%	21%	69%	0%	8%	-5%
2017-18 G5 PARCC	125	2%	5%	19%	58%	16%	74%	6%	6%	-2%
2018-19 G6 NJSLA	125	1%	10%	22%	52%	15%	67%	-7%	11%	5%
2014-15 G3 PARCC	95	1%	4%	16%	68%	11%	79%		5%	
2015-16 G4 PARCC	95	1%	4%	11%	77%	7%	84%	5%	5%	0%
2016-17 G5 PARCC	95	0%	4%	18%	65%	13%	78%	-6%	4%	-1%
2017-18 G6 PARCC	95	0%	6%	22%	68%	3%	72%	-6%	6%	2%
2018-19 G7 NJSLA	95	0%	7%	19%	61%	13%	74%	2%	7%	1%
2014-15 G4 PARCC	52	4%	25%	46%	25%	0%	25%		29%	
2015-16 G5 PARCC	52	0%	8%	46%	46%	0%	46%	21%	8%	-21%
2016-17 G6 PARCC	52	2%	13%	48%	37%	0%	37%	-10%	15%	8%
2017-18 G7 PARCC	52	0%	15%	54%	31%	0%	31%	-6%	15%	0%
2018-19 G8 NJSLA	52	6%	8%	29%	58%	0%	58%	27%	13%	-2%
2014-15 G4 PARCC	50	0%	0%	12%	84%	4%	88%		0%	
2015-16 G5 PARCC	50	0%	0%	6%	84%	10%	94%	6%	0%	0%
2016-17 G6 PARCC	50	0%	0%	2%	86%	12%	98%	4%	0%	0%
2017-18 G7 PARCC	50	0%	0%	6%	90%	4%	94%	-4%	0%	0%
2018-19 Alg I (MS) NJSLA	50	0%	0%	6%	94%	0%	94%	0%	0%	0%
2014-15 Math All Grades	197	2%	9%	23%	61%	6%	67%		10%	
2015-16 Math All Grades	322	2%	6%	19%	61%	12%	74%	7%	8%	-2%
2016-17 Math All Grades	471	2%	7%	22%	54%	14%	68%	-5%	10%	2%
2017-18 Math All Grades	593	2%	7%	20%	59%	12%	70%	2%	10%	0%
2018-19 Math All Grades	593	1%	7%	16%	61%	15%	76%	6%	8%	-2%

- Some of the cohort groups do not include data from 2014-15 and 2015-16 because PARCC was not tested before grade 3.
- This exclusion may positively or negatively impact the "All Grades" growth comparison of 2017-18 and 2018-19 relative to 2014-15, 2015-16 and 2016-17.

Math Proficiency by Program Special Education

Same grade, different students

Subject	Grade	Program	N-Count 2014-15	% of 2014-15	N-Count 2015-16	% of 2015-16	N-Count 2016-17	% of 2016-17	N-Count 2017-18	% of 2017-18	N-Count 2018-19	% of 2018-19	% Meeting + Exceeding 2014-15	2015-16	2016-17	2017-18	2018-19
Math	3	SpecEd	19	14%	35	22%	30	19%	22	17%	20	15%	42%	26%	30%	36%	35%
Math	4	SpecEd	26	16%	23	17%	38	23%	32	19%	24	18%	35%	35%	24%	38%	46%
Math	5	SpecEd	30	19%	29	18%	24	16%	39	24%	32	18%	20%	34%	17%	31%	41%
Math	ES Total	SpecEd	75	17%	87	19%	92	19%	93	20%	76	17%	31%	31%	24%	34%	41%
Math	ES Total	All	450		460		474		460		437		68%	70%	67%	70%	78%
Math	6	SpecEd	0	0%	31	20%	35	22%	21	15%	39	24%		16%	37%	19%	26%
Math	7	SpecEd	0	0%	0	0%	30	23%	33	24%	20	16%			13%	27%	25%
Math	8	SpecEd	0	0%	0	0%	0	0%	28	38%	23	29%				11%	17%
Math	Alg I (MS)	SpecEd	0	0%	0	0%	1	1%	9	9%	8	10%			100%	56%	88%
Math	Geo (MS)	SpecEd	0	0%	0	0%	0	0%	1	4%	1	4%				100%	100%
Math	MS Total	SpecEd	0	0%	31	7%	66	14%	92	19%	91	19%		16%	27%	24%	30%
Math	MS Total	All	454		452		486		477		472		56%	59%	63%	65%	71%

Math Cohort Summary - Special Ed Students
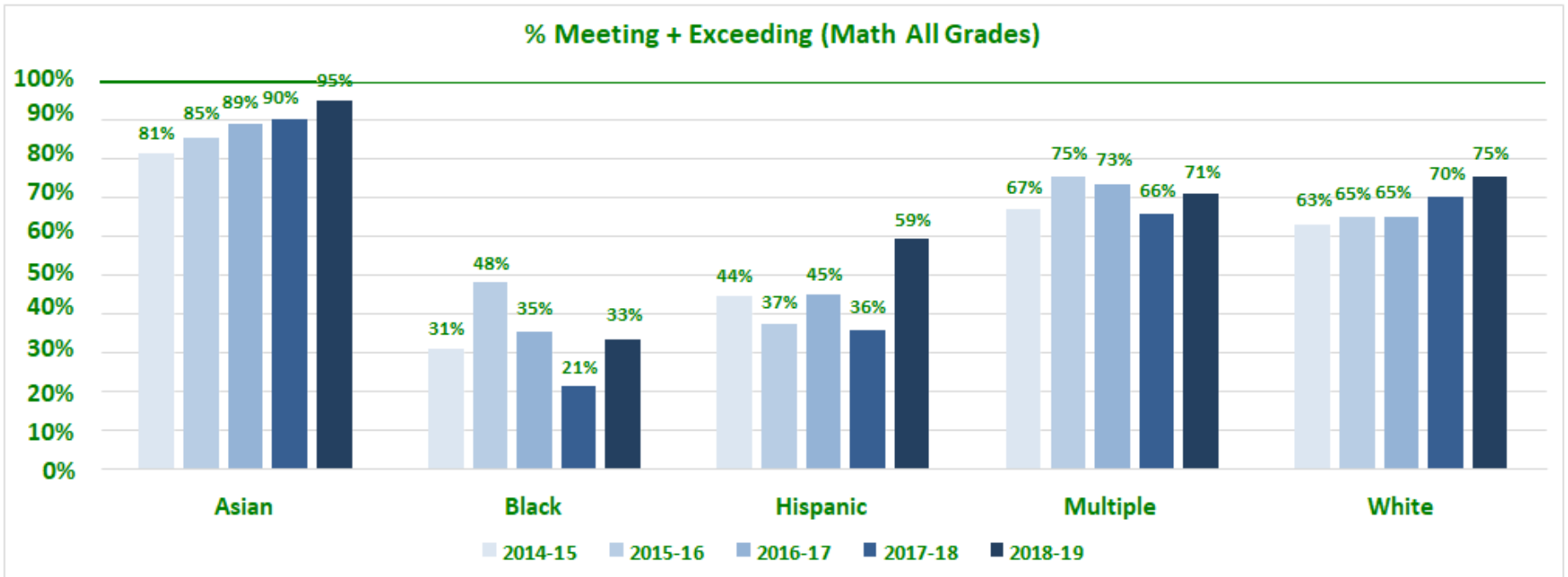
Same students, consecutive grades

	# of results in District	Not Meeting	Partially Meeting	Approaching	Meeting	Exceeding	Meeting + Exceeding (Highest Two Levels) ⬆		Not Meeting + Partially Meeting (Lowest Two Levels) ⬇	
							District	Yr-Yr	District	Yr-Yr
2017-18 G3 PARCC	21	29%	14%	19%	24%	14%	38%		43%	
2018-19 G4 NJSLA	21	5%	33%	14%	48%	0%	48%	10%	38%	-5%
2016-17 G3 PARCC	28	21%	25%	21%	29%	4%	32%		46%	
2017-18 G4 PARCC	28	14%	25%	18%	36%	7%	43%	11%	39%	-7%
2018-19 G5 NJSLA	28	4%	29%	25%	29%	14%	43%	0%	32%	-7%
2015-16 G3 PARCC	27	7%	30%	33%	22%	7%	30%		37%	
2016-17 G4 PARCC	27	7%	19%	44%	19%	11%	30%	0%	26%	-11%
2017-18 G5 PARCC	27	7%	15%	37%	37%	4%	41%	11%	22%	-4%
2018-19 G6 NJSLA	27	4%	30%	41%	22%	4%	26%	-15%	33%	11%
2014-15 G3 PARCC	12	8%	17%	17%	50%	8%	58%		25%	
2015-16 G4 PARCC	12	8%	25%	17%	42%	8%	50%	-8%	33%	8%
2016-17 G5 PARCC	12	0%	25%	42%	17%	17%	33%	-17%	25%	-8%
2017-18 G6 PARCC	12	0%	33%	33%	25%	8%	33%	0%	33%	8%
2018-19 G7 NJSLA	12	0%	33%	42%	17%	8%	25%	-8%	33%	0%
2014-15 G4 PARCC	12	8%	50%	33%	8%	0%	8%		58%	
2015-16 G5 PARCC	12	0%	33%	58%	8%	0%	8%	0%	33%	-25%
2016-17 G6 PARCC	12	8%	33%	42%	17%	0%	17%	8%	42%	8%
2017-18 G7 PARCC	12	0%	58%	42%	0%	0%	0%	-17%	58%	17%
2018-19 G8 NJSLA	12	25%	33%	25%	17%	0%	17%	17%	58%	0%
2014-15 G4 PARCC	8	0%	0%	25%	75%	0%	75%		0%	
2015-16 G5 PARCC	8	0%	0%	13%	75%	13%	88%	13%	0%	0%
2016-17 G6 PARCC	8	0%	0%	0%	100%	0%	100%	13%	0%	0%
2017-18 G7 PARCC	8	0%	0%	13%	88%	0%	88%	-13%	0%	0%
2018-19 Alg I (MS) NJSLA	8	0%	0%	13%	88%	0%	88%	0%	0%	0%
2014-15 Math All Grades	**32**	**6%**	**25%**	**25%**	**41%**	**3%**	**44%**		**31%**	
2015-16 Math All Grades	**59**	**5%**	**25%**	**32%**	**31%**	**7%**	**37%**	**-6%**	**31%**	**-1%**
2016-17 Math All Grades	**87**	**10%**	**22%**	**32%**	**29%**	**7%**	**36%**	**-2%**	**32%**	**2%**
2017-18 Math All Grades	**108**	**11%**	**23%**	**27%**	**32%**	**6%**	**39%**	**3%**	**34%**	**2%**
2018-19 Math All Grades	**108**	**6%**	**29%**	**28%**	**32%**	**6%**	**38%**	**-1%**	**34%**	**0%**

- Some of the cohort groups do not include data from 2014-15 and 2015-16 because PARCC was not tested before grade 3.
- This exclusion may positively or negatively impact the "All Grades" growth comparison of 2017-18 and 2018-19 relative to 2014-15, 2015-16 and 2016-17.

Math Proficiency by Race

Same grade, different students

% Meeting + Exceeding (Math All Grades)

	Asian	Black	Hispanic	Multiple	White
2014-15	81%	31%	44%	67%	63%
2015-16	85%	48%	37%	75%	65%
2016-17	89%	35%	45%	73%	65%
2017-18	90%	21%	36%	66%	70%
2018-19	95%	33%	59%	71%	75%

Branchburg's 2019 Spring NJSLA Mathematics Results

	Count of Valid Test Scores	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	District % of students at Level 4 & 5	State % of students at Level 4 & 5
Grade 3	131	1.5	6.1	20.6	56.5	15.3	71.8	55.1
Grade 4	131	0.8	6.9	13.0	63.4	16.0	79.4	51.0
Grade 5	175	0.6	8.0	10.3	56.6	24.6	81.1	46.8
Grade 6	166	1.2	12.0	22.3	50.6	13.9	64.5	40.5
Grade 7	127	0.0	7.1	22.0	59.1	11.8	70.9	42.1
Grade 8	78	9.0	10.3	26.9	53.8	0.0	53.8	29.3
Algebra I/II	78	0.0	0.0	5.1	88.5	6.4	94.9	42.9
Geometry	25	0.0	0.0	0.0	68.0	32.0	100	31.2

*Some students in grades 7 & 8 participated in the Algebra I, Algebra II or Geometry assessments in place of the 7th or 8th grade Math assessment. Thus, Math 7 & 8 outcomes are not representative of grade 7 & 8 performance as a whole.

Notes: Percentages may not total 100 due to rounding.

2018 District Results: Level 1

- Level 1 data from the 2018 administration identified the following percentages of students that did not meet expectations in English Language Arts/Literacy and Mathematics.

- All percentages remain below the State of NJ averages in each grade level.

**A Level 1 score is an indication that a student does not yet meet expectations at the given grade level.

Percentage of Students who Did Not Yet Meet Expectations**		
	English Language Arts/Literacy	Mathematics
Grade 3	11.5	6.9
Grade 4	6.0	3.0
Grade 5	2.5	3.1
Grade 6	0.7	0.0
Grade 7*	4.9	2.9
Grade 8*	2.4	17.8
Algebra I	--	0.0
Geometry	--	0.0

Level 1 District Results Comparison 2018 to 2019

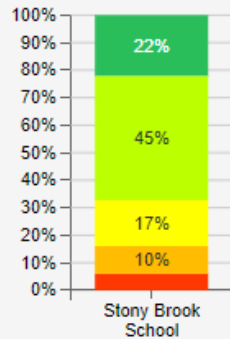| School	Exceeding	Meeting	Approaching	Partially Meeting	Not Meeting	Earliest Result Date
Whiton Elementary School	3%	39%	35%	11%	12%	Apr 30 2018
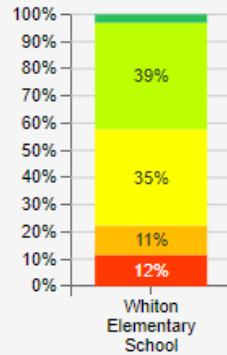
ELA
3rd to 4th Grade

School	Exceeding	Meeting	Approaching	Partially Meeting	Not Meeting	Earliest Result Date
Stony Brook School	23%	44%	22%	10%	1%	Apr 30 2019
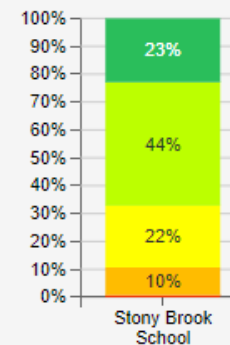
Level 1 District Results Comparison 2018 to 2019

School	Exceeding	Meeting	Approaching	Partially Meeting	Not Meeting	Earliest Result Date
Whiton Elementary School	15%	48%	18%	12%	7%	Apr 30 2018
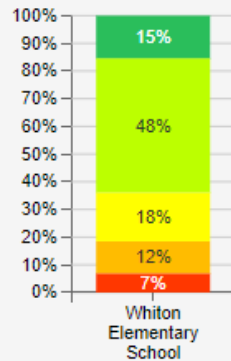
Math
3rd to 4th Grade

School	Exceeding	Meeting	Approaching	Partially Meeting	Not Meeting	Earliest Result Date
Stony Brook School	16%	63%	13%	7%	1%	Apr 30 2019
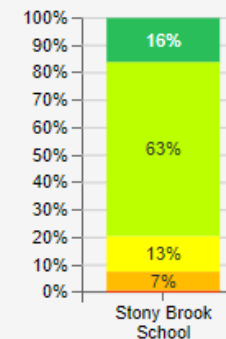
Level 1 District Results Comparison 2018 to 2019

School	Exceeding	Meeting	Approaching	Partially Meeting	Not Meeting	Earliest Result Date
Stony Brook School	22%	45%	17%	10%	6%	Apr 30 2018

ELA
4th to 5th Grade

School	Exceeding	Meeting	Approaching	Partially Meeting	Not Meeting	Earliest Result Date
Stony Brook School	15%	57%	14%	13%	1%	Apr 30 2019
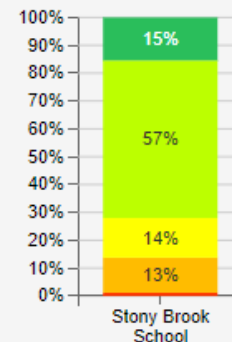
Dynamic Learning Maps (DLM)

2019 Results

What is the DLM?

- The Dynamic Learning Maps (DLM) is an adaptive computer-based assessment that is administered to students for whom the NJSLA would not be appropriate.

- Available to students whose IEP warrants the administration

- The assessment examines student progress towards achieving skills aligned to the New Jersey Student Learning Standards (NJSLS) in English Language Arts, Mathematics and Science.

DLM Performance Categories

Student performance on the assessment falls into one of the four categories:

- **Emerging:** the student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements

- **Approaching the Target:** The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target

- **At Target:** The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target

- **Advanced:** The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements

2019 Branchburg DLM Results

	Emerging	Approaching the Target	At Target	Advanced
ELA Performance	9%	0%	27%	64%
Math Performance	9%	27%	27%	36%
Science Performance	33%	67%	0%	0%

ACCESS for ELLs

2019 Results

What is the ACCESS for ELLs 2.0?

- The ACCESS for ELLs 2.0 is an English language proficiency assessment that assesses comprehension and communication in English and is given to students who have been identified as English language learners. The ACCESS for ELLs is given annually to monitor students' progress in acquiring academic English.

- The assessment provides individual scores in each of the following subgroups:
  - Listening
  - Speaking
  - Reading
  - Writing

- Those scores are then combined to provide Overall performance in the following areas:
  - Oral Language (Listening & Speaking)
  - Literacy (Reading & Writing)
  - Comprehension (Reading & Listening)
  - Overall Score (Reading, Writing, Listening & Speaking)

ACCESS Performance Categories

Student performance on the assessment falls into one of six proficiency levels:

- **1 - Entering:** knows and uses minimal social language and minimal academic language with visual and graphic support

- **2 - Emerging:** Knows and uses some social English and general academic language with visual and graphic support

- **3 - Developing:** Knows and uses social English and some specific academic language with visual and graphic support

- **4 - Expanding:** Knows and uses social English and some technical academic language

- **5 - Bridging:** Knows and uses social and academic language working with grade level material

- **6 - Reaching:** Knows and uses social and academic language at the highest level measured by the test

- An overall score of 4.0 or greater is needed to exit a student from ELL services.

Branchburg ACCESS Results

	Entering 1	Emerging 2	Developing 3	Expanding 4	Bridging 5	Reaching 6
Listening	5%	5%	5%	5%	20%	60%
Speaking	5%	30%	20%	40%	0%	5%
Reading	15%	35%	10%	5%	10%	25%
Writing	5%	20%	55%	15%	5%	0%
Oral Language	5%	10%	15%	30%	25%	15%
Literacy	10%	25%	35%	15%	15%	0%
Comprehension	10%	10%	25%	10%	15%	30%
Overall Score	**5%**	**15%**	**50%**	**15%**	**15%**	**0%**

Things That We Are Proud Of

- Increase in NJSLA participation over the course of administrations

- Improvement in NJSLA performance based on identified areas of concern from last year's data
  - Curriculum and Special Education program adjustments have supported this growth

- Decreases in percentages of students in NJSLA Performance Levels 1 & 2 and increases in Levels 3, 4 & 5

- District scores remain solidly above State averages

Areas for Focus

Data reviews by administration, instructional coaches and teachers will take a more in depth look at performance in the following areas:

- 6th grade math curriculum content - based on standard performance
- Current 7th grade students' progress in mathematics
- Performance of specific cohorts of students
- Supporting our ELLs, especially Newcomers with limited schooling in their native language

Results from the NWEA MAP benchmarks in September, January and June will be utilized in addition to ongoing classroom data to help staff progress monitor student performance and identify areas of strength and those in need of additional support.
- individualized
- curriculum-based

Statewide Assessment Resources for Parents

- **NJSLA: https://www.nj.gov/education/assessment/parents/**

- **DLM: https://www.nj.gov/education/assessment/apa/dlm/**

- **ACCESS: https://www.nj.gov/education/bilingual/ells/20/**