

EAST RUTHERFORD SCHOOL DISTRICT
ASSESSMENT ANALYSIS
PRESENTATION

SEPTEMBER 18, 2019



NJSLA RESULTS: YEAR ONE



ELA & Math
2018-2019
Performance
Data



VISION FOR PUBLIC EDUCATION IN NEW JERSEY

“New Jersey will educate all students to prepare them to lead productive, fulfilling lives. Through a public education system that is seamlessly aligned from pre-school to college, students will gain the requisite academic knowledge and technical and critical thinking skills for life and work in the 21st century.”



NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- 2019 marks the 1st administration of the New Jersey Student Learning Assessment and the opportunity to compare year-to-year results as the following slides will show.
- Students took NJSLA - ELA Assessment in Grades 3 – 8.
- Students took NJSLA - Mathematics Assessments in Grades 3 – 8 and in Algebra I.

PARCC/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

COMPARATIVE ANALYSIS OF PARCC/NJ/EAST RUTHERFORD 2019

NJSLA GRADE-LEVEL AVERAGE SCORES:

ENGLISH LANGUAGE ARTS/LITERACY

PARCC scores range from 650 to 850.

Grade	Number of Test Takers	NJ State Average Overall Score	East Rutherford Average Overall Score
Grade 3	65	748	762
Grade 4	73	755	755
Grade 5	74	756	745
Grade 6	85	754	757
Grade 7	69	761	776
Grade 8	90	762	768

COMPARATIVE ANALYSIS OF STUDENT PERCENTAGE MEETING OR EXCEEDING GRADE LEVEL EXPECTATIONS 2019 NJSLA ENGLISH LANGUAGE ARTS/LITERACY

Grade	Number of Test Takers	NJ % ≥ Level 4	East Rutherford % ≥ Level 4
Grade 3	65	50.2%	66.2%
Grade 4	73	57.4%	65.8%
Grade 5	74	57.9%	50%
Grade 6	85	56.1%	63.5%
Grade 7	69	62.8%	75.4%
Grade 8	90	62.8%	62.8%

COMPARATIVE ANALYSIS OF NJSLA/NJ/EAST RUTHERFORD 2019

NJSLA GRADE-LEVEL AVERAGE SCORES:

MATHEMATICS

PARCC scores range from 650 to 850.

Grade	Number of Test Takers	NJ State Average Overall Score	East Rutherford Average Overall Score
Grade 3	66	752	762
Grade 4	74	749	749
Grade 5	73	747	741
Grade 6	88	741	749
Grade 7	69	743	751
Grade 8	63	728	721
Algebra I	27	744	774

COMPARATIVE ANALYSIS OF STUDENT PERCENTAGE MEETING OR EXCEEDING GRADE LEVEL EXPECTATIONS 2019 NJSLA MATHEMATICS

Grade	Number of Test Takers	NJ % ≥ Level 4	East Rutherford % ≥ Level 4
Grade 3	66	55.1%	63.6%
Grade 4	74	51.0%	52.7%
Grade 5	73	46.8%	43.8%
Grade 6	88	40.6%	52.3%
Grade 7	69	42.1%	47.8%
Grade 8	63	29.3%	20.6%
Algebra I	27	42.8%	92.6%

GRADE LEVEL STUDENT NJSLA PERFORMANCE TRENDING

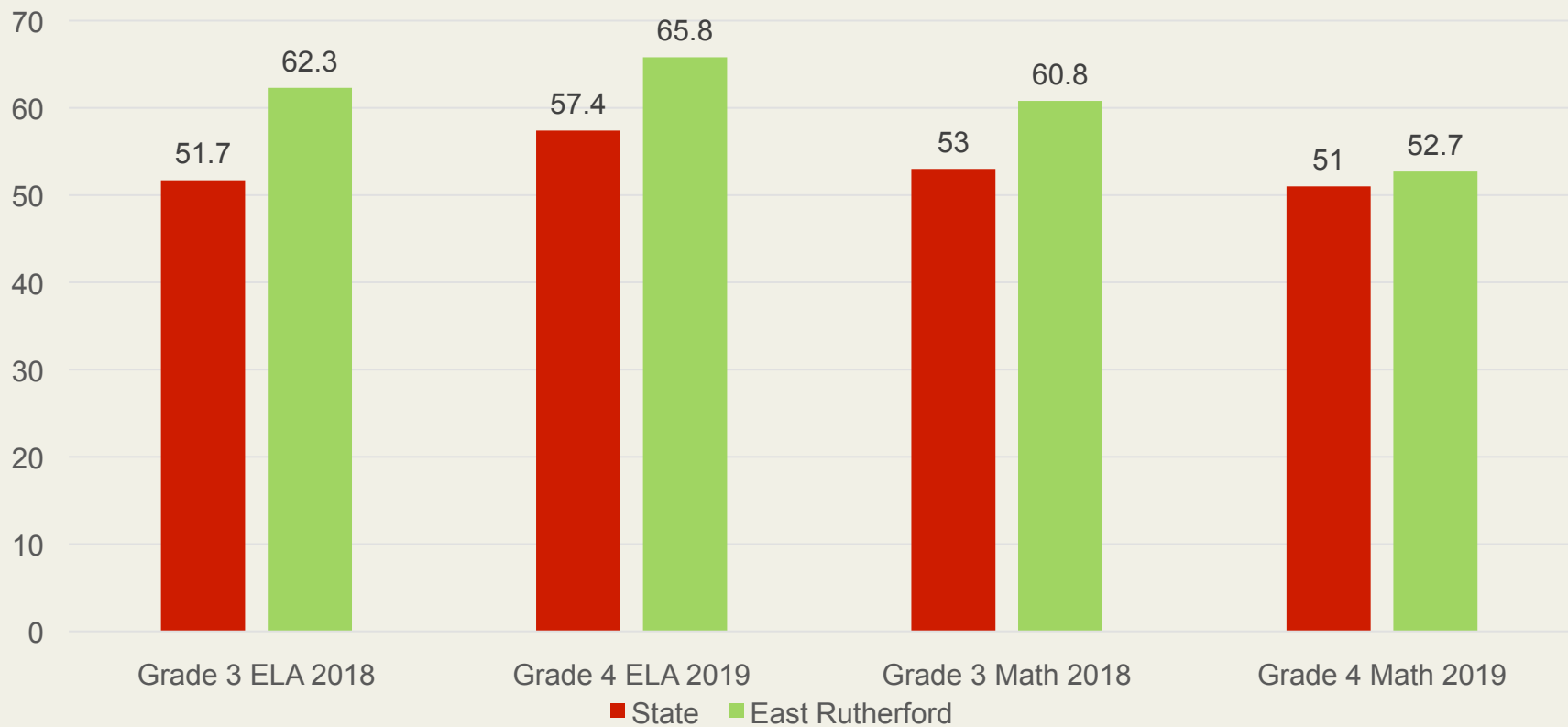


ELA & Math
2018-2019
Performance
Comparison

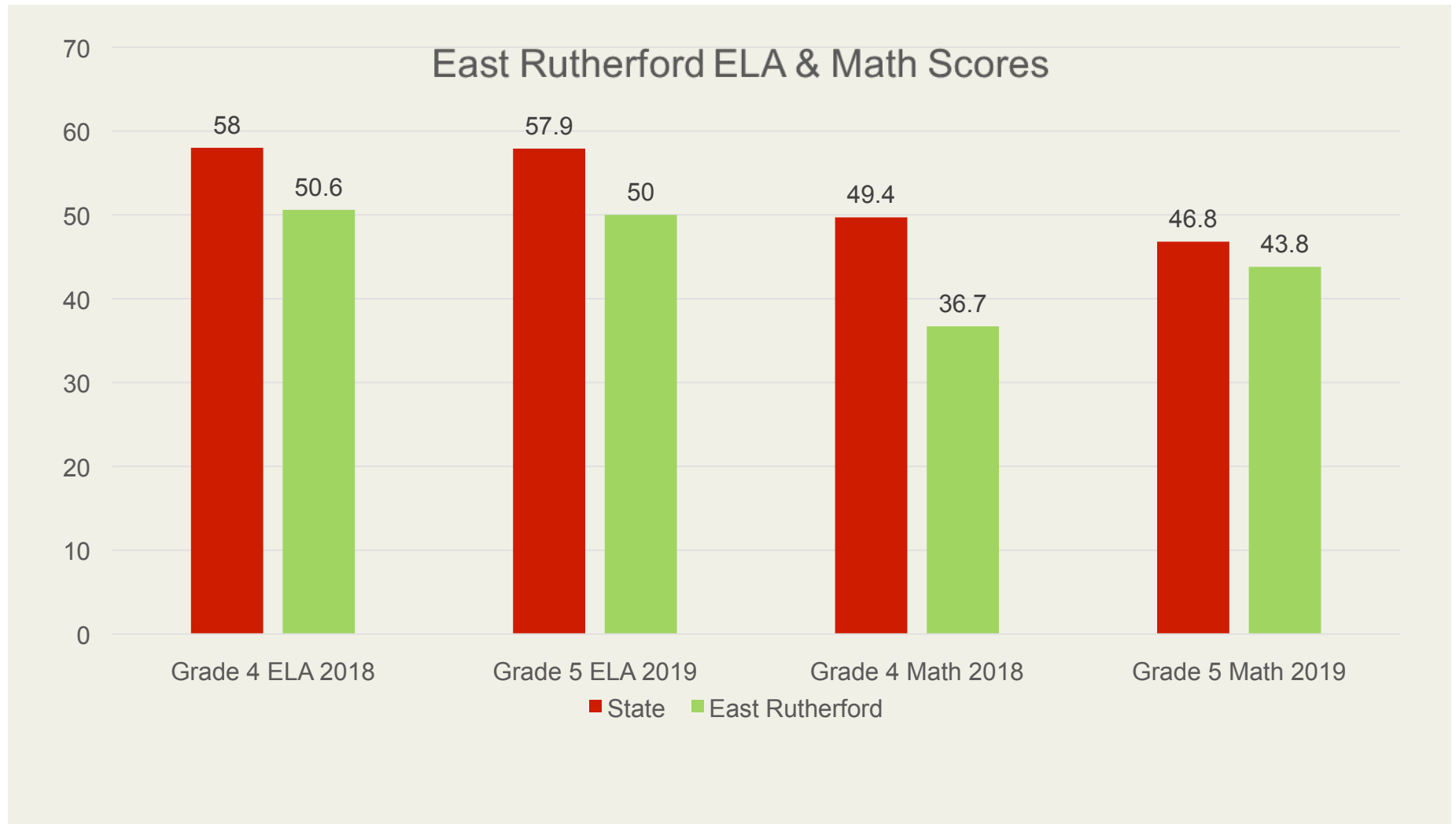


CLASS OF 2028 (CURRENT 4TH GRADE) >= LEVEL 4 MET OR EXCEEDED EXPECTATIONS

East Rutherford ELA & Math Scores

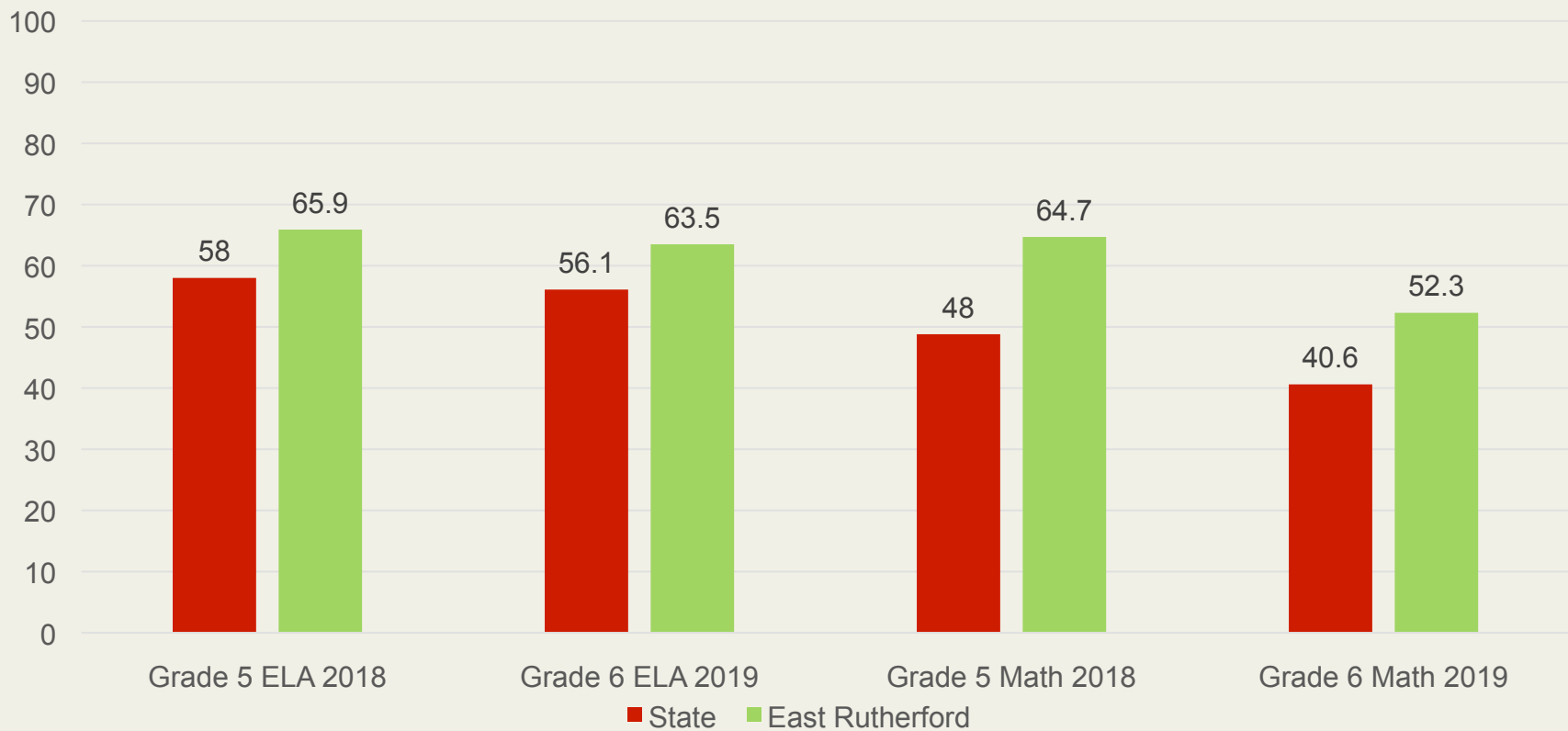


CLASS OF 2027 (CURRENT 5TH GRADE) >= LEVEL 4 MET OR EXCEEDED EXPECTATIONS



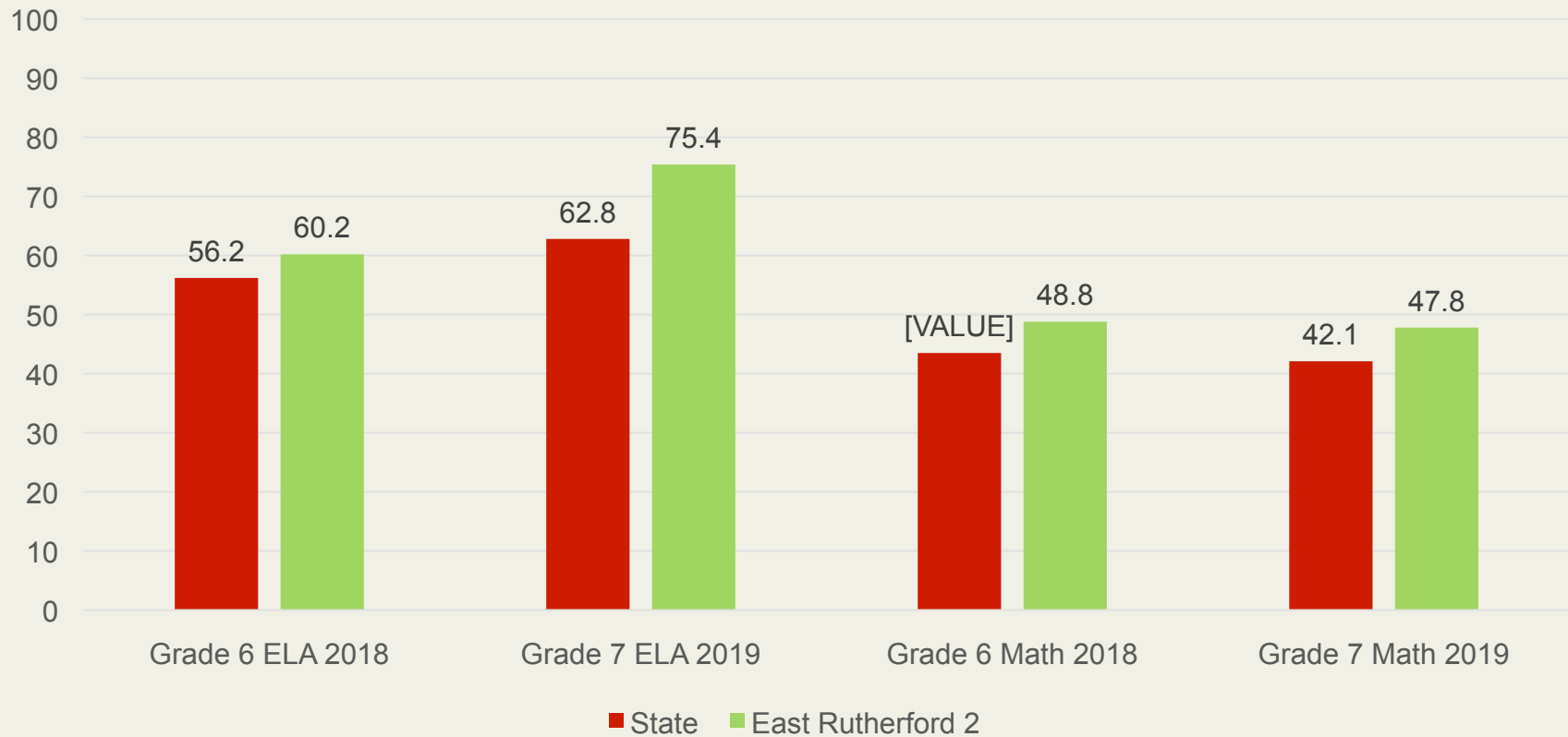
CLASS OF 2026 (CURRENT 6TH GRADE) >= LEVEL 4 MET OR EXCEEDED EXPECTATIONS

East Rutherford ELA & Math Scores



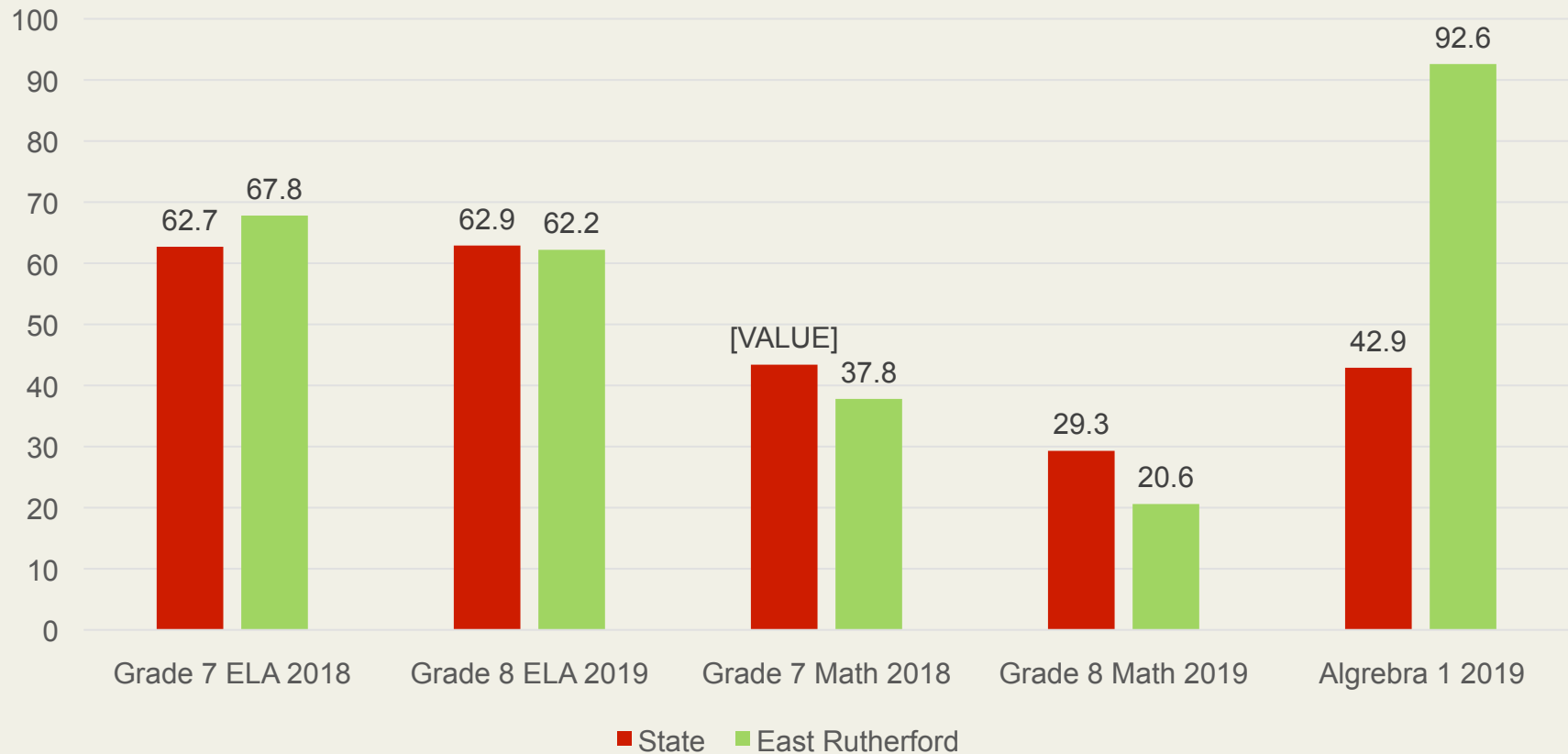
CLASS OF 2025 (CURRENT 7TH GRADE) >= LEVEL 4 MET OR EXCEEDED EXPECTATIONS

East Rutherford ELA & Math Scores



CLASS OF 2024 (CURRENT 8TH GRADE) >= LEVEL 4 MET OR EXCEEDED EXPECTATIONS

East Rutherford ELA & Math Scores



EAST RUTHERFORD SCHOOL DISTRICT
ASSESSMENT ANALYSIS
PRESENTATION

SEPTEMBER 18, 2019



GRADE LEVEL
STUDENT 1st YEAR
NJSLA PERFORMANCE
TRENDING



ELA & Math
2016-2019
Performance
Comparison



2016-2019 NJSLA/PARCC ELA 4 YEAR TREND GRADE LEVEL

Grade	2016			2017			2018			2019	
	C/S	STATE	ER	C/S	STATE	ER	C/S	STATE	ER	STATE	ER
3 rd	39.7%	47.6%	45.8%	40.0%	50.4%	45.5%	40.8%	51.7%	62.3%	50.2%	66.2%
4 th	43.1%	53.5%	75.9%	42.6%	55.9%	60.5%	44.2%	58.0%	50.6%	57.4%	65.8%
5 th	42.4%	53.2%	52.9%	43.7%	59.0%	71.3%	42.9%	58.0%	65.9%	57.9%	50%
6 th	41.2%	52.3%	60.5%	40.0%	53.4%	57.5%	40.9%	56.2%	60.2%	56.1%	63.5%
7 th	43.8%	56.3%	72.8%	44.8%	59.2%	62.8%	46.9%	62.7%	67.8%	62.8%	75.4%
8 th	44.2%	55.2%	67.6%	43.1%	59.1%	73.3%	43.9%	60.4%	54.3%	62.9%	62.2%

2016-2019 NJSLA/PARCC ELA 4 YEAR TREND CLASS OF 2028 (CURRENT 4TH GRADE)

Grade	2016			2017			2018			2019	
	C/S	STATE	ER	C/S	STATE	ER	C/S	STATE	ER	STATE	ER
3 rd	39.7%	47.6%	45.8%	40.0%	50.4%	45.5%	40.8%	51.7%	62.3%	50.2%	66.2%
4 th	43.1%	53.5%	75.9%	42.6%	55.9%	60.5%	44.2%	58.0%	50.6%	57.4%	65.8%
5 th	42.4%	53.2%	52.9%	43.7%	59.0%	71.3%	42.9%	58.0%	65.9%	57.9%	50%
6 th	41.2%	52.3%	60.5%	40.0%	53.4%	57.5%	40.9%	56.2%	60.2%	56.1%	63.5%
7 th	43.8%	56.3%	72.8%	44.8%	59.2%	62.8%	46.9%	62.7%	67.8%	62.8%	75.4%
8 th	44.2%	55.2%	67.6%	43.1%	59.1%	73.3%	43.9%	60.4%	54.3%	62.9%	62.2%

2016-2019 NJSLA/PARCC ELA 4 YEAR TREND CLASS OF 2027 (CURRENT 5TH GRADE)

Grade	2016			2017			2018			2019	
	C/S	STATE	ER	C/S	STATE	ER	C/S	STATE	ER	STATE	ER
3 rd	39.7%	47.6%	45.8%	40.0%	50.4%	45.5%	40.8%	51.7%	62.3%	50.2%	66.2%
4 th	43.1%	53.5%	75.9%	42.6%	55.9%	60.5%	44.2%	58.0%	50.6%	57.4%	65.8%
5 th	42.4%	53.2%	52.9%	43.7%	59.0%	71.3%	42.9%	58.0%	65.9%	57.9%	50%
6 th	41.2%	52.3%	60.5%	40.0%	53.4%	57.5%	40.9%	56.2%	60.2%	56.1%	63.5%
7 th	43.8%	56.3%	72.8%	44.8%	59.2%	62.8%	46.9%	62.7%	67.8%	62.8%	75.4%
8 th	44.2%	55.2%	67.6%	43.1%	59.1%	73.3%	43.9%	60.4%	54.3%	62.9%	62.2%

2016-2019 NJSLA/PARCC ELA 4 YEAR TREND CLASS OF 2026 (CURRENT 6TH GRADE)

Grade	2016			2017			2018			2019	
	C/S	STATE	ER	C/S	STATE	ER	C/S	STATE	ER	STATE	ER
3 rd	39.7%	47.6%	45.8%	40.0%	50.4%	45.5%	40.8%	51.7%	62.3%	50.2%	66.2%
4 th	43.1%	53.5%	75.9%	42.6%	55.9%	60.5%	44.2%	58.0%	50.6%	57.4%	65.8%
5 th	42.4%	53.2%	52.9%	43.7%	59.0%	71.3%	42.9%	58.0%	65.9%	57.9%	50%
6 th	41.2%	52.3%	60.5%	40.0%	53.4%	57.5%	40.9%	56.2%	60.2%	56.1%	63.5%
7 th	43.8%	56.3%	72.8%	44.8%	59.2%	62.8%	46.9%	62.7%	67.8%	62.8%	75.4%
8 th	44.2%	55.2%	67.6%	43.1%	59.1%	73.3%	43.9%	60.4%	54.3%	62.9%	62.2%

2016-2019 NJSLA/PARCC ELA 4 YEAR TREND CLASS OF 2025 (CURRENT 7TH GRADE)

Grade	2016			2017			2018			2019	
	C/S	STATE	ER	C/S	STATE	ER	C/S	STATE	ER	STATE	ER
3 rd	39.7%	47.6%	45.8%	40.0%	50.4%	45.5%	40.8%	51.7%	62.3%	50.2%	66.2%
4 th	43.1%	53.5%	75.9%	42.6%	55.9%	60.5%	44.2%	58.0%	50.6%	57.4%	65.8%
5 th	42.4%	53.2%	52.9%	43.7%	59.0%	71.3%	42.9%	58.0%	65.9%	57.9%	50%
6 th	41.2%	52.3%	60.5%	40.0%	53.4%	57.5%	40.9%	56.2%	60.2%	56.1%	63.5%
7 th	43.8%	56.3%	72.8%	44.8%	59.2%	62.8%	46.9%	62.7%	67.8%	62.8%	75.4%
8 th	44.2%	55.2%	67.6%	43.1%	59.1%	73.3%	43.9%	60.4%	54.3%	62.9%	62.2%

2016-2019 NJSLA/PARCC ELA 4 YEAR TREND CLASS OF 2024 (CURRENT 8TH GRADE)

Grade	2016			2017			2018			2019	
	C/S	STATE	ER	C/S	STATE	ER	C/S	STATE	ER	STATE	ER
3 rd	39.7%	47.6%	45.8%	40.0%	50.4%	45.5%	40.8%	51.7%	62.3%	50.2%	66.2%
4 th	43.1%	53.5%	75.9%	42.6%	55.9%	60.5%	44.2%	58.0%	50.6%	57.4%	65.8%
5 th	42.4%	53.2%	52.9%	43.7%	59.0%	71.3%	42.9%	58.0%	65.9%	57.9%	50%
6 th	41.2%	52.3%	60.5%	40.0%	53.4%	57.5%	40.9%	56.2%	60.2%	56.1%	63.5%
7 th	43.8%	56.3%	72.8%	44.8%	59.2%	62.8%	46.9%	62.7%	67.8%	62.8%	75.4%
8 th	44.2%	55.2%	67.6%	43.1%	59.1%	73.3%	43.9%	60.4%	54.3%	62.9%	62.8%

2016-2019 NJSLA/PARCC MATH 4 YEAR TREND

Grade	2016			2017			2018			2019	
	C/S	STATE	ER	C/S	STATE	ER	C/S	STATE	ER	STATE	ER
3 rd	44.0%	51.7%	45.2%	42.5%	52.5%	52.6%	42.8%	53.0%	60.8%	55.1%	63.6%
4 th	37.1%	46.6%	54.3%	35.8%	47.3%	47.0%	37.7%	49.4%	36.7%	51.0%	52.7%
5 th	37.6%	47.2%	49.4%	34.7%	46.2%	58.0%	37.3%	48.8%	64.7%	46.8%	43.8%
6 th	34.0%	43.0%	42.0%	32.2%	43.6%	48.3%	32.1%	43.5%	48.8%	40.6%	52.3%
7 th	30.7%	38.7%	44.4%	28.8%	29.6%	38.0%	32.9%	43.4%	37.8%	42.1%	47.8%
8 th	28.7%	25.6%	30.2%	25.7%	27.7%	35.6%	25.8%	28.2%	28.8%	29.3%	20.6%
Alg.	33.1%	41.2%	90.9%	35.8%	41.4%	81.5%	39.1%	45.8%	81.8%	42.8%	92.6%

2016-2019 NJSLA/PARCC MATHEMATICS

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YEAR TREND

CLASS OF 2028 (CURRENT 4TH GRADE)

Grade	2016			2017			2018			2019	
	C/S	STATE	ER	C/S	STATE	ER	C/S	STATE	ER	STATE	ER
3 rd	44.0%	51.7%	45.2%	42.5%	52.5%	52.6%	42.8%	53.0%	60.8%	55.1%	63.6%
4 th	37.1%	46.6%	54.3%	35.8%	47.3%	47.0%	37.7%	49.4%	36.7%	51.0%	52.7%
5 th	37.6%	47.2%	49.4%	34.7%	46.2%	58.0%	37.3%	48.8%	64.7%	46.8%	43.8%
6 th	34.0%	43.0%	42.0%	32.2%	43.6%	48.3%	32.1%	43.5%	48.8%	40.6%	52.3%
7 th	30.7%	38.7%	44.4%	28.8%	29.6%	38.0%	32.9%	43.4%	37.8%	42.1%	47.8%
8 th	28.7%	25.6%	30.2%	25.7%	27.7%	35.6%	25.8%	28.2%	28.8%	29.3%	20.6%
Alg.	33.1%	41.2%	90.9%	35.8%	41.4%	81.5%	39.1%	45.8%	81.8%	42.8%	92.6%

2016-2019 NJSLA/PARCC MATHEMATICS 4 YEAR TREND CLASS OF 2027 (CURRENT 5TH GRADE)

Grade	2016			2017			2018			2019	
	C/S	STATE	ER	C/S	STATE	ER	C/S	STATE	ER	STATE	ER
3 rd	44.0%	51.7%	45.2%	42.5%	52.5%	52.6%	42.8%	53.0%	60.8%	55.1%	63.6%
4 th	37.1%	46.6%	54.3%	35.8%	47.3%	47.0%	37.7%	49.4%	36.7%	51.0%	52.7%
5 th	37.6%	47.2%	49.4%	34.7%	46.2%	58.0%	37.3%	48.8%	64.7%	46.8%	43.8%
6 th	34.0%	43.0%	42.0%	32.2%	43.6%	48.3%	32.1%	43.5%	48.8%	40.6%	52.3%
7 th	30.7%	38.7%	44.4%	28.8%	29.6%	38.0%	32.9%	43.4%	37.8%	42.1%	47.8%
8 th	28.7%	25.6%	30.2%	25.7%	27.7%	35.6%	25.8%	28.2%	28.8%	29.3%	20.6%
Alg.	33.1%	41.2%	90.9%	35.8%	41.4%	81.5%	39.1%	45.8%	81.8%	42.8%	92.6%

2016-2019 NJSLA/PARCC MATHEMATICS 4 YEAR TREND CLASS OF 2026 (CURRENT 6TH GRADE)

Grade	2016			2017			2018			2019	
	C/S	STATE	ER	C/S	STATE	ER	C/S	STATE	ER	STATE	ER
3 rd	44.0%	51.7%	45.2%	42.5%	52.5%	52.6%	42.8%	53.0%	60.8%	55.1%	63.6%
4 th	37.1%	46.6%	54.3%	35.8%	47.3%	47.0%	37.7%	49.4%	36.7%	51.0%	52.7%
5 th	37.6%	47.2%	49.4%	34.7%	46.2%	58.0%	37.3%	48.8%	64.7%	46.8%	43.8%
6 th	34.0%	43.0%	42.0%	32.2%	43.6%	48.3%	32.1%	43.5%	48.8%	40.6%	52.3%
7 th	30.7%	38.7%	44.4%	28.8%	29.6%	38.0%	32.9%	43.4%	37.8%	42.1%	47.8%
8 th	28.7%	25.6%	30.2%	25.7%	27.7%	35.6%	25.8%	28.2%	28.8%	29.3%	20.6%
Alg.	33.1%	41.2%	90.9%	35.8%	41.4%	81.5%	39.1%	45.8%	81.8%	42.8%	92.6%

2016-2019 NJSLA/PARCC MATHEMATICS 4 YEAR TREND CLASS OF 2025 (CURRENT 7TH GRADE)

Grade	2016			2017			2018			2019	
	C/S	STATE	ER	C/S	STATE	ER	C/S	STATE	ER	STATE	ER
3 rd	44.0%	51.7%	45.2%	42.5%	52.5%	52.6%	42.8%	53.0%	60.8%	55.1%	63.6%
4 th	37.1%	46.6%	54.3%	35.8%	47.3%	47.0%	37.7%	49.4%	36.7%	51.0%	52.7%
5 th	37.6%	47.2%	49.4%	34.7%	46.2%	58.0%	37.3%	48.8%	64.7%	46.8%	43.8%
6 th	34.0%	43.0%	42.0%	32.2%	43.6%	48.3%	32.1%	43.5%	48.8%	40.6%	52.3%
7 th	30.7%	38.7%	44.4%	28.8%	29.6%	38.0%	32.9%	43.4%	37.8%	42.1%	47.8%
8 th	28.7%	25.6%	30.2%	25.7%	27.7%	35.6%	25.8%	28.2%	28.8%	29.3%	20.6%
Alg.	33.1%	41.2%	90.9%	35.8%	41.4%	81.5%	39.1%	45.8%	81.8%	42.8%	92.6%

2016-2019 NJSLA/PARCC MATHEMATICS 4 YEAR TREND CLASS OF 2024 (CURRENT 8TH GRADE)

Grade	2016			2017			2018			2019	
	C/S	STATE	ER	C/S	STATE	ER	C/S	STATE	ER	STATE	ER
3 rd	44.0%	51.7%	45.2%	42.5%	52.5%	52.6%	42.8%	53.0%	60.8%	55.1%	63.6%
4 th	37.1%	46.6%	54.3%	35.8%	47.3%	47.0%	37.7%	49.4%	36.7%	51.0%	52.7%
5 th	37.6%	47.2%	49.4%	34.7%	46.2%	58.0%	37.3%	48.8%	64.7%	46.8%	43.8%
6 th	34.0%	43.0%	42.0%	32.2%	43.6%	48.3%	32.1%	43.5%	48.8%	40.6%	52.3%
7 th	30.7%	38.7%	44.4%	28.8%	29.6%	38.0%	32.9%	43.4%	37.8%	42.1%	47.8%
8 th	28.7%	25.6%	30.2%	25.7%	27.7%	35.6%	25.8%	28.2%	28.8%	29.3%	20.6%
Alg.	33.1%	41.2%	90.9%	35.8%	41.4%	81.5%	39.1%	45.8%	81.8%	42.8%	92.6%

NJSLA SUB GROUP STUDENT ACHIEVEMENT PERFORMANCE



ELA & Math
2018-2019
Performance
Comparison



COMPARATIVE ANALYSIS OF STUDENT PERCENTAGE MEETING OR EXCEEDING GRADE LEVEL EXPECTATIONS 2018/2019 NJSLA ENGLISH LANGUAGE ARTS/LITERACY GENDER

Female	East Rutherford % >= Level 4 2018	East Rutherford % >= Level 4 2019
Grade 3	76.2% (32)	70.6% (24)
Grade 4	56.1% (23)	78.0% (32)
Grade 5	70.5% (31)	59.5 (22)
Grade 6	63.0% (29)	65.9% (29)
Grade 7	77.4% (41)	88.1% (37)
Grade 8	61.9% (26)	67.3% (35)

Male	East Rutherford % >= Level 4 2018	East Rutherford % >= Level 4 2019
Grade 3	45.7% (16)	61.3% (19)
Grade 4	44.7% (17)	50% (16)
Grade 5	61.0% (25)	40.5% (15)
Grade 6	57.6% (19)	61% (25)
Grade 7	54.1% (20)	55.6% (15)
Grade 8	46.2% (18)	55.3% (21)

COMPARATIVE ANALYSIS OF STUDENT PERCENTAGE MEETING OR EXCEEDING GRADE LEVEL EXPECTATIONS 2018/2019 NJSLA MATHEMATICS GENDER

Female	East Rutherford % >= Level 4 2018	East Rutherford % >= Level 4 2019
Grade 3	67.4% (29)	58.8% (20)
Grade 4	34.1% (14)	61% (25)
Grade 5	68.2% (30)	50% (18)
Grade 6	51.1% (24)	53.3% (24)
Grade 7	35.8% (19)	48.8% (20)
Grade 8	38.2% (13)	24.2% (8)
Algebra I	87.5% (7)	88.9% (16)

Male	East Rutherford % >= Level 4 2018	East Rutherford % >= Level 4 2019
Grade 3	52.8% (19)	68.8% (22)
Grade 4	39.5% (15)	42.4% (14)
Grade 5	61.0% (25)	37.8 (14)
Grade 6	45.5% (15)	51.2% (22)
Grade 7	40.5% (15)	46.4% (13)
Grade 8	16.0% (4)	16.7% (5)
Algebra I	78.6% (11)	100% (9)

COMPARATIVE ANALYSIS OF STUDENT PERCENTAGE MEETING OR EXCEEDING GRADE LEVEL EXPECTATIONS 2018/2019 NJSLA ECONOMICALLY DISADVANTAGED

ELA	East Rutherford % >= Level 4 2018	East Rutherford % >= Level 4 2019
Grade 3	43.5% (10)	57.1% (12)
Grade 4	32.1% (9)	60.0% (15)
Grade 5	57.6% (19)	29.6% (8)
Grade 6	44.8% (13)	48.5% (16)
Grade 7	53.3% (16)	65.2% (15)
Grade 8	58.3% (14)	46.7% (14)

Math	East Rutherford % >= Level 4 2018	East Rutherford % >= Level 4 2019
Grade 3	39.1% (9)	57.1% (12)
Grade 4	20.7% (6)	46.2% (12)
Grade 5	48.5% (16)	22.2% (6)
Grade 6	31.0% (9)	42.4% (14)
Grade 7	26.7% (8)	37.5% (9)
Grade 8	33.3% (7)	16% (4)
Algebra I	100% (3)	100% (5)

COMPARATIVE ANALYSIS OF STUDENT PERCENTAGE MEETING OR EXCEEDING GRADE LEVEL EXPECTATIONS 2018/2019 NJSA STUDENTS WITH DISABILITIES

ELA	East Rutherford % >= Level 4 2018	East Rutherford % >= Level 4 2019
Grade 3	8.3% (1)	12.5% (1)
Grade 4	25.0% (4)	7.7% (1)
Grade 5	0% (0)	14.3% (2)
Grade 6	0% (0)	7.1% (1)
Grade 7	13.3% (2)	27.3% (3)
Grade 8	13.3% (2)	7.1% (1)

Math	East Rutherford % >= Level 4 2018	East Rutherford % >= Level 4 2019
Grade 3	16.7%	12.5% (1)
Grade 4	11.8% (2)	15.4% (2)
Grade 5	6.3% (1)	21.4 (3)
Grade 6	0% (0)	0% (0)
Grade 7	0% (0)	0.0% (0)
Grade 8	6.7% (1)	7.1% (1)
Algebra I	0% (0)	0.0% (0)

COMPARATIVE ANALYSIS OF STUDENT PERCENTAGE MEETING OR EXCEEDING GRADE LEVEL EXPECTATIONS 2018/2019 NJSA ETHNICITY/RACE HISPANIC/LATINO

ELA	East Rutherford % >= Level 4 2018	East Rutherford % >= Level 4 2019
Grade 3	48.0% (12)	54.5% (12)
Grade 4	34.4% (11)	60% (18)
Grade 5	60.5% (23)	37.5% (12)
Grade 6	41.9% (13)	53.8% (21)
Grade 7	65.5% (19)	59.3% (16)
Grade 8	50.0% (15)	53.6% (15)

Math	East Rutherford % >= Level 4 2018	East Rutherford % >= Level 4 2019
Grade 3	46.2% (12)	50.0% (11)
Grade 4	25.0% (8)	41% (13)
Grade 5	57.9% (22)	32.3% (10)
Grade 6	28.1% (9)	55% (22)
Grade 7	31.0% (9)	25.9% (7)
Grade 8	32.0% (8)	18.2% (4)
Algebra I	100% (5)	100% (6)

COMPARATIVE ANALYSIS OF STUDENT PERCENTAGE MEETING OR EXCEEDING GRADE LEVEL EXPECTATIONS 2018/2019 NJSLA

ETHNICITY/RACE

ASIAN

ELA	East Rutherford % >= Level 4 2018	East Rutherford % >= Level 4 2019
Grade 3	78.6% (11)	73.3% (11)
Grade 4	92.9% (13)	72.7% (8)
Grade 5	85.7% (12)	87.7% (6)
Grade 6	81.8% (9)	92.9% (13)
Grade 7	85.7% (12)	90% (9)
Grade 8	87.5% (7)	85.7% (12)

Math	East Rutherford % >= Level 4 2018	East Rutherford % >= Level 4 2019
Grade 3	100% (14)	87.5% (14)
Grade 4	92.3% (12)	90.9% (10)
Grade 5	100% (14)	85.7% (6)
Grade 6	81.8% (9)	85.7% (12)
Grade 7	78.6% (11)	90% (9)
Grade 8	75.0% (3)	25% (1)
Algebra I	100% (4)	90% (9)

COMPARATIVE ANALYSIS OF STUDENT PERCENTAGE MEETING OR EXCEEDING GRADE LEVEL EXPECTATIONS 2018/2019 NJSLA ETHNICITY/RACE BLACK OR AFRICAN AMERICAN

ELA	East Rutherford % >= Level 4 2018	East Rutherford % >= Level 4 2019
Grade 3	100% (7)	50% (3)
Grade 4	62.5% (5)	100% (5)
Grade 5	60.0% (3)	75% (6)
Grade 6	66.7% (4)	83.3% (5)
Grade 7	22.2% (2)	100% (4)
Grade 8	66.7% (4)	44.4% (4)

Math	East Rutherford % >= Level 4 2018	East Rutherford % >= Level 4 2019
Grade 3	57.1% (4)	33.3% (2)
Grade 4	25% (2)	60% (3)
Grade 5	60% (3)	50% (4)
Grade 6	50% (3)	33.3% (2)
Grade 7	22.2% (2)	66.7% (2)
Grade 8	16.7% (1)	12.5% (1)
Algebra I	0% (0)	100% (1)

COMPARATIVE ANALYSIS OF STUDENT PERCENTAGE MEETING OR EXCEEDING GRADE LEVEL EXPECTATIONS 2018/2019 NJSLA

ETHNICITY/RACE

WHITE

ELA	East Rutherford % >= Level 4 2018	East Rutherford % >= Level 4 2019
Grade 3	52.0% (13)	77.8% (14)
Grade 4	45.5% (10)	59.1% (13)
Grade 5	69.2% (18)	52% (13)
Grade 6	72.4% (21)	58.3% (14)
Grade 7	73.7% (28)	80.8% (21)
Grade 8	50.0% (18)	64.1% (25)

Math	East Rutherford % >= Level 4 2018	East Rutherford % >= Level 4 2019
Grade 3	56.0% (14)	66.7% (12)
Grade 4	30.4% (7)	40.9% (9)
Grade 5	61.5% (16)	44% (11)
Grade 6	58.6% (17)	38.5% (10)
Grade 7	31.6% (12)	51.9% (14)
Grade 8	21.7% (5)	24.1% (7)
Algebra I	69.2% (9)	90% (9)

East Rutherford School District
NJSLA Data ~ Cusp Students
2018-2019 School Year Results



NJSLA Results Math & ELA

Faust 2018-2019

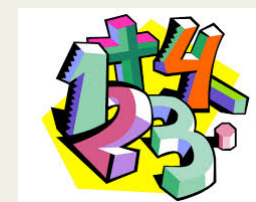


NJSLA-MATH



NJSLA Cusp Student Percentiles 2018-2019

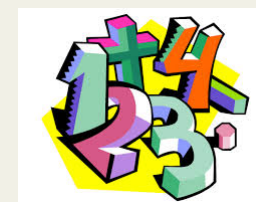




	5th Grade					≥ 4 & 5
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Total
Sitting Students	4	15	21	29	3	32
Total Sitting Student Population	72	72	72	72	72	72
Percentage %	5%	21%	29%	40%	4%	44%



	6th Grade					$\geq 4 \& 5$
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Total
Sitting Students	5	14	23	38	8	46
Total Sitting Student Population	88	88	88	88	88	88
Percentage %	6%	16%	26%	43%	9%	52%



	7th Grade					≥ 4 & 5
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	
Sitting Students	4	8	24	23	10	33
Total Sitting Student Population	69	69	69	69	69	69
Percentage %	6%	12%	35%	33%	14%	47%



	8th Grade					≥ 4 & 5
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Total
Sitting Students	18	22	10	13	0	13
Total Sitting Student Population	63	63	63	63	63	63
Percentage %	29%	35%	16%	21%	0%	21%



ALGEBRA



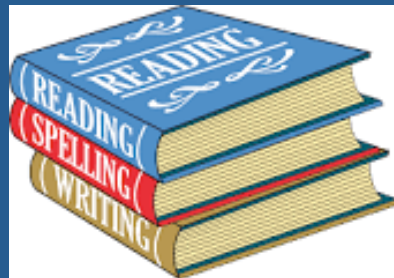
	8th Grade- Algebra					$\geq 4 \& 5$
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Total
Sitting Students	0	0	2	24	1	25
Total Sitting Student Population	27	27	27	27	27	27
Percentage %	0%	0%	7%	89%	4%	93%

Faust School Data Results ~ NJSLA - MATH



East Rutherford Public School District						≥ 4 & 5
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Total
5th Grade Math	6%	22%	30%	42%	0%	42%
6th Grade Math	6%	16%	26%	43%	9%	52%
7th Grade Math	6%	12%	35%	33%	14%	47%
8th Grade Math	29%	35%	16%	21%	0%	21%
8th Grade Algebra	0%	0%	7%	89%	4%	93%

NJSLA-ELA





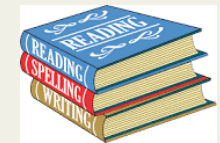
5th Grade						≥ 4 & 5
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Total
Sitting Students	7	9	20	34	3	37
Total Sitting Student Population	73	73	73	73	73	73
Percentage %	10%	12%	27%	47%	4%	51%



	6th Grade					≥ 4 & 5
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Total
Sitting Students	6	4	21	43	11	54
Total Sitting Student Population	85	85	85	85	85	85
Percentage %	7%	5%	25%	51%	13%	64%



	7th Grade					≥ 4 & 5
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Total
Sitting Students	2	6	9	22	30	52
Total Sitting Student Population	69	69	69	69	69	69
Percentage %	3%	9%	13%	32%	43%	75%



	8th Grade					≥ 4 & 5
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Total
Sitting Students	6	11	17	29	27	56
Total Sitting Student Population	90	90	90	90	90	90
Percentage %	7%	12%	19%	32%	30%	62%

Faust School Data Results ~ NJSLA - ELA



East Rutherford Public School District						≥ 4 & 5
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Total
5th Grade ELA	10%	12%	27%	47%	4%	51%
6th Grade ELA	7%	5%	25%	51%	13%	64%
7th Grade ELA	3%	9%	13%	32%	43%	75%
8th Grade ELA	7%	12%	19%	32%	30%	62%



NJSLA Results Math & ELA

Mckenzie 2018-2019



NJSLA-MATH





66 3rd graders reported to state	3rd Grade					≥ 4 & 5
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Total
Sitting Students	2	7	15	29	13	42
Total Sitting Student Population	66	66	66	66	66	66
Percentage %	3%	11%	23%	44%	20%	64%



74 4th graders reported to state	4th Grade					≥ 4 & 5
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Total
Sitting Students	6	11	18	33	6	39
Total Sitting Student Population	74	74	74	74	74	74
Percentage %	8%	15%	24%	45%	8%	53%

McKenzie School Data Results ~ NJSLA - MATH



East Rutherford Public School District						≥4 & 5
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Total
3rd Grade Math	3%	11%	23%	44%	20%	64%
4th Grade Math	8%	15%	24%	45%	8%	53%

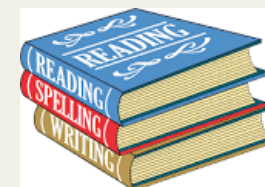


NJSLA-ELA





65 3rd graders reported to state	3rd Grade					≥ 4 & 5
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Total
Sitting Students	3	7	12	39	4	43
Total Sitting Student Population	65	65	65	65	65	65
Percentage %	5%	11%	18%	60%	6%	66%



73 4th graders reported to state	4th Grade					≥ 4 & 5
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Total
Sitting Students	10	4	11	35	13	48
Total Sitting Student Population	73	73	73	73	73	73
Percentage %	14%	5%	15%	48%	18%	66%

McKenzie School Data Results ~ NJSLA - ELA



East Rutherford Public School District						≥ 4 & 5
	Did Not Yet Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Total
3rd Grade ELA	5%	11%	18%	60%	6%	66%
4th Grade ELA	14%	5%	15%	48%	18%	66%

2019-2020 Reflective Action Plan

- East Rutherford School District ~ High Performing” Status
- Open & Willingness To Change
- Revised & Implemented New Curriculum
- Implemented the New Jersey Student Learning Standards with a more in-depth focus on the Social Emotional component
- Implemented the Next Generation of Science Standards with a focus of cross curricular content in Math and English Language Arts
- State Assessments Scores Analysis of District & State Percentiles focusing on deficient standards as well as students who are approaching expectations
- Ability To Disaggregate State Assessment Data
- Identifying Standard Deficiencies & Infusion of Intervention Strategies through our newly introduced Freckle platform as well as other supporting programs such as IXL and Reading Eggs
- Multi-Tiered Systems of Support: Revised Procedures District Wide to incorporate addressing the needs of the “whole” child
 - Teachers have worked hard at collecting more in depth performance data through collaboration with literacy coaches
 - More targeted Action Plans and academic interventions district wide
 - An increased focused on, balanced literacy, progress monitoring and small group instruction

2019-2020 Reflective Action Plan

■ Title I/Basic Skills Program

- Implementation of specific eligibility/entrance criteria
- Revamped process & procedures for program entry & release from program and monitoring.
- Continuation of McKenzie School After School Academic Intervention in ELA & Math to 1st & 2nd Grades

■ Lesson Plan Model

- Targeted focus on newly revised curriculum revisions
- Continued Central Focus
 - Documentation of formative and summative assessments
 - Aligning learning objectives with learning activities
 - Reducing number of standards targeted.

■ After School Academic Intervention Program: Middle School

- Continue to revamp the entrance criteria for the program
- New instructional platform to be utilized within the program
- Students will continue to receive personalized instruction based on their individual learning needs

■ Student Services

- Continue to implement new home instruction procedures
- New classification procedures for Pre-School Disabled students coming out of EI
- Utilizing the Early Childhood Rating Scale to measure the effectiveness of our Pre-School Disabled Program
- Targeted assistance for special education teachers to improve instructional outcomes

2019-2020 Reflective Action Plan

- Continuation of Instruction & Assessment Best Practices
 - Utilization of New Walk-Throughs Model
 - Utilization of Rater Reliable Observation Schedule
 - Utilization of Subject Area/Grade Level Benchmark Assessments
 - Utilization of Benchmark Checklist
 - Utilization of SGO Checklist
 - Utilization of the Pre-K Curriculum (Creative Curriculum)
 - Utilization of Sanford Harmony Social & Emotional Curriculum

2019-2020 REFLECTIVE ACTION PLAN

District Goal #1: Curriculum, Instruction, Assessment & Standards

In order to address the **academic advancement of different subgroups within district, (Gender, Economically Disadvantaged, Students w/Disabilities, Hispanic/Latino, Asian, Black/African-American and White)**, in the areas of **Mathematics and ELA** across grade levels during the 2019-2020 school year, the district will take the following action steps: Continue **to improve upon lesson planning** by delving further into Webb's Depth of Knowledge in conjunction with Blooms' Taxonomy and increase **the rigor of educators' SGOs** by showing one-year growth in eight months. This will encourage teachers to examine their students' learning objectives, learning activities as well as their assessments ensuring that they have appropriate grade-level rigor. Teachers will **continue to assess their assessments to ensure that they are aligned with the standards** and are reflecting the appropriate rigor. The District will continue to implement Stack audit of our assessments. Through a scheduling committee, the district will examine the feedback regarding **schedule changes** that were implemented in 18-19 and what adjustments if any, needs to be done for the 2019-2020 school year. At the middle school level, the district has conducted an audit regarding placement of students in various classes such as honors, exploration and intensive classes. The results indicated that there are subgroups that are overrepresented as well as underrepresented in these classes. As such, for the 2019-2020 school year, the district will introduce the **use of multiple criteria and norm referenced tests** where possible to determine placement of students in these areas.

The District will promote **student-centered learning** by continuing to provide **Instructional Coaches in English Language Arts, Mathematics and Science at both the elementary and middle school level**. For the 2019-2020 school year, two English Language Arts instructional coaches will be working with the elementary school teachers. One English Language Arts coach will work with the teachers on **reading interventions, tiered instruction and progress monitoring while the second coach will work with the teachers on leveling their libraries appropriately, implementing guided reading appropriately and conducting reading assessments via Fountas and Pinnell**. A second Math coach will also be assigned to the elementary building to increase contact and coaching times for teachers. The district will revamp its current Response to Intervention model. An additional special education teacher will be assigned to the elementary school to further expand co-teaching and small group instruction for all students. Ensure that programs and initiatives such as Professional Learning Academies for parents and teachers are continued.

2019 -2020 REFLECTIVE ACTION PLAN

District Goal #1: Curriculum, Instruction, Assessment & Standards

Implementation of Walk-Throughs will be expanded and a closer look at walk through data to gain further insight on instructional needs of the district. District Administration will continue to implement a program or incentive to address the Chronic Absenteeism at McKenzie School in the following demographic areas; Two or More Races, Economically Disadvantaged Students, & Students w/Disabilities. Finally, as indicated, the budget will provide **new formative assessment tools, teaching materials and supplies** to support the implementation of the New Jersey Student Learning Standards and NGSS to **promote problem -based learning** as well as acquiring more technology to be infused in instruction across all content areas. Current and prior year assessments will be reviewed by grade level to determine strengths and weaknesses. Teachers will be required to develop and integrate cross- content area lessons. **The district will assess the implementation of its three-year technology plan. The plan will continue to be a working document with possible revisions throughout the next year.**

To increase participation by all subgroups of students in state mandated assessments the district will continue to take the following action steps:

1. Worked on aggressively increasing staff awareness regarding the importance of the data derived from such assessments. Staff has been exposed to data trends and their implications in instruction and learning. This increase in exposure has led to more teacher buy in regarding the importance of state assessments.
2. **Special education staff** has received training regarding the Essential Elements and the Dynamic Learning Maps. This exposure has afforded these staff members, **increased opportunities to scaffold instruction within their classrooms.**

2018-2019 REFLECTIVE ACTION PLAN

District Goal #1: Curriculum, Instruction, Assessment & Standards

3. Child study team members have been encouraged to approach conversations with parents in Individualized Education Meetings regarding state testing participation from the perspective of growth mindset. By using this approach, parents will develop a greater understanding of how data derived from these assessments can actually show growth and gains that their child is making relative to their peers.
4. The district has also worked on bringing together like-minded administrators, teachers and board of education members to review our district/school(s) participation rate data and other anecdotal data. This was done through our DEAC, SCIP, PLC and department meetings.
5. Finally, the district has conducted public presentations regarding state assessments, the importance of the data and the district's participation rate.
6. Future action steps by the district will be inclusive of but not limited to, conducting more informational sessions with parents and community members regarding the assessments.

2019-2020 REFLECTIVE ACTION PLAN

District Goal #1: Curriculum, Instruction, Assessment & Standards

7. The child study team, school counselors and other key stakeholders will continue to **target specific subgroups with information regarding accommodations for English Learners and students with disabilities or alternate assessments** (Dynamic Learning Maps and ACCESS for ELLs);
8. Conduct a meeting with the **Special Education Parent Advisory Group** on the PARCC and DLM and the accommodations and accessibility features available to students during testing.

2019-2020 REFLECTIVE ACTION PLAN

District Goal #1: Curriculum, Instruction, Assessment & Standards

The SCIP and DEAC Committees continue to meet and discuss professional development opportunities for all staff. Learning coaches will be utilized to facilitate in house professional development. PRISM institute will be utilized to provide in house coaching professional development for our teachers in the area of Science, William Paterson University will be utilized for instructional coaches in Mathematics and English Language Arts. The district for the first year will assign a teacher leader as an instructional coach in the area of Mathematics. Sanford Harmony will continue to provide in house training on our new social emotional curriculum for the 2019-2020 school year. The district will continue to expand its offerings for the parent and teacher academies. The mandated teacher evaluation system provides for professional development review and recommendation.

The District has been progressive in implementing a Gay-Straight Alliance to support lesbian, gay, bisexual, and transgender students. Meetings are currently being held on a monthly basis and will continue to be facilitated by the school counselor where students are provided a safe space to express themselves.

2019-2020 REFLECTIVE ACTION PLAN

District Goal #1: Curriculum, Instruction, Assessment & Standards

The District will work closely with the South Bergen Jointure Commission and our curriculum consultants to revise our curriculum by adding a disciplinary approach to the new requirement to provide instruction and adapt instructional materials to accurately portray political, economic, and social contributions of person with disabilities, lesbians, gay, bisexual and transgender people. In order to address the academic advancement of different subgroups within district, (Gender, Economically Disadvantaged, Students w/Disabilities, Hispanic/Latino, Asian, Black/African-American and White), in the areas of Mathematics and ELA across grade levels during the 2019-2020 school year, the district will take the following action steps:

1. Continue to **improve upon lesson planning** by further promoting and expanding upon the utilization of **Webb's Depth of Knowledge** chart in conjunction with **Blooms' Taxonomy** to ensure grade-level rigor
2. **Increase the rigor of educators' SGOs** and explore a one-year growth model in eight months
3. Continue to implement and expand upon **stack audit assessments**
4. Provide professional development and coaching **K-5th Grade in Guided Reading** practices which will be fully implemented 19-20
5. Utilize subgroup group data to examine placement of students in **Exploration, Intensive and Honors classes at the Middle School level**
6. Continue to provide an **Instructional Coaching Model in English Language Arts, Mathematics and Science**
7. **Review and enhance the ESL program at the Middle School level**
8. Continue to promote and develop parent engagement through **Professional Learning Academies**
9. District Administration will implement a program or incentive to address the **Chronic Absenteeism** at McKenzie School in the following demographic areas; Two or More Races, Economically Disadvantaged Students, & Students w/Disabilities

2019-2020 NJSLA DATES

■ McKenzie School

- Grade 3: April 27, 2020 – May 1, 2020
- Grade 4: May 4, 2020 – May 8, 2020
- Make-Up Testing: April 28, 2020 – May 29, 2020

■ A.S. Faust Intermediate School

- May 5, 2020 – May 12, 2020
- Make-Up Testing: May 15, 2020 - May 29, 2020

NJSLA - SCIENCE RESULTS: GRADES 5 & 8



2018-2019 NJSLA-SCIENCE GRADE 5 & GRADE 8 DATES

- The New Jersey Department of Education has not released the New Jersey Student Learning Standards Assessment in Science results.

EAST RUTHERFORD SCHOOL DISTRICT
ASSESSMENT ANALYSIS
PRESENTATION

SEPTEMBER 18, 2019

