



# NJSLA Results: Spring 2024 Administrations

Alloway Township School

October 22, 2024



# Comparison of Alloway Township School's Spring 2024 NJSLA Administrations English Language Arts - Percentages



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	3.3	19.8	10	15.2	16.7	21.4	63.3	37.2	6.7%	6.4
4	13.8	13%	6.9	14.3	27.6	21.9	41.4	34.6	10.3	16.2
5	12	13	12	13.8	20	21	56	40.4	0	11.9
6	14.3	10.7	17.1	14	25.7	22.2	40	37.4	2.9	15.8
7	12.5	13	7.5	12.3	40	20.7	32.5	31.5	7.5	22.4
8	11.1	13.7	25.9	13.6	25.9	19.8	37	35.2	0	17.7

Notes: Percentages may not total 100 due to rounding.



# Comparison of Alloway Township School's Spring 2024 NJSLA Administrations Mathematics - Percentages



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	3.3	11.8	6.7	16.0	20.0	24.6	63.3	34.6	6.7	13.0
4	6.9	11.6	13.8	19.0	24.1	24.5	55.2	37.5	0	7.5
5	4.0	12.2	5.2	22.3	28.	25.3	16	31	0	9.1
6	11.5	14.2	22.9	23.5	28.6	26.1	37.1	29	0	7.2
7	10	10.7	22.5	23.9	35	28	25	31	7.5	6.5
8*	28.6	30.2	57.1	28.9	7.1	21.5	7.1	17.9	0	1.5
Algebra I**	0	17.0	0	21.4	46.2	22.2	53.8	35.6	0	3.9

\*Some students in grade 8 participated in the Algebra I assessment 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.



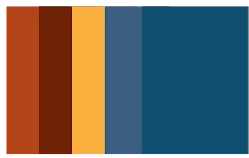
# Comparison of Alloway Township School's Spring 2024 NJSLA Administrations Science - Percentages



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
5	36	35.3	36	37.1	24	21	4	6.4
8	37	36	59.3	45.2	3.7	13.9	0	4.9

Notes: Percentages may not total 100 due to rounding.





# Review of Subgroups results



## Males:

ELA: 36% met

Math 36% met or exceeded

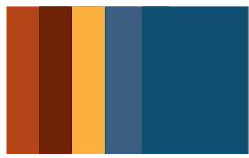
## Females:

ELA: 59% met

Math 43% met or exceeded

Gender	ELA	Math
Female	<p>9% 9% 23% 50% 9%</p>	<p>6% 25% 26% 40% 3%</p>
Male	<p>14% 18% 32% 36% 0%</p>	<p>12% 22% 29% 34% 2%</p>
Non-Binary/Undesignated	9 Students or Fewer	9 Students or Fewer





# Review of Subgroups results



## Students With Disabilities

ELA: 17% met

9 % approaching

74% not meeting

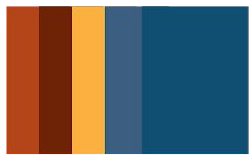
Math: 6% met

6% approaching

89% not meeting

Students with Disabilities	ELA	Math										
IEP	<table border="1"> <tr> <td>54%</td> <td>20%</td> <td>9%</td> <td>17%</td> <td>0%</td> </tr> </table>	54%	20%	9%	17%	0%	<table border="1"> <tr> <td>40%</td> <td>49%</td> <td>6%</td> <td>6%</td> <td>0%</td> </tr> </table>	40%	49%	6%	6%	0%
54%	20%	9%	17%	0%								
40%	49%	6%	6%	0%								
504	9 Students or Fewer	9 Students or Fewer										





# Review Subgroups Results



## Economically Disadvantaged

ELA: 29% met or exceeded

21% approaching

50% not meeting

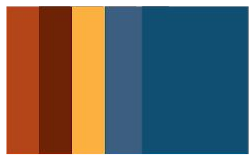
Math: 18% met or exceeded

18% approaching

64% not meeting

Other Demographics	ELA	Math
Economically Disadvantaged	<p>32%   18%   21%   25%   4%</p>	<p>32%   32%   18%   18%   0%</p>
Non-Economically Disadvantaged	<p>8%   12%   28%   47%   5%</p>	<p>4%   22%   29%   41%   3%</p>
Homeless	9 Students or Fewer	9 Students or Fewer





# Review Subgroups Results



## Ethnicity

Ethnicity	ELA	Math										
American Indian / Alaska Native	9 Students or Fewer	9 Students or Fewer										
Black / African American	<table border="1"> <tr> <td>40%</td> <td>0%</td> <td>30%</td> <td>30%</td> <td>0%</td> </tr> </table>	40%	0%	30%	30%	0%	<table border="1"> <tr> <td>50%</td> <td>10%</td> <td>20%</td> <td>20%</td> <td>0%</td> </tr> </table>	50%	10%	20%	20%	0%
40%	0%	30%	30%	0%								
50%	10%	20%	20%	0%								
Hispanic or Latino	9 Students or Fewer	9 Students or Fewer										
White	<table border="1"> <tr> <td>9%</td> <td>14%</td> <td>25%</td> <td>46%</td> <td>6%</td> </tr> </table>	9%	14%	25%	46%	6%	<table border="1"> <tr> <td>5%</td> <td>24%</td> <td>30%</td> <td>39%</td> <td>3%</td> </tr> </table>	5%	24%	30%	39%	3%
9%	14%	25%	46%	6%								
5%	24%	30%	39%	3%								
Two or More Races	<table border="1"> <tr> <td>10%</td> <td>20%</td> <td>50%</td> <td>20%</td> <td>0%</td> </tr> </table>	10%	20%	50%	20%	0%	<table border="1"> <tr> <td>20%</td> <td>40%</td> <td>20%</td> <td>20%</td> <td>0%</td> </tr> </table>	20%	40%	20%	20%	0%
10%	20%	50%	20%	0%								
20%	40%	20%	20%	0%								
Not Indicated	9 Students or Fewer	9 Students or Fewer										





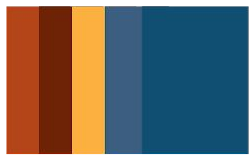


# Notable Achievements



- 3rd grade scores overall are above state average
- 4th grade students in ELA increased from 27% met expectations in 2023 to 51% meeting in 2024
- 4th grade students in Math increased from 34% met expectations in 2023 to 55% meeting in 2024
- About 8% of 7<sup>th</sup> Graders Exceeded ELA Expectations (Level 5)





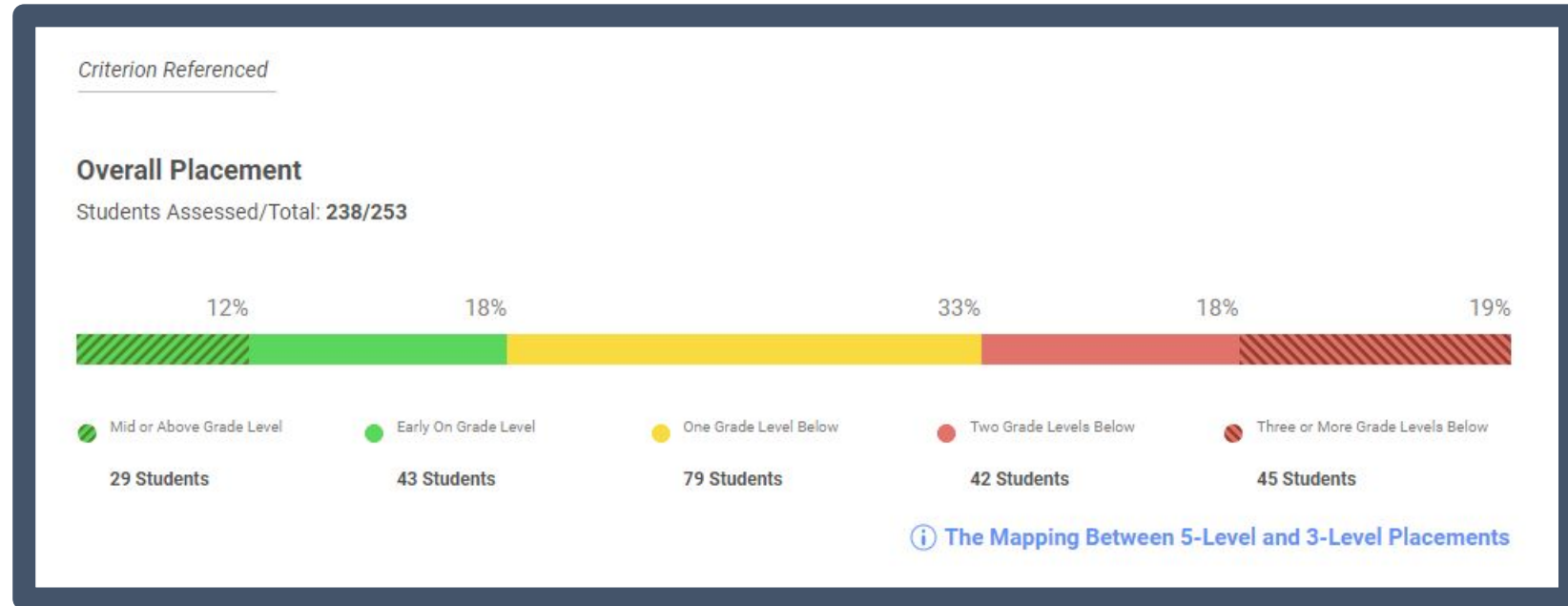
# Iready Fall 2024 Reading Data Results

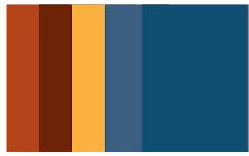


30% on or above grade level

33% one grade level behind

37% two or more grade levels behind





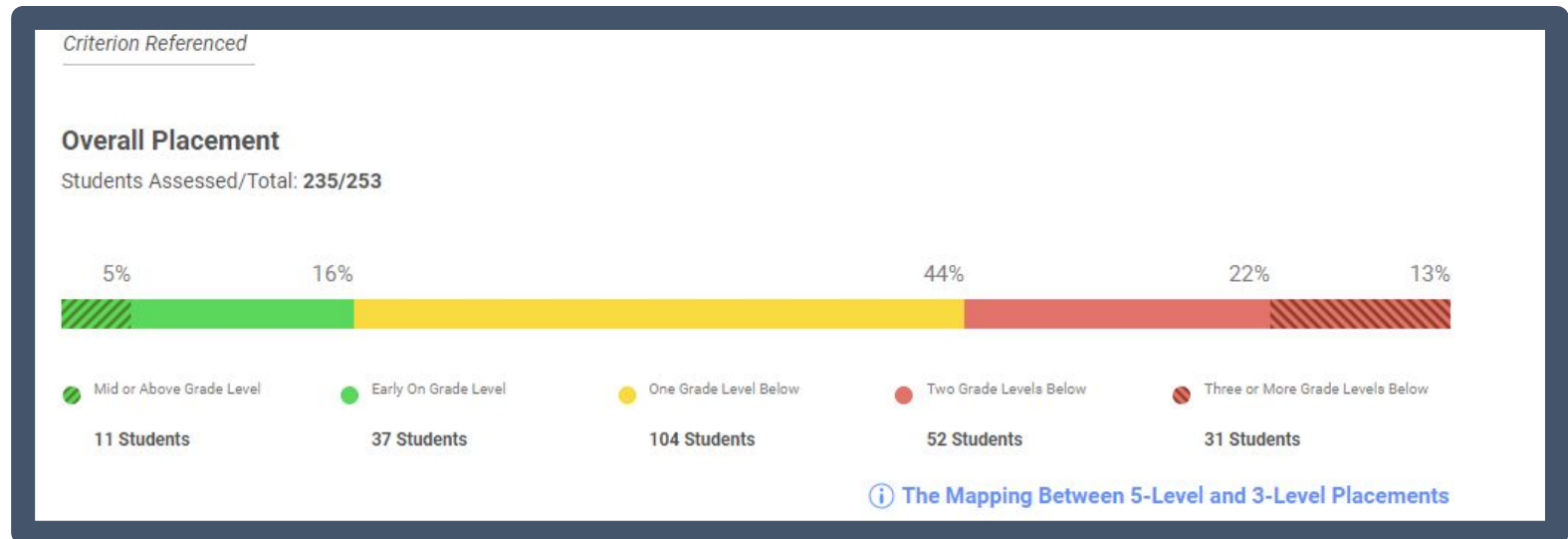
# Iready Fall Math 2024 Data Results



11% on or above grade level

44% one grade level behind

35% two or more grade levels behind





# Intervention Strategies



- Data analysis by teachers to inform instruction
  - Benchmark assessments k-8
- Instructional small groups based on standards and progression of standards
- Tiered supports in both math and ela (years before did not have math)
  - interventions
  - reading specialist services
- Ready Classroom Math resource and professional development k- 8
- Reduce class size in 6th grade





# Intervention Strategies



- Middle School Math “ Building Thinking Classrooms” Higher Level Thinking
- Phonics and phonemic awareness professional development ( science of reading)
- ELA Magnetic Reading Resource k-5
- Math classrooms running small groups based on data
- Build in intervention time for Math and ELA
- Science & Social Studies in middle school support by co-teaching model
- Increase Rigor in Science Instruction ( digging into the standards and use of labs)