Haddon Township School District

2022

Report of State Assessment Data

State Comparative View

- How does Haddon Township compare with statewide averages?

- Which grades, subjects, and subscores performed well and which areas experienced content loss?

- How do multiple benchmark assessments, state and local, paint a picture of student performance?

Haddon Township
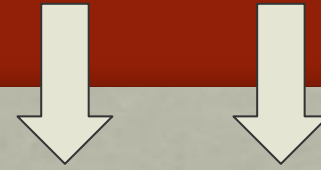# 2022 NJSLA GRADE-LEVEL Outcomes Mathematics

	Percent Taking Test	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	District % ≥ Level 4	NJ % ≥ Level 4
Grade 3	100%	10%	13%	17%	42%	18%	60%	**45%**
Grade 4	97%	6%	12%	34%	44%	3%	47%	**39%**
Grade 5	98%	9%	9%	28%	44%	11%	55%	**36%**
Grade 6	96%	11%	15%	28%	41%	5%	46%	**31%**
Grade 7	98%	6%	18%	32%	37%	6%	43%	**34%**
Grade 8	75%	18%	23%	32%	26%	0%	26%	**15%**
*Algebra I	87%	8%	17%	32%	44%	0%	44%	**35%**
*Geometry	91%	0%	0%	19%	81%	0%	81%	**44%**
*Algebra II	n/a							

- Algebra and Geometry data represents both Middle School and High School results
- Note: Numbers may not sum to 100% due to rounding.

Haddon Township
2022 NJSLA GRADE-LEVEL Outcomes
English Language Arts/Literacy

	Percent Taking Test	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	District % ≥ Level 4	State NJ % ≥ Level 4
Grade 3	100%	10%	19%	25%	42%	4%	46%	**42%**
Grade 4	99%	7%	9%	22%	49%	12%	61%	**49%**
Grade 5	98%	5%	9%	17%	60%	9%	69%	**50%**
Grade 6	97%	7%	11%	31%	50%	1%	51%	**48%**
Grade 7	98%	11%	11%	33%	39%	6%	45%	**52%**
Grade 8	97%	11%	19%	28%	35%	6%	41%	**52%**
Grade 9	100%	5%	16%	34%	38%	6%	44%	**49%**

Note: Numbers may not sum to 100% due to rounding.

Haddon Township 2019-2022 Mathematics Proficiency Comparison

	NJSLA 2019 District % ≥ Level 4	2019 NJSLA % ≥ Level 4	NJSLA 2022 District % ≥ Level 4	2022 NJSLA % ≥ Level 4
Grade 3	63%	55%	61%	**45%**
Grade 4	54%	51%	47%	**39%**
Grade 5	53%	47%	55%	**36%**
Grade 6	40%	41%	46%	**31%**
Grade 7	49%	42%	43%	**34%**
Grade 8	28%	29%	26%	**15%**
Algebra 1	44%	43%	44%	**35%**
Geometry	31%	31%	81%	**44%**
Algebra 2	62%	46%		

Haddon Township
2019-2022 ELA
Proficiency Comparison

	NJSLA 2019 District % ≥ Level 4	2019 NJ % ≥ Level 4	NJSLA 2022 District % ≥ Level 4	2022 NJSLA % ≥ Level 4
Grade 3	59%	50%	46%	42%
Grade 4	58%	57%	62%	49%
Grade 5	69%	58%	69%	50%
Grade 6	59%	56%	50%	48%
Grade 7	68%	63%	45%	53%
Grade 8	70%	63%	41%	51%
Grade 9	61%	55%	44%	49%
Grade 10	51%	58%	X	X

Haddon Township
2019 NJSLA School & Grade-Level Outcomes
Mathematics

	Grade 3 % ≥ Level 4	Grade 4 % ≥ Level 4	Grade 5 % ≥ Level 4	Grade 6 % ≥ Level 4	Grade 7 % ≥ Level 4	Grade 8 % ≥ Level 4	Alg. I % ≥ Level 4	Geometry % ≥ Level 4	Alg. II % ≥ Level 4
Edison	57%	43%	60%						
Jennings	68%	36%	62%						
Stoy	56%	57%	46%						
Strawbridge	66%	53%	28%						
Van Sciver	65%	63%	66%						
RMS				40%	49%	28%	97%	91%	
HTHS							28%	26%	62%
District	63%	54%	53%	40%	49%	28%	44%	31%	62%
State	55%	51%	47%	41%	42%	29%	43%	31%	46%

*Dark shaded fields indicate N/A

Haddon Township
2022 NJSLA School & Grade-Level Outcomes
Mathematics

	Grade 3 % ≥ Level 4	Grade 4 % ≥ Level 4	Grade 5 % ≥ Level 4	Grade 6 % ≥ Level 4	Grade 7 % ≥ Level 4	Grade 8 % ≥ Level 4	Alg. I % ≥ Level 4	Geometry % ≥ Level 4	Alg. II % ≥ Level 4
Edison	65%	60%	50%						
Jennings	36%	43%	47%						
Stoy	74%	42%	36%						
Strawbridge	84%	53%	58%						
Van Sciver	57%	42%	67%						
RMS				46%	43%	26%	97%	78%	N/A
HTHS							30%	82%	N/A
District	60%	47%	55%	46%	43%	26%	44%	81%	
State	45%	39%	36%	31%	34%	15%	35%	44%	

*Dark shaded fields indicate N/A

Haddon Township
2019 NJSLA School & Grade-Level Outcomes
English Language Arts/Literacy

	Grade 3 % ≥ Level 4	Grade 4 % ≥ Level 4	Grade 5 % ≥ Level 4	Grade 6 % ≥ Level 4	Grade 7 % ≥ Level 4	Grade 8 % ≥ Level 4	Grade 9 % ≥ Level 4	Grade 10 % ≥ Level 4
Edison	65%	52%	70%					
Jennings	52%	64%	72%					
Stoy	55%	53%	58%					
Strawbridge	59%	66%	53%					
Van Sciver	60%	56%	81%					
RMS				59%	68%	70%		
HTHS							61%	51%
District	59%	58%	69%	59%	68%	70%	61%	51%
State	50%	57%	58%	56%	63%	63%	55%	58%

*Dark shaded fields indicate N/A

Haddon Township
2022 NJSLA School & Grade-Level Outcomes
English Language Arts/Literacy**

	Grade 3 % ≥ Level 4	Grade 4 % ≥ Level 4	Grade 5 % ≥ Level 4	Grade 6 % ≥ Level 4	Grade 7 % ≥ Level 4	Grade 8 % ≥ Level 4	Grade 9 % ≥ Level 4
Edison	47%	75%	50%				
Jennings	16%	53%	65%				
Stoy	61%	50%	50%				
Strawbridge	73%	71%	77%				
Van Sciver	45%	58%	82%				
RMS				51%	45%	41%	
HTHS							44%
District	46%	61%	69%	51%	45%	41%	44%
State	42%	49%	50%	48%	53%	51%	49%

*Dark shaded fields indicate N/A

Haddon Township
2022 NJSLA GRADE-LEVEL Outcomes Science (Grades 5, 8, & 11)

	Percent Taking Test	Minimal (Level 1)	Limited (Level 2)	Proficient (Level 3)	Advanced (Level 4)	District % Prof.& Adv.	NJ % Prof.& Adv
Grade 5	94%	21%	29%	35%	15%	53%	25%
Grade 8	96%	24%	57%	15%	4%	29%	16%
Grade 11	94%	26%	29%	35%	10%	45%	29%

- **Note**: Numbers may not sum to 100% due to rounding.

SUBGROUP PERFORMANCE

- The New Jersey Department of Education and the ESSA accountability plan contain sample size limits of:
  - N = 20 for school and district accountability (previously 30)
  - N = 10 for reporting

  - The rationale for establishing sample size boundaries is to assure statistical validity and reliability while making sure that districts have information helpful in addressing the needs of students.

NJDOE Subgroup Statement

"Conversations with stakeholders revealed diverse opinions about balancing the goals of ensuring accuracy and stability in our data as compared to including as many subgroups as possible in our accountability system. The NJDOE attempted to balance both perspectives by setting a minimum n-size of 20 students for accountability. At this n-size, thousands more students will be included than under the previous minimum n-size of 30; and the NJDOE expects that compared to a lower n-size, school performance will not drastically fluctuate based on a few students. New Jersey will maintain 10 as its minimum n-size for school and district reporting."

https://www.state.nj.us/education/ESSA/plan/Overview.pdf

Subgroups in Haddon Township

- Beginning with the child in mind, we are intentional about focusing on:

  - Identifying instructional opportunities with targeted interventions
  - Removing barriers to ensure equitable access to programming
  - Providing an instructional program appropriate, with acceleration and remediation supports, for individual students

2019 MATH SUBGROUP DATA

GRADE LEVEL	DISTRICT % ≥ Level 4	HISPANIC/LATINO		ECONOMICALLY DISADVANTAGED		IEP/ SPECIAL EDUCATION		504 PLANS	
3	63%	27%	3(11)	50%	10(20)	23%	7(30)	*	*
4	54%	14%	2(14)	39%	12(31)	18%	5(28)	*	*
5	53%	33%	4(12)	28%	5(18)	18%	4(22)	*	*
6	40%	27%	6(22)	13%	3(24)	0%	0(27)	29%	5(17)
7	49%	23%	3(13)	19%	4(21)	21%	6(28)	50%	8(16)
8	28%	31%	5(16)	10%	2(20)	13%	4(32)	*	*
ALG I	44%	18%	3(17)	30%	8(27)	11%	4(35)	65%	11(17)
GEO	31%	25%	3(12)	7%	1(14)	4%	1(24)	47%	7(15)
ALG II	62%	*	*	*	*	*	*	*	*

* Subgroup does not meet NJDOE reporting standards

2022 MATH SUBGROUP DATA

GRADE LEVEL	DISTRICT % ≥ Level 4	HISPANIC/LATINO		ECONOMICALLY DISADVANTAGED		IEP/ SPECIAL EDUCATION		504 PLANS	
3	61%	36%	4(11)	29%	4(14)	41%	9(22)	40%	6(15)
4	47%	50%	9(18)	8%	1(12)	9%	2(22)	41%	7(17)
5	55%	50%	7(14)	33%	4(12)	27%	6(22)	57%	4(7)
6	46%	11%	1(9)	14%	2(14)	8%	2(25)	50%	7(14)
7	43%	7%	1(15)	14%	3(22)	4%	1(27)	50%	6(12)
8	41%	40%	6(15)	22%	4(18)	15%	4(27)	43%	6(14)
ALG I	44%	27%	4(15)	18%	3(17)	0%	0(23)	35%	6(17)
GEO	81%	100%	3(3)	100%	1(1)	0%	0(0)	67%	2(3)
ALG II	*	*	*	*	*	*	*	*	*

*No data/exam not required.

2019 ELA SUBGROUP DATA

GRADE LEVEL	DISTRICT % ≥ Level 4	HISPANIC/LATINO		ECONOMICALLY DISADVANTAGED		IEP/ SPECIAL EDUCATION		504 PLANS	
3	59%	20%	2(10)	30%	6(20)	23%	7(30)	*	*
4	58%	50%	7(14)	32%	10(31)	25%	7(28)	*	*
5	69%	75%	9(12)	50%	9(18)	27%	6(22)	*	*
6	59%	45%	9(20)	35%	8(23)	22%	6(27)	47%	8(17)
7	68%	50%	6(12)	32%	6(19)	29%	8(28)	63%	10(16)
8	70%	56%	10(13)	46%	10(22)	29%	10(34)	79%	11(14)
9	61%	47%	9(19)	39%	10(26)	18%	6(33)	93%	14(15)
10	51%	27%	4(15)	42%	8(19)	25%	8(32)	46%	6(13)

* Subgroup does not meet NJDOE reporting standards

2022 ELA SUBGROUP DATA

GRADE LEVEL	DISTRICT % ≥ Level 4	HISPANIC/LATINO		ECONOMICALLY DISADVANTAGED		IEP/ SPECIAL EDUCATION		504 PLANS	
3	46%	36%	4(11)	36%	5(14)	23%	5(22)	27%	4(15)
4	62%	59%	10(17)	25%	3(12)	22%	5(23)	41%	7(17)
5	69%	64%	9(14)	58%	7(12)	18%	4(22)	57%	4(7)
6	50%	22%	2(9)	27%	4(15)	12%	3(26)	57%	8(14)
7	45%	29%	4(14)	39%	9(23)	19%	5(27)	8%	1(12)
8	41%	40%	6(15)	22%	4(18)	15%	4(27)	43%	6(14)
9	44%	24%	5(21)	18%	3(17)	5%	1(21)	37%	7(19)
10									

* Subgroup does not meet NJDOE reporting standards
*Dark shaded fields indicate N/A

ACCESS for ELLs

Proficiency Level	Total Number of Students Scoring in This Category
1. **Entering:** Knows and uses minimal social language and minimal academic language with visual and graphic support	1 (Kindergarten)
2. **Emerging:** Knows and uses some social and general academic with visual and graphic support	3 (Grades 2-3 & 9-12)
3. **Developing:** Knows and uses social English and some specific academic language with visual and graphic support	12 (Grades 1-12)
4. **Expanding:** Knows and uses social English and some technical academic language	9 (Grades 2-12)
5. **Bridging:** Knows and uses social and academic language working with grade level material	1 (Grades 4-5)
6. **Reaching:** Knows and used social and academic language at the highest level measured by this test	1 (Grades 6-8)
	Total Students: 27 Average Score: 3.8
*Grade level data has been suppressed to protect student privacy. *Reporting on Alternate ACCESS for ELLs has been suppressed to protect student privacy.	

Dynamic Learning Maps (DLM)

- Dynamic Learning Maps® (DLM®) assessments are designed for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in mathematics, English language arts, and science.

  - https://dynamiclearningmaps.org/about/tests

- N/A–2021/22 School Year
  - One student in category
  - Opted Out

Other Assessments PSAT

- Preliminary Scholastic Assessment Test (PSAT)
  - Provided by the district for all students in Grades 10 & 11
  - Mathematics
  - Evidence-based Reading & Writing
  - Practice for the SAT and an alternate option to meet current graduation requirements until 2025
  - Students receive personalized feedback to prepare for the SAT
 - Score range: 320-1520

Other Assessments
SAT

- Scholastic Assessment Test (SATs)
  - Evidence-based Reading and Writing
  - Mathematics
  - Writing (optional since 2017)
  - Recognized as key indicator of a high school's standing when compared to other districts; non-mandatory
  - One of top three college/university admission factors in additional to high school grades and strength of schedule/courses.
  - Score Range: 400-1600

- ACT test data is not currently accessible for 2021.

  - Expected in coming months

PSAT Data

Year	Grade Level	# HT Students Assessed	HT Mean Total Score	State	National	Difference State/Nat'l
2019	10	145	950	930	925	+20/+5
2019	11	152	984	979	1004	+5/-20
2020	10	131	983	995	958	-12/+25
2020	11	116	1024	1042	1044	-18/-20
2021	10	141	951	921	919	+30/+32
2021	11	146	1026	970	995	+56/+31
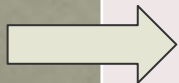
SAT Data

Subtest Area/Year	HT Students	State	National	Difference State/Nat'l	Seniors	Tested	% Tested
Evidenced-based Reading and Writing							
2021	566	562	533	+4/+33	162	84	52%
2022	579	543	529	+36/+50	152	87	57%
Mathematics							
2021	562	563	528	-1/+34	162	84	52%
2022	571	537	521	+34/+50	152	87	57%

2022 AP Highlights

- **Total AP Tests Taken:** 127

- **Tests with a score of 3 or better:** 107 tests
  - 84.25% of tests taken resulted in a score of 3 or better

- HTHS Students Taking At Least One AP Test: 68

  - 57 of the 68 earned at least a score of 3 or better

- Percentage of HTHS students earning at least a 3 or better

  - 83.82%

AP Tests

Subject	Students Tested		Scoring 3 or Better		% Scoring 3 or Better	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
Biology	23	17	16	15	70%	88%
Calculus AB	15	19	12	19	80%	100%
Calculus BC	1	0	1	N/A	100%	N/A
Chemistry	1	4	1	4	100%	100%
English Language/Comp	26	19	26	13	100%	68%
English Lit/Comp	5	5	2	5	40%	100%

AP Tests

Subject	Students Tested		Scoring 3 or Better		% Scoring 3 or Better	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
AP German	5	5	2	4	40%	80%
AP French	1	4	1	1	100%	25%
AP US Gov. & Politics	26	21	23	16	88.5%	76%
AP US History	7	6	7	6	100%	100%

AP Tests

Subject	Students Tested		Scoring 3 or Better		% Scoring 3 or Better	
	2020-21	2021-22	2020-21	2021-22	2020-21	2021-22
AP Physics	3	8	1	7	33%	88%
AP Spanish	2	0	2	N/A	100%	N/A
AP Latin	0	0	N/A	N/A	N/A	N/A
AP Statistics	23	19	12	17	56.5%	90%

Graduation Rate

2021/22 Graduation Rate

94.2%

Summary

- Baseline Data Year
  - 2022/23 data compared to 2021/22 will provide a better comparison

- Haddon Township students outperformed the state in Math and ELA with the exception of Grades 7-9 ELA.

  - Less of a COVID slide

- History of students outperforming in ELA

  - Math was the primary focus; targeted interventions have been beneficial

  - Continue making those strides with an intentional, targeted focus on improvement opportunities in ELA (MS & HS, Grades 8, 9, & 10)

Now What?

- How does Haddon Township compare with District Factor Group (DFG) peer districts with similar socioeconomics?

- Looking at tailored reporting, what patterns and trends can be identified to assist with the creation of targeted learning opportunities to address deficiencies?

- How can we make data actionable for teachers and administrators?

- In turn, how can we increase data driven instruction and help our teachers better meet the needs of our students?

GOING FORWARD

- District
  - Continue to provide means and opportunities by which teachers and administrators can more easily access and analyze a variety of data
    - Example: Utilize LinkIt ELA and Math benchmark data, in conjunction with local assessment data, with a targeted focus on growth
  - Compare, plan and make focused instructional decisions to support student growth and achievement in all areas
  - Focus on targeted instruction along with professional development and coaching

- High School
  - Continued to focus on learning intentions and success criteria
  - Continue to provide individual, small group and whole class support in order to support every student's ability to meet the assessment requirements for graduation
  - Ensure that a variety of question types are utilized within the context of regular instruction and classroom experiences

GOING FORWARD (cont')

- Middle School
  - Math
    - Implement the new math program with fidelity with opportunities for teacher support through professional development
    - Continue to increase statistics and geometry exposure at the middle school level

  - Language Arts
    - Provide additional rich opportunities for students to read, analyze and write about what they are reading, including informational text
    - Ensure that students continue to engage in deep analysis of fiction texts to support their ability to identify and infer the author's meaning

GOING FORWARD (cont')

- Elementary Schools

  - Math
    - Ensure a focus on "measurement and data" and "operations in base 10"
      - Additional focus on fractions in 3rd grade
    - Review the scope and sequence for Math in Focus; align with LinkIt benchmark results and identified NJSLA priorities
    - Explore ways to incorporate math fact fluency

  - Language Arts
    - Provide additional opportunities for students to engage in literary analysis, particularly in terms of comparing texts and providing evidence-based responses
    - Incorporate additional ways in which strategies for inferring and identifying theme may be used throughout content areas

Thank You!