Testing Results:
Spring 2019 Administrations

Red Bank Regional
High School District
Fall 2019

Highlights

NJSLA-ELA

➢ A combined **Increase of 5% o**f students achieving proficiency amongst students tested in both grades 9 & 10.

➢ An overall trend on **increasing** proficiency with all subgroups in Grades 9 & 10

➢ A combined **4% decreas**e in students not meeting proficiency.

★ 11th graders are not reported due to the new graduation and testing requirements

NJSLA- Mathematics

Geometry

➢ An **8% Increase** in students meeting proficiency.
➢ An overall trend on **increasing** proficiency with all subgroup
➢ A decrease in students not meeting proficiency.

Algebra 1

➢ A **5 % decrease** in students meeting proficiency

➢ An overall trend on **decreasing** proficiency with all subgroup

➢ A 16% increase in students not meeting proficiency

NJSLA ELA Assessment Overview

❖ NJSLA's annual assessments are available in <u>English Language Arts/ Literacy</u> for Grades 9 - 11 and <u>Mathematics</u> by content area including Algebra 1, Geometry and Algebra II.

❖ Each administration of the NJSLA assessment set's <u>performance levels</u>. Levels range from 1 to a 5

- ○ Level 1 indicating the greatest need for improvement
- ○ Level 5 indicating the strongest performance towards a college and career readiness determination & exceeding grade level standards

❖ **ELA Assessments**
   ○ Students *read and analyze passages* from real texts — fiction and non-fiction — and sometimes watch video or listen to audio.

   ○ Students *write*, using what they've learned from the passages and multimedia to support their arguments.

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NJSLA ELA Performance Level Descriptors

❖ **Reading Performance Level Assessment**

Differentiated by three factors:

1. Text complexity
2. The range of accuracy in expressing reading comprehension demonstrated in student responses; and
3. The quality of evidence cited from sources read

As opposed to other assessments, The NJSLA works to assess a student's ability to find text-based evidence for generalizations, conclusions drawn

NJSLA ELA Performance Level Descriptors

Written Performance Level Assessment

Assess students level of written expression and knowledge of language & conventions on:

1. Narrative Writing Task
2. Literary Analysis Task
3. Research Task

Factors differentiating the performance levels for writing include how consistently and fully students develop ideas, including when drawing evidence from one or more sources, how well they organize their writing, and their command of grammar and language usage.

Pearson's NJSLA Math Assessment Overview

❖ **Math Assessment**

  ○ Students ***solve multi-step math problems based on the content being assessed*** that require reasoning and address real-world situations. As opposed to previous assessments that focused mostly on procedure only.

Performance level descriptors (PLDs) in this area focus on what a "typical" student should be able to demonstrate based on his/her command of grade-level standards. Including **students can demonstrate ability to**:

● *Assess Content*
● *Show Reasoning*
● *Demonstrate Modeling*

FIRSTNAME M. LASTNAME

Date of Birth: 03/30/2006 ID: EL07040033 **Grade: 7**
SAMPLE SCHOOL ONE NAME
SAMPLE DISTRICT NAME
NEW JERSEY
SPRING 2019

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

GRADE 7 ELA

English Language Arts Assessment Report, 2018–2019

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. **This assessment is just one measure of how well your child is performing academically.**

Visit the NJ Parent Portal at nj-results.pearsonaccessnext.com and use the following code to access your child's performance results online.

82t86SWSmWrc

See side 2 of this report for specific information on your child's performance in reading and writing.

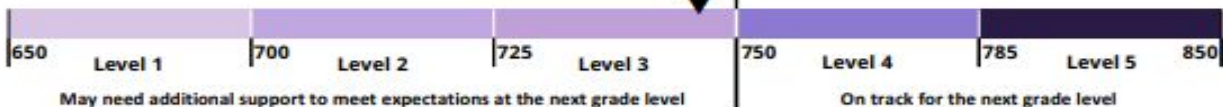## How Can You Use This Report?

Ask your child's teachers:
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?
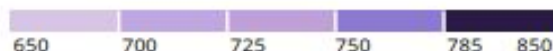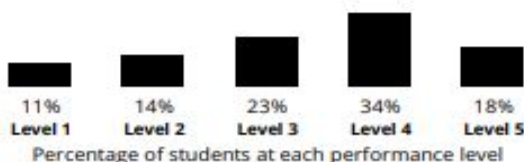
How Did FIRSTNAME Perform Overall?

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
746

650	700	725	750	785	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

School Average **722**
District Average **722**
State Average **749**

| 650 | 700 | 725 | 750 | 785 | 850 |

How Students in New Jersey Performed

11%	14%	23%	34%	18%
Level 1	Level 2	Level 3	Level 4	Level 5

Percentage of students at each performance level

Student Growth Percentile

Your child's score this year is the same as or better than 43 percent of New Jersey students who had a similar score to your child on the assessment in a previous year(s).
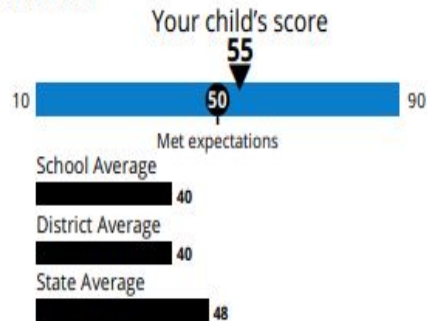

Sample ISR - ELA

Mailed Home with Letter Explaining How to obtain Information on Scores in September 2019
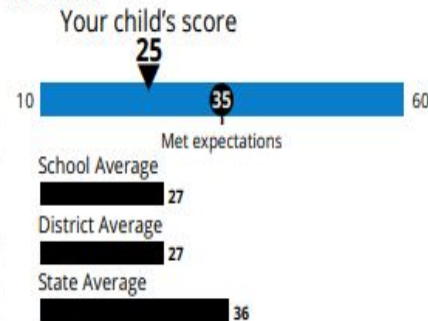
Sample ISR - ELA

How Did Your Child Perform in Reading and Writing?

READING

Your child's score
55

10 — 50 — 90

Met expectations

School Average
40

District Average
40

State Average
48

WRITING

Your child's score
25

10 — 35 — 60

Met expectations

School Average
27

District Average
27

State Average
36

LITERARY TEXT

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

INFORMATIONAL TEXT

Your child performed about the same as students who **did not yet meet or partially met expectations.** Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

VOCABULARY

Your child performed about the same as students who **met or exceeded expectations.** Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITTEN EXPRESSION

Your child performed about the same as students who **approached expectations.** Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

KNOWLEDGE OF LANGUAGE AND CONVENTIONS

Your child performed about the same as students who **approached expectations.** Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND
Your child performed about the same as students who:

Met or Exceeded Expectations

Approached Expectations

Did Not Yet Meet or Partially Met Expectations

What are the New Jersey ELA/Math assessments? The tests measure how well students have learned grade-level

Sample ISR - Math

How Did Your Child Perform in Areas of Mathematics?

MAJOR CONTENT

Your child performed about the same as students who met or exceeded expectations. Students meet expectations by solving problems involving rational exponents, writing and interpreting algebraic expressions, rational and radical equations, graphs of functions, creating linear, quadratic, and exponential functions, and making inferences and justifying conclusions from data.

EXPRESSING MATHEMATICAL REASONING

Your child performed about the same as students who met or exceeded expectations. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

ADDITIONAL & SUPPORTING CONTENT

Your child performed about the same as students who approached expectations. Students meet expectations by solving problems involving the complex number system, rational expressions and functions, systems of equations, trigonometric functions, interpreting data, and probability.

MODELING & APPLICATION

Your child performed about the same as students who met or exceeded expectations. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

LEGEND
Your child performed about the same as students who:

Met or Exceeded Expectations

Approached Expectations

Did Not Yet Meet or Partially Met Expectations

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S STUDENTS TESTED
SPRING 2018 AND SPRING 2019 NJSLA ADMINISTRATIONS
ENGLISH LANGUAGE ARTS/LITERACY

	Students Tested		Year to Year Comparison
	2018	2019	
Grade 9	301 (99%)	321 (99%)	**+20**
Grade 10	319(98%)	302(98%)	**-17**
Grade 11	265(99%)	65	**-200**
TOTAL	885	688	

Note: "Students Tested" represents individual valid test scores for English Language Arts/Literacy.

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S
SPRING 2017, SPRING 2018, & SPRING 2019
NJSLA ADMINISTRATIONS
ENGLISH LANGUAGE ARTS/LITERACY - PERCENTAGES

Grade	Not Yet Meeting & Partially Meeting Expectations (Level 1 & 2)			Approaching Expectations (Level 3)			Meeting & Exceeding Expectations (Level 4 & 5)			Change in Level 1 and Level 2 From 2017 to 2019	Change in Level 4 and Level 5 From 2017 to 2019
	2017	2018	2019	2017	2018	2019	2017	2018	2019		
9	20.6%	27.9%	14.4%	18.9%	17.3%	19.4%	60.5	63.5	66.3%	-6.2%	+5.8%
10	25.8%	20.4%	18.6%	21.7%	19.7%	13.9%	52.5%	59.9%	67.6%	-7.2 %	+15.1%
11	20.3%	27.9%	n/a	21%	29.4%	n/a	58.6%	42.6%	n/a		

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

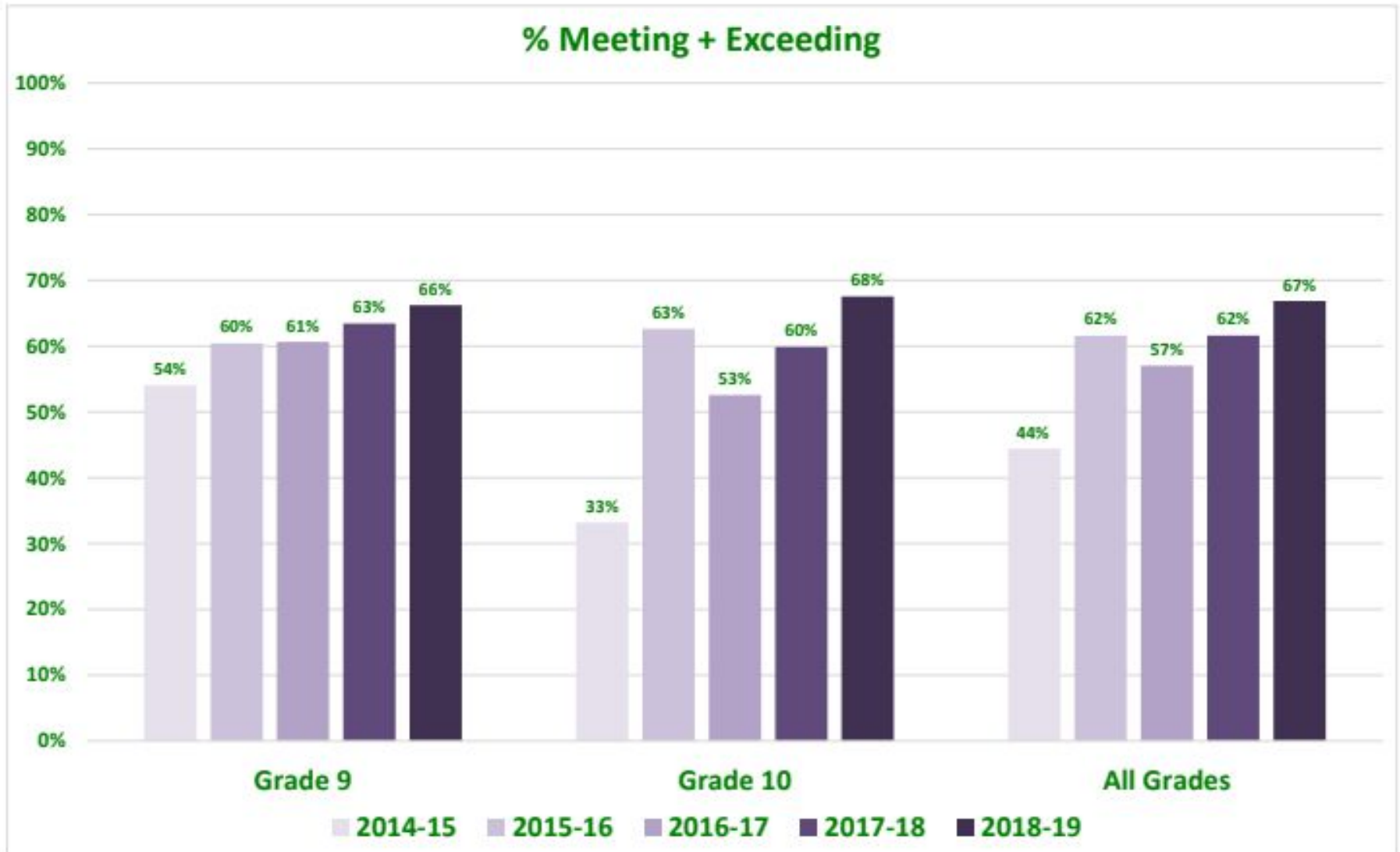## COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S
SPRING 2017 NJSLA ADMINISTRATIONS TO STATE PERFORMANCE
ENGLISH LANGUAGE ARTS/LITERACY TO NEW JERSEY- PERCENTAGES

	Meeting & Exceeding Expectations (Level 4 & 5)	
	RBR	State
	2019	2019
Grade 9	**66.3%**	55.3%
Grade 10	**67.6%**	58%

Notes: Percentages may not total 100 due to rounding.

ELA Achievement and Growth

Same grade, different students

ELA Achievement and Growth

Same grade, different students

% Not Meeting + Partially Meeting

Grade 9:
- 2014-15: 25%
- 2015-16: 22%
- 2016-17: 20%
- 2017-18: 19%
- 2018-19: 14%

Grade 10:
- 2014-15: 38%
- 2015-16: 19%
- 2016-17: 26%
- 2017-18: 20%
- 2018-19: 19%

All Grades:
- 2014-15: 31%
- 2015-16: 20%
- 2016-17: 23%
- 2017-18: 20%
- 2018-19: 16%

Legend: 2014-15, 2015-16, 2016-17, 2017-18, 2018-19
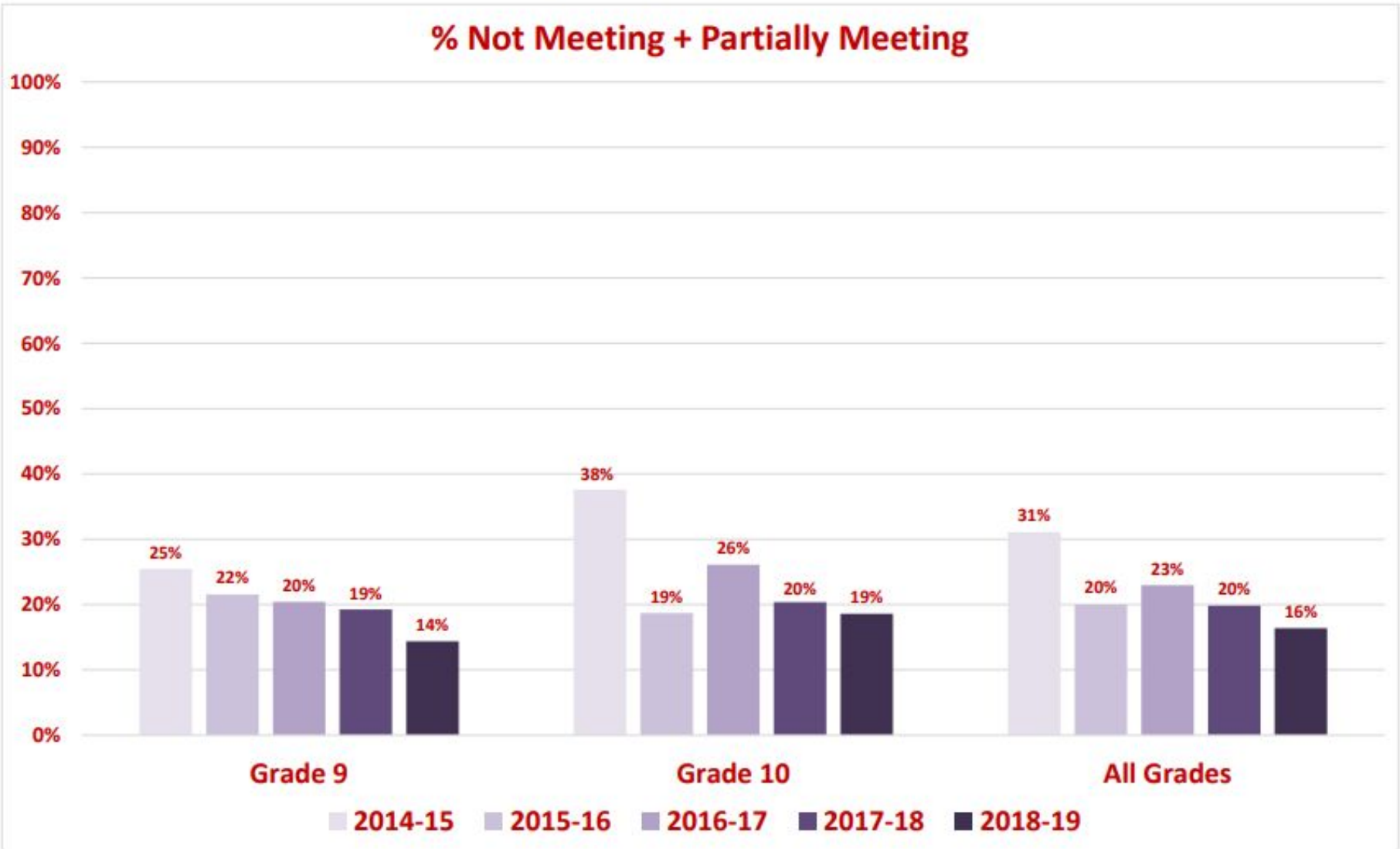
ELA Cohort Achievement and Growth

Same students, consecutive grades

% Meeting + Exceeding

Bar chart showing % Meeting + Exceeding for G9-G10 cohort: 2017-18 = 65%, 2018-19 = 68%.

Legend: 2017-18 | 2018-19
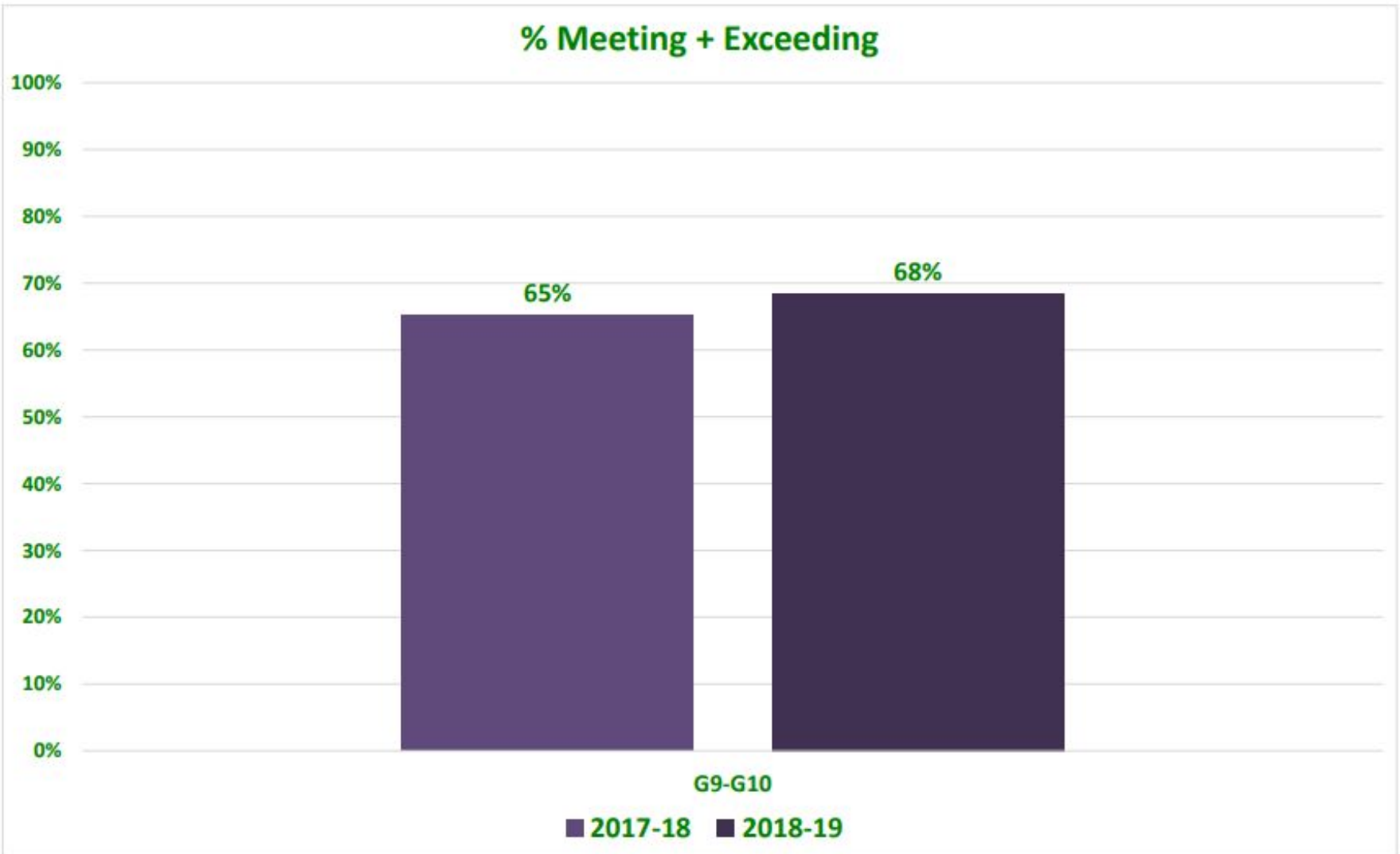
COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S SUBGROUP SPRING 2017 AND SPRING 2018 NJSLA ADMINISTRATIONS
ELA Grade 9 PERCENTAGES

	Meeting & Exceeding Expectations (Level 4 & 5)		% Difference >= Level 4
	2018	2019	
Hispanic or Latino	43.7%	45%	+1%
African American	37.5%	45%	+7%
White	78%	82%	+3%
Economic Disadvantage - NO	71.7%	76.7%	+5%
Economic Disadvantage - YES	35.3%	38.6%	+3.3%
IEP - YES	23.3%	32.4%	+9.1%
IEP - NO	70.1%	70.3%	+0.2%

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S SUBGROUP
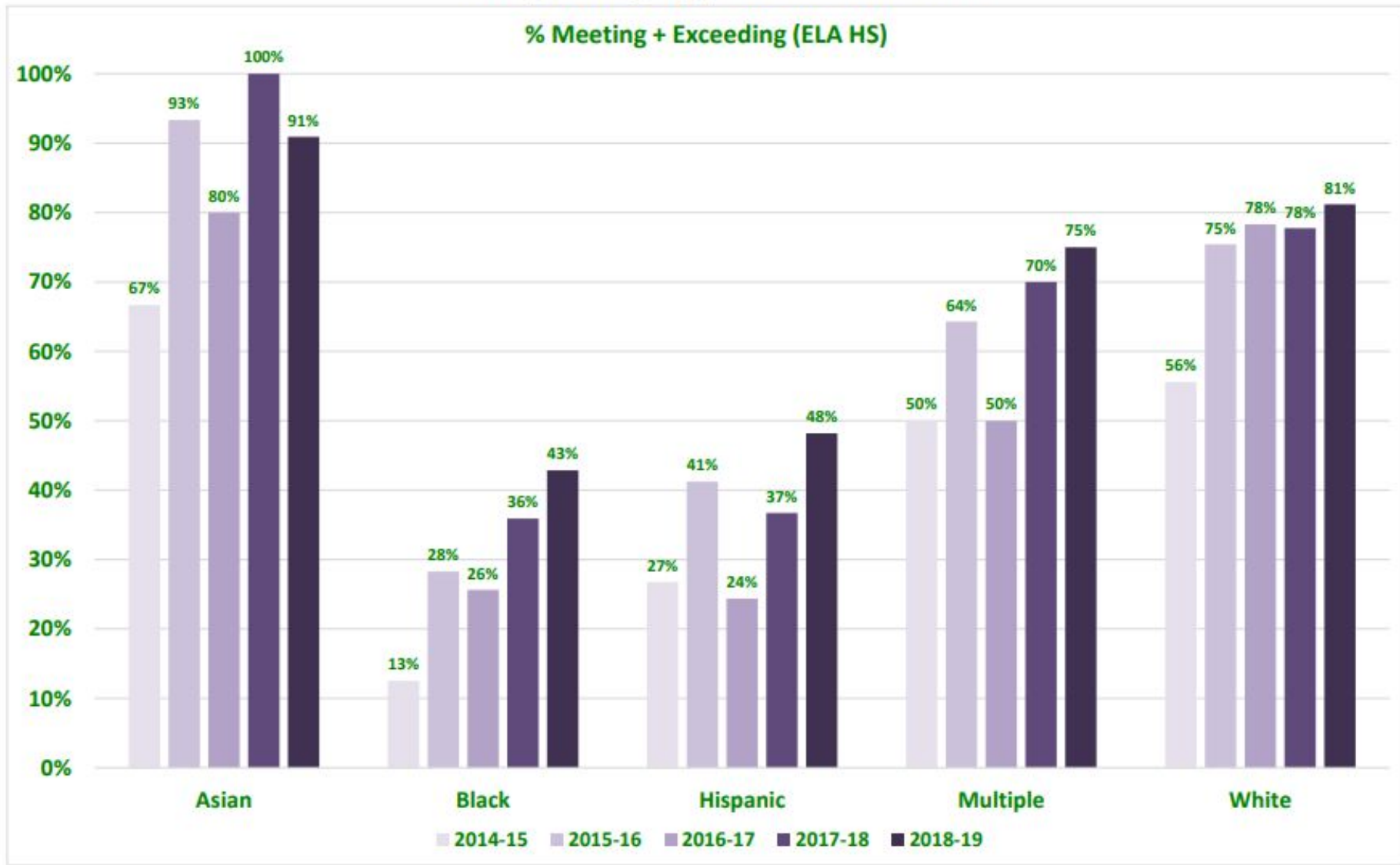## SPRING 2018 AND SPRING 2019 NJSLA ADMINISTRATIONS
ELA Grade 10 PERCENTAGES

	Meeting & Exceeding Expectations (Level 4 & 5)		% Difference >= Level 4
	2018	2019	
Hispanic or Latino	28.6%	51.5%	+22.9%
African American	33.3%	40.9%	+7.6%
White	76.9%	80.9%	+4%
Economic Disadvantage - NO	67.7%	73.9%	+6.2%
Economic Disadvantage - YES	29.2%	41.4%	+12.2%
IEP - YES	25%	27.9%	+2.9%
IEP - NO	65.5%	74.3%	+8.8%

Proficiency by Race
Same grade, different students

% Meeting + Exceeding (ELA HS)

	2014-15	2015-16	2016-17	2017-18	2018-19
Asian	67%	93%	80%	100%	91%
Black	13%	28%	26%	36%	43%
Hispanic	27%	41%	24%	37%	48%
Multiple	50%	64%	50%	70%	75%
White	56%	75%	78%	78%	81%

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Proficiency by Program
Same grade, different students

% Meeting + Exceeding (ELA HS)

Legend: 2014-15, 2015-16, 2016-17, 2017-18, 2018-19

F/R Lunch: 21%, 35%, 26%, 35%, 41%
Section 504: 40%, 64%, 75%, 76%, 81%
LEP: 0%, 0%, 0%, 4%, 14%
SpecEd: 13%, 21%, 10%, 24%, 30%
GenEd: 50%, 73%, 69%, 72%, 76%
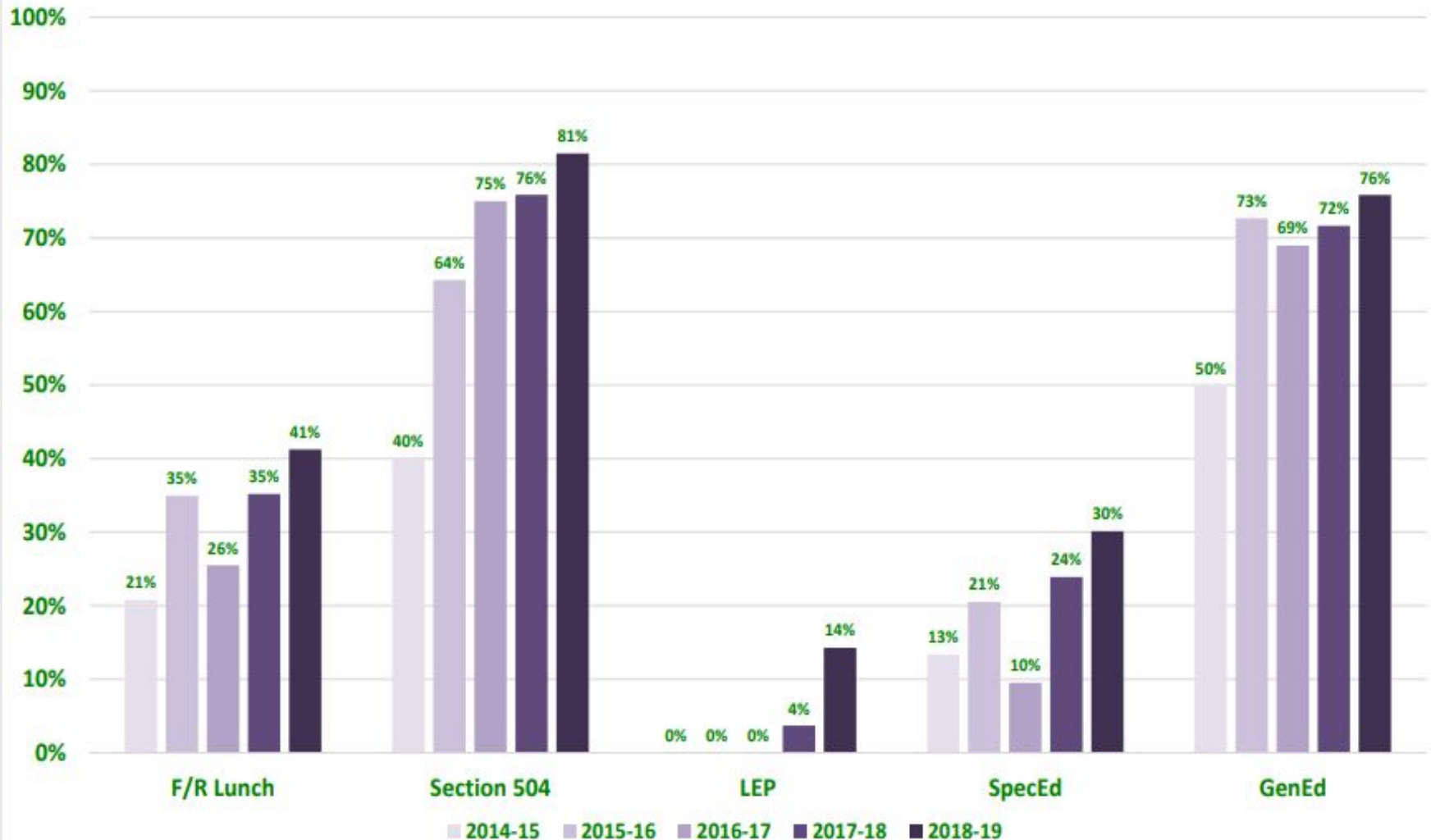
COMPARISON OF RED BANK REGIONAL HIGH SCHOOL STUDENTS TESTED SPRING 2018 AND SPRING 2019 NJSLA ADMINISTRATIONS
MATHEMATICS

	Students Tested		Year to Year Comparison
	2018	**2019**	
Algebra I	241	**249**	**+8**
Geometry	281	**279**	**-2**
Algebra II ***	275	**121**	**-154**
TOTAL	797	649	

Notes: "Students Tested" represents individual valid test scores for Mathematics.

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S
SPRING 2017, SPRING 2018, & SPRING 2019
PARCC/NJSLA ADMINISTRATIONS
MATHEMATICS - PERCENTAGE

Grade	Not Yet Meeting & Partially Meeting Expectations (Level 1 & 2)			Approaching Expectations (Level 3)			Meeting & Exceeding Expectations (Level 4 & 5)			Change in Level 1 and Level 2 From 2017 to 2019	Change in Level 4 and Level 5 From 2017 to 2019
	2017	2018	2019	2017	2018	2019	2017	2018	2019		
ALG I	27.3	19.9	35.4	30.9	32.4	20.9	41.4	47.7	43	+8.1	+1.6
GEO	30.7	29.9	22.6	32.6	35.2	34.4	36.8	34.9	43	-8.1	+6.2
ALG II	52.5	50.2	34.7	20.3	16.7	12.4	26.2	33.1	52.9	-17.8	+26.7

**Level 4 and Level 5 is an indication a student is on pace to be college and career ready.
Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

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	Meeting & Exceeding Expectations (Level 4 & 5)	
	RBR	State
Algebra I	43%	42.9%
Geometry	43%	31.2%
Algebra II	52.9%	45.8%

Notes: Percentages may not total 100 due to rounding.

Math Achievement and Growth
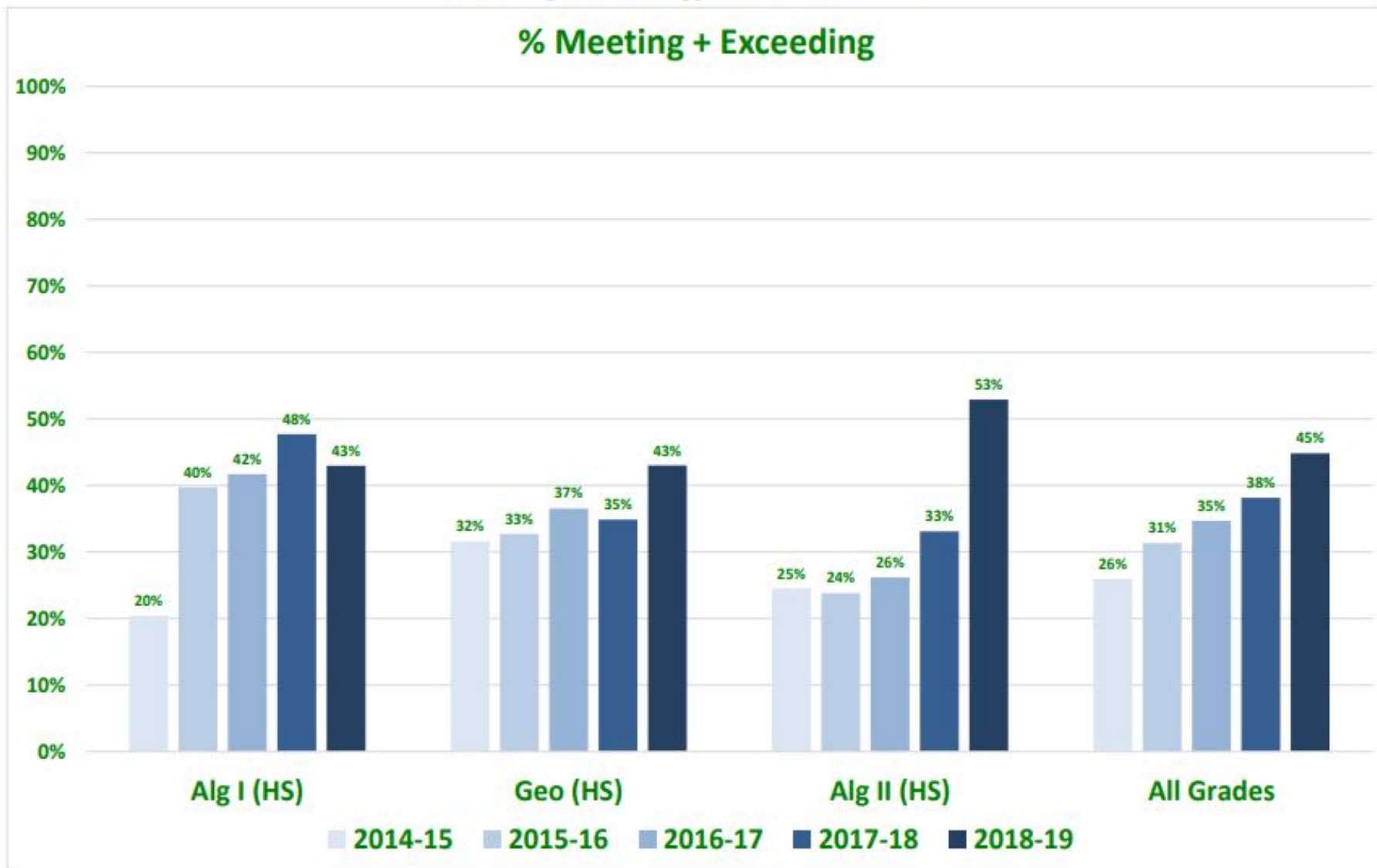
Same grade, different students

Math Achievement and Growth

Same grade, different students

% Not Meeting + Partially Meeting

	Alg I (HS)	Geo (HS)	Alg II (HS)	All Grades
2014-15	41%	31%	56%	41%
2015-16	31%	33%	56%	41%
2016-17	27%	31%	54%	37%
2017-18	20%	30%	50%	34%
2018-19	36%	23%	35%	30%
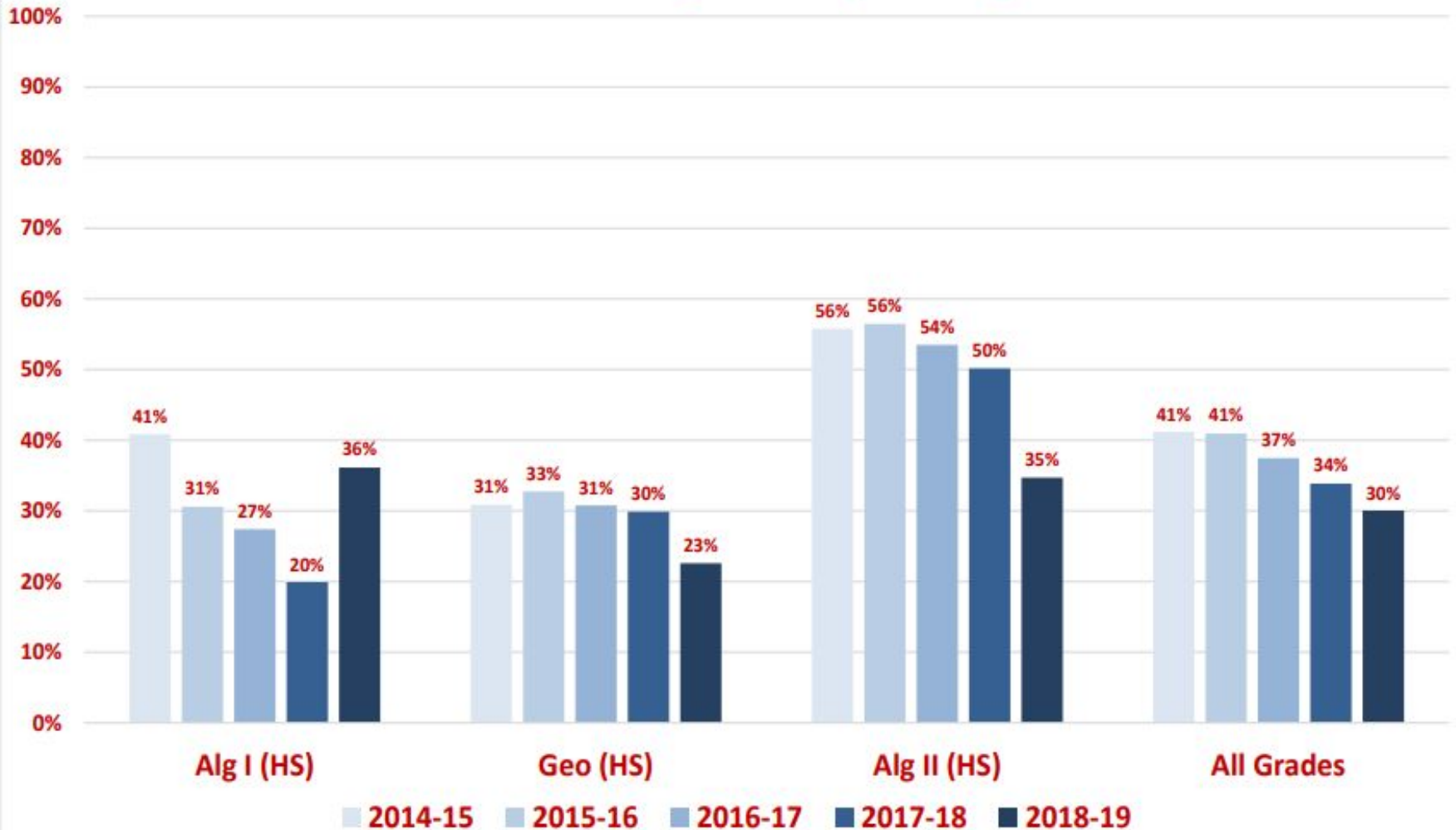
COMPARISON OF RED BANK REGIONAL HIGH SCHOOL's SUBGROUP SPRING 2018 AND SPRING 2019 NJSLA ADMINISTRATIONS ALGEBRA I- PERCENTAGES

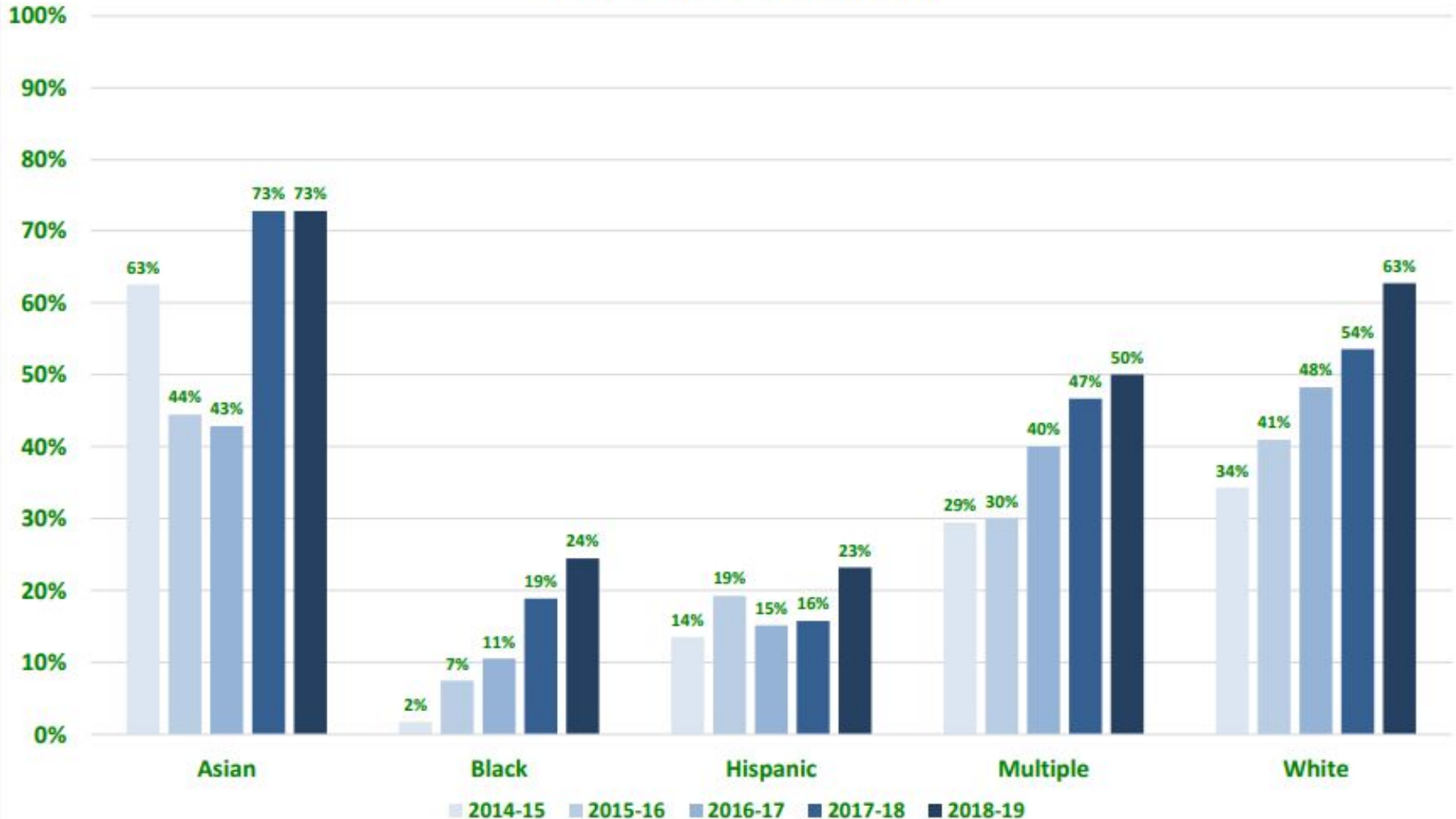|	Meeting & Exceeding Expectations (Level 4 & 5)		% Difference >= Level 4
	2018	2019	
Hispanic or Latino	28.3%	20.6%	-7.7%
African American	31.8%	28.6%	-3.2%
White	66.9%	66.7%	-0.2%
Economic Disadvantage - NO	53.1%	55.4%	+2.3%
Economic Disadvantage - YES	33.3%	17.3%	-16%
IEP - YES	14%	16.7%	+2.7%
IEP - NO	55.1%	47.4%	-7.7%

COMPARISON OF RED BANK REGIONAL HIGH SCHOOL'S SUBGROUP
SPRING 2018 AND SPRING 2019 NJSLA ADMINISTRATIONS
GEOMETRY - PERCENTAGES

	Meeting & Exceeding Expectations (Level 4 & 5)		% Difference >= Level 4
	2018	2019	
Hispanic or Latino	9.4%	27.1%	+17.7%
African American	13.3%	22.2%	+8.9%
White	50.3%	55.1%	+4.8%
Economic Disadvantage - NO	42.2%	48.1%	+5.9%
Economic Disadvantage - YES	9.5%	26.2%	+16.7%
IEP - YES	7.5%	10.3%	+2.8%
IEP - NO	39.4%	48.3%	+8.9%

Proficiency by Race
Same grade, different students

% Meeting + Exceeding (Math HS)

Asian: 2014-15: 63%, 2015-16: 44%, 2016-17: 43%, 2017-18: 73%, 2018-19: 73%

Black: 2014-15: 2%, 2015-16: 7%, 2016-17: 11%, 2017-18: 19%, 2018-19: 24%

Hispanic: 2014-15: 14%, 2015-16: 19%, 2016-17: 15%, 2017-18: 16%, 2018-19: 23%

Multiple: 2014-15: 29%, 2015-16: 30%, 2016-17: 40%, 2017-18: 47%, 2018-19: 50%

White: 2014-15: 34%, 2015-16: 41%, 2016-17: 48%, 2017-18: 54%, 2018-19: 63%

Legend: 2014-15, 2015-16, 2016-17, 2017-18, 2018-19

Proficiency by Program
Same grade, different students

% Meeting + Exceeding (Math HS)

F/R Lunch: 10%, 15%, 13%, 15%, 20%

Section 504: 38%, 34%, 49%, 55%, 65%

LEP: 0%, 3%, 3%, 11%, 9%

SpecEd: 3%, 7%, 6%, 10%, 13%

GenEd: 31%, 37%, 42%, 45%, 53%

Legend: 2014-15, 2015-16, 2016-17, 2017-18, 2018-19
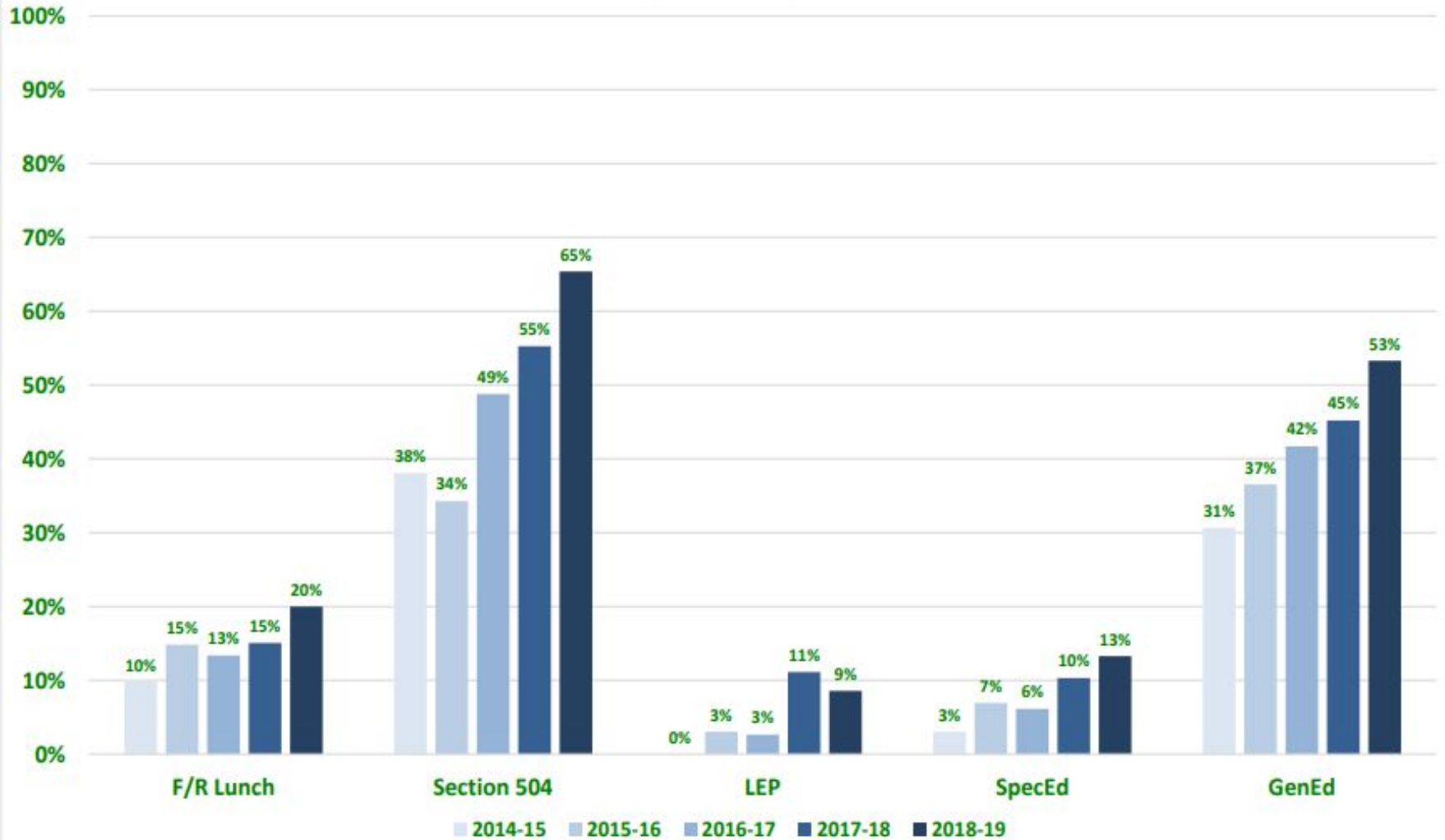
Pathways Available	English Language Arts/Literacy (ELA)	Mathematics
First Pathway: Demonstrate proficiency in the high school end-of-course NJSLA/PARCC assessments in ELA-10 and/or Algebra I	NJSLA/PARCC ELA Grade 10 ≥ 750 (Level 4)	NJSLA/PARCC Algebra I ≥ 750 (Level 4)
Second Pathway: Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments	• NJSLA/PARCC ELA Grade 9 ≥ 750 (Level 4), *or* • NJSLA/PARCC ELA Grade 11 ≥ 725 (Level 3) *or* • SAT Critical Reading (taken before 3/1/16) ≥ 400, *or* • SAT Evidence-Based Reading and Writing Section (taken • 3/1/16 or later) ≥ 450, *or* • SAT Reading Test (taken 3/1/16 or later) ≥ 22, *or* • ACT Reading or ACT PLAN Reading[1] ≥ 16, *or* • ACCUPLACER WritePlacer ≥ 6, *or* • ACCUPLACER WritePlacer ESL ≥ 4, *or* • PSAT10 Reading or PSAT/NMSQT Reading • (taken before 10/1/15) ≥ 40, *or* • PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) ≥ 22, *or* • ACT Aspire Reading[1] ≥ 422, *or* • ASVAB-AFQT Composite ≥ 31	• NJSLA/PARCC Geometry ≥ 725 (Level 3), *or* NJSLA/PARCC Algebra II ≥ 725 (Level 3) *or* SAT Math (taken before 3/1/16) ≥ 400, *or* • SAT Math Section (taken 3/1/16 or later) ≥ 440, *or* SAT Math Test (taken 3/1/16 or later) ≥ 22, *or* ACT or ACT PLAN Math[1] ≥ 16, *or* • ACCUPLACER Elementary Algebra ≥ 76, *or* • Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019)[2] ≥ 255, *or* • PSAT10 Math or PSAT/NMSQT Math • (taken before 10/1/15) ≥ 40, *or* • PSAT10 Math or PSAT/NMSQT Math • (taken 10/1/15 or later) ≥ 22, *or* • ACT Aspire Math[1] ≥ 422, *or* • ASVAB-AFQT Composite ≥ 31
Third Pathway: Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals	Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

Data-based Intervention

❖ Generate discussions with Administrative Team, RBR Faculty, students, families, community and all stakeholders

❖ Adjust and develop curriculum and assessment to target areas in need of continued growth and work to identify best practices to target subgroups that are underperforming

❖ Implement benchmark assessments for all 9th and 10th grade students

❖ With student support services, RTI and Grade 9 Teams, working to further develop and target interventions to support appropriate students subgroups during Mod periods

AP Exams

- **Most exams are two to three hours long.**

- **The first part of the exam usually consists of multiple-choice questions.**

- **The second part of the exam usually consists of free-response questions that require the students to generate their own responses.**

- **Taking the AP Exam gives the students opportunity to earn college credit and placement**

- **Each College and University make their own decisions on credit and placement**

AP Courses and Enrollment

	# of Exams	# of Courses	# of students enrolled
2015-2016	421	16	240
2016-2017	525	20	328
2017-2018	471	18	296
2018-2019	477	19	294
2019-2020	526	18	329

AP EXAM Score Reports

Exam	2016	2017	2018	2019
Biology	2.364	3	2.67	2.9
Calc AB	2.355	2.2	2.5	1.9
Calc BC	3.813	3.467	3.88	4.2
Chemistry	N/A	2.11	2.94	1.6
Computer Science A	2.588	2.323	2.04	1.5
Computer Science Principles	N/A	2.641	3.16	2.6
English Language	2.92	3.3	3.03	3.0
English Literature	2.6	2.743	2.75	2.7
European History	2.33	2.909		2.5
French	2	1	1.5	1.0
Human Geography	2.033	2.893	3.11	3.1
Microeconomics	1.917	1.868	2.33	2.8
Music Theory	2.75	2.375	2.85	2.9

AP EXAM Score Reports

Exam	2016	2017	2018	2019
Physics 1	2.49	2.793	3.42	2.8
Physics 2	2.429	2.571	2.68	2.2
Physics C: E & M	N/A	N/A	3.57	4.0
Physics C: Mechanics	N/A	N/A	4.21	4.6
Spanish Language	3.11	3.625	3.5	2.8
Statistics	2.462	1.857	2.4	2.5
Studio Art	4.5	5	5	4.8
US History	3.25	2.964	2.79	2.3

IB Score Report Spring 2019

Subject	# of Students tested	Average Grade RBR
English A: HL	62	4
French B : HL	8	3.6
French B: SL	2	4
Italian B HL	4	3.75
Italian B SL	11	2.9
Spanish B HL	2	4.5
Spanish B SL	14	4.71
Env. & Soc SL	63	4
American History HL	31	4.35
Psychology HL	10	4.5
Psychology SL	9	4.7
Biology SL	4	4.5
Math Studies SL	9	4.8

2018–2019 IB School Statistics

- Number of Candidates Registered: 153

- Number of Diploma Candidates : 7

- Number of candidates who successfully passed diploma : 4

IB Enrollment

	Diploma	Testing
2016	16	214
2017	11	170
2018	4	199
2019	7	153
2020	11	225
2021	2	

ACCESS Testing

Every march our ELL program have students participate in the WiDA exam, ACCESS for ELL's 2.0

The test covers 7 areas of language fluency

1. Listening
2. Speaking
3. Reading
4. Writing
5. Oral Language
6. Literacy
7. Comprehension

Students are graded on a scale of 1- 6, 6 means fluent in English Language

District Frequency Report

	Total students tested		Level 1 & 2		Level 3 & 4		Level 5 & 6	
	2018	2019	2018	2019	2018	2019	2018	2019
Grade 9	14	20	5	9	7	9	2	2
Grade 10	12	13	2	3	10	9	0	1
Grade 11	14	10	3	7	10	2	0	1
Grade 12	3	1	0	1	2	0	1	0