START STRONG ASSESSMENT

2021-2022 SY

Heights: Where Tradition and Innovation Take Flight

WHAT IS THE START STRONG BENCHMARK ASSESSMENT?

Start Strong Fall 2021 was intended to:

1. Produce information that would be used as a standards-based complement to the resources used by educators in their classrooms to evaluate the needs of students.
2. Meet federal flexibility for the 2020-2021 school year associated with the administration of general English language arts (ELA), and mathematics/science assessment, including public reporting of school-level results disaggregated by subgroup.

Start Strong Fall 2021 was not intended to:

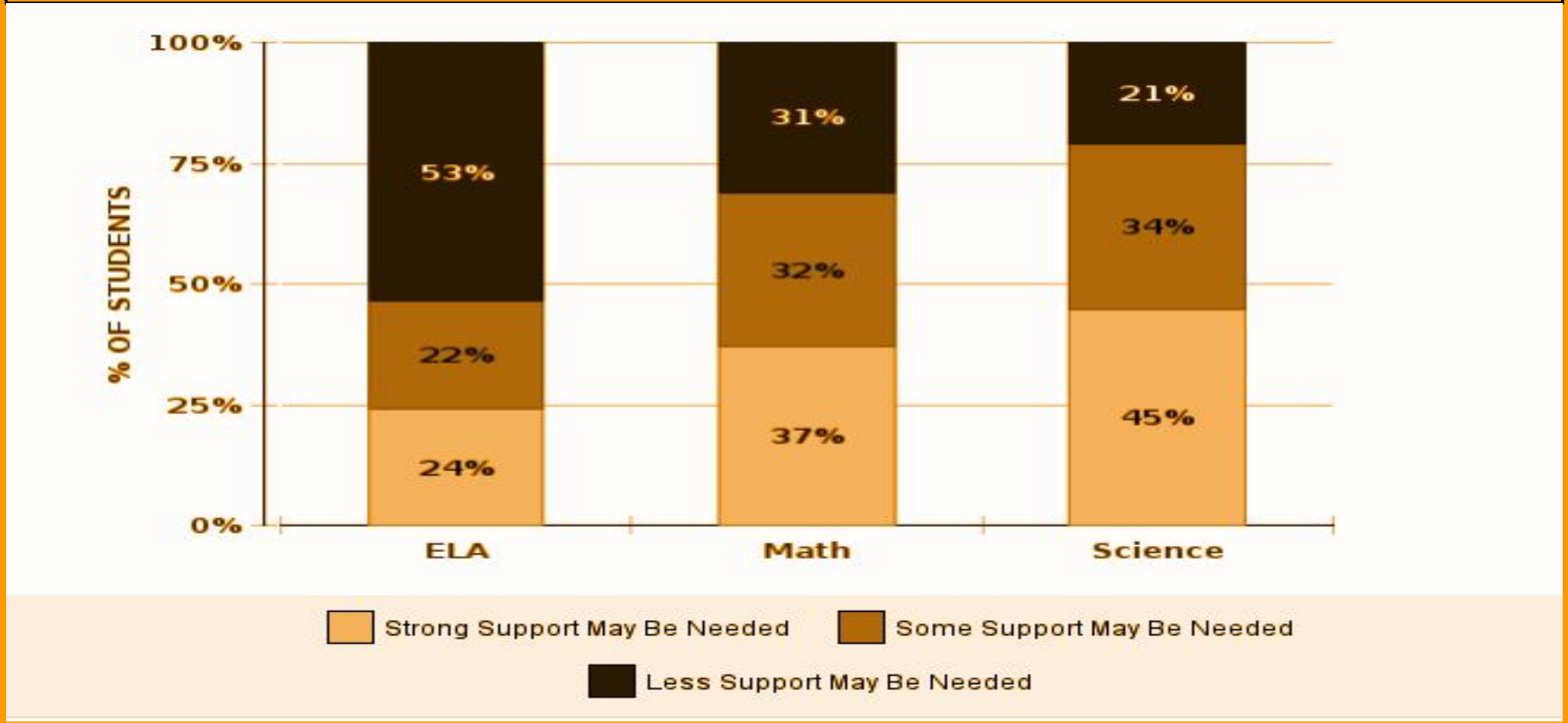
1. Replace local standards-based benchmark assessments districts may already have in place.
2. Replace the spring 2022 New Jersey Student Learning Assessments (NJSLA) statewide summative assessments.

Start Strong is a one-time flexibility granted by the United States Department of Education (USDOE). All eligible students are expected to participate in the spring 2022 NJSLA statewide assessments.

TESTED AREAS AND STUDENT PARTICIPATION

School	Test Name	Number of tested students
ELEMENTARY SCHOOL	Grade 04 ELA	117
ELEMENTARY SCHOOL	Grade 04 Mathematics	119
ELEMENTARY SCHOOL	Grade 05 ELA	121
ELEMENTARY SCHOOL	Grade 05 Mathematics	121
HASBROUCK HEIGHTS MIDDLE SCHOOL	Algebra I	63
HASBROUCK HEIGHTS MIDDLE SCHOOL	Grade 06 ELA	134
HASBROUCK HEIGHTS MIDDLE SCHOOL	Grade 06 Mathematics	134
HASBROUCK HEIGHTS MIDDLE SCHOOL	Grade 06 Science	134
HASBROUCK HEIGHTS MIDDLE SCHOOL	Grade 07 ELA	132
HASBROUCK HEIGHTS MIDDLE SCHOOL	Grade 07 Mathematics	133
HASBROUCK HEIGHTS MIDDLE SCHOOL	Grade 08 ELA	147
HASBROUCK HEIGHTS MIDDLE SCHOOL	Grade 08 Mathematics	87
HASBROUCK HEIGHTS HIGH SCHOOL	Algebra I	79
HASBROUCK HEIGHTS HIGH SCHOOL	Algebra II	129
HASBROUCK HEIGHTS HIGH SCHOOL	Geometry	145
HASBROUCK HEIGHTS HIGH SCHOOL	Grade 09 ELA	120
HASBROUCK HEIGHTS HIGH SCHOOL	Grade 09 Science	119
HASBROUCK HEIGHTS HIGH SCHOOL	Grade 10 ELA	138
HASBROUCK HEIGHTS HIGH SCHOOL	Grade 12 Science	134

AGGREGATE DISTRICT DATA (GRADES 4-12)



GRADE LEVEL DATA- ELA

	LESS SUPPORT NEEDED	SOME SUPPORT NEEDED	STRONG SUPPORT NEEDED
ELA04	36%	27%	37%
ELA05	60%	25%	16%
ELA06	49%	25%	26%
ELA07	59%	22%	19%
ELA08	56%	19%	24%
ELA09	59%	15%	26%
ELA10	54%	22%	23%

Due to rounding, some percentages may total slightly above or below 100%.

GRADE LEVEL DATA-MATHEMATICS

	LESS SUPPORT NEEDED	SOME SUPPORT NEEDED	STRONG SUPPORT NEEDED
MAT04	38%	31%	31%
MAT05	30%	22%	48%
MAT06	22%	36%	42%
MAT07	32%	38%	31%
MAT08	15%	43%	42%
ALG 1	30%	34%	37%
ALG 2	45%	31%	24%
GEO	30%	24%	46%

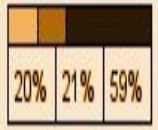
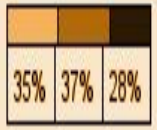
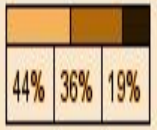
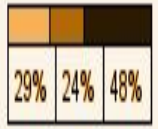
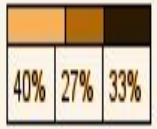
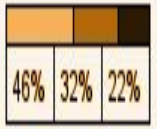
Due to rounding, some percentages may total slightly above or below 100%.

GRADE LEVEL DATA-SCIENCE

	LESS SUPPORT NEEDED	SOME SUPPORT NEEDED	STRONG SUPPORT NEEDED
SCI06	21%	37%	42%
SCI09	19%	37%	44%
SCI12	23%	28%	50%

Due to rounding, some percentages may total slightly above or below 100%.

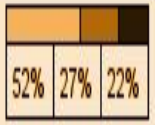
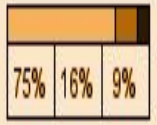
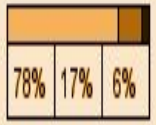
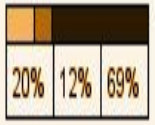
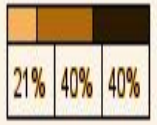
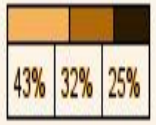
SUBGROUP ANALYSIS- GENDER

Gender	ELA	Math	Science
Female			
Male			

SUBGROUP ANALYSIS- ETHNICITY

Ethnicity	ELA	Math	Science
American Indian / Alaska Native	0% 100% 0%	0% 100% 0%	No Data
Asian	12% 12% 76%	16% 30% 54%	33% 38% 30%
Black / African American	37% 17% 47%	53% 15% 32%	80% 20% 0%
Hispanic or Latino	28% 24% 48%	48% 28% 24%	46% 31% 23%
White	24% 23% 52%	34% 35% 30%	45% 35% 20%
Two or More Races	8% 38% 54%	43% 29% 29%	33% 67% 0%

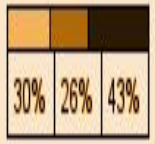
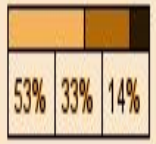
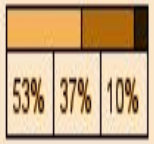
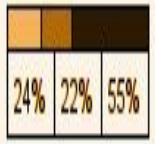
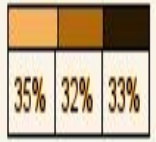
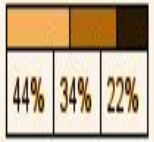
SUBGROUP ANALYSIS- STUDENTS WITH DISABILITIES

Students with Disabilities	ELA	Math	Science
IEP			
504			

SUBGROUP ANALYSIS- ENGLISH LANGUAGE LEARNERS

English Language Learner	ELA	Math	Science
Current EL	67% 17% 17%	78% 17% 4%	80% 20% 0%
Former EL	44% 25% 31%	52% 29% 19%	67% 17% 17%

SUBGROUP ANALYSIS - ECONOMICALLY DISADVANTAGED

Other Demographics	ELA	Math	Science
Economically Disadvantaged			
Non-Economically Disadvantaged			

STANDARDS ANALYSIS TO DRIVE INSTRUCTION

Question	Standards	Reporting Concept	Correct	Incorrect	Partial
Question 1	3.OA.B.6	Multiplication and Division	48 (87%)	7 (13%)	0 (0%)
Question 2	3.OA.A.3	Multiplication and Division	44 (80%)	11 (20%)	0 (0%)
Question 3	3.OA.A.3	Multiplication and Division	44 (80%)	11 (20%)	0 (0%)
Question 4	3.OA.A.3	Multiplication and Division	46 (84%)	9 (16%)	0 (0%)
Question 5	3.OA.A.3	Multiplication and Division	39 (71%)	16 (29%)	0 (0%)
Question 6	3.OA.A.3	Multiplication and Division	43 (78%)	12 (22%)	0 (0%)
Question 7	3.OA.C.7	Operations	40 (73%)	15 (27%)	0 (0%)
Question 8	3.OA.D.8	Operations	21 (38%)	18 (33%)	16 (29%)
Question 9	3.OA.C.7	Operations	30 (55%)	25 (45%)	0 (0%)
Question 10	3.OA.D.8	Operations	10 (18%)	27 (49%)	18 (33%)
Question 11	3.NF.A.3.A	Fractions	13 (24%)	42 (76%)	0 (0%)
Question 12	3.NF.A.3.C	Fractions	21 (38%)	34 (62%)	0 (0%)
Question 13	3.NF.A.3.B	Fractions	9 (16%)	46 (84%)	0 (0%)
Question 14	3.NF.A.3.B	Fractions	16 (29%)	39 (71%)	0 (0%)
Question 15	3.NF.A.3.D	Fractions	27 (49%)	28 (51%)	0 (0%)
Question 16	3.NF.A.3.D	Fractions	24 (44%)	31 (56%)	0 (0%)
Question 17	3.MD.C.7.B	Measurement	30 (55%)	25 (45%)	0 (0%)
Question 18	3.MD.A.1	Measurement	25 (45%)	30 (55%)	0 (0%)
Question 19	3.MD.A.2	Measurement	9 (16%)	20 (36%)	26 (47%)
Question 20	3.MD.C.7.B	Measurement	25 (45%)	30 (55%)	0 (0%)
Question 21	3.MD.A.1	Measurement	36 (65%)	19 (35%)	0 (0%)

STANDARDS ANALYSIS TO DRIVE INSTRUCTION

3.MD.A.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
3.MD.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
3.MD.C.7.B	Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
3.NF.A.3.A	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
3.NF.A.3.B	Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
3.NF.A.3.C	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
3.NF.A.3.D	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
3.OA.B.6	Understand division as an unknown-factor problem.
3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

WHAT IS THIS DATA TELLING US?

Mathematics and Science were hit the hardest. Why?

1. Math practices were not able to be taught
2. Hands-on activities and the use of manipulatives were unable to be used
3. Instruction became more computation-based, rather than mathematical process-based

WHAT IS THIS DATA TELLING US?

Science

1. Science practices were not able to be taught - No hands-on activities, labs, etc.
2. NJSLS Science standards are inquiry-based standards
3. COVID created a situation for less inquiry-based learning and for more direct instruction
4. When students were assessed, the assessment design was inquiry-based, hence creating a disconnect in student performance

SUPPORT FOR SUCCESS

Elementary School

1. District-Wide Focus on skill-based interventions through Intervention and Referral Services (I&RS)
2. IXL Math
3. Reader's & Writer's Workshop Professional Development (TCRWP)
4. Increase hands-on activities in science
5. Professional development opportunities
   Conquer Math (Grades 3-5)
6. Triangulation of data (Start Strong, LinkIt, IXL)

SUPPORT FOR SUCCESS

Middle School

1. District-Wide Focus on skill-based interventions through Intervention and Referral Services (I&RS)
2. IXL Math/Science (Increase hands-on activities)
3. ELA push-in/pull-out for targeted instruction
4. Professional development opportunities
   - Schoolwide (ELA Reading & Writing)
   - Conquer Math (Grade 6 & Algebra 1)
5. Triangulation of data (Start Strong, LinkIt, & IXL)

SUPPORT FOR SUCCESS

High School

1. District-Wide Focus on skill-based interventions through Intervention and Referral Services (I&RS)
2. Double math classes in grades 9 and 10
3. ELA push-in/pull-out for targeted instruction
4. SAT prep pull-out course during the school day (From PE class)
5. IXL Math

SUPPORT FOR SUCCESS

6. Increase hands-on activities in the sciences

7. Professional development (Conquer math for Algebra 1 teachers)

8. Writing destination (Grades 9-12; MP1 writing project, to focus on writing skills across grade levels

9. Triangulation of data (Start Strong, LinkIt, & IXL)