

# 2021-22 NJSLA Summary Results

District: Hasbrouck Heights

Date: October 17, 2022

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# Hasbrouck Heights Mission & Vision

The mission of the Hasbrouck Heights School District is to focus on student development within a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

The Hasbrouck Heights School District believes that learning is measured by the integrity and achievement of its students.

- Students will become independent and self-sufficient citizens, who will succeed and contribute responsibility in a global society.
- Students will be accountable for their work and behavior.
- Students will take pride in their school and community.
- Students will have mutual respect for the different learning styles, strengths, needs and challenges of others.
- Students will be actively engaged in the learning process through diversified classroom activities that challenge all learners.
- Students will be 21<sup>st</sup> century, college and career ready.

# Section 1

## District Analysis

# HASBROUCK HEIGHTS 2021-22 Spring NJSLA/NJGPA Overall Performance

Grade Level / Content Area	Eligible Test Takers	Valid Scores	Participation Rates
ELA 3	134	133	99%
MATH 3	134	133	99%
ELA 4	123	118	96%
MATH 4	123	120	98%
ELA 5	125	124	99%
MATH 5	125	124	99%
SCIENCE 5	125	124	99%
ELA 6	137	136	99%
MATH 6	137	137	100%
ELA 7	133	131	99%
MATH 7	133	132	99%

# HASBROUCK HEIGHTS 2021-22 Spring NJSLA/NJGPA Overall Performance

Grade Level / Content Area	Eligible Test Takers	Valid Scores	Participation Rates
ELA 8	153	149	96%
MATH 8	96	95	99%
ALG 1 (MS)	57	57	100%
SCIENCE 8	153	151	99%
ELA 9	121	120	99%
ALGEBRA 1 (HS)	80	80	100%
GEOMETRY	37	37	100%
SCIENCE 11	146	141	97%

# HASBROUCK HEIGHTS 2021-22 Spring NJSLA/NJGPA Overall Performance

Grade Level / Content Area	Average Scale Score District	Average Scale Score NJ	+/-
ELA 3	763	740	+23
MATH 3	757	745	+12
ELA 4	761	746	+15
MATH 4	748	740	+8
ELA 5	771	748	+23
MATH 5	748	736	+12
SCIENCE 5	177	163	+14

\*NJSLA ELA/Math Score ranges: 650-850; 750 (Level 4) or higher is the passing cut score

\*NJSLA Science Score range: 100-300; 200 (Level 3) or higher is the passing cut score

# HASBROUCK HEIGHTS 2021-22 Spring NJSLA/NJGPA Overall Performance

Grade Level / Content Area	Average Scale Score District	Average Scale Score NJ	+/-
ELA 6	747	746	+1
MATH 6	735	733	+2
ELA 7	770	751	+19
MATH 7	751	737	+14
ELA 8	753	750	+3
MATH 8	729	716	+13
ALGEBRA 1 (MS)	782	735	+47
SCIENCE 8	166	161	+5

\*NJSLA ELA/Math Score ranges: 650-850; 750 (Level 4) or higher is the passing cut score

\*NJSLA Science Score range: 100-300; 200 (Level 3) or higher is the passing cut score

\*Algebra 1 overall average- 761



# HASBROUCK HEIGHTS 2021-22 Spring NJSLA/NJGPA Overall Performance

Grade Level / Content Area	Average Scale Score District	Average Scale Score NJ	+/-
ELA 9	750	746	+4
ALGEBRA 1 (HS)	745	735	+10
GEOMETRY	762	743	+19
NJGPA ELA 11	750	736	+14
NJGPA MATH 11	753	752	+1
SCIENCE 11	167	166	+1

\*NJSLA ELA/Math Score ranges: 650-850; 750 (Level 4) or higher is the passing cut score

\*NJSLA Science Score range: 100-300; 200 (Level 3) or higher is the passing cut score

\*Algebra 1 overall average- 761

# HASBROUCK HEIGHTS

## 2021-22 Spring NJSLA

### English Language Arts

Grade	Achievement Levels									
	% Not Meeting Expectations		% Partially Meeting Expectations		% Approaching Expectations		% Meeting Expectations		% Exceeding Expectations	
	(Level 1)		(Level 2)		(Level 3)		(Level 4)		(Level 5)	
	District	State	District	State	District	State	District	State	District	State
3	6%	20%	8%	16%	23%	22%	51%	36%	11%	6%
4	4%	14%	9%	14%	19%	22%	47%	35%	20%	14%
5	2%	13%	7%	15%	19%	23%	45%	40%	26%	9%
6	7%	11%	11%	16%	31%	26%	48%	37%	4%	10%
7	5%	12%	6%	13%	18%	21%	36%	31%	36%	21%
8	9%	14%	9%	13%	28%	21%	40%	36%	14%	16%
9	8%	12%	9%	16%	28%	24%	45%	36%	10%	12%
All Grades	6%	14%	9%	15%	24%	23%	45%	36%	17%	13%

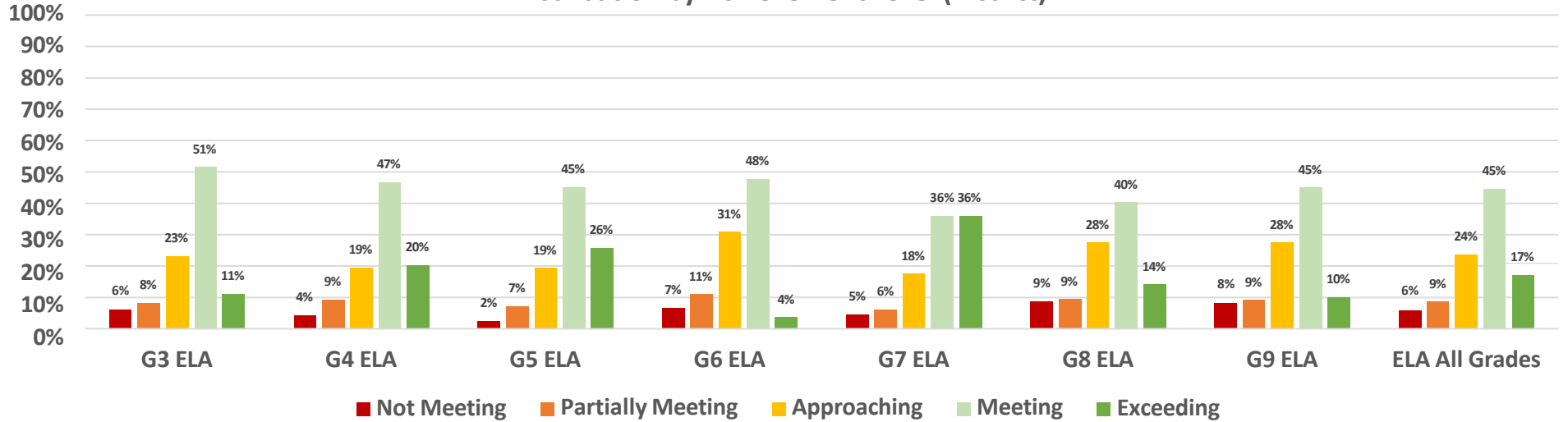
% totals may be slightly below or above 100% due to rounding

# HASBROUCK HEIGHTS

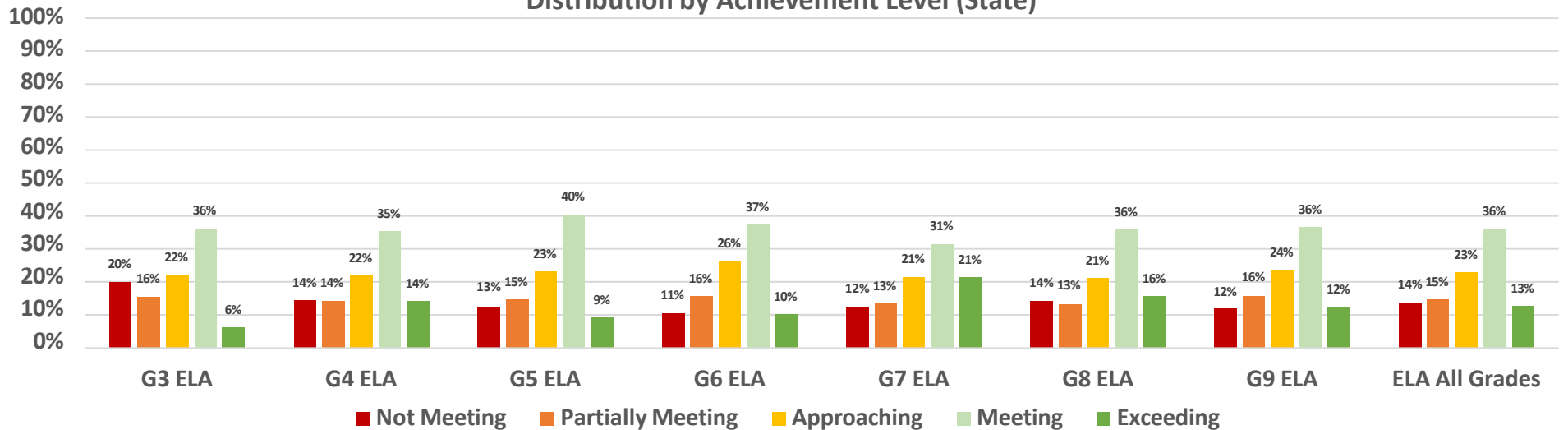
## 2021-22 Spring NJSLA

### English Language Arts

Distribution by Achievement Level (District)



Distribution by Achievement Level (State)



# HASBROUCK HEIGHTS 2021-22 Spring NJSLA Mathematics

Grade	Achievement Levels									
	Not Meeting Expectations		Partially Meeting Expectations		Approaching Expectations		Meeting Expectations		Exceeding Expectations	
	(Level 1)		(Level 2)		(Level 3)		(Level 4)		(Level 5)	
	District	State	District	State	District	State	District	State	District	State
3	3%	13%	12%	18%	25%	23%	45%	33%	16%	13%
4	7%	13%	18%	23%	25%	25%	43%	33%	8%	6%
5	6%	15%	15%	23%	31%	26%	37%	29%	11%	7%
6	7%	15%	23%	25%	42%	28%	26%	26%	1%	5%
7	5%	11%	12%	24%	29%	31%	45%	29%	9%	5%
8	18%	30%	29%	32%	24%	22%	26%	15%	2%	1%
Algebra I	3%	18%	12%	23%	15%	25%	63%	32%	7%	3%
Geometry	0%	10%	3%	19%	19%	30%	68%	38%	11%	6%
All Grades	6%	16%	16%	23%	27%	26%	42%	29%	8%	6%

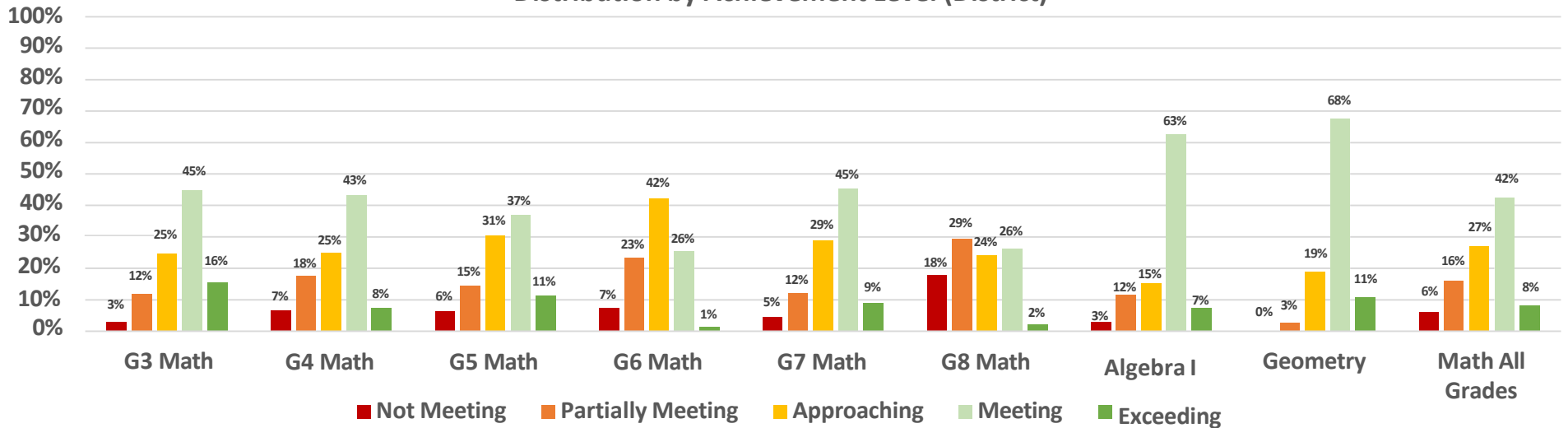
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# HASBROUCK HEIGHTS

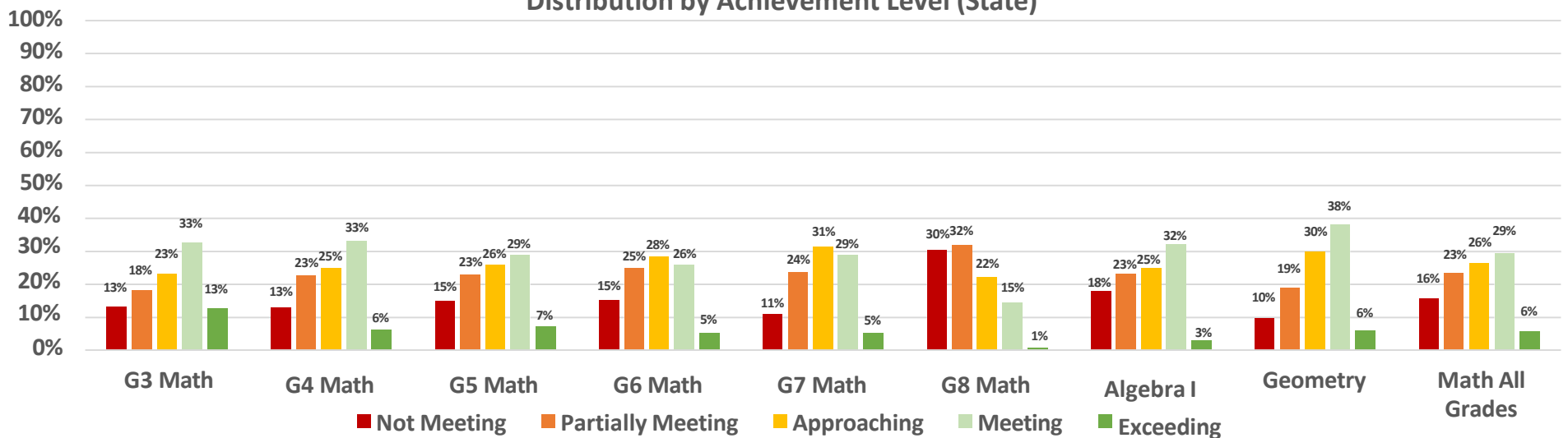
## 2021-22 Spring NJSLA

### Mathematics

Distribution by Achievement Level (District)



Distribution by Achievement Level (State)



# HASBROUCK HEIGHTS

## 2021-22 Spring NJSLA

### Science

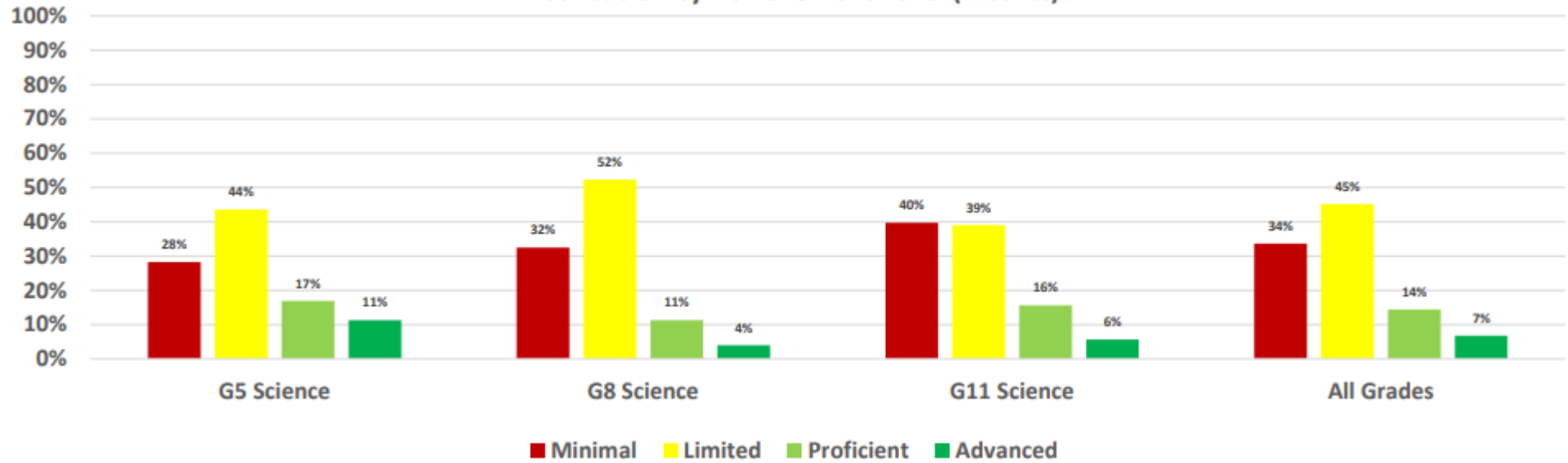
Grade	Achievement Levels							
	Minimal		Limited		Proficient		Advanced	
	(Level 1)		(Level 2)		(Level 3)		(Level 4)	
	District	State	District	State	District	State	District	State
5	28%	42%	44%	33%	17%	18%	11%	7%
8	32%	41%	52%	43%	11%	12%	4%	4%
11	40%	46%	39%	25%	16%	21%	6%	8%
All Grades	34%	43%	45%	34%	14%	17%	7%	6%

% totals may be slightly below or above 100% due to rounding

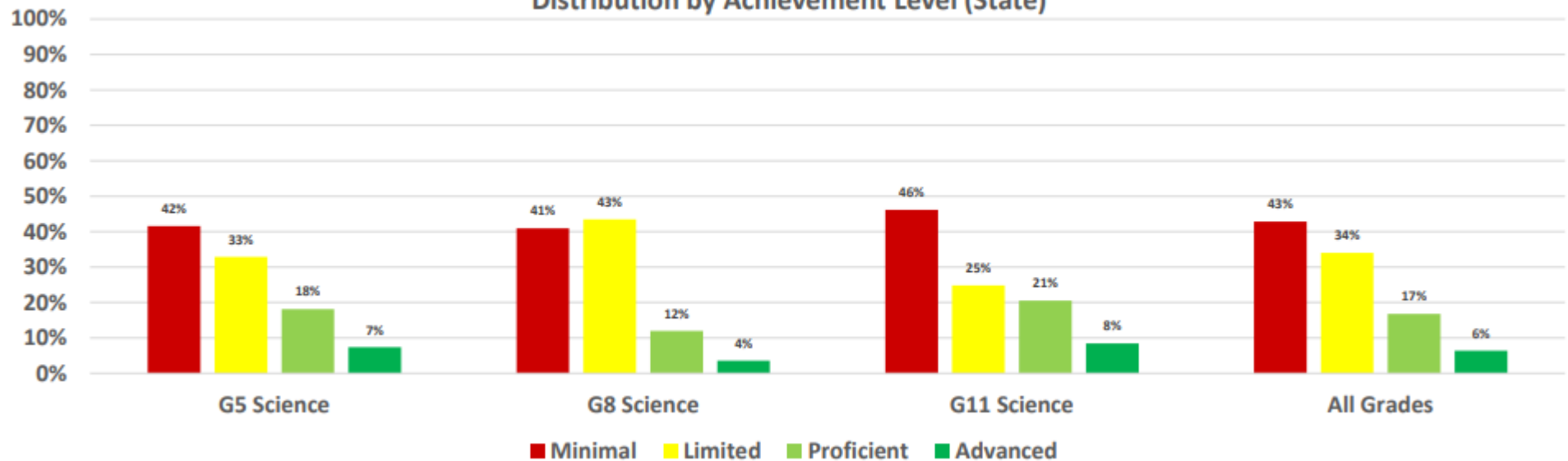
# HASBROUCK HEIGHTS 2021-22

## Spring NJSLA Science

### Distribution by Achievement Level (District)



### Distribution by Achievement Level (State)



# Section 2

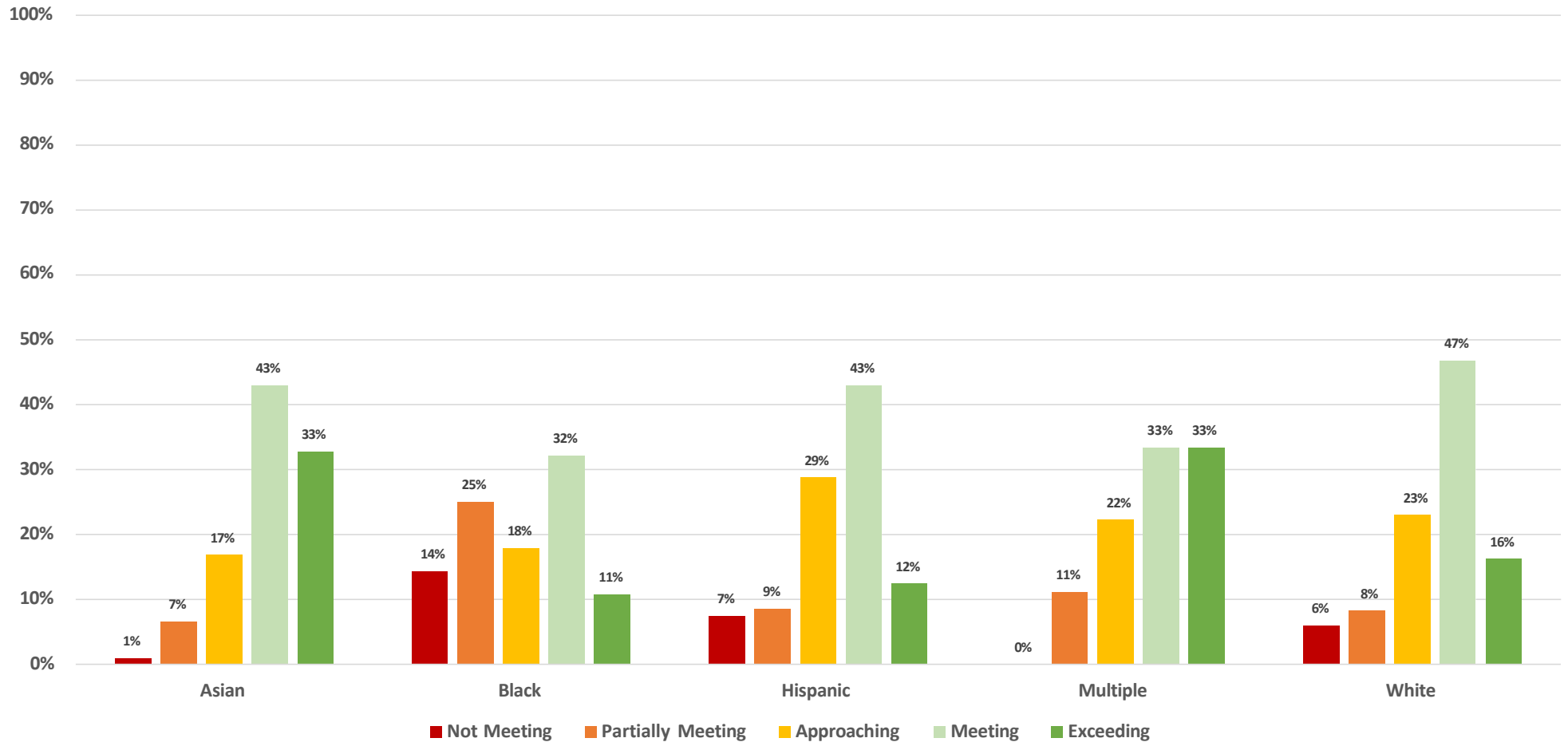
## Demographic Analysis



# HASBROUCK HEIGHTS

## 2021-22 Spring NJSLA by Subgroup Race English Language Arts

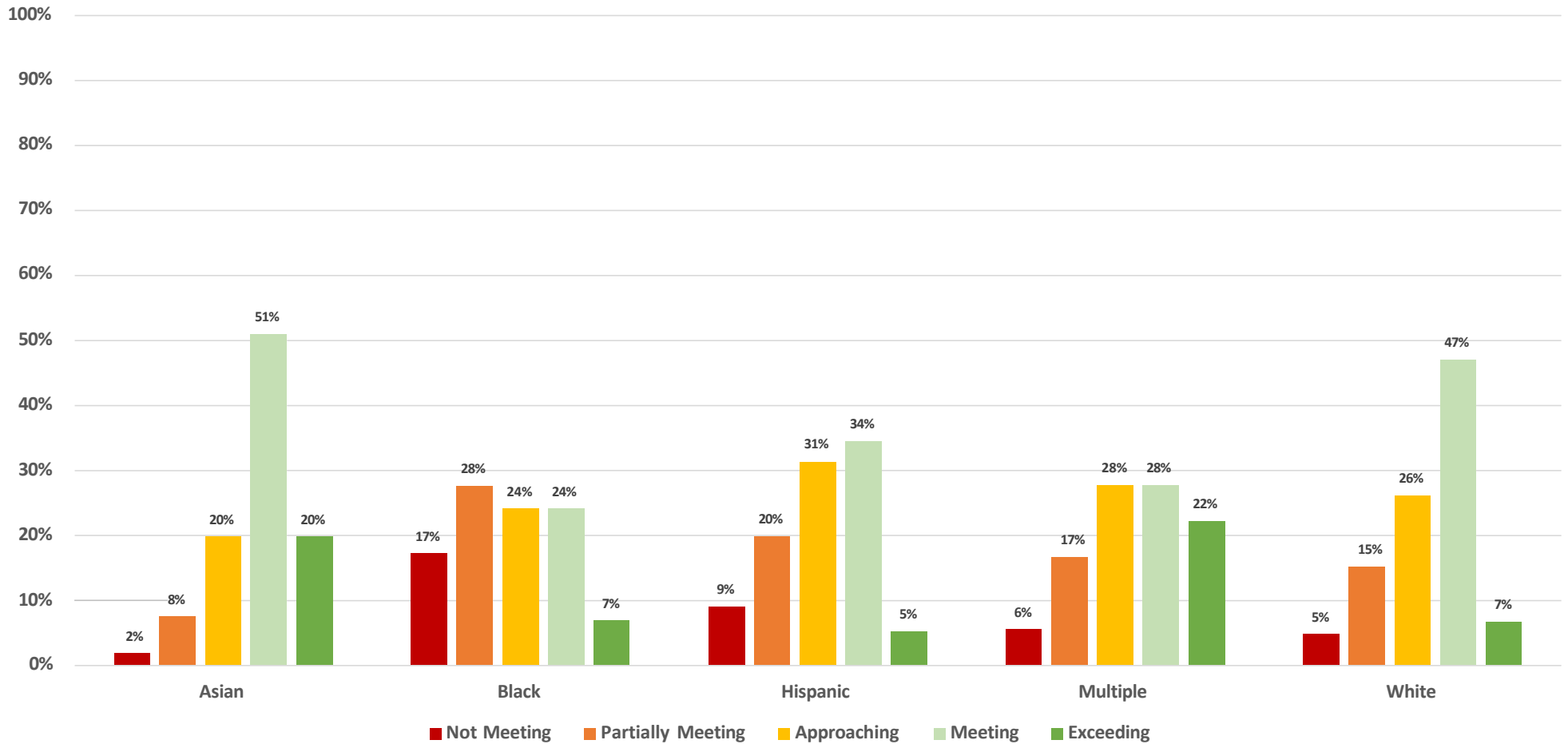
Distribution by Achievement Level (All Grades)



# HASBROUCK HEIGHTS

## 2021-22 Spring NJSLA by Subgroup Race Mathematics

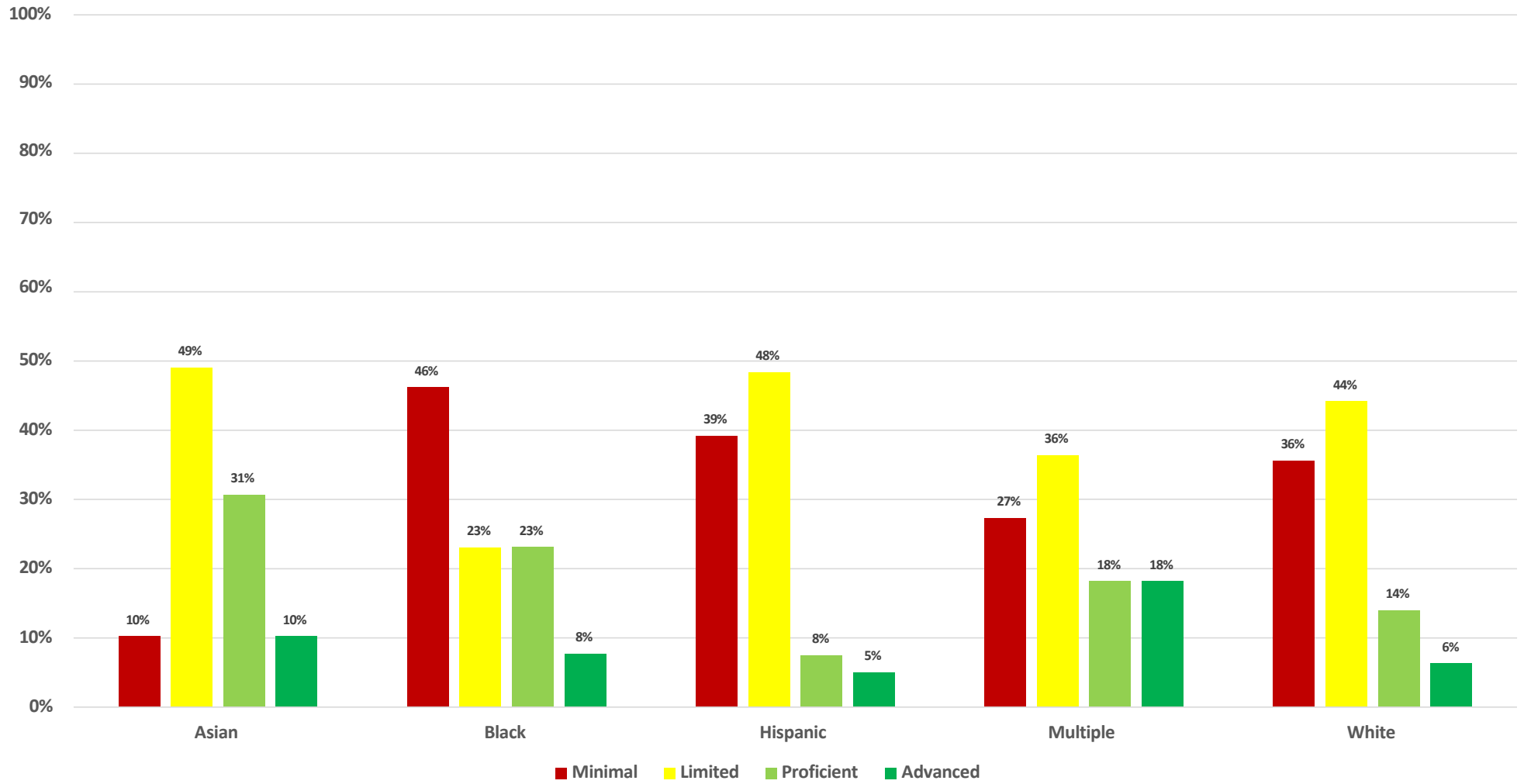
### Distribution by Achievement Level (All Grades)



# HASBROUCK HEIGHTS

## 2021-22 Spring NJSLA by Subgroup Race Science

Distribution by Achievement Level (All Grades)

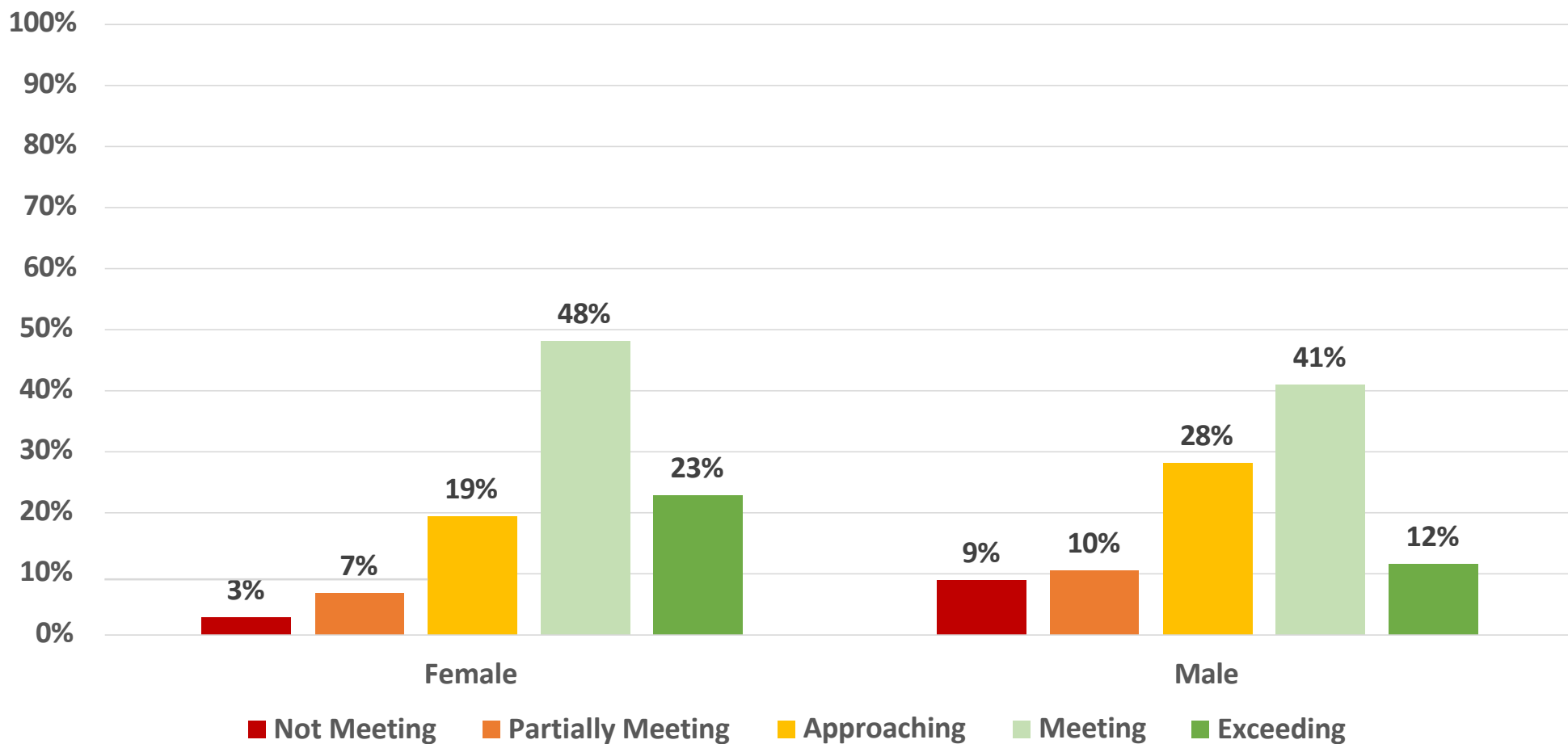


# HASBROUCK HEIGHTS

## 2021-22 Spring NJSLA by Subgroup Gender

### English Language Arts

Distribution by Achievement Level (All Grades)

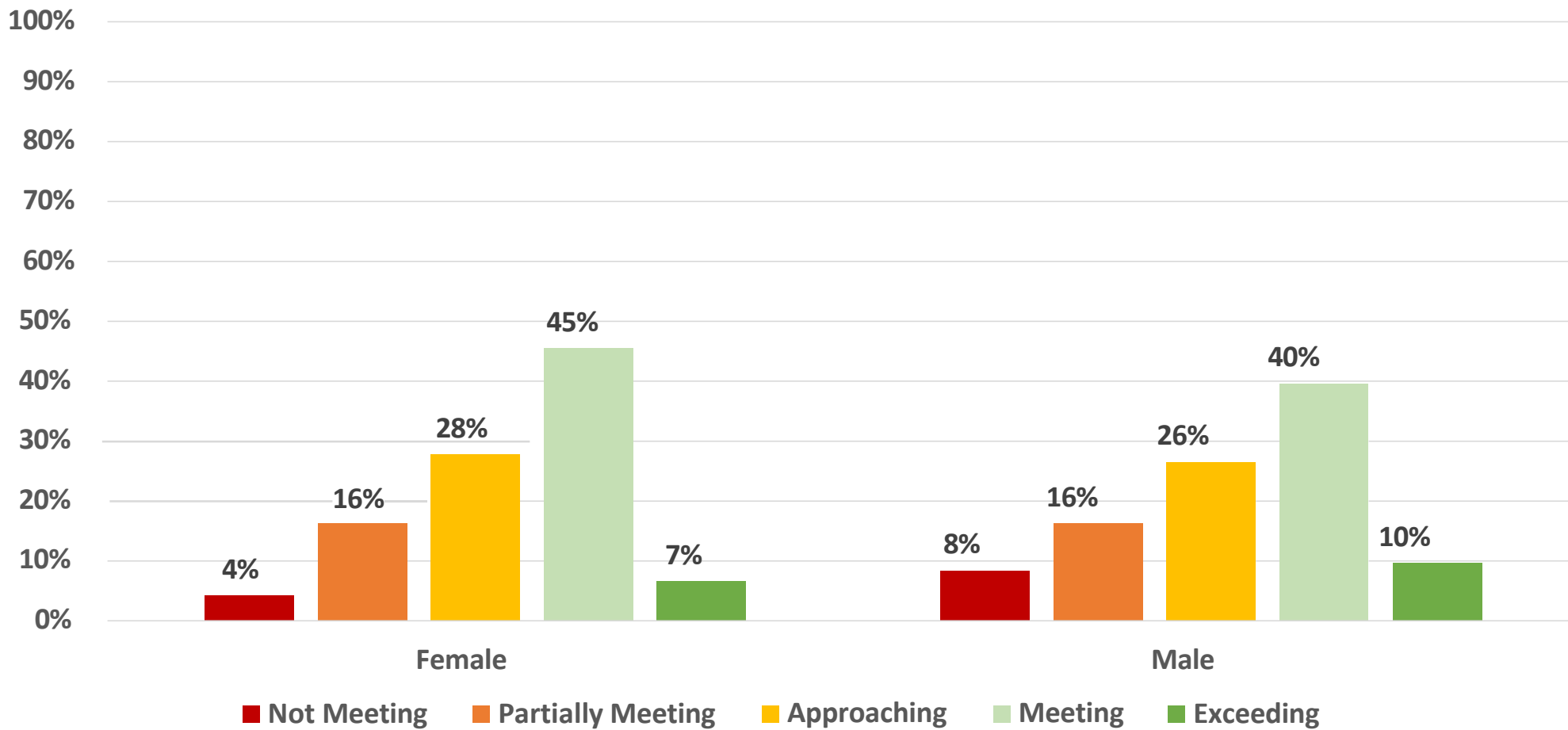


# HASBROUCK HEIGHTS

## 2021-22 Spring NJSLA by Subgroup Gender

### Mathematics

Distribution by Achievement Level (All Grades)

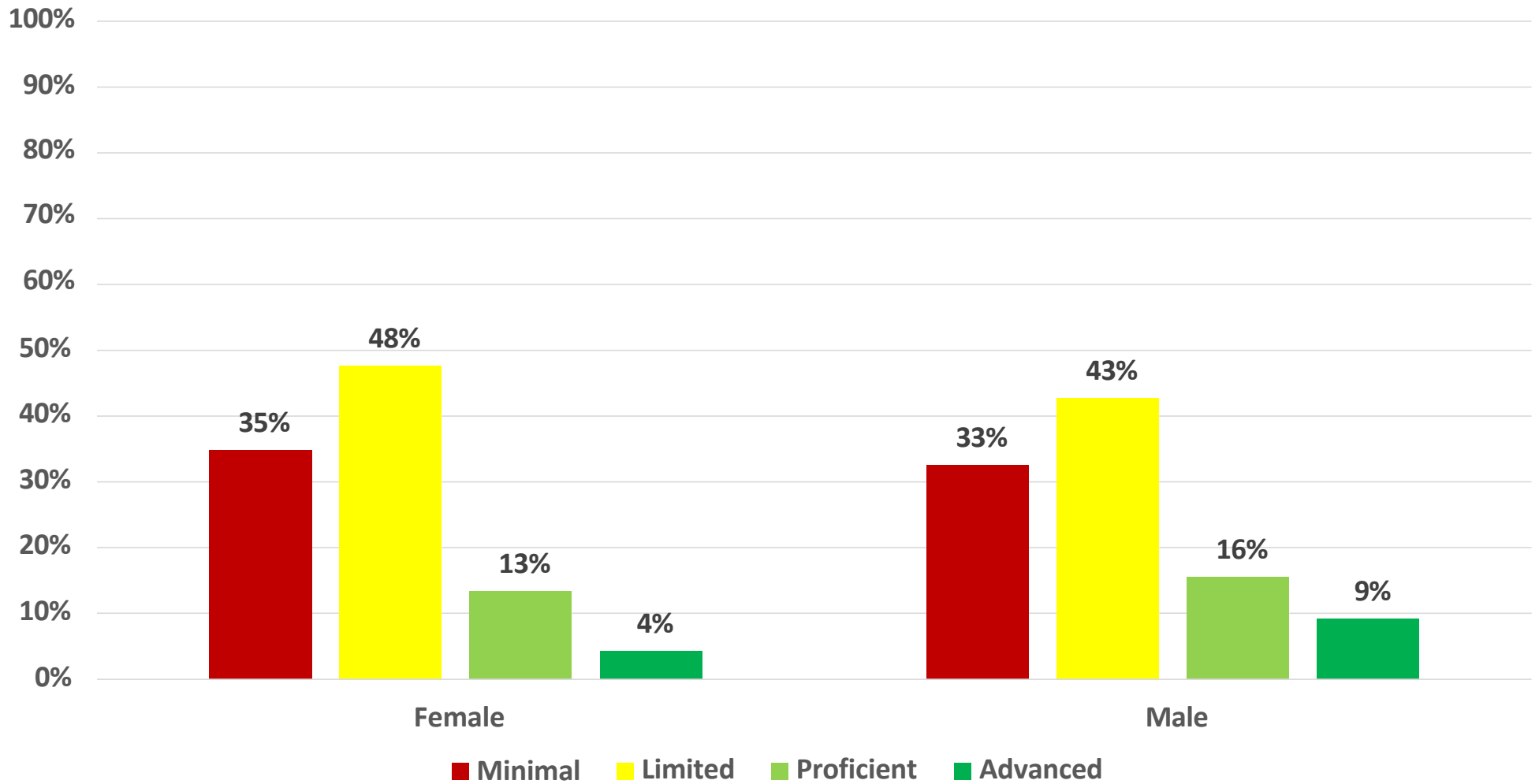


# HASBROUCK HEIGHTS

## 2021-22 Spring NJSLA by Subgroup Gender

### Science

Distribution by Achievement Level (All Grades)

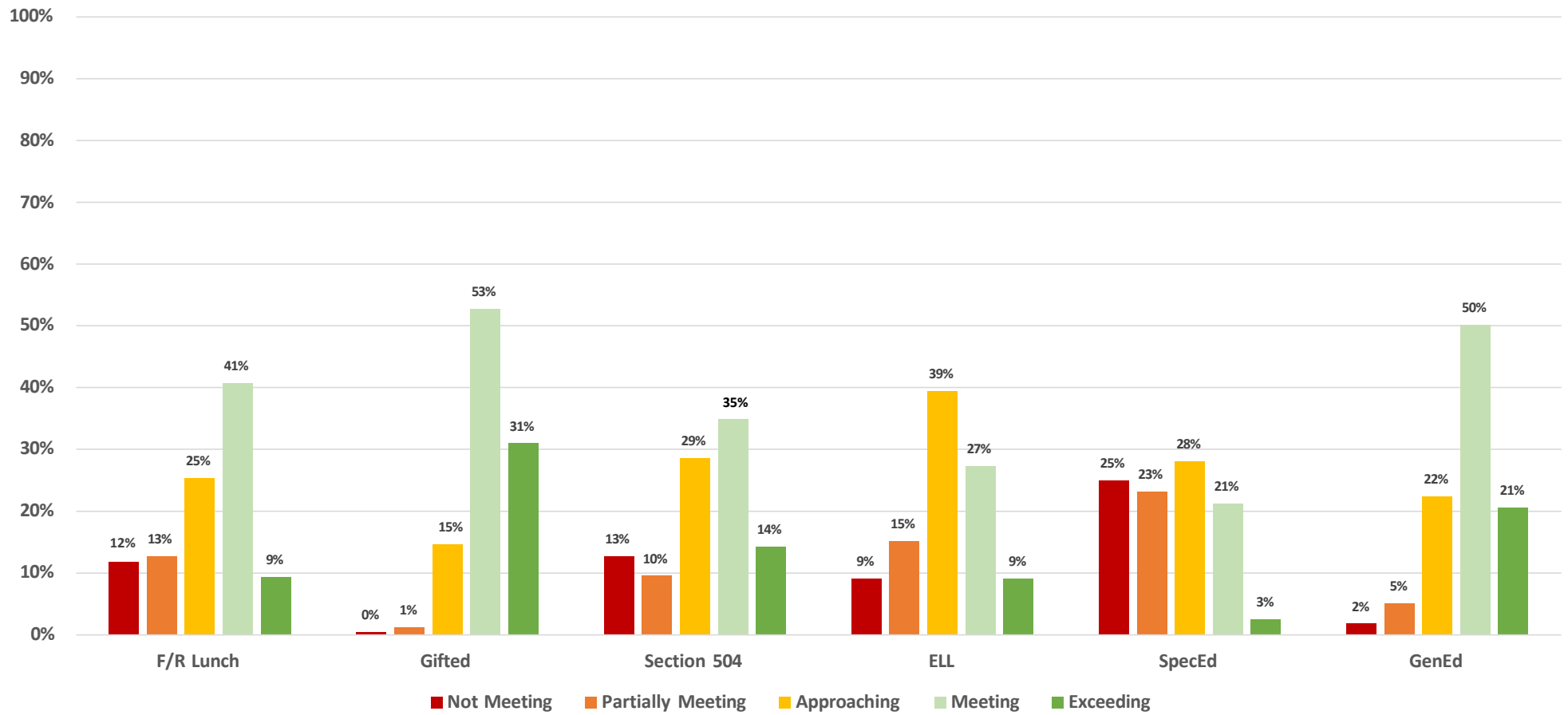


# HASBROUCK HEIGHTS

## 2021-22 Spring NJSLA by Subgroup Program

### English Language Arts

#### Distribution by Achievement Level (All Grades)

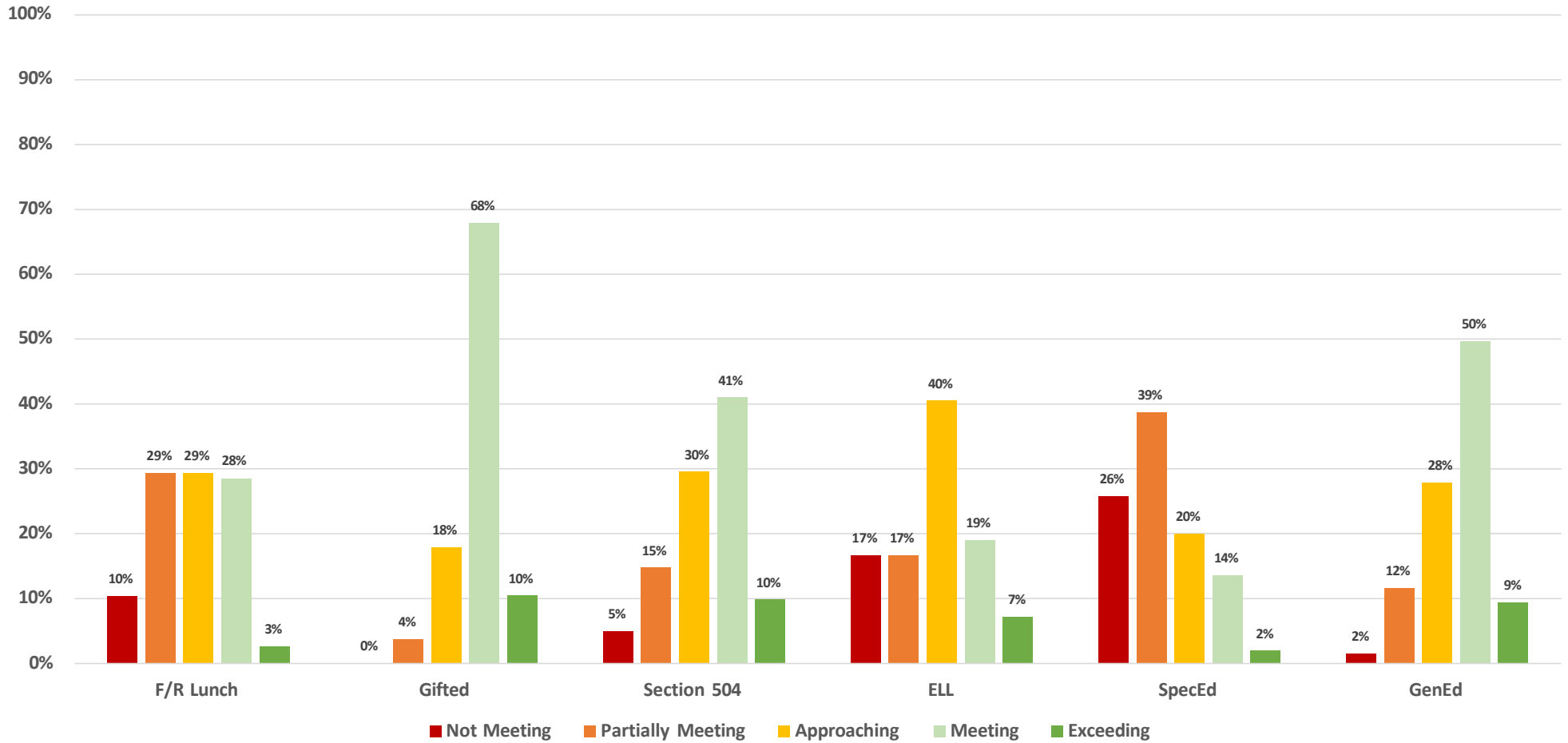


# HASBROUCK HEIGHTS

## 2021-22 Spring NJSLA by Subgroup Program

### Mathematics

Distribution by Achievement Level (All Grades)



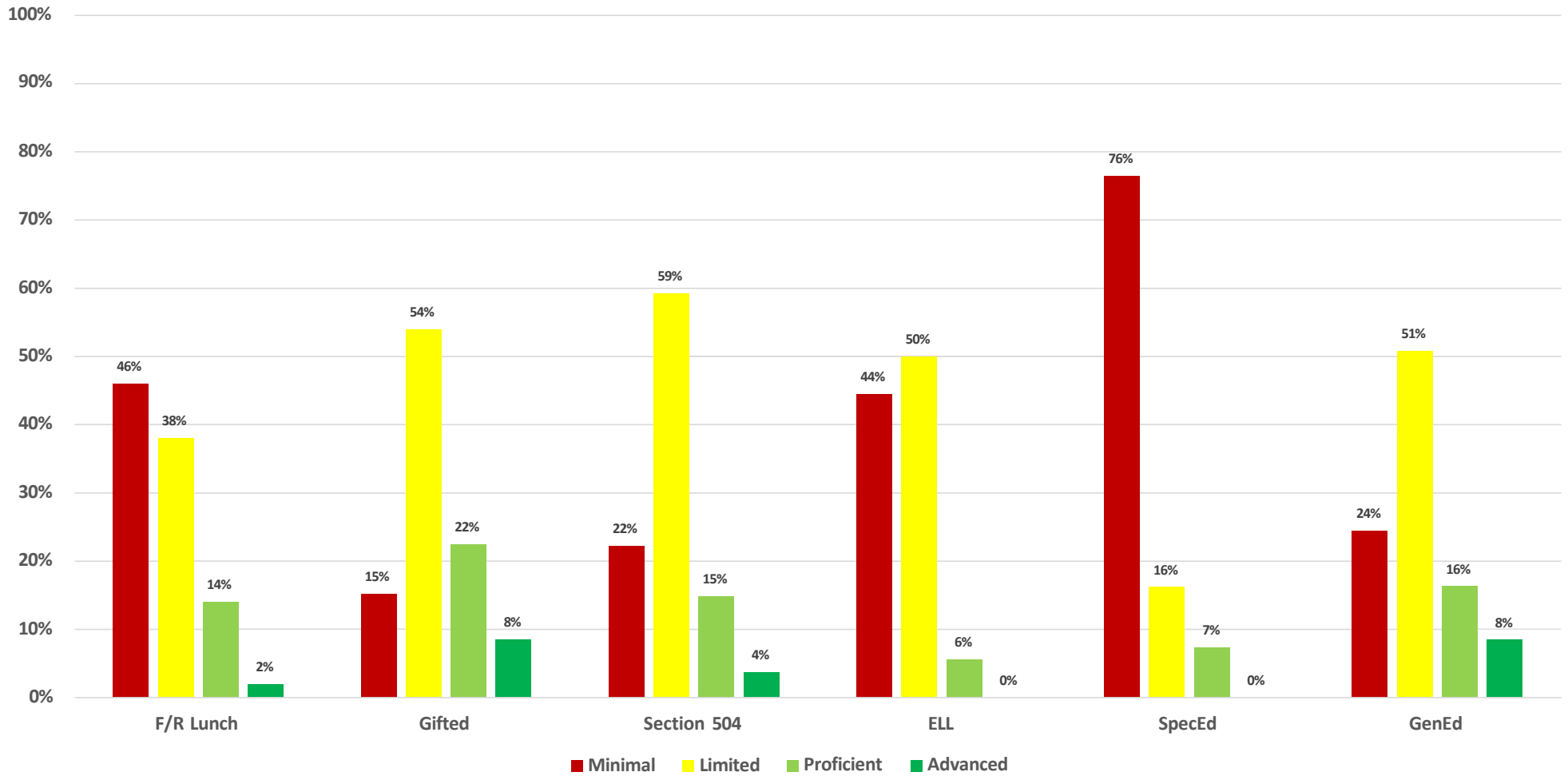


# HASBROUCK HEIGHTS

## 2021-22 Spring NJSLA by Subgroup Program

### Science

Distribution by Achievement Level (All Grades)



# WIDA ACCESS 2.0 for ELLs

The assessment is composed of four language domains:

1. Listening
2. Speaking
3. Reading
4. Writing

## Proficiency Levels

Level 1: Entering- minimal social language with visual and graphic support

Level 2: Emerging- knows and uses some social English and general academic language with visual and graphic support

Level 3: Developing- knows and uses social English and specific academic language with visual and graphic support

Level 4: Expanding- knows and uses social English and some technical academic language

Level 5: Bridging- knows and uses social and academic language working with grade level material

Level 6: Reaching- knows and uses social and academic language at the highest level measured by this test

# ACCESS for ELLs Outcomes

Participation Rate

100%

ACCESS for ELLs scores provide information on students' English proficiency. They do not measure students' academic achievement or content knowledge.

WIDA recommends using ACCESS for ELLs scores as one of the multiple pieces of information that inform high-stakes reclassification or exit decisions. Schoolwork, in-class assignments, and educator insights are all valuable evidence that can help you understand a student's English language proficiency and development.

# Dynamic Learning Maps

## Achievement Levels

The student demonstrates **emerging** understanding of and ability to apply content knowledge and skills represented by the Essential Elements.

The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.

The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.

The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

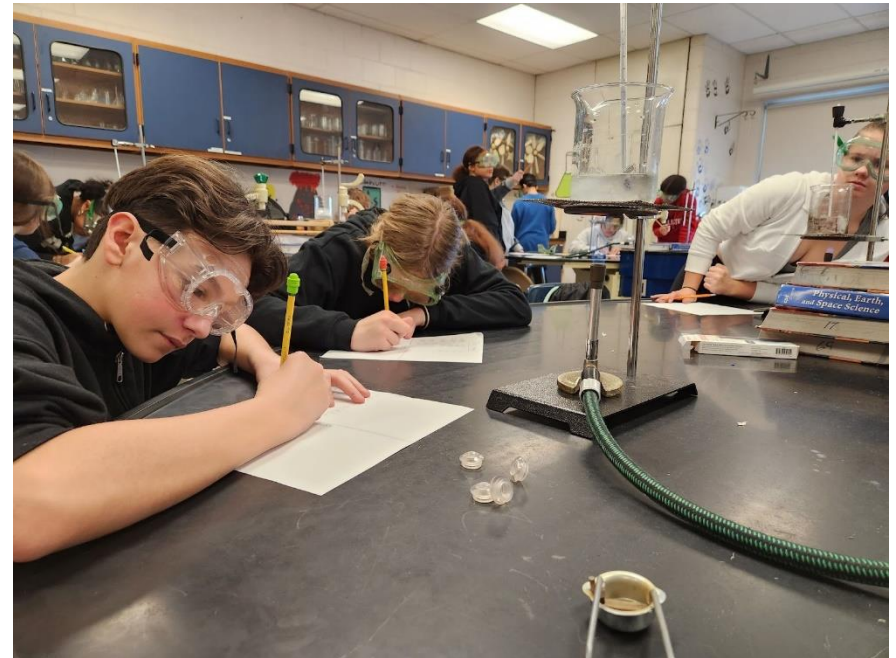
## SAT/AP Scores

- SAT Average: 1104.83
- SAT ERW: 550.39
- SAT Math: 554.44
- No. of test-takers: 207
- Total AP Students: 65
- Number of Exams: 96
- AP Students with 3+: 52
- % of AP students with Scores 3+: 80%
- Average AP exam score: 3.5

# Notable Achievements

The Hasbrouck Heights School District believes that learning is measured by the integrity and achievement of its students.

- Continuous updates to NJDOE guidelines, mandates, and curricula
- Continuous professional development for staff on best practices
- Expanded depth of knowledge of co-teaching throughout the district



# Intervention Strategies

## District

- Curricula and standards review
- In-depth Evidence Statement Analysis
- Link It Benchmark analysis- correlation to NJSL
- Professional development
- Collaborative teaching model implementation (Through coach)
- Adoption of new Social Studies curriculum
- Review of resources
- Title 1 interventions
- I&RS interventions (Multi-tiered system of supports)
- Administrator walk-through to assess curriculum implementation and pacing

## Elementary Schools

- Vertical articulation based on test data, specifically the evidence statements
- Ongoing curriculum review with faculty and administrators
- Professional development: Reading & Writing Workshop, Conquer Math, Co-Teaching
- Constant monitoring of students performance on summative benchmark assessments

## Middle School

- Continued implementation of School Wide and double English language arts classes in each grade level
- Continued double math classes in each grade level
- IXL implementation to monitor student growth in Science and Math
- Writing across the curriculum

## High School

- Split Algebra 1 course in High School (double math class)
- Focused writing/reading projects marking period 1 across grades 9-12
- Flexible credit attainment (130+)

# Intervention Strategies (Continued)

## ELLs, SE, and Science

### ELLs

- Continue an in-class instruction/ pull-out for instruction model based on student need
- Constant monitoring and additional support opportunities for newcomer students; translate materials and assignments when possible
- Integrated decodable text to build reading foundational skills for early elementary students
- Provide staff with information related to present levels of English for students and strategies/tasks that can be applied at those levels
- Continuous student monitoring through I&RS for students that have exited the program
- Vocabulary supports/English and Native Language (when applicable based on language proficiency)
- Guided practice to support language development
- Visual aides and diagrams utilized during lesson or placed in Google Classrooms
- Before school/after school extra help opportunities (when available)
- Student mentors/partners of the same native language

### Special Education

- Application of digital tools
- Curriculum review
- IEP Review
- Professional Development
- Testing Accommodations Review

### Science (Specific-Interventions)

- Rigorous standards-based instruction
- Build performance-based tasks into curriculum and assessment
- Content learning blended with hands on tasks
- STEM opportunities
- Integrated writing instruction (Expository and procedural)
- Open response questions posed within classroom discussions and written tasks
- Application of skills and strategies



# Parental Partnership

Visit the New Jersey Assessment Resource Center:

<https://nj.mypearsonsupport.com/ForParent/>

Continued communication and partnership with your child's teacher to support learning

Continued wellness by getting a good night's rest and nutritious meals

Thank you for your continued support and partnership!