
SCOTCH PLAINS-FANWOOD
PUBLIC SCHOOLS

November 2022

2021-2022 State Assessment Report

Dr. Robert McGarry, Assistant Superintendent

2021-2022 State Assessment Report

Included in this Report:

- ★ New Jersey Student Learning Assessments
- ★ Dynamic Learning Maps
- ★ Access for ELLs

2021-2022 State Assessment Report

Thanks to our....

- ★ Supervisors
- ★ Director of Special Services
- ★ Principals and Assistant Principals
- ★ Testing Coordinators
  - Ms. Lisa Howard - Grades 3-8
  - Mr. Tim Donahue - Grades 9-12
- ★ Teachers, Specialists, CST Members and Aides
- ★ Students and their Families
- ★ Board of Education Curriculum Committee

Dynamic Learning Maps®: Alternative Assessment

Spring, 2022

- The DLM is administered to students in the state with the most significant cognitive disabilities whose Individualized Education Program (IEP) designate the state's alternate assessment as the most appropriate academic assessment.

- Students in grades 3-8, and 11 ***may*** take the DLM in English Language Arts and Math.

- Students in grades 5, 8, and 11 ***may*** take the DLM Science.

DYNAMIC® LEARNING MAPS

SPF DLM Results 2022

	Total	Emerging	Approaching	Target	Advanced
English Language Arts	33	10	7	12	2
Mathematics	31	15	6	7	4
Science	14	8	5	1	0

How do we use DLM data?

- Curricular decisions
- Instructional feedback
- An additional data point to monitor student progress and growth.

English Language Proficiency Testing for English Language Learners

Spring, 2022

- Administered to Kindergarten through 12th-grade students who have been identified as English Language learners (ELL's)

- Given annually to monitor students' progress in learning academic English

- Meets U.S. federal requirements of the Every Student Succeeds Act (ESSA) for monitoring and reporting ELLs' progress toward English language proficiency

- Assesses the four language domains of Listening, Speaking, Reading and Writing

WIDA
ACCESS for ELLs

SPF ACCESS for ELLs Results 2022

- Administered to 80 English Language Learners.
- Scored on English Language Proficiency Levels from 1 to 6.
- **19** students received a score of **4.5 or higher**, qualifying them to exit the ESL program.

How do we use ACCESS for ELLs data?

- To determine if an ELL is ready to exit the program or is eligible to continue receiving services.
- To identify English language proficiency levels to inform instruction in our ESL program and in the general classroom setting.

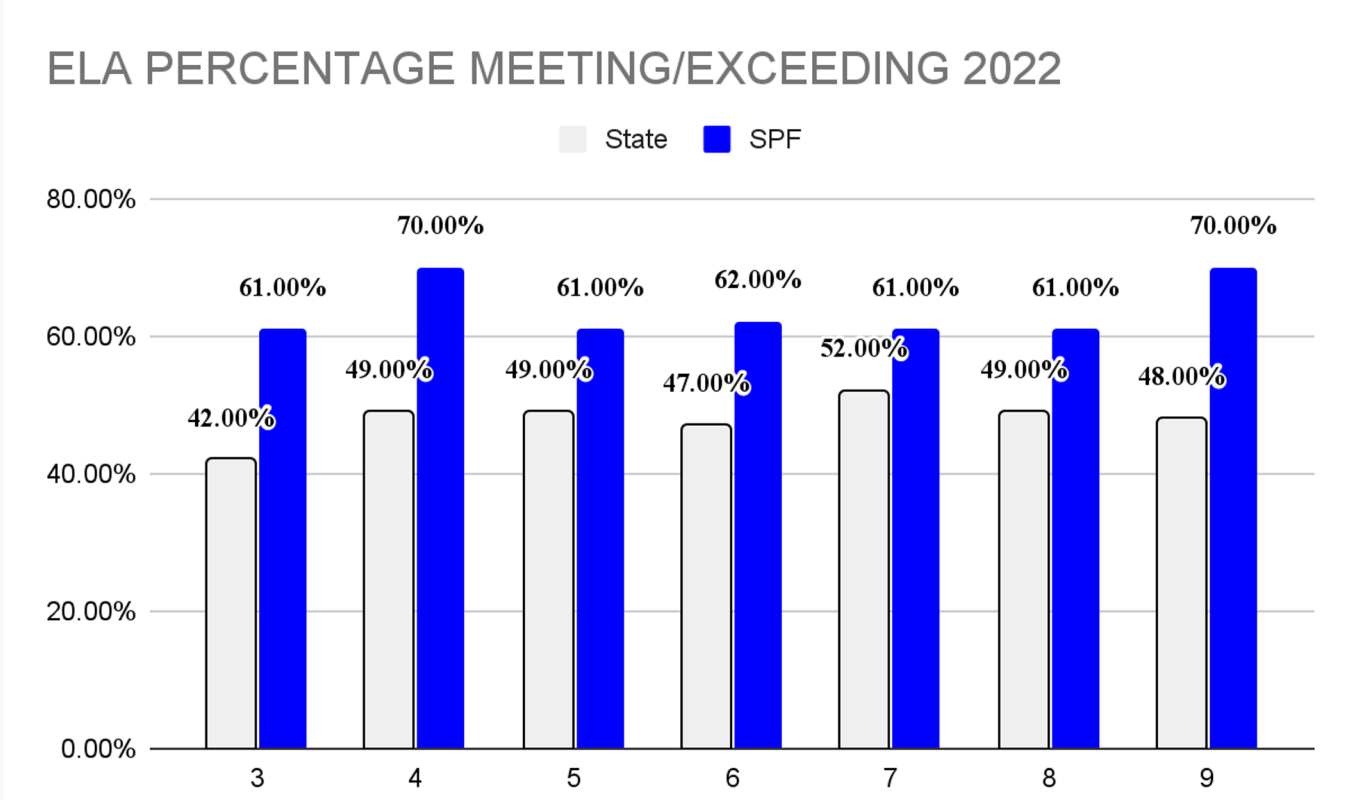
New Jersey Learning Assessments

- ELA (Grades 3-9)
- Math (Grades 3-7, Algebra I and Geometry
- Science (Grades 5, 8 and 12)

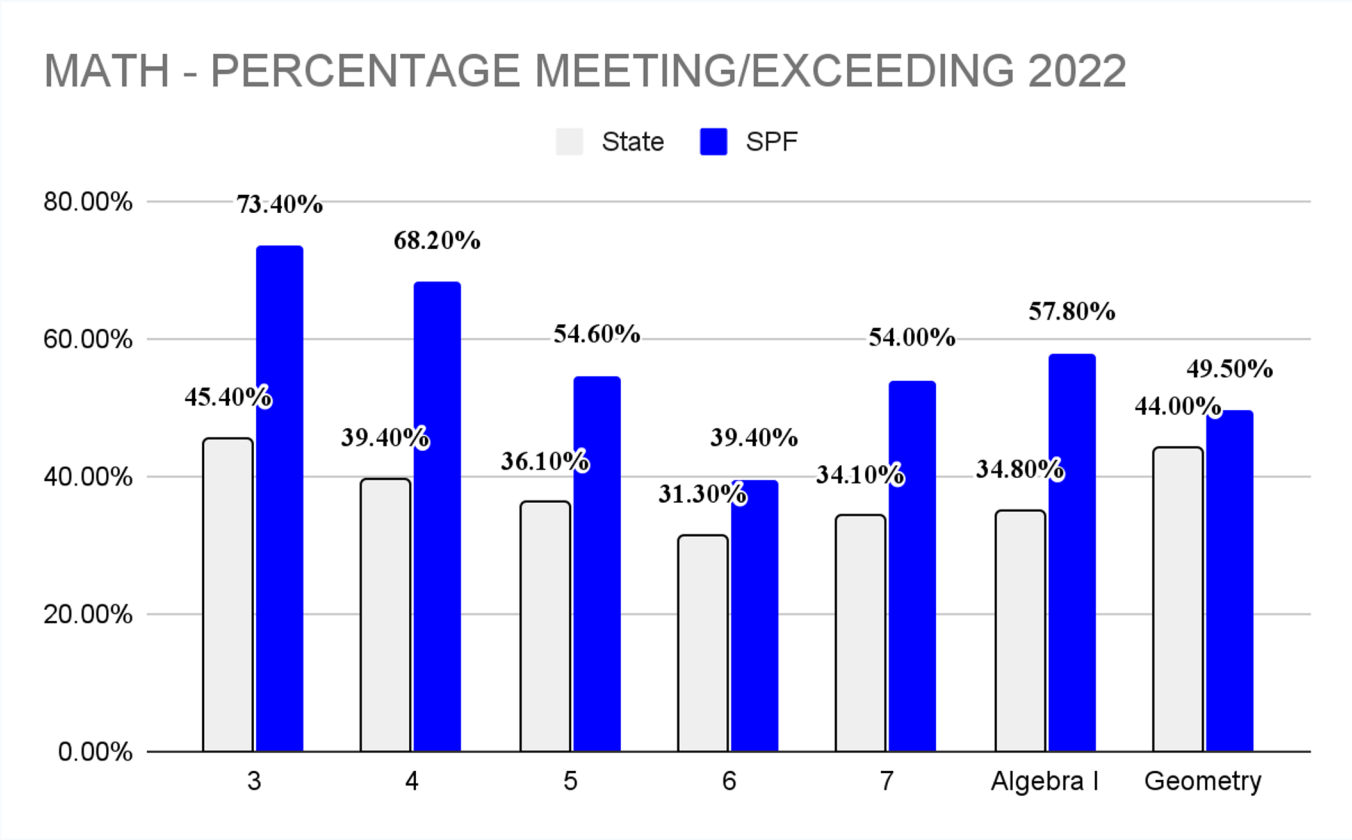
The BIG Picture:

How do SPF results compare to State results?

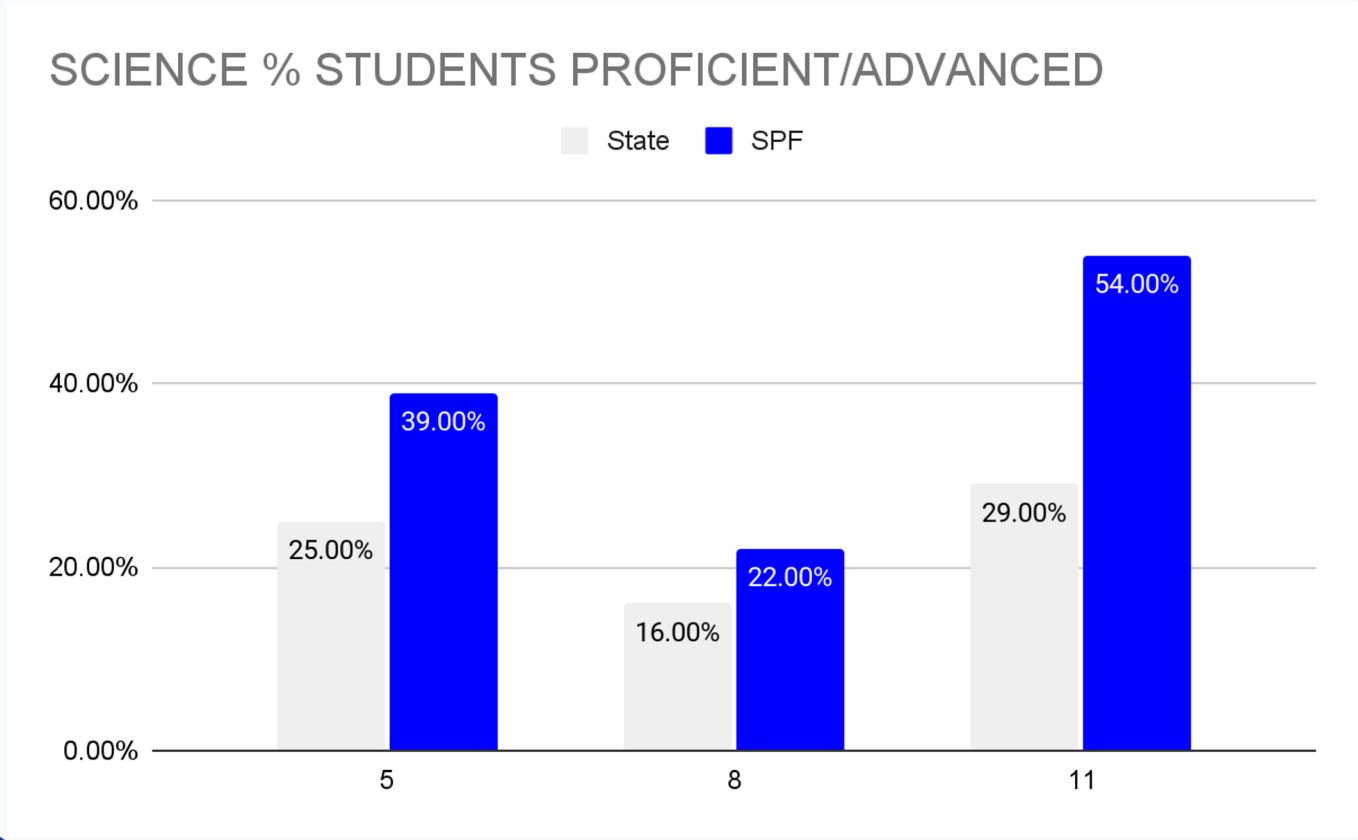
The Big Picture: ELA



The Big Picture: Mathematics



The Big Picture: Science

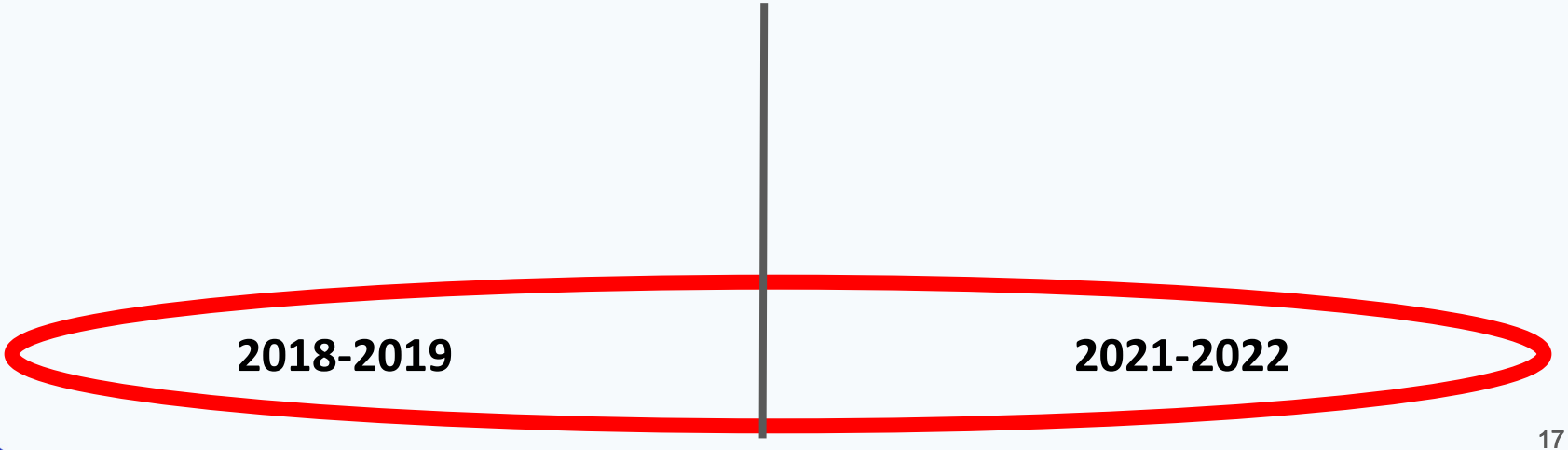


Setting our data lens for a closer look...

- Due to a lack of state testing in 2020 and 2021, year over year comparisons and cohort progress are not possible to report.
- State graduation requirements have been modified or have eliminated “passing” a state assessment over the last few years.
- The data sets presented here reflect one measure used in each subject to help us understand each learner and to plan for and promote each students’ growth.
- NJSLA only considers Mathematics, English Language Arts and Science in some grade levels and not all that we value in our district.

Setting our Data Lens…. ELA and Math

<SUBJECT AND GRADE >



Setting our Data Lens.... Science

<SUBJECT AND GRADE >

State 2022	SPF 2022

Setting our Data Lens....

NJSLA ELA and Math Performance Levels

EXCEEDING GRADE LEVEL EXPECTATIONS

MEETING GRADE LEVEL EXPECTATIONS

APPROACHING GRADE LEVEL EXPECTATIONS

PARTIALLY MEETING GRADE LEVEL EXPECTATIONS

NOT YET MEETING GRADE LEVEL EXPECTATIONS

DATA IS PRESENTED BY PERCENTAGE OF STUDENTS SCORING AT EACH LEVEL

Setting our Data Lens....

NJSLA Science Performance Levels

ADVANCED PROFICIENT

PROFICIENT

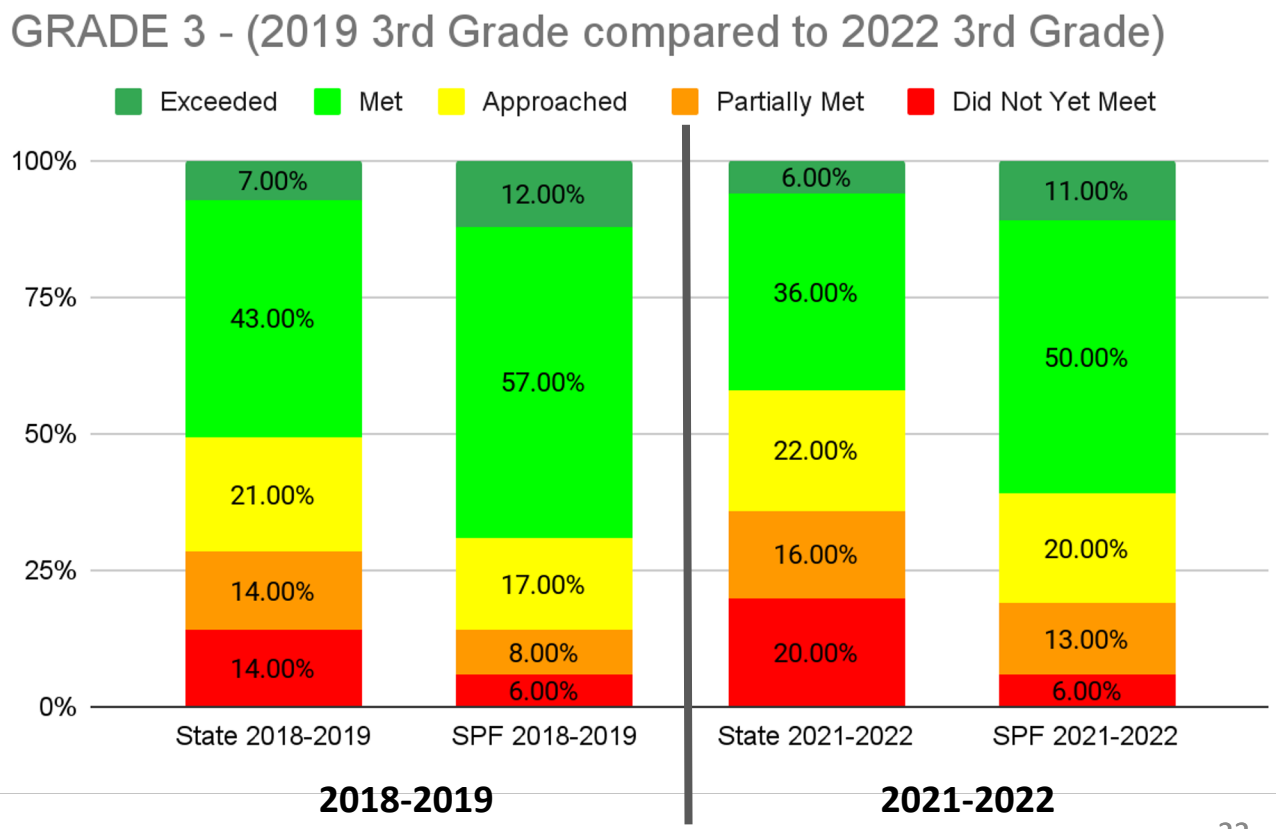
NEAR PROFICIENCY

BELOW PROFICIENT

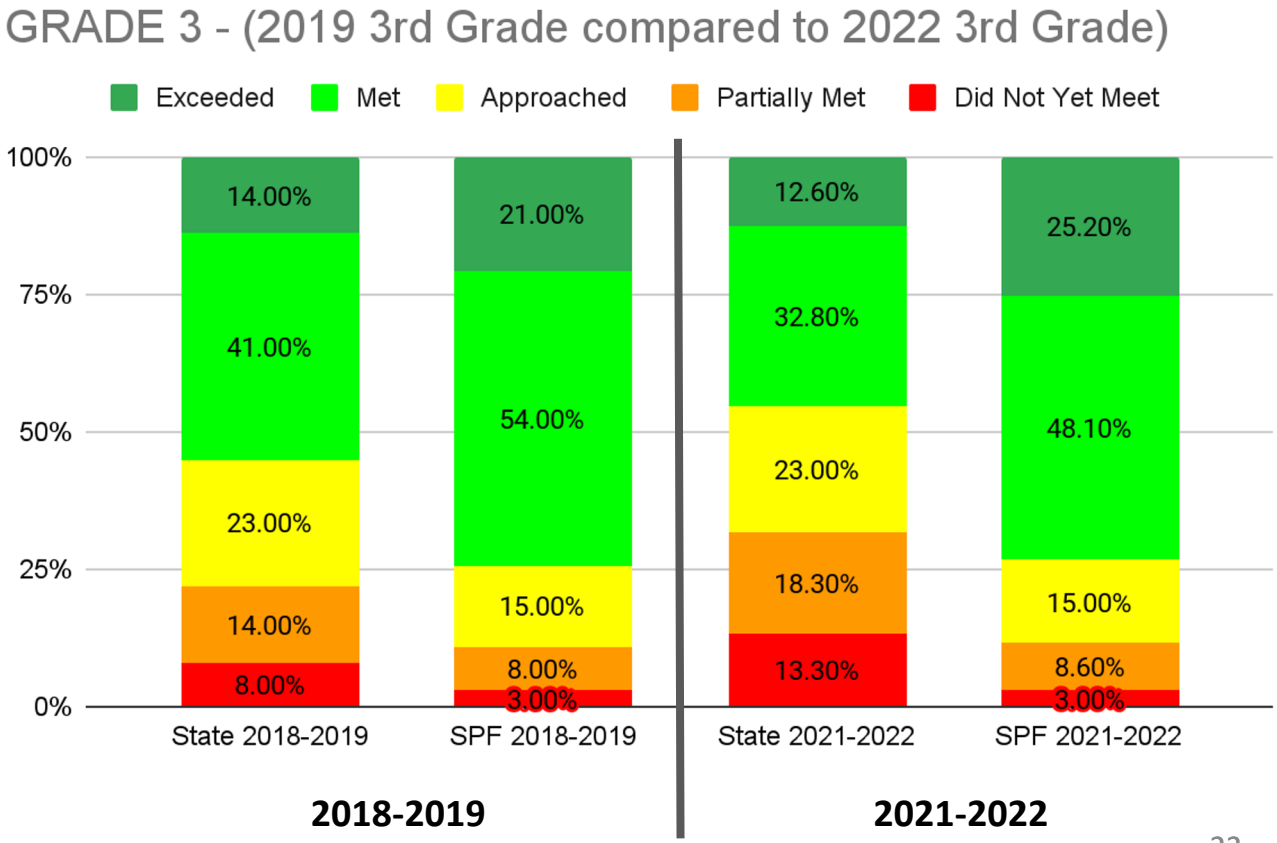
DATA IS PRESENTED BY PERCENTAGE OF STUDENTS SCORING AT EACH LEVEL

Grades 3-5

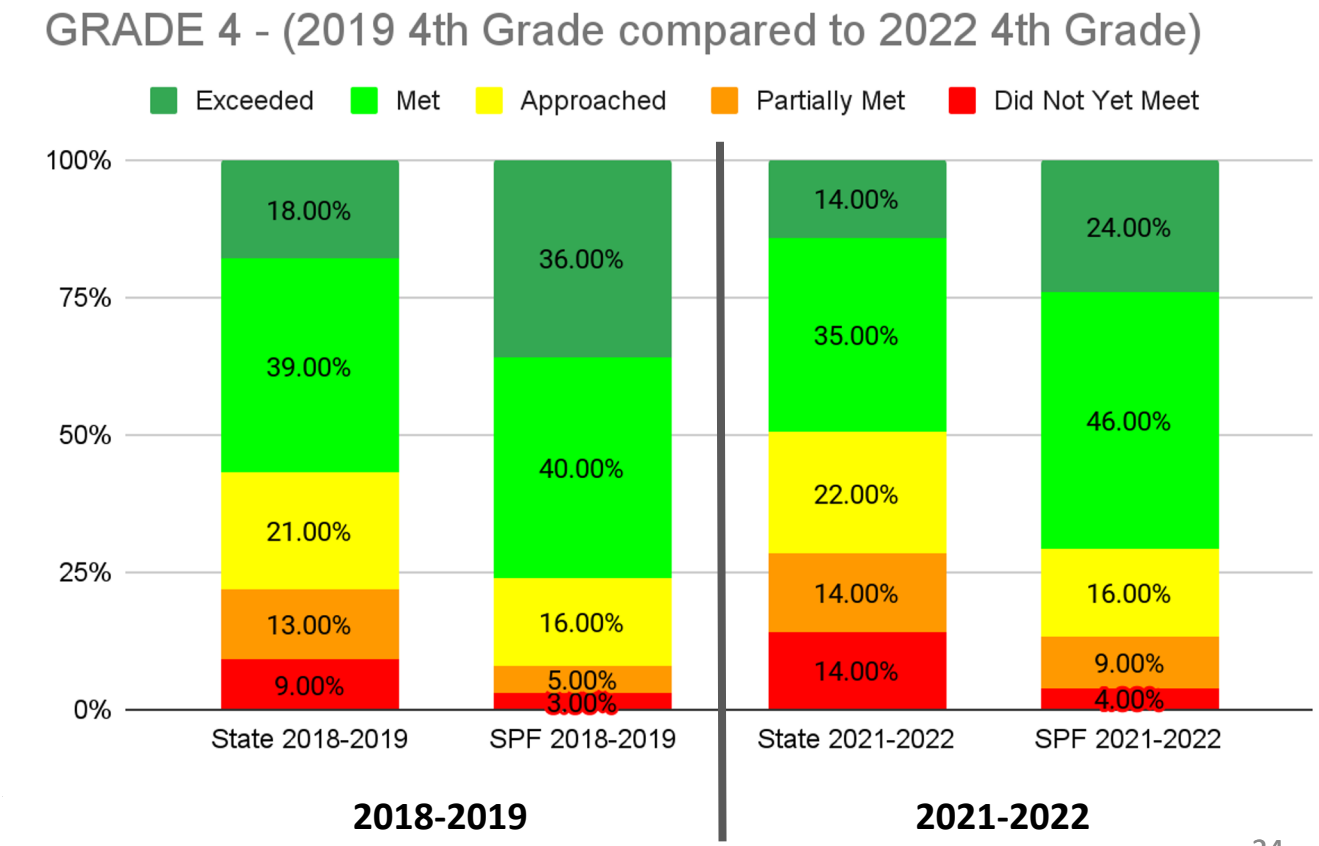
ELA 3


GRADE 3 - (2019 3rd Grade compared to 2022 3rd Grade)
Exceeded
Met
Approached
Partially Met
Did Not Yet Meet
100%
75%
50%
25%
0%
7.00%
43.00%
21.00%
14.00%
14.00%
12.00%
57.00%
17.00%
8.00%
6.00%
6.00%
36.00%
22.00%
16.00%
20.00%
11.00%
50.00%
20.00%
13.00%
6.00%
State 2018-2019
SPF 2018-2019
State 2021-2022
SPF 2021-2022
2018-2019
2021-2022

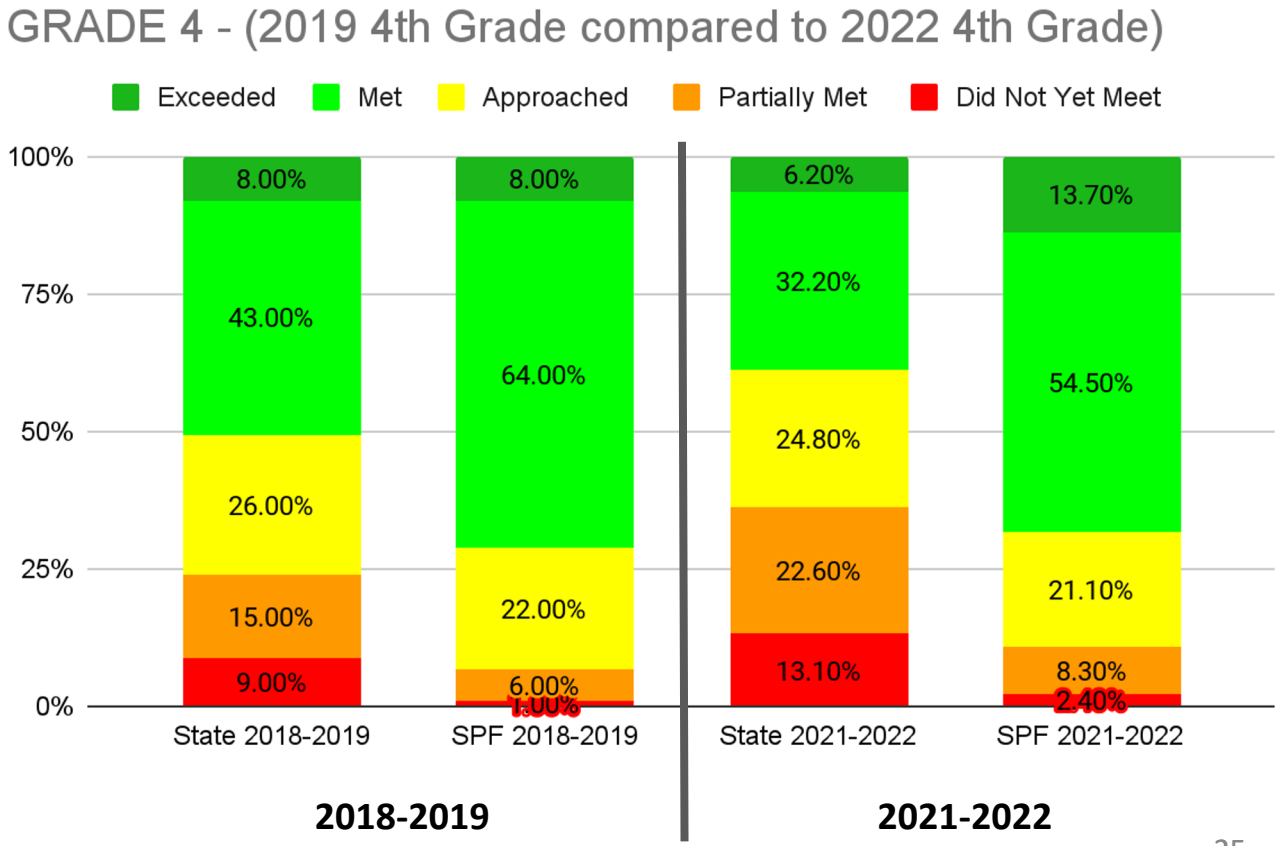
Math 3


GRADE 3 - (2019 3rd Grade compared to 2022 3rd Grade)
Exceeded
Met
Approached
Partially Met
Did Not Yet Meet
100%
75%
50%
25%
0%
14.00%
41.00%
23.00%
14.00%
8.00%
21.00%
54.00%
15.00%
8.00%
3.00%
12.60%
32.80%
23.00%
18.30%
13.30%
25.20%
48.10%
15.00%
8.60%
3.00%
State 2018-2019
SPF 2018-2019
State 2021-2022
SPF 2021-2022
2018-2019
2021-2022

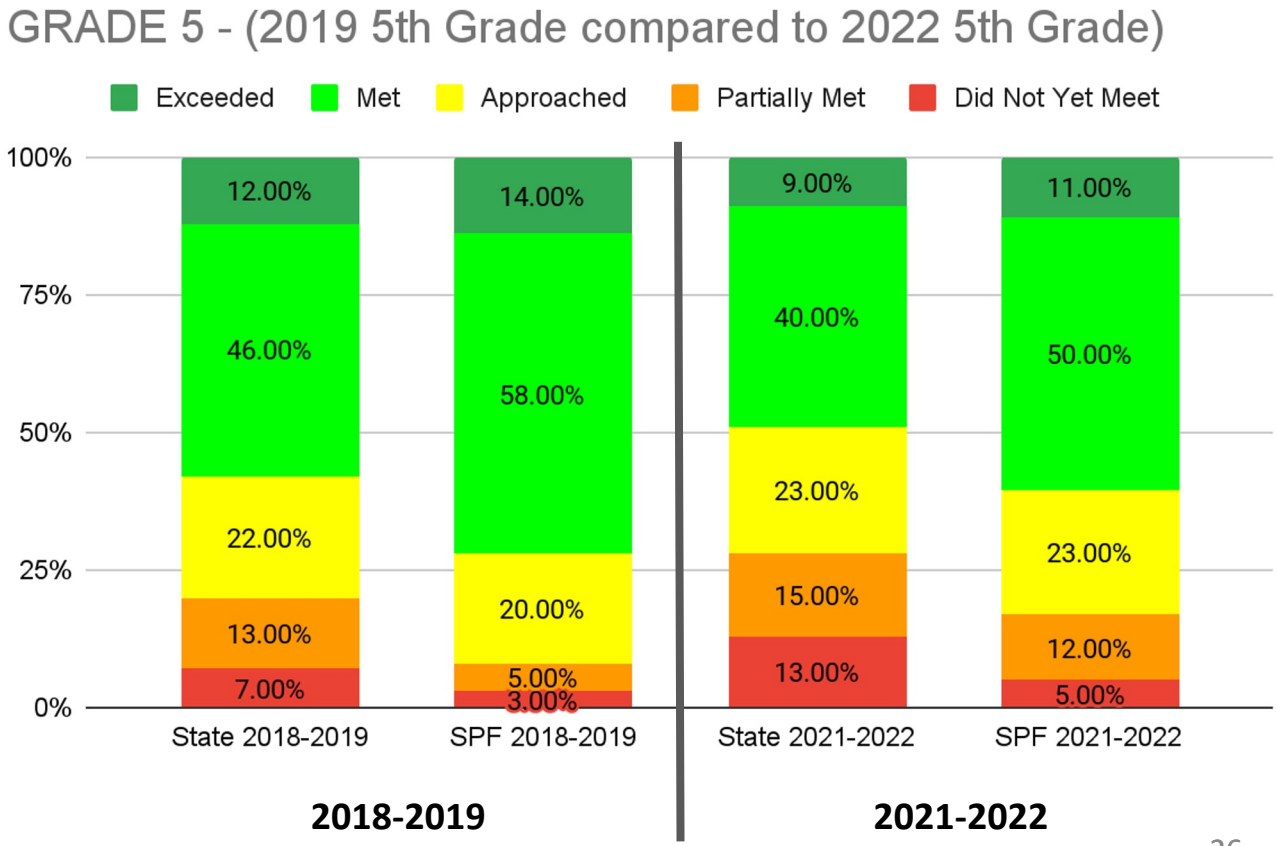
ELA 4


GRADE 4 - (2019 4th Grade compared to 2022 4th Grade)
Exceeded
Met
Approached
Partially Met
Did Not Yet Meet
100%
75%
50%
25%
0%
18.00%
39.00%
21.00%
13.00%
9.00%
36.00%
40.00%
16.00%
5.00%
3.00%
14.00%
35.00%
22.00%
14.00%
14.00%
24.00%
46.00%
16.00%
9.00%
4.00%
State 2018-2019
SPF 2018-2019
State 2021-2022
SPF 2021-2022
2018-2019
2021-2022

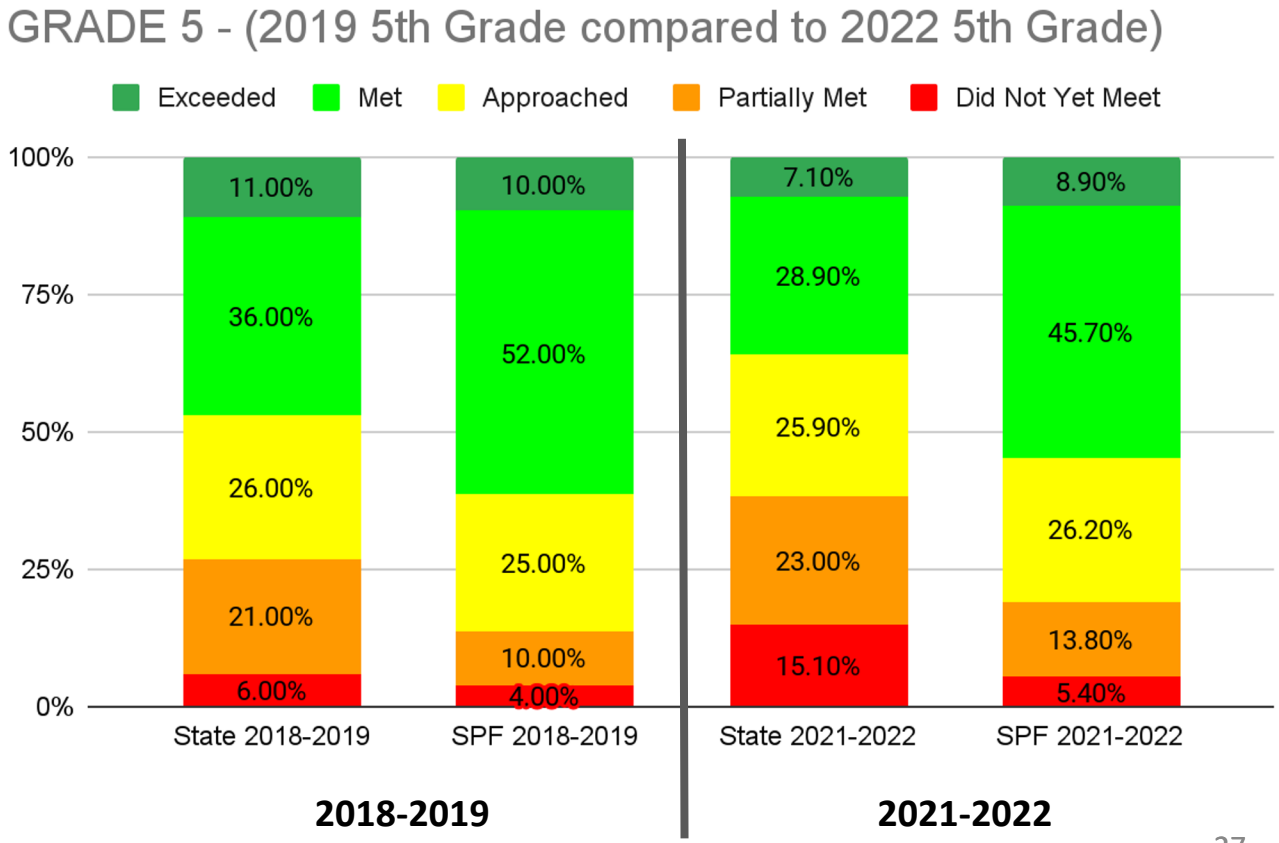
Math 4


GRADE 4 - (2019 4th Grade compared to 2022 4th Grade)
Exceeded
Met
Approached
Partially Met
Did Not Yet Meet
100%
75%
50%
25%
0%
8.00%
43.00%
26.00%
15.00%
9.00%
8.00%
64.00%
22.00%
6.00%
1.00%
6.20%
32.20%
24.80%
22.60%
13.10%
13.70%
54.50%
21.10%
8.30%
2.40%
State 2018-2019
SPF 2018-2019
State 2021-2022
SPF 2021-2022
2018-2019
2021-2022

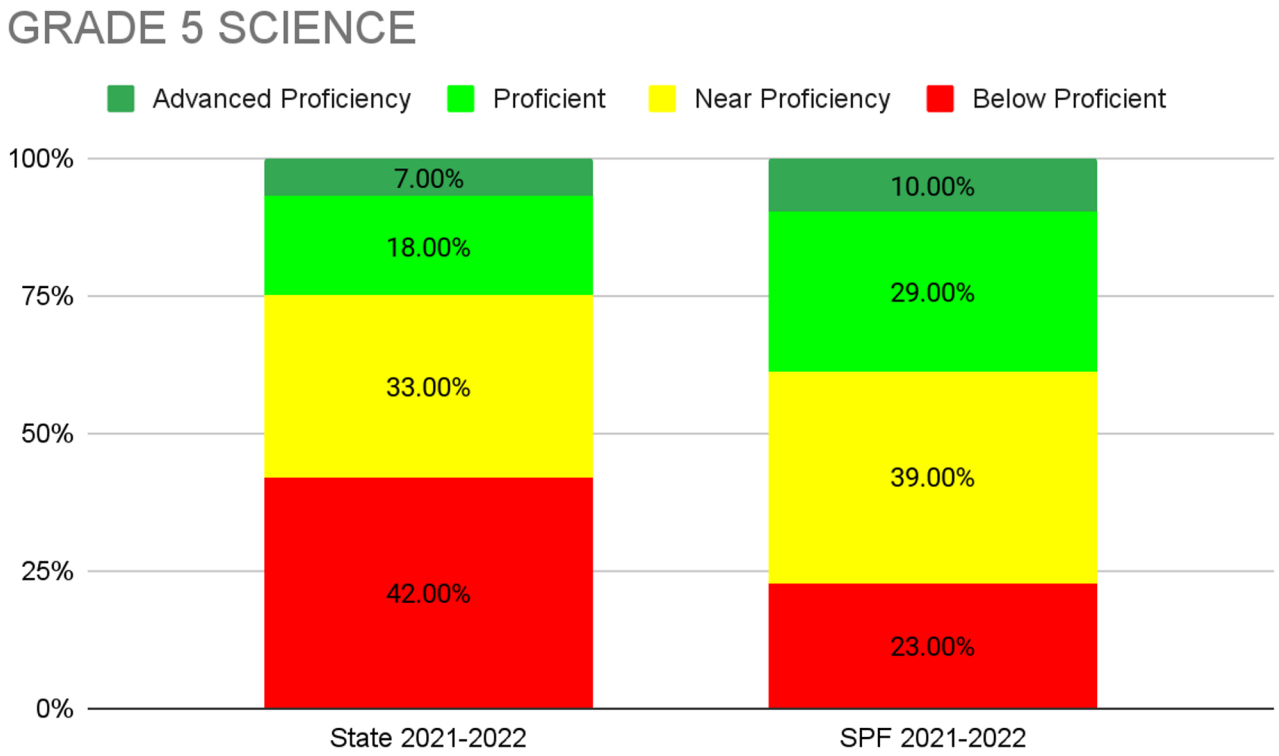
ELA 5


GRADE 5 - (2019 5th Grade compared to 2022 5th Grade)
Exceeded
Met
Approached
Partially Met
Did Not Yet Meet
100%
75%
50%
25%
0%
12.00%
46.00%
22.00%
13.00%
7.00%
14.00%
58.00%
20.00%
5.00%
3.00%
9.00%
40.00%
23.00%
15.00%
13.00%
11.00%
50.00%
23.00%
12.00%
5.00%
State 2018-2019
SPF 2018-2019
State 2021-2022
SPF 2021-2022
2018-2019
2021-2022

Math 5

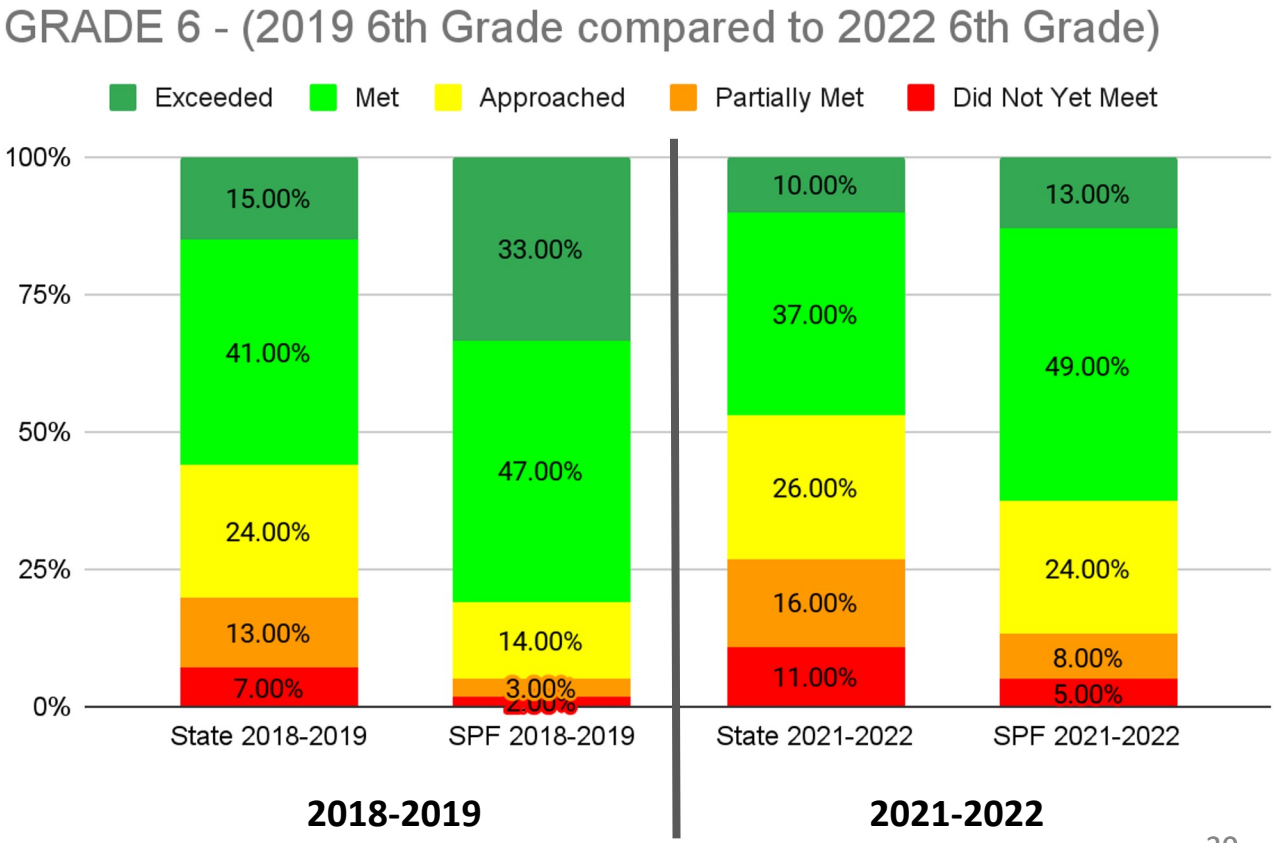

GRADE 5 - (2019 5th Grade compared to 2022 5th Grade)
Exceeded
Met
Approached
Partially Met
Did Not Yet Meet
100%
75%
50%
25%
0%
11.00%
36.00%
26.00%
21.00%
6.00%
10.00%
52.00%
25.00%
10.00%
4.00%
7.10%
28.90%
25.90%
23.00%
15.10%
8.90%
45.70%
26.20%
13.80%
5.40%
State 2018-2019
SPF 2018-2019
State 2021-2022
SPF 2021-2022
2018-2019
2021-2022

Science 5

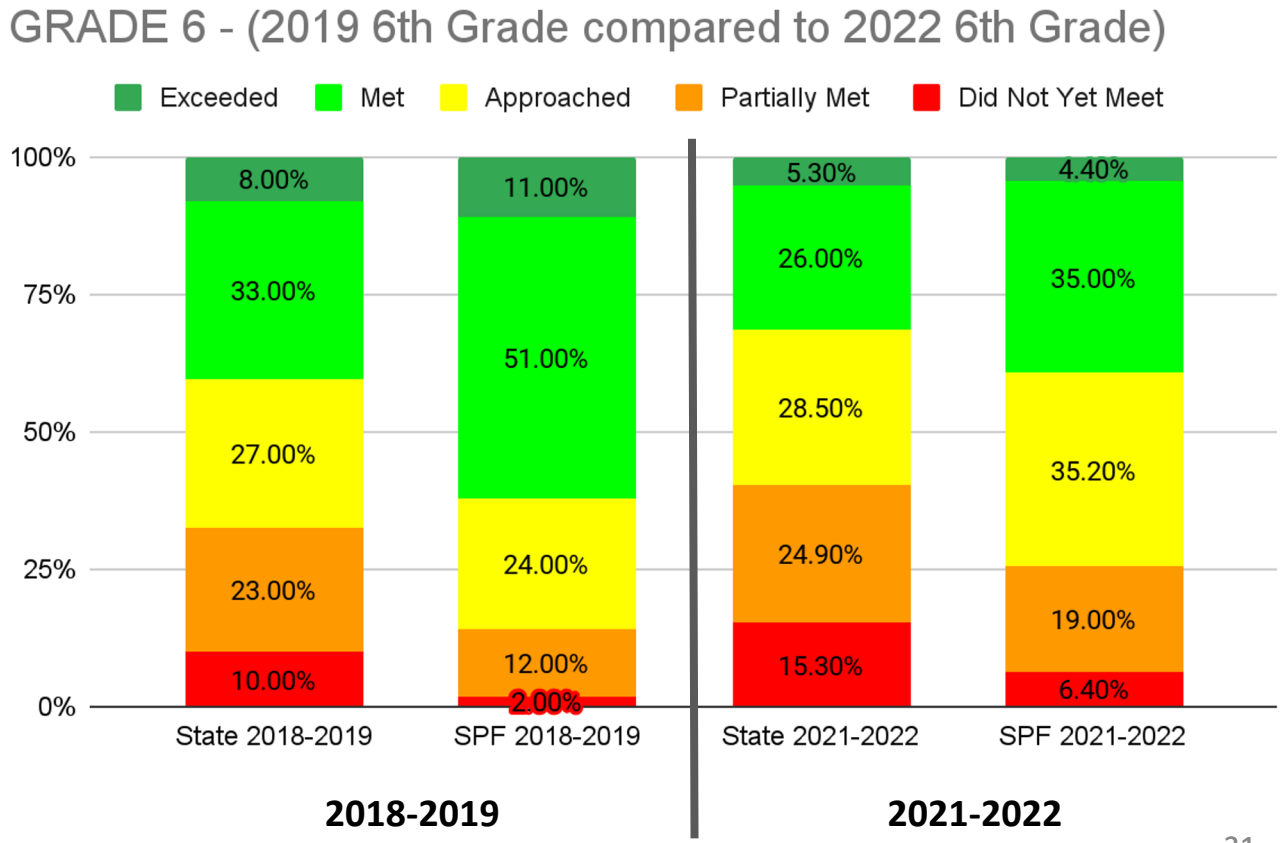

GRADE 5 SCIENCE
Advanced Proficiency
Proficient
Near Proficiency
Below Proficient
100%
75%
50%
25%
0%
7.00%
18.00%
33.00%
42.00%
10.00%
29.00%
39.00%
23.00%
State 2021-2022
SPF 2021-2022

Grades 6-8

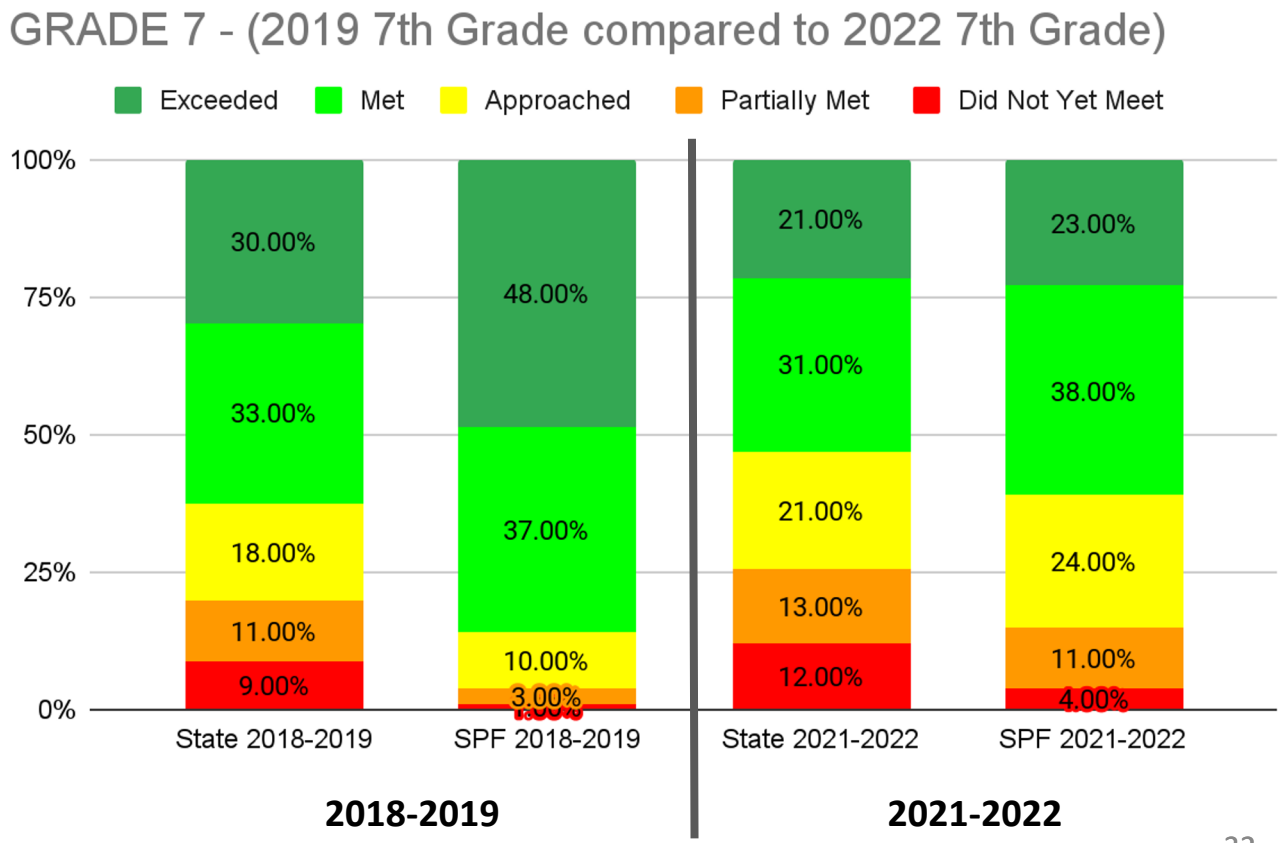
ELA 6


GRADE 6 - (2019 6th Grade compared to 2022 6th Grade)
Exceeded
Met
Approached
Partially Met
Did Not Yet Meet
100%
75%
50%
25%
0%
15.00%
41.00%
24.00%
13.00%
7.00%
33.00%
47.00%
14.00%
3.00%
10.00%
37.00%
26.00%
16.00%
11.00%
13.00%
49.00%
24.00%
8.00%
5.00%
State 2018-2019
SPF 2018-2019
State 2021-2022
SPF 2021-2022
2018-2019
2021-2022

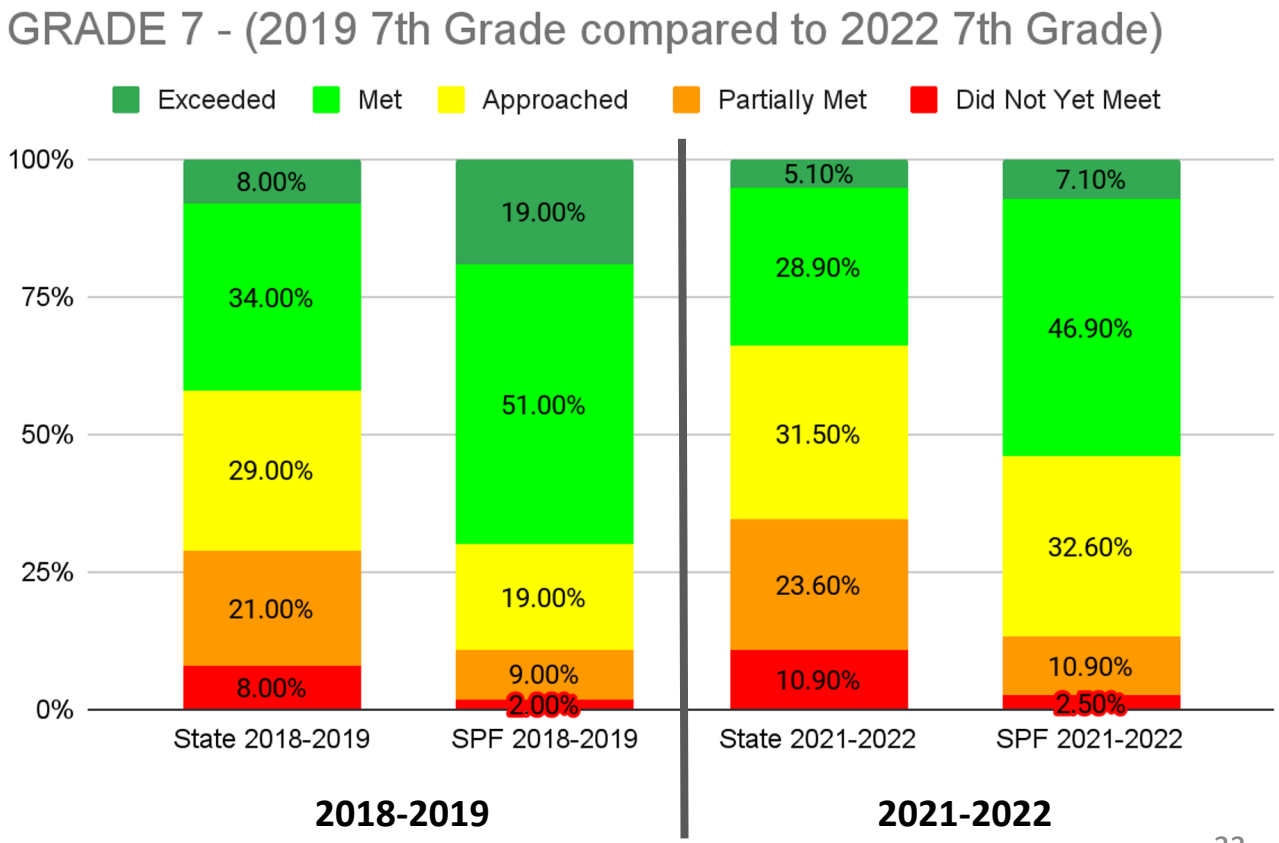
Math 6


GRADE 6 - (2019 6th Grade compared to 2022 6th Grade)
Exceeded
Met
Approached
Partially Met
Did Not Yet Meet
100%
75%
50%
25%
0%
8.00%
33.00%
27.00%
23.00%
10.00%
11.00%
51.00%
24.00%
12.00%
2.00%
5.30%
26.00%
28.50%
24.90%
15.30%
4.40%
35.00%
35.20%
19.00%
6.40%
State 2018-2019
SPF 2018-2019
State 2021-2022
SPF 2021-2022
2018-2019
2021-2022

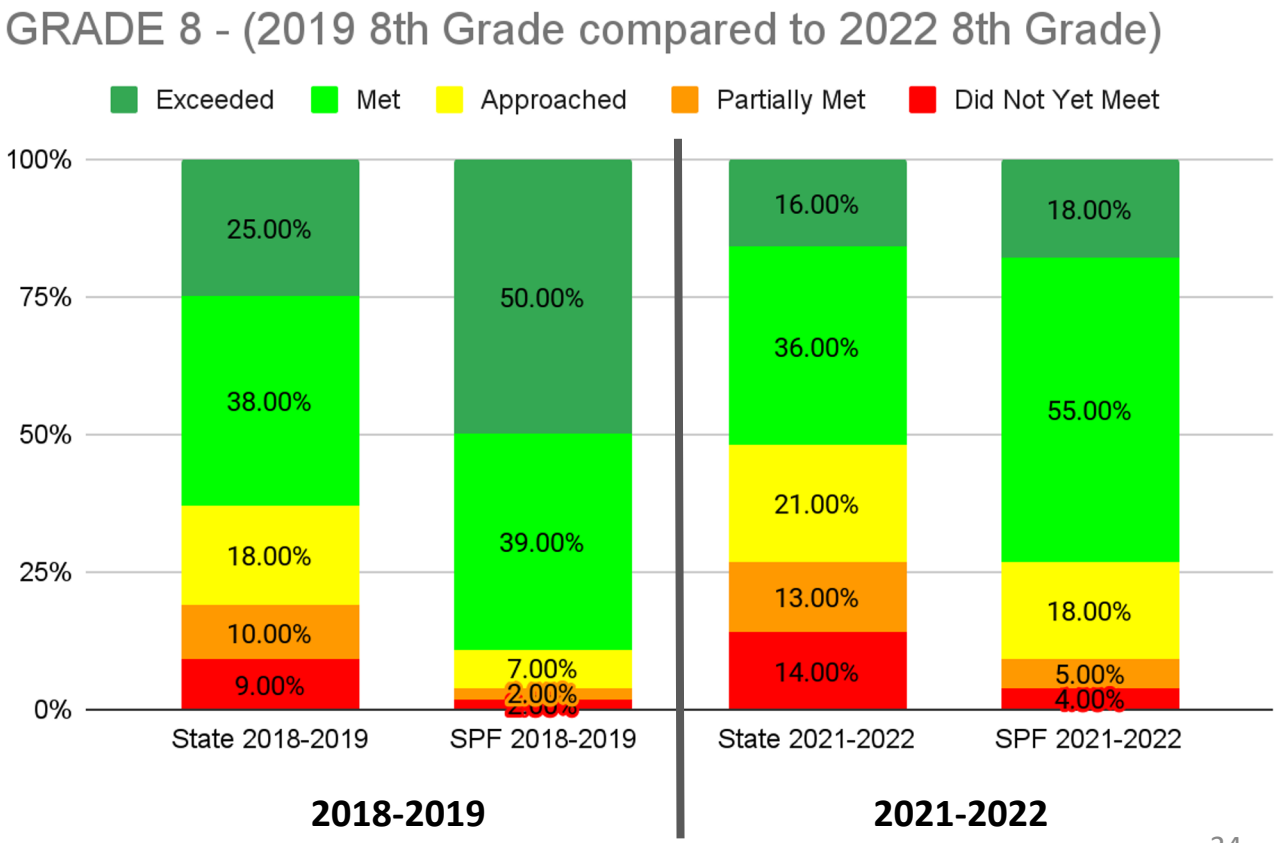
ELA 7


GRADE 7 - (2019 7th Grade compared to 2022 7th Grade)
Exceeded
Met
Approached
Partially Met
Did Not Yet Meet
100%
75%
50%
25%
0%
30.00%
33.00%
18.00%
11.00%
9.00%
48.00%
37.00%
10.00%
3.00%
21.00%
31.00%
21.00%
13.00%
12.00%
23.00%
38.00%
24.00%
11.00%
4.00%
State 2018-2019
SPF 2018-2019
State 2021-2022
SPF 2021-2022
2018-2019
2021-2022

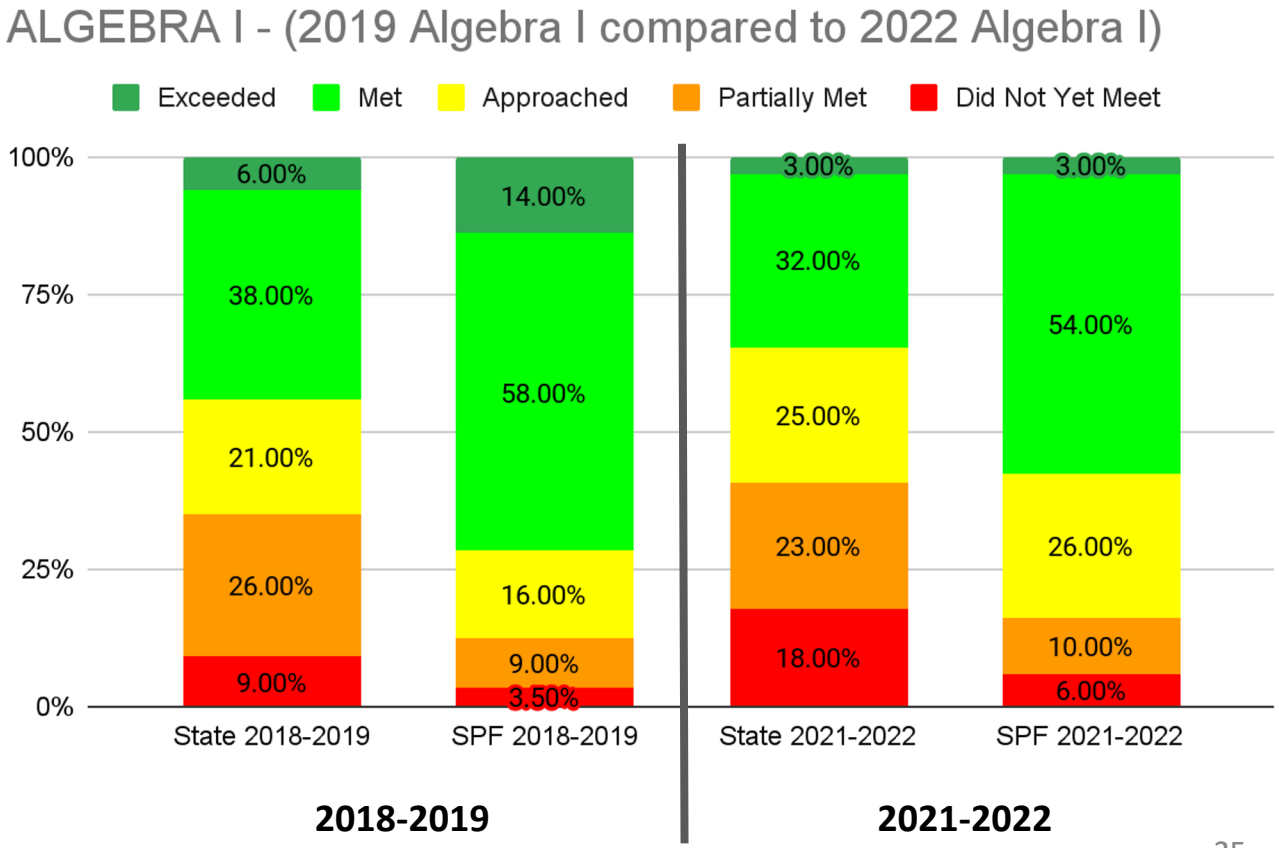
Math 7


GRADE 7 - (2019 7th Grade compared to 2022 7th Grade)
Exceeded
Met
Approached
Partially Met
Did Not Yet Meet
100%
75%
50%
25%
0%
8.00%
34.00%
29.00%
21.00%
8.00%
19.00%
51.00%
19.00%
9.00%
2.00%
5.10%
28.90%
31.50%
23.60%
10.90%
7.10%
46.90%
32.60%
10.90%
2.50%
State 2018-2019
SPF 2018-2019
State 2021-2022
SPF 2021-2022
2018-2019
2021-2022

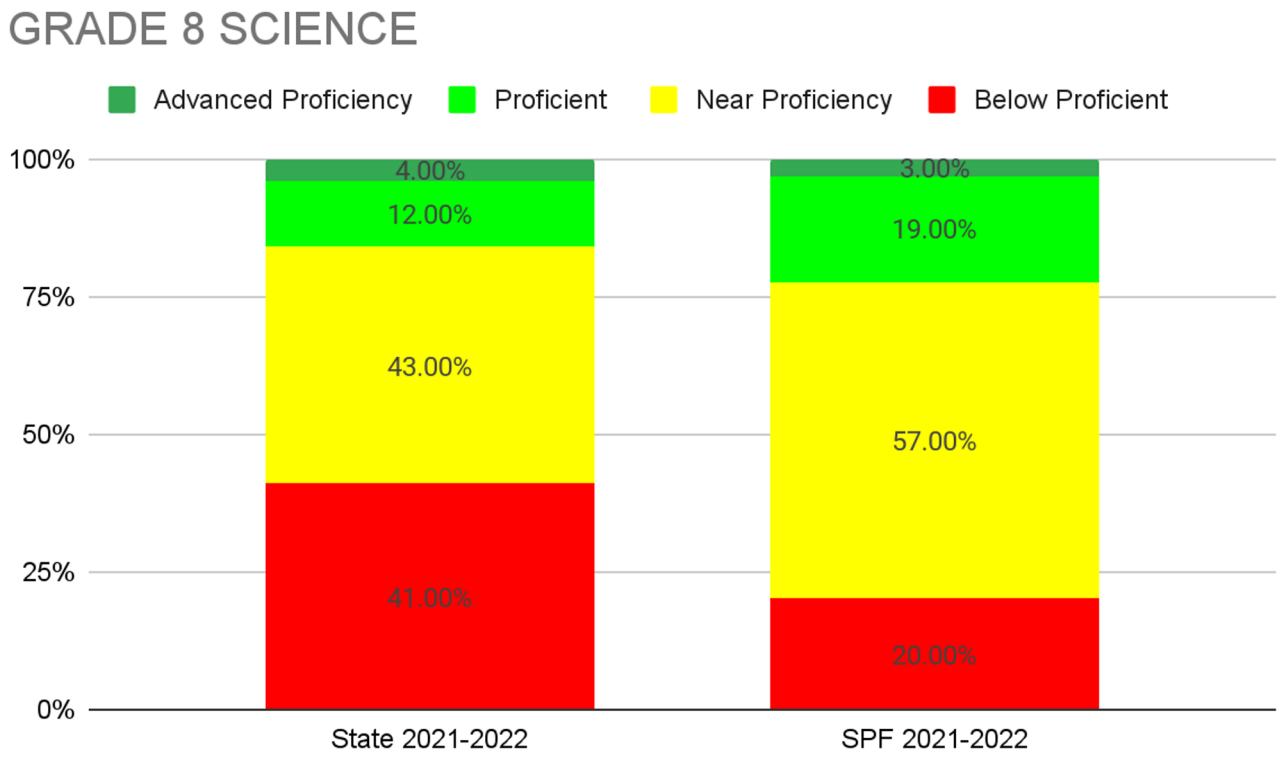
ELA 8


GRADE 8 - (2019 8th Grade compared to 2022 8th Grade)
Exceeded
Met
Approached
Partially Met
Did Not Yet Meet
100%
75%
50%
25%
0%
25.00%
38.00%
18.00%
10.00%
9.00%
50.00%
39.00%
7.00%
2.00%
16.00%
36.00%
21.00%
13.00%
14.00%
18.00%
55.00%
18.00%
5.00%
4.00%
State 2018-2019
SPF 2018-2019
State 2021-2022
SPF 2021-2022
2018-2019
2021-2022

Algebra I

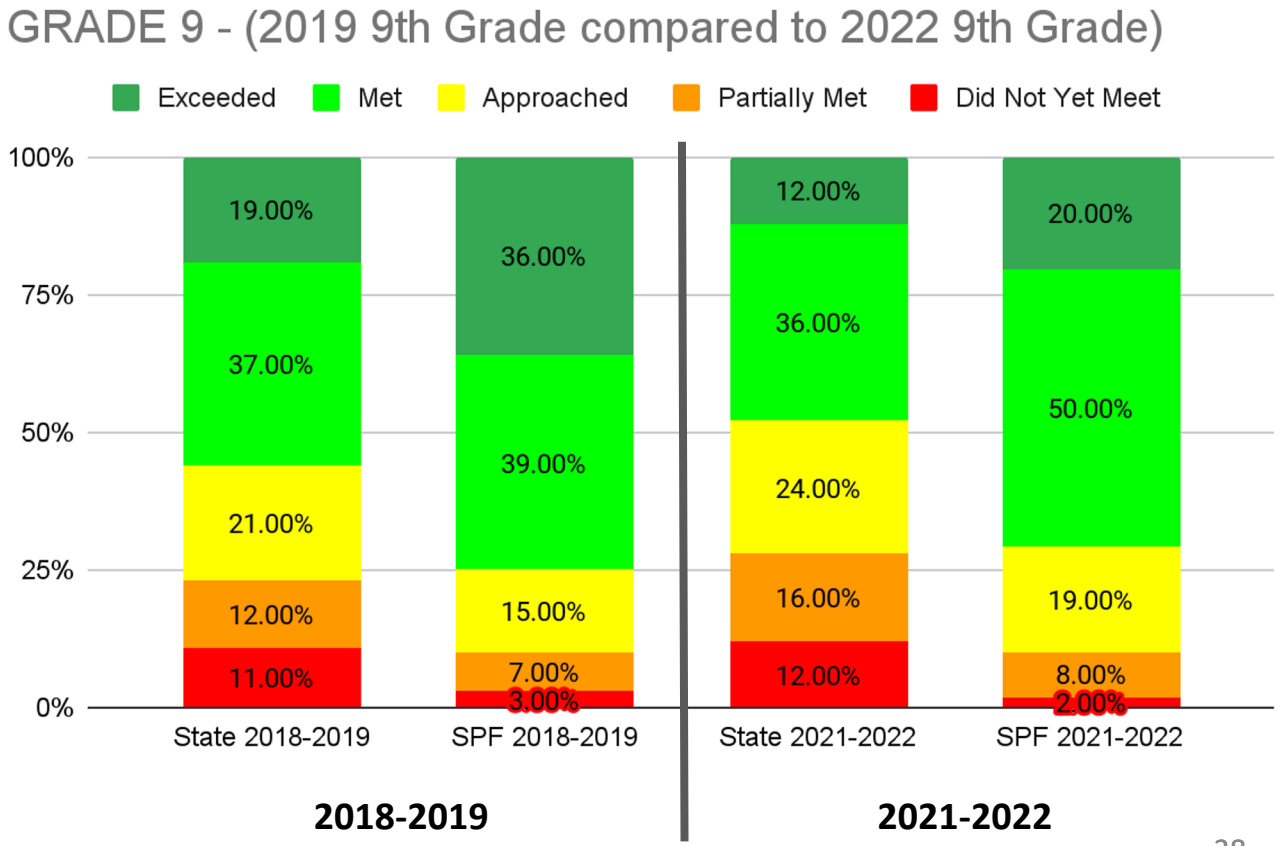

ALGEBRA I - (2019 Algebra I compared to 2022 Algebra I)
Exceeded
Met
Approached
Partially Met
Did Not Yet Meet
100%
75%
50%
25%
0%
6.00%
38.00%
21.00%
26.00%
9.00%
14.00%
58.00%
16.00%
9.00%
3.50%
3.00%
32.00%
25.00%
23.00%
18.00%
3.00%
54.00%
26.00%
10.00%
6.00%
State 2018-2019
SPF 2018-2019
State 2021-2022
SPF 2021-2022
2018-2019
2021-2022

Science 8

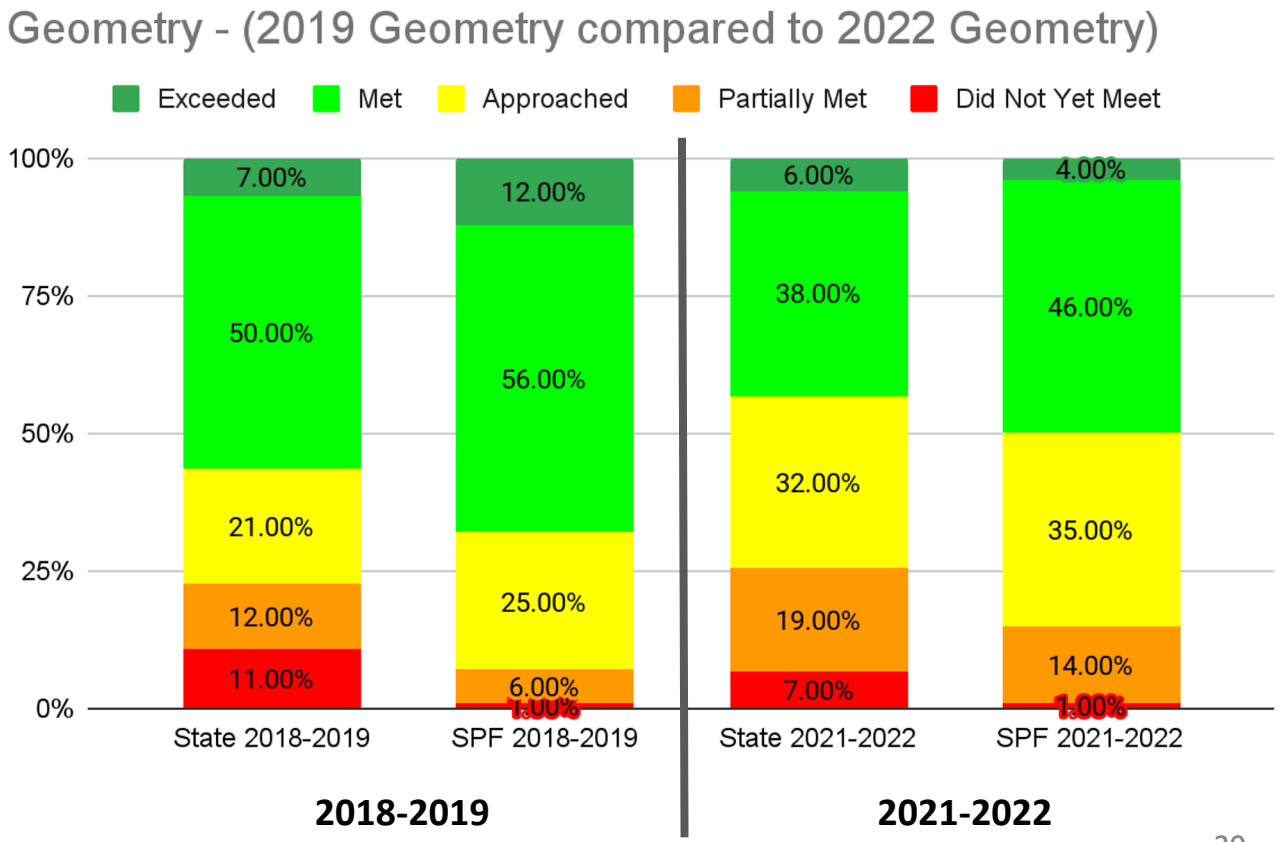

GRADE 8 SCIENCE
Advanced Proficiency
Proficient
Near Proficiency
Below Proficient
100%
75%
50%
25%
0%
4.00%
12.00%
43.00%
41.00%
3.00%
19.00%
57.00%
20.00%
State 2021-2022
SPF 2021-2022

High School

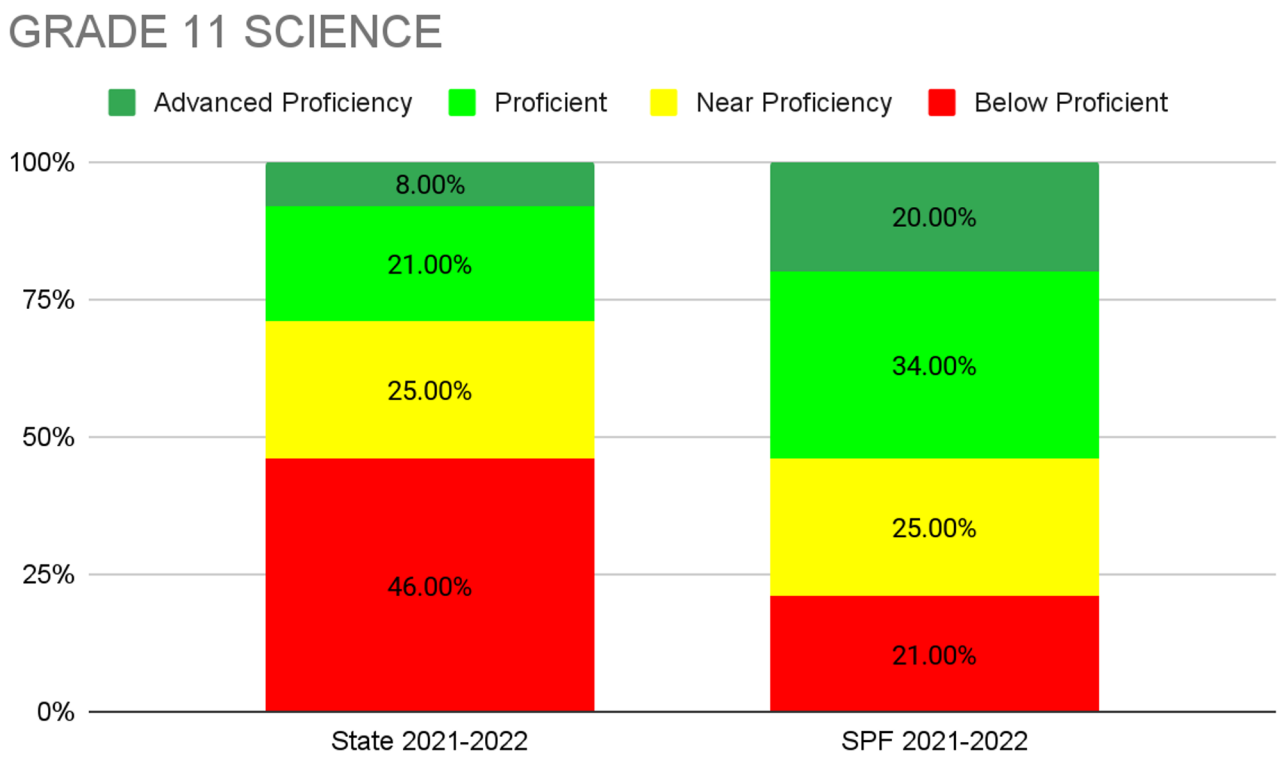
ELA 9


GRADE 9 - (2019 9th Grade compared to 2022 9th Grade)
Exceeded
Met
Approached
Partially Met
Did Not Yet Meet
100%
75%
50%
25%
0%
19.00%
37.00%
21.00%
12.00%
11.00%
36.00%
39.00%
15.00%
7.00%
3.00%
12.00%
36.00%
24.00%
16.00%
12.00%
20.00%
50.00%
19.00%
8.00%
2.00%
State 2018-2019
SPF 2018-2019
State 2021-2022
SPF 2021-2022
2018-2019
2021-2022

Geometry

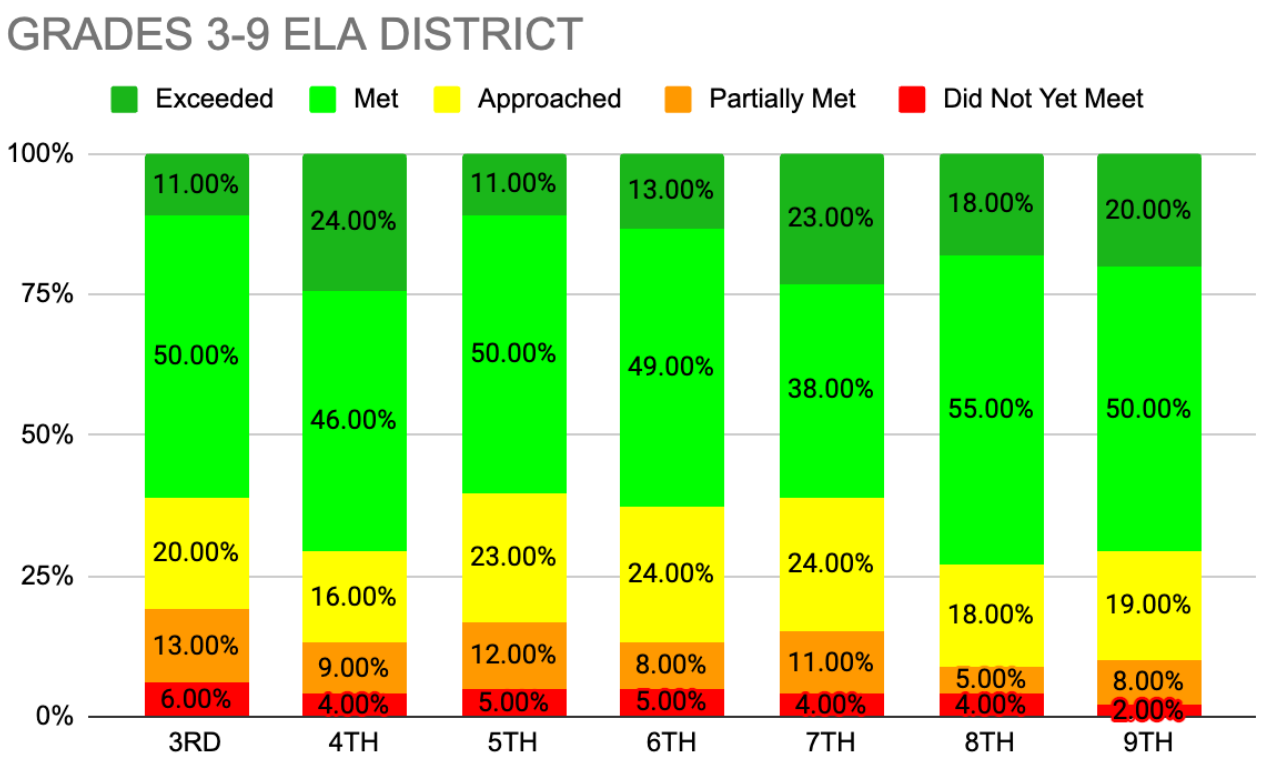

Geometry - (2019 Geometry compared to 2022 Geometry)
Exceeded
Met
Approached
Partially Met
Did Not Yet Meet
100%
75%
50%
25%
0%
7.00%
50.00%
21.00%
12.00%
11.00%
12.00%
56.00%
25.00%
6.00%
1.00%
6.00%
38.00%
32.00%
19.00%
7.00%
4.00%
46.00%
35.00%
14.00%
1.00%
State 2018-2019
SPF 2018-2019
State 2021-2022
SPF 2021-2022
2018-2019
2021-2022

Science 11

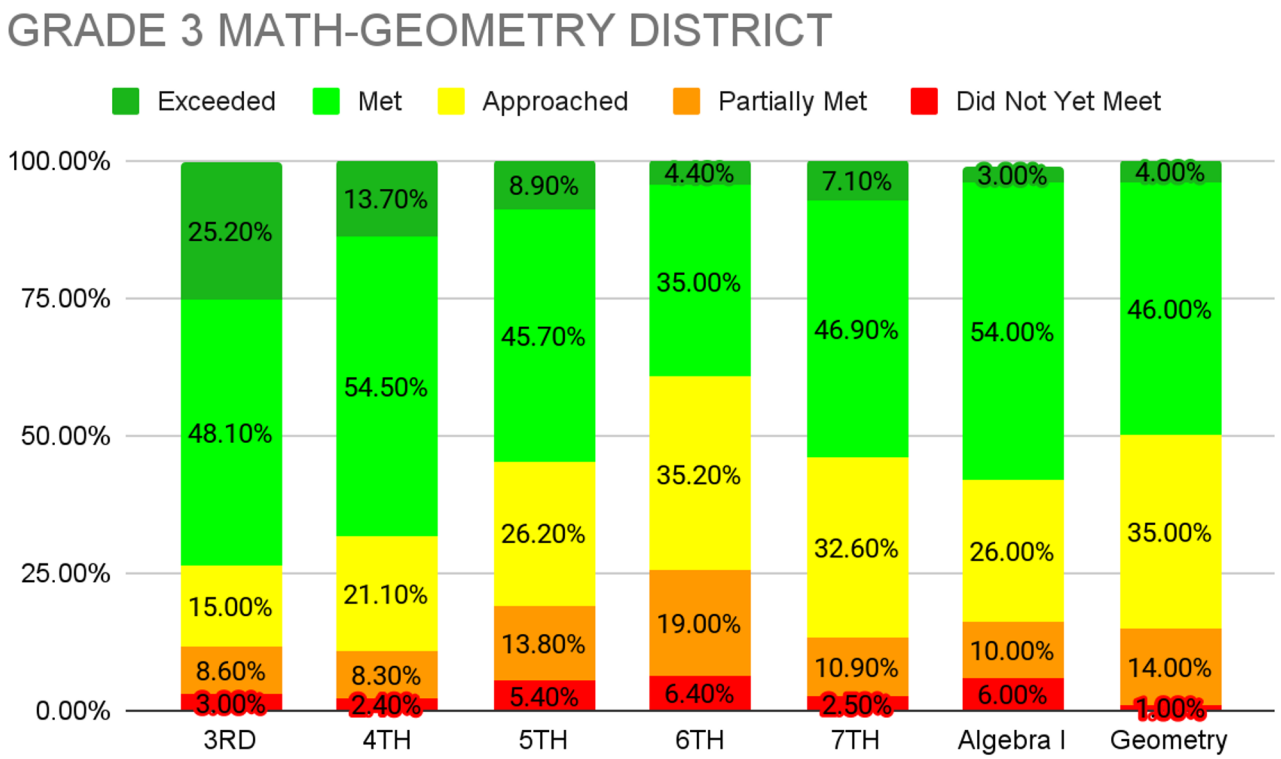

GRADE 11 SCIENCE
Advanced Proficiency
Proficient
Near Proficiency
Below Proficient
100%
75%
50%
25%
0%
8.00%
21.00%
25.00%
46.00%
20.00%
34.00%
25.00%
21.00%
State 2021-2022
SPF 2021-2022

2022 At A Glance

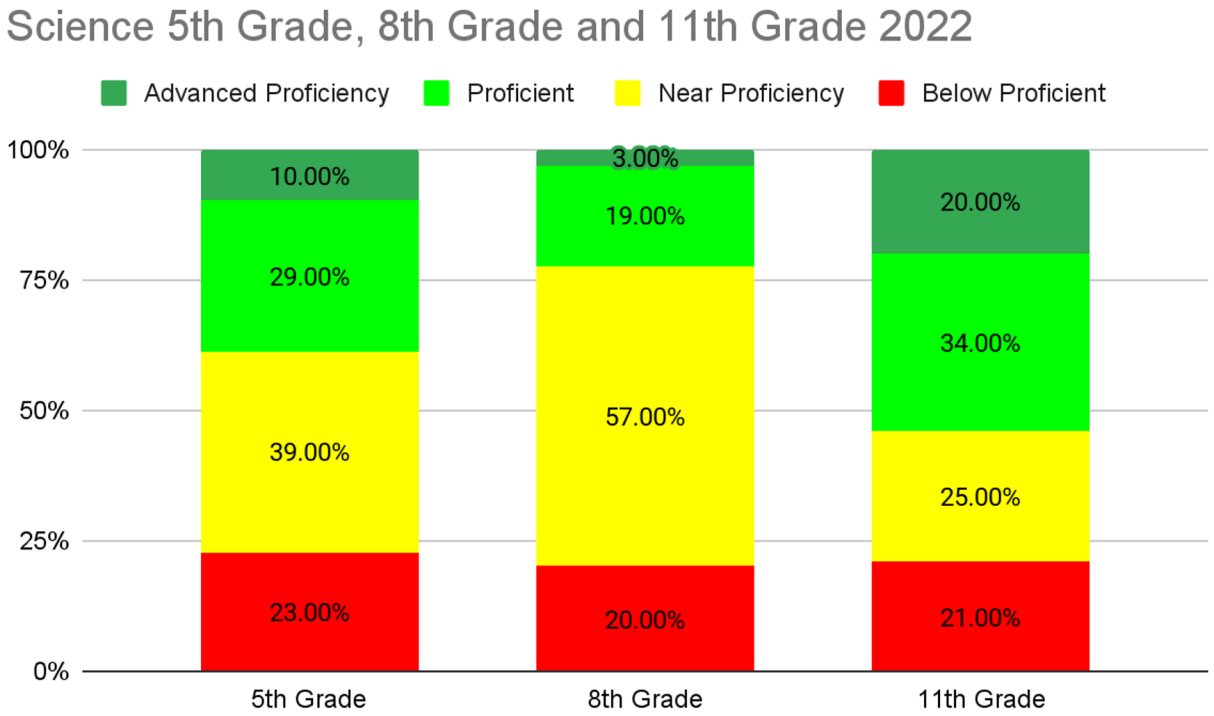
ELA 2022 at a Glance



Math 2022 at a Glance

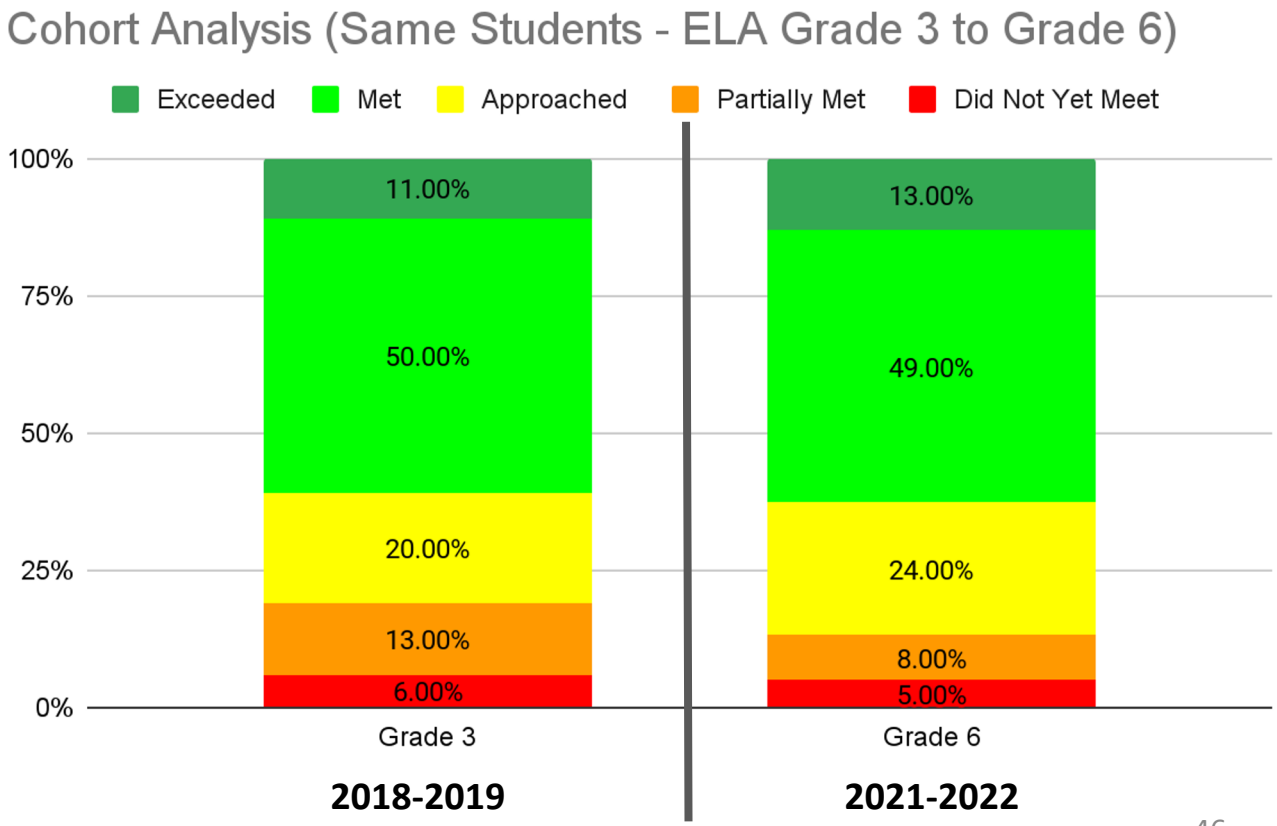


Science 5, 8 and 11 at a Glance

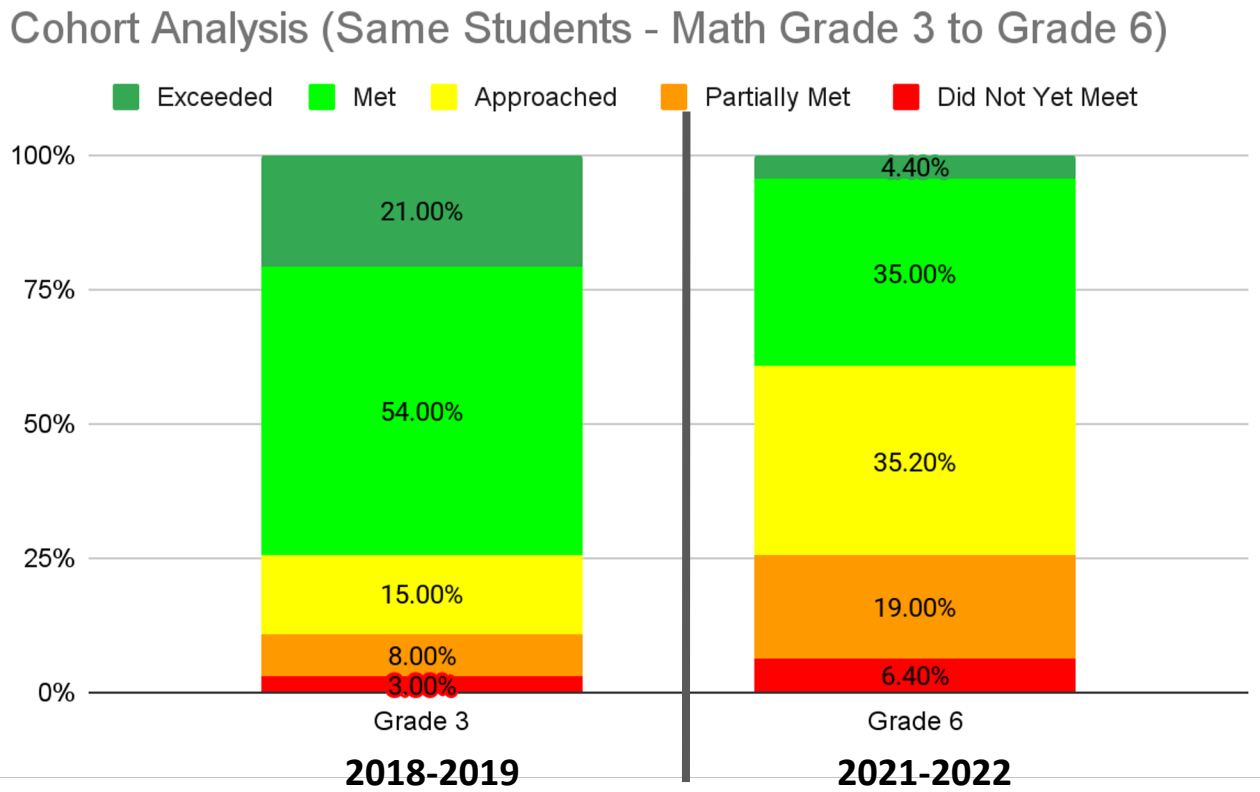


Cohort Analysis 2019 to 2022

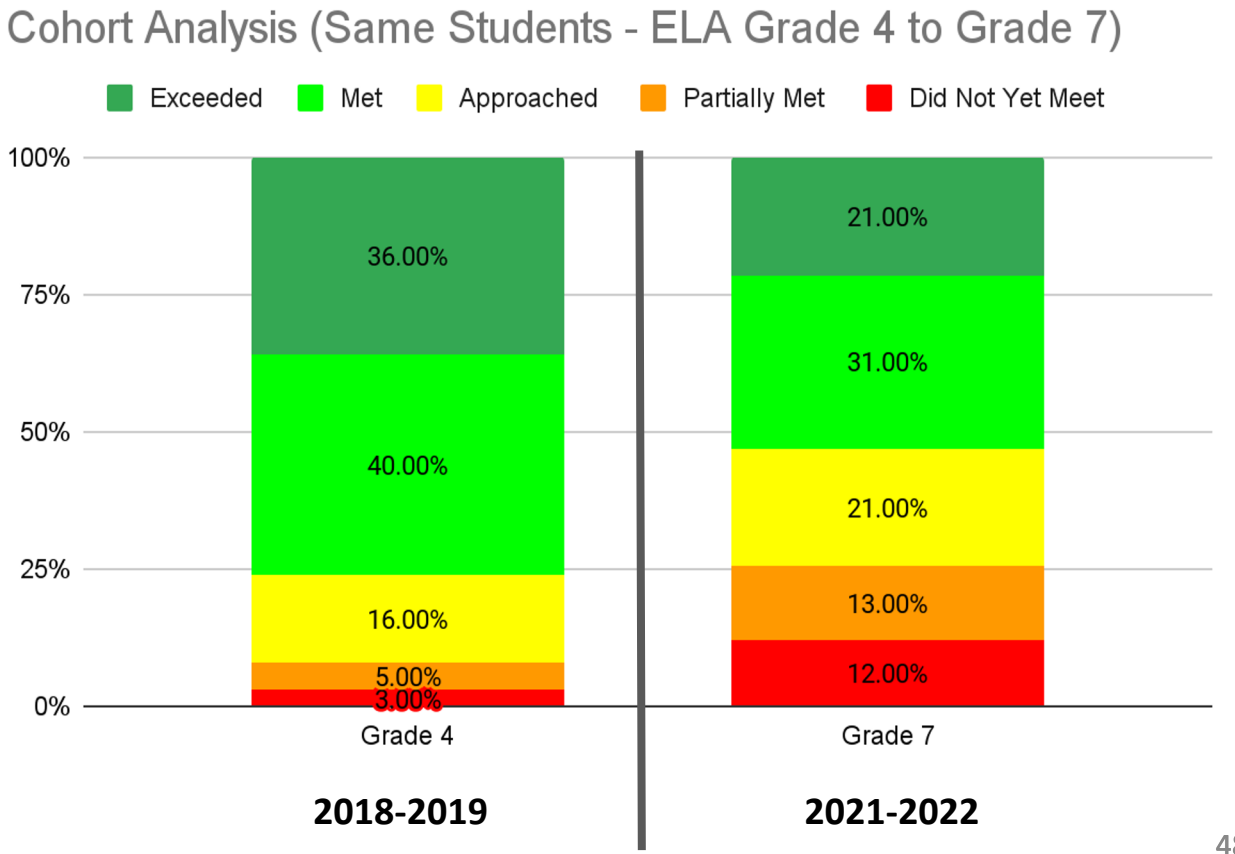
ELA 6 Cohort Analysis



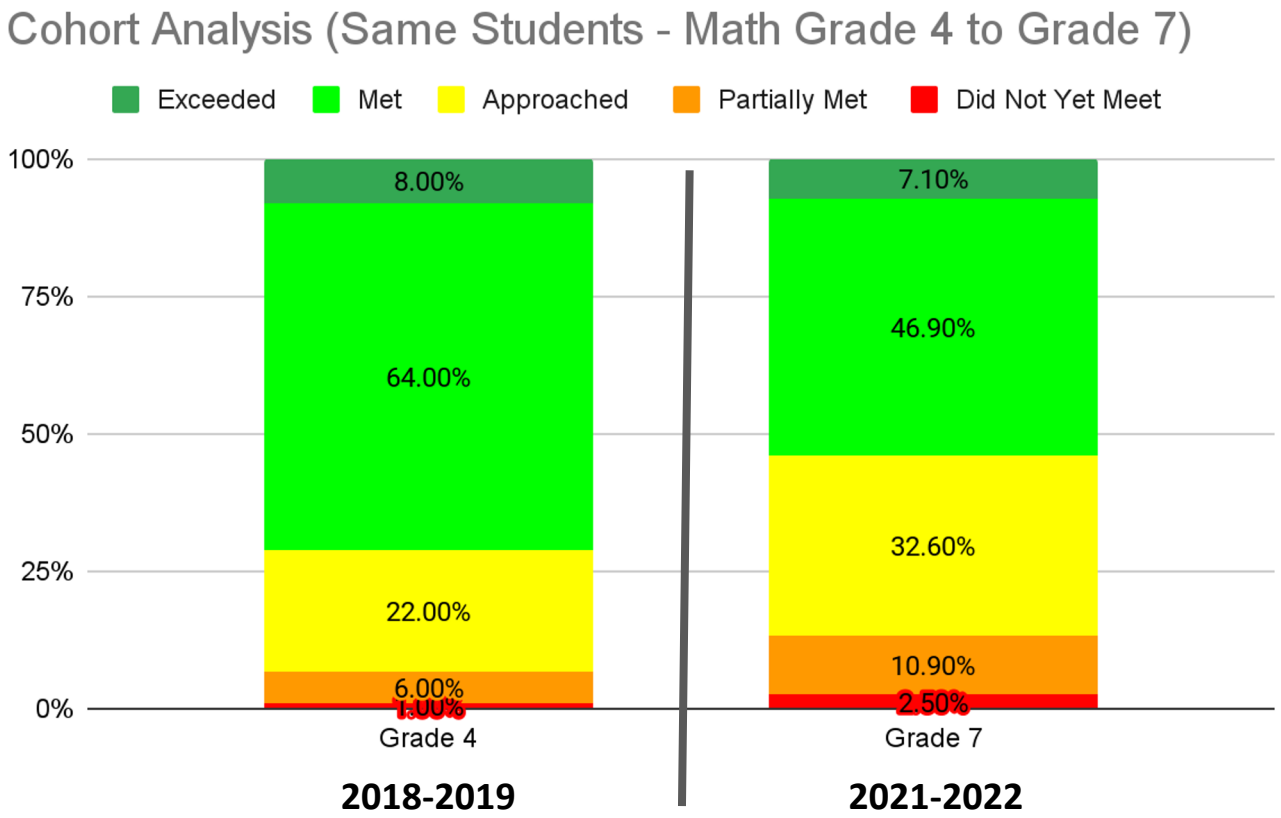
Math 6 Cohort Analysis



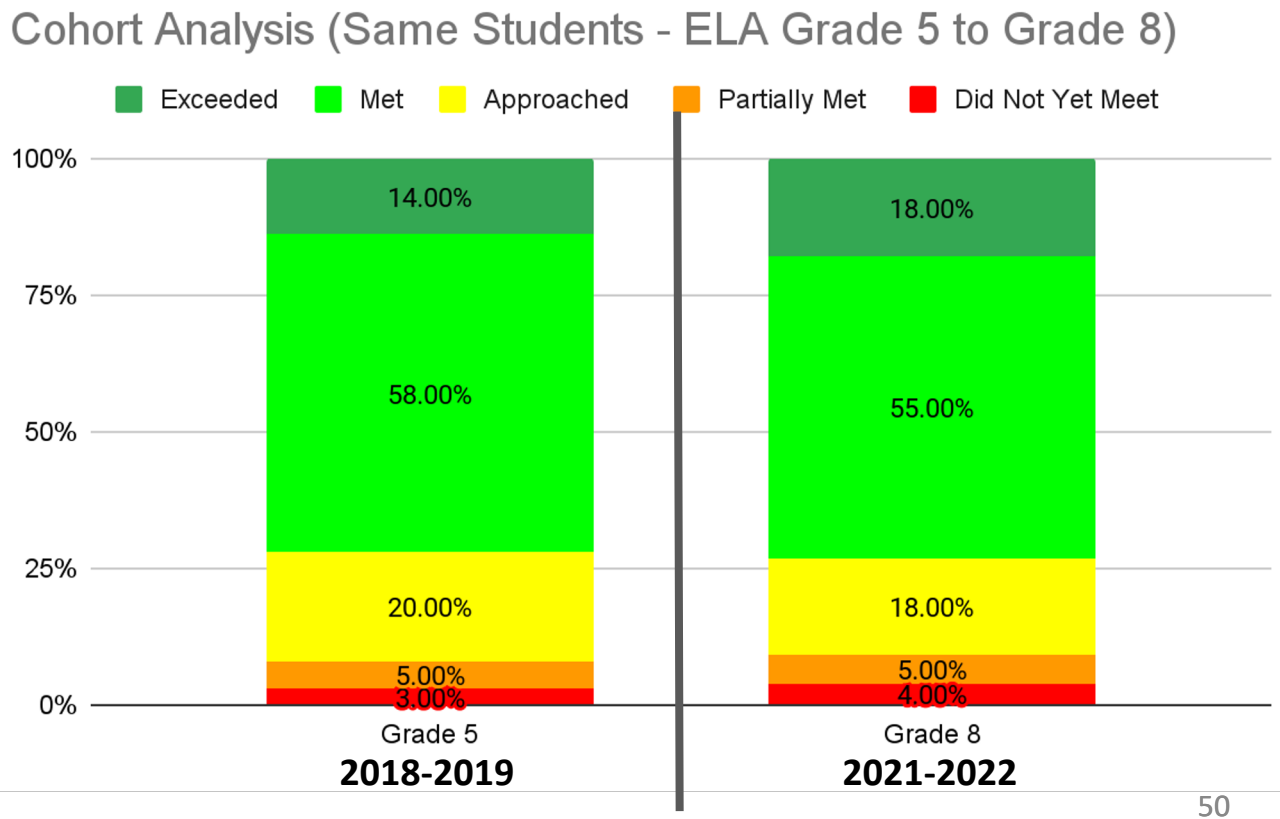
ELA 7 Cohort Analysis



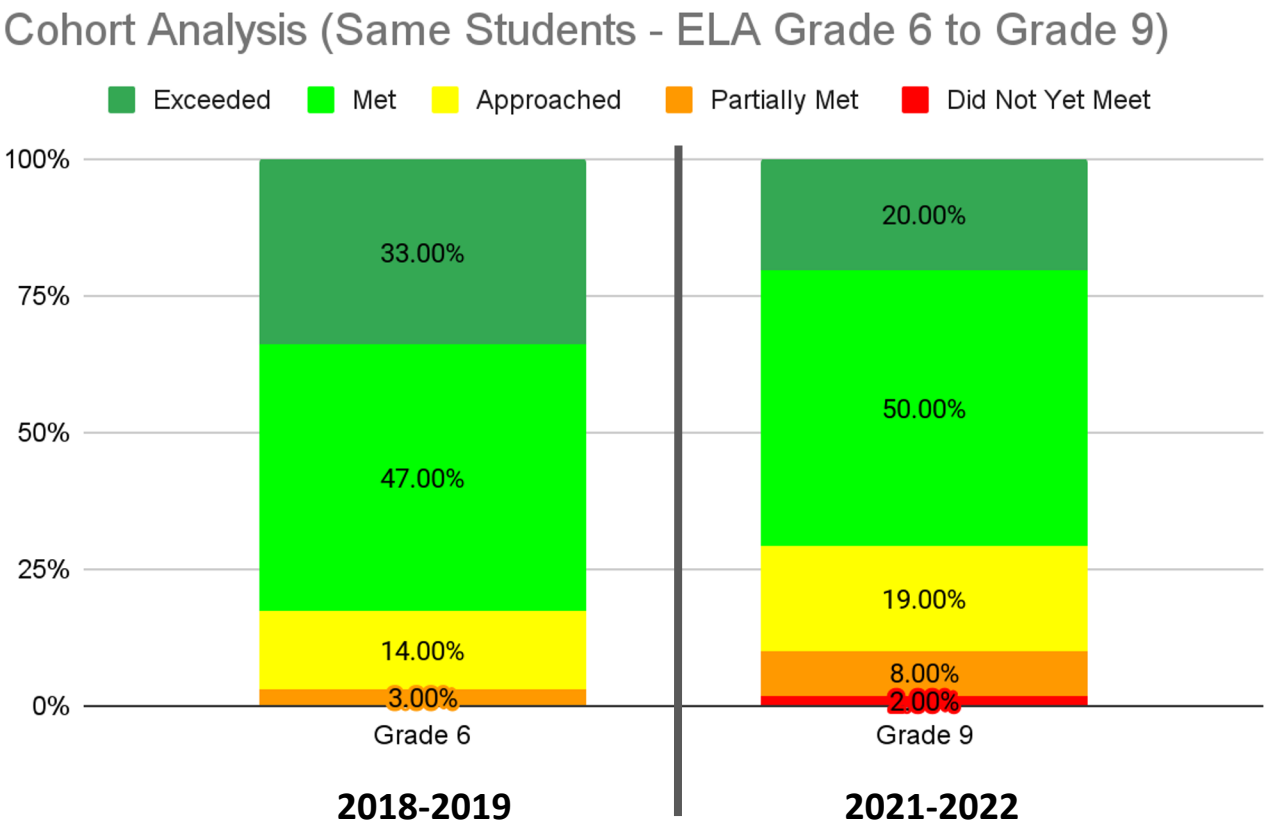
Math 7 Cohort Analysis



ELA 8 Cohort Analysis



ELA 9 Cohort Analysis



Deeper Dive:

Disaggregated Results: ELA

ELA % Meeting/Exceeding Grade Level Expectations DISAGGREGATED BY GENDER

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
State	42.00%	49.40%	49.60%	47.50%	52.70%	51.30%	48.90%
Scotch Plains-Fanwood	61.00% n=428	70.10% n=422	60.70% n=405	62.40% n=452	61.20% n=449	73.60% n=421	70.50% n=376
Female	70.00% n=213	79.50% n=219	65.00% n=217	71.20% n=222	68.50% n=200	79.40% n=199	79.50% n=200
Male	52.10% n=215	60.10% n=203	55.90% n=188	53.90% n=230	55.40% n=249	68.50% n=222	60.20% n=176
Non-Binary/ Undesignated	*	*	*	*	*	*	*

ELA % Meeting/Exceeding Grade Level Expectations DISAGGREGATED BY RACE/ETHNICITY

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
State	42.00%	49.40%	49.60%	47.50%	52.70%	51.30%	48.90%
Scotch Plains-Fanwood	61.00% n=428	70.10% n=422	60.70% n=405	62.40% n=452	61.20% n=449	73.60% n=421	70.50% n=376
Hispanic/Latino	54.70% n=53	60.60% n=66	52.60% n=57	50.00% n=74	49.20% n=59	58.30% n=60	62.30% n=61
Asian	83.30% n=48	80.40% n=56	72.40% n=58	81.00% n=58	81.00% n=42	81.40% n=43	78.80% n=33
Black or African American	50.00% n=30	63.20% n=22	44.00% n=25	50.00% n=32	36.40% n=33	50.00% n=32	60.70% n=28
White	57.80% n=263	69.80% n=252	60.80% n=250	63.30% n=267	61.80% n=283	78.40% n=273	72.50% n=233
Two or More Races	73.30% n=30	84.00% n=25	73.30% n=15	61.90% n=21	80.60% n=31	81.80% n=11	77.80% n=18

ELA % Meeting/Exceeding Grade Level Expectations DISAGGREGATED BY PROGRAM

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
State	42.00%	49.40%	49.60%	47.50%	52.70%	51.30%	48.90%
Scotch Plains-Fanwood	61.00% n=428	70.10% n=422	60.70% n=405	62.40% n=452	61.20% n=449	73.60% n=421	70.50% n=376
Students with Disabilities	31.30% n=83	30.50% n=82	14.1% n=64	32.50% n=77	20.30% n=74	37.30% n=75	26.30% n=57
Economically Disadvantaged	40% n=10	40% n=10	*	10% n=10	42.9% n=14	*	66.70% n=15
504	33% n=15	37.5% n=16	20.8% n=24	45.5% n=22	43.2% n=37	60.6% n=33	61.1% n=18
English Language Learners	40% n=10	10% n=10	*	*	*	*	*

Deeper Dive:

Disaggregated Results: Math

MATH % Meeting/Exceeding Grade Level Expectations DISAGGREGATED BY GENDER

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Algebra I	Geometry
State	45.40%	39.40%	36.10%	31.30%	34.10%	34.80%	44.00%
Scotch Plains-Fanwood	73.40% n=428	68.20% n=422	54.60% n=405	39.40% n=452	54.00% n=448	57.80% n=474	49.50% n=297
Female	75.10% n=215	68.50% n=219	52.10% n=217	38.30% n=222	49.00% n=200	55.10% n=225	44.80% n=163
Male	71.60% n=213	68.00% n=203	57.40% n=188	40.40% n=230	58.10% n=248	60.20% n=249	55.60% n=133
Non-Binary/ Undesignated	*	*	*	*	*	*	*

MATH % Meeting/Exceeding Grade Level Expectations DISAGGREGATED BY RACE/ETHNICITY

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Algebra I	Geometry
State	45.40%	39.40%	36.10%	31.30%	34.10%	34.80%	44.00%
Scotch Plains-Fanwood	73.40% n=428	68.20% n=422	54.60% n=405	39.40% n=452	54.00% n=448	57.80% n=474	49.50% n=297
Hispanic/Latino	56.60% n=53	45.50% n=66	47.40% n=57	28.40% n=74	42.40% n=59	45.90% n=74	34.20% n=38
Asian	89.60% n=48	78.60% n=56	74.10% n=58	69.00% n=58	71.40% n=42	82.20% n=45	63.30% n=30
Black or African American	66.70% n=30	45.50% n=22	28.00% n=25	28.10% n=32	31.20% n=33	39.50% n=38	35.3% n=17
White	73.00% n=263	72.20% n=252	54.80% n=250	35.20% n=267	56.00% n=282	59.80% n=301	51.10% n=196
Two or More Races	86.70% n=30	88.00% n=25	46.70% n=15	66.70% n=21	67.70% n=31	53.80% n=13	57.10% n=14

MATH % Meeting/Exceeding Grade Level Expectations DISAGGREGATED BY PROGRAM

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Algebra I	Geometry
State	45.40%	39.40%	36.10%	31.30%	34.10%	34.80%	44.00%
Scotch Plains-Fanwood	73.40% n=428	68.20% n=422	54.60% n=405	39.40% n=452	54.00% n=448	57.80% n=474	49.50% n=297
Students with Disabilities	42.20% n=83	37.80% n=82	12.5% n=64	15.60% n=77	16.40% n=73	28.00% n=82	18.5% n=27
Economically Disadvanted	*	30% n=10	*	20% n=10	21.4% n=14	40% n=15	*
504	66.7% n=15	56.3% n=16	33.3% n=24	36.4% n=22	48.6% n=37	45.9% n=37	64.3% n=14
English Language Learners	50% n=10	0% n=10	*	*	*	*	*

Deeper Dive:

Disaggregated Results: Science

SCIENCE % Proficient/Advanced Proficient DISAGGREGATED BY GENDER

	Grade 5	Grade 8	Grade 11
State	25.50%	15.60%	29.00%
Scotch Plains-Fanwood	38.30% n=410	22.10% n=424	54.20% n=360
Female	36.40% n=221	22.60% n=199	55.20% n=183
Male	40.40% n=189	21.60% n=225	53.20% n=177
Non-Binary/Undesignated	*	*	*

SCIENCE % Proficient/Advanced Proficient DISAGGREGATED BY RACE/ETHNICITY

	Grade 5	Grade 8	Grade 11
State	25.50%	15.60%	29.00%
Scotch Plains-Fanwood	38.30% n=410	22.10% n=424	54.20% n=360
Hispanic/Latino	24.60% n=58	13.3% n=60	47.40% n=60
Asian	48.30% n=58	34.90% n=43	73.70% n=39
Black or African American	16% n=25	6.3% n=33	34.8% n=25
White	40.80% n=254	24.20% n=275	54.30% n=218
Two or More Races	46.7% n=15	9.1% n=11	56.3% n=17

SCIENCE % Proficient/Advanced Proficient DISAGGREGATED BY PROGRAM

	Grade 5	Grade 8	Grade 11
State	25.50%	15.60%	29.00%
Scotch Plains-Fanwood	38.30% n=410	22.10% n=424	54.20% n=360
Students with Disabilities	10.9% n=67	4.1% n=76	14.3% n=61
Economically Disadvantaged	*	*	*
504	*	27.3% n=33	58.30% 41
English Language Learners	*	*	*

Summary Observations and Actions

Summary Observations and Actions

- Our students continue to perform above state averages in all assessments given.
  - ELA
    - More than 61% of students scored in the “Met or Exceeded Expectations” levels at every grade level with greater than 70% doing so in Grades 4, 8 and 9.
    - Fewer than 6% of students scored in the “Not Yet Meeting Grade Level Expectations” range.
  - Math
    - On average, students in grades 3-5 performed similarly to pre-pandemic cohorts of students in these same grade levels.
    - Fewer than 7% of students scored in the “Not Yet Meeting Grade Level Expectations” range at every grade level.

Summary Observations and Actions

- More students scored in the “Approaching Grade Level Expectations” range on the NJSLA ELA, Math and Science assessments than in years prior to the pandemic.

- Our teachers, students and families worked incredibly hard throughout the pandemic.

Summary Observations and Actions

- Conduct data cycles to determine individual:
  - Areas of Strength
  - Areas for Support
  - Strategies for Individual Growth and Curriculum Pacing
- Conduct deeper data dives into subgroups with performance gaps.
- Continue to use this data as **one** of several measures to identify students for Basic Skills intervention, other in school-supports, enrichment, summer programming and progress monitoring.

Summary Observations and Actions

- Professional Development
  - Culturally responsive instruction.
  - Trauma-informed instruction.
  - Using MAP data to differentiate instruction/promote growth
  - Provide greater grade band- focused curriculum supervision and teacher support in ELA and Math.
- Partner with the TriState Consortium
  - Study the supports in place in literacy instruction within our district's special education continuum to maximize student learning.
- Conduct Action Research
  - In collaboration w/NORC & The University of Chicago we will explore students' sense of belonging and inclusion in mathematics and how their perceived sense of belonging impacts their performance.

Student Voices

What do state test results not tell us about you as a student?

Student Voices

The state test results don’t show how I learn and participate in class. It only shows my understanding of the questions on the test and not about what I have learned and am learning in class. - A.C.

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They don’t tell us if we’re a leader and who we really are as a person. It doesn’t show that we are well rounded. L.M.

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State test results don't show my other strengths in the classroom, such as my ability to teach others and my strong work ethic. – M.S.

State tests do not tell you about my capability as a student. – C.F.

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State tests do not tell you about my capability as a student. – C.F.

I do not think it reveals my creativity as a student. – J.S.

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Student Voices

The state test results don't show how I learn and participate in class. It only shows my understanding of the questions on the test and not about what I have learned and am learning in class. - A.C.

It shows that I am not as good a test taker. – S.L.

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Student Voices

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How smart you are. N.L.

It shows that I am not as good a test taker. – S.L

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State tests do not tell you about my capability as a student. – C.F.

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They don't tell us if we're a leader and who we really are as a person. It doesn't show that we are well rounded. L.M.

Student Voices

Behind every data point there is a child.

Visit the district website to view the presentation and to learn more...

Thank you!