SUPPORT IN IDENTIFYING STUDENT NEEDS

Start Strong: Fall 2022 Administrations

Mount Laurel Township Schools
January 2023

Start Strong Assessment
Overview

➢ Based on a **subset** of prioritized **prior-year** academic standards to provide a data point on the level of support a student may need to engage in grade-level content.

➢ Assessed in ELA grades 4-8, Mathematics grades 4-8, Algebra I, Geometry, and in Science grade 6.

➢ Were administered in approximately 45–60-minute blocks.

➢ Utilize three performance levels:

- Strong Support May Be Needed

- Some Support May Be Needed and

- Less Support May Be Needed

➢ Please Note:

- Start Strong is just one, single short assessment that in some cases had only 10 questions.

- The test design, which allowed for shortened testing time and immediate results, means that Start Strong results must be interpreted and used differently than NJSLA results. They do not cover the breadth and depth of standards as seen on the NJSLA and do not support the same comparisons or inferences about student proficiency.

Important to Note

In consideration with the different design and purpose of Start Strong compared to the NJSLA, the NJDOE strongly discourages districts from comparing any individual student, school, or district Start Strong data to any state-level data for Start Strong or to any NJSLA data.

Section 1: District Analysis

Section 2: Demographic Analysis

English Language Arts

Section 1
District Analysis
ELA

Mount Laurel Township Schools
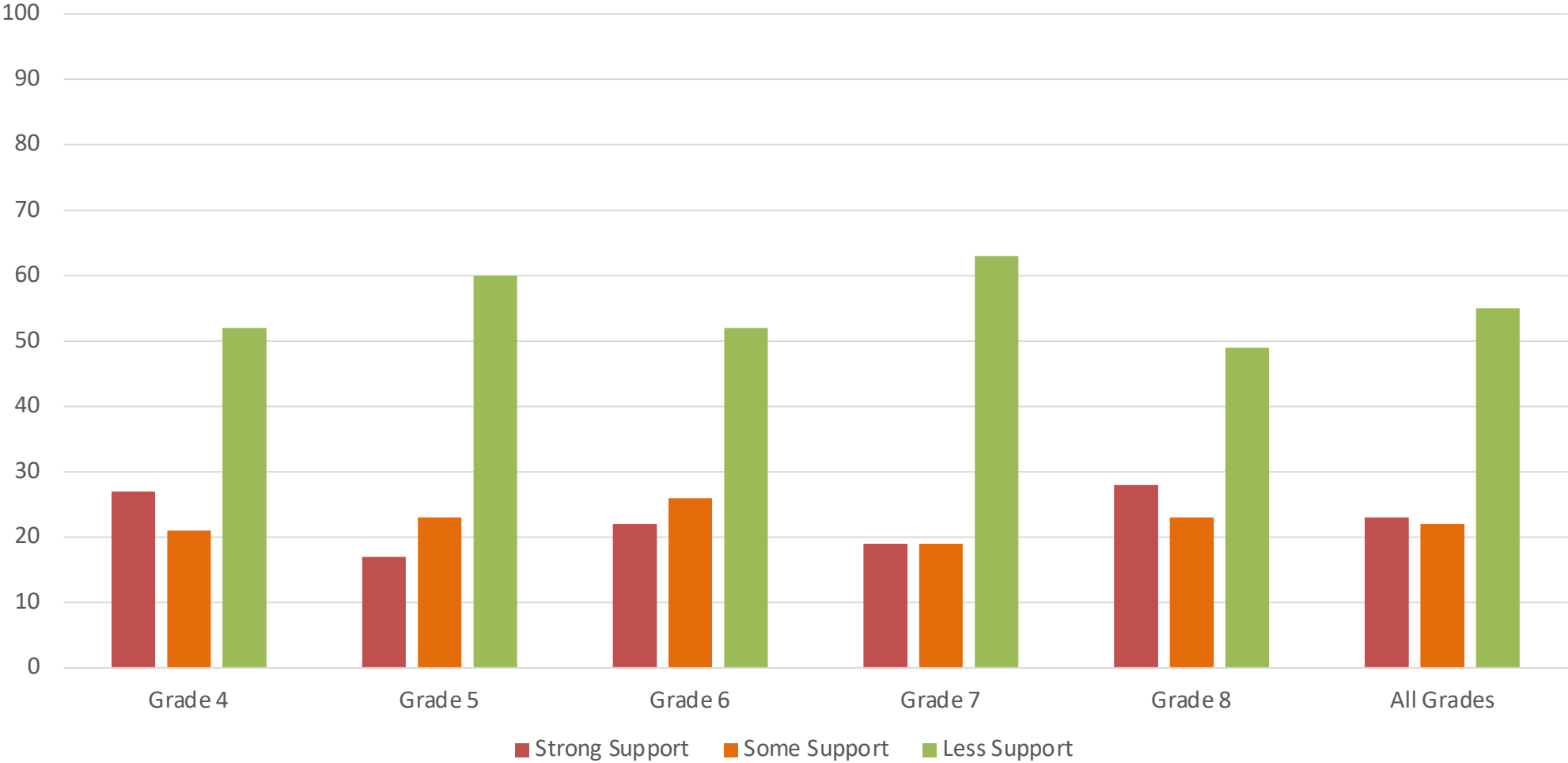# 2022-23 Fall Start Strong
ELA/Language Arts

Grade	Total # students Tested	Support Levels					
		Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
		2022-2023	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
		# of students	% of total	# of students	% of total	# of students	% of total
4	409	111	27%	86	21%	212	52%
5	432	72	17%	101	23%	259	60%
6	444	98	22%	115	26%	231	52%
7	427	79	19%	81	19%	267	63%
8	475	134	28%	108	23%	233	49%
All Grades	2,187	494	23%	491	22%	1,202	55%

2022-2023 Fall Start Strong
ELA/Language Arts
Percentage of Students at Each Support Level

Distribution by Achievement Level

Legend: ■ Strong Support ■ Some Support ■ Less Support

Grade	Strong Support	Some Support	Less Support
Grade 4	27	21	52
Grade 5	17	23	60
Grade 6	22	26	52
Grade 7	19	19	63
Grade 8	28	23	49
All Grades	23	22	55

Section 2
Demographic Analysis
ELA

Performance by Subgroup Race
ELA/Language Arts

Grade	Race	Total # students Tested	% of students Tested	Strong Support May be Needed (Level 1) 2022-2023 # of students	Strong Support May be Needed (Level 1) 2022-2023 % of total	Some Support May be Needed (Level 2) 2022-2023 # of students	Some Support May be Needed (Level 2) 2022-2023 % of total	Less Support May be Needed (Level 3) 2022-2023 # of students	Less Support May be Needed (Level 3) 2022-2023 % of total
Grade 4	Asian	63	15%	11	17%	10	16%	42	67%
	African Am.	59	14%	21	36%	13	22%	25	42%
	Hispanic	55	13%	26	47%			22	40%
	Multiple	31	8%					14	45%
	Caucasian	200	49%	45	23%	46	23%	109	55%
	All Students	409		111	27%	86	21%	212	52%
Grade 5	Asian	65	15%			11	17%	45	69%
	African Am.	72	18%	14	19%	19	26%	39	54%
	Hispanic	52	12%	11	21%	16	31%	25	48%
	Multiple	36	8%					27	75%
	Caucasian	206	48%	32	16%	51	25%	123	60%
	All Students	432		72	17%	101	23%	259	60%
Grade 6	Asian	74	17%			15	20%	53	72%
	African Am.	70	16%	28	40%	18	26%	24	34%
	Hispanic	43	10%	10	23%	12	28%	21	49%
	Multiple	32	7%			10	31%	17	53%
	Caucasian	221	50%	49	22%	60	27%	112	51%
	All Students	444		98	22%	115	26%	231	52%
All Grades	Asian	339	16%	47	14%	53	16%	239	71%
	African Am.	345	16%	122	35%	87	25%	136	39%
	Hispanic	235	11%	76	32%	57	24%	102	43%
	Multiple	162	7%	31	19%	35	22%	96	59%
	Caucasian	1098	50%	216	20%	258	23%	624	57%
	All Students	2187		494	23%	491	22%	1202	55%

Performance by Subgroup Race
ELA/Language Arts

	Race	Total # students Tested	% of students Tested	Strong Support May be Needed (Level 1) 2022-2023 # of students	Strong Support May be Needed (Level 1) 2022-2023 % of total	Some Support May be Needed (Level 2) 2022-2023 # of students	Some Support May be Needed (Level 2) 2022-2023 % of total	Less Support May be Needed (Level 3) 2022-2023 # of students	Less Support May be Needed (Level 3) 2022-2023 % of total
Grade 7	Asian	71	17%				11%	53	75%
	African Am.	53	12%	19	36%	13	25%	21	40%
	Hispanic	36	8%			13	36%	15	42%
	Multiple	34	8%					23	68%
	Caucasian	232	54%	38	16%	40	17%	154	66%
	All Students	427		79	19%	81	19%	267	63%
Grade 8	Asian	66	14%	11	17%			46	70%
	African Am.	91	19%	40	44%	24	26%	27	30%
	Hispanic	49	10%	21	43%			19	39%
	Multiple	29	6%					15	52%
	Caucasian	239	50%	52	22%	61	26%	126	53%
	All Students	475		134	28%	108	23%	233	49%
All Grades	Asian	339	16%	47	14%	53	16%	239	71%
	African Am.	345	16%	122	35%	87	25%	136	39%
	Hispanic	235	11%	76	32%	57	24%	102	43%
	Multiple	162	7%	31	19%	35	22%	96	59%
	Caucasian	1098	50%	216	20%	258	23%	624	57%
	All Students	2187		494	23%	491	22%	1202	55%

ELA/Language Arts
Percentage of Students at Each Support Level by Race
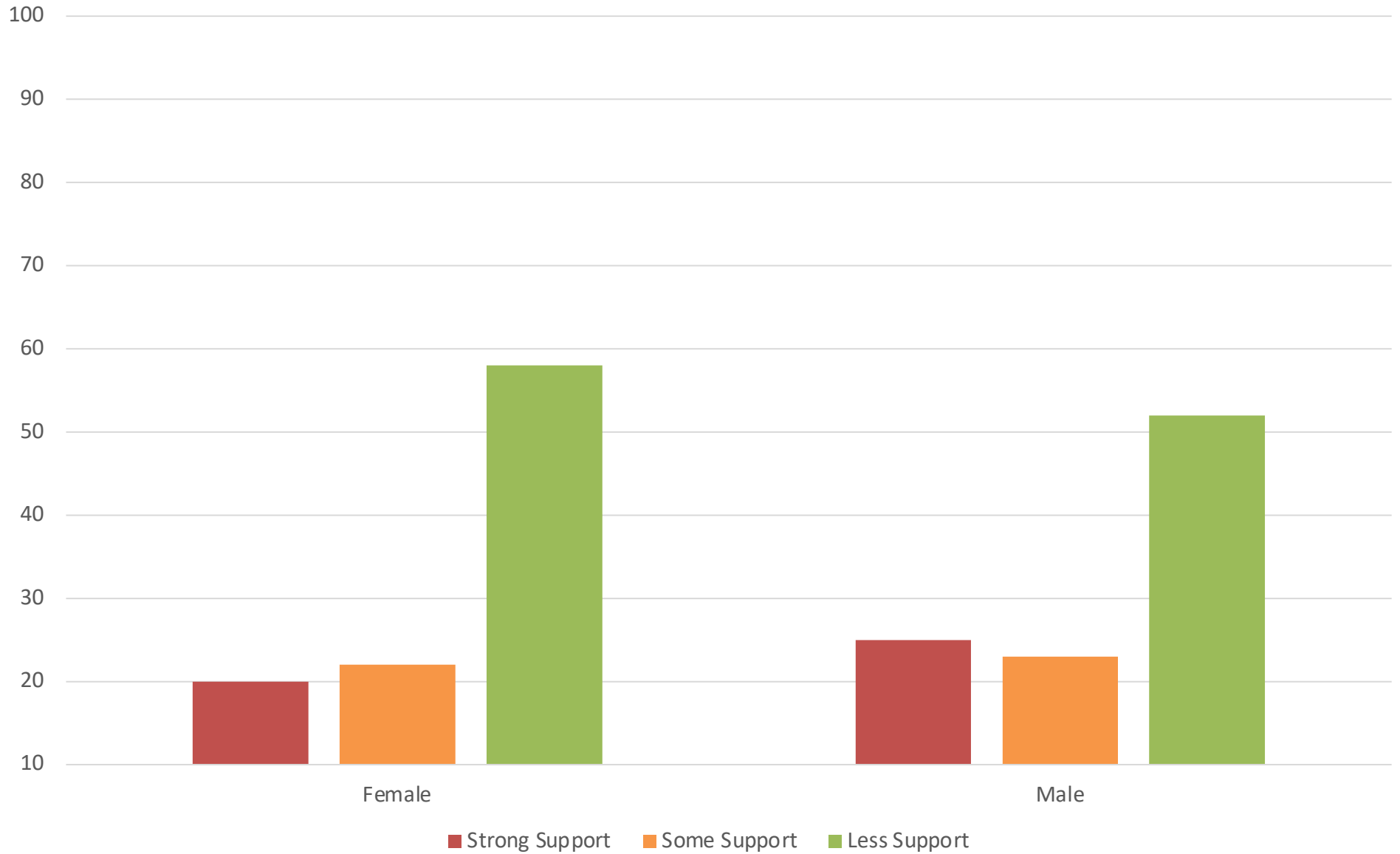### Distribution by Achievement Level (All Grades)

Legend: ■ Strong Support ■ Some Support ■ Less Support

Race	Strong Support	Some Support	Less Support
Asian	14	16	71
African Am.	35	25	39
Hispanic	32	24	43
Multiple	19	22	59
Caucasian	20	23	57
All Students	23	22	55
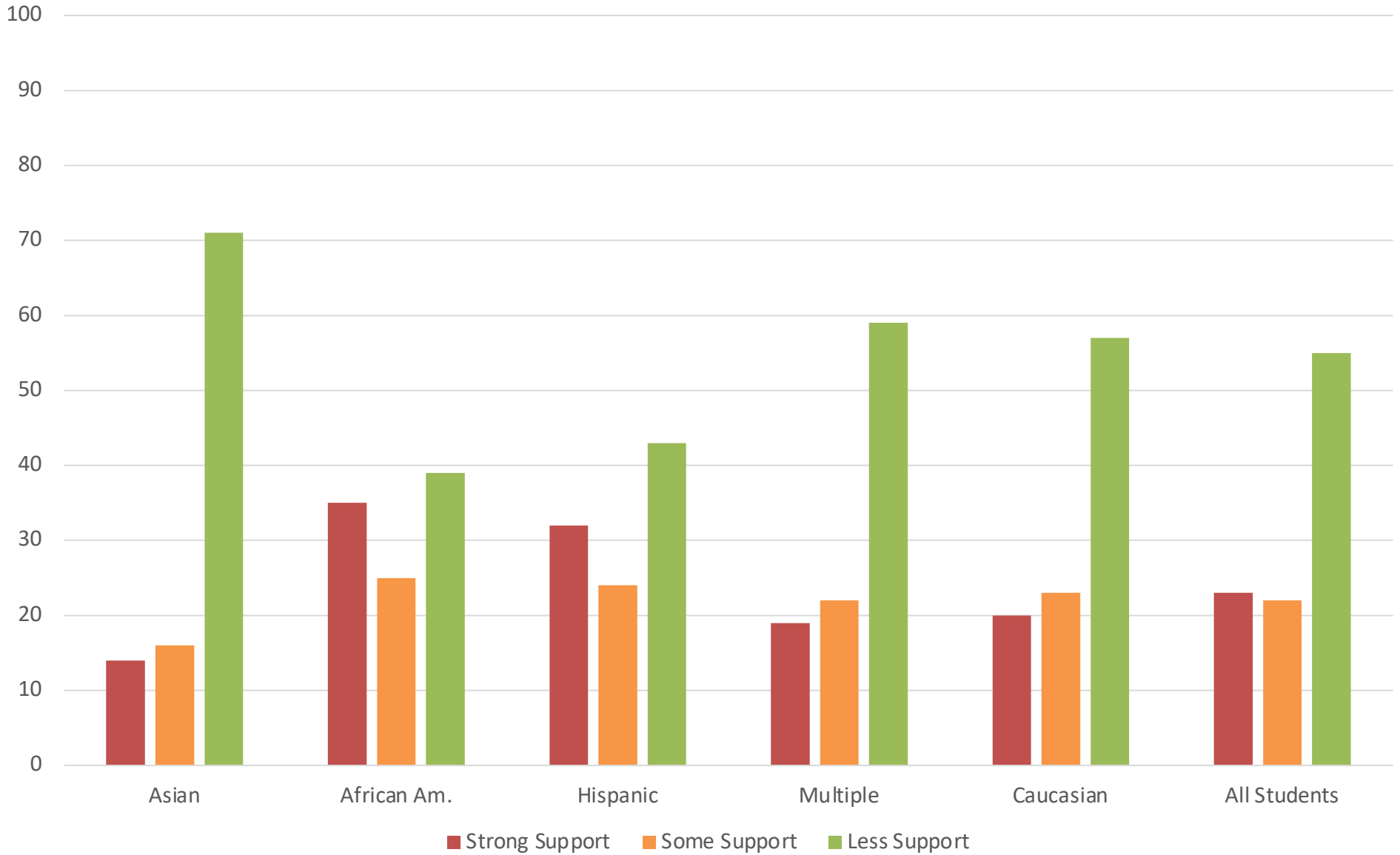
Subgroup Gender

ELA/Language Arts

Grade Band	Gender	Total # students Tested	% of students Tested	Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total
Grade 4	Female	199	49%	47	24%	45	23%	107	54%
	Male	210	51%	64	30%	41	20%	105	50%
	All Students	409		111	27%	86	21%	212	52%
Grade 5	Female	211	49%	33	16%	39	18%	139	66%
	Male	221	51%	39	18%	62	28%	120	54%
	All Students	432		72	17%	101	23%	259	60%
Grade 6	Female	214	48%	47	22%	52	24%	115	53%
	Male	230	52%	51	22%	63	27%	116	50%
	All Students	444		98	22%	115	26%	231	52%
Grade 7	Female	213	50%	37	17%	41	19%	135	63%
	Male	214	50%	42	20%	40	19%	132	62%
	All Students	427		79	19%	81	19%	267	63%
Grade 8	Female	235	49%	54	23%	55	23%	126	54%
	Male	240	51%	80	33%	53	22%	107	45%
	All Students	475		134	28%	108	23%	233	49%
All Grades	Female	1072	49%	218	20%	232	22%	622	58%
	Male	1115	51%	276	25%	259	23%	580	52%
	All Students	2187		494	23%	491	22%	1202	55%

ELA/Language Arts
Percentage of Students at Each Support Level by Gender
Distribution by Achievement Level (All Grades)

Legend: Strong Support | Some Support | Less Support

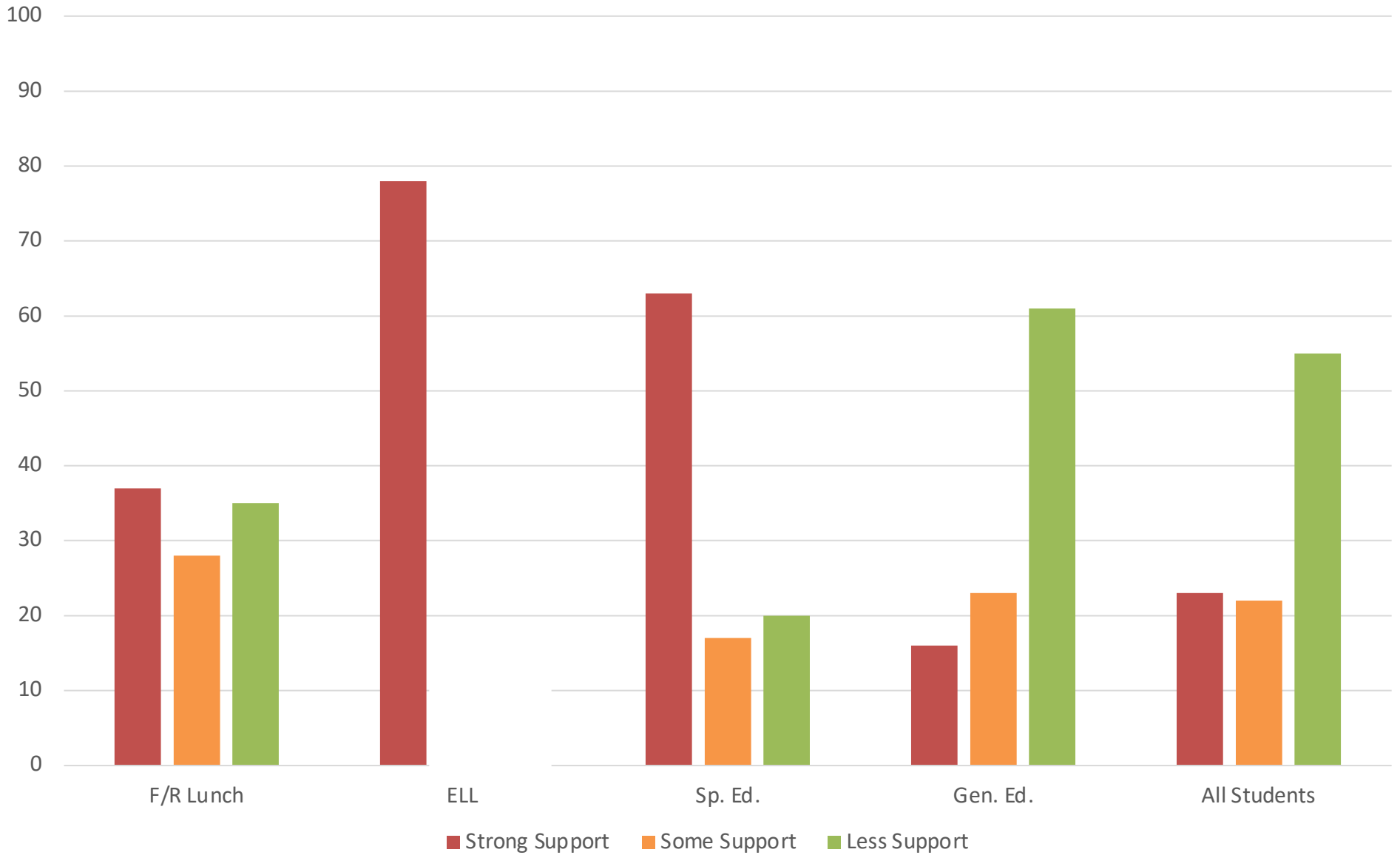| Gender	Strong Support	Some Support	Less Support
Female	20	22	58
Male	25	23	52

Performance by Subgroup Program
ELA/Language Arts

Grade Band	Program	Total # students Tested	% of students Tested	Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total
Grade 4	F/R Lunch	56	14%	22	39%	16	29%	18	32%
	ELL	12	3%						
	SpecEd	78	19%	54	69%			17	22%
	GenEd	331	81%	57	17%	79	24%	195	59%
	All Students	409		111	27%	86	21%	212	52%
Grade 5	F/R Lunch	64	15%	22	34%	19	30%	23	36%
	ELL								
	SpecEd	69	16%	32	46%	17	25%	20	29%
	GenEd	363	84%	40	11%	84	23%	239	66%
	All Students	432		72	17%	101	23%	259	60%
Grade 6	F/R Lunch	63	14%	23	37%	18	29%	22	35%
	ELL								
	SpecEd	59	13%	37	63%	13	22%		
	GenEd	385	87%	61	16%	102	26%	222	58%
	All Students	444		98	22%	115	26%	231	52%
All Grades	F/R Lunch	297	14%	111	37%	83	28%	103	35%
	ELL	37	2%	29	78%				
	SpecEd	326	15%	204	63%	57	17%	65	20%
	GenEd	1861	85%	290	16%	434	23%	1137	61%
	All Students	2187		494	23%	491	22%	1202	55%

Performance by Subgroup Program
ELA/Language Arts

Grade Band	Program	Total # students Tested	% of students Tested	Strong Support May be Needed (Level 1) 2022-2023 # of students	Strong Support May be Needed (Level 1) 2022-2023 % of total	Some Support May be Needed (Level 2) 2022-2023 # of students	Some Support May be Needed (Level 2) 2022-2023 % of total	Less Support May be Needed (Level 3) 2022-2023 # of students	Less Support May be Needed (Level 3) 2022-2023 % of total
Grade 7	F/R Lunch	41	10%	15	37%			16	39%
	ELL								
	SpecEd	50	12%	29	58%			14	28%
	GenEd	377	88%	50	13%	74	20%	253	67%
	All Students	427		79	19%	81	19%	267	63%
Grade 8	F/R Lunch	73	15%	29	40%	20	27%	24	33%
	ELL								
	SpecEd	70	15%	52	74%	13	19%		
	GenEd	405	85%	82	20%	95	23%	228	56%
	All Students	475		134	28%	108	23%	233	49%
All Grades	F/R Lunch	297	14%	111	37%	83	28%	103	35%
	ELL	37	2%	29	78%				
	SpecEd	326	15%	204	63%	57	17%	65	20%
	GenEd	1861	85%	290	16%	434	23%	1137	61%
	All Students	2187		494	23%	491	22%	1202	55%

Next Steps - ELA

ALL

- o Provide teachers with TCRWP professional development to support strengthening the praxis and pedagogy needed to teach students from historically and culturally marginalized populations

4th and 5th Grades

- o Provide teachers with differentiated professional development through ongoing, embedded, staff development training including modeling and co-teaching with district faculty contained within mini-lessons bends, and Units (reading and writing)
- o Focus on small group instruction, including strategy lessons, guided reading, and upper elementary phonics sessions, that impact students' work productivity and movement up the text complexity ladder
- o Coach individual teachers during TCRWP debriefing meetings with building staff developers (reading, writing, phonics)

6th through 8th Grades

- o Provide ongoing support to students through individual and small group conference calls with their independent reading selections
- o Continue to monitor students' reading logs to check for variety and range of students' text selections
- o Offer students strong, individualized feedback and instruction during writing workshop to increase students' volume, idea generation, goal setting, revising, and editing
- o Continue to include our special education students in our general education classes and experiences with the additional support of below-benchmark resources and online reading material (Myon, Common Lit, Newsela)

Next Steps - ELA

Library Science

❏ Support media specialists to continue to review, research, and study media center collections to determine the current availability of text selections that reflect topics on race, class, gender, equity, and access

❏ Provide internal professional development support for media specialists with articles/books on issues of equity and access

Mathematics

Section 1
District Analysis
Math

Mount Laurel Township Schools
2022-23 Fall Start Strong
Mathematics

Grade	Total # students Tested	Support Levels					
		Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
		2022-2023	2022-2023	2022-2023	2022-2023	2022-2023	20212-2023
		# of students	% of total	# of students	% of total	# of students	% of total
4	411	107	26%	93	23%	211	51%
5	432	170	39%	110	25%	152	35%
6	445	149	33%	137	31%	159	36%
7	366	85	23%	134	37%	147	40%
8	289	145	50%	95	33%	49	17%
Algebra I	188			25	13%	156	83%
Geometry	60					57	95%
All Grades	2,191	664	30%	596	27%	931	42%

2022-2023 Fall Start Strong
Mathematics
Percentage of Students at Each Support Level

Distribution by Achievement Level

Legend: Strong Support, Some Support, Less Support
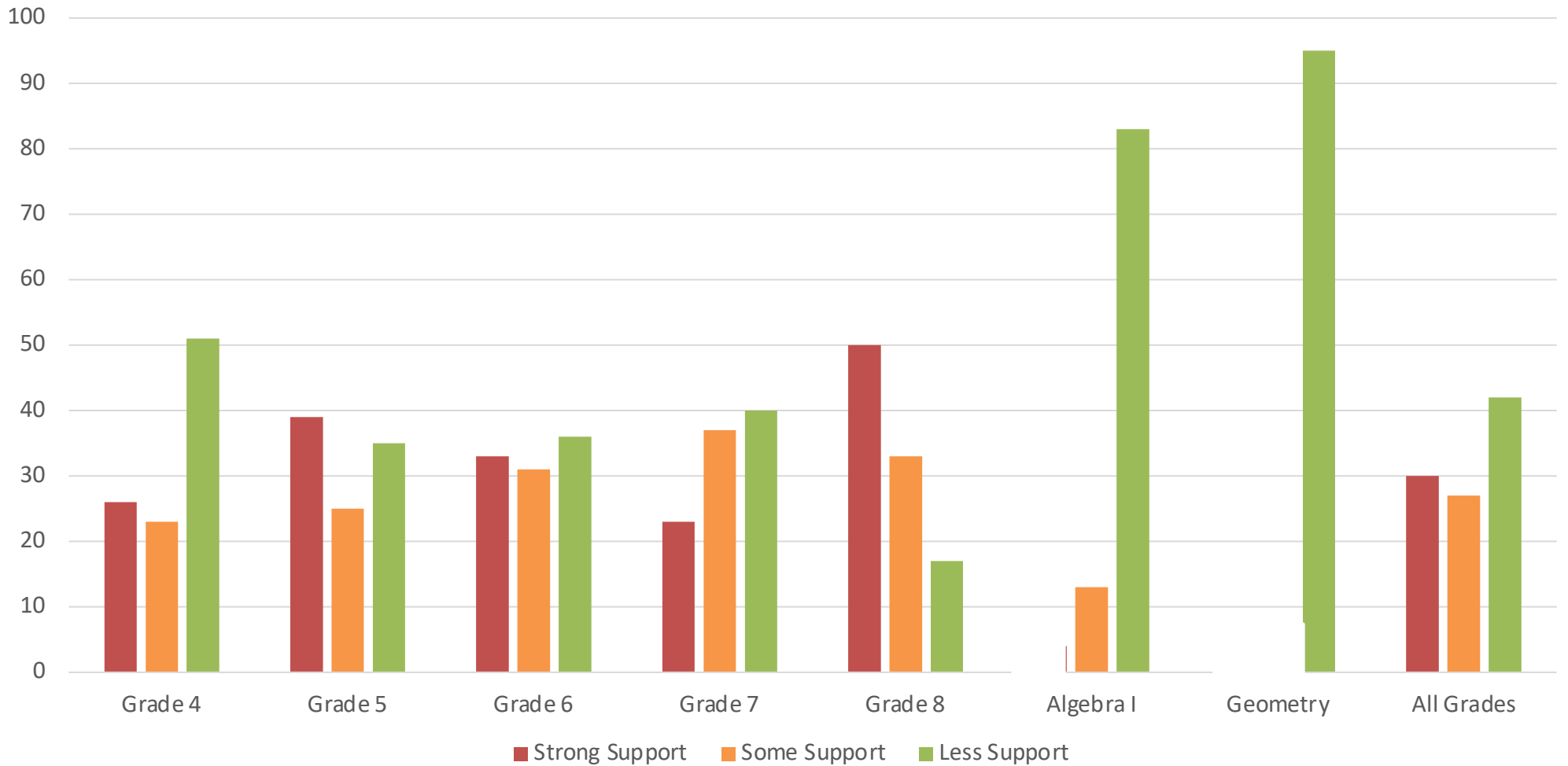
Section 2
Demographic Analysis Math

Performance by Subgroup Race
Mathematics

Grade	Race	Total # students Tested	% of students Tested	Support Levels: Strong Support May be Needed (Level 1) 2022-2023 # of students	2022-2023 % of total	Some Support May be Needed (Level 2) 2022-2023 # of students	2022-2023 % of total	Less Support May be Needed (Level 3) 2022-2023 # of students	2022-2023 % of total
Grade 4	Asian	63	15%			11	17%	46	73%
	African Am.	60	15%	32	53%	13	22%	15	25%
	Hispanic	56	14%	24	43%	14	25%	18	32%
	Multiple	31	8%					17	55%
	Caucasian	200	49%	38	19%	47	24%	115	58%
	All Students	411		107	26%	93	23%	211	51%
Grade 5	Asian	65	15%	14	22%			42	65%
	African Am.	72	17%	44	61%	12	17%	16	22%
	Hispanic	52	12%	29	56%	16	31%		
	Multiple	36	8%	17	47%			10	28%
	Caucasian	206	48%	65	32%	64	31%	77	37%
	All Students	432		170	39%	110	25%	152	35%
Grade 6	Asian	74	17%			10	14%	55	74%
	African Am.	70	16%	39	56%	21	30%	10	14%
	Hispanic	43	10%	17	40%	16	37%	10	23%
	Multiple	32	7%			14	44%		
	Caucasian	222	17%	75	34%	74	33%	73	33%
	All Students	445		149	33%	137	31%	159	36%
All Grades	Asian	273	14%	37	14%	48	18%	188	69%
	African Am.	335	17%	197	59%	84	25%	54	16%
	Hispanic	225	12%	102	45%	77	34%	46	20%
	Multiple	145	7%	50	34%	44	30%	51	35%
	Caucasian	957	49%	269	28%	311	32%	377	39%
	All Students	1943		656	34%	569	29%	718	37%

Performance by Subgroup Race
Mathematics

Grade	Race	Total # students Tested	% of students Tested	Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total
Grade 7	Asian	49	13%					39	80%
	African Am.	53	14%	30	57%	17	32%		
	Hispanic	34	9%	11	32%	18	53%		
	Multiple	27	7%				33%	11	41%
	Caucasian	202	55%	36	18%	80	40%	86	43%
	All Students	366		85	23%	134	37%	147	40%
Grade 8	Asian	22	8%						
	African Am.	80	28%	52	65%	21	26%		
	Hispanic	40	14%	21	53%	13	33%		
	Multiple	19	7%	10	53%				
	Caucasian	127	44%	55	43%	46	36%	26	20%
	All Students	289		145	50%	95	33%	49	17%
All Grades	Asian	273	14%	37	14%	48	18%	188	69%
	African Am.	335	17%	197	59%	84	25%	54	16%
	Hispanic	225	12%	102	45%	77	34%	46	20%
	Multiple	145	7%	50	34%	44	30%	51	35%
	Caucasian	957	49%	269	28%	311	32%	377	39%
	All Students	1943		656	34%	569	29%	718	37%

Mathematics
Percentage of Students at Each Support Level
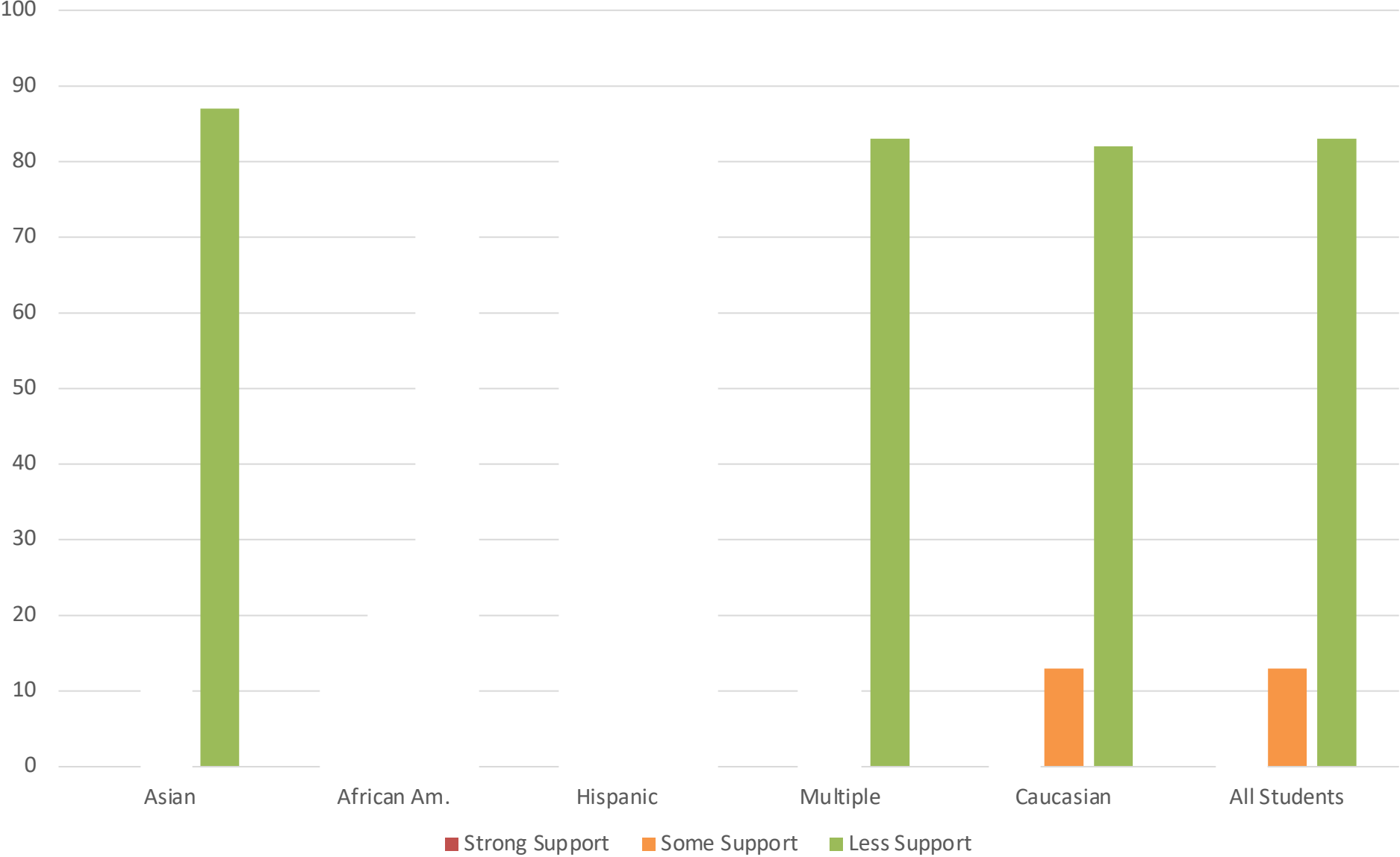**Distribution by Achievement Level (All Grades)**

Strong Support · Some Support · Less Support

Performance by Subgroup Race
Algebra I

	Race	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2022-2023	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
				# of students	% of total	# of students	% of total	# of students	% of total
Algebra I	Asian	46	24%					40	87%
	African Am.	10	5%						
	Hispanic								
	Multiple	12	6%					10	83%
	Caucasian	112	60%			14	13%	92	82%
	All Students	188				25	13%	156	83%

Algebra I
Percentage of Students at Each Support Level
Distribution by Achievement Level (All Grades)

	Asian	African Am.	Hispanic	Multiple	Caucasian	All Students
Less Support	87			83	82	83
Some Support					13	13

■ Strong Support ■ Some Support ■ Less Support

Performance by Subgroup Race
Geometry

	Race	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total
Geometry	Asian	21	35%					20	95%
	African Am.								
	Hispanic								
	Multiple								
	Caucasian	30	50%					28	93%
	All Students	60						57	95%

Geometry
Percentage of Students at Each Support Level
Distribution by Achievement Level (All Grades)
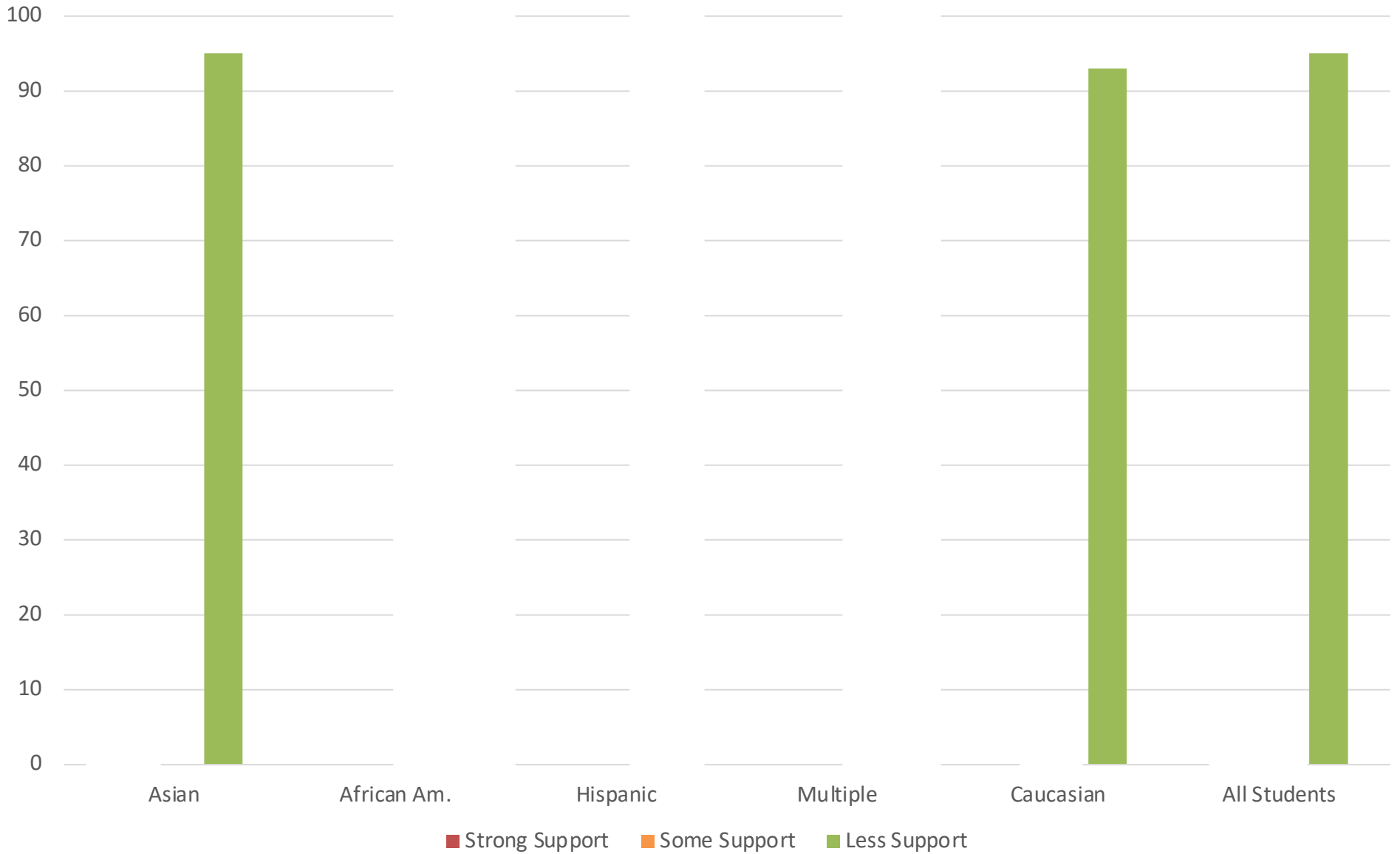
Subgroup Gender
Mathematics

Grade Band	Gender	Total # students Tested	% of students Tested	Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total
Grade 4	Female	200	49%	50	25%	51	26%	99	50%
	Male	211	51%	57	27%	42	20%	112	53%
	All Students	411		107	26%	93	23%	211	51%
Grade 5	Female	211	49%	88	42%	59	28%	64	30%
	Male	221	51%	82	37%	51	23%	88	40%
	All Students	432		170	39%	110	25%	152	35%
Grade 6	Female	214	48%	76	36%	72	34%	66	31%
	Male	231	52%	73	32%	65	28%	93	40%
	All Students	445		149	33%	137	31%	159	36%
Grade 7	Female	191	52%	46	24%	73	38%	72	38%
	Male	175	48%	39	22%	61	35%	75	43%
	All Students	366		85	23%	134	37%	147	40%
Grade 8	Female	147	51%	77	52%	43	29%	27	18%
	Male	142	49%	68	48%	52	37%	22	15%
	All Students	289		145	50%	95	33%	49	17%
All Grades	Female	963	50%	337	35%	298	31%	328	34%
	Male	980	50%	319	33%	271	28%	390	40%
	All Students	1943		656	34%	569	29%	718	37%

Mathematics
Percentage of Students at Each Support Level by Gender
Distribution by Achievement Level (All Grades)

Female

Male
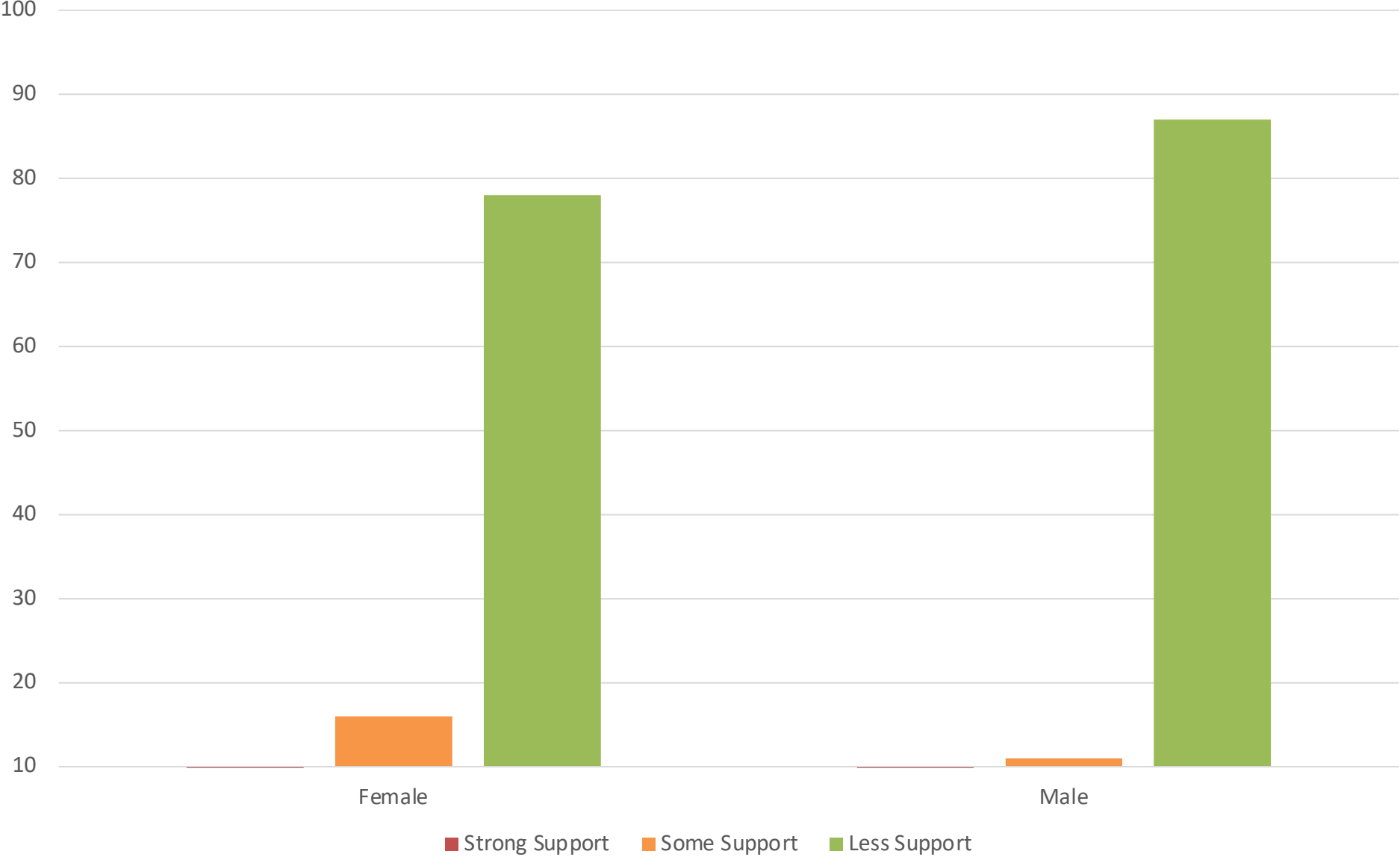
■ Strong Support   ■ Some Support   ■ Less Support
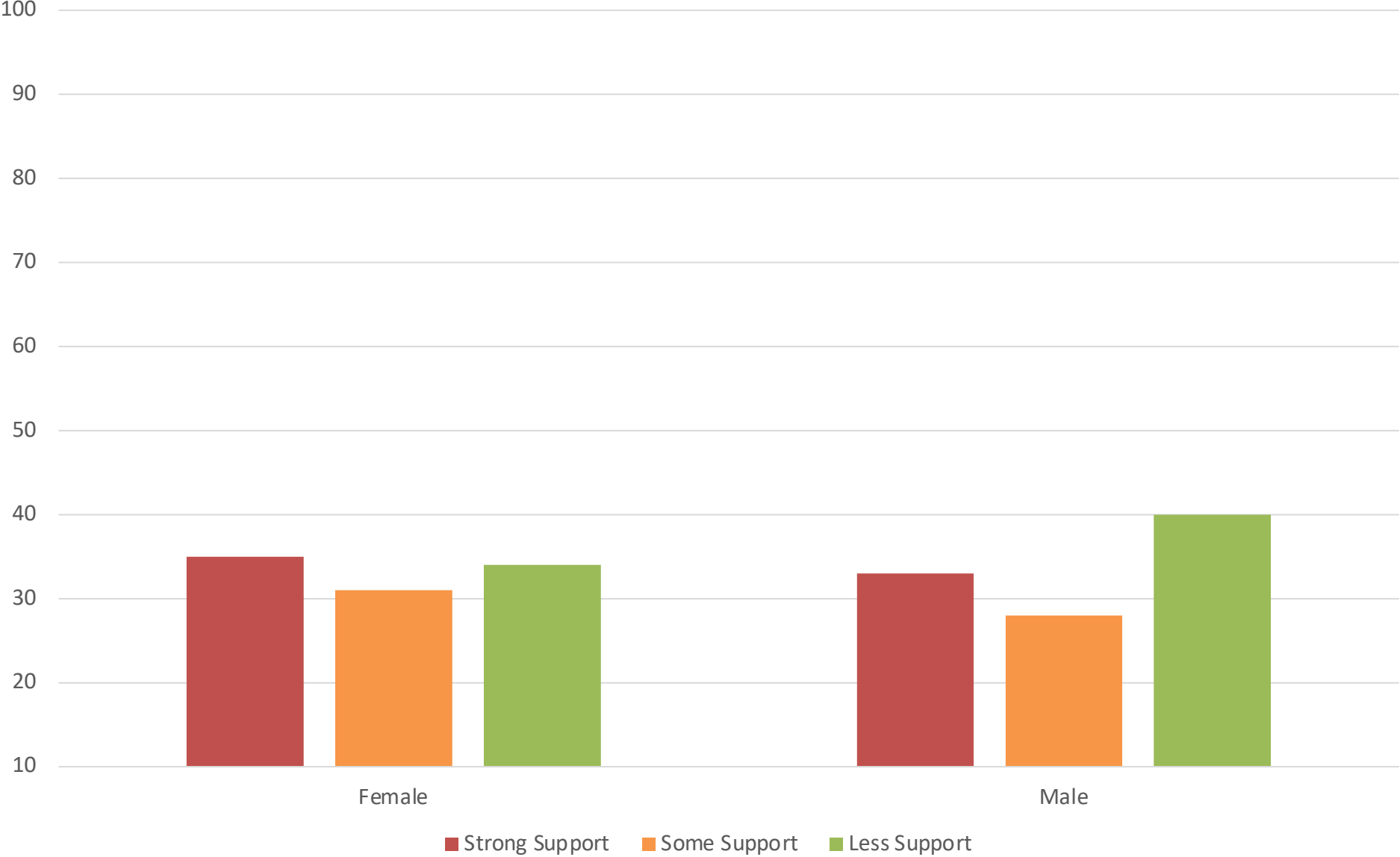
Subgroup Gender

Algebra I & Geometry

Grade Band	Gender	Total # students Tested	% of students Tested	Strong Support May be Needed (Level 1) 2022-2023 # of students	Strong Support May be Needed (Level 1) 2022-2023 % of total	Some Support May be Needed (Level 2) 2022-2023 # of students	Some Support May be Needed (Level 2) 2022-2023 % of total	Less Support May be Needed (Level 3) 2022-2023 # of students	Less Support May be Needed (Level 3) 2022-2023 % of total
Algebra I	Female	86	46%			14	16%	67	78%
	Male	102	54%			11	11%	89	87%
	All Students	188				25	*13%*	156	83%
Geometry	Female	25	42%					24	96%
	Male	35	58%					33	94%
	All Students	60						57	95%

Algebra I
Percentage of Students at Each Support Level by Gender
Distribution by Achievement Level (All Grades)

■ Strong Support   ■ Some Support   ■ Less Support

Geometry
Percentage of Students at Each Support Level by Gender
Distribution by Achievement Level (All Grades)

Legend: Strong Support, Some Support, Less Support

Performance by Subgroup Program
Mathematics

Grade Band	Program	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total
Grade 4	F/R Lunch	56	14%	28	50%	17	30%	11	20%
	ELL	13	3%						
	SpecEd	79	19%	49	62%			21	27%
	GenEd	332	81%	58	17%	84	25%	190	57%
	All Students	411		107	26%	93	23%	211	51%
Grade 5	F/R Lunch	64	15%	42	66%	13	20%		
	ELL								
	SpecEd	69	16%	48	70%	10	14%	11	16%
	GenEd	363	84%	122	34%	100	28%	141	39%
	All Students	432		170	39%	110	25%	152	35%
Grade 6	F/R Lunch	64	14%	37	58%	16	25%	11	17%
	ELL								
	SpecEd	59	13%	44	75%				
	GenEd	386	87%	105	27%	128	33%	153	40%
	All Students	445		149	33%	137	31%	159	36%
All Grades	F/R Lunch	288	15%	167	58%	80	28%	41	14%
	ELL	40	2%	27	68%				
	SpecEd	323	17%	232	72%	48	15%	43	13%
	GenEd	1620	83%	424	26%	521	32%	675	42%
	All Students	1943		656	34%	569	29%	718	37%

Performance by Subgroup Program
Mathematics

Grade Band	Program	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total
Grade 7	F/R Lunch	40	11%	20	50%	15	38%		
	ELL								
	SpecEd	50	14%	34	68%	14	28%		
	GenEd	316	86%	51	16%	120	38%	145	46%
	All Students	366		85	23%	134	37%	147	40%
Grade 8	F/R Lunch	64	22%	40	63%	19	30%		
	ELL	10	3%						
	SpecEd	66	23%	57	86%				
	GenEd	223	77%	88	39%	89	40%	46	21%
	All Students	289		145	50%	95	33%	49	17%
All Grades	F/R Lunch	288	15%	167	58%	80	28%	41	14%
	ELL	40	2%	27	68%				
	SpecEd	323	17%	232	72%	48	15%	43	13%
	GenEd	1620	83%	424	26%	521	32%	675	42%
	All Students	1943		656	34%	569	29%	718	37%

Mathematics
Percentage of Students at Each Support Level
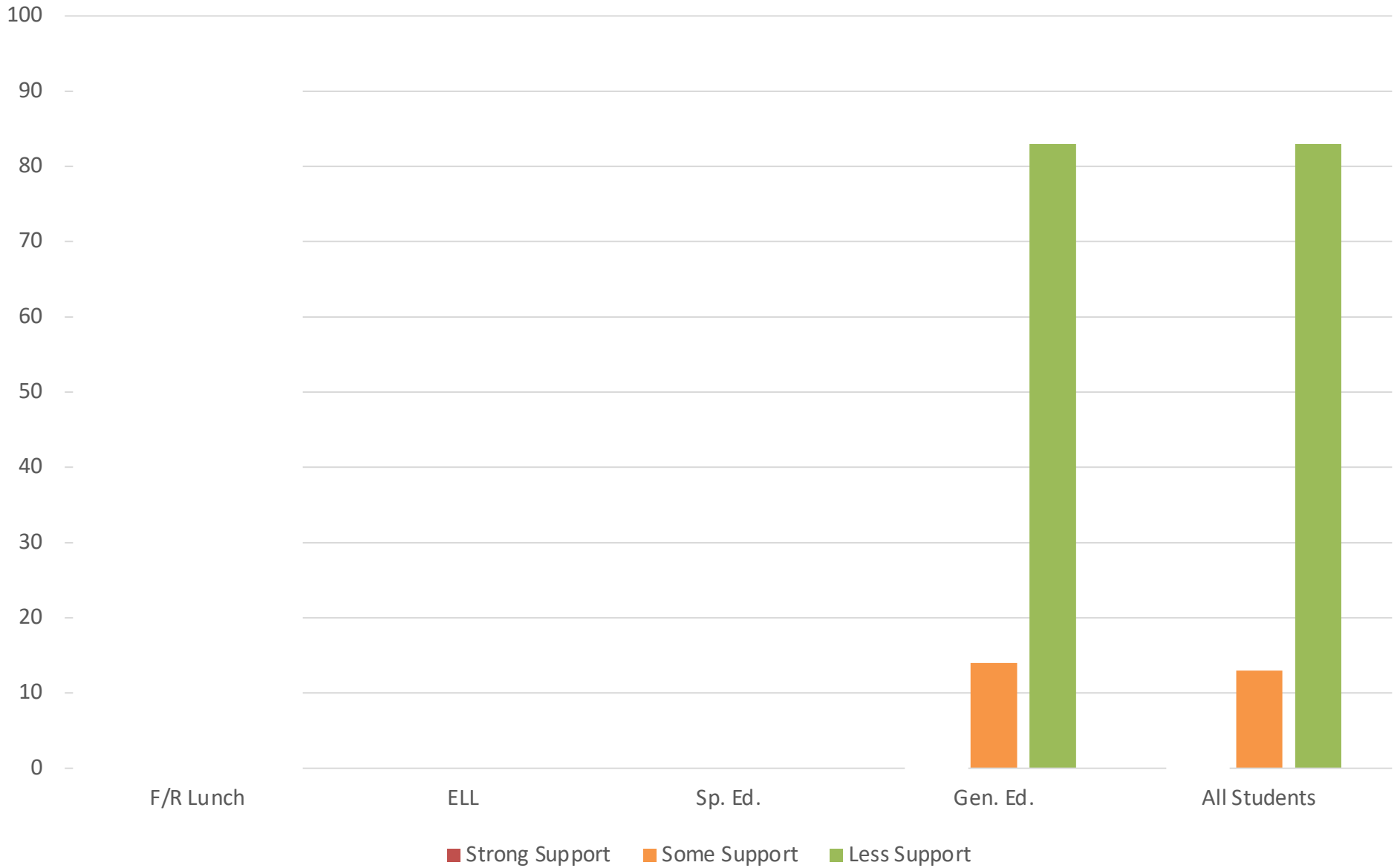Distribution by Program (All Grades)

Performance by Subgroup Program
Algebra I

Grade Band	Program	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total
Algebra I	F/R Lunch								
	ELL								
	SpecEd								
	GenEd	185	98%			25	14%	153	83%
	All Students	188				25	13%	156	83%

Algebra I
Percentage of Students at Each Support Level
Distribution by Program (All Grades)

	F/R Lunch	ELL	Sp. Ed.	Gen. Ed.	All Students

Legend: ■ Strong Support ■ Some Support ■ Less Support

Performance by Subgroup Program
Geometry

Grade Band	Program	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		**Some Support May be Needed (Level 2)**		**Less Support May be Needed (Level 3)**	
				2022-2023	2022-2023	2022-2023	2022-2023	2022-2023	2022-2023
				# of students	% of total	# of students	% of total	# of students	% of total
Geometry	F/R Lunch								
	ELL								
	SpecEd								
	GenEd	59	98%					57	97%
	All Students	60						57	95%

Geometry
Percentage of Students at Each Support Level
Distribution by Program (All Grades)

	F/R Lunch	ELL	Sp. Ed.	Gen. Ed.	All Students
Less Support				97	95

■ Strong Support   ■ Some Support   ■ Less Support
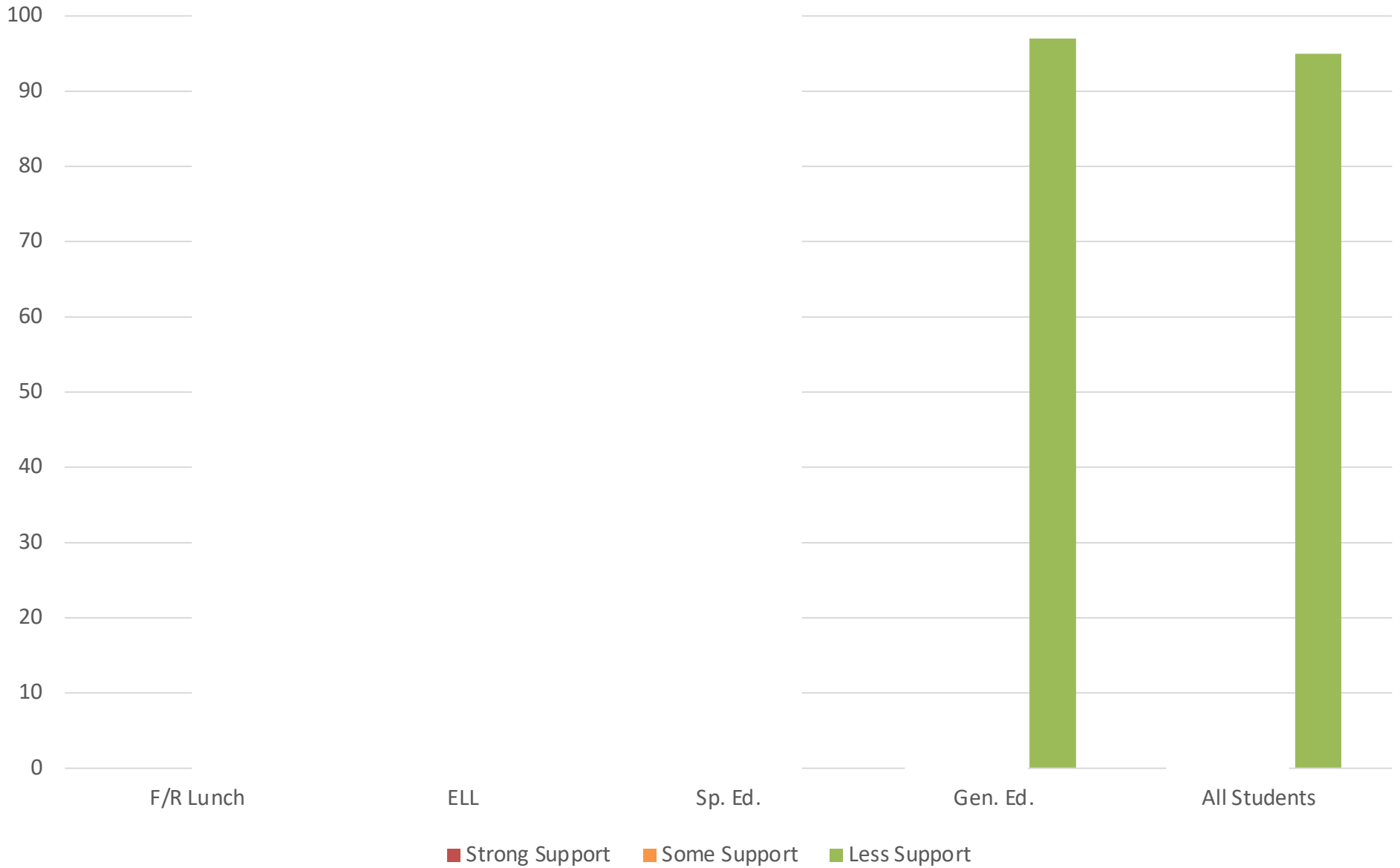
Next Steps - Math

❏ **District-Wide Instructional Planning for Student Success**
  o Provide Professional Development to all grades in
    • Number Sense and Learning Trajectories
    • Small group instruction/workshop model
    • Co-teaching strategies
    • Building relationships and math mindsets
    • Meeting the needs of all students, especially our historically marginalized groups
  o Use data to ask questions and address the standards students know less well
  o Review Curriculum for cohesiveness and vertical alignment
  o Align prior standards with current units to address interrupted/unfinished learning
  o Utilize Math Specialists to support teachers, as well as students

❏ **Grades K-4**
  o Focus on teacher development, small group instruction, prioritizing the use of manipulatives and representations to build conceptual understanding, and growing students' confidence and math mindset

❏ **Grades 5-8**
  o Provide strategies and activities at monthly department meetings based on learning continuums to target the diverse needs in every grade level
  o Provide culturally responsive teaching practices that support our school communities

Science

Section 1
District Analysis
Science

Mount Laurel Township Schools
2022-23 Fall Start Strong
Science

Grade	Total # students Tested	Support Levels					
		Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
		2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total
6	445	109	24%	159	36%	177	40%

2022-2023 Fall Start Strong

Science
Percentage of Students at Each Support Level

Distribution by Achievement Level

Grade 6

Strong Support | Some Support | Less Support
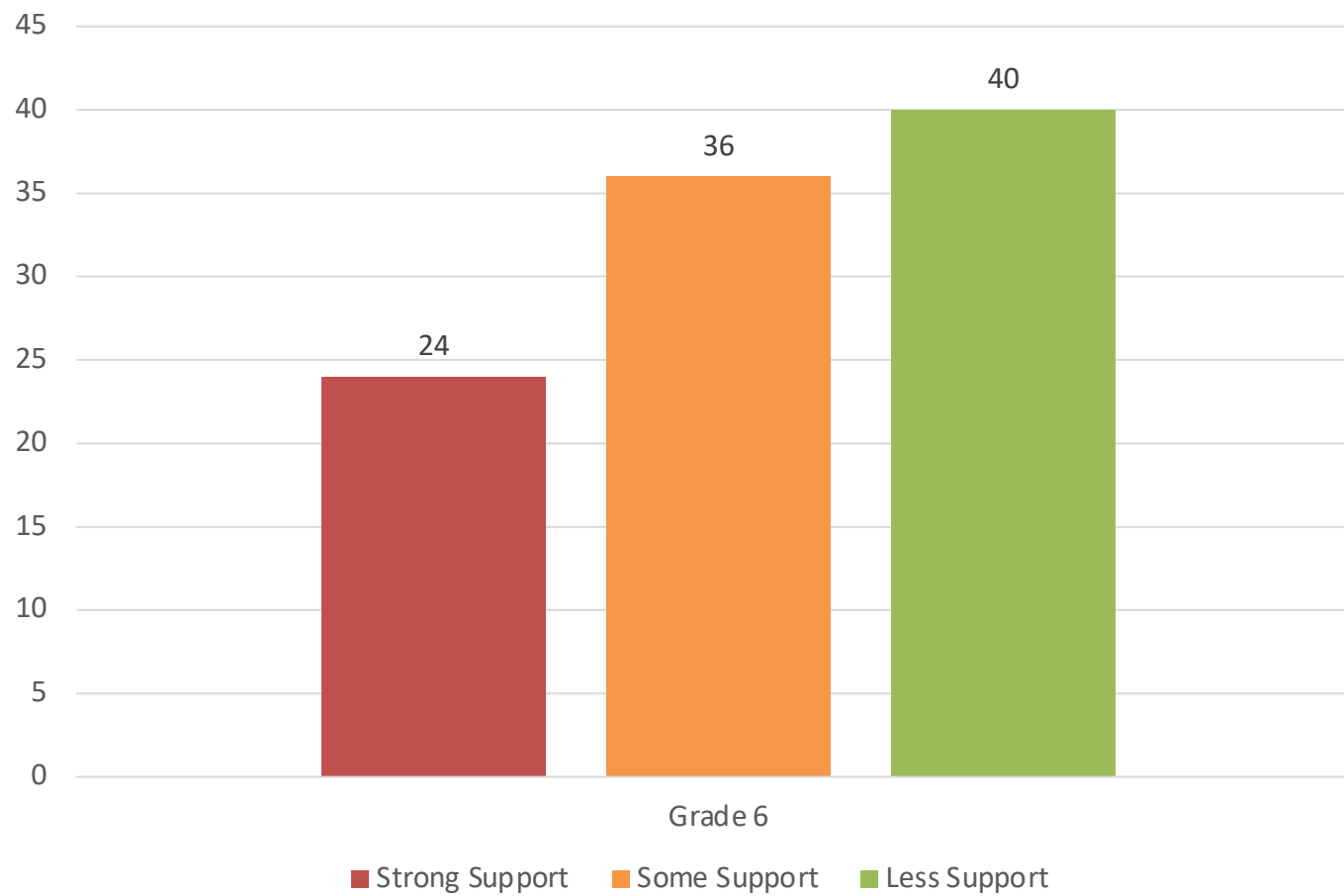
Section 2
Demographic Analysis Science

Performance by Subgroup Race

Science

| Grade Band | Race | Total # students Tested | % of students Tested | Support Levels | | | | | |
| | | | | Strong Support May be Needed (Level 1) | | Some Support May be Needed (Level 2) | | Less Support May be Needed (Level 3) | |
				2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total
Grade 6	Asian	74	17%			20	27%	48	65%
	African Am.	71	16%	34	48%	23	32%	14	20%
	Hispanic	43	10%	10	23%	16	37%	17	40%
	Multiple	31	7%			14	45%	13	42%
	Caucasian	222	50%	55	25%	84	38%	83	37%
	All Students	445		109	24%	159	36%	177	40%

Science
Percentage of Students at Each Support Level
Distribution by Achievement Level (All Grades)

Legend: Strong Support, Some Support, Less Support
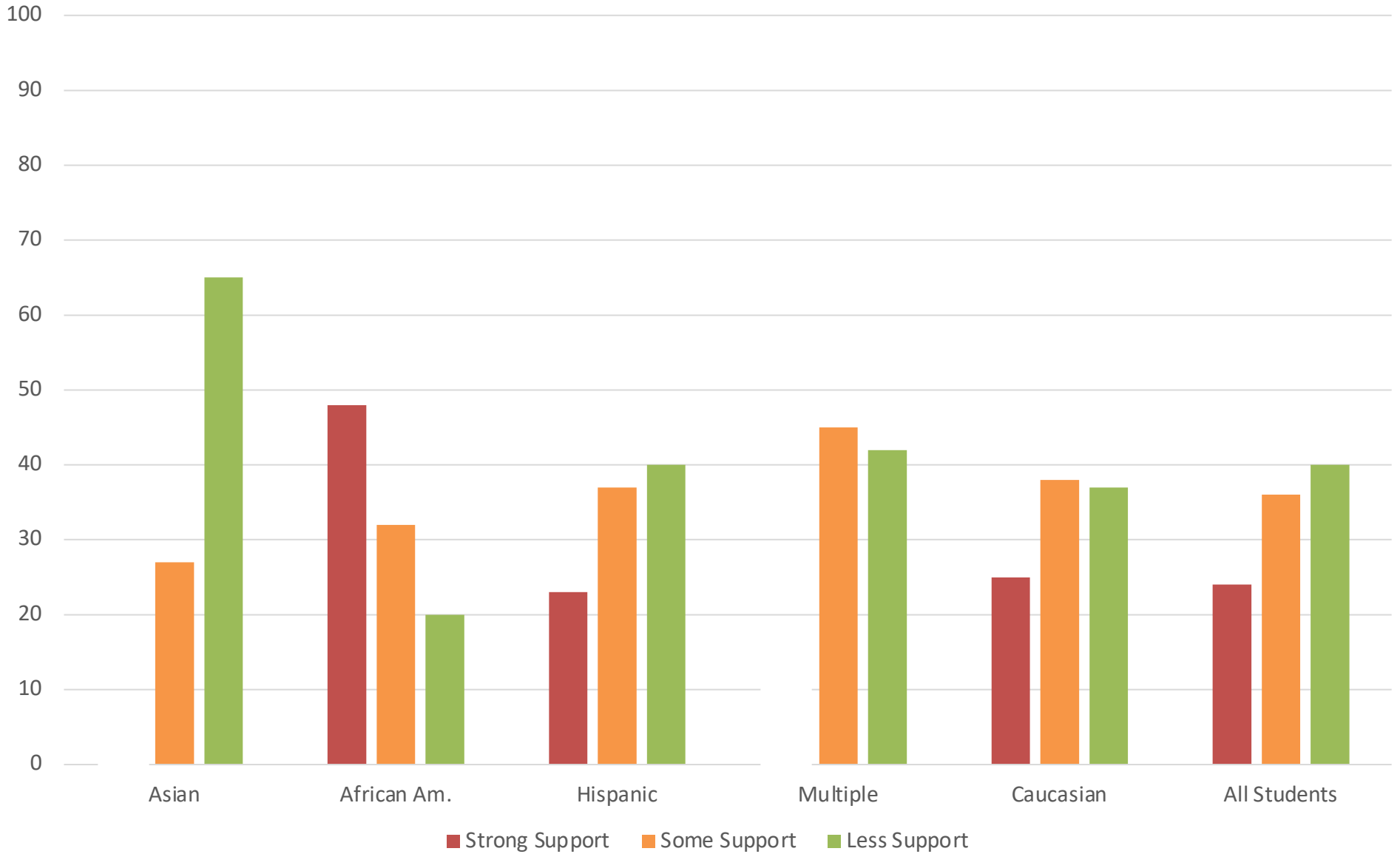
Subgroup Gender

Science

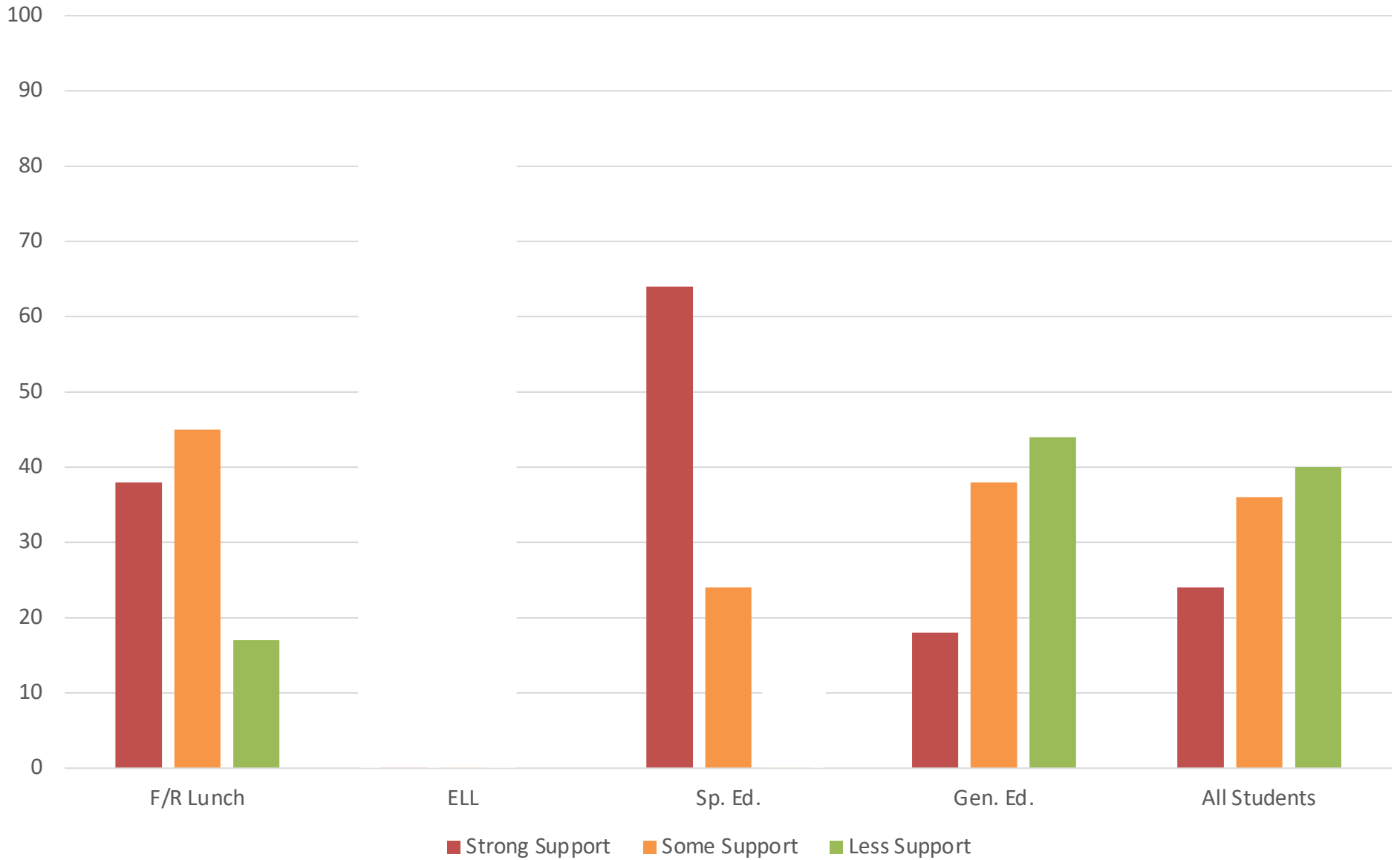| Grade Band	Gender	Total # students Tested	% of students Tested	Support Levels					
				Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total
Science	Female	214	48%	48	22%	85	40%	81	38%
	Male	231	52%	61	26%	74	32%	96	42%
	All Students	445		109	24%	159	36%	177	40%
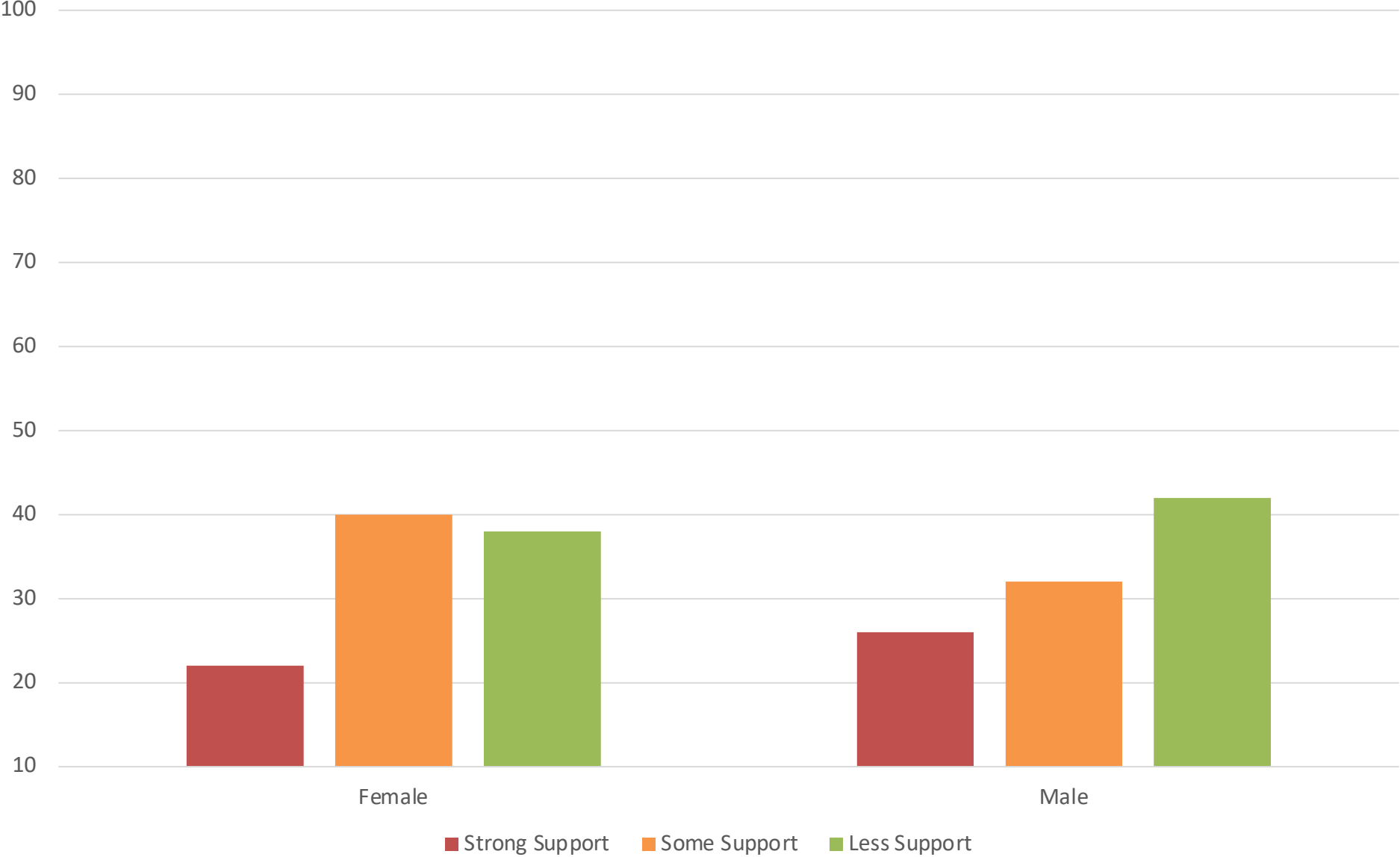
Performance by Subgroup Program
Science

Grade Band	Program	Total # students Tested	% of students Tested	Strong Support May be Needed (Level 1)		Some Support May be Needed (Level 2)		Less Support May be Needed (Level 3)	
				2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total	2022-2023 # of students	2022-2023 % of total
Grade 6	F/R Lunch	64	14%	24	38%	29	45%	11	17%
	ELL								
	SpecEd	59	13%	38	64%	14	24%		
	GenEd	386	87%	71	18%	145	38%	170	44%
	All Students	445		109	24%	159	36%	177	40%

Science
Percentage of Students at Each Support Level
Distribution by Program (All Grades)

Legend: Strong Support, Some Support, Less Support

Program	Strong Support	Some Support	Less Support
F/R Lunch	38	45	17
ELL			
Sp. Ed.	64	24	
Gen. Ed.	18	38	44
All Students	24	36	40

Next Steps - Science

o Continue to provide teachers with PD on NGSS best practices, pedagogy, and assessments.
o Concurrently, continue to review and revise the Science curriculum and instructional program with the focus to:
  - Increase student engagement by utilizing local, observable daily phenomena and authentic problems that are relatable to students and allows them to make personal connections with the learning.
  - Build student centered classrooms that position students as "sensemakers" in which they learn **to do science** through authentic science practices as opposed to **learning about science**
  - Design investigations and classroom norms that cultivate a community of learners through collaboration, sharing of ideas, and collective problem solving.
o Provide professional development on NGSS and WIDA Alignment to support literacy attainment through peer to peer interactions and engaging in science practices.
o Continue to provide professional development on co-teaching strategies, small group instruction, scaffolding and differentiation.
o Disaggregating assessment data and using it to design individualized supports for students and teachers.

District Takeaways, Priorities and Intervention Strategies

Key Takeaways

- The results of the Start Strong Assessment mirrors historical trends in New Jersey's standardized assessment data.

- The observations from the Start Strong Assessment are consistent with national pandemic-era observations:
  - Unfinished learning may be greater in math than in reading.
  - For historically underserved student populations, gaps continue to persist.

Defining Unfinished Learning: A term used by the NJDOE, unfinished learning refers to concepts' students have not mastered yet, including knowledge they will need in order to grasp upcoming skills, standards, and/or concepts.

Key District Focus Areas

Focus Area 1: Provide a physically and socially/emotionally/culturally safe, secure, equitable and responsive environment for students and staff

Focus Area 2: Provide support for students and increase teacher capacity in the area of instruction - Addressing identified learning or opportunity gaps

Intervention Strategies
Pandemic Recovery and Accelerating Learning

o Emphasis on Social and Emotional Learning
o Professional Development inclusive of Trauma Informed Practices, Inclusive Educational Practices (Rowan), Reading and Writing Workshop model (TC), Equitable Teaching & Learning Practices (Dr. Jarvis)
o Summer 2022 Programs Offered
  - Extended School Year (ESY)
  - Summer Learning Program
o Individual School Plans and Use of ESSER Funding
  - Teacher Support
  - Support programs for at-risk students – Additional Math Specialists hired for Larchmont, Hartford, Harrington Schools
  - Expanded Learning Opportunities - after school programs
  - Mental Health Supports - Additional counselors hired and use of existing staff
  - Technology and online resources

Leveraging ESSER

❑ Addressing Impacted Learning
  o Teacher training and professional development on
    • Co-teaching strategies
    • Reading, writing and phonics through Teachers College

❑ Expanded Learning for Students
  o Summer Learning program for the 19-20, 21-22, 22-23, 23-24 school year
  o After School small group tutoring throughout the district according to need for the 21-22, 22-23 school year
  o Extended School Year for special education students

❑ Mental Health support
  o Additional counselors
  o Mental Health First Aid PD
  o Community volunteer mentors for elementary school students

Key District Priorities

- Improve student achievement at all grade levels for all students, and identify, address, and eliminate opportunity gaps.

- Continue to develop curriculum that develops the whole child to be open-minded, critical thinkers, using evidenced-based social-emotional practices in all grades aligned to the most current New Jersey Student Learning Standards.

- Utilize qualitative and quantitative data to ensure we know our students and how to meet their diverse needs, ensuring equity and access for all.

- Strategically utilize resources, including but not limited to staff, time and funding to support district goals.