

MOUNT LAUREL SCHOOLS

2021-2022 ASSESSMENT RESULTS

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CYCLE OF TEACHING AND LEARNING

Assessments are Part of the Cycle of Teaching and Learning

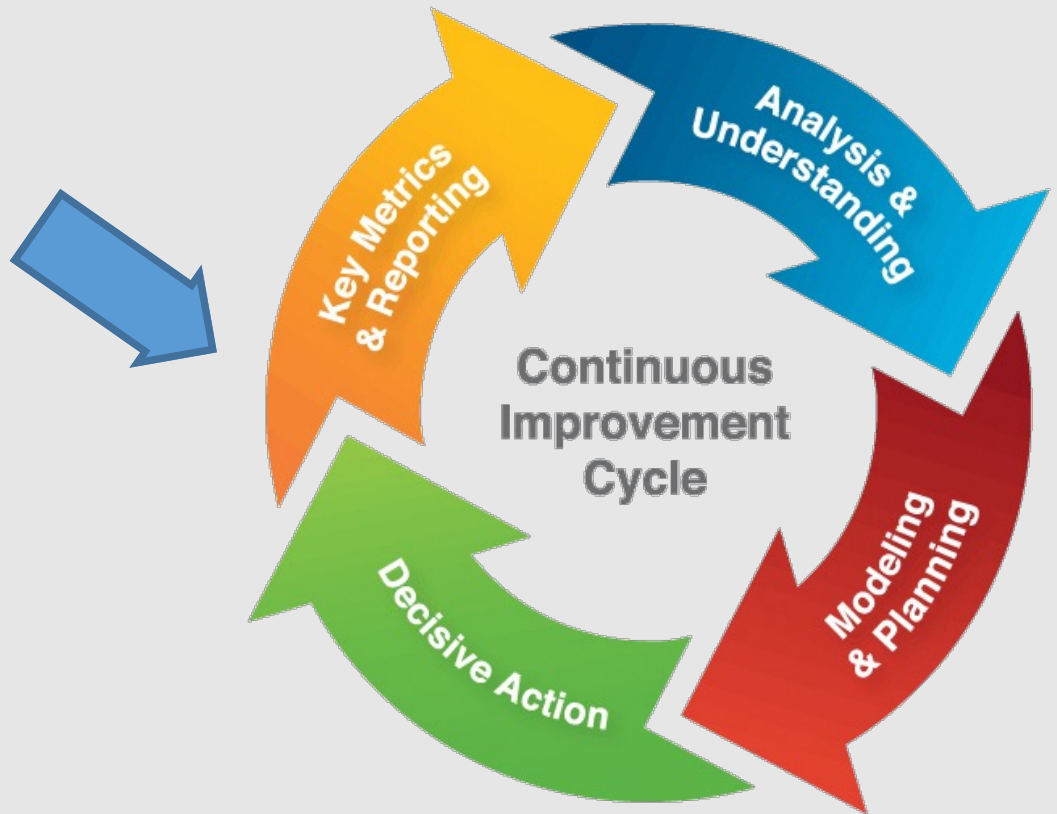
Assessments are just one component of the Cycle of Teaching and Learning, which is based on the New Jersey Student Learning Standards



New Jersey Student Learning Standards provide goals for student learning. Curriculum, instruction, and assessments support the teaching and learning of the standards.

CONTINUOUS IMPROVEMENT CYCLE

Key Metrics:
Formative
Summative
Benchmark
Standardized



NJSLA Performance Levels – ELA & Math

- **Level 1:** Not yet meeting grade-level expectations
- **Level 2:** Partially meeting grade-level expectations
- **Level 3:** Approaching grade-level expectations
- **Level 4:** Meeting grade-level expectations
- **Level 5:** Exceeding grade-level expectations

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Did Not Meet Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations
650 – 699	700 - 724	725 - 749	750 - Varied	Varied - 850

Note: Proficiency requires scores at level 4 or 5 (meeting or exceeding grade level expectations)

New Jersey Student Learning Assessment – Science (NJSLA-Science)

Proficiency Levels by Grade and Cut Score

Grade	Level 1	Level 2	Level 3	Level 4
5	100-149	150-199	200-242	243-300
8	100-149	150-199	200-230	231-300

Note: Proficiency requires scores at level 3 or 4

Percentage of Students Tested Based on Enrollment

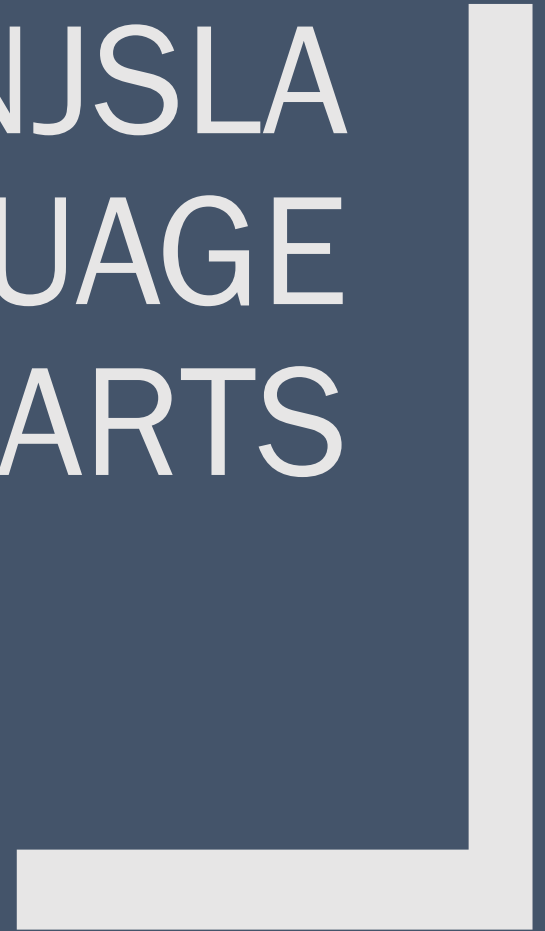
		ELA	Mathematics	Science
Grade 3	Enrollment	419	419	
	Students Tested	419	419	
	Percentage	100%	100%	
Grade 4	Enrollment	437	437	
	Students Tested	435	436	
	Percentage	99.5%	99.8%	
Grade 5	Enrollment	459	459	459
	Students Tested	454	455	459
	Percentage	98.9%	99.1%	100%

Percentage of Students Tested Based on Enrollment

		ELA	Mathematics	Science
Grade 6	Enrollment	447	447	
	Students Tested	439	438	
	Percentage	98.2%	97.9%	
Grade 7	Enrollment	490	428	
	Students Tested	481	423	
	Percentage	98.1%	98.8%	
Grade 8	Enrollment	498	283	498
	Students Tested	489	275	498
	Percentage	98.2%	97.2%	100%

	Algebra I (Grades 7 & 8)	Geometry (Grade 8)
Enrollment	198	79
Students Tested	197	78
Percentage	99.5%	98.7%

NJSLA
ENGLISH LANGUAGE
ARTS



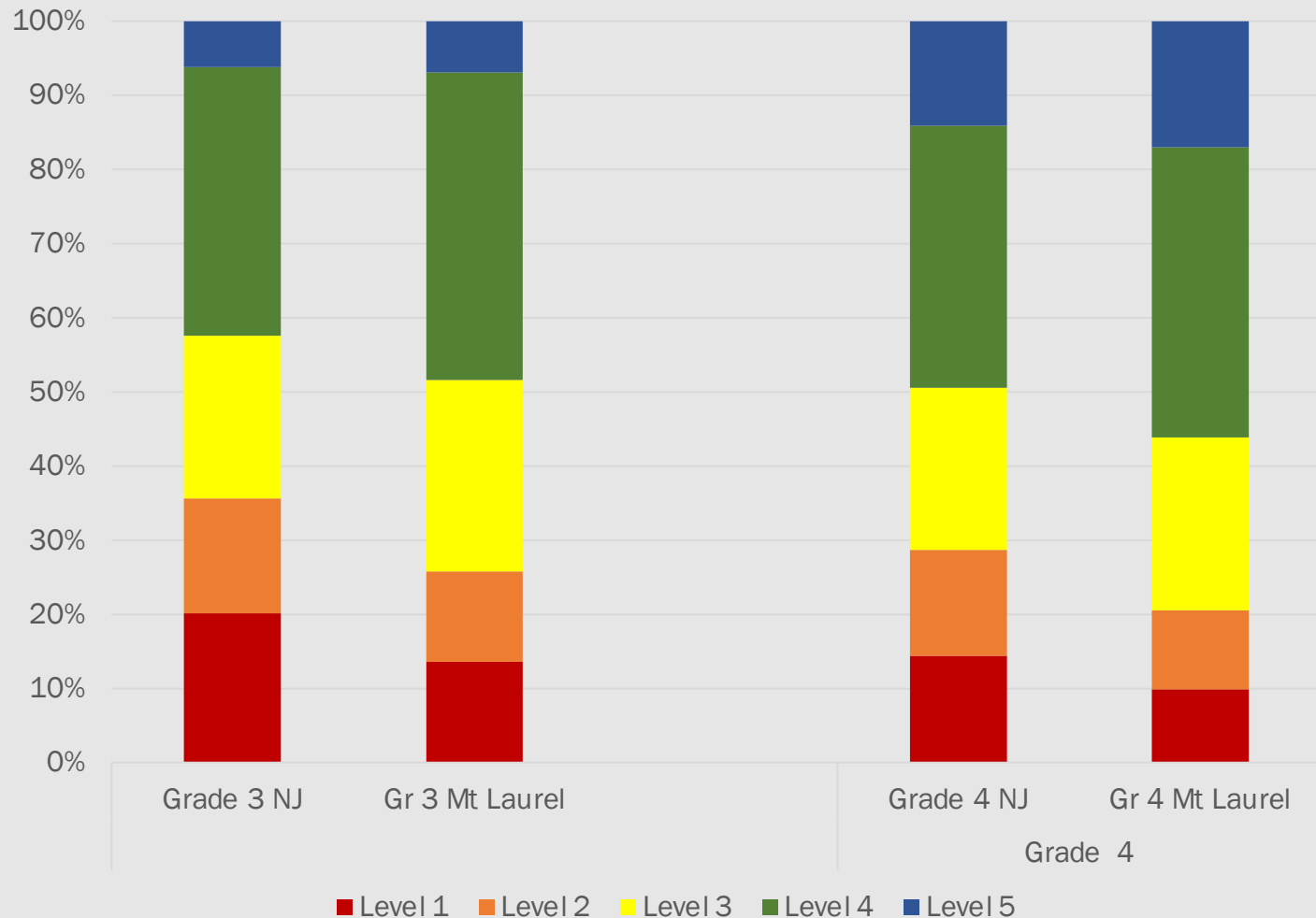
Comparison of Mount Laurel Schools to NJ State English Language Arts Total Student Proficiency Percentages for Spring 2022

Grade	Level 1 State	Level 1 District	Level 2 State	Level 2 District	Level 3 State	Level 3 District	Level 4 State	Level 4 District	Level 5 State	Level 5 District
3	20.1	13.6	15.5	12.2	22.0	25.8	36.2	41.5	6.2	6.9
4	14.4	9.9	14.3	10.6	21.9	23.4	35.3	39.1	14.1	17.0
5	12.5	5.7	14.7	13.4	23.2	21.1	40.4	45.8	9.2	13.9
6	10.6	4.1	15.6	8.2	26.3	26.0	37.4	49.2	10.2	12.5
7	12.3	9.6	13.5	11.2	21.5	23.7	31.4	33.5	21.3	22.0
8	14.3	7.4	13.2	13.3	21.2	21.1	35.8	44.0	15.6	14.3

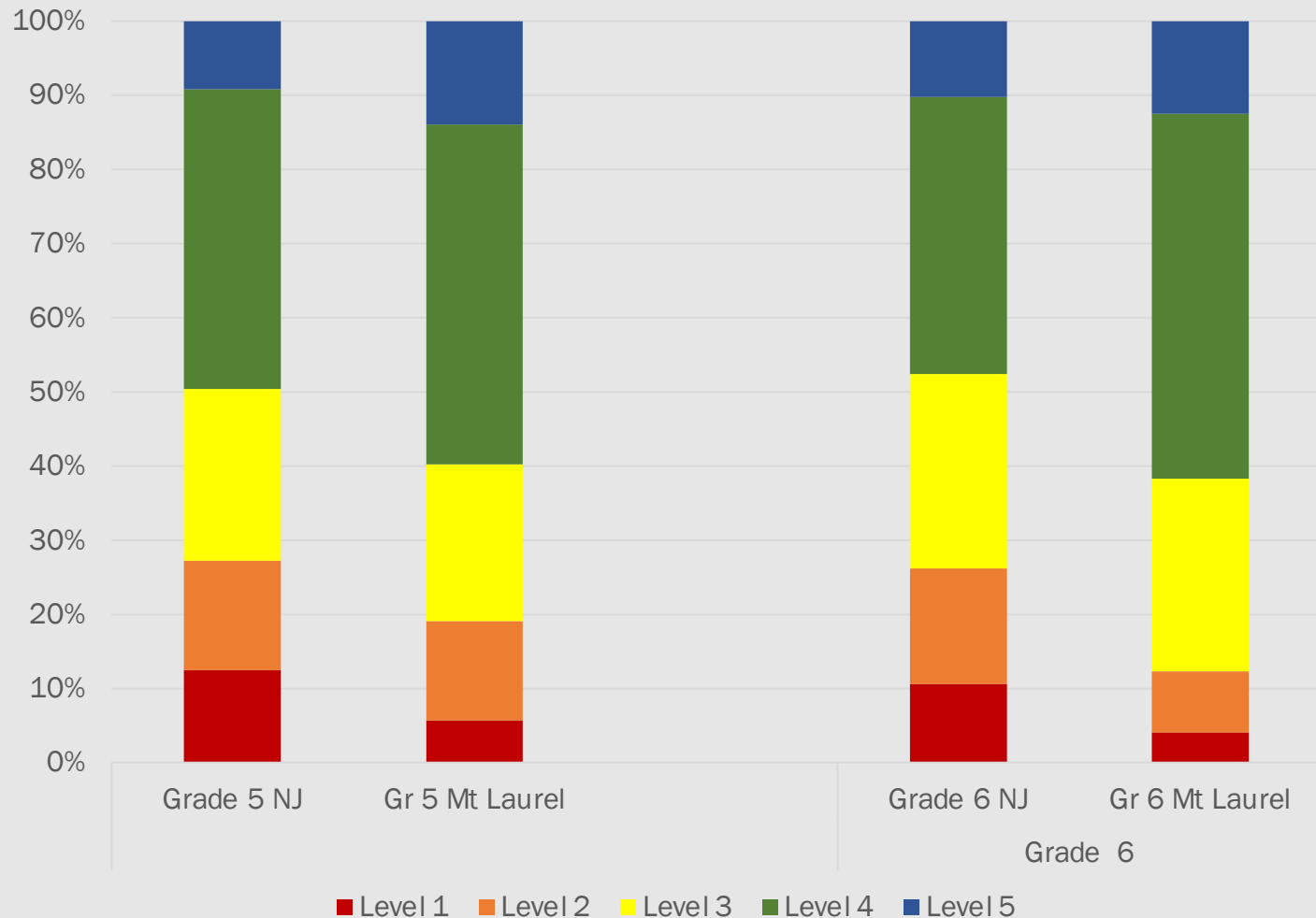
Notes: Percentages may not total 100 due to rounding.

ELA Grades 3 & 4

Mount Laurel Compared to New Jersey Proficiency of Total Student Population

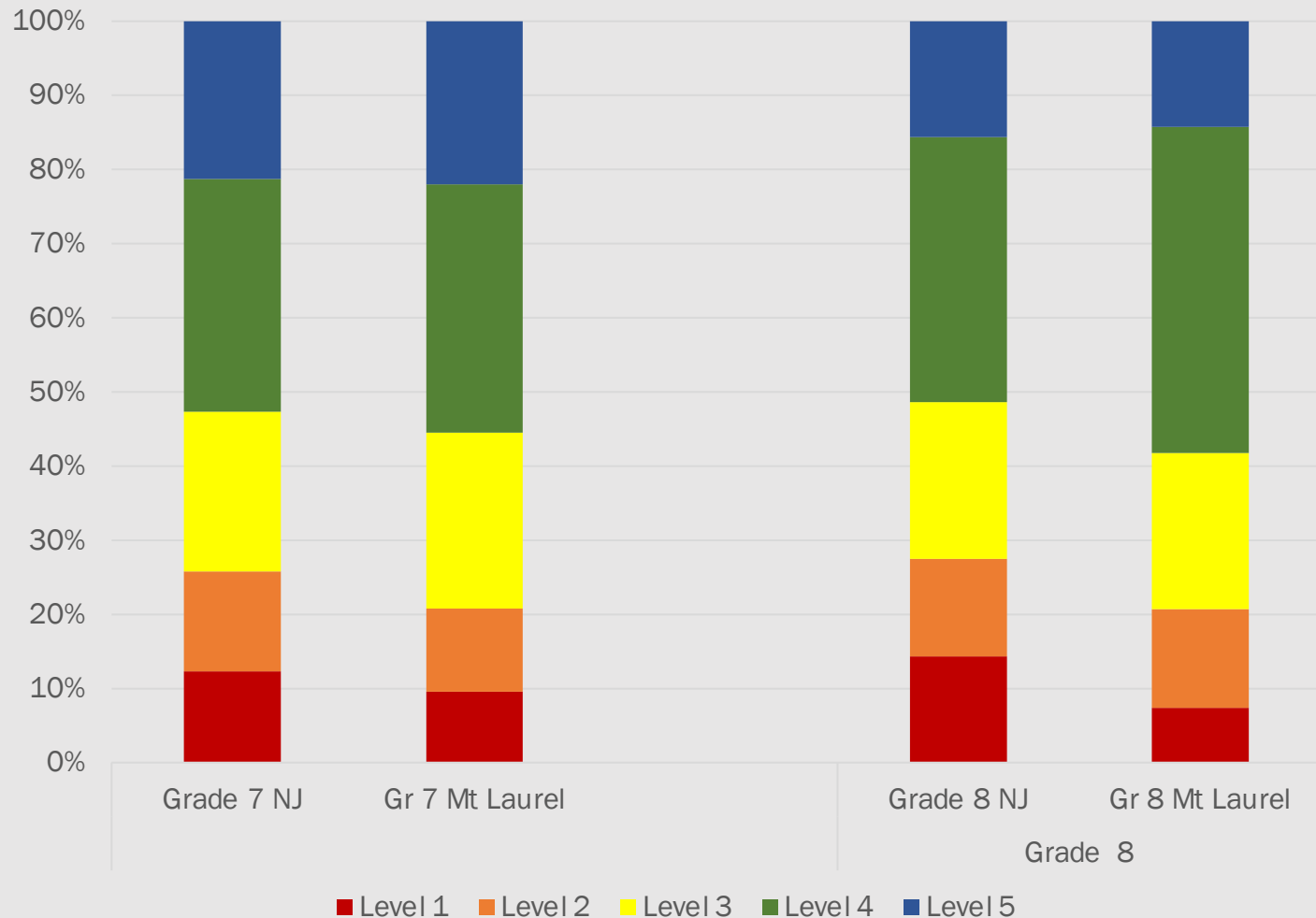


ELA Grades 5 & 6 Mount Laurel Compared to New Jersey Proficiency of Total Student Population

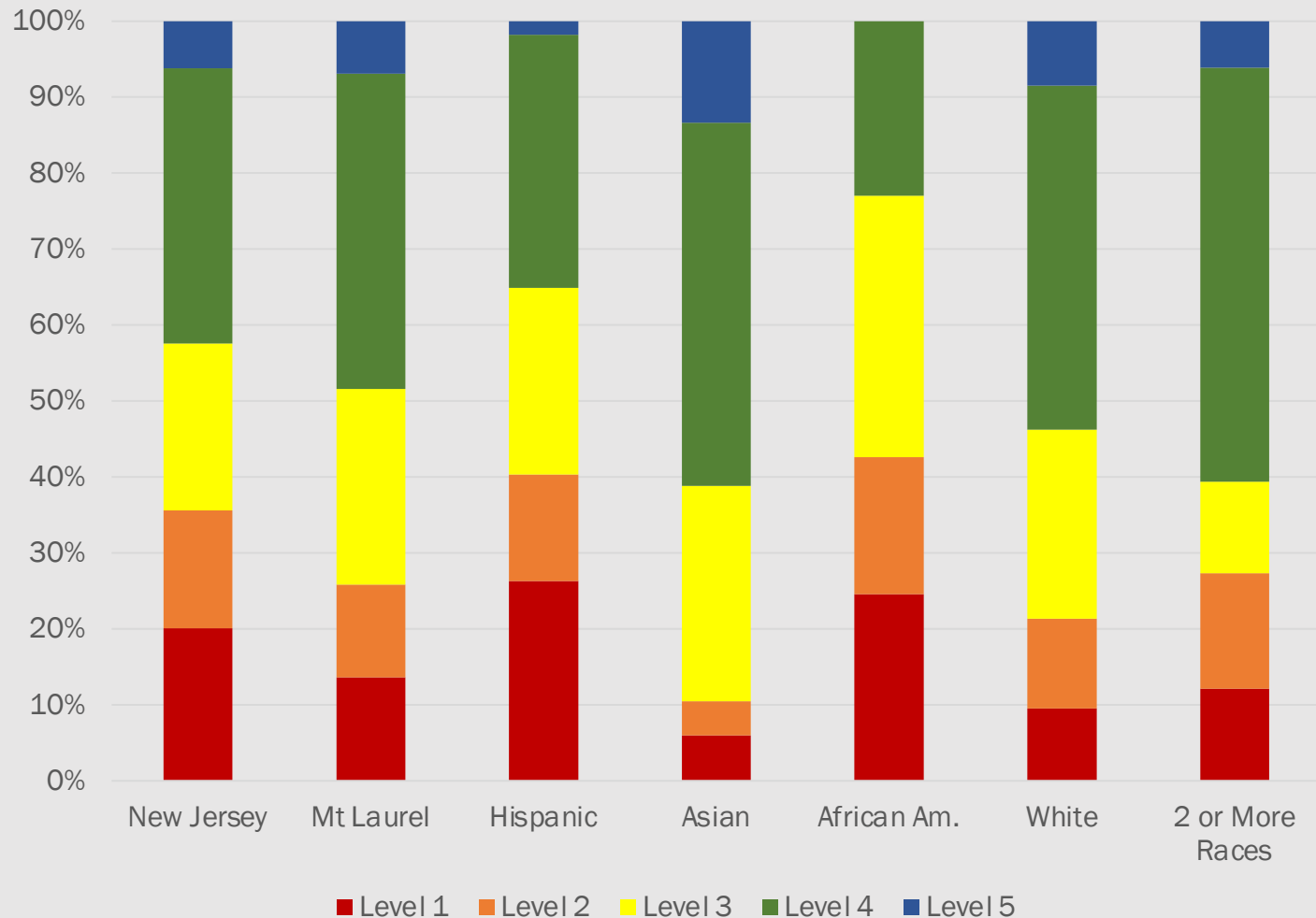


ELA Grades 7 & 8

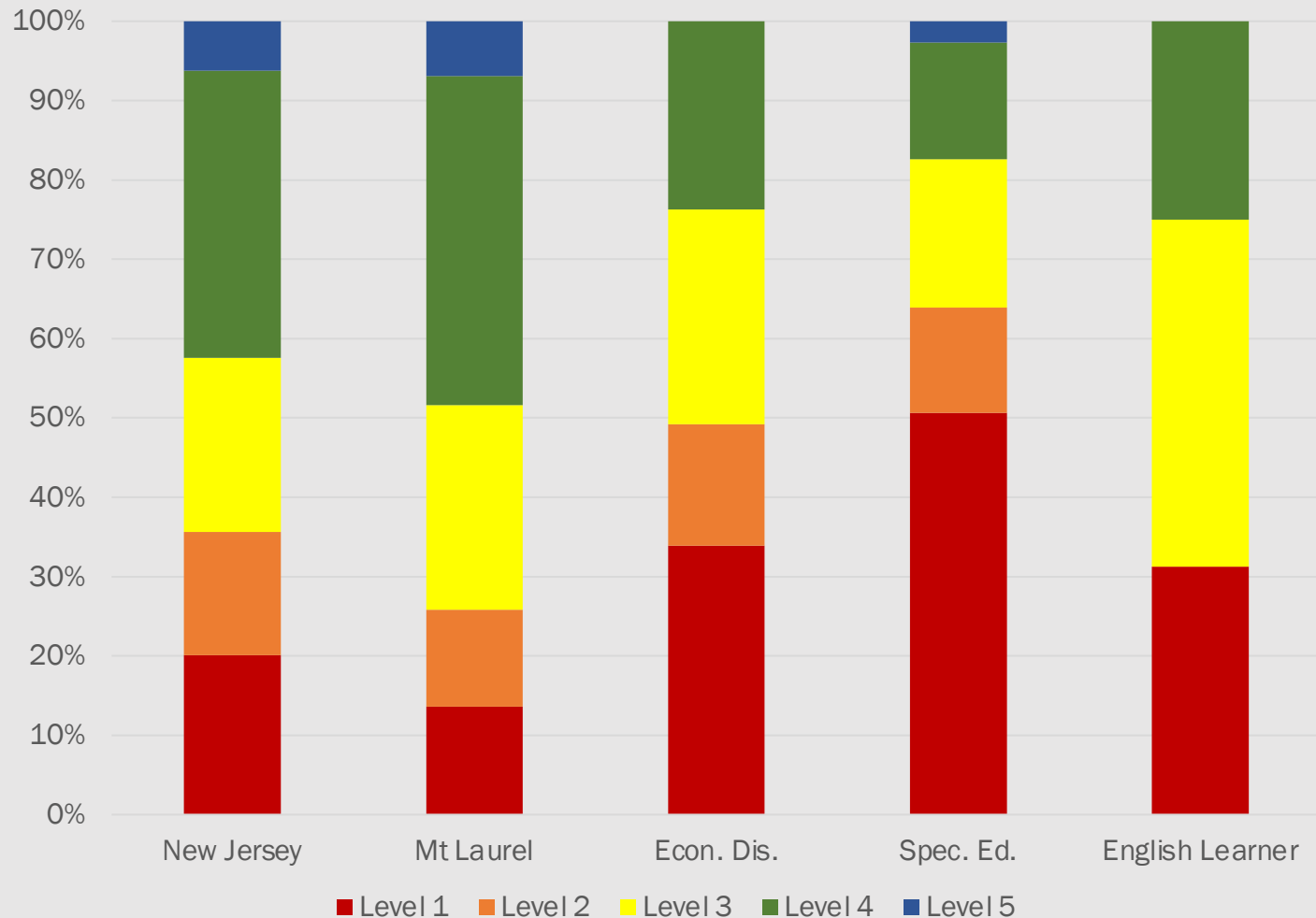
Mount Laurel Compared to New Jersey Proficiency of Total Student Population



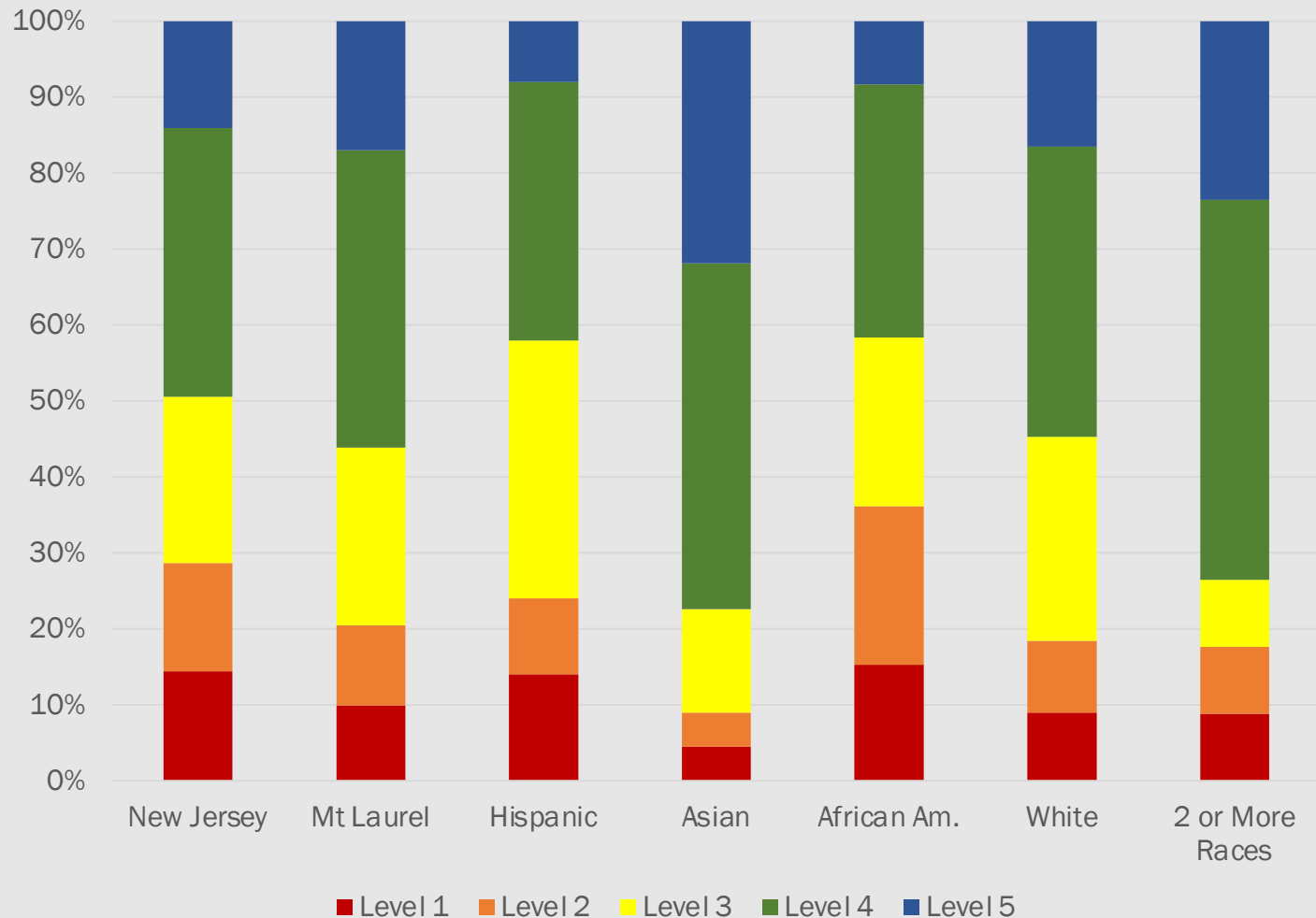
Grade 3 ELA District Demographics Proficiency of Total Student Population



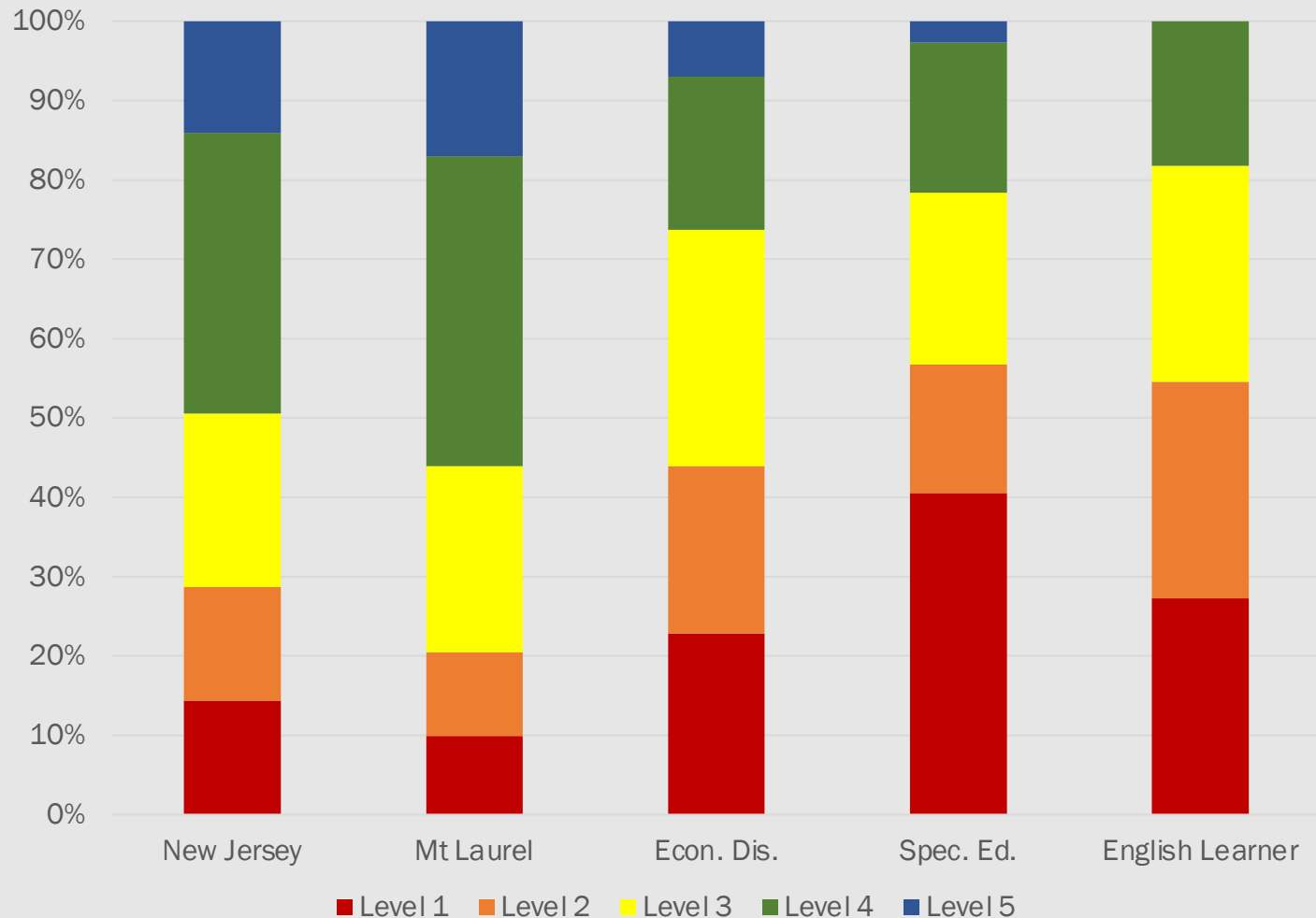
Grade 3 ELA District Demographics Proficiency of Total Student Population



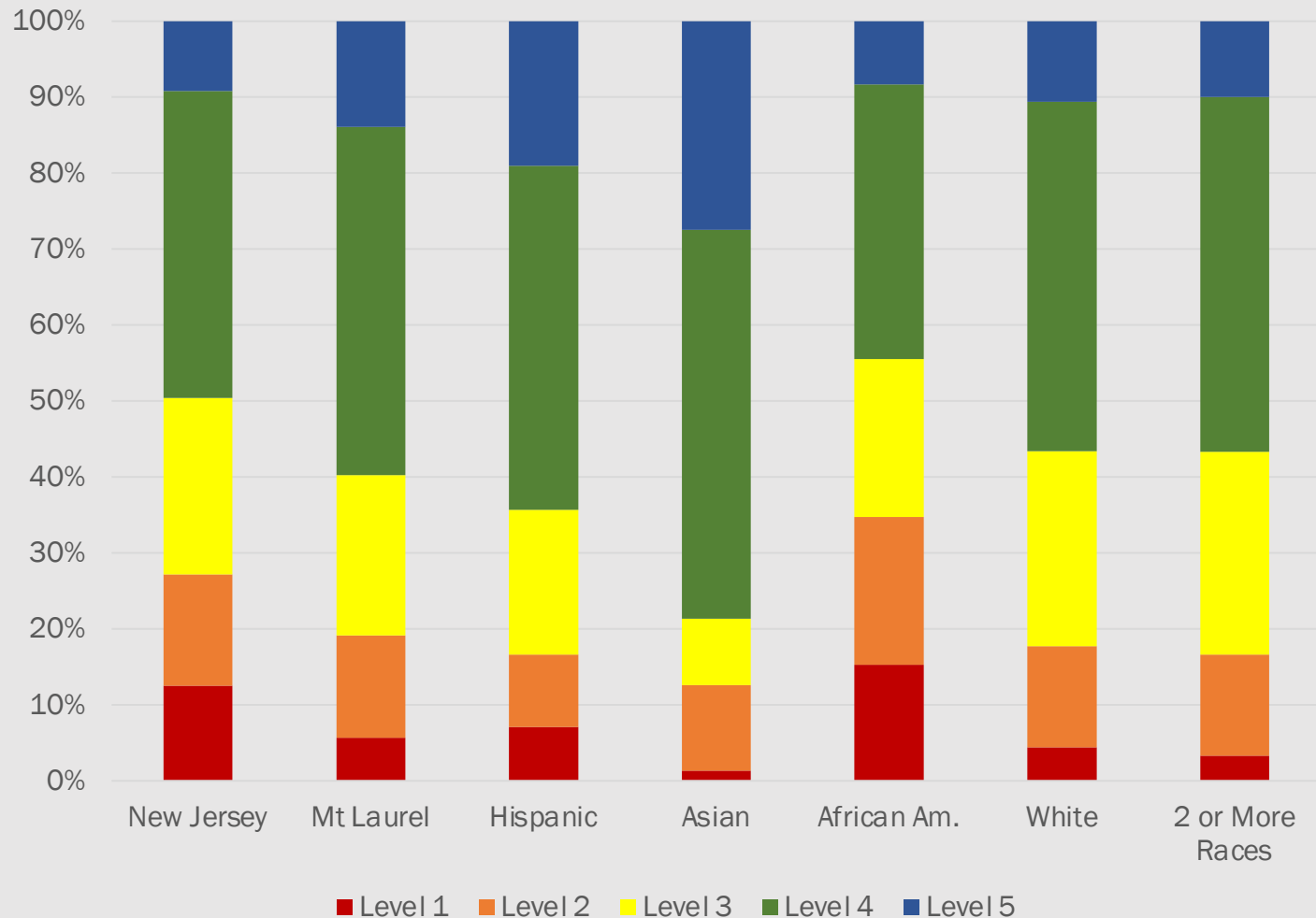
Grade 4 ELA District Demographics Proficiency of Total Student Population



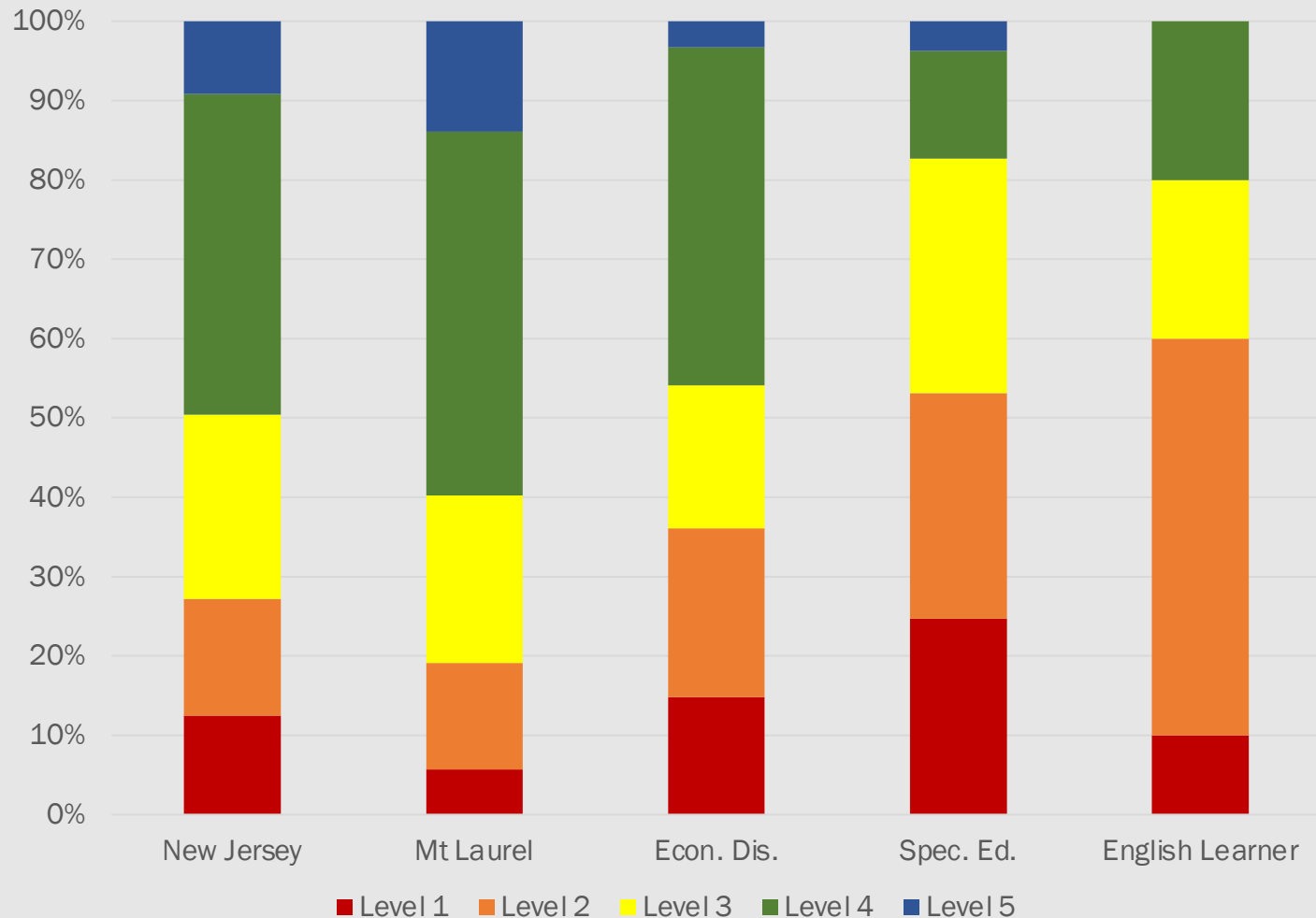
Grade 4 ELA District Demographics Proficiency of Total Student Population



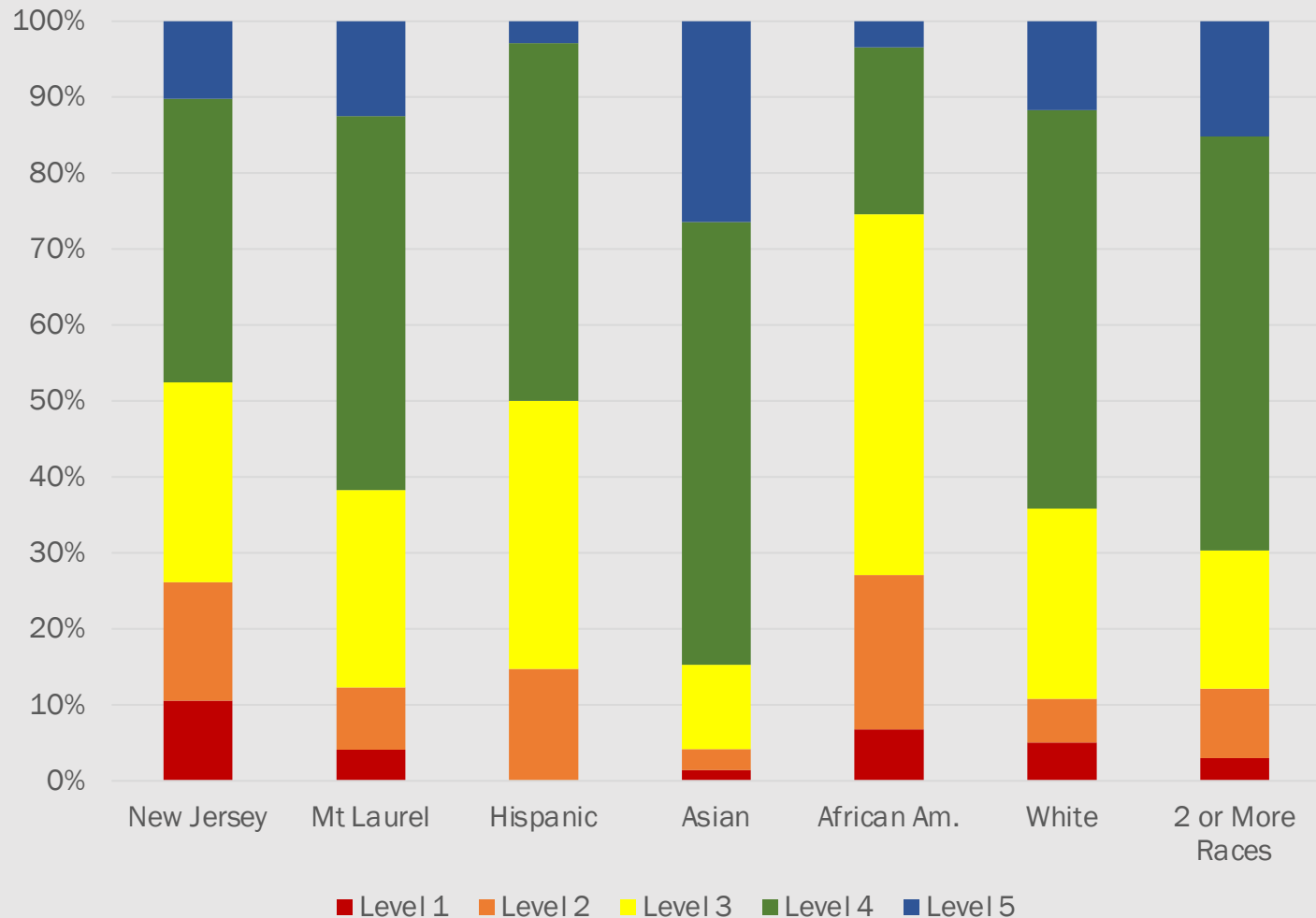
Grade 5 ELA District Demographics Proficiency of Total Student Population



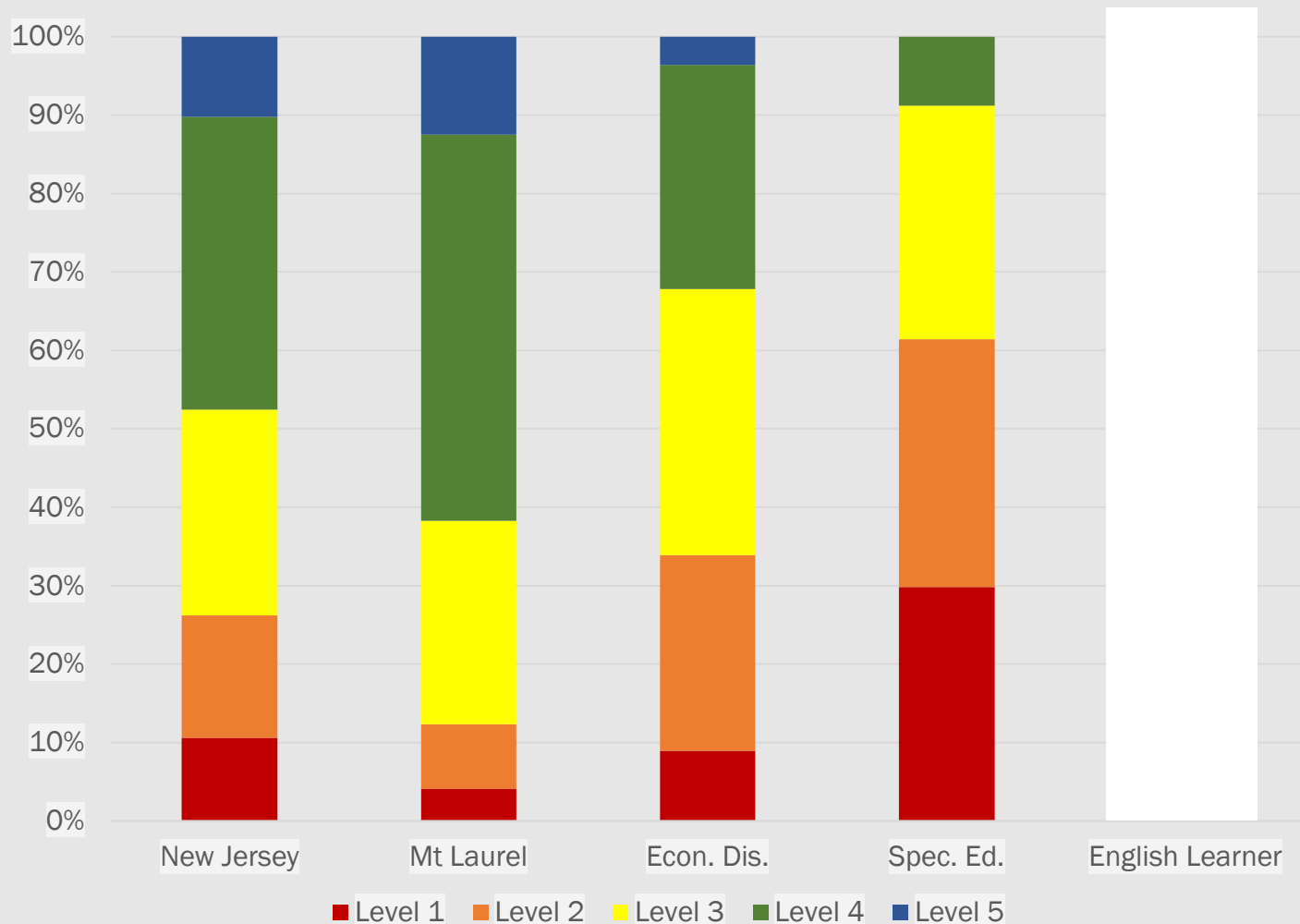
Grade 5 ELA District Demographics Proficiency of Total Student Population



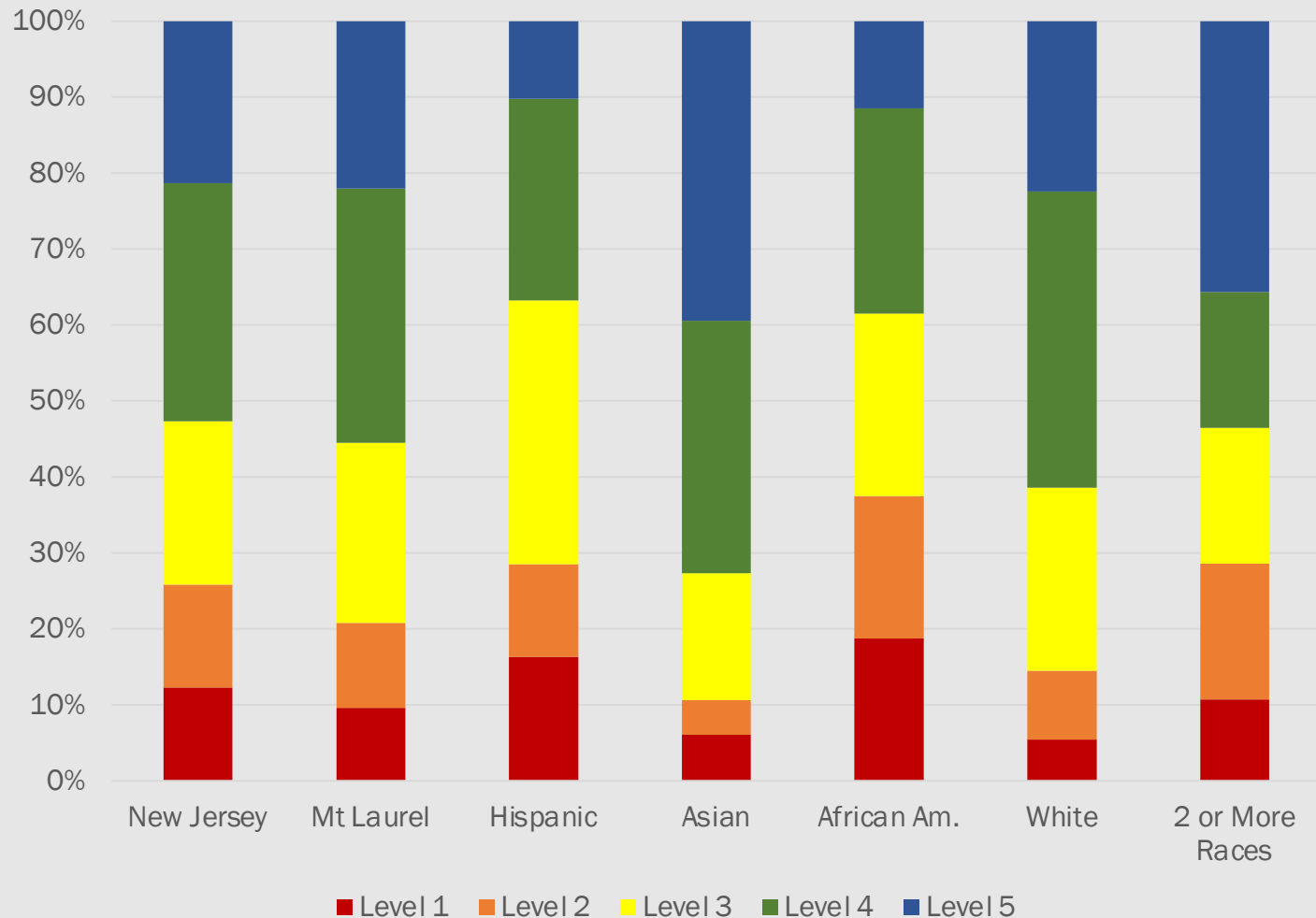
Grade 6 ELA District Demographics Proficiency of Total Student Population



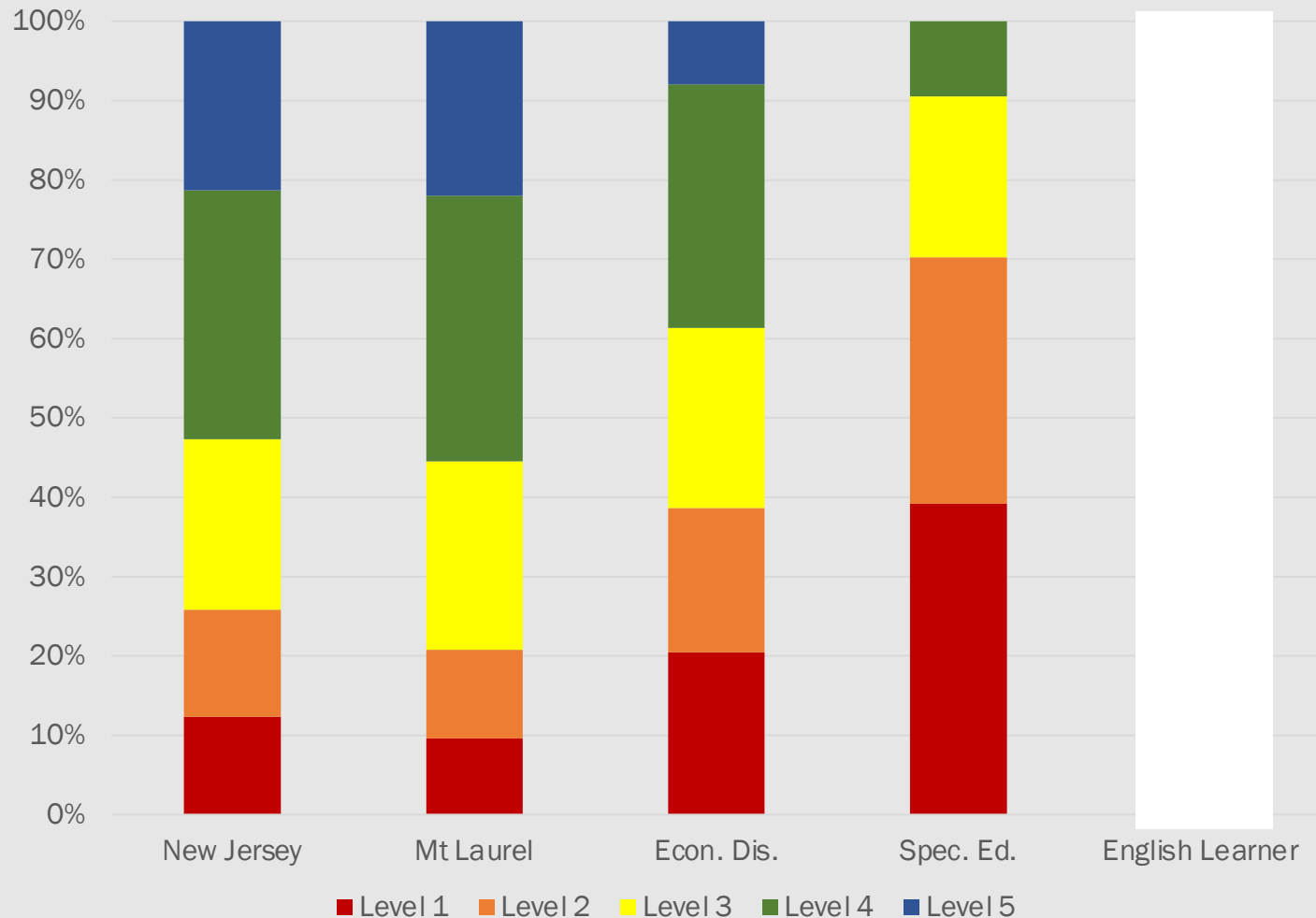
Grade 6 ELA District Demographics Proficiency of Total Student Population



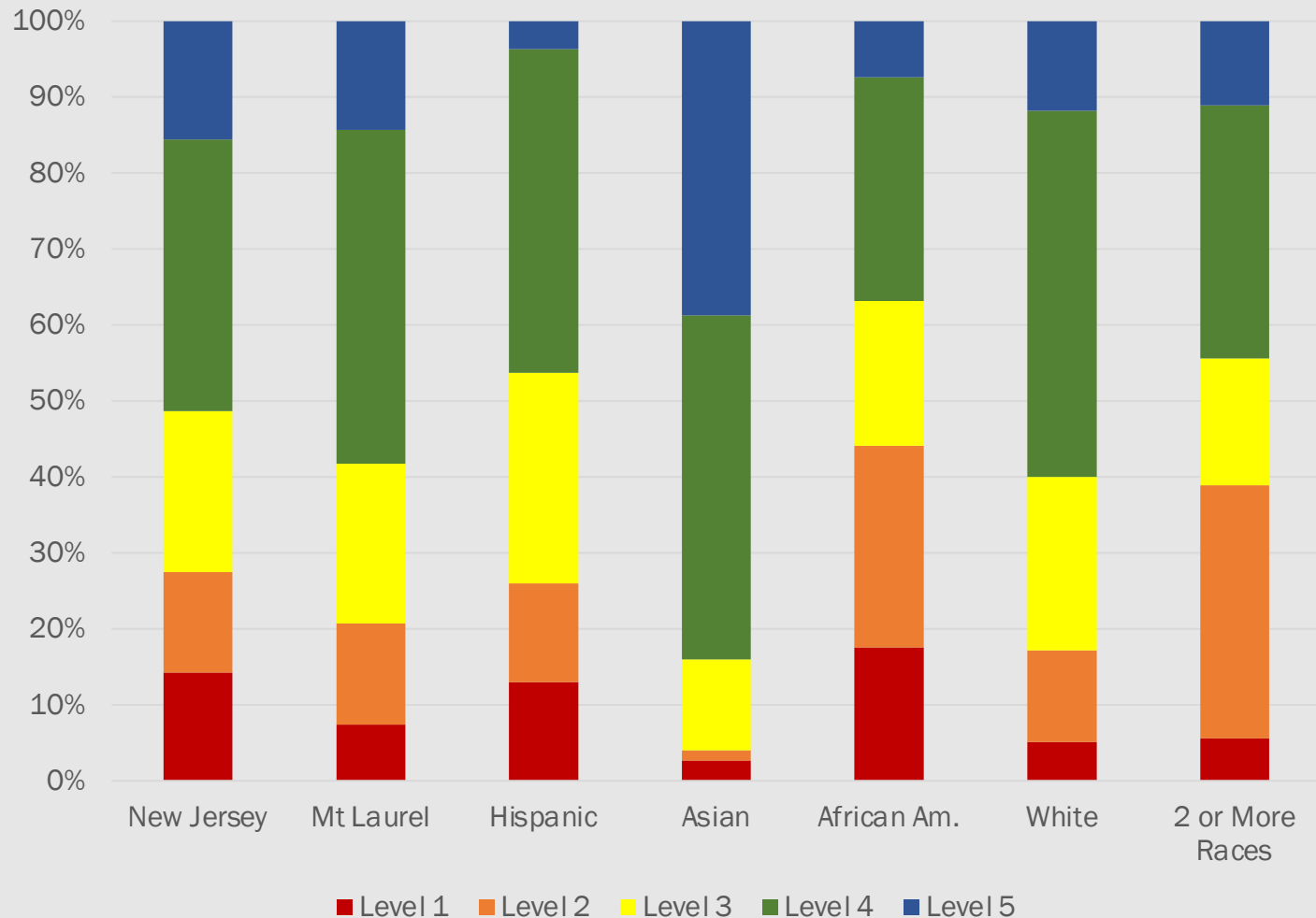
Grade 7 ELA District Demographics Proficiency of Total Student Population



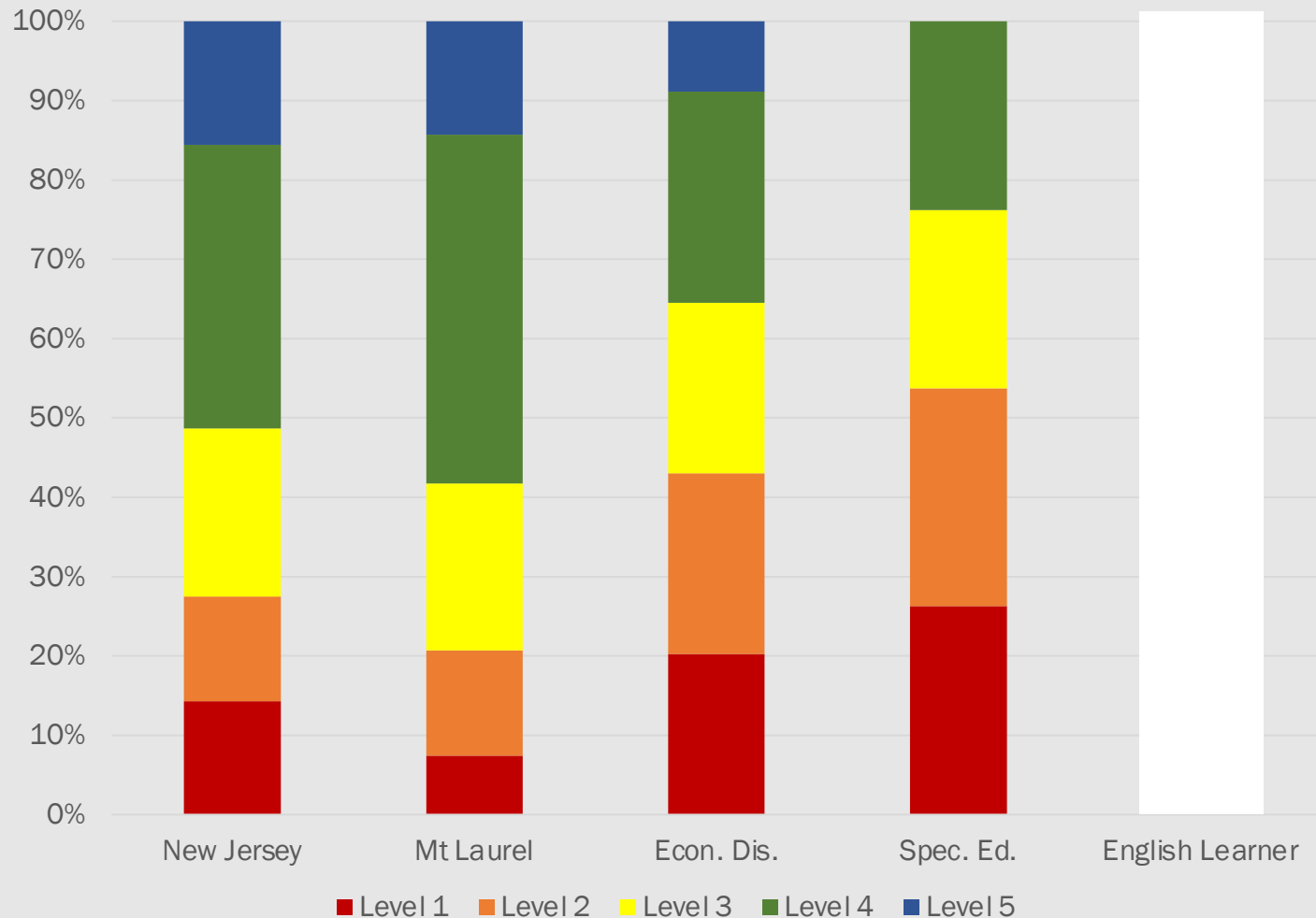
Grade 7 ELA District Demographics Proficiency of Total Student Population



Grade 8 ELA District Demographics Proficiency of Total Student Population



Grade 8 ELA District Demographics Proficiency of Total Student Population



Key Takeaways

Students in grades 3 through 8 are performing at or above benchmark in Levels 4 and 5 when compared to their peers across the state. Additionally, fewer Mount Laurel students are performing below benchmark in levels 1, 2 and 3 when compared to students across the state.

Our traditionally underserved communities of color, our special education students, and our economically disadvantaged groups do less well than their peers across the state.

Target Areas and Next Steps

Teachers need to see themselves as practitioner researchers closely observing children, documenting classroom practices in order to make thoughtful decisions about the content they teach, and constructing curriculum and pedagogy to generate conceptual frameworks to the benefit of the students they teach. Teachers need to see children as active agents of their own learning.

Target Areas/Next Steps

- Strengthening Kindergarten-2nd grade Units of Study/Phonics
- Strengthening Kindergarten-8th grade Units of Study/Writing
- Implementing TC's Units of Study for Teaching/Reading, grades 5-8
- Continuing 5th-8th grade literacy learning department meetings w/focus on examining student data to inform our instructional practices/decisions
- Continuing elementary faculty meetings with training on the reading workshop model
- Strengthening the use of writing in our literacy support classes
- Implement TC's upper elementary phonics pilot program in grades 3 and 4
- Implementing inclusion model with fidelity across the grades
- Implementing the use of Jump Rope Readers for our emergent literacy learners

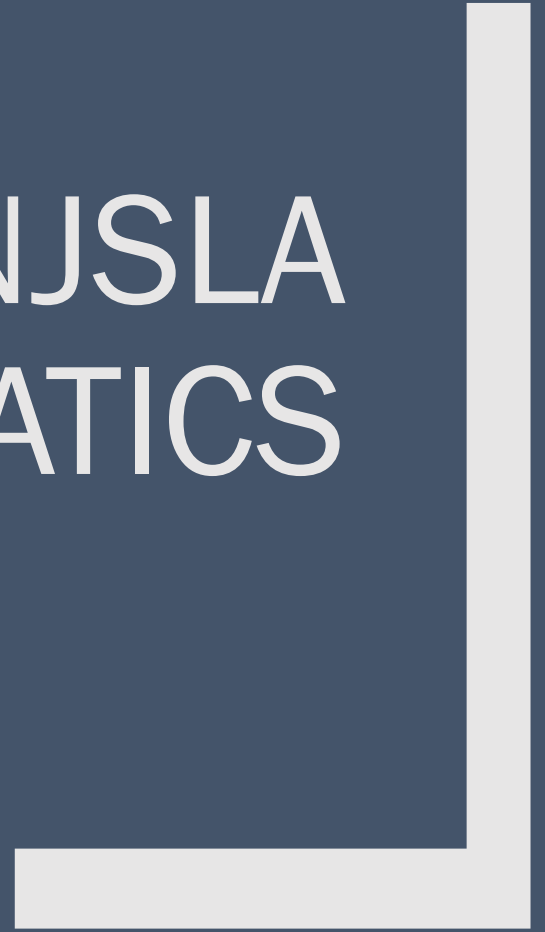
Target Areas and Next Steps

An area of need within our district, is the improvement of outcomes for our students of color, our special needs children, and our economically disadvantaged groups across all grades.

This year we have put into place the following initiatives to address these concerns:

- newly acquired classroom libraries for grades 5-8 which reflect the demographics of our district
- media specialists are examining/inventorying their collections to determine ways that representation exists amongst all groups—library resources that reflect our students' histories, culture, background, experiences, and stories/narratives.

NJSLA MATHEMATICS

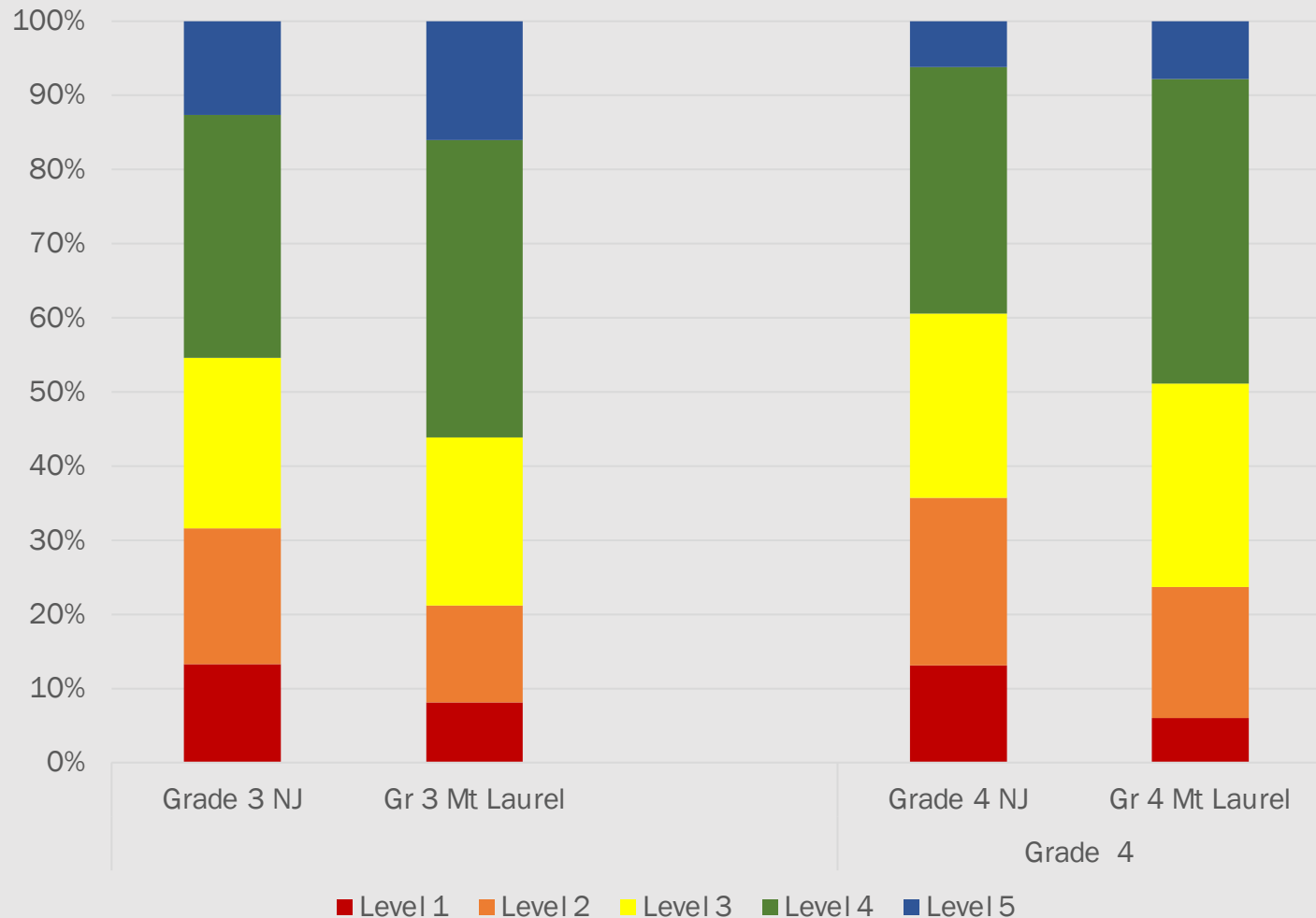


Comparison of Mount Laurel School to NJ State Mathematics Proficiency Percentages for Spring 2022

Grade	Level 1 State	Level 1 District	Level 2 State	Level 2 District	Level 3 State	Level 3 District	Level 4 State	Level 4 District	Level 5 State	Level 5 District
3	13.3	8.1	18.3	13.1	23.0	22.7	32.8	40.1	12.6	16.0
4	13.1	6.0	22.6	17.7	24.8	27.5	33.2	41.1	6.2	7.8
5	15.1	4.8	23.0	17.4	25.9	33.2	28.9	34.9	7.1	9.7
6	15.3	7.5	24.9	17.6	28.5	28.5	26.0	39.3	5.3	7.1
7	10.9	8.7	23.6	21.7	31.5	30.5	28.9	34.0	5.1	5.0
8*	30.4	20.0	31.9	35.6	22.3	27.3	14.6	17.1	0.8	0.0
Algebra I **	17.8	0.0	22.7	1.5	24.7	17.8	31.9	66.5	2.9	14.2
Geometry **	6.9	0.0	18.9	0.0	30.1	12.8	37.8	79.5	6.2	7.7

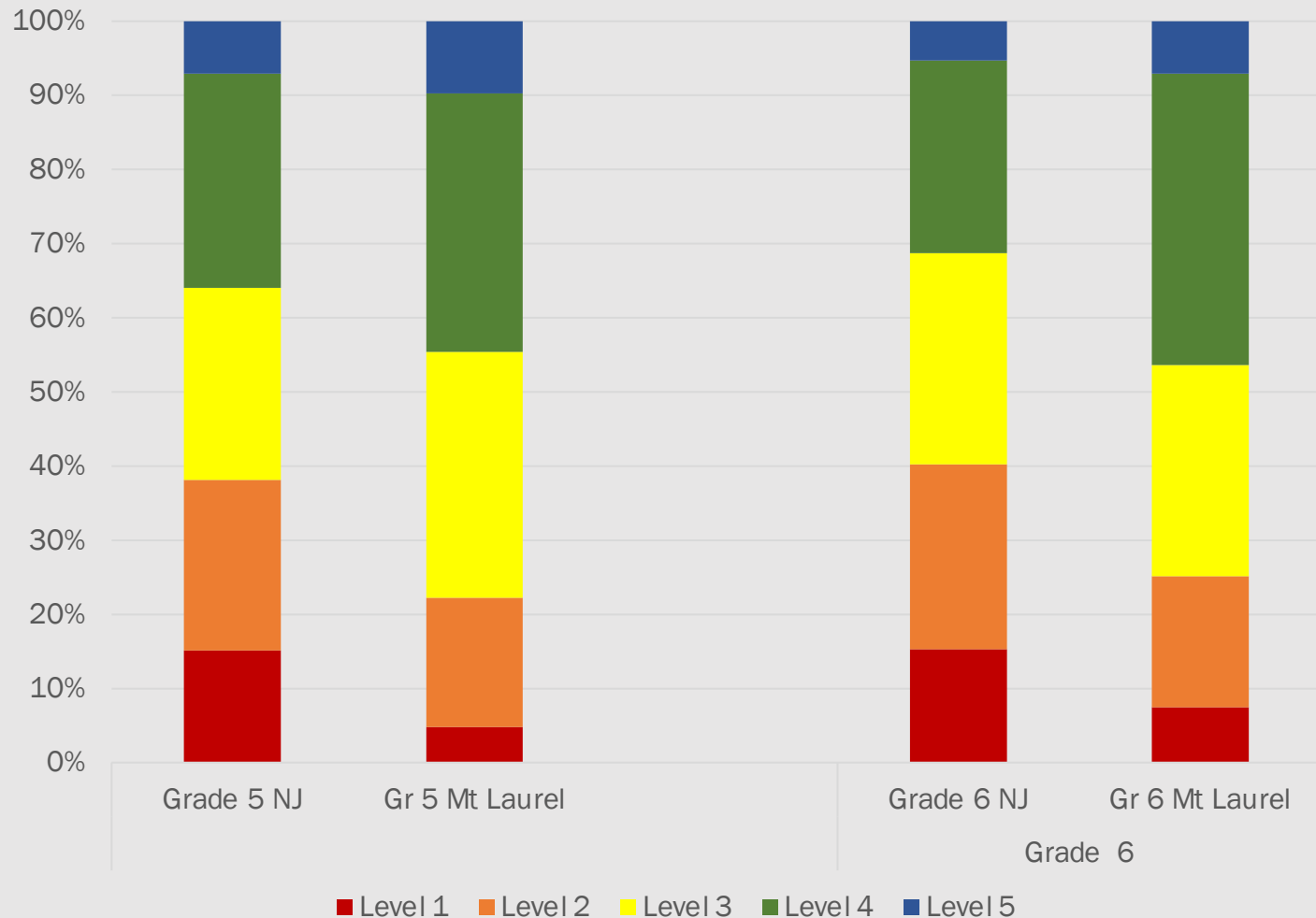
Note: Percentages may not total 100 due to rounding.

Math Grades 3 & 4 Mount Laurel Compared to New Jersey Proficiency of Total Student Population



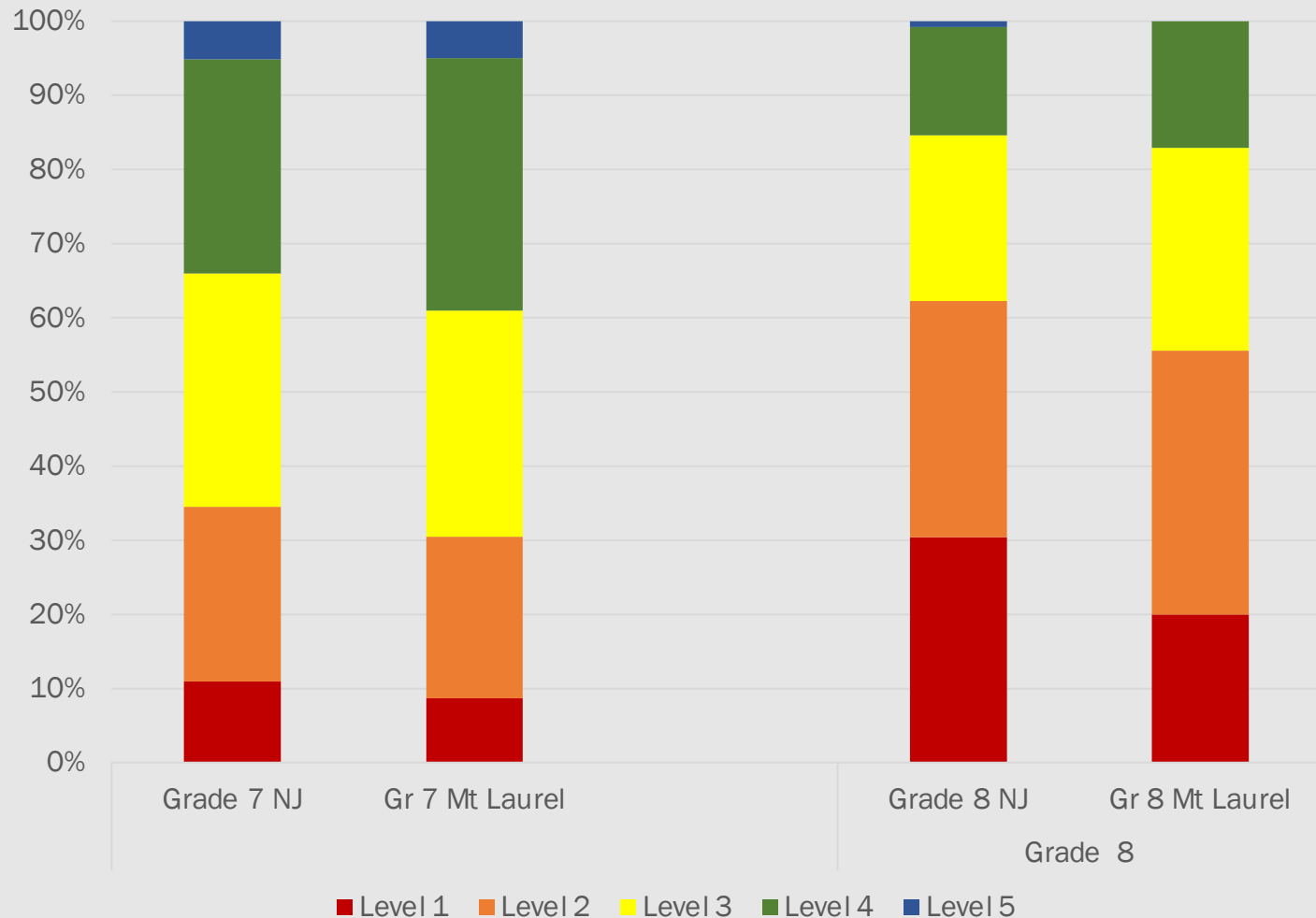
Math Grades 5 & 6

Mount Laurel Compared to New Jersey Proficiency of Total Student Population

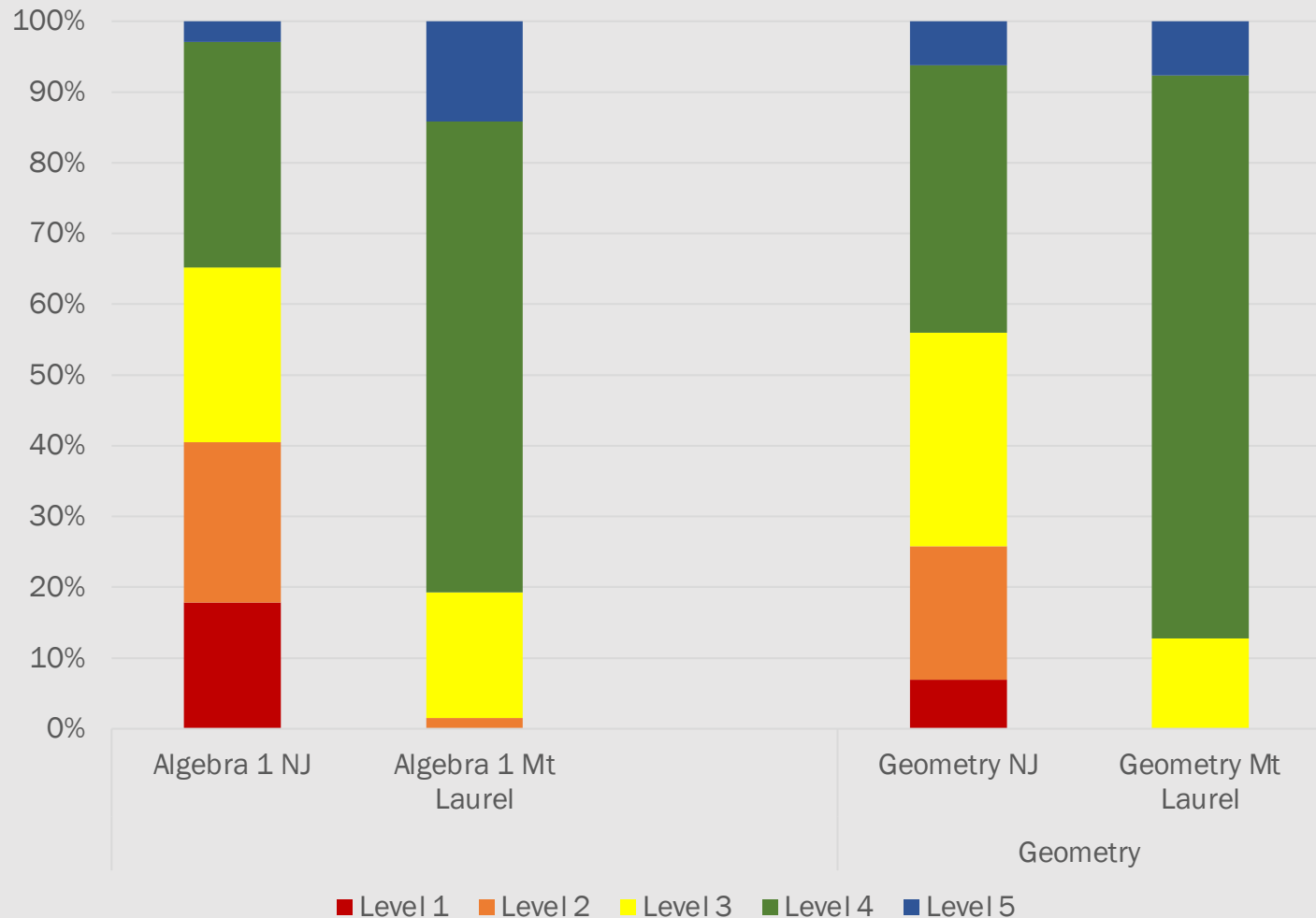


Math Grades 7 & 8

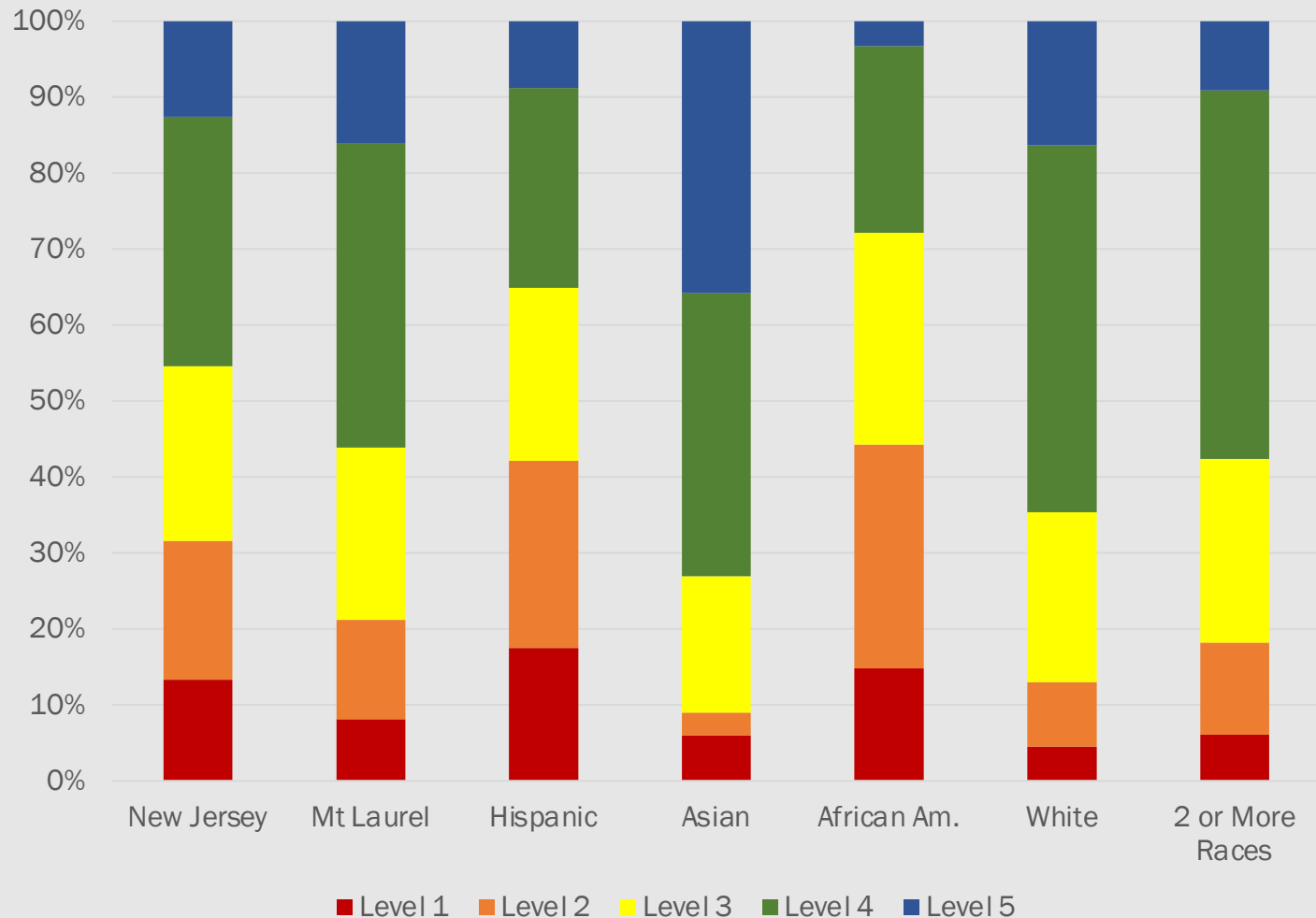
Mount Laurel Compared to New Jersey Proficiency of Total Student Population



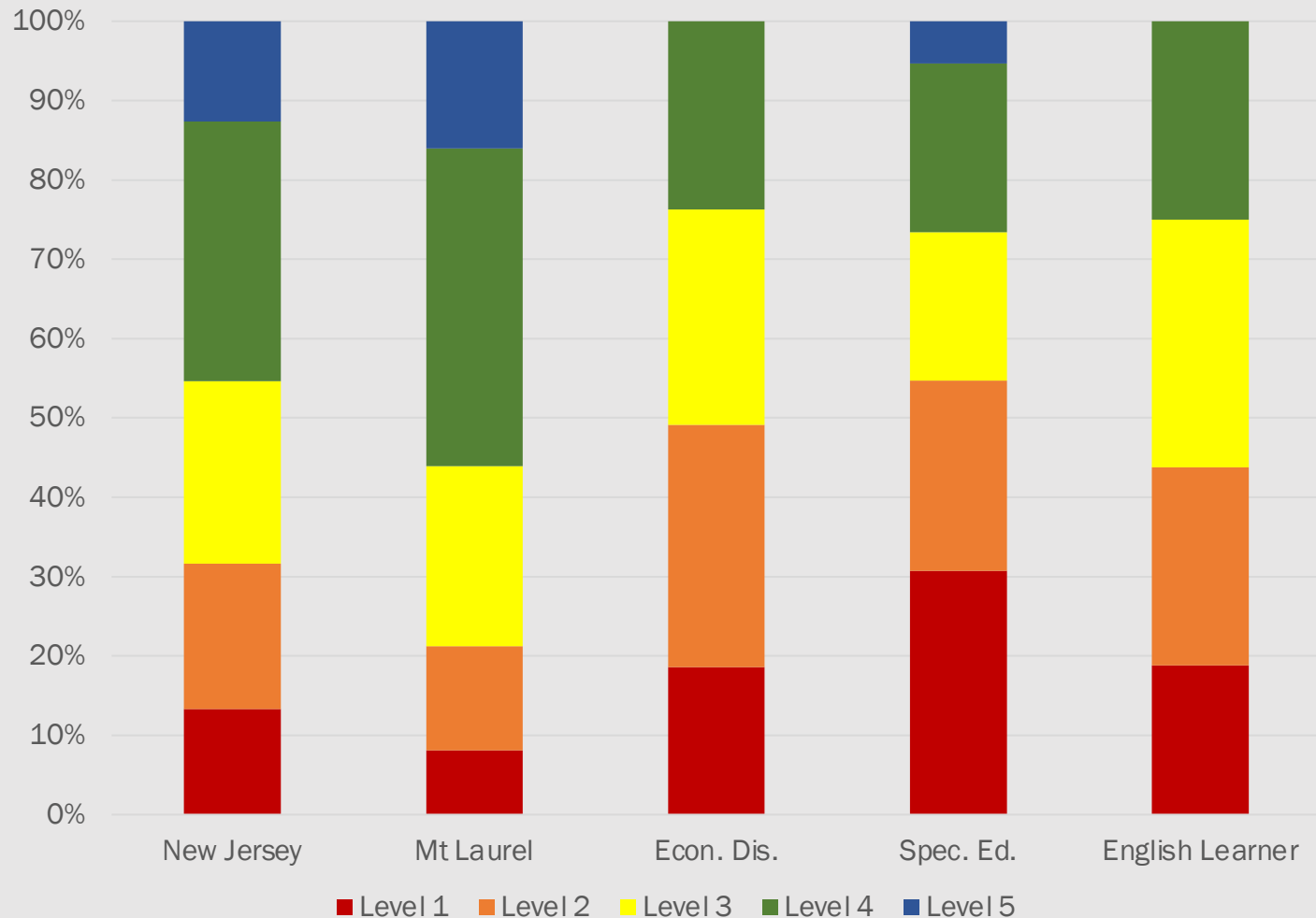
Algebra 1 and Geometry Mount Laurel Compared to New Jersey Proficiency of Total Student Population



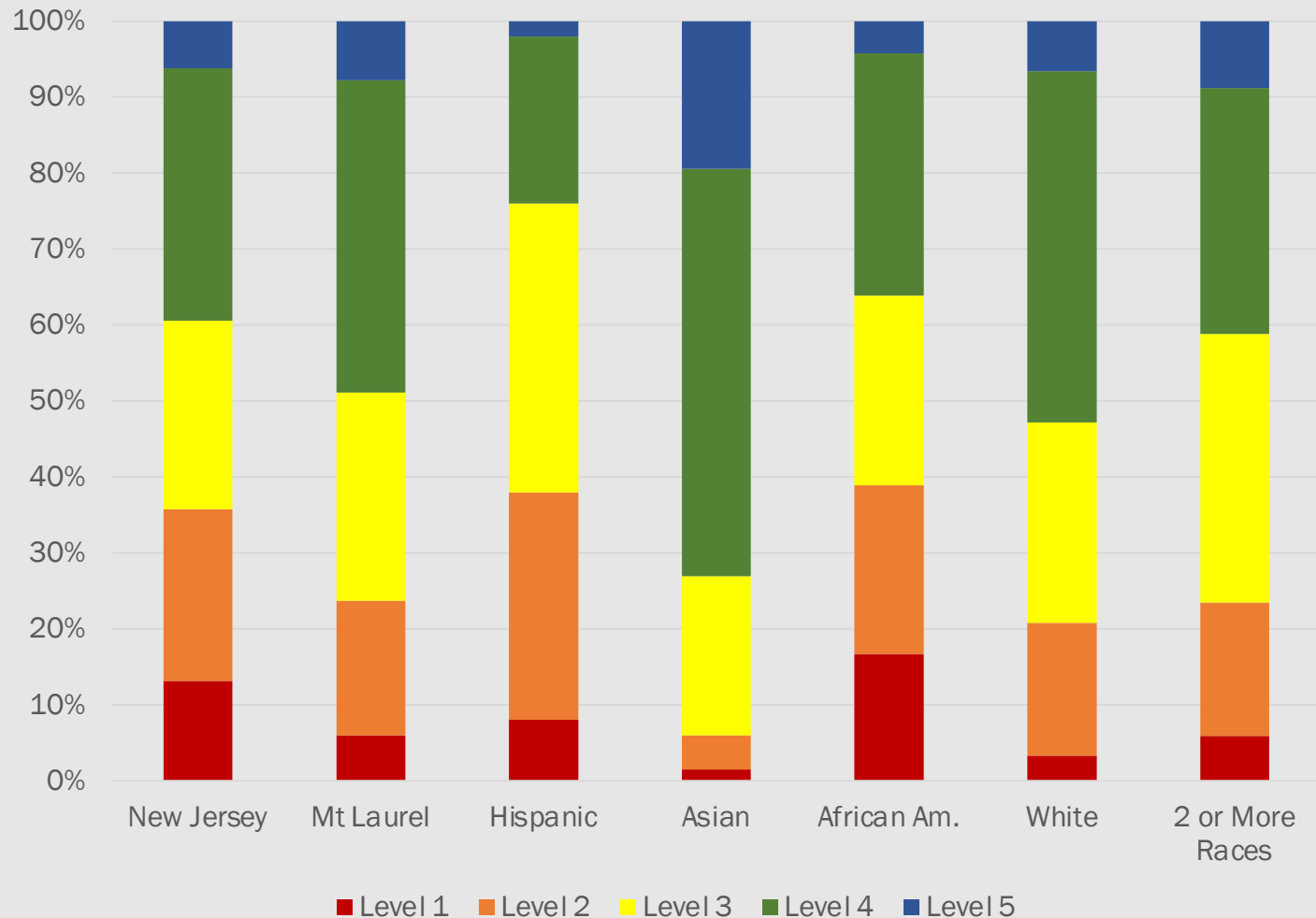
Grade 3 Math District Demographics Proficiency of Total Student Population



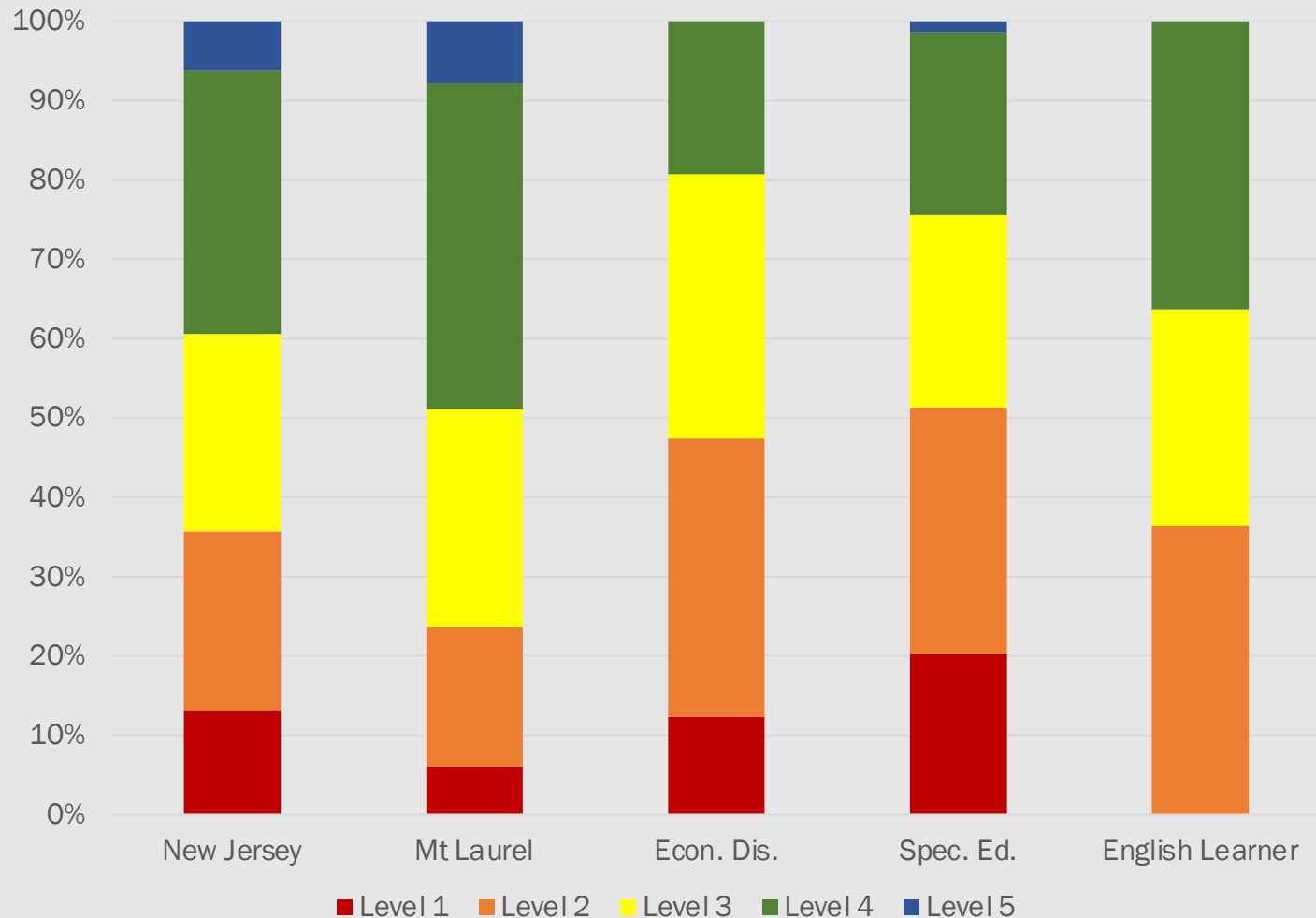
Grade 3 Math District Demographics Proficiency of Total Student Population



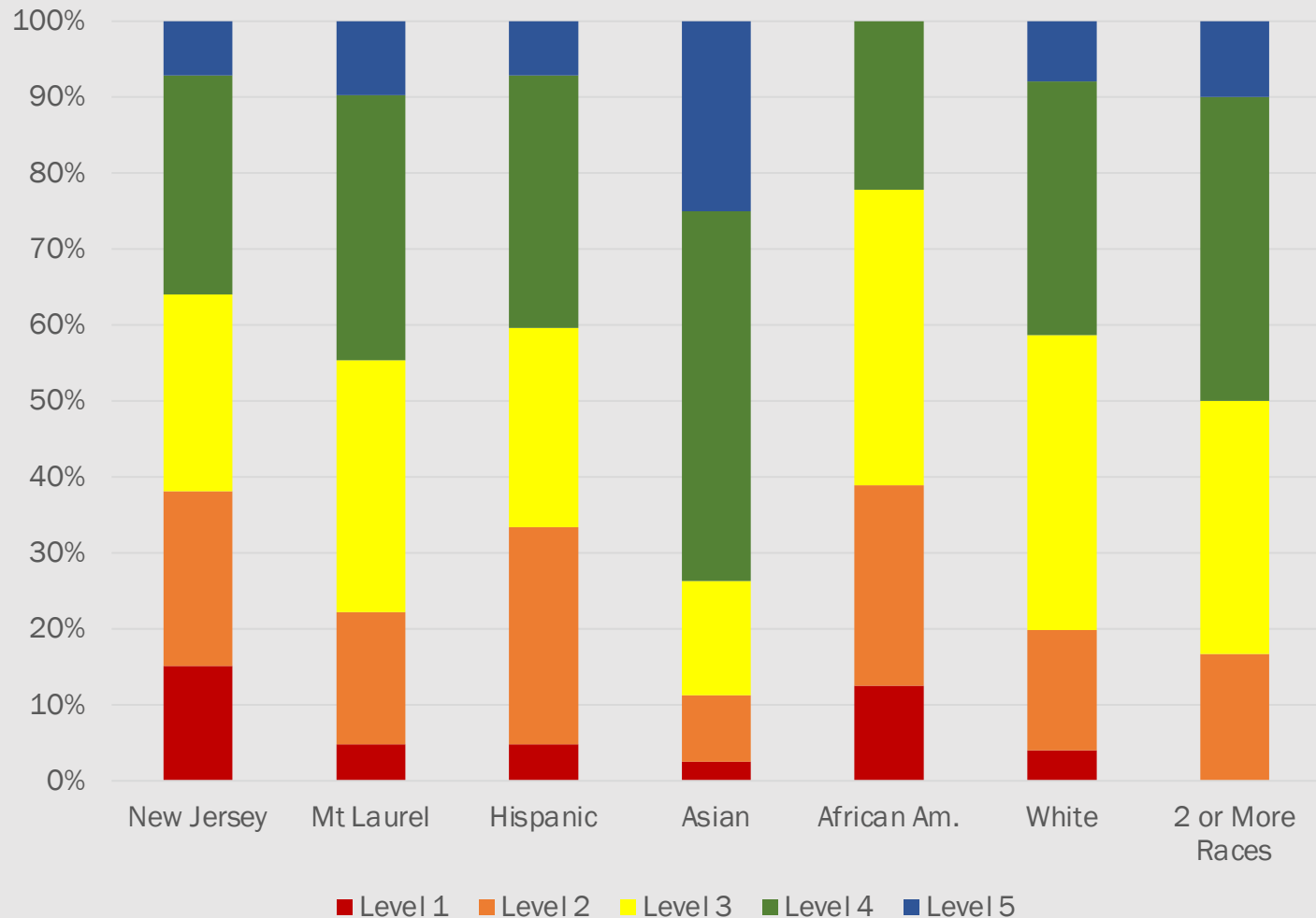
Grade 4 Math District Demographics Proficiency of Total Student Population



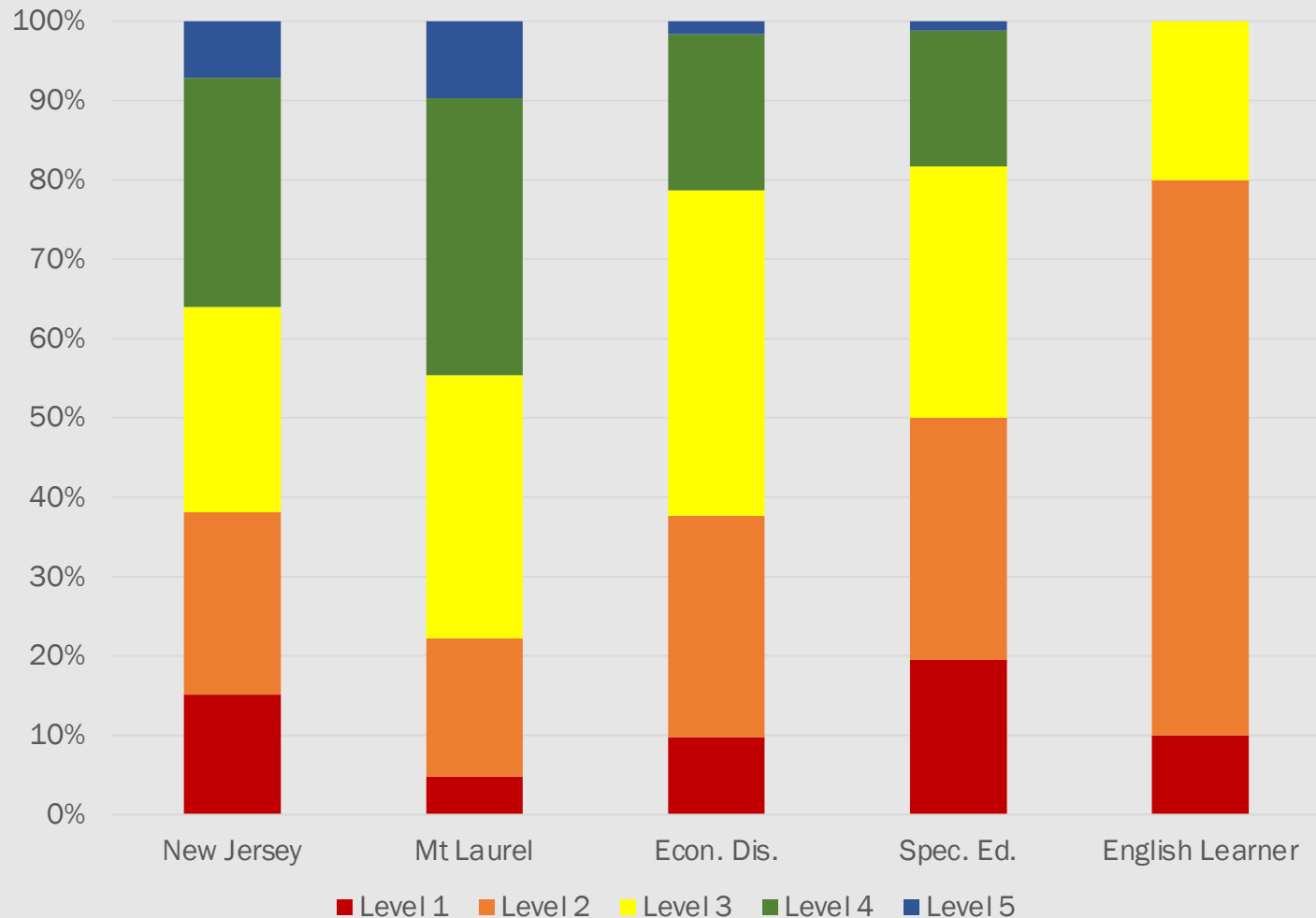
Grade 4 Math District Demographics Proficiency of Total Student Population



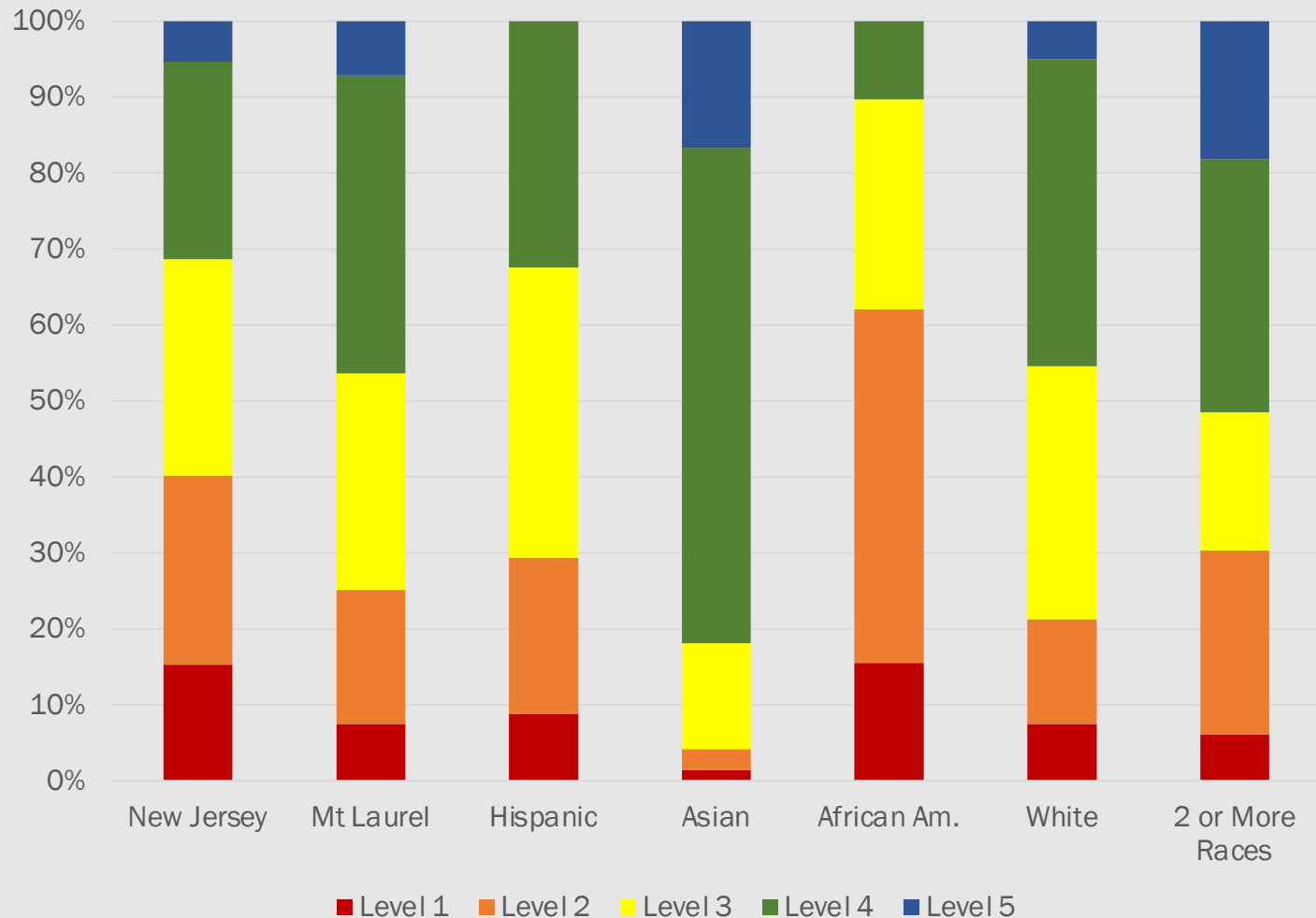
Grade 5 Math District Demographics Proficiency of Total Student Population



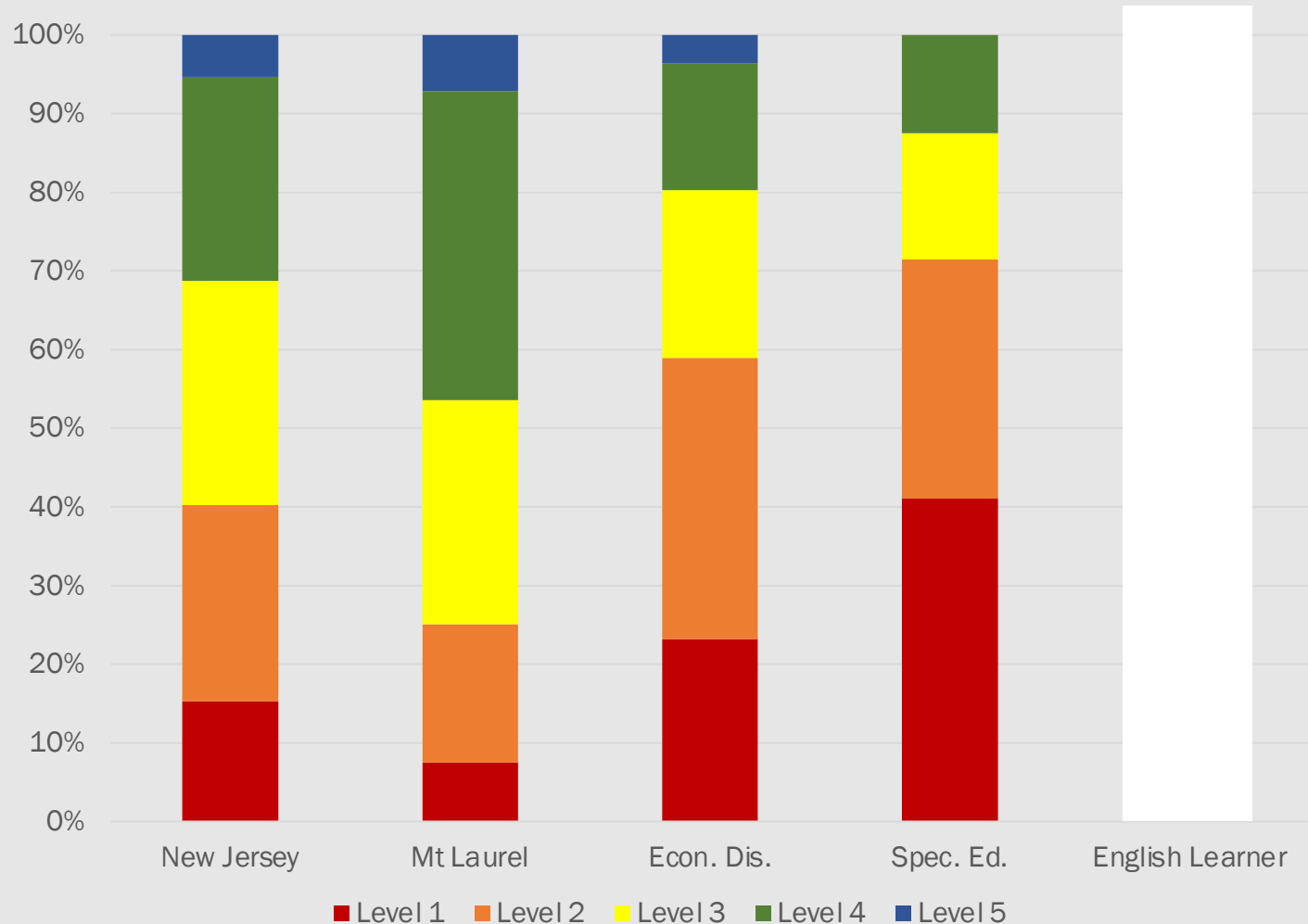
Grade 5 Math District Demographics Proficiency of Total Student Population



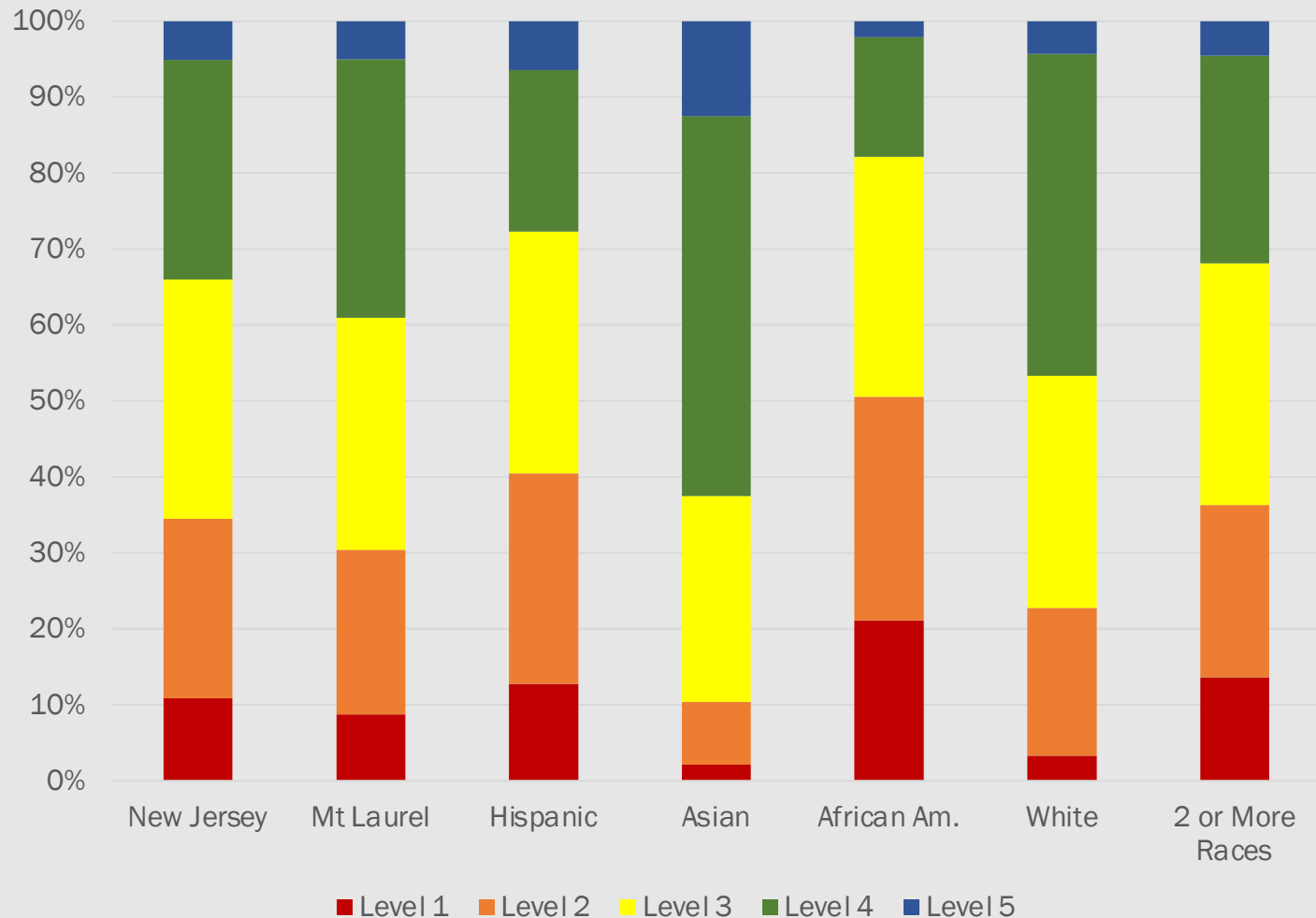
Grade 6 Math District Demographics Proficiency of Total Student Population



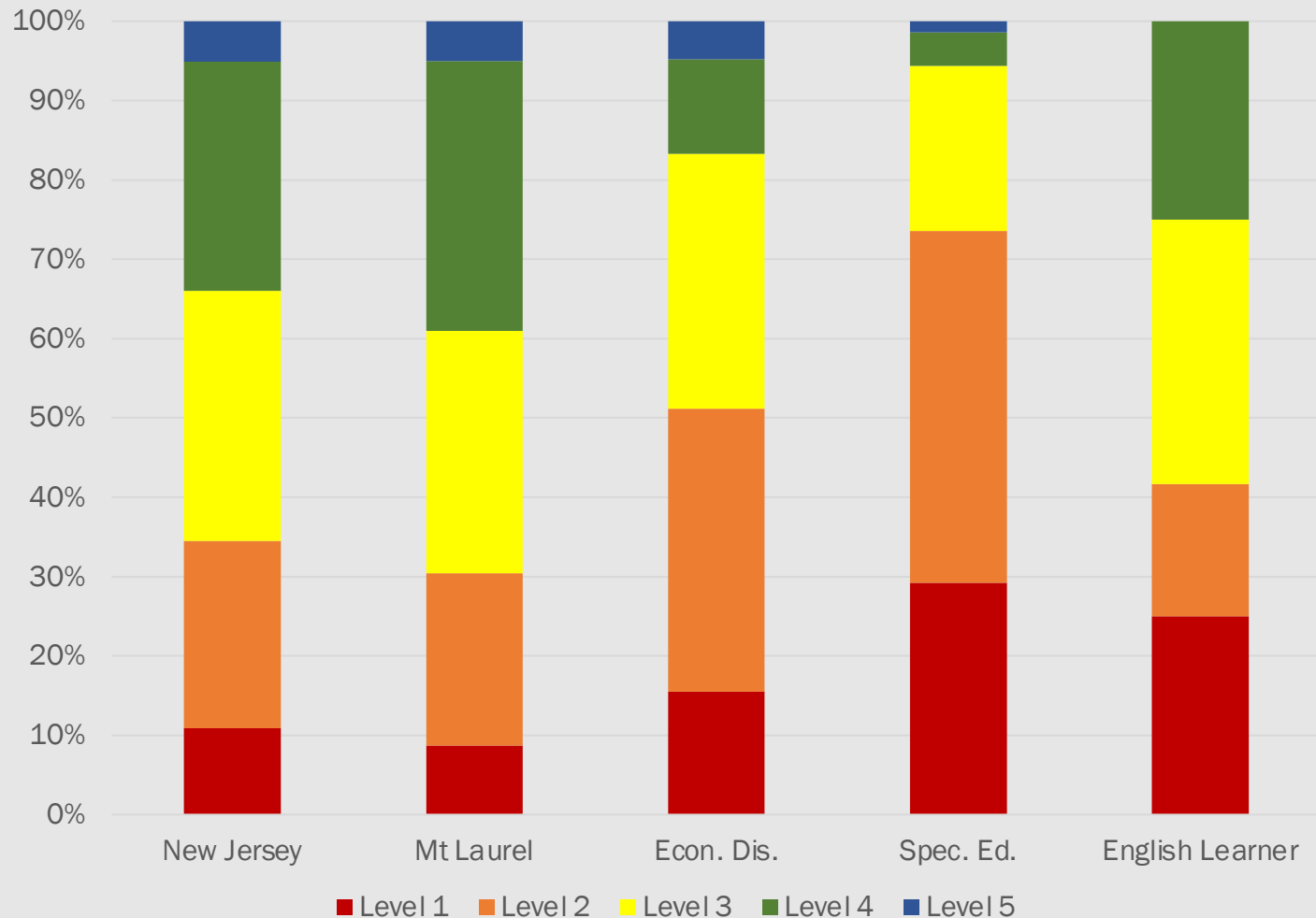
Grade 6 Math District Demographics Proficiency of Total Student Population



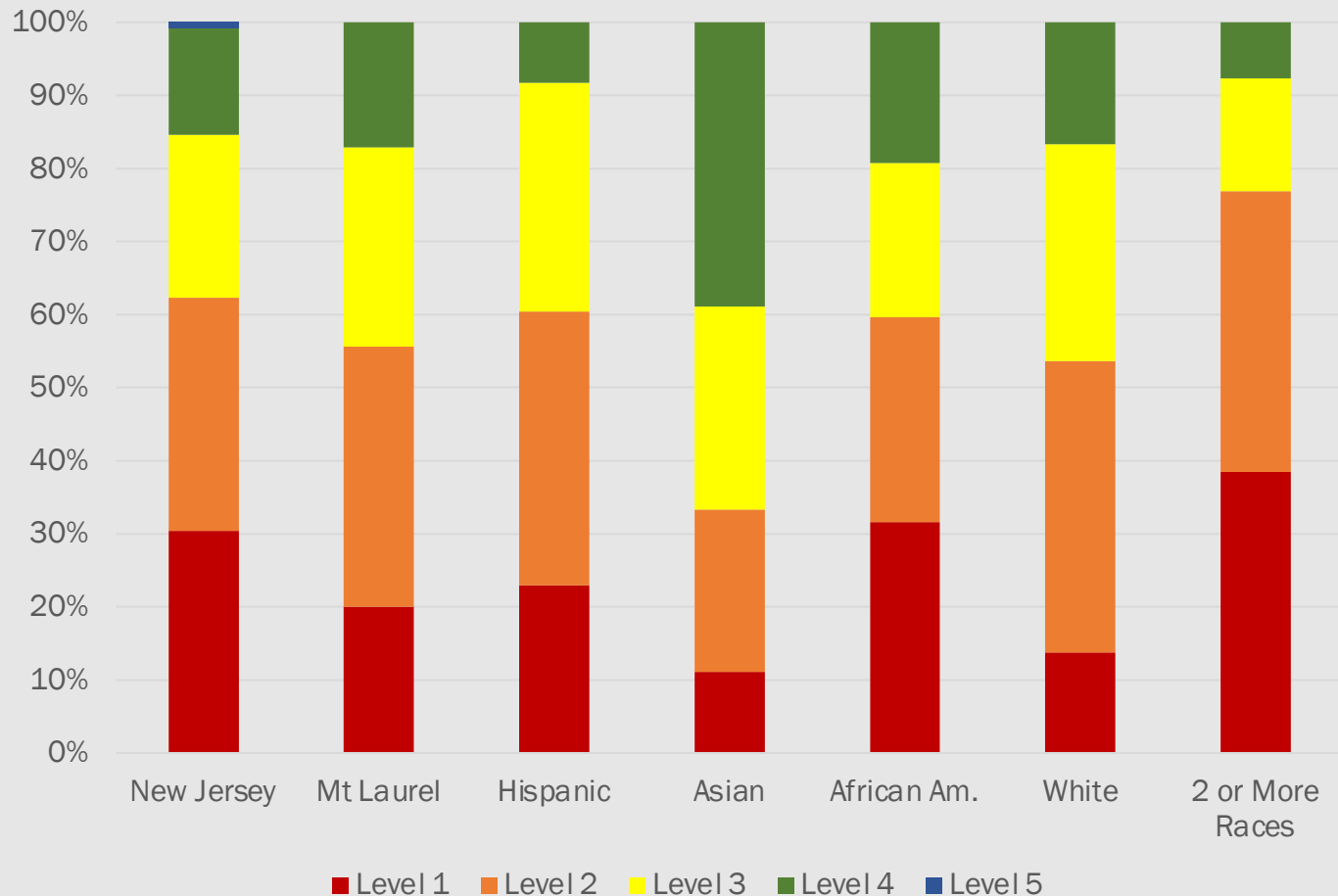
Grade 7 Math District Demographics Proficiency of Total Student Population



Grade 7 Math District Demographics Proficiency of Total Student Population

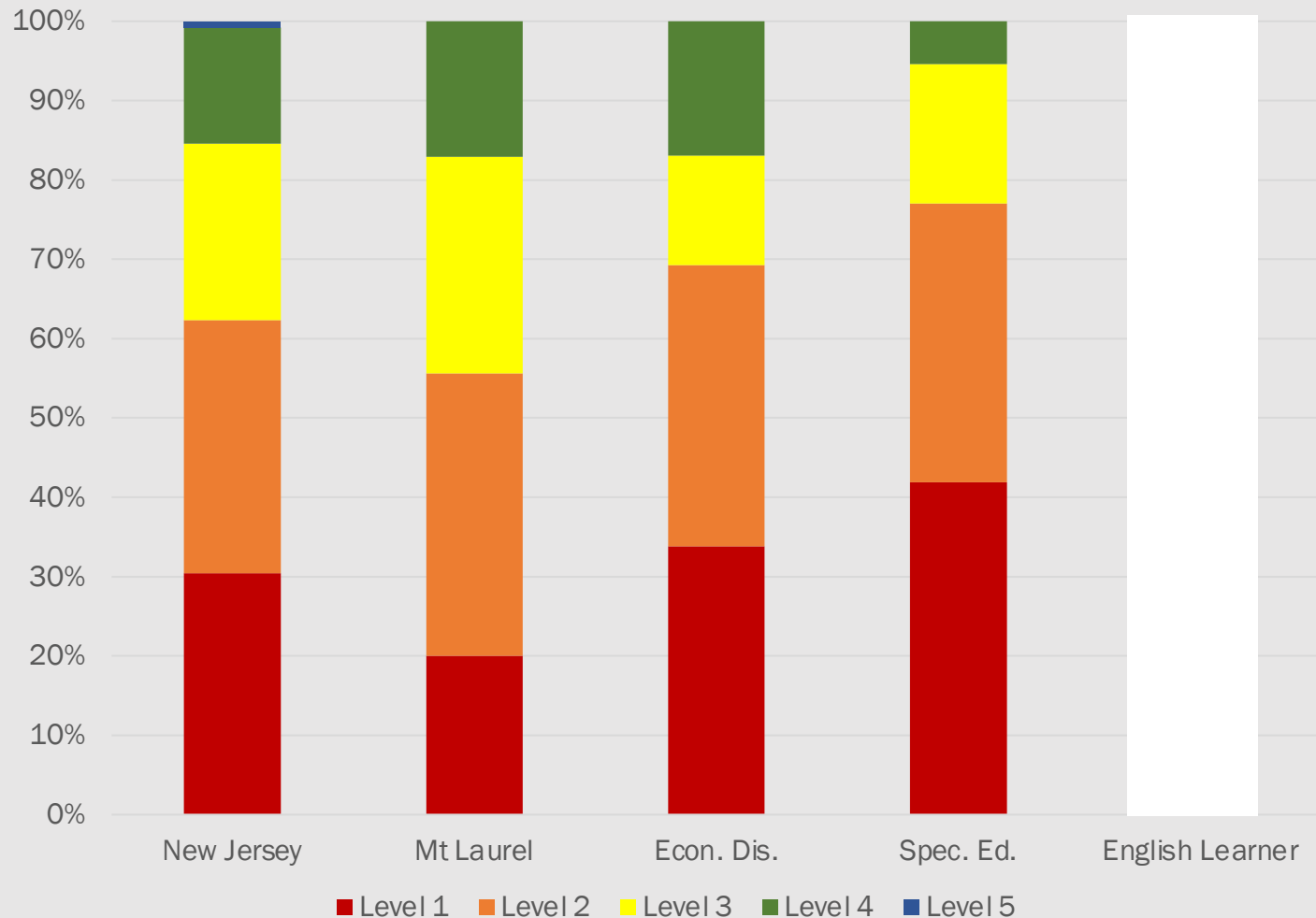


Grade 8 Math District Demographics Proficiency of Total Student Population

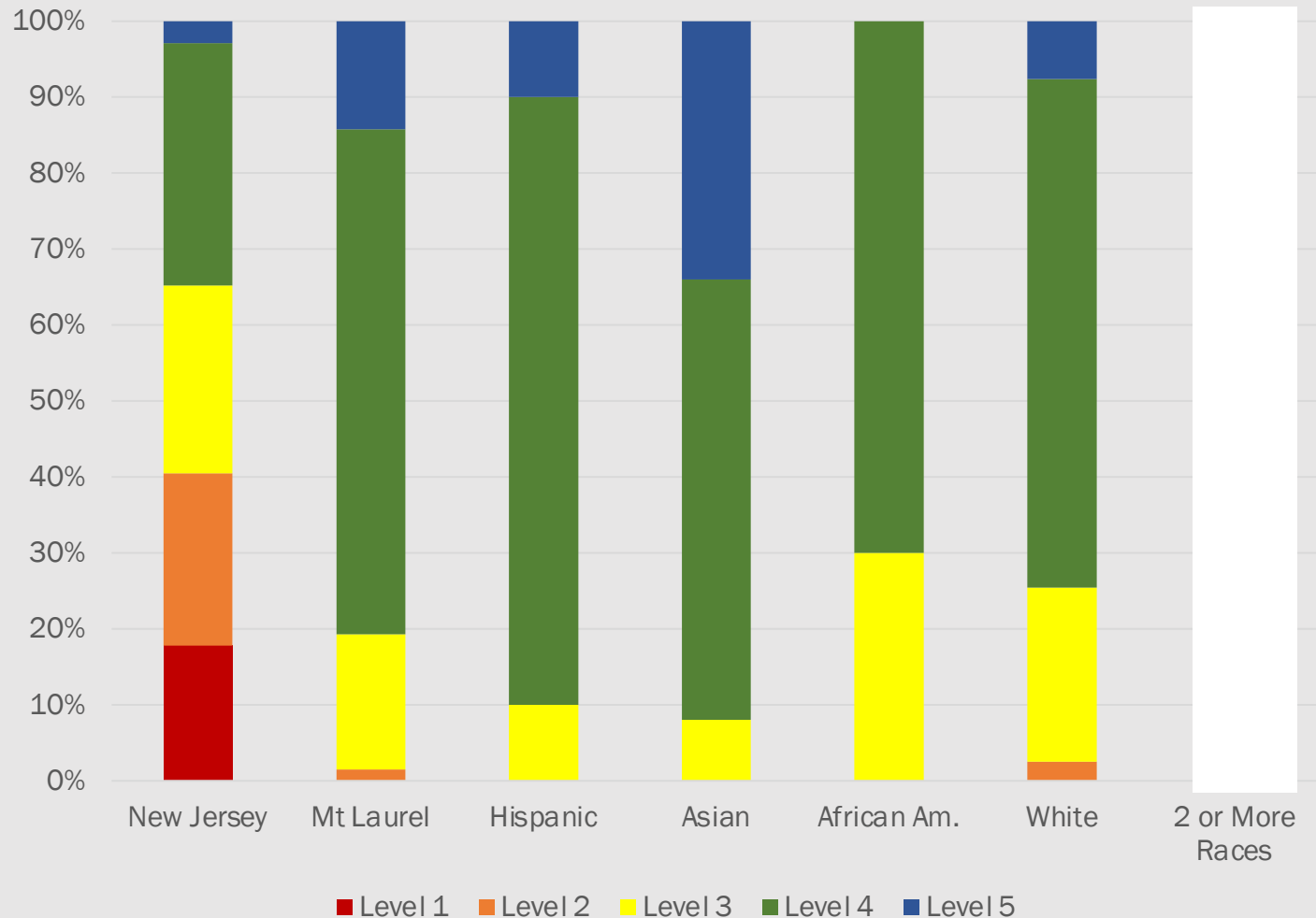


Note: About 50% of the 8th graders take Alg. 1 or Geometry

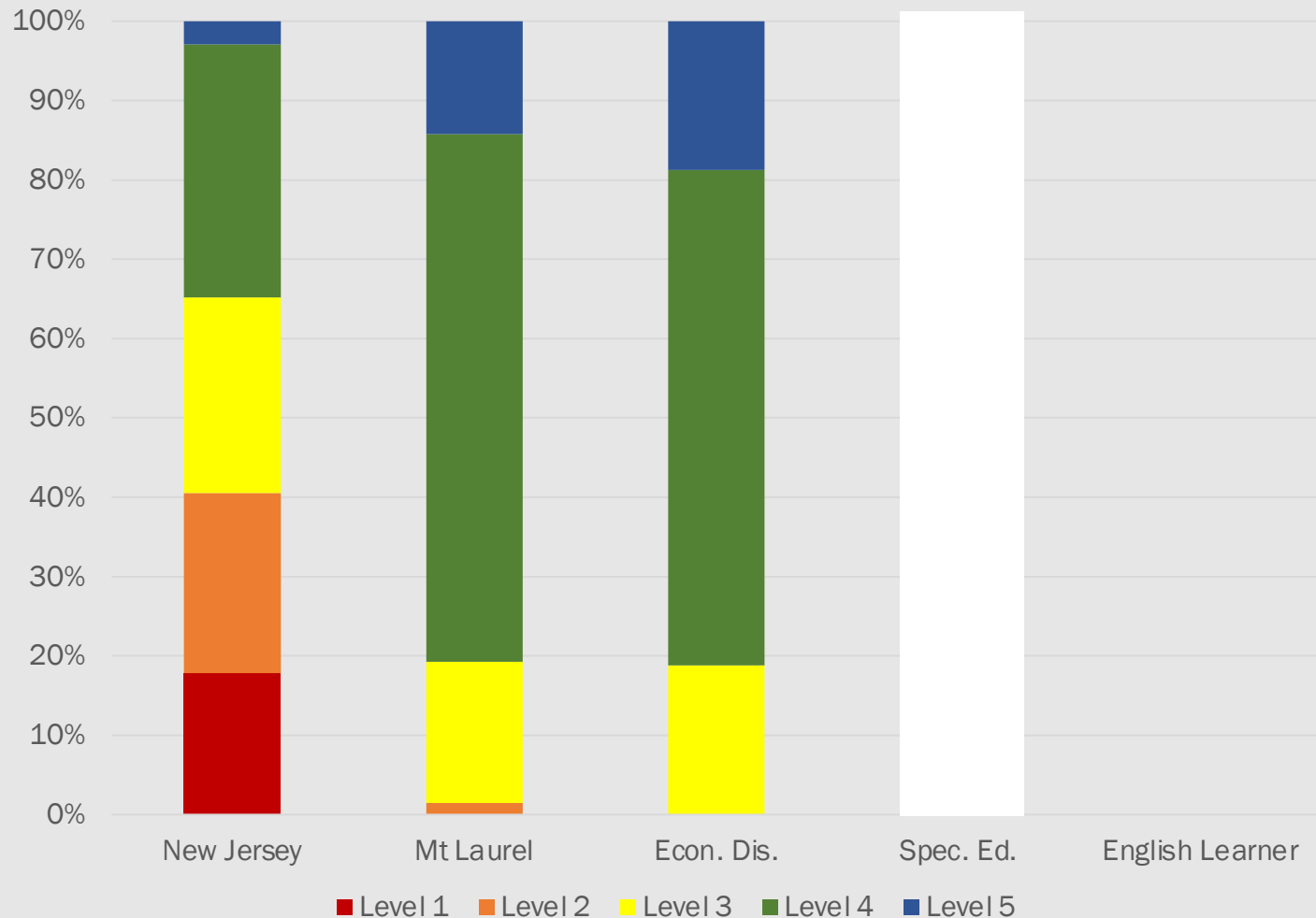
Grade 8 Math District Demographics Proficiency of Total Student Population



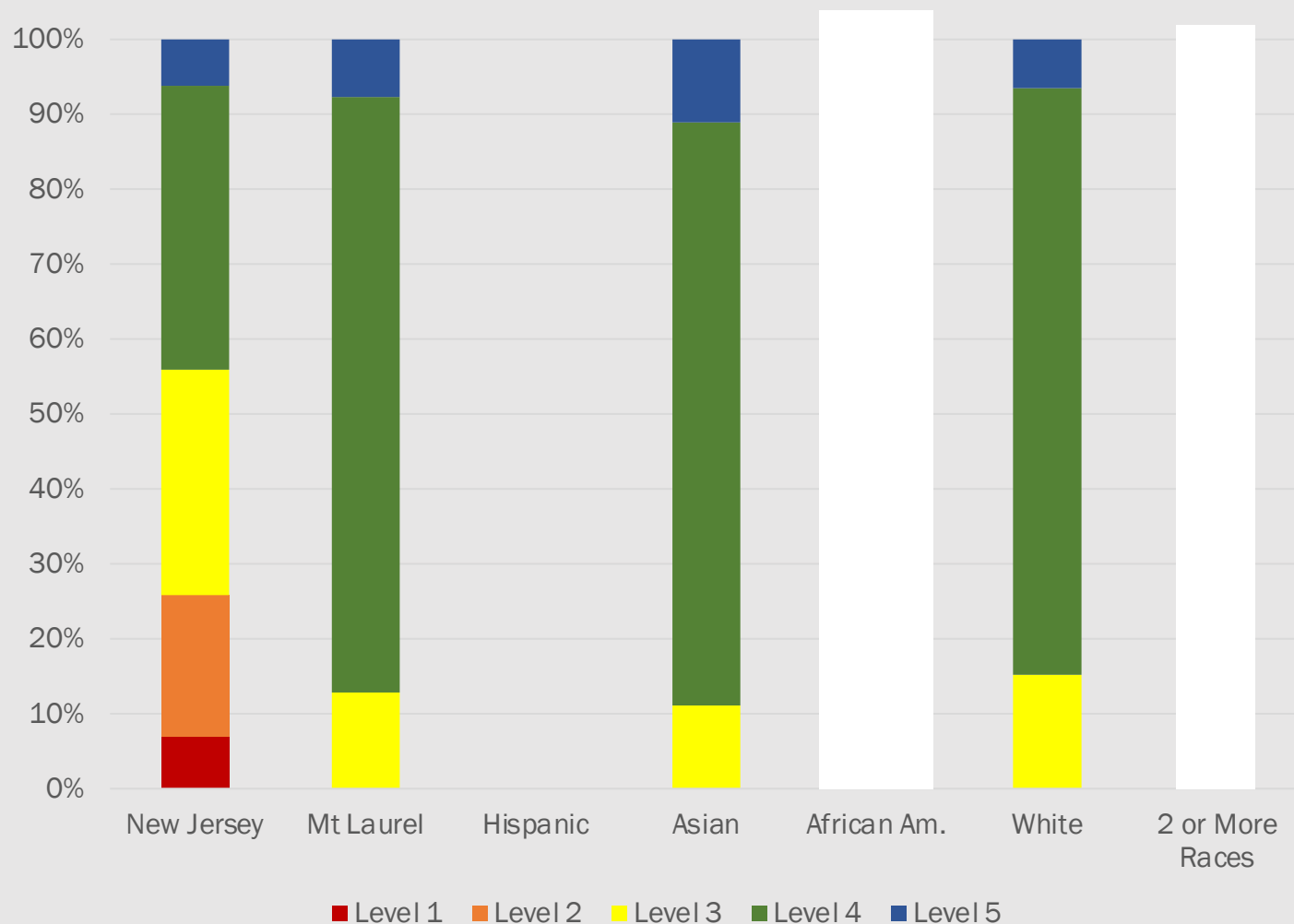
Algebra 1 District Demographics Proficiency of Total Student Population



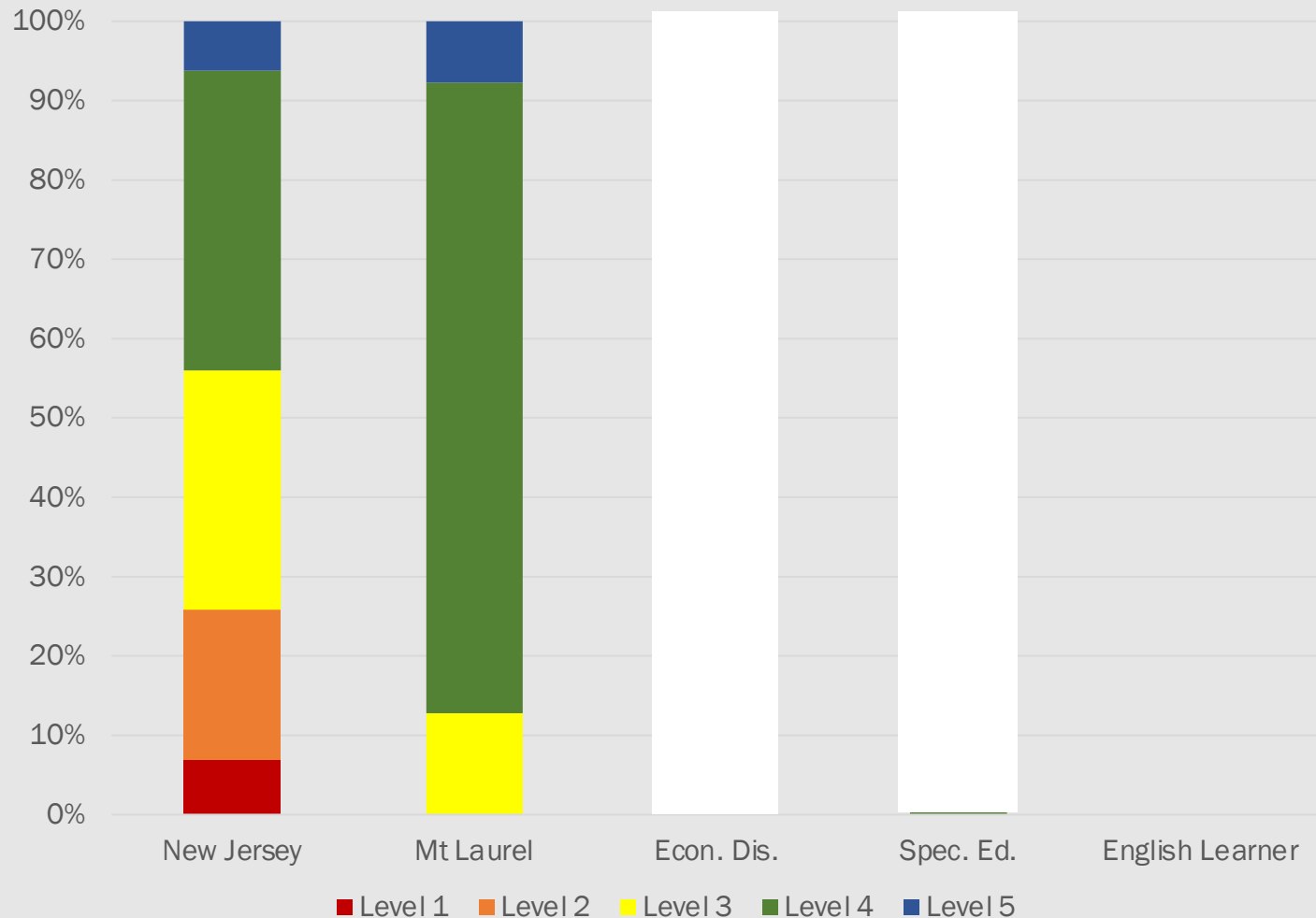
Algebra 1 District Demographics Proficiency of Total Student Population



Geometry District Demographics Proficiency of Total Student Population



Geometry District Demographics Proficiency of Total Student Population



Key Takeaways

- Overall, our scores show we mostly score below the State in Levels 1-3 and above the State in Levels 4-5.
- 80.7% of our students in Algebra 1 are meeting or exceeding the performance expectations vs. 34.8% at the state level
- 88.2% of our students in Geometry are meeting or exceeding the performance expectations vs. 44.0% at the state level
- For both Algebra 1 and Geometry, the economically disadvantaged and special ed. students are outperforming the state

Target Areas and Next Steps

Target Areas

- Evaluate the trend that as we move from 3rd Grade through 8th Grade, the number students at Level 2 increase as the grade levels increase. In relation, our Level 4 numbers decrease as the grade level increases.
- Gaps in learning get bigger as students continue through their schooling, making it more difficult to catch up.

Next Steps:

- Targeted professional development for teachers
- Continue with the Math Support Program/Math Push in Model
- Utilize IXL both as a diagnostic tool and for differentiation to meet the needs of all students
- Targeting Supports and setting goals for our "Approaching" students

NJSLA
SCIENCE



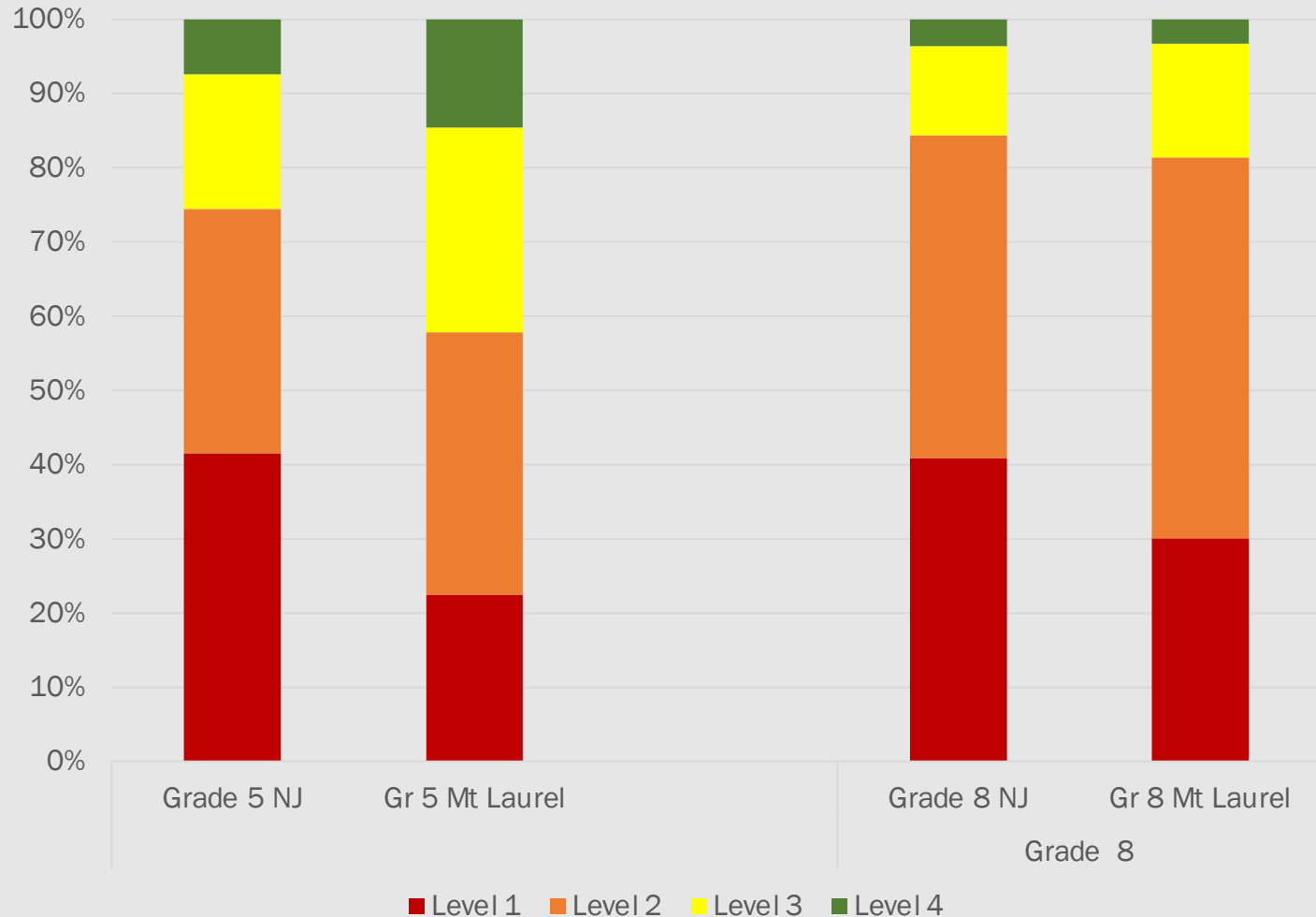
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8	40.9	30.1	43.5	51.3	12.0	15.3	3.6	3.3

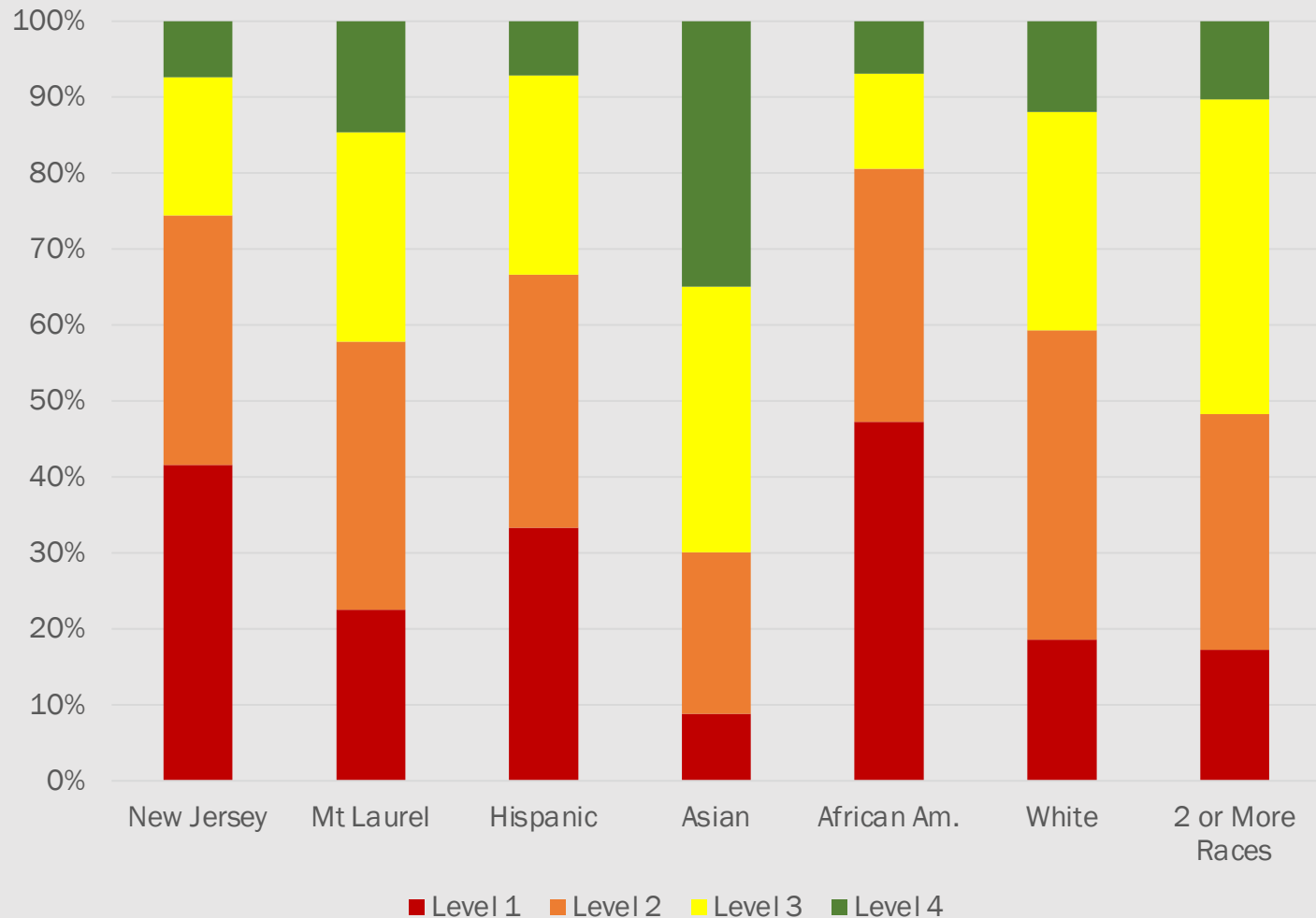
Note: Percentages may not total 100 due to rounding.

Science Grades 5 & 8

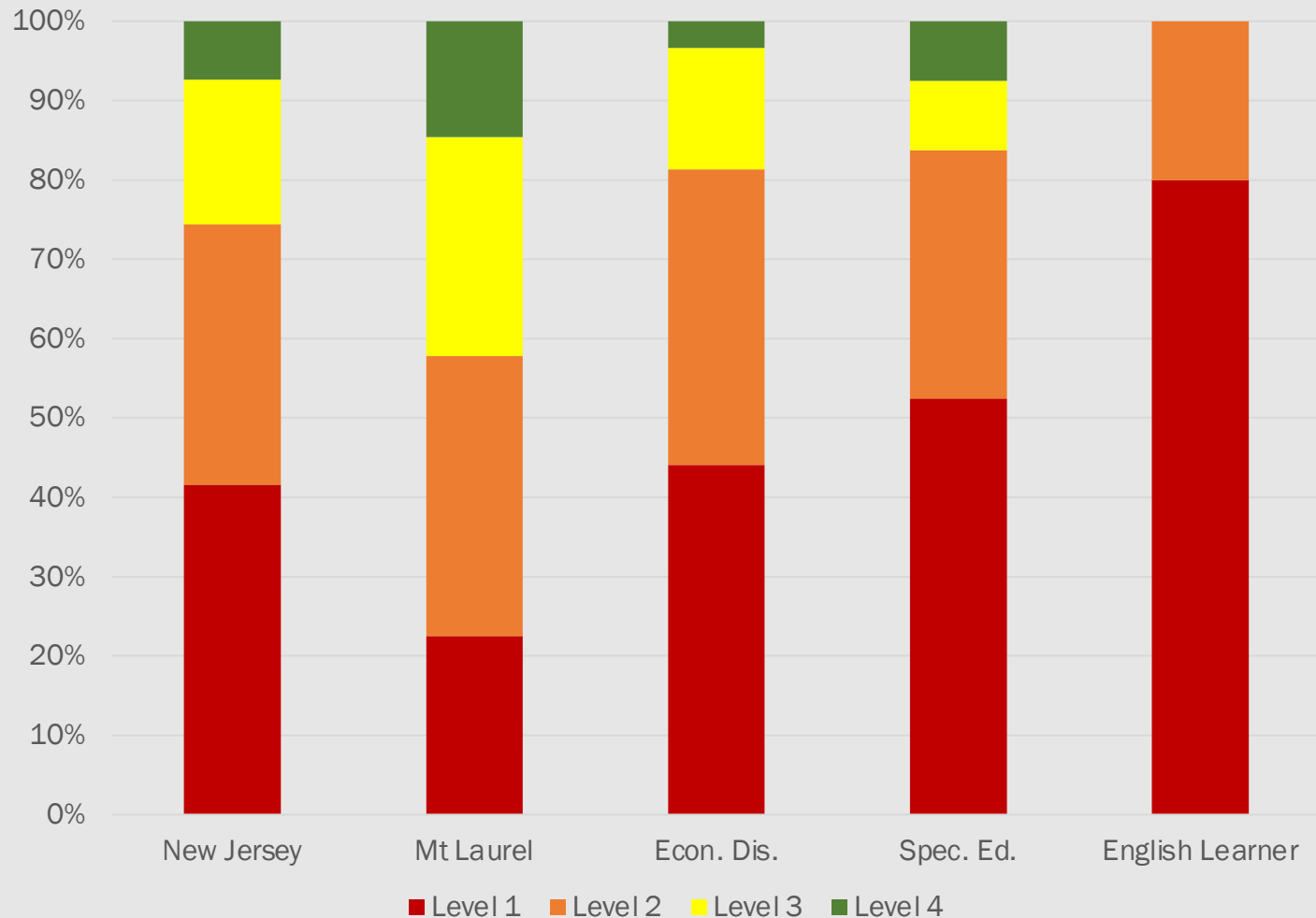
Mount Laurel Compared to New Jersey Proficiency of Total Student Population



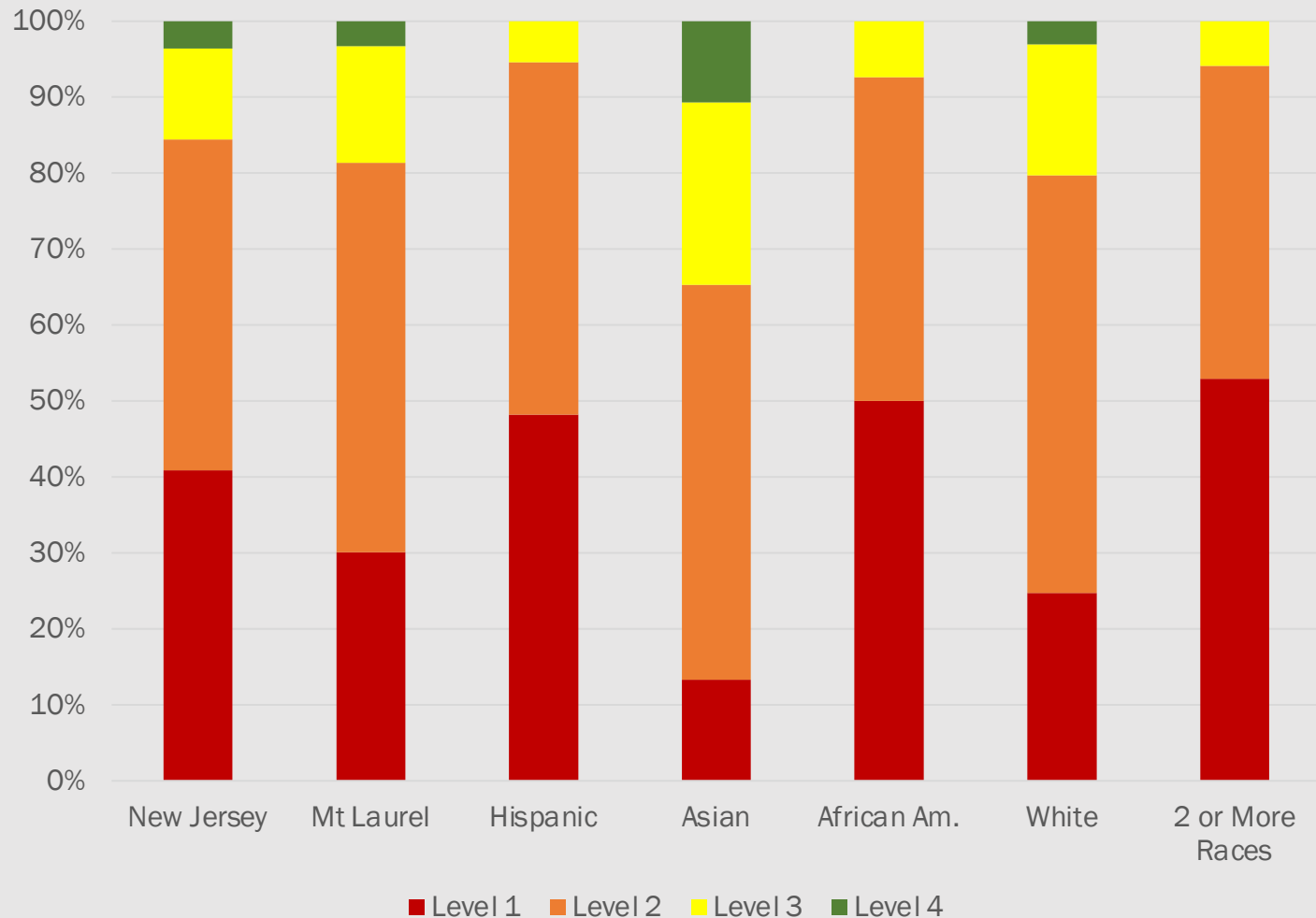
Grade 5 Science District Demographics Proficiency of Total Student Population



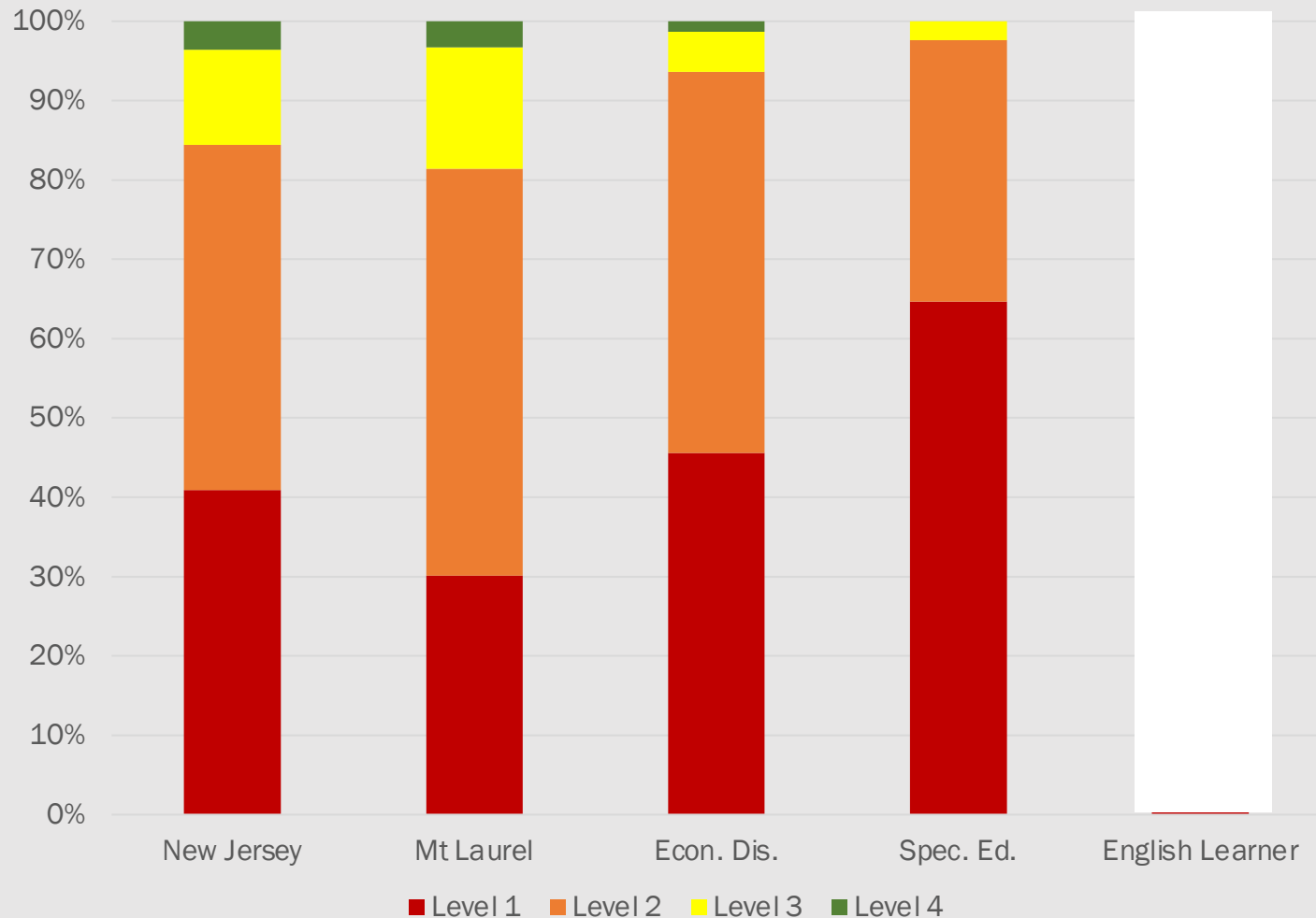
Grade 5 Science District Demographics Proficiency of Total Student Population



Grade 8 Science District Demographics Proficiency of Total Student Population



Grade 8 Science District Demographics Proficiency of Total Student Population



Key Takeaways

- Mt. Laurel 5th and 8th grade students are above state average in proficiency by 9.4% and 3.3%, and 5th grade students exhibit advanced proficiency 7.2% higher than the state avg.
- However in the district, more students are near or below proficient than their proficient+ counterparts. 42% of 5th grade students are proficient or advanced (57.8% near or below), and only 18.6% of 8th grade students are proficient or advanced (81.4% near or below).
- 23.4% decrease in proficiency between 5th and 8th grade students in district.
- 5th and 8th grade Hispanic, African American, and ELL students are under performing compared to White or Asian students.
- Special Education and Economically Disadvantaged students also underperforming compared to the district and state average.

Target Areas and Next Steps

■ Target Areas:

- *Conversion of more Near Proficiency students to Proficient students*
- *Examination of curricula and Instructional practice of grades 6 – 8.*
- *Student inequities*





■ Next Steps:

- *Further analyze NJSLA Science data to identify weak areas i.e. Domains and Practices.*
- *Continued PD on instructional practices to better support NGSS performance expectations with emphasis on Phenomenon based learning and 3-D Assessments*
- *Support student and teacher self reflection practices with understanding belonging and creating classroom communities, engaging all students in the learning process, and providing all students with access to high quality, authentic learning experiences.*

ACCESS



ACCESS Test Results

Language Domain
Listening 
Speaking 
Reading 
Writing 
Oral Language 50% Listening + 50% Speaking
Literacy 50% Reading + 50% Writing
Comprehension 70% Reading + 30% Listening
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking

6 Proficiency Levels
1 - Entering Knows and uses minimal social language and minimal academic language with visual and graphic support
2 - Emerging Knows and uses some social English and general academic language with visual and graphic support
3 - Developing Knows and uses social English and some specific academic language with visual and graphic support
4 - Expanding Knows and uses social language and some technical academic language
5 - Bridging Knows and uses social and academic language working with grade level material
6 - Reaching Knows and uses social and academic language at the highest level measured by this test

ACCESS Test Results

2021-22	
Not Yet Proficient	Proficient
(Score of Lower Than 4.5)	(Score of 4.5 or Higher)
78% (81)	22% (23)

2020-21	
Not Yet Proficient	Proficient
(Score of Lower Than 4.5)	(Score of 4.5 or Higher)
74% (68)	26% (24)

2022-23 ELL Program

97



Current number of students identified as ELL

22



Number of students who tested out of the program in 2021-22

17

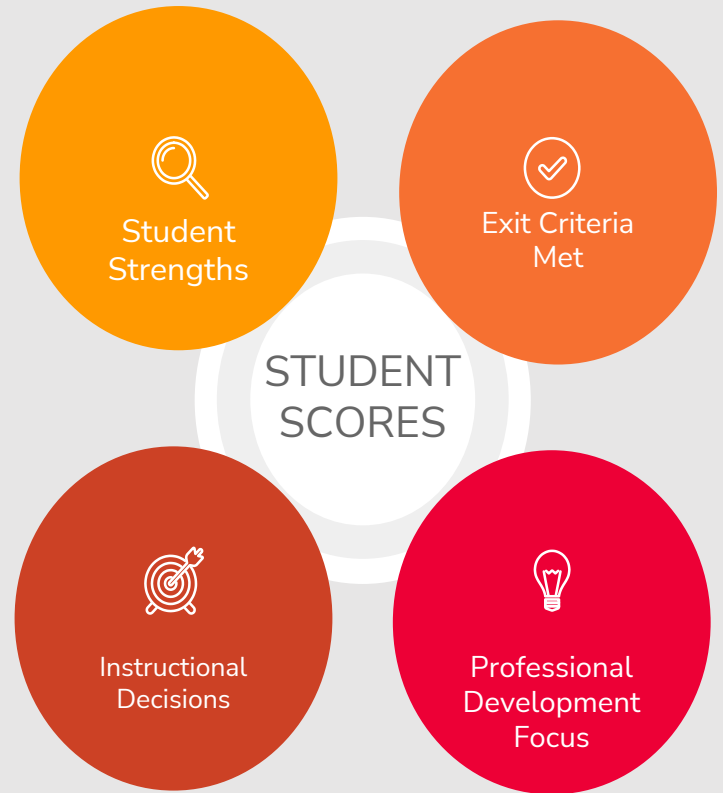


Students who moved out of the district since spring 2022

31



Students who moved into the district for 2022-23



Key Takeaways

- Total overall number of ELLs remains consistent
- 30% of students are new to the district this year
- 16% of ELLs moved out of the district since last year
- Just over 20% of ELLs met the criteria to enter mainstream program
- Number of exited students is consistent with pre-pandemic rates
- Students grew an average of 0.5 proficiency levels

Target Areas and Next Steps

- 2 areas of focus for 2022-23 - Speaking & Writing
- Professional Development for ESL staff in Writer's Workshop
- Provide practice in scaffolded small group discussion
- Continued support for newcomers in building interpersonal vocabulary
- Academic language support for intermediate ELLs
- ESL program review and handbook development

DLM



DLM

- Dynamic Learning Maps® (DLM®) assessments are for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. DLM assessments offer these students a way to show what they know and can do in English language arts, mathematics, and science.
- DLM assessments also help parents and educators set high academic expectations for their students. Results from DLM assessments are used to inform instruction and meet accountability requirements for reporting student achievement.
- There were 30 District students in grades 3 through 8 who took this assessment.

Key Takeaways

Language Arts and communication skills continue to be an overall area of need for our students with significant disabilities.

Continued review of curriculum standards for students in the self-contained programs in order to focus on coordination of skills presented and NJ State standards.

Target Areas and Next Steps

Encourage related service personnel (i.e. Speech Therapist) to collaborate with special education teachers to promote growth in the areas of communication and language arts skills.

Review student IEP goals and objectives to ensure a focus on NJ State Standards in coordination with student needs.

Provide continued professional development for staff in the areas of inclusion in order to expose students to typically developing peers and real world expectations.