



Student Achievement Presentation Measuring College and Career Readiness

Ocean City School District
October 2023
Dr. Curt Nath



New Jersey's Statewide Assessment Program

New Jersey's assessment platform includes the following required assessments:

- NJSLA (New Jersey Student Learning Assessments)
 - English Language Arts
 - Mathematics
 - Science
- NJGPA (Graduation Proficiency Assessment)
- Dynamic Learning Maps
- Access 2.0
- NAEP
- ~~Start Strong~~ (discontinued 2023)



History of Standardized Testing

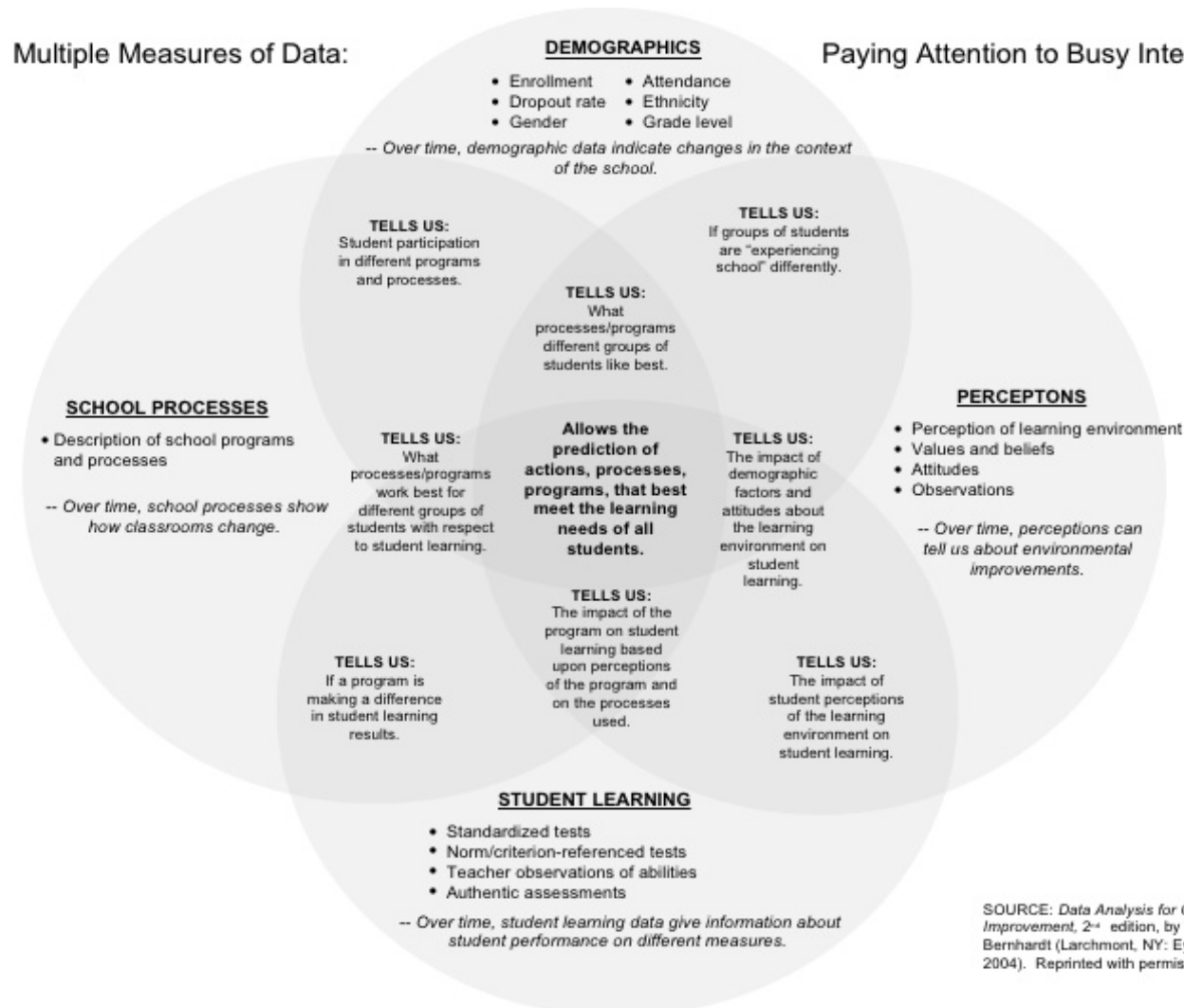
- New Jersey has administered statewide assessments since the 1970s, and over the years the testing program has evolved. It began as a measure of basic skills, and after 1996 it has assessed the state's academic standards. In 2002, after the federal government enacted the *No Child Left Behind* Act, every state was required to test students in mathematics and English language arts (ELA) in grades 3 through 8 and at least once in high school. That mandate is still in effect under the *Every Student Succeeds Act* of 2015.
- In 2014-15, the PARCC electronic assessments replaced the previous statewide assessments -- the NJASK in grades 3-8 and HSPA in high school.
- 2018-19 marked the first administration of the New Jersey Student Learning Assessment platform.
- Assessments were canceled during the 2019-20 school year and the 2020-2021 school year (except for DLM and Access 2.0).
- The Start Strong assessment was added for 2020-2021 and 2022-2023 as an additional assessment in the fall.

Multiple Measures



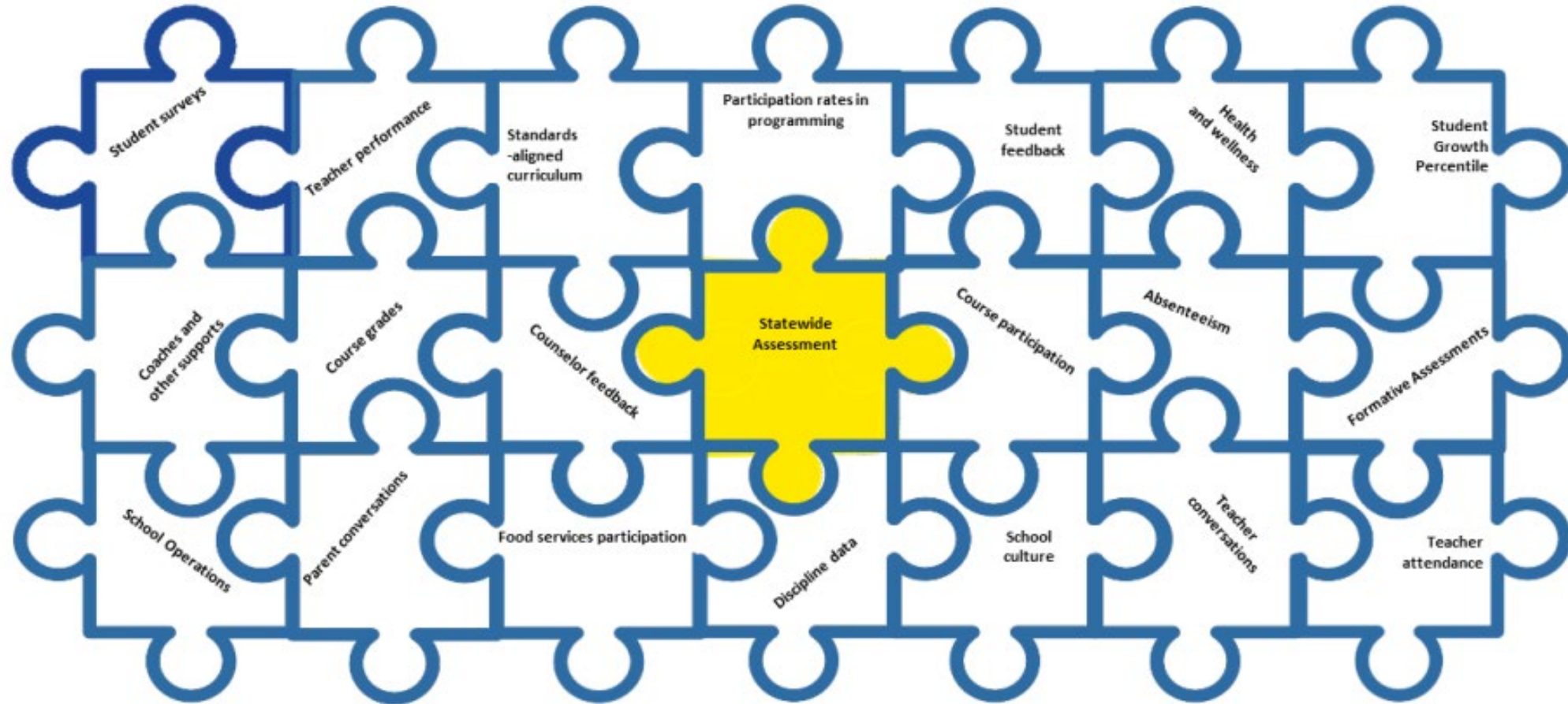
Multiple Measures of Data:

Paying Attention to Busy Intersections



SOURCE: *Data Analysis for Continuous School Improvement*, 2nd edition, by Victoria L. Bernhardt (Larchmont, NY: Eye on Education, 2004). Reprinted with permission.

Single Piece of the Puzzle





NJSLA Performance Levels (ELA & Math)

NJSLA ELA & Math scores can range from 650-850 and are divided into five different performance levels:

- Level 1: Not yet meeting grade-level expectations
 - 650-699
- Level 2: Partially meeting grade-level expectations
 - 700-724
- Level 3: Approaching grade-level expectations
 - 725-749
- Level 4: Meeting grade-level expectations
 - 750-various
- Level 5: Exceeding grade-level expectations
 - Various-850



New Jersey Student Learning Assessment

2022 NJSLA ELA



	Count of Valid Test Scores	Not Yet or Partially Meeting (Levels 1 & 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	NJ % \geq Level 4	District % \geq Level 4
Grade 3	63	21	23.8	48	8	42.4	55.6
Grade 4	67	34	30	28	8	49.4	35.8
Grade 5	57	28	26	42	4	49.6	45.6
Grade 6	84	12	19	49	20	47.5	69.0
Grade 7	100	18	24	39	19	52.7	58.0
Grade 8	105	22	15	50	13	51.3	62.9
Grade 9	287	7	18	53	22	48.9	74.9
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2023 NJSLA ELA



	Count of Valid Test Scores	Not Yet or Partially Meeting (Levels 1 & 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	NJ % >= Level 4	District % >= Level 4
Grade 3	60	16.6	28.3	55.0	0.0	41.9	55.0
Grade 4	62	21.0	24.2	37.1	17.7	51.3	54.8
Grade 5	67	23.9	16.4	46.3	13.4	53.3	59.7
Grade 6	58	24.1	29.3	36.2	10.3	49.0	46.6
Grade 7	78	7.7	14.1	42.3	35.9	55.7	78.2
Grade 8	91	5.5	11.0	37.4	46.2	55.3	83.5
Grade 9	304	9.5	18.1	48.7	20.7	52.0	69.4
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A

2023 NJSLA ELA



	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
3	3.3	20.7	13.3	14.9	28.3	22.5	55.0	36.7	0.0	5.3
4	6.5	12.8	14.5	14.6	24.2	21.3	37.1	36.5	17.7	14.8
5	9.0	12.3	14.9	14.1	16.4	20.3	46.3	43.3	13.4	9.9
6	10.3	12.0	13.8	14.4	29.3	24.6	36.2	37.6	10.3	11.4
7	5.1	11.7	2.6	12.7	14.1	19.9	42.3	32.5	35.9	23.2
8	1.1	12.9	4.4	11.6	11.0	20.1	37.4	35.8	46.2	19.5
9	5.3	14.9	7.2	14.9	18.1	18.2	48.7	36.7	20.7	15.3

Rounding rules in effect, percentages may not total 100.

2023 NJSLA ELA



Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
GENDER	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Male	9.0	7.0	12.0	10.0	25.0	23.0	44.0	41.0	10.0	18.0
Female	6.0	4.0	6.0	7.0	17.0	15.0	49.0	48.0	22.0	26.0
ETHNICITY	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
White	5.0	4.0	7.0	7.0	20.0	17.0	50.0	48.0	18.0	24.0
Hispanic	18.0	13.0	18.0	20.0	24.0	31.0	32.0	29.0	8.0	7.0
Asian	*	*	*	*	*	*	*	*	*	*
African-American	7.0	17.0	22.0	17.0	30.0	22.0	33.0	28.0	7.0	17.0
GAP	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
EconDis	15.0	15.0	20.0	17.0	22.0	28.0	32.0	34.0	10.0	6.0
IEP/504	23.0	15.0	17.0	20.0	29.0	26.0	27.0	34.0	4.0	7.0
ELL	*	*	*	*	*	*	*	*	*	*

Rounding rules in effect, percentages may not total 100.

2023 NJSLA ELA



Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
GENDER	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Male	9.0	7.0	12.0	10.0	25.0	23.0	44.0	41.0	10.0	18.0
Female	6.0	4.0	6.0	7.0	17.0	15.0	49.0	48.0	22.0	26.0
ETHNICITY	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
White	5.0	4.0	7.0	7.0	20.0	17.0	50.0	48.0	18.0	24.0
Hispanic	18.0	13.0	18.0	20.0	24.0	31.0	32.0	29.0	8.0	7.0
Asian	*	*	*	*	*	*	*	*	*	*
African-American	7.0	17.0	22.0	17.0	30.0	22.0	33.0	28.0	7.0	17.0
GAP	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
EconDis	15.0	15.0	20.0	17.0	22.0	28.0	32.0	34.0	10.0	6.0
IEP/504	23.0	15.0	17.0	20.0	29.0	26.0	27.0	34.0	4.0	7.0
ELL	*	*	*	*	*	*	*	*	*	*

Rounding rules in effect, percentages may not total 100.

2022 NJSLA Math



	Count of Valid Test Scores	Not Yet or Partially Meeting (Levels 1 & 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	NJ % >= Level 4	District % >= Level 4
Grade 3	63	6	10	60	18	45.4	77.8
Grade 4	67	21	27	42	10	39.4	52.2
Grade 5	57	16	40	35	2	36.1	36.8
Grade 6	84	13	41	33	4	31.3	36.9
Grade 7	98	21	40	30	9	34.1	38.8
Grade 8*	62	38	32	10	0	15.4	9.7
Algebra I	234	21	34	44	1	34.8	44.9
IS	42	5	26	67	2	34.8	69.0
HS	192	25	36	39	1	34.8	39.6
Geometry	75	5	48	47	0	44.0	46.7
Algebra II	26	8	12	81	0	53.3	80.8

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** Students in grades 11 and 12 were not included.

Rounding rules in effect, percentages may not total 100.

2023 NJSLA Math



	Count of Valid Test Scores	Not Yet or Partially Meeting (Levels 1 & 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	NJ % >= Level 4	District % >= Level 4
Grade 3	61	11.4	13.1	45.9	29.5	45.9	75.4
Grade 4	64	12.5	20.3	53.1	14.1	44.4	67.2
Grade 5	68	25.0	23.5	38.2	13.2	40.0	51.5
Grade 6	58	29.3	37.9	31.0	1.7	34.3	32.8
Grade 7	80	21.3	46.8	30.0	2.5	33.8	32.5
Grade 8*	47	53.2	29.8	17.0	0.0	17.8	17.0
Algebra I	255	29.0	33.7	33.7	3.5	35.0	37.3
IS	44	4.5	15.9	61.4	18.2		79.5
HS	211	33.9	37.4	28.0	0.5		28.4
Geometry	74	1.4	52.7	41.9	4.1	50.5	45.9
Algebra II	16	6.3	18.8	75.0	0.0	53.7	75.0

Rounding rules in effect, percentages may not total 100.

2023 NJSLA Math



Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
3	1.6	12.5	9.8	16.7	13.1	24.8	45.9	34.0	29.5	11.9
4	7.8	13.1	4.7	17.8	20.3	24.37	53.1	37.2	14.1	7.1
5	7.4	13.1	17.6	21.4	23.5	25.5	38.2	31.4	13.2	8.7
6	12.1	14.2	17.2	23.2	37.9	28.3	31.0	27.7	1.7	6.6
7	11.3	12.7	10.0	22.8	46.3	30.7	30.0	29.0	2.5	4.8
8*	21.3	33.9	31.9	26.9	29.8	21.4	17.0	16.37	0.0	1.1
Algebra I**	6.3	15.9	22.7	25.9	33.7	23.1	33.7	29.7	3.5	5.3
Geometry**	0	5.7	1.4	14.3	52.7	29.5	41.9	41.1	4.1	9.4
Algebra II**	6.3	16.4	0.0	13.9	18.8	16.0	75.0	44.2	0.0	9.5

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.

** Students in grades 11 and 12 were not included.

Rounding rules in effect, percentages may not total 100.

2023 NJSLA Math



Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
GENDER	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Male	8.0	8.0	14.0	17.0	33.0	31.0	41.0	37.0	4.0	7.0
Female	5.0	7.0	15.0	14.0	35.0	35.0	40.0	37.0	5.0	7.0
ETHNICITY	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
White	4.0	5.0	12.0	13.0	34.0	33.0	45.0	41.0	5.0	8.0
Hispanic	19.0	19.0	22.0	28.0	36.0	34.0	22.0	19.0	2.0	1.0
Asian	*	*	*	*	*	*	*	*	*	*
African-American	11.0	11.0	43.0	33.0	36.0	39.0	7.0	6.0	4.0	11.0
GAP	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
EconDis	18.0	16.0	24.0	29.0	38.0	32.0	19.0	20.0	2.0	2.0
IEP/504	29.5	20.5	29.0	30.0	23.5	27.0	21.0	17.5	2.0	5.0
ELL	*	*	*	*	*	*	*	*	*	*

Rounding rules in effect, percentages may not total 100.





The NJSLA-Science:

- Is a federally required state assessment administered to grades 5, 8, and 11.
- Provides a snapshot of student performance on the New Jersey Student Learning Standards for Science (NJSLS-Science).
- Was developed in collaboration with NJ educators, the New Jersey Department of Education (NJDOE), and New Jersey's contracted science vendors.
- Is significantly different from the New Jersey Assessment of Skills and Knowledge (NJ ASK) because NJSLS-Science are more rigorous standards and NJSLA-Science focuses on the application of scientific knowledge and skills rather than memorization of content.



NJSLA Performance Levels (Science)

NJSLA Science scores can range from 100-300 and are divided into four different performance levels:

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
11	100-157	158-199	200-249	250-300

Students performing at Level 3 and Level 4 are considered proficient and above; they demonstrate an appropriate or exemplary understanding of the Disciplinary Core Ideas (DCIs) and Science and Engineering Practices (SEPs).

Students performing at Level 1 and Level 2 are considered to be below the state minimum level of proficiency. They demonstrate a minimal or partial understanding of the DCIs and SEPs. Students at this performance level may need additional instructional support, which could be in the form of individual or programmatic intervention.

2022 NJSLA Science



Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	NJ % >= Level 3	District % >= Level 3
5	45.6	41.6	42.1	32.9	8.8	18.2	3.5	7.4	25.6	12.3
8	45.2	40.9	46.2	43.5	6.7	12.0	1.9	3.6	15.6	8.6
11	22.3	46.2	32.9	24.8	31.5	20.5	13.4	8.4	28.9	44.9

Rounding rules in effect, percentages may not total 100.

2023 NJSLA Science



Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	NJ % >= Level 3	District % >= Level 3
5	47.1	38.4	20.6	34.8	26.5	21.1	5.9	5.7	26.8	32.4
8	26.4	40.0	57.1	41.5	15.4	14.2	1.1	4.4	18.5	16.5
11	25.6	43.8	35.4	26.4	29.2	21.6	9.7	8.3	29.8	39.0

Rounding rules in effect, percentages may not total 100.

2023 NJSLA Science



Subgroup	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)	
	2022	2023	2022	2023	2022	2023	2022	2023
GENDER								
Male	30.1	27.3	33.5	35.5	24.6	26.8	11.9	10.4
Female	30.9	30.2	41.0	39.6	21.2	25.5	6.9	4.7
ETHNICITY								
White	25.3	26.2	39.7	37.7	25.0	27.9	10.0	8.2
Hispanic	60.0	60.0	30.8	32.5	6.2	7.5	3.1	0.0
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GAP								
EconDis	51.9	50.9	32.7	35.1	11.5	12.3	3.8	1.8
IEP/504	60.7	54.7	24.7	25.6	10.1	12.8	4.5	7.0
ELL	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Rounding rules in effect, percentages may not total 100.



DATA ANALYSIS

Processes and Outputs



Questions to Guide NJSLA Data Reflection

- How will we use NJSLA data to identify strengths and gaps that exist in our curriculum and instruction?
- How will we use NJSLA data as a tool to address areas in need of improvement or enhancement?
- How can we provide additional resources and support for our educators to meet the learning needs of all our students?



Data Analysis Plan: Drilling Down

District and School Level Data: Math, ELA, reading and writing, by grade levels

Disaggregated data, by subgroups

Disaggregated data, by categories (i.e., standards sub-claims)

Item analysis

Student-level
Analysis

Data Analysis



SPRING 2023

ENGLISH LANGUAGE ARTS Grade 8 Assessment, 2022–2023

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores	Average Scale Score	Performance Levels										≥ Level 4 Met or Exceeded Expectations	
			Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations			
			#	%	#	%	#	%	#	%	#	%	#	%
State	100,461	754	12,989	12.9%	11,695	11.6%	20,220	20.1%	35,970	35.8%	19,587	19.5%	55,557	55.3%
District	91	786	1	1.1%	4	4.4%	10	11.0%	34	37.4%	42	46.2%	76	83.5%
Gender														
Female	45	794	1	2.2%	1	2.2%	4	8.9%	14	31.1%	25	55.6%	39	86.7%
Male	46	778	0	0.0%	3	6.5%	6	13.0%	20	43.5%	17	37.0%	37	80.4%
Non-Binary/Undesignated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ethnicity/Race														
Hispanic or Latino	11	776	0	0.0%	0	0.0%	4	36.4%	2	18.2%	5	45.5%	7	63.6%
American Indian or Alaska Native	1	771	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
Asian	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Black or African-American	4	757	0	0.0%	1	25.0%	1	25.0%	2	50.0%	0	0.0%	2	50.0%
Native Hawaiian or Other Pacific Islander	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White	75	789	1	1.3%	3	4.0%	5	6.7%	29	38.7%	37	49.3%	66	88.0%
Two or more races	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Indicated	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Economic Disadvantage														
No	76	789	1	1.3%	4	5.3%	5	6.6%	27	35.5%	39	51.3%	66	86.8%
Yes	15	769	0	0.0%	0	0.0%	5	33.3%	7	46.7%	3	20.0%	10	66.7%
Students with Disabilities														
IEP - Yes	7	745	1	14.3%	0	0.0%	3	42.9%	2	28.6%	1	14.3%	3	42.9%
IEP - No	84	789	0	0.0%	4	4.8%	7	8.3%	32	38.1%	41	48.8%	73	86.9%
504	11	758	0	0.0%	3	27.3%	1	9.1%	5	45.5%	2	18.2%	7	63.6%

Data Analysis



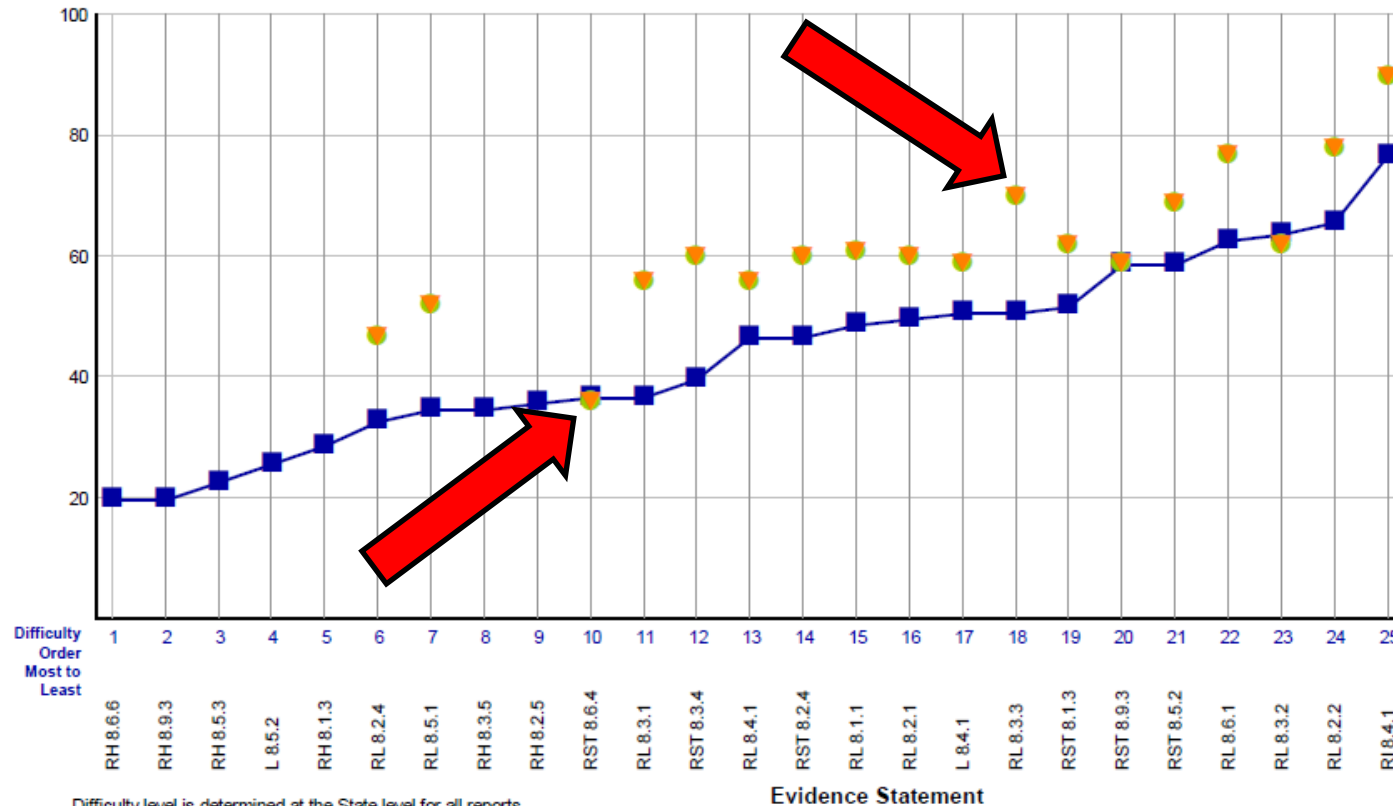
SPRING 2023

ENGLISH LANGUAGE ARTS Grade 8 Assessment, 2022–2023



Students with Valid Scores (91)

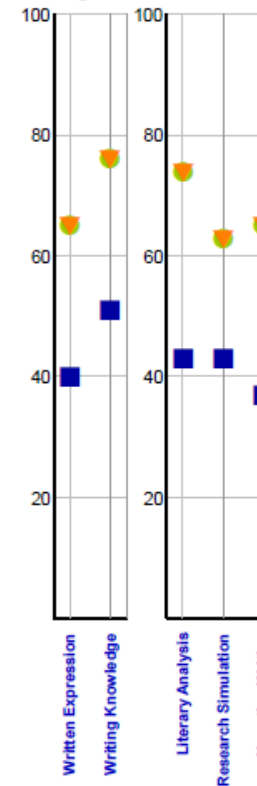
Purpose: This report presents the average percent correct by Evidence Statement for school, district and state.



Difficulty level is determined at the State level for all reports.

Evidence Statements not tested in district or school are left blank. Refer to page two, student column for the number of students included at each Evidence Statement.

Writing Categories PCR Task



Data Analysis



ENGLISH LANGUAGE ARTS Grade 8 Assessment, 2022–2023

Difficulty Order Most to Least	Evidence Statement	Common Core State Standard(s)	Domain	Item Type	School Student Count
1	RH.8.6.6	RH.8.6	Reading: History/Social Studies	ELA-PCR	0
2	RH.8.9.3	RH.8.9	Reading: History/Social Studies	ELA-PCR	0
3	RH.8.5.3	RH.8.5	Reading: History/Social Studies	Reading-EBSR	0
4	L.8.5.2	L.8.5.B	Language	Reading-EBSR	0
5	RH.8.1.3	RH.8.1	Reading: History/Social Studies	ELA-PCR; Reading-EBSR	0
6	RL.8.2.4	RL.8.2	Reading: Literature	Reading-TECR	56
7	RL.8.5.1	RL.8.5	Reading: Literature	Reading-EBSR; Reading-TECR	91
8	RH.8.3.5	RH.8.3	Reading: History/Social Studies	Reading-EBSR	0
9	RH.8.2.5	RH.8.2	Reading: History/Social Studies	Reading-EBSR	0
10	RST.8.6.4	RST.8.6	Reading: Science & Technical Subjects	Reading-EBSR	91
11	RL.8.3.1	RL.8.3	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	91
12	RST.8.3.4	RST.8.3	Reading: Science & Technical Subjects	ELA-PCR	91

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

18	RL.8.3.3	RL.8.3	Reading: Literature	ELA-PCR; Reading-EBSR; Reading-TECR	91
19	RST.8.1.3	RST.8.1	Reading: Science & Technical Subjects	ELA-PCR; Reading-EBSR; Reading-TECR	91
20	RST.8.9.3	RST.8.9	Reading: Science & Technical Subjects	Reading-TECR	91
21	RST.8.5.2	RST.8.5	Reading: Science & Technical Subjects	Reading-EBSR; Reading-TECR	91
22	RL.8.6.1	RL.8.6	Reading: Literature	Reading-EBSR; Reading-TECR	91
23	RL.8.3.2	RL.8.3	Reading: Literature	Reading-EBSR	35
24	RL.8.2.2	RL.8.2	Reading: Literature	Reading-TECR	35
25	RI.8.4.1	RI.8.4	Reading: Informational Text	Reading-EBSR; Reading-TECR	91

Data Analysis



SPRING 2023

ENGLISH LANGUAGE ARTS Grade 8 Assessment, 2022–2023

STUDENT	ELA OVERALL SCORE	SCORE	LITERARY	READING* INFORMATION	VOCABULARY	SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
STATE AVERAGE	754	51				35		
DISTRICT AVERAGE	786	60				45		
SCHOOL AVERAGE	786	60				45		
	780	63				41		
	850	90				55		
	650	10				10		
	791	65				44		
	739	32				41		
	794	61				47		
	839	74				60		
	826	74				55		
	747	41				40		
	751	63				29		
	818	69				55		

1	Did Not Yet Meet Expectations (650-699)	2	Partially Met Expectations (700-724)	3	Approached Expectations (725-749)	4	Met Expectations (750-793)	5	Exceeded Expectations (794-850)
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	Did Not Yet Meet or Partially Met Expectations		Approached Expectations		Met or Exceeded Expectations
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Data Analysis



ENGLISH LANGUAGE ARTS Grade 8 Assessment, 2022–2023

SPRING 2023

NJ = State Average Percent Points Achieved
ST = Student Percent Points Achieved

STUDENT	CORE FORM	Language		Reading				Writing Categories				Prose Constructed Response					
		Vocabulary Acquisition & Use		Literacy in History / Social Studies		Literacy in Science & Technical Subjects											
		L.8.4 L.8.4.a L.8.4.b L.8.4.c L.8.4.d L.8.5 L.8.5.a L.8.5.b L.8.5.c L.8.6		RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.5 RH.6-8.6 RH.6-8.7 RH.6-8.8 RH.6-8.9 RH.6-8.10		RST.6-8.1 RST.6-8.2 RST.6-8.3 RST.6-8.4 RST.6-8.5 RST.6-8.6 RST.6-8.7 RST.6-8.8 RST.6-8.9 RST.6-8.10		Written Expression		Writing Knowledge		Literary Analysis		Research Simulation		Narrative Writing	
		NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST	NJ	ST
	O21	n/a	n/a	n/a	n/a	51	90	40	88	52	100	43	100	41	79	n/a	n/a
	O21	n/a	n/a	n/a	n/a	51	55	40	75	52	83	43	79	41	74	n/a	n/a
	O22	n/a	n/a	n/a	n/a	54	45	40	75	51	100	n/a	n/a	46	79	37	80
	O21	n/a	n/a	n/a	n/a	51	75	40	75	52	83	43	79	41	74	n/a	n/a
	O21	n/a	n/a	n/a	n/a	51	45	40	75	52	83	43	79	41	74	n/a	n/a
	O22	n/a	n/a	n/a	n/a	54	65	40	25	51	33	n/a	n/a	46	26	37	27
	O22	n/a	n/a	n/a	n/a	54	40	40	63	51	50	n/a	n/a	46	53	37	67
	O21	n/a	n/a	n/a	n/a	51	40	40	38	52	50	43	53	41	26	n/a	n/a
	O21	n/a	n/a	n/a	n/a	51	60	40	63	52	83	43	79	41	53	n/a	n/a
	O21	n/a	n/a	n/a	n/a	51	60	40	38	52	50	43	26	41	53	n/a	n/a
	O22	n/a	n/a	n/a	n/a	54	60	40	63	51	67	n/a	n/a	46	53	37	73

Resources



Information on New Jersey State Assessments:

<https://www.nj.gov/education/assessment/>

Practice Tests, Content of Assessments, and Released Questions:

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

<https://nj.digitalitemlibrary.com/home>

New Jersey Parent Portal:

<https://nj-results.pearsonaccessnext.com/>

Understanding the Results & Student Score Reports (with translations):

understandthescore.org/

Family Guide to Your Child's Scores

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

New Jersey Graduation Assessment Requirements

<https://www.nj.gov/education/assessment/requirements/>

Resources for Assisting at Home for Every Grade Level

<http://bealearninghero.org/skill-builder>

<http://www.greatschools.org/>



NWEA MAP Growth



What is the MAP Test?

Measures of Academic Progress

State-aligned computerized ***adaptive tests*** that accurately reflect the **instructional level** of each student and **measure growth over time**.

- Adaptive
- Indicates Instructional Levels
- Encourages growth and setting individual goals towards established growth targets
- Provides useful and immediate data for analysis which allows staff to provide quick, meaningful and individualized instruction and feedback



NWEA MAP TEST: READING

Grade	Fall Median	Fall Mean	Spring Median	Spring Mean	National Norm	Projected Growth	Actual Growth	Difference (Nation)
K	136	135.3	160	161.3	153.09	16.5	26.0	+9.5
1 st	154	153.2	177	176.8	171.40	15.5	23.6	+8.1
2 nd	169	169.8	187	186.5	185.57	13.2	16.7	+3.5
3 rd	193	190.1	209	206.8	197.12	10.5	16.7	+6.21
4 th	201	198.4	208	206.8	204.83	8.2	8.4	+0.2
5 th	205	202.1	213	208.6	210.98	6.5	6.5	Equal
6 th	207	204.3	216	214.0	215.36	5.2	9.7	+4.5
7 th	217	216.5	222	220.9	218.36	4.2	4.4	+0.2
8 th	221	220.8	230	228.3	221.66	3.6	7.5	+3.9

Rounding rules in effect, percentages may not total 100.



NWEA MAP TEST: MATHEMATICS

Grade	Fall Median	Fall Mean	Spring Median	Spring Mean	National Norm	Projected Growth	Actual Growth	Difference (Nation)
K	140	138.3	161	162.6	157.11	17.5	24.3	+6.8
1 st	159	157.4	182	179.2	176.40	16.4	21.8	+5.4
2 nd	173	172.3	195	193.0	189.42	14.4	20.7	+6.3
3 rd	195	193.8	212	209.6	201.08	12.6	15.8	+3.2
4 th	208	204.2	219	216.7	210.51	11.0	12.5	+1.5
5 th	210	206.7	220	219.7	218.75	9.6	13.0	+3.4
6 th	214	212.4	225	223.7	222.88	8.1	11.3	+3.2
7 th	223	222.0	230	228.4	226.73	6.5	6.4	-0.1
8 th	230	229.6	239	241.7	230.30	5.4	12.1	+6.7

Rounding rules in effect, percentages may not total 100.

232

Standard Error: +/- 3.21
Possible range: 229-235
9/8/2023 - 29 minutes
Rapid-Guessing %: N/A
Est. Impact of Rapid-Guessing % on RIT: N/A
Growth: Math 2-5 NJ 2016

▲ CLOSE HIGHLIGHTS

READING

220

LANGUAGE USAGE

SCIENCE



mathematics score could benefit from focus in Number and Operations. Visit Instructional Areas for more details about which skills and concepts he is ready to learn.



Compared to his overall score, has a strength in Geometry. As a student, he can take advantage of this strength when he is learning new material.



is ready for instruction in mathematics at a level that is above most of his U.S. national peers. Review his scores in the Instructional Areas to find skills and concepts that will continue to challenge him.

COMPARISONS ?

GROWTH & ACHIEVEMENT MEASURES

Norms Percentile

Quadrant Chart

GROWTH
Above Mean

ACHIEVEMENT
Above Mean

High Growth
High Achievement

82ND

95TH



PROJECTIONS

Projected result for tests

Level 4: Met
expectations

New Jersey State Learning Assessment
(NJSLA)

If taken in the spring

On Track 24

ACT College Readiness

If taken in the spring

On Track

SAT

If taken in the spring

QUANTILE MEASURES

ⓘ About ranges +

Quantile*

975Q - 1075Q

INSTRUCTIONAL AREAS ?

223

Number and Operations



⚡ Suggested Area of Focus

227

Operations and Algebraic Thinking



237

Measurement and Data



242

Geometry



⚡ Relative Strength

GROWTH GOALS ?

WINTER 2024



Customize the growth target for this student by
setting a growth goal



Past Goals

There are no previous goals for this student.



Advanced Placement

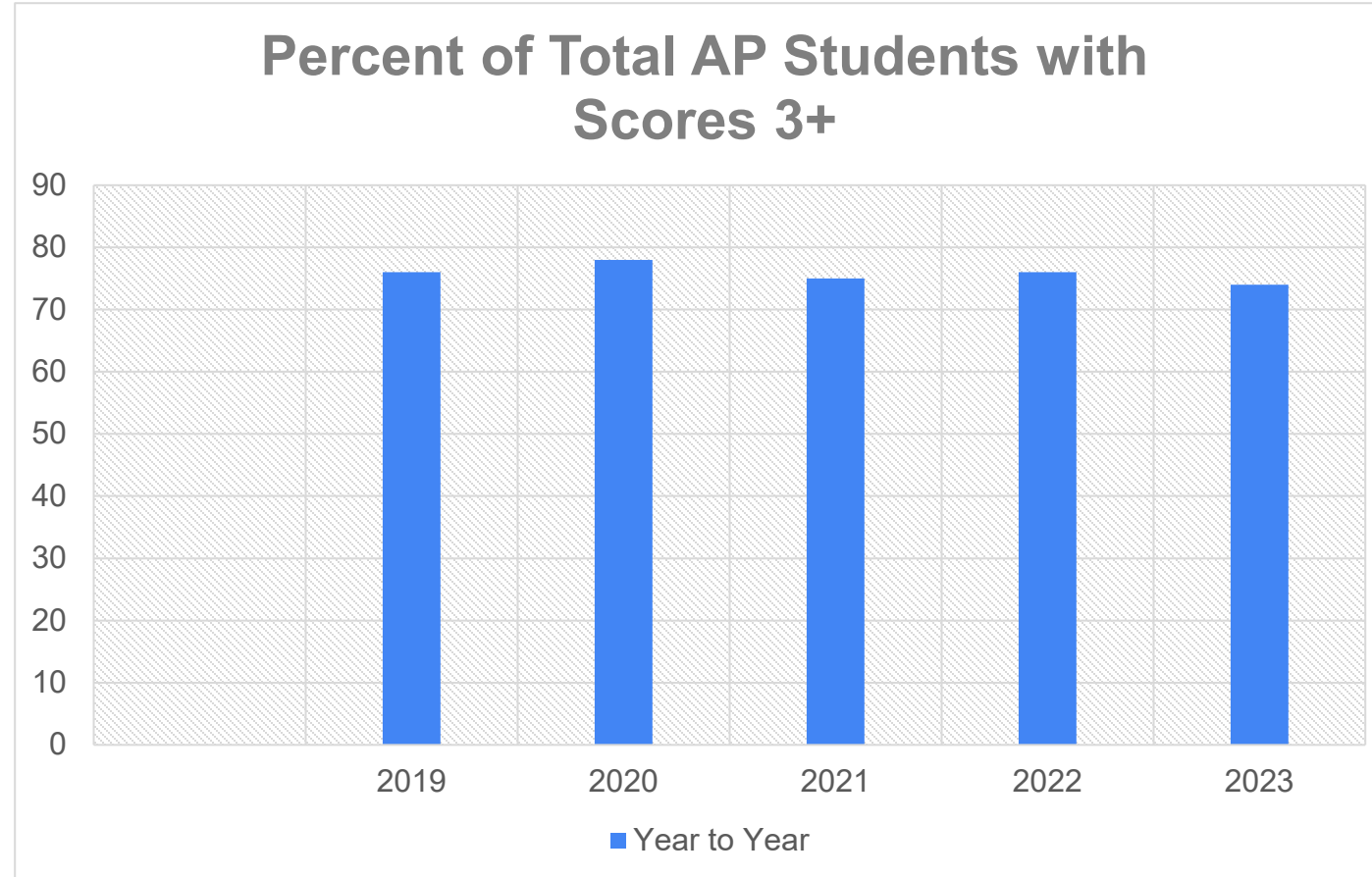


- 2023: 274 students took a total of 578 exams averaging 3.48!

	2019	2020	2021	2022	2023
Total AP Students	302	294	266	235	274
Total Number of Exams	604	624	561	500	578
AP Students with Scores 3+	229	229	199	179	202
% of Total AP Students with Scores 3+	75.83	77.89	74.81	76.17	73.72

Rounding rules in effect, percentages may not total 100.

Advanced Placement



Rounding rules in effect, percentages may not total 100.

Advanced Placement



Equity and Excellence

31.2% of the 12th grade class scored a 3 or higher on at least one AP exam.

24.1% of the 11th grade class scored a 3 or higher on at least one AP exam.

10.3% of the 10th grade class scored a 3 or higher on at least one AP exam.

Note: This shows the proportion of the school's **entire population** who scored a 3 or higher on an AP exam. The percentages do not relate to the number of students enrolled in AP courses or who took AP exams. This calculation is used to determine the extent to which our overall population is receiving access to advanced academics in high school.

Advanced Placement



Subject	1	2	3	4	5	OCHS	Global
Biology		2	3	4	9	4.11	3.11
Calculus AB		7	14	7	18	3.78	2.91
Calculus BC	1		3	8	9	4.14	3.68
Chemistry		3	2	8	2	3.60	2.73
Computer Science A			2	2	5	4.33	3.20
Computer Science Principles	3	2	15	8	6	3.35	2.91
Drawing			3	3		3.50	3.54
English Language/Comp		3	3	10	9	4.00	2.83
English Literature/Comp			6	9	11	4.19	3.31
Environmental Science	6	7	6	11	4	3.00	2.79
European History				2		4.00	2.95
French Language/Culture					1	5.00	3.01
Human Geography	6	5	4	1	5	2.71	2.70

Advanced Placement



Subject	1	2	3	4	5	OCHS	Global
Macroeconomics	1		8	10	17	4.17	2.71
Microeconomics			1	1		3.50	2.93
Music Theory	2	5	1	1		2.11	3.03
Physics 2		4	5	5	1	3.20	3.14
Physics C: Mechanics				3	8	4.73	3.41
Psychology	15	7	10	19	19	3.29	2.86
Spanish Language/Culture		1	5	8	4	3.83	3.54
Statistics	1	4	10	6	4	3.32	2.89
US Government & Politics	17	17	8	7	6	2.42	3.14
US History	7	16	12	19	20	3.39	2.57
World History: Modern				2	3	4.60	2.96
Total Exams	59	83	121	154	161	578	904,762
% of Exams	10.2%	14.4%	20.9%	26.6%	27.9%	3.48	2.92



American College Testing

ACT

2022-2023 ACT



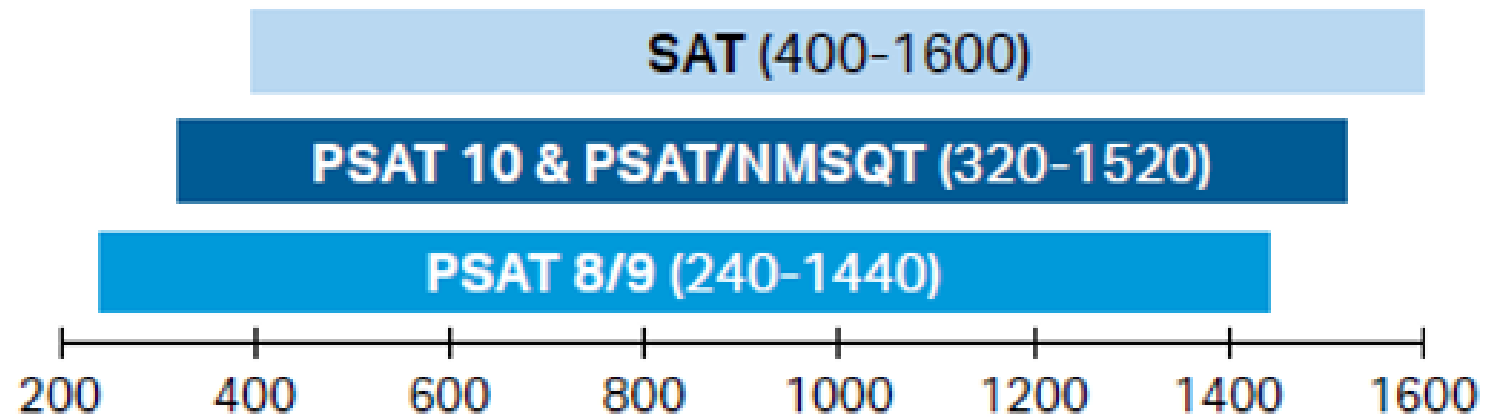
Total Tested			English		Mathematics		Reading		Science		Composite	
Grad Year	District	Nation	District	Nation	District	Nation	District	Nation	District	Nation	District	Nation
2023	16	1.3 million	26	19	25	19.3	29	20.4	25	19.9	27	19.8



SAT Suite of Assessments

PSAT9
PSAT/NMSQT
SAT

College Board



SAT Suite of Assessments



Grade/Test	Ocean City	New Jersey	Difference	Nation	Difference
9 th PSAT 8/9	284	23,996	N/A	580,923	N/A
Reading and Writing	446	419	+27	426	+20
Mathematics	458	422	+36	424	+34
Total Score	904	840	+64	850	+54
10 th PSAT/NMSQT	262	74,090	N/A	1,573,228	N/A
Reading and Writing	480	452	+28	457	+23
Mathematics	483	452	+31	452	+31
Total Score	964	904	+60	909	+55
11 th PSAT/NMSQT	244	78,654	N/A	1,487,230	N/A
Reading and Writing	506	482	+24	500	+6
Mathematics	495	475	+20	485	+10
Total Score	1001	956	+45	986	+15
12 th SAT	197	73,353	N/A	1,913,742	N/A
Reading and Writing	571	538	+33	520	+51
Mathematics	556	528	+28	508	+48
Total Score	1127	1066	+61	1028	+99

Questions

