

NJSLA-Science Results:  
Spring 2019  
Administration

IRVINGTON SCHOOL DISTRICT  
JUNE 24, 2020

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

## The NJSLA-Science:

- Is a federally required state assessment administered to students in 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 science knowledge and skills rather than memorization of content.

# Irvington School District's 2019 Spring NJSLA-Science Performance Levels by Grade and Cut Score

Grade	Proficiency Levels* by Grade and Cut Score			
	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

\***Level 1:** Demonstrate a minimal understanding of the NJSLA-S

\***Level 2:** Demonstrate a limited grade-level understanding of the NJSLA-S

\***Level 3:** Demonstrate appropriate grade-level understanding of the NJSLA-S

\***Level 4:** Demonstrate advanced understanding of the NJSLA-S

Students performing at Level 1 and Level 2 are considered to be below the State minimum level of proficiency.

Students performing at Level 3 and Level 4 are considered proficient and above

## Comparison of Irvington School District's 2019 Spring NJSLA-Science Administrations Science to New Jersey Percentages

	Performance Levels* (% of students)							
	Level 1 District	Level 1 State	Level 2 District	Level 2 State	Level 3 District	Level 3 State	Level 4 District	Level 4 State
Grade 5	67.1	34.8	27.1	36.0	5.3	22.7	0.5	6.6
Grade 8	70.4	35.7	26.6	44.5	2.7	15.3	0.2	4.8
Grade 11	83.3	49.1	12.1	23.5	4.0	19.5	0.5	7.8

Notes: Percentages may not total 100 due to rounding.

# Irvington School District's Number of Students Tested 2019 Spring NJSLA-Science Administration

Grade	Students Tested 2019*
5	565
8	473
11	371
<b>Total</b>	<b>1,409</b>

\*Note: "Students Tested" represents individual valid test scores for Science.

# Irvington School District's 2019 Spring NJSLA-Science Grade-Level Outcomes-Percentages

	Performance Levels*				
	% of students at Level 1	% of students at Level 2	% of students at Level 3	% of students at Level 4	% of students at Levels 3 and 4
<b>Grade 5</b>	67.1	27.1	5.3	0.5	5.8
<b>Grade 8</b>	70.4	26.6	2.7	0.2	2.9
<b>Grade 11</b>	83.3	12.1	4.0	0.5	4.5

**\*Grade 5: Level 1: (100-149) Level 2: (150-199) Level 3: (200-242) Level 4: (243-300)**

**\*Grade 8: Level 1: (100-149) Level 2: (150-199) Level 3: (200-230) Level 4: (231-300)**

**\*Grade 11: Level 1: (100-157) Level 2: (158-199) Level 3: (200-249) Level 4: (250-300)**

# Irvington School District's 2019 Spring NJSLA-Science: School Outcomes Grade 5 - Percentages

	Performance Levels*				
	% of students at Level 1	% of students at Level 2	% of students at Level 3	% of students at Level 4	% of students at Levels 3 and 4
<b>State</b>	34.8	36.0	22.7	6.6	29.3
<b>District</b>	67.1	27.1	5.3	0.5	5.8
<b>Berkeley</b>	63.1	32.3	3.1	1.5	4.6
<b>Chancellor</b>	69.9	22.9	7.2	0.0	7.2
<b>Florence</b>	62.5	31.7	5.8	0.0	5.8
<b>Grove</b>	69.5	28.8	1.7	0.0	1.7
<b>Madison</b>	57.8	24.4	15.6	2.2	17.8
<b>Mt. Vernon</b>	75.6	22.0	2.4	0.0	2.4
<b>Thurgood Marshall</b>	59.6	31.9	6.4	2.1	8.5
<b>University Elementary</b>	72.5	23.8	3.8	0.0	3.8

\*Level 1: (100-149) Level 2: (150-199) Level 3: (200-242) Level 4: (243-300)

# Irvington School District's 2019 Spring NJSLA-Science: School Outcomes Grade 8 - Percentages

	Performance Levels*				
	% of students at Level 1	% of students at Level 2	% of students at Level 3	% of students at Level 4	% of students at Levels 3 and 4
<b>State</b>	35.7	44.5	15.3	4.8	19.8
<b>District</b>	70.4	26.6	2.7	0.2	2.9
<b>Union Avenue Middle</b>	61.1	34.9	3.5	0.4	3.9
<b>University Middle</b>	79.1	18.9	2.0	0.0	2.0

\***Level 1:** (100-149) **Level 2:** (150-199) **Level 3:** (200-230) **Level 4:** (231-300)



# Irvington School District's 2019 Spring NJSLA-Science: School Outcomes Grade 11 - Percentages

	Performance Levels*				
	% of students at Level 1	% of students at Level 2	% of students at Level 3	% of students at Level 4	% of students at Levels 3 and 4
<b>State</b>	49.1	23.5	19.5	7.8	27.3
<b>Irvington HS<sup>1</sup></b>	83.3	12.1	4.0	0.5	4.5

\***Level 1:** (100-157) **Level 2:** (158-199) **Level 3:** (200-249) **Level 4:** (250-300)

<sup>1</sup>Same with the District

# Irvington School District's 2019 Spring NJSLA-Science Grade 5: Subgroup Outcomes-Percentages

Subgroup	Performance Levels*				
	% of students at Level 1	% of students at Level 2	% of students at Level 3	% of students at Level 4	% of students at Levels 3 and 4
Female	66.2	28.7	5.1	0.0	5.1
Male	67.9	25.6	5.5	1.0	6.5
Hispanic or Latino	64.9	26.8	7.2	1.0	8.2
Black or African-American	67.8	26.9	4.8	0.4	5.3
White	66.7	33.3	0.0	0.0	0.0
Economic Disadvantage	65.2	28.6	6.0	0.2	6.2
Non-Economic Disadvantage	73.3	22.1	3.1	1.5	4.6
Students with Disabilities	88.6	10.0	1.4	0.0	1.4
ELLs	89.4	10.6	0.0	0.0	0.0

\*Level 1: (100-149) Level 2: (150-199) Level 3: (200-242) Level 4: (243-300)

# Irvington School District's 2019 Spring NJSLA-Science Grade 8: Subgroup Outcomes-Percentages

Subgroup	Performance Levels*				
	% of students at Level 1	% of students at Level 2	% of students at Level 3	% of students at Level 4	% of students at Level 3 and 4
Female	71.8	24.1	4.1	0.0	4.1
Male	69.2	28.9	1.6	0.4	2.0
Hispanic or Latino	68.8	25.8	5.4	0.0	5.4
Black or African-American	71.0	26.5	2.1	0.3	2.4
White	0.0	0.0	0.0	0.0	0.0
Economic Disadvantage	71.7	25.8	2.2	0.3	2.5
Non-Economic Disadvantage	65.7	29.5	4.8	0.0	4.8
Students with Disabilities	88.7	11.3	0.0	0.0	0.0
ELLs	90.0	10.0	0.0	0.0	0.0

\*Level 1: (100-149) Level 2: (150-199) Level 3: (200-230) Level 4: (231-300)

# Irvington School District's 2019 Spring NJSLA-Science Grade 11: Subgroup Outcomes-Percentages

Subgroup	Performance Levels*				
	% of students at Level 1	% of students at Level 2	% of students at Level 3	% of students at Level 4	% of students at Levels 3 and 4
Female	77.5	17.8	4.1	0.6	4.7
Male	88.1	7.4	4.0	0.5	4.5
Hispanic or Latino	82.8	14.1	3.1	0.0	3.1
Black or African-American	83.3	11.8	4.3	0.7	5.0
White	0.0	0.0	0.0	0.0	0.0
Economic Disadvantage	82.2	11.7	5.6	0.5	6.1
Non-Economic Disadvantage	84.8	12.7	1.9	0.6	2.5
Students with Disabilities	98.2	1.8	0.0	0.0	0.0
ELLs	97.1	2.9	0.0	0.0	0.0

\*Level 1: (100-157) Level 2: (158-199) Level 3: (200-249) Level 4: (250-300)

# Notable Achievements

- At least **25%** of all students performed at Levels **2, 3, and 4** on NJSLA-S for grade **5** districtwide
- At least one school recorded a **17.8%** of students in levels **3 and 4** on NJSLA-S for grade **5**
- All schools recorded a percent of students who performed at levels **3 and 4** on NJSLA-S for grades **5, 8, and 11**
- A participation rate of **99.6%** on NJSLA-S for grade **5**
- A participation rate of **98.7%** on NJSLA-S for grade **8**
- A participation rate of **99.2%** on NJSLA-S for grade **11**

# Intervention Strategies

- **Align instructions to learning standards:** Instructions are aligned to the learning target and task for mastering a learning standard.
- **Use of formative assessment:** Unit tests reflect the standards alignment provided by the state in grades 3-11. These benchmarks tests are delivered on the TestNav platform with technology-enhanced items, same as on NJSLA-S
- **Use the feedback loop concept:** This involves teachers and students simultaneously determine where students are and where they need improvement
- **Pacing guide:** Adequate time is provided to ensure that all students are engaged in mastering the content
- **Use cooperative learning and other strategies:** These will promote Investigating and Critiquing practices around the content during instruction.

# Intervention Strategies

- **Professional development:** Designed to target instructional practice specific to science and training on developing lesson plans
- **Implementation of Integrated Science curriculum:** This to familiarize students at the high school with the science program; and offer earlier exposure to the standards that may elude some students based on their course selections
- **Recording and enforcing time on tests:** This is to provide experience similar to NJSLA-S, including recording time spent on items by each student
- **Adopting Science program/text:** This is to support student learning away from school and provide continuity of instruction between teachers and classes
- **Use of state test reports:** This will inform where professional development and classroom instruction should target as it pertains to disciplinary core ideas and science practices

**Thank you**