

# District Testing Report: NJSLA-ELA/M, NJSLA-S, DLM & ACCESS

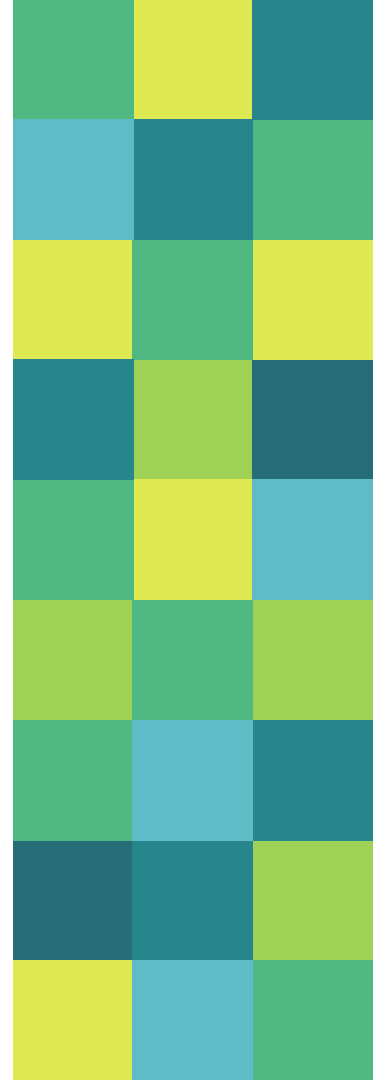
## Hillsdale September 16, 2019

Presented to the Hillsdale BOE

by

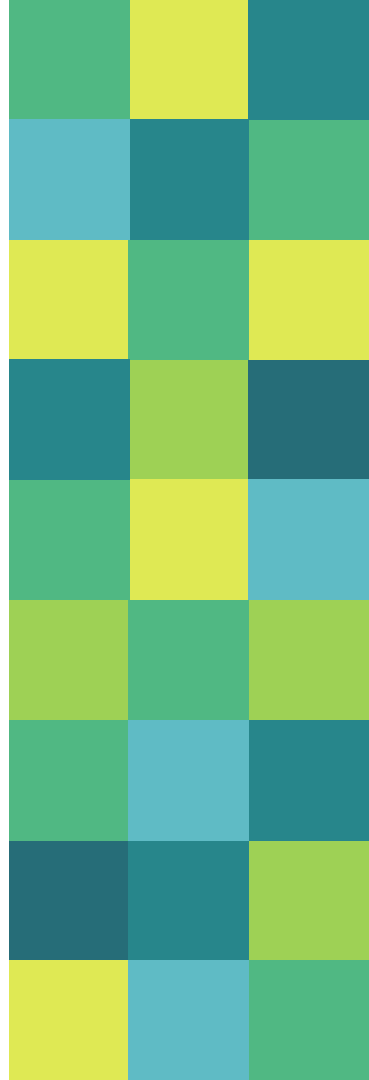
Robert Lombardy, Superintendent of Schools &

Dominique Vetrano, Supervisor of Curriculum, Instruction & Assessment



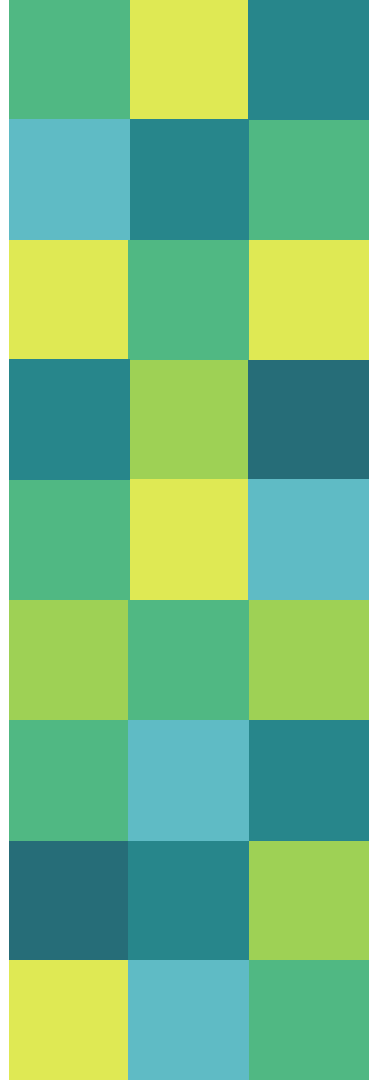
# New Jersey's Statewide Assessment Program

- Spring 2019 marked the beginning of students encountering the New Jersey Student Learning Assessment (NJSLA). This test replaced PARCC in name.
- Hillsdale students took NJSLA English Language Arts & Literacy assessments in grades 3-8
- Hillsdale students took NJSLA Mathematics assessments in grades 3-8 and/or the End of Course Assessment in Algebra
- Hillsdale students took NJSLA Science in grade 5 and 8.



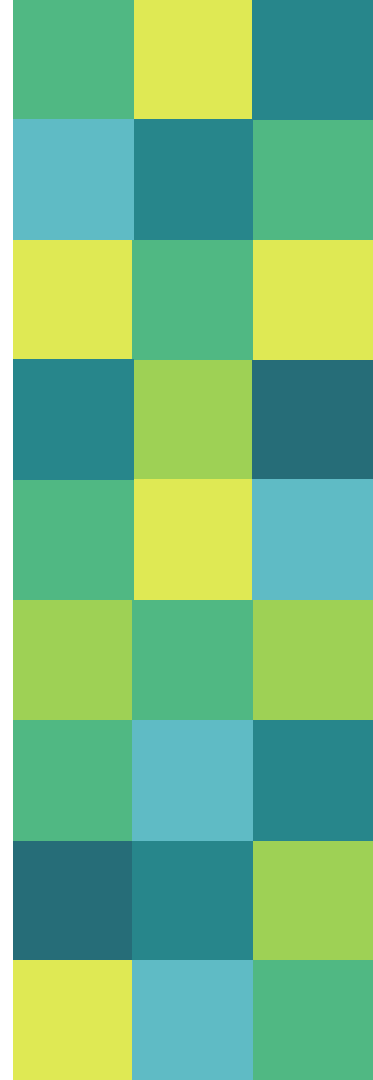
# Parent Communication

- NJSLA score reports will be mailed to parents on September 18th, 2019.
- NJSLA-S reports were not included in this correspondence. The Spring 2019 administration scores were not received from the state to date.
- A cover letter will accompany the reports to assist in their understanding and direct them toward further resources.



# NJSLA Performance Levels

- **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



# Resources for Parents

Understanding student score reports:  
[understandthescore.org](http://understandthescore.org)

How Did xxxx Perform Overall?

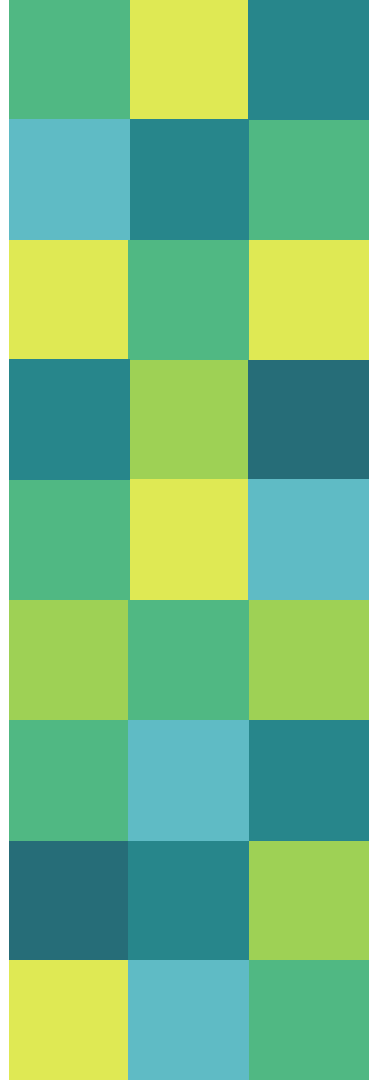
**Performance Level 3**

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



# 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?



## Comparison of Hillsdale Students Tested Spring 2018 & Spring 2019 - NJSLA - ELA

	Students Tested		Year to Year Increase
	2018 - PARCC	2019 - NJSLA	
Grade 3	115	107/114	-8
Grade 4	118	120/123	+2
Grade 5	120	120/126	0
Grade 6	120	119/125	-1
Grade 7	143	127/132	-16
Grade 8	149	131/148	-18

# Comparison of Hillsdale Students Tested Spring 2018 & Spring 2019 - NJSLA - Math

	Students Tested		Year to Year Increase
	2018 - PARCC	2019 - NJSLA	
Grade 3	116	108/114	-8
Grade 4	117	120/123	+3
Grade 5	119	120/126	+1
Grade 6	120	119/125	-1
Grade 7	142	123/132	-19
Grade 8	96	76/90	-20
Algebra	53	58/58	+5



## Hillsdale NJSLA Performance 2019: English Language Arts/Literacy

	Count of Valid Scores	Level 1 Not Yet Meeting	Level 2 Partially Meeting	Level 3 Approaching Expectations	Level 4 Meeting Expectations	Level 5 Exceeding Expectations	District % Levels 4 & 5	NJ % Levels 4 & 5
Grade 3	107	4	6	19	59	19	72.9%	50.3%
Grade 4	120	0	3	17	62	38	83.3%	57.4%
Grade 5	120	2	9	20	57	32	74.2%	57.9%
Grade 6	119	1	8	14	47	49	80.7%	56.2%
Grade 7	127	1	4	22	57	43	78.7%	62.8%
Grade 8	131	6	7	7	50	61	84.7%	62.8%

## Hillsdale PARCC/NJSLA Performance 2019: ELA Yearly Comparison - Percent Meeting or Exceeding

	<b>2017</b>	<b>2018</b>	<b>2019</b>
Grade 3	74%	71%	73%
Grade 4	84%	75%	83%
Grade 5	62%	64%	74%
Grade 6	79%	57%	81%
Grade 7	68%	76%	79%
Grade 8	77%	73%	85%

## Hillsdale PARCC/NJSLA Performance 2016-2019: ELA Longitudinal Analysis -Percent Meeting or Exceeding

2016 Grade	2016 Meet/ Exceed	2017 Grade	2017 Meet/ Exceed	2018 Grade	2018 % Meet/ Exceed	2019 Grade	2019 % Meet/ Exceed
1st	N/A	2nd	N/A	3rd	71%	4th	83%
2nd	N/A	3rd	74%	4th	75%	5th	74%
3rd	72%	4th	84%	5th	64%	6th	81%
4th	64%	5th	62%	6th	57%	7th	79%
5th	68%	6th	79%	7th	76%	8th	85%

## Hillsdale NJSLA Performance 2019: Math

	Count of Valid Scores	Level 1 Not Yet Meeting	Level 2 Partially Meeting	Level 3 Approaching Expectations	Level 4 Meeting Expectations	Level 5 Exceeding Expectations	District % Levels 4 & 5	NJ % Levels 4 & 5
Grade 3	108	1	15	20	53	19	66.7%	55.1%
Grade 4	120	1	8	30	69	12	67.5%	51%
Grade 5	120	1	14	26	59	20	65.8%	46.8%
Grade 6	119	5	10	30	52	22	62.2%	40.5%
Grade 7	123	0	15	41	51	16	54.5%	42.1%
Grade 8	76	9	12	12	43	0	56.6%	29.3%
Algebra	58	0	0	3	34	21	94.8%	42.9%

## Hillsdale PARCC/NJSLA Performance 2019: Math-Yearly Comparison - Percent Meeting or Exceeding

	<b>2017</b>	<b>2018</b>	<b>2019</b>
Grade 3	66%	63%	67%
Grade 4	68%	67%	68%
Grade 5	45%	64%	66%
Grade 6	57%	44%	62%
Grade 7	49%	63%	55%
Grade 8	37%	43%	57%
Algebra	97%	100%	95%

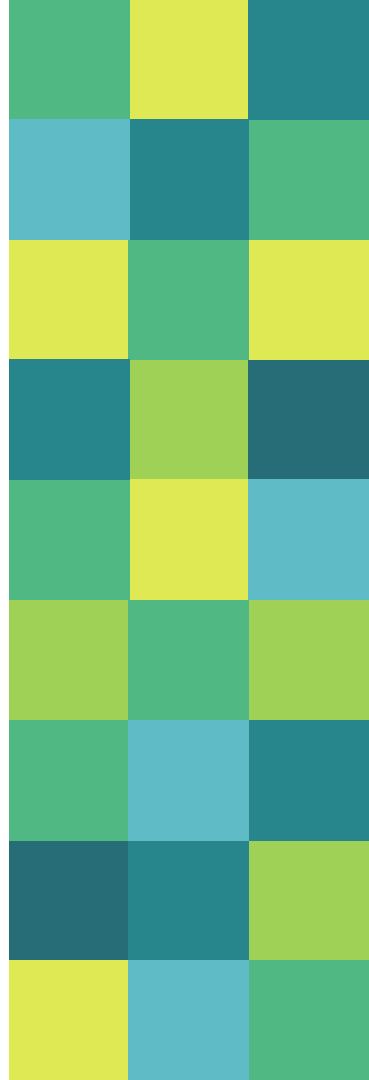
## Hillsdale PARCC/NJSLA Performance 2016-2019: Math Longitudinal Analysis -Percent Meeting or Exceeding

2016 Grade	2016 Meet/ Exceed	2017 Grade	2017 Meet/ Exceed	2018 Grade	2018 % Meet/ Exceed	2019 Grade	2019 % Meet/ Exceed
1st	N/A	2nd	N/A	3rd	63%	4th	68%
2nd	N/A	3rd	66%	4th	67%	5th	66%
3rd	70%	4th	68%	5th	64%	6th	62%
4th	57%	5th	45%	6th	44%	7th	55%
5th	48%	6th	57%	7th	63%	8th	57%

## NJSLA-S - 5th and 8th Grade

NJSLA- Science was administered in spring of 2019. No reporting of scores have been released from the NJ Department of Education. We are expecting results in the near future.

Once more information regarding NJSLA-S scores is reported, the district will communicate.



# ACCESS 2.0/WIDA Assessment

ACCESS for ELLs 2.0 is an **English language proficiency assessment** for students in Kindergarten-Grade 12. The test is administered every year to help school districts monitor the English **language development** of students identified as *English language learners (ELLs)*.

- Students' ACCESS scores reflect proficiency levels ranging from Level 1 (Entering) and Level 6 (Reaching)
- Students who score between a 4.5 (Expanding-Bridging) and 6.0 (Reaching) will be considered for exiting the program





# ACCESS/WIDA Scores

1= **Entering**- knows and uses minimal social language and minimal academic language with visual and graphic support

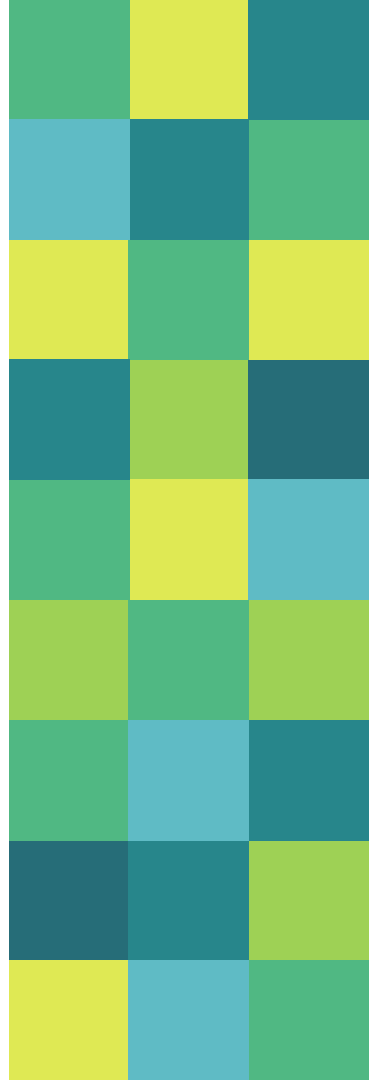
2= **Emerging**- knows and uses some English and general academic language with visual and graphic support

3= **Developing**-knows and uses social English and some specific academic language with visual and graphic support

4= **Expanding**-knows and uses social English and some technical academic language

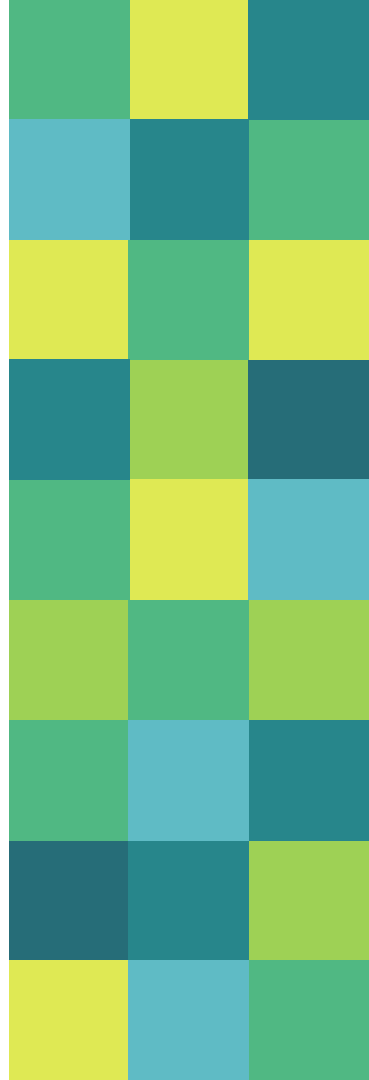
5= **Bridging**- knows and uses social and academic language working with grade level material

6= **Reaching**- knows and uses social and academic language at the highest level measured by this test



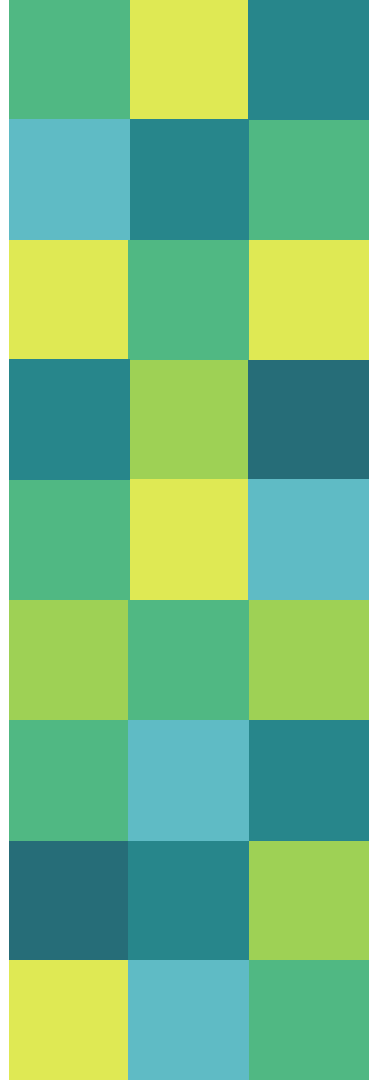
# Multiple Measures/Exited ESL Program

- TCRWP Independent Reading Literacy Level (IRLA) Assessment
  - Student Work i.e. Writing Samples, Comprehension
  - Classroom teacher recommendation(s)
  - ESL teacher feedback
  - Standardized Test Scores i.e. NJSLA
- ★ ELL learners are monitored for two years after exiting the ESL program
- ★ *No Public Reporting Available Due Student Size*



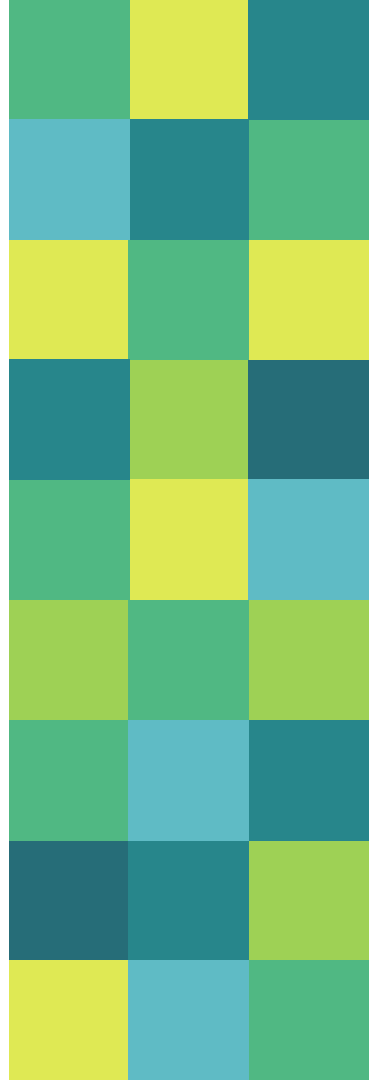
# Dynamic Learning Maps (DLM)

- Alternate assessment (DLM) for students with significant intellectual disabilities in English Language Arts, Mathematics, and Science
- Online computer-based assessment that assess essential element skill statements used for instruction and assessment
- *No Public Reporting Available Due Student Size*



# NJSLA Communication with Teachers

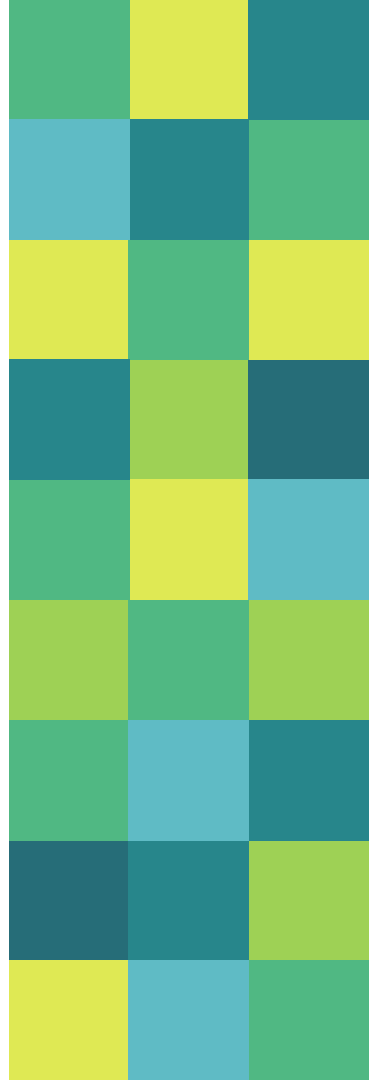
NJSLA scores have been shared with building level administrators and teachers. Principals and teachers are using this data to review the performance of past and current students to inform both general and targeted instruction for learners.



# NJSLA Communication with Teachers

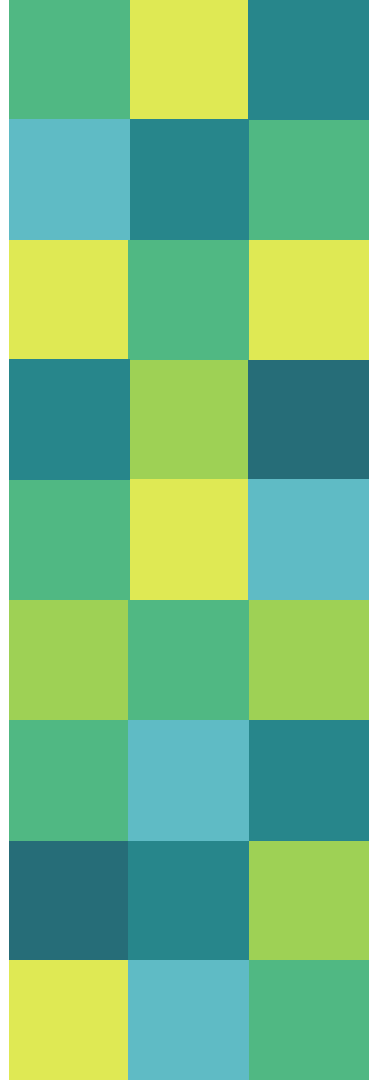
## Discussions

- PLC - Grade Level and Team Meeting
- Celebrations & Surprises
- Challenges at a grade level? How can we address moving forward?
- Performance of incoming students and areas of strength and weakness?
- Performance of outgoing students and areas of strength and weakness?



# NJSLA in Perspective

- NJSLA is “snapshot” of student performance over 6 or 7 days
- “Multiple Measures”
- 21st Century Learning Assessment in Digital Format



# 2020 NJSLA Potential Spring Testing Units/Times

## 2019 NJSLA-ELA – ELA Grade 3

Unit	Unit Testing Time (Minutes)
Unit 1	75
Unit 2	75
<b>Total: 2 Units</b>	<b>Total: 150 Minutes</b>

## 2019 NJSLA-ELA – ELA Grades 4 & 5

Unit	Unit Testing Time (Minutes)
Unit 1	90
Unit 2	90
<b>Total: 2 Units</b>	<b>Total: 180 Minutes</b>

## 2019 NJSLA-ELA – ELA Grades 6 to 10<sup>2</sup>

Unit	Unit Testing Time (Minutes)
Unit 1	90
Unit 2	90
<b>Total: 2 Units</b>	<b>Total: 180 Minutes</b>

## 2019 NJSLA-Mathematics Grades 3 to 5

Unit	Unit Testing Time (Minutes)
Unit 1	60
Unit 2	60
Unit 3	60
<b>3 Units</b>	<b>180 Minutes</b>

## 2019 NJSLA-Mathematics Grades 6 to 8

Unit	Unit Testing Time (Minutes)
Unit 1	60
Unit 2	60
Unit 3	60
<b>3 Units</b>	<b>180 Minutes</b>

## 2019 NJSLA High School Algebra I, Geometry & Algebra II<sup>2</sup>

Unit	Unit Testing Time (Minutes)
Unit 1	90
Unit 2	90
<b>2 Units</b>	<b>180 Minutes</b>

## Science Units and Testing Times for Statewide Assessments

### 2019 NJSLA-Science Assessments Grade 5 & 8

Unit	Unit Testing Time (Minutes)
Unit 1	45
Unit 2	45
Unit 3	45
Unit 4	45
<b>4 Units</b>	<b>180 Minutes</b>

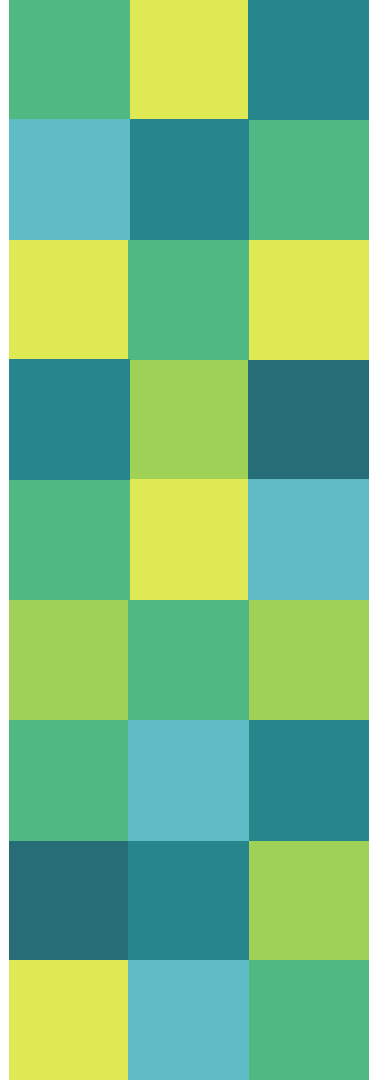
# 2019-2020 District Instructional Goals

1. Refine data-driven decision making by examining assessment and accountability systems to improve the quality of teaching and learning through the analysis of multiple sources of data, including formative and summative assessments.
2. Continue to build the capacity of teachers to engage in continuous growth of differentiated instruction and best practices by using regional collaboration, teacher leadership, job-embedded professional development, and professional learning communities.
3. To support the integration and responsible use of instructional technology by participating in the digital world for the betterment of innovation, 21st century instructional practices, and the student learning experience.



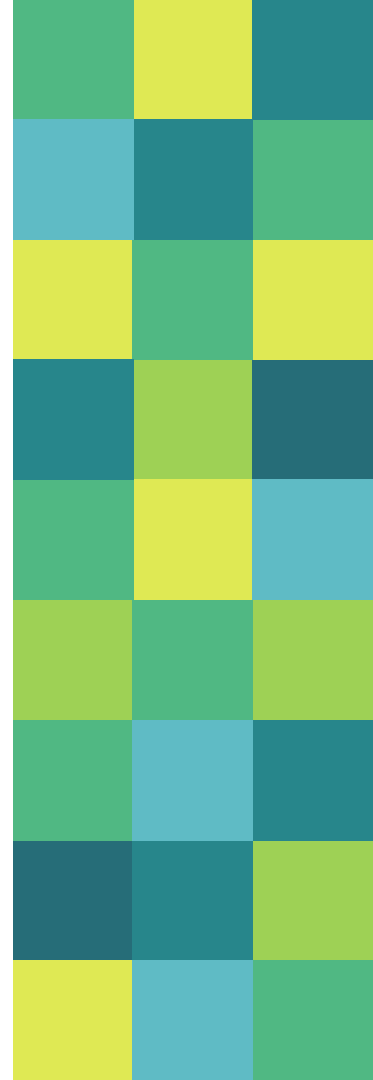
# District Assessments

- Pre- and Post-Assessments
- Formative & Summative Assessments
  - Tests/quizzes/projects
- Teacher College Independent Reading Level Assessment K-5
- Rubric based assessments
- Visual & Performing Art Events



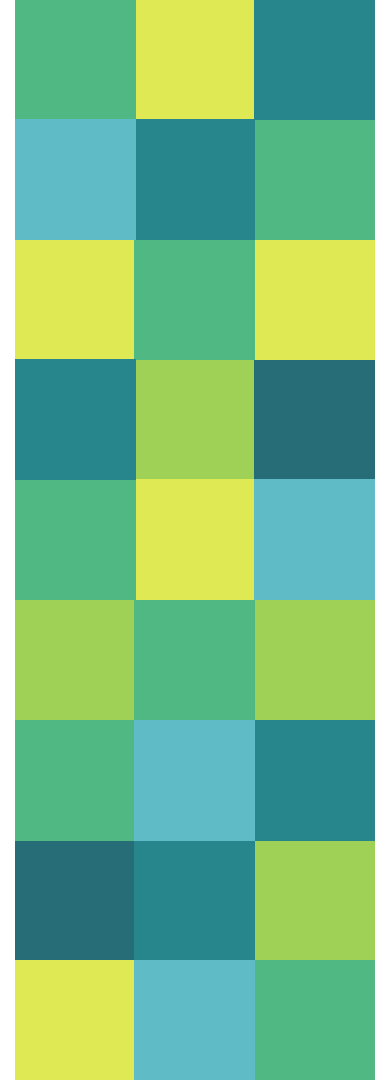
# Areas to Address & Plans to Address

Areas to Address	Plans to Address
<p>Mathematics</p> <ul style="list-style-type: none"><li>▪ Conceptual Understanding<ul style="list-style-type: none"><li>□ Major &amp; Supporting Content</li></ul></li><li>▪ Reasoning<ul style="list-style-type: none"><li>□ Justify and explain thinking</li></ul></li><li>▪ Modeling</li></ul>	<ul style="list-style-type: none"><li>★ Standards-Based Instruction</li><li>★ Professional Development<ul style="list-style-type: none"><li>● Grade-level Data Analysis</li><li>● PLCs to examine evidence statement (standards) and assessment to improve the quality of teaching and learning</li></ul></li><li>● Lead teachers in the administration of Math NJSLA-like assessments</li><li>● Reading Intervention- tiered instruction</li></ul>



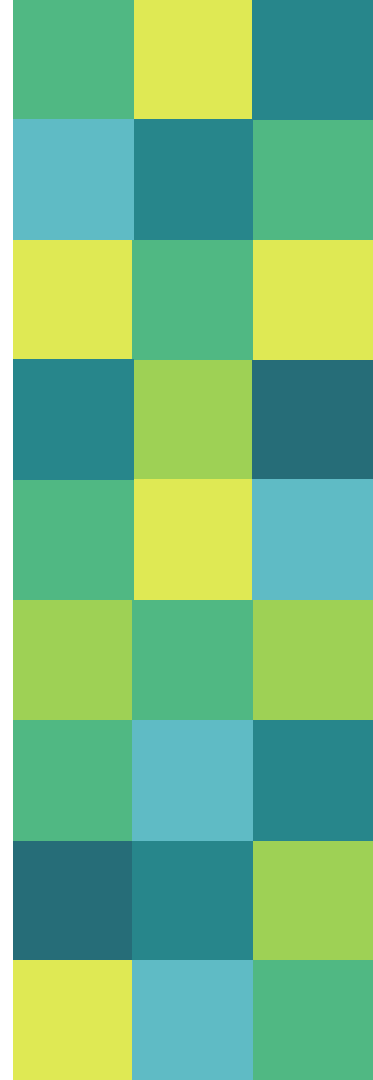
# Areas to Address & Plans to Address

Areas to Address	Plans to Address
<p data-bbox="79 314 587 416">English Language Arts Literacy</p> <ul data-bbox="112 445 703 727" style="list-style-type: none"><li data-bbox="112 445 703 552">▪ Literary &amp; Informational Reading</li><li data-bbox="112 563 430 612">▪ Vocabulary</li><li data-bbox="112 623 600 672">▪ Written Expression</li><li data-bbox="112 683 629 727">▪ Writing Conventions</li></ul>	<ul data-bbox="768 314 1503 945" style="list-style-type: none"><li data-bbox="768 314 1503 363">★ Standards-Based Instruction</li><li data-bbox="768 374 1503 423">★ Professional Development</li><li data-bbox="788 434 1503 483">● Grade-level Data Analysis</li><li data-bbox="788 494 1503 770">● PLCs to examine evidence statement (standards) and assessment to improve the quality of teaching and learning</li><li data-bbox="788 781 1503 945">● Lead teachers in the administration of ELA NJSLA-like assessments</li></ul>

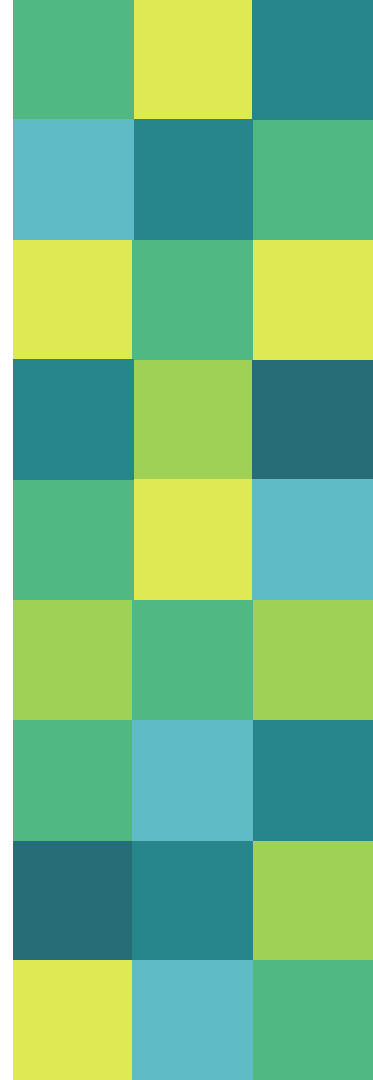


# NJSLA Spring Potential Dates 2020

<b>Grade Level</b>	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>
Grade 3	May 5th & May 6th	May 12th-May 14th	N/A
Grade 4	May 5th & May 6th	May 12th-May 14th	N/A
Grade 5	May 5th & May 6th	May 12th-May 14th	May 19th & May 20th
Grade 6	May 5th & May 6th	May 12th-May 14th	N/A
Grade 7	May 5th & May 6th	May 12th-May 14th	N/A
Grade 8	May 5th & May 6th	May 12th-May 14th	May 19th & May 20th



# Appendix A - Subgroup Reporting Spring 2019



# HPS Subgroup Spring 2018 & Spring 2019 PARCC/NJSLA -ELA Grade 3- %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Male	4	4	14	6	23	22	56	57	4	11
Female	2	4	3	6	14	13	53	53	28	25
Hispanic/ Latino	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
White	1	5	9	5	19	21	57	55	14	15
Economically Disadvantaged	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Students with Disabilities	11	13	30	13	26	40	26	33	7	0
English Language Learners (ELLs)	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10

Subgroups with a sample size of 10 or less are not reported publicly to protect the confidentiality of those learners

## HPS Subgroup Spring 2018 & Spring 2019 NJSLA - Math Grade 3 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Male	2	0	12	9	32	19	44	52	11	20
Female	2	2	10	19	17	19	51	46	20	15
Hispanic/Latino	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
White	1	0	10	14	26	21	48	48	14	17
Economically Disadvantaged	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Students with Disabilities	7	0	25	53	42	7	25	27	0	13
English Language Learners (ELLs)	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10

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# HPS Subgroup Spring 2018 & Spring 2019 NJSLA - ELA Grade 4 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Male	0	0	7	2	23	19	49	64	21	16
Female	0	0	5	3	16	10	46	40	33	47
Hispanic/Latino	0	0	0	8	33	15	47	46	20	30
White	0	0	7	2	18	14	52	54	24	29
Economically Disadvantaged	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Students with Disabilities	0	0	18	9	43	24	25	56	14	12
English Language Learners (ELLs)	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10

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## HPS Subgroup Spring 2018 & Spring 2019 NJSLA - Math Grade 4 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Male	0	2	9	5	21	35	57	50	13	9
Female	2	0	8	8	26	16	53	65	12	11
Hispanic/Latino	7	0	20	0	33	31	40	69	0	0
White	0	1	7	6	25	26	58	59	10	9
Economically Disadvantaged	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Students with Disabilities	4	3	25	21	36	38	32	38	4	0
English Language Learners (ELLs)	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10

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## HPS Subgroup Spring 2018 & Spring 2019 NJSLA - ELA Grade 5 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2018	<b>2019</b>	2018	<b>2019</b>	2018	<b>2019</b>	2018	<b>2019</b>	2018	<b>2019</b>
Male	0	3	8	10	38	10	43	45	11	40
Female	0	0	9	5	16	23	56	50	19	15
Hispanic/Latino	0	6	33	12	33	18	25	41	8	24
White	0	1	6	6	28	18	51	22	15	68
Economically Disadvantaged	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>
Students with Disabilities	0	7	20	24	65	28	15	31	0	10
English Language Learners (ELLs)	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>

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## HPS Subgroup Spring 2018 & Spring 2019 NJSLA - Math Grade 5 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Male	0	2	6	16	27	18	51	48	16	16
Female	2	0	7	7	30	26	50	50	11	17
Hispanic/Latino	8	0	17	18	42	29	17	47	17	6
White	0	1	7	11	28	22	53	50	13	17
Economically Disadvantaged	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Students with Disabilities	5	3	25	35	35	28	30	35	5	0
English Language Learners (ELLs)	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10

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## HPS Subgroup Spring 2018 & Spring 2019 PARCC - ELA Grade 6 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2018	<b>2019</b>	2018	<b>2019</b>	2018	<b>2019</b>	2018	<b>2019</b>	2018	<b>2019</b>
Male	3	2	18	6	25	14	40	49	13	29
Female	2	0	8	7	30	9	47	28	13	56
Hispanic/Latino	6	0	24	17	53	25	18	33	0	25
White	2	1	13	5	26	10	45	44	14	40
Economically Disadvantaged	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>
Students with Disabilities	10	0	47	32	33	26	7	42	3	0
English Language Learners (ELLs)	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>

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# HPS Subgroup Spring 2018 & Spring 2018 NJSLA - Math Grade 6 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2018	<b>2019</b>	2018	<b>2019</b>	2018	<b>2019</b>	2018	<b>2019</b>	2018	<b>2019</b>
Male	2	2	18	6	37	31	33	42	10	20
Female	2	7	19	11	34	19	42	46	4	17
Hispanic/Latino	6	8	35	8	47	42	12	25	0	17
White	1	3	17	10	37	25	37	46	8	16
Economically Disadvantaged	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>
Students with Disabilities	7	26	43	26	37	32	13	16	0	0
English Language Learners (ELLs)	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>

Subgroups with a sample size of 10 or less are not reported publicly to protect the confidentiality of those learners

## HPS Subgroup Spring 2018 & Spring 2019 NJSLA - ELA Grade 7 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Male	7	2	8	4	21	22	43	47	64	25
Female	1	0	1	2	10	12	42	42	87	44
Hispanic/Latino	17	0	0	5	17	29	56	67	67	0
White	3	1	5	3	16	17	44	42	76	38
Economically Disadvantaged	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Students with Disabilities	20	3	13	9	27	41	33	41	40	6
English Language Learners (ELLs)	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10

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# HPS Subgroup Spring 2018 & Spring 2019 NJSLA - Math Grade 7 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Male	4	0	13	9	22	32	46	45	15	14
Female	1	0	7	16	27	35	47	38	17	12
Hispanic/Latino	0	0	22	29	17	48	61	24	0	0
White	4	0	8	10	28	32	45	46	16	13
Economically Disadvantaged	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
Students with Disabilities	13	0	37	25	33	47	10	22	7	6
English Language Learners (ELLs)	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10

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## HPS Subgroup Spring 2018 & Spring 2019 NJSLA - ELA Grade 8 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Male	15	8	10	9	17	8	43	40	15	36
Female	1	2	1	2	10	3	41	36	46	58
Hispanic/Latino	17	6	11	18	22	6	28	24	22	47
White	8	5	4	4	12	5	45	41	32	46
Economically Disadvantaged	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>
Students with Disabilities	33	17	10	23	27	17	30	33	0	10
English Language Learners (ELLs)	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>

Subgroups with a sample size of 10 or less are not reported publicly to protect the confidentiality of those learners



# HPS Subgroup Spring 2018 & Spring 2019 NJSLA - Math Grade 8 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2018	<b>2019</b>	2018	<b>2019</b>	2018	<b>2019</b>	2018	<b>2019</b>	2018	<b>2019</b>
Male	16	16	10	19	39	11	33	54	35	0
Female	9	7	13	13	28	21	51	59	51	0
Hispanic/Latino	21	13	7	13	43	7	29	67	29	0
White	12	12	13	16	29	19	45	53	46	0
Economically Disadvantaged	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>
Students with Disabilities	38	0	17	8	28	16	17	75	17	0
English Language Learners (ELLs)	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>	<10	<b>&lt;10</b>

Subgroups with a sample size of 10 or less are not reported publicly to protect the confidentiality of those learners